

Introduction

1

Lesson 4

READING

A Find and underline these words in the article. What do they mean?

biggest expensive full minibus trolley work youngest

READING TEXTS

- Through real-life topics, students find out about amazing people, places and things in each unit.



The Radford family is famous. It is the biggest family in Britain. There are eighteen children! Their parents, Mr Noel Radford and Mrs Sue Radford, are very happy.

Their youngest child is a baby. Her name is Phoebe. She is very lucky. She is a beautiful baby girl with eight brothers and nine sisters! Two sisters and two brothers are grown-ups. Sophie is Noel and Sue's second child and now she is a mother too. Noel and Sue are grandparents and Sophie's brothers and sisters are uncles and aunts! But there aren't any cousins yet!

This family is a lot of work. The parents are very busy. Every week there are 125 pairs of dirty socks! Their family car is a minibus and their supermarket trolley is always full! This big, hungry family is expensive!

B Read the article and answer the questions in your notebook.

- 1 Who is the youngest child in the Radford family?
- 2 How many sons are there in the family?
- 3 How many children are grown-ups?
- 4 Is Phoebe an aunt?
- 5 Are there a lot of dirty socks?



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AMAZING FACT!

Did you know that the Radford family use two packets of cereal and more than ten litres of milk at breakfast every day?

AMAZING FACTS!

- This *Did you know ...?* feature about something fun, unusual or surprising is related to the text students have just read.
- It provides additional information about the topic and encourages students to connect their learning to the real world.

VOCABULARY

A Complete the sentences with these words.

aunt baby cousins grown-up uncle

- 1 Your mother's sister is your _____.
- 2 A very young child is a(n) _____.
- 3 Your mother's brother is your _____.
- 4 Your aunt's sons and daughters are your _____.
- 5 My brother is eighteen; he is a(n) _____.

B Find the stickers. Use the words in bold to help you.

1	2	3
4	5	6

- 1 Neil is the boy with the **curly** fair hair.
- 2 Sara is the girl with the **straight** fair hair.
- 3 Janet is the girl with the **straight** dark hair.
- 4 Jacob is the man with the **moustache**.
- 5 Dan is the man with the **beard**.
- 6 Ben is the boy with the **straight** fair hair.

GRAMMAR

See Grammar Unit 1 Lesson 4.

Possessive Pronouns

Possessive pronouns also show who or what owns something. We don't use them with nouns.
That's my box. It's mine.

Subject Pronouns

I
you
he
she
it
we
you
they

Possessive Pronouns

mine
yours
his
hers
-
ours
yours
theirs

A Match.

- | | |
|------------------------------|----------------|
| 1 This is my dress. | a It's hers. |
| 2 This is your toy. | b It's his. |
| 3 This is Tony's game. | c It's mine. |
| 4 This is Grandma's watch. | d It's ours. |
| 5 This is my parents' house. | e It's theirs. |
| 6 This is our book. | f It's yours. |

Whose ... ?

We use the question word **whose** to ask who or what owns something.
'Whose trolley is this?' 'It's mine.'

B Make questions.

- 1 ? / are / books / those / whose _____
- 2 ? / that / minibus / whose / is _____
- 3 ? / is / whose / this / bike _____
- 4 ? / socks / whose / these / are _____

JUST SAY IT!

A Read these words and think about the sound of the letters in pink. What are the two different sounds?

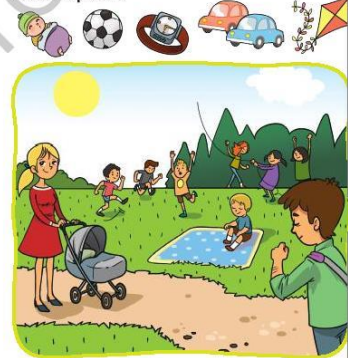
Lucy second car nice Mac
pencil clever sentence

B Now put the words in A in the right place. Then listen and check.

music /k/ Grace /s/

SPEAKING

Ask and answer with a partner about the picture.



WRITING

Write sentences in your notebook about the things in the picture in Speaking.

• kite • baby • watch • toys • football

JUST SAY IT!

The pronunciation feature in each unit focusses on one aspect of English pronunciation that students often have difficulty with.

MAIN SPEAKING TASKS

A variety of task types require students to talk about a picture or a set of pictures in different ways, for example, to describe people or things, to choose the odd one out and so on.

WRITING TASKS

After each main speaking task, there is a follow-up writing task that relates to the topic of the speaking task or to students' personal experience.

GRAMMAR

- Clear, concise theory and examples are accompanied by a cross reference to the relevant lesson in the Grammar Book.
- Grammar tasks provide practice of the grammar point. Further grammar tasks can be found in the Grammar Book.

Introduction

SKILLS BUILDING

- This lesson is designed to develop listening, speaking and writing skills appropriate to the level.
- Clear guidance, tips and tasks are provided.

1

Skills Building

GRAMMAR

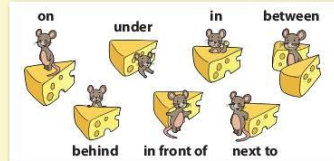
- This lesson also includes a grammar box and task.

GRAMMAR

See Grammar Unit 1 Lesson 5.

Prepositions of Place

Prepositions of place show where a person or thing is.



We use the question word **where** to ask about place.
'Where is your house?' 'It's next to the park.'

Look at the picture in Listening B and complete these sentences with prepositions of place.

- 1 There are four balloons _____ the picture.
- 2 There is a blue balloon _____ the table.
- 3 There is a pink balloon _____ the yellow balloon.
- 4 There are two women _____ the table.
- 5 There is a woman _____ the pink balloon.
- 6 There is a party hat _____ the boy's head.
- 7 The boy with the fair hair is _____ two girls.

LISTENING

- One or more tasks introduce and explore the skill that will help students complete the main task successfully.

LISTENING

A Look carefully at the picture in B. Circle the correct words.

- 1 It's John's birthday. What colour is his T-shirt? **green / blue**
- 2 Is there a boy with a green T-shirt? **yes / no**
- 3 Where are the drinks? **on the table / under the table**
- 4 How many grown-ups are at the party? **three / two**
- 5 Is there a boy with black hair? **yes / no**
- 6 Is his hair straight or curly? **straight / curly**

B Listen and draw lines. There is one extra name. There is one example.



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DO IT RIGHT!

Look carefully at the people in the picture **before** you listen. This will help you to draw lines from the names to the right people **when** you listen.

LISTENING

- The main listening task is an exam-style task appropriate for the level.

DO IT RIGHT! ✓

- This feature clarifies the focus of the skill being presented.

SPEAKING

Ask and answer with a partner.

- What's your name?
- How old are you?
- Who is your best friend?
- How old is he/she?
- How many children are there in your family?
- What is your sister's/brother's name?

DO IT RIGHT! ✓

Don't answer questions with one word – use complete sentences. For example, say 'My name's John,' not just 'John.'

**SPEAKING**

- There is a focus on functional language.
- Questions, prompts and/or examples help students complete the task successfully.
- It is often linked to and helpful for the writing section of this lesson.

WRITING

- A** Tick (✓) the words that have the correct spelling. Cross out the words that are wrong.

1	cousin	<input type="checkbox"/>	cousen	<input type="checkbox"/>
2	thier	<input type="checkbox"/>	their	<input type="checkbox"/>
3	happy	<input type="checkbox"/>	hapy	<input type="checkbox"/>
4	daughter	<input type="checkbox"/>	dauter	<input type="checkbox"/>
5	strait	<input type="checkbox"/>	straight	<input type="checkbox"/>

DO IT RIGHT! ✓

When you write in English, always check your spelling! Correct any mistakes you find.

- B** Read the paragraph. Find five spelling mistakes and correct them.

Hello! My name is Tom. I'm eleven years old. There are too children in my family – me and my sister, Daisy. Daisy is tall and thin with cirly black hair. She is clever and beutiful. She is very funy too! We are best freinds.

- C** Write a paragraph about yourself and your family in your notebook. Use these questions to help you. Don't forget to check your spelling when you finish!

What's your name?
How old are you?
How many children are there in your family?
What are their names?
Is your brother/sister tall/short/thin ...
... with short/long/curly/straight/black/brown hair?
Is he/she clever/funny/cute/naughty/beautiful?
Are you friends?

Hello! My name is ...

WRITING

- Each writing section focusses on a specific writing skill that will improve students' written work.
- One or more tasks introduce and explore that skill.

WRITING

- A model involves a task to practise the skill.

Introduction

REVIEWS

- This part of the unit reinforces key vocabulary and grammar taught within the unit.
- The level-appropriate tasks allow teachers and students to highlight areas of difficulty and help to focus any remedial work necessary.

Review 1

VOCABULARY

A Complete the sentences with these words.

aunt daughter father grandchild
grandfather grandmother grandparents
mother parents son uncle

- 1 My dad is also my _____.
- 2 My dad's brother is my _____.
- 3 My grandpa is also my _____.
- 4 My grandma and my grandpa are my _____.
- 5 My grandma is also my _____.
- 6 My mum and dad are my _____.
- 7 My mum is also my _____.
- 8 My mum's sister is my _____.
- 9 I am my grandpa's _____.
- 10 I'm Paul. I'm my mum and dad's _____ and my sister Jane is their _____.

B Complete the opposites.

- 1 ugly ≠ p _____
- 2 curly ≠ s _____
- 3 good ≠ n _____
- 4 short ≠ t _____
- 5 fat ≠ t _____
- 6 fair ≠ d _____

C Circle the correct words.

- 1 Is it time for lunch? I'm **thirsty** / hungry.
- 2 Romeo Beckham's dad is **famous** / boring.
- 3 'Let's talk to Mum.' 'No, she's very **busy** / clever.'
- 4 That's my new bike. I'm very **special** / lucky.

D Circle the correct words.

- 1 Our favourite day is Sunday. We **play** / talk games at home.
- 2 It's boring here. Let's **come** / go home.
- 3 Mandy, **ask** / **say** sorry to your aunt!
- 4 **Go** / **Come** on, Molly. Let's go to the park!
- 5 I **say** / **talk** to lots of my friends at school.



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GRAMMAR

A The words in bold are wrong. Write the correct words.

- 1 You are tall. **We** are thin too!
- 2 Hello! I am Milly. This is Mandy. **They** are twins.
- 3 This is my dress. **She** is orange.
- 4 That boy is Ben. **You** am his best friend.
- 5 This is Sue. **He** is my grandma.
- 6 You are Anna. You are Lucy. I are my sisters.
- 7 Those are my aunts. **You** are teachers.
- 8 That man is my grandpa. **It** is very clever.

B Complete the sentences with the correct form of to be.

- 1 I _____ thirteen years old. I'm not twelve.
- 2 You and Mandy aren't sisters. You _____ cousins.
- 3 He _____ my uncle. He is my father.
- 4 'Is she your mother?' 'No, she _____.'
- 5 My cat's nose isn't black. It _____ pink.
- 6 They _____ ugly. They are beautiful.
- 7 '_____ we naughty, Mum?' 'No, you aren't.'
- 8 I _____ a baby. I'm a boy.

C Circle the correct words.

- 1 I'm Brad and this is Greg. **Our** / **His** favourite uncle is Uncle Mac!
- 2 '**Whose** / **Where** is the café?' 'It's next to the park.'
- 3 That is Grace's game. It's **hers** / **mine**.
- 4 I'm Steve and these are **its** / **my** cousins, Tracy and Noel.
- 5 There are two cats. The **cats** / **cat's** eyes are blue.
- 6 '**Where** / **Whose** book is this?' 'It's his.'
- 7 **Alice's** / **Alices'** feet are very big!
- 8 This is the boys' mouse. It's **theirs** / **yours**.

SONGS

- Each unit contains a theme-related song.
- The songs provide another opportunity for reinforcing the content of the unit in a fun way.
- There are photocopiable songsheets that can be used with the songs.

Song



Families

Let's sing about our families!
Is yours big or small?
Is your mum short?
Is yours big or small?
Is your dad tall?
Let's sing about our families!

There are mothers, there are fathers,
Brothers and sisters,
Aunts and uncles too.
There are sons and daughters,
Cousins and babies,
Twins and grandparents, too.

Let's sing about our families!
Is yours boring or fun?
Is your grandma old?
Is yours boring or fun?
Is your grandpa young?
Let's sing about our families!



REVIEW 1 & SONG 23

Choose the correct answers.



- a on
b behind



- a in
b under



- a between
b in front of



- a behind
b in front of



- a on
b next to



- a next to
b between



- a in
b under

NOW WATCH THIS!

What different kinds of family are there in the video?

NOW WATCH THIS!

- The videos provide a further opportunity for the reinforcement of vocabulary and grammar from the unit.
- The language used has been carefully graded and users can decide whether to have subtitling on or off.

Introduction

CLIL & CULTURE

- This section exposes students to a different aspect of language learning and gives them the opportunity to relate their learning experience to the real world.
- Students engage in a variety of fun, communicative tasks.

1

CLIL: Maths

- Each **CLIL** page focusses on another subject such as maths, geography and music, for example.

A Look at and practise numbers 21-100.

Numbers 21-100

21	twenty-one	22	twenty-two
23	twenty-three	24	twenty-four
25	twenty-five	26	twenty-six
27	twenty-seven	28	twenty-eight
29	twenty-nine	30	thirty
40	forty	50	fifty
60	sixty	70	seventy
80	eighty	90	ninety
100	one hundred		

B Write the numbers in words.



C How old are the people in your family? Complete the table.

Person	Age

D Talk about the people in C with your partner.

Be careful!

13 thirteen
30 thirty

My mum is 28 years old.

My dad is 33.



PROJECT: MY FAMILY TREE

Make a family tree. Find photos or draw pictures of the people in your family. Write their names and their ages. Use the family tree on page 12 to help you.

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PROJECTS

- The projects provide an opportunity for students to be creative within the context of their language learning.
- The projects can be completed at home or in class and students can present their work to their classmates.

- Each **Culture** page looks at a different aspect of life linked to the theme of the unit.

Birthdays around the world

CULTURE



Fairy Bread

Children in Australia have fairy bread on their birthday. Fairy bread is bread with butter and coloured sprinkles. The sprinkles are red, orange, yellow, blue, green, brown and white. You cut fairy bread into triangles.

Piñata

Lots of people have a piñata at birthday celebrations in Mexico. There are sweets inside the piñata. You hit the piñata with a stick. The piñata opens and there are sweets for you and your friends!



A Read the texts about birthdays around the world. Tick (✓) the countries you read about.

Britain	<input type="checkbox"/>	Sweden	<input type="checkbox"/>	Mexico	<input type="checkbox"/>
China	<input type="checkbox"/>	Australia	<input type="checkbox"/>	France	<input type="checkbox"/>
America	<input type="checkbox"/>	Canada	<input type="checkbox"/>	Italy	<input type="checkbox"/>

B Read the paragraphs again and circle T (true) or F (false).

- 1 Fairy bread is a cake. **T / F**
- 2 There are sweets in a piñata. **T / F**
- 3 A 12-year-old can get 13 birthday bumps. **T / F**
- 4 The Swedish flag has four colours. **T / F**
- 5 There are many noodles in a bowl of long-life noodles. **T / F**

C People in some countries sing a song when it is someone's birthday. Sing the Happy Birthday song.

Happy birthday to you.
Happy birthday to you.
Happy birthday, happy birthday.
Happy birthday to you.

D Ask and answer with a partner.

- When is your birthday?
- What do people in your country do on their birthday?
- Do you know about any birthday celebrations from other countries?
- What do you think is the best birthday celebration?



Birthday Bumps

In Britain, the 'bumps' are fun for birthdays. Your friends or family bump you up and down. One bump is for one year. So thirteen bumps are for thirteen years old! Sometimes there is an extra bump for good luck.

Birthday cake

People around the world have cakes on their birthdays. There are candles on birthday cakes, too. But in Sweden there is a flag on birthday cakes. The Swedish flag is blue and yellow, so it is pretty on a cake.



Long-life noodles

In China, people eat a long-life noodle on their birthday. It's very long. It's a symbol of long life. You must eat it all and you mustn't break it!

NOW

TAKE IT HOME!

Tell your family about the best birthday celebration.

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NOW TAKE IT HOME!

- This feature encourages students to share something from the lesson with their family.

INTRODUCTION 17

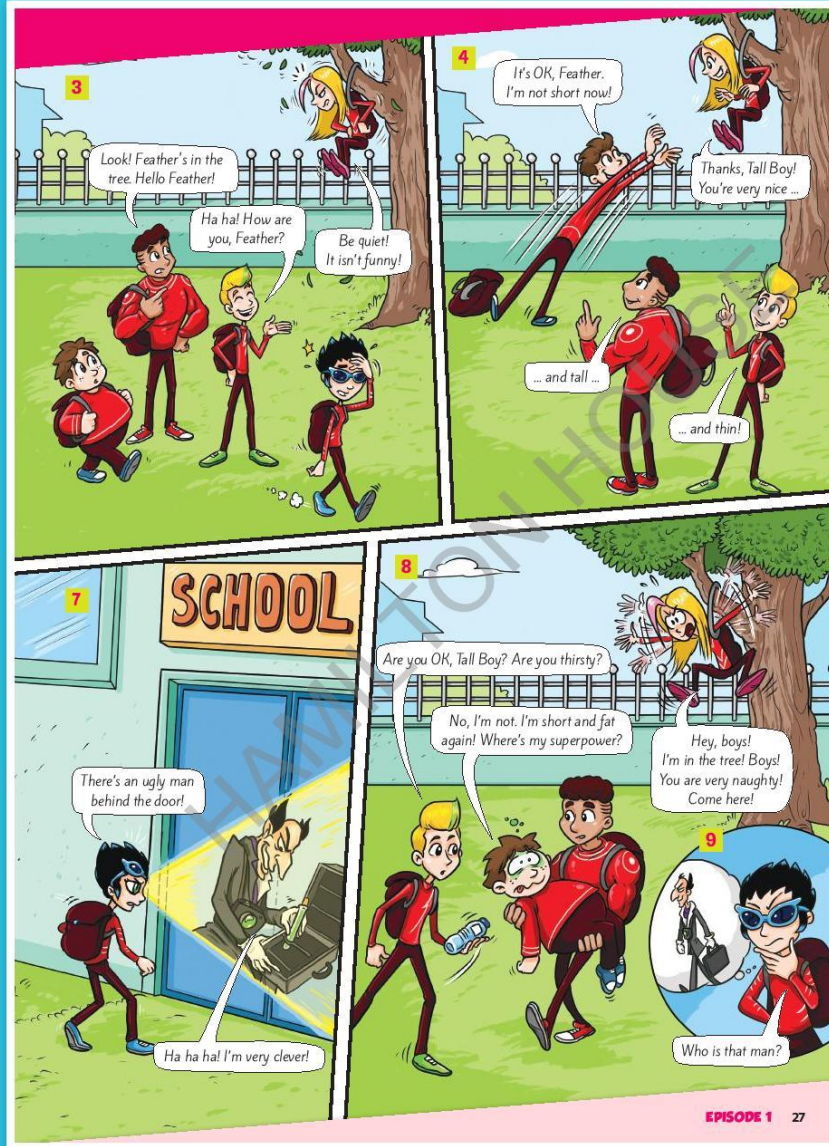
Introduction

THE AMAZING KIDS

- Each unit ends with a fully-illustrated episode of the exciting ongoing story, *The Amazing Kids*.
- Students follow the adventures of Cat, Dash, Rocky and Feather, who have amazing superpowers.



- Each **EPISODE** of the story is related to the theme of the unit and the dialogue uses vocabulary and grammar from the unit.
- The ongoing story is a further opportunity for language to be reinforced in a particularly memorable way.



- The **DIALOGUE** has been recorded and is included on the Class Audio.
- There is also an animated version of the story on the IWB.

Introduction

Workbook

The Workbook accompanies the Student's Book. Like the Student's Book, it is divided into an introduction, six units and six reviews. The lessons and reviews practise only what is actively taught in the main lessons in the corresponding unit of the Student's Book. Lessons 1-4 of each unit contain three vocabulary tasks which practise the lexical items found in the vocabulary section of the corresponding lesson (and occasionally recycle vocabulary actively taught in the vocabulary sections from previous lessons) as well as three grammar tasks which practise the grammar found in the grammar section of the corresponding lesson. Each of the *Skills Building* lessons contains a reading comprehension task, one or two grammar tasks and a writing task. The reviews include multiple-choice vocabulary and grammar items which practise the vocabulary and grammar from the main lessons in the unit. The workbook's clear and simple format means that it can be used at home as well as in class.

Grammar Book

The Grammar Book reinforces the grammar presented in the Student's Book using vocabulary which students already know or which is taught in the student's book. It is divided into an introduction and six five-lesson units, as is the student's book. Each lesson starts with a motivating and amusing presentation of the grammar in the form of a cartoon featuring the heroes of the ongoing story, *The Amazing Kids*. These presentations are animated and can be accessed on the IWB. The lesson continues with easy-to-follow grammar theory sections and a wide variety of grammar tasks. The grammar theory sections often contain a *Be Amazing!* feature, which has a tip or extra information relevant to the particular grammar point. The lesson ends with a *Now talk about it!* speaking task which encourages students to use the grammar in a meaningful context. The Grammar Book also includes review sections after every two units. These reviews contain a wealth of tasks to revise all the grammar taught in the previous two units, and they end with a writing activity in which students are required to use some of the grammar taught in the previous two units in a meaningful context.

Test Book

The Test Book contains a comprehensive set of tests that assess students' progress at various stages of the course. The quizzes, one for each unit of the Student's Book, focus on the key vocabulary and grammar items presented in the units. The progress tests, one for use after every two units of the Student's Book, include a reading comprehension task, a writing task, as well as vocabulary and grammar tasks. There is also an End-of-Year Test for use when students have completed the course, which again contains a reading comprehension task, a writing task, and vocabulary and grammar tasks.

E-book

The e-book contains an interactive version of the Student's Book including the animated ongoing story, the *Now watch this!* videos, as well as narration of the reading texts. The key is not included in the e-book.

Teacher's Book

The Teacher's Book provides clear lesson plans with detailed instructions and tips for teachers on how to make the best use of the material in the student's book. The focus of each lesson is clearly stated at the beginning of each lesson's instructions, and background information boxes provide further information for some of the reading texts, the amazing facts and any other texts that refer to real things. The key to all tasks from the student's book is included, as well as the recording script with justification underlined for the listening tasks. At the back of the teacher's book, there is a section of photocopiable vocabulary and grammar tasks which can be used with students who finish early in class, as a way of revising prior to a test, or as extra practice of the vocabulary and grammar in the student's book. There are also photocopiable songsheets and worksheets for each episode of the ongoing story, *The Amazing Kids*. Finally, there are also the keys to the Workbook and the Test Book.

Class Audio

The Class Audio contains the narration of the reading texts, as well as all audio required for the listening tasks, the songs and the episodes of *The Amazing Kids* in the student's book. These recordings can also be accessed on the IWB. Professional actors are used in all recordings to ensure clarity and accurate intonation and pronunciation.

Interactive Whiteboard Software

The IWB contains the Student's Book, the Workbook and also the Grammar in digital format. The majority of tasks are interactive and have been developed to be easy to use by both students and teachers alike. The animated ongoing story, the videos for the *Now Watch this!* features and the listening tasks audio can all be easily accessed on the IWB. The reading texts found in the student's book are narrated on the IWB. Justification for all student's book listening tasks, student's book and workbook reading comprehension tasks are available at the touch of a button, as is the key to all tasks.

Welcome

The Welcome unit provides revision of basic vocabulary and grammar, and introduces students to the characters in the ongoing story. As students will likely be returning from a long break, be sure to spend enough time revising these items which will be seen in subsequent units. Encourage your students to use English as often as possible, but there will be times during the course when you and your students will likely need to use L1. This is perfectly acceptable at such an early level of English language learning.

Lesson 1 (SB pages 4-5)

Vocabulary: the alphabet; colours: *black, blue, brown, green, grey, orange, pink, purple, red, white, yellow*; the body: *arm, ear, eye, foot, hair, hand, head, leg, mouth, nose*; numbers: 1-20; classroom language: *Be quiet., Close your books, please., How do you spell ...?, I don't know., Open your books, please., Thank you., That's right., That's wrong., What does ... mean?*

Grammar: *a/an, this/that/these/those*

VOCABULARY

The alphabet

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they need to write the upper- or lower-case letters.
- Read out the letters of the alphabet one by one and have students repeat after you.
- Students complete the task individually. They then check their answers in pairs before checking as a class.
- Ask individual students to come to the board and write their names in English.

Answers

a b c D E f G H i j k L m N O p q R s t
U V W x Y z

Colours

- Ask students to read the instructions and check that they understand what they have to do. Elicit that there are two parts to the task. First, they must unscramble the letters to make the colours and then they must label the colour chart with the colours from the first part of the task.
- Students work individually to complete the first part of the task. They then check their answers in pairs before checking as a class.
- Check pronunciation by saying each of the colours to the students and asking them to repeat after you. Correct where necessary.
- Students work individually to complete the second part of the task. They then check their answers in pairs before checking as a class.
- Once both parts of the task have been completed, point to items in the classroom and ask students *What colour is it?* Then ask students to work in pairs to ask and answer the question.

Answers

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

Students should also write the name of each colour in the corresponding box on the colour wheel.

The body

- Ask students to read the instructions and check that they understand what they have to do. If necessary, explain the meaning of *body* and *face*.
- Ask students to read the words in the box and explain anything they don't understand. Check pronunciation by saying each of the words to the students and asking them to repeat after you. Correct where necessary.
- Students work individually to complete the task. They then check their answers in pairs before checking as a class.
- Once answers have been checked, ask students to point to the parts of their bodies and faces as you read out the words one by one. Time permitting, repeat the procedure saying the words in random order.
- In some languages, the same word is used for *arm/hand* and *leg/foot*. Make sure your students understand the differences between these words in English.

Answers

- 1 head
- 2 arm
- 3 hand
- 4 leg
- 5 foot
- 6 hair
- 7 eye
- 8 ear
- 9 nose
- 10 mouth

Numbers 1-20

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they need to find the words for the numbers and then to write the correct word next to each number.
- Check pronunciation by saying the numbers from 1 to 20 to the students and asking them to repeat after you. Correct where necessary.

- Students work individually to complete the task. They then check their answers in pairs before checking as a class.
- Once answers have been checked, write random numbers from 1 to 20 on the board and ask students to read them out.

Answers

- 1 one
- 2 two
- 3 three
- 4 four
- 5 five
- 6 six
- 7 seven
- 8 eight
- 9 nine
- 10 ten
- 11 eleven
- 12 twelve
- 13 thirteen
- 14 fourteen
- 15 fifteen
- 16 sixteen
- 17 seventeen
- 18 eighteen
- 19 nineteen
- 20 twenty

Classroom language

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to look at the pictures and say what they think they show.
- Ask students to read the phrases in the box and explain anything they don't understand. Check pronunciation by saying each of the phrases to the students and asking them to repeat after you. Correct where necessary.
- Students work individually to complete the task. They then check their answers in pairs before checking as a class.
- Once answers have been checked, practise the classroom language with the class.

Answers

- 1 That's right.
- 2 That's wrong.
- 3 Be quiet.
- 4 What does ... mean?
- 5 Close your books, please.
- 6 Open your books, please.
- 7 Thank you.
- 8 How do you spell ...?
- 9 I don't know.

Top Tip

Keep revising as you progress through the book. In the Welcome unit, revise the vocabulary before you proceed to the grammar. For example, ask students to spell colours, parts of the body and face, and numbers, or ask them to talk about the colours in the *Classroom language* pictures.

Extra Task (for early finishers)

See photocopiable material on page 118.

GRAMMAR

See *Welcome Lesson 1* in the *Grammar Book* for further explanation, example sentences and tasks.

A / An

- Revise the articles *a* and *an*. Explain/Elicit that we use *a* before a noun (or adjective + noun) that begins with a consonant, and *an* before a noun (or adjective + noun) that begins with a vowel.
- Ask students to read the instructions and check that they understand what they have to do. Ask students to read the words in the task and explain anything they don't understand.
- Students work individually to complete the task. They then check their answers in pairs before checking as a class.
- Once the answers have been checked, read out some nouns from the vocabulary section and ask students which article they should use (eg *eye*, *foot*, *hand*, *mouth*, *red nose*, *orange book*, etc.).

Answers

- 1 an
- 2 a
- 3 a
- 4 a
- 5 an
- 6 a
- 7 an
- 8 a

This / That / These / Those

- Revise *this*, *that*, *these* and *those*. Point to items in the classroom and say them with the appropriate demonstrative pronouns (eg *this desk*, *that boy*, *these desks*, *those girls*, etc.). Make sure students understand the differences between the words by asking them what they are in L1.
- Ask students to read the instructions and check that they understand what they have to do. Explain that they have to look at the pictures and complete the sentences with *this*, *that*, *these* and *those*. Ask students to read the sentences and explain anything they don't understand.
- Students work individually to complete the task. They then check their answers in pairs before checking as a class.

Answers

- 1 This
- 2 These
- 3 Those
- 4 That

Extension activity

Students work in pairs. Ask them to point out items in the classroom and use *this*, *that*, *these* and *those* (eg *this book*, *that bag*, etc.).

Extra Task (for early finishers)

See photocopiable material on page 118.

Lesson 2 (SB pages 6-7)

Vocabulary: telling the time: (*five*) *past*, (*twenty-five*) *to*, a *quarter past*, *half past*, *o'clock*, *What time is it?*; days of the week, months of the year, seasons

Grammar: prepositions of time, plurals, *there is/there are*

VOCABULARY

Telling the time

- Ask students to look at the picture of the clock. Ask them to read the words and phrases for telling time and explain anything they don't understand.
- Ask students to read the question *What time is it?* Read the speech bubbles out as examples, or ask two pairs of students to do so. Draw four clocks on the board illustrating the examples in the speech bubbles. Point to one of them and ask a student to tell you the time. Explain anything they don't understand.
- Draw a clock with the current time on the board and ask students *What time is it?* Practise telling the time by drawing more clocks on the board and asking students what the time is.
- Ask students to read the instructions and check that they understand what they have to do. Students work individually to write the times and check their answers in pairs before checking as a class.
- Once answers have been checked, students ask and answer in pairs. Remind them to give complete answers with *It's ...*.

Answers

- 1 It's three o'clock.
- 2 It's half past seven.
- 3 It's ten past two.
- 4 It's twenty to five.

Days of the week

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must complete the days of the week.
- Students work individually to complete the task. They then check their answers in pairs before checking as a class.
- Check pronunciation by saying each of the days to the students and asking them to repeat after you. Correct where necessary.
- Ask a student to say the first day of the week and continue around the class asking students what the next day is. Ask students which day of the week is their favourite, and to explain why. They may use L1.

Answers

- 1 Monday
- 2 Tuesday
- 3 Wednesday
- 4 Thursday
- 5 Friday
- 6 Saturday
- 7 Sunday

Months of the year

- Ask students to read the instructions and check that they understand what they have to do. Explain that the months in the box are not in the correct order.

- Check pronunciation by reading the months from the box to the students and asking them to repeat after you. Correct where necessary.
- Students work individually to complete the task. They then check their answers in pairs before checking as a class.
- Once answers have been checked, read the months out in the correct order and ask students to repeat after you. Ask a student to say the first month of the year and continue around the class asking students what the next month is. Then ask students to tell you which month their birthday is in.

Answers

- 1 January
- 2 February
- 3 March
- 4 April
- 5 May
- 6 June
- 7 July
- 8 August
- 9 September
- 10 October
- 11 November
- 12 December

Seasons

- Ask students to look at the pictures and to tell you which season is represented in each one. They may use L1.
- Ask students to read the instructions and check that they understand what they have to do. Explain that they have to unscramble the letters to make the names of the seasons.
- Students work individually to complete the task. They then check their answers in pairs before checking as a class.
- Check pronunciation by saying the seasons to the students and asking them to repeat after you. Correct where necessary.
- Ask students to tell you the correct order of the seasons, beginning with autumn (*autumn, winter, spring, summer*).
- Ask students which season is their favourite, and to explain why. They may use L1.

Answers

- 1 autumn
- 2 summer
- 3 spring
- 4 winter

Extension activity

Students work in pairs. Using L1, one student says the name of a local or national holiday (eg *Independence Day, etc*) and the other says the month in which the holiday is celebrated in English.

Extra Task (for early finishers)

See photocopiable material on page 118.

GRAMMAR

See Welcome Lesson 2 in the Grammar Book for further explanation, example sentences and tasks.

Prepositions of time

- Ask students to read the instructions and check that they understand what they have to do. Remind students that in English we use prepositions like *at*, *in* and *on* to talk about time.
- Ask students to read the time words and phrases, and explain anything they don't understand.
- Students work individually to complete the task. They then check their answers in pairs before checking as a class.
- Once answers have been checked, ask students the following questions, using L1 if necessary. Tell them to practise prepositions of time when they reply:
When is your birthday? (in March, etc)
Which day(s) do you have English lessons? (on Tuesday and Thursday, etc)
What time do you have English lessons? (at half past four, etc)
When do you go on holiday? (in the summer, etc)
When do you go out? (at the weekend, etc)

Answers

- 1 in
- 2 at
- 3 on
- 4 in
- 5 on
- 6 at
- 7 on
- 8 at
- 9 in
- 10 in

Plurals

A

- Ask students to read the instructions and check that they understand what they have to do. Remind students that we form plurals by adding *-s* or a combination of letters ending in *-s*.
- Ask students to read the words in the box and explain anything they don't understand. Go through the four different plural endings in the table. Elicit that the majority of the words in the box form their plural with the addition of *-es*.
- Students work individually to complete the task. They then check their answers in pairs before checking as a class.
- Check pronunciation by saying the plurals to the students and asking them to repeat after you. Correct where necessary.

Answers

- 1 toys
- 2 babies
- 3 leaves
- 4 boxes
- 5 buses
- 6 potatoes
- 7 brushes
- 8 dresses
- 9 watches

B

- Remind students that some nouns do not form the plural with the addition of *-s*, *-ies*, *-ves* or *-es*. Tell them these are irregular plurals and they do not follow the patterns of regular nouns when forming plurals.
- Ask students to read the instructions and check that they understand what they have to do. Ask students to read the nouns and explain anything they don't understand.
- Students work individually to complete the task. If students need help, write the plurals with gaps for some of the letters on the board. Students then check their answers in pairs before checking as a class.
- Check pronunciation by saying the plurals to the students and asking them to repeat after you. Correct where necessary.

Answers

- 1 children
- 2 feet
- 3 fish
- 4 sheep
- 5 men
- 6 women
- 7 people
- 8 mice

There is / There are

- Ask students to read the instructions and check that they understand what they have to do. Ask a strong student to explain what *There is/isn't* and *There are/aren't* mean, in L1 if necessary.
- Ask students to look at the picture and tell you what they can see (*trees, children, ball, man, girls, etc*). Ask students to read the text and explain anything they don't understand.
- Students work individually to complete the task. They then check their answers in pairs before checking as a class.

Answers

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

Extension activity

Refer students back to page 5 of their Student's Book. Ask them to tell a partner what they can see in the photographs at the bottom of the page (*There is a watch., There are two cats., There are five horses., There is a blue bus.*).

Extra Task (for early finishers)

See photocopiable material on page 118.

Meet the Amazing Kids (SB pages 8-9)

- Tell students that there is an exciting ongoing story called *The Amazing Kids*. Tell them that each unit of their Student's Book has one episode of the story and that in this unit, they will meet the main characters of the story.
- Regardless of whether you are using the IWB or the Class Audio, follow these instructions.

- Ask students what kind of superpowers their favourite superheroes have. Ask them what superpower they would most like to have. They may use L1.
- Ask students to look at pages 8 and 9 of their Student's Book and to work in pairs. Explain that the main characters in the story all have superpowers. Tell them to look at the characters, without reading the text, and to say which superpower they think each one has.
- Make sure each student has a photocopy of *Meet the Amazing Kids Worksheet* that can be found on page 147.

Before the episode

- Ask students to read the instructions and check that they understand what they have to do. Ask students to read the sentences and explain anything they don't understand.
- Ask students to work in pairs to do the task to encourage discussion. Tell them to look carefully at the pictures in their books to find the answers. Students then check their answers in pairs before checking as a class.

Answers

- 1 are
- 2 aren't
- 3 are
- 4 brown
- 5 green

- Play the whole episode without interruption before students do any more tasks on the worksheet. Ask students to watch or listen to the episode carefully.

During the episode

- Ask students to look at the task so they can work out what information they need to find when they watch or listen to the episode for the second time.
- Play the whole episode without interruption again and ask students to watch it or to follow it in their books.
- Give students a few minutes to complete the task and ask them to check their answers with a partner. If necessary, play the episode again and ask students to complete any unanswered items, before checking answers as a class.

Answers

- 1c 2a 3d 4b

After the episode

- Assign the roles of Rocky, Dash, Feather and Cat to different students and ask them to read the speech bubbles out loud. Time permitting, repeat until all students have had a turn.
- Explain any vocabulary students don't know and correct their pronunciation where necessary.
- Ask students to discuss the questions in pairs, before discussing as a class.
- Explain the significance of the characters' names, in L1 if necessary. Rocky is strong, like the boxer Rocky Balboa in the Sylvester Stallone films; Dash is fast and *dash* is a verb that means *to go fast*; birds have feathers and can fly, as can Feather; cats are said to have very good eyes and can see well in the dark, as can Cat.

Answers

- 1 Cat
- 2 Feather
- 3 Rocky
- 4 Dash

Song

- Tell students they will hear and sing a song in every unit. The song will contain vocabulary and grammar from the unit. Tell them that the song in the Welcome unit is about the amazing kids.
- Play the song and have students follow it in their books. They should listen and familiarise themselves with the words and the tune.
- Play the song again and encourage students to sing along.
- Give each student a songsheet. Ask students to do each task without listening to the song again, then play the relevant part of the song for students to check their answers. Occasionally there are words in the songs which have not yet appeared in the Student's Book. These are marked with an asterisk (*), and should be explained to the students, in L1 if necessary.
- When they have completed all the tasks, play the song one final time and encourage students to sing along.

Answers

- A**
- 1 bad
 - 2 cool
 - 3 amazing
 - 4 good
 - 5 Amazing
 - 6 cool
 - 7 good
 - 8 bad
 - 9 cool

- B**
- 1 Rocky
 - 2 Feather
 - 3 Dash
 - 4 Cat
 - 5 Rocky
 - 6 Dash
 - 7 Feather
 - 8 Cat

- C**
- 1 The
 - 2 this

1 Family & Friends

Opener (SB pages 10-11)

- Ask students to read the title of the unit and say how it relates to the pictures. They may use L1. (*The title is 'Family & Friends'. The main picture shows a family, and the pictures on page 11 show friends and families.*)

A

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they need to decide if the people in the pictures are family or friends.
- Students discuss in pairs before discussing as a class. Monitor and help with vocabulary and grammar if necessary. Make a note of any mistakes to go over with the class afterwards.

Answers

Students' own answers

Suggested answers: main picture, family; picture 2, friends; picture 3, family; picture 4, family

B

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they have to talk about the pictures using the words in the boxes.
- Make sure students understand the meaning of the words before they undertake the task. Write the words from the first box on the board. Ask individual students to tell you what the words mean. Students may use L1. Continue until all the words from the remaining boxes have been explained.
- Tell students to use *there is* and *there are*, and other language from the Welcome unit.
- Students discuss in pairs before discussing as a class. Monitor and help with vocabulary and grammar if necessary. When students are ready, ask individual students to describe the pictures. Continue until every student has had a turn. Make a note of any mistakes to go over with the class afterwards.

Answers

Students' own answers

Suggested answers

Main picture: This is a family. There is a grandma and a grandpa, and a mum and a dad. There are two children, one boy and one girl. They are happy. Picture 2: There are three girls and two boys. They are friends. It's summer (and they are outside). They are young and happy. Picture 3: This is a family. There is a mother and a father, and there are two children. It's winter (and they are outside). They are happy. Picture 4: This is a family. There is a mother, a father and a child. The child is a girl. They are happy. (They are outside.) There are lots of beautiful flowers.

Top Tip

Make the most of the material in the Opener by using it to build on students' vocabulary. All language on the page should be known from primary classes. Suggest that students keep a vocabulary notebook to write down new words, and to look at it regularly for revision.

- Read out the unit summary and explain any unknown vocabulary. Point out that in each unit there are four lessons followed by a Skills Building lesson. Tell them that in the Skills Building lesson, they will develop their listening, speaking and writing skills. These five lessons are the main part of each unit. Following the Skills Building lesson there is also a Review and Song, a CLIL page, a Culture page, and an episode of the ongoing story. Ask students what they are looking forward to doing in this unit.

Lesson 1 (SB pages 12-13)

Reading: text, answering questions with *yes* or *no*

Vocabulary: family members: *daughter, father, grandchildren, grandfather, grandmother, grandparents, mother, parents, son*; adjectives: *clever, cute, pretty, short, tall, thin*

Grammar: subject pronouns, *to be* (affirmative)

Listening: looking carefully at people in a picture before listening to match names to them

Speaking: talking about family

READING

Background information

The text is about David and Victoria Beckham, and their family. David and Victoria have four children – Brooklyn, Romeo, Cruz and Harper. David Beckham is a well-known former football player, who played for Manchester United, Preston North End, Real Madrid, AC Milan, LA Galaxy, Paris Saint-Germain, and the England national team. Victoria Adams – as she was then known – was a member of the hugely successful pop group, The Spice Girls. In the group, she was known as Posh Spice. After her marriage, she became a fashion designer.

A

- Ask students to look at the picture of the family and to tell you if they recognise the man or the woman.
- Ask students to read the instructions and check that they understand what they have to do. Elicit that the words they need to find are in the speech bubble. Check pronunciation by saying each of the words to the students and asking them to repeat after you. Correct where necessary. Tell students they may use L1 to explain the meaning of the words. You may also use L1 when giving the answers to the task.

- Ask students to skim the text and look for the words. Explain to them that they do not need to read in detail at this stage as they will have the opportunity to do so later.
- Students work individually to complete the task. They then check their answers in pairs before checking as a class.

Answers

aunt: your mother's or father's sister
family tree: a drawing or a diagram that contains the names of everyone in a family and shows the relationship between them
famous: known by many people
footballer: someone who plays football, especially as a job
newspaper: something you read to find out what is going on in your country and around the world too: also, in addition

B

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must read the text, in detail this time, and then answer the questions with 'yes' if the statement is true or 'no' if the statement is not true, according to the text.
- Ask students to read the questions and explain anything they don't understand.
- Students work individually to complete the task. Tell them to underline the parts of the text that have the answers. They then check their answers in pairs before checking as a class.
- Once the answers have been checked, you may play the Class audio or use the IWB content, and ask students to follow the text in their books as they listen.

Answers

- 1 yes (*David and Sandra ... They have three children, Lynne, David and Joanne.*)
- 2 yes (*They have three children, Lynne, David and Joanne. They are brother and sisters.*)
- 3 no (*Lynne and Joanne are my aunts ... Victoria and David are my parents.*)
- 4 yes (*Victoria and David are my parents ... They have three sons and a daughter.*)
- 5 yes (*I'm Romeo Beckham ... They have three sons and a daughter. Brooklyn and Cruz are my brothers.*)
- 6 no (*Harper is my sister.*)

C

- Ask students to read the instructions and check that they understand what they have to do. Explain that they must write the words under the correct pictures in the family tree.
- Make sure students understand what the words in the box mean before they attempt the task. Ask them to explain what they mean, using L1 if necessary.
- Students work individually to complete the task. They then check their answers in pairs before checking as a class.

Answers

From top to bottom, left to right:
grandpa, grandma
aunt, aunt, dad, mum
brother, (me), brother, sister

Amazing fact!

Read out the information. Explain it in L1 if necessary. Ask students if they know which band Victoria Beckham (then known as Victoria Adams) was a pop singer in (*The Spice Girls*). Tell them that The Spice Girls were very famous around the world and that Victoria became a fashion designer after she left the band. You may like to find a picture of The Spice Girls to show your students or play one of their biggest hits for students to listen to.

VOCABULARY

A

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the words in the box. Explain that the words mean the same as the words in items 1-8. Explain anything they don't understand.
- Check pronunciation by saying each of the words in the box to the students and asking them to repeat after you. Correct where necessary.
- Students work individually to complete the task. They then check their answers in pairs before checking as a class.

Answers

- 1 mother
- 2 father
- 3 grandmother
- 4 grandfather
- 5 parents
- 6 son, daughter
- 7 grandparents
- 8 grandchildren

B

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they need to look at the pictures and complete the sentences with the words in the box.
- Ask students to read the words in the box and the sentences and explain anything they don't understand.
- Check pronunciation by saying each of the words in the box to the students and asking them to repeat after you. Correct where necessary.
- Students work individually to complete the task. They then check their answers in pairs before checking as a class.

Answers

- | | |
|---------|----------|
| 1 cute | 4 pretty |
| 2 tall | 5 thin |
| 3 short | 6 clever |

Extra Task (for early finishers)

See photocopiable material on page 119.

GRAMMAR

See Unit 1 Lesson 1 in the Grammar Book for further explanation, example sentences and tasks.

Subject pronouns

- Read through the grammar theory with the class.
- Write the subject pronouns on the board and ask students to tell you the equivalents in their language.

- Ask students to look back at the text in Reading and to find and underline examples of subject pronouns. Tell them four different subject pronouns are used in the text (**I'm** Romeo, **They're** happy, **He's** a footballer, **She** is clever).
- Ask individual students to tell you what the other subject pronouns are.

A

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the sentences and explain anything they don't understand.
- Elicit that they need to circle the correct subject pronoun. Point out that by reading the preceding information in each item, they will be able to determine which pronoun is required. Refer them to the grammar theory for help if necessary.
- Students work individually to complete the task. They then check their answers in pairs before checking as a class.

Answers

- 1 You
- 2 They
- 3 She
- 4 It
- 5 You
- 6 We

To be (affirmative)

- Read through the grammar theory with the class.
- Write the examples from the theory on the board in the correct order, with line spaces between them for students to complete the remaining subject pronoun + be combinations. Encourage students to provide example sentences for the missing subject pronouns and tell them to use the full forms, not the contractions.

I am Tom.

It is a cute cat.

They are my parents.

- Ask individual students to write the contracted forms next to the sentences above. Continue until all forms have been completed.

B

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the sentences and explain anything they don't understand.
- Refer them to the grammar theory for help if necessary.
- Students work individually to complete the sentences. They then check their answers in pairs before checking as a class.

Answers

- | | |
|-------|-------|
| 1 are | 5 is |
| 2 is | 6 are |
| 3 is | 7 am |
| 4 are | 8 are |

Extension activity

Ask students to write their own sentences about people and things in the classroom practising subject pronouns and the verb *to be*. Monitor and help with vocabulary and grammar if necessary. When students are ready, ask them to read out their sentences.

Extra Task (for early finishers)

See photocopyable material on page 119.

LISTENING

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must look at the picture while they listen and write the names.
- Check pronunciation by saying each of the names in the box to the students and asking them to repeat after you. Correct where necessary.
- Play the recording for students. Students work individually to complete the task. Play the recording again if necessary. Students check their answers in pairs before checking as a class.

Answers

- 1 Harry
- 2 Kim
- 3 Tony
- 4 Ann
- 5 Jack

See the recording script with justification underlined on page 154.

SPEAKING

- Ask students to read the instructions and check that they understand what they have to do. Read the speech bubbles out as examples, or ask two students to do so.
- Students work in pairs to talk about their families.
- Monitor and help with vocabulary, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards.
- Ask individual students to tell the class about their families and continue around the class until each student has had a turn.
- Deal with any language mistakes and pronunciation problems that come up.

Answers

Students' own answers

Top Tip

Exploit material that you have already seen in the unit. In this lesson, for example, after students have completed the Speaking activity, ask them to look at the picture of the family on page 10 and come up with a description using imaginary names and adjectives to describe each member of the family.

Lesson 2 (SB pages 14-15)

- Reading:** dialogue, deciding who says what
Vocabulary: adjectives: *fat, funny, hungry, naughty, thirsty*; simple verb collocations: *Come on!, go home, play games (on sb), say sorry, talk to sb*
Grammar: *to be* (negative, questions, short answers)
Speaking: identifying the odd one out (pictures) and giving reasons
Writing: writing sentences about the pictures in Speaking

READING

A

- Ask students to look at the picture of the two boys and to tell you what they think their relationship is (*They are brothers/twins*). Tell students they may use L1.
- Ask students to read the instructions and check that they understand what they have to do. Explain that the words they need to find are in the text preceding the dialogue and in the dialogue. Check pronunciation by saying each of the words to the students and asking them to repeat after you. Correct where necessary.
- Ask students to skim the text and the dialogue to look for the words. Explain to them that they do not need to read in detail at this stage as they will have the opportunity to do so later. Explain anything they don't understand.
- Students work individually to complete the task. They then check their answers in pairs before checking as a class.

Answers

homework: schoolwork that a student does at home
 lunch: a meal eaten in the middle of the day
 sometimes: occasionally, not all of the time
 twins: two children born during the same birth

B

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must read the text and the dialogue, in detail this time, and then answer the questions about who says what.
- Ask students to read the sentences and explain anything they don't understand.
- Students work individually to complete the task. They then check their answers in pairs before checking as a class.
- Once the answers have been checked, you may play the Class audio or use the IWB content, and ask students to follow the text in their books as they listen.

Answers

1T 2B 3G 4T 5T 6B

Extension activity

Have students work in groups of three to perform the dialogue. They can change roles and perform it again until each student has played every role. Remind them to stress the words in *italic* to give emphasis. When all the groups have finished, ask one to perform the dialogue for the class.

Amazing fact!

Read out the information. Explain it in L1 if necessary. Ask students if they or someone they know is a twin. Explain that there are identical and non-identical twins. Ask them if Greg and Brad are identical or non-identical (*identical*) and to explain why (*they look exactly the same*).

VOCABULARY

A

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they need to look at the pictures and complete the sentences with the words in the box.
- Ask students to read the words in the box. Explain that the words are adjectives and tell them that we use adjectives to describe people, animals or things.
- Check pronunciation by saying each of the words in the box to the students and asking them to repeat after you. Correct where necessary.
- Students work individually to complete the task. They then check their answers in pairs before checking as a class.

Answers

- hungry
- naughty
- funny
- thirsty
- fat

Extension activity

If time permits, revise the adjectives with your students. Write the words on the board. Say each one out loud and have students repeat after you. Then mime each adjective and ask students to tell you the word.

B

- Ask students to read the instructions and check that they understand what they have to do. Explain that the words in the box are all verbs, and remind students that verbs are 'doing' words and we use them to talk about actions or states.
- Ask students to read the words in the box and the sentences and explain anything they don't understand.
- Tell students that the verbs combine with the words in the sentences to form phrases.
- Students work individually to complete the task. They then check their answers in pairs before checking as a class.
- Check pronunciation by saying each of the collocations to the students and asking them to repeat after you (*play games, talk to, come on, say sorry, go home*). Correct where necessary.

Answers

- play
- talk
- Come
- Say
- go

Extra Task (for early finishers)

See photocopiable material on page 119.

GRAMMAR

See Unit 1 Lesson 2 in the Grammar Book for further explanation, example sentences and tasks.

To be (negative, questions, short answers)

• Draw the following table on the board. Encourage students to tell you the affirmative forms of subject pronoun + *to be*, or ask individual students to write them in the table in the first column. Leave the other columns blank for students to complete, but write in the headings.

+	-	?
I am / I'm	I am not / 'm not	Am I ...?
You are / You're	You are not / aren't	Are you ...?
He is / He's	He is not / isn't	Is he ...?
She is / She's	She is not / isn't	Is she ...?
It is / It's	It is not / isn't	Is it ...?
We are / We're	We are not / aren't	Are we ...?
You are / You're	You are not / aren't	Are you ...?
They are / They're	They are not / aren't	Are they ...?
Short answers		
Yes, I am. / No, I'm not.		
Yes, you are. / No, you aren't.		
Yes, he is. / No, he isn't.		
Yes, she is. / No, she isn't.		
Yes, it is. / No, it isn't.		
Yes, we are. / No, we aren't.		
Yes, you are. / No, you aren't.		
Yes, they are. / No, they aren't.		

- Read through the grammar theory for the negative form with the class. Ask a student to come to the board and complete the column for negative forms, with the full and contracted form. Do the same with different students for the question form, and for the short answers.
- Ask individual students to give you negative sentences or questions with short answers.

A

- Ask students to read the instructions and check that they understand what they have to do. Refer them to the grammar theory to help them if necessary.
- Ask students to read the sentences and explain anything they don't understand.
- Elicit that they need to write the correct contracted form. Tell them to read the sentences carefully and to pay attention to the information before and after the gaps.
- Students work individually to complete the task. They then check their answers in pairs before checking as a class.

Answers

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

B

- Ask students to read the instructions and check that they understand what they have to do.

- Ask students to read the questions and explain anything they don't understand.
- Tell them to read the questions carefully in order to choose the correct answer.
- Refer them to the grammar theory for help if necessary.
- Students work individually to complete the task. They then check their answers in pairs before checking as a class.

Answers

- Yes, she is.
- Yes, it is.
- No, they aren't.
- Yes, you are.
- No, I'm not.
- No, we aren't.
- Yes, you are.
- No, he isn't.

Extension activity

Students work with a partner. They ask each other questions and answer them using short answers. Monitor and help with vocabulary and grammar, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards.

Extra Task (for early finishers)

See photocopiable material on page 119.

SPEAKING

- Ask students to read the instructions and check that they understand what they have to do. Explain that there are two parts to the task. First, they must determine which picture is different and then they need to explain why it is different to the others by using the words in the box.
- Make sure students remember what the words in the box mean. Ask individual students to explain their meaning, in L1 if necessary.
- Go over the example with your students. Tell them they should use the negative form of *to be*, just as in the example.
- Students work in pairs to talk about the pictures. Monitor and help with vocabulary, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards. Ask individual students for their answers. Deal with any language mistakes and pronunciation problems that come up.

Answers

- This cat/It isn't cute.
- This boy/He isn't thirsty.
- This girl/She isn't naughty.

WRITING

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they need to write sentences about the pictures in the Speaking task.
- Assign as homework or, if time permits, ask students to write their sentences in class and check them before the end of the lesson. Deal with any mistakes that come up.

Answers

Students' own answers. Students can write the answers to the Speaking task, or write other sentences about the pictures. For example, *There are two tall boys. This boy is thirsty. These girls are naughty.*

Lesson 3 (SB pages 16-17)

- Reading:** webpage, circling the correct words
Values: being a good friend
Vocabulary: adjectives: *boring, busy, famous, lucky, special*
Grammar: possessive adjectives, possessive 's
Listening: writing words and numbers in gaps
Speaking: talking about best friends, using complete sentences when answering questions

READING

Background information

Two new-born white tiger cubs had to be separated from their mother after their sanctuary flooded during a hurricane. A chimpanzee named Anjana began caring for the cubs and became their surrogate mother. She fed them from a bottle and lay down with them, just like a mother. Anjana has also looked after leopards, lions and orangutans. A human animal keeper, China York, showed Anjana how to care for the animals. Monkeys are very good at copying behaviour, so Anjana quickly learnt to do what China did.

A

- Ask students to describe the pictures and to say how they make them feel.
- Ask students to read the instructions and check that they understand what they have to do. Elicit that the words they need to find are in the webpage. Check pronunciation by saying each of the words to the students and asking them to repeat after you. Correct where necessary.
- Ask students to skim the webpage and look for the words. Explain to them that they do not need to read in detail at this stage as they will have the opportunity to do so later. Explain anything they don't understand.
- Students work individually to complete the task. They then check their answers in pairs before checking as a class.

Answers

chimp: short for chimpanzee, an ape that lives in Africa
like: in the same way that, the same as
look after: to care for or be responsible for someone or something
place: a particular position somewhere
together: with another person or people

B

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must read the webpage, in detail this time, and then circle the correct words in the sentences, based on the information in the webpage.

- Ask students to read the sentences and explain anything they don't understand.
- Tell students to underline the parts of the webpage that have the answers.
- Students work individually to complete the task. They then check their answers in pairs before checking as a class.
- Once the answers have been checked, you may play the Class audio or use the IWB content, and ask students to follow the text in their books as they listen.

Answers

- 1 chimp (*The chimp's name is Anjana.*)
- 2 two (... *two white baby tigers, Mitra and Shiva.*)
- 3 lucky (*The baby tigers are lucky.*)
- 4 morning (*I go to my best friend's house in the morning. We make cakes and then we have lunch.*)
- 5 special (*My best friend is special ...*)

VALUES

- Explain the meaning of values to your students. Tell them values are the beliefs that influence our behaviour and way of life. Use L1 if necessary.
- Read out the text in the box and explain anything students don't understand.
- Ask students to discuss the question in pairs. They may use L1 if they wish. Monitor and help with vocabulary, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards.
- Ask individual students to tell the class what they think makes a good friend. Tell them they may use L1.

Amazing fact!

Read out the information. Explain it in L1 if necessary. Ask them if the fact surprises them. Ask them if they know of any other examples of different animals being friends. If time permits and you have the necessary equipment, you might like to show your class one of the many videos available online of animal friends.

VOCABULARY

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the words in the box. Elicit that the words are adjectives and that they are used to describe people, animals or things.
- Check pronunciation by saying each of the words in the box to the students and asking them to repeat after you. Correct where necessary.
- Ask students to read the sentences and explain anything they don't understand.
- Students work individually to complete the task. They then check their answers in pairs before checking as a class.

Answers

- 1 famous
- 2 boring
- 3 special
- 4 lucky
- 5 busy

Extra Task (for early finishers)

See photocopiable material on page 120.

GRAMMAR

See Unit 1 Lesson 3 in the Grammar Book for further explanation, example sentences and tasks.

Possessive adjectives

- Read through the grammar theory with the class.
- Write the following sentence on the board: *I am a teacher and you are my students*. Ask students to tell you which words are subject pronouns (*I, you*). Ask them what *my* means. Tell them they can answer in L1 if necessary. Tell them *my* is a possessive adjective.
- Ask students to look back at the text in Reading and to find and underline examples of possessive adjectives. Tell them two different possessive adjectives are used in the texts (*my best friend's house / my best friend, her house*). Remind them that a possessive adjective comes before a noun.
- Point out the *Be careful!* note. Write *it's, its, you're, your, he's, his* on the board. Go through the words one by one and ask individual students to give you sentences using the words. Write the sentences on the board and make sure students understand the differences in form and meaning.
- Ask individual students to give you sentences using the possessive adjectives.

A

- Ask students to read the instructions and check that they understand what they have to do. Elicit that the words in bold are wrong.
- Ask students to read the sentences and explain anything they don't understand.
- Point out that by reading the information before the possessive adjective they will be able to work out the correct answer. Refer them to the grammar theory for help if necessary.
- Tell them they will need to use all of the possessive adjectives.
- Students work individually to complete the task. They then check their answers in pairs before checking as a class.

Answers

- | | |
|---------|--------|
| 1 Your | 5 my |
| 2 Their | 6 your |
| 3 Its | 7 His |
| 4 Our | 8 her |

Possessive 's

- Introduce possessive 's. Write the following sentence from the reading text on the board: *I go to my best friend's house in the morning*. Ask students if the house belongs to Mandy or to her best friend/grandma. Explain that 's after a noun shows us who or what owns something.
- Read through the grammar theory with the class.
- Point out the *Be careful!* note. Tell students that *cats* is a regular plural noun, but *women* is an irregular plural noun, and that all irregular plural nouns use 's to show possession, not ' as in the case of *cats*'. Ask students for examples of irregular plural nouns and write them on the board (*eg children, feet, fish, sheep, men, people, mice*).
- Write the three examples from the theory on the board in a table. Ask students to copy it in their notebooks.

<i>The cat's tail is short.</i>	<i>The cats' tails are short.</i>	<i>The women's dresses are red.</i>
<i>My friend's brother is funny.</i>	<i>The girls' houses are big.</i>	<i>The men's eyes are blue.</i>

- Read out the following sentences and ask students to write the second of each pair in the correct column, depending on whether the noun is singular, regular plural or irregular plural. Read the second sentence of each pair slowly and clearly, with emphasis.
There are two men. The men's eyes are blue.
There are three girls. The girls' houses are big.
This is my friend. My friend's brother is funny.

B

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the sentences and explain anything they don't understand.
- Refer them to the grammar theory for help if necessary.
- Students work individually to complete the task. They then check their answers in pairs before checking as a class.

Answers

- 1 girls'
- 2 Ben's
- 3 twins'
- 4 boys'
- 5 sister's

Extension activity

Ask students to write two of their own sentences about their fellow students, using possessive 's. Monitor and help with vocabulary and grammar if necessary. Make sure you check every student's work. When students are ready, ask them to read out their sentences.

Extra Task (for early finishers)

See photocopiable material on page 120.

LISTENING

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must complete the gaps.
- Tell students they must write one word only in each gap.
- Ask students to read the information about a best friend and explain anything they don't understand.
- Ask students to look at each item and predict what kind of word they will need to complete the gap (1 a person's name, 2 a number, 3 a word to describe hair, 4 a place name, 5 an adjective to describe someone or something).
- Play the recording for students. Students work individually to complete the task. Play the recording again if necessary. Students check their answers in pairs before checking as a class.

Answers

- 1 Julia
- 2 13/thirteen
- 3 black
- 4 park
- 5 old

See the recording script with justification underlined on page 154.

SPEAKING

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the questions and explain anything they don't understand.
- Read the speech bubbles out as examples, or ask two students to do so. Point out that the second speaker uses a complete sentence in answer to the question asked.
- Students work in pairs to ask and answer about their best friends. Monitor and help with vocabulary, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards.
- Ask individual students to tell the class about their best friend and continue around the class until each student has had a turn. Deal with any language mistakes and pronunciation problems that come up.

Answers

Students' own answers

Top Tip

Use the material in Listening and Speaking for a project. Ask students to write their own fact file about their best friend, as in the Listening task. They should decorate the page and add a photo if they wish. You can display their work in the classroom.

Lesson 4 (SB pages 18-19)

- Reading:** article, answering questions
- Vocabulary:** words related to family members: *aunt, baby, cousin, grown-up, uncle*; physical characteristics: *beard, curly, dark, fair, moustache, straight*; possessive pronouns: *Whose?* the letter *c*
- Grammar:** asking and answering questions about a picture using *Whose ...?* and possessive pronouns
- Pronunciation:** writing sentences about the picture in Speaking
- Writing:**

READING

Background information

The Radford family consists of parents Noel and Sue, and their 18 children. In March 2017 it was announced that Sue was pregnant again. The Radfords have appeared on a documentary television programme about their unusually large family, which is believed to be the largest in Britain. The family owns and operates a bakery, Radford's Pie Company, where many of the members work.

A

- Ask students to look at the family in the picture and tell you what they think is amazing about it (*It's a very big family.*).
- Ask students to read the instructions and check that they understand what they have to do. Explain that the words they need to find are in the article. Check

pronunciation by saying each of the words to the students and asking them to repeat after you. Correct where necessary.

- Ask students to skim the article to look for the words. Explain to them that they do not need to read in detail at this stage as they will have the opportunity to do so later. Explain anything they don't understand.
- Students work individually to complete the task. They then check their answers in pairs before checking as a class.

Answers

biggest: bigger than all others
expensive: costing a lot of money
full: holding as much or as many as possible; having no empty space
minibus: a small bus
trolley: a large metal basket on wheels, used for carrying items in a supermarket
work: an activity that requires a lot of effort
youngest: younger than all others

B

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must read the article, in detail this time, and then answer the questions about it.
- Ask students to read the questions and explain anything they don't understand.
- Tell students to underline the parts of the article that have the answers.
- Students work individually to complete the task. They then check their answers in pairs before checking as a class.
- Once the answers have been checked, you may play the Class audio or use the IWB content, and ask students to follow the text in their books as they listen.

Answers

- 1 Phoebe is the youngest child. (*Their youngest child is a baby. Her name is Phoebe.*)
- 2 There are eight sons. (*She is a beautiful baby girl with eight brothers ...*)
- 3 Four children are grown-ups. (*Two sisters and two brothers are grown-ups.*)
- 4 Yes, she is. (*Sophie's brothers and sisters are uncles and aunts!*)
- 5 Yes, there are. (*Every week there are 125 pairs of dirty socks!*)

Extension activity

Ask students to work in pairs and to discuss other things that might be a lot of work for the Radford family (eg *cooking a meal for the whole family, cleaning the house, etc*). Monitor and help with vocabulary and grammar, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards. Have a class discussion about the problems very large families have.

Amazing fact!

Read out the information. Explain it in L1 if necessary. Ask students how much bread, cereal, milk or juice they think their own families use every day.

VOCABULARY

A

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they need to complete the sentences with the words in the box.
- Tell students that all the words are from the article in Reading. Explain that if they don't know what some of the words mean, they can work out their meanings by looking at them in context in the article.
- Check pronunciation by saying each of the words in the box to the students and asking them to repeat after you. Correct where necessary.
- Ask students to read the sentences and explain anything they don't understand.
- Students work individually to complete the task. They then check their answers in pairs before checking as a class.

Answers

- 1 aunt
- 2 baby
- 3 uncle
- 4 cousins
- 5 grown-up

B

- Ask students to read the instructions and check that they understand what they have to do. Explain that there are stickers in their book that they will use to complete the task.
- Ask students to read the sentences and explain anything they don't understand.
- Check pronunciation by saying each of the words in bold to the students and asking them to repeat after you. Correct where necessary.
- Refer students to the back of their Student's Book, where they will find the stickers.
- Students work individually to complete the task. They then check their answers in pairs before checking as a class.

Answers



Extension activity

Write the words *straight*, *curly*, *fair* and *dark* on the board. Ask students to work in pairs. They must use the words to describe a fellow student and their partner must guess which student. Tell them to use these structures:
His/Her hair is ... fair/dark and straight/curly.
Is it [name of student]?

Extra Task (for early finishers)

See photocopiable material on page 120.

GRAMMAR

See Unit 1 Lesson 4 in the Grammar Book for further explanation, example sentences and tasks.

Possessive pronouns

- Replicate the table from page 19 on the board. Revise subject pronouns by asking individual students for example sentences. Make sure every student has a turn and that all of the subject pronouns are used.
- Give students an example of a possessive pronoun in use. Pick up your book and say, *This is my book*. Then say, *It's mine*. Write both sentences on the board. Explain to students that *mine* takes the place of *my book*.
- Read through the grammar theory for possessive pronouns with the class. Assign a possessive pronoun to each student and have them write a sentence using it. When students have finished, ask them to read out their sentences.

A

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the sentences and explain anything they don't understand.
- Refer them to the grammar theory for help if necessary.
- Students work individually to complete the task. They then check their answers in pairs before checking as a class.

Answers

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

Whose ...?

- Explain to students that we use the question word *whose* to ask about possession. If necessary, and if there is a direct equivalent, you may use L1 to explain this.
- Read through the grammar theory for *Whose ...?* with the class. Point out the structure *whose + noun + to be + this/that/these/those*. Point out too the answer to the question using a possessive pronoun (*It's mine*), but tell students they can also use possessive 's, (eg *Whose pens are those? They're Jim's.*)

B

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the words and explain anything they don't understand.
- Elicit that the words are in random order and that they need to write them in the correct order. Refer them to the grammar theory for help if necessary.
- Students work individually to complete the task. They then check their answers in pairs before checking as a class.

Answers

- 1 Whose books are those?
- 2 Whose minibus is that?
- 3 Whose bike is this?
- 4 Whose socks are these?

Extension activity

Students work in pairs. They point, ask and answer questions about items belonging to their partner and fellow students.

Extra Task (for early finishers)

See photocopiable material on page 121.

JUST SAY IT!

• Explain to students that *Just say it!* sections help them pronounce words correctly in English and that there is one in each unit.

A

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the words out to their partner.
- Students work in pairs to complete the task.

Answers

The two different sounds are /k/ and /s/.

B

- Ask students to read the instructions and check that they understand what they have to do.
- Students work individually to complete the task. They then check their answers in pairs before listening to the recording to check their answers.

Answers

music /k/: second, car, Mac, clever
Grace /s/: Lucy, nice, pencil, sentence

SPEAKING

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must ask and answer questions about the items above the main picture.
- Make sure students know the names of the items in the small pictures. Ask individual students to say the words (*baby, football, watch, toy cars, kite*).
- Read the speech bubbles out as examples, or ask two students to do so. Tell them to point to the owner/owners of the kite in their books.
- Students work in pairs to talk about the pictures. Monitor and help with vocabulary, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards.
- Ask pairs of students for their answers.
- Deal with any language mistakes and pronunciation problems that come up.

Answers

Whose baby is it? It's hers.
Whose football is it? It's theirs.
Whose watch is it? It's his.
Whose toy cars are they? They're his.
Whose kite is it? It's theirs.

WRITING

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they need to write sentences about the picture in the Speaking task.
- Assign as homework or, if time permits, ask students to write their sentences in class and check them before the end of the lesson.
- Deal with any mistakes that come up.

Answers

Students' own answers, but suggested answers:
It's their kite.
It's her baby.
It's his watch.
They're his toys.
It's their football.

Skills Building (SB pages 20-21)

Grammar: prepositions of place

Listening: looking carefully at people in a picture before listening to match names to them

Speaking: using complete sentences when answering questions

Writing: checking written work for spelling mistakes; writing a paragraph about yourself and your family

GRAMMAR

See Unit 1 Lesson 5 in the Grammar Book for further explanation, example sentences and tasks.

Prepositions of Place

- Explain to students that we use prepositions of place to tell us where a person or thing is.
- Point to an item on your desk and say, *My (book/pen/etc) is on the table*. Emphasise the word *on*. Then point to two students who are sitting side by side and say, for example, *Nick is next to Vicky*. Emphasise the phrase *next to*.
- Read through the grammar theory with the class. You may use L1 if necessary to make the meanings clearer to students. Say the preposition in English and ask students to tell you its equivalent in L1.
- Explain that we use the question word *where* to ask about place. Write the question and answer structures on the board:
Where + to be + (possessive adjective) noun?
subject pronoun/noun + to be + preposition of place + noun.

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must look at the picture in Listening B at the bottom of page 20 in their Student's Book in order to complete the sentences.
- Ask students to read the sentences and explain anything they don't understand.
- Refer them to the grammar theory for help if necessary.
- Students work individually to complete the task. They then check their answers in pairs before checking as a class.

Answers

- 1 in
- 2 in front of
- 3 next to
- 4 behind
- 5 under
- 6 on
- 7 between

Extra Task (for early finishers)

See photocopiable material on page 121.

LISTENING

DO IT RIGHT! ✓

- Tell students that the *Do it right!* boxes are in the Student's Book to give them tips and advice that will improve their skills in English so they can do the tasks better.
- Ask students to read the information in *Do it right!* and explain anything they don't understand.
- Choose a student to explain the tip in his/her own words, in L1 if necessary.
- Stress the importance of looking at the picture carefully before they listen as they won't have time to take it all in when the recording starts.

A

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must look at the picture in order to answer the questions about it correctly.
- Tell students that before they do the task, they should work in pairs and take it in turns to point to a person in the picture and describe their clothes and hair, for example.
- Ask students to read the questions and answers and explain anything they don't understand.
- Students work individually to complete the task. They then check their answers in pairs before checking as a class.

Answers

- 1 blue
- 2 yes
- 3 on the table
- 4 two
- 5 yes
- 6 curly

B

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must listen carefully and draw lines from the names to the people. Tell them there is one extra name that they will not use, and that it is there to distract them, so they must listen very carefully. Read out the names for the students and have them repeat after you.
- Draw their attention to the example. Play the example and then pause the recording. Ask students what information on the recording helps to identify John (*the watch Katy has given him as a present*).
- Play the recording for students. Students work individually to complete the task. Play the recording again if necessary. Students check their answers in pairs before checking as a class.

Answers

Lines should be drawn between:

- 1 *Jim* and boy with long hair and green T-shirt.
- 2 *Anna* and girl with long fair hair and a blue dress.
- 3 *Lucy* and woman with long brown hair and red T-shirt.
- 4 *Jane* and woman with short dark hair.
- 5 *Ben* and boy with black curly hair.

See the recording script with justification underlined on page 154.

Extension activity

Ask students to write their own sentences about the people in the picture using prepositions of place. Monitor and help with vocabulary and grammar if necessary. Make sure you check every student's work. When students are ready, ask them to read out their sentences.

SPEAKING

DO IT RIGHT! ✓

- Ask students to read the information in *Do it right!* and explain anything they don't understand.
- Choose a student to explain the tip in his/her own words, in L1 if necessary. Read the speech bubbles out as examples, or ask two students to do so.
- Stress the importance of using complete sentences to answer questions, rather than giving single-word replies. Tell them that the use of complete sentences shows their listener that they know how to use the language.
- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the questions and explain anything they don't understand.
- Students work in pairs to ask and answer the questions. Monitor and help with vocabulary and grammar, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards.
- Ask individual students for their answers.
- Deal with any language mistakes and pronunciation problems that come up.

Answers

Students' own answers

WRITING

DO IT RIGHT! ✓

- Ask students to read the information in *Do it right!* and explain anything they don't understand.
- Choose a student to explain the tip in his/her own words, in L1 if necessary.
- Stress the importance of checking their work to avoid making spelling mistakes. Tell them that if they are not sure how to spell a word, they should look it up before writing it.

A

- Ask students to read the instructions and check that they understand what they have to do.
- Explain to students that they must put a tick in the box next to the word in each pair which is spelt correctly and cross out the words that are wrong. Tell them they can use a dictionary to help them if necessary.
- Students work individually to complete the task. They then check their answers in pairs before checking as a class.

Answers

Students should tick these words:

- 1 cousin
- 2 their
- 3 happy
- 4 daughter
- 5 straight

Students should cross out these words:

- 1 cousin
- 2 thier
- 3 hapyp
- 4 dauter
- 5 strait

B

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they need to find and correct five spelling mistakes in the paragraph. Tell them they can use a dictionary to help them if necessary.
- Students work individually to complete the task. They then check their answers in pairs before checking as a class.

Answers

too – two
cirly – curly
beutiful – beautiful
funy – funny
freinds – friends

C

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they need to write a paragraph about themselves and their family, like the example in B.
- Ask students to read the questions and explain anything they don't understand. Tell them that the questions will help them with the content of their paragraphs.
- Remind students to check their spelling when they finish, and to look up the spelling of any words they aren't sure about.
- Assign the task for homework.

Answers

Students' own answers

Model answer

Hello! My name is Mary. I'm ten years old. There are three children in my family – me and my two brothers, Nick and Alex. Nick is tall and thin with short dark hair. He is clever and funny. Alex is short and fat. He's cute, but he's naughty too. He's a baby. We're best friends.

Review 1

 (SB pages 22-23)

- Explain to students that there will be a review at the end of each unit. Tell them that Review 1 revises the material they saw in Unit 1.
- Explain to students that they can ask you for help with the questions or refer back to the relevant sections of the unit if they're not sure about an answer. Stress that the Review section is not a test.
- Decide how the review will be carried out. Students could do the vocabulary items first and then correct them before going on to the grammar, or they could do all the items together and correct them at the end.

Vocabulary Revision

Lessons 1 & 4: family relationships

- Revise the words for family relationships and family members (*aunt, baby, cousin, daughter, father, grandchildren, grandfather, grandmother, grandparents, grown-up, mother, parents, son, uncle*) by reading out each word and asking individual students to tell you what the word means, in L1 if necessary, and write it on the board. Check spelling as a class.
- Once all the words have been checked, ask individual students to draw their family tree on the board and tell the class who each person in the tree is.

Lessons 1, 2 & 3: adjectives

- Revise adjectives. Before the lesson, prepare word cards with the adjectives from Unit 1 (Lesson 1: *clever, cute, pretty, short, tall, thin*; Lesson 2: *fat, funny, hungry, naughty, thirsty*; Lesson 3: *boring, busy, famous, lucky, special*). Show the cards to individual students and ask them to read out the word and tell you what it means, in L1 if necessary. Correct students' pronunciation. Ask students to give you examples of people, animals or things using the adjectives. These cards may be used for quick revision from time to time. Prepare more adjective cards as you work through the book.
- Once all the adjectives have been covered, read them out in random order and have students write them down. Students then check their answers with a partner before checking as a class.

Lesson 2: verb collocations

- Revise verb collocations. Write the collocations in two columns, as below, without the words in brackets (the key). Ask students to match the words in order to form the collocations. Once they have done so, ask them to tell you what the collocations mean, or to use them in simple sentences.

play (games)	on
talk (to friends)	to friends
come (on)	home
say (sorry)	games
go (home)	sorry

Lesson 4: talking about appearance

- Revise the adjectives and nouns for describing appearance (*beard, curly, dark, fair, moustache, straight*). Read the words out one by one and have students write them in their notebooks. Check spelling as a class. Once all the words have been covered, ask individual students to come to the board and draw pictures of people you describe.
a boy with curly dark hair
a girl with straight fair hair
a boy with straight dark hair
a girl with curly fair hair
a man with a beard
a man with a moustache

Grammar Revision

Lesson 1: subject pronouns & to be (affirmative)

- Write the subject pronouns on the board in the correct order (*I, you, he, she, it, we, you, they*). Ask students to copy the words in their notebooks. Ask students to tell or show you what the words mean.
- Write *am, is, are* on the board and ask students to write the correct form of the verb next to each subject pronoun. Tell them to write both the long form and the contracted form.
- Check answers by asking individual students to tell you the correct pronoun + verb.
- Ask students to give you simple sentences using the correct pronouns and affirmative form of *to be* (eg *I'm twelve, He's a boy, You're a teacher, We're students, etc.*). Go around the class until every student has had a turn and every combination of pronoun + *to be* has been covered. Write an example of each on the board. Leave the examples on the board.

Lesson 2: to be (negative, questions, short answers)

- Point to one of the example sentences with *to be* on the board and ask individual students to say it using the correct negative form of *to be*. Write it on the board next to the affirmative sentence. Continue until all the examples have been covered.
- Write *Am I ...? Are you ...? Is he / she / it ...? Are we / you / they ...?* on the board. Ask students to tell you the short answers, both affirmative and negative, and write them on the board. Ask individual students to ask you or their classmates' questions. Tell students to reply using the short forms.

Lesson 3: possessive adjectives; possessive 's

- Write the subject pronouns on the board in a column. Ask individual students to tell you the possessive adjective for each pronoun. Write them on the board.
- Ask students to point to items in the classroom and say who they belong to. Tell them to use *this, that, these* and *those*. Read out the following examples to get them started (eg *That is your book. / This is our classroom. / These are my pens. etc.*).
- Before you begin, revise irregular plural nouns. Write *one woman / two women* on the board and ask for some more examples.
- Write 's on the board and ask students to tell you when we use it, in L1 if necessary.
- Write the following sentences on the board. Ask students to copy them in their notebooks and write ' or 's in the correct place.
There are three boys. The boys bikes are blue. (The boys' ...)
That girl is nice. The girls name is Cathy. (The girl's ...)
Look! Those mens beards are red! (Those mens' ...)
- Check answers as a class then ask students to write three of their own sentences using possessive 's.

Lesson 4: possessive pronouns; Whose ...?

- Write the possessive adjectives on the board in a column. Ask individual students to tell you the possessive pronoun for each adjective. Write them on the board.
- Write the following sentences on the board and ask students to tell you which word is correct. The answers are given in brackets.
That is my game. It's my / mine. (mine)
That is your book. It's your / yours. (yours)
This is Ben's phone. It's he / his. (his)
Is that Jane's cat? No, it isn't her / hers. (hers)

- This is our classroom. It's our / ours. (ours)*
That is your school. It's you / yours. (yours)
This is my friends' house. It's their / theirs. (theirs)
- Write *whose* on the board and ask students to tell you when we use it, in L1 if necessary (*to ask about possession*).
 - Write the following structures on the board:
Whose + noun + is + this/that?
Whose + noun + are + these/those?
 - Tell students to answer your questions using possessive 's. Point to a student's bag and say, *Whose bag is that? (It's Nick's.)*. Tell students to work with a partner to ask and answer questions using *whose*.

Skills Building: prepositions of place

- Write the prepositions of place on the board (*behind, between, in, in front of, next to, on, under*). Ask individual students to tell you what they mean and to give an example with students in the classroom, eg *Vicky is behind Tom*. Continue until every student has had a turn and every preposition of place has been covered.
- Ask students to work in pairs. They must ask and answer questions with *where*, eg *Where is your bag? It's under my desk.*
- Students are now ready to do Review 1.
- Set a time limit and let students know every so often how much time they have left to complete the questions.
- Tell students to answer every question. When checking their answers, make a note of any problem areas in vocabulary and grammar they still have. Assign some time to deal with these areas.

Answers

Vocabulary

A		
1	father	6 parents
2	uncle	7 mother
3	grandfather	8 aunt
4	grandparents	9 grandchild
5	grandmother	10 son, daughter

B

1	pretty	4 tall
2	straight	5 thin
3	naughty	6 dark

C

1	hungry	3 busy
2	famous	4 lucky

D

1	play	4 Come
2	go	5 talk
3	say	

Grammar

A		
1	You	5 She
2	We	6 You
3	It	7 They
4	I	8 He
B		
1	am	5 is
2	are	6 aren't
3	isn't	7 Are
4	isn't	8 'm not/am not

- C**
- | | |
|---------|-----------|
| 1 Our | 5 cats' |
| 2 Where | 6 Whose |
| 3 hers | 7 Alice's |
| 4 my | 8 theirs |
- D**
- 1b 2a 3a 4b 5a 6b 7a

NOW WATCH THIS!

- Tell students they will watch a short video after every review. Explain to them that the video will use language from the unit and be on the same topic as the unit.
- Ask students to read the question and explain anything they don't understand.
- Tell them that they only need to write down the different kinds of families, not the members of the families.
- Play the video. Students work individually to complete the task. Play the video again if necessary. Students check their answers in pairs before checking as a class.

Answers

Different kinds of families: famous, very famous, big (with lots of children), small (with only one or two children)

- Once the answers have been checked, ask students the following questions:
Which family in the video is like your own?
Can you think of other famous families?
Do you know a family with lots of children?
When do you see your grandparents/aunts/uncles/cousins?

Answers

Students' own answers

Song (SB page 23)

- Remind students that they will hear and sing a song after every review. Tell them that the song in this unit is about families. Please follow the procedure outlined in the Welcome unit on page 26 of this teacher's book.

Answers

- A**
- | | |
|---------|---------|
| 1 our | 5 yours |
| 2 our | 6 your |
| 3 yours | 7 our |
| 4 your | 8 our |
- B**
- | | |
|----------------|-----------------|
| 1 uncles | 7 fathers |
| 2 cousins | 8 sisters |
| 3 fathers | 9 uncles |
| 4 grandparents | 10 daughters |
| 5 sisters | 11 Cousins |
| 6 daughters | 12 grandparents |
- C**
- Students should cross out these words:
- | | |
|-------|----------|
| 1 fun | 3 boring |
| 2 old | 4 young |

Students are now ready to do Quiz 1 in the Test Book.

CLIL (SB page 24)

Maths

- CLIL stands for Content and Language Integrated Learning and refers to teaching school subjects such as maths, music, computer studies, food science and geography to students through a foreign language.
- Tell students that the CLIL feature follows every review, and that its aim is to teach both the sorts of subjects they have at school and English.
- Draw students' attention to the topic of the CLIL lesson. Ask them if they like maths.

A

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must say the numbers in English.
- Point out that when we write numbers, we often use a hyphen.
- Read out the numbers one by one and have students repeat after you.
- Ask students to work in pairs. One student points to a number and the other student must say the number in English.
- Encourage them to try saying numbers within 31-99, as they did with numbers 21-29.

Answers

Students' own answers

B

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must write the numbers in English.
- Go around the class and have individual students say the numbers they can see in the photos.
- Remind them to use a hyphen, if necessary, when they write the numbers.
- Students work individually to complete the task and then check their answers in pairs before checking as a class.

Answers

- | |
|----------------|
| 1 twenty-one |
| 2 fifty-three |
| 3 one hundred |
| 4 eighty-six |
| 5 seventy-five |
| 6 thirty-two |
| 7 forty-seven |
| 8 sixty-eight |
| 9 ninety-nine |

C

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must complete the table with the names and ages of their family members.
- Students work individually to complete the task.

Answers

Students' own answers

D

- Point out the *Be careful!* note. Make sure students know the different pronunciation for teens and multiples of ten. Practise by writing the numbers in pairs on the board (ie 13, 30; 15, 50; 18, 80; etc) and asking individual students to say the pairs of numbers.
- Ask students to read the instructions and check that they understand what they have to do. Read the speech bubbles out as examples, or ask two students to do so.
- Students work in pairs to talk about their family members and their ages. Monitor and help with vocabulary and grammar, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards.

Answers

Students' own answers

PROJECT

- Tell students that they will complete a project after every CLIL lesson.
- Ask students to read the instructions and check that they understand what they have to do. Refer them to page 12 and Romeo Beckham's family tree.
- Tell them to decorate their work as it will be displayed on the classroom walls.
- Assign the task for homework.

Culture (SB page 25)

Birthdays around the world

- Tell students there is a Culture page in every unit, and that they will learn about different cultures and customs around the world.
- Draw students' attention to the topic of the Culture lesson. Ask them how they celebrate their birthdays, in L1 if necessary.

A

- Ask students to read the instructions and check that they understand what they have to do.
- Check pronunciation by saying each of the countries to the students and asking them to repeat after you. Correct where necessary. Explain anything they don't understand.
- Tell students that there will be words they don't know in the texts, but not to worry about them as they won't prevent comprehension.
- Ask students to skim the texts and look for the names of the countries. Explain to them that they do not need to read in detail at this stage as they will have the opportunity to do so later.
- Students work individually to complete the task. They then check their answers in pairs before checking as a class.

Answers

Students should tick:
Britain, China, Sweden, Australia, Mexico

B

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the sentences and explain anything they don't understand.
- Students work individually to complete the task. Tell

them to underline the parts of the texts that have the answers. They then check their answers in pairs before checking as a class.

- Once the answers have been checked, you may play the Class audio or use the IWB content, and ask students to follow the text in their books as they listen.

Answers

1F (*Fairy bread is bread with butter and coloured sprinkles.*)

2T (*There are sweets inside the piñata.*)

3T (*One bump is for one year.; Sometimes there is an extra bump for good luck.*)

4F (*The Swedish flag is blue and yellow ...*)

5F (*... people eat a long-life noodle on their birthday.*)

C

- Ask students to read the instructions and check that they understand what they have to do. Ask them if they are familiar with the Happy Birthday song.
- Play the song for students and have them sing along.

D

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the questions and explain anything they don't understand.
- Students work in pairs to ask and answer the questions. Monitor and help with vocabulary and grammar, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards.
- Ask individual students for their answers.
- Deal with any language mistakes and pronunciation problems that come up.

Answers

Students' own answers

NOW

TAKE IT HOME! 🏠

- Explain to students that they can tell their family what they have learnt in their Culture lesson.
- Ask students to read the instructions and check that they understand what they have to do.
- Elicit that they need to tell their family about the birthday celebration they think is the best of those they read about in the lesson.

The Amazing Kids (SB pages 26-27)

Episode 1: Back to school

- Remind students that there is an episode of the ongoing story at the end of every unit.
- Regardless of whether you are using the IWB or the Class Audio, follow these instructions.

- Ask students if they remember the names of the amazing kids they met in the Welcome unit and write them on the board. Refer students back to pages 8 and 9 of their Student's Book if they can't remember (*Rocky, Dash, Feather, Cat*). Explain that the story will follow their adventures.
- Ask students to look at pages 26 and 27 of their Student's Book and to work in pairs. Tell them to find and point to each of the main characters in the story

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and to say their names (*This is Dash. This is Cat. This is Rocky. This is Feather.*). They can take turns in their pairs to point or to say the name.

- Ask students to suggest what might be happening.
- Make sure each student has a photocopy of *The Amazing Kids Episode 1 Worksheet* that can be found on page 148.

What do you remember?

- Ask students to work in pairs to do the task to encourage discussion. Tell them the questions are about the *Meet the Amazing Kids* section in the Welcome unit. Explain anything they don't understand. Check answers as a class.

Answers

- 1 Dash
- 2 Rocky
- 3 Cat
- 4 Feather

Before the episode

- Ask students to read the instructions and check that they understand what they have to do. Ask students to read the sentence halves and explain anything they don't understand.
- Ask students to work in pairs to do the task to encourage discussion. Tell them to look very carefully at the pictures in their books to find the answers. Students then check their answers in pairs before checking as a class.

Answers

- 1e 2a 3b 4c 5d

- Play the whole episode without interruption before students do any more tasks on the worksheet. Ask students to watch or listen to the episode carefully.

During the episode

- Ask students to look at the task so they can work out what information they need to find when they watch or listen to the episode for the second time.
- Play the whole episode without interruption again and ask students to watch it or follow it in their books.
- Give students a few minutes to complete the task and ask them to check their answers with a partner. If necessary, play the episode again and ask students to complete any unanswered items, before checking answers as a class.

Answers

- 1 Dash
- 2 Rocky
- 3 thin
- 4 an ugly
- 5 naughty

After the episode

- Assign the roles of Rocky, Dash, Feather, Cat, Tall Boy and the Ugly Man to different students and ask them to read the story out loud. Time permitting, repeat until all students have had a turn.
- Explain any vocabulary students don't know and correct their pronunciation where necessary.
- Ask students to discuss the questions in pairs, before discussing as a class. Students may need to use L1.

Answers

Students' own answers