

 Richmond  
Sheila Dignen

Teacher's  
**GUIDE**

A1

Keep it

**REAL!**

Relevant Engaging Achievable Learning



Keep it

**REAL!**

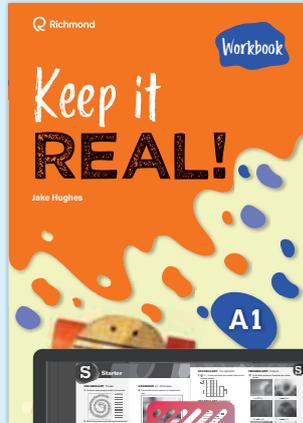
# Keep it REAL!

Everything you need to 'Keep it real!' in the class and at home.

## Student COMPONENTS



**Student's Book**



**Workbook  
and  
e-Workbook**

## Teacher COMPONENTS



**Teacher's Guide  
and  
Student's Book  
combined**

### Audio

**Video and animations**

**Keep moving! digital game**

**Extended practice**



**Richmond  
Learning  
Platform**

### Tests

**Worksheets**

**Scripts**

**Workbook answer key**



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# STUDENT'S BOOK CONTENTS

	LANGUAGE		SKILLS		
	VOCABULARY	GRAMMAR	READING	LISTENING	
<b>Starter unit</b> p.4	> People > Subject pronouns > <i>be</i> : affirmative > The alphabet > Numbers > Demonstrative pronouns				
<b>Unit 1</b> <b>School life</b> p.9	> Classroom objects > <b>Vlog</b> > Adjectives	> Articles > Plural nouns > <i>be</i> : affirmative and negative > <b>Pronunciation</b> : Negative contractions > <b>Grammar animations</b>	> <i>This is my bag</i> > <b>Skill</b> : Matching descriptions with pictures > <b>Word Power</b> : School subjects	> <i>This isn't difficult!</i> > <b>Skill</b> : Listening for details	
<b>Unit 2</b> <b>Friends and family</b> p.19	> Family and pets > <b>Vlog</b> > Countries and nationalities > <b>Pronunciation</b> : Nationalities	> Possessive adjectives > Possessive 's > <i>be</i> : questions and short answers > <b>Grammar animations</b>	> <i>Best friends forever</i> > <b>Skill</b> : Scanning a text > <b>Word Power</b> : Brothers and sisters	> <i>Where are they from?</i> > <b>Skill</b> : Understanding information about nationalities	
<b>Unit 3</b> <b>At home</b> p.29	> Rooms > <b>Vlog</b> > Objects in the home > <b>Pronunciation</b> : /ə/ sound	> <i>There is / There are</i> > Prepositions of place > <b>Grammar animations</b>	> <i>Homes with a difference</i> > <b>Skill</b> : Using pictures to help understand a text > <b>Word Power</b> : Parts of buildings	> <i>What's in your bedroom?</i> > <b>Skill</b> : Identifying location of objects	
<b>REVIEW UNITS 1-3</b> pp.100-101			<b>PROJECTS UNITS 1-3</b> pp.106-107		
<b>Unit 4</b> <b>Food and drink</b> p.39	> Food and drink > <b>Vlog</b> > Meals	> <i>like / don't like</i> > <b>Pronunciation</b> : Linking > <i>would like</i> > <i>like</i> and <i>would like</i> > <b>Grammar animations</b>	> <i>Do you like chocolate?</i> > <b>Skill</b> : Transferring information to a table > <b>Word Power</b> : Food adjectives	> <i>Lunchtime!</i> > <b>Skill</b> : Identifying meals people want	
<b>Unit 5</b> <b>My life</b> p.49	> Daily routine > <b>Vlog</b> > Common verbs	> Present simple: affirmative > <b>Pronunciation</b> Third person -s > Present simple: negative; questions and short answers > <b>Grammar animations</b>	> <i>An actor's life for me!</i> > <b>Skill</b> : Interpreting information > <b>Word Power</b> : <i>near, far, early, late</i>	> <i>Home school</i> > <b>Skill</b> : Understanding information in a podcast	
<b>Unit 6</b> <b>Free time</b> p.59	> Free-time activities > <b>Vlog</b> > Months, dates and seasons	> Adverbs and expressions of frequency > <i>Wh-</i> questions > <b>Pronunciation</b> : Question words > <b>Grammar animations</b>	> <i>I check YouTube fifty times a day!</i> > <b>Skill</b> : Reading for detail > <b>Word Power</b> : Internet words	> <i>Festival time</i> > <b>Skill</b> : Completing a fact file	
<b>REVIEW UNITS 4-6</b> pp.102-103			<b>PROJECTS UNITS 4-6</b> pp.108-109		
<b>Unit 7</b> <b>Skills and sport</b> p.69	> Abilities > <b>Vlog</b> > Sports	> <i>can</i> : affirmative and negative; questions and short answers > <b>Pronunciation</b> : <i>can</i> and <i>can't</i> > <i>like/love/hate</i> > Object pronouns > <b>Grammar animations</b>	> <i>Amazing abilities</i> > <b>Skill</b> : Guessing the meaning of new words > <b>Word Power</b> : <i>-er</i> people	> <i>I love it!</i> > <b>Skill</b> : Listening for opinions	
<b>Unit 8</b> <b>About town</b> p.79	> Places in a town > <b>Vlog</b> > Adjectives to describe places	> Present continuous: affirmative and negative > <b>Pronunciation</b> : <i>-ing</i> sound > Present continuous: questions and short answers > <b>Grammar animations</b>	> <i>Welcome to my town!</i> > <b>Skill</b> : Understanding the main ideas in a text > <b>Word Power</b> : <i>a few, some, a lot of</i> and <i>no</i>	> <i>What are you doing?</i> > <b>Skill</b> : Understanding a phone conversation	
<b>Unit 9</b> <b>Travel</b> p.89	> Weather and nature > <b>Vlog</b> > Transport	> <i>be</i> : past simple > <b>Pronunciation</b> : <i>was/wasn't</i> > <i>be going to</i> > <b>Grammar animations</b>	> <i>It was a great holiday!</i> > <b>Skill</b> : Comparing texts > <b>Word Power</b> : Past time expressions	> <i>On the move</i> > <b>Skill</b> : Understanding future plans	
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SPEAKING	WRITING	CULTURE	21 <sup>ST</sup> CENTURY SKILLS
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› Colours › Classroom language

<ul style="list-style-type: none"> <li>› <i>Time for class!</i></li> <li>› <b>Skill:</b> Talking about timetables</li> <li>› <b>Useful language:</b> Talking about days and times</li> <li>›  <b>Keep moving!</b></li> </ul>	<ul style="list-style-type: none"> <li>› <i>A student profile</i></li> <li>› <b>Skill:</b> Writing about myself for a school website</li> <li>› <b>Useful language:</b> You and your school</li> <li>› <b>Look!</b> Capital letters</li> </ul>	<ul style="list-style-type: none"> <li>› <i>Let's learn outside!</i></li> <li>› <b>Word Power:</b> School uniforms</li> <li>›  <b>Culture video</b></li> </ul>	<ul style="list-style-type: none"> <li>🔍 <b>FIND OUT</b> p.14</li> <li>🗨️ <b>THINK CRITICALLY</b> p.10</li> <li>🌐 <b>COMPARE CULTURES</b> p.17</li> <li>💡 <b>GET CREATIVE</b> p.17</li> </ul>
<ul style="list-style-type: none"> <li>› <i>Party time!</i></li> <li>› <b>Skill:</b> Introducing yourself</li> <li>› <b>Useful language:</b> Introductions; Asking for personal details</li> <li>›  <b>Keep moving!</b></li> </ul>	<ul style="list-style-type: none"> <li>› <i>Describing photos</i></li> <li>› <b>Skill:</b> Writing a post about my favourite photos</li> <li>› <b>Useful language:</b> Describing personal photos</li> <li>› <b>Look!</b> <i>and/but</i></li> </ul>	<ul style="list-style-type: none"> <li>› <i>Pets in the UK</i></li> <li>› <b>Word Power:</b> Animals</li> <li>›  <b>Culture video</b></li> </ul>	<ul style="list-style-type: none"> <li>🔍 <b>FIND OUT</b> p.23</li> <li>🗨️ <b>THINK CRITICALLY</b> p.22</li> <li>🌐 <b>COMPARE CULTURES</b> p.27</li> <li>💡 <b>GET CREATIVE</b> p.25</li> </ul>
<ul style="list-style-type: none"> <li>› <i>A new home</i></li> <li>› <b>Skill:</b> Meeting friends</li> <li>› <b>Useful language:</b> Greetings</li> <li>›  <b>Keep moving!</b></li> </ul>	<ul style="list-style-type: none"> <li>› <i>A chat forum</i></li> <li>› <b>Skill:</b> Writing a forum post about my home</li> <li>› <b>Useful language:</b> Describing family homes</li> <li>› <b>Look!</b> Punctuation</li> </ul>	<ul style="list-style-type: none"> <li>› <i>Modern families</i></li> <li>› <b>Word Power:</b> Step-family</li> <li>›  <b>Culture video</b></li> </ul>	<ul style="list-style-type: none"> <li>🔍 <b>FIND OUT</b> p.29</li> <li>🗨️ <b>THINK CRITICALLY</b> p.30</li> <li>🌐 <b>COMPARE CULTURES</b> p.37</li> <li>💡 <b>GET CREATIVE</b> p.33</li> </ul>

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<ul style="list-style-type: none"> <li>› <i>What's on the menu?</i></li> <li>› <b>Skill:</b> Ordering food and drink</li> <li>› <b>Useful language:</b> Ordering in a café</li> <li>›  <b>Keep moving!</b></li> </ul>	<ul style="list-style-type: none"> <li>› <i>A blog post</i></li> <li>› <b>Skill:</b> Writing a blog post about food</li> <li>› <b>Useful language:</b> Describing your diet</li> <li>› <b>Look!</b> <i>and/or</i></li> </ul>	<ul style="list-style-type: none"> <li>› <i>A family meal</i></li> <li>› <b>Word Power:</b> Meat and vegetables</li> <li>›  <b>Culture video</b></li> </ul>	<ul style="list-style-type: none"> <li>🔍 <b>FIND OUT</b> p.43</li> <li>🗨️ <b>THINK CRITICALLY</b> p.40</li> <li>🌐 <b>COMPARE CULTURES</b> p.47</li> <li>💡 <b>GET CREATIVE</b> p.45</li> </ul>
<ul style="list-style-type: none"> <li>› <i>After-school fun</i></li> <li>› <b>Skill:</b> Making and responding to suggestions</li> <li>› <b>Useful language:</b> Suggesting and responding</li> <li>›  <b>Keep moving!</b></li> </ul>	<ul style="list-style-type: none"> <li>› <i>An article</i></li> <li>› <b>Skill:</b> Writing an article about my typical day</li> <li>› <b>Useful language:</b> Describing general habits</li> <li>› <b>Look!</b> <i>because</i></li> </ul>	<ul style="list-style-type: none"> <li>› <i>Away from home</i></li> <li>› <b>Word Power:</b> Feelings</li> <li>›  <b>Culture video</b></li> </ul>	<ul style="list-style-type: none"> <li>🔍 <b>FIND OUT</b> p.50</li> <li>🗨️ <b>THINK CRITICALLY</b> p.52</li> <li>🌐 <b>COMPARE CULTURES</b> p.57</li> <li>💡 <b>GET CREATIVE</b> p.57</li> </ul>
<ul style="list-style-type: none"> <li>› <i>How much are the tickets?</i></li> <li>› <b>Skill:</b> Asking for information</li> <li>› <b>Useful language:</b> Asking for and giving information</li> <li>›  <b>Keep moving!</b></li> </ul>	<ul style="list-style-type: none"> <li>› <i>An email</i></li> <li>› <b>Skill:</b> Writing an email to a penfriend</li> <li>› <b>Useful language:</b> Writing an email</li> <li>› <b>Look!</b> <i>too/also</i></li> </ul>	<ul style="list-style-type: none"> <li>› <i>UK music festivals</i></li> <li>› <b>Word Power:</b> Types of music</li> <li>›  <b>Culture video</b></li> </ul>	<ul style="list-style-type: none"> <li>🔍 <b>FIND OUT</b> p.62</li> <li>🗨️ <b>THINK CRITICALLY</b> p.60</li> <li>🌐 <b>COMPARE CULTURES</b> p.67</li> <li>💡 <b>GET CREATIVE</b> p.65</li> </ul>

**LITERATURE UNITS 4-6 pp.114-115**

<ul style="list-style-type: none"> <li>› <i>Can I help you?</i></li> <li>› <b>Skill:</b> Buying something in a shop</li> <li>› <b>Useful language:</b> Shopping for sports clothes</li> <li>›  <b>Keep moving!</b></li> </ul>	<ul style="list-style-type: none"> <li>› <i>An application</i></li> <li>› <b>Skill:</b> Writing an application for a summer camp</li> <li>› <b>Useful language:</b> Interests and abilities</li> <li>› <b>Look!</b> Modifiers</li> </ul>	<ul style="list-style-type: none"> <li>› <i>The Scouts</i></li> <li>› <b>Word Power:</b> Outdoor words</li> <li>›  <b>Culture video</b></li> </ul>	<ul style="list-style-type: none"> <li>🔍 <b>FIND OUT</b> p.70</li> <li>🗨️ <b>THINK CRITICALLY</b> p.74</li> <li>🌐 <b>COMPARE CULTURES</b> p.77</li> <li>💡 <b>GET CREATIVE</b> p.77</li> </ul>
<ul style="list-style-type: none"> <li>› <i>Is the skatepark near here?</i></li> <li>› <b>Skill:</b> Asking for and giving directions</li> <li>› <b>Useful language:</b> Asking for and giving directions</li> <li>›  <b>Keep moving!</b></li> </ul>	<ul style="list-style-type: none"> <li>› <i>A text message</i></li> <li>› <b>Skill:</b> Writing a text message arranging to meet</li> <li>› <b>Useful language:</b> Arranging to meet</li> <li>› <b>Look!</b> <i>right now / at the moment</i></li> </ul>	<ul style="list-style-type: none"> <li>› <i>Street party!</i></li> <li>› <b>Word Power:</b> Compounds with <i>every</i></li> <li>›  <b>Culture video</b></li> </ul>	<ul style="list-style-type: none"> <li>🔍 <b>FIND OUT</b> p.83</li> <li>🗨️ <b>THINK CRITICALLY</b> p.79</li> <li>🌐 <b>COMPARE CULTURES</b> p.87</li> <li>💡 <b>GET CREATIVE</b> p.87</li> </ul>
<ul style="list-style-type: none"> <li>› <i>A school trip</i></li> <li>› <b>Skill:</b> Buying a ticket for public transport</li> <li>› <b>Useful language:</b> Buying a train ticket</li> <li>›  <b>Keep moving!</b></li> </ul>	<ul style="list-style-type: none"> <li>› <i>A review</i></li> <li>› <b>Skill:</b> Writing a review of a place</li> <li>› <b>Useful language:</b> Positive and negative comments</li> <li>› <b>Look!</b> <i>so</i></li> </ul>	<ul style="list-style-type: none"> <li>› <i>Famous transport</i></li> <li>› <b>Word Power:</b> Future time expressions</li> <li>›  <b>Culture video</b></li> </ul>	<ul style="list-style-type: none"> <li>🔍 <b>FIND OUT</b> p.90</li> <li>🗨️ <b>THINK CRITICALLY</b> p.93</li> <li>🌐 <b>COMPARE CULTURES</b> p.97</li> <li>💡 <b>GET CREATIVE</b> p.94</li> </ul>

**LITERATURE UNITS 7-9 pp.116-117**

# Welcome to **KEEP IT REAL!**

**Keep it real!** is the ideal 6-level secondary course for today's mixed-ability classes, with its flexible blend of dynamic video and digital content, easy-to-use classroom materials, and focus on developing communicative competence and 21st Century skills.

**Keep it real!** thoroughly develops students' grammar, vocabulary and pronunciation and provides manageable skills development opportunities, including a focus on culture. Optional sections contain project-based work, literature lessons based on extracts from the **Richmond Readers**, and exams lessons that practise common exam tasks.

**Keep it real!** has a full range of print and digital components including:

**Student's Book**

**Workbook and e-Workbook**

**Teacher's Guide** with Student's Book interleaved pages

**Teacher's resources** including worksheets and tests

**Teacher's audio, video and animated material** as MP3 and MP4 download

**Teacher's iBook** for interactive whiteboards

**Richmond Learning Platform**

with extended practice activities, assignable and trackable tests and complete teacher's resources

## KEY FEATURES

Each *Keep it real!* unit has a number of key features which make the course engaging and unique:

### Vocabulary opener pages with vlogs

A focus on vocabulary at the start of each unit with an optional vlog where real vloggers are used in authentic contexts.

**Friends and family**

**Vocabulary Family and pets**

1 Copy and complete Josh's family tree with the words in the box.

2 Copy and complete the table with the words from Exercise 1. Listen, check and repeat.

3 Work in pairs. Ask and answer questions about the people in your family.

4 Now watch the vlog.

### Accessible grammar with animated presentations

Simple, effective grammar lessons with animated grammar presentations.

**GRAMMAR Possessive adjectives**

1 Read the grammar box. Choose the correct answer to complete the rules.

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

2 Complete the sentences with possessive adjectives. Check your answers in the book.

3 Complete a best friend fact file about your best friend. Write sentences about her/him.

4 Now watch the grammar animation.

### Fun facts

Regular 'fun fact' feature offers fun and interesting information to arouse curiosity.

**FUN FACT**

Luis and Jaelyn Valencia are twin brother and sister, but their birthdays are in different years! Jaelyn was born at 11.59 p.m. on 31 December 2015. Luis was born at 12.02 a.m. on 1 January 2016.

### Fast finisher

An optional Fast finisher extension activity at the end of each lesson to keep students busy.

**FAST FINISHER**

Think about your family. How many people and pets are there? Write a list.

*Two uncles, three aunts, a cat ...*

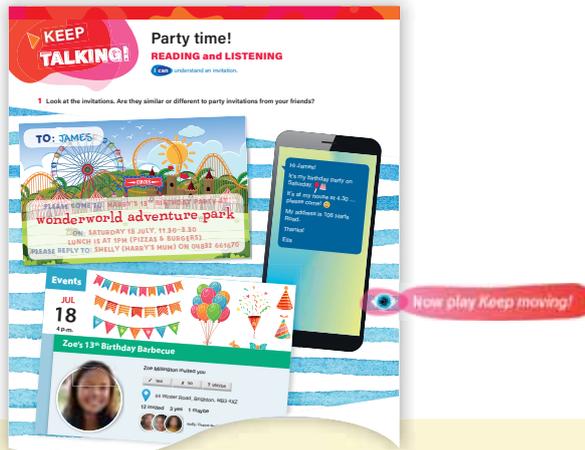
**FAST FINISHER**

Write six sentences about your classmates' things.

*Juan's pencil case is red ...*

### Keep talking! speaking lessons with Keep moving! game

Each unit includes a functional speaking lesson based on real-world themes and a dynamic board game called *Keep moving!*



### Real Culture! with video

Each unit includes a reading lesson on cultural topics from English-speaking countries and an optional culture video which extends the theme.



### Word Power

Regular word-building exercises through the Word Power feature.

**3 Word Power** Match the words in the box with the animals (a-j).

bird cat chicken dog fish

### 21st Century skills

Four 21st Century skills exercises per unit: *Think critically, Get creative, Find out* and *Compare cultures*.

**8 THINK CRITICALLY** What are the good things and bad things about having an international family?

**5 GET CREATIVE** Work in pairs. Design a party invitation for your friends.

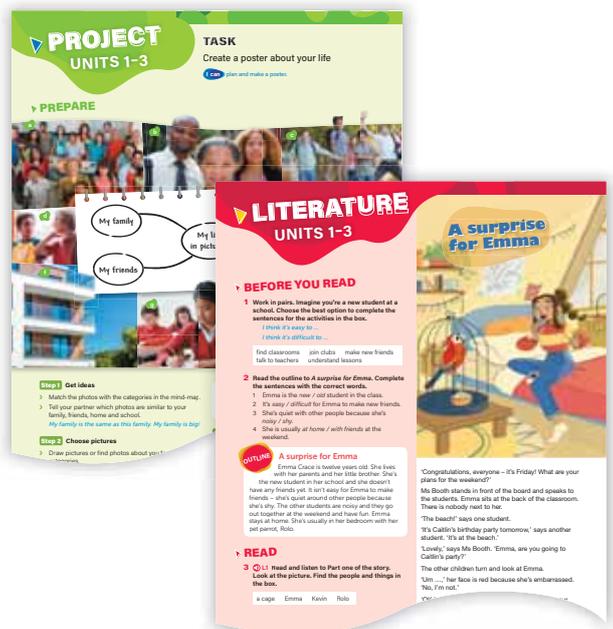
**8 FIND OUT** Work in pairs. Choose a picture and find out the information.

**6 COMPARE CULTURES** Work in groups. Answer the questions about your country.

- Are pets popular in your country?
- Which animals do people have as pets?

### Projects and Literature

Extra sections at the back of the Student's Book for extended learning.



# UNIT OVERVIEW

## Student's Book

There is a 5-page Starter unit at the beginning of the Student's Book. It reviews basic grammar and vocabulary areas from earlier levels. There is also a short reading and speaking section towards the end of the Starter unit, providing students with a useful introduction to skills work.

The Starter unit is optional. It will depend on your timetable and which areas you think your students would benefit from revising before beginning work on the main units. It can also serve as a useful introduction to the course methodology and features.

The units are 10 pages with 6 main sections:

- 1 Vocabulary** (includes a vlog)
- 2 Grammar and Reading** (includes a grammar animation)
- 3 Vocabulary, Listening and Grammar** (includes a grammar animation)
- 4 Reading, Listening and Speaking** (includes a digital speaking game)
- 5 Culture** (includes a culture video)
- 6 Writing**

**Starter**

**VOCABULARY People**

**I can** talk about people in my life.

**1** **SO.1** Match the words in the boxes with the pictures. Listen, check and repeat.

animal boy classmates friends girl man parents student teacher woman

**2** **SO.2** Read and listen. Match the dialogues with the pictures.

**3** Read the dialogues again. Choose the correct answers. Copy the sentences in your notebook.

**4** Work in pairs. Make sentences about the people in your life.

## VOCABULARY

There are two vocabulary lessons per unit. The first vocabulary lesson appears on the unit opener page and usually presents the items with colourful visuals, especially at the lower levels. These pages also feature a video in the form of an optional vlog, for use in digital classrooms.

Lesson aims clearly stated in 'I can' statement.

Substantial vocabulary sets with around 10-15 items taught per vocabulary lesson.

Engaging visuals, a text or a quiz to present the vocabulary.

**School life**

**VOCABULARY Classroom objects**

**I can** talk about things in the classroom.

**1** **SO.1** Match the words in the box with the pictures. Listen, check and repeat.

board chair computer desk door headphones laptop pen pencil pencil case rubber ruler shelf smartphone tablet window

**2** Copy the table in your notebook. Complete it with the objects from Exercise 1.

**3** Work in pairs. Point at the picture and ask and answer questions.

**4** With a partner, say the things you see in your classroom.

**FAST FINISHER** Write a list of classroom objects that you also have in your bedroom.

Typically 3 to 5 practice exercises with a pairwork or personalized activity to finish.

Fun, optional vlog on the unit theme including some of the new vocabulary from the lesson.

Fast finisher caters for mixed ability and consolidates what students have learned.

## READING and GRAMMAR

There are two grammar lessons per unit. The Reading and grammar spread features the first grammar lesson of the unit and the grammar is presented via a reading text. This lesson also features an optional grammar animation.

Graded reading texts contextualize grammar and practise relevant reading skill.

Texts focus on relevant and engaging topics for today's teenagers.

Word Power word-building task.

4 exercises per unit focus on 21st Century skills: *Find out, Get creative, Think critically and Compare cultures.*

Fast finisher caters for mixed ability and consolidates what students have learned.

## VOCABULARY, LISTENING and GRAMMAR

The second vocabulary lesson is combined with a listening activity. This spread also features the second grammar lesson of the unit. There is an optional grammar animation.

Lesson aims clearly stated in 'I can' statement.

Vocabulary is presented via a listening with the opportunity to practise a relevant listening skill.

Controlled and freer practice exercises on form and meaning.

Fast finisher caters for mixed ability and consolidates what students have learned.

# UNIT OVERVIEW

## Keep talking!

### READING, LISTENING and SPEAKING

The *Keep talking!* lesson starts with a focus on reading and listening before moving on to the functional area of speaking. This spread also features a digital game called *Keep moving!* which encourages spoken interaction. The lesson ends with a structured 'Prepare, Speak, Reflect' output task.

Lesson aims clearly stated in 'I can' statement.

Reading and listening tasks provide context for speaking section. Focus on real world information via blogs, leaflets, signs, adverts and maps.

Exercises for relevant reading and listening skills.

Optional digital board game *Keep moving!* for class use. A fun, dynamic way to revise language from the unit.

**KEEP TALKING!** Time for class!  
READING and LISTENING

**1** Look at the pictures. Which school subjects can you see?  
**2** Read the school timetable for Monday and Tuesday. Write the day and time of each lesson (a-f).

Day	Time	Lesson	Teacher
MONDAY	9.00-10.15	English B4	Mrs Jones
MONDAY	10.15-10.45	BREAK	
MONDAY	10.45-12.00	Spanish C3	Sra Garcia
MONDAY	12.00-1.00	LUNCH	
MONDAY	1.00-2.30	Art A6	Mr Ashton
MONDAY	2.45-4.00	P.E. B7	Mr Sansom
TUESDAY	9.00-10.15	Maths C3	Mr Norton
TUESDAY	10.15-10.45	BREAK	
TUESDAY	10.45-12.00	History A2	Ms Foster
TUESDAY	12.00-1.00	LUNCH	
TUESDAY	1.00-2.30	Science B2	Ms Hancock
TUESDAY	2.45-4.00	English B4	Mrs Jones
FRIDAY	9.00-10.15	English B4	Mr Garrett
FRIDAY	10.15-10.45	BREAK	
FRIDAY	10.45-12.00	Maths C3	Mrs Davis
FRIDAY	12.00-1.00	LUNCH	
FRIDAY	1.00-2.30	Art A6	Mr Ashton
FRIDAY	2.45-4.00	P.E. B7	Mrs Davis

**3** Read the timetable again and answer the questions.  
1 Which subject is on Monday and on Tuesday?  
2 Which classroom has two different lessons?  
3 What time is break?  
4 Which two lessons are 1.5 hours?  
5 **FINN OUT** Students in the UK learn Maths, Science, Art, P.E., History, English and other languages. Find two more British school subjects.

**6** **1.9** Listen to a teacher talk about the timetable for Friday. Which of the lessons in the box do the students have?  
Art English French History  
Music P.E. Science Spanish

**7** **1.9** Listen again. Copy and complete the timetable for Friday.

**SPEAKING** Talking about timetables  
**1 can** say the days of the week and tell the time.

**1** **1.10** Listen and read. What is the problem?  
Jake: What day is it today?  
Sarah: It's Wednesday.  
Jake: Science is on Wednesday. What time is it?  
Sarah: It's five to nine.  
Jake: Oh no!  
Sarah: What?  
Jake: The Science lesson is at nine o'clock. We're late!

**2** **1.11** Listen and repeat the days of the week.  
**3** Work in pairs. Ask and answer the questions.  
1 What day is it today?  
2 What day is it tomorrow?  
3 What days are the weekend?  
**4** **1.12** In your notebook, complete the times with the words in the box. Listen, check and repeat.  
half o'clock past quarter ten to

**Look!** Prepositions of time  
We use on to talk about days and art to talk about days.  
The Science lesson is **on** Monday.  
The Science lesson is **at** nine o'clock.

**7** Work in pairs. Ask and answer questions about your timetable. Follow the steps in the Speaking plan.

**Speaking plan**  
**Prepare**  
1 Write your timetable for a week.  
2 Choose how to say the school subjects in English.  
**Ask**  
3 Ask your partner questions from the Useful language box to find the days and times of five lessons.  
4 Use phrases from the Useful language box to answer your partner.  
**Reflect**  
5 How can you improve next time?  
6 Swap partners and act out a new dialogue.

**Now play Keep moving!**

**FAST FINISHER**  
Choose a day of the week. Write sentences about the time of your lessons.  
Maths is at quarter past nine ...  
It's at half past ... quarter to twelve, etc.

**Useful language**  
**Talking about days**  
What day is it today?  
It's Monday/Tuesday, etc.  
What day is the Maths lesson?  
It's on Wednesday/Thursday, etc.  
**Talking about times**  
What time is it?  
It's ten o'clock / quarter past ten, etc.  
What time is the English lesson?  
It's at half past ... quarter to twelve, etc.

**Word Power** Match the words in the box with the clothes in the photos.  
hat jumper shirt shoes shorts  
skirt socks tie trousers

**GET CREATIVE** Work in pairs. Design a school uniform.

**Describe your school uniform to the class.**  
The hat is pink and green.

**FAST FINISHER**  
Write a list of good things and bad things about the school.  
Good things: no uniforms, ...  
Bad things: no computers, ...

**Fun Facts**  
This is the City Montessori School in Lucknow, India. It is the biggest school in the world. There are more than 50,000 students at the school and there are more than 1,000 classrooms!

**SCHOOL UNIFORMS AROUND THE WORLD**  
In many countries, students wear school uniforms. But the clothes aren't the same in every country. We hear from four students about their school uniform.

**1.9** Language summary: Unit 1 SB (118)

Recorded dialogues model spoken language.

Useful language box highlights key expressions with listen and repeat facility.

Supported 3-stage Speaking plan for end-of-lesson speaking task.

Fast finisher caters for mixed ability and consolidates what has been learned.

## Real culture!

The *Real Culture!* spread contains a text and exercises on a relevant cultural theme. It also practises reading skills. It features an optional video on a related cultural theme.

Lesson aims clearly stated in 'I can' statement.

Reading text on a related cultural theme. Focus on English-speaking culture around the world.

Fast finisher caters for mixed ability and consolidates what students have learned.

**REAL CULTURE!** Let's learn outside!  
**1 can** compare different schools.

**A DIFFERENT SCHOOL**

The Whole Earth Nature School in the USA is different from most schools. Students aren't in a classroom all day. There aren't computers or laptops. At this school, the lessons are outside in a beautiful forest!

**LESSONS**  
The students play a lot of games and the timetable is always interesting. The lessons have animal names.  
In 'The Way of the Cougar', students paint their faces and bodies with mud. Now they're the same colour as the forests. They're very quiet. You... 200... Where are they?  
In 'The Way of the Raccoon', students learn about plants. They find odd plants in the forest and make a big salad for lunch. Yum!  
In 'The Way of the Owl', students study the animals in the forest. They learn to identify different birds and look for wild animals and their homes. But they need to be careful - there are black bears here!  
In 'The Way of the Wolverine', students make a home in the forest. They make a tree...

**TEACHERS**  
The teachers at Whole Earth are different from your teachers. They have nature names like Lonesome, Thunder and Foxtail. They tell stories and sing songs by the fire. Their clothes are different, too.

**CLOTHES**  
There aren't any uniforms at Whole Earth. Students wear T-shirts and they paint them with mud. Their clothes get very dirty!  
At this school, the lessons aren't boring. At the end of the school day, the students are tired and dirty, but they are happy.

**1** Look at the photos of the students at Whole Earth Nature School. Where are the students? What country is the school in?  
**2** **1.14** Read and listen to the article and check.  
**3** Match the photos a-f with the **blue** sentences in the article.  
**4** Read the article again. Complete the sentences with the correct form of be.  
1 The Whole Earth school ... in the UK.  
2 The lessons ... in a classroom.  
3 The timetable ... interesting.  
4 'The Way of the Owl' ... a lesson about animals.  
5 The students ... in school uniforms.  
6 The students ... happy at the end of the school day.  
**5** **1.15** **COMPARE CULTURES** Work in pairs. Compare your school with the Whole Earth Nature School. The lessons in the Whole Earth Nature School are outside. The lessons in your school are in classrooms.

**6** **1.15** **READING TEXT** Match the countries in the box with the pictures 1-4. Listen and check.  
Australia Japan UK Uruguay

**7** **Word Power** Match the words in the box with the clothes in the photos.  
hat jumper shirt shoes shorts  
skirt socks tie trousers

**8** **GET CREATIVE** Work in pairs. Design a school uniform.

**9** Describe your school uniform to the class.  
The hat is pink and green.

**Now watch the culture video.**

**FAST FINISHER**  
Write a list of good things and bad things about the Whole Earth Nature School.  
Good things: no uniforms, ...  
Bad things: no computers, ...

**Fun Facts**  
This is the City Montessori School in Lucknow, India. It is the biggest school in the world. There are more than 50,000 students at the school and there are more than 1,000 classrooms!

**SCHOOL UNIFORMS AROUND THE WORLD**  
In many countries, students wear school uniforms. But the clothes aren't the same in every country. We hear from four students about their school uniform.

**1.9** Language summary: Unit 1 SB (118)

Word Power word-building task.

4 exercises per unit focus on 21st Century skills: Find out, Get creative, Think critically and Compare cultures.

Fun optional culture video recycles grammar and vocabulary from the unit.

Fun facts provide fun but interesting information related to the topic of the lesson.

WRITING

There is a one-page writing lesson at the end of each unit that focuses on a particular text type and the language associated with it. The lesson ends with a structured 'Prepare, Write, Reflect' output task. There is a complete Writing summary section at the back of the Workbook with additional model texts and *Tips for writing*.

**Lesson aims clearly stated in 'I can' statement.**

**Model texts such as emails, blog posts, descriptions, reviews and letters.**

**Exercises to focus on the model text and support the writing process.**

**Look! box highlights additional areas of language or text structure needed for the writing task.**

**Useful language box highlights key expressions needed for the writing task.**

**Supported 3-stage Writing plan for the end-of-lesson writing task.**

**References to additional sections at the end of the Student's Book and the Workbook.**

LANGUAGE SUMMARIES

There is a Language summary page at the end of the Student's Book for each unit. It provides a useful 'at a glance' visual summary of the grammar, vocabulary and functional language taught in the course. This can be used in class or at home as a quick reference whenever needed.

**Complete grammar tables for each grammar point from the unit.**

**Full summary of grammatical forms with clear highlighting.**

**Comprehensive grammar rules with explanations of meaning.**

**A list of the vocabulary taught in each unit.**

**A list of the key expressions from the Keep talking! speaking lesson.**

**A list of the key expressions and input from the writing lesson, including the language from the Look! boxes.**

# ON-SCREEN LEARNING

*Keep it real!* offers dynamic on-screen learning for digital classrooms with optional vlogs (video blogs) and culture videos, as well as animated content in the form of an optional alternative grammar presentation. There is also an innovative digital board game called *Keep moving!* at the end of the speaking lesson which can be enjoyed as a whole class activity.

## VLOGS

Authentic, real life vloggers in engaging, contemporary contexts.

Informal but graded spoken English and variety of accents including British and American English.



For further teaching notes for each vlog see Teacher's Guide pages 266–275 and for vlog scripts see pages 285–286.

Watch with the teacher in class or for revision at home.

Use as consolidation and revision of vocabulary from the lesson or to set the scene for the unit.

Available with or without subtitles. Useful for mixed ability and supported learning.

## CULTURE VIDEOS

Engaging, mini-documentaries on cultural themes from across the English speaking world such as the UK and the USA.

Documentaries provide an opportunity for recycling vocabulary and grammar from the unit.



For further teaching notes for each culture video see Teacher's Guide pages 275–284 and for culture video scripts see pages 287–288.

Available with or without subtitles. Useful for mixed ability and supported learning.

Informal but graded English with a variety of accents including British and American English.

Watch with the teacher in class or for revision at home.

## GRAMMAR ANIMATIONS

Ready-made optional grammar presentations for each grammar lesson.

A range of characters in fun, bite-sized scenarios and short stories.

Available with or without subtitles. Useful for mixed ability and supported learning.



For Grammar animations scripts see Teacher's Guide pages 289–291.

Use as a fun revision tool or as a recap at the end of the lesson.

A visual focus on form and meaning supported by audio models.



## Keep moving! DIGITAL BOARD GAME

Uniquely developed digital board game at the end of each *Keep talking!* lesson to revise unit content.

Use animated characters to progress along the board.

Win badges and collect treasure.



The game tests language, skills and general knowledge.

Play in collaborate or compete mode. Practise mediation, peer-to-peer teamwork, problem solving and strategic thinking.

Answer questions and complete mini-tasks to reach the finish point.



# consolidation and extension

There are optional lessons at the end of the Student's Book for consolidation and extension. These include termly Reviews, Projects and Literature sections.

## REVIEWS

There are 3 termly Reviews that revise grammar and vocabulary via the 4 skills. Each spread starts with a reading, followed by a listening, speaking and writing activity. The aim of these spreads is to consolidate the grammar and vocabulary from the previous 3 units through simple, guided skills activities.

Reading section with a short review text.

Listening section recycles and reviews via dialogues and monologues.

Speaking section revises key language via short discussion or pairwork tasks.

Writing section reviews key language via simple guided writing tasks.

Test your memory! section with simple recall prompts for fun revision of unit content.

## PROJECTS

There are 3 termly Projects that consolidate grammar and vocabulary in a fun, collaborative task. There are 3 clear stages 'Prepare, Do, Reflect' which support students as they create projects in pairs or small groups. A model of the project 'output' is provided for reference throughout the lesson.

Prepare stage with photos and tasks to help with ideas and planning.

Do stage with support for creating the project.

Reflect stage with tasks for improving the projects.

21st Century skills included for project planning and research.

Useful language box with grammar structures from the unit.

Model project for reference and support.

Look! box encourages ways of working such as mediation or collaboration.

LITERATURE

There are 3 termly Literature lessons that each feature an extract from the **Richmond Readers** series. These provide an opportunity for extensive reading practice in a fun and supported way. There are 3 clear stages 'Before you read, Read, Reflect' which support students with their reading.

Before you read stage prepares students to read the text and think about the context.

Main points of the story are summarized in the *Outline* box.

Read stage helps students to focus on the main points of the story extract.

Extract from the **Richmond Readers** series at the appropriate level with visuals to support details of the story.

The screenshot shows a lesson page for 'A surprise for Emma' from the Richmond Readers series. The page is divided into three main sections: 'BEFORE YOU READ', 'READ', and 'REFLECT'. The 'BEFORE YOU READ' section includes a 'Word Power' task with a box of adjectives (angry, embarrassed, scared, surprised) and four numbered pictures for matching. The 'READ' section features an 'Outline' box summarizing the story, a 'Read and listen to Part one of the story' task with a box of words (a cage, Emma, Kevin, Rolo), and a 'Find Out' task about grey parrots. The 'REFLECT' section includes a 'Work in pairs' task and a 'Glossary' with definitions for 'laugh', 'cage', 'voice', and 'idea'. A large illustration of Emma in her bedroom is at the top. The page number '112' is visible in the bottom left corner.

Word Power word-building task.

Reflect stage helps students to think about the story in a more general or personalized way.

21st Century skills included as part of the literature lesson.

Key words from the text are highlighted in the *Glossary*.

# Extended practice and assessment

## Workbook

The Workbook provides thorough practice of the Student's Book material, for students to do in class or at home, with graded activities for mixed ability via the 'star' system. There is a Progress check every 3 units and a writing summary at the back of the book. The Workbook audio is available as an MP3 download on the **Richmond Learning Platform**.

Practice of vocabulary and grammar from the Student's Book. Graded with stars to show 3 levels of difficulty.

Regular 'listen and check' activities. Available as MP3 downloads on the **Richmond Learning Platform**.

3 termly Progress checks test vocabulary and grammar from the previous 3 units.

A range of exercises test knowledge of vocabulary and grammar across different units.

Comprehensive Writing summary section at the back of the Workbook.

Model texts for each of the Student's Book writing lessons.

Text features and key language clearly highlighted.

Useful *Tips for writing* in short summary section.

**1 School life**

**VOCABULARY** Classroom objects

1 Find seven more classroom objects in the word search.

2 Look at the words. Circle the odd word out.

3 Look at the pictures and write the number words. Listen and check.

4 Complete the sentences with classroom objects. Listen and check.

**READING** What's on your desk?

Simon, Angela, Frankie

1 Read and listen to the text. Match the people with the desks.

2 Read and listen again. Are the sentences true (T) or false (F)?

3 Complete the school subjects with the correct form of these 5 verbs.

Practice of the 4 skills from the Student's Book: reading, listening, speaking and writing.

Word Power word-building task.

**PROGRESS CHECK** STARTER AND UNITS 1-3

1 Choose the correct answer.

2 Look at the pictures and complete the word search.

3 Write the plural nouns.

4 Complete the sentences with the adjectives in the box. Listen and check.

5 Write the sentences with possessive 's' or 's'.

6 Complete the sentences with country and nationality words.

7 Complete the questions with the correct form of the verb be.

8 Complete the questions with the correct form of the verb do.

9 Complete the short answers with be. Listen and check.

10 Complete the sentences and questions with the correct form of these 5 verbs.

11 Look at the pictures. Correct the sentences. Listen and check.

Regular 'listen and check' activities. Available as MP3 downloads on the **Richmond Learning Platform**.

Use as end-of-term revision in class or at home.

**WRITING SUMMARY** UNIT 1

**WRITING** A student profile

Highgrove Down School

Use a capital letter for names of people and places.

Use a capital letter for the start of sentences.

Write facts about you.

Write about your favourite things at school.

**Tips for writing**

Use these phrases to say which school you go to and which Year you're in.

Use these phrases to say your favourite day/subject.

Use these phrases to describe your school.

**VOCABULARY SUMMARY** UNITS 1-9

**UNIT 1** Classroom objects

**UNIT 2** Family and pets

**UNIT 3** Rooms

**UNIT 4** Food and drink

**UNIT 5** Daily routine

**Common verbs**

Convenient Vocabulary summary section at the back of the Workbook.

Unit-by-unit reference for items taught in the 2 vocabulary lessons in the Student's Book.

Listed alphabetically for easy use.



# Richmond Learning Platform

## EXTRA PRACTICE WORKSHEETS

There are 72 print-and-go worksheets that provide students with extra practice of grammar and vocabulary in a variety of different ways, including via the 4 skills. The grammar and vocabulary worksheets are offered at 2 levels of difficulty. All the worksheets can be found on the **Richmond Learning Platform** and can be printed off for use in class or set as homework. Audio for the listening worksheets is available as an MP3 download on the **Richmond Learning Platform**.

2 vocabulary and 2 grammar worksheets for every unit.

The language worksheets are graded for two levels of difficulty via consolidation and extension versions.

4 skills worksheets for every unit: reading, listening, speaking and writing.

The skills worksheets revise grammar and vocabulary via a skills activity at one level of difficulty, and end with a short 21st Century skills task.

## TESTS

There is a comprehensive test package offered on the **Richmond Learning Platform**. Tests are offered at 2 levels of difficulty and are presented in both PDF and digital format.

Tests for grammar, vocabulary, reading, listening, speaking and writing. The 4 skills are tested separately.

Consolidation and extension versions of each test (not speaking).

Tests are auto-marked (except for speaking and writing tasks which require teacher grading).

Unit-by-unit tests, end-of-term tests, and end-of-year tests.

## EXTRA PRACTICE ACTIVITIES

Extra practice activities for self-study on the **Richmond Learning Platform** in digital format.

Reading and listening activities use Student's Book texts and audio with new comprehension tasks.

Speaking and writing activities test Useful language from the Student's Book. Listen, repeat and record facility for speaking and pronunciation.

Vlogs and culture videos from the Student's Book further exploited using new tasks.



## Teacher's Guide

The *Keep it real!* Teacher's Guide is a complete planning and teaching resource with Student's Book pages and teaching notes combined. Student's Book audio scripts, Workbook answer keys and additional teaching notes for the Student's Book vlogs and culture videos are available at the back of the Teacher's Guide.

Reproductions of every Student's Book page on the left-hand page.

Complete teacher's notes with answer keys on the right-hand page.

A summary of the topics covered in each unit with the language aims clearly stated.

Ideas for fun lesson introductions to warm students up to the topic of the lesson.

Answer keys highlighted in easy-to-find boxes.

Signposting to supplementary support material.

Detailed vlog and culture video teaching notes at the back of the Teacher's Guide.

Guidance on vocabulary teaching, noticing tasks and extra ideas.

Scripts for all vlogs, culture videos and animations.

Workbook answer key for easy reference.

# iBook for teachers

The *Keep it real!* iBook is a fully interactive version of the course for use in class. It combines all the teaching and learning elements of the course for use with a Smart Board or projector, in a convenient one-stop resource.



Student's Book pages with pop-up answer keys and audio / video scripts.

Includes embedded audio, culture videos and vlogs at a click.

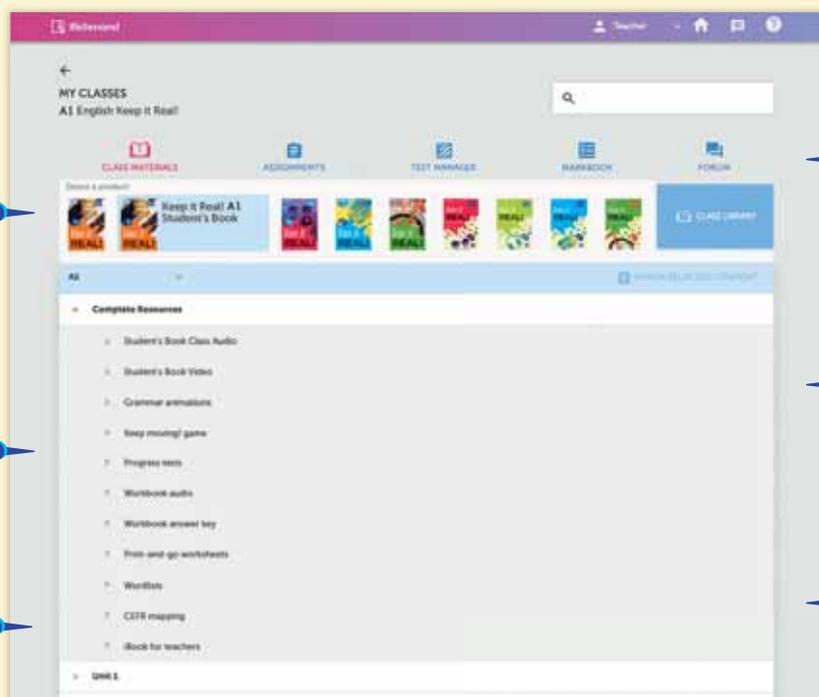
Includes Student's Book, Workbook and Teacher's Guide all in one place.

Easily accessible grammar animations and *Keep moving!* revision game.



## Richmond Learning Platform

There is a wealth of interactive resources on the **Richmond Learning Platform**. These can be used as self study or assigned by the teacher and assessed and tracked through the mark book. The **Richmond Learning Platform** also includes downloadable PDFs and other key components.



Extra practice activities for skills, pronunciation and video resources that can be assigned, tracked and marked.

Print-and-go worksheets and tests for use in class.

Workbook audio MP3 and answer key.

Digital tests that can be assigned, tracked and marked.

Complete downloadable audio, video, animations, and scripts.

Downloadable wordlists and CEFR mapping documents.

# Starter

# S

## VOCABULARY People

I can talk about people in my life.

1 **S0.1** Match the words in the boxes with the pictures. Listen, check and repeat.

animal boy classmates friends girl man parents student teacher woman



2 **S0.2** Read and listen. Match the dialogues with the pictures.

1 **Lucas:** Hi. I'm Lucas. I'm a new student.  
**Leo:** Hi, Lucas. This is Miss Tims. She's your teacher.  
**Lucas:** Hello, Miss Tims.  
**Miss Tims:** Hi, Lucas. We're in Class 2. Come with me.  
**Lucas:** OK.

2 **Miss Tims:** This is Lucas. He's a new boy in the class.  
**Class:** Hello, Lucas!  
**Miss Tims:** These are your classmates. They're very friendly!  
**Lucas:** Hi, everyone.  
**Miss Tims:** This is your desk. It's next to Linda.

3 **Lucas:** Hi, Linda.  
**Linda:** Hi. You're Lucas Sánchez!  
**Lucas:** That's right. How do you know?  
**Linda:** My parents and your parents are friends!  
**Lucas:** Wow ... and now we're classmates!



3 Read the dialogues again. Choose the correct answers. Copy the sentences in your notebook.

- 1 Leo / Lucas is a student.
- 2 Lucas is a boy / girl.
- 3 Linda / Miss Tims is a teacher.
- 4 Miss Tims is a man / woman.
- 5 Lucas and Linda are friends / classmates.

4 Work in pairs. Make sentences about the people in your life.

- 1 ... and ... are classmates.
- 2 ... is a teacher.
- 3 ... is a student.
- 4 ... and ... are my friends.
- 5 ... and ... are my parents.

# Starter



**STARTER UNIT OVERVIEW:** The aim of this unit is to present some basic language that students need before they start the main units of the book. They learn vocabulary for people, the alphabet, numbers and colours. They also learn subject pronouns, affirmative forms of *be* and demonstrative pronouns. They read two profiles of teenagers and practise finding information in a text. They also practise classroom language.

Vocabulary	Grammar	Reading	Speaking
People; The alphabet; Numbers; Colours	Subject pronouns; <i>be</i> : affirmative; Demonstrative pronouns	Finding information in a text	Classroom language

## VOCABULARY People

Sts learn vocabulary to talk about the people in their life.

### Vocabulary

People (*animal, boy, classmates, friends, girl, man, parents, student, teacher, woman*)

### WARMER

Introduce yourself to the class, by saying your name and saying *I'm a teacher*. Teach the meaning of teacher in the sts' own language. Invite individual sts to say *I'm ...* followed by their name. When they have said their name, say: *You're a student*. Check they understand student. Say sentences about some sts using the words *girl* and *boy*, e.g. *Sam is a boy. Ela is a girl*. Check that sts understand boy and girl. Then say: *We are all people*. Teach the meaning of people.

- 1 **SO.1** Read through the words in the box and elicit or teach the meanings. Use the sts' own language to translate the meanings if necessary. Put sts into pairs to match the people in the boxes with the pictures. Play the audio for sts to listen and check their answers. You could play the audio again, pausing for sts to repeat the words.

### Answers

- |           |              |
|-----------|--------------|
| 1 girl    | 6 teacher    |
| 2 student | 7 boy        |
| 3 animal  | 8 classmates |
| 4 man     | 9 woman      |
| 5 friends | 10 parents   |

- 2 **SO.2** Teach the words *hi* and *hello*. Then teach the words *class*, *desk*, *friends* and *friendly*. Explain to sts that they will hear three conversations, and they must match each one to a picture. Play the audio once for sts to listen and read the conversations. Allow them to compare their ideas in pairs, then play the audio again for them to check their ideas and complete the matching task. Check answers with the class.

### Answers

- 1 b    2 c    3 a

- 3 Read out the first sentence and the two names, and elicit the correct name as an example. Sts then read the conversations again and write the correct sentences into their notebooks. Check answers with the class.

### Answers

- 1 Lucas    2 boy    3 Miss Tims  
4 woman    5 classmates

- 4 Read out the task and make sure sts understand *people in your life*. Put sts into pairs to make sentences about the people in their life. Ask pairs in turn to read out some of their sentences.

### EXTRA ACTIVITY

In pairs, sts could cover the words in the box in Exercise 1. They take turns to point to one of their pictures, and their partner tries to say the correct word from memory.

- V **Vocabulary practice: WB p.4**

Sts will find more practice of vocabulary for people here. Set these exercises for homework.

## GRAMMAR Subject pronouns

**I can** use subject pronouns.

**1** Match the subject pronouns in the box with the pictures.

he I it she they we you (x2)



**2** In your notebook, rewrite the sentences with the subject pronouns in the box.

he it she they we

- Lucas** is a student. *He is a student.*
- Lucas and I** are classmates.
- Carol and Tony** are my parents.
- Linda** is in my class.
- The bag** is on the desk.

**4** **S0.3** Copy and complete the sentences with the short form of *be*. Listen, check and repeat.

- |                           |                            |
|---------------------------|----------------------------|
| 1 He ... my friend.       | 5 I ... a student.         |
| 2 They ... my classmates. | 6 It ... my book.          |
| 3 She ... a teacher.      | 7 We ... in English class. |
| 4 You ... twelve.         | 8 They ... my parents.     |

**5** **S0.4** Choose the correct answers. Copy the text in your notebook. Listen and check.

### be: affirmative

**I can** use the verb *be* in the affirmative.

**3** Read the grammar box. Complete the rules with the short forms of *be*.

Singular		Plural	
I'm (I am)	from Mexico.	We're (We are)	friends.
You're (You are)	in my class.	You're (You are)	in Class 3.
He's (He is)	a teacher.	They're (They are)	my parents.
She's (She is)	a student.		
It's (It is)	a cat.		

#### Rules

We can use *be* in the long form or the short form after subject pronouns.

Long form	<i>am</i>	<i>is</i>	<i>are</i>
Short form	<b>1</b> ...	<b>2</b> ...	<b>3</b> ...

Hi, my name's Laura and I <sup>1</sup>'re / <sup>1</sup>'m twelve. I <sup>2</sup>'m / <sup>2</sup>'s a student at Redwood High School. This is Sally. She <sup>3</sup>'s / <sup>3</sup>'m eleven and she <sup>4</sup>'re / <sup>4</sup>'s my friend. We <sup>5</sup>'s / <sup>5</sup>'re in Class 1. Today we <sup>6</sup>'re / <sup>6</sup>'m in English class. The English teacher <sup>7</sup>is / <sup>7</sup>am Mr Mason. He <sup>8</sup>'re / <sup>8</sup>'s really friendly! My classmates <sup>9</sup>is / <sup>9</sup>are really happy. English <sup>10</sup>is / <sup>10</sup>am fun!



**6** Work in pairs. Make sentences with the words in the box.

I my classmates my friend my parents  
the teacher we you

*I'm a student.*

### FAST FINISHER

Write a profile about you, like in Exercise 5.

Hi, my name's ...

## GRAMMAR Subject pronouns

- 1** Demonstrate the meaning of the subject pronouns by pointing to yourself and saying: *I am a teacher*. Point to a student and say: *You are* (Sam). Indicate other students to demonstrate *he* and *she* (he is Paul, she is Lisa), then indicate a group and say: *They are students*. Indicate the whole class and say: *We are at school*. Pick up a pen or book and say: *It is a pen/book*. Sts could then work in pairs to match the subject pronouns with the pictures. Check answers, and elicit how to say the pronouns in the sts' own language.

### Answers

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

Point out that in English we use the same pronoun you for one person or more than one.

Ask questions to check concept.

**Concept check questions:** Indicate individual students or groups of students as you ask each question: *This is (Adam) She is a student – correct* (no – he is ...). *This is (Ana) She is a girl – correct?* (yes). *(Marco) and (Silvia) – they are students – correct?* (yes). Pick up a book or pen and say: *He's a book/pen – correct?* (no – it's a book/pen).

- 2** Read out the first sentence and example answer. Students write the sentences with the correct pronouns in their notebooks. Allow them to compare their answers in pairs, then check answers with the class.

### Answers

2 We are classmates.  
3 They are my parents.  
4 She is in my class.  
5 It is on the desk.

## be: affirmative

- 3** Read through the grammar box with the class. Then read out the rules and elicit the correct answers.

### Answers

1 'm    2 's    3 're

Explain to sts that in everyday speech we usually use the short forms of be after pronouns. Point out the apostrophes to indicate the missing letters. Point out also that all the plural forms are the same (are), but the singular forms vary more.

Ask questions to check concept.

**Concept check questions:** *I'm a teacher – correct?* (yes). *What's the long form?* (I am a teacher). *You is in my class – correct?* (no – you are ...). *She is a student – correct?* (yes). *What's the short form?* (she's a student).

- 4** **SO.3** Sts could work in pairs to copy the sentences into their notebooks and complete them with the correct short forms of *be*. Play the audio for them to listen and check their answers. See TG page 256 for audio script. Go through the answers with the class, writing the correct short forms on the board for sts to check the spelling. Then play the audio again, pausing for sts to repeat the sentences.

### Answers

1 's    2 're    3 's    4 're  
5 'm    6 's    7 're    8 're

- 5** **SO.4** Ask sts to copy the text into their notebooks, choosing the correct answers to complete it. Allow sts to compare their answers in pairs, then play the audio for them to listen and check. See TG page 256 for audio script. Go through the answers with the class, referring back to the grammar box if necessary to explain the answers. Point out that the pronouns in the text are followed by the short form of *be*, e.g. *I'm*, but the names and nouns are followed by the full form of *be*, e.g. *The English teacher is ...*, *My classmates are ...*.

### Answers

1 'm    2 'm    3 's    4 's    5 're  
6 're    7 is    8 's    9 are    10 is

- 6** Read out the task and the example answer. Sts then work in pairs to make sentences with the words. Monitor and help while they are working, then call out each word in the box in turn and elicit some possible sentences with it.

## FAST FINISHER

Sts who finish early can practise the grammar further by writing a profile about themselves like the one in Exercise 5. For weaker sts, write some sentence beginnings on the board: *I am ...*, *My friend ...*, *My parents ...*. Sts can work in pairs and complete the sentences with their own ideas.

- G** **Grammar practice: WB p.4**

Sts will find more practice for subject pronouns and *be: affirmative* here. Set these exercises for homework.

## VOCABULARY The alphabet

I can spell words.

1 **S0.5** Listen and repeat the letters.



2 Say the letters in each group. Notice how they have the same sound as the words in bold.

<b>play</b>	A, H, J, K,
<b>me</b>	B, C, D, E, G, P, T, V
<b>yes</b>	F, L, M, N, S, X, Z
<b>my</b>	I, Y
<b>no</b>	O
<b>you</b>	Q, U, W
<b>are</b>	R

3 **S0.6** Listen and spell the names in your notebook.

What's your name?

My name's ...

- 1 My name's **Kathy**.      3 My name's ...  
 2 My name's ...      4 My name's ...

4 Work in pairs. Ask and answer the questions from Exercise 3.

- A: *What's your name?*  
 B: *My name's Enrique.*  
 A: *How do you spell that?*  
 B: *E-N-R-I-Q-U-E.*

## Numbers

I can use numbers.

5 **S0.7** Listen and repeat the numbers.



### 6 PRONUNCIATION Numbers

**S0.8** Listen and repeat the numbers.

- 1 a thirteen      b thirty  
 2 a fourteen      b forty

7 **S0.9** Listen and write the numbers you hear in your notebook.

- 1 a 15      b 50      3 a 16      b 60  
 2 a 17      b 70      4 a 19      b 90

8 Work in pairs. Say the numbers.



9 Work in pairs. Write a number in your notebook. Can your partner say the number?

10 **S0.10** Listen to the dialogues. Write the answers in your notebook.



What's your name?

What's your surname?

How old are you?

What's your phone number?



11 Work in pairs. Ask and answer the questions in Exercise 10.

## VOCABULARY The alphabet; Numbers; Colours

Sts study vocabulary for the alphabet and numbers. They listen to the alphabet and practise spelling names. Sts then learn numbers from 1–100 and practise listening to a dialogue and writing names and numbers. They study demonstrative pronouns to talk about items in a classroom then study vocabulary to talk about colours.

### Vocabulary

The alphabet; Numbers 1–100; Colours (*black, blue, green, grey, orange, pink, red, white, yellow*)

### Grammar

Demonstrative pronouns

### WARMER

With books closed, write the people vocabulary from page 4 on the board with some gapped letters, e.g. *an\_m\_l, b\_y\_g\_\_l*. Put sts into pairs and give them two minutes to complete as many words as they can. Check answers by inviting individual sts to come and complete the words on the board. Check that sts understand all the words. Point to the first word and say the letters. Explain to sts that they are now going to learn the alphabet in English.

- 1 **SO.5** Play the audio once for sts to listen, then play it again, pausing for them to repeat.
- 2 Read out the first word *play* and the letters next to it, emphasizing each one, to show that they have the same sound. Put sts into pairs to practise saying the letters in each group. Check that sts are using the correct pronunciation by saying each group yourself and getting sts to repeat.
- 3 **SO.6** Play the first part of the audio and point out the example answer. Then play the rest of the audio, pausing after each name for sts to write. See TG page 256 for audio script. Allow sts to compare their answers in pairs, then play the audio again for them to listen and check their answers. Check answers with the class.

### Answers

2 Robert    3 Stephanie    4 George

- 4 Read out the example questions and answers and check that sts understand everything. Allow sts time to think about how to spell their own name, then put them into pairs to ask and answer the questions from Exercise 3. Ask some sts to say and spell their name for the class.

## Numbers

- 5 **SO.7** Play the audio once for sts to listen, then play it again, pausing for them to repeat.

## PRONUNCIATION

- 6 **SO.8** Explain to sts that some numbers in English sound similar, so it is important to learn the difference. Play the audio once for sts to listen, then play it again, pausing for them to repeat.
- 7 **SO.9** Explain to sts that they must listen carefully to decide which of each pair of numbers they hear. Play the audio, pausing for sts to write the correct numbers in their notebooks. Play the audio again, pausing to check answers.

### Answers

1 15    2 70    3 60    4 19

- 8 Put sts into pairs to say the numbers in the pictures. Check answers by asking individual sts to come and write one of the numbers on the board and say it.

### Answers

Twenty, thirty-two, seven, eighteen, twelve, fifty

- 9 Demonstrate the task by writing a few numbers on the board. As you write each one, point to it and elicit how to say it. Sts then work in pairs, taking turns to write a number for their partner to say. You could encourage sts to start with quite easy numbers and build up to more difficult ones!
- 10 **SO.10** Explain to sts that they will hear two people answering some questions, and they must write the answers. Read through the questions with the class and check that sts understand them all. Explain to sts that the number 0 is usually pronounced as 'oh' in telephone numbers. Play the audio once for sts to read and listen, then play it again, pausing for them to write the answers. See TG page 256 for audio script. Allow sts to compare their answers in pairs, then go through the answers with the class, playing the audio again and pausing to confirm the answers. Write the answers on the board for sts to check the spellings.

### Answers

1 Sebastian, Baxter, 13, 07700 900563  
2 Charlotte, Robinson, 12, 202-555-0198

- 11 Sts ask and answer the questions in Exercise 10. Ask some sts to tell the class about themselves.

### Vocabulary practice: WB p.5

Sts will find more practice of vocabulary for the alphabet and numbers. Set these exercises for homework.

## GRAMMAR Demonstrative pronouns

**I can** use demonstrative pronouns.

- 1 Look at the pictures in the grammar box. Complete the rules.

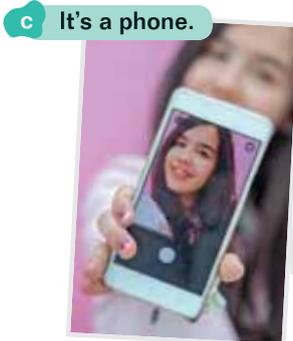


Singular	<b>This</b> is a bag.	<b>That</b> is a window.
Plural	<b>These</b> are pens.	<b>Those</b> are books.

### Rules

We use *this* and *these* for things that <sup>1</sup>are / aren't near us.  
We use *that* and *those* for things that <sup>2</sup>are / aren't near us.

- 2 **S0.11** Match the questions with the answers. Listen and check.



- 3 Work in pairs. Practise the dialogues in Exercise 2.

- 4 Work in pairs. Ask and answer questions about things in the classroom.

A: *What's this?*  
B: *It's a book.*  
A: *What are those?*  
B: *They're coats.*

## VOCABULARY Colours

**I can** talk about colours.

- 5 **S0.12** In your notebooks, match the words in the box with the colours. Listen, check and repeat. What is your favourite colour?

black blue brown green grey  
orange pink red white yellow



- 6 Work in pairs. Say the colours of the objects.

A: *It's black.*  
B: *They're blue.*



- 7 Work in pairs. Point to something in the classroom. Ask and answer questions about the colour.

A: *What colour is this/that?*  
B: *It's pink.*

- 8 Work in pairs. Ask and answer *What colour is your ...?* with the things in the box.

bag bedroom bike car notebook phone

### FAST FINISHER

Write sentences about the colour of things in your home.  
*My sofa is blue.*

## GRAMMAR Demonstrative pronouns

- 1 Read the grammar box with sts about demonstrative pronouns. As you read out the examples, indicate with your hand to show the idea of something close for *This is/These are* and the idea of further away for *That is/Those are*. Read out the rules and check that sts understand *near*. Elicit the correct words to complete the rules.

### Answers

1 are 2 aren't

Ask questions to check concept.

**Concept check questions:** *Point to your desk and say: This is a desk or that is a desk? (this). Is it near me? (yes). Point to a desk further away from you and say: This is a desk – correct? (no – that is a desk). Hold up two pens and say: This is a pen – correct? (no – these are pens). Ask a student to hold up one pen. Point to it and say: Those are pens – correct? (no – that is a pen).*

- 2 **SO.11** Read out the first question and elicit the correct answer. Sts could then work in pairs to match the remaining questions and answers. Play the audio for them to listen and check. Go through the answers with the class, referring back to the grammar box if necessary to explain the answers.

### Answers

1 c 2 d 3 b 4 a

- 3 Sts work in pairs to practise the dialogues in Exercise 2. To help with pronunciation, you could play the audio from Exercise 2 again first and pause for sts to repeat. They then work in pairs.
- 4 Identify some things in the classroom that sts know the words for and can talk about, e.g. *book, pen, desk, bag, coat, phone, poster*. Sts then work in pairs to ask and answer questions. Monitor and help while they are working, then correct any errors in a feedback session at the end.

## VOCABULARY Colours

- 5 **SO.12** Sts could work in pairs to match the words with the colours. Alternatively, read out each colour word in turn and ask sts to guess the number of the correct colour. If they don't manage to guess, use the pictures to teach the meaning. Sts then write the words in their notebooks. Play the audio for sts to listen and check their answers, then play it again, pausing for sts to repeat. See Answers for audio script. Tell the class your favourite colour, e.g. *My favourite colour is blue*. Then ask: *What's your favourite colour?* Elicit answers from individual sts.

### Answers

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

- 6 Read out the two examples and remind sts that we use *It's* for one thing, and *they're* for more than one. Explain that in English, glasses and headphones are plural nouns, so we use *they're*, e.g. *They're blue*. Sts then work in pairs to say the colours of the things. Elicit the answers from the class.

### Answers

a It's black.	f They're grey.
b They're blue.	g It's brown.
c It's orange.	h It's red.
d It's green.	i They're pink.
e It's yellow.	j It's white.

- 7 Hold up or point to something in the classroom and ask: *What colour is this/that?* Elicit the answer. Sts then work in pairs to ask and answer questions. Monitor and help while they are working, and correct any errors in a feedback session at the end.
- 8 Read out the question, then read out the words in the box and elicit or teach the meanings. Ask one or two individual sts about their things, e.g. *What colour is your bag? What colour is your bedroom?* Sts then work in pairs. Tell them they should try to remember their partner's answers. For feedback, ask some sts about their partner's things, e.g. *What colour is (Ana's) bedroom?*

### FAST FINISHER

Fast finishers can write sentences about the colour of things at home. Weaker sts could work in pairs and write sentences about the colour of things in the classroom.

- G Grammar reference: WB p.5**

Sts will find more practice for demonstrative pronouns here. Set these exercises for homework.

## READING

I can find information in a text.

- 1 **S0.13** Read and listen to the profiles. Match them to the people.

Home · Board · Contact

### Tell us about you!

**1** Hello. I'm George and I'm eleven years old. I'm from Dallas in the USA. Adam is my best friend. We're in Class 2 at North Dallas High School. My favourite colour? Um ... I have two: blue and white! They're the colours of my favourite football team, the Dallas Cowboys!

**2** Hi. My name's Katie. I'm twelve. I'm from Manchester in the UK. My favourite colour is yellow. My phone is yellow, my bag is yellow, my bedroom is yellow ... everything is yellow! My best friend is Amy and she's twelve, too. We're at Salford Secondary School together.




- 2 Read the text again. Find the information and complete the table in your notebook.

	1	2
Name:	...	...
Age:	...	...
City:	...	...
School:	...	...
Best friend:	...	...
Favourite colour(s):	...	...

## SPEAKING Classroom language

I can ask questions and follow instructions in class.

- 3 **S0.14** Listen and read. Match the pictures with the dialogues.



- Teacher:** What's wrong?  
**Student:** I don't understand.
- Student:** How do you say 'bom dia' in English?  
**Teacher:** Good morning.
- Student:** What does 'family' mean?  
**Teacher:** Your mum, dad, brothers, sisters ...
- Student:** Can you repeat that, please?  
**Teacher:** Welcome.
- Student:** How do you spell that?  
**Teacher:** W-E-L-C-O-M-E.
- Teacher:** It's 9.15!  
**Student:** Sorry I'm late.

- 4 **S0.15** Listen and repeat the Useful language.

### Useful language

#### Classroom language

I don't understand.  
How do you say ... in English?  
What does ... mean?  
Can you repeat that, please?  
How do you spell that?  
Sorry I'm late.

- 5 Copy and complete the dialogue with your own ideas.

**Student:** How do you say '...' in English?  
**Teacher:** '...'  
**Student:** How do you spell that?  
**Teacher:** '...'

- 6 Work in pairs. Practise your dialogues.

### FAST FINISHER

Write a dialogue between a teacher and a student.

**READING** Finding information in a text**WARMER**

Revise numbers by asking sts to stand up. Starting at the front of the class, invite sts to each say a number in turn – one, two, three, etc. If they make a mistake, they sit down and are out of the game. Continue until only a small group of sts is left standing. You could repeat this, asking sts to count in twos – two, four, etc. If you have time, you can also revise the alphabet in the same way.

- 1 **SO.13** Explain to sts that they are going to read the profiles of two students. Read out the title *Tell us about you!* and explain the meaning. Then play the audio for sts to listen and read and match the profiles to the people. Check answers.

**Answers**

1 b 2 a

- 2 Read through the table with the class and check that sts understand *Age, City, School* and *Best friend*. Ask sts to copy the table into their notebooks. Teach the meaning of UK (United Kingdom) and USA (United States of America). Sts read the profiles again and complete the information in the table. Allow sts to compare their answers in pairs, then check with the class, eliciting the part of the profiles which confirms each answer.

**Answers**

- 1 Name: Katie, Age: twelve, City: Manchester, School: Salford Secondary School, Best friend: Amy, Favourite colour: yellow.  
2 Name: George, Age: eleven, City: Dallas, School: North Dallas High School, Best friend: Adam, Favourite colour: blue and white

**EXTRA ACTIVITY**

Ask more questions about the two people in the profiles:

- 1 Is Manchester in the USA? (no – in the UK)
- 2 What colour is Katie's phone? (yellow)
- 3 How old is Amy? (twelve)
- 4 Is George from the UK? (no – the USA)
- 5 Is George in class 3? (no – class 2)
- 6 What is George's favourite football team? (the Dallas Cowboys)

**SPEAKING** Classroom language

- 3 **SO.14** Play the first conversation and elicit which picture it matches. Play the rest of the audio for sts to listen and read and match the pictures with the conversations. Check answers, playing the audio again and pausing to confirm the answers.

**Answers**

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

- 4 **SO.15** Play the audio once for sts to listen to the Useful language. Read through all the phrases with the class and check that sts understand everything. You could elicit how to say the phrases in the sts' own language. Play the audio again for sts to repeat.
- 5 Write the gapped dialogue on the board. As a class, brainstorm some words to complete it, to make a conversation. Sts then copy the dialogue into their notebooks and complete it with their own ideas. They could work in pairs for this. Monitor and help while sts are working.
- 6 Sts work in pairs to practise their dialogues. Monitor and help while sts are working. Invite one or two pairs to perform their dialogue for the class.

**FAST FINISHER**

Fast finishers can write a different dialogue between a teacher and a student. Weaker sts could work in pairs and practise the dialogue in Exercise 3.

# School life

# 1

**Vocabulary:** Classroom objects; Adjectives

**Grammar:** Articles; Plural nouns; *be*: affirmative and negative

**Speaking:** Talking about timetables

**Writing:** A student profile

## VOCABULARY Classroom objects

**I can** talk about things in the classroom.

**1** **1.1** Match the words in the box with the pictures. Listen, check and repeat.

board chair computer desk door headphones laptop pen pencil  
pencil case rubber ruler shelf smartphone tablet window



**2** Copy the table in your notebook. Complete it with the objects from Exercise 1.

Things in a pencil case	
Parts of a classroom	
Technology	

**3** Work in pairs. Point at the picture and ask and answer questions.

**A:** *What's this/that?*

**B:** *It's a desk.*

**4** With a partner, say the things you see in your classroom.

*It's a chair.*

**Now watch the vlog.**

### **FAST FINISHER**

Write a list of classroom objects that you also have in your bedroom.

*door, window, desk ...*

# School life

# 1

**UNIT 1 OVERVIEW:** The topic of this unit is school and learning. Sts read three students' accounts of what is in their school bag and listen to a phone conversation about school. They learn vocabulary for classroom objects and some common adjectives, and read a school timetable. They then read about an unusual school in New Zealand where students learn outdoors. They also watch a vlog about a classroom and a culture video about a different type of school in Bangladesh. Finally, they read a student profile and write their own student profile for their school website.

Vocabulary	Grammar	Pronunciation	Reading	Listening	Speaking	Writing
Classroom objects; Adjectives	Articles; Plural nouns; <i>be</i> : affirmative and negative	Negative contractions	Matching descriptions with pictures	Listening for details	Talking about timetables	A personal profile

## VOCABULARY Classroom objects

Sts learn nouns for 16 familiar classroom objects. They identify these by matching them to pictures. They confirm understanding by categorising the objects and testing a partner. They personalise the vocabulary by saying what things they can see in their classroom.

### Vocabulary

Classroom objects (*board, chair, computer, desk, door, headphones, laptop, pen, pencil, pencil case, rubber, ruler, shelf, smartphone, tablet, window*)

### Vlog

Isa: *Study with me!*

### WARMER

Point to the classroom and ask: *What's this?* Elicit or teach the word *classroom*. Put sts into teams, then point to some familiar objects and ask: *What's this?* Teams race to say the correct word. Revise vocabulary that sts learned in the Starter Unit, e.g. *book, notebook, bag, phone, coat, window*. Extend the activity to some of the new classroom vocabulary from this lesson, to see if any sts already know or can guess some of the words, e.g. *tablet, desk, laptop*.

- 1 **1.1** Put sts into pairs to match the words with the pictures. Explain that they will not know all the words, but they can guess some which are similar in their own language. Play the audio. See Answers for audio script. Sts listen and check their answers. Then play the audio again, pausing for them to repeat.

### Answers

1 window	9 laptop
2 board	10 tablet
3 door	11 smartphone
4 shelf	12 pencil
5 computer	13 rubber
6 desk	14 rubber
7 chair	15 pencil case
8 headphones	16 pen

- 2 Ask sts to copy the table into their notebooks, then complete it with the objects. Check answers by asking individual sts to say words for each category and point to each object in the classroom as they say the word.

### Answers

Things in a pencil case: pen, pencil, rubber, ruler  
 Parts of a classroom: board, chair, desk, door, shelf, window  
 Technology: board, computer, headphones, laptop, smartphone, tablet

- 3 Demonstrate the task by holding up your book and pointing to a desk in the picture. Ask: *What's this?* Elicit the answer: *It's a desk*. Put sts into pairs and ask them to take turns to ask and answer questions. Monitor and correct any mistakes in a feedback session at the end.
- 4 Sts work in pairs and take turns to say objects they can see in the classroom. To check answers, say each word in turn and ask sts to hold up or point to the objects in the classroom.

### Vlog

This lesson features a vlog in which a vlogger talks about his classroom. You can watch this in class if you have time and access to a computer or tablet, or you can ask sts to download it from the Richmond Learning Platform to watch at home. See TG pages 266 and 284.

### FAST FINISHER

Sts who finish early can practise the vocabulary further by writing a list of the classroom objects they also have in their bedroom. Weaker sts could work in pairs, taking turns to say an object they have in their bedroom.

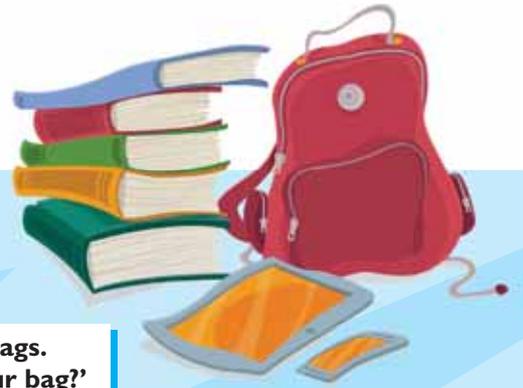
- V** **Vocabulary practice: WB p.6**  
 Sts will find more practice of classroom objects here. Set these exercises for homework.

- LS** **Language summary: Unit 1 SB p.118**

# This is my bag

## READING

I can match descriptions with pictures.



# WHAT'S IN YOUR BAG?

Bags are important. We carry everything we need for the day in our bags. Today we ask three people from Burnham High School, 'What's in your bag?'



1

**Hi, what's your name?**

My name's Lorna.

**What's in your bag, Lorna?**

This is a Science book and these are lunch boxes. I have two. My sandwiches are in this box, and an apple and an orange are in that box. And this is a pencil case with one, two, three pencils, a rubber and a ruler.



2

**Hello, what's your name?**

I'm Mrs Johnson. I'm a teacher.

**What's in your bag?**

OK, let's see. This is a pencil case. And in the pencil case ... pens. They're black, blue and red. And what are these? They're books. These are two dictionaries. An English dictionary and a French dictionary. And this is a laptop and this is a smartphone.



3

**And what's your name?**

Fabian.

**OK, Fabian, what's in your bag?**

These are my books ... a Maths book, an Art book, a notebook. What's this? Oh yes, it's an umbrella. And this is a pencil case – with pens and pencils. And this is an apple and my smartphone. Oh, and finally these are headphones.



a



b



c

**1** Look at the pictures of the bags. What can you see in them?

*pencil case, ruler...*

**2** **1.2** Read and listen to the text. Match the bags with the people.

1 Lorna ... 2 Mrs Johnson ... 3 Fabian ...

**3** Copy the table in your notebook. Read the text again and tick (✓) the things in the bags.

	books	technology	food
Lorna	✓		
Mrs Johnson			
Fabian			

**4** Work in pairs. Ask and answer the question from the text.

*A: What's in your bag?*

*B: This is a pencil case ...*

**5** **Word Power** Find five school subjects in the text and write them in your notebook. Which is your favourite subject?

*Science, ...*

**6** **THINK CRITICALLY** In some schools, students use their smartphones in the classroom. Is this a good idea or a bad idea? Think of one good thing and one bad thing.

*I think it's a good idea because ...*

*I think it's a bad idea because ...*

# What's in your bag?

## READING

Sts read three descriptions of the things students have in their school bags and focus on matching descriptions with pictures. They also study vocabulary for school subjects. They see examples of using articles before nouns and plural nouns to talk about familiar classroom items, and discuss the use of smartphones in the classroom.

### Reading text

Three descriptions of the objects in students' school bags

### Reading skill

Matching descriptions with pictures

### WARMER

Hold up your bag and ask: *What's in my bag?* Take out one or two objects, e.g. a pen and a phone. Ask sts to say the names of the objects. Ask individual sts: *What's in your bag?* Ask them to take out one object and say the name, e.g. *a book*.

- Put sts into pairs to look at the pictures and say all the things they can see. Check answers with the class and use the pictures to teach words that sts may not know.

### Answers

apple    book(s)    dictionary    headphones  
laptop    lunch box    pencil case    pencils  
pens    smartphone    umbrella

- 1.2 Matching descriptions with pictures** Focus on the pictures again. Say some objects and ask sts to call out which bags the objects appear in, e.g. *a pencil case, an umbrella*. Explain to sts that they are going to read the three descriptions and they must match each one to the correct picture. Explain that they must read and listen carefully because some objects are in more than one bag. Play the audio for sts to read and listen and complete the matching task. Allow sts to compare their answers in pairs, then check with the class.

### Answers

1 Lorna c    2 Mrs Johnson a    3 Fabian b

- Ask sts to copy the table into their notebooks. Check they understand *food*. Sts then read the text again and complete the table with ticks. Allow sts to compare their answers in pairs, then check with the class.

### Answers

Lorna: books, food  
Mrs Johnson: books, technology  
Fabian: books, technology, food

- Explain to sts that they will now ask and answer questions about what is in their bags. Read out the example question and answer. If necessary, ask sts to find examples of *this is* and *these are* in the texts. Elicit or explain that we use *this is* for one object, and *these are* for more than one. Sts then work in pairs. Monitor while they are working and correct any errors in a feedback session at the end.

- Word Power** Read out the task and check that sts understand school subjects. Ask sts to find the words in the texts. Check answers, and check that sts understand all the words. Model and drill the pronunciation and point out that we use a capital letter when we write school subjects. Ask individual sts: *Which is your favourite subject?* With stronger classes, you could elicit or teach more words for school subjects, e.g. *History, Geography, P.E.*

### Answers

Science, English, French, Maths, Art

## 21st Century skills



- THINK CRITICALLY**

Ask: *Do you use your phone in the classroom?* Elicit the answer, then read out the task. Give an example of one good thing about using phones, e.g. to take photos of notes on the board, and one bad thing, e.g. the temptation to play games. Sts can work in pairs to think of one good thing and one bad thing. They could discuss their ideas in their own language if necessary. For feedback, ask pairs in turn to tell the class their ideas, in English if possible, or in their own language. If sts use their own language, repeat their ideas in English. When sts have heard all the ideas, you could ask for a show of hands to see who thinks using phones in the classroom is a good idea, and who thinks it is a bad idea.

### Suggested answers

Good ideas: phones allow students to access educational learning apps; phones allow easy access to information  
Bad ideas: phones can be very distracting; phone use can lead to cheating in tests

- R Reading practice: WB p.7**

Sts will find more practice for reading here. Set these exercises for homework.

## GRAMMAR Articles

I can use articles before nouns.

Now watch the grammar animation.

1 1.3 Read the grammar box. Copy the words with the correct articles in your notebooks. Listen, check and repeat.

Use *an* before nouns that begin with vowels (a, e, i, o, u).

**an** apple **an** umbrella

Use *a* before nouns that begin with consonants.

**a** teacher **a** book

1 orange



2 watch



3 pen



4 ice cream



## Plural nouns

I can use singular and plural nouns.

2 1.4 Read the grammar box. Write the plurals of the words in the pictures in your notebooks with the correct numbers. Listen, check and repeat.

	Singular	Plural
Most nouns	a pen	<b>pens</b>
Nouns ending in -ch, -s, -sh, -x, -z	a box	<b>boxes</b>
Nouns ending in -f, -fe	a shelf	<b>shelves</b>
Nouns ending in consonant + -y	a dictionary	<b>dictionaries</b>

1 a sandwich



two sandwiches

2 an umbrella



3 a dress



4 a baby



5 a book



6 a leaf



3 Read the **Look!** box. Match the singular nouns with the irregular plural nouns.

### Look! Irregular plural nouns

Some plural nouns don't end in -s.

- |            |            |
|------------|------------|
| 1 a person | a children |
| 2 a child  | b men      |
| 3 a woman  | c people   |
| 4 a man    | d women    |

4 Work in pairs. What can you see in the picture? Use the nouns in the box with articles or numbers.

- apple board child clock desk laptop  
pen rubber ruler shelf smartphone  
tablet umbrella window woman

*an apple, two windows ...*



### FAST FINISHER

Write about the things in your classroom. Use numbers or articles.

*a dictionary, six pens ...*

## GRAMMAR Articles

 Grammar animation

This lesson features an optional animated presentation of the grammar in context called *An apple! My favourite fruit!*, including the form and use of articles and plural nouns. You can watch this in class if you have time and access to a computer or tablet, or you can ask sts to download it from the Richmond Learning Platform to watch at home. See TG page 288 for animation script.

- 1  1.3 Read the rules and examples in the grammar box. Check that sts understand that consonants are all the other letters of the alphabet, apart from the five vowels. Ask sts to write the words in their notebooks with the correct articles. Play audio track 1.3 for sts to listen and check their answers. Play the audio again, pausing for sts to repeat.

## Answers

- |             |                |
|-------------|----------------|
| 1 an orange | 3 a pen        |
| 2 a watch   | 4 an ice cream |

Ask questions to check concept.

**Concept check questions:** *Pen* – *p*: vowel or consonant? (consonant), *a pen*, or *an pen*? (a pen). *Sandwich* – *s*: vowel or consonant? (consonant), *a sandwich* or *an sandwich*? (a sandwich.) *Apple* – *a*: vowel or consonant? (vowel), *a apple* or *an apple*? (an apple). *Umbrella* – *u*: vowel or consonant? (vowel), *a umbrella* or *an umbrella*? (an umbrella).

## Plural nouns

- 2  1.4 Read the rules in the grammar box, pointing out the spelling changes in some nouns. Model and drill pronunciation of the plural nouns, especially boxes. If necessary, briefly revise numbers from one to ten. Ask sts to write the plural forms in their notebooks. Play the audio for them to listen and check their answers. See Answers for audio script. Write the correct plural forms on the board for them to check their spellings. Play the audio again, pausing for sts to repeat.

## Answers

- |                   |               |
|-------------------|---------------|
| 2 three umbrellas | 5 seven books |
| 3 three dresses   | 6 six leaves  |
| 4 two babies      |               |

Ask questions to check concept.

**Concept check questions:** *Chair* – singular or plural? (singular). *Laptops* – singular or plural? (plural). *One computer*, *two ...* (computers). *One phone*, *two ...* (phones). *One desk*, *three ...* (desks) -s or -es? (s). *One watch*, *two ...* (watches) -s or -es? (-es). *One dictionary*, *two ...* (dictionaries) -s? (no -ies). *Why?* (because it ends in -y). *One shelf*, *two ...* (shelves) s? (no -es because it ends in -f).

- 3 Read the Look! box with sts. Sts match the singular nouns with the irregular plural. Check answers, then model and drill pronunciation of the plural forms.

## Answers

- 1 c    2 a    3 d    4 b

- 4 Put sts into pairs to write the things that they can see in the picture. Monitor and help while sts are working and correct any mistakes in a feedback session at the end.

## Answers

an apple, a board, four students, a clock, five desks, a laptop, a pen, a rubber, a ruler, three shelves, three smartphones, a tablet, an umbrella, a woman

 FAST FINISHER

Sts who finish early can practise the grammar further by writing about things in their classroom. Weaker sts could work in pairs and do the same activity.

- G** Grammar practice: WB p.8

Sts will find more practice of articles and plural nouns here. Set these exercises for homework.

- LS** Language summary: Unit 1 SB p.118

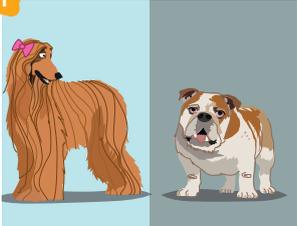
# This isn't difficult!

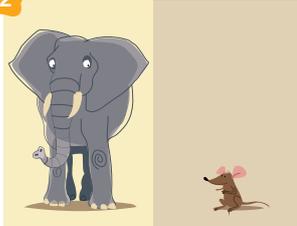
## VOCABULARY and LISTENING Adjectives

**I can** listen for detail.

**1** **1.5** Match the pictures with the adjectives. Listen, check and repeat.

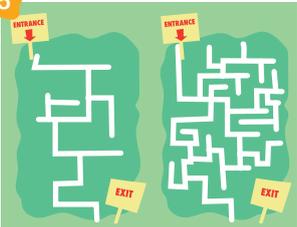
beautiful big boring cheap difficult  
easy expensive happy interesting old  
sad short small tall ugly young

**1** 

**2** 

**3** 

**4** 

**5** 

**6** 

**7** 

**8** 

### Look! Adjective order

Adjectives come before nouns:  
*This is a big classroom.*  
Adjectives come after be:  
*This classroom is big.*

**2** Read the **Look!** box. In your notebook, put the words in the correct order to make sentences.

- 1 is / tall / father / my
- 2 men / the / old / are
- 3 young / are / children / those
- 4 lessons / are / English / easy
- 5 a / subject / difficult / is / that
- 6 am / I / person / a / happy
- 7 computers / expensive / these / are
- 8 an / interesting / is / book / this

**3** **1.6** Listen to a dialogue between two friends, Liam and Ava. Match them to their Maths classes.

**Ava** 

**Liam** 

**a** 

**b** 

**4** **1.6** Listen again. Are the sentences true (T) or false (F)?

- 1 Liam is happy.
- 2 Maths is difficult.
- 3 Liam's Maths lessons are boring.
- 4 Ava's Maths lessons are interesting.
- 5 Ava uses tablets in Maths lessons.
- 6 Today is Friday.

# This isn't difficult!

## VOCABULARY AND LISTENING

### Adjectives

Sts learn 16 common adjectives and learn how to use adjectives before nouns and after *be*. They listen to a phone conversation about school and focus on listening for detail.

#### Vocabulary

Adjectives (*beautiful, big, boring, cheap, difficult, easy, expensive, happy, interesting, old, sad, short, small, tall, ugly, young*)

#### Listening text

A phone conversation about school

#### Listening skill

Listening for detail

### WARMER

To introduce the idea of adjectives, draw a smiling face on the board and say: *He's happy*. Draw a sad face and say: *She's sad*. Write the words on the board and elicit how to say them in the students' own language. Find two objects of different sizes, e.g. two books, bags or pens. Hold them up and use them to teach the words *big* and *small*. Write these on the board. Teach the word *adjective* and explain that these words are adjectives and they describe things. Tell students they are going to learn some adjectives in English.

- 1 **1.5** Read through the adjectives in the box with the class and elicit or teach the meanings. Sts could then work in pairs to match the pictures with the adjectives. Play the audio for them to listen and check their answers. See Answers for audio script. Play the audio again, pausing for sts to repeat.

#### Answers

- |                        |                    |
|------------------------|--------------------|
| 1 beautiful / ugly     | 5 easy / difficult |
| 2 big / small          | 6 happy / sad      |
| 3 interesting / boring | 7 old / young      |
| 4 cheap / expensive    | 8 tall / short     |

- 2 Read the Look! box with the class. Elicit or give one or two more examples of each pattern, e.g. *This is a small classroom. This is an old classroom. This classroom is small. This classroom is old*. Read out the first set of prompts and elicit the correct sentence as an example answer. Sts then write the sentences in their notebooks. Weaker sts could work in pairs for this. Check answers. Point out that the rule about *a / an* works with adjectives as well as nouns: we use *an* before adjectives beginning with a vowel, e.g. *a book*, but **an** *interesting book*; a man, but **an** *old man*.

#### Answers

- 1 My father is tall.
- 2 The men are old.
- 3 Those children are young.
- 4 English lessons are easy.
- 5 That is a difficult subject.
- 6 I am a happy person.
- 7 These computers are expensive.
- 8 This is an interesting book.

- 3 **1.6** Explain to sts that they are going to listen to a phone conversation about school. Focus on the pictures of the two Maths classes. Ask: *Which class is boring? Which students are happy? Which class is difficult?* Play the audio for sts to listen and match the people to the Maths classes. See TG page 256 for audio script. Check answers, playing the audio again if necessary and pausing to confirm the answers.

#### Answers

Liam a Ava b

- 4 **1.6 Listening for detail** Read through the sentences with the class and point out that to decide if the sentences are true or false, sts need to listen for some details, e.g. if Liam is happy or sad, if Maths is easy or difficult. Play the audio again for sts to decide if the sentences are true or false. Allow sts to compare their answers in pairs, then check answers with the class, playing the audio again and pausing to confirm the answers.

#### Answers

- |     |     |
|-----|-----|
| 1 F | 4 T |
| 2 T | 5 T |
| 3 T | 6 F |

- V L** Vocabulary and Listening practice: WB p.9

Sts will find more practice for listening, and practice of adjectives here. Set these exercises for homework.

- LS** Language summary: Unit 1 SB p.118

## GRAMMAR *be*: affirmative and negative

**I can** use *be* in the affirmative and negative.

**Now watch the grammar animation.**

- 1 Read the grammar box. Copy and complete the rule with the long form of *be*.

	Affirmative	Negative
I	I'm a teacher.	I'm <b>not</b> a student.
you	You're happy.	You <b>aren't</b> sad.
he	He's at home.	He <b>isn't</b> at school.
she	She's tall.	She <b>isn't</b> short.
it	It's cheap.	It <b>isn't</b> expensive.
we	We're in this class.	We <b>aren't</b> in Class 3.
they	They're from the UK.	They <b>aren't</b> from Brazil.

### Rule

We can use *be* in the long form or the short form after subject pronouns.

**Long form** 1 ... 2 ... 3 ... 4 ... 5 ... 6 ...

**Short form** 'm 's 're 'm not aren't isn't

- 2 **1.7** Choose the correct answers to complete the start of Ava and Liam's dialogue. Listen and check.

**Ava:** Hi, Liam. How are you?

**Liam:** Oh, I <sup>1</sup> *am not / aren't* bad.

**Ava:** Uh-oh, you <sup>2</sup> *are / aren't* happy. What's wrong?

**Liam:** It's my Maths lessons. They <sup>3</sup> *are / 's* difficult.

**Ava:** Well, Maths <sup>4</sup> *aren't / isn't* easy. What's the teacher like?

**Liam:** She <sup>5</sup> *is / isn't* OK, but the lessons ... they <sup>6</sup> *aren't / 're* boring.

**Ava:** Boring? Maths lessons <sup>7</sup> *am not / aren't* boring. They <sup>8</sup> *are / aren't* fun!

### 3 PRONUNCIATION Negative contractions

- 1.8** Listen and repeat.

- 1 **isn't** He isn't happy.  
2 **aren't** They aren't cheap.

- 4 Copy and complete the sentences with the affirmative (+) or negative (-) form of *be*.

- Today ... Saturday. (-)
- I ... happy today. (+)
- The students ... at school. (-)
- This smartphone ... cheap. (+)
- You ... my teacher. (-)
- English lessons ... interesting. (+)
- I ... tall. (-)
- My school ... big. (+)

- 5 Work in pairs. Make affirmative and negative sentences about the pictures.

*That's an ugly building. It isn't beautiful.*



- 6 Work in pairs. Write three true sentences and three false sentences about you. Can your partner guess if the sentences are true or false?

**A:** *I'm happy today.*

**B:** *True.*

**A:** *I'm thirteen.*

**B:** *False! You aren't thirteen. You're twelve.*

### FAST FINISHER

Write three affirmative and three negative sentences about your classmates.

*Jorge isn't tall ...*

## GRAMMAR *be*: affirmative and negative

### Grammar animation

This lesson features an optional animated presentation of the grammar in context called *You're a musician!*, including the form and use of affirmative and negative forms of *be*. You can watch this in class if you have time and access to a computer or tablet, or you can ask sts to download it from the Richmond Learning Platform to watch at home. See TG page 288 for the animation script.

- 1 Read the grammar box with the class. Read the affirmative examples first, and remind sts that they have already learned these. Then read each affirmative example again, this time followed by the negative example. As you read the negative examples, shake your head to indicate the negative meaning. Point out that the short form *n't* in *isn't* and *aren't* is short for *not*. Ask students to copy the rules into their notebooks and complete them. Allow sts to compare their answers in pairs, then check with the class.

#### Answers

- 1 am
- 2 is
- 3 are
- 4 are not
- 5 is not

Ask questions to check concept.

**Concept check questions:** *Maths is easy* – affirmative or negative? (affirmative). *They are happy* – affirmative or negative? (affirmative). *We aren't English* – affirmative or negative? (negative). *I'm not old* – affirmative or negative? (negative). *She aren't sad* – correct? (no – she isn't sad). *I not tall* – correct? (no – I'm not tall). *I'm at school* – can you make it negative? (I'm not at school). *Maths is boring* – make it negative? (Maths isn't boring). *We're sad* – make it negative? (We aren't sad).

- 2 **1.7** Teach the phrases *How are you?* and *What's wrong?* Ask sts to read the conversation and choose the correct verb forms. Play the audio for them to listen and check answers. See TG page 256 for audio script. Check answers, referring back to the rules if necessary.

#### Answers

- |          |          |
|----------|----------|
| 1 'm not | 5 's     |
| 2 aren't | 6 're    |
| 3 're    | 7 aren't |
| 4 isn't  | 8 're    |

### PRONUNCIATION

- 3 **1.8** Play the audio once for sts to listen to the pronunciation. Play it again, pausing for sts to repeat.
- 4 Read out the first gapped sentence and point out the (-) prompt. Elicit the negative verb *isn't* as an example answer. Sts then write the sentences in their notebooks. Weaker sts could work in pairs for this. Check answers with the class.

#### Answers

- |          |          |
|----------|----------|
| 1 isn't  | 5 aren't |
| 2 'm     | 6 are    |
| 3 aren't | 7 'm not |
| 4 is     | 8 is     |

- 5 Read out the task and the example sentences, then put sts into pairs to look at the pictures and make affirmative and negative sentences. To check answers, focus on each picture in turn and elicit some possible sentences about each one.
- 6 Read out the task and the example answers. To demonstrate, say some sentences about yourself and ask sts to guess if they are true or false, e.g. *I'm a teacher.* (True) *My house is big.* (false). Allow sts time to prepare their sentences individually, then put them into pairs to take turns to say their sentences and guess which of their partner's sentences are true and false. Monitor while sts are working and correct any errors in a feedback session at the end.

### FAST FINISHER

Sts who finish early can practise the grammar further by writing three affirmative and negative sentences about their classmates. Weaker sts could work in pairs and write the sentences in Exercise 4 with the opposite meaning, e.g. *Today is Saturday.*

- G **Grammar practice:** WB p.10  
Sts will find more practice of *be*: affirmative and negative here. Set these exercises for homework.

### LS Language summary: Unit 1 SB p.118

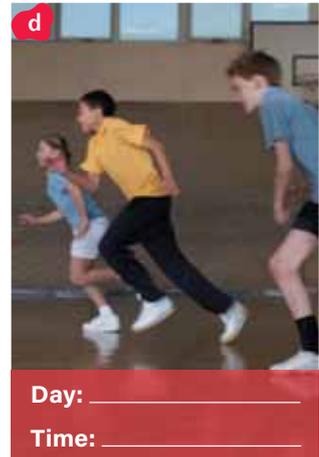
# KEEP TALKING!

## Time for class!

### READING and LISTENING

I can understand a school timetable.

- Look at the pictures. Which school subjects can you see?
- Read the school timetable for Monday and Tuesday. Write the day and time of each lesson (a-d).



		9.00–10.15	10.15–10.45	10.45–12.00	12.00–1.00	1.00–2.30	2.45–4.00
<b>MONDAY</b>	Lesson: Classroom: Teacher:	<b>English</b> B14 Mrs Jones	<b>BREAK</b>	<b>Spanish</b> C3 Sra García	<b>LUNCH</b>	<b>Art</b> A6 Mr Ashton	<b>P.E.</b> Gym Mr Sansom
<b>TUESDAY</b>	Lesson: Classroom: Teacher:	<b>Maths</b> C3 Mr Norton	<b>BREAK</b>	<b>History</b> A12 Ms Foster	<b>LUNCH</b>	<b>Science</b> B2 Ms Hancock	<b>English</b> B14 Mrs Jones

<b>FRIDAY</b>	Lesson: Classroom: Teacher:	<b>1</b> ... <b>2</b> ... Mr Garrett	<b>BREAK</b>	<b>3</b> ... B4 Mme <b>4</b> ...	<b>LUNCH</b>	<b>5</b> ... A3 Mr <b>6</b> ...	<b>7</b> ... <b>8</b> ... Mrs Davis
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### 3 Read the timetable again and answer the questions.

- Which subject is on Monday and on Tuesday?
- Which classroom has two different lessons?
- What time is break?
- Which two lessons are 1.5 hours?

### 4 Which day do you prefer: Monday or Tuesday? Why?

### 5 **FIND OUT** Students in the UK learn Maths, Science, Art, P.E., History, English and other languages. Find two more British school subjects.

### 6 **1.9** Listen to a teacher talk about the timetable for Friday. Which of the lessons in the box do the students have?

Art English French History  
Music P.E. Science Spanish

### 7 **1.9** Listen again. Copy and complete the timetable for Friday.



## SPEAKING Talking about timetables

I can say the days of the week and tell the time.

### 1 1.10 Listen and read. What is the problem?

**Jake:** What day is it today?

**Sarah:** It's Wednesday.

**Jake:** Science is on Wednesday. What time is it?

**Sarah:** It's five to nine.

**Jake:** Oh no!

**Sarah:** What?

**Jake:** The Science lesson is at nine o'clock. We're late!



### 2 1.11 Listen and repeat the days of the week.

### 3 Work in pairs. Ask and answer the questions.

- 1 What day is it today?
- 2 What day is it tomorrow?
- 3 What days are the weekend?

### 4 1.12 In your notebook, complete the times with the words in the box. Listen, check and repeat.

half o'clock past quarter ten to



- |                        |                          |
|------------------------|--------------------------|
| 1 It's four ...        | 4 It's quarter ... nine. |
| 2 It's ... past seven. | 5 It's five ... twelve.  |
| 3 It's ... past ten.   | 6 It's ... to three.     |

### 5 What time is it now?

### 6 1.13 Listen and repeat the Useful language.

#### Useful language

##### Talking about days

What day is it today?

It's Monday/Tuesday, etc.

What day is the Maths lesson?

It's on Wednesday/Thursday, etc.

##### Talking about times

What time is it?

It's ten o'clock / quarter past nine, etc.

What time is the English lesson?

It's at half past three / quarter to twelve, etc.

#### Look! Prepositions of time

We use *on* to talk about days and *at* to talk about times.

*The Science lesson is on Monday.*

*The Science lesson is at nine o'clock.*

### 7 Work in pairs. Ask and answer questions about your timetable. Follow the steps in the Speaking plan.

#### Speaking plan

##### Prepare

- > Write your timetable for a week.
- > Check how to say the school subjects in English.

##### Speak

- > Ask your partner questions from the **Useful language** box to find the days and times of five lessons.
- > Use phrases from the **Useful language** box to answer your partner.

##### Reflect

- > How can you improve next time?
- > Swap partners and act out a new dialogue.

Now play *Keep moving!*

#### FAST FINISHER

Choose a day of the week. Write sentences about the time of your lessons.

*Maths is at quarter past nine ...*

## SPEAKING Talking about timetables

- 1 1.10 Focus on the photo and explain that it shows Sarah and Jake. Ask: *What is the problem?* Explain the meaning of this if necessary. With stronger classes, you could start by playing the dialogue with books closed and have sts listen for the answer. Then play the audio again for them to listen and read to confirm their ideas. With weaker classes, play the dialogue for sts to listen and read. Check the answer and check that sts understand *late*.

### Answer

Jake and Sarah are late for their Science lesson.

- 2 1.11 Elicit which days of the week sts already know, then play the audio once for them to listen. See TG page 256 for audio script. Play the audio again, pausing for sts to repeat.
- 3 Read out the questions and check that sts understand *today, tomorrow, yesterday* and *weekend*. Put sts into pairs to ask and answer the questions, then elicit the answers from the class.
- 4 1.12 Ask sts to copy the clocks into their notebooks, then write the correct time for each one. Play the audio for them to listen and check their answers, then play the audio again, pausing for them to repeat. See Answers for audio script.

### Answers

- |                         |                           |
|-------------------------|---------------------------|
| 1 It's four o'clock.    | 4 It's quarter past nine. |
| 2 It's half past seven. | 5 It's five to twelve.    |
| 3 It's ten past ten.    | 6 It's quarter to three.  |

- 5 Read out the question and elicit the time now.
- 6 1.13 Focus on the Useful language, then play the audio once for sts to listen to the questions and phrases. Check that sts understand everything, then play the audio again, pausing for sts to repeat.
- Read the Look! box with students. Check sts understand when to use *on* and *at*.
- 7 Sts follow the steps in the Speaking plan to practise talking about timetables.

## Speaking plan

### Prepare

Sts work individually to write their timetable for a week and check how to say the subjects in English. Sts could ask you if they are unsure of how to say the subjects.

### Speak

Demonstrate the task by asking a confident student: *What day is the Maths lesson? What time is it?* Elicit their answers. Sts then work in pairs and take turns to ask and answer questions about the day and time of five lessons, using phrases from the Useful language box. They can practise with and then without notes. Monitor and help as necessary. If your sts use smartphones in class, they could record and listen to their conversations.

### Reflect

Discuss as a class how sts could improve next time, for example, by using the Useful language more fluently. Encourage them to be honest and open about the things they did well and the things they can do better. Ask them to use their recordings to help them think about how they could improve next time. Sts could then work with a new partner and repeat the task.

## Keep moving!

This lesson features an optional language revision and consolidation game for use in digital classrooms. Players control different characters, each with their own personalities and special abilities.

## FAST FINISHER

Fast finishers can practise the useful language further. They choose a day of the week and write sentences about the time of their lessons. Weaker sts could work in pairs and write two sentences about the times of some of their lessons.

- S** **Speaking practice: WB page p.11**  
Sts will find more practice for talking about timetables here. Set these exercises for homework.

- LS** **Language summary: Unit 1 SB p.118**

# A DIFFERENT SCHOOL

- The Whole Earth Nature School in the USA is different from most schools. Students aren't in a classroom all day. There aren't computers or laptops. At this school, the lessons are outside in a beautiful forest!

## LESSONS

- The students play a lot of games and the timetable is always interesting. The lessons have animal names.
- In 'The Way of the Cougar', students paint their faces and bodies with mud. Now they're the same colour as the forest. They're very quiet, too... shh... Where are they?!
- In 'The Way of the Raccoon', students learn about plants. They find edible plants in the forest and make a big salad for lunch. Yum!
- In 'The Way of the Owl', students study the animals in the forest. They listen to different birds and look for wild animals and their homes. But they need to be careful – there are black bears here!
- In 'The Way of the Wolverine', students make a home in the forest. They make a fire, too!



## TEACHERS

- The teachers at Whole Earth are different from your teachers. They have nature names like Lonestar, Thunder and Foxfire. They tell stories and sing songs by the fire. Their clothes are different, too!

## CLOTHES

- There aren't any uniforms at Whole Earth. Students wear T-shirts and they paint them with mud. Their clothes get very dirty!

- At this school, the lessons aren't boring. At the end of the school day, the students are tired and dirty, but they are happy!



## A different school

Sts learn some facts about a different type of school. They answer comprehension questions and compare their school to the school in the article. They read about school uniforms in different countries, learn some words for clothes and then work together to design a school uniform.

This lesson features an optional culture video about a different type of school in Bangladesh: see SB page 17.

 **WARMER**

Write these words on the board: *chair, plant, book, animal, pen, bird, computer, fire, desk, mud, clock, tree*. Ask: *Which things are in a school?* Put sts into pairs and ask them to check the meaning of words they don't know, then decide which ones are usually in a classroom. Elicit the answers and write the school words in a list on the board. Point to the other words and ask: *Where are these things?* Elicit some possible answers, then teach the word *forest*. Ask: *Is a school sometimes in a forest?*

**BACKGROUND INFORMATION**

The Whole Earth Nature School is located in Oregon, USA. Its aim is to help people rediscover their relationship with the natural world and give people a greater understanding of the environment. The school offers after-school programmes and summer camp activities camps for children who are home-schooled.

- Put sts into pairs to look at the pictures and guess the answers to the questions. Elicit some possible answers, but don't confirm them.
-  1.14 Play the audio for sts to read and listen to the article and check their answers to Exercise 1. Tell sts not to worry if they don't understand everything in the article. Check answers, eliciting the part of the article which confirms each answer.

**Answers**

1 in a forest    2 the USA

- Sts could work in pairs to match the photos with the blue sentences in the article. If sts are struggling, read out each blue sentence in turn and teach the meaning of any words that sts don't know. Check answers.

**Answers**

- They make a fire, too.
- They listen to different birds and look for wild animals and their homes.
- Students paint their faces and bodies with mud.
- The students play a lot of games.
- The teachers at Whole Earth are different from your teachers.
- They find edible plants in the forest and make a big salad for lunch.

- Read out the first sentence and elicit the correct form of *be* as an example answer. Sts then read the sentences and write the correct forms of *be* in their notebooks. Allow sts to compare their answers in pairs, then check with the class. Write the correct forms of *be* on the board for sts to check the spellings.

**Answers**

1	isn't	4	is
2	aren't	5	aren't
3	is	6	are

**21st Century skills****5 COMPARE CULTURES**

Read out the task and the example answers, then put sts into pairs. Ask them to write three more differences between the Whole Earth Nature School and their school. Ask pairs in turn to read their sentences to the class.

1 Look at the photos of the students at Whole Earth Nature School. Where are the students? What country is the school in?

2 1.14 Read and listen to the article and check.

3 Match the photos a-f with the **blue** sentences in the article.

4 Read the article again. Complete the sentences with the correct form of *be*.

- 1 The Whole Earth school ... in the UK.
- 2 The lessons ... in a classroom.
- 3 The timetable ... interesting.
- 4 'The Way of the Owl' ... a lesson about animals.
- 5 The students ... in school uniforms.
- 6 The students ... happy at the end of the school day.

5 **COMPARE CULTURES** Work in pairs. Compare your school with the Whole Earth Nature School.

*The lessons in the Whole Earth Nature School are outside. The lessons in my school are in classrooms.*

6 1.15 Read the text. Match the countries in the box with the pictures 1-4. Listen and check.

Australia Japan UK Uruguay

7 **Word Power** Match the words in the box with the clothes in the photos.

hat jumper shirt shoes shorts  
skirt socks tie trousers

8 **GET CREATIVE** Work in pairs. Design a school uniform.

9 Describe your school uniform to the class.

*The hat is pink and green.*

Now watch the culture video.

**FAST FINISHER**

Write a list of good things and bad things about Whole Earth Nature School.

*Good things: no uniforms, ...*

*Bad things: no computers, ...*

**FUN FACT**

This is the City Montessori School in Lucknow, India. It is the biggest school in the world. There are more than 50,000 students at the school and there are more than 1,000 classrooms!

## SCHOOL UNIFORMS AROUND THE WORLD

In many countries, students wear school uniforms. But the clothes aren't the same in every country. We hear from four students about their school uniform.



# REAL CULTURE!

- 6**  **1.15** Read out the task, then read through the countries in the box with the class and make sure sts understand them. Ask sts to read the text about school uniforms, or read it out to the class. Sts can then work in pairs to match the countries with the pictures. Elicit a few possible answers, but don't confirm them. Then play the audio for sts to listen and check their answers. See TG page 257 for audio script. Check answers with the class, playing the audio again and pausing for sts to hear the answers.

### Answers

- |             |         |
|-------------|---------|
| 1 Uruguay   | 3 Japan |
| 2 Australia | 4 UK    |

- 7** **Word Power** Sts could work in pairs to match the words in the box with the clothes. If you think your sts will struggle with this, read out each word in the box in turn and elicit or explain the meaning. Elicit which picture or pictures show each kind of clothes.

### Answers

- |                  |             |
|------------------|-------------|
| hat 2            | skirt 3     |
| jumper 4         | socks 2, 3  |
| shirt 1, 2, 3, 4 | tie 1, 3, 4 |
| shoes 2, 3       | trousers 1  |
| shorts 2         |             |

## 21st Century skills



### **8** GET CREATIVE

Read out the task, then put sts into pairs to design their uniform. Read out the example sentence and encourage them to design a fun uniform that they would like to wear. Ask them to write a description and draw a picture of their uniform if they can. Monitor and help while they are working.

- 9** Ask pairs in turn to describe their uniform to the class. The class could vote for their favourite.

### Culture video

This lesson also features an optional culture video about a different kind of school. You can watch this in class if you have time and access to a computer or tablet, or you can ask sts to download it from the Richmond Learning Platform to watch at home. See *Boat schools in Bangladesh* on TG pages 275 and 286.



Encourage sts to read this fun fact for pleasure. You could discuss good and bad things about going to a very big school, e.g. lots of friends, but big classes and lots of walking to different classrooms. Sts might also be interested to know that there have been examples of very small schools where the number of students has fallen to only one or two, but these schools usually close!

### FAST FINISHER

Sts write sentences about good and bad things about the Whole Earth Nature School. Weaker sts work in pairs and write some sentences about the Whole Earth Nature School from memory.

# Me and my school

## WRITING A student profile

**I can** write about myself.

**1** Look at the pictures on the school website. Guess the answers to the questions. Read and check.

- 1 Where is the boy from?    2 How old is he?    3 What are his favourite subjects?



**Brandon Gate School**

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**Gus Winter – Year 8**

Hi, my name's Gus and I'm twelve years old. I'm a student at Brandon Gate School and I'm in Year 8. The school is in Bristol, a city in the UK. It's a big school and there are 2,000 students. My favourite day is Wednesday. English and P.E. are my favourite subjects and they're on Wednesday! English is difficult, but it's interesting. P.E. is fun ... football is my favourite sport, but I'm not in the school football team.



**2** Work in pairs. Compare yourselves with Gus.

*Gus is twelve and I'm twelve, too.*

*I'm not from the UK. I'm from Brazil.*

**3** Look at the **Useful language**. How do you say these expressions in your language?

### Useful language

#### You and your school

I'm in Year ...

I'm a student at ...

It's a big/small/old/new school.

There are ... students.

My favourite day/subject is ...

I'm (not) in the school ... team.

**4** Read the **Look!** box. Find examples of capital letters in Gus's profile.

### Look! Capital letters

We use capital letters:

- at the start of sentences: *It's an old school.*
- when we use the subject pronoun *I*: *I'm ten years old.*
- for names of people and places: *My name's Ana and I'm from Madrid.*
- for countries and nationalities: *I'm from Spain and I'm Spanish.*
- for days of the week: *Friday is my favourite day.*

**5** In your notebook, rewrite the sentences with capital letters.

- 1 hello, this is edward and he's mexican.
- 2 today isn't tuesday. it's monday.
- 3 my name's sonia and i'm from the usa.
- 4 this is kate. she's eleven years old.
- 5 it's a small school in birmingham in england.

**6** Write a student profile about you for your school website.

### Writing plan

#### Prepare

- › Make notes about you and your school.
  - Which year are you in?
  - What's the name of your school?
  - Where is it?
  - What's your favourite subject? Why?

#### Write

- › Use your notes to write sentences.
- › Use the expressions from the **Useful language** box.

#### Reflect

- › Check your use of capital letters.
- › Check your spelling.
- › Check your grammar: articles, *be*: affirmative and negative

# Me and my school

## WRITING A student profile

Sts read a student profile by a school student in the UK. They learn useful language for talking about you and your school and learn about using capital letters. They then follow the steps in the Writing plan to write their own student profile.

### Writing

A student profile

### Listening text

You and your school (*I'm in year ... , I'm a student at ... , It's a big/small/old/new school. There are ... students. My favourite day/subject is ... , I'm (not) in the school ... team.*)

### Look!

Capital letters

### WARMER

Ask: *Does your school have a website? What's on the website?* Elicit what information is on the students' school website. Say: *There are sometimes student profiles on a school website. Explain the meaning of student profile, and elicit the kind of information they might include, e.g. a student's age, favourite subject, hobbies etc.*

- Focus on the pictures, and explain that Gustavo is a student at Brandon Gate School. Put sts into pairs to guess the answers to the questions. Elicit a few ideas, then ask sts to read the profile to check their answers. Check answers. Explain that in the UK, students start their first full year of school (Year 1) when they are five, and continue through Year 2, year 3, etc.

### Answers

1 Bristol, UK    2 12    2 English and P.E.

- Read out the task and the example answers. Explain the meaning of *too*. Put sts into pairs to compare themselves with Gus. Ask pairs in turn to tell the class how they are the same as Gus or different.
- Read the Useful language box with sts and discuss how to say these expressions in their first language. Sts could then read Gus's profile again to find examples of the useful language in context.
- Read the Look! box with sts. Sts find examples of capital letters in Gus's profile. Discuss the answers with the class.

### Answers

Start of sentences: *Hi, ... , I'm ... The school ... , It's ... My ... English ... P.E. ...*

Names of people and places: *Gustaveo Winter, Gus, Brandon Gate School, Bristol*

Subject pronouns: *I'm*

Countries: *UK*

Days of the week: *Wednesday*

- Ask sts to rewrite the sentences in their notebooks, using capital letters. Allow time for sts to compare their answers with a partner, then check answers by inviting sts to come and write the sentences on the board. As they do this, you can also check that they use apostrophes correctly in the forms of *be*.

### Answers

- Hello, this is Edward and he's Mexican.
- Today isn't Tuesday. It's Monday.
- My name's Sonia and I'm from the USA.
- This is Kate. She's eleven years old.
- It's a small school in Birmingham in England.

- Sts write a student profile following the steps in the Writing plan.

### Writing plan

#### Prepare

Sts could work individually or in pairs to make notes for their profile. Monitor and help with vocabulary if necessary. Remind them to include basic information too, e.g. their name and age.

#### Write

Explain that sts should organize the information in their profile in the same order as Gus's profile. You could read out Gus's profile again and write some notes on the board to help sts, e.g. *name, age, city, etc.* Sts write their profile using Gus's profile as a model. Encourage them to use phrases from the Useful language box, and remind them to use capital letters correctly.

#### Reflect

Ask sts to check their grammar, spelling and punctuation. Encourage them to focus especially on capital letters and the spelling of the forms of *be* and make any necessary changes. Explain that it is normal to make changes to a first draft of written work. Sts could then work in pairs to swap profiles with a partner and give feedback on the use of capital letters and the forms of *be*. Remind sts to be positive and encouraging when they give feedback, and always find aspects to praise.

#### W Writing practice: WB p.12

Sts will find more practice for writing here. Set these exercises for homework.

#### W Writing summary: WB p.84

#### LS Language summary: Unit 1 SB p.118

# Friends and family

# 2

**Vocabulary:** Family and pets; Countries and nationalities

**Grammar:** Possessives; *be*; questions and short answers

**Speaking:** Introducing yourself

**Writing:** Describing photos

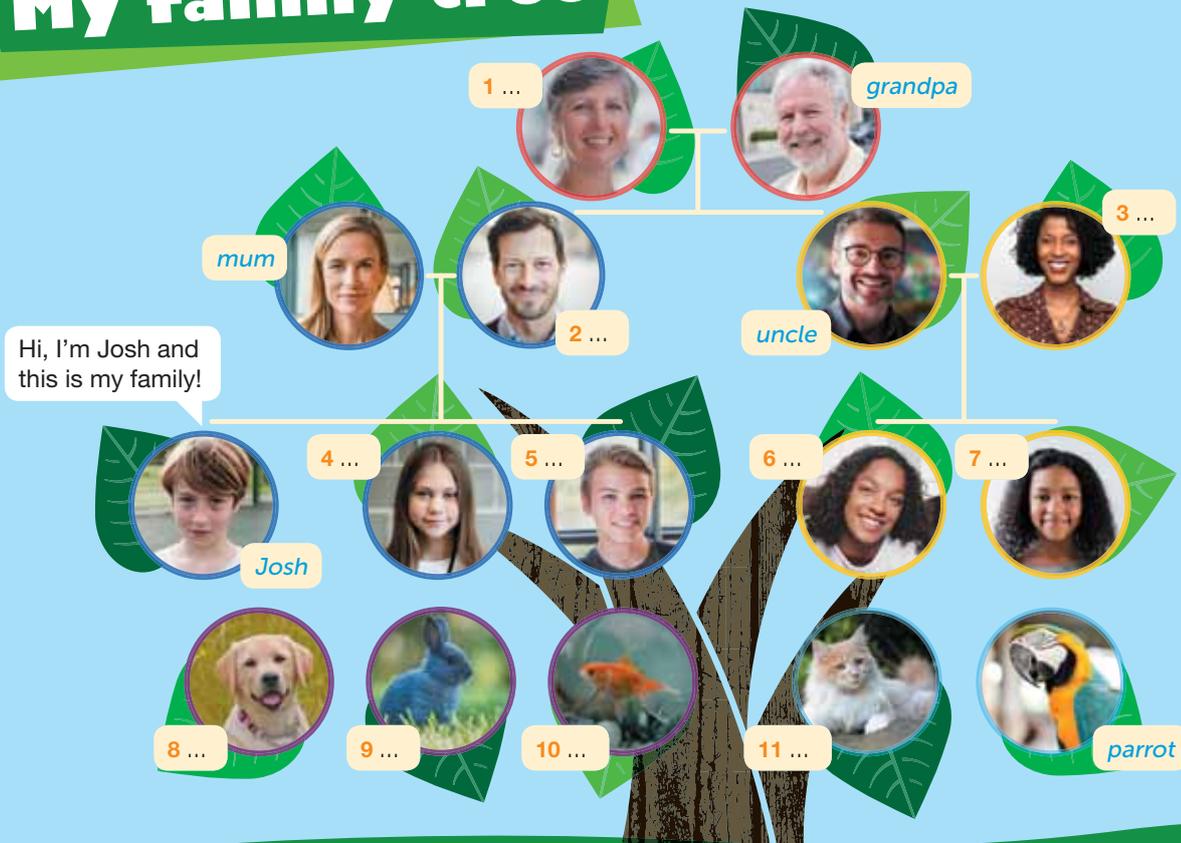
## VOCABULARY Family and pets

**I can** talk about my family and pets.

**1** Copy and complete Josh's family tree with the words in the box.

aunt brother cat cousin (x2) dad dog fish grandma  
grandpa mum parrot rabbit sister uncle

## My family tree



**2** **2.1** Copy and complete the table with the words from Exercise 1. Listen, check and repeat.

Male	Female	Male or female	Animals

**3** Draw your family tree with the names of your family and pets.

**4** Work in pairs. Ask and answer questions about the people in your family tree.

A: *Who is Sarah?*

B: *Sarah is my mum.*

A: *Who is Fifi?*

B: *She's my dog.*

Now watch the vlog.

### FAST FINISHER

Think about your family. How many people and pets are there? Write a list.

*Two uncles, three aunts, a cat ...*

# Friends and family

# 2

**UNIT 2 OVERVIEW:** This unit focuses on the topic of friends and family. Sts read an article in which four people talk about their best friend and listen to a radio programme about international families. They learn vocabulary for family and pets, and countries and nationalities, then read some invitations to birthday parties. They then read about pets in the UK. They also watch a vlog about someone choosing a new pet, and a culture video about a man who works with falcons. Finally, they read a social media post about photos and write their own post describing a favourite photo.

Vocabulary	Grammar	Pronunciation	Reading	Listening	Speaking	Writing
Family and pets; Countries and nationalities	Possessives; <i>be</i> : questions and short answers	Nationalities	Scanning a text for specific information	Understanding information about nationalities	Introducing yourself	A social media post

## VOCABULARY Family and pets

Sts learn nouns for 14 family members and pets. They identify these by matching them to pictures on a family tree, then confirm understanding by categorising them into a table. They personalise the vocabulary by asking and answering questions about their own family tree.

### Vocabulary

Family and pets ( *aunt, brother, cat, cousin, dad, dog, fish, grandma, grandpa, mum, parrot, rabbit, sister, uncle*)

### Vlog

Chelsea: *A new pet*

### WARMER

Tell sts how many people are in your family, e.g. *In my family, there are four people.* Ask: *How many people are there in your family? Who are they?* Elicit answers from one or two individual sts. Ask more questions using vocabulary that sts learned in the Starter Unit, e.g. *What are your parents' names? How many girls/boys are there in your family?* Put sts into pairs to tell each other about their families. Teach the meaning of *pet* and ask: *Are there any pets in your family? What are their names?* Elicit a few answers from individual sts.

- Focus on the family tree and ask sts to find Josh. Elicit or explain that the people on the same level as Josh are the same age as Josh, and the people nearer the top gradually get older. Ask sts to copy Josh's family tree into their notebooks, then read through the words in the box with the class and elicit or teach the meanings. Put sts into pairs to complete the family tree. Check answers with the class and check again that sts understand all the words.

### Answers

1 grandma    2 dad    3 aunt    4 sister  
5 brother    6 cousin    7 cousin    8 dog  
9 rabbit    10 fish    11 cat

- 2.1 Ask sts to copy the table into their notebooks, then complete it with the correct words. Play the audio for sts to check their answers, then discuss any answers that sts found difficult. See Answers for audio script. Play the audio again, pausing for sts to repeat.

### Answers

Male: brother, dad, grandpa, uncle

Female: aunt, grandma, mum, sister

Male or female: cousin

Animals: cat, dog, fish, parrot, rabbit

- Ask sts to draw their own family tree, using Josh's as a model. Remind them they should only include names on the family tree, not the words saying who the people are. Monitor and help while sts are working.
- Read out the task and the example. Sts work in pairs and take turns to ask and answer questions about their family trees. Tell them to listen carefully to their partner's answers. Ask some sts to tell the class about the people in their partner's family tree, e.g. *Maria is his sister.*

### Vlog

This lesson features a vlog in which a vlogger talks about choosing a new pet. You can watch this in class if you have time and access to a computer or tablet, or you can ask sts to download it from the Richmond Learning Platform to watch at home. See TG pages 267 and 284.

### FAST FINISHER

Sts who finish early can practise the vocabulary further by writing a list of the people and pets in their family. Weaker sts could add the family and pet vocabulary to the names in their family tree.

- Vocabulary practice:** WB p.14

Sts will find more practice of vocabulary for family and pets here. Set these exercises for homework.

- LS Language summary:** Unit 2 SB p.119

# Best friends forever

## READING

I can scan a text for specific information.

### My best friend



Hello! I'm Emma and my best friend is Carla. We're both twelve and our birthday is on the 14 November ... she's my twin sister! This is a photo of us both. I'm in the red and white T-shirt and Carla is next to me. Her T-shirt is blue.



Hi, my name's Jenny. This is a photo of me with my two BFFs (best friends forever) - Sara and Jack. They're great! We're not in the same class, but we're in the football club together. They're thirteen and I'm only eleven. My big brother is thirteen and he's in their class.



Hi! I'm Noah and I'm thirteen. My little brother is Ivan and he's six. This is a photo of Ivan's birthday. We're in Bournemouth, a city in the UK. Its beaches are great. Ivan isn't my best friend. My best friend is Max ... he's my dog!



Hello, my name's Bradley and I'm eleven. I'm an only child (I don't have any brothers or sisters), so my best friend is very important to me. His name is Paul. He's my cousin and he's twelve. His house is near my house and we're always together.

A best friend is the number one person in your life. Send us a photo and tell us about your best friend.

1 **2.2** Read and listen to the text. Match the pictures with the people.

- a Bradley
- b Jenny
- c Emma
- d Noah

2 Scan the text. Copy and complete the table in your notebook.

	Age	Name of best friend(s)
Emma		
Jenny		
Noah		
Bradley		

3 **Word Power** Find words from the text to complete the sentences.

- 1 Emma and Carla are ... sisters.
- 2 Jenny's ... brother is thirteen.
- 3 Noah's ... brother is Ivan.
- 4 Bradley is an ... child.

4 Copy the table in your notebook. Ask your classmates the question *Do you have any brothers or sisters?* and complete the table.

Find someone who ...	Name:
1 is an only child.	
2 has a big brother.	
3 has a big sister.	
4 has a little brother.	
5 has a little sister.	
6 has a twin sister/brother.	

A: *Do you have any brothers or sisters?*

B: *No, I'm an only child. / Yes, my big brother is sixteen.*

### FUN FACT



Luis and Jaelyn Valencia are twin brother and sister, but their birthdays are in different years! Jaelyn was born at 11.59 p.m. on 31 December 2015. Luis was born at 12.02 a.m. on 1 January 2016.

# Best friends forever

## READING

Sts read an article in which four people talk about their best friend. They focus on scanning the text for specific information, and see examples of the use of possessive adjectives and possessive 's to talk about family members and possessions.

### Reading text

An article in which four people talk about their best friend

### Reading skill

Scanning a text for specific information

### WARMER

Write on the board the letters *D I N E F R*. Put sts into pairs and tell them this is a word they know, but the letters are in the wrong order. Give them one or two clues, e.g. *It's a person. This person isn't in your family. You like this person.* If sts are still struggling to guess the word, write the first letter on the board: *F*. Gradually add more letters until sts guess the word *friend*. Teach the phrase *best friend* and ask: *Who are your best friends?* Put sts into pairs to tell their partner who their best friends are.

- 1 2.2 Read out the title of the lesson *Best friends forever*. Explain the meaning, then explain that people often use the abbreviation *BFF* (best friends forever) on social media. Focus on the pictures and use the picture of the beach to teach the word *beach*. Explain the task, then play the audio for sts to read and listen and match the pictures with the people. Check the answers.

### Answers

1 c 2 b 3 d 4 a

- 2 **Scanning a text for specific information** Ask sts to copy the table into their notebooks. Elicit that the missing information is the age of each person and the name of their best friend. Ask: *How old is Emma?* Ask sts to find the information as quickly as they can. When they have found the answer (12), discuss with them in their own language the fact that they didn't have to read the whole text in detail to find the information. Teach the word *scanning* and explain that this is the skill of looking over a text quickly to find specific information such as a name or a number. Ask sts to scan the texts and complete the table. Check the answers.

### Answers

Emma: 12, Carla  
Jenny: 11, Sara and Jack  
Noah: 13, Max  
Bradley: 11, Paul

- 3 **Word Power** Sts could work in pairs to find the missing words to complete the sentences. Check the answers, and check that sts understand all the words.

### Answers

1 twin  
2 big  
3 little  
4 only

- 4 Ask sts to copy the table into their notebooks. Read out the task and the example answers. To demonstrate the task, ask one or two individual sts the question: *Do you have any brothers or sisters?* Elicit their answers, and explain where you can add their name to the table. Sts then move around the classroom asking and answering questions and completing the table. Monitor while they are working, and make sure they are speaking in English. For feedback, ask questions about each category, e.g. *Who is an only child?* Elicit some names.



Encourage sts to read this fun fact for pleasure. Ask who in the class is a twin. If any sts are twins, ask if they know the time difference between their births. Sts might also be interested to know that the longest time delay between the birth of twins was with Amy and Katie Elliot. Amy was born prematurely, and Katie was born three months later.

- R** **Reading practice: WB p.15**

Sts will find more practice for reading here. Set these exercises for homework.

## GRAMMAR Possessive adjectives

**I can** use possessive adjectives.

**Now watch the grammar animation.**

- 1 Read the grammar box. Choose the correct answers to complete the rules.

Subject pronoun	Possessive adjectives	
I	<b>my</b>	I'm David. This is <b>my</b> brother.
you	<b>your</b>	You're in Class 3. This is <b>your</b> classroom.
he	<b>his</b>	He's tall. This isn't <b>his</b> jacket.
she	<b>her</b>	She's happy. Today is <b>her</b> birthday.
it	<b>its</b>	It's a good dog. This is <b>its</b> ball.
we	<b>our</b>	We're from the USA. <b>Our</b> house is in New York.
they	<b>their</b>	They're my friends. <b>Their</b> names are Lucy and Tom.

### Rules

We use possessive adjectives <sup>1</sup> before / after nouns to show that something belongs to someone.

Possessive adjectives are <sup>2</sup> the same / different with plural and singular nouns.

- 2 Complete the sentences with possessive adjectives. Check your answers in the text.

- I'm Emma and ... best friend is Carla.
- We're both twelve and ... birthday is on the 14 November.
- Carla is next to me. ... T-shirt is blue.
- They're thirteen and I'm only eleven. My big brother is thirteen and he's in ... class.
- We're in Bournemouth, a city in the UK. ... beaches are great.
- My best friend is very important to me. ... name is Paul.

## Possessive 's

**I can** talk about possession.

- 3 Copy and complete the grammar box with 's or '.

Add <sup>1</sup> ... to names and singular nouns.	This is Jack's brother. It's Ivan's birthday.
Add <sup>2</sup> ... to plural nouns that end in -s.	My parents' car is green.
Add <sup>3</sup> ... to irregular plurals.	That is the women's bathroom.

- 4 **2.3** Read the best friend fact file. Copy and complete the description with the correct answers. Listen and check.



### BEST FRIEND FACT FILE

Boy/Girl:	boy
Name:	Gary
Age:	12
Brothers/Sisters:	Polly (6)
Pet:	rabbit (Snowball)
Same class:	✓
Favourite subject	Art

<sup>1</sup>His / My best friend is a boy. <sup>2</sup>His / Her name is Gary and he's twelve years old. <sup>3</sup>Gary' / Gary's little sister is six years old and <sup>4</sup>her / our name is Polly. <sup>5</sup>Their / Our pet is a rabbit and <sup>6</sup>its / your name is Snowball. Gary is in <sup>7</sup>my / her class at school and <sup>8</sup>his / their favourite subject is Art.

- 5 Complete a best friend fact file about your best friend. Write sentences about him/her.

*My best friend is a girl. Her name is ...*

- 6 In your notebooks, rewrite the sentences with 's or '.

Juan best friend is Alicia.

*Juan's best friend is Alicia.*

- My cousins house is in the city.
- The cat toys are blue and green.
- Your parents car is very fast.
- The children party is at 3.00.
- Selina dog is white.

### FAST FINISHER

Write six sentences about your classmates' things.

*Juan's pencil case is red ...*

## GRAMMAR Possessive adjectives

### Grammar animation

This lesson features an optional animated presentation of the grammar in context called *It's their ball now!*, including the form and use of possessive adjectives and possessive 's. You can watch this in class if you have time and access to a computer or tablet, or you can ask sts to download it from the Richmond Learning Platform to watch at home. See TG page 288 for animation script.

- 1 Read the examples in the grammar box with the class, then read out the rules and elicit the correct words to complete them.

#### Answers

- 1 before
- 2 the same

Point out the difference between *he's* (he is) and *his* and between *you're* (you are) and *your*. Point out also that we use an apostrophe in *it's* (it is) but not in *its* (possessive adjective). Reinforce the point that possessive adjectives are the same in English with singular and plural nouns: *Jack and his friend, Jack and his friends*.

Ask questions to check concept.

**Concept check questions:** *Sofia has a parrot - it's parrot her - correct? (no - it's her parrot). I have a brother - he's my brother - correct? (yes). I have two brothers - they're my brothers - correct? (yes). He has a cat - it's ... (his cat). We have a dog - it's ... (our dog). This is my pet. It's a dog - apostrophe? (yes, it's = it is). Its name is Henry - apostrophe? (no - its = possessive adjective).*

- 2 Ask sts to read the sentences and write the correct possessive adjectives in their notebooks. Allow sts to compare their answers in pairs, then check with the class. Refer back to the grammar box to explain the answers if necessary.

#### Answers

- 1 my    2 our    3 Her    4 their
- 5 Its    6 His

## Possessive 's

- 3 Read the examples in the grammar box and check that sts understand the meaning of the possessive 's. Sts then copy the grammar box and complete the rules. Check the answers.

#### Answers

- 1 's    2 s'    3 's

Ask questions to check concept, writing the examples of possessive 's on the board for sts to decide if they are correct or not.

**Concept check questions:** *My dad has a car - it's my dad's car? (yes). My mum has a computer - it's my mum's computer or my mums' computer? (mum's). I have two dogs - my dog's names are Sam and Joey - correct? (no - my dogs' names).*

- 4  2.3 Read out the fact file, then ask sts to copy the description into their notebooks and complete it with the correct words. Allow sts to compare their answers in pairs, then play the audio for them to listen and check. See Answers for audio script. Ask sts if they got any answers wrong, and go over these with the class, explaining the correct answers.

#### Answers

- 1 My    2 His    3 Gary's    4 her
- 5 Their    6 its    7 my    8 his

- 5 Ask sts to copy the fact file table into their notebooks and complete it with details of their best friend. They then write sentences about their best friend. Ask some sts to read out some of their sentences. With weaker classes, you could copy the fact file onto the board first and elicit some imaginary details to complete it, then elicit some sentences based on the information in the fact file.
- 6 Sts rewrite the sentences in their notebooks. Weaker sts could work in pairs for this. To check answers, invite sts to come and write the correct sentences on the board. Encourage other sts to correct any mistakes.

#### Answers

- 1 My cousin's/cousins' house is in the city.
- 2 The cat's toys are blue and green.
- 3 Your parents' car is very fast.
- 4 The children's party is at 3.00.
- 5 Selina's dog is white.

Note: 1 Draw sts' attention to the difference between the two options - *cousin's* = one cousin, *cousins'* = more than one cousin.

### FAST FINISHER

Sts who finish early can practise the grammar further by writing sentences about their classmates' things. Weaker sts could work in pairs and take it in turns to make sentences about their partner's things.

- G** Grammar practice: WB p.16

Sts will find more practice of possessive adjectives and possessive 's here. Set these exercises for homework.

- LS** Language summary: Unit 2 SB p.119

# Where are they from?

## VOCABULARY and LISTENING Countries and nationalities

**I can** understand information about nationalities.

**1** **2.4** Match the countries in the box to the flags. Listen, check and repeat.

Argentina Brazil China Mexico  
Spain the UK the USA Turkey



**2** Copy and complete the sentences with the nationalities in the box.

American Argentinian Brazilian British  
Chinese Mexican Spanish Turkish

### 3 PRONUNCIATION Nationalities

**2.5** Listen and repeat the words.

American Argentinian Brazilian British  
Chinese Mexican Spanish Turkish

**4** Work in pairs. Ask and answer the question from Exercise 2.

*A: Where are you from?*

*B: I'm from the UK. I'm British.*

**5** Work in pairs. Ask and answer questions about other people you know.

*A: Where is Lionel Messi from?*

*B: He's from Argentina. He's Argentinian.*

**6** **2.6** Read about a radio programme and look at the picture. Guess where Antonio is from. Listen and check.

## WHERE ARE YOU FROM?



I'm from the UK. I'm <sup>1</sup> ...



Rodrygo is <sup>2</sup> ... He's from Brazil.



Selena Gomez is <sup>3</sup> ... She's from the USA.



We're from Turkey. We're <sup>4</sup> ...



Lang Lang is <sup>5</sup> ... He's from China.



Café Tacvba are <sup>6</sup> ... They're from Mexico.



Ricky Rubio is <sup>7</sup> ... He's from Spain.



Mia Maestro is from Argentina. She's <sup>8</sup> ...

## International families



### PLAY ▶

Some families are from different countries. Today we talk to Antonio Gonzalez. His family is from all over the world.

**7** **2.6** Listen again and complete the table with the nationalities.

Antonio	<sup>1</sup> Mexican	grandma	<sup>5</sup> ...
mum	<sup>2</sup> ...	uncle	<sup>6</sup> ...
dad	<sup>3</sup> ...	cousins	<sup>7</sup> ...
grandpa	<sup>4</sup> ...	aunt	<sup>8</sup> ...

**8** **THINK CRITICALLY** What are the good things and bad things about having an international family?

**LS** Language summary: Unit 2 SB p.119

# Where are they from?

## VOCABULARY and LISTENING

### Countries and nationalities

Sts learn eight countries and their corresponding nationalities and check understanding by completing some sentence about people from around the world. They listen to a radio show about international families and focus on understanding information about nationalities.

#### Vocabulary

Countries and nationalities (*Argentina/Argentinian, Brazil/Brazilian, China/Chinese, Mexico/Mexican, Spain/Spanish, the UK/British, the USA/American, Turkey/Turkish*)

#### Useful language

A radio programme about international families

#### Listening skill

Understanding information about nationalities

### WARMER

Say some sentences about yourself, saying which country you are from and your nationality, e.g. *My name is ... , I'm from (Brazil). I'm Brazilian.* Teach the words *country* and *nationality*. Then ask individual sts questions about themselves and where they are from: *What's your name? Where are you from?*

- 1  2.4 Sts match the countries to the flags. Play the audio track for them to listen and check answers. See Answers for audio script. Play the audio again, pausing for sts to repeat.

#### Answers

1 Mexico    2 Spain    3 Argentina    4 Brazil  
5 China    6 the USA    7 Turkey    8 the UK

- 2 Read out the first sentence and elicit the correct nationality as an example. Sts could work in pairs to complete the remaining sentences. Check the answers.

#### Answers

1 British    2 Brazilian    3 American  
4 Turkish    5 Chinese    6 Mexican  
7 Spanish    8 Argentinian

### PRONUNCIATION

- 3  2.5 Point out the underlined parts of the words and explain that these parts are stressed. Play the audio once for sts to listen to the pronunciation. Play it again, pausing for sts to repeat.

- 4 Sts ask and answer the question: *Where are you from?*, saying the nationality and the country they are from.

- 5 Read out the task and the example answer. Sts then work in pairs and take turns to ask and answer questions about other famous people. For feedback, ask some sts to ask some of their questions to the class.

- 6  2.6 Explain to sts that they are going to listen to a radio programme. Ask them to read about the programme and look at the picture. Elicit some ideas on where Antonio is from, but don't confirm them. Play the audio for sts to listen and check their ideas. See TG page 257 for audio script. Check the answer.

#### Answer

Antonio is from Mexico.

- 7  2.6 **Understanding information about nationalities** Ask sts to copy the table into their notebooks. Point out that the missing information is each person's nationality. Play the audio again for sts to listen and complete the table. Allow sts to compare their answers in pairs, then play the audio again if necessary. Check answers, playing the audio again and pausing to confirm answers. Ask if there are any sts in the class who have international families. Encourage them to tell the class where their family members are from.

#### Answer

2 Mexican    3 American    4 British  
5 Spanish    6 American    7 American  
8 Brazilian

### 21st Century skills

- 8  **THINK CRITICALLY**

Ask: *Is it a good thing or a bad thing to have an international family?* Elicit or give an example of one good thing about international families, e.g. it's interesting, and one bad thing, e.g. family members might live in other countries, so you might not see them often. Sts can work in pairs to think of one good thing and one bad thing. They could discuss their ideas in their own language if necessary. For feedback, ask pairs in turn to tell the class their ideas. If sts use their own language, repeat their ideas in English.

-   **Vocabulary and Listening practice: WB p.17**  
Sts will find more practice for listening, and practice of countries and nationalities here. Set these exercises for homework.

-  **Language summary: Unit 2 SB p.119**

## GRAMMAR *be*: questions and short answers

**I can** ask *yes/no* questions with the verb *be*.

**Now watch the grammar animation.**

- 1 Read the grammar box. Choose the correct answer to complete the grammar rule.

Questions	Short answers	
Am I right?	Yes, I am.	No, I'm not.
Is he/she/it from Mexico?	Yes, he/she/it is.	No, he/she/it isn't.
Are we/you/they Spanish?	Yes, we/you/they are.	No, we/you/they aren't.

### Rule

In questions the verb *be* comes *before* / *after* the subject.

- 2 In your notebook, put the words in the correct order to make questions from the interview.

- from / you / Mexico / are / ?
- dad / is / American / your / ?
- dad's / American / are / your / parents / ?
- Mexican / is / your / aunt / ?

- 3 **2.7** Match the answers with the questions in Exercise 2. Listen and check.

- No, they aren't. My grandpa is British and my grandma is Spanish.
- Yes, I am. I'm Mexican.
- No, she isn't. She's Brazilian!
- Yes, he is. He's from Boston.

- 4 Work in pairs. Ask questions and give short answers. Try to add more information.

Are you Spanish?

A: *Are you Spanish?*

B: *Yes, I am. I'm from Madrid.*

- Is the teacher American?
- Is your notebook yellow?
- Am I your friend?
- Are we English students?
- Is today Monday?

- 5 **2.8** Look at the table and listen to Dani and Isabella play the 'All about me' game. Why are the words important for Dani?

All about me: Dani			
Person	Number	Colour	Country
Sandra	thirteen	blue	the USA

- 6 Copy and complete the table from Exercise 5 and write important words for you.

- 7 Work in pairs. Play the 'All about me' game. Ask and answer questions about the words.

- 8 **FIND OUT** Work in pairs. Choose a picture and find out the information.

1  **Name:** Sanna Marin  
**Age:**  
**Nationality:**  
**Job:**

2  **Name:** Can Yaman  
**Age:**  
**Nationality:**  
**Job:**

3  **Name:** Meghan Markle  
**Age:**  
**Nationality:**  
**Job:**

- 9 Read the **Look!** box. Copy and complete the questions with *is* or *are*.

### Look! Asking for information

We often use the verb *be* to ask for information.

What <sup>1</sup> ... his name?	His name's Tristan.
How old <sup>2</sup> ... you?	I'm thirteen.
Where <sup>3</sup> ... they from?	They're from the USA.
What <sup>4</sup> ... her job?	She's an actor.

- 10 Work in groups. Ask and answer to find out information about the people in Exercise 8.

*How old is Sanna Marin?*

### FAST FINISHER

Write questions to interview a classmate.

*What's your name? Are you Spanish?*

## GRAMMAR be: questions and short answers

### Grammar animation

This lesson features an optional animated presentation of the grammar in context called *Are you Super-Ben?*, including the form and use of questions and short answers with *be*. You can watch this in class if you have time and access to a computer or tablet, or you can ask sts to download it from the Richmond Learning Platform to watch at home. See TG page 288 for the animation script.

- 1 Read the questions in the grammar box first, then read out the rule and elicit the correct answer. Then read out each question again, and the corresponding short answers. Point out that in affirmative short answers we don't use short forms: *Yes, I am* NOT *Yes, I'm*.

**Answer**  
before

Ask questions to check concept.

**Concept check questions:** *Are you Spanish – a question? (yes). Is he happy – a question? (yes). They are from Argentina – a question? (no – Are they from Argentina?). Are you Mexican? No, I'm not – correct? (no – No, I'm not). Is she Brazilian? Yes, she's – correct? (no – Yes, she is).*

- 2 Read out the task and point out that these are the questions from the interview with Antonio. Sts write the questions in their notebooks. Check answers.

- 1 Are you from Mexico?
- 2 Is your dad American?
- 3 Are your dad's parents American?
- 4 Is your aunt Mexican?

- 3  2.7 Sts match the answers with the questions in Exercise 2. Allow sts to compare their answers in pairs, then play the audio for them to listen and check. See TG page 257 for audio script.

**Answers**

1 b 2 d 3 a 4 c

- 4 Read out the task and the example answer. Point out to sts that they should answer each question with a short answer, then try to add more information if they can. Monitor and help while they are working, and correct any errors in a feedback session.
- 5  2.8 Read through the table with the class. Explain that the words are important to Dani, and they will hear a game in which Isabella tries to guess why the words are important to Dani. Play the audio for sts to listen and note down their answers. See TG page 257 for audio script. Check answers.

### Answers

Sandra is his best friend. Thirteen is his house number. Blue is his favourite colour. The USA is home to his favourite singer (Ariana Grande).

- 6 Ask sts to copy the table into their notebooks and complete it with words that are important to them.
- 7 To demonstrate the task, copy the table onto the board and complete it with words that are important to you. Ask sts to ask you questions to guess why the words are important. Sts then work in pairs to ask and answer questions and guess why their partner's words are important to them. Monitor and correct any errors in a feedback session at the end.

### 21st Century skills



#### FIND OUT

Set this exercise for homework if you prefer. If you have time in class, discuss with the class what they know about each of the people. Sts can then find the information by searching online.

### Answers

Sanna Marin: Nationality: Finnish, Job: Prime Minister  
Can Yaman: Nationality: Turkish, Job: actor  
Meghan Markle: Nationality: American, Job: Member of the Royal Family, former actress

- 9 Read the first sentence of the Look! box with the class, then ask sts to copy the questions and complete them. Check answers.

### Answers

1 is 2 are 3 are 4 is

- 10 Put sts into groups to ask and answer questions to find out information about the people in Exercise 8. Monitor while sts are working and correct any errors in a feedback session at the end.

### FAST FINISHER

Sts who finish early can practise the grammar further by writing questions to interview a classmate. Weaker sts could work in pairs and write three questions to ask each other.

#### Grammar practice: WB p.18

Sts will find more practice of *be*: questions and short answers here. Set these exercises for homework.

#### Language summary: Unit 2 SB p.119

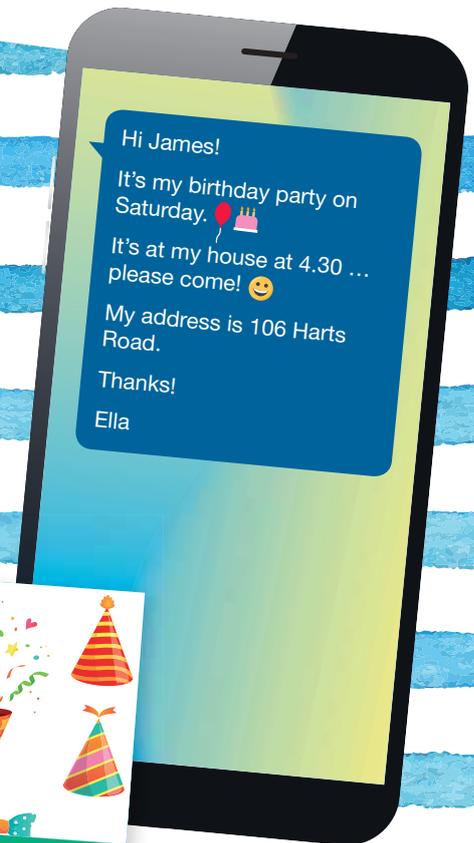
# KEEP TALKING!

## Party time!

### READING and LISTENING

I can understand an invitation.

1 Look at the invitations. Are they similar or different to party invitations from your friends?



#### Events

JUL  
18  
4 p.m.



#### Zoe's 13<sup>th</sup> Birthday Barbecue



Zoe Millington invited you

Yes  No  ? Maybe

📍 44 Winter Road, Brighton, BB3 4XZ

12 invited 3 yes 1 maybe



Holly, Grace and Dylan are going

2 Read the invitations and answer the questions.

- 1 What day is Harry's party?
- 2 What is his mum's phone number?
- 3 What time is Ella's party?
- 4 Where is Ella's party?
- 5 How old is Zoe now?
- 6 What is her address?

3 Which party would you like to go to? Why?

4 **2.9** Listen to James and a friend. Which invitations do they talk about?

5 **2.9** Listen again and answer the questions.

- 1 What is the problem?
- 2 Why is James happy at the end of the conversation?

## KEEP TALKING!

## Party time!

## READING and LISTENING

Sts read three party invitations and focus on understanding them. They listen to two people talking about the invitations and answer comprehension questions. They then learn how to introduce themselves. They read and hear a model dialogue and personalize the useful language by following the steps in the Speaking plan to practise introducing themselves.

 **WARMER**

Write the word *party* on the board and elicit or teach the meaning. Ask: *When do you have parties?* Elicit a few answers, and elicit the idea of a birthday party. Ask: *Where do you usually have birthday parties? Who do you invite?* Elicit a few answers, and teach the meaning of *invite* and *invitation*.

- 1 Ask sts to look at the invitations. Ask: *Which is on paper? Which is online? Which is on someone's phone?* Read out the question and elicit which invitations are similar to ones that sts get from their friends.
- 2 Read out the questions and check that sts understand them all. Ask sts to read the invitations and answer the questions. Allow them to compare their answers in pairs, then check with the class, eliciting the part of the invitations that confirm each answer.

**Answers**

- 1 Saturday 18 July
- 2 04832 661670
- 3 4.30
- 4 At her house at 106 Harts Road.
- 5 13
- 6 44 Winter Road, BB3 4XZ

- 3 Put sts into pairs to discuss which party they would like to go to and why. Ask some pairs to tell the class their ideas and give reasons for their choice.
- 4  2.9 Tell sts they will hear James talking to a friend about two of the parties. Read out the question, then play the audio for students to listen and decide which parties James talks about. See TG page 257 for audio script. Check the answer, playing the audio again if necessary and pausing to confirm the answer.

**Answer**

They talk about Zoe's and Harry's invitations.

- 5  2.9 Read out the questions, then play the audio again for sts to listen and note down the answers. Check answers, playing the audio again if necessary and pausing to confirm the answers. Allow sts to explain the answers in their own language if they are unable to express them in English. Alternatively, you could ask questions to elicit the answers, e.g. *What day is Zoe's party? (July 18). What day is Harry's party? (July 18). Is this a problem? (yes). Why is it OK? (Harry's party is at 11.30 and Zoe's is at four o'clock).*

**Answers**

- 1 Zoe and Harry are having parties on the same day.
- 2 James realizes that one party is in the morning and the other is in the afternoon so he'll be able to go to both!

 **EXTRA PRACTICE**

Ask sts to find examples of *at* and *on* in the three invitations. Ask: *Which word do we use for the time? (at – at 1pm). Which word do we use for the day? (on – on Saturday). Which word do we use for the place? (at – at Wonderland).* Ask sts to make a note of this because in the next lesson they will write their own invitation.

## SPEAKING Introducing yourself

I can introduce myself and ask questions.

### 1 2.10 Listen and read. Where are James and Ava?

- James:** Hi, I'm James. What's your name?  
**Ava:** Hello, James. I'm Ava. Nice to meet you.  
**James:** Nice to meet you too, Ava. Where are you from?  
**Ava:** I'm from San Antonio.  
**James:** San Antonio? How do you spell that?  
**Ava:** It's S-A-N A-N-T-O-N-I-O.  
**James:** Is it in Mexico?  
**Ava:** No, it isn't. It's in the USA. I'm American.  
**James:** Oh, OK. How old are you, Ava?  
**Ava:** I'm thirteen. What about you?  
**James:** I'm twelve. It's a good party!  
**Ava:** Yeah, it's great!



### 2 2.11 Listen and repeat the Useful language.

#### Useful language

##### Introductions

Hi/Hello.

I'm ... / My name's ...

Nice to meet you (too).

##### Asking for personal details

What's your name?

Where are you from?

How do you spell that?

How old are you?

### 3 2.12 Read the Look! box. Copy the sentences in the correct order in your notebook. Listen and check.

#### Look! Asking the same question

We use *What about you?* instead of repeating a question.

**A:** *How old are you?*

**B:** *I'm thirteen. What about you?*

**A:** *I'm twelve.*

- Nice to meet you too, Isabella. How do you spell that?
- I'm from Argentina. What about you?
- I'm fourteen.
- I-S-A-B-E-L-L-A.
- Hi, my name's Yusuf. What's your name?
- Where are you from?
- I'm Isabella. Nice to meet you.
- I'm from Turkey. How old are you, Isabella?

### 4 Work in pairs. Look at the information in the box. Prepare a new dialogue. Follow the steps in the Speaking plan.

#### Speaking plan

##### Prepare

- › Imagine you meet for the first time at a party.
- › Make notes for your dialogue.

##### Speak

- › Practise your dialogue.
- › Use phrases from the **Useful language** box and the *Look!* box.
- › Act out your dialogue.

##### Reflect

- › How can you improve next time?
- › Choose a new name, age and nationality and swap roles.

### 5 GET CREATIVE Work in pairs. Design a party invitation for your friends.

Now play *Keep moving!*

#### FAST FINISHER

Write a dialogue for two famous people meeting for the first time.

**A:** *Hi, I'm Meghan. What's your name?*

**B:** *Hi, Meghan. I'm Harry. Nice to meet you.*

## SPEAKING Introducing yourself

- 1 2.10 Focus on the photo and explain that it shows James and Ava. Ask: *Where are James and Ava?* Elicit a few possible answers, but don't confirm them. With stronger classes, you could start by playing the dialogue with books closed and have sts listen for the answer. Then play the audio again for them to listen and read to confirm their ideas. With weaker classes, play the dialogue for sts to listen and read. Check the answer.

### Answer

James and Ava are at a party.

- 2 2.11 Focus on the Useful language, then play the audio once for sts to listen to the phrases. Check that sts understand everything, then play the audio again, pausing for sts to repeat.
- 3 2.12 Read the Look! box with the class. Ask sts to find an example of *What about you?* in the dialogue in Exercise 1 (*I'm thirteen. What about you?*). Sts then write the sentences in the correct order to make a dialogue. Play the audio for them to listen and check. Sts could then practise the dialogue in pairs. See TG page 257 for audio script.

### Answers

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

- 4 Sts follow the steps in the Speaking plan to practise introducing themselves.

### Speaking plan

#### Prepare

Sts work in pairs to make notes for their dialogue. Remind them to use the dialogue in Exercise 1 as a model.

#### Speak

Sts then work in pairs to practise their dialogue, using phrases from the Useful language box and the Look! box. They can practise with and then without notes. Monitor and help as necessary. If your sts use smartphones in class, they could record and listen to their conversations.

#### Reflect

Discuss as a class how sts could improve next time, for example, by using more phrases from the Useful language. Encourage them to be honest and open about the things they did well and the things they can do better. Ask them to use their recordings to help them think about how they could improve next time. Sts could then choose some new details and have a new conversation.

## 21st Century skills



### 5 GET CREATIVE

Put sts into pairs. Read out the task then, as a class, brainstorm some ideas for a party, e.g. a trip to a water park, a pizza restaurant, a takeaway at home. Make notes on the board. Sts then work in their pairs to design a party invitation. Tell them to use the invitations on page 24 as a model, and remind them to include the important information, e.g. where the party is, when it is, etc.

Monitor and help while sts are working, then ask pairs in turn to show their invitations to the class and read them out. The class could vote for their favourite party.

### Keep moving!

This lesson features an optional language revision and consolidation game for use in digital classrooms. Players control different characters, each with their own personalities and special abilities.

### FAST FINISHER

Fast finishers can practise the useful language further. They write a dialogue for two famous people meeting and introducing themselves. Weaker sts could work in pairs and practise their dialogue from Exercise 4.

### Speaking practice: WB p.19

Sts will find more practice for introducing yourself here. Set these exercises for homework.

### Language summary: Unit 2 SB p.119

# PET POWER!

British people love pets. 45% of people in the UK have a pet – that's 20 million animals! But for some people, these animals aren't just pets ... they're part of the family. And these people do EVERYTHING with their pets!



## FASHION



Some people buy coats for their pets. The animals stay warm in cold weather. But there are other clothes, too – T-shirts, dresses and even pyjamas! This is a diamond collar for a dog ... it's \$150,000!

## FOOD AND DRINK



Many cafés in the UK are 'pet-friendly'. This means it's OK for pets to be in the café with their owners. But this is a pet café. The café is full of animals and they even have special menus for the pets.

## ENTERTAINMENT

In the UK, there are special TV channels for cats. And this is a 'dog-friendly' cinema! The people are in the cinema with their dogs and they watch a film together! There are blankets and bowls of water for the dogs.



## EXERCISE

Many people take their dogs for a walk, but what about this woman? Sarah Smith is from Brighton in the UK, and this is her dog, Louise. Louise is on Sarah's paddle board! But don't worry – it isn't dangerous. Louise has a life-jacket!



## Pets in the UK

Sts learn some facts about the kinds of pets that are popular in the UK, and people's attitudes to their pets. They answer comprehension questions, then learn some words for animals that are popular pets. They discuss pets in their own country and compare them with pets in the UK. They then guess the pets of some well-known celebrities.

This lesson features an optional culture video about Steve, a man who works with falcons: see SB page 27.

 **WARMER**

Ask for a show of hands to see who in the class has a pet. Ask sts who have a pet what kind of pet it is. Ask some students who don't have a pet if they would like one, and what kind they would like. Ask: *What's good about pets? What's bad about them?* Put sts into pairs to think of one good thing about having pets and one bad thing. Discuss their ideas as a class, in the students' own language if necessary.

**BACKGROUND INFORMATION**

Argentina, Mexico and Brazil have the highest percentage of pet ownership in the world. In Argentina, around 80% of people own a pet, with dogs being the most popular. In the USA, the percentage is around 70%. Asian countries have the lowest levels of pet ownership.

- 1 Put sts into pairs to look at the pictures and discuss which is their favourite. Ask individual sts to tell the class which is their favourite picture and why.
- 2  2.13 Read through the sentences and options with the class. Teach the meaning of *collar* if necessary. Play the audio for sts to read and listen to the article, then choose the correct options in the sentences. Tell sts not to worry if they don't understand everything in the article. Check answers, eliciting the part of the article which confirms each answer.

**Answers**

- 1 pets
- 2 collar
- 3 animals
- 4 dogs
- 5 Sarah

- 3 **Word Power** Point out the animals a-j on the right of the page. Sts could work in pairs to match the words with the animals. Check the answers. With weaker classes, you could call out each animal name in turn and ask: *Which animal?* If sts are struggling to guess, you could give a clue, e.g. by miming or making the animal's typical noise. As you check the answers, model and drill pronunciation of the words.

**Answers**

- |            |           |
|------------|-----------|
| a snake    | f fish    |
| b bird     | g cat     |
| c dog      | h hamster |
| d lizard   | i rabbit  |
| e tortoise | j chicken |

- 4  2.14 Read out the task and explain that the animals in Exercise 3 are all in the top ten pets in the UK. Ask sts in pairs to guess the order. Play the audio for sts to listen and check their answers. See Answers for audio script. Ask who guessed correctly.

**Answers**

- |           |            |
|-----------|------------|
| 1 dog     | 6 fish     |
| 2 cat     | 7 tortoise |
| 3 rabbit  | 8 lizard   |
| 4 bird    | 9 chicken  |
| 5 hamster | 10 snake   |

1 Look at the pictures. Which is your favourite?

2 **2.13** Read and listen to the article about pets. Choose the correct answers.

- 1 There are 20 million *people* / *pets* in the UK.
- 2 The *dog* / *collar* is \$150,000.
- 3 The special menu in the pet café is for *animals* / *people*.
- 4 The cinema is for *cats* / *dogs*.
- 5 *Sarah* / *Louise* is the woman.

3 **Word Power** Match the words in the box with the animals (a-j).

bird cat chicken dog fish  
hamster lizard rabbit snake tortoise

## TOP TEN UK PETS



4 **2.14** Work in pairs. Which animal is the favourite UK pet? Put the animals in order from 1-10. Listen and check.

5 **2.15** Work in pairs. Match the celebrities with their pets. Listen and check.

A: *I think that is Leonardo DiCaprio's cat.*

B: *I don't think it's his pet. I think it's Taylor Swift's cat.*

6 **COMPARE CULTURES** Work in groups. Answer the questions about your country.

- 1 Are pets popular in your country?
- 2 Which animals do people have as pets?
- 3 What activities can you do with pets?

**Now watch the culture video.**

**FAST FINISHER**

Write sentences about your pet or a pet you know.

*Lulu is my dog. She's black and white.*

## Celebrity pets

Can you match these cute pets to their celebrity owners?



## REAL CULTURE!

- 5  2.14 Read out the task and the example answers, then put sts into pairs to guess the answers. Elicit a few ideas from sts, but don't confirm their answers. Play the audio for sts to listen and check their answers. See TG page 257 for audio script. Ask who guessed correctly.

### Answers

Dwayne 'The Rock' Johnson – dog  
 Taylor Swift – cat  
 Leonardo Di Caprio – giant tortoise  
 Jaden and Willow Smith – snake  
 Ed Sheeran – chicken

### 21st Century skills



## 6 COMPARE CULTURES

Read out the questions and check that sts understand them, then put them into groups. Ask them to discuss each question and make notes on their answers, so they can tell the class their ideas. Monitor and help while they are working, then ask groups in turn to tell the class their ideas.

### Culture video

This lesson also features an optional culture video about Steve, a man who works with falcons. You can watch this in class if you have time and access to video, or you can ask sts to download it from the Richmond Learning Platform to watch at home. See *Falcons at work* on TG pages 276 and 286.

### FAST FINISHER

Sts write sentences about their own pet or a pet they know. Weaker sts could practise the vocabulary in Exercise 3 further by working in pairs and taking turns to point to one of the pictures of animals. Their partner says the correct word.

# My photos

## WRITING Describing photos

**I can** write a post about my photos.

- 1 Look at the social media posts. Do you use social media?
- 2 Read Peter's posts and match them to his photos.



Peter

FOLLOW

⋮



1



2



3



4

Hi! My name's Peter. I'm thirteen and I'm from the UK. These are my four favourite photos. They're important people and things in my life.

- a This is a photo of my family. It isn't a big family. Those are my parents and that's my little sister. Her name's Olivia and she's eleven years old.
- b These are my best friends, Maya and Leo. They're in my English class at school. Maya is British, but Leo isn't from the UK. He's from Spain.
- c This is a photo of our pets. Sammy is my dog and Gigi is Olivia's cat. They're different, but they're good friends.
- d This is my smartphone. It isn't expensive, but it's important for me – for photos, games and chatting with my friends.

### 3 Read the posts again. Choose the correct answers.

- 1 Peter is *British / American*.
- 2 Olivia is Peter's *big / little* sister.
- 3 Maya and Leo *are / aren't* from the same country.
- 4 Sammy is *Peter's / Olivia's* pet.
- 5 Peter's smartphone *is / isn't* cheap.

### 4 Read the **Useful language**. How do you say these expressions in your language?

#### Useful language

##### Describing personal photos

This is a photo of my family / our pet.  
 These are my parents / my friends.  
 This is my mother / our house.

### 5 Read the **Look!** box. Find examples of *and* and *but* in Peter's posts.

#### Look! *and/but*

We use *and* to add information.  
*My name is Juan and I'm twelve years old.*  
 We use *but* to contrast information.  
*My mum is British, but my dad is Brazilian.*

### 6 Copy and complete the sentences with *and* and *but*.

- 1 Hi, my name is Gabriel ... I'm twelve.
- 2 I'm British, ... my best friend is Spanish.
- 3 Our car isn't expensive, ... it's fast.
- 4 I'm with my friends ... I'm happy.
- 5 My dad is a teacher ... he's at work today.

### 7 Write posts about your favourite photos. Follow the steps in the **Writing plan**.

#### Writing plan

##### Prepare

- Choose four photos of your family, friends, pets or things that are important to you.
- Make notes about the people and things in the photos (age, nationality, other adjectives).

##### Write

- Use your notes to write sentences.
- Use phrases from the **Useful language** box.
- Connect ideas using *and/but*.

##### Check

- Check your grammar: possessive adjectives, possessive 's, the verb *be*.
- Check *and/but*.
- Check your spelling.

# My photos

## WRITING Describing photos

Sts read four social media posts about photos. They learn useful language for describing photos and learn about using *and* and *but*. They then follow the steps in the Writing plan to write their own posts about favourite photos.

### Writing

A post about a favourite photo

### Listening text

Describing photos (*This is a photo of my family / our pet. These are my parents / my friends. This is my mother / our house.*)

### Look!

*and/but*

### WARMER

Teach the word *photo* and say: *I take photos on my phone*. You could hold up your phone and mime taking a photo to demonstrate. Ask: *Do you take photos on your phone? What do you take photos of?* As a class, brainstorm ideas of what sts take photos of, e.g. friends, fun activities, parties, their pets, holidays, etc. Teach the word *selfie* and ask: *Do you take selfies? How often? Every day? When do you take them?* Elicit answers from individual sts.

- Focus on the pictures and read out the task. Teach the meaning of *social media posts* if necessary. Ask: *Do you use social media?* Elicit answers from individual sts, and encourage them to tell the class which social media platforms they use.
- Ask sts to read the four posts and match them to the photos. Check answers.

### Answers

a 3   b 4   c 2   d 1

- Ask sts to read the posts again and choose the correct words to complete the sentences. Check answers.

### Answers

1 British   2 little   3 aren't   4 Peter's

- Read the Useful language box with sts and discuss how to say these expressions in their first language. Point out that we say *This is ...* with singular nouns and *These are ...* with plural nouns.
- Read the Look! box with sts. Sts find examples of *and* and *but* in Peter's posts. Go through the answers with the class, pointing out how *and* adds information and *but* contrasts information in each example.

- Ask sts to copy the sentences into their notebooks and complete them with *and* or *but*. Allow them to compare their answers in pairs, then check with the class.

### Answers

1 and   2 but   3 but   4 and   5 and

- Sts write four posts about their favourite photo following the steps in the Writing plan.

### Writing plan

#### Prepare

Sts work individually to choose their photos and make notes for their posts. Weaker sts could choose their photos individually, then work in pairs to help each other make notes.

#### Write

Explain to sts that they should write three or four sentences for each post. Remind them to use phrases from the Useful language box, and remind them to use *and* and *but* to connect ideas in their sentences.

#### Reflect

Ask sts to check their grammar, spelling and punctuation. Encourage them to focus especially on possessive adjectives, possessive 's, the verb *be* and also *and* and *but*. They can then make any necessary changes. Explain that it is normal to make changes to a first draft of written work. Sts could then work in pairs to swap posts with a partner and give feedback on the use of possessives, the verb *be* and *and* and *but*. Remind sts to be positive and encouraging when they give feedback, and always find aspects to praise. You could also put sts into groups to show their photos to each other and read their posts.

### W Writing practice: WB p.20

Sts will find more practice for writing here. Set these exercises for homework.

### W Writing summary: WB p.85

### LS Language summary: Unit 2 SB p.119

# At home

# 3

**Vocabulary:** Rooms; Objects in the home

**Grammar:** *There is / There are;* Prepositions of place

**Speaking:** Meeting friends

**Writing:** A chat forum

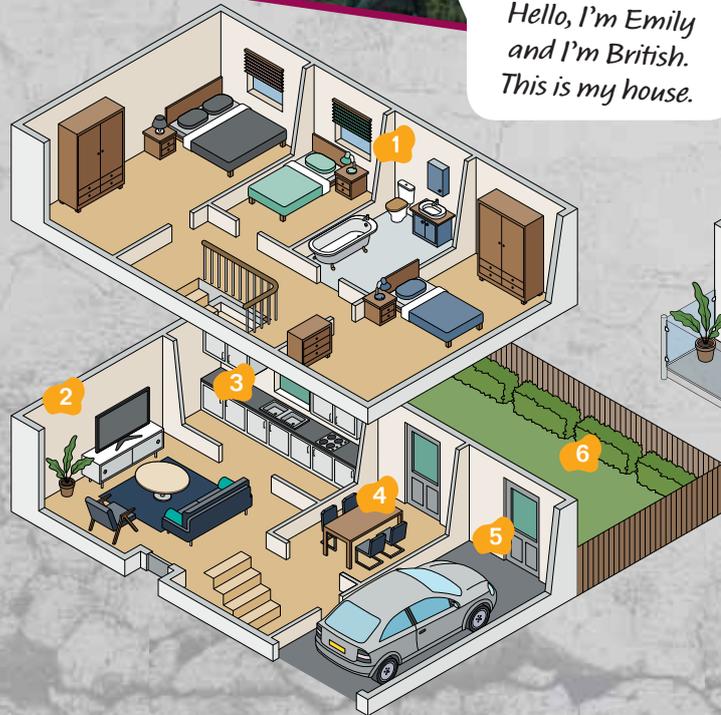
## VOCABULARY Rooms

I can talk about rooms in my home.

## Where do you live?



Hello, I'm Emily and I'm British. This is my house.



Hi, my name's Paulo and I'm from Brazil. This is my flat.



**1** **3.1** Match the words in the box with the rooms in Emily and Paulo's homes. Listen, check and repeat.

balcony   bathroom   bedroom  
dining room   garage   garden   hall  
kitchen   living room   study

**2** **3.2** Listen and match the sounds with the rooms.

**3** Work in pairs. Point at a room in the pictures. Your partner says the name.

*That's Paulo's kitchen.*

**4** Which home is most similar to yours? Which do you prefer? Why?

**5** Work in pairs. Imagine your partner comes to your house. Show them your home.

*Hi, welcome to my flat. This is the hall ...*

**6** **FIND OUT** In the UK, semi-detached houses and terraced houses are typical homes. What is the difference?

Now watch the vlog.

**FAST FINISHER**

Draw a picture of your home and label the rooms.

# At home

# 3

**UNIT 3 OVERVIEW:** The topic for this unit is homes. Sts read an article about two unusual houses and listen to a podcast about people's bedrooms. They learn vocabulary for rooms and objects in the home then read about some families and their homes in the UK. They also watch a vlog about someone's flat and a culture video about a famous house in America. Finally, they read a chat forum post about a home, and write a reply including a description of their own home.

Vocabulary	Grammar	Pronunciation	Reading	Listening	Speaking	Writing
Rooms; Objects in the home	<i>There is / There are;</i> prepositions of place	/ə/ sound	Using pictures to help me understand a text	Listening for the location of objects	Meeting friends	A chat forum post

## VOCABULARY Rooms

Sts learn nouns for ten rooms. They identify these by matching them to pictures, then confirm understanding by testing a partner. They personalise the vocabulary by talking about the rooms in their own home.

### Vocabulary

Rooms (balcony, bathroom, bedroom, dining room, garage, garden, hall, kitchen, living room, study)

### Vlog

Tally: *A tour of my flat*

### WARMER

Tell sts about your home, e.g. *I don't live in a house. I live in a flat. It's small, but it's nice.* Teach the words *flat* and *house*. Then ask: *Where do you live?* Teach the meaning, and the replies: *I live in a house/I live in a flat.* Ask the question to a few sts and elicit answers. Then ask: *Who lives in your house/flat?* Ask individual sts and use the opportunity to revise family words.

- 3.1 Sts could work in pairs to label the pictures with the words in the box. Alternatively, read out each word in turn and explain the meaning in the sts' own language. Elicit which picture it matches. Play the audio for sts to check their answers, then play it again, pausing for sts to repeat.

### Answers

1 bathroom    2 living room    3 kitchen  
4 dining room    5 garage    6 garden  
7 bedroom    8 balcony    9 study    10 hall

- 3.2 Explain to sts that they will hear some sounds that you typically hear in different rooms, and they need to guess the rooms. Play the first sound and elicit the answer. See TG page 257 for audio script. Then play the rest of the audio, pausing to allow sts time to write. Check answers.

### Answers

1 living room    2 kitchen    3 garden  
4 bathroom    5 hall    6 study  
7 dining room    8 garage

- Demonstrate the task by pointing to Mateo's kitchen and saying: *That's Mateo's kitchen.* Sts then work in pairs. Monitor while sts are working and correct any errors in a feedback session at the end.
- Read out the questions and give your own answers, e.g. *Mateo's flat is similar to my flat because there's a balcony. I prefer Mateo's because the kitchen is big.* Put sts into pairs to answer the questions. Invite some sts to tell the class which home is similar to theirs and which they prefer.
- Read out the task and the example answer. Add some adjectives that sts learned in Unit 1 to describe the rooms, e.g. *This is my bedroom. It's small, but it's nice.* Sts then work in pairs. Monitor and help while they are working, then correct any errors in a feedback session at the end.

## 21st Century skills

### FIND OUT

If sts have access to the internet in class, they could work in pairs to find out more about different types of houses in the UK and answer the question. Alternatively, the task could be set for homework. Check answers with the class.

### Vlog

This lesson features a vlog in which a vlogger talks about their flat. You can watch this in class if you have time and access to video, or you can ask sts to download it from the Richmond Learning Platform to watch at home. See TG pages 268 and 284.

### FAST FINISHER

Sts who finish early can practise the vocabulary further by drawing a picture of their home and labelling the rooms. Weaker sts could work in pairs and choose one of their homes to draw and label together.

### Vocabulary practice: WB p.22

Sts will find more practice of vocabulary for rooms here. Set these exercises for homework.

### LS Language summary: Unit 3 SB p.120

# Homes with a difference

## READING

I can use pictures to help me understand a text.

### Two unusual houses

Are there any unusual houses in your town? Or are they all the same? Today we look at two houses that are **VERY** unusual!

This is the Keret House in Warsaw, Poland. It's between two other buildings and it's very thin – it's just 122 cm wide! The door is on the street and there are some stairs to the first floor. The kitchen, bathroom and living room are downstairs and there's a bedroom upstairs. The roof is glass and there are two windows, so there's lots of light. The Keret House is popular with writers and artists. So, is there a study? No, there isn't, but there's a desk in the bedroom.



House NA



Keret House

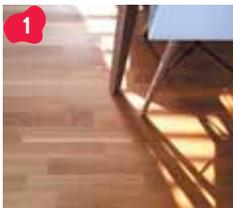
This is House NA in Tokyo, Japan. It's very different to the other houses on the street because there aren't any walls. There are big windows instead. There are three floors and the rooms are on different levels. There's a garage, a living room, a kitchen, a study and there are three bedrooms. There isn't a garden, but there are some big balconies with plants on them. It's modern and beautiful, but the neighbours can see everything you do!

**1** Read the title of the article and look at the pictures. What does *unusual* mean?

- a the same as other things      b different from other things

**2** **3.3** Look at the pictures. What's unusual about the two houses? Read, listen and check.

**3** **Word Power** Find four parts of houses in the article and match them to the pictures.



**4** Look at the pictures and read the article again. Copy the table in your notebook and tick (✓) the things the houses have.

	Keret House	House NA
stairs		
walls		
windows		
a garage		
balconies		
a garden		

**5** **THINK CRITICALLY** Work in pairs. Say one good thing and one bad thing about the two houses in the article.

One good thing about the Keret House is ...

# Homes with a difference

## READING

Sts read an article about two unusual houses and focus on using pictures to help them understand a text. They see examples of the use of *there is* and *there are* to talk about rooms.

### Reading text

An article about two unusual houses

### Reading skill

Using pictures to help me understand a text

### WARMER

With books closed, put sts into pairs and tell them they learned 10 words rooms in the last lesson. Give them two minutes to remember as many as they can. If they are struggling, you could write the first and last letter of each word on the board, e.g. k\_\_\_\_n, b\_\_\_\_m. Stop the activity after two minutes and invite students to add words to the board. Check their spellings, and check that they understand all the words. Students could then look at page 29 again to find any rooms they missed.

- Put sts into pairs to read the title of the article and look at the pictures, then answer the question. Elicit the answer to the question and ask: *How do you know?* Elicit that the pictures show that the two houses are both different from other houses, so the pictures helped them guess the meaning.

### Answer

b

-  **3.3 Using pictures to help you understand a text** Read out the task, then remind sts that they used the pictures to help them answer the question in Exercise 1. Ask: *What else can you learn from the pictures?* Elicit a few ideas, e.g. one house is very small, and the other has big windows. Explain to sts that when they read a text, they should always look at the pictures with the text to help them understand the meaning of the text, and the meaning of words in the text that they don't know. Pre-teach the word *glass*, then play the audio for sts to read and listen and answer the question. Check answers.

### Answers

Keret House is very thin and House NA has no walls, only windows.

- Word Power** Sts could work in pairs to find the words to match the pictures. Check answers, and check that sts understand all the words. Point out that *floor* is also used to refer to different levels in a building, e.g. House NA has three floors. Model and drill pronunciation.

### Answers

1 floor 2 stairs 3 roof 4 walls

- Ask sts to copy the table into their notebooks. To demonstrate the task, ask: *Does Keret House have stairs?* Ask sts to read the first part of the text again to find the answer. Elicit the answer and elicit that sts should add a tick to the table. Sts then read the text again and complete the table. Allow sts to compare their answers in pairs, then check with the class.

### Suggested answers

Keret House: stairs, walls, windows

House NA: windows, a garage, balconies, stairs

## 21st Century skills



-  **THINK CRITICALLY**

Ask: *What's good about Keret House?* Elicit something good about it, e.g. it has a glass roof. Elicit something bad about it, e.g. it's very small. Sts can work in pairs to think of one good thing and one bad thing about each house. They could discuss their ideas in their own language if necessary. For feedback, ask pairs in turn to tell the class their ideas, in English if possible, or in their own language. If sts use their own language, repeat their ideas in English. When sts have heard all the ideas, you could ask for a show of hands to see which house sts prefer.

### Suggested answers

Keret House: good: it has a glass roof and lots of windows; bad: it's very small.

House NA: good: there are big balconies; bad: everyone can see you because there are big windows.

- R Reading practice: WB p.23**

Sts will find more practice for reading here. Set these exercises for homework.

## GRAMMAR *There is / There are:* affirmative and negative

**I can** use *there is* and *there are* to talk about rooms.

**Now watch the grammar animation.**

- 1 Read the grammar box. Complete the rules with *a/an, any* or *some*.

	Affirmative	Negative
Singular	<b>There's (There is) a</b> bedroom upstairs.	<b>There isn't a</b> study.
Plural	<b>There are some</b> stairs to the first floor.	<b>There aren't any</b> walls.

### Rules

We use *there's (there is) / there isn't* + <sup>1</sup> ... + singular noun.

We use *there are* + <sup>2</sup> ... + plural noun.

We use *there aren't* + <sup>3</sup> ... + plural noun.

- 2 Look at the table in Exercise 4 on page 30. Copy and complete the sentences with the correct form of *there is / there are* and *a, any* or *some*.

- ... stairs in the Keret House and in House NA.
- ... walls in the Keret House, but ... walls in House NA.
- ... windows in the Keret House and in House NA.
- ... garage in House NA, but ... garage in the Keret House.
- ... balconies in House NA, but ... balconies in the Keret House.
- ... garden in House NA or in the Keret House.

- 3 Look at the picture of the house and write sentences with *there is / there are*.

*There's a garden, but there isn't a garage.*



## *There is / There are:* questions and short answers

**I can** use *is there* and *are there* to ask questions.

- 4 Read the grammar box. Complete the rules with *a/an* or *any*.

	Questions	Short answers
Singular	<b>Is there a</b> study in the Keret House?	Yes, <b>there is.</b> / No, <b>there isn't.</b>
Plural	<b>Are there any</b> unusual houses in your town?	Yes, <b>there are.</b> / No, <b>there aren't.</b>

### Rules

We use *is there* + <sup>1</sup> ... + singular noun.

We use *are there* + <sup>2</sup> ... + plural noun.

- 5 Work in pairs. Ask and answer questions about your home with the words in the box.

balconies dining room garage garden  
kitchen stairs study windows

A: *Are there any balconies in your house?*

B: *Yes, there are.*

- 6 Read the **Look!** box. Find the answers to the questions in the article on page 30.

### Look! Asking about numbers

We can use *How many ... are there?* to ask about numbers of things.

**How many bedrooms are there?**

*There are two bedrooms.*

- How many windows are there in the Keret House?
- How many bedrooms are there in House NA?
- How many floors are there in House NA?

- 7 Work in pairs. Ask and answer *How many ... are there in the classroom?* with the words in the box.

bags books boys clocks computers  
girls phones teachers walls windows



**FUN FACT**  
The 'House in the Clouds' is in Thorpeness, in the UK. There are six floors and the house is 21 metres tall! There's a big living room at the top of the house with fantastic views.

### FAST FINISHER

Write sentences about things in your bag.

*There are some books in my bag.*

## GRAMMAR *There is / There are:* affirmative and negative

### Grammar animation

This lesson features an optional animated presentation of the grammar in context called *There are some books!*, including the form and use of *there is / there are* in affirmative and negative sentences, and in questions and short answers. You can watch this in class if you have time and access to a computer or tablet, or you can ask sts to download it from the Richmond Learning Platform to watch at home. See TG page 288 for animation script.

- 1 Read the examples in the grammar box with the class, then read out the rules and elicit the correct words to complete them.

#### Answers

1 a/an 2 some 3 any

Point out that we use *a/an* for both the affirmative and negative form in the singular, when we are talking about just one thing: *There is a bedroom. / There isn't a bedroom.* Point out that we use different words in the affirmative and negative when we talk about more than one thing *There are some bedrooms. / There aren't any bedrooms.* NOT *There aren't some bedrooms.*

Draw a simple plan of a flat on the board, with a kitchen, living room, bathroom and two bedrooms. Point to the plan and ask questions to check concept.

**Concept check questions:** *There is a kitchen - true? (yes). There is a balcony - true? (no - there isn't a balcony). There are some bedrooms - correct? (yes). There aren't some stairs - correct? (no - there aren't any stairs).*

- 2 Sts could work in pairs to copy the sentences into their notebooks and complete them with the correct words. Check answers with the class. Refer back to the grammar box to explain the answers if necessary.

#### Answers

1 There are some  
2 There are some; there aren't any  
3 There are some  
4 There is a, there isn't a  
5 There are some, there aren't any  
6 There isn't a

- 3 Focus on the picture and elicit or teach the word plants and path. Read out the example sentence, then ask sts to write sentences. Weaker sts could work in pairs. Check answers by asking individual sts to read out some of their sentences.

## *There is / There are:* questions and short answers

- 4 Read the examples in the grammar box, then read out the rules and elicit the correct words to complete them.

#### Answers

1 a 2 any

Point out the change of word order in questions: *Is there a balcony?* NOT *There is a balcony?* Point out also that we always use *any*, NOT *some* in questions: *Are there any stairs?* NOT *Are there some stairs?*

Ask questions to check concept.

**Concept check questions:** *There is a door? - a correct question? (No - Is there a door?). Yes, ... (there is) No, ... (there isn't). Are there some windows? - a correct question? (no - are there any windows?). Yes, ... (there are). No, ... (there aren't).*

- 5 Read out the example question and answer, then elicit a few more example questions, e.g. *Is there a dining room?* With weaker classes, allow sts time to prepare their questions first and check these before they work in pairs. Stronger classes can go straight into the pairwork. Monitor and help while they are working and correct any errors in a feedback session at the end.
- 6 Read the Look! box with the class. Sts find the answers to the questions in the text on page 30. You could do this as a race, to make it more challenging. Check answers with the class.

#### Answers

1 two 2 three 3 three

- 7 Sts work in pairs to ask and answer questions about things in the classroom. Invite individual sts to ask some of the questions to the class. Invite other sts to answer.



Encourage sts to read this fun fact for pleasure. You could discuss good and bad things about living there, e.g. lovely views, but a lot of stairs! Sts might also be interested to know that the house is built on an old water tower, which is why it is so tall.

### FAST FINISHER

Sts who finish early can practise the grammar further by writing sentences about the things in their bag. Weaker sts could work in pairs and choose one of their bags to write sentences about together.

- G Grammar practice:** WB p.24  
Sts will find more practice of *there is / there are* here. Set these exercises for homework.

- LS Language summary:** Unit 3 SB p.120

# What's in your bedroom?

## VOCABULARY and LISTENING Objects in the home

**I can** listen for the location of objects.

- Look at the pictures. Which rooms can you see?
- 3.4 Match the words in the box with the objects in the rooms. Listen, check and repeat.

bed bath cooker fridge light plant  
poster shower sofa table toilet wardrobe



### 3 PRONUNCIATION /ə/ sound

- 3.5 Listen and repeat the words from Exercise 2.

1 shower 2 poster 3 sofa 4 cooker

- Work in pairs. Take turns to tell your partner about a room in your house. Your partner guesses which room.

**A:** *There's a table. There isn't a cooker. There's a sofa.*

**B:** *Your living room!*

- Look at the podcast. Is your bedroom similar to Ryan's bedroom or Katie's bedroom?

Podcast

### Your bedroom and you

Millie Jenkins meets two teenagers with very different bedrooms. What does she find out about Ryan and Katie?



- 3.6 Choose the correct words to complete the sentences. Listen to the podcast and check.

- Ryan's bedroom is *tidy* / *messy*.
- Katie's bedroom is *tidy* / *messy*.

- 3.6 Listen again. Match the objects with the places.

- |                   |                            |
|-------------------|----------------------------|
| 1 Ryan's shoes    | a behind the door          |
| 2 Ryan's books    | b under the bed            |
| 3 Ryan's clothes  | c on the shelf             |
| 4 Katie's shoes   | d in the wardrobe          |
| 5 Katie's books   | e on the floor             |
| 6 Katie's clothes | f in front of the wardrobe |

**LS** Language summary: Unit 3 SB p.120

# What's in your bedroom?

## VOCABULARY and LISTENING

### Objects in the home

Sts learn twelve words for objects in the home. They identify the words in pictures, then consolidate and personalise the vocabulary by talking about the objects in the rooms of their own home. They listen to a podcast about two people's bedrooms and practise listening for the location of objects.

#### Vocabulary

Objects in the home (*bed, bath, cooker, fridge, light, plant, poster, shower, sofa, table, toilet, wardrobe*)

#### Listening text

A podcast about bedrooms

#### Listening skill

Listening for the location of objects

### WARMER

Ask sts to think about their bedroom at home. Ask: *Is it big or small? What colour are the walls?* Elicit a few ideas and take the opportunity to revise the colour words that sts learned in the Starter unit. Say: *In my bedroom, there's a chair and a bed, and there are some shelves. There's also a laptop.* Ask: *What is there in your bedroom?* Ask sts to note down three things that are in their bedroom, then compare with their partner. Elicit answers from individual sts. Use the opportunity to revise vocabulary for objects that sts learned in Unit 1.

- 1 Sts could look at the pictures in pairs and decide what rooms they can see. Check answers.

#### Answers

a kitchen    b bathroom    c living room  
d bedroom

- 2 **3.4** Sts could work in pairs to match the words with the objects in the rooms. Play the audio track for them to listen and check their answers. See Answers for audio script. See who got them all right. Play the audio again, pausing for sts to repeat.

#### Answers

1 cooker    2 table    3 fridge    4 toilet  
5 bath    6 shower    7 plant    8 sofa  
9 light    10 wardrobe    11 bed    12 poster

### PRONUNCIATION

- 3 **3.5** Model pronunciation of the /ə/ sound in isolation and explain that it is a very common sound in English, especially in parts of a word that are not stressed. Play the audio once for sts to listen to the pronunciation. Play it again, pausing for sts to repeat.

- 4 Read out the task and the example answer. Sts then work in pairs and take turns to talk about the things in a room in their home, for their partner to guess.

- 5 Focus on the pictures of Ryan's and Katie's bedroom. Ask: *Which bedroom is yours similar to?* Elicit answers from individual sts.

- 6 **3.6** Explain the meaning of *tidy* and *messy*. Sts choose the correct words to complete the sentences. Pre-teach the word *clock*. Play the audio for sts to listen and check their answers. See TG page 258 for audio script. Check answers with the class.

#### Answers

1 tidy    2 messy

- 7 **3.6 Listening for the location of objects**

Read through the objects in 1–6, and check that sts understand them all. Then read out the places a–f and explain the meanings. Explain that sts have to match each object to the place where it is. Point out that sts need to listen carefully to hear where each object is. Play the audio again for sts to listen and complete the matching task. Allow sts to compare their answers in pairs, then play the audio again if necessary for them to check and complete their answers. Check answers with the class, playing the audio again and pausing to confirm the answers.

#### Answers

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

### EXTRA ACTIVITY

Tell sts you are going to test their memory. Ask: *Where are Ryan's clocks? Where is Katie's phone?* Put sts into pairs to try to remember. Elicit a few ideas, but don't confirm them. Play the audio again for them to listen and check. Check answers, and see who remembered the locations correctly.

#### Answers

One clock is on Ryan's shelf and one is on the wall. Katie's phone is under her bed.

- V L Vocabulary and Listening practice: WB p.25**  
Sts will find more practice for listening, and practice of objects in the home here. Set these exercises for homework.

- LS Language summary: Unit 3 SB p.120**

## GRAMMAR Prepositions of place

I can talk about the location of objects.

Now watch the grammar animation.

1 **3.7** Read the grammar box. Match the pictures with the sentences in the grammar box. Listen and check.



<b>in</b>	The shoes are <b>in</b> the box.
<b>on</b>	The clock is <b>on</b> the wall.
<b>in front of</b>	The clothes are <b>in front of</b> the wardrobe.
<b>next to</b>	The table is <b>next to</b> the bed.
<b>behind</b>	The shoes are <b>behind</b> the door.
<b>under</b>	The box is <b>under</b> the bed.
<b>above</b>	The shelf is <b>above</b> the bed.

2 Work in pairs. Make sentences about Ryan's bedroom in Exercise 5 on page 32.

*Ryan's shoes are in the box.*

3 Look at the picture. Copy and complete the sentences with the correct prepositions of place.



- There's a chair ... the desk.
- The poster is ... the plant.
- There's a ball ... the box.
- The window is ... the computer.
- There are some pens ... the desk.
- The bed is ... the wardrobe.

4 Read the **Look!** box. Complete the questions with *Where is* or *Where are*.

### Look! Asking about location

We can use *Where is/are ...?* to ask about the location of things.

*Where is your book?*      *It's on the desk.*

*Where are the students?*      *They're in the classroom.*

- |                      |                       |
|----------------------|-----------------------|
| 1 ... your bag?      | 5 ... your phone?     |
| 2 ... the clock?     | 6 ... the teacher?    |
| 3 ... your notebook? | 7 ... our classmates? |
| 4 ... your pens?     | 8 ... the window?     |

5 Work in pairs. Ask the questions from Exercise 4 and answer with prepositions of place.

A: *Where is your bag?*

B: *It's under the desk.*

6 **GET CREATIVE** Work in pairs. Draw a picture of your dream house. Think about rooms and objects. Then present your dream home to the class.

*Our house is big. There's a swimming pool on the roof.*

### FAST FINISHER

Write sentences about a room in your house.

*The living room is downstairs. There's a table next to the sofa.*

## GRAMMAR Prepositions of place

### Grammar animation

This lesson features an optional animated presentation of the grammar in context called *It's on the desk*, including the form and use of prepositions of place. You can watch this in class if you have time and access to a computer or tablet, or you can ask sts to download it from the Richmond Learning Platform to watch at home. See TG page 288 for the animation script.

- 1** **3.7** Read the questions in the grammar box first, then ask sts to match the pictures in the grammar box with the pictures. Sts could work in pairs for this. Play the audio for sts to check answers. See Answers for audio script. Check answers with the class, and use the pictures to check that sts understand all the prepositions.

#### Answers

- 1 The shoes are behind the door.
- 2 The clock is on the wall.
- 3 The shoes are in the box.
- 4 The box is under the bed.
- 5 The shelf is above the bed.
- 6 The table is next to the bed.
- 7 The clothes are in front of the wardrobe.

Point out that most prepositions are just one word, but some are more than one, e.g. *next to*, *in front of*. Use a classroom object such as a pen, and show it in different places and positions in the classroom and ask questions to check concept.

**Concept check questions:** *Is the pen on the chair or under the chair? Is the pen in front of the door or above the door? Is the pen behind the desk or on the desk? Where is the pen?*

- 2** Read out the task and the example answer. Sts then work in pairs to make sentences about the picture of Ryan's bedroom on page 32. To check answers, ask pairs in turn to read one or two of their sentences to the class. With stronger classes, you could make the task more challenging by asking sts to write two true sentences about the picture and one false. Ask pairs in turn to read out their sentences. Other sts can listen and decide which sentences are false.

#### Suggested answers

- There's a shelf above the bed.  
There are some books on the shelf.  
There is a clock on the shelf.  
Ryan's clothes are in the wardrobe.  
There's a clock on the wall.

- 3** Sts look at the picture, then copy and complete the sentences with the correct prepositions in their notebooks. Check answers.

#### Answers

- |               |           |
|---------------|-----------|
| 1 in front of | 4 behind  |
| 2 above       | 5 on      |
| 3 in          | 6 next to |

- 4** Read the Look! box with the class. Point out that we use *Where is ...?* to ask about one thing, and *Where are ...?* to ask about more than one thing. Ask sts to write the questions in their notebooks. Check answers.

#### Answers

- |                           |                             |
|---------------------------|-----------------------------|
| 1 Where is your bag?      | 5 Where is your phone?      |
| 2 Where is the clock?     | 6 Where is the teacher?     |
| 3 Where is your notebook? | 7 Where are our classmates? |
| 4 Where are your pens?    | 8 Where is the window?      |

- 5** Demonstrate the task by asking the example question and inviting a student to give you the answer. Sts then work in pairs to ask and answer the questions. Monitor and help while they are working, and correct any errors in a feedback session at the end.

### 21st Century skills

#### 6 GET CREATIVE

Put sts into pairs. Read out the task then, as a class, brainstorm some ideas for a dream house. Start drawing a house on the board and elicit where to add things, e.g. *There's a swimming pool in the garden*. Teach any vocabulary that sts might need, e.g. *tennis court*, *cinema*. Ask sts in their pairs to draw their dream house. Monitor while they are working and help out with vocabulary as necessary. Ask sts in pairs to show the picture of their dream house to the class and describe it, using prepositions of place. The class could vote for their favourite house.

#### FAST FINISHER

Sts who finish early can practise the grammar further by writing sentences about a room in their house. Weaker sts could work in pairs and write three sentences about one of the rooms on page 32.

#### G Grammar practice: WB p.26

Sts will find more practice of prepositions of place here. Set these exercises for homework.

#### LS Language summary: Unit 3 SB p.120

# KEEP TALKING!

## A new home

### READING and LISTENING

I can understand a group chat.

1 Look at the group chat messages. Whose smartphone is it?

- a Alice    b Ruby    c Jane

## Friends group



2 Read the messages about Alice. Choose the correct answer.

- a She's on holiday.  
b She lives in a different city now.  
c She can't go to school.

3 Read the messages again. Are the sentences true (T) or false (F)? Correct the false sentences.

- 1 Alice is in Manchester.
- 2 Her new bedroom is small.
- 3 There are two windows in her bedroom.
- 4 Alice is happy with pink walls.
- 5 She is in Ruby and Jane's class at school.
- 6 Alice's classmates are boring.
- 7 She wants to see Ruby and Jane.
- 8 Ruby and Jane are in Manchester on Friday.

4 3.8 Listen to the conversation between Alice, Ruby and Jane on Saturday. Why do the girls go upstairs?

5 3.8 Answer the questions. Listen again and check.

- 1 Where are the boxes?
- 2 Where is Alice's dad?
- 3 Where is her little brother?
- 4 Where is her mum?
- 5 Where are the snacks?



## KEEP TALKING!

## A new home

## READING and LISTENING

Sts read some group chat messages with someone who has moved to a new home. They listen to three friends chatting in a new home and answer comprehension questions. They then learn how to greet friends when they meet them. They read and hear a model dialogue and personalize the useful language by following the steps in the Speaking plan to practise greeting a friend.

 **WARMER**

Hold up your phone and say: *This is my phone*. Ask: *Do you have a phone?* Elicit that sts all have a phone, then say what you do on your phone, miming each action as you say it: *On my phone I call my friends, I take photos, and I message my friends* (mime texting a message). Write the words *call*, *take photos* and *message* on the board, then ask: *What do you do on your phone?* Elicit answers from individual sts.

- 1 Ask sts to look at the group chat messages and teach the word *chat*. Ask: *How many people in the chat?* Elicit the answer (three). Ask sts to look again and identify whose phone it is. Check the answer.

**Answer**

It is Alice's phone.

- 2 Read out the question and the three possible answers and check that sts understand everything. Teach the meaning of *to miss someone*. Ask sts to read the messages and choose the correct answer. Allow them to compare their answers in pairs, then check with the class, eliciting the messages which confirm the answer.

**Answer**

b

- 3 Read through the sentences with the class and check that sts understand everything. Ask sts to read the messages again and decide if the sentences are true or false. Weaker sts could work in pairs for this. Check answers with the class, eliciting which message confirms each answer.

**Answers**

- 1 T
- 2 F Her bedroom is big.
- 3 T
- 4 F She isn't happy with pink walls.
- 5 F She isn't in Ruby and Jane's class at school.
- 6 F Alice's classmates are nice.
- 7 T
- 8 F They are in Manchester on Saturday.

- 4  3.8 Tell sts they will now hear a conversation between the three girls on Saturday, when they meet in Manchester, at Alice's new home. Read out the question and check that sts understand *upstairs*. Play the audio for sts to listen and answer the question. See TG page 258 for audio script. Check the answer with the class, playing the audio again if necessary and pausing to confirm the answer.

**Answer**

They go upstairs to have a proper chat.

- 5  3.8 Read out the questions and check that sts understand *boxes* and *snacks*. Sts could work in pairs to answer the questions, or they could work individually then compare their answers in pairs. Play the audio again for them to check their answers. Check answers with the class, playing the audio again and pausing to confirm the answers.

**Answers**

- 1 in the hall
- 2 in the living room
- 3 in the kitchen
- 4 in the garden
- 5 in the fridge

 **EXTRA PRACTICE**

Ask sts to look at the messages again and find the words *I'm good*, *me too*, *wow*, *cool* and *perfect*. Explain the meanings of the words and expressions, in the students' own language if necessary. Explain that they are all informal words and expressions, and we often use them in chats and messages. You could then read out a few potential messages and elicit the best words to respond, e.g. *I have a new phone!* (cool) *See you on Friday.* (perfect) *100% in my English test!* (wow!) *How are you?* (I'm good.) *I'm excited about the party.* (me too).

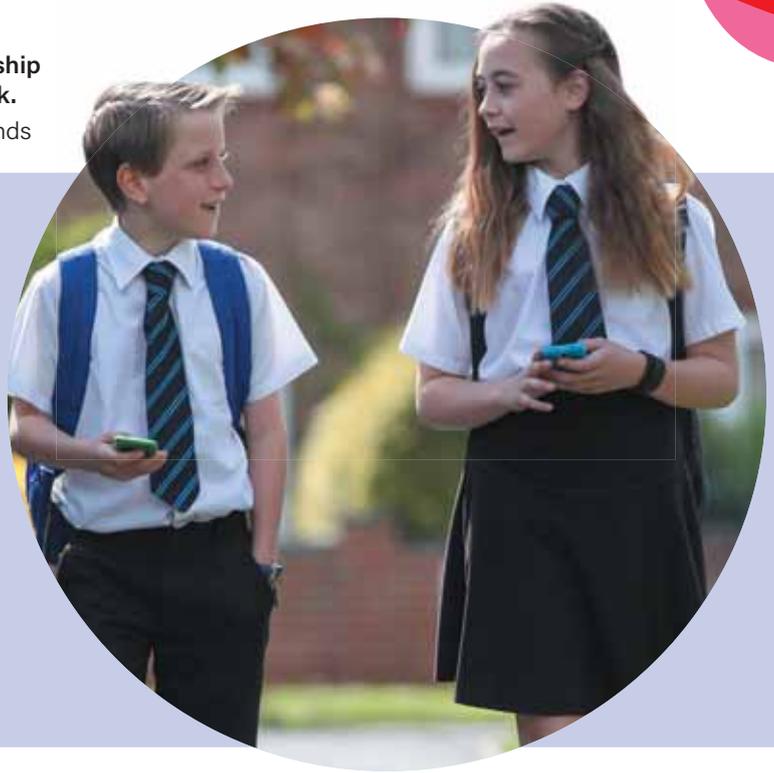
## SPEAKING Meeting friends

I can greet friends when I meet them.

- 1 **3.9** Look at the picture. Guess the relationship between Alfie and Sara. Listen, read and check.

a brother and sister   b classmates   c friends

**Alfie:** Hi, Sara! How are you?  
**Sara:** Good afternoon, Alfie. I'm fine, thanks. How are things?  
**Alfie:** Not bad, thanks.  
**Sara:** How's school?  
**Alfie:** It's OK. Some lessons are difficult ... but that's normal, right?  
**Sara:** Yeah. Hey, there's a new café in the town centre. Do you want to go?  
**Alfie:** Sorry, I'm late for football club.  
**Sara:** Oh, OK. See you later.  
**Alfie:** Bye, Sara. See you on Saturday.  
**Sara:** Saturday?  
**Alfie:** Jake's birthday party is on Saturday.  
**Sara:** Of course ... goodbye!



- 2 **3.10** Listen and repeat the **Useful language**. How do you say the expressions in your language?

### Useful language

#### Greetings

Hi! / Hello!  
 Good morning/afternoon.  
 How are you? / How are things?  
 (I'm) fine / (I'm) good / Not bad, thanks.  
 Bye. / Goodbye. / Goodnight.  
 See you later/tomorrow/on Saturday.

- 3 **3.11** Copy and complete the dialogue with the words in the box. Listen and check.

bad	fine	good	goodbye
how	see	things	

**Student:** <sup>1</sup> ... morning, Mr Robinson.  
**Teacher:** Hello, James. How are <sup>2</sup> ...?  
**Student:** Not <sup>3</sup> ..., thanks.  
**Teacher:** <sup>4</sup> ... are you?  
**Student:** I'm <sup>5</sup> ..., thanks. Sorry I'm late.  
**Teacher:** Late? You aren't late!  
**Student:** But the Science class is at 10.00.  
**Teacher:** Yes, the Science class is at 10.00 – tomorrow!  
**Student:** Oh no! <sup>6</sup> ... you tomorrow, Mr Robinson.  
**Teacher:** <sup>7</sup> ..., James.

- 4 Work in pairs. Prepare a new dialogue. Follow the steps in the **Speaking plan**.

### Speaking plan

#### Prepare

- › Choose the relationship between you (friends, classmates, etc.).
- › Decide where you meet each other.
- › Make notes for your dialogue.

#### Speak

- › Practise your dialogue.
- › Use phrases from the **Useful language** box.
- › Act out your dialogue without notes.

#### Reflect

- › How can you improve next time?
- › Swap partners and prepare a new dialogue.

Now play *Keep moving!*

### FAST FINISHER

Write a dialogue between two friends on a chat group like the one on page 34.

**A:** Hi, Rosa! How are things?

**B:** I'm fine. How are you?

## SPEAKING Meeting friends

- 1 3.9 Focus on the photo and explain that it shows Alfie and Sara. Ask: *What is the relationship between them? Are they brother and sister? Are they classmates? Or are they friends?* Elicit a few possible answers, but don't confirm them. With stronger classes, you could start by playing the dialogue with books closed and have sts listen for the answer. Then play the audio again for them to listen and read to confirm their ideas. With weaker classes, play the dialogue for sts to listen and read. Check the answer.

### Answer

c friends

- 2 3.10 Focus on the Useful language, then play the audio once for sts to listen to the phrases. Check that sts understand everything and elicit how to say the phrases in the students' own language. Then play the audio again, pausing for sts to repeat.

- 3 3.11 Sts copy the dialogue into their notebooks and complete it with the correct words. Allow sts to compare their answers in pairs, then play the audio for them to listen and check. See TG page 258 for audio script. Sts could then practise the dialogue in pairs.

### Answers

1 Good    2 things    3 bad    4 How  
5 fine    6 See    7 Goodbye

- 4 Sts follow the steps in the Speaking plan to practise greeting a friend.

### Speaking plan

#### Prepare

Sts work in pairs to make notes for their dialogue. Remind them to use the dialogue in Exercise 1 as a model.

#### Speak

Sts then work in pairs to practise their dialogue, using phrases from the Useful language box. They can practise with and then without notes. Monitor and help as necessary. If your sts use smartphones in class, they could record and then listen to their dialogues.

#### Reflect

Discuss as a class how sts could improve next time, for example, by using more phrases from the Useful language, and using more intonation when they use phrases such as *Hi!* and *Bye!* Encourage them to be honest and open about the things they did well and the things they can do better. Ask them to use their recordings to help them think about how they could improve their dialogues next time. Sts could then choose some new details and have a new dialogue.

### Keep moving!

This lesson features an optional language revision and consolidation game for use in digital classrooms. Players control different characters, each with their own personalities and special abilities.

### FAST FINISHER

Fast finishers can practise the useful language further. They write a conversation between two friends on a chat group, like the one on p.34. Weaker sts could work in pairs and use their conversation from Exercise 4 to write a conversation on a chat group like the one on p.34.

### Speaking practice: WB page p.27

Sts will find more practice for meeting friends here. Set these exercises for homework.

### Language summary: Unit 3 SB p.120

REAL

CULTURE!

## Modern families

I can compare family homes in the UK with my country.



# ALL UNDER ONE ROOF!

Who lives in your home? Is it just you, your parents and your brothers and sisters ... or are there others? Two types of family are now common in the UK – the multigenerational family and the blended family.

### THE BLENDED FAMILY: THE GIBSON-STONE FAMILY

My name's Zach. My mum is married to Alan – he's my stepdad. Alan has two children, Sophie and Leo. They're my stepbrother and stepsister. My mum is their stepmum. Leo is eleven, I'm twelve and Sophie is fourteen. We do lots of things together. I share a bedroom with Leo – it's usually very messy! And Sophie helps me with my homework! I'm happy because they're my new brother and sister. In August, we all go on holiday together!



MY NAME'S ZACH AND THIS IS MY HOME.  
I LIVE WITH FOUR OTHER PEOPLE.

### THE MULTIGENERATIONAL FAMILY: THE NORTON FAMILY

My name's Izzy and I'm thirteen. I live on the first floor of our house with my mum and dad. My grandparents live downstairs in a flat on the ground floor. My big sister Amy lives upstairs – she's 23 and she's a teacher. There's a small bathroom next to her bedroom. She shares our kitchen – the house is very busy in the morning! We all have lunch together on Sunday, and on Fridays we have a cinema night in our living room. Sometimes I go downstairs and watch TV with my grandma and grandad – it's quiet in their flat!

MY NAME'S IZZY AND THIS IS MY HOME.  
I LIVE HERE WITH FIVE OTHER PEOPLE.



## Modern families

Sts learn about two modern families in the UK, a blended family and a multi-generational family. They do a comprehension task, then study some more family words and compare families in their own country with the UK families they have read about. They then do a quiz on two famous homes, Buckingham Palace and The White House.

This lesson features an optional culture video about The White House: see SB page 37.

 **WARMER**

Ask: *Who lives in your home with you? How many people do you live with? Who are they?* Elicit answers from one or two individual sts and take the opportunity to revise vocabulary for family members. Then ask sts to tell each other in pairs who lives in their home. You could find out who in the class has the biggest family. Teach the words *blended family* (a new family formed when parents who both have children get together to form a new family) and *multi-generational family* (a family with three or more generations living together).

**BACKGROUND INFORMATION**

It is estimated that there are over 500,000 blended families in the UK, and nearly a third of these families have three or more children. Blended families are becoming more common. Multi-generational families are also becoming more common, as younger people often cannot afford to buy their own home and so choose to share a home with their parents while they bring up their own children. Multi-generational families often choose to divide up the house, so the different generations have their own space and can enjoy privacy when they wish to.

- Put sts into pairs to look at the pictures and read how many people Zach and Izzy live with. Ask: *Who do you think they live with?* Sts guess in their pairs. Elicit a few possible answers, but don't confirm them at this stage.
-  3.12 Read out the task, then play the audio for sts to read and listen to the article. They could then work in pairs to match the people with the names in the box. Check answers, eliciting the part of the article which confirms each answer.

**Answers**

1 Amy    2 Izzy    3 Izzy's parents  
4 Izzy's grandparents    5 Sophie    6 Leo  
7 Zach    8 Alan    9 Zach's mum

- Check that sts understand *cinema night* and *to share*. Ask sts to read the article again and complete the sentences with the correct names. Allow sts to compare their answers in pairs, then check with the class, eliciting the part of the article which confirms each answer.

**Answers**

1 Sophie	4 Izzy
2 The Norton family	5 Leo
3 Amy	6 The Gibson-Stone family

- Word Power** Sts could work in pairs to find the words to match the definitions. Check answers with the class.

**Answers**

1 stepdad	3 stepbrother
2 stepmum	4 stepsister

**1** Look at the pictures on page 36. Guess who Zach and Izzy live with.

*I think Zach lives with ... I think Izzy lives with ...*

**2** **3.12** Read and listen to the article. Match the people with the names in the box.

Alan Amy Izzy Izzy's grandparents  
Izzy's parents Leo Sophie Zach Zach's mum



**3** Read the article again. Complete the sentences with a name in the box.

Alan Izzy Leo Sophie  
The Gibson-Stone family The Norton family

- |   |                                     |
|---|-------------------------------------|
| 1 ... helps Zach with his homework.               | 4 ... watches TV with grandparents. |
| 2 ... have a cinema night.                        | 5 ... shares a bedroom with Zach.   |
| 3 ... shares a kitchen with Izzy and her parents. | 6 ... go on holiday together.       |

**4** **Word Power** Find family words in the article for the definitions.

- Your mum's husband, but not your father.
- Your dad's wife, but not your mother.
- The son of your mum or dad's partner, but not your brother.
- The daughter of your mum or dad's partner, but not your sister.

**5** **COMPARE CULTURES** In pairs, answer the questions.

- Do children and grandparents live in the same home in your country?
- Are stepbrothers and stepsisters common in your country?

**6** Work in pairs. Do the quiz about two famous homes.

## Buckingham Palace



- It's in London / Oxford in the UK.
- It's Prince William's / the Queen's home.
- There are 175 / 775 rooms.
- There are 78 / 148 bathrooms.
- There's a football pitch / swimming pool.
- 50 million / 15 million tourists visit it every year.
- It's worth more than £2 million / £2 billion.

## The White House



- It's in New York / Washington DC in the USA.
- It's the president's / Mark Zuckerberg's home.
- There are 32 / 132 rooms.
- There are 35 / 48 bathrooms.
- There's a bowling alley / baseball field.
- There are 6,000 / 60,000 visitors every day.
- It would cost \$397 million / \$3.9 billion to buy.

**7** **3.13** Listen and check your answers. Which home would you like to visit?

**Now watch the culture video.**

### FAST FINISHER

Write sentences about the people in your home.

*My two little brothers are in the same bedroom. Their bedroom is very messy.*

# REAL CULTURE!

## 21st Century skills



### 5 COMPARE CULTURES

Read out the questions and check that sts understand them, then put them into pairs to discuss the questions. Encourage them to talk about their own families if they want to, but tell them they don't have to talk about their own families if they prefer not to. Monitor and help while they are working, then ask pairs in turn to tell the class their ideas. If some sts in the class live in blended or multi-generational families, ask if they would like to tell the class about their family, but don't put pressure on them to do so.

6 Focus on the two photos and read out the names of the two famous homes. Put sts into pairs to do the quiz. Explain that if they don't know the answers, they should try and guess.

7  3.13 Play the audio for sts to listen and check their answers. See TG page 258 for audio script. Go through the answers with the class, playing the audio again if necessary and pausing to confirm the answers. Find out who guessed the most answers correctly, then ask sts which home they would like to visit and why.

#### Answers

Buckingham Palace	The White House
1 London	1 Washington DC
2 the Queen's	2 the President's
3 775	3 132
4 78	4 35
5 a swimming pool	5 bowling alley
6 15 million	6 6,000
7 £2 billion	7 \$397 million

#### Culture video

This lesson features an optional culture video about The White House. You can watch this in class if you have time and access to video, or you can ask sts to download it from the Richmond Learning Platform to watch at home. See *The White House* on TG pages 277 and 286.

#### FAST FINISHER

Sts write sentences about the people in their home. Weaker sts could work in pairs and take turns to help each other write sentences about some of the people in their homes.

# My home, your home

## WRITING A chat forum

**I can** write a post for a chat forum.

- 1** Look at the pictures. Guess where Sinéad is from. Read the chat forum post and check.

TEEN CHAT

HOME
ABOUT
CHAT
MEMBERS
CONTACT

**Sinéad O'Connel**  
Posted: 10 September



Hi, everyone!

This is a photo of my house. It's in Dublin, Ireland. In our house, there are three bedrooms, a living room and a kitchen. There are two bathrooms. One is downstairs and one is upstairs. My bedroom is next to my parents' bedroom. There's a small garden in front of the house and a big garden behind the house. That's our car in front of the garage. It isn't in the garage because the garage is full of boxes and old furniture - there isn't any space for the car!

Please tell me about your home. Where is it? Is it the same as my house or is it different?

Thanks!

REPLY
LIKE
SHARE



- 2** Read the chat forum post again. Copy and complete the table in your notebook. Add a tick (✓), a cross (X) or the correct number.

1	living room	
2	study	
3	garden	
4	bedroom	
5	bathroom	
6	garage	

**W** Writing summary: WB p.86

**R** Review: Units 1-3 SB pp.100-101

**P** Project: Units 1-3 SB pp.106-107

- 3** Look at the **Useful language**. How do you say the expressions in your language?

### Useful language

#### Describing family homes

My house/flat is in ...  
 In our house, there are ...  
 Our flat is on the first/second/third floor.  
 My bedroom is next to / above / in front of ...  
 In front of / behind / next to the house, there's a ...

- 4** Read the **Look!** box. Find an example of each type of punctuation in Sinéad's post.

### Look! Punctuation

We use a full stop (.) at the end of a sentence:  
*My bedroom is next to my parents' bedroom.*

We use a comma (,) to separate items in a list:  
*There are three bedrooms, a living room and a kitchen.*

We use a question mark (?) at the end of a question:  
*Where's your bedroom?*

We use an exclamation mark (!) to show emotion:  
*Your garden is beautiful!*

- 5** Write a reply to Sinéad about your home. Follow the steps in the **Writing plan**.

### Writing plan

#### Prepare

- Make notes about your house.
  - Is it a house or flat?
  - Which rooms are there?
  - Is there a garden/garage/balcony?

#### Write

- Write your chat forum post.
- Use the expressions from the **Useful language** box.
- Use the punctuation marks from the **Look!** box.

#### Reflect

- Check your grammar: *There is / There are* and prepositions of place.
- Check your punctuation is correct.
- Check your spelling.

**L** Literature: Units 1-3 SB pp.112-113

**LS** Language summary: Unit 3 SB p.120

# My home, your home

## WRITING A chat forum

Sts read a post on a chat forum in which someone describes their home. They learn useful language for describing family homes and learn about using punctuation. They then follow the steps in the Writing plan to write their own forum post about their home.

### Writing

A post for a chat forum

### Useful language

Describing family homes (*My house/flat is in ... , In our house, there are ... , Our flat is on the first/second/third floor. My bedroom is next to / above / in front of ... , In front of / behind / next to the house, there's a ...*)

### Look!

Punctuation

### WARMER

Teach the word *chat forum*, and elicit or explain that people use chat forums online to chat to people and make friends. Ask: *What do people chat about on chat forums?* Elicit that people often talk about their family, their home and their hobbies or interests. Ask: *Do you go on chat forums?* If appropriate, discuss with sts in their own language how they should stay safe online, e.g. not giving their address or phone number, not agreeing to meet people they meet online, etc.

- 1 Focus on the pictures and model pronunciation of *Sinéad* /ʃineɪ/. Read out the task and ask: *Where do you think Sinéad is from?* Ask sts to read the post to check their ideas. Check the answer.

### Answer

She's from Dublin, in Ireland.

### BACKGROUND INFORMATION

Northern Ireland is part of the UK, but the Republic of Ireland is an independent country. Dublin is the capital of the Republic of Ireland. Sinéad is a typical Irish girl's name.

- 2 Ask sts to copy the table into their notebooks. They then read the post again and complete it with ticks or crosses, or a number where appropriate, e.g. the number of bedrooms. Check answers.

### Answers

1 living room ✓	4 bedroom 3
2 study ✗	5 bathroom 2
3 garden ✓	6 garage ✓

- 3 Read the Useful language box with sts and discuss how to say these expressions in their first language.

- 4 Read the Look! box with sts. Sts find examples of the different types of punctuation in the post. Go through the answers with the class. You could then discuss with sts in their own language what differences there are between the way punctuation is used in English and their own language.

### Answers

Full stop at the end a sentence: This is a photo of my house.

Comma to separate items in a list: ... there are three bedrooms, a living room and a kitchen.

Question mark at the end of a question: Where is it?

Exclamation mark to show emotion: ... there isn't any space for the car!

- 5 Sts write a reply to Sinéad, following the steps in the Writing plan.

### Writing plan

#### Prepare

Sts work individually to make notes about their home, answering the questions. Weaker sts could work in pairs to help each other make notes.

#### Write

Explain to sts that they should use the forum post in Exercise 1 as a model for their own post. Remind them to use phrases from the Useful language box, and punctuation marks from the Look! box.

#### Reflect

Ask sts to check their grammar, spelling and punctuation. Encourage them to focus especially on *there is / there are* and prepositions of place, and also on the punctuation in the Look! box. They can then make any necessary changes. Sts could then work in pairs to swap posts with a partner and give feedback on the use of *there is / there are*, prepositions of place and punctuation. Remind sts to be positive and encouraging when they give feedback. You could also put sts into groups to read their posts and show each other photos of their home.

### W Writing practice: WB p.28

Sts will find more practice for writing here. Set these exercises for homework.

### W Writing summary: WB p.86

### R Review: Units 1-3 SB pp.100-101

### P Project: Units 1-3 SB pp.106-107

### L Literature: Units 1-3 pp.112-113

### LS Language summary: Unit 3 SB p.120

# Food and drink

# 4

**Vocabulary:** Food and drink; Meals

**Grammar:** like / don't like; would like

**Speaking:** Ordering in a café

**Writing:** A blog post

## VOCABULARY Food and drink

I can talk about food and drink.

1 4.1 Match the words in the box with the pictures. Listen, check and repeat.

apple banana butter cake carrot cheese chicken chocolate coffee  
eggs fish ice cream juice meat milk orange potato tea tomato water



2 Work in pairs. Point at a picture. Your partner says the food or drink.

A: *What's that?*

B: *It's chocolate*

A: *What are they?*

B: *They're eggs.*

3 Copy the table in your notebook. Complete it with the words from Exercise 1. Some words can go in more than one group.

Fruit and vegetables	Food from animals
<i>apple</i>	<i>milk</i>
Sweet food	Drinks
<i>chocolate</i>	<i>juice</i>

4 Work in pairs. Can you add two words to each group?

5 Work in pairs. Say what's in the fridge and cupboards in your kitchen.

*In my fridge, there's some milk and some eggs, but there isn't any juice.*

Now watch the vlog.

**FAST FINISHER**

Write a list of food and drink you like 😊 and food and drink you don't like ☹️

😊 *chocolate ...*

☹️ *coffee ...*

**LS** Language summary: Unit 4 SB p.121

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# Food and drink

# 4

**UNIT 4 OVERVIEW:** Food and drink are the focus for this unit. Sts read an article about three young chefs, and listen to a conversation in a cafeteria. They learn vocabulary for food and drink and meals, and read a menu. They then read about some typical family meals in the UK. They also watch a vlog about making chocolate cake and a culture video about making pickles. Finally, they read a blog post about food and write their own blog post about what they eat.

Vocabulary	Grammar	Pronunciation	Reading	Listening	Speaking	Writing
Food and drink; Meals	<i>like / don't like; would like</i>	Linking	Transferring information from a text into a table	Identifying the meals people want	Ordering food and drink	A blog post

## VOCABULARY Food and drink

Sts learn nouns for 20 words for kinds of food and drink. They identify these by matching them to pictures, then confirm understanding by categorising them into different groups. They personalise the vocabulary by talking about the kinds of food and drink that are in their fridge and cupboards at home.

### Vocabulary

Food and drink (*apple, banana, butter, cake, carrot, cheese, chicken, chocolate, coffee, eggs, fish, ice cream, juice, meat, milk, orange, potato, tea, tomato, water*)

### Vlog

Maiku: *Making chocolate cake*

### WARMER

Tell sts about your favourite kinds of food, e.g. *My favourite foods are fish and chicken.* Ask individual sts: *What are your favourite foods?* Elicit answers in their own language if necessary, and translate into English for them. As sts answer, ask other sts: *Do you like (chocolate) too?* Encourage sts to express an opinion.

- 1** **4.1** Sts could work in pairs to match the words with the pictures, using a dictionary to help. Play the audio for sts to check their answers, then play the audio again, pausing for sts to repeat. See Answers for audio script.

### Answers

1 orange	8 cheese	15 ice cream
2 carrot	9 eggs	16 milk
3 banana	10 fish	17 coffee
4 apple	11 meat	18 juice
5 potato	12 chicken	19 tea
6 tomato	13 cake	20 water
7 butter	14 chocolate	

- 2** Demonstrate the task by pointing to one or two pictures or saying the number and asking: *What's that?* or *What are they?* Elicit the answers and point out the correct question and answer forms for singular and plural foods. Sts then practise in pairs.

- 3** Ask sts to copy the table into their notebooks. Check they understand the four headings. Sts then complete the table, individually or in pairs. Check the answers.

### Answers

Fruit and vegetables: orange, carrot, banana, apple, potato, tomato  
 Food from animals: butter, cheese, eggs, fish, meat, chicken, milk  
 Sweet food: cake, chocolate, ice cream, juice  
 Drinks: milk, coffee, juice, tea, water

- 4** Sts work in pairs and try to add two words to each group. Write the headings from the table on the board and invite sts to add words under each one, explaining the meaning of the words they add to the class.
- 5** Read out the task and the example answer, then give some examples of what's in your fridge and cupboards at home. Revise the rule that we use *some* in positive sentences, and *any* in negative ones. Sts then work in pairs to say what is in their fridge and cupboards at home. Ask some sts to tell the class.

### Vlog

This lesson features a vlog in which a vlogger makes a chocolate cake. You can watch this in class if you have time and access to video, or you can ask sts to download it from the Richmond Learning Platform to watch at home. See TG pages 269 and 284.

### FAST FINISHER

Sts who finish early can practise the vocabulary further by writing lists of food and drink they like and don't like. Weaker sts could work in pairs and take turns to say a headings from the table in exercise 3. Their partner says a food for that category.

- V** **Vocabulary practice: WB p.32**

Sts will find more practice of vocabulary for food and drink here. Set these exercises for homework.

- LS** **Language summary: Unit 4 SB p.121**

# Do you like chocolate?

## READING

I can transfer information from a text into a table.

- 1 **4.2** Read and listen to the article. Choose the correct answer.
- a The people talk about popular food in their country.
  - b The people talk about their favourite food and drink.
  - c The people talk about their family's favourite food.

# YOUNG SUPER-CHEF

Young Super-chef is a new TV show. Children aged 10–13 from around the world are in a competition to cook delicious food.

Today we speak to Marcia, Ethan and Zeynep – three children from the show. We ask them questions about the food they like ... and the food they don't like!

Hi, I'm Marcia. I'm eleven and I'm Brazilian.



### DO YOU LIKE MEAT?

No, I don't! I don't like meat or fish because I'm vegetarian. It isn't easy because there's a lot of meat in Brazil! I like fruit and vegetables – they're healthy. My favourite vegetables are carrots and tomatoes. I like sweet food, too. Today is my birthday – and birthday cake is my favourite cake! Mmmm!

My name's Ethan. I'm twelve years old and I'm from the USA.



### DO YOU LIKE FISH?

No, I don't. I don't like fish. Urgh – it's horrible! I like meat and I like fruit and vegetables, too. My favourite fruit is bananas and I have a big glass of orange juice in the morning. I don't like chocolate or ice cream – they're sweet and they're very unhealthy!

Hello, I'm Zeynep. I'm thirteen and I'm from Turkey.



### DO YOU LIKE FISH AND MEAT?

Yes, I do. I like meat and fish. I like vegetables, too, but I don't like fruit. My favourite food is menemen. It's eggs, tomatoes, cheese and vegetables. And I like sweet food. My favourite is ice cream – it isn't healthy, but it's delicious!

- 2 Read the article again. Copy the table in your notebook. Complete it with ticks (✓) and crosses (✗).

	Marcia	Ethan	Zeynep
meat	✗		
fish			
fruit			
vegetables			
sweet food			

- 3 **Word Power** Find five adjectives to describe food in the article. How do you say them in your language?

*delicious ...*

- 4 **THINK CRITICALLY** Work in pairs. Write two lists of healthy and unhealthy food and drink. Compare with another pair. Do you have the same food and drink in your lists?

# Do you like chocolate?

## READING

Sts read an article about three young chefs and focus on transferring information from a text into a table. They see examples of the use of *like* and *don't like* to talk about likes and dislikes.

### Reading text

An article about three young chefs

### Reading skill

Transferring information from a text into a table

### WARMER

Teach the word *chef* and ask sts: *Are there chefs on TV? Do you like watching them?* Elicit the names of some TV shows sts know that are about food and cooking. Teach the word *cook* and tell sts what you like cooking, e.g. *I like cooking cakes.* Ask: *Do you like cooking? What do you cook?* Put sts into pairs to discuss what they like cooking. Find out who in the class is a keen chef, and what they like cooking.

- 1  **4.2** Focus on the article and read out the title. Ask sts to look at the pictures and ask: *Who are the three people?* (young chefs). Remind them that they should always look at the pictures to help them understand a text. Read out the three possible answers and check that sts understand *popular*. Play the audio for sts to read and listen to the article and choose the correct answer. Check the answer.

### Answer

b

## 2 Transferring information from a text into a table

Ask sts to copy the table into their notebooks. Point out the example answer and read out the part of the article which confirms this: *I don't like meat.* Ask: *Does Ethan like meat?* Ask sts to read about Ethan again and find the answer (yes). Elicit or explain that the people might express that they like a food by saying: *I like ... or my favourite food is ...*. Sts then read the article again and complete the table with ticks and crosses. Allow sts to compare their answers in pairs, then check with the class by drawing the table on the board and eliciting where to add ticks and crosses. As you elicit each one, elicit the part of the article which confirms it.

### Answer

	Marcia	Ethan	Zeynep
meat	X	✓	✓
fish	X	X	✓
fruit	✓	✓	X
vegetables	✓	✓	✓
sweet food	✓	X	✓

- 3 **Word Power** Check that sts understand the word *adjective*. You could elicit some adjectives that sts already know, e.g. *big, small, beautiful*. Sts could work in pairs to find the words in the article and decide how to say them in their language. Check answers, and check that sts understand all the adjectives. Model and drill pronunciation.

### Answers

delicious, healthy, horrible, unhealthy, sweet

## 21st Century skills

### 4 THINK CRITICALLY

Write the headings *Healthy* and *Unhealthy* on the board. Ask: *Are bananas healthy or unhealthy?* Elicit the answer (healthy) and add *bananas* under the correct heading. Puts sts into pairs to make two lists of words. When they have finished, put pairs together into groups of four to compare their answers. Ask them to note down the kinds of food and drink that they had put under different headings. Ask groups in turn to tell the class. Discuss as a class which column these foods and drink belong in, and why. Allow sts to express their opinions in their own language if necessary.

### **R** Reading practice: WB p.33

Sts will find more practice for reading here. Set these exercises for homework.

## GRAMMAR like / don't like

I can talk about the food I like and don't like.

Now watch the grammar animation.

1 Read the grammar box. Complete the rules with *do* or *don't*.

Affirmative	Negative
I like fish.	I don't like meat.
I like eggs.	I don't like biscuits.
Questions	Short answers
Do you like chocolate?	Yes, I do. / No, I don't.
Rules	
We use <sup>1</sup> ... with negative sentences.	
We use <sup>2</sup> ... with questions.	

2 Look at the table from Exercise 2 on page 40. Copy and complete the sentences in your notebook. Check your answers in the article.



I <sup>1</sup> ... meat, but I <sup>2</sup> ... fruit and vegetables.



I <sup>3</sup> ... fish, and I <sup>4</sup> ... chocolate or ice cream.



I <sup>5</sup> ... meat and fish, but I <sup>6</sup> ... fruit.

3 Write sentences for you about the food and drink in the box.

bananas cake coffee fish ice cream  
meat milk tomatoes

*I like bananas.*

4 Work in pairs. Compare your sentences.

*I like bananas, but you don't like bananas.*

## 5 PRONUNCIATION Linking

4.3 Listen and repeat the questions.

- 1 Do you like meat?
- 2 Do you like fish?

6 Work in pairs. Ask your partner the questions. Reply so the answer is true for you.

- 1 Do you like meat?
- 2 Do you like fish?
- 3 Do you like vegetables?
- 4 Do you like fruit?
- 5 Do you like sweet food?

7 Work in pairs. Ask your partner about the food and drink. Use short answers and try and give extra information.



A: Do you like apples?

B: Yes, I do. They're healthy!

A: Do you like cheese.

B: No, I don't. It's horrible.

## FAST FINISHER

Write sentences about the food you like and don't like from your country.

*I like burritos. They're delicious!*

GRAMMAR *like / don't like*
 Grammar animation

This lesson features an optional animated presentation of the grammar in context called *I like oranges!*, including the form and use of *like* and *don't like*. You can watch this in class if you have time and access to a computer or tablet, or you can ask sts to download it from the Richmond Learning Platform to watch at home. See TG page 288 for animation script.

- 1 Read the examples in the grammar box with the class, then read out the rules and elicit the correct words to complete them.

## Answers

1 don't    2 do

Point out the negative form *I don't*, and point out that it is different to the negative form that sts have already learned with *be* (*I'm not*). Point out the word order in the question form: *Do you like ...?* NOT ~~*You do like ...?*~~ Point out that we don't use the verb *like* in short answers: *Yes, I do.* NOT ~~*Yes, I like.*~~

Ask questions to check concept.

**Concept check questions:** *I like chicken – do I think it's nice? (yes). I don't like ice cream – do I think it's nice? (no). I like chocolate – can you make it negative? (I don't like chocolate). You like chocolate? – correct? (no – Do you like chocolate?). What's the answer? (Yes, I do. / No, I don't.).*

- 2 Focus on the first picture and elicit that it shows Marcia. Read out the first gapped sentence and elicit the correct verb form (*don't like*). Point out that sts can refer to the table in Exercise 2 on page 40 to find the information they need (a cross). Ask sts to copy the sentences into their notebooks and complete them with the correct verb forms. Allow sts to check their answers in the text, then check the answers with the class.

## Answers

1 don't like                      4 don't like  
2 like                                5 like  
3 don't like                      6 don't like

- 3 Read out the example sentence, then ask sts individually to write sentences about the food and drink in the box that they like and don't like.
- 4 Put sts into pairs to compare their sentences. Read out the example answer and encourage sts to make sentences like this as they compare their answers. For feedback, elicit some sentences using *we like* and *we don't like* for food and drink that both sts in a pair like or dislike, e.g. *We like bananas. We don't like tomatoes.*

## PRONUNCIATION

- 5  4.3 Play the audio once for sts to listen to the pronunciation. Point out the line indicating how the sounds are joined in *Do you*, and point out how the words are linked together in speech. Play the audio again, pausing for sts to repeat.
- 6 Demonstrate the activity by asking one or two confident sts some of the questions and eliciting short answers. Sts then work in pairs to ask and answer the questions. Monitor and help while sts are working, then correct any errors in a feedback session at the end.
- 7 Read out the example questions and answers. Point out that the person answering adds more information, and point out the singular and plural forms: *It's horrible. / They're healthy.* With weaker classes, allow sts time to prepare their questions first, then check these. Allow them time to prepare their answers individually before they work in pairs. To check the answers, invite individual sts to choose one of their classmates to ask a question. Their classmate replies with their own opinion. Correct any errors.

 FAST FINISHER

Sts who finish early can practise the grammar further by writing sentences about the food they like and don't like from their country. Weaker sts could write some sentences about the food and drink on page 39.

- G **Grammar practice:** WB p.34  
Sts will find more practice of *like / don't like* here. Set these exercises for homework.
- LS **Language summary:** Unit 4 SB p.121

# Lunchtime!

## VOCABULARY and LISTENING Meals

I can identify the meals people want.

# Highbury College Cafeteria

**A** 07.00-08.45

**B** 12.00-14.00

**C** 17.30-19.00

**D** ALL DAY



1 **4.4** Look at the school menu. Match the meals in the box with the times (A-D). Listen, check and repeat.

breakfast    dinner    lunch    snacks

2 **4.5** Match the words in the box with the pictures (1-16). Listen and check.

biscuits    bread    burger    cereal    chips  
crisps    nuts    omelette    pancakes    pasta  
pizza    rice    salad    sandwich    soup    toast

3 Work in pairs. Ask and answer *Do you like ...?* with the food from Exercise 2.

A: *Do you like biscuits?*

B: *Yes, I do! They're delicious!*  
*No, I don't. They're unhealthy.*

4 **4.6** Listen to two students in the cafeteria. Which meal do they have?

a breakfast                      c dinner  
b lunch                              d a snack

**LS** Language summary: Unit 4 SB p.121

5 **4.6** Listen again. In your notebook, write what Max and Kim have.

1 **Kim:**    ... and ...  
2 **Max:**    ... and ...

6 Read the **Look!** box. Write the food and drink you have for your meals. Compare with a partner.

### Look! have + meals

We say: *I have ... for breakfast/ lunch/dinner/a snack.*  
e.g. *I have cereal for breakfast.*

*I have chicken and rice for lunch.*



# Lunchtime!

## VOCABULARY and LISTENING

### Meals

Sts learn four words for meals and 16 words for food and drink that people typically eat at these meals. They identify the words in pictures, then consolidate and personalise the vocabulary by talking about which of the foods they like and don't like. They listen to a conversation between two friends deciding what to eat in a cafeteria, and hear examples of people using *would like* to ask for something. Sts then practice talking about what they have for different meals in the day.

#### Vocabulary

Meals (*breakfast, dinner, lunch, snacks; biscuits, bread, burger, cereal, crisps, chips, nuts, omelette, pancakes, pasta, pizza, rice, salad, sandwich, soup, toast*)

#### Listening text

A conversation in a cafeteria

#### Listening skill

Identifying the meals people want

### WARMER

Tell sts about your meals today, e.g. *Today, at seven o'clock, my breakfast is an egg and some toast; at one o'clock, my lunch is some fish and some vegetables; at eight o'clock, my dinner is a pizza.* Ask: *What's your breakfast?* Elicit one or two answers, and help sts with vocabulary if necessary. Ask: *What's your lunch today?* and *What's your dinner?* Teach the word *meal*, then ask: *What's your favourite meal?*

- 1 **4.4** Focus on the menu and point out the times at the top. Sts match the meals with the times. Play the audio for them to listen and check their answers. See Answers for audio script. Play the audio again, pausing for sts to repeat the words.

#### Answers

- |             |          |
|-------------|----------|
| a breakfast | c dinner |
| b lunch     | d snacks |

- 2 **4.5** Sts could work in pairs to match the words with the pictures. Play the audio for sts to listen and check the answers. Play the audio again, pausing for sts to repeat. See Answers for audio script.

#### Answers

- |            |             |
|------------|-------------|
| 1 cereal   | 9 soup      |
| 2 toast    | 10 burger   |
| 3 bread    | 11 chips    |
| 4 pancakes | 12 pizza    |
| 5 sandwich | 13 rice     |
| 6 pasta    | 14 crisps   |
| 7 salad    | 15 nuts     |
| 8 omelette | 16 biscuits |

- 3 Put sts into pairs to ask and answer questions about the food in Exercise 2. You could elicit first which kinds of food are plural (*biscuits, crisps, chips, nuts, pancakes*). Remind sts that we say *It's (delicious)* for singular nouns and *they're (delicious)* for plural nouns. Monitor while sts are working, then ask some pairs to tell the class about food they both like, using *we*, e.g. *We like pizza*.

- 4 **4.6** Explain the meaning of *cafeteria*. Explain to sts that they will hear two people talking in the Highbury College Cafeteria. Read out the question, then play the audio for sts to listen and choose the correct meal. See TG page 258 for audio script. Check the answer, playing the audio again and pausing if necessary to confirm the answer.

#### Answer

b

- 5 **4.6 Identifying the meals people want** Read out the task, then point out to sts that they need to listen quite carefully to learn which meals each person wants. Point out that they need to listen to who is speaking, and they need to listen carefully to what they say. As an example, say: *No, I don't like pizza – is my meal pizza?* (no). Say: *Yes, I'd like some pizza – is my meal pizza?* (yes). Play the audio again for sts to listen and write in their notebooks what the two people have. Allow sts to compare their answers in pairs, then check the answers with the class, playing the audio again and pausing to confirm the answers.

#### Answers

Kim: soup and water  
Max: omelette and bread

- 6 Read the Look! box with the class. Read out the example answer, then give one or two more examples of food that you have for breakfast, lunch and dinner. Ask sts to write sentences individually, then allow them to compare with a partner. You could ask some questions to the class to find out what most sts have for the different meals, e.g. *Who has cereal for breakfast? Who has eggs for breakfast? Who has pasta for lunch?*

- V** **Vocabulary and Listening practice: WB p.35**

Sts will find more practice for listening, and practice of meals here. Set these exercises for homework.

- LS** **Language summary: Unit 4 SB p.121**

## GRAMMAR *would like*

**I can** use *would like* to ask for and offer things.

**Now watch the grammar animation.**

- 1 Read the grammar box. Choose the correct answer to complete the rules.

### Affirmative

**I'd like (I would like)** a burger / some ice cream (please).

### Questions

**Would you like** a drink? / some chips?

### Answers

**Yes, please. / No, thanks.**

### Rules

We use *I'd like ...*, please to <sup>1</sup>ask for / offer things.

We use *Would you like...?* to <sup>2</sup>ask for / offer things.

- 2 **4.7** Copy and complete Max and Kim's dialogue. Listen and check. Practise the dialogue with a partner.

**Kim:** I'd <sup>1</sup>... some soup, please.

**Server:** Would <sup>2</sup>... like a drink?

**Kim:** <sup>3</sup>... , please. I'd like some water.

**Max:** <sup>4</sup>... like an omelette, please.

**Server:** No problem. <sup>5</sup>... you like some bread?

**Max:** Yes, <sup>6</sup>... .

**Server:** OK ... and would you <sup>7</sup>... some water?

**Max:** No, <sup>8</sup>... .

- 3 Work in pairs. Imagine you are at Highbury College. Choose a meal time and have a conversation.

**A:** Hi! *Would you like breakfast?*

**B:** Yes, please. *I'd like ...*

## *like* and *would like*

**I can** understand the difference between *like* and *would like*.

- 4 Read the grammar box. Copy and complete the rules with *like* and *would like*.

### *like* / *don't like*

I **like** ice cream. It's delicious!

I **don't like** carrots. They're horrible.

**Do you like** coffee?

Yes, I **do**. / No, I **don't**.

### *would like*

I'd **like** a burger. I'm hungry.

I'd **like** some water. I'm thirsty.

**Would you like** some milk?

**Yes, please.** / **No, thanks.**

### Rules

We use <sup>1</sup>... to talk about things we like or don't like in general.

We use <sup>2</sup>... to ask for things and offer things.

- 5 **4.8** Copy and complete the dialogues with the correct answers. Listen and check.

1 **A:** <sup>1</sup> *I like / I'd like* some soup, please.

**B:** <sup>2</sup> *Do you like / Would you like* tomato soup or chicken soup?

**A:** <sup>3</sup> *I like / I'd like* some tomato soup, please.

<sup>4</sup> *I don't like / I wouldn't like* chicken.

2 **A:** <sup>5</sup> *Do you like / Would you like* a cheese and tomato omelette?

**B:** <sup>6</sup> *I like / I'd like* cheese, but <sup>7</sup> *I don't like / I wouldn't like* tomatoes.

**A:** OK. <sup>8</sup> *Do you like / Would you like* a cheese omelette?

**B:** Yes, please!

- 6 Work in pairs. Ask and answer questions about the food using *Do you like ...?* or *Would you like ...?*

banana pancakes



carrot and potato soup

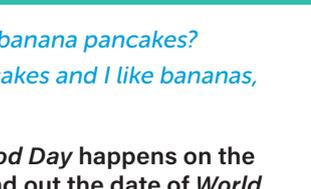
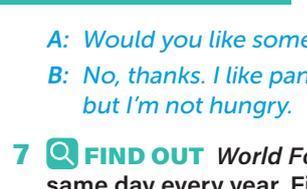


toast and butter



cheeseburger and chips

chocolate ice cream with nuts



**A:** *Would you like some banana pancakes?*

**B:** *No, thanks. I like pancakes and I like bananas, but I'm not hungry.*

- 7 **FIND OUT** *World Food Day* happens on the same day every year. Find out the date of *World Food Day*. What do people do on this day?

**FUN FACT**



Rita Ora is a British singer and actor. She has the same thing for breakfast EVERY DAY. She always has fish and eggs!

## **FAST FINISHER**

Imagine your dream meals for one day. Write sentences and ask for them.

*For breakfast, I'd like some pancakes and orange juice.*

*For lunch, I'd like ...*

GRAMMAR *would like*

## Grammar animation

This lesson features an optional animated presentation of the grammar in context called *I'd like a coffee, please!*, including the form and use of *would like* and a contrast between *would like* and *like*. You can watch this in class if you have time and access to video, or you can ask sts to download it from the Richmond Learning Platform to watch at home. See TG page 288 for the animation script.

- 1 Read the examples in the grammar box. You could mime pointing to a menu as you read out *I'd like a burger*, etc. and mime offering food to someone as you read out *Would you like a drink*, etc. Then read out the rules and elicit the correct words to complete them.

## Answers

1 ask for 2 offer

**Concept check questions:** *I'd like a coffee – am I asking for a coffee or offering it?* (asking for). *Would you like some chips? – am I asking for chips or offering them?* (offering). *How do you ask for some pasta?* (I'd like some pasta). *How do you offer someone pasta?* (Would you like some pasta?).

- 2 4.7 Ask sts to copy the dialogues into their notebooks and complete them with the correct words. Play the audio for them to check answers. See TG page 258 for audio script. Check answers, referring back to the grammar box if necessary. Sts then practise the conversations in pairs.

## Answers

1 like 2 you 3 Yes 4 I'd  
5 Would 6 please 7 like 8 thanks

- 3 Read out the task and the example answer. Sts then work in pairs. For feedback, ask some sts to tell the class about their partner's meal.

*like and would like*

- 4 Read the examples in the grammar box. You could mime pointing to a menu as you read out the examples with *I'd like ...*, and mime offering food to someone as you read out the examples with *Would you like ...?* Then read out the rules and elicit the correct words to complete them.

## Answers

1 like 2 would like

Point out to sts that *I like* and *I'd like* sound very similar, but they have different meanings: *I like ice cream* = it's nice; *I'd like some ice cream* = I'm asking for some. Point out the difference between the two questions *Do you like ...?* = do you think it's nice? and *Would you like ...?* = I'm offering it to you.

Ask questions to check concept.

**Concept check questions:** *Do you like apples? What's the answer?* (Yes, I do / No, I don't). *Would you like an apple? – what's the answer?* (Yes, please. / No, thanks.). *Yes, I like biscuits – What's the question?* (Do you like biscuits?). *Yes, please. I'd like some biscuits – what's the question?* (Would you like some biscuits?).

- 5 4.8 Ask sts to copy the conversations into their notebooks and choose the correct words to complete them. Play the audio for sts to listen and check their answers. Check answers, asking concept questions to check understanding, e.g. *Is she asking, or saying that she likes it in general?*

## Answers

1 I'd like	5 Would you like
2 Would you like	6 I like
3 I'd like	7 I don't like
4 I don't like	8 Would you like

- 6 Demonstrate the task by asking the example question and inviting a student to give you the answer. Sts then work in pairs to ask and answer the questions. Monitor and correct any errors in a feedback session at the end.

## 21st Century skills

## 7 FIND OUT

Set this exercise for homework if you prefer. If you have time in class, you could brainstorm with the class what they think might happen on *World Food Day*. Sts can then find the information by searching online. Elicit what they learn in the next class.

## Answer

World Food Day is celebrated on 16 October. It celebrates the founding of the United Nations World Food and Agriculture Organization in 1945. Each year there is a different theme related to food, and special events are held in many countries around the world.



Encourage sts to read this fun fact for pleasure. Sts might also be interested to know that a survey in the UK found that over half of people have the same meals every week.

## &gt;&gt; FAST FINISHER

Sts who finish early can practise the grammar further by writing sentences asking for their dream meals for a day. Weaker sts could work in pairs to do the same task.

## G Grammar practice: WB p.36

Sts will find more practice of *would like* and *like* here. Set these exercises for homework.

## LS Language summary: Unit 4 SB p.121

**KEEP TALKING!**

# What's on the menu?

## READING and LISTENING

I can understand a menu.

### Daisy's Beach Café

#### Lunch Menu

##### Sandwiches and snacks

Chicken sandwich	£3.25
Egg salad sandwich	£2.95
Soup of the day	£2.75
Chips	£1.95

##### Desserts

Ice cream	£1.50
Chocolate biscuits	£1.75
Chocolate and banana cake	£2.50

##### Mains

Cheese and tomato pizza	£6.95
Chicken and rice	£8.50
Burger and chips	£7.50
Vegetable pasta	£6.95

##### Drinks

Orange juice	£1.50
Water	£1.00
Coffee	£2.50
Tea	£2.20

**1 Work in pairs. Discuss the questions.**

- 1 What is your favourite restaurant or café?
- 2 What type of food is there?
- 3 What do you usually have there?

**2 Read the menu. In your notebook, write down the names and prices of the food and drink.**



**3 Read the Look! box. How do you say the prices of the food in Exercise 2? What is the total price?**

**Look! Prices**

£1.50 = one pound fifty  
 \$2.99 = two dollars ninety-nine  
 €8.20 = eight euros twenty

**4 Work in pairs. Ask and answer the questions How much is the ...? with food and drink on the menu.**

A: How much is the ice cream?

B: It's £1.50.

**5 4.9 Look at the menu and listen to Ivy and Olly. What food and drinks do they want?**

**6 4.9 Listen again. Are the sentences true (T) or false (F)? Correct the false sentences.**

- 1 The food is expensive.
- 2 The menu is on the wall.
- 3 Olly likes pasta and pizza.
- 4 Ivy likes tomatoes.
- 5 Olly has three desserts.

## KEEP TALKING!

## What's on the menu?

## READING and LISTENING

Sts read a lunch menu at a beach café. They listen to two friends looking at the menu and saying what food and drinks they would like. They then learn how to order food and drink in a café. They read and hear a model dialogue and personalize the useful language by following the steps in the Speaking plan to practise ordering food and drinks.

 WARMER

With books closed, put sts into groups and write on the board the headings: *Breakfast*, *Lunch*, *Dinner* and *Snacks*. Give sts two or three minutes to add as many words for meals or kinds of food as they can under each heading. After two or three minutes, stop the activity and invite the group that has written the most words overall to come and add their words to the board under the headings. Elicit other words to add under each heading and revise all the vocabulary.

- 1 Put sts into pairs to discuss the questions. Ask some sts to tell the class about their favourite restaurant or café, and the food they have there.
- 2 Focus on the menu and teach the meaning of *Mains* and *Desserts*. Ask sts to look at the pictures and write the name and price of each one in their notebooks. Allow them to compare their answers in pairs, then check with the class.

## Answers

- 1 Soup of the day, £2.75
- 2 Vegetable pasta, £6.95
- 3 Chocolate and banana cake £2.50
- 4 Water £1.00

- 3 Read the Look! box with the class. Sts could work in pairs to decide how to say the prices in Exercise 2 and work out the total price. Check answers.

## Answers

- 1 two pounds seventy-five
  - 2 six pounds ninety-five
  - 3 two pounds fifty
  - 4 one pound
- Total price: £13.20 / thirteen pounds twenty

- 4 Read out the example question and answer. Point out that the question *How much is the ...?* and the reply *It's ... is* for singular nouns. Elicit that for the plural noun chocolate biscuits, the question should be *How much are the ...?* and the reply should be *They're ...*. Sts work in pairs to ask and answer questions about the prices. Monitor and help while they are working, then test sts by asking questions to the whole class, e.g. *How much is the orange juice?* Sts race to say the correct price.

- 5  4.9 Tell sts they will now hear a conversation between Ivy and Olly in Daisy's Beach Café. See TG page 258 for audio script. Read out the question, then play the audio. Sts listen and note down the food and drink the two people want. Check the answers with the class, playing the audio again if necessary and pausing to confirm the answers.

## Answers

Ivy: chicken sandwich, ice cream, orange juice  
Olly: a burger, ice cream, water

- 6  4.9 Read out the sentences and check that sts understand them all. Play the audio again for sts to listen and decide if the sentences are true or false. Point out that they should correct the false sentences. Allow sts to compare their answers in pairs, then check the answers with the class, playing the audio again and pausing to confirm the answers.

## Answers

- 1 F The food is cheap.
- 2 F The menu is on the table.
- 3 T
- 4 F Ivy doesn't like tomatoes.
- 5 F Olly has one dessert.

## SPEAKING Ordering in a café

I can order food and drink in a café.

- 1 **4.10** Read and listen to Ivy and Olly order their meals.  
How much does the food cost?

**Server:** Hello, how can I help you?  
**Ivy:** Hi, I'd like a chicken sandwich and some ice cream, please.  
**Server:** OK ... and anything to drink?  
**Ivy:** Can I have an orange juice, please?  
**Server:** Sure.  
**Ivy:** How much is that?  
**Server:** That's £6.25 altogether. And what would you like?  
**Olly:** I'd like a burger, some ice cream and some water, please. Does the burger come with chips?  
**Server:** Yes, it comes with chips. Anything else?  
**Olly:** That's all, thanks.  
**Server:** OK, that's £10.00.  
**Olly:** Thank you.



- 2 **4.11** Listen and repeat the **Useful language**.

### Useful language

#### Ordering in a café

##### Server

How can I help you?  
 What would you like?  
 Anything to drink? / Anything else?  
 It comes with ...  
 That's ... altogether.

##### Customer

I'd like ..., please.  
 Can I have ..., please?  
 Does ... come with ...?  
 That's all, thanks.  
 How much is that?

- 3 **4.12** In your notebook, write the sentences in the correct order. Listen and check.
- Server:** Hello. What would you like?
  - Server:** That's £2.75, please.
  - Server:** Yes, it comes with bread. Anything else?
  - Server:** Anything to drink?
  - Customer:** That's all, thanks. How much is that?
  - Customer:** Thanks.
  - Customer:** Hi, I'd like some soup, please.
  - Customer:** No, thanks. Does the soup come with bread?

- 4 Work in pairs. Use the menu on page 44 to order food and drinks. Follow the steps in the **Speaking plan**.

### Speaking plan

#### Prepare

- › Decide who is the customer and who is the server.
- › Choose your food and drink.

#### Speak

- › Practise your dialogue.
- › Use phrases from the **Useful language** box.
- › Act out your dialogue without notes.

#### Reflect

- › How can you improve next time?
- › Swap roles and act out a new dialogue.

- 5 **GET CREATIVE** Work in pairs. Design a menu for a new restaurant.

- Think of a name for your restaurant.
- Think of the food and drink at your restaurant. Is it traditional food from your country?
- Decide on the prices of the meals. Are they cheap or expensive?
- Design your menu and present it to the class.

Now play *Keep moving!*

### FAST FINISHER

Write a dialogue between a customer and a server.  
Use your menus from Exercise 5.

Server: Hello, how can I help you?

## SPEAKING Ordering food and drink

- 1 4.10 Focus on the photo and explain that it shows the servers in the Beach Café. Explain to sts that they will hear Ivy and Olly ordering their food. Read out the question: *How much does their food cost?* With stronger classes, you could start by playing the dialogue with books closed and have sts listen for the answer. Then play the audio again for them to listen and read to confirm their ideas. With weaker classes, play the dialogue for sts to listen and read. Check the answer.

### Answer

Ivy = £6.25, Olly = £10.00

- 2 4.11 Focus on the Useful language, then play the audio once for sts to listen to the phrases. Check that sts understand everything and elicit how to say the phrases in the students' own language. Then play the audio again, pausing for sts to repeat.

- 3 4.12 Sts copy the dialogue into their notebooks in the correct order. Allow sts to compare their answers in pairs, then play the audio for them to listen and check. See TG page 259 for audio script. Sts could then practise the dialogue in pairs.

### Answer

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

- 4 Sts follow the steps in the Speaking plan to practise ordering food and drinks.

### Speaking plan

#### Prepare

Sts decide in pairs who is the customer and server, then choose their food and drink and make notes for their dialogue. Remind them to use the dialogue in Exercise 1 as a model.

#### Speak

Sts then work in pairs to practise their dialogue, using phrases from the Useful language box. They can practise with and then without notes. Monitor and help as necessary. If your sts use smartphones in class, they could record and listen to their dialogues.

#### Reflect

Discuss as a class how sts could improve next time, for example, by using more phrases from the Useful language, and trying to 'act' more, to make their dialogue more realistic. Encourage them to be honest and open about the things they did well and the things they can do better. Ask them to use their recordings to help them think about how they could improve their dialogues next time. Sts could then choose some new details and have a new dialogue.

### 21st Century skills



#### 5 GET CREATIVE

Put sts into pairs. Read out the task then, as a class, brainstorm some ideas for names for a restaurant, and the food and drink it might serve. Allow sts to suggest ideas in their own language if necessary and translate their ideas into English. Make notes on the board. Sts then work in pairs to design their menus. Monitor while they are working and help out with vocabulary as necessary. Ask sts in pairs to show their menu to the class and read out the food and drink and prices. Sts could vote for the restaurant where they would most like to eat.

#### Keep moving!

This lesson features an optional language revision and consolidation game for use in digital classrooms. Players control different characters, each with their own personalities and special abilities.

#### FAST FINISHER

Fast finishers can practise the useful language further. They write a dialogue between a customer and a server. Weaker sts could work in pairs and complete the same task together.

#### Speaking practice: WB p.37

Sts will find more practice for ordering food and drink here. Set these exercises for homework.

#### Language summary: Unit 4 SB p.121

REAL

CULTURE!

## A family meal

I can compare British meals with meals in my country.

### A Sunday roast?



In many countries, friends and families have a special meal at the weekend. In the UK, this time is usually Sunday lunch and the traditional meal is a 'Sunday roast'. This is meat – like chicken – cooked in the oven with potatoes and vegetables. It comes with a sauce called gravy. But these days, many young people don't want traditional British food every Sunday, so today we ask British teenagers what their favourite Sunday lunch is.



#### 1 Holly Brighton, UK

On Sundays, my family often has a nut roast for lunch. It's full of nuts, mushrooms, carrots and onions and it's cooked in the oven. There isn't any meat in our Sunday roast because my brother is vegetarian – he doesn't eat meat or fish. I'm not vegetarian, but I like vegetarian food!



#### 2 Romesh Birmingham, UK

Sunday lunch is a very important meal for my family. Everyone comes to our house – my aunts and uncles, my cousins and my grandparents! My favourite meal is curry. It's Indian food with chicken or lamb in a delicious sauce with peppers. We have it with rice and bread.



#### 3 Sammy Oxford, UK

On Sundays, our family goes to my grandparent's house. My grandad's speciality is lasagne. It's layers of pasta, with a meat sauce of beef, tomatoes and carrots ... and cheese on top – it's delicious! There's a big salad of lettuce and tomato, too. We all eat and talk for hours.



## A family meal

Sts learn about the typical family meals of different British families. They do a comprehension task, then study some more words for kinds of food and compare family meals in their own country with the UK family meals they have read about. They then do a quiz on four famous foods which are popular around the world.

This lesson features an optional culture video about Fiona, who makes and sells pickles: see SB page 47.

 **WARMER**

Tell sts you are going to ask them some questions about things they like, and in each case they should put one or two hands up depending which option they prefer. Ask a series of 'option' questions about how and what and where sts like to eat, e.g.: *Meal in a restaurant, or meal at home? Meal with your family, or meal with friends? Meal at a table, or meal in front of the TV? Traditional meal, or burger and chips?* As sts answer, invite one or two sts to explain their answer to the class.

**BACKGROUND INFORMATION**

The Sunday roast is the traditional British Sunday meal and it is still served on Sundays in many pubs and restaurants. However, modern Britain is now more diverse and tastes are changing. Surveys show that there are around 12 million vegetarians in the UK, around 20% of the population. Being vegetarian or vegan is especially popular among young people. The UK has a long history of immigration from India, Pakistan and Bangladesh. Curries, spicy dishes from these countries, are popular with many people in the UK, not only among immigrant communities. People in the UK have also embraced food from countries around the world, with Italian pasta dishes and pizza being especially popular.

- 1** Read through the meals in the box with the class and explain the meanings. Sts then look at the pictures of the meals on page 46 and match them with the names. Check the answers.

**Answers**

- a Sunday roast
- b nut roast
- c curry
- d lasagne

- 2**  **4.13** Put sts into pairs to guess which food is in the meals. Elicit a few ideas for each meal, but don't confirm them. Play the audio for sts to read and listen and check their answers. Check answers, eliciting the part of the text which confirms each answer. Check that sts understand all the food words.

**Answers**

In the Sunday roast, there's chicken, potatoes, and vegetables and it's served with gravy.

In the nut roast, there are nuts, mushrooms, carrots and onions.

In the curry, there's chicken or lamb and it's served with a pepper sauce. It is served with rice and bread.

In the lasagne, there's pasta, meat sauce, tomatoes, carrots and cheese. It's served with a salad made of lettuce and tomatoes.

- 3** Ask sts to read the text again and choose the correct words to complete the sentences. Allow sts to compare their answers in pairs, then check with the class, eliciting the part of the text which confirms each answer.

**Answers**

- 1 Sunday
- 2 different
- 3 isn't
- 4 family
- 5 grandfather

1 Look at the pictures of the meals (a–d) in the text. Match them with the names in the box.

curry lasagne nut roast Sunday roast

2 **4.13** Work in pairs. Guess which food is in the meals. Read and listen to the text and check your answers.

*In the Sunday roast, there's chicken ...*

3 Read the text again and choose the correct answers.

- In the UK, people have a special family meal on *Saturday / Sunday*.
- Many young people want *the same / different* food every week.
- Holly *is / isn't* vegetarian.
- On Sunday, Romesh's *family / friends* have lunch at his house.
- Sammy's *grandmother / grandfather* cooks lunch on Sunday.

4 **Word Power** Look at the six food words in blue in the text. Copy the table in your notebook and put the words in the correct columns.

Meat	Vegetables

5 Read the Famous Food Quiz. Match the meals with the pictures.

6 **4.14** Work in pairs. Do the quiz. Listen and check your answers.

7 **COMPARE CULTURES** Work in pairs. Ask and answer the questions.

- When do you have a big meal with your family?
- How many people are there? Who are they?
- What food do you have at these meals?
- What is your favourite family meal?

**FUN FACT**



Bubble and Squeak is a traditional British dish. You use potatoes and vegetables from the Sunday roast. Fry the potatoes and vegetables together in a pan and as they cook, they make some funny sounds – bubble and squeak!

**Now watch the culture video.**

**FAST FINISHER**

Write sentences about your favourite meal.

*My favourite meal is enchiladas. It's ...*



## FAMOUS Food Quiz

1

People eat millions of burgers every day. The beef and onions with tomato sauce is delicious. Where are the first hamburgers from?

- a The USA
- b The UK
- c Germany

2

The word 'sandwich' comes from the Earl of Sandwich, a rich British man in the 18th century. He wanted a quick meal of meat and vegetables between two pieces of bread because ...

- a he only had one arm.
- b it's easy to play cards and eat at the same time.
- c it's easy to eat outside.

3

The classic Italian pizza with tomato, cheese and basil is sometimes called a Pizza Margherita. Who or what is Margherita?

- a Queen Margherita of Italy
- b A chef called Margherita Esposito
- c It's the name for the Italian flag

4

Caesar Salad with lettuce, cheese and eggs is popular all over the world. Who made the first Caesar Salad?

- a Julius Caesar (Emperor, Rome, 60 BC)
- b Caesar Cardini (Chef, Tijuana, Mexico, 1924)
- c Frank Sinatra (Singer, Caesars Palace Hotel, Las Vegas, 1962)

## REAL CULTURE!

- 4 Word Power** Sts could work in pairs to copy the table into their notebooks and add the highlighted words from the article. Check answers with the class and check that sts understand all the words. You could take the opportunity to quickly revise other food words that sts know by eliciting other words for each column in the table, e.g. *chicken, potatoes*.

### Answers

Meat: lamb, beef

Vegetables: mushrooms, onions, peppers, lettuce

- 5** Focus on the pictures and ask sts if they recognize the meals. Elicit a few ideas, but don't confirm them. Ask sts to read the quiz quickly and match the meals with the pictures. Check the answers with the class and ask: *Which of these meals do you eat?*

### Answers

1 b 2 a 3 d 4 c

- 6** **4.14** Put sts into pairs to do the quiz. Encourage them to guess the answers if they don't know them. Play the audio for sts to listen and check their answers. See TG page 259 for audio script. Go through the answers with the class, playing the audio again if necessary and pausing to confirm answers. Find out who guessed the most answers correctly.

### Answers

1 c 2 b 3 a 4 b

## 21st Century skills



### 7 **COMPARE CULTURES**

Read out the questions and check that sts understand them, then put them into pairs to discuss the questions. Monitor and help while they are working, then ask pairs in turn to tell the class their ideas. If sts in the class come from different cultures, encourage them to tell the class about their family traditions and to compare their own family traditions with their classmates'.

### FUN FACT

Encourage sts to read this fun fact for pleasure. You will need to explain the meaning of *bubble* (= make a sound like boiling water) and *squeak* (= make a sound like a mouse). Sts might also be interested to know that potatoes are still a very popular vegetable in the UK. On average, people in the UK eat around 400g of potatoes per person per week.

### Culture video

This lesson also features an optional culture video about Fiona, who makes and sells pickles. You can watch this in class if you have time and access to video, or you can ask sts to download it from the Richmond Learning Platform to watch at home. See *Fee's pickles* on TG pages 278 and 286.

### **FAST FINISHER**

Sts write sentences about their favourite meal. Weaker sts could work in pairs and talk about their favourite meals and what food is in that meal.

# My weekly food blog

## WRITING A blog post

I can write a blog about what I eat.

1 Look at the pictures in Tammy's blog. Where is she from? Where is she now? Read the blog and check.

Home • About • **Blog** • Contact

Posted: 8 May

### A week of Japanese food

Hi, my name's Tammy. I'm thirteen and I'm from the USA. I'm in Tokyo for one year. This blog is about my life in Japan. This is what I eat in a typical week.

---

**Breakfast**

Many Japanese people have rice and fish for breakfast. I like fish ... but not for breakfast! I have a typical American breakfast. I have cereal and milk, or toast and butter. At the weekend I have pancakes – they're delicious!




---

**Lunch**

Lunch at Japanese high school is very different from the USA. Children have lunch at school, but there isn't a cafeteria. Instead we have lunch in our classroom. I have a Japanese packed lunch with rice or noodles and meat and some fruit. I always have milk to drink.




---

**Snacks**

I have some fruit for a snack because I don't like Japanese snacks. There are some strange flavours ... like green tea and chocolate!




---

**Dinner**

I have Japanese meals like meat or fish with vegetables for dinner. But I sometimes have American dinners too, like hamburgers or meatloaf, and Friday is pizza night – my favourite pizza is barbecue chicken.



2 Read the blog again. Copy and complete the table. Tick (✓) the things Tammy eats.

Meal	Japanese	American	Both
Breakfast			
Lunch			
Snack			
Dinner			

3 Look at the **Useful language**. How do you say these expressions in your language?

### Useful language

#### Describing your diet

This is what I eat in a typical week.  
 Many people have ..., but I have ...  
 There is/isn't a school cafeteria.  
 I have a packed lunch / school dinners.  
 My favourite ... is ...  
 It's delicious/horrible/healthy/unhealthy/sweet.

4 Read the **Look!** box. Choose the correct words to complete the sentences.

### Look! and/or

We use *and* to say we have two things together.  
 We use *or* to say we have one of two options.

*I have cereal and milk.* =  + 

*I have cereal or toast.* =  / 

- I drink milk *and / or* orange juice in the morning.
- I have bread *and / or* butter for breakfast.
- I would like a burger *and / or* some chips, please.
- For dessert, there are biscuits *and / or* ice cream.
- She likes rice *and / or* noodles for lunch.

5 Write a blog about what you eat in a typical week. Follow the steps in the **Writing plan**.

### Writing plan

#### Prepare

- Make notes about the food you eat for breakfast, lunch, dinner and snacks. Think about:
  - the food I like for breakfast, lunch etc.
  - the food I don't like
  - where I eat it
  - what is different at weekends

#### Write

- Write your blog post with an introduction and a heading for each meal.
- Use the expressions from the **Useful language** box.
- Use *and/or* to talk about what you eat.

#### Check

- Check your grammar: *like / don't like*.
- Check you use *and/or* correctly.
- Check your spelling.

# My weekly food blog

## WRITING A blog post

Sts read a blog post about someone's food week. They learn useful language for describing your diet and learn about using *and* and *or* to link ideas. They then follow the steps in the Writing plan to write their own blog post about what they eat in a typical week.

### Writing

A blog post

### Useful language

Describing your diet (*This is what I eat in a typical week. Many people have ..., but I have ... , I have a packed lunch / school dinners. There is/isn't a school cafeteria. My favourite ... is ... , It's delicious/horrible/healthy/unhealthy/sweet.*)

### Look!

*and/or*

### WARMER

Tell sts briefly what you eat in a typical week, e.g. *In a typical week, I eat some fish, some meat, some eggs, pasta, lots of vegetables. I don't eat many snacks.* Ask: *What do you eat in a typical week?* Ask sts individually to write down ten meals, or ten kinds of food that they have in a typical week. Puts sts into pairs to compare their ideas, then ask some sts to tell the class which kinds of food were on both their lists. Teach the word *blog post*, and elicit or explain that people write blog posts about aspects of their everyday lives. Explain to sts that they will read a blog post about someone's typical food week, then write their own blog post about what they eat.

- 1 Focus on the pictures in the blog. Elicit some ideas about where Tammy is from and where she is now. Don't confirm their ideas. Ask sts to read the blog to check their ideas. Check the answer with the class.

#### Answer

Tammy is from the USA. She is in Tokyo, Japan now.

- 2 Ask sts to copy the table into their notebooks. They then read the blog again and complete the table with ticks, to show what kind of food Tammy eats for each meal. Check the answers, eliciting the part of the blog which confirms each answer.

#### Answers

Breakfast: American  
Lunch: Japanese  
Snack: American  
Dinner: both

- 3 Read the Useful language box with sts and discuss how to say these expressions in their first language.

- 4 Read the Look! box with sts. Make sure sts understand that *and* indicates you have two things, but *or* indicates a choice. Sts read the sentences and choose the correct words to complete them. Explain that sometimes both answers are possible. Allow sts to compare their answers in pairs, then check with the class. Where both answers are possible, check that sts understand the difference in meaning.

#### Answers

1 or 2 and 3 and 4 or 5 or

- 5 Sts write a blog about what they eat in a typical week, following the steps in the Writing plan.

### Writing plan

#### Prepare

Sts work individually to make notes about what they eat, answering the questions. Weaker sts could work in pairs to help each other make notes.

#### Write

Explain to sts that they should use the blog post in Exercise 1 as a model for their own blog. Remind them to use expressions from the Useful language box, and remind them to use *and* and *or* correctly. Encourage them also to use *like* and *don't like* to talk about different kinds of food, and encourage them to use a wide range of words for food and meals that they have learned in this unit.

#### Reflect

Ask sts to check their grammar, spelling and punctuation. Encourage them to focus especially on *like/don't like* and *and/or*. They can then make any necessary changes. Explain that it is normal to make changes to a first draft of written work. Sts could then work in pairs to swap blog posts with a partner and give feedback on the use of *like/don't like* and *and/or*. Remind sts to be positive and encouraging when they give feedback, and always find aspects to praise. You could also put sts into groups to read their blog posts and compare what they eat in a typical week.

#### W Writing practice: WB p.38

Sts will find more practice for writing here. Set these exercises for homework.

#### W Writing summary: WB p.87

#### LS Language summary: Unit 4 SB p.121

**Vocabulary:** Daily routine; Common verbs

**Grammar:** Present simple: affirmative and negative

**Speaking:** Making and responding to suggestions

**Writing:** An article

## VOCABULARY Daily routine

I can describe my daily routine.

1 5.1 Match the daily routines with the pictures. Listen, check and repeat.

do (my) homework finish school get dressed get home get up go to bed have a shower  
have breakfast (lunch/dinner) leave home make a snack start school study Maths (English, etc.)



### Anna's day

2 5.2 Complete the text with the correct verbs. Listen and check.

3 Read the **Look!** box. Which activities does Anna do at the different times of day?

### My day

by Anna

Hi, my name's Anna and this is my typical day. I <sup>1</sup> ... up at 7.15, then I <sup>2</sup> ... a shower and <sup>3</sup> ... dressed. At 8.00, I <sup>4</sup> ... breakfast and then I <sup>5</sup> ... home. I <sup>6</sup> ... school at 9.00 and we <sup>7</sup> ... Maths and English in the morning. I <sup>8</sup> ... lunch at 1.00 and we <sup>9</sup> ... Science in the afternoon. I <sup>10</sup> ... school at 3.30 and I <sup>11</sup> ... home at 4.00, then I <sup>12</sup> ... a snack because I'm hungry. I <sup>13</sup> ... my homework in the evening and <sup>14</sup> ... dinner at 7.30. I <sup>15</sup> ... to bed at 10.30 at night.

### Look! Times of the day

*in the morning* (05.00–12.00)    *in the evening* (17.00–21.00)  
*in the afternoon* (12.00–17.00)    *at night* (21.00–05.00)

*In the morning, Anna gets up, has a shower ...*

4 Work in pairs. Describe your typical day.

*I get up at 7.00 in the morning ...*

Now watch the vlog.

### FAST FINISHER

Write sentences about your routine at the weekend.

*On Saturday, I get up at 10.00 in the morning ...*

**UNIT 5 OVERVIEW:** This unit focuses on everyday life and routines. Sts read about a brother and sister who go to different schools, and they listen to a podcast about a teenager who is home-schooled. They learn vocabulary for daily routines and some common verbs, and read about after-school clubs and activities, and summer camps in the USA. They also watch a vlog about a teenager's school day and a culture video about a music student in the UK. Finally, they read an article about a typical teenager's day and write their own article about a typical teenager's day in their country.

Vocabulary	Grammar	Pronunciation	Reading	Listening	Speaking	Writing
Daily routine; Common verbs	Present simple: affirmative, negative and questions	Third person -s	Interpreting information	Understanding information in a podcast	Making and responding to suggestions	An article

## VOCABULARY Daily routine

Sts learn 12 phrases for daily routines. They identify these by matching them to pictures, then confirm understanding by using them to complete a text. They personalise the vocabulary by talking about their typical daily routine.

### Vocabulary

Daily routine (*do (my) homework, finish school, get dressed, get home, get up, go to bed, have a shower, have breakfast (lunch/dinner), leave home, make a snack, start school, study Maths (English, etc.)*)

### Vlog

Isa: *My school day*

### WARMER

Ask: *What time is it now?* Elicit the answer. Ask more questions about times, to revise telling the time, e.g. *What time is your first class?* Revise basic expressions for telling the time, e.g. *nine o'clock, half past nine, quarter to ten, quarter past ten*, etc. Ask: *What do you do before school? What do you do after school?* Elicit a few answers from individual sts.

- 1 **5.1** Sts could work in pairs to match the phrases with the pictures. Play the audio for sts to check their answers, then play the audio again, pausing for sts to repeat. See Answers for audio script.

### Answers

- |                  |                   |
|------------------|-------------------|
| 1 get up         | 7 study Maths     |
| 2 have a shower  | 8 finish school   |
| 3 get dressed    | 9 get home        |
| 4 have breakfast | 10 make a snack   |
| 5 leave home     | 11 do my homework |
| 6 start school   | 12 go to bed      |

- 2 **5.2** Read out the first sentence, then focus on the first gap. Elicit the correct answer as an example. Sts then copy the text into their notebooks and complete it with the correct verbs. Play the audio for sts to check their answers.

### Answers

- |        |         |           |         |
|--------|---------|-----------|---------|
| 1 get  | 5 leave | 9 study   | 13 do   |
| 2 have | 6 start | 10 finish | 14 have |
| 3 get  | 7 study | 11 get    | 15 go   |
| 4 have | 8 have  | 12 make   |         |

- 3 Read the Look! box with the class. Ask what Anna does in the morning, in the afternoon, in the evening and at night. Elicit answers from sts.

### Answers

in the morning: get up, have a shower, get dressed, have breakfast, leave home, start school, study Maths and English  
in the afternoon: have lunch, study Science, finish school, get home, make a snack  
in the evening: do homework, have dinner  
at night: go to bed

- 4 Tell the class about the first part of your typical day, e.g. *I get up at half past six ... then ...*. Allow sts time to prepare their ideas individually, then put them into pairs to describe their typical day. Ask some sts to tell the class about their day.

### Vlog

This lesson features a vlog in which a vlogger talks about his school day. You can watch this in class if you have time and access to a computer or tablet or you can ask sts to download it from the Richmond Learning Platform to watch at home. See TG pages 270 and 284.

### FAST FINISHER

Sts who finish early can practise the vocabulary further by writing sentences about their routine at the weekend. Weaker sts can work in pairs and talk about their weekend routine.

- V** **Vocabulary practice:** WB p.40

Sts will find more practice of vocabulary for daily routine here. Set these exercises for homework.

- LS** **Language summary:** Unit 5 SB p.122

# An actor's life for me!

**READING** I can interpret information.

## SAME FAMILY, DIFFERENT DAYS

My name's Charlotte and I'm twelve years old. This is Jordan – he's my twin brother. We're the same age, but our days are very different. I go to a typical school **near** our house, but Jordan goes to a theatre school in London.

It's a special school for actors, dancers and musicians. He studies English, Maths and Science, but he also studies Dance, Singing and Drama! His school is interesting, but his days aren't easy. He gets up **early** – 5.30 in the morning – because his school is **far** from our house. He leaves home at 6.30 and he starts school at 9.00. My dad drives Jordan and he has breakfast in the car!

I start school at 9.00, too, but I get up at 7.45 and I have breakfast at home. I finish school at 4.00 and I do my homework in the afternoon. Jordan finishes school at 6.00 and he does his homework ... in the car! He gets home **late**, but we have dinner together.

Jordan's days are long and difficult, but he's happy. He wants to be a famous actor! I'm happy, too – I like my school and I have good friends ... and I get up late!



**1** **5.3** Read and listen to the article about Charlotte and Jordan. Are they happy at their schools?

**2** Read the article again. Are the sentences true for Charlotte (C), Jordan (J) or both (B)?

- 1 I'm twelve years old.
- 2 My school is in London.
- 3 I get up at quarter to eight.
- 4 I start school at nine o'clock.
- 5 I do my homework in the car.
- 6 I have dinner with my family.

**3** Which school day do you like most: Charlotte's or Jordan's?

*I like Charlotte's day because ...*

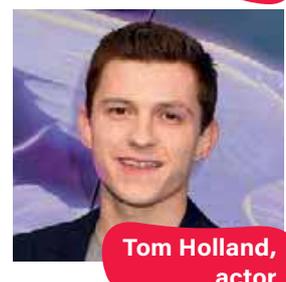
**4** **Word Power** Match the **blue** words with the pictures.



**5** Work in pairs. Ask and answer the questions.

- 1 Is there a café near your house?
- 2 Is your school far from your house?
- 3 Are you early for school?
- 4 Are you late for school?

**6** **FIND OUT** The Brit School is a theatre school in the UK for young actors, musicians and artists. Which of these famous people wasn't a student at the Brit School?



# An actor's life for me!

## READING

Sts read an article about a brother and sister who go to different schools and have different daily routines. They practise interpreting information, and see examples in context of the present simple affirmative to talk about daily routines.

### Reading text

An article about a brother and sister and their different daily routines

### Reading skill

Interpreting information

### WARMER

With books closed, divide sts into teams and write 12–15 different times on the board, e.g. 7.30, 8.00, 9.30, 1.00. Remind sts that they learned 12 expressions for daily routine in the last lesson. Invite teams in turn to say a sentence about what they do at a particular time, e.g. *I get up at half past seven*. If their sentence is correct, cross out the time and add the expression they use to the board. This expression and time cannot be used again. If their sentence is not correct, don't correct it, but move to the next team. Continue until all the expressions from page 49 have been practised.

- 1**  **5.3** Focus on the article and read out the title. Ask sts to look at the pictures and ask: *Who are the two people?* (brother and sister). Remind them that it is helpful to read the title and look at the pictures before they read a text, to help them understand it. Pre-teach the words *actor*, *dance/dancer*, *sing/singer* and *drama*. Read out the question, then play the audio for sts to read and listen to the article and answer the question. Check the answer.

### Answers

Yes, they are.

- 2** **Interpreting information** Read out the task and point out to sts that it is Charlotte who is writing the article. Point out (in the sts' own language if necessary) that Jordan does not talk about his school day, so in order to do this task, sts need to interpret what Charlotte says, to decide if Jordan would say it. As an example, read out the first sentence and ask: *Who says: I am twelve years old?* (Charlotte) Then ask: *How old is Jordan?* (twelve – he is Charlotte's twin brother). Ask: *Is the sentence also true for Jordan?* (yes, so the answer is B – both). Sts then read the text again and decide who says the sentences. Allow sts to compare answers in pairs, then check with the class, eliciting evidence from the text to confirm answers.

### Answer

1 B 2 J 3 C 4 B 5 J 6 B

- 3** Read out the question, then allow sts time individually to write a sentence saying which day they prefer and why. Ask some sts to tell the class.

- 4** **Word Power** Sts could work in pairs to match the words with the pictures. Encourage them to read the words carefully in context to work out the meanings. Check answers, and check that sts understand all the words. Model and drill pronunciation.

### Answer

1 far 2 early 3 near 4 late

- 5** Read out the questions and check that sts understand them. Sts then work in pairs to ask and answer them. Ask some sts to tell the class their answers.

## 21st Century skills



- 6**  **FIND OUT**

Set this exercise for homework if you prefer. If you have time in class, you could brainstorm with the class what they know about each of the famous people, and if there are similar famous theatre schools in their country. Sts can then find the information by searching online. Elicit what they learn in the next class.

### Answer

Tom Hiddleston was not a student at the Brit School.

- R** **Reading practice: WB p.41**

Sts will find more practice for reading here. Set these exercises for homework.

## GRAMMAR Present simple: affirmative

**I can** use the present simple.

**Now watch the grammar animation.**

**1** Read the grammar box and complete the rules with **-s**, **-ies**, and **-es**.

I/We/You/They	<b>get up</b> at 7.45 in the morning. <b>go</b> to a typical school. <b>study</b> English, Maths and Science. <b>have</b> breakfast at home.
He/She	<b>gets</b> home late. <b>goes</b> to a theatre school. <b>studies</b> Dance and Drama. <b>has</b> breakfast in the car.

### Rules

When the subject is *he*, *she* or *it*, we usually add <sup>1</sup> ... to the verb.

For verbs ending in *-ch*, *-sh*, *-ss*, *-x* and *-o* we add <sup>2</sup> ... to the verb.

For verbs ending in *-y*, we omit *-y* and add <sup>3</sup> ... .

For the verb *have*, we use *has*.

**2** Copy and complete the sentences with the correct form of the verbs in brackets. Check your answers in the article on page 50.

- I ... to a typical school near our house. (go)
- Jordan ... to a theatre school in London. (go)
- He ... English, Maths and Science. (study)
- Jordan ... home at 6.30. (leave)
- He ... breakfast in the car. (have)
- I ... school at 4.00. (finish)
- Jordan ... his homework in the car. (do)
- We ... dinner together. (have)

### 3 PRONUNCIATION Third person -s

**5.4** Listen and repeat.

/s/	/z/	/ɪz/
gets	leaves	finishes

**4** **5.5** Copy and complete the table in Exercise 3 with the words in the box. Listen, check and repeat.

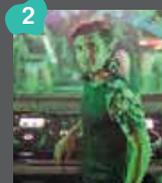
drives goes likes starts  
teaches watches

**5** **5.6** Work in pairs. Guess which options are correct for the daily routines of the people. Listen and check.

*I think Adekemi gets up at 6.00 in the morning.  
Then she has coffee and toast for breakfast ...*



**1**  
Adekemi Okunbo:  
Footballer



**2**  
Dani Russo:  
DJ



**3**  
Joao Sousa:  
Writer

<b>get up?</b>	8.00 in the evening	6.00 in the morning	10.00 in the morning
<b>breakfast?</b>	eggs, fish, fruit	coffee, toast	cereal, fruit juice
<b>start work?</b>	12.00 at night	3.00 in the afternoon	8.00 in the morning
<b>finish work?</b>	5.00 in the morning	10.00 at night	2.00 in the afternoon
<b>go to bed?</b>	10.00 at night	2.00 in the afternoon	12.00 at night

**6** Copy and complete the sentences with information about yourself.

- I get up at ... and I have ... for breakfast.
- I start school at ... .
- I study ... .
- I have ... for dinner.
- I go to bed at ... .

**7** Compare your sentences in pairs. Make sentences about you and your partner.

*I get up at 7.00, but Silvia gets up at 7.30.*

*We have cereal for breakfast.*



The American actor Mark Wahlberg has a very unusual daily routine. He gets up at 2.30 in the morning, has breakfast at 3.15, goes to the gym and then has a shower for an hour and a half!



### FAST FINISHER

Imagine a famous person's daily routine and write sentences.

*Justin Bieber gets up at ...*

## GRAMMAR Present simple: affirmative

## Grammar animation

This lesson features an optional animated presentation of the grammar in context called *I have a guitar lesson on Monday!*, including the affirmative form and use of the present simple. You can watch this in class if you have time and access to a computer or tablet, or you can ask sts to download it from the Richmond Learning Platform to watch at home. See TG page 289 for animation script.

- 1 Read the examples in the grammar box with the class, then read out the rules and elicit the correct answers to complete them.

## Answers

1 -s    2 -es    3 -ies

Point out that we always change the ending of the verb in the *he/she* form, but the way we change it depends on the spelling of the verb. Point out that the form also changes if we are talking about another person, but don't use the pronouns *he* or *she*, e.g. *He gets up early/My dad gets up early*. Point out that the spelling of *do* /du:/ changes in the *he/she* form to *does* /dʌz/. Point out also that some verbs are irregular, e.g. *have/has*, so sts need to learn these.

Ask questions to check concept.

**Concept check questions:** *I make a snack – correct? (yes). My sister make a snack – correct? (no – my sister makes a snack). He finishes school early – what is the ending on finishes? (-es, because it ends in -sh). My brother studies English – how do you spell 'studies'? (studies). I have a cat. My friend ... (has a cat).*

- 2 Students copy the sentences into their notebooks and complete them with the correct verb forms. Allow sts to check their answers in the text, then check answers with the class, referring back to the rules as necessary.

## Answers

1 go    2 goes    3 studies    4 leaves  
5 has    6 finish    7 does    8 have

## PRONUNCIATION

- 3 5.4 Play the audio for sts to listen to the pronunciation. Point out the three phonetic transcriptions and model pronunciation of them again. Play the audio again, pausing for sts to repeat.
- 4 5.5 Ask sts to copy the table from Exercise 3 into their notebooks. Sts complete the table with the verbs. Play the audio for sts to listen and check. See Answers for audio script. Play the audio again, pausing for sts to repeat.

## Answers

/s/ likes, starts  
/z/ drives, goes  
/ɪz/ teaches, watches

- 5 5.6 Read out the task and the example answer. Puts sts into pairs and ask them to guess the correct daily routine for each person. Play the audio for them to listen and check. See TG page 259 for audio script. Check answers.

## Answers

Adekemi: gets up at 6.00 in the morning, has eggs, fish and fruit for breakfast, starts work at 8.00, finishes work at 2.00 in the afternoon, goes to bed at 10.00 at night.

Dani: gets up at 8.00 in the evening, has coffee and toast for breakfast, starts work at 12.00 at night, finishes work at 5.00 in the morning, goes to bed at 2.00 in the afternoon.

Joao: gets up at 10.00 in the morning, has cereal and fruit juice for breakfast, starts work at 3.00 in the afternoon, finishes work at 10.00, goes to bed at 12.00 at night.

- 6 Ask sts to complete the sentences individually. Ask one or two sts to read out some of their sentences to check they are correct.
- 7 Read out the task and the example sentences. Point out that the *we* form is the same as the *I* form in the present simple: *I have cereal/we have cereal*. Put sts into pairs to compare their sentences and make sentences about themselves and their partner. With stronger classes, you could teach the question form: *What time do you ...?* Sts could ask and answer the questions to exchange the information, then make their sentences. Ask some sts to read some of their sentences to the class.



Encourage sts to read this fun fact for pleasure. Sts might also be interested to know that Simon Cowell, the X Factor host, does 150 push-ups every morning to keep himself fit!

## FAST FINISHER

Sts who finish early can practise the grammar further by imagining the routine of a famous person and writing sentences about them. Weaker sts could work in pairs and do the same task.

- G Grammar practice: WB p.42  
Sts will find more practice of the present simple: affirmative here. Set these exercises for homework.

- LS Language summary: Unit 5 SB p.122

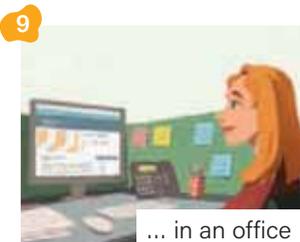
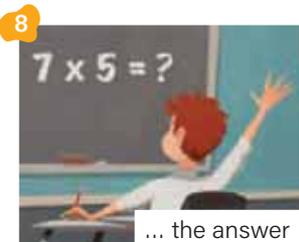
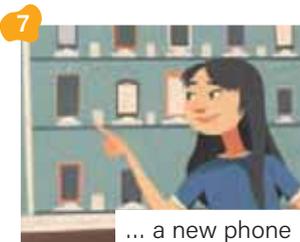
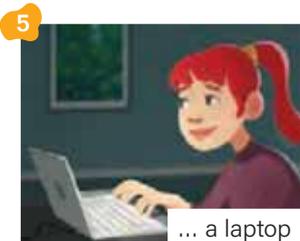
# Home school

## VOCABULARY and LISTENING Common verbs

I can understand information in a podcast.

1 **5.7** Copy and complete the phrases with the verbs in the box. Listen, check and repeat.

call drink eat know live meet  
teach travel use want wear work



2 Copy and complete the sentences with verbs from Exercise 1. Tick (✓) the sentences that are true for you.

- I ... my friends in the park.
- I ... in Spain.
- I ... my grandparents every week.
- I ... jeans and a T-shirt at the weekend.
- I ... the names of all my classmates.
- I ... orange juice.
- I ... a pet rabbit for my next birthday.
- I ... a dictionary in my English class.
- I ... to school by bike.
- I ... meat.

3 Compare your sentences in pairs. Tell the class about your partner.

*Alex meets his friends in the park.*

4 **5.8** Look at the picture and read about the podcast. Can you guess why Josh doesn't go to school? Listen and check.

### I don't go to school

Josh's day starts like most twelve year olds. He gets up in the morning and gets dressed. Then he has breakfast ... but he doesn't go to school. Listen to the podcast and find out why.

[Listen](#) [Download](#)



5 **5.8** Listen again. Are the sentences true (T) or false (F)?

- Josh's mum teaches him.
- A Spanish teacher goes to his house.
- He uses computers in his classes.
- He meets his friends every day.
- He has exams at the end of the year.
- He wears a uniform.

6 **THINK CRITICALLY** Work in pairs. Make a list of good and bad things about homeschooling. Is it a good idea in your opinion?

# Home school

## VOCABULARY and LISTENING

### Common verbs

Sts learn 12 common verbs. They identify the verbs by adding the verbs to phrases which describe pictures. They consolidate the verbs by using them to complete some sentences, then personalise the vocabulary by discussing which sentences are true for them. They listen to a podcast about Josh, a boy who is home schooled, and practise understanding information in a podcast. Finally, sts discuss their opinions about home schooling.

#### Vocabulary

Common verbs (*call, drink, eat, know, live, meet, teach, travel, use, want, wear, work*)

#### Listening text

A podcast about a teenager who is home schooled

#### Listening skill

Understanding information in a podcast

### WARMER

Ask: *Do you like school? What's good about school?* Elicit a few ideas, e.g. it's interesting. Ask: *What's bad about school?* Put sts into pairs and ask them to think of three things that are good about school and three things that are bad. Ask pairs in turn to tell the class their ideas.

- 1  5.7 Sts could work in pairs to copy the phrases and complete them with the correct verbs. Play the audio for sts to listen and check their answers. See Answers for audio script. Check they understand all the phrases, then play the audio again, pausing for sts to repeat.

#### Answers

1 live	5 use	9 work
2 call	6 wear	10 eat
3 meet	7 want	11 teach
4 drink	8 know	12 travel

- 2 Ask sts to copy the sentences into their notebooks and complete them with the correct verbs. Allow sts to compare their answers in pairs, then check with the class. Ask sts to read the sentences again and tick the ones that are true for them.

#### Answers

1 meet	2 live	3 call	4 wear
5 know	6 drink	7 want	8 use
9 travel	10 eat		

- 3 Put sts into pairs to tell each other which sentences are true for them. Read out the example answer and point out the -s ending on the verb. Remind sts that the verb form changes in the *he/she* form. Ask some sts to tell the class something their partner does.

- 4  5.8 Ask sts to look at the picture and read about the podcast. Ask: *Why do you think Josh doesn't go to school?* Elicit a few ideas, but don't confirm them. Explain to sts that they will hear an interview with Josh. Then play the audio for sts to listen and check. See TG page 259 for audio script. Check the answer, playing the audio again, pausing if necessary to confirm the answer.

#### Answer

Josh is home-schooled.

- 5  5.8 **Understanding information in a podcast**  
Read out the task and allow sts time to read through the sentences. Point out that all the information they need to listen for is about Josh, but they also need to listen to the interviewer because the information they need might be in the questions, as well as Josh's answers, e.g. *'Does your Spanish teacher come to your house?'* *'Yes.'* Play the audio again for sts to listen and decide if the sentences are true or false. Allow sts to compare their answers in pairs, then check answers, playing the audio again and pausing to confirm answers.

#### Answer

1 T 2 F 3 T 4 T 5 T 6 F

## 21st Century skills



- 6  **THINK CRITICALLY**

Write the heading *Home schooling* on the board, then write the headings: *Good* and *Bad*. Elicit one or two ideas to add under each heading, then put sts into pairs to make a list. Ask pairs in turn to tell the class their ideas, and add them to the board. Ask sts to put their hands up if they think home schooling is a good idea. Invite individual sts to tell the class why. Do the same with sts who think home schooling is a bad idea. You could end with a class vote.

#### Suggested answers

Good things: freedom to learn what you like, hands-on learning via fieldtrips, etc., quality time with parents, flexible schedule

Bad things: time commitment, cost, lack of socialization

- V L** **Vocabulary and Listening practice: WB p.43**  
Sts will find more practice for listening, and practice of common verbs here. Set these exercises for homework.

- LS** **Language summary: Unit 5 SB p.122**

## GRAMMAR Present simple: negative

**I can** use present simple negative.

**Now watch the grammar animation.**

- 1 Read the grammar box. Complete the rules with *don't* or *doesn't*.

I/You/We/They	<b>don't</b> (do not)	<b>go</b> to school.
He/She	<b>doesn't</b> (does not)	<b>wear</b> a uniform.

### Rules

When the subject is *I, you, we* or *they* we use <sup>1</sup>... + infinitive.

When the subject is *he, she* or *it* we use <sup>2</sup>... + infinitive.  
e.g. *Josh doesn't go to school.* NOT ~~*Josh doesn't goes to school.*~~

- 2 Rewrite the sentences in the negative form using *don't* or *doesn't*. Which sentences are true for you?

- I have toast for breakfast.
- My best friend lives near me.
- I travel to school by bus.
- My phone has a camera.
- My parents work at home.
- My teacher wears a T-shirt.

- 3 Complete the text with the affirmative (+) or negative (-) form of the verbs in brackets.

Alma Deutscher is British, but she <sup>1</sup> ... (- live) in the UK. She <sup>2</sup> ... (+ live) in Vienna, Austria. She's famous because she plays the violin and the piano and she writes music, too. She only writes happy music because she <sup>3</sup> ... (- like) sad music. Alma <sup>4</sup> ... (- go) to school because her parents <sup>5</sup> ... (+ teach) her at home. They <sup>6</sup> ... (- teach) her music because she's too good. All of Alma's friends are on social media, but she <sup>7</sup> ... (- use) it. In fact, she <sup>8</sup> ... (- have) a smartphone!



## Present simple: questions and short answers

**I can** ask and answer questions in the present simple.

- 4 Read the grammar box. Choose the correct answers to complete the rules.

Questions			Short answers
<b>Do</b>	I/you/we/they	<b>go</b> to school?	Yes, I/you/we/they <b>do</b> . No, I/you/we/they <b>don't</b> .
<b>Does</b>	he/she	<b>wear</b> a uniform?	Yes, he/she <b>does</b> . No, he/she <b>doesn't</b> .

### Rules

In present simple questions, *do* and *does* go <sup>1</sup> after / before the subject.

When the subject is *he, she* or *it*, we <sup>2</sup> add / don't add -s to the infinitive.

- 5 Look at Exercise 5 on page 52. Work in pairs. Ask and answer questions about Josh.

Josh's mum / teach him

*Does Josh's mum teach him?*

*Yes, she does.*

- a Spanish teacher / go to his house
- he / use computers in his classes
- he / meet his friends every day
- he / have exams at the end of the year
- he / wear a uniform

- 6 Work in pairs. Ask and answer questions. Use the ideas in Exercise 5.

*A: Does your mum teach you?*

*B: No, she doesn't.*

- 7 Work in small groups. Ask and answer questions about the activities below. Give more information with your answers.

do homework in the morning  
eat fish know the people on your street  
live with your grandparents  
meet friends in the evening  
want a new phone  
wear shorts at the weekend

## FAST FINISHER

Write questions and answers for an interview with a classmate.

*A: Do you meet your friends after school?*

*B: No, I don't.*

## GRAMMAR Present simple: negative

### Grammar animation

This lesson features an optional animated presentation of the grammar in context called *Do they give him homework?*, including the negative and question forms of the present simple. You can watch this in class if you have time and access to video, or you can ask sts to download it from the Richmond Learning Platform to watch at home. See TG page 289 for the animation script.

- 1** Read the examples in the grammar box. You could mime shaking your head as you read the sentences, to convey the negative meaning. Read out the rules and elicit the correct words to complete them.

#### Answers

1 don't 2 doesn't

Point out to sts that, as in the affirmative form, the *he/she* form is different: *I, we, you don't go/She **doesn't** go*. Point out that in the *he/she* form, the main verb does not have the *-s* ending in the negative form: *He **doesn't** go*, NOT *He ~~doesn't~~ goes*.

Ask questions to check concept.

**Concept check questions:** *I go to school from Monday to Friday - true? (yes). I go to school on Sunday - true? (no - I don't go to school on Sunday). I don't drink coffee. My brother ... (doesn't drink coffee).*

- 2** Elicit the first answer as an example. Sts then write the negative sentences in their notebooks. Check answers, then ask individual sts to read out a sentence that is true for them.

#### Answers

1 I don't have toast for breakfast.  
2 My best friend doesn't live near me.  
3 I don't travel to school by bus.  
4 My phone doesn't have a camera.  
5 My parents don't work at home.  
6 My teacher doesn't wear a T-shirt.

- 3** Use the picture to teach the word *violin*. Ask sts to read the text and write the correct verb forms in their notebooks. Weaker sts could work in pairs for this. Check answers with the class, referring back to the rules to explain the answers.

#### Answers

1 doesn't live	5 teach
2 lives	6 don't teach
3 doesn't like	7 doesn't use
4 doesn't go	8 doesn't have

## Present simple: questions and short answers

- 4** Read the examples in the grammar box, then write a question and short answer on the board, e.g. *Do you like school? Yes, I do*. Elicit the correct order of the parts of questions and short answers and write them above the examples on the board.

#### Answers

1 before 2 don't add

Point out to sts that we need to use *do/does* in questions: *Do you like school?* NOT *You like school?* and point out that in short answers we don't use the main verb: *Yes, I do*. NOT *Yes, I like*. Point out also that, as with the affirmative and negative forms, it is only the *he/she* forms that use the different forms *does/doesn't*.

Ask questions to check concept.

**Concept check questions:** *You study Maths? - correct? (no - Do you study Maths?). What's the answer? (Yes, I do. No, I don't).* *Do he study Maths? - correct? (no - does he study Maths?) What's the answer? (Yes, he does. No, he doesn't).*

- 5** Read out the task and the example, then ask sts to write the questions that they need to ask. Check these with the class and correct any errors. Sts then ask and answer the questions about Josh in pairs. Check answers.

#### Answers

1 Does a Spanish teacher go to his house? No, she doesn't.  
2 Does he use computers in his classes? Yes, he does.  
3 Does he meet his friends every day? Yes, he does.  
4 Does he have exams at the end of the year? Yes, he does.  
5 Does he wear a uniform? No, he doesn't.

- 6** Sts work in pairs to ask each other the questions in Exercise 5. Ask some sts to tell the class something about their partner, e.g. *Ana's mum doesn't teach her*.
- 7** Read out the task and elicit the question form for each idea in the box, e.g. *Do you do homework in the morning?* Sts then ask and answer the questions in pairs. Ask some sts to tell the class something about their partner.

### FAST FINISHER

Sts who finish early can practise the grammar further by writing some questions and answers for an interview with a classmate. Weaker sts could work in pairs and write some of the questions from Exercise 7.

- G Grammar practice:** WB p.44

Sts will find more practice of negative and question forms of the present simple here. Set these exercises for homework.

- LS Language summary:** Unit 5 SB p.122

# KEEP TALKING!

## After-school fun

### READING and LISTENING

I can understand information on notice boards.

1 Read about four different clubs. Which of the clubs are at school?



# After-school Clubs & Activities



## Meet and eat

Do you like food from different countries? We're a group of students from Year 8 and we love food and drink! On Friday afternoons, we meet and make food from around the world. We try Chinese food, Brazilian food ... even British food! Come to classroom C3 at 3.30 p.m. next Friday – it's free!



## MOVIE LOVERS

Do you like films? We go to the Phoenix cinema on Wednesday evenings and we watch new films. Cinema tickets are cheap (£5) because we buy group tickets. After the film, we go to *Harry's Café*. We have a snack and a drink and we talk about the film. Text Julia on 07700 900317 today and join our club!

## Study group

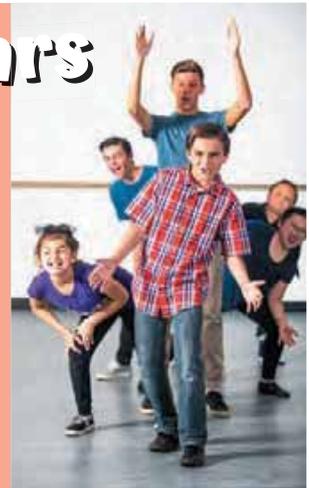
We're a study group and we want new people. We meet in classroom B12 at 4.00 p.m. on Tuesdays and Thursdays. We study and do our homework for two hours. We also ask questions when the work is difficult. It's easy when you're with other people! Call Daniel on 20180563 and see you soon!



## Stage Stars

Saturday 10.00–1.00 at The Littlefield Theatre

Professional singers and dancers teach children aged 10–15. Students have one hour of singing, one hour of dance and one hour of drama. Email Katherine at [katdance@stagestars.org](mailto:katdance@stagestars.org) for prices and more information.



2 Read the notices again. Which club(s) ...

- 1 doesn't cost any money?
- 2 is at the weekend?
- 3 has food and drink?
- 4 is a class with teachers?
- 5 is at two different places?
- 6 is on two different days?

3 Which club would you like to try? Are there after-school clubs like this at your school?

4 **5.9** Listen to a dialogue between Ruby and George. Which clubs do they talk about?

5 **5.9** Listen again and answer the questions.

- 1 Does George go to football practice at the weekend?
- 2 Does Ruby have some difficult Science homework?
- 3 Does George do his homework in the afternoon?
- 4 Does Ruby like Brazilian food?
- 5 Is George hungry in the afternoon?

## KEEP TALKING!

## After-school fun

## READING and LISTENING

Sts read some notices about after-school clubs and activities. They listen to two friends looking at the notices and talking about the activities. They then learn how to make and respond to suggestions. They read and hear a model dialogue and personalize the useful language by following the steps in the Speaking plan to practise making and responding to suggestions.

 **WARMER**

Ask: *What activities do you do when you aren't at school?* Elicit a few ideas and teach the vocabulary that sts need to answer, e.g. *watch TV, play computer games, play tennis*. Teach the word *club* and ask: *Are you in any clubs?* Elicit any clubs that sts are in, e.g. *football clubs, swimming clubs, drama clubs*.

- 1 Read out the question, then ask sts to read about the four different clubs and answer the question. Allow sts to compare their answers in pairs, then check with the class. Explain that *movie* is another word for *film*.

**Answers**

Meet and eat and Study group are both at school.

- 2 Sts could work in pairs to read the notices again and answer the questions. Check answers, eliciting the part of each notice which confirms the answer.

**Answers**

- 1 Meet and eat, Study group
- 2 Stage Stars
- 3 Meet and eat, Movie lovers
- 4 Stage Stars
- 5 Movie lovers
- 6 Study group

- 3 Read out the questions, then put sts into pairs to discuss them. Ask pairs in turn to tell the class their ideas. Elicit what clubs there are the sts' school. Ask: *What clubs would you like at your school?* Elicit their ideas.

- 4  5.9 Tell sts they will now hear a conversation between Ruby and George about the after-school clubs in the notices. Read out the question, then play the audio. See TG page 259 for audio script. Sts listen and note down the clubs they talk about. Check answers, playing the audio again if necessary and pausing to confirm answers.

**Answers**

They talk about Stage Stars, the Study group and Meet and eat.

- 5  5.9 Read out the questions and check that sts understand them all. Play the audio again for sts to listen and answer the questions. Allow sts to compare their answers in pairs, then check answers, playing the audio again and pausing to confirm answers.

**Answers**

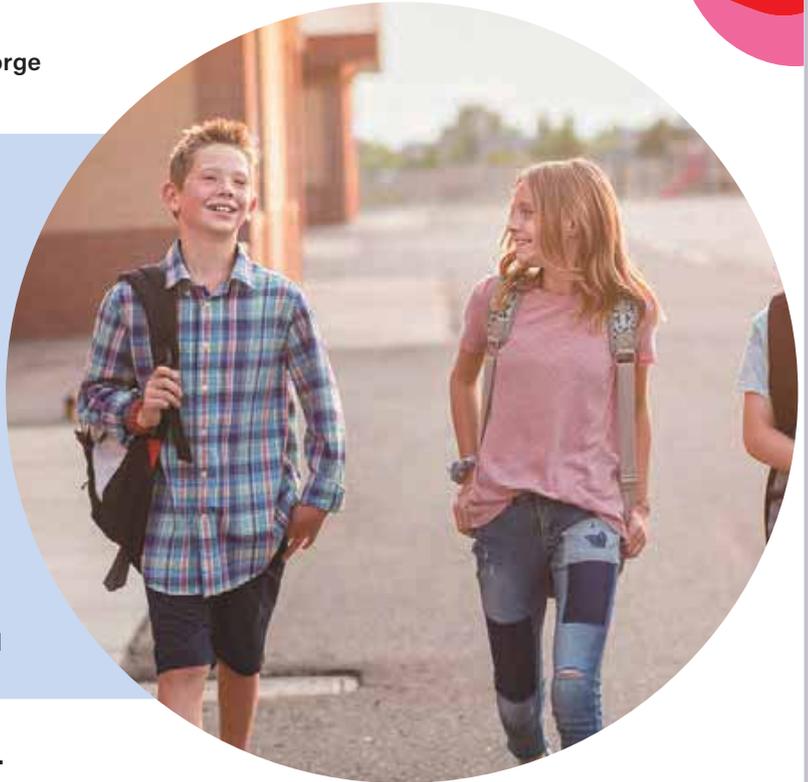
- 1 Yes.
- 2 No, she has difficult Maths homework.
- 3 No, he does it in the evening after dinner.
- 4 Yes.
- 5 Yes, he is.

## SPEAKING Suggestions

I can make and respond to suggestions.

### 1 5.10 Listen and read. What do Ruby and George decide to do?

- Ruby:** Hi, George. How are you?  
**George:** Oh, hi, Ruby. I'm fine, thanks. I don't have homework tonight!  
**Ruby:** Me neither. Would you like to do something together?  
**George:** That's a good idea.  
**Ruby:** Do you want to go to the shopping centre?  
**George:** I think it's too far.  
**Ruby:** Come on! You want a new T-shirt.  
**George:** Sorry, but I don't feel like it.  
**Ruby:** OK. What about that movie club? It's Wednesday today.  
**George:** Maybe. What film is it tonight?  
**Ruby:** The new *Spiderman* film.  
**George:** That sounds great! Let's text Julia and join the club.



### 2 5.11 Listen and repeat the Useful language.

#### Useful language

Suggesting	Responding
Would you like to ...?	That's a good/great idea!
Do you want to ...?	That sounds good/great!
What about ...?	I think it's too expensive/cold/late.
Let's ...	Sorry, but I don't feel like it.
Why don't we ...?	Maybe.

### 3 5.12 Copy and complete the dialogue with the words in the box. Listen and check.

good like maybe that think  
want what why

- Freya:** Hi, Max. How are things?  
**Max:** Not bad, thanks. How are you?  
**Freya:** Good, thanks. Do you <sup>1</sup> ... to meet after school tomorrow?  
**Max:** That's a <sup>2</sup> ... idea. <sup>3</sup> ... don't we go to the beach?  
**Freya:** I <sup>4</sup> ... it's too cold for the beach. Would you <sup>5</sup> ... to go to the cinema?  
**Max:** <sup>6</sup> ... Or <sup>7</sup> ... about the park near my house? There's a new basketball court.  
**Freya:** <sup>8</sup> ... sounds great! See you tomorrow.

### 4 Work in pairs. Make and respond to suggestions about the clubs on page 54. Follow the Speaking plan.

#### Speaking plan

##### Prepare

- > Choose three clubs to use in your dialogue.
- > Think of one good thing and one bad thing about each club.

##### Speak

- > Greet each other and suggest joining a club.
- > Use phrases from the **Useful language** box.
- > Agree on a club to go to together.

##### Reflect

- > How can you improve next time?
- > Swap roles and act out a new dialogue.

Now play *Keep moving!*

#### FAST FINISHER

Think of a club and write a notice.

Come to Science club. It's on Tuesday afternoon ...

## SPEAKING Suggestions

- 1**  **5.10** Focus on the photo and explain that it shows Ruby and George. Explain to sts that they will hear Ruby and George talking after school and deciding what to do. Read out the question: *What do Ruby and George decide to do?* With stronger classes, you could start by playing the dialogue with books closed and have sts listen for the answer. Then play the audio again for them to listen and read to confirm their ideas. With weaker classes, play the dialogue for sts to listen and read. Check answer.

### Answer

They decide to go to join the movie club.

- 2**  **5.11** Focus on the Useful language, then play the audio once for sts to listen to the phrases. Check that sts understand everything and elicit how to say the phrases in the students' own language. Then play the audio again, pausing for sts to repeat.
- 3**  **5.12** Sts copy the conversation into their notebooks and complete it with the correct words. Allow sts to compare their answers in pairs, then play the audio for them to listen and check. See TG page 260 for audio script. Sts could then practise the conversation in pairs.

### Answers

- |         |         |
|---------|---------|
| 1 want  | 5 like  |
| 2 good  | 6 Maybe |
| 3 Why   | 7 what  |
| 4 think | 8 That  |

- 4** Sts follow the steps in the Speaking plan to practise making and responding to suggestions.

## Speaking plan

### Prepare

Sts decide in pairs which three clubs they will use in their conversation, and think of one good thing and one bad thing about each. They then make notes for their conversation. Remind them to use the conversation in Exercise 1 as a model.

### Speak

Sts then work in pairs to practise their conversation, using phrases from the Useful language box. They can practise with and then without notes. Monitor and help as necessary. If your sts use smartphones in class, they could record and listen to their conversations.

### Reflect

Discuss as a class how sts could improve next time, for example, by using more phrases from the Useful language, or by trying to improve their pronunciation. Encourage them to be honest and open about the things they did well and the things they can do better. Ask them to use their recordings to help them think about how they could improve next time. Sts could then swap partners and have a new conversation.

## Keep moving!

This lesson features an optional language revision and consolidation game for use in digital classrooms. Players control different characters, each with their own personalities and special abilities.

## FAST FINISHER

Fast finishers can practise the language for notices further. They think of a club and write a notice about it. Weaker sts could work in pairs and complete the same task.

### **S** Speaking practice: WB p.45

Sts will find more practice for making and responding to suggestions here. Set these exercises for homework.

### **LS** Language summary: Unit 5 SB p.122

REAL

CULTURE!

## Away from home

I can compare summer activities in the USA with my country.

# SUMMER CAMPS IN THE USA



What do you do in the summer holidays? In the USA, 14 million young people go to summer camps. They stay there for 2–8 weeks and they make new friends, learn new things and have fun! Let's hear from Madison. She's at Camp Riverside in New Hampshire for the first time.

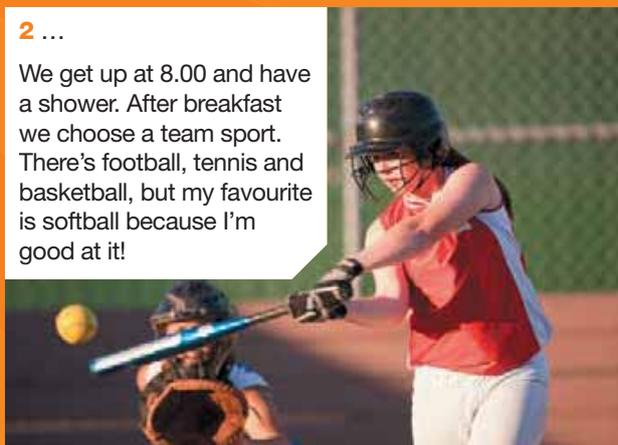
1 ...

There are a hundred children at camp right now. All the girls' cabins are together in one place and all the boys' cabins are in a different part of the camp. There are ten girls in my cabin. My bed is next to Alicia's bed – she's my new best friend!



2 ...

We get up at 8.00 and have a shower. After breakfast we choose a team sport. There's football, tennis and basketball, but my favourite is softball because I'm good at it!



3 ...

Yes, we eat together in the dining hall. After lunch, everyone is **tired** and we have a 'rest hour'. Some people sleep, but I talk with Alicia or hang out with friends and play cards or something like that.



4 ...

The afternoons because it's time for adventure sports! Everyone gets very **excited** because we try new activities, like horse riding, mountain biking or archery. My favourite is white-water rafting. I was scared at first, but now I love it!



5 ...

I was **sad** in the beginning because I missed my family, but now I'm very **happy** because I have a lot of new friends. At home I use social media a lot and call my friends every day. I don't do that here because smartphones aren't allowed. It isn't easy, but I'm never **bored** because there are a lot of fun activities.



6 ...

No, we don't. In the evenings, we sit by a fire and sing songs. It's great!



## Away from home

Sts learn about summer camps in the USA. They do a comprehension task, then study some adjectives for describing feelings. They compare how young people spend their summers in their own country with young people in the USA. They then study a map of a typical summer camp.

This lesson features an optional culture video about a day in the life of a music student in the UK: see SB page 57.

 **WARMER**

Ask: *What do you do in the summer holidays?* Elicit a few ideas from individual sts, and prompt them with more questions if necessary, e.g. *Do you get up early? Do you go to school? Do you study? Do you meet your friends?* Encourage as many sts as possible to join in and suggest activities they do in the summer holidays. Then ask: *Do you go to a summer camp?* Write the word summer camp on the board and elicit or explain the meaning. Ask who in the class has been to a summer camp.

**BACKGROUND INFORMATION**

Summer camps are an important part of summer life in the USA. Millions of young Americans of all ages go to summer camps every year. Traditional summer camps focus on outdoor activities such as sports and adventure activities. However, there are also specialized camps where young people can spend time on their favourite hobbies such as drama, music and science activities.

- 1  **5.13** Point out the photo of Madison at the top of page 56. Ask sts in pairs to look at the pictures and read the introduction and guess what Madison likes and doesn't like about summer camp. Elicit a few ideas, but don't confirm them at this stage. Play the audio for sts to read and listen and check their answers. Check answers, eliciting the part of the text which confirms each answer.

**Answers**

She likes: sports, especially softball, she likes hanging out with friends, she likes trying new activities such as white-water rafting. She likes sitting by the fire and singing songs.

She doesn't like: she was sad at first because she missed her friends.

- 2 Read out the six questions in Exercise 2 and check that students understand them. Read out the first sentence in paragraph 1, then ask: *Which question goes here?* (question a – How many people are there at Camp Riverside?) Ask sts to read the article again and match the questions with the paragraphs. Weaker sts could work in pairs for this. Check with the class.

**Answers**

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

- 3 **Word Power** Read out each highlighted adjective in its context in the article. Ask sts to use the context to help them to guess the meaning of the adjective in their own language. Model and drill pronunciation of the adjectives. Sts then choose the best options to make sentences that are true for them. Ask some sts to read some of their sentences to the class.

**21st Century skills**

- 4  **COMPARE CULTURES**

Read out the questions and check that sts understand them, then put them into pairs to discuss the questions. Encourage them to think of at least five things that young people do in the summer holidays in their country, and, for question 3, ask them to note down ways in which summer camps in their country are similar to and different from the one in the article. Monitor and help while they are working, then ask pairs in turn to tell the class their ideas.

1 **5.13** Look at the pictures and read the introduction. What do you think Madison likes and doesn't like about summer camp? Read and listen to the text and check.

2 Read the text again. Match the questions with paragraphs 1-6.

- How many people are there at Camp Riverside?
- Do you go to bed early?
- What's the most difficult thing about summer camp?
- What do you do in the morning?
- What's your favourite part of the day at summer camp?
- Do you have lunch with your friends?

3 **Word Power** Look at the **blue** adjectives in the text. Choose the best answers to make the sentences true for you.

- I feel tired ...  
*in the morning / at night / at school.*
- I feel happy ...  
*at school / at home / outside.*
- I feel bored ...  
*at the cinema / in English class / in Maths class.*
- I feel excited ...  
*before a party / when I watch sport / when I play games.*
- I feel sad ...  
*on Sunday evenings / when I'm alone / when I watch sad films.*

4 **COMPARE CULTURES** Work in pairs. Discuss the questions.

- What do young people do in the summer holidays in your country?
- Are there any summer camps?
- Are they similar to the summer camp in the text?
- When do young people spend time away from their families?

5 Look at the map of Camp Riverside. Match the words in the box with the parts of the map.

archery boys' cabins dining hall football  
girls' cabins health centre horse riding  
mountain biking shower block softball  
tennis white-water rafting

6 **5.14** Listen. Where are the people? Choose from the places on the map.

7 **GET CREATIVE** Work in pairs. Draw a map of a summer camp with all the activities you would like to try.

 Now watch the culture video.

**FAST FINISHER**

Write three or four sentences about you and Madison and the things you like and don't like.

*Madison's favourite sport is softball, but my favourite sport is football.*

*Madison likes white-water rafting, but I don't like it.*



# REAL CULTURE!

- 5** Focus on the map. Read through the list of words in the box with the class and elicit or teach the meanings. Sts could then work in pairs to match the words in the box with the parts of the map. Check answers with the class and ask: *Which activities would you like to do?*

### Answers

- |                   |                        |
|-------------------|------------------------|
| 1 mountain biking | 7 shower block         |
| 2 horse riding    | 8 tennis               |
| 3 girls' cabins   | 9 archery              |
| 4 dining hall     | 10 boys' cabins        |
| 5 health centre   | 11 softball            |
| 6 football        | 12 white-water rafting |

- 6**  **5.14** Tell sts they are going to listen to three conversations at the summer camp. Ask them to look at the map while they listen and decide where the people are in each conversation. Play the audio. See TG page 260 for audio script. Sts can check answers in pairs. Play the audio again and stop after each conversation to elicit the answer.

### Answers

- |                              |               |
|------------------------------|---------------|
| 1 boys' cabin                | 2 dining hall |
| 3 white-water rafting centre |               |

## 21st Century skills



### **7** GET CREATIVE

Put sts into pairs. Read out the task then, as a class, brainstorm some ideas for a summer camp. You could draw a rough map on the board and elicit ideas for what to add to it, using ideas from Exercise 5 and sts' own ideas, e.g. a pizza restaurant, a swimming pool, canoeing, etc. Sts then work in their pairs to design their own summer camp. Monitor and help while sts are working, then ask pairs in turn to show their map to the class and talk about the activities people can do at their summer camp. The class could vote for their favourite summer camp.

### Culture video

This lesson also features an optional culture video about a day in the life of Maddy, a music student in the UK. You can watch this in class if you have time and access to video, or you can ask sts to download it from the Richmond Learning Platform to watch at home. See *Maddy in the city* on TG pages 279 and 286.

### FAST FINISHER

Sts write sentences about themselves and Madison, saying things they like and don't like. Weaker sts could work in pairs and write sentences about things each of them likes and doesn't like.

# My typical day

## WRITING An article

**I can** write about a typical day in my country.

### 1 Read the introduction to the article. Work in pairs. Guess the answers to the questions.

- 1 Do British teenagers wear a school uniform?
- 2 What do British teenagers have for breakfast?
- 3 How do British teenagers go to school?
- 4 What time does school start in the UK?
- 5 What do British teenagers have for lunch?
- 6 What time does school finish in the UK?
- 7 What do British teenagers do in the evening?
- 8 What time do British teenagers go to bed?

### 2 Read the article and check your answers for Exercise 1.

## A DAY IN THE LIFE OF A TEENAGER

Every week a reader describes a typical day for teenagers in their country. This week it's Isla from the UK.

### ISLA, 13, UK

Most British teenagers wear a school uniform, so the first thing they do is get up and get dressed. Usually, they don't have a big breakfast – maybe just cereal or toast. Then they leave home. Some teenagers walk to school, but others go in the car or travel by bus because they live far from the school.

In the UK, most schools start at about 9.00 and finish at about 3.30. There's an hour break for lunch. Usually, there are hot meals in the cafeteria, but some students eat food from home – like sandwiches and fruit. When school finishes, some students go home, but others stay at school because they go to after-school clubs.

Most families have dinner at about 6.00. After dinner, British teenagers watch TV, play games, do homework or use their phones to call friends or go on social media. Usually, they go to bed at about 10.00 at night. But at the weekend, they go to bed late and get up late because there isn't school!



### 3 Read the Useful language box. How do you say these expressions in your language?

#### Useful language

##### Describing general habits

In the UK, most people/schools ...

Some students/schools ..., but others ...

Usually, ...

... at about 9.00/10.00.

### 4 Read the Look! box. Find examples of *because* in the article.

#### Look! *because*

We use *because* to explain the reason for something.  
*We leave home early because our house is far from school.*

*I get up late because I don't like mornings!*

### 5 Match sentences 1–6 with sentences a–f. Join the sentences with *because* and write them in your notebook.

- |                                      |                                      |
|--------------------------------------|--------------------------------------|
| 1 We don't have dinner with our mum. | a School starts at 9.00.             |
| 2 I don't like Maths.                | b There's a Drama club after school. |
| 3 I get home late on Tuesday.        | c I'm hungry.                        |
| 4 I go to bed early.                 | d It's boring.                       |
| 5 We leave home at 8.30.             | e I'm very tired.                    |
| 6 I make a snack in the afternoon.   | f She works in the evening.          |

### 6 Write an article about a teenager's typical day in your country. Follow the steps in the Writing plan.

#### Writing plan

##### Prepare

- › Think about a typical day in your country. How is it different to a day in the UK?
- › Answer the questions in Exercise 1 about teenagers in your country.

##### Write

- › Write your article.
- › Use the expressions from the **Useful language** box.
- › Use *because* to give reasons.

##### Reflect

- › Check your grammar: present simple.
- › Check your punctuation is correct.
- › Check your spelling.

# My typical day

## WRITING An article

Sts read an article about a day in the life of a typical teenager in the UK. They learn useful language for describing general habits and learn how to use *because* to explain reasons. They then follow the steps in the Writing plan to write their own article about a teenager's typical day in their country.

### Writing

An article

### Useful language

Describing general habits (*In the UK, most people/schools ... , Some students/schools ... , but others ... , Usually, ... , ... at about 9.00/10.00.*)

### Look!

and / or

### WARMER

Say: *I guess most people in this class play computer games.* Teach the meaning of *most* if necessary. Ask for a show of hands to see if you are right. Then write on the board the sentence beginning: *I think most people in this class ...* Put sts into pairs and ask them to complete the sentence with an idea that they guess is true for most people in the class. Ask pairs in turn to read out their sentence, then ask for a show of hands to see if their guess is correct.

- 1 Read out the title of the article and ask sts to read the introduction and look at the picture. Put them into pairs to guess the answers to the questions. Elicit their ideas, but don't confirm them.
- 2 Ask sts to read the article and check answers to the questions in Exercise 1. Check answers with the class and see if any pairs guessed all the answers correctly.

### Answers

- 1 Most British teenagers wear a school uniform.
- 2 They usually have cereal or toast.
- 3 Some walk, others go in the car or travel by bus.
- 4 Most schools start at 9.00 a.m. in the UK.
- 5 Some have hot meals, though some bring sandwiches and fruit from home.
- 6 School finishes at about 3.30.
- 7 watch TV, play games, do homework, use their phones
- 8 Students usually go to bed at about 10.00 at night.

- 3 Read the Useful language box with sts and ask sts to find examples of the phrases in the article. Discuss how to say these expressions in their first language.
- 4 Read the Look! box with sts. Make sure sts understand that *because* gives a reason, and answers the question *Why ...?* Ask sts to find examples of *because* in the article. Check answers by asking questions to elicit the

reasons given in the article, e.g. *Why do some students travel to school in the car or by bus?* (because they live far from the school). *Why do some students stay at school when school finishes?* (because they go to after-school clubs). *Why do they go to bed late at the weekend?* (because there's no school).

- 5 Read out the first sentence beginning and elicit the correct ending (f). Elicit the full sentence using *because*. Sts then match the sentences, join them with *because* and write them in their notebooks. Check answers and ask individual sts to read out each completed sentence.

### Answers

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

- 6 Sts write an article about a teenager's typical day in their country, following the steps in the Writing plan.

### Writing plan

#### Prepare

Sts could work in pairs to think about a typical day in their country and how it is different to a day in the UK. They then answer the questions in Exercise 1 about their country and make notes. Alternatively, brainstorm ideas with the class and discuss the answers to the questions in Exercise 1 with the class. Make notes on the board.

#### Write

Explain to sts that they should use the article in Exercise 2 as a model for their own article. Remind them to use expressions from the Useful language box, and remind them to use *because* correctly to give reasons. Encourage them also to use a range of common verbs in the present simple to talk about everyday routines.

#### Reflect

Ask sts to check their grammar, spelling and punctuation. Encourage them to focus especially on verbs in the present simple. They can then make any necessary changes. Explain that it is normal to make changes to a first draft of written work. Sts could then work in pairs to swap articles with a partner and give feedback on the use of the present simple and *because*. Remind sts to be positive and encouraging when they give feedback, and always find aspects to praise.

**W** Writing practice: WB p.46  
Sts will find more practice for writing here. Set these exercises for homework.

**W** Writing summary: WB p.88

**LS** Language summary: Unit 5 SB p.122

# Free time

# 6

**Vocabulary:** Free-time activities; Dates and seasons

**Grammar:** Adverbs and expressions of frequency; *Wh-* questions

**Speaking:** Asking for information

**Writing:** An email

## VOCABULARY Free-time activities

I can talk about my free time.

1 6.1 Complete the phrases with the verbs in the box. Use each verb twice. Listen, check and repeat.

go listen to play read visit watch

1 ... videogames

2 ... on holiday

3 ... music

4 ... shopping

5 ... the piano

6 ... TV

7 ... a book

8 ... an online video

9 ... friends

10 ... a magazine

11 ... a museum

12 ... podcasts

2 Copy and complete the questions with verbs from Exercise 1.

- 1 Do you ... the piano?
- 2 Do you ... TV with your family?
- 3 Do you ... books in bed?
- 4 Do you ... shopping with your friends?
- 5 Do you ... music in your bedroom?
- 6 Do you ... on holiday to different countries?
- 7 Do you ... videogames with your friends?
- 8 Do you ... interesting podcasts?
- 9 Do you ... museums with your family?
- 10 Do you ... online videos on your phone?

3 Work in pairs. Ask and answer the questions from Exercise 2.

4 Work in pairs. Can you think of more free-time activities with the verbs from Exercise 1?

*go to the park, listen to the radio ...*

5 Work in pairs. Which free-time activities do you do at the times in the box?

in the morning    in the afternoon  
in the evening    at the weekend

*In the morning, I listen to music.*

Now watch the vlog.

**FAST FINISHER**

Write sentences about your partner's free time.

*At the weekend, Nuria visits her family.*

**LS** Language summary: Unit 6 SB p.123

# Free time

# 6

**UNIT 6 OVERVIEW:** The topic for this unit is free time. Sts read an article about two young internet stars and listen to a radio programme about a festival. They learn vocabulary for free-time activities and dates and seasons, and read a poster for a festival for teenagers. They then read an article about music festivals in the UK. They also watch a vlog about a student's weekend and a culture video about a place people can use for their hobbies. Finally, they read an email from a pen friend and write their own email to a pen friend.

Vocabulary	Grammar	Pronunciation	Reading	Listening	Speaking	Writing
Free-time activities; Dates and seasons	Adverbs and expressions of frequency; <i>Wh</i> -questions	Question words	Reading for detail	Listening for specific details	Asking for information	An email

## VOCABULARY Free-time activities

Sts learn 12 phrases for free-time activities. They identify these by matching them to pictures, then personalise the vocabulary by asking and answering questions about their own free-time activities.

### Vocabulary

Free-time activities (*go on holiday, go shopping, listen to music, listen to podcasts, play an instrument, play videogames, read a book, read a magazine, visit a museum, visit friends, watch an online video, watch TV*)

### Vlog

Regal: *A weekend blog*

### WARMER

Write the phrase *free time* on the board and explain the meaning (time when you are not at school, not doing homework, etc.). Ask: *What do you do in your free time?* Elicit ideas from sts, e.g. play football, watch TV. Make notes on the board of their ideas.

- 1** **6.1** Sts could work in pairs to complete the phrases with the verbs in the box. Play the audio for sts to check their answers, then play the audio again, pausing for sts to repeat.

#### Answers

1 play	5 play	9 visit
2 go	6 watch	10 read
3 listen to	7 read	11 visit
4 go	8 watch	12 listen to

- 2** Ask sts to copy the questions into their notebooks and complete them with the correct verbs. Weaker sts could work in pairs for this. Check answers.

#### Answers

1 play	5 listen to	9 visit
2 watch	6 go	10 watch
3 read	7 play	
4 go	8 listen to	

- 3** Ask sts to read through the questions and prepare their answers. Demonstrate the task by asking one or two confident sts one of the questions. When they answer, encourage them to give more information, e.g. *1 Yes, I do. I play the piano at the weekend.* Sts then work in pairs to ask and answer the questions. Monitor while sts are working, then ask some sts to tell the class something about their partner.
- 4** As a class, brainstorm more free-time activities with the verbs in Exercise 1. You could write the verbs on the board and build up a list of activities under each one.

### Suggested answers

go: to the park, swimming, cycling; listen to: the radio; play: football, tennis; read: comics; visit: grandparents, theme parks; watch: films, movies

- 5** Read out the task and the example answer. Sts then work in pairs to discuss which free-time activities they do at the different times. Ask pairs in turn to tell the class about the activities they both do.

### Vlog

This lesson features a vlog in which a vlogger talks about their weekend. You can watch this in class if you have time and access to a computer or tablet or you can ask sts to download it from the Richmond Learning Platform to watch at home. See TG pages 271 and 284.

### FAST FINISHER

Sts who finish early can practise the vocabulary further by writing sentences about the free-time activities their partner does. Weaker sts can write some sentences about the free-time activities they do at different times.

- V** **Vocabulary practice: WB p.48**  
Sts will find more practice of free-time activities here. Set these exercises for homework.

- LS** **Language summary: Unit 6 SB p.123**

# I check YouTube fifty times a day!

## READING

I can read for detail.

### 1 Work in pairs. Ask and answer the questions.

- 1 Which videogames do you play?
- 2 Do you know any professional gamers?
- 3 What type of videos do you watch on YouTube?
- 4 Who is your favourite YouTube star?

### 2 6.2 Look at the pictures. Why are Lewis and Ellie famous? Read and listen to the webpage and check.



The screenshot shows a webpage with a purple header containing 'Home', 'Articles', and 'Contact'. The main title is 'Free-time fun for internet stars'. Below the title is a paragraph: 'There are two very popular free-time activities for teenagers: they watch online videos and they play videogames. But what about teenage YouTube stars and professional gamers? What do they do in their free time?'. There is a photo of a young man wearing headphones and playing a video game. Below the photo is the text: 'Lewis Huang, professional gamer'. The text describes his gaming habits and free time activities. At the bottom right of the screenshot, there is a 'More' button.

There are two very popular free-time activities for teenagers: they watch online videos and they play videogames. But what about teenage YouTube stars and professional gamers? What do they do in their free time?



### Lewis Huang, professional gamer

I play videogames every day because I'm an esports player. I get up early and practise in the morning, then my fans watch me play in competitions in the evening. Millions of people stream my games, so it's important that I play well.

In my free time, I go to the park or the beach because I never go outside in my job! I also go to the gym twice a week. I'm always in my chair at work, so it's important to do exercise. People think my life is easy, but it isn't! I'm always very tired in the evening. I download a film every week and watch it with my friends, but I usually fall asleep!

More

### 3 Read the webpage again. Are the sentences true (T) or false (F)?

- 1 Lewis watches other people play videogames.
- 2 Lewis goes to the gym in the evening.
- 3 Lewis thinks his life is difficult.
- 4 People in different countries watch Ellie's music videos.
- 5 Ellie watches TV in the evening.
- 6 Ellie doesn't read the comments about her music videos.

### 4 **Word Power** Look at the blue words in the webpage. Ask and answer the questions with a partner.

- 1 What are your favourite websites?
- 2 Do you stream music or do you download it?
- 3 Do you upload photos to social media websites?
- 4 Do you post comments about photos and videos?

### 5 **THINK CRITICALLY** Imagine there is no internet. How does your life change? Think about the ideas in the box.

free time friends and family  
school and homework shopping

*I don't chat with friends on social media. We meet and talk together.*

### Ellie White, YouTube star

I play the guitar and I use the YouTube website for my music. I upload a new video once a week and I have fans in lots of countries! People post comments under my videos. They sometimes write bad comments like, 'I don't like this song!' but most people are nice about my music.

I don't have much free time because I go to school and I make music. In the evening, I usually listen to music and I read books. I never watch TV because it's boring. Before I go to bed, I read the comments about my songs. I check YouTube fifty times a day!



# I check YouTube fifty times a day!

## READING

Sts read an article about two internet stars and practise reading for detail. They see examples of using adverbs and expressions of frequency in context, and discuss how their own life changes when there is no internet.

### Reading text

An article about two young internet stars, a professional gamer and a YouTube star

### Reading skill

Reading for detail

### WARMER

Ask: *What is YouTube?* Elicit a description: *It's a website where you can watch videos.* Ask: *What kinds of videos can you watch on YouTube?* Elicit ideas from individual sts. Allow them to suggest ideas in their own language if necessary, then teach the English words. Build up a list on the board, e.g. *music, fitness, hair and make-up, sports.* If sts don't mention *gaming*, introduce the word and ask sts if they ever watch gaming videos online.

- 1 Read out the questions and check that sts understand them. Put sts into pairs to discuss the questions. For feedback, read out each question in turn and elicit some possible answers.
- 2  6.2 Focus on the pictures and read out the question. Elicit a few possible answers but don't confirm them. Play the audio for sts to read and listen to the webpage to check the answer. Check the answer with the class and check that sts understand *professional*.

### Answers

Lewis is a professional gamer and Ellie is a YouTube star.

- 3 **Reading for detail** Read out the task and point out to sts that in order to decide if the sentences are true or false, they must read the webpage carefully, to check the details. Read out the first sentence and ask sts to read the first paragraph about Lewis again. Ask: *Does Lewis watch other people play videogames?* (no – other people watch him). Point out that the article uses the same words as the sentence, but the meaning and details are different. Ask sts to read the article again and decide if the sentences are true or false. Allow sts to compare their answers in pairs, then check with the class, eliciting evidence from the text to confirm answers.

### Answers

1 F 2 F 3 T 4 T 5 F 6 F

- 4 **Word Power** Sts could work in pairs to read the highlighted words in context and work out the meanings. Alternatively, read out each highlighted word in its context and ask questions to elicit the meaning, e.g. *If people stream his games, does it mean they watch them online?* (yes). Check that they understand all the words, then put them into pairs to ask and answer the questions. Discuss their answers as a class and encourage as many sts as possible to join in and talk about things that they do online.

## 21st Century skills



### 5 THINK CRITICALLY

Read out the task and the example answer. To help sts prepare their ideas, ask them to think about a typical day and note down all the different ways they use the internet, e.g. to check information, watch films, buy things, etc. Then put them into groups to discuss the questions. Ask groups in turn to tell the class their ideas.

### **R** Reading practice: WB p.33

Sts will find more practice for reading here. Set these exercises for homework.

## GRAMMAR Adverbs of frequency

**I can** use adverbs of frequency to say how often I do things.

**Now watch the grammar animation.**

- 1 Read the grammar box. Choose the correct answers to complete the rules.

100%	I'm <b>always</b> very tired in the evening.
	I <b>usually</b> fall asleep.
	They <b>sometimes</b> write bad comments.
0%	I <b>never</b> watch TV.

### Rules

Adverbs of frequency come <sup>1</sup> *before / after* the verb *be*.

Adverbs of frequency come <sup>2</sup> *before / after* other verbs.

- 2 Rewrite the sentences with the adverbs of frequency in the correct places.

- I play videogames before school. (never)
- I'm bored in my English lessons. (sometimes)
- I visit friends or family at the weekend. (usually)
- My bedroom is very tidy. (usually)
- I travel to school by bus. (always)
- My parents listen to music in the kitchen. (sometimes)
- My teacher is late for class. (never)
- I'm happy in the mornings. (always)

- 3 Change the adverbs of frequency in Exercise 2 so the sentences are true for you. Compare with a partner.

## Expressions of frequency

**I can** use expressions of frequency to talk about how often I do things.

- 4 Read the grammar box. Complete the rules with the correct words.

I play videogames **every day**.  
 I download a film **every week**.  
 I upload a new video **once a week**.  
 I also go to the gym **twice a week**.  
 I check YouTube **fifty times a day!**

### Rules

We say <sup>1</sup> ... *day/week/year*.

We say *once*, <sup>2</sup> ..., *three times a day/week/year*.

Expressions of frequency come at the <sup>3</sup> ... of the sentence.

- 5 Order the expressions of frequency in the box from 1 (most frequent) to 7 (least frequent).

every day    every month    every week  
 four times a week    once a year  
 twice a day    twice a month

1 *twice a day ...*

- 6 **6.3** Match the phrases with the best expressions of frequency. Listen and check.

- |                           |                     |
|---------------------------|---------------------|
| 1 I brush my teeth ...    | a every summer.     |
| 2 I have a shower ...     | b twice a day.      |
| 3 I go to the dentist ... | c once a month.     |
| 4 I go to the cinema ...  | d five times a day. |
| 5 I drink water ...       | e every day.        |
| 6 I go on holiday ...     | f twice a year.     |

*I brush my teeth twice a day.*

- 7 Work in pairs. Are the sentences in Exercise 6 true for you? If not, make them true.

- 8 Read the **Look!** box. Work in pairs. Ask and answer *How often do you ...?* for the activities in the box.

### Look! How often ...?

We use *How often ...?* to ask questions about frequency.

*How often do you go to the cinema?*

*I go to the cinema once a month.*

do homework    go shopping    listen to music  
 play videogames    read books    visit your cousins  
 visit museums    watch a film

*A: How often do you do homework?*

*B: I do homework every day.*

**FUN FACT**

Andy Park is from Wiltshire in the UK. People call Andy 'Mr Christmas' because it's always Christmas at his house. He celebrates Christmas 365 times a year!



### FAST FINISHER

Write sentences about how often you and your family do things.

*I meet my friends every weekend.*

*My brother never watches TV.*

## GRAMMAR Adverbs of frequency

### Grammar animation

This lesson features an optional animated presentation of the grammar in context called *I take photos every day!*, including the use of adverbs and expressions of frequency. You can watch this in class if you have time and access to a computer or tablet, or you can ask sts to download it from the Richmond Learning Platform to watch at home. See TG page 289 for animation script.

- 1 Read the examples in the grammar box with the class, and check that sts understand the adverbs of frequency. Ask sts to identify the verb in each example sentence, then read out the rules and elicit the correct answers to complete them.

#### Answers

1 after 2 before

Ask questions to check concept.

**Concept check questions:** *I always go to bed early – seven days a week? (yes). I usually go to bed early – how many days a week? (five or six). I sometimes go to bed early – how many days? (one or two.) I never go to bed early – how many days? (zero). I do always my homework – correct? (no – I always do ...).*

- 2 Sts write the sentences in their notebooks with the adverbs of frequency in the correct place. Allow sts to compare answers in pairs, then check with the class.

#### Answers

- 1 I never play videogames before school.
- 2 I'm sometimes bored in my English lessons.
- 3 I usually visit friends or family at the weekend.
- 4 My bedroom is usually very tidy.
- 5 I always travel to school by bus.
- 6 My parents sometimes listen to music in the kitchen.
- 7 My teacher is never late for class.
- 8 I'm always happy in the mornings.

- 3 Sts change the adverbs of frequency so the sentences are true for them. Elicit an example, e.g. *I sometimes play videogames before school*. Put sts into pairs to compare their answers. Ask some pairs to tell the class which of their sentences were similar.

## Expressions of frequency

- 4 Read the examples in the grammar box and check that sts understand them, then read out the rules and elicit the correct words to complete them.

#### Answers

1 every 2 twice 3 end

Ask questions to check concept.

**Concept check questions:** *I play football on Tuesdays and Fridays – is that once a week or twice a week? (twice). I always get up early – every day or once a week? (every day). I every week visit my grandparents – correct? (no – I visit my grandparents every week).*

- 5 Sts could work in pairs to order the expressions. Check answers, and check that sts understand all the expressions.

#### Answers

- |                     |                 |
|---------------------|-----------------|
| 2 every day         | 5 twice a month |
| 3 four times a week | 6 every month   |
| 4 every week        | 7 once a year   |

- 6 **6.3** Read through the sentence beginnings and check that sts understand them all. Explain the task and read out the example answer. Sts then do the matching task. Allow sts to compare their answers in pairs, then play the audio for them to listen and check.

#### Answers

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

- 7 Sts change the sentences in Exercise 6 so they are true for them. Ask some sts to read some of their sentences to the class.
- 8 Read the Look! box with the class, then read out the example question and answer. Put sts into pairs to ask and answer questions. Ask them to note down their partner's answers. Ask some sts to tell the class something about their partner.



Encourage sts to read this fun fact for pleasure. You could discuss good and bad things about celebrating Christmas every year. Sts might also be interested to know that Mr Park first started celebrating Christmas every day in 1993, and he sends himself a Christmas card every day, too!

### FAST FINISHER

Sts who finish early can practise the grammar further by writing sentences about how often they and other people do things. Weaker sts could work in pairs and write some sentences based on their answers in Exercise 8.

- G** **Grammar practice: WB p.50**  
Sts will find more practice of adverbs and expressions of frequency here. Set these exercises for homework.

- LS** **Language summary: Unit 6 SB p.123**

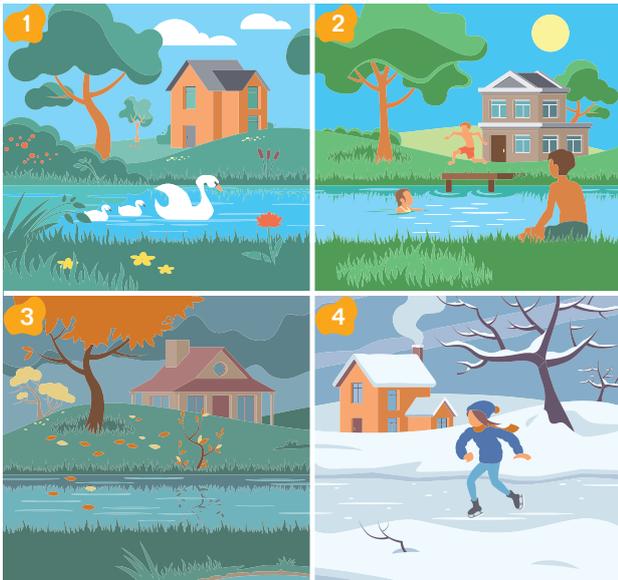
# Festival time

## VOCABULARY and LISTENING Months, dates and seasons

**I can** listen for specific details.

- 1 **6.4** Match the seasons with the pictures. Listen, check and repeat. Which is your favourite season?

autumn    spring    summer    winter



- 2 **6.5** Put the months in the correct order. Listen, check and repeat.

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

- 3 Match the months with the season for your country.

*Winter is December, January and February.*

- 4 **6.6** Match the numbers with the dates. Listen, check and repeat.

1st	eighth	11th	fourteenth
2nd	tenth	12th	thirty-first
3rd	first	13th	twentieth
4th	seventh	14th	fifteenth
5th	second	15th	thirtieth
6th	ninth	20th	twenty-second
7th	sixth	21st	eleventh
8th	fifth	22nd	twelfth
9th	third	30th	thirteenth
10th	fourth	31st	twenty-first

- 5 **6.7** Write the dates in words. Listen and check.

1



Christmas Day: the ... of ... (25/12)

2



Halloween: the ... of ... (31/10)

3



American Independence Day: the ... of ... (4/7)

4



Valentine's Day: the ... of ... (14/2)

- 6 Look at the pictures of four different festivals. Which countries and seasons do you think they show?



**Las Fallas**

**Harbin Ice and Snow Festival**



**Holi**

**Songkran**



- 7 **6.8** Listen to a radio programme. Which festival does Lian talk about? Why does she like it?

- 8 **6.8** Listen again. Copy and complete the fact file about the festival.

Name of festival: *Harbin Ice and Snow Festival*

Country: <sup>1</sup> ...

Month/Date: <sup>3</sup> ...

Season: <sup>2</sup> ...

Number of visitors: <sup>4</sup> ...

What?: *Ice sculptures*

- 9 **FIND OUT** Look for information about the Holi, Las Fallas and Songkran festivals. Complete fact files for these festivals.

- 10 Which festival from this lesson would you like to go to? Why?

# Festival time

## VOCABULARY and LISTENING

### Months, dates and seasons

Sts learn the seasons, the months of the year and dates. They listen to a radio programme about the Harbin snow and ice festival, and practise listening for specific details. They research and find out more about other festivals and discuss which festival they would like to go to.

#### Vocabulary

Months, dates and seasons (*January–December; spring, summer, autumn, winter; first, second, etc.*)

#### Listening text

A radio programme about the Harbin snow and ice festival

#### Listening skill

Understanding information in a podcast

### WARMER

Write some well-known dates on the board, but don't tell sts that they are dates, e.g. 25/12, 31/12, 31/10, 14/2. Point to the first date and say: *You don't go to school on this day. It's a special day.* Give clues until sts guess that the numbers are dates. Elicit why the dates are important (Christmas, New Year, Halloween, Valentine's Day).

- 1  **6.4** Teach the word *season*. Sts match the seasons with the pictures. Play the audio for sts to listen and check their answers, then play it again, pausing for sts to repeat.

#### Answers

1 spring 2 summer 3 autumn 4 winter

- 2  **6.5** Ask sts to write the months in their notebooks in the correct order. They could work in pairs for this. Play the audio for sts to listen and check their answers, then play the audio again, pausing for sts to repeat.

#### Answers

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

- 3 Put sts into pairs to match the months with the seasons for their country. Discuss the answers with the class.

- 4  **6.6** Put sts into pairs to match the numbers with the dates. Play the audio for them to listen and check, and confirm answers by writing the dates on the board in the correct order. See Answers for audio script. Play the audio again, pausing for sts to repeat.

#### Answers

first, second, third, fourth, fifth, sixth, seventh, eighth, ninth, tenth, eleventh, twelfth, thirteenth, fourteenth, fifteenth, twentieth, twenty-first, twenty-second, thirtieth, thirty-first

- 5  **6.7** Ask sts to write the dates. Play the audio for them to listen and check. See Answers for audio script. Ask: *Which of these dates do you celebrate?*

#### Answers

- Christmas Day: the twenty-fifth of December.
- Halloween: the thirty-first of October.
- American Independence Day: the fourth of July.
- Valentine's Day: the fourteenth of February.

- 6 Put sts into pairs to look at the pictures and guess which countries and seasons they show. Discuss the answers with the class.

#### Answers

Las fallas: Valencia, a festival held in the Spring  
Harbin Snow and Ice Festival: China, festival held in Winter  
Holi: India, a festival held in the Spring  
Songkran: Thailand, a festival held in the Spring

- 7  **6.8** Read out the question, then play the audio for sts to listen. See TG page 260 for audio script. Check the answer with the class.

#### Answer

She talks about the Harbin Ice and Snow Festival.

- 8  **6.8 Listening for specific details** Ask sts to copy the fact file into their notebooks. Play the audio for sts to complete the fact file. Check answers with the class, playing the audio again, pausing to confirm answers.

#### Answers

- |          |                     |
|----------|---------------------|
| 1 China  | 3 5 January         |
| 2 Winter | 4 18 million people |

## 21st Century skills

- 9  **FIND OUT**

Set this exercise for homework if you prefer. If you have time in class, you could brainstorm with the class what they know about the festivals already. Sts can then find further information by searching online. Elicit what they learn in the next class.

- 10 Put sts into groups to discuss which festival they would like to go to and why. Ask groups in turn to tell the class their ideas.

- V** **L** **Vocabulary and Listening practice: WB p.51**  
Sts will find more practice for listening, and practice of months, dates and seasons here. Set these exercises for homework.

- LS** **Language summary: Unit 6 SB p.123**

## GRAMMAR Wh- questions

I can ask Wh- questions.

Now watch the grammar animation.

- 1 Read the grammar box. Copy and complete the rules with the correct question words.

Question word	do/does	Subject	Infinitive
What	do	people	wear at the festival?
When	does	it	start?
Where	does	Lian	live?
Why	does	she	like the festival?
Who	does	she	go with?

### Rules

We use <sup>1</sup> ... to ask about people.

We use <sup>2</sup> ... to ask about things.

We use <sup>3</sup> ... to ask about places.

We use <sup>4</sup> ... to ask about times.

We use <sup>5</sup> ... to ask about reasons.

- 2 6.9 Match answers a–e with the questions in the grammar box. Listen and check.

- On 5th January.
- In Beijing in China.
- Because it's beautiful and exciting.
- Her grandparents.
- They wear big coats and hats.

### 3 PRONUNCIATION Question words

- 6.10 Listen to the question words in the box. Is Wh- pronounced the same way in all the words? Listen again, check and repeat.

What When Where Who Why

- 4 6.11 Read the next part of the programme. Complete the presenter's questions with the correct question words. Listen and check.

**Presenter:** <sup>1</sup> ... do you live, Alex?

**Alex:** I live in Valencia, in Spain. I want to talk about *Las Fallas*. It's a festival in my city.

**Presenter:** <sup>2</sup> ... do people do at *Las Fallas*?

**Alex:** They make big puppets and then they set fire to them!

**Presenter:** They set fire to them? Wow! <sup>3</sup> ... do you like the festival, Alex?

**Alex:** Because the city is very busy and noisy!

**Presenter:** It sounds fun! <sup>4</sup> ... do you go with?

**Alex:** I go with my friends.

**Presenter:** <sup>5</sup> ... does the festival start?

**Alex:** On 15th March.

- 5 Put the words in the correct order to make questions. Write the answers in your notebook.

- where / go at the weekend / you / do / ?
- do / who / call every day / you / ?
- meet your friends / do / you / when / ?
- you / what / watch on TV / do / ?
- why / like your favourite singer / do / you / ?

- 6 Work in pairs. Ask and answer the questions from Exercise 5.

**A:** *Where do you go at the weekend?*

**B:** *I usually go to a shopping centre.*

- 7 Choose a topic from the box. Write Wh- questions about this topic.

holidays free time a festival weekends

*Where do you go on holiday?*

*Who do you go with?*

*What do you do there?*

*Why do you like it?*

- 8 Work in pairs. Ask and answer your questions from Exercise 7.

**A:** *Where do you go on holiday?*

**B:** *I go to the south of Spain.*

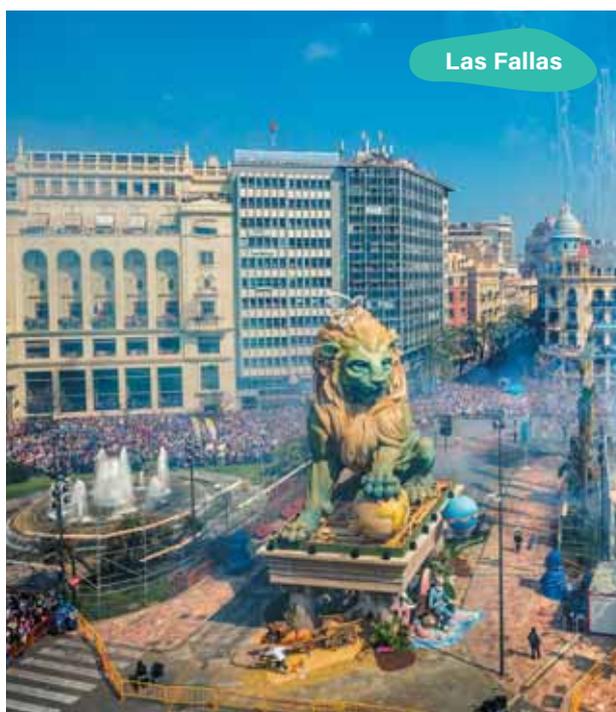
**A:** *Who do you go with?*

**B:** *I always go with ...*

### FAST FINISHER

Imagine there is a new student in your class. Write questions to find out about his/her life.

*Where do you live?*



GRAMMAR *Wh-* questions

## Grammar animation

This lesson features an optional animated presentation of the grammar in context called *Why do you want to be a programmer?*, including the form and use of *Wh-* questions. You can watch this in class if you have time and access to video, or you can ask sts to download it from the Richmond Learning Platform to watch at home. See TG page 289 for the animation script.

- 1 Read the examples in the grammar box and check that sts understand all the questions. Read out the rules and elicit the correct words to complete them.

## Answers

1 who 2 what 3 where 4 when  
5 why

Point out the word order in the questions, and remind sts that we use *do* for *I, you, we* and *they*, and we use *does* for *he/she*.

Ask questions to check concept.

**Concept check questions:** *I live in Madrid – what's the question: Where do you live or When do you live? (where). Who is your best friend or What is your best friend? (who – we use who to ask about people). I'm happy because it's Christmas – what's the question? (Why are you happy?).*

- 2 6.9 Sts could work in pairs to match the answers with the questions in the grammar box. Play the audio for them to listen and check. Check answers with the class, referring back to the rules if necessary to explain the answers.

## Answers

1 e 2 a 3 b 4 c 5 d

## PRONUNCIATION

- 3 6.10 Play the audio once for sts to listen to the pronunciation and answer the question. Check the answer, then play the audio again, pausing for sts to repeat. For extra practice, sts could practise saying the questions in the grammar box.

## Answer

No. *Who* is pronounced differently.

- 4 6.11 Ask sts to read the dialogue and write the missing question words in their notebooks. Allow sts to compare their answers in pairs, then play the audio for them to listen and check. See TG page 260 for audio script. Check answers with the class.

## Answers

1 Where 2 What 3 Why 4 Who  
5 When

- 5 Ask sts to write the questions in their notebooks. Check these, and check sts understand all the questions, then ask them to write their own answers.

## Answers

1 Where do you go at the weekend?  
2 Who do you call every day?  
3 When do you meet your friends?  
4 What do you watch on TV?  
5 Why do you like your favourite singer?

- 6 Sts work in pairs to ask and answer the questions in Exercise 5. Ask some sts to tell the class something about their partner, e.g. *Sam usually goes to the cinema at the weekend.*
- 7 Read out the task, then read through the ideas in the box with the class and elicit one or two questions sts could ask about each one. Sts then choose a topic and write some questions. Monitor and help while they are working. Weaker sts could work in pairs.
- 8 Put sts into pairs to ask and answer their questions. Ask sts to tell the class something they learned about their partner. For extra practice, sts could work with a different partner and ask and answer their questions again.

## FAST FINISHER

Sts who finish early can practise the grammar further by writing some questions for a new student, asking about their life. Weaker sts could work in pairs and choose a different topic from Exercise 7 to write some questions about.

- G **Grammar practice:** WB p.52  
Sts will find more practice of *Wh-* questions here. Set these exercises for homework.

- LS **Language summary:** Unit 6 SB p.123

KEEP  
TALKING!

## How much are the tickets?

### READING and LISTENING

I can understand a poster for an event.

- 1 Look at the poster for a festival called Tweenfest. What activities does it have? Which activity would you like to try most?

# THE LANSBURY TWEENFEST

SATURDAY 15TH APRIL

A ONE-DAY FESTIVAL FOR  
11-13 YEAR OLDS

#### Make a pizza

Learn to make a pizza and cover it with your favourite toppings. Drink a free lemonade while we cook your pizza!

#### Zorbing

Do you like adventure sports? Are you twelve or older? Come and try zorbing – it's fun, fast and safe.

#### Fancy-dress competition

The theme this year is... ANIMALS! We want to see you as dogs, cats, birds ... and there's a £20 prize for the best costume!

#### Ukulele class

Our teacher, Sam Carter, teaches you three easy tunes in just one hour! And he sells ukuleles at the end of the class.

#### Paintballing

Do you want to try paintballing? We have a game for beginners in Lansbury Park. This activity is very popular – call Gavin now on 04432 872319 to buy a ticket.

For more information, visit our website [www.lansburytweenfest.com](http://www.lansburytweenfest.com) or call our team on 0117 496235.



2 Read the poster again. Answer the questions.

- 1 When is the festival?
- 2 How much does the lemonade cost?
- 3 What is the minimum age for zorbing?
- 4 What does the person with the best fancy dress win?
- 5 Who is the teacher for the ukulele class?
- 6 Where is the paintballing game?

3 6.12 Listen to Jessica and Callum talk about the festival. Which activity do they want to try?

4 6.12 Listen again and answer the questions.

- 1 Does Callum know about Tweenfest?
- 2 What does he think about zorbing?
- 3 What musical instrument does Callum play?
- 4 Who does he visit on Saturday?
- 5 What time does he leave home?
- 6 What does Callum do to find out more information about the festival?

## KEEP TALKING!

## How much are the tickets?

## READING and LISTENING

Sts read a poster for a teenage festival in the UK and listen to two friends talking about the festival. They then learn how to ask for information. They read and hear a model dialogue and personalize the useful language by following the steps in the Speaking plan to practise asking for information.

 **WARMER**

Ask: *What festivals are there in your area? Do you sometimes go to them?* If some sts have experience of going to festivals, encourage them to tell the class about their experiences. Ask questions, and encourage other sts to ask questions, e.g. *Who do you go with? What activities do you do?* If no sts have experience of festivals, ask questions to encourage them to speculate, e.g. *What activities do you think people do there? What do you think people wear to go to a festival?*

- 1** Focus on the poster and teach the word *poster*. Explain that *Tweenfest* is a festival for teenagers. Read out the questions, then ask sts to read the poster and answer the questions. Discuss as a class what activities there are, and which ones sts would like to try.

**Answers**

make a pizza, zorbing, fancy dress competition, ukulele class, paintballing

- 2** Sts could work in pairs to read the poster again and answer the questions. Check answers, eliciting the part of the poster which confirms the answer.

**Answers**

1	Saturday, 15 April	4	£20
2	it's free	5	Sam Carter
3	12	6	Lansbury Park

- 3**  **6.12** Tell sts they will now hear a conversation between Jessica and Callum about the festival. Read out the question, then play the audio. See TG page 260 for audio script. Sts listen and note down the activity that the speakers want to try. Check the answer with the class, playing the audio again if necessary and pausing to confirm the answer.

**Answer**

ukulele class

- 4**  **6.12** Read out the questions and check that sts understand them all. Play the audio again for sts to listen and answer the questions. Allow sts to compare their answers in pairs, then check answers with the class, playing the audio again and pausing to confirm the answers.

**Answers**

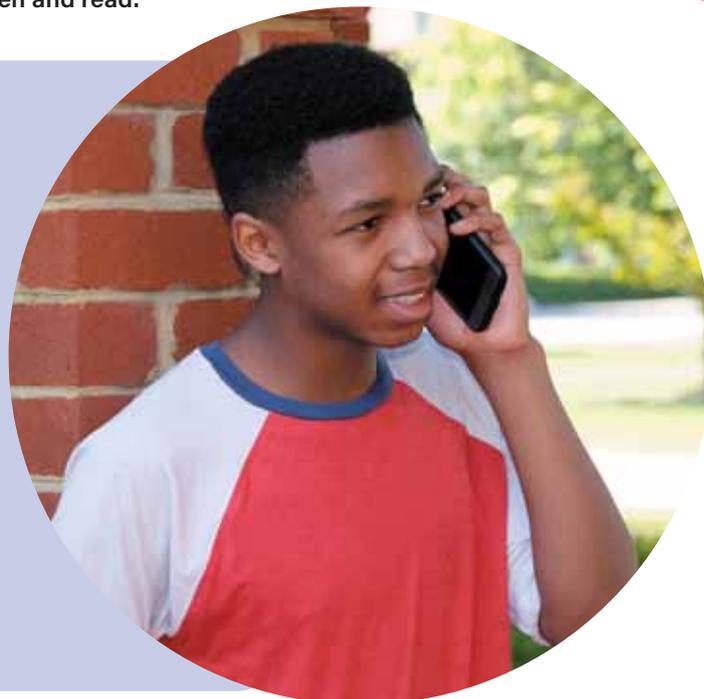
- No
- He thinks zorbing is dangerous.
- He plays the piano.
- He visits his grandma.
- At about 3 o'clock.
- He calls the number on the poster.

## SPEAKING Asking for information

I can ask for and give information.

- 1 **6.13** Callum calls the organizers of Tweenfest. Listen and read.  
Does the person answer all of Callum's questions?

**Organizer:** Hello, this is Tweenfest.  
**Callum:** Oh, hi. I'd like to ask some questions about the festival.  
**Organizer:** Yes. What would you like to know?  
**Callum:** First, what time does it start?  
**Organizer:** It starts at 10.00 in the morning.  
**Callum:** And how much are the tickets?  
**Organizer:** Tickets are £10.  
**Callum:** OK, and what time is the ukulele class?  
**Organizer:** The ukulele class starts at 11.30 and finishes at 12.30.  
**Callum:** Great. And one more thing. How much do the ukuleles cost?  
**Organizer:** I'm sorry, but I don't have that information.  
**Callum:** So, who can I contact about that?  
**Organizer:** You need to speak to Sam Carter. His email address is on our website.  
**Callum:** OK. Thanks very much.



- 2 **6.14** Listen and repeat the **Useful language**.

### Useful language

#### Asking for information

What time does it start/finish?  
 How much are the tickets?  
 How much do/does ... cost?  
 Who can I contact about ...?  
 Is there a ...? / Are there any ...?

#### Giving information

It starts at ... / It finishes at ...  
 Tickets are ...  
 Sorry, but I don't have that information.  
 You need to speak to/contact/email ...

- 3 **6.15** Put the dialogue in the correct order.  
Listen and check.

1 g

- It starts at 7.30.
- Great. How much does it cost to park for three hours?
- Yes, there is. It's next to the theatre.
- Hi. What time does the show start tonight?
- That's OK. Thanks for your help.
- Tickets are £10.00 or £20.00.
- Hello, this is the Beckett Theatre. How can I help you?
- That's cheap. Is there a car park near the theatre?
- OK ... and how much are the tickets?
- Sorry, but I don't have that information.

- 4 **GET CREATIVE** Work in pairs. Design a poster for a festival. Choose a name and include important information and fun events.

- 5 Work in pairs. Find out information about a festival. Follow the steps in the **Speaking plan**.

### Speaking plan

#### Prepare

- > Decide on your roles.
- > Use your poster from Exercise 4 or the poster on page 64.
- > Make notes for your dialogue.

#### Speak

- > Practise your dialogue.
- > Use phrases from the **Useful language** box.
- > Act out your dialogue without notes.

#### Reflect

- > How can you improve next time?
- > Swap roles and act out a new dialogue.

Now play *Keep moving!*

### FAST FINISHER

Think of an event in your country that you would like to go to. Write questions and answers about it.

**A:** How much are the tickets?

**B:** Tickets are 50 Euros.

## SPEAKING Asking for information

- 1 **6.13** Focus on the photo and elicit or explain that it shows Callum calling the number on the poster, to ask for information about *Tweenfest*. Explain to sts that they will hear Callum's conversation with the festival organizer. Read out the question: *Does the person answer all of Callum's questions?* With stronger classes, you could start by playing the dialogue with books closed and have sts listen for the answer. Then play the audio again for them to listen and read to confirm their ideas. With weaker classes, play the dialogue for sts to listen and read. Check the answer.

### Answer

No. Callum needs to call Sam Carter to find out the cost of the ukeleles.

- 2 **6.14** Focus on the Useful language, then play the audio once for sts to listen to the phrases. Check that sts understand everything and elicit how to say the phrases in the students' own language. Then play the audio again, pausing for sts to repeat.
- 3 **6.15** Sts write the dialogue in their notebooks in the correct order. Weaker sts could work in pairs for this. Allow sts to compare their answers in pairs, then play the audio for them to listen and check. See TG page 260 for audio script. Sts could then practise the dialogue in pairs.

### Answers

1 g    2 d    3 a    4 l    5 f    6 h  
7 c    8 b    9 j    10 e

## 21st Century skills



### 4 GET CREATIVE

Put sts into pairs. Read out the task then, as a class, brainstorm some ideas for a festival. Ask questions to prompt them, e.g. *Who is the festival for? When does it start? How many days is it? What activities are there?* Make notes on the board and encourage sts to use their imagination to think of fun activities. Sts then work in their pairs to design their own festival poster, using the ideas on the board and their own ideas. Monitor and help while sts are working, then ask pairs in turn to show their poster to the class and talk about the activities people can do there. The class could vote for their favourite festival.

- 5 Sts follow the steps in the Speaking plan to practise asking for information.

## Speaking plan

### Prepare

Explain to sts that one of them will ask for information and the other will be the festival organizer. Sts decide on their roles in pairs and make notes for their dialogue, using the information on their own poster, or the information on the poster on page 64.

### Speak

Sts then work in pairs to practise their dialogues, using phrases from the Useful language box. They can practise with and then without notes. Monitor and help as necessary. If your sts use smartphones in class, they could record and listen to their dialogues.

### Reflect

Discuss as a class how sts could improve next time, for example, by using more phrases from the Useful language, or by trying to improve their pronunciation. Encourage them to be honest and open about the things they did well and the things they can do better. Ask them to use their recordings to help them think about how they could improve next time. Sts could then swap partners and have a new dialogue.

### Keep moving!

This lesson features an optional language revision and consolidation game for use in digital classrooms. Players control different characters, each with their own personalities and special abilities.

### FAST FINISHER

Fast finishers can practise asking for information further. They think of an event in their country that they would like to go to, and write questions and answers about it. Weaker sts could work in pairs and just write some questions they would like to ask.

### **S** Speaking practice: WB p.53

Sts will find more practice for asking for information here. Set these exercises for homework.

### **L** Language summary: Unit 6 SB p.123

## UK music festivals

I can compare music festivals in the UK with events in my country.

## Festival Fun

Music festivals are very popular in the UK. Every summer, there are more than 500 outdoor festivals and millions of people go to them. And it's not just adults – many younger people go with their parents. Here are three of the best.



Freddie, 12



## Glastonbury Festival

**When?** Five days in June**Big or small?** Very big! 200,000 people, 2,000 bands**How much?** Aged 13 and over: £248; aged 12 and under: free

I go to Glastonbury with my family every summer. I love it because there's every type of music here from rock and dance music to jazz and classical. We always see some very famous bands. But there are some things I don't like. It's very noisy at night, and it's too big – it's like a busy city! And when it rains, it's awful!

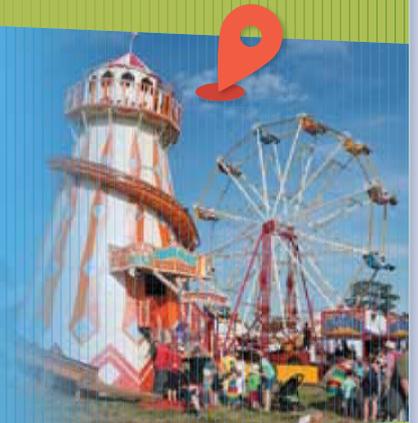
## Deer Shed Festival

**When?** Three days in July**Big or small?** Small: 10,000 people, 60 bands**How much?** Aged 11–15: £70; adult: £100

Deer Shed is my favourite festival. My family comes every year and we always meet my friends and their parents. It's a small, safe festival, so I can hang out with my friends and then meet my parents later. And it's not just music here – there's outdoor theatre, comedy shows and even a cinema. The music is OK, but they're mostly pop bands that my parents like. I would like to see my favourite bands!



Maya, 11



## Camp Bestival

**When?** Four days in July or August**Big or small?** Medium: 30,000 people, 100 bands**How much?** Aged 10–12: £110; aged 13–17: £135; adult: £200

My family goes on holiday to Dorset for two weeks every summer and we always go to Camp Bestival. It's in a big park with a beautiful castle, and it's fun because every year they have a theme. This year, the theme is 'movies' so people dress up as characters from films. It's famous for dance music, but there are other bands, too. The only problem is the campsite – it's far from the festival, so you have to walk a lot!



Joe, 13

## UK music festivals

Sts learn about music festivals in the UK. They do a comprehension task, then study words for types of music. They compare music festivals in their own country with festivals in the UK. They then read about some well-known singers.

This lesson features an optional culture video about a place people can use for their hobbies: see SB page 67.

 **WARMER**

Say: Imagine you are at a festival right now. Ask: *What can you see around you?* (lots of people, stages with bands and singers, food stalls, etc.) *What can you hear?* (music, people cheering, people talking, announcements, etc.) *What can you smell?* (food cooking). Ask more questions to prompt sts to think about the details, e.g. *What's the weather like?* *What clothes do people have on?* As a class, try to build up a picture of what it feels like to be at a festival.

**BACKGROUND INFORMATION**

Glastonbury is a huge five-day festival that takes place in the south west of England every summer. It first started in the 1970s and is one of the biggest and best-known festivals in the UK, featuring some big name bands and musicians on the main stage.

Camp Bestival in the south of England is a relatively new festival, with the first one taking place in 2008. It is known as a family festival and is popular especially with families with young children.

Deer Shed Festival is a small festival that takes place in the north of England every summer. It is especially popular with families.

- 1 Ask sts to read the introduction and look at the pictures. Check they understand *popular*. Then put them into pairs to discuss which festival they would like to go to and why. Ask some pairs to tell the class their ideas.
- 2  6.16 Read out the three descriptions and check that sts understand them. Then play the audio for sts to read and listen to the text. Sts could then work in pairs to do the matching task. Check answers, eliciting evidence from the text to support the answers.

**Answers**

- 1 Most beautiful place: Camp Bestival
- 2 Best for music: Glastonbury Festival
- 3 Best for activities: Deer Shed Festival

- 3 Ask sts to copy the table into their notebooks. They then read the article again and complete the table with notes. To check answers, draw the table on the board and elicit notes to add for each festival.

**Answers**

Freddie at Glastonbury

Likes: the music, seeing famous bands

Doesn't like: the noise at night, the size (it's too big), and the rain

Maya at Deer Park

Likes: meeting and hanging out with friends, the fact that it's a small safe festival, the activities (outdoor theatre, comedy shows, cinema)

Doesn't like: the music is okay, but mostly for parents.

Joe at Camp Bestival

Likes: the theme of the event, the music

Doesn't like: the campsite is far from the festival so there's a lot of walking

- 4 **Word Power** Sts could work in pairs to find five types of music in the article. Check answers, and check that sts understand the words. Then, as a class, brainstorm other types of music (see suggested answers). Ask some sts what their favourite type of music is. You could ask for a show of hands to see who in the class likes each type of music.

**Answers**

rock, dance, jazz, classical, pop

Suggested answers: rap, hip-hop, folk, heavy metal

1 Read the introduction to the text and look at the pictures of the festivals. Which festival would you like to go to? Why?

2 **6.16** Read and listen to the text. Match the descriptions to the festivals.

- 1 Most beautiful place
- 2 Best for music
- 3 Best for activities

3 Read the text again. Copy and complete the table with notes.

	Freddie at Glastonbury	Maya at Deer Shed	Joe at Camp Bestival
Likes			
Doesn't like			

4 **Word Power** Find five types of music in the text. What other types of music do you know? What is your favourite type of music?

rock ...

5 **COMPARE CULTURES** Discuss the questions in small groups.

- 1 Are music festivals popular in your country?
- 2 Which is the most famous?
- 3 Do you go to music festivals?
- 4 What other types of festivals are there in your country?

6 **Work in pairs. Look at the pictures of the musicians in the fact files. Answer the questions.**

- 1 What type of music do they make?
- 2 Do you know any of their songs?
- 3 Who is your favourite?

7 **6.17** Work in pairs. Guess the correct options to complete the fact files. Listen and check.



Now watch the culture video.

**FAST FINISHER**

Write sentences about the music and the musicians you like or don't like.

*I like rock music. My favourite band is Foo Fighters. I don't like classical music ...*

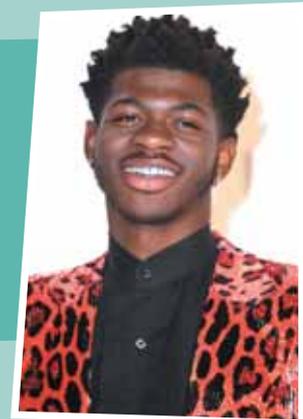


## ARIANA GRANDE

- She was born in <sup>1</sup> 1993 / 1998.
- Her favourite subject at school was <sup>2</sup> Music / Science.
- Her most famous song is called <sup>3</sup> 'Yes, please' / 'Thank U, Next'.
- She has <sup>4</sup> 27 / 72 million followers on Twitter.
- She has <sup>5</sup> two / six dogs.

## LIL NAS X

- He was born in <sup>6</sup> 1994 / 1999.
- He played the <sup>7</sup> trumpet / piano at school.
- His most famous song is called <sup>8</sup> 'New City Street' / 'Old Town Road'.
- The song was streamed <sup>9</sup> 143 / 14 million times in one week.
- He has two dogs. They're called <sup>10</sup> 1 and 2 / 7 and 9.



## BILLIE EILISH

- She was born in <sup>11</sup> 1999 / 2001.
- Both her parents are <sup>12</sup> actors / teachers.
- Her most famous song is called <sup>13</sup> 'Bad Guy' / 'Good Guy'.
- She has <sup>14</sup> 5 / 50 million followers on Instagram.
- She has a dog called <sup>15</sup> Pepper / Tomato.

# REAL CULTURE!

## 21st Century skills



### 5 COMPARE CULTURES

Read out the questions and check that sts understand them, then put them into groups to discuss the questions. As they discuss the questions, encourage them to make a list of the festivals in their country that they know, and make notes on what they know about them. Monitor and help while they are working, then ask groups in turn to tell the class what they know about festivals in their country. If some sts have been to festivals, encourage them to share their experiences with the class.

6 Put sts into pairs to look at the pictures and answer the questions. Discuss the answers with the class and encourage sts to share with the class what they know about the singers.

7  6.17 Sts work in their pairs to read the fact files and guess the correct options to complete them. Play the audio for sts to listen and check. See TG page 261 for audio script. Check answers with the class, then see which pairs guessed all the answers correctly.

#### Answers

1 1993	6 1999	11 2001
2 Science	7 trumpet	12 actors
3 <i>Thank U, Next.</i>	8 <i>Old Town Road</i>	13 <i>Bad guy</i>
4 72	9 143	14 50
5 six	10 7 and 9	15 Pepper

### Culture video

This lesson features an optional culture video about a place people can use for their hobbies. You can watch this in class if you have time and access to video, or you can ask sts to download it from the Richmond Learning Platform to watch at home. See *Estate of the Arts* on TG pages 280 and 286.

### FAST FINISHER

Sts write sentences about the music and musicians they like and don't like. For weaker sts, write some sentence beginnings on the board for them to complete with types of music or singers: *I like ...*, *I don't like ...*, *My favourite singer is ...*, *My favourite band is ...*

# Pen friends

## WRITING An email

**I can** write an email.

### 1 Look at the website. Answer the questions.

- 1 What kind of website is it?
- 2 Would you like a pen friend?
- 3 Which person would you choose for a pen friend? Why?

### 2 Read an email from Charlotte. Who is the email to? Why do you think she wrote to this person?

### 3 Read Charlotte's email again. Answer the questions.

- 1 Where does Charlotte live?
- 2 How often does she play videogames?
- 3 What is her favourite game?
- 4 What type of music does she like?
- 5 What musical instruments does she play?
- 6 What does she do at the weekend?

**W Writing summary:** WB p.89

**R Review:** Units 4-6 SB pp.102-103

**P Project:** Units 4-6 SB pp.108-109

### 4 Look at the Useful language. How do you say these expressions in your language?

#### Useful language

##### Writing an email

Hi ... / Dear ...  
 How are you? / I hope you're well.  
 I want to tell you about ...  
 Write soon!  
 Bye / Take care

### 5 Read the Look! box. Find examples of *too* and *also* in Charlotte's email.

#### Look! *too/also*

We use *too* or *also* to add information.  
*I like pop music, but I like rock, too.*  
*I like pop music, but I also like rock.*

### 6 Copy and complete the sentences with the words in brackets.

- 1 My sister watches TV and she watches online videos. (also)
- 2 We're brothers and we're best friends. (also)
- 3 My parents listen to a lot of podcasts, but they listen to music. (too)
- 4 I visit my friends at the weekend and I visit museums. (too)

### 7 Write an email to a pen friend from the website. Follow the steps in the Writing plan.

#### Writing plan

##### Prepare

- › Choose which person you want to write to.
- › Make notes about what you do in your free time.
- › Think of questions you want to ask the person.

##### Write

- › Write your email.
- › Use the expressions from the **Useful language** box.
- › Use *too* and *also* to add extra information.

##### Check

- › Check your grammar: adverbs and expressions of frequency; *Wh-* questions.
- › Check *too* and *also*.
- › Check your spelling and punctuation.

**L Literature:** Units 4-6 SB pp.114-115

**LS Language summary:** Unit 6 SB p.123

# Pen friends

## WRITING An email

Sts read an email to a teenager from a pen friend. They learn useful language for writing an email and learn how to use *too* and *also* to add information. They then follow the steps in the Writing plan to write an email to a pen friend.

### Writing

An email

### Useful language

Writing an email (*Hi ... / Dear ... , How are you? / I hope you're well. I want to tell you about ... , Write soon! Bye / Take care*)

### Look!

*too/also*

### WARMER

Ask: *How often do you get emails? Who sends you emails?* Elicit answers from individual sts, then ask: *How often do you write emails? Who do you write to?* Elicit answers from individual sts.

- 1 Sts could work in pairs to look at the website and answer the questions. Check answers. Discuss why it can be a good thing to have a pen friend.

### Answers

- 1 It's a website for pen friends, for connecting with people around the world.

- 2 Ask sts to read the email and answer the questions. Discuss the answers with the class.

### Answers

The email is to Pedro. Charlotte is writing to Pedro to see whether he would like to be her pen friend.

- 3 Sts read the email again and answer the questions. Allow sts to compare their answers in pairs, then check with the class.

### Answers

- 1 Bournemouth, UK
- 2 every evening
- 3 Fortnite
- 4 dance music and K-pop
- 5 guitar and violin
- 6 meets friends, goes shopping or to the beach

- 4 Read the Useful language box with sts and ask sts to find examples of the expressions in the email. Discuss how to say these expressions in their first language.

- 5 Read the Look! box with sts. Point out the different position of *too* and *also* in a sentence. Ask sts to find examples of *too* and *also* in the email. Check these with the class.

- 6 Read out the first sentence and elicit the full sentence, including *also*. Sts then write the sentences in their notebooks. Check answers.

### Answers

- 1 My sister watches TV and she also watches online videos.
- 2 We're brothers and we're also best friends.
- 3 My parents listen to a lot of podcasts, but they listen to music, too.
- 4 I visit my friends at the weekend and I visit museums, too.

- 7 Sts write an email to a pen friend in the website in Exercise 1, following the steps in the Writing plan.

### Writing plan

#### Prepare

Sts choose which person they want to write to, then make notes about what they do in their free time. They also think of questions they want to ask the person. They could work in pairs for this, and help each other to prepare their notes.

#### Write

Explain to sts that they should use the email in Exercise 2 as a model for their email. Remind them to use expressions from the Useful language box, and to use *also* and *too* correctly to add information. Encourage them also to use a range of phrases for free-time activities, and to use adverbs and expressions of frequency and *Wh-* questions.

#### Reflect

Ask sts to check their grammar, spelling and punctuation. Encourage them to focus especially on adverbs and expressions of frequency and *Wh-* questions. They can then make any necessary changes. Sts could then work in pairs to swap emails with a partner and give feedback on the use of adverbs and expressions of frequency, *Wh-* questions and *too* and *also*. Remind sts to be positive and encouraging when they give feedback.

### W Writing practice: WB p.54

Sts will find more practice for writing here. Set these exercises for homework.

### W Writing summary: WB p.89

### R Review: Units 4–6 SB pp. 102–103

### P Project: Units 4–6 SB pp.108–109

### L Literature: Units 4–6 SB pp. 114–115

### LS Language summary: Unit 6 SB p.123

# Skills and sport

# 7

**Vocabulary:** Abilities; Sports

**Grammar:** can and can't; like/love/hate; Object pronouns

**Speaking:** Shopping for sports clothes

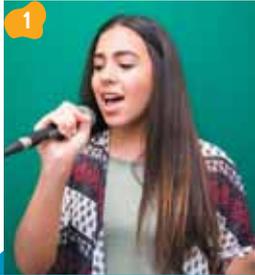
**Writing:** An application

## VOCABULARY Abilities

I can talk about my abilities.

1 7.1 Match the abilities in the box with the pictures. Listen, check and repeat.

cook dance draw drive play the drums ride a bike  
ride a horse sing speak French swim



### talented teens

Young people today have lots of skills



2 7.2 Listen to the sounds and write the abilities in your notebook.

3 Complete the questions with the correct verbs.

- 1 Do you ... songs in the shower?
- 2 Do you ... pictures in English class?
- 3 Do you ... the drums?
- 4 Do you ... French?
- 5 Do you ... dinner for your family?
- 6 Do you ... when you listen to music?
- 7 Do you ... a bike to school?
- 8 Do you ... in the sea?

4 Work in pairs. Ask and answer the questions in Exercise 3. If your partner says 'yes', find out how often he/she does it.

A: Do you sing songs in the shower?

B: Yes, I do.

A: How often do you do it?

B: I sing pop songs every morning!

5 Tell the class about your partner.

Eva sings pop songs in the shower every morning ...

David speaks French ...

Now watch the vlog.

### FAST FINISHER

Write sentences about people in your family and the abilities they have.

My mum speaks French and Italian. My little brother plays the drums.

# Free time

# 7

**UNIT 7 OVERVIEW:** This unit focuses on skills and sport. Sts read an article about two teenagers with talents and listen to five teenagers talking about sport. They learn vocabulary for abilities and sports, and read part of the website of an online sports shop. They then read an article about the scouts in the UK. They also watch a vlog about an unusual job and a culture video about someone's goals for the year ahead. Finally, they read an online application to work at a summer camp and write their own application to work there.

Vocabulary	Grammar	Pronunciation	Reading	Listening	Speaking	Writing
Abilities; Sports	<i>can</i> and <i>can't</i> ; <i>like/love/hate</i> ; Object pronouns	<i>can</i> and <i>can't</i>	Guessing the meaning of new words	Listening for people's opinions	Shopping for sports clothes	An application

## VOCABULARY Abilities

Sts learn ten words and phrases for abilities. They identify these by matching them to pictures, then confirm understanding and personalise the vocabulary by completing questions about abilities, then asking and answering them.

### Vocabulary

Abilities (*cook, dance, draw, drive, play the drums, ride a bike, ride a horse, speak French, swim, sing*)

### Vlog

Ruaridh: *A day in the life of a surf coach*

### WARMER

Write the word abilities on the board and elicit or teach the meaning. Ask: *What are your abilities?* Tell sts some of your abilities, e.g. *I play tennis and I speak English.* Ask: *What are your abilities?* Elicit ideas from sts. Allow them to give their answers in their own language if necessary, and translate into English for them.

- 1 **7.1** Sts could work in pairs to match the abilities in the box with the pictures. Alternatively, call out the number of each picture in turn and encourage sts to guess the correct word or phrase to match it. Play the audio for sts to check their answers, then play the audio again, pausing for sts to repeat. See Answers for audio script.

### Answers

1 sing	6 ride a horse
2 cook	7 drive
3 swim	8 speak French
4 dance	9 ride a bike
5 draw	10 play the drums

- 2 **7.2** Explain to sts that they will hear some sounds, and they need to match each one with one of the abilities in Exercise 1. Play the audio, pausing after each sound. See TG page 261 for audio script. Check answers, playing the audio again and pausing to elicit the correct word or phrase for each one.

### Answers

1 cook	6 ride a horse
2 ride a bike	7 draw
3 swim	8 drive
4 play the drums	9 speak French
5 sing	10 dance

- 3 Ask sts to copy the questions into their notebooks and complete them with the correct words. Check answers.

### Answers

1 sing	2 draw	3 play	4 speak
5 cook	6 dance	7 ride	8 swim

- 4 Read out the task, then invite two sts to read out the example questions and answers. Check that sts understand *How often ...?* Sts then work in pairs to ask and answer the questions.
- 5 Ask some sts to tell the class something about their partner. Remind them to use the correct verb ending with the *he/she* form of the verb: *cooks, sings, draws*, etc.

### Vlog

This lesson features a vlog in which a vlogger talks about a day in the life of a surf coach. You can watch this in class if you have time and access to a computer or tablet or you can ask sts to download it from the Richmond Learning Platform to watch at home. See TG pages 271 and 285.

### FAST FINISHER

Sts who finish early can practise the vocabulary further by writing sentences about people in their family and the abilities they have. Weaker sts can write some sentences about their own abilities.

- V** **Vocabulary practice:** WB p.58  
Sts will find more practice of abilities here. Set these exercises for homework.

- LS** **Language summary:** Unit 7 SB p.124

# Amazing abilities

## READING

I can guess the meaning of new words.

### Tweens with talents



What **talents** do you have? Are you a good singer or a good dancer? Can you cook? Can you speak French? Are you a fast swimmer or a good football player? Young people today can do amazing things!



Kareem Waris Olamilekan is an **artist** and he draws beautiful pictures. He sees something and he can draw it perfectly! But there are some things he can't do ... for example, he can't drive. And he can't stay at home and draw pictures all day. Why? Because he goes to school – Kareem is only eleven! Kareem lives in Lagos, Nigeria with his family. We can't see his pictures in museums but they are on Instagram. And he's very **popular** online – he has 154,000 followers!

Can you ride a bike? Can you ride a horse? Najiah Knight is a thirteen-year-old American girl and she can ride ... a bull! In the sport of bull-riding, riders try to stay on the bull for eight seconds. Sometimes they can do it, but sometimes they can't. When bull-riders **fall** on the floor, they run ... fast! Najiah can't ride the very big bulls because she's too young, but she rides small bulls and these bulls can **hurt** people, too. Najiah isn't **scared**, she wants to be the best bull-rider in the world!

**1** **7.3** Read and listen to the article. What is special about Kareem and Najiah?

**2** Read the article again. Copy and complete the sentences.

- 1 Kareem is ... years old.
- 2 He's from ... .
- 3 People see Kareem's pictures ... .
- 4 Najiah is ... years old.
- 5 She's from ... .
- 6 She doesn't ride ... bulls because she's young.

**3** Look at the words in **bold** in the article. Answer the questions to help you understand them.

- 1 Are the words nouns, verbs or adjectives?
- 2 Are there similar words in your language?

**4 Word Power** Find words for the people who do the verbs in the box. Do you know any other words for people ending in **-er**?

dance play ride sing swim

**5 FIND OUT** Bobby Fischer was a chess player. He won a famous game in 1956. It was called 'The Game of the Century'. How old was Fischer in 1956?



We all know Justin Bieber can sing, dance and play instruments. But he has other talents, too. He can speak two languages (English and French) and he can solve a Rubik's Cube in under two minutes!

# Amazing abilities

## READING

Sts read an article about two teenagers with amazing abilities and practise guessing the meaning of new words. They see examples in context of *can* and *can't* to talk about abilities.

### Reading text

An article about two teenagers with amazing abilities

### Reading skill

Guessing the meaning of new words

### WARMER

With books closed, put sts into groups. Tell them that in the last lesson, they learned 10 new words and phrases for abilities. Give them two minutes to remember as many as they can. Ask individual sts in turn to come and write one of the abilities on the board. Continue until all the words and expressions are on the board. If sts have missed some, give a clue to help them remember. Check that sts understand all the abilities.

- 1**  **7.3** Read out the title of the article. Explain the meaning of *tweens* (young people aged between about 8 and 12, who are not quite teenagers). Use the picture to teach the word *bull*. Play the audio for sts to read and listen to the article. Elicit the answer to the question.

### Answer

Kareem is very good at drawing and Najiah is a bull-rider.

- 2** Sts copy the sentences into their notebooks and complete them with the correct words. Allow sts to compare their answers in pairs, then check with the class. Elicit the part of the article which confirms each answer.

### Answers

- |                  |                     |
|------------------|---------------------|
| 1 eleven / 11    | 4 thirteen / 13     |
| 2 Lagos, Nigeria | 5 America / the USA |
| 3 on Instagram   | 6 big / very big    |

- 3** **Guessing the meaning of new words** Read out the task and point out to sts that when they read a text in English, there will always be new words that they don't know. Explain that they can use the context to guess the meaning of new words. Sts could work in pairs to look at the words in bold and answer the questions. Discuss the answers as a class and ask sts to guess the meanings.

### Answers

- |                       |                      |
|-----------------------|----------------------|
| 1 talents – noun      | 4 fall – verb        |
| 2 artist – noun       | 5 hurt – verb        |
| 3 popular – adjective | 6 scared – adjective |

- 4** **Word Power** Read out the first word in the box and ask sts to find a word in the article for someone who dances. Sts could then work in pairs to find the remaining words. Check answers, and elicit other words that sts know which end in -er, e.g. teacher.

### Answers

dance – dancer, play – player, ride – rider, sing – singer, swim – swimmer

## 21st Century skills



- 5**  **FIND OUT**

Set this exercise for homework if you prefer. If you have time in class, you could brainstorm with the class what sts know about Bobby Fischer, and find out who in the class plays chess. Sts can then find the information by searching online. Elicit what they learn in the next class. The answer is that he was 13 years old. He won against an adult, Donald Byrne, who was a respected chess champion.



Encourage sts to read this fun fact for pleasure. You could ask if sts know any other celebrities who have unusual talents. Sts might also be interested to know that if they search online, they can watch a video of Justin Bieber solving a Rubik's Cube in under two minutes. They can also watch videos of other people solving the puzzle in record-breaking times, including under five seconds!

- R** **Reading practice: WB p.59**

Sts will find more practice for reading here. Set these exercises for homework.

## GRAMMAR *can*: affirmative and negative

**I can** use *can* to talk about ability.

Now watch the grammar animation.

**1** Read the grammar box. Choose the correct answers to complete the rules.

<b>Affirmative</b>	I/You/He/She/It <b>can</b> speak four languages. We/You/They <b>can</b> drive a car.
<b>Negative</b>	I/You/He/She/It <b>can't</b> sing. We/You/They <b>can't</b> speak Spanish.

### Rules

The verb *can* <sup>1</sup> changes / doesn't change when the subject is *he, she* or *it*.

After *can*, we use a verb <sup>2</sup> with *to* / without *to*.

**2** Copy and complete the sentences with *can* or *can't*.

- I ... play the drums. (✓)
- My mum ... swim. (X)
- I ... draw animals. (✓)
- My dad ... drive. (X)
- I ... speak Spanish. (✓)
- My best friend ... sing! (X)

**3** Rewrite the sentences from Exercise 2 so they are true for you.

*I can't play the drums.*

## *can*: questions and short answers

**I can** use questions with *can* to ask about abilities.

**4** Read the grammar box. Choose the correct answers to complete the rules.

Questions	Short answers
<b>Can</b> you drive?	Yes, I <b>can</b> . / No, I <b>can't</b> .
<b>Can</b> they speak French?	Yes, they <b>can</b> . / No, they <b>can't</b> .

### Rules

In questions, *can* comes <sup>1</sup> before / after the subject.

In short answers we use <sup>2</sup> *do* or *don't* / *can* or *can't*.

**5 PRONUNCIATION** *can* and *can't*

**7.4** Listen to the pronunciation of *can* and *can't*. Listen again and repeat.

/kən/	/kæn/	/kɑ:nt/
<b>Can</b> you drive?	Yes, I <b>can</b> .	No, I <b>can't</b> .
I <b>can</b> speak French.		My mum <b>can't</b> swim.

**6** Put the words in the correct order to make questions.

- Kareem / can / drive / ?
- ride / a bull / Najiah / can / ?
- dad / can / drive / your / ?
- mum / ride / your / a horse / can / ?
- play / you / can / the guitar / ?
- cook / you / can / ?

**7** Work in pairs. Ask and answer the questions in Exercise 6.

**8** Copy the table in your notebook. Find people in your class with the abilities. Ask questions to find extra information.

Ability	Name and extra information
<b>1</b> Can you play an instrument? Which instrument can you play?	
<b>2</b> Can you sing a song in English? Which song is it?	
<b>3</b> Can you cook a meal? What do you usually cook?	
<b>4</b> Can you swim? How far can you swim?	
<b>5</b> Can you ride a horse? How often do you do it?	
<b>6</b> Can you say 'hello' in five languages? How do you say the words?	

**9** Work in pairs. Use your tables to talk about your classmates.

*Enrique can swim for 1 km.*

## FAST FINISHER

Write sentences about famous people's abilities. Use *can* and *can't*.

*Usain Bolt can run 100m in 9.58 seconds.*

## GRAMMAR *can*: affirmative and negative

### Grammar animation

This lesson features an optional animated presentation of the grammar in context called *Can it run?*, including the form and use of *can* and *can't*. You can watch this in class if you have time and access to a computer or tablet, or you can ask sts to download it from the Richmond Learning Platform to watch at home. See TG page 289 for animation script.

- 1 Read the examples in the grammar box with the class, and check that sts understand *can* and *can't*. Read out the rules and elicit the correct answers to complete them.

#### Answers

1 doesn't change    2 without to

Ask questions to check concept.

**Concept check questions:** *I can sing and dance – are they my abilities? (yes). Anna cans cook – correct? (no – Anna can cook) Sam can't to speak English – correct? (no – Sam can't speak English).*

- 2 Sts write the sentences in their notebooks and complete them with *can* or *can't*. Allow sts to compare their answers in pairs, then check with the class.

#### Answers

1 can    2 can't    3 can    4 can't  
5 can    6 can't

- 3 Sts change the sentences so they are true for them. Ask some sts to tell the class what they can and can't do.

### *can*: questions and short answers

- 4 Read the examples in the grammar box and check that sts understand them, then read out the rules and elicit the correct words to complete them.

#### Answers

1 before    2 *can* or *can't*

Ask questions to check concept.

**Concept check questions:** *You can cook – a question? (no). Can you cook? – a question? (yes). Ride a horse – ask me a question (Can you ride a horse?). What's the answer? (yes, I can. / No, I can't).*

### PRONUNCIATION

- 5  7.4 Play the audio once for sts to listen to the pronunciation of *can* and *can't*. Point out the three different vowel sounds. Play the audio again, pausing for sts to repeat.

- 6 Sts could work in pairs to put the words in order to make questions. Ask individual sts to read out the questions to check the word order of each one.

#### Answers

1 Can Kareem drive?  
2 Can Najiah ride a bull?  
3 Can your dad drive?  
4 Can your mum ride a horse?  
5 Can you play the guitar?  
6 Can you cook?

- 7 With weaker classes, you could model and drill pronunciation of the questions before sts ask and answer them. With stronger classes, sts could go straight into the task. Remind them to think about the pronunciation of the questions and answers. Check answers by asking pairs of sts in turn to ask and answer one of the questions.

#### Answers

1 No, he can't.  
2 Yes, she can.  
3 No, he can't/Yes, he can.  
4 No, she can't/Yes, she can.  
5 No, I can't/Yes, I can.  
6 No, I can't/Yes, I can.

- 8 Sts copy the table into their notebooks. Explain that they will ask questions to find a classmate who has each ability. They will then ask the second question to find extra information. Demonstrate the activity by asking individual sts the first question. If they answer yes, ask the question for extra information. Allow sts to move around the classroom, asking and answering questions. Monitor and help while they are working. When a number of sts have completed the table, stop the activity.

- 9 Sts work in pairs and use the information in their tables to make sentences about their classmates. Ask some sts to tell the class something about their classmates.

### FAST FINISHER

Sts who finish early can practise the grammar further by writing sentences about the abilities of famous people. Weaker sts could work in pairs and write some sentences based on their answers in Exercise 8.

- G** **Grammar practice:** WB p.60  
Sts will find more practice of *can* and *can't* here. Set these exercises for homework.

- LS** **Language summary:** Unit 7 SB p.124

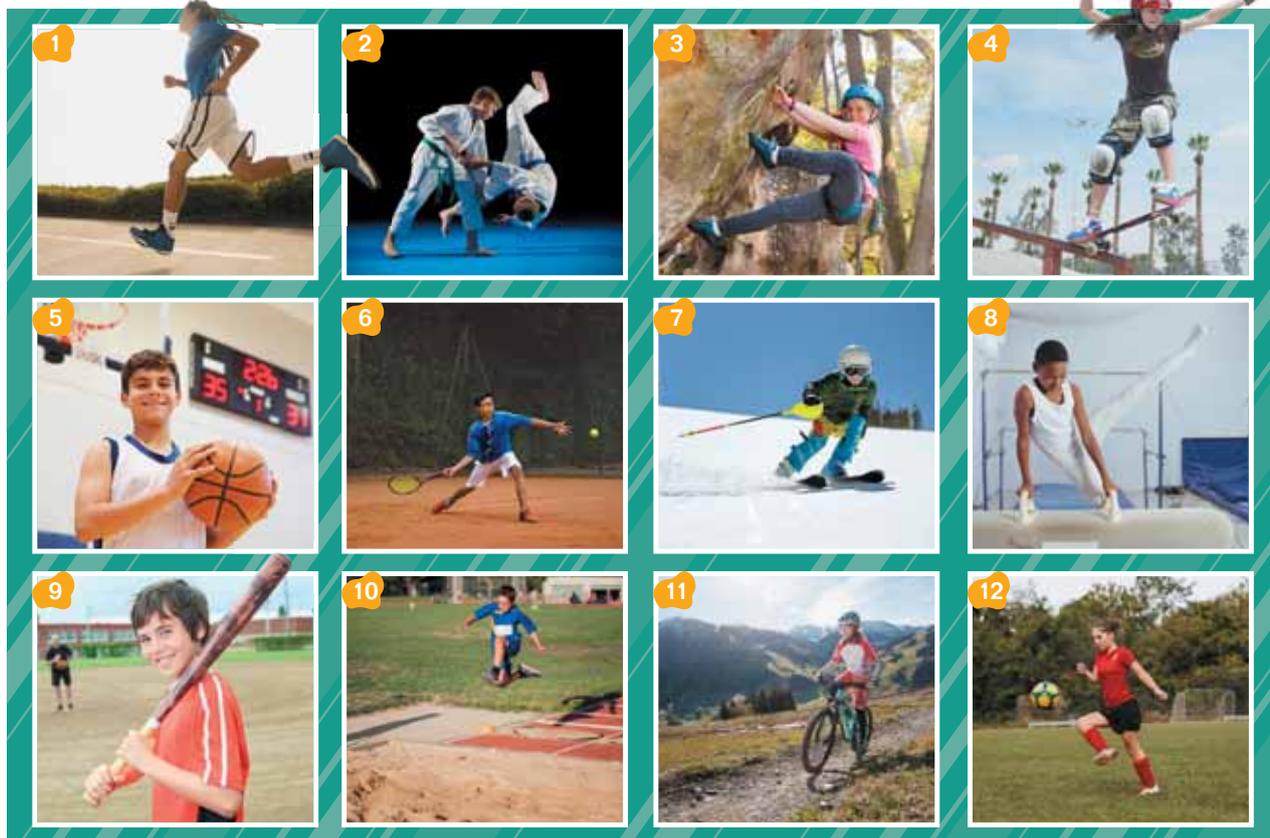
# I love it!

## VOCABULARY and LISTENING Sports

**I can** listen for people's opinions.

**1** **7.5** Match the sports with the pictures. Listen, check and repeat.

athletics    baseball    basketball    climbing    football    gymnastics  
martial arts    mountain biking    running    skateboarding    skiing    tennis



**2** **7.6** Read the **Look!** box. Copy and complete the table with the sports from Exercise 1. Listen, check and repeat.

### Look! play, go and do

We use **play** with ball sports: e.g. *I play basketball.*

We use **go** with sports ending in *-ing*:  
e.g. *I go running.*

We use **do** with other sports: e.g. *I do martial arts.*

play	go	do
<i>basketball</i>	<i>running</i>	<i>martial arts</i>

**3** Work in pairs. Say which sports you do and how often you do them? Are there any sports you only watch on TV?

*I play football three times a week.*

*I watch athletics on TV.*

**4** **7.7** Listen to five people talking about sports. Copy and complete the table with their favourite sports and write if they do the sport, watch it or both.

	Favourite sport	Do / Watch / Both
Lola		
Briony		
Ed		
Mia		
Jack		

**5** **7.7** Listen again. Match the speakers' opinions with the activities.

- |                                   |             |
|-----------------------------------|-------------|
| 1 <b>Lola:</b> running programmes | a expensive |
| 2 <b>Briony:</b> skateboarders    | b exciting  |
| 3 <b>Ed:</b> skiing               | c boring    |
| 4 <b>Mia:</b> Nick Kyrgios        | d great     |
| 5 <b>Jack:</b> baseball           | e cool      |

# I love it!

## VOCABULARY and LISTENING

### Sports

Sts learn words for sports. They listen to five teenagers talking about the sports they do or like, study adjectives for opinions, and practise listening for people's opinions.

#### Vocabulary

Sports (*athletics, baseball, basketball, climbing, football, gymnastics, martial arts, mountain biking, running, skateboarding, skiing, tennis*)

#### Listening text

Five teenagers talking about sport

#### Listening skill

Listening for people's opinions



#### WARMER

Mime playing tennis and elicit the word *tennis*. Invite individual sts to mime another sport for sts to guess. If sts don't know the word in English, they can guess in their own language. Teach the words in English. Ask: *What sports do you like?* Elicit a few answers from individual sts.

- 1** **7.5** Sts could work in pairs to match the sports with the pictures. Alternatively, read out each sport in turn and encourage sts to guess the correct picture. If they cannot guess, tell them the correct picture number. Play the audio for sts to listen and check answers, then play it again, pausing for sts to repeat. See Answers for audio script.

#### Answers

1 running	7 skiing
2 martial arts	8 gymnastics
3 climbing	9 baseball
4 skateboarding	10 athletics
5 basketball	11 mountain biking
6 tennis	12 football

- 2** **7.6** Explain to sts that we use different verbs with different sports. Read through the Look! box with the class and check that sts understand the rules. Then ask sts to copy the table into their notebooks and complete it with the sports from Exercise 1. They could work in pairs for this. Play the audio for sts to check answers. See TG page 261 for audio script. Check answers.

#### Answers

play: basketball, tennis, baseball, football  
go: running, climbing, skateboarding, skiing, mountain biking  
do: martial arts, gymnastics, athletics

- 3** Put sts into pairs to say which sports they do, how often they do them and which sports they watch on TV. Ask some sts to tell the class something about their partner.
- 4** **7.7** Ask sts to copy the table into their notebooks. Read through the task with the class and check that sts understand *both*. Play the first speaker and elicit the answers as an example. Play the rest of the audio for sts to listen and complete the table. See TG page 261 for audio script. Allow sts to compare their answers in pairs, then check with the class, playing the audio again and pausing if necessary to confirm answers.

#### Answers

Lola: running; do  
Briony: skateboarding; watch  
Ed: skiing; watch  
Mia: tennis; both  
Jack: baseball; watch

- 5** **7.7 Listening for people's opinions** Point out to sts that the five people talk about which sports they do, and they also give their opinions about things, e.g. that a sport is fun, or not very interesting. Read out the task, and read through the adjectives a–e with the class and elicit or explain the meanings. Point out that these words are all adjectives, and they all express opinions. Model pronunciation of the adjectives, then play the audio again for sts to listen and match the opinions with the speakers. Check answers, playing the audio again and pausing to confirm the answers.

#### Answers

1 c 2 e 3 a 4 d 5 b

- V L Vocabulary and Listening practice: WB p.61**  
Sts will find more practice for listening and sports vocabulary here. Set these exercises for homework.
- LS Language summary: Unit 7 SB p.124**

## GRAMMAR like/love/hate

I can give my opinion of activities.

Now watch the grammar animation.

- 1 Read the grammar box. Complete the rules with *like, don't like, love and hate*.

I **love** running – I go running three times a week.

I **like** a lot of sports, but my favourite is skiing.

I **don't like** many sports.

I **hate** football – it's so boring!

### Rules

😊<sup>1</sup> ...

😊<sup>2</sup> ...

😞<sup>3</sup> ...

😡<sup>4</sup> ...

- 2 Copy and complete the sentences about the five people from Exercise 5 on page 72.

- Lola ... 😊 running, but she ... 😞 running programmes.
- Briony ... 😊 skateboarding and she ... 😍 skateboarders.
- Ed ... 😊 a lot of sports and he ... 😍 skiing.
- Mia's sister ... 😊 tennis, but she ... 😞 Nick Kyrgios.
- Jack ... 😞 basketball or tennis and he ... 😡 football.

- 3 Write sentences with *like, not like, love and hate* about the sports on page 72.

*I like running and athletics, but I love gymnastics!*

## Object pronouns

I can use object pronouns.

- 4 Read the sentences. Complete the grammar box.

I don't go skateboarding. I can't do **it**!

I play tennis with my sister. I often beat **her**.

My favourite player is Nick Kyrgios, but my sister doesn't like **him**.

I sometimes watch baseball and my friends watch it with **me**.

Singular		Plural	
Subject pronoun	Object pronoun	Subject pronoun	Object pronoun
I	<sup>1</sup> ...	we	<b>us</b>
you	<b>you</b>	you	<b>you</b>
he	<sup>2</sup> ...	they	<b>them</b>
she	<sup>3</sup> ...		
it	<sup>4</sup> ...		

- 5 7.8 Copy and complete Ben's email with the correct object pronouns. Listen and check.

To: Daisy  
Subject: Favourite sport

Hi Daisy!

I want to tell <sup>1</sup> ... about my favourite sport – climbing. I love <sup>2</sup> ... because it's exciting. I go to the climbing centre every week with Tara. I go with <sup>3</sup> ... because she's my best friend. Our teacher at the climbing centre is called John. We like <sup>4</sup> ... because he teaches <sup>5</sup> ... a lot. After the lesson, John and the other teachers climb the big wall and we watch <sup>6</sup> ... The big wall is very difficult, but they can climb <sup>7</sup> ... in 5 minutes! Do you want to come with me and learn to climb? I can teach <sup>8</sup> ...!

Write soon!

Bye,  
Ben



- 6 In your notebook, write an example for each topic.

a sportsperson

*Coco Gauff*

a sports team

a music group

a singer

an actor

a TV programme

a type of food

- 7 Work in pairs. Ask and answer *What do you think of ...?* for your partner's examples.

A: *What do you think of Coco Gauff?*

B: *I love her. She's a great tennis player!*

### FAST FINISHER

Write sentences about things you love and things you hate.

*I hate Mondays, but I love the weekend.*

GRAMMAR *like/love/hate*

## Grammar animation

This lesson features an optional animated presentation of the grammar in context called *I love cycling!*, including the form and use of *like/love/hate* and object pronouns. You can watch this in class if you have time and access to video, or you can ask sts to download it from the Richmond Learning Platform to watch at home. See TG page 289 for animation script.

- 1 Read the examples in the grammar box and check that sts understand all the sentences. Point out the rules, then put sts into pairs to copy the emoji faces into their notebooks and write the correct verb next to each one. Check answers.

## Answers

1 love 2 like 3 don't like 4 hate

Point out that the verbs all change in the *he/she* form, e.g. *She likes running, My dad doesn't like football.*

Ask questions to check concept.

**Concept check questions:** *I love tennis, but I hate baseball – which is my favourite? (tennis). I like athletics and I love climbing – which is my favourite? (climbing). I don't like swimming, but I like basketball – which is my favourite? (basketball). My sister like mountain biking – correct? (no – my sister likes ...). Jack don't like tennis – correct? (no – Jack doesn't like ...).*

- 2 Sts write the sentences in their notebooks. Weaker sts could work in pairs for this. Check answers with the class, referring back to the rules if necessary to explain the answers.

## Answers

1 loves, doesn't like  
2 likes, loves  
3 likes, loves  
4 likes, doesn't like  
5 doesn't like, hates

- 3 Ask sts to write sentences that are true for them about the sports on page 72. Allow sts to compare their answers in pairs, then ask some sts to read some of their sentences to the class. As each sentence is read out, ask other sts who has a similar sentence.

## Object pronouns

- 4 Remind sts that they already know the subject pronouns in English: *I, you, he, she, it, we, they*. Read the examples in the grammar box with the class, pointing out the object pronouns in bold. Explain that we use object pronouns after the verb. Check that sts understand the sentences, then ask them to copy the grammar box into their notebooks and complete it with the correct object pronouns. Check answers.

## Answers

1 me 2 him 3 her 4 it

Point out that some object pronouns are the same as the subject pronouns, e.g. *you*, but some are different, e.g. *I/me, he/him*.

Ask questions to check concept.

**Concept check questions:** *I play tennis with Sam – correct? (yes). Sam plays tennis with I – correct? (no – Sam plays tennis with me). Sara is nice – I like her – correct? (yes). Sam is nice – I like he – correct? (no – I like him).*

- 5 **7.8** Ask sts to copy the email into their notebooks and complete it with the correct object pronouns. Allow sts to compare their answers in pairs, then play the audio for them to listen and check. See TG page 261 for audio script. Check answers with the class, referring back to the table in the grammar box to explain the answers.

## Answers

1 you 2 it 3 her 4 him 5 us  
6 them 7 it 8 you

- 6 Sts work individually to write an example for each topic.
- 7 Read out the example question and answer. Then put sts into pairs to ask and answer questions about the topics in Exercise 6. Monitor while they work and correct any mistakes in a feedback session at the end.

**FAST FINISHER**

Sts who finish early can practise the grammar further by writing some sentences about things they love and hate. Weaker sts could work in pairs and do the same task.

- G Grammar practice: WB p.62**

Sts will find more practice of *like/love/hate* and object pronouns here. Set these exercises for homework.

- LS Language summary: Unit 7 SB p.124**

# KEEP TALKING!

## Can I help you?

### READING and LISTENING

I can understand a shopping website.

**Harroway Sports** My account My basket Search

Sports Clothes Men Women Kids Best sellers

**Staysafe 400 Kids cycling helmet**

Ride your bike or go skateboarding safely.

£18.99

★★★★★ (589)

Size: Small, Medium, Large

**Active-Life football kit for young players**

Play football and other sports inside or outside.

£24.50

★★★★★ (152)

Size: XS (6-8 years), S (8-10 years), M (10-12 years), L (12-14 years)

**Marangi swimming goggles**

Swim in the sea or swimming pools and look great.

£9.95

★★★★★ (1,367)

Size: Child, Adult

**Stackers FG 100 trainers**

Perfect for athletics, running and general exercise.

£34.99

★★★★★ (745)

Size: 36, 36.5, 37, 37.5, 38, 38.5, 39, 39.5, 40

1 Look at the pictures on the website. Match the products with the sports.

- 1 running
- 2 mountain biking
- 3 football
- 4 swimming

2 Read the information about the products. Copy and complete the table.

	Price	Colours	Sizes	Reviews
helmet	£8.99	1 ...	2 ...	3.5 / 5
goggles	3 ...	white, blue, yellow	4 ...	4.5 / 5
football kit	£24.50	5 ...	XS, S, M, L	6 ... / 5
trainers	7 ...	blue, green, black	36-40	8 ... / 5

3 7.9 Listen to Matt and Erin. Which products from the website do they talk about?

4 7.9 Listen again and choose the correct answers.

- 1 Matt wants to buy a birthday present for Poppy / Erin.
- 2 Matt doesn't buy a helmet because Poppy can't ride a bike / has a helmet.
- 3 Poppy never / sometimes goes running with her dad.
- 4 Matt doesn't buy the trainers because he doesn't know her size / they have bad reviews.
- 5 Poppy's favourite colour is blue / green.
- 6 Poppy's birthday is on Tuesday / Wednesday.

5 THINK CRITICALLY Work in pairs. Do you buy things in shops or do you shop online? What are the advantages and disadvantages of shopping online?

## KEEP TALKING!

## Can I help you?

## READING and LISTENING

Sts read part of the website of an online sports shop and listen to two people discussing some of the products. They then learn how to shop for sports clothes. They read and hear a model dialogue and personalize the useful language by following the steps in the Speaking plan to practise shopping for sports products.

 **WARMER**

Write the sports from page 72 on the board and put sts into groups. Explain that they will take turns in their groups to mime one of the sports on the board. Their classmates guess the sport. Explain that they have two minutes for the mime game and, as a group, they must try to mime and guess as many sports as they can. Tell them to keep count of the number of sports they guess correctly. Start the activity, then stop it after two minutes. See which group has guessed the most sports.

- 1 Focus on the website and teach the words *website* and *products*. Sts could work in pairs to look at the pictures and match the products with the sports. Check answers.

**Answers**

- 1 running: stackers FG 100 trainers
- 2 mountain biking: Staysafe 400 Kids cycling helmet
- 3 football: Active-Life football kit for young players
- 4 swimming: Marangi swimming goggles

- 2 Read through the table with the class and check that sts understand the headings. Ask sts to copy the table into their notebooks, then complete it with the correct information. Check answers, then read through the website with the class, explaining the meaning of any words that sts don't know.

**Answers**

- 1 red, yellow, orange, green, blue
- 2 small, medium, large
- 3 £9.95
- 4 child, adult
- 5 yellow, green
- 6 4
- 7 £34.99
- 8 5

- 3  7.9 Tell sts they will now hear a conversation between Matt and Erin, who are looking at the website. Read out the question, then play the audio for sts to listen and note down the products that they mention. See TG page 261 for audio script. Check the answer, playing the audio again if necessary.

**Answers**

bike helmet, trainers, football kit

- 4  7.9 Read out the sentences and options and check that sts understand everything. Play the audio again for sts to listen and choose the correct answers. Allow sts to compare their answers in pairs, then check answers with the class, playing the audio again and pausing to confirm the answers.

**Answers**

- 1 Poppy
- 2 has a helmet
- 3 sometimes
- 4 doesn't know her size
- 5 green
- 6 Tuesday

## 21st Century skills



- 5  **THINK CRITICALLY**

Read out the questions, then write on the board the headings *Shops* and *Online*. As a class, brainstorm some advantages of each way of shopping. Allow sts to suggest ideas in their own language if necessary, and teach useful vocabulary as necessary, e.g. *try on clothes*, *cheap/expensive*, *easy/difficult*. When you have a range of ideas on the board, put sts into pairs to discuss where they prefer to buy things and why, and the advantages and disadvantages of shopping online. You could end with a vote to find out who in the class prefers shopping online.

**Possible answers**

Advantages: convenience, better prices, more variety, easy to send gifts, no crowds, easy price comparisons  
Disadvantages: delays in delivery, problems with sizing, lack of interaction, problems with returns

## SPEAKING Shopping for sports clothes

I can buy something in a shop.

### 1 7.10 Listen and read. Is the football kit cheaper or more expensive than on the website?

- Assistant:** Hello, can I help you?  
**Matt:** Do you have any football kits?  
**Assistant:** Yes, we do. They're over there next to the shoes. Which size do you want?  
**Matt:** I'd like medium, please.  
**Assistant:** The medium kits are here.  
**Matt:** Thanks. Do you have it in green?  
**Assistant:** Yes, we do. Here's a medium football kit in green.  
**Matt:** Perfect. How much is it?  
**Assistant:** It's £22.50.  
**Matt:** That's great! I'll take it.  
**Assistant:** No problem. Do you want anything else?  
**Matt:** No, thanks, just the football kit.



### 2 7.11 Listen and repeat the Useful language.

#### Useful language

#### Shopping for sports clothes

Shop assistant	Customer
Can I help you?	Do you have any ...?
They're over there.	I'd like small/medium/large, please.
The ... are here.	Do you have it/them in ...?
Which size/colour do you want?	How much is it / are they?
I'm sorry. We don't have any.	I'll take it/them.
It's / They're ten pounds.	

### 3 7.12 Copy and complete the dialogue. Listen and check.

- Assistant:** Good morning. Can I <sup>1</sup> ... you?  
**Customer:** Do you <sup>2</sup> ... any running socks?  
**Assistant:** Yes, we do. They're over <sup>3</sup> ... . Which <sup>4</sup> ... do you want?  
**Customer:** I'd <sup>5</sup> ... small, please.  
**Assistant:** The small running socks are here.  
**Customer:** Do you have <sup>6</sup> ... in blue?  
**Assistant:** I'm sorry. We don't have <sup>7</sup> ... .  
**Customer:** OK. I'll <sup>8</sup> ... the white socks. How <sup>9</sup> ... are they?  
**Assistant:** <sup>10</sup> ... £2.50. Do you want anything else?  
**Customer:** No, thanks, just the socks.

### 4 Work in pairs. Prepare a new dialogue in a sports shop. Follow the steps in the Speaking plan.

#### Speaking plan

##### Prepare

- > Decide on your roles.
- > Choose a product from the website on page 74.
- > Make notes for your dialogue.

##### Speak

- > Practise your dialogue.
- > Use phrases from the **Useful language** box.
- > Act out your dialogue without notes.

##### Reflect

- > How can you improve next time?
- > Swap roles and choose a different item from the website.

Now play *Keep moving!*

#### FAST FINISHER

Write a dialogue in a shop for a different product.

A: Hello. Can I help you?

B: Do you have any pencil cases?

## SPEAKING Shopping for sports clothes

- 1** **7.10** Focus on the photo and elicit or explain that it shows Matt. Elicit that he is in a clothes shop and is looking at football kits. Explain to sts that they will hear Matt's conversation with the shop assistant. Read out the question: *Is the football kit cheaper or more expensive than on the website?* Explain the meaning of the comparative forms, and ask sts to look back on page 74 to find the price of football kits online (£24.50). With stronger classes, you could start by playing the dialogue with books closed and have sts listen for the answer. Then play the audio again for them to listen and read to confirm their ideas. With weaker classes, play the dialogue for sts to listen and read. Check the answer.

### Answer

It is cheaper.

- 2** **7.11** Focus on the Useful language, then play the audio once for sts to listen to the phrases. Check that sts understand everything and elicit how to say the phrases in the students' own language. Then play the audio again, pausing for sts to repeat.
- 3** **7.12** Sts write the dialogue in their notebooks and complete it with the missing words. Weaker sts could work in pairs for this. Allow sts to compare their answers in pairs, then play the audio for them to listen and check. See TG page 261 for audio script. Sts could then practise the dialogue in pairs.

### Answers

1 help	6 them
2 have	7 any
3 there	8 take
4 size	9 much
5 like	10 They're

- 4** Sts follow the steps in the Speaking plan to practise shopping for sports products.

## Speaking plan

### Prepare

Explain to sts that one of them will be the customer in the shop, and the other will be the shop assistant. Sts decide on their roles in pairs, then choose a product from the website on page 74 and make notes for their dialogue.

### Speak

Sts then work in pairs to practise their dialogues, using phrases from the Useful language box. They can practise their dialogues with and then without notes. Monitor and help as necessary. If your sts use smartphones in class, they could record and listen to their conversations.

### Reflect

Discuss as a class how sts could improve next time, for example, by using more phrases from the Useful language, or by trying to improve their pronunciation. Encourage them to be honest and open about the things they did well and the things they can do better. Ask them to use their recordings to help them think about how they could improve next time. Sts then swap roles and have a new dialogue, with a different product.

## Keep moving!

This lesson features an optional language revision and consolidation game for use in digital classrooms. Players control different characters, each with their own personalities and special abilities.

## FAST FINISHER

Fast finishers can practise shopping further. They write a dialogue for a different product, in a different shop. Weaker sts could work in pairs and practise their dialogue in the sports shop again, trying to work from memory as much as possible.

### **S** Speaking practice: WB p.63

Sts will find more practice for shopping for sports clothes here. Set these exercises for homework.

### **LS** Language summary: Unit 7 SB p.124

## The Scouts

I can compare youth groups in the UK with groups in my country.

# How many badges can you get?



In the UK, there's an organization called the Scouts. Young people meet together and try new activities, learn new skills and have adventures. Many of the activities are outside and Scouts often go camping or walking in the countryside. Scouts are aged 10½ to 14 years old, but there are other groups for younger children, too. Altogether there are 639,000 young people in the Scouts in the UK. When Scouts learn a new skill, they get a badge and they wear the badge on their uniform. There are 75 badges you can get. Here are four popular ones:



## 1 ... activity badge

Can you read a map? Do you like them? For this badge you need to:

- find places on a map.
- use the map in an activity.
- draw a map.



## 2 ... activity badge

Do you like skateboarding? What about parkour – can you do that? For this badge you need to:

- choose a street sport and improve your skills.
- show that you can do the sport in a safe way.



## 3 ... activity badge

Do you have a camera? Can you take good photos? For this badge you need to:

- take some black-and-white photos of people, animals and objects.
- show your photos to other people and describe them.



## 4 ... activity badge

Do you like computers? For this badge you need to:

- show you understand computers.
- find information online.
- use the information to give a presentation.

## The Scouts

Sts learn about the Scouts in the UK. They do a comprehension task, then study some words for useful objects for the outdoors. They listen to three Scouts talking about badges they want to get, and compare Scouts in their own country with Scouts in the UK. They then work creatively to design a new Scout badge.

This lesson features an optional culture video about Sophie, who talks about her goals for the year ahead: see SB page 77.

 **WARMER**

Ask: *What activities and groups are there for young people in your area?* Elicit some ideas, and prompt sts with more questions if necessary, e.g. *What about sports clubs? What about youth clubs? Drama clubs?* Elicit what activities there are, then ask: *Do you want more activities and clubs for young people? What kinds of activities do you want?* Elicit ideas from the class.

**BACKGROUND INFORMATION**

The Scout movement began in the early 20th century in Britain. It was originally only open to boys, and focused on learning outdoor and survival skills such as camping and lighting fires. The movement later opened to girls, and the skills it focuses on have broadened out to include many practical skills and more modern hobbies. Scouts are encouraged to keep learning new skills, and they are awarded a badge for each activity as they reach a certain level of ability in it. Scouting is now a worldwide movement, and there is a World Scout Jamboree every four years, where Scouts from around the world get together for fun activities.

- 1**  **7.13** Ask sts to read the introduction to the article, then read through the names of the badges in the box and explain the meanings. Ask sts to read the descriptions of the badges and match them with the names in the box. They could work in pairs for this. Play the audio for sts to read and listen and check their answers. Go through the answers with the class.

**Answers**

- |                 |                   |
|-----------------|-------------------|
| 1 Navigator     | 3 Photographer    |
| 2 Street sports | 4 Digital citizen |

- 2** Sts could work in pairs to read the article again and decide if the sentences are true or false. Check answers with the class, eliciting the part of the text which confirms each answer.

**Answers**

- 1 T 2 F 3 T 4 T 5 F 6 F

- 3** **Word Power** Sts could work in pairs to find the highlighted words in the article. Encourage them to read the highlighted words carefully in context and try to guess the meanings, then use them to complete the questions. Check answers, and check that sts understand the words and the questions.

**Answers**

- |               |              |
|---------------|--------------|
| 1 map         | 3 adventures |
| 2 countryside | 4 outside    |

- 4** Sts work in pairs to ask and answer the questions in Exercise 3. Encourage them to add more information in their answers, e.g. *I walk in the countryside every weekend. I go with my family.* Find out as a class who likes walking in the countryside, and find out who prefers being inside, and who prefers being outside.

**1** **7.13** Read the introduction to the article. Match the names of the badges with descriptions 1–4. Read and listen to the article. Check your answers.

Digital citizen    Navigator    Photographer  
Street sports

**2** Read the article again. Are the sentences true (T) or false (F)?

- Camping and walking are popular activities in the Scouts.
- Scouts are for children and adults.
- Scouts put their badges on their clothes.
- Skateboarders can get the Street sports activity badge.
- To get the Photographer activity badge, you can only take photos of people.
- The Digital citizen activity badge is about playing videogames.

**3** **Word Power** Look at the blue words in the article. Complete the questions with the correct words.

- How often do you use a ...?
- How often do you walk in the ...?
- Do you like having ...?
- Do you prefer being inside or ...?

**4** Work in pairs. Ask and answer the questions from Exercise 3.

**5** **7.14** Listen to three Scouts talking about the badges they want to get and match them to the badges.

**6** Work in pairs. Ask and answer the questions.

- Which badges are fun?
- Which badges are useful?
- Which badges are easy?
- Which badge would you like to get most?

**7** **COMPARE CULTURES** Work in pairs and ask and answer the questions.

- Are there Scouts in your country?
- Are they similar to Scouts in the UK?
- Are there other organizations for young people in your country?
- What skills do young people like learning in your country?

**8** **GET CREATIVE** Work in pairs. Design a new activity badge for the Scouts.

- Choose a skill or activity.
- Write a list of what you need to do for this badge.
- Draw a picture of your badge.

**FUN FACT**

Scouts are usually young, but not always. This is Ray Aldous – at 85 years old, he is Britain's oldest Scout leader! He says he likes it because it keeps him healthy.



**Now watch the culture video.**

**FAST FINISHER**

Imagine you are taking one of the Scout badges from this lesson. Write sentences about the things you do.

*I want to take the Chef badge. I can cook lasagne ...*



## REAL CULTURE!

- 5 7.14 Explain to sts that they will hear three Scouts talking about the badges they want to get. Focus on the three badges and elicit what they show (a = martial arts, b = cooking, c = swimming). Play the audio for sts to listen and match the people with the badges. See TG page 261 for audio script. Check answers with the class, playing the audio again and pausing to confirm the answers. You could ask more comprehension questions as you play each speaker, e.g. *What martial art can Alisha do?* (karate) *What does Harrison not like?* (cleaning the kitchen) *What does Theo say is difficult?* (swimming in a shirt and shorts).

### Answers

1 b 2 a 3 c

- 6 Read through the questions with the class and check that sts understand *fun*, *easy* and *useful*. Allow sts time to prepare their answers individually, then put them into pairs to ask and answer the questions. Discuss the questions as a class, encouraging as many sts as possible to join in and express their opinions.

### 21st Century skills



#### 7 COMPARE CULTURES

Read out the questions and check that sts understand them, then put them into pairs to discuss the questions. As they discuss the questions, encourage them to make a list of organizations they know for young people, and activities that young people like learning. Monitor and help while they are working, then ask groups in turn to tell the class what they know about Scouts in their country. If some sts have experience of the Scouts, encourage them to share their experiences with the class.

### 21st Century skills



#### 8 GET CREATIVE

Read out the task then, as a class, brainstorm some ideas for new Scout badges. Ask questions to prompt sts if necessary, e.g. *What about different sports?* *What about art activities?* *What about outdoor activities?* Sts then work in their pairs to design a new Scout badge and write what you need to do to get the badge. Monitor and help while sts are working, then ask pairs in turn to present their badge to the class. Sts could vote for their favourite badge.

### FUN FACT

Encourage sts to read this fun fact for pleasure. You could ask if sts know any other older people who are still active. They might be interested to know about Bryan Lowe, the world's oldest student, who achieved a degree at the age of 102, and Fauja Singh a British runner, originally from India, who completed a marathon at the age of 102.

### Culture video

This lesson also features an optional culture video about Sophie, who talks about her goals for the year ahead. You can watch this in class if you have time and access to a computer or tablet or you can ask sts to download it from the Richmond Learning Platform to watch at home. See Sophie's goals on TG pages 281 and 287.

### FAST FINISHER

Sts write sentences about the Scout badges they want to take and the things they can do. To help weaker sts, write the names of the badges on the board and write some vocabulary for each one, e.g. *cook*, *swim*, *take photos*. Weaker sts could work in pairs and write some sentences about a badge they want to do and something they can already do.

# My skills and interests

## WRITING An application

**I can** write an application for a summer camp.

### 1 Read the online application for a summer camp. What does Jorge write about?

- |               |                                 |
|---------------|---------------------------------|
| a his family  | d food he wants to eat          |
| b his hobbies | e new activities he wants to do |
| c his skills  |                                 |

## ADVENTURE CAMP UK

HAVE AN ADVENTURE AND LEARN ENGLISH IN THE UK

User:

Application: 50% complete

Camp details  Personal details

Personal statement  Payment

Please tell us about your interests, abilities and the activities you want to do at camp, so we can put you in a suitable group:

I like a lot of sports, but my favourite sport is basketball – I'm very good at it and I play in the school basketball team. I also play baseball and football. I don't like tennis and I think it's quite boring. I can swim well and I like all water sports. I can ride a bike, but I can't ride a horse.

I'm from Spain and I speak Spanish. I study English at school and I can speak English well. I watch films in English and I read books in English, too. I can also speak French a little, but I'm not very good at it. I love music. I listen to rock and pop music. I can play the drums and the guitar and I sometimes sing my favourite songs with my guitar.

At camp, I want to try new activities. I'd like to go climbing and do martial arts, like karate or judo – I think they're really exciting. I'd also like to speak to English children my age and make friends with them.



### 2 Read the text again. Are the sentences true (T) or false (F)?

- Jorge is good at basketball.
- He likes swimming.
- He reads books in French.
- He can play pop songs on his guitar.
- He wants to ride a horse at camp.
- He wants to meet Spanish children.

### 3 Look at the Useful language box. How do you say these sentences in your language?

#### Useful language

##### Interests and abilities

My favourite sport is ...	I'm (not) good at ...
I like/don't like/hate/love ...	I can/can't ... well.
I think ... is fun/boring.	I'd like to try ...

### 4 Read the Look! box. Find examples of really, very, quite and not very in the text.

#### Look! Modifiers

Modifiers make adjectives stronger or weaker.

*I'm really/very good at basketball.*

*I'm quite good at basketball.*

*I'm not very good at basketball.*

### 5 Add modifiers to the sentences to make them true for you.

- |                        |                    |
|------------------------|--------------------|
| 1 I'm good at English. | 3 Swimming is fun. |
| 2 Pop music is boring. | 4 My house is big. |

### 6 Write an application for a summer camp. Follow the steps in the Writing plan.

#### Writing plan

##### Prepare

- Make a list of hobbies you like and don't like.
- Make a list of skills you have and things you can do.
- Think about which activities you would like to try.

##### Write

- Use your notes to complete the application.
- Use the expressions from the Useful language box.
- Use modifiers to make adjectives stronger or weaker.

##### Check

- Check your grammar: *can/can't, like/love/hate*; object pronouns.
- Check your use of modifiers.

# My skills and interests

## WRITING An application

Sts read an online application for a summer camp. They learn useful language for writing about interests and abilities and learn how to use modifiers to make adjectives stronger or weaker. They then follow the steps in the Writing plan to write their own online application for a summer camp.

### Writing

An application

### Useful language

Interests and abilities (*My favourite sport is ... , I like/don't like/hate/love ... , I think ... is fun/boring, I'm (not) good at ... , I can/can't ... well. I'd like to try ...*)

### Look!

Modifiers

### WARMER

Ask: *Do you ever go to summer camps?* If some sts have experience of summer camps, encourage them to tell the class about their experiences. If no sts have experience of summer camps, ask: *What do you know about summer camps?* Elicit what sts know, e.g. they are fun camps for young people in the summer holidays, you can do outdoor activities, etc.

- Focus on the application and teach the meaning of *application* and *apply*. Explain that Jorge wants to go to a summer camp, and he has to give details about himself so the organizers can put him with people who have the same interests. Ask sts to read the application and decide what Jorge writes about. Check the answer.

### Answer

b, c, e

- Ask sts to read the text again and decide if the sentences are true or false. Check answers with the class, eliciting the part of the text which confirms each answer.

### Answers

1 T 2 T 3 F 4 T 5 F 6 F

- Read the Useful language box with sts and ask sts to find examples of the expressions in the application. Discuss how to say these expressions in their first language.

- Read the Look! box with sts. Ask sts to find examples of the modifiers in the application. Check these with the class.

### Answers

I'm very good at it ...  
... it's quite boring.  
... I'm not very good at it.  
I think they're really exciting,

- Read out the first sentence and elicit some examples of how sts could change it to make it true for them, e.g. *I'm quite good at English*. Sts then write the sentences in their notebooks. Weaker sts could work in pairs for this. Check answers by asking individual sts to read out some of their sentences.

### EXTRA ACTIVITY

Before sts prepare and write their own application, ask them to look at the application in Exercise 1 again and note down useful phrases they can use in their own application, e.g. *I play in the school ... team, I'm from (Spain), I love music, I want to try new activities*. Explain to sts that they should not copy word for word from the model text, but encourage them to see the model writing text in each unit as a resource they can use to improve their own writing.

- Sts write an application for a summer camp, following the steps in the Writing plan.

## Writing plan

### Prepare

Sts make a list of their hobbies and skills, and the activities they would like to try. They could work in pairs for this, and help each other to prepare their notes. Alternatively, brainstorm ideas with the class and make notes on the board.

### Write

Explain to sts that they should use the application in Exercise 1 as a model for their own application. Remind them to use expressions from the Useful language box, and remind them to use modifiers to make adjectives stronger or weaker. Encourage them also to use *like, love* and *hate* and *can/can't*.

### Reflect

Ask sts to check their grammar, spelling and punctuation. Encourage them to focus especially on *can/can't, like/love/hate, object pronouns* and modifiers. They can then make any necessary changes. Explain that it is normal to make changes to a first draft of written work. Sts could then work in pairs to swap applications with a partner and give feedback on the use of *can/can't, like/love/hate, object pronouns* and modifiers. Remind sts to be positive and encouraging when they give feedback, and always find aspects to praise.

### W Writing practice: WB p.64

Sts will find more practice for writing here. Set these exercises for homework.

### W Writing summary: WB p.90

### LS Language summary: Unit 7 SB p.124

# About town

# 8

**Vocabulary:** Places in a town;  
Adjectives to describe places

**Grammar:** Present  
continuous

**Speaking:** Directions

**Writing:** A text message

## VOCABULARY Places in a town

I can describe my town.

1 8.1 Match the places with the pictures. Listen, check and repeat.

bank factory farm hospital hotel library market shop  
sports centre supermarket swimming pool train station

## Guess where the people are!



2 Work in pairs. Ask and answer *Where do you ...?* with the phrases in the box.

borrow books    buy a lot of food  
buy clothes    buy fruit and vegetables  
catch a train    get money    make things  
play tennis    see a doctor    see animals  
sleep in a bed    swim

A: *Where do you borrow books?*

B: *In a library!*

3 Work in pairs. What places are there in your town?

*There's a library, but there isn't a factory.*

4 **THINK CRITICALLY** Work in small groups. Which are the five most important places for a town?

*I think a market is important, but you can buy more things in a supermarket.*

Now watch the vlog.

**FAST FINISHER**

Write sentences about how often you go to different places in town.

*I never go to the bank. I go to the swimming pool once a week.*

**LS** Language summary: Unit 8 SB p.125

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# About town

# 8

**UNIT 8 OVERVIEW:** The focus for Unit 8 is unit is towns and cities. Sts read a webpage about Bristol, in the UK and listen to a phone call in which someone describes a market. They learn vocabulary for places in a town and adjectives to describe places, then look at a map of a town and listen to a conversation about some of the places on the map. They then read part of a website about *The Big Lunch*. They also watch a vlog about the places Erika goes after work and a culture video about project to reduce food waste. Finally, they read some text messages in which people arrange to meet, and write a message conversation between two famous people arranging to meet.

Vocabulary	Grammar	Pronunciation	Reading	Listening	Speaking	Writing
Places in a town; Adjectives to describe places	Present continuous	-ing sound	Understanding the main ideas in a text	Understanding phone conversations	Asking for and giving directions	A text message

## VOCABULARY Abilities

Sts learn 12 words for places in a town. They identify these by matching them to pictures, then confirm understanding by answering questions about where you can do different activities. They personalise the vocabulary by talking about places in their own town, and discussing which places are the most important in a town.

### Vocabulary

Places in a town (*bank, factory, farm, hospital, hotel, library, market, shop, sports centre, supermarket, swimming pool, train station*)

### Vlog

Erika: *Where I go in the week*

### WARMER

Ask: *Do you live in a town or a city?* Elicit some answers. If sts live in a rural area, ask: *Which town or city is there near you?* Then ask: *What things can you do in a town or city?* Make notes on the board of their ideas.

- 1** **8.1** Sts could work in pairs to match the places in the box with the pictures. Alternatively, call out each word in turn and encourage sts to guess the correct picture to match it. Play the audio for sts to check answers, then play the audio again, pausing for sts to repeat. See Answers for audio script.

### Answers

- |                 |                  |
|-----------------|------------------|
| 1 hospital      | 7 bank           |
| 2 swimming pool | 8 supermarket    |
| 3 factory       | 9 farm           |
| 4 market        | 10 library       |
| 5 hotel         | 11 sports centre |
| 6 train station | 12 shop          |

- 2** Read through the phrases in the box with the class and check that sts understand them all. Ask: *Where do you borrow books?* Elicit the answer (in a library). Sts then work in pairs to ask and answer questions about the remaining places.

### Answers

in a supermarket, in a shop, at a market, at a train station, at a bank, in a factory, at a sports centre, at a hospital, at a farm, in a hotel, at a swimming pool

- 3** Read out the example answer and revise the use of *there is / there isn't*. Sts then work in pairs to say what places there are in their town. Ask pairs in turn to say a sentence about something there is or isn't in their town.

## 21st Century skills

### 4 THINK CRITICALLY

Read out the task, then put sts into small groups. Read out the example answer and elicit or give one or two more reasons why different places are important, e.g. *I think a hospital is important because sometimes people are ill*. When sts have finished, ask each group in turn to tell the class which five places they chose and why.

### Vlog

This lesson features a vlog in which a vlogger talks about where she goes in the week. You can watch this in class if you have time and access to a computer or tablet or you can ask sts to download it from the Richmond Learning Platform to watch at home. See TG pages 273 and 285.

### FAST FINISHER

Sts who finish early can practise the vocabulary further by writing sentences about how often they go to different places in town. Weaker sts can work in pairs to complete the same task.

- V** **Vocabulary practice:** WB p.66  
Sts will find more practice of places in a town here. Set these exercises for homework.

- LS** **Language summary:** Unit 8 SB p.125

# Welcome to my town!

## READING

I can understand the main ideas in a text.

What's On

Maps

Things to do



## Bristol for Teens

Are you planning to visit Bristol? Do you want to know the best places to see? Lauren tells us about the perfect day in Bristol for people her age.



Hi, my name's Lauren and I'm British. I'm thirteen years old and I live in Bristol. Here's my perfect Saturday in the city.

### 1 Clifton Lido



It's 8.30 in the morning and some of my friends are getting up at this time ... but I'm swimming in this beautiful outdoor swimming pool. Well actually, I'm not swimming – I'm having breakfast at the café! The swimming pool is usually very busy, but if you come early in the morning there are only a few people here. A morning swim is a great way to start the day!

### 2 St Nicholas Market



Now it's 10.45 and I'm with some friends at this cool market. You can buy a lot of different things here – food, clothes, music, posters and jewellery. We're looking at the shops and we're listening to a musician – he's playing the guitar. He's really good and a lot of people are giving him money.

### 3 Harbourside



This is my favourite part of town. There are no shops, but there are a few cafés, museums, boats, a cinema ... and a lot of people! It's the afternoon now and some people are taking photos, but we're sitting next to the river and we're eating ice creams. It's a great place to hang out and chat with friends.

### 4 Cabot Tower



It's 5.00 in the afternoon and I'm climbing up the Cabot Tower. It's really quiet at the top and there are no people. I can see houses, parks, shops, the train station ... I can even see the hospital! My mum is a doctor there, but she isn't working today. The view is fantastic and it's a great way to end the day.

1 **8.2** Look at the pictures of Bristol in the UK. What places in a town do you think Lauren writes about? Read and listen to the text and check.

2 Match the places with the activities. Read the text again and check.

- |                      |                    |
|----------------------|--------------------|
| 1 Clifton Lido       | a look at the city |
| 2 St Nicholas Market | b meet friends     |
| 3 Harbourside        | c go shopping      |
| 4 Cabot Tower        | d do exercise      |

3 **Word Power** Order the expressions from the text from smallest to the largest.

- |                |                   |
|----------------|-------------------|
| a a few people | c a lot of people |
| b some people  | d no people       |

4 Find more phrases with *a few*, *some*, *a lot of* and *no* in the text.

5 Work in pairs. Choose four places in your town to visit. What can you do there?

*The sports centre is great. You can play tennis, football and basketball ...*

# Welcome to my town!

## READING

Sts read a webpage about Bristol, in the UK and practise understanding the main ideas in a text. They see examples of the affirmative and negative forms of the present continuous, study expressions of quantity, and talk about places to visit in their town.

### Reading text

A webpage about Bristol, in the UK

### Reading skill

Understanding the main ideas in a text

### WARMER

With books closed, put sts into groups. Tell them that in the last lesson, they learned 12 new words for places in a town. Give them two minutes to remember as many as they can. Ask individual sts in turn to come and write one of the places on the board. Continue until all the words are on the board. If sts have missed some, give a short spoken clue to help them remember, e.g. *You can get money here*. Check that sts understand all the places.

### BACKGROUND INFORMATION

Bristol is a city in the south west of England. It is on the coast and has an important port. It was an important and wealthy city in the eighteenth and nineteenth century, so has a lot of historic buildings. It is now a modern, lively city with a lot of young people.

- 1 8.2 Read out the questions and put sts into pairs to look at the pictures and say what they think Lauren writes about. Play the audio for sts to read and listen to the text. Elicit the answer to the question.

### Answer

She talks about the Clifton Lido, St Nicholas Market, Harbourside and the Cabot Tower.

- 2 **Understanding the main ideas in a text** Read out the task and point out that the activities a–d are quite general. Point out that, in order to do the matching task, sts only need to understand the main ideas, not all the details. Encourage them to do this task quite quickly and not worry if they don't understand all the details in the text. Allow sts to compare their answers in pairs, then check with the class. Elicit the part of the text which confirms each answer.

### Answers

1 d 2 c 3 b 4 a

- 3 **Word Power** Read out the task, then encourage sts to find the expressions in the text and read them in context, so they can guess which expressions refer to a small number of people and which refer to a large number. They could work in pairs for this. Check answers with the class, and check that sts understand all the expressions.

### Answers

d, a, b, c

- 4 Sts could work in pairs to find more phrases with *a few*, *some*, *a lot of* and *no* in the text. Check answers, and check that sts understand all the phrases.

### Answers

some of my friends are getting up ...  
there are only a few people here  
I'm with some friends  
you can buy a lot of different things here  
a lot of people are giving him money  
there are no shops  
there are a few cafés, museums, boats, a cinema  
a lot of people  
some people are taking photos  
there are no people

- 5 Put sts into pairs to choose four places in their town and write about the things you can do there. If necessary, you could brainstorm some ideas with the class first. Ask pairs to read some of their sentences to the class.

### EXTRA ACTIVITY

Discuss with the class which four places in their town they would choose for a webpage like the one about Bristol, and what they would write about each place. Sts could work in groups and design a webpage like the one about Bristol, with pictures of four places in their town and a short text about each one.

- R** **Reading practice: WB** p.67

Sts will find more practice for reading here. Set these exercises for homework.

## GRAMMAR Present continuous: affirmative and negative

**I can** use the present continuous to talk about what is happening now.

**Now watch the grammar animation.**

- 1 Read the grammar box. Choose the correct answers to complete the rules.

Affirmative	Negative
I'm <b>getting</b> dressed.	I'm <b>not listening</b> .
You're <b>visiting</b> Bristol.	You <b>aren't driving</b> .
He/She/It's <b>running</b> .	He/She/It <b>isn't swimming</b> .
We/You/They're <b>taking</b> photos.	We/You/They <b>aren't having</b> lunch.

### Rules

In the present continuous, we use the verb <sup>1</sup>be / do and the main verb + -ing.

For verbs ending in -e, we <sup>2</sup>remove / double the e and add -ing.

For verbs ending in consonant-vowel-consonant, we <sup>3</sup>remove / double the final consonant and add -ing.

- 2 Write the -ing forms of the verbs. Check your answers in the text on page 80.

- |        |                 |          |
|--------|-----------------|----------|
| 1 plan | <i>planning</i> | 6 listen |
| 2 swim |                 | 7 give   |
| 3 get  |                 | 8 take   |
| 4 have |                 | 9 eat    |
| 5 look |                 | 10 climb |

### 3 PRONUNCIATION -ing sound

8.3 Listen and repeat the -ing form of the verbs.

- |           |           |
|-----------|-----------|
| 1 making  | 4 working |
| 2 running | 5 sitting |
| 3 playing | 6 going   |

- 4 8.4 Say the -ing forms of the verbs in Exercise 2. Listen and repeat.

- 5 Copy and complete the sentences with the present continuous form of the verbs in brackets.

- We ... (not go) to school. We ... (go) shopping!
- My dad ... (drive) to work. He ... (not take) the train.
- My mum ... (sleep). She ... (not work) today.
- My cousins ... (not swim). They ... (run) in the park.
- I ... (not have) breakfast. I ... (do) my homework!
- You ... (not walk) to school. You ... (ride) your bike.
- He ... (not take) photos. He ... (chat) with his friends.
- They ... (listen) to a musician at the market. They ... (not buy) fruit and vegetables.

- 6 Work in pairs. Look at pictures A and B. Find six differences.

A: Hannah is wearing jeans in picture A.

B: Hannah isn't wearing jeans in picture B. She's wearing a skirt.



### FAST FINISHER

Write sentences about what your friends and family are doing and what they aren't doing now.

Marco isn't playing videogames. He's studying English.

## GRAMMAR Present continuous: affirmative and negative

### Grammar animation

This lesson features an optional animated presentation of the grammar in context called *Ben is helping me!*, including the form and use of the affirmative and negative forms of the present continuous. You can watch this in class if you have time and access to a computer or tablet, or you can ask sts to download it from the Richmond Learning Platform to watch at home. See TG page 290 for animation script.

- 1 Read the examples in the grammar box with the class, and check that sts understand them. Point out that the examples come from the text on page 81, and they all describe things that are happening now. Read out the rules and elicit the correct answers to complete them.

#### Answers

1 be    2 remove    3 double

Ask questions to check concept.

**Concept check questions:** *I'm teaching you - is this happening right now? (yes). What verb form is it? (present continuous). We learning English - correct? (no - we are learning English). I talking - correct? (no - I'm talking). Can you make it negative? (I'm not talking). Sam is singing - can you make it negative? (Sam isn't singing). Sing: singing - what do I add? (-ing). Drive: driving - do I add -ing? (yes, and remove the 'e'). Get: getting - do I add -ing? (yes, and double the 't').*

- 2 Sts write the *-ing* form of the verbs in their notebooks. They can then work in pairs to check their answers in the text on page 80. Check answers with the class and write the correct *-ing* forms on the board.

#### Answers

2 swimming	7 giving
3 getting	8 taking
4 having	9 eating
5 looking	10 climbing
6 listening	

### PRONUNCIATION

- 3 **8.3** Play the audio once for sts to listen to the pronunciation of the *-ing* forms. Play the audio again, pausing for sts to repeat.
- 4 **8.4** Put sts into pairs to practise saying the *-ing* forms in Exercise 2. Play the audio once for them to listen and check, then play the audio again, pausing for sts to repeat. See TG page 262 for audio script.

- 5 Sts copy the sentences into their notebooks and complete them with the correct present continuous forms of the verbs. Remind them to think about the spelling of the *-ing* forms. Allow sts to compare their answers in pairs, then check with the class. Write the correct present continuous forms on the board for sts to check the spellings.

#### Answers

1 're/are not going, 're/are going  
 2 isn't driving, 's/is not taking  
 3 's/is sleeping, 's/is not working  
 4 aren't/are not swimming, 're/are running  
 5 'm/am not having, 'm/am doing  
 6 aren't/are not walking, 're/are riding  
 7 isn't taking, 's/is chatting  
 8 're/are listening, 're/are not buying

- 6 Read out the example sentences and point out to sts that they should follow the same pattern, saying a negative sentence and then an affirmative one, e.g. *She isn't wearing jeans, she's wearing a skirt*. Sts then work in pairs to find and talk about the differences. To check answers, elicit the differences from sts, encouraging them to say negative and affirmative sentences using the present continuous.

#### Suggested answers

Picture A: A cat is sitting in the tree. Picture B: A cat isn't sitting in the tree, but a dog is running after a ball.  
 Picture A: Lucy is eating an ice cream. Picture B: Lucy isn't eating an ice cream. She's eating crisps.  
 Picture A: Jake is eating an ice cream. Picture B: Jake isn't eating an ice cream. He's drinking water.  
 Picture A: Hannah is wearing jeans. Picture B: Hannah isn't wearing jeans. She's wearing a skirt.  
 Picture A: Mark is reading a book. Picture B: Mark isn't reading a book. He's listening to music.  
 Picture A: Sonia is playing tennis. Picture B: Sonia isn't playing tennis. She's playing basketball.  
 Picture A: Sonia is wearing glasses. Picture B: Sonia isn't wearing glasses.

### FAST FINISHER

Sts who finish early can practise the grammar further by writing sentences about things their friends and family are doing now. Weaker sts could work in pairs and write some sentences based on their answers in Exercise 6.

#### G Grammar practice: WB p.68

Sts will find more practice of the affirmative and negative forms of the present continuous here. Set these exercises for homework.

#### LS Language summary: Unit 8 SB p.125

# What are you doing?

## VOCABULARY and LISTENING Adjectives to describe places

I can understand phone conversations.

1 **8.5** Complete the descriptions with the adjectives in the box. Listen, check and repeat.

clean crowded dangerous dirty empty horrible new nice noisy old quiet safe

 1 a ... road	 2 a ... road	 3 a ... building	 4 an ... building
 5 a ... shop	 6 an ... shop	 7 a ... place	 8 a ... place
 9 a ... classroom	 10 a ... classroom	 11 a ... park	 12 a ... park

2 Work in pairs. Think of examples of the places in the box. Which adjectives can you use to describe them?

a building a market a park  
a restaurant a shop a street

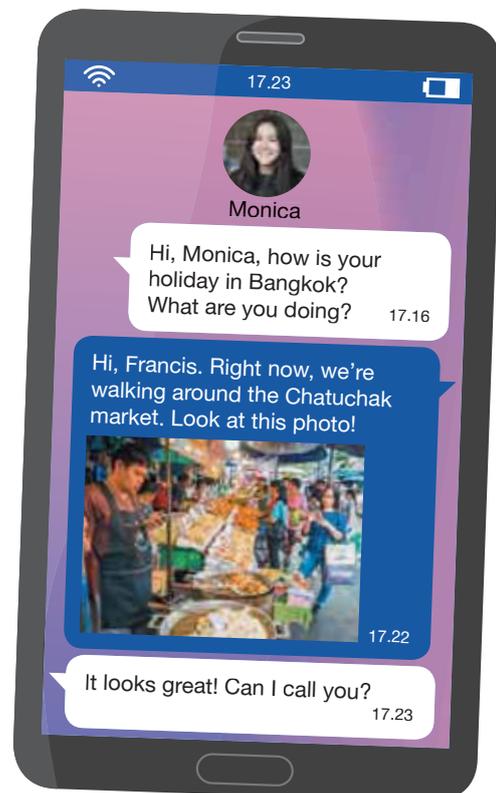
A: Luigi's is a nice restaurant.

B: Yes, it's clean and quiet.

3 **8.6** Look at the picture and read the messages. What adjectives can you use to describe Chatuchak market and some of the things in it? Listen to the conversation and check.

4 **8.6** Listen again. Are the sentences true (T) or false (F)?

- The market is busy.
- Monica's brother and dad are eating fruit.
- Monica's dad is buying a T-shirt.
- The music is coming from a clothes stall.
- Monica is giving money to some street performers.
- The street performers are playing music.



# What are you doing?

## VOCABULARY and LISTENING

### Adjectives to describe places

Sts learn words for describing places. They listen to a phone conversation describing a place, and practise understanding phone conversations.

#### Vocabulary

Adjectives to describe places (*clean, crowded, dangerous, dirty, empty, horrible, new, nice, noisy, old, quiet, safe*)

#### Listening text

A phone conversation describing a place

#### Listening skill

Understanding phone conversations

### WARMER

Ask: *Do you sometimes visit new places on holiday? What places do you like visiting?* Elicit a few ideas, e.g. the beach, interesting towns, etc. Ask: *Do you sometimes send photos to your friends? What do you send photos of? Places? Food? People?* Elicit a few answers.

- 1** **8.5** Read through the adjectives in the box with the class and elicit or teach the meanings. Sts could then work in pairs to complete the descriptions with the correct adjectives. Alternatively, read out each description in turn and give a choice of two adjectives, e.g. *a safe road or a dangerous road?* Play the audio for sts to listen and check answers, then play it again, pausing for sts to repeat. See TG page 262 for audio script.

#### Answers

1 dangerous	7 noisy
2 safe	8 quiet
3 new	9 nice
4 old	10 horrible
5 crowded	11 clean
6 empty	12 dirty

- 2** Read out the task and the examples. Elicit or give one or two examples of places in the sts' own town. Sts work in pairs to think of examples of the places. Ask pairs in turn to tell the class their ideas.

- 3** **8.6** Ask sts to look at the picture and read the messages. Elicit some adjectives to describe it. Pre-teach *stalls* and *insects*. Then play the audio for sts to listen and check. See TG page 262 for audio script. Check with the class, playing the audio and pausing for sts to hear the adjectives the people use.

#### Answers

crowded, safe, horrible, expensive, noisy, interesting, good

### 4 **8.6** Understanding phone conversations

Read out the task and the sentences. Point out to sts that when they listen to a phone conversation, they need to think about who is speaking. Read out the second sentence and point out to sts that the audio won't say: **Monica's brother and dad are ...** Instead, Monica might say: **My brother and my dad are ...**, or Francis might ask: **What's your brother doing?** Play the audio again for sts to listen and decide if the sentences are true or false. Allow sts to compare their answers in pairs, then check answers with the class, playing the audio again and pausing to confirm the answers.

#### Answers

1 T 2 F 3 F 4 T 5 T 6 F

- V L** **Vocabulary and Listening practice: WB p.69**  
Sts will find more practice for listening and practice of adjectives to describe places here. Set these exercises for homework.

- LS** **Language summary: Unit 8 SB p.125**

## GRAMMAR Present continuous: questions and short answers

**I can** ask and answer questions using the present continuous.

**Now watch the grammar animation.**

- 1 Read the grammar box. In present continuous questions, does *be* come *before* or *after* the subject?

Questions	Short answers
Are you <b>eating</b> something?	Yes, I <b>am</b> . / No, I'm <b>not</b> .
Is he <b>buying</b> something?	Yes, he <b>is</b> . / No, he <b>isn't</b> .
Are they <b>playing</b> music?	Yes, they <b>are</b> . / No, they <b>aren't</b> .

- 2 Put the words in the correct order to make present continuous questions.

- you and Sarah / meeting / at the park / are / ?
- to the library / going / are / you / ?
- Zoe / walking / with you / is / ?
- shopping / you / in the market / are / ?
- buying / are / a new flat / your parents / ?
- your phone / is / ringing / ?

- 3 **8.7** Match the answers with the questions in Exercise 2. Listen and check.

- Yes, I am. It's really busy!
- No, it isn't. I think it's your phone!
- Yes, they are. It's really lovely!
- Yes, we are. Do you want to come?
- No, she isn't. She's at the station with her mum.
- No, I'm not. I'm going to the beach.

- 4 Read the **Look!** box. Copy and complete the questions with *What, Where, Why, Who*.

### Look! Wh- questions with the present continuous

We put question words before *am/is/are* to make *Wh*-questions in the present continuous.

- '... are you eating?' 'A sandwich.'
- '... is Joe going?' 'To his guitar lesson.'
- '... is winning the match?' 'Real Madrid.'
- '... are they running?' 'Because they're late!'

- 5 Write present continuous questions about Monica's visit to the market.

Monica's dad and brother / have a snack / ?  
*Are Monica's dad and brother having a snack?*

- what / they / eat / ?
- Monica's mum / buy something / ?
- what / she / look at / ?
- where / the music / come from / ?
- Monica / give money to the street performers / ?
- the street performers / sing / ?
- what / they / do / ?

- 6 Work in pairs. Ask and answer the questions in Exercise 5.



A: Are Monica's dad and brother having a snack?

B: Yes, they are.

- 7 **8.8** Look at the picture. What is the boy doing? Listen and check.



- 8 Work in pairs. Act out activities from the box. Can your partner guess what you are doing?

cook a pizza   dance   do homework  
drive a car   eat an ice cream   go shopping  
have a shower   play baseball   play the guitar  
read a book   ride a bike   ride a horse   run  
swim   watch TV

A: Are you riding a bike?

B: No, I'm not! Guess again!

- 9 **FIND OUT** *The Harvesters* is a famous painting by Pieter Bruegel the Elder. Find a picture of the painting. What are the people doing?

### FAST FINISHER

Write a text message to a friend on holiday.

Hi Juan, how is your holiday? What are you doing?

## GRAMMAR Present continuous: questions and short answers

### Grammar animation

This lesson features an optional animated presentation of the grammar in context called *Are you doing your homework?*, including the form and use of questions and short answers in the present continuous. You can watch this in class if you have time and access to video, or you can ask sts to download it from the Richmond Learning Platform to watch at home. See TG page 290 for the animation script.

- 1 Read the examples in the grammar box and check that sts understand all the questions and short answers. Read out the question and elicit the correct answer.

#### Answer

before

Ask questions to check concept.

**Concept check questions:** *Are you eating? – Am I asking about right now? (yes). What tense is it? (present continuous). What's the answer? (Yes, I am. / No, I'm not). Are she playing tennis – correct? (no – Is she playing tennis?). Yes, she's playing – correct? (no – Yes, she is.) They enjoying the film? – correct? (no – Are they enjoying the film). No, they don't – correct? (no – No, they aren't).*

- 2 Sts write the questions in their notebooks. Weaker sts could work in pairs. Check answers.

#### Answers

- Are you and Sarah meeting at the park?
- Are you going to the library?
- Is Zoe walking with you?
- Are you shopping in the market?
- Are your parents buying a new flat?
- Is your phone ringing?

- 3  8.7 Sts match the answers to the questions in Exercise 2. Play the audio for them to listen and check. See TG page 262 for audio script. Check answers with the class.

#### Answers

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

- 4 Read the Look! box with the class. Give one or two examples of questions with question words in the present continuous, e.g. *Why are you sitting there? What is she doing?* Sts then copy the questions into their notebooks and complete them with the correct question words. Allow sts to compare their answers in pairs, then check with the class.

#### Answers

1 What 2 Where 3 Who 4 Why

- 5 Sts write present continuous questions about Monica's visit to the market. Check answers.

#### Answers

- What are they eating?
- Is Monica's mum buying something?
- What is she looking at?
- Where is the music coming from?
- Is Monica giving money to the street performers?
- Are the street performers singing?
- What are they doing?

- 6 Sts work in pairs to ask and answer the questions in Exercise 5. If necessary, play audio track 8.6 again first for them to hear the answers. Check answers.

#### Answers

- They're eating insects.
- No, she isn't.
- She's looking at a T-shirt.
- It's coming from one of the clothes stalls.
- Yes, she is.
- No, they aren't.
- They're dancing.

- 7  8.8 Read out the question and elicit a few possible answers, then play the audio for sts to listen and check. See TG page 262 for audio script.

#### Answer

He's playing the guitar.

- 8 Demonstrate the task by miming one of the activities and getting sts to guess what you are doing. Sts then work in pairs. For feedback, ask sts which activities are easy to mime, and which are difficult.

### 21st Century skills

- 9  **FIND OUT**

Set this exercise for homework if you prefer. Sts can find a picture of the painting online and write sentences about what the people are doing. In the next lesson, they can bring a picture of the painting and describe in groups what the people are doing.

### FAST FINISHER

Sts who finish early can practise the grammar further by writing a text message to a friend on holiday. Weaker sts could work in pairs and write a text message to Monica.

- G** Grammar practice: WB p.70

Sts will find more practice of questions and short answers in the present continuous here. Set these exercises for homework.

- LS** Language summary: Unit 8 SB p.125

# KEEP TALKING!

## Is the skatepark near here?

### READING and LISTENING

I can find places on a town map.

- 1 Look at a map of Larchester. Which places are there in the town?  
There are shops ...



- 2 Read the **Look!** box. Copy and complete the sentences with the prepositions in the box.

**Look!** in front of / opposite



The red car is **in front of** the blue car.



The red car is **opposite** the blue car.

behind in front of next to opposite

- The traffic lights are ... the supermarket.
- There's a café ... the hotel.
- The train station is ... the skatepark.
- There's a park ... the hotel.

- 3 **8.9** Listen to a dialogue between Abigail, a new student at Larchester High School, and her classmate Nathan. Which places do they talk about?

- 4 **8.9** Listen again. Copy and complete the sentences. Then check with a partner.

- Abigail wants to buy some ... .
- The market is every ... .
- There's a new clothes shop next to ... .
- There's a nice café next to ... .
- The sports centre is crowded at the ... .
- The skatepark is ... the library.

## KEEP TALKING!

## Is the skate park near here?

## READING and LISTENING

Sts read a town map and listen to a conversation about some of the places in the town. They then learn how to ask for and give directions. They read and hear a model dialogue and personalize the useful language by following the steps in the Speaking plan to practise asking for and giving directions.

 **WARMER**

Ask: *Is there a train station in your town or city? It? Is it in the city centre?* Elicit information about where the train station is, encouraging sts to say the name of the road where the station is, or where it is near. Ask questions about two or three other places in the sts' own town or city that they will be familiar with, e.g. a park, a hospital, etc. Encourage them to describe where the places are.

- 1** Focus on the map, then put sts into pairs to look at the map and say what places there are in Larchester. Check answers with the class.

**Answers**

There are shops, a park, a sports centre, restaurants, a hotel, cafes, a hospital, a supermarket, a bank, a library, a school, a swimming pool, a skateboard park, a town square, and a train station.

- 2** Read through the Look! box with the class and make sure sts understand the meaning of *in front of* and *opposite*. With weaker classes, read through the prepositions in the box and check that sts understand them. Sts then copy the sentences into their notebooks and use the map to find the information to complete them with the correct prepositions. Check answers.

**Answers**

1 in front of                      3 behind  
2 next to                         4 opposite

- 3**  **8.9** Tell sts they will now hear a conversation between Abigail and Nathan. Read out the question, then play the audio for sts to listen and note down the places that they mention. See TG page 262 for audio script. Check answers with the class, playing the audio again if necessary and pausing to confirm the answers.

**Answers**

They talk about the shops, the market, Ross Square, the train station, Hardy's, the bank, the cafés, the Grand Hotel, the sports centre, the skate park, and the library.

- 4**  **8.9** Ask sts to copy the sentences into their notebooks, then play the audio again for sts to listen and complete the sentences. Allow sts to compare their answers in pairs, then check answers with the class, playing the audio again if necessary, pausing to confirm the answers.

**Answers**

1 new clothes	4 the Grand Hotel
2 week / Sunday	5 weekend
3 the bank	6 behind

## SPEAKING Directions

I can ask for and give directions.

### 1 8.10 Listen and read. Where is Abigail going?

- Abigail:** Excuse me, I'm looking for the skatepark. Is it near here?  
**Boy:** Yes, it is.  
**Abigail:** Great. How do you get there?  
**Boy:** OK – this is Prior Street. You go straight on, and you go past the library and the swimming pool.  
**Abigail:** The library and the swimming pool.  
**Boy:** Then you turn right onto Station Road.  
**Abigail:** Station Road, OK.  
**Boy:** Then you turn right again and the skatepark is in front of you. It's next to Ross Square.  
**Abigail:** Is it far?  
**Boy:** No – just five minutes.  
**Abigail:** Thank you very much.  
**Boy:** No problem.



### 2 8.11 Listen and repeat the Useful language.

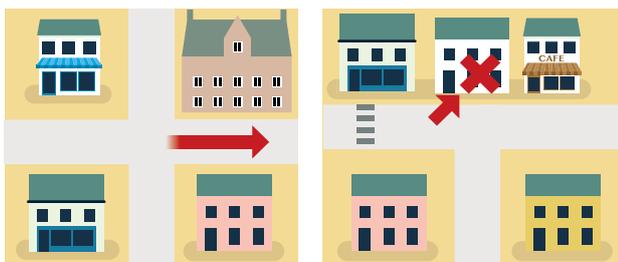
#### Useful language

Asking for directions	Giving directions
Excuse me, ...	(Then) you go straight on.
I'm looking for ...	You turn right/left.
Is there a ... near here?	You go past the ...
Is it far? / Is it near here?	It's in front of / next to ...
How do you get there?	

### 3 Look at the pictures. Copy and complete the directions.



- 1 You turn ...  
 2 Then go ... on.



- 3 You go ... the library.  
 4 It's ... the café.

### 4 8.12 Abigail is outside the hotel on Maple Street. Listen to the dialogues and look at the map on page 84. Match the places with the dialogues.

bank restaurant school supermarket

- 1 ... 2 ... 3 ... 4 ...

### 5 Work in pairs. Prepare another dialogue asking for and giving directions. Follow the steps in the Speaking plan.

#### Speaking plan

##### Prepare

- > Decide on your roles.
- > Use the map of Larchester on page 84. Choose where you are and where you want to go.
- > Make notes for your dialogue.

##### Speak

- > Practise your dialogue.
- > Use phrases from the **Useful language** box.
- > Act out your dialogue without notes.

##### Reflect

- > How can you improve next time?
- > Swap roles. Choose two new places and ask for directions.

Now play *Keep moving!*

#### FAST FINISHER

Think of places near your school. Write directions.  
 (The library) You leave school and you turn right. Then you go past the supermarket ...

## SPEAKING Directions

- 1**  **8.10** Focus on the photo and explain that it shows Abigail. Elicit that she has a skateboard and explain to sts that they will hear her in a conversation asking for directions to a place. Read out the question: *Where is Abigail going?* With stronger classes, you could start by playing the dialogue with books closed and have sts listen for the answer. Then play the audio again for them to listen and read to confirm their ideas. With weaker classes, play the dialogue for sts to listen and read. Check the answer.

### Answer

the skatepark

- 2**  **8.11** Focus on the Useful language, then play the audio once for sts to listen to the phrases. Check that sts understand everything and elicit how to say the phrases in the students' own language. Then play the audio again, pausing for sts to repeat.
- 3** Sts could work in pairs to copy the directions into their notebooks and complete them with the correct words. Encourage them to draw a simple diagram or arrow for each direction, to help them remember the meanings. Check answers with the class.

### Answers

1 left	3 past
2 straight	4 next to

- 4**  **8.12** Ask sts to look back at the map on page 84 and find the hotel on Maple Street. Read out the task, then play the first dialogue and elicit the correct place as an example. Play the rest of the dialogue for sts to listen and write the correct places. See TG page 262 for audio script. Check answers, playing the audio again and pausing for sts to hear the directions. With weaker classes, you could draw a rough version of the map on the board. Play each dialogue again and invite a stronger student to come and show each set of directions as they listen.

### Answers

1 supermarket	3 school
2 restaurant	4 bank

- 5** Sts follow the steps in the Speaking plan to practise asking for and giving directions.

## Speaking plan

### Prepare

Explain to sts that one of them will ask for directions and the other will give directions. Sts decide on their roles in pairs, then look at the map on page 84, decide where they are and where they want to go, and make notes for their dialogue.

### Speak

Sts then work in pairs to practise their conversations, using phrases from the Useful language box. They can practise with and then without notes. Monitor and help as necessary. If your sts use smartphones in class, they could record and listen to their conversations.

### Reflect

Discuss as a class how sts could improve next time, for example, by using more phrases from the Useful language, or by trying to improve their pronunciation or fluency. Encourage them to be honest and open about the things they did well and the things they can do better. Ask them to use their recordings to help them think about how they could improve next time. Sts then swap roles and have a new dialogue, starting at a different place on the map and asking for directions to a different place.

## Keep moving!

This lesson features an optional language revision and consolidation game for use in digital classrooms. Players control different characters, each with their own personalities and special abilities.

## FAST FINISHER

Fast finishers can practise giving directions further. They think of places near their school and write directions to them. Weaker sts could work in pairs and choose a different place on the map on page 84. They could then write directions to one or two places from the new starting point.

## **S** Speaking practice: WB p.71

Sts will find more practice for asking for and giving directions here. Set these exercises for homework.

## **LS** Language summary: Unit 8 SB p.125

REAL

CULTURE!

## Street party!

I can compare local events in the UK with my country.

Home Posts About Search



# The Big Lunch



The Big Lunch started in 2009 and it happens every year in the UK. On one weekend of the year, people around the UK meet and have lunch together. The lunches are often in people's streets, but they can be anywhere: in schools, libraries, parks – even on the beach! Communities come together and talk, make new friends and eat delicious food!

Each year, there are thousands of 'big lunches' in the UK and over 6 million people take part. But a Big Lunch is not just about food – there are lots of other fun activities to get to know people. Here are some pictures of people at Big Lunch events around the country.



### Brighton

These children in Brighton are painting the road! They're drawing pictures and writing messages to people. There's paint **everywhere!** But don't worry – it's easy to clean after the party.



### London

This street in London is usually very quiet, but today **everything** is different. There are balloons, tables, food and there's even a dog show! People are walking their dogs down the street and the dogs are doing tricks. The neighbours are clapping and giving each dog a score out of ten.



### Nottingham

These children are playing a game called 'tug of war'. There are two teams – one team is pulling the rope *up* the street, the other team is pulling it *down* the street. Tug of war is hard work!

### Windsor

These women are having an 'egg and spoon race'. It's like a normal race, but **everybody** is holding an egg on a spoon. They're being careful because they don't want the egg to fall. Broken eggs are very messy!



## Street party!

Sts learn about *The Big Lunch*, an annual event in the UK. They do a comprehension task, then study indefinite pronouns *everywhere*, *everything* and *everybody*. They compare street parties and other local events in their own country with *The Big Lunch* in the UK. They then work creatively to plan their own *Big Lunch* party. Finally, they listen to people talking about three more community projects.

This lesson features an optional culture video about a community project to reduce food waste: see SB page 87.

 **WARMER**

Write the phrase *The Big Lunch* and explain that it is an event that takes place in the UK each year. Ask: *What do you think the Big Lunch is? Who organizes it? Who attends the event? Why do you think people organize it?* Elicit sts' ideas, but don't confirm them.

**BACKGROUND INFORMATION**

*The Big Lunch* started in 2009 and was the idea of a charity which wanted to combat the problem of loneliness by encouraging people to get to know their neighbours and spend time in their communities. It usually takes place in June, and is very popular.

- 1  **8.13** Put sts into pairs to look at the photos and guess what the people are doing in each one. Elicit some ideas about each photo, but don't confirm them. Play the audio for sts to read and listen and check their answers. Go through the answers with the class.

**Answers**

People are taking part in the Big Lunch. At events all over the UK, communities come together and talk, make new friends and eat delicious food. In the photos, the people are participating in fun activities. They're doing chalk paintings on the roads, and participating in dog shows, tug of wars, and egg and spoon races.

- 2 Sts could work in pairs to read the text again and choose the correct options to answer the questions. Check answers, eliciting the part of the text which confirms each answer.

**Answers**

1 b 2 c 3 a 4 c 5 b 6 a

- 3 **Word Power** Sts could work in pairs to find the highlighted words in the article and match them with the definitions. Check answers. With stronger classes, you could explain that these words are indefinite pronouns. You could elicit or tell sts about other indefinite pronouns, e.g. *nowhere*, *nothing*, *nobody*.

**Answers**

1 b 2 c 3 a

- 4 Sts copy the sentences into their notebooks and complete them with the correct words from Exercise 3. Allow sts to compare their answers in pairs, then check with the class.

**Answers**

1 everywhere  
2 everybody  
3 everything

1 **8.13** Look at the pictures on the website about *The Big Lunch*. What are the people doing? Read and listen to the text. Check your answers.

2 Choose the correct options to answer the questions. Read the text again and check.

- What is *The Big Lunch*?
  - an outdoor café
  - a party
  - a cookery school
- Why do people take part in *The Big Lunch*?
  - Because they sell food there.
  - Because they learn to cook there.
  - Because they meet people there.
- What are the children in Brighton doing?
  - They're painting the road.
  - They're cleaning the road.
  - They're playing in the road.
- What is the street in London usually like?
  - crowded
  - dangerous
  - quiet
- How many teams are there for tug of war?
  - one
  - two
  - three
- Why are the women in Windsor being careful?
  - Because the eggs can break.
  - Because the game is dangerous.
  - Because they want to win the race.

3 **Word Power** Look at the **blue** words in the text. Match them with the definitions.

- |              |                  |
|--------------|------------------|
| 1 everywhere | a all the people |
| 2 everything | b all the places |
| 3 everybody  | c all the things |

4 Copy and complete the sentences with the words from Exercise 3. Which sentences are true for you?

- I want to go ... in the world.
- I know ... on my street.
- I eat ...!

5 **COMPARE CULTURES** Work in pairs. Ask and answer the questions.

- Do you know your neighbours well?
- Are there street parties in your town?
- What happens at the street parties?
- What other events do you have in your local area?

6 **GET CREATIVE** Work in small groups. You are organizing a *Big Lunch* party. Discuss the questions. Make a poster for the party and show the class.

- Where and when is the party?
- What food and drink is there?
- Who do you invite?
- What activities are there?

7 **8.14** Look at the pictures of other local projects. How do you think they help people in the community? Listen and match them to the descriptions.



**FUN FACT**



This is the second biggest carnival in the world. 2.5 million people come every year to dance, eat and listen to the music, but it's not in Brazil ... it's in Notting Hill in London, in the UK.



Now watch the culture video.

**FAST FINISHER**

Imagine you are at a local event in your town. Write a description of what you can see.

*A band is playing music and people are dancing in the street ...*

# REAL CULTURE!

## 21st Century skills



### 5 COMPARE CULTURES

Read out the questions and check that sts understand them, then put them into pairs to discuss the questions. As they discuss the questions, encourage them to make a list of events that take place in their local area. Monitor and help while they are working, then ask groups in turn to tell the class about any street parties in their town, and other local events they discussed. If some sts have experience of street parties, encourage them to share their experiences with the class.

## 21st Century skills



### 6 GET CREATIVE

Read out the task then, as a class, brainstorm some ideas for a fun Big Lunch event, e.g. the kinds of food to have, the activities, etc. Sts then work in groups to plan their own event. Encourage them to use their imagination to make their event as much fun as possible! Monitor and help while sts are working, then ask groups in turn to show their poster to the class and describe their event. Sts could vote for their favourite event.

- 7 **8.14** Explain to sts that they will hear three people talking about other local projects. Focus on the three photos and elicit what they show. Encourage sts to guess what each project might be. Play the audio for sts to listen and match the descriptions with the pictures. See TG page 263 for audio script. Check answers with the class, playing the audio again and pausing to confirm the answers. You could ask more comprehension questions as you play each speaker, e.g. *What do people put in their windows?* (decorations). *What do you do when you find a stone?* (take a photo, then move it to a different place). *What do you do when you take a book?* (you leave another one).

#### Answers

1 c 2 a 3 b

#### FUN FACT

Encourage sts to read this fun fact for pleasure. You could ask if sts know any other carnivals that take place in their country or in other countries. They might be interested to know that the first Notting Hill Carnival took place in 1966 and was planned as a 'Caribbean Carnival' by immigrants from the West Indies, many of whom had moved to the UK in the 1940s and 1950s. It is now seen as an annual celebration of the UK's diversity.

### Culture video

This lesson also features an optional culture video about a community project to reduce food waste. You can watch this in class if you have time and access to a computer or tablet or you can ask sts to download it from the Richmond Learning Platform to watch at home. See *War on waste* on TG pages 282 and 287.

### FAST FINISHER

Sts imagine they are at a local event in their own town and write a description of what they can see. Weaker sts could work in pairs and imagine they are at one of the events on page 87. They could write some sentences about what people are doing and how they feel.

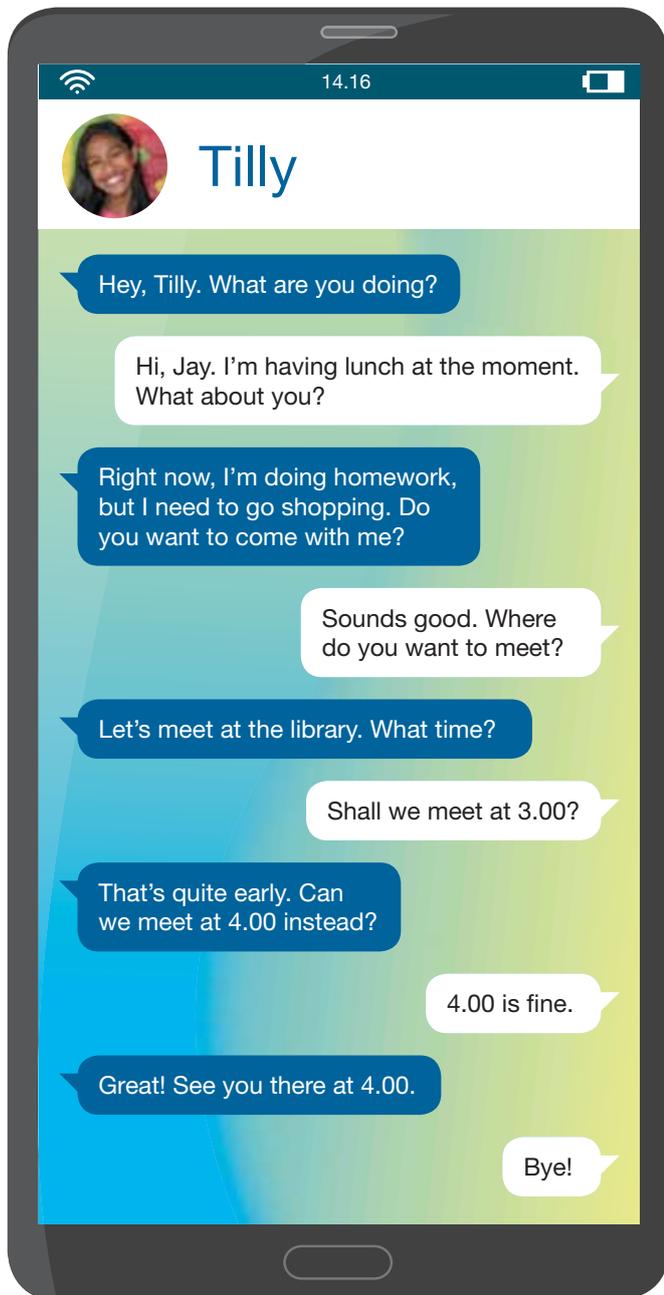
# Where do you want to meet?

## WRITING A text message

**I can** write messages to make arrangements.

### 1 Read the conversation between Jay and Tilly. Answer the questions.

- 1 What are Jay and Tilly doing now?
- 2 What do they agree to do later?
- 3 Where and when do they agree to meet?



### 2 Read the **Look!** box. Find examples of *right now* and *at the moment* in the text messages.

#### **Look!** *right now / at the moment*

We use *right now* and *at the moment* to talk about actions happening now.

**At the moment**, I'm reading an interesting book.  
I'm playing computer games **right now**.

### 3 Work in pairs. Say what your family is doing now. Use *right now* and *at the moment*.

*Right now, my brother is playing football.*

### 4 Read the **Useful language**. How do you say these expressions in your language?

#### **Useful language**

##### **Arranging to meet**

- Do you want to ...?
- Where/When do you want to meet?
- Let's meet at ... / Shall we meet at ...?
- Can we meet at ... instead?
- See you (there) at ...

### 5 Work in pairs. Write a text message conversation and arrange to meet. Follow the steps in the **Writing plan**.

#### **Writing plan**

##### **Prepare**

- > Decide who sends the first message.
- > Think about what you are doing now.

##### **Write**

- > Greet your partner and ask what he/she is doing.
- > Suggest an activity.
- > Agree on a time and place to meet.
- > Use the expressions from the **Useful language** box.
- > Use *right now* and *at the moment*.

##### **Check**

- > Check your grammar: present continuous.
- > Check your punctuation is correct.
- > Check your spelling.

#### **FAST FINISHER**

Write a text message between two famous people arranging to meet.

**A:** Hi, Rosalia, what are you doing?

**B:** Hello, Beyoncé. I'm recording a song at the moment.

# Where do you want to meet?

## WRITING A text message

Sts read a text message conversation in which two friends arrange to meet. They learn useful language for arranging to meet and learn how to use right now and at the moment. They then follow the steps in the Writing plan to write their own text message conversation in which they arrange to meet a friend.

### Writing

A text message

### Useful language

Arranging to meet (*Do you want to ...? Where/When do you want to meet? Let's meet at ... Shall we meet at ...? Can we meet at ... instead? See you (there) at ...*)

### Look!

*right now / at the moment*

### WARMER

Ask: *How often do you send text messages to your friends? How many text messages do you think you send and receive every day?* Elicit some answers from individual sts.

Ask: *If you want to arrange to meet a friend, do you usually phone them or send them a text?* Discuss with sts what the advantages of text messages are, e.g. you can have a conversation in silence, without disturbing other people, e.g. on a bus.

- 1 Ask sts to read the text message conversation and answer the questions. Allow sts to compare their answers in pairs, then check with the class.

#### Answers

- 1 Tilly is having lunch, and Jay is doing homework.
- 2 They agree to go shopping.
- 3 They agree to meet at the library at 4.00.

- 2 Read the Look! box with sts. Explain that *right now* and *at the moment* have a similar meaning, and we often use them with the present continuous to show that something is happening now. Point out that we can use them at the beginning or end of a sentence. Ask sts to find examples in the text messages. Check answers.

#### Answers

I'm having lunch at the moment.  
Right now, I'm doing homework.

- 3 Sts work in pairs to say what the people in their family are doing right now. Ask some sts to tell the class.
- 4 Read the Useful Language box with sts and ask sts to find examples of the expressions in the text messages. Check understanding with sts and discuss how to say these expressions in their first language.

### EXTRA ACTIVITY

Before sts prepare and write their own text message conversation, ask them to look at the text messages in Exercise 1 again and note down useful phrases they can use in their own text messages, e.g. *Hey, / Hi, ...* (to start the conversation), *Bye* (to end the conversation) *Sounds good / Great!* (to respond to ideas), *What about you?* (to ask someone the same question they asked you). Point out that we often use very short phrases in text messages, and we sometimes leave out some words, e.g. *What time? Great!* Explain to sts that they should not copy word for word from the model text, but encourage them to see the model writing text in each unit as a resource they can use to improve their own writing.

- 5 Sts work in pairs and write a text message conversation, following the steps in the Writing plan.

### Writing plan

#### Prepare

Sts decide in their pairs who will send the first text message, and decide what they are doing now. Encourage them to use their imagination, to make their conversation interesting.

#### Write

Sts follow the instructions and write their text message conversation. Remind them to use expressions from the Useful language box, the present continuous and *at the moment / right now* to say what they are doing now.

#### Reflect

Ask sts to check their grammar, spelling and punctuation. Encourage them to focus on the present continuous. They can then make any necessary changes. Explain that it is normal to make changes to a first draft of written work. Sts could then swap their conversation with another pair and give feedback on the use of the present continuous and the phrases in the Useful language box. Remind sts to be positive and encouraging when they give feedback, and always find aspects to praise.

### FAST FINISHER

Sts write a text message conversation between two famous people who are arranging to meet. Weaker sts could work in pairs and do the same task.

#### W Writing practice: WB p.72

Sts will find more practice for writing here. Set these exercises for homework.

#### W Writing summary: WB p.91

#### LS Language summary: Unit 8 SB p.125

**Vocabulary:** Weather and nature; Transport

**Grammar:** *be*: past simple; *be going to*

**Speaking:** Buying a train ticket

**Writing:** A review

## VOCABULARY Weather and nature

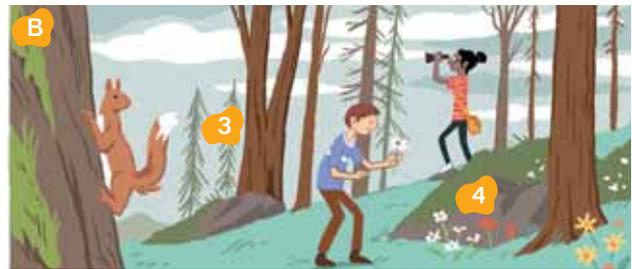
**I can** talk about weather and nature.

- 1** **9.1** Match the weather descriptions with pictures A–D. There are two for each picture. Listen, check and repeat.

It's cloudy. It's cold. It's hot. It's raining. It's snowing. It's sunny. It's warm. It's windy.

- 2** **9.2** Match the words with the natural features 1–8. Listen, check and repeat.

beach field flower forest lake mountain sea tree



- 3** **9.3** Work in pairs. Describe the photos. Listen and compare with your descriptions.

*1 A man is walking on a beach. It's raining and it's windy ...*



- 4** Read the **Look!** box. Work in pairs. Answer the questions.

### Look! rain and snow

*Rain and snow are verbs. We use the present continuous to talk about the weather now. It's **raining** right now. It **isn't snowing** at the moment. We use the present simple to talk about the weather in general. It **never rains** in summer. It **sometimes snows** in winter.*

- 1 What's the weather like now?
- 2 What's the weather usually like in spring/summer/autumn/winter?

**Now watch the vlog.**

### FAST FINISHER

Write about the natural features near your town and what you can do there.

*There's a forest and you can ride your bike ...*

**UNIT 9 OVERVIEW:** Unit 9 focuses on the topic of travel. Sts read an article about camping holidays and listen to a podcast about travel plans. They learn vocabulary for the weather and nature, and transport. They read about a school trip and listen to a conversation about plans for the trip. They then read an article about famous public transport systems around the world. They also watch a vlog about a teenager taking photos and a culture video about a traveller who loves walking. Finally, they read a review of a place to visit, and write a review of a place that they know.

Vocabulary	Grammar	Pronunciation	Reading	Listening	Speaking	Writing
Weather and nature; Transport	<i>be</i> : past simple; <i>be going to</i>	<i>was / wasn't</i>	Comparing texts	Understanding future plans	Buying a ticket for public transport	A review

## VOCABULARY Weather and nature

Sts learn eight phrases for describing the weather and eight words for natural features. They identify these by matching them to pictures, then confirm understanding by describing some photos. They personalise the vocabulary by talking about the weather now and at different seasons in their own country.

### Vocabulary

Weather (*it's cloudy, it's cold, it's hot, it's raining, it's snowing, it's sunny, it's warm, it's windy*); Nature (*beach, field, flowers, forest, lake, mountain, sea, tree*)

### Vlog

Ruaridh: *Taking photos at Anchor Bay*

### WARMER

Write on the board the first two letters of each month in a random order, e.g. *Se, Ja, Fe*. Explain that the letters are the first two letters of a set of words. If sts cannot guess, add another letter to each month, e.g. *Sep, Jan*, etc. When sts have guessed that they are the months, point to different months in turn and ask: *Do you like (July)? Why?* Elicit the idea that the weather is different in different months.

- 1** **9.1** Sts could work in pairs to match the weather descriptions with the pictures. Alternatively, call out each weather description in turn and encourage sts to guess the correct picture to match it. Play the audio for sts to check answers, then play the audio again, pausing for sts to repeat. See Answers for audio script.

### Answers

- A It's hot. It's sunny.
- B It's cloudy. It's warm.
- C It's raining. It's windy.
- D It's cold. It's snowing.

- 2** **9.2** Read out the task and teach the meaning of *natural features*. Sts could work in pairs to match the words with the natural features in the pictures. Play the audio for sts to check answers, then play the audio again, pausing for sts to repeat.

### Answers

- 1 sea    2 beach    3 forest    4 flower
- 5 tree    6 field    7 mountain    8 lake

- 3** **9.3** Read out the example description. Sts then work in pairs to describe the photos. Invite pairs in turn to describe a photo, without saying which one. Other sts can listen and guess the photo. Play the audio for sts to listen and check. See TG page 263 for audio script.

### Answers

- 2 There are two people. They're walking through a forest. It's cold and it's snowing.
- 3 A woman is standing in a field full of purple flowers. It's cloudy and warm. There's a tree in the distance.
- 4 A man is diving into a lake in the mountains. It's hot and sunny.

- 4** Read the Look! box with the class. Sts then work in pairs to answer the questions. Ask some pairs to tell the class their answers.

### Vlog

This lesson features a vlog in which a vlogger talks about taking photos. You can watch this in class if you have time and access to a computer or tablet or you can ask sts to download it from the Richmond Learning Platform to watch at home. See TG pages 274 and 285.

### FAST FINISHER

Sts who finish early can practise the vocabulary further by writing about the natural features near their town, and what they can do there. Weaker sts can work in pairs and write some sentences describing the pictures in Exercise 2.

- V** **Vocabulary practice:** WB p.74

Sts will find more practice of weather and nature vocabulary here. Set these exercises for homework.

- LS** **Language summary:** Unit 9 SB p.126

# It was a great holiday!

## READING

I can compare texts.



### Camping World

Tell us about your best and worst camping holidays. Where were you? Who were you with? Was the weather good?

I want to tell you about two camping holidays. My first camping holiday was 30 years ago and it wasn't good. I was thirteen years old and I was with my sister and my parents. We were in France and the weather was very bad. The campsite was in a forest and there was a beach nearby, but it was cold and windy, so we were in the tent every day and I was really bored! Our tent was small and there weren't any beds. I remember there were only two showers and they weren't clean ... and the water was cold! It was horrible!

Now, I'm 45 and I have two teenage sons, and they want to go camping. So last year we were in Italy on a camping holiday and it was very different. The weather was really good. It was sunny every day, but it wasn't too hot. There wasn't a beach, but the campsite was near a beautiful lake in the mountains. We weren't in a normal tent, we were in a big 'yurt' and there were real beds inside. There were clean showers and the water was warm. It was lots of fun and we want to go again soon.

Andy Hill



1 Look at the pictures. Work in pairs. Ask and answer the questions.

- 1 Do you go camping?
- 2 What are the good things about camping?
- 3 What are the bad things about camping?

2 **9.4** Read and listen to the article about two camping holidays. Match the pictures with Andy's holiday in France or Italy.

3 Read the article again. Complete the table comparing Andy's two holidays.

	France	Italy
age	13	43
weather	1 ...	2 ...
nature	3 ...	4 ...
tent	5 ...	6 ...
showers	7 ...	8 ...

4 **Word Power** Copy and complete the past time expressions from the article. How do you say the expressions in your language?

Camping holiday in France: 30 years<sup>1</sup> ...  
Camping holiday in Italy: 2 ... year.

5 Complete the sentences with the correct days, months and years.

- 1 Last year was ...
- 2 Three days ago was ...
- 3 Last month was ...
- 4 Ten years ago was ...

6 **FIND OUT** Which countries are yurts from? Why do people in these countries use them?



# It was a great holiday!

## READING

Sts read an article about two camping holidays and practise comparing texts. They see examples in context of the use of *was* and *were* to talk about the past, and they also study time expressions.

### Reading text

An article about two camping holidays

### Reading skill

Comparing texts

### WARMER

With books closed, put sts into groups. Tell them you are going to describe something and they must guess what it is. Tell groups they can only have two guesses. Give these clues for the word *holiday*: *It's fun. You can do it with your family, or with friends. It usually happens in the summer. You can stay at home, or go to a different place. People often go to the beach. You can stay in a hotel, or you can go camping.* Continue until a group guesses the word correctly. Ask individual sts: *Where do you usually go on holiday? Do you usually stay in a hotel?*

- Put sts into pairs to discuss the questions. Ask them to make a list of the good and bad things about camping. Ask pairs in turn to tell the class their ideas. See who in the class enjoys camping, and ask them to tell the class what they like about it.

### Possible answers

- good weather, beautiful scenery, fun
- bad weather, small tents, uncomfortable sleeping conditions, lack of showers, cold water

- 9.4 Teach the words *tent* and *campsite*. Play the audio for sts to read and listen to the text and match the pictures with the two holidays. Check answers.

### Answers

France: 2 and 3  
Italy: 1 and 4

- Comparing texts** Read out the task and focus on the table. Read out the example answers and point out to sts that they need to find similar information in the two texts. Sts copy the table into their notebooks, then read the texts again and complete the table. Allow sts to compare their answers in pairs, then check with the class. Elicit the part of the text which confirms each answer. Ask some questions to encourage sts to compare the two holidays, e.g. *Where was the weather nice?* (Italy). *Where were there no showers?* (France). *Which holiday was fun?* (Italy).

### Answers

- bad: cold and windy
- good: sunny, not too hot
- forest, beach
- lake, mountains
- small, no beds
- big 'yurt', real beds
- dirty showers, cold water
- clean showers, warm water

- Word Power** Ask sts to find the expressions in the article and complete them. Check answers and elicit or teach the meaning of the two expressions. Elicit how to say the expressions in the sts' own language.

### Answers

- ago
- last

- Sts could work in pairs to complete the sentences with the correct days, months and years. Check answers. Point out that *ago* comes after the time: e.g. *thirty years ago*, NOT *ago 30 years*.

## 21st Century skills



- FIND OUT**

Set this exercise for homework if you prefer. Sts can find information about yurts and write one or two sentences to answer the questions. In the next lesson, they can share what they learned in groups. The answer is that yurts are used in Central Asia, particularly in Mongolia. The Mongolians are nomadic people and they move frequently. They use yurts as houses because they are easy to take down and move to new locations.

- R Reading practice: WB p.75**

Sts will find more practice for reading here. Set these exercises for homework.

## GRAMMAR *be*: past simple

**I can** talk about situations in the past.

**Now watch the grammar animation.**

- 1 Read the grammar box. Complete the rules with *was*, *were*, *wasn't* and *weren't*.

Affirmative	Negative
I <b>was</b> in France 30 years ago.	Andy <b>wasn't</b> happy.
We <b>were</b> near the beach.	They <b>weren't</b> in a normal tent.
Questions	Short answers
<b>Were</b> you with your family?	Yes, I <b>was</b> . / No, I <b>wasn't</b> .
<b>Was</b> the weather good?	Yes, it <b>was</b> . / No, it <b>wasn't</b> .

### Rules

- We use ... and ... with *I*, *he*, *she* and *it*.
- We use ... and ... with *you*, *we* and *they*.

- 2 Copy and complete the sentences with the affirmative (+) or negative (-) forms of *be* in the past simple.

- I ... happy yesterday. (+)
- It ... cold and windy last week. (-)
- My friends ... in the park yesterday. (+)
- I ... hungry this morning. (+)
- My grandparents ... at my house last weekend. (+)
- Our teacher ... at school yesterday. (-)

- 3 Which sentences from Exercise 2 are true for you? Compare with a partner.

## 4 PRONUNCIATION *was/wasn't*

9.5 Listen and repeat.

- I **was** happy. I **wasn't** sad.
- Where **was** Juan? He **wasn't** at school.
- '**Was** it cold?' 'No, it **wasn't**.'

- 5 Put the words in the correct order to make questions about Andy's two camping holidays.

In France, ...

- the holiday / good / was / ?
- he / was / how old / ?
- he / with his family / was / ?
- clean / were / the showers / ?

In Italy, ...

- the holiday / how / was / ?
- Andy's sons / were / with him / ?
- a beach / the campsite / was / near / ?
- was / cold / the water / ?

- 6 Work in pairs. Ask and answer the questions from Exercise 5.

A: *Was the holiday in France good?*

B: *No, it wasn't.*

- 7 Read the **Look!** box. Change the sentences so they describe the past.

## Look! *there was / there were*

We use *there was(n't)* for singular nouns and *there were(n't)* for plural nouns.

**There was** a lake, but **there wasn't** a beach.

**There weren't** any normal tents, but **there were** big yurts.

- There's a supermarket and there are some shops in the town centre.
- In the classroom, there isn't a computer and there aren't any books.
- There are some mountains near us, but there isn't a lake.

- 8 9.6 Look at the picture and listen to Emma talking about a holiday. Where was she?



- 9 9.6 Choose the correct words to answer the questions about Emma's holiday. Listen again and check.

- When was the holiday?  
It was *last year* / *two months ago*.
- Who was Emma with?  
She was with *her friends* / *her family*.
- Where were they?  
They were in a *hotel* / *a campsite*.
- What was there?  
There was a beach and *mountains* / *some ruins*.
- How was the weather?  
It was *cold and windy* / *warm and sunny*.
- Was it a good holiday?  
*Yes, it was.* / *No, it wasn't.*

- 10 Work in pairs. Think about a time when you were on holiday. Ask and answer questions about the holiday.

A: *When was the holiday?*

B: *It was last year.*

## FAST FINISHER

Choose some times in the past. Write sentences to say where you were.

At 6.30 a.m. I was in bed.

## GRAMMAR be: past simple

## Grammar animation

This lesson features an optional animated presentation of the grammar in context called *Our campsite was in the mountains!*, including the form and use of the past simple of *be*. You can watch this in class if you have time and access to a computer or tablet, or you can ask sts to download it from the Richmond Learning Platform to watch at home. See TG page 290 for animation script.

- 1 Read the examples in the grammar box with the class, and check that sts understand them. Sts could work in pairs to copy the rules into their notebooks and complete them. Check answers.

## Answers

1 was, wasn't    2 were, weren't

Ask questions to check concept.

**Concept check questions:** *I was in Spain last year – present or past? (past). We are in the classroom now – true? (yes). Last week, we ... (were in the classroom). It was a good holiday – can you make it negative? (it wasn't a good holiday). They were happy at the campsite – negative? (they weren't happy ...). Were you at school yesterday? (yes, I was / yes, we were). Were you at school on Sunday? (no, I wasn't / no, we weren't).*

- 2 Sts copy the sentences into their notebooks and complete them with the correct verb forms. Check answers.

## Answers

1 was    2 wasn't    3 were    4 was  
5 were    6 wasn't

- 3 Sts work in pairs to decide which sentences in Exercise 2 are true for them. With stronger classes, you could ask sts to change the sentences so they are all true for them.

## PRONUNCIATION

- 4 9.5 Play the audio once for sts to listen to the pronunciation of the past forms of *be*. Play the audio again, pausing for sts to repeat.

- 5 Sts write the questions in their notebooks. Allow sts to compare their answers in pairs, then check with the class.

## Answers

1 Was the holiday good?  
2 How old was he?  
3 Was he with his family?  
4 Were the showers clean?  
5 How was the holiday?  
6 Were Andy's sons with him?  
7 Was the campsite near a beach?  
8 Was the water cold?

- 6 Sts ask and answer the questions about Andy's holidays in pairs. Check answers.

## Answers

1 No, it wasn't.	5 It was good.
2 He was 13.	6 Yes, they were.
3 Yes, he was.	7 No, it wasn't.
4 No, they weren't.	8 No, it wasn't.

- 7 Read the Look! box with the class. Explain to sts that *there was / there were* is similar to *there is / there are* in the present. Sts could work in pairs to change the sentences so they are about the past. Check answers.

## Answers

1 There was a supermarket and there were some shops in the town centre.  
2 In the classroom, there wasn't a computer and there weren't any books.  
3 There were some mountains near us, but there wasn't a lake.

- 8 9.6 Read out the question, then play the audio for sts to listen and answer the question. See TG page 263 for audio script. Check the answer with the class.

## Answer

Tulum, in Mexico.

- 9 9.6 Allow sts time to read the questions and possible answers, then play the audio again for them to listen and choose the correct answers. Allow sts to compare their answers in pairs, then check answers.

## Answers

1 two months ago	4 some ruins
2 her family	5 warm and sunny
3 a hotel	6 Yes, it was.

- 10 Allow sts time to think about a past holiday and make notes. Read out the example question and answer. With weaker classes, elicit some more questions that sts could ask, e.g. *How old were you? What was there?* Sts then work in pairs to ask and answer their questions. Ask some sts to tell the class about their holidays.

## FAST FINISHER

Sts who finish early can practise the grammar further by writing sentences about different times in the past. Weaker sts could work in pairs and do the same task.

- G Grammar practice: WB p.76

Sts will find more practice of the past simple of *be* here. Set these exercises for homework.

- LS Language summary: Unit 9 SB p.126

# On the move

## VOCABULARY and LISTENING Transport

I can understand future plans.

1 9.7 Match the types of transport with the pictures. Listen, check and repeat.

bike boat bus car motorbike plane  
scooter taxi train tram



2 Work in pairs. Point at a type of transport. Can your partner remember the name?

A: *What's this?*

B: *It's a scooter.*

3 Work in pairs. Ask questions about types of transport and travel to places.

*How do you travel to ...?*

*How often do you travel by ...?*

A: *How do you travel to school?*

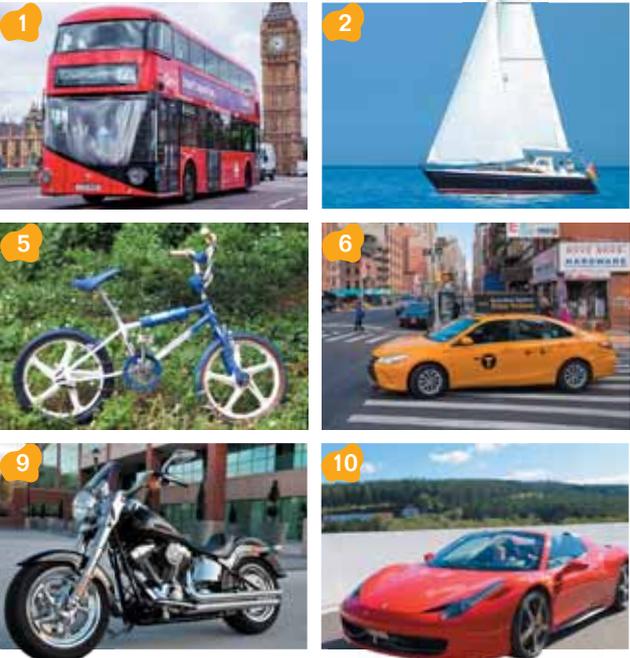
B: *I go by bike.*

A: *How often do you travel by tram?*

B: *I never travel by tram!*

4 Read the information about a podcast. How is the *Whole World School* different to your school?

The *Whole World School* is different. Students from different countries travel the world and study together! They live and study in three different countries each year. Today we speak to a new student at the school, Gemma from the USA.



5 9.8 Listen to the podcast. Which three countries does Gemma plan to visit in her first year?

Argentina Australia China  
India Italy the USA

6 9.8 Listen again. Copy and complete the table with Gemma's travel plans.

Month	Country	Transport	Activities
January	1 ...	plane, train	cook Indian food, Indian music
April	2 ...	plane, 3 ...	4 ...
July	5 ...	6 ...	7 ...

**FUN FACT** Graham Hughes is the first person to travel all around the world and **never** go by a plane! Instead, he travelled by cars, trains, buses, bikes ... and a lot of boats!

# On the move

## VOCABULARY and LISTENING

### Transport

Sts learn words for forms of transport. They listen to a podcast about the *Whole World School* and practise understanding future plans.

#### Vocabulary

Transport (*bike, boat, bus, car, motorbike, plane, scooter, taxi, train, tram*)

#### Listening text

A podcast about the *Whole World School*

#### Listening skill

Understanding future plans

### WARMER

Tell sts how you usually get to school, e.g. *I usually come to school in my car*. Mime driving if they are struggling to understand. Ask: *How do you usually get to school? Do you come on the bus? Do you walk?* Elicit answers from individual sts. Allow sts to answer in their own language if necessary, then teach the English words for the kinds of transport they mention.

- 1 **9.7** Sts could work in pairs to match the types of transport with the pictures. Alternatively, read out the number of each picture in turn and give a choice of two transport words, e.g. *number one – a bus or a bike?* Elicit the correct answers. Play the audio for sts to listen and check answers, then play it again, pausing for sts to repeat. See Answers for audio script.

#### Answers

1 bus	6 taxi
2 boat	7 train
3 plane	8 tram
4 scooter	9 motorbike
5 bike	10 car

- 2 Put sts into pairs and ask them to cover the words above the pictures. They then take turns to point to a picture and see if they can remember the names. When they have finished working in pairs, ask: *Which words are easy to remember? Why?*
- 3 Read out the task, then read out the example questions and answers. Brainstorm a few more questions that sts could ask, e.g. *How do you usually travel when you go on holiday? Do you like travelling by ...?* Sts then ask and answer the questions in pairs. Ask some sts to tell the class something they learned about their partner.

- 4 Ask sts to read the information about the podcast. Elicit the answer to the question, then ask: *Do you think it's fun to study in different countries? Why?*

#### Suggested answer

It is different because students travel to different countries to study.

- 5 **9.8** Read out the question and check that sts understand *plan to do something*. Read through the countries in the box with the class and check that sts understand them all. Model pronunciation of the countries. Then play the audio for sts to listen and answer the question. See TG page 263 for audio script. Check answers, playing the audio and pausing for sts to hear the countries that Gemma mentions.

#### Answers

India, Australia, Argentina

- 6 **9.8 Understanding future plans** Ask sts to copy the table into their notebooks. Point out that they need to complete the details of Gemma's plans. With stronger classes, sts could work in pairs and complete parts of the table with information they can remember from the first listening, then listen to complete the rest. With weaker classes, play the audio for sts to listen and complete the table. Allow sts to compare their answers in pairs, then check answers with the class, playing the audio again and pausing to confirm the answers.

#### Answers

- India
- Australia and Tasmania
- boat
- learn about forests and animals, learn to use a boat
- Argentina
- plane
- learn Spanish, learn to ride a horse, visiting the Tierra del Fuego National Park



Encourage sts to read this fun fact for pleasure. You could ask if sts know any other people who have gone on long journeys. They might be interested to know that it took Graham Hughes over four years to complete his journey, and he visited 193 different countries.

- V L** **Vocabulary and Listening practice: WB p.77**  
Sts will find more practice for listening and practice of transport words here. Set these exercises for homework.

- LS** **Language summary: Unit 9 SB p.126**

## GRAMMAR *be going to*: affirmative and negative

**I can** talk about future plans.

**Now watch the grammar animation.**

- 1 Read the grammar box. Choose the correct answer to complete the rule.

Affirmative	Negative
I'm <b>going to learn</b> about Indian music.	I'm <b>not going to study</b> English.
He/She's <b>going to travel</b> by train.	He/She <b>isn't going to go</b> by bus.
We/You/They're <b>going to see</b> some mountains.	We/You/They <b>aren't going to see</b> the sea.

### Rule

We use *be + going to + <sup>1</sup> infinitive / -ing form* of the main verb to talk about future plans.

- 2 **9.9** Copy and complete the text about Gemma's second year at the *Whole World School*. Use the affirmative (+) or negative (-) forms of *be going to*. Listen and check.

Next year, we <sup>1</sup>... (+) travel to France. I <sup>2</sup>... (-) stay in a hotel. I <sup>3</sup>... (+) stay with a French family. They <sup>4</sup>... (+) speak French to me every day, so I <sup>5</sup>... (+) learn a lot of French. Then, we <sup>6</sup>... (+) be in Japan for three months. I'm excited, but it <sup>7</sup>... (-) be easy for me. The food <sup>8</sup>... (+) be very different and it <sup>9</sup>... (-) be warm. In fact, I think it <sup>10</sup>... (+) snow!

- 3 Write affirmative and negative sentences about your plans for the times in the box.

after English class    after school  
tonight    tomorrow

*After English class, I'm going to have lunch.*

*I'm not going to play football tomorrow.*

## *be going to*: questions and short answers

- 4 Read the grammar box. Choose the correct answer to complete the rule.

Questions	Short answers
<b>Are you going to study</b> Maths?	Yes, I <b>am</b> . / No, I'm <b>not</b> .
<b>Is she going to go</b> back to the USA?	Yes, she <b>is</b> . / No, she <b>isn't</b> .
<b>Are they going to eat</b> Japanese food?	Yes, they <b>are</b> . / No, they <b>aren't</b> .

### Rule

When we ask questions about future plans, the subject comes *before / after be*.

- 5 Write questions with *be going to* about Gemma's first year at the *Whole World School*.

- when / she / travel to India / ?
- she / travel / by car / ?
- where / she / go / in April / ?
- she / study / English / ?
- how / she / travel to Argentina / ?
- Gemma's parents / visit her / ?

- 6 Work in pairs. Ask and answer the questions about Gemma in Exercise 5.

*A: When is she going to travel to India?*

*B: She's going to travel to India in January.*

- 7 Work in pairs. Look at the pictures. Ask and answer questions about your plans for next summer.

*A: Are you going to travel by plane?*

*B: No, I'm not.*



travel by plane



go camping



swim in a swimming pool



play football



read a book



speak English

- 8 **THINK CRITICALLY** Work in small groups. Imagine you are planning a 'round-the-world trip'. Discuss the questions. Tell the class about your plans.

- Which countries are you going to visit?
- When are you going to go?
- How are you going to travel there?
- What are you going to do there?

### **FAST FINISHER**

Choose a famous person. Write sentences about his/her plans for next week.

*Bruno Mars is going to travel to New York for a concert ...*

## GRAMMAR *be going to*: affirmative and negative

### Grammar animation

This lesson features an optional animated presentation of the grammar in context called *Are we going to play boardgames?*, including the form and use of *be going to*. You can watch this in class if you have time and access to video, or you can ask sts to download it from the Richmond Learning Platform to watch at home. See TG page 290 for the animation script.

- 1 Read the examples in the grammar box and check that sts understand them. Read out the rule and elicit the correct answer to complete it.

**Answer**  
infinitive

Point out that only the form of *be* changes, and *going to* stays the same for all persons.

Ask questions to check concept.

**Concept check questions:** *I'm going to visit some friends – is this happening now? (no – in the future). Sam going to play football – correct? (no – Sam is going to play football). Can you make it negative? (Sam isn't going to play football). We is going to watch a film – correct? (no – we are going to watch a film). Can you make it negative? (We aren't going to watch a film).*

- 2  9.9 Sts copy the text into their notebooks and complete it with the correct forms of *be going to*. Play the audio for them to listen and check their answers, then write the correct forms on the board for them to check the spellings. See TG page 263 for audio script.

#### Answers

- |                   |                  |
|-------------------|------------------|
| 1 're going to    | 6 're going to   |
| 2 'm not going to | 7 isn't going to |
| 3 'm going to     | 8 is going to    |
| 4 're going to    | 9 isn't going to |
| 5 'm going to     | 10 's going to   |

- 3 Read out the example sentences, then ask sts to write their own sentences individually. Allow sts to compare their sentences in pairs, then ask some sts to read out their sentences to the class.

### *be going to*: questions and short answers

- 4 Read the examples in the grammar box, then read out the rule and elicit the correct word to complete it.

**Answer**  
after

Ask questions to check concept.

**Concept check questions:** *You are going to watch TV – a statement or a question? (a statement). Can you make it into a question? (Are you going to watch TV?). He going to travel by train? – correct? (no – Is he going to travel by train?).*

- 5 Sts could work in pairs to write the questions about Gemma's year at the *Whole World School*. Check answers.

#### Answers

- When is she going to travel to India?
- Is she going to travel by car?
- Where is she going to go in April?
- Is she going to study English?
- How is she going to travel to Argentina?
- Are Gemma's parents going to visit her?

- 6 Sts work in pairs to ask and answer the questions in Exercise 5. If necessary, play audio track 9.8 again first for them to hear the answers. Check answers by asking pairs of sts to read out each question and answer.

#### Answers

- No, she's going to travel by plane and train.
- She's going to travel to Australia in April.
- No, she isn't going to study English. She speaks English already.
- She's going to travel to Argentina by plane.
- Yes, they're going to visit her in Argentina.

- 7 Read out the example question and answer. With weaker classes, you could elicit the questions first, then put sts into pairs to ask and answer them. Ask some sts to tell the class about their partner's plans.

### 21st Century skills



- 8  **THINK CRITICALLY**

Put sts into groups to plan their trips. With weaker classes, you could brainstorm ideas with the class first. Monitor and help while sts are working, then ask groups in turn to tell the class about their plans. The class could vote for their favourite trip.

### FAST FINISHER

Sts who finish early can practise the grammar further by choosing a famous person and writing sentences about their plans for next week. Weaker sts could work in pairs and write sentences about their own plans.

- G** Grammar practice: WB p.78

Sts will find more practice of *be going to* here. Set these exercises for homework.

- LS** Language summary: Unit 9 SB p.126

# KEEP TALKING!

## A school trip

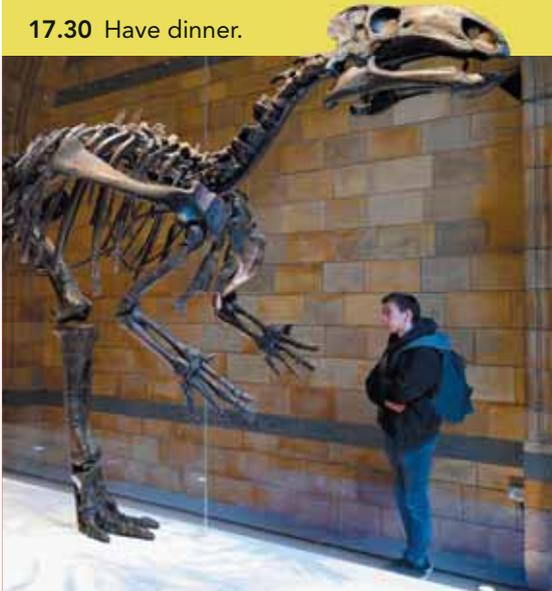
### READING and LISTENING

I can understand information about a school trip.

## Larkmead School Trip for Year 8 students

### Friday

- 08.00 Travel to London by bus.
- 11.00 Arrive at Bridge View Hostel. Find rooms and leave bags.
- 12.00 Have lunch at the hostel café.
- 14.00 Visit the Natural History Museum. (3 hours)
- 17.30 Have dinner.



### Saturday



- 08.30 Have breakfast at the hostel. Walk to the River Thames.
- 10.30 Travel along the river on City Cruise Boat. Have lunch on the boat. (3 hours)
- 14.00 Ride the London Eye and see the whole city.
- 16.00 Go to the Tate Modern art gallery by bike.
- 18.30 Eat fish and chips next to the river.

### Sunday



- 08.30 Have breakfast at the hostel. Go by train to Baker Street.
- 10.00 Visit Madame Tussauds. Have lunch in Queen Mary's Rose Gardens.
- 14.00 Visit the British Museum. (2 hours)
- 15.00 Return to hostel. Travel back to school by bus.
- 18.00 Arrive at school.

- 1 Does your school organize school trips? Where do you go? What do you do?
- 2 Look at the pictures. Where is the school trip to? Read the travel plans and check.
- 3 Read the text again. Answer the questions.
  - 1 Where are the students going to stay in London?
  - 2 How long are they going to be in the Natural History museum?
  - 3 What time are they going to ride the London Eye?
  - 4 How are they going to travel to the Tate Modern art gallery?
  - 5 What are they going to have for dinner on Saturday?
  - 6 Where are they going to visit on Sunday morning?
- 4 What's your favourite day of the trip? Why? Compare with a partner.

- 5 9.10 Listen to Louisa and Joel talk about the plans for the school trip. Which places do they talk about?

Madame Tussauds    The London Eye  
The London Museum    The Natural History Museum  
The river cruise    The Tate Modern

- 6 9.10 Listen again. Answer the questions.

- 1 Which activity is Louisa excited about?
- 2 Does Louisa like museums?
- 3 Which museum has dinosaurs?
- 4 Where is Joel going to stay on Sunday night?
- 5 How is Joel going to travel home on Monday?

- 7 **GET CREATIVE** Work in small groups. Think of a city you'd like to visit for a school trip. Write a plan for three days. Tell the class what you're going to do.

*We're going to visit Tokyo. On Friday morning at 8.00, we're going to travel by plane ...*

## KEEP TALKING!

## A school trip

## READING and LISTENING

Sts read the plans for a school trip and listen to a conversation about the plans. They then learn how to use public transport. They read and hear a model dialogue and personalize the useful language by following the steps in the Speaking plan to practise buying a ticket for public transport.

 **WARMER**

With books closed, put sts into groups. Tell them that in this unit they have learned ten words for forms of transport. Give them two minutes to remember as many as they can. Invite individual sts to come and write the words on the board. Sts can check on page 92 to find any that they have missed.

- 1 Discuss the questions as a class. If sts have been on school trips, encourage them to say where they went, what they did and which parts of the trip they enjoyed and why. If sts haven't been on school trips, discuss where they would most like to go and why.
- 2 Sts could work in pairs to look at the pictures and guess where the school trip is to. Elicit their ideas, but don't confirm them. Ask sts to read the text quickly to check their ideas. Elicit the answers, and elicit what each picture shows (Natural History Museum, London Eye and Madame Tussauds).

**Answers**

London: Natural History Museum, London Eye, Tate Modern, Madame Tussauds, Queen Mary's Rose Gardens, British Museum.

- 3 Sts read the text again and answer the questions. Allow sts to compare their answers in pairs, then check answers with the class.

**Answers**

1 Bridge View Hostel	4 by bike
2 three hours	5 fish and chips
3 2.00 on Saturday	6 Madam Tussauds

- 4 Allow sts time individually to look at the three days again and decide which is their favourite and why. Then put them into pairs to compare their ideas. Ask some sts to tell the class which day is their favourite and why.

- 5  9.10 Tell sts they will now hear a conversation between Louisa and Joel about the plans for the trip. Read out the question, then play the audio for sts to listen and note down the places that they talk about. See TG page 263 for audio script. Check answers with the class, playing the audio again if necessary and pausing to confirm answers.

**Answers**

They talk about the river cruise and the Natural History Museum.

- 6  9.10 Allow sts time to read through the questions. Check they understand them all. Then play the audio again for sts to listen and answer the questions. Allow sts to compare their answers in pairs, then check answers with the class, playing the audio again and pausing to confirm the answers.

**Answers**

- 1 the river cruise
- 2 No. She thinks they're boring.
- 3 The Natural History Museum
- 4 his Aunt's house
- 5 the train

## 21st Century skills

7  **GET CREATIVE**

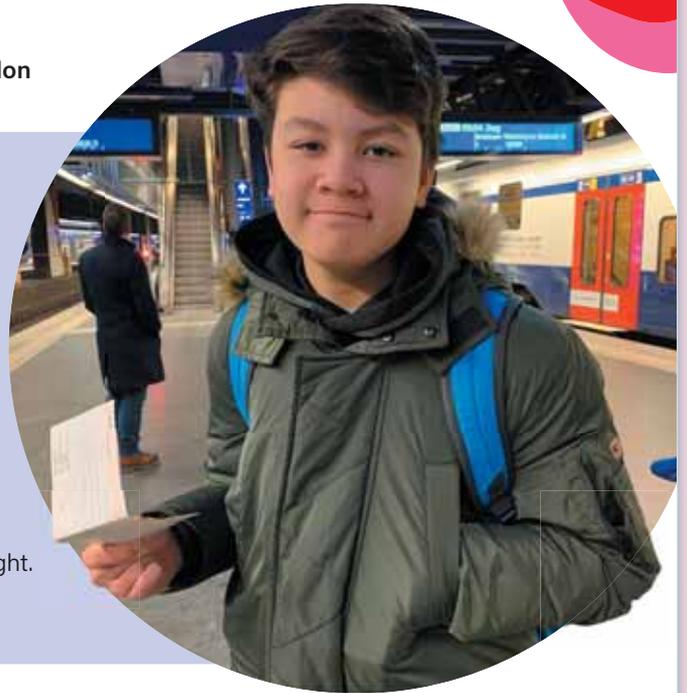
Read out the task then, as a class, brainstorm some ideas for a city that sts could visit for a school trip, and things they could do there. Sts then work in groups to plan their own trip. Encourage them to use their imagination to make their trip as much fun as possible! Monitor and help while sts are working, then ask groups in turn to show their plans to the class and describe their trip. Sts could vote for their favourite trip.

## SPEAKING Buying a train ticket

I can buy a ticket for public transport.

### 1 9.11 Listen and read. How long is the journey from London to Birmingham?

- Assistant:** Next, please.  
**Joel:** Hi. I'd like a child ticket to Birmingham, please.  
**Assistant:** Do you want a single or a return?  
**Joel:** A single ticket, please.  
**Assistant:** OK, that's £27.75, please.  
**Joel:** Thanks. When is the next train to Birmingham?  
**Assistant:** The next train leaves here at 10.15. It arrives at Birmingham New Street at 12.20.  
**Joel:** OK, great. Where do I go?  
**Assistant:** The train leaves from platform nine.  
**Joel:** Platform nine.  
**Assistant:** That's right. You go straight on and then turn right. Platform nine is opposite some shops.  
**Joel:** OK, thanks very much.



### 2 9.12 Listen and repeat the Useful language.

#### Useful language

#### Buying a train ticket

##### Customer

I'd like a (child) ticket to ..., please.  
 A single/return ticket, please.  
 When is the next train to ...?  
 Where do I go?

##### Assistant

Do you want a single or a return?  
 The next train leaves at ...  
 The train leaves from platform ...

### 3 9.13 Copy and complete the dialogue. Listen and check.

- A:** Hi. I'd like a <sup>1</sup>... to Oxford, please.  
**B:** Do you want a <sup>2</sup>... or a return?  
**A:** A <sup>3</sup>... ticket, please. I'm going to come back on Wednesday morning.  
**B:** That's £12.50, please.  
**A:** Here you are. When is the <sup>4</sup>... train to Oxford?  
**B:** It <sup>5</sup>... at 11.15 and it arrives in Oxford at 12.05.  
**A:** Thanks, and where do I <sup>6</sup>...?  
**B:** The train leaves from <sup>7</sup>... four.

### 4 9.14 Listen to two dialogues. Copy and complete the table.

Destination	Ticket type	Cost	Time	Platform number
1 Bristol				
2				

### 5 Work in pairs. Have a dialogue where you buy a ticket on public transport. Follow the steps in the Speaking plan.

#### Speaking plan

##### Prepare

- > Decide who is the customer and who is the ticket office assistant.
- > Decide what type of public transport you're going to use.
- > Make notes for your dialogue.

##### Speak

- > Practise your dialogue.
- > Use phrases from the **Useful language** box.
- > Act out your dialogue without notes.

##### Reflect

- > How can you improve next time?
- > Swap roles and choose a different city and type of public transport.

Now play *Keep moving!*

#### FAST FINISHER

Write a dialogue between a ticket office assistant and a customer for your city.

*Customer:* Hi. I'd like a ticket to ...

## SPEAKING Buying a train ticket

- 1 9.11 Focus on the photo and explain that it shows Joel. Elicit that he has a ticket and he is at the station. Explain to sts that they will hear him in a conversation buying his ticket at the station. Before you play the audio check sts are familiar with the 24 hour clock used in the dialogue, e.g. 10.15 = quarter past ten.

Read out the question: *How long is the journey from London to Birmingham?* With stronger classes, you could start by playing the dialogue with books closed and have sts listen for the answer. Then play the audio again for them to listen and read to confirm their ideas. With weaker classes, play the dialogue for sts to listen and read. Check the answer.

### Answer

Two hours and five minutes

- 2 9.12 Focus on the Useful language, then play the audio once for sts to listen to the phrases. Check that sts understand everything. Then play the audio again, pausing for sts to repeat.
- 3 9.13 Sts could work in pairs to copy the dialogue into their notebooks and complete it with the correct words. Play the audio for them to listen and check their answers. See TG page 264 for audio script. Go through the answers with the class and check that sts understand everything.

### Answers

1 ticket	5 leaves
2 single	6 go
3 return	7 platform
4 next	

- 4 9.14 Ask sts to copy the table into their notebooks. Explain to sts that they will hear two more dialogues in which people buy tickets. Focus on the table and elicit the kind of information that sts need to complete it, e.g. a type of ticket (single or return), a price, and time, a number. Play the audio for sts to listen and complete the table. See TG page 264 for audio script. Allow sts to compare their answers in pairs, then play the audio again if necessary for sts to check and complete their answers. Check answers with the class.

### Answers

1 single, £18.50, 4.45, 7
2 Manchester, return, £28.30, 3.15, 15

- 5 Sts follow the steps in the Speaking plan to practise buying a ticket for public transport.

## Speaking plan

### Prepare

Explain to sts that one of them will be the ticket office assistant, and the other will be a customer who buys a ticket. Sts decide on their roles, then decide what type of public transport they are going to use, and make notes for their dialogue.

### Speak

Sts then work in pairs to practise their dialogues, using phrases from the Useful language box. They can practise with and then without notes. Monitor and help as necessary. If your sts use smartphones in class, they could record and listen to their dialogues.

### Reflect

Discuss as a class how sts could improve next time, for example, by using more phrases from the Useful language, or by trying to improve their pronunciation or fluency. Encourage them to be honest and open about the things they did well and the things they can do better. Ask them to use their recordings to help them think about how they could improve next time. Sts then swap roles and have a new dialogue, using a different city and a different type of public transport.

## Keep moving!

This lesson features an optional language revision and consolidation game for use in digital classrooms. Players control different characters, each with their own personalities and special abilities.

## FAST FINISHER

Fast finishers can practise buying a ticket for public transport further. They write a dialogue between a ticket office assistant and a customer for their own city. Weaker sts could work in pairs and practise one of the dialogues in Exercise 4, using the information in the table to help them.

### Speaking practice: WB p.79

Sts will find more practice for using public transport here. Set these exercises for homework.

### Language summary: Unit 9 SB p.126

REAL

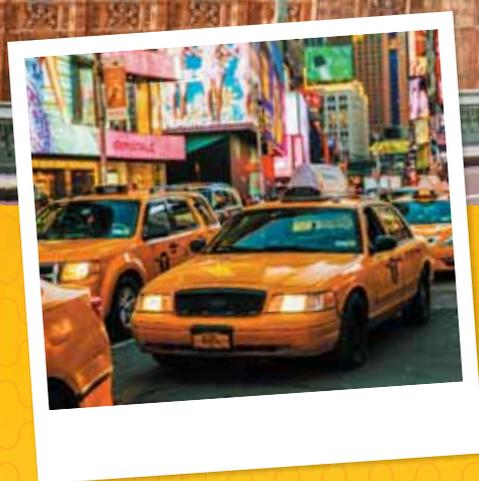
CULTURE!

## Famous transport

I can compare transport in my country with other countries.

### THE BEAUTIFUL WAY TO TRAVEL

Sitting on the bus on your way to school is boring, but some cities have famous public transport systems. This week we're asking you to tell us about famous types of transport you're going to use in the holidays.



#### JASMINE

I'm on holiday in London. This afternoon I want to see all the famous buildings, but I'm not going to walk because it's raining. I'm going to catch a bus! London is famous for its double-decker buses – they have a downstairs and an upstairs! There are special buses for tourists, but they're expensive. I'm going to catch a normal bus and sit upstairs for the best views of the city!



#### TYLER

Look at all these yellow taxis. Can you guess where I am? I'm in New York, of course! But why are they yellow? It's because there aren't many yellow cars on the road, so it's easy to see a taxi if it's far away. There are more than 13,000 taxis in the city and 500,000 people use them every day! Tomorrow I'm going to go by taxi to the Empire State Building!



#### MATILDA

It was always my dream to ride a cable car in San Francisco, and tonight I'm going to do it – I'm really excited! Lots of cities have trams, but the first ones were in this city in 1873. I'm going to take a lot of photos, but I'm also going to hold on very tight. There are a lot of hills in San Francisco and the cable cars can sometimes go very fast!



#### CARLOS

Next week I'm going to be in Venice. There are no roads, so there are no cars, no scooters and no taxis. People travel around the city by boat and the most famous boats are gondolas. It's quite expensive – €80 for a trip, but six people can go together and I'm going to be there with five friends on my school trip – so it's perfect!



## Famous transport

Sts learn about four kinds of public transport in four different cities around the world. They do a comprehension task, then study some future time expressions. They learn about some unusual forms of transport around the world, then compare public transport in their city with the different kinds of public transport they have learned about.

This lesson features an optional culture video about Adrian, a traveller who loves walking: see SB page 97.

 **WARMER**

Ask: *What kinds of public transport do you find in cities?* Brainstorm ideas, e.g. *bus, tram, underground trains, taxis*. Then ask: *What do you think is the best way to travel around a city?* Elicit a few answers, and elicit the idea that it depends on the city, because different cities have different kinds of public transport.

- 1  **9.15** Put sts into pairs to look at the pictures and guess the cities. Elicit some ideas about each picture, but don't confirm them. Play the audio for sts to read and listen and check their answers. Go through the answers with the class.

**Answers**

London, New York, San Francisco, Venice

- 2 Sts could work in pairs to read the article again and answer the questions. Check answers, eliciting the part of the text which confirms each answer.

**Answers**

- 1 It's raining.
- 2 Because they're expensive.
- 3 Because there aren't many yellow cars on the road and it makes the taxis easy to see.
- 4 the Empire State Building
- 5 1873
- 6 Yes, sometimes they do go very fast!
- 7 There are no roads in Venice.
- 8 Six in total.

- 3 Discuss with the class which type of transport they would like to try and why.

- 4 **Word Power** Sts could work in pairs to find the highlighted time expressions in the article and decide how they say them in their own language. Check answers with the class.

- 5 Read out the example answer and give one or two examples of your own future plans, using the future time expressions, e.g. *I'm going to watch TV tonight. I'm going to go shopping next week*. If necessary, briefly revise *be going to*. Sts then work in pairs to say their plans for the future times. Ask some sts to tell the class about one of their partner's future plans.

**1** **9.15** Look at the pictures of types of transport. Guess which cities they are in. Read and listen to the article and check.

**2** Read the article again. Answer the questions.

- 1 What is the weather like in London?
- 2 Why isn't Jasmine going to go on the tourist bus?
- 3 Why are New York taxis yellow?
- 4 Where is Tyler going to visit tomorrow?
- 5 When were the first cable cars in San Francisco?
- 6 Do cable cars travel very fast?
- 7 Why are there no taxis in Venice?
- 8 How many people are going to be on Carlos's gondola?

**3** Which of the types of transport would you like to try? Why?

**4** **Word Power** Look at the **blue** future time expressions in the article. How do you say them in your language?

**5** Work in pairs. Say what your plans are for the future times in the box.

next week    this afternoon    tomorrow    tonight

*This afternoon I'm going to meet my friends.*

**6** **9.16** Look at some unusual types of transport from around the world. Match them with the places in the box. Listen and check.

China    Egypt    Philippines    Madeira



**7** **9.16** Listen again and answer the questions about the types of transport.

- 1 How many people can sit on a habal habal?
- 2 How far can the Maglev train travel in seven minutes?
- 3 Why do some people like travelling by felucca?
- 4 How do the drivers stop the Monte sledge?

**8** **COMPARE CULTURES** Work in pairs. Ask and answer the questions.

- 1 Is there a lot of traffic in your city?
- 2 What types of public transport are there in your city?
- 3 What's the best way to travel for someone visiting your city?

**Now watch the culture video.**

**FAST FINISHER**

Are you going to travel somewhere soon? Write about your plans.

*I'm going to go home on the bus this afternoon. The bus leaves at ...*

## REAL CULTURE!

- 6  9.16 Explain to sts that they will now learn about four unusual types of transport. Read out the names of the countries in the box and check that sts understand them. Put sts into pairs to look at the pictures and match them with the countries. Elicit a few ideas, but don't confirm them. Play the audio for sts to listen and check answers. See TG page 264 for audio script. Check answers with the class and elicit what sts can remember about each kind of transport.

### Answers

Habal habal – Philippines  
Maglev train – China  
Felucca – Egypt  
Monte sledge – Madeira

- 7  9.16 Allow sts time to read the questions. Check they understand them all. Then play the audio again for them to listen and answer the questions. Allow sts to compare their answers in pairs, then check with the class, playing the audio again and pausing for sts to hear the answers.

### Answers

1 ten  
2 30 kilometres  
3 They are quiet and relaxing.  
4 They use their shoes.

## 21st Century skills



### 8 COMPARE CULTURES

Read out the questions and check that sts understand them, then put them into pairs to discuss the questions. Monitor and help while they are working, then discuss the questions with the class. With stronger classes, you could ask: *What new form of transport would you like in your city?* Encourage sts to use their imagination to think about a new form of transport for their city, either one of the ideas from this lesson or their own ideas.

### Culture video

This lesson also features an optional culture video about Adrian, a traveller who loves walking. You can watch this in class if you have time and access to a computer or tablet or you can ask sts to download it from the Richmond Learning Platform to watch at home. See *Walking in the clouds* on TG pages 283 and 287.

### FAST FINISHER

Sts write about their own travel plans, either real or imagined. Weaker sts could work in pairs and each help each other to write a sentence about their travel plans.

# Five stars!

## WRITING A review

I can write an online review.

1 Look at the picture of a theme park. Work in pairs. Answer the questions.

- 1 Would you like to go on a ride like this?
- 2 Are there any theme parks near your city?
- 3 What are the good and bad things about theme parks?

2 Read Roxy's review. How many stars do you think she gives *Stormworld*?

 *Storm World* \_ □ ×

### Good place, but very crowded!

Roxy: 18 August ☆☆☆☆☆

It was my birthday last Saturday, so I was at *Stormworld*. I was there with my family and some friends. I was very excited because I love theme parks.

There are a lot of good rides at *Stormworld*. The best ride is The Rattlesnake – it's really fast. I wasn't scared but my dad was! *Stormworld* is a very big theme park, but there's a small train to take people from one ride to another – I think that's a good idea.

However, there are some problems. It was really crowded, so there were long queues for all the rides. The worst thing is the café – it was very busy and there wasn't a table for us. The tickets are also quite expensive at the weekend.

It was a good day and I want to visit again. But next time, I'm going to buy tickets on a Monday because the tickets are cheap and the theme park isn't crowded.



3 Read the review again and answer the questions.

- 1 Why was Roxy at *Stormworld*?
- 2 Which was her favourite ride?
- 3 What was the problem?
- 4 Is she going to go again?

**W** Writing summary: WB p.92

**R** Review: Units 7-9 SB pp.104-105

**P** Project: Units 7-9 SB pp.110-111

4 Look at the **Useful language**. How do you say these expressions in your language?

### Useful language

#### Positive and negative comments

There are a lot of good ... at ...

The best ... is ...

I think that's a good idea.

However, there are some problems.

The worst thing is the ...

5 Read the **Look!** box. Copy and complete the sentences with your own ideas.

### Look! so

We use *so* to explain the results of a situation.

*It was my birthday last Saturday, so I was at Stormworld.*

*It was really crowded, so there were long queues for all the rides.*

It's raining, so *I'm not going to play football.*

- 1 I'm hungry, so ...
- 2 It's Friday, so ...
- 3 Today is my birthday, so ...

6 Write a review of a place you know. Follow the steps in the **Writing plan**.

### Writing plan

#### Prepare

- Choose a place you know (e.g. a theme park, a café, sports centre etc.)
- Make notes about:
  - When/Why you were there
  - The good things about the place
  - The bad things about the place
  - Are you going to visit again?

#### Write

- Write your review.
- Use the expressions from the **Useful language** box.
- Use *so* to explain results of situations.

#### Reflect

- Check your grammar: *be*: past simple and *be going to*.
- Check your spelling and punctuation.

**L** Literature: Units 7-9 SB pp.116-117

**LS** Language summary: Unit 9 SB p.126

# Five stars!

## WRITING A review

Sts read a review of a trip to a theme park. They learn useful language for positive and negative comments and learn how to use *so* to explain the results of a situation. They then follow the steps in the Writing plan to write their own review of a place that they know.

### Writing

A review

### Useful language

Positive and negative comments (*There are a lot of good ... at ... , The best ... is ... , I think that's a good idea. However, there are some problems. The worst thing is ...*)

### Look!

*so*

### WARMER

Write the word *theme park* on the board and elicit or teach the meaning. Ask: *Do you sometimes go to theme parks? Encourage sts who have experience of theme parks to tell the class about their experiences. Ask questions to elicit and teach useful vocabulary, e.g. What are the best rides? Are the tickets expensive? Is it crowded? Are there long queues for the rides?*

- Put sts into pairs to answer the questions. Discuss the questions briefly with the class.

#### Suggested answer

3 Good: fast rides, exciting; Bad: long queues, crowds, expensive food

- Read out the question and elicit or explain that people sometimes write a review when they have visited a place, to say what is good and bad about it. Focus on the stars at the top of the review and read out the question. Then ask sts to read the review. They could discuss in pairs how many stars they think Roxy gives *Storm World*. Elicit ideas from individual sts, encouraging them to give reasons for their answers.

- Read out the questions, then ask sts to read the review again and find the answers. Check answers with the class.

#### Answers

- It was her birthday on Saturday.
- The Rattlesnake.
- The crowds.
- Yes, she wants to go again, but on a Monday when tickets are cheaper and it isn't crowded.

- Read the Useful language box with sts and ask sts to find examples of the expressions in the review. Discuss how to say these expressions in their first language.

- Read the Look! box with the class and make sure sts understand that we use *so* to express a result. Sts then copy the sentences into their notebooks and complete them with their own ideas. Ask some sts to read their sentences to the class.

### EXTRA ACTIVITY

Before sts prepare and write their own review, ask them to look at the review in Exercise 1 again and note down phrases they can use in their own review, e.g. *I was there with my family, it's a very big theme park*, etc. Remind sts that they should not copy word for word from the model text, but encourage them to see the model writing text as a resource they can use to improve their own writing.

- Sts write a review of a place that they know, following the steps in the Writing plan.

### Writing plan

#### Prepare

Sts choose a place that they know and make notes. Point out that the notes follow the order of information in the review in Exercise 1, and point out that the review is divided into four paragraphs. With weaker classes, you could choose a place as a class and brainstorm ideas about it together. Make notes on the board for sts to refer to when they write their review.

#### Write

Sts write their review. Remind them to use expressions from the Useful language box, and remind them to use *so*, the past simple of *be*, and *be going to*.

#### Reflect

Ask sts to check their grammar, spelling and punctuation. Encourage them to focus especially on their use of *so*, the past simple of *be* and *be going to*. They can then make any necessary changes. Sts could then swap their review with another student and give feedback on the use of *so*, the past simple of *be*, *be going to* and the phrases in the Useful language box. Remind sts to be positive and encouraging when they give feedback, and always find aspects to praise.

**W Writing practice:** WB p.80  
Sts will find more practice for writing here. Set these exercises for homework.

**W Writing summary:** WB p.92

**R Review:** Units 7–9 SB pp. 104–105

**P Project:** Units 7–9 SB pp.110–111

**L Literature:** Units 7–9 SB pp. 116–117

**LS Language summary:** Unit 9 SB p.126

# REVIEW

## UNITS 1-3

### READING

1 Read about Elena. Choose the correct words to complete the text.



I'm Elena and I'm thirteen. I'm from <sup>1</sup> *Spain / Spanish*, but I live in Cambridge, in the UK with my family. My parents <sup>2</sup> *is / are* teachers and we're here for two years. I have <sup>3</sup> *a / an* brother called Toni. He <sup>4</sup> *'s / 're* eleven.

My school in Cambridge is good and the lessons are interesting. It's an international school and my classmates are from all over the world. My best friend is <sup>5</sup> *a / an* Argentinian girl called Martina. <sup>6</sup> *Her / His* desk is next <sup>7</sup> *to / of* my desk in our Science class.

There <sup>8</sup> *'s / are* lots of beautiful buildings in Cambridge, but there <sup>9</sup> *isn't / aren't* a beach! In Spain, our house is in front <sup>10</sup> *to / of* a beautiful beach. My cat is in Spain at my <sup>11</sup> *grandmas' / grandma's* house. I'm <sup>12</sup> *sad / happy* because it isn't here with me!

2 Put the words in the correct order to make questions about Elena.

- Elena / British / is / ?
- brother / her / how old / is / ?
- from / best friend / is / where / her / ?
- beach / there / in / a / Cambridge / is / ?
- cat / Elena's / is / where / ?

3 Answer the questions from Exercise 2.

### LISTENING

4 **R1** Listen to the descriptions of the houses. Match them to the people.



Khloé Kardashian



John Legend and Chrissy Teigen



Jay Z and Beyoncé



5 **R1** Listen again. Are the sentences true (T) or false (F)?

- There are seven bedrooms in Khloé Kardashian's house.
- There's a swimming pool in her garden and a cinema in her house.
- There are ten bathrooms in John Legend and Chrissy Teigen's house.
- They live in Justin Bieber's old house.
- Jay Z and Beyoncé's house is in Los Angeles, in the USA.
- Blue Ivy, Rumi and Sir are their children.

# REVIEW UNITS 1-3

**LESSON OVERVIEW:** This lesson reviews the grammar and vocabulary sts have learned in Units 1-3 of the book. Sts read about a Spanish teenager who is in England for two years and listen to descriptions of houses that belong to famous people. They talk about the differences between two pictures, then write sentences about another picture. The lesson ends with a fun memory test of language sts have learned in Units 1-3.

## WARMER

With books closed, put sts into teams. Write some gapped words for classroom objects on the board, e.g. *b\_\_rd, c\_\_p\_\_t\_\_r, d\_\_k*. Sts race to complete the words in their groups. When one group has finished, invite one of the group to complete the words on the board. Other sts can correct any mistakes they make. Check that sts understand all the words on the board.

## READING

- 1** Read out the title of the text and focus on the photo. Ask: *Where do you think the girl is from? Why do you think she is in the UK for two years?* Elicit a few ideas, then ask sts to read the text quickly, ignoring the task, to check their ideas. Discuss the answers, and elicit what sts learned about Elena. Then ask them to read the text again and choose the correct words to complete it. Check answers and revise any language points that sts have struggled with.

### Answers

- |         |              |
|---------|--------------|
| 1 Spain | 7 to         |
| 2 are   | 8 are        |
| 3 a     | 9 isn't      |
| 4 's    | 10 of        |
| 5 an    | 11 grandma's |
| 6 Her   | 12 sad       |

- 2** Sts write the questions about Elena in their notebooks. Check with the class, and check that sts understand all the questions.

### Answers

- 1 Is Elena British?
- 2 How old is her brother?
- 3 Where is her best friend from?
- 4 Is there a beach in Cambridge?
- 5 Where is Elena's cat?

- 3** Put sts into pairs to ask and answer the questions from Exercise 2, referring back to the text in Exercise 1 to help them. Check answers.

### Answers

- 1 No, she's Spanish.
- 2 He's eleven.
- 3 She's from Argentina.
- 4 No, there isn't.
- 5 Her cat is with her grandma in Spain.

## LISTENING

- 4** **R1** Focus on the pictures and elicit that they show famous people. Ask sts what they know about the people. Focus on the pictures of the houses and ask: *Which houses do the people live in?* Elicit a few ideas, but don't confirm them. Explain to sts that they will hear descriptions of the three houses, and they need to match them to the people. Play the audio for sts to listen and do the matching task. See TG page 264 for audio script. Check answers.

### Answers

- 1 c    2 b    3 a

- 5** **R1** Allow sts time to read through the sentences, then play the audio again for them to listen and decide if the sentences are true or false. Check answers with the class, playing the audio again and pausing if necessary for sts to hear the answers.

### Answers

- 1 F    2 T    3 T    4 F    5 F    6 T

## EXTRA PRACTICE

Put sts into pairs. They imagine their own dream house and prepare a description of it. Ask pairs in turn to tell the class their ideas.

▶ **SPEAKING**

- 6 Work in pairs. Look at pictures A and B. Find ten differences.  
*In picture A, there's a computer on the desk, but in picture B, there isn't a computer.*



▶ **WRITING**

- 7 Look at a picture of Poppy and her family. Write sentences about the picture with the words in the box.

brother    dad    laptop    light    mum    pet  
 phone    plant    sofa    table    window



*This is a picture of a living room. In this room, there's ...  
 There are ...*

**TEST YOUR MEMORY!**

How many adjectives can you say in twenty seconds?

Name three countries and their nationalities.

Name five things in your classroom.

Name three people in your family and how they are related to you.

Name four rooms in a house.

Name five things in your living room.

Make a question for your partner with *be*.

Say two things you *are* and two things you *aren't*.

Say five things you can see. Use articles or plurals.

Say five things you can see. Use possessive adjectives or 's.

What can you see out of the window? Use *there is / there are*.

Describe three things in your bedroom. Use prepositions of place.

## SPEAKING

- 6** Focus on the pictures and elicit that they both show a classroom. Ask one or two questions to encourage sts to look at the details, e.g. *Is there a teacher? Is there a board? How many students are there?* Explain that there are ten differences between the pictures. Put sts into pairs to find the ten differences and write a sentence about each one. Check answers and see who found all the differences correctly.

### Sample answers

In picture A, the teacher is young, but in picture B, she is old.  
The maths on the board is different.  
In picture A, the door is black, but in picture B, it is white.  
In picture A, the girl on the left has a bag on her desk, but in picture B, the bag is under the desk.  
In picture A, the boy at the back has his hand up, but in picture B, he doesn't.  
In picture A, the girl on the right has a red book, but in picture B, she doesn't.  
In picture A, the girl at the front has a book, but in picture B, she doesn't.  
In picture B, there's paper on the floor, but in picture A, there isn't.  
In picture A, the boy on the right is writing, but in picture B, he isn't.  
In picture A, the girl on the left has a red t-shirt, but in picture B, she has a green t-shirt.

## WRITING

- 7** Read out the task and the example sentences, then read through the words in the box with the class and check that sts understand everything. Ask one or two questions to elicit further example sentences, e.g. *Is there a plant in the room?* (Yes, there's a plant next to the TV). *Where's the laptop?* (The laptop is on the table). Sts then write sentences in their notebooks. Weaker sts could work in pairs. Ask some sts to read their sentences to the class.

### Sample answers

There's a plant next to the TV.  
The laptop is on the table.  
Poppy's dad is on the sofa.  
Poppy has a phone.  
Poppy's mum and brother are next to the table.  
There's a light next to the window.  
There isn't a pet.

### TEST YOUR MEMORY!

This is a fun way for sts to review the vocabulary and grammar from the units. They could do the task individually or in pairs, and you could do the activity as a race to provide extra motivation. Alternatively, sts could work in pairs and take turns to choose one of the tasks for their partner. With weaker classes, you could challenge sts to choose six tasks to complete from memory, then refer back to the units to help them complete the remaining tasks. Elicit a range of example answers for each task.

# REVIEW

## UNITS 4-6

### READING

1 Read about Nils's life in Tromsø. Complete the text with the correct forms of the verbs in the box.

get up go have like not like live  
meet not stay play visit want work

## Life in Tromsø



My name's Nils and I'm Norwegian. I <sup>1</sup> ... in Tromsø, a small city in the north of Norway. It's in the Arctic Circle and in the summer the sun doesn't go down – that means it's never dark! I <sup>2</sup> ... the summer because it's fun. We usually <sup>3</sup> ... dinner quite late, and I often <sup>4</sup> ... my friends in the evening. We <sup>5</sup> ... to the beach or we <sup>6</sup> ... football in the park.

Everything is different in the winter and the days are very short. There is only light for three hours each day! It's dark outside, but we <sup>7</sup> ... at home all day. We <sup>8</sup> ... and go to school! My mum <sup>9</sup> ... the winter because it's very dark, but she <sup>10</sup> ... in a hotel and she's usually very busy. A lot of tourists <sup>11</sup> ... Tromsø in the winter because they <sup>12</sup> ... to see the Northern Lights – they're very beautiful!



2 Read the text again. Answer the questions.

- When is it never dark in Tromsø?
- Why does Nils like the summer?
- Where does he go with his friends?
- How many hours of light are there in the winter?
- Where does Nils's mum work?
- Why do tourists visit Tromsø?

### LISTENING

3 1 R2 Listen to the dialogues. What food and drink do Lara and Jamie order?



4 1 R2 Listen again and answer the questions.

- Who does Lara order food for?
- Where is her table?
- How much does her food cost?
- When does Jamie drink coffee?
- Why doesn't he want water?
- How much does his drink cost?

5 1 R2 Choose the correct words to complete the sentences. Listen again and check.

- Server:** Hello. What *would* / do you like?
- Lara:** Hi, I *like* / I'd like a burger and chips, and a coffee, please.
- Server:** Do you like a *sandwich* / sandwiches?
- Jamie:** What drinks *do you have* / have you?
- Jamie:** I drink coffee in the morning, but I *don't* / *doesn't* drink it in the afternoon.

# REVIEW UNITS 4-6

**LESSON OVERVIEW:** This lesson reviews the grammar and vocabulary sts have learned in Units 4–6 of the book. Sts read about a teenager’s life in Tromsø, in Norway, and listen to two conversations in which people order food. They practise asking and answering questions using different question words, and write some sentences about their perfect weekend. The lesson ends with a fun memory test of language sts have learned in Units 4–6.

## WARMER

Put sts into teams and write these words on the board: *dressed, breakfast, listen, read, play, snack, eat, like, live, want, ice cream, cake, orange*. Groups take turns to choose a word and say it in a sentence, e.g. *I get dressed in the morning*. If their sentence is correct, they get a point and the word is crossed off the board. If their sentence is not correct, don’t correct it, but move to the next team. Continue until all the words are crossed off, and see which team has the most points.

## READING

- 1** Read out the title of the text and focus on the photos. Ask: *Where do you think Tromsø is? What’s it like in summer and winter?* Elicit a few ideas, then ask sts to read the text quickly to compare their ideas. Discuss the answers, and elicit what sts learned about life in Tromsø. Then ask them to read the text again and complete it with the correct form of the verbs. Check answers and revise any language points that sts have struggled with.

### Answers

- |        |                |
|--------|----------------|
| 1 live | 7 don’t stay   |
| 2 like | 8 get up       |
| 3 have | 9 doesn’t like |
| 4 meet | 10 works       |
| 5 go   | 11 visit       |
| 6 play | 12 want        |

- 2** Sts read the text again and answer the questions. Weaker sts could work in pairs for this. Check answers.

### Answers

- in the summer
- because it’s fun
- to the beach or to the park
- three hours each day
- in a hotel
- to see the Northern Lights

## LISTENING

- 3** **R2** Explain to sts that they will hear two conversations in which people order food. Focus on the pictures of the food and elicit what they show (omelette, salad, burger, chips, sandwich, coffee, water, apple juice). Read out the question, then play the audio for sts to listen and note down the things that Lara and Jamie order. See TG page 264 for audio script. Check answers with the class.

### Answers

- 1 a 2 c

- 4** **R2** Allow sts time to read through the questions. If necessary, briefly revise how to say prices, e.g. *two pounds fifty, four pounds seventy-five*. Play the audio again for them to listen and answer the questions. Check answers with the class, playing the audio again and pausing if necessary for sts to hear the answers.

### Answers

- |                    |                         |
|--------------------|-------------------------|
| 1 her brother      | 4 in the morning        |
| 2 next to the door | 5 he thinks it’s boring |
| 3 £7.75            | 6 £1.50                 |

- 5** **R2** Sts choose the correct words to complete the sentences from memory. Weaker sts could work in pairs for this. Play the audio again for them to listen and check. Check answers with the class, and check that students understand all the sentences.

### Answers

- |              |               |
|--------------|---------------|
| 1 would      | 4 do you have |
| 2 I’d like   | 5 don’t       |
| 3 sandwiches |               |

## EXTRA PRACTICE

Sts could work in pairs and prepare a short dialogue using some of the sentences in Exercise 5 and their own ideas. Allow them time to practise their dialogues, then ask some pairs to read their dialogues to the class.

► **SPEAKING**

6 Work in pairs. Use the question words and the pictures to ask and answer questions.

A: *What time do you get up?* B: *At quarter to eight.*



► **WRITING**

7 Think about your perfect weekend. Copy and complete the sentences and add your own ideas.



*On my perfect weekend, I get up at nine o'clock.  
I never get up early ...*

- 1 I get up at ...
- 2 I have ... for breakfast.
- 3 In the morning, I meet ...
- 4 We go to ...
- 5 For lunch, I have ...
- 6 In the afternoon, I ...

**TEST YOUR MEMORY!**

What do you usually have for breakfast?

Name three things you don't like to eat or drink.

What would you like to eat or drink now?

Say four things you do every day.

Name one thing you use, one thing you learn and one thing you want.

Think of something you never do.

Ask your partner a question with *How often ...?*

Name two things you can ride.

Write one question with *where* and one question with *why*.

Think of a place in your country you would like to visit.

Name three expressions of frequency.

Say an important date and why it is important.

## **SPEAKING**

- 6** Read out the task and the example question and answer. With stronger classes, students can go straight into the pairwork. If you think your students need a bit more support, focus on each picture in turn and elicit some possible questions and answers for each one (see sample answers for ideas). Students then work in pairs. Monitor while sts are working in pairs and note down any typical errors to correct in a feedback session at the end. Ask some students to tell the class something they learned about their partner.

### **Sample answers**

- 2 Where's your pencil case? It's in my bag.
- 3 What do you have for breakfast? I have cereal and orange juice.
- 4 How often do you go to museums? I go once or twice a year.
- 5 When do you listen to music? I listen in the evenings.
- 6 Where do you meet your friends? At the shopping centre.
- 7 What's your favourite TV programme? It's ...
- 8 How often do you do exercise? Every day!

## **WRITING**

- 7** Read out the task, then read through the sentence beginnings with the class and elicit some possible endings. Encourage sts to use their imaginations to think of fun ways to spend a weekend. Allow them to make suggestions in their own language if necessary, and teach the words in English. Students then work individually or in pairs to complete the sentences. Ask some sts to tell the class about their perfect weekend.

### **Sample answers**

- 1 I get up at 9.30.
- 2 I have eggs and fresh bread for breakfast.
- 3 In the morning, I meet all my friends.
- 4 We go to a theme park together.
- 5 For lunch, I have pizza and chips, and chocolate cake.
- 6 In the afternoon, I go to a football match and watch my favourite team.

### **TEST YOUR MEMORY!**

This is a fun way for sts to review the vocabulary and grammar from the units. They could do the task individually or in pairs, and you could do the activity as a race to provide extra motivation. Alternatively, sts could work in pairs and take turns to choose one of the tasks for their partner. With weaker classes, you could challenge sts to choose six tasks to complete from memory, then refer back to the units to help them complete the remaining tasks. Elicit a range of example answers for each task.

# REVIEW

## UNITS 7-9

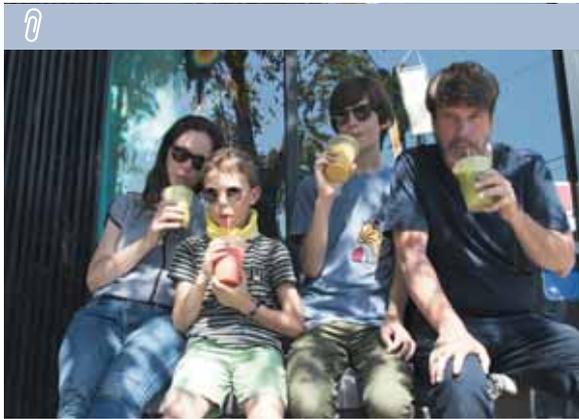
### READING

1 Read Katie's email to a friend. Complete the text with the words in the box.

are boat can can't going having  
hotel I'm is taxi there were

Hi Alfie!

I'm on holiday with my family in the city of Cartagena in Colombia. Right now, we're in a beautiful square called Plaza Bolivar. Check out this picture!



We're <sup>1</sup> ... lunch and watching people – it's really crowded and noisy. Some children <sup>2</sup> ... playing football, a man <sup>3</sup> ... singing and a woman is selling clothes. After lunch, we're going to travel by <sup>4</sup> ... to a place called Las Bovedas. There are some cool shops and <sup>5</sup> ... going to buy a new bag.

We <sup>6</sup> ... at a chocolate museum yesterday. <sup>7</sup> ... were classes on how to cook with chocolate. Now I <sup>8</sup> ... make delicious hot chocolate!

Tomorrow I'm going to go surfing. I'm really excited! My brother isn't <sup>9</sup> ... to come with us because he <sup>10</sup> ... swim. Then, we're going to travel to an island called Tierra Bomba. We're going to get a bus from our <sup>11</sup> ... and then there's a <sup>12</sup> ... to the island.

Katie

2 Correct the sentences in your notebooks.

- Katie is on holiday with her friends.
- She's having breakfast in Plaza Bolivar.
- A woman is singing and a man is selling clothes.
- Katie's mum is going to buy a new bag.
- Katie was at a chocolate museum last week.
- Her brother is going to go surfing tomorrow.

### LISTENING

3 R3 Felix wants to play tennis. Listen to three dialogues. Who is he going to play tennis with?



4 R3 Listen again. Copy and complete the table with the places the people are and the activities they are doing now.

Person	Place	Activity
 Anna		
 Stan		
 Emma		

5 R3 Copy and complete the sentences from the audio with the correct forms of the verbs in brackets. Listen again and check.

- What ... you ... at the moment? (do / present continuous)
- I ... tennis tomorrow. (play / be going to)
- I ... my cousins tomorrow. (visit / be going to)
- I ... ! (not swim / present continuous)
- My little brother ... his swimming lesson. (have / present continuous)
- I ... at the swimming pool yesterday. (be / past simple)
- ... you ... tennis, Emma? (play / can)
- We ... there all morning. (not be / be going to)

# REVIEW UNITS 7-9

**LESSON OVERVIEW:** This lesson reviews the grammar and vocabulary sts have learned in Units 7-9 of the book. Sts read an email from someone who is on holiday and listen to three dialogues in which someone tries to arrange to play tennis with a friend. They ask and answer questions about their habits and routines, their opinions, their abilities, their past experiences and their future plans. They then imagine a weekend trip and write about their plans. The lesson ends with a fun memory test of language sts have learned in Units 7-9.

## WARMER

Say three sentences about yourself, two true and one false, e.g.: *I love cooking. I can ride a horse. I was in New York last summer.* Ask sts to guess which sentence is false. Ask sts individually to write three sentences about themselves, two true and one false. Put them into pairs to read their sentences to each other and guess which is false. Ask who guessed correctly, then ask some sts to tell the class something they learned about their partner.

## READING

**1** Focus on the text and elicit or explain that it is an email from Katie. Ask: *Is Katie at home? Where do you think she is? What's she doing?* Elicit a few ideas, then ask sts to read the email to check their ideas and find out as much as they can about what Katie is doing. Check the answer (she's on holiday in Colombia), and elicit what sts can remember about what she is doing and what her plans are. Ask sts to read the email again and complete it with the correct words. Check answers, and revise any language points that sts found difficult.

### Answers

1	having	7	There
2	are	8	can
3	is	9	going
4	taxi	10	can't
5	I'm	11	hotel
6	were	12	boat

**2** Sts read the email again and write the corrected sentences in their notebooks. You could elicit the first corrected sentence as an example. Check answers, eliciting the part of the email which confirms each answer.

### Answers

- Katie is on holiday with her **family**.
- She's having **lunch** in Plaza Bolivar.
- A **man** is singing and a **woman** is selling clothes.
- Katie** is going to buy a new bag.
- Katie was at a chocolate museum **yesterday**.
- Her brother **isn't** going to go surfing tomorrow.

## LISTENING

**3** **R3** Focus on the picture and explain that it shows Felix. Ask: *What does he want to do?* (play tennis). Explain to sts that they will hear three dialogues between Felix and his friends, in which he asks them to play tennis. Refer them to the photos in Exercise 4 to see the three friends, and their names. Explain that only one of them is free to play. Read out the question, then play the audio for sts to listen and answer the question. See TG page 264 for audio script. Check the answer and elicit what sts can remember about what the three friends are doing.

### Answer

Emma

**4** **R3** Ask sts to copy the table into their notebooks. Make sure they understand what information they need to listen for, to complete it. Stronger sts could complete some parts from memory, before they listen again. With weaker sts, play the audio again for them to listen and complete the table. You could pause the audio after each dialogue to allow sts time to write. Check answers with the class, playing the audio again if necessary, and pausing to confirm the answers.

### Answers

Anna: library, doing homework  
Stan: swimming pool, watching brother swim  
Emma: sports centre, playing basketball

**5** **R3** Sts copy the sentences into their notebooks and complete them with the correct form of the verbs. Weaker sts could work in pairs for this. Play the audio again for them to listen and check. Check answers and revise any verb forms that sts found difficult.

### Answers

1	are (you) doing	5	is having
2	'm going to play	6	was
3	'm going to visit	7	can (you) play
4	'm not swimming	8	're not going to be

## EXTRA PRACTICE

Sts could work in pairs and prepare a short dialogue in which they arrange to do something together. They could use some of the sentences in Exercise 5 and their own ideas. Allow them time to practise their dialogues, then ask some pairs to read their dialogues to the class.

▶ **SPEAKING**

6 Work in pairs. Ask and answer the questions.



**1** How often do you go to the library?

**2** Do you prefer to travel by bus or by train? Why?



**3** What's the weather like today?

**4** What are you going to buy next time you go to a shop?



**5** Where do you go when it's raining?

**6** Which sports can you play well?



**7** When was the last time you were in the mountains?

**8** What are you going to do next time you go to the beach?



▶ **WRITING**

7 You're going to visit Harristown next weekend. Read the tourist information leaflet and the weather report. Write about your weekend plans.

*On Friday, I'm not going to go to the beach because it's going to be cold. I'm going to ...*

**THINGS TO DO IN HARRISTOWN**

**Harris Beach**

Two boat trips every day at 10 a.m. and 2 p.m.  
Tickets: £15

**White mountains**

Skiing day trip 9 a.m. – 6 p.m. Tickets: £150

**The Franklin Art Museum**

Open 10 a.m. – 5 p.m. Tickets: £8 (adults),  
£6 (under 16s)

**Westwood Forest**

Ride a mountain bike! £4 per hour / £10 per day

**City Bus Tour**

See the whole city on a two-hour bus tour.  
Every hour from 9.30 a.m. – 4.30 p.m. Tickets: £10

**WEATHER REPORT**

Friday	Saturday	Sunday
1° ❄️	12° ☁️	20° ☁️

**TEST YOUR MEMORY!**

Say as many sports as you can in 30 seconds.

Say two things you can do and two things you can't do.

Name four useful skills.

Say one thing you love and one thing you hate.

Think of a town you know and make a list of places in it.

Describe a place you know. Use adjectives to describe it.

Say what someone you know is doing now.

Write two questions in the present continuous.

Make a list of the places you were in last week.

Describe the typical weather in your country in December.

Name five types of transport.

Write two sentences about your future plans.

## SPEAKING

**6** Read out the task and explain to sts that they are going to ask and answer questions in pairs. Read out each question in turn and ask: *Does it ask about the present, the past or the future?* Check that sts understand all the questions. Allow sts time to read the questions again and prepare their answers individually. Encourage them to make notes, rather than writing their answers out in full. Then put them into pairs to ask and answer the questions. Monitor while sts are working in pairs and note down any errors to correct in a feedback session at the end. When sts have finished asking and answering questions, ask some sts to tell the class something they learned about their partner. For extra practice, sts could repeat the activity with a new partner.

### Sample answers

- 1 I go to the library every week.
- 2 I prefer to travel by train because it's fast.
- 3 It's warm and sunny today.
- 4 I'm going to buy some new jeans.
- 5 I go to my friend's house and we watch a film.
- 6 I can play tennis and basketball well.
- 7 I was in the mountains last year.
- 8 I'm going to swim in the sea.

## WRITING

**7** Focus on the leaflet and explain that it is a leaflet for tourists about things to do in Harristown. Ask sts to read the information, or read it out to the class. Check that sts understand everything. Point out the weather report and ask: *What's the weather report for Friday? (cold) Saturday? (rain) Sunday? (warm).* Read out the task and the example sentences. Point out the use of *be going to* for future plans. With weaker classes, elicit some examples of plans for each day, using *be going to*. Make notes on the board for sts to refer to. Sts then work individually to write about their weekend plans. Ask some sts to read their plans to the class. Ask other sts whose plans sound fun, and why.

### Sample answer

On Friday, I'm going to go skiing in the white mountains because it's going to be cold. I love skiing and I can ski well!  
On Saturday, I'm going to go to the museum in the morning because it's going to rain. I like museums. In the afternoon, I'm going to go on a city bus tour.  
On Sunday I'm going to go to the beach all day. I'm going to swim in the sea and I'm going to play volleyball on the beach.

### TEST YOUR MEMORY!

This is a fun way for sts to review the vocabulary and grammar from the units. They could do the task individually or in pairs, and you could do the activity as a race to provide extra motivation. Alternatively, sts could work in pairs and take turns to choose one of the tasks for their partner. With weaker classes, you could challenge sts to choose six tasks to complete from memory, then refer back to the units to help them complete the remaining tasks. Elicit a range of example answers for each task.

# PROJECT

## UNITS 1-3

### TASK

Create a poster about your life

I can plan and make a poster.

### PREPARE

```

    graph TD
      A((My life in pictures)) --- B((My family))
      A --- C((My school))
      A --- D((My friends))
      A --- E((My home))
    
```

#### Step 1 Get ideas

- Match the photos with the categories in the mind-map.
- Tell your partner which photos are similar to your family, friends, home and school.  
*My family is the same as this family. My family is big!*

#### Step 2 Choose pictures

- Draw pictures or find photos about you for the four categories.
- Choose the best picture for each category.

#### 21st Century skills Think critically

Think about which pictures are interesting for other people. How do the pictures make other people feel?

#### Step 3 Do your research

- Work in pairs. Tell your partner which pictures you want to include in your poster. Do they agree?

#### Look! Feedback

Get feedback by asking for other people's opinions. Do their ideas help you with your work?

# PROJECT UNITS 1-3

**LESSON OVERVIEW:** In this project, sts work individually to create a poster about their life. They work through different stages of planning and writing to create their poster, then evaluate their work and reflect on what they could improve. They also focus on the skill of thinking critically.

## WARMER

With books closed, ask: *What things are important to you in your life?* Elicit ideas from individual sts and make notes on the board. Ask more questions if necessary to prompt them, e.g. *What about people – family, friends? What about places – home, school? What about activities – sports, hobbies?* Ask sts individually to write down three things that are important to them. Put them into groups to compare their lists. Explain to sts that they are going to create a poster about their life.

## PREPARE

### Step 1 Get ideas

Sts could work in pairs to match the photos with the categories in the mind-map. Check these answers. Sts then tell their partner which photos are similar to their own family, friends, home and school.

#### Answers

My family: a, b  
My school: g, h  
My friends: c, d  
My home: e, f

### Step 2 Choose pictures

Explain to sts that they are now going to find some pictures to include on their poster.

They can either draw pictures or find photos on their phone or at home. They could do this task for homework, and bring the pictures to the next lesson. If they are using photos, encourage them to look at lots of different photos before they choose the best one for each category.

## 21st Century skills



### THINK CRITICALLY

Read the 21st Century Skills box on thinking critically with the class. Explain that when they are choosing or drawing pictures for other people, they should think about pictures that are interesting for people to look at, rather than just pictures that they like themselves.

### Step 3 Do your research

Explain to sts that they are now going to decide which pictures to use. Read through the information in the Look! box with the class. Explain that it is always useful to listen other people's opinions, but we don't necessarily have to follow everything that other people say. Put sts into pairs to tell or show each other which pictures they want to include in their poster. Encourage them to give feedback and ideas to each other, and remind them that when they do this, they should be respectful and positive, and not criticise their partner's ideas. When sts have finished working in pairs, ask: *Do your partner's ideas help? Why?* Discuss with the class, in their own language if necessary, how getting feedback has helped them.

DO

**Step 4 Plan your poster**

- > Decide if your poster is on paper or on a computer.
- > Make a sketch of your poster. Decide where each picture goes.

**Step 5 Write the text for your poster**

- > Write the text to explain the pictures on your poster. Use the **Useful language** box to help you.
- > Give your text to another student to check your spelling and punctuation.

**Step 6 Create your poster**

- > Print or draw your poster.
- > Add the text to explain the pictures.
- > Display your poster for your class to see.

REFLECT

**Step 7 Evaluate the posters**

- > Look at all the posters and ask questions.  
*How old are your brothers?*  
*Is this your teacher?*
- > Choose the posters you like. Why are the pictures interesting?

**Step 8 Reflect**

- > Think about your poster. Is there anything you can improve on your poster?

**Useful language**

This is my home/school/family.  
... is my best friend/cousin.  
He/She/It is(n't) ...  
These are my friends/brothers/sisters.  
They are(n't) ...  
There are ... bedrooms. My bedroom is ...  
There are ... at our school, but there aren't any ...

My life in pictures

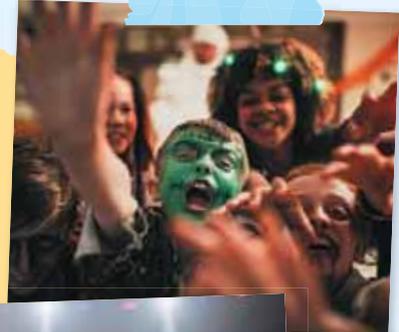


**My family**

This is my family on a special day – it's my dog's first birthday! His name's Bailey. My mum and dad and my two big brothers are in the photo, too.

**My friends**

These are my friends at a Halloween party. The boy with the green face is Eric – he's funny! The girl behind Eric is Esther. She's my best friend.



**My school**

This is a Drama class at our school. Drama classes are on Monday and Friday and they're fun! It's my favourite subject. The other classes at school are boring!



**My house**

Our house is small, but our garden is big. There aren't any interesting photos of my house, but this is my tree house! It's in our garden and it's very cool. There are posters on the walls and there's an old sofa for me and my friends!

## DO

### Step 4 Plan your poster

Focus on the example poster. Elicit that it has four categories and four photos. Decide with the class if their posters should be on paper or on computers, depending on what is available for your sts. Sts then work individually to make a sketch of their poster, planning where each picture goes and where the text for each picture goes.

### Step 5 Write the text for your poster

Focus on the text in the model poster. Point out that there are three or four sentences about each picture. Ask sts to read the text and elicit or point out that the text explains where each photo is and what it shows, and then gives extra information. Refer sts to the Useful language box. Read through the phrases with the class and check that sts understand them all. Sts then write the text for their poster. Monitor and help while they are working. Ask pairs to swap texts and check each other's spelling and punctuation.

### Step 6 Create your poster

Sts work individually to create their poster. They could do this for homework if you don't have time in class. When they have finished creating their posters, collect them all in and display them around the classroom.

## REFLECT

### Step 7 Evaluate the posters

To evaluate the posters, divide the class in half. Ask half the sts to stand next to their posters. The other sts move around the classroom, looking at the different posters and asking questions. Ask them to note down the posters that they like, and why. Ask sts to swap roles so the other half of the class gets the chance to look at the posters and ask questions. When sts have looked at all the posters, put them into pairs to discuss which posters they like and why. Ask some pairs to tell the class which posters they like and why.

### Step 8 Reflect

Sts work individually to think about their own poster again and think about what they could improve. Point out to sts that when they have done a big piece of work like this one, they should always think about what they did well, and what things they could do better next time. Ask some sts to tell the class what they think they did well, and how they could improve their poster.

### EXTRA PRACTICE

Sts could follow the steps again and make a new poster. This time, they can imagine they are a celebrity who has an amazing life. They could download photos from the internet to include in their posters, and could use their imagination to create a dream life for themselves. Sts can show their posters to the class, and the class can discuss which they enjoyed looking at the most, and why.

# PROJECT

## UNITS 4-6

### TASK

Do a survey about your classmates

**I can** do a survey and present the results.

### PREPARE



#### Music

- 1 What musical instrument do you play?  
guitar violin piano other no instrument
- 2 Where do you listen to music?  
at home outside at school a different place



#### Food and drink

- 3 What meals do you cook?  
breakfast lunch dinner all meals I don't cook
- 4 What's your favourite food?  
pizza burger and chips pasta salad other



#### Going out

- 5 How often do you visit museums?  
every weekend once a month once or twice a year never
- 6 Where do you go with your friends?  
the beach the cinema the park other



#### Home life

- 7 What do you do in the evening?  
watch TV play videogames chat with friends read other
- 8 Where do you do your homework?  
at home at school on the bus other



#### Step 1 Get ideas

- > Match the pictures with the questions on the notepad.
- > Work in pairs. Ask and answer the questions. Do you have the same answers?

#### Step 2 Prepare your survey

- > Work in groups of four. Which topic is most interesting for you?
- > Talk with other groups. Decide on one topic for each group.
- > Write four questions about this topic to ask in your survey.
- > Think of options as answers for people to choose from.

#### Look! Collaboration

Sometimes, two groups want to choose the same topic. Work together as a class to make sure you cover each topic.

#### Step 3 Do your survey

- > Each person in the group asks one question to everyone in the class.
- > Record the results in your notebook.
- > Join your group and share your results.

# PROJECT UNITS 4-6

**LESSON OVERVIEW:** In this project, sts work in a group to do a survey about their classmates. They work through different stages of planning and writing to create and carry out their survey, then evaluate their work and reflect on what they could improve. They also focus on the skills of collaboration and being creative.

## WARMER

Ask a series of quickfire 'either or' questions, asking sts to put up their hands for their preferred option each time, e.g. *Pizza or burger? Coffee or orange juice? Beach or theme park? Cinema or movie at home? Football or tennis?* See which option is the most popular each time, and discuss any surprising results. Explain to sts that you have just carried out some mini-surveys. Elicit or explain the meaning of *survey*, and explain to sts that for this project, they are going to do a survey about their classmates.

## PREPARE

### Step 1 Get ideas

Focus on the notepad and explain that it shows surveys about different topics. Sts could work in pairs to match the pictures with the questions. Check answers, then ask sts to ask and answer the questions in pairs. Ask some pairs to tell the class which of their answers are the same, and which are different.

#### Answers

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

### Step 2 Prepare your survey

Put sts into groups of four to look at the survey ideas and decide which topic is most interesting to them. Read out the information in the Look! box and explain that it won't be interesting for the class if all the groups choose the same topic. Discuss with the class which groups want to do which topics, and which are willing to change to a different topic so there is plenty of variety. Sts then work in their groups and write four questions for their survey, with options for people to choose as the answers. Monitor and help while they are working.

### Step 3 Do your survey

Explain to sts that they are now going to do their survey. Say that they will split up and move around the class, and each member of their group will ask one of their questions to everyone in the class. Remind them to note down their classmates' answers. Ask sts in their groups to decide who will ask each of their questions, then allow sts to move around the classroom, asking and answering their questions and noting down the answers. Point out that they don't need to note down the names of the people they ask, but just the number of sts who choose each answer for their question. They then rejoin their groups and share their results.

DO

**Step 4 Present your results.**

- > Talk about how to present the results of your survey.
- > Decide if you want to present your tables or charts on a computer or on paper.
- > Make tables and charts to show your results.

**21st Century skills Get creative**

What are the different ways to show the results of your survey? Do you know any fun or interesting ways? Think about pictures and emojis, etc.

**Step 5 Prepare to speak**

- > Each person in the group talks about the results of one question.
- > Make notes about what you want to say. Use the **Useful language** box to help you.
- > Practise your presentation in a group.

**Step 6 Present your survey**

- > Display your tables and charts for the rest of the class to see.
- > As a group, present the results.

REFLECT

**Step 7 Evaluate the projects**

- > Listen to the other presentations. Which is your favourite?
- > Say which results are interesting or important. Why?

**Step 8 Reflect**

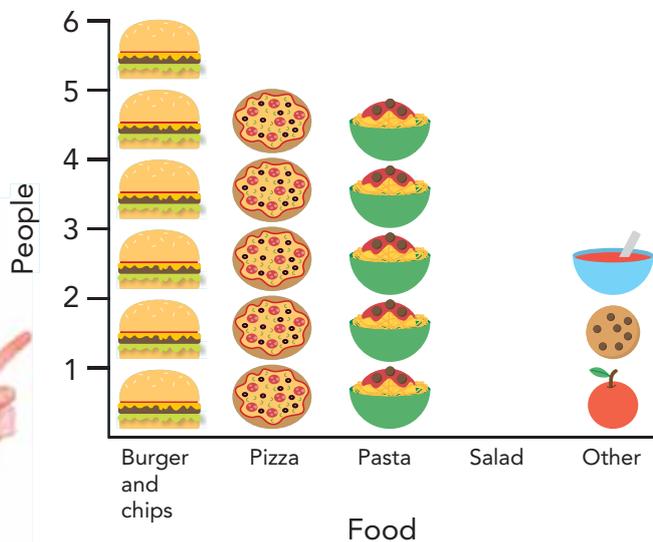
- > Think about your presentation. Is there anything you can improve?

**Useful language**

The question is, ...  
 This chart/table shows ...  
 Five people like ...  
 Everybody likes ...  
 Most people (don't) play ...  
 Nobody listens to ...  
 ... people do other things, such as ...

**What is your FAVOURITE FOOD?**

'The question is, *What is your favourite food?* This chart shows the results of the survey. Six people like burger and chips, five people like pizza, five people also like pasta. Nobody likes salad and three people like other foods, such as fruit, soup and biscuits.'



# PROJECT UNITS 4-6

## DO

### Step 4 Present your results

Explain to sts that they will now decide how to present their results.

#### 21st Century skills



#### GET CREATIVE

Read out the information in the 21st Century Skills box on being creative. Focus on the example diagram in the presentation on page 109 and, as a class, brainstorm other ways sts could use to present their results, e.g. different sizes of image to represent the popularity of different answers, or a picture of each answer with one or more emojis to show how popular each one is.

Sts then work in their groups to make charts and tables present their results. Monitor and help while they are working.

### Step 5 Prepare to speak

Read out the task, and point out that each student in the group should present the results of the question that they asked. Read out the text in the model presentation, then read through the Useful language with the class. Make sure that sts understand all the phrases. Sts then prepare to talk about their results. Monitor and help while sts are working. When they have finished, they practise giving their presentations in their groups. Remind them that feedback can be helpful, but it should always be positive and encouraging.

### Step 6 Present your survey

Ask groups in turn to show the class their tables and charts and present the results of their survey. Encourage other sts to listen carefully and note down one thing they like or find interesting about each survey.

## REFLECT

### Step 7 Evaluate the projects

Explain to sts that they are now going to evaluate the projects. Remind them that they should always be respectful when they are commenting on each other's work, and they should focus on saying positive things and making helpful suggestions. Ask: *Which presentations are your favourites? Why?* Discuss with the class which presentations they enjoyed and why, and which are the most interesting and important.

### Step 8 Reflect

Sts work in their groups to think about their own project again and think about what they could improve. Point out to sts that when they have done a big piece of work like this one, they should always think about what they did well, and what things they could do better next time. Ask some sts to tell the class what they think they did well, and how they could improve.

#### EXTRA PRACTICE

If sts enjoyed this activity, they could work in groups and plan a survey to ask friends or family members outside the class. They could plan the questions, then carry out the survey for homework and present the results to the class in the next lesson.

# PROJECT

## UNITS 7-9

### TASK

Design your own island

I can collaborate to design an island.

### PREPARE



#### Step 1 Get ideas

- Look at the pictures of life on an island. Copy and complete the table with examples from the pictures.

Nature	Transport	Activities	Places
sea			

#### 21st Century skills Find out

Use the internet to find out about private islands. Where are they? What is on them? How do people travel to them? Are they similar or different from the pictures?

#### Step 2 Categorize your ideas

- Write a list of things you need on your island and a list of things you would like on your island.

*Need: houses for people*

*Would like: a swimming pool*

- Work in pairs. Compare your lists and decide what things you are going to have on your island.
- Complete a table like in Step 1 with the things you are going to have on your island.

#### Look! Negotiation

You can't use only your own ideas. Listen to your partner's ideas and agree on a list that is OK for both of you.

# PROJECT UNITS 7-9

**LESSON OVERVIEW:** In this project, sts work in pairs to design their own island. They work through different stages of planning and writing to create their design, then evaluate their work and reflect on what they could improve. They also focus on the skills of negotiation and finding out information.

## WARMER

Draw the outline of an island on the board. Say: *I'm very rich, and this is my private island. What's on it? Give one or two ideas and add them to the drawing on the board, e.g. There's a mountain, because I love skiing. Of course, there's a beautiful beach so I can swim in the sea.* Elicit more ideas of things to add to your island, and add them to the map on the board. Explain to sts that in this project, they are going to design their own island.

## PREPARE

### Step 1 Get ideas

Focus on the pictures and elicit what they show. Use the pictures to teach the words *seaplane* and *infinity pool*. Focus on the table and read out the different headings in it. Put sts into pairs and ask them to copy the table into their notebooks and complete it with examples from the pictures. Discuss the answers with the class.

#### Answers

Nature: a, b  
Transport: f  
Activities: d, g  
Places: c, e

### Step 2 Categorize your ideas

Sts work individually to make list of the things they need on their island, and things they would like. Monitor and help while they are working.

Put sts into pairs again and explain that they must now compare their lists and decide what to include on their island. Read out the information in the Look! box with the class and point out to sts that when they are working with a partner, they can't use all their own ideas, because their partner may have different ideas. Explain that they need to agree on ideas that they are both happy with. Sts then work in their pairs to negotiate and agree on the best ideas for their island.

## 21st Century skills



### FIND OUT

Read out the information in the *21st Century Skills* box about finding out information. Encourage sts to look online to find information about private islands. They could do this for homework if they don't have access to the internet in class. When they have finished their research, discuss as a class what they found out.

▶ DO

**Step 3 Design your island**

- ▶ Decide if you want to design your poster on a computer or on paper.
- ▶ Draw your island with all of the features you agreed on.
- ▶ Print out or download photos to use in your poster.

**Step 4 Write the text for your poster**

- ▶ Write the text to explain all the features on your island. Use the **Useful language** box to help you.
- ▶ Give your text to another pair to check spelling and punctuation.

**Step 5 Create your poster**

- ▶ Arrange the drawing and the text on the poster.
- ▶ Display your poster for the class to see.

▶ REFLECT

**Step 6 Evaluate the projects**

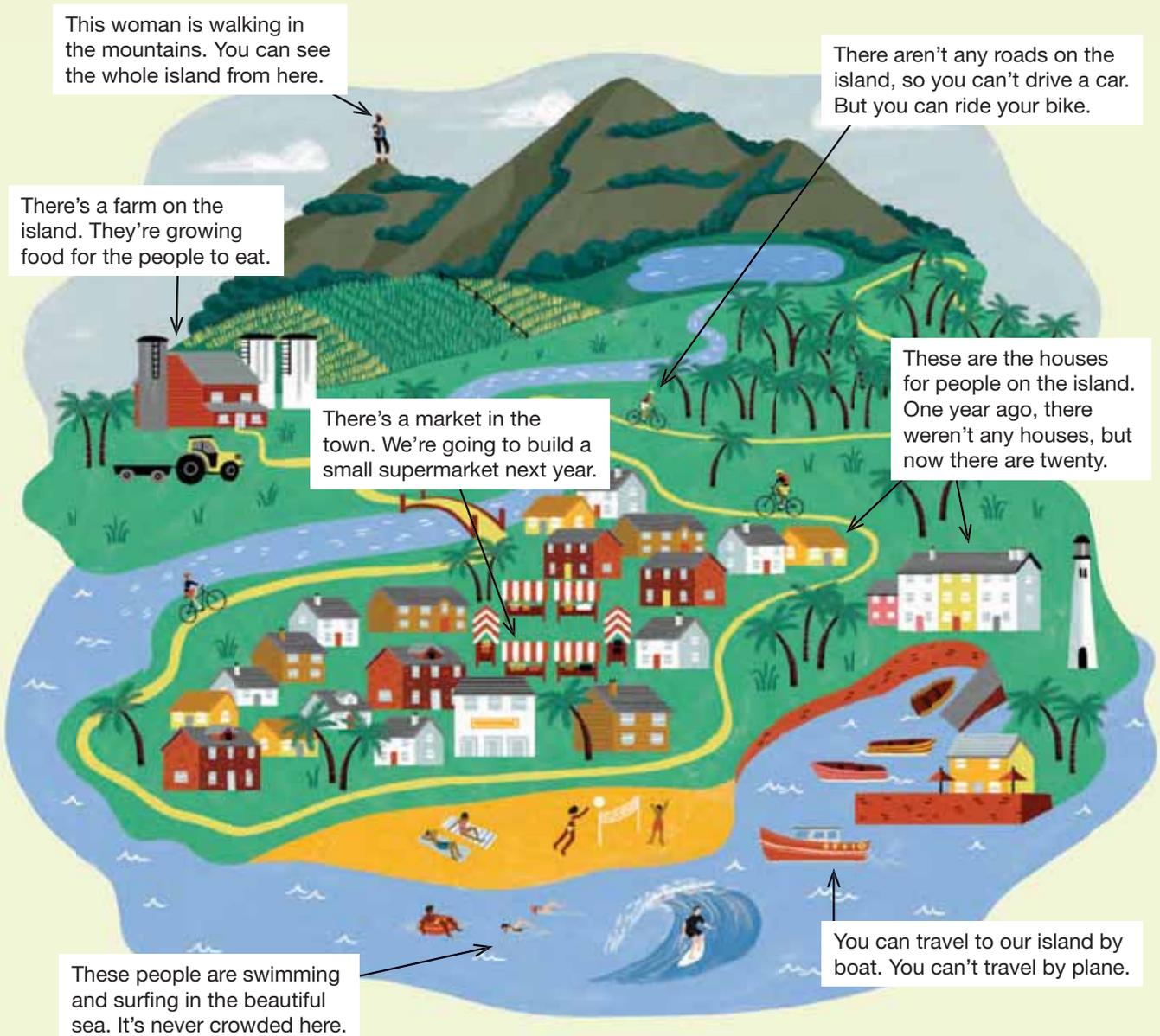
- ▶ Look at your classmates' islands.
- ▶ Which islands do you like? What's your favourite thing about the islands?

**Step 7 Reflect**

- ▶ Think about your own project. Is there anything you can improve on your poster?

**Useful language**

These people are ... on the beach / in the sea.  
 It's a beautiful/quiet/nice place.  
 The ... is very quiet/crowded.  
 You can/can't ... on the island.  
 We're going to (build) ... on the island.  
 There was/were ... but now there's / there are ...



## PROJECT UNITS 7-9

### DO

#### Step 3 Design your island

Decide as a class whether sts will produce their posters on paper or on a computer, depending on what is available in your class situation. Focus on the poster at the bottom of page 111 and read through it with the class. Then ask sts in their pairs to make a sketch of their island with all the features they agreed on. Explain that they can print or download photos to use in their poster. Monitor and help while they are working.

#### Step 4 Write the text for your poster

Focus on the model poster again and point out the text with each photo or illustration. Read through the Useful language with the class and check that sts understand all the phrases. Sts work in their pairs and write the text for their own posters. Monitor and help while they are working. When they have finished, they swap texts with another pair to check spelling and punctuation.

#### Step 5 Create your poster

Sts work in their pairs to put their poster together. You could encourage them to think of a name for their island, too. Monitor and help while they are working, then collect the posters and display them around the classroom.

### REFLECT

#### Step 6 Evaluate the projects

Allow sts time to walk around the class and look at all the posters. Ask them to note down one or two things about each island that they like. When sts have looked at all the posters, discuss as a class which ones sts most enjoyed reading and why.

#### Step 7 Reflect

Sts work in their pairs to think about their own project again and think about what they could improve. Point out to sts that when they have done a big piece of work like this one, they should always think about what they did well, and what things they could do better next time. Ask them to think not only about their poster, but also about how well they worked with their partner. Ask some sts to tell the class what they think they did well, and how they could improve their poster.

#### EXTRA PRACTICE

Sts could work in new pairs and design their own school. Encourage them to think about where it is, what things it has to help with studying and what extra places it has where sts can relax and have fun. Pairs could present their ideas to the class. You can give feedback on how realistic their ideas are!

# LITERATURE

## UNITS 1-3

### BEFORE YOU READ

1 Work in pairs. Imagine you're a new student at a school. Choose the best option to complete the sentences for the activities in the box.

*I think it's easy to ...*

*I think it's difficult to ...*

find classrooms    join clubs    make new friends  
talk to teachers    understand lessons

2 Read the outline to *A surprise for Emma*. Complete the sentences with the correct words.

- 1 Emma is the *new* / *old* student in the class.
- 2 It's *easy* / *difficult* for Emma to make new friends.
- 3 She's quiet with other people because she's *noisy* / *shy*.
- 4 She is usually *at home* / *with friends* at the weekend.

#### OUTLINE

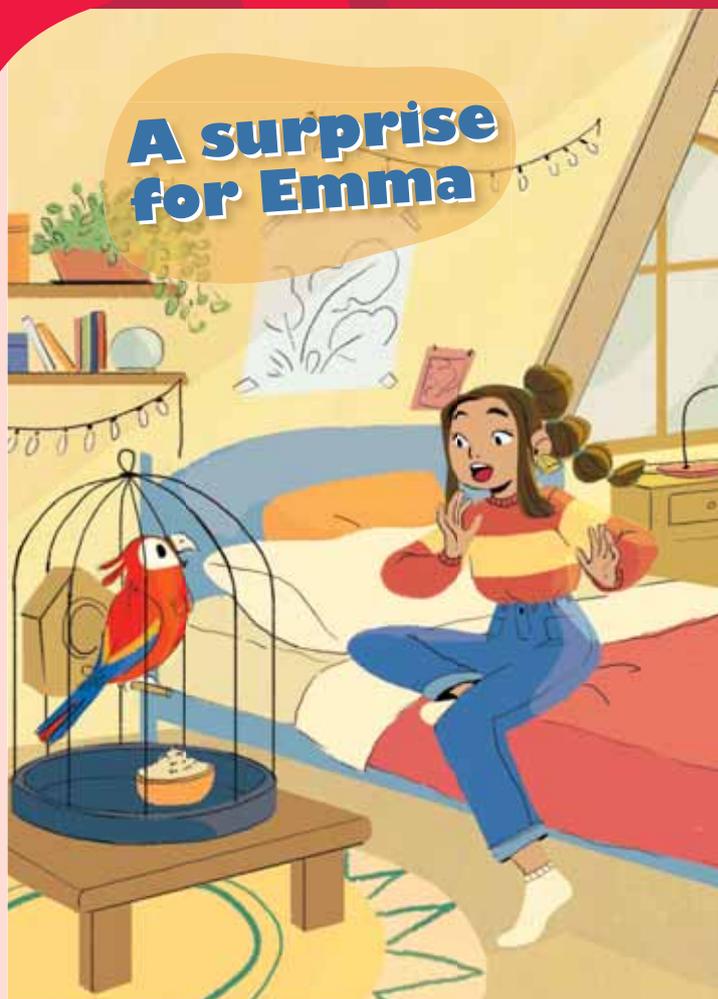
### A surprise for Emma

Emma Crace is twelve years old. She lives with her parents and her little brother. She's the new student in her school and she doesn't have any friends yet. It isn't easy for Emma to make friends – she's quiet around other people because she's shy. The other students are noisy and they go out together at the weekend and have fun. Emma stays at home. She's usually in her bedroom with her pet parrot, Rolo.

### READ

3 **L1** Read and listen to Part one of the story. Look at the picture. Find the people and things in the box.

a cage    Emma    Kevin    Rolo



### A surprise for Emma

'Congratulations, everyone – it's Friday! What are your plans for the weekend?'

Ms Booth stands in front of the board and speaks to the students. Emma sits at the back of the classroom. There is nobody next to her.

'The beach!' says one student.

'It's Caitlin's birthday party tomorrow,' says another student. 'It's at the beach.'

'Lovely,' says Ms Booth. 'Emma, are you going to Caitlin's party?'

The other children turn and look at Emma.

'Um ...,' her face is red because she's embarrassed. 'No, I'm not.'

'OK,' says Ms Booth. 'Maybe something with your family, then?'

'Um ..., I don't know,' says Emma. She feels very shy.

'Ha!' a boy laughs. His name is Toby. Emma doesn't like him.

'Be quiet, Toby!' shouts Ms Booth. She's angry with Toby. 'Have a good weekend, Emma.'

*She's a nice teacher,* thinks Emma.



# LITERATURE

## UNITS 1-3

**LESSON OVERVIEW:** In this lesson, sts read the first part of a story about Emma. They read an outline of the story, then read an extract of the story. They end by reflecting on some of the themes of the story.



### WARMER

Read out the title of the story and focus on the pictures. Explain to sts that they are going to read the first part of a story. Write these words on the board: *Emma, quiet, school friends, fun, parrot, help*. Put sts into pairs to discuss what the story might be about, using the title, the pictures and the words on the board to help them. Elicit a few ideas but don't confirm them

## BEFORE YOU READ

- 1 Read out the situation, then read out the sentence beginnings and the ideas in the box. Check that sts understand everything. Put sts into pairs to complete the sentences. Discuss with the class which of the things in the box sts think are easy or difficult to do when you are a new student at school, and why.
- 2 Pre-teach the word *shy*. Ask sts to read the outline to the story, then choose the correct words to complete the sentences. Allow sts to compare their answers in pairs, then check with the class. Ask which of their ideas from the Warmer were correct.

### Answers

- 1 new
- 2 difficult
- 3 shy
- 4 at home

## READ

- 3 L1 Read out the task, then point out the glossary at the bottom of page 113 and allow sts time to read it. You could read through the words in the glossary with the class and elicit the meanings in the sts' own language if necessary. Then play the audio. Sts read and listen to the story and find the people and things in the box. Check answers.

### Answers

The parrot is in a cage.  
Emma is on the bed.  
Kevin is her brother.  
Rolo is the parrot.



It's Saturday morning and Emma is in her bedroom. There's a cage next to the bed. Emma's pet parrot, Rolo, is in the cage.

'Oh Rolo, I'm very bored today,' Emma says.

There's a voice behind her bedroom door. 'Emma?' It's Kevin, her little brother.

'What do you want?' she asks.

'Is there someone in your room with you?'

Emma says nothing.

'Ha! You're talking to Rolo again!' he laughs.

'Go away!' says Emma, and she looks at the cage.

'I want to go to the beach with the others, but I'm scared,' she says.

'Don't be scared.'

Emma is very surprised. 'Who said that?' Is Kevin behind her door again?

Rolo looks at her. 'Don't be scared, Emma.'

'Aagh!' Emma jumps. 'Rolo? Is that you?'

'Yes, it's me.'

'But ... you're talking!'

'I know I'm talking! Now come here. I have an idea.'

Emma puts her head close to the cage and listens.

- 4 Word Power** Read the story again. Find the adjectives in the box. Match the adjectives with the pictures.

angry embarrassed scared surprised



- 5** Read the story again. Are the sentences true (T) or false (F)?

- Emma sits next to her friends in the classroom.
- Toby is her friend.
- Ms Booth is a nice teacher.
- Emma's classmates go to the beach on Saturday.
- Emma goes to the beach on Saturday.
- Emma is in her bedroom with another person.
- Emma is very happy.
- Her parrot talks to her.

- 6** **L2** Work in pairs. Choose what you think Rolo says. Listen and check.

- Rolo wants to ...
- stay in the cage.
  - go outside.
  - eat breakfast.

## REFLECT

- 7** Work in pairs. Answer the questions.

- Are you shy?
- Do you know a shy person?
- What is it difficult for shy people to do?

- 8** **FIND OUT** African Grey parrots are good at talking. Find out how many words they can learn.

### Glossary

- laugh** the sound you make when you're happy or you think something is funny
- cage** a box with bars to keep animals or birds in
- voice** the sound you make when you speak or sing
- idea** a plan or suggestion

- 4 Word Power** Explain to sts that stories often contain adjectives, which describe people or things. Ask sts to find the adjectives in the story and match them to the pictures. Check answers.

### Answers

- 1 surprised
- 2 embarrassed
- 3 angry
- 4 scared

- 5** Ask sts to read through the sentences. Check they understand everything. With stronger classes, sts could read the story again on their own and decide if the sentences are true or false. With weaker classes, play the audio again for sts to listen and read. They can then work in pairs to decide if the sentences are true or false. Check answers, eliciting the part of the story which confirms each answer.

### Answers

- 1 F   2 F   3 T   4 T   5 F   6 F  
7 F   8 T

- 6** **L2** Explain to sts that they are now going to hear the next part of the story, where Rolo speaks to Emma. Read out the question and the possible answers, then put sts into pairs to guess what Rolo says. Elicit a few ideas, but don't confirm them. Play the audio. See TG page 265 for audio script. Sts listen and check their ideas. Check the answer with the class, playing the audio again and pausing if necessary to confirm the answer.

### Answer

b

## REFLECT

- 7** Sts work in pairs to discuss the questions. When you ask sts to report back, be aware that sts who are shy may not feel comfortable talking about this in front of the class. Encourage sts who are more confident to talk more generally about friends and family members who are shy, and the things they find difficult.

## 21st Century skills



- 8** **FIND OUT**

Set this exercise for homework if you prefer. Sts can find information about African grey parrots and report back in the next lesson. The answer is that African grey parrots can learn up to 1,000 words. Sts might be interested to know that they can watch videos online of talking parrots, to hear them showing off their skills!

## EXTRA PRACTICE

Ask: *What do you think happens next? Why?* Put sts into pairs to discuss what happens next in the story. Ask them to note down three ideas. Ask pairs in turn to tell the class their ideas, but don't confirm them. Tell sts that they will read the next part of the story after they have done Unit 6.

# LITERATURE

## UNITS 4-6

### BEFORE YOU READ

- 1 Work in pairs. What do you remember about Part one of the story, *A surprise for Emma*?
- 2 Read the outline to *A picnic in the park*. Complete it with the words in the box.

beach cage friends  
new parrot scared

#### OUTLINE

### A picnic in the park

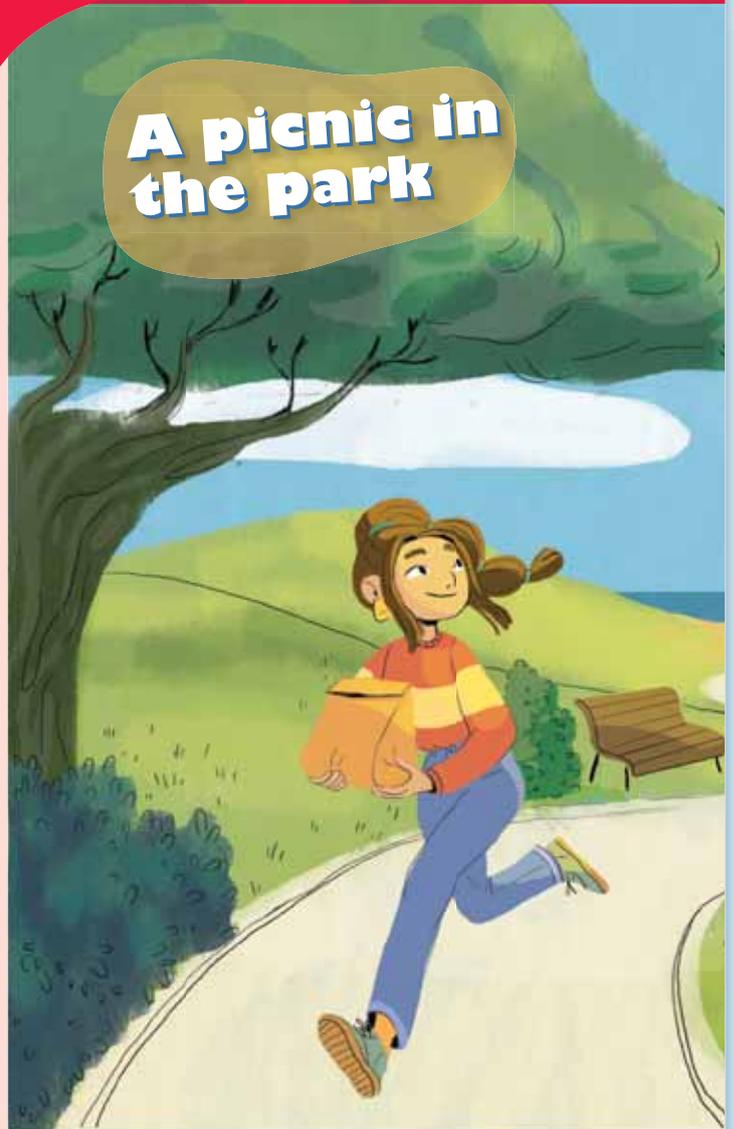
Emma is the <sup>1</sup>... student in the class and she doesn't have any <sup>2</sup>... All of Emma's classmates go to a birthday party at the <sup>3</sup>... Emma wants to go to the party, but she is <sup>4</sup>..., so she stays at home with her pet <sup>5</sup>..., Rolo. Rolo talks to Emma. He wants Emma to open the <sup>6</sup>... so they can go outside together.

### READ

- 3 **L3** Read and listen to Part two of the story. Do Emma and Rolo have a good time?
- 4 Read the story again and answer the questions.
  - 1 Why is Rolo happy?
  - 2 What does Rolo do in the kitchen?
  - 3 Who gets to the park first?
  - 4 What does Emma eat for the first time?
  - 5 How often does Emma go to the park?
  - 6 Where does Rolo see a big problem?
- 5 **Word Power** Find verbs 1-4 in the story. Match them to their opposites a-d.
 

1 arrive	b close
2 win	c start
3 open	a lose
4 stop	d leave

## A picnic in the park



Emma opens the cage and Rolo steps out. He looks happy and he starts to fly around the bedroom.

'This is fun!' he shouts.

Emma laughs. 'You're so happy!'

'I'm happy because I'm not in a cage,' says Rolo.

'I know what you mean,' says Emma. 'I sometimes feel like I'm in a cage, too.'

'But we aren't in a cage now. We're free!' says Rolo. 'Let's go outside.'

They go downstairs together. Rolo flies into the kitchen and puts some snacks in a bag. 'Now, take the bag and let's go,' he says.

They leave the house. Emma walks slowly with her head down. She feels shy.

'Emma, look at me!' says Rolo. 'Let's run to that park!'

'Run? I never run,' she says. 'I'm not good at running.'

'Come on!' says Rolo and he flies past her.

'Wait!' Emma doesn't want to run, but she does. She feels good and she starts to laugh. 'Rolo ... this is fun!' she shouts.

**LESSON OVERVIEW:** In this lesson, sts read the next part of the story about Emma. They read an outline of this part of the story, then read an extract and listen to the next part of the story. They end by speculating about the main character and what happens next.

### WARMER

Read out the title of this part of the story and focus on the pictures. Explain to sts that they are going to read the next part of the story about Emma. Write these words on the board: *park, happy, Rolo, beach, problem*. Put sts into pairs to look at the pictures and the words on the board, and guess what this part of the story is about. Elicit a few ideas but don't confirm them

## BEFORE YOU READ

- 1 Put sts into pairs to discuss what they can remember about the first part of the story about Emma. Elicit answers from the class and see if, as a class, you can piece together the first part of the story. Sts could look back at pages 112-113 to check.
- 2 Ask sts to read the outline to the story and complete it with the correct words. They could work in pairs for this. Check answers with the class and ask sts which of their ideas from the Warmer were correct.

### Answers

- 1 new
- 2 friends
- 3 beach
- 4 scared
- 5 parrot
- 6 cage

## READ

- 3  L3 Read out the question, then point out the glossary on page 115. Allow sts time to read through it, or read through it with the class and make sure sts understand all the words. Then play the audio. Sts read and listen to the story and answer the question. Check the answer.

### Answer

Yes, they do.

- 4 Ask sts to read through the questions. Check they understand everything. With stronger classes, sts could read the story again on their own and answer the questions. With weaker classes, play the audio again for sts to listen and read. They can then work in pairs to answer the questions. Check answers, eliciting the part of the story which confirms each answer.

### Answers

- 1 Because he is out of his cage.
- 2 He puts some snacks in a bag.
- 3 Emma
- 4 nuts
- 5 She never goes to the park.
- 6 At the beach.

- 5 **Word Power** Sts could work in pairs to find the verbs and match them to their opposites. With weaker classes, ask sts to find each verb in turn. Read it out in context and elicit the meaning in the sts' own language. Sts can then do the matching task. Check answers.

### Answers

- 1 d 2 a 3 b 4 c



Emma arrives at the park first. 'I win!' she says. They sit down under a tree. Rolo opens the bag. 'Would you like some nuts?'

'Um ... no, thanks. I always have crisps for my snack.'

'What? Do you eat the same things every day? That's boring!' They both laugh. 'Come on ... have some.'

Emma eats some nuts. 'Mmm ... they're delicious!' she says. She looks around and smiles. 'This is a nice park. I walk past it every day, but I never go in.'

'It's beautiful!' says Rolo and he flies up. 'It's a beautiful park ... it's a beautiful city.' He flies higher and higher. 'It's a beautiful world!' he shouts. 'Hey, Emma, I can see the sea! I can see the beach!'

Emma watches him and laughs. Then suddenly, Rolo stops and shouts, 'Oh no!' He flies down to Emma.

'Rolo, what's wrong?'

'Emma, there's a big problem at the beach.'

6 L4 Work in pairs. Look at the pictures. What do you think Rolo sees at the beach? Listen and check.



## REFLECT

7 **THINK CRITICALLY** Work in groups. Choose the best answer for the questions.

- Why does Emma say she feels like she's in a cage?
  - Because her bedroom is small.
  - Because she's scared and shy.
  - Because there are lots of rules at school.
- Why is Emma happy in the park?
  - Because she wins the race with Rolo.
  - Because she likes the snacks.
  - Because she tries new things.
- What do you think happens next?
  - Emma goes to the beach with Rolo.
  - Emma stays in the park.
  - Emma and Rolo call the police.

### Glossary

**step out** to leave a place, by moving away from it

**fly** move through the air like a bird or aeroplane

**feel like** to want to do something at a particular moment

**shout** to speak with a loud voice



## LITERATURE UNITS 4-6

- 6  L4 Explain to sts that they will now hear the next part of the story. Read out the task, then focus on each picture in turn and elicit what it shows. Use the pictures to teach the words *shark*, *big wave* and *storm*. Put sts into pairs to look at the pictures and guess what Rolo sees. Play the audio. See TG page 265 for audio script. Sts listen and check their ideas. Check the answer, playing the audio again and pausing if necessary to confirm the answer.

Answer

2

## REFLECT

### 21st Century skills



#### 7 THINK CRITICALLY

Put sts into groups to read the questions and choose the best answer. Point out to sts that the answers aren't explained in the story, so they must use their own ideas and imagination to understand the story and how Emma feels. Discuss their ideas as a class, encouraging them to give reasons from the story for their answers.



#### EXTRA PRACTICE

Sts could work in pairs and continue the dialogue between Emma and Rolo. To help them think of ideas, read out the last few sentences of the story again. Ask: *What does Emma say to Rolo? What does Rolo say next?* Encourage sts to use their imagination to think about what Emma and Rolo say next. Sts then write their ideas. Ask pairs in turn to read their dialogues to the class. Tell sts they can check their ideas when they read the next part of the story, after they have done Unit 9.

# LITERATURE

## UNITS 7-9

### BEFORE YOU READ

**1** Work in pairs. Discuss the questions with a partner. Read the outline to Part three of the story and check your answers.

- 1 Is Emma happy at school? Why/Why not?
- 2 What is unusual about Rolo?
- 3 Where do Emma and Rolo have a picnic?
- 4 Where are Emma's classmates?
- 5 What dangerous thing does Rolo see?

#### OUTLINE

#### Emma saves the day!

Emma is a new student and she doesn't have friends at school because she's very shy. Her only friend is Rolo, her pet parrot. But Rolo is a special parrot – he can talk! Emma's classmates are at a birthday party at the beach, but Emma is in her room with Rolo. He asks Emma to let him out of the cage and together they go to the park for a picnic. They have fun and Emma feels happy. But then Rolo flies high up in the sky and sees that a big wave is coming towards the beach.

**2** Work in pairs. Look at the picture. What are the people are doing?

*Emma's shouting ...*

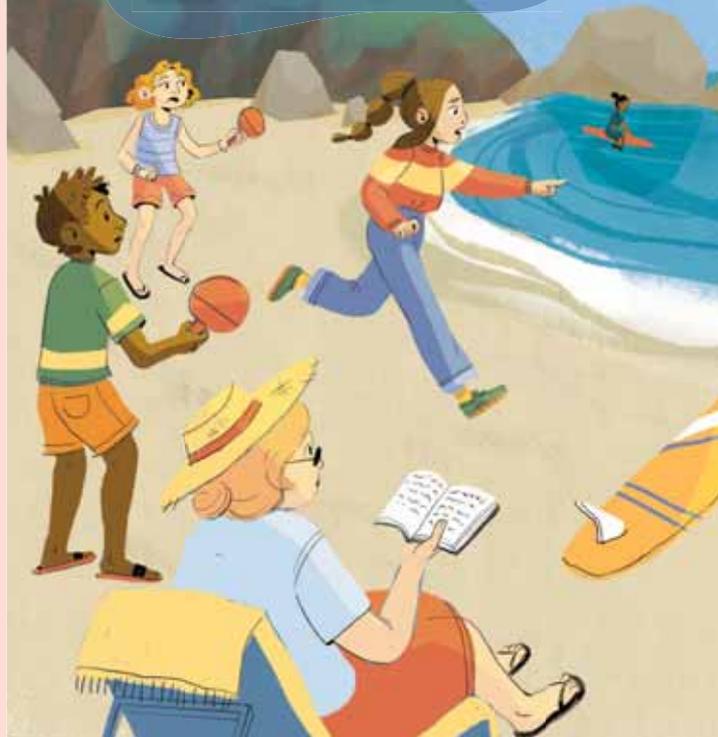
### READ

**3** **L5** Read and listen to Part three of the story. Are all the children safe at the end of the story?

**4** Read the story again. Copy and complete the sentences with the correct names.

- 1 ... is reading a book.
- 2 ... tells Emma the wave is close.
- 3 ... counts the students.
- 4 ... saves Toby's life.
- 5 ... says sorry to Emma.
- 6 ... offers Emma some cake.

## Emma saves the day!



Emma runs with Rolo to the beach and they look around. Caitlin is playing tennis with a friend. Some people are dancing and the others are swimming or surfing. Ms Booth is sitting on the beach. She's reading a book.

Emma thinks, *I need to tell everyone about the wave, but I'm scared.* She closes her eyes.

Rolo says, 'Come on, Emma! You can do this!'

Emma runs to the other children. 'Listen, everyone!' she shouts. 'You need to leave the beach, now!'

The other students look at Emma. They're surprised and confused, but they don't leave the beach.

'How far is the wave from the beach?' Emma asks Rolo.

'It's very close,' says Rolo. 'It's going to be here in three minutes!'

Ms Booth stands up. 'Emma. Is this a joke?'

'No, Ms Booth. I'm serious,' Emma says. 'There's a big wave.'

'How big is this wave?' asks Ms Booth.

'It's enormous!'

**LESSON OVERVIEW:** In this lesson, sts read the final part of the story about Emma and Rolo. They read an outline of this part of the story, then read and listen to the final part of the story. They end by working creatively to design a book cover for the story.

### WARMER

Read out the title of the story and focus on the pictures. Explain to sts that they are going to read the final part of the story about Emma. Write these words on the board: *beach, wave, runs, Toby, sea, swim, amazing, cake*. Check that sts understand all the words, then put them into pairs to discuss what the story might be about, using the title, the pictures and the words on the board to help them. Elicit a few ideas but don't confirm them

## BEFORE YOU READ

- 1 Put sts into pairs to discuss the questions, then read the outline to check their answers. Discuss the questions as a class and encourage sts to remember as much as they can about the two other parts of the story they have read about Emma.

### Answers

- 1 No, because she doesn't have any friends.
- 2 He can talk.
- 3 In the park.
- 4 At the beach.
- 5 A big wave.

- 2 Sts work in pairs to look at the picture and say what the people are doing. Check answers with the class.

### Possible answers

Emma is shouting and pointing at the wave.  
Ms Booth is reading a book.  
Some students are playing on the beach.  
A girl is in a kayak.  
Toby is swimming.

## READ

- 3  L5 Read out the question, and point out the glossary on page 117. Allow sts time to read through the glossary, or read through it with the class and check that sts understand all the words. Then play the audio. Sts read and listen to the story and answer the question. Check the answer.

### Answer

Yes, they are.

- 4 Ask sts to copy the sentences into their notebooks. Check they understand everything. With stronger classes, sts could read the story again on their own and complete the sentences with the correct names. With weaker classes, play the audio again for sts to listen and read. They can then work in pairs to complete the sentences. Check answers, eliciting the part of the story which confirms each answer.

### Answers

- 1 Ms Booth
- 2 Rolo
- 3 Ms Booth
- 4 Emma
- 5 Toby
- 6 Caitlin



Ms Booth sees the wave. She turns to the children and shouts. 'Everyone! Come here now!' The children are surprised, but they listen to their teacher.

'Wait. How many children are here?' She counts the students. 'There's one person missing!'

'It's Toby!' shouts Emma. Toby is swimming far from the beach and he can't hear Ms Booth.

Emma runs towards the sea. 'Stop!' shouts Ms Booth. But Emma doesn't stop. She's a good swimmer. She reaches Toby and they swim back to the beach.

Everyone runs to a hill above the beach. They watch the wave hit the beach. It covers everything with water and then goes out to sea again. Everyone looks at Emma.

'You saved my life, Emma,' says Toby. He looks embarrassed. 'I'm sorry I laughed at you.'

'That's OK,' she says.

'That was amazing, Emma,' says Caitlin. 'Thank you!'

Emma smiles at her. 'You're welcome ... and happy birthday!' They both laugh.

'Would you like to have some birthday cake with us?' asks Caitlin.

'Yes, please,' says Emma, 'but first I need to talk to a friend.'

- 5 Word Power** Complete the questions with the question words in the box. Check your answers in the text.

How big   How far   How many

- ... is the wave from the beach?
- ... is this wave?
- ... children are here?

- 6 Work in pairs. Ask and answer the questions.**

- How many brothers and sisters do you have?
- How far is your house from school?
- How big is your bedroom?

- 7** **L6 Listen to the next part of the story. Choose the correct answers.**

- Emma sits on the hill with *Ms Booth* / *Rolo*.
- The children return to the *beach* / *school*.
- Rolo *loves* / *hates* his cage.
- Rolo wants to *stay in his cage* / *be free*.
- Rolo is going to visit Emma every *day* / *week*.

## REFLECT

- 8** **GET CREATIVE** Work in pairs. Make a book cover for the story about Emma and Rolo.

- Think of a title for the story.
- Draw a picture for the front cover.
- Write a sentence to say what the story is about.



### Glossary

**surfing** the sport of riding on a wave on a special board

**wave** a line of water moving across the sea

**confused** when you cannot think clearly

**enormous** extremely large

**missing** lost, or not in the right or usual place

- 5 Word Power** Sts could work in pairs to complete the questions, then check their answers in the text. Check answers, and check that sts understand the question words.

### Answers

- 1 How far
- 2 How big
- 3 How many

- 6** Read out the questions and check that sts understand them. Sts then ask and answer the questions in pairs. Ask some sts to tell the class something they learned about their partner.

- 7**  **L6** Explain to sts that they will now hear the next part of the story. Read out the task, then allow sts time to read through the sentences. Play the audio. See TG page 265P for audio script. Sts listen and choose the correct words to complete the sentences. Check answers with the class, playing the audio again and pausing if necessary to confirm the answers.

### Answers

- 1 Rolo
- 2 beach
- 3 hates
- 4 be free
- 5 week

## REFLECT

### 21st Century skills



- 8**  **GET CREATIVE**

Read out the instructions, then put sts into pairs to make a book cover for the story. You could brainstorm a few ideas with the class first. Monitor and help while sts are working. When sts have finished, you could collect the book covers and arrange them around the class. Allow sts time to look at them all and decide which ones they like. The class could vote for their favourite.

### EXTRA PRACTICE

Write the names of the main characters on the board: *Emma, Toby, Caitlin, Ms Booth*. Ask sts in pairs to imagine they are one of the characters and think about how they feel at the end of the story and how they are going to change, after what happened. Ask them to write two or three sentences saying how they feel and how they are going to change now. Tell them to use the first person (*I feel ... I'm going to ...*) Monitor and help while sts are working. When they have finished, ask pairs in turn to read out their sentences. Other sts can listen and guess which character is speaking.

# LANGUAGE SUMMARY

## UNIT 1

### GRAMMAR

#### Articles

<b>an</b>	We use <b>an</b> before singular nouns that begin with vowels (a, e, i, o, u). <b>an</b> animal, <b>an</b> egg, <b>an</b> umbrella
<b>a</b>	We use <b>a</b> before singular nouns that begin with consonants (e.g. b, c, d, etc.). <b>a</b> window, <b>a</b> chair, <b>a</b> teacher

#### Plural nouns

Spelling rules	Singular	Plural
For most nouns: we add -s.	a chair an egg	chairs eggs
For nouns ending in -ch, -s, -sh, -x or -z: we add -es.	a box a watch	boxes watches
For nouns ending in -f or -fe: we remove -f or -fe and add -ves.	a shelf a knife	shelves knives
For nouns ending in consonant + -y: we remove -y and add -ies.	a dictionary a story	dictionaries stories
Irregular nouns	a woman a man a person a child	women men people children

#### be: affirmative and negative

	Affirmative	Negative
I	I'm a boy.	I'm not a girl.
you	You're Mexican.	You aren't Spanish.
he	He's in this class.	He isn't in Class 2.
she	She's short.	She isn't tall.
it	It's cheap	It isn't expensive.
we	We're at school.	We aren't at home.
they	They're red.	They aren't blue.

#### Rules

We use the verb *be* to give information about things and people.

After subject pronouns we usually use the short form.

*I am a teacher.* = *I'm a teacher.*

*She is not in class.* = *She isn't in class.*

*They are from Brazil.* = *They're from Brazil.*

### VOCABULARY

#### Classroom objects

board	pencil
chair	pencil case
computer	rubber
desk	ruler
door	shelf
headphones	smartphone
laptop	tablet
pen	window

#### Adjectives

beautiful	interesting
big	old
boring	sad
cheap	short
difficult	small
easy	tall
expensive	ugly
happy	young

### SPEAKING

#### Talking about days

What day is it today?

It's Monday/Tuesday, etc.

What day is the Maths lesson?

It's on Wednesday/Thursday, etc.

#### Talking about times

What time is it?

It's ten o'clock / quarter past nine, etc.

What time is the English lesson?

It's at half past three / quarter to twelve, etc.

### WRITING

#### You and your school

I'm in Year ...

I'm a student at ...

It's a big/small/old/new school.

There are ... students.

My favourite day/subject is ...

I'm (not) in the school ... team.

#### Capital letters

We use capital letters:

- at the start of sentences: **She's a girl.**
- with the subject pronoun, **I: I'm happy.**
- with names of people and places: **Alex is in New York.**
- with countries and nationalities: **Sara is from Mexico. She's Mexican.**
- with days of the week: **Today is Monday.**

# LANGUAGE SUMMARY

## UNIT 2

### GRAMMAR

#### Possessive adjectives

Subject pronoun	Possessive adjective	
I	<b>my</b>	I'm twelve and <b>my</b> sister is ten.
you	<b>your</b>	You're in Class 3. This is <b>your</b> teacher.
he	<b>his</b>	He's happy because <b>his</b> friends are here.
she	<b>her</b>	She's a student. <b>Her</b> uniform is blue.
it	<b>its</b>	It's a good shop. <b>Its</b> clothes are cheap.
we	<b>our</b>	We're from Spain. <b>Our</b> house is in León.
they	<b>their</b>	They're actors. <b>Their</b> jobs are cool.

#### Rules

We use possessive adjectives before nouns to show that something belongs to someone.

We use the same possessive adjectives for singular and plural nouns:

*This is **your** pen. These are **your** pens.*

#### Possessive 's

For names and singular nouns: we add <b>'s</b> .	This is Marco <b>'s</b> desk. My teacher <b>'s</b> bag is red.
For plural nouns ending in <b>-s</b> : we add <b>'</b>	My parents' <b>'</b> room is big. The classrooms' <b>'</b> walls are white.
For irregular plural nouns: we add <b>'s</b> .	The children <b>'s</b> toys are expensive. That's the men <b>'s</b> bathroom.

#### be: questions and short answers

	Questions	Short answers
I	<b>Am</b> I right?	Yes, I <b>am</b> . / No, I'm <b>not</b> .
you	<b>Are</b> you British?	Yes, you <b>are</b> . / No, you <b>aren't</b> .
he	<b>Is</b> he at home?	Yes, he <b>is</b> . / No, he <b>isn't</b> .
she	<b>Is</b> she happy?	Yes, she <b>is</b> . / No, she <b>isn't</b> .
it	<b>Is</b> it your pet?	Yes, it <b>is</b> . / No, it <b>isn't</b> .
we	<b>Are</b> we late?	Yes, we <b>are</b> . / No, we <b>aren't</b> .
they	<b>Are</b> they your cousins?	Yes, they <b>are</b> . / No, they <b>aren't</b> .

#### Rules

In questions the verb *be* comes before the subject.

*Are you from Mexico?* NOT ~~*You are from Mexico?*~~

In affirmative short answers we don't use the short form:

*Yes, I am.* NOT ~~*Yes, I'm.*~~

In negative short answers we usually use the short form:

*No, he **is not**.* = *No, he **isn't**.*

### VOCABULARY

#### Family and pets

aunt	grandma
brother	grandpa
cat	mum
cousin	parrot
dad	rabbit
dog	sister
fish	uncle

#### Countries and nationalities

Argentina	Spain
Argentinian	Spanish
Brazil	the UK
Brazilian	British
China	the USA
Chinese	American
Mexico	Turkey
Mexican	Turkish

### SPEAKING

#### Introductions

Hi/Hello.

I'm ... / My name's ...

Nice to meet you (too).

#### Asking for personal details

What's your name?

Where are you from?

How do you spell that?

How old are you?

### WRITING

#### Describing personal photos

This is a photo of my family / our pet.

These are my parents / my friends.

This is my mother / our house.

#### and/but

We use *and* to add information:

*Juan is twelve years old **and** he's Spanish.*

We use *but* to contrast information:

*I'm British, **but** my best friend is Turkish.*

# LANGUAGE SUMMARY

## UNIT 3

### GRAMMAR

*There is / There are:* affirmative and negative

	Affirmative	Negative
Singular	<b>There's an</b> apple in my bag.	<b>There isn't a</b> window in this room.
Plural	<b>There are some</b> pens on the desk.	<b>There aren't any</b> posters on the wall.

#### Rules

We usually use the short form of *there is* = *there's*.

We use *there's / there isn't* + *a/an* with singular nouns.

We use *there are* + *some* with plural nouns.

We use *there aren't* + *any* with plural nouns.

*There is / There are:* questions and short answers

	Questions	Short answers
Singular	<b>Is there a</b> balcony?	Yes, <b>there is.</b> / No, <b>there isn't.</b>
Plural	<b>Are there any</b> chairs?	Yes, <b>there are.</b> / No, <b>there aren't.</b>

#### Rules

We use *is there* + *a/an* to ask about singular nouns.

We use *are there* + *any* to ask about plural nouns.

We don't use the short form in affirmative short answers:

Yes, *there is*. NOT ~~Yes, there's~~.

Prepositions of place



The ball is **above** the box.



The ball is **behind** the box.



The ball is **in** the box.



The ball is **in front of** the box.



The ball is **next to** the box.



The ball is **on** the box.



The ball is **under** the box.

### VOCABULARY

#### Rooms

balcony	garden
bathroom	hall
bedroom	kitchen
dining room	living room
garage	study

#### Objects in the home

bed	poster
bath	shower
cooker	sofa
fridge	table
light	toilet
plant	wardrobe

### SPEAKING

#### Greetings

Hi! / Hello!

Good morning/afternoon.

How are you? / How are things?

(I'm) fine / (I'm) good / Not bad, thanks.

Bye. / Goodbye. / Goodnight.

See you later/tomorrow/on Saturday.

### WRITING

#### Describing family homes

My house/flat is in ...

In our house, there are ...

Our flat is on the first/second/third floor.

My bedroom is next to / above / in front of ...

In front of / behind / next to the house, there's a ...

#### Punctuation

- Full stops (.) go at the end of sentences:  
*My house is in the city.*
- Commas (,) separate items in a list:  
*There's a desk, a chair and a computer.*
- Question marks (?) go at the end of questions:  
*Where's your house?*
- Exclamation marks (!) show emotion:  
*Your bedroom is very big!*

# LANGUAGE SUMMARY

## UNIT 4

### GRAMMAR

#### like / don't like

Affirmative 😊	Negative 😞
I <b>like</b> meat.	I <b>don't like</b> coffee.
I <b>like</b> vegetables.	I <b>don't like</b> eggs.
Questions	Short answers
<b>Do you like</b> chicken?	Yes, I <b>do</b> . / No, I <b>don't</b> .

#### Rules

😊 We use *I like* + nouns in affirmative sentences.

😞 We use *I don't like* + nouns in negative sentences.

We use *Do you like ...?* + nouns to ask questions.

We use *do* or *don't* in short answers.

Yes, I **do**. NOT ~~Yes, I like~~.

#### would like

Affirmative	Questions	Answers
I'd (I <b>would</b> ) like an apple, please?	<b>Would</b> you like a pancake?	<b>Yes, please.</b>
I'd (I <b>would</b> ) like some biscuits, please?	<b>Would</b> you like some tea?	<b>No, thanks.</b>

#### Rules

We use *I would like ...* to ask for things.

We usually use the short form: *I'd like ...*

We use *Would you like ...?* to offer things.

We use *Yes, please* and *No, thanks* to reply to offers with *would like*.

#### like and would like

like	would like
I <b>like</b> chocolate. It's delicious.	I'd <b>like</b> some water. I'm thirsty.
<b>Do you like</b> fish?	<b>Would you like</b> a banana?
Yes, I <b>do</b> . / No, I <b>don't</b> .	<b>Yes, please</b> . / <b>No, thanks</b> .

#### Rules

We use *like* to talk about things we like or don't like in general.

We use *would like* to offer or ask for things.

### VOCABULARY

#### Food and drink

apple	fish
banana	ice cream
butter	juice
cake	meat
carrot	milk
cheese	orange
chicken	potato
chocolate	tea
coffee	tomato
eggs	water

#### Meals

biscuits	omelette
bread	pancakes
breakfast	pasta
burger	pizza
cereal	rice
chips	salad
crisps	sandwich
dinner	snacks
lunch	soup
nuts	toast

### SPEAKING

#### Ordering in a café

##### Server

How can I help you? / What would you like?

Anything to drink? / Anything else?

It comes with ...

That's ... altogether.

##### Customer

I'd like ..., please. / Can I have ..., please?

Does ... come with ...?

That's all, thanks. How much is that?

### WRITING

#### Describing your diet

This is what I eat in a typical week.

Many people have ..., but I have ...

There is/isn't a school cafeteria.

I have a packed lunch / school dinners.

My favourite ... is ...

It's delicious/horrible/healthy/unhealthy/sweet.

#### and/or

We use *and* to say we have two things together:

*I'd like a burger **and** chips.*

We use *or* to say we have one of two options:

*I have milk **or** orange juice for breakfast.*

# LANGUAGE SUMMARY

## UNIT 5

### GRAMMAR

#### Present simple: affirmative

Subject pronouns	Affirmative
I	I <b>have</b> a shower in the morning.
you	You <b>have</b> cereal for breakfast.
he	Jacob <b>gets up</b> at 7.00.
she	Carmen <b>studies</b> Music at school.
it	School <b>finishes</b> at 4.00.
we	We <b>leave</b> home at 8.30.
they	They <b>make</b> a snack in the afternoon.

#### Rules

In the present simple affirmative, the subject comes before the verb. For the third person singular (*he/she/it*), the verb ends in -s: *get* > *gets*.

When the verb ends in -ch, -sh, -ss, -x and -o we add -es: *go* > *goes*.

When the verb ends in consonant + -y, we change the -y to -ies: *study* > *studies*. The third person singular of *have* is *has*.

#### Present simple: negative

Subject pronouns	Negative
I	I <b>don't call</b> my friends on the phone.
you	You <b>don't drink</b> coffee for breakfast.
he	Juan <b>doesn't live</b> in Madrid.
she	Linda <b>doesn't travel</b> by bus.
it	My house <b>doesn't have</b> a garden.
we	We <b>don't wear</b> jeans at school.
they	They <b>don't work</b> in an office.

#### Rules

In the present simple negative, when the subject is *I*, *you*, *we* or *they*, we add *don't* before the verb to make it negative.

For the third person singular (*he*, *she*, *we* or *it*), we add *doesn't* before the verb to make it negative.

We use *don't/doesn't* + infinitive:

*She doesn't teach French.* NOT *She doesn't teaches French.*

#### Present simple: questions and short answers

Questions	Short answers
<b>Do</b> you <b>study</b> French?	Yes, I <b>do</b> . / No, I <b>don't</b> .
<b>Does</b> Liam <b>play</b> the drums?	Yes, he <b>does</b> . / No, he <b>doesn't</b> .

#### Rules

We form questions with *do/does* + subject + the infinitive of the verb.

In affirmative short answers we use *do/does*.

In negative short answers we use *don't/doesn't*.

### VOCABULARY

#### Daily routine

do (my) homework	have breakfast (lunch/dinner)
finish school	leave home
get dressed	make a snack
get home	start school
get up	study Maths (English, etc.)
go to bed	
have a shower	

#### Common verbs

call	teach
drink	travel
eat	use
know	want
live	wear
meet	work

### SPEAKING

#### Suggesting

Would you like to ...?

Do you want to ...?

What about ...?

Let's ...

Why don't we ...?

#### Responding

That's a good/great idea!

That sounds good/great!

I think it's too expensive/cold/late.

Sorry, but I don't feel like it.

Maybe.

### WRITING

#### Describing general habits

In the UK, most people/schools ...

Some people/schools ..., but others ...

Usually, ...

... at about 9.00/10.00.

#### because

We use *because* to explain the reason for an action:

*I get up late on Sunday **because** I don't have school.*

*He makes a snack after school **because** he's always hungry when he arrives at home.*

# LANGUAGE SUMMARY

## UNIT 6

### GRAMMAR

#### Adverbs of frequency

100%



I'm **always** hungry after school.  
 Sam **usually** watches TV on Saturday.  
 We **sometimes** have fish for lunch.  
 She's **never** late for English class.

#### Rules

We use adverbs of frequency to talk about how often we do things.  
 We put adverbs of frequency before most verbs.  
 We put adverbs of frequency after the verb *be*.

#### Expressions of frequency

**every ...**

I listen to music **every day**.  
 Karen has piano classes **every week**.

**once/twice/  
 three times a ...**

We go on holiday **twice a year**.  
 They go shopping **three times a month**.

#### Rules

Expressions of frequency usually come at the end of a sentence.  
 We can use *every + day/week/month/year*, etc.  
*once* = one time, *twice* = two times.

#### Wh- questions

Question word	do/does	Subject	Infinitive
<b>What</b>	<b>do</b>	you	<b>want to</b> have for dinner?
<b>When</b>	<b>does</b>	school	<b>start?</b>
<b>Where</b>	<b>does</b>	Maria	<b>live?</b>
<b>Why</b>	<b>do</b>	people	<b>study</b> History?
<b>Who</b>	<b>do</b>	you	<b>meet</b> at the weekend?

#### Rules

We make questions with question words to ask for specific information.  
 We form questions with question word + *do/does* + subject + infinitive.  
 We use *what* to ask about things.  
 We use *when* to ask about times.  
 We use *where* to ask about places.  
 We use *why* to ask about reasons.  
 We use *who* to ask about people.

### VOCABULARY

#### Free-time activities

go on holiday	read a book
go shopping	read a magazine
listen to music	visit a museum
listen to podcasts	visit friends
play the piano	watch an online video
play videogames	watch TV

#### Seasons

spring	autumn
summer	winter

#### Months

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

#### Dates

first, second, third, etc.

### SPEAKING

#### Asking for information

What time does it start/finish?  
 How much are the tickets?  
 How much do/does ... cost?  
 Who can I contact about ...?  
 Is there a ...? / Are there any ...?

#### Giving information

It starts at ... / It finishes at ...  
 Tickets are ...  
 Sorry, but I don't have that information.  
 You need to speak to/contact/email ...

### WRITING

#### Writing an email

Hi, ... / Dear ...  
 How are you? / I hope you're well.  
 I want to tell you about ...  
 Write soon!  
 Bye / Take care

#### *too/also*

We use *too* at the end of a sentence:  
*I play the guitar and I play the piano, too.*  
 We use *also* before the verb:  
*I play the guitar and I also play the piano.*

# LANGUAGE SUMMARY

## UNIT 7

### GRAMMAR

**can:** affirmative and negative

Affirmative	Negative
I <b>can</b> speak Spanish and English.	They <b>can't</b> swim.
She <b>can</b> ride a horse.	Lucas <b>can't</b> dance salsa.
<b>Rules</b>	
We use <i>can/can't</i> + infinitive to talk about our abilities.	
<i>can/can't</i> is the same for all subjects.	

**can:** questions and short answers

Questions	Short answers
<b>Can</b> you <b>play</b> the guitar?	Yes, I <b>can</b> . / No, I <b>can't</b> .
<b>Can</b> they <b>speak</b> Spanish?	Yes, they <b>can</b> . / No, they <b>can't</b> .
<b>Rules</b>	
In questions, <i>can</i> comes before the subject.	
In short answers we use <i>can</i> or <i>can't</i> .	

**like/love/hate**

😊 I <b>love</b> football.
😊 Corina <b>likes</b> gymnastics.
😞 My friends <b>don't like</b> athletics.
😞 He <b>hates</b> tennis.
<b>Rules</b>
We use ( <i>don't</i> ) <i>like/love/hate</i> to talk about the activities we enjoy or don't enjoy.

**Object pronouns**

Subject pronoun	Object pronoun	
I	<b>me</b>	My parents watch <b>me</b> play football.
you	<b>you</b>	Can I call <b>you</b> after class?
he	<b>him</b>	Joao Felix is my favourite player – I love <b>him!</b>
she	<b>her</b>	This song is by Dua Lipa. Do you like <b>her?</b>
it	<b>it</b>	I hate volleyball. I never play <b>it</b> .
we	<b>us</b>	Our teacher gives <b>us</b> homework every week.
they	<b>them</b>	Spiders are horrible. I hate <b>them</b> .
<b>Rules</b>		
We use object pronouns after verbs to substitute nouns.		

### VOCABULARY

#### Abilities

cook	ride a bike
dance	ride a horse
draw	sing
drive	speak French
play the drums	swim

#### Sports

athletics	martial arts
baseball	mountain biking
basketball	running
climbing	skateboarding
football	skiing
gymnastics	tennis

### SPEAKING

#### Shopping for sports clothes

##### Shop assistant

Can I help you?  
They're over there.  
The ... are here.  
Which size/colour do you want?  
I'm sorry. We don't have any.  
It's / They're ten pounds.

##### Customer

Do you have any ...?  
I'd like small/medium/large, please.  
Do you have it/them in ...?  
How much is it / are they?  
I'll take it/them.

### WRITING

#### Interests and abilities

My favourite sport is ...  
I like/don't like/hate/love ...  
I think ... is fun/boring.  
I'm (not) good at ...  
I can/can't ... well.  
I'd like to try ...

#### Modifiers

Modifiers make adjectives stronger or weaker:  
*Susan is **really/very** good at gymnastics.*  
*She's **quite** good at basketball.*  
*She's **not very** good at tennis.*

# LANGUAGE SUMMARY

## UNIT 8

### GRAMMAR

#### Present continuous: affirmative and negative

	Affirmative	Negative
I	<b>I'm working.</b>	<b>I'm not working.</b>
you	<b>You're making</b> lunch.	<b>You aren't making</b> lunch.
he	<b>Luca's running.</b>	<b>Luca isn't running.</b>
she	<b>Kim's studying.</b>	<b>Kim isn't studying.</b>
it	<b>The game's starting.</b>	<b>The game isn't starting.</b>
we	<b>We're getting up.</b>	<b>We aren't getting up.</b>
they	<b>They're taking</b> the bus.	<b>They aren't taking</b> the bus.

#### Rules

We use the present continuous to talk about things that are happening now.

In the present continuous we use the verb *be* and the *-ing* form of the main verb.

When the verb ends in *-e*, we remove the *-e* and add *-ing*:  
*take* > *taking*

When the verb ends in consonant-vowel-consonant, we double the final consonant and add *-ing*:  
*run* > *running*

#### Present continuous: questions and short answers

	Questions	Short answers
I	<b>Am I dreaming?</b>	Yes, I <b>am</b> . / No, I'm <b>not</b> .
you	<b>Are you working</b> today?	Yes, you <b>are</b> . / No, you <b>aren't</b> .
he	<b>Is Tom playing</b> football?	Yes, he <b>is</b> . / No, he <b>isn't</b> .
she	<b>Is Eva wearing</b> a hat?	Yes, she <b>is</b> . / No, she <b>isn't</b> .
it	<b>Is your phone ringing?</b>	Yes, it <b>is</b> . / No, it <b>isn't</b> .
we	<b>Are we driving to school?</b>	Yes, we <b>are</b> . / No, we <b>aren't</b> .
they	<b>Are they swimming?</b>	Yes, they <b>are</b> . / No, they <b>aren't</b> .

#### Rules

In questions we put the verb *be* before the subject and the *-ing* form of the main verb after the subject.

In short answers we use the verb *be*.

In *Wh-* questions, we use question words before the subject with the present continuous.

**'What** is Sally doing?' *'She's playing the guitar.'*

**'Where** are you going?' *'I'm going to school.'*

### VOCABULARY

#### Places in a town

bank	market
factory	shop
farm	sports centre
hospital	supermarket
hotel	swimming pool
library	train station

#### Adjectives to describe places

clean	new
crowded	nice
dangerous	noisy
dirty	old
empty	quiet
horrible	safe

### SPEAKING

#### Asking for directions

Excuse me, ...

I'm looking for ...

Is there a ... near here?

Is it far?

Is it near here?

How do you get there?

#### Giving directions

(Then) you go straight on.

You turn right/left.

You go past the ...

It's in front of / next to ...

### WRITING

#### Arranging to meet

Do you want to ...?

Where/When do you want to meet?

Let's meet at ... / Shall we meet at ...?

Can we meet at ... instead?

See you (there) at ...

#### *right now / at the moment*

We use *right now / at the moment* to talk about actions happening now:

*I'm having dinner* **right now**.

**Right now**, I'm watching TV.

*He's reading a good book* **at the moment**.

**At the moment**, I'm studying French.

# LANGUAGE SUMMARY

## UNIT 9

### GRAMMAR

*be*: past simple (affirmative and negative)

Affirmative	Negative
I/He/She/It <b>was</b> in London.	I/He/She/It <b>wasn't</b> in Madrid.
We/You/They <b>were</b> happy.	We/You/They <b>weren't</b> sad.

#### Rules

We use *was* and *were* to talk about situations in the past. We usually use the short form in the negative: *was not = wasn't*, *were not = weren't*.

*be*: past simple (questions and short answers)

Questions	Short answers
<b>Were</b> you in class yesterday?	Yes, I <b>was</b> . / No, I <b>wasn't</b> .
<b>Was</b> your sister happy with the present?	Yes, she <b>was</b> . / No, she <b>wasn't</b> .
<b>Were</b> your grandparents teachers?	Yes, they <b>were</b> . / No, they <b>weren't</b> .

#### Rules

In questions we put *was/were* before the subject.

In short answers we use *was/were* or *wasn't/weren't*.

*be going to*: affirmative and negative

	Affirmative	Negative
I	<b>I'm going to ride</b> my bike.	<b>I'm not going to walk</b> .
you	<b>You're going to love</b> it!	<b>You aren't going to hate</b> it.
he	<b>He's going to visit</b> you.	<b>He isn't going to visit</b> me.
she	<b>She's going to swim</b> later.	<b>She isn't going to play</b> tennis.
it	<b>It's going to be</b> late.	<b>It isn't going to arrive</b> on time.
we	<b>We're going to work</b> hard.	<b>We aren't going to relax</b> .
they	<b>They're going to stay</b> in a tent.	<b>They aren't going to stay</b> in a hotel.

#### Rules

We use *be + going to + infinitive* to talk about plans in the future.

*be going to*: questions and short answers

Questions	Short answers
<b>Are</b> you <b>going to study</b> Maths.	Yes, I <b>am</b> . / No, I <b>am not</b> .
<b>Is</b> she <b>going to be</b> happy?	Yes, she <b>is</b> . / No, she <b>isn't</b> .
<b>Are</b> we <b>going to arrive</b> early?	Yes, we <b>are</b> . / No, we <b>aren't</b> .

#### Rules

In questions we put the verb *be* before the subject.

In affirmative short answers we don't use the short form:

Yes, *she is*. NOT ~~Yes, she's~~.

### VOCABULARY

#### Weather

It's cloudy.	It's snowing.
It's cold.	It's sunny.
It's hot.	It's warm.
It's raining.	It's windy.

#### Nature

beach	lake
field	mountain
flower	sea
forest	tree

#### Transport

bike	plane
boat	scooter
bus	taxi
car	train
motorbike	tram

### SPEAKING

#### Buying a train ticket

##### Customer

I'd like a (child) ticket to ..., please.

A single/return ticket, please.

When is the next train to ...?

Where do I go?

##### Assistant

Do you want a single or a return?

The next train leaves at ...

The train leaves from platform ...

### WRITING

#### Positive and negative comments

There are a lot of good ... at ...

The best ... is ...

I think that's a good idea.

However, there are some problems.

The worst thing is the ...

#### SO

We use *so* to explain the results of a situation:

*It's raining, so we're going to take a taxi.*

*I'm hungry, so I'm going to make a snack.*

## IRREGULAR VERBS LIST

Infinitive		Past simple		Past participle	
be	/bi:/	was/were	/wəz, wɒz, wə(r), wɜ:(r)/	been	/bi:n, bi:n/
become	/brɪ'kʌm/	became	/brɪ'keɪm/	become	/brɪ'kʌm/
begin	/brɪ'gɪn/	began	/brɪ'gæn/	begun	/brɪ'gʌn/
break	/breɪk/	broke	/brəʊk/	broken	/'brəʊkən/
bring	/brɪŋ/	brought	/brɔ:t/	brought	/brɔ:t/
build	/bɪld/	built	/bɪlt/	built	/bɪlt/
buy	/baɪ/	bought	/bɔ:t/	bought	/bɔ:t/
can	/kən, kæn/	could	/kəd, kud/		
catch	/kætʃ/	caught	/kɔ:t/	caught	/kɔ:t/
choose	/tʃu:z/	chose	/tʃəʊz/	chosen	/'tʃəʊzn/
come	/kʌm/	came	/keɪm/	come	/kʌm/
cost	/kɒst/	cost	/kɒst/	cost	/kɒst/
do	/də, du/	did	/dɪd/	done	/dʌn/
draw	/drɔ:/	drew	/dru:/	drawn	/drɔ:n/
drink	/drɪŋk/	drank	/dræŋk/	drunk	/drʌŋk/
drive	/draɪv/	drove	/drəʊv/	driven	/'drɪvn/
eat	/i:t/	ate	/eɪt, et/	eaten	/'i:tn/
fall	/fɔ:l/	fell	/fel/	fallen	/'fɔ:lən/
feel	/fi:l/	felt	/felt/	felt	/felt/
find	/faɪnd/	found	/faʊnd/	found	/faʊnd/
fly	/flaɪ/	flew	/flu:/	flown	/fləʊn/
get	/get/	got	/gɒt/	got	/gɒt/
give	/gɪv/	gave	/geɪv/	given	/'gɪvn/
go	/gəʊ/	went	/went/	gone/been	/gɒn, bi:n/
have	/həv, hæv/	had	/hæd/	had	/hæd/
hear	/hɪə(r)/	heard	/hɜ:d/	heard	/hɜ:d/
know	/nəʊ/	knew	/nju:/	known	/nəʊn/
learn	/lɜ:n/	learnt/learned	/lɜ:nt, lɜ:nd/	learnt/learned	/lɜ:nt, lɜ:nd/
leave	/li:v/	left	/left/	left	/left/
lose	/lu:z/	lost	/lɒst/	lost	/lɒst/
make	/meɪk/	made	/meɪd/	made	/meɪd/
meet	/mi:t/	met	/met/	met	/met/
read	/ri:d/	read	/red/	read	/red/
run	/rʌn/	ran	/ræn/	run	/rʌn/
say	/seɪ/	said	/sed/	said	/sed/
see	/si:/	saw	/sɔ:/	seen	/si:n/
sell	/sel/	sold	/səʊld/	sold	/səʊld/
send	/send/	sent	/sent/	sent	/sent/
sing	/sɪŋ/	sang	/sæŋ/	sung	/sʌŋ/
sit	/sɪt/	sat	/sæt/	sat	/sæt/
sleep	/sli:p/	slept	/slept/	slept	/slept/
speak	/spi:k/	spoke	/spəʊk/	spoken	/'spəʊkən/
stand	/stænd/	stood	/stʊd/	stood	/stʊd/
swim	/swɪm/	swam	/swæm/	swum	/swʌm/
take	/teɪk/	took	/tuk/	taken	/'teɪkən/
teach	/ti:tʃ/	taught	/tɔ:t/	taught	/tɔ:t/
tell	/tel/	told	/təʊld/	told	/təʊld/
think	/θɪŋk/	thought	/θɔ:t/	thought	/θɔ:t/
throw	/θrəʊ/	threw	/θru:/	thrown	/θrəʊn/
wear	/weə(r)/	wore	/wɔ:(r)/	worn	/wɔ:n/
write	/raɪt/	wrote	/rəʊt/	written	/'rɪtn/

## STARTER

### S0.1 See SB Page 4, Exercise 1

### S0.2 See SB Page 4, Exercise 2

### S0.3 Page 5, Exercise 4

- 1 He's my friend.
- 2 They're my classmates.
- 3 She's a teacher.
- 4 You're twelve.
- 5 I'm a student.
- 6 It's my book
- 7 We're in English class.
- 8 They're my parents.

### S0.4 Page 5, Exercise 5

**L = Laura**

**L:** Hi, my name's Laura and I'm twelve. I'm a student at Redwood High School. This is Sally. She's eleven and she's my friend. We're in Class 1. Today we're in English class. The English teacher is Mr Mason. He's really friendly! My classmates are really happy. English is fun!

### S0.5 See SB Page 6, Exercise 1

### S0.6 Page 6, Exercise 3

1

**M1 = Man 1, K = Kathy**

**M1:** What's your name?

**K:** My name's Kathy.

**M1:** How do you spell that?

**K:** K-A-T-H-Y.

2

**W1 = Woman 1, R = Robert**

**W1:** What's your name?

**R:** My name's Robert.

**W1:** How do you spell that?

**R:** R-O-B-E-R-T.

3

**M2 = Man 2, S = Stephanie**

**M2:** What's your name?

**S:** My name's Stephanie.

**M2:** How do you spell that?

**S:** S-T-E-P-H-A-N-I-E.

4

**W2 = Woman 2, G = George**

**W2:** What's your name?

**G:** My name's George.

**W2:** How do you spell that?

**G:** G-E-O-R-G-E.

### S0.7 See SB Page 6, Exercise 5

### S0.8 See SB Page 6, Exercise 6

### S0.9 See SB Page 6, Exercise 7

### S0.10 Page 6, Exercise 10

**C = Charlotte, S = Sebastian**

1

**C:** What's your name?

**S:** My name's Sebastian.

**C:** How do you spell that?

**S:** S-E-B-A-S-T-I-A-N.

**C:** What's your surname?

**S:** Baxter.

**C:** How do you spell that?

**S:** B-A-X-T-E-R.

**C:** How old are you?

**S:** I'm thirteen.

**C:** What's your phone number?

**S:** 07700 900563

2

**S:** What's your name?

**C:** My name's Charlotte.

**S:** How do you spell that?

**C:** C-H-A-R-L-O-T-T-E.

**S:** What's your surname?

**C:** Robinson.

**S:** How do you spell that?

**C:** R-O-B-I-N-S-O-N.

**S:** How old are you?

**C:** I'm twelve.

**S:** What's your phone number?

**C:** 202-555-0198

### S0.11 See SB Page 7, Exercise 2

### S0.12 See SB Page 7, Exercise 5

### S0.13 See SB Page 8, Exercise 1

### S0.14 See SB Page 8, Exercise 3

### S0.15 See SB Page 8, Exercise 4

## UNIT 1

### 1.1 See SB Page 9, Exercise 1

### 1.2 See SB Page 10, Exercise 2

### 1.3 See SB Page 11, Exercise 1

### 1.4 See SB Page 11, Exercise 2

### 1.5 See SB Page 12, Exercise 1

### 1.6 Page 12, Exercises 3 and 4

**L = Liam, A = Ava**

**L:** Hi, Ava.

**A:** Hi, Liam. How are you?

**L:** Oh ... I'm not bad.

**A:** Uh-oh, you aren't happy. What's wrong?

**L:** It's my Maths lessons. They're ... difficult.

**A:** Well, Maths isn't easy. What's the teacher like?

**L:** She's OK, but the lessons ... they're boring.

**A:** Boring? Maths lessons aren't boring. They're fun! At my school, all the students are in groups. We have tablets and we play games ... Maths games.

**L:** Games? Really? Wow! Your school is good.

**A:** Yeah - it's great!

**L:** In my class, the teacher is at the board ... 'Listen and repeat ... six times six is thirty-six, seven times seven is forty-nine...'

**A:** Well, that is boring!

**L:** Yes, it is.

**A:** Well, I'm sorry, Liam.

**L:** Oh, it's OK. It isn't a big problem. And it's Friday today. It's almost the weekend!

**A:** Um, sorry Liam, but today isn't Friday ... Today is Thursday!

**L:** Thursday? Oh no! More Maths tomorrow!

### 1.7 Page 13, Exercise 2

**L = Liam, A = Ava**

**A:** Hi, Liam. How are you?

**L:** Oh, I'm not bad.

**A:** Uh-oh, you aren't happy. What's wrong?

**L:** It's my Maths lessons. They're difficult.

**A:** Well, Maths isn't easy. What's the teacher like?

**L:** She's OK, but the lessons ... they're boring.

**A:** Boring? Maths lessons aren't boring. They're fun!

### 1.8 See SB Page 13, Exercise 3

### 1.9 Page 14, Exercises 6 and 7

**T = Teacher**

**T:** OK, these are your timetables. Please listen and complete them. On Friday, your first lesson is Music. The Music lesson is at nine o'clock. Your teacher is Mr Garrett and the classroom is A9. OK? That's classroom A9. Then, break is at quarter past ten. After that, your second lesson is French. That's at quarter to eleven. The classroom is B4 and the French teacher is Madame Dubois. That's D-U-B-O-I-S. Lunch is at twelve o'clock. After lunch you have English at one o'clock. That's in classroom A3, and your teacher for English is Mr Godfrey. I'll spell that for you. G-O-D-F-R-E-Y. Your last lesson is at quarter to three and that is History. Your teacher is Mrs Davis and the classroom is A12. School finishes at four o'clock and then .... it's the weekend!

### 1.10 See SB Page 15, Exercise 1

### 1.11 Page 15, Exercise 2

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

**1.12 See SB Page 15, Exercise 4**

**1.13 See SB Page 15, Exercise 6**

**1.14 See SB Page 17, Exercise 2**

**1.15 Page 17, Exercise 5**

**N = Narrator, L = Linda, K = Kevin,  
M = Mio, T = Trenton**

**N: School uniforms around the world**

In many countries, students wear school uniforms. But the clothes aren't the same in every country. We hear from four students about their school uniform.

**1**

**L:** My name's Linda. I'm from Uruguay. My school uniform is blue and white. There's a white shirt, a blue tie and trousers. Our uniform is the same for boys and girls.

**2**

**K:** Hi. My name's Kevin and I'm from Australia. My school uniform is a shirt and shorts. The shirt is green or yellow and the shorts are grey. My shoes are black and my socks are grey. Oh, and a hat. We've got hats because it's very hot in Australia!

**3**

**M:** My name is Mio. I'm from South Japan and this is my school uniform. There's a blue skirt and a white shirt. I wear a tie, too. My shoes are black and my socks are blue.

**4**

**T:** Hello. I'm from the UK and my name's Trenton. My school uniform is blue. I've got black trousers and a blue shirt. I wear a blue jumper. Oh ... And my tie is blue, too!

## UNIT 2

**2.1 See SB Page 19, Exercise 2**

**2.2 See SB Page 20, Exercise 1**

**2.3 See SB Page 21, Exercise 4**

**2.4 See SB Page 22, Exercise 1**

**2.5 See SB Page 22, Exercise 3**

**2.6 Page 22, Exercises 6 and 7**

**I = Interviewer, A = Antonio**

**I:** Hi, Antonio. Are you from Mexico?

**A:** Yes, I am. I'm Mexican.

**I:** And are your mum and dad from Mexico?

**A:** Well, my mum is Mexican.

**I:** And your dad?

**A:** My dad isn't Mexican. He's from the USA.

**I:** So, is your dad American?

**A:** Yes, he is. He's from Boston.

**I:** And are your dad's parents American, too?

**A:** No, they aren't. My grandpa is British and my grandma is Spanish.

**I:** Wow! Do you have any more family?

**A:** Yes – my aunt and uncle, and my cousins.

**I:** Where are they from?

**A:** My dad's brother is American, and my cousins are American, but my aunt isn't American.

**I:** Is your aunt Mexican?

**A:** No, she isn't. She's Brazilian!

**I:** What an international family!

**2.7 Page 23, Exercise 3**

**I = Interviewer, A = Antonio**

**1 b**

**I:** Are you from Mexico?

**A:** Yes, I am. I'm Mexican.

**2 d**

**I:** Is your dad American?

**A:** Yes, he is. He's from Boston.

**3 a**

**I:** Are your dad's parents American?

**A:** No, they aren't. My grandpa is British and my grandma is Spanish.

**4 c**

**I:** Is your aunt Mexican?

**A:** No, she isn't. She's Brazilian!

**2.8 Page 23, Exercise 5**

**D = Dani, I = Isabella**

**I:** Hi, Dani.

**D:** Hi, Isabella.

**I:** Are they your words for the 'All about me' game?

**D:** Yes, they are. This name, number, colour and country are important to me.

**I:** OK, first the person ... hmm, is Sandra your sister?

**D:** No, she isn't.

**I:** Is she ... your best friend?

**D:** Yes, she is!

**I:** And thirteen ... you aren't thirteen.

**D:** No, I'm not. I'm twelve.

**I:** I don't know ... what is thirteen?

**D:** It's my house number!

**I:** Ahh! And now the colour. Is blue your favourite colour?

**D:** Yes, it is!

**I:** And the USA ... Are your parents from the USA?

**D:** No, they aren't. My favourite singer is Ariana Grande – she's from the USA!

**2.9 Page 24, Exercises 4 and 5**

**J = James, L = Lucy**

**J:** Oh no!

**L:** What's wrong?

**J:** Look at my phone. It's Zoe's birthday party on 18th July.

**L:** Oh, good. I'm invited, too.

**J:** Yes, but it's Harry's birthday party on the same day.

**L:** Is that Harry in your class?

**J:** Yes. Look, here's the invitation.

**L:** Oh, yes. It is on the same day. Oh, it's at Wonderland. That's a great place!

**J:** Yes, it is. But Zoe's party looks good, too. There's a barbecue ...

**L:** Wait. Harry's party is at half past eleven in the morning.

**J:** And...?

**L:** And Zoe's party is at four o'clock in the afternoon.

**J:** Oh, yeah! That's great – two parties on the same day!

**2.10 See SB Page 25, Exercise 1**

**2.11 See SB Page 25, Exercise 2**

**2.12 Page 25, Exercise 3**

**Y = Yusuf, I = Isabella**

**Y:** Hi, my name's Yusuf. What's your name?

**I:** I'm Isabella. Nice to meet you.

**Y:** Nice to meet you too, Isabella. How do you spell that?

**I:** I-S-A-B-E-L-L-A.

**Y:** Where are you from?

**I:** I'm from Argentina. What about you?

**Y:** I'm from Turkey. How old are you, Isabella?

**I:** I'm fourteen.

**2.13 See SB Page 27, Exercise 2**

**2.14 See SB Page 27, Exercise 4**

**2.15 Page 27, Exercise 5**

**Celebrity pets**

This is Dwayne 'The Rock' Johnson's dog. His name's Hobbs.

This is Taylor Swift's cat. It's white and very fluffy!

This is Leonardo DiCaprio's giant tortoise. It's 20 years old.

This is Jaden and Willow Smith's pet snake ... and they have lots more!

This is Ed Sheeran's chicken. It lives in his garden.

## UNIT 3

**3.1 See SB Page 29, Exercise 1**

**3.2 Page 29, Exercise 2**

**1** [the sound of a TV playing]

**2** [the sound of cooking]

**3** [the sound of birds tweeting and children playing in garden]

**4** [the sound of someone singing in the shower]

**5** [the sound of a doorbell, followed by door opening and a person greeting a guest, 'Hello! Come in!']

**6** [the sound of someone tapping away at a computer keyboard in home study and writing notes]

**7** [the sound of people eating dinner and a woman saying, 'Mmm, this is delicious!']

8 [the sound of a mechanical garage door opening and car engine starting]

**3.3 See SB Page 30, Exercise 2**

**3.4 See SB Page 32, Exercise 2**

**3.5 See SB Page 32, Exercise 3**

**3.6 Page 32, Exercises 6 and 7**

**M = Millie, R = Ryan, K = Katie**

**M:** OK, I'm in Ryan's bedroom, and it's very tidy! There's a small bed. And under the bed there are some boxes – and in the boxes there are some shoes! There's a shelf above the bed. There are some books on the shelf and there's a clock on the shelf, too. Hmm, there's a wardrobe here and Ryan's clothes are in it! There's nothing on the floor. And ... this is interesting ... there's a big clock on this wall. There are two clocks in his bedroom ... Now it's time to meet Ryan. Ryan, hello!

**R:** Hi!

**M:** Are you a tidy person?

**R:** Ha! Yes, I am.

**M:** And is time important to you?

**R:** Yes, it is!

**M:** And is music important to you.

**R:** Yes, it is!

**M:** Oh! But where are your music posters?

**R:** I don't have any posters - they're messy!

**M:** Now, I'm in Katie's bedroom. This room is different from Ryan's room. It's very messy! And eugh, there are some old shoes behind the door! There's a table next to the bed and there are about twenty books on the floor! There's a big wardrobe here, but there aren't any clothes in there – all of Katie's clothes are on the floor in front of the wardrobe! And the walls ... there are one, two, three, four, five, six posters on the wall. They are all Star Wars posters. OK, it's time to meet Katie. Hello!

**K:** Hi!

**M:** First thing ... you're a Star Wars fan.

**K:** That's easy!

**M:** And you aren't a tidy person.

**K:** That's right – I'm messy!

**M:** Are you late for school in the morning?

**K:** Er, no!

**M:** But there isn't a clock in your room.

**K:** No, but I ... Where's my phone?

Aha! It's under my bed!

**3.7 See SB Page 33, Exercise 1**

**3.8 Page 34, Exercises 4 and 5**

**A = Alice, R = Ruby, J = Jane, D = Dad, Je = Jeremy**

**R/J:** Hi, Alice!

**A:** Ruby, Jane! It's great to see you! Come in, come in!

**R:** Thanks!

**J:** How are things, Alice?

**A:** Good ... I'm really happy to see you two!

**R:** It's great to be here. So, this is your new house!

**A:** Yeah! Welcome! Watch out – there are some boxes in the hall.

**R:** OK.

**A:** This is the living room. My dad is in here.

**D:** Hello, Ruby. Hi, Jane!

**J:** Hi, Mr Jones.

**A:** And this is the kitchen.

**JE:** Hi there!

**A:** Ahem, you remember my little brother.

**J:** Hi, Jeremy.

**A:** And there's my mum. She's in the garden. There are some snacks in the fridge. Come on! My bedroom is upstairs. Let's have a chat!

**R:** Good idea. Bye, Jeremy.

**JE:** See you later.

**3.9 See SB Page 35, Exercise 1**

**3.10 See SB Page 35, Exercise 2**

**3.11 Page 35, Exercise 3**

**S = Student, T = Teacher**

**S:** Good morning, Mr Robinson.

**T:** Hello, James. How are things?

**S:** Not bad, thanks.

**T:** How are you?

**S:** I'm fine, thanks. Sorry I'm late.

**T:** Late? You aren't late!

**S:** But the Science class is at 10.00

**T:** Yes, the Science class is at 10.00 – tomorrow!

**S:** Oh no! See you tomorrow, Mr Robinson.

**T:** Goodbye, James.

**3.12 See SB Page 37, Exercise 2**

**3.13 Page 37, Exercise 7**

**Buckingham Palace**

This is Buckingham Palace in London in the UK. It is the home of the Queen of the United Kingdom. Buckingham Palace is very big. There are 775 rooms! And 78 of these rooms are bathrooms. There's also a swimming pool. Tourists love to visit Buckingham Palace – every year there are 15 million visitors! And Buckingham Palace is very, very expensive. Of course, it isn't for sale, but it's worth more than £2 billion pounds!

**The White House**

This is the White House. It's in Washington DC in the USA. The White House is the home of the president of the USA. There are 132 rooms in the White House and 35 bathrooms. Did you know there's a bowling alley, too? The White

House is very popular with tourists and there are 6,000 visitors every day. Would you like to buy the White House? It isn't cheap – it would cost \$397 million!

## UNIT 4

**4.1 See SB Page 39, Exercise 1**

**4.2 See SB Page 40, Exercise 1**

**4.3 See SB Page 41, Exercise 5**

**4.4 See SB Page 42, Exercise 1**

**4.5 See SB Page 42, Exercise 2**

**4.6 Page 42, Exercises 4 and 5**

**M = Max, K = Kim, S: Server**

**M:** Hi, Kim, how are you?

**K:** Hi, Max. I'm fine, but I'm hungry.

**M:** Me, too! Let's go to the cafeteria.

**S:** Hello! Would you like some food?

**K:** Yes, please ... but, hmmm – I like pasta and I like soup ... I don't know. What is the soup?

**S:** It's vegetable soup.

**K:** Mmmm! I'd like some soup, please.

**S:** Would you like a drink?

**K:** Yes, please. I'd like some water.

What about you, Max? Would you like some soup?

**M:** No, thanks. I don't like soup and I don't like pasta. I'd like an omelette, please.

**S:** No problem. Would you like some bread?

**M:** Yes, please.

**S:** OK ... and would you like some water?

**M:** Hmm, no thanks.

**S:** OK.

**M:** Thanks.

**K:** Thank you.

**K:** Come on, let's eat!

**4.7 Page 43, Exercise 2**

**M = Max, K = Kim, S: Server**

**K:** I'd like some soup, please.

**S:** Would you like a drink?

**K:** Yes, please. I'd like some water.

**M:** I'd like an omelette, please.

**S:** No problem. Would you like some bread?

**M:** Yes, please

**S:** OK ... and would you like some water?

**M:** No, thanks.

**4.8 See SB Page 43, Exercise 5**

**4.9 Page 44, Exercises 5 and 6**

**I = Ivy, O = Olly**

**I:** I like this café, Olly!

**O:** Yes, it's very nice. And the food is good – and cheap!

**I:** Where's the menu?

**O:** It's on the table, in front of you!

**I:** Oh, yeah! I don't like pasta, or pizza.

**O:** Really? I like pasta and pizza!

- I:** Hmm, sandwiches or soup for lunch. What's the soup of the day?  
**O:** It's tomato.  
**I:** Oh, I don't like tomatoes!  
**O:** So, would you like an egg salad sandwich or a chicken sandwich?  
**I:** Hmm, I'd like a chicken sandwich. What about you?  
**O:** I'm hungry! I'd like a burger for lunch – and a dessert! Mmm – I like ice cream and I like biscuits ... and I like chocolate and banana cake!  
**I:** You can only have one dessert!  
**O:** I know! But it's difficult to choose. I'd like ... some ice cream!  
**I:** Good idea! I'd like some ice cream, too! Would you like a drink?  
**O:** Yes, I'd like some water.  
**I:** And I'd like some orange juice.

**4.10 See SB Page 45, Exercise 1**

**4.11 See SB Page 45, Exercise 2**

**4.12 Page 45, Exercise 3**

**S = Server, C = Customer**

- S:** Hello. What would you like?  
**C:** Hi, I'd like some soup, please.  
**S:** Anything to drink?  
**C:** No, thanks. Does the soup come with bread?  
**S:** Yes, it comes with bread. Anything else?  
**C:** That's all, thanks. How much is that?  
**S:** That's £2.75, please.  
**C:** Thanks.

**4.13 See SB Page 47, Exercise 2**

**4.14 Page 47, Exercise 6**

**The famous food quiz**

**1 b**

The first hamburgers came from the city of Hamburg in Germany. There wasn't bread and they were quite expensive.

**2 a**

The Earl of Sandwich always played cards with his friends. He first asked for sandwiches because he wanted to play cards and eat at the same time.

**3 d**

The classic Pizza Margherita is named after the Italian queen, Margherita. It has the colours of the Italian flag – green, white and red.

**4 c**

The chef, Caesar Cardini, made a salad in his restaurant in Tijuana for some customers very late one night. They liked it so much, he put the salad on the menu.

## UNIT 5

**5.1 See SB Page 49, Exercise 1**

**5.2 See SB Page 49, Exercise 2**

**5.3 See SB Page 50, Exercise 1**

**5.4 See SB Page 51, Exercise 3**

**5.5 See SB Page, Exercise 4**

**5.6 Page 51, Exercise 5**

**A = Adekemi, D = Dani, J = Joao**

**1**

**A:** My name's Adekemi Okunbo and I'm a professional footballer. I get up at six o'clock in the morning and have a big breakfast – I like eggs, fish and fruit. My house is near the training ground, so I leave home at half past seven. I start training at eight o'clock with my teammates and we finish at two o'clock in the afternoon. I have a shower and get home at three o'clock and then I have lunch. I go to bed at ten o'clock. It's important to sleep well.

**2**

**D:** Hi, I'm Dani Russo and I'm a DJ. My typical day is different from most people. I get up at eight o'clock in the evening and have coffee and toast for breakfast. I go to the nightclub and start work at twelve o'clock at night. I finish work at five o'clock in the morning. Everybody else goes to bed, but I have lunch and study. I go to bed at two o'clock in the afternoon.

**3**

**J:** Hello, I'm Joao Sousa and I'm a writer. I get up late – at ten o'clock and have cereal and fruit juice for breakfast. Then, I read the newspaper and go to the gym. I start work after lunch – at three o'clock in the afternoon. I have dinner with my family and then work more. I finish work at ten o'clock and go to bed at twelve o'clock at night.

**5.7 See SB Page 52, Exercise 1**

**5.8 Page 52, Exercises 4 and 5**

**I = Interviewer, J = Josh**

- I:** Hello, Josh.  
**J:** Hi!  
**I:** So Josh, you don't go to school ... why not?  
**J:** I'm a homeschool kid ... that means that I have lessons at home.  
**I:** So, do your parents teach you?  
**J:** Yes, they do. Well, my mum is my teacher. My dad works in an office.  
**I:** Wow – do you have all your lessons at home?  
**J:** Yes, I do. This morning for example, I have Maths and Spanish.  
**I:** Is your mother Spanish?  
**J:** Ah, no. She doesn't teach me Spanish. My Spanish teacher is called Señora Gutierrez.

- I:** And does she go to your house to teach you?  
**J:** No, she doesn't. She lives in Colombia! I call her on Monday and Thursday, and we have a lesson online.  
**I:** Oh, I see. Do you use computers a lot in your lessons?  
**J:** Yes, of course. There's so much information online. There are videos about everything!  
**I:** Is it boring? You're at home all day, right?  
**J:** No, I'm not! I go out every day.  
**I:** Oh, really? Where do you go?  
**J:** I go to museums ... I go to the park ... to the swimming pool.  
**I:** Does your mum go with you?  
**J:** Yes, she does. And we meet other homeschool kids and their parents, too. That's my favourite part of the day because I'm with my friends.  
**I:** Oh, right ... and do you have exams?  
**J:** Yes, I do ... unfortunately! At the end of the year, I go to the local school to do exams. It's funny – all the students at the school wear a uniform, but I wear jeans and a T-shirt!  
**I:** OK! So, final question... what's your favourite thing about being a homeschool kid?  
**J:** Hmm, well, if I don't understand something, my mum helps me straight away – in a big class, it's difficult for the teacher to help all the students.  
**I:** OK – thanks a lot Josh. That's very interesting.
- 5.9 Page 54, Exercises 4 and 5**
- R = Ruby, G = George**
- R:** Oh look, George. There are some new notices here.  
**G:** Oh, yeah?  
**R:** Yeah. They're for different clubs. Oh look...there's one called Stage Stars. It's a drama club.  
**G:** A drama club? Where is it?  
**R:** It's at The Littlefield Theatre ... on Saturday morning.  
**G:** Oh. I have football practice on Saturday morning.  
**R:** OK. There's a study group after school. That's good because my Maths homework is really difficult.  
**G:** A study group? When we finish school, I don't want to do more work. I want to go home!  
**R:** But when do you do your homework?  
**G:** In the evening, after I have dinner.  
**R:** OK. Well, this one is interesting. Meet and eat. You go to classroom

C3, you meet new people and you make and eat food from different countries. Mmm, I like Brazilian food!

**G:** Hmm ... When is it?

**R:** It's on Friday afternoon.

**G:** That sounds good.

**R:** But you said you want to go home after school!

**G:** Yeah, but there's food at that club. I'm always hungry in the afternoon!

**5.10 See SB Page 55, Exercise 1**

**5.11 See SB Page 55, Exercise 2**

**5.12 Page 55, Exercise 3**

**F = Freya, M = Max**

**F:** Hi, Max. How are things?

**M:** Not bad, thanks. How are you?

**F:** Good, thanks. Do you want to meet after school tomorrow?

**M:** That's a good idea. Why don't we go to the beach?

**F:** I think it's too cold for the beach. Would you like to go to the cinema?

**M:** Maybe. Or what about the park near my house? There's a new basketball court.

**F:** That sounds great! See you tomorrow.

**5.13 See SB Page 57, Exercise 1**

**5.14 Page 57, Exercise 6**

1

**M = Miguel, J = Jake**

**M:** Hey, Jake! Why don't we play cards?

**J:** Sorry, but I don't feel like it. I'm tired. I want to sleep.

**M:** OK, let's do something later.

**J:** No problem.

2

**F = Fletcher, S = Sally**

**F:** I'm so hungry. What's for dinner?

**S:** I'm not sure. I think it's burgers or vegetable pasta.

**F:** Vegetable pasta? Urgh, I'd like the burger, of course.

3

**S = Sally, B = Bob, I = Instructor**

**B:** I'm scared ... I don't like water!

**S:** It's fine – come on, let's get ready. It's fun!

**B:** It's too cold ... Oh, here's the instructor! Do you want to go first?

**S:** Oh, OK. That sounds good!

**I:** Good morning, everybody! Are you ready for today's lesson?

## UNIT 6

**6.1 See SB Page 59, Exercise 1**

**6.2 See SB Page 60, Exercise 2**

**6.3 See SB Page 61, Exercise 6**

**6.4 See SB Page 62, Exercise 1**

**6.5 See SB Page 62, Exercise 2**

**6.6 See SB Page 62, Exercise 4**

**6.7 See SB Page 62, Exercise 5**

**6.8 Page 62, Exercises 7 and 8**

**P = Presenter, L = Lian**

**P:** Hello, everyone. Today, we're talking about festivals around the world. Where are they? When do they happen? What do people do? So, let's go to our first caller. Her name is Lian. Hello Lian?

**L:** Hi.

**P:** Where are you from, Lian?

**L:** I'm from Beijing, in China.

**P:** OK, tell us about a festival in your country, Lian.

**L:** My favourite festival is the Harbin Ice and Snow Festival.

**P:** Ice and snow? That sounds interesting. When does it start?

**L:** On 5th January.

**P:** So, January in China... is that winter?

**L:** Yes, it's a winter festival.

**P:** OK, and what's special about this festival.

**L:** Well, the sculptures, of course! In the winter, there's a lot of snow and ice in this part of China. And artists use the ice and snow to make beautiful ice sculptures of people, animals, houses and famous buildings.

**P:** Houses and buildings! Are they big?

**L:** Yes, they're very big! Some of the sculptures are 30 metres tall!

**P:** Wow! That's amazing! Is it a popular festival?

**L:** Yes, it's very popular. 18 million people visit every year! I go with my grandparents.

**P:** Why do you like it?

**L:** Because it's beautiful and exciting. Every year there are different sculptures.

**P:** Are there special clothes for the festival? What do people wear?

**L:** There aren't any special clothes, but of course everyone wears big coats and hats. It's very cold!

**6.9 See SB Page 63, Exercise 2**

**6.10 See SB Page 63, Exercise 3**

**6.11 Page 63, Exercise 4**

**P = Presenter, A = Alex**

**P:** Where do you live, Alex?

**A:** I live in Valencia, in Spain. I want to talk about *Las Fallas*. It's a festival in my city.

**P:** What do people do at *Las Fallas*?

**A:** They make big puppets and then they set fire to them!

**P:** They set fire to them? Wow! Why do you like the festival, Alex?

**A:** Because the city is very busy and noisy!

**P:** It sounds fun! Who do you go with?

**A:** I go with my friends.

**P:** When does the festival start?

**A:** On 15th March.

**6.12 Page 64, Exercises 3 and 4**

**J = Jessica, C = Callum**

**J:** Hey, Callum. Guess what? Tweenfest is in Lansbury next week.

**C:** Tweenfest? What's that?

**J:** It's a festival for people our age. It's really good. Do you want to go?

**C:** Yeah, that sounds great!

**J:** There are some cool activities on the poster. There's zorbing ...

**C:** No, thank you! I think it's dangerous.

**J:** Well, there's a fancy-dress competition or you can make a pizza.

**C:** Make a pizza? That's boring. I always make pizzas at home!

**J:** OK. What about this? There's a ukulele class. They say it's really easy to learn.

**C:** Oh, cool! I play the piano, but I want to learn the ukulele.

**J:** Great! Let's buy some tickets!

**C:** Wait. When is this festival?

**J:** On Saturday ... 15th April.

**C:** Oh.

**J:** Is there a problem?

**C:** We visit my grandma every Saturday.

**J:** Oh. What time do you go?

**C:** Um ... we usually leave home at about three o'clock in the afternoon. What time does the festival start?

**J:** The poster doesn't say. I think we need to find out more information. Shall I check the website?

**C:** Maybe. Why don't I call them? Is there a telephone number?

**J:** Yeah. It's 0-1-1-7-4-9-6-2-3-5 ...

**6.13 See SB Page 65, Exercise 1**

**6.14 See SB Page 65, Exercise 2**

**6.15 Page 65, Exercise 3**

**R = Receptionist, S = Sally**

**R:** Hello, this is the Beckett Theatre. How can I help you?

**S:** Hi. What time does the show start tonight?

**R:** It starts at half past seven.

**S:** OK ... and how much are the tickets?

**R:** Tickets are £10.00 or £20.00.

**S:** That's cheap. Is there a car park near the theatre?

**R:** Yes, there is. It's next to the theatre.

**S:** Great. How much does it cost to park for three hours?

**R:** Sorry, but I don't have that information.

**S:** That's OK. Thanks for your help.

**6.16 See SB Page 67, Exercise 2**

**6.17 Page 67, Exercise 7**

**G = Girl, B = Boy**

**G:** Ariana Grande was born in 1993. Her favourite subject at school was Science. Her most famous song is called 'Thank U, Next'. Ariana has 72 million followers on Twitter. She also has six dogs! They're called Coco, Toulouse, Ophelia, Fawkes, Cinnamon and Sirius Black!

**B:** Lil Nas X was born in 1999. He played the trumpet at school. His most famous song is called 'Old Town Road'. It was a very popular song - in just one week, it was streamed 143 million times! Lil Nas X has two dogs. They're called 7 and 9 - we don't know why!

**G:** Billie Eilish was born in 2001. Both her parents are actors. Her most famous song is called 'Bad Guy'. Billie has 50 million followers on Instagram. She has a family dog and he's called Pepper!

## UNIT 7

**7.1 See SB Page 69, Exercise 1**

**7.2 Page 69, Exercise 2**

- 1 [the sound of someone cooking]
- 2 [the sound of someone riding a bicycle and ringing their bell]
- 3 [the sound of someone swimming]
- 4 [the sound of someone playing drums]
- 5 [the sound of someone singing]
- 6 [the sound of someone riding a horse]
- 7 [the sound of someone drawing, followed by 'What is it?' 'It's a tree... look!']
- 8 [the sound of someone driving a car]
- 9 [the sound of someone speaking French, saying 'Bonjour. Je m'appelle Oliver.']
- 10 [the sound of someone dancing]

**7.3 See SB Page 70, Exercise 1**

**7.4 See SB Page 71, Exercise 5**

**7.5 See SB Page 72, Exercise 1**

**7.6 Page 72, Exercise 2**

**play:** play basketball, play tennis, play baseball, play football

**go:** go running, go climbing, go skateboarding, go skiing, go mountain biking

**do:** do martial arts, do gymnastics, do athletics

**7.7 Page 72, Exercises 4 and 5**

**N = Narrator Lola, B = Briony, E = Ed, M = Mia, J = Jack**

**N: Lola**

**L:** I love running - I go running three times a week. But I never watch running programmes on TV. They're boring!

**N: Briony**

**B:** My favourite sport is skateboarding. I watch a lot of skateboarding videos online. I think skateboarders are cool, but I don't go skateboarding. It's very difficult and I can't do it!

**N: Ed**

**E:** I like a lot of sports, but my favourite is skiing. I watch skiing on TV with my sister. My mum and dad sometimes watch it with us, too. But we don't go skiing. I'd like to go, but it's very expensive.

**N: Mia**

**M:** I play tennis with my big sister and I sometimes beat her. I also watch tennis on TV. My favourite player is Nick Kyrgios, but my sister doesn't like him. I think he's great!

**N: Jack**

**J:** I don't like many sports. I don't like basketball, I don't like tennis ... and I hate football - it's so boring! My favourite? Well, I sometimes watch baseball and my friends watch it with me and we eat pizza. It's exciting. But we never play it. There aren't any baseball teams here.

**7.8 Page 73, Exercise 5**

**B = Ben**

**B:** Hi Daisy! I want to tell you about my favourite sport - climbing. I love it because it's exciting. I go to the climbing centre every week with Tara. I go with her because she's my best friend. Our teacher at the climbing centre is called John. We like him because he teaches us a lot. After the lesson, John and the other teachers climb the big wall and we watch them. The big wall is very difficult, but they can climb it in 5 minutes! Do you want to come with me and learn to climb? I can teach you! Write soon! Bye, Ben

**7.9 Page 74, Exercises 3 and 4**

**M = Matt, E = Erin**

**M:** Hi, Erin.

**E:** Hi, Matt. Are you shopping online again?!

**M:** Yeah ... but it's not for me. It's for my little sister, Poppy. It's her birthday and I need to find a present for her.

**E:** But why are you on the Harroway website? Does she like sport?

**M:** Yeah, she loves it. But I don't know what to buy her - it's difficult!

**E:** Let me help you. Hmm. Can she ride a bike?

**M:** Yeah. She rides her bike to school every day.

**E:** OK, so what about a bike helmet? Look at these - there are lots of different colours. Red, yellow, orange ...

**M:** Yes, but she already has a helmet.

**E:** Oh, OK. Does she go running?

**M:** Umm, she sometimes goes with my dad, but not often. Why?

**E:** These trainers look good. They have good reviews.

**M:** Good reviews? Oh yeah, five stars! But what's her shoe size?

**E:** I don't know - she's your sister! Oh look, can she play football?

**M:** Yeah, she plays for her school team every weekend. Why?

**E:** You can buy her a football kit!

**M:** Oh yeah, that's a good idea. And they have it in green. That's her favourite colour!

**E:** Great.

**M:** Her birthday is on Tuesday and she'll be eleven - so size M and ... oh no, it doesn't arrive until Wednesday.

**E:** It's OK. There's a sports shop near school. They sell football kits. You can buy it there.

**M:** Good idea! I can go after school today! Thanks, Erin!

**7.10 See SB Page 5, Exercise 1**

**7.11 See SB Page 75, Exercise 2**

**7.12 Page 75, Exercise 3**

**A = Assistant; C = Customer**

**A:** Good morning. Can I help you?

**C:** Do you have any running socks?

**A:** Yes, we do. They're over there. Which size do you want?

**C:** I'd like small please.

**A:** The small running socks are here.

**C:** Do you have them in blue?

**A:** I'm sorry. We don't have any.

**C:** OK. I'll take the white socks. How much are they?

**A:** They're £2.50. Do you want anything else?

**C:** No, thanks, just the socks.

**7.13 See SB Page 77, Exercise 1**

**7.14 Page 77, Exercise 5**

**A = Alisha, H = Harrison, T = Theo, 1 Harrison**

**H:** This is the Chef activity badge. To get this badge, I plan a menu for a group of people. Then I buy the food and I cook one of the meals from my menu. I can cook and I love cooking, but I don't like cleaning up the kitchen. Ugh! I hate it!

**2 Alisha**

**A:** This is the Martial arts activity badge. I can do karate, but you can choose any martial art. I love karate! To get my badge, I take part in a karate competition and I show that I can improve.

**3 Theo**

**T:** This is the Swimmer activity badge. There are five levels for this badge. I have Level 1 and 2, and now I want Level 3. I can swim 400 metres - that's easy. But I need to swim 50 metres in a shirt and shorts. It's difficult!

**UNIT 8**

**8.1 See SB Page 79, Exercise 1**

**8.2 See SB Page 80, Exercise 1**

**8.3 See SB Page 81, Exercise 3**

**8.4 Page 81, Exercise 4**

- 1 planning
- 2 swimming
- 3 getting
- 4 having
- 5 looking
- 6 listening
- 7 giving
- 8 taking
- 9 eating
- 10 climbing

**8.5 Page 82, Exercise 1**

- 1 a dangerous road
- 2 a safe road
- 3 a new building
- 4 an old building
- 5 a crowded shop
- 6 an empty shop
- 7 a noisy place
- 8 a quiet place
- 9 a nice classroom
- 10 a horrible classroom
- 11 a clean park
- 12 a dirty park

**8.6 Page 82, Exercises 3 and 4**

**M = Monica, F = Francis**

**M:** Hi, Francis!

**F:** Hey, Monica! Thanks for the photo. The market looks really nice! Is it crowded?

**M:** Yes, it is crowded. There are lots of people.

**F:** Is it dangerous?

**M:** No, I think it's safe. And I'm with my mum.

**F:** What about your dad and your brother? What are they doing?

**M:** They're having a snack.

**F:** What are they eating?

**M:** They're eating insects!

**F:** What?

**M:** Yeah, you can buy insect snacks here.

**F:** Ugh. That's horrible! What are you doing with your mum? Are you buying something?

**M:** No, I'm not. Um... my mum is looking at a T-shirt. She's talking to the man.

**F:** Is she buying it?

**M:** Um. No, she isn't. I think it's too expensive. We're walking again now.

**F:** It's very noisy! Who's playing that music?

**M:** It's coming from one of the clothes stalls.

**F:** It sounds like a really interesting place. How long are you staying there?

**M:** Um ... wait a second, Francis.

**F:** Why? What are you doing?

**M:** I'm giving some money to these guys. They're street performers.

**F:** Street performers? Cool! What are they doing? Are they playing music?

**M:** No, they aren't. There are three boys and three girls and they're dancing. They're really good!

**F:** OK, well, have fun! And don't spend lots of money!

**M:** OK! Bye!

**F:** See you soon!

**8.7 Page 83, Exercise 3**

**B = Boy, G = Girl**

**1 d**

**B:** Are you and Sarah meeting at the park?

**G:** Yes, we are. Do you want to come?

**2 f**

**G:** Are you going to the library?

**B:** No, I'm not. I'm going to the beach.

**3 e**

**B:** Is Zoe walking with you?

**G:** No, she isn't. She's at the station with her mum.

**4 a**

**G:** Are you shopping in the market?

**B:** Yes, I am. It's really busy!

**5 c**

**B:** Are your parents buying a new flat?

**G:** Yes, they are. It's really lovely!

**6 b**

**G:** Is your phone ringing?

**B:** No, it isn't. I think it's your phone!

**8.8 Page 83, Exercise 7**

**B = Boy, G = Girl**

**B:** What am I doing?

**G:** Are you dancing?

**B:** No, I'm not!

**G:** Hmm, are you playing the guitar?

**B:** Yes, I am!

**G:** OK - your turn.

**8.9 Page 84, Exercises 3 and 4**

**N = Nathan, A = Abigail**

**N:** Abigail? Hi, it's me Nathan - from Maths class.

**A:** Oh, hi, Nathan. How are you?

**N:** I'm OK. What are you doing?

**A:** I'm walking around town ... looking at the shops. I want to buy some new clothes, but I don't know Larchester very well, and the shops are quite ...

**N:** ... boring? Yeah. The shops are really boring. But there's a market every Sunday. There are some cool clothes there.

**A:** Oh great, I love markets! Where is it?

**N:** It's in Ross Square - it's in front of the train station. Oh. And there's a new clothes shop on the High Street. It's called Hardy's.

**A:** Hardy's? On the High Street?

**N:** Yeah. It's next to the bank.

**A:** And are there any nice cafés in Larchester?

**N:** Well, there's a café opposite the bank ... but it's horrible - oh, there's another café next to the Grand Hotel on Maple Street. That's nice. It's quiet ... but the cakes are great!

**A:** Thanks, Nathan. And one more thing - is there a sports centre in town?

**N:** Yeah, it's on New Road near the station. It's OK ... but it's quite crowded at the weekend.

**A:** Oh.

**N:** But, Abigail, do you like skateboarding?

**A:** Yeah, I love it!

**N:** There's a skatepark behind the library. It's next to Ross Square. We sometimes go skateboarding there.

**A:** Cool!

**N:** We're planning to go at the weekend. Do you want to come with us?

**A:** That sounds great. Thanks, Nathan!

**8.10 See SB Page 85, Exercise 1**

**8.11 See SB Page 85, Exercise 2**

**8.12 Page 85, Exercise 4**

**A = Abigail, M1 = Man 1,**

**W1 = Woman 1, M2 = Man 2,**

**W2 = Woman 2**

**1**

**A:** Excuse me, I'm looking for [...]. Is it far?

**M1:** No, it's near here. You go past the hospital, then you turn right onto Prior Street and it's on the right. It's opposite some houses.

**A:** OK. Thanks a lot!

**2**

**A:** Excuse me, is there a nice [...] near here?

**W1:** Yes, there is. You go past the park and turn right onto Ox Way. Then you turn right onto High Street. Then you turn left and it's on the right – it's on New Road, next to the sports centre.

**A:** Great – thanks!

**3**

**A:** Excuse me. I'm looking for [...]. How do you get there?

**M2:** You go past that café and then you go past the hospital and you turn right onto Prior Street. You go straight on and it's on the left. It's opposite the library.

**A:** Thanks!

**4**

**A:** Excuse me. Is there a [...] near here?

**W2:** Yes, there is.

**A:** Great! How do you get there?

**W2:** You go past this café, then turn right onto Ox Way. Then you turn left and it's on the right – it's opposite another café.

**A:** OK, thank you.

### 8.13 See SB Page 87, Exercise 1

### 8.14 Page 87, Exercise 7

**1**

This is the Kindness Rock Project. People paint stones or write messages on them. Then they leave the stones in different places – on a wall, in front of a shop, outside a library. When you find one of the stones, you take a photo and post it online. Then you put the stone in a different place!

**2**

This is Window Wanderland. People use coloured paper to make decorations for their windows. At nighttime, they switch on their lights. When you walk down the street you see all these beautiful pictures – it's amazing!

**3**

This idea of a street library is very simple and easy. You take a book and you leave a different book. This way everybody is sharing, and they don't need to buy new books. And neighbours can talk about a book they are both reading!

## UNIT 9

### 9.1 See SB Page 89, Exercise 1

### 9.2 See SB Page 89, Exercise 2

### 9.3 Page 89, Exercise 3

**1** A man is walking on a beach. It's raining and it's windy. His dog is near the sea.

**2** There are two people. They're walking through a forest. It's cold and it's snowing.

**3** A woman is standing in a field full of purple flowers. It's cloudy and warm. There's a tree in the distance.

**4** A man is diving into a lake in the mountains. It's hot and sunny.

### 9.4 See SB Page 90, Exercise 2

### 9.5 See SB Page 91, Exercise 4

### 9.6 Page 91, Exercises 8 and 9

**E = Emma**

**E:** Hi, my name's Emma. I was on holiday two months ago! It was the summer and we were in Tulum, in Mexico. I was with my parents and my little brother. We were in a nice hotel and there was a big swimming pool, but we were near the sea and there was a beautiful beach near the hotel ... so we were at the beach every day! There weren't any mountains, but there were some Mayan ruins – they were really interesting. It was sunny every day and it was warm. It was a great holiday ... I want to go again!

### 9.7 See SB Page 92, Exercise 1

### 9.8 Page 92, Exercises 5 and 6

**I = Interviewer, G = Gemma**

**I:** Hello, Gemma!

**G:** Hi!

**I:** So, are you excited about starting at the Whole World School?

**G:** Yes, I am.

**I:** How does it work? Do you study normal subjects – like Maths and Science?

**G:** Yes, we do ... our teachers travel with us, but we also learn new skills in different countries, too. For example, the first country we're going to visit is India and we're going to learn to cook Indian food. And we're also going to learn about Indian music.

**I:** That's great. When are you going to travel there?

**G:** In January. We're going to go by plane to New Delhi – the capital, and then we're going to travel by train to Mumbai – another city.

**I:** I see. Where are you going to go after India?

**G:** We're going to go to Australia in April.

**I:** Are you going to travel by plane?

**G:** Yes, we are.

**I:** What are you going to do in Australia?

**G:** Well, we're going to learn about forests and animals. There are English lessons for some students, but I'm not going to learn English because I can speak English. So I'm going to learn to use a boat – in fact we're going to go by boat to an island called Tasmania!

**I:** That sounds great! Where are you going to visit next?

**G:** Well, in July, we're going to travel to Argentina – by plane, of course. I'm going to learn Spanish, and I'm also going to learn to ride a horse!

**I:** Wow! That's a long time without seeing your family ... are you going to travel back to the USA?

**G:** No, I'm not, but my parents are going to visit me in Argentina. We're going to travel by bus to the Tierra del Fuego National Park – there are lots of mountains and lakes. It's beautiful!

**I:** That's great, Gemma. Have a fantastic trip!

**G:** Thanks!

### 9.9 Page 93, Exercise 2

**G = Gemma**

**G:** Next year, we're going to travel to France. I'm not going to stay in a hotel. I'm going to stay with a French family. They're going to speak French to me every day, so I'm going to learn a lot of French. Then, we're going to be in Japan for three months. I'm excited, but it isn't going to be easy for me. The food is going to be very different and it isn't going to be warm. In fact, I think it's going to snow.

### 9.10 Page 94, Exercises 5 and 6

**L = Louisa, J = Joel**

**L:** Hey Joel, what are you looking at?

**J:** Hi, Louisa. It's the information about the trip to London.

**L:** Oh, yeah? What are we going to do?

**J:** We're going to do a lot of things. Museums, art galleries...

**L:** Can I see? Oh cool, we're going to go on a river cruise! I love boats!

**J:** Yeah. And we're going to visit the Natural History Museum. That's going to be great!

**L:** Is it? I think museums are a bit boring.

**J:** I know what you mean, but there's some good stuff at the Natural History Museum. There are models

of dinosaurs. They're really big – look!

**L:** OK, that's quite interesting. Anyway, it's a busy weekend. We're all going to sleep on the bus back to school!

**J:** I'm not going to get the bus home on Sunday.

**L:** What?

**J:** My aunt lives in London and we're going to go to the theatre. Then I'm going to stay at my aunt's house.

**L:** But how are you going to get home?

**J:** I'm going to get the train on Monday morning.

**9.11 See SB Page 95, Exercise 1**

**9.12 See SB Page 95, Exercise 2**

**9.13 Page 95, Exercise 3**

**A = Woman, B = Assistant**

**A:** Hi. I'd like a ticket to Oxford, please.

**B:** Do you want a single or a return?

**A:** A return ticket, please. I'm going to come back on Wednesday morning.

**B:** That's £12.50, please.

**A:** Here you are. When is the next train to Oxford?

**B:** It leaves at 11.15 and it arrives in Oxford at 12.05.

**A:** Thanks, and where do I go?

**B:** The train leaves from platform four.

**9.14 Page 95, Exercise 4**

**1**

**C = Customer, A = Assistant**

**C:** Excuse me. When is the next train to Bristol?

**A:** The next train leaves at 4.45.

**C:** OK, great – I'd like a single ticket, please.

**A:** OK – that's £18.50

**C:** Here you go. And where do I go?

**A:** The train leaves from platform seven.

**2**

**C2 = Customer 2, A2 = Assistant 2**

**C2:** Hello, I'd like a return ticket to Manchester, please?

**A2:** No problem. That's £28.30, please.

**C2:** And where do I go?

**A2:** It leaves from platform fifteen. The next train is at 3.15.

**9.15 See SB Page 97, Exercise 1**

**9.16 Page 97, Exercises 6 and 7**

**1**

A habal habal is a motorbike taxi in the Philippines. Some habal habal drivers put pieces of wood on the side, so more people can sit on it. There are sometimes ten people on one habal habal!

**2**

This Maglev train is in Shanghai, in China. It doesn't look very unusual, but it is very, very fast. It travels the 30-km journey from the city centre to the

airport in seven minutes!

**3**

A felucca is a boat with one sail. Many people use feluccas to travel on the Nile river in Egypt. A felucca isn't fast like other boats, but some people like them because they are quiet and relaxing.

**4**

You can ride the Monte sledge on the island of Madeira. They're a fast and fun way to get down a 2-km hill on the island called Monte. The 'drivers' run down with you and use their shoes to stop the sledge going too fast!

**REVIEWS**

**R1 Listening Page 100, Exercises 4 and 5**

**1** Khloé Kardashian's house is in Los Angeles, in the USA. There's a very big swimming pool in the garden. In her house, there are six bedrooms and seven bathrooms. There's a cinema in her house, too! Khloé lives here with her daughter. The house is very famous – it's Justin Bieber's old house!

**2** John Legend and Chrissy Teigen's house is also in Los Angeles. The front of the house looks small, but it's a very big house! There are eight bedrooms and ten bathrooms in their house. They live here with their children – their daughter, Luna and their son, Miles. It's another famous house – it's Rihanna's old house.

**3** This is Jay Z and Beyoncé's flat. It's on the seventh floor of an apartment building in New York, in the USA. There's a balcony and a big roof terrace – it's great for parties! Jay Z and Beyoncé live here with their daughter, Blue Ivy and her little sister and brother: Rumi and Sir – they're twins.

**R2 Listening Page 102, Exercises 3, 4 and 5**

**S = Server, L = Lara, J = Jamie**

**1**

**S:** Hello. What would you like?

**L:** Hi, I'd like a burger and chips, and a coffee, please.

**S:** Oh, I'm sorry. We don't have any burgers today.

**L:** Oh, OK.

**S:** Do you like sandwiches? We have cheese, chicken ...

**L:** No ... it's for my brother. He always wants hot food for lunch!

**S:** What about an omelette with salad?

**L:** Perfect! Yes, a cheese omelette, please.

**S:** What table are you on?

**L:** Um ... we're on that table, next to the door.

**S:** OK. That's £7.75, please.

**2**

**S:** Hello. How can I help you?

**J:** Hi. What drinks do you have?

**S:** We have coffee ...

**J:** Hmm ... I drink coffee in the morning, but I don't drink it in the afternoon.

**S:** We have water ...

**J:** That's boring!

**S:** OK ... do you like fruit juice?

**J:** Yes, I do!

**S:** We have orange or apple.

**J:** Can I have an apple juice, please?

**S:** Yes, of course. That's £1.50, please.

**R3 Listening Page 104, Exercises 3, 4 and 5**

**A = Anna, F = Felix, S = Stan, E = Emma**

**1**

**A:** Hi, Felix.

**F:** Hello, Anna. What are you doing at the moment?

**A:** Right now, I'm in the library ... I'm doing my homework. What are you doing?

**F:** I'm not doing anything really, but I have a question. Can you play tennis?

**A:** Um ... yes, I can. Why?

**F:** I'm going to play tennis tomorrow morning with Danny and Fiona. Do you want to come, too?

**A:** Sorry Felix, but I can't. I'm going to visit my cousins tomorrow.

**F:** Oh, OK. Well, have a good time.

**A:** Thanks. See you on Monday.

**2**

**S:** Hello, Felix.

**F:** Hi, Stan. Are you ... swimming?

**S:** No, I'm not swimming! But I am at the swimming pool. My little brother is having his swimming lesson and I'm watching him.

**F:** Oh, I was at the swimming pool yesterday! What are you doing tomorrow morning, Stan?

**S:** Tomorrow morning ... um ... I'm not doing anything.

**F:** Great! I'm going to play tennis with some friends. Do you want to play with us?

**S:** Oh, I'm sorry, Felix. I can't play tennis.

**F:** Oh, OK, never mind. Speak to you soon ...

**3**

**E:** Hey, Felix!

**F:** Hi, Emma. Are you in the park?

- E:** No. I'm playing basketball at the sports centre.
- F:** Oh, OK. Can you play tennis, Emma?
- E:** Yes, I can. I love tennis!
- F:** Do you want to play with us tomorrow morning?
- E:** I'm going to go mountain biking by the lake with my dad tomorrow morning.
- F:** Oh no!
- E:** But we aren't going to be there all morning ...
- F:** Can you meet me at eleven o'clock?
- E:** Yeah, I can.
- F:** Great! See you then!

## LITERATURE

### L1 See SB Page 112, Exercise 3

#### L2 Page 113, Exercise 6

Rolo talks to Emma. 'I know you want to stay in your bedroom. I know you're scared to go out. But let's go outside together. Please open the cage, Emma. Please ...'

### L3 See SB Page 114, Exercise 3

#### L4 Page 115, Exercise 6

'What's the problem, Rolo?' Emma asks.  
 'What do you see?'  
 'There's a big wave in the sea. It's coming towards the beach.'  
 'The beach? Oh no! Caitlin's birthday party is at the beach. All my classmates are there!'  
 'We need to help them, Emma. Come on, let's go.'

### L5 See SB Page 116, Exercise 3

#### L6 Page 117, Exercise 7

Emma and Rolo stay on the hill while the other children and Ms Booth go back to the beach.  
 'You really hate your cage, don't you Rolo?' says Emma. 'Do you want to be free ... always?'  
 'Yes, please,' says Rolo, but he looks sad.  
 'I'm going to miss you,' she says.  
 'I'm going to miss you, too, Emma,' says Rolo, 'but I'm going to visit you every week.'  
 'Really?' says Emma, smiling.  
 'Yes,' says Rolo. 'We can have picnics in the park, and you can tell me about your new friends.'

## Study with me

### BACKGROUND INFORMATION

Isa Sevilla Christensen lives in Florida, in the USA, and is a student. She makes vlogs about her life and how to be eco-friendly, and she gives advice about how to make the most of your college experience. In this vlog, she shows us how she chooses a good place to study and the different materials she uses for her studies.

### LANGUAGE

The following target language items are recycled from Unit 1: *chair, door, laptop, pen, pencil, pencil case, smartphone, window*; *be*: affirmative and negative, plural nouns. These are detailed in bold in the Unit 1 vlog script on TG page 284. You may wish to pre-teach the following words and phrases: *a beautiful view, quiet, close the door, to silence your smartphone, journal, finished, hang out with (= spend time with)*.

NOTE: Isa also uses some grammar that sts don't meet until later in the SB: present simple (*I want to study, I always close the door*) to talk about feelings in the present or routines.

The Richmond Learning Platform has a vlog activity to focus on the vocabulary of this lesson. Sts see the complete lexical set from SB page 9 and click the words they hear on the vlog. Alternatively, if focusing on these words in class, the timecodes are as follows: *chair* (0:29); *window* (0:31, 0:34); *door* (0:47); *smartphone* (0:56); *laptop* (1:00); *pen* (1:01, 1:28, 1:44, 2:03); *pencil* (1:03, 1:44); *pencil case* (1:45). These are detailed in bold in the Unit 1 vlog script on TG page 284.

### PREPARE

#### 21st Century skills

##### FIND OUT

Isa is from Florida, in the United States. Discuss with the class whether any of them have been to Florida or other parts of the USA. If you have time and internet access, students could search for Florida online and find where it is in the USA. They could also find the names of some cities there (Miami, Orlando, Miami Beach).

### WATCH

Watch the vlog together. At the end, ask sts to write one thing that Isa does to help her study. Then ask some of them to tell the class.

Ask sts the following noticing questions from the vlog, playing it again for them to check their answers:



- What colour are the walls in the classroom? (blue and white: 0:19)
- What is outside the window? (a tree: 0:31)
- What colour is her phone? (white: 0:53)
- What words are in her journal? (home; nature: 1:39)

With stronger classes, you may also wish to focus on the meaning of the following words or phrases which also relate to the classroom: *to study* (0:15) *homework* (0:21), *taking notes* (1:29), *my favourite class* (1:35).

### REFLECT

#### 21st Century skills

##### FIND OUT

Sts can use the *Find someone who* activity, and questions below, to find out more about what is in their classmates' pencil cases. First, elicit the questions sts need to ask. (*Is there a blue pen? Is there a ruler? Is there a yellow pencil? Is there a rubber?*)

Encourage sts to mingle and talk to as many different classmates as possible, using the same questions.

Ask one or two sts to report back to the class.

- Find someone who has:
  - » a blue pen
  - » a ruler
  - » a yellow pencil
  - » a rubber
- Ask your classmates to show you their pencil case. What colour is it? Can they describe it?
- Find out who in your class likes art.

You could also ask sts to watch the vlog again for homework (either with or without subtitles).

## A new pet

### BACKGROUND INFORMATION

Chelsie Angeles is a young YouTuber and student. She loves creating vlogs about travel and her university experience. In this vlog, she is at her cousin Brad's home. She talks about his pets, then takes a trip to a pet shop to decide if she also wants to have a pet.

### LANGUAGE

The following target language items are recycled from Unit 2: *dog, cat, rabbit, fish, cousin*; possessives, *be*: questions. These are detailed in bold in the Unit 2 vlog script on TG page 284. You may wish to pre-teach the following words and phrases: *cute, inside, outside, pet shop, fun*.

NOTE: Chelsie uses some words and expressions which sts might find difficult to understand: *spend a lot of time with someone, this one's my favourite, it's difficult to decide, a lot of work, not so much fun, wish me luck*. She also uses some grammar that sts don't meet until later in the SB: present continuous (*I'm going to the pet shop*), *be* going to (*I'm going to think about it*).

The Richmond Learning Platform has a vlog activity to focus on the vocabulary of this lesson. Sts see the complete lexical set from SB page 19 and click the words they hear on the vlog. Alternatively, if focusing on these words in class, the timecodes are as follows: *cousin* (0:16); *dog* (0:18, 0:26, 0:44, 2:02); *cat* (0:19, 0:29, 2:09); *rabbit* (1:12, 2:13); *fish* (1:28, 2:10). These are detailed in bold in the Unit 2 vlog script on TG page 284.

### PREPARE

#### 21st Century skills

##### FIND OUT

Chelsie talks about different kinds of pets. If you have time and internet access, students could do some research to find out about popular pets in the UK, e.g. What is the most popular pet? How many people have a dog or a cat? How many people keep fish as pets?

### WATCH

Watch the vlog together. At the end, ask sts to write one sentence with something they learned about Brad's pets or the pets in the pet shop. Then ask some of them to read their sentences aloud.

Ask sts the following true/false noticing questions from the video, playing it again for them to check their answers.

- What colour is Harley? (black and white: 0:23)
- What kind of pet is Peter? (a cat: 0:29)



- Does Chelsie walk to the pet shop? (no, she goes by bus: 1:05)
- What is the name of her favourite rabbit in the pet shop? (Hop: 1:22)

With stronger classes, you may also wish to focus on the meaning of the following words or phrases which also relate to pets: *play with* (an animal) (0:32), *go for a walk* (0:40), *(they're) great pets* (1:29), *it's a lot of work* (2:04), *(it's) not so much fun* (2:11).

### REFLECT

#### 21st Century skills

##### FIND OUT

Sts can use the *Find someone who* activity, and questions below, to find out more about their classmates and the pets they have and want. First, teach the questions sts need to ask. Students have not studied the present simple yet, so you will need to teach the questions as chunks, without teaching the grammar (*Do you have a dog? Do you have a cat? Do you have a rabbit? Do you have fish? Do you want a dog or cat?*)

Encourage sts to mingle and talk to as many different classmates as possible, using the same questions. Ask one or two sts to report back to the class.

- Find someone who:
  - » has a dog
  - » has a cat
  - » has a rabbit
  - » has fish
- Talk to your classmates about their pets. What's its name? Is it cute? What pet do you want?
- Find out who in your class has a pet, and who wants one!

You could also ask sts to watch the vlog again for homework (either with or without subtitles).

## A tour of my flat

### BACKGROUND INFORMATION

Tally lives and works in Glasgow, in Scotland. She makes vlogs about her everyday life and experiences. In this vlog, she shows us around her small flat. She describes the different rooms and says what she likes about it. We also meet her two pet rabbits!

### LANGUAGE

The following target language items are recycled from Unit 3: *kitchen, living room, bedroom, bathroom, garden*; prepositions of place. These are detailed in bold in the Unit 3 vlog script on TG page 284. You may wish to pre-teach the following words and phrases: *tour, show you around, plants, flowers*.

NOTE: Tally uses some words and expressions which sts might find difficult to understand: *when my friends come round (when they visit), I love feeling the sun on my back, sit with my feet up, follow me on Instagram*.

The Richmond Learning Platform has a vlog activity to focus on the vocabulary of this lesson. Sts see the complete lexical set from SB page 29 and click the words they hear on the vlog. Alternatively, if focusing on these words in class, the timecodes are as follows: *kitchen (0:31, 1:55); living room (0:32); garden (0:59); bedroom (1:12, 1:24, 1:56); bathroom (2:08)*. These are detailed in bold in the Unit 3 vlog script on TG page 284.

### PREPARE

#### 21st Century skills



##### FIND OUT

Tally lives in Glasgow, in Scotland. If you have time and internet access, students could search for information about Scotland and Glasgow. They could look at a map of the UK to see the border between England and Scotland, and find out where Glasgow is located.

### WATCH

Watch the vlog together. At the end, ask sts to write a sentence with something they learned about Tally's flat. Then ask some of them to read their sentences aloud.

Ask sts the following noticing questions from the video, playing it again if necessary for sts to check their answers.

- What colour are the two rabbits? (one black, one white: 0:20)
- What does Tally cook? (pasta: 0:49)



- What is next to the window in her bedroom? (a desk: 1:13)
- What musical instrument is there in the bedroom? (a guitar: 1:13)

With stronger classes, you may also wish to focus on the meaning of the following words and phrases which also relate to rooms: *open-plan (0:30) sofa (1:42), hallway (1:10), gets lots of light (1:27)*.

### REFLECT

#### 21st Century skills



##### FIND OUT

Sts can use the *Find someone who* activity, and questions below, to find out more about their classmates' homes. First, elicit the question sts need to ask. (*Do you live in a flat? Do you have plants in your house? Do you have a big garden? Do you have a desk in your bedroom?*)

Encourage sts to mingle and talk to as many different classmates as possible, using the same questions. Ask one or two sts to report back to the class.

- Find someone who:
  - » lives in a flat
  - » has plants in their home
  - » has a big garden
  - » has a desk in their bedroom
- Talk to your classmates about their flats and houses. What colour is their living room and their bedroom? What kind of house or flat do they want to live in?
- Find out who in your class likes their house or flat, and who wants to live somewhere different.

You could also ask sts to watch the vlog again for homework (either with or without subtitles).

# Making chocolate cake

## BACKGROUND INFORMATION

Maiku Wong is a journalist, photographer and filmmaker from Canada. He spends his time travelling, making films and baking. He is passionate about travelling and protecting the environment. In this video, he shows us how to make a chocolate cake.

## LANGUAGE

The following target language items are recycled from Unit 4: *chocolate, cake, eggs, milk, ice cream; like*. These are detailed in bold in the Unit 4 vlog script on TG page 284. You may wish to pre-teach the following words and phrases: *flour, sugar, oil, cocoa powder, salt, vanilla extract, baking powder*.

NOTE: Maiku uses some words and expressions which sts might find difficult to understand: *wow* (an expression of surprise and happiness), *You set it and you forget it* (you put it in the oven, then forget about it), *way too much, woah!* (a word you use when you want someone to stop something).

The Richmond Learning Platform has a vlog activity to focus on the vocabulary of this lesson. Sts see the complete lexical set from SB page 00 and click the words they hear on the vlog. Alternatively, if focusing on these words in class, the timecodes are as follows: *chocolate* (0:08, 0:11, 0:42, 0:46, 1:20, 1:24, 1:44, 2:09); *cake* (0:08, 0:11, 0:46, 0:55, 1:44, 2:11); *eggs* (0:31); *milk* (0:40, 1:00); *ice cream* (2:05, 2:10). These are detailed in bold in the Unit 4 vlog script on TG page 284.

## PREPARE

### 21st Century skills

#### FIND OUT

Maiku shows us how to make a chocolate cake. Ask students if they like cake, and ask if they know how you make one. If you have time and internet access, students could search for recipes online and see if they can find a recipe for a cake they want to make.

## WATCH

Watch the vlog together. At the end, ask students to write one thing they learned from Maiku about making a cake. Then ask some of them to read their sentences aloud.

Ask sts the following noticing questions from the video, playing it again for them to check their answers.

- How many eggs does Maiku have? (two 0:31)
- What does he do with the milk? (warms it: 1:01)



- How many minutes does the cake cook? (50: 1:12)
- Who does he say happy birthday to? (everybody: 2:03)

With stronger classes, you may also wish to focus on the meaning of the following words or phrases which also relate to food: *make chocolate cake* (0:10) *make bread* (0:57), *to warm* (1:00), *to mix* (1:23), *birthday cake* (2:11).

## REFLECT

### 21st Century skills

#### FIND OUT

Sts can use the *Find someone who* activity, and questions below, to find out more about their classmates and the food they can make. First, elicit the question sts need to ask. (*Do you sometimes make cakes at home? Do you cook pasta? Do you make coffee or tea? Do you cook chicken or meat?*)

Encourage sts to mingle and talk to as many different classmates as possible, using the same questions. Ask one or two sts to report back to the class.

- Find someone who sometimes:
  - » makes cakes
  - » cooks pasta
  - » makes coffee or tea
  - » cooks chicken or meat
- Talk to your classmates about the things they cook and make. Is it fun to make cakes or cook a meal? What do you like cooking?

You could also ask sts to watch the vlog again for homework (either with or without subtitles).

## School days

### BACKGROUND INFORMATION

Isa Sevilla Christensen lives in Florida, in the USA, and is a student. She makes vlogs about her life and how to be eco-friendly, and she gives advice about how to make the most of your college experience. In this vlog, she shows us her daily routine.

### LANGUAGE

The following target language items are recycled from Unit 5: *get up, have a shower, get dressed, have breakfast, leave home, have lunch, have dinner, go to bed, do homework, study*; present simple. These are detailed in bold in the Unit 5 vlog script on TG page 284. You may wish to pre-teach the following words and phrases: *8 a.m., gym clothes, green tea, toast, chutney (jam), the view, boxing*.

NOTE: Isa uses some words and expressions which sts might find difficult to understand: *(it's) time to ..., grab my bag (get my bag), my school day is not over (not finished)*. She also uses the word *school* to refer to college, which is an American English use. She also uses some verbs in the present continuous, which students will not meet until later in the book.

The Richmond Learning Platform has a vlog activity to focus on the vocabulary of this lesson. Sts see the complete lexical set from SB page 49 and click the words they hear on the vlog. Alternatively, if focusing on these words in class, the timecodes are as follows: *get up (0:11); have a shower (0:23); get dressed (0:31); have breakfast (0:54); leave home (1:00); have lunch (1:38); have dinner (1:42); go to bed (1:50, 1:54); study (1:51)*. These are detailed in bold in the Unit 5 vlog script on TG page 284.

### PREPARE

#### 21st Century skills

##### FIND OUT

Isa talks about the daily routine of a college student in the US. Put students into groups and ask them to think about the daily routine of a college or university student in their country. If you have time and internet access, students could look on the website of an American college to find photos of typical student accommodation and student life.

### WATCH

Watch the vlog together. At the end, ask sts to write one sentence with a fact that they have learned about Isa. Then ask some of them to read their sentences aloud.

Ask sts the following noticing questions from the video, playing it again for them to check their answers.



- What does Isa drink in the morning? (green tea: 0:37)
- What does Isa wear on her feet? (trainers: 1:02, 1:40)
- How many classes does she have today? (three: 1:23)
- What does Isa have for dinner? (pasta: 1:42)

With stronger classes, you may also wish to focus on the meaning of the following words or phrases which also relate to daily routines: *get ready for school (0:13), get to school (1:01), have three classes (1:23) go to the gym (1:32)*. You could also focus on sequencers: *First I ... (0:22), Then I ... (0:30), After class, I ... (1:32), Before I go to bed, I ... (1:49)*.

### REFLECT

#### 21st Century skills

##### FIND OUT

Sts can use the *Find someone who* activity, and questions below, to find out more about their classmates and their daily routines. First, elicit the question sts need to ask. (*What time do you get up? Do you have eggs for breakfast? How do you get to school?*) Encourage sts to mingle and talk to as many different classmates as possible, using the same questions. Ask one or two sts to report back to the class.

- Find someone who:
  - » gets up at 7 a.m.
  - » has eggs for breakfast
  - » walks to school
- Talk to your classmates about their daily routines. Is their routine similar to yours? What is the same? What is different?
- Find out who in your class gets up early, and who gets up late. What do most people in your class have for breakfast? How do they get to school?

You could also ask sts to watch the vlog again for homework (either with or without subtitles).

## A weekend vlog

### BACKGROUND INFORMATION

Jason Regal (who calls himself Regal) is a Music Production student and also a singer-songwriter and vlogger. He is British and Jamaican, and grew up living in both Jamaica and Panama. In this vlog, he shows us a typical weekend in which he reads a book, listens to music and visits a friend.

### LANGUAGE

The following target language items are recycled from Unit 6: *watch a few videos, visit a friend, listen to music, read books, watch a few TV shows*. These are detailed in bold in the Unit 6 vlog script on TG page 284. You may wish to pre-teach the following words and phrases: *artist, sixteenth century, politics, interesting topics, the Tube (the London underground), podcast, plan my week*.

NOTE: Regal uses some informal words and expressions which sts might find difficult to understand: *you guys* (informal for 'all of you'), *I spend a lot of time ...*, *getting some food* (going to a restaurant to eat), *update my calendar, hanging out with friends*. He also uses some verb tenses that students are not familiar with: the present continuous and *be going to*.

The Richmond Learning Platform has a vlog activity to focus on the vocabulary of this lesson. Sts see the complete lexical set from SB page 59 and click the words they hear on the vlog. Alternatively, if focusing on these words in class, the timecodes are as follows: *read a book* (0:25, 1:01); *listen to music* (0:26, 0:59); *watch videos* (0:27); *visit a friend* (0:29, 1:09, 1:21); *watch TV shows* (1:41). These are detailed in bold in the Unit 6 vlog script on TG page 284.

### PREPARE

#### 21st Century skills

##### FIND OUT

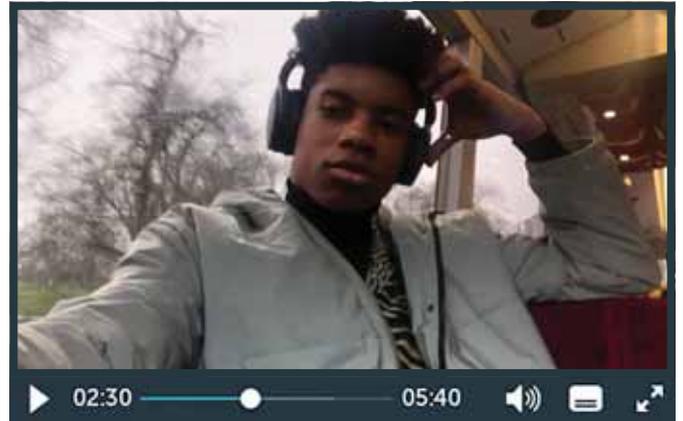
Regal lives in London. Explain that London is a very young city, with young people from all over the world living there to work or study. If you have time and internet access, students could search for information on things for young people to do in London.

### WATCH

Watch the vlog together. At the end, ask sts to write one sentence with a fact that they have learned from Regal's vlog. Then ask some of them to read their sentences aloud.

Ask sts the following noticing questions from the video, playing it again if necessary for sts to check their answers.

- *Where was Regal before he moved to London?* (Los Angeles: 0:13)



- *Where does Regal sit to read his book?* (on his bed: 0:43)
- *What food does Regal eat with Abbi?* (pizza: 1:14)

With stronger classes, you may also wish to focus on the meaning of the following words or phrases which also relate to free time activities: *I spend a lot of time ...* (0:51), *listen to a podcast* (0:59), *look at your phone* (1:02), *get some food together* (1:11), *go to a dance class* (1:34).

### REFLECT

#### 21st Century skills

##### FIND OUT

Sts can use the *Find someone who* activity, and questions below, to find out more about their classmates and what they do in their free time. First, elicit the question sts need to ask. (*Do you like reading books? Do you listen to music on the bus or train? Do you visit friends at the weekend?*)

Encourage sts to mingle and talk to as many different classmates as possible, using the same questions. Ask one or two sts to report back to the class.

- *Find someone who:*
  - » *likes reading books*
  - » *listens to music on the bus or train*
  - » *visits friends at the weekend*
- *Talk to your classmates about what they do in their free time. What books do they read? What do they do on the bus or train? How often do they visit friends?*
- *Find out who in your class who does interesting things in their free time. Who goes to dance classes? Who does a sport? Who goes to the gym?*

You could also ask sts to watch the vlog again for homework (either with or without subtitles).

# A day in the life of a surf coach

## BACKGROUND INFORMATION

Ruaridh Kidd is a musician and drummer, and also an outdoor enthusiast, surf coach and vlogger. At the moment, he lives in Ngunguru, New Zealand. He makes videos about his life. In this vlog, we join him as he prepares for a day of surf coaching on the beach. Note: his name is Scottish, and is pronounced *Ruary*.

## LANGUAGE

The following target language items are recycled from Unit 7: *ride a bike, drive, swim, ride a horse, speak French*. These are detailed in bold in the Unit 7 vlog script on TG page 285. You may wish to pre-teach the following words and phrases: *surf coach, instructor, beach, kids, spoke* (past tense of speak), *office, a big meal*.

NOTE: Ruaridh uses some words and expressions which sts might find difficult to understand: *you guys* (all of you) *kids* (an informal word for children), *the locals* (the people who live in the area), *to call the beach your office* (to work on a beach), *Happy days* (life is good). He also uses the past tense of speak: *I spoke very slowly*.

The Richmond Learning Platform has a vlog activity to focus on the vocabulary of this lesson. Sts see the complete lexical set from SB page 69 and click the words they hear on the vlog. Alternatively, if focusing on these words in class, the timecodes are as follows: *ride a bike* (0:38); *drive* (0:43, 2:47); *swim* (1:58); *ride a horse* (2:02); *speak French* (2:27). These are detailed in bold in the Unit 7 vlog script on TG page 285.

## PREPARE

### 21st Century skills

#### FIND OUT

Elicit what students know about New Zealand, then explain if necessary that it is an island country close to Australia. If you have time and internet access, students could search for some information about New Zealand, e.g. the places to visit, the beaches, etc.

## WATCH

Watch the vlog together. At the end, ask sts to write one sentence about something Ruaridh does in the vlog. Then ask some of them to read their sentences aloud.

Ask sts the following noticing questions from the video, playing it again if necessary for sts to check their answers.



- What is different about Ruaridh's hat when he gets in his car? (he wears it back to front: 0:52)
- What is the name of the beach? (Orewa: 1:12)
- What meal does Ruaridh want when he gets home? (chicken and rice: 2:52)

With stronger classes, you may also wish to focus on the meaning of *like* and *love*, which are both used in the vlog: *I like to ride my bike* (0:38), *I like to leave early* (1:20), *a lot of the locals like to go swimming* (1:55), *I love my job* (2:37).

## REFLECT

### 21st Century skills

#### FIND OUT

Sts can use the *Find someone who* activity, and questions below, to find out more about their classmates and their abilities. First, elicit the question sts need to ask. (*Can you surf? Can you speak French? Can you ride a horse? Do you like to go to the beach?*)

Encourage sts to mingle and talk to as many different classmates as possible, using the same questions. Ask one or two sts to report back to the class.

- Find someone who:
  - » can surf.
  - » can speak French.
  - » can ride a horse.
  - » likes to go to the beach.
- Talk to your classmates about their abilities? What can they do? What can't they do?
- Find out who in your class enjoys going to the beach. What do they do at the beach?

You could also ask sts to watch the vlog again for homework (either with or without subtitles).

## Where I go after work

### BACKGROUND INFORMATION

Erika Felton lives in Sydney, Australia. She works in a bar and is also an actor, filmmaker, photographer and vlogger. In this vlog, Erika explains that she never goes straight home after work – she always goes somewhere else first. She takes us to the different places she goes to after work, and shows us what she does there.

### LANGUAGE

The following target language items are recycled from Unit 8: *farm, library, market, sports centre, station, supermarket, swimming pool*. These are detailed in bold in the Unit 8 vlog script on TG page 285. You may wish to pre-teach the following words and phrases: *fruits and vegetables, broccoli, have plans*.

NOTE: Erika uses some words and expressions which sts might find difficult to understand: *something else* (something different), *once a week, quiet, farmers; market* (a market where farmers sell directly to the public), *feel good* (feel happy), *I go straight to ..., I have no other plans*.

The Richmond Learning Platform has a vlog activity to focus on the vocabulary of this lesson. Sts see the complete lexical set from SB page 79 and click the words they hear on the vlog. Alternatively, if focusing on these words in class, the timecodes are as follows: *library* (0:38, 0:45, 2:16); *market* (1:02, 2:17); *supermarket* (1:16); *farm* (1:25); *swimming pool* (1:49, 1:58, 2:18); *sports centre* (1:51), *station* (2:10). These are detailed in bold in the Unit 8 vlog script on TG page 285.

### PREPARE

#### 21st Century skills

##### FIND OUT

Erika lives in Sydney, in Australia. Elicit what students know about Australia. If you have time and internet access, students could search for some information about Australia, e.g. the places to visit, the main cities, the beaches, etc.

### WATCH

Watch the vlog together. At the end, ask sts to write one sentence about something Erika does every week. Then ask some of them to read their sentences aloud.

Ask sts the following noticing questions from the video, playing it again if necessary for sts to check their answers.

- What colour is the bus that Erika goes on? (blue: 0:33, 2:12)
- How many books does Erika take home from the library? (three: 0:57)



- What vegetables does Erika buy at the farmers' market? (broccoli, mushrooms, cauliflower: 1:20)
- What animals does Erika hold at the farm? (rabbits: 1:29)

With stronger classes, you may also wish to focus on the meaning of the following phrases which describe where places are: *near to my house* (0:41), *right here* (1:04), *next to the market* (1:26), *in my local sports centre* (1:50), *right outside my work* (2:11). You could also use the vlog to revise the use of the present simple and adverbs and expressions of frequency, as there are examples throughout the vlog.

### REFLECT

#### 21st Century skills

##### FIND OUT

Sts can use the *Find someone who* activity, and questions below, to find out more about their classmates and the places they go to. First, elicit the question sts need to ask. (*Do you sometimes go to the library / swimming pool / sports centre? Do you enjoy going to the market or supermarket? How often do you go to the cinema?*)

Encourage sts to mingle and talk to as many different classmates as possible, using the same questions. Ask one or two sts to report back to the class.

- Find someone who:
  - » goes to the library / swimming pool / sports centre
  - » enjoys going to the market or supermarket
  - » goes to the cinema
- Talk to your classmates about the places they go to. Who enjoys going to the market or the supermarket? Who goes to the sports centre?
- Find out what other places the people in your class go to? When do they go? What do they do there?

You could also ask sts to watch the vlog again for homework (either with or without subtitles).

# Taking photos at Anchor Bay

## BACKGROUND INFORMATION

Ruaridh Kidd is a musician and drummer, and also an outdoor enthusiast, surf coach and vlogger. At the moment, he lives in Ngunguru, New Zealand. He makes videos about his life. In this vlog, we join him as he spends a day at the beach taking photos of surfers.

## LANGUAGE

The following target language items are recycled from Unit 9: *hot, sunny, beach, flower, tree, sea; be going to*. These are detailed in bold in the Unit 9 vlog script on TG page 285. You may wish to pre-teach the following words and phrases: *take photos, surfers, wetsuits, waves, I took some photos* (past tense of *take*).

NOTE: Ruaridh uses some informal words and expressions which sts might find difficult to understand: *Alright?* (an informal way of saying hello), *you guys* (all of you), *why don't we ...* (a phrase for making a suggestion), *check out* (look at).

The Richmond Learning Platform has a vlog activity to focus on the vocabulary of this lesson. Sts see the complete lexical set from SB page 89 and click the words they hear on the vlog. Alternatively, if focusing on these words in class, the timecodes are as follows: *beach* (0:50, 2:22, 3:01); *hot* (1:18, 1:50, 2:09, 2:11); *sea* (1:28); *tree* (2:07, 2:19, 2:21); *flower* (2:30). These are detailed in bold in the Unit 9 vlog script on TG page 285.

## PREPARE

### 21st Century skills

#### FIND OUT

Ruaridh talks about taking photos of surfers. Ask sts what they take photos of and how they take them. If you have time and internet access, students could search for tips about how to take good photos. Ask them to share the tips they find with the class.

## WATCH

Watch the vlog together. At the end, ask sts to write one sentence about something that Ruaridh does in the vlog. Then ask some of them to read their sentences aloud.

Ask sts the following noticing questions from the video, playing it again if necessary for sts to check their answers.

- *Do cars drive on the left or on the right in New Zealand?* (left: 0:12)
- *Where is Ruaridh's tripod?* (at home: 1:16)
- *What colour are the flowers under the tree?* (yellow: 2:30)



- *What is in Ruaridh's car at the end of the vlog?* (surfboards: 3:03)

With stronger classes, you may wish to focus on the meaning of the following words and phrases which relate to taking photos: *zoom lens* (1:03), *tripod* (1:06), *equipment* (1:12), *nature shots* (2:26).

## REFLECT

### 21st Century skills

#### FIND OUT

Sts can use the *Find someone who* activity, and questions below, to find out more about the things students like doing when they go on holiday, and the places they want to go to. First, elicit the questions sts need to ask. (*Where do you usually go on holiday? Do you prefer the beach or the mountains? Why? Do you take a lot of photos on holiday? What do you take photos of? Would you like to live in a different country? Where would you like to live?*)

Encourage sts to mingle and talk to as many different classmates as possible, using the same questions.

Ask one or two sts to report back to the class.

- *Find someone who:*
  - » *usually goes on holiday to another country*
  - » *prefers the mountains to the beach*
  - » *takes a lot of photos on holiday*
  - » *would like to live in a different country*
- *Talk to your classmates about the places they like travelling to and the places you would like to travel to. Do you always go to the beach on holiday? What do you do there? What do you take photos of on holiday?*
- *Find out who in your class who would like to live in a different country? Where would they like to live?*

You could also ask sts to watch the vlog again for homework (either with or without subtitles).

## Boat schools

### BACKGROUND INFORMATION

In this video, we learn about the boat schools of Bangladesh. Because of the changing climate, more and more of Bangladesh is now covered by water. To make it easier for children to get to school, architect Mohammed Rezwan has designed boat schools, which can pick children up from close to where they live and provide classrooms where they can learn, whatever the weather.

### LANGUAGE

The following target language items are recycled from Unit 1: articles, plural nouns; *school, classroom, desk, chair, board, computer*.

You may wish to pre-teach the following words and phrases: *water, river, the climate is changing, architect, boat, laptop, library, teacher, doctor, pilot*.

### PREPARE

#### 21st Century skills

##### FIND OUT

Tell sts they will watch a video about some schools in Bangladesh. If you have time and internet access, you could ask sts to find information about Bangladesh and photos of the country. They could work individually to find information, then share it in pairs or groups.

### WATCH

Watch the video together. See TG page 286 for Unit 1 culture video script. Ask sts to write words for some of the things the boat schools have. Then, ask some of them to read their words aloud.

Ask sts the following noticing questions from the video, playing it again if necessary for them to check their answers.

- What is the problem in Bangladesh? (water: 0:17)
- Where do children go to school? (on a boat: 0:35)
- What is Mohammed Rezwan's job? (architect: 0:52)
- What colour is Mohammed's picture of a boat school? (red: 1:01)
- What English words do the children learn? (keyboard: 2:20, internet: 2:23)
- What jobs do the children want to do? (teacher: 2:42, doctor: 2:45, pilot: 2:50)



### REFLECT

#### 21st Century skills

##### COMPARE CULTURES

You could ask questions to encourage sts to think about similarities or differences between schools in Bangladesh and their own country. You may need to discuss these questions in the students' own language. If you do this, repeat the key points of the discussion back to students in English at the end of the session, and note useful vocabulary on the board:

- Is it difficult for children in some parts of your country to get to school? Why?
- Is there often bad weather in your country? What kind?
- Are there any unusual kinds of school in your country? Where? What kinds?

After watching the video, put sts into pairs or small groups to discuss one or both of the following questions, in their own language if necessary:

- What other problems will climate change create for young people in the future?
- What can people do to help stop climate change?

Monitor while sts work, then collect some ideas from the class and repeat them back to students in English at the end, writing key vocabulary on the board. You could then read out the questions in English again and see if any students are able to give brief answers in English.

You could also ask sts to watch the video again for homework (either with or without subtitles). There are comprehension questions for them to answer about the video on the Richmond Learning Platform.

## Falcons at work

### BACKGROUND INFORMATION

In this video, we meet Steve, a falconer from Carmarthenshire, in Wales, and some of his birds. We watch as he trains Harriet, a young falconer, and a new bird, a Harris hawk called Archie.

### LANGUAGE

The following target language items are recycled from Unit 2: possessives; *pet; dog, family*.

You may wish to pre-teach the following words: *at work, bird, eagle, owl, hawk, falcon, falconer* (someone who works with and trains birds of prey), *to train, to call*.

### PREPARE

#### 21st Century skills



#### FIND OUT

Tell sts they will watch a video about a falconer. Explain that a falconer is someone who works with birds of prey and trains them as pets or for hunting. You could ask sts if there is a tradition of training birds of prey in their country. Steve is from Wales, which is one of the four countries that make up the UK. If you have time and internet access, you could ask sts to find out information about Wales, so they know where it is on the map and understand that it is a semi-independent country that forms part of the United Kingdom.

### WATCH

Watch the video together. See TG page 286 for Unit 2 culture video script. Ask sts to write one thing they learned from the video. They could write this in their own language if necessary. Then, ask some of them to read their sentences aloud. If sts have written a sentence in their own language, repeat it back to them in English.

Ask sts the following noticing questions from the video, playing it again if necessary for them to check their answers:

- *How many birds does Steve have?* (3: Khan the eagle, Callum the owl and Archie the Harris hawk: 0:42)
- *What is the name of Steve's student?* (Harriet: 1:08)
- *What colour is Harriet's hat?* (purple:1:10)
- *What do they have at the end of the day?* (a cup of tea: 2:48)



### REFLECT

#### 21st Century skills



#### COMPARE CULTURES

You could ask questions to encourage sts to think about similarities and differences between pets in Britain and their country. You may need to discuss these questions in the students' own language. If you do this, repeat the key points of the discussion back to students in English at the end of the session, and note useful vocabulary on the board:

- *Do some people have birds as pets in your country? What kinds of birds?*
- *What kinds of animals do people train in your country? What kinds of work do people train animals to do?*

After watching the video, put sts into pairs or small groups to discuss one or both of the following questions, in their own language if necessary:

- *Is it right to keep wild animals as pets? Why/Why not?*
- *Can wild animals be happy living with people? Why/Why not?*

Monitor while sts work, then collect some ideas from the class and repeat them back to students in English at the end, writing key vocabulary on the board. You could then read out the questions in English again and see if any students are able to give brief answers in English.

You could also ask sts to watch the video again for homework (either with or without subtitles). There are comprehension questions for them to answer about the video on the Richmond Learning Platform.

# The White House

## BACKGROUND INFORMATION

The White House is the home of the President of the United States of America, and is one of the most famous buildings in the world. In this video, we take a tour of the White House and see some of the rooms and some of the presidents and families who have lived there. By seeing inside the building, we get an idea of what it is like to live in such a famous home.

## LANGUAGE

The following target language items are recycled from Unit 3: *there is/there are*, prepositions of place; *room, living room, bedroom, bed, table, chair*.

You may wish to pre-teach the following words: *address, president, famous, stereo, office, oval, hyena*.

## PREPARE

### 21st Century skills

#### FIND OUT

Tell sts they will watch a video about the White House in the United States of America. Ask: *Who lives in the White House? Where is it?* Elicit that it is the home of the President of the United States, and is in Washington DC. If you have time and internet access, you could ask sts to find information about the White House, e.g. how many rooms it has, how big the garden is, etc. Discuss their findings as a class.

## WATCH

Watch the video together. See TG page 286 for Unit 3 culture video script. Ask sts to write one interesting thing they have learned about the White House. They could write this in their own language if necessary. Then, ask some of them to read their sentences aloud. If sts have written a sentence in their own language, repeat it back to them in English.

Ask sts the following noticing questions from the video, playing it again if necessary for them to check their answers:

- *What number Pennsylvania Avenue is the White House?* (1600: 0:24)
- *How many people are in President Obama's family?* (four: 1:22)
- *How long does it take for the President to get to work?* (45 seconds: 1:35)
- *How many dogs does President Obama have?* (two: 2:06)



## REFLECT

### 21st Century skills

#### COMPARE CULTURES

You could ask questions to encourage sts to think about similarities or differences between the USA and their own country. You may need to discuss these questions in the students' own language. If you do this, repeat the key points of the discussion back to students in English at the end of the session, and note useful vocabulary on the board:

- *Where does the president or prime minister of your country live?*
- *Is their office in the same house that they live in?*
- *Can people see inside the home of the president or prime minister in your country? What is it like?*

After watching the video, put sts into pairs or small groups to discuss one or both of the following questions, in their own language if necessary:

- *What do you think is good and bad about living in the White House?*
- *What do you think is good and bad about being famous?*

Monitor while sts work, then collect some ideas from the class and repeat them back to students in English at the end, writing key vocabulary on the board. You could then read out the questions in English again and see if any students are able to give brief answers in English.

You could also ask sts to watch the video again for homework (either with or without subtitles). There are comprehension questions for them to answer about the video on the Richmond Learning Platform.

## Fee's pickles

### BACKGROUND INFORMATION

Pickling food is a technique for preserving it which involves soaking it in a mixture of vinegar and salt, plus other flavourings. In Britain, different kinds of pickles are popular to eat with cold meats or as an extra ingredient in sandwiches. In this video, we meet Fiona, or Fee for short, who makes and sells pickles. We watch her making one of her pickles, then see her at her market stall in Oxford, where she sells them.

### LANGUAGE

The following target language items are recycled from Unit 4: *like/don't like; eggs, vegetables, carrot, sandwich, lunch.*

You may wish to pre-teach the following words and phrases: *pickles, pickled (made into a pickle), delicious, ingredient, lemon, radish, cabbage, ginger, vinegar, salt, pepper, spices, market, market stall, online.*

### PREPARE

#### 21st Century skills

##### FIND OUT

Tell sts they will watch a video about someone who makes pickles. You may need to explain that pickling food is a way of preserving it in vinegar and salt. A range of different vegetables and also eggs can be made into pickles. If you have time and internet access, you could ask sts to find information about pickles and other ways of preserving food to keep it fresh.

### WATCH

Watch the video together. See TG page 286 for Unit 4 culture video script. Ask sts to write one thing they learn about Fee and her pickles from the video. They could write this in their own language if necessary. Then ask some sts to read out what they have written. If sts have written a sentence in their own language, repeat it back to them in English.

Ask sts the following noticing questions from the video, playing it again if necessary for them to check their answers:

- *What does Fee have for lunch at the beginning of the video?* (a sandwich: 0:11)
- *What kind of pickle does Fee hold and show us?* (pickled eggs: 0:45)
- *How long does it take for the pickle to be ready?* (one month: 1:36)



### REFLECT

#### 21st Century skills

##### COMPARE CULTURES

You could ask questions to encourage sts to think about similarities and differences with food in their country. You may need to discuss these questions in the students' own language. If you do this, repeat the key points of the discussion back to students in English at the end of the session, and note useful vocabulary on the board:

- *Are pickles or similar foods popular in your country? How do people make them?*
- *What are popular foods to put in sandwiches in your country?*
- *Are there people in your country who make and sell food, like Fee does?*

After watching the video, put sts into pairs or small groups to discuss one or both of the following questions, in their own language if necessary:

- *People all over the world now eat the same kinds of food: pizza, pasta, burgers. Do you think it is important to keep making traditional foods too? Why?*
- *Would you like to have a small business like Fee and make and sell something? What would you make? Why?*

Monitor while sts work, then collect some ideas from the class and repeat them back to students in English at the end, writing key vocabulary on the board. You could then read out the questions in English again and see if any students are able to give brief answers in English.

You could also ask sts to watch the video again for homework (either with or without subtitles). There are comprehension questions for them to answer about the video on the Richmond Learning Platform.

## Maddy in the city

### BACKGROUND INFORMATION

In this video, we meet Maddy, a young musician and student who lives in Brighton. Maddy loves music, and she loves her life. We see a day in Maddy's life and learn about her routine as she gets up, goes to work, does music and goes home in the evening.

### LANGUAGE

The following target language items are recycled from Unit 5: present simple; *get up, have breakfast, have lunch, go to bed, live*.

You may wish to pre-teach the following words: *music, musician, performer, busy, yoga, exercise, healthy, music production, recording studio, singing, go shopping*.

### PREPARE

#### 21st Century skills

##### FIND OUT

Tell sts they will watch a video about a young musician and student who lives in Brighton. Explain that Brighton is a city on the south coast of England and is very popular with young artists and musicians. If you have time and internet access, you could ask sts to find pictures of Brighton, including the beach and well-known buildings such as the Brighton Pavilion and Brighton Pier.

### WATCH

Watch the video together. See TG page 286 for Unit 5 culture video script. Ask sts to write down a sentence about Maddy's daily routine. Then ask some students to read their sentences aloud.

Ask sts the following noticing questions from the video, playing it again if necessary for them to check their answers:

- What colour is Maddy's bag? (pink: 0:19, 1:18)
- What time does Maddy get up? (7 a.m.: 0:35)
- What does she do after she brushes her teeth? (yoga: 0:53)
- What number is on her house? (213: 1:15, 2:40)
- What time does Maddy go shopping? (7 p.m.: 2:18)



### REFLECT

#### 21st Century skills

##### COMPARE CULTURES

You could ask questions to encourage sts to think about music in their country. You may need to discuss these questions in the students' own language. If you do this, repeat the key points of the discussion back to students in English at the end of the session, and note useful vocabulary on the board:

- What kinds of music do people like in your country? Do young people like American or British music, or music from your country?
- Do a lot of young people want to be musicians? Where can they study?
- Are there a lot of music festivals in your country? Where are they? Do they help young musicians?

After watching the video, put sts into pairs or small groups to discuss one or both of the following questions, in their own language if necessary:

- Musicians don't usually earn much money. Why do you think some people choose to work as musicians?
- When you choose a job, what is more important – getting lots of money or enjoying your job? Why?

Monitor while sts work, then collect some ideas from the class and repeat them back to students in English at the end, writing key vocabulary on the board. You could then read out the questions in English again and see if any students are able to give brief answers in English.

You could also ask sts to watch the video again for homework (either with or without subtitles). There are comprehension questions for them to answer about the video on the Richmond Learning Platform.

## Estate of the Arts

### BACKGROUND INFORMATION

Some free-time activities need a lot of equipment, and people don't always have the right equipment at home. In this video, we learn about Estate of the Arts, a place in Bristol, in the UK, where there is equipment that people can use to do art or other free-time activities. We meet Ali, who loves making bread, and watch as he does a workshop for a group of young people who learn how to make pizza.

### LANGUAGE

The following target language items are recycled from Unit 6: Adverbs and expressions of frequency.

You may wish to pre-teach the following words and expressions: *to cook, artist, builder, baker, hobbies, make bread, pizza base, tomato sauce, toppings.*

### PREPARE

#### 21st Century skills

##### FIND OUT

Tell sts they will watch a video about a place in Bristol, in the UK, where people can go to do different creative free-time activities. If you have time and internet access, you could ask sts to find some information about Bristol, and about Estate of the Arts. Ask: *Where is Bristol? Is it a small town, or a big city? How many artists and other people use Estate of the Arts?*

### WATCH

Watch the video together. See TG page 286 for Unit 6 culture video script. Ask sts to write a sentence with one thing they enjoy watching in the video. Ask some sts to read their sentences to the class.

Ask sts the following noticing questions from the video, playing it again if necessary for them to check their answers:

- *What word is on the back of Ali's T shirt?* (Boss: 0:47, 1:14)
- *How many people are on the workshop?* (four: 1:21)
- *What is the first thing they put on the pizza base?* (tomato sauce: 1:53)
- *How does Ali say goodbye to his students?* (with high-fives: 2:50)



### REFLECT

#### 21st Century skills

##### COMPARE CULTURES

You could ask questions to encourage sts to think about the similarities and differences between free time activities in the UK and their own country. You may need to discuss these questions in the students' own language. If you do this, repeat the key points of the discussion back to students in English at the end of the session, and note useful vocabulary on the board:

- *Are there places in your country like Estate of the Arts?*
- *Is baking a popular free-time activity in your country? Do a lot of young people like baking? What other creative activities are popular?*

After watching the video, put sts into pairs or small groups to discuss one or both of the following questions, in their own language if necessary:

- *Do you think it is important to learn to cook? Why/Why not?*
- *Do you learn cooking at school? Would you like to?*

Monitor while sts work, then collect some ideas from the class and repeat them back to students in English at the end, writing key vocabulary on the board. You could then read out the questions in English again and see if any students are able to give brief answers in English.

You could also ask sts to watch the video again for homework (either with or without subtitles). There are comprehension questions for them to answer about the video on the Richmond Learning Platform.

## Sophie's goals

### BACKGROUND INFORMATION

A lot of people recognize that setting goals is a good way to help you stay focused on achieving the things you want to achieve. In this video, we learn about Sophie, a student, and her goals for the year. We then watch as, at different times through the year, she achieves or makes progress with each each of her goals.

### LANGUAGE

The following target language items are recycled from Unit 7: *can* and *can't*, *like/love/hate*; *drive*, *ride a bike*.

You may wish to pre-teach the following words: *goal*, *packed lunch*, *cosplay* (dressing up as a character from a film or comic book), *costume*, *wood*, *sew*, *win*, *practise*, *tons of* (lots of).

### PREPARE

#### 21st Century skills

##### FIND OUT

Tell sts they will watch a video about a young student, Sophie, who will talk about her goals for the year. Tell sts that Sophie enjoys cosplay. Ask: *Do you know what cosplay is?* Elicit what sts know, and explain if necessary that it is a hobby in which people make costumes and dress up as characters from films or comic books. If you have time and internet access, you could ask sts to search for some interesting pictures of cosplay events, to see the kinds of costumes that people make. Ask: *Who would you like to dress up as? Why?*

### WATCH

Watch the video together. See TG page 287 for Unit 7 culture video script. Ask sts to write a sentence saying something that Sophie does during the year, then ask some of them to read their sentences aloud.

Ask sts the following noticing questions from the video, playing it again if necessary for them to check their answers:

- *Where is Sophie from, and where does she study now?* (from Germany, studies in the Netherlands: 0:16)
- *What is a 'bento'?* (a packed lunch: 1:28)
- *How long does she take to make her cosplay costume?* (two weeks: 2:10)
- *What month does Sophie have her first driving lesson?* (August: 2:38)



### REFLECT

#### 21st Century skills

##### COMPARE CULTURES

You could ask questions to encourage sts to think about similarities and differences between Sophie's life in the Netherlands and young people's lives in their country. You may need to discuss these questions in the students' own language. If you do this, repeat the key points of the discussion back to students in English at the end of the session, and note useful vocabulary on the board:

- *Do a lot of young people learn another language in your country? What languages do they learn?*
- *Is cosplay popular in your country? Do you know any young people who go to cosplay events?*
- *At what age can young people learn to drive in your country? Do most young people learn at this age?*

After watching the video, put sts into pairs or small groups to discuss one or both of the following questions, in their own language if necessary:

- *Do you think it is a good idea to set goals for yourself? Why/Why not?*
- *Is it important to have a hobby, e.g. cosplay? Why? What can you gain from having a hobby like this?*

Monitor while sts work, then collect some ideas from the class and repeat them back to students in English at the end, writing key vocabulary on the board. You could then read out the questions in English again and see if any students are able to give brief answers in English.

You could also ask sts to watch the video again for homework (either with or without subtitles). There are comprehension questions for them to answer about the video on the Richmond Learning Platform.

## War on waste

### BACKGROUND INFORMATION

Every day, food is wasted in cafes, restaurants and supermarkets. In this video, we learn about the Real Junk Food Project in Brighton. Every day, the project collects food from supermarkets that is no longer good enough to sell. They then offer this food to people for free. They also cook meals with the food they collect, and serve them to the community, so all the food is used and none is wasted.

### LANGUAGE

The following target language items are recycled from Unit 8: present continuous; *supermarket*.

You may wish to pre-teach the following words: *war on something* (an attempt to stop something), *waste*, *to feed someone*, *bin*, *belly*, *volunteer*, *chef*. You could also explain the meaning of *junk* (rubbish), *junk food* (food such as burgers and chips which are not good for you), *belly/ies* (informal word for stomach) then explain that in the name of the project Real Junk Food refers to food that supermarkets want to throw away as rubbish.

### PREPARE

#### 21st Century skills

##### FIND OUT

Tell sts they will watch a video about an organization that wants to stop food waste. If you have time and internet access, you could ask sts to search online to find the Real Junk Food Project website and learn more about it.

### WATCH

Watch the video together. See TG page 287 for Unit 8 culture video script. Ask sts to write one sentence about what they learned about The Real Junk Food Project. Then, ask some of them to read their sentences aloud.

Ask sts the following noticing questions from the video, playing it again if necessary for them to check their answers:

- *What colour is the Real Junk Food Project van?* (white: 0:50)
- *What is the Junk Food Project slogan, on the people's T-shirts and the outside of the shop?* (Feed bellies not bins: 0:39, 1:21, 1:51, 2:17)
- *Who is Paul?* (a volunteer chef: 2:20)



### REFLECT

#### 21st Century skills

##### COMPARE CULTURES

You could ask questions to encourage sts to think about similarities and differences between food waste in their country and other countries. You may need to discuss these questions in the students' own language. If you do this, repeat the key points of the discussion back to students in English at the end of the session, and note useful vocabulary on the board:

- *Is food waste a problem in your country? What do supermarkets, cafes and restaurants do with waste food in your country?*
- *Are there any organizations like the Real Junk Food Project in your town or city?*

After watching the video, put sts into pairs or small groups to discuss one or both of the following questions, in their own language if necessary:

- *What are the advantages of the Real Junk Food Project? Are there any disadvantages?*
- *About one third of all the food that is produced in the world is wasted. What can we do to help reduce this?*

Monitor while sts work, then collect some ideas from the class and repeat them back to students in English at the end, writing key vocabulary on the board. You could then read out the questions in English again and see if any students are able to give brief answers in English.

You could also ask sts to watch the video again for homework (either with or without subtitles). There are comprehension questions for them to answer about the video on the Richmond Learning Platform.

## Walking in the clouds

### BACKGROUND INFORMATION

In this video, we meet Adrian Jalaludin, a traveller. Adrian loves walking and exploring places on foot. We spend some time with him in Sri Lanka as he walks through a tea plantation, then takes a train and completes a difficult climb up a mountain to look at a beautiful view.

### LANGUAGE

The following target language items are recycled from Unit 9: *be*: past simple, *be going to*; *weather*, *it's hot*, *it's sunny*, *it's cloudy*, *mountain*.

You may wish to pre-teach the following words: *cloud*, *road*, *place*, *beautiful*, *traveller*, *guide*, *the top of a mountain*, *view*, *a climb*.

### PREPARE

#### 21st Century skills

##### FIND OUT

Tell sts they will watch a video about Sri Lanka. Ask them what they know about Sri Lanka and explain if necessary that it is an island country in South Asia, close to India. If you have time and internet access, you could ask sts to find information and pictures of Sri Lanka to find out about the country and its landscapes.

### WATCH

Watch the video together. See TG page 287 for Unit 9 culture video script. Ask sts to write a sentence about something they learned about Sri Lanka in the video. Then, ask some of them to read their sentences aloud.

Ask sts the following noticing questions from the video, playing it again if necessary for them to check their answers:

- Who is Promodh? (Adrian's guide: 0:46)
- What does the woman put on Adrian's head? (a bag to put the tea in: 1:14)
- What is on the seat they sit on at the top of the mountain? (a statue of a man: 1:41)
- How many kilometres is Adrian's train journey? (22: 2:10)



### REFLECT

#### 21st Century skills

##### COMPARE CULTURES

You could ask questions to encourage sts to think about differences between the natural world in their country and Sri Lanka. You may need to discuss these questions in the students' own language. If you do this, repeat the key points of the discussion back to students in English at the end of the session, and note useful vocabulary on the board:

- *Are there mountains in your country? Do they look similar to or different from the mountains in Sri Lanka?*
- *The perfect weather for growing tea is hot, sunny and cloudy. What crops do people grow in your country?*

After watching the video, put sts into pairs or small groups to discuss one or both of the following questions, in their own language if necessary:

- *Do you think that walking is a good way to visit a country? Why/Why not?*
- *Why do you think a lot of people enjoy climbing mountains? Do you enjoy it? Why?*

Monitor while sts work, then collect some ideas from the class and repeat them back to students in English at the end, writing key vocabulary on the board. You could then read out the questions in English again and see if any students are able to give brief answers in English.

You could also ask sts to watch the video again for homework (either with or without subtitles). There are comprehension questions for them to answer about the video on the Richmond Learning Platform.

## UNIT 1

### Study with me

I = Isa

I: Hey guys! My name's Isa and I'm from the United States. And today I want to study in this classroom. I have some homework that I need to finish for some classes.

This **chair** looks good because it's by the **window**. I love sitting next to the **window** because there's a beautiful view. It's always nice to study somewhere that's quiet, so I always close the **door**. Also, it's important to silence my **smartphone**. I need my **laptop, pen and pencil**. So, I love these **pens**. They work really well for taking notes. Love the colours so much. My favourite class is Art and here is my journal. I keep all my **pens and pencils** in this **pencil case**. I have more **pens**. And I love these colours, too. My homework is finished, so now I can go hang out with my friend. Thanks for watching. Bye!

## UNIT 2

### A new pet

C = Chelsie, B = Brad

C: Hi, I'm Chelsie. I'm from the UK and I live with my friends. I love animals, but we don't have a pet. Today, I'm at Brad's house.

B: Hi!

C: Brad's my **cousin**. He has a **dog** and a **cat**. So Brad, where's Harley?

B: He's in there.

C: Hi! Hi! The **dog's** name is Harley. The **cat's** name is Peter. I like playing with them both. They're really cute. I spend a lot of time with Brad's pets. Harley and I go for walks in the park. He's a small **dog**. Peter likes being inside. When Peter's outside, he sits at the door. I want to get a pet. So, today I'm going to the pet shop to look at the different animals. I love all the animals in the pet shop, especially the **rabbits**. They're really cute. Look at them! This one's my favourite. His name is Hop. I think **fish** are great pets, too. There's so many different ones. See those red ones? And the blue ones. They're so small! There are so many different pets, it's difficult to decide. I'm going to think about it! A **dog** is great, but it's a lot of work. I love Peter, but I don't think I want a **cat**. A **fish** is easy, but not so much fun. A **rabbit's** a nice idea. What do you think? Wish me luck! Bye!

## UNIT 3

### A tour of my flat

T = Tally

T: Hello, my name is Tally and today, I want to show you around my flat. I live here with my two rabbits, Maurice and Fern.

So, let's start in my favourite room of the flat, the open-plan **kitchen and living room**. I love how open this room is. When my friends come round, they can sit on the sofa while I cook, and we can still talk to each other. This is also where the rabbits live because I don't have a **garden**.

My flat is quite small, so I just need to walk through the little hallway to take you through to the **bedroom**. My favourite part of the **bedroom** is the big windows. This room gets lots of light in the mornings. The desk is next to the window because I love feeling the sun on my back while I sit in my chair with my feet up on the bed. And as you can see, I love plants and flowers. I have lots in the **kitchen** and lots in the **bedroom**. I always put them up high so that the rabbits don't eat them.

Everything in the **bathroom** is green, which is unusual, but I like it. And of course, I have more plants in here because they're green, too! Thank you so much for watching this flat tour. Follow me on Instagram for lots more cute pictures of the rabbits. Bye!

## UNIT 4

### Making chocolate cake

M = Maiku

M: Hey guys, my name is Maiku and I **like chocolate** and I **like cake**. So, today I want to make **chocolate cake**. First, get everything you need. So, this is flour, flour. We've got sugar, some oil ... This is cocoa powder, salt, two **eggs**, vanilla extract, baking powder, **milk, chocolate**. And that's all you need to make **chocolate cake**! Don't forget the sugar. Sugar is very important for **cake**. Without sugar, you make bread. So, next, warm the **milk**. Just put this in there. Oh, wow! It's in for 50 minutes. You set it and you forget it! Now, let's make some **chocolate** for the top. Right now, I'm just, like, mixing some **chocolate**. Bam! That's a lot of **chocolate cake**. Into the fridge we go. That is way too much. Woah. Happy birthday, everybody! Now,

we just have to get some **ice cream** ... And that is toffee, **chocolate**, ice cream, birthday **cake**. Oh OK, it's not that bad. Thank you guys for watching!

## UNIT 5

### School days

I = Isa

I: Hey! My name is Isa and it's 8 a.m. Time to **get up** to get ready for school. First, I like to **have a shower**. Then, I **get dressed**. This is what I'm wearing today: gym clothes. I'm making green tea. I'm making toast with butter and chutney. After I **have breakfast**, I grab my bag and **leave home** to get to school. I love walking to school and the view is so nice. And I love looking at the trees. I have three classes today. Now, I'm at school. After class I go to the gym with my best friend Isa. We are boxing. Then I **have lunch**, go to some more classes, then go home to **have dinner**. But my school day is not over. Before I **go to bed**, I **do homework** and **study** some more. Now, it's time to **go to bed**. Thanks for watching. Bye!

## UNIT 6

### A weekend vlog

R = Regal

R: Hey there! My name's Regal and I'm an artist. In September, I moved to London from Los Angeles. Here in London, I work all the time. But today is Friday, so I want to show you guys what I do with my free time. This weekend, I'm going to read a book, listen to some music, **watch a few videos** and **visit a friend**. So, this weekend I'm reading *The Prince* by Niccolò Machiavelli. This is a really old book, from the sixteenth century. It's about politics and it's quite famous. I like books that teach me about interesting topics. London is a really big city, so I spend a lot of time on the Tube or the bus. This is when I **listen to music** or sometimes, to a podcast. A lot of people in London **read books** or look at their phone as well. But I prefer to look out of the window and see the view. This weekend, I'm visiting my friend Abi. We're getting some food together. I'm home now from visiting my friend. Now, I want to take some time to plan my week. I find it so helpful to update my calendar at least once a week. It makes it easy to plan events like hanging out

with friends or going to a dance class. After planning my week, I want to **watch a few TV shows** or videos online before bed. Thanks so much for watching. See you next time.

## UNIT 7

### A day in the life of a surf coach

R = Ruaridh

**R:** Alright? How are you guys? My name's Ruaridh. I'm a surf instructor and today I have a surf lesson down at the beach. It's a surf lesson for a group of kids on their summer holidays.

Now I like to **ride my bike**, but the beach is too far, so I use this car to **drive** down to the beach. It's only a fifteen-minute drive, but I like to leave early just so I can get everything ready before the kids come. Here at Orewa Beach, a lot of the locals like to go swimming. It's a really great place to **swim**. You can also **ride a horse** on the beach from a place down the road. It's a pretty cool beach.

Whoa! Well that was a very good lesson. One of the kids was French and I don't **speak French** very well, but it's OK. I spoke English very slowly. I think he enjoyed the lesson. I love my job and the people you get to meet every day, and it's also very cool to call the beach your office.

Thanks for watching, guys. I'm going to **drive** home now and have a big meal so that I have enough energy to do this all over again tomorrow. Happy days. See you in the next video. Bye!

## UNIT 8

### Where I go after work

E = Erika

**E:** Hello! My name is Erika and I live in Sydney, Australia. I am a filmmaker and I go to work every day. But after work, I never go home. First, I do something else! So, I want to make this video about the places that I go to and the things I do after work.

Once a week, I go to the **library**. It's very near to my house. I love the **library**. It's very quiet and I can look at the books. And the best part? I can take the books home.

I always go to the farmers' **market** on Wednesdays. They do it right here! I like buying fruits and vegetables from the farmers. It's so much nicer than the fruits and vegetables they sell in the **supermarket**. Just look at this broccoli. It looks great and is so green! There's a little **farm** next to the **market**. This is me at the **farm** last year. It's so much fun. It makes me feel good to see all the animals. And my favourite are the horses.

What else? Oh, on Mondays and Thursdays I go to the **swimming pool** in my local **sports centre**. I go straight to the **swimming pool** after work. It's great to do a bit of sport after work!

Oh, and there's a bus **station** right outside my work. So, I take the bus to the **library** or the **market** or the **swimming pool**.

But on the days that I have no other plans after work, I don't take the bus. I just walk home! And that is everything I usually do after work. Thank you for watching!

## UNIT 9

### Taking photos at Anchor Bay

R = Ruaridh

**R:** Alright? How are you guys? My name's Ruaridh and it's a lovely **sunny** day today. So, I want to take some photos of surfers. Now, I'm already at the **beach**, as you can see. So, why don't we just get started?

I'm using my zoom lens and my knee as a tripod, so the photos look good. It's the best way to take good photos with the equipment that I've got. I do have a tripod, but it's at home. It's a **hot** day today, but the surfers still wear their wetsuits. That way they can stay in the water longer. Longer in the **sea** means more waves to surf, which is a good thing. I think I'm going to go and find some shade because it's very **hot** and I want to keep taking photos. So ...

So, I'm under this **tree** because it's very **hot** today. Very hot. And I want to keep taking photos just out of the sun, so I'm glad I found this **tree**. Thanks, **tree**! This **beach** is also good for nature shots, as well as surfing. Check out this **flower**, this guy. That's a great one. Anyway, back to surfing.

Well, today was a very good day at the **beach**. I think I took some good photos as well. Here are some more. So, thank you very much for watching, and I'll hopefully see you in the next video. Alright! Bye.

## UNIT 1

### Boat schools

**M = Mohammed, C = Class, T = Teacher**

Water is a very big part of life in Bangladesh. Three very big rivers come together in the country. These days, the climate is changing and the rivers are growing. There is water everywhere. It isn't easy for the children to get to school. But what if school comes to the children? Mohammed Rezwana is an architect. He builds schools. Boat schools.

**M:** *This is our grade 1 boat school.*

The boat school stops to pick up the children near their homes, so it's easy for everybody to get to school. In the boat school, the classroom isn't big, but there are desks and chairs, a teacher and a board, lots of books, a computer and lots of happy students. They also have computers!

**C:** *Our class starts at 1 p.m.*

**T:** *Laptop.*

**C:** *Computer.*

Bangladesh now has more than twenty boat schools! And they have boat libraries, too. Here, students young and old can study and use the computers. The future belongs to them!

## UNIT 2

### Falcons at work

**S = Steve**

Dogs are man's best friends. But what about birds? This is Steve. He lives in Carmarthenshire, in Wales. These are Steve's two children, Aric and Anya. This is their dog, Charcoal. And these are his birds: Khan; the eagle, Callum, the owl and Archie, the Harris hawk. Steve is a falconer. A falconer owns birds and trains them as pets. He works with his birds every day. Harriet is Steve's student. She's here to learn about the birds. Today, she's flying Archie, the Harris hawk.

**S:** *Harriet is our young trainee falconer.*

Aric and Anya are here, too!

**S:** *Today we're going to be here training up Harriet and our new rescued Harris hawk, Archie, the Harris hawk.*

First, Harriet learns how to call Archie. Harriet is learning fast. Archie flies away from Harriet. Uh-oh! Archie is in a tree. Will he come to Harriet? Yes!

Aric tries, too! It's a great day for Steve, Harriet, Aric and Anya. And Archie, too! It's late. It's time to head home, for a nice cup of tea. Birds are a very different kind of pet, but Steve and his birds are great friends.

**S:** *My birds are part of my family and they make great friends.*

## UNIT 3

### The White House

Every day, millions of people around the world see this house on TV or the internet. Its address is 1600 Pennsylvania Avenue, Washington DC. But most of us call it the White House. It's the home of the President of the United States. Every president lives here. So does the president's family. So what's it like to live in the most famous house in the world?

Let's look at some of the rooms in the White House. This is the president's living room. It's quite a normal room, really. There are tables, chairs and sofas and even the president's stereo. Here is President Obama and his family relaxing in the living room. There are a lot of bedrooms and some very big beds in the White House.

It's easy for the president to get to work. It takes just 45 seconds. That's because the president's office is also in the White House. It's called the Oval Office because of its shape. There's one other group of VIPs who live in the White House. Many presidents have pets.

This is President Clinton's cat, Socks. President Obama's dogs, Bo and Sunny. And President Theodore Roosevelt's pet hyena, Bill! The most famous house in the world really is a very special home.

## UNIT 4

### Fee's pickles

**F = Fee, C = Customer**

What would you like for lunch? How about a sandwich? That looks delicious! But what's the secret ingredient? It's Fee's pickles! Meet Fiona, or Fee as most people call her. She likes good food and she likes pickles a lot!

**F:** *Here's some preserved lemons, pickled radish and carrot and ginger, and my favourite, the pickled egg.*

Today, she's making carrot and cabbage pickle. It goes really well

with sandwiches! First, she cuts the vegetables. Then, she adds vinegar, spices, salt and pepper.

**F:** *Now all we need to do is wait.*

The most important ingredient is time. It takes one month for the pickles to be ready. They are so tasty that everybody wants them!

**F:** *So this is where I keep my pickles. These are all the pickles that I sell at my markets and online.*

Today, Fee is selling her pickles at a market in North Oxford. She has her own market stall and it's easy to spot. Everybody loves the pickles.

**C:** *Mmm! That's delicious.*

## UNIT 5

### Maddy in the city

**M = Maddy**

Maddy is a musician and student living in Brighton, in the UK. Maddy loves her life. A musician's daily routine is very busy! Let's look at a day in the life of Maddy.

Maddy gets up at 7 a.m. every day. She brushes her teeth and does her morning yoga. Exercise is very important for a musician and performer. Then, she has breakfast and gets ready to leave home. Next, it's time to go to work. Maddy studies music production and takes her work everywhere! She works from a café in the morning.

**M:** *Oh, thank you!*

After work, Maddy has a quick lunch. Now it's time for music. Maddy goes to the recording studio in the afternoon.

**M:** *I love making music. It's the best part of my day.*

Maddy loves singing. In the studio, time flies! After the studio, Maddy goes shopping.

**M:** *Thank you. Bye!*

And goes home. Now, it's time for dinner. Maddy loves cooking. It's important to stay healthy when you have a busy routine! Maddy goes to bed nice and early. She has another busy day tomorrow!

## UNIT 6

### Estate of the Arts

**A = Ali, W = Willow, P = Patricia**

What do you do in your free time? Do you do art? Make clothes? Build things? Cook? Welcome to Estate of the

Arts. What's Estate of the Arts? Good question. Estate of the Arts is a place many people use in their free time. It's a space for artists, builders and bakers to use for their hobbies and projects. Meet Ali. He's from Bristol and he loves baking in his free time.

**A:** *Hi, I'm Ali and I love making bread.* Ali wants to share his hobby with the local community. Now, he has his own kitchen at Estate of the Arts.

**A:** *Making bread is a good way to spend your free time because you get to hang out and meet new people.*

Ali does a workshop to teach young people once a week. Why? Because he enjoys his hobby so much, he wants to show other people just how fun it is. Today, Willow, Patricia, Rose and Owen are here to learn how to make pizza.

**A:** *Let's make some pizza!*

Making pizza is hard work, but loads of fun, too. First, they make the base. Next, they add the tomato sauce. Finally, the toppings and cheese. Now it's time to put the pizzas in the oven.

**W:** *Making pizzas today was fun.*

**P:** *I enjoy baking because I get to eat. I love eating, so, like, I'll make my food and then I'll just eat!*

The pizzas are ready to come out. And they look great! Time to eat!

**P:** *Amazing!*

Everybody enjoys making the pizzas and they always love eating them, too! What a great way to spend your free time!

**All:** *Bye!*

## UNIT 7

### Sophie's goals

**S = Sophie**

This is Sophie.

**S:** *Hey, everyone! My name is Sophie.* Sophie is from Germany, but now studies in the Netherlands. It's the beginning of the school year. Sophie has some new goals for the year ahead.

**S:** *It's the beginning of a new academic year, which always means that there are tons of things you have to do!*

Number one: Sophie can speak Japanese, but she has an important exam in the summer and she wants to improve.

Number two: Sophie wants to make a cosplay costume.

And number three: Sophie can't drive, so she wants to learn.

**S:** *I hope I can find a driving school here that offers English driving lessons.*

Let's see how Sophie's year goes!

It's January and Sophie is on a school trip in Japan! She likes riding her bike to school.

**S:** *I just loved riding my bicycle to school every single day.*

And she likes having a packed lunch, or 'bento'. Now, she can speak Japanese really well.

It's June and Sophie is back home. She is making her cosplay costume. She learns lots of new skills.

**S:** *One of the things that I realized I really love about cosplay is that it kind of forces you to learn new skills all the time.*

Now she can cut cool shapes out of wood. And she can sew. The costume looks great!

**S:** *I designed and built this whole thing in two weeks or something!*

Sophie goes to a cosplay competition. She doesn't win, but it's a lot of fun.

**S:** *Yeah! It was awesome!*

It's August. Can Sophie drive now?

**S:** *I actually had my first driving lesson last Thursday and it was so much fun!*

She loves practising, but she can't drive on her own yet. A great year for Sophie and her goals.

**S:** *I hope I'll see you in the next video!*

## UNIT 8

### War on waste

**A = Adam, P = Paul, W = Woman, M = Man**

Cafés, restaurants, supermarkets. Cities need a lot of food. But they also create a lot of waste. The Real Junk Food Project works with the community to stop food waste.

**A:** *Hi, I'm Adam Buckingham, the founding director of the Real Junk Food Project, Brighton.*

Every morning, the team gets food from supermarkets. But they don't buy the food. This food is waste food. If they don't take it, it goes in the bin. These people are coming to get food, but this isn't a shop. Everybody can take the food they need. And all the

workers are volunteers. Adam started the Junk Food Project, because he hates seeing good food go to waste.

Today, everybody is preparing the food for the big Junk Food lunch. They're cooking a big meal for the community.

Paul is a volunteer chef.

**P:** *The Real Junk Food Project takes food that would be wasted and cooks it and serves it to the community.*

At lunchtime, the food is ready. It's busy today! Lots of different people come and enjoy the food together.

**W:** *Made with love.*

**M:** *It is delicious food. Leek and potato soup. And there's loads more food over there, and we're very lucky to have this. And nothing goes to waste!*

## UNIT 9

### Walking in the clouds

**A = Adrian**

Difficult roads often lead to beautiful places. Adrian Jalaludin is a traveller. He loves walking. Today, Adrian is in Sri Lanka. Sri Lanka is famous for its beautiful mountains, changing weather and tea! In Sri Lanka, it's usually hot, sunny and cloudy. The perfect weather for tea plants to grow! Promodh is Adrian's guide. He's going to take him to the top of the mountain to enjoy the view. On the way, they see where tea comes from. They use only the very best leaves. He learns how to choose the best leaves. It's a fun experience. After more walking, they get to the top. It's beautiful, but it's very cloudy. Adrian wants a better view, so he wants to go higher. Luckily, Sri Lanka has great trains! The train station is very old. Inside, it's like a museum. Adrian buys a ticket and catches a train from Haputale to Ella, for his next big walk. He's going to Little Adam's Peak. It's a famous mountain with a beautiful view, but this climb is even more difficult. Nearly there now!

**A:** *Oh, my goodness, come with me and have a look. It's beautiful!*

It was a difficult climb, but the view is great!

**A:** *Difficult roads often lead to the most beautiful destinations. And that's beautiful right there.*

### UNIT 1

#### An apple! My favourite fruit!

J = Jake, B = Ben, V = Vicky

- J: Be careful!  
 B: Oh, no! I'm sorry! The lunch boxes!  
 J: Don't worry! Are you OK?  
 B: I'm fine, thanks.  
 J: I'm Jake. What's your name?  
 B: My name's Ben.  
 V: And my name's Vicky. Oh, look! A tablet. I love technology!  
 B: Me too!  
 J: What's this?  
 B: It's a camera.  
 J: And ... an apple! My favourite fruit! My hobby is cooking.  
 B: My hobby is photography. This is a book about photography!  
 V: That's interesting! And an umbrella ... and a pencil case.  
 B: Thank you, Jake! Thank you, Vicky!  
 V: You're welcome!  
 B: Wow ... those are big books!  
 V: They're dictionaries!  
 J: Sit down, Ben! Let's hang out!  
 B: Oh, great! Thanks!

#### You're a musician!

J = Jake, V = Vicky, B = Ben, R = Rose

- J: This is my room. This is my cat, Sam! She's funny!  
 V: Wow! You're a musician!  
 J: I'm not very good, but yes, I'm a musician!  
 B: Nice photo! Wow, your mum is a doctor!  
 J: She isn't my mum. She's my Aunt Rose. And she isn't a doctor. She's an engineer. We're best friends!  
 V: You aren't very old in the photo.  
 J: No! I'm four!  
 R: Hello, everyone! I'm Rose!  
 B: Hello, Rose! I'm Ben!  
 V: And I'm Vicky!  
 B: What are those?  
 R: They're apple cakes! They aren't very sweet, but they're very tasty and healthy!  
 J, V, B: Great! Thanks, Rose!

### UNIT 2

#### It's their ball now!

V = Vicky, B = Ben, J = Jake, R = Rose

- V: Your garden is lovely, Jake!  
 B: And the lemonade is delicious!

- J: Thanks, guys! It's my classmates' favourite drink.  
 B: Look at Sam!  
 J: It's my ball now!  
 V, B, J: Oh, wow!  
 B: No, it's her ball!  
 R: Hello, everyone!  
 B: What's this?  
 R: This is Drew. It's my robot!  
 J: And it's our friend!  
 R: Drew, these are Jake's friends. Their names are Ben and Vicky. Say hello!  
 B: Wow! Drew's arms are long!  
 V: Look at Drew and Sam!  
 J: It's their ball now!

#### Are you Super-Ben?

B = Ben, V = Vicky, J = Jake

- B: Look! This is my mum and dad.  
 V: Oh, wow! Where is your mum from, Ben? Is she Brazilian?  
 B: No, she isn't. She's Colombian.  
 J: Is your dad British?  
 B: Yes, he is. What about you, Vicky? Are your mum and dad British?  
 V: Yes, they are. But my grandpa is from India!  
 J: Wow, India! I want to go there!  
 B: Me too!  
 V: What about you, Jake? Where are your parents from?  
 J: They're British. My mum is from England and my dad is from Scotland.  
 B: Look! This is my Uncle Juan. He's my mum's brother.  
 V: What's his job? Is he a doctor?  
 B: Yes, he is!  
 J: How old are you in this photo, Ben?  
 B: I'm two years old.  
 J: You look funny! Are you Super-Ben?  
 B: Yes, I am!

### UNIT 3

#### There are some books!

V = Vicky, B = Ben, J = Jake

- V: Look, guys! This is my favourite room in my house!  
 B: It's really nice!  
 J: There are some video games, and there's a big TV!  
 V: And there are some books!  
 J: Are there any books about music?

- V: No, there aren't. But there's a book about sound effects in video games!  
 B: Is there a book about photography? I love photography!  
 V: No, there isn't. But there's a book with photos from old video games!  
 J: These are interesting books.  
 V: Let's play some video games!  
 J, B: Yes!  
 B: Oh! There isn't a controller for me.  
 V: Sorry, Ben. There are only two controllers. Here!  
 B: Thanks, Vicky!

#### It's on the desk!

V = Vicky, B = Ben, J = Jake

- V: Guys, look at this. It's my new video game!  
 B: Oh! Me first, please!  
 V: OK, Ben! Where is Drew? Find it and click on it!  
 B: Let's see. It's on the desk.  
 J: Drew is behind the bookcase! Quick, click on it!  
 B: Easy! Drew is under the table.  
 V: Now there are two Drews. A green one and a yellow one!  
 J: Cool!  
 B: Where are they? Yellow Drew is in front of the chair. Where is Green Drew?  
 J: It's in the box!  
 V: Excellent!  
 B: Easy! Green Drew is next to the window!  
 J: And Yellow Drew is on the shelf!  
 B: Where?  
 J: Here! Above the desk!  
 J, B: Yes!  
 V: Guys? Where's the real Drew?  
 J: It's behind the tree! Drew wants to play for real!

### UNIT 4

#### I like oranges!

V = Vicky, J = Jake, B = Ben

- V: What's for lunch, Jake?  
 J: Salad! First, put these on, please! I don't like dirty clothes. I like this hat. I'm the chef! So, fish or chicken?  
 B: I don't like fish. But I like chicken!  
 V: I like chicken, too!  
 J: OK! Let's make a chicken salad! I'm sorry Sam, no fish today! Now, let's choose the other ingredients. Do you like tomatoes?

V: Yes, I do!  
 B: Me too!  
 J: Do you like carrots?  
 V: I don't like carrots and I don't like onions. But I like oranges!  
 B: Oranges with chicken?  
 J: Sure! Why not? Chicken salad with orange!  
 B: Wow! It looks delicious.  
 J: Enjoy, everyone!

### I'd like a coffee, please!

**W = Waiter, J = Jake, V = Vicky, B = Ben, R = Rose**  
 W: Hi! What would you like?  
 J: I'd like an omelette, please.  
 W: Would you like some chips with your omelette?  
 J: No, thanks. I don't like chips.  
 V: I'd like a hot dog, please.  
 W: Sure. Would you like some chips with your hot dog?  
 V: No, thanks.  
 W: OK.  
 B: And I'd like the big burger, please! I'm hungry!  
 W: Sure! Would you like ...  
 B: Yes, please! I'd like some chips with my burger!  
 W: OK! And for you?  
 R: Oh, I'm not hungry. I'd like a coffee, please.  
 W: Of course. Would you like a biscuit with your coffee?  
 R: Sure, why not?  
 W: Great!  
 V: I don't like coffee, but I like hot chocolate! Do you like hot chocolate, Rose?  
 R: No, I don't. I don't like chocolate at all!

Later

J: I'm full now!  
 B: Me too!  
 R: Vicky? Would you like a biscuit?  
 V: Well ... I don't know. Jake and Ben, would you like a biscuit?  
 J: No, thanks!  
 B: No thanks, Vicky!  
 V: Then, yes please, Rose!

## UNIT 5

### I have a guitar lesson on Monday!

**J = Jake, B = Ben**  
 J: Let's do our English project together with Vicky.  
 B: Great! What about Monday evening?  
 J: I have a guitar lesson on Monday! How about Tuesday evening?

B: I spend Tuesday evenings with my dad. We go to a photography class together.  
 J: OK. How about Wednesday?  
 B: Vicky goes to the game programmers' club on Wednesday.  
 J: Oh, that's right. Thursday?  
 B: Yes, I'm free on Thursday! And I think Vicky is free, too. But the English project is big. Let's find one more day.  
 J: I've got an idea! Rose works in the garden every Saturday. Let's meet on Saturday morning. We can finish the project and help Rose after that.  
 B: Great idea! Homework is more fun with friends!  
 J: Yes, it is! OK, see you tomorrow!  
 B: See you!

### Do they give him homework?

**T = Teacher, OT = Officer Tan, J = Jake, B1 = Boy 1, B2 = Boy 2**  
 T: Today, Officer Tan is with us. She's a police officer.  
 OT: Hello, everyone! I'd like to introduce Fidel. He's a police dog!  
 J: Does Fidel work with you?  
 OT: Yes, he does!  
 B1: Does he live at the police station?  
 OT: No, he doesn't. He lives with me! But he goes to a special school for police dogs.  
 B2: Do they give him homework, too?  
 OT: No, they don't! Fidel doesn't do homework. Police dogs are great. They help us a lot!  
 J: Do you give him normal dog food?  
 OT: Yes, I do! And I don't give him sweet things.  
 B1: I've got a dog, too! But he doesn't work.  
 J: I've got a cat. Her name is Sam! Does Fidel like cats?  
 OT: No, he doesn't!

## UNIT 6

### I take photos every day!

**V = Vicky, B = Ben**  
 V: These are great photos, Ben! How often do you take photos?  
 B: Thank you! I take photos every day. I go to a photography class twice a week. Oh, and I usually read photography books in the evening.  
 V: Wow! When do you do your homework?  
 B: I usually do my homework after dinner. But I'm sometimes really

tired, and I do it in the morning, before school. What about you?  
 V: Oh, I never do my homework in the morning!  
 B: Look! These are photos by my favourite photographer, Niki Almeida! She always takes photos of wild animals.  
 V: Amazing! So, Ben, do you want to be a professional photographer one day?  
 B: Well, I sometimes think about it. But it's hard!  
 V: I think you're a brilliant photographer!  
 B: Thanks, Vicky!

### Why do you want to be a programmer?

**V = Vicky, R = Rose**  
 V: Hey, Rose!  
 R: Hi, Vicky! Is that your laptop?  
 V: Yes, it is! I have my game programmers' club today. I want to be a video game programmer!  
 R: That's cool! Why do you want to be a programmer?  
 V: Because I love computers, and video games are amazing!  
 R: I agree! Where do you meet for your club?  
 V: At school! There are four students and a teacher in the club.  
 R: What do you use? Laptops?  
 V: Yes! We've all got laptops. We usually work in pairs.  
 R: Who do you work with?  
 V: I work with my friend, Mario. Look! This is our game. But it isn't ready yet.  
 R: It looks interesting! When is your next class? Hurry up and finish your game, please! I want to play!  
 V: OK! Our next class is on Wednesday. But I sometimes work on the game after school. You can play soon!

## UNIT 7

### Can it run?

**B = Ben, J = Jake, V = Vicky**  
 B: It's your turn, Jake! This animal is green or brown, and it can jump! But it can't fly.  
 J: Can it swim?  
 B: Yes, it can!  
 J: Is it a frog?  
 B: Yes, it is! Well done! One point for Jake! Your turn, Vicky! This person can sing and play the guitar.  
 V: Jake, you can play the guitar! And you can sing!

**B:** Well, it isn't Jake. But it's Jake's favourite musician!  
**V:** Oh, I know! It's Ed Sheeran!  
**B:** Well done! One point each. Now for the next question. It's black and white and blue, and it can fly!  
**J:** Is it a bird?  
**B:** No, it isn't!  
**J:** Can it sing?  
**B:** No, it can't!  
**J:** Can it swim?  
**B:** No, it can't!  
**J:** Well ... I can't think! Can you give us a clue?  
**B:** Yes, I can! It can help you with your Maths homework!  
**J:** Oh, I know! It's Drew!

### I love cycling!

**J = Jake, B = Ben, V = Vicky**

**J:** Guys, do you want to hang out this weekend? It's Saturday tomorrow!  
**B:** Yes! Let's do something nice!  
**V:** Do you like bowling?  
**J:** I prefer something outdoors. Let's have a picnic in the forest! I like picnics!  
**V:** I don't know. I like the forest, but there are lots of insects there. I hate them! How about a game? Let's play chess!  
**J:** I don't like chess. And anyway, Ben always wins. I can't beat him.  
**B:** No one can beat me at chess!  
**V:** Well, how about going to the beach? We can have some ice cream, too!  
**B:** I love ice cream! Hey, let's ride our bikes to the beach!  
**J:** Great idea! I love cycling!  
**V:** Let's play beach volleyball, too!  
**B:** Beach volleyball? I don't know how to play it!  
**V:** Don't worry, you can watch us and learn. It's easy!  
**B:** OK! So, let's meet tomorrow morning at 9.00! See you then, guys!  
**V, J:** See you! Bye!

## UNIT 8

### Ben is helping me!

**V = Vicky, R = Rose, J = Jake, B = Ben**

**V:** Hello, Rose.  
**R:** Hi, Vicky!  
**V:** Are Ben and Jake here?  
**R:** Yes! They're in Jake's room. They're playing a game. Oh, wait. No, they aren't playing a game. They're doing a school project, I think.

**J:** Hi, Vicky! We aren't playing a game, and we aren't doing a project! We're in the kitchen!  
**R:** Oh, yes, that's right! Silly me! And I'm getting ready to go out, so see you later!  
**J, V:** Bye!  
**J:** I'm decorating Aunt Rose's birthday cake! Ben is helping me!  
**V:** Wow! When is Rose's birthday?  
**J:** It's tomorrow!  
**B:** I'm adding cherries ... and nuts ... and sugar ...  
**V:** Wait! That isn't sugar!  
**J:** Ben, stop! You aren't adding sugar! You're adding salt!  
**B:** Oh, no! I'm so sorry!

*Later*

**V:** This isn't bad!  
**J:** Yes, it's OK. Ben, try again!  
**B:** OK! Cherries ... nuts ... and ...  
**J:** And sugar!

### Are you doing your homework?

**B = Ben, V = Vicky**

**B:** Hi, Vicky! Are you doing your homework?  
**V:** No, I'm not. I'm working on a video game. Do you want to play?  
**B:** Sure!  
**V:** You look at photos and you guess what the people are doing. Ready?  
**B:** Is she playing football?  
**V:** Let's see! Yes, she is! Well done, Ben! Next photo ...  
**B:** I think he's cooking. Is he cooking?  
**V:** No, he isn't! You lose one life! Try again!  
**B:** Is he washing the dishes?  
**V:** Yes, he is! Good job.  
**B:** Yes!  
**V:** Next photo. What are they doing?  
**B:** Oh, I'm not sure! Are they playing a game?  
**V:** No, they aren't! Try again! One more life, Ben!  
**B:** Are they watching a funny film on TV?  
**V:** Yes, they are! Excellent! You did it!  
**B:** What? No more questions?  
**V:** Well, I'm still working on the game. It isn't complete yet!  
**B:** It's a great game, Vicky. It's fun!

## UNIT 9

### Our campsite was in the mountains!

**J = Jake, B = Ben, V = Vicky**

**J:** Hello, guys!  
**B:** Hey, Jake! You're back! How was the camping trip?

**J:** It was great! Our campsite was in the mountains. There weren't any houses or shops and there weren't any cars. There was a forest and there were lakes, and ... Oh, it was wonderful!  
**V:** Wow, sounds like a fairy tale!  
**B:** Were there any wild animals?  
**J:** Yes, there were some wild horses!  
**B:** Cool! Were they at the campsite?  
**J:** No, there were in the forest, but they weren't very friendly!  
**V:** Were you with Rose?  
**J:** Yes! My cousins were with us, too. We were out for most of the day, but Rose wasn't with us. She was at the campsite.  
**B:** Was she in her tent all the time?  
**J:** No, she wasn't! There was a little café at the campsite. The coffee was delicious! Oh, wait! Here you are! Don't worry, these horses are friendly!  
**V:** Oh, thank you!  
**B:** Thanks, Jake! I love it!

### Are we going to play board games?

**J = Jake, V = Vicky, B = Ben**

**J:** It's great that school's over. I'm not going to get up early for six weeks! And I'm going to have lots of time to play the guitar.  
**V:** Are you going to continue your guitar lessons in the holidays?  
**J:** No, I'm not. But I'm going to practise a lot. What about you, Vicky? Are you going to design a new game?  
**V:** Yes, I am! It's going to be great! I'm going to call it *Super Space Journey*! What about you, Ben?  
**B:** I'm going to take lots of cool photos. But ...  
**V:** What's the matter, Ben?  
**B:** Well, now it's the holidays, we aren't going to see each other for six weeks.  
**J:** What are you talking about? Of course we are!  
**V:** We're going to have lots of fun!  
**B:** Are we going to play board games? And watch films? And talk? And cook? And play video games? And go to the park?  
**J:** Sure!  
**B:** OK, then. I feel better now!  
**J:** It's going to be a great summer!

### STARTER

#### Vocabulary

- 1** man  
woman  
animal  
classmates  
parents  
boy  
girl  
student  
teacher  
friends
- 2** 1 teacher  
2 students  
3 parents  
4 boy  
5 girl  
6 animal

#### Grammar

- 3** 1 We  
2 He  
3 She  
4 It  
5 They

#### Grammar

- 4** 1 's  
2 's  
3 're  
4 're  
5 is  
6 's  
7 are  
8 'm
- 5** 1 I'm Ellie.  
2 We're friends.  
3 They're students.  
4 It's an English lesson.  
5 You're a teacher.  
6 He's a new boy.
- 6** 1 are  
2 am  
3 are  
4 is  
5 are

#### Vocabulary

- 7** 1 KINGA  
2 EZRA  
3 HENRY  
4 NATALYA  
5 JACOB

Mystery name: GRETA

- 8** 1 13  
2 74  
3 45  
4 21  
5 15
- 9** 1 These  
2 That

- 3 Those  
4 These  
5 That
- 10** 1 This  
2 These  
3 Those  
4 That  
5 Those
- 11** 1 yellow  
2 brown  
3 green  
4 black  
5 red  
6 grey  
7 white  
8 blue  
9 orange

### UNIT 1

#### Vocabulary

- 1** tablet, door, board, rubber, pen, laptop, ruler, desk
- 2** 1 headphones (NOT parts of a classroom)  
2 window (NOT things in a pencil case)  
3 desk (NOT technology)  
4 pencil case (NOT things in a pencil case)
- 3** 1 three  
2 seven  
3 two  
4 six  
5 four
- 4** 1 door  
2 desk  
3 window  
4 shelf  
5 chair

#### Reading

- 1** Simon c  
Angela a  
Frankie b
- 2** 1 F  
2 T  
3 T  
4 T  
5 F
- 3** 1 Art  
2 French  
3 Science  
4 Maths

#### Grammar

- 1** 1 an apple  
2 a chair  
3 a window  
4 an umbrella  
5 an orange  
6 a sandwich

- 2** 1 It's a notebook.  
2 It's an animal.  
3 It's a baby.  
4 It's a computer.  
5 It's an ice cream.
- 3** 1 animals  
2 babies  
3 shelves  
4 children  
5 sandwiches
- 4 Across**  
1 people  
3 knives  
4 dictionaries  
7 women
- Down**  
1 pencils  
2 boxes  
4 doors  
5 classes  
6 rubbers

#### Vocabulary and Listening

**1**

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

- 1 cheap  
2 good  
3 happy  
4 short  
5 young  
6 ugly  
7 easy  
8 boring
- 2** 1 expensive  
2 bad  
3 sad  
4 tall  
5 old  
6 beautiful  
7 difficult  
8 interesting
- 3** 1 This is a boring film.  
2 That boy is sad.  
3 That's an ugly animal.  
4 That woman is tall.  
5 That man is old.  
6 That's a big door.  
7 This laptop is cheap.  
8 That girl is happy.
- 4** English ✓  
Maths ✓  
Science ✓  
French -  
Art ✓

- 5 1 b  
2 a  
3 a  
4 a  
5 b

**Grammar**

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

- 2 1 is  
2 I'm  
3 it's  
4 're  
5 is, He's  
6 you're

- 3 1 She isn't in Miss Harper's class.  
2 You aren't my best friend.  
3 This lesson isn't interesting.  
4 James and Simon aren't in my French class.  
5 We aren't twins.  
6 Those chairs aren't new.

- 4 1 're  
2 is  
3 aren't  
4 'm not  
5 aren't

- 5 1 am  
2 aren't  
3 aren't  
4 're  
5 are  
6 isn't  
7 's  
8 are  
9 aren't  
10 'm

**Speaking**

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

- 2 1 twenty to three  
2 twenty-five past twelve  
3 quarter past eight  
4 five to ten  
5 half past two

- 3 1 It's  
2 tomorrow  
3 What  
4 on  
5 What  
6 at  
7 time  
8 past

- 4 1 Wednesday  
2 10:30  
3 Wednesday  
4 9:30

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

**Writing**

- 1 1 T  
2 F  
3 F  
4 T  
5 F  
6 F  
7 T  
8 F

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

- 3 Hello, my name is Paolo. I'm twelve and I'm from Italy. My favourite day is Thursday. There are English lessons on Thursday and English is my favourite subject!

- 4 Students' own answers.

**Review**

- 1 1 LAPTOP  
2 SMARTPHONE  
3 SHELF  
4 DESK  
5 RUBBER  
6 DOOR  
7 BOARD  
8 COMPUTER  
Mystery word: CLASSROOM

- 2 1 an  
2 an  
3 a  
4 an  
5 a  
6 an

- 3 1 three boys  
2 four sandwiches  
3 two babies  
4 four people  
5 two dresses

- 4 1 interesting  
2 tall  
3 happy  
4 short  
5 young  
6 boring  
7 difficult  
8 cheap

- 5 1 aren't  
2 is  
3 isn't  
4 are  
5 aren't

**UNIT 2**

**Vocabulary**

- 1 1 dog  
2 fish  
3 rabbit  
4 parrot

- 2 1 grandma  
2 aunt  
3 mum  
4 cousin  
5 grandpa  
6 sister  
7 uncle  
8 dad

- 3 1 parrot (bird not animal)  
2 aunt (not male)  
3 uncle (not female)  
4 brother (in a different family)  
6 brother and cousin (not a couple)

- 4 1 Emma is my aunt.  
2 Jan is my uncle.  
3 Jim and Maya are my cousins.  
4 Eva is my grandma and Luis is my grandpa.  
5 Carlo is my brother and Casey is my sister.  
6 Meg is my dog.  
7 Coco is my rabbit.

**Reading**

- 1 Ticked:  
1 teachers  
2 brothers and sisters  
3 pets  
5 colours

- 2 1 ✓✓  
2 ✓✓  
3 ✓  
4 ✓  
5 ✓✓  
6 ✓✓  
7 ✓  
8 ✓

- 3 1 twin  
2 only  
3 little

**Grammar**

- 1 I - my  
you - your  
he - his  
she - her  
it - its  
we - our  
they - their

- 2 1 This is my house.  
2 That girl is his little sister.  
3 That woman is their grandma.  
4 That's her car.  
5 What's your favourite animal?

- 3 1 friends'  
2 brother's  
3 Diego's new phone  
4 Isabella's  
5 men's

- 4 1 your  
2 His  
3 their  
4 's  
5 's  
6 her  
7 your  
8 my

Vocabulary and Listening

- 1 1 Turkey  
2 British  
3 Spain  
4 Argentinian  
5 the USA  
6 Chinese  
7 Brazil
- 2 1 the UK, British  
2 China, Chinese  
3 Turkey, Turkish  
5 Argentina, Argentinian  
5 Brazil, Brazilian
- 3 Spain  
the USA  
the UK
- 4 1 Spanish  
2 21  
3 American  
4 4  
5 British  
6 38

Grammar

- 1 1 c  
2 e  
3 a  
4 f  
5 b  
6 d
- 2 1 am  
2 Is  
3 isn't  
4 Are  
5 are  
6 Am  
7 are
- 3 1 A: Is he her brother?  
B: No, he isn't.  
2 A: Is that your car?  
B: Yes, it is.  
3 A: Are they from Brazil?  
B: Yes, they are.  
4 A: Am I in the right room?  
B: No, you aren't.
- 4 1 Am I in the picture?  
2 Is it a picture of your family?  
3 Are you in the picture?  
4 Is your sister in the picture?  
5 Are you in your school uniform?  
6 Are your parents with you?  
7 Are you and your parents at home?
- 5 1 No, you aren't.  
2 Yes, it is.  
3 Yes, I am.  
4 No, she isn't.  
5 No, I'm not.  
6 Yes, they are.  
7 Yes, we are.

- 6 1 How old is  
2 Where is she  
3 What's her

Speaking

- 1 1 meet  
2 old  
3 name's  
4 spell  
5 What's
- 2 1 c  
2 a  
3 d  
4 b
- 3 1 c  
2 g  
3 e  
4 f  
5 b  
6 h  
7 a  
8 d
- 4 1 My name's / I'm Miguel Sanchez.  
2 It's M-I-G-U-E-L.  
3 I'm from Madrid, in Spain. / I'm Spanish.  
4 I'm 13.

Writing

- 1 1 d  
2 f  
3 a  
4 e  
5 c  
6 b
- 2 1 but  
2 but  
3 and  
4 but  
5 but  
6 and
- 3 1 This is my friend Jemima.  
2 These are my pets.  
3 This is my little brother.  
4 These are my parents.
- 4 Students' own answers.

Review

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

- 1 brother  
2 cousin  
3 grandpa  
4 uncle  
5 sister  
6 cat  
7 fish

- 8 parrot  
9 rabbit
- 2 1 its  
2 their  
3 my  
4 his  
5 our
- 3 1 's  
2 s'  
3 's  
4 's  
5 s'
- 4 Spain, Argentina, Brazil, China, Mexico, Turkey, the USA
- 5 Across  
3 British  
5 Mexican  
6 Argentinian  
7 Turkish  
8 Chinese
- Down  
1 Brazilian  
2 American  
4 Spanish
- 6 1 A: Is her sister tall?  
B: No, she isn't.  
2 A: Am I in the right classroom for Maths?  
B: No, you're aren't.  
3 A: Is it Wednesday today?  
B: Yes, it is.  
4 A: Are your classmates at school?  
B: Yes, they are.  
5 A: Is our Art teacher Mr Tufnell?  
B: No, he isn't.

UNIT 3

Vocabulary

- 1 1 balcony  
2 hall  
3 garden  
4 study  
5 garage
- 2 a bathroom  
b bedroom  
c kitchen  
d dining room  
e living room
- 3 Across  
2 KITCHEN  
6 GARAGE  
7 DINING ROOM  
8 BEDROOM
- Down  
1 LIVING ROOM  
3 BALCONY  
4 BATHROOM  
5 STUDY
- 4 1 study  
2 bedroom  
3 kitchen  
4 garden  
5 bathroom

**Reading**

- 1** Tara b, Daniel a  
**2** 1 F  
 2 T  
 3 T  
 4 T  
 5 F  
**3** 1 roof  
 2 stairs  
 3 floor  
 4 walls

**Grammar**

- 1** 1 are  
 2 aren't  
 3 is  
 4 any  
 5 a  
 6 some  
**2** 1 There's a  
 2 There are some  
 3 There isn't a  
 4 There's a  
 5 There aren't any  
**3** 1 Is  
 2 a  
 3 is  
 4 Is  
 5 isn't  
 6 are  
 7 any  
 8 aren't  
 9 Are  
 10 any  
 11 are  
**4** 1 Is there a laptop?  
 2 Are there any people?  
 3 Is there a window?  
 4 Are there any shelves?  
 5 Is there a desk?  
 6 Is there a TV?  
 7 Are there any chairs?  
 8 Is there a phone?  
**5** 1 Yes, there is.  
 2 No, there aren't.  
 3 Yes, there is.  
 4 Yes, there are.  
 5 No, there isn't.  
 6 Yes, there is.  
 7 No, there aren't.  
 8 No, there isn't.  
**6** 1 guitars  
 2 books  
 3 flowers  
 4 fish

**Vocabulary and Listening**

- 1** plant, table, sofa, light, poster  
**2** 1 fridge  
 2 shower  
 3 bath  
 4 cooker  
 5 toilet  
 6 wardrobe

- 3** bathroom: bath, shower, toilet  
 bedroom: bed, wardrobe  
 kitchen: cooker, fridge  
 living room: sofa, table  
**4** ✓ His bedroom.  
**5** 1 c  
 2 f  
 3 a  
 4 e  
 5 b  
 6 d

**Grammar**

- 1** 1 on  
 2 in front of  
 3 next to  
 4 behind  
 5 above  
 6 under  
**2** 1 The ball is next to the box.  
 2 The ball is under the box.  
 3 The ball is on the box.  
 4 The ball is above the box.  
 5 The ball is in front of the box.  
 6 The ball is in the box.  
 7 The ball is behind the box.  
**3** 1 under  
 2 above  
 3 behind  
 4 in  
 5 on  
 6 above  
**4** 1 It's in her pencil case.  
 2 He's behind the door.  
 3 They're above his bed.  
 4 She's next to his grandpa.  
 5 They're in the car.

**Speaking**

- 1** 1 things  
 2 fine  
 3 How  
 4 Not  
 5 tomorrow  
 6 See  
 7 Bye  
**2** 1 c  
 2 e  
 3 a  
 4 b  
 5 d  
**3** 1 Hi!  
 2 Not bad, thanks.  
 3 See you later.  
**4** 1 b  
 2 f  
 3 d  
 4 e  
 5 a  
 6 h  
 7 c  
 8 j  
 9 g  
 10 i

**Writing**

- 1** 1 It's a flat.  
 2 There are two bedrooms, a bathroom, a kitchen and a living room.  
 3 It's downstairs.  
 4 Yes, there is.  
 5 A small park.  
**2** 1 b  
 2 d  
 3 a  
 4 e  
 5 c  
**3** comma ,  
 exclamation mark !  
 full stop .  
 question mark ?  
 1 There are two bedrooms, a bathroom and a kitchen in our house.  
 2 This is my sister's bedroom.  
 3 Is your flat on the second floor?  
 4 That house is very ugly!  
**4** Students' own answers.

**Review**

**1**

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

- 1 bathroom  
 2 bedroom  
 3 garage  
 4 hall  
 5 kitchen  
 6 study  
**2** 1 some  
 2 is  
 3 any  
 4 a  
 5 are  
**3** 1 Is there a wardrobe in the room?  
 2 Are there any books on the shelf?  
 3 Are there any posters on the wall?  
 4 Is there a chair in front of the window?  
 5 How many clocks are there in the room?  
**4** 1 cooker  
 2 fridge  
 3 light  
 4 plant  
 5 poster  
 6 sofa  
 7 table  
 8 toilet  
**5** 1 above  
 2 behind  
 3 next to  
 4 in  
 5 on

**PROGRESS CHECK**

**Starter and Units 1-3**

- 1** 1 These  
2 This  
3 Those  
4 that  
5 those
- 2** 1 DESK  
2 PENCIL  
3 TEACHER  
4 LAPTOP  
5 WINDOW  
6 GIRL  
Mystery word: SCHOOL
- 3** 1 shelves  
2 people  
3 babies  
4 women  
5 boxes  
6 umbrellas  
7 sandwiches
- 4** 1 sad  
2 boring  
3 expensive  
4 interesting  
5 big  
6 old
- 5** 1 's  
2 're  
3 's  
4 aren't  
5 'm  
6 's  
7 're  
8 aren't  
9 'm not  
10 'm
- 6** 1 The bathroom is next to my parents' bedroom.  
2 These are the children's clothes.  
3 My bedroom is small, but my friends' bedrooms are big.  
4 That's my cousin's laptop.  
5 This is the women's bathroom.
- 7** 1 Mexican  
2 the USA  
3 Argentinian  
4 Turkey  
5 Chinese  
6 British
- 8** 1 Are  
2 Am  
3 Are  
4 Is  
5 Are
- 9** 1 it is  
2 they are  
3 you aren't  
4 he isn't  
5 I am
- 10** 1 there are  
2 There isn't  
3 There's, there aren't  
4 are there  
5 Is there, there isn't

- 6 Is there, there is
- 7 Are there, there aren't
- 11** 1 There's a cat under the chair.  
2 The clothes are in the wardrobe.  
3 There's a light above the bed.  
4 The fridge is next to the table.  
5 There are some plants in front of the window.

**UNIT 4**

**Vocabulary**

- 1** 1 CAKE  
2 JUICE  
3 COFFEE  
4 ICE CREAM  
5 CHOCOLATE  
6 BUTTER  
7 WATER
- 2** Food and drink from animals: cheese, chicken, eggs, fish, meat, milk  
Fruit and vegetables: apple, banana, carrot, orange, potato, tomato
- 3 Across**  
3 BUTTER  
5 CHICKEN  
7 CAKE  
8 WATER
- Down**  
1 JUICE  
2 CHOCOLATE  
4 TEA  
6 COFFEE
- 4** 1 fish  
2 meat  
3 apple  
4 carrot  
5 tomato  
6 orange  
7 egg

**Reading**

- 1** 1 c  
2 a  
3 b
- 2** 1 fruit ✓, vegetables ✗, meat ✓, fish ✗  
2 fruit ✓, vegetables ✓, meat ✗, fish ✗  
3 fruit ✓, vegetables ✓, meat ✓, fish ✓
- 3** 1 healthy  
2 delicious  
3 sweet  
4 unhealthy

**Grammar**

- 1** 1 don't like  
2 like  
3 like  
4 don't like
- 2** 1 I like cake and ice cream.  
2 I don't like potatoes, but I like carrots.  
3 I like tea, but I don't like coffee.  
4 I don't like orange juice, but I like apples.  
5 I don't like chicken sandwiches.
- 3** 1 **A:** Do you like apples?  
**B:** Yes, I do.

- 2 **A:** Do you like meat?  
**B:** No, I don't.
- 3 **A:** Do you like ice cream?  
**B:** Yes, I do.
- 4** 1 Do you like bananas?  
2 Do you like coffee?  
3 Do you like tea?  
4 Do you like cheese?  
5 Do you like ice cream?
- 5** 1 Yes, I do.  
2 Yes, I do.  
3 No, I don't.  
4 No, I don't.  
5 Yes, I do.

**Vocabulary and Listening**

- 1** lunch, dinner, snack, breakfast
- 2** 07.30 breakfast  
13.30 lunch  
16.30 snack  
19.00 dinner
- 3** 1 burger  
2 pancakes  
3 cereal  
4 salad  
5 sandwich  
6 soup  
7 biscuits
- 4** Rose has a cheese omelette.  
Aiden has fish and chips.
- 5** 1 tea  
2 apple  
3 Aiden's

**Grammar**

- 1** 1 would  
2 like  
3 thanks  
4 would  
5 I'd
- 2** 1 I'd like a tomato omelette, please.  
2 Would you like a drink?  
3 I would like an egg sandwich, please.
- 3** 1 d  
2 c  
3 e  
4 a  
5 f  
6 b
- 4** 1 I'd like  
2 do  
3 don't  
4 would  
5 I don't  
6 I like  
7 Would
- 5** 1 don't  
2 like  
3 do  
4 Would  
5 please  
6 like  
7 you  
8 hungry

**Speaking**

- 1** 1 have  
2 else  
3 come  
4 with  
5 Can  
6 Anything  
7 all  
8 that  
9 altogether

- 2** 1 S  
2 C  
3 S  
4 C  
5 S  
6 S  
7 C

- 3** 1 b  
2 d  
3 c  
4 a

- 4** 1 That's all, thanks.  
2 Does that come with chips?  
3 Can I have the burger, please?

- 5** 1 Can I have the burger, please?  
2 Does that come with chips?  
3 I'd like some apple juice, please.  
4 That's all, thanks.

**Writing**

- 1** Fruit: B ✓ S ✓  
Vegetables: L ✓ D ✓  
Pasta: L ✓  
Water: B ✓ S ✓

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

- 3** 1 or  
2 and  
3 or  
4 and  
5 or

- 4** Students' own answers.

**Review**

- 1** Fruit and vegetables: apple, banana, carrot, potato, tomato  
Food from animals: cheese, chicken, eggs, fish, meat, milk  
Drinks: coffee, juice, milk, tea, water

- 2** 1 I like your new phone.  
2 I don't like this house.  
3 Do you like my red shoes?  
4 I don't like these headphones.

- 3** 1 Do you like bananas?  
Yes, I do.  
2 Do you like green tomatoes?  
No, I don't.  
3 Do you like our garden?  
Yes, I do.

- 4** 1 breakfast  
2 nuts  
3 lunch  
4 chips

- 5 sandwich  
6 pizza  
7 dinner

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

**UNIT 5**

**Vocabulary**

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

- 2** 1 start school  
2 study Science  
3 make a snack  
4 do (my) homework  
5 go to bed

- 3** 1 have a shower  
2 get dressed  
3 have lunch  
4 finish school  
5 get home

- 4** 1 get dressed  
2 have breakfast  
3 leave home  
4 study English  
5 finish school  
6 go to bed

- 5** 07:45 I get dressed.  
08:00 I have breakfast.  
08:30 I leave home.  
09:00 I start school.  
15:30 I finish school.  
18:00 I do my homework.  
19:15 I have dinner.  
21:30 I go to bed.

**Reading**

- 1** Photo a: Sophie  
Photo b: Leah

- 2** 1 S  
2 L  
3 L  
4 L  
5 B  
6 S  
7 S

- 3** 1 near  
2 early  
3 far

**Grammar**

- 1** 1 gets  
2 have  
3 study  
4 has  
5 does  
6 go

- 2** 1 My sister goes to bed very late.  
2 We leave home at 8.45 in the morning.

- 3 My dad makes delicious snacks.  
4 My parents get up at 6.30.  
5 The children start school at 9.15.

- 3** Roxanne: watch  
Joel: have  
Gabriella: teach  
Simon: study

- 4** 1 Joel has breakfast in bed on Sunday.  
2 Gabriella has a Saturday job. She teaches Art to children.  
3 Simon studies English on Saturday morning.

- 5** 1 goes  
2 studies  
3 have  
4 get up  
5 gets up  
6 have  
7 has  
8 have  
9 has  
10 finishes  
11 finish  
12 have  
13 watches  
14 chat

**Vocabulary and listening**

**1**

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

- 1 DRINK  
2 KNOW  
3 MEET  
4 TEACH  
5 TRAVEL  
6 WANT  
7 WORK

- 2** 1 wear  
2 drink  
3 use  
4 eat  
5 teach

- 3** 1 know  
2 works  
3 want  
4 calls  
5 meet

- 4** It has a small bathroom.

- 5** 1 parents  
2 beautiful  
3 on Saturday and Sunday  
4 her friends  
5 shower

**Grammar**

- 1** 1 don't  
2 use

- 3 don't
- 4 doesn't
- 5 study
- 2**
  - 1 We don't live in Mexico.
  - 2 My cousin doesn't work in a café.
  - 3 My friends don't have lunch in the school cafeteria.
  - 4 I don't get home in the afternoon.
  - 5 Vanessa doesn't travel to school by bus.
- 3**
  - 1 doesn't live
  - 2 doesn't have
  - 3 don't eat
  - 4 doesn't have
  - 5 don't work
  - 6 doesn't go
  - 7 don't go
  - 8 don't do
- 4**
  - 1 Does Zara live in Spain?
  - 2 Do Jaime's parents work on Sunday?
  - 3 Does Jaime's brother get up late?
  - 4 Do Jaime and his friends do their homework?
  - 5 Do they go to the beach?
- 5**
  - 1 No, she doesn't.
  - 2 No, they don't.
  - 3 Yes, he does.
  - 4 No, they don't.
  - 5 Yes, they do.
- 6**
  - 1 Does your school have a cafeteria? / Yes, it does.
  - 2 Do you have breakfast in the kitchen? / No, I don't.
  - 3 Does your brother live with you? / No, he doesn't.
  - 4 Do your parents use the car at the weekend? / Yes, they do.
  - 5 Do we study Maths on Thursday? / No, we don't.

### Speaking

- 1**
  - 1 think
  - 2 like
  - 3 don't
  - 4 about
  - 5 Let's
  - 6 idea
- 2** Ticked:
  - 1 I don't feel like it.
  - 3 What about the cinema?
  - 5 I think it's too late.
  - 6 Do you want to come to my house?
  - 8 That sounds great!
  - 10 Let's go!
- 3**
  - 1 Why don't we meet near school?
  - 2 let's have dinner at that new café.
  - 3 What about the cinema?
  - 4 Sorry, but I don't feel like it.
  - 5 That's a great idea!
  - 6 I think it's too late.
  - 7 That sounds good!
- 4**
  - 1 I think
  - 2 Why don't
  - 3 don't feel
  - 4 Would you
  - 5 That sounds

### Writing

- 1** Ticked:
  - work, sport, friends
- 2**
  - 1 the house, the garden
  - 2 watch TV, go on social media
  - 3 wear sports shirts, eat hot dogs
  - 4 go to the cinema, have a sleepover
- 3**
  - 1 Some people get up early on Sunday.
  - 2 Some schools start at 9.30, but others start at 9.00.
  - 3 Usually, teenagers have a big lunch with their families.
  - 4 Most American teenagers go to bed late on Saturday.
- 4**
  - 1 b
  - 2 c
  - 3 d
  - 4 a
- 5** Students' own answers.

### Review

- 1**
  - 1 get up
  - 2 get dressed
  - 3 have breakfast
  - 4 start school
  - 5 have lunch
  - 6 finish school
  - 7 get home
  - 8 go to bed
- 2**
  - 1 wears
  - 2 goes
  - 3 studies
  - 4 thinks
  - 5 finish
  - 6 goes
  - 7 teaches
  - 8 calls
  - 9 have
  - 10 likes
  - 11 goes
  - 12 go
- 3**
  - teach
  - want
  - use
  - call
  - drink
  - know
  - live
  - wear
- 4**
  - 1 Elena doesn't get up early on Sunday.
  - 2 Our cousins don't live near the beach.
  - 3 We don't drink apple juice with our breakfast.
  - 4 My brother doesn't want a dog for his birthday.
  - 5 You don't call me at the weekend.
- 5**
  - 1 **A:** Does, go  
**B:** he doesn't
  - 2 **A:** Do, work  
**B:** they do
  - 3 **A:** Does, finish  
**B:** it does
  - 4 **A:** Do, wear  
**B:** we don't

- 5 **A:** Does, teach  
**B:** she doesn't

## UNIT 6

### Vocabulary

- 1** read, watch, go, visit, play, listen
- 2**
  - 1 listen
  - 2 visit
  - 3 watch
  - 4 go
  - 5 play
- 3**
  - 1 go on holiday
  - 2 read a magazine
  - 3 play the piano
  - 4 watch an online video
  - 5 listen to podcasts
- 4**
  - 1 watch TV
  - 2 play videogames
  - 3 go shopping
  - 4 read a book
  - 5 visit friends

### Reading

- 1**
  - 1 on holiday
  - 2 shopping
- 2**
  - 1 F
  - 2 F
  - 3 T
  - 4 F
  - 5 T
  - 6 F
  - 7 F
- 3**
  - 1 upload
  - 2 website
  - 3 post
  - 4 download

### Grammar

- 1**
  - 1 USUALLY
  - 2 ALWAYS
  - 3 SOMETIMES
- 2**
  - 1 sometimes
  - 2 usually
  - 3 always
- 3**
  - 1 They're usually in the same class.
  - 2 My aunt and uncle are always on holiday!
  - 3 We sometimes watch online videos in class.
  - 4 That girl always listens to music on her phone.
  - 5 I'm never bored at the weekend.
  - 6 You're sometimes late for school.
- 4**
  - 1 Do you play videogames every weekend?
  - 2 I visit my cousins three times a year.
  - 3 Do you go on holiday every year?
  - 4 She goes shopping once a week.
  - 5 Does he have a shower every day?
- 5**
  - 1 every year
  - 2 three times
  - 3 times, week
  - 4 every day
  - 5 twice a

Vocabulary and listening

1

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

- FEBRUARY
- MARCH
- APRIL
- MAY
- JUNE
- JULY
- AUGUST
- SEPTEMBER
- OCTOBER
- NOVEMBER
- DECEMBER

- 2
- autumn c
  - spring, a
  - winter, d
  - summer, b

- 3
- b
  - f
  - d
  - a
  - c
  - e

4 Because New Year starts early in Australia, before most other countries.

- 5
- Australia
  - 31 December
  - summer
  - 6
  - 1

Grammar

- 1
- Where
  - What
  - When
  - Who
  - Why

- 2
- c
  - e
  - b
  - a
  - d

- 3
- What do you eat in the evening?
  - Where do your parents go at the weekend?
  - Why does your brother like online games?
  - Who do you talk to on social media?
  - When does Kim go to the gym?

- 4
- d
  - c
  - a
  - e
  - b

- 5
- When does school finish?
  - Who do you call at the weekend?

- Why does Nuria wear a green hat every day?
- What do you drink in the morning?

Speaking

- 1
- much
  - cost
  - time
  - finishes
  - does
  - information
  - need

- 2
- £6.00
  - £3.00
  - 9.00
  - café

- 3 Ticked:
- It starts at 8.30.
  - How much are the tickets?
  - Tickets are £10.
  - Who can I contact about that?
  - You need to email the organizers.

- 4
- c
  - b
  - e
  - a
  - d

- 5
- How much are the
  - How much does a ticket
  - Is there a
  - Who can I contact

Writing

- 1
- basketball
  - three times a week
  - meets his friends, goes shopping
  - eats ice cream
  - never

- 2
- c
  - e
  - d
  - a
  - b

- 3
- too
  - also
  - also
  - too

4 Student's own answer.

Review

- 1
- on holiday, shopping
  - music, podcasts
  - the piano, videogames
  - a book, a magazine
  - friends, a museum
  - an online video, TV

- 2
- I sometimes call my cousins in the evening.
  - Her clothes are always beautiful.
  - My aunt usually has Sunday lunch at our house.
  - Our English lessons are sometimes difficult.
  - My dad is never happy in the morning.

- 3
- every year
  - three times a year
  - every month

- twice a month
- once a week
- twice a week
- every day
- five times a day

- 4
- spring
  - April
  - summer
  - June
  - August
  - autumn
  - October
  - winter
  - December

- 5
- 25/12
  - 4/7
  - 14/2
  - 31/10
  - 6/1

- 6
- Why
  - When
  - Where
  - Who

PROGRESS CHECK

Units 4-6

- 1
- PANCAKES
  - FISH
  - CARROT
  - CRISPS
  - SOUP
  - MILK
  - WATER
  - TOAST
  - EGGS
- Mystery word: CHOCOLATE

- 2
- do
  - don't
  - like
  - don't
  - Do
  - don't
  - like

3

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

- butter
- cereal
- cheese
- dinner
- juice
- omelette
- orange
- snacks

- 4
- Would
  - Would, I'd
  - I'd
  - Do

- 5** 1 d  
2 g  
3 e  
4 h  
5 c  
6 a  
7 b  
8 f
- 6** 1 doesn't work  
2 finishes  
3 have  
4 doesn't do  
5 goes  
6 studies  
7 don't know
- 7** 1 has breakfast  
2 leaves home  
3 meets friends  
4 travels by bus  
5 drinks coffee  
6 starts school  
7 studies English
- 8** 1 Does Joel wear a school uniform?  
2 Does Sara sometimes visit her cousins?  
3 Do your grandparents live in a flat?  
4 Does Katrin play the piano?  
5 Do Ethan and Amy usually go shopping with friends?
- 9** 1 he doesn't  
2 she does  
3 they don't  
4 she doesn't  
5 they do
- 10** 1 My mum never listens to music.  
2 I sometimes read a book in the bath.  
3 Tania goes shopping twice a week.  
4 We visit my aunt three times a year.  
5 Maciek goes on holiday every summer.  
6 I am always at school on Monday.  
7 Wesley has a shower once a day.
- 11** 1 the thirteenth of January  
2 the twenty-first of June  
3 the eighteenth of March  
4 the thirtieth of July  
5 the third of February  
6 the second of August  
7 the twenty-fourth of May
- 12** 1 What  
2 Who  
3 Why  
4 When

**UNIT 7**

**Vocabulary**

- 1** dance, swim, cook, sing, drive, draw
- 2** 1 a  
2 e  
3 f  
4 b  
5 c
- 3** 1 swim  
2 cook  
3 draw  
4 speak

- 5 play  
6 ride
- 4** 1 dance  
2 drive  
3 play the drums  
4 ride a horse  
5 sing  
6 speak French  
7 swim

**Reading**

- 1** 1 Classical  
2 San Francisco, USA  
3 Argentina, Mexico, and the UK  
4 want their fans everywhere to hear them play
- 2** 1 competitions  
2 violin  
3 give concerts  
4 busy
- 3** 1 player  
2 dancer  
3 swimmer

**Grammar**

- 1** 1 Aitor can ride a bike.  
2 I can't sing this song.  
3 We can speak three languages.  
4 My sister can't dance.  
5 Jenna and David can play the violin.
- 2** 1 can ride a horse.  
2 can't speak English.  
3 can dance.  
4 can't swim.  
5 can play the violin.
- 3** 1 Can you ride a horse?  
2 Can your parents drive?  
3 Can Ella speak Spanish?  
4 Can Julio cook?
- 4** 1 No, I can't.  
2 Yes, they can.  
3 No, she can't.  
4 Yes, he can.
- 5** 1 can  
2 Can  
3 can't  
4 can  
5 can  
6 Can  
7 can't  
8 can

**Vocabulary and Listening**

**1**

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

- 1 basketball  
2 baseball  
3 gymnastics  
4 running  
5 skateboarding
- 2** 1 climbing  
2 tennis  
3 skiing  
4 mountain biking  
5 football
- 3** 1 goes  
2 do  
3 go  
4 does  
5 plays
- 4** basketball
- 5** 1 c  
2 b  
3 c  
4 b

**Grammar**

- 1** 1 don't like  
2 love  
3 hate
- 2** 1 doesn't like  
2 hates  
3 loves  
4 likes  
5 doesn't like, loves
- 3** 1 hates  
2 loves  
3 doesn't like  
4 loves  
5 likes  
6 hates  
7 doesn't like
- 4** I – me  
you – you  
he – him  
she – her  
it – it  
we – us  
they – them
- 5** 1 them  
2 you  
3 it  
4 me  
5 her  
6 us  
7 him
- 6** 1 hate  
2 don't like  
3 you  
4 them  
5 us  
6 love  
7 me  
8 her

**Speaking**

- 1** 1 have  
2 over  
3 much  
4 blue  
5 green  
6 Do  
7 just

- 2 1 S  
2 C  
3 S  
4 C  
5 C  
6 S  
7 C  
8 C

- 3 1 c  
2 d  
3 b  
4 a

- 4 Ticked:  
1 Do you have any white shirts?  
2 I'm sorry. We don't have any.  
4 They're over there.  
5 Which size do you want?  
6 Do you have it in medium?

- 5 1 I'm sorry. We don't have any.  
2 Do you have them in blue?  
3 Which size do you want?  
4 How much are they?  
5 I'll take them.

Writing

- 1 1 F  
2 T  
3 F  
4 F  
5 T

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

- 3 1 really  
2 quite  
3 not very  
4 not very  
5 quite  
6 really

Review

- 1 1 cook  
2 sing  
3 ride a bike  
4 swim  
5 drive

- 2 1 can cook  
2 can't drive  
3 can't play the guitar  
4 can ride a bike  
4 can't swim

- 3 1 Can Jenny cook?  
Yes, she can.  
2 Can Paula drive?  
No, she can't.  
3 Can Frederik play the guitar?  
No, he can't.  
4 Can Shona and Tim ride a bike?  
Yes, they can.  
5 Can Liz and Julio swim?  
No, they can't.

- 4 athletics  
basketball  
climbing

- football  
gymnastics  
running  
skiing  
tennis

- 5 1 Barnaby hates dancing at parties.  
2 Frank doesn't like doing his homework.  
3 Jasmine loves having lunch in the garden.  
4 Juno loves playing basketball with Sam. OR Sam loves playing basketball with Juno.  
5 Toby likes going climbing with his cousins.

- 6 1 her  
2 us  
3 them  
4 him  
5 it  
6 me

UNIT 8

Vocabulary

- 1 1 market  
2 hospital  
3 farm  
4 shop  
5 hotel  
6 library  
7 bank

- 2 1 bank  
2 library  
3 hotel  
4 supermarket  
5 sports centre  
6 market

- 3 1 hospital  
2 shop  
3 factory  
4 train station  
5 swimming pool

- 4 1 bank  
2 supermarket  
3 sports centre  
4 farm  
5 hospital

Reading

- 1 Two - the Meadows, Fountain Park.

- 2 1 T  
2 F  
3 F  
4 T  
5 F  
6 F  
7 F

- 3 1 a few people  
2 some people  
3 a lot of people

Grammar

- 1 1 driving  
2 getting  
3 going  
4 reading

- 5 riding  
6 swimming  
7 watching

- 2 1 is  
2 running  
3 am  
4 are  
5 planning  
6 dancing

- 3 1 I'm not living at home at the moment.  
2 We aren't studying for our exams.  
3 The cat isn't sleeping on the chair.  
4 They aren't eating dinner.  
5 Vigo isn't getting dressed.

- 4 1 aren't sitting, 're driving  
2 's taking, isn't playing  
3 'm not doing, 'm watching  
4 isn't sleeping, 's swimming  
5 're visiting, aren't going

- 5 1 'm swimming in the sea, 's reading a book  
2 're eating pasta  
3 'm calling my friend, 's making a snack  
4 're sitting in the garden, 's sleeping  
5 's dancing on the beach, 'm taking photos

Vocabulary and Listening

1

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

- 1 DIRTY  
2 HORRIBLE  
3 NOISY  
4 OLD  
5 DANGEROUS

- 2 1 dirty  
2 old  
3 horrible  
4 noisy  
5 dangerous

- 3 1 old  
2 empty  
3 dirty  
4 dangerous  
5 noisy  
6 nice

- 4 a her friend Joe

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

**Grammar**

- 1**
- 1 Is
  - 2 Are
  - 3 Is
  - 4 Are
  - 5 Is
  - 6 Am
- 2**
- 1 No, he isn't.
  - 2 Yes, they are.
  - 3 Yes, it is.
  - 4 No, I'm not.
  - 5 No, she isn't.
  - 6 No, you aren't.
- 3**
- 1 Where are they meeting?
  - 2 Who is she going to the party with?
  - 3 Why are we listening to songs in class?
  - 4 What am I doing?
  - 5 Where is he living now?
- 4**
- 1 Who are we playing tennis with?
  - 2 Why are you learning English?
  - 3 What is she wearing to the party?
  - 4 Where is your mum working today?
  - 5 When are they going shopping?
- 5**
- 1 Is she riding a bike?  
Yes, she is.
  - 2 Are they doing athletics in the park?  
No, they aren't.
  - 3 Is he getting money from the bank?  
Yes, he is.
  - 4 Is she playing the cello?  
No, she isn't.
  - 5 Are they buying vegetables at the market?  
Yes, they are.
  - 6 Is he eating a pizza?  
No, he isn't.

**Speaking**

- 1**
- 1 near
  - 2 get
  - 3 straight
  - 4 past
  - 5 turn
  - 6 next to
- 2** Ticked:
- 2 I'm looking for the train station.
  - 4 You turn right.
  - 5 Then you go straight on.
  - 7 The station is behind the market.
  - 8 Is it far?
- 3**
- 1 You go straight on.
  - 2 How do you get there?
  - 3 It's in front of the train station.
  - 4 Is there a bank near here?
  - 5 Go past the sports centre.
- 4**
- 1 c
  - 2 f
  - 3 e
  - 4 a
  - 5 d
  - 6 b

- 5**
- 1 You go straight on
  - 2 Then you turn right again
  - 3 onto West Road
  - 4 And the gym is next to
  - 5 just five minutes

**Writing**

- 1**
- 1 Watching TV.
  - 2 Go skateboarding.
  - 3 At the market.
  - 4 At the park.
- 2**
- 1 d
  - 2 c
  - 3 e
  - 4 a
  - 5 b
- 3**
- 2 at
  - 3 moment
  - 4 right
- 4** Students' own answers.

**Review**

- 1**
- 1 farm
  - 2 shop
  - 3 hotel
  - 4 factory
  - 5 train station
  - 6 library
  - 7 hospital
- 2**
- 1 We're having lunch.
  - 2 Ella isn't doing her homework.
  - 3 My parents aren't watching TV.
  - 4 I'm getting up early.
  - 5 Daniel's playing basketball today.
  - 6 You aren't listening to me.
- 3**
- 1 empty
  - 2 new
  - 3 slow
  - 4 dangerous
  - 5 noisy
- 4**
- 1 Are the children riding their bikes?
  - 2 Is the woman driving the car?
  - 3 Are the students studying?
  - 4 Is Jenny listening to music?
  - 5 Are the children cooking?
- 5**
- 1 What
  - 2 Who
  - 3 What
  - 4 Where
  - 5 What

**UNIT 9**

**Vocabulary**

- 1**
- 1 sunny
  - 2 warm
  - 3 cloudy
  - 4 raining
  - 5 windy
  - 6 cold
  - 7 snowing
- 2**
- 1 it snows
  - 2 It isn't raining
  - 3 It snows
  - 4 Is it snowing
  - 5 Does it rain

**3**

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

- 1**
- 1 FIELD
  - 2 FLOWER
  - 3 FOREST
  - 4 LAKE
  - 5 MOUNTAIN
  - 6 SEA
  - 7 TREE
- 4**
- 1 lake
  - 2 forest
  - 3 sea
  - 4 beach
  - 5 field

**Reading**

- 1** Photo b is Jamal's holiday  
Photo a is Gloria's holiday
- 2**
- 1 France
  - 2 warm and sunny
  - 3 swimming
  - 4 burgers
  - 5 hotel
  - 6 the UK
  - 7 raining and cold
  - 8 karaoke
  - 9 pasta and chicken
- 3**
- 1 last
  - 2 ago
  - 3 ago
  - 4 last

**Grammar**

- 1**
- 1 weren't
  - 2 was
  - 3 wasn't
  - 4 was
  - 5 were
  - 6 were
  - 7 weren't
  - 8 was
  - 9 wasn't
  - 10 was
- 2**
- 1 Were your grandparents Spanish?
  - 2 Was the restaurant in the hotel good?
  - 3 Was the weather warm and sunny last Sunday?
  - 4 Were your shoes expensive?
  - 5 Were you at school last week?
- 3**
- 1 they weren't
  - 2 it was
  - 3 it wasn't
  - 4 they were
  - 5 I wasn't

- 4 1 was  
2 was  
3 wasn't  
4 wasn't  
5 weren't  
6 were  
7 weren't  
8 wasn't  
9 were

- 5 1 Was  
2 Yes, it was.  
3 Was  
4 No, it wasn't.  
5 Were  
6 No, they weren't.  
7 Were  
8 No, I wasn't!  
9 Were  
10 Yes, they were!

### Vocabulary and Listening

- 1 1 boat  
2 motorbike  
3 plane  
4 scooter  
5 taxi  
6 train

- 2 1 SCOOTER  
2 TRAM  
3 TRAIN  
4 BUS  
5 TAXI  
6 MOTORBIKE  
7 PLANE  
The two mystery words are CAR and BIKE.

- 3 1 scooter (not public transport)  
2 boat (not on road)  
3 plane (not on road)

- 4 a London, UK  
b Paris, France  
c Barcelona, Spain  
d Rome, Italy

5 Italy

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

### Grammar

- 1 1 'm going to  
2 She's going  
3 going  
4 to have  
5 's going

- 2 1 We aren't going to have a party next week.  
2 Cara isn't going to cook dinner for us.  
3 You aren't going to wear jeans and a T-shirt to school.

- 4 It isn't going to rain at the weekend.  
5 I'm not going to get up early tomorrow.

- 3 1 'm going to go  
2 is going to come  
3 're going to watch  
4 'm going to do  
5 are going to play  
6 's going to cook  
7 isn't going to have  
8 's going to visit  
9 'm going to listen  
10 aren't going to go

- 4 1 Are you going to play the guitar?  
2 Are you going to sing?  
3 Are your friends going to be there?  
4 Are your parents going to come?  
5 Is she going to take photos?  
6 Are you going to have a party after the competition?

- 5 1 Yes, I am.  
2 No, I'm not.  
3 Yes, they are.  
4 No, they aren't.  
5 No, she isn't.  
6 Yes, we are.

### Speaking

- 1 1 single  
2 return  
3 next  
4 leaves  
5 Where  
6 platform

- 2 Ticked:  
1 I'd like a bus ticket to Bristol, please.  
3 That's £12, please.  
4 What time does the bus leave?  
6 Where do I go?

- 3 1 Manchester  
2 return  
3 £33.00  
4 G4  
5 9.35

- 4 1 or a return  
2 ticket, please  
3 When is the  
4 leaves at  
5 do I go  
6 leaves from platform

### Writing

- 1 c 4 stars  
2 1 She was with her family.  
2 Because it was different.  
3 The Prado museum, the Plaza Mayor, El Retiro park.  
4 At first it was difficult, but after ten minutes it was easy.  
5 El Retiro park. Because it's beautiful and you can go fast on a Segway there.  
6 There were a lot of people in the city. The tour was short.  
7 She's going to visit Madrid again next year.

- 3 1 good idea  
2 some problems  
3 best thing  
4 worst thing  
2 and 4 are negative.

- 4 1 I love listening to music, so I'm going to buy some new headphones.  
2 It's very cold, so I'm wearing two jumpers and a coat.  
3 My brother is thirteen, so he goes to a different school.  
4 It's warm outside, so the children are playing in the garden.  
5 The little shop is closed, so we're going to drive to the supermarket.

5 Students' own answer.

### Review

1 flower, forest, lake, mountain, tree

- 2 1 It's cold.  
2 It's snowing.  
3 It's raining.  
4 It's windy.  
5 It's sunny.  
6 It's cloudy.

- 3 1 Was the Science exam easy?  
2 It wasn't very cold yesterday.  
3 My headphones weren't in my bag.  
4 Were your cousins at the party?  
5 Our teacher was very happy.  
6 There were a lot of people in the park.  
7 There wasn't a bath in the hotel room.

- 4 1 taxi  
2 plane  
3 car  
4 bus  
5 bike  
6 train  
7 scooter  
8 tram

- 5 1 Max is going to play basketball.  
2 He isn't going to ride his bike.  
3 He's going to watch TV.  
4 Rose and Charlie are going to play videogames.  
5 They aren't going to go shopping.  
6 They're going to cook.

- 6 1 Is your mum going to drive you to school tomorrow?  
Yes, she is.  
2 Is your brother going to come swimming tonight?  
No, he isn't.  
3 Are Tara and Flo going to come to the party?  
Yes, they are.  
4 Are you going to cook pizza tonight?  
No, I'm not.

**PROGRESS CHECK**

**Units 7-9**

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

- 2** 1 My sister can speak three languages.  
2 I can't sing, but I like karaoke!  
3 Rashad is seventeen and he can drive.  
4 **A:** Can you draw an elephant?  
**B:** Yes, I can.  
5 **A:** Can Erin play the guitar?  
**B:** No, she can't.

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

- 4** 1 I do gymnastics.  
2 I go running.  
3 I do athletics.  
4 I play baseball.  
5 I go mountain biking.  
6 I go skateboarding.

- 5** 1 it  
2 you  
3 him  
4 us  
5 them

- 6** 1 factory  
2 bus  
3 shop  
4 sports centre  
5 scooter  
6 bank  
7 boat

- 7** 1 aren't dancing  
2 's teaching  
3 'm not cooking  
4 're watching  
5 isn't wearing

- 8** 1 It's windy.  
2 It's cloudy.  
3 It's sunny.  
4 It's snowing.

- 9** 1 were  
2 was  
3 were  
4 Were you  
5 was  
6 Was there

- 10** 1 're going to stay  
2 isn't going to rain  
3 are going to ride  
4 'm not going to ride  
5 'm going to play  
6 's going to do  
7 aren't going to do  
8 're going to play

- 11** 1 Are Jonny and Sarah going to travel by train?  
No, they aren't.  
2 Are you having breakfast?  
Yes, I am.  
3 Is he going to swim in the lake? No, he isn't.  
4 Is your sister visiting the art gallery today?  
Yes, she is.  
5 Were your parents at work yesterday?  
No, they weren't.

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