

# go 3 getter

## Teacher's Book

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## GoGetter for students

GoGetter is a new four-level English course for upper primary and lower secondary children, taking them from an A1 to B1 level of English. Students in this age range are in a transitional period between childhood and their teens and are still developing intellectually and emotionally. They live in a fast moving, very dynamic world governed by new technologies. Each level of the GoGetter series has been carefully tailored to the modern student's cognitive needs and has been designed to create an enjoyable and engaging environment for effective learning. Multimedia teaching and learning tools offer teachers and students a wide range of options for the classroom and home. They include videos, animations and exciting digital content on MyEnglishLab, Extra Online Practice and ActiveTeach activities.

## GoGetter for teachers

GoGetter has been created on the basis of tried and tested methodology for effective teaching. It builds on existing EFL methods adapted to the reality of today. A variety of language presentation context and very rich multimedia content will help keep students engaged and motivated. Seamlessly integrated exam preparation, an online gradebook in MyEnglishLab and a unique assessment package will help your students get great results and prepare for future exams.

GoGetter has also been created with busy teachers in mind. Teaching with GoGetter will require minimal preparation time due to the open-and-teach formula in the Students' Book and at-a-glance organisation of materials within the Teacher's Book.

## Features of the course

### Grammar

Grammar is clearly presented in a scaffolded, step-by-step approach with two contextualised grammar presentations per unit: a photo story with teenage characters, which is also available as a video, in Lesson 2, and a cartoon in Lesson 3. Grammar boxes contain clear, student-friendly examples of the target structures and provide a reference point for students as they learn and practise. *Get Grammar!* animations support every grammar lesson. The likeable, captivating characters make learning grammar fun! Further consolidation practice is available in the Workbook.

### Vocabulary

Each unit starts with an eye-catching visual presentation of vocabulary, which gets students' attention right from the start. It is followed by step-by-step engaging practice. As well as appealing to students, vocabulary sets reflect typical exam topic areas. The *I know that!* feature at the start of the unit allows for quick revision of lexical items students are very likely to know from previous school years, which is a great confidence-booster. *I remember that!* activities engage students, as they are personalised and effectively help students remember new words. Each Students' Book page has a corresponding Workbook page allowing for lots of additional practice. Finally, there is a *Word blog* in the Workbook at the end of every unit that consolidates the vocabulary of the unit.

## Skills

There are separate skills lessons that also take step-by-step approach:

*Communication lessons:* using videos or audio material, dialogues are modelled and brought to life, which encourages students to use natural English in their own dialogues.

*Reading lessons:* engaging and age-appropriate texts in different genres motivate and inspire students.

*Listening and Writing lessons:* students need to use their critical thinking skills in order to complete the listening comprehension activities. GoGetter provides clear writing models to help students write their own text on the same topic.

A lot of support, such as prompts, dialogue frames to fill in etc., is provided in free speaking and writing tasks.

There are also four *Skills Revision* sections in each level that consolidate skills work from each two units.

## Motivating content

GoGetter offers a great variety of context and teaching modes. Language is presented through real life dialogues, videos, cartoons, animations and exciting reading texts and audio material. The topics are all up-to-date and were carefully chosen to appeal to the age-groups concerned.

Each level of GoGetter contains four fascinating *Get Culture!* lessons with authentic BBC video content that takes students on an world wide journey, opening their eyes to different parts of the English-speaking world and motivating them to find out more.

## Multimedia content

GoGetter is a fully blended course with exciting digital and video content that will engage your students. They will really look forward to their lessons! Every student who uses the print Workbook has access to additional language practice through Extra Online Practice (for more information, see page 6). If you do not have easy access to a classroom computer or a projector, you can still run successful lessons as the material has been designed in such a way that you can use print and audio material only.

## Content and Language Integrated Learning (CLIL)

There are four CLIL sections in GoGetter 3. They are titled: *Get more on Maths!*, *Get more on Music!*, *Get more on Science!* and *Get more on Nature!* These lessons are included in the Workbook and ActiveTeach and they are designed be used in class or can be assigned for homework. They teach students practical language connected to a wide range of subjects that they will be learning about in their native language at the same time. There are four CLIL sections per level.

## Support for mixed ability classes

GoGetter supports teachers who work with mixed-ability classes in a number of ways. The Teacher's Book includes teaching tips for mixed ability classes, as well as extra worksheets for grammar, vocabulary and communication lessons. In the Workbook challenging activities are labelled with an asterisk, which makes it easier for the teacher to assign homework to students at different language level.

## The Global Scale of English in GoGetter



The Global Scale of English (GSE) is a standardised, granular scale which measures English language proficiency. Unlike some other frameworks which describe attainment in broad bands, the Global Scale of English identifies what a learner can do at each point on the scale across speaking, listening, reading and writing skills.

The scale is designed to motivate learners by giving a more granular insight into the learning progress. Teachers can use the Global Scale of English to match a student to the right course materials for their exact level and learning goals.

The badging on the back of your coursebook shows the range of objectives that are covered within the content. Knowing this range helps you select course materials with the right level of support and challenge for your students to help them progress. It does not mean that students need to have mastered all the objectives below the range before starting the course, or that they will all be 'at' the top of the range by the end.

For more information about how using the GSE can support your planning and teaching, your assessment of your learners, and in selecting or creating additional materials to supplement your core programme, please go to [www.english.com/gse](http://www.english.com/gse).



## Exam preparation

The table below shows the correlation between the language level of each part of GoGetter series and the requirements for Pearson Test of English and Cambridge exams.

Course level	CEFR	GSE	PTE	CAMBRIDGE
GoGetter 1	<A1/A1	17–29	YL Springboard	YLE Starters
GoGetter 2	A1/A2	27–36	YL Quickmarch	YLE Movers
GoGetter 3	A2/A2+	33–41	YL Breakthrough	YLE Flyers
GoGetter 4	A2+/B1	38–46	General Level 1	Key for Schools

The GoGetter course provides a lot of opportunities for students to get acquainted with the formats of the Pearson Test of English for Young Learners and Cambridge English: Young Learners tests. In every unit of the Students' Book there are exercises flagged *Exam Spot* which help students to prepare for the exams. *Skills Revision* sections in the Students' Book and Workbook enable students to regularly check their progress through exam-style exercises. Additionally, the *Skills Revision* section in the Students' Book includes an *Exam Language Bank*, collating key language from the unit. There is an *Exam Practice* section in the Workbook and Exam speaking and writing worksheets in the Teacher's Book, which provide additional exam practice. The assessment package includes two exam-style tests for those students who are preparing for PTEYL or CYLET.

## 21st century skills

Today's learners require materials that will help them develop skills they need to survive and succeed in the rapidly changing world. They need to be challenged and inspired by their learning. They also need to learn how to work with peers, using modern technologies they are familiar with and enjoy. GoGetter helps develop not just English language skills, grammar and vocabulary, but also all those skills modern learners need to build to become fully rounded citizens of the global community.

The key skills focused on in GoGetter are: *Communication, Collaboration, Creativity, Cultural Awareness, Critical Thinking, Digital Literacy, Assessment for Learning* and *Autonomy*.

**Communication, Collaboration and Creativity:** There are a lot of pairwork and groupwork activities integrated in the core lessons in each unit. Project work at the end of *Get Culture!* lessons involves team work so students can learn how to collaborate with peers in order to successfully complete a task.

**Cultural Awareness:** In an increasingly globalised world, it is important that students gain an understanding of different cultures through the medium of English. *Get Culture!* lessons and exciting videos provide students with a wider perspective of cultural aspects. They also provide an opportunity to compare a foreign culture to their own.

**Critical Thinking:** Problem solving and reasoning skills are developed throughout the course, especially via the reading and listening activities. These activities are flagged in the teaching notes in every lesson. Interactive cliff-hanger endings in the video story create a great opportunity to analyse and predict.

**Autonomy and Personal Initiative:** *Get Culture!* sections end with project work which requires some simple data collating or research in order to complete the task. Students are also encouraged to present their own view on the topic from the lesson.

Students are prompted to reflect on and take responsibility for their own progress through the regular Self-assessment sections in the Students' Book and Workbook.

**Assessment for Learning:** see page 8 for more information.

**Digital Literacy:** In *Get Culture!* lessons students are encouraged to create their own projects such as presentations, photo albums, leaflets or even mini videos. Photocopiable project worksheets (in the Teacher's Book) provide step-by-step guidelines on how to complete the tasks.

Extra Online Practice or the online Workbook on MyEnglishLab enable students to practise what they have learnt in a digital environment.

# Overview of the components

## Students' Book

- Nine units with 70–120 hours of teaching material, including a *Get Started!* unit
- Clear lesson objectives ('I can ...')
- Thorough vocabulary learning programme with motivating presentations and helpful wordlists
- Videos with every unit providing meaningful context in grammar and communication lessons
- Four *Get Culture!* lessons with BBC culture videos and projects
- Exam spot tasks preparing for *Pearson Test of English for Young Learners* (PTEYL) and *Cambridge English: Young Learners of English Tests* (CYLET) throughout the book
- *Language Revision* after every unit and *Skills Revision* with exam-style tasks after every two units
- Students' Book is also available with access code to MyEnglishLab and Extra Online Practice. For details on MyEnglishLab and Extra Online Practice, see relevant sections further down and on the next page.



## Class Audio CDs

- Students' Book audio material for use in class



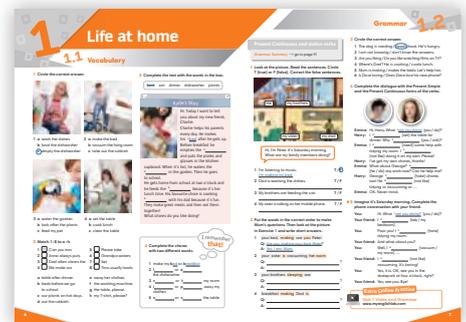
## Students' eBook

- The full Students' Book in digital format
- All audio tracks and videos embedded into the exercises
- Students' eBook is also available with access code to MyEnglishLab and Extra Online Practice. For details on MyEnglishLab and Extra Online Practice, see relevant sections down below and on the next page.



## Workbook

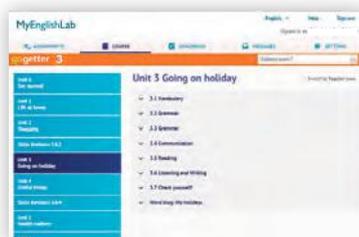
- Additional grammar, vocabulary and skills practice to reinforce the material in the Students' Book
- Practice activities for all Students' Book sections
- *Check yourself!* in each unit to help students prepare for Language Tests
- Four *Skills Revisions* and two *Exam Practice* sections to enable students to check their progress with PTEYL and CYLET exam-style tasks
- *Word blogs* with games and fun activities to consolidate the vocabulary from each unit
- Four *Get more on ...!* lessons which cover CLIL topics
- Each print Workbook provides access to Extra Online Practice powered by MyEnglishLab. For details on Extra Online Practice see the relevant section on the next page.



## MyEnglishLab

### Student's area

- Interactive online Workbook with instant feedback and audio tracks embedded in the listening exercises
- Remediation activities and tips for grammar exercises
- Extra Online Practice activities
- All Students' Book videos
- Downloadable Workbook audio material



### Teacher's area

- Access to Assignments module, from which the teacher can assign Workbook activities to students
- Access to the Gradebook, which gives the teacher possibility to monitor students' work
- Access to the complete Students' eBook
- Teachers resources: all photocopiable activities from the Teacher's Book, as well as all Tests in PDF and Word format
- Test audio material
- Skills Test, Mid- and End-of-Year Tests in a digital format



## Extra Online Practice (powered by MyEnglishLab)

- Extra activities, based on Students' Book Grammar and Communication lessons videos, with embedded videos, as well as additional revision activities helping students to prepare for Language Tests
- All Students' Book videos
- Downloadable Workbook audio material
- Students access the activities through a code printed on the inside front cover of the Workbook. Please see section Extra Online Practice on page 6 for more details.



## Teacher's Book with DVD-ROM

### Teacher's Book

- Embedded Students' Book pages with overwritten answers
- Unit-by-unit teaching notes with extra activities and tasks for fast finishers for all Students' Book lessons and *Get more on ...!* (CLIL) lessons in the Workbook
- Practical tips on how to implement Assessment for Learning in the classroom
- Students' Book and Workbook audio and video scripts
- Workbook answer key
- Photocopiable resources with teaching notes and answer key including: grammar, vocabulary, communication and project worksheets, a play and exam speaking and writing worksheets
- Teacher's Book provides access code to MyEnglishLab and Extra Online Practice.



### Teacher's DVD-ROM

- Students' Book videos with video scripts
- Class and Workbook audio material in MP3 format with audio scripts
- All photocopiable resources from the Teacher's Book, including teaching notes and answer key
- Assessment for Learning flashcards

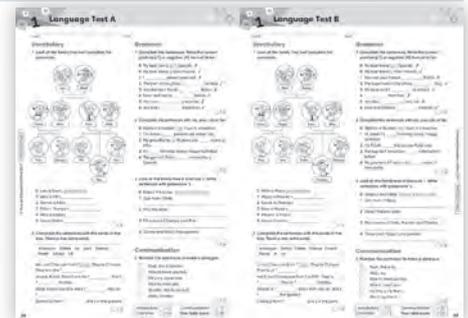
## ActiveTeach

- Students' Book pages with embedded audio material and videos and 'Show Answers' functionality
- Workbook pages with embedded audio tracks and 'Show Answers' functionality
- Class and Workbook audio material with audio scripts and time coding (audioscript section is highlighted while played)
- All Students' Book videos, with subtitles which can be switched on and off
- Additional interactive exercises for every unit
- Vocabulary games
- Teacher's tool box for creating personalised vocabulary games, notes and adding internet links
- Teacher's Resources: phonetic chart, photocopiable activities, Assessment for Learning flashcards, score board and stop watch
- Interactive Whiteboard toolbar including a virtual keyboard, a felt pen and highlighter, a curtain and a spotlight



## Tests

- Types of tests included in a printed booklet: Placement Test, eight sets of Vocabulary and Grammar Checks, nine Language Tests, four Skills Tests, Mid-Year and End-of-Year Tests, two Exam Tests, four sets of Speaking Tasks and eight Writing Tasks
- All tests in PDF and editable formats, as well as tests audio material available at [www.MyEnglishLab.com](http://www.MyEnglishLab.com)
- There are A and B versions available for most of the tests.



## Website

- Additional information and support available at <http://pearsonELT.com/gogetter>

# Extra Online Practice

Extra Online Practice is a collection of carefully structured digital activities that give students further practice of the core content in the Students' Book and the Workbook. These motivating interactive activities encourage students to make the most of GoGetter's multimedia resources by watching the course videos on their own.

Extra Online Practice includes:

- Video-based interactive activities related to the Grammar and Communication videos in the Students' Book.
- A collection of revision activities for each unit, which provide further practice of the target language.
- All videos in *GoGetter 3: Grammar and Communication* videos, *Get Grammar!* animations and *Get Culture!* BBC videos.
- The downloadable Workbook audio materials.

Students can find reference to Extra Online Practice in selected lessons of the Workbook.

To register go to [www.myenglishlab.com](http://www.myenglishlab.com) and click *Register*. Follow the instructions on the screen.



## How to access Extra Online Practice

Extra Online Practice can be accessed through the MyEnglishLab platform by both the student and the teacher. The access codes are provided in the course materials. The table below shows where to find relevant codes and what content they activate.

	Where to find the access code	Platform	Content available
Teacher	Access code in the inside cover of the Teacher's Book	MyEnglishLab	Online Workbook English Online Practice
Student	Access code in the inside cover of the printed Students' Book or in the eBook	MyEnglishLab	Online Workbook English Online Practice (assign homework online)
	Access Code in the inside cover of the printed Workbook		English Online Practice (tell students which exercises they should do)

## GoGetter for your classroom

There are many different ways to teach English. Your choice will be influenced by your specific teaching context and preferred teaching style; the number of students in your class; their level and background (the school or Ministry requirements) and access to broadband internet in class, amongst other reasons. *GoGetter* content was designed so you can easily adapt it to your own unique situation. Here are a few possible ways to access the comprehensive set of *GoGetter* materials:

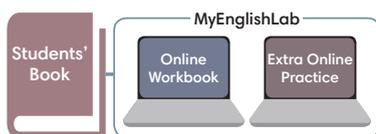
### Classic



The classic option is recommended for teachers who prefer to use the printed version of the Students' Book and Workbook. If students have access to the internet at home or on their own mobile devices, they can access Extra Online Practice (powered by MyEnglishLab) and do additional language exercises in digital format.

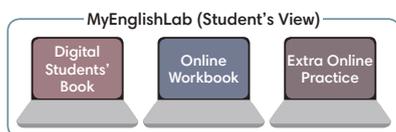
If teachers have access to a computer with a projector or an interactive white board in the classroom, they can also use ActiveTeach for front of class presentation of the Students' Book and Workbook materials. They will also find all the coursebook audio material and videos on ActiveTeach. For classrooms with DVD and CD players, teachers can use the Teacher's DVD ROM and Class Audio CDs.

### Blended



This solution is recommended for teachers who would prefer their students to do their Workbook homework in the online digital Workbook. Their work will be automatically corrected and reported to the teacher. Additional content and the complete coursebook video material can be accessed in Extra Online Practice. In this option the teacher can assign the class all the content available online from their account on MyEnglishLab. Teachers can also use the ActiveTeach either with an interactive whiteboard or from their laptop with a projector. Teachers can use the Teacher's DVD ROM and Class Audio CDs.

### Digital



In classrooms, where students have their own tablets or computers, *GoGetter* can be used in a fully digital configuration. Students can use the digital Students' Book in the classroom and do all their homework online on MyEnglishLab. Workbook and Extra Online Practice content can be assigned by the teacher from their account on MyEnglishLab.

Teachers can use the ActiveTeach where they will find all the Students' Book and Workbook pages with interactive exercises, as well as all the course audio material and videos.

There are three types of videos in *GoGetter*. All of the videos are available on the DVD-Rom attached to the Teacher's Book, on ActiveTeach and MyEnglishLab. There are 45 videos per level!

## Grammar and Communication videos



A specially shot, entertaining soap-opera-type drama about a group of teens, their families and friends. The video presents the key language of the lesson for one of the Grammar lessons in each unit and each Communication lesson. Real-life dialogues provide natural and memorable language models.

The purpose of this video is to present the target language of the lesson that is truly engaging and meaningful. When new language is backed-up by visual clues and context (the location, the action, the body language and facial expression), it transforms the learning experience so that language is 'acquired' (in the long-term memory) rather than merely 'learnt' (in the short-term memory). This will improve students' receptive accuracy. Interactive cliff-hanger endings in the grammar videos engage students in prediction activities and encourage critical thinking.

All the video episodes are also available in audio-only format on the Class Audio CDs for those classrooms where video is not readily available. Students can access the videos on Extra Online Practice where they can also do extra comprehension and practice exercises.

## Get Grammar! animations



These are funny animated clips about the adventures of Hammy, a cute hamster, Fluffy, a naughty cat, and their friends Max and Anna. The video presents the key grammar structures taught in each Grammar lesson. It is divided into two parts – a short scene from Hammy's life and a *Look and Learn!* section presenting the key grammar structures.

The animations provide a great opportunity for the teacher to explain new grammar structures in an entertaining and meaningful way that will motivate students and get their attention for longer. The videos can be used multiple times both as an effective presentation tool and a quick revision of grammar structures.

## Get Culture! BBC videos



A series of inspiring culture videos which recycle the topics and language of the preceding units. These videos appear in *Get Culture!* lessons following Units 1, 3, 5 and 7. Extracts of high-quality BBC footage are introduced by the popular British presenter and BAFTA Award 2017 winner Maddie Moate at an appropriate level for the learner.

The purpose of these motivating authentic videos is to present the diversity of the English-speaking world, sparking students' imaginations and curiosity. This will encourage them to continue learning English independently.

# Assessment for Learning (AFL)

Traditionally, assessment aims to find out what students already know in order to diagnose what their linguistic proficiency is. Thanks to assessment procedures, teachers can monitor the progress students make and prepare them for tests which in many countries await students at the end of their respective educational stage. What is more, the results of assessment procedures provide information for students and their parents about their progress in learning; information to teachers about the effectiveness of their teaching and school management about the efficacy of their teachers. There are two main types of assessment: formative and summative.

Formative assessment refers to the strategies and procedures used by teachers during the students' learning process in order to provide the teachers with feedback. Teachers can use this information to modify teaching and learning activities where necessary, keeping up student motivation levels and maximising attainment. Summative assessment, on the other hand, is usually administered at the end of a teaching period to find out whether the progress students made is very good, good, satisfactory or unsatisfactory. Formative assessment

is often described as Assessment for Learning rather than assessment of learning. The lists below present the main differences between formative and summative assessment.

## Assessment for Learning (formative)

- while teaching
- continuous
- aim: to observe student's progress and his/her strengths and weaknesses, to provide constructive feedback
- students' intrinsic motivation: to achieve success/self-fulfilment
- feedback: information about how to improve performance (usually expressed in a descriptive way, orally or in writing)

## Assessment of learning (summative)

- after teaching (usually in the form of tests)
- periodical
- aim: to evaluate student's progress, to give grades
- students' instrumental motivation: to be rewarded or to avoid being punished
- feedback: information about student's results (usually expressed in grades)

## Main strategies of formative assessment

The main strategies of formative assessment enable students to focus better and make it easier for them to understand what learning is about. Each student is more involved in the process of learning and invited to answer three questions which are important for their education:

- 1 *Where am I going?*, i.e. *What am I going to learn?*
- 2 *Where am I now?*, i.e. *Can I do what is expected of me? Am I on the right track?*
- 3 *How can I get better?*

The strategies of formative assessment refer to all three stages listed above. The table below presents the most useful techniques that teachers might consider using during English lessons.

Strategies of formative assessment	Recommended techniques used for formative assessment
 <b>SETTING AIMS and CRITERIA FOR SUCCESS</b> At the beginning of each lesson, students are informed about the learning objectives. The teacher tells them what they are going to learn, why they are going to learn it, and then makes it clear what the required standards of good work are.	<ul style="list-style-type: none"> <li>• <b>Key question:</b> an intriguing/interesting problem posed to get students involved in the lesson, inspire them and make the lesson memorable, e.g. <i>Why is English an international language? Why are there so many English words in our native language?</i></li> <li>• <b>Lesson objectives presentation:</b> The teacher explains lesson aims in a way appropriate to students' linguistic and cognitive development. Brief lesson objectives are written on board.</li> <li>• <b>'What Am I Looking For?' (WILF):</b> The teacher draws students' attention to the most important elements in the lesson and provides examples of model work.</li> </ul>
 <b>MONITORING STUDENTS' LEARNING</b> The teacher observes how students participate in classes during pairwork or groupwork, assesses their written work, evaluates project work or oral tasks. The data, which is collected regularly, enables the teacher to give feedback to each student.	As students are discouraged to volunteer, in order to encourage them all to answer the teacher's questions, there are the following techniques that can be used instead:
<b>GIVING CONSTRUCTIVE FEEDBACK</b> is a kind of a dialogue between the student and the teacher which aims at helping the student to find his/her best way of learning. The teacher first accentuates the positive aspects of a student's work and then tells him/her what he/she should improve on and eventually what he/she should focus on in order to get better.	<ul style="list-style-type: none"> <li>• <b>Lollipop stick technique:</b> students write their names on lollipop sticks and put them in a cup. Teacher asks one student to pick a stick and a student whose name is on the stick responds to a question.</li> <li>• <b>ABC, True/False, Yes/No, Stop/Go, ☺/☹/⊗</b> response cards to monitor whether all students can understand the different exercises and questions and keep up with the lesson. Each student has his/her own set of cards to choose from.</li> <li>• <b>Traffic Lights Cards:</b> students show 'Green' if they know how to do an exercise or understand the topic, 'Yellow' when they need some help, and 'Red' when they need re-teaching the language point.</li> <li>• <b>Thumbs up/down technique:</b> teacher asks students to make a thumbs up/down gesture to get feedback on what's correct/true/false etc.</li> <li>• <b>Basketball technique:</b> a student gives the answer, then throws a ball to another student to give his/her answer and so on. The teacher only gives feedback after all the students involved have spoken.</li> <li>• <b>Observation form:</b> teacher collects data about students' work by filling observation forms or reading written assignments to adjust teaching procedures where necessary.</li> <li>• <b>Stand up and change places:</b> students stand up and change places if they agree with the statement teacher reads out about the lesson. Students can explain why they agree or disagree.</li> </ul>



### PEER LEARNING

Working together in pairs or groups, completing cooperative teaching-learning tasks and peer assessment gives students opportunity to share knowledge and learn how to be more attentive and objective.

- **Think-pair-share:** students first individually think of the answer to a question, then discuss their ideas in pairs and eventually pairs present their ideas to a group or a class. Students can express their ideas and consider those of others.
- **Pairwork/Groupwork:** students 'study' each other's work and do tasks specified by the teacher.
- **Two stars and a wish:** students identify two positive aspects of the work of a peer and express a wish about what the peer might do next time to improve their work.
- **Expert Envoy:** individual students are 'experts' who share their knowledge and understanding with pairs or groups. Choose strong students to help others.



### INDEPENDENT LEARNING

This strategy is based on a number of reflective questions which promote autonomous, more independent learning. Students need to be aware of their aims and be convinced that they truly have an influence on what and how they learn. They need to know that the teacher appreciates their involvement and efforts. Gradually, students take more responsibility for the progress they make and for the pace of their learning.

- **Summative questions:** at the end of a unit, module or lesson students are encouraged to think about the lesson, revise what was being taught and reflect on their successes and difficulties. They can be given a number of sentences to finish, e.g. *Today I have learned ... , I can ... , I am good at ... , I haven't managed ... , I don't understand ... , I have difficulty in ...*
- **Thought-provoking questions:** students gradually develop autonomy in learning by answering such questions as *How successful is my learning? How am I learning it? How can I improve? What are we going to do next? What would I like to learn next?*
- **Three facts and a fib:** students write three facts and one fib about the topic of the lesson and share them in pairs, groups or with the class. Then they try to identify the 'fib'.
- **Learning diary:** the teacher can ask students to write down their questions and make notes about their learning in special notebooks.
- **Portfolio:** a collection of student work and related material which presents a student's activities, achievements, self-evaluation and reflection.

## Assessment for Learning in GoGetter

Assessment for Learning techniques are clearly presented in all components of GoGetter. The table below shows how each component of the course helps to put these strategies into practice.

	Setting aims/criteria for success	Monitoring/Giving feedback	Peer learning	Independent learning
<b>Students' Book</b>	<ul style="list-style-type: none"> <li>• <b>Unit and lesson objectives</b> are specified in a simple and straightforward way.</li> <li>• <b>Model texts, plans, prompts and examples</b> show students what they are expected to produce in each exercise.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Variety of contexts and exercises</b> (e.g. videos, animations, games, role-plays etc.) gives teacher opportunity to monitor students' progress in a lot of different ways.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Communicative games</b> at the end of the lessons encourage peer feedback and correction.</li> <li>• <b>Projects</b> are a great way to introduce peer assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>I know that!</b> and <b>I remember that!</b> exercises help students check what they know and what they are expected to learn.</li> <li>• <b>Projects</b> give students opportunity to take responsibility for their work.</li> <li>• <b>Exam Language Banks</b> show students the most important language required at tests.</li> <li>• <b>Check yourself!</b> boxes encourage students to reflect on their learning.</li> </ul>
<b>Workbook with Extra Online Practice</b>	<ul style="list-style-type: none"> <li>• <b>Examples, grammar tables and model answers</b> provide useful information on what students should produce in each exercise.</li> </ul>			<ul style="list-style-type: none"> <li>• <b>Check yourself!, Skills Revision</b> and <b>Exam Practice</b> sections give students opportunity to check their progress and assess themselves regularly.</li> <li>• <b>Extra Online Practice</b> allows students to check their progress after every unit.</li> </ul>
<b>MyEnglishLab</b>		<ul style="list-style-type: none"> <li>• The teacher can <b>monitor students' progress</b> and find out if certain language points need re-teaching or more practice.</li> </ul>		<ul style="list-style-type: none"> <li>• <b>Instant feedback</b> and possibility for students to monitor their own progress develop students independence and responsibility for their work.</li> <li>• <b>Remediation activities</b> help students improve when they have problems with grammar.</li> </ul>
<b>Active Teach</b>	<ul style="list-style-type: none"> <li>• It is a great tool to <b>get students' focus</b> at the start of the lesson to set aims and inform about the expected outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>• Possibility to <b>display the answers, audio and video scripts</b> opens more ways for teacher to provide feedback.</li> </ul>	<ul style="list-style-type: none"> <li>• Displaying the answers on IWB makes <b>peer correction easier</b>.</li> </ul>	
<b>Teacher's Book with DVD-ROM</b>	<ul style="list-style-type: none"> <li>• <b>Introduction</b> to AFL presents strategies and techniques with practical ideas about how they can be used in class.</li> <li>• <b>Teaching notes</b> for every lesson provide plenty of quick and easy-to-use AFL tips for various lesson stages (flagged with symbols:    ).</li> <li>• <b>AFL-specific flashcards</b> (available on DVD-ROM and ActiveTeach) help with feedback.</li> </ul>			

# A unit of the Students' Book

GoGetter Students' Book consists of *Get Started!* unit and eight main units.

*Get Started!* unit provides a quick and easy-to-use revision of grammar and vocabulary covered in the previous level of *GoGetter*.

Each of the eight main units consists of seven lessons which can easily be split into more lessons depending on your students' needs. Every unit is followed either by a *Get Culture!* or *Skills Revision* lesson.

## 1 Vocabulary

Engaging and well-designed vocabulary lessons help students revise the words they know and introduce the new sets of lexical items. New vocabulary sets are placed in vocabulary boxes and practiced in a variety of contexts and exercises.

## 2 Grammar 1

First of the two lessons introducing new grammar structures includes a photo-story accompanied by video/audio material. Real-life situations presented in the videos help students learn the new structures in the meaningful context. Clear grammar boxes and funny animations make learning grammar easy.

## 3 Grammar 2

In the second grammar lesson a funny cartoon about Dr Q and his assistants is the context for the new grammar topic. It is then followed by a clear grammar box and a grammar animation.

## 4 Communication

New language functions are introduced in a series of dialogues accompanied by video or audio material showing British teens in different everyday situations.

## 5 Reading

Engaging and age-appropriate texts motivate and inspire students. The reading lessons include exam-style tasks, introduce new vocabulary and provide inspiring topics for discussion.

## 6 Listening and writing

Varied listening texts and tasks require students to use their critical thinking skills in order to complete them. The writing section provides useful model texts and clear writing plans that facilitate writing process.

## 7 Language Revision

Students revise the lexical, grammar and communication material covered in the unit in a variety of activities. Teaching notes for this lesson provide further ideas how to revise and consolidate the new words and structures. This lesson also includes fun pronunciation activities and *Check yourself!* boxes encouraging students to reflect on their learning.

## Get Culture!

After units 1, 3, 5 and 7 students are introduced to various aspects of life in the English-speaking countries. In *GoGetter 3*, reading and listening texts and BBC documentary videos teach students about the life in Australia, Canada, the USA and Great Britain. Interesting projects inspire students to learn more about the culture of their home towns or countries.

## Skills Revision

Skills Revision lessons follow unit 2, 4, 6 and 8 and consolidate skills practiced in the two preceding units through exam-style exercises. Exam Language Banks help students revise and organize the most important lexical items.

A clear summary of content and video material is available for the unit.

Clear lesson objectives are included at the beginning of each lesson.

I know that! revision activities boost motivation.

All lexical items are recorded for students to listen and repeat.

Look! boxes provide useful language tips.

Varied practice activities, including listening exercises, help students remember new vocabulary.

Vocabulary consolidation at the end of the lesson is based on personalised memorisation activities.

**5 Health matters**

**Vocabulary** I can talk about health problems.

**In this unit**  
**Vocabulary**  
 • Health problems  
 • injuries  
 • The body  
**Grammar**  
 • have to  
 • should

**1** Complete the list of things that keep you healthy.  
 How often do you do them?  
 1. \_\_\_\_\_ your hands \_\_\_\_\_ to bed early  
 2. \_\_\_\_\_ some exercise \_\_\_\_\_ a lot of water  
 3. \_\_\_\_\_ fruit and vegetables \_\_\_\_\_ your teeth after a meal

**I know that!**

**2** Look at the picture on page 58 and read the captions. Who are the characters? What is wrong with them?

**3** **2.41** Listen and repeat. Which health problems do the superheroes have?

**Vocabulary** Health problems

**Nouns**  
 a blocked nose a cold a cough earache  
 a headache a runny nose a sore throat  
 a stomachache a temperature toothache

**Verbs**  
 cough sneeze

**LOOK!** I've got / I have a cough. I'm coughing.

**4** **2.42** Listen to the superheroes. Match the names to characters A-F in the picture on page 58.

1  Super Sue                      4  Wonder Wendy  
 2  Action Ann                    5  Fantastic Frank  
 3  Terrific Tom                    6  Mega Max

**5** Label the photos with the words in the Vocabulary box.

1 She's got earache.      2 She's got \_\_\_\_\_.

3 He's got \_\_\_\_\_.

4 He's got \_\_\_\_\_.

**6** Work in pairs. Student A: Mime an illness. Student B: Guess what's wrong with A.  
 A: You've got a temperature.  
 B: No, I haven't.  
 A: You've got a headache.  
 B: That's right.

**7** Which of the problems in the Vocabulary box do you have when you have a cold?

**8** Complete the dialogues. Use the Vocabulary box to help you.

Do your homework now, Jules. I can't think, Dad. I've got a terrible headache.

2 It's lunchtime, everyone! I don't want lunch, Mum. I ate too many crisps and now I have a \_\_\_\_\_.

3 I feel terrible. Your head is hot. I think you've got a \_\_\_\_\_.

4 Can I stay at home today, Mum? I'm coughing and I've got a runny nose. Hmm. You have a bad cold. Go to bed!

5 I have a \_\_\_\_\_ throat, doctor. Open your mouth ... Yes, of course you do. Your throat is red.

**9** Draw a person who has two or more health problems at the same time. **I remember that!**

**10** Present your picture to the class. Ask them to guess what health problems it presents. He has a runny nose and a temperature.

Grammar is presented through video. The lesson can also be run using the audio track of the presentation dialogue only.

Everyday phrases and expressions from the video presentation are included in Say it! boxes.

Guess! activities based on the cliff-hanger endings in the video story encourage curiosity and stimulate critical thinking.

Grammar tables highlight target structures.

Humorous grammar animations motivate students to focus on new structures and give them real enthusiasm for learning!

### 5.2 Grammar I can use the verb have to.

## She has to stay in bed

**Grammar have to**

I/You/We/They have to go.	I/You/We/They don't have to go.
He/She/It has to go.	He/She/It doesn't have to go.
Do I/you/we/they have to go?	Yes, I/you/we/they do. No, I/you/we/they don't.
Does he/she/it have to go?	Yes, he/she/it does. No, he/she/it doesn't.

**Get Grammar!**

1 What time / be in bed on weekdays?  
2 get up early on Mondays?  
3 do homework before dinner?  
4 help your family with the housework?  
5 what time / be back home on Saturdays?  
6 tell your parents where you are after school?  
7 play basketball at school?

**Work in pairs. Ask and answer the questions.**

A: What time do you have to be in bed on weekdays?  
B: I have to be in bed at 9 p.m.  
A: Do you have to get up early on Mondays?  
B: No, I don't.

**7 Complete Harry's blog post with the words in the box.**

do doesn't don't don't has have have to

**8 Work in pairs. Ask and answer the questions.**

1 I practise tennis on Tuesdays, Thursdays and at the weekend. The sports centre is near so I have to get up early. It's only a five-minute walk. George doesn't play tennis, so he has to go to the practice. But he isn't to do a lot of other things. He's always very busy.

When we go out with our friends, we have to tell our parents where we are. We don't have to be back home early, but we have to answer the phone!

**9 Tell the class about your partner.**

Marisa has to be in bed at nine o'clock on weekdays. She doesn't have to get up early on Mondays.

**10 Write your own crazy school or house rules for a day!**

You have to eat chocolate for breakfast. You don't have to eat salad today!

### 5.3 Grammar I can use the verb should.

## Doctor Q The camping trip

**Grammar should**

I/He/She/It should lie down.	I/He/She/It shouldn't lie down.
We/You/They should lie down.	We/You/They shouldn't lie down.
Should I/he/she/it lie down?	Yes, I/he/she/it should. No, I/he/she/it shouldn't.
Should we/you/they lie down?	Yes, we/you/they should. No, we/you/they shouldn't.

**Get Grammar!**

**I know that!** How many parts of the body can you name?

**Vocabulary Injuries**

broken leg bruise burn cut mosquito bite

Doctor Q has got a <sup>1</sup> burn and a <sup>2</sup> bruise on his arm, lots of <sup>3</sup> mosquito bites all over his body and a <sup>4</sup> cut on his head. He's also got a <sup>5</sup> broken leg. Poor Doctor Q!

**Match pictures A-F to sentences 1-6.**

1  You should drink a lot of water.  
2  You should take a mosquito net.  
3  You shouldn't leave any rubbish.  
4  You shouldn't touch wild animals.  
5  You shouldn't make a lot of noise.  
6  You should put up your tent in a safe place.

**Complete the sentences with should or shouldn't.**

1 It's a very hot and sunny day. Doctor Q wants to go sightseeing in the city tomorrow.  
a He should wear a hat and sunglasses.  
b He shouldn't stay in the sun for long.  
c He should take a map.  
2 Millie and Rob are going to stay at home.  
a They should look after Pi.  
b They shouldn't open the door to anyone.  
c They should clean the house.

**Exam Spot** Work in pairs. Ask and answer questions. Student A: Go to page 106. Student B: Go to page 112.

Key lexis is placed in vocabulary boxes for easy reference and to help memorisation. All items are recorded for students to listen and repeat.

Regular Fun Spot activities provide an engaging context for consolidation of the new language.

Grammar is presented through an exciting comic strip with amusing characters.

Step-by-step practice and a variety of exercises improve accuracy.

# A unit of the Students' Book

Key functional language from the presentation is included in boxes which are easy to find on the page.

Functional dialogues are presented through video/audio. Real-life dialogues provide natural and memorable language models.

Manageable texts on up-to-date, engaging topics relevant to students' age motivate students to read.

Language Revision at the end of each unit provides effective and engaging revision of the grammar, vocabulary and communication language from the unit.

## 5.4 Communication

I can give health advice.

### You should lie down

**Mum:** You don't look well, sweetheart. I feel terrible. I've got a headache.

**Harry:** I think you should lie down. Yes, that's a good idea.

**George:** Mum, I don't feel very well. Oh, no! You too? What's the matter?

**Mum:** I've got ... erm ... a stomachache. What should I do?

**Harry:** Why don't you drink some mint tea? It's good for your stomach.

**George:** Yes, you're right. Oh, a text from David. Yes! David says that tomorrow's History test is off.

**Mum:** George?

**George:** You know, Mum? I suddenly feel a lot better. Nice biscuits!

**1** **2.48** Watch or listen and read. What's wrong with Harry? Is George really ill?

**2** **2.49** Listen and repeat.

**Communication**  
Giving health advice

Asking about health  
What's the matter? / What's wrong?  
Responding  
I don't feel very well. / I feel terrible.  
I've got a headache/cut.

Giving advice  
Why don't you lie down / take a painkiller / drink some mint tea? / Put some cream / some ice / a plaster on it.  
I think you should see the doctor / dentist.

Accepting advice  
Yes, that's a good idea. / Yes, you're right.

**3** Label the pictures with the phrases in the box.

drink mint tea   see the dentist   see the doctor  
lie down   put a plaster   put some cream  
put some ice   take a painkiller

**a** **b** **c** **d** **e** **f** **g** **h**

**4** **2.50** Match the phrases in Exercise 3 to 1-4. You can use the phrases more than once. Then listen and check.

1 a cut   **a**   3 a bruise   **c**  
2 a headache   **b**   4 toothache   **d**

**5** Work in pairs. Take turns to give advice for the problems in Exercise 4. Use the Communication box to help you.

**A:** What's the matter?  
**B:** I've got a cut on my finger.  
**A:** You should put a plaster on it.

## Reading 5.5

I can understand a text about exercise and the body.

### Do you want to feel better? Exercise!

**Exercise is good for you, but what exactly does it do to your body? Let's find out!**

The heart does more work than any other muscle in your body. It beats about 100,000 times a day! When you exercise, it beats faster because it has to send more blood to your muscles. This makes your heart stronger and you get fitter – you don't get tired quickly and you have energy. Your muscles get bigger and stronger. You can move, run and carry heavy things more easily.

**What about the rest of your body?**

When you exercise, your heart sends more blood to your brain too. You learn more quickly, you feel more relaxed and happier, and you sleep better.

Exercise is also important for your bones. Young people have strong bones, but when you get older, your bones become weaker. There are 206 bones in your body (52 are in your feet and 54 in your hands), and you have to exercise to keep them strong.

**REMEMBER:** People who exercise don't get ill as often as people who don't exercise. And you don't have to go to a gym to exercise. Just stay active!

Here's what you should do:

- Do a sport – it's fun!
- Dance – with your friends or on your own!
- Ride your bike or walk – sometimes it's faster than the car or the bus!

**1** Work in pairs. Why do people exercise?

**2** **2.51** Listen and repeat. Then label pictures 1-5 with the words in the Vocabulary box.

**Vocabulary** The body

blood   bones   brain   heart   muscles

**1** **2** **3** **4** **5**

**4** Read the text again. Answer the questions.

- 1 Which is the hardest-working muscle in your body?
- 2 Why does your heart beat faster when you exercise?
- 3 Why is exercise good for your brain?
- 4 What happens to your bones when you get older?
- 5 How many bones are there in your body?
- 6 How many bones are there in your feet?

**5** **2.53** Listen to three children. What kinds of exercise do they do? Write.

1 dancing   2 \_\_\_\_\_   3 \_\_\_\_\_

**6** Ask four of your classmates and find out what kinds of exercise they do.

Name	Exercise
1	
2	
3	
4	

What kind of exercise do you do?

**7** Tell the class about your classmates.

Thomas doesn't do exercise at all, but Marta walks to school every day. She also likes dancing.

Example texts provide a model for students to follow in the free writing task at the end of the lesson.

Comprehensive writing tips with examples help students develop writing skills.

Writing Time activities with prompts and examples provide step-by-step guidelines to help students write their own texts.

## 5.6 Listening and Writing

I can understand and write texts giving advice.

### Get ready to walk for charity!

**Do you want to collect money for sick children? Take part in the charity walk next term! It's ten kilometres. It isn't easy so you have to get fit!**

You should walk for thirty minutes three days a week. Walk a bit longer every week, but you don't have to walk every day. You should also go swimming and cycling to help your muscles get strong. Eat healthy food for energy and don't forget: you have to take water with you when you go for long walks. You should sleep for eight hours a day. Sleep is important for your body and your mind.

**1** What should you do to get ready for an important test or sports competition? Write T (text), C (competition) or B (both).

study every day  
 leave home early to be on time  
 have a good breakfast on the day  
 go to bed early on the day before  
 practise a bit every day

**2** **2.54** Listen to an interview. What is it about? Listen and tick (✓).

**A**

**B**

**C**

**3** **Exam Spot** **2.54** Listen again and complete.

1 Steve Roberts is a basketball coach.

2 Practise \_\_\_\_\_ times a week.

3 Good snack before game: some \_\_\_\_\_.

4 In a match, players have to think and move \_\_\_\_\_.

5 Before a match, do a warm-up to get your \_\_\_\_\_ ready.

6 To win, you have to stay \_\_\_\_\_.

**4** What do you think players should do after an important match?

**5** Read the magazine text. What is a charity walk?

**Writing** Structures for giving advice

We can give instructions or advice in different ways.  
Walk a bit longer every week, but you don't have to walk every day.  
You should walk for thirty minutes three days a week.  
You have to get fit!

**6** Read the Writing box. Underline the structures for giving advice in the text in Exercise 5.

**7** Rewrite the sentences. Use the words in brackets.

- 1 You shouldn't forget to do a good warm-up. (DON'T) Don't forget to do a good warm-up.
- 2 Start preparing a few months before the walk. (HAVE TO)
- 3 It's a good idea to practise with a friend. (SHOULD)
- 4 It's not necessary for you to buy special sports clothes. (NOT HAVE TO)

**8** **Writing Time** Write a text to give advice about how to do well in a test.

**Find ideas**  
What should students do to do well in a test? Make notes. Use these verbs: study / eat / drink / sleep  
You should study every day.

**Draft**  
Write your text.

**Check and write**  
Make sure you use different structures to give instructions or advice. Then write the final version of your text.

## Language Revision 5.7

**Vocabulary**

**1** Look at the picture and complete the health problems 1-6.

1 a runny nose   4 a \_\_\_\_\_  
2 \_\_\_\_\_   5 a \_\_\_\_\_  
3 a \_\_\_\_\_ throat   6 a \_\_\_\_\_ leg

**2** Complete the words.

1 Josh goes to the gym to make his muscles stronger.

2 You use your \_\_\_\_\_ to think.

3 Your h \_\_\_\_\_ beats faster when you exercise.

4 The red liquid in your body is called b \_\_\_\_\_.

5 Cheese and milk make your b \_\_\_\_\_ strong.

**3** Complete the email with the correct form of have to and the verbs in brackets.

Hi Vanessa,  
I can't come to the beach with you. Mum and Dad are having a party and we have to get (get) the house ready. There's a lot to do!  
Dad has to (tidy) the garden. Mum has to (prepare) the food and I have to (help) them. My little brothers have to (not do) any chores.  
What about you? Are you doing anything nice at the moment or have to (do) any chores?  
See you soon,  
Cassandra

**4** Look at the problems and give advice. Use the verbs in the box and should/shouldn't.

leave home without breakfast  
eat too much  
go to the vet  
practise every day  
use your mobile in bed

1 I don't understand my homework.  
You should ask your teacher for help.

2 I can't sleep at night.

3 My brother really wants to win a match.

4 My gran's dog is ill.

5 My friend gets very hungry before lunch.

**Pronunciation**

**5** **2.55** Listen and repeat. /eɪ/ or /aɪ/.

I've got a headache, a sore throat, my nose is very red.  
I have to take painkillers.  
I have to stay in bed.

**Communication**

**6** **2.56** Circle the correct answer. Then listen and check.

1 A: You don't look well / well.  
B: I've got a headache.

A: Why / aren't / don't you lie down and take a painkiller / plaster?  
B: I've got a headache.

2 A: What's the matter / wrong?  
B: I've got mosquito 'break / bites all over my body!  
A: You should put some 'mint tea / cream on them.  
B: Good idea.

**Check yourself!**

I can talk about health problems and injuries.

I can use have to and should.

I can give health advice.

Practice tasks in exam-like format help students prepare for exams.

The Check yourself! section allows for quick and effective self-assessment.

Fun pronunciation activities focus on different sounds and help students improve their pronunciation.



# Workbook overview

## 1 Life at home

### 1.1 Vocabulary

1 Circle the correct answer.



- 1 wash the dishes
- 2 load the dishwasher
- 3 empty the dishwasher
- 4 a set the table
- 5 cook lunch
- 6 clear the table

3 Complete the text with the words in the box.

bed cot dinner dishwasher plates

**Katie's blog**  
Hi. Today I want to tell you about my new friend, Charlie. Charlie helps his parents every day. He makes his bed after he gets up. Before breakfast he empties the dishwasher and puts the plates and glasses in the kitchen cupboard. When it's hot, he waters the plants in the garden. Then he goes to school. He gets home from school at two o'clock and he feeds the parrot because it's her lunch time. His favourite chore is cooking dinner with his dad because it's fun. They make great meals and then eat them together!  
What chores do you like doing?

4 Complete the chores with two different words.

- 1 make my bed or trousers
- 2 the or the the dishwasher
- 3 the or the my room
- 4 the or the away my clothes
- 5 the or the the table

Remember that!

### Grammar

Present Continuous and stative verbs

1 Look at the picture. Read the sentences. Circle T (true) or F (false). Correct the false sentences.



- 1 I'm listening to music. T / F
- 2 Dad is washing the dishes. T / F
- 3 My brothers are feeding the cat. T / F
- 4 My sister is talking on her mobile phone. T / F

2 Put the words in the correct order to make Mum's questions. Then look at the picture in Exercise 1 and write short answers.

- 1 your bed, making are you Peter  
A: Yes, I am.
- 2 your sister is vacuuming her room  
A: No, she isn't.
- 3 your brothers sleeping are  
A: Yes, they are.
- 4 breakfast making Dad is  
A: No, he isn't.

### Grammar

Circle the correct answer.

- 1 The dog is needing clean food. He's hungry.
- 2 I am not knowing / don't know the answers.
- 3 Are you liking / Do you like watching films on TV?
- 4 My mum's cooking / makes the beds. Let's help her.
- 5 I love to play / Does Dave love his new phone?
- 6 Is Dave looking / Does Dave love his new phone?

4 Complete the dialogue with the Present Simple and the Present Continuous form of the verbs.

**Emma:** Hi, Harry. What are you doing (you / do)?  
**Harry:** I am watching (watch) the table for dinner. Why are you asking (you / ask)?  
**Emma:** I need (need) some help with tidying my room. I don't like (not like) doing it on my own. Please!  
**Harry:** I've got my own chores, thank!  
**Emma:** What about George?  
**Harry:** George isn't (he / do) any work now! Can he help me?  
**Harry:** George isn't (that) chess too! He isn't (not like) tidying or vacuuming or ...  
**Emma:** OK. Never mind.

5 Imagine it's Saturday morning. Complete the phone conversation with your friend.

**You:** Hi. What are you doing (you / do)?  
**Your friend:** I am watching (watch) TV.  
**You:** Poor you! I hate (hate) tidying my room.  
**Your friend:** And what about you?  
**You:** Well, I am vacuuming (vacuum / vacuuming) my room. I don't like (not like) vacuuming. It's boring!  
**Your friend:** Yes, it is. OK, see you in the skatepark at four o'clock, right?  
**You:** Yes, see you, Bye!

Extra Online Practice  
Unit 1 Video and Grammar  
www.myenglishlab.com

Clear labelling of each section helps the teacher find and assign homework for each Students' Book lesson easily.

Grammar Summary at the end of the book helps students do the exercises without referring to the Students' Book.

Reference to additional online practice exercises based on grammar and communication videos can be found in selected lessons.

Check yourself! provides further practice on grammar, vocabulary and functional language from the unit.

## 1.7 Check yourself!

### Vocabulary

1 Complete the text about Bob's family.

**Bob:** Hi, Mum. I am playing (play) a new video game.  
**Andy:** Oh, is Fred there?  
**Bob:** No. Do you want to speak to him?  
**Andy:** Yes, please.  
**Bob:** Just a minute. He isn't (isn't) in his room. Fred's in the kitchen on the phone.  
**Fred:** Hi, Andy.  
**Andy:** Hi. I'm with Bob and we (we / watch) TV, but it's boring. Do you want to go to the park with us?  
**Fred:** Sure! I am going (go) if I don't (don't) do anything important right now. Let's meet in five minutes.  
**Andy:** Great!

### Communication

5 Complete the dialogues with one word in each gap.

- 1 A: I need some help with the armchair.  
B: No, thanks.
- 2 A: Do you need any help with the sofa?  
B: Yes, please.
- 3 A: Can you help me with the chair, please?  
B: Yes, of course.
- 4 A: Can I help you with the lamp?  
B: No, that's all right, thank you.

### Grammar

3 Circle the correct answer.

- 1 I usually (usually) am having a snack in the morning.
- 2 He isn't (isn't) leaving his house right now.
- 3 She loves (loves) / is loving this film!
- 4 What do you do / are you doing at the moment?
- 5 Grandpa often plays (plays) / is playing tennis at the weekend.

Extra Online Practice  
Unit 1 Language Revision  
www.myenglishlab.com

## Word blog: Helping around the house

Read Daniella's blog about chores in her family.

1 My photos: Look and complete.

2 My blog: Circle the correct word.

3 Get more: Complete the text messages.

4 Get more words: Can you give me a hand with the dishes?

Fun Spot

Find and circle four personality adjectives and four verbs. Can you add more words to each group?

1 Personality adjectives: \_\_\_\_\_

2 Verbs: \_\_\_\_\_

Word blogs with games and fun activities consolidate and extend the vocabulary from the unit.

Additional revision exercises for each Check yourself! lesson help students get ready for the Language Test.

Fun Spot activities provide engaging context for revision activities.

MyEnglishLab

Language Revision Vocabulary Exercise 1

Match the sentences halves.

Can you set	the table, please?
I usually load	because he's a quiet person.
My room is very clean because	I'm a tidy person.
I can hang out the	the dog in the morning and the afternoon.
Grandpa doesn't talk a lot	we don't have many household chores.
Could you put away	washing if you want.
Mum is easy-going so	the dishwasher after dinner and empty it later.
I feed	your clothes, please?

Four Skills Revision sections provide further practice of the skills material from two preceding units and help students prepare for Skills Tests.

Four Get more on ...! lessons are tailored to the Students' Book material for Content and Language Integrated Learning (CLIL). They are also available on ActiveTeach to be used in class.

### 1&2 Skills Revision

#### Reading and Writing

Write and tell us about your favourite shops!

**You!** You're a new shop that has clothes for teenage boys and girls. It's more interesting than other clothes shops. The shop assistants use a computer program to help you choose the colours for the clothes you want to buy. They can write your name on your new clothes too. In my opinion, they aren't as expensive as other clothes shops and the shop assistants are friendly and easy-going.

**Flo's Place** My brother and I always buy our party costumes from Flo's Place. It has everything you need for a party from funny hats and masks to space-themed costumes. The Halloween costumes are the scariest I know! The shop assistants usually wear costumes too. Flo's Place is the busiest and funniest shop in town. It's popular so you often need to stand in a queue. I'm standing in one now!

**Garage sales** My neighbours are having a garage sale this morning. People can buy the things they don't want any more like CDs, cushions and old books. Most of my friends think going to a garage sale is worse than tidying your room, but I love going to them. You can often find very interesting things and they're always cheaper than in the shops.

1 Read the text. Circle T (True), F (False) or DS (Don't say).

0 You'll have clothes for people of all sizes. T/F/DS  
 1 Your sister's interested in other shops. T/F/DS  
 2 Flo's Place is in the centre of town. T/F/DS  
 3 The Halloween costumes at Flo's Place are the worst in town. T/F/DS  
 4 You often need to wait to pay at Flo's Place. T/F/DS  
 5 Many teenagers think going to a garage sale is boring. T/F/DS  
 6 Shops are more expensive than garage sales. T/F/DS

2 Complete the text with one word in each gap.

The Mall of America is the **1** biggest shopping centre in the USA. It has **2** for 520 shops and 150 restaurants. There are three department **3** shops, sports shops, clothes shops and many more. There's even a shop where you can **4** special biscuits for your dog! The Mall of America is more exciting **5** many shopping centres. People of all ages can have fun in an exciting indoor games area, visit an aquarium or watch a show! The Mall of America isn't as big **6** shopping centres in other countries, but it is a fantastic place to visit with the family.

3 Jason's grandma wants a new laptop computer. Read the ads and complete Jason's email.

**Silver Ghost** Silver Ghost is a super-light, super-fast laptop computer for all ages. You can take it to school or a cafe because it's only 1.5 extra kilos in your bag! **PRICE: \$550** **Production date: March 2017**

**N&M Magic X2** What magic? Magic X2 is a stylish laptop computer. It's very light. It's just 2 kilos, so you can take it anywhere! It's great for all the family. **PRICE: \$350** **Production date: December 2016**

#### Listening

4 Listen and draw lines. There is one example.

William Emma Michael

Sarah David Katy

5 Helen is in a clothes shop. She is asking the shop assistant some questions. Write Helen's questions.

Shop assistant: "How can I help you?"  
 Helen: Yes, please. \_\_\_\_\_?  
 Shop assistant: Yes, we do. Ginny's a lovely colour. \_\_\_\_\_?  
 Helen: \_\_\_\_\_?  
 Shop assistant: Yes, of course you are, size 10. \_\_\_\_\_?  
 Shop assistant: Yes, we do. Here you go. The changing rooms are over there. \_\_\_\_\_?  
 Helen: \_\_\_\_\_?  
 Shop assistant: Yes, I think they are long enough. \_\_\_\_\_?

### Skills Revision 1&2

Dear Grandma, I know you want to buy a new computer. There are two laptops on special offer this month: Magic X2 and Silver Ghost. First of all, Silver Ghost is better than Magic X2 (light, but expensive). Finally, Silver Ghost is (small) too. In my opinion, Silver Ghost is (good) option for you. Love, Jason

Reading and Writing    
 Listening    
 Communication    
 Your total score / 25

### 5&6 Get more on Science!

### Get more on Nature!

### 7&8

### 1&2 Get more on Maths!

### Get more on Music!

### 3&4

Students can check answers to the Check yourself! and Skills Revision lessons.

#### Money

1 Listen and repeat. Match the symbols with words in the box.

**Vocabulary Money and Maths**  
 cent coin dollar pounds euro minus note penny pence round

1 \$ \_\_\_\_\_ 3 € \_\_\_\_\_ 5 p \_\_\_\_\_  
 2 £ \_\_\_\_\_ 4 c \_\_\_\_\_ 6 + \_\_\_\_\_ 8 = \_\_\_\_\_

2 Label the money.

cent euro dollar pence pounds

Country	Coins	Notes
USA	cent, fifty, one	one, five, ten, twenty, fifty, one hundred
UK	one, two, five, ten, twenty, fifty, one hundred	one, five, ten, twenty, fifty, one hundred
some European countries	one, two, five, ten, twenty, fifty, one hundred	one, five, ten, twenty, fifty, one hundred

3 Read the text. Did you label the money in Exercise 2 correctly?

**Currency**  
 The Euro (€) is the new currency of many European countries. There are notes for 5, 10, 20, 50, 100, 200 and 500 euros. There are eight coins: the cents are 1, 2, 5, 10, 20 and 50 and the euros are 1 and 2. The coin on the other side there are different pictures for each country. For example, Austria has Mozart, Britain has the King and France has a tree. 25 cents is a 'quarter' and 50 cents is a 'half dollar'.

The US dollar (\$) is the US dollar is a popular currency. There are notes for 1, 5, 10, 20, 50 and 100 dollars and coins for 1, 5, 10, 25 and 50 cents. One cent is a 'penny', 5 cents is a 'nickel', ten cents is a 'dime', 25 cents is a 'quarter' and 50 cents is a 'half dollar'.

The British pound (£) is the British pound is one of the oldest currencies in the world. There are notes for 5, 10, 20 and 50 pounds. There are also coins for 1, 2, 5, 10, 20 and 50 pence. You can say 'pound' or 'p'. The other coins are 1 penny and 2 pence.

#### Listening to music

1 Listen and repeat.

**Vocabulary Listening to music**  
 cassette CD player MP3 player record player smartphone vinyl record

2 Look at the photos. Can you number the photos from the oldest player (1) to the newest player (6)?

1 What did your parents use to listen to music when they were your age?

2 What do you use to listen to music?

3 Think about the last song you listened to. What were you doing at that time?

4 Do you prefer to listen to music with speakers or headphones? Why?

5 Where do you usually listen to music?

**100 years of listening to music**  
 One hundred years ago, people began to listen to music on a gramophone. The music was on records that went round and round. Gramophones didn't work with electricity, they worked with a key you turned. Lots of people bought the portable Sony Discman with headphones and listened to their CDs outside their homes. Nowadays we listen to music with headphones on MP3 players and smartphones. You can download songs to an MP3 player or a smartphone. Now you can also listen to music on apps with your smartphone. Vinyl records are popular again today, so ask your grandparents to find their old record player!

#### Answer key

**1&2 Get more on Maths!**  
 Exercise 1: 1. \$ 1.50, 3. € 2.50, 5. p 7, 2. £ 4, 4. c 6, 6. + 8 = 15

**3&4 Get more on Music!**  
 Exercise 1: 1. cassette, 2. CD player, 3. MP3 player, 4. record player, 5. smartphone, 6. vinyl record

Exercise 2: 1. 1, 2, 3, 4, 5, 6

Exercise 3: 1. cassette, 2. CD player, 3. MP3 player, 4. record player, 5. smartphone, 6. vinyl record

#### Check yourself!

Exercise 1: 1. T, 2. F, 3. T, 4. DS, 5. T, 6. F, 7. T, 8. F, 9. T, 10. F, 11. T, 12. F, 13. T, 14. F, 15. T, 16. F, 17. T, 18. F, 19. T, 20. F, 21. T, 22. F, 23. T, 24. F, 25. T, 26. F, 27. T, 28. F, 29. T, 30. F, 31. T, 32. F, 33. T, 34. F, 35. T, 36. F, 37. T, 38. F, 39. T, 40. F, 41. T, 42. F, 43. T, 44. F, 45. T, 46. F, 47. T, 48. F, 49. T, 50. F, 51. T, 52. F, 53. T, 54. F, 55. T, 56. F, 57. T, 58. F, 59. T, 60. F, 61. T, 62. F, 63. T, 64. F, 65. T, 66. F, 67. T, 68. F, 69. T, 70. F, 71. T, 72. F, 73. T, 74. F, 75. T, 76. F, 77. T, 78. F, 79. T, 80. F, 81. T, 82. F, 83. T, 84. F, 85. T, 86. F, 87. T, 88. F, 89. T, 90. F, 91. T, 92. F, 93. T, 94. F, 95. T, 96. F, 97. T, 98. F, 99. T, 100. F

### 1-4 Exam Practice

### Exam Practice 1-4

### Exam Practice 1-4

Two Exam Practice sections provide additional revision material in exam-style format.

#### Part 1 Reading and Writing

Read the email and write the missing words. Write one word on each line.

Hi Will,  
 It's \_\_\_\_\_ birthday next week and Mum says I can have a new mobile phone for my birthday present! Can you \_\_\_\_\_ me choose one? You know I got a lot of phones. I like the new F152, the YE2 and the Cool5. First of all, the F152 is \_\_\_\_\_ cheapest. What's more, it's got a very big touch screen. The YE2 has the best design, but it's the \_\_\_\_\_ expensive. Finally, the Cool5 isn't as expensive as \_\_\_\_\_ the YE2 and it's got a nice design, but its battery life is the shortest.  
 What \_\_\_\_\_ you think?  
 Cheers,  
 Rob

#### Part 2 Reading and Writing

Look at the picture and read the story. Write some words to complete the sentences about the story. You can write 1, 2, 3 or 4 words.

**Black Friday**

Katy didn't go to school last Friday because it was the first day of a long weekend. After breakfast her mum asked, 'Can you make your bed and vacuum your room please?' Katy's mum is very tidy, but Katy is very messy! 'Well, OK. No problem,' said Katy.

After that Katy's mum asked her daughter, 'Can you help me with the ironing?' So Katy helped her iron and put away the clothes. She was getting bored when her best friend, Helen, rang. Helen said, 'It's 'Black Friday'! You know, the day when all the shops have great special offers!' Katy needed a pair of new jeans, so her mum gave her some money. Katy carefully put it in her rucksack and went to meet Helen. They spent a long time in the busy department store. Finally, Katy saw some jeans she liked. They're as cheap as the jeans in the small clothes shop on our street, but they're nicer,' she said. She took some money out of her rucksack and paid. The girls were now tired and hungry so they went to a cafe to have a sandwich. Katy wanted to pay. She said slowly, 'I don't believe it! I left my rucksack in the department store.' Helen walked with the patient cashier and Katy ran back to the department store. Luckily, her rucksack was there!

**Examples**  
 Last Friday was the first day of a long weekend, so Katy didn't go to school.  
 Katy's mum asked her to make her bed and vacuum her room.

**Questions**  
 1 Katy isn't \_\_\_\_\_, but her mum is.  
 2 The shops had some \_\_\_\_\_ because it was 'Black Friday'.  
 3 Katy carefully put the \_\_\_\_\_ in her rucksack.  
 4 The department store was \_\_\_\_\_.  
 5 Katy's new jeans were \_\_\_\_\_ as the jeans in the small clothes shop.  
 6 The girls \_\_\_\_\_ to have a sandwich.  
 7 Katy's rucksack \_\_\_\_\_ the department store.

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Unit	Vocabulary	Grammar	Skills	Revision
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# 0.1

## In this lesson

### Lesson aims:

- Vocabulary: places in town, means of transport
- Grammar: Present Simple, adverbs of frequency

### Homework:

- Workbook Unit 0, p. 2

### Assessment for Learning in this lesson

- 🎯 Setting aims and criteria for success: Warm-up
- 💬 Giving feedback: Exercise 1, 4 and 8
- 🔄 Peer learning: Exercise 3, 7 and 9
- 🎓 Independent learning: Finishing the lesson

### Warm-up

- (Books closed) Ask different Ss these introductory questions: *What's your name? How old are you? Where do you live? What sports do you like? Who is your best friend?*
- 🎯 (Books open) Introduce the aims of this lesson with this question: *What is this lesson about?* Ss quickly look at pages 4–5 and offer ideas in turns. State the objective of the lesson: *Today we will talk about places in town, means of transport and everyday activities.* Write the lesson objective on the board.

### Lead-in

- Ss look at the photos and describe the people's clothes. Prompt with questions if necessary, e.g. *What's Dad wearing? Has Poppy got a helmet?*

### Exercise 1

- Tell Ss to read the questions first so they have a purpose for watching or listening. They underline the text where they find the answers.
- 🗨️ Check answers using the Lollipop stick technique.

Answers → student page

### Exercise 2

- Make sure Ss understand what to do using the Thumbs up/down technique. Demonstrate first with a confident student.
- Monitor pairs for understanding and pronunciation.



He usually wins! I can use the Present Simple.

### In this unit

#### Vocabulary

- Places in town
- Means of transport
- Jobs
- School subjects
- Places in a school
- Adjectives
- Adjectives with prepositions
- Food and drink
- Containers

#### Grammar

- Present Simple
- Adverbs of frequency
- Question words
- *be going to*
- Countable and uncountable nouns, *some* and *any*



## Hello!

**George:** Hi, I'm George Nichols. Nice to meet you. This is my brother, Harry.  
**Harry:** Unfortunately. Hi, everyone. I'm thirteen years old and George is fourteen.  
**George:** We live in London with our parents. That's our mum. Hi, I'm Angela.  
**Mum:** And this is our dad, Peter. Dad and I love sports.  
**Harry:** That's right. We often play tennis together. He usually wins!  
**Dad:** Harry is a tennis genius.  
**George:** Thank you.  
**Harry:** And I'm just ... a genius! He thinks he's funny!  
**George:** At least you're never bored with me! We often hang out with Emma. Emma is our cousin. She lives with our gran.



**Emma:** Oh, hello there! I'm Emma.  
**Poppy:** And I'm Poppy. Emma and I are best friends.  
**Emma:** We're thirteen years old and we go to school together.  
**Poppy:** We usually go by bike.  
**Emma:** And sometimes we go by car. Gran drives us when we're really late!  
**Gran:** Emma, your helmet!  
**Emma:** Thanks, Gran. This is my gran, Bertie.  
**Gran:** Hello.  
**Emma:** She's the best granny in the world! She always makes pancakes for breakfast!  
**Poppy:** Emma! Let's go!  
**Emma:** OK. See you later!

- 1 🎧 1.2 Watch or listen and read. Is Harry good at tennis? Does George like making jokes? Are Emma and Poppy cousins? What does Emma have for breakfast?

*Yes, he is. Yes, he does. No, they aren't. (They are best friends.) She eats pancakes.*

- 2 Work in pairs. Student A: Read out a line from the dialogue. Student B: Guess who said it. Then swap roles.

### Exercise 3

- Read the Grammar box to the class. Pause to point out *he/she/it* take *s* and *does/doesn't*.
- Practise the forms of the Present Simple before Ss do the exercise. Write these gapped sentences on the board and ask different Ss to fill in the gaps with the verb *go*:  
 + I \_\_\_\_\_ to school at 8 a.m. My friend \_\_\_\_\_ to school at 8 a.m.  
 - I \_\_\_\_\_ to work. My brother \_\_\_\_\_ to work.  
 ? \_\_\_\_\_ you \_\_\_\_\_ to school? \_\_\_\_\_ he \_\_\_\_\_ to work?
- Ss then work individually to complete the activity.
- 🗨️ Ss check their answers using the Think-pair-share activity. Ask different Ss to write the answers on the board.

Answers → student page

### Exercise 4

- After Ss repeat together, choose pairs to repeat.
- Make sure Ss understand the vocabulary using the Thumbs up/down technique. Explain if necessary.
- 🗨️ Ask for answers using the Lollipop stick technique.
- **Critical thinking** Ss think about what they do at each place. They discuss in pairs. Ask different pairs to tell the class their ideas.

Answers → student page

### Exercise 5

- Ss work individually. Ask different Ss to write the answers on the board.

Answers → student page

### Grammar Present Simple

<b>+</b>	<b>-</b>
I/You/We/They <b>play</b> tennis.	I/You/We/They <b>don't play</b> tennis.
He/She/It <b>plays</b> tennis.	He/She/It <b>doesn't play</b> tennis.
<b>?</b>	<b>Short answers</b>
Do I/you/we/they <b>play</b> tennis?	Yes, I/you/we/they <b>do</b> . No, I/you/we/they <b>don't</b> .
Does he/she/it <b>play</b> tennis?	Yes, he/she/it <b>does</b> . No, he/she/it <b>doesn't</b> .

3 Complete the sentences with the correct form of the Present Simple. Cross out the days when the people are busy. When are they all free? *Wednesday*

Monday
Tuesday
Wednesday  
Thursday
Friday
Saturday
Sunday

- Mr Nichols and Harry play (play) tennis on Thursdays.
- Emma has dance classes twice a week. She doesn't have (not have) them on Mondays, Wednesdays, Thursdays or at the weekend.
- George does (do) karate on Tuesdays.
- Mrs Nichols and Gran don't go (not go) to the gym on Tuesdays, Wednesdays, Fridays or Sundays.
- Harry has (have) tennis practice on Tuesdays, Thursdays, Saturdays and Sundays.
- Poppy doesn't go (not go) to art class on Tuesdays, Wednesdays, Thursdays, Fridays or at the weekend.

4 1.3 Listen and repeat. Which places do you visit for fun?

### Vocabulary Places in town

bank café cinema hospital hotel museum  
park restaurant stadium theatre

5 Complete the sentences with the places in the Vocabulary box.

- George and his dad go to the stadium to watch the football.
- Emma and Poppy ride their bikes in the park.
- Mr Nichols is a doctor. He works at a hospital.
- After the gym, Gran and Mrs Nichols have coffee at a café.
- At the weekend, Harry goes to the cinema to see a film.

### Exercise 6 1.4

- After Ss repeat together, write the words on the board and point to a word for Ss to say chorally.
- Make sure Ss understand the vocabulary by asking different Ss to draw pictures of the transport on the board.

Answers → student page

### Exercise 7

- Ss open their notebooks and work individually.
- Choose different pairs to write different questions and answers on the board.
- Ss can mark each other's work using the Think-pair-share technique. They explain why an answer is incorrect.
- Pairs then act out the dialogues.

6 1.4 Listen and repeat. Which means of transport can you see in the photo on page 4? *Two bikes and some cars.*

### Vocabulary Means of transport

bike boat bus car motorbike  
plane taxi train tram underground

7 How do the people travel? In your notebook, write questions and answers. Then act out the dialogues in pairs.



- Emma / go to her dance class / bike?  
**A:** *Does Emma go to her dance class by bike?*  
**B:** *No, she doesn't. She goes by bus.*
- Harry and George / go to school / car?
- Mr Nichols / go to the hospital / underground?
- Emma and Gran / travel to France / train?
- Mrs Nichols / go to work / taxi?

### Grammar Adverbs of frequency

<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	always	Adverb + verb
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	usually	I <b>always go</b> to school by bike.
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	often	Adverb + to be
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	sometimes	I <b>am never</b> late for school.
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	never	

- Find all the sentences with adverbs of frequency in the dialogue on page 4.
- Write five true sentences about yourself. Use adverbs of frequency and words from the Vocabulary boxes.  
*I always go to the park with my friends on Saturdays.*

5

### Exercise 8

- Read the Grammar box to the class. Point out that adverbs go before the verb but after the verb *be*.
- Give Ss one minute to find the adverbs. Check answers using the Lollipop stick technique.

Answers → student page

### Exercise 9

- Ss open their notebooks and work individually.
- Pairwork: Ss swap notebooks and check each other's work, offering feedback on the position of the adverbs.
- Follow-up: Write an example on the board, e.g. *My friend always goes to the park with his friends on Saturdays.* Ask different Ss to report back to the class about their friend. Make sure they use the correct form of the Present Simple and pronouns.

### Finishing the lesson

- (Books closed) Ask Ss questions about George, Harry, Emma and Poppy to see what they remember, e.g. *How old is (George)? Where does (Harry) live? Who is (Poppy)?*
- Have a class discussion about the lesson. *What places do you go to? What do you do there? What means of transport do you use?* Ask Ss for feedback about the lesson objective: *Can you talk about the things you do? Can you talk about places in town? Can you talk about means of transport?*

### Fast finishers

- Ss look at the Places in town box for one minute, then close their books and try to write down all the places. Ask Ss to open their books again and check how many words they remembered and if they could spell them correctly.

### Answers

- A:** Do Harry and George go to school by car?  
**B:** No, they don't. They go by underground.
- A:** Does Mr Nichols go to the hospital by underground?  
**B:** No, he doesn't. He goes by motorbike.
- A:** Do Emma and Gran travel to France by train?  
**B:** No, they don't. They go by plane.
- A:** Does Mrs Nichols go to work by taxi?  
**B:** No, she doesn't. She goes by tram.

### Extra activity

- Ss start a vocabulary list in their notebooks. They write the words from this lesson in their lists to revise from and learn for the next lesson.

# 0.2

## In this lesson

### Lesson aims:

- Vocabulary: jobs
- Grammar: questions words

### Homework:

- Workbook Unit 0, p. 3

### Assessment for Learning in this lesson

- 🎯 Setting aims and criteria for success: Warm-up
- 💬 Giving feedback: Exercise 1, 2 and 3
- 🔄 Peer learning: Exercise 1 and 6
- 🏠 Independent learning: Finishing the lesson

### Warm-up

- (Books closed) Ask different Ss about LO.1, e.g. *What are the friends' names?*
- 🎯 Introduce the aims of this lesson with this question: *What job does your mum/dad do?* Ask Ss to answer. Say *Today we will talk about jobs and we will use question words to ask about jobs.* Write the objective on the board.

### Lead-in

- (Books open) Ss say who they can see in the photos.

### Exercise 1

- 🗂️ Ss work individually and then compare answers in pairs.
- 💬 Use the Lollipop stick technique to ask different Ss to read out the answers.

Answers → student page

### Exercise 2 🎧 1.5

- After the class repeat together, individual Ss or pairs repeat.
- 💬 Use the Lollipop stick technique to have different Ss tell the class about their family, e.g. *My dad is a chef.*

### Exercise 3

- 💬 Ask for answers using the Basketball technique.

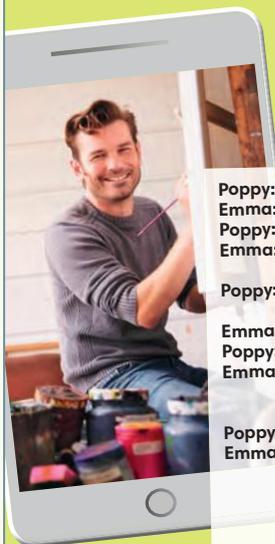
### Answers

#### Suggested answers:

- 1 farmer, footballer, police officer
- 2 artist, chef, doctor, nurse, office worker, police officer, shop assistant, singer, teacher, vet
- 3 school bus driver, doctor (paediatrician), school nurse, teacher

# 0.2 What does he do? I can talk about jobs.

## Emma's uncle



**Poppy:** Who is that man in the photo?  
**Emma:** That's my Uncle Eric in his studio.  
**Poppy:** His studio? What does he do?  
**Emma:** Look at the painting, Poppy! He's an artist.  
**Poppy:** Cool! I'd love to see his work. Where does he live?  
**Emma:** In Madrid. His wife, Eva, is Spanish.  
**Poppy:** How often do they come to the UK?  
**Emma:** They usually visit us in the summer. Uncle Eric says Spain's too hot in August.  
**Poppy:** I love Spain!  
**Emma:** Here's an idea - let's visit Uncle Eric and Aunt Eva in Madrid! They always ask me and Gran to go. Plus, Aunt Eva's a brilliant chef! She has her own restaurant.  
**Poppy:** Yes, please! When can we go?

### 1 Read the dialogue. Complete the sentences with one word in each gap.

- 1 The man in the photo is an artist.
- 2 Emma's uncle lives in Madrid/Spain.
- 3 Emma's aunt Eva is Spanish.
- 4 Eva works in a restaurant.

### 2 🎧 1.5 Listen and repeat. Does anyone in your family do one of these jobs?

#### Vocabulary Jobs

artist builder bus driver chef doctor farmer  
 footballer nurse office worker pilot police officer  
 shop assistant singer teacher vet

### 3 In pairs, answer the questions. In which jobs do people:

- |                                 |                       |
|---------------------------------|-----------------------|
| 1 work outdoors?                | 3 work with children? |
| <u>builder, bus driver, ...</u> | 4 work with animals?  |
| 2 work indoors?                 | 5 help other people?  |

6

4 farmer, vet, police officer (police dogs)

5 bus driver (take people places), doctor, nurse, pilot, shop assistant, teacher

### Exercise 4

- Read the Grammar box to the class. Make sure Ss remember what the words mean by writing these questions on the board and asking Ss to call out correct word chorally: *What/When is your name? Who/How old are you? Where/When do you live?*
- Ss work individually. Ask different Ss to write the answers on the board.

Answers → student page

### Exercise 5

- Monitor pairs for correct question words.

### Grammar Question words

How What Where When Who

- 4 A friend is interviewing Harry about his dad's job for a school project. Complete the questions with a question word.

- 1 What does your dad do?
- 2 Where does he work?
- 3 What does he wear at work?
- 4 When does he start work?
- 5 How does he travel to work?

- 5 Look at the factfile and find the answers to the questions from Exercise 4. Ask and answer the questions in pairs.

Peter Nichols



Job: doctor  
 Works at: Park Hill General Hospital  
 Wears: white coat  
 Starts work: usually at 8 a.m.  
 Travels to work: by motorbike

- A: *What does Harry's dad do?*  
 B: *He's a doctor.*

- 6 In pairs, interview each other.

Student A: Imagine you do one of the jobs in the Vocabulary box.

Student B: Prepare an empty factfile for Student A like the one in Exercise 5. Ask questions and complete the file.

Student A: Answer Student B's questions. Then swap roles.

- B: *What do you do?*  
 A: *I'm a ...*

### Answers

- 2 B: He works at Park Hill General Hospital.  
 3 B: He wears a white coat.  
 4 B: He usually starts at 8 a.m.  
 5 B: He goes to work by motorbike.

### Exercise 6

- 🗂️ Place Ss into pairs using the Expert Envy technique. Monitor pairs for vocabulary and grammar.

### Finishing the lesson

- 🗂️ Ask *Can you talk about jobs? Can you ask questions with question words?* Ss respond with the Thumbs up/down technique.

### Fast finishers

- Ss write down their favourite jobs in their notebooks and give reasons why.

# I'm going to ...



This year, I'm going to study Geography more. I'm going to get straight As! I'm also going to use the school library more often.



My parents are going to buy me my own laptop! I'm very excited! I'm going to use it in my Art projects!



I'm going to stop taking my brother's school things without asking. He gets really mad when I take his P.E. bag!



This year, I'm going to get up earlier in the morning. I'm also going to make healthy choices at the school canteen!

## Grammar *be going to*

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

### 4 Complete the sentences with the correct form of *be going to*. Then guess who's talking.

- My parents and I are going to go (go) shopping for a laptop! *Poppy*
- I 'm going to have (have) chicken and some salad for lunch, not pizza. *Harry*
- Gran, are you going to help (help) me study for the Geography test? *Emma*
- Is my brother going to get up (get up) late again? I'm not going to wait (not wait) for him. *George*
- Are we going to buy (buy) a laptop case too? *Poppy*

### 5 1.7 Listen and repeat. Does your school have all of these places?

#### Vocabulary Places in a school

canteen classroom computer room gym  
hall library playground staff room

### 6 1.8 Where are the people? Listen and write the places.

- in the playground*

### 7 Choose a place. Play *What are you going to do there?*

- A: *I'm going to go to the canteen.*  
B: *Are you going to have lunch there?*  
A: *No, I'm not. I'm going to read a book.*



### 1 Read what Emma, Poppy, George and Harry say. Match their names to photos A-D.



A - George B - Poppy, C - Emma, D - Harry

### 2 1.6 Listen and repeat. Which are your favourite school subjects?

#### Vocabulary School subjects

Art Computer studies English Geography  
History Maths Music P.E. Science

### 3 Which school subjects need these things?

- paints, scissors - *Art*
- map - *Geography, History*
- dictionary - *English*
- tracksuit, trainers - *P.E.*
- calculator, ruler - *Maths, Science*
- piano, guitar - *Music*

• Different Ss give the answers.

Answers → student page

### Exercise 2 1.6

- After the class repeat together, say a word for Ss to point to in their books and have them repeat again chorally.
- Ss work in pairs. Different Ss talk about their friends, e.g. *Tom's favourite subject is Maths.*

### Exercise 3

- Ss work in the same pairs.
- Ask for answers using the Basketball technique.

Answers → student page

### Exercise 4

- Read the Grammar box to the class. Remind Ss of the forms of *be*.
- Ask Ss to write down three sentences using *be going to* (+, - and ?). Ask different Ss to read out their sentences.
- Ss work individually to complete the exercise. Ask different Ss to write the answers on the board.

Answers → student page

### Exercise 5 1.7

- After the class repeat together, individual Ss or pairs repeat. Make sure Ss understand the vocabulary by asking them for definitions, e.g. *Students have lunch in the canteen.*
- Different Ss answer.

### Exercise 6 1.8

- Play the audio. Ss complete the exercise individually.
- Check answers using the Lollipop stick technique.

Answers

2 library 3 canteen 4 staff room  
5 gym 6 computer room

### Exercise 7

- Pairwork: Ask two students to read out the example. Then Ss say their ideas in pairs. Ask different pairs to act out in front of the class.

### Finishing the lesson

- Ss complete the sentence: *I can use ... to talk about my plans for this year.*

#### Fast finishers

- Ss underline forms of *be going to* in the text.

## In this lesson

### Lesson aims:

- Vocabulary: school subjects, places in a school

- Grammar: *be going to*

### Homework:

- Workbook Unit 0, p. 3

### Assessment for Learning in this lesson

- Setting aims and criteria for success: Warm-up
- Giving feedback: Exercise 3 and 6
- Peer learning: Exercise 1 and 7
- Independent learning: Finishing the lesson

### Warm-up

- (Books closed) Revise question words and jobs, asking, e.g. *What does your mum do?*
- (Books open) Ask *What is this lesson about?* Ss look at page 7 and offer ideas. Say and write *Today we will talk about school and things we are going to do.*

### Lead-in

- Ss say who they can see in the photos.

### Exercise 1

- Ss work individually and then compare answers using the Think-pair-share technique.

# 0.4

## In this lesson

### Lesson aims:

- Vocabulary: adjectives, adjectives with prepositions

### Homework:

- Workbook Unit 0, p. 4

### Assessment for Learning in this lesson

- Setting aims and criteria for success: Warm-up
- Giving feedback: Exercise 1, 3 and 4
- Peer learning: Exercise 7
- Independent learning: Finishing the lesson

### Warm-up

- (Books closed) Ask different Ss questions with adjectives: *Are you happy/sad/tired/angry?*
- (Books open) Ss look at the pictures and say what they can see. Say and write the objectives on the board: *Today we will meet Dr Q and his friends. We will use adjectives to talk about people.*

### Lead-in

- Ss find the names of the characters in the cartoon.

### Exercise 1 1.9

- Check answers using the Lollipop stick technique. Ask Ss to correct the false sentences.

Answers → student page

### Exercise 2 1.10

- After the class repeat together, individual Ss repeat. Make sure Ss understand the vocabulary by using them in a sentence, e.g. *He broke his bike. He's angry and sad.*
- Ss work individually. Ask different Ss to offer answers.

Answers → student page

- Critical thinking** Ss put the adjectives into two categories: positive and negative. Write + and - on the board and have different Ss write the adjectives.

### Exercise 3

- Ask for answers using the Basketball technique.

Answers → student page

# Meet Doctor Q and his friends



This is Doctor Q. He's a brilliant scientist and inventor. Doctor Q is very interested in art and he loves painting. This is why he is very excited about his new invention.

Pi, the parrot, is Doctor Q's best friend. He loves playing video games on Doctor Q's lab computer. Doctor Q hates it!



Rob and Millie are Doctor Q's assistants. They are very intelligent and friendly robots. They work with Doctor Q in the lab and they are very helpful at home.

Rob and Millie are very kind. Rob is bad at cooking and Millie doesn't like cleaning, so Rob helps Millie with the cleaning and she helps him with the cooking.

### 1 1.9 Listen and read. Circle T (true) or F (false).

- Doctor Q is a very good scientist.  T /  F
- Pi doesn't like computer games.  T /  F
- Rob is a brilliant chef.  T /  F
- Millie likes helping Rob.  T /  F

### 2 1.10 Listen and repeat. Circle the feelings.

#### Vocabulary Adjectives

angry bored friendly funny happy  
helpful intelligent kind sad tired

### 3 Look at the cartoon. How do they feel? Use the adjectives in the Vocabulary box.

- Picture 1: Pi is bored.
- Picture 2: Doctor Q is angry.
- Picture 3: Rob is sad. Millie is tired.
- Picture 4: Rob and Millie are happy.

### 4 In pairs, use the remaining adjectives to describe the other cartoon characters.

- A: *Doctor Q is intelligent.*
- B: *I think he's funny too.*
- Millie and Rob - intelligent, kind, friendly;*  
*Pi - funny, intelligent*

### 5 1.11 Listen and repeat. Which of the words are positive?

#### Vocabulary Adjectives with prepositions

bad at good at excited about worried about  
interested in scared of

### 6 1.12 What does Doctor Q say? Match 1-6 to a-f. Then listen and check.

- |                              |             |                              |                |
|------------------------------|-------------|------------------------------|----------------|
| 1 <input type="checkbox"/> e | I'm bad     | 4 <input type="checkbox"/> f | I'm good       |
| 2 <input type="checkbox"/> a | I'm excited | 5 <input type="checkbox"/> b | I'm scared     |
| 3 <input type="checkbox"/> c | I'm worried | 6 <input type="checkbox"/> d | I'm interested |

- about my new invention. It's fantastic!
- of spiders.
- about Pi. I can't find him anywhere.
- in science.
- at skiing. I often fall.
- at inventing things!

### 7 Write a short presentation about yourself. Use the words in the Vocabulary boxes. Share in pairs.

*I feel happy when ...*  
*I'm interested in ...*

### Exercise 7

- Ss write the presentations individually.
- Pairwork: Ss swap notebooks and check each other's work, offering feedback using the Two stars and a wish technique.
- Ask Ss to present their work to the class.

### Finishing the lesson

- Have a class discussion about the lesson. Ask *Which character do you like best? Why? Which adjectives can you use for people you like / don't like?*

#### Fast finishers

- Ss underline the adjectives in the cartoon story.

### Exercise 4

- Use the Lollipop stick technique to have different pairs act out their answers.

Answers → student page

### Exercise 5 1.11

- After the class repeat together, individual Ss or pairs repeat. Make sure Ss understand the vocabulary by using them in sentences, e.g. *Cats are scared of water.*
- Ss work individually. Different Ss give answers.

Answers → student page

### Exercise 6 1.12

- Ss work individually. Then play the audio.
- Ask different Ss to offer answers.

Answers → student page

# In the kitchen

Doctor Q and Millie love cooking.



**Dr Q:** Can I have the flour, please Millie?  
**Millie:** Yes, of course. What are we going to make?  
**Dr Q:** We're going to make ...

1 **1.13** Look at the picture. Listen and read. What do you think Doctor Q and Millie are going to make? Go to page 106 and check. *They're going to make an apple pie.*

## Grammar Countable and uncountable nouns, some and any

Countable nouns	Uncountable nouns
an apple	sugar
There <b>are some</b> apples.	There <b>is some</b> sugar.
There <b>aren't any</b> apples.	There <b>isn't any</b> sugar.
<b>Are there any</b> apples?	<b>Is there any</b> sugar?
<b>How many</b> apples <b>are</b> there?	<b>How much</b> sugar <b>is</b> there?
There <b>are ten</b> apples.	There <b>are two packets of</b> sugar.

2 **1.14** Listen and repeat. In your notebook, make two lists: countable and uncountable nouns.

## Vocabulary Food and drink

apple biscuit bread butter carrot  
 cereal chocolate cucumber egg  
 flour juice orange rice strawberry  
 sugar tuna water yoghurt

**Countable:** *apple, biscuit, ...*  
**Uncountable:** *bread, butter, ...*  
*Attention! Tuna is uncountable if we talk about food. It is countable if we refer to an animal.*

- 3 Look at the picture and complete the sentences with the correct form of the verb to be and some or any.
- There are some apples.
  - There isn't any coffee.
  - There aren't any biscuits.
  - There 's some milk.
  - There are some eggs.
  - There aren't any cucumbers.

4 **1.15** Listen and repeat. Label the containers in Doctor Q's kitchen.

## Vocabulary Containers

a bar of chocolate a bottle of water  
 a can of tuna a carton of milk  
 a jar of jam a packet of flour

- a a bottle of water d a jar of jam  
 b a carton of milk e a can of tuna  
 c a packet of flour f bar of chocolate

5 **1.16** Complete the questions. Look at the picture and answer. Then listen and check.

- How many apples are there?
- How much tuna is there?
- How many eggs are there?
- How much flour is there?
- How much water is there?
- How much chocolate is there?

A: *How many apples are there?*

B: *There are five apples.*

6 Work in pairs. Student A: Make a list of ten food and drink items. Student B: Find out what is on A's list. Hurry up! You have only two minutes! Then swap roles.

B: *Is there any jam?*

B: *Are there any apples?*

B: *How many apples are there?*

A: *No, there isn't any jam.*

A: *Yes, there are some apples.*

A: *Six.*

## Assessment for Learning in this lesson

- Setting aims and criteria for success: Warm-up
- Giving feedback: Exercise 2 and 6
- Peer learning: Exercise 5
- Independent learning: Finishing the lesson

## Warm-up

- (Books closed) Ask different Ss: *What are Dr Q's friends' names? What do we know about Dr Q/Millie/Rob/Pi?*
- (Books open) Ask *What is this lesson about?* Ss look at page 9 and offer ideas. Say *Today we will talk about food and containers and we will use countable and uncountable nouns.* Write the objective on the board.

## Lead-in

- Ss look at the picture and say what they can see. Prompt with questions, e.g. *Is there any flour?*

## Exercise 1 1.13

- Ss discuss in pairs before going to page 106.
- Read the Grammar box to the class. Have Ss repeat chorally.

Answers → student page

## Exercise 2 1.14

- Quickly revise countable and uncountable nouns. Ask Ss *Can we count apples/sugar?* Remind them that we can have two or more apples, but we can't count sugar with numbers so it is uncountable.
- Ss work in pairs.
- Check answers using the Basketball technique.

Answers → student page

## Exercise 3

- Ask different Ss to write the answers on the board and to explain their answers.

Answers → student page

## Exercise 4 1.15

- After the class repeat together, individual Ss or pairs repeat.
- Ss work individually. Ask different Ss to offer answers.

Answers → student page

## Exercise 5 1.16

- Ss work individually. Then play the audio.
- Ss work in pairs. Use the Expert Envoy technique.

## Answers

- 2 B: There are two cans of tuna.  
 3 B: There are six eggs.  
 4 B: There's one packet of flour.  
 5 B: There are four bottles of water.  
 6 B: There's one bar of chocolate.

## Exercise 6

- Choose a student to come to the front using the Lollipop stick technique and model the activity.

## Finishing the lesson

- Ss give feedback on their own learning using their emoticon cards. Ask: *Can you remember all the words/all the grammar?*

## Fast finishers

- Ss think of more countable and uncountable food and drink words.

## In this lesson

### Lesson aims:

- Vocabulary: food and drink, containers
- Grammar: countable and uncountable nouns, *some* and *any*

### Extra resources:

- Language Test Starter Unit

### Homework:

- Workbook Unit 0, p. 4–5

# 1.1

## In this lesson

### Lesson aims:

- Vocabulary: household chores

### Resources:

- Vocabulary worksheet 1.1, p. 148
- Tests: Vocabulary check 1.1

### Homework:

- Workbook Unit 1, p. 6

### Assessment for Learning in this lesson

- 🎯 Setting aims and criteria for success: Warm-up, Exercise 8
- 💬 Giving feedback: Exercise 3, 6 and 7
- 🔄 Peer learning: Exercise 7
- 📎 Independent learning: Finishing the lesson

### Warm-up

- (Books closed) Ss work in pairs and name the rooms in a house. Ask different Ss to offer ideas. Ask *Do you help in the house? What do you do in the kitchen/ your bedroom?* Elicit answers.
- 🎯 Introduce the aims of this lesson: *Today we will talk about household chores and talk about the ones you like or don't like.* Ask a student to write the objective on the board.

### Lead-in

- (Books open) Teach *vacuum your room* and *empty the dishwasher* by asking Ss to mime with you. *On Saturday morning I do two chores. First I vacuum my room. Let's all vacuum our classroom. Then I empty the dishwasher. Let's all iron a T-shirt.*
- (Books open) Ss look at the photos. Ask *Which photo is for vacuum your room?* and elicit *Number 4*. Repeat for *empty the dishwasher*.

### Exercise 1

- After Ss discuss in pairs, ask questions.
- Write *How often do you make your bed? I never make my bed.* on the board. Read out the question and choose a student to answer. Ask different Ss questions with the same structure and elicit answers.

# Life at home

## Vocabulary I can talk about household chores.

I know that!

- 1 How often do you do these things: usually, sometimes or never?

make breakfast    cook lunch or dinner  
make your bed    wash the dishes    tidy your room  
wash your clothes    look after your brother/sister

### In this unit

#### Vocabulary

- Household chores
- Personality adjectives

#### Grammar

- Present Continuous
- Stative verbs
- Present Simple and Present Continuous



What a chore!

Vote for the best and the worst household chores!

10

### Exercise 2 🗣️ 1.17

- Explain the meanings of the vocabulary in the box with drawings of appliances/items on the board (e.g. dishwasher, washing machine, rubbish bin etc). Point to each one and say which verbs are associated with it and mime the action as you draw.
- Ss work in pairs to find the chores in the photos, e.g. *Look. Number 1 is set the table.* Monitor pairs for proper use of language and pronunciation.

Answers → student page

- **Critical thinking** Ask Ss why it is good to help around the house / do chores around the house. Ss raise their hands and make suggestions. Encourage class discussion.

### Exercise 3

- Ss work individually and then compare answers with a partner.
- 🗣️ Check answers using the Lollipop stick technique.

Answers → student page

### Extra activity

- 🗣️ Pairwork: Ss ask each other questions about the chores. Write this example on the board and demonstrate with a student: *Do you clear the table? Yes, I do. / No, I don't.* They give each other feedback on correct short answers.

- 2 1.17 Listen and read. Which of these activities can you see in the photos on page 10?

### Vocabulary Household chores

clear the table   empty the dishwasher <sup>5</sup>   feed the dog <sup>3</sup>  
 hang out the washing   iron your T-shirt  
 load the dishwasher   load the washing machine  
 make your bed   put away your clothes  
 set the table   take out the rubbish  
 vacuum your room   water the plants <sup>2</sup>

- 3 Label the pictures with the household chores in the Vocabulary box.



1 clear the table



2 iron your T-shirt



3 hang out the washing



4 take out the rubbish



5 load the dishwasher



6 put away your clothes

- 4 Work in pairs. Who usually does the chores in Exercise 3 in your family? Compare with a partner.

*My sister usually clears the table.*

- 5 1.18 Listen to the dialogues. What do you think the people say? Match 1–5 to a–e.

- |                              |             |                                         |
|------------------------------|-------------|-----------------------------------------|
| 1 <input type="checkbox"/> d | Angie's mum | a You can set the table.                |
| 2 <input type="checkbox"/> a | Ben's dad   | b Feed the cat, please.                 |
| 3 <input type="checkbox"/> c | Jayne's mum | c Can you take out the rubbish, please? |
| 4 <input type="checkbox"/> e | Jimmy's mum | d Put away your clothes!                |
| 5 <input type="checkbox"/> b | Sarah's dad | e Load the washing machine for me.      |

- 6 1.19 Now listen to the complete dialogues and check your answers to Exercise 5.

- 7 Act out the dialogues in pairs.

- The dogs are very hungry!  
A: *The dogs are very hungry!*  
B: *No problem. I can feed them.*
- There are lots of dirty clothes.
- The bin in the kitchen is full.
- The carpet in the living room is dirty.
- The dishes in the dishwasher are clean.
- Dinner's ready!
- Look at the poor plants!

- 8 **Exam Spot** Complete the blog post with the words in the box. There are two extra words.

doing   feeding   ironing   loading  
 making   putting   setting  
 taking   vacuuming   watering

### Which chores do you like? Which ones do you hate?

I don't like <sup>1</sup> setting the table or clearing it after meals, and I don't like <sup>2</sup> loading and emptying the dishwasher. It's boring! I hate <sup>3</sup> taking out the rubbish! That's a smelly chore! I like <sup>4</sup> vacuuming the carpet in my bedroom, <sup>5</sup> putting away my clothes and <sup>6</sup> making my bed because I like having a tidy bedroom. I like <sup>7</sup> watering the plants too. And I love <sup>8</sup> feeding my dogs, Rusty and Mustard. They're my best friends.



Jason

- 9 Complete the table below with household chores.

I like	I hate
<u>watering the plants</u>	<u>loading the dishwasher</u>

Compare your answers in pairs. Discuss the reasons for your choices.

boring / fun   difficult / easy  
 smelly / smell(s) nice

- A: *I hate loading the dishwasher.*  
 B: *Why?*  
 A: *Because it's boring!*



### Answers

#### Suggested answers:

- 2 B: I can load the washing machine.  
 3 B: I can take out the rubbish.  
 4 B: I can vacuum the carpet.  
 5 B: I can empty the dishwasher.  
 6 B: I can set the table.  
 7 B: I can water the plants.

### Exercise 8

- This is preparation for the CYCLET Flyers Reading and Writing test Part 3.
- Involve Ss using the WILF technique. Ss think about what vocabulary they are looking for by reading the words in the box and all the text before choosing answers.
- Ask different Ss to offer answers.

Answers → student page

### Exercise 9

- Review the adjectives to make sure Ss remember meanings. Remind Ss to use *like/hate + ing*.
- Listen to pairs and correct individual Ss as necessary.
- Have a class vote for the best/worst chore.

### Finishing the lesson

- (*Books closed*) Ss take turns to say one new chore from the lesson. Ask different Ss to write them on the board.
- Ask different Ss which words they think are the most difficult to spell. Involve them in the learning process by reminding them to keep a note of all new words in a vocabulary section of their notebooks.

### Exercise 4

- Ask a student to read the example. Ask a confident student to think of another example. Monitor pairs for correct Present Simple forms and pronunciation of the chores. Correct individual Ss as necessary.

### Exercise 5 1.18

- Ask Ss to read the questions, find the chores in them and predict which words can be used in dialogues about them, e.g. *set the table – dinner, dishes etc.* Then Ss listen and match.
- Play the audio once.
- Ask different Ss to say words they heard (1 *mess, T-shirts etc.*, 2 *dinner ready*, 3 *rubbish bin*, 4 *no clean T-shirts, dirty*, 5 *pretty girl, hungry*).

### Exercise 6 1.19

- Play the audio again for Ss to check answers.
- Check answers using the Basketball technique.

Answers → student page

### Exercise 7

- Have Ss work together first to find the responses, then check suggested answers with the Lollipop stick technique.
- Pairs act out the dialogue. Monitor pairs for correct vocabulary and pronunciation. Correct individual Ss as necessary.

### Fast finishers

- Ss look at the Household chores box for one minute, then close their books and try to write down all the chores. Ss check in the Students' Book and say how many words they remembered and could spell correctly.

# 1.2

## In this lesson

### Lesson aims:

- Grammar: Present Continuous, stative verbs

### Resources:

- Grammar worksheet 1.2, p. 152
- Tests: Grammar check 1.2

### Homework:

- Workbook Unit 1, p. 7
- Extra Online Practice Unit 1

### Assessment for Learning in this lesson

- Setting aims and criteria for success: Warm-up
- Giving feedback: Exercise 2, 5, 6 and Get Grammar!
- Peer learning: Exercise 9
- Independent learning: Finishing the lesson

### Warm-up

- (Books closed) Revise the chores. Write the verb for each chore on the board, and ask different Ss to complete the phrases.
- Give Ss learning feedback by praising them for remembering so many words.
- Set the goal of the lesson. Write two sentences on the board and read them out: *We're doing our chores now. I'm making my bed and my sister is washing the dishes.* Ask Ss if these sentences help them understand what they will learn today. Say *Today we will learn about the Present Continuous so that you can talk about things you are doing now.*

### Lead-in

- (Books open) Ss look at the photo story and make suggestions about what it is about.

### Exercise 1

- Tell Ss to note where they find the answer to the question.

Answers → student page

### Exercise 2

- Ss complete the exercise, then watch or listen again to confirm answers.
- Check answers using the Lollipop stick technique.

Answers → student page

# I'm vacuuming



It's Saturday morning. George and Harry are playing a computer game. Their cousin, Emma, is at school.

**Harry:** I love this game!  
**George:** Emma's calling.  
**Emma:** Hi, guys!  
**George:** Hi, Emma! What's up?  
**Emma:** I'm calling because I need your help.  
**George:** What kind of help?  
**Emma:** I'm making decorations for the school fair. Look!  
**Harry:** Nice! I like them!  
**Emma:** Thanks, but I can't finish them on my own. It's a lot of work.  
**George:** Can't your classmates help you?  
**Emma:** Not really. They're all very busy. Please?



**George:** Well ... erm ... I don't know ... I'm rather busy too. I'm ... I'm vacuuming right now.  
**Emma:** Nice try! I can see the game controller! What about you, Harry? Are you vacuuming too?  
**Harry:** No, I'm not. I've got ... tennis practice. Bye!  
**George:** Sorry, Emma!  
**Emma:** Yeah, right!



A little later ...



**George:** It's a text from Emma.  
**Harry:** What is she saying?

1 Watch or listen and read. Why is Emma calling George and Harry?

*She's calling them because she needs their help.*

2 Complete the sentences.

- The boys aren't at school today because it's Saturday.
- Emma's making decorations for the school fair.
- All of Emma's classmates are very busy at the moment.
- George says he's busy because he wants to stay at home and play the computer game.
- Harry hasn't really got tennis practice.

3 Listen and repeat. Find these expressions in the story.

Not really. Nice try! Yeah, right!

Say it!

4 Guess! What's Emma saying in her text? Have a class vote.

5 Now watch or listen and check.

*She's saying that Poppy is helping her (with the decorations).*

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### Exercise 3

- Ask students to respond to the following sentences with a phrase from the Say it! Box: *Erm... I can't help because I'm doing... my homework!* *Are you busy now?* *I can't help. I've got to ... bake 199 cupcakes. Sorry!*

Answers → student page

### Exercise 4

- Critical thinking** Ss discuss their ideas in pairs.
- Ask Ss to share their guesses with the class before they watch the video.

### Exercise 5

- Ss watch or listen to check their answers.

#### Video/Audio script

**George:** It's a text from Emma.  
**Harry:** What is she saying?  
**George:** Great news! Poppy is helping me with the decorations. We've got snacks too!  
**Harry:** Look at the photo. Hold on ... What are they eating?  
**George:** They're eating Gran's famous chocolate cupcakes!  
**Harry:** I love those cupcakes!  
**George:** Me too!  
**Harry:** Where are you going?  
**George:** To help Emma!  
**Harry:** Wait! I'm coming too!

Grammar Present Continuous

4 Get Grammar!

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



6 It's Saturday afternoon. Complete the sentences with the Present Continuous form of the verb.

- George and Harry are doing (do) their chores. They aren't playing (not play) a computer game.
- Emma isn't making (not make) decorations for the school fair. She is putting (put) away the clean clothes.
- The boys' mum and dad are having (have) a cup of coffee. They aren't watching (not watch) TV.
- Poppy and her parents aren't tidying (not tidy) the house. They are doing (do) the shopping.

7 It's Saturday evening now. Complete the telephone conversation. Write questions and short answers.

Emma: Hi, Gran. <sup>1</sup>Are you calling (you / call) from home?  
 Gran: No, <sup>2</sup>I'm not. I'm at a café with a friend.  
<sup>3</sup>Are you hanging out (you / hang out) with Poppy?  
 Emma: Yes, <sup>4</sup>I am. We're cooking spaghetti at her place. Is Poppy's mum helping (Poppy's mum / help) you?  
 Gran: Great. <sup>5</sup>she isn't. She's working in the garden.  
 Emma: No, <sup>6</sup>she isn't. She's working in the garden.

Grammar Stative verbs

We don't usually use the Present Continuous with these verbs: **like, love, hate, know, need, understand, want.**  
 I want a sandwich. ✓ NOT I'm wanting a sandwich. ✗

8 Which stative verbs can you find in the story on page 12?

*love, need, like, know*

- Monitor comprehension. Ask different Ss: *Who is sending a text? Who is helping with the decorations? What are they eating? Where is George going?*
- Involve Ss. Ask *Is your guess correct? Did you expect this response from Emma?* Check answers using Lollipop stick technique.

Answers → student page

9 Complete the text messages with the Present Continuous or the Present Simple form of the verbs in the box.

do study love need  
watch like want



10 Exam Spot Work in pairs. Student A: Go to page 106. Student B: Go to page 112.

Get Grammar! 4

- Play the Get Grammar! video. If you don't have access to a computer/projector, read the grammar box to the class.
- Write *I \_\_\_\_\_ (play), You \_\_\_\_\_ (play) and He \_\_\_\_\_ (play)* on the board. Ss look at the grammar box. Ask different Ss to complete the sentences with the Present Continuous form of *play*. Draw attention to the different forms of *be* for *I/You/He*.
- You may check comprehension and exercise difficulty with the Traffic Lights technique (now or after Exercise 6).

Extra activity

- Revise the spelling rules for present participles. Write these verbs on the board: *look, take, sit*. Ss work in pairs and write the present participles. Ask different Ss to write them on the board and explain the rules (*add -ing, remove e and add -ing, double last letter and add -ing*). Ss work in pairs again and think of other verbs that fit each category, e.g. *talk, paint, write, ride, swim, run*.

Exercise 6

- Check answers using the Basketball technique.

Answers → student page

Exercise 7

- Ss complete the activity in pairs and then act it out after checking answers.

Answers → student page

Exercise 8

- Read out the grammar box and explain the meanings of the verbs. Read out the verbs and Ss repeat to practise pronunciation.
- Ask different Ss to read out different sentences containing the verbs in the photo story.

Answers → student page

Exercise 9

- Ss work using the Think-pair-share technique. Ask different Ss to read out different sentences.

Answers → student page

Exercise 10

- This is preparation for the CYLET Flyers Speaking test Part 1.
- Assign Student A and Student B to pairs.
- Monitor pairs for correct grammar forms and pronunciation.

Finishing the lesson

- (Books closed) Clarify the grammar goals of L 1.2. Ask different Ss to think of a sentence using the Present Continuous and a sentence with a stative verb.

Fast finishers

- Ss look at the photo story. They underline the verbs in the Present Continuous and circle the stative verbs.

# 1.3

## In this lesson

### Lesson aims:

- Grammar: Present Simple and Present Continuous

### Resources:

- Grammar worksheet 1.3, p. 153
- Tests: Grammar check 1.3

### Homework:

- Workbook Unit 1, p. 8

### Assessment for Learning in this lesson

- Setting aims and criteria for success: Warm-up, Exercise 5
- Giving feedback: Get Grammar!, Exercise 3, 4 and 6
- Peer learning: Extra Activity and Exercise 8
- Independent learning: Finishing the lesson

### Warm-up

- (Books closed) Revise the Present Continuous and the Present Simple on the board. Write the gapped sentences *I usually \_\_\_\_\_ TV after school.* and *I \_\_\_\_\_ (TV) now.* Ask Ss to think of the correct form of the verb *watch* for each sentence. Ask different Ss to write answers on the board. Then change the personal pronoun to *He* and repeat the task.
- Revise the stative verbs. Ask Ss to call out the verbs we don't usually use with the Present Continuous (*like, love, hate, know, need, understand, want*). Ask different Ss to say a sentence using one of the verbs.
- Set the goal of the lesson. Point to the two sentences on the board and ask *Which sentence is in the Present Simple? Which sentence is in the Present Continuous?* and elicit answers. Erase the sentences from the board. Say and write *Today we will learn when to use the Present Simple and when to use the Present Continuous.*

### Lead-in

- (Books open) Introduce the cartoon characters. Ask different Ss to describe the pictures.

## Doctor Q Doctor Q's day off



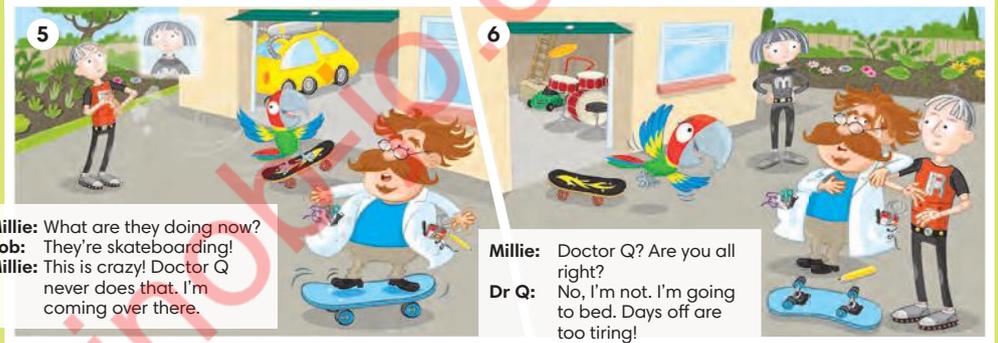
**Dr Q:** Pi! What are you doing? I'm working!  
**Pi:** You work all day, every day. Take a day off! Let's have fun!  
**Dr Q:** You're right, Pi. Let's do that!

**Millie:** Rob, it's 11 a.m. and Doctor Q isn't in his lab. He usually starts at 9 a.m.



**Rob:** He's in the garage with Pi. They're playing the drums!

**Rob:** Right now, they're dancing!  
**Millie:** But Doctor Q only dances on his birthday!



**Millie:** What are they doing now?  
**Rob:** They're skateboarding!  
**Millie:** This is crazy! Doctor Q never does that. I'm coming over there.

**Millie:** Doctor Q? Are you all right?  
**Dr Q:** No, I'm not. I'm going to bed. Days off are too tiring!

- Look at the cartoon. What's in Doctor Q's newest painting? (*A bouquet of flowers in a vase.*)
- 1.23 Listen and read. Does Doctor Q work a lot? *Yes, he does.*

- Read the sentences. Circle the correct answer.
  - Pi thinks Doctor Q often has / doesn't have fun.
  - Millie / Rob is looking for Doctor Q.
  - Rob knows / doesn't know where Doctor Q is.
  - Doctor Q usually dances once a year / every week.
  - Doctor Q doesn't usually skateboard / often skateboards.

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### Exercise 1

- Ss answer the question. Ask follow-up questions: *Can you see Millie/Rob/Pi? Which picture is he/she in?*

Answers → student page

### Exercise 2 1.23

- Ss answer the question and give reasons for their answer from the story.

Answers → student page

### Exercise 3

- Ask different Ss to read the sentences and their answers.
- Check answers using the Lollipop stick technique.

Answers → student page

### Get Grammar! 5

- Play the Get Grammar! video. If you don't have access to a computer/projector, read the grammar box to the class. Draw Ss' attention to the time expressions. Call some out and have Ss say the tense it goes with.
- Write *I \_\_\_\_\_ watch TV.* on the board. Tell Ss to look at the grammar box. Ask *What word is missing? What kind of word is it?* Elicit *often* and *adverb of frequency*. Ask *Which tense is for things we do regularly?* and elicit *Present Simple*.
- Write *I'm watching TV right \_\_\_\_\_.* on the board. Ask *What word is missing?* As before, elicit *now*. Ask *Which tense goes is for things we are doing now?* And elicit *Present Continuous*.
- Use the Traffic Lights technique to check understanding of grammar.

Grammar Present Simple and Present Continuous

5 Get Grammar!

Present Simple	Present Continuous
I often <b>watch</b> TV.	I'm <b>watching</b> TV right now.
Doctor Q <b>works</b> every day.	Doctor Q <b>is working</b> at the moment.
Time expressions	
every day, every week on Fridays, on weekdays at the weekend always, never, usually, often, sometimes	now right now at the moment today

I usually drink lemonade on Fridays, but now I'm drinking milk!



4 Read the sentences from the cartoon. Decide and write R (regularly) or N (now).

- 1  N I'm working!
- 2  R You work every day!
- 3  R He usually starts at 9 a.m.
- 4  N They're playing the drums!
- 5  R He only dances on his birthday.
- 6  N I'm going to bed.

5 Read the sentences and circle the correct answer.



1 Rob and Millie clean / are cleaning the lab on Mondays. Right now, Rob vacuums / is vacuuming the floor and Millie tidies / is tidying Doctor Q's desk.



2 Doctor Q sleeps / is sleeping at the moment. He usually gets up / is getting up at 8 a.m.



3 Doctor Q usually listens / is listening to classical music. He downloads / is downloading his favourite opera at the moment.



4 Doctor Q and Pi often watch / are watching a DVD in the evenings. They watch / are watching a comedy right now.

6 1.24 Listen to the dialogues. Complete the sentences with the words in the brackets in the correct form.

- 1 Lucy writes her blog every day, but right now she is chatting online. (write her blog, chat online)
- 2 Lucy usually wears jeans, but today she is wearing a dress. (wear jeans, wear a dress)
- 3 Lucy always stays at home on Mondays, but tonight she is having dinner at a restaurant (stay at home, have dinner at a restaurant)

7 In pairs, ask and answer questions about Lucy in Exercise 6.

- A: *What does Lucy do every day?*  
B: *She writes her blog.*
- A: *What is she doing right now?*  
B: *She's chatting ...*

8 Today is 'Be Different Day'! What are you doing to make it different? Complete the table and tell your friends.

	usually	today
morning	<i>have toast</i>	<i>have pancakes</i>
afternoon		
evening		

*It's seven o'clock in the morning. I usually have toast for breakfast, but right now I'm having pancakes!*



Exercise 7

- Monitor pairs for correct grammar and pronunciation. Listen to pairs and correct individual Ss as necessary.
- Ask different pairs to say one question and answer.

Answers

- 2
- A: What does Lucy usually wear?  
B: She usually wears jeans.
- A: What is she wearing today?  
B: She's wearing a dress.
- 3
- A: What does Lucy always do on Mondays?  
B: She always stays at home.
- A: What is she doing today?  
B: She's having dinner at a restaurant.

Extra activity

- Divide the Ss into groups of four. Assign a role from the cartoon story to each student. Ss read out their parts and prepare a role play in groups. Monitor question intonation and general pronunciation. The groups perform their role plays to the class. They could read from their books at this stage.

Exercise 8

- Groupwork: Ss work in groups of four. They listen to each other's sentences, give feedback and compare ideas.
- Ask different groups to tell the class about each other, e.g. *My friend [name] usually reads a book but right now he's listening to music.*

Finishing the lesson

- (Books closed) Clarify the grammar goals of L 1.3. Say affirmative sentences and ask different Ss to change them to negative sentences and questions.
- Use the Summative technique to ask Ss to finish the sentences: *Today I have learned ...* and *I can ...*

Fast finishers

- Ss write two sentences in their notebooks:
  - 1 using the Present Simple and an adverb of frequency;
  - 2 using the Present Continuous and a time expression.

Exercise 4

- Ss complete the exercise individually.
- Check answers using the Lollipop stick technique.

Answers → student page

Exercise 5

- Involve Ss in how to choose the correct tense using the WILF technique. Tell them to underline the key words in the sentences which give them the answers.
- Ask different Ss to offer answers.

Answers → student page

- **Critical thinking** Ss underline the Present Simple and appropriate time expressions in the cartoon story. They circle the Present Continuous and appropriate time expressions. Where there is no time expression, ask Ss to suggest one. Correct as necessary.

Exercise 6 1.24

- Ss read the sentences before listening to the audio and guess the answers.
- Play the audio.
- Check answers using the Lollipop stick technique. Ask *Did you guess correctly?* Ss answer using the Thumbs up/down technique.

Answers → student page

# 1.4

## In this lesson

### Lesson aims:

- Communication: asking for and offering help

### Resources:

- Communication worksheet 1.4, p. 168

### Homework:

- Workbook Unit 1, p. 9
- Extra Online Practice Unit 1

### Assessment for Learning in this lesson

- Setting aims and criteria for success: Warm-up
- Giving feedback: Exercise 1 and 2
- Peer learning: Exercise 3 and 4
- Independent learning: Finishing the lesson

### Warm-up

- (Books closed) Ask Ss some questions about chores: *Do you help with household chores? Who do you help? What chore do you like best? How often do you do it?*
- Set the goals of the lesson. Say and write *In this lesson we will learn how to ask for and offer help in the house.*

### Lead-in

- (Books open) Ss cover the dialogue, look at the photo and say who they can see and guess what they think is happening.

### Exercise 1

- Read out the questions. Ss watch the video or uncover the dialogue and listen.
- Check answers using the Lollipop stick technique.

Answers → student page

- Critical thinking** Ss read the dialogue and think about which verbs Gran and Emma use to ask for and offer help (*need* and *can*). Ss check their ideas in the next exercise when they read the Communication box.

### Exercise 2

- After the class repeat together, use Lollipop stick technique to choose individual Ss or pairs to repeat. Monitor pronunciation.

# Do you need any help?



**Gran:** Emma, I need some help, please.  
**Emma:** No problem, Gran. Just coming!  
**Gran:** Can you help me with the sofa, please? I'd like to move it.  
**Emma:** Yes, of course but ... why?  
**Gran:** This room's boring. Let's change things a little.

*Fifteen minutes later ...*  
**Emma:** Do you need any help with the lamp?  
**Gran:** No, that's fine, thank you ...  
**Emma:** OK, then. I'm going to Poppy's.  
**Gran:** ... but can you move the coffee table, please? I don't think it looks good here.

**Emma:** OK.

*Twenty minutes later ...*  
**Gran:** I think the living room looks perfect now.  
**Emma:** Gran, it looks the same as it was before!  
**Gran:** What?



### 1 Watch or listen and read. Then answer the questions.

- Does Gran like the room after the changes? *Yes, she does.*
- Is the living room different in the end? *No, it isn't.*

### 2 Listen and repeat.

**Communication**  
Asking for and offering help

**Asking for help**  
Can you help me *with the sofa*, please?  
Can you *move the coffee table*, please?

**Reacting**  
No problem. / Yes, of course.  
I'm sorry, I can't. I'm *busy right now*.

**Offering help**  
Can I help you *with the lamp*?  
Do you need any help *with the lamp*?

**Reacting**  
Yes, please. / No, that's fine, thank you.

### 3 Complete the dialogues with one word in each gap. Then listen and check.

- Mum:** Max! Can you <sup>1</sup> *help* me with the housework?  
**Max:** No <sup>2</sup> *problem*, Mum.  
**Mum:** Can you load the dishwasher, <sup>3</sup> *please*?  
**Max:** Yes, of <sup>4</sup> *course*!
- Max:** Do you need any help <sup>5</sup> *with* the cooking?  
**Mum:** Yes, please. <sup>6</sup> *Can* you wash the tomatoes?
- Dad:** Max, can you download this song for me?  
**Max:** I'm <sup>7</sup> *sorry*, Dad, I <sup>8</sup> *can't*. I'm cooking right now!

### 4 Work in pairs. Take turns to ask for and offer help with:

- the housework (load the washing machine, set the table).  
**A:** *Can you help me with the housework?*  
**B:** *No problem.*  
**A:** *Can you ... ?*
- the shopping (go to the supermarket, put the shopping away).  
**A:** *Do you need any help with the shopping?*  
**B:** *Yes, please. Can you ... ?*
- the cooking (bring the ingredients to the table, wash the potatoes).
- the plants (take them to the garden, water them).

### Exercise 3

- Ss work in pairs. They should refer to the photo story and Communication box for help.
- Ask Ss for answers without confirming them. Play the audio for Ss to check.

Answers → student page

### Extra activity

- Do some extra pronunciation and questions intonation practice. Play the audio for Exercise 3 again, stopping after each sentence. Ss repeat and copy what they hear. Ss can then practise the dialogue in pairs. Monitor their pronunciation and intonation.

### Exercise 4

- Using the Expert Envoy technique, have Ss write their ideas in their notebooks first.

- Pairs perform their role plays to the class. Praise work and correct where necessary.

### Finishing the lesson

- (Books closed) Involve Ss by checking their memory with these questions: *What does Gran want help with first? Why does she want to change the room? What do they move next? Is the room different?* Encourage Ss to reflect on the lesson by having them finish the sentence: *I now can ...*

### Fast finishers

- Ss underline the sentences asking for help and circle the sentences offering help in the dialogue.

- Look at the photos. What do you think the children are doing?
- 1.28** Read and listen to the text. Match photos A-C to paragraphs 1-3.
- Exam Spot** Choose the best title for the text.
  - Only children – how happy are they?
  - Which is better – a big or a small family?
  - Brothers and sisters – love them or hate them?
- Read the text again. Answer the questions. Write **B** (Ben), **L** (Lizzie) or **R** (Robbie). Who:
  - sometimes argues with his/her brothers/sisters?
  - has got a pet?
  - often does a brother's/sister's chores?
  - likes being on his/her own?
  - isn't worried about what his/her brothers/sisters say?
  - has got only one brother?
- 1.29** Listen and repeat. Find the words in the text.

**Vocabulary** Personality adjectives

bossy easy-going loud messy organised  
patient quiet tidy

**6** Circle the correct answer.

Wendy, 14

- Dad is a <sup>1</sup> quiet / bossy man. He doesn't talk a lot, but he always listens to us.
- My mum's <sup>2</sup> loud / easy-going. She doesn't get angry when our bedrooms are untidy.
- My big twin sisters are <sup>3</sup> organised / loud. They always shout when they argue!
- My brother is <sup>4</sup> messy / patient. He never puts his clothes away.
- I'm <sup>5</sup> quiet / tidy. I like putting things in the right place.
- Gran plans everything and she knows where everything is. She's <sup>6</sup> easy-going / organised.

**7** What are the members of your family like? Ask and answer in pairs.

- A: *What's your mum like?*  
B: *She's organised, but she isn't patient. She hates waiting.*



**Find out what our readers wrote about their families.**

**1**  Ben, 14

Living with my sister is so difficult! She's very messy. She's six, so her only chores are putting her toys away and feeding our cat, Mr Paws. Her toys are always on the floor and Mr Paws' bowl is usually empty! I'm tidy and organised, so I often do her chores in the end. I love her, but I think I'm too patient with her!

**2**  Lizzie, 13

I'm the only girl in the family. My brothers say I'm too loud and the neighbours can hear me when I talk, but that's not true. We sometimes argue about what to watch on TV. All brothers and sisters argue sometimes! My brothers usually win and I watch the things they like, even the football. But I'm easy-going and I don't get upset easily.

**3**  Robbie, 12

I'm very quiet and I like spending time on my own. I like reading or playing video games in my room. My brother is very different from me. He can't spend one minute on his own! He is also very bossy. He always tells me what to do! Sometimes I think my best friend, Chris, is lucky – he is an only child!

**Write to us and tell us about your family!**

**Exercise 1**

- (*Books open*) Ss take turns to describe the photos in pairs and then discuss the question.

**Exercise 2** **1.28**

- Ask Ss how they chose their answers.

Answers → student page

**Exercise 3**

- This is preparation for the CYCLET Flyers Reading and Writing test Part 3.
- Involve Ss using the WILF technique. Ask *What are the key words in the questions?*

Answers → student page

**Exercise 4**

- Use the basketball technique to check answers.

Answers → student page

**Exercise 5** **1.29**

- Refer Ss to the sentences on the board to revise vocabulary.

Answers → student page

**Exercise 6**

- Explain any unknown words.
- Check answers using the Lollipop stick technique.

Answers → student page

**Exercise 7**

- Ask two confident students to read out the example.
- Pairs demonstrate their dialogues to the class.

**Finishing the lesson**

- Critical thinking** (*Books closed*) Ss share their opinions. Ask *Do you think it's important to be tidy? Do you think all family members can do chores?*
- Refer back to lesson goals: *Was the text easy/difficult to understand?* Ss respond with their emoticon cards.

**Fast finishers**

- Ss study the new vocabulary for one minute, cover the words and try to spell them correctly.

**In this lesson**

**Lesson aims:**

- Reading and understanding texts about family members
- Vocabulary: personality adjectives

**Resources:**

- Tests: Vocabulary check 1.5

**Homework:**

- Workbook Unit 1, p. 10

**Assessment for Learning in this lesson**

- Setting aims and criteria for success: Warm-up, Exercise 3
- Giving feedback: Exercise 4 and 6
- Peer learning: Exercise 1 and 7
- Independent learning: Finishing the lesson

**Warm-up**

- (Books closed)* Revise language with these questions. *Have you got a brother or sister? Do you argue with them about chores? Do all your family members do chores?*
- Set the goals of the lesson. Say and write *In this lesson we will read about family members.*

**Lead-in**

- Write sentences with the adjectives from the Vocabulary box on the board and explain the meanings. Underline the adjectives, e.g. Bossy people always tell you what to do.

# 1.6

## In this lesson

### Lesson aims:

- Listening: understanding a radio programme
- Writing: a simple essay; *and, but, because* and *so*

### Resources:

- Tests: Writing Task 1

### Homework:

- Workbook Unit 1, p. 11

### Assessment for Learning in this lesson

- Setting aims and criteria for success: Warm-up
- Giving feedback: Exercise 1 and 6
- Peer learning: Exercise 6
- Independent learning: Finishing the lesson

### Warm-up

- Write adjectives from L1.5 on the board with the first letter missing, Different Ss complete the adjectives and think of a sentence using each one.
- Ss open their books on page 18 and look at Exercise 4 for a few seconds, then close their books again. Ask *What type of text is it? Do you write texts like this? What will we learn today? Say and write Today we will learn how to write an essay about family time.*

### Lead-in

- (Books closed) Ss say the days of the week as a class. Write *weekdays* and *weekend* on the board. Ask Ss *Which days are on weekdays/weekends?*

### Exercise 1

- (Books open) Ss think of more words in pairs.
- Ask for feedback using the Basketball technique.

### Exercise 2 1.30

- Before Ss listen, ask *What can you see in the pictures?*

Answers → student page

### Exercise 3 1.30

- Ask different Ss to read the sentences and their answers. Ss correct false sentences.

Answers → student page

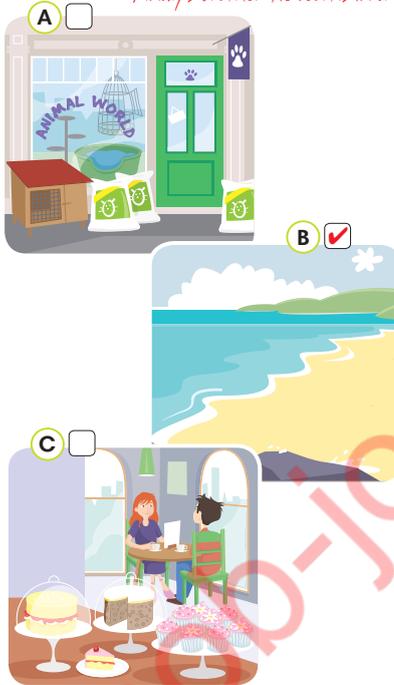
# 1.6 Listening and Writing

I can understand a radio programme.  
I can write a simple essay.

- 1 **I know that!** Look at the words in the box. Circle the activities you do with your family. Add as many as you can.

have breakfast go to school  
chat online feed the dog watch TV  
go to the cinema play football  
tidy my room ride my bike

- 2 **1.30** Where are Andy and his family going? Listen and tick (✓) the correct picture. Are the other two places important for Andy's family? *Andy's parents have a pet shop. Andy's brother Vic works in a café.*



- 3 **1.30** Listen again. Circle T (true) or F (false).

- It's Saturday afternoon. T / (F)
- Andy and his family always spend time together on Sundays. (T) / F
- Andy's mum is driving the car. T / (F)
- Andy's mum gives Sue a sandwich. (T) / F
- Andy helps his sisters with their homework. (T) / F

- 4 Read Hattie's essay. What activities does she do with her family? *watch TV, have dinner on Saturday evenings, visit her grandparents on Sundays, have fun*

### Family time

by Hattie Jones

In my family, we don't do a lot of things together on weekdays because we're very busy.

- 1 We don't usually have dinner as a family, but we sometimes watch TV together. We love programmes about animals!

On Saturdays, I do my chores. I put away my clothes and I vacuum my room. Then I meet my friends. I come back home at 7.30 p.m. because we always have a family dinner in the evening. On Sundays, we often visit my grandparents. They don't live near, so Mum drives us to their house. We have a lot of fun together.



- 5 Read the Writing box. Then underline sentences with *and, but, because* and *so* in Hattie's essay.

### Writing *and, but, because, so*

Dad sets the table for dinner **and** Hattie helps him.  
I love swimming, **but** I can't go to the pool every day.  
I go to bed early on weekdays **because** I have school in the morning.  
Mum opens her shop at 8.30 a.m., **so** she leaves home at 7.45 a.m.

- 6 **Writing Time** Write an essay about the activities you do with your family.

#### Find ideas

Think about the activities you do with your family on weekdays and at the weekend. Make notes.

#### Draft

Write two paragraphs about your family.  
*In my family, we do/don't do a lot of things together on weekdays.  
We always/usually/often/sometimes/never ...  
On Saturdays, I/we/my family ...  
On Sundays, ...*

#### Check and write

Check the use of *and, but, because* and *so* and write the final version of your essay.

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### Exercise 4

- Follow-up questions: *What TV programmes do they love? What time does Hattie get home on Saturday? Why? Why do they drive to her grandparents' house?*

Answers → student page

### Exercise 5

- Ss work individually. Ask different Ss to say a sentence with the words.

Answers → student page

### Exercise 6

- Ss write their ideas on the board.
- Ss write their own draft in their notebooks. Ss use the Two stars and a wish technique to share and help each other.

- Ss write their final text in their notebooks.
- Correct mistakes using descriptive evaluation (see Tests booklet for more information). Praise good use of grammar and vocabulary.

### Extra activity

- Ss read out their essays to find out if they do the same things.

### Finishing the lesson

- Ss talk about what was easy/hard about the lesson.

### Fast finishers

- Ss underline the verbs in the Present Simple in Hattie's essay and circle the adverbs of frequency.

Vocabulary

1 Complete the texts with the words in the box.

clear feed iron load make put  
set hang out vacuum water



Everyone does chores in our house. I <sup>1</sup> set the table for lunch. Then I <sup>2</sup> clear the table after lunch. I take the dirty dishes to the kitchen and <sup>3</sup> load the dishwasher.

I look after our clothes. I <sup>4</sup> hang out the washing, <sup>5</sup> iron the clothes and <sup>6</sup> put them away. I <sup>7</sup> water the plants too.



I <sup>8</sup> vacuum the floor and the carpets and <sup>9</sup> make my bed. I also <sup>10</sup> feed the dog.



4 Complete the text with the correct form of the verbs in the box.

know love need want not like

Hi, Mum. I <sup>1</sup> want to buy new jeans. The black jeans are only £10, but I <sup>2</sup> don't like them. I <sup>3</sup> love the blue jeans. They're cool but they're expensive and I <sup>4</sup> need some money now. I <sup>5</sup> know it's not pocket money time, but ...



5 Circle the correct answer.

Andy's parents are at work. They always <sup>1</sup> open / are opening their pet shop early on Saturday because people often <sup>2</sup> buy / are buying pet food at the weekend. At the moment they <sup>3</sup> serve / are serving customers. There are also some children in the shop. They <sup>4</sup> look / are looking at the tropical fish. Children often <sup>5</sup> come / are coming to the shop but they <sup>6</sup> don't often buy / aren't often buying anything.

Pronunciation

6 1.31 Listen and repeat: /ʃ/.  
Your special T-shirt's in the washing machine. Be patient and wait till it is fresh and clean.



Communication

7 1.32 In your notebook, write questions. Listen and check. Then write the replies.

- 1 you housework help Do with need the any ? ✓  
A: Do you need any help with the housework?  
B: Yes, please.
- 2 dishwasher, you the load Can please ? ✗
- 3 you away please put Can these clothes, ? ✓
- 4 with help Can the I you cooking ? ✗

Check yourself!

- I can talk about household chores.
- I can use the Present Simple and the Present Continuous.
- I can ask for help and offer help.

Exercise 2

- Ss compare answers in pairs before the class check.

Answers → student page

Extra activity

- Pairwork: Ss talk about themselves, their family and their friends using the personality adjectives.

Exercise 3

- Ss work alone. Then choose two Ss to read out the dialogue.

Answers → student page

Exercise 4

- Check answers using the Lollipop stick technique.

Answers → student page

Exercise 5

- Ask different Ss to say how they chose their answers, e.g. adverbs and time expressions.

Answers → student page

Exercise 6 1.31

- Ss repeat as a class. Play the audio again and choose pairs or individuals to repeat.
- Follow-up task: Dictate *dishwasher, sets, rubbish, chores*. Ss say which words contain the sound /ʃ/.

Exercise 7 1.32

- Check answers using the Lollipop stick technique.
- Ask different Ss to suggest replies. Ss then practise the questions and answers in pairs. Monitor and give feedback.

Answers

- 2 Q: Can you load the dishwasher, please?  
(A: I'm sorry, I can't. I'm ...)
- 3 Q: Can you put away these clothes, please? (A: No problem. / Yes, of course.)
- 4 Q: Can I help you with the cooking? (A: No, that's fine, thank you.)

Finishing the lesson

- Read Check yourself! statements. Ss show their response cards (☺, ☹, 😐). Then Ss tick the statements.

Fast finishers

- Ss write questions in the Present Simple and Present Continuous for Exercise 5.

Grammar

3 Complete the dialogue with the correct forms of the Present Continuous.

George: Hi, Mum. What <sup>1</sup> are you doing (you / do)?  
Mum: I <sup>2</sup> am making (make) dinner at the moment.  
George: I'm at David's. We <sup>3</sup> are watching (watch) the football. Is Harry there?  
Mum: Yes, he is. He <sup>4</sup> is helping (help) Dad in the garden. They <sup>5</sup> are watering (water) the plants.  
George: Can I speak to him? He <sup>6</sup> isn't answering (not answer) his mobile.  
Mum: Yes, of course. Harry! HARRY!  
<sup>7</sup> Are you coming (you / come)?

1.7

In this lesson

Lesson aims:

- Revising Vocabulary, Grammar and Communication from Unit 1
- Pronunciation: /ʃ/

Resources:

- Tests: Language Test Unit 1

Homework:

- Workbook Unit 1, p. 12
- Extra Online Practice Unit 1

Assessment for Learning in this lesson

- Setting aims and criteria for success: Warm-up
- Giving feedback: Exercise 4 and 7
- Peer learning: Exercise 1, 2 and Extra activity
- Independent learning: Finishing the lesson

Warm-up

- (Books closed) Ask *What new words are in this unit?*
- Set the goals: *In this lesson we will revise the vocabulary, grammar and communication skills from Unit 1.*

Exercise 1

- (Books open) Ss complete the activity in pairs. Pairs with no mistakes win.

Answers → student page

### In this lesson

#### Lesson aims:

- Culture focus: Unusual places to live
- BBC video: The Arctic (optional)
- Project: a tourist guide for an unusual town/city for a travel magazine

#### Resources:

- Project Worksheet p. 179

#### Assessment for Learning in this lesson

- 🎯 Setting aims and criteria for success: Warm-up
- 💬 Giving feedback: Exercise 1, 2, 3, A and Extra activity
- 🔄 Peer learning: Exercise 4, C and the Project
- 🏠 Independent learning: Finishing the lesson

#### Culture notes

**Coober Pedy:** Less than two thousand people live in Coober Pedy. The town was established in 1915, but indigenous people have a long connection with the place.

**The Arctic:** This is the most northern part of Earth. The area contains the Arctic Ocean and parts of Alaska, Canada, Finland, Greenland, Iceland, Norway, Russia and Sweden.

#### Warm-up

- (Books closed) Write *Places to live* on the board. Ss think in pairs of different places they know in English. Choose different Ss to write one of their words on the board.
- 🎧 (Books open) Have Ss look at the map and the photos. Ask *What places are these?* Introduce the aims of this lesson. Say: *In this lesson you will learn about unusual places to live.*

#### Lead-in

- Pre-teach *capital, desert, coast* and *underground*. Write the words on the board one at a time and say/ask: *The capital of a country is often the biggest city. What's the capital of your country? It doesn't rain in the desert and the ground is sand. Are there deserts in your country?*



### Izzie's most unusual places

Hi, I'm Izzie and this is my blog about the most unusual places in the world. Today I'm writing about Australia!



Australia is a continent and it's also an English-speaking country. Its capital is Canberra and three of its largest cities are Sydney, Melbourne and Brisbane. Australia is the sixth largest country in the world, but only about twenty-five million people live there. Desert covers most of the land, so about eighty percent of the people live on the coast. The climate is better there. But some people live in unusual places. One of them is a small town called Coober Pedy.

Coober Pedy is in the South Australian desert. On summer days, it can be as hot as 47°C! For this reason, more than half the people live under the ground. The temperature is always comfortable there. Underground homes have kitchens, bathrooms, bedrooms and living rooms. Everyday life in Coober Pedy is not very different from any other town. People go to work or school, do their household chores, watch TV and spend time with friends and family.

Coober Pedy has lots of visitors every year. People come to stay in the underground hotels. There are also underground shops, cafés and museums. On summer nights, when it isn't too hot, people can go above the ground and play golf in the world's only golf course without grass. It's not easy to lose golf balls because they are glow-in-the-dark!



- 1 Read the text about Australia quickly. What do these numbers refer to?

6 25 80 47

- 2 🎧 1.33 Listen and read. Circle the correct words.

- 1 The capital city of Australia is Sydney / Canberra.
- 2 There are big / aren't any deserts in Australia.
- 3 Coober Pedy is on the coast / in the desert.
- 4 All / Some of the people in Coober Pedy live under the ground.
- 5 Not many / A lot of people go to see Coober Pedy every year.
- 6 There are / aren't any underground hotels in Coober Pedy.

- 3 🎧 1.34 Listen to two people talking about cities in Australia. Find the cities on the map in Izzie's blog. Then complete the factfiles.

#### Darwin

- In the <sup>1</sup> rainy season, there are storms and it's very hot.
- Swimming in the sea is dangerous because there are <sup>2</sup> crocodiles in the water.
- You can buy <sup>3</sup> food from all over the world at the Mindil Beach Sunset Market.

#### Sydney

- Sydney has more than <sup>4</sup> one hundred beaches.
- Bondi Beach is the most <sup>5</sup> famous beach.
- Australians love doing <sup>6</sup> sport.
- Sydney has a lot of parks and a <sup>7</sup> zoo.

- 4 Which place in Australia would you most like to visit? Give your reasons.

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*The place where the land meets the sea is called the coast. Do you live near the coast? A basement is a room that is underground. Do you think there are underground houses?*

#### Exercise 1

- Ask different Ss to read out the numbers. Give Ss a few minutes to skim the text, find and underline where the numbers are referred to.
- 💬 Check answers using the Lollipop stick technique.

#### Answers

- 25 – About 25 million people live in Australia.  
 80 – About 80% of the people in Australia live on the coast.  
 47 – On summer days, the temperature can be as high as 47°C.  
 6 – Australia is the 6th largest country in the world.

#### Exercise 2 🎧 1.33

- Ss underline the parts of the texts where they find the answers.
- 💬 Check answers using the Lollipop stick technique.

Answers → student page

#### Extra activity

- 💬 Check comprehension with sentences and using the True/False response cards. (T) *Australia is an English-speaking country.* (F) *Fifty million people live there.* (T) *Coober Pedy is a small town.* (F) *People don't play golf there.*

# The Arctic



**A** **7** Watch the video and answer the presenter's question. How do people get around in the Arctic in winter? *They travel by plane, snow mobile, sometimes by dog sled.*

**B** **7** Watch the video again. Circle T (true) or F (false).

- |                                                            |                                |
|------------------------------------------------------------|--------------------------------|
| 1 The Canadian flag is red and yellow.                     | T / <input type="checkbox"/> F |
| 2 Vancouver is a city in Canada.                           | <input type="checkbox"/> T / F |
| 3 Fifty percent of Canada is in the Arctic.                | T / <input type="checkbox"/> F |
| 4 People sometimes build igloos in the Arctic.             | <input type="checkbox"/> T / F |
| 5 Winter in the Arctic can last from October to March.     | <input type="checkbox"/> T / F |
| 6 In the summer, there are days when it doesn't get light. | T / <input type="checkbox"/> F |

**C** Imagine you are living in the Arctic. It's late November. What can you do at the weekend? Discuss your answers as a class.

## Exercise A **7**

- Make sure Ss understand the question before they watch the video. Stop the video when the presenter asks questions and encourage different Ss to offer answers.
- Check answers using the Lollipop stick technique.

**Answers** → student page

## Exercise B **7**

- Play the video again without stopping it. Ss work individually and then compare answers in pairs. Ask Ss to correct the false sentences.

**Answers** → student page

## Exercise C

- Divide Ss into groups to answer the questions. The groups report back to the class.

## Project

### Setting the project up

- Divide Ss into groups of four. Each group writes down a list of ideas using the word bank for help. Their place can be real or imaginary.
- Give Ss the Project worksheets to help them prepare.
- Each group writes down a list of ideas using the questions for help.

### Sharing the project

- Ss work together to create their travel guide. Read out the example and tell Ss to use the same style.
- Ss draw pictures and/or find photos (NB, remind Ss that they need permission to use photos).
- Tell Ss to choose one part of the guide to present each.
- Ss present their guides to the class. After they vote ask *What is unusual about the place you chose?*
- Note: Ss can create their travel guide on their computers or on paper.

### Finishing the lesson

- (*Books closed*) Ask *Was the lesson interesting? Do you know something new?*

## PROJECT

- Work in groups. Design a town or a city which is in a very unusual place. Think of a name and location. Use these words or your own ideas.

in a rain forest   on a different planet  
on top of a mountain   under the sea

- Write a tourist guide about your town/city for a travel magazine. Use these questions to help you.

Where is the town/city?  
What can you see there? (e.g. buildings, parks, hotels, museums, zoos)  
What kind of homes do people have?  
What can you do there?



- Find photos or draw some pictures. Put the text and pictures together.
- Present your guide to the class. Vote for the most unusual town or city.

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## Exercise 3 1.34

- Say the names of the cities and have Ss find and point to them on the map. Read the instructions and the notes. Ask different Ss to say what kind of information they must listen for.
- Play the audio.
- Check answers using the Lollipop stick technique.

**Answers** → student page

## Exercise 4

- Groupwork: Ss discuss and report back to the class using the Expert Envoy technique.

## BBC video

**Video script** → see Teacher's Book p. 138

### Presenter's questions

- 1 (0.08) Do you know which country this flag belongs to?
- 2 (1.11) They haven't got a tent to sleep in. Where can they sleep?
- 3 (2.27) Can you imagine going to school in the dark?

Note: if you can't show the video, spend more class time on preparing the Project.

- Tell Ss that this video is presented by Maddie, who describes the Arctic in Canada. Before they listen ask Ss to look at the photo and say what the people are doing (building an igloo).
- Note: For less confident Ss you can play the video with the subtitles on.

### Fast finishers

- Ss underline the house words in the text.

# 2.1

## In this lesson

### Lesson aims:

- Vocabulary: shopping

### Resources:

- Vocabulary worksheet 2.1, p. 148
- Tests: Vocabulary check 2.1

### Homework:

- Workbook Unit 2, p. 14

### Assessment for Learning in this lesson

- Setting aims and criteria for success: Warm-up
- Giving feedback: Warm-up, Exercise 1, 3, 4 and 6
- Peer learning: Extra activity, Exercise 5 and 8
- Independent learning: Finishing the lesson

### Warm-up

- (Books closed) Write *Supermarkets* on the board. Ss work in pairs and write down ten words that they can think of connected with supermarkets. Ask for words using the Basketball technique. Have students raise hands if they thought of the same words.
- Introduce the aims of this lesson: *Today we will talk about shopping.* Ask a student to write the objective on the board.

### Lead-in

- Teach *shopping bag*, *shopping basket*, *shopping list* and *shopping trolley* with drawings on the board. Draw the items one at a time, say the words and have Ss repeat.
- (Books open) Ss look at the picture and find the items they have just learned.

### Exercise 1

- Read out the adjectives first and explain meanings if necessary. Give Ss an example, e.g. *I prefer shopping at a supermarket because it's cheap. What about you?*
- After Ss discuss in pairs, use Lollipop stick technique to ask different Ss to offer answers.

### In this unit

#### Vocabulary

- Shopping
- Shops

#### Grammar

- Comparative and superlative adjectives
- too ... , not ... enough, (not) as ... as

▶ 8-9



2.2 Grammar video

▶ 10



2.2 Grammar animation

▶ 11



2.3 Grammar animation

▶ 12



2.4 Communication video

22

# Shopping

## Vocabulary I can talk about shopping.

I know that!

- 1 Do you prefer shopping at a supermarket or in a small shop? Why? Use the words below to explain.

boring / exciting busy / empty cheap / expensive  
quick / slow small / big



### Exercise 2 1.35

- Explain the meanings of the other vocabulary in the box with mimes and drawings.
- Draw a price tag £1.50: *This is the price. I always check the price.* Mime checking the price.
- Mime carrying heavy shopping and standing in a queue: *I'm carrying my shopping. I'm standing in a queue. I want to pay for the shopping.*
- Draw a credit card and some notes and coins (for change). *I usually pay by card. I sometimes pay in cash. When I pay in cash I get my change. I get a receipt too. It shows all the prices.*

- Write *Buy 1 get 1 free* on the board. *This is a special offer!*
- Ss work in pairs to answer the questions. Ask different Ss to offer answers.
- **Critical thinking** On the board write *I use a shopping bag in a supermarket. I pay in cash.* Ask a student to read the sentences. Ss work in pairs and tell each other what they use at a supermarket and what they do using phrases from the vocabulary box.

Answers → student page

2 1.35 Listen and repeat. Look at the picture on page 22 and answer the questions below the Vocabulary box.

**Vocabulary Shopping**

**Nouns**  
 cashier shopping bag shopping basket  
 shopping list shopping trolley special offer

**Phrases**  
 carry the shopping check the price  
 get a receipt get your change pay by card  
 pay for the shopping pay in cash  
 stand in a queue

**Who is:**  
 a holding a shopping list? 1 c standing in a queue? 4 and 5  
 b paying for the shopping? 6 a cashier? 4 and 5

3 Look at the picture again. How many can you find?  
 a shopping trolleys  d cashiers   
 b shopping baskets  e queues   
 c shopping bags  f special offers

4 Look at the photos and complete the expressions.

1 pay in cash      2 get your change

3 get a receipt      4 check the price

5 pay by card      6 carry the shopping

5 **Exam Spot** Match the words in the box to definitions 1-6. There are two extra words.

- card cashier price shopping bag  
 shopping basket shopping list  
 shopping trolley special offer

- You use it to carry your shopping home. shopping bag
- This person takes your money and gives you change. cashier
- You write this to remember the things you want to buy. shopping list
- It's big, it's got four wheels and you push it around the supermarket. shopping trolley
- You put things in this at the supermarket. You don't push it. You carry it, but you don't take it home. shopping basket
- When something is cheaper than it usually is. special offer

6 1.36 What do you do when you go shopping? Put the sentences in the correct order. Then listen and check.

- Take a basket.
- Carry the shopping to the car.
- Put your shopping in the basket.
- Get your change and your receipt.
- Pay for the shopping in cash.
- Stand in a queue.
- Go home and put the shopping away.
- Check the price.

7 1.37 Listen and match dialogues 1-5 to sentences a-h in Exercise 6. There are three extra sentences.

- 1  2  3  4  5

8 Work in pairs. Write three true and three false sentences about the picture on page 22. Use the words in the Vocabulary box.

**I remember that!**

*The woman's shopping list is very long.*

9 Read your sentences to the class. Your classmates say which sentences are true.

**Exercise 3**  
 • Ss work individually and then compare answers with a partner.  
 • Check answers using the Lollipop stick technique.

Answers → student page

**Exercise 4**  
 • Go through the vocabulary again with the drawings and mimes before Ss complete the activity.  
 • Ss work individually to complete the activity.  
 • Check answers using the Lollipop stick technique. Ss come to the board and write the word.

Answers → student page

**Exercise 5**  
 • This is preparation for the CYCLET Flyers Reading and Writing test Part 1.  
 • Explain to Ss what they have to do. Remind Ss that there are two extra words. Check understanding using the Thumbs up/down technique.  
 • Ss work individually to complete the activity.  
 • Ask different Ss to offer answers.

Answers → student page

**Extra activity**  
 • Pairwork: Ss think of definitions for the two extra words. They write them down, swap with a partner and find the words. They compare their definitions.

**Exercise 6** 1.36  
 • Ask Ss to read through the list. Have Ss work individually. Use the Thumbs up/down technique to make sure all Ss are ready before you play the audio.

- Play the audio again for Ss to check answers. Check answers using the Lollipop stick technique.
- Write the order of the answers on the board. Ss read the sentences in order to their partners.
- Place Ss in pairs and have them say what they do at a supermarket in order.

Answers → student page

**Exercise 7** 1.37  
 • Tell Ss that they will listen to five dialogues in a supermarket. Play the audio.  
 • Ask different Ss to offer answers and say the key words and what they could hear.

Answers → student page

**Exercise 8**  
 • Using the Three facts and a fib technique, Ss complete the activity.

**Exercise 9**  
 • Monitor Ss for correct grammar forms and pronunciation.

**Finishing the lesson**  
 • (Books closed) Ss take turns to say one vocabulary item from the lesson. Ask different Ss to write them on the board.  
 • Ask different Ss which words they think are the most difficult to spell. Involve them in the learning process by reminding them to keep a note of all new words in a vocabulary section of their notebooks.

**Fast finishers**  
 • Ss look at the words in Exercise 2 for 1 minute, then close their books and write them down in their notebooks. Ask Ss how many words they remembered and see which ones they spelt correctly.

# 2.2

## In this lesson

### Lesson aims:

- Grammar: Comparative and superlative adjectives

### Resources:

- Grammar worksheet 2.2, p. 154
- Tests: Grammar check 2.2

### Homework:

- Workbook Unit 2, p. 15
- Extra Online Practice Unit 2

### Assessment for Learning in this lesson

- Setting aims and criteria for success: Warm-up
- Giving feedback: Warm-up, Exercise 1, 5, 6, 8 and Get Grammar!
- Peer learning: Extra activity
- Independent learning: Finishing the lesson

### Warm-up

- (Books closed) Give Ss one minute to write down as many new words from L 2.1 that they can remember. Check answers using the Lollipop stick technique.
- Set the goal of the lesson. Say *Today we will learn to compare things using comparative and superlative adjectives.* Write the objective on the board.

### Lead-in

- (Books open) Ss look at the photo story and guess what the people are saying.

### Exercise 1

- Ask Ss to raise their hands to answer.
- Check Ss understanding with true and false statements: (T) *There's a hole in Gran's bag.* (F) *Gran loves shopping.* (F) *Gran likes small bags.* Ss use their True/False cards to respond.

Answers → student page

### Exercise 2

- Ss underline the sentence that gives the answer.

Answers → student page

## Grammar

I can use comparative and superlative adjectives.

# The green bag is the best

George and Harry's mum and Gran Bertie are going out.

**Gran:** Oh, no! There's a hole in my bag!  
**Mum:** Mum, this bag is older than I am! I think you need a new one.  
**Gran:** You're right, but you know I hate shopping, dear! Let's go.  
**Mum:** Bye, boys!  
**Harry:** Bye!  
**George:** Have fun!

1



2



**George:** Let's buy Gran a new bag for her birthday! Good idea! Women's bags ... Here we are!  
**Harry:** How about the yellow one?  
**George:** It doesn't look big. Gran likes big bags. And it's £100.  
**George:** I like the red bag too. It's cheaper and bigger than the yellow one.  
**Harry:** It's £80! We've only got £50.  
**George:** Hmm ... Let's try another site.  
**Harry:** The green one is the best. It's the most stylish and the cheapest too. Only £25!  
**George:** I agree.

A few days later ...

3



**Mum:** I think it's for you, boys.  
**Harry:** Thanks, Mum. Gran's present! Let's see ... I don't believe it!

- 8 1.38 Watch or listen and read. Why do the boys want to buy Gran a new bag? *Because her bag is old and there's a hole in it. And it's her birthday soon.*
- Match photos A–C to sentences 1–3. Which bag do the boys choose?

A



B



C



- A It's £25.
- C It's £100.
- B It's £80.

*They choose the green bag (A).*

24

- 1.39 Listen and repeat. Find these expressions in the story.

Have fun! Here we are!  
I don't believe it!

Say it!

- Guess! Why is Harry surprised? Make a guess.

- 9 1.40 Now watch or listen and check. *The bag is a doll's bag, it's very small!*

### Exercise 3

- Read out the sentences. Ask students to respond with a phrase from the Say it! Box: *Where's the site for women's shoes? Ah yes... I'm going shopping. Bye! Two hundred pounds!*

Answers → student page

### Exercise 4

- Critical thinking** Ask different Ss to say why they think Harry is surprised.
- Do a class vote for the most popular guess using their response cards.

### Exercise 5

- Ss watch or listen to check their choice.

### Video/Audio script

**Harry:** I don't believe it! This is Gran's bag!  
**George:** What? How?  
**Harry:** 'Daisy Doll – clothes for dolls' ...  
**George:** It's a doll's bag! That's why it was so cheap.  
**Gran:** Hello, boys!  
**George:** Hi, Gran.  
**Gran:** What have you got behind your back, Harry?  
**Harry:** Nothing ...  
**George:** Is that a new bag?  
**Gran:** Yes, it is. It's an early birthday present from Emma. Do you like it?  
**George:** Yes, it's a nice, big bag.

**Grammar**  
Comparative and superlative adjectives

10 **Get Grammar!**

Adjective	Comparative	Superlative
<b>Short adjectives</b>		
small	smaller	the smallest
nice	nicer	the nicest
big	bigger	the biggest
busy	busier	the busiest
<b>Long adjectives</b>		
boring	more boring	the most boring
expensive	more expensive	the most expensive
<b>Irregular adjectives</b>		
good	better	the best
bad	worse	the worst

The blue bag is **bigger than** the brown bag.  
He's a **better** student **than** his brother.  
This is **the most expensive** T-shirt in the shop.

Wow! This is **the biggest** cake in the shop!



**7 Complete George's opinions with the superlative form of the adjectives in brackets.**

- I am the funniest (funny) person I know!
- I think Emma is the most (intelligent) student in her class. *intelligent*
- Mum is the best (good) cook in the world!
- The Long Way is the most (interesting) film on TV tonight. *interesting*
- I can't watch Dad in this video! He's the worst (bad) dancer in the family!
- I hate vacuuming. It's the most boring (boring) thing in the world!

**8 1.41 Complete the text with a comparative form and *than* or a superlative form of the adjectives in the box. Then listen and check.**

big fast dangerous expensive exciting

**Say what you think!**

**Theatre and cinema**

Lucas, 14

Theatre tickets are more expensive than cinema tickets, but I love seeing my favourite actors in real life!

Jane, 13

For me, the cinema is more exciting than the theatre. I love big screens. The cinema in the shopping centre near my house has the biggest screen in the UK!

**Bikes and motorbikes**

Laura, 14

I've got a bike. They are not the fastest way to travel, but they are good for our health.

Paul, 15

People say that motorbikes are more dangerous than bikes because they go very fast. I don't agree. If the motorcyclist is careful, motorbikes are safe.

**6 Complete the sentences about Harry and George with the comparative form of the adjectives.**



- young
- sporty
- good at tennis
- fast runner

Harry is <sup>1</sup> younger than George. He's <sup>2</sup> sportier than his brother. He's <sup>3</sup> better at tennis and he's also a <sup>4</sup> faster runner than George.



- funny
- stylish
- organised
- good dancer

George is <sup>5</sup> funnier than Harry. His clothes are <sup>6</sup> more stylish than his brother's. He's also <sup>7</sup> more organised and he's a <sup>8</sup> better dancer than Harry.

- Monitor comprehension. Ask different Ss: *What kind of bag is it? Who comes home? Where does Harry hide the bag? Who got Gran a new bag? Is it big or small?*
- Involve Ss. Ask *Is your guess correct?* Check answers using their response cards.

Answers → student page

**Get Grammar!** 10

- Play the Get Grammar! video. If you don't have access to a computer/projector, read the grammar box to the class. Draw Ss' attention to the formation of the comparative (-er, more) and superlative (the -est, the most).

- Write *Emma's bag for Gran is \_\_\_\_\_ (big) than the boys' bag. The boys' bag for Gran is the \_\_\_\_\_ (small) bag.* Ss look at the grammar box. Ask different Ss to complete the sentences with the comparative or superlative form.
- Draw attention to the irregular adjectives. Ask different Ss to think of a sentence with an irregular adjective.
- Check comprehension and exercise difficulty with the Traffic Lights technique (now or after Exercise 6).

**Exercise 6**

- Ss work individually and then compare answers with a partner.
- Check answers using the Lollipop stick technique.

Answers → student page

**Exercise 7**

- Say *good, interesting and bad* one at a time and have Ss say the superlative form in unison. Write them on the board.
- Choose different Ss to read out the answers. Monitor pronunciation.

Answers → student page

**Extra activity**

- Ss work in pairs and take turns to make their own sentences with the comparative and superlative adjectives in Exercise 7 and 8. Ask different pairs to tell the class two of their ideas.

**Exercise 8 1.41**

- Give Ss time to complete the activity individually.
- Play the audio.
- Check answers using the Lollipop stick technique. Write the answers on the board.
- Ask different Ss to choose a teenager and to read out their post. Monitor pronunciation.

Answers → student page

**Finishing the lesson**

- (Books closed) Call out adjectives in the comparative or superlative form. Ss say C or S depending on the form you say.
- (Books closed) Clarify the grammar goals of lesson 2.2. Ask different Ss to think of two sentences about themselves using a comparative and superlative adjective.

**Fast finishers**

- Ss look at the photo story. They underline the comparative forms and circle the superlative forms.

# 2.3

## In this lesson

### Lesson aims:

- Grammar: *too, not ... enough, (not) as ... as*
- Vocabulary: shops

### Resources:

- Grammar worksheet 2.3, p. 155
- Tests: Grammar check 2.3, Vocabulary check 2.3

### Homework:

- Workbook Unit 2, p. 16

### Assessment for Learning in this lesson

- Setting aims and criteria for success: Warm-up
- Giving feedback: Exercise 2, Get Grammar! Exercise 3 and 6
- Peer learning: Extra activity, Exercise 7
- Independent learning: Exercise 5, Finishing the lesson

### Warm-up

- (Books closed) Revise the comparative and superlative forms in two columns on the board. Call out *small, nice, big, busy, boring, expensive, good* and *bad* one at a time and choose two Ss to write one form each.
- Set the goal of the lesson. Say and write on the board: *Today we will learn to use too, not ... enough and (not) as ... as with adjectives. We will also learn the names of shops.*

### Lead-in

- (Books open) Ask *Can you remember the names of the characters?* Ss look at the cartoon story and suggest what it is about. Ask *Where are they?*

### Exercise 1

- Ss answer the question. Ask follow-up questions: *Do you know anyone called Cornelius?*

Answers → student page

## Doctor Q The shopping

**1** Dear Millie and Rob,  
Please do some shopping for me.  
xxx  
Cornelius Q

Here's the list:

good shampoo  
some tasty apples  
some interesting books  
today's newspaper  
fresh bread

**2** Millie: Hello, have you got good shampoo?  
Chemist: Good shampoo? Nice Hair is very good and it's on special offer today. It's not as expensive as Great Hair. Good! How many bottles do we need?  
Rob: The list doesn't say. Erm ... let's take ten bottles.

**3** Rob: 'Tasty apples' ... The list isn't clear enough. Which apples does Doctor Q like? I think these are too small. These are too big and these ... aren't red enough.  
Millie: I think they all look tasty. Let's buy all of them.

**4** Millie: 'Interesting books' ... I think these science-fiction books are as interesting as those science books. I can't choose!  
Rob: Let's buy them all. Doctor Q likes reading.

Two hours later ...

**5** Rob: Here's your shopping, Doctor Q.  
Millie: And here are your receipts.  
Dr Q: Oh ...  
Pi: Doctor Q? What's wrong?

1 Look at picture 1. What's Doctor Q's first name?

Cornelius

2 1.42 Read and listen. Circle T (true) or F (false).

- |                                                     |       |
|-----------------------------------------------------|-------|
| 1 The chemist hasn't got good shampoo.              | T / F |
| 2 Millie and Rob buy the shampoo on special offer.  | T / F |
| 3 There are different types of apples at the shop.  | T / F |
| 4 Rob doesn't want to buy any books.                | T / F |
| 5 Doctor Q isn't shocked when he sees the receipts. | T / F |

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### Exercise 2 1.42

- Ask Ss to close their books. Play the audio and ask Ss what the story is about.
- Ss open their books and read the sentences quietly to themselves. Play audio again.
- Give Ss one minute to complete the activity individually.
- Check answers using the response cards.

Answers → student page

- Critical thinking** Ask Ss to correct the false sentences in Exercise 2 in pairs. Ask different pairs to offer answers.

### Get Grammar! 11

- Play the Get Grammar! video. If you don't have access to a computer/projector, read the grammar box to the class. Draw Ss' attention to the position of *too* (before the adjective) and *enough* (after the adjective).
- Place a pencil on a student's desk and step backwards so you can't reach it. Stretch out your hand and Say *I can't take the pencil. My arm is too short. My arm isn't long enough.* Write the sentences on the board with *too* and *enough* gapped. Ask two Ss to fill in the gaps.
- Hold up three pencils, two long ones and one short one. Say *Look. This pencil is as long as that pencil. It isn't as short as that pencil.* Write the sentences on the board with gaps, and ask different Ss to complete them.

**Grammar**  
too, not ... enough, (not) as ... as

11 Get Grammar!

too + adjective

These apples are **too small**.

not + adjective + enough

This list isn't (is **not**) **clear enough**.

(not) as + adjective + as

These books are **as interesting as** those books.  
Nice Hair isn't (is **not**) **as expensive as** Great Hair.

Fish are **too boring**.

Fluffy's right. They aren't **interesting enough**. They aren't **as clever as hamsters!**

We are **as clever as cats and hamsters**.



3 1.43 Complete the dialogues with **too** or **not ... enough** and the adjectives in the box. Then listen and check.

big boring fast quiet warm



- 1 Pi: My new hat is too small!  
Millie: Yes, you're right. It's **not big enough**.
- 2 Rob: This science book is **too boring**!  
Dr Q: I agree. It's not interesting enough.
- 3 Dr Q: The water is too cold.  
Pi: Yes, it's **not warm enough**.
- 4 Pi: This music is **too quiet**.  
Dr Q: Yes, it's not loud enough.
- 5 Pi: This tablet is too slow!  
Rob: You're right. It's **not fast enough**.

4 Compare Rob and Millie. Write sentences with **as ... as** or **not as ... as**.

- 1 Rob is older than Millie. Millie ...  
*Millie isn't as old as Rob.*
- 2 Rob and Millie are friendly. Millie ...  
*Millie is as friendly as Rob.*
- 3 Millie is stronger than Rob. Rob ...
- 4 Rob is faster than Millie. Millie ...
- 5 Rob and Millie are intelligent. Rob ...
- 6 Millie and Rob are 1.60 metres tall. Millie ...

5 1.44 Listen and repeat. Which shops can you see in the cartoon?

**Vocabulary Shops**

baker's **bookshop** **chemist's** clothes shop  
department store **greengrocer's**  
newsagent's shoe shop sports shop

6 Where can you buy these things? Write the shops. Then act out dialogues in pairs.

- 1 a sofa, a skirt and a cup - *department store*  
A: *Where can you buy a sofa, a skirt and a cup?*  
B: *At a department store.*
- 2 tennis balls and trainers - *sports shop*
- 3 vitamins and thermometer - *chemist's*
- 4 bread and cakes - *baker's*
- 5 jeans and dresses - *clothes shop*
- 6 newspapers and magazines - *newsagent's*
- 7 fruit and vegetables - *greengrocer's*
- 8 boots and shoes - *shoe shop*
- 9 school books and comic books - *bookshop*

7 Write three sentences about the shops in your area. Use **too ...**, **not ... enough**, and **(not) as ... as**.

bad boring busy cheap clean dirty  
exciting expensive friendly good long  
modern new old quiet short

*The department store in our town isn't as big as the department stores in London.*  
*The queues at the supermarket are too long.*

- Check comprehension and exercise difficulty with the Traffic Lights technique (now or after Exercise 3).

**Exercise 3** 1.43

- Ss complete the exercise individually.
- Play the audio for Ss to check.
- Check answers using the Lollipop stick technique.
- Ask different pairs to read out the dialogues.

Answers → student page

**Exercise 4**

- Read out the examples. Point out that we use **not as ... as** when two things are not the same, and **as ... as** when they are the same. Refer Ss to the first item. Tell Ss that because Rob and Millie aren't the same age, we use **not as ... as** to talk about them. In the second

item, Rob and Millie are both friendly so we use **as ... as** to talk about them.

- Ss complete the exercise individually.
- Ask different Ss to offer answers.

**Answers**

3 Rob isn't as strong as Millie. 4 Millie isn't as fast as Rob. 5 Rob is as intelligent as Millie. 6 Millie is as tall as Rob.

**Exercise 5** 1.44

- After Ss repeat, write names of shops on the board to teach meanings. Ask Ss *Where do you buy (vegetables)?* and elicit answers.  
*bread: baker's, books: bookshop, medicine: chemist's, T-shirt: clothes shop, women's and men's clothes: department store, vegetable: greengrocer's, magazine: newsagent's, shoes: shoe shop, tennis balls: sports shop.*

- Encourage Ss to involve themselves in the learning process by being responsible for their own wordlists. Give Ss a few minutes to add the new words to their wordlists in their notebooks. They can add drawings of what you can buy at each shop to help them.

Answers → student page

**Exercise 6**

- Monitor pairs for correct grammar and pronunciation. Listen to pairs and correct individual Ss as necessary.
- Ask different pairs to say one question and answer, using the Lollipop stick technique.

Answers → student page

**Extra activity**

- Ss do a role play. Divide the class into groups of four and assign a character to each student. The groups practise the cartoon story in their groups. Monitor pronunciation. Ss can then perform their role plays to the class. They can still use their books to do this at this stage.

**Exercise 7**

- Pairwork: Ask two Ss to read out the examples. Ss work in pairs using the Expert Envoy technique. They read each other's sentences, give feedback and compare ideas.

**Finishing the lesson**

- (Books open) Ss have one minute to look at the cartoon story.
- (Books closed) Ask Ss answer True/False questions in Exercise 2 again using the response cards.
- Ask Ss to finish the sentences: *Today I have learned ...* and *I can ...*

**Fast finishers**

- Ss write three sentences in their notebooks about themselves:  
1 using **too**,  
2 using **enough**,  
3 using **as ... as**.

# 2.4

## In this lesson

### Lesson aims:

- Communication: shopping for clothes

### Resources:

- Communication worksheet 2.4, p. 169

### Homework:

- Workbook Unit 2, p. 17
- Extra Online Practice Unit 2

### Assessment for Learning in this lesson

- Setting aims and criteria for success: Warm-up
- Giving feedback: Exercise 3
- Peer learning: Exercise 5
- Independent learning: Finishing the lesson

### Warm-up

- (Books closed) Write the shops from L2.3 on the board with the vowels missing. Different Ss complete the words and say one thing you can buy from that shop.
- Set the goals of the lesson. Say *In this lesson we will learn how to go shopping for clothes.*

### Lead-in

- (Books open) Ss cover the dialogue, look at the photo and say who they can see and guess what they think is happening.

### Exercise 1

- Ask different Ss to offer answers and say where they found the answer in the dialogue.

### Answers → student page

- Critical thinking** Ss find out about sizes in the UK. They can do this online in class if available, or at home and report back in the next lesson. They compare the sizes for clothes and shoes with the sizes in their country.

### Exercise 2

- After the class repeat together, Ss find the shopping expression exchanges in the text and read them in pairs.

### Exercise 3

- Ss work in pairs. They should look at the photo story and Communication box for help.

## Can I try it on?



**Assistant:** Can I help you?  
**Poppy:** No, thanks. We're just looking.  
**Emma:** Poppy, how about this jacket?  
**Poppy:** I like it, but I'm not sure about the colour ... Excuse me? Do you have this in grey?  
**Assistant:** Yes, we do. What size are you?  
**Poppy:** 8.  
**Assistant:** Here you are. Size 8.  
**Poppy:** Thank you.  
**Emma:** I like this T-shirt. Can I try it on?  
**Assistant:** Yes, of course. The changing rooms are over there.  
**Emma:** The jacket looks fantastic!  
**Poppy:** And I love your T-shirt! I want one too!  
**Emma:** Here's an idea: You can borrow my T-shirt ...  
**Poppy:** ... and you can borrow my jacket!  
**Emma:** We're so clever!



- 1 1.12 1.45 Watch or listen and read. What do Emma and Poppy want to buy at the shop?  
*a jacket and a T-shirt*

- 2 1.46 Listen and repeat.

### Communication Shopping for clothes

#### Shop assistant

Can I help you?  
 What size are you?  
 Yes, we do. Here you are. / Sorry, we don't.  
 The changing rooms are over there.

#### Customer

I'm looking for *new jeans*. / No, thanks. I'm just looking.  
 I'm a size 10 / a small / a medium / a large.  
 Do you have *this/these* in grey?  
 Do you have *this/these* in a size 10 / a small?  
 Can I try *it/them* on?

- 3 Complete the dialogues.

- 1 A: Excuse me, do you have this skirt <sup>1</sup> in black?  
 B: Sorry, we don't.  
 2 A: Good afternoon. <sup>2</sup> Can I help you?  
 B: Yes, please. I'm looking <sup>3</sup> for a new winter coat.  
 3 A: Can I try these trousers <sup>4</sup> on ?  
 B: Of course. The <sup>5</sup> changing rooms are over there.

- 4 1.47 Put the sentences in the dialogue in the correct order. Then listen and check.

- 3 Medium.  
 1 This is really cool! Excuse me, do you have this jumper in black?  
 4 I'm afraid I only have dark blue in medium.  
 8 The changing rooms are over there.  
 5 That's a nice colour too.  
 6 Here you are. Dark blue, medium.  
 7 Where can I try it on?  
 2 Yes, we do. What size are you?

- 5 You are in a clothes shop. Act out the dialogues in pairs. Use the ideas below and add your own.

- 1 shoes – they're too big  
 A: *I like these shoes, but they're too big. Do you have them in size 35?*  
 B: *Sorry, we don't. / Yes, we do. Here you are.*  
 2 a hoodie – you don't like the colour  
 A: *This hoodie is OK, but I don't like the colour. Do you have it in blue?*  
 B: *Sorry, we don't. / Yes, we do. Here you are.*  
 3 jeans – they're too big  
 4 a shirt – you don't like the colour  
 5 trainers – they're too small  
 6 bag – you don't like the colour

### Exercise 5

- Ask different Ss to act out the example.
- Monitor Ss production and use of vocabulary and grammar.
- Invite pairs to perform their role plays to the class.

### Finishing the lesson

- (Books closed) Involve Ss by checking their memory with these questions: *What do the girls look at? What colour does Poppy want? What size is she? What will Poppy borrow? What will Emma borrow?*

### Fast finishers

- Ss underline the assistant's questions and circle the helpful information.

# Welcome to Paws Cat Café!

Do you know what a cat café is?

No, it isn't a café for cats. It's a café with cats, where you can have a drink and a snack while you watch them play. You can play with them too!

Here, you can enjoy a cup of *cat-puccino*, tea or a glass of juice while you hang out with our friendly cats. We also **serve** delicious cat-cakes!

Our **opening hours** are 2 p.m. to 8 p.m. from Tuesday to Friday and 10 a.m. to 8 p.m. on Saturday and Sunday. Because we don't have many seats, please **book** before you visit. Saturdays and Sundays are our busiest days, so make sure you book early. Tickets **cost** £6 per person and you get a **free** drink with them.



### What you need to know before you visit:

- Our visitors must be twelve years old or older.
- You can touch and hold the cats, but please do not carry them around – cats aren't toys.
- When the cats are sleeping, please be patient. Cats are happier and more playful after their sleep.
- Take as many photos as you like, but no flash photos, please.
- Our **staff** are happy to help you. Just ask!

1 Have you got a cat? Do you like playing with cats?

2 **1.48** Listen and read. Choose the best description of the Paws Cat Café.

- a People can take their cats to this café.
- b** People can play with cats at this café.
- c People can buy food for their cats at this café.

3 Read the text again. Circle T (true) or F (false).

- 1 You can drink tea at Paws Cat Café. **T**/F
- 2 You can have something to eat at the café. **T**/F
- 3 The café is open every day. **T**/F
- 4 The tickets cost £6. **T**/F
- 5 Very young children can come to the café. **T**/F
- 6 You can't take photos at the café. **T**/F

4 Find the highlighted words in the text. Explain their meaning.

**LOOK!** The staff **are** friendly.

5 **1.49 Exam Spot** Complete the text with the correct form of the words from Exercise 4. Then listen and check.

### The Rose Bush ★★★★★ – the coolest new café in town!

The café's **opening hours** are 10 a.m. to 8 p.m., Tuesday to Sunday. A cup of delicious coffee **costs** £3 and the second cup is **free**! The café **serves** brilliant meals too. It's busy at lunchtime, but you can **book** a table. The atmosphere is great and the **staff** are very helpful.

6 Work in pairs. Think of a good idea for a café. Use the questions below to help you. Then present your idea to the class. Have a class vote for the best café.

- 1 What's the name of your café?
- 2 What's special about your café?
- 3 What are the opening hours?
- 4 What food and drinks does your café serve?
- 5 Can you book a table?



### Exercise 1

- Ss ask and answer in pairs. Ask different Ss to tell the class their answers.

### Exercise 2 **1.48**

- Ss look at the heading. Ask *What is the text about?*
- Ss work individually and then compare answers with a partner.
- Check answers using the Lollipop stick technique.

Answers → student page

### Exercise 3

- Ss offer answers using their response cards. Ask different Ss to correct the false sentences.

Answers → student page

### Exercise 4

- Ask for feedback using the Lollipop stick technique. Write the meanings on the board. Explain the words Ss do not understand.

### Exercise 5 **1.49**

- This is preparation for the CYCLET Flyers Reading and Writing test Part 3.
- Tell Ss to read the whole text before choosing words.
- Check answers using the Lollipop stick technique.

Answers → student page

### Extra activity

- Ss work in groups and do a role play at the Paws Cat Café. One student is a waiter/waitress and the others are customers.

### Exercise 6

- Use the Expert Envoy technique for pairwork.
- Invite pairs to present their cafés to the class. Ask some of the questions from Exercise 6 after each presentation to make sure Ss are listening to each other.

### Finishing the lesson

- **Critical thinking** (*Books closed*) Ask *Would you like to go to the Paws Cat Café? Why?*
- Ask *What do you remember from the lesson?* Write *Paws Cat Café* on the board. Ss write down three things using the Three facts and a fib technique. They then discuss in pairs.

### Fast finishers

- Ss circle the adjectives in the text.

# 2.5

## In this lesson

### Lesson aims:

- Reading: understanding a text about a café

### Homework:

- Workbook Unit 2, p. 18

### Assessment for Learning in this lesson

- Setting aims and criteria for success: Warm-up
- Giving feedback: Exercise 2, 3, 4 and 5
- Peer learning: Exercise 6
- Independent learning: Finishing the lesson

### Warm-up

- (*Books closed*) Revise vocabulary from previous lessons by playing word tennis. Start with an example, by saying *a special ... Ss: offer, a department ... Ss: store.*
- Ask *Do you go to cafés? What do you usually order? What does your favourite café look like?* Ss raise their hands to offer answers. Say and write *In this lesson we will read about a café.*

### Lead-in

- (*Books open*) Ss describe the photo. Ask *What is a cat doing in a café?*

# 2.6

## In this lesson

### Lesson aims:

- Listening: understanding opinions
- Writing: an email giving opinions; ordering arguments

### Resources:

- Tests: Writing Task 2

### Homework:

- Workbook Unit 2, p. 19

### Assessment for Learning in this lesson

- Setting aims and criteria for success: Warm-up
- Giving feedback: Lead-in, Exercise 1, 2 and 7
- Peer learning: Exercise 7
- Independent learning: Finishing the lesson

### Warm-up

- Ss open their books on page 30 and look at Exercise 5 for a few seconds, then close their books again. Ask *What type of text is it? Do you write texts like this? What will we learn today? Say Today we will learn how to write an email with our opinions.*

### Lead-in

- (Books closed) Using the Basketball technique, ask Ss: *When do you usually listen to music? Do you use speakers?*

### Exercise 1

- Ask for feedback using the Lollipop stick technique.

### Exercise 2 1.50

- Check Ss guesses with the Thumbs up/down technique. Ask *Did you guess the (biggest) speaker? etc.*

Answers → student page

### Exercise 3 1.50

- Ask Ss to read items 1–3.
- Ask different Ss for answers. Ask how they came to their decisions.

Answers → student page

### Exercise 4

- Ask a student the questions and elicit answers. Ss discuss in pairs. Ask for feedback and encourage Ss to use *too*, *enough* and *as ... as*.

# 2.6 Listening and Writing

I can understand opinions and write about my opinions.

- 1 Work in pairs. Look at the photos below and guess the answers to the questions.

#### Portable speakers



#### Which portable speaker:

- is the biggest?  C
- is the smallest?  B
- is the loudest?  A
- is the most expensive?  A
- is the cheapest?  C

- 2 1.50 Listen to three people talking about the speakers in Exercise 1. Were your guesses correct?

- 3 1.50 Listen again and circle the correct answer.

- 1 Gabby
- I think the pink one looks really cool / boring.
  - Sun and Sea speaker is better / worse, because you can take it to the beach.
- 2 Mark
- I think / don't think the On-the-Glo' speaker has a good design.
  - In my opinion, the Mini speaker is better. You can carry it in your pocket / bag.
- 3 Tim
- I like the Mini speaker, but it isn't loud enough / is too loud.
  - I think the Sun and Sea speaker is big enough / too big to carry around.
  - The On-the-Glo' speaker is isn't as small as the Mini, but I don't mind.

- 4 Which portable speaker is the best for you? Why?

30

### Exercise 5

- Ss read the text and answer the question. Ask how they came to their answer.
- Follow-up questions: *Which charger has two ports? Which charger is too big to go in your pocket? Which charger is the lightest?*

Answers → student page

### Exercise 6

- Ss work individually.

Answers → student page

### Exercise 7

- Read out the notes. Ask different Ss for ideas and write them on the board.

- 5 Read the email. Which portable charger is better for Mac: the Max Power or the Power Booster? Why?

	Max Power	Power Booster	Safe Charge
Price	£29.99	£20.99	£15.99
Weight	76 grams	402 grams	140 grams
Size	12x3x2 cm	14x6x3 cm	10x3x2 cm
Ports	2	1	3



Hi Ray,

You want to know about a good portable charger. The Power Booster isn't too bad, but I don't think it's the best choice. It's only got one port and it's too big and heavy. You can't carry it in your pocket. In my opinion, the Max Power is better. First of all, it's got two ports. What's more, it's smaller than the Power Booster. Finally, it's lighter. It's more expensive than the Power Booster, but I don't mind.

Cheers, Mac

*The Max Power, because it's got two ports and it's smaller and lighter than the Power Booster.*

ports

body

- 6 Read the Writing box. Find the words *First of all*, *What's more* and *Finally* in the email in Exercise 5.

### Writing Ordering arguments

You can use *First of all*, *What's more* and *Finally* when you want to give a number of reasons for your opinion.

- 7 **Writing Time** Look at Exercise 5. Write an email to Ray about the Max Power and the Safe Charge.



#### Find ideas

What is good/bad about each portable charger?



#### Draft

Write the email. Give your opinion of the portable chargers and say which one is better. Give three arguments.

Hi Ray,

*You want to know ...*

*I think ... / I don't think ... In my opinion, ...*

*First of all, ... What's more, ... Finally, ...*



#### Check and write

Remember to use *First of all*, *What's more* and *Finally* to give reasons for your opinion. Write the final version of your email.



- Ss write their own draft in their notebooks. Encourage them to share and help each other in pairs. Give feedback on use of vocabulary, grammar and style at this stage.



- Ss write their final text in their notebooks. Remind Ss to look at the Check and write box.



- Correct mistakes using descriptive evaluation (see Tests booklet for more information). Praise good use of grammar and vocabulary.

### Finishing the lesson



- Ss talk about what was easy/hard about the lesson.



#### Fast finishers

- Ss underline the grammar points from this unit they find in the email.

Vocabulary

1 Complete the text with the words in the box.

carry cash cashier change list  
queue receipt trolley

We go to the supermarket every week. Mum has a shopping <sup>1</sup> list with the things she wants to buy. We put our shopping in the <sup>2</sup> trolley and then we go and stand in a <sup>3</sup> queue. Mum pays for the shopping in <sup>4</sup> cash and the <sup>5</sup> cashier gives her the <sup>6</sup> change. Mum takes the <sup>7</sup> receipt and puts it in her bag with the change. Then, we <sup>8</sup> carry the shopping to the car and go home.

2 Look at the pictures and write the words.



1 sports shop 2 baker's 3 bookshop



4 newsagent's 5 greengrocer's 6 chemist's

Pronunciation

3 **1.51** Listen and repeat: /ɒ/ or /ɔː/?

There are friendly shop assistants.  
There are baskets on the floor.  
And a lot of special offers,  
in the new department store.



Grammar

4 Complete the sentences with the comparative form and *than* or the superlative form of the adjectives.

- The blue skirt is longer than (long) this black one.
- Today is the hottest (hot) day of the year. It's 38°C!
- I'm a bad cook, but my brother is worse than (bad) me.
- The first and second exercises were easier than (easy) the third and fourth ones.
- I think Science is the most interesting (interesting) subject.
- Their house is more modern than (modern) our house.
- Who is the best (good) singer in the world?

5 Complete the sentences with one word in each gap.

- Simon is 1.65 metres tall and Luke is 1.63 metres. Luke isn't as tall as Simon.
- I can't buy these jeans. They're too expensive.
- Is the water warm enough? I want to go swimming.
- Jim is talented and Lee is talented too, but is Lee as talented as Jim?
- I don't like this painting. The colours are too dark.
- The apples are cheap, but they aren't as cheap as the oranges.
- I can't play basketball. I'm not tall enough.
- I don't like my town. It's too quiet for me.

Communication

6 **1.52** Complete the dialogue with sentences a-f. Then listen and check.

- Can I help you?
- Can I try it on?
- Do you have it in blue?
- I'm looking for a new jacket.
- The changing rooms are over there.
- What size are you? Medium or large?

Assistant: Good morning. <sup>1</sup> a  
Stuart: Yes, please. <sup>2</sup> d I like this one, but I'm not sure about the colour.  
<sup>3</sup> c  
Assistant: Yes, we do. <sup>4</sup> f  
Stuart: Large.  
Assistant: Here you are.  
Stuart: <sup>5</sup> b  
Assistant: Yes, of course. <sup>6</sup> e  
Stuart: Thank you.

Check yourself! ✓

- I can talk about shopping.
- I can use comparative and superlative adjectives.
- I can use *too*, *not ... enough* and *(not) as ... as*.
- I can buy clothes.

Exercise 2

- Choose Ss write the answers on the board and draw an item you can buy in the shop.

Answers → student page

Exercise 3 **1.51**

- Ss repeat as a class. Play the audio again and choose pairs or individuals to repeat.
- Follow-up task: Ss draw two columns in their notebooks, one for each sound. Dictate *top, four, draw, got, stop, wore*. Ss write the words in the correct columns.

Exercise 4

- Write *nice, interesting* and *bad* on the board. Ask different Ss to say the comparative and superlative forms.
- Check answers using the Lollipop stick technique.

Answers → student page

Exercise 5

- Write *too, enough* and *(not) as ... as* on the board and ask different Ss to think of a sentence for each one.
- Choose different Ss to read out the answers.

Answers → student page

Exercise 6 **1.52**

- Check answers using the Lollipop stick technique.
- Ss practise the dialogue in pairs.

Answers → student page

Extra activity

- Pairwork: Ss use Exercise 6 to make a funny dialogue with their own ideas. They perform it to the class. Have a class vote for the funniest dialogue. Give Ss an example with *Can I help you? Yes, I'd like to buy a pink cat.*

Finishing the lesson

- Explain to Ss that the Check yourself box is for self-assessment. They should think about what they can do well and where they think they need more practice.
- (Books closed) Ss write down as many words as they can from the unit in one minute.

Fast finishers

- Ss make their own word puzzle with shops. It can be a word snake, a word search, or their own ideas.

In this lesson

Lesson aims:

- Revising Vocabulary, Grammar and Communication from Unit 2
- Pronunciation: /ɒ/, /ɔː/

Resources:

- Tests: Language Test Unit 2

Homework:

- Workbook Unit 2, p. 20
- Extra Online Practice Unit 2

Assessment for Learning in this lesson

- Setting aims and criteria for success: Warm-up
- Giving feedback: Exercise 4 and 6
- Peer learning: Exercise 1 and Extra activity
- Independent learning: Finishing the lesson

Warm-up

- (Books closed) Ask *What new words are in this unit?*
- Say *In this lesson we will revise the vocabulary, grammar and communication skills from Unit 2.*

Exercise 1

- (Books open) Ss share and compare answers in pairs before the class check.

Answers → student page

### Lesson aims:

- Skills practice: Reading, Writing, Listening and Communication

- Exam practice: CYLET and PTEYL

### Resources:

- Exam speaking and writing 1&2, p. 181
- Tests: Skills Test Units 1&2, Speaking Tasks Units 1&2

### Homework:

- Workbook Skills Revision 1&2, pp. 22–23

### Assessment for Learning in this lesson

- Setting aims and criteria for success: Warm-up
- Giving feedback: Exercise 2, 4, 5 and Extra activity
- Peer learning: Extra activity, Exercise 3 and 7
- Independent learning: Finishing the lesson

### Exam Language Bank

- This lists the key language from Units 1–2. Here are some ideas to help you make the most of it.
- Encourage Ss to be independent learners. They tick the words they know and find the words they are not sure about in Units 1 and 2 in order to remember the meanings in context.
- Ask Ss what they remember from a section. Have them write down as many words as they can remember in two minutes.
- Make a multiple choice test. (Books closed) Write two words at a time on the board. Read out a gapped sentence (say *beep* for the gap). Ss choose the correct word.
- Fast finishers test each other. Student A: *Tell me a household chore.* Student B: *Ironing my T-shirt. Finish my sentence.* At the baker's I can buy ... Student A: ... *bread.*

## Reading and Writing

1 Is shopping one of your chores? What other chores do you do at home? Tell a partner.

2 **Exam Spot** Read the text. Circle the correct answer a, b or c.

### TEEN SHOPPING

Here are the results of our class survey about shopping. Find out what the girls and boys said!

First of all, we discovered that most girls love shopping <sup>1</sup> \_\_\_ clothes. A lot of boys enjoy shopping for clothes too, <sup>2</sup> \_\_\_ they say they are too busy to stand in queues. So, what <sup>3</sup> \_\_\_ boys like buying? A lot of boys say that sports shops are the <sup>4</sup> \_\_\_ interesting. They agree small sports shops are sometimes <sup>5</sup> \_\_\_ expensive, but some of them say that the shop assistants are usually friendlier <sup>6</sup> \_\_\_ they are in big shops. Both girls and boys love <sup>7</sup> \_\_\_ the latest technology. They think big shops are <sup>8</sup> \_\_\_ than smaller shops because they are often cheaper.

Finally, all students from our class love helping their parents buy things online. They agree it isn't <sup>9</sup> \_\_\_ expensive as shopping in a traditional shop and it's more fun!



- |            |          |        |
|------------|----------|--------|
| 1 a the    | b to     | c for  |
| 2 a so     | b as     | c but  |
| 3 a do     | b does   | c are  |
| 4 a very   | b worse  | c most |
| 5 a much   | b enough | c too  |
| 6 a that   | b than   | c and  |
| 7 a buying | b buys   | c buy  |
| 8 a best   | b better | c good |
| 9 a as     | b enough | c very |

3 **Exam Spot** Write 60–80 words about your shopping habits. Use these questions to help you.

- How often do you go shopping?
- Where do you go?
- Who do you go with?
- What do you like buying?
- What's your favourite shop? Why?

*I often go shopping (at the weekend ...)*

*I usually go to (town / the shopping centre ...)*

*I go with ... / I love buying ...*

*My favourite shop is ... because ...*

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### Warm-up

- (Books closed) Say: *My favourite chore is feeding the dog. What's your favourite chore?* Elicit answers.
- Write *Skills Revision* on the board. Ask what it means. (Books open) Pairs look and check. Tell Ss this lesson will help prepare them for CYLET and PTEYL too. (See the Introduction.)

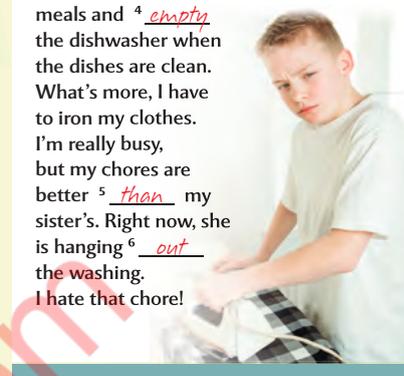
### Lead-in

- Write these sentences on the board: *I want to buy a T-shirt. I'm looking at a blue T-shirt now.* Ask *What tenses can you see?* Ss say the tenses. Ask *When do we use the Present Simple?* (for habits and stative verbs) and *When do we use the Present Continuous?* (for things that are happening now) and elicit answers. Ask Ss to think of and say their own sentences.

4 **Exam Spot** Complete Mark's blog post with one word in each gap.

### Mark's blog

Mum <sup>1</sup> is visiting an old school friend in France this week, so my sister, Dad <sup>2</sup> and I have more chores. I always <sup>3</sup> set the table before dinner, but this week I also need to clear it after the meals and <sup>4</sup> empty the dishwasher when the dishes are clean. What's more, I have to iron my clothes. I'm really busy, but my chores are better <sup>5</sup> than my sister's. Right now, she is hanging <sup>6</sup> out the washing. I hate that chore!



## Listening

5 **Exam Spot** 1.53 Listen and complete the sentences.



- The new café is modern.
- The Sandwich Café doesn't have a chef.
- Right now, students from Class 9C are making sandwiches.
- The chefs from the school canteen do the shopping.
- Laura thinks making sandwiches is the most interesting job.
- The opening hours are from 3.30 p.m. to 5.30 p.m.

### Exercise 1

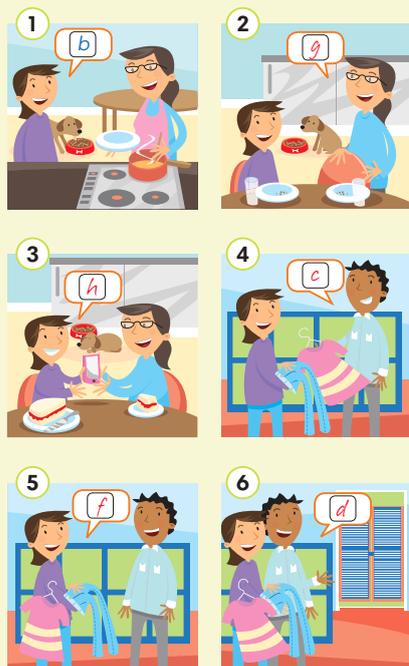
- Revise the chores from the language bank by asking different Ss to mime a chore and have the class guess.
- Ask a student the questions to give the class an example.

### Exercise 2

- This is preparation for CYLET Flyers Reading and Writing Part 4.
- Tell Ss to skim the text and to raise their hands to say what it is about (a survey about shopping habits of boys and girls).
- Tell Ss to read the text more carefully and to look at all the options before they choose. Ss work individually.
- Check answers using the Lollipop stick technique.

Communication

6 **Exam Spot** Look at the pictures. Match a-h to 1-6. There are two extra sentences.



- a Can you feed Bobby? He's hungry.
- b Do you need any help with lunch, Mum?
- c Here you are, size 8.
- d Yes, of course. The changing rooms are over there.
- e No, thanks. I'm just looking.
- f Can I try these clothes on?
- g Can you help me clear the table?
- h Anna says there's a special offer in the clothes shop!

7 **Exam Spot** Ask and answer the questions in pairs.

- 1 Do you like going to the supermarket?
- 2 Are you messy or organised?
- 3 What do you like doing with your family?
- 4 What types of shops do you usually visit?
- 5 Are you sometimes too busy to do things you like?

Answers → student page

Extra activity

- Groupwork: Ss write questions for a survey based on the text and then ask the students in another group to do their survey. They then present their result to the class.

Exercise 3

- This is preparation for PTEYL Breakthrough, Task 6.
- Read out the questions and make sure Ss know what to do.
- Then Ss write individually. They exchange notebooks and review each other's work using the Two Stars and a wish technique.

Exam Language Bank

Household chores

- |                                       |                       |
|---------------------------------------|-----------------------|
| clear the table                       | make your bed         |
| empty the dishwasher                  | put away your clothes |
| feed the dog                          | set the table         |
| hang out the washing                  | take out the rubbish  |
| iron your T-shirt                     | vacuum your room      |
| load the dishwasher / washing machine | water the plants      |

Personality adjectives

- |            |       |           |       |
|------------|-------|-----------|-------|
| bossy      | loud  | organised | quiet |
| easy-going | messy | patient   | tidy  |

Shopping

- |                    |                      |
|--------------------|----------------------|
| cashier            | check the price      |
| shopping bag       | get a receipt        |
| shopping basket    | get your change      |
| shopping list      | pay by card          |
| shopping trolley   | pay for the shopping |
| special offer      | pay in cash          |
| carry the shopping | stand in a queue     |

Shops

- |           |                  |             |
|-----------|------------------|-------------|
| baker's   | clothes shop     | newsagent's |
| bookshop  | department store | shoe shop   |
| chemist's | greengrocer's    | sports shop |

Asking for and offering help

Asking for help

- Can you help me with the sofa, please?
- Can you move the coffee table, please?

Reacting

- No problem. / Yes, of course.
- I'm sorry, I can't. I'm busy right now.

Offering help

- Can I help you with the lamp?
- Do you need any help with the lamp?

Reacting

- Yes, please. / No, that's fine, thank you.

Shopping for clothes

Shop assistant

- Can I help you?
- What size are you?
- Yes, we do. Here you are. / Sorry, we don't.
- The changing rooms are over there.

Customer

- I'm looking for new jeans. / No thanks. I'm just looking.
- I'm a size 10 / a small / a medium / a large.
- Do you have this/these in grey / a size 10 / a small?
- Can I try it/them on?

- Follow-up: Ask Ss *Do you agree with the survey results?*

Answers → student page

Extra activity

- Ask Ss to read out their work from Exercise 3. Tell the class to listen carefully because you will ask questions every time two students have given answers and they will have to answer with short answers. Ask questions that need short answers in the Present Simple, e.g. *How often does (Anna) go shopping? What does (Matteo) like buying?*

Exercise 4

- This is preparation for CYLET Flyers Reading and Writing Part 6.
- Ask Ss *What is Mark doing?* and elicit *He's ironing*. Tell Ss to read the whole sentence that contains a gap to make sure they think of the correct word.
- Check answers using the Lollipop Stick technique.

Answers → student page

Exercise 5 1.53

- This is preparation for CYLET Flyers Listening Part 2.
- Ask different Ss to read out a sentence and to say what kind of word or information they need to fill in the gap.
- Play the audio.
- Check answers using the Lollipop stick technique.

Answers → student page

Extra activity

- Pairwork: Ss draw a logo for their own café and write sentences using ideas from the audio in Exercise 5, e.g. *It is modern. It has fruit salad. Opening hours are 9 a.m. to 5 p.m.*

Exercise 6

- This is preparation for PTEYL Breakthrough, Task 4.
- Tell Ss to look carefully at the pictures and think about what they can see.
- Ss work individually. Ask different Ss to offer answers.

Answers → student page

Exercise 7

- This is preparation for CYLET/PTEYL Speaking. Ask two expert Ss to model the activity first.
- Read the questions. Ss talk in pairs using the Expert Envoy technique. Pairs report their answers.

Finishing the lesson

- Write the headings Reading and Writing, Listening, Communication on the board. Read each out. Ss show self-assessment response cards (😊, 😐, 😞). Then they write one sentence about what they did well in each section and one about what they could improve.

Fast finishers

- Ss read and circle the stative verbs in Exercise 2.
- Ss study the Exam Language Bank.

# 3.1

## In this lesson

### Lesson aims:

- Vocabulary: going on holiday

### Resources:

- Vocabulary worksheet 3.1, p. 149
- Tests: Vocabulary check 3.1

### Homework:

- Workbook Unit 3, p. 24

### Assessment for Learning in this lesson

- 🎯 Setting aims and criteria for success: Warm-up
- 💬 Giving feedback: Exercise 2, 3, 4 and 8
- 🔄 Peer learning: Exercise 5 and 10
- 🏠 Independent learning: Finishing the lesson

### Warm-up

- (Books closed) Write *Holidays* on the board. Ss take turns to say any holiday words they know in English.
- 🎯 (Books open) Introduce the aims of this lesson with this question: *What is this lesson about?* Ss quickly look at pages 34–35 and offer ideas in turns: *Today we will talk about going on holiday.* Write the lesson objective on the board.

### Lead-in

- Teach new vocabulary with these sentences. Write the words you are teaching on the board and have Ss repeat. *Another way to say look at a place is explore an area. Walking in walking boots is called hiking. When you visit somewhere for a day it's a day trip. On a guided tour a person shows you a place and tells you things about it. Snorkelling is swimming in the sea to look at fish. The food from a place is the local food.*

### Exercise 1

- After Ss discuss in pairs, ask the questions and have Ss raise their hands to offer answers.
- Write the verbs on the left and the nouns on the right of the board and have different Ss draw lines to match. Ask *Do you go sightseeing?*

# 3

# Going on holiday

## Vocabulary I can talk about holiday activities.

I know that!

1 What do people usually do on holiday? Match the words to make expressions.

buy do go read stay visit

a guidebook a museum a souvenir in a hotel sightseeing water sports

buy a souvenir do water sports, go sightseeing, read a guidebook, stay in a hotel, visit a museum

Julie Reed and her parents are planning their next holiday. This summer they would like to go to Crete, an island in Greece.

▶ 13-14



3.2 Grammar video

▶ 15



3.2 Grammar animation

▶ 16



3.3 Grammar animation

▶ 17



3.4 Communication video

▶ 18



BBC Culture video

34



Do you read a guidebook? Why?

Answers → student page

### Exercise 2 🎧 2.1

- Ask Ss questions to consolidate understanding. *What do you need a bike/tent/walking boots for? What is the local food in your town? What can you go on at a museum? Is snorkelling swimming or flying?*

- 🗨️ Ss work in pairs to answer the questions. Ask different Ss to offer answers using the Lollipop stick technique.

### Exercise 3 🎧 2.2

- 🗨️ Check answers using the Lollipop stick technique. Ask Ss what reason each member of the Reed family gives for their choice.

### Answers

Julie would like to go camping and go hiking. Mrs Reed/Mum would like to go cycling and go on a boat trip. Mr Reed/Dad would like to go on a guided tour and try the local food.

### Exercise 4

- Ss work individually and then compare answers with a partner.
- 🗨️ Check answers using the Basketball technique.

Answers → student page

- **Critical thinking** Ss think of things you need for each holiday activity, e.g. *a hat for the beach, money for local food, a torch for camping* etc.

2 2.1 Listen and repeat. Look at page 34. What would the Reed family like to do on holiday?

**Vocabulary** Going on holiday

explore an area / a city / a town go camping  
go cycling go hiking go on a boat trip  
go on a day trip go on a guided tour  
go snorkelling go to the beach try the local food

Julie would like to ...

3 2.2 Listen to the Reed family and check your answers to Exercise 2.

4 Match 1–5 to a–e.

- 1  c When you explore an area,
- 2  a When you go snorkelling,
- 3  b When you go camping,
- 4  e When you go on a day trip,
- 5  d When you go to the beach,

- a you can see what's under the water.
- b you sleep in a tent.
- c you walk around and learn about it.
- d you often have sand in your shoes.
- e you leave in the morning and return in the evening.

5 **Exam Spot** Complete the text. Use the Vocabulary box to help you.

**Crete – the perfect place for a holiday!**

- You can <sup>1</sup> go to the beach every day, swim and go <sup>2</sup> snorkelling in the clean blue water.
- You can also go on a boat <sup>3</sup> trip to some small islands near Crete.
- Do you enjoy walking? You can go <sup>4</sup> hiking in the mountains.
- Are you interested in history? You can go on a guided <sup>5</sup> tour and see famous places like Knossos or you can <sup>6</sup> explore old towns, like Rethymnon and Chania.
- And of course, you can try the local <sup>7</sup> food. It's delicious.

6 2.3 What are the Reed family doing today? Listen and match the days to the activities.

Monday Tuesday Wednesday  
Thursday Friday

- a They're at the beach. Wednesday
- b They're trying the local food. Tuesday
- c They're going on a day trip. Friday
- d They're going camping. Thursday
- e They're exploring an old town. Monday

7 Read the comments and write suggestions using the activities in the Vocabulary box.

- 1 I love swimming and looking at the animals in the sea.  
*Why don't you go snorkelling?*
- 2 I don't want to stay in a hotel.
- 3 I love walking in the mountains.
- 4 I want someone to tell me about the famous places.
- 5 I like sitting in the sand and looking at the sea.

8 Act out the dialogues from Exercise 7 in pairs.

9 In pairs, finish the sentences.

- 1 You need special clothes or equipment to ...  
*go snorkelling, ...*
- 2 In the city you can ...
- 3 When you go to the seaside you can ...

10 Make a list of five activities you would like to do on holiday. Start with the one you would like to do most. Then compare your lists in small groups.

*I remember that!*

- 1 go on a boat trip
- 2 try the local food
- 3 go hiking
- 4 go to the beach
- 5 go camping

**Exercise 5**

- This is preparation for the CYCLET Flyers Reading and Writing test Part 3 and Breakthrough, Reading and Writing, Task 5.
- Ss work individually and then swap books with a partner.
- Ask different Ss to offer answers. Write the answers on the board. Ss mark each other's work and give each other feedback using the Three stars and a wish technique.

Answers → student page

**Exercise 6** 2.3

- Ask Ss what words they think they will hear in each situation, e.g. *at the beach: hat, swim*. Play the audio.
- Ask different Ss to offer answers.

Answers → student page

**Exercise 7**

- Ask two Ss to read out the example. Ss work in pairs.
- Ask different pairs to offer ideas.

**Exercise 8**

- Ss work in different pairs.
- Monitor pairs for correct pronunciation.
- Use the Basketball technique to bring forward pairs and do the activity.

**Exercise 9**

- Read out the example and ask Ss to raise their hands to offer more ideas.
- Ask different pairs to tell the class their ideas.

**Exercise 10**

- Read out the example to Ss. Ask them to raise their hands to offer more ideas, e.g. *go swimming*. Write their ideas on the board.
- Ss discuss in pairs using the Think-pair-share technique.
- Ss compare lists in groups. Encourage them to give reasons for their choices.
- Ask groups to say their top two activities. Have a class vote for the favourite activity.

**Extra activity**

- Play holiday Bingo. Give each student a piece of paper and tell them to draw a grid with six squares on it. They write a different holiday activity in each square. Say *I'd like to ...* and say each activity from the vocabulary box in any order. Ss cross out their activities when they hear them. When they cross out all their activities they shout *Bingo!*

**Finishing the lesson**

- (*Books closed*) Ss take turns to say one vocabulary item from the lesson. Ask different Ss to write them on the board.
- Ask different Ss which words they think are the most difficult to spell. Involve them in the learning process by reminding them to keep a note of all new words in a vocabulary section of their notebooks.

**Fast finishers**

- Ss write down a small plan of what a tourist can do on a five-day holiday in Ss' home town, e.g. *On Monday, you can go cycling.*

# 3.2

## In this lesson

### Lesson aims:

- Grammar: Past Simple affirmative and negative

### Resources:

- Grammar worksheet 3.2, p. 156
- Tests: Grammar check 3.2

### Homework:

- Workbook Unit 3, p. 25
- Extra Online Practice Unit 3

### Assessment for Learning in this lesson

- Setting aims and criteria for success: Warm-up
- Giving feedback: Warm-up, Exercise 1, 2, 5, 6, Get Grammar!, Extra activity and Exercise 9
- Peer learning: Exercise 9
- Independent learning: Finishing the lesson

### Warm-up

- (Books closed) Give Ss one minute to write down as many new words from L 3.1 that they can remember. Check answers using the Lollipop stick technique.
- Set the goal of the lesson. Say *Today we will learn to use the Past Simple affirmative and negative.* Write the objective on the board.

### Lead-in

- Ask *What do you take with you on holiday?* Ss raise their hands to offer ideas.
- (Books open) Ss look at the photo story and make suggestions about what it is about.

### Exercise 1

- After answering check comprehension with the True/False response cards: *The Nicholsons are going away on holiday. They have to catch a train. They go to the airport in their car.*

Answers → student page

### Exercise 2

- Ss read the statements, choose an answer and read the text again to check.
- Check answers using the Lollipop stick technique.

# 3.2

## Grammar

I can use the Past Simple in affirmative and negative sentences.

# I didn't know that

The Nicholsons are going away on holiday today.

**Dad:** Come on, everyone! We have a plane to catch! ... Angela, where are the passports?  
**Mum:** Well, they were on the stairs a few minutes ago.  
**Dad:** Here they are! Sorry, I didn't see them. I'm putting them in the ... Why's the rubbish still here? George? I asked you to take out the rubbish an hour ago!



**Dad:** The rubbish was your job, young man! It wasn't mine!  
**George:** Sorry, Dad, I didn't hear that.  
**Dad:** Oh, forget it!

**Dad:** That's weird! I'm sure I closed that suitcase last night.  
**Harry:** My backpack was full, so I took out some of my stuff and put it in that suitcase.  
**Dad:** What on earth is this?  
**Harry:** It's my pillow. You know I can't sleep without it.  
**Dad:** No, I didn't know that. Take it with you on the plane ... Angela, don't forget to lock the back door, OK? Give me a hand, boys!



Finally, they got into the taxi and left for the airport.



**Dad:** Oh, no!

1 13 2.4 Watch or listen and read. How are the Nicholsons going to the airport? *by taxi*

2 Read the story. Circle the correct answer.

- Dad is looking for the passports / rubbish.
- They were on the stairs / in the kitchen.
- It was Harry's / George's job to take out the rubbish.
- Harry / Dad put the pillow in the suitcase.
- Dad asks Harry to take the suitcase / the pillow with him on the plane.

3 2.5 Listen and repeat. Find these expressions in the story.

That's weird! What on earth ...?

Say it!

4 Guess! What's wrong? Have a class vote.

- Mrs Nicholsons forgot to lock the back door.
- They left their passports at home.

5 14 2.6 Now watch or listen and check.

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Answers → student page

### Exercise 3

- Read out the sentences. Ask students to say phrase from the Say it! Box that goes before it.  
*It's my cat in a bag!*  
*My passport was here on the table a moment ago.*
- Ask different Ss to suggest their own phrases.

Answers → student page

### Exercise 4

- Critical thinking** Ss discuss the options in pairs.
- Do a class vote for the most popular guess using their response cards.

### Exercise 5

- Ss watch or listen to check their choice.

#### Video/Audio script

**Mum:** Darling, can I have the passports, please?  
**Dad:** Oh, no!  
**Mum:** Please, tell me you didn't leave them behind!  
**Dad:** I put them in the travel wallet.  
**Mum:** And where's the travel wallet?  
**Dad:** Back home! I left it on the stairs!  
**Mum:** We've got just enough time to go and get it!

- Ask Ss: *Where is the travel wallet? Who left it there? Have they got time to get it?*
- Involve Ss. Ask *Imagine you forgot your passport. How would you feel?*

Answers → student page

## Grammar

### Past Simple affirmative and negative

+	-
<b>to be</b>	
I/He/She/It <b>was</b> here.	I/He/She/It <b>wasn't</b> here.
We/You/They <b>were</b> here.	We/You/They <b>weren't</b> here.
<b>Regular verbs</b>	
I/You/He/She/It <b>closed</b> it.	I/You/He/She/It <b>didn't close</b> it.
We/You/They <b>closed</b> it.	We/You/They <b>didn't close</b> it.
<b>Irregular verbs</b>	
I/You/He/She/It <b>heard</b> that.	I/You/He/She/It <b>didn't hear</b> that.
We/You/They <b>heard</b> that.	We/You/They <b>didn't hear</b> that.
<b>Time expressions</b>	
yesterday, last night, last Tuesday, last month, last year a few minutes ago, an hour ago, a week ago, a year ago	

## 15 Get Grammar!

The beach was amazing. Max and I swam in the sea. We went snorkelling!



9 2.8 Complete the sentences with the Past Simple form of the verbs. Then number the sentences. Listen and check.

- a The weather <sup>1</sup> wasn't (not be) good. We <sup>2</sup> spent (spend) all the time inside our tents and <sup>3</sup> drank (drink) tea to keep warm.
- b I <sup>4</sup> didn't have (not have) much fun, but I <sup>5</sup> read (read) three interesting books!
- c Last summer, my parents <sup>6</sup> wanted (want) to go camping, so we <sup>7</sup> went (go) to the Lake District.
- d On the last day, it finally <sup>8</sup> stopped (stop) raining. But I <sup>9</sup> was (be) happy to go home!



6 Look at the story on page 36. Complete the text with was, wasn't, were or weren't.

At the beginning, Mum and the boys <sup>1</sup> were in the house, but they <sup>2</sup> weren't in the hall. The passports <sup>3</sup> were on the stairs. The rubbish bag <sup>4</sup> was in the hall too and Dad <sup>5</sup> wasn't happy. He <sup>6</sup> was surprised because Harry's pillow <sup>7</sup> was in the grey suitcase.

7 2.7 Write the infinitives of these irregular verbs. Then listen and check.

drank gave got had left met put  
read spent swam took went

drink - drank

8 Complete Harry's blog post with the Past Simple form of the verbs.

Yesterday, I <sup>1</sup> didn't get up (not get up) early, so I <sup>2</sup> didn't have (not have) breakfast at the hotel. But later in the day, Dad and I <sup>3</sup> explored (explore) the area and we <sup>4</sup> tried (try) the local cheese pie. We <sup>5</sup> loved (love) it!

George and Mum <sup>6</sup> went (go) to the beach. They <sup>7</sup> didn't swim (not swim) because they <sup>8</sup> didn't have (not have) their towels with them.



10 Game! Play as a class. Take turns to make sentences.

- A: *When I was on holiday last year, I went cycling.*
- B: *I didn't go cycling, but I tried the local food.*
- C: *I didn't try the local food, but I ...*

## Exercise 6

- Ss complete the activity and then read the dialogue again to check.
- Check answers using the Lollipop stick technique.

Answers → student page

## Exercise 7 2.7

- Choose different Ss to write the answers on the board. Tell Ss to keep a list of irregular verbs in their notebooks and to learn them.

### Answers

give - gave; get - got; have - had;  
leave - left; meet - met; put - put;  
read - read; spend - spent; swim - swam;  
take - took; go - went

## Extra activity

- Play irregular verb tennis. Call out a Past Simple form and Ss say the infinitive. Repeat with the infinitive and Ss say the Past Simple form. You could do this using the Basketball technique.

## Exercise 8

- Give Ss time to complete the activity individually.
- Ss raise their hands to offer answers. Write the answers on the board.
- Ask different Ss to read a sentence each. Monitor pronunciation.

Answers → student page

## Exercise 9 2.8

- Give Ss time to complete the activity using the Expert Envoy technique.
- Play the audio for Ss to check.
- Check answers using the Lollipop stick technique. Ask different Ss to read out the sentences.

Answers → student page

## Exercise 10

- Ask Ss to think of different things people do on holiday in the Past Simple. Write their ideas on the board. Ss then play the game.
- Monitor grammar and pronunciation.

## Finishing the lesson

- (Books closed) Clarify the grammar goals of lesson 3.2. Ask different Ss to think of a sentence using a Past Simple affirmative or negative that is true for them for last weekend.

## Fast finishers

- Ss look at the photo story. They underline the Past Simple verbs.

## Get Grammar! 15

- Play the Get Grammar! video. If you don't have access to a computer/projector, read the grammar box to the class.
- Write *Yesterday I \_\_\_\_\_ (go) to the park. I \_\_\_\_\_ (not go) shopping.* Ss look at the grammar box. Ask different Ss to complete the sentences with the affirmative and negative form. Draw attention to the irregular verbs.
- Ask different Ss to make a sentence with an irregular verb.
- Check comprehension and exercise difficulty with the Traffic Lights technique (now or after Exercise 6).

# 3.3

## In this lesson

### Lesson aims:

- Grammar: Past Simple questions and short answers

### Resources:

- Grammar worksheet 3.3, p. 157
- Tests: Grammar check 3.3

### Homework:

- Workbook Unit 3, p. 26

### Assessment for Learning in this lesson

- Setting aims and criteria for success: Warm-up
- Giving feedback: Get Grammar!, Exercise 3, 4 and 6
- Peer learning: Exercise 8 and Extra activity
- Independent learning: Finishing the lesson

### Warm-up

- (Books closed) Revise the Past Simple affirmative. Say a verb for Ss to change to the Past Simple, e.g. *close, hear, drink, have, meet, put*.
- Revise the Past Simple negative. Write the headings *Me* and *My friend* on the board. Ask Ss to write down a sentence in the Past Simple about something they did yesterday. Ss then swap sentences in pairs and change their friend's sentences to the Past Simple negative. Ask different pairs to read out some examples.
- Set the goal of the lesson. Say *Today we will learn to ask questions in the Past Simple*. Ask a student to write the lesson objective on the board.

### Lead-in

- (Books open) Ss look at the cartoon story and suggest what it is about. Say *Tell me what is happening in picture 1* etc.

## Doctor Q The film premiere

Doctor Q and Rob are back from a trip. They went to a big film premiere.



**Millie:** How was your trip?  
**Rob:** It was great!  
**Millie:** Was the weather good?  
**Rob:** No, it wasn't. On Friday, it rained all day. On Saturday, it was very windy and on Sunday ...  
**Pi:** And the film? Was it good? Did people like it?  
**Dr Q:** Yes, it was and yes, they did.  
**Pi:** Did you go to the party after the film?  
**Rob:** Yes, we did!



**Pi:** Wow! Did you meet any film stars?  
**Rob:** Yes, we did. We met Brian Gosley.  
**Pi:** Really? Did you talk to him?  
**Dr Q:** Yes, Pi, we did!  
**Pi:** What did he say?  
**Dr Q:** 'Hello, pleased to meet you.'  
**Pi:** Oh, just that? Did you take any photos?  
**Rob:** I didn't.  
**Dr Q:** But I did. Look!



**Pi:** That's not Brian Gosley! That's food! Why did you take a photo of food?  
**Dr Q:** Because it was fantastic!  
**Pi:** Oh ...

1 Look at picture 1. Where was the film premiere? *in London*

2 2.9 Listen and read. Who is Brian Gosley? *a famous actor*

3 Read the sentences. Circle T (true) or F (false).

- Rob didn't like the weather.  T /  F
- The film premiere was a success.  T /  F
- Doctor Q didn't go to the party.  T /  F
- Doctor Q had a long chat with Brian Gosley.  T /  F
- Doctor Q didn't take any photos at the party.  T /  F

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### Exercise 1

- Ss answer the question. Ask Ss to say where they found the answer.

Answers → student page

### Exercise 2 2.9

- Ss work in pairs to find the answer. Ask Ss to say where they found the answer.

Answers → student page

### Exercise 3

- Give Ss one minute to complete the activity individually.
- Check answers using the response cards.

Answers → student page

- Critical thinking** Ask Ss to correct the false sentences in Activity 2 in pairs. Ask different pairs to offer answers.

**Grammar**  
Past Simple questions and short answers

**16 Get Grammar!**

?	Short answers
<i>to be</i>	
Was I/he/she/it good?	Yes, I/he/she/it <b>was</b> . No, I/he/she/it <b>wasn't</b> .
Were we/you/they good?	Yes, we/you/they <b>were</b> . No, we/you/they <b>weren't</b> .
<b>Regular and irregular verbs</b>	
Did I/you/he/she/it like it?	Yes, I/you/he/she/it/ <b>did</b> .
Did I/you/he/she/it meet Brian?	No, I/you/he/she/it <b>didn't</b> .
Did we/you/they like it?	Yes, we/you/they <b>did</b> .
Did we/you/they meet Brian?	No, we/you/they <b>didn't</b> .
Where <b>was</b> the film premiere? What <b>did</b> he say?	



**4** **2.10** Pi asked a lot more questions. Write Doctor Q's short answers. Then listen and check. Complete the last sentence.

- 1 Pi: Were you and Rob on time for the film?  
Dr Q: **✓ Yes, we were.**
- 2 Pi: Did you go by taxi?  
Dr Q: **✓ Yes, I/we did.**
- 3 Pi: Was the film very long?  
Dr Q: **✗ No, it wasn't.**
- 4 Pi: Did Brian Gosley give you his autograph?  
Dr Q: **✗ No, he didn't.**
- 5 Pi: Were you and Rob tired after the party?  
Dr Q: **✗ No, we weren't.**
- 6 Pi: Did you bring me a present from London?  
Dr Q: **✓ Yes, I/we did.** It's a cap.

**5** The robots are talking about Millie and Pi's weekend. Write Rob's questions.

- 1 what / you and Pi / do / on Saturday?  
*What did you and Pi do on Saturday?*
- 2 what film / you / see?
- 3 it / be / good?
- 4 Pi / eat / popcorn?
- 5 what / you / do / after the cinema?
- 6 Pi's friends / be / at the cinema too?

**6 Exam Spot** **2.11** Match the questions in Exercise 5 to answers a–g. There is one extra answer. Then listen and check.

- a **3** No, it wasn't. It was silly.  
b **2** *Crazy Animals* 3.  
c **4** Yes, he did. He loves it!  
d **1** We went to the cinema too.  
e **-** Yes, we did.  
f **6** No, they weren't. We had a picnic in the park.  
g **5** We met Pi's friends.

**7** Imagine you want to ask your friend about a film premiere he/she went to. Complete the questions.

Did you like ~~Were~~ Was What

- 1 Were you excited?  
2 What film did you see?  
3 Did you like the film?  
4 Was the cinema big?  
5 Did you see any film stars?  
6 Did you take any photos?



**Fun Spot**

**8** Work in pairs. Ask and answer the questions in Exercise 7.

**Answers**

- 2** What film did you see?  
**3** Was it good? **4** Did Pi eat popcorn? **5** What did you do after the cinema? **6** Were Pi's friends at the cinema too?

**Exercise 6** **2.11**

- This is preparation for the CYCLET Flyers Reading and Writing test Part 2.
- Ss complete the exercise individually.
- Play the audio for Ss to check.
- Check answers using the Lollipop stick technique.
- Ask different pairs to read out the dialogues.

**Answers** → student page

**Exercise 7**

- Ss work individually and then compare answers with a partner.
- Ask different Ss to offer answers.

**Answers** → student page

**Exercise 8**

- Ss ask and answer in pairs.
- Monitor correct vocabulary and grammar.
- Ask different pairs to read out one question and answer.

**Extra activity**

- Ss do a role play. Divide the class into groups of four and assign a character to each student. The groups practise the cartoon story in their groups. Monitor pronunciation. Ss can then perform their role plays to the class. They can still use their books to do this at this stage.

**Finishing the lesson**

- (Books open) Ss have one minute to look at the cartoon story.
- (Books closed) Ask Ss Pi's questions from Exercise 4 and ss pretend to be Dr Q and answer.
- Ask Ss to finish the sentences: *Today I have learned ...* and *I can ...*

**Fast finishers**

- Ss write questions and answers for the sentences they wrote in the warm-up in their notebooks.

**Get Grammar!** **16**

- Play the Get Grammar! video. If you don't have access to a computer/projector, read the grammar box to the class. Draw Ss' attention to the use of *Was/Were* for *be* and *Did* for other verbs.
- Write an affirmative sentence on the board, e.g. *I played football*. Write the question *Did you play football?* Say *Yes, ...* and *No, ...* and have Ss say the short answers.
- Repeat with the verb *be*.
- Draw Ss attention to the irregular verbs with this sentence and question: *I went shopping. Did I go shopping?* Ask Ss to explain what happens to the verb *go*.
- Check comprehension and exercise difficulty with the Traffic Lights technique (now or after Exercise 4).

**Exercise 4** **2.10**

- Ss complete the exercise individually and then compare answers with a partner.
- Play the audio for Ss to check.
- Check answers using the Lollipop stick technique.
- Ask different pairs to read out the dialogues. Monitor pronunciation.

**Answers** → student page

**Exercise 5**

- Ask a student to read out the example. Have Ss think about question 2 and raise hands to offer answers.
- Ss complete the exercise individually.
- Ask different Ss to offer answers.

# 3.4

## In this lesson

### Lesson aims:

- Communication: making and responding to a request

### Resources:

- Communication worksheet 3.4, p. 170

### Homework:

- Workbook Unit 3, p. 27
- Extra Online Practice Unit 3

### Assessment for Learning in this lesson

- Setting aims and criteria for success: Warm-up
- Giving feedback: Exercise 2, 4 and 5
- Peer learning: Exercise 1 and 3
- Independent learning: Finishing the lesson

### Warm-up

- (Books closed) Ask a student *Can I borrow your pen, please?* Ask Ss *What did I just ask to do?* and elicit answers.
- Set the goals of the lesson. Say *In this lesson we will learn how to make and respond to requests.* Write the lesson objective on the board.

### Lead-in

- (Books open) Ss look at the photos. Ask *Who are the people? What is happening?*

### Exercise 1 17 2.12

- Ask Ss to say where they found the answer.

Answers → student page

- Critical thinking** Pairwork: Ss write two false statements about the dialogue. They swap with their partner and correct the statements.

### Exercise 2 2.13

- Using the Lollipop stick technique, have Ss use the box to make their own simple exchanges.

### Exercise 3 2.14

- Ss work in pairs. They should look at the box for help.
- Ask different Ss for answers. Do not confirm the answers yet. Play the audio for Ss to check.
- Ss read out the dialogues in pairs.

## Can you bring me my phone?

George and Harry are waiting for Mum at the hotel lobby.

**Harry:** Can I have the tablet now?  
**George:** Sorry, you can't. I'm using it at the moment.  
**Mum:** Boys, can one of you bring me my phone, please? It's upstairs. Oh, and the guidebook.  
**George:** Sorry, Mum. I can't quit the game now.  
**Harry:** Yes, Mum, no problem.  
**Mum:** Thank you, darling. I'm going to be outside with Dad.  
**Harry:** Mum, the room key! ... Oh, never mind.  
**Receptionist:** Can I help you?  
**Harry:** Yes, please. Could you give me the key to Room 217?  
**Receptionist:** Yes, of course. Here you are.  
**Harry:** Thank you.  
**George:** Harry, can you get my sunglasses too?  
**Harry:** Sorry, I can't hear you!



- 1 17 2.12 Watch or listen and read. What does George want from the room?  
*his sunglasses*

- 2 2.13 Listen and repeat.

### Communication Requests

#### Making requests

Can you *bring me my phone*, please?  
 Could you *give me the key to my room*?  
 Can I *have the tablet*?

#### Responding to requests

Yes, no problem. / Yes, of course.  
 Sorry, *if you can't. I'm using it right now.*  
 Not now, sorry. *I'm busy.*

- 3 2.14 Complete the dialogues with one word in each gap. Then listen and check.

- 1 A: <sup>1</sup> Could you bring me my bag, <sup>2</sup> please ?  
 B: Yes, of <sup>3</sup> course . Where is it?  
 2 A: Can <sup>4</sup> I borrow some money from you?  
 B: Yes, no <sup>5</sup> problem .  
 3 A: Can you give me the train timetable, please?  
 B: <sup>6</sup> Sorry , I can't. I can't find it.  
 4 A: Can you help me with my homework?  
 B: <sup>7</sup> Not now, sorry. I'm busy.

- 4 In pairs, make and respond to requests. Use the ideas below and add your own.

- 1 you / give / your smartphone / check the train times ✓  
 A: *Could you give me your smartphone, please? I need to check the train times.*  
 B: *Yes, of course.*  
 2 I / borrow / some money from you / buy some souvenirs ✗  
 3 you / take / a photo of us ✗  
 4 I / close / the window / it's cold ✓

- 5 **Exam Spot** 2.15 The Brett family are going home after their holiday. What are they looking/asking for? Listen and match people 1-4 to objects A-F. There are two extra objects.

- 1  B Laura  
 2  A Sam  
 3  E Dad  
 4  F Mum



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Answers → student page

### Exercise 4

- Ask two students to read the example. Check understanding using the Thumbs up/down technique.
- Monitor Ss vocabulary and grammar and correct if necessary.

### Extra activity

- Divide Ss into groups of four and assign the roles of Mum, Harry, George and the receptionist. Ss act out the dialogue. Tell them to change the items Mum wants.

### Exercise 5 2.15

- This is preparation for the CYCLET Flyers Listening test Part 3.
- Tell Ss to look at the photos and say what they can see before they listen.
- Check answers using the Lollipop stick technique.

Answers → student page

### Finishing the lesson

- (Books closed) Ask *What was easy about the lesson? What was difficult? What do you need to practise more?*

### Fast finishers

- Ss underline the requests and circle the answers in the dialogue.

# My Alaskan holiday

by Shirley Burns



**A** My family and I don't like going to the beach. We get bored there, so last summer we went to Alaska for our holidays. Alaska is the biggest state of the USA and one of the last wild places on Earth. It has volcanoes and mountains, rivers, thousands of islands and more than three million lakes! It's never very hot there, but the days are long in July and it gets dark late.

**B** We went to Juneau, the capital of Alaska, by plane. There, we joined a group of three other families and two guides. We travelled around the country in caravans, and we camped in a different place every night. The caravans had beds and bathrooms and were very comfortable! At night it got cold, so we sat around the camp fire and ate our food.

**C** We had a fantastic time. We went kayaking, fishing and hiking in the mountains. We always had a guide with us, so we didn't get lost. The forests were full of wild animals and we saw a wolf and grizzly bears. We got tired because there were so many activities, but we loved it. The last day of our holiday was the best! We went on a boat trip and saw humpback whales!

**1** **2.16** Read and listen to the text. Match paragraphs A–C to headings 1–4. There is one extra heading.

- 1  A dangerous place
- 2  B Life on the road
- 3  A An unusual place for a holiday
- 4  C Not a holiday for lazy people!

**2** **I know that!** Which geographical features does Alaska have? Which of them can you see in the photo?

forest island lake mountain  
river sea volcano

*In the photo: forest, lake, mountain*

*In the text: island, lake, mountain, river, volcano*

**3** Read the text again. Which paragraph:

- 1  B mentions the name of a city?
- 2  A mentions very big numbers?
- 3  C describes Shirley's favourite part of the holiday?
- 4  B says how Shirley travelled around Alaska?
- 5  A says why Shirley and her family went to Alaska?
- 6  C names the animals Shirley saw?

**4** Would you like to go on a holiday to Alaska? Why? / Why not?

**5** **2.17** Listen and repeat. Find these phrases in the text.

### Vocabulary Phrases with get

get bored get cold get dark  
get lost get tired

**6** Complete the sentences with a word from the Vocabulary box.

- 1 I didn't take a map with me and I got lost in the city.
- 2 I need a jumper. It's getting cold !
- 3 This film isn't interesting and I'm getting bored .
- 4 In the winter in the UK it gets dark at four o'clock.
- 5 After a long walk, we got tired and decided to have a rest.

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paragraph is about.

- Check answers using the Lollipop stick technique. Ask Ss what made them decide on their answer.

**Answers** → student page

### Exercise 2

- Revise the vocabulary with drawings on the board if necessary.

**Answers** → student page

### Exercise 3

- Ss work individually. Tell them to underline the parts of the text where they find the answers.
- Check answers using the Lollipop stick technique.

**Answers** → student page

### Exercise 4

- Ask a student the question and elicit answers. Tell Ss to join their sentences with *because*.
- Ss work in pairs.
- Ask different pairs for answers and reasons.

### Exercise 5 2.17

- Make sure Ss understand the adjectives. Explain the meanings with mimes.
- Different Ss read out the sentences with the phrases.

**Answers** → student page

### Exercise 6

- Different Ss make sentences with the phrases before they complete the activity.
- Ss work individually and then compare answers with a partner.
- Check answers using the Lollipop stick technique.

**Answers** → student page

### Extra activity

- Pairwork: Draw a table with three categories on the board: *Places in the countryside / Wild animals / Holiday activities*. Ss complete the table in pairs with words from the text.

### Finishing the lesson

- Ask *What do you remember about Shirley's holiday in Alaska?* Ask different Ss for answers.

### Fast finishers

- Ss write three statements about the text and draw pictures.

# 3.5

## In this lesson

### Lesson aims:

- Reading: understanding a text about a holiday

### Resources:

- Tests: Vocabulary check 3.5

### Homework:

- Workbook Unit 3, p. 28

### Assessment for Learning in this lesson

- Setting aims and criteria for success: Warm-up
- Giving feedback: Exercise 1, 3 and 6
- Peer learning: Exercise 4 and Extra activity
- Independent learning: Finishing the lesson

### Warm-up

- (*Books closed*) Write *Alaska* on the board. Ask *Where is Alaska? (North America) Which country is it part of? (the USA)* Ss find Alaska on a map if available.
- Ask *What's the most interesting place you went to on holiday?* Ss raise their hands to offer answers. Say and write *In this lesson we will read about a holiday in Alaska.*

### Lead-in

- (*Books open*) Ss look at the photo and say what they can see.

### Exercise 1 2.16

- Before Ss choose the headings ask them what each

# 3.6

## In this lesson

### Lesson aims:

- Listening: understanding texts about holidays
- Writing: a holiday email

### Resources:

- Tests: Writing Task 3

### Homework:

- Workbook Unit 3, p. 29

### Assessment for Learning in this lesson

- Setting aims and criteria for success: Warm-up
- Giving feedback: Warm-up, Exercise 1 and 6
- Peer learning: Exercise 6
- Independent learning: Finishing the lesson

### Warm-up

- (Books closed) Ss work in pairs and write down as many of the holiday words they can remember from the unit so far. Then different pairs offer words.
- Have Ss open their books on page 42 and look at Exercise 4. Ask *What type of text is it? Do you write texts like this? What will we learn today? Say and write Today we will learn how to write a holiday email.*

### Lead-in

- (Books open) Ss look at the photos and say what they can see and what the weather is like.

### Exercise 1

- Ss discuss in pairs.
- Ask for feedback using the Basketball technique.

### Exercise 2 2.18

- Play the audio and check answers as a class.
- Ask Ss where they found their answers.

Answers → student page

### Exercise 3 2.18

- Ask different Ss for answers. Promote class discussion with questions about the places. *Where would you like to go? Why?*

Answers → student page

# 3.6 Listening and Writing

I can understand and write texts describing holidays.

- 1 Look at the photos. Which place would you like to visit on holiday? Compare with a friend.



- 2 2.18 Listen and match speakers 1-4 to the places in Exercise 1.

- 1 Sandra      3 Alicia  
2 Derek      4 Ian

- 3 2.18 Listen again. Complete the blog post with one word in each gap.

## Our Class Blog

**Sandra**  
My family and I went to Rome in August. I made a lot of <sup>1</sup> friends and I loved the food! I didn't like sightseeing very much because I got <sup>2</sup> tired.

**Derek**  
Last summer we went to my grandparents' <sup>3</sup> farm. It was a great holiday and we loved looking after the <sup>4</sup> animals.

**Alice**  
Our holiday in Jamaica was the best holiday of my life! Jamaica is a beautiful <sup>5</sup> island and we did a lot of water <sup>6</sup> sports there.

**Ian**  
We go to our Dad's village in <sup>7</sup> Scotland every year. I wanted to go swimming, but the water in the <sup>8</sup> lake was very cold!

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### Exercise 4

- Follow-up questions: *When did he go fishing? How many fish did they catch together? Did Grandad get tired hiking? Why not?*

Answers → student page

### Exercise 5

- Ss work individually.

Answers → student page

### Exercise 6

- Read out the notes. Ask different Ss for ideas.
- Ss write their own draft. Encourage them to share and help each other in pairs. Give feedback on use of vocabulary, grammar and style at this stage.
- Ss write their final text. Remind Ss to look at the Check and write box.

- 4 Read Derek's email. Who is he writing to? *Aunt Carol*

Dear Aunt Carol,  
1 I hope you're well. Lilian and I are having a lovely time in the village! I wish you were here!  
2 There are lots of things to do here. Last Friday we went fishing with Grandad. We sat next to the river for hours. I caught one fish, Lilian caught two and Grandad caught three! Yesterday we went hiking in the mountains. Lilian and I got tired, but Grandad didn't get tired at all. He's fit!  
3 I need to help Granny with the animals now, so I can't write any more.  
Lots of love,  
Derek

- 5 Read the Writing box. Which of the expressions can you find in Derek's email?

### Writing A holiday email

- At the beginning write: *Hi/Hello ...* (to a friend) or *Dear ...* (to an older person you know).  
You can also write: *How are you? I hope you're well. We're having a lovely time ... I wish you were here.*
- In the middle, describe your holiday.
- At the end, you can write: *I need to ... so I can't write any more.*  
You can add: *See you soon or Love / Lots of love.*  
Remember to write your name.

- 6 **Writing Time** Imagine you are on holiday. Write an email to a friend or someone from your family and tell him/her about it.

#### Find ideas

Make notes about your holiday. Use these questions to help you.  
*Where are you and who is with you?  
What did you do last week / yesterday?  
Why do you need to stop writing? (optional)*

#### Draft

Write your email. Use the Writing box to help you.

#### Check and write

Make sure you begin and end your email correctly. Write the final version of your email.

- Correct mistakes using descriptive evaluation (see Tests booklet for more information) and praise good use of grammar and vocabulary.

### Extra activity

- Ss read their work to their partners.

### Finishing the lesson

- (Books closed) Ss work in pairs to remember as much information as they can from Derek's email.
- Have them reflect on the lesson by finishing the sentence: *I can now ...*

#### Fast finishers

- Ss underline the Past Simple verbs in the email.

Vocabulary

1 Complete the texts with the words in the box.

beach boat camping explore  
guided hiking snorkelling trip try



We're in Vienna and we want to see the city. We can <sup>1</sup> explore it on our own or we can go on a <sup>2</sup> guided tour. I also want to <sup>3</sup> try the local food.

I want to go <sup>4</sup> camping. We can sleep under the stars and go <sup>5</sup> hiking in the mountains.



Let's go on a day <sup>6</sup> trip to the country and tomorrow we can go on a <sup>7</sup> boat trip to an island.

It's hot today. Let's go to the <sup>8</sup> beach. We can sit in the sun or go swimming and <sup>9</sup> snorkelling in the sea.



2 Complete the sentences with one word in each gap.

- Winter is coming and it's getting cold.
- I don't like playing computer games. I get bored.
- Can we stop and have a rest? I'm getting tired.
- Where's the map? I don't want to get lost.
- I turned on the lights when it got dark.

Grammar

3 Complete the page of Sue's diary with the correct Past Simple form of the verbs in brackets.

10th August

I <sup>1</sup> arrived (arrive) here five days ago. It <sup>2</sup> was (be) fantastic to see Aunt Kate, Uncle Joe, Alfie and Lulu. We <sup>3</sup> didn't sleep (not sleep) a lot. We <sup>4</sup> talked (talk) all night, but we <sup>5</sup> weren't (not be) tired in the morning!

Yesterday we <sup>6</sup> went (go) cycling near the lake. We <sup>7</sup> had (have) a picnic, but we <sup>8</sup> didn't go (not go) swimming.

In the evening, Alfie and I <sup>9</sup> played (play) a computer game and Lulu <sup>10</sup> read (read) a comic book. I love it here!



4 In your notebook, write questions and answers.

- Dad / cook / spaghetti / last night? ✓  
*Did Dad cook spaghetti last night? Yes, he did.*
- the weather / be / warm and sunny? ✗
- the students / like / their new teacher? ✓
- you / know / everyone at the party? ✗
- they / be / at school / two days ago? ✗
- you and Sam / buy / these souvenirs / yesterday? ✓

Pronunciation

5 Listen and repeat: /ð/ or /d/.



My father was there, my mother and Jade. It rained, so we stayed at home and we played.

Communication

6 Complete the dialogues. Then listen and check.

- A: 'Can you drive me to the town centre?  
B: Not now, 'sorry'. I'm very busy.
- A: 'Could you 'bring me my laptop, please? It's in my room.  
B: Yes, of 'course.
- A: Can you 'give me the map, 'please?  
B: Yes, no 'problem. Here it is.

Check yourself!

- I can talk about holiday activities.
- I can use the Past Simple.
- I can make and respond to requests.

Exercise 2

- Ss work individually. Check answers using the Lollipop stick technique.
- Ask different Ss to mime a sentence and have the class guess which one it is.

Answers → student page

Exercise 3

- Ss work in pairs using the Expert Envoy technique.

Answers → student page

Exercise 4

- Choose pairs of Ss to write the questions and answers on the board.

Answers

- Was the weather warm and sunny? No, it wasn't.
- Did the students like their new teacher? Yes, they did.
- Did you know everyone at the party? No, I didn't.
- Were they at school two days ago? No, they weren't.
- Did you and Sam buy these souvenirs yesterday? Yes, we did.

Exercise 5

- Ss repeat as a class. Play the audio again and choose pairs to repeat.
- Follow-up task: Dictate these sentences: *This is my brother. He doesn't like red.* Ss write them down and say which words have the /ð/ and the /d/ sound. Ask Ss to write their own sentence with words that have these sounds.

Exercise 6

- Check answers using the Lollipop stick technique.
- Ss practise the dialogue in pairs.

Answers → student page

Finishing the lesson

- Ss complete Check yourself! box. Ask Ss if they ticked all the boxes.
- (Books closed) Place Ss in small groups. Write *Please write: 3 words, 3 expressions, 3 Past Simple sentences, 3 Past Simple questions* on the board. Give Ss two minutes to do this. The group(s) that manage, win.

Fast finishers

- Ss write three sentences of their own for a diary entry like the one in Exercise 3.

3.7

In this lesson

Lesson aims:

- Revising Vocabulary, Grammar and Communication from Unit 3
- Pronunciation: /ð/, /d/

Resources:

- Tests: Language Test 3

Homework:

- Workbook Unit 3, p. 30
- Extra Online Practice Unit 3

Assessment for Learning in this lesson

- Setting aims and criteria for success: Warm-up
- Giving feedback: Exercise 2 and 6
- Peer learning: Exercise 3
- Independent learning: Finishing the lesson

Warm-up

- (Books closed) Ask Ss: *What new words are in this unit? Can you remember them all? Can you spell them?*
- Say *In this lesson we will revise the vocabulary, grammar and communication skills from Unit 3.*

Exercise 1

- (Books open) Ask Ss for the meaning of the words in the box before they complete the activity.

Answers → student page

### In this lesson

#### Lesson aims:

- Culture focus: A journey around the USA
- BBC video: Yellowstone and the Grand Canyon (optional)
- Project: A digital presentation about a national park

#### Resources:

- Project Worksheet p. 179

#### Assessment for Learning in this lesson

- 🎯 Setting aims and criteria for success: Warm-up
- 💬 Giving feedback: Exercise 2, 3 and A
- 👥 Peer learning: Exercise 1, 4, C and the Project
- 🏠 Independent learning: Finishing the lesson

#### Culture notes

USA: American English is the national language and Spanish is the second most common language in the USA. People also call the USA the US and America. Yellowstone: Yellowstone National Park is the first national park in the USA. It is well-known for its wildlife and geothermal features. The Grand Canyon: Two billion years of Earth's geological history are exposed here.

#### Warm-up

- (Books closed) Write USA on the board. Ask Ss to find it on a map. Ask Ss to raise their hands to say a place they know in America.
- 🎯 (Books open) Have Ss look at the photos on page 44 and say what they can see. Introduce the aims of this lesson. Say: *In this lesson you will learn about the USA.*

#### Lead-in

- Pre-teach *river, desert, lake, wetlands* and *landscape* with these definitions on the board. *A river is water that goes from a mountain to the sea. A desert is a dry place where it doesn't rain. A lake is water that isn't salty like the sea and it has land all around it.*

Choose a continent:  Choose a country:

The United States of America is the third largest country in the world. Its neighbours are Canada in the north and Mexico in the south. It has the Atlantic Ocean in the east and the Pacific Ocean in the west. Fifty states make up the United States. Two of them, Alaska and Hawaii, are outside the main territory. The capital city of the USA is Washington DC, and the top three largest cities are New York, Los Angeles and Chicago. The landscape of the USA is beautiful and varied. In the southwest, we find the Rocky Mountains and the Colorado River ①. The mountains continue into the west, where you can also find the Mojave Desert ② (the hottest desert in North America) and three world famous national parks: Yosemite ③, Yellowstone and Redwood ④. In Redwood, you can see some of the world's tallest trees! The northeast has the Great Lakes ⑤. The southeast has the Mississippi River (the fourth longest river in the world) and the Everglades wetlands ⑥, where you can find hundreds of different types of animals and plants.

1 What do you know about the USA? In small groups, think of three facts. Compare your ideas as a class.

2 🎧 2.21 Read and listen to the text about the USA. Answer the questions.

- Which countries are USA's neighbours? *Canada and Mexico*
- Which ocean is west of the USA? *the Pacific Ocean*
- How many states are there in the USA? *fifty*
- Which city is larger - Washington or Chicago? *Chicago*
- How many rivers are mentioned in the text? *two (the Colorado and the Mississippi)*
- Which is the hottest desert in North America? *the Mojave Desert*

3 🎧 2.22 Listen to three young Americans talking about their holidays. Complete the table.

Person/holiday	1 Kelly Hawaii Island	2 Adam Everglades, Florida	3 Isabella Rocky Mountains
Geography	rain forests, 1 <u>beaches</u> , volcanoes	wetlands with grass, 3 <u>rivers</u>	mountains, 5 <u>forests</u> , 6 <u>lakes</u>
Activities	2 <u>hiking</u> , golf	taking photos, 4 <u>boat</u> rides	hiking, 7 <u>horse-riding</u>

4 Where do you go on holiday and what do you do? What activities do you like doing? What don't you like doing?

44

*Wetlands are places on land that have a lot of water too.  
The landscape is what the countryside around you is like.*

#### Exercise 1

- 🗨️ Groupwork: Ss discuss and report back to the class using the Expert Envoy technique.

#### Exercise 2 🎧 2.21

- Ask Ss to read the first paragraph and to answer Q1.
- Tell Ss to read the rest of the text and complete the activity, underlining where they find the answers.
- 💬 Check answers using the Lollipop stick technique.

Answers → student page

#### Exercise 3 🎧 2.22

- Read through the table and explain meanings if necessary. Ask Ss to think about what information they need to listen for.
- 💬 Check answers using the Lollipop stick technique.

Answers → student page

#### Exercise 4

- 🗨️ Groupwork: Ss discuss and report back to the class using the Expert envoy technique.

# Yellowstone and the Grand Canyon



**A** **18** Watch the video and answer the presenter's questions. Which places does the video talk about?

Redwood Arizona the Mississippi River the Colorado River  
the Rocky Mountains the Mojave Desert

**B** **18** Watch the video again. Answer the questions.

### Yellowstone National Park

- Which part of the USA is it in? *in the northwest*
- What is the name of the river that runs through it? *Yellowstone*
- How many geysers are there in it? *about 500*

### The Grand Canyon National Park

- Which state is it in? *in Arizona*
- How long is the Grand Canyon? *446 kilometres*
- What is the hottest temperature in the summer? *40 degrees (Celsius)*

**C** Which of the two national parks would you like to visit? Why? What would you like to do there?

## PROJECT

- Work in groups. Make a digital presentation of a famous national park in your country.
- Plan your presentation. Decide who searches the Internet for interesting information, who looks for the photos and pictures, etc.
- Write about the national park. Use these questions to help you.
  - Where is it?
  - What geographical features does it have?
  - What plants and animals live there?
  - What can visitors do there?



- Put your texts and photos together.
- Show your presentation to the class. Which is your favourite presentation? Why?

45

## BBC video

**Video script** → see Teacher's Book p. 138

### Presenter's questions

- (0.10) Do you like visiting the park where you live?
- (0.14) Did you know that some parks are so big that they attract millions of visitors every year?
- (1.42) Are there any national parks in your country?
- (2.21) And did you know the Grand Canyon is nearly 2 kilometres deep?
- (2.52) What's the oldest national park in the USA?

Note: if you can't show the video, spend more class time on preparing the Project.

- Tell Ss in this video Maddie tells us about Yellowstone and the Grand Canyon. Before they listen ask Ss to look at the photo and say what they can see (rocks, a river, mountains).
- Note: For less confident Ss you can play the video with the subtitles on.

### Exercise A 18

- Read out the places and explain to Ss that they have to listen for them. Stop the video after each question and elicit answers from different Ss.
- Play the video again.
- Check answers using the Lollipop stick technique.

**Answers** → student page

### Exercise B 18

- Ask Ss to read the questions and think about any answers they might already remember.
- Play the video again without stopping it. Ss work individually and then compare answers in pairs. Ask different Ss to read out an answer each.

**Answers** → student page

### Exercise C

- Divide Ss into groups to answer the questions. The groups report back to the class to discuss.

## Project

### Setting the project up

- Divide Ss into groups of four. Assign or help Ss choose tasks. Each group writes down a list of ideas.
- Give Ss the project worksheets to help them prepare.
- Each student writes down their information using the questions for help.

### Sharing the project

- Ss work then together to create their presentation. Read out the example and tell Ss to use the same style.
- Tell Ss to choose one slide to present each.
- Ask Ss to say which presentation is their favourite and to say why using the Two stars and a wish technique.

### Finishing the lesson

- (*Books closed*) Ask Ss to finish the sentence in their notebooks: *Today I learnt ...*

### Fast finishers

- Ss underline the Geography-related words in the text.

# 4.1

## In this lesson

### Lesson aims:

- Vocabulary: useful things, using technology

### Resources:

- Vocabulary worksheet 4.1, p. 150
- Tests: Vocabulary check 4.1

### Homework:

- Workbook Unit 4, p. 32

### Assessment for Learning in this lesson

- 🎯 Setting aims and criteria for success: Warm-up
- 💬 Giving feedback: Warm-up, Exercise 1, 2, 3, 4, 5 and 6
- 👥 Peer learning: Exercise 10
- 🏠 Independent learning: Finishing the lesson

### Warm-up

- 🗨️ (Books closed) Write *Tech things* on the board. Ss say any tech things they like in English using the Basketball technique.
- 🎯 (Books open) Introduce the aims of this lesson with this question: *What is this lesson about?* Ss quickly look at pages 46–47 and offer ideas in turns. Say and write *Today we will talk about useful things.*

### Lead-in

- Teach new vocabulary. Write these words on the board one at a time: *blender, DVD player, electric toothbrush, games console, hairdryer, microwave oven, remote control, smart TV, toaster, USB stick*. Explain meanings by drawing or miming where possible. Have Ss repeat the words.  
*You use a blender in the kitchen to make smoothies.*  
*You play a film in a DVD player.*  
*An electric toothbrush cleans your teeth well. It has batteries.*  
*You use a games console when you want to play video games.*  
*You dry your wet hair with a hairdryer.*  
*You can make your food hot in a microwave oven.*  
*You use the remote control to choose a channel on your TV.*  
*A Smart TV has Internet on it.*  
*You use a toaster to toast bread.*  
*A USB stick is something you save things on from your computer.*

# 4

# Useful things

## Vocabulary

I can talk about useful objects powered by electricity.

I know that!

- 1 Complete the technology words and add your own. Do you use these items every day?

- 1 fridge      3 printer      5 tablet  
2 camera      4 screen      6 mobile phone

### In this unit

#### Vocabulary

- Useful things
- Using technology
- Smartphones

#### Grammar

- Past Continuous
- Past Continuous and Past Simple with *when*
- Adverbs of manner

▶ 19–20



4.2 Grammar video

▶ 21



4.2 Grammar animation

▶ 22



4.3 Grammar animation

▶ 23



4.4 Communication video

46

### Exercise 1

- 🗨️ Ss complete the words in pairs. Ask different pairs to say the words, explain what they use the devices for and say if they use them every day.
- 💬 Check answers using the Lollipop stick technique. Ask Ss to suggest other ideas.

Answers → student page

### Exercise 2 🎧 2.23

- 💬 Check answers using the Lollipop stick technique.
- 🗨️ Ss work in pairs and say an item for their partner to point to.

Answers → student page

### Extra activity

- Ss list the useful things from 1–10 in the order of most useful (1) to least useful (10) in their opinion. Model the first three most important on the board with suggestions from the class. Students then work alone on their own lists. They compare lists with their partner and then the class.

### Exercise 3

- This is preparation for the CYCLET Flyers Reading and Writing test Part 1.
- 💬 Check answers using the Lollipop stick technique.
- Follow-up: Ask different Ss to suggest definitions for the words not used in the exercise.

Answers → student page

Hi, I'm Matt and I'm doing a survey about things we can't live without because they make our lives easy.

**A** microwave oven

**B** blender

**C** electric toothbrush

**D** remote control

**E** games console

**F** USB stick

**G** smart TV

**H** DVD player

**I** hairdryer

**J** toaster

2 2.23 Listen and repeat. Look at the photos on page 46 and match the objects to the words in the Vocabulary box.

**Vocabulary Useful things**

blender DVD player electric toothbrush  
games console hairdryer microwave oven  
remote control smart TV toaster USB stick

3 **Exam Spot** Read the definitions. Write the words.

You use it to ...

- dry your hair after you wash it. hairdryer
- make a drink with fruit and vegetables. blender
- keep your documents and photos. USB stick
- change the channels without touching your TV set. remote control
- play games. games console
- warm up or cook food. microwave oven

4 **Game! Play Three Questions.**

- A: *Is it in the kitchen?*  
B: *No, it isn't.*  
A: *Is it in the bathroom?*  
B: *Sometimes.*  
A: *Do you use it on your hair?*  
B: *Yes, you do.*  
A: *It's a hairdryer!*  
B: *That's right!*



5 2.24 Listen to four interviews. What is each person talking about? Use words from the Vocabulary box.

- remote control
- toaster
- electric toothbrush
- microwave oven

6 2.24 Listen again. Why can't the speakers in Exercise 5 live without these items? Complete the sentences.

- Because she doesn't want to get up and change the channels.
- Because he always has toast for breakfast.
- Because she needs to brush her teeth after lunch at work.
- Because he isn't patient when he's hungry.

7 2.25 Listen and repeat. Label the pictures with the verbs in the Vocabulary box.

**Vocabulary Using technology**

plug in unplug turn on turn off



1 turn on      2 unplug



3 plug in      4 turn off

8 Complete the sentences with one word in each gap. Use the Vocabulary box in Exercise 7 to help you.

- Press to turn on the TV when you are ready to watch. Press it again to turn off the TV when you want to stop watching.
- Always be careful when you plug in the hairdryer. Make sure your hands are not wet. Never unplug the hairdryer while it is in use.
- First, turn off the toaster and then unplug it. Clean it. After that, plug it in again to make toast.

9 How often do you use the things in Exercise 2? Complete the table in your notebook.

never	hairdryer
2-4 times a week	toaster
every day	remote control

10 Compare your answers in pairs. Tell the class.

*Lisa uses a hairdryer three times a week.  
I never use a hairdryer.  
Nico uses the TV remote control every day.  
I do too.*

**I remember that!**

**Exercise 7** 2.25

- Show the Ss a plug and teach the word. Demonstrate the verbs, say the words and have Ss repeat. Then play the audio.
- Ask different Ss to offer answers.
- Say *We turn on the lights* (and actually do so). Ask different Ss to say sentences with the new vocabulary.

Answers → student page

**Exercise 8**

- Ss work individually.
- Ask Ss to raise hands to offer answers.
- Follow-up: Ask Ss *Is this good advice? Do you do these things? Why?*

Answers → student page

**Exercise 9**

- Ask *How often do you use your games console?* and ask a student to answer. Give Ss two minutes to copy the table and complete it with their ideas.

**Exercise 10**

- Read out the example to Ss. Draw Ss' attention to the s at the end of the verb when they talk about their friend.
- Pairwork: Ss compare tables. Tell them to prepare their sentences together to tell the class orally.
- Choose Ss to tell the class their comparisons. For larger classes, place Ss in groups of six and Ss tell the groups about themselves and their friend.

**Finishing the lesson**

- (Books closed) Ask different Ss to draw an item from the lesson on the board and have different Ss say what it is.

**Fast finishers**

- Ss note down the new vocabulary in their notebooks with drawings and definitions.

**Exercise 4**

- Ask two Ss to read out the example. Make sure Ss understand what to do using the Thumbs up/down technique.
- Ss play in pairs. Time permitting, they choose a second item and play again.
- Monitor pairs for correct question forms and short answers.

**Exercise 5** 2.24

- Tell Ss to listen carefully because they might hear more than one item in an interview. Play the audio.
- Check answers using the Lollipop stick technique.

Answers → student page

**Exercise 6** 2.24

- Play the audio again.
- Check answers using the Lollipop stick technique.

Answers → student page

- Critical thinking** Ask Ss to work in pairs and write reasons why they can't live without the other items in Exercise 2. Ask different pairs for their ideas and compare with their classmates' ideas.

# 4.2

## In this lesson

### Lesson aims:

- Grammar: Past Continuous

### Resources:

- Grammar worksheet 4.2, p. 158
- Tests: Grammar check 4.2

### Homework:

- Workbook Unit 4, p. 33
- Extra Online Practice Unit 4

### Assessment for Learning in this lesson

- Setting aims and criteria for success: Warm-up
- Giving feedback: Warm-up, Exercise 1, 5, 6, 8 and Get Grammar!
- Peer learning: Exercise 9
- Independent learning: Extra activity, Finishing the lesson

### Warm-up

- (Books closed) Ss work in pairs and write down the ten useful things from L4.1 in alphabetical order. Check answers using the Lollipop stick technique.
- Say and write *Today we will learn to use the Past Continuous.*

### Lead-in

- Ask different Ss *Who's your favourite pop star?*
- (Books open) Ss look at the photo story and say what the characters are doing in each picture.

### Exercise 1

- After answering check comprehension with the Yes/No response cards. *Was Adrianna jogging? Was Harry playing tennis? Did Emma take the selfie? Was Harry upset?*

Answers → student page

### Exercise 2

- Ask Ss to cover the dialogue and see how many sentences they can complete from memory. They then read the dialogue again and check.
- Ask different Ss to offer answers.

Answers → student page

# Harry was playing tennis



**1**

Emma: Hi.  
 Poppy: Hi.  
 George: Check this out!  
 Poppy: Is that a selfie with Adrianna? The pop star? You're kidding!  
 George: No, I'm not! Honest!  
 Emma: Yesterday afternoon, about four o'clock, we were hanging out in the park. That's where we saw Adrianna!  
 George: Harry wasn't with us, because he was playing tennis.  
 Poppy: What was Adrianna doing in our park? Was she jogging?  
 Emma: No, she wasn't. She was there with a film crew. They were filming the video for her new song.  
 George: We talked to her and took some photos.  
 Poppy: And I wasn't there! That's not fair!



**3**

Emma: You were at home. You were studying.  
 Poppy: No, I wasn't studying. I was at the shops with Mum. We were looking for a new hairdryer. Aargh! Stupid hairdryer!  
 Emma: Harry's also very upset. He's a big fan!  
 George: You know what? I think I can do something about that ... I just need to download an app first ...

**1** Watch or listen and read. Who's the woman in the photo with Emma and George?  
*Adrianna - a pop star*

**2** Read the story. Complete the sentences.

- George is showing Poppy a photo on his phone.
- Harry wasn't with George and Emma when they saw the pop star.
- The film crew were making a music video.
- George and Emma talked to Adrianna.
- Harry is Adrianna's fan.

**3** Listen and repeat. Find the expressions in the story.

Say it!

Check this out! You're kidding! Honest!

**4** Guess! What's George's idea? Work in pairs. Make a guess.

**5** Now watch or listen and check. *George used a phone app to make a photo of Harry, Poppy and Adrianna together.*

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### Exercise 3

- Read out the sentences. Ask Ss to say a phrase from the Say it! Box that goes before or after these sentences.
  - It's true!*
  - I met a famous actor!*
  - It's my new phone!*
- Ask different Ss to suggest their own sentences for the phrases.

Answers → student page

### Exercise 4

- Critical thinking Ss discuss the options in pairs. Prompt if necessary: *What app do you think Harry downloads?*
- Do a class vote for the most popular guess.

### Exercise 5

- Ss watch or listen to check their choice.

#### Video/Audio script

George: How about that?  
 Poppy: That's a photo of me and Harry with Adrianna!  
 George: I took a photo of you and one of Harry and the app put the three photos together.  
 Emma: Let's send it to Harry! He'll love it!

- Monitor comprehension. Ask different Ss: *Who does Harry put in the photo with Adrianna? How will Harry feel about it?*
- Involve Ss. Ask *What photo apps do you use? Do you like apps that change photos?*

Answers → student page

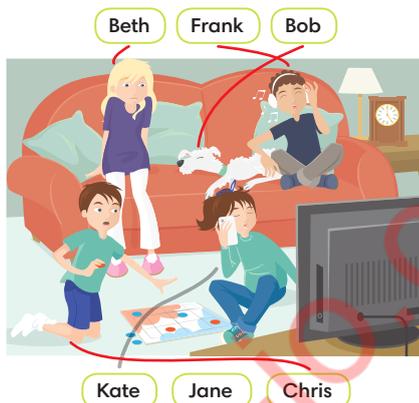
Grammar Past Continuous

21 Get Grammar!

+	-
I/He/She/It <b>was studying.</b>	I/He/She/It <b>wasn't studying.</b>
You/We/They <b>were studying.</b>	You/We/They <b>weren't studying.</b>
?	Short answers
Was I/he/she/it <b>studying?</b>	Yes, I/he/she/it <b>was.</b> No, I/he/she/it <b>wasn't.</b>
Were you/we/they <b>studying?</b>	Yes, you/we/they <b>were.</b> No, you/we/they <b>weren't.</b>
What <b>was</b> Adrianna <b>doing</b> at four o'clock? Where <b>were</b> they <b>filming</b> the music video?	
Time expressions	
at eight o'clock, ten minutes ago	



8 **2.29 Exam Spot** What were they doing? Listen to the dialogue and match the names to the people and the dog in the picture. There is one extra name.



9 In your notebook, write questions about the people and the dog in Exercise 8. Ask and answer them in pairs.

- Bob / sleep?
- Frank and Beth / sit on the sofa?
- Frank / listen to music?
- Beth / play a board game?
- Kate / talk on the phone?

A: Was Bob sleeping?  
B: Yes, he was.

10 Go to page 106. Play What were you doing yesterday at twelve o'clock?

6 Complete Harry's blog post with the Past Continuous form of the verbs.

At four o'clock yesterday, Emma and George <sup>1</sup> were hanging out (hang out) in the park. Adrianna was in the park too! She <sup>2</sup> was filming (film) a new video there. At four o'clock the cameramen <sup>3</sup> were eating (eat) sandwiches and Adrianna wasn't busy! I wasn't in the park because I <sup>4</sup> was playing (play) tennis. Poppy wasn't there either. Poppy and her mum <sup>5</sup> were looking (look) for a new hairdryer at the shopping centre!

7 In your notebook, write sentences about what was happening at 7 p.m. yesterday.

- Poppy / take a photo of Emma ✗ take a selfie ✓  
*Poppy wasn't taking a photo of Emma.*  
*She was taking a selfie.*
- George and Harry / make sandwiches ✗ make popcorn ✓
- Emma / use a blender ✗ use a toaster ✓
- Gran / look for her glasses ✗ look for the remote control ✓

Get Grammar! 21

- Play the Get Grammar! video. If you don't have access to a computer/projector, read the grammar box to the class.
- Write *At ten o'clock yesterday I \_\_\_\_\_ (jog) in the park. My friends \_\_\_\_\_ (jog) too.* Ss look at the grammar box. Ask different Ss to complete the sentence. Draw attention to the different forms of *be*. Ask different Ss to make sentences with the Past Continuous about yesterday. Give them times, personal pronouns and verbs.  
8 o'clock / I / eat \_\_\_\_\_  
5 o'clock / they / jog \_\_\_\_\_  
11 o'clock / he / play \_\_\_\_\_
- Check comprehension and exercise difficulty with the Traffic Lights technique (now or after Exercise 6).

Exercise 6

- Ss complete the activity and then read the text again to check.
- Check answers using the Lollipop stick technique.

Answers → student page

Exercise 7

- Ask a student to read out the example. Ask different Ss to write the answers on the board.

Answers

- George and Harry weren't making sandwiches. They were making popcorn.
- Emma wasn't using a blender. She was using a toaster.
- Gran wasn't looking for her glasses. She was looking for the remote control.

Extra activity

- Ss play Three facts and a fib in pairs. They say what the characters from the photo story were doing yesterday afternoon. Their friend must find the fib.

Exercise 8 2.29

- This is preparation for the CYCLET Flyers Listening test Part 1.
- Ask different Ss to first say sentences about the picture using the Past Continuous, e.g. *The dog was sleeping.*
- Check answers using the Lollipop stick technique.

Answers → student page

Exercise 9

- Ss work using the Think-pair-share technique.
- Different Ss write the answers on the board.

Answers

- A: Were Frank and Beth sitting on the sofa?  
B: Yes, they were.
- A: Was Frank listening to music?  
B: Yes, he was.
- A: Was Beth playing a board game?  
B: No, she wasn't.
- A: Was Kate talking on the phone?  
B: Yes, she was.

Exercise 10

- Ask a student the question and write the verb the student uses to answer on the board. Ask Ss to think of different verbs they can use for the game. Write their ideas on the board. Ss then play the game.
- Monitor grammar and pronunciation.

Finishing the lesson

- (Books closed) Clarify the grammar goals of L 4.2. Explain that we use the Past Continuous to talk about something we were doing in the past at a particular time. Ask different Ss to think of a sentence using the Past Continuous affirmative or negative that is true for them for yesterday.

Fast finishers

- Ss underline the Past Continuous forms in the photo story.

# 4.3

## In this lesson

### Lesson aims:

- Grammar: Past Continuous and Past Simple with *when*, adverbs of manner

### Resources:

- Grammar worksheet 4.3, p. 159
- Tests: Grammar check 4.3

### Homework:

- Workbook Unit 4, p. 34

### Assessment for Learning in this lesson

- Setting aims and criteria for success: Warm-up
- Giving feedback: Get Grammar!, Exercise 3, 6 and Finishing the lesson
- Peer learning: Exercise 7, Extra activity
- Independent learning: Finishing the lesson

### Warm-up

- (Books closed) Revise the Past Continuous. Write the headings *My friend's morning* on the board. Ask Ss to write down an affirmative sentence and a negative sentence about their friend's morning. They ask each other questions to find out information, e.g. *What were you doing at seven o'clock? Were you sleeping at six o'clock?* etc. Demonstrate an example first with a student. Ask different Ss for feedback.
- Set the goal of the lesson. Say and write *Today we will learn to talk about what we were doing when something else happened.*

### Lead-in

- (Books open) Ss look at the cartoon story and suggest what it is about. Say *Tell me what is happening in picture 1*, etc.

### Exercise 1

- Ss answer the questions. Ask Ss to give reasons for their ideas.

Answers → student page

### Exercise 2 2.30

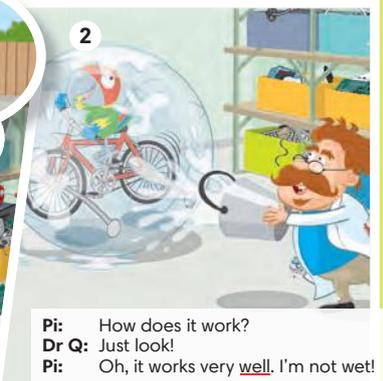
- Ss answer the questions. Ask Ss to say where they found the answers.

## Doctor Q Doctor Q's inventions

Doctor Q is showing Pi his old inventions.



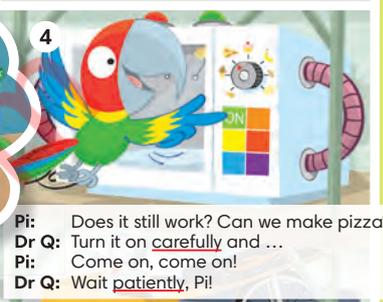
Pi: Wow! Did you make this?  
Dr Q: Yes, I was twelve years old. One day I was cycling to school when it started to rain! That's when I invented the cycle bubble!



Pi: How does it work?  
Dr Q: Just look!  
Pi: Oh, it works very well. I'm not wet!



Pi: And what's this? Is it a microwave oven?  
Dr Q: No, it isn't. It's a snack maker. It can make different snacks. I was studying for my exams when I invented it. I was always hungry!



Pi: Does it still work? Can we make pizza?  
Dr Q: Turn it on carefully and ...  
Pi: Come on, come on!  
Dr Q: Wait patiently, Pi!



Millie: What happened? Are you OK? We were working outside when we heard a noise!  
Dr Q: The snack maker was working when Pi opened the door.  
Pi: I'm sorry! It was a mistake! I was looking for the 'extra cheese' button!

### 1 Look at the cartoon. Answer the questions.

- Can you see any more of Doctor Q's inventions?
- What do you think they do?

1 - There's a robot with a toaster and objects similar to: a toothbrush, a clock, a hairdryer, a helmet, a skateboard.

### 2 2.30 Listen and read. Complete the sentences.

- Doctor Q invented the cycle bubble when he was twelve.
- Pi is happy that he isn't wet.
- Doctor Q was studying when he invented the snack maker.
- Rob and Millie were outside when they heard a loud noise.
- Pi pushed the wrong button on the snack maker.

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- Critical thinking** Ask Ss *Were you right about what the inventions do? Do you think the inventions are good or bad ideas? What's your favourite kitchen invention?*

Answers → student page

### Get Grammar! 22

- Play the Get Grammar! video. If you don't have access to a computer/projector, read the grammar box to the class. Draw Ss' attention to the fact that after *when* we use the Past Simple.
- Write *I read ... / when mum tell me to ...* on the board. Tell Ss that the Past Simple interrupts the action that is happening. Ask Ss to write a sentence in their notebook. Ask different Ss for their ideas.

- Check comprehension and exercise difficulty with the Traffic Lights technique (now or after Exercise 3).

### Exercise 3 2.31

- Ss complete the exercise individually and then compare answers with a partner.
- Play the audio for Ss to check.
- Check answers using the Lollipop stick technique.
- Follow-up: Play a game. One student says an incorrect statement about the pictures for his/her partner to correct, e.g. *It was raining. No. It started raining. / The postman was making smoothies. No, the postman arrived.*

Answers → student page

**Grammar** Past Continuous and Past Simple with when

I **was cycling** to school **when** it **started** to rain.  
Rob and Millie **were working** **when** they **heard** a noise.

**22 Get Grammar!**

We **were having** dinner **when** the phone **rang**.



**3** **2.31** Look at the pictures. Circle the correct answers. Then listen and check.



- 1 Rob watered / was watering the plants when the storm started / was starting.
- 2 Doctor Q and Pi made / were making smoothies when the postman arrived / was arriving.
- 3 Millie cleaned / was cleaning when she broke / was breaking Doctor Q's favourite cup.
- 4 Pi had / was having a shower when the water stopped / was stopping.

**4** Complete the sentences with the Past Continuous or the Past Simple form of the verbs. Who do you think is talking?

- 1 In the morning, Pi was playing (play) a game on the lab computer when I came (come) in!
- 2 Then, Millie and I were working (work) in the lab when the lights went (go) out.
- 3 After lunch, Rob and I were listening (listen) to my favourite opera when the speakers broke (break).
- 4 But in the evening, I was painting (paint) a picture when I had (have) a fantastic idea! What a day!

**Grammar** Adverbs of manner

patient → **patiently** careful → **carefully**  
nice → **nicely** easy → **easily**  
good → **well** fast → **fast**

**5** Which of these adverbs can you find in the cartoon? *well, carefully, patiently*

**6** **2.32** Complete the dialogue with adverbs of manner. Then listen and check.

**Dr Q:** This is my first robot, Pi. It's very old. Turn it on <sup>1</sup> carefully (careful).  
**Robot:** Hello! I'm CX-546.  
**Pi:** I can't hear it. It's talking too <sup>2</sup> quietly (quiet).  
**Dr Q:** How about now?  
**Robot:** HELLO! I'M CX-546!!!  
**Pi:** Now it's speaking too <sup>3</sup> loudly (loud)! CX-546 is very slow. Can't he walk <sup>4</sup> fast (fast)?  
**Dr Q:** No, but he knows how to make toast really <sup>5</sup> well (good). Here, try this!



**7** What were you doing when your friend took a silly photo of you? Use the words in the boxes to answer the question.

cycle dance sing talk walk  
carefully happily loudly slowly badly

*I was singing loudly when my friend took the photo.*

**Exercise 4**

- Ask a student to read out the example and say the answer for Q2. Ask for class agreement.
- Ss complete the exercise individually.
- Ask different Ss to offer answers.
- Follow-up: Ask Ss *What do you think was Dr Q's fantastic idea?*

**Answers** → student page

**Grammar**

- Revise the adjectives in random order with questions: *Which word means you can wait/don't break things? Which word is the opposite of horrible/difficult/bad/slow?*
- Read the adjectives and adverbs and have Ss repeat. Explain that *manner* means the way we do something. Draw Ss' attention to the irregular adverbs.
- Ask Ss to think of a sentence for each adverb. They raise their hands to offer ideas.

**Exercise 5**

- Ss underline the adverbs they find. Ask different Ss to read out the sentences with the adverbs.

**Answers** → student page

**Exercise 6** **2.32**

- Ss complete the exercise individually.
- Play the audio for Ss to check.
- Check answers using the Lollipop stick technique.
- Ask different pairs to read out the dialogues.

**Answers** → student page

**Exercise 7**

- Ask a student to read the example. Have two Ss mime the situation.
- Ss work in pairs using the Think-pair-share technique. They make sentences together and then mime them.
- Ask different pairs to read out one sentence and do a mime.
- Follow-up: Ss think of a mime in pairs for a photo situation. They do the mime for the class to guess what it is.

**Extra activity**

- Ss do a role play of the cartoon in pairs. Assign Dr Q and Pi to each student. The pairs practise the cartoon story. Ss can then perform their role plays to the class, choosing one student to play the role of Millie with the Lollipop stick technique. They can still use their books to do this at this stage. Encourage Ss to mime actions while they perform.

**Finishing the lesson**

- (*Books open*) Ss have one minute to look at the cartoon story.
- (*Books closed*) Say sentences about the story and Ss respond with the True/False response cards, e.g. *Dr Q was walking to school when it started to rain.*
- Ask Ss to finish the sentences: *Today I have learned...* and *I can...*

**Fast finishers**

- Ss write the correct sentences from Exercise 3 in their notebooks.

# 4.4

## In this lesson

### Lesson aims:

- Communication: sympathising

### Resources:

- Communication worksheet 4.4, p. 171

### Homework:

- Workbook Unit 4, p. 35
- Extra Online Practice Unit 4

### Assessment for Learning in this lesson

- Setting aims and criteria for success: Warm-up
- Giving feedback: Exercise 1, 2, 3 and 4
- Peer learning: Exercise 4
- Independent learning: Finishing the lesson

### Warm-up

- (Books closed) Write *Oh, that's terrible!* on the board. Say *This is what my friend said about my phone. Do you think something good or bad happened?* and elicit answers.
- Set the goals of the lesson. Say and write *In this lesson we will learn how to sympathise with someone.*

### Lead-in

- (Books open) Ss cover the dialogue, look at the photos and say who they can see and guess what they think is happening.

### Exercise 1 2.33 2.33

- Ask Ss to say where they found the answers.

### Answers → student page

- Critical thinking** Pairwork: Ss write two questions for the dialogue. They swap with their partner and answer the questions.

### Exercise 2 2.34

- Using the Lollipop stick technique, have Ss use the box to make their own simple exchanges. Ask Ss to act out their dialogues.

## I'm sorry to hear that!



**Emma:** You look upset. What's wrong?  
**Harry:** I was writing my English essay last night when my laptop crashed!  
**Emma:** Oh, I'm sorry to hear that! Does it work now?  
**Harry:** No, it doesn't!  
**Emma:** Oh, that's terrible! Can I help?  
**Harry:** No, not really.  
**Emma:** Why don't you take it to *Fast Fix* at the shopping centre? They can repair anything.  
**Harry:** Good idea! Thanks.

*A few days later ...*  
**Emma:** Hi! What happened with your laptop?  
**Harry:** Nothing. They can't repair it. It's too old.  
**Emma:** That's a shame! Why do you look so happy then?  
**Harry:** Because yesterday Mum and Dad bought a new one!  
**Emma:** Lucky you!  
**Harry:** Yeah!

### 1 2.33 2.33 Watch or listen and read.

Did they repair Harry's laptop at *Fast Fix*?

How does he feel now? Why? *They didn't repair his laptop. He's happy now because his parents bought a new laptop yesterday.*

### 2 2.34 Listen and repeat.

### Communication Sympathising

#### Asking what happened

You look upset/worried.

What happened? / What's wrong?

#### Reacting to bad news

I'm sorry to hear that! / Oh, that's terrible! / That's a shame!

### 3 Exam Spot Complete the dialogue with answers a-e. There are two extra answers.

**Uncle Joe:** Hi, Poppy. You look worried. What's wrong?

**Poppy:** 1  b

**Uncle Joe:** I'm sorry to hear that. Does it work now?

**Poppy:** 2  a

**Uncle Joe:** Would you like to have my old phone?

**Poppy:** 3  d

**Uncle Joe:** Now, I've got it with me.

- a No, it doesn't. I went to *Fast Fix*, but they can't fix it.
- b I was texting my friend when my mobile phone stopped working.
- c I'm very upset.
- d Wow! Thank you! When can I have it?
- e Yes, please. *Fast Fix* can fix it too.

### 4 Work in pairs. Act out dialogues. Use the ideas below and add your own.

- 1 text my friend / drop my phone and break it  
**A:** *You look upset.*  
**B:** *I was texting my friend when I dropped my phone and broke it.*  
**A:** *Oh, that's terrible!*
- 2 use my mum's tablet / crash
- 3 go to the cinema / miss the bus and be late
- 4 dry my hair / hairdryer stop working

### Extra activity

- Place Ss in different pairs and assign the roles of Emma and Harry. Tell Ss to change the electrical item that broke. Ss act out the dialogue.

### Finishing the lesson

- (Books closed) Encourage Ss to reflect on the lesson by asking: *What was easy about the lesson? What was difficult? What do you need to practise more? Will you use this language to sympathise with an English-speaking friend?*

### Fast finishers

- Ss underline the questions and circle the answers in the dialogue.

### Exercise 3

- This is preparation for the CYCLET Flyers Reading and Writing test Part 2.
- Tell Ss to read all the options before they choose an answer.
- Check answers using the Lollipop stick technique.
- Ss read the dialogue in pairs.

### Answers → student page

### Exercise 4

- Ask two students to read the example. Check understanding using the Thumbs up/down technique.
- Monitor Ss vocabulary and grammar and correct if necessary.
- Invite pairs to perform their dialogues to the class.

## The phone call that changed our world forever!



3rd April, 1973 was a cool spring day in New York City. People were walking in the street when they saw a man with a large object in his hands. He was holding it next to his ear and he was talking. But there was no one with him! Who was the man and who was he talking to?

The man was Martin Cooper and he worked for Motorola. He was talking to Joel S. Engel, who worked for a rival company. Engel was sitting at his desk when his phone rang. 'Joel, this is Marty,' said Martin. 'I'm calling you from a cell phone, a real hand-held portable cell phone.' This was the first ever public mobile phone call.

The mobile phone Martin Cooper used was very different from smartphones today: It weighed 1.1 kg and it was 23 cm long. It only made phone calls. The battery lasted only twenty minutes.

Today, most smartphones weigh 100–200 grams. They have a touch screen, they can connect to Wi-Fi, you can talk for hours and charge them with a portable charger. There are apps for everything you want to do. You can even choose a different ringtone for each of your friends and family!

\*cell phone (American English) = mobile phone (British English)

**1 I know that!** Say what you can do with a smartphone that you can't do with a simple mobile phone. Use the verbs in the box and your own ideas.

chat download listen play surf take watch

*I can chat online with my friends.*

**2 Exam Spot** **2.35** Read and listen to the text. Choose the best title.

- a The history of the telephone
- b The first phone call from a smartphone
- c The first public mobile phone call

**3** Read the text again. Answer the questions.

- 1 Did the people in the street know what the man was holding next to his ear? *No, they didn't.*
  - 2 Where was Joel Engel when his phone rang?
  - 3 Did Joel Engel and Martin Cooper work for the same company? *No, they didn't.*
  - 4 Was Martin's mobile phone heavier or lighter than a modern smartphone? *It was heavier.*
  - 5 Did Martin's phone take photos? *No, it didn't.*
- 2 - He was in his office / at his desk.*

**4** **2.36** Listen and repeat. Find these words in the text. Can you guess their meaning?

### Vocabulary Smartphones

app battery portable charger  
ringtone touch screen Wi-Fi

**5** Complete the sentences with the words in the Vocabulary box.

- 1 I downloaded a useful app. Now I can add stickers to my photos.
- 2 Is there Wi-Fi in this place? I want to connect to the Internet.
- 3 Oh, no! My phone battery is only 5%!
- 4 This song is very popular. Many people have it as a ringtone on their phone!
- 5 He uses his phone all the time so he always carries a portable charger with him.
- 6 The touch screen of my phone is broken. Can you fix it for me?



**6** Work in groups. Play a speed game. Who is the fastest to:

- 1 name four things that run on batteries?
- 2 say four different things you can do with a phone app?
- 3 sing four different ringtones from your friends' and family mobiles?

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### Exercise 1

- Read out the example. Revise the words in the box by asking Ss to say collocations. Write them on the board: *download apps, listen to music, play games, surf the Internet, take photos, watch videos.*
- Ss talk in pairs and compare phones types.

### Exercise 2 2.35

- This is preparation for the CYCLET Flyers Reading and Writing test Part 3.
- Different Ss answer and give reasons.

Answers → student page

### Exercise 3

- Ss work individually. Tell them to underline the parts of the text where they find the answers.
- Check answers using the Lollipop stick technique.

Answers → student page

### Exercise 4 2.36

- Tell Ss to circle the words in the text. They discuss the meanings in pairs.
- Ask different pairs for definitions or to do drawings on the board. Help them if necessary.

Answers → student page

### Exercise 5

- Check answers using the Basketball technique.

Answers → student page

### Exercise 6

- Groupwork: Divide Ss into groups of four using the Expert Envoy technique. Monitor groups.

### Extra activity

- Pairwork: Ss work in pairs and invent a mobile phone that does different things. Their ideas can be serious and/or funny. They then present their phone to the class.

### Finishing the lesson

- Ask *What do you remember about Martin Cooper's invention?* Different Ss answer.

### Fast finishers

- Ss find the sentences with *when* in the text.

# 4.5

## In this lesson

### Lesson aims:

- Reading: understanding a text about an invention
- Vocabulary: smartphones

### Resources:

- Tests: Vocabulary check 4.5

### Homework:

- Workbook Unit 4, p. 36

### Assessment for Learning in this lesson

- Setting aims and criteria for success: Warm-up
- Giving feedback: Exercise 3 and 5
- Peer learning: Exercise 6 and Extra activity
- Independent learning: Finishing the lesson

### Warm-up

- Ask *What do you use to talk to friends when you are not together?* Ss raise their hands to offer answers.
- Say and write *In this lesson we will read about an invention.*

### Lead-in

- *(Books closed)* Write *Mobile phones* on the board. Ask *Do you have a mobile phone? What do you use it for? What's your favourite mobile phone? What size do you like?*
- *(Books open)* Ss look at the photo and say what they can see.

# 4.6

## In this lesson

### Lesson aims:

- Listening: understanding a text about a past event
- Writing: a short story, using past tenses in a story

### Resources:

- Tests: Writing Task 4

### Homework:

- Workbook Unit 4, p. 37

### Assessment for Learning in this lesson

- Setting aims and criteria for success: Warm-up
- Giving feedback: Exercise 3 and 8
- Peer learning: Exercise 1, 4 and 8
- Independent learning: Finishing the lesson

### Warm-up

- (Books closed) Ss work in pairs and write down as many of the tech words they can remember. Ss share words with the class.
- Say and write *Today we will learn how to write a story.*

### Lead-in

- (Books open) Ss look at the photos and describe them.

### Exercise 1

- Read out the example to Ss. Revise the meanings of the adjectives with mimes.
- Ss discuss in pairs.

### Exercise 2 2.37

- Play the audio and ask different Ss for feedback.

Answers → student page

### Exercise 3 2.37

- Check answers using the Lollipop stick technique. Ask Ss to correct the false statements.

Answers → student page

### Exercise 4

- Ss discuss in pairs and give reasons for their favourite stories.

### Exercise 5

- Follow-up questions: *What was Richard waiting for? What kind of video was he watching? What was the problem with the bus? What did his brother think?*

# 4.6 Listening and Writing

I can understand and write a text about a past event.

- Think about the last time when you felt happy, surprised, worried or silly. What happened? Tell your partner.

*I made a silly mistake in a test. I was worried.*

- 2.37 Listen to Neil and Meryl talking about what happened to them. Match the photos to the names. There are two extra photos.



- 1 Neil **A C D** 2 Meryl **E H B**

- 2.37 Listen again. Circle T (true) or F (false).

- It was Neil's Dad's birthday. T/F
- Neil wanted to make pancakes. T/F
- The noise of the blender woke Neil's mother. T/F
- Meryl was surfing the Internet for fun when the lights went out. T/F
- Meryl and her parents ate sandwiches that evening. T/F
- Meryl enjoyed the evening with her parents. T/F

- Did you like the stories? Which one did you like more?

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Answers → student page

### Exercise 6

- Ss work individually and check the text.

Answers → student page

### Exercise 7

- Ss work individually and find the tenses.

Answers → student page

### Exercise 8

- Read out the notes. Ask different Ss for ideas and write them on the board.
- Ss write their own draft in their notebooks. Use the Three stars and a wish technique to encourage feedback. Give feedback on use of vocabulary, grammar and style at this stage.

- Read Richard's story. How did he get home? Why do you think he felt silly and tired? *He walked home.*

### The wrong bus

1 Last week I was waiting for my bus at the bus stop. A lot of people were waiting too, but the buses were late.

2 In the end, a bus came and I got on. I sat down and looked at my smartphone. I was watching a cat video when the bus stopped. I looked out of the window, but I was in the wrong part of town. I was on the wrong bus!

3 I didn't have any money to take another bus, so I walked home. I felt silly and tired but my brother thought it was funny!



- Look at the Writing box. Does Richard follow these steps in his story? *Yes, he does.*

### Writing Using past tenses in a story

- First, set the scene. Use the Past Continuous.
- Then, describe the events. Use the Past Simple or the Past Continuous and the Past Simple with *when*.
- Finally, describe the result and your feelings. Use the Past Simple.

- Read the story again. Underline the Past Continuous and circle the Past Simple.

- Writing Time Write a short story about a funny, interesting or silly thing that happened to you.

### Find ideas

Make notes. Answer these questions to help you.  
*When and where did it happen?*  
*What were you doing before it happened?*  
*What were other people doing?*  
*What was the main event?*  
*What happened next?*  
*How did you feel?*

### Draft

Write your story in three paragraphs.

### Check and write

Check that you include all the information and that you use the Past Simple and Past Continuous correctly. Then write the final version of your story.

- Ss write their final text. Remind Ss to look at the Check and Write box.
- Correct mistakes using descriptive evaluation (see Tests booklet for more information), and also praise good use of grammar and vocabulary.

### Extra activity

- Ss copy their stories onto a piece of paper and illustrate them. Put them in a folder to make a class story collection for Ss to read.

### Finishing the lesson

- Have Ss reflect on the lesson by finishing the sentence: *I can now ...*

### Fast finishers

- Ss find the adjectives in the story.

Vocabulary

1 Match 1–7 to a–g. Which of these items did you use yesterday?

- 1 **b** smart                      a toothbrush
- 2 **d** microwave                b TV
- 3 **f** remote                      c stick
- 4 **a** electric                      d oven
- 5 **e** DVD                          e player
- 6 **c** USB                          f control
- 7 **g** games                      g console

2 Complete the sentences with one word in each gap.

- 1 **Unplug** the lamp in the living room and take it upstairs.
- 2 Please **plug** in the hairdryer for me. I want to dry my hair.
- 3 I turned **on** the TV and watched my favourite programme.
- 4 It's late. Turn **off** the lights and go to bed.

3 Read the sentences and write the words.

- 1 You can download this onto your smartphone. **app**
- 2 You can use it to connect to the Internet. **Wi-Fi**
- 3 Your tablet doesn't need a mouse because it has this. **touch screen**
- 4 This is inside your smartphone and laptop. You need to charge it. **battery**
- 5 You hear this when people phone your mobile phone. **ringtone**

Pronunciation

4 **2.38** Listen and repeat: /ɜ:/.



Two girls were learning new words when they heard some singing birds.

Grammar

5 Complete the sentences with the correct forms of the Past Continuous and the Past Simple.

- 1 It **was raining** (rain) when I **came** (come) out of the building.
- 2 Marty **wasn't brushing** (not brush) his teeth when the lights **went** (go) out.
- 3 The children **were studying** (study) when their mum **asked** (ask) them to help her.
- 4 Julie **was walking** (walk) to school when she **saw** (see) the accident.
- 5 We **were having** (not have) dinner when Grandad **called** (call).
- 6 What **were you doing** (you/do) when the postman **arrived** (arrive)?

6 Complete the sentences with the words in the box.

badly carefully easily fast slowly well

- 1 The old man was tired and he walked **slowly**.
- 2 The team won the match because they played **well**.
- 3 The road is dangerous, so don't drive **fast**.
- 4 It wasn't a difficult exam, so I passed it **easily**.
- 5 Don't break the dishes! Wash them **carefully**.
- 6 They did the work, but they did it **badly**.

Communication

7 **2.39** Complete the dialogues. Then listen and check.

happened shame terrible What's when

- 1 A: You don't look happy, Colin. <sup>1</sup>**What's** wrong?  
B: I was having a shower <sup>2</sup>**when** the hot water ran out.
- 2 A: I can't come to the party tonight.  
B: That's a <sup>3</sup>**shame**!
- 3 A: You look worried. What <sup>4</sup>**happened**?  
B: My cat **is** very ill.  
A: That's <sup>5</sup>**terrible**!

Check yourself!

- I can talk about useful objects powered by electricity.
- I can use the Past Simple and the Past Continuous.
- I can use adverbs of manner.
- I can express sympathy.

Exercise 2

Ss work individually. Check answers using the Lollipop stick technique.

Answers → student page

Exercise 3

Ss work in pairs. Time them one minute. Ask different Ss to offer answers.

Answers → student page

Exercise 4 **2.38**

Ss repeat as a class. Play the audio again and choose pairs or individuals to repeat. Follow-up task: Dictate this sentence: *Turn off your phone.* Ss write it down and say which word has the /ɜ:/ sound. Ss write their own sentence with a word that has this sound.

Exercise 5

Ss work in pairs using the Expert Envoy technique. Revise the Past Continuous and Simple forms first on the board with the verbs *watch* and *phone*. Remind Ss to think about what tense to use after *when*.

Answers → student page

Exercise 6

After feedback, ask different Ss to mime the situation in a sentence for the class to guess.

Answers → student page

Exercise 7 **2.39**

Ss work individually. Check answers using the Lollipop stick technique. Choose two Ss to read out each dialogue.

Answers → student page

Extra activity

Pairwork: Ss improvise giving sympathy in pairs. Choose pairs using the Lollipop stick technique.

Finishing the lesson

Ss complete Check yourself! box. Ask Ss if they checked all the boxes. (Books closed) Have a vote for the most popular tech item from this unit.

Fast finishers

Ss write another sentence with an adverb of manner for Exercise 6.

4.7

In this lesson

Lesson aims:

- Revising Vocabulary, Grammar and Communication from Unit 4
- Pronunciation: /ɜ:/

Resources:

- Tests: Language Test 4

Homework:

- Workbook Unit 4, p. 38
- Extra Online Practice Unit 4

Assessment for Learning in this lesson

- Setting aims and criteria for success: Warm-up
- Giving feedback: Exercise 2 and 7
- Peer learning: Exercise 3, 5 and Extra activity
- Independent learning: Finishing the lesson

Warm-up

- (Books closed) Ask *What new words are in this unit? Can you remember them all? Can you spell them?*
- Set the goals. Say *In this lesson we will revise the vocabulary, grammar and communication skills from Unit 4.*

Exercise 1

- (Books open) Time Ss thirty second to match the words.
- Ask different Ss to talk about the items they used yesterday.

Answers → student page

### Lesson aims:

- Skills practice: Reading, Writing, Listening and Communication

- Exam practice: CYLET and PTEYL

### Resources:

- Exam speaking and writing 3&4, p. 182
- Tests: Skills Test Units 3&4, Speaking Tasks Units 3&4

### Homework:

- Workbook Skills Revision 3&4, pp. 40–41

### Assessment for Learning in this lesson

- Setting aims and criteria for success: Warm-up
- Giving feedback: Warm-up, Exercise 1, 3 and 4
- Peer learning: Extra activity, Exercise 2 and 5
- Independent learning: Finishing the lesson

### Exam Language Bank

- This lists the key language from Units 3–4. Here are some ideas to help you make the most of it.
- Encourage Ss to be independent learners. They tick the words they know and find the words they are not sure about in Units 3 and 4 in order to remember the meanings in context.
- Ask Ss what they remember from a section. Have them write down as many words as they can remember in 2 minutes.
- Make a multiple choice test. (Books closed) Write two words at a time on the board. Read out a gapped sentence (say *beep* for the gap). Ss choose the correct word.
- Fast finishers test each other. Student A: *Tell me a useful thing.* Student B: *... What verb do we use with camping?* Student A: *Go.*

### Warm-up

- (Books closed) Give Ss one minute to study the language bank. Say a category from the word bank and ask different

## Reading and Writing

- 1 **Exam Spot** Look at the picture and read the story. Complete the sentences about the story with one, two, three or four words.

### A weekend to remember



Two weeks ago, Helen went on an activity weekend with her class and two teachers, Mr Jones and Mrs Brown. They stayed in a small hostel called 'Mountainside Hostel'. It was near a big, beautiful mountain.

On Saturday, they wanted to explore the area, so Mr Jones said, 'Let's go hiking!' They had a great time and took a lot of photos. They walked a long way, so they got tired.

In the evening, they were very hungry. There wasn't a restaurant at the hostel, so the students cooked their dinner in the kitchen. It was nice and modern. There was a microwave oven, a blender and there were three toasters. At nine o'clock, Mrs Brown shouted, 'Bed time! There's a cycling trip tomorrow, so we must get up early.'

In the morning, it was very cold. Helen and her friends were getting ready when they heard shouting and laughing outside. 'What's happening?' Helen said to Jenny. They looked out of their bedroom window. Everything was white. It was snowy! Mr Jones was standing in the garden. 'We can't go cycling today', he said, 'but we can go to a restaurant for a nice hot meal!' They went to a very nice restaurant and tried the local food – it was delicious!

- Mountainside Hostel was near a big, beautiful mountain.
- The students and the teachers wanted to explore the area on Saturday.
- They got tired because they walked a long way.
- The boys and girls cooked (their) dinner because the hostel didn't have a restaurant.
- There were three toasters in the hostel's kitchen.
- They went to bed at nine o'clock because they wanted to go on a (cycling) trip on Sunday.
- When the girls were getting ready they heard shouting and laughing outside.
- On Sunday they went to a restaurant and tried the local food.

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Ss to say a word or phrase using the Basketball technique.

- Write *Skills Revision* on the board. Ask what it means. (Books open) Pairs look and check. Tell Ss this lesson will help prepare them for CYLET and PTEYL too. (See the Introduction.)

### Lead-in

- Write this sentence on the board: *I was watching TV when mum came home.* Ask *What tenses can you see?* Have different Ss to come to the board to underline the verbs and say the tenses. Ask *When do we use the Past Simple?* (for finished actions in the past) and *When do we use the Past Continuous?* (for things that were happening in the past at a particular time) and elicit answers. Play a game. Say a verb in its base form and Ss call out the Past Simple

- 2 **Exam Spot** Write 60–80 words about something that happened to you. Use these questions to help you.

- When did it happen? Describe the scene.
- What were you doing before it happened and when it happened?
- What happened next?
- What was the result?
- How did you feel?

*Last summer I was in ... with ...*

*We were ...*

*Later, I was ... when ...*

*I ...*

*I felt ...*

## Listening

- 3 **Exam Spot** 2.40 Betty is talking to Tom. Listen and write the answers to questions 1–8.



- Where did Betty go yesterday?  
Chester
- Who did she go with?  
Her mum, dad and best friend, Sue.
- Did she enjoy the trip?  
No, she didn't.
- Was the weather good when they were driving to Chester?  
No, it wasn't.
- What happened to Betty's smartphone? (Hot chocolate went all over it and the touch screen broke.)
- Why did Betty and Sue go into a clothes shop?  
Because they got bored.
- Was Betty's phone working?  
No, it wasn't.
- What was Betty doing when her parents walked into the café?  
(She was) drinking cola.

### Exercise 1

- This is preparation for CYLET Flyers Reading and Writing Part 5.
- Tell Ss to skim the text and say what it is about (a class activity weekend).
- Ss read the text more carefully and then the gapped sentences. Ss work individually. They compare answers with a partner.
- Check answers using the Lollipop stick technique. Ask Ss to read out the sentences with the correct missing words and to say where they found the answer.
- Follow-up: Ask Ss to underline the Past Simple and circle the Past Continuous in the text. Ask *What word do we use to connect them?* and elicit *when*.

Answers → student page

Communication

4 **Exam Spot** Complete the dialogue with answers a-h. There are two extra answers.



Katy: You look upset Mum. What's wrong?  
 Mum: 1 e  
 Katy: That's a shame. Can I see it?  
 Mum: 2 f  
 Katy: That's weird. I can't turn it on. When did you buy the phone?  
 Mum: 3 c  
 Katy: Where did you buy it?  
 Mum: 4 b  
 Katy: Where's your charger?  
 Mum: 5 h  
 Katy: Can you plug the charger in and try to turn on the phone?  
 Mum: 6 g

- a The Wi-Fi wasn't very good.
- b From Smart Phone Store! It was a special offer.
- c Two weeks ago.
- d It wasn't cheap.
- e I was speaking to Dad when my smartphone stopped working.
- f Yes, of course. Here it is.
- g Yes, sure. Great! It's working now!
- h In the kitchen. Just give me a minute.

5 **Exam Spot** Ask and answer the questions in pairs.

- 1 What did you do on your last holiday?
- 2 What holiday activities don't you like doing? Why?
- 3 What are your top three useful things from Unit 4? Why?
- 4 What were you doing when the English teacher walked into the classroom today?
- 5 What can you do well?

Exam Language Bank

Going on holiday

- explore an area / a city / a town
- go camping
- go cycling
- go hiking
- go on a boat trip
- go on a day trip
- go on a guided tour
- go snorkelling
- go to the beach
- try the local food

Phrases with get

- |           |          |           |
|-----------|----------|-----------|
| get bored | get dark | get tired |
| get cold  | get lost |           |

Useful things

- |                     |                |
|---------------------|----------------|
| blender             | microwave oven |
| DVD player          | remote control |
| electric toothbrush | smart TV       |
| games console       | toaster        |
| hairdryer           | USB stick      |

Using technology

- |         |          |
|---------|----------|
| plug in | turn on  |
| unplug  | turn off |

Smartphones

- |                  |              |
|------------------|--------------|
| app              | ringtone     |
| battery          | touch screen |
| portable charger | Wi-Fi        |

Requests

Making requests

- Can you *bring me my phone*, please?
- Could you give me *the key to my room*?
- Can I *have the tablet*?

Responding to requests

- Yes, no problem. / Yes, of course.
- Sorry, I/you can't. I'm using it right now.
- Not now, sorry. I'm busy.

Sympathising

Asking what happened

- You look *upset/worried*.
- What happened? / What's wrong?

Reacting to bad news

- I'm sorry to hear that! / Oh, that's terrible. / That's a shame!

Exercise 4

- This is preparation for CYLET Flyers Reading and Writing Part 2.
- Read out the example and ask Ss why e is correct (because Mum says what is wrong). Ask different Ss to read out the answers and check they understand all the words. Explain meanings if necessary.
- Give Ss time to complete the activity individually.
- Check answers using the Lollipop stick technique.
- Follow-up: Ss read the dialogue in pairs.

Answers → student page

Extra activity

- Pairwork: Ask Ss to brainstorm other gadgets that stop working and write their ideas on the board. Ss role play a dialogue similar to the one in Exercise 4 but about a different gadget. Ask different Ss to perform their role play to the class.

Exercise 5

- This is preparation for CYLET/PTEYL Speaking. Ask two expert Ss to model the activity first.
- Read the questions. Ss talk in pairs using the Expert envoy technique. Ask different pairs to report their answers back to the class.

Finishing the lesson

- Write the headings Reading and Writing, Listening, Communication on the board. Read each out. Ss show self-assessment response cards (😊, 😐, ☹️). Then they write one sentence about what they did well in each section and one about what they could improve.

Fast finishers

- Ss read the text in Exercise 1 again. They circle the words in it from the Exam Language Bank.
- Ss study the Exam Language Bank.

Extra activity

- Pairwork: Ss play a memory game. They say two true and one false sentence about the text using the Three facts and a fib technique. Their partner says which sentence is false.

Exercise 2

- This is preparation for PTEYL Breakthrough, Task 6.
- Read out the questions and make sure Ss know what to do.
- Then Ss write individually. They exchange notebooks and review each other's work using the Two stars and a wish technique.

Extra activity

- Ss read each other's work again and then say as many things as they can remember about their partners' stories. The students with the most correct statements win.

Exercise 3 2.40

- This is preparation for PTEYL Breakthrough, Task 2.
- Ask different Ss to read out the questions and ask them to suggest what kind of information they need in the answers.
- Play the audio twice.
- Check answers using the Lollipop stick technique.

Answers → student page

# 5.1

## In this lesson

### Lesson aims:

- Vocabulary: health problems

### Resources:

- Vocabulary worksheet 5.1, p. 150
- Tests: Vocabulary check 5.1

### Homework:

- Workbook Unit 5, p. 42

### Assessment for Learning in this lesson

- 🎯 Setting aims and criteria for success: Warm-up
- 💬 Giving feedback: Warm-up, Exercise 3, 4, 5, 6 and 8
- 🔄 Peer learning: Exercise 7, 8 and 10
- 🏠 Independent learning: Finishing the lesson

### Warm-up

- (Books closed) Write *How are you?* on the board. Ss ask and answer round the class using the Basketball technique.
- Write *Health* on the board. Say *Our health is how well our body is.* Introduce the aims of this lesson. Say and write *Today we will talk about health problems.*

### Lead-in

- Revise body parts. Point to or hold up a body part, say the word and have Ss copy and repeat.

### Exercise 1

- (Books open) Revise these adverbs of frequency on the board: *always* \*\*\*, *often* \*\*, *sometimes* \*, *never*. Say *I sometimes go to bed early.* Ss complete the phrases in pairs with the correct verbs. Ask different pairs to say the phrases, and say how often they do them using one of these adverbs.

Answers → student page

### Exercise 2

- Ss read alone. Then ask different Ss to read out the two captions. Ask Ss to raise their hands to offer answers.

Answers → student page

# Health matters

## Vocabulary I can talk about health problems.

I know that!

- 1 Complete the list of things that keep you healthy. How often do you do them?

- |                                   |                                        |
|-----------------------------------|----------------------------------------|
| 1 <u>wash</u> your hands          | 4 <u>go</u> to bed early               |
| 2 <u>do</u> some exercise         | 5 <u>drink</u> a lot of water          |
| 3 <u>eat</u> fruit and vegetables | 6 <u>brush</u> your teeth after a meal |

### In this unit

#### Vocabulary

- Health problems
- Injuries
- The body

#### Grammar

- have to
- should

▶ 24-25



5.2 Grammar video

▶ 26



5.2 Grammar animation

▶ 27



5.3 Grammar animation

▶ 28



5.4 Communication video

▶ 29



BBC Culture video

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### Exercise 3 🎧 2.41

- Teach the new vocabulary with mimes and pointing to the parts of your body that are affected. Say the words and have Ss repeat. Write the words on the board one at a time and read them out. Ask Ss to remember the mimes.
- Check answers using the Lollipop stick technique.
- Follow-up: Ss mime an illness for their partner to guess.

Answers → student page

### Extra activity

- Play Simon says with the health problems. Ss stand up. When you say *Simon says you've got a (cough)*, Ss mime the illness. When you say *You've got a (cough)*, Ss do nothing. Ss who do a mime when they shouldn't or do the incorrect mime are out and sit down. The last student standing is the winner.

### Exercise 4 🎧 2.42

- Check answers using the Lollipop stick technique. Ask Ss for reasons for their answers.
- Follow-up: Ss say the name of a superhero and their partner mimes the illness.

Answers → student page

- 2 Look at the picture on page 58 and read the captions. Who are the characters? What is wrong with them? *They are superheroes/ the Super Six. They are not well today.*
- 3 2.41 Listen and repeat. Which health problems do the superheroes have? *See page 58.*

**Vocabulary Health problems**

**Nouns**

a blocked nose a cold a cough earache  
a headache a runny nose a sore throat  
a stomachache a temperature toothache

**Verbs**

cough sneeze

**LOOK!** I've got / I have a cough.  
I'm coughing.

- 4 2.42 Listen to the superheroes. Match the names to characters A-F in the picture on page 58.

- |                                           |                                              |
|-------------------------------------------|----------------------------------------------|
| 1 <input type="checkbox"/> F Super Sue    | 4 <input type="checkbox"/> D Wonder Wendy    |
| 2 <input type="checkbox"/> E Action Ann   | 5 <input type="checkbox"/> A Fantastic Frank |
| 3 <input type="checkbox"/> B Terrific Tom | 6 <input type="checkbox"/> C Mega Max        |

- 5 Label the photos with the words in the Vocabulary box.



1 She's got earache.



2 She's got a blocked nose.



3 He's got stomachache.



4 He's got a headache.

- 6 Work in pairs. Student A: Mime an illness. Student B: Guess what's wrong with A.  
B: *You've got a temperature.*  
A: *No, I haven't.*  
B: *You've got a headache.*  
A: *That's right.*
- 7 Which of the problems in the Vocabulary box do you have when you have a cold?
- 8 Complete the dialogues. Use the Vocabulary box to help you.

1  
Do your homework now, Jules.  
I can't think, Dad. I've got a terrible headache.

2  
It's lunchtime, everyone!  
I don't want lunch, Mum. I ate too many crisps and now I have a stomachache.

3  
I feel terrible.  
Your head is hot. I think you've got a temperature.

4  
Can I stay at home today, Mum? I'm coughing and I've got a runny nose.  
Hmm. You have a bad cold. OK. Go to bed!

5  
I have a sore throat, doctor.  
Open your mouth ... Yes, of course you do. Your throat is red.

- 9 Draw a person who has two or more health problems at the same time.

**I remember that!**



- 10 Present your picture to the class. Ask them to guess what health problems it presents. *He has a runny nose and a temperature.*

**Exercise 8**

- Ask two different Ss to read and act out the example.
- Check answers using the Lollipop stick technique.
- Ask different pairs to act out the dialogues.
- In pairs, Ss write a new exchange using an illness that is not in the exercise and perform it to the class.

Answers → student page

- **Critical thinking** Ask Ss to work in pairs and order the illnesses from the most serious to the least serious in their opinion. Ask different pairs for their ideas and compare with their classmates' ideas. Have a vote with a show of hands for the most serious and least serious illness.

**Exercise 9**

- Hand each Ss a blank piece of paper and coloured pencils. Give Ss four or five minutes to draw their pictures.

**Exercise 10**

- Give Ss an example with a drawing on the board of a person holding their head and ear. Say *She's got earache and a headache.*
- Ss stand up at the front so all the class can see their picture. Ask Ss to raise their hands to make suggestions.
- For larger classes, Ss can present their pictures in groups. They can report back to the class using the Expert Envoy technique.

**Finishing the lesson**

- (*Books closed*) Give Ss one minute to list the new words. Ask *How many did you remember?* and elicit answers.

**Fast finishers**

- Ss note down the new vocabulary in their notebooks with a labelled drawing of a person.

**Exercise 5**

- Tell Ss we can use *has got* when we talk about illnesses people have. Ask a student to read out the example.
- Check answers using the Lollipop stick technique.
- Follow-up: Ss say what a superhero has got from Exercise 4 and their partner says who the superhero is, e.g. A: *He's got a temperature.* B: *It's Terrific Tom.*

Answers → student page

**Exercise 6**

- Perform the exchange with a student at the front. Make sure Ss understand what to do using the Thumbs up/down technique.
- Ss play in pairs. Time permitting, they choose a second illness and play again.
- Monitor pairs for correct use of vocabulary and pronunciation.

**Exercise 7**

- Ss discuss in pairs and then raise their hands to offer ideas. Write a list on the board.

**Answers**

When you have a cold, you can have a blocked nose, a headache, a runny nose, a sore throat and a temperature. You often sneeze and you sometimes cough.

# 5.2

## In this lesson

### Lesson aims:

- Grammar: *have to*

### Resources:

- Grammar worksheet 5.2, p. 161
- Tests: Grammar check 5.2

### Homework:

- Workbook Unit 5, p. 43
- Extra Online Practice Unit 5

### Assessment for Learning in this lesson

- Setting aims and criteria for success: Warm-up
- Giving feedback: Warm-up, Exercise 1, 5, 7, 8 and Get Grammar!
- Peer learning: Extra activity, Exercise 9 and 10
- Independent learning: Finishing the lesson

### Warm-up

- (Books closed) Ask different Ss to mime health problems from L5.1 that they have had. Choose different Ss to say the problem.
- Set the goal of the lesson. Say and write *Today we will learn to use the verb have to.*

### Lead-in

- Ask Ss *Who do you call if you are ill?* Ss raise their hands to answer.
- (Books open) Ss look at the photo story and say what the characters are doing in each picture.

### Exercise 1

- After answering check comprehension with the True/False response cards, e.g. *Emma is ill. Emma has to study for the French test. Poppy needs her dance shoes. Gran tells Emma to go to Poppy's house. Emma doesn't go to Poppy's house.*

Answers → student page

### Exercise 2

- Ask Ss to cover the dialogue and see how many sentences they can complete from memory. They then read the dialogue again and check.
- Ask different Ss to offer answers.

# She has to stay in bed



**Emma:** OK ... Get well soon! Bye!  
**Gran:** Who's ill?  
**Emma:** Poppy. She's got the flu. She has to stay in bed. At least she doesn't have to study for the French test.  
**Gran:** Poor girl! Well, we all have to be careful, Emma. It's easy to catch the flu at this time of the year.

**Emma:** Oh, no!  
**Gran:** What's the matter, darling?  
**Emma:** Poppy's got my new dance shoes! I put them in her bag when we went shopping. I have to go and get them.  
**Gran:** You don't have to wear your new shoes. You've got your old ones.  
**Emma:** My old shoes are too small, Gran.



**Gran:** Do you really have to go there when Poppy's got the flu?  
**Emma:** Yes, I do. Don't worry, Gran. I don't have to go near Poppy. I'm not even going to go into her room.  
**Gran:** Hmm.  
**Emma:** Poppy? It's me again! Can I come and pick up my shoes before I go to my dance class? ... OK, see you soon!



- 2.43 Watch or listen and read. Why is Gran worried? *Because Poppy has got the flu and it's easy to catch it.*
- Circle the correct answer.
  - Poppy is staying at home today because she isn't well / wants to study for a test.
  - Emma's shoes are in her shopping bag / at Poppy's house.
  - Emma can't wear her other shoes because they are the wrong size / look too old.
  - Emma isn't going to go inside Poppy's house / room.
  - Emma is going to Poppy's house / her dance class first.

- 2.44 Listen and repeat. Find these expressions in the story.

Say it!

Get well soon! It's me again! See you soon!

- 2.45 Guess! Who is the person on the sofa? Have a class vote.  
 a Poppy b Emma c Gran

- 2.45 Now watch or listen and check.

Answers → student page

### Exercise 3

- Read out the sentences. Ask students to say a phrase from the Say it! Box that we say after these sentences:  
*Hi there.*  
*Bye for now.*  
*I'm sorry you're ill.*
- Ask different Ss to suggest their own sentences for the phrases.

Answers → student page

### Exercise 4

- Critical thinking** Ss discuss the options in pairs. Prompt if necessary: *Who do we know is ill? Who visited an ill person?*
- Do a class vote for the most popular guess.

Answers → student page

### Exercise 5

- Ss watch or listen to check their choice.

### Video/Audio script

**Emma:** How are you doing, Poppy?  
 Oh, that's great! I'm glad you're better.  
**Emma:** What? Oh, that's my gran. She's got the flu. She caught it from my aunt.  
**Emma:** Poppy says, 'Get well soon', Gran!  
**Emma:** Gran says, 'Thank you!'

- Monitor comprehension. Ask different Ss: *What's wrong with Gran Bertie? What does Poppy say for Gran?*
- Involve Ss. Ask *Have you ever had the flu? What did you do? Did you catch it from someone else? Who?*

Answers → student page

Grammar *have to*

26 Get Grammar!

+	-
I/You/We/They <b>have to</b> go.	I/You/We/They <b>don't have to</b> go.
He/She/It <b>has to</b> go.	He/She/It <b>doesn't have to</b> go.
?	Short answers
Do I/you/we/they <b>have to</b> go?	Yes, I/you/we/they <b>do</b> . No, I/you/we/they <b>don't</b> .
Does he/she/it <b>have to</b> go?	Yes, he/she/it <b>does</b> . No, he/she/it <b>doesn't</b> .



How long **does** she **have to** stay in bed?

You **have to** do it. = It's necessary.  
You **don't have to** do it. = It's not necessary.

6 Complete the sentences with the correct form of *have to*.

- Gran's got the flu. She has to see a doctor. ✓
- Emma has to do the shopping because Gran can't go out. ✓
- Poppy is well now. She doesn't have to stay in bed. ✗
- George and Harry's mum is ill. They have to be quiet at home. ✓
- Mum doesn't have to go outside to see the doctor - Dad can help her! ✗
- George and Harry have to study for an important test this week. ✓

7 Complete Harry's blog post with the words in the box.

do doesn't don't don't has have have to

What <sup>1</sup> do you have to do?

I <sup>2</sup> have to practise tennis on Tuesdays, Thursdays and at the weekend. The sports centre is near, so I <sup>3</sup> don't have to get up early. It's only a five-minute walk.

George doesn't play tennis, so he <sup>4</sup> doesn't have to go to the practice. But he <sup>5</sup> has to do a lot of other things. He's always very busy.

When we go out with our friends, we have <sup>6</sup> to tell our parents where we are. We <sup>7</sup> don't have to be back home early, but we <sup>8</sup> have to answer the phone!

8 Work in pairs. Ask and answer the questions.

- what time / be in bed on weekdays?
- get up early on Mondays?
- do homework before dinner?
- help your family with the housework?
- what time / be back home on Saturdays?
- tell your parents where you are after school?
- play basketball at school?

A: *What time do you have to be in bed on weekdays?*  
B: *I have to be in bed at 9 p.m.*  
A: *Do you have to get up early on Mondays?*  
B: *No, I don't.*

9 Tell the class about your partner.

*Marisa has to be in bed at nine o'clock on weekdays. She doesn't have to get up early on Mondays.*

- 10 Write your own crazy school or house rules for a day!
- You have to eat chocolate for breakfast.*  
*You don't have to eat salad today!*

Extra activity

- Ss work in pairs using the Expert Envoy technique and write a mini-dialogue between Emma and Photo story. They should use *have to* in the dialogue. Brainstorm ideas first as a class. Ss act out their dialogues to the class.

Exercise 8

- Tell Ss to close their books. Ask different Ss one question each from Exercise 8 and elicit answers.
- Ss open their books and read the example. Make sure Ss understand what to do using the Stop/Go technique.
- Ss talk in pairs. Monitor pairs for correct use of grammar.

Answers

- Do you have to do homework before dinner?
- Do you have to help your family with the housework?
- What time do you have to be back home on Saturdays?
- Do you have to tell your parents where you are after school?
- Do you have to play basketball at school?

Exercise 9

- Read out the example and draw Ss' attention to the form *has to*. Ask different pairs for feedback.
- Groupwork: for larger classes place two sets of pairs together to tell each other about their friend. Monitor correct use of grammar.

Exercise 10

- Ss work in pairs and then compare ideas with another pair. Ask groups for feedback and to tell the class their craziest ideas.

Finishing the lesson

- (Books closed) Clarify the grammar goals of L 5.2. Ask Ss: *What was the verb you learned today? Do we use it for things we must do and things we can do if we want to?* Elicit answers.

Fast finishers

- Ss look at the photo story. They underline the sentences with forms of *have to*.

Get Grammar! 26

- Play the Get Grammar! video. If you don't have access to a computer/projector, read the grammar box to the class.
- Draw Ss' attention to the different forms of *have/has, don't/doesn't* and *Do/Does*. Write *I feel ill. I \_\_\_\_\_ (stay) in bed. Dad feels ill. He \_\_\_\_\_ (stay) in bed.*
- Ss look at the grammar box. Ask different Ss to complete the sentences with the correct form of *have to*. Different Ss ask a question for each sentence and other Ss give short answers.
- Check comprehension and exercise difficulty with the Traffic Lights technique (now or after Exercise 6).

Exercise 6

- Ss complete the activity and then read the sentences again to check.
- Ask different Ss to write their answers on the board.

Answers → student page

Exercise 7

- Review *have to*. Say sentences for Ss to complete. *I [beep] see the doctor (have to). / She [beep] to stay indoors (has to).* Read out the example.
- Check answers using the Lollipop stick technique.

Answers → student page

# 5.3

## In this lesson

### Lesson aims:

- Grammar: *should*
- Vocabulary: injuries

### Resources:

- Grammar worksheet 5.3, p. 161
- Tests: Grammar check 5.3, Vocabulary check 5.3

### Homework:

- Workbook Unit 5, p. 44

### Assessment for Learning in this lesson

- Setting aims and criteria for success: Warm-up
- Giving feedback: Get Grammar!, Exercise 3, 6, 7 and Finishing the lesson
- Peer learning: Exercise 3, 5 and Extra activity
- Independent learning: Finishing the lesson

### Warm-up

- (Books closed) Revise *have to*. Say *I've got a headache. What do I have to do?* Ss raise their hands to offer ideas.
- Set the goal of the lesson. Say and write *Today we will learn to use the verb should.*

### Lead-in

- (Books open) Ss look at the cartoon story and suggest what it is about. Say *Tell me what is happening in picture 1* etc.

### Exercise 1

- Revise prepositions of place. Write *in, under, on, next to, behind, between, over* and *in front of* on the board. Ask different Ss to say sentences with the prepositions about the objects in the classroom.
- Ss answer the question. Ask Ss to say where the animals are using prepositions of place.

Answers → student page

### Exercise 2 2.46

- Ss answer the questions. Ask Ss to say where they found the answers. Have them correct the false sentences.

Answers → student page

## Doctor Q The camping trip

Doctor Q, Millie, Rob and Pi are on a camping trip. They're trying to put up a new tent.



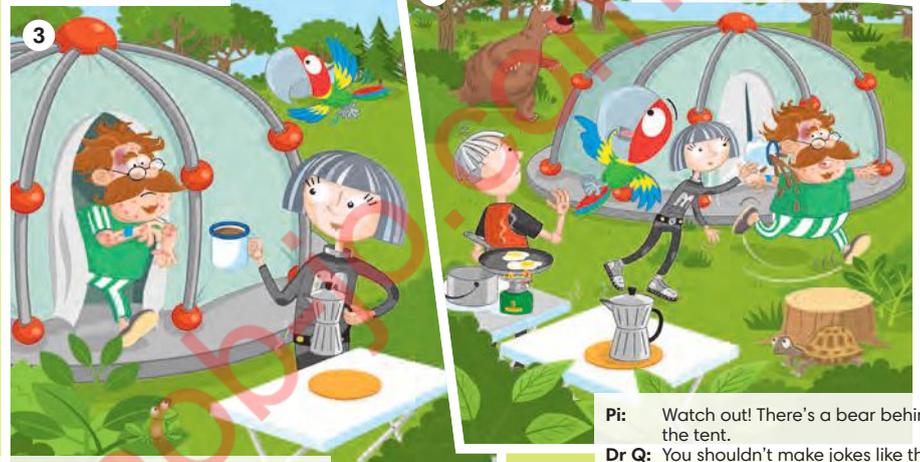
1

2

**Dr Q:** It's starting to rain! We should hurry up!  
**Pi:** Should I push the button now?  
**Rob:** No, you shouldn't! Wait!

**Pi:** Ooops! I'm sorry! Are you OK? Should we call an ambulance?  
**Dr Q:** No, it's just a cut. But why is everything moving?  
**Millie:** Rob! We should take Doctor Q to the tent. He should lie down. And Pi, you should be more patient.

The following morning ...



3

4

**Milly:** Good morning, Doctor Q. Here's your coffee. Did you sleep well?  
**Dr Q:** No, I didn't. The tent was full of mosquitoes! I've got lots of bites.  
**Milly:** We should bring a mosquito net next time. Oh, and you have a nasty bruise on your head.

**Pi:** Watch out! There's a bear behind the tent.  
**Dr Q:** You shouldn't make jokes like that, Pi.  
**Pi:** It isn't a joke! Look!  
**Dr Q:** Run!

1 Look at the cartoon. How many different wild animals can you see? Point to them and say the names.

*bear, bird, butterfly, frog, snake, tortoise*

62

2 2.46 Listen and read. Circle T (true) or F (false).

- It's warm and sunny. T / F
- Rob pushed the button too early. T / F
- It wasn't a good night for Doctor Q. T / F
- There was a mosquito net in the tent. T / F
- At first, Doctor Q doesn't believe that there is a bear. T / F

### Get Grammar! 27

- Play the Get Grammar! video. If you don't have access to a computer/projector, read the grammar box to the class. Draw Ss' attention to the fact that we don't change the form of *should*.
- Write *You look ill. You \_\_\_ on the board.* Ask Ss to make two sentences giving advice, one with *should* and the other with *shouldn't*. Ss compare ideas in pairs. Ask two Ss to write a sentence each on the board.
- Check comprehension and exercise difficulty with the Traffic Lights technique (now or after Exercise 3).

### Exercise 3

- Ask a student to describe what Pi is doing in picture D and then read the answer.
- Ss complete the exercise in pairs using the Think-pair-share technique. They take turns to describe the pictures and discuss their answers.
- Check answers using the Lollipop stick technique.

Answers → student page

Grammar **should**

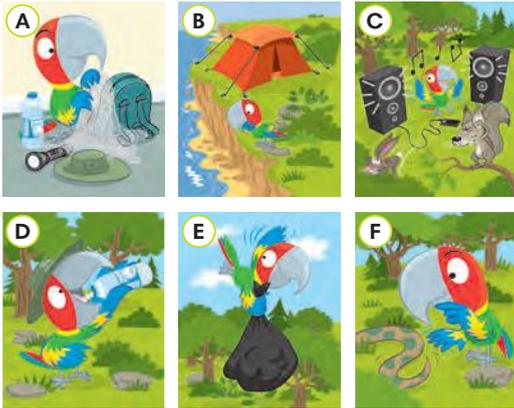
+	I/He/She/It <b>should</b> lie down. We/You/They <b>should</b> lie down.	
-	I/He/She/It <b>shouldn't</b> lie down. We/You/They <b>shouldn't</b> lie down.	
	<b>Should</b> I/he/she/it lie down?	Yes, I/he/she/it <b>should</b> . No, I/he/she/it <b>shouldn't</b> .
?	<b>Should</b> we/you/they lie down?	Yes, we/you/they <b>should</b> . No, we/you/they <b>shouldn't</b> .
	What <b>should</b> we do?	

▶ 27 **Get Grammar!**

*Fluffy should exercise more. She shouldn't sleep on the sofa all day.*



3 Match pictures A-F to sentences 1-6.



- 1 **D** You should drink a lot of water.
- 2 **A** You should take a mosquito net.
- 3 **E** You shouldn't leave any rubbish.
- 4 **F** You shouldn't touch wild animals.
- 5 **C** You shouldn't make a lot of noise.
- 6 **B** You should put up your tent in a safe place.

4 Complete the sentences with **should** or **shouldn't**.

- 1 It's a very hot and sunny day. Doctor Q wants to go sightseeing in the city tomorrow.
  - a He should wear a hat and sunglasses.
  - b He shouldn't stay in the sun for long.
  - c He should take a map.
- 2 Millie and Rob are going to stay at home.
  - a They should look after Pi.
  - b They shouldn't open the door to anyone.
  - c They should clean the house.

5 **I know that!** How many parts of the body can you name?

6 **2.47** Listen and repeat. Look at the picture and complete the text with the words in the Vocabulary box.

**Vocabulary Injuries**

broken leg bruise burn cut mosquito bite



Doctor Q has got a <sup>1</sup> burn and a <sup>2</sup> cut on his arm, lots of <sup>3</sup> mosquito bites all over his body and a <sup>4</sup> bruise on his head. He's also got a <sup>5</sup> broken leg. Poor Doctor Q!

7 **Exam Spot** Work in pairs. Ask and answer questions. Student A: Go to page 106. Student B: Go to page 112.



**Exercise 4**

- Ask a student to read out the example.
- Ss complete the exercise individually.
- Ask different Ss to offer answers.
- Follow-up: Have Ss think of other situations in pairs. Ask pairs to say their situations and write them on the board. Ss then ask and answer questions in pairs using the ideas on the board.

Answers → student page

**Exercise 5**

- Ss work in groups of three using the Expert Envoy technique. During feedback, Ss point to the parts of the body they say.

**Exercise 6** **2.47**

- Teach the vocabulary with definitions.
  - A broken leg is when it is in two or more pieces. The bones break.
  - A bruise is a blue or brown mark on your skin. You get a burn from fire or something else hot. You get a cut with a knife, or if you fall over.
  - A mosquito is an insect. They bite you and leave a red itchy spot.
- Play the audio and have Ss listen and repeat the words.
- Ss complete the exercise individually.
- Check answers using the Lollipop stick technique.

Answers → student page

- **Critical thinking** Ss look at the Vocabulary box. Ask *Where and why can you get these injuries?* Ss discuss in pairs and then offer ideas during class feedback, e.g. *You can get a burn when you are in the kitchen and you are cooking.*

**Exercise 7**

- This is preparation for the CYCLET Flyers Speaking test (information exchange).
- Place Ss in pairs and assign them the roles Student A and Student B.
- Tell Ss to look at the notes and instructions. Check they understand what to do using the Thumbs up/down technique.
- Monitor pairwork for correct use of grammar.

**Extra activity**

- Ss do a role play of the cartoon story in groups of four. Assign Dr Q, Millie, Rob and Pi to each student. The groups practise the cartoon story. Ss then perform their role plays to the class. Encourage them to use their books only if necessary at this stage. Encourage Ss to mime actions while they perform.

**Finishing the lesson**

- (Books open) Ss have one minute to look at the cartoon story.
- (Books closed) Say sentences about the story and Ss respond with the Yes/No response cards, e.g. *Was it raining/sunny?*
- Ask Ss to finish the sentences: *Today I have learned ... and I can ...*

**Fast finishers**

- Ss write two true sentences of their own for the cartoons story.

# 5.4

## In this lesson

### Lesson aims:

- Communication: giving health advice

### Resources:

- Communication worksheet 5.4, p. 172

### Homework:

- Workbook Unit 5 p. 45
- Extra Online Practice Unit 5

### Assessment for Learning in this lesson

- Setting aims and criteria for success: Warm-up
- Giving feedback: Exercise 2, 3 and 4
- Peer learning: Exercise 1, 5 and Extra activity
- Independent learning: Finishing the lesson

### Warm-up

- (Books closed) Write *What's the matter?* on the board. Tell Ss to mime an illness and answer the questions with *I've got a ...* Do this using the Basketball technique. Ask *What's the matter?* each time.
- Say and write *In this lesson we will learn how to give health advice.*

### Lead-in

- (Books open) Ss cover the dialogue and look at the photo. Ask *Who can you see? What is happening?*

### Exercise 1

- Ask Ss to say where they found the answers.

### Answers → student page

- Critical thinking** Pairwork: Ss write two statements for the dialogue, one true and one false. They swap with their partner and find the true statement and correct the false one.

### Exercise 2

- Ask a student to mime an illness. Ask *What's the matter?* and elicit an answer. Offer some advice.
- Using the Lollipop stick technique, have Ss use the box to make their own simple exchanges.

## You should lie down



**Mum:** You don't look well, sweetheart.  
**Harry:** I feel terrible. I've got a headache.  
**Mum:** I think you should lie down.  
**Harry:** Yes, that's a good idea.  
**George:** Mum, I don't feel very well.  
**Mum:** Oh, no! You too? What's the matter?  
**George:** I've got ... erm ... a stomachache. What should I do?  
**Mum:** Why don't you drink some mint tea? It's good for your stomach.  
**George:** Yes, you're right. Oh, a text from David. Yes! David says that tomorrow's History test is off.  
**Mum:** George?  
**George:** You know, Mum? I suddenly feel a lot better. Nice biscuits!



- 2.28 Watch or listen and read. What's wrong with Harry? Is George really ill? *Harry's got a headache. George isn't really ill.*
- 2.49 Listen and repeat.

### Communication Giving health advice

#### Asking about health

What's the matter? / What's wrong?

#### Responding

I don't feel very well. / I feel terrible. I've got a headache/cut.

#### Giving advice

Why don't you lie down / take a painkiller / drink some mint tea? Put some cream / some ice / a plaster on it.

I think you should see the doctor/dentist.

#### Accepting advice

Yes, that's a good idea. / Yes, you're right.

### 3 Label the pictures with the phrases in the box.

drink mint tea see the dentist see the doctor  
 lie down put a plaster put some cream  
 put some ice take a painkiller



### 4 Match the phrases in Exercise 3 to 1-4. You can use the phrases more than once. Then listen and check.

- |              |   |             |   |   |
|--------------|---|-------------|---|---|
| 1 a cut      | a | 3 a bruise  | c | d |
| 2 a headache | b | 4 toothache | b | h |

### 5 Work in pairs. Take turns to give advice for the problems in Exercise 4. Use the Communication box to help you.

- A: *What's the matter?*  
 B: *I've got a cut on my finger.*  
 A: *You should put a plaster on it.*

### Exercise 3

- Revise *tea, dentist, doctor, cream* and *ice* by asking Ss to offer definitions. Explain the meaning of *mint* (a plant you can eat or make a drink with), *plaster* (you use this to cover a cut) and *painkiller* (you drink this with water for a headache).
- Check answers using the Lollipop stick technique.

### Answers → student page

### Exercise 4

- Play the example and ask Ss to say the words they heard that gave them the answer.
- Play the rest of the audio for Ss to check.
- Check answers using the Lollipop stick technique.

### Answers → student page

### Exercise 5

- Read out the example with a student.
- Invite pairs to perform their dialogues to the class.

### Extra activity

- Place Ss in groups of three and assign the roles. Tell Ss to change the illnesses. Ss act out the dialogue from the photo story.

### Finishing the lesson

- Encourage Ss to reflect on the lesson by asking: *Do you use the advice in Exercise 3? What other advice can you give?*

### Fast finishers

- Ss underline the advice in the dialogue.

# Do you want to feel better? **Exercise!**

## Exercise is good for you, but what exactly does it do to your body? Let's find out!

The **heart** does more work than any other muscle in your body. It beats about 100,000 times a day! When you exercise, it beats faster because it has to send more **blood** to your muscles. This makes your heart stronger and you get fitter – you don't get tired quickly and you have energy. Your **muscles** get bigger and stronger. You can move, run and carry heavy things more easily.

## What about the rest of your body?

When you exercise, your heart sends more blood to your **brain** too. You learn more quickly, you feel more relaxed and happier, and you sleep better.

Exercise is also important for your **bones**. Young people have strong bones, but when you get older, your bones become weaker. There are 206 bones in your body (52 are in your feet and 54 in your hands), and you have to exercise to keep them strong.

**REMEMBER:** People who exercise don't get ill as often as people who don't exercise. And you don't have to go to a gym to exercise. Just stay active!

### Here's what you should do:

- Do a sport – it's fun!
- Dance – with your friends or on your own!
- Ride your bike or walk – sometimes it's faster than the car or the bus!



1 Work in pairs. Why do people exercise?

2 **2.51** Listen and repeat. Then label pictures 1–5 with the words in the Vocabulary box.

### Vocabulary The body

blood bones brain heart muscles



1 brain



2 muscles



3 bones



4 blood



5 heart

3 **2.52** Read and listen to the text. Underline the words from the Vocabulary box.

4 Read the text again. Answer the questions.

- 1 Which is the hardest-working muscle in your body?
- 2 Why does your heart beat faster when you exercise?
- 3 Why is exercise good for your brain?
- 4 What happens to your bones when you get older?
- 5 How many bones are there in your body?
- 6 How many bones are there in your feet?

5 **2.53** Listen to three children. What kinds of exercise do they do? Write.

- 1 dancing    2 swimming    3 cycling / riding a bike

6 Ask four of your classmates and find out what kinds of exercise they do.

Name	Exercise
1 _____	
2 _____	
3 _____	
4 _____	

What kind of exercise do you do?

7 Tell the class about your classmates.

*Thomas doesn't do exercise at all, but Marta walks to school every day. She also likes dancing.*

# 5.5

## In this lesson

### Lesson aims:

- Reading: understanding a text about exercise and the body
- Vocabulary: the body

### Resources:

- Tests: Vocabulary check 5.5

### Homework:

- Workbook Unit 5, p. 46

### Assessment for Learning in this lesson

- 🎯 Setting aims and criteria for success: Warm-up
- 💬 Giving feedback: Exercise 2, 4 and 5
- 👥 Peer learning: Exercise 6, 7 and Extra activity
- 📖 Independent learning: Finishing the lesson

### Warm-up

- 🎯 Revise parts of the body. Point to a part of your body and have Ss say the words in unison.
- Say and write *In this lesson we will read about exercise.*

### Lead-in

- (Books closed) Teach the new vocabulary. Write *blood, bones, brain, heart, muscles* on the board one at a time. Show Ss where these body parts are and explain the meanings if necessary. Have Ss repeat the words.
- (Books open) Ss look at the photos and say what they can see.

### Exercise 1

- Ss discuss in pairs and write their reasons for exercising on the board. Keep ideas on the board.

### Exercise 2 **2.51**

- 💬 Check answers using the Lollipop stick technique.

Answers → student page

### Exercise 3 **2.52**

- Ask different Ss to read out the sentences from the text that contain the words.
- Follow-up: Refer Ss to their reasons for exercising from Exercise 1 that are still on the board. Ss identify the reasons on the board that are in the text.

Answers → student page

### Exercise 4

- Answer the first question with Ss.
- Ss work individually.
- 💬 Check answers using the Lollipop stick technique.

### Answers

- 1 The heart.
- 2 Because it has to send more blood to your muscles.
- 3 Because your heart sends more blood to the brain.
- 4 They become weaker.
- 5 There are 206 bones.
- 6 There are 52 bones.

### Exercise 5 **2.53**

- 💬 Check answers using the Lollipop stick technique.

Answers → student page

### Exercise 6

- 🗣️ Read out the question and ask a student for an answer. Ss work in groups using the Expert Envoy technique.

### Exercise 7

- 🗣️ Ask the Expert Envoy to give feedback for the group.

### Extra activity

- 🗣️ Pairwork: Ss write a weekly exercise plan with something different for every day. They compare plans with another pair.

### Finishing the lesson

- 📖 (Books closed) Ask *What do you remember about doing exercise from the text?*

### Fast finishers

- Ss circle the words connected to health, exercise and body in the text.

# 5.6

## In this lesson

### Lesson aims:

- Listening: understanding a text giving advice
- Writing: a text giving advice; structures for giving advice

### Resources:

- Tests: Writing Task 5

### Homework:

- Workbook Unit 5, p. 47

### Assessment for Learning in this lesson

- Setting aims and criteria for success: Warm-up
- Giving feedback: Exercise 3 and 8
- Peer learning: Exercise 1 and 8
- Independent learning: Finishing the lesson

### Warm-up

- (Books closed) Say different health problems and have Ss give you some advice.
- Say and write *Today we will learn how to write a text giving advice.*

### Lead-in

- (Books open) Ss say what they can see in the photos.

### Exercise 1

- Ss discuss in pairs and then share ideas.

Answers → student page

### Exercise 2 2.54

- Play the audio and check answers as a class.

Answers → student page

### Exercise 3 2.54

- This is preparation for the CYCLET Flyers Listening test Part 2.
- Play the audio. Check answers using the Lollipop stick technique.

Answers → student page

### Exercise 4

- Ss discuss in pairs. Ss give a reason for their answer.

### Exercise 5

- Give Ss one minute to read the text and answer the question.

# 5.6 Listening and Writing

I can understand and write texts giving advice.

- 1 What should you do to get ready for an important test or sports competition? Write T (test), C (competition) or B (both).

- T study every day
- B leave home early to be on time
- B have a good breakfast on the day
- B go to bed early on the day before
- C practise a bit every day

- 2 2.54 Listen to an interview. What is it about? Listen and tick (✓).



- 3 Exam Spot 2.54 Listen again and complete.

- Steve Roberts: basketball coach
- Practise: three times a week
- Good snack before game: some fruit
- In a match: players have to think and move quickly
- Before a match: do a warm-up to get your muscles ready
- To win: you have to stay positive

- 4 What do you think players should do after an important match?

66

- Follow-up questions: *Who is the money for? How long is the walk? How many hours should you sleep?*

Answers → student page

### Exercise 6

- Ask different Ss to read out the answers.

Answers → student page

### Exercise 7

- Ss write the answers on the board.

### Answers

- You have to start preparing a few months before the walk.
- You should practise with a friend.
- You don't have to buy special sports clothes.

- 5 Read the magazine text. What is a charity walk? *It's a walk to collect money for sick children.*

### Get ready to walk for charity!

**Do you want to collect money for sick children? Take part in the charity walk next term! It's ten kilometres. It isn't easy so you have to get fit!**

You should walk for thirty minutes three days a week. Walk a bit longer every week, but you don't have to walk every day. You should also go swimming and cycling to help your muscles get strong. Eat healthy food for energy and don't forget: you have to take water with you when you go for long walks. You should sleep for eight hours a day. Sleep is important for your body and your mind.

- 6 Read the Writing box. Underline the structures for giving advice in the text in Exercise 5.

### Writing Structures for giving advice

We can give instructions or advice in different ways.  
*Walk a bit longer every week, but you **don't have to walk** every day.*  
*You **should walk** for thirty minutes three days a week.*  
*You **have to get fit!***

- 7 Rewrite the sentences. Use the words in brackets.

- You shouldn't forget to do a good warm-up. (DON'T) *Don't forget to do a good warm-up.*
- Start preparing a few months before the walk. (HAVE TO)
- It's a good idea to practise with a friend. (SHOULD)
- It's not necessary for you to buy special sports clothes. (NOT HAVE TO)

- 8 Writing Time Write a text to give advice about how to do well in a test.

**Find ideas**  
 What should students do to do well in a test? Make notes. Use these verbs.  
 study / eat / drink / sleep  
*You should study every day.*

**Draft**  
 Write your text.

**Check and write**  
 Make sure you use different structures to give instructions or advice. Then write the final version of your text.

### Exercise 8

- Read out the notes. Ask different Ss for ideas.
- Ss write their own draft and help each other in pairs. Give feedback on use of vocabulary, grammar and style at this stage.
- Remind Ss to look at the Check and Write box.
- Correct mistakes using descriptive evaluation (see Tests booklet for more information), and also praise good use of grammar and vocabulary.

### Finishing the lesson

- Have Ss reflect on the lesson by finishing the sentence: *I can now ...*

### Fast finishers

- Ss find the advice in the text and write what they agree and disagree with.

Vocabulary

1 Look at the picture and complete the health problems 1-6.



- 1 a runny nose
- 2 a earache
- 3 a sore throat
- 4 a stomachache
- 5 a bruise
- 6 a broken leg

2 Complete the words.

- 1 Josh goes to the gym to make his muscles stronger.
- 2 You use your brain to think.
- 3 Your heart beats faster when you exercise.
- 4 The red liquid in your body is called blood.
- 5 Cheese and milk make your bones strong.

Grammar

3 Complete the email with the correct form of *have to* and the verbs in brackets.

✉

Hi Vanessa,

I can't come to the beach with you. Mum and Dad are having a party and we <sup>1</sup> have to get (get) the house ready. There's a lot to do!

Dad <sup>2</sup> has to tidy (tidy) the garden, Mum <sup>3</sup> has to prepare (prepare) the food and I <sup>4</sup> have to help (help) them. My little brothers <sup>5</sup> don't have to do (not do) any chores.

What about you? Are you doing anything nice this morning or <sup>6</sup> do you have to do (you / do) chores? See you soon.

Cassandra

4 Look at the problems and give advice. Use the verbs in the box and *should/shouldn't*.

leave home without breakfast  
ask your teacher for help go to the vet  
practise every day use your mobile in bed

- 1 I don't understand my homework.  
*You should ask your teacher for help.*
- 2 I can't sleep at night.
- 3 My brother really wants to win a match.
- 4 My gran's dog is ill.
- 5 My friend gets very hungry before lunch.

Pronunciation

5 2.55 Listen and repeat: /ei/ or /əʊ/.



I've got a headache, a sore throat,  
my nose is very red.  
I have to take painkillers,  
I have to stay in bed.

Communication

6 2.56 Circle the correct answer. Then listen and check.

- 1 A: You don't look <sup>1</sup> ill / well.  
B: I've got a headache.  
A: Why <sup>2</sup> aren't / don't you lie down and take a <sup>3</sup> painkiller / plaster?
- 2 A: What's the <sup>4</sup> matter / wrong?  
B: I've got mosquito <sup>5</sup> break / bites all over my body!  
A: You should put some <sup>6</sup> mint tea / cream on them.  
B: Good idea.

Check yourself!

- I can talk about health problems and injuries.
- I can use *have to* and *should*.
- I can give health advice.

Extra activity

• Ss take turns to mime a health problem in Exercise 1 and their partner says the number.

Exercise 2

- Call out the body words. Ss point to them on their bodies.
- Check answers using the Lollipop stick technique.

Answers → student page

Exercise 3

- Ss work individually. Ask different Ss to read out a sentence each.

Answers → student page

Exercise 4

- Ss work in pairs using the Expert Envoy technique.

Answers

- 2 You shouldn't use your mobile in bed.
- 3 He should practise every day.
- 4 She should go to the vet.
- 5 He shouldn't leave home without breakfast.

Exercise 5 2.55

- Ss repeat as a class. Play the audio again and choose pairs or individuals to repeat.
- Follow-up task: Write these tongue twisters on the board and read them out.  
*No nose knows like a gnome's nose knows.*  
*An ape hates grape cakes.*
- Have Ss repeat. Ask Ss to say which tongue twister has the /ei/ and which has the /əʊ/ sound. Ss say the tongue twisters in pairs.

Exercise 6 2.56

- Ss work individually.
- Play the audio for Ss to check.
- Check answers using the Lollipop stick technique.

Answers → student page

Finishing the lesson

- Ss complete the Check yourself! box. Ask Ss if they ticked all boxes.
- (Books closed) Have a vote for Ss' favourite lesson from this unit.

Fast finishers

- Ss write another problem and a funny piece of advice for Exercise 4.

5.7

In this lesson

Lesson aims:

- Revising Vocabulary, Grammar and Communication from Unit 5
- Pronunciation: /ei/ and /əʊ/

Resources:

- Tests: Language Test 5

Homework:

- Workbook Unit 5, p. 48
- Extra Online Practice Unit 5

Assessment for Learning in this lesson

- Setting aims and criteria for success: Warm-up
- Giving feedback: Exercise 2 and 6
- Peer learning: Exercise 4
- Independent learning: Finishing the lesson

Warm-up

- (Books closed) Ask *What new words are in this unit? Can you remember them all?*
- Say *In this lesson we will revise the vocabulary, grammar and communication skills from Unit 5.*

Exercise 1

- (Books closed) Call out the health problems words from L5.1 and have Ss do a mime for the problem.
- (Books open) Ss work in pairs.

Answers → student page

### In this lesson

#### Lesson aims:

- Culture focus: British TV
- BBC video: BBC (optional)
- Project: A digital presentation about favourite TV programmes

#### Resources:

- Project Worksheet p. 180

### Assessment for Learning in this lesson

- 🎯 Setting aims and criteria for success: Warm-up
- 💬 Giving feedback: Exercise 2, 4, A and Extra activity
- 👥 Peer learning: Exercise 3, 5, C and the Project
- 🏠 Independent learning: Finishing the lesson

### Culture notes

Sir David Attenborough: He was born in 1926. He is considered to be a national treasure in the UK. At least 15 species have been named in his honour.  
 BBC: The BBC is a public-service broadcaster. It is funded by a TV licence that anyone who owns a TV in the UK has to buy annually. It also raises money by selling programmes worldwide.

### Warm-up

- (Books closed) Write *documentary* on the board. Ask Ss to say what a documentary is and elicit ideas. Explain that it is a programme that gives you information about something in the real world.
- 🗨️ (Books open) Introduce the aims of this lesson. Say: *In this lesson you will learn about a famous man on British TV.*

### Lead-in

- Pre-teach *cartoon, documentary, game show, news, sitcom, soap opera* and *talent show* by naming programmes Ss know.

### Exercise 1

- Ask Ss to look at the photos and say what they can see.
- Read out the questions and ask Ss to raise their hands to offer ideas.

## Sir David Attenborough

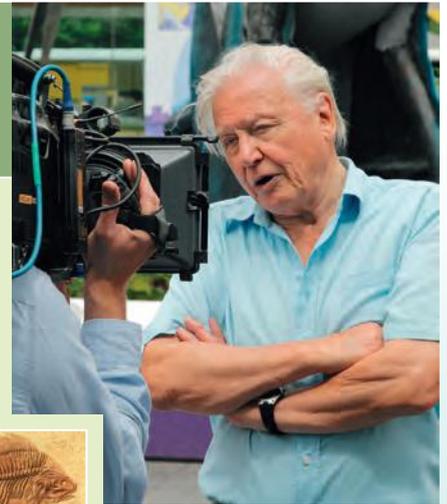
If you watch TV, you probably know Sir David Attenborough's work. After all, he is the 'godfather' of wildlife documentaries and one of the most loved and respected people in Britain.

His love of nature started when he was just a boy. He was interested in fossils and he had a big collection of them. It was no surprise that he decided to study Natural Sciences at Cambridge University.

When he began his career at the BBC, in 1952, there weren't many programmes about nature. Sir David changed that with a series of documentaries called *Zoo Quest*. For the first time, film crews travelled all over the world and brought back black and white films showing animals in their natural environment. Sir David produced a lot more wildlife documentaries after that. They were all very popular. *Life on Earth* had millions of viewers worldwide.

His work still inspires viewers of all ages, all over the world. The films are now in full colour, HD and even 3D. With the help of technology, we can see the world through the eyes of a bird flying high in the sky, a fish swimming deep in the ocean or a very small insect on a tree.

A number of plants, insects and birds have Sir David's name. That's a great way to say a big 'thank you' to the man who spends so much of his time caring for nature and protecting it.



A FOSSIL



FILMING FISH IN THE OCEAN

- 1 Look at the photos. Do you know the man talking to the camera? What are his programmes about?  
*Sir David Attenborough They are about wildlife / nature.*
- 2 🗣️ 2.57 Read and listen to the text. Circle T (true) or F (false).
  - 1 Sir David Attenborough is very popular in the UK. **T** / F
  - 2 Before Sir David started his work for the BBC, they had no programmes about nature at all. **T** / **F**
  - 3 Sir David's first TV series was called *Zoo Quest*. **T** / **F**
  - 4 You can watch Sir David's work only on UK TV. **T** / **F**
  - 5 Sir David doesn't use new technology to film his documentaries. **T** / **F**
- 3 Look at the types of TV programmes. Can you give examples of each type of programme?

cartoon (science/wildlife) documentary game show  
 news sitcom soap opera talent show

- 4 🗣️ 2.58 Listen to an interview with two young people about TV programmes. Answer the questions.
  - 1 What kind of documentaries does Ashley like? *wildlife and science documentaries*
  - 2 Who watches documentaries with Ashley? *her mum and dad*
  - 3 What sitcoms does Ashley like? *American sitcoms*
  - 4 What kind of programme does Ashley's mother prefer? *soap operas*
  - 5 What sport does Jake like watching on TV? *football*
  - 6 What do Jake's parents like watching on TV? *the news*
- 5 Do you like watching wildlife documentaries? Why? / Why not?

### Exercise 2 🗣️ 2.57

- Ask Ss to skim the text and find answers to the questions in Exercise 1.
- Ss then read the text again and complete the activity.
- 💬 Check answers using the Lollipop stick technique. Ask Ss to correct the false sentences.

Answers → student page

### Extra activity

- 💬 Follow-up questions: *What did David Attenborough collect when he was a boy? What kind of documentaries does David Attenborough present? When did he start at the BBC? What has changed about the documentaries since then? Do people like his documentaries? How do you know?*

### Exercise 3

- Recap the vocabulary by having Ss say the programmes you mentioned in the lead-in and which type they are.
- 🗣️ Pairwork: Ss take turns to think of a programme. Ask for feedback and write their ideas on the board under each type of programme.

### Exercise 4 🗣️ 2.58

- Read the questions and ask Ss to suggest what kind of answers they will need. Tell Ss to take notes while they listen.
- Play the audio.
- 💬 Check answers using the Lollipop stick technique.

Answers → student page



**A** **29** Watch the video clip and answer the presenter's questions. Which programme is the BBC very well-known for? *It's well-known for its news programmes.*

**B** **29** Watch the video again. Complete the sentences.

- In the beginning, the BBC only broadcast radio programmes.
- The BBC TV service started in 1936.
- twenty million people watched the Queen's coronation in 1953.
- About twenty-one thousand people work for the BBC.
- There are nine BBC TV channels in the UK and fourteen international channels.

**C** How many TV channels are there in your country? Vote for the top three as a class.

## PROJECT

• Work in groups of 8–10. What types of TV programmes can you watch on TV in your country? Look at the box in Exercise 3 to help you.

• Do a survey about the TV programmes the people in your group watch. Use these questions to help.

- What are your favourite types of programmes?
- Why do you like them?
- What types of programmes don't you like?
- Why don't you like them?

• Make a digital presentation about your findings. Add photos for each part of your presentation.



• Show your presentation to the class. What is the most popular type of programme?

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### Exercise 5

• Groupwork: Ss discuss and report back to the class using the Expert envoy technique.

### BBC video

**Video script** → see Teacher's Book p. 138

#### Presenter's questions

- (2.29) How do you like to watch TV?
- (2.43) Now, can you remember what 'BBC' stands for?

- Note: if you can't show the video, spend more class time on preparing the Project.
- Tell Ss that this video is presented by Maddie again, who tells us about the BBC. Before they listen, ask Ss to look at the photo and ask: *Where do you think this woman works?*
- Note: For less confident Ss you can play the video with the subtitles on.

### Exercise A 29

• Make sure Ss understand the question before they watch the video. Stop the video when the presenter asks questions and encourage different Ss to offer answers.

• Check answers using the Lollipop stick technique.

**Answers** → student page

### Exercise B 29

- Ask Ss to read the sentences and think about any missing words they might already remember.
- Play the video again without stopping it. Ss work individually and then compare answers in pairs. Ask different Ss to read out a sentence each.

**Answers** → student page

### Exercise C

- Divide Ss into groups to answer the questions. The groups report back to the class to discuss.

### Project

#### Setting the project up

- Divide Ss into groups of eight or ten. Each group writes down a list of ideas.
- Give Ss the project worksheets to help them prepare.
- Ss write survey questions and then interview each other in their groups to get results.

#### Sharing the project

- When Ss have completed the survey, they work together to create an electronic presentation to give to the class. Discuss what makes a good presentation, e.g. *Don't use too many slides, 5 or 6 slides is enough. Keep text short: just a few words per slide. Add pictures and music. Add a title to the presentation and each slide. Use animators to make word appear, but not too many.*
- If Ss don't have access to computers, ask them to create a poster presentation instead with drawings and/or photos. They display their poster on the wall or board and read out the descriptions to the class.

#### Finishing the lesson

- (Books closed) Ask Ss *What do you now know about British TV?*

#### Fast finishers

- Ss underline the TV tech-related words in the text.

# 6.1

## In this lesson

### Lesson aims:

- Vocabulary: cooking verbs, cooking nouns

### Resources:

- Vocabulary worksheet 6.1, p. 150
- Tests: Vocabulary check 6.1

### Homework:

- Workbook Unit 6, p. 50

### Assessment for Learning in this lesson

- 🎯 Setting aims and criteria for success: Warm-up
- 💬 Giving feedback: Warm-up, Exercise 3, 4, 5, 7 and 8
- 🔄 Peer learning: Exercise 1, Extra activity
- 🏠 Independent learning: Finishing the lesson

### Warm-up

- (Books closed) Write *Favourite food* on the board. Ss say their favourite food using the Basketball technique.
- Introduce the aims of this lesson. Say and write *Today we will talk about cooking*.

### Lead-in

- Teach the cooking nouns with drawings on the board: *owl, cake tin, frying pan, oven, pot*. Draw the items and write the words. Read them out, point to a picture and have Ss repeat.
- Teach the cooking verbs with explanations using the drawings where possible. Write the words on the board one at a time and have Ss repeat:  
*add (salt to a pan)*  
*bake (a cake in a cake tin)*  
*beat (eggs in a bowl)*  
*boil (pasta in a pot of water)*  
*chop (tomatoes for a salad)*  
*fry (an egg in a frying pan)*  
*mix (sugar, flour and milk to make a pancake)*  
*peel (an apple or potato)*  
*roast (a chicken in the oven)*  
*slice (a carrot or some bread)*

# 6 Cooking and eating

## Vocabulary I can talk about cooking.

I know that!

1 How many words can you add to each group? Compare in pairs.

- |                                   |                 |
|-----------------------------------|-----------------|
| 1 Vegetables: <i>carrots, ...</i> | 3 Milk products |
| 2 Fruit: <i>apples, ...</i>       | 4 Meat          |

### In this unit

#### Vocabulary

- Cooking verbs
- Cooking nouns
- Serving and eating food
- Describing food

#### Grammar

- Present Perfect affirmative and negative
- Present Perfect questions, *ever* and *never*

### Cooking for beginners

## Cooking for beginners

Anyone can learn to make their favourite dishes. Why don't you take our online cooking course and see? These photos show you some cooking basics.



⚠️ Make sure there's an adult in the house when you use the oven, boil or fry food.

▶ 30-31



6.2 Grammar video

▶ 32



6.2 Grammar animation

▶ 33



6.3 Grammar animation

▶ 34



6.4 Communication video

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### Exercise 1

- (Books closed) Revise *vegetables, milk products, fruit and meat*. Give an example of each, e.g. *carrots, ice cream, apples, burgers*. Ask different Ss to say one example for one category of their choice.
- (Books open) Ss write their ideas in pairs in their notebooks. Ask different pairs to say their ideas and make a list on the board.

### Exercise 2 3.1

- Ask Ss to raise their hand to name the vegetables they can see in the pictures.
- Ask different Ss to offer answers.

Answers → student page

### Exercise 3 3.2

- Check answers using the Lollipop stick technique.
- Draw Ss' attention to the Look! box. Ask them if there are two words for cooking in the oven in their language.

Answers → student page

### Extra activity

- Pairwork: Ss take turns to mime an action from a photo on page 70. They say the number of the photo and what their friend is doing using the Present Continuous: e.g. *Number 1: You're slicing vegetables.*

- 2 3.1 Read and listen to the text on page 70. What can you learn on the online course? *You can learn to cook.*
- 3 3.2 Listen and repeat. Look at the photos on page 70. Complete the photo labels below with the cooking verbs.

**Vocabulary** Cooking verbs

add bake beat boil chop fry mix peel roast slice

- Photo 1: chop the onions and garlic  
 Photo 2: beat the eggs  
 Photo 3: peel the potatoes  
 Photo 4: slice the vegetables  
 Photo 5: mix the cocoa with the eggs and butter  
 Photo 6: roast the vegetables  
 Photo 7: boil the pasta  
 Photo 8: fry the potatoes in hot oil  
 Photo 9: bake the cake at 160°C  
 Photo 10: add some salt

**LOOK!**

You **bake** bread, a cake and biscuits.  
 You **roast** meat, chicken and vegetables.

- 4 Match the activities in Exercise 3 to the dishes below. There is one extra activity.
- Roasted vegetables  1  4  6  
 Chips  3  8  10  
 Chocolate cake  2  5  9

- 5 3.3 Listen and repeat. Find the objects on page 70.

**Vocabulary** Cooking nouns

bowl cake tin frying pan oven pot

*bowl* – photos 2 and 5

- 6 Read and circle the correct words.

Here are three simple recipes for you to try:

**Simple fruit salad**

<sup>1</sup>Peel / <sup>Boil</sup> and slice some apples. Then put them in a <sup>2</sup>oven / <sup>bowl</sup> with some strawberries and orange juice. <sup>3</sup>Beat / <sup>Mix</sup> to make a simple – and healthy – fruit salad!



**Simple cake**

Mix 125 grams of butter with 125 grams of sugar. Then <sup>4</sup>chop / <sup>add</sup> two eggs and 125 grams of flour. Bake the cake in the <sup>5</sup>pot / <sup>oven</sup> for 20 minutes. When it is cool, take it out of the <sup>6</sup>frying pan / <sup>cake tin</sup>.



**Simple chicken legs**

<sup>7</sup>Fry / <sup>Mix</sup> some oil, lemon juice, salt and pepper in a bowl. Put the chicken legs in the bowl and leave them for two hours. <sup>8</sup>Boil / <sup>Roast</sup> the chicken legs in the oven for about 35 minutes.



- 7 3.4 Listen and circle the correct answer.

- 1 What fruit is Tom using for the dessert?  
 a apples  b bananas  c oranges
- 2 Where is he putting the fruit?  
 a in a bowl  b in a pot  c in a cake tin
- 3 What isn't he using for the sauce?  
 a orange juice  b butter  c sugar
- 4 What is Tom doing next?  
 a frying the dessert  b baking the dessert  c roasting the dessert

- 8 How many words can you remember? Compare with a partner.

- 1 Ways to cook food:  
*boil, ...*
- 2 Ways to prepare vegetables for cooking
- 3 Things you use to cook food



**Exercise 7** 3.4

- Play the audio once. Ss then make their choices. Play the audio again for them to confirm their answers.
- Check answers using the Lollipop stick technique.
- Follow-up: Have Ss say sentences about Tom using the answers, e.g. *Tom is using bananas. He's putting the fruit in a bowl.* etc.

Answers → student page

**Exercise 8**

- Read out the example. Write the headings on the board. Have Ss close their books. Check Ss understand what to do using the Thumbs up/down technique.
- Ask different Ss for feedback and to write one word each on the board under the different categories. Ss open their books to verify answers.

Answers → student page

- **Critical thinking** Ss work in pairs and think of food items for each category in Exercise 8. They write 4 sentences, e.g. *You can boil vegetables in a pan. You can bake a chocolate cake in a cake tin in the oven.* They swap sentences with another pair and compare their ideas.

**Finishing the lesson**

- *(Books closed)* Have Ss repeat their favourite food from the Warm-up and add a cooking word connected to the food they said.
- Ask Ss *Do you like websites about food? Do you read English websites about food or cooking? Which ones? Do you think you can understand them better after this lesson?* and elicit answers.

**Fast finishers**

- Ss note down the new vocabulary in their notebooks with drawings.

**Exercise 4**

- Check answers using the Lollipop stick technique.
- Follow-up: Play a game. Ss play in pairs. One student says *potatoes*, the other responds with *peel* etc.

Answers → student page

**Exercise 5** 3.3

- Draw Ss' attention to the example.
- Check answers using the Lollipop stick technique.

**Answers**  
 cake tin – photo 9, frying pan – photo 8, oven – photos 6 and 9, pot – photo 7

**Exercise 6**

- Explain that a *recipe* is the instructions for how to cook or make a meal. Ask a student to read out the example.
- Ss work individually. Ask different Ss to read a sentence with the correct choice.
- Follow-up: Read out the recipes and have Ss mime the instructions while you read.

Answers → student page

# 6.2

## In this lesson

### Lesson aims:

- Grammar: Present Perfect affirmative and negative
- Vocabulary: Serving and eating food

### Resources:

- Grammar worksheet 6.2, p. 162
- Tests: Grammar check 6.2, Vocabulary check 6.2

### Homework:

- Workbook Unit 6, p. 51
- Extra Online Practice Unit 6

### Assessment for Learning in this lesson

- Setting aims and criteria for success: Warm-up
- Giving feedback: Warm-up, Exercise 1, 6, 7, 8, 9 and Get Grammar!
- Peer learning: Exercise 11
- Independent learning: Finishing the lesson

### Warm-up

- (Books closed) Ss work in pairs and write down a food verb from L 6.1 that someone in their family used to make their dinner yesterday. Ask for feedback using the Lollipop stick technique, e.g. *My dad sliced some carrots.*
- Say and write *Today we will talk about serving and eating food using the Present Perfect.*

### Lead-in

- Ask Ss *Do you help prepare meals? What do you do?*
- (Books open) Ss describe the pictures in the photo story.

### Exercise 1

- After answering check comprehension with the True/False response cards. *Emma mixes the oil and lemon juice in a small bowl. Emma doesn't think apples are dessert. They've made fish pie. Gran sets the table.*

Answers → student page

### Exercise 2

- Ss cover the photo story and do the task. They then look at the dialogue and check.
- Different Ss answer.

# We've brought dessert!

Gran Bertie and Emma are cooking Sunday lunch for the family.



**1**

**Emma:** I've chopped the cucumber, Gran. **What's next?**  
**Gran:** **Let's have a look.** OK. 'Put some olive oil and lemon juice in a small bowl and mix them with a spoon.'  
**Emma:** All the small bowls are in the dishwasher. It hasn't finished. How about this mug?  
**Gran:** Yes, that's fine.

**George:** What's for lunch?  
**Gran:** We've made chicken pie, chips and salad.  
**George:** Good! **I'm starving!**  
**Gran:** George, Harry, can you set the table, please? I've taken out the knives and forks. They're over there. The plates are in the cupboard. Emma, put the chips on the table.  
**Emma:** Erm ... Gran?

**2**



**Harry:** Hi, Gran! Hi, Emma!  
**George:** We've brought dessert!  
**Emma:** Oh, good! Gran hasn't made dessert today!  
**Gran:** Yes, I have. I've baked apples.  
**Emma:** Apples are fruit, Gran. Not dessert!

**3**



- 1** **30** **3.5** Watch or listen and read. What are Gran, Emma and the boys going to eat for lunch? *They're going to eat chicken pie, chips and salad.*
- 2** Read the story. Complete the sentences with one word.
  - 1 Today it is Sunday.
  - 2 There aren't any clean bowls.
  - 3 Emma doesn't like apples for dessert.
  - 4 George is very hungry.
  - 5 There are no plates on the table yet.

- 3** **3.6** Listen and repeat. Find the expressions in the story.

What's next? Let's have a look.  
I'm starving!

Say it!

- 4** **Guess!** Why is Emma surprised? Make a guess.

- 5** **31** **3.7** Now watch or listen and check.

*There aren't enough chips.*

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Answers → student page

### Exercise 3

- Read out the sentences. Ask Ss to say a phrase from the Say it! box that we say after these sentences: *Are you hungry? Is the pie ready? Add the eggs.*
- Ask different Ss to suggest their own sentences for the phrases.

Answers → student page

### Exercise 4

- Critical thinking** Ss discuss the options in pairs. Prompt if necessary: *What is Emma holding?*
- Do a class vote for the most popular guess.

### Exercise 5

- Ss watch or listen to check their choice.

### Video/Audio script

**Emma:** Gran? There aren't enough chips for everyone.  
**Gran:** That bowl was full a few minutes ago! Who's eaten them?  
**George:** It wasn't me!  
**Emma:** Or me!  
**Harry:** Sorry! It was me. But I've left some for you.  
**Emma:** Nine chips? Wow! Thanks ...  
**Gran:** No need to argue! Harry, start peeling potatoes! You've got a lot of chips to make! Chop-chop!

**Grammar Present Perfect affirmative and negative**

**32 Get Grammar!**

+	-
<b>Regular verbs</b>	
I/You/We/They've <b>baked</b> apples.	I/You/We/They <b>haven't baked</b> apples.
He/She/It's <b>baked</b> apples.	He/She/It <b>hasn't baked</b> apples.
<b>Irregular verbs</b>	
I/You/We/They've <b>eaten</b> the chips.	I/You/We/They <b>haven't eaten</b> the chips.
He/She/It's <b>eaten</b> the chips.	He/She/It <b>hasn't eaten</b> the chips.



bake break bring buy chop drink eat  
have hear leave make put tidy wash

Regular verbs	Irregular verbs
bake - baked - baked	break - broke - broken

6 In your notebook, write the Past Simple and the Present Perfect form of the verbs. For irregular verbs, look at page 111.

9 3.8 Listen and repeat. Find these items in the picture of Nell's kitchen below.

**Vocabulary**  
Serving and eating food

cup fork glass knife mug plate spoon



10 3.9 Look at the picture. What has or hasn't Nell done? Use the words in the box to make sentences. Listen and check.

break the cup eat the apple  
use the plate wash the mug  
drink the water slice the bread  
make tea eat the cake

She has broken the cup.



11 Close your books. Take turns to tell your partner the sentences from Exercise 10.

8 Complete Emma's text messages to Poppy.

not add not try not leave not have not put

Harry and George <sup>1</sup>haven't had breakfast, so they're hungry. I hope they like our lunch! 13:02

We <sup>2</sup>haven't put the cola in the fridge, so it isn't cold enough to drink! 13:10

Gran <sup>3</sup>hasn't added any salt to the pie and it's not good. I <sup>4</sup>haven't tried the cake because George <sup>5</sup>hasn't left any for me. 13:12

13:14 Oh, no!

• Ask Ss: *How many chips are left? What does Gran tell Harry to peel? What does he have to make?*

Answers → student page

**Get Grammar!** 32

- Play the Get Grammar! video or read the grammar box to the class.
- Draw Ss' attention the abbreviated forms of *have/has*. Write *He has asked, He's asked, I have finished* and *I've finished*.
- Draw Ss' attention to *baked*. Explain that this is a past participle and that regular verbs take *ed*, but there are also many irregular verbs.
- Write *I / bake a cake.* and *Mum / bake biscuits.* on the board. Ss work in pairs to write two affirmative sentences and two negative ones. Different Ss offer answers.

- Check comprehension and exercise difficulty with the Traffic Lights technique (now or after Exercise 6).

**Exercise 6**

- Check answers using the Lollipop stick technique.
- Follow-up: Play a game. Say a verb in a base form and have Ss say the past participle in unison.

**Answers**

**Regular verbs:** chop - chopped - chopped;  
tidy - tidied - tidied; wash - washed - washed  
**Irregular verbs:** bring - brought - brought;  
buy - bought - bought; drink - drank - drunk;  
eat - ate - eaten; have - had - had;  
hear - heard - heard; leave - left - left;  
make - made - made; put - put - put

**Exercise 7**

- Write the example on the board and underline the Present Perfect forms. Ask a student to offer the answer for the next sentence. Tell Ss to answer with full forms.
- Check answers using the Lollipop stick technique.

Answers → student page

**Extra activity**

- Ss work in pairs and rewrite their answers for Exercise 7 with the abbreviated forms.

**Exercise 8**

- Ask different Ss to say the Present Perfect forms of the verbs in the box before they complete the exercise.
- Check answers using the Lollipop stick technique.

Answers → student page

**Exercise 9** 3.8

- Teach the words with drawings on the board.
- Check answers using the Lollipop stick technique.

Answers → student page

**Exercise 10** 3.9

- Ask different Ss to offer answers.

**Answers**

She has eaten the apple.  
She has used the plate.  
She hasn't washed the mug.  
She has drunk the water.  
She has sliced the bread.  
She hasn't made tea.  
She hasn't eaten the cake.

**Exercise 11**

- Pairs complete the activity using the Expert Envoy technique.

**Finishing the lesson**

- (*Books closed*) Say to Ss *Tell me what you have learned today.*

**Fast finishers**

- Ss underline the Present Perfect in the photo story.

# 6.3

## In this lesson

### Lesson aims:

- Grammar: Present Perfect questions, *ever* and *never*

### Resources:

- Grammar worksheet 6.3, p. 163
- Tests: Grammar check 6.3

### Homework:

- Workbook Unit 6, p. 52

### Assessment for Learning in this lesson

- Setting aims and criteria for success: Warm-up
- Giving feedback: Get Grammar! Exercise 3, 4 and 6
- Peer learning: Exercise 4, 9 and Extra activity
- Independent learning: Finishing the lesson

### Warm-up

- (Books closed) Set the goal of the lesson. Say and write *Today we will learn to ask and answer questions with the Present Perfect.*

### Lead-in

- (Books open) Ss look at the cartoon story and suggest what it is about. Say *Tell me what is happening in picture 1* etc.

### Exercise 1

- Revise the cooking items before Ss complete the task. Draw pictures on the board and have Ss call out the word in unison.

Answers → student page

### Exercise 2 3.10

- Ss answer the questions. Ask Ss to say where they found the answers.
- Follow-up: Play a game. Say an incorrect sentence about the cartoon story for Ss to correct. Ask different Ss to say incorrect sentences for their classmates to correct.

### Answers

- They're watching a baking competition on TV.
- No, she isn't.
- Oil and popping corn.
- The Big Bake.

## Doctor Q The popcorn

Doctor Q and Pi are watching their favourite baking competition on TV.



- Dr Q:** Have you ever watched this show, Rob?  
**Rob:** No, I haven't.  
**Dr Q:** Why don't you watch it with us?  
**Rob:** Great idea!  
**Dr Q:** Has Millie made any popcorn?  
**Rob:** No, she hasn't. She's out at the moment. I can make some.  
**Dr Q:** Have you ever made popcorn?  
**Rob:** No, I've never made popcorn. But I have a video recipe here ...  
**Pi:** Shhh! I'm watching the show!



- Computer:** Please check: Have you put some oil in the pot?  
**Rob:** Yes, I have.  
**Computer:** Have you added the popping corn?  
**Rob:** Yes, I have.  
**Computer:** Have you covered the pot?  
**Rob:** No, I haven't.  
**Computer:** Do it now!  
**Rob:** OK. Done!

Five minutes later ...



- TV:** 'Welcome back to *The Big Bake!* Have you guessed the winner?'  
**Pi:** Yes, I have - it's Bob!  
**Dr Q:** No, it's Louise!  
**TV:** 'And the winner is ...'



- Dr Q:** What's happened?  
**Rob:** I think I've used too much corn ...

1 Look at the cartoon. How many objects for cooking and eating can you find?

- (bowl) cup fork (glass) (knife)  
 (mug) (plate) (pot) (spoon)

2 3.10 Listen and read. Answer the questions.

- What are Doctor Q and Pi doing?
- Is Millie at home?
- What ingredients does Rob use to make popcorn?
- What's the name of Doctor Q and Pi's favourite TV show?

### Get Grammar! 33

- Play the Get Grammar! video. If you don't have access to a computer/projector, read the grammar box to the class. Draw Ss' attention to the fact that we answer with the verb *have* only. Write some questions on the board for students to answer: *Have you had breakfast? Have you played a video game?*
- Write *eat breakfast* ✓, *have my dinner* ✗ on the board. Ask Ss to write down a question and short answer for each point. Ask two Ss to ask and answer. Ask for class agreement.
- Check comprehension and exercise difficulty with the Traffic Lights technique (now or after Exercise 3).

### Exercise 3

- Ask different Ss to say the past participles of the verbs before doing the exercise.
- Check answers using the Lollipop stick technique.

Answers → student page

### Exercise 4

- Ss complete the exercise in pairs using the Think-pair-share technique. They take turns to ask and answer questions.
- Monitor pairs and check correct use of grammar.
- Check answers using the Lollipop stick technique, choosing two Ss at a time.

## Grammar

Present Perfect questions, *ever* and *never*

## Regular and irregular verbs

?	Short answers
Have I/you/we/they <b>started</b> ?	Yes, I/you/we/they <b>have</b> .
Have I/you/we/they <b>won</b> ?	No, I/you/we/they <b>haven't</b> .
Has he/she/it <b>started</b> ?	Yes, he/she/it <b>has</b> .
Has he/she/it <b>won</b> ?	No, he/she/it <b>hasn't</b> .

What **has** he **done**?*ever, never*

Have you **ever** made popcorn?  
No, I haven't. I've **never** made popcorn.

## 33 Get Grammar!

Have you  
and Hammy  
made lunch?

Yes, we have.



6 3.11 Listen to the interview. Write a tick (✓) or a cross (✗) next to the questions in Exercise 5.

7 Interview your partner. Use the questions in Exercise 5.

A: *Have you ever been on TV?* B: *Yes, I have!*

8 Match the questions to answers in each pair.

- b* Have you ever eaten pesto?  
 *a* Have you eaten all the pesto?  
a Yes, I have. Sorry!  
b No, I haven't. What is pesto?
- a* Has he ever won a competition?  
 *b* Has he won the competition?  
a Yes, he has. It was a talent show last year.  
b Yes, he has. He's the fastest runner today.
- a* Have they cooked dinner?  
 *b* Have they ever cooked dinner before?  
a Yes, they have and it smells lovely!  
b No, it's the first time they've cooked dinner.

9 Make a class survey. What have your classmates **never** done? Use the expressions in the box and your own ideas.

make popcorn stay at a hotel  
visit London win a singing competition

A: *Have you ever won a singing competition?*

B: *No, I haven't.*

A: *Jim has never won a singing competition.*

3 Complete the questions about the cartoon.

Picture 1

- Has* Doctor Q *taken off* his lab coat? (take off)
- Has* the show *started*? (start)

Picture 2

- Has* Millie *made* a pie for dinner? (make)
- Has* Rob *used* all the corn? (use)

Picture 3

- Has* Pi *drunk* his juice? (drink)
- Have* Doctor Q and Pi *heard* the name of the winner? (hear)

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

A: *Has Doctor Q taken off his lab coat?*

B: *No, he hasn't.*

5 Doctor Q wants to be in *The Big Bake* TV show. Write the interviewer's questions.



1 ever / be on TV?

*Have you ever been on TV?*

2 ever / take part in a cooking competition?

*Have you ever taken part in a cooking competition?*

3 ever / bake a cake?

*Have you ever baked a cake?*

4 ever / make ice cream?

*Have you ever made ice cream?*

5 ever / try chocolate biscuits with chilli?

*Have you ever tried chocolate biscuits with chilli?*

Fun Spot

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## Answers

- 2 Yes, it has. 3 Yes, she has. 4 Yes, he has.  
5 Yes, he has. 6 No, they haven't.

## Exercise 5

- Write *ever* and *never* on the board. Explain to Ss that we use *ever* in questions to ask about something someone has done in their life. We use *never* with an affirmative sentence to talk about something we haven't done in our life.
- Ss work individually. Ask different Ss to offer answers and say each time if the verb is regular or irregular.

Answers → student page

## Exercise 6 3.11

- Check answers using the Lollipop stick technique.
- Follow-up: Have Ss say the answers, e.g. *Dr Q has never been on TV.*

Answers → student page

## Exercise 7

- Place Ss in pairs and assign them the roles Student A and Student B. Student A ask and Student B answers. Monitor pairs for correct use of grammar. Ss then swap roles.
- Follow-up: Ss take turns to add one more question of their own for their partner to answer.

- Critical thinking** Ss take turns to ask and answer the questions in Exercise 5 in the third person. e.g. *Has Dr Q ever been on TV?* *No, he hasn't.*

## Exercise 8

- Ss work individually.
- Ask different pairs of Ss to ask and answer. Ask for class agreement.
- Ss read the questions and answers in pairs.

Answers → student page

## Exercise 9

- Remind Ss of the use of *never*. Ask two Ss to read out the example.
- Ss work in pairs using the Expert Envoy technique. They prepare questions and then interview another pair. Have the more confident Ss report back to the class.
- Follow-up: Ask each pair to think of another idea for the survey and to interview their friends again.

## Extra activity

- Ss do a role play of the cartoon in groups of five. Assign Dr Q, Rob, Pi, computer and TV to each student. The groups practise the cartoon story. Ss can then perform their role plays to the class. Encourage them to use their books only if necessary at this stage. Encourage Ss to mime actions while they perform. Ss can repeat the dialogue but change some details with their own ideas.

## Finishing the lesson

- Ask Ss to finish the sentences: *Today I have learned ...* and *I can ...*

## Fast finishers

- Ss correct false sentences from Exercise 2 in their notebooks.

# 6.4

## In this lesson

### Lesson aims:

- Communication: talking about preferences

### Resources:

- Communication worksheet 6.4, p. 173

### Homework:

- Workbook Unit 6 p. 53
- Extra Online Practice Unit 6

### Assessment for Learning in this lesson

- Setting aims and criteria for success: Warm-up
- Giving feedback: Exercise 2, 3 and 4
- Peer learning: Exercise 6
- Independent learning: Finishing the lesson

### Warm-up

- (Books closed) Ask Ss *Do you prefer milk or orange juice?* Ask for a show of hands for each choice.
- Set the goals of the lesson. Say and write *In this lesson we will learn to talk about preferences.*

### Lead-in

- (Books open) Ss cover the dialogue, look at the photos and say who they can see and guess what they think is happening.

### Exercise 1 3.12

- Ask Ss to say where they found the answers.

Answers → student page

- Critical thinking** Pairwork: Ss write a question for the dialogue. They work in pairs and ask and answer their questions.

### Exercise 2 3.13

- Using the Lollipop stick technique, have Ss use the box to make their own simple exchanges.

### Exercise 3 3.14

- Check answers using the Lollipop stick technique.
- Ss read the dialogue in pairs.

Answers → student page

## I'd prefer cheese

**Poppy:** It's sunny today! Let's go out somewhere.

**Emma:** Good idea. Would you like to have a picnic or go for a bike ride?

**Poppy:** I'd really like to go for a bike ride.

**Emma:** OK. You know what? We can have a picnic in the park too!

**Poppy:** Let's do that! Mum's made her special lemonade. I can bring some.

**Emma:** And I can make sandwiches. Would you like cheese or tuna?

**Poppy:** I'd prefer cheese.

**Emma:** OK. How about something sweet?

Would you like chocolate cake or biscuits?

**Poppy:** Hmm ... You choose.

**Emma:** Chocolate biscuits!

**Poppy:** Brilliant! See you in fifteen minutes!



**Emma:** Bye, Gran! ... Oh, no! I don't believe it!

- 3.12 Watch or listen and read. What do Poppy and Emma decide to do? Why can't they do it? *To go for a bike ride and a picnic. Because it is raining.*

- 3.13 Listen and repeat.

### Communication Preferences

#### Asking about preferences

Would you like to have a picnic or go for a bike ride?

Would you like cheese or tuna?

#### Responding

I'd like to go for a bike ride.

I'd like cheese. / I'd prefer cheese.

You choose. / I don't mind.

- 3.14 Complete the dialogue with the words in the box. Then listen and check.

choose I'd mind or prefer to Would

**Philip:** I'm thirsty. Can I have a drink?

**Mickey:** Sure. 'Would you like juice or water?

**Philip:** I'd like some water, please.

**Alice:** I'd prefer some juice, Mickey.

**Mickey:** Now, would you like to watch a DVD or play a game?

**Philip:** I don't mind.

**Alice:** You choose.

**Mickey:** OK. Let's watch a DVD, then.

- Exam Spot** 3.15 Listen and tick (✓) the correct answer a, b or c.

- Where are the family going to go on holiday?

a

b

c



- What month are they going to travel?

a

b

c



- How are they going to travel?

a

b

c



- In pairs, ask and answer about your preferences.

- For lunch today: sandwiches or pizza?

**A:** *Would you like sandwiches or pizza for lunch today?*

**B:** *I'd prefer sandwiches.*

- To do on Saturday morning: go shopping or go cycling?

**B:** *Would you like to go shopping or go cycling on Saturday morning?*

**A:** *I'd like to go cycling.*

- Go to page 106. Act out dialogues.

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### Exercise 4 3.15

- This is preparation for the CYCLET Flyers Listening test Part 4 and Breakthrough Listening test Task 1.

- Ask Ss to say what they can see in the pictures first. Play the audio once.
- Check answers using the Lollipop stick technique.

Answers → student page

### Exercise 5

- Ask two Ss to read out the first example, and two other Ss to read out the second example.

### Exercise 6

- Ss work in the same pairs. Check Ss' lists before the pairwork.

- Monitor Ss' vocabulary and grammar during pairwork.
- Invite pairs to perform one question and answer each to the class.

### Extra activity

- Place Ss in pairs and assign the roles of Emma and Poppy. Ss act out the dialogue. Tell Ss to change the food. Boys can do the role-play for George and Harry if they prefer.

### Finishing the lesson

- Encourage Ss to reflect on the lesson by asking: *Can you talk about your preferences in English?*

### Fast finishers

- Ss underline the ways of talking about preferences in the dialogue.

WOULD YOU LIKE KETCHUP WITH YOUR ICE CREAM?



charcoal

- 1 **a** Ice cream is nothing new. The Chinese ate ice cream two thousand years ago. They mixed milk and rice and froze it in snow. The ancient Romans loved eating snow with honey and fruit. For many years, ice cream was only for rich people. The ingredients were expensive and it cost a lot to keep it cold. Today ice cream is for everyone!
- 2 **c** Have you ever tried to make ice cream? It's simple. All you need is milk or cream and sugar. Some recipes use eggs too. Then you can add vanilla (the most popular flavour), chocolate, strawberries or other ingredients. If you only have fruit and sugar, you can make a delicious sorbet. A sweet and sour lemon sorbet is great in the summer.
- 3 **b** If you are not afraid to try, there are some unusual ice cream flavours too. Have you ever eaten spicy ice cream with chocolate and chilli? You can also make ice cream with salty biscuits in it. What about these flavours? There's sausage ice cream and cheese ice cream. There's even black ice cream with charcoal in it. Check out the photo!

Comments:



molly15

I've seen charcoal ice cream, but I haven't tried it because it sounds disgusting.



Ice Age

I've had charcoal ice cream and it wasn't too bad.



I-cream!

I love chocolate ice cream, but I've never had it with chilli! I'm going to try it!

1 Do you like ice cream? What's your favourite flavour?

2 **3.16** Listen and read. Match headings a-d to paragraphs 1-3. There is one extra heading.

- a Is ice cream good for you?
- b More interesting than vanilla or chocolate?
- c What do you need to make ice cream?
- d How old is ice cream?

3 Read the blog again. Answer the questions.

- 1 What did the Chinese use to make ice cream?
- 2 Why was ice cream expensive in the past?
- 3 What is the most popular ice cream flavour?
- 4 What can you use to make ice cream spicy?
- 5 What does black ice cream have in it?
- 6 Has molly15 ever eaten charcoal ice cream?

4 **3.17** Listen and repeat. Then find the words in the text.

Vocabulary Describing food

delicious disgusting salty sour  
spicy sweet

5 Complete the sentences with the words in the Vocabulary box.

- 1 The chef has used too much salt and the biscuits are too salty.
- 2 Can I have another sandwich? They're delicious!
- 3 Don't eat this old smelly fish. It's disgusting!
- 4 This chocolate has got chilli in it. I love spicy things.
- 5 There's a lot of sugar in the cake, so it's very sweet.
- 6 I don't like lemons and other sour fruit.

6 Work in groups. Invent three ice cream flavours. Tell the class about them. Vote for the most delicious and the most disgusting flavours.

*Our first ice cream flavour is fish and chips.*



These chips are salty. They have too much salt! This chilli is hot! It's spicy!  
Ooh! This lemon is sour. Mmm. This chocolate is sweet. It has enough sugar.

- Teach *charcoal* with the photo.

Exercise 1

- Write some ice cream flavours on the board: *vanilla, chocolate, strawberry, caramel*. Ss discuss in pairs. Ask for feedback and add more flavours to the board.

Exercise 2 **3.16**

- After Ss read, ask them to say what each paragraph is about.
- Check answers using the Lollipop stick technique. Ask Ss to give reasons for their answers using words from the text.

Answers → student page

Exercise 3

- Check answers using the Lollipop stick technique.

Answers

- 1 They used milk and rice.
- 2 Because the ingredients were expensive and it cost a lot to keep ice cream cold.
- 3 vanilla
- 4 chilli
- 5 charcoal
- 6 No, she hasn't.

Exercise 4 **3.17**

- Ask Ss to say the nouns in the text that the adjectives describe.

Answers → student page

Exercise 5

- Check answers using the Lollipop stick technique.

Answers → student page

Exercise 6

- Read out the example to Ss. Ask *Delicious or disgusting?* Ss call out their opinion.
- Groupwork: Ss complete the task using the Expert Envoy technique.

Finishing the lesson

- (Books closed) Ask *What do you remember about ice cream from the text?* Choose Ss to answer.

Fast finishers

- Ss circle the words connected to food and cooking in the text.

6.5

In this lesson

Lesson aims:

- Reading: understanding a text about ice cream
- Vocabulary: describing food

Resources:

- Tests: Vocabulary check 6.5

Homework:

- Workbook Unit 6, p. 54

Assessment for Learning in this lesson

- Setting aims and criteria for success: Warm-up
- Giving feedback: Exercise 2, 3 and 5
- Peer learning: Exercise 6
- Independent learning: Finishing the lesson

Warm-up

- Ask *What's your favourite dessert?* Ss raise their hands to offer answers. Say and write *In this lesson we will read about ice cream.*

Lead-in

- (Books closed) Write *delicious or disgusting, salty or spicy, sour or sweet* on the board. Explain the meanings with sentences in context and mimes. Ss copy and repeat. *Yum. This is delicious. Yuk. This is disgusting.*

# 6.6

## In this lesson

### Lesson aims:

- Listening: understanding a recipe
- Writing: a recipe

### Resources:

- Tests: Writing Task 6

### Homework:

- Workbook Unit 6, p. 55

### Assessment for Learning in this lesson

- Setting aims and criteria for success: Warm-up
- Giving feedback: Exercise 2, 3, 6 and 7
- Peer learning: Exercise 7
- Independent learning: Finishing the lesson

### Warm-up

- (Books closed) Ss work in pairs and write down the cooking verbs and nouns.
- Set the goals of the lesson. Say and write *Today we will learn how to write a recipe.*

### Lead-in

- (Books closed) Revise food items in the pictures in Exercise 2. Say the words and have Ss draw pictures on the board.

### Exercise 1

- Ss discuss in pairs. Ask different Ss for feedback.
- Ask Ss to say what they can do to each item, e.g. *peel potatoes, slice cheese.*

Answers → student page

### Exercise 2 3.18

- Check answers using the Lollipop stick technique.

Answers → student page

### Exercise 3 3.18

- This is preparation for the CYCLET Flyers Listening test Part 2. Ask Ss to read the text and to predict what word could go in each gap.
- Check answers using the Lollipop stick technique.

Answers → student page

### Exercise 4

- Ss discuss in pairs. Encourage class discussion, e.g. *Do you agree? What would you add?*

# 6.6 Listening and Writing I can understand and write a recipe.

1 **I know that!** Look at the pictures in Exercise 2. Name the food items. Which of them do you usually have in your kitchen?

2 **3.18** Sidney wants to make lunch for his parents. Listen and tick the ingredients that he needs.

1 <input checked="" type="checkbox"/>	2 <input type="checkbox"/>	3 <input checked="" type="checkbox"/>
		
cheese	mushrooms	eggs
4 <input checked="" type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
		
potatoes	butter	onions
7 <input checked="" type="checkbox"/>	8 <input type="checkbox"/>	9 <input checked="" type="checkbox"/>
		
tomato	tuna	salt and pepper

3 **Exam Spot 3.18** Listen again and complete the recipe.

→ Easy Frittata Recipe ←



Peel, boil and slice <sup>1</sup>two potatoes.  
Slice one <sup>2</sup>tomato .  
<sup>3</sup>beat five eggs. Add salt and pepper.  
Put some oil in a <sup>4</sup>frying pan. Add the eggs, the potatoes and the tomato. Cook the frittata for two or three minutes.  
Then put <sup>5</sup>100 grams of cheese on the frittata.  
Cook the frittata for a few more <sup>6</sup>minutes .

4 Do you think Sidney's frittata is tasty? What other ingredients can you add to it?

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### Exercise 5

- Follow-up questions: *How many eggs are there? What do you do to the apples? How long do you bake it?*

### Exercise 6

- Check answers using the Lollipop stick technique.

#### Answers

1 peel 2 chop 3 fry 4 add 5 boil

### Exercise 7

- Read out the notes. Ask different Ss for different recipes they can write about. Ask for the ingredients and write some notes on the board.

5 Read the recipe from a food blog. Do you think it's easy?

### A great apple cake!

I've made hundreds of cakes, but this recipe is the easiest! And it's delicious!



#### Ingredients:

- |                      |                |
|----------------------|----------------|
| 1 170 grams of sugar | 3 large eggs   |
| 170 grams of flour   | 3 large apples |

#### Things you need:

- 2 a sharp knife, a spoon or an electric mixer, a large bowl and a cake tin.

#### Instructions:

- Beat the eggs and sugar with a spoon for 15 minutes. If you use an electric mixer, mix for two minutes.  
3 Then add the flour and beat well. Peel the apples and chop them. Add them to the bowl. Put everything in the cake tin and bake the cake in the oven at 160°C for 30 minutes. Simple!

### Writing A recipe

- Start with a list of ingredients.
- Write a list of other things you need, e.g. a knife, a bowl.
- Write the instructions. Use the imperative, e.g. *Beat the eggs and sugar.*

6 Read the Writing box. Then go to page 112 and complete the instructions.

7 **Writing Time** Write a recipe for pasta with tomato sauce. Use the pictures and instructions in Exercise 6 to help you.

**Find ideas**  
List the ingredients and other things you need.

**Draft**  
Write the recipe.

**Check and write**  
Check that you include all the important information and that you use the imperative for instructions. Then write the final version of the recipe.

- Ss write their own draft in their notebooks. Ss use Think-pair-share technique to work. Give feedback on use of vocabulary, grammar and style at this stage.

- Ss write their final text. Remind Ss to look at the Check and Write box.

- Correct mistakes using descriptive evaluation (see Tests booklet for more information), and also praise good use of grammar and vocabulary.

### Finishing the lesson

- Have Ss reflect on the lesson by finishing the sentence: *I can now ...*

#### Fast finishers

- Ss underline the cooking verbs and circle the cooking nouns in the text.

Vocabulary

1 Write cooking verbs and nouns.

- 1 Peel the potatoes. Then boil them for 15 minutes in hot water.
- 2 Bake the cake in a small cake tin for 25 minutes.
- 3 Slice the bread and make ten pieces of toast.
- 4 Roast the chicken and potatoes in a hot oven.
- 5 Chop the tomatoes into small pieces.
- 6 Fry the eggs in a large frying pan.
- 7 Mix the butter and sugar together.
- 8 Beat the eggs. Then add flour and milk.

2 Label the objects with the words in the box.

bowl cup fork glass knife mug  
plate pot spoon

- 1 pot
- 2 bowl
- 3 glass
- 4 spoon
- 5 mug
- 6 cup
- 7 fork
- 8 plate
- 9 knife



3 Complete the sentences with the words in the box.

delicious disgusting salty sour spicy sweet

- 1 I don't like these crisps. They're too salty.
- 2 Yummy! This fruit salad is delicious.
- 3 I can't eat lemons. They're too sour.
- 4 I love sweet things like honey and sugar.
- 5 I don't want meat with chilli. I don't like spicy food.
- 6 Yuk! The sandwich is disgusting and I can't eat it.

Pronunciation

4 3.19 Listen and repeat: /u:/.

What's my name?  
My name is Lucy.  
That's my food.  
It's fruit - it's juicy!



Grammar

5 Complete the text with the Present Perfect form of the verbs in brackets.

July 1st

Phew! I'm tired! We <sup>1</sup>have done (do) a lot this evening, but now it's nearly time for bed. Our guests <sup>2</sup>have gone (go) home. They <sup>3</sup>haven't eaten (not eat) all the food, so we don't have to cook tomorrow! Dave <sup>4</sup>has washed (wash) the dirty dishes and I <sup>5</sup>have put (put) them away. Dad <sup>6</sup>hasn't cleaned (not clean) the barbecue and we <sup>7</sup>haven't tidied (not tidy) the living room. That can wait.

6 In your notebook, write questions and answers.

- 1 Judy / finish her homework? ✓  
*Has Judy finished her homework?*  
*Yes, she has.*
- 2 you / ever / roast a chicken? ✗  
*Have you ever roasted a chicken?*  
*No, I haven't. I have never roasted a chicken.*
- 3 Eddie / ever / play chess? ✓
- 4 the children / have dinner? ✓
- 5 you / ever / make pancakes? ✗
- 6 Ann / set the table? ✗

Communication

7 3.20 Put the dialogue in the correct order. Then listen and check.

- 3 I'd like some orange juice, please.
- 1 Wow! I'm thirsty!
- 6 What programme would you like to watch?
- 2 Would you like orange juice or cold?
- 7 I don't mind. You choose.
- 5 I'd prefer to watch TV. It's too hot to go outside.
- 4 Here you are. Now, would you like to watch TV or play football?

Check yourself!

- I can talk about cooking food.
- I can use the Present Perfect.
- I can talk about preferences.

Extra activity

- Ss take turns to mime an action from a recipe in Exercise 1 and their partner says the number.

Exercise 2

- Check answers using the Lollipop stick technique.

Answers → student page

Exercise 3

- After feedback, different Ss mime adjectives for their classmates to guess.

Answers → student page

Exercise 4 3.19

- Ss repeat as a class. Play the audio again and choose pairs or individuals to repeat.
- Follow-up task: Write *mug, cook, cup, spoon, put, chop, buy*. Ask a student to circle the one with the /u:/ sound and say the word. Ss read out the list of words as fast as they can.

Exercise 5

- Revise all forms of the Present Perfect form with the verb *eat*.

Answers → student page

Exercise 6

- Ss work in pairs using the Expert Envoy technique.

Answers

- 3 Has Eddie ever played chess?  
Yes, he has.
- 4 Have the children had dinner? Yes, they have.
- 5 Have you ever made pancakes? No, I haven't. I have never made pancakes.
- 6 Has Ann set the table?  
No, she hasn't.

Exercise 7 3.20

- Check answers using the Lollipop stick technique. Two Ss read out the dialogue.
- Follow-up. Ss write their own dialogue in pairs and act it out.

Answers → student page

Finishing the lesson

- Ss complete the check yourself! box. Ask them if they checked all the boxes.
- (Books closed) Have a vote for Ss' favourite adjective for describing food.

Fast finishers

- Ss write another question and answer about themselves in Exercise 6.

In this lesson

Lesson aims:

- Revising Vocabulary, Grammar and Communication from Unit 6
- Pronunciation: /u:/

Resources:

- Tests: Language Test 6

Homework:

- Workbook Unit 6, p. 56
- Extra Online Practice Unit 6

Assessment for Learning in this lesson

- Setting aims and criteria for success: Warm-up
- Giving feedback: Exercise 1, 2 and 7
- Peer learning: Exercise 6
- Independent learning: Finishing the lesson

Warm-up

- (Books closed) Ask *What new words are in this unit?*
- Say *In this lesson we will revise the vocabulary, grammar and communication skills from Unit 6.*

Exercise 1

- (Books closed) Give Ss one minute to list the cooking verbs.
- Check answers using the Lollipop stick technique.

Answers → student page

### Lesson aims:

- Skills practice: Reading, Writing, Listening and Communication

- Exam practice: CYLET and PTEYL

### Resources:

- Exam speaking and writing 5&6, p. 183
- Tests: Skills Test Units 5&6, Speaking Tasks Units 5&6

### Homework:

- Workbook Skills Revision 5&6, pp. 58–59

### Assessment for Learning in this lesson

- Setting aims and criteria for success: Warm-up
- Giving feedback: Exercise 1, 3, 4 and Extra activity
- Peer learning: Extra activity and Exercise 2
- Independent learning: Finishing the lesson

### Exam Language Bank

- This lists the key language from Units 5–6. Here are some ideas to help you make the most of it.
- Encourage Ss to be independent learners. They tick the words they know and find the words they are not sure about in Units 5 and 6 in order to remember the meanings in context.
- Ask Ss what they remember from a section. Have them write down as many words as they can remember in two minutes.
- Make a multiple choice test. (Books closed) Write two words at a time on the board. Read out a gapped sentence (say *beep* for the gap). Ss choose the correct word.
- Fast finishers test each other. Student A: *Tell me a health problem or injury.* Student B: *... What can you fry?* Student A: *An egg.*

## Reading and Writing

- 1 **Exam Spot** Read the text and circle the correct answer a, b or c.

## Tea



Tea is a very popular drink in <sup>1</sup> \_\_\_ countries. People drink it at home, in tea shops and at school or work. They <sup>2</sup> \_\_\_ it hot, cold or with ice and some people like it sweet or spicy!

A legend says how the Emperor Shennong in ancient China first discovered tea. One day, he was sitting under a tea tree. He <sup>3</sup> \_\_\_ some water in a pot to drink. Dry leaves from the tea tree <sup>4</sup> \_\_\_ into his hot water! He tried the water and it was very tasty.

Tea is easy to make. <sup>5</sup> \_\_\_ a tea bag in a cup, glass or mug. <sup>6</sup> \_\_\_ some boiling water. You <sup>7</sup> \_\_\_ have to wait long. After a few minutes your hot drink is ready!

Scientists believe green tea is good for your blood and that black tea helps your brain. Have you got a cold? Then you <sup>8</sup> \_\_\_ try lemon tea. But be careful – you <sup>9</sup> \_\_\_ put too much sugar in it because too much sugar is bad for you!

- |               |           |           |
|---------------|-----------|-----------|
| 1 a much      | b many    | c any     |
| 2 a enjoy     | b enjoyed | c enjoys  |
| 3 a boiled    | b boil    | c boils   |
| 4 a fell      | b fall    | c falling |
| 5 a Find      | b Do      | c Put     |
| 6 a Beat      | b Chop    | c Add     |
| 7 a do        | b don't   | c not     |
| 8 a shouldn't | b should  | c don't   |
| 9 a shouldn't | b should  | c no      |

- 2 **Exam Spot** Write 60–80 words, giving advice about what to do (✓) and what not to do (✗) when you have a bad cold. Use these ideas to help you.

- |                    |                   |
|--------------------|-------------------|
| 1 see a doctor (✓) | 4 (your idea) (✓) |
| 2 keep warm (✓)    | 5 (your idea) (✗) |
| 3 do sports (✗)    |                   |

When you have a bad cold, you should ...  
You shouldn't ... You have to ... You don't have to ...

80

### Warm-up

- (Books closed) Mime a health problem or injury and have Ss raise their hands to say what is wrong. Ask different Ss to do mimes for the class to guess.
- Write *Skills Revision* on the board. Ask what it means. (Books open) Pairs look and check. Tell Ss this lesson will help prepare them for CYLET and PTEYL too. (See the Introduction.)

### Lead-in

- Write *Have you ever had a cold?* on the board. Ask *What tense can you see?* Have different Ss to come to the board to underline the verb and say the tense. Say these sentences and ask Ss to say what the tenses or modal verbs are: *I've never tried mint tea. You should do more exercise. I have to go home now.*

## Listening

- 3 **Exam Spot**  3.21 Listen and tick (✓) the correct answer a, b or c.

- 1 What's the matter with Mary?

- a  b  c



- 2 What's the matter with Mr Sullivan?

- a  b  c



- 3 Where are the plates?

- a  b  c



- 4 How many cakes has Joe's mum baked today?

- a  b  c



- 5 What does Joe's mum want him to do?

- a  b  c



- 6 What time does Joe have to leave?

- a  b  c



### Exercise 1

- This is preparation for CYLET Flyers Reading and Writing Part 4.
- Tell Ss to skim the text first and to raise their hands to say what it is about (tea and where it comes from).
- Tell Ss to then read the text more carefully and to look at all the options before they choose. Ss work individually. They compare answers with a partner.
- Check answers using the Lollipop stick technique. Ask Ss to read out the sentences with the correct choice.
- Follow-up: Ask Ss *Do you drink tea? Why? Why not?*

Answers → student page

**Communication**

**4 Exam Spot** Betty's mum asks her some questions. Read Betty's answers and write her mum's questions.



Mum: <sup>1</sup> Would you like to stay at home or go out for lunch?

Betty: I'd like to stay at home, please. I don't want to go out for lunch.

Mum: <sup>2</sup> Would you like pasta or chicken?

Betty: I'd prefer pasta. We had chicken yesterday.

Mum: <sup>3</sup> Would you like (to drink) lemonade or cola?

Betty: I don't mind. I like lemonade and cola.

Mum: <sup>4</sup> Would you like a dessert?

Betty: A dessert? No thanks. I don't feel very well.

Mum: <sup>5</sup> What's the matter? / What's wrong?

Betty: I've got a headache.

Mum: <sup>6</sup> Why don't you lie down?

Betty: Yes, that's a good idea. I can lie down.

**5 Exam Spot** Ask and answer the questions in pairs.

- 1 What's your favourite food? Do you know how to make it?
- 2 Have you ever done anything dangerous? What?
- 3 What do you have to do when you get home today?
- 4 What exercise do you do every day?

**Extra activity**

- Pairwork: Ss play Three facts and a fib about their family's tea-drinking habits, e.g. *My grandma likes sugar in tea. I've never had a cup of tea. My dad hates green tea.*

**Exercise 2**

- This is preparation for PTEYL Breakthrough, Task 6.
- Read out the instructions and make sure Ss know what to do.
- Then Ss write individually. They exchange notebooks and review each other's work using the Two Stars and a wish technique.

**Exam Language Bank**

**Health problems**

<b>Nouns</b> a blocked nose a cold a cough a headache a runny nose a sore throat a stomachache a temperature earache toothache	<b>Verbs</b> cough sneeze
--------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------

**Injuries**

broken leg  
bruise  
burn  
cut  
mosquito bite

**The body**

blood heart  
bones muscles  
brain

**Cooking verbs**

add chop roast  
bake fry slice  
beat mix  
boil peel

**Cooking nouns**

bowl oven  
cake tin pot  
frying pan

**Serving and eating food**

cup mug  
fork plate  
glass spoon  
knife

**Describing food**

delicious sour  
disgusting spicy  
salty sweet

**Giving health advice**

**Asking about health**

What's the matter? / What's wrong?

**Responding**

I don't feel very well. / I feel terrible.  
I've got a headache/cut.

**Giving advice**

Why don't you lie down / take a painkiller / drink some mint tea?  
Put some cream / some ice / a plaster on it.  
I think you should see the doctor/dentist.

**Accepting advice**

Yes, that's a good idea. / Yes, you're right.

**Preferences**

**Asking about preferences**

Would you like to have a picnic or go for a bike ride?  
Would you like cheese or tuna?

**Responding**

I'd like to go for a bike ride.  
I'd like cheese. / I'd prefer cheese.  
You choose. / I don't mind.

**Exercise 4**

- This is preparation for PTEYL Breakthrough, Task 3.
- Read out the example and ask Ss why the question fits the answer (because it uses *Would you like* and *or* and the answer gives one preference). Tell Ss to complete the dialogue and to refer to the Exam Language Bank for help.
- Check answers using the Lollipop stick technique. Accept all correct answers.
- Follow-up: Ss read the dialogue in pairs.

**Answers** → student page

**Extra activity**

- Pairwork: Ss do a role play similar to the one in Exercise 4, but using their own ideas. Ask different pairs to perform their role plays to the class.

**Exercise 5**

- This is preparation for CYLET/PTEYL Speaking.
- Read the questions. Ss talk in pairs. Ask different pairs to report their answers back to the class.

**Finishing the lesson**

- Write the headings Reading and Writing, Listening, Communication on the board. Read each out. Ss show self-assessment response cards (😊, 😐, ☹️). Then they write one sentence about what they did well in each section and one about what they could improve.

**Fast finishers**

- Ss read the text in Exercise 1 again. They circle the words that describe food.
- Ss study the Exam Language Bank. They make three different sentences with the words/expressions from the language bank and draw pictures for them.

**Extra activity**

- Ask Ss to read out their work from Exercise 2. Tell the class to listen carefully. After each student finishes, say some true and false statements about their text. Ss react using the Thumbs up/down technique.

**Exercise 3** **3.21**

- This is preparation for CYLET Flyers Listening Part 4.
- Ask different Ss to say what they can see in each picture.
- Play the audio.
- Check answers using the Lollipop stick technique.
- Follow-up: Ss take turn to say sentences to their partner about the pictures, e.g. *Mary has a burn. She hasn't got a broken arm.*

**Answers** → student page

# 7.1

## In this lesson

### Lesson aims:

- Vocabulary: places to live, parts of the house

### Resources:

- Vocabulary worksheet 7.1, p. 151
- Tests: Vocabulary check 7.1

### Homework:

- Workbook Unit 7, p. 60

### Assessment for Learning in this lesson

- 🎯 Setting aims and criteria for success: Warm-up
- 💬 Giving feedback: Warm-up, Exercise 2, 4, 5, 6 and 7
- 👥 Peer learning: Exercise 8 and 9
- 🏠 Independent learning: Finishing the lesson

### Warm-up

- (Books closed) Write *Things in my house* on the board. Ss say an object they know using the Basketball technique.
- Introduce the aims of this lesson. Say and write *Today we will talk about where we live and our houses.*

### Lead-in

- Teach the types of houses with drawings on the board. Write the word next to the drawings and have Ss repeat. Ss say where they live.

### Exercise 1

- (Books open) Ss work in pairs for one minute. Ask for feedback and write their ideas on the board.

### Exercise 2 3.22

- Teach the locations with the photos on page 82. Hold up your book, point to a photo and say, e.g. *This type of house is usually in a big town/city/village etc.*
- Check answers using the Lollipop stick technique.

Answers → student page



# Where I live

## Vocabulary I can talk about the place where I live.

I know that!

- 1 Work in pairs. How many rooms and parts of the house can you name?

Rooms: *bedroom, ...* Parts of the house: *door, ...*

### In this unit

#### Vocabulary

- Places to live
- Parts of the house
- In the house
- Phrasal verbs

#### Grammar

- Present Continuous for future arrangements
- *must, mustn't, can*

▶ 35-36



7.2 Grammar video

▶ 37



7.2 Grammar animation

▶ 38



7.3 Grammar animation

▶ 39



7.4 Communication video

▶ 40



BBC Culture video

82

## Home sweet home



My name is Alice and this is my school project about people's homes.

You can read about my home.

I also asked some friends to tell me about their homes. See how we live.



I live in Bristol in a <sup>1</sup> *semi-detached house*. My bedroom is next to our neighbours' daughter's bedroom. I can hear the music she plays. Fortunately, we like the same music!

Beth



Hi, I'm Beth. I live in a <sup>2</sup> *of flats / flat* in Bristol too. It's a great city. I love the view from my room.

Paul



I'm Paul. I live in a <sup>3</sup> *terraced house* in Beverley. It's a small town in the north of England.

Kate



My name's Kate. My family and I live in a <sup>4</sup> *cottage* in an English village. The house is about 200 years old!

Matt



I'm Matt. I live in a <sup>5</sup> *detached house* on the Isle of Skye in Scotland. I love living on an island.

### Exercise 3 3.23

- Ss work in pairs. They then listen and check. Ss then take turns to read out a paragraph.
- Ask different Ss to read out a paragraph of their choice but say *beep* instead of the type of house. Their classmates listen and say which type of house it is.

Answers → student page

### Exercise 4

- Check answers using the Lollipop stick technique. Ask Ss to say what types of houses they can see in each location and the location.

Answers → student page

- **Critical thinking** Ask Ss *Do you have these types of houses in your country? Where do most people live? Where would you like to live? Why?*

2 **3.22** Listen and repeat. What types of houses can you see on page 82?  
*All types of houses listed in the Vocabulary box.*

**Vocabulary Places to live**

**Types of houses**  
 block of flats / flat cottage detached house  
 semi-detached house terraced house

**Locations**  
 in a city in the country in a town  
 in a village on an island

3 **3.23** Read Alice's project on page 82 and complete the texts with the types of houses. Then listen and check.

4 Label the pictures with the locations.



1 - in a village 2 - in a city 3 - in a town 4 - in the country 5 - on an island

5 **3.24** Listen and repeat. Look at the houses on page 82 and answer the questions.

**Vocabulary Parts of the house**

attic balcony basement lift stairs  
 ground/first/top floor

- Which building has a balcony?  
*the block of flats*
- Which buildings have an attic?  
*probably all apart from the block of flats*
- How many floors can you see in the block of flats?  
*four*
- Can you see a basement?  
*No. (It's under the ground.)*
- Which building has a lift?  
*the block of flats*
- Which buildings have stairs?  
*all of them*

6 **Exam Spot** Read more about Beth's home. Circle the correct answer a, b or c.

**My home**  
 by Beth Barber



I live in a big <sup>1</sup> \_\_\_ of flats in the city. My flat is on the tenth <sup>2</sup> \_\_\_, so I always use the <sup>3</sup> \_\_\_ to go up. I never walk up the <sup>4</sup> \_\_\_! I don't have a garden, but I can sit on the <sup>5</sup> \_\_\_ outside my bedroom when the weather is good. From there, I can see Oliver's house. He's my best friend. He lives in a <sup>6</sup> \_\_\_ house. All the houses in his street look the same, but Oliver's has a blue door. I don't mind living in a flat, but one day, I'd like to live in a small <sup>7</sup> \_\_\_ on a beautiful island.

- a block b attic c basement
- a floor b lift c ground
- a stairs b basement c lift
- a attic b lift c stairs
- a ground b balcony c basement
- a terraced b cottage c city
- a block b cottage c terraced

7 **3.25** Listen to an interview with Jack and Lily. Complete the factfiles about their homes.

	Jack	Lily
Place	<sup>1</sup> <i>in the country</i>	<sup>4</sup> <i>in a (small) town</i>
Type of house	<sup>2</sup> <i>(old) cottage</i>	<sup>5</sup> <i>semi-detached</i>
Garden	yes, big	<sup>6</sup> <i>yes, small</i>
Bedroom	in the <sup>3</sup> <i>attic</i>	upstairs

**8** Complete the sentences so they are true for you. Compare in pairs.

*I live in/on ... (location)*  
*My home is a ... (type of house)*  
*It has ..., but it doesn't have ... (parts of a house)*

**9** Now imagine you have moved to a new home. Complete the sentences in Exercise 8 again.

**I remember that!**

**Exercise 5** **3.24**

- Draw a tall rectangle on the board and say *This is a block of flats*. Draw the new parts of a house onto the rectangle and say the words. Have Ss repeat. Say the words again and ask different Ss to label the drawing. They refer to the Vocabulary box for spelling.
- Check answers using the Lollipop stick technique.

Answers → student page

**Exercise 6**

- This is preparation for the CYCLET Flyers Reading and Writing test Part 4.
- Read out the example and show Ss where to find the answer vocabulary box. Go through the item choices and check Ss know all the words. Ask Ss to skim the text and ask the meaning of any unknown words.
- Check answers using the Lollipop stick technique. Ask Ss about the reasons for their answers.

Answers → student page

**Exercise 7** **3.25**

- Play the first part of the audio for the example. Make sure Ss understand what to do using the Stop/Go technique.
- Play the audio. Check answers using the Lollipop stick technique.

Answers → student page

**Exercise 8**

- Ask different Ss to read out the examples and finish the sentences.
- Ss talk in pairs using the Expert Envoy technique.

**Exercise 9**

- Ss continue the activity with the Expert Envoy technique. Monitor pairs for correct use of vocabulary.

**Extra activity**

- Ss draw their dream house and label it. They compare drawings in small groups. Encourage them to discuss similarities and differences, e.g. *My dream house has a balcony and yours has one too! My dream house has a lift, but yours has stairs.*

**Finishing the lesson**

- (Books closed) Play word bingo with the new words.

**Fast finishers**

- Ss note down the new vocabulary in their notebooks with drawings and definitions. They tick the words that apply to their lives.

# 7.2

## In this lesson

### Lesson aims:

- Grammar: Present Continuous for future arrangements

### Resources:

- Grammar worksheet 7.2, p. 164
- Tests: Grammar check 7.2

### Homework:

- Workbook Unit 7, p. 61
- Extra Online Practice Unit 7

### Assessment for Learning in this lesson

- Setting aims and criteria for success: Warm-up
- Giving feedback: Warm-up, Exercise 1, 2, 5, 6, 7, 9 and Get Grammar!
- Peer learning: Extra activity
- Independent learning: Finishing the lesson

### Warm-up

- (Books closed) Ss work in pairs and in one minute write down the places to live and parts of a house from L 7.1 that they remember. Ask for feedback using the Lollipop stick technique.
- Set the goal of the lesson. Say and write *Today we will learn to talk about arrangements.*

### Lead-in

- Ask Ss *What are you doing next weekend?* Ss raise their hands to answer.
- (Books open) Ss look at the photo story and say what the characters are doing in each picture.

### Exercise 1

- After answering check comprehension with the Yes/No response cards. *Are they meeting at six o'clock? Is Poppy's new bedroom in the basement? Is she moving next week? Does she have a photo of the new house?*

Answers → student page

### Exercise 2

- Ask Ss to close their books and say as many things as they can remember about the story.

## Grammar

I can use the Present Continuous to talk about future arrangements.

# We're meeting at six o'clock



**Emma:** Are you coming to George and Harry's this evening?  
**Poppy:** Oh, is it today?  
**Emma:** Yes. The final of *The Greatest Voice*, our favourite talent show, is today. We're all watching it together. We're meeting at six o'clock. **Remember?**  
**Poppy:** Yes, of course I'm coming. I have to go now. Mum and Dad are picking me up in two minutes. They want to show me something.  
**Emma:** OK. **See you later!**  
**Poppy:** Bye!

Later that day.



**Emma:** Hi.  
**Poppy:** Hi. Erm ... Emma, I've got some news.  
**Emma:** Good or bad?  
**Poppy:** It depends ... We're moving house!  
**Emma:** Oh, Poppy, no! But we live so close now!  
**Poppy:** Yes, but the new house is bigger. And I'm getting the coolest bedroom! It's up in the attic!  
**Emma:** Well, I'm happy for you. Wait! Please tell me you're not changing school too!  
**Poppy:** Don't worry. I'm not changing school.  
**Emma:** So, when are you moving?  
**Poppy:** Next month.  
**Emma:** And where is the new house?  
**Poppy:** Look at this photo.  
**Emma:** But that is ... no way!

1 **3.25** Watch or listen and read. What's Poppy's news? *She's moving house.*

2 Read the sentences. Circle T (true) or F (false).

- The Greatest Voice* is a TV show. T/F
- Poppy says she can't go to Harry and George's today. T/F
- Poppy is in a hurry to catch the bus. T/F
- Emma's house is near Poppy's old house. T/F
- Poppy loves her new bedroom. T/F
- Poppy has to go to a different school. T/F

3 **3.27** Listen and repeat. Find the expressions in the story.

Remember? See you later!  
It depends.

Say it!

4 **Guess!** Why does Emma say 'No way'?

- Because she doesn't like the house.
- Because she knows the house.

5 **3.26** Now watch or listen and check.

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They then open their books and complete the activity.

- Check answers using the Lollipop stick technique. Ask Ss to correct the false sentences.

Answers → student page

Exercise 3 **3.27**

- Read out the sentences. Ask Ss to say a phrase from the Say it! box that we say after these sentences.  
Bye.  
*We're going to the cinema tonight.*  
*Is it good news?*
- Ask different Ss to suggest their own sentences for the phrases.

Answers → student page

### Exercise 4

- Critical thinking** Ss discuss the options in pairs. Prompt if necessary: *What is Emma worried about?*
- Do a class vote for the most popular guess.

Exercise 5 **3.26**

- Ss watch or listen to check their choice.

### Video/Audio script

**Emma:** But that is ... no way! It's that house, over there! I can see it!  
**Poppy:** Surprise! We're moving even closer. I can see your window from my window!  
**Emma:** I don't believe it!

Answers → student page

**Grammar Present Continuous for future arrangements**

**37 Get Grammar!**

*I'm visiting Uncle Peter at the weekend.*



- +** Poppy **is moving** house next month. We're **meeting** at six o'clock.
- Poppy **isn't going** home after school.
- Poppy and Emma **aren't leaving** school together today.
- ?** **Are you coming** to George and Harry's this evening?  
Yes, I **am**. / No, I'm **not**.  
When **are you moving**?

**Time expressions**

today, tonight, this evening, this week  
tomorrow, tomorrow morning, tomorrow evening  
next week, next month  
in five minutes, at six o'clock, after school

**8 Work in pairs. Imagine today it is Thursday 10th. Look at Mrs Nichols' diary. Take turns to ask and answer questions. Use the expressions in the box.**

- today at half past one
- this evening
- tomorrow evening
- on Saturday morning
- on Saturday afternoon
- on Sunday
- next week



<b>Thur 10</b>	1.30 p.m. have lunch with Beth Ellis 9.00 p.m. pick up Harry from tennis
<b>Fri 11</b>	8.00 p.m. go to the cinema with Peter
<b>Sat 12</b>	11.15 a.m. see the dentist 5.00 p.m. go to the gym
<b>Sun 13</b>	tidy the garden
<b>Mon 14</b>	} go on a business trip to Madrid
<b>Tue 15</b>	

- A:** *What is Mrs Nichols doing today at half past one?*  
**B:** *She's having lunch with Beth Ellis.*

- 9 Tell your partner three things you are doing in the nearest future – two true and one false. Your partner guesses the false sentence.**
- A:** *I'm singing in a talent show this weekend.*  
**B:** *False. You aren't singing in a talent show!*  
**A:** *No, I'm not. You're right!*



**6 In your notebook, write sentences. Who's got the most exciting plan for the weekend?**

- 1 Harry / play / tennis / on Saturday and Sunday.  
*Harry is playing tennis on Saturday and Sunday.*
- 2 George / spend / Sunday / with his friend, David.
- 3 Mr and Mrs Nichols / fly / to Paris for the weekend.
- 4 Emma and Gran / tidy / the basement / tomorrow.
- 5 Poppy's parents / buy / a bed for her new room / this weekend.

**7 Complete the dialogue with the Present Continuous form of the verbs in the box.**

come do not do go have  
not meet tidy

- Emma:** Sorry, Poppy, but I can't come to drama class after school. Gran and I <sup>1</sup> are going shopping.
- Poppy:** Oh, I forgot to tell you. The teacher's got the flu. We <sup>2</sup> aren't meeting today. What <sup>3</sup> are you doing tomorrow morning? Do you want to meet?
- Emma:** I <sup>4</sup> am having my first piano lesson! Then Gran and I <sup>5</sup> are tidying the basement.
- Poppy:** What about Sunday? <sup>6</sup> Are you coming to the cinema with us?
- Emma:** Yes, I am. I <sup>7</sup> 'm not doing anything else on Sunday!

- Monitor comprehension. Ask different Ss: *Where is Poppy's new house? What can she see from her window?*
- Involve Ss. Ask *Do you live near your best friend? Where is your bedroom? Have you ever moved house?*

**Get Grammar! 37**

- Play the Get Grammar! video. If you don't have access to a computer/projector, read the grammar box to the class.
- Ask Ss how the Present Continuous is formed and elicit present of *be + verb -ing*. Then ask when we usually use it and elicit for *things that are happening now*. Explain that we can also use it to talk about our plans for the future that we are sure are going to happen.

- Draw Ss' attention to the time expressions. Write *I / go to the cinema*. on the board. Ask Ss to raise their hands to say an example sentence with a time expression with this idea. Write the sentence on the board. Ask two different Ss to ask and answer a question about the sentence.
- Check comprehension and exercise difficulty with the Traffic Lights technique (now or after Exercise 6).

**Exercise 6**

- Write the example on the board. Underline the Present Continuous form and circle the time expression. Ss complete the activity and then discuss the most exciting plan in pairs.

- Check answers using the Lollipop stick technique. Have a class vote for the most exciting plan.

**Answers**

- 2 George is spending Sunday with his friend, David.
- 3 Mr and Mrs Nichols are flying to Paris for the weekend.
- 4 Emma and Gran are tidying the basement tomorrow.
- 5 Poppy's parents are buying a bed for her new room this weekend.

**Exercise 7**

- Ask different Ss to say the Present Continuous forms of the verbs in the box before they complete the activity.
- Check answers using the Lollipop stick technique.
- Ss role-play the dialogue in pairs.

**Answers** → student page

**Extra activity**

- Pairwork: Ss work in pairs and write a mini-dialogue between George and David like the one in Exercise 7. They act out their dialogues to the class.

**Exercise 8**

- Ask a student the example question and have the student read the answer. Ask different Ss some more questions so they know what to do before the pairwork.
- Ss talk in pairs. Monitor pairs for correct use of grammar.

**Exercise 9**

- Read out the instructions. Ask two Ss to read out the example. Make sure Ss understand what to do using the ☺, ☹ and ☹ response cards. Ask Ss what the opposite of *You're right!* is and elicit *You're wrong!*
- Monitor pairs for correct use of grammar.

**Finishing the lesson**

- (*Books closed*) Clarify the grammar goals of L 7.2. Ask Ss *What was the tense you used today? What can we use it for?* and elicit answers.

**Fast finishers**

- Ss look at the photo story. They underline the sentences with the Present Continuous for future arrangements.

# 7.3

## In this lesson

### Lesson aims:

- Grammar: *must, mustn't, can*
- Vocabulary: In the house

### Resources:

- Grammar worksheet 7.3, p. 165
- Tests: Grammar check 7.3, Vocabulary check 7.3

### Homework:

- Workbook Unit 7, p. 62

### Assessment for Learning in this lesson

- Setting aims and criteria for success: Warm-up
- Giving feedback: Get Grammar!, Exercise 3, 4, 6, 7, 8 and Finishing the lesson
- Peer learning: Exercise 4, 5 and Extra activity
- Independent learning: Finishing the lesson

### Warm-up

- (Books closed) Revise the Present Continuous for future arrangements with a memory game. Say *Tomorrow I'm going to the beach*. A student repeats your phrase and adds another idea, and so on.
- Set the goal of the lesson. Say and write *Today we will learn to use the verbs must, mustn't and can't*.

### Lead-in

- Teach the vocabulary with drawings of the words and then asking questions. Keep the drawings on the board. *What do we put on a bookcase?*  
*What do we put in a kitchen cupboard?*  
*What do we put in a bedroom drawer?*  
*What do you look at in a mirror?*  
*What do you wash in the kitchen sink?*  
*What comes out of a tap?*
- (Books open) Ss look at the cartoon story and suggest what it is about. Say *Tell me what is happening in picture 1* etc.

## Doctor Q House rules



**Dr Q:** I must leave immediately! I'm meeting Doctor Spark at eleven o'clock! I mustn't be late. Where's my umbrella?  
**Rob:** Here you are. It was in the cupboard under the sink.  
**Dr Q:** Who put it there? Oh, look at the time! ... Remember, we must put things back in the right place.



**Pi:** I know! Every time we put things back in the right place, we get one of these fun stickers!  
**Dr Q:** Good idea!

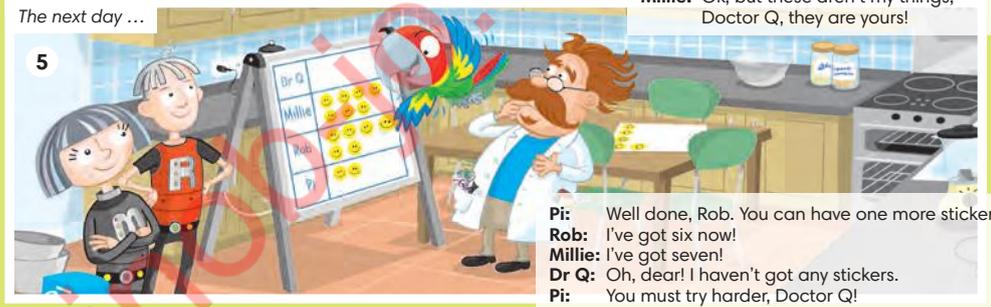
Later that day ...



**Dr Q:** You mustn't leave your books here, Rob! Put them in the bookcase!  
**Rob:** Ok, but these are your books, Doctor Q.

**Dr Q:** Millie, you can use my desk, but you mustn't make a mess! Here! You can keep your things in this drawer.  
**Millie:** Ok, but these aren't my things, Doctor Q, they are yours!

The next day ...



**Pi:** Well done, Rob. You can have one more sticker!  
**Rob:** I've got six now!  
**Millie:** I've got seven!  
**Dr Q:** Oh, dear! I haven't got any stickers.  
**Pi:** You must try harder, Doctor Q!

### 1 I know that! Which pieces of furniture can you see in the cartoon?

armchair bath bed chair desk  
fridge sofa table wardrobe

### 2 3.29 Read and listen. Who is the messiest person in Doctor Q's house? Doctor Q

### 3 Read again. Complete the sentences.

- Doctor Q is looking for his umbrella.
- Rob found it in the kitchen.
- Everyone gets a sticker when they put things away.
- The books in the armchair aren't Rob's.
- Millie can use Doctor Q's desk and drawer.
- In the end, Doctor Q hasn't got any stickers.

### Exercise 1

- Ss work in pairs to answer the question. Ask Ss to say where the pieces of furniture are using prepositions of place.

Answers → student page

### Exercise 2 3.29

- Ss answer the question. Ask Ss to say where they found the answer and to give a reason for the answer.

Answers → student page

### Exercise 3

- Check answers using the Lollipop stick technique. Ask Ss to say where they found the answers.

Answers → student page

### Get Grammar! 38

- Play the Get Grammar! video. If you don't have access to a computer/projector, read the grammar box to the class. Draw Ss' attention to the fact that we don't change the form of *must, mustn't* or *can*.
- Ss work in pairs and think of an example sentence for each word. Ask for class feedback and write some sentences on the board.
- Check comprehension and exercise difficulty with the Traffic Lights technique (now or after Exercise 4).

Grammar *must, mustn't, can*

**must**

I/You/He/She/It **must** try harder.

We/You/They **must** try harder.

**mustn't**

I/You/He/She/It **mustn't** make a mess.

We/You/They **mustn't** make a mess.

**can**

I/You/He/She/It **can** use my desk.

We/You/They **can** use my desk.

38 Get Grammar!



We **mustn't** leave rubbish behind. You **must** take this with you. You **can** put it in the bin outside.



6 3.31 Listen and repeat. Look at the cartoon and find the items from the Vocabulary box.

Vocabulary In the house

bookcase cupboard drawer mirror sink tap

7 Complete the notes with the words in the Vocabulary box.

Doctor Q, you must put the dirty dishes in the kitchen <sup>1</sup> sink ! Millie

Pi, you can use my dictionary, but please put it back in the <sup>2</sup> bookcase . Doctor Q

Doctor Q, you must check how you look in the <sup>3</sup> mirror before you go out. Millie

Pi, you must put the cereal box in the <sup>4</sup> cupboard after breakfast! Don't leave it on the table! Rob

Pi, you can put your stickers in the big <sup>5</sup> drawer of my desk. Doctor Q

Doctor Q, you mustn't forget to turn off the <sup>6</sup> tap after you wash your hands! Pi

8 Think about the rules in your house. Complete the sentences. Compare in small groups. Are the rules similar?

I must ... I mustn't ... I can ...

4 Read Doctor Q's lab rules. Circle the correct answer.

Before we leave the lab

- We must / mustn't put the books back in their place.
- We must / mustn't tidy up the lab desk.
- We must / mustn't forget to turn off the lab computers.
- We must / mustn't leave any rubbish on the floor.
- We must / mustn't turn off all the lights.

5 3.30 Complete the dialogue with *mustn't* or *can*. Then listen and check.

Pi: <sup>1</sup> Can I play a computer game?

Rob: Not here, Pi. You <sup>2</sup> mustn't touch the lab computer.

Pi: Why not? You and Millie <sup>3</sup> can use it.

Rob: It's only for work, Pi. We <sup>4</sup> mustn't play games on it. You <sup>5</sup> can take this tablet.

Pi: OK. Oh, there's Rock Band! I love this game!

Rob: You <sup>6</sup> mustn't make too much noise because we're working. Here, you <sup>7</sup> can put on these headphones.

Pi: Yay!



Exercise 4

- Ask a student read the example and say where the information is in the cartoon story.
- Ss complete the exercise in pairs using the Think-pair-share technique. They take turns to read a rule and find where it is in the story.
- Check answers using the Lollipop stick technique.

Answers → student page

Exercise 5 3.30

- Ask two different Ss to say one sentence with *must* and another with *can* using their own ideas.
- Ss complete the exercise in pairs using the Expert Envoy technique.

- Play the audio. Ask different Ss to offer answers.
- Ss role play the dialogue in pairs.

Answers → student page

Exercise 6 3.31

- Erase the words from the Lead-in from the board. Point to the pictures and have Ss call out the word in unison.
- Ss complete the exercise in pairs.
- Check answers using the Lollipop stick technique. Have Ss say where the items are using prepositions of place.

Answers → student page

- Critical thinking** Write these questions on the board: *How many of these items are there in your house? In which rooms are they? Ss discuss in pairs before comparing ideas in class feedback.*

Exercise 7

- Check answers using the Lollipop stick technique. Then Ss say the grammar word they circled.
- Follow-up: Ss circle the grammar point in each note.

Answers → student page

Exercise 8

- Place Ss in groups of three and assign a grammar word to each student.
- Read the instructions to Ss. Check they understand what to do using the Thumbs up/down technique.
- Monitor groupwork preparation and discussions for correct use of grammar.

Extra activity

- Ss do a role play of the cartoon in groups of four. Assign Dr Q, Millie, Rob and Pi to each student. The groups practise the cartoon story. Ss can then perform their role plays to the class. Encourage them to role play without their books. Encourage Ss to mime actions while they perform. Ss repeat the role play, but change some details to make it funny, e.g. *You must be late.*

Finishing the lesson

- (Books open) Ss have one minute to look at the cartoon story.
- (Books closed) Say sentences about the story and Ss respond with the Yes/No response cards, e.g. *Is Dr Q meeting Dr Spark at ten o'clock?*
- Ask Ss to finish the sentences: *Today I have learned ... and I can ...*

Fast finishers

- Ss add two more notes to Exercise 7 in their notebooks.

# 7.4

## In this lesson

### Lesson aims:

- Communication: making, accepting and declining invitations.

### Resources:

- Communication worksheet 7.4, p. 174

### Homework:

- Workbook Unit 7 p. 63
- Extra Online Practice Unit 7

### Assessment for Learning in this lesson

- Setting aims and criteria for success: Warm-up
- Giving feedback: Exercise 2 and 3
- Peer learning: Exercise 1 and 4
- Independent learning: Finishing the lesson

### Warm-up

- (Books closed) Write *Things to do on Saturday with friends* on the board. Ask Ss to suggest activities using the Basketball technique. Ask *Do you invite your friends on the phone, by text or in person?* and elicit answers.
- Say and write *In this lesson we will learn how to make, accept and decline invitations.*

### Lead-in

- (Books open) Ss cover the dialogue, look at the photos and say who they can see and guess what they think is happening.

### Exercise 1

- Ask Ss to say where they found the answers.

Answers → student page

- Critical thinking** Pairwork: Ss write two statements for the dialogue, one true and one false. They swap with their partner and find the true statement and correct the false one.

### Exercise 2

- Using the Lollipop stick technique, have Ss use the box to make their own simple exchanges. Ask different pairs to act out mini dialogues.

# 7.4 Communication

I can make, accept and decline invitations.

## I'm sorry, we can't come!

**George:** Hi, David. What's up?  
**David:** Hi, George. Mum's taking us to the adventure park on Saturday. Can you and Harry come? We can take two more people in the car.  
**George:** That sounds fun. But we have to ask our parents first.  
**Harry:** Ask our parents what?  
**George:** David's asking if we can go to the adventure park on Saturday.  
**Harry:** We're going to Aunt Alice's this Saturday ... I think.  
**George:** I'm sorry, David, we can't come. We're visiting our cousins. Are you free on Sunday? Would you like to hang out?  
**David:** Yes, I'd love to, thanks.  
**George:** Great. See you on Sunday then.  
**David:** Bye.

*A few seconds later ...*  
**Harry:** George, I've checked it with Dad, Aunt Alice is Saturday next week. Quick, call David back.



### 1 3.32 Watch or listen and read. Answer the questions.

- Where's David going on Saturday?  
*To the adventure park*
- Why does George say that he and Harry can't go with David?  
*Because Harry says they're going to Aunt Alice's.*

### 2 3.33 Listen and repeat.

#### Communication Invitations

##### Making an invitation

*Mum's taking us to the adventure park on Saturday. Can you come?*  
*Are you free on Sunday? Would you like to hang out?*  
*Do you want to hang out on Sunday?*

##### Accepting an invitation

*That sounds fun/great. Thank you.*  
*Yes, I'd love to, thanks.*

##### Declining an invitation

*I'm sorry, I can't (come). I'm busy on Saturday.*  
*I'd love to, but we're visiting our cousins this Saturday.*  
*Sorry, maybe next time.*

### 3 3.34 Complete the dialogues with sentences a–e. Then listen and check.

- Are you free this afternoon?
- Do you want to hang out on Friday evening?
- Maybe next time.
- That sounds fun.
- Would you like to come?

1 A: Freddie and I are going to town this afternoon. Can you come with us?

B: Sorry, Mum and I are visiting Grandpa. <sup>1</sup> c

2 A: Hi, Jen. <sup>2</sup> b

B: Yes, I'd love to, thanks.

3 A: Uncle Joe is taking us to the beach on Saturday. <sup>3</sup> e

B: I'm sorry, I can't. I'm busy on Saturday.

4 A: <sup>4</sup> a Would you like to go cycling with me?

B: I'd love to, but I have a music lesson. What about tomorrow? We can go cycling in the park.

A: <sup>5</sup> d

### 4 Work in pairs. Take turns to make invitations and accept or decline them. Use the ideas below or your own ideas.

1 parents / take us / camping / weekend – can / come?

A: *My parents are taking us camping this weekend. Can you come?*

B: *I'd love to, but I'm going to the beach on Saturday.*

2 free / this evening? – would like / watch / a DVD / with me?

3 you / want / cinema / Friday evening?

4 would like / hang out / this afternoon?

5 have / barbecue / this weekend – can / come?

### Extra activity

- Place Ss in groups of three and assign the roles of George, David and Harry. Ss act out the dialogue. Tell Ss to change information of their own choice. They perform their dialogues to the class, and their classmates say what information they changed. Girls can choose to be Emma, Poppy and a friend if they prefer.

### Finishing the lesson

- Encourage Ss to reflect on the lesson by asking: *How do you invite your friends out in your language? How do you say yes or no?*

#### Fast finishers

- Ss underline the phrase connected to invitations in the dialogue.



## What can you do to make your neighbourhood a better place?

LET'S FIND OUT!

### 1 B Is your neighbourhood clean?

Everyone loves a clean neighbourhood, so please don't drop litter in the street. Don't expect someone else to pick it up for you. **Look for** a bin and put it in there. You can also take it with you and put it in the bin at home. Are you taking your dog for his usual walk this afternoon? You mustn't leave the house without a little bag. **Clean up** after your dog and be a good example for your neighbours.

### 2 C Is your neighbourhood green?

Flowers and trees make your neighbourhood pretty and a healthy place to live. Do you have a garden? Why don't you plant flowers in front of your house? No garden? No problem! You can easily plant flowers in flower pots on your balcony. You mustn't forget to water them, though!

### 3 A Is your neighbourhood friendly to wildlife?

When we **wake up** and hear birds singing, we feel happy and relaxed. They are also useful because they eat insects. So how can you make your neighbourhood friendly to birds? A good start is to leave some food for them, especially in winter, and put clean water in a bird bath every day. They need it for drinking and washing.

For lots of other ideas **check out** our website: [www.teens4abetterneighbourhood.com](http://www.teens4abetterneighbourhood.com)

- 1 Look at pictures A–C. What are the children doing?
- 2 3.35 Read and listen to the text. Match pictures A–C to paragraphs 1–3.
- 3 **Exam Spot** Read the text again. Complete the sentences. Use one, two or three words.
  - 1 You should take your litter home with you or put it in a bin.
  - 2 When you take your dog for a walk, don't forget to take a (little) bag.
  - 3 It is a good idea to plant flowers in front of your house.
  - 4 Put flowers in flower pots on your balcony and water them.
  - 5 It is good to have birds in a garden because they eat insects and sing.
  - 6 Birds need water for drinking and washing.

- 4 3.36 Listen and repeat. Find the phrases in the text. Can you guess their meaning?

### Vocabulary Phrasal verbs

check out clean up find out look for wake up

- 5 Complete the sentences with the phrasal verbs in the Vocabulary box.
  - 1 I can't find my dog, Buster. Please help me look for him.
  - 2 Can you clean up the mess on the balcony? It looks awful!
  - 3 I'm reading an interesting book about birds. I want to find out more about them.
  - 4 I wake up at half past six when my alarm clock rings.
  - 5 Check out this blog. It's got amazing photos.
- 6 What's your neighbourhood like? Do you and your family do anything to make it a good place?

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# 7.5

## In this lesson

### Lesson aims:

- Reading: understanding a text about a good neighbourhood
- Vocabulary: phrasal verbs

### Resources:

- Tests: Vocabulary check 7.5

### Homework:

- Workbook Unit 7, p. 64

### Assessment for Learning in this lesson

- Setting aims and criteria for success: Warm-up
- Giving feedback: Exercise 2 and 3
- Peer learning: Exercise 4, Extra activity
- Independent learning: Finishing the lesson

### Warm-up

- Write *Green neighbourhood* on the board and explain *neighbourhood* if necessary. Ss suggest what makes a neighbourhood green. Say and write *In this lesson we will read about making a neighbourhood better.*

### Lead-in

- (*Books closed*) Teach the phrasal verbs in context with sentences and definitions on the board. Ask different Ss to match them with lines.
  - 1 *Check out this cool shop!*
  - 2 *Clean up your room!*

- 3 Find out more online!
  - 4 Look for my keys, please!
  - 5 Wake up! It's 7 a.m.!
- A tidy  
B stop sleeping  
C search  
D learn  
E look at

### Exercise 1

- (*Books open*) Ss discuss in pairs.

### Exercise 2 3.35

- Check answers using the Lollipop stick technique. Ask Ss to give reasons for their answers.

Answers → student page

### Exercise 3

- This is preparation for the CYCLET Flyers Reading and Writing test Part 5.
- Check answers using the Lollipop stick technique. Ask Ss to say where they found the answers.

Answers → student page

### Exercise 4 3.36

- Erase the sentences and definitions from the board.
- Ss work in pairs using the Expert Envoy technique.
- Follow-up: Ss think of their own sentences using the new words.

Answers → student page

### Exercise 5

- Ss work individually.

Answers → student page

### Exercise 6

- Ss discuss in pairs before class feedback. Promote class discussion: *What would you like to do? Can you think of another idea?*

### Extra activity

- Pairwork: Ss draw a picture of a neighbourhood with problems. They compare pictures in pairs and talk about what they must do for their neighbourhoods.

### Finishing the lesson

- (*Books closed*) Ask *What do you remember about neighbourhoods from the text?* Ask different Ss for answers.

### Fast finishers

- Ss circle the words connected to neighbourhoods in the text.

# 7.6

## In this lesson

### Lesson aims:

- Listening: understanding a text about an event
- Writing: an invitation, checking for mistakes

### Resources:

- Tests: Writing Task 7

### Homework:

- Workbook Unit 7, p. 65

### Assessment for Learning in this lesson

- Setting aims and criteria for success: Warm-up
- Giving feedback: Exercise 3 and 7
- Peer learning: Exercise 4 and 7
- Independent learning: Finishing the lesson

### Warm-up

- (Books closed) Ss write down the places to live in and house words they remember from the unit and read to partners.
- Set the goals of the lesson. Say and write *Today we will learn how to write an invitation to an event.*

### Lead-in

- (Books open) Ss say what they can see on the page.

### Exercise 1

- Ss discuss in pairs and then share ideas.

### Exercise 2 3.37

- Ss describe the photos.
- Play the audio and check answers as a class.

Answers → student page

### Exercise 3 3.37

- Check answers using the Lollipop stick technique.

### Answers

- in a village
- in the city
- one afternoon every summer
- TVs, computers and phones
- on Saturday
- He's helping his mum tidy the garden.

### Exercise 4

- Ss discuss in pairs using the Think-pair-share technique.

# 7.6 Listening and Writing

I can understand a text about an event.  
I can write an invitation to an event.

- How well do you know your neighbours? Are you friends with them?
- 3.37 Listen to Angie talking to her cousin Mark. Which photo is from a 'neighbours afternoon' in Mark's street? **A**



- 3.37 Listen again and answer the questions.

- Where did Angie live in the past?
- Where does she live now?
- When do the people in Mark's street have a 'neighbours afternoon'?
- What do the people switch off?
- What day is the 'neighbours afternoon' this year?
- What is Mark doing tomorrow?

- What do you think of the 'neighbours afternoon'? Would you like to take part in one?

- Read Angie's email. What is happening in the park on Saturday? *People from Angie's neighbourhood are having a picnic.*

Hi Wendy,

What are you doing next Saturday? Would you like to spend the day with me?

We're having a picnic in the park across the road. Lots of people from our block of flats are coming. We're meeting at the gate at one o'clock. It's a great way to meet our neighbours, have a good time together and become friends.

We must all bring some food to the picnic: pies, sandwiches , cakes or biscuits. We can play music and dance too, but we mustn't make too much noise.

Please come!

Angie

### Writing Checking for mistakes

Always remember to read through the first draft of your text to check for spelling, punctuation and grammar mistakes. Check your final draft too.

- Read the sentences and correct the mistakes. The number of mistakes in each sentence is in brackets.

- He (live) in a (teraced) house in London. (2)  
*He lives in a terraced house in London.*
- Can (yu) come to my house on Friday? (2)  
*Can you come to my house on Friday?*
- Our (neighbours) (having) a party tonight. (2)  
*Our neighbours are having a party tonight.*
- I baked a cake (some) (cupcaks) and some (biscits). (3)  
*I baked a cake, some cupcakes and some biscuits.*
- You mustn't (arriving) late! (1)  
*You mustn't arrive late!*
- We're meeting at two (oclock). (1)  
*We're meeting at two o'clock.*

- Writing Time** Imagine you have moved to a new house. You and your family want to have a party for friends. Write an email to a friend and invite him/her.

### Find ideas

Think about the arrangements for the party. Use these questions to help you:

- Who's coming?
- Why are you having the party?
- What can you do to have fun at the party?
- Is there something you must or mustn't do?

### Draft

Invite your friend to the party and tell him/her about the arrangements you have made.

### Check and write

Make sure you check spelling, grammar and punctuation.  
Write the final version of your email.

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### Exercise 5

- Follow-up questions: *Where are they having a picnic? When/Where are they meeting? What must they bring?*

Answers → student page

### Exercise 6

- Read out the Writing box to Ss.
- Ss work individually. Ask different Ss to write the corrections on the board. Ask *What did you correct: grammar or spelling mistakes?*

Answers → student page

### Exercise 7

- Read out the notes. Ask different Ss for ideas and write them on the board.

- Ss write their own draft in their notebooks. Ss use Think-pair-share technique to complete activity. Give feedback on use of vocabulary, grammar and style at this stage.

- Ss write their final text. Remind Ss to look at the Check and Write box.

- Correct mistakes using descriptive evaluation (see Tests booklet for more information), and also praise good use of grammar and vocabulary.

### Finishing the lesson

- Have Ss reflect on the lesson by finishing the sentence: *I can now ...*

### Fast finishers

- Ss find and circle all the words connected to the theme of the unit on the page.

Vocabulary

1 Complete the texts with the words in the box.

attic balcony cottage country  
block floor lift terraced



This home is a <sup>1</sup> terraced house in Green Street. It has two bedrooms on the first <sup>2</sup> floor and two more bedrooms in the <sup>3</sup> attic.



Come and see this home in a <sup>4</sup> block of flats. There is a fantastic view from the <sup>5</sup> balcony. The building has a <sup>6</sup> lift.



If you like living in the <sup>7</sup> country, you must come and see this beautiful <sup>8</sup> cottage!

2 Complete the sentences with things in the house.

- 1 Don't waste water. Turn off the tap!
- 2 Put the jam away in the cupboard.
- 3 Do you want to brush your hair? There's a mirror in the hall.
- 4 The sink is full of dirty plates.
- 5 Please put these books back in the bookcase.
- 6 My socks are in the third drawer.

3 Circle the correct answer.

- 1 We must clean down / up the mess.
- 2 Wake up / on! It's 7.30!
- 3 We want to find up / out some information about these flowers.
- 4 What are you looking out / for?
- 5 Let's go and check out / up the new pet shop.

Pronunciation

4 **3.38** Listen and repeat.

- Can you hear an 's' in 'island'?
  - Can you hear a 'k' in 'know'?
  - Can you hear a 'p' in 'cupboard'?
- No, I can't, no!



Grammar

5 Complete the email with the Present Continuous form of the verbs in brackets.



Hi Gemma,  
You asked about our plans for the weekend. Well, I <sup>1</sup> 'm meeting (meet) Alfie and we <sup>2</sup> are playing (play) chess together tomorrow afternoon. We <sup>3</sup> aren't having (not have) dinner at home tomorrow evening. We <sup>4</sup> are going (go) to that new Italian restaurant in Long Street. Dad <sup>5</sup> isn't working (not work) this weekend. He and Mum <sup>6</sup> are visiting (visit) Granny on Sunday. What about you? What <sup>7</sup> are you doing (you / do) tomorrow and on Sunday?  
Tom

6 Complete the sentences with *must*, *mustn't* or *can*.

- 1 You must feed the animals now. They're hungry.
- 2 Yes, you can use my phone. No problem.
- 3 You mustn't make a noise! The baby is sleeping.
- 4 You mustn't forget to water the plants.
- 5 You must tidy the kitchen. It's very messy!
- 6 Are you feeling cold? You can close the window. I don't mind.

Communication

7 **3.39** Complete the dialogues with the words in the box. Then listen and check.

Can free want love maybe sounds

- 1 A: Dad's taking me to the zoo this weekend.  
I Can you come?  
B: I'm sorry, I can't, maybe next time.
- 2 A: Do you want to hang out this afternoon?  
B: I'd love to, but I'm visiting my cousins.
- 3 A: Are you free next Sunday? Would you like to come to my house for a barbecue?  
B: That sounds fun. Thank you.

Check yourself!

- I can talk about the place where I live.
- I can use the Present Continuous for future arrangements.
- I can use *must*, *mustn't* and *can*.
- I can make, accept and decline invitations.

Answers → student page

Exercise 2

- Check answers using the Lollipop stick technique.

Answers → student page

Extra activity

- Ss take turns to mime a sentence in Exercise 2 and their partner says the number.

Exercise 3

- Check answers using the Lollipop stick technique.

Answers → student page

Exercise 4 **3.38**

- Ss repeat as a class. Play the audio again and choose pairs or individuals to repeat.
- Follow-up task: Write these words on the board, read them out and ask Ss which letters they can't hear: *mustn't* (n, t), *dirty* (r), *tonight* (g, h)

Exercise 5

- Review the Present Continuous form. Write *have/party* on the board. Ask different Ss to make a sentence for an arrangement and choose their own time expression.
- Ss work individually.
- Follow-up: Ss answer Tom's question and say what they are doing tomorrow and on Sunday.

Answers → student page

Exercise 6

- Ss work individually. Ask different Ss to read out a sentence each.

Answers → student page

Exercise 7 **3.39**

- Check answers using the Lollipop stick technique.

Answers → student page

Finishing the lesson

- Ss complete the Check yourself! box. Ask *Have you checked all the boxes?*
- (Books closed) Have a vote for Ss' favourite lesson from this unit.

Fast finishers

- Ss write two more sentences for Exercise 6, one with *must* and one with *mustn't*.

In this lesson

Lesson aims:

- Revising Vocabulary, Grammar and Communication from Unit 7
- Pronunciation: silent letters

Resources:

- Tests: Language Test 7

Homework:

- Workbook Unit 7, p. 66
- Extra Online Practice Unit 7

Assessment for Learning in this lesson

- Setting aims and criteria for success: Warm-up
- Giving feedback: Exercise 2, 3 and 7
- Peer learning: Extra activity
- Independent learning: Finishing the lesson

Warm-up

- (Books closed) Help Ss clarify the vocabulary goals of Unit 7. Ask *What new words are in this unit? Can you say a sentence with a new word?*
- Set the goals of the lesson. Say *In this lesson we will revise the vocabulary, grammar and communication skills from Unit 7.*

Exercise 1

- (Books closed) Ask different Ss to come to the board. Whisper a word from the box in their ear. The student draws it on the board for the class to guess.

# Get Culture!

# Get Culture!

## Food to try in the UK

### In this lesson

#### Lesson aims:

- Culture focus: Food to try in the UK
- BBC video: British takeaway food (optional)
- Project: A page about a dish from your country

#### Resources:

- Project Worksheet p. 180

#### Assessment for Learning in this lesson

- 🎯 Setting aims and criteria for success: Warm-up
- 💬 Giving feedback: Exercise 3, 4, 5 and A
- 🔄 Peer learning: Exercise 1, 6, C, Extra activity and the Project
- 🏠 Independent learning: Finishing the lesson

#### Culture notes

British cuisine: Lots of different cultural influences have been absorbed into British cooking, in particular from Asia and India. There are many regional dishes from the different countries that make up the UK. Well-known meals are the British cooked breakfast and the Sunday roast. British people, however, also eat a variety of food from Europe, India and Asia.

#### Warm-up

- (Books closed) Write *Food* on the board. Ask each student to say a different food word going round the class.
- 🎯 (Books open) Ask Ss to look at the map and photos. Ask *What do you think this lesson is about? Say and write: Today we are going to learn about food in the UK.*

#### Lead-in

- Pre-teach *flavour* and *cracker*. Say *My favourite flavour ice cream is strawberry. What's yours?* and elicit ideas. Ask *Crackers are salty biscuits. Do you like cheese and crackers?* and elicit answers.

#### Exercise 1

- 🔄 Pairwork: Ss take turns to describe the photos.



### Very British food

1 **F**  
It's a type of sweet. It is made with sugar, it comes in many flavours and colours and it usually has words written inside it. It is very popular in seaside holiday places, like Brighton. Look carefully at the photo – can you read the words inside the stick?

2 **B**  
People first made it in Scotland, about 900 years ago! The recipe we use now is very simple: all you need is flour, butter and sugar. In the old times, shortbread was very expensive and most people only had it on special days, like the first day of the New Year. Now you can buy it almost everywhere in the world.

3 **A**  
This very tasty snack comes from Wales. It's also called 'Welsh rabbit', but it has no rabbit in it at all! Welsh rarebit is very easy to make at home. You make a mixture with cheese, butter, mustard and flour, put it on top of toasted bread and then under a hot grill. There are recipes for Scottish and English rarebit too!

4 **E**  
It has a strong smell and salty taste, but it also has a lot of fans around the world. People usually eat it with crackers after a good dinner. The cheese in the photo is called Blue Stilton. They make it in the East Midlands. Here's a fun fact: it takes ten litres of milk to make just one kilo of cheese!

1 Look at the photos. What types of food can you see?

2 Read texts 1–4 quickly. Match the names A–F to the texts. There are two extra names.

3 🎧 3.40 Listen and read about the four British products. Check your answers to Exercise 2.

4 Read the texts again. Circle T (true) or F (false).

- 1 Rock has got sugar in it. **T/F**
- 2 The only place where you can find rock is Brighton. **T/F**
- 3 Scottish shortbread has got eggs in it. **T/F**
- 4 You can eat shortbread only in Scotland. **T/F**
- 5 Welsh rarebit is very difficult to make. **T/F**
- 6 There's no meat in Welsh rarebit. **T/F**
- 7 Stilton cheese is salty. **T/F**
- 8 People usually eat Stilton before their dinner. **T/F**

5 🎧 3.41 Listen to two people from different parts of the UK. Circle the correct answers.

- 1 Gavin is from the southeast / southwest of England.
  - 2 You need / don't need milk to make Yorkshire pudding.
  - 3 Gavin likes eating Yorkshire pudding with eggs / roast beef.
  - 4 Morwenna is talking about a Scottish / Cornish dish.
  - 5 Stargazy pie has beef / fish in it.
  - 6 Morwenna says a lot of people like / don't like stargazy pie.
- 6 Which of the two dishes in Exercise 5 would you like to try? Why?

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#### Exercise 2

- Give Ss one minute to skim the texts. They compare answers with a partner.

#### Exercise 3 🎧 3.40

- 🗨️ After Ss read again, check answers using the Lollipop stick technique. Ask Ss to say the words that helped them match.

Answers → student page

#### Exercise 4

- Have Ss cover the text and complete the activity from memory first.
- Ss then read the text again and finish the activity.
- 🗨️ Check answers using the Lollipop stick technique. Ask Ss to correct the false sentences.

Answers → student page

#### Extra activity

- 🔄 Pairwork: Ask Ss to play Three facts and a fib using information in the text.

#### Exercise 5 🎧 3.41

- Read through the sentences and explain meanings of words if necessary. Ask Ss to say the photos that match the dishes in the sentences.

- Play the audio.
- 🗨️ Check answers using the Lollipop stick technique.

Answers → student page

#### Exercise 6

- 🔄 Groupwork: Ss discuss and report back to the class using the Expert Envoy technique.

# British takeaway food



**A** **40** Watch the video and answer the presenter's question. Which of these takeaway foods is not in the video? Circle the correct answer a, b, c or d.

- a Indian food    **b** pizza    c Chinese food    d fish and chips

**B** **40** Watch the video again. Complete the sentences with one or two words.

- British people spend 30 billion pounds on takeaways every year.
- People buy takeaway food because they haven't got time to cook.
- You make fish and chips batter with flour, salt and water.
- A wok is a type of large frying pan.
- The first Indian restaurant opened in London in 1809.

**C** Which type of takeaway food is your favourite? If you haven't tried any, which one would you like to eat? Discuss your answers as a class.

## PROJECT

- Work in groups. Think of different areas of your country and the popular dishes. Use the words below to help you.

sweets/desserts    meals, e.g. breakfast or dinner  
traditional dishes    drinks

- Write about the food that people make or eat there. Use these questions to help you:  
What kind of food is the place famous for?  
What do people use to make the food?  
What does it taste like?



- Find some photos and put them together with the text to make a page of a food guide.
- Present your page to the class. Put all the pages in one document. Which is your favourite page? Why?

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### BBC video

**Video script** → see Teacher's Book p. 138

#### Presenter's questions

- (0.18) Have you ever ordered a takeaway?
- (0.21) What did you order?
- (2.46) I love spicy food. Do you?
- (2.54) Are you ready for a question?
- (2.56) What's the most popular type of takeaway in the UK?

Note: if you can't show the video, spend more class time on preparing the Project.

- Tell Ss that in this video Maddie tells us about takeaways in the UK. Explain that a takeaway is food you order, not food you make at home. Before they listen ask Ss *Would you eat the takeaway in the box in the photo? Why/Why not?*
- Note: For less confident Ss you can play the video with the subtitles on.

#### Exercise A **40**

- Read out the questions and choices. Stop the video after each question and elicit answers from different Ss.
- Play the video again for Ss to listen for the takeaways that are mentioned.
- Check answers using the Lollipop technique.

**Answers** → student page

#### Exercise B **40**

- Ask Ss to read the questions and think about any missing words they might already remember.
- Play the video again without stopping it. Ss work individually and then compare answers in pairs. Ask different Ss to read out a sentence each.

**Answers** → student page

#### Exercise C

- Divide Ss into groups to answer the questions. The groups report back to the class to discuss.

#### Project

##### Setting the project up

- Divide Ss into groups of four. Each group writes down a list of ideas.
- Give Ss the project worksheets to help them prepare.
- Ss write down their information using the questions for help.

##### Sharing the project

- Ss work then together to create their page about a dish. Read out the example and tell Ss to use the same style.
- Tell Ss to choose one part of the page to present each.
- Ss present their pages to the class. If this is done digitally as a blog page, put the blog pages together in one document. Ss can read through the document on their computers and choose a favourite page.
- If computers are not available, have Ss create their pages as an A4 size poster presentation. Then bind all the pages in a folder for Ss to pass around the class and read.
- Have Ss say which page is their favourite and to give reasons why.

##### Finishing the lesson

- (*Books closed*) Ask *What food did you like most/least in this lesson? Which one was the most unusual? What was the most interesting thing you learnt?*

##### Fast finishers

- Ss underline the food-related words in the text.

# 8.1

## In this lesson

### Lesson aims:

- Vocabulary: life ambitions

### Resources:

- Vocabulary worksheet 8.1, p. 151
- Tests: Vocabulary check 8.1

### Homework:

- Workbook Unit 8, p. 68

### Assessment for Learning in this lesson

- Setting aims and criteria for success: Warm-up
- Giving feedback: Warm-up, Exercise 4, 5, 6, 7 and 8
- Peer learning: Exercise 1, 6, 7 and 9
- Independent learning: Extra activity and Finishing the lesson

### Warm-up

- (Books closed) Write *Free time* on the board. Ss say something they do in their free time using the Basketball technique.
- Introduce the aims of this lesson. Say and write *Today we will learn to talk about life ambitions.*

### Lead-in

- Ask Ss *What makes you happy?*
- Write *Ambitions* on the board. Explain the meaning: *An ambition is something you really want to do.*

### Exercise 1

- (Books open) Read out the questions and choices. Ask *What is abroad? Your country or a different country?* Elicit a different country. Ss work using the Think-pair-share technique. Have Ss compare opinions using *I agree/disagree.*

### Exercise 2

- Ask different Ss to describe a picture. Have other Ss say which picture is being described.
- Tell Ss to skim the text to find the ages, which they can circle in the text. Ask different Ss for answers.

Answers → student page

# 8

## A happy life

### Vocabulary I can talk about life ambitions.

I know that!

1 How important are these things for you? Order them from 1 to 6, starting with the most important.

- |                                                |                                            |
|------------------------------------------------|--------------------------------------------|
| <input type="checkbox"/> have a lot of friends | <input type="checkbox"/> have a hobby      |
| <input type="checkbox"/> do well at school     | <input type="checkbox"/> be good at sports |
| <input type="checkbox"/> read a lot of books   | <input type="checkbox"/> travel abroad     |

### In this unit

#### Vocabulary

- Life ambitions
- Being with people
- Good manners

#### Grammar

- will for predictions
- Questions and question words

▶ 41-42



8.2 Grammar video

▶ 43



8.2 Grammar animation

▶ 44



8.3 Grammar animation

▶ 45



8.4 Communication video



I wanted to be a superhero!

Hi, my name is Ricky. Yesterday, I found some photos. Look! Some of them are old. Wow! I've changed a lot!



In this photo, I'm five. That's my sister. She wanted to be have a doctor. I wanted to be a superhero!



At the age of seven, I was crazy about cars and I wanted to have learn to drive more than anything in the world.



When I was fifteen, I decided to learn live a new foreign language, so I started taking Spanish lessons. Here I am on holiday in Spain.



When I was twenty-one, my greatest ambition was to have live on my own. My first flat was very small and cold!



Now I'm thirty-five. I'm lucky – I learn have an interesting job. I'm an artist. My daughter took this photo. She's six and she wants to be a photographer.

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### Exercise 3 ▶ 3.42

- Teach and revise vocabulary with questions: *Which word means you have a lots of money? Famous or rich? Is a business a hobby or work? Can you name a foreign language? Do you remember what abroad means?*

### Exercise 4 ▶ 3.43

- Ss complete the activity individually.
- Check answers using the Lollipop stick technique. Do not confirm answers yet.
- Play the audio for Ss to check.
- Follow-up: Play a game. Say a word, e.g. *a doctor* and Ss say the verb, e.g. *be*. Ss continue in pairs.

Answers → student page

### Exercise 5 ▶ 3.44

- Ask a student to read out the example. Tell Ss to read on and ask for volunteers for the next answer. Ss then complete the rest of the activity individually.
- Play the audio for Ss to check. Check answers using the Lollipop stick technique.

Answers → student page

### Exercise 6 ▶ 3.45

- Read the example to students. Ask different Ss to guess who wanted what.
- Play the audio for students to complete the activity. Play the audio again.
- Tell Ss to write sentences in their notebooks. Check answers using the Lollipop stick technique.

- 2 Read about Ricky on page 94 and look at the pictures. How old is Ricky in each picture? Find the answers in his comments. *A five years old B seven years old C fifteen years old D twenty-one years old E thirty-five years old*
- 3 3.42 Listen and repeat.

**Vocabulary** Life ambitions

be	a doctor / famous / rich
have	a family / an interesting job / my own business
learn	a foreign language / to drive
live	abroad / on my own

- 4 3.43 Read Ricky's comments on page 94 and circle the correct answer. Then listen and check.

- 5 3.44 Look at the pictures of Ricky's sister, Kate. Complete the text. Use the Vocabulary box to help you. Then listen and check.



That's my sister, Kate.

She's an actor and she's <sup>1</sup>*famous*. She doesn't live in the UK. She lives <sup>2</sup>*abroad*, so I don't see her often. Kate has a great <sup>3</sup>*family*. Her husband, Wally, is American. He has his own <sup>4</sup>*business*. They're very <sup>5</sup>*rich*. They even have their own plane!



- 6 3.45 Listen and match people 1-3 to their ambitions when they were younger a-e. Then make sentences.

- |         |                           |
|---------|---------------------------|
| 1 Jake  | a be famous               |
| 2 Sally | b learn foreign languages |
| 3 Elsa  | c have a family           |
|         | d live on his/her own     |
|         | e live abroad             |

*Jake wanted to have a family and ...*

- 7 Complete the phrases with the correct verb from the Vocabulary box.



- 8 **Exam Spot** Complete Olivia's blog post with one word in each gap.

**My ambitions**  
by Olivia Reeves

My greatest dream is to travel, so I want to <sup>1</sup>*learn* two or three foreign languages.

I don't want to be <sup>2</sup>*rich* - money isn't important to me - but I want to <sup>3</sup>*be* happy. I'd also like to <sup>4</sup>*live* in a big city, perhaps in New York. I'd like to meet new people and <sup>5</sup>*have* fun. Another ambition of mine is to learn <sup>6</sup>*to* fly. I'd love to <sup>7</sup>*be* a pilot!



- 9 Complete the sentences. Then talk about your ambitions in pairs. Do you have similar or different ambitions?

*I want to be ... I want to have ...  
I want to learn ... I want to live ...*

**Exercise 8**

- This is preparation for the CYCLET Flyers Reading and Writing test Part 6.
- Read out the example and ask Ss why *learn* is the correct word and elicit that *it goes with foreign languages*. Explain to Ss that they should read the whole sentence for each gap to find the word they need.
- Check answers using the Lollipop stick technique.

Answers → student page

**Exercise 9**

- Ss talk in pairs using the Expert Envoy technique. They take turns to say a sentence with the more confident student speaking first.

**Extra activity**

- Play Three facts and a fib by doing Exercise 9 again with amazing ambitions. Demonstrate first with three ambitions, e.g. *I want to be an astronaut, I want to have four dogs, I want to live on the moon*. Ss guess which one is not true. Ask different Ss to stand at the front and say their three amazing ambitions.

**Finishing the lesson**

- (Books closed) Call out a verb and have different Ss offer a noun that collocates with it.

**Fast finishers**

- Ss write a paragraph similar to the one in Exercise 5 for Ricky's brother using their own ideas.

- Follow-up: Pairwork: Ss play a game with the characters. S1: *This person wanted to have a family.* S2: *Jake.*

Answers → student page

Jake wanted to have a family and to live abroad.  
Sally wanted to live on her own.  
Elsa wanted to be famous and to learn foreign languages.

- Critical thinking** Tell Ss they will listen to the audio for Exercise 6 again to find out two things:

1 *Did the people get their ambitions?*

2 *How do they feel about that?*

Play the audio again one person at a time.

Ss raise their hands to offer answers.

(Suggested answers: *Jake has a family, but he doesn't live abroad. He thinks one day he will see the world. Sally lives on her own but she misses her family. Elsa isn't famous, but she learned three foreign languages. She acts in the drama club.*)

**Exercise 7**

- Pairwork: Ss decide in pairs. Tell them to think of an extra example of their own for each verb.
- Check answers using the Lollipop stick technique. Ask Ss to say their extra idea and compare with the class.
- Follow-up: Play a Right or wrong? game. Say an incorrect or correct usage, e.g. *be to fly/learn to fly*. Ss respond with the Thumbs up/down technique.

Answers → student page

# 8.2

## In this lesson

### Lesson aims:

- Grammar: will for predictions

### Resources:

- Grammar worksheet 8.2, p. 166
- Tests: Grammar check 8.2

### Homework:

- Workbook Unit 8, p. 69
- Extra Online Practice Unit 8

### Assessment for Learning in this lesson

- Setting aims and criteria for success: Warm-up
- Giving feedback: Warm-up, Exercise 1, 2, 5, 6, 7 and Get Grammar!
- Peer learning: Extra activity and Exercise 10
- Independent learning: Finishing the lesson

### Warm-up

- (Books closed) Say the different verbs from L8.1 (be, have, learn, live) and have Ss say ambitions using the Basketball technique.
- Set the goal of the lesson. Say and write *Today we will learn to make predictions about the future using will.*

### Lead-in

- (Books open) Ss look at the photo story and say what the characters are doing in each picture.

### Exercise 1

- After answering check comprehension with questions. *Who is making the video? What is her question? Who does she ask first/next/last? What do they say?*

Answers → student page

### Exercise 2

- Ask a student to read out the example and say where the sentence with the answer is in the dialogue.
- Check answers using the Lollipop stick technique. Ask Ss to correct the false sentences.

Answers → student page

## I'll present a TV show

Poppy is making a video for a class project.



**Poppy:** So Emma, what do you want to do in the future?  
**Emma:** Well, I love travelling and I'd like to work on TV, so maybe I'll present a TV travel show! I'll travel all around the world!



**Poppy:** Will you go to the Amazon rain forest too? Can I come? It's one of my dreams!  
**Emma:** Yes, I will. It'll be fantastic to go there together!  
**George:** Emma won't go to the rain forest. She hates spiders and the rain forest is full of them!  
**Emma:** Oh ...



**George:** My turn now. One day, I'll have my own flat. You'll ask, 'Why is this so important?' Because I won't share a room with my brother anymore – he snores like a hippo!  
**Harry:** You're so funny!



**Poppy:** What will you do, Harry? Will you play tennis professionally?  
**Harry:** It's hard to decide. I love sports, but I'd also like to be a doctor like Dad.  
**Poppy:** Hmm ... Here's a thought.

1 4.1 3.46 Watch or listen and read. Who wants to live on his/her own in the future? *George*

2 Read the story. Circle T (true) or F (false).

- Emma would like to do two things.  T  F
- Poppy wouldn't like to visit the Amazon rain forest.  T  F
- There aren't any spiders in the rain forest.  T  F
- George doesn't like sleeping in the same room as Harry.  T  F
- Harry doesn't want to be a doctor.  T  F

3 3.47 Listen and repeat.

Find the expressions in the story.

Say it!

My turn now.  
It's hard to decide. Here's a thought.

4 **Guess!** What is Poppy's suggestion? Compare your ideas in pairs.

5 4.2 3.48 Now watch or listen and check.

*Poppy says Harry should be a sports doctor.*

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### Exercise 3

- Read out the sentences. Ask students to say a phrase from the Say it! box that we say before these sentences.  
*Who wants to go next?*  
*Listen to my idea ...*  
*What do you prefer?*
- Ask different Ss to suggest their own sentences for the phrases.

Answers → student page

### Exercise 4

- Critical thinking** Students discuss the options in pairs. Prompt if necessary: *What two things does Harry like?*
- Write Ss' different ideas on the board.

### Exercise 5

- Ss watch or listen to check their choice.

#### Video/Audio script

**Poppy:** Hmm ... Here's a thought. You can be a sports doctor.

**Harry:** I like that! I'll treat sports injuries and I'll play tennis with sports stars! Thanks, Poppy!

- Monitor comprehension. Ask different Ss: *What job does Poppy suggest? What two things will he do?*
- Involve Ss. Ask *Will you be a sports doctor? Why? Will you be a sports star? Why?*
- Follow-up: Ss role play the dialogue, but use their own ideas for future ambitions.

Answers → student page

## Grammar will for predictions

## 43 Get Grammar!

+	-
I/You/He/She/It'll travel.	I/You/He/She/It won't travel.
We/You/They'll travel.	We/You/They won't travel.
?	Short answers
Will I/you/he/she/it travel?	Yes, I/you/he/she/it will. / No, I/you/he/she/it won't.
Will we/you/they travel?	Yes, we/you/they will. / No, we/you/they won't.

What will you do? Where will they go?

'll = will won't = will not

## Time expressions

one day, in the future, when I'm older, in ten years



Maybe I'll learn how to fly my own flying vehicle.

## 6 Complete Gran's predictions about her family. Use will and the phrases in the box.

be a dance teacher buy a cottage be a vet  
learn to fly a plane have a very big family

Emma loves dancing.

She <sup>1</sup> *will be a dance teacher* one day.



Poppy loves animals.

She <sup>2</sup> *will be a vet*.

Harry loves children.

He <sup>3</sup> *will have a very big family*.

George is mad about planes.

He <sup>4</sup> *will learn to fly a plane* when he is older.

Angela and Peter love the country.

They <sup>5</sup> *will buy a cottage* one day.

## 7 In your notebook, write sentences to correct Gran's predictions.

1 Emma: I'd like to be a TV presenter!

*Emma won't be a dance teacher.*

*She'll be a TV presenter.*

2 Poppy: I love drawing and want to be an artist.

3 Harry: I'd like to have two children.

4 George: I'd like to learn to ride my dad's motorbike!

5 Mr and Mrs Nichols: Our dream is to buy a house on a Greek island.

## 8 In your notebook, write questions about the next school year.

1 our school football team / win / a lot of games?

*Will our school football team win a lot of games?*

2 we / have / a new English teacher?

3 we / learn / another foreign language?

4 the tests / be / more difficult?

5 we / go / on a school trip abroad?

6 the classes / be / more fun?

## 9 In pairs, ask and answer the questions in Exercise 8. Give your own answers.

A: *Will our school football team win a lot of games?*

B: *Yes, they will. They're very good.*



## 10 Work in pairs. Student A: Make a prediction about Student B's future life. Student B: Say if you agree. Then swap roles.

A: *You'll be a doctor.*

B: *I won't be a doctor because I don't like hospitals.*

B: *You'll live abroad.*

A: *Maybe I will. I'd like to see the world.*

## Answers

- Poppy won't be a vet. She'll be an artist.
- Harry won't have a very big family. He'll have two children.
- George won't learn to fly a plane. He'll learn to ride his dad's motorbike.
- Mr and Mrs Nichols won't buy a cottage. They'll buy a house on a Greek island.

## Extra activity

- Pairwork: Ss discuss what they will and won't do in the future. They report back to the class and say one sentence each about their partner.

## Exercise 8

- Ask different Ss to write the questions on the board.

## Answers

- Will we have a new English teacher?
- Will we learn another foreign language?
- Will the tests be more difficult?
- Will we go on a school trip abroad?
- Will the classes be more fun?

## Exercise 9

- Ask two Ss to read out the example.
- Monitor pairs for correct use of grammar.

## Exercise 10

- Brainstorm ambition ideas and write them on the board for Ss to use.
- Pairwork: Monitor pairs for correct use of grammar. Ask pairs to demonstrate their questions and answers.

## Finishing the lesson

- (Books closed) Clarify the grammar goals of L 8.2. Ask Ss *What do we use will for?* and elicit answers.

## Fast finishers

- Ss underline predictions using *will* in the photo story.

## Get Grammar! 43

- Play the Get Grammar! video. If you don't have access to a computer/projector, read the grammar box to the class.
- Write *Harry / be / a sports doctor* on the board. Ask a volunteer to write a sentence with *will* on the board. Erase *Harry* and write *Poppy*. Repeat with *won't*. Point out that *will not* becomes *won't*.
- Explain we don't use the verb in short answers. Ask *Will Harry/Poppy be a sports doctor?* Elicit answers.
- Check comprehension and exercise difficulty with the Traffic Lights technique (now or after Exercise 6).

## Exercise 6

- Read through the options and revise if necessary
- Check answers using the Lollipop stick technique.
- Follow-up: Ask different Ss to use the prompts to talk about themselves, e.g. *I won't buy a cottage*.

Answers → student page

## Exercise 7

- Read out what Emma says and have two Ss read the two sentences.
- Check answers using the Lollipop stick technique, choosing two Ss for each answer.

# 8.3

## In this lesson

### Lesson aims:

- Grammar: questions and question words
- Vocabulary: being with people

### Resources:

- Grammar worksheet 8.3, p. 167
- Tests: Grammar check 8.3, Vocabulary check 8.3

### Homework:

- Workbook Unit 8, p. 70

### Assessment for Learning in this lesson

- Setting aims and criteria for success: Warm-up
- Giving feedback: Get Grammar!, Exercise 3, 4, 5 and 6
- Peer learning: Exercise 4 and Extra activity
- Independent learning: Finishing the lesson

### Warm-up

- (Books closed) Write *visit* on the board. Say *When people visit they come to see us. Ask How often do people visit you at your house? Who usually visits? What do you do when people visit?* Ss raise their hands to offer answers.
- Set the goal of the lesson. Say and write *Today we will ask and answer questions about people who visit.*

### Lead-in

- Teach the vocabulary. Write the words on the board next to *visit* in this order: *call, invite, kiss, shake hands, hug*. Say, mime and point to the words. Have Ss copy your mimes. Say: *I want grandma to visit. I'll call her on the phone. Now I'll invite her: 'Grandma, do you want to visit me on Sunday?' Sunday comes and Grandma arrives. Do we shake hands? No. She kisses me and she gives me a hug.*

### Exercise 1

- (Books open) Ss look at the cartoon story and say who they can see in each picture.
- Ss work in pairs.

Answers → student page

## Doctor Q Mrs Q's visit

**1** Dr Q: What time will you be here? What do you think? ... 12.30? OK, see you soon!

**2** Pi: Is someone going to visit us?  
Dr Q: Yes, Mother called and I invited her to stay with us for a few days. She needs some rest.

The next day ...

**3** Mrs Q: Cornelius, darling! Come and kiss me! Rob! Millie! No, I don't want to shake hands! Come and give me a hug! You too, Pi!  
Dr Q: Are you tired, Mother? You had a long journey.

**4** Mrs Q: I'm not tired at all. Where are we going for lunch?  
Dr Q: To Giorgio's. It's only ten minutes by car.  
Mrs Q: Nonsense! Let's walk!

In the evening ...

**5** Mrs Q: What are you doing, Cornelius?  
Dr Q: We're working, Mum.  
Mrs Q: How often do you exercise?  
Dr Q: Well, I ...  
Mrs Q: Come on! Let's play table tennis!

A few days later ...

**6** Millie: You look tired. What time did you go to bed?  
Dr Q: At 1.30. Mother woke me up at 5.30. We went for an early morning run!  
Millie: When is Mrs Q going back to her house?  
Dr Q: I don't know. Why are you asking?  
Millie: Because you need some rest!

1 Look at the cartoon. When did Mrs Q arrive? What date is it in picture 6?

She arrived on May 11. It's May 18 in picture 6.

2 3.49 Listen and read. Who's more active: Doctor Q or Mrs Q? Mrs Q

3 Read again. Complete the sentences.

- Doctor Q's mother is coming to visit him tomorrow.
- Mrs Q is not fired after her journey.
- Doctor Q and Mrs Q are going out to have lunch.
- Mrs Q doesn't want to go to the restaurant by car.
- Doctor Q went for a run at 5.30 in the morning.

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### Exercise 2 3.49

- Ask Ss to say where they found the answers.

Answers → student page

### Exercise 3

- Have Ss close their books and say what they remember about the story.
- Check answers using the Lollipop stick technique.

Answers → student page

### Get Grammar! 44

- Revise all the tenses in the box with the verb *swim*. Write *swim* in the affirmative form in each tense on the board and ask students to name the tense.

- Play the Get Grammar! video. If you don't have access to a computer/projector, read the grammar box to the class.
- Ask Ss to call out all the question words in the box.
- Ss work in pairs and think of an example sentence for each question word and tense.
- Check comprehension and exercise difficulty with the Traffic Lights technique (now or after Exercise 4).

### Exercise 4

- Ask a student to read the example, name the tense and say what the question word is.
- Ss complete the exercise in pairs using the Think-pair-share technique. Tell Ss to use the tense from the question in the answer, so they must write full sentences.
- Check answers using the Lollipop stick technique.

## Grammar Questions and question words

## 44 Get Grammar!

Present Simple	How often <b>do</b> you <b>exercise</b> ?
Present Continuous	Why <b>are</b> you <b>asking</b> ?
Past Simple	Who <b>did</b> Doctor Q <b>invite</b> ?
Past Continuous	What <b>was</b> Doctor Q <b>doing</b> at 5 a.m.?
will	When <b>will</b> Doctor Q <b>rest</b> ?
be going to	How long <b>is</b> Mrs Q <b>going to</b> stay?

When are you going to open it?



- 4 In your notebook, write questions about the cartoon. Then answer them.

## Picture 1

1 Doctor Q **doing** What **at** eleven o'clock **was** ?

What was Doctor Q doing at eleven o'clock?  
He was talking to his mother.

2 Mrs Q **at** Doctor Q's house What **time** **arrive** **will** ?

## Picture 2

3 **is** Mrs Q Why **stay** **going to** with Doctor Q ?

## Picture 4

4 **are** **having** Doctor Q and Mrs Q Where **lunch** ?

## Picture 5

5 Mrs Q **does** What **to do** **want** ?

## Picture 6

6 Doctor Q How many **hours** **did** **sleep** ?

- 5 3.50 Listen and repeat. Complete the sentences about the cartoon with the correct names.

## Vocabulary Being with people

call give someone a hug invite kiss  
shake hands visit

- Mrs Q called Doctor Q.
- Doctor Q invited Mrs Q.
- Mrs Q visited Doctor Q and his friends.
- Doctor Q kissed Mrs Q.
- Rob and Millie wanted to shake hands with Mrs Q.
- Mrs Q gave Millie, Rob and Pi a hug.

## LOOK!

Who **did** Doctor Q **invite**? Doctor Q invited Mrs Q.  
Who **invited** Mrs Q? Doctor Q invited Mrs Q.

- 6 Write questions about the sentences in Exercise 5. Begin each question with *Who*. Can you answer the questions with your book closed?

Who called Doctor Q? – Mrs Q.  
Who invited ...

- 7 3.51 Write questions about the words in bold. Listen and circle the correct answer.

- Mrs Q / Doctor Q is playing the drums.  
Who is playing the drums?
- Millie was making breakfast / dancing at 8 a.m.
- Doctor Q is going to visit Doctor Spark next week / tomorrow.
- Mrs Q calls her son every week / every day.
- Mrs Q and Pi will travel to Africa / to the Arctic one day.

- 8 Work in pairs. Ask your partner three questions about his/her life with different question words in different tenses. Answer your partner's questions. Try to think of the funniest answers you can.

A: Who woke you up today?  
B: The Queen woke me up today.  
A: Where will you live in fifteen years?  
B: I will live ...

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## Answers

- What time will Mrs Q arrive at Doctor Q's house? She'll arrive at 12.30.
- Why is Mrs Q going to stay with Doctor Q? She's going to stay with Doctor Q because she needs some rest.
- Where are Doctor and Mrs Q having lunch? They're having lunch at Giorgio's.
- What does Mrs Q want to do? She wants to play table tennis.
- How many hours did Doctor Q sleep? He slept four hours.

- Critical thinking** Ask Ss to say which tense is used in the questions and sentences in Exercise 4 and why.  
(1 Past Continuous for something happening in the past at a particular time. 2 will for predictions 3 going to for plans 4 Present Continuous for something happening now 5 Present Simple for stative verb 5 Past Simple for finished action)

## Exercise 5 3.50

- Recap the new words by asking Ss to mime them.
- Check answers using the Lollipop stick technique.

Answers → student page

## Exercise 6

- Draw Ss' attention to the *Look!* box. Demonstrate an example of a subject question. Give a pencil to a student. Write *I gave a pencil to [Adam]* on the board. Circle *I*. Write *Who gave a pencil to [Adam]?* and circle *Who*. Tell Ss that this question asks about the subject of a sentence. We don't reverse the person and the verb.
- Check answers using the Lollipop stick technique. Have Ss answer the questions on the board.

## Answers

- Who invited Mrs Q? Doctor Q.
- Who visited Doctor Q and his friends? Mrs Q
- Who kissed Mrs Q? Rob
- Who wanted to shake hands with Mrs Q. Rob and Millie
- Who gave Millie, Rob and Pi a hug? Mrs Q

## Exercise 7 3.51

- Tell Ss that they need the usual question form for 2-5.
- Play the audio for Ss to check questions and listen for the answers. Ss answer in pairs.

## Answers

- What was Millie doing at 8 a.m.?
- When is Doctor Q going to visit Doctor Spark?
- How often does Mrs Q call her son?
- Where will Mrs Q and Pi travel one day?

## Exercise 8

- Demonstrate the example with a student for A. Ask different Ss some questions and encourage them to think of funny answers.

## Extra activity

- Ss do a role play of the cartoon.

## Finishing the lesson

- Ask Ss to finish the sentences: *Today I have learned ...* and *I can ...*

## Fast finishers

- Ss underline the questions in the cartoon story.

# 8.4

## In this lesson

### Lesson aims:

- Communication skills: expressing agreement and disagreement

### Resources:

- Communication worksheet 8.4, p. 175

### Homework:

- Workbook Unit 8 p. 71
- Extra Online Practice Unit 8

### Assessment for Learning in this lesson

- Setting aims and criteria for success: Warm-up
- Giving feedback: Exercise 2, 3 and 4
- Peer learning: Exercise 5
- Independent learning: Finishing the lesson

### Warm-up

- (Books closed) Write *Let's play football.* on the board. Ask Ss who want to play football to raise their hands and those who don't want to not to raise their hands. Take a count and write on the board, e.g. *Agree 12 Disagree 11.*
- Set the goals of the lesson. Say and write *In this lesson we will learn how to agree and disagree.*

### Lead-in

- (Books open) Ss cover the dialogue. Ask *Who is in the photo? What is happening?*

### Exercise 1 45 3.52

- Ask Ss to say where they found the answers.
- Critical thinking** Pairwork: Ss write two statements for the dialogue, one true and one false. They swap with their partner and find the true statement and correct the false one.

Answers → student page

### Exercise 2 3.53

- Using the Lollipop stick technique, have Ss use the box to make their own simple exchanges.

### Exercise 3 3.54

- Read out the words in the box and revise meanings if necessary. Ask Ss to say a sentence with each word.

# 8.4 Communication

I can express agreement and disagreement.

## I don't think so



**Mum:** George, can you turn that down, please?  
**George:** Why? This music is awesome!  
**Mum:** I disagree. It's giving me a headache.  
**George:** Dad likes it!  
**Dad:** That's true. I think the electric guitar is the most exciting musical instrument.  
**George:** That's what I think too! Why don't we buy one?  
**Dad:** I don't think so, George. Electric guitars cost a lot of money.  
**Mum:** How about a second-hand one? It won't be too expensive.  
**George:** Yes, you're right. But I thought you didn't like electric guitars.  
**Mum:** You're wrong. I just didn't like the music they were playing on the radio.

### 1 45 3.52 Watch or listen and read. Answer the questions.

- Does Mr Nichols like the music on the radio? *Yes, he does.*
- What does George want to buy? *An electric guitar.*

### 2 3.53 Listen and repeat.

### Communication Agreeing and disagreeing

#### Agreeing

I agree (with you).  
 You're right.  
 That's true. / That's right.  
 That's what I think too.

#### Disagreeing

I disagree (with you).  
 I don't agree (with you).  
 You're wrong.  
 That's not true. / That isn't right.  
 I don't think so.

### 3 3.54 Complete the dialogues with the words in the box. Then listen and check.

don't right so terrible true wrong

- A:** This film is <sup>1</sup> terrible!  
**B:** You're <sup>2</sup> right. Let's watch something else.
- A:** Everybody likes going to the beach.  
**B:** That's not <sup>3</sup> true. I don't like it. It's too hot.
- A:** Ankara is the biggest city in Turkey.  
**B:** You're <sup>4</sup> wrong. Istanbul is much bigger.
- A:** English is a very easy language.  
**B:** I <sup>5</sup> don't think <sup>6</sup> so. I think it's difficult.

### 4 Exam Spot 3.55 It's Mum's birthday. What is each person going to buy her? Listen and match people 1-4 to presents A-F. There are two extra presents.

- 1  A Ivy 2  B Dad 3  C Grandad 4  D Steve



### 5 Go to page 112. Compare your opinions in pairs.

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Ss work individually before they listen and check.

- Check answers using the Lollipop stick technique.
- Ss read out the dialogue in pairs.

Answers → student page

### Exercise 4 3.55

- This is preparation for the CYCLET Flyers Listening test Part 3.
- Ask different Ss to say what they can see in the photos before playing the audio.
- Play the audio. Check answers using the Lollipop stick technique.

Answers → student page

### Exercise 5

- Ask a student to give an example for best music. Ask Ss *Do you agree?* and elicit answers. Give Ss time to fill in the list.
- Invite pairs to discuss two things on the list for the class to listen and then agree or disagree.

### Extra activity

- Ss add two more items to the list and discuss in pairs.

### Finishing the lesson

- Ask Ss *Do you usually agree or disagree with your friends?*

### Fast finishers

- Ss underline the phrases connected to agreeing and disagreeing in the dialogue.

**Debbie's teen problem page**



**Late – again!**



Dear Debbie,  
Can you help me? It's my friend, Joe. I always arrive on time, but he's always late. Last week I was waiting for him outside the cinema. This time he was half an hour late! 'Where were you?' I asked. 'I was chatting to Freddie,' he said. He didn't even say sorry! I'm sure that in future he'll be late again. Why do people think it's OK to keep others waiting?  
Derek

Being late is a common problem and it's not polite. It's important to be on time. It shows you care about other people's feelings. Speak to your friend and explain this to him. And next time you arrange to meet, say 'Please don't be late.' Then wait and see what happens.

**Little brother, big problem**



Dear Debbie,  
My little brother is five and he's terrible. When I'm chatting to my friends, he interrupts all the time. 'When are we having dinner?', 'Where's my teddy?' He takes my things and he never asks for permission. Oh, and he always wants to be first for everything. He never waits his turn. Mum says 'He's still young. He'll learn.' But it's really annoying.  
Julie

Little brothers and sisters can be annoying, but your mum is right. He is young. Be patient with your brother and keep repeating (nicely!): 'Please don't interrupt,' 'Please don't take my things without asking.' He will learn.

**1** Read the problem page quickly. Circle the correct answer.

- 1 Why is Derek complaining?
  - a His friend talks too much.
  - b** His friend always keeps him waiting.
- 2 What does Debbie say about Julie's brother?
  - a** He will change when he's older.
  - b He asks too many questions.

**2** **3.56** Read and listen to the problem page. Answer the questions.

- 1 How long did Derek wait for Joe? *Half an hour.*
- 2 Why was Joe late again? *He was chatting to Freddie.*
- 3 What advice does Debbie give Derek? *He should talk to his friend.*
- 4 What does Julie's brother do when she's chatting to her friends? *He interrupts all the time.*
- 5 How often does he ask for permission when he takes Julie's things? *Never.*
- 6 Who can be annoying in Debbie's opinion? *Little brothers and sisters.*

**3** **3.57** Listen and repeat. Then complete the sentences with one word in each gap.

**Vocabulary Good manners**

arrive on time   ask for permission   be polite  
don't be late   don't interrupt   wait your turn

**To all students!**

- 1 Be polite to your classmates, teachers and all other staff.
- 2 Please arrive on time.
- 3 Don't be late for class meetings.
- 4 Wait your turn politely in the school canteen. Don't push!
- 5 Listen to your classmates and don't interrupt them when they are speaking.
- 6 Ask for permission before you borrow books from the class library.

**4** **3.58** Listen to four conversations. In which conversation:

- a **4** does someone wait their turn?
- b **2** does someone ask for permission?
- c **1** does someone arrive on time?
- d **3** does someone interrupt?

**5** Are good manners important to you?

**Exercise 1**

- (Books open) Read out the questions to Ss first. Give them one minute to skim the texts to find the answers.
- Check answers using the Lollipop stick technique.

**Answers** → student page

**Exercise 2** **3.56**

- Before answering, have Ss say what the text is about. Check answers using the Lollipop stick technique. Ask Ss to read out the sentences from the text where they found the answers.

**Answers** → student page

**Exercise 3** **3.57**

- Tell Ss to find and underline the phrases from the box in the text. Have different Ss read out the sentences that have the phrases and ask them to work out the meaning from the context. Confirm and explain as necessary.
- Ss complete the activity individually.
- Check answers using the Lollipop stick technique.
- Follow-up: have Ss think of their own sentences with the phrases.

**Answers** → student page

**Exercise 4** **3.58**

- Check answers using the Lollipop stick technique.

**Answers** → student page

**Exercise 5**

- Ss work in pairs using the Expert envoy technique. Ask Ss to share their ideas with the class.

**Extra activity**

- Pairwork: Ss write a problem page letter. They swap with another pair and then write an answer for the letter they read. They then swap back to see their advice.

**Finishing the lesson**

- (Books closed) Ask *Which is the worst of the bad manners for you?* Ask different Ss for answers.

**Fast finishers**

- Ss write a list of bad/good manners people have shown to them.

**8.5**

**In this lesson**

**Lesson aims:**

- Reading: understanding a text about good manners
- Vocabulary: good manners

**Resources:**

- Tests: Vocabulary check 8.5

**Homework:**

- Workbook Unit 8, p. 72

**Assessment for Learning in this lesson**

- Setting aims and criteria for success: Warm-up
- Giving feedback: Exercise 1, 2, 3 and 4
- Peer learning: Exercise 5 and Extra activity
- Independent learning: Finishing the lesson

**Warm-up**

- Write *Being late* on the board. Ask *Who is sometimes late? Who is never late?* and ask for a show of hands.
- Say and write *In this lesson we will read about good manners.* Explain that *manners* are the way you behave to other people.

**Lead-in**

- (Books closed) Write *Manners* on the board. Ask Ss to say what they think are good and bad manners.

# 8.6

## In this lesson

### Lesson aims:

- Listening: understanding a text about predictions
- Writing: an essay, making predictions

### Resources:

- Tests: Writing Task 8

### Homework:

- Workbook Unit 8, p. 73

### Assessment for Learning in this lesson

- Setting aims and criteria for success: Warm-up
- Giving feedback: Warm-up, Exercise 2, 3 and 7
- Peer learning: Exercise 1 and 7
- Independent learning: Finishing the lesson

### Warm-up

- (Books closed) write the words *home*, *education*, *transport*, *work*, *free time* on the board with the vowels missing. Ask Ss to find the words.
- Say and write *Today we will learn how to write a text with predictions about the future.*

### Lead-in

- (Books open) Ss look at the page and say what they can see.

### Exercise 1

- Ask different Ss to describe a picture and have the class say which picture it is.
- Pairwork: Ss discuss using the Expert Envoy technique.

### Exercise 2 3.59

- Check answers using the Lollipop stick technique.

Answers → student page

### Exercise 3 3.59

- Check answers using the Basketball technique.

Answers → student page

### Exercise 4

- Revise ways to agree and disagree with examples.
- Ss discuss in pairs. Ss say why they agree or disagree.

### Exercise 5

- Follow-up questions: *How many years ahead does she predict?*

# 8.6 Listening and Writing

I can understand and write short texts about predictions for the future.

- In pairs, look at the pictures showing different aspects of life in the future. How will they be different from the life we know now? Tell your partner.



home



education



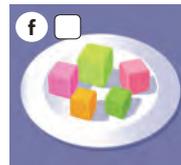
transport



work



free time



food

- 3.59 Listen to Robbie, Jen and their mum talking about the future. What do they talk about? Tick (✓) the pictures in Exercise 1.

- 3.59 Listen again. Complete the sentences.

- Robbie enjoyed the film more than Jen.
- Jen thinks the cities in the film were awful because there weren't any trees.
- Mum thinks people will live in different types of houses in the future.
- Mum thinks students will study online more in the future.
- Robbie hopes there won't be exams at schools in the future.
- Robbie thinks people will work from home in the future.
- Mum thinks people will still hang out with their friends and have hobbies.

- Do you agree with the predictions in Exercise 3?

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What does she think everyone will use?  
What does she hope will happen?

Answers → student page

### Exercise 6

- Read out the Writing box to Ss. Explain meanings if necessary.

Answers → student page

### Exercise 7

- Read out the notes. Ask different Ss for ideas and write them on the board.
- Ss write their own draft in their notebooks. Encourage them to share and help each other in pairs. Give feedback on use of vocabulary, grammar and style at this stage.
- Ss write their final text. Remind Ss to look at the Check and Write box.

- Read Gabriella's essay. Which forms of transport does it mention? *cars, planes, underground, trams, buses, bicycles, train*

### Transport in the future

by Gabriella Marques

I'm sure transport twenty-five years from now will be different. Some people think we won't use cars and we will all travel in small planes, but I don't think this will happen. I think everybody will use public transport. Maybe there will be an underground in every town and city. The streets will be for electric trams or buses and the air will be cleaner. I hope more people will ride bicycles because exercise is good for your health. When we want to visit another city or country, we will take a very fast train.



- Read the Writing box. Find the phrases in the essay and underline them. What structure do we use after them? *We use will/after them.*

### Writing Making predictions

We can use these phrases to make predictions:

*I think ... I don't think ... I'm sure ...*

*I hope ... Maybe ...*

- Writing Time** How do you think young people will spend their free time twenty-five years from now? Write an essay.

### Find ideas

Think about technology, sports and spending time with friends and family. Make notes.  
*What types of technology will people use for fun?  
Will people do sports in the future?  
Will people spend time with friends and family?  
What will they do together?*

### Draft

Write your essay. Use the expressions from the Writing box.

### Check and write

Make sure you use words and phrases like *I think, I don't think, I'm sure, I hope* and *Maybe*. Write the final draft of your essay.

- Correct mistakes using descriptive evaluation (see Tests booklet for more information), and also praise good use of grammar and vocabulary.

### Extra activity

- Ss copy their texts onto a piece of paper and decorate them. Put them in a folder to make a magazine style collection of articles for Ss to read.

### Finishing the lesson

- Have Ss reflect on the lesson by finishing the sentence: *I can now ...*

### Fast finishers

- Ss make a list of the predictions they remember from the lesson.

Vocabulary

1 Complete the sentences with the words in the box. There are two extra words.

abroad be do famous have  
family learn own

I'd love to <sup>1</sup> be an actor and be <sup>2</sup> famous, but I'm not talented enough.

I'm going to <sup>3</sup> learn to drive when I'm older. I want to <sup>4</sup> have my own business one day.

I want to live <sup>5</sup> abroad, but I don't want to live there on my <sup>6</sup> own.

2 Circle the correct answer. Ask and answer the questions in pairs.

How are you with people?

- When you visit / stay someone, do you take a gift?
- You can't accept an invitation. Do you speak / call the person and explain why you can't come?
- When you meet someone, do you smile and shake / give hands?
- Did you visit / invite more than three people to your last birthday party?
- A member of your family is upset. Do you make / give them a hug and tell them you love them?
- When you go to bed, do you kiss / make your mum good night?

3 Complete the words.

- The film starts at seven, so don't be late.
- Please stand in the queue and wait your turn.
- I hope Dan will arrive at the cinema on time. He's got our tickets.
- Parents are talking. Don't interrupt them.
- I'd like to use Dad's computer, but I have to ask him for permission.
- Be polite and say 'please' and 'thank you'.

Pronunciation

4 3.60 Listen and repeat: /z/ or /s/.

Zoe and Zinia went to the zoo. They saw some snakes and spiders too.



Grammar

5 Complete the sentences with the correct form of will and the verbs in brackets.

- I don't think I will pass (pass) all my exams. My parents won't be (not be) happy.
- When she's older, she 'll buy (buy) a cottage and she 'll move (move) to the country.
- What job will you do (you / do) when you finish school? Will you be (you / be) famous?

6 In your notebook, write the questions. Use the correct question word.

- A: you / do / this summer?  
B: We're going to stay with my grandparents.  
What are you going to do this summer?
- A: visit / you / yesterday?  
B: Aunt Suzan visited us yesterday.
- A: she / move / to a new neighbourhood?  
B: She's moving there next week.
- A: they / do / yesterday at four o'clock?  
B: They were watching a football match.
- A: your best friend / live?  
B: She lives next door.

Communication

7 3.61 Complete the dialogues with the words in the box. Then listen and check.

disagree I agree I don't That's true wrong

- A: The book was interesting.  
B: I agree with you. I liked it too.
- A: The city is better than the country.  
B: I don't think so. I prefer the country.
- A: Paris is bigger than Tokyo.  
B: You're wrong. Tokyo is much bigger!
- A: My sister is a better singer than me.  
B: That's true, but you're better at sport.
- A: Most people want to be famous.  
B: I disagree. I think they want to be happy.

Check yourself!

- I can talk about life ambitions.
- I can use will for predictions.
- I can ask and answer questions.
- I can express agreement and disagreement.

Exercise 2

- Check answers using the Lollipop stick technique.

Answers → student page

Extra activity

- Ss ask and answer the questions in Exercise 2 in pairs.

Exercise 3

- Check answers using the Lollipop stick technique.

Answers → student page

Exercise 4 3.60

- Ss repeat as a class. Play the audio again and choose pairs or individuals to repeat.
- Follow-up task: Write these words on the board, read them out and ask Ss which letters they can hear: /z/ or /s/?  
/z/: manners, visit;  
/s/: student, famous
- Have Ss work in pairs and write their own poem with the z and s sounds.

Exercise 5

- Ask different Ss to read out a sentence each.

Answers → student page

Exercise 6

- Tell Ss that one of these questions uses the subject for the question word. Remind them to use the sentence form for this question.
- Ask different Ss to read out a question each.

Answers

- Who visited you yesterday?
- When is she moving to a new neighbourhood?
- What were they doing yesterday at four o'clock?
- Where does your best friend live?

Exercise 7 3.61

- Check answers using the Lollipop stick technique.

Answers → student page

Finishing the lesson

- Ss complete the Check yourself! box. Ask *have you checked all the boxes?*
- (Books closed) Have a vote for Ss' favourite unit in the book.

Fast finishers

- Ss write their own ambitions to add to Exercise 1.

8.7

In this lesson

Lesson aims:

- Revising Vocabulary, Grammar and Communication from Unit 8
- Pronunciation: /z/, /s/

Resources:

- Tests: Language Test 8

Homework:

- Workbook Unit 8, p. 74
- Extra Online Practice Unit 8

Assessment for Learning in this lesson

- Setting aims and criteria for success: Warm-up
- Giving feedback: Exercise 2, 3 and 7
- Peer learning: Exercise 1
- Independent learning: Finishing the lesson

Warm-up

- (Books closed) Ask *What new words are in this unit? What are the different categories? Can you remember them all from each category?*
- Say *In this lesson we will revise the vocabulary, grammar and communication skills from Unit 8.*

Exercise 1

- (Books open) Groupwork: Ss work in groups of three and read out one ambition each.

Answers → student page

### Lesson aims:

- Skills practice: Reading, Writing, Listening and Communication
- Exam practice: CYLET and PTEYL

### Resources:

- Exam speaking and writing 7&8, p. 184
- Tests: Skills Test Units 7&8, Speaking Tasks Units 7&8

### Homework:

- Workbook Skills Revision 7&8, pp. 76–77

### Assessment for Learning in this lesson

- Setting aims and criteria for success: Warm-up
- Giving feedback: Exercise 1, 4 and 5
- Peer learning: Extra activity and Exercise 3
- Independent learning: Finishing the lesson

### Exam Language Bank

- This lists the key language from Units 7–8. Here are some ideas to help you make the most of it.
- Encourage Ss to be independent learners. They tick the words they know and find the words they are not sure about in Units 7 and 8 in order to remember the meanings in context.
- Ask Ss what they remember from a section. Have them write down as many words as they can remember in two minutes.
- Make a multiple choice test. (Books closed) Write two words at a time on the board. Read out a gapped sentence (say *beep* for the gap). Ss choose the correct word.
- Fast finishers test each other. Student A: *Tell me place to live, a part of a house and something in the house.* Student B: *... Finish my phrasal verb and make a sentence. Look ...* Student A: *for. I'm looking for my pen.*

## Reading and Writing

Julie and her family lived in a cottage in a <sup>1</sup>*village*. One Saturday morning, they were having breakfast when they heard people speaking in a garden nearby. 'New neighbours!' said Julie, 'We <sup>2</sup> *should* invite them for lunch!' Her Mum said, 'I <sup>3</sup> *agree*. That's a nice idea.' After that, she went next door to talk to the neighbours.

The next day, Mr and Mrs James and their son, Roy, had lunch at Julie's house. They arrived <sup>4</sup> *on* time and everyone shook hands. Julie said to Roy, 'Have we met before?' 'No, we haven't', said Roy. She didn't believe him because she remembered his face. After lunch Julie said to Roy, 'Would you like to hang out later?' 'That <sup>5</sup> *sounds* fun,' he said.

That evening, Julie went to her new friend's house. Roy was very nice and they talked a lot. Then Julie went home and turned on the TV. 'Mum! Dad! I don't believe it!' she said loudly. 'Roy is in a film! He's really good. I'm sure he'll <sup>6</sup> *be* a star one day!'



- 1 **Exam Spot** Read the story. Complete the text with the words in the box. There are four extra words.

agree at be island mustn't on  
should sounds village won't

- 2 **Exam Spot** Tick (✓) the best title for the story.

- 1  A new house  
2  A new friend  
3  An interesting lunch

- 3 **Exam Spot** Write 60–80 words about how your life will change when you leave school. Use these questions to help you.

- 1 Will you go to university or will you get a job?  
2 Will you live on your own or share a flat with your school friends?  
3 How often will you see your family?  
4 What will you do in your free time?  
5 Will you have an interesting job? What will it be?

*I think ... I don't think ... I'm sure ...  
I hope ... Maybe ...*

## Listening

- 4 **Exam Spot** 3.62 Tina and Martin are making plans for Sunday. Listen and write the answers to questions 1–8 in your notebook.

- 1 Where is Tina going tomorrow?  
*To her uncle's new flat.*  
2 Which floor is the new flat on?  
3 Who is Martin going to the swimming pool with?  
4 What time will Tina get home tomorrow?  
5 Has Martin ever been to Jack's Palace?  
6 What food does Tina recommend at Jack's Palace?  
7 Why did Tina's family stay at home yesterday?  
8 What time are they meeting tomorrow?



### Warm-up

- (Books closed) Say: *I want to live in a terraced house in the town. Where do you want to live?*
- Write *Skills Revision* on the board. Ask what it means. (Books open) Pairs look and check. Tell Ss this lesson will help prepare them for CYLET and PTEYL too. (See the Introduction.)

### Lead-in

- Write these sentences on the board: *I'm having a party on Saturday. I'll be famous one day.* Ask *What tenses can you see?* Ask *What do we use for future arrangements?* (the Present Continuous) and *What do we use for predictions?* (will). Ss say two sentences to their partners who say what the tense is.

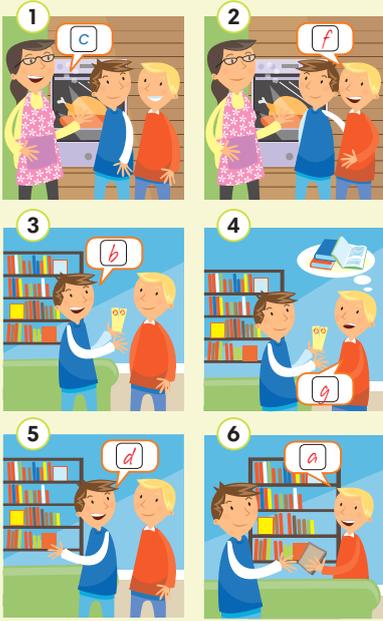
- Write *Can I watch TV? No, you must tidy your room.* on the board. Ask *What modal verbs can you see?* (can, must) *What do we use to ask permission?* (can) *What do we use for things we have to do?* (must) and elicit answers. Ss say different sentences using the modals.

### Exercise 1

- This is preparation for CYLET Flyers Reading and Writing Part 3.
- Ss skim the text and say what it is about (a girl meeting a boy she thinks she has met before).
- Ss then read the text more carefully and look at all the words before they choose.
- Check answers using the Lollipop stick technique.

Communication

5 **Exam Spot** Look at the pictures. Match a-h to 1-6. There are two extra sentences.



- a I agree, but I don't like tests. Can I borrow this book?
- b I've got tickets for the football match tomorrow. Would you like to come?
- c Can you stay for dinner this evening? We're having roast chicken!
- d We've got lots of History books! I think History is very interesting.
- e I played football yesterday.
- f Yes, I'd love to, thanks. I'm hungry!
- g I'd love to but I must stay at home and study. I've got a History test on Monday.
- h You're wrong. I don't like reading.

6 **Exam Spot** Ask and answer the questions in pairs.

- 1 What's your best friend's home like?
- 2 What must you do every morning before you go to school?
- 3 What are you doing next weekend?
- 4 Are you polite? Why do you think so?

Extra activity

- Pairwork: Ss write 4 questions using different question words from the text. They swap questions with another pair and answer them.

Exercise 2

- This is preparation for CYLET Flyers Reading and Writing Part 3.
- Read out the titles. Tell Ss to give a reason for their answer.

Answers → student page

Exam Language Bank

<b>Places to live</b>		
<b>Types of houses</b>	<b>Locations</b>	
block of flats / flat	in a city	
cottage	in the country	
detached house	in a town	
semi-detached house	in a village	
terraced house	on an island	
<b>Parts of the house</b>		
attic	basement	lift
balcony	ground/first/top floor	stairs
<b>In the house</b>		
bookcase	drawer	sink
cupboard	mirror	tap
<b>Phrasal verbs</b>	<b>Life ambitions</b>	
check out	be a doctor / famous / rich	
clean up	have a family / an interesting job / my own business	
find out	learn a foreign language / to drive	
look for	live abroad / on my own	
wake up		
<b>Being with people</b>	<b>Good manners</b>	
call	arrive on time	
give someone a hug	ask for permission	
invite	be polite	
kiss	don't be late	
shake hands	don't interrupt	
visit	wait your turn	
<b>Invitations</b>		
<b>Making an invitation</b>		
<i>Mum's taking us to the adventure park on Saturday. Can you come?</i>		
Are you free on Sunday? Would you like to hang out?		
Do you want to hang out on Sunday?		
<b>Accepting an invitation</b>		
That sounds fun/great. Thank you.		
Yes, I'd love to, thanks.		
<b>Declining an invitation</b>		
I'm sorry, I can't (come). I'm busy on Saturday.		
I'd love to, but we're visiting our cousins this Saturday.		
Sorry, maybe next time.		
<b>Agreeing and disagreeing</b>		
<b>Agreeing</b>	<b>Disagreeing</b>	
I agree (with you).	I disagree / don't agree (with you).	
You're right.	You're wrong.	
That's true. / That's right.	That's not true. / That isn't right.	
That's what I think too.	I don't think so.	

Exercise 4 3.62

- This is preparation for PTEYL Breakthrough, Task 2.
- Ask different Ss to read out the questions and ask them to suggest what kind of information they need in the answers.
- Play the audio twice.
- Check answers using the Lollipop stick technique.

Answers

- 2 top
- 3 his mum and sister
- 4 six o'clock
- 5 no
- 6 spaghetti pizza
- 7 her dad had a stomach ache
- 8 six o'clock

Exercise 5

- This is preparation for PTEYL Breakthrough, Task 4.
- Tell Ss to look carefully at the pictures and think about what they can see.
- Check answers using the Lollipop stick technique.

Answers → student page

Extra activity

- Pairwork: Ss draw a picture connected to the revision language and write two sentences for it. One sentence matches the picture and the other one doesn't match it. Ss then look at their partner's picture, describe what they can see and find the matching sentence.

Exercise 6

- This is preparation for CYLET/PTEYL Speaking.
- Read the questions. Ss talk in pairs. Ask different pairs to report their answers back to the class.

Finishing the lesson

- Write the headings Reading and Writing, Listening, Communication on the board. Read each out. Ss show self-assessment response cards (😊, 😐, 😞). Then they write one sentence about what they did well in each section and one about what they could improve.

Fast finishers

- Ss find all the tenses in Exercise 1 and make a list on what they find.
- Ss study the Exam Language Bank.

Exercise 3

- This is preparation for PTEYL Breakthrough, Task 6.
- Read out the instructions and make sure Ss know what to do.
- Ss write individually. They exchange notebooks and review each other's work using the Two Stars and a wish technique.

Extra activity

- Use the first two questions from Exercise 3 to do a class survey. Draw four columns and write the headings: go to university / get a job / live on my own / share a flat on the board. Ss come to the board and mark their preferences in the columns. Then count the results.

## Student A activities

### Unit 1 Lesson 1.2, Page 13, Exercise 10

Find differences between your picture and Student B's picture.

- 1 What's happening in your picture? Tell Student B using the verbs in the box.

~~iron~~ take out sleep text

A: *In my picture, the man is ironing.*

B: *Yes, in my picture, he's ironing too.*



- 2 Listen to Student B. Is the same thing or a different thing happening in your picture?

B: *In my picture, the woman is ...*

A: *In my picture, she's ...*

### Unit 5 Lesson 5.3, Page 63, Exercise 7

- 1 Answer Student B's question. Use the information in the leaflet.

A: *You shouldn't camp near water.*

Going camping? Here's how to prevent mosquito bites:

- camp near water ✗
- wear light colours ✓
- wear shorts and T-shirts ✗
- use a mosquito net ✓

- 2 Ask Student B this question. Listen and complete the notes.

A: *What should I do to prevent burns?*

Going camping? Here's how to prevent burns:

- go near the <sup>1</sup> \_\_\_\_\_ ✗
- build the fire far away from the <sup>2</sup> \_\_\_\_\_ ✓
- touch <sup>3</sup> \_\_\_\_\_ pots and pans ✗
- have some <sup>4</sup> \_\_\_\_\_ near the fire ✓

## Student A&B activities

### Unit 0 Lesson 0.5, Page 9, Exercise 1

... an apple pie!

### Unit 4 Lesson 4.2, Page 49, Exercise 10

Game! What were you doing yesterday at twelve o'clock? Throw a dice twice. Write sentences. Read them to the class.



- |                  |                        |
|------------------|------------------------|
| 1 school         | 1 stand in a queue     |
| 2 garden         | 2 <b>sleep</b>         |
| 3 <b>kitchen</b> | 3 brush my teeth       |
| 4 museum         | 4 feed the animals     |
| 5 shop           | 5 looking for a friend |
| 6 park           | 6 ride my bike         |

*I was in the kitchen. I was sleeping.*

### Unit 6 Lesson 6.4, Page 76, Exercise 6

In pairs, complete the lists with your ideas. Then act out dialogues. Look at Exercise 5 for examples.

- 1 To have for dessert:  
\_\_\_\_\_ or \_\_\_\_\_
- 2 To do now:  
\_\_\_\_\_ or \_\_\_\_\_
- 3 To have when it's cold:  
\_\_\_\_\_ or \_\_\_\_\_
- 4 To do this summer:  
\_\_\_\_\_ or \_\_\_\_\_
- 5 To have for dinner tonight:  
\_\_\_\_\_ or \_\_\_\_\_

## Student B activities

### Unit 1 Lesson 1.2, Page 13, Exercise 10

Find differences between your picture and Student A's picture.

- 1 Listen to Student A. Is the same thing or a different thing happening in your picture?

A: *In my picture, the man is ironing.*

B: *Yes, in my picture, he's ironing too.*



- 2 What's happening in your picture? Tell Student A using the verbs in the box.

feed listen set

B: *In my picture, the woman is ...* A: *In my picture, she's ...*

### Unit 5 Lesson 5.3, Page 63, Exercise 7

- 1 Ask Student A this question. Listen and complete the notes.

B: *What should I do to prevent mosquito bites?*

Going camping? Here's how to prevent mosquito bites:

- camp near <sup>1</sup> \_\_\_\_\_ X
- wear <sup>2</sup> \_\_\_\_\_ colours ✓
- wear <sup>3</sup> \_\_\_\_\_ and T-shirts X
- use a <sup>4</sup> \_\_\_\_\_ ✓

- 2 Answer Student A's question. Use the information in the leaflet.

Going camping? Here's how to prevent burns:

- go near the fire X
- build the fire far away from the tent ✓
- touch hot pots and pans X
- have some water near the fire ✓

B: *You shouldn't go near the fire.*

## Student A&B activities

### Unit 6 Lesson 6.6, Page 78, Exercise 6



- 1 \_\_\_\_\_  
and chop one onion.

- 2 \_\_\_\_\_  
two tomatoes.



- 3 \_\_\_\_\_  
the onion.

- 4 \_\_\_\_\_  
the tomatoes, and some salt and pepper.



- 5 \_\_\_\_\_  
some pasta.

- 6 Put the sauce on the pasta.

### Unit 8 Lesson 8.4, Page 100, Exercise 5

- 1 Complete the list with your opinions.

- 1 the best music: \_\_\_\_\_
- 2 a great computer game: \_\_\_\_\_
- 3 a good book: \_\_\_\_\_
- 4 a fun hobby: \_\_\_\_\_
- 5 an exciting sport: \_\_\_\_\_
- 6 delicious food: \_\_\_\_\_

- 2 In pairs, take turns to say what you think. Your partner can agree or disagree.

A: *I think that rap is the best music.*

B: *I don't think so. I think rock is better.*

### Lesson aims:

- Vocabulary: money and maths

### Assessment for Learning in this lesson

- Setting aims and criteria for success: Warm-up
- Giving feedback: Exercise 3, 4 and 5
- Peer learning: Exercise 6
- Independent learning: Finishing the lesson

### Warm-up

- (Books closed) Ask different Ss the name of the money they use in their country. Ask them if they know what money people use in other countries.
- (Books open) Ss look at page 86 in the Workbook. Say and write *Today we will learn about three different types of money.*

### Lead-in

- Write on the board: *Currency = type of money we use in a country. Ask What's the currency in your country? and elicit answers. Write the symbol(s) for your country's money on the board. Say A currency has a symbol. This is the symbol for [currency name].*
- Teach *coin* and *note* with real money or drawings. Say the words and have Ss repeat.

### Exercise 1

- Play the recording, pausing for Ss to repeat each word.
- Draw the symbols on the board. Different Ss write the correct words next to them.

Answers → student page

### Exercise 2

- Give Ss one minute to complete the table.

### Exercise 3

- Tell Ss read the text quickly and to check their answers to Exercise 2.
- Check answers using the Lollipop stick technique.

Answers → student page

### Exercise 4

- Read out the first sentence

## Money

- 1 Listen and repeat. Match the symbols with words in the box.

### Vocabulary Money and Maths

cent coin dollar equals euro minus  
note pence plus pound

- 1 \$ dollar 3 € euro 5 p pence 7 - minus  
2 £ pound 4 c cent 6 + plus 8 = equals

- 2 Label the money.

cents cents dollar euros pence pounds

	Coins	Notes
the USA	 fifty <sup>1</sup> <u>cents</u>	 one <sup>2</sup> <u>dollar</u>
the UK	 twenty <sup>3</sup> <u>pence</u>	 five <sup>4</sup> <u>pounds</u>
some European countries	 twenty <sup>5</sup> <u>cents</u>	 ten <sup>6</sup> <u>euros</u>

- 3 Read the text. Did you label the money in Exercise 2 correctly?

A currency is the money we use in a country. Different countries have different currencies.

### The British pound (£)

The British pound is one of the oldest currencies in the world. There are notes for 5, 10, 20 and 50 pounds. The new notes are plastic, not paper. There are lots of coins: 1, 2, 5, 10, 20 and 50 pence. You can say 'pence' or 'p'. The other coins are 1 pound and 2 pounds.

86

and answer. Tell Ss to read the first paragraph carefully and to underline where the answer is. Ss then read the rest of the text and underline the parts where they find the answers.

- Check answers using the Lollipop stick technique. Ask Ss to correct the false sentences.

Answers → student page

### Exercise 5

- Draw Ss' attention to the Look! box. Read out the words and have Ss repeat. Do the sum on the board for item 1 and 2, asking different Ss to say the answers.
- Check answers using the Lollipop stick technique.

Answers → student page

- 4 Read the text again. Circle (True) or F (False).

- 1 The new British notes aren't paper. T / (F)  
2 The US dollar is the oldest currency in the world. T / (F)  
4 The Euro has eight notes. T / (F)  
3 Some US cents have names. (T) / F

- 5 How much money have you got? Do the maths and write.

**LOOK!** 1 cent, 2 cents, 3 cents ...  
1 penny, 2 pence, 3 pence ...

- 1 £1 + 50p = £1.50  
One pound plus fifty pence equals one pound fifty.
- 2 £5 - 20p = £ 4.80 *Five pounds minus twenty pence equals four pounds (and) eighty pence*
- 3 \$20 - \$1.10 = \$ 18.90 *Twenty dollars minus one dollar and ten cents equals eighteen dollars (and) ninety cents*
- 4 €50 + €2.20 = € 52.20 *fifty euros plus two euros and twenty cents equals fifty-two euros (and) twenty cents*

- 6 In your notebook, answer the questions.

- 1 What currency do you use in your country?  
2 Which note and coin from the text do you like best? Why?  
3 What other currencies do you know?

### The Euro (€)

The Euro is a new currency and many European countries use it. There are notes for 5, 10, 20, 50, 100, 200 and 500 euros. There are eight coins: the cents are 1, 2, 5, 10, 20 and 50 and the euros are 1 and 2. The coins are the same on one side, but on the other side there are different pictures for each country. For example, Austria has Mozart, Belgium has the king and France has a tree.

## Currencies

### The US dollar (\$)

The US dollar is a popular currency. There are notes: 1, 2, 5, 10, 20, 50 and 100 dollars and coins: 1, 5, 10, 25, 50 cents and 1 dollar. The coins have names. One cent is a 'penny', 5 cents is a 'nickel', ten cents is a 'dime', 25 cents is a 'quarter' and 50 cents is a 'half dollar.'

### Exercise 6

- Give Ss time to think and write and then compare ideas using the Think-pair-share technique. Have Ss share their ideas with the class.

### Finishing the lesson

- Call out a currency word from the lesson and Ss respond together with the country or countries it is used in.
- Ask Ss how many new words they learned today. Remind Ss to add new words to lists in their notebooks.

### Fast finishers

- Ss list the things they knew before the lesson and now know after the lesson under the headings: *I knew / Now I know.*

## Listening to music

1 25 Listen and repeat.

### Vocabulary Listening to music

cassette cassette player CD player  
compact disc gramophone MP3 player  
record player smartphone vinyl record

2 Look at the photos. Can you number the photos from the oldest player (1) to the newest player (6)?

a 3



cassette player

b 4



a CD player

c 2



record player

d 5



MP3 player

e 6



smartphone

f 7



gramophone

3 Label the photos with the words from Exercise 1. Then read the text and check your answers to Exercise 2.

4 Read the text again and circle True (T), False (F) or Doesn't say (DS).

- 1 A gramophone worked with electricity. T /  / DS
- 2 Vinyl records were very expensive. T / F /  DS
- 3 When compact discs arrived, people stopped buying vinyl records and cassettes.  / F / DS
- 4 The Sony Discman was good for listening to music when you weren't at home.  / F / DS
- 5 Today people don't listen to music all the time. T / F /  DS
- 6 Music apps are for listening to music on MP3 players. T /  / DS

5 Answer the questions.

- 1 What did your parents use to listen to music when they were your age?  
\_\_\_\_\_
- 2 What do you use to listen to music?  
\_\_\_\_\_
- 3 Think about the last song you listened to. What were you doing at that time?  
\_\_\_\_\_
- 4 Do you prefer to listen to music with speakers or headphones? Why?  
\_\_\_\_\_
- 5 Where do you usually listen to music?  
\_\_\_\_\_

- Play a game. Draw an item for Ss to say what it is. When all the drawings are on the board, have Ss close their eyes. Erase one drawing and then ask Ss to look and say which item has gone.

### Exercise 1 25

- Play the recording, pausing for Ss to repeat each word.

### Exercise 2

- Ss work in pairs to discuss the order of the players. Ask different pairs to offer suggestions. Do not confirm answers yet.

### Exercise 3

- Ss work in the same pairs.
- Check answers for the labelling using the Lollipop stick technique.
- Ss then read the first paragraph of the text individually to confirm the example for the order of the players. They then read the rest of the text to find out about the players and check the order.
- Check answers for the order using the Lollipop stick technique.

Answers → student page

### Exercise 4

- Ask a student to read out the example and then say the true sentence using information in the text. Ss then complete the activity individually.
- Check answers using the Lollipop stick technique. Ask Ss to correct the false sentences.

Answers → student page

### Exercise 5

- Give Ss time to think and write and then compare ideas using the Think-pair-share technique. Ss then share their ideas with the class.

### Finishing the lesson

- (Books closed) Ask *Can you name the music players in this lesson? When did people first use them?* Ss raise their hands to answer.
- Ask Ss how many new words they learned today. Ask them also what they learned about music players. Remind Ss to add new words to lists in their notebooks.

### Fast finishers

- Ss underline all the words connected to music in the text.

## 100 years of listening to music

One hundred years ago, people listened to music on a gramophone. The music was on records that went round and round. Gramophones didn't work with electricity - they worked with a key you turned, like an old clock. The sound came from a large metal cone. Gramophones weighed a lot - more than 12 kilos! In the 1940s, people listened to music on record players that worked with electricity. Record players had speakers and the records were vinyl. Vinyl was a special plastic for records. Thirty years later, people also had cassette players. The cassettes weren't 'strong' but they were smaller than records. The Sony Walkman® - a small portable cassette player with headphones - was also popular.

Then in 1982, CD players arrived in the shops. People stopped listening to records and cassettes and they bought compact discs. The compact discs were stronger than cassettes and the sound was better. Lots of people bought the portable Sony Discman with headphones and listened to their CDs outside their homes. Nowadays we listen to music with headphones on MP3 players and smartphones. You can download songs to an MP3 player or a smartphone. Now you can also listen to music on apps with your smartphone. Vinyl records are popular again today, so ask your grandparents to find their old record players!

# 3&4

## In this lesson

### Lesson aims:

- Vocabulary: music players

### Assessment for Learning in this lesson

- Setting aims and criteria for success: Warm-up
- Giving feedback: Exercise 3 and 4
- Peer learning: Exercise 2 and 5
- Independent learning: Finishing the lesson

### Warm-up

- (Books closed) Write these words on the board: *speakers, headphones, portable*. Ask *What theme do these words have in common?*
- (Books open) Ss look at page 87 in the Workbook. Ask the class to confirm or find the theme (music). Say and write *Today we will learn about different music players from the past to now.*

### Lead-in

- Teach the vocabulary with drawings on the board or real objects if possible. Say the words and have Ss repeat.

### Lesson aims:

- Vocabulary: healthy meals

### Assessment for Learning in this lesson

- Setting aims and criteria for success: Warm-up
- Giving feedback: Exercise 2 and 3
- Peer learning: Exercise 4 and 5
- Independent learning: Finishing the lesson

### Warm-up

- (Books closed) Write these words on the board: *jam, chocolate, biscuits, milkshake, cakes*. Ask Ss what all these words are related to (food) and what taste they have in common (they are sweet).
- (Books open) Ss look at page 88 in the Workbook. Say and write *Today we will learn about what things are in our food and why we need them*.

### Lead-in

- Write *Healthy meals* on the board next to the sweet food. Ask *Are these sweet things healthy?* and elicit *No*. Ask *Can you think of some healthy food?* Ss raise their hands to offer ideas.
- Teach the new words with definitions. *We count the energy in our food in calories. Carbohydrates give us energy. Cheese is a milk product. Can you think of another milk product? We keep fat in our bodies to stay hot in winter. Fibre helps food go out of our bodies! Minerals help us stay healthy. Calcium in milk is a mineral. Protein makes us strong. Vitamins stop us getting ill. Vitamin C is in oranges.*

### Exercise 1

- Play the recording, pausing for Ss to repeat each word.

### Exercise 2

- Ss do the exercise individually and then compare answers with a partner. Use the Lollipop stick technique to check answers.

### Healthy meals

#### 1 Listen and repeat.

#### Vocabulary Healthy meals

calories carbohydrates milk products  
fat fibre minerals protein vitamins

#### 2 Match the food items in the photo with the words in the box.

bread and pasta 1 meat and fish 5  
fruit and vegetables 2 sweets 3  
milk and butter 4



#### 3 Read the blog. Complete the sentences with the words from Exercise 1.

- Protein* is good for our brains.
- We get energy from *carbohydrates* in cereal.
- There are *vitamins* in all types of fruit.
- There is *fat* in butter.
- Green vegetables have *fibre* and vitamins.
- There are lots of *calories* in food with sugar and fats.
- Milk products have protein and *minerals*.

#### 4 Complete the table with the food items in the box. Look for more ideas on the Internet.

apple butter fish milk rice potatoes

vitamins	apple
fibre	rice
minerals	milk
protein	fish
fat	butter
carbohydrates	potatoes

#### 5 What do you like for breakfast and lunch? Are your meals healthy?

- For breakfast I like \_\_\_\_\_. My breakfast is / isn't healthy because \_\_\_\_\_.
- For lunch I like \_\_\_\_\_. My lunch is / isn't healthy because \_\_\_\_\_.



### Healthy meals

by Harry

**Breakfast**  
In the morning you need to be active, so have a healthy breakfast. I like cereal with milk and a glass of orange juice. Carbohydrates in cereal give you energy, the milk has minerals and orange juice has Vitamin C. In fact, all fruit has lots of vitamins.

**Lunch**  
For lunch I usually have chicken and tomato sandwiches with brown bread. It's better than white bread because it has more fibre. Chicken has protein, so you can do well in class! 😊 And tomatoes have fibre and Vitamin E. I only put a little butter because it has fat and it isn't good for your health.

**Dinner**  
I like fish or meat for dinner because it has protein. Red meat also has important minerals. I add potatoes, pasta or rice - they have carbohydrates - and green vegetables for fibre and vitamins.

**Snacks**  
I try not to eat sweets or chocolates! Sugar and fat have lots of calories, so they're not good for you! Have an apple, a cereal bar or a salad instead. I sometimes boil an egg for an egg sandwich because milk products (eggs, milk, cheese, yoghurt, butter) have protein and minerals.

We need protein for our brains, fibre to make food go through our bodies and carbohydrates for energy. Vitamins and minerals help us grow and help us stay healthy.

Answers → student page

#### Exercise 3

- Read the title of the blog. Ss cover the text and predict what food Harry might mention.
- Ss read the text quickly to see if they predicted any of the food.
- Ss read the text again and complete the sentences. They underline the sentences that give the answers.
- Check answers using the Lollipop stick technique.

Answers → student page

#### Exercise 4

- Pairwork: Ss discuss and look for more ideas together. They use the Internet if available in class.

- Draw the table on the board and ask different Ss to add their ideas to it.

Answers → student page

#### Exercise 5

- Give Ss time to think and write and then compare ideas using the Think-pair-share technique. Have Ss report back their partner's answers.

#### Finishing the lesson

- Ask *What new words can you remember? What new information did you learn? Are you going to eat different things now?*

#### Fast finishers

- Ss circle the food words and underline the things that food contains in the text.

## Sources of energy

### 1 27 Listen and repeat.

#### Vocabulary Sources of energy

coal gas oil renewable sources of energy  
solar farms solar panels wind farms

### 2 Read the text. Complete the gaps with the words from Exercise 1.

I'm William and this is my school project on sources of energy.

Most people get electricity from:



They aren't renewable and they make air and water dirty. My family thinks looking after our planet is important. We should save energy and we should also use <sup>1</sup>renewable sources of energy. Read on to learn more.

<sup>2</sup> Wind farms use the wind to make energy. This energy turns into electricity and we can use it to power our washing machines and blenders. Wind is always with us, so we can use it again and again. That's why we call it renewable.



Another thing we can use is the sun. Lots of houses have <sup>3</sup> solar panels on the roof. We can use the heat from the sun for water heating, but we can also make electricity with the sun's energy. <sup>4</sup> Solar farms can make electricity for whole towns.



A block of flats is a tall building. We can build houses and flats with natural materials like wood and stone, so they are good for the planet. We can even grow plants on buildings. They look nice and the rooms inside stay warm in winter and cool in summer. That means that we use less coal, oil and <sup>5</sup> gas for heating and we save energy.



### 3 Circle the correct answer.

- When you save energy you use less / more energy.
- A solar panel makes electricity from the sun / water.
- A wind farm makes energy from plants / the wind.
- We can / can't use a renewable source of energy many times.
- We need water heating in buildings for hot / cold water.
- Coal, gas and oil are / aren't renewable sources of energy.

### 4 Tick (✓) what saves energy and cross (✗) what doesn't save energy.

- driving a car
- having a solar panel on the roof
- leaving the TV on when you aren't watching
- not leaving a computer on stand-by
- riding a bike to school
- using coal to heat the house
- wearing T-shirts at home in winter with the heating very high

### 5 Do you save energy at home and at school? What can you do to save more? Ask other people and look for some ideas on the Internet.

#### My home:

- What I do to save energy: I don't leave my computer on stand-by, \_\_\_\_\_
- More things I can do to save energy: I can ride my bike to school, \_\_\_\_\_

#### My school:

- What we do to save energy: \_\_\_\_\_
- More things we can do to save energy: \_\_\_\_\_

- Teach the phrases with sentences.  
*Renewable sources of energy are things you can use lots of times. The sun and wind are renewable.*  
*Solar farms use the sun to make electricity.*  
*Lots of people put solar panels on top of their house.*  
*Wind farms use the wind to make electricity.*

### Exercise 1 27

- Play the recording, pausing for Ss to repeat each word.

### Exercise 2

- Tell Ss to read the first sentence. Ask *What is this text?* and elicit *William's school project*.
- Tell Ss to read the project, fill in the gaps and then to compare answers with a partner.
- Check answers using the Lollipop stick technique.

Answers → student page

### Exercise 3

- Tell Ss to read the text carefully and to underline the parts of the text where they find the information they need.
- Check answers using the Lollipop stick technique.

Answers → student page

### Exercise 4

- Pairwork. Ss discuss in pairs in order to decide what to tick or cross. They think of reasons for their answers.
- Ask different pairs to give answers and reasons.

Answers → student page

### Exercise 5

- Give Ss time to think and write and then compare ideas using the Think-pair-share technique. If the Internet is not available in class, Ss can do research at home and discuss in the next lesson.
- Ask for class feedback and write Ss ideas on the board.

### Finishing the lesson

- Ask *What is the most interesting thing you learned in this lesson?* Ss raise their hands to offer answers.

### Fast finishers

- Ss draw the new words in their notebooks and label them in their notebooks.

## In this lesson

### Lesson aims:

- Vocabulary: sources of energy

### Assessment for Learning in this lesson

- Setting aims and criteria for success: Warm-up
- Giving feedback: Warm-up, Exercise 2 and 3
- Peer learning: Exercise 4 and 5
- Independent learning: Finishing the lesson

### Warm-up

- (*Books closed*) Write *Electricity* on the board and ask different Ss to say things they use that need electricity using the Basketball technique.
- (*Books open*) Ss look at page 89 in the Workbook. Say and write *Today we will learn about what we use to make electricity*.

### Lead-in

- Write *sun*, *plants* and *wind* on the board. Ss match them to the square photos in the text.
- Teach the words *coal*, *gas* and *oil* with the photos on circles.

# Word list

## Unit 0

### Get started!

#### 0.1

##### Vocabulary

###### Places in town

bank /bæŋk/  
café /'kæfeɪ/  
cinema /'sɪnəmə/  
hospital /'hɒspɪtl/  
hotel /həʊ'tel/  
museum /'mju:ziəm/  
park /pɑ:k/  
restaurant /'restərɒnt/  
stadium /'steɪdiəm/  
theatre /'θiətə/

###### Means of transport

bike /baɪk/  
boat /bəʊt/  
bus /bʌs/  
car /kɑ:/  
motorbike /'məʊtəbaɪk/  
plane /pleɪn/  
taxi /'tæksi/  
train /treɪn/  
tram /træm/  
underground /'ʌndəgraʊnd/

##### Other

art class /'ɑ:t klɑ:s/  
at least /ət 'li:st/  
genius /'dʒi:nɪəs/  
twice a week /'tuwaɪs ə 'wi:k/  
unfortunately /ʌn'fɔ:tʃənətlɪ/

#### 0.2

##### Vocabulary

###### Jobs

artist /'ɑ:tɪst/  
builder /'bɪldə/  
bus driver /'bʌs ,draɪvə/  
chef /ʃef/  
doctor /'dɒktə/  
farmer /'fɑ:mə/  
footballer /'fʊtbɔ:lə/  
nurse /nɜ:s/  
office worker /'ɒfɪs ,wɜ:kə/  
pilot /'paɪlət/  
police officer /pə'li:z ,ɒfəsə/  
shop assistant /'ʃɒp ə'sɪstənt/  
singer /'sɪŋə/  
teacher /'ti:tʃə/  
vet /vet/

##### Other

brilliant /'brɪljənt/  
Here's an idea. /,hɪəz ən aɪ'diə/  
indoors /,ɪn'dɔ:z/  
outdoors /,aʊt'dɔ:z/

#### 0.3

##### Vocabulary

###### School subjects

Art /ɑ:t/  
Computer studies / kəm'pjʊ:tə ,stʌdɪz/  
English /'ɪŋɡlɪʃ/  
Geography /dʒɪ'ɒgrəfi/  
History /'hɪstəri/

Maths /mæθs/  
Music /'mju:zɪk/  
P.E. /,pi: 'i:z/  
Science /'saɪəns/

##### Vocabulary

###### Places in a school

canteen /kæn'ti:n/  
classroom /'kla:s-rʊm/  
computer room /kəm'pjʊ:tə rʊ:m/  
gym /dʒɪm/  
hall /hɔ:l/  
library /'laɪbrəri/  
playground /'pleɪgraʊnd/  
staff room /'stɑ:f rʊ:m/

##### Other

get mad /,get 'mæd/  
laptop case /'læptɒp keɪs/

#### 0.4

##### Vocabulary

###### Adjectives

angry /'æŋɡri/  
bored /bɔ:d/  
friendly /'frendli/  
funny /'fʌni/  
happy /'hæpi/  
helpful /'helpfəl/  
intelligent /ɪn'telədʒənt/  
kind /kaɪnd/  
sad /sæd/  
tired /taɪəd/

###### Adjectives with prepositions

bad at /'bæd ət/  
good at /'ɡʊd ət/  
excited about /ɪk'saɪtɪd ə'baʊt/  
interested in /'ɪntrɪstɪd ɪn/  
scared of /'skeəd əv/  
worried about /'wɒrɪd ə'baʊt/

#### 0.5

##### Vocabulary

###### Food and drink

apple /'æpəl/  
biscuit /'bɪskɪt/  
bread /bred/  
butter /'bʌtə/  
carrot /'kærət/  
cereal /'sɪəriəl/  
chocolate /'tʃɒklət/  
cucumber /'kju:kʌmbə/  
egg /eg/  
flour /'flaʊə/  
juice /dʒu:s/  
orange /'ɒrændʒ/  
rice /raɪs/  
strawberry /'strɔ:bəri/  
sugar /'ʃʊɡə/  
tuna /'tju:nə/  
water /'wɔ:tə/  
yoghurt /'jɒɡət/

##### Vocabulary

###### Containers

a bar of chocolate /ə ,bɑ:r əv 'tʃɒklət/

a bottle of water /ə ,bɒtl əv 'wɔ:tə/  
a can of tuna /ə ,kæn əv 'tju:nə/  
a carton of milk /ə ,kɑ:tɒn əv 'mɪlk/  
a jar of jam /ə ,dʒɑ:r əv 'dʒæm/  
a packet of flour /ə ,pækɪt əv 'flaʊə/

## Unit 1

### Life at home

#### 1.1

##### Vocabulary

###### Household chores

clear the table /,kliə ðə 'teɪbəl/  
empty the dishwasher /,empti ðə 'dɪʃ,wɒʃə/  
feed the dog /,fi:d ðə 'dɒɡ/  
hang out the washing /,hæŋ aʊt ðə 'wɒʃɪŋ/  
iron your T-shirt /,aɪən jə 'ti:ʃɜ:t/  
load the dishwasher /,ləʊd ðə 'dɪʃ,wɒʃə/  
load the washing machine /,ləʊd ðə 'wɒʃɪŋ məʃi:n/  
make your bed /,meɪk jə 'bed/  
put away your clothes /,pʊt ə'weɪ jə 'kləʊðz/  
set the table /,set ðə 'teɪbəl/  
take out the rubbish /,teɪk aʊt ðə 'rʌbɪʃ/  
vacuum your room / ,vækjuəm jə 'ru:m/  
water the plants /,wɔ:tə ðə 'plɑ:nts/

#### 1.2

##### Say it!

Nice try! /,naɪs 'traɪ/  
Not really. /,nɒt 'ri:li/  
Yeah, right! /,jeə 'raɪt/

##### Other

call /kɔ:l/  
on my own /,ɒn maɪ 'əʊn/  
school fair /'sku:l feə/

#### 1.3

##### Other

day off /,deɪ 'ɒf/  
tiring /'taɪərɪŋ/

#### 1.4

##### Communication

###### Asking for and offering help

**Asking for help**  
Can you help me with the sofa, please?  
Can you move the coffee table, please?

###### Reacting

I'm sorry, I can't. I'm busy right now.  
No problem.

Yes, of course.

###### Offering help

Can I help you with the lamp?  
Do you need any help with the lamp?

###### Reacting

No, that's fine, thank you.  
Yes, please.

###### Other

ingredients /ɪn'ɡri:diənts/

#### 1.5

##### Vocabulary

###### Personality adjectives

bossy /'bɒsi/  
easy-going /,i:zi 'ɡəʊɪŋ/  
loud /laʊd/  
messy /'mesi/  
organised /'ɔ:gənəɪzd/  
patient /'peɪʃənt/  
quiet /'kwaɪət/  
tidy /'taɪdi/

##### Other

argue about /,ɑ:gju: ə'baʊt/  
bowl /bəʊl/  
difficult /'dɪfɪkəlt/  
easily /'i:zəli/  
get upset /,get ʌp'set/  
lucky /'lʌki/  
only child /,əʊnli 'tʃaɪld/

## Get Culture

### Unusual places to live

above /ə'boʊv/  
climate /'klaɪmət/  
cover /'kʌvə/  
for this reason /fɔ 'ðɪs ,ri:zən/  
get light /,get 'laɪt/  
glow-in-the-dark /,ɡləʊ ɪn ðə 'da:k/  
golf course /'ɡɒlf kɔ:s/  
grass /ɡrɑ:s/  
igloo /'ɪɡlu:/  
in the east/north/south/  
west of /ɪn ðə 'i:st / ɪn ðə 'nɔ:θ / ɪn ðə 'saʊθ / ɪn ðə 'west əv/  
last /lɑ:st/  
lose golf balls /,lu:z 'ɡɒlf bɔ:lz/  
on the coast /ɒn ðə 'kəʊst/  
percent /pə'sent/  
rain forest /'reɪn ,fɒrɪst/  
season /'si:zən/  
storm /stɔ:m/  
under the ground /,ʌndə ðə 'graʊnd/

## Unit 2 Shopping

### 2.1

#### Vocabulary

##### Shopping

##### Nouns

cashier /kæʃɪə/  
shopping bag /ʃɒpɪŋ bæɡ/  
shopping basket /ʃɒpɪŋ  
ˌbɑːskɪt/

shopping list /ʃɒpɪŋ ˌlɪst/  
shopping trolley /ʃɒpɪŋ ˌtrɒli/  
special offer /ˌspeʃəl ˈɒfə/

##### Phrases

carry the shopping /ˌkæri  
ðə ˈʃɒpɪŋ/  
check the price /ˌtʃek ðə  
ˈpraɪs/  
get a receipt /ˌget ə rɪˈsiːt/  
get your change /ˌget jə  
ˈtʃeɪndʒ/  
pay by card /ˌpeɪ baɪ ˈkɑːd/  
pay for the shopping /ˌpeɪ  
fə ðə ˈʃɒpɪŋ/  
pay in cash /ˌpeɪ ɪn ˈkæʃ/  
stand in a queue /ˌstænd ɪn  
ə ˈkjuː/

### 2.2

#### Say it!

Have fun! /ˌhæv ˈfʌn/  
Here we are! /ˌhiə ˌwiː ˈɑː/  
I don't believe it! /ˌaɪ ˌdʌvɪnt  
bəˈliːv ɪt/

##### Other

choose /tʃuːz/  
hole /həʊl/  
site /saɪt/  
stylish /ˈstaɪlɪʃ/

### 2.3

#### Vocabulary

##### Shops

baker's /ˈbeɪkəz/  
bookshop /ˈbʊkʃɒp/  
chemist's /ˈkeməstɪz/  
clothes shop /ˈkləʊðz ʃɒp/  
department store  
/ˌdɪpɑːtmənt stɔː/  
greengrocer's /ˌɡriːnˌɡrəʊsəz/  
newsagent's /ˈnjuːzˌeɪdʒənts/  
shoe shop /ˈʃuː ʃɒp/  
sports shop /ˈspɔːts ʃɒp/

### 2.4

#### Communication

##### Shopping for clothes

##### Shop assistant

Can I help you?  
The changing rooms are  
over there.

What size are you?  
Yes, we do. Here you are.  
Sorry, we don't.

##### Customer

Can I try it on?  
Can I try them on?  
Do you have this in grey?  
Do you have these in grey?

Do you have this in a size 10 /  
in a small?

Do you have these in a size  
10 / in a small?

I'm looking for new jeans.  
No thanks, I'm just looking.

I'm a size 10 / a small /  
a medium / a large.

### 2.5

##### Other

book /bʊk/  
brilliant /ˈbrɪljənt/  
cost /kɒst/  
free /friː/  
make sure /ˌmeɪk ˈʃʊː/  
opening hours /ˈəʊpənɪŋ  
ˌaʊəz/  
per person /pə ˈpɜːsən/  
serve /sɜːv/  
snack /snæk/  
staff /stɑːf/  
touch /tʌtʃ/  
while /waɪl/

### 2.6

#### Writing

##### Ordering arguments

Finally /ˈfaɪnəli/  
First of all /ˈfɜːst əv ɔːl/  
What's more /wɒts ˈmɔː/

##### Other

choice /tʃɔɪs/  
design /dɪˈzaɪn/  
portable charger /ˌpɔːtəbəl  
ˈtʃɑːdʒə/  
portable speakers /ˌpɔːtəbəl  
ˈspiːkəz/

## Unit 3

### Going on holiday

#### 3.1

##### Vocabulary

##### Going on holiday

explore an area /ɪkˌsplɔː  
ən ˈeəriə/  
explore a city /ɪkˌsplɔːr  
ə ˈsɪti/  
explore a town /ɪkˌsplɔːr  
ə ˈtaʊn/  
go camping /ˌɡəʊ ˈkæmpɪŋ/  
go cycling /ˌɡəʊ ˈsaɪklɪŋ/  
go hiking /ˌɡəʊ ˈhaɪkɪŋ/  
go on a boat trip /ˌɡəʊ ɒn  
ə ˈbəʊt trɪp/  
go on a day trip /ˌɡəʊ ɒn  
ə ˈdeɪ trɪp/  
go on a guided tour /ˌɡəʊ  
ɒn ə ˌɡaɪdɪd ˈtuə/  
go snorkelling /ˌɡəʊ  
ˈsnɔːkəlɪŋ/  
go to the beach /ˌɡəʊ tə ðə  
ˈbiːtʃ/  
try the local food /ˌtraɪ ðə  
ˌləʊkəl ˈfuːd/

#### 3.2

##### Say it!

That's weird! /ˌðætɪz ˈwiəd/

What on earth ...? /ˌwɒt ɒn  
ˈɜːθ/

##### Other

a week ago /ə ˌwiːk əˈɡəʊ/  
airport /ˈeəpɔːt/  
catch /kætʃ/  
give me a hand /ˌɡɪv mi  
ə ˈhænd/  
lock the back door /ˌlɒk ðə  
ˌbæk ˈdɔː/  
pillow /ˈpɪləʊ/  
still /stɪl/

#### 3.3

##### Other

Pleased to meet you. /ˌpliːzd  
tə ˈmiːt jə/  
premiere /ˈpremiə/

#### 3.4

#### Communication

##### Requests

##### Making requests

Can I have the tablet?  
Can you bring me my  
phone, please?  
Could you give me the key  
to my room?

##### Responding to requests

Not now, sorry. I'm busy.  
Sorry, you can't. / Sorry, I  
can't. I'm using it right  
now.

Yes, no problem.

Yes, of course.

##### Other

train timetable /ˌtreɪn  
ˈtaɪmˌteɪbəl/  
lend /lend/  
souvenir /ˌsuːvəˈnɪə/

#### 3.5

#### Vocabulary

##### Phrases with get

get bored /ˌget ˈbɔːd/  
get cold /ˌget ˈkəʊld/  
get dark /ˌget ˈdɑːk/  
get lost /ˌget ˈlɒst/  
get tired /ˌget ˈtaɪəd/

##### Other

caravan /ˈkærəvæn/  
go fishing /ˌɡəʊ ˈfɪʃɪŋ/  
grizzly bears /ˈɡrɪzli beəz/  
have a rest /ˌhæv ə ˈrest/  
humpback whales  
/ˌhʌmpbæk ˈweɪlz/  
lazy /ˈleɪzi/  
state /steɪt/  
wolf /wʊlf/

#### 3.6

##### Other

fit /fɪt/  
for hours /fər ˈaʊəz/

## Get Culture

### A journey around the USA

geyser /ˈɡiːzə/  
landscape /ˈlændskeɪp/  
make up /ˌmeɪk ˈʌp/  
neighbours /ˈneɪbəz/  
main /meɪn/  
wetlands /ˈwetləndz/

## Unit 4

### Useful things

#### 4.1

#### Vocabulary

##### Useful things

blender /ˈblendə/  
DVD player /ˌdiːviː ˈdiː ˌpleɪə/  
electric toothbrush /ɪˌlektɪk  
ˈtuːθbrʌʃ/  
games console /ˈɡeɪmz  
ˈkɒnsəʊl/  
hairdryer /ˈheəˌdraɪə/  
microwave oven  
/ˌmaɪkrəweɪv ˈʌvən/  
remote control /rɪˌməʊt  
kənˈtrəʊl/  
smart TV /ˌsmɑːt ˌtiːviː/  
toaster /ˈtəʊstə/  
USB stick /juː es ˈbiː stɪk/

#### Vocabulary

##### Using technology

plug in /ˌplʌɡ ˈɪn/  
turn off /ˌtɜːn ˈɒf/  
turn on /ˌtɜːn ˈɒn/  
unplug /ʌnˈplʌɡ/

##### Other

do a survey /ˌduː ə ˈsɜːveɪ/  
press /pres/

#### 4.2

##### Say it!

Check this out! /tʃek ðɪs ˈaʊt/  
Honest! /ˈɒnɪst/  
You're kidding /jə ˈkɪdɪŋ/

##### Other

board game /ˈbɔːd ɡeɪm/  
film crew /ˈfɪlm kruː/

#### 4.3

##### Other

break /breɪk/  
button /ˈbʌtn/  
invent /ɪnˈvent/  
invention /ɪnˈvenʃən/  
postman /ˈpəʊstmən/  
push /pʊʃ/  
snack maker /ˈsnæk ˌmeɪkə/  
storm /stɔːm/

#### 4.4

#### Communication

##### Sympathising

##### Asking what happened

What happened?

What's wrong?

You look upset.

You look worried.

##### Reacting to bad news

I'm sorry to hear that!

# Word list

Oh, that's terrible!  
That's a shame.

## Other

drop /drɒp/  
dry my hair /,draɪ maɪ 'heə/  
Lucky you! /,lʌki 'juː/  
miss the bus /,mɪs ðə 'bʌs/  
repair /rɪ'peə/

## 4.5

### Vocabulary

#### Smartphones

app /æp/  
battery /'bætəri/  
portable charger /,pɔːtəbəl  
'tʃɑːdʒə/  
ringtone /'rɪŋtəʊn/  
touch screen /'tʌtʃ skriːn/  
Wi-Fi /'waɪfaɪ/

## Other

cell phone /'sel fəʊn/  
connect /kə'nekt/  
different from /'dɪfərənt  
frəm/  
hand-held /'hænd held/  
last /lɑːst/  
mobile phone call /,məʊbəl  
fəʊn 'kɔːl/  
office /'ɒfɪs/  
rival company /,raɪvəl  
'kʌmpəni/  
weigh /weɪ/  
work for /'wɜːk fə/

## 4.6

## Other

be late /,bi 'leɪt/  
get on a bus /,get ɒn ə 'bʌs/  
main event /,meɪn 'ɪvent/

## Writing

### Using past tenses in a story

Finally /'faɪnəli/  
First /fɜːst/  
Then /ðen/

## Unit 5

### Health matters

## 5.1

### Vocabulary

#### Health problems

#### Nouns

a blocked nose /ə ,blɒkt  
'nəʊz/  
a cold /ə 'kəʊld/  
a cough /ə 'kɒf/  
earache /'ɪərəɪk/  
a headache /ə 'hedetk/  
a runny nose /ə ,rʌni 'nəʊz/  
a sore throat /ə ,sɔː 'θrəʊt/  
a stomachache /ə  
'stʌməkəɪk/  
a temperature /ə 'tempərətʃə/  
toothache /'tuːθeɪk/

#### Verbs

cough /kɒf/  
sneeze /sniːz/

## 5.2

### Say it!

Get well soon! /,get ,wel 'suːn/  
It's me again. /,ɪts 'miː ə,ɡen/  
See you soon! /,siː juː 'suːn/

## Other

at least /ət 'liːst/  
flu /fluː/  
pick up /,pɪk 'ʌp/  
practice /'præktɪs/  
practise /'præktɪs/

## 5.3

### Vocabulary

#### Injuries

broken leg /,brəʊkən 'leg/  
bruise /bruːz/  
burn /bɜːn/  
cut /kʌt/  
mosquito bite /mə'skiːtəʊ  
baɪt/

## Other

call an ambulance /,kɔːl ən  
'æmbjələns/  
lie down /,laɪ 'daʊn/  
mosquito net /mə'skiːtəʊ  
net/  
move /muːv/  
nasty /'nɑːsti/

## 5.4

### Communication

#### Giving health advice

#### Asking about health

What's wrong?  
What's the matter?

#### Responding

I don't feel very well.  
I feel terrible.  
I've got a cut.  
I've got a headache.

#### Giving advice

I think you should see the  
doctor/dentist.

Put some cream on it.

Put some ice on it.

Put a plaster on it.

Why don't you drink some  
mint tea?

Why don't you lie down?

Why don't you take  
a painkiller?

#### Accepting advice

Yes, that's a good idea.  
Yes, you're right.

## Other

stomach /'stʌmək/  
sweetheart /'swiːthɑːt/  
The test is off. /ðə ,test ɪz 'ɒf/

## 5.5

### Vocabulary

#### The body

blood /blʌd/  
bones /bəʊnz/  
brain /breɪn/  
heart /hɑːt/  
muscles /'mʌsəls/

## Other

become weaker /bɪ,kʌm  
'wiːkə/  
exactly /ɪg'zæktli/  
find out /,faɪnd 'aʊt/  
get fit /,get 'fɪt/  
get ill /,get 'ɪl/  
get old /,get 'əʊld/  
rest /rest/  
strong /strɒŋ/  
the heart beats /,hɑːt 'biːts/

## 5.6

## Other

coach /kəʊtʃ/  
collect money /kə'lekt 'mʌni/  
do a warm-up /,duː  
ə 'wɔːm ʌp/  
for charity /fə 'tʃærəti/  
get strong /,get 'strɒŋ/  
mind /maɪnd/  
take a snack /,teɪk ə 'snæk/

## Get Culture

### British TV

broadcast /'brɔːdkɑːst/  
care for /'keə fə/  
documentary /,dɒkjə'mentəri/  
game show /,ɡeɪm ʃəʊ/  
natural environment /  
'nætʃərəl ɪn'vaɪrənmənt/  
news /njuːz/  
protect /prə'tekt/  
sitcom /'sɪtkɒm/  
soap opera /'səʊp ,ɒpərə/  
talent show /'tælənt ʃəʊ/  
TV series /,tiːviː 'sɜːrɪz/  
viewer /'viːjə/

## Unit 6

### Cooking and eating

## 6.1

### Vocabulary

#### Cooking verbs

add /æd/  
bake /beɪk/  
beat /biːt/  
boil /bɔɪl/  
chop /tʃɒp/  
fry /fraɪ/  
mix /mɪks/  
peel /piːl/  
roast /rəʊst/  
slice /slaɪs/  
**Vocabulary**  
**Cooking nouns**  
bowl /bəʊl/  
cake tin /'keɪk tɪn/  
frying pan /'fraɪɪŋ pæn/  
oven /'ʌvən/  
pot /pɒt/

## Other

cocoa /'kəʊkəʊ/  
dessert /dɪ'zɜːt/  
dish /dɪʃ/  
garlic /'gɑːlɪk/  
onions /'ɒnjənz/

salt /sɔːlt/  
sauce /sɔːs/  
take a course /,teɪk ə 'kɔːs/

## 6.2

### Say it!

I'm starving! /aɪm 'stɑːvɪŋ/  
Let's have a look. /,lets həv  
ə 'lʊk/

What's next? /,wɒts 'nekst/

## Vocabulary

### Serving and eating food

cup /kʌp/  
fork /fɔːk/  
glass /glɑːs/  
knife /naɪf/  
mug /mʌɡ/  
plate /pleɪt/  
spoon /spuːn/  
**Other**  
chicken pie /,tʃɪkɪn 'paɪ/  
cupboard /'kʌbəd/

## 6.3

## Other

corn /kɔːn/  
cover the pot /,kʌvə ðə  
'pɒt/  
take off the coat /teɪk ,ɒf  
ðə 'kəʊt/  
win a singing competition  
/wɪn ə 'sɪŋɪŋ  
,kɒmpə'tɪʃən/

## 6.4

### Communication

#### Preferences

#### Asking about preferences

Would you like to have  
a picnic or go for a bike  
ride?

Would you like cheese or  
tuna?

#### Responding

I'd like to go for a bike ride.  
I'd like cheese.

I don't mind.

I'd prefer cheese.

You choose.

## Other

How about something  
sweet? /haʊ ə,baut  
,sʌmθɪŋ 'swiːt/

## 6.5

### Vocabulary

#### Describing food

delicious /dɪ'lɪʃəs/  
disgusting /dɪ'sgʌstɪŋ/  
salty /'sɔːltɪ/  
sour /'saʊə/  
spicy /'spaɪsi/  
sweet /swiːt/

## Other

ancient Romans /,eɪnʃənt  
'rəʊmənz/  
charcoal /'tʃɑːkəʊl/  
flavour /'fleɪvə/  
freeze /friːz/  
honey /'hʌni/

rich /rɪtʃ/  
smelly /'smeli/

**6.6**

**Other**  
sharp /ʃɑ:p/

**Unit 7**  
**Where I live**

**7.1**

**Vocabulary**

**Places to live**

**Types of houses**

block of flats /,blɒk əv  
'flæts/

cottage /'kɒtɪdʒ/

detached house /dɪ'tætʃt  
haʊs/

flat /flæt/

semi-detached house /,semi  
dɪ'tætʃt haʊs/

terraced house /'terɪst  
haʊs/

**Location**

in a city /ɪn ə 'sɪti/

in a town /ɪn ə 'taʊn/

in a village /ɪn ə 'vɪlɪdʒ/

in the country /ɪn ðə 'kʌntri/

on an island /ɒn ən 'aɪlənd/

**Vocabulary**

**Parts of the house**

attic /'ætɪk/

balcony /'bælkəni/

basement /'beɪsmənt/

first floor /,fɜ:st 'flɔ:/

ground floor /,graʊnd 'flɔ:/

lift /lɪft/

stairs /steəz/

top floor /,tɒp 'flɔ:/

**Other**

I never walk up the stairs.

/aɪ ,nevə ,wɔ:k ʌp ðə  
'steəz/

I use the lift to go up. /aɪ

,ju:z ðə ,lɪft tə ɡəʊ 'ʌp/

**7.2**

**Say it!**

It depends. /ɪt dɪ'pendz/

Remember? /rɪ'membə/

See you later! /,si: jə 'leɪtə/

**Other**

catch the bus /,kætʃ ðə  
'bʌs/

future /'fju:tʃə/

go on a business trip /,ɡəʊ  
ɒn ə 'bɪznəs trɪp/

in a hurry /ɪn ə 'hʌri/

in five minutes /ɪn ,faɪv  
'mɪnɪts/

next week /,nekst 'wi:k/

Pick me up. /,pɪk mi 'ʌp/

this evening /ðɪs 'i:vnɪŋ/

tidy the garden /,taɪdi ðə  
'ɡɑ:dn/

tomorrow evening

/tə,mɒrəʊ 'i:vnɪŋ/

We're moving house. /wɪə

,mu:vɪŋ 'haʊs/

**7.3**

**Vocabulary**

**In the house**

bookcase /'bʊkkeɪs/

cupboard /'kʌbəd/

drawer /drɔ:/

mirror /'mɪrə/

sink /sɪŋk/

tap /tæp/

**Other**

house rules /'haʊs ru:lz/

immediately /ɪ'mi:diətli/

leave /li:v/

make a mess /,meɪk

ə 'mes/

put things away /,pʊt θɪŋz

ə'weɪ/

sticker /'stɪkə/

**7.4**

**Communication**

**Invitations**

**Making an invitation**

Are you free on Sunday?

Would you like to hang  
out?

Do you want to hang out on  
Sunday?

Mum's taking us to the

adventure park on

Saturday. Can you

come?

**Accepting an invitation**

That sounds fun. Thank you.

That sounds great. Thank  
you.

Yes, I'd love to, thanks.

**Declining an invitation**

I'd love to, but we're visiting  
our cousins this Saturday.

I'm sorry, I can't come.

I'm busy on Saturday.

Sorry, maybe next time.

**7.5**

**Vocabulary**

**Phrasal verbs**

check out /,tʃek 'aʊt/

clean up /,kli:n 'ʌp/

find out /,faɪnd 'aʊt/

look for /,lʊk 'fɔ:/

wake up /,weɪk 'ʌp/

**Other**

awful /'ɔ:fəl/

bird bath /'bɜ:d bɑ:θ/

Clean up after your dog.

/,kli:n ʌp ,ɑ:ftə jə 'dɒɡ/

drop litter /,drɒp 'lɪtə/

expect /ɪk'spekt/

flower pot /'flaʊə pɒt/

ground /graʊnd/

neighbourhood /'neɪbəhʊd/

plant flowers /,plɑ:nt

'flaʊəz/

though /ðəʊ/

useful /'ju:sfəl/

**7.6**

**Other**

gate /geɪt/

It's a great way to meet

our neighbours. /ɪts

ə ,ɡreɪt ,wei tə ,mɪt əʊə

'neɪbəz/

switch off /,swɪtʃ 'ɒf/

**Get Culture**

**Very British food**

cracker /'krækə/

It comes in many flavours

and colours. /ɪt ,kʌmz ɪn

,meni ,fleɪvəz ənd 'kʌləz/

mixture /'mɪkstʃə/

mustard /'mʌstəd/

pie /paɪ/

seaside /'si:saɪd/

share /ʃeə/

shortbread /'ʃɔ:tbred/

simple /'sɪmpəl/

takeaway food /'teɪkəweɪ  
fu:d/

tasty /'teɪsti/

Welsh /welʃ/

Yorkshire pudding /,jɔ:kʃə

'pʊdɪŋ/

**Unit 8**

**A happy life**

**8.1**

**Vocabulary**

**Life ambitions**

be a doctor /,bi ə 'dɒktə/

be famous /,bi 'feɪməs/

be rich /,bi 'rɪtʃ/

have a family /,hæv ə

'fæməli/

have an interesting job

/,hæv ən ,ɪntrəstɪŋ 'dʒɒb/

have my own business

/,hæv maɪ əʊn 'bɪznəs/

learn a foreign language

/,lɜ:n ə ,fɔ:rn 'læŋɡwɪdʒ/

learn to drive /,lɜ:n tə

'draɪv/

live abroad /,lɪv ə'brɔ:d/

live on my own /,lɪv ɒn maɪ

'əʊn/

**Other**

husband /'hʌzbənd/

perhaps /pə'hæps/

**8.2**

**Say it!**

Here's a thought. /hɪəz

ə θɔ:t/

It's hard to decide. /ɪts

,hɑ:d tə dɪ'saɪd/

My turn now. /maɪ ,tɜ:n

naʊ/

**Other**

share a room /,ʃeə ə 'ru:m/

snore like a hippo /,snɔ: laɪk

ə 'hɪpəʊ/

**8.3**

**Vocabulary**

**Being with people**

call /kɔ:l/

give someone a hug /,ɡɪv

,sʌmwʌn ə 'hʌɡ/

invite /ɪn'vaɪt/

kiss /kɪs/

shake hands /,ʃeɪk 'hændz/

visit /'vɪzɪt/

**8.4**

**Communication**

**Agreeing and**

**disagreeing**

**Agreeing**

I agree (with you).

That's right.

That's true.

That's what I think too.

You're right.

**Disagreeing**

I disagree (with you).

I don't agree (with you).

I don't think so.

That isn't right.

That's not true.

You're wrong.

**Other**

give someone a headache

/,ɡɪv ,sʌmwʌn ə 'hedeɪk/

on the radio /ɒn ðə

'reɪdɪəʊ/

second-hand

/,sekənd 'hænd/

turn the music down /,tɜ:n

ðə ,mju:zɪk 'daʊn/

**8.5**

**Vocabulary**

**Good manners**

arrive on time /ə,raɪv ɒn

'taɪm/

ask for permission /,ɑ:sk fə

pə'mɪʃən/

be late /,bi 'leɪt/

be polite /,bi pə'leɪt/

interrupt /,ɪntə'rʌpt/

wait your turn /,weɪt jə 'tɜ:n/

**Other**

annoying /ə'nɔɪɪŋ/

care about /,keə ə'baʊt/

common /'kɒmən/

complain /,kəm'pleɪn/

explain something to

someone /ɪk'spleɪn

,sʌmθɪŋ tə ,sʌmwʌn/

keep someone waiting /

,ki:p ,sʌmwʌn 'weɪtɪŋ/

**8.6**

**Other**

everybody /'evrɪbɒdi/

ride a bicycle /,raɪd

ə 'baɪsɪkəl/

# Irregular verbs

Infinitive	Past Simple	Past Participle	Infinitive	Past Simple	Past Participle
be /bi:/	was/were /wɒz/wɜ:/	been /bi:n/	leave /li:v/	left /left/	left /left/
become /bɪ'kʌm/	became /bɪ'keɪm/	become /bɪ'kʌm/	lend /lend/	lent /lent/	lent /lent/
break /breɪk/	broke /brəʊk/	broken /'brəʊkən/	lie /laɪ/	lay /leɪ/	lain /leɪn/
bring /brɪŋ/	brought /brɔ:t/	brought /brɔ:t/	lose /lʊz/	lost /lɒst/	lost /lɒst/
build /bɪld/	built /bɪlt/	built /bɪlt/	make /meɪk/	made /meɪd/	made /meɪd/
buy /baɪ/	bought /bɔ:t/	bought /bɔ:t/	meet /mi:t/	met /met/	met /met/
catch /kætʃ/	caught /kɔ:t/	caught /kɔ:t/	pay /peɪ/	paid /peɪd/	paid /peɪd/
choose /tʃʊz/	chose /tʃəʊz/	chosen /'tʃəʊzən/	put /pʊt/	put /pʊt/	put /pʊt/
come /kʌm/	came /keɪm/	come /kʌm/	read /ri:d/	read /red/	read /red/
cost /kɒst/	cost /kɒst/	cost /kɒst/	ride /raɪd/	rode /rəʊd/	ridden /'rɪdn/
cut /kʌt/	cut /kʌt/	cut /kʌt/	run /rʌn/	ran /ræn/	run /rʌn/
do /dʊz/	did /dɪd/	done /dʌn/	say /seɪ/	said /sed/	said /sed/
draw /drɔ:/	drew /dru:/	drawn /drɔ:n/	see /si:/	saw /sɔ:/	seen /si:n/
dream /dri:m/	dreamed /dri:md/ dreamt /dremt/	dreamed /dri:md/ dreamt /dremt/	send /send/	sent /sent/	sent /sent/
drink /drɪŋk/	drank /dræŋk/	drunk /drʌŋk/	set /set/	set /set/	set /set/
drive /draɪv/	drove /drəʊv/	driven /'drɪvn/	sing /sɪŋ/	sang /sæŋ/	sung /sʌŋ/
eat /i:t/	ate /et/	eaten /'i:tn/	sit /sɪt/	sat /sæt/	sat /sæt/
fall /fɔ:l/	fell /fel/	fallen /'fɔ:lən/	sleep /sli:p/	slept /slept/	slept /slept/
feed /fi:d/	fed /fed/	fed /fed/	speak /spi:k/	spoke /spəʊk/	spoken /'spəʊkən/
feel /fi:l/	felt /felt/	felt /felt/	spend /spend/	spent /spent/	spent /spent/
find /faɪnd/	found /faʊnd/	found /faʊnd/	spell /spel/	spelt /spelt/ spelled /speld/	spelt /spelt/ spelled /speld/
fly /flaɪ/	flew /flu:/	flown /fləʊn/	stand /stænd/	stood /stʊd/	stood /stʊd/
forget /fə'get/	forgot /fə'gɒt/	forgotten /fə'gɒtn/	swim /swɪm/	swam /swæm/	swum /swʌm/
get /get/	got /gɒt/	got /gɒt/	take /teɪk/	took /tʊk/	taken /'teɪkən/
give /gɪv/	gave /geɪv/	given /'gɪvn/	tell /tel/	told /təʊld/	told /təʊld/
go /gəʊ/	went /went/	gone /gɒn/	think /θɪŋk/	thought /θɔ:t/	thought /θɔ:t/
grow /grəʊ/	grew /grʊ:/	grown /grəʊn/	throw /θrəʊ/	threw /θru:/	thrown / θrəʊn/
hang /hæŋ/	hung /hʌŋ/	hung /hʌŋ/	understand /ˌʌndə'stænd/	understood /ˌʌndə'stʊd/	understood /ˌʌndə'stʊd/
have /hæv/	had /hæd/	had /hæd/	wake /weɪk/	woke /wəʊk/	woken /'wəʊkən/
hear /hɪə/	heard /hɜ:d/	heard /hɜ:d/	wear /weə/	wore /wɔ:/	worn /wɔ:n/
keep /ki:p/	kept /kept/	kept /kept/	win /wɪn/	won /wʌn/	won /wʌn/
know /nəʊ/	knew /nju:/	known /nəʊn/	write /raɪt/	wrote /rəʊt/	written /'rɪtn/
learn /lɜ:n/	learned /lɜ:nd/ learnt /lɜ:nt/	learned /lɜ:nd/ learnt /lɜ:nt/			

## Students' Book audio scripts

### 1.8 Get Started!, 0.3, Exercise 6

**B = Boy G = Girl L = Librarian D = Dinner lady**  
**MT = Male teacher FT = Female teacher**  
**PT = P.E. teacher IT = IT teacher**

- 1  
**B:** Aww!  
**G:** See you at the next break!  
 2  
**G:** Have you got this book?  
**L:** Let me see ... No, it's out. Sorry.  
**G:** I'm going to need it next week. Can you tell me when it's back?  
**L:** I can do that. What's your name?  
 3  
**D:** I'd like the chicken, please.  
**D:** Would you like some chips?  
**B:** Yes, please.  
 4  
**MT:** Would you like some coffee?  
**FT:** Oh, yes, please!  
**MT:** Are you going to give them a test next week?  
**FT:** I think so. On the other hand ...  
 5  
**PT:** Come on, class! We haven't got all day! One – two – three. Good! Now look at me – I'm going to throw the ball to James and he's going to ...  
 6  
**IT:** OK, that's it for today. Make sure you shut down your computer before you leave.  
**B:** Do we need to turn off the speakers too, sir?  
**IT:** Yes, please, Ben.

### 1.12 Get Started!, 0.4, Exercise 6

- 1 I'm bad at skiing. I often fall.  
 2 I'm excited about my new invention. It's fantastic!  
 3 I'm worried about Pi. I can't find him anywhere.  
 4 I'm good at inventing things!  
 5 I'm scared of spiders.  
 6 I'm interested in science.

### 1.16 Get Started!, 0.5, Exercise 5

- D = Doctor Q M = Millie**  
 1  
**D:** How many apples are there?  
**M:** There are five apples.  
 2  
**D:** How much tuna is there?  
**M:** There are two cans of tuna.  
 3  
**D:** How many eggs are there?  
**M:** There are six eggs.  
 4  
**D:** How much flour is there?  
**M:** There's one packet of flour.  
 5  
**D:** How much water is there?  
**M:** There are four bottles of water.  
 6  
**D:** How much chocolate is there?  
**M:** There's one bar of chocolate.

### 1.19 Unit 1, 1.1, Exercise 6

- B = Boy G = Girl M = Mum D = Dad**  
 1  
**M:** Angie! Your room is such a mess! There are T-shirts on the bed, jeans on the floor and dresses on the chair! Put away your clothes! Right now!  
**G:** Aargh!  
 2  
**B:** Is dinner ready, Dad? I'm so hungry!  
**D:** Yes, it is, Ben. You can set the table.  
 3  
**M:** Jayne? The rubbish bin is full! Can you take out the rubbish, please?  
**G:** OK, Mum.  
 4  
**B:** Mum ... I've got no clean T-shirts.  
**M:** Yes, I know, Jimmy. They're all dirty. They're in this basket. Here. Load the washing machine for me.

- 5  
**G:** You're a pretty girl! You are! You are! Yes, you are!  
**D:** She's a hungry girl too. Feed the cat, please, Sarah. I'm going out.

### 1.24 Unit 1, 1.3, Exercise 6

- B = Boy G1 = Girl 1 G2 = Girl 2 D = Dad**  
 1  
**D:** Lucy, lunch is ready!  
**G1:** One minute, Dad!  
**D:** Your blog can wait!  
**G1:** No, I'm not writing my blog right now.  
**D:** That's a change! You write it every day.  
**G1:** Yes, I do but I'm chatting to my friend Marisa online.  
**D:** OK, you've got five minutes.  
**G1:** Thanks, Dad!  
 2  
**B:** You look different, Lucy. Why are you wearing a dress? We're only going to the cinema. You usually just wear jeans and a T-shirt.  
**G1:** Well, all my jeans and T-shirts are dirty. I have nothing else to wear!

- 3  
**G2:** Hi, Lucy. Do you want to hang out? Maybe watch a DVD?  
**G1:** Sorry, Anne. I'm having dinner at The Blue Duck with Mum and Dad.

- G2:** On a Monday? You never go out on a Monday.  
**G1:** It's Dad's birthday today.  
**G2:** Aw! Say Happy Birthday from me!

### 1.27 Unit 1, 1.4, Exercise 3

- B = Boy D = Dad M = Mum**  
 1  
**M:** Max! Can you help me with the housework?  
**B:** No problem, Mum.  
**M:** Can you load the dishwasher, please?  
**B:** Yes, of course!  
 2  
**B:** Do you need any help with the cooking?  
**M:** Yes, please. Can you wash the tomatoes?  
 3  
**D:** Max, can you download this song for me?  
**B:** I'm sorry, Dad, I can't. I'm cooking right now!

### 1.30 Unit 1, 1.6, Exercise 2 and 3

- P = Presenter A = Andy M = Mum L = Lucy S = Sue AL = All**  
**P:** Hello and welcome to *U Talk!* It's Sunday morning, the time is eleven 11 a.m., and we're talking about spending time together as a family. Our first caller is Andy and he is fourteen. Hi, Andy. You're calling from Hackney, right?  
**A:** Yes, but I'm not ... Guys!!!  
**P:** There are some people with you. Who are they?  
**A:** My family. Mum, Dad, two sisters and a brother.  
**AL:** Hello!  
**P:** Andy, it sounds like you are spending time together.  
**A:** Yes, we always spend Sundays together as a family. Right now, we're driving to the beach. Well, Dad is driving.  
**S:** Mum, I'm hungry!  
**M:** Shh! Here, have a cheese sandwich.  
**P:** Who's that?  
**A:** That's my little sister, Sue.  
**P:** What about weekdays, Andy? Do you spend time together on weekdays too?  
**A:** Weekdays are difficult. We're all busy. Mum and Dad go to work – they have a pet shop – and my brother, Vic, works in a café. My sisters and I go to school, we have after-school activities, we do our chores. We usually only meet for dinner as a family. Oh, I help the girls with their homework – does that count?  
**P:** How old are your sisters?  
**A:** Lucy is ten and Sue's seven.  
**S:** Mum? She's eating my sandwich!  
**L:** No, it's my sandwich! Mum?! Tell her!  
**M:** Now, girls. Stop it, please! And be quiet!

- A:** My phone!  
**P:** Andy? Bye! Enjoy your family day!

### 1.32 Unit 1, 1.7, Exercise 7

- 1 Do you need any help with the housework?  
 2 Can you load the dishwasher, please?  
 3 Can you put away these clothes, please?  
 4 Can I help you with the cooking?

### 1.34 Get Culture!, Unusual places to live, Exercise 3

- 1  
**Haley:** Hi, I'm Haley and I often visit my cousins in Darwin, a city in the north of Australia. They have two seasons there: a rainy season and a season with no rain. I wouldn't like to visit Darwin in the rainy season! There are terrible storms and it's too hot and wet to do anything. Darwin is on the coast, but we don't swim in the sea because it's dangerous. There are crocodiles in the water! The best thing about Darwin is the Mindil Beach Sunset Market. You can buy all kinds of food from the stalls: Chinese, Japanese, Italian, Indian, Greek, Turkish, Mexican ... There's music too and we listen to bands, sit on the beach and watch the sunset. Magic!

- 2  
**Ken:** I'm Ken, and my family and I are visiting Sydney, Australia's biggest city. Did you know that Sydney's got more than 100 beaches?! We're at Bondi Beach today. That's Sydney's most famous beach. People come here to sunbathe and do water sports like swimming and surfing. Australians love sports! They play Australian football, rugby, cricket, tennis, golf ... But there are other things to do too. There are parks and an amazing zoo, where you can see kangaroos, koalas, snakes and other fantastic animals. I think Sydney's the coolest city in the world!

### 1.36 Unit 2, 2.1, Exercise 6

- 1 Take a basket.  
 2 Check the price.  
 3 Put your shopping in the basket.  
 4 Stand in a queue.  
 5 Pay for the shopping in cash.  
 6 Get your change and your receipt.  
 7 Carry the shopping to the car.  
 8 Go home and put the shopping away.

### 1.37 Unit 2, 2.1, Exercise 7

- B = Boy M = Mum C = Cashier**  
 1  
**B:** There are a lot of people here today!  
**M:** Never mind. Now stand behind that old lady over there.  
 2  
**B:** Are we ready to go now?  
**M:** Yes, we are. Now let's take all these things to the car.  
 3  
**M:** How much are those biscuits?  
**B:** They're only one pound.  
**M:** Are you sure? Look at the price again.  
 4  
**B:** Do you want to pay in cash or by card?  
**M:** I'd like to pay in cash, please.  
 5  
**M:** OK, Ben. Now put the eggs, butter and milk in the fridge and put the pasta on the table.  
**B:** OK, Mum. But what about the tomatoes?

### 1.41 Unit 2, 2.2, Exercise 8

- N = Narrator L = Lucas J = Jane LA = Laura P = Paul**  
**N:** Say what you think! Theatre and cinema. Lucas, 14  
**L:** Theatre tickets are more expensive than cinema tickets, but I love seeing my favourite actors in real life!  
**N:** Jane, 13

- J:** For me, the cinema is more exciting than the theatre. I love big screens. The cinema in the shopping centre near my house has the biggest screen in the UK!
- N:** Bikes and motorbikes  
Laura, 14
- LA:** I've got a bike! They are not the fastest way to travel, but they are good for our health.
- N:** Paul, 15
- P:** People say that motorbikes are more dangerous than bikes because they go very fast. I don't agree. If the motorcyclist is careful, motorbikes are safe.

**1.43 Unit 2, 2.3, Exercise 3**

**P = Pi M = Millie R = Rob D = Doctor Q**

- 1**  
**P:** My new hat is too small!  
**M:** Yes, you're right. It's not big enough.
- 2**  
**R:** This science book is too boring!  
**D:** I agree. It's not interesting enough.
- 3**  
**D:** The water is too cold.  
**P:** Yes, it's not warm enough.
- 4**  
**B:** This music is too quiet.  
**D:** Yes, it's not loud enough.
- 5**  
**M:** This tablet is too slow!  
**R:** You're right. It's not fast enough.

**1.47 Unit 2, 2.4, Exercise 4**

**B = Boy A = Assistant**

- B:** This is really cool! Excuse me, do you have this jumper in black?  
**A:** Yes, we do. What size are you?  
**B:** Medium.  
**A:** I'm afraid we only have dark blue in medium.  
**B:** That's a nice colour too.  
**A:** Here you are. Dark blue, medium.  
**B:** Where can I try it on?  
**A:** The changing rooms are over there.

**1.49 Unit 2, 2.5, Exercise 5**

The Rose Bush – the coolest new café in town! The café's opening hours are 10 a.m. to 8 p.m., Tuesday to Sunday. A cup of delicious coffee costs £3 and the second cup is free! It serves brilliant meals too. It's busy at lunchtime, but you can book a table. The atmosphere is great and the staff are very helpful!

**1.50 Unit 2, 2.6, Exercise 2 and 3**

- 1**  
**Gabby:** I like the pink one with the light. I think it looks really cool. What's the price? £70?! That's too expensive! It's the most expensive of all the speakers. Maybe the *Sun and Sea* speaker is better? You can take it to the beach and not worry about the water! And it's the cheapest – only £15. That's £55 cheaper than the *On-the-Glo* speaker!
- 2**

**Mark:** I don't think the pink *On-the-Glo* has a good design. I think it looks like a bedside lamp! In my opinion, the *Mini* speaker is better. It's the smallest and you can carry it in your pocket. And it isn't as expensive as the *On-the-Glo* speaker!

**3**  
**Tim:** I like the *Mini* speaker, but it isn't loud enough. I don't like the *Sun and Sea* speaker. It's the biggest and I think it's too big to carry around. I think the *On-the-Glo* speaker is the best choice. It isn't as small as the *Mini*, but I don't mind. It's the loudest and it's got the best design.

**1.52 Unit 2, 2.7, Exercise 6**

**A = Assistant S = Stuart**

- A:** Good morning. Can I help you?  
**S:** Yes, please. I'm looking for a new jacket. I like this one, but I'm not sure about the colour. Do you have it in blue?  
**A:** Yes, we do. What size are you? Medium or large?

- S:** Large.  
**A:** Here you are.  
**S:** Can I try it on?  
**A:** Yes, of course. The changing rooms are over there.  
**S:** Thank you.

**1.53 Skills Revision 1&2, Exercise 5**

**L = Laura M = Mrs Smith**

- L:** Here we are. This is the school's new café.  
**M:** Great! It's not as big as the school canteen, but it looks nice. It's very modern. And what's it called?  
**L:** The Sandwich Café! It just serves sandwiches. The Sandwich Café doesn't have a chef. We, the students, are the chefs! A different class makes sandwiches every day. Some students from Class 9C are making sandwiches right now.  
**M:** This is really interesting. Who does the shopping?  
**L:** The chefs from the school canteen do that for us.  
**M:** What else do the students do?  
**L:** We do everything! We load and empty the dishwasher and we set and clear the tables too.  
**M:** What's the most interesting job?  
**L:** Making the sandwiches, but there are other jobs too. The cashier's job is very important.  
**M:** What happens with the money?  
**L:** Each class collects the money they made to spend on their school trips or theatre tickets.  
**M:** What about your classes, Laura? I hope you have enough time for studying.  
**L:** Don't worry, Mrs Smith. We have time for studying. The Sandwich Café only opens from 3.30 p.m. to 5.30 p.m. so we have time to do our homework after that.

**2.2 Unit 3, 3.1, Exercise 3**

**N = Narrator J = Julie MS = Mrs Reed**

**MR = Mr Reed**

**N:** Julie Reed and her parents are planning their next holiday. This summer they would like to go to Crete, an island in Greece

- 1**  
**J:** I'd like to go camping and hiking. I love walking in the mountains.
- 2**  
**MS:** I'd love to go cycling and go on a boat trip. I love the sea.
- 3**  
**MR:** I'd like to go on a guided tour and try the local food. Trying new things is exciting.

**2.3 Unit 3, 3.1, Exercise 6**

**N = Narrator MR = Mr Reed MS = Mrs Reed**

**J = Julie G = Girl**

- N:** It's Monday.  
**MR:** I'm tired. Let's go back to the hotel!  
**J:** Come on, Mum. We want to walk around Rethymon. It's a beautiful town, and maybe we can find a nice shop to buy some souvenirs!  
**MS:** It's too hot ...  
**MR:** We can have something to drink and rest at that little café ...  
**N:** It's Tuesday.  
**MS:** Mmm ... this is yummy!  
**G:** I don't want to eat these funny vegetables. Can't I have a pizza?  
**MS:** These 'funny' vegetables are delicious! And you can have a pizza at home ...

- N:** It's Wednesday.  
**MS:** Crete is so beautiful! Ooh! There's the sea! I just want to sit down and relax.  
**MR:** Don't stay in the sun too long! I'm going to sit under an umbrella.  
**N:** It's Thursday.  
**MS:** Right. Have we got everything? Tents? Sleeping bags? Torch?  
**J:** Don't worry, Mum. Dad's got everything.  
**MS:** OK, then. Let's go.  
**N:** It's Friday.  
**MR:** Maggie, have you got the map?  
**MS:** Yes, dear.

**MR:** Are we ready?

**MS:** I think so. I've got the picnic food and drinks, and Julie is in the car. She's waiting ...

**2.8 Unit 3, 3.2, Exercise 9**

**Boy:** Last summer, my parents wanted to go camping, so we went to the Lake District. The weather wasn't good. We spent all the time inside our tents and drank tea to keep warm. I didn't have much fun, but I read three interesting books! On the last day, it finally stopped raining. But I was happy to go home!

**2.10 Unit 3, 3.3, Exercise 4**

**P = Pi D = Doctor Q**

- 1**  
**P:** Were you and Rob on time for the film?  
**D:** Yes, we were.
- 2**  
**P:** Did you go by taxi?  
**D:** Yes, we did.
- 3**  
**P:** Was the film very long?  
**D:** No, it wasn't.
- 4**  
**P:** Did Brian Gosley give you his autograph?  
**D:** No, he didn't.
- 5**  
**P:** Were you and Rob tired after the party?  
**D:** No, we weren't.
- 6**  
**P:** Did you bring me a present from London?  
**D:** Yes, we did. It's a cap.  
**P:** Wow, thank you!

**2.11 Unit 3, 3.3, Exercise 6**

**R = Rob M = Millie**

- R:** What did you and Pi do on Saturday?  
**M:** We went to the cinema too.  
**R:** What film did you see?  
**M:** Crazy Animals 3.  
**R:** Was it good?  
**M:** No, it wasn't. It was silly.  
**R:** Did Pi eat popcorn?  
**M:** Yes, he did. He loves it!  
**R:** What did you do after the cinema?  
**M:** We met Pi's friends.  
**R:** Were Pi's friends at the cinema too?  
**M:** No, they weren't. We had a picnic in the park.

**2.14 Unit 3, 3.4, Exercise 3**

**W = Woman M = Man B = Boy G = Girl**

- 1**  
**W:** Could you bring me my bag, please?  
**M:** Yes, of course. Where is it?
- 2**  
**B:** Can I borrow some money from you?  
**G:** Yes, no problem.
- 3**  
**M:** Can you give me the train timetable, please?  
**W:** Sorry, I can't. I can't find it.
- 4**  
**G:** Can you help me with my homework?  
**B:** Not now, sorry. I'm busy.

**2.15 Unit 3, 3.4, Exercise 5**

**M = Mum L = Laura S = Sam D = Dad**

- R:** Laura, Sam, have you got all your things?  
**L:** I can't find my brown monkey.  
**M:** Your monkey, Laura?  
**L:** Yes, the souvenir Dad bought me.  
**M:** Oh! That monkey. It's under the table next to Sam.  
**L:** Hey, Sam! Can you bring it to me?  
**S:** Just give me a minute ... Here you are.  
**L:** Thanks.  
**S:** Can you see my guidebook?  
**L:** Yeah. It's here, under the sleeping bag. Hey, Dad, there's a map under the sleeping bag too. Do you want it?  
**D:** No, thanks, Laura. Put it in the bin. But can you bring me the torch? It's on the shelf.  
**L:** Sorry, I can't. It's too high.

**M:** It's OK. Here's your torch, dear. Now where's my tablet? ... Sam! Stop playing with the tablet and give it to me!  
**D:** OK. Ready, everyone?  
**L:** Ready!  
**S:** Yeah, Dad!  
**M:** Yes, dear.

**2.18 Unit 3, 3.6, Exercise 2 and 3**

**T = Teacher C = Chorus of students**

**S = Sandra D = Derek A = Alicia I = Ian**

**R:** Good morning, class! Did you have a good holiday?

**C:** Yes! Yeah! It was cool! You bet!

**T:** Sandra, you went to Rome, right? What was it like?

**S:** It was good ... I loved the Italians and I made a lot of friends. And the food was *fan-ta-stic*! But we spent a lot of time sightseeing.

**T:** What did you see?

**S:** Oh, old buildings. And museums ... I got tired. Walking around museums is hard work!

**T:** What about you, Derek?

**D:** My sister and I went to our grandparents' farm. Mum and Dad didn't come with us because they were at work. We helped Granny and Grandad on the farm and we looked after the animals. It was fun!

**T:** That's nice. Alicia? What about you?

**A:** We usually go to the mountains but this year we went to Jamaica!

**T:** A tropical holiday!

**A:** Yes, it was the best holiday of my life! It was hot and we went swimming and did a lot of water sports. Jamaica's a beautiful island – I want to go there again!

**T:** Lucky Alicia! And Ian? What did you do?

**I:** We went to Scotland. My dad takes us to his family village in Scotland every year. We went hiking in the mountains and it was great. I wanted to go swimming but the water in the lakes was too cold! But that's OK. We had fun.

**T:** And Betty, ...

**2.20 Unit 3, 3.7, Exercise 6**

**B = Boy D = Dad M = Mum**

**1**

**B:** Can you drive me to the town centre?

**D:** Not now, sorry. I'm very busy.

**2**

**M:** Could you bring me my laptop, please? It's in my room.

**B:** Yes, of course.

**3**

**M:** Can you give me the map, please?

**D:** Yes, no problem. Here it is.

**2.22 Get Culture!, A journey around the USA, Exercise 3**

**1**

**Girl:** Hi, I'm Kelly and I'm from Hawaii Island. That's the biggest of the eight main islands of the state of Hawaii. Every July, my family and I spend our vacations in the south of the island. Hawaii Island is beautiful and it's got rainforests, fantastic beaches and volcanoes. At night, you can see the fire and the red lava from the volcanoes. It's awesome! There are black beaches in the south, but we don't go swimming there because the sea is dangerous. We go hiking and we play a lot of golf.

**2**

**Boy:** I'm Adam and I live in Miami in Florida. We sometimes go to the Everglades for our vacations. The Everglades are wetlands with a lot of grass, and there are rivers there too. There are amazing birds and wild animals there and I love taking photos of them. We don't go swimming in the Everglades. It's dangerous because of the alligators in the water. Dad goes fishing, but my brother and I prefer going for boat rides.

**3**

**Girl:** I'm Isabella and I'm from Boston. Last vacation, we drove from Denver in Colorado to the Rocky Mountains and spent a week there. The mountains and forests were awesome. The lakes in the mountains were beautiful too, but they were too cold for swimming! We went hiking and saw wild animals: a black bear and a mountain lion! We also went horse-riding, which was fun!

**2.24 Unit 4, 4.1, Exercise 5 and 6**

**M = Matt G = Girl B1 = Boy 1 W = Woman**

**B2 = Boy 2**

**M:** Hi, I'm Matt and I'm doing a survey about things that we can't live without because they make our lives easy.

**1**

**M:** Hello, can I ask you a question?

**G:** Sure.

**M:** Are you good with technology?

**G:** I think so.

**M:** What is the one thing that you use the most? Except your smartphone, of course.

**G:** Oh, erm, I guess it's the remote control. When we lose it, we can't watch TV because no one wants to get up and change the channels!

**2**

**M:** Hello. Can you name an electrical item that you can't live without?

**B1:** Oh ... there are lots, but the toaster is very important. I always have toast and orange juice for breakfast in the morning. Always.

**3**

**M:** Excuse me, we're doing a survey. Which is the one electrical item you use absolutely every day?

**W:** Well, that's easy. My electric toothbrush. I carry it in my bag every day.

**M:** OK, that's ... erm ... unusual.

**W:** Well, I have lunch at work and I really need to brush my teeth after that.

**M:** But why an electric toothbrush?

**W:** Because it cleans my teeth better!

**4**

**M:** Hi, name one electrical item you can't live without.

**B2:** Gosh! Erm ... the microwave oven, our new smart TV ...

**M:** No, just one. Choose.

**B2:** The microwave oven.

**M:** Not the TV, you're sure?

**B2:** Yes, I am.

**M:** Why?

**B2:** Because it's fast! I'm not patient when I'm hungry!

**2.29 Unit 4, 4.2, Exercise 8**

**D = Dad B = Beth**

**D:** Hi, everyone!

**B:** Hi, Dad. How are you?

**D:** Fine, thanks. I called about five o'clock from the supermarket, but there was no answer. What were you all doing?

**B:** At five? We were all in the living room. Chris and Kate were playing a board game. Well, Kate wasn't really playing. She was talking on the phone.

**D:** Oh, yes. She talks on the phone all the time.

**B:** Chris didn't like it!

**D:** How about Frank?

**B:** He was listening to music and singing.

**D:** And you, what were you doing, darling?

**B:** I was trying to watch my favourite show, but there was so much noise!

**D:** Oh, poor Beth.

**B:** Only Bob was quiet.

**D:** Really? What was he doing?

**B:** Bob was sleeping on the sofa!

**2.31 Unit 4, 4.3, Exercise 3**

**1** Rob was watering the plants when the storm started.

**2** Doctor Q and Pi were making smoothies when the postman arrived.

**3** Millie was cleaning when she broke Doctor Q's favourite cup. **Millie:** Oh.

**4** Pi was having a shower when the water stopped. **Pi:** What? Oh no!

**2.32 Unit 4, 4.3, Exercise 6**

**D = Doctor Q O = Old robot P = Pi R = Robot**

**D:** This is my first robot, Pi. It's very old. Turn it on carefully.

**O:** Hello! I'm CX-546.

**P:** I can't hear it. It's talking too quietly.

**D:** How about now?

**R:** HELLO! I'M CX-546!!!

**P:** Now it's speaking too loudly! CX-546 is very slow. Can't he walk fast?

**D:** No, but he knows how to make toast really well. Here, try this!

**2.37 Unit 4, 4.6, Exercise 2 and 3**

**P = Presenter B = Boy G = Girl**

**D:** Hello, listeners, and welcome to *Time to Talk*. Our first caller is Neil. Hi, Neil. Tell us your story.

**B:** Well, it was my mum's birthday and Dad and I wanted to make a special breakfast for her. Mum was having a long, hot bath, so we went into the kitchen quietly. Dad was making pancakes when I put some milk and strawberries in the blender to make a smoothie – Mum loves smoothies. But I didn't put the lid of the blender on properly. So when I turned on the blender, the strawberry smoothie went everywhere! What a mess! I felt so silly!

**P:** And now, Meryl. What's your story?

**G:** One winter afternoon, I was alone at home. I was doing my homework when the lights went out. The battery of my laptop was low, but we have a portable charger, so I charged my laptop and finished my homework. Then it started getting dark and I hate being alone in the dark. I was so happy when Mum and Dad came home. We didn't watch TV or have a hot meal that evening because there was no electricity. But we had sandwiches and sat in front of the fire and told stories. It was a lovely evening.

**2.39 Unit 4, 4.7, Exercise 7**

**D = Dad B = Boy G = Girl**

**1**

**D:** You don't look happy, Colin. What's wrong?

**B:** I was having a shower when the hot water ran out.

**2**

**G:** I can't come to the party tonight.

**B:** That's a shame!

**3**

**D:** You look worried. What happened?

**G:** My cat is very ill.

**B:** That's terrible!

**2.40 Skills Revision 3&4, Exercise 3**

**B = Boy G = Girl**

**B:** What did you do yesterday, Betty?

**G:** I went on a day trip to Chester with Mum, Dad and my best friend Sue.

**B:** Chester's an interesting city. Did you enjoy it?

**G:** No, I didn't.

**B:** Why? What happened?

**G:** First of all, we went by car. The weather was bad, so Dad had to drive very slowly and carefully. We were driving for three hours! What's more, when Dad stopped suddenly, the hot chocolate I was drinking in the car went all over my new smartphone and the touch screen broke.

**B:** Poor you.

**G:** Right! And that's not all. When we arrived, we went on a guided tour of the city with some other tourists. Sue and I got bored, so we went into a clothes shop. When we came out, our group wasn't there!

**B:** What did you do?

**G:** I tried to call them, but my touch screen wasn't working and Sue didn't have her phone. We went to look for Mum and Dad, but we got lost. We were very worried because it was late and it was getting dark, so we went into a café. We were drinking cola when Mum and Dad walked in!

**B:** Were they angry?

**G:** No, not really. They were very happy to see us!

### **2.42 Unit 5, 5.1, Exercise 4**

**N = Narrator S = Super Sue A = Ann**

**T = Terrific Tom W = Wonder Wendy**

**F = Fantastic Frank M = Mega Max**

**A = all the other superheroes**

**N:** Meet the Super Six! They are brave and strong and always ready to help you! ... But today they are not very well. They don't feel like superheroes at all ...

**S:** I'm Super Sue. I don't feel very well today. I have a runny nose. Oh, boy! It's very runny!

**A:** I'm Action Ann. I didn't sleep last night because I have toothache. It's horrible. I can't eat anything! I need to see the dentist.

**T:** Hi! I'm Terrific Tom. I feel bad. Very bad. I'm cold, but my head is hot. I think I have a temperature. I need to stay in bed for a few days.

**W:** Hi, I'm Wonder Wendy. I feel horrible. I have a sore throat. I can't eat or talk. I just drink lots of warm tea with honey.

**F:** I'm Fantastic Frank. I have a really bad cough. I'm coughing all the time.

**M:** Hi, I'm Mega Max. I feel really unwell too. I can't stop sneezing!

**A:** Bless you!

### **2.50 Unit 5, 5.4, Exercise 4**

**M = Man W = Woman G = Girl**

**1**

**G:** Ouch! My finger!

**M:** Let me see. It's a small cut, but you should put a plaster on it.

**2**

**W:** I feel terrible.

**M:** Have you got a headache?

**W:** Hmm ...

**M:** Then you should take a painkiller and lie down.

**3**

**D:** That's a nasty bruise, son. You should put some ice on it.

**G:** You should put some cream on it after the ice too.

**4**

**W:** You don't look well.

**M:** It's that tooth again!

**W:** Oh, dear. You should take a painkiller now and see the dentist as soon as possible.

### **2.53 Unit 5, 5.5, Exercise 5**

**1**

**Boy:** My partner and I are going to be in a talent show next week! We've got fantastic music and we practise every day. I can lift my partner easily because all this exercise is making my muscles super-strong!

**2**

**Girl:** I go to the swimming pool every morning before school. I'm very fit. I never get ill and I have lots of energy. I think everyone should do it!

**3**

**Boy:** I don't like taking the bus and I don't like walking, so I ride my bike to school every day. It's eight kilometres away, but I'm fit, so it's OK. And I enjoy riding my bike with my friends at the weekend, too.

### **2.54 Unit 5, 5.6, Exercise 2 and 3**

**R = Reporter C = Coach**

**R:** And now back to *Get Ready for It!* I'm talking with coach Steve Roberts. Steve, what advice can you give to young people who want to prepare for an important basketball match?

**C:** Well, my advice is the same for all sports. Practise often – three times a week if you can. Look after your body.

**R:** Should you have a big meal before a game? To give you energy.

**C:** No. You can't play on a full stomach! A good meal two or three hours before a match is chicken or fish, potatoes and salad. If you're still hungry, a good snack is some fruit. And lots of water.

**R:** What else?

**C:** Sleep is important for your body and your brain. You don't have to sleep more than usual, but you shouldn't go to bed late the night before a game. In a basketball game, my players have to think quickly and move quickly.

**R:** Anything else?

**C:** You should always do a good warm-up. Start with some exercises to get your muscles ready for hard work. And one more, very important thing – you have to stay positive. You don't win a match only with practice. You win because you think you can win.

**R:** Thanks, Steve, that's great advice.

### **2.56 Unit 5, 5.7, Exercise 6**

**D = Dad M = Mum G = Girl B = Boy**

**1**

**D:** You don't look well.

**G:** I've got a headache.

**D:** Why don't you lie down and take a painkiller?

**2**

**M:** What's the matter?

**B:** I've got mosquito bites all over my body!

**M:** You should put some cream on them.

**B:** Good idea.

### **2.58 Get Culture!, British TV, Exercise 4**

**P = Presenter A = Ashley J = Jake**

**P:** Hello, and welcome to What's On? In today's programme I'm talking to two young British teens about what they watch on TV. Ashley, what are your favourite programmes?

**A:** Erm ... documentaries ... and ... erm ... sitcoms.

**P:** What kinds of documentaries?

**A:** About wildlife and science. They're the best. They're interesting, and you learn a lot. Mum and Dad like them too, so we watch them together. It's nice doing things as a family.

**P:** Do you also watch sitcoms together?

**A:** Erm, no. I like American sitcoms. I think they're funny, but Dad doesn't enjoy them and Mum prefers soap operas.

**P:** What do you think of soap operas?

**A:** They're boring! They're all the same, and the stories are silly.

**P:** Now, Jake, what about your favourite programmes?

**J:** I like sports programmes and Dad and I always watch the football on TV. We're Nottingham Forest fans.

**P:** Do you watch other programmes together?

**J:** No. You see, Mum and Dad love watching the news. Sometimes they watch it three times every night, on different channels. It's awful.

### **3.4 Unit 6, 6.1, Exercise 7**

**M = Mum T = Tom**

**H:** Tom, I need help. Aunt Ellen is coming for dinner.

**T:** Sure, Mum. What can I do?

**M:** We need to make a dessert. Now, what fruit have we got?

**T:** Erm, three apples ... six bananas ... and four oranges.

**M:** Excellent. We need the bananas.

**T:** OK.

**M:** Peel them and slice them. Then put them in this cake tin ... That's right. Now for the sauce. Put some sugar in a bowl, add some butter and a little lemon juice. Mix the sauce for a few minutes.

**T:** It smells nice, Mum.

**M:** Put the sauce over the bananas ... Good. Now put the cake tin in the oven and bake the bananas for fifteen minutes.

**T:** What can we add to the bananas?

**M:** Well. There's Greek yoghurt or ice cream ... What do you think?

**T:** Ice cream, please!

### **3.9 Unit 6, 6.2, Exercise 10**

She has broken the cup.

She has eaten the apple.

She has used the plate.

She hasn't washed the mug.

She has drunk the water.

She has sliced the bread.

She hasn't made tea.

She hasn't eaten the cake.

### **3.11 Unit 6, 6.3, Exercise 6**

**I = Interviewer D = Doctor Q**

**I:** You would like to take part in our programme. Have you ever been on TV?

**D:** No, I haven't.

**I:** Have you ever taken part in a cooking competition?

**D:** No, I haven't, but I would like to do it!

**I:** I see. Have you ever baked a cake?

**D:** Yes, I have. That's easy! I love baking.

**I:** Have you ever made ice cream?

**D:** Yes, I have. I think it was good.

**I:** Have you ever tried chocolate biscuits with chilli?

**D:** No, I haven't.

**I:** You can try making them in *The Big Bake!* Welcome to the programme!

### **3.14 Unit 6, 6.4, Exercise 3**

**P = Philip M = Mickey A = Alice**

**B:** I'm thirsty. Can I have a drink?

**M:** Sure. Would you like juice or water?

**P:** I'd like some water, please.

**A:** I'd prefer some juice, Mickey.

**M:** Now, would you like to watch a DVD or play a game?

**P:** I don't mind.

**A:** You choose.

**M:** OK. Let's watch a DVD, then.

### **3.15 Unit 6, 6.4, Exercise 4**

**B = Boy M = Mum**

**1**

**B:** Mum, where are we going on holiday this year? The beach is boring!

**M:** Well, where would you like to go: the mountains or Lake Faustus?

**B:** I'd prefer to go to the lake. Then we can go swimming and kayaking and hiking and ...

**M:** Good idea.

**2**

**M:** The problem is there are too many people there in August. Would you prefer to go at the end of July or the beginning of September?

**B:** I don't mind.

**M:** I think September is probably better than July or August.

**B:** OK.

**3**

**B:** And we can go camping! Oh, I hope the weather is good.

**M:** Oh, Ben! It always rains when we go camping. A hotel would be much better. Then we don't have to take the car ... Would you like to go by train or by plane?

**B:** Train, please! I don't want to fly.

**M:** I can't wait!

### **3.18 Unit 6, 6.6, Exercise 2 and 3**

**S = Sidney G = Gran**

**S:** Hi, Gran. It's me, Sidney. I need your help!

**G:** Of course, dear. What's the matter?

**S:** Mum and Dad have a lot of housework today, so I want to make lunch for them.

**G:** Why don't you make a frittata?

**S:** What's that?

**G:** It's like an omelette, but better.

**S:** What do I need?

**G:** Some eggs, two potatoes, a tomato, salt and pepper.  
**S:** Eggs ... potatoes ... tomato ... salt, pepper. OK. Is that all?  
**G:** Hmm ... let me think ... No, you also need some cheese.  
**S:** ... And cheese. How many eggs do I need?  
**G:** For three people ... five eggs.  
**S:** Now what?  
**G:** First, peel the potatoes. Then, boil them for ten minutes. Ask Mum to help you with that. After that, slice the potatoes. Be careful with the knife.  
**S:** OK. And then?  
**G:** Slice the tomato.  
**S:** OK.  
**G:** Now, the eggs. Beat them well. Add salt and pepper.  
**S:** OK.  
**G:** Put some oil in a frying pan. Add the eggs, the potatoes and the tomato. Cook the frittata for two or three minutes.  
**S:** And it's ready?  
**G:** No. Then you put 100 grams of cheese on it. Finally, cook the frittata for a few more minutes.  
**S:** Great. Thanks, Gran! I love you.  
**G:** I love you too.

### 3.20 Unit 6, 6.7, Exercise 7

**B1 = Boy 1 B2 = Boy 2**

**B1:** Wow! I'm thirsty!

**B2:** Would you like orange juice or cola?

**B1:** I'd like some orange juice, please.

**B2:** Here you are. Now, would you like to watch TV or play football?

**B1:** I'd prefer to watch TV. It's too hot to go outside.

**B2:** What programme would you like to watch?

**B1:** I don't mind. You choose.

### 3.21 Skills Revision 5&6, Exercise 3

**M = Mum J = Joe N = Narrator**

1

**N:** What's the matter with Mary?

**M:** Can you give me a hand at the café today, Joe?

**J:** OK, Mum, but where's Mary? She usually helps you on Saturdays.

**M:** Mary fell over when she was running. She hasn't broken her arm, but she's got a lot of bruises.

2

**N:** What's the matter with Mr Sullivan?

**M:** I know you have your football practice on Saturday mornings, but I really need help today.

**J:** That's OK, Mum. I can help. There isn't football practice this morning.

**M:** Oh, why's that?

**J:** Mr Sullivan can't train the team today because he's got bad earache.

**M:** Well, a lot of people have a stomachache at the moment.

**J:** I said, 'Earache', Mum.

**M:** Oh, yes, sorry.

3

**N:** Where are the plates?

**M:** But I'm so happy you can help! You don't have to stay all day, I know you also have a Maths lesson in the afternoon.

**J:** That's fine, Mum. I can see the café's busy this morning.

**M:** Yes, it is. Can you set the tables next to the window, please?

**J:** No problem, Mum. Where are the knives, forks and spoons?

**M:** They're in the dishwasher. I haven't emptied it today.

**J:** Are the plates in the dishwasher too?

**M:** No, they aren't. They're on the kitchen table. They're clean.

4

**N:** How many cakes has Joe's mum baked today?

**J:** Mum, have you made your special chocolate cake today?

**M:** Yes, I have. I've made two chocolate cakes.

**J:** What's that cake in the cake tin? It smells lovely!

**M:** It's my special lemon cake. I've made it today too. Careful. It's hot!

5

**N:** What does Joe's mum want him to do?

**J:** What are you making now, Mum?

**M:** Vegetable soup.

**J:** Do you need any help with the vegetables?

**M:** Well, I've chopped the carrots. Can you peel those potatoes, please?

**J:** Of course. What about the onions?

**M:** Thanks, but I've sliced the onions. They're in the frying pan.

6

**N:** What time does Joe have to leave?

**M:** Joe, what time do you have to leave for your Maths lesson?

**J:** The bus is at quarter to five so I have to leave at half past four if that's OK.

**M:** I'm sorry I can't take you home, but we close at seven o'clock today.

**J:** That's OK. See you later.

### 3.23 Unit 7, 7.1, Exercise 3

**A = Alice B = Beth P = Paul K = Kate M = Matt**  
**Home sweet home**

**A:** My name is Alice and this is my school project about people's homes. You can read about my home. I also asked some friends to tell me about their homes. See how we live!

I live in Bristol in a semi-detached house.

My bedroom is next to our neighbours' daughter's bedroom. I can hear the music she plays. Fortunately, we like the same music!

**B:** Hi, I'm Beth. I live in a block of flats in Bristol too. It's a great city. I love the view from my room.

**P:** I'm Paul. I live in a terraced house in Beverley. It's a small town in the north of England.

**K:** My name's Kate. My family and I live in a cottage in an English village. The house is about 200 years old!

**M:** I'm Matt. I live in a detached house on the Isle of Skye in Scotland. I love living on an island!

### 3.25 Unit 7, 7.1, Exercise 7

**P = Presenter J = Jack L = Lily**

**P:** So, our first caller today is Jack. Where do you live, Jack? Tell me about your home.

**J:** I'm from Cornwall, and I love living in the country. My family and I live in an old cottage. We have a big garden at the back of the cottage. We can sit there when the weather is good.

**P:** Have you got your own bedroom?

**J:** Yes, I have. It's in the attic. My brother's bedroom is in the attic too.

**P:** Thanks, Jack. And now, our next caller is Lily. What type of home do you live in, Lily?

**L:** It's a semi-detached house in the north of England.

**P:** Do you live in the country?

**L:** No! It's just a small town.

**P:** Have you got a garden?

**L:** Yes, it's small, but it's very pretty. And our house is nice too. There's a kitchen, a dining room and a living room downstairs and the bedrooms are upstairs. My bedroom is small but I love it.

### 3.30 Unit 7, 7.3, Exercise 5

**P = Pi R = Rob**

**P:** Can I play a computer game?

**R:** Not here, Pi. You mustn't touch the lab computer.

**P:** Why not? You and Millie can use it.

**R:** It's only for work, Pi. We mustn't play games on it. You can take this tablet.

**P:** OK. Oh, there's Rock Band! I love this game!

**R:** You mustn't make too much noise because we're working. Here, you can put on these headphones.

**P:** Yay!

### 3.34 Unit 7, 7.4, Exercise 3

**B1 = Boy 1 B2 = Boy 2 B3 = Boy 3 G1 = Girl 1 G2 = Girl 2 G3 = Girl 3**

1

**B1:** Freddie and I are going to town this afternoon. Can you come with us?

**B2:** Sorry, Mum and I are visiting Grandpa. Maybe next time.

2

**G1:** Hi, Jen. Do you want to hang out on Friday evening?

**G2:** Yes, I'd love to, thanks.

3

**G3:** Uncle Joe is taking us to the beach on Saturday. Would you like to come?

**B1:** I'm sorry, I can't. I'm busy on Saturday.

4

**B3:** Are you free this afternoon? Would you like to go cycling with me?

**B1:** I'd love to, but I have a music lesson. What about tomorrow? We can go cycling in the park.

**B3:** That sounds fun.

### 3.37 Unit 7, 7.6, Exercise 2 and 3

**A = Angie M = Mark**

**M:** Hi Angie. It's me, Mark.

**A:** Oh, hi, Mark. It's great to hear you. How are you?

**M:** I'm fine. But you don't sound happy. What's wrong?

**A:** I'm OK, but I really miss living in a village.

**M:** Don't you like the city? What about your new flat, your neighbours?

**A:** The city's OK and the flat's lovely, but the neighbours?! I don't know them! Lots of people live in our block of flats and no one even says hello to me!

**M:** Why don't you have a 'neighbours afternoon'?

**A:** What's that?

**M:** Well, it's just an afternoon when you meet and chat to neighbours. You know where we live – lots and lots of terraced houses. Well, this is what we do in my street. One afternoon every summer, we switch off our TVs, computers and phones. We don't sit inside, we go into our front gardens or visit the neighbours in their gardens. We make cakes and snacks and chat with our neighbours. We put comfortable chairs outside for the older people, and we can play music too. It's a great way to meet people.

**A:** It sounds interesting ...

**M:** In fact, we're having a 'neighbours afternoon' on Saturday. Tomorrow I'm helping Mum tidy the garden.

**A:** Hmm. It sounds fun. Maybe I can ask Mum and Dad to organise a 'neighbours afternoon' here. Maybe we can have it in the park.

### 3.39 Unit 7, 7.7, Exercise 7

**B1 = Boy 1 B2 = Boy 2 G1 = Girl 1 G2 = Girl 2**

1

**B2:** Dad's taking me to the zoo this weekend.

Can you come?

**B1:** I'm sorry, I can't, maybe next time.

2

**G2:** Do you want to hang out this afternoon?

**G1:** I'd love to, but I'm visiting my cousins.

3

**G1:** Are you free next Sunday? Would you like to come to my house for a barbecue?

**B1:** That sounds fun. Thank you.

### 3.41 Get Culture!, Food to try in the UK, Exercise 5

**G = Gavin M = Morwenna**

**G:** Hi, I'm Gavin and I'm from the southeast of England. We usually have a traditional family lunch on Sundays: roast beef, roast potatoes, Yorkshire pudding and vegetables.

What I really love about this meal is Yorkshire pudding. We make it with flour, eggs, milk and oil and it has the shape of a little bowl. You can put any type of food you like in it, but Yorkshire pudding is really yummy with roast beef and gravy.

**M:** I'm Morwenna and I'm from Cornwall in the southwest of England. One of the most famous Cornish dishes is stargazy pie. We make it with fish, eggs and potatoes. It's unusual because we also use the heads of the fish! It's really funny – the heads stick out of the top of the pie and they look up – at the stars. That's why we call the pie 'star-gazy'. 'Gazy' comes from 'gaze' which means 'look at' something. The pie tastes ... like ... fish ..., but it has a lot of fans around here!

### 3.43 Unit 8, 8.1, Exercise 4

**N = Narrator R = Ricky**

**N:** I wanted to be a superhero!

**R:** Hi, my name is Ricky. Yesterday I found some photos. Look! Some of them are old. Wow! I've changed a lot!

In this photo, I'm five. That's my sister. She wanted to be a doctor. I wanted to be a superhero! At the age of seven, I was crazy about cars and I wanted to learn to drive more than anything in the world.

When I was 15, I decided to learn a new foreign language, so I started taking Spanish lessons. Here I am on holiday in Spain.

When I was twenty-one, my greatest ambition was to live on my own. My first flat was very small and cold!

Now I'm thirty-five. I'm lucky – I have an interesting job. I'm an artist. My daughter took this photo. She's six and she wants to be a photographer.

### 3.44 Unit 8, 8.1, Exercise 5

**Ricky:** That's my sister, Kate. She's an actor and she's famous. She doesn't live in the UK. She lives abroad, so I don't see her often. Kate has a great family. Her husband, Wally, is American. He has his own business. They're very rich. They even have their own plane!

### 3.45 Unit 8, 8.1, Exercise 6

**1**  
**Jake:** I'm Jake and I'm thirty-eight. I always wanted to have a family and I'm glad to say I have a great wife and two kids. I also wanted to live abroad, but I've never done that. I have my own business and it's hard to get away from my job. Maybe one day I can sell the business and see the world!

**2**  
**Sally:** Hi. I'm Sally and I'm twenty-two. I have two brothers and two sisters and when I lived at home, I shared a bedroom with my sisters. It wasn't easy and I wanted to live on my own. Today I have my own flat, far away from my hometown. Do I like it? No, I don't! I miss my family!

**3**  
**Elsa:** Hi, I'm Elsa and I'm twenty-six. When I was six, I wanted to be famous – I wanted to be an actress. But I also wanted to learn foreign languages, so I went to university and studied French, Spanish and German. Now, I'm a teacher. Well, I'm not famous, but I'm a member of a drama club and I still love acting!

### 3.51 Unit 8, 8.3, Exercise 7

- Who is playing the drums? It's Mrs Q.
- What was Millie doing at 8 a.m.? She was dancing.
- When is Doctor Q going to visit Doctor Spark? He's going to visit him tomorrow.
- How often does Mrs Q call her son? She calls him every week.
- Where will Mrs Q and Pi travel one day? They will travel to Africa.

### 3.54 Unit 8, 8.4, Exercise 3

**M = Man W = Woman G = Girl B = Boy**

**1**  
**M:** This film is terrible!  
**W:** You're right. Let's watch something else.

**2**  
**B:** Everybody likes going to the beach.  
**G:** That's not true. I don't like it. It's too hot.

**3**  
**M:** Ankara is the biggest city in Turkey.  
**W:** You're wrong. Istanbul is much bigger.

**4**  
**B:** English is a very easy language.  
**G:** I don't think so. I think it's difficult.

### 3.55 Unit 8, 8.4, Exercise 4

**S = Steve I = Ivy**

**S:** Ivy, what can I buy Mum for her birthday?  
**I:** Her laptop is old ... Buy her a tablet. That's a brilliant present!

**S:** I don't think so! Tablets are too expensive!  
**I:** That's true.

**S:** What are you going to buy her?

**I:** Well, she loves making cakes

**S:** That's true ...

**I:** ... so I'm going to buy her a book of cake recipes.

**S:** Good idea. Hmm. I'm going to ask Dad. He knows what Mum likes.

**I:** I disagree. He always buys her the same thing – flowers.

**S:** You're right. What's Grandad going to buy her?

**I:** A tree.

**S:** A tree?!

**I:** Yes, a tree. You know. For her garden.

**S:** I think that's a terrible present.

**I:** That's what I think, too. ... Steve, I've got an idea. Mum loves her garden, right?

**S:** Yes ...

**I:** Well, buy her some gardening gloves. She'll love them.

**S:** Brilliant idea! Thanks, Ivy.

### 3.58 Unit 8, 8.5, Exercise 4

**B1 = Boy 1 B2 = Boy 2 G1 = Girl 1 G2 = Girl 2**

**M = Man W = Woman**

**1**  
**B1:** I'm meeting Harry at four.  
**G1:** It's four now. Oh! And here's Harry!

**2**  
**G1:** Everybody likes going to the beach.  
**B1:** That's not true. I don't like it. It's too hot.

**3**  
**M:** ... Then we went to the new restaurant, you know the one on the corner.

**W:** Oh, that's nice. What was ...

**G2:** Hey Dad, I need some money for the bus.

**4**  
**B2:** Go on! Why are you standing here? Let's get some food.  
**G1:** No, look, there's a queue. We should stand in it.

### 3.59 Unit 8, 8.6, Exercise 2 and 3

**R = Robbie J = Jen M = Mum**

**R:** That was a fantastic science fiction film!

**J:** It was OK, Robbie. The special effects were good, but the story was ... meh. It'll be terrible if the future is like the film! Will everybody live in buildings with 200 floors? ... Those awful cities! No trees!

**R:** Don't be silly, Jen! It'll be awesome!

**J:** What do you think, Mum?

**M:** That was just a film, Jen. People will probably live in lots of different types of homes, like they do now.

**R:** I think there won't be any schools.

**J:** Of course, we'll have schools, Robbie, but they'll be different.

**M:** Jen's right. I think kids will use even more technology in the future, and they'll study online more. But I think they'll go to school sometimes to be with other students and their teachers.

**R:** I hope there won't be exams ... What about work, Mum?

**M:** What do you think, Robbie?

**R:** I think we'll have different jobs. More people shop online, so there won't be shop assistants ... Maybe everybody will work from home.

**J:** Or maybe robots will do all the boring jobs ...

**M:** Well, I'm sure people will do a lot of the same things we do now. They'll hang out with their friends, and they'll have hobbies and make things and sing and play music ...

### 3.61 Unit 8, 8.7, Exercise 7

**B1 = Boy 1 B2 = Boy 2 G1 = Girl 1 G2 = Girl 2**

**1**  
**G1:** The book was interesting.

**B1:** I agree with you. I liked it too.

**2**  
**G1:** The city is better than the country.

**B1:** I don't think so. I prefer the country.

**3**  
**G2:** Paris is bigger than Tokyo.

**B2:** You're wrong. Tokyo is much bigger!

**4**  
**G1:** My sister is a better singer than me.

**B1:** That's true, but you're better at sport.

**5**  
**B2:** Most people want to be famous.

**G2:** I disagree. I think they want to be happy.

### 3.62 Skills Revision 7&8, Exercise 4

**B = Boy G = Girl**

**B:** What are you doing tomorrow?

**G:** I'm going to my uncle's new flat. He only moved yesterday, so we're helping him clean up and carry the rest of his bags up the stairs.

**B:** That doesn't sound like much fun.

**G:** That's right! His flat's on the top floor and there isn't a lift. And we're leaving home at half past nine, so I have to wake up early.

**B:** What time will you be home? Mum's taking my sister and me to the swimming pool in the afternoon. Then we're going to Jack's Palace in the evening. Mum says you can come.

**G:** That's sounds great! I think we'll be home at six o'clock. Is that too late?

**B:** I'm sure it will be OK.

**G:** Have you ever been to Jack's Palace?

**B:** No, I've never been there.

**G:** It's cool. I love the mirrors on the walls. And you must try the spaghetti pizza!

**B:** A spaghetti pizza! That's, erm, different! How often do you go out for dinner with your family?

**G:** We usually go out on Fridays, but we didn't yesterday. We stayed at home because Dad had a stomachache.

**B:** OK. I must go. See you tomorrow at six o'clock. We mustn't arrive at Jack's Palace late, because Mum says it's always busy!

## Get Grammar! video scripts

### Unit 1, 1.2

**A = Anna M = Max H = Hammy F = Fluffy**

**N = Narrator MI = Mice AL = All MO = Mouse**

**V = Voiceover**

**M:** Hammy?

**H:** Yes! Who? What?

**M:** What are you doing?

**H:** I'm reading.

**M:** No, you are not reading! It's late. I'm going to bed. Are you coming?

**H:** Yes, I am. Who's sleeping in my bed? Max!

A monster is sleeping in my bed!

**M:** Oh, it's Fluffy. She's aunt Agatha's cat. Auntie is on holiday in Australia.

**H:** Hey, Fluffy! Why are you sleeping in my bed?

**F:** Well, I'm not sleeping now. You two are making too much noise!

**H:** But this is my bed!

**F:** I know but I'm very little and very tired ...

## 5 Unit 1, 1.3

- H:** Yupp! Today is Friday!  
**F:** Why are you so happy? What do you do on Fridays?  
**H:** On Fridays we always go to the cinema. We usually watch a comedy. Then we eat pizza and we drink lemonade. I love Fridays with Max and Anna.  
**F:** Hmm, I like that.  
**H:** It's Friday. I'm at the cinema with Max and Anna and Fluffy. We aren't watching a comedy at the moment. We're watching a cartoon with cats. Cartoons are for kids. We aren't eating pizza now. They're eating burgers and I'm eating chips. I don't like burgers. And we're drinking milk. You're kidding me. Milk? Where's my lemonade? I hate Fridays with Fluffy.

## 10 Unit 2, 2.2

- N:** Max and Hammy are buying a cake for the family.  
**M:** Hammy, how about the strawberry cake?  
**H:** Meh ... The carrot cake is better! Carrots are the best food in the world! Also, the strawberry cake is more expensive than the carrot cake.  
**M:** Wow! You're right. It's the most expensive cake in the shop! But the carrot cake is very small. We need a cake for 10 people.  
**H:** The lemon cake is bigger than the carrot cake.  
**M:** Yes, but mum doesn't like lemon.  
**H:** Wow! This is the biggest cake they have.  
**M:** This isn't a real cake, Hammy!  
**H:** Yes, it is! Look! I think you're right, Max ... It's isn't a real cake ...

## 11 Unit 2, 2.3

- F:** Why are we here?  
**A:** I want to buy a fish.  
**F:** For dinner?  
**A:** No, silly! As a pet.  
**F:** Why? Fish are too boring. You can't play with them.  
**H:** Fluffy's right. They aren't interesting enough. They aren't as clever as hamsters!  
**F:** Oh, please! Hamsters run on a wheel all day! That's not clever!  
**H:** Yes, it is! Cats are too lazy! They eat and sleep all day!  
**F:** Oh, yeah?  
**H:** Yeah!  
**A:** This is silly! You two! Out! Fish are good pets! They aren't as noisy as you two!  
**F:** We are as clever as cats and hamsters

## 15 Unit 3, 3.2

- N:** Max, Hammy and Fluffy were on a beach holiday a few days ago.  
**H:** We had a fantastic time!  
**A:** Can I see the photos?  
**H:** Of course! Look! The beach was amazing! Max and I swam in the sea. We went snorkelling! We tried the local food and we explored the area.  
**A:** I can't see Fluffy in the photos.  
**H:** Fluffy didn't go snorkelling with us because she hates getting wet! She didn't try the local food and she didn't explore the area! She just sunbathed all day! It wasn't good for her! I told her but she didn't listen.  
**A:** Oh, poor Fluffy!

## 16 Unit 3, 3.3

- M:** What did you do on holiday, Anna?  
**A:** My cousin, Lexie, visited us from Australia.  
**M:** Did you go sightseeing?  
**A:** Yes, we did.  
**H:** Did you visit the zoo?  
**A:** No, we didn't. But we went to the Museum of Natural History.  
**H:** Was it interesting?  
**A:** Yes, it was. We had a fantastic time!  
**M:** Did you see the dinosaurs?  
**A:** Yes, we did.

- H:** Were they scary?  
**A:** Yes, they were! They were very scary!  
**H:** Ha! Dinosaurs don't scare me!  
**M:** Did you buy anything from the museum shop?  
**A:** Yes, I did. I brought you this.  
**H:** Help! It's alive!  
**M:** Don't worry. It's not alive, it's just a toy.

## 21 Unit 4, 4.2

- M:** Hammy, were you playing with this ball in the garden ten minutes ago?  
**H:** No, I wasn't. It wasn't me.  
**A:** Where is Fluffy? What was she doing at 4.50?  
**F:** I was with Hammy. We were hanging out in here.  
**H:** No, we weren't. You weren't here.  
**F:** He was skateboarding and I was cleaning my fur.  
**H:** I wasn't skateboarding. I was running.  
**F:** Argh, whatever.  
**H:** You weren't cleaning your fur. Your paws are muddy. You were playing with the ball in the garden.  
**M:** Sorry. This is our ball.  
**H:** I'm sorry, Fluffy.  
**F:** It's ok, I was playing with them. Hey, boys wait for me.

## 22 Unit 4, 4.3

- H:** Dear Diary, Max is very strange these days. A few days ago, Max and Anna were talking when I went into the kitchen. When they saw me, they stopped talking. The day before yesterday, we were having dinner when the phone rang. Max said: 'I can't talk here.' and went out of the room. I think he's keeping some secrets from me! Yesterday, I was sleeping in my bed when I heard a noise. Max was putting some bags inside the wardrobe. What was in the bags? He didn't want to tell me. I don't think they like me anymore!  
**M:** Hammy, come with me, please.  
**H:** OK, Max.  
**AL:** SURPRISE!  
**A:** This is your new gym! Max and I made it for you! Fluffy helped too!  
**H:** You are the best friends in the whole world! You too, Fluffy!  
**F:** Do we have to do that?

## 26 Unit 5, 5.2

- F:** Why are we stopping here?  
**M:** I have to do some shopping. Come on, Fluffy!  
**H:** Does she have to come, too?  
**M:** Yes, she does, Hammy. Fluffy can't stay out here on her own! She has to come with us.  
**F:** Spinach? Yuk! Why does Max have to buy vegetables?  
**H:** We have to eat vegetables. They're good for our health!  
**F:** Cats don't have to eat vegetables. We only eat meat.  
**H:** Only meat?  
**F:** Only meat!  
**A:** Hammy, free ice cream.  
**H:** Ooh! Yummy!  
**F:** Where's my ice cream? Go and get one for me, too!  
**H:** You only eat meat, remember?

## 27 Unit 5, 5.3

- H:** Let's see ... Question: 'What should we do to be healthy?' Answer: 'You should exercise!' I do that. Fluffy doesn't. Fluffy should exercise more. She shouldn't sleep on the sofa all day. Fluffy! Catch the ball! Fluffy! Look! It's your favourite toy!  
**F:** Hammy? I hear a noise in the kitchen. I'm scared!  
**H:** Should I go and see?  
**F:** Yes, you should.  
**H:** You're right, you should stay here. You shouldn't move.  
**F:** OK.  
**H:** Fluffy? Open the door!  
**F:** I can't hear you!

## 32 Unit 6, 6.2

- H:** I'm so hungry. Oh, no! Max hasn't done the shopping.  
**F:** But look! He's left some milk. And he hasn't eaten all the biscuits!  
**H:** I've opened a bottle of lemonade. And I've got some nuts.  
**F:** Hammy! You've eaten my biscuits!  
**H:** I haven't touched your biscuits.  
**F:** Well, someone has eaten them! And someone has drunk the milk, too!  
**H:** It wasn't me, Fluffy. Oh, where are my nuts? I haven't eaten them! That's strange. I can't see anyone.  
**F:** I can! Look!

## 33 Unit 6, 6.3

- MO:** Come on, guys! We're having a party!  
**M:** Hi, I'm back!  
**F:** Hello, Max. Have you eaten?  
**M:** No, I haven't. I'm starving. Have you and Hammy made lunch?  
**F:** Yes, we have.  
**M:** Fantastic! What have you made, Fluffy?  
**F:** This! Have you ever had pasta with fish?  
**M:** No, I've never eaten pasta with fish.  
**F:** It's yummy!  
**M:** If you say so ... let's wait for Hammy. What has he made?  
**F:** He's made roasted vegetables.  
**M:** Hm ... Has he burnt them?  
**F:** No, he hasn't! I think ...  
**H:** Here you are. Have you ever tried roasted vegetables, Max?  
**M:** Well, yes I have, but these look a bit ... different ...  
**F:** I was first! Try my pasta, Max!  
**M:** Ouch! Have you boiled the pasta, Fluffy?  
**F:** No, I haven't.  
**M:** Have she cooked the fish, Hammy?  
**H:** No, she hasn't. Here, try the vegetables.  
**M:** Hm ... Why don't you try the food, too?  
**F:** Bliah!  
**H:** I've never eaten anything as horrible as this.  
**M:** Let's order pizza.  
**F/H:** Yey! We love pizza!

## 37 Unit 7, 7.2

- H:** Why are you packing?  
**M:** I'm visiting uncle Peter at the weekend.  
**H:** I see.  
**M:** Weekends at uncle Peter's house are great fun.  
**H:** Yes, I know.  
**M:** Here's what he's planned. On Saturday morning, we're going fishing. Then we're having a barbecue in the garden.  
**H:** Oh ... good.  
**M:** Cheer up, Hammy. I'm not going alone. You and Fluffy are coming, too.  
**H:** Yipeee!  
**F:** Did you say something about fishing?  
**M:** Yes, there's a lot of fish in the river near uncle's house.  
**F:** Mmm.  
**H:** Is uncle Peter taking us to the dinosaur museum, too?  
**M:** No, we're not visiting the dinosaur museum this time.  
**H:** Oh ...  
**M:** But ... he's taking us on a boat trip down the river!  
**H:** Hurray!  
**M:** Go on, pack your bags! Hammy! We're only going away for the weekend! We're not moving to a new house!

## 38 Unit 7, 7.3

- M:** Now be careful. You mustn't touch anything.  
**H:** Did you hear that, Fluffy? And we mustn't take photos. Look.  
**F:** I don't even have a camera with me, Hammy!

- M:** Shh! We must speak quietly.  
**F:** I'm thirsty!  
**M:** Here, you can drink my water.  
**H:** No, Fluffy! We mustn't leave rubbish behind. You must take this with you. You can put it in the bin outside.  
**F:** I'm tired!  
**M:** You can sit on that bench. We're going away for ten minutes.  
**F:** You mustn't leave rubbish! You mustn't touch anything! Why? Here! I'm touching it! Nothing's happening! I'm sorry!

#### 43 Unit 8, 8.2

- V:** This is how we imagine the city of the future: People will live in very tall buildings.  
**F:** Wow! I'll live on the top floor!  
**V:** We won't drive cars. We will fly in flying vehicles, instead.  
**H:** That's exciting! Maybe I'll learn how to fly my own flying vehicle!  
**V:** Will people eat food? No, they won't. They'll take pills.  
**F:** What? No fish? No burgers?  
**A:** Oh, poor Fluffy!  
**V:** We won't have animal pets. We'll have electronic pets.  
**F:** Will electronic pets love you? I don't think so!  
**H:** This is awful! I hate this TV programme!  
**M:** Don't worry, Hammy. I won't get electronic pet. We'll be together forever.

#### 44 Unit 8, 8.3

- H:** What are you doing?  
**M:** I'm looking for some table tennis balls.  
**H:** Here they are. How many do you need?  
**M:** I need two, please.  
**F:** Help! Help!  
**M:** Who was that? Was it Fluffy?  
**H:** Yep.  
**M:** Oh, no! We're coming Fluffy! Where is she, Hammy?  
**H:** She's in the garden. I'm sure it's one of her jokes. She does that all the time ...  
**N:** A week ago.  
**F:** Hammy! Hammy!  
**H:** Why are you making so much noise?  
**F:** I can't open the door!  
**H:** Let me try. Fluffy! Why did you do that?  
**F:** Relax! It's a joke!  
**N:** Three days ago.  
**F:** What is this?  
**H:** It's a parcel for me.  
**F:** Who sent it?  
**H:** Mr I.T. Sajoke.  
**F:** Why are you looking at it?  
**H:** Because I don't know anyone with that name.  
**F:** Are you going to open the parcel? When are you going to open it? I-T-S-A-J-O-K-E! It's a joke! Got it?  
**M:** You're right, Hammy. It's probably one of Fluffy's jokes. So ... do you want to play table tennis now?  
**H:** Yes, I do!  
**F:** Help! I can't get down! Heeeeelp!

## Get Culture! video scripts

### 7 The Arctic

Hi and welcome to *Get Culture!* I'm Maddie. Do you know which country this flag belongs to? That's right. It's the Canadian flag.

Canada is here. It's a very big country. People in Canada live in lots of different places. Some live in big cities like Toronto or Vancouver. Others live in towns and villages. And some Canadians live in a very cold place called the Arctic circle. This is the Arctic Circle. It covers 40% of Canada. Travelling can be difficult. People travel by plane or snow mobile and sometimes even by dog sled! That looks like fun! These people are going fishing; they have to travel a long way from their homes. They haven't got a tent to sleep in. Where can they sleep? Look, they're building an igloo. Children learn how to build igloos with help from their families. Kristi and her brother are learning how to fish. First, they have to dig a hole in the ice. The ice is 50 cm thick; it's hard work. Then they need to be very quiet and patient. Oh dear, no fish this time.

Look out! It's a polar bear. Special police make sure that the bears travel safely through the town. The winters here can last from October to March. In the Arctic, people spend a lot of the winter inside. They enjoy spending time together as a family. In the winter time the sun doesn't rise so it doesn't get light. It's only 10 a.m., it's dark but these children are having their lessons. Can you imagine going to school in the dark?

I hope you enjoyed finding out about life in the Arctic Circle. See you next time! Bye!

### 18 Yellowstone and the Grand Canyon

Hi there and welcome to *Get Culture!* I went for a run in the park earlier. Do you like visiting the park where you live? Did you know that some parks are so big that they attract millions of visitors every year?

This is Yellowstone National Park, in the northwest of the United States. It's very big. In fact, it's larger than some US states! Around 4 million people from all over the world visit the park each year. You can go camping, hiking and even mountain biking. Yellowstone became a national park in 1872. It's the oldest national park in the USA. Yellowstone Park is in the middle of the Rocky Mountains. The Yellowstone River runs through the park. Summers in Yellowstone are quite warm but they can be stormy too. In the winter, it often snows. The coldest temperature ever recorded at Yellowstone was -54 degrees Celsius. Many people visit Yellowstone to see the amazing geysers. A geyser is an underground spring that shoots jets of hot water and steam into the air. There are about 500 geysers in the park. Are there any national parks in your country? Let's look at another national park in the USA. This is the Grand Canyon. It's in the state of Arizona. It's a deep, rocky valley. The Colorado river runs through it. The Grand Canyon is 29 kilometres at its widest point and 446 kilometres long. That's as long as 4250 football pitches! And did you know the Grand Canyon is nearly 2 kilometres deep? Summer temperatures can get as hot as 40 degrees Celsius. In the winter, there can be a lot of snow and the temperature can be as cold as -18 degrees Celsius. These tourists are on a boat trip through the canyon. The river is very fast and it can be dangerous. Now, time for a question. What's the oldest national park in the USA? The answer is, Yellowstone Park. Bye, for now.

### 29 BBC

Hi there, welcome to *Get Culture!* I was just watching one of my favourite television programmes. It's a wildlife documentary. There are lots of different channels to choose from but this programme is on the BBC.

The BBC or British Broadcasting Corporation is made up of several TV channels as well as radio stations, websites and more. A man called John Reith started the BBC in London. The year was 1922. In the beginning, the BBC only broadcast radio programmes, but in 1936 it started the first television service. The pictures were in black and white and they weren't very clear. Viewers had to move the aerial very carefully to get a good picture. The BBC broadcast the coronation of Queen Elizabeth II in 1953. 20 million people watched it on TV.

Today the BBC is the biggest broadcaster in the UK; 21,000 people work for the company. The main BBC offices are still in London but there are several offices around the world too. There are nine BBC TV channels in the UK and fourteen international channels. Millions of people around the world watch them. You can watch all sorts of different programmes on the BBC. There are programmes about nature, history, science or cooking, comedies, dramas, and many more.

The BBC is very well-known for its news programmes, which are shown all over the world. You don't have to watch the BBC news on the TV. You can listen to it on the radio. You can easily watch BBC programmes on your smart TV, your tablet and even on your smartphone. How do you like to watch TV?

Some BBC programmes are filmed in TV studios like this ... and some are filmed 'on location'.

Now, can you remember what 'BBC' stands for? That's right, The British Broadcasting Corporation. See you next time. Bye!

### 40 Takeaway food

Hi and welcome to *Get Culture!* Today, we're finding out about takeaway food in the UK. A 'takeaway' is a meal you can order from a restaurant and eat at home. Have you ever ordered a takeaway? What did you order? My favourite takeaway food is Chinese.

People in the UK spend over 30 billion pounds a year on takeaways. The UK has the most takeaway restaurants in the whole of Europe. Today, many people work long hours and have longer to travel to and from their jobs. People have less time to cook so takeaway food is a popular choice.

British people have enjoyed fish and chips for over 150 years. The first fish and chip shops, or 'chippies', opened in the 1860s. Let's find out how to make fish and chips. First, make a batter with flour, salt and water. Then dip pieces of white fish in it. Fry the fish in very hot oil until the batter is crispy. Chips are easy – peel and chop the potatoes and fry them! And you mustn't forget to add salt and vinegar. Hmmm that looks tasty!

Now, let's find out about some other popular takeaways in the UK. Chinese restaurants have served takeaways since the late 1950s. Today Chinese is the most popular type of takeaway in the country.

British people eat 8 million meals a week. You can cook most Chinese takeaway dishes in a wok. A wok is a large, deep frying pan.

The first Indian restaurant in the UK opened in London in 1809 and today Indian takeaways are one of Britain's favourites. This is chicken tikka masala. It's the most popular Indian takeaway dish in the UK. I love spicy food. Do you? Oh, I'm really hungry now! Are you ready for a question? What's the most popular type of takeaway in the UK? It's Chinese food! Oh hi, can I order spicy chicken noodles please? Bye!

## Workbook audio scripts

### 3 Unit 1, 1.6, Exercise 2 and 3

**W = Woman F = Fred G = Gary A = Arthur  
N = Nelly WA = Walter M = Mary**

**1**  
**W:** What do you usually do on Saturdays, Fred?  
**F:** I tidy my room.  
**W:** What do you do?  
**F:** I put away my clothes and I vacuum the floor.

**2**  
**W:** Do you look after your sister at the weekend, Gary?  
**G:** Sometimes.

**W:** Do you look after a pet?  
**G:** Yes. I feed my dog every day.  
**W:** What do you usually do after dinner, Arthur?  
**A:** I clear the table, but I don't wash the dishes.  
**W:** Do you take out the rubbish?  
**A:** Yes. I do that with my brother.

**4**  
**W:** Hi, Nelly. Do you load the dishwasher after lunch?  
**N:** No, I don't. We haven't got one. But I like chores.  
**W:** What do you like doing?  
**N:** I like setting the table. It's my favourite chore.

**5**  
**W:** Do you like chores, Walter?  
**WA:** No! I hate them!  
**W:** Do you make your bed?  
**WA:** No, I don't because I'm messy. But I do one chore. Every morning I empty the dishwasher.

**6**  
**W:** Do you like chores Mary?  
**M:** Yes, I do. I do lots every day.  
**W:** What do you do first every day?  
**M:** I make my bed because I'm tidy.

### 5 Unit 2, 2.6, Exercise 1, 2 and 3

**N = Narrator M = Martha A = Andy S = Sally  
F = Fred**

**N:** Today we're in a department store. We asked four children about what they want to buy. Here's what they told us.  
**Martha**  
**M:** I don't want to get a mobile phone because I don't need a new one. I'd like to buy some headphones for my phone. I like these red headphones. They are thirty pounds. They aren't as expensive as a phone!

**N:** Andy  
**A:** I only have ten pounds, so I can't buy anything expensive. I like the blue torch and it's only nine pounds so it's the cheapest thing in the shop. I want to go camping, so a torch is a good thing to have.

**N:** Sally  
**S:** The camera is cheaper than the mobile phone. But I need a new mobile phone because my phone is too old. I like this phone because it has a camera and a torch! It is two hundred pounds. It's the most expensive thing in the shop.

**N:** Fred  
**F:** I like taking photos. I can take photos with my phone, but I'd like a camera. This black camera is 70 pounds so it's cheaper than a phone. I have some money from my grandparents so it isn't too expensive.

### 6 Skills Revision 1&2, Exercise 4

**G = Girl GR = Grandpa**

**G:** Look at this selfie, Grandpa. I'm at my best friend David's house.

**GR:** It's a lovely photo. Where's David?  
**G:** David's sitting on the sofa.  
**GR:** Is he the boy speaking on his mobile phone?  
**G:** No, he's playing a computer game.  
**GR:** Who's that girl?  
**G:** The one setting the table?  
**GR:** Yes, that's right.

**G:** That's David's oldest sister, Emma. She's helping their mum.

**GR:** That's nice. Has David got a chore?  
**G:** Yes, he has. He usually vacuums his bedroom. He hates it!

**GR:** Who's the boy vacuuming in the photo?  
**G:** That's his older brother, Michael. Michael hates vacuuming too. David's youngest sister is in the photo too. Look.

**GR:** Is she the girl watering the plants?  
**G:** No, Grandpa. She's ironing a T-shirt. She loves ironing!

**GR:** What's her name?  
**G:** Sarah.  
**GR:** Her jeans aren't long enough!  
**G:** Look at the cat! Her name's Sally.

**GR:** She's too fat!  
**G:** That's because she eats a lot!  
**GR:** Who's the boy feeding her?  
**G:** William. He's David's neighbour.  
**GR:** I think I know William's dad. He's very thin too.

### 8 Unit 3, 3.6 Exercise 2 and 3

**W = Woman A = Anna S = Steve J = Jane  
B = Bob**

**1**  
**W:** Hello, Anna. Are these your holiday photos?  
**A:** Yes, they are. I took this photo.  
**W:** It's nice. Did you go swimming every day?  
**A:** Yes. We went to the beach in the morning and we stayed all day. I swam in the sea a lot. I had fun.

**2**  
**W:** Hi, Steve. Did you have a good holiday?  
**S:** Yes, thanks. It was really great.  
**W:** What did you do? Did you go snorkelling or cycling? I remember you did snorkelling and cycling last year.  
**S:** No, I didn't go snorkelling or cycling this time. I did something different. I went to the mountains and I went hiking. It was amazing.

**3**  
**W:** Hello, Jane. Did you like your holiday?  
**J:** No, I didn't.  
**W:** Oh dear. Why? What happened?  
**J:** The city wasn't interesting. I didn't like the food or the museums.

**W:** Oh dear,  
**J:** It was horrible. I got bored.

**4**  
**W:** Hi, Bob. Is that you in this photo?  
**B:** Yes, it is! This is the campsite I stayed at. It was next to a lake.  
**W:** That's nice. Did you put up the tent?  
**B:** Yes, I did. And I cooked for everyone. I love camping.

### 10 Unit 4, 4.6, Exercise 2 and 3

**1**  
**Girl:** Last weekend a funny thing happened. It was my brother's birthday and I was making him a cake when the phone rang. I answered the phone and I forgot about the cake. Twenty minutes later I was watching TV when I remembered the cake! I ran into the kitchen. Guess what? The dog was eating the cake mix when I walked in. I was really sad. I told my brother what happened and said I was sorry. But he was happy about it because Mum ordered pizza instead!

**2**  
**Boy:** Last winter a funny thing happened. Dad and I were staying in a hotel in the mountains. We were on a short skiing holiday but there wasn't any snow! The sun was shining when we arrived on Friday. We felt tired, so we went to bed early. That night, when we were sleeping, it started to snow. On Saturday there was snow everywhere! We looked for the road, but we couldn't see it. We stayed at the hotel for two extra days because the road was closed. Dad was worried at first, but it was fun to live quietly in the mountains!

### 11 Skills Revision 3&4, Exercise 6

**M = Mrs Smith J = Jack**

**M:** What did you do last summer Jack?  
**J:** Well, I went to the city of Edinburgh in Scotland with Mum and Dad.  
**M:** Did you enjoy it?  
**J:** Yes, I did. We explored the city and I took a lot of photos.  
**M:** Did your sister go with you?  
**J:** No, she didn't. Betty is twenty so she went on a hiking holiday with some friends. One day they were walking on a mountain when they got lost for two hours!  
**M:** Were they OK?  
**J:** Yes, they were! My cousin Michael is twenty too. He went to Spain on a cycling and camping holiday with his friends. They were always hungry, so they tried the local food every evening!  
**M:** I like camping!  
**J:** Oh, my grandma Lily loves camping holidays too! But Granddad Jo enjoys staying in expensive hotels. Last year they went camping and they stayed in hi-tech tents. They all had a smart TV!  
**M:** Wow! Did they stay near a forest or a beach?  
**J:** In a forest. But my best friend, Ben, went on a beach holiday last year with his family. They spent six hours every day at the beach!  
**M:** Did they go on a boat trip?  
**J:** No, they didn't, but they did a lot of water sports.

### 13 Unit 5, 5.6, Exercise 1, 2 and 3

**K = Karen D = Dad**

**K:** Dad, can I go to Maria's house? We have to finish our History project for next week.  
**D:** No, you can't go, Karen. You have a Maths test tomorrow, remember?  
**K:** I know. But I was studying for that when you came home from work. I finished my revision ten minutes ago.  
**D:** Are you sure? Give me your book and let's see.  
**K:** Oh, OK. Here you are.  
**D:** Right, what's the answer to this question?  
**K:** Erm ... erm ... wait a minute ... erm ... erm.  
**D:** Karen! What were you really doing when I came home?  
**K:** I was playing video games – sorry, Dad.  
**D:** Oh dear. Well, I think you should study harder and you shouldn't play video games.  
**K:** OK.  
**D:** And go to bed early. You have to sleep well before a test.  
**K:** What time should I go to bed then?  
**D:** Half past nine.  
**K:** Dad! That's too early.  
**D:** OK. Ten. But you don't have to study after nine o'clock. You have to relax before you sleep. And tomorrow you should put your calculator in your school bag.  
**K:** Yes, Dad.  
**D:** Look. I made you some cheese on toast. You have to eat when you study!  
**K:** Thanks, Dad!

### 15 Unit 6, 6.6, Exercise 2 and 3

**TV chef:** Welcome to the programme. Today, I have a delicious and simple dinner recipe. Now lots of us like meat or fish for dinner and of course potatoes and other vegetables. Green vegetables are my personal favourite. This meal has chicken and vegetables. Here are the ingredients: One chicken. Three potatoes. One onion. A little salt and pepper. And two litres of water. You also need some oil.  
Now this is what you do. First, chop the chicken into pieces. Then boil the chicken for thirty minutes in two litres of water. When the chicken is ready, take the bones out of the meat. You don't need the bones. Keep the water. Now peel and chop the potatoes and the onion. Fry the onion in the oil in a big pan.

Add the chicken, the potatoes and the water from the chicken. Boil everything for 30 minutes. Put the chicken and vegetables in the blender. Blend! You have a delicious winter chicken soup. Put your soup in a bowl. You can add more salt, and add some black pepper for a spicy soup.

### 16 Skills Revision 5&6, Exercise 6

**N = Nurse B = Boy**

- N:** Come in. Hello, Johnny. What has happened to you?  
**B:** It's my right leg. Look. I was playing football in a match ...  
**N:** Sit down. Oh dear! ... Let me see.  
**B:** Ow!  
**N:** Don't worry. It's OK. You haven't got a broken leg. You've got strong bones!  
**B:** That's good.  
**N:** What a big bruise! You should put ice on it. Did you win the match?  
**B:** No, it hasn't finished. I really wanted to stay.  
**N:** Oh dear. Good. That's better.  
**B:** Thank you, nurse. Can I go and watch the end of the game?  
**N:** Oh, I'm sorry, but that isn't a good idea because you shouldn't stand for long! Do you parents know about your accident?  
**B:** Yes, they do. I've phoned them. Dad can drive me home after school.  
**N:** That's good. Now, you don't have to stay at home but you shouldn't play football for a week.  
**B:** Oh, no! There's another game on Friday.

### 18 Unit 7, 7.6, Exercise 2 and 3

**Charlie:** Hi, I'm Charlie and I live in this block of flats. I have great neighbours – we are like one big happy family. My uncle lives here. His flat is really cool, but it's very small, so he has to keep his bike in the basement. You must walk down the stairs to get to the basement – the lift doesn't go down there.

I live on the 2nd floor with my mum and dad. My best friend Amin lives next door to me! We often play at each other's houses. Our mums leave the doors open, so we can go in and out! Amin's grandparents live on the ground floor. We often visit them and help clean up because they are old. Then his grandma makes us delicious pancakes!

There is one big flat on the top floor. My mum's best friend lives there with her family. Her daughter Mary goes to the same school as me. Mary's mum likes having parties in the garden and she invites everyone in the building. We're going there for a Mother's Day party on Sunday actually! I hope it's fun!

### 20 Unit 8, 8.6, Exercise 2 and 3

**F = Frank Z = Zena**

- F:** What do you think will change in our everyday lives in the future, Zena?  
**Z:** I think we won't have books any more. We will all read e-books. Our school books will be on tablets.  
**F:** And what about nature? I hope animals and nature will be OK. But I don't think they will.  
**Z:** What do you mean?  
**F:** I think the weather will be hotter and there won't be any snow where the polar bears live. There will be lots of problems for people and animals.  
**Z:** Oh dear. What about good things? I think the environment will be cleaner because most cars will work with electricity.  
**F:** Or maybe everyone will ride bikes. I'm sure there will be lots of people in cities, so bikes will be much better. We will all live in tall blocks of flats. There will be nice gardens next to the flats and more playgrounds for kids.  
**Z:** What about work? Will we work really hard?  
**F:** I don't think we will. I think we will work three days a week. The weekend will be from Thursday to Sunday.  
**Z:** Wow! Looooong weekends! I can't wait!

### 21 Skills Revision 7&8, Exercise 5

**M = Man G = Girl**

- M:** Hello, everyone. It's about the school trip tomorrow! I want to tell you all about it!  
**G:** Where are we going, Mr Smith?  
**M:** We're going to Haddywick House.  
**G:** How do you spell Haddywick?  
**M:** H-A-D-D-Y-W-I-C-K. It's a big, very old house with a beautiful garden. Kings and queens stayed there in their summer holidays in the past.  
**G:** What will we do there?  
**M:** Well, first we'll go on a tour of the house. The kitchen is in the basement. I'm sure it will be the biggest kitchen you have ever seen. There are eight big sinks and twenty-four taps! Three hundred years ago, the chefs often cooked for five hundred people!  
**G:** That's cool. What's in the rest of the house?  
**M:** Well, we'll see the kings and queens' favourite rooms. The Purple Room is fantastic. The old cupboards and bookcases are beautiful. But my favourite room is the Hall of Mirrors. There are mirrors on all the walls.  
**G:** Can we take photos, Mr Smith?  
**M:** That's a good question, Sally. We can't inside the house but you can take photos of the garden. It's amazing!  
**G:** What time must we be at school tomorrow?  
**M:** Please be here at quarter to nine. The bus is leaving at nine o'clock, so you must arrive on time. You mustn't be late!

### 22 Exam Practice 1-4, Part 3

**B = Boy G = Grandma**

**Part 3. Listen and look. There is one example.**

- B:** Look Grandma. I took this photo last week on the school camping trip.  
**G:** It's a lovely photo. Is that boy your best friend Michael?  
**B:** Yes, that's right. He's playing a game on his new games console.  
**G:** How often does he play games on his console?  
**B:** Every day.  
**Can you see the line? This is an example.**  
**Now you listen and draw lines.**  
**B:** Look. I slept in this green tent.  
**G:** Was it big enough?  
**B:** Yes, it was. Just two of us slept in the tent, Fred and me.  
**G:** Is Fred the boy wearing a white cap speaking to the teacher?  
**B:** No, he's reading a book. He loves reading.  
**G:** Who's the girl with the tablet?  
**B:** That's Vicky. Her uncle gave her the tablet for her birthday.  
**G:** Her clothes aren't in her bag!  
**B:** She's really nice, but she's very messy.  
**G:** I can see that!  
**B:** Do you know this girl, Grandma?  
**G:** The one clearing the table?  
**B:** Yes, that's right.  
**G:** No, I don't.  
**B:** Her name's Sally. Her dad works with Mum.  
**G:** She looks very organized! And she's got lovely hair.  
**G:** Who's that boy taking a photo?  
**B:** Is he taking a photo with his phone?  
**G:** No, with a big camera.  
**B:** That's John. He won the school photography competition last month.  
**G:** Did you swim in the river during the trip?  
**B:** Yes, we did, but we got very cold. One day we were swimming when Sarah saw a big fish!  
**G:** Is she in the photo?  
**B:** Yes, she is. She's drawing.  
**G:** Is she drawing the cat?  
**B:** No, she isn't. She's the girl drawing the ducks.  
**G:** Did you enjoy the holiday?  
**B:** I loved it. I want to go back to this campsite next year.

### 23 Exam Practice 5-8, Part 3

**W = Woman G = Girl**

**Part 3. Listen and look. There is one example.**

**Example What's Sophie's favourite subject?**

- W:** Lovely to see you, Sofie!  
**G:** It's very nice to see you too, Aunt Louise. How long are you staying in England?  
**W:** Just two weeks. Let's go and have some tea and a cake!  
**G:** I'd love to, but I must finish my Science homework.  
**W:** Is Science still your favourite subject?  
**G:** Yes, it is, but I like Maths too this year. And Geography.

**Can you see the tick? Now you listen and tick the box.**

**1 What's Sofie doing tomorrow afternoon?**

- W:** Are you free tomorrow morning? It's Saturday!  
**G:** I'm really sorry but I'm busy all day.  
**W:** What are you doing?  
**G:** I'm going ice-skating in the morning with my best friend Alice. Then I'm having a piano lesson in the afternoon. And I'm helping Mum cook dinner tomorrow evening. Would you like to come?

**W:** Thank you. I'd love to!

**2 What does Sofie want to do in the future?**

- W:** Do you still want to be a famous chef in the future?  
**G:** Well, you know I love cooking, but now I want to look after animals.  
**W:** I always wanted to be a vet too, but now I'm an English teacher!

**3 What type of house does Aunt Louise live in?**

- W:** Here's a photo of the school where I work. And this is a photo of my new house. I don't live in a block of flats now. Come and visit me soon!  
**G:** Has your house got a big garden?  
**W:** Yes, it has. It's a detached house.  
**G:** When did you move?  
**W:** Two months ago.

**4 How many rooms has Aunt Louise's house got?**

- G:** How many rooms are there?  
**W:** There's lots of space. There's one bedroom on the ground floor and there are two big bedrooms on the second floor. There's a room in the attic too. You'll love it.  
**G:** Can Alice come too?  
**W:** Of course she can.

**5 What present has Aunt Louise bought Sofie?**

- G:** I'm really sorry. I have to finish my homework.  
**W:** No problem. Oh, before I go, here's something for you. Go on. Open it.  
**G:** What a lovely dress Aunt Louise! Thank you!  
**W:** I didn't know what to buy. I know you love chocolates, but chocolates are a bit boring. I hope it's the right size. You should try it on.  
**G:** Thanks and see you tomorrow!

## Unit 0

### 0.1

#### Exercise 1

1 genius 2 Poppy, friend 3 Harry, tennis  
4 Emma, gran

#### Exercise 2

2 Do, don't, play 3 Does, does, does  
4 Does, doesn't, has 5 do, do, go

#### Exercise 3

2 hotel 3 restaurant 4 bank 5 hospital  
Exercise 4

2 tram 3 bike 4 bus 5 motorbike 6 plane  
7 taxi 8 train 9 boat 10 underground

#### Exercise 5

Students' own answers.

### 0.2

#### Exercise 1

2 farmer 3 teacher 4 footballer 5 nurse  
6 vet

#### Exercise 2

2 Where does she work? 3 How does she go to work? 4 When does she start? 5 Who does she meet at the shop?

### 0.3

#### Exercise 1

2 c 3 a 4 e 5 d 6 b

#### Exercise 2

2 going 3 to 4 isn't 5 Are 6 we 7 go

#### Exercise 3

2 playground 3 classroom 4 gym 5 library  
6 computer room 7 staff room 8 hall

### 0.4

#### Exercise 1

B Pi 2 C Millie 1 D Rob 3

#### Exercise 2

2 tired 3 funny 4 friendly 5 helpful  
6 intelligent

#### Exercise 3

2 of 3 about 4 at 5 in 6 about  
Students' own answers.

### 0.5

#### Exercise 1

2 butter 3 cucumbers 4 juice 5 eggs  
6 chocolate

#### Exercise 2

2 U 3 C 4 U 5 C 6 U

#### Exercise 3

2 c 3 a 4 b 5 c 6 b

#### Exercise 4

2 e 3 b 4 c 5 a 6 d

#### Check yourself!

#### Exercise 1

1 theatre 2 gym 3 library 4 strawberry  
5 Wi-Fi

#### Exercise 2

1 a jar of jam 2 scared of 3 playground  
4 Music 5 bike

#### Exercise 3

1 Do 2 doesn't 3 Where 4 going 5 Are

#### Exercise 4

1 are 2 any 3 much 4 many 5 are

#### Exercise 5

1 This 2 Nice 3 together 4 love 5 go

## Unit 1

### 1.1

#### Exercise 1

2 b 3 c 4 a

#### Exercise 2

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

#### Exercise 3

2 dishwasher 3 plants 4 cat 5 dinner

#### Exercise 4

2 load, empty 3 vacuum, tidy 4 iron, put  
5 clear, set

### 1.2

#### Exercise 1

2 T 3 F My brothers are sleeping. 4 T

#### Exercise 2

2 Is your sister vacuuming her room? No, she isn't. 3 Are your brothers sleeping? Yes, they are. 4 Is Dad making breakfast? No, he isn't.

### Exercise 3

2 don't know 3 Do you like 4 is cooking  
5 is making 6 Does Dave love

#### Exercise 4

2 'm/am setting 3 are you asking  
4 need 5 don't like 6 Is he doing 7 hates  
8 doesn't like

#### Exercise 5

2 'm/am tidying 3 hate 4 'm/am  
vacuuming my room 5 don't like

### 1.3

#### Exercise 1

**Now:** at the moment, today

**Regularly:** always, at the weekend,  
every week, often, on Mondays,  
sometimes

#### Exercise 2

2 I'm working at home. N  
3 Dad often drinks tea. R  
4 They play chess at the weekend. R  
5 We're doing our English homework. N  
6 He gets up early every day. R

#### Exercise 3

2 a 3 d 4 c 5 b 6 e

#### Exercise 4

2 starts 3 is spending 4 are  
skateboarding 5 skateboards 6 is going

#### Exercise 5

2 hangs out 3 ride 4 isn't riding  
5 's/is skateboarding 6 Are you having  
7 'm/am learning

#### Exercise 6

2 We ride our bikes. 3 I'm meeting  
them at a skatepark. 4 We're / I'm  
skateboarding / learning some new  
jumps. 5 Yes, we are. / Yes, I am.

### 1.4

#### Exercise 1

2 of course 3 Can 4 No 5 need 6 please  
7 with 8 fine

#### Exercise 2

2 Do, sofa 3 table, please 4 you, cake

#### Exercise 3

2 Do you need any help with the  
shopping? No, that's fine, thank you.  
3 Can you help me with the washing,  
please? I'm sorry, I can't. I'm busy right  
now.

#### Exercise 4

2 Can you move the armchair, please?  
I'm sorry, I can't. I'm busy now.  
3 Can I help you with the TV?, No that's  
fine, thank you.

### 1.5

#### Exercise 1

2 loud 3 messy 4 patient 5 organised  
6 quiet 7 easy-going 8 tidy

#### Exercise 2

b

#### Exercise 3

2 T 3 T 4 F 5 F 6 F 7 T 8 F

#### Exercise 4

2 don't agree 3 agree  
4 Students' own answers.

### 1.6

#### Exercise 1

b empty c feed d take e set f make

#### Exercise 2

2 c 3 d 4 e 5 b 6 f

#### Exercise 3

2 sometimes 3 dinner 4 hasn't got a  
5 hates 6 every day

#### Exercise 4

2, but 3 and 4 and 5, so

#### Exercise 5

Students' own answers.

#### Exercise 6

Students' own answers.

### 1.7

#### Exercise 1

1 messy 2 easy-going 3 organised  
4 loud 5 patient

### Exercise 2

1 Make 2 Iron 3 plants 4 Take

5 Vacuum

#### Exercise 3

1 have 2 is texting 3 loves 4 are you  
going 5 plays

#### Exercise 4

1 I'm not 2 I'm playing 3 He's tidying  
4 we're watching 5 I'm not doing

#### Exercise 5

1 any 2 please 3 me 4 course 5 fine

### Word blog

#### Exercise 1

1 feeds 2 empties 3 clears 4 put away

#### Exercise 2

1 but 2 room 3 tidy 4 putting away 5 out  
6 so

#### Exercise 3

1 up 2 with 3 really 4 right

### Fun Spot

**Personality adjectives:** bossy, loud,  
patient, organised

**Verbs:** feed, water, tidy, vacuum

## Unit 2

### 2.1

#### Exercise 1

2 A 3 F 4 B 5 D 6 C

#### Exercise 2

2 cash 3 change 4 receipt 5 queue  
6 trolley

#### Exercise 3

2 trolley 3 special 4 price 5 for 6 queue

#### Exercise 5

You can pay with these: card, cash  
You can put shopping in these: basket,  
trolley  
You can check prices on these: receipt,  
special offer

### 2.2

#### Exercise 1

2 bigger 3 more interesting 4 worse  
5 easier

#### Exercise 2

2 Mark is the most intelligent student  
in my class. 3 Ice Age 5 is the best film  
at the cinema this week. 5 Basketball  
is the most exciting sport I know.  
6 My friend, Jack, is the funniest boy  
in our school.

#### Exercise 3

2 funnier 3 amazing 4 most 5 best

#### Exercise 4

2 more difficult 3 longer 4 the most  
boring 5 the worst

#### Exercise 5

1 I'm a faster/slower runner than  
my friend. 2 Monday is sometimes  
the best/worst day in my week. 3 Video  
games are more interesting/boring  
than books. 4 My mum is taller/shorter  
than me. 5 My street is quieter/noisier  
than my school's street. 6 January  
is often the coldest/hottest month  
in my country.

### 2.3

#### Exercise 1

2 greengrocer's 3 bookshop 4 chemist's  
5 baker's 6 newsagent's 7 shoe shop  
8 sports shop  
Department store is the extra shop.

#### Exercise 2

2 too expensive 3 clean enough  
4 old enough 5 too small

#### Exercise 3

2 c 3 a 4 b

#### Exercise 4

2 These oranges are sweet enough  
for me. [✓] 3 This book isn't interesting  
enough for me. [X] 4 The shopping bags  
aren't too heavy for her. [✓]

#### Exercise 5

2 too 3 as 4 as 5 too 6 enough

### 2.4

#### Exercise 1

2 e 3 d 4 c 5 b 6 a

#### Exercise 2

2 b 3 a 4 c

#### Exercise 3

1

2 for trainers 3 What size 4 you have  
5 don't

2

1 have 2 we do 3 try it 4 of 5 changing

#### Exercise 5

Students' own answers.

### 2.5

#### Exercise 1

a

#### Exercise 2

2 30 3 bedroom 4 twelve 5 shop  
6 Boston

#### Exercise 3

2 interesting 3 drink/have 4 parties  
5 22/twenty-two 6 vanilla

#### Exercise 4

2 b 3 b 4 a 5 a

#### Exercise 5

Students' own answers.

### 2.6

#### Exercise 1

2 a 3 d 4 b

#### Exercise 2

2 a 3 b 4 c

#### Exercise 3

2 DS 3 F 4 T 5 DS 6 T 7 DS 8 T

#### Exercise 4

2 First 3 opinion 4 more 5 Finally

#### Exercise 5

**Suggested answers:**

2 blue, green, pink 3 pink 4 green

#### Exercise 6

Students' own answers.

### 2.7

#### Exercise 1

1 basket 2 change 3 trolley 4 cash  
5 receipt

#### Exercise 2

1 by 2 baker's 3 queue 4 sports shop  
5 greengrocer's

#### Exercise 3

1 d 2 a 3 e 4 b 5 c

#### Exercise 4

1 enough 2 as 3 too 4 not 5 as

#### Exercise 5

1 looking for a jacket. 2 are you?  
3 have this jacket in blue? 4 try it on?  
5 rooms are over there.

### Word blog

#### Exercise 1

1 shop 2 shoe 3 baker's 4 greengrocer's

#### Exercise 2

1 special 2 prices 3 receipts 4 list 5 cash  
6 change

#### Exercise 3

1 c 2 e 3 a 4 d 5 b

### Fun Spot

A 4 B 1 C 3 D 5

The extra sentences are 2 and 6.

### Skills Revision 1&2

#### Exercise 1

1 F 2 DS 3 F 4 T 5 T 6 T

#### Exercise 2

1 the 2 enough 3 stores 4 buy 5 than  
6 as

#### Exercise 3

1 Silver Ghost is lighter than;  
2 it is more expensive (than Magic X2);  
3 is more modern (than Magic X2);  
4 it is smaller (than Magic X2);  
5 Silver Ghost is the best

#### Exercise 4

Emma – G Michael – A Sarah – E  
William – D

### Exercise 5

1 Do you have these in grey? 2 Do you have them in a size 10? 3 Can I try them on? 4 Are they long enough? / Do you think they are long enough?

### Unit 3

#### 3.1

##### Exercise 1

2 B 3 E 4 C 5 F 6 A

##### Exercise 2

2 a 3 e 4 c 5 b 6 d

##### Exercise 3

2 cycling 3 area 4 trip 5 city 6 local 7 guided 8 boat

##### Exercise 4

2 go on 3 go to 4 try 5 explore  
Students' own answers.

#### 3.2

##### Exercise 1

2 were 3 weren't 4 wasn't 5 was 6 weren't

##### Exercise 2

Regular: want/wanted, love/loved, play/played, try/tried  
Irregular: eat/ate, get up / got up, go/went, know/knew

##### Exercise 3

2 tried 3 read 4 slept 5 stayed 6 went

##### Exercise 4

2 was 3 wasn't 4 explored 5 ate 6 tried 7 didn't like 8 went 9 were 10 didn't want 11 had

##### Exercise 5

2 went, hours/days/weeks/years  
3 tried, food 4 didn't, weekend/week/month/year/summer 5 visited, weekend/week/month/year/summer

#### 3.3

##### Exercise 1

2 a 3 e 4 b 5 d 6 c

##### Exercise 2

2 Did your sister go with you? Yes, she did. 3 Did you and your sister eat some popcorn? No, we didn't. 4 Was the film funny? Yes, it was. 5 Did it rain? Yes, it did. 6 Did your dad drive you home? Yes, he did.

##### Exercise 3

1 we did 2 No, we 3 What 4 Was, it was. 5 Did, we did 6 What, ate

##### Exercise 4

Students' own answers.

#### 3.4

##### Exercise 1

1 Yes, no problem. 2 Can I have the map? Not right now, sorry. I'm using it. / Not now, sorry. I'm using it right now. 3 Could you give me the train timetable? Yes, of course.

##### Exercise 2

4 Yes, no problem. Here you are.  
1 Can I have the camera, Dad?  
5 Thank you, Dad. Could you stand there, please? I'd like you to be in the photo.  
2 Sorry, you can't. I'm taking some photos now.  
6 Yes, of course. Is here OK?  
3 OK, Dad. So Dad, can I borrow your smartphone? I want to take a photo.  
7 Yes, it's fine. Smile!

##### Exercise 3

2 b 3 b

##### Exercise 4

1 Yes, of 2 you give me, Yes, no 3 I wear your sunglasses, you can't 4 you lend me your smartphone? now, sorry.

##### Exercise 5

Students' own answers.

#### 3.5

##### Exercise 1

b, e, f

### Exercise 2

A 2 B 1 C 4

3 – extra heading

### Exercise 3

2 dark 3 Cycling 4 hiking 5 go/travel 6 skiing 7 favourite

### Exercise 4

got tired, got lost, didn't get cold, get bored

### Exercise 5

2 cold 3 lost 4 tired 5 bored

#### 3.6

##### Exercise 1

1 snorkelling, swimming  
2 camping, hiking, mountains  
3 museums, restaurants, city

##### Exercise 2

2 B 3 B 4 C

##### Exercise 3

2 swimming 3 mountains 4 hiking 5 like 6 city/museum 7 campsite 8 camping

##### Exercise 4

2 well 3 you 4 things 5 went 6 get 7 more 8 See 9 love

##### Exercise 5

2 local 3 chicken 4 hiking 5 tired

##### Exercise 6

Students' own answers.

#### 3.7

##### Exercise 1

1 to the beach 2 got cold 3 area 4 try the local food 5 dark

##### Exercise 2

1 trip 2 cycling 3 guided 4 explore 5 bored

##### Exercise 3

1 left 2 didn't like 3 was 4 got 5 didn't take

##### Exercise 4

1 Did 2 did 3 Were 4 wasn't 5 didn't

##### Exercise 5

1 of course 2 you 3 Yes 4 Can I 5 Sorry, you can't.

### Word blog

#### Exercise 1

1 camping 2 cycling 3 hiking 4 beach 5 snorkelling

#### Exercise 2

1 guided 2 bored 3 boat trip 4 city 5 lost

#### Exercise 3

1 weird 2 earth 3 hand 4 Come 5 forget

### Fun Spot

#### Suggested answer:

Last Saturday Jim went to London. He explored the city and he went to a museum. But he got lost because he had an old map. He went on a boat trip, but it rained. He was hungry, so he tried the local food. It was delicious.

### Unit 4

#### 4.1

##### Exercise 1

2 remote control 3 microwave oven 4 games console 5 DVD player 6 smart TV

##### Exercise 2

2 USB stick 3 DVD player 4 toaster 5 blender 6 hairdryer

##### Exercise 3

2 on 3 plug it in 4 microwave oven 5 off

##### Exercise 4

**Kitchen:** toaster, microwave oven  
**Bathroom:** hairdryer, electric toothbrush  
**Family room:** DVD player, USB stick, games console, smart TV, remote control

#### 4.2

##### Exercise 1

2 At 10 a.m. last Sunday my sister wasn't listening to music. She was helping me with my homework. 3 At 6.30 p.m. yesterday Aunt Jane wasn't reading a book. She was cooking dinner.

### Exercise 2

2 d 3 c 4 b 5 a 6 e

### Exercise 3

2 Was Adrianna filming a new video in the park? Yes, she was.  
3 Was Harry playing tennis? Yes, he was.  
4 Was Emma studying at home? No, she wasn't.  
5 Were Emma and her mum looking for a hairdryer? Yes, they were.

### Exercise 4

2 Was your friend chatting online to you last Sunday at 8 p.m.? 3 Were you and your classmates having an English lesson on Monday at 10 a.m.? 4 What were you doing yesterday at 6 a.m.?

### Exercise 5

Students' own answers.

#### 4.3

##### Exercise 1

**Underline:** I was watching, Tina was feeling, we were riding, Mum was making, We were drinking

##### Exercise 2

**Circle:** she asked, I met, it started, we didn't have, we went, She made, the biscuits came, We ate

##### Exercise 3

2 Dad was cooking in the kitchen when we opened the front door. 3 The twins were playing a game when I arrived.

##### Exercise 4

2 flew 3 was hopping 4 found 5 was looking 6 came

##### Exercise 5

2 stopped 3 were putting 4 came 5 was mixing 6 turned off

##### Exercise 6

2 c 3 b 4 a 5 e 6 d

##### Exercise 7

2 was running, fast 3 happily, started 4 was doing, carefully 5 politely, came

#### 4.4

##### Exercise 1

2 a 3 c 4 e 5 b 6 d

##### Exercise 2

2 c 3 a

##### Exercise 3

2 was 3 when 4 shame 5 help 6 No 7 you

##### Exercise 4

2 What's wrong?  
3 I was calling mum when my phone broke.

4 That's terrible.

##### Exercise 5

**Suggested answers:**

1

2 What's wrong?

3 I was walking home.

4 That's a shame. / I'm sorry to hear that.

2

1 fell over when

2 I was skiing

3 Oh, that's terrible!

#### 4.5

##### Exercise 1

a

##### Exercise 2

4 a shop, 5 Josh's father, 6 Josh's grandma

##### Exercise 3

2 He was walking down the high street  
3 Because he wanted to look in a shop window 4 It was his (Josh's dad's) birthday 5 No, there weren't.

##### Exercise 4

2 The boy was excited about a new games console in the shop.  
3 The games console had four buttons.

4 Josh's dad had (only) two games.

##### Exercise 5

2 touch screens 3 apps 4 ringtones 5 battery 6 portable charger

### 4.6

#### Exercise 1

2 happy 3 sad 4 tired 5 scared 6 worried

#### Exercise 2

2 c 3 b

#### Exercise 3

2 cake 3 Ten 4 dog 5 pizza 6 Dad 7 skiing 8 Saturday 9 road 10 two

#### Exercise 4

2 was 3 were 4 were 5 was

#### Exercise 5

Students' own answers.

#### Exercise 6

Students' own answers.

#### 4.7

##### Exercise 1

1 hairdryer 2 remote control 3 blender 4 DVD player 5 electric toothbrush

##### Exercise 2

1 smart TV 2 touch screen 3 loudly 4 plug it in 5 slowly

##### Exercise 3

1 were playing 2 weren't tidying 3 were watching 4 Were, listening 5 I was

##### Exercise 4

1 saw 2 was turning 3 ran 4 was driving 5 went

##### Exercise 5

1 wrong 2 when 3 terrible 4 I 5 so sorry

### Word blog

#### Exercise 1

1 remote control 2 smart 3 turns 4 player 5 games console 6 toaster 7 blender 8 microwave oven 9 fast 10 unplugs

#### Exercise 2

1 hairdryer 2 an electric toothbrush 3 apps 4 off

#### Exercise 3

1 electricity 2 surf 3 videos 4 change 5 connect

### Fun Spot

#### Suggested answer

1 Yesterday I was making toast when my dog came in the kitchen.

2 I was looking for some cheese (in the fridge) when my dog took my toast.

3 My dog was eating my toast when I looked at my plate.

### Skills Revision 3&4

#### Exercise 1

1 drying 2 loudly 3 off 4 Wi-Fi 5 get

#### Exercise 2

2

#### Exercise 3

1 didn't 2 were 3 know 4 microwave 5 sticks 6 consoles

#### Exercise 4

1 See you soon.

2 We went cycling yesterday.

3 I'm having a great holiday in France.

4 I need to help the teachers with the dinner, so I can't write more.

5 We got tired, but we loved it.

#### Exercise 5

Dear Aunt Mary,

0 I hope you are well. 1 I'm having a great holiday in France.

2 We went cycling yesterday. 3 We got tired, but we loved it!

4 I need to help the teachers with the dinner, so I can't write more. 5 See you soon.

Lots of love,

Sarah

#### Exercise 6

**Betty** – D **Michael** – A **Lily/Jo** – G **Ben** – B

#### Exercise 7

1 c I was finishing my homework when my laptop crashed. 2 e Oh, that's terrible! 3 a Can I use your tablet please? 4 d Not now, sorry. The battery is low.

## Unit 5

### 5.1

#### Exercise 1

2 a sore throat 3 a runny nose 4 earache  
5 a headache 6 toothache

#### Exercise 2

2 blocked nose 3 stomachache 4 cough

#### Exercise 3

2 toothache 3 cough 4 sneeze 5 cold

#### Exercise 4

2 throat 3 coughing 4 feel 5 hot  
6 temperature 7 drink 8 go

#### Exercise 5

Students' own answers.

### 5.2

#### Exercise 1

2 don't have to 3 have to 4 don't have to  
5 do you have to 6 has to

#### Exercise 2

2 don't have to go 3 has to brush  
4 don't have to use 5 don't have to wear  
6 has to see

#### Exercise 3

2 c 3 a 4 b

#### Exercise 4

2 have to drink 3 Do (you) have to see  
4 don't 5 don't have to do 6 don't have  
to learn 7 doesn't have to do

#### Exercise 5

##### Suggested answers:

1 I have to / don't have to go to school  
on Saturday. 2 My mum has to / doesn't  
have to cook every day. 3 My best  
friend has to / doesn't have to get the  
bus home from school. 4 I have to /  
don't have to do chores when I have  
a headache.

### 5.3

#### Exercise 1

2 broken arm 3 bite 4 cut 5 burn

#### Exercise 2

2 c 3 d 4 a 5 b 6 e

#### Exercise 3

2 shouldn't play 3 should go  
4 shouldn't have 5 should phone

#### Exercise 4

2 Should David play football? No, he  
shouldn't. 3 Should we go to bed? Yes,  
you/we should. 4 Should Penny have  
any cakes? No, she shouldn't. 5 Should  
I phone my brothers? Yes, you should.

#### Exercise 5

1 should switch 3 shouldn't watch  
4 Should (I) make/cook 5 Should (I) drink  
6 should

### 5.4

#### Exercise 1

2 I've got a cut. Why don't you put  
a plaster on it? 3 I've got toothache.  
I think you should see the dentist.

#### Exercise 2

1 b 2 c

#### Exercise 3

2 terrible 3 I've 4 should 5 right 6 Why  
7 idea

#### Exercise 4

2 don't you put some ice 3 think you  
should put some (cream) on them

#### Exercise 5

Students' own answers.

### 5.5

#### Exercise 1

2 D 3 C 4 B

#### Exercise 2

2 c 3 e 4 a 5 b

#### Exercise 3

2 throat 3 tasty 4 onions 5 wet

#### Exercise 4

2 She puts it in the microwave oven.  
3 Yes, he does. 4 Old socks and water  
5 Students' own answers.

### Exercise 5

2 heart 3 blood 4 bones 5 muscles

### 5.6

#### Exercise 1

2 shouldn't 3 go 4 put 5 have to

#### Exercise 2

2 DS 3 DS 4 F 5 F 6 T

#### Exercise 3

2 History 3 ready 4 games 5 nine 6 ten

#### Exercise 4

Do you want to go on a camping holiday  
this summer? It is often cold at night  
in a tent. You have to take warm clothes  
like a hoodie, not just T-shirts and shorts.  
Take boots, too because it sometimes  
rains. Learn how to put up your tent  
before you go. It isn't always easy. There  
are lots of mosquitoes in the countryside  
on summer nights. You should take  
a net. Then you don't have to worry  
about bites. You should also take  
a torch. It is usually dark on campsites  
at night, so a torch is useful!

#### Exercise 5

2 c 3 a 4 b

#### Exercise 6

Students' own answers.

### 5.7

#### Exercise 1

1 a 2 c 3 a 4 a 5 b

#### Exercise 2

1 bones 2 brain 3 heart 4 broken 5 cut

#### Exercise 3

1 a 2 d 3 b 4 e 5 c

#### Exercise 4

1 Should I see 2 shouldn't go 3 should  
sleep 4 shouldn't visit 5 Should he call

#### Exercise 5

1 the 2 should 3 right 4 don't 5 idea

#### Word blog

##### Exercise 1

1

1 broken arm 2 cuts 3 bruises

2

4 cold 5 cough 6 sore throat 7 headache  
8 temperature

##### Exercise 2

1 nose 2 toothache 3 muscles 4 bites

##### Exercise 3

1 It's me again! 2 What's the matter?  
3 At least 4 Get well soon! 5 See you  
soon!

##### Fun Spot

2 toothache, but in Picture B she has  
got a stomachache. 3 broken arm, but  
in Picture B she has got a broken leg.  
4 cut finger / cut on his finger, but in  
Picture B he has got a bite on his hand.

## Unit 6

### 6.1

#### Exercise 1

2 chop 3 add 4 mix 5 Bake 6 Slice

#### Exercise 2

2 boil 3 fry 4 roast 5 beat 6 peel

#### Exercise 3

2 roast 3 fry 4 boil 5 bake 6 beat

#### Exercise 4

2 pot 3 frying pan 4 bowl

#### Exercise 5

chop, boil, slice, fry, bake  
Students' own answers.

### 6.2

#### Exercise 1

2 mug 3 cup 4 knife 5 plate 6 fork  
7 spoon

#### Exercise 2

chopped R, drunk I, bought I, made I,  
brought I

#### Exercise 3

2 's eaten 3 's drunk 4 've chopped  
5 've boiled 6 've brought

### Exercise 4

2 hasn't bought 3 haven't looked

4 haven't made 5 haven't added

### Exercise 5

2 Mum's / Mum has made pizza.

3 I haven't tidied my room.

4 Dad's / Dad has put the mugs  
in the wrong cupboard.

### Exercise 6

##### Suggested answers:

1 've done / haven't done my  
homework. 2 've written / haven't written  
a text on my phone. 3 has sent / hasn't  
sent me an email.

### 6.3

#### Exercise 1

2 Have you bought the drinks?  
3 Has John washed the vegetables?  
4 Have we bought enough pasta?  
5 Have your aunts brought the dessert?

#### Exercise 2

2 b 3 b 4 a 5 b

#### Exercise 3

2 Have Millie and Rob baked a cake?  
Yes, they have. 3 Has Millie used all  
the sugar? No, she hasn't. 4 Have  
Pi and Doctor Q watched their show  
on TV? No, they haven't.

#### Exercise 4

2 never 3 ever 4 has 5 you 6 No 7 Has  
8 has

#### Exercise 5

2 Have you ever won a competition?  
Yes, I have. / No, I haven't. 3 Has my  
best friend ever cooked at my house?  
Yes, (s)he has. / No (s)he hasn't.  
4 Have you ever drunk fresh lemonade?  
Yes, I have. / No, I haven't.

### 6.4

#### Exercise 1

2 a 3 d 4 c 5 e 6 b

#### Exercise 2

**Beth:** pizza, cola or water, volleyball  
**John:** park or beach, sandwiches, cola,  
volleyball

#### Exercise 3

2 beach 3 I'd 4 park 5 Would 6 like  
7 pizza 8 mind 9 choose 10 volleyball

#### Exercise 4

1

Would you like to go kayaking (on the  
lake) or swimming (in the lake)?  
I'd like to go kayaking (on the lake) /  
swimming (in the lake).

2

Would you like a cupcake or a chocolate  
ice cream?  
I'd like / prefer a cupcake / chocolate  
ice cream.

### Lesson 6.5

**Exercise 1**  
sour, salty, disgusting, delicious, spicy

#### Exercise 2

2 delicious 3 spicy 4 disgusting 5 sour  
6 salty

#### Exercise 3

2 America 3 Ukraine 4 France 5 Greece  
6 India

#### Exercise 4

2 F 3 T 4 DS 5 T 6 DS

#### Exercise 5

Students' own answers.

### Lesson 6.6

#### Exercise 1

A 3 B 1 C 2

#### Exercise 2

A

#### Exercise 3

2 three 3 onion 4 two 5 oil 6 meat  
7 water 8 thirty

#### Exercise 4

2 also 3 Instructions 4 Slice 5 Break  
6 Add 7 Put

### Exercise 5

Students' own answers.

### Exercise 6

Students' own answers.

### 6.7

#### Exercise 1

1 roast 2 Slice 3 knife 4 Boil 5 delicious

#### Exercise 2

1 spoons 2 bowls 3 spicy 4 sweet  
5 glasses

#### Exercise 3

1 has bought 2 haven't brought  
3 Has Doug tried 4 have/ve chopped  
5 Have you watched

#### Exercise 4

1 d 2 c 3 b 4 a 5 e

#### Exercise 5

1 I'd like 2 or 3 prefer to 4 go 5 mind

#### Word blog

##### Exercise 1

1 add 2 sweet 3 bowl 4 spoon 5 mix  
6 bake 7 sour 8 slice 9 knife 10 chop  
11 delicious

##### Exercise 2

1 Roast 2 boil 3 disgusting 4 Chop

##### Exercise 3

1 starving 2 look 3 set 4 over 5 next

#### Fun Spot

spoon, Add, bowl, Bake, knife  
Sunday Cake

### Skills Revision 5&6

#### Exercise 1

1 Mr and Mrs Charles 2 John / Jo's  
brother (John) 3 Karen's dad 4 Mrs  
Charles 5 Ben's grandpa 6 Mrs Noble

#### Exercise 2

1 seen 2 was 3 tin 4 shouldn't 5 cold

#### Exercise 3

2

#### Exercise 4

1 put 2 add 3 oven 4 peel 5 Bake

#### Exercise 5

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

#### Exercise 6

1 (He should) put ice on it. 2 No, it  
hasn't. 3 Yes, he has. 4 No, he doesn't.

#### Exercise 7

1 g 2 b 3 c 4 d

## Unit 7

### 7.1

#### Exercise 1

2 city 3 country 4 village 5 town

#### Exercise 2

2 d 3 a 4 c 5 b

#### Exercise 3

2 lift 3 balcony 4 attic 5 stairs

6 basement 7 on 8 in

#### Exercise 4

**Places to live:** country, island, town,  
village

**Type of house:** detached house, flat,  
semi-detached house, terraced house

**Parts of the house:** attic, balcony,  
basement, lift, stairs

#### Words for my place and house:

Students' own answers.

### 7.2

#### Exercise 1

2 a N b F 3 a F b N 4 a F b N 5 a F b N  
6 a N b F

The picture matches sentence 5b.

#### Exercise 2

2 aren't 3 moving 4 Is she 5 are you

#### Exercise 3

2 b 3 a 4 c 5 d

#### Exercise 4

2 are meeting after school.  
3 is going to the chess club.  
4 she is doing homework all evening.  
5 she is doing nothing.

### Exercise 5

2 When are they meeting Jane this afternoon? They aren't meeting Jane/her at six o'clock. They're meeting Jane/her at five o'clock.

### Exercise 6

Students' own answers.

#### 7.3

### Exercise 1

2 bookcase 3 mirror 4 drawer 5 tap 6 sink

### Exercise 2

2 mustn't 3 must 4 mustn't 5 mustn't 6 must

### Exercise 3

2 must 3 Can 4 must 5 must 6 mustn't

### Exercise 4

2 mustn't 3 can 4 mustn't 5 must 6 mustn't

### Exercise 5

#### Suggested answers:

1 Parents must know your password.  
2 You mustn't use the computer after 10 p.m.  
3 You can chat online with your friends for one hour.  
4, 5 Students' own answers.

#### 7.4

### Exercise 1

2 a 3 e 4 b 5 c 6 d

### Exercise 2

2 c 3 a 4 b

### Exercise 3

2 love to 3 you want to  
4 sounds great/fun

### Exercise 4

#### Suggested answers:

2 It's Vicky. 3 I've got a new ball.  
4 Would you like to play football with me?  
5 I'd love to. What time? 6 Three o'clock.  
7 That sounds great! 8 See you later!

#### 7.5

### Exercise 1

2 d 3 c 4 a 5 b

### Exercise 2

2 Hugh 3 Zach 4 Trevor

### Exercise 3

2 Zach 3 a dirty car park 4 Zach  
5 skins (of) vegetables and fruit 6 Trevor

### Exercise 4

Students' own answers.

#### 7.6

### Exercise 1

2 2nd floor 3 first floor 4 ground floor  
5 basement 6 stairs

### Exercise 2

2 c 3 b 4 a

### Exercise 3

2 lift 3 friend 4 doors 5 pancakes  
6 Sunday

### Exercise 4

2 We're 3 It's 4 neighbourhood 5 help?  
eleven o'clock 7 tennis 8 come!

### Exercise 5

Students' own answers.

### Exercise 6

Students' own answers.

#### 7.7

### Exercise 1

1 village 2 mirror 3 cupboard 4 stairs  
5 cleans up

### Exercise 2

1 a 2 c 3 b 4 d 5 e

### Exercise 3

1 is meeting 2 are leaving 3 What is Fred doing 4 Are you watching 5 isn't running

### Exercise 4

1 can 2 mustn't 3 must 4 must 5 can

### Exercise 5

1 I'd love 2 Do 3 I'm 4 like 5 next

### Word blog

#### Exercise 1

1 bookcase 2 for 3 out 4 tap 5 drawer  
6 up

#### Exercise 2

1 country 2 village 3 island 4 town

#### Exercise 3

1 house 2 depends 3 way 4 Remember  
5 later

#### Fun Spot

1 cottage 2 terraced houses, boy,  
skateboard 3 detached house, cat,  
window 4 block of flats 5 semi-detached  
houses, bike/bicycle, garden  
6 Students' own answers.

### Unit 8

#### 8.1

### Exercise 1

2 d 3 a 4 c 5 b

### Exercise 2

2 abroad 3 doctor 4 interesting job  
5 foreign language

### Exercise 3

2 have 3 live 4 learn

### Exercise 4

2 own 3 abroad 4 learn 5 the 6 foreign  
7 have

### Exercise 5

**BE:** famous, a doctor

**HAVE:** my own business, an interesting  
job, a family

**LEARN:** a foreign language, to drive

**LIVE:** abroad, on my own

Students' own answers.

#### 8.2

### Exercise 1

2 b 3 a 4 c

### Exercise 2

2 Maria will play football for England.  
3 Tanya will be a French teacher.  
4 Gary will be a vet. 5 Denise will buy  
a cottage. 6 Mark will learn to drive a car.

### Exercise 3

2 will 3 will 4 won't 5 won't 6 will

### Exercise 4

2 Will Donald visit China? No, he won't.  
3 Will Greg and Tony win lots of money?  
No, they won't.  
4 Will I be an amazing singer? Yes, I will.  
5 Will we all be happy? Yes, we will.

### Exercise 5

1 What will you be? 2 Where will you live?  
Students' own answers.

#### 8.3

### Exercise 1

2 a 3 d 4 b 5 c 6 e

### Exercise 2

2 What 3 Why 4 Where 5 Who 6 When

### Exercise 3

2 Who are you calling?  
3 When did they arrive?  
4 Where will you live?

### Exercise 4

2 Who saw them at the park?  
4 Who did grandma kiss?

### Exercise 5

2 often does 3 What, teach  
4 Where, she 5 When are 6 Who did

#### 8.4

### Exercise 1

2 true 3 don't 4 right 5 what 6 so

### Exercise 2

2 b 3 a

### Exercise 3

2 You, right 3 with you 4 That, true

### Exercise 4

Students' own answers.

#### 8.5

### Exercise 1

2 interrupt 3 late 4 turn 5 permission  
6 polite

### Exercise 2

2 Have 3 are 4 Can

### Exercise 3

c

### Exercise 4

2 waited 3 permission 4 late 5 lunch  
6 didn't 7 dinner 8 polite

### Exercise 5

2 at eight o'clock 3 her MP3 player  
4 She was watching TV. 5 good manners

#### 8.6

### Exercise 1

Students' own answers.

### Exercise 2

2 F 3 F 4 Z 5 F 6 F 7 F

### Exercise 3

2 weather 3 no 4 will 5 playgrounds  
6 three

### Exercise 4

2 don't 3 think 4 Maybe 5 hope

### Exercise 5

Students' own answers.

### Exercise 6

Students' own answers.

#### 8.7

### Exercise 1

1 learn 2 on 3 have 4 lived 5 famous

### Exercise 2

1 hug 2 kiss 3 call 4 turn 5 permission

### Exercise 3

1 Amanda won't travel by plane.  
2 Will John learn to drive when he is  
eighteen?  
3 What will Fred do after school?  
4 Mary will be rich one day.  
5 Tina won't have a big family.

### Exercise 4

1 What did you eat in the UK?  
2 Where are you going to fly for your  
next holiday?  
3 Who made this cake?  
4 How often do you exercise?  
5 When is the film on TV?

### Exercise 5

1 wrong 2 That's what I think too.  
3 I don't think so. 4 I agree  
5 No, that isn't right.

### Word blog

#### Exercise 1

1 pilot 2 job 3 abroad 4 learn 5 health

#### Exercise 2

1 visit 2 invite 3 polite

#### Exercise 3

1 thought 2 turn 3 wait 4 interrupt  
5 decide

#### Fun Spot

1 Grandpa / Grandma is kissing the dog  
/ baby.

2 Dad / The dog is asking Granddad  
permission to go for a walk.

3 The baby / Dad is calling Jim on the  
smartphone.

4 The boy / Mum is giving Grandma /  
the boy a hug.

5 Grandpa / Grandma is sitting on  
a chair with Grandma / the baby.

6 The dog / Grandpa is watching TV  
on the sofa.

### Skills Revision 7&8

#### Exercise 1

1 b 2 a 3 c 4 b 5 a 6 b

#### Exercise 2

1 will 2 at 3 in 4 do 5 have 6 don't

#### Exercise 3

1 My parents say we mustn't play loud  
music. 2 You can help because you are  
a good cook. 3 Then we can listen to  
music and dance. 4 After that we must  
clean up. 5 First, we are making pizzas  
in my kitchen.

### Exercise 4

1 First, we are making pizzas in my  
kitchen. 2 You can help because you are  
a good cook. 3 After that we must clean  
up. 4 Then we can listen to music and  
dance. 5 My parents say we mustn't  
play loud music.

### Exercise 5

1 basement 2 taps 3 (the) Hall of Mirrors  
4 (a) quarter to nine

### Exercise 6

1 f 2 a 3 c 4 g

### Exam Practice 1-4

#### Part 1

1 help 2 the 3 most 4 as 5 do

#### Part 2

1 tidy 2 (great) special offers 3 money  
4 busy 5 as cheap 6 went to a café  
7 was in

#### Part 3

Fred – the boy reading a book

Vicky – the girl with red hair and a tablet

Sally – the girl with a black pony tail

John – the boy with a big camera

Sarah – the girl drawing the ducks

#### Part 4

1 Does he like hats? / Does he (usually)  
wear hats? 2 Does he like T-shirts?  
3 What size is he? 4 Do you like this  
one/T-shirt? 5 What's wrong? / You look  
worried.

### Exam Practice 5-8

#### Part 1

1 visited/met 2 went 3 ever 4 is 5 floor  
6 cooking/making 7 has 8 will 9 must  
10 See

#### Part 2

1 future 2 playing 3 seen 4 blood 5 will  
6 Best friends

#### Part 3

1 a 2 c 3 c 4 c 5 a

#### Part 4

1 G 2 C 3 A 4 F 5 H

### Get more on Maths!

See Teacher's Book p. 122.

### Get more on Music!

See Teacher's Book p. 123.

### Get more on Science!

See Teacher's Book p. 124.

### Get more on Nature!

See Teacher's Book p. 125.

## 1.1 Vocabulary

- After Ss complete the crossword, ask them to play a miming game in pairs. One student mimes a chore, and the other student guesses what it is. Then they swap.
- Ask Ss which chores they do on Saturdays.

### Answers

**1** feed **2** clear **3** make **4** empty **5** load  
**6** out **7** away **8** water **9** table  
**Jackie's last chores:** iron my T-shirts, vacuum my room

## 2.1 Vocabulary

- Ss work individually and then compare answers in pairs.
- Ss play a game in pairs. They take it in turn to read the sentences, but say 'beep' for the missing word. The other student says the missing word.

### Answers

**1** price **2** bag **3** cashier **4** trolley  
**5** queue **6** receipt **7** list **8** offer **9** change  
**10** shopping **11** basket **12** pay **13** card  
**14** cash

## 3.1 Vocabulary

- Ss complete the collocations individually and then compare answers in pairs.
- Ss cut out the cards and choose one activity per day for a five-day holiday. They compare and discuss their choices in pairs.
- Ss can play a memory game. They turn both sets of cards face down and mix them up. Ss take turns to uncover two cards to find a matching pair. If the cards don't match, they are turned face down again. Ss keep the matching pairs they find. The winner finds the most pairs.

### Answers

go cycling	go on a day trip
explore the area	go on a guided tour
go camping	go snorkelling
go on a boat trip	try the local food
go hiking	go to the beach

## 4.1 Vocabulary

- Ss cut out the picture cards and the word cards. They match the words to the pictures.
- Then Ss play *Snap!* in pairs. Student A holds a set of picture cards. Student B holds a set of word cards. They take turns to place a card face up on the table. If the word matches the picture they shout *Snap!* The first student to shout *Snap!* keeps the pair. The student with the most pairs when the cards run out is the winner.

## 5.1 Vocabulary

- Ss complete the words individually.
- Then ask Ss to work in pairs. They cut out the two sets of cards, shuffle and put them face down on the desk. Then they take it in turns to uncover two cards at a time and say what they can see, e.g. *a stomachache*. If the cards don't match, the student puts them back face down. If they match, the student keeps the pair. The student with the most cards at the end is the winner.

### Answers

earache	toothache
a headache	a cold
a runny nose	a cough
a sore throat	a blocked nose
a temperature	a stomachache

## 6.1 Vocabulary

- In Exercise 1 Ss work individually and then check their answers in pairs.
- In Exercise 2 Ss discuss in pairs and then compare answers with another pair.
- Ss play in pairs. Student A closes his/her book. Student B reads out a sentence from Exercise 1 and says *beep* for the last word. Student A says the word. Ss then swap roles.

### Answers

**Exercise 1** **2** fry, frying pan **3** roast, oven  
**4** boil, pot **5** mix, bowl  
**Exercise 2** Students' own answers.

## 7.1 Vocabulary

- Ss work individually and then compare answers in pairs.
- Ss talk in pairs and say which words from the puzzle match the houses they live in.

### Answers

**1** block **2** balcony **3** island **4** terraced  
**5** small **6** detached **7** ground **8** attic  
 I'm Ted. I live in a cottage in the country.

## 8.1 Vocabulary

- Ss complete the table individually and then compare answers in pairs.
- Ss talk to their partner and take turns to say which of the things in the table they want to do.

### Answers

**be:** rich, famous, a doctor, happy, a teacher, a pilot  
**have:** my own business, an interesting job, a family, fun, good health, a house with a garden  
**learn:** to drive, a foreign language, Chinese, to fly, to play the drums  
**live:** abroad, on my own, near my family, in the UK, in a big city

## 1.2 Grammar

### Answers

**Exercise 1** **2** We are doing our chores.  
**3** Dad is setting the table. **4** Grandma and I are making the beds. **5** The friends are making decorations. **6** You are standing on my foot!  
**Exercise 2** **2** b **3** a **4** b **5** a **6** b  
**Exercise 3** **3** Is Bob tidying his room? Yes, he is. **4** Are you and Katy doing the shopping? Yes, we are. **5** Is Greg having a cup of hot chocolate? No, he isn't. **6** Does your dog want this ball? Yes, it does.  
**Exercise 4** Students' own answers.

## 1.3 Grammar

### Answers

**Exercise 1** **2** d **3** b **4** e **5** a  
**Exercise 2** **2** has, is having **3** makes, is making **4** play, are playing **5** are watching, watch  
**Exercise 3** **2** c **3** b **4** a **5** a **6** c  
**Exercise 4 Suggested answers:**  
**1** The boy usually has breakfast at seven o'clock. Today he's having breakfast at nine o'clock.  
**2** He usually drinks milk. Today he's drinking orange juice.  
**3** He usually eats an egg. Today he's eating chocolate cake.  
**4** He usually wears school uniform/shoes. Today he's wearing pyjamas/socks.  
**5** He usually reads a school book. Today he's reading a comic book.

## 2.2 Grammar

### Answers

**Exercise 1** busier, the busiest; smaller, the smallest; bigger, the biggest; more expensive, the most expensive; better, the best; worse, the worst; more boring, the most boring  
**Exercise 2** **2** e **3** f **4** c **5** h **6** a **7** d **8** b  
**Exercise 3** **2** bigger **3** the most boring  
**4** the worst **5** quieter **6** more expensive  
**Exercise 4** Students' own answers.

## 2.3 Grammar

### Answers

**Exercise 1** **2** too **3** enough **4** too  
**5** enough  
**Exercise 2** **2** This car is as fast as that one. **3** My tea is hot enough.  
**4** Is this camera as expensive as that one?  
**5** Dad isn't as short as me.  
**Exercise 3** **2** not as dangerous as  
**3** not as big as **4** as good at Maths as  
**5** not as dirty as **6** as fast as  
**Exercise 4** Students' own answers.

## 3.2 Grammar

### Answers

**Exercise 1** 2 c 3 a 4 c 5 b

**Exercise 2** 2 had a great time 3 swam in the cold sea 4 left the passports at home 5 spent all the time inside the hotel 6 took lots of photos

**Exercise 3** 2 Mary didn't get ready quickly. 3 They weren't happy with the small tents. 4 We didn't try snorkelling. 5 I'm sorry. I didn't hear you.

**Exercise 4** Students' own answers.

## 3.3 Grammar

### Answers

**Exercise 1** 2 Were Ann and Jim on time?

3 Did Fred go to the cinema?

4 Did Amanda bring a pizza?

5 Was his passport in his backpack?

6 Did the reporters come to the match?

**Exercise 2** 2 No, they weren't.

3 No, he didn't. 4 Yes, she did.

5 No, it wasn't. 6 Yes, they did.

**Exercise 3** 2 did 3 was 4 Was 5 wasn't

6 Did 7 did 8 Were 9 weren't

**Exercise 4** Students' own answers.

## 4.2 Grammar

### Answers

**Exercise 1** 2 My dad was washing the dishes. 3 Grandpa was looking for his glasses. 5 Mum and my sister were watching TV. 6 Fred was playing video games.

**Exercise 2** 2 My mum and dad weren't drinking lemonade. 3 I wasn't enjoying the music. 4 The waiters weren't smiling.

5 The chef wasn't making a pizza for us.  
**Exercise 3** 2 Was Tom having breakfast at 7 a.m. yesterday? Yes, he was. 3 Were they hanging out in the park at eleven o'clock? No, they weren't. 4 Was Jane sending a text five minutes ago? Yes, she was. 5 Were the boys brushing their teeth at eight o'clock? Yes, they were.

**Exercise 4** Students' own answers.

## 4.3 Grammar

### Answers

**Exercise 1** 2 a 3 e 4 b 5 c

**Exercise 2** 2 opened 3 were eating

4 ran 5 was sleeping 6 heard

**Exercise 3** 2 c 3 b 4 c 5 a 6 a

**Exercise 4** Students' own answers.

## 5.2 Grammar

### Answers

**Exercise 1** 2 a 3 b 4 b 5 a 6 a

**Exercise 2** 2 He doesn't have to wear a scarf. 3 Do you have to take the dog out now? 4 James and Maria have to cook dinner. 5 They don't have to vacuum now. 6 Do you have to learn these words?

**Exercise 3** 2 No, she doesn't. 3 Yes, they do. 4 No, they don't. 5 Yes, he does.

6 Yes, they do.

**Exercise 4** Students' own answers.

## 5.3 Grammar

### Answers

**Exercise 1** 2 a 3 c 4 e 5 d

**Exercise 2** 2 should 3 should

4 shouldn't 5 should 6 shouldn't

**Exercise 3** 2 should brush 3 shouldn't

buy 4 shouldn't wear 5 Should, go,

shouldn't 6 Should, have, should

**Exercise 4** Students' own answers.

## 6.2 Grammar

### Answers

#### Exercise 1

**Regular verbs:** sliced, sliced; fried, fried; chopped, chopped; served, served; washed, washed

**Irregular verbs:** made, made; had, had; left, left; brought, brought; drank, drunk; ate, eaten

**Exercise 2** 2 've chopped 3 has brought

4 haven't had 5 hasn't left 6 've served

**Exercise 3** 2 c 3 a 4 e 5 b

**Exercise 4** Students' own answers.

## 6.3 Grammar

### Answers

**Exercise 1** 2 Has Anna ever eaten Chinese food? 3 Have they taken lots of photos? 4 Have Max and Anna made lunch? 5 Have you used all the eggs?

6 Have your brothers tried chocolate with chilli?

**Exercise 2** 2 Yes, he has. 3 No, she hasn't. 4 No, we haven't. 5 Yes, they have.

6 No, I haven't.

**Exercise 3** 2 Have you ever eaten quinoa? 3 Has your mum ever cooked spaghetti? 4 Has your dad ever worked in a lab? 5 Have you ever made fresh lemonade?

**Exercise 4** Students' own answers.

## 7.2 Grammar

### Answers

**Exercise 1** 2 F 3 F 4 N 5 F 6 N

**Exercise 2** 2 after 3 next 4 in 5 today 6 this

**Exercise 3** 2 'm not going 3 isn't having

4 're playing 5 aren't buying

**Exercise 4** Students' own answers.

## 7.3 Grammar

### Answers

**Exercise 1** 2 a 3 e 4 b 5 d

**Exercise 2** 2 mustn't run 3 mustn't play

4 must wear 5 must bring

**Exercise 3** 2 b 3 b 4 a 5 a 6 b

**Exercise 4** Students' own answers.

## 8.2 Grammar

### Answers

**Exercise 1** 2 Will you have a big family?

3 She won't live in the country. 4 They won't win the game. 5 Where will you live in the future? 6 Fred will have his own business.

**Exercise 2** 2 won't live 3 will win

4 won't go 5 will have

**Exercise 3** 2 won't 3 Yes 4 No 5 will

**Exercise 4** Students' own answers.

## 8.3 Grammar

### Answers

**Exercise 1** 2 a 3 b 4 e 5 f 6 c

**Exercise 2** 1 Where 2 How often, Who

3 When, Why 4 What, Who 6 What, Why

**Exercise 3** 2 What 3 How often 4 Why

5 Where 6 When

**Exercise 4** 2 visiting 3 give 4 doing

5 travel 6 stay

Students' own answers.

## 1.4 Communication

- Ss complete the questions and answers.
- Ss cut out the cards, mix them up, then pick one. Ss use the example dialogue to ask for and offer help.

### Answers

need, Could; help you, need; problem, course, please, sorry, thank

## 2.4 Communication

### Answers

Can I help you?

Yes, please. I'm looking for a new T-shirt.

What size are you?

Small. Do you have this red T-shirt in size S?

Sorry, we don't.

Oh dear. Do you have a blue T-shirt

in size S?

Yes, we do. Here you are.

Can I try it on?

Of course. The changing rooms are over there.

Thanks.

## 3.4 Communication

- Ss complete the questions and answers.
- Ss complete the table with requests for the objects and possible reasons for saying no. Ss use the example dialogue to make and respond to requests.

### Answers

**Exercise 1** now; bring, course; have, Sorry; close, problem

**Exercise 2** Students' own answers.

#### 4.4 Communication

- Ss cut out the cards and put them face up on the desk in two sets. One student chooses two cards and then the Ss read one of the dialogues with the new information. Then they swap and repeat with new cards and different dialogues.

##### Answers

**Exercise 1** 1 happened, sorry 2 worried/upset, wrong, shame 3 What, terrible  
**Exercise 2** Students' own answers.

#### 5.4 Communication

- Ss work in pairs and correct the dialogue.
- Divide the pairs into Student A and Student B. Ask Ss to act out each dialogue. Ask some pairs to act out a dialogue of their choice to the class.

##### Answers

1 well, a, don't, good  
2 terrible, wrong, a, think, Yes

#### 6.4 Communication

##### Answers

1 Would you like to go out or stay at home?  
2 Would you like pizza or hot dogs?  
3 Would you like lemonade or cold?  
4 Would you like to watch a film or play video games? 5 Would you like to meet on Saturday or Sunday?

#### 7.4 Communication

- After Ss order the dialogues and practise them in pairs, ask them to stand up and act out each dialogue once again with a different partner, but replace the underlined words with their own ideas. They can also use the prompts in the pictures.

##### Answers

**Dialogue 1:** 2 1 3; **Dialogue 2:** 2 3 1;  
**Dialogue 3:** 1 3 2

#### 8.4 Communication

##### Answers

**Exercise 1 Agreeing:** right, what, true;  
**Disagreeing:** disagree, don't, wrong, not, so  
**Exercise 2** Students' own answers.

#### Play – The Time Machine

##### About the play

*The Time Machine* is a play all your Ss can get involved in. It's about teenagers who find a time machine and travel to the past to meet their grandparents and parents when they were the same ages as them!

- How many characters are there? There are about twenty characters. If you have more Ss, add more 1960s/1980s teenagers!

- When is the best time for the play? *The Time Machine* is a fun, motivating way of finishing the school year. It's ideal for showing parents what their children have learnt in their English lessons and is a great way to help students revise.

- Do I need a proper stage? No! Use your classroom, the school gym, hall or playground!

- What about preparation? We've provided a basic stage plan to help you (please see below). Your Ss will have fun making the scenery and choosing their props and costumes.

- Language to pre-teach *time machine* (show pictures on pages 176 and 177), *beat box* (show it on page 187 or give definition: a big music player that was popular in the 1990s)

- Where is the play? The play is in the Jacksons' garden, outside of a modern café, in a 1960s café and a park.

- Jacksons' garden Ask Ss to draw or make a few trees and flowers. Ss draw the front of the Jacksons' house (front door and windows) on the board, white sheet or big carton.

- Park Ss use the same trees and flowers as for the garden. They put a bench (they can use a few chairs) in the middle of the stage.

- Café For the outside of the modern café, Ss can draw a big neon sign 'Music Café'. To make a 1960s café, Ss put one or two tables and chairs. Ss hang some posters or printed photos of The Beatles on the walls.

##### Props

- Scene 1 the time machine (Ss can use a laptop or a tablet)
- Scene 2 the time machine, drumsticks, 2 menus, a small notebook and a pen

- Scene 3 the time machine, beat box (Ss can use an old cassette player or draw the beat box on a carton box)

- Scene 4 the time machine

#### Exam speaking and writing 1&2

##### Answers

##### Exercise 1

**There are 7 differences, including the example:**

- 1 The cashier is a young man in Picture A and a young woman in Picture B.
- 2 The old woman is paying with cash in Picture A and by card in Picture B.
- 3 The woman and daughter in Picture A have a shopping trolley but they have a shopping basket in Picture B.

- 4 There are three big bottles of water in the trolley in A but there are just two small bottles of water in the basket in B.
- 5 The teenage girl is speaking on her mobile in A but she's wearing headphones and is listening to music in Picture B.
- 6 There are no apples in Picture B.
- 7 The old woman's shopping bag in Picture A is too small.

**Exercise 2 and 3** Students' own answers.

#### Exam speaking and writing 3&4

##### Answers

**Exercise 1–2** Students' own answers.

##### Exercise 3 Possible story:

**Picture 1:** One day Holly and Michael went to the beach with Aunt Fran. They were very excited.

**Picture 2:** First, they put their things down and looked at the sea. An old man and woman were swimming because it was very hot.

**Picture 3:** Then Holly said, 'Let's go snorkelling!' While they were snorkelling they saw some beautiful fish.

**Picture 4:** Holly was taking a photo when she saw something shining in the sand. It was a ring!

**Picture 5:** Next, Holly took the ring to Aunt Fran. Aunt Fran thought the ring belonged to the old woman.

**Picture 6:** It was (Mrs Smith's) wedding ring! She was very happy.

#### Exam speaking and writing 5&6

##### Answers

##### Exercise 1 Possible questions:

1 What is Richard's/Holly's favourite TV programme? 2 What kind of programme is it? 3 What days is it on TV? / When's it on TV? 4 Why does he/she like it? 5 Has he/she seen it this week?

**Exercise 2** Students' own answers.

#### Exam speaking and writing 7&8

##### Answers

**Exercise 1–2** Students' own answers.

##### Exercise 3 Possible story:

**Picture 1:** Sofie and her parents were (walking) in the street when they saw a poster for a street party. They decided to go.

**Picture 2:** Sofie phoned her best friend Jackie. She said, 'Can you come to a street party on Saturday?' Jackie said, 'Great!'

**Picture 3:** The party began. Sofie's mum took a cake and Jackie took her guitar.

**Picture 4:** Jackie played her guitar and Sofie sang. A woman at the party loved their music.

**Picture 5:** The woman said, 'I think you'll be stars!' Sofie and Jackie were happy.

**Picture 6:** Finally, the party finished. They cleaned up, shook hands with the woman and said 'Bye'.

# 1.1 Vocabulary

Read the clues and complete the crossword. Then use the letters in the grey boxes to complete the sentence below the crossword. What are Jackie's last chores?

These are my chores on a Saturday.

I <sup>1</sup> \_\_\_\_\_ the dog early.

After breakfast,

I <sup>2</sup> \_\_\_\_\_ the table.

Then, I <sup>3</sup> \_\_\_\_\_ my bed.

I <sup>4</sup> \_\_\_\_\_ the dishwasher and

<sup>5</sup> \_\_\_\_\_ it again after lunch.

Next, I take <sup>6</sup> \_\_\_\_\_

the rubbish.

After that, I put <sup>7</sup> \_\_\_\_\_

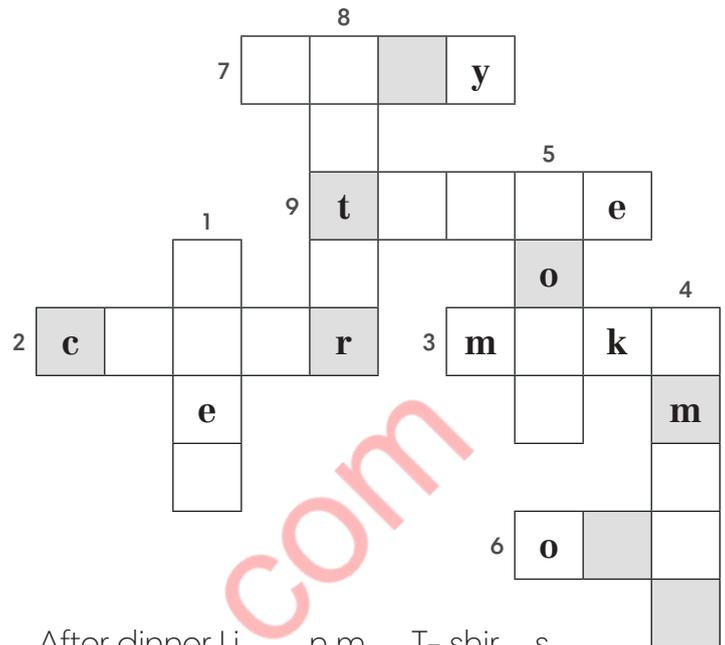
my clothes.

On a hot day I <sup>8</sup> \_\_\_\_\_

the plants.

Later, I set the <sup>9</sup> \_\_\_\_\_

for dinner.



After dinner I i \_\_\_\_\_ n m \_\_\_\_\_ T- shir \_\_\_\_\_  
and then I v \_\_\_\_\_ u \_\_\_\_\_ my room.

# 2.1 Vocabulary

Order the letters to make shopping words and complete the sentences. Use the first letter to start the word.

1 p c r i e

2 b g a

3 c h a s i r e

4 t r o l l y

5 q u e u e

6 r c e e t i p

7 l t s i

8 o f r e f

9 c a h n e g

10 s o h p g i n p

11 b s a k t e

12 p y a

13 c a d r

14 c h a s

I check the \_\_\_\_\_ of apples.

I take a shopping \_\_\_\_\_ to the shops.

The \_\_\_\_\_ in this shop is friendly.

I can push the shopping \_\_\_\_\_.

Let's stand in this \_\_\_\_\_.

Can you give me a \_\_\_\_\_, please?

Write onions on the shopping \_\_\_\_\_.

This jam is a special \_\_\_\_\_.

Here is your 10 cents \_\_\_\_\_.

Do you want me to carry the \_\_\_\_\_?

Let's take a shopping \_\_\_\_\_ before we go in.

Dad can \_\_\_\_\_ for the shopping.

Can I pay by \_\_\_\_\_, please?

Let's pay in \_\_\_\_\_.

# 3.1 Vocabulary

Complete the holiday activities with *explore*, *go*, *go on* or *try*. Choose five activities for a five-day holiday. Then compare with a partner.

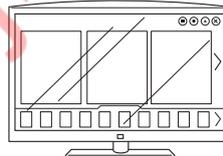
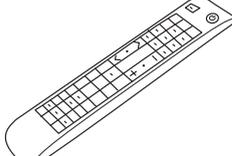
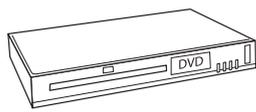
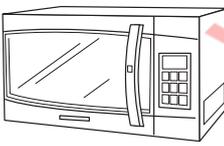
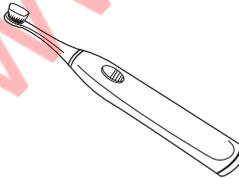
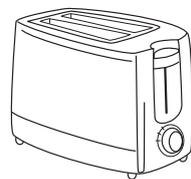
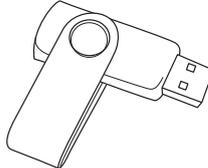
On day one I want to go cycling. What about you?

On day one I want to go on a boat trip.

_____	_____	_____	_____	_____
cycling	the area	camping	a boat trip	hiking
_____	_____	_____	_____	_____
a day trip	a guided tour	snorkelling	the local food	to the beach

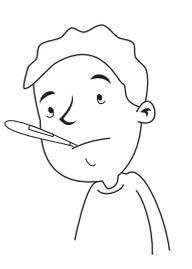
# 4.1 Vocabulary

Match the pictures to the words. Then play *Snap*!

				
				
remote control	toaster	DVD player	electric toothbrush	smart TV
games console	microwave oven	hairdryer	blender	USB stick

# 5.1 Vocabulary

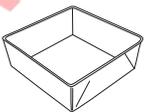
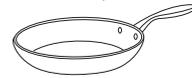
Complete the words. Then play the memory game in pairs.

 e _ _ e	 a h _ _ e	 a r _ y n _ e	 a s _ e t _ t	 a t _ _ e
 t _ _ e	 a c _ _ d	 a c _ _ h	 a b _ d n _ e	 a s _ _ e

# 6.1 Vocabulary

1 Look at the pictures and write the cooking nouns. Then complete the sentences with the cooking verbs in the box.

boil    fry    roast    mix    bake

- You bake a cake in a  cake tin.
- You \_\_\_\_\_ chips in a  \_\_\_\_\_.
- You \_\_\_\_\_ chicken in a hot  \_\_\_\_\_.
- You \_\_\_\_\_ pasta in a  \_\_\_\_\_.
- You \_\_\_\_\_ milk and cereal in a  \_\_\_\_\_.

2 Look at the verbs 1-5. Write as many food products as you can next to the verbs.

- peel: a potato, an apple,
- slice: \_\_\_\_\_
- beat: \_\_\_\_\_
- chop: \_\_\_\_\_
- add: \_\_\_\_\_  
to the mixture

# 7.1 Vocabulary

Read the clues and complete the puzzle. Then put the letters in the grey boxes in the correct order. Where does Ted live?



I'm Ted. I live in a \_\_\_\_\_ in the country.

	1	b					k
2		a	l				
3		s			n		
4		e	r				
5		s	m				
6		e	t				
7	g				n		
	8			t			c

- Let's take the lift to the top floor of this \_\_\_\_\_ of flats.
- Let's sit outside on the \_\_\_\_\_.
- Aunt Kay lives in a village on an \_\_\_\_\_.
- I live in a \_\_\_\_\_ house, so I have neighbours on the left and on the right.
- We moved from the big city to a \_\_\_\_\_ town.
- My house isn't semi-detached. It's a \_\_\_\_\_ house.
- My flat is on the \_\_\_\_\_ floor.
- Climb those stairs to get to a bedroom in the \_\_\_\_\_.

# 8.1 Vocabulary

Complete the table with the words in the box. Then tell your partner your life ambitions.

a doctor    a family    a foreign language    happy    abroad    an interesting job  
 fun    near my family    good health    famous    a teacher    Chinese  
 my own business    in the UK    on my own    to fly    rich    to drive  
 a pilot    in a big city    a house with a garden    to play the drums

be	have	learn	live
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

I want to ... Another ambition of mine is to ... I'd also love to ...

## 1 Correct the underlined words. Then write the correct sentences.

- 1 I is playing a game. I am playing a game.
- 2 We am doing our chores. \_\_\_\_\_
- 3 Dad are setting the table. \_\_\_\_\_
- 4 Grandma and I am making the beds. \_\_\_\_\_
- 5 The friends is making decorations. \_\_\_\_\_
- 6 You is standing on my foot! \_\_\_\_\_

## 2 Circle the correct answer.

- 1 Mum \_\_\_\_\_ out the rubbish – that’s Dad!  
 a isn’t taking      b aren’t taking
- 2 Jane and Dave \_\_\_\_\_ breakfast. It’s lunch time!  
 a isn’t having      b aren’t having
- 3 I \_\_\_\_\_ my homework. It’s Friday evening!  
 a ‘m not doing      b isn’t doing
- 4 My grandparents \_\_\_\_\_ TV. That’s a radio!  
 a ‘m not watching      b aren’t watching
- 5 Grandma \_\_\_\_\_ the dishwasher. That’s a washing machine!  
 a isn’t loading      b aren’t loading
- 6 Jack and I \_\_\_\_\_ our beds – it’s time for bed!  
 a isn’t making      b aren’t making

## 3 Put the words in the correct order to make questions in Present Continuous or Present Simple. Then write short answers.

- |                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                          |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>1 calling you school from are ?<br/> <u>Are you calling from school?</u> ✗ <u>No, I'm not.</u></p> <p>2 water you do need some ?<br/> <u>Do you need some water?</u> ✓ <u>Yes, I do.</u></p> <p>3 tidying Bob is room his ?<br/>         _____ ✓ _____</p> | <p>4 and you are shopping doing Katy the ?<br/>         _____ ✓ _____</p> <p>5 having Greg a chocolate cup of hot is ?<br/>         _____ ✗ _____</p> <p>6 dog your does want ball this ?<br/>         _____ ✗ _____</p> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## 4 Play a class game. Your friends are doing chores. Say what they are doing. But remember – you must repeat all the chores and mime them.

Adam’s vacuuming the living room.

Adam’s vacuuming the living room. Anna’s loading the dishwasher.

Adam’s vacuuming the living room. Anna’s loading the dishwasher. Martin’s setting the table.

## 1 Match 1–5 to a–e. Draw a line.

- |                                      |                  |
|--------------------------------------|------------------|
| 1 I sometimes watch TV in _____      | a Sundays.       |
| 2 Grandpa's listening to music _____ | b at 7 p.m.      |
| 3 The films usually start _____      | c the afternoon. |
| 4 We're playing tennis at _____      | d right now.     |
| 5 Mum never goes to work on _____    | e the moment.    |

## 2 Complete the sentences with the Present Simple or the Present Continuous form of the verbs in brackets.

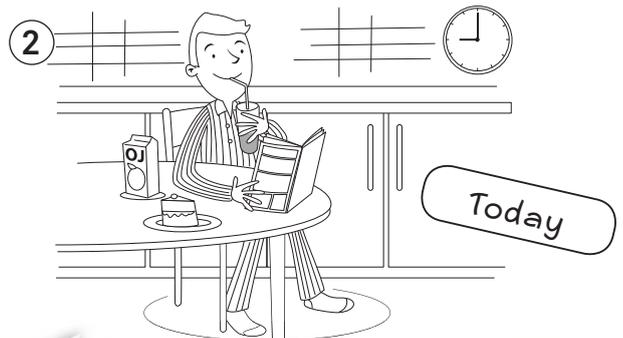
- Tina usually wears a dress, but today she is wearing jeans. (**wear**)
- John never \_\_\_\_\_ meat on his pizza. Look! He \_\_\_\_\_ vegetarian pizza now. (**have**)
- Mum always \_\_\_\_\_ dad some tea after breakfast, but right now she \_\_\_\_\_ him some coffee. (**make**)
- The boys usually \_\_\_\_\_ football, but at the moment they \_\_\_\_\_ tennis. (**play**)
- The girls \_\_\_\_\_ sport on TV now, but on Saturdays they always \_\_\_\_\_ a film. (**watch**)

## 3 Circle the correct answer.

- He often \_\_\_\_\_ eggs for breakfast.  
 a has                      b is having                      c have
- The baby \_\_\_\_\_ right now.  
 a sleep                      b sleeping                      c is sleeping
- \_\_\_\_\_ out on Fridays?  
 a You go                      b Do you go                      c Are you going
- \_\_\_\_\_ a book at the moment?  
 a Are you reading                      b You read                      c Do you read
- Alice \_\_\_\_\_ homework right now.  
 a isn't doing                      b doesn't do                      c aren't doing
- We \_\_\_\_\_ computer games every day.  
 a aren't playing                      b doesn't play                      c don't play

## 4 Spot the difference. Student A looks at Picture 1. Student B looks at Picture 2. Work in pairs and compare your pictures. There are five differences.

He usually has breakfast at seven o'clock.



Today he's having breakfast at nine o'clock.

## 1 Complete the table.

Adjective	Comparative adjective	Superlative adjective
quiet	<i>quieter</i>	<i>the quietest</i>
busy		
small		
big		
expensive		
good		
bad		
boring		

## 2 Make comparative and superlative forms of the adjectives. Draw a line to match 1-8 to a-h.

## 3 Complete the sentences with five comparative or superlative adjectives from Exercise 2.

- Shopping baskets are smaller than shopping trolleys.
- This T-shirt is smaller than that small one. It's an XXL!
- This book isn't interesting. I think it's the most boring book in the world!
- This bag is small and expensive. It's the most expensive bag in the shop.
- There aren't any cars in the mountains. It's quieter there than in the city.
- I like these shoes but they are the most boring than my old ones. I can't pay for them.

## 4 Complete the sentences. Then compare with a partner. Are your sentences the same?

... the best day of the year.	... a better game than ...
... the most boring holiday activity.	... a more interesting subject than ...
... the funniest student.	... a more exciting sport than ...
Tennis is a more exciting sport than football. What do you think?	I think football is a more exciting sport than tennis!

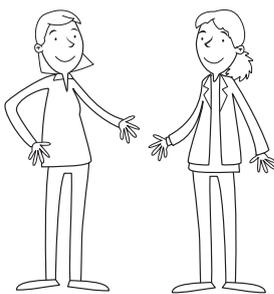
## 1 Circle the correct answer.

- I'd like two bigger sandwiches. This sandwich is *enough* / too small.
- You can't wear these shoes. Your feet are *enough* / *too* big.
- I can't buy this shampoo. It isn't cheap *enough* / *too*.
- This snake isn't a good pet. It's *enough* / *too* dangerous.
- I can't carry this table. I am not strong *enough* / *too*.

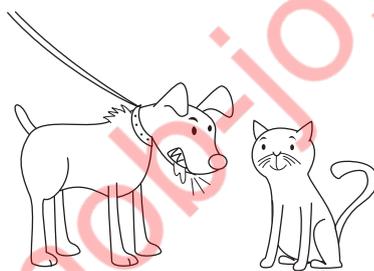
## 2 Correct the underlined words. Then write the correct sentences.

- I'm not as older as my friend. *I'm not as old as my friend.*
- This car is too fast as that one. \_\_\_\_\_
- My tea isn't hot too. \_\_\_\_\_
- Is this camera as expensive enough that one? \_\_\_\_\_
- Dad is as short as me. He's taller. \_\_\_\_\_

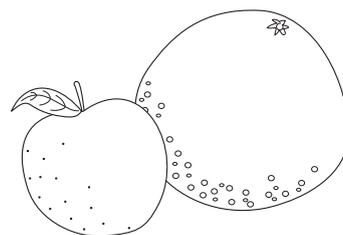
## 3 Look at the pictures and complete the sentences with *as ... as* or *not as ... as* and an adjective in brackets.



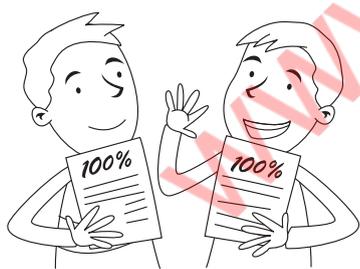
- 1 Mum is as tall as my aunt Penny. (**tall**)



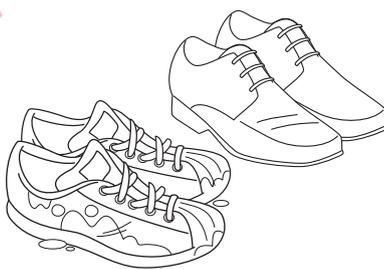
- 2 The cat is \_\_\_\_\_ the dog. (**dangerous**)



- 3 The apple is \_\_\_\_\_ the orange. (**big**)



- 4 Stan is \_\_\_\_\_ at Maths \_\_\_\_\_ Robert. (**good**)



- 5 The shoes are \_\_\_\_\_ the trainers. (**dirty**)



- 6 Tammy is \_\_\_\_\_ Sammy. (**fast**)

## 4 Write five sentences about your house or flat. Use *too/enough* and *(not) as ... as*. Then compare with a partner.

My bedroom isn't as big as the living room. What about your bedroom?

My bedroom is the smallest bedroom in the house.

## 1 Circle the correct answer.

- I \_\_\_\_\_ on holiday in Spain last week.  
 a is                                    **(b) was**                                    c were
- Dad \_\_\_\_\_ at work yesterday evening. He works in a hotel.  
 a are                                    b were                                    c was
- We \_\_\_\_\_ to Italy for three weeks last summer.  
 a went                                    b go                                    c are going
- My grandparents \_\_\_\_\_ us for my birthday party yesterday.  
 a visits                                    b visit                                    c visited
- Now it isn't cold in the room because I \_\_\_\_\_ the window a few minutes ago.  
 a close                                    b closed                                    c are closing

## 2 Write affirmative sentences.

- Mark didn't drink all the milk. Sarah drank all the milk!
- You didn't have a great time. But I \_\_\_\_\_!
- Grandpa didn't swim in the cold sea. But Grandma \_\_\_\_\_!
- I didn't leave the passports at home. But you \_\_\_\_\_!
- Tina didn't spend all the time inside the hotel. But Doug \_\_\_\_\_!
- Archie didn't take lots of photos. But Jeff \_\_\_\_\_!

## 3 Correct the underlined words. Then write correct sentences.

- His backpack weren't full. His backpack wasn't full.
- Mary didn't got ready quickly. \_\_\_\_\_
- They wasn't happy with the small tents. \_\_\_\_\_
- We didn't tried snorkelling. \_\_\_\_\_
- I'm sorry. I didn't heard you. \_\_\_\_\_

## 4 Look at the information about a family. Play a guessing game.

Last week on holiday ...

	go snorkelling	swim in the sea	explore the city	play tennis	try the local food
 Tim	✓	✓	✗	✗	✗
 Fay	✗	✓	✓	✗	✓
 Mum	✗	✓	✓	✓	✓
 Dad	✓	✓	✓	✓	✗
 Grandma	✗	✓	✓	✗	✗
 Grandpa	✗	✗	✓	✗	✓

He went snorkelling. He didn't explore the city and he didn't try the local food.

It's Tim!

## 1 Read the sentences and make questions for yes/no answers.

- |                                                         |                                              |
|---------------------------------------------------------|----------------------------------------------|
| 1 The weather was good.<br><u>Was the weather good?</u> | 4 Amanda brought a pizza.<br>_____           |
| 2 Ann and Jim were on time.<br>_____                    | 5 His passport was in his backpack.<br>_____ |
| 3 Fred went to the cinema.<br>_____                     | 6 The reporters came to the match.<br>_____  |

## 2 Write short answers to the questions in Exercise 1.

- |                         |           |
|-------------------------|-----------|
| 1 ✓ <u>Yes, it was.</u> | 4 ✓ _____ |
| 2 ✗ _____               | 5 ✗ _____ |
| 3 ✗ _____               | 6 ✓ _____ |

## 3 Complete the dialogue with *did*, *was*, *wasn't*, *were* or *weren't*.

- Dr Q: <sup>1</sup> Did you watch TV last night?  
 Pi: Yes, I <sup>2</sup> \_\_\_\_\_ .  
 Dr Q: What <sup>3</sup> \_\_\_\_\_ on TV?  
 Pi: A film about birds.  
 Dr Q: <sup>4</sup> \_\_\_\_\_ it a good film?  
 Pi: No, it <sup>5</sup> \_\_\_\_\_ .  
 The birds didn't fly.  
 Dr Q: <sup>6</sup> \_\_\_\_\_ the birds swim  
 in the cold sea?  
 Pi: Yes, they <sup>7</sup> \_\_\_\_\_ .  
 Dr Q: <sup>8</sup> \_\_\_\_\_ the birds black  
 and white?  
 Pi: Yes. They were funny birds.  
 Dr Q: No, they <sup>9</sup> \_\_\_\_\_ funny, Pi!  
 They were penguins.



## 4 Complete the table. Then ask and answer questions with a partner. What's the same and what's different?

On my last family trip ...

I went ...	For lunch I had ...	The weather was ...	I talked to ...	I came home at ...

Did you go to the cinema on your last family trip?

No, I didn't. I went to the shops.

## 1 Correct the underlined words. Then write the correct sentences.

At six o'clock yesterday evening ...

- 1 I were studying Maths.
- 2 My dad were washing the dishes.
- 3 Grandpa was looked for his glasses.
- 4 Mum and my sister was watching TV.
- 5 Fred was played video games.

I was studying Maths.

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## 2 Write Sam's sentences.

Yesterday at seven o'clock Hannah and Sam were at different restaurants.



Happy Hannah

- 1 I was having a nice meal.
- 2 My mum and dad were drinking lemonade.
- 3 I was enjoying the music.
- 4 The waiters were smiling.
- 5 The chef was making a pizza for us.

I wasn't having a nice meal.

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Sad Sam

## 3 Put the words in the correct order to make questions. Then write short answers.

- 1 yesterday Were at swimming you 5 p.m. ?

Were you swimming at 5 p.m. yesterday?

No, I wasn't.

- 2 yesterday at Was 7 a.m. breakfast Tom having ?

\_\_\_\_\_

- 3 Were eleven o'clock hanging out they in park the at ?

\_\_\_\_\_

- 4 sending Was Jane a text five ago minutes ?

\_\_\_\_\_

- 5 eight o'clock the brushing at boys their Were teeth ?

\_\_\_\_\_

## 4 Work in pairs. Write what you were doing at these times last Saturday. Compare your answers in pairs. Say *Bingo!* if you say the same things.

6 a.m.

10 a.m.

1 p.m.

I was having a snack at 10 a.m. last Saturday.

5 p.m.

8 p.m.

10 p.m.

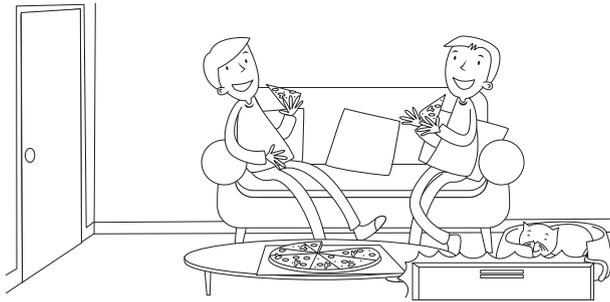
I wasn't having a snack. I was playing football.

## 1 Match 1–5 to a–e. Draw a line.

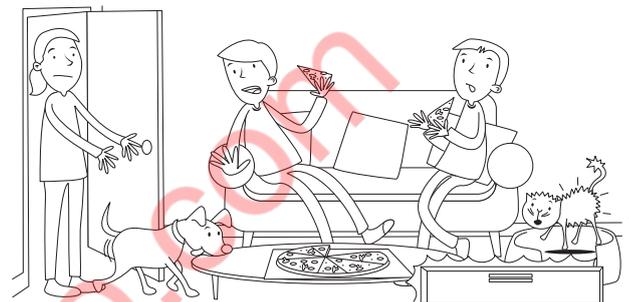
- |                                  |                                               |
|----------------------------------|-----------------------------------------------|
| 1 I was sleeping in bed when     | a when she dropped her cup.                   |
| 2 Grandma was drinking tea       | b when my little brother changed the channel. |
| 3 My parents were playing tennis | c his phone rang.                             |
| 4 I was watching TV              | d I heard a loud noise.                       |
| 5 Dad was reading a book when    | e when they lost the ball.                    |

## 2 Complete the text with the Past Continuous or the Past Simple forms of the verbs in the box.

eat    hear    open    run    sleep    watch



Yesterday afternoon Doug and Neil <sup>1</sup> were watching a film on TV when their sister <sup>2</sup> \_\_\_\_\_ the door.



They <sup>3</sup> \_\_\_\_\_ pizza when the dog <sup>4</sup> \_\_\_\_\_ fast into the room.

The cat <sup>5</sup> \_\_\_\_\_ in its bed when it <sup>6</sup> \_\_\_\_\_ the dog and got scared!

## 3 Circle the correct answer.

- I \_\_\_\_\_ breakfast when Jack phoned me.  
 a was having      b had      c having
- He was studying when his mum \_\_\_\_\_ in.  
 a was coming      b come      c came
- They \_\_\_\_\_ football well when the other team scored!  
 a was playing      b were playing      c played
- Dave was cooking \_\_\_\_\_ him.  
 a we visited      b when visited      c when we visited
- Alan \_\_\_\_\_ he got my message.  
 a was vacuuming when      b was when      c vacuumed when
- I was looking for my phone when I \_\_\_\_\_ my tablet.  
 a found      b was finding      c find

## 4 Complete these sentences with your own ideas. Then compare with a partner. Are your sentences the same?

Dr Q was \_\_\_\_\_ when Pi turned off the water.

Dr Q was painting his new picture when \_\_\_\_\_.

Pi was \_\_\_\_\_ when he heard a loud noise.

Dr Q and Pi were eating pizza when they \_\_\_\_\_.

## 1 Circle the correct answer.

- 1 Mum \_\_\_\_\_ leave for work early today.  
**a** has to                      **b** don't have to
- 2 Fred \_\_\_\_\_ see the doctor. He has a bad cough.  
**a** has to                      **b** has
- 3 I \_\_\_\_\_ go to school because it's Sunday!  
**a** has to                      **b** don't have to
- 4 'Students, you \_\_\_\_\_ study hard for the test.'  
**a** don't have                **b** have to
- 5 Penny \_\_\_\_\_ to wash the dishes.  
**a** has                          **b** has to
- 6 Do \_\_\_\_\_ to do chores on Saturdays?  
**a** you have                **b** have you

## 2 Correct the underlined words. Then write the correct sentences.

- 1 I has to go to the doctor.  
 2 He don't have to wear a scarf.  
 3 Do you has to take the dog out now?  
 4 James and Maria has to cook dinner.  
 5 They doesn't have to vacuum now.  
 6 Does you have to learn these words?

*I have to go to the doctor.*

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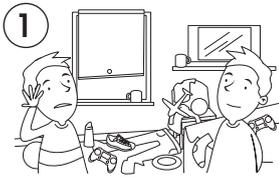


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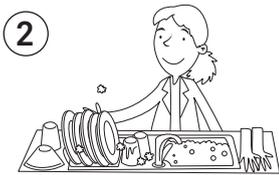
## 3 Look at the pictures and read the questions. Write short answers.



1 Do the brothers have to clean their room?  
 Yes, they do.



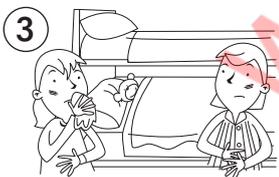
4 Do Granny and Grandpa have to take an umbrella?



2 Does Mum have to wash the dishes?



5 Does Dad have to make another cake?



3 Do Tina and Tammy have to go to bed?



6 Do Greg and Betty have to do lots of homework?

## 4 In pairs, ask and answer about the table.

	Janet	Bob and Katy	Trevor
tidy his/her/their room	✓	✗	✓
cook lunch	✗	✗	✓
study for a test	✗	✓	✗
wash the car	✓	✗	✓
see a doctor	✗	✓	✗

Does Janet have to tidy her room?

Yes, she does.

Do Bob and Katy have to cook lunch?

No, they don't.

## 1 Match 1–5 to a–e. Draw a line.

- |                             |                                    |
|-----------------------------|------------------------------------|
| 1 You are thirsty.          | a You should drink tea with honey. |
| 2 You have a sore throat.   | b You should drink some water.     |
| 3 You are hungry at 11 a.m. | c You should cook dinner.          |
| 4 You have a headache.      | d You should buy him a present.    |
| 5 It's Tom's birthday.      | e You should lie down.             |

## 2 Circle the correct answer.

- |                                     |                                                  |
|-------------------------------------|--------------------------------------------------|
| 1 I've got toothache.               | You <u>should</u> / shouldn't go to the dentist. |
| 2 I'm going to the beach.           | You should / shouldn't wear sunglasses.          |
| 3 I've got lots of tests this week. | You should / shouldn't study hard.               |
| 4 I've got lots of mosquito bites.  | You should / shouldn't sleep outside the tent.   |
| 5 I've got a cut on my finger.      | You should / shouldn't show it to Mum.           |
| 6 I've got earache.                 | You should / shouldn't go out in the cold wind.  |

## 3 Complete the sentences with the correct form of *should* and the verbs in the box.

brush    buy    go    have    ~~learn~~    wear

- Ted is going to Spain. He should learn some Spanish.
- You ate some chocolate. You \_\_\_\_\_ your teeth.
- That's an expensive computer and it isn't good. He \_\_\_\_\_ it.
- You \_\_\_\_\_ a coat. It's a hot day.
- '\_\_\_\_\_ I \_\_\_\_\_ camping in winter?' 'No, you \_\_\_\_\_.'
- '\_\_\_\_\_ we \_\_\_\_\_ a party on my birthday?' 'Yes, we \_\_\_\_\_!'

## 4 You are camping with your friend. Mime health problems for your partner to guess and to give you advice. Then swap.

- |                 |          |                      |
|-----------------|----------|----------------------|
| a burn          | a cut    | call an ambulance    |
| a stomachache   |          | have some tea        |
| a broken arm    |          | put some cream on it |
| a mosquito bite | lie down | clean it             |
| a headache      |          | see a doctor         |

Do you have a broken arm?

Yes, I do.

We should call an ambulance.

## 1 Complete the table.

Regular Verbs	Past Simple	Past Participle
cook	<u>cooked</u>	<u>cooked</u>
slice		
fry		
chop		
serve		
wash		

Irregular Verbs	Past Simple	Past Participle
make		
have		
leave		
bring		
drink		
eat		

## 2 Complete the dialogue with the correct Present Perfect form of the verbs in brackets.

**Mum:** Can you help me with the cooking, please?

**Dan:** Sure. What do you want me to do?

**Mum:** I <sup>1</sup> 've washed (**wash**) the tomatoes. Can you chop them for a sauce?

**Dan:** OK.

One minute later ...

**Dan:** OK. I <sup>2</sup> \_\_\_\_\_ (**chop**) them. What's next?

**Mum:** Grandma <sup>3</sup> \_\_\_\_\_ (**bring**) some strawberries from her garden for dessert. Can you wash them?

**Dan:** Of course. Mm, the strawberries smell lovely. We <sup>4</sup> \_\_\_\_\_ (**not have**) strawberries for a long time.

**Mum:** Oh no! Janet <sup>5</sup> \_\_\_\_\_ (**not leave**) any cream in the fridge! What can we have with the strawberries?

**Dan:** How about ice cream? We <sup>6</sup> \_\_\_\_\_ (**serve**) strawberries and ice cream before.

**Mum:** Good idea!

## 3 Match 1-5 to a-e. Draw a line.

- 1 Danny
- 2 The children
- 3 I haven't
- 4 Maria has
- 5 We've baked

- a added any salt to my chips.
- b a cake.
- c have eaten all their dinner.
- d has broken a glass.
- e not tidied her room.

## 4 Complete the sentences so that they are true for you. Make two sentences false! Use the Present Perfect (affirmative or negative) forms of the verbs in brackets. Then guess your partner's false sentences.

- 1 I \_\_\_\_\_ (**do**) tomorrow's homework.
- 2 I \_\_\_\_\_ (**bring**) a sweet snack to school.
- 3 My mum \_\_\_\_\_ (**put**) a banana in my school bag.
- 4 I \_\_\_\_\_ (**eat**) a packet of crisps.
- 5 My dad \_\_\_\_\_ (**buy**) a new fridge.
- 6 I \_\_\_\_\_ (**try**) strawberries.

I think you've done tomorrow's homework.

Yes! It's true!

## 1 Correct the underlined words. Write sentences.

- |                                                         |                             |
|---------------------------------------------------------|-----------------------------|
| 1 <u>Has</u> I won the game?                            | <u>Have I won the game?</u> |
| 2 <u>Have</u> Anna ever eaten Chinese food?             | _____                       |
| 3 Have they <u>took</u> lots of photos?                 | _____                       |
| 4 <u>Has</u> Max and Anna made lunch?                   | _____                       |
| 5 Have you <u>use</u> all the eggs?                     | _____                       |
| 6 <u>Has</u> your brothers tried chocolate with chilli? | _____                       |

## 2 Write short answers.

- |                                        |                       |
|----------------------------------------|-----------------------|
| 1 Have you brushed your teeth, Sandra? | ✓ <u>Yes, I have.</u> |
| 2 Has Dad made some popcorn?           | ✓ _____               |
| 3 Has Tina done her homework?          | x _____               |
| 4 Have you seen this film, boys?       | x _____               |
| 5 Have Paul and Larry baked a cake?    | ✓ _____               |
| 6 Have you phoned your mum, Peter?     | x _____               |

## 3 Put the words in the correct order to make questions.

- you Have baked ever cookies ?  
Have you ever baked cookies?
- eaten you ever Have quinoa ?  
\_\_\_\_\_
- Has cooked mum ever spaghetti your ?  
\_\_\_\_\_
- ever your worked in a Has lab dad ?  
\_\_\_\_\_
- ever Have you made lemonade fresh ?  
\_\_\_\_\_

## 4 Ask and answer the questions in Exercise 3 with a partner.

Have you ever baked cookies?

Yes, I have.

No, I haven't. I've never baked cookies.  
What about you? Have you ever baked cookies?



## 1 Match 1–5 to a–e. Draw a line.

1 I'm meeting Stan at the station at 11 a.m.

a You must tidy it!

2 My room is a mess and mum is coming home!

b You mustn't go out!

3 I want to send an email but my tablet is broken.

c You mustn't be late!

4 I don't feel well. I've got a headache.

d You can eat my apple.

5 I'm hungry but I haven't got a snack.

e You can borrow my laptop.

## 2 Complete the sports centre rules with *must* or *mustn't* and the verbs in the box.

bring    play    run    swim    wear

### Bridgetown Sports Centre

1 Children under 5 must swim with a parent.

2 You \_\_\_\_\_ on the stairs. Please walk.

3 Tennis players \_\_\_\_\_ for more than two hours. Please take breaks.

4 Swimmers \_\_\_\_\_ swimming caps on their heads.

5 Members \_\_\_\_\_ their member's cards.



## 3 Circle the correct answer.

1 After you finish dinner you \_\_\_\_\_ wash the dishes.

a must                       b mustn't

2 I have a test tomorrow so I \_\_\_\_\_ study tonight.

a can                       b must

3 We don't have any homework so I \_\_\_\_\_ play computer games this evening.

a mustn't                       b can

4 Mum doesn't know about the surprise party so you \_\_\_\_\_ tell her!

a mustn't                       b can

5 You \_\_\_\_\_ borrow my dictionary, but I want it back this evening.

a can                       b must

6 The train is leaving in five minutes so we \_\_\_\_\_ hurry!

a mustn't                       b must

## 4 Complete funny sport rules with your own ideas. Compare and discuss with a partner.

**Funny** \_\_\_\_\_



You must \_\_\_\_\_



You mustn't \_\_\_\_\_



You can \_\_\_\_\_

My funny sport is funny football. In funny football you must hold the ball and walk. You mustn't run but you can ride a bike.

## 1 Put the words in the correct order to make sentences.

1 be one famous I'll day .

*I'll be famous one day.*

2 have you big family Will a ?

4 win game the won't They .

5 future in will Where live you the ?

3 won't live She the in country .

6 business Fred have will own his .

## 2 Write sentences with *will* or *won't* and the verbs in the box.

be go have live win

- Your cousin sings well and he's in a band. He will be famous one day!
- Sara \_\_\_\_\_ on her own. She wants to share a flat with her twin sister.
- My brothers are great footballers. Their team \_\_\_\_\_ the match next weekend!
- My best friend wants to see the world but she hates flying. She \_\_\_\_\_ to America in a plane!
- My brother loves cooking for people. He \_\_\_\_\_ his own restaurant one day.

## 3 Circle the correct words.

1 Will the school have a new lab next year? Yes, it will / won't.

2 Will you live abroad when you are older? No, I will / won't.

3 Will he win the race? Yes / No, he will.

4 Will the weather be good next week? Yes / No, it won't.

5 Will you learn French in France? Yes, we will / won't.

## 4 Complete with *will* or *won't* and verbs to write four true sentences and two false sentences for you. Then in pairs read each other's sentences and guess which ones are true and false.

- I \_\_\_\_\_ a big family.
- I \_\_\_\_\_ in the city.
- I \_\_\_\_\_ a famous footballer.
- I \_\_\_\_\_ abroad.
- I \_\_\_\_\_ Chinese.
- I \_\_\_\_\_ play the violin.

I think you will live abroad but you won't live in the city.

Yes!

## 1 Match 1–6 to a–f. Draw a line.

- |                         |                               |
|-------------------------|-------------------------------|
| 1 How often do          | a reading the newspaper?      |
| 2 Why are you           | b see at the shops?           |
| 3 Who did you           | c to arrive?                  |
| 4 What were             | d you run in the park?        |
| 5 When will he cook     | e you doing at seven o'clock? |
| 6 When is Grandma going | f dinner?                     |

## 2 Complete the sentences with the correct words.

Where What

1 'What is your name? \_\_\_\_\_ do you live?' asked the police officer.

Who How often

2 '\_\_\_\_\_ do you eat pizza? \_\_\_\_\_ makes it for you?' asked Judy.

When Why

3 '\_\_\_\_\_ will the train get here? \_\_\_\_\_ is it late?' asked Bobby.

What Who

4 '\_\_\_\_\_ was the party like? \_\_\_\_\_ did you see there?' asked Mum.

Why What

5 '\_\_\_\_\_ were you doing at 12 p.m.? \_\_\_\_\_ was the music loud?' asked Dad.

## 3 Write the correct questions words.

- |                                    |                             |
|------------------------------------|-----------------------------|
| 1 <u>Who</u> called you?           | Mum called me.              |
| _____ did you study last night?    | I studied History.          |
| _____ do you go to the cinema?     | We go every Saturday.       |
| _____ are you eating crisps?       | Because I'm hungry!         |
| _____ will you live when you move? | We'll live in New York!     |
| _____ are you leaving?             | I'm leaving at six o'clock. |

## 4 Complete the questions with the correct verbs from the box. Then ask and answer the questions in pairs.

travel   give   doing   visiting   invite   stay

- How often do you invite people to your house?
- When are you \_\_\_\_\_ your best friend at their house?
- Who did you \_\_\_\_\_ a hug last week?
- What were you \_\_\_\_\_ yesterday at 8 p.m.?
- Where will you \_\_\_\_\_ this summer?
- How long are you going to \_\_\_\_\_ there?

How often do you invite people to your house?

I invite people to my house every weekend.

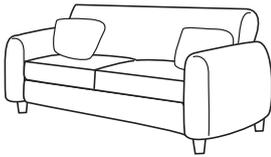
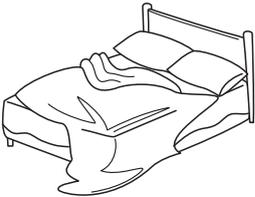
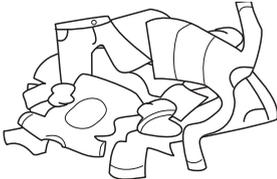
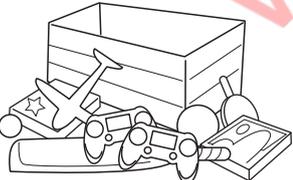
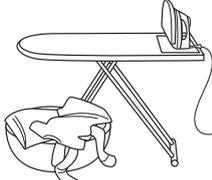
# 1.4 Communication

Complete the questions and answers. Then cut out the cards. Work in pairs and ask for and/or offer help. Does your friend say yes or no?

Can you help me with the sofa, please?  
 I \_\_\_\_\_ some help with the table, please.  
 \_\_\_\_\_ you set the table, please?

Can I \_\_\_\_\_ with the sofa?  
 Do you \_\_\_\_\_ any help with the table?

No, \_\_\_\_\_ . / Yes, of \_\_\_\_\_ . / Yes, \_\_\_\_\_ .  
 I'm \_\_\_\_\_ , I can't help you. / No, that's fine, \_\_\_\_\_ you.

<p><b>ASK</b></p>  <p>sofa ✓ / move it</p>	<p><b>ASK</b></p>  <p>make the bed / ✗</p>	<p><b>OFFER</b></p>  <p>books / ✗</p>	<p><b>OFFER</b></p>  <p>dishes ✓ / load the dishwasher</p>
<p><b>ASK</b></p>  <p>washing ✓ / load the washing machine</p>	<p><b>ASK</b></p>  <p>vacuum the room / ✗</p>	<p><b>OFFER</b></p>  <p>shoes / ✗</p>	<p><b>OFFER</b></p>  <p>rubbish ✓ / take them out</p>
<p><b>ASK</b></p>  <p>toys ✓ / put them in the box</p>	<p><b>ASK</b></p>  <p>shopping ✓ / carry it for me</p>	<p><b>OFFER</b></p>  <p>housework ✓ / iron the clothes</p>	<p><b>OFFER</b></p>  <p>plants ✓ / water them</p>

**ASK**

**OFFER**

Can you help me with the sofa, please?

Do you need any help with the books?

Yes, of course.

No, that's fine, thank you.

Can you move it?

## Student A

- Cut out your half of the dialogue.
- Order the dialogue with a partner. Then act it out, changing roles.
- Act out the dialogue again but change the highlighted words. Make them funny!

**Dialogue:** You are an assistant in a clothes shop.

What size are you?

Of course. The changing rooms are over there.

Sorry, we don't.

Can I help you?

Yes, we do. Here you are.

## Student B

- Cut out your half of the dialogue.
- Order the dialogue with a partner. Then act it out, changing roles.
- Act out the dialogue again but change the highlighted words. Make them funny!

**Dialogue:** You are shopping at a clothes shop.

Thanks.

Small. Do you have this red T-shirt in size S ?

Can I try it on?

Yes, please. I'm looking for a new T-shirt .

Oh dear. Do you have a blue T-shirt in size S ?

# 3.4 Communication

## 1 Complete the dialogues with the words in the box.

bring   close   course   have   me   now   problem   sorry

**A:** Could you give me the magazine? I want to read it.

**B:** Not \_\_\_\_\_, sorry. I'm reading it.

**A:** Can you \_\_\_\_\_ me my tablet, please? I want to check the train times.

**B:** Yes, of \_\_\_\_\_.

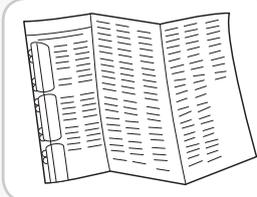
**A:** Can I \_\_\_\_\_ the camera? I want to take a photo.

**B:** \_\_\_\_\_, you can't. I'm taking one now.

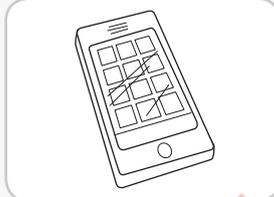
**A:** Could you \_\_\_\_\_ the window, please? It's cold.

**B:** No \_\_\_\_\_.

## 2 Choose four words each. Write requests and reasons for saying no in the table. Then make and respond to requests with a partner.



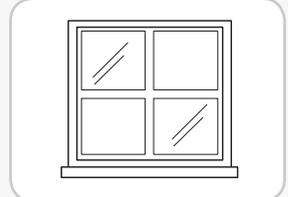
timetable



phone



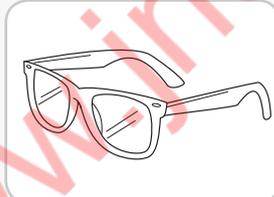
money



window



key



sunglasses



guidebook



door

Requests	Reasons for saying no
Can you give me the train timetable, please?	No, I can't. I left it at the hotel.
_____	_____
_____	_____
_____	_____

Can I use your smartphone please? I want to take a photo.

Not now, sorry. I'm using it.

**1 Complete the dialogues with one word in each gap.**

1

**A:** You look upset . What \_\_\_\_\_?

**B:** I was watching TV when it stopped working.

**A:** I'm \_\_\_\_\_ to hear that.

2

**A:** You look \_\_\_\_\_ . What's \_\_\_\_\_?

**B:** I was playing tennis when it started to rain!

**A:** That's a \_\_\_\_\_!

3

**A:** You look worried. \_\_\_\_\_ happened?

**B:** I was playing a video game when I broke the games console.

**A:** Oh, that's \_\_\_\_\_!

**2 Divide the words into categories: things you were doing and things that happened. Choose pairs of cards and act out your own dialogues. Use dialogues in Exercise 1 to help.**

broke a window	dropped it	drying my hair	going to school
going to the cinema	laptop crashed	lost my phone	missed the bus
playing football	started to rain	stopped working	texting a friend
using the blender	broke it	waiting for the bus	writing my essay

Read the dialogues. The underlined words are wrong. Write the correct words. Then role-play the scenarios in pairs.

1

**Dan:** What's a the matter?

**Beth:** I don't feel terrible .  
I've got the headache.

**Dan:** Why do you take  
a painkiller?

**Beth:** Yes, that's a bad idea.

2

**Beth:** I feel well .

**Dan:** What's right ?

**Beth:** I've got the burn.

**Dan:** I thinking you should  
put some cream on it.

**Beth:** No , you're right.

<p> <b>Student A</b> Roleplay 1 you want advice</p> <ul style="list-style-type: none"> <li>• you feel terrible</li> <li>• you have a temperature</li> </ul> <p>Student A starts</p>	<p> <b>Student B</b> Roleplay 1 you give advice</p> <ul style="list-style-type: none"> <li>• go to bed</li> </ul>
<p><b>Student A</b> Roleplay 2 you give advice</p> <ul style="list-style-type: none"> <li>• drink some tea with honey</li> </ul>	<p><b>Student B</b> Roleplay 2 you want advice</p> <ul style="list-style-type: none"> <li>• you feel terrible</li> <li>• you have a sore throat</li> <li>• Student B starts</li> </ul>
<p><b>Student A</b> Roleplay 3 you want advice</p> <ul style="list-style-type: none"> <li>• you don't feel well</li> <li>• you have a toothache</li> <li>• Student A starts</li> </ul>	<p><b>Student B</b> Roleplay 3 you give advice</p> <ul style="list-style-type: none"> <li>• see the dentist</li> </ul>
<p> <b>Student A</b> Roleplay 4 you give advice</p> <ul style="list-style-type: none"> <li>• put some ice on it</li> </ul>	<p><b>Student B</b> Roleplay 4 you want advice</p> <ul style="list-style-type: none"> <li>• you fell from your bike</li> <li>• you have a bruise</li> <li>• Student B starts</li> </ul>

# 6.4 Communication

Put the words in the correct order to make questions. Answer the questions and complete your weekend preferences on Card 1. Then interview three partners and complete Cards 2-4. What can you do together at the weekend?

1 stay at home Would you like to go out or ?

2 pizza or Would you like hot dogs ?

3 Would you like or cola lemonade ?

4 to watch a film or play video games Would you like ?

5 or Sunday Would you like to meet on Saturday ?

Card 1

Name: \_\_\_\_\_ Q3: \_\_\_\_\_  
Q1: \_\_\_\_\_ Q4: \_\_\_\_\_  
Q2: \_\_\_\_\_ Q5: \_\_\_\_\_

Card 2

Name: \_\_\_\_\_ Q3: \_\_\_\_\_  
Q1: \_\_\_\_\_ Q4: \_\_\_\_\_  
Q2: \_\_\_\_\_ Q5: \_\_\_\_\_

Card 3

Name: \_\_\_\_\_ Q3: \_\_\_\_\_  
Q1: \_\_\_\_\_ Q4: \_\_\_\_\_  
Q2: \_\_\_\_\_ Q5: \_\_\_\_\_

Card 4

Name: \_\_\_\_\_ Q3: \_\_\_\_\_  
Q1: \_\_\_\_\_ Q4: \_\_\_\_\_  
Q2: \_\_\_\_\_ Q5: \_\_\_\_\_

Would you like to go out or stay at home?

Would you like water or orange juice?

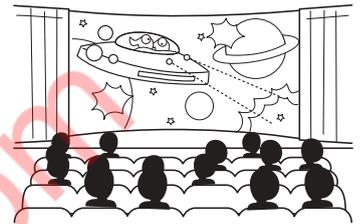
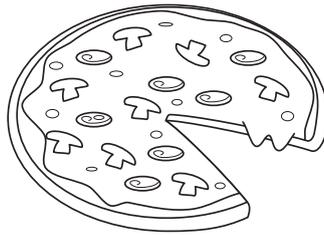
I'd like to go out.

I'd prefer orange juice.

Put the sentences in the correct order to make a dialogue and act them out in pairs. Then replace the underlined words with your own ideas or use the pictures. Act out the dialogues again.

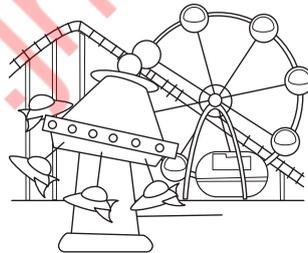
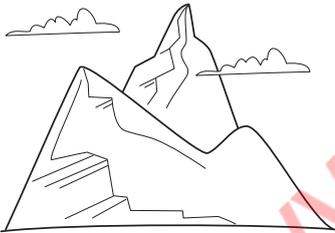
## Dialogue 1

- B:** Yes, I'd love to, thanks.
- A:** Are you free on Sunday? Would you like to play tennis?
- A:** See you on Sunday, then!



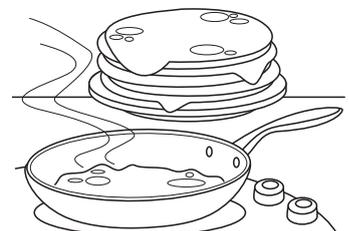
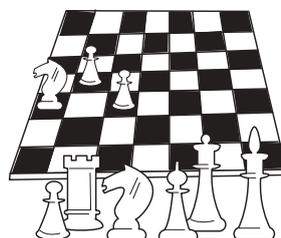
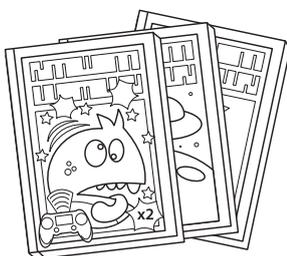
## Dialogue 2

- B:** I'm sorry, I can't. I'm busy on Saturday. What about Sunday? Would you like to hang out?
- A:** Yes. That sounds fun!
- A:** Mum's taking us to the beach on Saturday. Can you come?



## Dialogue 3

- A:** Do you want to hang out this evening?
- B:** OK. See you on Thursday, then!
- A:** I'd love to, but I'm visiting my cousins this evening. What about on Thursday? We can watch TV.



## 1 Complete the sentences with one word in each gap.

### Agreeing

**A:** I think Rihanna is the best singer

**B:** I agree with you. She's great!

**A:** English is the easiest language.

**B:** You're \_\_\_\_\_.

**A:** Chinese is the hardest language!

**B:** That's \_\_\_\_\_ I think too!

**A:** The drums are the most exciting instrument.

**B:** That's \_\_\_\_\_ They're great.

### Disagreeing

**A:** Everybody likes going to the cinema at the weekend.

**B:** I \_\_\_\_\_. My brother prefers watching DVDs.

**A:** Socks are the best birthday present for dads.

**B:** I \_\_\_\_\_ agree with you. My dad prefers books.

**A:** Polish is the easiest language.

**B:** You're \_\_\_\_\_. Polish is hard to learn.

**A:** I think Pink is the best singer.

**B:** No, that's \_\_\_\_\_ true. Rihanna is much better.

**A:** Cartoons are boring!

**B:** I don't think \_\_\_\_\_. I think they are fun!

## 2 Complete the questionnaire with your opinions. Then ask three partners and note their answers. Do you agree or disagree? Talk about it. Use dialogues in Exercise 1 to help.

Questionnaire!				
	You	Partner 1	Partner 2	Partner 3
1 What's the best film?				
2 What's the easiest language?				
3 What's the most exciting instrument?				
4 Where does everybody like going on holiday?				
5 What is the best birthday present for mums?				
6 What does everybody like doing at the weekend?				

# The Time Machine

## The characters

### The Jackson family

**Mike:** 14; likes sport, sometimes messy; sports clothes

**Pamela:** 13; Mike's sister; loves History, easy-going; T-shirt, jeans

**Mrs Jackson:** a dance teacher

**Mr Jackson:** a music teacher

**Grandad Jack**

**Grandma Betty**

### Other characters

**1960s Jack**

**1960s Betty**

**Some 1960s teenagers at the café**

**1980s Mr Jackson (Peter)**

**1980s Mrs Jackson (Tina)**

**Some 1980s teenagers at the park**

**Professor Smart:** a scientist; she has a laptop bag, a lab coat and glasses

**Nick No and Diana Dear:** Professor Smart's assistants

**A waitress**

**Narrators:** two boys and two girls



**Narrator 1:** Let's meet the Jackson family. They live in a semi-detached house in a small town. Mr Jackson is a music teacher and Mrs Jackson is a dance teacher.

**Mr and Mrs Jackson:** Hello! *[They wave to the audience.]*

**Narrator 2:** Let's meet their son and daughter. This is Mike. He loves sport. He's the best player in the football team.

**Mike:** Hi there! *[Mike waves to the audience.]*

**Narrator 1:** This is Pamela. She's Mike's sister. She likes school and she's very good at History.

**Pamela:** Hello! *[Pamela waves to the audience.]*

**Narrator 2:** It's Saturday and Mr and Mrs Jackson have to go to a theatre school, where they work.

**Mrs Jackson:** Mike, please put away your clothes and make your bed. Your room is messy.

**Mike:** Oops! Sorry, Mum. I'll tidy it today.

**Mrs Jackson:** Good. Thanks, Mike.

**Mr Jackson:** Pamela, you must do your homework today.

**Pamela:** OK, Dad. But can we go to the Music Café with Grandma and Grandad first?

**Mr Jackson:** Of course, you can. That's a great idea.

**Mr and Mrs Jackson:** Bye! See you later!

**Pamela and Mike:** Bye!

*[Mr and Mrs Jackson leave.]*

**Pamela:** Let's phone Grandad Jack.

**Mike:** OK. *[Mike phones his Grandad.]* Hi, Grandad. Would you and Grandma like to come to the Music Café with us? *[a pause]* Great! What time do you want to meet? *[a pause]* OK. See you soon.

**Pamela:** What time are we meeting them?

**Mike:** At two o'clock.

**Pamela:** Great. That's in 30 minutes. Let's go.

*[Mike sees the time machine in the grass.*

*He points at it.]*

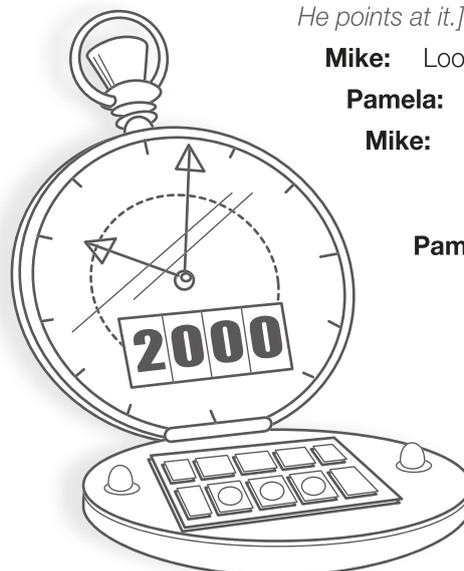
**Mike:** Look. What's that?

**Pamela:** I don't know. Pick it up.

**Mike:** *[Mike picks up the time machine.]* It looks like a clock. We should find the person who lost it.

**Pamela:** Yes. But I can't see anyone here. Bring it to the café. We can ask Grandad.

**Mike:** Good idea.



## Scene 1

*[We can see the Jackson's front garden. Suddenly there is a flash of lights and a noise. Professor Smart and her assistants enter the scene.]*

**Narrator 1:** Hello, everyone. Welcome to our play.

**Narrator 2:** That's Professor Smart and her assistants, Nick No and Diana Dear. Professor Smart has a time machine. They have returned from a journey to the year 2000.

**Professor Smart:** The year 2000 was interesting. Where is my laptop? *[She puts the time machine on the grass and looks in her bag.]* Nick, please look after the time machine.

**Nick No:** Yes, Professor Smart. Oh, no! Oh, no! I must be careful.

**Diana Dear:** Oh dear. Oh dear! You aren't organised, Nick. I can look after the time machine.

**Nick No:** No, Diana. I can do it.

**Diana Dear:** Oh dear, Nick. You can't do it!

**Professor Smart:** Come on, you two! Let's go.

*[Professor Smart leaves fast and her assistants run after her. They forget the time machine on the grass. The Jackson family come out of their house and enter the scene.]*

## Scene 2

[Mike and Pamela have arrived at the Music Café. Grandad and Grandma are there.]

**Pamela:** Hi, Grandad and Grandma. When did you get here? Are we late?

**Grandad:** Hi, kids. No, you aren't late. We got here five minutes ago.

**Grandma:** I love this café! I met your Grandad here!

**Mike:** Wow! When was that?

**Grandma:** In 1965. I was thirteen and Grandad was fourteen. He was a quiet boy.

**Grandad:** You were quieter than me. We were good kids. We didn't eat a lot of sweets.

**Grandma:** Let's go inside. We can talk about 1965.

**Mike:** [Mike has the time machine in his hand.] 1965!

[There is a flash of lights and a noise.]

**Mike:** What happened?

**Pamela:** I don't know. But look at the clock. It says 1965.

**Mike:** Let's find Grandad and Grandma.



[Mike and Pamela go inside the café. They see some teenagers. They are wearing 1960s style clothes.]

**Pamela:** Mike. Where are we? Those kids are wearing clothes from 1965.

**Mike:** How do you know?

**Pamela:** I've read about the 1965 on a History website.

**Mike:** Cool! Let's sit down.

[They sit at a table with four chairs.]

**Mike:** I don't think this is a clock. It's a time machine!

**Pamela:** Wow! That's amazing. Are Grandad and Grandma here? I mean Betty and Jack!

[Betty and Jack come up to them.]

**Betty:** Hi! I'm Betty. I heard my name.

**Jack:** I'm Jack. Can we sit here?

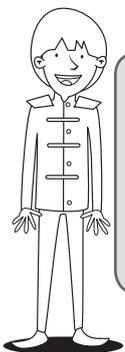
**Mike:** Sure.

**Pamela:** I'm Pamela and this is my brother, Mike.

**Betty:** Nice to meet you.

**Jack:** I love the Beatles. They're my favourite band. I want to play the drums like Ringo Starr. Watch.  
[Jack drums loudly on the table.]

**Betty:** Let's clap! [Betty claps her hands loudly.]



### Jack's song

I can play the drums.  
I can make some noise.  
Come on and clap your hands.  
We can make some noise!



[A waitress walks to their table.]

**Waitress:** Be quiet, Betty and Jack. You are always loud!

**Jack:** Sorry! We'd like the biggest ice creams in the café, please. With sweets on top!

**Waitress:** OK. Two big ice creams with sweets on them!

**Betty:** Yum! Mike and Pamela, would you like some ice cream?

**Pamela:** No, thank you. I'm not hungry.

**Mike:** No, thanks. We have to leave now. It's late. Bye!

**Jack and Betty:** Bye, guys!

[Mike and Pamela get up and they leave.]

## Scene 3

[At the park. Pamela and Mike are sitting on a bench.]

**Narrator 1:** Mike and Pamela walked to the park.

**Pamela:** We've seen Grandad and Grandma in 1965.

**Mike:** They weren't quiet. They were loud!

**Pamela:** And they ate lots and lots of ice cream!

**Mike:** This is fun! I have an idea. When were Mum and Dad our age?

**Pamela:** Let's do the maths. Dad was fourteen in 1989 and Mum was thirteen.

**Mike:** Do you want to meet them?

**Pamela:** Yes!

**Mike:** OK. [Mike looks at the time machine.] 1989!

[There is a flash of lights and a noise.]

**Pamela:** Look! Those kids are wearing clothes from 1989.

**Mike:** Are Mum and Dad here?

**Pamela:** Well, they spent a lot of time in the park when they were young.

**Mike:** Let's talk to those teenagers and find out.

[There are some teenagers talking and laughing in the park. They are wearing 1980s style clothes. Peter has a beat box. Mike and Pamela walk up to them.]

**Mike:** Hi. I'm Mike and this is my sister, Pamela.

**Peter:** Hello. I'm Peter and this is Tina.

**Pamela:** [Pamela speaks to Mike's ear.] It's Mum and Dad!

**Tina:** Hi. Nice to meet you.

**Pamela:** Hello. Do you come to the park every day?

**Peter:** Yes, we do. We come here after school and every weekend.

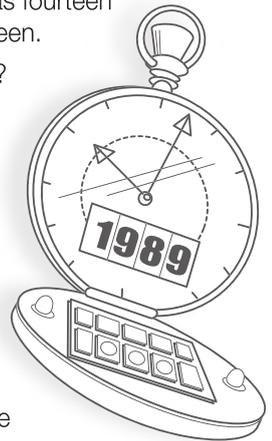
**Mike:** When do you do your chores?

**Tina:** I don't do my chores. I hate them!

**Pamela:** When do you do your homework?

**Peter:** I don't do my homework. I hate it!

**Tina:** We like music and dancing. Do you like music and dancing?

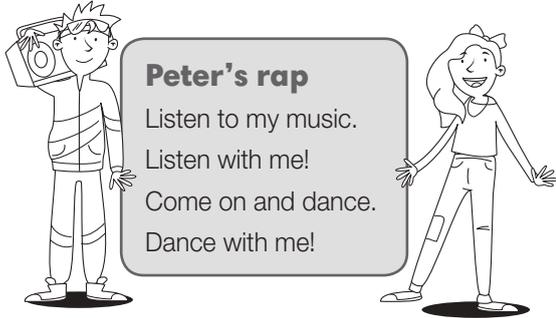


**Pamela:** Yes, we do. What's that? *[She points to the beat box.]*

**Peter:** It's my music player. It's a beat box! Let's listen to some music.

**Tina:** And dance! Turn on the beat box, Peter!

*[Peter turns on his beat box. The music is loud. Tina dances.]*



**Peter's rap**

Listen to my music.  
Listen with me!  
Come on and dance.  
Dance with me!

*[Peter turns off the music.]*

**Tina:** Would you like to dance with us?

**Pamela:** Sorry, we can't. We must go home. I must do my homework.

**Mike:** And I must do my chores. Bye.

**Peter and Tina:** Bye, guys!

**Scene 4**

*[Peter and Pamela are in the Jackson's front garden.]*

**Narrator 1:** Mike and Pamela walked home.

**Narrator 2:** They were walking home when they remembered the year was 1989. Mike said their year and the time machine took them home to their time.

*[There is a flash of lights and a noise.]*

**Pamela:** We're home. This is our year. We've seen our grandparents in 1965.

**Mike:** And we've seen our parents in 1989.

**Pamela:** Dad hated homework!

**Mike:** And Mum hated chores!

*[Grandad Jack and Grandma Betty arrive.]*

**Grandad:** There you are! We heard a noise at the café and you didn't come in. Are you OK?

**Pamela:** Yes, we are. Grandma ... did you have an ice cream with sweets?

**Grandma:** No, we didn't. We don't eat lots of ice cream or sweets.

**Mike:** Were you loud, Grandad?

**Grandad:** No. We are never loud.

**Pamela:** Did you eat lots of ice cream or sweets when you were young?

**Grandma:** Well, erm ... yes! *[laughing]* And ... we were loud!

**Pamela and Mike:** Ha ha!

*[Mr Jackson and Mrs Jackson arrive.]*

**Mr Jackson:** Hi, Pamela. Have you done your homework?

**Pamela:** No, I haven't. But I like homework, Dad. Did you like homework when you were young?

**Mr Jackson:** Well, erm ... no!

**Mrs Jackson:** Have you done your chores, Mike?

**Mike:** No, I haven't. But I always do my chores, Mum. Did you do your chores when you were young?

**Mrs Jackson:** Well, erm ... no! *[laughing]*

**Pamela and Mike:** Ha ha!



**Mike and Pamela's song**

We are good kids.  
We do our chores.  
We do our homework.  
We aren't loud.  
We don't eat lots of sweets!  
We are good kids.

*[Grandparents and parents go inside their house for dinner. Mike and Pamela stay in the garden. Mike puts the time machine on the grass.]*

**Mike:** We don't need this now.

**Pamela:** Let's leave it here. The person who lost it can find it.

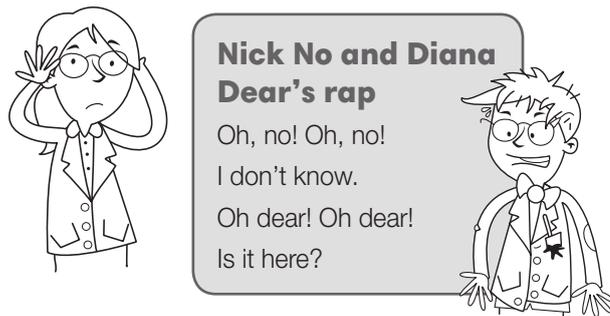
*[Mike and Pamela go inside their house. Professor Smart and her assistants enter the scene.]*

**Professor Smart:** Where did you put the time machine, Nick?

**Nick No:** Oh, no! Oh, no! I don't know.

**Professor Smart:** Where did Nick put the time machine, Diana?

**Diana Dear:** Oh dear! Oh dear! Is it here?



**Nick No and Diana Dear's rap**

Oh, no! Oh, no!  
I don't know.  
Oh dear! Oh dear!  
Is it here?

*[Professor Smart and her assistants look for the time machine.]*

**Professor Smart:** *[She finds the time machine.]* I've found it!

**Nick No and Diana Dear:** Hurray!

**Professor Smart:** Come on. Let's go. We have lots of times and places to visit.

*[Professor Smart and her assistants leave. Everyone comes onto the scene to wave goodbye.]*

**Narrator 1:** We hope you liked our play.

**Narrator 2:** Thank you for watching! Bye!

**All:** Bye bye. *[Everyone waves.]*

## Get Culture! My unusual town

### Step 1

Work in groups of four. Look at the questions and talk about your unusual town. Use the words in the box and your own ideas.

in a rain forest    on a different planet  
on top of a mountain    under the sea  
buildings    parks    hotels    museums  
zoos    cafés    play sports  
spend time with friends    travel in flying cars

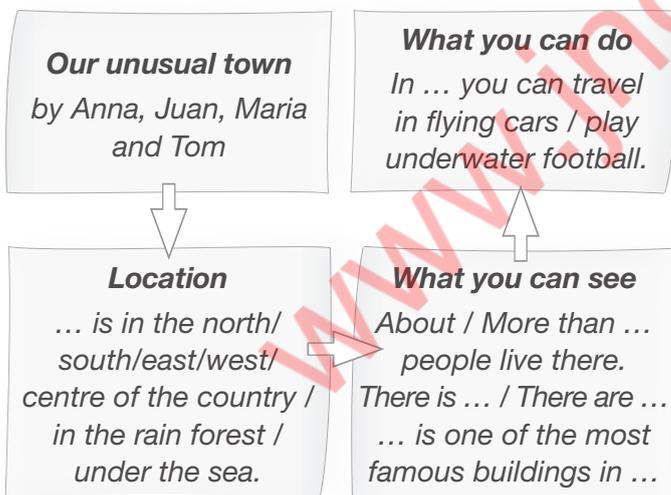
- 1 What is the name of the town?
- 2 Where is it?
- 3 What can you see there?
- 4 What kind of homes do people have?
- 5 What can you do there?

### Step 2

Find photos or draw pictures of your town. As a group, choose the best photos/pictures for all pages of the tourist guide about your unusual town.

### Step 3

Write a description of the town and add the photos/pictures. Use the ideas below to help.



#### TIPS:

- Use ready templates in your word processor.
- Choose different colours for text and background.
- Check spelling. Ask your teacher about spelling-check programmes.
- Add a title to every page.

### Step 4

Print a few copies of the guide or share your digital guide with the class. Vote for the top three unusual towns.



## Get Culture! A famous national park

### Step 1

Work in groups of four. Think about the things you can see and do in a national park.

rain forests    volcanoes    beaches  
mountains    go hiking    rivers    lakes  
watch wild animals    take photos  
go horse-riding

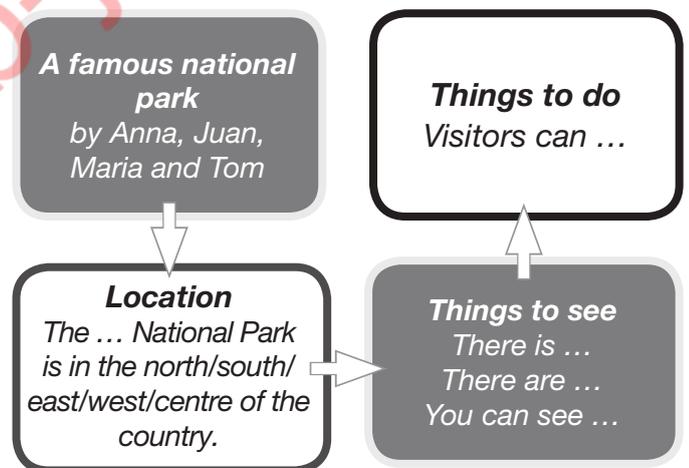
### Step 2

Choose a national park for your presentation. Write down your ideas or find interesting information about the park on the Internet. Use these questions to help.

- 1 Where is it?
- 2 What geographical features does it have?
- 3 What plants and animals live there?
- 4 What can visitors do there?

### Step 3

Make slides for the presentation. Add photos and/or videos. Use these ideas to help.



#### TIPS:

- You can find the photos or videos on the Internet. Remember to give information where they come from.
- Add a title to the presentation and the slides.
- Use animations to make text and photos appear and disappear.

### Step 4

Share the presentation with the class. Take turns so that all students in the group talk about one slide. You can start like this:

*This is a project about ...*

# Get Culture!

## Our favourite TV programmes

### Step 1

Work in groups of 8–10. Think about the programmes you can watch on TV in your country. Use the words in the box or your own ideas.

cartoon	(science/wildlife) documentary
game show	news sitcom soap opera
talent show	

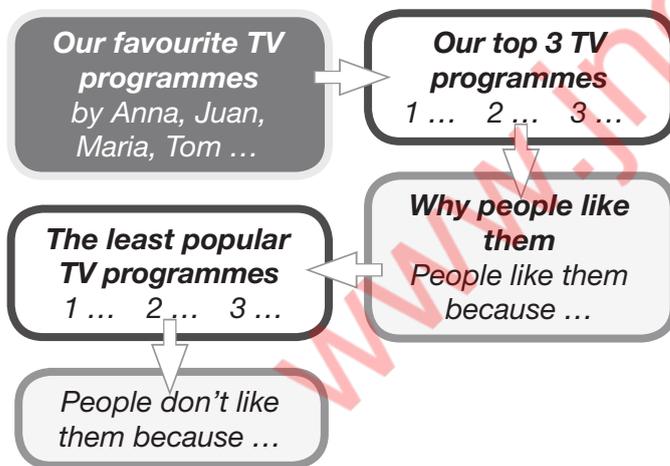
### Step 2

Do a survey about the TV programmes the people in your group watch. Choose two people to ask the questions and sum up the results. Use the questionnaire below to help.

	Student 1	Student 2
What are your favourite types of programmes?		
Why do you like them?		
What types of programmes don't you like?		
Why don't you like them?		

### Step 3

Make slides for the presentation. Add photos and/or videos. Use these ideas to help.



- TIPS:**
- You can find the photos or videos on the Internet. Remember to give information where they come from.
  - Add a title to the presentation and the slides.
  - Use animations to make text and photos appear and disappear.

### Step 4

Share the presentation with the class. Take turns so that all students in the group talk about one slide. You can start like this:

*This is a project about ...*



# Get Culture!

## Food from different parts of my country

### Step 1

Work in groups of 3–4. Think about different parts of your country and the popular dishes. Use the words in the box or your own ideas.

sweets/desserts	meals, e.g. breakfast or dinner
traditional dishes	drinks

### Step 2

Choose one place and write about the popular dish. Find information about the dish on the Internet. Use these questions to help.

- 1 What kind of food is the place famous for?
- 2 What do people use to make the food?
- 3 What does it taste like?

### Step 3

Find photos and put them together with the text to make a page for a food guide. Use the ideas below to help.

**Food from ...**

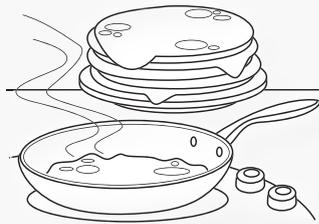
by Anna, Juan, Maria and Tom

... is popular in the north/south/  
east/west of our country.

You make ... with ...

It is sweet/salty/  
sour/spicy.

People often eat it ...



- TIPS:**
- Use ready templates in your word processor.
  - Choose different colours for text and background.
  - Check spelling. Ask your teacher about spelling-check programmes.
  - Add a title to every page.

### Step 4

Present your page to the class. Take turns so that all students in the group talk about the page. You can start like this:

*This is a project about ...*

## Speaking

**1** Work in pairs. Look at pictures A and B with your partner. Then talk about the differences. Use the words and phrases from the box to help. Take it in turns to start.

My picture is of ...      In my picture I can see ...      There's (a girl) in my picture too.  
The woman is/isn't talking.      cashier      pay by card / in cash      shopping basket/trolley

**Student A:** say a sentence about Picture A.

My picture is of a supermarket. An old woman is paying the cashier in cash.



**Student B:** say what's different in Picture B.

My picture is of a supermarket too but the old woman isn't paying in cash. She's ...



**2** Work in pairs. Take it in turns to talk for one minute about a topic. Then answer your partner's question. Use the words and phrases in the box to help.

First of all / Finally / Then / Next, ...      I/We love/enjoy/like/hate ...      in the morning/afternoon/evening ...  
We (often) hang out / watch TV ...      best friend      I sleep a lot on my perfect Saturday morning!

**Student A:**

Talk about the topic: Friends in my life.

Answer Student B's follow-up question.

Ask Student B the follow-up question: What's your favourite activity?

**Student B:**

Ask Student A the follow-up question: When did you meet (your best friend)?

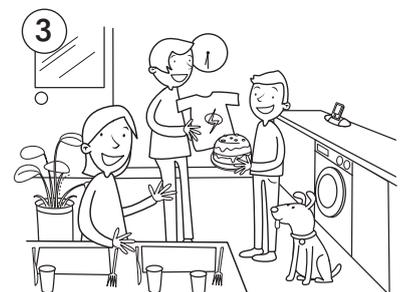
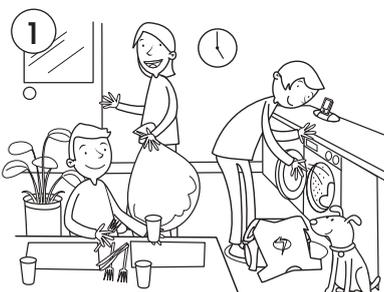
Talk about the topic: My perfect weekend.

Answer Student A's follow-up question.

## Writing

**3** Look at the three pictures which tell a story. Write this story in your notebook. Write 20 or more words. Use the words and phrases in the box to help.

two brothers and their sister      in the kitchen      do the chores      load/unload the washing machine  
the girl sees ...      too small      feel terrible      bake a cake      Next/Then/Finally, ...



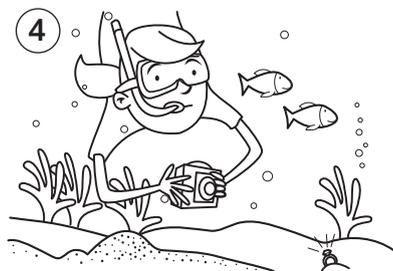
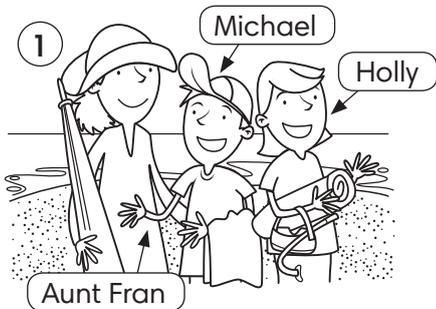
## Speaking

**1** Work in pairs. Look at the pictures. They tell a story called *A day at the beach*. Use the words and phrases in the box to tell the story.

In the first/second picture I can see ... There are ... The boy is wearing ... They are hot/happy/excited ...  
Then/Next/Finally, ... go to the beach go snorkelling find (a ring)

**Student A:** Describe pictures 1–3 and tell the first part of the story.

**Student B:** Describe pictures 4–6 and tell the second part of the story.



**2** Work in pairs. Take it in turns to talk for one minute about a topic. Then answer your partner's question. Use the words and phrases in the box to help.

Last summer / Two years ago ... On the first/last day ... go camping stay in a hotel stay with friends  
we went to / saw ... It was exciting/fantastic ... I think (Madrid) is a great place to visit because ...  
It's a big/small town/city ... It's near / in the mountains / at the seaside ... visit art galleries  
go shopping try the local food take photos

**Student A:**

**Student B:**

Talk about the topic: My best experience on holiday.

Ask Student A the follow-up question: Was there anything you didn't like about the holiday?

Answer Student B's follow-up question.

Talk about the topic: A good place to visit in my country.

Ask Student B the follow-up question: What do you like best about (Madrid)?

Answer Student A's follow-up question.

## Writing

**3** Look at the pictures in Exercise 1 again and write the story in your notebook. You must use all the pictures. Write about 75 words. Use the words and phrases in the box to help.

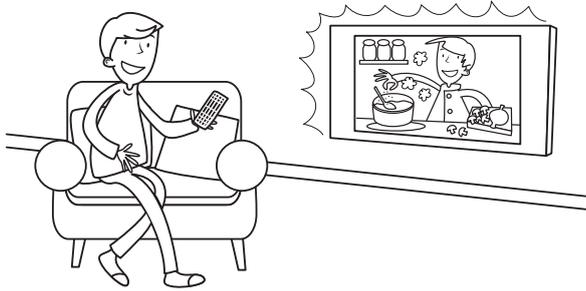
One day Michael and Holly went to the beach with ... First, they ... because ...  
It was hot so they ... Holly was taking a photo when ... Then/Next/Finally, ...

## Speaking

1 Work in pairs. Cut out the cards for Student A and Student B. Ask and answer questions to find out about Richard and Holly.



Student A:



Richard's favourite TV programme

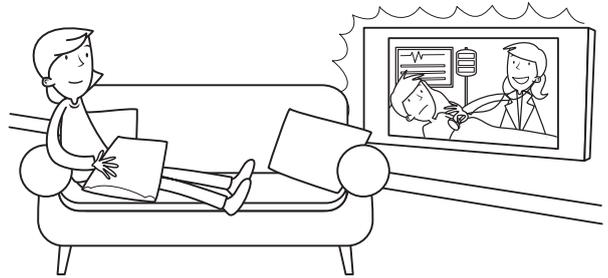
name	<i>New Chefs</i>
what kind / programme?	a cooking competition
what days / on TV?	Mondays, Wednesdays
why / like it?	learns about cooking
seen it / this week?	yes

Holly's favourite TV programme

name	?
what kind / programme?	?
what days / on TV?	?
why / like it?	?
seen it / this week?	?

What is Holly's favourite programme?

Student B:



Holly's favourite TV programme

name	<i>Dr Brown</i>
what kind / programme?	series about a doctor
what days / on TV?	Saturdays, Sundays
why / like it?	learns about helping ill people
seen it / this week?	no

Richard's favourite TV programme

name	?
what kind / programme?	?
what days / on TV?	?
why / like it?	?
seen it / this week?	?

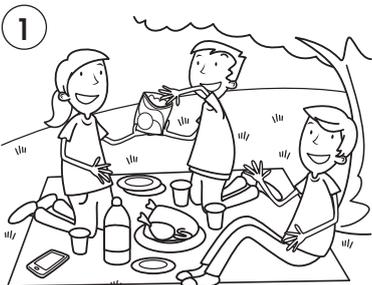
It's *Dr Brown*. What is Richard's favourite programme?



## Writing

2 Look at the three pictures which tell a story. Write this story in your notebook. Write 20 or more words. Use the words and phrases in the box to help.

Last weekend / yesterday ... They were having fun when ... hungry dog steal / take (the chicken)  
 the dog was/wasn't on its lead They were surprised/shocked ... The woman was friendly/kind ...  
 She felt terrible! buy some pizzas say sorry Next / Then / Finally / In the end, ...



## Speaking

**1** Work in pairs. Look at the pictures. They tell a story called *A street party*. Use the words and phrases in the box to tell the story.

In the first/second picture I can see ... There is a table and ... Then/Next/Finally, ...  
 a semi-detached house a street party invite start make a cake sing  
 play the guitar clap shake hands clear up The woman thinks the girls will ...

**Student A:** Describe pictures 1–3 and tell the first part of the story.

**Student B:** Describe pictures 4–6 and tell the second part of the story.



**2** Work in pairs. Take it in turns to talk for one minute about a topic. Then answer your partner's question. Use the words and phrases in the box to help.

next weekend on Saturday/Sunday morning/afternoon/evening ... I'm going to ... I'm meeting ...  
 In the future / When I'm older, ... I want to ... / I'd like to ... I'll have/be/learn/live ...

**Student A:**

**Student B:**

Talk about the topic: Next weekend.

Ask Student A the follow-up question: What do you want to do most?

Answer Student B's follow-up question.

Talk about the topic: My dream for the future.

Ask Student B the follow-up question: Why do you want to have/learn/live in ... in the future?

Answer Student A's follow-up question.

## Writing

**3** Look at the pictures in Exercise 1 again and write the story in your notebook. You must use all the pictures. Write about 75 words. Use the words and phrases in the box to help.

One day, Sofie and her mum and dad saw ... Sofie was excited so ... go to the party  
 The woman loved ... The woman said, 'You ...!' Then/Next/Finally, ...