

INEXT MOVE

TEACHER'S BOOK

WITH MULTI-ROM



1

TIMOTHY JOHN FOSTER



ALWAYS LEARNING

PEARSON

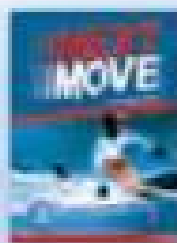
NEXT MOVE

THE IDEAL GUIDE FOR YOUR LANGUAGE LEARNING JOURNEY FROM FIRST STEPS TO LAST

Following a path of 21st-century learning, the carefully structured, multi-level approach inspires you to reach new heights, fully prepared for your **NEXT MOVE**.

FOR STUDENTS

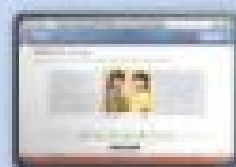
Choose a paper Workbook or a blended solution



Student's Book



Workbook with MP3 CD



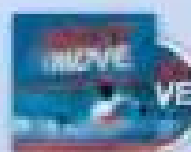
Student's Book with MyEnglishLab

Online learning for students, lesson tracking and monitoring for teachers. www.myenglishlab.com/nextmove

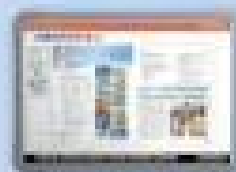
FOR TEACHERS



Teacher's Book with Teacher's Resources Multi-ROM
For class development resources and tasks

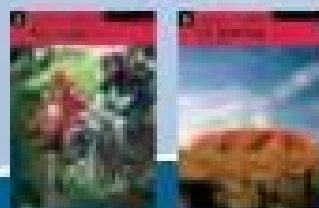


Class CDs



ActiveLearn
Interactive Whiteboard software (see including Teacher's Resources and video)

For further reading we recommend:



CARE	
A1	Level 1 Beginner
A2	Level 2 Elementary
B1	Level 3 Pre-Intermediate
B2	Level 4 Intermediate



www.PearsonELT.com

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1

TIMOTHY JOHN FOSTER

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Introduction

Welcome to *Next Move*. This four-level course allows students to use twenty-first century skills to expand their knowledge across the curriculum and position the learning of English within a framework of culture and citizenship. It provides students and their teachers with a range of dynamic, new digital and print materials for use in class and at home. The rich combination of online, offline and digital content creates an environment that is fun, fast-moving and familiar for students who are digital natives. And for their less digitally-native teachers, or digital tourists, it provides a user-friendly tool which enhances the teaching experience.

Next Move embraces a holistic approach to the education of today's students. It provides them with a solid grounding in core knowledge of the English language combined with crucial twenty-first century skills. Within the context of contemporary themes, students develop the essential skills for success in today's world, such as creativity and innovation, critical thinking, problem solving, communication and collaboration. Because we now live in a technology and media-driven environment, with access to an abundance of information, students need to be skilled not just in manipulating the technological tools with which to do the research but also in analysing and evaluating the information they discover.

The clear, classroom-based methodology incorporates the concept of multiple intelligences as outlined by Howard Gardner in 1983 thereby encountering every child, whatever their learning style, to develop both their cognitive and language skills, to be motivated in the process (see page 8).

Please go to www.personal.com/nextmove for a full description of the course and further resources.

About the methodology

Motivation

Next Move captures students' attention by setting the context and approach of the course firmly within the world of the modern teenager. The core subjects and twenty-first century themes such as global awareness and citizenship engage students' curiosity. The topics promote social and cross-cultural awareness while the approach helps them to develop initiative and self-direction.

In this way students benefit not just in terms of improvement in their language competence but also in terms of their life and career skills.

Digital look and feel

There is one key difference that makes students today different from students a decade ago. That is that students today are digital natives. To use the term coined by author Marc Prensky in 2001. In simple terms, the students using this course have never known a life before digital technologies were commonplace, while their teachers most definitely have. Teenagers today have grown up with

technology all around them, and life without the internet, mobile phones, games consoles, touch-sensitive tablet computers, MP3 players, social networking sites and the like seems unimaginable to them. They do not necessarily see the digital world as 'new' and the rest of the world as 'real' in the same way as previous generations. They are used to receiving and evaluating large quantities of information at great speed, they multitask and they are comfortable jumping rapidly from one topic or task to another.

This type of student will feel comfortable with the various modes of delivery employed in *Next Move*, whether via downloadable, interactive digital or online platforms, and to be empowered to achieve more than ever before.

So what does this mean for teachers today? Obviously we need to update our vocabulary to be able to talk fluently about the world that these digital natives come from, we need to feel genuine relevance and competition between our world and theirs, and we need to update our teaching materials and techniques. The *Next Move* course aims to maintain digital natives through its modern design, regular changes of pace and focus, and references to and examples of familiar digital media such as email, social networking and wikispaces. The user-friendly format enables less digitally-native teachers (digital tourists) to manage the materials with ease.

Inductive grammar

Next Move uses an inductive approach to grammar presentation. Rather than merely presenting grammar rules for students to memorise, students are asked to examine the grammatical forms, think about their use in context and compile for themselves some of the key rules leading to each grammar point. This student-centred approach, in which students learn by doing rather than learn by being told, makes students more capable in the process of learning and understanding and helps assimilation of the rules.

Visual approach to vocabulary

Extensive use is made of illustration to present new vocabulary. Icons in each Student's Book set introduce the topic as well as in the additional, extension vocabulary reference section at the back of the Workbook.

Mixed ability

Next Move is designed to address each student of whatever profile or level as an individual so that even those in large, mixed-ability classes will thrive. Wherever possible, suggestions have been made to help teachers working with mixed-ability groups. Workbook activities are provided at two levels of difficulty while the tests and photocopiable materials are available at two levels. With the range of materials, a wide range of levels within the same class can be catered for as well as different learning styles. See pages 8–9 for information about Multiple Intelligences and Learning Styles.

Course components

<p>Students' Book Starter Unit Nine units of one lesson per page Three Review units Nine Open Trainer pages Six Culture pages</p> <p>MyEnglishLab Digital practice: Starter Unit Units 1–9 Three Progress Tests Language Reference Grammar and Production Tips Word list, Irregular Verb List Phonetics Chart, Grammar Reference Workbook audio</p>	<p>Workbook (+ audio CD) Starter unit Units 1–9 Three Check your Progress Language Reference and Practice</p> <p>Teacher's Book Introduction Unit-by-unit Teaching Notes Interleaved Students' Book pages Workbook Answer Key Audioscripts (CD and MP3)</p> <p>Teacher's Resource Multi-ROM Tests Test audio Photocopiable worksheets</p>	<p>Class Audio Students' Book audio</p> <p>ActiveTeach (for whiteboards) Students' Book pages Class audio and audioscripts DVD and audioscripts DVD worksheets Photocopiable worksheets Tests Test audio and audioscripts Editing page from Workbook as PLE-Mini dictionary DVD audio and audioscripts Grammar Reference from Workbook Irregular verb list Phonetic chart Games (one per unit) Access to MyEnglishLab</p>
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About the Students' Book

At the centre of the course is the Students' Book itself, which contains a host of innovative and motivating features to make your classes a real success.

The Students' Book begins with a Starter unit, which introduces some of the key points in *Next Move* and helps students refresh their studies from previous courses.

There are nine main Students' Book units, each of which contains ten pages:

Page 1 Vocabulary – Students are introduced to the topic of the unit through motivating work on an extended lexical set. The topic is presented and practised systematically and extensive use is made of illustration to help students understand and consolidate the vocabulary.



Page 2 Reading – The topic is developed further and the vocabulary required through an extended reading text related to the theme of the unit. Comprehension is fully checked through a variety of activities, including sentence completion, traditional questions and 'True or False?' questions.

Page 3 Grammar – The first grammar point of the unit, which has been indirectly introduced in the preceding reading text, is presented. Deductive concept questions help students reach a deeper understanding of the grammar before they move on to a series of carefully organised controlled and free-practice activities.



Page 4 Vocabulary – The second vocabulary page of the unit covers another lexical set related to the topic of the unit. The total number of lexical forms introduced per unit is around thirty, approximately half on each vocabulary page.

Page 5-6 Classroom – This double-page feature in each unit follows a group of teenagers of a similar age to the students through a variety of situations. Through an extended conversation, students focus on an area of functional language in context and are given controlled and free practice. The feature also includes a second grammar focus, indirectly introduced in the conversation and followed by a variety of practice activities. Teenage idiomatic language is highlighted in the ‘Say it in your language ...’ box.



Page 9 Refresh Your Memory! – Each unit concludes with a page of review exercises, covering grammar, vocabulary, speaking and listening. At the end of each page, students are referred to their Assessment Profile which relates their work to the ‘Can do ...’ statements of the Common European Framework and is designed to help students become more autonomous learners.



Page 10 ... File – Odd-numbered units include a ... file, essentially a CIA page working on a cross-curricular area, loosely related to the theme of the unit. There is a reading text which presents the topic and appropriate activities to check comprehension before students work on a related project/illustration.



Page 7 Reading and Listening – This page further develops the topic of the unit and gives extended work on these key skills. Students work first on an extended reading text before moving on to the listening section. The comprehension of both sections is checked through a wide range of activities.



Page 8 Writing – This page works intensively on a specific text type. Students work with a model text, reading it for meaning before moving on to analyse the structure and features of the text type. The first task is to write a text of their own, using the model to support them.

Even-numbered units include a **Real World/Role**, which works extensively on citizenship. These pages present a teenager of a similar age to the students who has made an important contribution to society as a role and give opportunities for extended discussion on the topic.

Each unit also contains a **Pronunciation** focus, related either to individual sounds or to features of connected speech. The location of this section varies depending on the area being covered.



Also, every three units there are selected Review sections to identify any areas which are causing your students particular problems and to provide them with timely revision.

The Students' Book also includes an innovative **Smart Writer** section designed to support low multiple intelligences and learner types.



It concludes with six Culture pages, which introduce students to different aspects of life in the UK and the English speaking world.

Other components

MyEnglishLab

The digital workbook for *First Move* is a complete and comprehensive set of practice materials for the student to use independently at home or in the digital classroom. It provides students with reinforcement and extra practice of grammar, vocabulary and skills through a wide range of exercises and varied activity types. While in structure it mirrors the Students' Book, MyEnglishLab also provides students with an extensive full-colour reference section covering Grammar, Speaking and Listening and Pronunciation. It is ideal for mixed-ability groups as activities are classified with stars according to their level of difficulty. It should be possible for all students to complete the one-star activities, while two-star activities are aimed at the average students.

Work is assigned digitally and student scores are recorded in the Gradebook to be monitored by the teacher. Feedback is given by grammar tips at obvious points.

Workbook

The *First Move* Workbook provides students with reinforcement and extra practice of the grammar, vocabulary and skills of each level through a wide range of exercises and varied activity types. While in structure it mirrors the Students' Book, the Workbook also provides students with an extensive full-colour reference section covering Grammar, Vocabulary, Speaking and Listening, Pronunciation and Self-Assessment.

The Workbook can be used either in class, to keep fast-finishers or stronger students busy, or as homework. It is ideal for mixed-ability groups as activities are classified with one, two, or three stars according to their level of difficulty. It should be possible for all students to complete the one-star activities, while two-star activities are aimed at the average students and three-star activities should be reserved for those students who need an additional challenge.

Teacher's Resource and Tests Multi-ROM

The wide range of photocopiable material contained on the Teacher's Resource Multi-ROM supplements and practices further the language presented in the Students' Book itself. Much of this material is offered at two levels of difficulty. One-star activities are for students who need extra help and support, two-star activities are for students who require an additional challenge. As this material is photocopiable, a teacher can grade the activities to the level of the group or to particular students in the case of a group with a spread of levels.

The Teacher's Resource Multi-ROM contains:

- Grammar and vocabulary worksheets at two levels of difficulty
- Reading and Listening worksheets at two levels of difficulty
- Writing worksheets offering guided writing practice and model texts
- Speaking worksheets designed for use individually or in pairs

The first section of the Teacher's Resource material is a comprehensive collection of tests which consist of:

- an initial Diagnostic Test to allow teachers to assess how familiar students are with the grammar and vocabulary presented in the Student Book
- nine Language Tests to check the grammar, vocabulary and speaking items within each of the nine course units
- three Skills Tests for use after each three-unit to test general progress, language proficiency and fluency
- an End Of Year Test for use at the end of the course covering items from the whole level
- a full answer key

Apart from the Diagnostic Test all the tests are at two levels of difficulty so teachers can test more appropriately and offer the correct level of challenge. All the tests are provided in A and B versions which are different in content as well as in order of presentation.

The Teacher's Resource Multi-ROM also contains the Workbook tasks.

ActiveTeach

To teachers working with digital notes, the ActiveTeach software for Interactive Whiteboards will really help bring classes alive. This interactive version of the class materials will allow you to:

- attract students' attention on the task in hand and keep their heads up and out of their books in class;
- clarify instructions and the mechanics of activities quickly and efficiently;
- complete exercises and check answers in a fun and motivating way;
- make sure that weaker students do not fall behind or get lost during the class;
- access all the multimedia resources with a few simple clicks;
- select and print worksheets from the Teachers Resource File;
- plan work and keep track of individual students' progress.

This powerful and flexible tool provides everything needed for the fully digital classroom and in such a way that even the most peripatetic digital nomad teacher will be able to use it with ease.

About the Teacher's Book

This Teacher's Book contains unit objectives, cross references to other course components, full teacher's notes, answer keys and extra activities interwoven with the pages of the Students' Book, used for quick and easy reference. At the end of the Teacher's Book are the audio scripts for the listening activities in the Students' Book and a full answer key and audio script for the Workbook. In short, everything you need to prepare and teach your classes in one easy reference guide.

Extra activities

There are a range of 'no-preparation' extra activities in the Teacher's Book notes which extend or revise points from the Students' Book read. The majority of these are self-explanatory, but the following five are worthy of some further comment.

Mixed ability

Wherever possible, suggestions have been made to help teachers working with mixed-ability groups. As you go on to know your students, you will come to learn which students work faster and which more slowly, and can therefore start to use the suggested activities to occupy the stronger students and fast finishers thereby giving weaker students time to complete the tasks in the Students' Book without feeling that all eyes are on them. Before using these activities do check though that fast finishers have also been accurate in their work. Should you find that they have completed a task quickly but with a lot of errors then, before giving them an additional task, have them review their work, check it thoroughly and self-correct.

Live listening

Extended teacher talk time is often regarded in the modern classroom very negatively. However the students' inherent interest in their teacher and his or her world can be exploited most effectively through live-listening activities and such activities can also provide a much needed change of focus and pace in the classroom.

The key to a live listening activity is that the teacher should provide a natural and realistic model of spoken language while students complete a relatively simple task. Language can of course be graded, taking into account the level of the students, and grammar and vocabulary can be recycled. However over-preparing or reading about a written text destroys the spontaneity in these activities. When talking to your group, make sure you make eye contact as much as possible and use natural pronunciation and rhythm. Bear in mind that what you tell your class does not have to be true, in fact, in order to maximise recycling of grammar and vocabulary, it is often more useful if it is fictional.

When a model text has been provided, this should be taken as an example only. Take the basic idea and the basic structure but make it your own and bring it to life for your students. Due to space limitations, a model text cannot always be included. When activities contain questions for the students to answer, do make sure that you cover all those areas when speaking.

Dictation

There are a variety of additional dictation activities in the Teacher's Book notes which can be used to help students develop their understanding of sound-spelling relationships. When using these dictation activities, make sure that you provide a realistic pronunciation model at all times. Repeat the sentences as many times as necessary, with natural pronunciation and intonation and at a natural speed. Use the audio-recording if you are not confident of your own spoken English as a model. If students are not completely successful in writing down what you are saying, this is not a problem. What is essential is that students have a realistic model of the pronunciation at various times, which, during the checking stage, they can refer to the written form. At the end of each dictation activity, write the sentences on the board for students to check their answers and then highlight for them particular features of the pronunciation of each sentence (vowel length, intonation, consonant clusters, etc.) which may have caused them problems.

Drilling

Throughout the Teacher's Book suggestions are made for drilling. There are numerous variations on drilling, the value of which should never be underestimated. Experiment with drilling techniques, for example:

- forward drilling – drill phonetically, starting at the beginning of the sentence and adding one more syllable each time, e.g.

mei/ (My ...)
mei name/ (My name ...)
mei name iz/ (My name is ...)
mei name iz Agas/ (My name is Agas)
 or keyboard drilling – drill (historically, starting at the end of the sentence, e.g.
 /iz/ (... iz) /
 /dokta/ (... docta/)
 /iz dokta/ (... iz docta /
 /iz iz a dokta/ (She's a doctor)

When working on a conversation, either take one role yourself or divide the class in half or even three groups and work in sequence on each line of the conversation building towards a final 'performance'.

Consider also asking students to cover the text while you are working on pronunciation. The complex sound-spelling relationships in English confuse many students and there can be serious L1 interference when students look at the written form. Removing the visual reference often results in a notable improvement in students' pronunciation.

Pronunciation

As well as drills here we may offer suggestions for notation and notation of pronunciation work in the Teacher's Book. For successful communication it is very important that students can understand a wide variety of native and non-native speakers. Students usually have considerable more problems understanding native speakers of English than understanding people who are using English as a second language so regular pronunciation work in class really helps students understand how native speakers use the language. Students will reap many benefits from this in the long term, most notably an improvement in listening comprehension resulting from a deeper knowledge of sounds and how these relate to spelling.

Multiple Intelligences

In 1983 Howard Gardner, an American developmental psychologist, outlined the concept of multiple intelligences as an alternative to traditional conceptions of intelligence as represented by IQ. The debate about how many intelligences exist and their precise classification continues today but it is generally agreed that there are a minimum of seven:

Visual/Spatial Intelligence

Profile: sees things with the mind's eye, thinks in pictures and creates mental images to help memory, enjoys looking at visually abstract materials.

Typical skills: understanding charts, graphs and plans; good sense of direction; drawing, sketching and painting; designing practical objects; interpreting and creating visual images; good at solving puzzles.

Typical careers: architect, artist, sculptor, designer, marketer, mechanic, engineer.

Verbal/Linguistic Intelligence

Profile: adept at using words and language; highly developed listening skills; generally thinks in words rather than images; enjoys reading and writing and story telling.

Typical skills: good at discussing, debating and arguing; excellent reading, writing and note taking; monitoring information and cues; able to learn and analyse both their own and foreign languages.

Typical careers: lawyer, journalist, writer, teacher, politician, translator, poet.

Logical/Mathematical Intelligence

Profile: connects pieces of information by looking for patterns; asks lots of questions; likes to experiment; reasons logically; often has a high IQ.

Typical skills: excellent with numerical, mathematical activities and computer programming; able to handle long, complicated sequences of information; good at geometry.

Typical careers: scientist, IT programmer, accountant, mathematician, doctor, economist.

Bodily/Kinaesthetic Intelligence

Profile: uses physical interaction with objects or space to process information; responds to getting up and moving around; may become restless if not given a chance to move.

Typical skills: good muscle control leading to capacity to minutely control body movements and hands; delicate dexterity; good at making things; advanced muscle memory; good hand-eye coordination.

Typical careers: athlete, dancer, actor, firefighter, surgeon, soldier, pilot.

Musical/Rhythmic Intelligence

Profile: highly sensitive to sounds, rhythm and tones; well developed language skills; sensitive to background sounds; responds to music and can talk about it critically.

Typical skills: singing and playing musical instruments; memory for complex rhythms and melodic patterns; understands music, rhythm and structure; perfect musical pitch.

Typical careers: musician, singer, conductor, composer, writer, public speaker.

Interpersonal Intelligence

Profile: relates to others and able to see things from their point of view; extremely sensitive to other people's emotions and moods; enjoys discussion or debate; extroverted.

Typical skills: good organiser; is cooperative in groups and acts as peace-maker; good at communicating verbally and non-verbally using body language and eye contact.

Typical careers: social worker, manager, businessperson, sales representative.

Intrapersonal Intelligence

Profile: tends towards self-reflection and analysis of strengths and weaknesses; introverted; often intuitive; has a profound understanding of self; prefers to work alone

Typical skills: good at understanding and recognising feelings and emotions; well-developed awareness of strengths and weaknesses; realistic about their role in the world

Typical careers: researcher, philosopher, writer, lawyer

Naturally developing an awareness of intelligence type can help teachers support students in their studies and in their future career decisions.

Learning Styles

Additional studies by Neil Fleming establish a model, usually referred to as VARK, which specifically deals with the way learners interact with information. This model focuses on three basic learning styles which should also be considered in any classroom situation.

Visual Learners

... like to see information expressed as maps, charts, graphs, diagrams and mind maps. Clear and logical use of colours, colour, font, layout and graphics keep them focused. They learn best with activities which involve drawing lines, arrows and circles, and underlining, highlighting and crossing out.

Auditory Learners

... like to hear information and learn best from listening and pronunciation activities, teacher talk time and group and pair discussion work. They tend to deal with language as they speak rather than listen which means they may make mistakes but these are a key part of their learning process.

Kinesthetic/Tactile Learners

... respond best to 'activity' be it through demonstration, simulations or ideas of the physical world. They may have difficulty learning by reading or listening and will retain information better when they are free to move. They will respond well to activities with nice movement in class such as games and card matching activities.

Catering for diversity in the classroom is a key objective in *Meet Alice* which has been written to include the widest possible range of material for students of all intelligences and learner types. All the activities in *Meet Alice* have been designed to ensure maximum variety in order to ensure that all students get the most out of the course.

The Brain Trainer material at the end of the Students' Book allows you to focus a little more consciously on multiple intelligences and learning styles in the classroom. Raise awareness after completing each activity by asking students how easy or difficult they found the activity and gradually helping them understand what type of learner they are.

Learning Styles Test

At the beginning of the course, use the following test to get a general idea about your students' preferences. The also serves as an introduction for them to the basic idea of learning styles and helps them understand that the *Brain Trainer* section is not merely another collection of grammar and vocabulary activities, but rather a way to find out about themselves and learn how to learn more effectively.

Get the students to write the numbers 1–30 on a piece of paper and tell them that you are going to ask them 30 simple questions to which they must answer simply yes or no. Read the following questions in students' L1, repeating them as necessary:

Ask students to divide their answers into three groups: 1–10, 11–20, 21–30. They count up how many times they wrote yes in each group. Get students who have the majority of yes answers in the first block (1–10) to stand up and explain that they are predominantly visual learners. Repeat the procedure with the second block (11–20) for the auditory learners and finally with the third block for the kinesthetic/tactile learners. Point out that within the class there are a range of learner types and that the Students' Book has material for all of them.

- 1 Are you good at using maps?
- 2 Do you remember people's faces even if you've only seen them once or twice?
- 3 Are you good at spelling?
- 4 Do you like clothes and fashion?
- 5 Can you understand charts and diagrams quickly?
- 6 Is it difficult for you to study when it is noisy?
- 7 Do you like using different colour pens?
- 8 Do you dream in colour?
- 9 Do you read a lot outside class?
- 10 Do you often write letters or emails?
- 11 Do you like studying with other people?
- 12 Are you good at explaining things?
- 13 Do you spend a long time taking on the phone?
- 14 Do you like discussing things in class?
- 15 Do you often hum or sing to yourself?
- 16 Do you like learning to the radio?
- 17 Are you good at remembering people's names?
- 18 Do you like hearing people telling stories?
- 19 Do you like acting?
- 20 Are you happy talking in front of groups of people?
- 21 Do you like making things?
- 22 Are you good at sports and physical activities?
- 23 Is your handwriting a bit messy?
- 24 Do you like making models and building things?
- 25 Are you a good dancer?
- 26 Do you like foreign dances?
- 27 Do you do activities like martial arts?
- 28 If you buy something new, do you give it the instructions and learn to use it immediately?
- 29 Is it difficult for you to sit still for long?
- 30 Has anybody ever told you you're hyperactive?

Contents

Unit	Page	Grammar	Vocabulary
Starter Unit	4	To be: affirmative, negative, questions and short answers Was/were: affirmative Yes/No questions How/What/Where/When	Countable and Uncountable Nouns Selling, Cheating Quality Day of the Week and Month of the Year Obtaining Language
1 My World 	10	Have got: affirmative, negative, questions and short answers Possessive adjectives Possessive 's	Opacts Adjectives
2 Around Town 	20	There is/There aren't there... /Like there...? / Where? /Can/Can't for ability	Places in town Action verbs
3 School Days 	30	Present simple: affirmative and negative Present simple: questions and short answers	Daily routine School subjects
Review 1 Units 1-3 page 40			
4 Animal Magic 	44	Asks to do something Present simple with verb questions Am/Is/Are/Can	Unusual animals Parts of the body
5 Out and About! 	54	Present continuous: affirmative, negative, questions and short answers Present simple and Present continuous	Activities Weather and seasons
6 Delicious! 	64	Countable and uncountable nouns Am/Is/Are/Can/Can't Comparatives	Food and drink Adjectives
Review 2 Units 4-6 page 74			
7 Modern History 	78	Past simple: to be There was/There were Past simple: regular, affirmative and negative	Other countries, wars, dates Regular verbs
8 Journeys 	88	Past simple: regular, affirmative and negative Past simple: questions	Means of transport Utilities
9 Technology Time 	98	Asking for alternatives, negative, questions and short answers Past simple: continuous for future arrangements	Technology Technology phrases
Review 3 Units 7-9 page 108			

Brain Trainer (pages 113-120) **Culture** (pages 121-126) **Irregular verb list** (page 127)



	Reading and Listening	Speaking and Pronunciation	Writing
	The Waste Club	Asking for and giving personal information	A personal profile
	Focus on teamwork The project has got an interesting story! <input type="radio"/> A. Apple Knowledge <input type="radio"/> Dictation	Talking about projects Pronunciation: Short forms	A personal profile Writing the Conclusion 1
	Open town Open parks in London <input type="radio"/> Game started <input type="radio"/> Dictation	Orders and warnings Pronunciation: Short letters	A description of a town Writing the Linking words
	A day with ... my big brother The big school gate <input type="radio"/> A school day in Japan <input type="radio"/> Dictation	Time Pronunciation: s and sh	A story Writing the Time phrases on it, at
	A day in the life ... Took a walk <input type="radio"/> A special dog <input type="radio"/> Dictation	Uses and values Pronunciation: Comparative forms	A personal fact sheet Writing the Main句 rules
	Quint's first job Quint's <input type="radio"/> Lessons <input type="radio"/> Dictation	Expressing surprise Pronunciation: s and sh	A blog Writing the Head code
	Look! This is our house! Three animals ... <input type="radio"/> Pet care advice <input type="radio"/> Dictation	Ordering food Pronunciation: Most stress	Instructions Writing the Imperative words
	Have power! Have back a first <input type="radio"/> The Mac Museum <input type="radio"/> Dictation	Talking about the past Pronunciation: s and sh	A review Writing the Transition 2
	Around the world in 80 days ... See it in London <input type="radio"/> Power day <input type="radio"/> Dictation	Talking on the phone Pronunciation: Sounding good	A travel diary Writing the Paragraphs
	It's raining! Don't miss the visit! <input type="radio"/> Weather plans <input type="radio"/> Dictation	Asking for information Pronunciation: Most form of it	A story Writing the Review

■ Curriculum File ■ Real World Profiles



Exercise 1

- 2 a 3 g 4 b 5 h
- 6 d 7 f 8 a

Exercise 3

Language note

Point out to students that in British English people say both a hundred and one hundred.

- 1 forty-one/41
- 2 ninety-three/93
- 3 one hundred and sixty-four/164
- 4 nine hundred and ninety-five/995
- 5 six hundred and sixty-three/663

Starter Unit

Vocabulary

Countries and Nationalities

1 Match the countries (1-10) to the nationalities (a-h).

Country	Nationality
1. Spain	a. Greek
2. Japan	b. American
3. Brazil	c. French
4. France	d. Portuguese
5. US	e. British
6. Germany	f. Spanish
7. Mexico	g. Swedish
8. Greece	h. Italian

2 Match the countries from Exercise 1 to the other parts of the map. Do you know any other countries?
a. Spain

Numbers

1 Use the cards. Write the numbers.

- 1. Write a number on the front.
- 2. Ask a friend to write a number on the back.
- 3. Write the number to me.
- 4. Ask a friend to write a word.
- 5. Ask a friend to write a word.



4 **Quiz!** Listen. Write the numbers you hear in your notebook.

Spelling

5 **Quiz!** Use the letters to spell three words. Listen and check.

- 1. O P A Z L U M
- 2. B U L A B I T
- 3. H A D I O M A D A
- 4. M A P S B I G I T I B
- 5. S E C O N D A R Y

Exercise 2

- b. France
- c. Portugal
- d. Spain
- e. Italy
- f. Greece
- g. Mexico
- h. Brazil



Exercise 4

- a. 6280
- b. 10 thousand
- c. 70 twenty
- d. 55 fifty-eight
- e. 55 five and five
- f. 200 two hundred
- g. 200 three hundred and two
- h. 5,000 five thousand
- i. 6,213 six thousand, two hundred and ten

Exercise 6

- 2 dictionary/book
- 3 shelf
- 4 backpack
- 5 chair
- 6 notebases
- 7 notes
- 8 pens
- 9 pencil
- 10 rubber
- 11 calculator

Classroom Objects

- 1 Look for the items, remember and write the objects in your notebook.
- 1 Imagine worksheet



Exercise 7

Point out to students that days of the week have capital letters in English.

- Tuesday, Wednesday,
- Thursday, Friday,
- Saturday, Sunday

Days of the Week and Months of the Year

- 1 Put the days in the correct order. Which is your favourite day?

 - Saturday
 - Sunday
 - Monday
 - Tuesday
 - Wednesday
 - Thursday
 - Friday

- 2 Put the months in each line.

 - 1 November, March, January, December
 - 2 June, April, October, July
 - 3 February, May, August, September

Exercise 8

Point out to students that months of the year have capital letters in English.

- 1 November, March, January, December
- 2 June, April, October, July
- 3 February, May, August, September

Exercise 9

- 2 G 3 ST 4 T
- 5 S 6 T 7 T
- 8 ST 9 S

Classroom Language

- 1 **Q** What are the students in the picture?
Is it a classroom? Is it a teacher's room?

 - 1 Open your book. T
 - 2 Get out your pen. T
 - 3 Hand out your pen. T
 - 4 Give me a pen.
 - 5 Is my pen in your bag?
 - 6 Please be quiet.
 - 7 Check your notebook.
 - 8 Hand out, say... to the class
 - 9 Watch the notebook!

This/That/These/Those

1 Study the grammar table.

THIS	THAT
<p>This is a pen.</p> 	<p>That is a bowl.</p> 
<p>That is a table.</p> 	<p>This is the table.</p> 

2 Look at the pictures below. Say this, that, these or those.

- 1 This is a (calculator or board).
- 2 ... are these keys.
- 3 ... are those.
- 4 ... are those.
- 5 ... is a (pen or table).
- 6 ... are those.
- 7 ... are those.
- 8 ... is a calculator.

Match Up!
 This is a pen. (A) This is a pen.
 These are chairs. (B) These are chairs.



- Exercise 2**
- 2 These
 - 3 These
 - 4 These
 - 5 This
 - 6 These
 - 7 These
 - 8 This



Exercise 3 and 4
Morris is the new member of the Wildlife Club.

Exercise 6
1 True
2 False (John is in Year 10)
3 True

Listening and Speaking

- 1 Look at the photo. Find the new member of the Wildlife Club.
- 2 **Q1** Listen to the conversation. Who is the new member?
- 3 **Q2** Listen to the conversation again and complete the form.

- 4 **Q3** Listen to the conversation again. Are these members true (T) or false (F)?
1. Morrie is 12.
2. John is 14.
3. Alice is in the Wildlife Club.
- 5 In pairs, ask each other to complete your profile.

Exercise 5
Age: 12
Class: Year 8 (John is in the same 'Year 8' in the video as 'Class 8')
Favourite animal: cats

Exercise 7
Oliver's class (children)

Wildlife Club
New Member Form

Name:

Age:

Class:

What's your favourite animal?

Wildlife Club
New Member Form

Name:

Age:

Class:

What's your favourite animal?

By watching the video, you can see...



1

My World

Grammar Have got; Possessive adjectives; Possessive 's

Vocabulary Objects; Adjectives

Speaking Talking about position

Writing A personal profile

Vocabulary Objects

- 1 **Look** Match the photos to these words. Then listen, check and repeat.

camera	comics	CDs
games console	guitar	ice skate
laptop	magazine	mobile phone
MPO player	motor	notebook
watch	watch	

Word list page 10 | Workbook page 101

- 2 Match the definitions to seven objects from Exercise 1.

- It's a musical instrument.
- It's a film.
- It's a computer.
- It's a sweet stick.
- They're done with experiences.
- It's a board with wheels.
- It's a big picture.

- 3 **Listen** Listen and spot the missing letter.

- water /
- comics
- camera
- notebook

- 4 Think of three words with missing letters. In pairs, ask and answer.

What letter is missing?

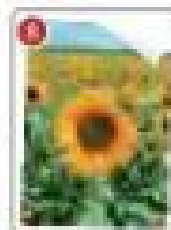
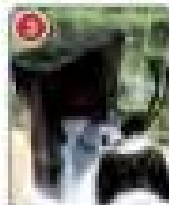
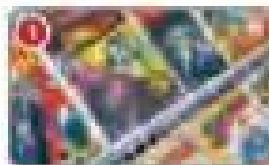
W - A - E - H

It's T.

Good!



Brain Trainer Activity 2
Go to page 112



Unit contents

Vocabulary

- Objects – camera, comics, DVD, games console, guitar, ice-cream, laptop, magazine, mobile phone, MP3 player, poster, skateboard, watch, watch
- Adjectives – bad, big, boring, cheap, difficult, easy, expensive, good, interesting, new, old, popular, small, unpopular

Grammar

- Have got – affirmative, negative, questions and short answers
- Possessive adjectives – my, your, his, her, its, our, their
- Possessive pronouns – his and hers

Communication

- Talking about position
- Writing – A personal profile, Presentation – capital letters, full stops, apostrophes

Pronunciation

- Short forms

Key competences

- Linguistic competence
- Interpersonal, social and civic competence
- Cultural and artistic competence
- Learning-to-learn
- Autonomy and personal initiative

Vocabulary Objects

Exercise 1 (p. 17)

- Individually, students match the words and the pictures.
- Play the recording for students to listen and check.
- Repeat the recording. Pause after each word to check students' pronunciation.

Answers

- | | |
|-----------------|-----------------|
| 2 camera | 9 ice-cream |
| 3 games console | 10 magazine |
| 4 laptop | 11 guitar |
| 5 skateboard | 12 mobile phone |
| 6 watch | 13 MP3 player |
| 7 watch | 14 DVD |
| 8 poster | |

Exercise 2

- In pairs, students match the definitions with the objects.
- Check answers as a class.

Answers

- | | |
|----------|--------------|
| 2 DVD | 5 camera |
| 3 laptop | 6 skateboard |
| 4 watch | 7 poster |

Extra activity

Stronger groups or fast finishers can write simple definitions for some of the other objects. Monitor and help with grammar and vocabulary if necessary, and encourage students to keep their language simple. They can then read their definitions to the class for the other students to identify the objects.

Exercise 3 (p. 18)

- Play the recording once for gist, asking students to identify what it is that they are listening to (Answer: a radio game show).
- Review the alphabet with students.
- Focus on letters which cause students particular difficulty.
- Repeat the recording for students to listen and spot the missing letters.
- Check answers by asking individual students to write in missing letters on the board.

Answers

2 - 3 - 4 -

Exercise 4

- Students write three words with missing letters.
- Monitor and check students' spelling.
- Students work in pairs, asking and answering their missing letter questions.
- When answering questions, students should keep their books closed.
- Encourage them to make appropriate sound effects for correct and incorrect answers.
- Monitor but do not interrupt heavily unless they make mistakes with the spelling.

Extra activity

Write the following as a word snake on the board: watchskateboardgamesconsoleDVDmagazinewatch mobileguitar

Ask students to find the words in the snake.

(Answers: watch, skateboard, games console, DVD, magazine, watch, MP3 player)

Note that both this activity and the missing letter activity in Exercises 3 and 4 can be re-used at any point during the course when you want students to focus on the spelling of new vocabulary.

Further practice:

Workbook (pages 8 and 10)

Brain Trainer Activity 3:

See Teacher's Book (page 216) and Students' Book (page 112)

Reading

Revision

First – Review with students the 14 objects covered on the previous Vocabulary page.

Second – Read the following definitions and ask students to identify the objects.

- 1 It's for carrying money.
- 2 It's for checking the time.
- 3 It's for playing games.
- 4 It plays music.
- 5 It's for taking photos.
- 6 It's got photos and videos.

Third – Check answers and spelling by asking individual students to write words on the board.

Answers: wallet, watch, games console, MP3 player, camera, magazine

Cultural notes

- *The Simpsons* is an animated comedy series, first broadcast in 1989, featuring the adventures of a distinctive yellow family in a fictional American town. It has been a global success and nearly 500 episodes have been broadcast. The franchise includes video games, comics, merchandising of all types and even a ride at Universal Studios.
- Lionel 'Leo' Messi Argentina, born 1987 is considered one of the best football players of his generation. He has played for Argentina in the FIFA World Cup. The colour of the Argentinian national team is blue, hence Messi's father's blue laptop, mobile phone and car.

Exercise 1

- Draw attention to the photos and ask students what they can see.
- Students work in pairs, talking about who has got each of the things.

Exercise 2

- Make sure students understand not to read to detail this part.
- Students scan the text quickly and check their answers to Exercise 1.
- Ask students why English father has a blue laptop, mobile phone and car. (Answer: Because it is the colour of the Argentinian national team.)

Answers

1. Lisa 2. Ernie 3. Lisa 4. Ernie

Exercise 3 (Task 1)

- Individually, students answer the questions.
- If you wish, play the recording for students to listen and read.
- Students check in pairs before checking answers as a class.
- Ask for stronger students or explain yourself the meaning of any new vocabulary.

Answers

Lisa mentions six objects.
Ernie mentions nine objects.

Exercise 4 (Task 1)

- Students read the text again and answer the questions.
- They then check in pairs before you check answers as a class.

Answers

- 1 Lisa from Mar del Plata in Argentina.
- 2 Lisa is a fan of *The Simpsons*.
- 3 Ernie is a footballer.
- 4 They are comics, a computer game, a DVD, a watch, a notebook and a guitar.
- 5 They are a shirt, a boat, a wallet, a backpack, lots of posters, a laptop, a mobile phone, a car and photos of players.

Exercise 5

- Check the pronunciation of the questions before students work in pairs.
- Organise students to ask and answer the questions.
- Monitor but do not interrupt fluency unless they make mistakes with the question forms.
- Discuss the questions as a class and find out how much consensus there is among the group.

Extra activity

Allow students to interview you, using the questions in Exercise 5. Remind them to grade your language appropriately.

Further practice:
Workbook page 9

Reading

- Look at the photos. Who has got these things? Lisa (L) or Emilio (E)?
 - a skateboard
 - a camera
 - comics
 - posters
- Read and check your answers to Exercise 1.
- LISTEN** Read the text. How many objects do Lisa and Emilio mention?
- ORAL** Read the text again. Answer the questions.
 - Where is Lisa from? What does she have?
 - Where is Emilio from?
 - What is Lisa a fan of?
 - What is Emilio a fan of?
 - Name the Simpson objects.
 - Name the football objects.
- What about you? In pairs, ask and answer.
 - What programme / team / sport are you a fan of?
 - Who is your favourite TV character / sports person?

I'm a fan of Lisa.

I'm a Manchester United fan.

Fans of the month

Simpsons fan!

My brother and I are Simpson fans. We've got about two hundred comics and they've got very funny stories and pictures. Have you got a Simpson comic?

The Simpsons computer game is fantastic, but we haven't got a Simpsons DVD. I've got a Simpson watch and a big skateboard with Bart Simpson on it. My brother hasn't got a skateboard, but he's got a guitar with a picture of Homer on it. It's awesome!

Oh, and guess what? My name is Lisa ... but my brother's name isn't Bart!

Lisa, Canada



Football fan!

I'm from Mar del Plata in Argentina. We've got a great football team here. I've got a football shirt, a scarf, a wallet and a backpack ... and lots of posters on my bedroom wall! Mum and Dad are big football fans, too. Dad's got a blue laptop, a blue mobile phone and a blue car!

I've also got photos of some players on my camera. Messi is my favourite player. He is a top goal scorer!

Emilio, Argentina



Grammar Have got

Affirmative		
I/You/We/They	have got / have got	a new DVD.
He/She/It	has got / has got	
Negative		
I/You/We/They	haven't got / have not got	a new DVD.
He/She/It	hasn't got / has not got	



Watch Out!

have got → 've got
have not got → haven't got
has got → 's got
has not got → hasn't got

1 Study the grammar tables. Complete the rules.

- 1 We say I / ... / ... / ... have got or haven't got.
- 2 We say He / ... / ... has got or hasn't got.
- 3 The question form of they have got is ...?
- 4 The short form of have got is ...
- 5 The short form of has got is ...

2 Choose the correct options.

- 1 Gino and Lisa **has** got / **have** got posters of Katy Gallagher.
- 2 Elena **hasn't** got / **hasn't** got a friend's DVD.
- 3 Have / Has your parents got a laptop?
- 4 I **has** got / **have** got a camera in my backpack.
- 5 Harry **hasn't** got / **hasn't** got a Superman comic.
- 6 Have / Has Angela got a new watch?

3 Find the subject + verb. Write the full form in your notebook.

- 1 He's got a new games console.
He **has** got
- 2 They haven't got a laptop.
- 3 We've got posters for the classroom.
- 4 I've got a camera on my mobile phone.
- 5 The teacher's got an MP3 player.
- 6 You haven't got a watch.

Questions

Have I/you/we/they got	got	a new DVD?
Has he/she/it got	got	

Short answers

Yes, I/you/we/they **have** / No, I/you/we/they **haven't**.
Yes, he/she/it **has** / No, he/she/it **hasn't**.

Grammar reference (see book page 8)

4 Complete the text with the full form of have got.

My Dad is a DJ. He **has** got a radio show. He gets famous people on his show. We **have** got autographs from the famous people. We **have** got autographs from Will Smith and Angelina Jolie. We **have** got an autograph from a sports person. My favourite singer is Katy Perry but I **haven't** got her autograph. I **have** got an autograph from a famous person?

Pronunciation Short forms

a Listen Look at the verbs. Find the short forms and listen.

- 1 I've got a mobile phone.
- 2 She's got a magazine.
- 3 They've got my comics.
- 4 He hasn't got a camera.
- 5 We haven't got watches.

b Listen Listen again and repeat.

5 What about you? In pairs, ask and answer about these objects.

DVD	guitar	magazine
MP3 player	skateboard	watch



Grammar Have got

Language notes

- The use of *have got* is taught here for possession before any other work on the Present simple. Generally students do not have a problem with the structure in isolation but later on they may have problems when they see the use of the auxiliaries *do/aren't* and *is/don't* with the Present simple. At that point you may need to clarify that *have got* is not grammatically the same as the Present simple.
- Have got* is a very common construction in British English but, depending on your teaching context, you may find students are more influenced by American English where the verb *have* is used: *do you have, I don't have, we don't have, do you have, does he have, etc.* It is more commonly used.

Exercise 1

- Read the grammar notes with students.
- Students work individually, completing the sentences and referring back to the grammar tables where necessary.
- Check answers as a class.

Answers

- 1 I / you / we / they 2 he / she / it 3 Have they got
4 've got 5 's got

Exercise 2

- Students choose the correct options.
- Check answers by asking individual students to read the sentences.

Answers

- 2 hasn't got 3 have 4 have got 5 hasn't got 6 has

Exercise 3

- Check students understand the task before they start.
- Individually, students change the contracted forms to the full forms.

Answers

- 2 They haven't got They have not got
3 We've got We have got
4 I've got I have got
5 The teacher's got The teacher has got
6 You haven't got You have not got

Exercise 4

- Remind students to use full forms not contractions in the exercises.
- Check answers by asking individual students to read sentences from the list.

Answers

- 2 have 3 have 4 have not 5 have not 6 Have

Pronunciation Short forms

Language notes

- Speakers of many languages have major problems with the accentuation of English pronunciation. This can affect their ability to understand spoken English. Many students have a tendency to over-emphasise the auxiliary *have*. The aim of this exercise is to show how the auxiliaries are actually pronounced in connected speech.

Exercise 5a (see 1a)

- Play the recording for students to listen, read and find the short form.

Answers

- 1 've 2 's 3 've 4 hasn't 5 haven't

Exercise 5b (see 1a)

- Play the recording again for students to listen and repeat. Pairs or trios prepare to check students' pronunciation.

Extra activity

Extend the work on short forms to cover the verb *to be*. Write the following sentences on the board.

- I'm a teacher.
- You're a student.
- What's the missing letter?
- It isn't a big picture.
- Here's a tin of The Simpsons.
- We aren't from Argentina.

Students look at the sentences and find the short forms. Model and drill the sentences for students to practice the short form. Ask students to give you the full form of the verbs.

Further practice:

Workbook page 125

Exercise 5

- Ask two students to read aloud the example question and answer.
- Students work in pairs, asking and answering questions about the objects.
- Monitor but do not interrupt unless they make mistakes with *have got*.

Further practice:

Workbook pages 80 and 86-87

Brain Trainer Activity 2

See teacher's book page 210 and Students' book page 112

Vocabulary Adjectives

Revision

First – Tell students you are a big fan of someone or something. Elicit suggestions from the class for your obsession and write them on the board (e.g. Robert Pattinson, Lady Gaga, etc.)

Second – Demonstrate the activity by choosing one of the people/items on the board, for example Robert Pattinson, and saying ‘I’ve got a Robert Pattinson backpack!’ Choose a stronger student and explain that they now have to repeat and add an item to the list, e.g. ‘I’ve got a Robert Pattinson backpack and a “Twilight” DVD.’ Another student continues the list (‘I’ve got a Robert Pattinson backpack, a “Twilight” DVD and the new “Twilight” computer game’). Make sure students understand that they have to keep adding items and repeating the list.

Third – Divide the class into groups of five. Students take turns to see how long a list they can make without writing anything down. Encourage them to use vocabulary from the first page of the unit and to see you for any other vocabulary they need.

Exercise 1 (class 1)

- Students work individually, matching the opposite with them.
- Play the recording for students to listen, check and repeat.

Answers

2 a 3 f 4 h 5 c 6 g 7 e

Exercise 2 (class 2)

- Individually, students choose the correct options.
- They then check in pairs before checking answers with the recording.

Answers

2 red 5 big
3 popular 6 good
4 expensive 7 interesting

Exercise 3 (class 3)

- Play the recording. Pause after each item to give students time to suggest adjectives.

Answers

1 good 5 expensive
2 bad 6 cheap
3 boring 7 popular
4 interesting/good 8 unpopular

Exercise 4

- Make sure students understand that there are various possible answers, depending on their opinions. They then work individually.
- Check answers by asking individual students to read the sentences.
- Ask students if they agree or disagree with their classmates' sentences.

Answers

Students' own answers

Exercise 5

- Individually, students write three sentences.
- Monitor and help with vocabulary and feed in ideas if necessary.

Answers

Students' own answers

Exercise 6

- Ask two students to read about the example question and answer.
- Students work in pairs, asking about the coats in Exercise 2.
- Monitor but do not interrupt fluency unless they make mistakes with have got or the adjectives.

Extra activity

Help students memorise the vocabulary by playing 'Opposites Attack'. Revise with a stronger student, explaining that you are going to say an adjective and they must respond with the opposite. The student then says a new adjective and you respond with the opposite, e.g.

Teacher old

Student new – cheap

Teacher expensive – popular

Student unpopular, etc.

Explain that, like real tennis, the rhythm is very important. The speed is not important but the person who breaks the rhythm loses and the other player wins a point.

Further practice:

Workbook pages 11 and 16

Brain Trainer Activity 4

See Teacher's Book page 210 and Student's Book page 112

Vocabulary Adjectives

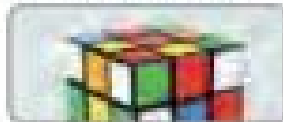
- 1 **Q&A** Match the adjectives (1-7) to the opposite adjectives (a-g). Then listen, check and repeat.

1 fast	a. expensive
2 cheap	b. unpopular
3 difficult	c. interesting
4 popular	d. good
5 boring	e. big
6 new	f. easy
7 small	g. old

Word list page 107 / Workbook page 106

- 2 **Q&A** Choose the correct options. Then listen, check and repeat.

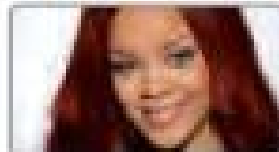
- 1 I've got the new game.
It's really easy / difficult.



- 2 We've got a sports game for your class. It's from 2002, so it's new / old.



- 3 I've got two Rihanna covers. One's great – she's very popular / unpopular.



- 4 Look at the camera. It's £500 so it's cheap / expensive.



- 5 I've got about 10 new school books. I've got many / several backpacks.



- 6 I've got the new teenage DVDs. They're very good / bad.



- 7 Have you got New Moon? It's an interesting / boring novel. Read it now!



- 3 **Q&A** Listen and guess the adjective. More than one answer may be possible.



- 4 Complete the sentences with adjectives from Exercise 1.

- The film *The Princess of the Caribbean* is good.
- A Ferrari is ...
- Kate Winslet is ...
- The Harry Potter books are ...
- David is ...
- I like English. It's ...
- Usher's songs are ...

- 5 Choose one thing from each group. Use an adjective and write a sentence in your notebook.

- computer game / book / film / song
 - sports star / actor / singer
 - object in your school / home
- The computer game is difficult.

- 6 Look at the objects in Exercise 3. In pairs, ask and answer.



Unit Trainer Activity 4
Unit page 112



Chatroom Talking about position

Speaking and Listening

1 Look at the photo and answer the questions.

- 1 Who is in Nick's room?
- 2 Name three objects in Nick's room.

2 **LISTEN** Listen and read the conversation. Answer the questions.

- 1 Is Nick's room big or small? It's small.
- 2 Has Nick got a games console? Yes.
- 3 Has Nick got a football game? Yes.
- 4 Are Nick's ice skates on the bed? No.
- 5 What is under the desk?

3 Act out the conversation in groups of three.

Julia: This is a nice room.
Nick: Thanks. It's small, but it's OK.
Julia: Oh look, Sunny's in your room.
Nick: Sit, Sunny. Good dog.
Leo: Is this your games console, Nick?
Nick: Yes, it is.
Leo: Cool! What games have you got?
Nick: I've got a new football game - it's really difficult!
Leo: Where is it?
Nick: It's next to the games console. Oh, my ice skates are on the desk! Sorry.
Leo: Hey Nick, what's that under the desk?
Nick: Oh, it's my skateboard.
Leo: Great. I've got one too.



Say it in your language ...

Cool
Great



11

Chatroom Talking about position

Revision

First – Write the following words on the board randomly: *bat, big, boring, cheap, difficult, easy, expensive, good, interesting, new, old, popular, small, unpopular*.

Second – Put students to match the words in form pairs of opposites.

Third – Check answers by asking individual students to say pairs of words.

(Answers: *bat-good, big-small, boring-interesting, cheap-expensive, difficult-easy, new-old, popular-unpopular*)

Speaking and Listening

Exercise 1

- Check students are clear about the names of the characters before they complete the exercise.

Answers

- 1 Nick, Julia, Leo and Sunny, the dog.
- 2 Students' own answers.

Extra activity

Use the photo to elicit basic information about the characters, e.g. how old they are, what they are wearing, what hobbies they might enjoy and what sports they might be playing. Remember to grade your language appropriately.

Brain Trainer Activity 1

See Teacher's Book page 210 and Students' Book page 112.

Exercise 2 (page 114)

- Play the recording for students to listen and read.
- Individually, students answer the questions.
- They then check in pairs before you check answers as a class.

Answers

- 2 Yes, he has.
- 3 Yes, he has.
- 4 No, they aren't. They are on the desk.
- 5 Nick's backpack and skateboard are under the desk.

Exercise 3

- Divide the class into groups of three.
- Groups act out the conversation.
- Monitor and correct students' pronunciation as appropriate.
- Nominate one group to perform the conversation for the class.

Extra activity

Stronger, more fluent students will complete this task before weaker ones. Suggest stronger students read the conversation three times, assuming different roles each time. Alternatively, give them one minute to try to memorise their part. They then cover the conversation and try to perform it from memory. After they have tried to reproduce the conversation they look at the version in the book and see where their errors are.

Note that this activity can be re-used at any point during the course when you want to extend work on a conversation.

Say it in your language ...

- Ask students to find the phrases in the conversations and look at them in context to try to deduce the meaning.

Good – exclamation which can be used to indicate that something is good or great as in this case. Depending on the context and intonation it can also imply something is seen as special or fashionable.

Great – exclamation used to show that we are happy about something that has happened. Students, for example, could use this expression if you give them a homework holiday, or if you are going to use a laptop or video in class. Or you might use it yourself if all the students hand their homework in on time.

Extra activity

Divide the conversation for correct pronunciation. Divide the class in half down the centre. Tell the half on the left that they are going to be Nick and the half on the right that they are going to be Leo. Explain that you will be Julia. Build up the conversation step by step until students can perform it unscripted.

Exercise 4

- Students read the conversation again and find the phrases.
- Check answers as a class.

Answers

2 John 3 Ian 4 Nick

Exercise 5

- Read through the phrases with the class.
- Ask students to identify which words and phrases in the conversation talk about where things are.
- Elicit further sentences using the words and phrases, and objects in the classroom (e.g. 'The book is on the desk', 'The backpack is under the chair', 'The pencil is in the backpack').

Exercise 6

- Individually, students match the words and the pictures.
- Check answers as a class.

Answers

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

Exercise 7 *check 1*

- Play the recording for students to listen to the conversation.
- Repeat the recording, pausing after each line to check students' pronunciation.
- In pairs, students act out the conversations.

Exercise 8

- Read the examples in the speech bubbles with the class. Then elicit a second conversation from the class using *is/are*.
- Students then make their own conversations by replacing the words in purple.
- Monitor but do not interrupt fluency unless students make mistakes with the use of the words and position phrases.

Further practice:

Workbook pages 12 and 13

Grammar Possessive adjectives and Possessive 's**Language notes**

The possessive 's is an item which many students find hard to assimilate. Common errors from low level learners include:

- Inverting the items and adding the 's to the wrong word (e.g. 'It's dog's Nick).
- Transferring the article which may be used in students' L1 to the English construction (e.g. 'It's the Nick's dog').
- Leaving the construction altogether (e.g. 'The dog of Nick').

It's therefore important to monitor students' work continuously and point out errors in this area for them to self-correct.

Exercise 1

- Read the grammar table with students.
- Elicit further examples of possession subjects from the conversation on page 14 of the Students' Book (e.g. 'Surely it is your room?', 'Is this your pencil case, Nick?', 'Oh, my pencil case ...').

Exercise 2

- Individually, students change the underlined words for possessive subjects.
- They then check in pairs before you check answers as a class.

Answers

- 2 That's their room. 3 Are these her books?
3 Those are our DVDs. 4 This is his cat.
4 It's his lamp.

Exercise 3

- Make sure students are clear about the two positions of the apostrophe 's.
- Check answers by asking individual students to write answers on the board.

Answers

- 2 How do you get Andy's mobile phone?
3 Here is my grandfather's house.
4 This is the teacher's MP3 player.
5 Where is Maria's dad's camera?
6 My sister's names are Olivia and Lisa.

Exercise 4

- Demonstrate the activity by holding up a pen and asking a student 'Is this your pen?'
- Repeat the process with two other items before students work in pairs asking and answering questions.

Further practice:

Workbook pages 17 and 18-19

4 Look back at the conversation. Who says what?

- 1 It's next to the games console. Mike
- 2 Sunny's in your room. Mike
- 3 What's that under the desk? Mike
- 4 My new skates are on the desk. Mike

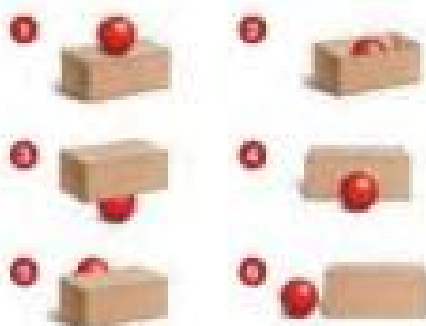
5 Read the phrases for talking about position.

Talking about position

Sunny's in your room.
 Where is it?
 It's next to the games console.
 My cat doesn't sit on the desk.
 What's that under the desk?

6 Match the pictures to these words.

behind in in front of next to on under



7 **CD** Listen to the conversation. Act out the conversation in pairs.

Ryan: Where's the magazine?

Tania: Is it on the desk?

Ryan: No.

Tania: Look, it's under the desk.

8 Work in pairs. Replace the words in purple in Exercise 3. Use these words and/or your own ideas. Act out the conversation.



1 DVD / games console / mobile phone

2 behind / next to / under

3 in front of / on

Grammar Possessive adjectives and Possessive 's

Possessive adjectives	Possessive 's
I my	One person Mike's bag
you your	Mike's dog
he his	
she her	Two or more people My parents' car
it its	John and Tom's room
we our	
they their	

Complete these. Write on page 66

- 1 Study the grammar table and learn.
- 2 Make sentences. Change the **underlined>** words.
 - 1 It's John's watch.
It's her watch.
 - 2 This is my parents' room.
 - 3 These are my mother's and my DVDs.
 - 4 It's Mr Green's laptop.
 - 5 Are these Lucy's books?
 - 6 This is Lucy's cat.
- 3 Copy the sentences. Put the apostrophe in the correct place.
 - 1 I've got my mum's wallet.
I've got my mum's wallet.
 - 2 Have you got Andy's mobile phone?
 - 3 Here is my grandparents' house.
 - 4 This is the teacher's MCD paper.
 - 5 Where is Maria's dad's camera?
 - 6 Mr Sideris' names are Olena and Lina.
- 4 **What about you?** In pairs, ask and answer questions about five objects in the classroom.



Reading

1 Look quickly at the text and the photos. Answer the questions.

- 1 What type of text is it?
 - a) a quiz
 - a competition
 - an interview
- 2 Who are the characters in the photo?
 - They're from a film.
 - They're from a book.
 - They're from a play.



My dad's collection.

My dad is his Star Wars costume.

Help!



Dad's got an embarrassing hobby!

This week's problem page interview is with Nicole from Montreal, Canada.

■ Have you got a special collection, Nicole?

No, I haven't got a collection, but my dad's got a Star Wars collection. It's his favourite film, but it's an old film now and I've got a big Star Wars fan. Here's a photo of Dad with his friends at a Star Wars convention. Look at their costumes - it's really embarrassing!

■ Is it a big collection?

Yes, it is. Dad's got hundreds of props and costumes from the Star Wars films. He's got DVDs and posters in the living room. He's got Luke Skywalker's 'light saber' in the dining room and Star Wars books and magazines in his bedroom, too. I've got a Star Wars bed in my room with Darth Vader on it. Yuck! Our house is full!

■ Is this a problem?

Well, it's OK because we've got a big shed in the garden, but sorry what? That's full of Star Wars things too. Dad is happy with his collection, but Mum isn't happy because Star Wars things are very expensive.

Key Words

embarrassing collection costume
prop shed

2 Read and check your answers to Exercise 1.

3 **TRUE** Read the interview again. Are the sentences true (T) or false (F)?

- 1 Nicole is a fan of Star Wars films. F
- 2 Nicole's dad has got a Star Wars costume. T
- 3 Her dad has got thousands of Star Wars things. T
- 4 Nicole has got a Star Wars bed. T
- 5 Her parents have got a big shed in the garden. T
- 6 Star Wars things aren't cheap. T

Listening

1 **LISTEN** Listen to three interviews. Match the speaker to the interview.

- Interview 1 a Peter's mum
Interview 2 b Peter's brother
Interview 3 c Peter

2 **LISTEN** Listen again. Answer the questions.

- 1 Who's got a Keanu Reeves collection?
 - a Peter's brother
 - b Peter's mum
 - c Peter
- 2 What is Peter's mum's opinion?
 - a The collection is big.
 - b The collection is great.
 - c The collection is cheap.
- 3 What is Peter's brother's reason of Keanu Reeves?
 - a It's cool.
 - b It's great.
 - c It's boring.

Reading

Cultural notes

- Star Wars is a science-fiction/fantasy film and was first released in 1977. It was followed by two more instalments in 1980 and 1983 and three prequels from 1999 to 2005. The characters in the Reading text come from the original trilogy (1977-83). It was one of the highest-grossing film series in cinema history.

Exercise 1

- Draw attention to the phrases and the text and ask students what they can see.
- In pairs, students answer the questions.

Exercise 2

- Make sure students understand not to read it out at this point.
- Students scan the text quickly and check their answers to Exercise 1.
- Ask students what else they know about Star Wars.

Answers

1 a - 2 a

Key Words

Be prepared to focus on the Key Words, either by pre-teaching them, discussing their meaning after students have read the text, or through dictionary or definition-writing work.

convention – a special organised event where people with similar interests meet, usually for two or three days

costume – the clothes worn by actors in a film

embarrassing – something that makes you feel shy, ashamed or uncomfortable

prop – the small objects used in films by actors (eg. guns, 'light sabres', keys)

shed – a simple building in the garden, usually made of wood, to keep things in

Exercise 3 (page 18)

- Students read the text again and decide if the sentences are true or false.
- If you wish, play the recording for students to listen and read.
- Chat from a range of students or explain yourself the meaning of any new vocabulary.
- When checking answers, ask students to correct the false sentences.

Answers

- False (Rocks is not a big Star Wars fan)
- True
- False (Her dad has got hundreds of Star Wars things)
- True
- False (Her parents have got a big shed in the garden)
- True

Listening

Cultural notes

- Karate Kago a martial arts film and was first released in 1984. It was well received by the critics and was a commercial success. It was remade in 2010 starring Jackie Chan and Will Smith's son, Jaden Smith. It has also been adapted as both an animated TV series and a computer game.

Exercise 1 (page 19)

- Play the recording for students to listen and match the speakers and the interviews.
- Check answers as a class.

Answers

Interview 1 - c Peter

Interview 2 - a Peter's mum

Interview 3 - b Peter's brother

Audiocscript:

See Teacher's book page 222

Exercise 2 (page 19)

- Repeat the recording for students to answer the questions.
- They then check in pairs before you check answers in a class.

Answers

1 a - 2 b - 3 c

Extra activity

Students answer additional comprehension questions. Write the following questions on the board:

- Who is Peter's favourite character in Karate Kago? (Joe)
 - Who is Jackin Smith's brother? (Max Smith)
 - How many objects has Peter got? (about 20)
 - What adjectives describe objects in Peter's collection? (big, not cheap, powerful)
 - What's Peter's brother's favourite film? (Toy Story)
 - What's Peter's brother's favourite film character? (Buzz)
- Repeat the recording for students to answer the questions.

Further practice:

Workbook page 14

Writing A personal profile

Revision

First – Books closed. Quickly review the pronunciation of the alphabet with the class, paying particular attention to any letters which habitually cause problems to your learners. Then write the following word skeleton on the board:

k _ _ _ + _ _ _ _ d

Second – Ask individual students, asking them to say a letter if the letter they choose is in the word, write it in the correct position. If it is not, write it in a column on one side of the board. When students think they know what the word is, they put their hands up. (Answer: keyboard)

Third – Continue with other vocabulary from the unit, asking out all the vowels when you write it up on the board. If you have a stronger group, allow individual students to come to the board and take your place, or continue the activity in pairs.

Cultural notes

- Guitar Hero is a multi-platform music game. Players use a guitar-like control to play along with a wide range of pop and rock songs.
- Kaiser Chiefs are an English indie rock group who formed in 2002. The single Ruby was from their third album and was number one in the UK.

Exercise 1

- Read the Writing File with students.
- Ask students if the punctuation rules are the same in their L1 or different.

Exercise 2

- In pairs, students match the words in blue to the gaps.
- When checking answers, ask students to say the full form of the connectors and check if the missing letter in the short form with 3 corresponds to 4 or not.

Answers

1. Jerak – capital letter for a name
2. I'm – first person, missing letters (= I am)
3. Know – capital letter for someone
4. Peter – capital letter for a name
5. haven't – missing letters (= have not)
6. they're – missing letters (= they are)
7. Guitar Hero – capital letter for a name
8. It's – missing letters (= it is)
9. game's – possession
10. Ruby – capital letter for a name
11. The Kaiser Chiefs – capital letter for a name

Exercise 3

- Individually, students rewrite the sentences with appropriate punctuation.
- Monitor and point out errors for students to self-correct.
- Check answers by asking individual students to write answers on the board.

Answers

2. She's my sister.
3. I'm thirteen years old.
4. She/teacher's name is Mr Day.
5. We've got fifty posters of Lady Gaga.
6. They haven't got a games console.

Exercise 4

- Individually, students answer the questions.
- They then compare their answers in pairs.
- Check answers by asking pairs of students to read questions and answers.

Answers

2. He's from Kraków in Poland.
3. His two favourite things are his new games console and Guitar Hero.
4. Because they're expensive.
5. Because he's got an electric guitar for Guitar Hero.
6. His favourite song is Ruby by The Kaiser Chiefs.

Exercise 5

- Explain that students should only make notes at this point or write short sentences.
- Encourage students to ask you for any vocabulary they need.

Answers

Students' own answers.

Exercise 6

- Show students how the text guide is divided into two paragraphs and tell them that they should now organise their notes in the same way.
- Read through the 'My favourite things' writing guide. Make sure students understand that they should answer questions 1 and 2 in Exercise 5 in the first paragraph and questions 3 and 4 in the second paragraph.
- Draw students' attention to the 'Remember!' checklist.

Answers

Students' own answers.

Extra activity

At the end of each unit make a set of Word Cards with 10–12 vocabulary items from the unit for students to remember. Prepare some blank cards in advance and an envelope or bag to keep them in. On the front of the card, write the lexical item in large clear letters. Have fast finishers decorate the front of the card with a picture or design to help students remember the word. On the back they write the following: a definition of the word in English or in their L1 and an example sentence in English containing a blank where the word appears.

Further practice:

Workbook page 10.

Writing A personal profile

1 Read the Writing File.

Writing File Punctuation 1

We use punctuation to make our writing clear.

- We use **capital letters** (A, B, C ...) for the names of people, places, songs, games and groups.
- We also use **capital letters** for the first person I.
- We use **full stops** (.) at the end of sentences.
- **Apostrophes** (') can show missing letters, e.g. in short forms.
- **Apostrophes** can also show possession.

2 Read the profile. Match the words in blue to the rules in the Writing File.



My favourite thing

My name's **Jack** and I'm **eleven** years old. I'm from **Kenkeo**. It's a big city in **Ireland**.

My favourite thing is my new games console. I **haven't** got a lot of games because **they're** expensive. I've got about five. My favourite is **Clash Royale** because I've got an **electric** guitar for this game. **It's** a great game and the **game's** songs are good. My favourite song is **'Baby'** by **The Kaiser Chiefs**.

3 Rewrite the sentences. Use capital letters, full stops and apostrophes.

- his name's luke His name's Luke.
- what my sister? What's my sister?
- im thirteen years old I'm thirteen years old.
- our teachers names is the day Our teachers' names are the day.
- we've got fifty posters of luffy gaga We've got fifty posters of Luffy Gaga.
- they haven't got a games console They haven't got a games console.

4 Read the profile again. Answer the questions.

- How old is Jack? He's eleven years old.
- Where is he from? He's from Kenkeo.
- What are his two favourite things? His two favourite things are his new games console and his electric guitar.
- Why hasn't he got a lot of games? They're expensive.
- Why is Clash Royale his favourite game? It's a great game and the game's songs are good.
- What is his favourite song? His favourite song is 'Baby' by The Kaiser Chiefs.

5 Answer the questions.

- What's your name and how old are you?
- Where are you from?
- What are your favourite things?
- Give extra information about your favourite things.

6 Write a description about you and your favourite things. Use 'My favourite things' and your answers from Exercise 5.

My favourite things

Paragraph 1

- Your personal information
My name is ... and I'm ... years old.
I'm from ...

Paragraph 2

- Your favourite things
My favourite thing is ... / My favourite things are ... and ...
- Extra information
I've got ... (number)
I haven't got ...
My favourite ... is ... because ...



Remember!

- Use capital letters, apostrophes and full stops in the correct places.
- Use the vocabulary in this unit.
- Check your grammar and spelling.

Refresh Your Memory!

Grammar Review

- 1 Make affirmative and negative sentences with **have got**.

	Felipe	Adriana and Damon
1 a guitar	✓	✗
2 a skateboard	✗	✓
3 a games console	✗	✗
4 an MP3 player	✓	✓

- 1 Felipe has got a guitar.
- 2 Make questions and short answers about the things in Exercise 1.
- 1 Has Felipe got a guitar? / Yes, he has.
- 3 Complete the sentences with the correct possessive adjective.
- I've got my watch in this bag.
 - Have you got ... MP3 player?
 - Mr Smith has got ... visitor.
 - Mrs Jones hasn't got ... laptop.
 - We've got ... magazines.
 - They've got ... computers.
- 4 Rewrite the sentences. Use possessive 's or 's.
- Kasia / laptop / is new
Kasia's laptop is new.
 - My brother / camera / is expensive
 - Jessica and Oscar / dog / is small
 - My teacher / book / is interesting
 - Fabio / favourite football player / is Ronaldo
 - My cousin / DVD / is old



Vocabulary Review

- 5 Complete the sentences with these words.

course	laptop	mobile phone
MP3 player	notebook	watch

- 1 The teacher hasn't got any courses in her classroom.
- 2 My ... is in my bag.
- 3 I've got some new songs on my ...
- 4 I haven't got a ... but I've got a table.
- 5 What's the time? I haven't got my ...
- 6 The school has got ... for the students.
- 6 Find seven adjectives.
- new small like got unpopular
big name easy cheap look
expensive room ball boring

Speaking Review

- 7 Look at the picture and complete the conversation. Then listen and check.



- A Where's my backpack?
B It's there. / ... the chair.
A Are my school books? / ... my bag?
B No, they aren't.
A Where are they?
B They're / ... the table. / ... the TV – here!

Dictation

- 8 Listen and write in your notebook.

My favourite profile is ... (see page 127)

Refresh Your Memory!

Exercise 1

Answers

- Adriano and Damon haven't got a guitar.
- Felipe hasn't got a skateboard.
Adriano and Damon have got a skateboard.
- Felipe hasn't got a games console.
Adriano and Damon haven't got a games console.
- Felipe has got an MP3 player.
Adriano and Damon have got an MP3 player.

Exercise 2

Answers

- Have Adriano and Damon got a guitar? / No, they haven't.
- Has Felipe got a skateboard? / No, he hasn't.
Have Adriano and Damon got a skateboard? / Yes, they have.
- Has Felipe got a games console? / No, he hasn't.
Have Adriano and Damon got a games console? / No, they haven't.
- Has Felipe got an MP3 player? / Yes, he has.
Have Adriano and Damon got an MP3 player? / Yes, they have.

Exercise 3

Answers

- 2 your 3 No 4 her 5 our 6 their

Exercise 4

Answers

- My brother's camera is expensive.
- Jessica and David's dog is small.
- My teacher's book is interesting.
- Patricia's favourite football player is Ronaldo.
- My cousin's DVD is old.

Exercise 5

Answers

- 2 mobile phone 3 MP3 player 4 skateboard
5 watch 6 laptop

Exercise 6

Answers

small, uncool, easy, cheap, expensive, has, boring

Exercise 7 (class task)

Answers

- 1 under 2 in 3 on 4 next to

Exercise 8 (class task)

Answers and Audio-script

- I've got a camera and a wallet in my backpack.
- Her brother hasn't got a skateboard.
- This camera is nice but it's very expensive.
- Ben's favourite game is Guitar Hero.
- Their names are Lisa and Bert.

My assessment profile:

Workbook page 137

Extra activity

Review have got, objects and adjectives from this unit.
– Write *My friend* in a cloud in the centre of the board and copy the figure underneath it.

– Elicit suggestions of names for the character based on the letter on her shirt (e.g. Susan).

– Divide the board in half and on the left of the board draw a tick and write *She's got ...* and on the right of the board draw a cross and write *She hasn't got ...*

– Draw one of the items that Susan has got, and elicit a sentence from the class. Encourage students to use an adjective to describe the object (e.g. *She's got an expensive watch*).

– Continue until you have drawn all six items, writing a sentence with an adjective for each. Allow students to draw additional items on the board using the vocabulary from the unit.

– Copy the phrases, cloud and the drawing of your friend and replace them with two speech bubbles, one containing 'Have you got ...?' and the other 'Yes, I have' / 'No, I haven't'.

– Students work in pairs, asking each other about the items on the board. Monitor but do not interrupt students' fluency.



Art File 20th Century painting

Cultural notes

- Cubism as an artistic movement first appeared in the first decade of the twentieth century. Painting, sculpture and even architecture were part of the movement. The three leading Cubist painters were Picasso, Braque and Gris.
- Juan Gris (Spain, 1887–1927) was a Spanish painter and sculptor. He studied in Madrid then moved to Paris in 1906 where he became friends with Matisse, another artist. An early Cubist, he stood out from many of his contemporaries with his use of bright colours as opposed to monochrome.
- Poinsettism was an artistic movement developed in 1890 by Georges Seurat. It uses tiny dots of colour which blend in the eye of the viewer when seen from a distance, giving Poinsettist works a unique 'shimmering' quality. The most famous work in this style is probably *A Sunday Afternoon on the Grand Canal in Venice* by Seurat.
- Giuseppe Pellizza da Volpedo (Italy, 1858–1927) lived and died in Volpedo in Piedmont. He used the technique of pointillism in his work and is considered a neo-impressionist. His most famous painting, *The Fourth Estate*, has an almost photographic realism when seen from a distance.

Language notes

Be prepared to work from stronger students or explain yourself. The meaning of the following lexical items which appear in the Reading text: style, vase, bowl, mug, geometrical shapes, height, colour, spread, artist, artist, writing, shadow, dot.

Exercise 1

- Students match the artists to the paintings.
- They then scan the text quickly to check their answers.

Answers

1. *Washing in the Sun*
2. *Cubism and fruit bowl*

Exercise 2 (20 min)

- Students read the text and answer the questions.
- If you wish, play the recording for students to listen and read.
- Students check in pairs before checking answers as a class.
- Check answers by asking pairs of students to read questions and answers.

Answers

1. Cubism and Poinsettism
2. Juan Gris, Pablo Picasso and Georges Braque
3. *Washing in the Sun* is a landscape and *Wash and Fruit Bowl* is a still life.
4. Poinsettism

My Art File

Exercise 3

- In pairs, students choose another famous twentieth-century painting.
- Remind students that further information about artists and artistic movements is available by searching the internet.

Exercise 4

- Monitor and help with grammar and vocabulary and feed in ideas if necessary.
- Give students time to practice their presentation.
- Make a note of any mistakes related to the content of this unit if students' presentations to go over with the class afterwards.

In this unit have you ...

- ... used Grammar and vocabulary worksheet?
- ... used Reading and listening worksheet?
- ... used Writing worksheet?
- ... used Speaking worksheet?
- ... used Unit test?

With the exception of the Writing worksheets, all the Teacher's Resources are at two levels of difficulty:

- * For students who need extra help and support
- ** For students who require an additional challenge

Art File

20th Century Painting

On this page there are examples of two different styles of early 20th Century painting: Cubism and Pointillism. One painting is a still life - a painting of objects, for example, vases, bowls or mugs. The other painting is a landscape - this is a painting of the countryside.



Guitar and Fruit Bowl

This picture has got a guitar, a fruit bowl, a bottle and a book. It is Juan Gris's style of painting is Cubism. The picture has got lots of geometrical shapes and the colours are not very bright. This is typical of Cubist paintings. Other famous Cubist artists are Pablo Picasso and Georges Braque.



Washing in the Sun

This painting is from 1901. There is a basket with some washing in it. The trees are blue and there are long shadows. Felice da Volpedo's style of painting is called Pointillism. Pointillist paintings have got very small dots of colour. Georges Seurat and Paul Signac are other famous Pointillist artists.

Reading

- 1 Match the artists to the pictures.
 - 1 Felice da Volpedo
 - 2 Juan Gris
- 2 **Read** Read about the two paintings. Answer the questions.
 - 1 Which two styles of painting can you see on the page?
 - 2 Name three Cubist artists.
 - 3 Which of these paintings is a landscape? Which is a still life?
 - 4 Which style of painting uses bright colours?

My Art File

- 3 In pairs, find out about another famous 20th century painting. Think about:
 - the artist
 - the style of painting
 - other artists in the same style
 - the objects/people in the painting
 - why you like it
- 4 Design a poster about your painting. Use your notes from Exercise 3 to help you. Then present your poster to your class.



2

Around Town

Grammar There is/There are; somebody; Can/Can't for ability

Vocabulary Places in town; Action verbs

Speaking Orders and warnings

Writing A description of a town

Vocabulary Places in town

- 1 **Listen** Match the places in the picture to these words. Then listen, check and repeat.

bank	bus station	café
cinema	hospital	library
museum	park	police station
post office	shopping centre	sports centre
town square	train station	

Model (pp. 17) **Workbook** (pp. 35)

- 2 Where can you find these things? Match the things to the places in Exercise 1.
- 1 school cinema
 - 2 book
 - 3 cat
 - 4 map
 - 5 money
 - 6 coffee
- 3 Read the clues and find the places in the picture.
- 1 It's behind the shopping centre.
 - 2 It's behind the park.
 - 3 It's next to the post office.
 - 4 It's in front of the cinema.
 - 5 It's next to the shopping centre.
 - 6 It's in front of the police station.
- 4 In pairs, make a list of other places in a town.
supermarket, playground



Brain Teaser Activity 3
Rule (pp. 11)

Unit contents

Vocabulary

- Places in town – bank, bus station, café, cinema, hospital, library, museum, park, police station, post office, shopping centre, sports centre, town square, train station
- Action verbs – climb, cook, drink, fly, jump, run, play, put, sing, skate, swim, walk

Grammar

- There is/there are – affirmative, negative, questions and short answers
- Some/Any
- Can/Can't for ability – affirmative, negative, questions and short answers

Communication

- Orders and warnings
- Writing a description of a town – My home town
- Linking words – and, but, or

Pronunciation

- Silent letters

Key competences

- Linguistic competence
- Competence in knowledge and in interaction with the physical world
- Interpersonal, social and civic competence
- Learning to learn
- Autonomy and personal initiative

Vocabulary Places in town

Exercise 1 (see Unit)

- Individually, students match the words and pieces in the picture.
- Play the recording for students to listen and check.
- Repeat the recording. Pause after each word to check students' pronunciation.

Answers

- | | |
|-------------------|-------------------|
| 1 train station | 9 bus station |
| 2 sports centre | 10 police station |
| 4 bank | 11 town square |
| 5 post office | 12 café |
| 6 shopping centre | 13 museum |
| 7 park | 14 library |
| 8 cinema | |

Extra activity

Stronger groups or individual students cover the words in the box and complete Exercise 1. Then, they then uncover the box and see if they used the same words or different ones. This type of activity is very valuable as it helps students notice the gap between their knowledge and the target language.

Exercise 2

- In pairs, students match the things with the places.
- Check answers by asking individual students to say pairs of words (e.g. book-library).

Answers

- 1 book-library
- 2 ball-sports centre
- 4 tree-park/town square
- 5 money-bank
- 6 coffee-café

Exercise 3

- Students look at the picture and identify the places.
- Check answers as a class.

Answers

- 1 sports centre
- 2 bank
- 4 town square
- 5 post office
- 6 museum

Exercise 4

- Students brainstorm vocabulary which they already know for places in a town.
- They then change partners and peer-teach the vocabulary they have thought of.
- Collect all suggestions on the board.

Possible Answers

supermarket, playground, theatre, bookshop, music shop, swimming pool, art gallery, football stadium, restaurant

Further practice:

Workbook pages 98 and 105

Brain Trainer Activity 3

See Teacher's Book (page 211) and Students' Book (page 113)

Reading

Revision

First – Review with students four of the prepositions of place (in, in front of, behind, next to) covered in Unit 1.

Second – Students look at the pictures of the virtual town on page 20 of the Students' Book. Read the following sentences and ask students to identify the places in the town.

- 1 It's in the town square behind the museum. (police station)
- 2 It's next to the post office. (bank)
- 3 It's behind the bus station. (shopping centre)
- 4 It's in the town square next to the park. (cinema)
- 5 It's in the town square in front of the bus station. (café)

Third – Check answers and spelling by asking individual students to write words on the board.

Cultural notes

- CyberTown is one of various online city simulation games. In such games users can create online houses and communities, interact with other users, and even earn money with 'jobs' in order to purchase home and leisure items.
- Further information is available by searching the internet.

Exercise 1

- Draw attention to the pictures and the text and ask students what they can see.
- Individually, students answer the question.

Exercise 2

- Make sure students understand not to read in detail at this point.
- Students scan the text quickly to check their answer.

Answers

1 a

Exercise 3 (check 22)

- Students work individually, deciding if the sentences are true or false.
- If you wish, play the recording for students to listen and read.
- When checking answers, ask students to correct the false sentences.
- Look for stronger students or explain yourself the meaning of any new vocabulary.

Answers

- 1 False (LimaCity has got a museum.)
- 2 True
- 3 False (Fabville has got houses.)
- 4 False (White town has got a school.)
- 5 True
- 6 True

Extra activity

Individually, students write three more true/false sentences, one about each town, using has/hasn't got. Monitor and point out errors for students to self-correct. They then work with a partner, reading their sentences and answering true or false.

Exercise 4

- Ask two students to read about the example question and answer.
- Check the pronunciation of the questions before students work in pairs.
- In pairs, students ask and answer the questions.
- Monitor and help with vocabulary but do not interrupt fluency.

Extra activity

Use the texts as a model for a dictation of your own.

Ask students the following grid questions:

What's the name of my CyberTown? (Answer: Jeasherville)

Is it a good town? (Students' own answers)

Then read the following text:

My CyberTown is called Jeasherville. It's got two big schools and a new library. It's got a great museum and a hospital but it hasn't got a shopping centre or a café. It's got a police station and a very good transport system. It's really beautiful.

Check answers to the grid questions as a class. Then spend as necessary for students to write down the text.

Further practice:

Workbook page 17

Reading

- Look at the text. What do you think it is about?
 - sports centres
 - virtual towns
 - shopping centres
- Read the text and check your answer to Exercise 1.
- Circle** Read the text again. Are the sentences true (T) or false (F)?
 - TonyCity hasn't got any museums. **F**
 - TonyCity has got a library. **T**
 - Fabville hasn't got any houses. **F**
 - Fabville has got a school. **T**
 - Garbolen has got some shops. **T**
 - Garbolen has got a train station. **T**

- What about you? Invent your Cybertown. In pairs, ask and answer.
 - What's the name of the town?
 - Where is it?
 - What places has it got? Where are they?



Tanya

My Cybertown is TonyCity. I've got a big house and lots of friends. There are two shopping centres next to my house with lots of great shops. There's a museum and a park in front of the library and there are some big houses behind my school. TonyCity is a beautiful town.



Ben

My Cybertown is Fabville. It's really cool! I've got a cat, and Fabville has got two sports centres and three parks. My house is next to a big library. In the town square there is a bank and a small post office and there's a very big hospital. Next to the hospital there's a great café. In Fabville there aren't any schools!



Sanjay

Garbolen is my Cybertown. It's got very good connections - there's a train station and a bus station. There's a town square in Garbolen and there are some shops but there isn't a shopping centre. There isn't a museum or a library, but there's a big police station. It's my police station! I'm the Chief of Police in Garbolen!



Grammar *There is/There are; some/any*

Affirmative
There is (There is) a museum.
There are some houses/so shopping centre.
Negative
There isn't (is not) a library.
There aren't (are not) any schools.

Questions and short answers
Is there a hospital? Yes, there is. No, there isn't.
Are there any houses? Yes, there are. No, there aren't.

Grammar reference chart on page 28

Watch Out!
There **is** → **some** coffee.
There **isn't** → **any** restaurants.
Are there → **any** restaurants?

- 1 Study the grammar tables. Complete the rules with **there is**, **there are**, **there isn't** and **there aren't**.

- We use **is** and **are** with singular nouns, e.g. a museum, a cat, a house.
- We use **is** and **are** with plural nouns, e.g. ~~swimming pools~~, a lot of schools.

- 2 Choose **There is** or **There are** to complete the sentences.

- There **is** a big shopping centre in our town.
- There **are** French girls in my school.
- There **is** some leaves under your feet.
- There **is** a big party on Saturday (it's my birthday).
- There **is** a nice interactive whiteboard in my class.
- There **are** two swimming pools in the sports centre.

- 3 **3 ABC** Complete the conversation. Then listen and check.

Tom: What's in your town, Emma?
Emma: There's a big cinema and an international school. There **are** any parks.
Tom: Are there any parks in your town?
Emma: Yes, there **are** some beautiful parks and there **is** a shopping centre called GoldStep.
Tom: Is there a library in your town?
Emma: No, there **isn't**. But there **is** a modern art museum.

- 4 Make questions and answers.

- any good films / on TV? (is)
Are there any good films on TV?
No, there aren't.
- a mobile phone / in your bag? (is)
- a swimming pool / in your town? (is)
- any English students / in your class? (are)
- any libraries / in your town? (are)

- 5 Look at the information about Sandra's backpack. Find and correct five mistakes in the text.

There **isn't** a water.



My backpack

pen	✓
water	✗
DVDs	✗
apple	✗
MP3 player	✗
laptop	✓
book	✗
magazine	✓

There's a pen in my backpack and there's a water. There are some DVDs and there's an apple and an MP3 player. There isn't a laptop. There aren't any books in my bag but there's a magazine.

- 6 What about you? Imagine you have got a new backpack. What have you got in it? Write six sentences.

In my backpack, there's ...



Grammar *There is/There are; some/any*

Language notes

- *There is/There are* does not usually pose a major problem for learners. However, do be aware that not all languages make the distinction between the singular and plural verb form, so some nationalities may find this a little more complicated.
- The basic use of *some* and *any* is not usually problematic either but make sure students understand clearly the information in the grammar table before starting the practice exercises.

Exercise 1

- Read the grammar boxes with students.
- Students work individually, completing the rules and referring back to the grammar tables when necessary.
- Make sure students understand that *some* is used in affirmative sentences, and *any* in negatives and questions.
- Check answers as a class.

Answers

1. there is, there isn't
2. there are, there aren't

Exercise 2

- Students complete the sentences with *There is* or *There are*.
- Check answers by asking individual students to read the sentences.

Answers

2. There are. 3. There are. 4. There is. 5. There is. 6. There are.

Exercise 3 (See 115)

- Individually, students complete the conversation.
- Play the recording for students to listen and check.

Answers

2. There aren't. 3. Are there? 4. There are. 5. There are. 6. There is. 7. Is there? 8. There isn't. 9. There is.

Extra activity

Drill the conversation for correct pronunciation. Divide the class in half down the centre. Tell the half on the left that they are going to be Tom and the half on the right that they are going to be Emma. Build up the conversation step by step until students can perform it unprompted.

Exercise 4

- Students work in pairs, making the questions and answers.
- Check answers by asking pairs of students to read questions and answers aloud.
- Correct students' pronunciation as appropriate.

Answers

2. Is there a mobile phone in your bag? Yes, there is.
3. Is there a swimming pool in your house? No, there isn't.
4. Are there any English students in your class? Yes, there are.
5. Are there any libraries in your town? No, there aren't.

Exercise 5

- Draw attention to the photo and ask students what they can see.
- Students read the text, identifying and correcting the five mistakes.
- Check answers by reading the text yourself and telling students to shout 'Stop!' whenever you teach a mistake.

Answers

- There isn't a coffee. There isn't an MP3 player.
There aren't any DVDs. There's a library.
There isn't an apple.

Exercise 6

- Monitor and point out errors for students to self-correct.
- Encourage students to ask you for any vocabulary they need.

Answers

Students' own answers.

Extra activity

Plan a Live Listening about the town where you live or a fictional town. Remember to give your language appropriately and include examples of both *has got* and *there is/are* and prepositions of place. Use the following text as an example:
*My town is beautiful. It's got a big park and lots of cafes in the town square. It's got a bus station and a train station and in front of the train station there's a great shopping centre. Next to the shopping centre there's a cinema and there's a post office. Behind the post office there's a police station. My town hasn't got a museum, but it has got a small library and a new sports centre. Students make a list of eight of the places in town from the vocabulary page in their notebooks. Students listen to your Live Listening and tick or cross the items on their lists. If you do not specify names of the places, they have to think. Students compare their answers in pairs. As their lists of places will be different, they can compare their answers. Take feedback as a class. Ask from students: 'Your town hasn't got ...?' and allow students to ask you: 'Has your town got ...?' for any places you didn't mention. Avoid using the structure *There is/There are* at this stage.*

Further practice:

Workbook pages 88 and 89–91

Brain Trainer Activity 2

See Teacher's Book page 211 and Students' Book page 115

Vocabulary Action verbs

Revision

First – Pairs use the contents of your own bag to revise objects from Unit 1 and make three ... if questions. Try to find at least three or four items in your bag which students know the vocabulary for (e.g. camera, laptop, MP3 player, magazine, mobile phone, wallet).

Second – In pairs, ask students to predict what you could have in your bag and make a list. Monitor and help with vocabulary and spelling if necessary but don't tell students if you have those items or not.

Third – Pairs take turns to ask you questions (e.g. 'Is there a mobile phone in your bag?'). If they are correct, take out the item to show it to them. Students can then repeat the activity in pairs and guess the contents of each other's bags.

Exercise 1 (page 12)

- Individually, students match the words and the pictures.
- Play the recording for students to listen and check.
- Repeat the recording. Pause after each word to check students' pronunciation.

Answers

- | | |
|----------|---------|
| 2 jump | 8 skate |
| 3 cycle | 9 play |
| 4 run | 10 swim |
| 5 juggle | 11 fly |
| 6 dance | 12 walk |
| 7 sing | |

Extra activity

Books closed. Students try to remember and spell all the action verbs. When they have finished, students self-correct by looking back at the book.

Exercise 2

- Students match the verbs to the phrases.
- They then check in pairs before you check answers as a class.
- Check answers by asking individual students to say complete collocations.
- Correct students' pronunciation as appropriate.

Answers

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

Extra activity

Stronger groups or fast finishers memorise the vocabulary for one minute. Students then test themselves or their partner by covering first the column of verbs and then the column of phrases and seeing how many collocations they can remember.

Exercise 3

- Individually, students make sentences with the collocations from Exercise 2.
- Monitor and point out errors for students to self-correct.

Possible Answers

- 1 swim 100 metres in the pool
- 2 juggle six balls
- 3 I climb a beer's mountain.
- 4 I jump very high.
- 5 I cycle to school.
- 7 I sing a song.
- 8 I run a marathon.

Further practice:

Workbook page 10 and 105

Pre-occupation: Silent letters

Exercise 4a (page 12)

- Explain that in English many words have letters which are written but not pronounced.
- Write *walk* on the board and play the recording for students to identify the silent letter.
- Play the recording for students to identify the other silent letters.

Answers

- 1 walk 2 climb 3 quiet 4 job 5 grow

Exercise 4b (page 12)

- Play the recording for students to listen and repeat. Pause as appropriate to check students' pronunciation.

Extra activity

Give students some extra practice with silent letters. Write the following words on the board and model the pronunciation for students to identify the silent letters. *able, glimpse, camera, interview, shopping centre* (Answers underlined)

Further practice:

Workbook page 105

Brain Trainer Activity 4

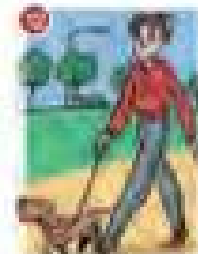
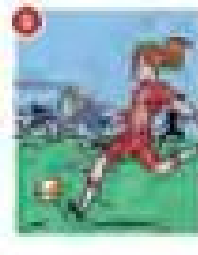
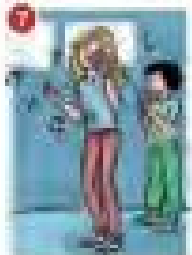
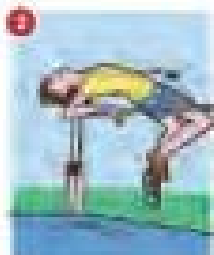
See Teacher's Book page 211 and Students' Book page 113

Vocabulary Action verbs

1 **Listen** Match the pictures to these words. Then listen, check and repeat.

climb	1	cycle	climb	fly	jump	jump
clay	118	big	big	clay	clay	with

Word list page 47 Workbook page 103



2 Match the verbs (1-8) to the phrases (a-h).

- 1 play a
- 2 swim
- 3 juggle
- 4 climb
- 5 jump
- 6 cycle
- 7 sing
- 8 run
- a six balls
- b a song
- c a tree, a mountain
- d a game, football, the guitar
- e ten feet
- f 100 metres, in the pool
- g very high
- h a transfer

3 Make complete sentences with the information in Exercise 2.

- 1 / play football.

Pronunciation

Silent letters

4a **Listen** Listen and find the silent letter in each word.

- 1 walk
- 2 climb
- 3 guitar
- 4 talk
- 5 know

4b **Listen** Listen again and repeat.



Brain Trainer Activity 4
Go to page 110

Spot the difference

Exercise 1

- Intelligence types: Visual/Spatial, Verbal/Linguistic, Intrapersonal
- Learner types: Visual

Answers

- 1 Julia's/has got the binoculars, not Monica.
- 2 Nick's/is wearing a cap.
- 3 Nick's/is taking a photo with his camera, not his mobile phone.

Brain Trainer 5

Spot the difference

1 Look at the photo on page 28 for one minute. Now study the photo. What differences can you spot?



Vocabulary

2 Look at the picture and list eight activities. You've got two minutes!



Grammar

3 Look at the pictures for two minutes, then listen to the audio. How many sports? How many ways what the person is doing? (10 sports)



Vocabulary

4 Read the words in the box about five times. Cover the list and write the words in your notebook. Can you remember all the words?

Fast
swimming

Climbing
climbing

Soft
fuzzy
relaxing
swimming

Grammar

Exercise 2

- Intelligence types: Visual/Spatial, Verbal/Linguistic, Interpersonal
- Learner types: Visual, Auditory

Answers

- 1a and 1c She's/is canoeing.
- 2a He's/is climbing.
- 2b He's/is playing the guitar.
- 2c He's/is ice-skating.
- 3a She's/is pony trekking.
- 3b She's/is pony trekking.
- 3c She's/is painting.

Vocabulary

Exercise 3

- Intelligence types: Visual/Spatial, Verbal/Linguistic, Intrapersonal
- Learner types: Visual

Answers

bowling, dancing, hiking, ice-skating, mountain biking, painting, rollerblading, surfing

Exercise 4

- Intelligence types: Visual/Spatial, Verbal/Linguistic, Logical/Mathematical, Intrapersonal
- Learner types: Visual

Definitions of intelligence types and learner types:

See Teacher's Book pages 8-9



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