

CAMBRIDGE

MORE!

2nd Edition

1

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Teacher's Book



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Introduction

***MORE!* 2nd Edition**

The students using *MORE!* 2nd Edition are very likely to be going through a period of significant change in their lives. They are not children any more, and yet they sometimes behave childishly. They are not true adolescents yet, either – but they can, at least sometimes, demonstrate behaviour that is very typical of teenagers. In fact, they frequently aspire to be older than they are, and would like nothing more than to be as ‘cool’ as students who are one or two classes above them. *MORE!* 2nd Edition introduces students to the principles of grammar, vocabulary, reading, writing and listening in a clear and motivating way using topics and stories that students of this age can relate to so they are inspired to learn English and progress to a sufficient level of competence.

The need to support the students’ self-esteem

In this phase of their lives, students are faced with the difficult challenge of developing their own identity. It is the teacher’s task to support students in exploring their capabilities, strengthening their self-esteem and developing positive beliefs about themselves. The English teacher should make them aware of their learning progress and their language competencies. If the classroom culture allows this, the students are less likely to develop self-doubt and negative beliefs about their language-learning capabilities.

In *MORE!* 2nd Edition, this is done in a principled way through the following means:

- **a CAN DO learning culture**

MORE! 2nd Edition offers students plenty of opportunity to show what they can do in a foreign language and what they already know in that language. There are many texts and tasks that stimulate real communication in the classroom,

help develop critical thinking and involve the students personally. *MORE!* 2nd Edition offers a systematic and carefully guided programme to encourage students’ creativity and develop their text-writing skills. Students can also assess their own learning progress through regular tests.

Students can access a wide range of online activities on www.cambridge.org/elt/more – an interactive web-based learning platform. They get immediate feedback on their learning and can practise and deepen their knowledge and skills in a highly enjoyable way.

- **a teaching programme based on human values**

The teacher of the target-age students is not only a language teacher but also an educator. Students at this age need respectful guidance. The content dealt with in the foreign language classroom can offer an important foundation for the development of the students’ system of values and for their interaction with other people in the class and the world around them. The content in *MORE!* 2nd Edition has been carefully chosen to stimulate the students’ thinking and help them develop important human values such as eco-friendly behaviour, tolerance of other cultures and people, understanding of and empathy for others, critical thinking and meta-cognition, to name but a few.

- **a balance of classroom interaction and individual language training**

MORE! 2nd Edition offers a wide range of tasks that can be completed individually and in pair and group work in class. The Workbook and online activities offer the students plenty of individual opportunity to improve their linguistic competencies by developing the four skills, practising vocabulary, picking up chunks of language and grammar, and improving their

Introduction

pronunciation. This is done through a motivating and varied range of texts and tasks which take into consideration different learning styles, multiple intelligences and students' mixed abilities. The level of difficulty varies from very simple texts and tasks (for example, the task of understanding the meaning of lexis by matching words and pictures) to quite demanding ones (another task when students listen to authentic interviews with British teens and complete multiple-choice tasks while they are listening).

- **a mixture of fun and more 'serious' topics and texts**

MORE! 2nd Edition takes young people seriously by progressively offering thought-provoking, stimulating and serious real-world content via the Culture pages, reading texts and DVD encounters with young people in English-speaking countries.

Each level of *MORE!* 2nd Edition course contains the following components:

- Student's Book
- Workbook
- Teacher's Book
- Testbuilder CD-ROM
- Audio Set (3 CDs)
- *The Story of the Stones* DVD for levels 1 and 2
The School Magazine DVD for level 3 and *School Reporters* DVD for level 4
- Interactive Classroom DVD-ROM
- Online Resources at www.cambridge.org/elt/more

Student's Book

The Student's Book is divided into twelve units with level 1 having an additional starter unit for students who are new to English. Each unit is structured in the following way:

- an introductory photo dialogue with key language introduced
- **Dialogue work** in levels 1 and 2 and alternating **Dialogue work** and **Text work** section in levels 3 and 4
- a **Vocabulary** section
- a **Communication** section
- a **Grammar** section
- a **Skills** section which practises the four skills

At the end of each unit there are alternating **CLIL** or **Culture** pages and **Extra Reading** pages. Additionally there is a regular **Check your progress** review test every two units.

The **CLIL** pages cover subject areas such as History, Music, Biology, Science, Technology or Geography. They include facts which students may not already know and give students a real reason to use English to find out something new. They also teach students vocabulary which they are likely to encounter during their school curriculum in their first language. By extending students' exposure to different types of cross-curricular texts, they will see that English can be used beyond normal social situations.

The **Culture** pages are designed to encourage students to consider different cultures beyond their existing experience and feature young people so that they can relate to the subject matter more easily.

Introduction

At the bottom of each **Culture** page is a **MORE! Online Action Box**. Students can do an online listening and quiz related to the topic they have studied and are invited to write a relevant text which can then be put online for other students to read.

The **Extra Reading** cartoon story in level 1 aims to consolidate and stimulate students' imagination and linguistic ability by using relevant and interesting content and by presenting grammar and vocabulary in an imaginative context.

In levels 3 and 4, the **Extra Reading** alternates between texts of general interest aimed at teenagers and fictional excerpts from the Helbling Readers' series.

At the back of the book there is a useful **Word List** with phonemic transcriptions to aid pronunciation.

Workbook

The Workbook contains lots of extra practice of the grammar and vocabulary presented in the Student's Book. It is ideal for homework or for use with students who want to reinforce their learning through extra self-study practice.

Teacher's Book

The Teacher's Book contains:

- simple, clear step-by-step teaching notes on each unit and how to use the course material as effectively as possible
- complete audioscripts for those tracks which are not presented in the Student's Book
- complete answer keys for all exercises
- complete answer key for the Workbook

Testbuilder CD-ROM

The Testbuilder CD-ROM enables teachers to select material and create different tests for classes. The CD-ROM includes all the audio material required for the tests.

Audio Set (3 CDs)

The Audio Set contains the audio CDs for the Student Book and the Workbook. These include listening exercises and dialogues.

The Story of the Stones DVD-ROM (levels 1 and 2) / *The School Magazine* / *School Reporters* (levels 3 and 4)

The DVDs for levels 1 and 2 contain six short dramas of an animated cartoon story featuring English-speaking teenagers- *The Story of the Stones*. The DVDs for levels 3 and 4 feature English-speaking students who work on their school magazine and are involved in various activities and adventures. The DVD is intended to be used alongside the Student's Book at the end of every two units where there is an exercise on the Student's Book page. There are also online downloadable photocopiable worksheets to support viewing and listening work. These can be found at: www.cambridge.org/elt/more

The interactive Classroom DVD-ROM

This allows teachers to project the Student's Book onto a whiteboard and to use the material interactively with the class. Exercises can be completed and checked on the whiteboard so the teacher can work alongside students as they progress through the exercises in the book. The DVD-ROM contains all the SB audio and video material.

Introduction

Online Resources

MORE! 2nd Edition has its own online site with a wide variety of additional material for both teachers and students. Log onto: www.cambridge.org/elt/more and you will find:

- **MORE! training** - exercises to practise vocabulary, dictation, grammar, listening, reading and videos plus additional interactive **CLIL** exercises to reinforce and develop the **CLIL** themes from the Student's Book
- **Cyber Homework** - two tests per unit covering grammar, vocab and skills to complete and mark online plus an interactive section of **Culture** activities linked to the **MORE! Online Action Box** on the Student's Book pages with listening activities, quizzes and a journal-writing feature for students
- **Teachers' Resources** - a downloadable pdf of the Teacher's Book plus MP3 audio files of the Student's Book and online worksheets and transcripts for the DVD stories.

Aims and objectives

SB pp. 4–13

In this unit, students will learn:

- classroom objects and language
- greetings
- to say hello
- numbers
- to ask about age
- international words
- colours
- days of the week
- the alphabet

- | | |
|--------------|------------------|
| 5 laptop | 14 pencil case |
| 6 teacher | 15 pencil |
| 7 desk | 16 paper |
| 8 book | 17 exercise book |
| 9 whiteboard | 18 rucksack |

Vocabulary

Classroom language

03
CD1

2 a Listen and repeat.

Play the recording. Ask students to listen and repeat.

Audioscript

See SB1, page 4 and 5

b Write S next to the phrases for students and T next to the ones for the teacher.

Ask students to work with a partner to decide who is saying the phrases in each picture. Play the recording. Then ask students to listen and check.

Key

1 S 2 T 3 T 4 S 5 T 6 T 7 S 8 S 9 S

Follow up

Show different classroom objects and write their names on the board. Then get students to say what they are.

Set up a chain around the classroom. One student shows/points to a classroom object for the student behind him/her to say what it is. Repeat until all students have taken part in the activity.

Vocabulary

Greetings

04
CD1

3 Listen and repeat.

Play the recording. Ask students to listen and repeat. Elicit the words *morning*, *afternoon*, *evening* and *night* by writing different times on the board –

WARM UP

Ask students to look at the picture and ask (in L1): *What place can you see in the picture?* (a classroom) *Who is in the picture?* (boys, girls and a teacher).

Vocabulary

The classroom

02
CD1

1 Look at the picture. Write the number in the boxes. Listen and check.

Read through the words with the class repeating them. Pay attention to word stress. Ask the students if they know the meanings of any of the words, and ask them to point to the objects in the picture.

Ask students to write the number of the objects in the boxes next to the words. Ask students to check their answers with a partner. Check the answers with the class.

Audioscript

Key

- | | |
|------------|-----------|
| 1 student | 10 rubber |
| 2 computer | 11 ruler |
| 3 chair | 12 pen |
| 4 board | 13 tablet |

8 am, 1 pm, 7 pm and 10 pm and getting students to say them.

Audioscript

See SB1, page 6

4 Work in pairs. Practise the dialogues. Change the names and invent new ones.

Ask students to practise the dialogue with a partner. Ask them to use their own names instead of those in the book. As they gain confidence, ask them to change the names and invent new situations.

Eventually, ask different pairs to memorise the dialogues and perform them to the class.

Saying hello

5 Listen and repeat.

Play the recording. Ask students to listen and repeat. Pay special attention to intonation and stress.

Audioscript

See SB1, page 6

6 Work in pairs and practise the dialogues. Change the names and invent new ones.

Ask students to practise the dialogue with a partner using their own names instead of those in the book. Then, ask them to perform the dialogues to the class. Stronger students could memorise the dialogues.

Follow up

Give students time to create new dialogues combining those on page 6. One student says *Hello, ... How are you?* and the second student answers *I'm fine. How are you...?* and so on until they say *Goodbye*. You may write different times of the day on the board and get students to say *Good morning / Good afternoon / Good evening / Good night*, depending on the times.

Communication

Asking about age

7 Listen and repeat. Write the numbers.

Say the words in the box and ask students to repeat.

Play the recording. Ask students to write down the numbers as they hear them. Pause after each one so that they have time to do this. Check answers with the class.

Audioscript **Key**

See SB1, page 7

Follow up

Play 'Bingo'. Ask students to write down any nine numbers from exercise 7 in their notebooks.

Choose numbers at random to call out. If a student has that number, he / she crosses it out. The first person to cross out all nine numbers shouts *Bingo!* and is the winner.

8 Listen and circle the correct names and numbers.

Play the recording. Ask students to listen and circle the correct words. As a way of checking, get different pairs to read each dialogue to the class.

Audioscript **Key**

- | | |
|--------------------------------|--------------------------------|
| A Hi! What's your name? | C Hi! What's your name? |
| B I'm <u>Sarah</u> . | D I'm <u>Tim</u> . |
| A How old are you? | C How old are you? |
| B I'm <u>13</u> . | D I'm <u>14</u> . |

9 Work in pairs. Practise the dialogues. Change the names and ages and invent new ones.

Ask students to look at the photos again. Have them practise the dialogue and perform it in pairs. Draw their attention to the dialogue and tell them that they will be inventing similar dialogues about the people in the photos. Then ask them to close their

books and demonstrate the dialogue by asking a student: *How old is Mark?* Elicit the answer – *He’s ... Say, That’s right. / That’s wrong.* Continue until the student guesses the correct age. Ask students to work in pairs A and B. A asks B questions about the age of three students in the class or three famous people and B responds. They then swap over. Ask different pairs to perform their dialogues to the class.

Grammar

Simple present of *be* Positive

10 Circle the correct verb.

Read the table. Ask them to read their sentences below and circle the correct form of the verb for each subject. Tell them to use the table as reference. Check the answers with the class.

Key

1 is 2 is 3 am 4 is 5 are 6 are 7 are

Subject Pronouns

08
CD1

11 Listen and read. Circle the subject pronouns below.

Ask students to look at the photo. Play the recording while students read through the dialogue.

Ask students to circle the subject pronouns. Check the answers with the class.

Elicit from students that we use pronouns (*I, you, he, she, it, we, you, they*) instead of repeating the noun. Ask what nouns *I, you, he, she, it, we* and *they* refer to in the dialogue (*I* = Jenny, *she* = Sally, *he* = Mark, *they* = Mark and Sally, *we* = Jenny, Sally and Mark, *it* = the school).

Audioscript

See SB1, page 8

Key

I, She, He, They, We, It

12 Complete the dialogue with the correct subject pronouns.

Ask students to complete the dialogue. Point out that some subject pronouns will be singular and some will be plural. Allow them to check with a partner before a whole class check.

Key

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

13 Complete the text for yourself. Then tell the class.

Ask students to complete the text. As a way of checking, get students to read their sentences to the class.

Follow up

Ask students to work with a partner and make up a new dialogue using their own names and the names of their friends. Ask students to perform their dialogues to the class.

Plural nouns

14 Reread the text in exercise 12 and complete the table.

Read the rule about forming plural nouns. Ask students to read exercise 12 again and fill in the table. Check the answers.

Read the second table. Point out that irregular nouns have to be learnt; there is no pattern to them.

Key

1 friends 2 students

15 Make the sentences plural.

You may need to help students identify the nouns to be made plural first: *ruler, child, pen, man, friend, book*. In this exercise, only two nouns (*child, man*) are irregular, so students have to add *-s* to the other four. However, make sure they realise they have to change the verb *be* so that it agrees with the plural noun, too. Check answers.

Key

- The children are 14.
- The pens are red.
- The men are English.
- My friends are great.
- The books are about London.

Note the pronunciation of –s endings is not always /s/: houses = /ɪz/, horses = /ɪz/, friends = /z/.

Follow up

Play 'Plural tennis'. Divide the class into two teams, or several groups. Team A chooses a noun from this unit, e.g. *football*. Team B has to make the plural (*footballs*). If it is correct, they get a point. Then it is Team B's turn to suggest another singular noun from the unit, and Team A has to make the plural. The game continues in this way. If a team gets the plural wrong, the other team has a chance to suggest the correct plural. The winner is the team or group with the most points when you finish the game.

Possessive adjectives

09
CD1

- 16** Listen and read. Use the table above. Circle the possessive adjectives in the text.

Write five sentences on the board:

My name is ... (write your name)

Your name is ... (point at a student or elicit a student's name through modelling the question)

Her name is ... (write a female student's name)

His name is ... (write a male student's name)

Our school is ... (write the school's name)

Their names are ... (write a female and a male students' names)

Tell the students that *his* and *her* refer to a male and female possessor respectively. Make sure they realise that two or more people are being referred to when they use *our* or *their*. Read the grammar box.

Ask students to study the picture. Play the recording while students read the text. Ask them to circle the possessive adjectives. Check answers.

Audioscript

See SB1, page 10

Key

My / my, My / his, My / her, Our, Their, Its, your

- 17** Complete the sentences with the correct possessive adjective.

Ask students to study the pictures and make sure they know exactly who is being referred to. Demonstrate by pointing, if they are not sure. Ask students to look at the text above again and then to complete the sentences. Check answers.

Key

- | | |
|---------|-----------------------------|
| 1 His | 4 Its |
| 2 Her | 5 My / Student's own answer |
| 3 Their | 6 My / Student's own answer |

- 18** Complete the sentences about yourself and your family. Use the words below.

Ask students to complete the sentences. Check answers.

Key

- My / Student's own answer
- Her / Student's own answer
- His / Student's own answer
- Our / Student's own answer
- your

Follow up

Ask students to work with a partner and make up new sentences using possessive adjectives. Ask different pairs to read their sentences out to the class.

Skills Vocabulary

Days of the week

- 10
CD1
- 19** Complete the days of the week. Then listen and repeat.

Say the days of the week and write them on the board. Ask students to look attentively. Then, cover the board. Ask one student to say the first day of the week, and another to say the next. Continue with seven students until you have the whole week. Ask the rest of the class to say if they are correct. Ask students to complete the days of the week. Uncover the board to check the answers. Play the recording. Ask students to repeat. Make sure they use the correct stress as they copy the recording.

Audioscript

Monday
Tuesday
Wednesday
Thursday
Friday
Saturday
Sunday

- 20** Answer the question. Then ask six friends. Write their names in the diary above.

Ask the question to a student for him / her to answer *It's on ...*. Point out that they need to add the preposition on. Ask individual students to answer the question for themselves. Then ask their friends and write their names in the diary. Check answers.

Colours

- 11
CD1
- 21** Write the colours under the correct picture. Then listen, check and repeat.

Read the colours. Students point to and write the colours under the correct picture as they hear them. Play the recording and get students to repeat. Check answers by asking, *What's number 2?* etc.

Audioscript **Key**

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

- 12
CD1
- 22** Listen and repeat. Ask other students about their favourite colour.

Play the recording. Ask students to repeat. Make sure they use the correct stress and intonation as they copy the recording. Ask students to work with a partner and take turns to ask and answer the question. Then, ask students to ask and answer the question to other students. Ask some pairs to perform their dialogues to the class.

Audioscript

See SB1, page 11

Follow up

Point to various objects in the classroom, or students' clothing, and ask students to say the colour.

Vocabulary International words

- 13
CD1
- 23** Write the words under the pictures. Listen and check.

Draw students' attention to the words in the box. Ask them to try to match the words to the pictures. They will probably know these words, because they are international words – words used in many languages today. Play the recording. Check answers. Get them to use the vocabulary by asking questions: *What's number 4?* etc.

Audioscript **Key**

- | | | |
|---------|---------------|----------|
| 1 taxi | 4 supermarket | 7 hotel |
| 2 pizza | 5 football | 8 tennis |
| 3 bus | 6 hamburger | |

Follow up

Ask students to think of other international words they know and make a list. Many words to do with sport, e.g. football, or food and cooking, are now international words.

The alphabet

14
CD1

24 Listen and repeat the alphabet.

Play the recording, encourage students to repeat.

Audioscript

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

15
CD1

25 Listen and circle the correct letter.

Play the recording. Ask students to circle the letters that they hear. Check answers with the class.

Audioscript **Key**

w p z t a f r

Spelling

16
CD1

26 a Listen and repeat.

Play the recording and ask students to follow in their books. Play it again asking students to repeat. Then get them to practise spelling their own names, and names of other students in the class with a partner. Make sure they use the correct stress and intonation as they copy the recording.

Audioscript

See SB1, page 12

b Work with a partner. Choose different words and names. Ask and answer about spelling.

Ask students to work in pairs. They can then use new words or their own names to create new dialogues. Ask several pairs to perform their dialogues to the class.

Follow up

Play 'Cat'. Think of a word of at least 7 letters from the unit so far e.g. *hamburger* / *dictionary* / *computer* / *rucksack*, and tell pupils that it appears in the unit. Write the number of spaces for the word on the board. If pupils need help, write one or two of the letters in the spaces. Pupils work in two teams to guess the mystery word. When they call out a letter, e.g. *a*, write it in the correct space if it is in your word. If it doesn't appear in your word, write it on the board, then draw the first part of the 'cat' – the head. Continue with the body, the tail, the ears, the face and the whiskers.

Pupils should try to guess the mystery word as quickly as they can and before the cat picture is complete. Stronger students can play the game in pairs, looking for other words in the unit so far.

Reading

27 Read the texts and complete the table below.

Tell students that they are going to read what two children say about themselves and where they come from in Britain. Draw their attention to the table. Explain that they will read and then they will have to complete the table.

Read the texts aloud with your students. Ask questions to make sure they understand: Point to the boy and ask: *What's his name?* (Michael) *How old is he?* (He's 12.) *What is his favourite colour?* (It's red.) *What is his favourite food?* (It's pizza.) etc. Do the same with the second text.

Ask students to complete the table, comparing answers with a partner before a whole class check.

Key

Name:	Michael	Alice
From:	London	Brighton
Age:	12	13
Year:	8	9
Favourite colour:	red	purple
Favourite food:	pizza	chicken

Follow up

Play 'Guess who?' Demonstrate by thinking of a famous person for the students to guess. Say, *I'm from Scotland. I'm 26. I'm a tennis champion. What's my name?* Ask students to try to guess the name of the famous person (Andy Murray). Ask students to work in pairs or small groups to make sentences about other famous people, and to read them to the class for the class to try to identify.

Writing and speaking**29 Complete the dialogue for yourself. Then practise it with a friend.**

Ask students to complete the dialogue for themselves. Tell them to practise the dialogue in pairs. Ask several pairs to perform their dialogues to the class.

Follow up

Students use the information in the interview to write a short text of three or four sentences about their partner. Give them an example and ask them to use it as a model for their own texts.

Example:

Michael is from London. He's twelve years old. His favourite food is pizza, and his favourite colour is red.

Listening17
CD1**28 Listen and complete the dialogue.**

Tell students that they are going to listen to an interview. Ask them to read the dialogue first, predicting the words they might hear to complete the gaps. Play the recording once, straight through. Play it again and pause so that students can fill in the missing words. Allow them to compare answers with a partner before a whole class check.

Audioscript **Key**

- Jake** What's your ¹name?
Sarah My name's Sarah.
Jake How old are you?
Sarah I'm ²14 years old.
Jake Where are you from?
Sarah I'm from ³London.
Jake What's your favourite colour?
Sarah My favourite colour is ⁴red.
Jake And what's your favourite food?
Sarah My favourite food is ⁵yoghurt.

UNIT 1 How are you?

Aims and objectives

SB pp. 14–23

In this unit, students will learn:

- subject pronouns (revision)
- present simple of *be* (revision)
- questions with *Who?*
- possessive adjectives (revision)
- words for feelings
- numbers (revision)
- to introduce yourself
- to ask how people feel

WARM UP

Look at the photo with the class to establish the context and activate any relevant structures and/or vocabulary students may have. For the time being, these questions will have to be asked and answered in L1: *Where are the characters?* (in a park) *Where do you think the boys are coming back from? Why?* (they are probably coming back from a sports club because they have a sports bag). *Do you think the girls know the boys? What do you think the blond girl is doing?* (she's introducing her friend). *Do you think the boys are friendly or unfriendly?* (friendly)

18
CD1

1 Listen and read.

Play the recording. Ask students to follow in their books and check their answers to the questions in the warm up. Ask some general questions to check comprehension:

What are the girls' names? (Kelly and Leah)

What are the boys' names? (Joe and Adam)

Are they friends? (yes)

What's the name of Kelly's sister? (Meg)

How old is she? (eight)

Audioscript

See SB1, page 14

Ask students to work in groups of four and practise the conversation. Ask one or two groups to perform their conversations for the class.

Dialogue work

2 Write the names under the pictures.

Draw students' attention to the names in the box. Ask them to match the names with the pictures. They should compare their answers with a partner before a whole class check. Ask: *Who's this?* for each picture and encourage them to use full sentences in their answers.

Key

2 Leah. 3 Kelly. 4 Joe.

3 Write the names in the spaces.

Ask students to use the names in the box again to complete the sentences. Check answers by asking: *Who ... (is fine)?* etc.

Key

1 Joe 2 Leah 3 Kelly 4 Meg 5 Joe

Introducing yourself

4 Listen and complete the dialogues.

Background notes

Greetings and introductions

- In Britain, adults often shake 'right' hands when meeting each other, especially in formal situations. Young people don't usually shake hands, except in formal situations when they meet an adult for the first time.
- It is believed that shaking hands originates in the wish to show that you were unarmed and not holding a weapon in your right hand.

19
CD1

- In informal situations, most people say *Hello*, or *Hi*. These days, *Hiya* is becoming more popular, too. *Hello*, and *Hi* are usually acceptable in formal situations, as well.
- It is standard practice to ask a friend, *How are you?* and to respond, *I'm fine thanks. And you?* Other acceptable responses include *I'm OK, thanks. / Not bad, thanks. / Great, thanks.*
- It is polite to introduce someone who is with you, to someone you meet: *This is ...*
- When you are introduced to someone, it is usual to say, *Nice to meet you.*

Play the recording. Ask students to listen and fill in the missing words.

Play the recording a second time for them to check their answers. Check answers with the whole class.

Audioscript

See SB1, page 15

Key

1 are 2 is 3 are / 're 4 am / 'm

5 Act out the dialogues from exercise 4.

Ask students to work in groups of three (Dialogue 1) or four (Dialogue 2) to practise the dialogues. Ask them to substitute the names in the dialogues with their own names, and to act out the dialogues to each other in groups. Ask one or two groups to perform their dialogues to the class.

Vocabulary Feelings

1 a Listen and circle the correct word.

Focus on the adjectives. Write them on the board and explain the meaning of any adjectives they may not be familiar with. Play the recording. Ask students to listen and circle the correct feeling for each person.

Play the recording a second time for them to check their answers. Check answers with the whole class.

Audioscript Key

Lucas is bored.
David is excited.
Peter is hungry
Kate is cold.
James is scared.
Grace is sad.
Tina is hot.
Anna is happy.
Sarah is nervous.
Fred is angry.

b Now work with a partner and ask and answer.

Ask pairs to work together and take turns to ask and answer the questions:

A *Who's happy?* **B** *Anna. Who's?*

Follow up

Ask students to work in groups and mime one of the adjectives in the exercise above. Other students in the group have to say, *He's / She's happy / sad* etc. The game can be played as a team game, with teams taking turns to mime and guess. Each team scores a point every time they get the answer correct on the first guess.

Numbers (revision)

2 a Listen and circle the correct numbers.

Revise the numbers. Ask students to count in twos or threes. Write the numbers or get students to come up to the board and write them down. Play the recording. Ask students to listen and circle the number they hear.

Play the recording a second time for students to check their answers. Check answers with the whole class.

Audioscript Key

1 nineteen books	5 nine chairs
2 sixteen pens	6 eleven friends
3 thirteen pencils	7 twenty students
4 four houses	8 seventeen computers

b Listen and write the correct numbers.

Play the recording. Ask students to write the numbers they hear.

Play the recording a second time for students to check their answers. Check answers with the whole class.

Audioscript **Key**

- 1 five taxis
- 2 fifteen laptops
- 3 two friends
- 4 eighteen books
- 5 fourteen footballs
- 6 thirteen pencils
- 7 four buses
- 8 nineteen pens

Sounds right
Days of the week (revision)

Revise days of the week by drawing seven 'blocks' on the board, and filling in one of them, e.g. the fourth block, Thursday. Elicit the names of the days of the week before Thursday, and those after it. Write them or get students to come up to the board and write them in the correct places.

3 a Complete the days of the week. Number them in the right order.

Ask students to write the days of the week. Then, number them in the right order.

Key

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

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b Listen and check.

Play the recording. Ask students to listen and check their answers.

Audioscript

Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday

Communication
Asking how people feel

Background notes

- To show concern about how someone feels, it's usual to ask: *What's wrong? What's the matter?*
- To ask about someone else, the question is *What's wrong with ...? / What's the matter with ...?*

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4 Listen and match the names and the feelings.

Play the recording. Ask students to listen and match the people to their feelings according to what they hear. Play the recording a second time for them to check their answers. Allow students to work in pairs to check their answers before checking with the whole class.

Audioscript

Speaker Look at the students in 5G. Anna isn't happy today- she's sad. Fred's hungry. It's nearly lunchtime so that's OK. Lucas is bored. The lesson isn't very interesting. And how's Tina today? She's cold! Peter is next to Tina. He's nervous because of the Maths test today. And look at David! He is angry! Where's Kate? She's next to the window. She's hot. Grace is happy. It's Friday. And what about James? He's scared. There's a mouse in the classroom. Sarah's worried. She isn't happy about the test. And Mike? He's tired!

Key

- 1 f 2 g 3 i 4 j 5 e 6 a 7 c 8 d 9 h
10 b 11 k

5 a Now interview four of your classmates.

Ask students to work in groups of four, taking turns to ask and answer the dialogue. Ask them to write down the answers.

b Report back to the class.

Ask students to tell the class how their partners feel.

Asking about age

6 Work in pairs. Ask and answer questions about the photos.

Ask pairs to work together and take turns to ask and answer the questions following the model.

Grammar

Subject pronouns (revision)

Look at the dialogue on page 14 and complete the examples with the correct subject pronouns.

Students read the dialogue on page 14 and complete the sentences. Read through the examples in the grammar box. Ask students to say what part of the sentence the subject pronouns in bold are (the subjects in each sentence). Remind them that they have to change the verb *to be* so that it agrees with the number of the subject pronoun (singular or plural).

Key

1 I 2 She 3 We

1 Circle the correct subject pronoun.

Ask students to circle the subject pronoun. Check the answers.

Key

- 1 *They* are from London.
- 2 *It* is nice.
- 3 *I* am thirteen.
- 4 *She* is fourteen.
- 5 *We* are English.

2 Complete the sentences with the correct pronoun.

Ask students to look at the pictures and complete the sentences. Allow them to check their answers in pairs before checking with the whole class.

Key

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

Present simple of *be* Positive (revision)

Read through the examples in the grammar box. Elicit that the apostrophe stands for the letters left out of the verb *is* (= 's), or *am* (= 'm). Ask them what the apostrophe stands for in *you're* (the missing *-a* in *are*).

3 Complete the text with *am*, *is* or *are*.

Ask students to complete the sentences, comparing their answers with a partner before a whole class check.

Key

1 am 2 is 3 is 4 are 5 are 6 are

Present simple of *be* Negative

Look at the dialogue on page 14 and complete the example.

Students read the dialogue on page 14 and complete the sentence. Read through the examples in the grammar box. Ask students what the short form *n't* stands for (*not*). Call out *I / you / he / they* etc. Elicit and write on the board the corresponding verbs in the negative, *'m not*, *aren't*, *isn't* etc.

Key

1 isn't

4 Circle the correct word.

Ask students to circle the correct form of the verb, comparing their answers in pairs before a whole class check.

Key

1 isn't 2 aren't 3 isn't 4 'm not 5 aren't 6 aren't

Present simple of *be* Questions and short answers

Complete the questions with *Am*, *Is* or *Are*.

Students complete the questions. Read through the examples in the grammar box to check their answers. Point out the inversion of the subject and verb when forming questions. *I am / Am I? He is / Is he?* In short answers, point out or elicit from students that contractions are not possible in positive sentences: *Yes, I am / he is / they are.* (NOT *Yes, I'm / he's / they're.*)

Call out simple questions for students to practise giving short answers: *Are you fourteen, Fabio? Is this a pen? Are we in a Maths class? Is your father a teacher?* etc.

5 Complete the questions with the correct word.

Ask students to work with a partner to complete the questions.

Key

1 Are 2 Is 3 Am 4 Are 5 Are 6 Is

6 Now write the answers.

Ask the same pairs to do the answers. Check answers by asking different pairs to take turns to read out questions and answers. Make sure that students realise they can't use a contraction in numbers 1, 3, 4 and 6.

Key

1 I am 4 they are
2 he isn't 5 you aren't
3 you are 6 it is

Follow up

Students work with a partner to make more questions for each other to answer using short answers. If they need prompts, write subjects on the board: ... *Kelly eight / ... it a dog / ... you happy / ... they cold.*

Questions with *Who?*

Look at the dialogue on page 14 and complete the example.

Have students complete the example using the dialogue from page 14.

Read through the examples. Point out that the contraction is not used in questions with *are*: *Who are you / they / we?* (NOT *Who're you / they / we?*) Call out a short answer, e.g. *I'm John. / They're the Martinez family. / She's my friend. / Gwen Stefani is my favourite singer.* Elicit and write on the board the corresponding questions with *Who ...?* (*Who are you? Who are they? Who's she? Who's your favourite singer?*)

Key

Who's Meg?

7 Write the questions.

Ask students to write the questions. Remind them that answers with *I*, *my* or *we* need questions with *you*, so they should be particularly careful in 3 and 4. Ask students to complete the questions, comparing their answers with a partner before a whole class check.

Key

2 Who's she? 4 Who are you?
3 Who are you? 5 Who are they?

Follow up

Bring in magazine pictures of well-known people, e.g. celebrities or people students know in their local community or country. Divide the class into two teams. Hold up a picture and ask Team A to make the correct question: *Who's she / he?* or *Who are they?* Correct questions earn the team a point. Team B has to answer correctly, saying, *She's / He's / It's / They're ...* to get a point.

Possessive adjectives (revision)

Read through the examples in the grammar box. Ask students to say what the possessive adjectives in bold refer to (the subjects in each sentence).

Follow up

As this is revision, students might not need extra practice. If they do, write different subjects in a list on the board, e.g. *She, He, You, My friends, My family*. Then write the corresponding possessive adjectives in a jumbled list on the right. Ask students to come up to the board and draw lines matching the subjects with their possessive adjectives. Stronger students can try and make sentences using both subject and possessive adjective, as in the grammar box.

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8 Listen and repeat the rap.

Play the recording. Ask students to follow in their books. Play it a second time and then get students to repeat the rap.

Audioscript

See SB1, page 19



Now do **CYBER HOMEWORK 1a**
www.cambridge.org/elt/more

Skills Reading

WARM UP

Ask students to look at the pictures. Ask them to look at the first two pictures and say how Kevin is feeling (a. happy b. scared). Read the corresponding first two sentences.

Then ask students to find examples of Kevin looking bored, angry, excited, cold and happy.



1 Read and tick (✓) the correct pictures.

Ask students to work in pairs and complete the task, ticking the correct pictures. Check with the class.

Key

Monday: b Friday: a
Tuesday: a Saturday: b
Wednesday: b Sunday: b
Thursday: a

Follow up

You can ask stronger students to try and make sentences about each day in the picture. Ask them: *Why is Kevin sad?* (because it's Sunday), *Why is he scared?* (he's got a test) etc.

Draw a face with a happy expression and give it a name (Betty). Ask, *Who's happy?* (Betty). Draw a new face with a sad expression and give it a name (John). Ask *What's wrong with John?* (He's sad.) Working with a partner, students draw faces with different expressions (happy, sad, excited, etc.) and give them names. With their partner, students make up a dialogue about them. They practise their dialogues. Ask some pairs to perform their dialogues for the class.

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Listening and speaking

2 a Listen and number the dialogue in the correct order.

Tell students that they are going to listen to a dialogue and number the lines in the correct order. Students can read through the words first, with a partner, guessing the correct order of the sentences. Play the recording and pause it after each sentence, for students to write the numbers. Play the whole recording through once more, and then check answers.

Audioscript

- A** How are you, Julia?
B I'm hungry. I'm really hungry.
A Hungry? OK – here's an apple.
B An apple? Yuk. No, thanks.
A OK. Here's a slice of pizza.
B A slice of pizza! Thanks. Now I'm happy.

Key

5 1 3 4 6 2

b Work in pairs. Practise the dialogue below. Invent new ones.

Ask two students to read the parts of A and B in the dialogue. Then, working with a partner, students make up a similar dialogue about themselves or about an invented character. They practise their new dialogue. Ask some pairs to perform their dialogues for the class.

Speaking

3 a Look at Dave's diary. Say how he feels.

In pairs, students use the adjectives corresponding to the emoticons to say how Dave feels.

Key

On Monday, he's sad.

On Tuesday, he's happy.

On Wednesday, he's hungry.

On Thursday, he's bored.

On Friday, he's excited.

b Now complete the diary below for yourself and discuss in pairs.

Ask students to complete the diary for themselves using the adjectives they know. They should say if they feel excited / tired etc. and why. Model the dialogue with a student. Ask pairs of students to do similar dialogues. Ask some pairs to perform their dialogues to the class.

Writing Completing forms

4 a Complete the form.

Ask students to complete the form about themselves. They should also say how they feel: excited / tired etc. and why.

b Write a short text about you.

You can ask students to do this exercise or complete it for homework. Students write a short paragraph about themselves following the model.

Follow up

Ask students to exchange their work with a partner or in small groups and read each other's writing.



Now do CYBER HOMEWORK 1b
www.cambridge.org/elt/more

Culture

The United Kingdom

Focus on the map. Elicit or teach these words to the students by pointing to (or getting them to point to) north, south, east and west on a compass drawn on the board. Find out if they know the names of the four countries that make up the United Kingdom (England, Scotland, Wales, and Northern Ireland). Ask them which languages are spoken in these countries (English in all four countries, with the additional language Gaelic in Scotland, Welsh in Wales, and Irish in Northern Ireland).

Draw their attention to the Fact File, where they can find a record of these facts. They may like to compare the population of the UK to the population of their country.

Check their understanding of the following words by asking questions about the map:

What is the capital city of Northern Ireland?
(Belfast)

Find an example of a river on the map. (The Thames)

Find an example of a mountain. (Snowdon)

Find an example of a lake. (Windermere)

Which cities are next to the sea? (Brighton, Cardiff, Swansea, Edinburgh, Belfast)

Background notes

Political boundaries

- The United Kingdom (UK) refers to the countries of England, Scotland, Wales and Northern Ireland.
- Great Britain (GB) refers to England, Scotland and Wales only.

- The name The British Isles describes England, Scotland, Wales, Northern Ireland, the Republic of Ireland (Eire) and about 5,000 smaller islands.

Languages

Although English is the main language of the UK, Gaelic is spoken in some parts of Scotland, Irish in Ireland and Welsh in Wales.

- Irish is the national and first official language of the Republic of Ireland (Eire) and is an official language of the European Union. It is a compulsory language for students at school in Eire, although it is not widely spoken as a first language.
- Scottish Gaelic is spoken by about 60,000 people in Scotland, mainly in the Highlands and in the Western Isles.
- All students up to the age of 16 are taught Welsh as a compulsory language in Wales. It is spoken as a first language by around 21% of Welsh people. All official documents, road signs and publicity in Wales have to appear in both English and Welsh.

Look at the map and complete the table.

Draw students' attention to the names in the word box. They may like to guess what each one refers to (they already know that Belfast and Swansea are cities).

Ask students to complete the table with the names of the places in the word box. Check answers by asking questions: *Name a mountain in Scotland, a river in Northern Ireland, etc.*

Key

- | | |
|-------------|-----------|
| 1 Ben Nevis | 4 London |
| 2 Bann | 5 Cardiff |
| 3 Loch Ness | 6 Belfast |

Read about London and match the photos to the correct places.

Look at the photos with the class and elicit the things they can see in them: *the London Eye, a theatre, a market, a palace.*

Read the sentences aloud with the class. Allow them to work with a partner to try to match them to the correct photo. Check the answers.

- Buckingham Palace
- The Globe Theatre
- Covent Garden
- The London Eye

MORE! Online Action Box

Now ask your students to do the online listening and quiz and to write their text for the journal.



Go to www.cambridge.org/elt/more for extra CULTURE

Extra Reading

Story time

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The story has also been recorded so you and your students can listen and read it at the same time if you prefer.

Ask students to read the text. Ask them questions about it (in L1) to test comprehension. Example questions:

What are the detectives' names? (Nick Diamond and Lucy Pond)

What's the name of their agency? (International Crime Busters.)

Why are they in London? (four robberies in four days)

Who do they see? (the thief)

Where does the thief go in? (Madam Tussauds)

How did Lucy recognise the thief? (Henry VIII did not have a watch)

Have a discussion with students: Do they like detective stories? Why, or why not? What sort of stories do they like?

Aims and objectives

SB pp. 24–33

In this unit, students will learn:

- prepositions
- questions with *Who, Where, Why, What, What colour?*
- imperatives
- words for classroom objects
- to say where things are
- to give instructions

WARM UP

Look at the photo with the class to establish the context and activate any relevant structures and / or vocabulary students may have. For the time being, these questions will have to be asked and answered in L1: *Where are the characters?* (in a classroom) *Who is the man?* (the teacher) *Why is the boy shrugging his shoulders?* (Ask students to guess.) *Do the girls think he is funny? Why?* (yes, they're smiling) *Do you think the teacher thinks he's funny?* (no) *What can you see on the desks?* (exercise books, books).

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1 Listen and read.

Play the recording. Get students to follow in their books and check their answers to the questions in the warm up. Ask some general questions to check comprehension and to revise prepositions:

- What is the boy's name?* (Adam)
- What are the girls' names?* (Leah, Kelly)
- Who is the teacher?* (Mr Jones)
- What is under Joe's desk?* (Adam's bag)
- What colour is Adam's bag?* (black and white)
- What's on Kelly's desk?* (4 books, a folder)
- Is the teacher behind the girls, or in front of the girls?* (in front of them)

Audioscript

See SB1, page 24

Ask students to work in groups of four and practise the conversation. Ask one or two groups to perform their conversations for the class.

Dialogue work

2 Circle the correct answer.

Do the first example with the class on the board. Ask students to look at the picture again and find Leah. Then ask them who she is sitting next to – Kelly. Circle *Kelly* in the answer. Students should do the task individually and compare their answers with a partner before a whole class check.

Key

1 Kelly 2 teacher 3 Adam's 4 white 5 angry
6 Joe's

Follow up

Ask students to work with a partner to ask more questions using the prepositions. Give an example: *Who is behind you? Who is next to you? What is in your bag?*

Saying where things are

3 Work in pairs and make dialogues about school objects.

Ask two students to read the parts of A and B in the dialogue. Then, working with a partner, students make up a similar dialogue about their own school objects. They practise their new dialogue. Ask some pairs to perform their dialogues for the class.

Follow up

Ask students to draw a classroom object in, under, on etc. other objects, so that they will get a chance to practise using all the prepositions. When they have finished, ask students to work with a partner taking turns to say where the objects are. Ask several pairs to demonstrate to the class as a way of checking that they have understood the task and are using the language correctly.

Giving instructions

4 Match the pictures to the speech bubbles and write the correct number.

Ask students to match the sentences in the speech bubbles to the pictures.

Key

- | | |
|------------------------|--------------------------|
| 1 Take your books out. | 5 Open the window. |
| 2 Clean the board. | 6 Sit down. |
| 3 Close the door. | 7 Don't stand up. |
| 4 Don't talk. | 8 Don't open your books. |

5 Check your answers in pairs.

Ask two students to read the parts of A and B in the dialogue. Then, working with a partner, students check their answers. Monitor the pairs.

Key

Students' own answers.

Follow up

Give imperatives to individual students to carry out, e.g. *Open the door. Close your book. Don't sit there! Stand up! Don't open your eyes! Sit down.* etc. Stronger students can work in pairs and give each other similar simple commands to carry out.

Vocabulary

Classroom objects

1 Read and label the objects in the picture.

Say the words and ask students to repeat. Explain the meaning of any words they may not be familiar with. Ask students to find the items in their own classroom, if applicable.

Ask them to write down the names of each object in the labels. Check answers with the class.

Key

- | | | |
|----------|------------------|---------|
| 1 rubber | 4 pencil case | 7 chair |
| 2 bag | 5 desk | 8 ruler |
| 3 door | 6 teacher's desk | 9 floor |

Follow up

Ask students to work with a partner and make true and false sentences about their own classroom, e.g. *The door's blue.* Their partner has to say whether the sentence is correct or not.

Prepositions of place

2 Where is the dog? Write the correct preposition under the picture.

Ask students to write the correct preposition under the picture. Check answers with the whole class.

Key

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

3 Work in pairs and talk about different objects in and around the classroom.

Elicit and write the prepositions students know on the board: *in, under, on, behind, in front of, next to.* Demonstrate the example dialogue with a student through role play. Put a pen under a pencil case so that the whole class can see what you are doing. Take the role of Student A and ask a student to take the role of B. Then put the class into pairs to make similar dialogues, using objects on their desks or in their school bags.

Communication

Sounds right /ə/

4 a Listen and repeat.

Play the recording. Ask students to listen and repeat each word, paying attention to the weak form / ə / at the end of each word.

Audioscript

See SB1, page 27

b Listen and repeat.

Play the recording. Ask students to listen and repeat each question, paying attention to the weak forms / ə / .

Audioscript

See SB1, page 27

Asking for words in English

5 a Complete the sentences with the correct word from your language.

Ask students to complete the questions. Students should do the task individually and compare their answers with a partner before a whole class check.

Key

Students' own answers.

b Work in pairs and ask and answer about other objects in the classroom.

Ask students to work with a partner asking and answering questions. Ask different pairs to way their questions and answers to the class to check answers.

Key

Students' own answers.

Saying where things are

6 Work in pairs. Look at the picture for 1 minute then close your books and ask and answer about the objects in the list below.

Check that students know all the words. Ask two students to read the parts of A and B. Students work with a partner and try and find all the objects in the list and say where they are. Ask several pairs to demonstrate their questions and answers to the class as a way of checking that they have understood the task and are using the language correctly.

Suggested Answers

- A** Where's the rucksack?
- B** It's under the chair.
- A** Where's the pencil case?
- B** It's on the chair.
- A** Where's the laptop?
- B** It's in front of the TV.
- A** Where's the computer?
- B** It's under the table.
- A** Where's the bagr?
- B** It's on the table, next to the lamp/TV.
- A** Where are the books?
- B** They are in the bag.
- A** Where's the tablet?
- B** It's next to the bag / in front of the lamp.
- A** Where's the TV?
- B** It's behind the laptop, on the table.

Giving instructions

7 Work in pairs. Tell each other things to do around the classroom.

Ask two students to read the parts of A and B. Then, working with a partner, students take turns to give each other instructions. Ask some pairs to perform their instructions for the class.

Grammar

Prepositions

Go through the words in the word box first to check students can use the language correctly.

1 Write the prepositions under the correct picture.

Ask students to look at the pictures and read the prepositions in the box. Allow them time to do the exercise. Check the answers.

Key

1 in 2 under 3 next to

2 Complete the text with the words below.

Ask students to read the words in the box and complete the text. Allow them to check their answers in pairs before checking with the whole class.

Key

Hi, my name is Zena. I'm fourteen and I'm
1 **in** class 5A. My desk is
2 **next** to the window and my friend, Anna's desk is
3 **behind** my desk. My exercise book is
4 **on** my desk. My pencils and pens are
5 **in** my pencil case

3 Look at the picture and complete the sentences.

Ask students to look at the picture and read the prepositions in the box. Allow them time to do the exercise. Check the answers.

Key

Look at the chair
1 **next to** the window. There's a dog
2 **on** the chair and a cat
3 **under** the chair! And my school bag is in the corner. There's a ruler
4 **in** the bag. My English book is
5 **on** the floor,
6 **next to** my bag.

Questions with *Who, Where, Why, What, What colour?*

4 Look at the dialogue on page 24 and complete the table. Translate the question words into your own language.

Read through the examples in the grammar box. Students read the dialogue on page 24 silently to find the missing question words. They write the missing words. Check with the class. Ask students what these question words are in their L1.

Key

1 Where 2 Where
Students' own answers.

5 Circle the correct word.

Ask students to circle the correct question word, comparing their answers with a partner before a whole class check.

Key

1 What 2 What colour 3 Who 4 Where
5 Why 6 Where

Follow up

Elicit from students that the answers to questions with *What* are always objects or animals; *Why* is always answered by *Because*, or a reason; *Who* is answered by a person; and *Where* is answered by a place.

6 Complete the sentences with the correct question word.

Go through the first example on the board. Ask students to complete the questions, comparing their answers in pairs before a whole class check.

Key

1 What 2 What colour 3 Who 4 Where 5 Why
6 Where

7 Read the answers then complete the questions.

Go through the first example on the board. Ask students to work with a partner reading the answers before completing the questions. Check their answers with the class.

Key

1 Where 2 What 3 Who 4 Why

Follow up

Ask students to work in pairs asking and answering questions, so that you can check that they have understood the meaning of the question words. For stronger classes, you could suggest an answer or part of an answer, and ask *Which question will this answer?*

Imperatives

- 8** Look at the dialogue on page 24 and complete the table.

Read through the examples in the Grammar box. Students read the dialogue on page 24 silently to find the imperatives. They write the missing verbs. Check with the class. Elicit from students the correct way to give a positive imperative (use infinitive only) and a negative imperative (use *don't* + infinitive).

Key

1 Sit 2 Take 3 open 4 Don't

- 9** Complete the phrases.

You can ask students to work with a partner or individually before comparing answers. Check answers.

Key

1 Take 2 Close 3 Don't 4 Stand 5 Sit 6 Clean

- 10** Match the sentences from exercise 9 with the pictures. Write the numbers.

Ask students to match the sentences completed in exercise 9 to the pictures. Check answers with the class.

Key

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

- 11** Reorder the words and write sentences.

Do the first sentence on the board. Ask students to write the sentences, working with a partner if you think they might find it helpful. Check by asking students to read out their sentences. Make sure students have used capital letters for the start of all their sentences.

Key

1 Close the door!	5 Don't open the window!
2 Open your books!	6 Don't open the door!
3 Don't stand up!	7 Work in pairs!
4 Don't sit down!	8 Clean the board, please!



Now do CYBER HOMEWORK 2a
www.cambridge.org/elt/more

Skills Reading

WARM UP

Ask students to look at the pictures without reading any of the text. Ask them in L1 *What is happening in picture a? What can you see in picture b? Describe picture c.*



- 1 a** Read and match the person to the correct classroom.

Ask students to work in pairs and complete the task, writing the number of the correct text in the box. Check with the class.

Key

a 3 b 1 c 2

- b** Answer the questions.

Ask students to work with a partner and answer the questions. Ask them to read their answers aloud to check.

Key

- 1 She's eight.
- 2 It's in Chile.
- 3 It's red and green.
- 4 Alhad is from India.
- 5 He's eleven.
- 6 They are on the floor.
- 7 They are yellow and green.
- 8 He's from Finland.
- 9 It's white.
- 10 Their English exercise books are blue.

Listening



- 2** Listen to Ben and tick (✓) the objects he talks about.

Ask students to look at the pictures. Ask them

What is picture 1? What is picture 2? etc. Play the recording. Ask students to listen and tick the objects they hear in the recording.

Audioscript

Ben Hi, I'm Ben and I'm from England. My favourite colours are red and yellow - the colours of our local football team! My rucksack is red with yellow bits and my pencil case is yellow and green. My exercise book for English is red and my eraser is white. Unfortunately, my computer is pink because it was a present from my sister. I want to change it!!

Key

Pictures 1, 2, 3, 6

Speaking

- 3** **Work in pairs. Interview your partner. Then change the words and invent new dialogues.**

Ask two students to read parts A and B. Students work in pairs taking turns to ask and answer new questions about their classroom objects. Monitor pairs as they work.

Writing Descriptions

- 4** **a Complete the text with the adjectives below.**

Ask students to look carefully at the picture and work with a partner completing the description with the words in the box. Check the answers as a class.

Key

1 brown 3 happy 5 pink 7 yellow
2 blue 4 sad 6 green 8 purple

Tip

Elicit the rule about adjectives and the verb *to be*. Then, read the "Tip".

- 4** **b Now write a description of a friend and his or her schoolbag.**

This part of the exercise can be completed for homework. Ask students to write a short description of a friend and their school bag following the model text.

Follow up

Ask students to exchange their work with a partner or in small groups and read each other's writing.

DVD

The Story of the Stones 1 They're here!

Play the DVD. Ask some questions of general comprehension. The questions and answers may have to be in L1. Ask *What is the story about?* (three magic stones) *Who has the stones?* (Sunborn) *Who wants the stones?* (Evil / Darkman) *Who find the stones?* (Sarah, Emma and Daniel) *Where do they find them?* (at the beach)

Play the DVD again. Ask more detailed questions *How long ago did the stones disappear?* (one thousand years ago) *Why does Darkman want the stones?* (they have the power of the Universe) *Who are the only people who can find the stones?* (only good friends can find them) *What colour are the stones?* (blue, orange and green)

Ask students to look at the pictures on page 31. Ask *Who can you see in picture 1?* (Sarah, Emma and Daniel) *What do they have in their hands?* (they have a stone each) *How do they look?* (happy) *How does Sarah feel?* (surprised) *Who is looking at the friends?* (Sunborn) *How does Sunborn feel?* (happy). In pairs, ask students to do the task. Check with the class. Discuss the reasons for their choices (you may have to do this in L1).

Watch Episode 1 and match the pictures to the phrases.

Key

1 2 3

Go to www.cambridge.org/elt/more for DVD exercises and CYBER HOMEWORK 2b

CLIL Maths

Graphs and charts

1 Read the key facts and label the diagrams.

Read the key facts! Draw students' attention to the three types of diagrams. They may like to guess what each one refers to. Then, say the words that name each type of diagram aloud with students repeating them after you. Ask them to work in pairs and explain the meanings of the words to each other. Ask questions to check that they understand the new vocabulary: *What's number 3?* Ask students to write the names of each diagram in the places under the box.

Key

1 pie chart 2 bar chart 3 line graph

2 30 students talk about their favourite colours. Answer the questions below.

Allow students to work with a partner or in small groups to try to work out the answer. Ask them for their ideas first, before giving them the answer. See how many students were correct. Ask them to explain how they arrived at the answer. Check the answers.

Key

1 red 4 green
2 yes- some people like pink 5 9 colours
3 yes

3 The students make a bar chart to show how they feel. Answer the questions.

Students answer the questions in pairs. Ask individual students to read their answers for the class.

Key

1 2 students feel sad.
2 6 students feel happy.
3 4 students are excited.
4 No
5 18 students are in the class.

WEBQUEST

Draw a graph or a pie chart for the students in your class on a computer. Choose one of the topics from exercise 2 or 3.

Print it out and present it to the class.

Discuss the graph or pie chart with your students then have them invent one themselves at home and bring it into the class to discuss.



Go to www.cambridge.org/elt/more for extra CLIL

Check your progress 1

Units 1 and 2

Key

1

17 8 13 25 12 14

2

1 chair 4 player
2 computer 5 desk
3 board 6 window

3

1 Are 2 Is 3 Is 4 Are 5 Is

4

a/5 b/1 c/3 d/2 e/4

5

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

Student's answers.

6

1 I'm not new here.
2 They aren't hungry.
3 It isn't very hot today.
4 My teachers aren't friendly.
5 Yellow isn't her favourite colour.
6 We aren't late for school.

7

1 Good 3 you 5 is 7 you
2 are 4 I'm 6 to

8

Phrases translated into L1.

Aims and objectives

SB pp. 34–43

In this unit, students will learn:

There is/are

questions with *Whose...?* and the possessive 's adjectives

words for furniture

rooms in the house

to describe rooms and furniture

to give information

WARM UP

Look at the photo with the class. Remember that for the time being, some of these questions will have to be asked and answered in L1: *Who can you see?* (Kelly, Leah and Adam) *Where are they?* (in the street in front of a house) *What are they doing?* (talking) *Are the houses in the street nice?* *Do you like them?* *Whose house do you think Leah is pointing to?* (her own / one she likes)

32
CD1

1 Listen and read.

Play the recording. Ask students to follow in their books and check their answers to the questions in the warm up. Ask a general question to check comprehension:

Is Leah's house big or small? (small)

Audioscript

See SB1, page 34

Ask students to work in groups of three and practise the conversation.

Ask one or two groups to perform their conversations for the class.

Follow up

When they perform their dialogues for the class, ask the students to change one or two details in the

dialogue. The class has to try and spot the difference. They are therefore obliged to listen more carefully.

Dialogue work

2 Read the dialogue again and write Yes or No.

Do the first example with the class on the board. Ask students to read the dialogue again and answer the questions. They should do the task individually and compare their answers with a partner before a whole class check.

Key

2 No 3 Yes 4 Yes 5 Yes 6 No 7 No 8 Yes

Follow up

Ask students to work with a partner to ask more Yes/No questions about items and furniture in the classroom. Give an example: *Is there a computer in the classroom? Are there a lot of books?*

3 a Work with a partner. Find the opposites.

Ask students to work with a partner to find the opposites of the words.

Key

big → small	good → bad
late → early	old → new
friendly → unfriendly	beautiful → ugly

3 b Complete the questionnaire for yourself then ask and answer with a partner.

Ask two students to read the parts of A and B. Students fill in the table for themselves. Then, working with a partner, they take turns to ask each other the questions and fill in the table using the words from exercise 3a. Ask some pairs to read the results for the class.

Key

Student's answers.

Giving information

- 4 Complete the dialogue with the words below. Listen and check, then practise it with a partner.**

Say the words in the box and ask students to repeat. Explain the meaning of any words they may not be familiar with. Ask students to complete the dialogue. Then play the recording to check the answers with the class.

Students practise the conversation with a partner. Ask different pairs to perform the dialogue for the class.

Audioscript **Key**

- A** Quickly! There's a ¹fire in Horton Street!
B Can you ²spell that, please?
A Yes, it's H-O-R-T-O-N Street.
B OK, an ³accident in Horton Street.
A No, there isn't an accident there! There's a fire!
B OK, sorry! And ⁴where are you now?
A I'm ⁵in Winchester Street.
B Can you spell that too, ⁶please?
A W-I-N-C-H-E-S-T-E-R Street! OK?
B OK.

Vocabulary

Furniture and rooms

- 1 Write the correct number for the rooms and furniture in the list below, then listen and check.**

Focus on the words in the box. Say the words and ask students to repeat. Explain the meaning of any words they are not familiar with. Ask them to find the corresponding items in the picture. Ask students to say which rooms they would find these items in at home.

Play the recording. Ask students to write down the number of each item they hear being described. Check answers with the class.

Audioscript **Key**

kitchen 20	hall 11	living room 14
garage 25	toilet 24	bathroom 7
bedroom 1	bed 2	sofa 15
stereo 17	washbasin 8	bath 9
cooker 22	fridge 21	wardrobe 3
desk 6	armchair 19	cupboard 12
table 23	TV 18	curtains 10
cushion 16	rug 13	bookcase 4
chair 5		

- 2 Work in pairs. Cover up the list in exercise 1. Your partner says a number. You say the word.**

Ask two students to read the parts of A and B. Ask pairs to work together and take turns to ask and answer the questions.

Communication

Describing rooms and houses

- 3 Work in pairs. Describe one of the rooms in exercise 1. Your partner guesses which one it is.**

Ask students to work with a partner to play a guessing game. Demonstrate by asking two students to read the parts of A and B. Then pairs play the game, using the vocabulary they have learnt in the lesson. Have some pairs present their dialogues to the class for a whole class check.

- 4 Now describe your house or flat to your partner.**

Ask students to work with a partner. Demonstrate by making a sentence about a room in your house: *There is a table and there are two chairs. What room is it?* Elicit the answer from the class. Then ask pairs to take turns describing their houses/rooms/flats, using the vocabulary they have learnt in the lesson. Ask students to present their descriptions to the class for a whole class check.

5 Look at the picture and complete the text with the correct words.

Ask students to complete the text. Allow them to check with a partner before doing a whole class check.

Key

- | | |
|-----------|--------------------|
| 1 bedroom | 6 computer / chair |
| 2 bed | 7 desk |
| 3 table | 8 computer |
| 4 lamp | 9 curtains |
| 5 desk | 10 walls |

6 Circle the correct words then check your answers with a partner.

Students work individually circling the correct words. Then, they check their answers with a partner before doing a whole class check.

Key

- 1 rug 2 chair 3 bedroom 4 rug

7 Practise the dialogue in exercise 6 with a partner then use it to describe your bedroom at home.

Students practise the dialogue in pairs. Then they create a new dialogue describing their own bedrooms. Monitor them as they work with a partner, and ask pairs to say their dialogues to the class as a way to check answers.

8 Work with partner. Talk about your favourite rooms.

Ask two students to read parts A and B. Then students work with a partner and ask each other the question again. Ask pairs to say their questions and answers to the class as a way to check.

Grammar

There is / are

1 Look at the dialogue on page 34 and complete the table below.

Read through the dialogue on page 34 again with the class. Ask students to complete the table. Do the first one with them as an example. Check the answers.

Key

- | | | |
|-------------|-------------|------------|
| 1 There are | 3 Is there | 5 there is |
| 2 There is | 4 Are there | |

2 Circle *There is* or *There are*.

Ask students to work individually circling the correct form. Check the answers.

Key

- | | | |
|-------------|------------|-------------|
| 1 There is | 3 There is | 5 There are |
| 2 There are | 4 There is | 6 There are |

3 Put the words into the correct order and write sentences.

Ask students to put the words in the correct order to make sentences. Allow them to check their answers in pairs before checking with the whole class.

Key

- 1 There is a book in the bag.
- 2 There are three bags on the floor.
- 3 There are white curtains in the living room.
- 4 There is a stereo in my room.
- 5 There is a red armchair in the hall.
- 6 There are two cars in the garage.

4 Write a description of the room in the photo.

Students work individually to describe the two rooms. Then they exchange their work with a partner and read each other's writing. Ask individual students to read their descriptions to the class to check.

Questions with *Whose...?* and the possessive 's

5 Look at the dialogue on page 34 and complete the table below.

Read through the dialogue on page 34 again with the class. Ask students to look at the pictures and complete the question in the Grammar box. Note: Students have already seen 's before – remind them that it is also used to form the contraction of *is* (e.g. *It's a nice day. / There's a bed in my room.*) Explain that the possessive 's is used to show that something belongs to someone. Ask: *Whose dog is it?* (Bob's) *Whose pizza is it?* (Nigella's) Ask other questions about people in the class: *Whose bag is this?* (Lucy's) *Whose pen is this?* (Oscar's) etc.

Key

Whose

6 Rewrite the sentences. Use the names of the people in brackets with the possessive 's.

Read through the example together. Students who need more help can underline the possessive adjectives first, so that they know where to use the possessive 's. Ask students to complete the task, comparing their answers with a partner before a whole class check.

Key

- 2 This is Lucy's MP3 player.
- 3 It's Tim's pen.
- 4 It's Martha's cat.
- 5 Steak is Ken's favourite food.
- 6 They are Sandy's CDs.
- 7 What's Annie's favourite colour?
- 8 Where's Jane's schoolbag?
- 9 Is this Mike's?
- 10 Are they Tom's pictures?

7 Follow the lines and write sentences using the possessive 's.

Do the example together with the class. Students complete the task, comparing their answers with a partner before a whole class check.

Key

- 2 It's Noel's camera.
- 3 They are Sue's books.
- 4 It's Sarah's rucksack.
- 5 It's David's desk.
- 6 It's Ben's tablet.

Follow up

Ask as many students as possible to hand in an object belonging to them – a pen, pencil, ruler, book, scarf etc. Put all the objects on the table. Pick up one and say, *Whose (pen) is this?* Elicit the answer from the class: *It's Oscar's pen.* If they don't know whose pen it is, ask the owner to put up his/ her hand so that the rest of the class can make a sentence about the object. Then hand the objects back to the (correct) owners.

➤ Now do **CYBER HOMEWORK 3a**
www.cambridge.org/elt/more

Skills Listening

WARM UP

Ask students to look at the picture. Ask: *What's this?* (a kitchen) *What's there in this kitchen?* (a clock/ bicycle, pictures, a sofa, three cushions, a mirror).

35
CD1

1 a Listen and circle the recycled objects in the picture below.

Explain the meaning of "recycled". Ask: *What recycled objects can you see in the kitchen?* Ask students to circle the objects they think are recycled. Tell them that they are going to listen to the recording and check their answers. Play the recording and pause it after each sentence, for students to circle the objects. Play the whole recording through once more, and then check answers.

Audioscript **Key**

Speaker There is a clock on the wall. It's an old bicycle.
There are four pictures on the wall. The frames are wooden. The wood is from the garden.
There is a sofa with three cushions. The material for the cushions is from my dad's old jackets.
There is a mirror. It's really cool. The glass is from old bottles.
My favourite thing is my cat's bed. It's an old suitcase with a cushion in it.

b Now complete the table. Write the name of the recycled objects.

Now ask students to work in pairs to complete the table. Check the answers.

Key

bicycle	clock
wood from the garden	picture frames
dad's old jackets	cushions
old bottles	mirror
old suitcase and cushion	cat's bed

Speaking

2 What is your ideal bedroom like? Tick the items below, then interview your partner.

Students tick in the items they think should be in their ideal bedroom. Ask two students to read parts A and B. Then, in pairs, students take turns to ask and answer questions about their ideal bedrooms and tick their partner's answers.
Check answers by asking students to describe their ideal bedroom out loud. With stronger students you may ask them to describe their partner's ideal bedroom.

Reading

WARM UP

Before they read the text, ask students to read the title and look at the photo and say what they think the text is going to be about (a girl talking about her bedroom).

3 Read the description of Hannah's bedroom and circle T (True) or F (False).

Ask students to read the text. Then ask general questions to check comprehension: *Whose room is it?* (Hannah's) *What's there on the wall?* (five photos of her friends.) *What colour is the armchair?* (green) *What's there on the floor?* (two cushions and a rug) *Where's the computer?* (on the desk).
Ask students to work in pairs answering the questions. Check with the class.

Key

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

Writing Order of adjectives

WARM UP

Tip

Read the tip with the class. Draw the table on the board and say: *Give me and adjective of number / size / shape / colour* and ask the student who gives it to write it on the board in the corresponding column. Then, provide nouns and ask students to make sentences using the adjectives on the board to describe them, e.g. *Two small round red cushions.*

4 a Complete the text with the words on the left.

Read the words in the box. Ask students to complete the text. Allow them to check in pairs before checking with the whole class.

Key

1 bedroom 5 isn't
2 is 6 sofa
3 films 7 cushions
4 books 8 bed

b Now write a description of your ideal bedroom.

You can ask students to do this exercise or complete it for homework. Students write a short

paragraph about their ideal bedroom completing the text and following the model.

Follow up

Ask students to exchange their work with a partner or in small groups and read each other's writing.

Culture

Houses around the world

Look at the photos with the class and elicit the things they can see in them. Ask students (in L1) if they have ever seen any of these houses before and if not, to guess in which country they can find them. Find out if anyone knows the meanings of any of the words. Ask students to try to work out the meanings of the new words by looking at the context and at the pictures. Explain the meaning of words they cannot guess.

Read the texts and match them to the correct photo.

Tell students to work with a partner or in small groups. They should read each text carefully, and then match it to the photo. Check answers.

Key

a d b c

Complete the sentences.

Do the first sentence aloud with the class as an example. Allow them to work with a partner. Check the answers.

Key

- | | |
|-----------|-----------|
| 1 are | 5 kitchen |
| 2 message | 6 on |
| 3 rain | 7 from |
| 4 room | 8 solar |

MORE! Online Action Box

Now ask your students to do the online listening and quiz and to write their text for the journal.



Go to www.cambridge.org/elt/more for extra CULTURE

Extra Reading

Story time



The story has also been recorded so you and your students can listen and read it at the same time if you prefer.

Ask students to read the text. Ask them questions about it (in L1) to test comprehension. Example questions:

Why are they going to Berlin? (a lot of dogs are missing)

How many dogs went missing? (fifty)

Are they common dogs? (No, they are expensive show dogs.)

Where do they go first? (to the Berlin dog show)

How many dogs took part in the show? (only one)

Who does it belong to? (Dr Wolfgang)

Where do the detectives go? (to Dr Wolfgang's house)

What do they find? (all the stolen dogs)

Why did Dr Wolfgang steal the fifty dogs? (He wanted his dog to be the only one in the show.)

Have a discussion with students: Have they got a pet? Do they like pets? Why, or why not? What pets do they like?

UNIT 4 Is he French?

Aims and objectives

SB pp. 44–53

In this unit, students will learn:

- have got
- the article *a / an*
- parts of the body
- countries and nationalities
- to talk about nationality
- to describe people
- to talk about possessions

WARM UP

Look at the photo with the class and ask and answer questions. Remember that for the time being, some of these questions will have to be asked and answered in L1: *Where are the characters?* (in a square/outside a shopping mall/ in the street) *Who are near the boy?* (Kelly and Joe) *Who are they looking at?* (a boy) *What is he wearing?* (a football team's shirt) *Who is the boy?* (Ask students to guess)

37
CD1

1 Listen and read.

Play the recording. Get students to follow in their books and check their answers to the questions in the warm up. Ask some general questions to check comprehension and to revise prepositions:
Why does Kelly want a photo with the new boy? (she thinks he is Jerome Brunel)
Who is Jerome Brunel? (a football star)
Is the boy Jerome Brunel? (no, he isn't)
What is the new boy's name? (Dave)
Why is he wearing a football team's shirt? (because it's his favourite team's)

Audioscript

See SB1, page 44

Ask students to work in groups of three and practise the conversation. Ask one or two groups to perform their conversations for the class.

Dialogue work

2 Read the dialogue again and correct the mistakes in the sentences below.

Read the first sentence with the class as an example. Ask students to do the exercise with a partner. Check answers.

Key

- Dave has got dark hair.
- His eyes are blue.
- He's tall.
- He's got a football shirt.
- She hasn't got a camera.

Talking about nationalities

38
CD1

3 Match the flags to the nationalities, then listen and check.

Draw students' attention to the flags, the countries under each and to the nationalities next to the empty boxes. Do the first matching together to make sure they know what to do. Ask students to work with a partner to complete the task. Play the recording. Ask students to listen and check their answers.

Play the recording again. Ask students to repeat the countries and nationalities referring to their books at the same time.

Audioscript

- Jamaica – Jamaican
- France – French
- Brazil – Brazilian
- Switzerland – Swiss
- The USA – American
- Turkey – Turkish
- China – Chinese
- Italy – Italian
- Sweden – Swedish
- Britain – British

Key

a 3 b 7 c 10 d 5 e 9 f 2 g 4 h 6 i 1 j 8

Follow up

As a follow up, say a country and ask students to provide the nationality. Eventually you may do the opposite: provide the nationality for students to provide the country.

4 Look at the photos of these Olympic Champions and say where you think each person is from.

Draw students' attention to the pictures of the Olympic Champions. Demonstrate the role play with a student. Point to the British runner in the picture as you read the dialogue aloud. Ask two students (or role play the dialogue with a student yourself) to demonstrate how they make the second dialogue:

A *Where's number 2 from?*

B *I think she's from Italy. She's Italian.*

A *That's right.*

Ask students to work with a partner to do the task. Monitor them as they work, making sure they are using the pronouns *he* and *she* correctly. Check also that they use the country and nationality words correctly. Ask students to present different dialogues to the class, as a way of checking answers.

Key

- 2 She's from Italy. She's Italian.
- 3 He's from Jamaica. He's Jamaican.
- 4 He's from China. He's Chinese.
- 5 He's from the United States. He's American.
- 6 He's from Switzerland. He's Swiss.

5 Work in pairs. Think of some other famous sportspeople and describe them.

Ask two students to read the parts of A and B in the dialogue. Model the dialogue with a student to make sure students know what to do. Then, working with a partner, tell them to do their own dialogues following the guidelines. Monitor the pairs. Ask several pairs to do their dialogues to the whole class.

Follow up

Do a countries and nationalities quiz. Write all the nationalities students know on small pieces of paper, fold them up and put them on your desk. Divide the class into two teams: A and B. A student from team A comes to the front, picks up a piece of paper and asks, *Where do French people come from?* A student from team B has to answer *France*. Other possible questions are *Where do they speak Chinese?* / *Where do Italian people live?* Teams A and B alternate asking and answering the questions. Award one point for each correct question and each correct answer.

Vocabulary

Parts of the body

39
CD1

1 Look at the picture and circle the correct labels. Listen and check.

Say the words and ask students to repeat. Explain that you want students to circle the name of each part of the body that they hear. Then play the recording. Check answers with the class. To get students to use the vocabulary, ask *What's number 2?* etc.

Audioscript

Key

- | | | |
|---------|------------|---------|
| 1 hair | 6 ear | 11 arm |
| 2 nose | 7 mouth | 12 hand |
| 3 teeth | 8 shoulder | 13 foot |
| 4 head | 9 fingers | |
| 5 eye | 10 leg | |

Tip

Call students' attention to the irregular plurals of **tooth** and **foot**. Ask them for other irregular plurals they know (children, men, women).

2 Work in pairs. Point to parts of your body. Your partner says the correct word.

Ask students to work with a partner and say one of the parts of the body in the picture. Their partner has to point to that part of their own body. Do an example with the class first. Say, *shoulder* and get

a student to point to his/her shoulder. Then ask the student to say a different part of the body. Point to that part of your own body. Students can now play the game with a partner.

Describing people

40
CD1

3 Listen and point.

Play the recording. Ask students to listen and point to the correct picture. Play it again for students to repeat.

Audioscript

Speaker short, straight, blonde hair
old, short and plump
glasses
blue eyes
young, tall and slim
brown eyes
long, dark, curly hair

4 Work with a partner. Describe someone in the class. Guess who it is.

Go through the example dialogue with the class. Ask students to work with a partner and describe a member of the class without telling their partner which person they are thinking of. Their partner has to guess who it is. Ask several pairs to present their dialogues to the class as a way of checking answers.

Follow up

Ask students to play the same game as in exercise 4, using well known actors or band musicians. You may play the game dividing the class in two teams or having the whole class guess the person you are thinking of.

Communication

Sounds right /h/

41
CD1

5 a Listen and repeat.

Play the recording. Students listen and repeat.

Audioscript

See SB1, page 47

42
CD1

b Listen and repeat.

Play the recording. Ask students to repeat the sentences, paying attention to the /h/ consonant.

Audioscript

See SB1, page 47

Describing people

43
CD1

6 a Work in pairs. Listen and repeat.

Play the recording. Ask students to repeat. Then, in pairs, they redo the dialogue.

Audioscript

See SB1, page 47

b Now talk about other students in your class.

Go through the example dialogue with the class. Ask students to work with a partner asking and answering similar questions about other students in the class. Ask several pairs to present their dialogues to the class as a way of checking answers.

Talking about possessions

7 Interview three other students in your class about possessions and tick the things they have got. Then tell the class.

It may help to read through the table with the class, so that they can predict the kind of words they are going to need to fill in the gaps. Students complete the table with other possessions. Model the first question and answer with a student. Students work in groups of four asking and answering the questions. Ask several pairs to demonstrate their questions and answers to the class as a way of checking that they have understood the task and are using the language correctly. Ask several students to present the result of their questionnaire to the class.

8 Work in pairs. Ask and answer about other things you have got like pets, a mountain bike etc.

Draw students' attention to the speech bubbles. Ask them to suggest ways to complete each question. Then put them with a partner to do the question and answer activity. Monitor them as they work. Ask several pairs to demonstrate their dialogues to the class.

Grammar

have got

1 Look at the dialogue on page 44 and complete the table below.

Read through the dialogue on page 44 again with the class. Ask students to complete the table. Do the first one with them as an example. Call students' attention to contractions and word order in questions. Check the answers.

Key

1 has 2 Has 3 haven't 4 has

2 Complete the sentences with the positive short form of *have got*.

Do the first sentence with students as an example. Ask students to do the task with a partner if you feel they need help. Check answers by asking students to read full sentences, and make sure they use the contraction correctly.

Key

1 's got 3 've got 5 's got
2 've got 4 's got 6 've got

3 Look at the picture of the pirate. Circle the correct verb.

Ask students to look at the picture and circle the correct form of *have got*. Allow them to check their answers in pairs before checking with the whole class.

Key

1 He hasn't got 4 He's got
2 He's got 5 He hasn't got
3 He hasn't got 6 He hasn't got

4 Circle the correct word.

Ask students to circle the correct question word, comparing their answers with a partner before a whole class check.

Key

1 Have 3 Have 5 Have
2 Has 4 Has 6 Has

5 Match the questions and answers.

Do the first match with the whole class as an example. Ask students to work matching questions and answers in pairs. Ask pairs of students to read the questions and the answers aloud to check with the class.

Key

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

Follow up

Put some classroom objects in a large opaque bag. Take out an object, hide it behind your back and get students to ask you *Have you got a...?* until they guess what it is. Ask the student who guesses the correct object to take your place and pick an object out of the bag.

The article a / an

6 Look at the dialogue on page 44 and complete the table.

Read through the dialogue on page 44 again with the class and complete the Grammar box.

Key

1 a 2 an

7 Look at the table above and complete the rule.

Elicit the rule from students: use *a* before a noun beginning with a consonant and *an* before a noun beginning with a vowel. Ask students to complete the rule.

Key

1 a 2 an

8 Reorder the words and write sentences and questions.

Read the example with the whole class. Remind students to start the sentences with a capital letter. Allow them to work with a partner if they need help. Check by asking students to read out their sentences.

Key

- 2 There is a dog in the garden.
- 3 My father is a teacher.
- 4 We live in a small house.
- 5 Has he got an apple?
- 6 Have you got a bike?

9 Circle the correct word.

Students do the exercise individually. Check by asking students to read out their sentences.

Key

1 a 2 a 3 a 4 a 5 an 6 an

10 Circle the correct word or phrase.

Ask students to complete the task with a partner or individually, before a whole class check.

Key

- | | | |
|-----------------|-------------------|-------------------|
| 1 A Have | 3 A Has | 5 A Have I |
| 2 B has | 4 A hasn't | 6 A Has |

11 Complete the dialogue.

Ask students to complete the task with a partner or individually. Check by asking a pair of students to read the dialogue aloud.

Key

1 Have / got 2 a 3 have 4 Is 5 it's 6 've

Follow up

Students create a similar dialogue about other possessions. Tell them to use the vocabulary they used in exercise 7 on page 47.



Now do CYBER HOMEWORK 4a
www.cambridge.org/elt/more

Skills

Reading

WARM UP

1 Read the text and complete the profiles on the right.

Ask students to work in pairs completing the profiles. Check with the class.

Key

Picture 1: 1 Gunilla 2 Swedish 3 blonde 4 15

Picture 2: 1 Flavia 2 Brazilian 3 black 4 brown

Picture 3: 1 Riccardo 2 Italian 3 short 4 glasses
5 16

Picture 4: 1 Mark 2 British 3 curly 4 green

Listening



2 Listen to these interviews and complete the table below.

Play the recording through. Play it again stopping after each bit of information to give students time to complete the questionnaire. Check answers with the class.

Students work in groups of three to complete the table for each other. Ask several students to read the result of their questionnaires.

Audioscript

- A** Lizzy. I've got a questionnaire to complete for a school project. It's called 'Finding out about people'. Can I ask you some questions?
- B** Well, OK, then Ben.
- A** OK, the first question is: How old is this person? OK, how old are you? 15?
- B** No, I'm not 15! I'm 16. I'm your sister, Ben – that's terrible!
- A** OK, sorry, sorry. You're 16. And you've got blue eyes and blonde hair.
- B** Correct!
- A** And you're tall and umhh.... plump?
- B** I'm not tall and plump. I'm tall and slim!! Ben!!
- A** OK! OK! Sorry, sorry!! Tall and slim. And you've got two brothers, me and Mark.
- B** Correct.
- A** And you've got a pet, well, we've got a pet dog, Max.
- B** Correct.
- A** What's your favourite colour?
- B** What's my favourite colour? I haven't got a favourite colour! Well, OK- green.
- A** Green? Ewwh!!
- B** Well, OK- blue – yes, blue's my favourite colour.
- A** OK- blue. Who's your favourite singer?
- B** My favourite singer? I've got lots of favourite singers but my favourite, favourite is probably Robbie Williams.
- A** Robbie Williams? He's terrible!!
- B** No, he isn't. He's great! I love him.
- A** OK, Robbie Williams – what a terrible answer!
- B** Is that all, Ben? Because I've got some great Robbie Williams' music to listen to now.
- A** Yes, that's all – thank goodness!!
- A** Tom, Can I ask you some questions for this questionnaire?
- C** Yes, sure.
- A** Name Tom Brooks. And, how old are you?
- C** I'm 14, like you.
- A** OK and you've got brown eyes and brown hair.
- C** Correct.
- A** And you're quite short but slim.
- C** Slim, really? Great, thanks!
- A** And have you got any brothers or sisters?
- C** I've got two sisters - Meg and Sue.

- A** OK. And have you got any pets?
- C** Yes, we've got a cat called Kate.
- A** Kate? That's a strange name for a cat!
- C** Yes, it is!! It's my mother's favourite name!
- A** And, what's your favourite colour?
- C** Well, you know that – red! My favourite team is Arsenal and that's their colour!
- A** Ahh yes! And who's your favourite singer and don't say Robbie Williams.
- C** No way!! My favourite singer is Bruno Mars – he's cool!!
- A** Yes, he's great! Thanks, Tom!!!

Key

Name	Lizzy Reed	Tom Brooks
Age	16	14
Colour of eyes	blue	brown
Colour of hair	blond	brown
	tall/slim	short/slim
Brothers or sisters?	2 brothers- Ben and Mark	2 sisters – Meg and Sue
Pet?	Dog- Max	cat- Kate
Favourite colour	blue	red
Favourite singer	Robbie Williams	Bruno Mars

Speaking

- 3** **Work in pairs and describe a famous person to your partner. Your partner can ask you three more questions about him or her and then they guess the name!**

Ask two students to read parts A and B. Role play the activity with the class if you think they need more practice or for a more controlled activity. Divide the class into pairs and have them do the activity. Monitor the pair work. Ask different pairs to do their guess work for the class.

Writing

A profile

- 4** **Complete this profile of a best friend with the words below.**

Ask students to complete the task with a partner or individually. Check by asking students to read the profile aloud.

Key

- | | |
|-----------|---------------------|
| 1 Lucy | 5 slim |
| 2 twelve | 6 green |
| 3 British | 7 orange |
| 4 London | 8 Manchester United |

Tip

Read the tip with the whole class.

Follow up

Have a short dictation. Call out common and proper nouns and ask individual students to come to the front and write them. You can also set this up as a team competition.

5 Now write your own profile for a best friend.

This exercise can be completed for homework. Students use the description words they know, to write a short description of their best friend following the model sentences given. Ask students to exchange their work in pairs or small groups and read each other's writing.

DVD

The Story of the Stones 2 Don't worry—it's me!

Ask some questions to recapitulate the story. Throughout, you may have to ask the questions in L1 and allow your students to answer in L1: *What is the story about?* (three magic stones) *Who had the stones?* (Sunborn) *Who wants the stones?* (Evil / Darkman) *Who found the stones?* (Sarah, Emma and Daniel) *Where did they find them?* (at the beach) *How long ago did the stones disappear?* (one thousand years ago) *Why does Darkman want the stones?* (they have the power of the Universe). Play the DVD. Ask *How does Sarah feel?* (bored). *What does Sarah do?* (she rubs the stone) *What happens to Sarah?* (she changes into an eagle) *Who does Sarah chase away?* (Darkman) *Does Emma recognise Sarah?* (no) *What has Emma*

done with her stone? (she has thrown it away) *What happens when Emma rubs her stone?* (she becomes a tiger).

Once you are satisfied students have got the gist of the story, ask them to look at the pictures on page 51. Ask *Who can you see in picture 1?* (Darkman and Sarah) *What does Sarah do?* (she chases Darkman away) *How does Emma look?* (surprised) *What has Sarah got?* (her green stone).

Students do the task in pairs. Check with the class. Discuss the reasons for their choices (you may have to do this in L1).

Watch Episode 1 and match the pictures and the phrases.

Key

2 3 1



Go to www.cambridge.org/elt/more for DVD exercises and CYBER HOMEWORK 4b

CLIL Geography Continents and nationalities

1 Read the key facts! and match the continents and letters from the map below.

Draw students' attention to the key facts! Ask questions to check that they understand the new vocabulary: *How many continents are there?* *How many Poles are there?* *Is the North Pole a continent?* Ask students to write the correct letter next to the continents. Check with the whole class.

Key

a America b Europe c Africa d Asia
e Australasia f Antarctica

2 a There are many countries in each continent. In which continent do you think these countries are? Discuss your answers with a partner.

Ask two students to read parts a and b. Allow students to work with a partner or in small groups to try to work out where each country is.

b Now check your answers on a map.

In pairs, ask students to find each country and check whether their answers were right or wrong.

Key

Japan – Asia	New Zealand – Australasia
Morocco – Africa	Brazil – America
Germany – Europe	Canada – America
Nigeria – Africa	India – Asia
Spain – Europe	Argentina – America

c Look at the nationality words below and complete the sentences. Then check with a partner.

Read the words in the box with the whole class. Read the example with the class. Students work individually completing the sentences. Allow them to check with a partner before checking with the whole class.

Key

2 New Zealanders	5 German	8 Spanish
3 Moroccan	6 Canadian	
4 Brazilian	7 Indian	

3 Now circle the continent and country you are from on the map and complete the sentence.

Students work individually. Ask them to read their sentences aloud to check with the whole class.

WEBQUEST

Students can do this exercise for homework. Encourage them to bring photos and maps of the countries they have chosen. Ask individual students to present their results to the class.

Go to www.cambridge.org/elt/more for extra CLIL

Check your progress 2

Units 3 and 4

Key

1

1 small	4 good
2 late	5 new
3 friendly	6 unhappy

2

1 British	4 Italian
2 French	5 Swiss
3 Chinese	6 American

3

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

4

- 1 I've got two brothers.
- 2 She hasn't got a garden.
- 3 Has he got a new car?
- 4 They have got a computer.
- 5 Have you got green eyes?

5

1 Has / got	Yes, he has.
2 Have / got	No, they haven't.
3 Have / got	Yes, I have.
4 Has / got	Yes, she has.
5 Have / got	Yes, I have.
6 Has / got	No, it hasn't.

6

- 1 She hasn't got a big dog.
- 2 They haven't got a mobile phone.
- 3 I haven't got black hair.
- 4 You haven't got a sister.
- 5 We haven't got a new DVD.
- 6 Dad hasn't got blue eyes.

7

1 Whose	5 've got
2 hasn't got	6 Whose
3 Have/got	7 They're
4 have	

8
Student's answers.

Go to www.cambridge.org/elt/more for MORE! training

Aims and objectives

SB pp. 54–63

In this unit, students will learn:

- present simple
- spelling 3rd person singular
- adverbs of frequency
- words for food / in a restaurant
- to make and reply to offers and requests
- to talk about favourite food

WARM UP

Look at the photo with the class and ask questions about it. Remember that for the time being, some of these questions will have to be asked and answered in L1: *Where are Leah and Adam?* (in a café) *What is Leah eating?* (chips) *What is Adam eating?* (a hamburger) *What's on Leah's plate?* (a salad) *What do you think they are talking about?* (food) *How does Adam look?* (surprised)

45
CD1

1 Listen and read.

Play the recording. Ask students to follow in their books and check their answers to the questions in the warm up. Ask some general questions to check comprehension:

What does Leah want for lunch? (an egg salad and some water)

What does Adam want for lunch? (a cheeseburger, chips and a coke)

Does Leah eat chips? (no, never)

Does Adam eat salad? (no, never)

Does Leah eat salad every day? (probably)

What does Leah eat every day? (healthy food)

Does Leah like her salad? (yes)

Why is Adam surprised? (because Leah's eating his chips)

Audioscript

See SB1, page 54

Ask students to work in groups of three and practise the conversation.

Ask one or two groups to perform their conversations for the class.

Dialogue work

2 Circle T (True) or F (False) for the sentences below.

Do the first sentence with the class as an example. Ask students to do the task with a partner. Check answers.

Key

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

3 a Read the dialogue on page 54 again and complete the dialogue below.

Ask students to read the dialogue on page 54 with a partner. Then ask them to complete the dialogue by filling in the gaps without looking back. Ask two students to role play the dialogue while the others check their answers.

Key

1 cheeseburger 2 chips

b Act out other dialogues using different foods.

Students work with a partner acting out the dialogue and substituting the food items with others of their choice, e.g. fish and chips / sausages and eggs, carrots / beans /salad, ice cream / fruit. Ask some pairs to read their dialogues for the class to check.

Key

Student's answers.

Replying to offers

46
CD1

4 Listen and circle the words you hear.

Do the first item as an example. Play the recording and ask them to circle the words or expressions they hear. Elicit from them the polite way to offer (*Would you like...?*) accept or refuse something

that is offered (*Yes, please / No, thanks*). Play the rest of the recording giving students time to circle the words they hear. Check answers.

Audioscript **Key**

- 1 **Waitress** Would you like an apple?
- Adam** No, thanks.
- 2 **Waitress** Would you like an orange?
- Adam** Yes, please.
- 3 **Waitress** Would you like a sandwich?
- Adam** Yes, please.
- 4 **Waitress** Would you like a yoghurt?
- Adam** No, thanks.

Follow up

Ask students to work with a partner this time circling the food they like / don't like and offering, accepting or refusing depending on whether they like the food offered or not.

Talking about favourite foods

47
CD1

5 Listen and tick (✓) the food you hear, then talk about Kate and Mark.

Play the recording for Kate and ask students to tick the food Kate likes. Do the same with the recording for Mark. In pairs students make sentences about the food Kate and Mark like and the food they always eat. Ask different pairs to say their sentences for the class to check.

Audioscript **Key**

Speaker Kate is a healthy eater. She likes fruit and vegetables. She eats a banana or an orange every day and always has a salad for lunch and vegetables like carrots and spinach with her meals.
Mark is not as healthy. He likes fast food like hamburgers and pizza. But, he always eats fruit like oranges or grapes after lunch. He also likes fish and chicken and does a lot of exercise.

Follow up

Ask students to work in groups of three. They can use the vocabulary to role play a waiter and the clients at a restaurant. Make similar question and answer dialogues to those in exercise 3: *Can I have...? / Would you like ...? / Yes, please / No, thanks.*

Vocabulary
Food

48
CD1

1 Listen and repeat.

Focus on the words under the pictures. Play the recording and ask students to repeat.

Audioscript

See SB1, page 56

2 Write the words from exercise 1 in the correct category.

Ask students to name a drink from the list of words in exercise 1 (orange juice / coffee / tea / milk). Then ask them to name a vegetable, etc. Ask them to write the five words from exercise 2 in their notebooks as headings in a table, and to write the words from exercise 1 below the correct category heading. Draw the table on the board and ask students to come to the front and complete the table for the class to check.

Key

Drinks	Vegetables	Fruit	Meat	Others
tea, milk, coffee, orange juice	onions, potatoes, spinach, carrots	cherries, oranges, grapes, apples,	fish, chicken, sausages	egg, rice, bread

49
CD1

3 Write the numbers next to the correct word, then listen and check.

Students work in pairs writing down the number of each item next to the correct word. Play the recording to check answers with the class.

Audioscript **Key**

1 bottle	5 fork	3 spoon
4 knife	7 plate	6 napkin
8 tablecloth	2 glass	9 cup and saucer

Follow up

To get students to use the vocabulary, ask *What's number 2? etc.*

Communication

Sounds right /ɪ/ and /i:/

50
CD1

4 a Listen and repeat.

Play the recording. Ask students to listen and repeat each word, paying attention to the differences between /ɪ/ and /i:/.

Audioscript

See SB1, page 57

51
CD1

b Listen and repeat.

Play the recording. Ask students to listen and repeat each sentence, paying attention to the differences between /ɪ/ and /i:/.

Audioscript

See SB1, page 57

Talking about what you eat

5 a Complete the questionnaire.

Ask students to complete the questionnaire for themselves. Have some students talk about how often they eat the food they like for a whole class check.

Read the classification between foods and drinks which are good and which are not good to eat.

Ask students to say whether they think their diet is healthy or not.

b Discuss your answers with a partner.

Ask two students to read the parts of A and B.

Students work in pairs doing a similar dialogue using the vocabulary they have learnt in the lesson. Have some pairs present their dialogues to the class for a whole class check.

6 Write and say what you eat for: breakfast, lunch, dinner.

Students work individually completing the exercise. Then, they check their answers with a partner before doing a whole class check.

Follow up

Set up a chain around the class. The first student says *I often eat... What about you?* The second student answers and asks a third student, and so on.

Grammar

Present simple

Positive

1 Read the examples and complete the table.

Read through the examples in the grammar box with the class. Ask students to complete the table. Check the answer. Elicit the rule: the verb takes "s" for the third person singular.

Key

1 loves

2 Circle the correct word.

Ask students to circle the correct form of the verb, comparing their answers with a partner before a whole class check. Refer them to the grammar box if necessary.

Key

1 wash	5 studies
2 loves	6 watch
3 hate	7 go
4 teach	8 takes

Spelling

3rd person singular

Notice the spellings. Read through the examples in the box with the class. Elicit the rules for spelling of 3rd person singular *after* studying the examples.

1- **verbs ending in a sibilant consonant:** -x, -s, -sh, -ch - add 'es' e.g. *fixes, fetches* etc.

2- **verbs ending in a vowel sound:** *do, go* - add 'es' e.g. *does, goes*

3- **verbs ending in consonant y:** omit the y add 'ies' e.g. *hurries, carries*.

3 Complete the third person form of these verbs. Use the Present simple.

Read the example with the whole class. Ask students to complete the other verbs, comparing their answers with a partner before a whole class check. Refer them to the grammar box if necessary.

Key

- | | | |
|----------|----------|------------|
| 2 works | 6 mixes | 10 studies |
| 3 tidies | 7 cries | 11 plays |
| 4 goes | 8 does | 12 watches |
| 5 likes | 9 passes | |

4 Reorder the words and write sentences in the Present simple.

Ask students to put the words in the correct order to make sentences. Read the example with the class. Ask students to do the task, with a partner if you feel they need help. Remind them that sentences start with a capital letter, which will help them to decide which word comes first. Check answers by asking students to read their sentences aloud.

Key

- 2 My parents spend their holidays in France.
- 3 His brother goes to work at eight o'clock.
- 4 She wears that T-shirt to school every day.
- 5 They play football with their friends in the park on Sundays.

Adverbs of frequency

5 Read the examples and complete the rule.

Read through the information box with the class. Elicit the rule about the position of frequency adverbs in the sentence: before the verb (e.g. *I often go to the cinema.*) but after the verb *to be* (e.g. *I am usually hungry.*).

Key

1 before 2 after

6 Write the words in the correct place on the scale.

Read the information box with the class. Make sure students understand that the adverbs of frequency have been entered in descending order: *always* means 100% of the time, *usually* means about 80 – 90 % etc. Check answers by asking students to read their sentences aloud.

Key

- | | |
|-------------|-----------|
| 1 never | 4 usually |
| 2 sometimes | 5 always |
| 3 often | |

7 Reorder the words and write sentences.

Remind students of the place of frequency adverbs in the sentence. Do the first sentence with the whole class as an example. Ask students to do the task with a partner if you feel they need help. Check answers by asking students to read their sentences aloud.

Key

- 1 I never eat beef.
- 2 She's always hungry.
- 3 I always take an apple to school.
- 4 He's usually late for school.
- 5 They sometimes go to a restaurant.
- 6 She often goes to the cinema on Sundays.
- 7 I never do homework on Saturdays.
- 8 We are usually at school on Mondays.

8 Write the sentences correctly using the words in brackets.

As before, remind students that adverbs go before the main verb (e.g. *I often go to the park to play.*) but after the verb *to be* (e.g. *I am usually tired after school.*) Show them what to do by going over the first sentence as a class. Elicit the correct sentence: *We sometimes go to a restaurant.* Ask students to do the rest of the exercise, comparing answers with a partner before a whole class check.

Key

- 1 We sometimes go to a restaurant.
- 2 He never eats fish.
- 3 I usually eat curry on Sunday.
- 4 I'm never hungry in the morning.
- 5 She always eats bananas.

Follow up

Ask students to make sentences about themselves, their friends and family using the adverbs of frequency they have learnt: give them the sentence beginnings and ask them to complete them. If they need help, prompt them by asking a follow-up question: *My mother always ... (What does she always do in the morning?) I never ... (What do you never eat?) My friends often ... (What do they do at the weekends?) My English teacher sometimes ... (When does she sometimes give you homework?)* etc.

➔ **Now do CYBER HOMEWORK 5a**
www.cambridge.org/elt/more

Skills Reading

WARM UP

Ask students to look at the title and the pictures without reading any of the text. Remember that the use of L1 to ask and answer the questions is allowed. Ask them where they think the texts come from—a newspaper article? a magazine? a novel? a

website? (a magazine). Ask them what they think the texts they are going to read are about (healthy food / healthy eating). Ask them for examples of very healthy, healthy and unhealthy food.

1 Read the texts and write: *unhealthy, healthy or very healthy* under them.

Ask students to read the text. Then ask general questions to check comprehension:

What does Max usually eat for lunch? (a burger and chips)

What's Richard's favourite dish? (fish pie)

What does Katy usually have for lunch? (vegetable soup or chicken with salad)

What does Eva never have on her toast for breakfast? (butter)

What do Olga and her family often have for dinner? (meat or chicken with vegetables and potatoes)

Or ask students the following:

Find a person who never eats vegetables. (Max)

Who doesn't like spinach? (Olga and Max)

Who always has an egg for breakfast? (Eva)

Who usually drinks water? (Richard and Katy)

Find a person who doesn't like red meat. (Katy)

Who hates fizzy drinks? (Katy)

Find a person who never drinks water. (Max)

Ask students to work in pairs discussing who eats the healthiest food. Check with the class.

Key

Max: unhealthy

Richard: healthy

Katy: very healthy

Eva: very healthy

Olga: healthy

2 Now circle the correct words.

Students read the text and circle the correct words. Ask them to check their answers in pairs before checking with the class.

Key

- | | | |
|----------|---------|----------------|
| 1 always | 3 never | 5 twice a week |
| 2 hates | 4 often | |

3 Circle T (True) or F (False).

Students read the text and decide if the sentences are true (T) or false (F). Ask them to check their answers in pairs before checking with the class.

Key

1 T 2 T 3 T 4 F 5 T

Follow up

Ask students to make more T/F sentences about the texts to ask a partner.

Listening and speaking

WARM UP

Draw students' attention to the words in the first column of the table. Ask how often they eat this food.

52
CD1

4 Listen to the students below, then listen again and complete the table with the correct adverb of frequency.

Play the recording. Students listen to the recording and complete the table. Play the recording again for students to check their answers in pairs.

Audioscript

Interviewer What do you usually have for lunch Sarah?

Sarah Well, I don't eat meat. I never have meat. I usually have salad, and I sometimes have chips. Then, I usually have fruit. I never have cake. I don't like it.

Interviewer What about you, Ben?

Ben Well, I hate salad. I never have salad. I usually have burger and chips. I sometimes have vegetables. I'm always hungry so I often have ice cream and cake for dessert.

Interviewer What about you, Chris? Are you hungry at lunchtime?

Chris Yes, I am. I love fish. I usually have fish. I don't like potatoes. I never eat chips. I always eat rice. I always

eat vegetables too. My favourite vegetable is spinach. I often eat fruit for dessert.

Key

	Sarah	Ben	Chris
chicken			
meat	never		
burger		usually	
chips	sometimes	usually	never
salad	usually	never	
vegetables		sometimes	always
fruit	usually		often
ice cream		often	
rice			always
fish			usually
cake	never	often	

5 Now ask a friend about what they eat.

Ask two students to read parts A and B. Then, in groups of four, students take turns to ask and answer questions about what they eat for breakfast, lunch and dinner and write down their partners' answers.

Check answers by asking students to say out loud how often they eat a certain food. Then, tell them to say how often their partners do it, so that they practise using the 3rd person singular form of the verbs.

Writing

A short text

6 Complete the paragraph for yourself. Use adverbs of frequency.

This exercise can be completed for homework. Ask students to use the food and drink words they have learnt in this unit, and the adverbs of frequency and write a short description of their eating habits, following the model text given. Ask students to exchange their work in pairs or small groups and read each other's writing



Now do **CYBER HOMEWORK 5b**
www.cambridge.org/elt/more

Culture

School in England

Look at the photos with the class and elicit the things they can see in them. Ask students (in L1) in what way what they see is similar or different to what they would see in their schools. *Do they wear uniforms at school? Until what form do they wear uniforms? Do they do sports at school? What sports do they do? Are there school canteens? Are there private schools?*

Ask students to read the data box and ask some questions to check comprehension:

At what age does primary school begin in England? At what age does secondary school begin? At what age does secondary school end? What can you do when you are 16?

Students read the rest of the text. Ask students to try to work out the meanings of the new words by looking at the context and at the pictures. Explain the meaning of words they cannot guess. Ask general comprehension questions: *What meals do they have at the school canteen? What sports do they play at school? Are public schools free in England? Is this similar or different from your country?*

Work in pairs and answer the questions.

Tell students to work with a partner reading the text carefully, and answering the questions. Check answers.

Key

1 Students' own answers.

MORE! Online Action Box

Now ask your students to do the online listening and quiz and to write their text for the journal.



Go to www.cambridge.org/elt/more for extra CULTURE



Extra Reading

Story time

The story has also been recorded so you and your students can listen and read it at the same time if you prefer.

Ask students to read the text. Explain some of the key words: *treasure, minisub, bridge, someone vs. something.*

Ask students to read the text. Ask them questions about it, or get stronger students to make up questions to test comprehension. Ask them questions about it (in L1) to test comprehension. Example questions:

Why are they going to Athens? (to look for a ship under the sea)

What happens every time they send down a minisub? (it never comes back)

What do the detectives do? (They go down in the minisub)

Can they see the ship? (Yes.)

What do they see when they come near the ship? (a huge octopus / a monster octopus)

Why do the minisubs disappear? (because the octopus catches them)

What do the detectives do? (they shoot at the octopus)

Do they kill it? (no, they catch it in a net)

Ask students to suggest how the story goes on.

What do they find inside the ship? Put them into pairs, and ask them to act out the whole story, with their ending as well.

Aims and objectives

SB pp. 64–73

In this unit, students will learn:

- present simple (negative and questions)
- object pronouns
- words for daily activities
- to ask and tell the time
- to talk about routines

WARM UP

Look at the photo with the class and ask some questions. As usual, remember that some of them will have to be asked and answered in L1: *Who can you see in the picture?* (Joe, Adam and Mr. Jones) *Where are they?* (at school / in the classroom) *Who's next to Joe?* (Adam on one side and Mr. Jones on the other) *Is Mr. Jones happy?* (no) *Why do you think he's angry?* (because Joe's sleeping in class)

54
CD1

1 Listen and read.

Play the recording. Get students to follow in their books and check their answers to the questions in the warm up. Ask some general questions to check comprehension:

- Why is Joe sleeping in class?* (he's tired)
- Why is he tired?* (he goes to bed too late)
- Why does he go to bed so late?* (because he watches TV and plays computer games)

Audioscript

See SB1, page 64

Ask students to work in groups of two and practise the conversation. Ask one or two groups to perform their conversations for the class.

Dialogue work

2 Read the dialogue again and circle the correct answer.

Do the first sentence with the class as an example. Ask students to do the exercise with a partner. Check answers.

Key

- 1 tired 2 wakes up 3 goes to bed 4 doesn't
5 does

3 Work in pairs. Invent dialogues.

Read the example dialogue with the students, then demonstrate with other words. Students then work in pairs and ask and answer, following the model dialogue. Ask several pairs to do their dialogues to the whole class.

55
CD1

4 Listen and repeat the times.

Play the recording. Have students listen and repeat the times.

Audioscript

- a
A What's the time?
B It's 3 o'clock.
- b
A What's the time?
B It's five past three.
- c
A What's the time?
B It's ten past three.
- d
A What's the time?
B It's quarter past three.
- e
A What's the time?
B It's twenty past three.
- f
A What's the time?
B It's twenty-five past three.
- g
A What's the time?
B It's half past three.

- h
A What's the time?
B It's twenty-five to four.
- i
A What's the time?
B It's twenty to four.
- j
A What's the time?
B It's quarter to four.
- k
A What's the time?
B It's ten to four.
- l
A What's the time?
B It's five to four.

5 Work in pairs. Point to a clock and ask and answer about the times.

Play the recording. Ask students to repeat. Model the dialogue with a student. Then, students do their own dialogues with a partner, following the guidelines. Monitor the pairs. Ask several pairs to do their dialogues to the whole class.

Audioscript

See SB1, page 65

6 Say what you usually do at the times below.

Read the tip about am / pm with your students. Students answer the questions individually to the whole class.

Follow up

Set up a chain around the classroom. The first student points to one of the times in exercise 5 and asks *What do you usually do at...?* The second student answers and poses the question to a third student and so on. Stronger students can make sentences using other adverbs of frequency, e.g. *What do you never/sometimes/often do at...?*

Vocabulary
Daily activities



1 Listen and write the number of the correct picture next to the verb.

Draw students' attention to the verbs and phrases in the box. Check they understand the meanings of the phrases, by asking them to mime the actions, or translate them. Play the recording. Students listen and write the number of the pictures next to the verbs. Check answers.

Audioscript **Key**

- | | |
|---------------------------|-------------------------|
| 1 watch TV | 7 go rollerblading |
| 2 play football | 8 hang out with friends |
| 3 go shopping | 9 play computer games |
| 4 do homework | 10 read a book |
| 5 listen to music | 11 play the piano |
| 6 take the dog for a walk | 12 surf the web |

Sounds right!
Days of the week (revision)



2 Listen and repeat.

Play the recording. Ask students to listen and repeat.

Audioscript

See SB1, page 66

3 Work in pairs. Ask and answer.

Model the example dialogues with a student. Ask students to work with a partner asking and answering questions following the model. Ask several pairs to present their dialogues to the class as a way of checking answers.

Communication
Talking about routines

4 a Complete the questionnaire, then ask three other students.

Ask two students to read parts A and B. Students complete the questionnaire for themselves. Make groups of four. Students complete the

questionnaire asking and answering each others' questions.

b Talk about your answers with the class.

Model the task. Ask the groups to present their members' answers to the class.

Talking about time

58
CD1

5 Circle the correct words, then listen and check. Practise the dialogues in pairs.

Ask students to work in pairs to complete the task. Play the dialogues and give students time to check. Have a show of hands to see how many got all the answers correctly. In pairs, students practise the dialogues. Have some pairs do their dialogues to the class.

Audioscript **Key**

- 1
A What's the *time*?
B It's twenty-five to eight.
- 2
A It's half *past* three in the afternoon.
B Oh, no! I'm late!
- 3
A What time is it *in* London?
B It's 7 pm.
- 4
A Excuse me, what time is it?
B It's quarter *to* eleven.
- 5
A Is it *midday* now?
B Yes, it is. It's two minutes past twelve.
- 6
A What time is it, please?
B I don't know. I can't see the *clock*.

Follow up

Ask students to work in pairs. They draw times on clocks in their notebooks and ask *What do I usually do at four o'clock? What happens at four o'clock?* Their partners have to guess *You go back home. Or We have a gym class, etc.*

Grammar

Present simple

Negative

1 Look at the dialogue on page 64 and complete the table.

Students read the dialogue to find the missing word. They complete the table. Check the answer.

Remind students of the rule for the third person singular in the affirmative.

Elicit the rule for the negative:

Use *doesn't* + infinitive for the third person singular negative.

Use *don't* + infinitive for all other persons.

Key

1 don't

2 Circle the correct word.

Ask students to work in pairs circling the correct word. Check with the whole class.

Key

1 don't 2 don't 3 doesn't 4 play 5 know

3 Circle the correct negative form.

Ask students to circle the correct negative form, comparing their answers with a partner before a whole class check.

Key

1 doesn't 4 don't
2 don't 5 don't
3 don't 6 doesn't

4 Complete the text with the words below.

Read the words in the box with the whole class and do the first sentence as an example. Ask students to complete the text individually and to check their answers in pairs before checking with the class.

Key

1 live 5 makes
2 doesn't 6 doesn't

- 3 works 7 buys
4 cooks

Follow up

Divide the class into two teams: A and B. A student from team A has to produce a sentence in the affirmative, e.g. *Susan loves playing hockey*. The student from team B has to produce the negative form. Make sure they use the contraction *don't* or *doesn't* correctly. Award a point for each correct question or answer. To make the game more interesting, students can make incorrect statements about activities the members of the class do / don't do or like / don't like doing.

Present simple Questions and short answers

5 Look at the dialogue on page 64 and complete the table.

Students read the dialogue and complete the table. Check the answers. Remind students of the auxiliary we use for the negative. Elicit the rule for the interrogative:

Use *Does* + infinitive for the third person singular.

Use *Do* + infinitive for all other persons.

Elicit the rule for the short answers:

Use *Yes* + *pronoun* + *does* for the third person singular and

Yes + *pronoun* + *do* for all other persons in the positive.

Use *No* + *pronoun* + *doesn't* for the third person singular and

No + *pronoun* + *don't* for all other persons in the negative.

Key

1 Do

6 Circle the correct word.

Allow students to work with a partner if they need help. Check by asking students to read out the sentences.

Key

1 Do 2 Does 3 Does 4 Does 5 Do 6 Do

7 Write answers for the questions in exercise 6.

Students do the exercise individually. Allow them to check in pairs before checking with the whole class. Check by asking pairs of students to read out the questions and their answers.

Key

- 1 I do 4 she does
2 he doesn't 5 I do
3 he does 6 they don't

8 Write questions and answers.

Remind students to start the questions with *Do* or *Does*. Explain that a cross (×) means a negative answer and a tick (✓) means a positive one. Students work individually making questions and answering them. Allow them to check their answers with a partner, before a whole class check. Check by asking pairs of students to read out the questions and their answers.

Key

- 1 Do you know how to speak German? No, I don't.
2 Does Adriano speak English? Yes, he does.
3 Do the boys go to the sports centre at the weekend? Yes, they do.
4 Does your teacher explain everything? No, she doesn't.
5 Do your parents like computer games? No, they don't.
6 Does the lesson finish at 4 pm? Yes, it does.

9 Complete the sentences with *Do* or *Does*.

Ask students to complete the task with a partner or individually. Check by asking a pair of students to read the sentences aloud.

Key

1 Do 2 Does 3 Do 4 Does 5 Do

10 Now answer the questions above.

Students answer the questions for themselves. Check by asking individual students to read their answers aloud.

Key

Students' own answers.

Follow up

Set up a chain with the first student asking the second a question about their / their friends' and family's routines, likes and dislikes, e.g. *Do you like shopping? Does your brother play football? Do your parents go to restaurants?* Students answer using short answers.

Object pronouns

11 Complete the table with the words below.

Read through the pronouns in the grammar box. Students complete the table. Check answers.

Key

1 me	5 it
2 you	6 us
3 him	7 you
4 her	8 them

12 Circle the correct object pronoun.

Following the rules in the grammar box, students complete the task. Check answers.

Key

1 him 2 them 3 me 4 it 5 us

13 Complete the sentences with the correct object pronouns.

Ask students to fill in the correct pronoun. Allow them to check with a partner before a whole class check.

Key

1 him	4 him	7 me
2 her	5 them	
3 you	6 us	

Follow up

Play a pronoun game. Say the name of someone in the class, e.g. *Sandra*. Ask students to write down the corresponding pronoun, *him* or *her*. Other suggestions for words to call out: *the classroom / my house / the head teacher / your English teacher / Mum / Dad / my brother / Jennifer Aniston / Our class etc.* Check answers at the end of all the questions. The winner is the student with the most correct answers.



Now do **CYBER HOMEWORK 6a**
www.cambridge.org/elt/more

Skills Reading

WARM UP

Ask students to look at the title and the pictures without reading any of the text. Ask them what kind of information they think they might read in the text. Ask what kind of differences they think there will be in the daily routines of Bradley and themselves (in L1, if necessary). Ask them what they know about the fish in the photo. Students can then check their predictions during the reading.



1 Read the text and circle T (True) or F (False). Correct the sentences that are false.

Ask students to read the article. Then ask students to work in pairs to complete the task. Give them plenty of time for this. Check answers with the class.

Key

- 1 F – He lives in northern Australia.
- 2 T
- 3 F – He goes to school by bus.
- 4 T
- 5 F – He gets home at half past five.
- 6 T
- 7 F – Dinner's at seven.
- 8 T

Follow up

Ask students to work in pairs and draw times (taken from the article) on clocks in their notebooks. Their partners have to find, in the article, the activity that takes place at that time and say a sentence, e.g. (half past six = *Bradley gets up.* / ten past seven = *Bradley arrives at the bus stop.*)

Listening

59
CD1

2 Listen and circle the correct word(s).

Ask students to look at the picture. Ask them *What can you see? What does the girl play? Can you play the piano?* etc.

Play the recording through. Play it again stopping to give students time to complete the task. Ask students to check their answers with a partner. Ask them to read their answers aloud to check.

Audioscript

Kate Hi! I'm Kate and I live with my mum and dad and my brother, Matt. I go to school but my school is not a normal school. It is a music school. I play and study the piano for six hours every day because I want to play the piano professionally when I am older. In the morning, I usually get up at quarter past six and feed my dog and take him for a walk at half past six, then I practise the piano for an hour. We all eat breakfast together at half past seven, then Matt and I go to school with dad in the car. During the day, I have different lessons where I study music and performing. I also play the piano for other students who

are learning instruments like the violin or the flute.

I finish my school at half past five, come home, do my homework and then practise for another two hours. I usually go to bed at about ten.

Key

- | | |
|------------|-------------|
| 1 six | 4 half |
| 2 half | 5 five |
| 3 one hour | 6 two hours |

Speaking

3 Listen and repeat, then interview your partner.

Play the recording through. Play it again stopping to give students time to repeat. Ask students to work with a partner to do this dialogue. Give them time to do a new dialogue about themselves. Ask several pairs to do their dialogues aloud to check.

Audioscript

See SB1, page 71

Writing Connecting words

Tip

Read the tip with the students. Elicit the difference between **and** (addition) and **then** (sequencing). Ask students to say sentences using both connecting words to make sure they understand their meaning.

4 Read the text and circle the connecting words.

Ask students to complete the task with a partner or individually. Check by asking students to read their answers aloud.

Key

I get up at five-thirty and I have breakfast at quarter past six. My dad goes to work at six-thirty and he takes me in his car. Then I wait in the

cafeteria for school to start. Our school starts at eight o'clock and it ends at half past one. In the afternoon, I do my homework, then I hang out with my friends, read or play computer games. I watch TV from five to six. We have dinner at seven. At nine o'clock, I go to bed.

5 Write a text similar to the one above about your day.

This exercise can be completed for homework. Ask students to use the words and phrases and times of the day, to write a short description of their day, following the model given. Ask students to exchange their work in pairs or small groups and read each other's writing. Ask them to include one false fact in their text.

**DVD The Story of the Stones 3
Don't be scared!**

Ask some questions to recapitulate the story. Throughout, you may have to ask the questions in L1 and allow your students to answer in L1: *Who found the stones?* (Sarah, Emma and Daniel) *Who wants the stones?* (Evil / Darkman) *Why does Darkman want the stones?* (they have the power of the Universe). *What did Sarah do?* (she chased Darkman away) *What does Sarah change into?* (an eagle) *What does Emma change into?* (a tiger)

Play the DVD. Ask *Does Daniel believe the girls?* (no). *How does Daniel feel?* (scared) *What does Daniel change into?* (a rat) *What can the girls and the boy do with the stones?* (change into animals) *Who appears?* (Sunborn) *What does Sunborn ask them to do?* (to help her).

Once you are satisfied students have got the gist of the story, ask them to look at the pictures on page 71. Ask *Who can you see in the picture?* (Daniel) *How does Daniel look?* (frightened/scared) *What has he got?* (his blue stone).

Complete the dialogue. Watch Episode 3 again to check.

Students do the task in pairs. Check with the class.

Key

- 1 But it's true. 3 Promise
2 Go on 4 Well done!

Go to www.cambridge.org/elt/more for DVD exercises and CYBER HOMEWORK 6b

**CLIL Science
A healthy diet**

1 Read the key facts. What are the four main food groups we need to stay healthy?

Draw students' attention to the key facts! Ask questions to check that they understand the text: Why do our bodies need a balanced diet? How many food groups are there? What are they? Check with the whole class.

Key

There are four food groups: carbohydrates, proteins, fats, and fibres.

2 a Look at the food pyramid below. This shows the correct amount of each food group we need for a healthy diet.

Ask students to look at the food pyramid. Allow students to work with a partner or in small groups to try to work out the quantities of each food group we must eat.

b Complete the sentences with the name of the correct food group.

In pairs, ask students to find complete the sentences. Check with the whole class.

Key

- 1 Fibre, fruit and vegetables
- 2 Carbohydrates
- 3 Protein
- 4 Fats and sugars

3 Draw the foods you eat for breakfast, lunch and dinner. Now compare them with a partner. Whose diet is healthier?

Students work individually drawing the foods in the circles. Then, they compare their choices with a partner modelling their exchanges on the dialogue. Ask different pairs to act out their dialogues to check with the whole class.

Key

Students' answers.

WEBQUEST

Start a discussion with the whole class on OGM and the Mediterranean diet to make sure they understand the terms. Then, set the exercise for homework. Encourage them to look up information on the Internet and magazines and to make posters to illustrate their positions. Ask individual students to present their results to the class. Set up their posters on a wall in the classroom.

Go to www.cambridge.org/elt/more for extra CLIL

Check your progress 3

Units 5 and 6

Key**1**

- | | |
|-----------|-----------|
| 1 chicken | 4 spinach |
| 2 sausage | 5 potato |
| 3 bread | 6 onion |

2

- | | |
|------------|-------------|
| 1 read | 4 listen to |
| 2 play | 5 surf |
| 3 hang out | 6 take |

3

- 1 They usually walk to the park.
- 2 She is never late for school.
- 3 We sometimes go to the cinema on Saturday.
- 4 Mark eats vegetables every day.
- 5 We often eat pasta for dinner.

4

- | | | |
|---------|-----------|---------|
| 1 don't | 3 doesn't | 5 don't |
| 2 Does | 4 Do | |

5

- | | |
|--------|--------|
| 1 Do | 4 Does |
| 2 Does | 5 Does |
| 3 Do | 6 Do |

Students' answers.

6

- 1 They don't like fish.
- 2 Paul doesn't eat a healthy lunch every day.
- 3 I don't watch TV every evening.
- 4 We don't play volleyball twice a week.
- 5 Dad doesn't do the shopping on Saturday.
- 6 She doesn't walk to work.

7

- | | | |
|--------|------------|-----------|
| 1 Do | 4 we don't | 7 doesn't |
| 2 I do | 5 Does | |
| 3 Do | 6 he does | |

8

Students' translations.

Go to www.cambridge.org/elt/more for MORE! training

Aims and objectives

SB pp. 73–83

In this unit, students will learn:

demonstrative adjectives and pronouns
countable and uncountable nouns

How much? / How many?

some / any

words for clothes

to talk about prices

to talk about clothes

WARM UP

Look at the photo with the class and ask questions on it. Remember that for the time being, some of these questions will have to be asked and answered in L1: *Where are Adam and Kelly?* (at a clothes shop) *What is he doing?* (buying clothes) *Who do you think he's buying clothes for?* *How does Kelly look?* (shocked)

02
CD2

1 Listen and read.

Play the recording. Ask students to follow in their books and check their answers to the questions in the warm up. Ask some general questions to check comprehension:

Who does Adam want to buy clothes for? (for his sister)

Why does Adam want to buy clothes for his sister? (it's her birthday tomorrow)

How much money has Adam got? (£10)

How much is the T-shirt Adam likes? (£7.99)

How much are the socks he buys for his sister? (£2.99)

Has he got money for the card? (no)

Audioscript

See SB1, page 74

Ask students to work in groups of three and practise the conversation.

Ask one or two groups to perform their conversations for the class.

Dialogue work

2 Read the dialogue again and correct the wrong information in each sentence.

Read the example with the class. Check answers.

Key

2 today / tomorrow

3 £6.99 / £7.99

4 £20 / £10

5 Adam's sister / Adam

6 £3.99 / £2.99

Talking about prices

Tip Read the tip with students.

Background notes

Although we write the currency symbol before the numeral, e.g. £12.99, \$20, €9.50, we say the currency before the decimal point: e.g. *twelve pounds ninety-nine (pence), twenty dollars, nine Euros fifty (cents)*. It is usual to omit the currency word (pound, dollar, Euros etc.) if there is a decimal point and the currency is known by the listener:

£12.99 = twelve ninety-nine

€9.50 = nine fifty

The abbreviation for pence is p, and this word can be used instead of pence:

This magazine is cheap – only 99p/99 pence.

We say *one p/one penny*, but all other

numbers are referred to in the plural (*two p / two pence etc.*).

In Britain, jeans usually cost more than twenty five pounds. In the USA, they are

cheaper – often less than twenty dollars.

03
CD2**3 Listen and repeat the prices.**

Play the recording. Ask students to listen and repeat the prices.

Audioscript

See SB1, page 75

04
CD2**4 Guess the price of the objects then listen and check.**

Ask students to work with a partner. They look at the objects in the picture and try to guess the prices from those given in the boxes. You may wish to tell them how much one pound is worth in their own currency so that they can work out the value of the objects in the picture. Compare their guesses at the end of the activity. They then listen to the recording and repeat the actual prices for the objects.

Then draw their attention to the speech bubbles and ask them to make up similar conversations.

Audioscript

1

Boy How much is the T-shirt?

Woman It's £8.99.

Boy Thanks.

2

Girl Mum, can I buy this magazine?

Mum How much is it?

Girl £2.50.

Mum Certainly not!

3

Customer A tin of dog food, please.

Assistant That's 99p.

4

Boy Dad, this new mobile phone with a video costs £179. Can I have it for Christmas?

Dad In your dreams.

5

Assistant The sweets are £1.99, not £2.99.

Customer Oh, sorry.

6

Customer How much is an MP3 player?

Assistant Well, we've got a very good player for £36.50.

7

Customer How much is the computer game?

Assistant £34.99.

8

Boy Can I have this key-ring? It's only £3.50.

Mum Alright.

9

Assistant The CD is £16.99.

10

Customer How much is this book?

Assistant Let me see...hmmm. £5.00.

11

Girl Gosh! These jeans are £69.99!

12

Customer How much is this DVD?

Assistant It's only £9.99.

Key

1 T-shirt £8.99	7 computer game £34.99
2 magazine £2.50	8 key ring £3.50
3 dog food 99p	9 CD £16.99
4 mobile phone £179	10 book £5.00
5 sweets £1.99	11 jeans £69.99
6 MP3 £36.50	12 DVD £9.99

05
CD2**5 Listen to the dialogues and act them out. Then invent another.**

Ask students to listen to the dialogues and follow in their books. Then ask them to practise the dialogues with a partner. Ask one or two pairs to perform the dialogues to the class. Then students substitute the items and prices in the dialogues with other items and prices, and act out the dialogues with each other and to the class.

Audioscript

See SB1, page 75

Vocabulary

Clothes

06
CD2

1 Listen and write the missing words, then listen and repeat.

Ask students to look at the picture. Play the recording. Students point to the correct item as they hear it. Play the recording again and give students time to write down the missing items. Elicit the meaning of *a pair of* (two). Have students repeat the words.

Audioscript **Key**

Speaker 1 jeans 3 trousers
2 sweater 4 dress

jeans, shirt, jacket, cap, dress, skirt, sweater, a pair of socks, a pair of trainers, trousers, blouse, T-shirt, a pair of shoes, hat

Describing clothes

2 Ask and answer questions about the clothes in the picture above.

Ask students to read the speech bubbles as a whole class activity. Then ask students to close their books and make up dialogues with a partner about the other clothes in the picture.

3 a Describe the photos below.

Read the sentence with the class. Explain the meanings of the new words (e.g. *hood, smart, casual, etc.*). Ask students to work with a partner, describing the clothes of the two young people in the photos. Draw their attention to the example in the speech bubble to be used as model. Ask several pairs to say their sentences aloud to check.

b Now describe your clothes to a partner.

When they have finished, ask them to describe their clothes to their partner. Ask several students to say their descriptions to the class to check.

Follow up

Ask students to describe their partner's clothes.

Communication

Talking about clothes

4 Interview your partner.

Read the questions with the class. Ask students to work with a partner, asking and answering the questions. Draw their attention to the example speech bubbles to be used as models. When they have finished, ask them to tell the class about their partner: *She never wears T-shirts with animals.*

5 Ask and answer questions about someone in your class. B must guess who it is.

Ask a pair of students to read the dialogue. Students work with a partner taking turns asking and answering questions about other members of the class. To check ask individual students to ask the questions to the class for them to guess.

Buying clothes in a shop

07
CD2

6 Listen and circle the correct words to complete the dialogue.

Ask students to work individually completing the dialogue. Then ask them to check with a partner before checking with the whole class. Ask a pair of students to read the dialogue to the class to check.

Audioscript **Key**

A Excuse me. How much are these jeans?

B They're £50.00. Do you like them?

A Yes, I do! But I haven't got £50.

B I have got jeans for £25.

A Where are they?

B Look! Those jeans in the window are £25.

A Oh! They're nice! I'd like a black pair, please.

1 much 2 Do 3 do 4 Where 5 Those 6 pair

7 Write a new dialogue and act it out for the class.

Students work in pairs and write a dialogue following the model dialogue. Give them time to practise their dialogue. Have several pairs act out their dialogues to the class to check.

Grammar

Demonstrative adjectives and pronouns

1 Match the sentences and the pictures.

Pick up an object and say, **This** is a pencil. Then point to something in the distance and say, **That** is a poster. Repeat the demonstration with 2 or 3 pencils, saying **These** are pencils', and **Those** are pencils'. Elicit the rule by asking students which forms are used for singular objects near the speaker, and far from the speaker, and which are used for plural objects near and far from the speaker. Do the first item with the class as an example. Students match the sentences to the pictures, comparing their answers with a partner before a whole class check.

Key

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

2 Look at the pictures and complete the table.

Make sure students realise that the shorter arrow means 'something near the speaker' and the longer arrow means 'something in the distance'. Ask students to complete the table. Check with the whole class

Key

1 this 2 That 3 These 4 those

Follow up

Ask students to test each other by holding up objects or pointing to objects in the singular and plural, and getting their partner to say *this, that, these* or *those*.

Countable and uncountable nouns

3 Look at the examples and circle the correct word to complete the rule.

Read through the examples in the grammar box and elicit the rule. You may need to explain in L1, why some objects are uncountable, even though they seem countable, e.g. money. (Note: *coins* are countable, as are *bank notes*, but the abstract noun *money* is not.)

Key

do not

4 Write if these nouns are C (Countable) or U (Uncountable).

Ask students to complete the task, before a whole class check.

Key

1 U 2 C 3 U 4 U 5 C 6 C 7 C 8 U

5 Complete the sentences with *is* or *are*.

Students work individually. Allow them to check their answers in pairs before a whole class check.

Key

1 is 2 are 3 is 4 are 5 is 6 are

Follow up

Ask students to look at the pictures of food and drink in exercise 1 on page 56 again. They should say whether the items are countable (C) or uncountable (U). Ask them to make 2 lists.

Key

C = onions, cherries, sausages, grapes, eggs, oranges, apples, potatoes, carrots.

U = chicken, tea, spinach, rice, milk, bread, fish, coffee, orange juice.

Note: It may be helpful to students to point out that liquids are always uncountable, unless we are referring to containers, e.g. *bottles*. Chicken is

uncountable if we mean the meat and countable if we mean the animal.

How much / How many?

6 Read the examples and complete the rule with *How much* and *How many*.

Read through the examples and point out the nature of the nouns that follow *How much* and *How many*. Then elicit the rules in the grammar box. Check answers.

Key

1 How many 2 How much

7 Complete with *How much is* or *How much are*.

Remind students that when they ask for a price the question is always *How much...?* and the verb changes according to whether the object you want to buy is singular or plural. Go through the first example on the board. Ask students to do the task individually, comparing answers with a partner before a whole class check.

Key

1 How much is 4 How much is
2 How much are 5 How much are
3 How much are 6 How much is

some / any

8 Look at the examples and complete the rules with *some* or *any*.

Read through the examples in the grammar box and point out the nature of the nouns that follow *some* and *any*. Then elicit the rules. Check answers.

Key

1 some 2 any 3 any

9 Complete the text with *some* or *any*.

Ask students to complete the text. Remind them to look for the indicators which tell them whether the

sentence is positive, negative or a question. Check answers as a class activity.

Key

1 some 2 some 3 any 4 any 5 any 6 some

10 Complete the dialogue with the words below.

Students work individually completing the dialogue. Ask students in pairs to read out their questions and answers to check.

Key

1 any 2 much 3 some 4 any 5 some

11 Circle the correct word.

Students work individually choosing the correct words. Check the answers.

Key

1 some 2 some 3 any 4 any 5 any

Follow up

Ask students to work in pairs to write questions for each other using *How much* or *How many*. Students answer each other's questions using *some* or *any*, e.g. *How much money have you got today? / I haven't got any. How many CDs have you got? I've got some.*

➤ Now do **CYBER HOMEWORK 7a**
www.cambridge.org/elt/more

Skills Reading

WARM UP

Ask students to look at the title, design and pictures and to say what they think the story is about. Remember that these exchanges may be done in L1. Ask: *Where are the men?* (at a bus stop) *Where do you think one of the men lives?* (in the country) *Who is the red haired woman?*

1 Read the text from *The Clever Woman and circle the correct answer below.*

Ask students to read the text. Then ask general questions to check comprehension:

Why is Sean Murphy sad? (because when he goes home he cannot relax)

Why can't he relax? (his family don't allow him.)

What does his mother / his wife do? (his mother plays the guitar / his wife plays the piano)

What do his children do? (his younger children fight and his older children argue about television)

What does his friend advise Sean to do? (to see Linda McCormack)

What does Linda McCormack advise Sean to do? (to bring his chickens into the house)

Key

1 B 2 A 3 B 4 C 5 A 6 B

Listening

08
CD2

2 Listen to the next bit of the story and answer the questions.

Ask students to read the questions and pay attention to the recording. Play the recording. Ask students to listen and write down the answers. Elicit or explain the meanings of any new vocabulary. Play the recording again for students to check their answers. Check with the whole class.

Audioscript

Narrator

When Sean comes home the next day he thinks: 'Now I can sit on the sofa and read my book...'
But, when he opens the door, there is a lot of noise: the guitar, the piano, singing and shouting, the pots and pans on the cooker and his two younger children with the chickens!!
'Oh, no!' sighs Sean Murphy. He is very angry. He gets on his bike and rides to the clever woman's house again.
'Have you got any geese?' Linda McCormack asks him.
Mr Murphy is confused.
'Yes,' he answers. 'I've got some geese.'

'Then bring them into your house,' says the wise woman.

Sean thanks her. He rides back on his bike. Then he goes into the garden and brings three geese into the house.

He comes home from work the next day to read his book. But when he opens the door there is a lot of noise!! Geese running, children shouting, chickens fighting, his two older children dancing, his wife on the phone. And the pots and pans on the cooker! Mr Murphy is extremely angry. He gets on his bike and rides to the wise woman's house again.

'Have you got a goat?' Linda McCormack asks him. 'Yes, I've got one,' he says.

'Then bring it into your house,' she says.

Sean rides back home and gets his goat from the field and brings it into his house.

When he comes home from work the next day, he is determined to relax. He sits down on the sofa and gets his book. But the noise is terrible! It is impossible to read! Only his mother is quiet. She is asleep, but then she starts to snore...

Key

- 1 two (a piano and a guitar)
- 2 three geese
- 3 by bike
- 4 a goat
- 5 a lot
- 6 his mother

Speaking

09
CD2

3 Work in groups of three. Read the text. How do you think the story finishes? Listen and check.

Ask students to work in groups of three. Ask them to read what Linda says. What do they think will happen afterwards? Explain that they will have to provide an ending to the story. As this is a traditional Eastern European story it is quite likely that some of your students know the ending. Have different groups read their endings. Play the recording. Which group got the ending "right"?

Audioscript **Key**

Narrator

Mr Murphy is very confused now. But he thanks the wise woman and gets on his bike and rides home.
First, he takes the two chickens back to the hen house.
Then, he takes the three geese back into the yard.
Finally, he takes the goat out of the house.
Then he goes back into the house. He sits down on the sofa and gets his book.
His mother has got her guitar. His wife is on the piano. His two younger children fight. His two older children argue about the television. And the pots and pans are on the cooker!
But Sean doesn't mind. Now his house is quiet.
The next day, Sean goes to the clever woman's house with a present.
'Thank you for your help,' he says.
'Now I sit on the sofa and read. And I am relaxed for the very first time!'
Linda McCormack smiles at him as he rides back home to read his book.

Writing

Describing appearance

Tip Read the tip with the students.

4 Read the text below and circle the adjectives.

Students work individually finding and circling the adjectives. Allow them to check in pairs before checking their answers with the class.

Key

unusual, favourite, small, red, denim, black, pink, spotted, long, blonde, big, blue, blue, great

5 Invent a friend with unusual clothes. Write your own text.

This exercise can be completed for homework. Ask students to read the description again and then to write a similar description of a friend. They should include as many of the adjectives and nouns they have learnt in this Unit as possible. Ask students to exchange their work in pairs or small groups and read each other's writing.

Now do CYBER HOMEWORK 7b
www.cambridge.org/elt/more

Culture

Sports in Great Britain

Look at the photos with the class and elicit the things they can see in them. Ask students (in L1) *What sports are these young people doing? Do girls play football in your country? Do you do sports at school? What sports do you do? Who can play football / cricket / golf?*

Match the names to the definitions below.

Tell students to work with a partner reading the text carefully, and match the sports words to the correct definition. Check the answers with the class.

Key

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

Answer the questions about cricket.

Students work individually answering the questions. Allow them to check with a partner before checking with the class.

Key

- 1 There are 11 players in each team.
- 2 They are called stumps.
- 3 By throwing the ball to the stumps before the player finishes a run.
- 4 The team with the highest number of runs wins.

MORE! Online Action Box

Now ask your students to do the online listening and quiz and to write their text for the journal.



Go to www.cambridge.org/elt/more for extra CULTURE

Why did Paulo do it? (so he could play)

Ask students to suggest how the story goes on.

What happens to Paulo? Put them into groups, and ask them to act out a continuation to the story.

They have to act out the dialogue between Paulo, Fernando and the President of Team Madrid. Paulo explains himself. The President of the Team decides what to do with him. Ask different groups to perform their dialogues to the class.

Extra Reading

Story time

10
CD2

The story has also been recorded so you and your students can listen and read it at the same time if you prefer.

Ask students to read the text. Ask them questions about it, or get stronger students to make up questions to test comprehension. Ask them questions about it (in L1) to test comprehension.

Example questions:

Why are Nick and Lucy going to Madrid? (because Team Madrid has a problem)

What's their problem? (Their star player / Fernando Man doesn't want to play.)

Why doesn't he want to play? (because he's received a threat)

How do the other players feel? (sad)

Why are they sad? (because Fernando is a star. They don't want to play without him.)

Who isn't sad? (Number 13 / Paulo Drax)

What do the detectives do? (they open Paulo's locker)

What do they find? (glue and newspapers to write the letter)

Aims and objectives

SB pp. 84–93

In this unit, students will learn:

can for ability / permission

can questions and short answers

like / love / hate doing

words for family members

to talk about ability

to talk about things you like doing

to ask for permission

to talk about family

WARM UP

Look at the photo with the class and ask some questions. As usual, remember that some of them will have to be asked and answered in L1: *Who can you see in the picture?* (Leah and Adam) *Where are they?* (at a theatre) *What do you think they are looking at?* (the people sitting in the theatre)

11
CD2

1 Listen and read.

Play the recording. Get students to follow in their books and check their answers to the questions in the warm up. Ask some general questions to check comprehension:

Are Leah and Adam at a real theatre? (they're at the school end-of-year show) *What members of Leah's family are in the theatre?* (her parents, her sister, her grandfather) *Who can't hear very well?* (Leah's grandfather) *Is Adam's father at the theatre?* (no) *Why?* (he's working in another country) *What does Adam's brother play?* (the guitar) *What can he do?* (he can play the guitar, sing and dance) *Can Leah dance?* (no) *Who love singing?* (Leah and Adam).

Audioscript

See SB1, page 84

Ask students to work in groups of three and practise the conversation. Ask one or two groups to perform their conversations for the class.

Dialogue work

2 Circle T (True) or F (False) for the sentences below.

Read the first sentence with the class as the example. Ask students to do the task with a partner, reading the text again if necessary. Check answers.

Key

1 F 2 F 3 T 4 T 5 T 6 F 7 F 8 F

Talking about ability

3 Look at the pictures and say what you can and can't do.

Read the example with the students, then demonstrate with other pictures. Students then work in pairs making sentences about what they can and can't do, following the model. Ask several students to do their sentences to the whole class.

Key

Students' own answers.

Talking about family

4 Work in pairs. Bring photos to the class and present members of your family. Say what they can and can't do.

Go through the example dialogue with the class. Ask students to work in pairs and ask and answer similar questions about other members of their family.

Key

Students' own answers.

Asking for permission

12
CD2

5 Listen and repeat. Then work in pairs and invent other dialogues.

Divide the class in two groups: A and B. Play the recording. Pause after each exchange and ask groups A and B to repeat their parts. Make sure they copy the correct intonation. Tell them to concentrate on the words in italics in the text

which should be said with a falling intonation. Ask pairs of students to repeat the dialogues. Then ask students to work in pairs inventing other dialogues. Check asking different pairs to say their dialogues to the class.

Audioscript

See SB1, page 85

Vocabulary

Family members

13
CD2

1 Listen and write the names.

Say the words for the family members and ask students to repeat. Read the list of names. Play the recording. Ask students to write down the name they hear next to the corresponding person. Check answers with the class. To get students to use the vocabulary, ask *Who is Natasha?* so that students answer: *She's Ben's mother.* etc.

Audioscript

- Interviewer** Hi Ben, can you tell us about your family, please?
- Boy** Of course. My mother's name is Natasha...
- Interviewer** How do you spell Natasha?
- Boy** N-A-T-A-S-H-A.
- Interviewer** Thank you.
- Boy** My father's name is William.
- Interviewer** Sorry?
- Boy** My father's name is William, and my grandfather's name is Anthony.
- Interviewer** Sorry, how do you spell Anthony?
- Boy** A-N-T-H-O-N-Y. My aunt's name is Susan and my uncle's name is Fred.
- Interviewer** Alright, Susan and Fred. And what about your cousin?
- Boy** Her name is Juliette.
- Interviewer** What about your grandmother?
- Boy** Her name's Lisa.
- Interviewer** Thank you.

Key

- | | |
|------------------------|--------------------|
| 1 aunt: Susan | 5 mother: Natasha |
| 2 grandmother: Lisa | 6 father: William |
| 3 grandfather: Anthony | 7 cousin: Juliette |
| 4 uncle: Fred | |

2 Complete the sentences. Use the words below.

Ask students to read the words in the box. Then give them time to complete the sentences individually. Allow them to check their answers in pairs before checking with the class.

Key

- | | | | |
|-----------------|-----------|------------|--------|
| 2 mother-in-law | 3 brother | 4 daughter | 5 wife |
| 6 father-in-law | 7 husband | 8 sister | |

Communication

Talking about family

3 Work with a partner. Ask and answer questions about the family in exercise 2.

Go through the example dialogue with the class. Ask students to work in pairs and ask and answer similar questions about the family in exercise 2.

Follow up

Ask students to work with a partner and describe one of the people in the picture to their partner: *She's got short, blonde hair and blue eyes.* Their partner has to answer using the family word: *Oh, that's Ben's aunt.*

4 Work with a partner. Write a list of names of people in your family then ask and answer.

Go through the example dialogues with the class. Ask students to make their lists of names, then work with a partner and ask and answer similar questions. Ask several pairs to say their dialogues aloud to check.

Sounds right

Can

14
CD2

5 Listen and repeat.

Play the recording. Ask students to focus on the pronunciation of *can* [kæn] and *can't* [ka:nt]. Play the recording again. Students listen and repeat.

Audioscript

See SB1, page 87

Talking about ability

6 Ask three students the questions below then tell the class.

Ask students to write the seventh question. Students work in groups of four asking and answering questions to complete the questionnaire. Ask several groups to present their results to the class as a way of checking answers: *John can draw a horse and dance salsa but he can't drive a car.*

Follow up

Draw a chart on the board with the questions and ask *How many students can drive a car / count to 100 in English / say the alphabet backwards / speak another language?* Have a show of hands and write the numbers for each question. Then ask students to make sentences on the results *Two students can drive a car, ten can speak another language, twenty can dance salsa...*

Grammar

Can for ability

1 Read the dialogue on page 84 and complete the examples and table below.

Look back at the dialogue on page 84 and find all the sentences with *can* that indicate ability: *He can't hear very well. ... he can sing too, and he can dance really well ... he can do everything! I can't dance at all.*

Ask students to complete the examples with a

partner if you feel they need help. Before they start, elicit this rule: *can* is followed by the infinitive without *to*. Check answers by asking students to read full sentences.

Go through the grammar box. Remind students that *can* only has one form—it doesn't change for the third person singular.

Key

1 can 2 can't

2 Circle the letter of the correct sentence.

Ask students to work in pairs circling the correct sentence. Check with the whole class.

Key

1 b 2 a 3 b 4 b 5 a 6 b

3 Complete the sentences with *can* or *can't*.

Ask students to complete the sentences, comparing their answers with a partner before a whole class check. Remind them to look out for negatives in the sentence – either through the context, or words like *but*, which show that *can* is to be used, instead of *can't* or viceversa.

Key

1 can 2 can't 3 can 4 can 5 can

Can

Questions and short answers

4 Read the dialogue on page 84 and complete the table below.

Find the example of *Can* in the interrogative. Draw students' attention to the questionnaire they did on page 87. Complete the grammar box. Then, read through with the class. Remind students of the difference between the affirmative [kæn] and the negative [ka:nt]

Key

1 Can

5 Complete with *Can, can or can't*.

Ask students to complete the sentences, comparing their answers with a partner before a whole class check.

Key

1 Can / can 2 Can / can't 3 Can / can't
4 Can / can't 5 Can / can 6 Can / can

Follow up

Set up a chain with students asking each other and the teacher questions about abilities. The students should answer using short answers.

Can for permission

6 Complete the phrases in the table.

Say *Can I have a look?* Explain you are asking for permission. Point out that the sentences in the grammar box are further examples of this use of *can*. Go through the grammar box with the students.

Key

1 Can 2 Can

7 Match the questions and answers.

Model the first sentence with a student. Students work in pairs doing the exercise. Ask pairs of students to read the questions and the answers to check with the whole class.

Key

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

Like / love / hate doing

8 Read the dialogue on page 84 and complete the examples below.

Students read the dialogue and complete the table. Read through the examples in the grammar box and elicit the rule: after verbs *like / love / hate* we use the base form of the verb + *-ing*.

Key

1 love 2 hates

9 Write the *-ing* form of the verbs.

Students provide the correct *-ing* forms. Check by asking students to write the words on the board.

Key

2 riding 3 swimming 4 going 5 running
6 rollerblading

10 Complete the sentences with the *-ing* form of the verb in the box.

Ask students to choose the correct verb from the box and put it into its correct form to complete the sentences. Students do the exercise individually. Allow them to check in pairs before checking with the whole class. Check by asking students to read out the sentences.

Key

1 getting up	6 meeting
2 sitting	7 eating
3 looking	8 cycling
4 telling	9 playing
5 talking	10 walking

➤ **Now do CYBER HOMEWORK 8a**
www.cambridge.org/elt/more

Skills Reading

WARM UP

Ask students to look at the title and the pictures without reading any of the text. Ask them who they think the text is about. *What does she do? What can she do? Can they do the same activities?* Remember that you may use L1, if necessary. Students can then check their predictions during the reading.

1 Read the text and circle T (True) or F (False) for the sentences below.

Ask students to read the article. Ask them to explain the meaning of the words *acrobatic group*, *safety net*. Ask a few comprehension questions to check understanding.

What can Isabelle do? (she can sit on her head)

Are all the members of her group American? (No, they come from 40 different countries)

What does Isabelle love doing? (dancing)

Then ask students to work in pairs to complete the task. Check answers with the class.

Key

1 F 2 T 3 F 4 T 5 F
6 F 7 T 8 F 9 F 10 F

Listening and speaking

15
CD2

2 Listen and tick (✓) the sports Katie can do.

Ask students to look at the photos. Ask them *What can you see? What can Katie do?* etc.

Ask students to listen to the recording and tick only the activities Katie can do. Play the recording through. Play it again stopping to give students time to complete the task. Ask students to check their answers with a partner. Check the answers.

Audioscript

Mark Katie, you like sports. Can I ask you some questions for my project?

Katie Sure!

Mark Which of these sports can you do? Ice skating, skiing, horse riding.

Katie Well, I can ski, but I'm not very good at it. I can't ride horses and I can't ice skate.

Mark Can you rollerblade?

Katie No, I can't. I always fall over.

Mark Can you swim?

Katie Yes, I can. I'm on the school swimming team.

Mark Wow! Impressive! Can you play football?

Katie Yes, I can. It's my favourite sport.

Mark Really?

Katie Yes, I practise three times a week.

Mark Cool! And can you do any usual sports, Katie?

Katie Well, I can juggle!

Mark Wow! Can you show me?

Katie Sure!

Key

skiing ✓ swimming ✓ football ✓

3 Now ask a friend and tick or cross the pictures.

Ask students to work with a partner asking and answering questions about the sports above. Ask several pairs to do their dialogues aloud to check.

Reading and speaking

4 Complete the questionnaire and see how fit you are. Then interview another student.

Students answer the questionnaire for themselves. Then, they work in pairs asking and answering the questions. Have pairs to report the results to the class to check.

Writing

More connecting words

Tip

Read the tip with the students. Elicit the difference between *and* (addition), *but* (contrast) and *so* (consequence). Ask students to say sentences using all three connecting words to make sure they understand their meaning.

5 a Read the text and circle the correct linking word.

Ask students to complete the task with a partner or individually. Check by asking students to read their answers aloud.

Key

My name's Joe. I'm twelve years old and / so I love sports. I can swim and / but I can't dive. I can play football very well but / and I'm in the school football team. I like basketball too and / but we don't play basketball at school. I can rollerblade and / but I haven't got any rollerblades but / so I don't often go rollerblading.

b Now write a similar text about yourself.

This exercise can be completed for homework. Ask students to use the linking words, *can* and the vocabulary they have learnt to write a short description of their abilities, following the model given. Ask students to exchange their work in pairs or small groups and read each other's writing. Ask them to include one false fact in their text, which the other students will have to detect.

DVD

The Story of the Stones 4 Rats!

Ask some questions to recapitulate the story. Throughout, you may have to ask the questions in L1 and allow your students to answer in L1: *What does Sarah change into when she rubs her stone?* (an eagle) *What does Emma change into?* (a tiger) *What does Daniel change into?* (a rat)

Play the DVD. Ask *What does Emma receive?* (a phone message from Sunborn). *What does the message say?* ("Come to the big grey building in Beach Road at seven o'clock.") *Is Sunborn in the building?* (no) *What happens?* (they are caught into a net) *Can Emma and Sarah morph?* (yes) *Can they free themselves?* (no) *Who can free the children?* (Daniel morphed as a rat) *Is Darkman afraid of rats?* (yes).

16
CD2

Complete the dialogue. Watch Episode 4 again to check.

Once you are satisfied students have got the gist of the story, ask them to look at the dialogue on page

91. Read the words in the box and give students time to complete the dialogue in pairs. Check with the class.

Key

1 Good idea! 2 Rats! 3 Let's get out of here!



Go to www.cambridge.org/elt/more for DVD exercises and CYBER HOMEWORK 8b

CLIL Music

The orchestra

1 Read the key facts below and write the letter next to the correct word.

Draw students' attention to the key facts! Ask students to read the text. Ask questions to check that they understand the text: *Where does the word "orchestra" com from? How many instrument families has an orchestra got? What are they?* Have the class write the correct letter next to the words at the top.

Key

1 E 2 A 3 D 4 B 5 C

2 a Reorder the letters and write the correct words for the instruments.

Students work with a partner or in small groups to complete the exercise.

Key

1 drum 2 harp 3 cymbals 4 violin 5 flute
6 trumpet 7 guitar 8 clarinet

b Listen and tick the instruments you hear in exercise 2.

Ask students to listen to the musical instruments and tick those that they are able to identify. Play the recording. Check with the whole class.

Audioscript **Key**

flute, violin, harp, guitar

A famous composer

3 Read about Mozart and complete the notes with the dates and ages on the left.

Read through the numbers in the box with the class. Ask them if they've heard of Mozart or if they know any of his music. Ask students to read the text. Ask some general comprehension questions:

When does Mozart write his first music? (at the age of 5)

When does he publish his first piece of music? (at the age of 7)

What operas does he write? (among others *The Magic Flute*, *Don Giovanni*, *The Marriage of Figaro*)

What's his last work? (Mozart's Requiem)

Students complete the file in pairs. Check with the class.

Key

1 1756 2 6 3 12 4 35 5 1791

WEBQUEST

Find out about one of the Mozart operas below and do a presentation for the class.

Students choose one of the three of Mozart operas proposed and prepare a class presentation.

Go to www.cambridge.org/elt/more for extra CLIL

Check your progress 4 Units 7 and 8

Key

1

- | | |
|------------|------------|
| 1 trainers | 4 jacket |
| 2 sweater | 5 trousers |
| 3 shirt | 6 blouse |

2

- | | |
|---------------|-----------|
| 1 daughter | 4 cousin |
| 2 brother | 5 husband |
| 3 grandfather | 6 mother |

3

- 1 is 2 are 3 is 4 is 5 are

4

- 1 Can / Yes, he can.
- 2 Can / No, he can't.
- 3 Can / No, they can't.
- 4 Can / Yes, she can.
- 5 Can / Yes, you can.

5

- 1 Can 2 Can 3 can 4 Do 5 Does 6 Do
Students' answer.

6

- 1 They like juggling.
- 2 We hate playing computer games.
- 3 Mum likes rollerblading.
- 4 You love going out.
- 5 I like using the computer.
- 6 She hates dancing.

7

- 1 Can 2 I can 3 Can 4 he can't 5 Can
6 he can 7 can't

8

Students' translations.

Go to www.cambridge.org/elt/more for MORE! training

Aims and objectives

SB pp. 93–103

In this unit, students will learn:

- present continuous
- telephone numbers
- ordinal numbers
- months of the year
- dates
- to talk on the phone
- to talk about birthdays
- to say what people are doing

WARM UP

Look at the photo with the class and ask questions on it. Remember that for the time being, some of these questions will have to be asked and answered in L1: *Where's Joe?* (at a shopping centre / music shop) *What is he doing?* (phoning) *Who do you think he's phoning?* *Who can you see in the small picture?* (the boy, Adam, Leah and Kelly) *How do they look?* (they are laughing)

17
CD2

1 Listen and read.

Play the recording. Ask students to follow in their books and check their answers to the questions in the **WARM UP**. Ask some general questions to check comprehension:

Who is Joe phoning? (he is phoning the police)

Why is he phoning the police? (a young man's running out of the music shop)

What does Joe think he is? (a thief)

Is there anything strange? (people don't stop him. They take pictures.)

What happens the next day? (there is a piece of news in the papers)

Who is the thief? (a famous pop star)

Audioscript

See SB1, page 94

Ask students to work in groups of three and practise the conversation.

Ask one or two groups to perform their conversations for the class.

Dialogue work

2 Read the dialogue again and circle the correct words or expressions.

Read the first sentence with the class as the example. Check answers.

Key

1 in 2 on his mobile phone 3 out of 4 second
5 taking photos 6 thief 7 now 8 is

Talking on the phone

Background notes

Saying numbers

In British English, the numeral 0 is usually pronounced 'oh', but the American English use of 'zero' is becoming more common as well. When we have two equal numbers next to each other, we usually say 'double':
8693 2200 = *eight six nine three, double two, double oh.*

We often split telephone numbers into groups, e.g. 721 580 = *seven two one, five eight oh.*

18
CD2

3 Listen and circle the numbers you hear.

Play the recording. Ask students to circle the number they hear in each pair. Check answers with the class. To check the answers and get students to use the numbers, ask *What's the answer to number 2?* etc. Play the recording again. Ask students to listen and repeat the numbers paying attention to the correct pauses and the intonation.

Audioscript

1

Speaker Seven one two, five oh eight

2

Speaker Two double nine, five oh four three

3

Speaker Six double one nine, five eight three two

4

Speaker Two three five oh, five seven two seven

5

Speaker One six eight two, double two
double five

6

Speaker Two eight, six, seven, five oh one

Key

1 712 508	4 2350 5727
2 299 5043	5 1682 2255
3 6119 5832	6 2867 501

4 Work in pairs and read the dialogue, then invent others.

Ask two students to read parts A and B. Ask students to work with a partner. Check asking different pairs to do their dialogues to the class.

Follow up

Students work with a partner. They write down six phone numbers – their own, or made-up numbers – on a piece of paper. Without showing each other, they take turns to dictate the numbers to their partner. Their partner has to write the numbers down. When they have finished, they check each other's work to see if the numbers were transcribed correctly.

Talking on the phone

5 Work in pairs and invent dialogues using the words below.

Ask students to work with a partner and use the model dialogue and the cues in the box to make up new dialogues. Ask several pairs to demonstrate their dialogues to the class.

Vocabulary

Ordinal numbers

19
CD2

1 Listen and repeat.

Explain what ordinal numbers are, i.e., a number which shows the position of something in a list. Play the recording, pausing and asking the students to repeat the words.

Audioscript

See SB1, page 96

2 Read and complete the ordinal numbers on the right.

Students do the activity individually. Check with the whole class asking students to write the ordinal numbers on the board.

Key

1 3rd 2 9th 3 2nd 4 1st 5 12th 6 10th 7 21st
8 18th 9 6th 10 30th 11 14th 12 20th

Months of the year

3 Complete the months of the year.

Say the months of the year aloud. Practise as a whole class. Read the months in the box. Students complete the list. Check by asking students to read their answers.

Key

1 January 4 April 8 August 11 November

Tip

Draw students' attention to the tip box. Elicit the two ways in which we can say the date orally.

Dates

20
CD2

4 Listen and tick (✓) the dates you hear.

Play the recording. Students listen and tick. Check with the whole class.

Audioscript Key

19th March, 13th January, 2nd May, 11th February, 5th November

5 Now read the dates below.

Students read the dates to the whole class. Make sure they use the 'spoken' form of saying dates, using the Tip as a model.

Follow up

Ask students to tell you what dates the following are: New Year's Day, tomorrow's date, the date next Sunday, and any dates that are important to them.

Communication

Discussing dates

6 Look at the festivals below. Do you celebrate them in your country? If so, work in pairs and discuss the date for each.

Discuss with student the meaning of these festivals. Remember you may use L1 if necessary. Ask two students to read parts A and B. In pairs, students discuss if these festivals are / are not celebrated in their country following the model. Are there other similar festivals? On what date are they celebrated? Ask different pairs to do their dialogues aloud to check.

Talking about birthdays

21 CD2 7 a Listen and complete the dialogue.

Play the recording. Ask students to work individually completing the dialogue. Then ask them to check with a partner before checking with the whole class. Ask a pair of students to read the dialogue to the class to check.

Audioscript Key

A How old are you, Julie?

B I'm ¹14.

A And when's your birthday?

B On ²the second of July.

A What day is it this year?

B A ³Sunday, I think.

b Now interview four other students in the class and complete the table below.

Put students in groups of five, and ask each student to complete the table for four other people following the model dialogue. To check, have a class feedback session: ask several students to tell you how old their partners are, when their birthday is and on what day it'll be this year. Make sure they use the spoken form of saying dates, e.g. *on the seventh of May / on May the seventh*.

Follow up

Draw a calendar of an imaginary month, e.g. December, on the board. Divide it into seven columns, with a day of the week at the top of each one. Then ask questions and ask students to say the dates. Example: *What date is the second Friday in December?* Students look at the calendar and say, for example, *It's the tenth of December*. Ask, *What day of the week is the twenty-fifth of December?* Students answer, *It's a Wednesday*, etc.

Saying what people are doing

22 CD2 8 Listen and circle what you think each person is doing.

Play the recording. Students work individually.

Audioscript

1

Football coach Come on, Dan! Kick the ball. The other team are winning! You're not trying hard enough!

2

Teacher Conrad, pay attention! You're not listening, just looking at your phone. What are you reading? This is a Maths lesson!

3

Frazer OK, so I put this in when the water is boiling. I'm making the sauce now. Where are the tomatoes? Oh, here they are behind the cheese.

4

Mum Kate, what are you doing?

Kate Nothing. I'm in my bedroom.

Mum Well, I'm coming up to see.

Kate I'm playing computer games. I'll be down in a minute!

5

Girl I'm freezing, but this is fun!

6

Girl OK, I am getting the bus now. See you at 12.

7

Tennis coach Come on, Dave. Hit the ball. Run faster!! You're doing well. Keep going!!

8

Chris Cookery programme, no, cartoon, no, news, no- ahh football yes!!

9

Sports commentator And this is a great match! The two teams are really playing well and there is a lot of excitement. Maria Sharp is playing extremely well in the centre. Excellent shot!!

10

Man Umh, yes, I think it's this turning, near the park. Is this Haddon Road? I can't see very well – no, it's Harlow Lane. Maybe it's the road down here. I know it's number 13 but where am I now then?

Key

- 1 playing football
- 2 reading a text message
- 3 cooking spaghetti
- 4 playing computer games
- 5 ice-skating
- 6 sending a text message
- 7 playing tennis
- 8 watching television
- 9 playing volleyball
- 10 driving

Grammar

Present continuous

Positive

1 Read the dialogue on page 94 and complete the examples below.

Students read the dialogue and complete the sentences individually. Do the first one with them as an example. Check the answers. Read through the examples in the grammar box with the class. Elicit the rule for making the present continuous: present tense of *be* + *-ing* form of main verb. Make sure students understand when we use the present continuous. You may wish to contrast it with the present simple to show that the present simple describes a general state in the present or a routine, while the present continuous describes something that is actually happening at the moment of speaking.

Key

1 phoning 2 running 3 taking

2 Circle the correct word.

Ask students to circle the correct form of the verb. Allow them to compare their answers with a partner before a whole class check.

Key

1 are 2 am 3 are 4 is 5 are 6 is 7 are
8 is 9 are 10 is

3 Complete the text with the correct form of *be*.

Ask students to complete the sentences, comparing their answers with a partner before a whole class check. Refer them to the grammar box if necessary.

Key

1 is 2 is 3 are 4 is 5 are 6 am

4 Complete the text with the verbs below.

Read the verbs in the box with the whole class. If you feel they still need help, ask students to work

with a partner completing the sentences. Check with the whole class.

Key

- 1 playing 2 riding 3 skating 4 learning
5 sending

5 Complete the sentences with the verbs, then match them to the correct picture.

Read the words in the box with the whole class. Students work individually completing the sentences and matching them to the pictures. Allow them to check their answers in pairs before a whole class check.

Key

- a playing b sending c riding d looking
e cooking f watching
a 3 b 5 c 6 d 1 e 4 f 2

Follow up

Ask students to work with a partner and discuss what the people are doing in the pictures: watching TV, cooking, riding a bike, playing football, sending a text message, looking at a pet. They then take turns to close their books and ask each other questions in a kind of memory game. See how many students can remember all the activities the people in the pictures are doing.

**Present continuous
Negative**

6 Read the dialogue on page 94 and complete the example below.

Students read the dialogue again and complete the sentence. Read the examples in the grammar box with the whole class.

Key

isn't

7 Write the verbs in the negative form.

Ask students to complete the task, and allow them to check with a partner before a whole class check. Encourage them to use short forms.

Key

- 1 They aren't making a lot of noise.
2 I'm not writing an essay for my English teacher.
3 David isn't travelling to France today.
4 He isn't talking to me.
5 They aren't playing football.
6 We aren't having a good time.
7 They aren't watching TV.
8 I'm not waiting for my friend.

8 Complete the sentences with the negative form of *be*.

Ask students to complete the task, and allow them to check with a partner before a whole class check.

Key

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

**Present continuous
Questions and short answers**

9 Read the examples and complete the table.

Ask students to do the task in pairs if you feel they need help. Remind them how the question is formed in the present simple: the verb comes before the subject. In the present continuous, the same rule applies. Check answers.

Key

- 1 Am 2 Are 3 Is 4 aren't 5 isn't

10 Match the questions and answers.

Read the first sentence and match it to the answer with the whole class as an example. Ask students to do the rest of the exercise, comparing answers in pairs before a whole class check.

Key

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

Follow up

Ask students to take turns asking and answering questions about what their family members and friends are all doing at the moment, e.g. *Is your mother shopping? No, she isn't. She's working. Is your father reading the newspaper? No, he isn't. He's working at the hospital. Is your younger sister's studying at university? Yes, she is.* etc.



Now do CYBER HOMEWORK 9a
www.cambridge.org/elt/more

Skills

Reading and speaking

WARM UP

Ask students to look at the pictures without reading any of the text and to say what they think the texts are about. Remember that the use of L1 to ask and answer the questions is allowed. Ask them to bear in mind their answers to check them against the story.



1 Read the texts and the sentences and circle T (True) or F (False).

Ask students to read the text. Then ask general questions to check comprehension:
Who can't live without a mobile? (Karl)
Does Cheryl love mobiles? (no, she hates them)
How many text messages does Karl send every day? (about 15)
Who does he send his text messages to? (his friends)
Does Karl like to receive messages from his mother? (no)
What does he do with his phone besides sending messages? (he takes photos)
What's Cheryl's friend doing? (she's talking on the phone)
What's Cheryl doing? (she's waiting outside the clothes shop)

What does Cheryl want to do? (she wants to go shopping)

Key

1 T 2 T 3 T 4 F 5 F 6 F 7 F 8 T



2 Work in pairs and ask and answer the questions below.

Students work in pairs taking turns to ask and answer the questions. Ask a couple of students to do their exchanges aloud as a check. With stronger students you may ask them to report to the class what their partners said *Juliet has got a mobile phone. She sends 10 text messages every day and she receives 5. She spends £5 on her phone every week.*



3 What do these text messages mean?

Explain that a new "language" has developed to make it easier and quicker to send text messages. Do the text in the mobile phone with the class as an example. Students work in pairs writing the complete texts. Ask some pairs to read their sentences to the class to check. Have a show of hands to see how many got them right.

Key

1 See you later 2 Can you wait for me?
3 Are you OK? 4 Great to see you!



4 Can you write other text messages in English?

Students write four text messages on a piece of paper. Then, they exchange it with a partner. They have to decipher the message. Have some students write their messages on the board for the class to decipher.

Listening



5 Listen to what Caroline says and circle the correct answer.

Play the recording. Check the answers with the class.

23
GD2

Audioscript

- Woman** 7 double 4 7 'oh' 1
Caroline Can I speak to Jude, please?
Woman Sorry. You've got the wrong number.
Caroline Oh, I'm sorry.
Man Hello, 7 4 7 double 'oh' 1.
Caroline Hello, it's Caroline here. Can I speak to Jude, please?
Man I'm sorry Caroline, Jude's not here. He's at Matthew's house. They're studying for their French test together.
Caroline OK, Mr. Hardy. Thanks. Bye.
Matt Hello, 5 9 double 3 2 6.
Caroline Hi, Matt. It's Caroline. Is Jude there?
Matt Hi, Caroline. Yeah, Jude's here. We're practising our songs for Saturday night.
Caroline What? Aren't you studying for the French test?
Matt No. I've got a new guitar and we're practising some songs for the concert on Saturday.
Caroline Cool! Can I come round? I like singing!
Matt Great! Bring your MP3 player, I haven't got one. We can download some new songs.
Caroline OK! See you in 15 minutes.
Jude Who are you talking to?
Matt Caroline. She's coming round now!
Jude Caroline? Great. She's really nice...
Matt So... you like Caroline, eh?

Key

1 3 2 No

24
CD2

6 Listen again and answer the questions.

Play the recording again. Students listen and answer the questions. Allow them to check their answers in pairs before doing a class check.

Audioscript

Repeat Track 23

Key

1 747001 2 No, he isn't. 3 No, they aren't.
4 They're practising some songs for the concert on Saturday. 5 No, he hasn't. 6 Jude does.

Writing

A postcard

7 Read Tony's postcard and circle the verbs in the Present continuous.

Students work individually finding and circling the verbs in the present continuous. Allow them to check in pairs before checking their answers with the class.

Key

sitting, drinking, eating, watching, having

8 Now write your own postcard. Use the words and phrases from above.

This exercise can be completed for homework. Ask students to read the postcard again and to then write a similar postcard about their own holiday, following the model text given. They should include what other members of the family are doing, so that they practise using the 3rd person singular form as well as the plural and first person forms of the verbs in the present continuous tense. Ask students to exchange their work in pairs or small groups and read each other's writing.



Now do **CYBER HOMEWORK 9b**
www.cambridge.org/elt/more

Culture

TV or not TV?

Look at the photo with the class and elicit what they can see in them. Remember you can use L1 if you think it is necessary.

1 Read the text quickly and find out:

Explain that the purpose of the exercise is to see how much information they can obtain by skimming a text. Students work individually and check their answers with a partner before checking with the class.

Key

1 80% 2 TV presenter 3 reality TV shows

2 Read the words and translate them into your own language.

Students work individually translating the words. Check answers.

Key

Students' translations.

25
CD2

3 Now listen to Tracy from London and circle T (True) or F (False) for the sentences below.

Play the recording. Students work individually. Allow them to check in pairs before a whole class check.

Audioscript **Key**

Tracy We study soap operas in our school. We watch episodes from a popular school soap opera called *Grange Hill*. We don't study adult soap operas. Each episode has a different theme such as bullying, or homework or relationships. After we watch the episode, we decide what the main theme is and then we discuss it. I think it's a good idea because all my friends watch soap operas. This way we can see how soap operas talk about different problems. It teaches you to watch TV more carefully.

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

MORE! Online Action Box

Now ask your students to do the online listening and quiz and to write their text for the journal.

Go to www.cambridge.org/elt/more for extra CULTURE

Extra Reading

Story time

26
CD2

The story has also been recorded so you and your students can listen and read it at the same time if you prefer.

Ask students to read the text. Ask them questions about it, or get stronger students to make up questions to test comprehension. Remember that you may ask them questions in L1 to test comprehension. Example questions:

Why are Nick and Lucy going to Zurich? (because there is a problem in a top-secret lab in the mountains in Switzerland.)

What's their problem? (There is a thief in the lab.)

What has disappeared? (a secret potion)

Who does Professor introduce to the detectives? (Professor Zachery Smith)

How did the detectives know the thief was Smith? (because the formula gives extra hair and Zachery has hairy hands.)

Ask students to suggest how the story goes on.

What is Zachary's reason for stealing the formula?

Put them into groups, and ask them to write a continuation to the story. Zachery Smith explains himself to the judge. What's the judge's decision? Ask different groups to read their stories to the class.

Aims and objectives

SB pp. 104–113

In this unit, students will learn:

- articles
- present simple vs. present continuous words for free-time activities and computers
- to make invitations
- to talk about your free time

WARM UP

Set the context by looking at the photo with the class and asking in English: *Who can you see in the picture?* (Adam and Kelly) *Where are they?* (in someone's home) *What is Kelly doing?* (working or playing on the computer) *Is Kelly happy?* (no) *What has Kelly got in her hand?* (a cable from the computer) *What's wrong?* (something is wrong with the computer)

27
CD2

1 Listen and read.

Play the recording. Get students to follow in their books and check their answers to the questions in the **WARM UP**. Ask some general questions to check comprehension:

- Is Kelly playing computer games?* (no)
- What is she doing?* (she's surfing the web)
- What's wrong?* (she cannot print a page)
- Why can't she print the page?* (because there's no paper in the printer tray)

Audioscript

See SB1, page 104

Ask students to work in pairs and practise the conversation. Ask one or two pairs to perform their conversations for the class.

Dialogue work

2 Match the sentence halves.

Do the first sentence with the class as an example. Ask students to do the exercise with a partner. Check answers.

Key

1 b 2 d 3 a 4 c 5 e

Making invitations

3 Work in pairs and practise the dialogue, then invent new ones.

Read the example dialogue with the students, then demonstrate with other words. Students then work in pairs practising the model dialogue. Then, they invent a new one. Ask several pairs to do their dialogues to the whole class.

28
CD2

4 a Listen and circle the correct words, then listen again and repeat.

Play the recording. Ask students to follow in their books and circle the correct words.

Elicit the language used to invite someone to do something: *Would you like to + infinitive / Do you want to + infinitive*. Elicit the ways to accept an invitation: *Sure. / I'd love to*.

and to refuse: *Sorry, I can't*. You could list them on the board for students to use in the next exercise. Check the answers. Play the recording again. Students repeat the dialogues.

Audioscript Key

Jim Would you like to come to the ¹cinema with me this evening?

Sue I'd love to.

Jim Shall we meet at the ²school?

Sue Sure. Let's meet there at ³7 pm.

Mel Would you like to go for a ⁴bike ride?

Mark Sorry, I can't.

Mel What about tomorrow?

Mark OK, let's go in the morning at about ⁵11.

Mel OK, great!

b Invent new dialogues using the other words.

Ask two students (or role play with a student yourself) to demonstrate how to make a new dialogue from the first lines:

A Would you like to come to the match with me this evening?

B I'd love to.

Ask students to work with a partner to do the task. Monitor them as they work, making sure they are using the language for making, accepting and refusing invitations correctly. Then get students to demonstrate different dialogues to the class.

Follow up

List on the board a series of activities, e.g. *go to the beach / go to the cinema / go swimming / try this hat on / play basketball / go for a bike ride / go running*. Set up a chain with students inviting one another and accepting or refusing.

Vocabulary

Computers

1 Complete the expressions with the words on the left.

Draw students' attention to the verbs in the box. Look at the completed example together and go through the rest of the phrases, making sure students know what they mean. Explain any new vocabulary. Ask students to complete the phrases. They can check answers with a partner before a whole class check.

Key

2 check 3 send 4 save 5 run 6 click 7 surf
8 burn

Free time activities

2 Write the correct expression under the picture.

Ask students to write the activities under the relevant pictures. Check as a class, then write the items on the board to ensure spelling is correct.

Key

- 1 exercise in the gym
- 2 have an ice cream
- 3 have a pizza
- 4 go swimming
- 5 go for a walk
- 6 meet friends
- 7 go for a bike ride
- 8 walk the dog
- 9 go for a run
- 10 play football
- 11 go skateboarding
- 12 go rollerblading

Communication

Sounds right /w/

29
CD2

3 Listen and repeat.

Ask students to listen and repeat the chant as a class activity. Make sure they pronounce /w/ and not /gw/.

Audioscript

See SB1, page 107

Talking about your free time

4 Ask and answer in pairs.

Ask students to work with a partner to do the task. Go through the questions with them. Encourage them to answer using time expressions in the box, or similar ones. Monitor them as they work, making sure they are using the correct vocabulary and tenses (present simple for general habits and routines). Students demonstrate different questions and answers to the class, as a way of checking language usage.

5 Complete the questionnaire, then interview your partner.

Students work individually answering the questionnaire for themselves. Then, in pairs, asking and answering the questions. Ask some pairs to say the results of their interviews to the class.

Grammar

Articles

1 Read the examples and complete the rules below.

Read through the examples in the grammar box with the class. Elicit the rules:

The definite article is used when something has already been mentioned or referred to (*the computer*), and also when there is only one object of its type, e.g. *the TV guide, the hard disk*. Point out that before a vowel sound, *the* is often pronounced /ði/.

For nouns in the plural, we don't normally use an article, unless the nouns have been referred to before, or are specifically referred to: *Give the books to the students.* (= the listener knows which books are being referred to, and which students) *Teachers usually give homework to students.* (= the speaker is talking about general information, not a specific teacher, piece of homework, or group of students)

Ask students to complete the rules. Do the first one with them as an example. Check the answers.

Key

1 a 2 an

2 Complete the sentences with a, an or –.

Ask students to complete the sentences, comparing their answers in pairs before a whole class check. They can refer to the grammar box if necessary.

Key

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

3 Circle the correct answer.

Ask students to circle the correct article, comparing their answers with a partner before a whole class check.

Key

1 the 2 the 3 an 4 the 5 a 6 the

4 Complete the sentences with a, an or the.

Ask students to complete the text individually and to check their answers in pairs before checking with the class.

Key

1 The 2 a 3 an 4 The 5 The 6 a / a

Follow up

Point to objects in the classroom, clothes, items in school bags and things outside the window, say the word and ask students to call out the corresponding article, e.g. **the sky, the sun, the clouds, a desk, the teacher, a sweater, a pencil, an eraser, an umbrella** etc.

Present simple vs. present continuous

5 Study the examples and complete the rules with the Present simple or Present continuous.

Read through the examples in the grammar box. Elicit the rules and ask students to complete the rules.

Key

1 Present simple
2 Present continuous
3 continuous
4 simple
5 simple
6 simple

6 Complete the sentences with the Present simple or the Present continuous.

Ask students to decide whether the action is happening at the time of speaking, or is about a general routine or general state. As a general rule, when there is an adverb of frequency, the sentence is usually in the present simple. When there is a time expression such as *now*, *at the moment*, *this week*, etc. the sentence is usually in the present continuous. Check answers.

Key

- | | |
|-------------|-----------------|
| 1 uses | 4 isn't having |
| 2 'm trying | 5 says |
| 3 Do / want | 6 Are / waiting |

7 What are these people doing? Look at the photos and write questions and answers.

Students do the exercise individually. Allow them to check in pairs before checking with the whole class. Check by asking pairs of students to read out the questions and their answers.

Key

- Is Mike swimming? No, he's running.
- Is Ted skateboarding? Yes, he is.
- Are Jake and Tim meeting friends? No, they're playing football.
- Is Joe swimming? Yes, he is.
- Are Jill and Jack having an ice cream? No, they're rollerblading.

8 Circle the correct sentence.

Students work individually. Allow them to check their answers with a partner, before a whole class check.

Key

- 1 /b 2/b 3/b 4/a 5/b 6/a

Now do **CYBER HOMEWORK 10a**
www.cambridge.org/elt/more

Skills Reading

WARM UP

Before they read, ask them to look at the pictures and guess what the children's hobbies are. If necessary, explain what a hobby is. Students can then check their predictions during the reading.

1 Read the texts. Then read the sentences below and write the name of the person they refer to.

Ask students to read the three texts and complete the task. Check answers with the class.

Key

- 1 Grace 2 Mark 3 Sarah 4 Mark 5 Sarah
6 Mark's sister

Follow up

Ask students if they have any strange hobbies, or if they know of anyone who has, and get them to talk about their strange hobby in class.

Listening

30
CD2

2 Listen to what Robbie is doing at the moment and circle T (True) or F (False).

Play the recording through. Play it again stopping to give students time to complete the task. Ask students to check their answers with a partner. Ask them to read their answers aloud to check.

Audioscript

Robbie Hi, I'm Robbie. My mum says I'm always using my tablet. She's right! I play computer games on it. I talk to my friends with my WebCam. I upload music for my friends and I download films and music for myself. I even watch TV series on my tablet. I post photos on my blog. In fact, I'm posting a photo at the moment! It's a picture of me playing with my dog. My favourite photo is a photo of my dad. He's

skateboarding. Yes, my dad skateboards! There are lots of photos on my blog. There's a photo of my best friends, Jake and Lucas. They are playing volleyball. And there's a nice photo of my sister, Anna. She's riding a bike in the park with her friends. Oops my friend Lucas is calling me now so I'd better go. Bye!

Key

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

Speaking

3 What do you do on your computer/tablet/phone? Tick the boxes for you. Then ask a friend.

Read the text in the speech bubbles. Ask students to do the questionnaire for themselves. Then, they work with a partner asking and answering the model questions. Ask several pairs to report the result of the questionnaires to the class to check.

Writing

Describing a hobby

4 Read the text, then write about your own hobby or the hobby of a friend.

This exercise can be completed for homework. Students read the model. Then, they complete the model given. Ask students to exchange their work in pairs or small groups and read each other's writing.



The Story of the Stones 5
Two more to go!

Ask some questions to recapitulate the story. Throughout, you may have to ask the questions in L1 and allow your students to answer in L1: *What does Sarah change into when she rubs her stone?* (an eagle) *What does Emma change into?* (a tiger) *What does Daniel change into?* (a rat) *Could Darkman steal the stones the last time?* (no)

31
CD2

Play the DVD. Ask *What do the children receive?* (a new message). *What does the message say?* ("Go to Redwood House now! It's on fire. There's a man on the roof.") *Who goes to Redwood House?* (Sarah morphed as an eagle) *What happens?* (Darkman steals her green stone) *Can Sarah escape?* (no) *What has Darkman now got?* (he's got Sarah and her green stone).

Complete the dialogue. Watch Episode 5 again to check.

Students do the task in pairs. Check with the class.

Key

- 1 Just a minute.
- 2 I'm not sure.
- 3 Oh, come on.
- 4 be careful!



Go to www.cambridge.org/elt/more for DVD exercises and CYBER HOMEWORK 10b

CLIL Technology
Mobiles!

1 Where are all the old mobile phones? Read the key facts below and find out.

Draw students' attention to the Key facts! Ask questions to check that students understand the text: *How many mobile phones are there in the world? How often do people change their mobiles? How many people recycle their phones?* Ask different pairs of students to read the two dialogues.

2 What is inside a mobile phone? Listen and tick (✓) the boxes below.

Ask students to read the list of minerals inside a mobile phone. Explain the meaning of the words students do not know. Allow students to work with a partner. Play the recording. Check the answers.

Audioscript **Key**

Speaker Mobile phones contain the following: Plastic, Nickel, Lead, Lithium, Chromium, Mercury and Cadmium. Wow, that's a lot of elements!!

3 Discuss with a partner.

Students work with a partner answering the questions. Ask different pairs to present their conclusions to check with the whole class.

Key

Students' answers.

WEBQUEST

Start a discussion with the whole class as to how to find a place to recycle old mobiles. Has any of them, or any member of their family still got one of the old mobiles? In what way were they different from modern ones. Set the exercise for homework. Encourage them to look up information on the Internet and magazines and to make posters to illustrate their information. Ask individual students to present their results to the class. Set up their posters on a wall in the classroom.

 **Go to www.cambridge.org/elt/more for extra CLIL**

Check your progress 5 Units 9 and 10

Key

- 1**
- | | |
|-----------|----------------|
| 1 twelfth | 4 twenty-third |
| 2 fourth | 5 second |
| 3 first | 6 twenty-first |

- 2**
- | | |
|----------|---------|
| 1 burn | 5 click |
| 2 surf | 6 email |
| 3 run | 7 save |
| 4 create | |

- 3**
- 1s / riding
 - 2 Are / studying
 - 3 Is / writing
 - 4 Are / swimming
 - 5 Am / listening

- 4**
- a 5 b 2 c 3 d 4 e 1

- 5**
- 1 Is Jenny eating pizza? No, she's eating pasta.
 - 2 Is your brother playing the piano? No, he's playing the guitar.
 - 3 Are Mark and Lucy swimming? No, they are cycling.
 - 4 Are you and Tony going to the park? No, we're going to the stadium.
 - 5 Are they drinking milk? No, they're drinking chocolate.
 - 6 Am I reading? No, you're sleeping.

- 6**
- 1 / a 2 / a 3 / b 4 / b 5 / b 6 / a

- 7**
- | | |
|-----------------|---------------|
| 1 Does / swim | 4 he isn't |
| 2 he does | 5 is / doing |
| 3 Is / swimming | 6 is watching |

8
Students' translations.

 **Go to www.cambridge.org/elt/more for MORE! training**

Aims and objectives

SB pp. 114–123

In this unit, students will learn:

- past simple of *be*
- past time expressions
- words for furniture
- prepositions (revision)
- to say where people were
- to say where things are

33
CD2

WARM UP

Look at the photo with the class and ask questions on it: *Where are Adam and Leah?* (in a living room) *Who is with them?* (Leah's or Adam's mother) *Whose mother do you think she is? Why? How does she look?*

32
CD2

1 Listen and read.

Play the recording. Ask students to follow in their books and check their answers to the questions in the Warm up. Ask some general questions to check comprehension:

- Why is Leah staying at Adam's house?* (her parents' are away)
- Why is Adam's mother angry?* (three chocolates are missing from the fridge)
- Where was Adam last night at 9?* (he was in the living room)
- Where was Leah last night at 9?* (she was in her room.)
- How does Adam's mum know he was in the kitchen?* (There was some blue paper next to the computer).

Audioscript

See SB1, page 114

Ask students to work in groups of three and practise the conversation. Ask one or two groups to perform their conversations for the class.

Dialogue work

2 Read the dialogue again and circle T (True) or F (False) below.

Do the first one with the class as the example. Ask students to do the task in pairs. Check answers.

Key

1 T 2 T 3 T 4 F 5 T

3 Listen and repeat.

Play the recording. Ask students to follow in their books and repeat the dialogues. Elicit the past tense of *to be* for first and third person singular (I, he, she, it = *was*) and you / plural you, we, they = *were*).

Audioscript

See SB1, page 115

Saying where people were

34
CD2

4 Listen and match the people to the correct places. Write the number next to the name.

Ask a couple of questions about the text: *Where was Leah yesterday at 9?* (She was in her room). *Where were Adam and his mother at 8.30?* (They were in the living room). Play the recording. Students listen and match the people to the places.

Audioscript

- A** Where was Mark yesterday evening?
- B** He was at the sports centre, training for the match on Saturday.

- A** Where was Meg from 2 until 4 on Saturday?
- B** She was in the park with her dog.

- A** Where was Paul at 9 yesterday morning?
- B** He was at the bus stop.

- A** Where was Sally at 10 yesterday evening?
- B** She was at the train station.

- A** Where was Zach at 4 yesterday afternoon?
B He was at the supermarket.

- A** Where was Emma at 8 yesterday evening?
B She was at the cinema.

Key

Mark: 4, sports centre Meg: 5, park
 Paul: 6, bus stop Sally: 3, train station
 Zach: 2, supermarket Emma: 1, cinema

5 Work with a partner and check your answers.

Ask two students to read parts A and B. If necessary, role-play the dialogue with a student. Ask students to work with a partner to do the task. Monitor them as they work, making sure they are using the past tense of *be* correctly. Students present different dialogues to the class.

6 Say where you were yesterday and at other times last week.

Ask students to work in groups of five and say where they were at different times of the day during the past week:

A *I was at the sports centre at 5 pm yesterday.*

B *I was at the cinema.*

You can ask stronger students to talk about other members of the family, so that they can practise using the 3rd person singular and plural forms:

A *My parents were at work at 1 pm yesterday.*

B *My parents were at the restaurant.*

Follow up

Set up a chain through the classroom. The first student says *I was in the park at 3 last Saturday. What about you?* for the second student to answer and pose the question to a third, and so on. You can give them other subjects like: *my brother / my friend / my grandparents*, etc. so that they use other forms of the verb *be*.

**Vocabulary
Furniture**



1 Write the correct names under the photos, then listen and check.

Read through the vocabulary with students to practise the pronunciation. Then with a partner they decide which number corresponds to which piece of furniture. Play the recording to check answers and reinforce pronunciation.

Audioscript **Key**

- | | |
|------------|------------------|
| 1 wardrobe | 9 table |
| 2 fridge | 10 armchair |
| 3 sink | 11 carpet |
| 4 radiator | 12 curtains |
| 5 bed | 13 chair |
| 6 cooker | 14 bedside table |
| 7 cupboard | 15 rug |
| 8 sofa | 16 lamp |

Prepositions (revision)

2 Where is the cat and the objects below? Write the correct preposition under the picture.

Read the prepositions in the box and revise their meaning with students. Students complete the sentences by looking at the pictures. Check answers.

Key

- 1 on 2 between 3 above 4 in front of 5 under
 6 in 7 next to 8 behind

Communication

Saying where things are

- 3** Work in pairs. Ask your partner questions about objects in his / her bedroom and write a list.

Ask two students to read parts A and B. If necessary, roleplay the dialogue with a student. Students do the activity in pairs. Monitor the exchanges. Ask different pairs to read their lists and do their exchanges aloud.

Follow up

Ask all students to close their eyes and ask them some questions. *Is there a pencil case on my desk?* (Yes/no) *Where is the clock?* (above the board) etc. Then ask students to work with a partner, asking and answering similar questions.

Sounds right was / were

36
CD2

- 4** Listen and repeat.

Play the recording. Ask students to listen and repeat, pausing after each phrase. Practise with a partner, then play it through several times encouraging students to join in.

Audioscript

See SB1, page 117

Saying where things were

- 5** Look at the two photos of the room and talk about the differences between yesterday and today.

Read the text in the speech bubble. Students work in pairs finding the differences between the two pictures. Then they take turns making sentences following the model.

Key

Yesterday,
there was a lamp on the cupboard.

there were two armchairs in front of the window.
the piano was near the door.
there were two pictures on the wall near the cupboard.
there was a mirror on the wall.
there were some photos on the cupboard.
the curtains were green.
the cushions on the sofa were white.
there was a red rug on the floor.
the flowers were on a small table between the armchairs.
the TV wasn't in the living room.
the small table was between the two armchairs.

Grammar

Past simple of be

Positive and negative

- 1** Look at the sentences from the dialogue on page 114. Now complete the table.

Read through the examples with the class. Ask students to complete the table. Do the first one with them as an example. Check the answers.

Key

1 was 2 was 3 were 4 were 5 wasn't
6 wasn't 7 weren't 8 weren't

- 2** Complete the text with *was* or *were*.

Ask students to study the grammar box again and then do the exercise. They can compare answers with a partner before a whole class check.

Key

1 was 2 were 3 were 4 were 5 was 6 was

- 3** Where was Ken? Reorder the words to make sentences.

Ask students to do the exercise, comparing their answers with a partner before a whole class check. Refer them to the grammar box if necessary.

Key

1 He was in his room.
2 He was on the phone to Mike.

- 3 He and Mike were at the park.
4 He and Mike were at the cinema.

4 Circle the correct verb.

Ask students to do the exercise. They can compare answers with a partner before a whole class check.

Key

1 was 2 weren't 3 was 4 wasn't 5 was
6 were

5 Look at the picture. Complete the sentences with the positive or the negative form.

Students work individually completing the sentences according to the picture. Remind them that (✓) is positive and (✗) is negative. Allow them to check their answers in pairs before a whole class check.

Key

1 was 2 wasn't 3 wasn't 4 was 5 wasn't
6 was

Past simple of *be* Questions and short answers

6 Look at the sentences below. Now complete the table.

Read through the examples with the class. Ask students to complete the table. Do the first one with them as an example. Check the answers.

Key

1 were 2 was 3 was 4 were 5 were 6 wasn't
7 wasn't 8 wasn't 9 weren't 10 weren't

7 Match the questions and answers.

Ask students to match the questions and the answers. Check with the whole class.

Key

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

8 Complete the questions and answers.

Students complete the dialogue. Then ask them to practise it with a partner. Ask several pairs to read out their completed dialogues as a way of checking answers.

Key

1 were 2 was 3 Where 4 wasn't 5 were
6 weren't

Past time expressions

9 Reorder the words to make sentences.

Read through the examples with the class. Students work individually reordering the sentences. Allow them to check their answers in pairs before checking with the class.

Key

- I was late yesterday morning.
- They were at school last Tuesday.
- We were at the gym from 7 to 9.
- He wasn't there at 8 o'clock.

Follow up

You may play this guessing game with the whole class. Model it by telling your students to ask you a *yes / no* question to find out where you were at a certain time over the weekend, e.g., *Were you at the supermarket on Saturday afternoon?* Students keep on asking *yes / no* questions until one guesses and takes your place. You may decide to have students play this game in pairs.



Now do **CYBER HOMEWORK 11a**
www.cambridge.org/elt/more

Skills Listening



1 Listen and match the people to the correct rooms.

Play the recording. Check the answers with the class.

Audioscript

Tom Hello. I'm Tom Barrymore and I live in Todbury Hall. All the people in my family are in different rooms in Todbury Hall at the moment. My mother, Lady Grant, is reading a book in the library and the cook, Mrs Bakewell, is making tea and sandwiches in the kitchen. My brother, Percy, is in his bedroom. I think he's listening to music. And my sister, Lucinda is in the dining room. She's doing her homework on the table in there. My father, Lord Grant, is in the bathroom at the moment and I am in the living room.

Key

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

Reading

WARM UP

Ask students to look at the picture and make predictions about what kind of story they are going to read. Draw their attention to the policemen, and ask them what significance they think this will have in the story (mystery / robbery / murder). Make sure they understand vocabulary such as *butler*, *maid*, *dead*, *arrest*.

2 Read the story *Teacups* and circle T (True) or F (False) for the sentences below. Correct the false sentences.

Ask students to read the text. Then ask general questions to check comprehension: *Where was the butler from 8.30 am to 10 pm?* (in the kitchen) *Who was in the library from 8 am to 10 pm?* (the maid) *Was the cook in the kitchen?* (no) *What was wrong with Mrs Strong?* (she was dead) *Why was the butler guilty?* (because it was his job to serve tea and he wasn't in the living room at 9 o'clock.) Students answer the questions in pairs. Check the answers with the class.

Key

- 1 F – It's what he says, but it isn't true.
- 2 F – No, she was in the library at 8.
- 3 T

- 4 F – At 9 o'clock Mrs Strong was in her bedroom. / At 10 she was dead in her bedroom.

5 T

6 T

Listening and speaking

3 Listen and read the dialogue, then interview three students in your class and compare answers.

Play the recording. Students listen and read. Divide the class in groups of four. Students take turns interviewing one another following the model. Explain that as far as possible they must give truthful answers, to substitute the words in italics. As a way of checking answers, ask different students to report back on their dialogues, e.g. *Fred was at the cinema on Friday, but Sally was at the gym.*

Audioscript

See SB, page 121

Writing

Using time markers

Tip Read the tip with the class. Remind them of the examples on page 119. Ask students to make sentences using the different prepositions to make sure they understand the rules.

4 Read the text and circle the time prepositions.

Students work individually finding and circling the time prepositions. Allow them to check in pairs before checking their answers with the class.

Key

until, from-to, at, at, at, at

5 Write a text about yourself.

This exercise can be completed for homework. Encourage students to use the vocabulary from this

unit to write about their day yesterday. They can invent information, too. Ask students to exchange their work in pairs or small groups and read each other's writing.

Culture

British history

Look at the photos with the class and elicit what they can see in them. Do they know any of these places? What do they think they are? Remember you can use L1 if you think it is necessary.

Read the texts and match them to the correct photo.

Students read the texts. Ask general comprehension questions, e.g.: *Where's Hadrian's Wall? What does the suffix "chester" mean? Who meets at Westminster Palace? What's Big Ben? How old is Stonehenge? What do people visit at Stratford-upon-Avon? Who was born there?*

Divide the class in groups to do the matching. Check with the whole class.

Key

- | | |
|------------------|-----------------------|
| a Stonehenge | c Stratford-upon-Avon |
| b Hadrian's Wall | d Westminster Palace |

39
CD2

2 Listen and say which places Anne and Paul are visiting.

Play the recording. Allow students to check in pairs before a whole class check.

Audioscript

Anne It's beautiful here, isn't it?

Paul Yeah, it's very quaint.

Anne You can really imagine what life was like in the past.

Paul This is where he went to school, isn't it?

Anne Let's go in.

Paul No, let's go to Anne Hathaway's cottage first. It's meant to be really interesting. It's an old thatched cottage that hasn't changed since it was built in Elizabethan times.

Anne Anne Hathaway was his wife, wasn't she?

Paul Yes, she was.

Anne OK, let's go there. But remember to leave some time to walk around the town. I want to buy some books. We can't leave without buying at least one of Shakespeare's plays.

Key

Stratford-upon-Avon

MORE! Online Action Box

Now ask your students to do the online listening and quiz and to write their text for the journal.



Go to www.cambridge.org/elt/more for extra CULTURE

40
CD2

Extra Reading

Story time

The story has also been recorded so you and your students can listen and read it at the same time if you prefer.

Ask students to read the text. Ask them questions about it, or get stronger students to make up questions to test comprehension. Remember that you may ask them questions in L1 to test comprehension. Example questions:

Why are Nick and Lucy going to Norway? (Because there is a snow monster who is scaring people.)

What do they see in the sky? (The Northern Lights.)

What do they see in the snow? (footprints)

Who is in the cave? (A man with a monster's costume.)

Why is he scaring people? (Because he works for the oil company and they want to scare people away so they can drill for oil.)

Ask students to suggest how the story goes on. Put them into groups, and ask them to write a continuation to the story. Ask different groups to read their stories to the class.

Aims and objectives

SB pp. 124–133

In this unit, students will learn:

- past simple
- words for things to do
- places to go
- to say when you were somewhere
- to find out information

WARM UP

Set the context by looking at the photo with the class and asking in English: *Who can you see in the picture?* (Dave and Kelly) *Where are they?* (in the school playground) *What can you read on Dave's T-shirt?* (Isle of Wight) *What can you see in the small picture?* (a music festival)

41
CD2

1 Listen and read.

Play the recording. Get students to follow in their books and check their answers to the questions in the **WARM UP**. Ask some general questions to check comprehension:

- Was Dave at the party last Saturday?* (no)
- Where was Dave?* (at a music festival in the Isle of Wight)
- Was the weather good?* (no, it rained)
- Were he and his parents at a hostel?* (no)
- Does Dave want to go again next year?* (yes)

Audioscript

See SB1, page 124

Ask students to work in pairs and practise the conversation. Ask one or two pairs to perform their conversations for the class.

Dialogue work

2 Read the sentences and circle T (True) or F (False).

Do the first sentence with the class as an example. Ask students to do the exercise with a partner. Check answers.

Key

1 F 2 F 3 T 4 F 5 T 6 T 7 F

Saying when you were somewhere

3 Look at the pictures and say where Enrique was. Use expressions like ... hours / months ago, yesterday evening, last year, etc.

Draw students' attention to the time and date 'now' (They have to imagine that it's 11 a.m, on 22nd March 2013). Look at the first picture with them, and elicit that he is now in the record shop. Then look at picture number 2. Tell students to look at the date on the photo and ask, *Is it today, yesterday, or two days ago?* (today). *Look at the time. Was it half an hour ago, or ten minutes ago?* (ten minutes ago) Ask: *Where was Enrique ten minutes ago?* Read the speech bubble with them: *Enrique was on a bus ten minutes ago.* Then ask students to work with a partner to do the rest of the task. Remind them to look out for months and years as well as time differences. Check answers.

Key

- 2 Enrique was in the bathroom 3 hours ago.
- 3 Enrique was asleep 8 hours ago.
- 4 Enrique watched television yesterday evening.
- 5 Enrique was on the beach 6 months ago.
- 6 Enrique was in Paris last year.

4 a Work in pairs. Ask and answer questions with your partner.

Read the example dialogue with the class, or ask two students to demonstrate it. Then put students with a partner to ask and answer questions, using the time expressions given.

Monitor them as they work, making sure they are using the past tense correctly. Ask students to say their dialogues aloud to the class.

b Discuss your answers with the class.
Were any of you in the same places at the same time?

Ask individual students to say where they were at a certain time. Have a show of hands to see whether other students were in the same place at the same time.

Follow up

Ask students to list four or five more time expressions, e.g. *yesterday, last Saturday, half an hour ago, last summer holiday*, etc. They work with a partner and ask each other questions about the different times, following the model dialogue in exercise 4.

the answers by making sentences as in the model. Check answers.

Key

- 2 You use a bike and a helmet for biking.
- 3 You use a kayak and a paddle for kayaking.
- 4 You use wetsuit, an aqualung and fins for scuba diving.
- 5 You use a tent and a sleeping bag for camping.
- 6 You use a snorkel and a mask for snorkelling
- 7 You use hiking boots and a backpack for hiking.

Follow up

Ask students to work in groups, or as a whole class, taking turns to add new items to the equipment list or to combine them in a different way. The other students have to guess what sport they are used for.

Vocabulary
Things to do

42
 CD2

1 Write the words under the correct photos, then listen and check.

Draw students' attention to the words to describe the different activities. Check they understand their meanings. Ask students to look at the pictures and write the correct names under the photos. Play the recording. Check answers.

Audioscript **Key**

- 1 biking 2 camping 3 hiking 4 climbing
- 5 scuba diving 6 snorkelling 7 kayaking
- 8 caving

2 Look at the equipment below and say which sport you use it for.

Go through the words in the box and make sure students know the new vocabulary. Ask students to choose sports from the list in exercise 1 and to match them to the items in the box. Go through

Places to go

3 Match the words to the photos.

Draw students' attention to the words to describe places. Check they understand the meaning of the vocabulary. Ask students to look at the pictures and match the names to the pictures. Check answers.

Key

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

Communication
Sounds right /t/ /d/ /ɪd/

43
 CD2

4 Listen and repeat.

- Explain that there are three different sounds for the ending of 'ed' words.
- When verbs end in /k/ or in /s/ 'ed' is pronounced /t/
 - When verbs end in /n/ or in /v/ or a vowel 'ed' is pronounced /d/
 - When verbs end in /d/ or /t/ 'ed' is pronounced /ɪd/

Play the recording. Ask students to repeat the sentences. Make sure they pronounce the past tense ending correctly.

Audioscript

See SB, page 127

- 5 a Look at the pictures of this young boy and complete the sentences below. Use verbs from exercise 4.**

Students work individually completing the sentences. Draw their attention to the text in the speech bubble to guide them as to the verbs they have to use. Check answers with the class.

Key

1 hated 2 loved 3 walked

- b Think of more sentences beginning with *When I was ten, ...* and tell the class.**

Students write three sentences about things they did when they were ten. Ask students to read them aloud as a way to check with the whole class.

Finding out information

44
CD2

- 6 Stephen wants to try scuba-diving. Listen and complete the dialogue.**

Play the recording. Ask students to listen and complete the dialogue. Ask two students to read the dialogue aloud for the rest of the class to check.

Audioscript

Key

Stephen Hi. ¹How much is a scuba diving lesson?

Assistant It's ²£30 per hour.

Stephen OK. What do I need ?

Assistant Just your swimming costume.
We provide the equipment and ³wetsuit.
Is it your first time?

Stephen Yes, it is. What time do the lessons ⁴start?

Assistant Well, the beginner's course starts on ⁵Thursday at 8 pm in the swimming pool.
You need to complete this form. There are ⁶twelve lessons in total.

Stephen OK, how much does it cost?

Assistant It's ⁷£340 for the complete course.

Stephen OK, thank you!

- b Work in pairs and invent similar dialogues for other sports courses.**

Following the model in exercise 6 above, ask students to work with a partner and make up new dialogues about other sports. Ask several pairs to read their dialogues to the class.

Grammar

Past simple regular verbs

Positive

- 1 Complete the sentences with these words.**

Ask students to do the exercise individually. They can compare answers with a partner before a whole class check.

Key

1 played 2 finished 3 wanted 4 scored

- 2 Complete the rule.**

Read through the rules with the class. Ask students to look at the verbs in exercise 1, and then work out and write down the rule.

Key

1 -ed 2 -d 3 -i 4 -ed

- 3 Write the Past simple forms of these verbs.**

Ask students to write the past tense of the verbs using the grammar rule from exercise 2. Draw attention to the picture at the bottom of the page. Check the answers by writing three headings on the board: *-ed*, *-d* and *-ied*. Ask students to write the past tense verbs under the correct headings, or to tell you where to write it, if this is more practical.

Key

-ed	-d	-ied
walked	loved	hurried
looked	liked	tried
waited	lived	studied
opened	closed	
relaxed	arrived	
watched	danced	
listened	phoned	
played	hated	
surf-ed		
borrowed		
touched		
happened		
climbed		
talked		

Follow up

Ask students to decide on the correct pronunciation of the past tense verbs in exercise 3. Check their answers by asking them to name all the verbs ending in /t/ (*walked, looked, relaxed, watched, surfed, touched, talked, looked, liked, danced*); /d/ (*loved, listened, closed, climbed, opened, lived, played, borrowed, happened, phoned*), /ɪd/ (*waited, hated*)

4 Circle the Past simple forms of the verbs in the text below, then complete the table.

Ask students to circle the verbs in the text individually. Then they work in pairs completing the table. Check with the class writing the present and past forms on the board.

Key

Present	Past
1 play	played
2 start	started
3 phone	phoned
4 listen	listened
5 watch	watched
6 arrive	arrived
7 want	wanted
8 ask	asked

5 Complete the sentence with the Past simple form of the verbs.

Ask the students to change the form of the verb in brackets to complete the sentences. Check with the whole class.

Key

1 chased 2 arrived 3 jumped 4 listened
5 phoned 6 carried

6 Complete the text with the Past simple form of the verbs below.

Ask students to do the task. Allow students to check in pairs before checking with the whole class.

Key

1 looked 2 was 3 turned 4 looked 5 was
6 was 7 was 8 opened 9 looked

7 Complete the story with the Past simple form of the verbs below.

Students do the exercise individually. Allow them to check in pairs before checking with the whole class. Check by asking students to read out the different sentences.

Key

1 happened 2 were 3 was 4 wanted 5 walked
6 stayed 7 was 8 shouted 9 rescued

8 Circle the correct answers to complete the text.

Students work individually. Allow them to check their answers with a partner, before a whole class check.

Key

1 /C 2/C 3/B 4/A 5/C 6/B 7/C 8/A

9 Complete the text with the verbs below.

Ask the students to use the verbs in the box to complete the sentences.

Key

1 watched 2 was 3 jumped 4 tried 5 chased
6 were

Now do CYBER HOMEWORK 12a
www.cambridge.org/elt/more

Skills

Reading

WARM UP

Before they read, ask them to look at the pictures and guess what sport the reading is going to be about. Students can then check their predictions during the reading.

1 Read the story and circle T (True) or F (False) for the sentences below.

Make sure they understand all the vocabulary and language. Ask students to read the stories. Ask general questions to check comprehension:

What sport does Mark love? (scuba diving)

What equipment do you need for scuba diving?

(aqualung, fins, mask, tanks)

What does a depth gauge do? (it tells how much oxygen is there in the tanks)

Why was it difficult for Mark to see the instructor? (because his mask is old)

Students answer the questions. Check with the class.

Key

1 F 2 T 3 T 4 F 5 T 6 T 7 F 8 T

Listening

45
CD2

2 Listen and circle T (True) or F (False).

Play the recording through. Play it again stopping to give students time to complete the task. Ask students to check their answers with a partner. Ask them to read their answers aloud to check.

Audioscript **Key**

Narrator Mrs Caroline Smith worked as a cleaning lady in a museum of modern art somewhere in England. The director asked her to clean a room on the first floor. Two hours later, Mrs Smith came back and asked what to do next. The director checked her work but was horrified. The floor and windows were clean. But part of a modern sculpture wasn't there anymore. The sculpture was an old jacket over a computer screen. On the jacket, there were two roses. The jacket and the roses weren't there. 'Where's the jacket with the roses?' the director asked Mrs Smith. 'Oh that old thing' she answered. 'I decided to throw them away! And the roses too!' The sculpture was worth £50,000!

1 F 2 F 3 T 4 F 5 T 6 F 7 T 8 F

Writing

Letter format

Tip

Read the tip with the students. Make sure they understand how to begin and how to end a letter.

3 Read the letter and circle all the past verbs.

Ask students to read the letter. Then, they check their answers with a partner before checking with the class.

Key

was, stayed, visited, enjoyed, was, was, played, relaxed, wanted, was, loved

4 Reply to Pete's letter and describe your last holiday.

This exercise can be completed for homework. Students read the letter again. Then, they write a letter about their holiday following the model given. Ask students to exchange their work in pairs or small groups and read each other's writing.

DVD

The Story of the Stones 6

Three stones to rule the universe!

Ask some questions to recapitulate the story. Throughout, you may have to ask the questions in L1 and allow your students to answer in L1: Ask *What does the message the children receive say?* ("Go to Redwood House now! It's on fire. There's a man on the roof.") *Who goes to Redwood House?* (Sarah morphed as an eagle) *What happens?* (Darkman steals her green stone and catches Sarah and her green stone).

Play the DVD.

Ask some general comprehension questions: *What does Darkman's new message say?* ("Come to Cairn Castle tonight") *Are the children alone?* (no, Sunborn is with them) *Does Emma give Darkman her stone?* (yes) *Does Daniel give Darkman the real stone?* (no) *Who has Daniel's real stone?* (Sunborn) *Why does Darkman disappear?* (because Sunborn has the three stones).

Complete the dialogue. Watch Episode 6 again to check.

Students do the task in pairs. Check with the class.

Key

- 1 How dare you!
- 2 That was close.
- 3 You're welcome.

Go to www.cambridge.org/elt/more for DVD exercises and CYBER HOMEWORK 12b

CLIL History

Biography

Modern History Makers

1 Read about Steve Jobs and complete the timeline below.

Draw students' attention to the photo. Do they know who Steve Jobs was? Students read the text. Explain any words they don't know. Students work on the timeline in pairs. Check with the whole class.

Key

course in font design
1976
He died of cancer

2 Read about J. K. Rowling and complete the table below.

Students read J.K. Rowling's biography. Explain the meaning of the words students do not know. Allow students to work with a partner to complete the table. Check the answers.

Key

Name:	J.K. Rowling
Born:	1965
Nationality:	British
Occupation:	writer
History:	She was born in England. She finished her first story when she was six. She wrote <i>Harry Potter and the Philosopher's Stone</i> in cafes in Edinburgh. She wrote the six books of the series between 1998 and 2007.
Achievements:	She won the Children's Book of the Year prize with <i>Harry Potter and the Philosopher's Stone</i> . She sold more than 450 million copies of Harry Potter in 72 languages. She set up the Volant Charitable Trust.
Why do you think she's special?	Students' answers

WEBQUEST

Start a discussion with the whole class on the World Wide Web and its creator (Sir Timothy John Berners-Lee). Encourage them to look up information about them on the Internet and magazines and to make a poster with the timeline and the information they obtain. Ask individual students to present their results to the class. Set up their posters on a wall in the classroom.

Go to www.cambridge.org/elt/more for extra CLIL

Check your progress 6

Units 11 and 12

Key

1

- | | |
|------------|-----------------|
| 1 sofa | 4 cupboard |
| 2 fridge | 5 chair |
| 3 armchair | 6 bedside table |

2

- | | |
|---------------|--------------|
| 1 monument | 4 restaurant |
| 2 theatre | 5 theme park |
| 3 art gallery | 6 museum |

3

- 1 was 2 wasn't 3 weren't 4 were 5 was

4

- 1/c 2/d 3/e 4/b 5/a

5

- My brother was at the park yesterday at 6 pm.
- Tom's class was at the museum on Tuesday.
- My friends were at the restaurant last weekend.
- She was late last night.
- We were at the supermarket on Saturday.
- I was in the kitchen.

6

- | | |
|-----------|----------|
| 1 relaxed | 4 walked |
| 2 played | 5 lived |
| 3 danced | 6 waited |

7

- | | |
|----------|-----------|
| 1 Were | 5 Were |
| 2 was | 6 were |
| 3 Was | 7 weren't |
| 4 wasn't | |

8

Students' translations.

Go to www.cambridge.org/elt/more for MORE! training

Workbook 1 Answer KEY

UNIT 1

WB pp. 4–9

How are you?

Dialogue work

02
CD1

1 Audioscript

- A
- Bob** Hi, Polly. How are you?
Polly I'm fine, thanks, Bob. And you?
Bob I'm OK, thanks. Polly, this is Steve.
Steve Hello, Polly.
Polly Hi, Steve. Nice to meet you.
Steve Nice to meet you too.
- B
- Girl** Hi! What's your name?
Boy I'm Billy. And you?
Girl I'm Sue. Nice to meet you.
Boy Nice to meet you, too! Bye, Sue.
Girl Bye, Billy.

Key

- A** 1 How 2 you 3 thanks 4 Hello 5 meet 6 Nice
B 1 name 2 meet 3 meet 4 too
- 2** 1 **A** are **B** thanks 4 **A** is **B** Hi
2 **A** What's **B** I'm 5 **A** must **B** Bye
3 **A** today **B** Great 6 **A** I'm **B** Nice
- 3** Students' own answers.

Vocabulary and Communication

- 1** 2 hot 7 cold
3 angry 8 worried
4 nervous 9 bored
5 hungry 10 sad
6 scared
- 2** 1 one
17 seventeen
14, 8 fourteen, eight
- 3** Tuesday, Wednesday, Thursday, Friday, Saturday
- 4** 2 are you
3 I'm
4 angry
5 I'm

- 5 Tom** twelve
Olivia **A** How old is Olivia?
B She's thirteen.
A That's right.
David **A** How old is David?
B He's fourteen.
A That's right.

Grammar

- 1** 4 She 6 We 8 They
- 2** 2 I 3 We 4 She 5 He 6 you, I
- 3** 1 is 2 are 3 is 4 are 5 are 6 am
- 4** 1 isn't 2 aren't 3 aren't 4 'm not
5 isn't 6 aren't
- 5** 1 isn't 2 's 3 's 4 isn't 5 's 6 's 7 's
- 6** 1 am 2 isn't 3 Yes 4 No 5 Are 6 Are, not
- 7** 2 Is that your cat
3 Is Maggy hot
4 Is Pablo Italian
5 Are you hungry
- 8** 1 Who is he
2 Who are they
3 Who is she
4 Who are you
- 9** 1 it isn't
2 Is it their cat, it isn't
3 Is it my cat, it isn't
4 Is it our cat, it isn't
5 Is it your cat, it isn't
6 Is it his cat, it is

Skills

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

05
CD1

2 Audioscript

- A** How are you, Jamie?
B I'm sad.
A Why?
B My dog isn't well.
A Oh no!

- A** Is Ella hungry?
B No, she isn't. She's nervous. Fred isn't nervous.
 He's bored.

- A** What's that? Open the window? OK, Polly ... Polly is hot. Oh dear ... Alex isn't hot. Alex is cold. Close the window! And Anna? Anna is ... angry! Oh no!!

Key

- | | |
|---------|---------|
| 1 Jamie | 4 Polly |
| 2 Ella | 5 Alex |
| 3 Fred | 6 Anna |

- 1 Jamie is sad
- 2 Ella is nervous
- 3 Fred is bored
- 4 Polly is hot
- 5 Alex is cold
- 6 Anna is angry

04
CD1

3 Audioscript

Gwen Hi! I'm Gwen and this is my friend, Mark. We're from Swansea, in Wales. We are students at Swansea High School.

Mark I'm not from Swansea – I'm from Cardiff! It's the capital of Wales.

Gwen OK – Mark is from Cardiff. He's fourteen and I'm thirteen. I'm really happy because I'm fourteen on Thursday – my party is on Saturday.

Mark A party on Saturday! Great! But, come on, we're late for class!

Gwen OK, but I'm worried about the Geography test.

Mark Don't be nervous. You're good at Geography. But come on!!!!

Key

- 1 Gwen 2 Mark 3 Mark 4 Gwen 5 Gwen

- 4**
- 1 London Eye
 - 2 sister
 - 3 taking a photo
 - 4 London
 - 5 tomorrow
 - 6 sad
 - 7 happy
 - 8 Monday

5 Possible answers:

His name is Harry. He is from London.
 His friends are happy. His friends are students.

UNIT 2

WB pp. 10–17

Where's your book?

Dialogue work

05
CD1

1 Audioscript

Teacher Good morning, everyone.
 OK, OK, sit down and be quiet.
 Jenny, please don't talk, listen.
 Mary, sit next to Jenny.
 Peter, don't sit next to Paul.
 Sit behind Mary.
 Yes, that's right – at the desk in front of Tom.
 Now, open your books at page ten.

Key

- 1 sit down
- 2 be quiet
- 3 don't talk
- 4 sit next to
- 5 don't sit next to
- 6 in front of
- 7 open your books

06
CD1

2 Audioscript

Teacher Jack, your book is on the floor.
Jack Where?
Teacher There, under the table. Pick it up, please.
Jack It isn't my book.
Teacher Just pick it up, please!
Jack OK.
Teacher Don't put it in your bag. Put it on your desk!

Key

- 1 Jack 2 Teacher 3 Jack 4 Teacher

- 3**
- 1 is, It's on
 - 2 are, They're on, under
 - 3 Where are, They're above, next to
 - 4 Where is, It's on, next to
 - 5 Where are, They're in, on, in front of
 - 6 Where is, She's in front of
 - 7 Where is, He's behind

Vocabulary and Communication

- | | |
|----------|---------------|
| 1 2 door | 7 table |
| 3 book | 8 window |
| 4 floor | 9 computer |
| 5 chair | 10 whiteboard |
| 6 desk | |

2 see p. 11

- 3
- | | | | |
|---|-------------|---|------|
| 1 | come | 5 | put |
| 2 | Look | 6 | Put |
| 3 | don't laugh | 7 | Take |
| 4 | pick up | | |

Grammar

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

- 2
- 1 are on the desk
 - 2 in the rucksack
 - 3 is in front of the desk
 - 4 are on the desk, next to the TV

3 1 d 2 c 3 e 4 b 5 a

- 4
- | | | | |
|---|-------------|----|-------|
| 1 | Where | 8 | Who |
| 2 | What colour | 9 | Why |
| 3 | Who | 10 | Where |
| 4 | Why | 11 | What |
| 5 | What | 12 | What |
| 6 | What | 13 | What |
| 7 | How old | | |

- 5
- | | | | | |
|---|-------------|---|-----------|-------|
| 1 | 1 open | 2 | pick up | |
| 2 | 1 Don't sit | 2 | Come | 3 sit |
| 3 | 1 Come | 2 | Look | |
| 4 | 1 close | 2 | don't put | |

6 1 A 2 B 3 C

Skills

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

07
CD1

2 Audioscript

Harry I like all colours, but my favourite is red. The walls in my room are red and white. My desk is brown. It's in front of the window. The chair in front of the desk is brown, too. The computer on my desk is red. My books are on my desk, behind my computer. My school bag is on my desk. My bed is next to the door. My CD player is on a table next to my bed. The TV isn't on the table, it's on the floor!

Key

1 brown 2 behind 3 desk 4 the door 5 the floor

3 Students' own answers.

4 1 d 2 h 3 f 4 a 5 i 6 c 7 e 8 j 9 b 10 g

08
CD1

5 Audioscript

- A** Mum! Where's my English book?
B It's on the table, behind the computer.
A No, that's my French book. It's blue.
B What colour is your English book?
A It's red.
B Is it next to your French book?
A No, it isn't. Oh! Where is it?
B Is it under the chair? There are three books on the floor.
A No, it isn't there.
B Well, I don't know. Look in your bag. There's a red one there.
A Oh, yes. That's it! Thanks!

Key

- | | | | |
|---|--------|----|---------|
| 1 | book | 8 | red |
| 2 | on | 9 | next to |
| 3 | behind | 10 | book |
| 4 | book | 11 | under |
| 5 | blue | 12 | on |
| 6 | colour | 13 | in |
| 7 | book | 14 | red |

6 Students' own answers.

Learning to learn (Units 1 and 2)

- 1
- 1 Can I open the window, please?
 - 2 Can you repeat that, please?
 - 3 Can I go to the toilet, please?
 - 4 Can I sit here?
 - 5 Can I borrow a pen, please?
 - 6 Can you say that louder, please?
 - 7 Can I borrow your dictionary, please?
 - 8 Can I close the window, please?
 - 9 Can I borrow your computer, please?

Exam skills 1

- 1
- 1 Nice to meet you.
 - 2 I am ten years old.
 - 3 My book is on my desk.
 - 4 She is ten years old.
 - 5 My name is Maria.

2 Students' own answers.

3 a F b T c T d T

UNIT 3

WB pp. 18–23

Your house is fantastic!**Dialogue work**09
CD1**1 Audioscript****Stella**

Our house is very nice. It's new. It is big and there are three bedrooms, one for mum and dad, one for me and my sister, Julia, and one for my brother, Sam. There isn't a TV in my bedroom or in Sam's room, but there's a small room with a desk and a computer – that's great! There's a beautiful TV in the living room and there are two sofas and two armchairs. There isn't a dining room – the table and chairs are in the living room. The garden is small with one tree and lots of flowers. There's a big garage for my dad's car and our bikes.

My grandad's house is really cool. It's a small cottage but there's a big garden with lots of trees and flowers. There isn't a garage. The house is very old and all the rooms are small. There are two bedrooms, a living room, a dining room and a kitchen. Grandad's TV is in his bedroom. There are lots of shelves with lots of books in the living room and in the dining room. The only bad thing is there aren't a lot of windows and they're very small. But I think the house is beautiful!

Key

1 Stella 2 Grandad

10
CD1**2 Audioscript**

Repeat Track 09

Key

1 F 2 T 3 T 4 T 5 F 6 T 7 T 8 F 9 T 10 T

- 3** 1 new 5 old
2 old 6 small
3 small 7 big
4 big 8 small

4 Students' own answers.**Vocabulary and Communication**

- 1** 2 kitchen 7 armchair
3 living room 8 washbasin
4 bathroom 9 bed
5 bedroom 10 rug
6 cooker
- 2** 2 There's a table and three chairs, a cooker and a fridge in the kitchen.
3 There's television, a rug, a sofa and two armchairs in the living room.
4 There's a toilet, a washbasin and a bath in the bathroom.
5 There's a bed, a wardrobe, a desk, a chair and a computer in the bedroom.
- 3** 2 big 6 computer
3 walls 7 ls
4 posters 8 downstairs
5 there

Grammar

- 1** 1 There is 5 There isn't
2 There are 6 There are
3 There aren't 7 There isn't
4 There is 8 There is
- 2** 1 Is there, there is
2 Are there, No, there aren't
3 Are there, Yes, there are
4 Are there, No, there aren't
5 Is there, Yes, there is
6 Is there, No, there isn't
7 Are there, Yes, there are
8 Is there, Yes there is
- 3** 2 there aren't, there is one apple
3 there isn't, there are two small books
4 there aren't, there are two pens
5 there aren't, there is one big book
6 there isn't, there are three pencils
- 4** 1 There are two posters on the floor.
2 There's an armchair on the table.
3 There are two chairs on the wall.
4 There's a washbasin on the shelf.
5 There are three books in the washbasin.
6 There are two trees next to the door.
7 There's a lamp on the door.

5 1 V 2 V 3 P 4 P 5 V

- 6** 1 The MP3 player is Monica's.
 2 The football is Jim's.
 3 The bike is Monica's.
 4 The dog is Monica's.
 5 The cat is Monica's.
 6 The dog is Jim's.
 7 The helmet is Jim's.
- 7** 2 Whose football is it? It's Jim's.
 3 Whose bike is it? It's Monica's.
 4 Whose dog is it? It's Monica's.
 5 Whose cat is it? It's Monica's.
 6 Whose dog is it? It's Jim's.
 7 Whose helmet is it? It's Jim's.
- 8** 1 Is there a CD on the shelf?
 2 Whose CDs are they?
 3 Where is my new CD?
 4 What's the name of that CD?
 5 Why are Jenny's CDs on the shelf?

Skills

11
CD1

1 Audioscript Speaker

- 1 In Daniel's room there's a bed, a desk and a chair.
- 2 Daniel's room is not very big.
- 3 There are two windows with blue curtains.
- 4 There's a computer on Daniel's desk.
- 5 Daniel's pet is a dog.
- 6 The dog's name is Blackie.
- 7 There are posters in Daniel's room.
- 8 On the posters, there are lots of animals.

Key

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

- 2** a a 2 b 1 c 3
 b 1 two 2 Three 3 her grandmother's
 4 three 5 second 6 big

3 Students' own answers.

4 1 F 2 T 3 T 4 F 5 T 6 F 7 T 8 T

12
CD1

5 Audioscript

- Liz** Wow! Look at the living room. The gold table is amazing and there are sixteen small chairs!
- Mark** Yes - look at the pictures on the wall. They're by famous artists.

Liz And the carpet – it's blue and red – beautiful!

Mark This is one of the bedrooms. The walls are purple and white.

Liz Wow! There are curtains around the bed. And there's a gold desk and chair. And a very big sofa.

Mark And there is a mirror on the table – the silver frame is lovely!

Liz This room is quite big. The red cushions on the armchairs are beautiful.

Mark They aren't armchairs – that's where the Queen and her husband sit!

Key

- | | |
|---------------|------------|
| 1 living room | 5 bedrooms |
| 2 sixteen | 6 curtains |
| 3 wall | 7 sofa |
| 4 carpet | 8 cushions |

6 Students' own answers.

UNIT 4

WB pp. 24–31

Is he French?

Dialogue work

13
CD1

1 Audioscript

Ann Jim, you know there's a quiz on Friday?

Jim Yes, I know, Ann.

Ann Well, I've got a question for you.

Jim Yes? What is it?

Ann How many Londons are there?

Jim How many Londons are there?

Ann Yeah.

Jim One, in England!

Ann Wrong! There are lots of places with the name London - there's a London in Canada, and 18 in America.

Jim Wow! So, there are British Londons, American Londons...

Ann And lots more.

Ann It's a good question for the quiz.

Jim Yeah! Great!

Key

- 1 It's on Friday. 2 Londons are there 3 No, it isn't.
 4 There are 18.

- 2 1 Italian, American
2 British, Australian
3 French, Canadian

14
CD1

3 Audioscript

- Sally** Look, Della! Here's my Mum at 22!
Della She's got long, dark hair, Sally!
Sally Yes, and now she's got short, blonde hair.
Mmm. She's a bit plump here but now she's thin.
Della Is that your Dad?
Sally Yeah! Look at his long hair!
Della Hey! Is that my Mum there? Behind your mum?
Sally Yes. Her best friend at school!! Look, she's got long, dark hair, too.
Della Yes, she's got lovely, long, dark hair. It's short now!

Key

1 Sally's 2 dark 3 short 4 plump 5 long 6 short

Vocabulary and Communication

- 1 1 hair 7 hand
2 eye 8 finger
3 ear 9 shoulder
4 mouth 10 leg
5 nose 11 foot
6 arm
- 2 2 He's tall and slim. He's got short, curly hair.
3 He's short and plump. He's got short, straight hair.
- 3 2 have 6 Yes
3 old 7 got
4 He's 8 you've
5 Is 9 we're

Grammar

- 1 1 have got 4 have got
2 have got 5 has got
3 have got 6 has got
- 2 1 haven't got 5 haven't got
2 hasn't got 6 haven't got
3 haven't got 7 hasn't got
4 hasn't got

- 3 a
1 Has your brother got blue eyes?
2 Have your sisters got computers?
3 Has your house got a big garden?
4 Has your mum got brown eyes?
5 Have you got a computer?
6 Have you got a TV in the living room?
b
1 Yes, he has.
2 Yes, they have.
3 No, it hasn't.
4 No, she hasn't.
5 Yes, I have.
6 Yes, we have.
- 4 1 My teacher has/hasn't got blue eyes.
2 I have/haven't got a TV in my room.
3 My teacher has/hasn't got long hair.
4 Lots of my friends have/haven't got computers.
5 I have/haven't got a pet.
6 My friend and I have/haven't got bikes.
7 My friend has/hasn't got two sisters.
8 My room has/hasn't got big windows.
- 5 1 an 2 a 3 a 4 an 5 a 6 a 7 a 8 a
9 a 10 an 11 a 12 an
- 6 1 an 2 a 3 an 4 a 5 an 6 a 7 a 8 an
- 7 1 correct
2 My grandad's got **an** old car.
3 Julia has got **an** American friend in New York.
4 correct
5 My cat has got **a** blue eye and **a** brown eye.
6 Have you got **a** red car?
7 Is there **an** Italian girl in your class?
8 correct
9 correct
10 He's got **a** new MP3 player.

15
CD1

8 Audioscript **Key**

air hungry hand is ham

Skills

16
CD1

1 Audioscript

- Ann** Hi Mum – I'm home!
Mum Hello, Ann, how was school today?
Ann Fine, there's a new boy in my class. I think he's American.
Mum Oh, why?

Ann He's got very short, blond hair and blue eyes and he's got a new smartphone and a skateboard.

Mum And? Why is he American? Not all Americans have blond hair and blue eyes.

Ann Mm, I know.

Key

1 T 2 T 3 T 4 ?

- 2**
- | | |
|---------|---------|
| 2 slim | 7 curly |
| 3 short | 8 legs |
| 4 plump | 9 arms |
| 5 dark | 10 thin |
| 6 blond | |

3 Students' own answers.

17
CD1

4 Audioscript

Jake Hi, my name's Jake. I'm 15 years old. I'm from London. I've got two brothers and one sister. I live in a big house in the city. There are five bedrooms in the house. I've got a big bedroom. The walls are yellow - it's my favourite colour. My computer is on the desk next to the window. There are lots of CDs on the shelf behind the door. I've got a CD player, but I haven't got an MP3 player. Tweet is in my bedroom, too. He's my pet bird.

Key

Age: 15
Nationality: British
Brothers: 2
Sister: 1
Lives in: house
Favourite colour: yellow
Has got: computer, CD player
Pets: bird

- 5**
- | | |
|---------------|-------------------|
| 1 JBiebs | 6 violin |
| 2 London | 7 sport |
| 3 1st March | 8 Beliebers |
| 4 half sister | 9 35 million |
| 5 trumpet | 10 Men in Black 3 |

6 Students' own answers.

Learning to learn (Units 3 and 4)

- 1** Students' own answers.
2 Students' own answers.
3 Students' own answers.
4 Students' own answers.

Exam skills 2

- 1**
- 1 between
 - 2 in front of
 - 3 are
 - 4 is
 - 5 on

2 Students' own answers.

- 3**
- | | |
|-------------|-----------|
| 1 small | 6 haven't |
| 2 bedroom | 7 got |
| 3 poster | 8 got |
| 4 favourite | 9 an |
| 5 kitchen | 10 on |

UNIT 5

WB pp. 32-37

I never eat chips!

Dialogue work

18
CD1

1 Audioscript

- | | |
|------------|------------|
| 1 potatoes | 5 cherries |
| 2 carrots | 6 bananas |
| 3 salad | 7 grapes |
| 4 apples | 8 spinach |

Key

- | | |
|-------------|--------------|
| apples [4] | potatoes [1] |
| salad [3] | cherries [5] |
| spinach [8] | bananas [6] |
| carrots [2] | grapes [7] |

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

19
CD1

2 Audioscript

Daniel Can I have some spinach, please?
Carrie Hey, you never eat spinach!
Daniel That's not true. I sometimes eat spinach. It's good for you!
Carrie I know! I eat a lot of vegetables! And a lot of fruit!
Daniel Yes, you're healthy!
Carrie Except when I eat chocolate!!

Key

Correct order: 3, 6, 1, 4, 2, 5

20
CD1

3 Audioscript

Kyle What's for lunch?
Mrs Lane Curry and rice or fish, potatoes and carrots. What would you like?
Kyle Can I have the curry? We sometimes have it at home. But I like fish, too.
Mrs Lane So would you like curry or fish?
Kyle Erm... Can I have the curry and rice, please.
Mrs Lane Is curry your favourite food?
Kyle No – my favourite food is bananas!!
Mrs Lane Bananas! Very healthy!!
Kyle Is there any fruit?
Mrs Lane Yes, you can have an apple or an orange – we haven't got bananas today.
Kyle That's a shame. Can I have an orange, please?
Mrs Lane Sure. Here you are!
Kyle Thanks!

Key

1 rice	5 bananas
2 fish	6 fruit
3 potatoes	7 bananas
4 fish	8 orange

21
CD1

4 Audioscript

cheese fish eat tea is coffee milk chips
spinach chicken beans peas

Key

cheese: eat, tea, coffee, beans, peas
fish: is, milk, chips, spinach, chicken

Vocabulary and Communication

1	1 onions	10 water
	2 apples	11 bread
	3 fish	12 coffee
	4 chicken	13 carrots
	5 cherries	14 orange
	6 chips	15 juice
	7 potatoes	16 tea
	8 rice	17 spinach
	9 sausages	

I like strawberries.

2	1 bottle	6 napkin
	2 fork	7 tablecloth
	3 spoon	8 glass
	4 knife	9 cup and saucer
	5 plate	

22
CD1

3 Audioscript

Waitress Hi. Can I help you?
Bea Can I have a salad, please?
Waitress Would you like a cheese or egg salad?
Bea Cheese, please.
Waitress And for you, sir?
Grandad I'd like fish and chips, please.
Waitress What would you like to drink?
Bea Cola.
Grandad That's not very good for you, Bea. Do you often drink fizzy drinks?
Bea No, I usually drink water or sometimes juice.

Key

1 Can I help	4 I'd like
2 Can I have	5 What would you like
3 Would you like	6 drink

Grammar

1 1 likes 2 has 3 eats
A Humphrey B Ron

2	1 goes	4 think
	2 walk	5 play
	3 carries	6 like

3 1 Bob never eats salad.
 2 Jenny likes burgers.
 3 We play on Fridays.
 4 My mum works every day.

- 5 My brothers practise with their band on Saturdays.
- 6 My dad plays the trumpet in an orchestra.
- 7 My sister studies in her bedroom.
- 8 I do my homework in the evenings.

- 4**
- 1 is usually happy
 - 2 never bites people
 - 3 always sleeps in her bed
 - 4 often chases birds
 - 5 sometimes plays with my cat
- 5**
- 1 We sometimes have yogurt for breakfast.
 - 2 I'm always careful with my homework.
 - 3 He's never late for class.
 - 4 Micky usually plays computer games in the evenings.
 - 5 Susan often watches a DVD after school.

6 & 7 Students' own answers.

Skills

- 1** 1 No 2 No 3 No 4 No 5 Yes 6 No 7 Yes

23
CD1

2 Audioscript

- Reporter** Thanks for talking to us. I'd like to ask you some questions about living in space.
- Astronaut** OK – go ahead.
- Reporter** First, do you sleep in a bed?
- Astronaut** No, there isn't enough space there. We've got sleeping bags.
- Reporter** Oh! Is the food good?
- Astronaut** Yes, now it's good. We haven't got knives or forks – it is all in plastic bags. We drink with straws from special plastic bags.
- Reporter** I see. Have you got showers?
- Astronaut** No, we use wet towels to wash.
- Reporter** And what about exercise?
- Astronaut** Aah, yes, that's very important. I always use the exercise bike in the mornings.
- Reporter** And what's your favourite activity?
- Astronaut** Looking out of the window. You can see the Earth from space – it's beautiful.

Key

- 1 B 2 A 3 B 4 A 5 A

24
CD1

3 Audioscript

Emily I'm Emily. I'm from Hong Kong but we live in England now. We always eat Chinese food. We eat lots of vegetables like spinach and carrots. We have vegetables for lunch and dinner every day. We often eat fish and we sometimes eat meat. We never eat red meat, we only eat chicken. We also eat a lot of rice and noodles. My mum says vegetables and fruit are good for you, but red meat isn't. We usually drink water and tea with our food. I sometimes have hot chocolate when I go out with my friends. But I never tell my mum!

Key

Vegetables: yes
Fish: yes
Red meat: no
Rice/Noodles: yes
Drinks: water, tea, hot chocolate

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

5 Students' own answers.

UNIT 6

WB pp. 38–45

I go to bed at ten

Dialogue work

25
CD1

1 Audioscript

- David** Can I interview you for a school project, Jack?
- Jack** Yes, go ahead.
- David** OK first question. When do you get up in the morning?
- Jack** At quarter to seven.
- David** And when do you leave for school?
- Jack** At quarter past eight.
- David** And last question. When do you do your homework?
- Jack** Usually from five to six.
- David** Thanks, Jack.

Key

Correct order: 3, 2, 9, 8, 5, 4, 7, 6, 1

2 Audioscript

- David** Sarah, when do you get up in the morning?
Sarah At six.
David Really? That's early.
Sarah My mum and dad get up at five-thirty.
David Why?
Sarah It's a long way to my school. My school starts at half past eight. Dad teaches at the school next to my school, but his first class is at quarter past eight.
David Oh, I see. So what time do you leave for school?
Sarah About quarter to seven.

Key

1 d 2 a 3 c 4 b 5 e

3 1 B 2 A 3 B 4 B 5 B 6 A

- 4 1 five past five
 2 ten to six
 3 twenty to twelve
 4 quarter to ten
 5 ten past four
 6 twenty-five to eight

Vocabulary and Communication

- 1 1 listen to music
 2 read a book
 3 do homework
 4 go rollerblading
 5 take the dog for a walk
 6 watch TV
 7 play football
 8 play the piano
 9 play computer games
 10 go shopping

2 Students' own answers.

Grammar

- 1 1 don't 5 doesn't
 2 don't 6 don't
 3 doesn't 7 don't
 4 doesn't 8 don't

2 Order of pictures (left to right): 4, 1, 2, 3

- 3 1 don't 4 don't
 2 don't 5 doesn't
 3 doesn't 6 don't

- 4 1 doesn't 5 don't
 2 doesn't 6 doesn't
 3 don't 7 don't
 4 doesn't 8 don't

- 5 1 Do 6 does 11 don't
 2 Does 7 does 12 doesn't
 3 Does 8 do 13 doesn't
 4 Do 9 do 14 don't
 5 Do 10 do 15 don't

6 1 d 2 a 3 e 4 b 5 c

- 7 1 Does, No, he doesn't.
 2 Does, Yes, she does.
 3 Do, Yes, they do.

8 1 me 2 you 3 him 4 her 5 it 6 us 7 them

9 1 it 2 him 3 you 4 me 5 her 6 us

Skills

1 1 T 2 F 3 T 4 F 5 F 6 F 7 T 8 F

2 Audioscript

Paulo Rio de Janeiro is a beautiful city. The beaches are wonderful. I meet my friends and we go to the beach on Saturday afternoon. I don't go on Saturday mornings because I usually have extra classes at school. People do everything on the beach in Rio. There are beach football games and beach volleyball – there's also a game called foot-volley, that's part football and part volleyball. You can use your feet, not your hands. It's great fun! I play beach volleyball with my friends.

Sunday is a quiet day for me. I sometimes go to visit my grandparents with my mum and dad. Once a month, my mum has a family lunch at our flat – a lot of people come. But on other Sundays, I surf the web, watch DVDs or sport on TV – there's always football and often other sports as well. I go to bed early on Sunday because I've got school in the morning.

Key

- 1 on Saturday afternoon
- 2 He has extra classes at school.
- 3 beach volleyball
- 4 his grandparents
- 5 His mum has a family lunch at their flat.
- 6 Because he has got school in the morning.

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

28
CD1

4 Audioscript

Bella What time do you start work at the hospital, Peter?
Peter 10 o'clock at night.
Bella What time do you get up?
Peter Usually about 1 o'clock in the afternoon and then I have breakfast.
Bella Do you have a normal breakfast?
Peter Yes, I have coffee, cereals and toast.
Bella What do you do in the afternoon?
Peter Well, it depends. I go to the gym to exercise on Mondays and Wednesdays. Other days I go for a walk. Sometimes I go to the shops or the bank. I often have a short sleep about six o'clock and then have another snack before I go to work.
Bella Mm. So, do you have lunch at the hospital?
Peter Yes, if it's a quiet night, I go to the canteen at about 2 in the morning.
Bella And do you have dinner at the hospital, too?
Peter Yes, I usually have dinner in the canteen at about 7 o'clock in the morning before I go home. It's funny because some of the other nurses and doctors have their breakfast in the canteen at the same time before they start work.
Bella What do you do when you get home? Do you do in the morning what we do in the evening? Watch TV, a DVD or something?
Peter No, I usually just have a shower and go to bed.

Key

- 1 10.00
- 2 breakfast
- 3 Mondays and Wednesdays
- 4 2
- 5 breakfast
- 6 goes to bed

5 Students' own answers.

Learning to learn (Units 5 and 6)

- 1 Students' own answers.
- 2 Students' own answers.

Exam skills 3

- 1 an apple [7] an orange [6]
 bananas [8] bread [1]
 chicken [3] eggs [5]
 onions [2] rice [9]
 sausages [4] soup [10]

2 Students' own answers.

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

UNIT 7

WB pp. 46–51

How much is this?

Dialogue work

29
CD1

1 Audioscript

Assistant Can I help you?
Jasmine Yes, please. How much is the green T-shirt?
Assistant The one with the chilli pepper on it? It's £19.99.
Jasmine No, the one with 'No Logo' on it.
Assistant That's £9.99. But you can have both for £24.99.
Jasmine Well, thanks, but I've only got £10.00!

Key

Tick sentences 3, 2, 6, 9, 5, 8

30
CD1

2 Audioscript

Key

Repeat Track 29.

31
CD1

3 Audioscript

Key

Boy How much is this yellow T-shirt?
Assistant It's only £9.90.
Boy And how much are the jeans?
Assistant They're £37.60.
Boy Thank you.

Vocabulary and Communication

- 1 2 dress 7 trainers
 3 **Across** jeans 8 blouse
 3 **Down** jacket 9 shirt
 4 trousers 10 socks
 5 **Across** shoes 11 cap
 5 **Down** sweater 12 T-shirt
 6 skirt

32
CD1

2 Audioscript **Key**

- Girl** How much is this computer game?
Assistant It's £24.80.
Girl Oh... I've only got £20.00. And the CDs?
 How much are they?
Assistant They're £9.80 each.
Girl Thank you. Can I have these two, please?
Assistant OK, that's £19.60.

Key

- 1 this computer game
 2 £20.00
 3 How much are they
 4 They're
 5 these
 6 £19.60

33
CD1

3 Audioscript

- A** Does Pat often wear jeans?
B Yes, she loves jeans.
A So she's got lots of pairs of jeans.
B Yes, she has.
A What colour are they?
B Blue and black.

Key

- Correct order: A 1 B 4
 A 5 B 6
 A 3 B 2

34
CD1

4 Audioscript

this thin these those three that

Key

this, these, those, that
 thin, three

Grammar

- 1 1 b 2 b 3 b 4 a 5 b 6 b
 2 1 These, those 2 This 3 that 4 that, those
 3 Countable: potato, shoe, T-shirt, banana, trainer
 Uncountable: money, water, tea, meat, orange juice
 4 1 is 2 are 3 are 4 is 5 is 6 are 7 are 8 is
 5 1 How many 5 How much
 2 How many 6 How many
 3 How much 7 How much
 4 How much 8 How much
 6 1 much 5 much
 2 many 6 many
 3 many 7 much
 4 many 8 much
 7 1 some 5 any
 2 any 6 any
 3 some 7 some
 4 any
 8 1 some 7 some
 2 any 8 some
 3 any 9 some
 4 some 10 some
 5 any 11 any
 6 some

Skills

- 1 1 He makes sandwiches on Saturday morning.
 2 No, he doesn't.
 3 The Green Salad Sandwich
 4 No, he doesn't.
 5 Yes, he does.
 6 No, he doesn't.
 7 Yes, he does.
 8 No, I don't.

35
CD1

2 Audioscript

- 1
Samir My name's Samir and I usually wear jackets with my clothes. I like them and I think they look good with my jeans. I don't like hats. I never wear them.
 2
John I'm John and I always wear jeans and T-shirts. I don't like sweaters and I don't like jackets.

3
Naomi Hi, I'm Naomi. I like dresses. In fact. I don't like skirts or jeans. I never wear them. I wear trainers too – purple ones!

4
Francesca I'm Francesca. My favourite clothes are my blouses. I don't like T-shirts. I always wear blouses. I wear jeans a lot too. I don't wear skirts.

5
Alicia My name is Alicia. I wear hats with all my clothes! I love them. I don't like dresses, so I never wear them. I wear blouses, but not with skirts.

6
Jethro I'm Jethro and I never wear shirts. I like sweaters but I don't like shirts. So I wear T-shirts. And I don't like trainers.

Key

- 1 jackets, jeans
- 2 jeans, T-shirts
- 3 dresses, trainers
- 4 blouses, jeans
- 5 hats, blouses
- 6 sweaters, T-shirts

3 1 F 2 F 3 T 4 T 5 ? 6 T 7 T 8 ?

36/37
CD1

4 a/b Audioscript

Interviewer Do you like shopping?

Maria Yes, I do. I like shopping. I buy a lot of clothes – and shoes!

Interviewer How many pairs of shoes do you have?

Maria Oh dear, probably about thirty pairs.

Interviewer Do you wear all the clothes you buy?

Maria No. Sometimes I buy something and then, when I get home, I don't like it.

Interviewer Do you have clothes that you wear a lot?

Maria Yes, I have some clothes that I love, and I often wear them.

Interviewer Do you wear the same clothes at home and when you go out?

Maria Of course not. What I wear at home is very casual.

Interviewer Do you have any special clothes?

Maria Well, I go to a lot of formal parties for work – so I wear formal suits and dresses for those.

Key

Correct order: 6, 3, 2, 5, 1, 4

5 Students' own answers.

UNIT 8

WB pp. 52–59

I love singing!

Dialogue work

1 Audioscript

Roberta Is this your photo album, Brandon?

Brandon Yes, it is.

Roberta Can I have a look? I love looking at photos.

Brandon Of course. These are all old photos!

Roberta Who's the man with long, brown hair and brown eyes with the guitar?

Brandon That's my father. He still likes playing the guitar.

Roberta He looks cool. And who's the woman with red hair?

Brandon That's Monica, my aunt. She loves singing.

Roberta And who's the man on the motorbike?

Brandon That's John, my uncle.

Roberta Cool. What a great bike!

Brandon Yeah, he loves riding it.

Roberta And the boy in jeans? Who's he?

Brandon Ah, that's my cousin, Tim. He's nice.

Roberta And the girl on rollerblades is your sister, right?

Brandon Yes, that's her. She's really good at rollerblading.

Roberta Have you got any photos of your grandparents?

Brandon Yes, I've got one here. See? This is my grandmother, Christina, and this is my grandfather, Owen.

Roberta They're great!

Key

- | | |
|--------------|------------------|
| 1 Can I have | 8 riding |
| 2 looking | 9 cousin |
| 3 father | 10 sister |
| 4 playing | 11 rollerblading |
| 5 aunt | 12 grandmother |
| 6 singing | 13 grandfather |
| 7 uncle | |

39
CD1

2 Audioscript

Nicky Hi, my name's Nicky. I'm a member of a band. In our band I play the guitar and sing. I love singing. My friend Leonie is the lead singer. Jenny's our saxophone player. She's very good. Nora plays the keyboard and she can play the piano and the organ, too. All the members of the band are friends from school. Oh! I almost forgot! Susie is great on the drums. Sorry, Susie! We're a great band. There are only girls in the band and we're *The Crazy Chicken-Band*.

Key

1 e 2 c 3 d 4 b 5 a

3 Students' own answers.

40
CD1

4 Audioscript

Speaker

Can I go home, please?
Can I borrow your pen, please?
Can I come with you, please?
Can I open the bag, please?

Key

Can I go home, please? ↑
Can I borrow your pen, please? ↑
Can I come with you, please? ↑
Can I open the bag, please? ↑

Intonation usually goes up in Yes/No questions.

Vocabulary and Communication

41
CD1

1 Audioscript

- I'm Fran. That's me in the photo.
- Mary lives in Australia.
- Donald is a policeman.
- Sally works in a school.
- Ginnie loves dancing.
- George likes cooking.
- Damon can drive really fast.
- Betty works a lot in the house.
- Jake plays in a pop group.
- Sheena writes books.

Key

- | | |
|----------|----------|
| 1 Donald | 6 Sally |
| 2 Betty | 7 Mary |
| 3 Sheena | 8 Fran |
| 4 Damon | 9 Ginnie |
| 5 George | 10 Jake |
-
- | | |
|---------------|---------------|
| 2 1 cousin | 6 aunt |
| 2 grandfather | 7 brother |
| 3 son | 8 grandmother |
| 4 mother | 9 uncle |
| 5 daughter | 10 father |

3 Student's own answers.

Grammar

- Philip can play the guitar.
 - Philip can't play the saxophone.
 - Philip can drive a car.
 - Philip can take a photograph.
 - Philip can't speak Mandarin.
 - Philip can ride a bike.
 - Philip can rollerblade.
 - Philip can't play basketball.
- She can play the piano.
 - I can't play football now.
 - He can't find his book.
 - Her brother can walk on his hands.
 - We can't go to school on the bus.
 - My grandfather can read a book in a day.
- Yes, he/she can. / No, he/she can't.
 - Yes, I can. / No, I can't.
 - Yes, I can. / No, I can't.
 - Yes, he/she can. / No, he/she can't.
 - Yes, they can. / No, they can't.

4 Students' own answers.

- Can I borrow your computer? No, you can't, I'm doing my homework on it.
 - Can I go to the cinema tonight? No, you can't, you have a test tomorrow.
 - Can I open the window? Yes, you can.
 - Can I visit you on Saturday? Yes, you can.

6 giving, watching, swimming, running, listening, telling, writing, having, sitting

- | | |
|------------|-----------|
| 7 1 making | 6 cooking |
| 2 chasing | 7 writing |

- 3 eating
- 4 watching
- 5 swimming
- 8 walking
- 9 playing
- 10 meeting

8 Students' own answers.

Skills

- 1 a 1 Rufus and Bess 2 Barker 3 Flo 4 Sophie
5 Gotcha 6 Bouncer 7 Sally 8 Tinker 8 Zara
b 1 T 2 T 3 T 4 F 5 T

42
CD1

2 Audioscript

Jasmine Hi, I'm Jasmine. I can do lots of things! I do yoga so I can walk on my hands and I can stand on my head, but I can't rollerblade. Can you? My brother can. My brother can speak French, but I can't. But I can read Braille and I can play the saxophone. I can play the keyboards, too. My brother can't play any musical instruments, but he's very good at playing volleyball.

Key

Circle the pictures for:

- Jasmine** walking on her hands, standing on her head, reading Braille, playing saxophone, playing keyboards.
Her brother rollerblading, speaking French, playing volleyball.

43
CD1

3 Audioscript

- Carol** Mum, can I go out with Laura and Jean?
Mum No, I'm sorry, but your grandmother is here for tea this afternoon.
Carol Well, can they come here?
Mum No, not today. Grandma wants to talk.
Carol Well, can we stay in my bedroom and be very quiet?
Mum No, Carol, not today. They can come tomorrow afternoon.
Carol Then can we go to the cinema tomorrow evening?
Mum Yes, that's fine.
Carol Can I invite Tom and Max as well?
Mum Yes, of course.
Carol Great! And can we have pizza after the film?
Mum Well, you must be home for 9.30 so I'm not sure about that. But today, stay at home and talk to your grandmother!
Carol OK, Mum!

Key

1 can't 2 grandmother 3 can't 4 can 5 can 6 9.30

- 4 1 Joe's dreams are about space and his pet tiger.
2 It can talk.
3 He flies to other planets and meets aliens and monsters.
4 He likes watching cartoons.
5 He likes doing homework when he can draw pictures from his dreams.

5 Students' own answers.

Exam skills 4

- 1 cap 5 jacket 3
shoes 1 hairband 6
jeans 2 sweater 4
- 2 1 My grandfather loves singing.
2 Can I close the window, please?
3 My father can't read without glasses.
4 Jenny wants to buy a computer.
5 How many boys wear earrings?

3 Students' own answers.

4 2 A 3 B 4 C 5 B 6 A 7 B 8 C 9 C 10 A

UNIT 9

WB pp. 60–65

Where are you calling from?

Dialogue work

44
CD1

1 Audioscript

- David** Hi, Tom! I lost my mobile and all the volleyball team's numbers are on it. I have to contact everyone! The match on Saturday is at 2 o'clock, not 3!
Tom OK, don't worry, I've got all the numbers on my phone.
David Great, I've got my new phone here.
Tom Right, here goes! Here's my number for a start. It's 4067.....
David No, I don't need that! I'm phoning you now.
Tom Of yes, of course. You know our numbers all start the same – 4067. I know Bill's and Dan's – Bill's is 4067 5678 and Dan's is 4067 6588.
David Good. What about Jack and Steve?

- Tom** I can't remember them and I can't look at my contact list when I'm talking to you. Phone me back in five minutes.
- David** OK. Hi, Tom! It's me again. Have you got those numbers?
- Tom** Yes, Jack's number is 4067 1327, that's 4067 1327 and Steve's is 4067 9902, 4067 9902.
- David** Thanks a lot! See you on Saturday! Don't forget – 2 o'clock. Bye!
- Tom** See you!

Key

- 1** 2, 3 2 4067 3 4067 6588 4 five 5 4067 1327
6 4067 9902
- 2** 1 349762 2 215834 3 086253 4 694380

45
CD1

3 Audioscript

- Chris** Hi Hanna. What are you doing?
- Hanna** Right now? Talking to you and sending emails.
- Chris** Very funny. Look. Can you come over to my place?
- Hanna** Why? What are you doing?
- Chris** Talking – no, I'm watching a new DVD with your favourite actor.
- Hanna** Oh no. Tell me you aren't watching *Man of Steel*.
- Chris** But I am.
- Hanna** Wait for me!

Key

Correct order: 8, 3, 4, 1, 6, 5, 2, 7.

46
CD1

4 Audioscript

- Girl** There's a lot happening this month. It's my birthday on September 6th for one thing! Then, on the 13th, it's the volleyball match. On the 19th of September, it's Mum's birthday and, on the 22nd, it's my brother's eighteenth birthday! There's a party on the 29th.

Key

- 1 September 2 13th 3 19th 4 22nd 5 eighteenth
6 29th

Vocabulary and Communication

- 1** 2 2nd 4 fourth 6 thirteenth 8 thirtieth
3 third 5 5th 7 19th
- 2** 2 11th November 3 13th January
4 3rd December 5 27th March
- 3** 1 in 2 The 3 days 4 on 5 22nd 6 August
- 4** Students' own answers.

Grammar

- 1** 1 are 2 am 3 are 4 is 5 are 6 is
- 2** 1 is 2 is 3 are 4 is 5 are 6 am
- 3** 1 playing 4 learning
2 riding 5 sending
3 rollerblading
- 4** 1 is speaking 8 is wearing
2 is reporting 9 is giving
3 am standing 10 is reading
4 is going 11 is writing
5 is talking 12 is doing
6 is sitting 13 are leaving
7 is coming
- 5** 1 isn't 2 aren't 3 aren't 4 isn't 5 'm not
6 aren't 7 isn't
- 6** 2 It's quarter to five and Harry isn't phoning Grandad. He's talking to his friends.
3 It's quarter past five and Harry isn't doing his homework. He's sleeping.
4 It's seven o'clock and Harry isn't cooking supper. He's playing a computer game.
5 It's half past eight and Harry isn't having a shower. He's sending an email.
6 It's nine o'clock and Harry isn't in bed. He's watching TV.
- 7** 1 we aren't 2 she is 3 I'm not 4 he is
- 8** 1 d 2 f 3 b 4 e 5 a 6 c

Skills

- 1 Monday afternoon
- 2 it isn't. It's three o'clock.
- 3 he isn't. He's sending her a text message.
- 4 He wants to go to the cinema.
- 5 she isn't. She's phoning John.
- 6 she doesn't. She wants to go to the Back2Back show.

47
CD1

2 Audioscript

- Boy** Hi, Vivian. It's me.
Girl Hi, Tommy.
Boy Vivian, do you want to come to my place?
Girl Why? What are you doing?
Boy I'm doing my homework. I'm really bored.
Girl I'm sorry. I can't. I'm busy.
Boy What are you doing?
Girl I'm playing *Star Wars* on the computer.
Boy Can I come to your house?
Girl Sure.

Key

- 1 do you want
- 2 are you doing
- 3 I'm doing
- 4 I can't
- 5 are you doing
- 6 I'm playing

3 1 T 2 T 3 F 4 T 5 T 6 F 7 T 8 F 9 T 10 T

48
CD1

4 Audioscript

Speaker

- 1 Here we are outside the castle. We are waiting for the last guests to arrive. Ah, look there's the princess and her husband. She's wearing a blue and white dress with a blue hat. And walking behind them is her mother. She's wearing a yellow dress and hat. Now they're going into the castle and I can see a car coming along the road. It's the bride and her father.
- 2 They're on stage now. Mick, the lead singer, is running and dancing around the stage. The guitarists are crazy! The drummer is jumping up and down as he plays. There are mums and dads in the crowd – they're not all teenagers! They're dancing and singing. They know all the songs of course.

- 3 It's raining a lot here outside the cinema, but there are hundreds of fans waiting for the stars of the film. And here they are! They are under umbrellas, so it's difficult to see, but I think that's Emma. She's getting out of the car now. She doesn't want the umbrella! She's getting wet, but she's smiling and waving as she goes into the cinema. The fans are screaming.

Key

- A 2 B 3 C 1
- 1 The princess is wearing a blue and white dress.
 - 2 Her mother is walking behind her.
 - 3 A car is coming along the road.
 - 4 Mick, the lead singer
 - 5 No, they aren't.
 - 6 They're dancing and singing.
 - 7 It's raining a lot.
 - 8 Emma
 - 9 No, she isn't.
 - 10 She's smiling and waving.

- 5 Students' own answers.

UNIT 10

WB pp. 66–73

I'm surfing the web!

Dialogue work

49
CD1

1 Audioscript

- Karen** Hi, James! Would you like to come out for a pizza tonight?
James I can't tonight.
Karen Why not?
James It's my brother's birthday and we're having a family dinner at home. My grandparents are coming.
Karen OK, I understand.
James What about tomorrow? We could have a pizza at Mario's.
Karen Yes, great. Shall we meet there?
James OK, what time?
Karen Is eight o'clock all right?
James OK. See you tomorrow!

Key

- | | |
|------------------|--------------------|
| 1 Would you like | 5 What about |
| 2 can't | 6 meet |
| 3 brother's | 7 eight |
| 4 are coming | 8 See you tomorrow |

- 2**
- 1 Would you like
 - 2 When
 - 3 What about
 - 4 Shall we
 - 5 Let's

- 3**
- 1 to come to my house to watch the new James Bond DVD
 - 2 I'm sorry, I can't. I'm playing a volleyball game.
 - 3 What about
 - 4 What time
 - 5 Shall we
 - 6 He hates James Bond.
 - 7 go for a pizza afterwards

Vocabulary and Communication

- | | | |
|----------|---------|----------|
| 1 | 1 surf | 5 run |
| | 2 check | 6 click |
| | 3 send | 7 create |
| | 4 save | 8 burn |

50
CD1**2 Audioscript**

Boy I really like exercising. I go swimming and running. I play football and I ride my bike every day. I don't go rollerblading because I haven't got any rollerblades but I sometimes borrow my brother's skateboard and go skateboarding in the park.

Key

- 2 go running
- 3 play football
- 4 ride my bike
- 5 go rollerblading
- 6 go skateboarding

51
CD1**3 Audioscript**

Interviewer Sheila, what do you do in your free time?
Sheila I play volleyball.
Interviewer Really, that's interesting. How often do you play?
Sheila We play three times a week.

Interviewer Three times a week! Do you play for a club?

Sheila No, for our school team.

Interviewer How much time do you spend on your hobby?

Sheila Well, that's not easy to say, about 6 hours a week, I guess.

Interviewer Do you play with friends?

Sheila Yes, there are two other girls from my class in our team.

Interviewer Brian, what do you do in your free time?

Brian I go skateboarding.

Interviewer How often do you do that?

Brian Three or four times a week.

Interviewer Where do you ride it?

Brian In the park.

Interviewer How much time do you spend on your hobby?

Brian Mmh. Let me think. About four or five hours a week.

Interviewer Do you go skateboarding with friends?

Brian No, I go with my two brothers.

Interviewer How old are they?

Brian Eleven and fifteen.

Key

- 1 She plays volleyball.
- 2 She plays three times a week.
- 3 She plays for the school team.
- 4 She spends about 6 hours a week on it.
- 5 With two other girls from her class.
- 6 He goes skateboarding.
- 7 He does it three or four times a week.
- 8 He does it in the park.
- 9 He spends four or five hours a week on it.
- 10 With his two brothers.

52
CD1**4 Audioscript****Key**

- 1 **FA**avourite
- 2 com**PU**ter
- 3 **VI**ruses
- 4 **CIN**ema
- 5 after**NOON**
- 6 **DIFF**icult

Grammar

- 1** 1 Ø, Ø 2 a 3 a, the 4 an 5 a 6 a, Ø
- 2** 1 a 2 the 3 the 4 the 5 the 6 the 7 the
8 an 9 Ø 10 the 11 Ø 12 a
- 3** 2 Am I disturbing
3 is starting
4 cooks
5 We're running
6 is he doing, He's writing
- 4** 1 works
2 are washing
3 's raining
4 do you watch TV
5 aren't studying
- 5** Students' own answers.
- 6** 1 I hate wearing dresses.
2 John isn't going to school today.
3 Hettie works in a shop on Saturdays.
4 Peter doesn't like getting up early.
- 7** 1 go
2 are going
3 are you doing
4 isn't playing
5 is reading
6 do you go
7 works
- 8** 1 sleeps, is reading a book
2 watches TV, but he is playing football now
3 takes the dog for a walk, but she is eating an ice cream now
4 surfs the web but he is surfing now
5 talks to her friends, but she is playing beach volleyball now
- 9** A
1 doesn't understand
2 wants
3 presses
4 gets
5 says
6 is looking
7 doesn't know

- B
1 loves
2 tries
3 is looking
4 wants
5 doesn't want

Skills

- 1** 1 Yes, he is.
2 It's a mix between surfing, windsurfing and paragliding.
3 He jumps through the air at over 50 km an hour and touches the board at the same time.
4 He is filming an online series, *On the Loose*, about kitesurfing.
5 in Cape Town in South Africa.
6 snowkiting

53
CD1

2 Audioscript

Speaker Hello everyone and welcome to The British Kitesurfing Championship. Here we are in Newquay in Cornwall and it's the 17th of August, the day of the Finals! We're waiting for Aaron Hadlow and Clinton Bolton for the first race of the day. And they're off. Aaron is going faster than Clinton. He's taking an early lead. Now Clinton is getting closer. Can he catch up with young Hadlow? No, Aaron is too fast. He's racing through the water. Look at Hadlow. He's going up into the air. This boy is magic. Ladies and gentlemen, the winner of the first heat is Aaron Hadlow.

Key

- | | |
|---------------|----------------|
| 1 The British | 3 Aaron Hadlow |
| 2 17th August | 4 Aaron Hadlow |

- 3** Students' own answers.
- 4** 1 No, she's at her parents' house.
2 He usually goes skateboarding.
3 He's cleaning his bedroom.
4 She's doing the washing up.
5 Yes, he is.
6 He's usually noisy.
7 He's reading and drawing.
8 She wants him to go to the supermarket.

5 Audioscript

- Cal** Margaret, what's the second thing on your list? I can't read it. It's under orange juice.
- Margaret** I don't know. What's the first letter?
- Cal** T, I think ... yes, T.
- Margaret** It's teabags.
- Cal** Aah, OK. Where do I find them?
- Margaret** Well, I don't know. The drinks section, maybe?
- Cal** Just a moment... aah, OK. I'm looking in that section now – here they are!
- Margaret** Can you get some oranges and bananas as well. They aren't on the list but we haven't got any fruit.
- Cal** OK. What's the word under washing-up liquid? Washing-up...? Washing-up...?
- Margaret** Brush!
- Cal** Ah OK, brush! OK..... I'm in front of them now.
- Margaret** Don't buy an expensive one.
- Cal** This one's £2.99.
- Margaret** That's fine. Now, can you read the rest of the list?
- Cal** Yes, I think so... eggs, milk, bread. Yes, that's fine.
See you in a bit.
- Margaret** OK!

Key

1 teabags 2 eggs 3 milk 4 bread

6 Students' own answers.

Exam skills 5

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

2 Students' own answers.

- 3** 1 virus 4 key ring
2 programme 5 birthday
3 web 6 bicycle

UNIT 11

WB pp. 74–79

The chocolates were delicious**Dialogue work****1 Audioscript**

- Martha** Tom, where were you at 3 o'clock yesterday?
I was at the shopping centre, outside the sports shop, but you weren't there.
- Tom** Yes, I was, Martha. I was in the shopping centre. I was outside the sports shop. But you weren't there. I was there until half past three and then I was in the cinema. The film was on at quarter to four.
- Martha** Are you sure you were outside the sports shop on the top floor? I was there from three o'clock until almost four o'clock! Your phone wasn't on.
- Tom** Oh, wasn't it? I was in the cinema at four o'clock. Honestly, I was there at three o'clock – outside the sports shop on the top floor of the Mirabelle centre.
- Martha** Oh, no! Now I understand! I was outside the sports shop on the top floor of the Bluekey centre! Shall we try again, on Saturday? We can meet at the bus stop and go together.
- Tom** I think that's a good idea!

Key

- | | |
|-------------------|-----------------|
| 1 yesterday | 10 were |
| 2 was | 11 from |
| 3 shopping centre | 12 four o'clock |
| 4 weren't | 13 wasn't |
| 5 was | 14 wasn't |
| 6 was | 15 cinema |
| 7 weren't | 16 top |
| 8 was | 17 Shall |
| 9 half past three | 18 good |

- 2** 1 She was outside the sports shop.
2 No, he wasn't.
3 He was outside the sports shop.
4 On the top floor.
5 She was at the Bluekey centre.
6 At the Mirabelle centre.
7 At the bus stop.
8 Yes, he does.

3 Audioscript

/ɜ:/ /ɑ:/ was girl Art were learn car
half turn word father heart

Key

Column 1: girl, turn, word, were, learn, was

Column 2: father, Art, heart, car, half

Vocabulary and Communication

- 1** A 1 fridge 2 sink
B 1 sofa 2 armchair
C 1 wardrobe 2 lamp

2 Audioscript**Speaker**

1 Right, put the picture of the cat on the wall. OK, now, the dog goes next to it. The parrot goes above the cat and the fish goes under the cat – no, wait, put the fish between the cat and the dog. Yes, that's fine.

Speaker

2 OK, team, let's take the photo. Numbers 1, 3 and 6 – you stand on the step behind, and 2, 4 and 5 in front of them. No, Number 4, stand on the floor, not on the step. Now, number 1 get between 3 and 6. And number 5 between 2 and 4 Yes, that's good! Smile! Say Cheeeeeeeese!

Key

1 A 2 C

3 Students' own answers.

Grammar

- 1** 1 was, was, were, were, was, was
2 was, were, was, was

- 2** 1 was 4 was 7 were
2 was 5 was 8 were
3 was 6 was 9 was

- 3** 1 was 6 was
2 wasn't 7 were
3 was 8 were
4 weren't 9 weren't
5 were 10 was

- 4** 1 I wasn't on the computer.
2 There wasn't an email for you.
3 We weren't at the same school.
4 You weren't my best friend.
5 My brothers weren't in the house.
6 They weren't at the sports club.
7 There weren't a lot of people on the train.
8 They weren't happy.
9 The train wasn't very slow.
10 It wasn't her birthday.

- 5** 1 was 5 was 9 wasn't 13 wasn't
2 were 6 were 10 weren't 14 weren't
3 was 7 were 11 wasn't 15 weren't
4 was 8 were 12 wasn't 16 weren't

- 6** 1 Were, was
2 Was, he wasn't
3 Were, they were
4 Were, they weren't
5 Were, I wasn't
6 Was, she was

- 7** 1 were you
2 Was Kate
3 Where was she
4 Where was your mum
5 Was your dad at the supermarket with her
6 Where were your grandparents

8 Students' own answers.

Skills

- 1** 1 Yes, he does.
2 He runs along the path by the river.
3 No, he lives with his brother and two friends.
4 He practises with his coach and other members of the team.
5 He goes to the gym.
6 He likes watching DVDs and listening to music.
7 To the cinema.
8 Yes, there was.
9 They were at the sports club waiting for Tom.
10 They went by bus.

2 Audioscript

Coach Hello! Hello, Tom? He isn't answering.
Voice on phone Sorry I can't talk to you now. Leave a message and I'll get back to you.
Coach Hey, Tom! We're waiting for you at the sports club, but we can't wait long.
Player Try his brother. Maybe he knows where he is.
Coach Good idea. Hello, Paul? It's coach here. Is Tom there? We're at the sports centre waiting to take the bus to Weston and he's not here. Is he still in the flat?
Paul I'm sorry, coach. I'm not in the flat. I'm at work. But he was there at breakfast. I was with him and he was in the shower.
Coach He was at practice with us this morning as well. Oh well, I don't know. We can't wait for him any more. Thanks, Paul, bye.
Player Coach! Look at the time!
Coach Yes, get on the bus everybody! Let's go!

Key

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

3 Students' own answers.

4 1 F 2 T 3 T 4 T 5 F 6 F 7 T 8 F

5 Audioscript

Tom Thanks, guys! Hello, everyone! Am I late?
Coach Yes, you are! Where were you? Your phone was off all afternoon! Where were you?
Tom I was at the police station.
Coach The police station!!!!!! What?
Tom Don't worry – I can explain after the game.
Coach Why was the police car here?
Tom Hehe! That was my lift. It was a quick way to arrive! The policemen are basketball fans!

Key

- 1 police car
- 2 angry
- 3 all afternoon
- 4 after the game
- 5 basketball

6 Students' own answers.

UNIT 12

Where were you last night?

Dialogue work

1 Audioscript

James Hello, Kirsten. You weren't at the club last weekend. Were you away?
Kirsten Yes, I was away for the weekend. I was in Bath with my parents.
James Bath is lovely! Were you in a hotel?
Kirsten No, we stayed with my aunt. She lives in a flat near the centre. It's small, but there's a spare bedroom. I stayed in my cousin's bedroom with her.
James What was Bath like?
Kirsten It was great! The Fringe Festival was on.
James What's that?
Kirsten It's an Arts Festival. There are music, theatre shows, art exhibitions and lots of things to do for people of our age.
James Where do you see these things?
Kirsten Everywhere – in the parks, the streets, the churches and, of course, a lot of the events are free.
James It sounds great! Is it a new event?
Kirsten No, it started in the 1970s, I think.
James Sounds good! Let's go together next time!
Kirsten OK!

Key

- 1 I was in Bath
- 2 is lovely
- 3 in a flat near the centre
- 4 a spare bedroom
- 5 Fringe Festival
- 6 music, theatre shows, art exhibitions
- 7 in the parks, the streets, the churches
- 8 a lot of the events are free
- 9 it started in the 1970s
- 10 Let's go together

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

Vocabulary and Communication

- 1**
- 1 biking
 - 2 Camping, tent
 - 3 scuba-diving, aqualung
 - 4 hiking, boots
 - 5 climbing
 - 6 snorkelling, fins
 - 7 paddle
 - 8 caving, helmet
- 2**
- 1 theatre
 - 2 museum
 - 3 monument
 - 4 art gallery
 - 5 theme park
 - 6 restaurant
 - 7 river

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3 Audioscript

- Assistant** Hi, New Adventure Park. Janet here, how can I help you?
- Elizabeth** Hi. I'd like some information about the park.
- Assistant** OK, go ahead.
- Elizabeth** What time does the park open?
- Assistant** We open at 9 o'clock and close at 9 in the evening at the moment. In winter we close at 5 o'clock.
- Elizabeth** And how much is it? Do we pay for each ride?
- Assistant** Well, it's only £5 for a simple entrance ticket, but then you pay for each ride or visit. But you can buy an 'all in' ticket. That's £60 for an adult and £35 for a child under ten years old. With that ticket you can go on all the rides as often as you want – all except the super-water ride and the go-kart track.
- Elizabeth** That sounds a good idea. What about places to eat?
- Assistant** There are eight snack bars and a restaurant.
- Elizabeth** Do we have to pay extra to park the car?
- Assistant** Not if you get the 'all-in' tickets.
- Elizabeth** OK, thanks.

Key

- | | | | |
|---|-----------|---|-------|
| 1 | 9 o'clock | 4 | £35 |
| 2 | 5 o'clock | 5 | eight |
| 3 | £5 | | |

Grammar

- 1**
- 1 I always liked English lessons.
 - 2 I started learning English when I was ten.
 - 3 I watched a lot of DVDs in English when I was ill.
 - 4 I tried to write a poem in English.
 - 5 It wasn't very good.
- 2**
- +ed: walked, looked, waited, opened, watched, listened, played, touched, happened, climbed, talked, stayed
- +d: loved, liked, hated, lived, closed, arrived, danced, phoned
- +ied: hurried, studied, carried, tried
- 3**
- | | |
|------------------|-------------------|
| 1 chased | 4 wanted, offered |
| 2 tried | 5 cried |
| 3 rushed, jumped | 6 filled |

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4 Audioscript

- Speaker** climbed waited planned watched
hiked lasted wanted pulled rushed

Key

- Column 1: watched, hiked, rushed
Column 2: climbed, planned, pulled
Column 3: waited, lasted, wanted

- 5**
- 1 walked
 - 2 climbed
 - 3 watched
 - 4 lasted
- 6**
- 1 My grandad lived in Liverpool when he was a boy.
 - 2 A boy called Paul was in his class at school.
 - 3 Grandad loved dancing when he was young.
 - 4 He listened to The Beatles in 1960.
 - 5 The Beatles weren't famous then.
 - 6 Grandad worked in an office for sixty years.
 - 7 He and my grandmother got married fifty years ago.

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CD1

Skills

1 Audioscript

- Radio DJ** ...four whole days without rain! So, hip-hoppers, are you ready for this long holiday weekend? No?! Well, here are some suggestions: If you are near the city of York, you can go on *The Ghost Tour*. Go and see the scenes of some horrible crimes from the past. Meet at 7 pm on Sunday evening at the Central Station. By the way, it is free and lasts about three hours. Or, why not go to The Adventure Park outside Weston? Go and see the tops of the trees on a

ropewalk: it's pretty scary because the walk swings backwards and forwards but it's quite safe. At the end, take the zipwire across the lake. It's six hundred metres long and goes up to eighty kilometres an hour. Wow!
 After you finish, have a drink at The Waterside Café. Then, why not finish the day with a walk through the wood?
 Have a great holiday weekend!

Key

- 1 The long weekend is four days.
- 2 York
- 3 The tour starts at 7 pm.
- 4 It lasts about three hours.
- 5 You can go on a ropewalk or take a zipwire across the lake.
- 6 The zipwire goes up to eighty kilometres an hour.
- 7 Yes, there's the Waterside Café.
- 8 He suggests a walk through the wood.

- 2 1 F 2 F 3 F 4 T 5 T 6 F 7 T 8 F 9 T

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3 Audioscript

Sunny Sam And hello again, Hip Hoppers and how was your holiday weekend? I've got an email here from Martin and he says:
 Hi, Sunny Sam! We listened to you and decided to go to Weston. My brother and I tried the ropewalk and it was fantastic. The trees looked quite different from above. At the beginning, we walked really slowly because it moved a lot but we were more confident the second time - we walked more quickly and stopped to look up at the sky and down to the ground. We were quite high up. We stayed in Weston for three days and, on our last day, we decided to go across the lake and try the zipwire. Wow! That was amazing!!!

Key

- 1 an email
- 2 his brother
- 3 different
- 4 up and down
- 5 three
- 6 try the zipwire

- 4 Students' own answers.

Learning to learn (Units 11 and 12)

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CD1

1 Audioscript

Speaker If you want to buy, buy, if you don't want to buy, bye bye! (x3)
 I scream, you scream, we all scream for ice cream! (x3)
 Not these things here, but those things there. (x3)

Exam skills 6

- 1 1 was 2 house 3 wanted 4 were / stayed
5 friends 6 school
- 2 1 1 museum 2 monument 3 theatre
4 art gallery
2 1 lamp 2 curtains 3 fridge 4 wardrobe
5 cooker 6 rug 7 bookcase

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