

Jonathan Pendlebury  
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# ENJOYING ENGLISH 5

**Енглески језик**  
за 5. разред основне школе

**Приручник за наставнике**

Завод за уџбенике • Београд



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# CONTENTS

<b>Introduction</b> .....	5
<b>Topics and themes</b> .....	5
<b>Syllabus</b> .....	5
<b>Student's Book</b> .....	5
<u>Section 1: William's Story</u> .....	6
<u>Section 2: Susan's Story</u> .....	6
<u>Section 3: Elizabeth's Story</u> .....	7
<u>Section 4: Nicholas' Story</u> .....	7
<u>Unit Structure</u> .....	7
Reading .....	7
Grammar .....	7
Listening.....	8
Speaking.....	8
Optional Part C .....	8
<u>Revision and Projects</u> .....	9
<u>Appendix</u> .....	9
<u>Dictionary</u> .....	9
<b>Workbook</b> .....	10
<b>Textbook/workbook integration chart</b> .....	10
<b>Audio CD</b> .....	10
<b>Teacher's Book</b> .....	10
<b>How much do you remember?</b> .....	14
<b>William's story</b> .....	20
Introduction .....	20
Unit 1 Overview .....	20
Part A .....	20
Part B .....	23
Part C .....	23
Unit 2 Overview .....	27
Part A .....	27
Part B .....	30
Part C .....	31
Unit 3 Overview .....	34
Part A .....	34
Part B .....	34
Part C .....	40
Revision 1 (Units 1-3) .....	41
<b>Susan's story</b> .....	42
Introduction .....	42
Unit 4 Overview .....	42
Part A .....	42

Part B .....	45
Part C .....	48
Unit 5 Overview .....	49
Part A .....	49
Part B .....	52
Part C .....	55
Unit 6 Overview .....	57
Part A .....	57
Part B .....	60
Part C .....	62
Revision 2 (Units 4-6) .....	63
<b>Elizabeth's story .....</b>	<b>65</b>
Introduction .....	65
Unit 7 Overview .....	65
Part A .....	65
Part B .....	67
Part C .....	70
Unit 8 Overview .....	71
Part A .....	71
Part B .....	75
Part C .....	78
Unit 9 Overview .....	79
Part A .....	79
Part B .....	82
Part C .....	85
Revision 3 (Units 7-9) .....	86
<b>Nick's story .....</b>	<b>88</b>
Introduction .....	88
Unit 10 Overview .....	88
Part A .....	88
Part B .....	92
Part C .....	94
Unit 11 Overview .....	95
Part A .....	95
Part B .....	98
Part C .....	100
Unit 12 Overview .....	101
Part A .....	101
Part B .....	104
Part C .....	106
Revision 4 (Units 10-12) .....	107
Workbook key .....	109
Tape script .....	138

## INTRODUCTION



ENJOYING ENGLISH 5 contains the following integrated components: Student's Book (with mini-dictionary), Workbook (with Audio CD), Teacher's Book, and Class CD. It is intended to be used with 5<sup>th</sup> grade primary school pupils.

Enjoying English 5 promotes language learning in an exciting and stimulating way, through group, team, pair and individual work, as well as through role-play, quizzes and games. Above all, the focus is on communication and giving students the opportunity to use the language they are learning. Reading skills are given more emphasis than students will have encountered up to now, and medium-length texts provide the cornerstone for the presentation of new language matter. In addition to this, students are introduced to basic grammatical explanations and phonetic transcription. Writing skills are also given more focus than in earlier courses with students being encouraged to use the language they have acquired up to this point more freely. With this in mind, the course provides students with ample restricted and free practice of grammatical and lexical areas.

### Topics and themes

The general themes covered in the course will be familiar to students, although the specific topic areas dealt with are new. Themes include:

- School: timetables, subjects, extra-curricular activities
- Me and my friends: hobbies, socialising, competing, sports
- Family and the home: housework, daily routines, attitude to animals, and spare time
- Holidays and festivals
- Food: eating out, restaurants, fast food
- Clothes: clothes for special occasions, formal and informal wear, clothes shopping

The course also recognises that learning English is not merely about learning the language, and hence students are introduced to various aspects of culture from the English-speaking world throughout the book. Topics included are:

- Saint'Days and flags
- English towns
- Multicultural London
- National dishes and school dinners
- Important celebrations
- Transport
- The British weather
- Superstitions

### Syllabus

The following areas are covered in Enjoying English 5:

- Present simple
- Present continuous

- Future simple (will) - positive, negative and interrogative forms
- Future with 'going to'
- Modal verbs - must (obligation), mustn't (prohibition), can (ability, permission), can't (inability, prohibition)
- Past simple - positive, negative and interrogative forms of irregular verbs, including *be* (was/were), *have*, *do*, *see*, *go*, *take*, *give*, *write*, *read*, *eat*, *sleep*, *make*, and regular verbs
- Present perfect - with *ever*, *never*, *just* and *yet*
- Adverbs of frequency, time and manner - including the formation of adverbs with -ly and irregular adverbs (e.g. *well*)
- Comparison of adjectives - regular and irregular (*good*, *bad*, *much*, *many*)
- Cardinal numbers from 1-1000
- Ordinal numbers 1-100
- Personal pronouns with prepositions
- The indefinite 'one'
- Determiners - *some*, *any*
- Irregular plural of nouns (including *men*, *women*, *children*, *feet*, *teeth*, *mice*, *knives*)
- The formation of words with the suffix -er (e.g. *teach+er*, *farm+er*, *football+er*)
- Articles (*the*, *a*, *an* and zero article) - basic rules

Aside from these grammatical and lexical areas, all the functions students have encountered up to now are repeated in a new context and the following functions are introduced:

- Seeking opinion - *Do you think...? / What do you think about...?*
- Agreeing and disagreeing - *I think so, too. / I don't think so.*
- Giving information about past events and situations
- Giving information about future events
- Giving information about intentions and plans
- Giving information about experiences
- Expressing wishes - *I would like to...*

## Student's Book

### Characters

The book is divided into 4 sections and each section comprises 3 units. Each section focuses on one of four school friends - William (known as Red), Susan, Elizabeth (known as Bess), and Nicholas. The children are all between 10½ and 11½ years old, meaning that students will be able to relate to them on a personal level. The events in the book (which lead into grammatical and lexical presentations) are seen through the children's eyes.

#### Section 1: William's Story



Units 1-3 introduce the main characters and cover the following topics: school (the classroom, school subjects, timetables) and friends

**Section 2: Susan's Story**

Units 4-6 cover the following topics: half-term holidays, family relationships, and the home (rooms, furniture, and chores).

**Section 3: Elizabeth's Story**

Units 7-9 cover the following topics: illnesses, food (fast food, restaurants, and cooking), and shopping (shops and clothes shopping).

**Section 4: Nicholas' Story**

Units 10-12 cover the following topics: the universe, travel and holidays, and parties.

Recurring characters throughout the book also include Clever Trevor, a know-it-all who gives students various tidbits of information connected to British life, and the Culture Crew. The Culture Crew are all young British characters from different ethnic backgrounds - Patrick (with Irish roots), Rajit (with Indian roots), Melvin (with West Indian roots), and Chih-Hao (with Chinese roots). Their aim is twofold - firstly to introduce various aspects of British culture and to broaden students' knowledge and view of the world, and secondly, to show students that 'British' people come from all ethnic backgrounds and depict the multicultural nature of British society.

**Unit Structure**

Each unit is divided into three parts. The focus of Part A is generally reading and grammar, while Part B usually practises listening and communication skills. Part C is optional (see later).

**Reading**

There are a variety of stimulating texts (including letters, emails, diary entries, dreams, and anecdotes) for reading practice. Comprehension focuses on two areas - reading for gist (looking through the text for general meaning) and reading for specific information. The former is tested in an exercise in either the Student's book or the Teacher's book, while exercises focussing on specific information usually follow the text, along with a Word Bank containing new lexical items (with the phonetic transcription and Serbian translation). In order to motivate students, the Enjoying English 5 contains a variety of comprehension exercises, but care has been taken to ensure that answers can easily be checked in class. In fact, the texts are followed by a listen and check exercise where students can listen to a brief summary of the answers on the CD/cassette.

## Grammar

There is a logical progression from the reading texts into the grammar presentation with examples of the language focus being taken from the text. Grammar forms and rules are then presented on the Grammar Clipboard and practised using an exercise entitled 'My...', whereby students combine lexical items to form their own sentences, which can be done either individually or in groups.

## Listening

Dialogues are an integral part of the book and these are printed in the textbook for students to follow while listening. These short conversations are followed by various exercises designed to check comprehension, as well as to provide a lexical, grammatical or oral extension.

## Speaking

There is a lot of scope for oral communication with the range of exercises provided. Aside from students being able to discuss comprehension answers, there are specific sections entitled 'Find someone who...', 'Time for a chat', 'What do you think?' which allow for conversational practice. These are also designed to give students the opportunity to use new grammar and lexical items encountered in each unit.

## Writing

Controlled writing is covered in the form of written answers to exercises, while more detailed writing tasks are covered in the workbook (see later).

## Optional Part C

Part C is optional and provides a solution to some of the problems involved with mixed-ability classes. It contains:

- short puzzles, quizzes, riddles, and revision exercises
- the Culture Crew

These can be used as extra practice in class or at home, or merely as time-fillers for those quicker students who are waiting for others to finish an exercise. You may like to use the Culture Crew as a basis for a written or spoken extension.

In addition to these regular features, every third unit contains a crossword, revising some of the new words from each child's story and rounding each section off. This is designed as a longer activity and can be dipped into whenever students are waiting for others to finish, or it can be set for homework. Similarly, each 'story' contains one song, which besides enjoyment, also provides good practice in rhythm and intonation.

Part C ends with a 'My Progress' box. Here students record information about the unit and assess their individual progress. In doing so, each student builds up a personal profile of his or her work throughout the year and begins to take some responsibility for learning.

## Revision and Projects

The Student's Book begins with a section entitled 'How much do you remember?'. This recaps and revises the lexis and basic structures encountered by students from the first to the fourth grade. In addition, after the third, sixth, ninth and twelfth units, there is a revision section. Short exercises remind students of the most important lexical and grammatical areas covered in the preceding three units. These revision sections also provide practice for the short tests that can be found in the Workbook.

Projects provide a great way for students to interact naturally in English. The four projects, found together with the four revision sections, are integral part of the course and are designed to elicit recently studied language areas. In order to get the most out of them, they should be done in groups - hence giving students communication practice in speaking and listening. The key to successful projects is forward planning! You will have to prepare the projects in advance, in terms of thinking about what children will need to bring to the lessons and providing them with the materials they need. In order to help the children feel included, you could read through the project with them the week before you intend to do it. Tell them to think about it for the next lesson and if they are going to have any problems finding what they need they can tell you then. This will still leave time for you to provide things on the day you want to do the project. Remember the aim of the projects is to recycle the grammar and vocabulary encountered in the book up to that point, so encourage students to do so. Also, find a good place to display projects when they are finished.

## Appendix

At the back of the book, there is an appendix. Part A contains answers to various puzzles throughout the book, while Part B contains all the 'Check your answers' texts if you would like to follow the recording as you play it. Alternatively, they can practise these texts at home using their CD. In Part C, there is a complete Grammar Review, covering all the areas dealt with in the book. Part D contains a list of the irregular verbs covered in the book and Part E gives the phonetic symbols, which are introduced in the book. Part F has the parts of speech with examples (an important notion to introduce this year) and Part G has various word sets - groups of related lexical items, including ordinal and cardinal numbers.

## Remember

- There is ample material for the whole school year with a wide variety of texts and follow-up work on a wide variety of topics. Bearing in mind that Part C is completely optional, select what to do or not to do according to the ability of your students.
- Most exercises are designed so that they can be done in pairs, in small groups, or with the whole class. The intention is to give every student as much opportunity to communicate as possible.

## Dictionary

Each student is provided with a pocket dictionary containing all the words from their first five years of learning English. Not only should the novelty of having their own dictionary stimulate students, but also, through providing this first, basic dictionary, students become

familiar with how to use a dictionary and it can be seen as a step towards them becoming more independent learners. They should be encouraged to use it whenever possible.

## Workbook

The Workbook follows the contents of the Student's Book and concentrates on providing further practice in grammar and vocabulary. While most exercises are intended to be set for homework, shorter exercises can also provide additional practice in class if the need arises. Also, each exercise should be explained/started in class before being set for homework.

Each unit covers four areas:

- Everyday English - gives practice in new lexis and structures, along with a pronunciation focus, introducing phonetic transcription
- Grammar - gives practice in specific grammatical structures
- Vocabulary - gives practice in specific lexical groups
- Writing - provides activities designed to encourage students to write a variety of short and longer pieces, recycling lexis and structures encountered in the unit.

## Textbook/workbook integration

There is a chart following this introduction, intended as an easy-reference guide showing how the textbook and workbook function together. The exercises in the right-hand workbook column can be done after the textbook exercises in the left-hand column have been covered in class. The workbook exercises marked with a \* are recommended to be done at home, as are the Pronunciation exercises if your students have a CD player.

## Audio CD

Another novelty for students is the Audio CD, which provides keener students with the opportunity to improve their English (particularly pronunciation) outside the classroom. It contains all the texts and dialogues from the Student's Book, as well as the Pronunciation exercises from the Workbook.

## Teacher's Book

The Teacher's Book aims to provide the support teachers need in planning and implementing their lessons. It leads teachers comprehensively through each unit, providing clear suggestions on how to use the various course components and how to integrate Student's Book and Workbook so they become one entity.

It incorporates a communicative methodology and encourages a self-discovery approach for students. Instead of spoon-feeding students, the guidelines in the Teacher's Book will encourage them to think independently and to work out new language areas for themselves through the technique of eliciting (drawing out answers from students instead of the teacher immediately telling them) and through students checking/comparing answers with their peers.

The Teacher's Book gives suggestions on lead-in discussion areas to increase students' interest in the topic, and advice on board presentations, as well as pointing out possible pitfalls, and

suggesting extra, optional activities and games, most of which require minimal advanced preparation.

The answer key to the exercises in the Student's Book is incorporated into the Teacher's Book, providing easy reference, while, as already mentioned, a textbook/workbook integration chart has been included after this introduction, showing how the workbook exercises relate to the textbook, i.e. when it is suitable to set the various workbook exercises for homework. Finally, the answer key to the exercises in the Workbook and the tapescript of the recorded texts are given at the end of the Teacher's Book.

## Textbook/workbook integration chart

Unit	TEXTBOOK	WORKBOOK
Revision	How much do you remember? a	How much do you remember? - ex.1
	Can you remember? - b, c, d, e, f, g, h	ex. 2 to 11
	Who are you? - ex. 1,2,3,4	Who are you? - ex. 1*, 2*, 3*, 4, 5 Are you good at this? - ex. 1, 2*, 3*, 4
1A	texts, ex.1,2	Everyday English - ex.1, 2*, 3*, 4* Everyday English - pronunciation
	ex.3, 4, 5, 6	Grammar - ex.1, 2*,3*,4*,5
1B	dialogue, ex 1, 2, 3, 4, 5, 6	Vocabulary A - ex. 1 Vocabulary B - ex. 2, 3, 4
	ex. 7, 8	Writing - ex. 1, 2, 3*,4* 5*
2A	Text, ex. 1, 2, 3, 4	Everyday English A - ex. 1*,2*,3* Vocabulary A - ex.1
	ex.5, 6	Grammar - ex. 1, 2
	ex. 7	Everyday English B - pronunciation
	ex. 8, 9	Grammar - ex. 3*,4*,5*,6*
2B	Look and read ex.1	Vocabulary B -Telling the time ex.1, 2 C - Find and write
	Listen and choose, ex.2, 3,4	Writing - ex.1
	ex. 5, 6	Writing - ex. 2, 3, 4
	ex. 7, 8	Writing - ex. 5, 6* 7*
3A	Text, ex. 1, 2, 3	Everyday English A - ex. 1, 2, 3
	ex. 4, 5, 6	Grammar B - object pronouns ex.1
	ex. 7	Everyday English B - pronunciation
3B	Text, ex. 1,2,3	Vocabulary ex. A1, B1*, C1
	ex. 4,5,6,7,8	Grammar A - ex.1,2,3*,4*,5* Writing - ex.1*,2,3*
4A	ex. 1, 2, 3, 4,5	Everyday English and writing - ex.1, 2* Everyday English - pronunciation
	ex.6,7,8,9,10	Vocabulary A - ex. 1 Grammar A - ex.1*,2*,3*,4*,5
4B	ex. 1,2,3,4	Vocabulary B - ex. 1, 2
	ex. 5,6,7,8,9	Grammar B - ex.1*, 2*, 3*, 4
5A	ex. 1,2	Vocabulary B - ex.1,2 Writing A - ex.1*, 2*
	ex. 4,5,6	Everyday English - ex.1, 2, 3 Vocabulary A - ex. 1
	ex. 10	Writing B - ex. 1*, 2*
5B	Dialogue, ex. 1, 2	Everyday English - pronunciation
	ex. 3,4,5,6,7	Grammar - ex. 1*,2*,3*,4, 5
6A	ex. 1,2,3,4	Vocabulary - ex. 1*,2*,3* Everyday English - pronunciation
	ex. 5, 6,7,8,9	Grammar - ex.1,2*,3*,4

<b>6B</b>	Dialogue, ex.1,2,3	Everyday English - ex. 1,2,3*
	ex. 4,5,6	Writing - 1,2,3*
<b>7A</b>	Text, ex. 1,2,3,4	Everyday English - ex. 1,2*,3
	ex. 5,6,7,8,9	Grammar A - ex.1,2*,3*
<b>7B</b>	Text, ex. 1,2,3,4,5	Grammar C - ex. 1,2,3*,4*
	ex. 6,7	Vocabulary - ex. 1,2*,3 Writing - ex. 1*
	ex. 8, 9	Grammar B - ex. 1*,2,3* Everyday English - pronunciation
<b>8A</b>	ex 1,2,3,4,5	Everyday English - ex. 2 Everyday English - pronunciation
	ex. 6,7,8,9,10,11	Grammar - ex. 1,2*,3*
<b>8B</b>	Text, ex. 1,2,3	Everyday English - ex.1 Writing - ex. 2 Vocabulary - ex. 1,2,3,4,5
	ex. 4, 5	Writing - ex. 1
	ex. 6,7, 8, 9	Writing - ex. 3*
<b>9A</b>	Text, ex. 1,2,3	Vocabulary A - ex, 1 Vocabulary B - ex.2,3*
	ex. 4,5,6,7,8	Grammar - ex. 1,2*,3*,4*
<b>9B</b>	ex. 1,2,3	Everyday English - ex. 1,2,3 Everyday English - pronunciation
	ex. 5,6	Writing - ex. 1,2*
	ex. 7,8,9	Writing - ex. 3,4*
<b>10A</b>	Geography project, ex.1,2 Diary, ex.3	Vocabulary A- ex. 1,2,3 Everyday English - pronunciation
	ex. 4,5,6,7,8	Grammar A - ex.1,2,3,4* Writing - ex 2*
<b>10B</b>	ex. 1,2,3	Everyday English - ex. 1,2,3 Vocabulary B - ex.1
	ex. 4,5,6, 7	Grammar B - ex. 1 Writing - ex. 1*
<b>11A</b>	Diary, Text, ex 1,2,3	Everyday English - ex. 1,2,3* Everyday English - pronunciation
	ex. 4,5,6,7,8	Grammar - ex. 1,2,3*,4
<b>11B</b>	ex. 1,2,3	Vocabulary A - ex.1* Vocabulary B - ex.1,2,3
	ex.4	Writing - ex 1
	Ex 5,6,7,8	Writing - ex.2, 3*
<b>12A</b>	Text, ex. 1,2,3	Vocabulary A -ex.1 Vocabulary B - ex.1,2 Vocabulary C - ex.1
	ex.5,6,7,8,9,10	Grammar -ex. 1*,2*,3, 4
<b>12B</b>	Text, ex. 1,2, Dialogue, ex.3	Everyday English - ex.1,2 Writing - ex. 1,2,3,4
	ex.4, 5	Everyday English - pronunciation

## HOW MUCH DO YOU REMEMBER?



1. Closed books. Give students a brief 'tour' of their new book, including the Grammar Review (Appendix C) at the end of the book. Point out the CD and the dictionary. Explain that they can use the CD at home to listen to parts of the Student's Book and (*that*) they will also need it for some of the Workbook exercises. Show them the dictionary and explain that the words are in alphabetical order. This provides a good opportunity to revise the English alphabet - go round the class eliciting the letters: S1: A, S2: B, S3: C, etc. Keep this brief as the alphabet is recapped later in this first revision section. Tell the students that they are going to meet lots of new characters this year.

2. Open books on page 6. Focus on the picture of Trevor. Ask students if this is a boy or a girl. Ask someone to describe the picture if you think your students are capable of this at this stage. Don't insist on sentences - just ask 'What can you see?' and elicit words like 'book', 'trousers', etc. Tell students that this is Clever Trevor. Check the meaning of 'clever' by asking students if they think Trevor is very good at everything or very bad at everything. Ask a student to read the text about Trevor out loud.

3. Ask some brief comprehension questions: *How old is Trevor? Where is he from? Does he like books? Does he like the Internet?* Elicit answers as a class. Tell students that they will see Trevor in every unit where he will explain something about life in Britain.

4. Focus now on the three characters at the bottom of the page. Ask three students to read out what the characters are saying. Check understanding and write up the phrase 'What does ... mean?' on the board. Tell students that there are many useful phrases when they don't know an English word. Again, get individual students to read out the rest of the phrases. Check understanding and then drill each phrase.

### Drilling

Read the phrase/word out loud and then get the whole class to repeat it together. Say it again and get the class to repeat it again. Do this a couple more times before pointing randomly at individual students to say the phrase. If someone makes a mistake, say the phrase again and get the student to repeat it. After 5 or 6 students have said the lexical item in question, get the whole class to say it together one final time. The key to successful drilling is the tempo. If it is done relatively quickly, the students will find it both enjoyable and useful with repetition being one of the keys to memorising.

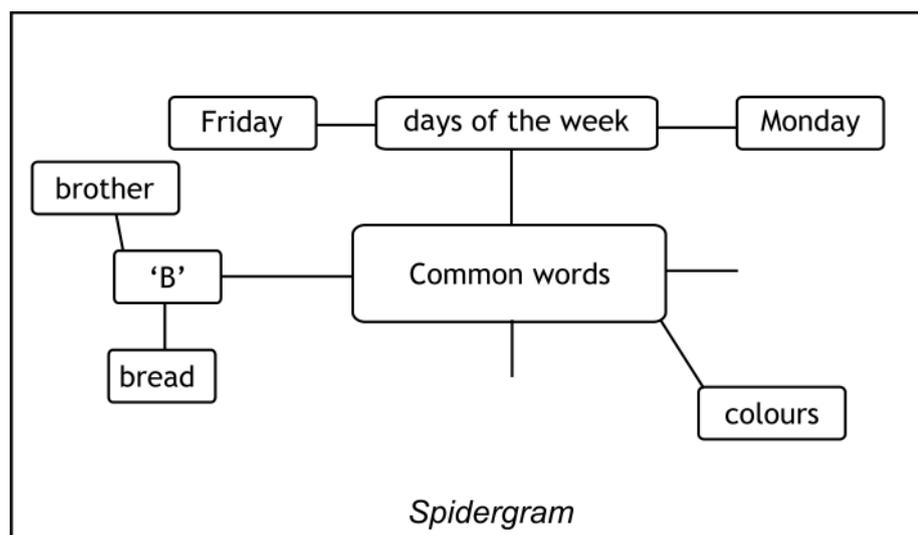
5. Practise these phrases by asking students 'How do you say ... in English?' and 'What is ... in English?' using some words that they will know, for example, 'How do you say *sluřati* in English?', 'What is *jabuka* in English?'. Then, get them to test your knowledge of English by

asking you some words using the phrases! When replying, use 'I don't understand', 'Sorry! Can you say that again?' so again they get used to hearing these phrases. Students can then be put into pairs to practice the same phrases. It could even be a competition with the two students competing to see who can answer the most questions correctly in a minute - the only rule being the partner asking the questions must also know the answers. If time allows, students can copy the phrases into their notebooks under the heading 'I need help!'.

### Copying

Copying words and phrases into notebooks should be an integral part of students' language learning as it helps them to memorise the items. Having said that, the copying out of a whole text may be viewed as laborious, time-consuming, uninspiring, and hence counterproductive. Try to find the right balance and maybe set short copying tasks for homework rather than using up valuable class time on such matters.

6. Exercise a) on page 7 can be done in small groups of up to five. Give students three minutes to try to complete the task. Tell them to write down their answers as they discuss them. Get class feedback by asking each group to read out their answers, or, alternatively, get groups to swap their answer papers and to mark each other's work. In this way, students are learning from each other as groups may have come up with words one group didn't think of. You could round this off with a spidergram on the board:



A communication follow-up can be provided by asking some general questions related to these categories. Some examples are:

*What's your favourite day of the week? Why?*  
*What's your favourite colour?*

*In which month is your birthday?  
 When does the summer holiday start?  
 Which is your favourite animal?  
 Do you have a pet?  
 What do you eat for breakfast?  
 Which is your favourite school subject?*

7. The tongue twister (exercise b) can be done as a class. If students like it, here are two more:

- a. *Red lorry, yellow lorry, red lorry, yellow lorry, etc.*
- b. *Peter Piper picked a peck of pickled pepper.*

8. Work through exercises c) and d) as a class. Exercise e) can be done first in pairs and then as a class. Extend this activity by asking students to spell some other words - you write them up on the board as they spell them. Make the occasional mistake and ask the students 'Like this?' - they will see the mistake and repeat the letter with more emphasis, hence giving them more practice without them even realising!

### Spelling

Due to the obvious problems with English spelling, it is an area that should be emphasised from the very beginning. There are many ways this can be done and students should be encouraged to learn how to spell new words for homework. A quick spelling test or a brief dictation every couple of lessons may prove beneficial. Try to avoid students learning passages off by heart and then dictating these to them. It is more useful for you to make sentences up using the new words and then dictate these.

### Dictations

Avoid the classic dictation of reading a whole passage out to the students. Instead try these ideas exciting and inspiring twists:

#### 1. Running dictation

Stick sentences on the classroom around the wall and put students into groups. One student from each group runs/walks to one of the sentences memorises as much as he/she can and returns to his/her group. He/She then dictates the sentence to the rest of the group. If the student can't remember the whole sentence, he/she can return and have another look. If the group isn't sure about spelling, they can ask 'How do you spell...?' Then another student from the group runs to another sentence and then dictates this to his/her group. At the end, give each group all the sentences and they can check to see how many mistakes they made.

The advantage of this dictation is that spelling, reading, listening, speaking, and writing skills are all practised.

## 2. Shouting dictation

Put students into pairs and give each pair a passage to dictate. Each student sits opposite his/her partner, so that they are facing each other about 1 metre apart. On the word 'go', they dictate their passage to one another and write down what they hear.

The advantage of this dictation is that not only is spelling practised, but listening and pronunciation are too, as each student must speak very clearly to be heard above the noise.

## 3. Pairs dictation

Students are put into pairs and each writes down 10 words (e.g. numbers). He/she then dictates these words to the other student, who writes them down. The two then swap over. When both have dictated, they check their spelling against each other's lists.

The advantage of this dictation is that students are not only spelling, but also practising pronunciation.

9. The next couple of exercises focus on numbers. It may be worth going round the class at this stage and counting to 100 if time allows, with each student saying a number.

### Optional Extra! Number game

This is a fun way to revise numbers. Ask a group of ten students to sit on chairs in a row at the front of the class. One of them must stand up and say the number one. One of the others then stands up and says the number two, etc. The idea is to count in order from 1 - 10 with each student saying one number. However, the student that says the final number (in this case '10') loses, or if two or more students stand up at the same time to say the same number, they are both out, too. When one student is out, the game is repeated with the numbers 1-9 with the student who says 9 dropping out. Eventually, there will be two students left and the winner is the one who stands up first and say the number 1.

The starting number doesn't need to be number 1. You can start from 11 and revise numbers between 11 and 20, for example.

10. Elicit the meaning of *first* from students. Students can then do exercise f). Point out when checking that the two letters after the number are the last two letters of the number written in full. To check, ask students some questions, for example, 'Who is the second student in the third row?', 'Which is the fourth day of the week?'

11. Give students time to do exercise g) individually and then check as a class. When checking, see if they can extend each series yet further.

12. Before doing the final exercise on page 7, focus attention on the picture. Ask students what they can see. Elicit words like 'bag', 'apples', 'children', etc. Exercise h) can be done in small groups. Ask for some possible solutions as class feedback before students check the answer. Follow up with 'Do you like apples?' or 'What's your favourite fruit?' to give more communication practice.

13. The focus now moves onto some everyday questions. First, ask individual students to read out the questions (1-16) and check understanding. Tell them that they are going to read some answers to these questions. Again, individual students can read out the speech bubbles to the whole class. Check students understand words like *near, far, spelling, year seven*.

14. Ask a student to read out exercise one. Highlight the example, by reading out question 16 'Have you got a brother or a sister?'. Ask students to find the answer to this question among the speech bubbles. When they find one answer, ask if anyone else answers the same question - elicit both possible answers: *I haven't got a brother or a sister.* and *I've got a sister.* In order to check students have understood, repeat the process for question one 'What's your name?' and ask students to find an answer to this question from the speech bubbles - elicit 'My name's Betty.' Encourage them to underline the answer and write the number of the question next to it. Also, point out that one question has no answer - can they find which question?

15. Now give them time to complete the exercise and check as a class:

### Answers

1. What's your name? *My name's Betty.*
2. How old are you? *I'm ten and a half.*
3. Where are you from? *I'm from England.*
4. Where do you live? *I live in Liverpool.*
5. What's your address? *My address is 29, Baker Street.*
6. Is your house near or far from your school? *My house is far from my school. / My house is near my school.*
7. How do you go to school? *I go to school by bus. / I walk to school.*
8. How many friends have you got? *No answer*
9. Who is your best friend? *My best friend is Jenny.*
10. What's your favourite subject? *My favourite subject is History.*
11. What are you good at? *I'm good at Maths.*
12. What are you not so good at? *I'm not so good at spelling.*
13. What's your hobby? *My hobby is playing computer games. / My hobby is playing basketball.*
14. What sport do you like best? *I like basketball best.*
15. What year are you in? *I'm in year five. / I'm in year seven.*
16. Have you got a brother or a sister? *I haven't got a brother or a sister. / I've got a sister.*

**16.** Demonstrate exercise 2 by asking a few students random questions. Then put students into pairs and get them to ask and answer any three questions. As feedback, ask some students to tell the class about their partners.

**17.** For exercise 3, put students into small groups and get them to write the numbers 1-16 on 16 small scraps of paper. The students should then fold each piece of paper up and put all 16 in a pile in the middle of the group. They take it in turns to pick a number and answer the question the number refers to. Again, demonstrate by picking a number from one group's pile and answering the question. As feedback, ask each group if they found out anything interesting.

**18.** Exercise 4 provides a written summary of the answers to all the questions. Get students to complete the exercise, telling them to refer to the seven speech bubbles on p.8 for assistance. Monitor and help with any problems. Have some students read out a couple of their answers as feedback.

**19.** Finally, get a student to read out the Clever Trevor fact. Ask students if this figure surprises them. Extend by asking if they know anyone whose first language is English. If they do, ask follow-up questions, such as *What's his/her name?*, *Which country does he/she live in?*, etc.

## WILLIAM'S STORY



### INTRODUCTION

Units 1-3 are entitled William's story and cover the general topic of school life. If you feel that your students will be interested, read through the title page together and get some students to describe what they can see in the photos.

#### Unit 1 Overview



This unit introduces students to the main characters who appear throughout the book. In part A, William, Nick, Susan and Elizabeth are introduced and this text provides the context to revise the present simple of the verb 'to be', which is practised with a 'My footsteps' exercise. We find out more about William's dreams through the dialogue in part B and this leads into communication activities involving the giving of personal information. Vocabulary foci include the phrases *good at*, *bad at* and *interested in*, as well as jobs and personal interests. Part C gives a brief introduction to the Culture Crew. Aside from providing further practice, the Workbook gives students the opportunity to write an introduction about themselves as well as their own school card, while there is also an exercise on English names, surnames and nicknames.

#### Part A



1. Closed books. Say the word 'new'. Ask students 'What is new this year?' - elicit some suggestions, such as a new classroom, a new teacher, etc. Discuss the following questions:  
*Are there any new pupils in the class this year? Where are they from?*  
*Do you have any new teachers this year? Who are they? What subjects do they teach?*  
*Do you like your new classrooms?*  
*What's your favourite new subject? Which new subject don't you like?*
2. Open books on page 12. Focus on the photograph - ask students to tell you what they can see.

#### Photographs and pictures

Make the most of each photograph - the pictures are not only in the book to look pretty! They can be used for speaking practice in class - ask students to describe them. Initially, elicit individual words or phrases, but later in the course encourage students to use grammar they have covered, e.g. after unit 3, get them to use the present continuous to describe what's happening in pictures, describe people's physical appearance after unit 6, what people are wearing after unit 9, etc.  
 Also, the pictures can be used for a basis for discussion extensions if you have time. Use questions like *Would you like to live here? Do you wear the same clothes? Do you like doing the activities in the picture?*, etc.

3. Tell students that they are going to read about some new pupils at school. Ask a student to read out the introduction. Briefly focus on the pictures of the four characters and read out their names. Get students to repeat them. Ask who is the same age as the characters (10½, 11, 11½) and maybe get some first impressions - do they look friendly, clever, interesting, boring? Who do they like most?
4. Tell them to read and listen to the text and see if they change their minds. Play the recording. Ask some students who their favourite character is now and why.

### Optional comprehension questions

These can be done orally, written on the board, or given to students on a photocopied worksheet.

#### Are these sentences true or false?

1. Sue likes books. *True (She loves reading.)*
2. Bess's mum calls her Elizabeth when she's happy. *False - when she's angry.*
3. William's nickname is Red. *True*
4. Nick loves tests. *False - he hates them.*
5. William is good at football. *True (He's the best goalkeeper in school.)*

5. Go through the words from the Word Bank - drill the words and check understanding. Ask a very few questions to check understanding, e.g. *What's your nickname?, Is football boring?, Are you interested in history?, Is Britney Spears foreign?*. Don't go into too much detail as these words will all be practised later in the unit and in the Workbook.

6. Read out exercise 1 as a class and then give students a minute or so to choose the correct answer. Encourage them to look back at the text when they are making their choices. Check the answers (exercise 2) by playing the tape. Refer back to the relevant parts of the texts to show students why the answers are so.

#### Answers

1. Art 2. French 3. Maths 4. Geography

7. Focus on the Useful Language box by getting a student to read it out. Ask a few students 'Where are you from?' and elicit their answers. Extend by asking 'Where is William from?', etc.
8. Ask students who the character is at the bottom of the page - Clever Trevor. Get a student to read out his words. Ask students what they think - 'Is it good to start school at 5 years old?'

9. Exercise 3 leads into the grammar presentation. Get students to complete the sentences by looking back at the text. Then ask students to read out the sentences. Remind students that the missing words are all parts of the verb 'to be'.

10. Focus on the grammar clipboard. Explain *interrogative* by means of the cartoon, getting two students to read out the speech bubbles. It might be a good idea for you to copy the grammar onto the board while eliciting missing words from students. For example, write:

**Positive**  
I ...

and elicit from students *am*. Then add *you*, and elicit *are*, etc. For the interrogative, in order to emphasise the inversion aspect, why not make a fist and write *you* on your right knuckles and *are* on your left knuckles? Hold your knuckles up to your students and point out to make a question we just change the words over - cross your fists over so they now read *are you*.

11. Encourage students to copy the grammar table into their notebooks.

12. 'My Footsteps' practises the grammar and phrases from the unit so far. First, ask individual students to read out the footprints and drill any tricky words - *twelve*, *interested*, *Maths*, *teacher*, etc. Then ask three students to read out the speech bubbles - point out that all the sentences are formed using the footprint words. Tell students they are going to complete some sentences using the footprint words - pick students to read the sentences from exercise 5 out loud, substituting the blanks with 'mmm' at this stage. Highlight some are questions.

13. Now give students a couple of minutes to complete the exercise using one word - refer them back to the grammar clipboard and the texts on p.12 if they need help. Check as a class, again emphasising the inversion in sentences 3, 5 and 7 using your fists. Write up:

*good at*  
*I am bad at*  
*interested in*

and students should copy these into their notebooks.

14. Exercise 6 is a group exercise encouraging students to experiment with the footprint words. Give each group 2 minutes to make as many positive and negative sentences as they can. Walk around the classroom, monitoring and assisting as they work. Have groups read out some of their sentences, correcting any mistakes. Repeat the process for questions. Wrap up the exercise by telling the groups to see how many of their initial positive and negative sentences were true for them and adding any other true sentences. Again, give them a couple of minutes before getting feedback.

15. Ask students 'Where is William from?' and elicit Scotland. Get a student to read out the Clever Trevor item. If you have a map handy, point to the countries on it - maybe

students could find and draw a rough map of the UK for their homework, labelling the four countries.

### Part B



1. Focus on the picture on p.14. Elicit the names of each character and ask what students think the man's job is. Write *reporter* up on the board. Ask: *Where does a reporter work? Do you know any reporters?*

2. Explain there are many jobs in English ending with *-er*. Try to elicit a couple more from the students - if they are stuck, ask 'What's my job?'. Broaden this out to jobs in general and brainstorm the most common professions on the board. Give students clues to help - *This person helps when you are sick. (doctor), He flies a plane. (pilot), He/She writes books. (writer), etc.* Make sure the following jobs are covered:

teacher  
doctor  
cook

writer  
farmer

pilot  
painter  
footballer

policeman  
waiter

singer  
architect  
reporter

### Charades

One good way of practising jobs is by playing charades. Beforehand, prepare slips of paper each with a job title on it. Then call a student to the front, show him/her one of the pieces of paper, and get him/her to mime the job. The first student from the class to guess is the next to have a go. Remember, it's always good for you to demonstrate one or two jobs first.

3. Students can then make a list in their notebooks under the heading *Jobs*. Tell them to add to the list as they come across new words later in the book.

### Part C

Students are now ready to do exercises 1 and 2 from Part C either individually or in pairs (orally or written), or at home.

4. Encourage students to cover the dialogue up. Tell students to listen to the introduction and you'll then ask them some questions. Play the introduction and then stop the recording. Ask *Where are the children? (In the schoolyard) Is the man a newspaper reporter? (No, a TV reporter) What does he want to do? (Interview some pupils)*. Then ask a student to read out the two questions in exercise 1. Check understanding (*famous, dream*).

5. Play the whole recording and ask a student for the answers. Ask two students to read out the dialogue. When they reach the relevant places, point out how we know that William is famous at school and that his dream is to be more famous and better than Beckham.

6. Check understanding and pronunciation of *fuss, excited, already, Europe, Britain, America, better, boast*. Then ask some students to read out the questions from exercise 2. Check understanding before giving the class some time to answer the questions. Encourage them to underline the places in the text where they found the answers - this will help the slower students focus. Check as a class, referring back to the relevant places in the text.

7. Ask another couple of students to read out the dialogue, before putting students into pairs to practise together. If needs be, play the recording again beforehand.

8. Ask what sorts of things the reporter might want to ask William - elicit some ideas from the class. Students should suggest the basics, like name, age, but if not give them a helping hand: *What's the first thing you ask when you meet someone?* Focus attention on exercise 3 and ask students to read out William's answers. If anyone points out that the age is wrong, say that you'll come back to that later. Give students some time to complete the questions, maybe doing the first one as a class. Check together and write the questions up on the board:

### Answers

1. What is your name?
2. How old are you?
3. Where are you from?
4. What are you good at?
5. What is your favourite subject?

9. Ask students if all William's answers are true (exercise 4). Give students some time to look back at the text on p.12 to correct the sentences once you've established that answers 2 and 5 are wrong. Check the answers together.

### Answers

2. I'm 10½.
5. My favourite subject is Art.

10. Ask some students the questions and get them to answer for themselves. They can then ask you the same questions to get used to the sound of the questions. Then ask a student on one side of the room to ask a student on the other side of the room the questions. Repeat this a couple of times (don't pick two students sitting next to each other as this is a later exercise).

**11.** Draw students' attention to exercise 5 and get a student to read the ID card out aloud. Check *age* and *skills*. Ask a couple of students *What's your age?* to emphasise this and *What skill does William have?* Elicit *playing football*. You could ask a couple of students *What skill do you have?* again to emphasise this word.

**12.** Ask students to copy the ID card into their notebooks. Then tell them that you have a new identity and that they should ask you questions to find things out about you. Here's a suggestion for your ID:

*Name: Peter/Nancy Cruise*

*Age: 15*

*Country: America*

*Skills: Singing*

*Favourite subject: Music*

Encourage them to ask you how to spell words (like names). Students should complete the ID cards in their notebooks. Check on the board, getting individual students to come and write the information up.

**13.** Put students into pairs and give them each a letter (A or B). Explain that they each have a new identity. Refer student A to page 98 and B to page 99. Tell students to ask each other the questions and to fill in the ID card on page 14 for their new partner. Monitor as they are doing this. When finished, students can check their answers by looking at their partner's original ID card at the back of the book.

**14.** Write up 'I am interested in drawing and painting' on the board. Ask students how we turn this sentence into a question - use your fists to remind them about inversion. Elicit *Am I...?* and then change *I am* into *you are* and again elicit the question form. Ask a few students the questions *Are you interested in football/music/volleyball/history?* and elicit the answers *Yes, I am.* or *No, I'm not.*

**15.** Focus attention on the words in exercise 6 and ask students to match each word to a picture (this can be done in pairs). Check answers and meaning of the words. Ask students to make a table as follows in their notebooks with about 10 rows:

<i>Name</i>	<i>Interest</i>	<i>Yes/No</i>

**16.** Get students to complete the second column with the activities from exercise 6 (obviously some will be used more than once). Explain to students that they must walk around the classroom and ask others the question 'Are you interested in...?' (write it on the board to remind them.) For each student they ask, they should write his/her name in the first column and put a tick or a cross in the third column. Demonstrate on the board by writing cooking in

the second column and asking a student the question. Complete the first and third columns as appropriate.

17. Students can report back their findings to the whole class or put them into small groups to give feedback. If time allows, they can write up their written report following the example sentences in exercise 6.

### Part C

Students are now ready to do exercise 3 from Part C either individually or in pairs (orally or written), or at home.

18. Exercise 7 revises some useful questions. Give students a few minutes to rearrange the words before checking as a class. Check meaning as well and drill intonation.

19. Put students into pairs to ask each other the questions, getting to make a note of the answers. They can then fill in the table in exercise 8 - point out that the first word is either *he/she/his/her* - elicit the difference. Monitor as they complete this exercise. Finally get students to report back to the class by reading out their tables.

### Part C (see introduction on how to use Part C)

1. Exercises 1-3 are self-explanatory and can provide extra written or spoken practice either at the end of Unit 1 or at the points stated in the Teacher's Book.

2. The Culture Crew characters are introduced on page 17. Get students to look at the pictures of the four characters and ask if they think these are typical British people. Explain that British people come from many different backgrounds and no matter the colour of the skin people born in Britain are considered British.

3. Get individual students to read out each character's speech bubble. Again, if you have a map, it would be useful to point out where Manchester, Nottingham, Bradford and London are. Ask students which of the boys has the same interests as them. Explain that these characters will give information on British life and culture throughout the book.

4. To round off the unit, students can complete the My Progress box by ticking the appropriate place and circling boring, OK, or interesting. Get some general feedback by asking for a show of hands from those who think they learnt the verb to be very well, those who didn't do My footsteps very well, etc.

**Unit 2**  
**Overview**

This unit deals with William's school life, in particular focussing on school uniforms, school subjects, and timetables. A letter to a Serbian pen friend, Marko, in part A provides the lead-in to a presentation of the present simple tense, which is practised through a 'My bookshelf' exercise. There is also a vocabulary focus on the points of the compass. In part B, aside from a focus on telling the time, there is a dialogue between William and Sue about Maths, which leads to a look at school subjects. Basic mathematics terminology is presented and various adjectives are also introduced in this section, forming the basis for a discussion on school subjects. The Culture Crew give information on school uniforms in Britain and some features of the British school day. Aside from providing further practice, the Workbook has a focus on the pronunciation of the present simple third person singular ending and students write a letter about their school day.

**Part A**

1. Closed books. Lead a brief discussion using the following questions (to introduce the topic of the letter and to increase students' interest):

*Do you like your school?*

*What is good? What is bad?*

*Do you wear a uniform?*

*Do you want to wear a uniform?*

*How many boys are there in your class?*

*How many girls?*

2. Open books on page 18. Ask students what they can see in the photograph of the bus. How do students come to school? Who comes by bus? Elicit a few other ways of getting to school - by car, on foot, by train, by bicycle. Write these up on the board for students to copy down - the heading could be *I come to school....*

3. Focus on the other picture of the children. What are the children doing? At this point, pre-teach words from the text using the photo - explain that this is a *mixed school* with both boys and girls, but in England you also have schools with only boys and only girls. What do students think of this idea? Get some brief responses.

4. Direct students' attention to the letter. Ask who it is to. Who is it from? Tell students that it's a letter from William to Marko, his Serbian pen-friend. Explain the meaning of pen-friend - ask if any student has a pen-friend. Read out the question in exercise 1 and give students a few minutes to read the letter and to find the answer. Encourage students just to find the answer to this (gist) question - they don't need to understand every word. Students could underline the places where they find evidence to support their answer. Tell them there are three reasons for them to find. Check as a class.

**Answer**

William doesn't like his school for various reasons:

- a. he must wear a uniform
- b. he goes to school all day
- c. he lives far from school and must travel by bus.

5. Get individual students to read out the sentences from exercise 2. Check students understand the questions (particularly focussing on *want to wear, go home together*). Give them time to re-read the letter and to answer the questions - usually let students have longer for this reading for details task than the gist task. Again, encourage students to underline the answers in the letter. Check the answers orally.

**Answers**

1. William's school is in London/in the south of England.
2. No, he doesn't. He doesn't think they are much fun.
3. No, she doesn't. She's not very happy there.
4. William wants to wear jeans and a T-shirt.
5. No, they don't. She walks home, but he goes home by bus.

6. At this point, referring back to question 1 from exercise 2, focus attention on the compass. Drill pronunciation of *north, south, east* and *west*. Establish where London is (again a map would be useful to show students). Ask a student to read out the question and answer from the Useful language box. Write up the construction *It's in the ... of ...* on the board.

7. Check understanding with a few questions: *Where is your town? Where is Belgrade/Novi Sad/Subotica/Niš?, etc.* Insist on answers using the sentence frame that is on the board.

8. Read through exercise 3. Encourage students to complete the table without looking back at the text. Get them to check their answers in pairs and then to refer back to the text to confirm their answers. Check by playing the recording (exercise 4).

Answers				
	goes to a mixed school	wears a uniform	goes to school on Saturdays	lives far from school
William	√	√	x	√
Claire	x	√	√	√
Susan	√	√	x	x

Get students to read out the completed table using full sentences, e.g. *William goes to a mixed school*. This will give you the chance to assess their knowledge of the present simple,

including the negative form. If they make mistakes, don't worry at this stage. Correct mistakes, but don't go into any details:

*S: Claire not goes to a mixed school.*

*T: OK, Claire doesn't go to a mixed school. What about Susan?*

9. Read through the Word Bank, drilling and checking words, and finally get students to read the text out loud and check they now understand it.

10. Exercise 5 on page 19 leads into the grammar presentation. Get students to complete the sentences by looking back at the text. Then ask students to read out the sentences.

11. Focus on the grammar clipboard. As with Unit 1, you could use a substitution table on the board, using a different verb to the one on the clipboard, e.g. read, write, etc. Elicit the words in italics from students or get them to come up to the board to fill in the chart.

		Present Simple					
		Positive	Negative		Interrogative		
I	<i>read</i>	I	<i>don't</i>	<i>Do</i>	I		
you		you			you		
he		he	<i>doesn't</i>	read	<i>Does</i>	he	read...?
she	<i>reads</i>	she				she	
it		it				it	
we	<i>read</i>	we	<i>don't</i>		<i>Do</i>	we	
they		they				they	

Try to think of a novel way of emphasising the 's' ending - you could say that *he*, *she* and *it* want to be different, they want to be better than *I*, *you*, *we* and *they*, so they have the 's'. For the negative, point out that *he*, *she* and *it* are worried that if the 's' stays at the end, no-one will notice it, so it moves to form *doesn't* and the same for the question form *Does*. Also, highlight that you can't have the letter *s* twice:

e.g. *He doeSn't readS x*

Show how the 's' moves from reads to doesn't by writing it up and rubbing it out - this will help the visual learners. Remember students should copy the table into their notebooks to help them memorise it.

#### Watch Out!

- Of course, the -s will often be forgotten in the third person singular forms or added to the other forms.
- *Do/Does* will often be omitted in the question forms or replaced by the auxiliary *to be*.
- *Don't/Doesn't* may well be replaced simply with *not*.
- The -s ending can be pronounced three ways ( /s/, /z/ or /iz/ ), which can cause confusion. Exercise 7 focuses on this.

12. For exercise 7, point out the fact that the 's' can be pronounced in three different ways - drill the different words with the whole class.

13. 'My bookshelf' practises this grammar area. First, ask individual students to read out words on the books. Then ask two students to read out the speech bubbles. Ask some students the same question. Tell students they are going to complete some sentences using the words on the books - pick students to read the sentences from exercise 8 out loud, substituting the blanks with 'mmm' at this stage. Highlight the fact that number 4 is a question.

14. Now give students a couple of minutes to complete the exercise using one word - refer them back to the grammar clipboard and the text on p.18 if they need help. Check as a class, again emphasising the presence of the 's' where applicable.

15. Exercise 9 is a group exercise encouraging students to experiment with the bookshelf words. Give each group 2 minutes to make as many positive and negative sentences as they can. Walk around the classroom, monitoring and assisting as they work. Have groups read out some of their sentences, correcting any mistakes. Repeat the process for the questions (exercise 9, question 2). Wrap up the exercise by telling the groups to see how many of their initial positive and negative sentences were true for them and adding any other true sentences. Again, give them a couple of minutes before getting feedback.

16. Get a student to read out the Clever Trevor item. Ask if students like Trevor's uniform to round this part off.

## Part B



1. Closed books. Write up the question 'What time is it?' on the board. Elicit the answer from one of your students.

2. Open books at page 20. Get students to read out the times.

### Watch Out!

- 'half past' always causes the most problems due to the differences between Serbian and English, so draw particular attention to this.  
i.e. 7.30 = half past **seven**, not half past **eight**

3. If you think your students would benefit, write up a complete list of times on the board, e.g. 7 o'clock, five past seven, ten past seven, etc. and get them to copy it into their notebooks. Consolidate this by looking at the excerpt from William's timetable. Ask 'What time does ... start / finish?' and get students to answer. Point out we say 'at ...' when answering.

**Part C**

Students are now ready to do exercise 1 from Part C.

4. Ask students if they can remember which subject William hates. Elicit *history*. Tell students that they are going to listen to a conversation between William and Sue about Maths. Read through exercise 2 as a class and check the meaning of ...*times a week*, *fun*, *boring*, *difficult*, *important*. Get students to cover up the dialogue and to listen to the recording to answer the questions. They could check in pairs before reading silently through the dialogue to find the right answers. Go through the answers as a class, referring to the relevant sentence in the dialogue.

**Answers**

1. six
2. fun
3. boring
4. football

5. Ask various students to read out the questions in exercise 3. Check understanding. Give students time to read the conversation and answer the questions, underlining the relevant parts of the text. Check as a class.

**Answers**

1. It's Monday.
2. They have it 24 times a month.
3. He doesn't like numbers.
4. She thinks it's difficult.

6. Ask a student to read out the introduction and then two students to be William and Sue and to read out the conversation. Check understanding of *you mean...* . Repeat this with various students before giving all the students chance to read the dialogue in pairs.

7. Ask students if they share William's or Sue's opinion of Maths. How many Maths lessons do they have each week? Each month? Is Maths important? Why? / Why not? This brief discussion leads into the Useful language box. Drill the words and then get individuals to read out the maths problems.

**Optional Extra!****Maths quiz**

Put students into groups of up to five and give them three minutes to write five maths problems using the new terminology. Tell them they must know the right answers themselves. Then each group reads out their problems to the class. The first team to put their hands up can answer the question. If they get it right, they get 2 points, but if it's wrong they lose 1 point and another team can try to guess the answer. The winning team is the one with the most points.

8. Closed books. Put students into groups and give them one minute to write down as many school subjects in English as possible. After the minute is up, brainstorm their ideas on the board to make a complete list entitled *School Subjects*. The winning team is the one with the most correctly spelt subjects.

**Part C**

Students are now ready to do exercise 2 from Part C.

9. Open books at page 21. Get students to compare the list on the board with Nick's timetable. Can they add any more subjects to their list? Check understanding of *Religious Studies*, *Science* and *PE*. Ask if students have a similar timetable to Nick's. What's the same? What's different? Do they like Nick's timetable? What's good about it? What's not?

10. Read through the questions below the timetable as a class and give students a minute to answer them. Check together as a class.

11. Put students into pairs to discuss exercise 6 briefly. Write up sentence stems on the board (with the suggested mistakes):

*It start at...*

*It end at...*

*It last for...*

Ask students what's wrong with the sentences - elicit the missing 's'. Now check together as a class using whole sentences.

**Part C**

Students are now ready to do exercise 3 from Part C.

12. Focus on the cartoon - what can students see in the picture? Elicit a few words and then get three students to read out the speech bubbles. Check understanding and write up *Yes, I think so!* and *No, I don't think so.* on the board. Ask a few individuals the question *Do you think English is important?* and get a few answers, drawing students attention to the possible answers on the board.

13. Read through the chart in exercise 7 together as a class and check understanding. Then give students some time to complete each row. Get some feedback from some students following the example. Put students into groups of four or five and get them to tell each other their thoughts, again following the pattern of the example.

14. Exercise 8 can be completed using the information obtained from the previous group activity. Alternatively, students can walk around the classroom, asking other students: *What do you think of ...?* Write the question on the board beforehand and demonstrate by asking a few students. Then allow students to write their reports.

**Part C (see introduction on how to use Part C)**

1. Exercises 1-3 are self-explanatory and can provide extra written or spoken practice either at the end of Unit 2 or at the points stated in the Teacher's Book.
2. Students can read the Culture Crew texts individually or as a class. Again, use the pictures as a communication tool - *Describe what you can see. / Do you like the uniforms in the pictures? / Do you have assemblies?, etc.*

**Optional comprehension questions (for Melvin's text)****True or false?**

1. Many English children hate their uniforms. *False*
2. All English uniforms are traditional. *False*
3. Life is better with uniforms. *True*
4. Children often think it is funny when other pupils don't wear cool clothes. *True*
5. Pupils at private schools never wear uniforms. *False*

3. For Melvin's text, you may want to teach the meaning of *modern, laugh, private school, traditional, funny.*

**Optional comprehension questions (for Rajit's text)**

1. Do children in England leave primary school before or after children in Serbia? *Before (aged 11)*
2. How many holidays do English pupils have? *3*
3. Do English children only go to school in the morning? *No, they go all day.*
4. What do children do in assembly? *They sing and listen to the headmaster.*
5. What can English school children do when lessons finish? *They can play sport or a musical instrument, work on computers, take photographs, and dance.*

4. Refer students to the Word Bank for Rajit's text.
5. The *Do you know...?* facts provide a basis for a brief discussion. Are your students surprised? Do your students like going to school? How much homework do they do each week? When do they start their homework? When do they finish it? How much do they spend on things for school (books, clothes, PE kit, pens, paper, etc.)
6. To round of the unit, students can complete the 'My Progress' box by ticking the appropriate place and circling boring, OK, or interesting. Get some general feedback by asking for a show of hands from those who think they learnt the present simple very well, those who didn't do 'My bookshelf' very well, etc.

### Unit 3 Overview



This unit deals with activities at school, in particular focussing on the sports played during PE and every student's nightmare - a Maths test! In part A, William is dreaming about PE, which provides the basis for a presentation on object pronouns, as well as a look at the present simple with adverbs of frequency, leading into a pair work activity comparing how often students do various activities. In part B, William is panicking about a Maths test and is contemplating cheating, which provides the lead-in to a presentation of the present continuous tense, which is practised through a 'My mobile phone' exercise. In part C, the Culture Crew give information on sports in Britain, and, in addition to this, there is a Maths test for the students to do, as well as a song (Mr Tate's a teacher), and a crossword, which revises all the new lexis from the first three units. Aside from providing further practice, students write about their PE lessons in the Workbook.

#### Part C

Students can begin doing the crossword on page 29 whenever they have time. Some of the words are from this unit, so they will not be able to complete it until the end, but it can still be used as a time filler for quicker students.

#### Part A



1. Closed books. Write up *dream* on the board - elicit/explain the meaning. Ask students: *Do you dream at night? What do you dream about? Do you ever dream in class? What do you dream about?* Get some ideas from students as a lead-in to the unit.

2. Follow this up with some more discussion questions:

*Which is your favourite subject? Why?*

*Which is your favourite day at school? Why?*

*Which is your favourite PE activity?*

These questions could either be discussed as a class, or students could talk about them in pairs and then get a few of them to report back to their class about their partner, or ask '*Did anyone agree with their partner? / Do you have the same ideas?*'

3. Open books at page 24. Focus on the pictures. *What activities can you see?* Teach *gymnastics, squash, rowing, and climbing* at this point as preparation for the text. Ask: *Which of these activities do you like best? Do you play football / go rowing / do gymnastics / play squash, etc.?*

4. Now draw students' attention to the picture of William. Ask: 'Where is he?' / 'What's he doing?' - get some suggestions. Then ask a student to read the introduction to the text out loud.

5. Ask students to do exercise 1, giving them chance to read the whole text. Check in pairs and then as a class, referring to the points in the text where the activities are mentioned.

### Answers

Football, swimming, gymnastics, squash, rowing, climbing and volleyball are mentioned.

6. Ask if there are any other activities mentioned - elicit *badminton*. Check understanding. Ask: 'Does anyone play badminton?'

7. Get some students to read out the sentences in exercise 2, without asking for the answers at this stage. Check understanding of the sentences, including *weather*, *sometimes*, *when it rains...*. Then give students chance to reread the text and to answer true or false. Again, encourage them to underline where they find the answers in the text. If the answer is false, ask them to correct the sentence in exercise 2 by changing/crossing out the word that is wrong. Get them to check in pairs. Ask for their answers as a class, but don't tell them whether they are right or wrong at this stage. Finally, play the recording (exercise 3) to confirm their answers.

### Answers

1. False
2. False
3. False
4. False
5. True

8. Drill the words in the Word Bank. Then get various students to read parts of the text out, checking the meaning is clear, before putting students into pairs to practise reading it together.

9. Exercise 4 on page 25 leads into the grammar presentation. Get students to complete the sentences by looking back at the text. Then ask them to read out the sentences.

10. Focus on the grammar clipboard. Elicit the meaning of *I* and then of *me*. Point out we use *me* after the prepositions. Read through the whole table as a class, and students can copy it into their notebooks at this point or for homework.

11. Exercise 6 gives practise in the object pronouns. First, read through the sentences as a class, using 'mmm' where there is a blank space. Check understanding of each sentence. Do

the first one together as a class, so students get the idea of who the object pronoun refers to. Give them time to complete the exercise, using the Grammar Clipboard for reference. They can then check in pairs, before going through it as a class.

**12.** Write up 'How often...?' on the board and check the meaning. Ask students some questions referring back to the text on page 24:

*How often do the boys play football? They usually play football.*

*How often do they go swimming? They often go swimming.*

*How often are the children outside when it rains? We are never outside.*

*How often do they go rowing? They sometimes go rowing.*

*How often do they go to the gym when it rains? They always go to the gym.*

After each answer write up the appropriate adverb of frequency on the board, around the words 'How often...?'. Try and put them in order of 'frequency' so that *always* is on the left and *never* on the right. Students can copy this down into their notebooks for future reference.

**13.** Focus attention on the Useful Language box on page 25. Get a student to read out the questions and answers and check understanding. Point out the position of the adverbs of frequency in the sentence - before the verb (but after the verb to be), although don't go into too much detail as the students will practise this in the next exercise.

**14.** Read through the chart (exercise 7) as a class and check understanding. Give students a minute to complete it by ticking the appropriate boxes. While they are doing this, you could complete a similar chart for yourself on the board. When students have completed their charts, compare yourself with a few students by looking at their charts:

For example: *I usually go swimming.*

*You never go swimming.* (pointing at the appropriate student)

Give a few more examples, highlighting the position of the adverb, and then put students into pairs to practise in a similar manner. Monitor and check pronunciation and word order.

**15.** Finally, ask some students to tell the class about their partner, giving practice in the third person singular -s ending. As an extension, students can give their partners their textbook and then put students with a new partner. They can then tell each other about their first partner, using the chart.

## Part B



**1.** Closed books. Write the word *TEST* on the board. Ask students what the first thing is they think of when they hear this word. Brainstorm some ideas and ask:

*How often do you have tests?*

*Do you like tests?*

*Are your tests usually easy or difficult? In which subjects?*

2. Open books at page 26. Focus on the picture of William. Ask: *What's the matter with William? Is he happy?*

3. Read through exercise 1 questions and check understanding. Play the recording of William's thoughts and get students to follow the text. Answer the questions together, referring back to the text to confirm the answers. Check *say, count, how clever, take away, give out*. Get some students to read out the text. Follow up with:

*How do you feel when you have a maths test?*

*Do you use your phones when you have a maths test?*

*Do you ever cheat on tests?*

This will pre-teach the word *cheat* for the next exercise. Write it up on the board.

4. Read the question for exercise 2. Check understanding of *angry*. Again, students can cover up the text if you just want to give them listening practice. Play the recording and elicit the answer - *he thinks they are cheating*.

5. Choose three students to read the dialogue out to the rest of the class. Correct any pronunciation problems as they go. Read through the Word Bank as a class and drill the pronunciation. Repeat the dialogue with three more students. Then put students into groups of threes and get them to practise together.

6. Discuss exercise 3 briefly. Extend with: *Are your teachers angry when you try to cheat? What do they do? Are you like William or Bess when it comes to Maths?*

7. Ask a student to read the Clever Trevor snippet and ask if students think this is a good idea. Why/Why not?

### Part C

Students are now ready to do exercise 1 from Part C. This is a maths test and can be used a time filler or as a class competition. Put students into groups and see which group can get the answers first.

8. Exercise 4 on page 27 leads into the grammar presentation. Get students to complete the sentences by looking back at the text. Then ask students to read out the sentences.

### Watch Out!

- Confusion with the auxiliary verb - using *do/does* instead of *to be*, particularly in the question form
- Forgetting to add *-ing* or forgetting the auxiliary verb  
e.g. *I am go*  
*I going*

9. Focus on the grammar clipboard. As before, you could use a substitution table on the board, using a different verb to the one on the clipboard, e.g. read, write, etc. Elicit the words in italics from students or get them to come up to the board to fill in the chart.

Present Continuous						
Positive		Negative		Interrogative		
I	<i>am reading</i>	I'm not		Am	I	
you	<i>are reading</i>	you aren't		Are	you	
he		he			he	
she	<i>is reading</i>	she isn't	<i>reading</i>	Is	she	<i>reading...?</i>
it		it			it	
we	<i>are reading</i>	we aren't		Are	we	
they		they			they	

Get them to chant the rhyme 'the verb to be plus i-n-g' a few times and remind them that the present continuous must always have these two elements. In the future, if they forget the verb to be or the -ing ending, just get them to repeat the rhyme.

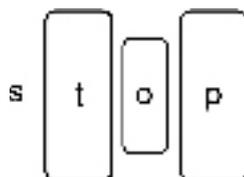
You could also again use your fists (as in Unit 1) to show the inversion 'to be' for the interrogative form.

10. At this point, it would be good to go briefly through the spelling rules, although the students shouldn't feel burdened by this. Focus their attention on the grammar clipboard and 'sitting'. Ask how we spell 'sit' and what the students see as strange about *sitting* when we add -ing (*there's an extra t*). Tell students they must be careful when writing the -ing form as there are some rules. Write them up:

### Spelling rules for -ing

- usually add -ing: readING, workING, cookING
- BUT
- -e, - e + ing: write - writING, live - livING
- sometimes we double a letter: sit - sitTING, run - runNING

Introduce the idea of a 'vowel sandwich' for the final spelling rule (it will be useful in Unit 4 as well) - when we have a consonant + vowel + consonant at the end of the word, we double the letter. Highlight it on the board by drawing a horizontal sandwich with the relevant letters:



Use colours if you have them to show the bread and filling, and maybe add some lettuce just to emphasise the point!

**11.** Focus on the use of the present continuous - for something happening now. Give some examples:

*I am talking to you (now).*

*You are sitting (now).*

*You are listening to me (now).*

If a student isn't paying attention, point out to the class what he is doing, e.g. *Marko is looking out of the window!* / *Jelena isn't listening to me.*

**12.** 'My mobile phone' practises this grammar area. First, ask individual students to read out the words on the phone display. Check understanding. Tell students they are going to complete some sentences using the words on the books - pick students to read the sentences from exercise 6 out loud, substituting the blanks with 'mmm' at this stage. Highlight the fact that number 6 is a question.

**13.** Now give students a couple of minutes to complete the exercise using one word - refer them back to the grammar clipboard if they need help. Check as a class.

**14.** Exercise 7 is a group exercise encouraging students to experiment with the phone words. Give each group 2 minutes to make as many positive and negative sentences as they can. Walk around the classroom, monitoring and assisting as they work. Have groups read out some of their sentences, correcting any mistakes. Repeat the process for the questions (exercise 7, question 2). Wrap up the exercise by telling the groups to see how many of their initial positive and negative sentences were true for them and adding any other true sentences. Again, give them a couple of minutes before getting feedback.

**15.** Exercise 8 provides further practice. Read through the verbs as a class, checking understanding (*laughing, dreaming, chewing, yawning*) and pronunciation. Give students some time to write some sentences, encouraging them to use other verbs if they want. Go round the classroom monitoring and checking they are using to be and the -ing form. Ask some students to report back to the class.

### Optional Extra!

#### What are you doing?

This is a mingle activity and an extension of charades. Students choose an activity and mime that action. They walk around the classroom, continuing to mime, asking students 'What are you doing?' with the student replying 'I am...'. Alternatively, it can be a guessing game: 'Are you...?' and students can have two minutes to see how many activities they can guess.

If space or class size doesn't allow, play this as classic charades with a student miming an action at the front of the class and the rest of the class guessing what he/she is doing.

## Part C



1. The Maths problems can be used a class competition or done individually as suggested earlier.

**Answers**

1. Claire gets £8 a week.
2. There are 54 pictures.
3. There are 30 eyes and 44 legs.
4. Each child eats 8 pancakes.

Revise the language learnt in the previous unit (*plus, minus, times, divided by*) when checking.

2. The Culture Crew section focuses on some sports in Britain that may not be familiar to students. If doing it as a class, get students to describe the pictures - what is happening?. Insist on them using the present continuous tense now they have had it presented to them.

**Optional comprehension questions**

1. In which sport can you not move your feet? *Netball*
2. For which sport do you need lots of money? *Polo*
3. Which sport do people play in cold weather? *Rugby*
4. Which sport is complicated? *Cricket*
5. Which sport do children not play during PE classes? *Polo*
6. Which sport do only girls play? *Netball*
7. Which sport do people play when the weather is good? *Cricket*
8. Which sport can't you see on television? *Polo*

3. For the song, first read through the song as a class. Check understanding and pronunciation (e.g. *all day long, shout, draw, paint, clean, brush*). Then play the song for the children to hear the tune. Play it again and this time encourage children to join in. As an extension, they can add their own verses for other jobs - thus revising jobs (Unit 1) and present simple (Unit 2).

4. Help the children with the crossword as this is the first one - explain about words 'across' and 'down'. Encourage them not to go through the clues in order, but to do those clues for which they have some extra letters. If they need assistance, refer them back to the relevant unit or give them an extra clue.

Answers	
Across	Down
4. boring	1. four
5. trouble	2. nickname
8. interested	3. practise
10. art	6. age
11. history	7. playing
15. mobile	9. Europe
16. rowing	12. south
17. an	13. are
18. dream	14. mixed
19. cheat	16. at
	18. do

5. To round of the unit, students can complete the My Progress box by ticking the appropriate place and circling boring, OK, or interesting. Get some general feedback by asking for a show of hands from those who think they learnt the present continuous very well, those who didn't do 'My mobile phone' very well, etc.

### Revision 1 (Units 1-3)

The revision unit is self-explanatory and can be worked through in class. It covers all of the important things covered in both the textbook and the workbook in Units 1-3. Following this revision unit, students can attempt Test 1 on pages 20 and 21 of the workbook.

#### Answers for Revision 1

A1. see textbook, bottom of p.30

#### A2.

1. His surname is Potter.
2. His nickname is Red.
3. He is Scottish.
4. His favourite subject is Art.
5. He's interested in drawing.
6. He loves playing football.
7. He wears a uniform.
8. His classes start at half past 8.
9. His favourite day is Thursday.
10. He has PE in the gym when it rains.

#### B1

1. am
2. is
3. are
4. 'm
5. is

#### B2

1. wears
2. play
3. don't
4. have
5. doesn't

#### B3

1. doing
2. eating
3. studying
4. writing

#### B4

1. he/she is
2. I'm not
3. he is
4. they aren't

#### B5

1. her
2. us
3. them
4. him
5. me

#### C

/i:/, /æ/, /I/, /e/,  
/s/, /z/, /iz/

#### D1

1. maths
2. French
3. PE
4. geography
5. music
6. history

#### D2

1. farmer
2. reporter
3. singer
4. footballer
5. writer
6. painter
7. teacher

#### D3

- 1.d
- 2.c
- 3.a
- 4.b

### Project 1

See instructions for projects in the introduction to the Teacher's book.

## SUSAN'S STORY



### INTRODUCTION

Units 4-6 are entitled Susan's story and cover the general topic of family life. If you feel that your students will be interested, read through the title page together and get some students to describe what they can see in the pictures.

#### Unit 4 Overview



This unit deals with school holidays, in particular focussing on the short half-term holiday, and housework! In part A, Susan talks about how she spends her holidays, which provides the basis for a presentation on the comparison of short adjectives, as well as a look at the answer to the question 'How many times...?'. In part B, Susan is doing housework with Bess and her dialogue with her mum leads into a presentation of 'going to' for the future. There is also a vocabulary focus on different chores. In part C, the Culture Crew introduce students to four of England's major towns. Aside from providing further practice, students write a postcard in the Workbook.

#### Part A



1. Closed books. Say the word *holiday* and ask students 'Which is your favourite holiday - your summer holiday or your winter holiday?'. Get some answers and some reasons for their choice. Follow up with:

*How many holidays do you have a year?*

*What do you usually do when you are on holiday?*

The final question could be discussed in groups first, before getting feedback as a class. Write up on the board what students do on holiday as it will be useful for exercise 1 on p.34. Encourage them to think about different locations - when they are at the seaside, in the mountains, at home, in a town, in the countryside, etc.

2. Open books at p.34. Tell students that they are going to read about what Susan usually does on holiday. Focus on the pictures - tell them these are some of Sue's photos. Get students to describe what they can see (the pictures on the left are of Liverpool and those on the right are of London). Teach *horseracing/ a horse race* when you discuss the relevant picture.

3. Ask students to complete exercise 1, underlining all the things Susan does on holiday. For feedback, ask how Susan's holiday activities compare to the list you made on the board of your class's holiday activities. Are there any similarities? Are any of Sue's activities unusual? Run through all the things she does on holiday. Check understanding of *port, relatives, housework*.

**Answers**

Sue plays, visits relatives, helps with the housework, visits a port, visits museums, goes to football matches, and goes to horse races.

4. Discuss whether students think Susan's holidays are exciting or boring (exercise 2).

5. Read out the questions in exercise 3 together and check students understand them (*half-term, how many times a month...*). When you mention *half-term*, ask a student to read through Clever Trevor's offering - ask students if it is the same in this country. Give them time to reread the text and to answer the questions. Encourage them to underline the answers in the text and make notes - writing full sentences may take too much time and be hard to check. Check in pairs and then as a class, referring to the relevant places in the text.

**Answers**

1. No, it isn't.
2. She helps with the housework.
3. Only with her mum.
4. No, she doesn't. She lives in a flat.
5. Twice a month.

6. Focus on the last answer *twice a month*. Elicit the meaning and then ask a student to read out the Useful language box. Explain we say *once* and *twice*, but *three, four, five times*, etc. Draw their attention to the *a week* construction and elicit other timeframes - *a day, a month, a year, an hour*. Consolidate by asking students various questions with *How many times...?:*

- e.g. *How many times do you go swimming?*  
*How many times do you eat every day?*  
*How many times do you drink water?*  
*How many times do you speak to your best friend?*  
*How many times do you send SMS messages?*

7. Read through exercise 4 together and check understanding. See how much students can do without looking back at the text. Give them a few minutes and then encourage them to find the answers in the text. Play the recording to check the answers.

**Answers**

1. No
2. No
3. No
4. Yes
5. Yes

8. Check and drill the words from the Word Bank and then ask some students to read out the text, checking understanding as they do so, before students practise reading it in pairs.

9. Exercise 5 leads into the grammar presentation. Get students to complete the sentences by looking back at the text. Then ask students to read out the sentences.

10. Focus on the grammar clipboard. Read the title and ask two students to read the cartoon out to check the meaning of *adjective*. Ask them for some examples in L1 to check they understand the meaning of an adjective. Read through the various forms of the adjective together.

### Optional Extra!

You can demonstrate the comparatives and superlatives as you read through the table by asking for volunteers from the class. When you read cold, ask one student to come to the front and shiver; for colder, ask another student to come to the front and shiver even more; and for coldest, find a third student to really shiver, sneeze, etc. For small, get three students to crouch down to different levels - then elicit from the class: 'X is ... (*small*), Y is ... (*smaller*), Z is ... (*the smallest*)', etc.

Go through the spelling rules, keeping it as simple as possible.

### Spelling rules for -er

- usually add -er: oldER, youngER, smallER
- BUT
- -y, -y +ier: happy - happIER, friendly - friendLIER
- sometimes we double a letter: hot - hotTER, bigGER

Ask students when we double the last letter and elicit the idea of a vowel sandwich from Unit 3. Finally, point out we usually use *than* with comparatives and *the* with superlatives.

11. Ask students if they know where London is - elicit *the south of England*. See if students can tell you anything else about London - try and elicit that it's the capital city, that lots of people live there (around 8 million), etc. Mention Liverpool - ask students what they can remember about the town (based on what Susan wrote). Tell students that around half a million people live in Liverpool.

12. Focus their attention on exercise 7 and tell students there are some sentences about London, Liverpool and Belgrade. Give students a minute to circle the correct word without going into any further explanation. Let them check in pairs and then go through it as a class, emphasising the meaning of the comparative and superlative forms.

13. 'My maps' practises this grammar area. First, ask individual students to read out the words on the maps. Check understanding. Tell students they are going to complete some sentences using the words on the maps - pick students to read the sentences from exercise 8 out loud, substituting the blanks with 'mmm' at this stage. Now give students a couple of minutes to complete the exercise using one word or phrase. Check as a class.

**Answers**

1. nicer
2. the loveliest
3. than
4. the smallest/the nicest/the loveliest/the biggest

**14.** Exercise 9 is a group exercise encouraging students to experiment with the map words. Give each group 2 minutes to make as many positive and negative sentences as they can. Walk around the classroom, monitoring and assisting as they work. Have groups read out some of their sentences, correcting any mistakes. Repeat the process for the questions (exercise 9, question 2).

**Part C**

Students are now ready to do exercise 1 from Part C. It can be done as an individual time-filler, or as a class/group race.

**Part B**

**1.** Closed books. Mime various household chores in quick succession (e.g. ironing, washing up, cooking, dusting) and ask students to guess where you are (*at home*). Write up *housework* on the board and check students understand what it means. Try to elicit some examples of types of housework - e.g. *cooking, cleaning*.

**2.** Ask students: *Do you like doing the housework? What housework do you do?* Help with vocabulary - introduce any chores students ask for. Continue with: *Who does the housework in your house? Do you get money for doing the helping with the housework? Is that a good idea?* Give students the chance to express their opinions.

**3.** Open books at page 36. Read through the list of household tasks. Give students a minute to match them to the pictures. Check by drilling the phrases.

**4.** Tell students that they are going to listen to a conversation between Sue and her mum. Get them to cover the dialogue up and play the introduction. Either write the questions on the board beforehand or ask after the students have heard the introduction: *Who is with Sue? (Elizabeth/Bess) Why aren't they at school? (They are on holiday).*

**5.** Now focus on the task in exercise 2. Again, students shouldn't look at the dialogue as they listen and tick the chores that are mentioned.

**Answers**

Making the bed and setting the table are not mentioned.

6. Read through the comprehension questions in exercise 3 and check students understand them. Don't worry too much about 'going to' at this stage. Students should be able to get the meaning from the context without understanding it fully. Play the recording again (from the very beginning) and let students follow the text. Give them some time to answer the questions in note form, again encouraging them to underline the information in the text as they hear it/find it. Check in pairs and then as a class, referring to the relevant parts of the text as you go.

**Answers**

1. She's at work.
2. She's at home.
3. They're going to play.
4. She's going to visit Granny because she's not feeling well.

Again, when checking answers don't insist on the correct form of 'going to' at this stage as this is the grammar focus on the next page.

7. Put students into small groups to discuss the questions in exercise 4, having first read them out as a class and checked understanding. As feedback, ask a group for their answers and see if the other groups agree. Encourage students to find evidence in the text.

**Answers**

1. Yes, they're doing the housework and then going out to play. They're going to be together all day.
2. No, Mum's going to visit Granny on the way home.

8. As you go through the second answer in exercise 4, check understanding of *on the way home* and use it as a lead-in to the Word Bank. Go through the words and drill them.

9. Finally, ask three students to read out the dialogue. Correct pronunciation and check understanding of the text as they read. Ask another three students to demonstrate and then put students into groups to practise together.

**Optional Extra!  
Dialogues**

If your students are into acting, they could memorise a dialogue for homework and perform it at the beginning of the next lesson - with costumes and actions if they are really keen. As they get more confident, it's a good opportunity to work on intonation of questions. It also helps them learn whole phrases and contexts rather than just individual words.

10. Exercise 5 on page 37 leads into the grammar presentation. Try to get the students to complete the sentences without looking back at the text. Then give them a chance to check in the text. Ask students to read out the sentences.

**Watch Out!**

- the verb to be will frequently be forgotten

12. Focus on the grammar clipboard. Go through the positive, interrogative and negative forms as a class. As before, you could use a substitution table on the board (similar to that for present continuous), using a different verb to the one on the clipboard, e.g. read, write, etc. Elicit the words in italics from students or get them to come up to the board to fill in the chart. If you have a whiteboard, use four different colours: for the subject, am/is/are, going to, and the infinitive. Students enjoy using different colours when copying into their notebooks and for some, it helps them to remember.

13. Explain that we use 'going to' to talk about future plans - what we plan to do tomorrow, next week, next holiday, etc. Highlight the example.

14. Students can do exercise 7 by themselves and then check as a class. Check understanding by asking *Is he setting the table now? (No). When is he going to set the table?* Elicit an answer, for example, in a minute, which makes it clear children see this as referring to the future.

15. Read through exercise 8 as a class and check students understand the meaning of the questions. Ask a random student one of the questions and get his/her answer. Ask another student one of the other questions. Then put students into pairs and get them to ask and answer the questions. Finally, ask various students to tell the class about their partner's plans, thus practising the third person singular form.

**Part C**

Students are now ready to do exercise 2 from Part C. It should be done in pairs. Get some feedback from students about what their future holds.

16. Ask students how often they wash up every week. Get a few answers. Then give them a minute to read through exercise 10 and to try to work out the answer. Tell them the answer is at the bottom of the page. Go through how to reach the solution together, explaining 'as often as'.

**Part C**

Students are now ready to do exercise 3 from Part C. It should be done as a class activity.

17. Finally, read the rhyme to the class, overemphasising stressed words. Explain where Aberdeen is and then get students to repeat it line by line after you. Ask for volunteers to read the whole rhyme. Again, take the opportunity to emphasise sentence stress. Round off by asking students if they are like the boy from Aberdeen. Do they know anyone like him?

## Part C



1. Students can circle eight comparatives and superlatives in exercise 1 (the first is done).

## Answer

colder, nicer, hottest, loveliest, bigger, smallest, happier, older

As an extension, get them to make some sentences using these words. Put students into teams - the first team to make eight correct sentences wins.

2. Explain the meaning of lucky to students. Point out the difference between *lucky* and *happy*. Ask students if they are lucky. In what ways? Do they have a lucky number? What is it and why? Go through how to find your lucky number in exercise 2. Use the example when explaining and then demonstrate again with your birthday. Give them a minute to work out their lucky numbers.

3. Now, as a class, read out the captions in the chart. Check understanding of *popular*, *famous*, *rich*, *study*, *long life*, *around the world*, *trophies*. Tell students what your lucky number is (based on the earlier calculation) and that now you can be a fortune teller. Pretend to look into your crystal ball and read your fortune using 'going to' and the chart. For example, if your lucky number is 3, tell students: *I'm going to be a policeman. I'm going to be happy. I'm going to have lots of friends.* Ask them if they think this will come true.

4. Give students time to tell a partner what awaits them in the future. Point out that students need to add the verb to be in the first two columns. Monitor and check correct use of 'going to'. This could also be done as a mingle exercise with students walking around the classroom, telling others about their future.

5. Ask students to sit with a partner. Get their partners to tell them a relative's birthday and then tell them to predict the future by going through the lucky number process again. This time they'll be using 'He/She is going to...'

6. Exercise 3 is a game, again practising *going to*, for the whole class. Before playing, ask a student to read out the speech bubbles and remind students how we make a *going to* question. Work through the instructions given in the textbook.

7. The Culture Crew give information on five towns - London, Bradford, Leeds, Nottingham, and Manchester. Get students to describe what they can see in the photos. Then get them to read the texts and to match a city on the map to a Culture Crew member.

### Optional comprehension questions

1. Is Paris bigger than London? *No, London is the biggest city in Europe.*
2. How many people live in London? *About 8 million.*
3. How old is London? *Over 2000 years old.*
4. Is Yorkshire beautiful? *Yes, it has the nicest countryside.*
5. Which city has more people - Leeds or Bradford? *Leeds, it's bigger than Bradford.*
6. What two things is Nottingham famous for? *Football and Robin Hood.*
7. What is Manchester most famous for? *Its football team.*
8. What's a big problem in Manchester? *It always rains.*

8. Ask students which of these cities they want to visit and why. Which don't they want to visit? Do they know any other cities in Britain? Which cities in this country are famous for football/their universities/famous people/tourists?

9. Ask a student to read out the 'Do you know...?' box. Follow up with: *Do most people live in towns in this country? How many theatres does Belgrade have? Does this country have any palaces? Where are they?*

10. To round off the unit, students can complete the My Progress box by ticking the appropriate place and circling boring, OK, or interesting. Get some general feedback by asking for a show of hands from those who think they learnt the comparison of adjectives very well, those who didn't do 'My maps' very well, etc.

## Unit 5 Overview



This unit deals with the home. In part A, we look at the layout of Susan's home. There is vocabulary concerning rooms and furniture, as well as a focus on *there is/are* and the irregular plural of nouns. In part B, Susan is in the kitchen having breakfast. Her dialogue with her mum about healthy eating provides the basis for a presentation of the comparison of long adjectives. In part C, the Culture Crew talk about a typical English breakfast and unusual British homes. Aside from providing further practice, the Workbook has an exercise on ordinal numbers and gives students the chance to write about their dream room.

## Part A



1. Closed books. Play Hangman (see below) with the students, using some basic rooms and furniture that they should already know. Pick words like *bedroom, chair, table, television,*

*window, bathroom.* Leave the words up on the board as you go and then ask students where you find all these things - elicit *in a house/flat*.

### Optional Extra!

#### Hangman

This is a great game to start lessons off with and to revise words from the previous lesson. It means students can also be involved by coming to the front and choosing their own word. 'Punish' students not only for suggesting letters that are not in the word, but also for mispronounced letters. Don't finish the round when the students have guessed the word, but when they have completed all the letters.

2. Open books. Tell students that they are going to read and listen to Susan describing where she lives. Give them two questions to think about before they read: *Does Sue like her flat? How is her flat like the place where you live?*

3. Play the recording as students read. Elicit that she likes her flat (*It's a great flat*) and ask if her flat has anything in common with students' flats/houses (e.g. number of bedrooms, location, proximity to school). Get a student to read the text out loud. Drill pronunciation of *bedroom, living room, dining room, kitchen, bathroom, and balcony*.

4. Students complete exercise 1 writing a letter from the pictures next to each word. Check by playing the first part of the recording (exercise 3). Get students to repeat the words, insisting on correct pronunciation.

#### Answers

bedroom - b, dining room - e, living room - a, bathroom - c, kitchen - d, balcony - f

5. Ask students what they can see in the rooms - elicit some objects and then read through the items of furniture in exercise 2. Give students a minute or so to write the numbers from the pictures. Check by playing the rest of the recording (exercise 3). Drill the words. Round off by briefly asking questions like: *Do you have a bookshelf in your bedroom? How many armchairs do you have at home? Do you have a dishwasher? Where is your washing machine? Is there a shower and a bath in your bathroom?* Don't be afraid of asking questions with *Is there.../Are there...?* as this is the focus of one of the next exercises and students have already come across it in previous years.

6. Write up the word *plural* on the board and elicit the meaning. Give students a couple of nouns and ask for the plural form, e.g. *cat, television, car, country*. Then ask them to look back at the text at the top of page 40 and to underline all the plural forms they can see. Go through it as a class (*flats, shops, bedrooms, balconies*). Draw attention to the first part of the 'Remember' box and go through spelling rules:

**Spelling rules for plural**

- usually add -s: catS, televisionS, schoolS
- BUT
- after -ch, -sh, -s, -x, -z, add -es: matchES, brushES
- after -ny, -ly, -ry, -~~y~~ +ies: balcony - balconIES, family - familiIES
- -f- often becomes -ve-: shelf - shelVES, knife - kniVES

7. Ask students to make the words from exercise 2 plural. Emphasise the meaning of plural when checking by using two... . Leave irregular plurals for the time being.

8. Now focus attention on the initial text at the top of the page. Write up on the board:

\_\_\_\_\_ a park in front of the building.

Ask students to find the missing word - *there's*. Ask a student to come up to the board and complete the gap. Explain the meaning of *there is* (it may be best to translate it as *nalazi se*) - point out that it doesn't mean *tamo je*. Then focus on the Useful language box. Ask for the difference between *there is* and *there are*. Write up some examples on the board, using the initial text on p.40. Get students to help you by leaving out the *there is / there are* part and eliciting that from them.

*In Susan's flat, (there's) a bathroom.*

*(There's) a living room.*

*(There are) two bedrooms.*

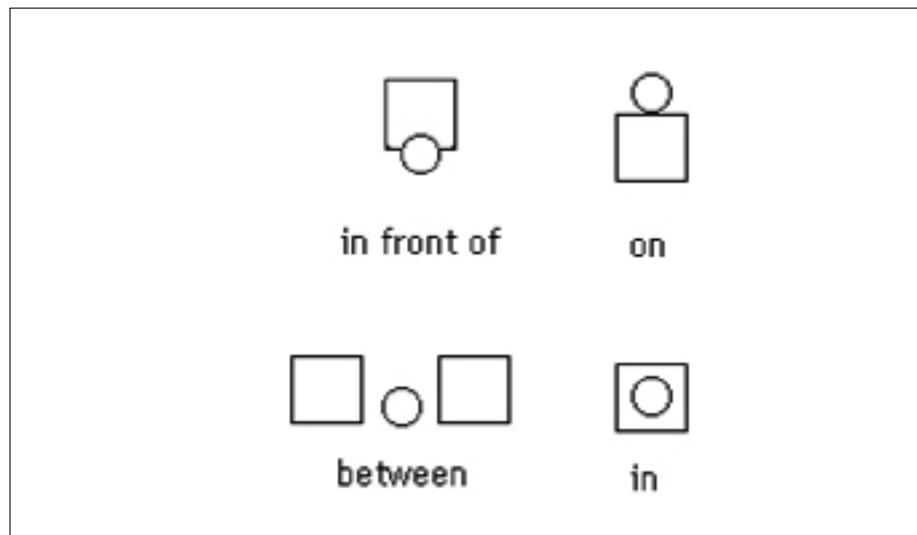
*(There are) two balconies.*

Point out that the short form *there're* does not exist.

9. Ask them to tell you/write some sentences about the picture on page 40, using *there is / there are* and the words in exercise 2. Add the words *book, chair, rug, plate, plant* (teach them the words they don't know) so they have some plurals.

10. Finally, ask students to describe what there is in their house/flat (not their bedroom – this is covered in exercise 9). Get a few examples and then put students into pairs to discuss this. Monitor and check for correct use of plurals and there is/are.

11. Ask students if they have a cupboard in their bedroom. What do they have inside it? Elicit some ideas. Focus attention on the 'funny cupboard' on page 41. Ask children if it looks like their cupboard. Read through the sentences as a class, asking individual students to read each item. After each item, ask students to point to the relevant object. As you go, write up the prepositions of place on the board with the title 'Where?' and using a ball and a box to demonstrate (*in front of, on, between, in, under, above, next to*). For example:



12. Write up the singular forms on the board in a column on the left-hand side: *child, mouse, sheep, fish, foot* and then ask students to tell you the plural form of these words by referring to the *there are* sentences. Write the plural forms next to the singular forms. Point out that these are irregular - get students to copy the second part of the 'Remember' box (p.40) into their notebooks.

13. Look at exercise 5 as a class. Ask a student the first question - *Is there one fish in the cupboard?* and elicit the answer *yes*. Expand the answer to *Yes, there is*. and then present this on the board, eliciting as much as you can from the students, e.g. What do you think the negative is of *there is*?

Positive: there is  
 Negative: there isn't  
 Interrogative: Is there...?  
 Answers: Yes, there is. / No, there isn't.

You can use the fist technique from Unit 1 to show inversion for the question. Ask them to give you the forms from *there are* and write these up to. Then, with the students having copied it down, ask someone the second question *Are there two mice above the cupboard?* and elicit the short answer *No, there aren't.*, pointing at the answer on the board if the student just gives you a simple *no*.

14. Extend this exercise by asking students a few more similar questions:

*Is there a child above the cupboard?*

*Are there two sheep in the cupboard?*

Then get them to ask you some questions to check they have got the idea. Finally, put them into pairs to ask and answer.

**Part C**

Students are now ready to do exercise 1 and 2 from Part C. Exercise 1 (a 'spot the difference' type exercise) can be done individually, in pairs, or in groups, and can be used as a spoken or written exercise. Exercise 2 is an individual exercise and can be used as a time-filler or for homework - see Part C for an idea for a game using this exercise.

**15.** Closed books. Tell students they are going to read all about Susan's bedroom. Ask what they think there is in her bedroom - tell them to think of a typical girl's room. Brainstorm some ideas and write them on the board.

**16.** Open books at page 41. Ask students to read through the text and to see how many items they guessed would be in her room. Encourage them to underline or circle all the things that she mentions. Ask what else there is in Sue's room: *posters, bed, desk, window, CDs, DVDs, comics, notebooks, magazines, computer, boxes, toys, shelf, books, cupboard, clothes, sofa, 2 chairs*. Check understanding of any unfamiliar words.

**17.** Focus on the three pairs of pictures. Tell students to reread the text and to choose the three pictures from Sue's bedroom. Give them a few minutes to read the text again and then let them compare their answers with a partner. Encourage them as always to underline the relevant parts of the text. Play the recording for them to check their answers.

**Answers**

1a, 2a, 3b

**18.** Go through the Word Bank as a class, drilling pronunciation. Then get individual students to read parts of the text out loud. Check everyone understands the text now. Don't be afraid of reading the texts a few times with the students if you have volunteers who are desperate to read and if time allows. It's all good practice.

**19.** Give students time to do exercise 8 either individually (written) or in pairs (orally). Remind them to use *there is/are* and the words describing where. Write a class description of the three pictures (1b, 2b, 3a) on the board as a round-up using the students' ideas.

**20.** Exercise 9 gives some more oral practice and can be done as a class or in groups. You could answer the questions about your home first as an example. Encourage students to ask questions using *Is there...? /Are there...?* - they always seem to be inspired when given the chance to find something out about their teacher!

**Part B**

**1.** Closed books. Write up the anagrams on the board:

*brkfaeast, chlnu, ridnne*

Give students chance to work out the words in pairs. Tell them that the three words are connected. If they need assistance, give them the first and last letters of each word. Ask

a student who has solved one of the anagrams to come to the board to write the word up - breakfast, lunch, dinner. Ask for the connection - elicit *meals*. Ask: *Which is your favourite meal? Which is the biggest meal? What time do you have lunch? Dinner? Where do you eat breakfast? Lunch? Dinner? Who makes each meal? Do you ever cook?*

2. Open books at page 42. Ask a student to describe the picture of Sue and her mum. *Where are they? What is there on the table?*, etc. Then focus on the picture of an English breakfast - say this is a traditional English breakfast. Ask a student to read out Clever Trevor's offering. Use this to teach the different things on the plate (*bacon, sausage, eggs, mushrooms, beans*). Ask students if they like the sound of a traditional English breakfast. Explain *cereal* as well.

3. Tell students that they are going to listen to Sue talking to her mum. Get them to cover the text and to note down all the types of food mentioned. Play the recording and then check - *bacon, eggs, cereal, hamburgers, roast beef*. For any that the students don't get, let them read the text to find all the types of food. Explain *roast beef*.

4. Read through the questions in exercise 1 and check understanding. Give students time to read the text again and to find the answers. They can underline answers and then check in pairs, before you go through it as a class.

### Answers

1. It isn't healthy and she doesn't like bacon - it's disgusting.
2. To have lunch.
3. Tidy her room.

Explain *disgusting* as you check the answers and then run through the Word Bank, drilling pronunciation.

5. As usual, ask two students to read the dialogue out loud. Correct pronunciation and check understanding as they go. Repeat with another pair. Then give the students chance to read it together in pairs. Monitor for pronunciation.

6. Exercise 2 can be discussed as a class or in groups with some students reporting back what they talked about.

### Part C

Students are now ready to do exercise 3 from Part C. It's a puzzle that can be done individually or in pairs. The answer is at the bottom of the page.

7. Exercise 3 leads into the grammar presentation. Get students to complete the sentences - try first without looking back at the text. Then ask students to check in the text and to read out the sentences.

8. Focus on the grammar clipboard. Read through the various forms of the adjective together. Point out that these are longer adjectives than those in Unit 4. Highlight we still use *than* with comparatives and *the* with the superlative form.

**Watch out!**

- Students will now start to combine both forms of the comparative:  
*more bigger x*

9. Read out the sentences in exercise 5 as a class, checking understanding of words like *comic, boring, magazines, dangerous, beautiful, difficult, disgusting, in the world*. Give students chance to complete the exercise and check as a class. Sometimes both answers are possible so make sure students understand what their choice means.

10. Put students into pairs. Ask them how well they know their partner. Get them to put their hands up if they think they know him/her very well. Tell them they are going to put this to the test. Read out exercise 6 as a class and check *exciting, game, person* and *song*. Tell students first to complete the sentences for you. Then get them to ask you questions to check their answers - assist them and write the questions up on the board:

*What is the most exciting book?*  
*What is the most difficult game?*  
*Who is the most interesting person?*  
*What is the most beautiful song?*

Again, emphasise the inversion using the fist technique. Answer their questions and ask if anybody guessed all the sentences correctly. Now get them to do the same for their partner. Give them a minute to complete the sentences and then get them to ask their partners the questions on the board. Ask for a show of hands: *Who knows their partner very well? Quite well? Not so well?* You could say four right answers is very well, two/three quite well, one or no right answers not so well.

11. Make exercise 7 a race (either individual or group).

**Answer**

The knife is under the table.

**Part C**

1. Exercise 1 (a 'spot the difference' type exercise) can be done individually, in pairs, or in groups, and can be used a spoken or written exercise. It revises *there is/are*, prepositions of place, furniture, and the plural of nouns.

**Answers**

1. There are four feet under the bed in the first picture. There is one foot under the bed in the second picture.
2. There are two shoes on the armchair in the first picture. There are two shoes on the floor in the second picture.
3. There are two mice under the table in the first picture. There is one mouse under the table in the second picture.
4. There is a chair next to the bed in the first picture. There are bookshelves next to the bed in the second picture.
5. There is a poster above the bed in the first picture. There isn't a poster in the second picture.

2. Exercise 2 is an individual exercise, but can be turned into a game. Give each student a number and get them to write their answers on a piece of paper. Ask them not to write their names at the top, but just their number. Collect in the pieces of paper. Then, either stick them around the room or hand them out. Students have to guess whose paper is whose - they can make a list in their notebooks of numbers and names.

3. The puzzle can be done individually or in teams as a race. The answer is at the bottom of the page. Elicit the meaning of *going to* to keep it fresh in their minds. Follow up with: *What are you going to have for breakfast tomorrow?*

4. In terms of the Culture Crew, Melvin first talks about breakfast. Ask students what they can see in the picture. *Do they like tea? Do they drink tea?*

**Optional comprehension question (Melvin's text)**

1. Why do some people not eat a traditional breakfast? *Because it isn't healthy.*
2. Do teenagers usually drink tea in Britain? *No, they prefer juice or coffee.*

5. For Chih's text, elicit the meaning of *unusual* and then get students to describe the pictures. Read out the text about typical houses - are they like houses in this country? Why/why not? Then students can read the other texts.

**Optional comprehension question (Chih's text)**

1. Who lives in Buckingham Palace? *The Queen of England.*
2. Why is Buckingham Palace like a small town? *It has a cinema, swimming pool, post office and a police station.*
3. Who lives at 10, Downing Street? *The British Prime Minister.*
4. Is 10, Downing Street ever empty? *No.*
5. When do they change the front door? *When they paint it.*
6. What is underground between Buckingham Palace and 10, Downing Street? *A tunnel.*

Which house would students like to live in?

6. Ask a student to read out the 'Do you know...?' box. *Do most people live in houses in this country? Which is better - a house or a flat? Why? What are the good things about life in a flat? And life in a house? And the bad things? Do you want to go to a haunted house for a holiday? Why/why not?*

7. To round of the unit, students can complete the My Progress box by ticking the appropriate place and circling boring, OK, or interesting. Get some general feedback by asking for a show of hands from those who think they learnt the furniture words very well, those who didn't talk about their home very well, etc.

8. In preparation for Unit 6, ask students to bring some photos of their family to the next class.

## Unit 6 Overview



This unit deals with Susan's family and friends! In part A, Susan introduces her family, which provides a focus on family relations and describing people's physical appearance, as well as highlighting the difference between *be like* and *look like*. Susan also talks about her Grandma's birthday party the previous day, which leads in to a presentation of the past simple of to be. In part B, Susan has a conversation with her friend, Sarah, about boys, which extends the vocabulary for describing what people look like. There is a communication activity where students guess who their classmates are describing. In part C, the Culture Crew describe the multi-cultural nature of London, focussing on China Town and the Notting Hill Carnival. There is also a song, The Elephant, and a crossword, which revises lexis from Units 4-6. Aside from providing further practice, students have practice on *have got* in the Workbook, along with a writing task to describe their favourite person.

### Part C

Students can begin doing the crossword on page 51 whenever they have time. Some of the words are from this unit, so they will not be able to complete it until the end, but it can still be used as a time filler for quicker students.

### Part A



1. Bring in some photos of your family or alternatively draw portraits on large pieces of paper. Tell the students some basic things about them - try to introduce the key words from the unit (*mum, dad, grandma, grandpa, cousin, son-in-law, brother, sister*). Lie if you don't have these relations! Tell students that they should listen carefully as you are going to test them afterwards. As you describe the people, make a list on the board entitled *Relations* with members of the family, including:

*mum, dad, brother, sister, son, daughter, aunt/aunty, uncle, grandma, grandpa, cousin, son-in-law, daughter-in-law*

Also, give brief descriptions to do with hair and eye colour, e.g. *He has got brown hair. / She has got blue eyes.*, as well as age, *He is old. / She is younger than me.*, and personality and build, *He is clever. / She is tall.*

2. When you have finished, hold up one of the pictures and ask the students what they can remember about that person. Write up whatever they say on the board. Give them prompts - like *Who is this? What's her name? What colour eyes has she got?*, etc. Make sure the following sentence stems get onto the board:

He/She has got (brown hair/blue eyes, etc.)

He/She is (my brother / older than me / tall / clever, etc.)

3. With these sentence stems on the board, remind them of the short forms *He's got/She's got* and *He's/She's* by writing them below the long form. Then ask some students to present their photos to the rest of the class, using the sentence stems on the board. After a few examples, put students into groups to talk about their pictures. Monitor and check for any problems.

4. By way of getting feedback, ask a student: *Tell us about X's picture.* Get him/her to describe one of his classmate's photos. Throw in some questions with *have got*: e.g. *Has he got blue eyes? Has she got long hair?* Repeat with another student.

5. Then write the question form on the board by eliciting from students:

\_\_\_\_\_ *he* \_\_\_\_\_ *brown hair?*

See if students can tell you the second person singular form by replacing *he* with *you*. Then right up the short answers with *yes* and *no*. Have a quick question and answer session - fire some questions at random students:

e.g. *Have you got a brother? / Has your sister got long hair? / Have you got a dog?*

Elicit the correct short answers.

6. Now tell students that they are going to learn something about Sue's family. Open books at page 46. Ask a student to read out Sue's speech bubble and then give students time to complete exercise 1. Tell them to pay attention to hair and age. They can check in pairs before listening to the recording.

**Answers**

Emma, Lynn, Ron, Ann, Pete, Sarah/Jim

7. Draw students attention to the Word Bank and *look like*, *thick hair* and *curly hair*. Drill and check understanding. Then, read the text out as a class with individuals reading sentences. Check understanding as you go, including *blond hair* (point out not 'blue' hair) and *light*.

8. Focus on the Useful language box and explain that *look like* refers to appearance and *be like* refers to personality. Hold up one of your photos again and ask students *What does he/she look like?*. Elicit the answer. Then ask *What is he/she like?* and again elicit the answer. Repeat by asking the questions to various students about their photos to check the class has understood.

9. Read Clever Trevor as a class. Ask if students agree with Trevor - is he handsome? Explain *handsome* is for boys and *beautiful* for girls.

10. Tell students that yesterday Sue was together with all the people shown on her photographs. Explain that Ann, Pete, Sarah and Jim's surname is Brown - write it up on the board. Explain that they are *the Browns* and that we can use *the +s* when we are talking about a whole family. Check by asking how we talk about William's family (*the Potters*).

11. Read through the questions in exercise 3 and check understanding. Tell students to follow the text as you play the recording. Then give them time to tick the right answer. Check by listening to exercise 4 and explain *4 o'clock sharp* by referring to the Word Bank. Don't go through the whole text at this stage.

**Answers**

1. Sunday
2. Grandma Lynn's
3. Sue and her mum
4. He was ill.
5. Yes

12. Exercise 5 leads into the grammar presentation. Get students to complete the sentences - try first without looking back at the text. Then ask students to check in the text and to read out the sentences.

13. Focus on the grammar clipboard. Read the title and refer to the use of the past simple so students have it clear in their minds. Work through the positive, interrogative and question forms (with a substitution table on the board if it helps) and again use the fist technique to emphasise the inversion for questions.

14. Go back to the text on page 46 and get students to read it out - checking meaning and pronunciation as you go. Finish off with 'Where were you yesterday?' and get some responses from students. Insist on the correct form *I was...* .

15. Read through exercise 7 together without choosing the right word, just to check understanding (of words like *excited, late, at Grandma's, noisy*). Give students time to circle the right word, encouraging them to look at the Grammar Clipboard. Check in pairs and then as a class, highlighting singular and plural subjects (replacing them with he/she/they, e.g. grandparents = they).

**Answers**

1. were
2. wasn't
3. was
4. wasn't
5. were

16. 'My pebbles' (explain *pebbles*) practises this grammar area. First, ask individual students to read out the words on the pebbles. Check understanding. Tell students they are going to complete some sentences using the words on the pebbles - pick students to read the sentences from exercise 8 out loud, substituting the blanks with 'mmm' at this stage. Highlight the fact that the first, second and fifth sentences are questions.

17. Now give students a couple of minutes to complete the exercise using one word/phrase - refer them back to the grammar clipboard if they need help. Check as a class. There are several possible answers for the last three sentences.

18. Exercise 9 is a group exercise encouraging students to experiment with the pebble words. Give each group 2 minutes to make as many positive and negative sentences as they can. Walk around the classroom, monitoring and assisting as they work. Have groups read out some of their sentences, correcting any mistakes. Repeat the process for the questions (exercise 7, question 2). Wrap up the exercise by telling the groups to see how many of their initial positive and negative sentences were true for them and adding any other true sentences. Again, give them a couple of minutes before getting feedback.

**Part B**

1. Closed books. Write up *cute* on the board and elicit/explain the meaning. Put students into single-sex groups and ask the male groups to make a list of the top three cutest famous female celebrities and the female groups to make a list of the top three cutest famous male celebrities. Divide the board into two and get a representative from each group to come to the board. The boys should write their three names on one side and the girls on the left.

Ask students for their impressions - do they agree with the other sex's choices? Who should be there? Who shouldn't be there? Was their opinion different last year? Who was cute last year?

2. If appropriate, ask the class which other students at school are cute. Have they got boyfriends? Have they got girlfriends? Do their friends think that they are cute, too?

3. Open books at page 48. Ask students to describe the picture. Explain that she is sitting with her cousin, Sarah. Get them to describe what the girls look like, recycling vocabulary from this unit.

4. Focus on exercise 1. Read the question and check students understand it. Ask students to cover the text up and play the recording. Elicit the answer.

#### Answer

No, she doesn't. She thinks he's got a big nose and funny blue eyes.

Ask if students think Sarah really means this. Explain that Sue think she's *jealous* - explain the meaning. Do students agree with Sue? Ask students if they get jealous. When? Why? How often?

5. Read through the questions in exercise 2 together as a class and check understanding. Give students time to read the dialogue and to answer the questions, underlining the places in the text where they find the answer. Check in pairs and then as a class.

#### Answers

1. There was a dancing competition.
2. Yes, she has - Robert.
3. He's got two brothers.
4. He's got long, dark, curly hair. He always wears green trainers and he's got a lovely smile. He's got a big nose and funny blue eyes.

6. As you go through the last answer in exercise 2, check understanding of *smile* and use it as a lead-in to the Word Bank. Go through the words and drill them.

7. Finally, ask two students to read out the dialogue. Correct pronunciation and check understanding of the text as they read. Ask another two students to demonstrate and then put students into groups to practise together.

8. Round off by asking students if they like dancing. Do they have dancing competitions at school. Where do they meet boys/girls?

9. For exercise 3, first read through the table as a class and check understanding. Elicit *glasses* and *earrings*. Then sit students in pairs back to back, so that they cannot see each other. Give them 30 seconds to write their partner's name and to circle what they think their partner looks like. Then they can turn round and check their answers. Get them to write the number of right answers and the number of wrong ones. Ask for a show of hands: *Who knows their partner very well? Quite well? Not so well?* You could say five right answers is very well, three/four quite well, one or two right answers not so well.

10. Exercise 4 can be done as a mingle activity. Focus students' attention on the various locations and get them to ask you questions to find out if you were in those places. Correct wrong questions until the students are confident with the *Were you...?* form. Make sure you give clear *Yes, I was. / No, I wasn't.* answers and remind students of these short answers. Ask a few of them the questions to check they are using the short form correctly. Then, give students two minutes to walk around the classroom asking each other questions - they can note a student's affirmative answer by noting his/her name next to the location prompts. Students can write a written report or give oral feedback to the class following the example.

11. Tell students that they are going to play a game and they are going to need to ask some questions. Read through the question prompts in exercise 5. Then demonstrate the exercise by getting students to guess which pupil you are thinking of before giving them chance to play it.

12. Focus attention on the pictures in exercise 6. See if students can describe the children using the phrases and lexis they have had in the unit. Then play the recording and get them to match the pictures to the descriptions.

### Answers

1.B, 2.D, 3.C, 4.A

### Part C



1. The Culture Crew are talking about multi-cultural London. Ask students what they know about London. Get them to describe the photographs before reading the texts.

### Optional comprehension questions

1. Why is London a fun place to live? *Because people from many different cultures live there.*
2. What is China Town? *An area of London.*
3. What is there in China Town? *Chinese restaurants and many tourists.*
4. How do the Chinese celebrate New Year? *There is street music and people wear costumes.*
5. When is Notting Hill Carnival? *At the end of August.*
6. What type of music and food is there at the carnival? *West Indian/Jamaican.*
7. What happens at the Carnival? *People sing and dance in the street, wear costumes and eat.*

2. As an introduction to the song, ask students to shout out some names of jungle animals. Which is the biggest? Then read through the song as a class. Check understanding and pronunciation (particularly /θ/) maybe with the help of a picture on the board (e.g. *lump*, *thump*, *tusks*, *trunk*, *suck*, *squirt*). Then play the song for the children to hear the tune. Play it again and this time encourage children to join in. When students feel more confident, they can do actions: pretending they are elephants, thumping, squirting, eating bananas, etc.

3. Remind students how to do the crossword. Like last time, encourage them not to go through the clues in order, but to do those clues for which they have some extra letters. If they need assistance, refer them back to the relevant unit or give them an extra clue.

**Answers****Across**

- 2. port
- 4. vacuum
- 5. cereal
- 7. famous
- 8. was
- 11. jealous
- 12. dining
- 13. earrings
- 14. biggest
- 15. going

**Down**

- 1. rubbish
- 3. the
- 5. cooker
- 6. law
- 9. cousins
- 10. smile
- 12. dusting

4. To round off the unit, students can complete the My Progress box by ticking the appropriate place and circling boring, OK, or interesting. Get some general feedback by asking for a show of hands from those who think they learnt was/were very well, those who didn't do 'My pebbles' very well, etc.

**Revision 2 (Units 4-6)**

The revision unit is self-explanatory and can be worked through in class. It covers all of the important things covered in both the textbook and the workbook in Units 4-6. Following this revision unit, students can attempt Test 2 on pages 34 and 35 of the workbook.

## Answers for Revision 2

**A1**

See textbook, bottom of p.52

**A2**

1. She lives in a flat.
2. Her flat is on the third floor.
3. Her father lives in Liverpool.
4. London is bigger.
5. She sees her dad twice a month.
6. It is above the bed.
7. She's going to have lunch at Grandma's.
8. Sue's mum's got blond hair and blue eyes.
9. The dancing competition was on Saturday.
10. Susan wasn't at the dancing competition.

**B1**

1. are you going / am going to
2. are not going to
3. Are you going to / I'm
4. Is Sue going to / is
5. Am I going to / are

**B2**

**a.**  
 the warmest  
 hotter  
 big  
 the biggest  
 the easiest  
 lovelier  
 the most interesting  
 more boring

**B2**

**b.**  
 bigger  
 the coldest  
 more interesting  
 the loveliest  
 the most dangerous

**B3**

1. a
2. b
3. a

**B4**

**regular**  
 beds  
 box  
 buses  
 knife  
 shelves  
 country  
 libraries

**irregular**

fish  
 sheep  
 mice  
 feet  
 tooth  
 child  
 man

**B5**

1. a box
2. mice

**B6**

1. was
2. were/ was
3. were

**C**

/b/, /ɔ:/, /ɜ:/, /ə/,  
 /ʌ/, /a:/

**D1**

1. aunt
2. uncle
3. cousins
4. husband
5. wife

**D2**

curly hair  
 blue eyes  
 interesting  
 clever

**D3**

Students' own answers

## Project 2

See instructions for projects in the introduction to the Teacher's Book.

## ELIZABETH'S STORY



## INTRODUCTION

Units 7-9 are entitled Elizabeth's story and cover the topics of health, shops and clothes. If you feel that your students will be interested, read through the title page together and get some students to describe what they can see in the pictures.

Unit 7  
Overview

This unit deals with health problems. In part A, Elizabeth writes about her brother Brian's health problems. This provides the context for a look at various ailments and also the lead-in to a grammar presentation on the past simple of *have*. In part B, it's dinner time in the Hopkins' house and Elizabeth is complaining she doesn't feel well. Following the dialogue, there is a focus on the irregular comparison of adjectives (*good*, *bad*, and *much*) and also on *some/any*. In part C, there is a health quiz and the Culture Crew discuss cures for various illnesses and British superstitions. Aside from providing further practice, the Workbook gives students the chance to write about the last time they were ill.

## Part A



1. Closed books. Come into the classroom with a warm hat on, a scarf, etc. and a handkerchief. Shiver and see the students' reaction. Maybe someone will ask what's wrong; if not, write up 'What's the matter?' on the board without saying anything. Give the odd sniff and sneeze. Then hold your back and groan. Ask the students *What's the matter with me?* - maybe they will suggest you are cold. If no-one guesses, say you are *ill*. Write up *I am ill* on the board.
2. Ask students *When was the last time you were ill?* Elicit responses with *I was...* Follow up with *Do you feel okay now? Are you often ill? Do you like being ill? Do you go to the doctor's?* Have a brief discussion as the lead-in to this unit.
3. Open books at page 56. Focus on Clever Trevor. Ask a student to read it out - teach and drill *have a cold, cough, sneeze, my nose is running*. Ask *Do you hate having a cold, too? / What do you do when you have a cold?* Elicit things like *stay in bed, take medicine, drink tea*.
4. Focus on the pictures of Brian. Introduce him to the students and explain that he is Elizabeth's brother. Without discussing the pictures, give students chance to read the first half of the text (up to *...he was all alone*) and to write the days in exercise 1. The *Clever Trevor* lead-in means that they know most of the vocabulary - and *temperature* they should be able to guess. Plus, refer them to the Word Bank for assistance. They can check in pairs before playing the recording (exercise 2).

**Answers**

A Tuesday, B Wednesday, C Thursday, D Monday, E Friday

Read the text out as a class and now check understanding of *high temperature*, *sore throat*, *tired*, *sleepy* and *flu*. Summarise by asking students to describe the five pictures of Brian.

5. Focus on exercise 3 - explain the meaning of *hurt*. Read out the names and body parts together and then give students time to read the rest of the text to match the letters and numbers. Check as a class, referring to the relevant parts of the text.

**Answers**

Elizabeth - teeth, Mum - knees, Dad - stomach

6. Write up on the board *What's the matter?* and the sentence stem *I've got...* then elicit a list of illnesses by pointing to parts of your body:

*I've got flu / toothache / stomachache / a high temperature / a cough/sore throat*

Repeat for *I am...* and elicit *tired*, *sleepy*, *ill*, *bored*. Then the same for *My...hurt* - elicit *knees*, *feet*, etc. Get students to play charades to practise these terms.

7. Discuss exercise 4 as a class. Don't insist on *had* for the final question at this stage.

8. Exercise 5 leads into the grammar presentation. Get students to complete the sentences - try first without looking back at the text. Then ask students to check in the text and to read out the sentences.

9. Focus on the grammar clipboard. Read it through and then get students to close their books. Make a substitution table on the board and elicit the correct forms of *have* from the students (including the short answer form):

Past Simple - have		
+	-	?
I _____	I _____	
you _____	you _____	etc.
he _____	he _____	

10. Focus students' attention on exercise 7 and get them to choose the correct form. Read out as a class to check. Ask them the final question *Did you have History last Friday?* and elicit the short answer.

11. 'My memories' practises this grammar area. First, ask individual students to read out the words on the memory bubbles. Check understanding. Tell students they are going to complete some sentences using the words in the bubbles - pick students to read the sentences from exercise 8 out loud, substituting the blanks with 'mmm' at this stage. Point out number 2 is a question. Now give students a couple of minutes to complete the exercise using one word or phrase. Check as a class.

### Answers

1. not
2. Did
3. flu/toothache/stomachache/a test/a good time/  
a headache/breakfast, etc.
4. had

12. Exercise 9 is a group exercise encouraging students to experiment with the memory bubbles. Give each group 2 minutes to make as many positive and negative sentences as they can. Walk around the classroom, monitoring and assisting as they work. Have groups read out some of their sentences, correcting any mistakes. Repeat the process for the questions (exercise 9, question 2). Wrap up the exercise by telling the groups to see how many of their initial positive and negative sentences were true for them and adding any other true sentences. Again give them a couple of minutes before getting feedback.

13. Finally, focus on the Useful language box on page 56 and ask a few students the question about the last time they missed school.

### Part C

Students are now ready to do exercises 1-3 from Part C. Exercise 1 can be done individually, while the answers to exercises 2 (a quick riddle) and 3 (a health quiz) are at the bottom of page 60.

### Part B



1. Ask students to write down all the things they ate yesterday. Get some feedback encouraging *I had...for breakfast/lunch/dinner*. Follow-up with *Do you eat enough? Do you eat too much chocolate?* Introduce the idea of *junk food* - food that is bad for you (write the word on one side of the board). Brainstorm some types of junk food (using a spidergram - see Unit 1) - *chocolate, crisps, hamburgers, pizza*, etc. On the other side, write *healthy food* and elicit types of healthy food, again using a spidergram (*fruit - apples, bananas, oranges, vegetables - tomatoes, potatoes, etc., meat, fish*).

2. Focus attention on the photograph on page 58. Have students describe it. They can also describe the picture of Susan (what is she doing?/what does she look like?, etc.)

3. Read through exercise 1 together, check understanding (*hungry, thirsty*). Get students to cover the text and then play the recording while students answer the questions. Check in pairs. Then get students to read the text to check their answers. Finally check as a class, referring to the right place in the text.

**Answers**

1. stomachache
2. cheese
3. fruit
4. three
5. hungry

4. Read through the questions in exercise 2, check understanding (*when, why*), and then give students time to read the text again and to answer the questions. Check as a class.

**Answers**

1. in the afternoon
2. bread, cheese and chocolate pudding
3. She had a hamburger and three bars of chocolate on the way home.

5. Discuss exercise 3 together - get students' opinions. Extend it by asking if Elizabeth was silly to eat so much. Ask if students ever get stomachache because they eat too much.

6. Write up on the board:

*My stomach's finally feeling \_\_\_\_\_.*  
*You're the \_\_\_\_\_ brother ever!*

Get students to complete the sentences from memory or by looking back at the text. Elicit the meaning of the words and draw attention to the *Remember* box for the irregular forms of *good* and *bad*. Students could copy it into their books.

7. Check understanding of the words in exercise 4 (*cough, crisps, vegetables, fruit*). Give students chance to complete it and check as a class.

**Answers**

1. bad
2. worse
3. Students' opinions

8. Ask individuals to read out the sentences from exercise 5 as a class, using 'mmm' where there are gaps. Check *actor*, *marks* and then ask students to complete the sentences using the Remember box for help. Check as a class.

### Answers

1. better 2. the worst 3. best 4. worse

Extend by asking students to substitute different names for sentence 1 to reflect their opinions. They can answer sentence 3 and make a sentence for number 4 beginning with *I have worse marks.*

9. Explain to students that there is another irregular adjective - *much*. Draw their attention to the *Remember* box on page 59. They can add the forms to their notebooks with *good* and *bad*. Check understanding and then get three students to read out the two roleplays, again checking understanding. Students can practise these in groups of three, before inventing their own similar dialogues using the ailments from the beginning of the unit. Get some students to read out their roleplays.

10. Read through the chart in exercise 7 as a class, checking understanding. Tell students they are going to ask you about when you were ill. Focus on the example question below the chart. Get them to ask you similar questions, answering with *Yes, I did.* / *No, I didn't.* Then put them into pairs to complete the chart for each other. Report feedback can be oral or written.

11. Write up *some* and *any* on the board and get students to circle these words in the text on page 58. Make it a race - some x 4 and any x 3 - who can find them all first. As feedback, get students to read out the relevant sentences. Write them up on the board as they read them out:

some	any
Have some vegetables!	I didn't have any lunch.
I had some crisps.	There wasn't any fruit.
I had some bread.	
I had some chocolate pudding.	Did you have any fruit?

Point to the *some* sentences and ask if they are positive, interrogative or negative. Elicit *positive* and write below that column:

*We use some in a + sentence*

Do the same with the *any* sentences and write:

*We use any in - sentences and questions.*

Explain the meaning of *some* and *any* and that we use *some* in sentences when we don't know exactly how many and *any* in negative sentences when there is nothing and in questions to mean 'even a small amount'.

**12.** Get three students to read out the cartoon on page 59, which demonstrates the use of *some* and *any* yet further. Ask students to practise it in groups of three. Exercise 8 extends this further - ask two students to demonstrate and then ask another two to use different food items (maybe change *breakfast* to *lunch* or *dinner*). Put students into pairs to practise their own dialogues and get a few pairs to perform to the class.

**13.** Now students can read out the original dialogue - ask four volunteers to read out the dialogue on page 58. Correct pronunciation and check understanding of the text as they read. Ask another four students to demonstrate and then put students into groups to practise together.

**14.** Exercise 9 is a rhyme. Ask students what *Thursday, Monday, Sunday, etc.* are - elicit *days of the week*. Read the sentences as they are and check *medicine, climb a tree, tea, red throat*. Then give students time to put the sentences into the right order - the first sentence has been marked. This can be done in teams as a race.

#### Answer

On Monday my friend was ill,  
On Tuesday he was in bed,  
On Wednesday he had no food,  
Because his throat was red.  
On Thursday he had some medicine,  
On Friday he had some tea,  
On Saturday he was much better,  
On Sunday he climbed the tree.

Practise reading the rhyme as a class as it provides good practice in sentence rhythm and intonation.

#### Part C



**1.** Exercise 1-3 are self-explanatory and the rhyme can be read as a class - check *hankie*, and *wipe*.

**2.** After exercise 3, extend by asking students if they think they are healthy based on the information in the text - e.g. *Do you drink orange juice? How much water do you drink every day? How often do you eat fish?* Student may find it fun to write a similar health questionnaire and give it to their classmates to do.

**3.** For the Culture Crew, draw attention to the picture of ginger and ask students if they know what it is. Explain that it is used in cooking - bring in a sample if you can find it in the

local supermarket. Ask *When does Rajit use ginger?* And get students to read the text - *when he has a cold*. Ask students if they ever use ginger when they have a cold. Do they do any of the things Rajit does when he is ill (e.g. *eat boiled vegetables, soup, fruit, drink tea, no cold drinks, ice cream, etc.*)? Students could make three columns entitled *cold / headache / stomachache* and make a list of all Rajit's remedies.

4. For Patrick's offering, focus attention first on the pictures and see if students can guess what Patrick will be talking about - teach *bear, broken mirror, rabbit, ladder* if the students don't know. Write the word *belief* on the board and explain the meaning. Explain Patrick is talking about British people's beliefs when it comes to good and bad luck - *superstitions*. Ask students if any of the things in the pictures bring good or bad luck in this country.

5. Ask the students to read the text and to make two columns entitled *good luck* and *bad luck*, completing the lists with Patrick's ideas - good luck (riding a bear, seeing a black cat, saying 'white rabbit' on the first day of the month) and bad luck (putting new shoes on the table, walking under a ladder, breaking a mirror). Follow up by asking: *Are you superstitious? Do you believe in these things? Can things like this change your luck?*

6. To round of the unit, students can complete the My Progress box by ticking the appropriate place and circling boring, OK, or interesting. Get some general feedback by asking for a show of hands from those who think they learnt *had* very well, those who didn't do 'My memories' very well, etc.

## Unit 8 Overview



This unit deals with food, and in particular with school dinners, eating out, and cooking. In part A, Elizabeth talks about avoiding school dinners by buying fast food. This provides the context for a presentation of the past simple of regular verbs. In part B, there's a conversation about Elizabeth's family coping in the kitchen while her mum was away. This leads to a reminder of *can* for ability as well as a presentation of -ly adverbs and *well*. In part C, there is a recipe for students to try and the Culture Crew discuss school dinners and typical British food. Aside from providing further practice, the Workbook also contains a vocabulary extension on different types of food and students write a recipe.

## Part A



1. Closed books. Tell students that you are going to give them 20 euros *pocket money* (explain the word and write it on the board) every month. Ask them to think about what they are going to do with that money. Give them some words to get them thinking: *spend (On what? How much? How often?)*, *save (for what?)*, *give it away (to who?)*. Either get some feedback at this point or put students into groups to compare their ideas. You could put them into pairs and tell them they have to agree on how to spend their 20 euros if time allows. Don't

worry about them using correct English, just encourage them to communicate. Alternatively, students could put their lists up on the wall and people could vote on who has the best ideas.

### Part C

Students can now do exercise 1 from Part C. The answer's at the bottom of the page.

2. Students will probably mention *buying food*. If not, ask them how much of their 20 euros they are going to spend on food. If food has already been mentioned, ask students how much they spend on food in reality. Ask: *Why do you buy food? Do you eat enough at home? Is there a place to buy food near school? What's it called? Which is your favourite place? Why?*

3. Open books on page 62. Focus on the title 'School dinners'. Ask students what it means - if no-one knows, explain that British children, because they go to school all day, have lunch at school. Ask for the meaning of *Yuck!* - does it mean school dinners are good or bad? Students should know *disgusting* from earlier in the course - it's a good chance to remind them of the word. Ask students why they think Elizabeth doesn't like school dinners. See if they have any ideas and then get a student to read out *Clever Trevor* and see if this enlightens them! *Do you think it's a good idea that children can only eat healthy food at school? Why/Why not?* Ask what they would like to eat at school - they should understand the question even if the construction is unfamiliar - elicit some ideas.

4. Focus on the photographs of *take-away places* - write it up on the board and explain the meaning (food that you buy and 'take away'; you don't stay and eat it at the shop'). Ask for some examples of 'take away' places in this country. *Do you ever go to these places? How often? What do you eat? Which is your favourite?*

5. Read the question in exercise 1 together and remind students what *be in trouble* means. Give them time to read the text to find the answer. This is a gist question so tell students they do not need to understand every word. Check as a class, by referring to the text (*Is that where your pocket money goes?*).

### Answer

Because her mum sees her buying food with her pocket money, instead of eating a school dinner.

6. Read through the comprehension questions in exercise 2 as a class and check understanding of individual words (e.g. *hungry, how many, near, eat, look at, how*) and the questions themselves. Give students some time to reread the text and answer the questions. Point out the Word Bank at the bottom of the page if they need help with a word they do not know. As usual, encourage them to underline the answer in the text to aid checking. They can check in pairs before you go through it orally as a class, referring to the relevant parts of the text.

**Answers**

1. They didn't like lunch.
2. Three
3. Nick and Red had chips, Sue had a sandwich and Bess had a hamburger.
4. They talked and laughed loudly.
5. By bus.

As you check, don't insist on the correct past forms, apart from answer three (encourage students to use *had* to recycle it).

7. Read through exercise 3 together as a class and check understanding of the statements. Get students to attempt the exercise without looking back at the text. After a minute or so, tell them they can check in the text and then to check in pairs. Play the recording to check as a class (exercise 4).

**Answers**

1. No. (they decided to get a take-away)
2. No (It's the cheapest)
3. No (they had it in the park)
4. Yes (they walked slowly)
5. No (her mother)

8. Discuss exercise 5 as a class. For *boiled*, use the Word Bank and go through the rest of the words there, checking meaning and drilling pronunciation.

9. Ask students: *Where is the fish-and-chip shop?* Elicit *just round the corner* and write it on the board. *Where's the Indian restaurant?* Elicit *opposite school*. *Where's the fast-food restaurant?* Elicit *to the left of school*. Check understanding of these phrases and draw attention to the Useful language box. Ask a couple of students to read it out loud and then check understanding by asking students about shops/buildings near your school, their homes, etc.

10. Exercise 6 leads into the grammar presentation. Get students to complete the sentences - try first without looking back at the text. Then ask students to check in the text and to read out the sentences.

**Watch out!**

- Students will use the -ed form after *did* and *didn't*
- There will be a tendency to use *to be* due to L1 translation

**11.** Focus on the grammar clipboard. Read out the title - ask students which two verbs they have learnt so far in the past simple. Elicit *was/were* and *had*. Explain that these are irregular - that there are no rules for how to make an irregular verb. The good news is that there are lots of *regular verbs* - explain that we make the past simple of all these verbs in the same way. Focus on the *Remember* box - verb+ed and then read through the positive form with the students.

**12.** As in earlier units, write a substitution table on the board with some more regular verbs and ask students to come up to the board to put them into the past simple form:

Past Simple	
	+
I	watch__
you	play__
he	work__ etc.

At this point, focus on exercise 8. Ask students to spell the past forms orally and then give the basic rules on the board:

### Spelling rules for -ed

- usually add -ed: playED, workED, lookED
- BUT
- -e +d: like - likeD, love - loveD, hate - hateD
- -ry/-dy/-ny/-ly: → +ied: study - studiED, hurry - hurriED
- sometimes double letter (vowel sandwich): stop - stopPED,

**13.** Also at this point, drill pronunciation of those verbs in exercise 8. When you have drilled them, ask students if we say /lʊked/, /laiked/, etc. Hopefully, they will give the answer *no*. Draw on the board three columns with the headings: /d/, /t/, and /ɪd/. Say *looked* and ask students what the ending is - write the word in the /t/ column. Repeat for the other words in exercise 8. Ask them about *wanted*, *played*, *loved*, *hated* and put these in the right column. Let students copy this into their notebooks.

**14.** Return to the Grammar Clipboard and go through the interrogative and negative forms. Point out that there is no -ed now. Again, repeat the substitution table as for the positive form.

**15.** Focus students' attention on exercise 9. Check understanding of *pack*, *canteen* and *save*. Give them chance to choose the correct form. Read out as a class to check.

**16.** Tell students that exercise 10 has lots of verbs in the past simple form and that they are all from the text. Give them chance to look back at the text and to complete the blanks - it can be a race in groups if you think your students would like this.

**17.** Exercise 11 practises the interrogative form. Read through the clouds (explain meaning) as a class and check students understand the meaning of the words and phrases. Put students into groups and give them 2 minutes to write down as many questions as possible. For feedback, see which team has the most questions and get them to read out their questions. As they do so, the other teams can cross out that question if they have it. When the winning team has finished reading, ask the other teams if any of their questions have not been mentioned.

**18.** Focus on the cartoon - get three students to read it out and highlight the short answer form. Ask a few students the same question and then get them to ask you a couple of their questions from exercise 11. Let them ask and answer in pairs and monitor the short answer form. Then put students back into groups and get them to change all their original questions into the positive and negative form. Do the 'cartoon' question together as an example on the board. Walk around and monitor. Have a piece of paper with -ed written in big letters on it to wave under students' noses if they forget to add the suffix!

### Optional Extra!

#### Yesterday, I...

This is a common game and can be used to revise all sorts of vocabulary and grammar areas (present simple, *going to*, etc.). It is played as a class.

The first student (X) starts off by saying 'Yesterday, I...' and finishes the sentence with an activity (e.g. watched football). The second student (Y) then says the same sentence and adds another activity (e.g. 'Yesterday, X watched football and I played tennis.'). The third student continues the chain ('Yesterday, X watched football, Y played tennis and I shouted.'). This continues until a student either makes a mistake with the past simple form or cannot remember one of the previous activities.

Try and encourage negative forms as well as positive forms.

**19.** Finally, read the original text from page 62 out as a class and check understanding and pronunciation.

### Part B



**1.** Closed books. Ask students: *Who cooks dinner at your house? Do you ever cook? Do you like cooking? When did you last cook?* (insist on correct form *I cooked...*) *Do you argue* (teach the word) *with your brother/sister? What do you argue about? When did you last argue?*

**2.** Tell students that they are going to listen to a conversation with Elizabeth, Brian, her mum and her dad. Ask: *Why didn't Mrs Hopkins cook last week?* Play the introductory paragraph (up to *...the Indian restaurant*). Elicit from the students that Mrs Hopkins was working in another town.

3. Open books. Read through exercise 1 as a class and check understanding of the statements (in particular *help*, *drop*, *pancakes*, *mug* and *mix*). Ask students to cover the text and then play the recording. Students can compare their answers in pairs. Then give them a chance to read the text while you play the recording again. Check the answers as a class by asking students to read the dialogue and stopping in the relevant place to confirm the answer.

#### Answers

1. helped 2. food 3. Indian 4. mug 5. Elizabeth

At this point, go through the Word Bank, drilling and checking understanding.

4. Read through exercise 2 and check understanding. Ask students to try to answer the questions without looking at the text. Give them a minute and then tell them to look back at the text. Again, check by referring to the relevant parts of the text.

#### Answers

1. No, he didn't. Brian fried them.
2. She looked in the recipe book.
3. Yes, she is. She can cook very well. She's a great cook.

5. As you check question 3 from exercise 2, (*She can cook very well.*), draw attention to the Remember box and drill pronunciation. Get each individual student to repeat the sentence and then as a class. If anything, overemphasise the /a:/. Ask two students to read out the speech bubbles, correcting pronunciation as necessary. Then drill them with the whole class.

6. Extend this by writing up other verbs on the board (play football, swim, ski, run, etc.) and getting the students to practise positive, negative and interrogative forms in pairs.

7. Discuss exercise 3 as a class. Ask students: *What other things can you cook?* and write up words as necessary on the board. This question provides a good opportunity to broaden students' food vocabulary (as well as introduce words like *fry*).

8. Go back to the sentence *Our Bess can cook well*. Elicit from students the meaning of *well*. Tell students that this is an *adverb* (write it on the board). Explain the meaning of an adverb - it says how we do a verb: *Bess cooks. How does she cook? She cooks well*. Explain that *well* is irregular and usually adverbs are easy to make. Write the word *perfect* on the board and elicit the meaning. Establish that it is an adjective (*a perfect girl/day*) and then ask students to look through the dialogue and find the adverb from *perfect*. Elicit *perfectly* and add *-ly* to the word on the board.

9. Write up *loud, nice, slow* and *quick* on the board. Tell students to look back at the text on page 62 to find the adverbs. Make it a race. Get oral feedback and then ask students to come to the board and to add the endings to the adjectives. Finally, write up the rule:

*adverb = adjective +ly*

10. Go through the box on p.64 (exercise 4) to reinforce this and then ask students to complete the sentences. As you check, emphasise the use of the adverb (e.g. *How does she sing? / How does he spell?, etc.*)

11. To demonstrate exercise 5, read through the sentences as a class and establish the meaning of each. Then ask students to predict their answers for you. Give them a minute to write true or false and then tell them to ask you questions to check their answers. Don't tell them the question they should ask - just refuse to answer incorrect questions. Refer them back to the Remember box on p.64. If they are really struggling, write up *You can...* on the board and use the fist technique to show inversion. Answer with short answers. Ask if anyone got all of them right. Summarise by writing the question *Can you...?* and *Yes, I can. / No, I can't.* on the board.

12. Now put students into pairs and give them 30 seconds to predict answers for their partners. Then let them ask and answer (without looking at each other's books). Get feedback on how they did by asking *How did you do?* Insist on *I did well., I did badly., or I didn't do so badly.* for the answer to practise the adverbs.

13. Ask students to describe the pictures in exercise 6 - appearance, actions (present continuous). Play the recording of the first sentence and ask students to write number 1 next to the relevant picture, etc. Check as a class by replaying each sentence, checking the answer, drilling the sentence and checking its meaning.

#### Answers

1. d 2. a 3. c 4. b

14. Exercise 7 can be done individually or as a team race.

#### Answers

1. share/floor, 2. house/fried 3. cook/pancakes  
4. Brian/mixed 5. phone/help 6. order/easy

Secret word: recipe

Students may want to try to make a similar puzzle as an extension of this. Put them into groups and give them 10 minutes (you can give them the secret word to make things easier) to come up with a task. Then photocopy their puzzles and hand them out to the other groups to solve.

15. Read through the prompts in exercise 8 and check understanding. Get students to ask you a couple of the questions. Tell them that they are going to walk around the classroom asking these questions and they should make a note of the name of any student who can do the item in question. As they mingle, monitor and check for pronunciation of can and can't. Students can report back orally in groups or to the class. To make it a competition, you can see how many positive answers the students can get in three minutes.

16. Ask two students to read out the cartoon. Check understanding. Ask: *Is it funny? Do you write slowly? Do you read slowly?*

17. Read/listen to the rhyme and check understanding. Use it for sentence rhythm practice.

**Part C**

1. Exercise 1 can be done as an individual or team race.
2. The recipe can be done at home, but read through it first in class and check students understand it. Cakes can be brought in to class to see who has made the best!
3. Use the pictures on the Culture Crew page as a basis for a quick discussion: *Which looks the nicest? Do you like spicy food?* (introduce *spicy*).

**Optional comprehension questions**

1. Are British school dinners nicer now than in the past?
2. How do you win a prize in Scotland?
3. Is roast beef still the most popular meal in Britain?
4. Which town is the best place to visit if you like Indian food?

4. See students' reaction to Chih's text, but don't encourage them to try it!
5. Use the 'Do you know...?' box as a basis for discussion. *Do you eat fruit? What is the class's favourite food? What is your dream pizza flavour? Do you think it is good to get milk at school? Is it good to eat pancakes only once a year?*
6. To round off the unit, students can complete the My Progress box by ticking the appropriate place and circling boring, OK, or interesting. Get some general feedback by asking for a show of hands from those who think they learnt the past simple of regular verbs very well, those who didn't learn the food words very well, etc.

Unit 9  
Overview

This unit deals with shopping and clothes. In part A, Elizabeth talks about going shopping with Sue, which leads into a focus on different types of shops and a presentation on the past simple of irregular verbs. In part B, there's a dialogue involving the children at a football match. This provides the basis for a look at different clothes, as well as possessive pronouns. The phrase *Could you...?* (when asking for help) is also practised. In part C, the Culture Crew discuss shopping in Britain and libraries, while there is also an 'end-of-story' crossword and a song (*The Grand Old Duke of York*). Aside from providing further practice, the Workbook also contains a more detailed focus on clothes and gives students the chance to write about what they were like when they were younger.

## Part C

Students can begin doing the crossword on page 73 whenever they have time. Some of the words are from this unit, so they will not be able to complete it until the end, but it can still be used as a time-filler for quicker students.

## Part A



1. Closed books. Remind students of the 20 euros that you gave them at the beginning of the last unit. Tell students that now they are going to get 20 euros for their birthday - *you can't save it, you must spend it*. Ask students to think about what they are going to buy and get some feedback. *What are you going to buy? Where are you going to buy it?* If it's clothes, extend with: *What colour?*
2. Ask about shops. *What shops are there near school? Which is your favourite shop? When did you last shop for clothes? Other things? Do you go shopping with your parents or your friends? Which do you like more? When you go shopping in town, how do you travel?*
3. Open books on page 68. Ask students what they think the pictures are of. Explain that this is the London Underground (the Tube) - the capital's underground train. There are many different lines - shown by different colours on the Underground map. Go through some of the station names shown (including *Oxford Street*). Ask students to scan the text quickly and to find which station Elizabeth mentions (*Oxford Street*). Explain, as well that Oxford Street is one of the major streets in London with many shops.
4. Read through exercise 1 together and check understanding. Don't go into details about *went* and *saw* at this stage. Then give students some time to read the text and to circle the correct word (underlining the places in the text where the answers can be found) - refer them to the Word Bank for assistance. Check in pairs and then as a class, referring back to the relevant sentences in the text.

**Answers**

1. a dress
2. great (*terrific*)
3. doesn't like
4. didn't travel (*caught the Tube...faster than going by car*)
5. big (*huge*)
6. had (*didn't have one in my size...too expensive*)

5. Read through the Word Bank as a class, drill and check the words. Ask *Do you ever go window shopping? Who do you go with? How often do you go to a department store? What can you buy there?* Focus on the word *shopping centre* in the first line of the text. Ask *What shops are there in a shopping centre?* See if students can come up with any ideas. Get them to look at the pictures of different shops on page 68 and tell them that these are some shops which you can find in a shopping centre. Elicit some of the items from the pictures and then get them to do exercise 2. Check in pairs and then with the recording (exercise 3).

**Answers**

1C, 2D, 3E, 4F, 5A, 6B, 7A

Extend this by getting students to make (oral or written) sentences: *In a bookshop you can buy books and magazines. In a music shop, you can buy CDs, instruments, etc. Teach tracksuit, vitamins, etc.*

6. Ask a student to read out the Clever Trevor box. Are students surprised? *When do shops close in this country? On Saturdays? Sundays? Is it good that shops close at 5.30 in England? Why/why not?*

7. Exercise 4 leads into the grammar presentation. Get students to complete the sentences - try first without looking back at the text. Then ask students to check in the text and to read out the sentences.

**Watch out!**

- Students will use the irregular form after *did* and *didn't*
- There will be a tendency to use the verb *to be* in the positive form due to L1 translation

8. Remind students that in the last unit they looked at regular verbs, but there are also verbs like *be* and *have*, which, as they have seen, don't follow the -ed rule. These are *irregular verbs*. Tell them that there is good news and bad news! First the good news - focus attention on the negative and interrogative forms on the Grammar Clipboard. Use a substitution table on the board as in the previous unit with other irregular verbs. Point out these are just like regular verbs.

9. *And now for the bad news!* Focus attention on the positive forms - read them out as a class and elicit the meaning. Emphasise they must learn these by heart and point out the list of verbs below the Clipboard. Say *I buy food every day. Yesterday, I \_\_\_\_\_ food.* Encourage students to look at the list and elicit *bought*. Drill the pronunciation. Continue going through the list in the same manner with: *I always catch the ball. Yesterday, I \_\_\_\_\_ the ball.*, etc. When you get to *read*, focus attention on the *Read this box*.

10. Finally, summarise by saying we use the first column with *Did* and *didn't* and the second column for positive sentences.

11. Give students chance to do exercise 6, reminding them to think about whether the sentence is +, - or ?. Check as a class, referring back to the Grammar Clipboard and checking meaning.

### Optional Extra!

#### Noughts and Crosses

A good game for testing past simple forms is 'Noughts and Crosses'. Make a grid on the board and in each space write the infinitive form of a regular or irregular verb. Try and put the hardest in the centre space. Now in two teams (one team is Os and the other Xs), students pick a square and tell you the past simple form of the verb in question. Insist on correct pronunciation and get them to spell it as well. If correct, the square is filled by the team's symbol (either an O or an X). If incorrect, leave the square as it is. Whatever happens, it is then the other team's turn. The aim is for the team to get a line of three Os or Xs either vertically, horizontally or diagonally.

put	swim	go
hear	catch	get
study	play	eat

This game can be adapted to test or revise virtually any language area - spelling, grammar, vocabulary. Instead of infinitives, you could fill the spaces with pictures (to elicit vocabulary items), incorrectly spelt words (to test spelling) or even whole sentences with mistakes (to test a particular grammatical area). For the latter two, include the occasional correct word/sentence to really get the students thinking!

12. Read through exercise 7 as a class, using 'mmm' for the blanks. If you think your students would benefit, elicit in L1 what the missing verbs should be; otherwise, give them the freedom to make their own choices. Then give students chance to complete the sentences, again reminding them to pay attention to whether the sentence is +, -, or ?. Check in pairs and then as a class.

**Answers**

1. went      2. buy/find/get/see/wear      3. bought/drank/had  
4. had/ate/bought      5. buy/find/get/see

**13.** Exercise 8 is a group exercise encouraging students to experiment with the verb list. Either give students the freedom to experiment, or for more controlled practice, write up a list of pronouns and nouns on the board to help them:

*e.g. I, you, she, they, Peter, Our teacher, My best friend, John's sister, to school, to Greece, swimming, home, lemonade, a new car, all day, a red dress, a book, my cat, bad marks, yesterday, last week, last year, last summer*

**14.** Give each group 2 minutes to make as many positive and negative sentences as they can. Walk around the classroom, monitoring and assisting as they work. Have groups read out some of their sentences, correcting any mistakes. Repeat the process for the questions (exercise 8, question 2). Wrap up the exercise by telling the groups to see how many of their initial positive and negative sentences were true for them and adding any other true sentences. Again, give them a couple of minutes before getting feedback.

**Part B**

**1.** Bring in a big, opaque bag with clothes in. Include: *a cap, a T-shirt, tracksuit bottoms, sandals, a scarf, a belt*, etc. (refer to the Workbook, p.46 and bring in new items mentioned in ex2). Split the class into two teams and ask each team to choose five representatives. These representatives should come to the front. Ask each of them to close their eyes and to pick something from the bag. They should guess what it is they are holding. If they are right, they get two points for their team. If they are wrong, they get nothing - hold the item of clothing up and see if anyone else in the class knows how to say it in English for a bonus point for their team. For each item, write its name on the board and then finally get students to copy the list down under the heading *Clothes*.

**2.** Follow up by asking: *What do you wear in the summer? And in the winter? Who usually chooses your clothes? Do you like shopping for clothes? Do you wear the same clothes to parties and to school? Did you get any clothes for your last birthday? What? Who gave them to you? What was the last piece of clothing you bought?* Try and get students using correct past simple forms now they have covered this.

**3.** Open books on page 70. Elicit the names of the items of clothing shown in the pictures. Tell students they are going to listen to the children talking about some *presents* (teach the word if unknown) that William has received. Get them to cover the text and to listen and make a note of the presents William got (*trainers, socks, a DVD and a book*) as a gist exercise.

4. Then read through exercise 1 questions together and check understanding. For *was*, *wore*, *had*, *got*, and *gave*, elicit the infinitive by way of revision. Students should cover the text as you play the recording. Get students to check their answers by reading through the text. Go through it as a class, referring to the relevant parts of the dialogue.

### Answers

1. football 2. dark blue 3. special 4. grandmother 4. Japan 5. Moira

5. Read through exercise 2 as a class and check students understand the questions (*who... from*, *lend*). Then give them a few minutes to find the answers in the text. Get students to read the text out loud and as they read, check exercise 2:

S1: There was a football ... went there early.

T: OK, so here's the answer to the first question. They went to a football match.

Right, carry on.

S2: We each wore... etc.

### Answers

1. To a football match at school.
2. His grandma
3. He lent/gave it to Moira.
4. To get the book.

Also go through the Word Bank at this point.

6. Read through the chart in exercise 3 as a class and check understanding. Ask students to try to remember what you were wearing yesterday. They shouldn't fill in the table, but make brief notes in their notebooks. Then point them to the example question and get them to ask you similar questions. Answer with *Yes, I did.* / *No, I didn't.* and write this up on the board along with *Did you wear...?* Once they have found out what you were wearing, put students into pairs to do the exercise together. Monitor for pronunciation and the correct question form. Ask for feedback by seeing who got the highest score.

7. Write up on the board:

*They're exactly like \_\_\_\_\_.*

Get students to look back at the text and complete the sentence with *mine*. Draw their attention to the Remember box on page 71 and read it out as a class. Explain that after *my*, *your*, *etc.* we always need a noun (something), while after *mine*, *yours*, *etc.* there's always just a full stop or a comma.

8. Let them complete exercise 4 by looking back at the Remember box and then check it as a class. As you check, make sure they understand the difference between the possessive

adjective and pronoun by highlighting the nouns that follow the former and the full stop that follows the latter.

9. Exercise 5 can be done individually and checked in pairs before reading it out as a class.

10. Ask: *What did Sue want from Red?* Elicit *his book*. Ask: *How did she ask for it?* Get students to look back at the dialogue if they can't remember. Focus attention on the Useful language box and the sentence stem *Could you...?* (write it up on the board). Ask various students to read out the roleplays in exercise 6. Write up *Yes, of course.* and *Sorry, I'm busy right now.* on the board below the question stem. Put students into pairs to practise the two dialogues. Then extend it further by saying: *It's hot in here. What can I ask?* Start them off with *Could you...?* and maybe point to the window to elicit *Could you open the window?* if no ideas are forthcoming. Give a few more examples - e.g. *I don't have enough money, I'm thirsty, etc.* Then let students invent their own roleplays. Give them a while to practise and then get volunteers to perform.

11. At this point, get students to read the dialogue from p.70 out. Check understanding and pronunciation.

12. Exercise 7 practises the past simple interrogative and positive form. Run through the prompts checking understanding and then get students to write the questions with *Did you...?*. Go through the questions on the board and leave them up. Then let them mingle and find people who did these things. When reporting (orally or in written form) remind students that they need to use the positive (second column) form.

### Optional Extra!

#### Double Match

This is a good game for revising a whole range of language areas. In this case, choose 15 infinitives and the related past simple form and write each word on a small piece of card (i.e. 30 cards). Put students into small groups (4-5 students) and give each group a set of cards. Tell them to spread the cards out face down and then to take it in turns to turn over two cards. If they happen to be the two forms of the same verb (e.g. *go - went, study - studied*), then the student keeps the cards. If not, the cards are put back in exactly the same place with each student trying to memorise what was on each card. Then the next student has a turn. Whoever has the most pairs when all the cards have been taken wins! Remember you'll need a set of 30 cards for each group and encourage students to say the verb forms out loud when they turn over the cards.

This can be adapted for many other areas, such as countries and nationalities, and numbers (1-one).

13. As a class, describe the four pictures in exercise 8, getting students to think about appearance and clothes (*He/She is wearing...*). Then tell them these pictures were taken yesterday and put students into groups to discuss what the children did. You could give each group one point for each correct answer.

**Possible answers**

1. He bought a skateboard.
2. She went to the park/for a walk.
3. She read a book.
4. He ate pancakes.

14. With the rhyme, check understanding of *owl*. Then play the recording while the students follow. Get them to repeat line by line paying particular attention to sentence rhythm.

**Part C**

1. Students can describe the pictures on page 72 as a lead-in to the Culture Crew. The first two texts are about shops.

**Optional comprehension questions (for Rajit's and Chih's texts)****True or False**

1. Harrods is in England's capital city. *True*
2. It is a small and cheap shop. *False. It's the biggest and very expensive.*
3. The Queen doesn't like Harrods. *False. She shops there.*
4. London has many different markets. *True*

2. Follow up with: *Which is the most expensive shop in our town/the nearest town? / Which is the biggest shop? / Do you go to the market often? What can you buy at the market here?*

3. Melvin's text is about libraries.

**Optional comprehension questions (for Melvin's text)**

1. What can't you do in British libraries? *Talk*
2. Do British children read a lot? *Yes, about 6 hours a week.*
3. What does Victoria Beckham read? *Fashion magazines*
4. Which country are Dickens and Shakespeare from? *Britain*

4. Read through the song as a class. Check understanding and pronunciation. Then play the song for the children to hear the tune. Play it again and this time encourage children to join in. When students feel more confident, they can do actions: e.g. standing up on 'up', crouching down on 'down' and somewhere in between for 'neither up nor down', or marching forwards and backwards.

5. Remind students how to do the crossword. Like last time, encourage them not to go through the clues in order, but to do those clues for which they have some extra letters. If they need assistance, refer them back to the relevant unit or give them an extra clue.

**Answers****Across**

- 2. sore
- 5. flu
- 6. mine
- 8. pocket
- 10. hurts
- 12. hers
- 14. lend
- 15. dropped
- 16. way

**Down**

- 1. fry
- 2. save
- 3. tube
- 4. high
- 7. boiled
- 9. trendy
- 11. recipe
- 13. store

6. To round off the unit, students can complete the My Progress box by ticking the appropriate place and circling boring, OK, or interesting. Get some general feedback by asking for a show of hands from those who think they learnt the past simple of irregular verbs very well, those who didn't do the team work exercise very well, etc.

**Revision 3 (Units 7-9)**

The revision unit is self-explanatory and can be worked through in class. It covers all of the important things covered in both the textbook and the workbook in Units 7-9. Following this revision unit, students can attempt Test 3 on pages 48 and 49 of the workbook.

**Answers for Revision 3****A1**

See textbook, bottom of p.74

**A2**

1. Her nickname is Bess.
2. Brian is her brother.
3. Brian had a headache on Monday.
4. Yes, he did.
5. He was in bed for a week.
6. They went to the fast food restaurant.
7. Brian fried pancakes.
8. Elizabeth dropped a mug.
9. Susan went window shopping with Bess.
10. She bought a dress and trainers.

**B1****a.**

1. he did
2. she didn't
3. they did

**b.**

1. save
2. order
3. walked

**c.**

1. had
2. eat
3. get

**d.**

1. stopped
2. didn't like
3. had
4. Did you watch
5. went

**B2**

1. any
2. any
3. some

**B3**

1. better
2. best
3. worse
4. more

**C**

/d/, /id/, /t/, /u:/, /ʊ/

**D1**

1. trainers
2. a hamburger
3. bread
4. magazines
5. vitamins

**D2****fry**

pancakes, hamburgers, eggs, meat, fish, potatoes

**boil**

eggs, vegetables, meat, fish, potatoes, water, milk

**D3**

1. stomachache
2. toothache
3. headache
4. temperature
5. sore throat

**Project 3**

See instructions for projects in the introduction to the Teacher's Book.

## NICK'S STORY



## INTRODUCTION

Units 10-12 are entitled Nick's story and cover the topics of work and play. If you feel that your students will be interested, read through the title page together and get some students to describe what they can see in the pictures.

Unit 10  
Overview

This unit deals with work, namely schoolwork. In part A, Nick is struggling to complete a geography project. This provides the background for a lexical focus on countries and nationalities and a presentation of the present perfect tense, which is practised through a 'My email' exercise. In part B, Nick is in trouble with his mum for going to bed too late, which leads in to a focus on *must/mustn't* for obligation and prohibition. Students discuss rules at home and there is also a brief look at *can* for permission. In part C, there is a look at some 'computer' lexis and a questionnaire on being a good friend, while the Culture Crew discuss British national symbols. Aside from providing further practice, the Workbook gives students further practice in understanding definitions and writing about their experiences in life.

## Part A



1. Write up *fan* on the board (explain the meaning) and ask students: *What are you a fan of?* Elicit some suggestions - or you start them off if they have no ideas *I'm a fan of...* (a football team, an actor/actress, the Internet, etc.). Write up some of their ideas on the board. If no-one has mentioned any school subjects, get them onto the idea by asking *Are you a fan of Maths/English/History?* Listen to them groan and then ask: *What is Nick a fan of?* Encourage students to look back at the very first page of Unit 1 if they can't remember. Follow up with *Are you a fan of Geography, too?* Ask why/why not?

2. Ask: *How good are you at Geography?* See the general feeling and then tell students they are going to do a geography quiz. Open books on page 78. Focus on the pictures and say the quiz is about *the planets* (write it up) and *capital cities* (write it up). Ask: *How well do you think you are going to do?*

3. Read through the whole 'project' and check understanding (*universe, right order, nearest, continent, abroad*). Don't worry about the present perfect at this stage - just elicit/translate it as the past. Give students time (individually or in pairs) to do 'My Universe', part A and then let them check with another student/pair. Play the first part of the recording to check:

**Answers**

Mercury, Venus, Earth, Mars, Jupiter, Saturn, Neptune, Uranus, Pluto

4. Repeat the process for 'My Continent', part A.

**Answers**

1. France 2. England 3. Italy 4. Greece  
5. Spain 6. Hungary 7. Russia 8. Serbia

5. Elicit/teach the nationalities from these countries at this stage by asking e.g. *What do we call people from Serbia?* Write them up on the board. Ask for a few examples: *Tell me someone who is Spanish.*, etc.

6. Discuss 'My Universe', part B in class or set as a written assignment for homework. At this stage, don't discuss 'My Continent', part B as it involves the present perfect.

7. Ask students: *Do you write a diary?*, explaining *diary* if needs be. Ask students to tell you the sorts of things that youngsters write about in their diaries (elicit *problems*). Draw attention to Nick's diary entry and ask students to read it - answering the question *What problem does Nick have?* Give them some time to read it through, referring them to the Word Bank if they need help. Establish that he is worrying about his geography project (*I don't think we are going to finish it on time.*).

8. Read through exercise 3 together, checking understanding of the questions (*tired, ever, worried*). Give students a few minutes to read the text carefully, finding the answers and underlining them. Check in pairs and then as a class.

**Answers**

1. He got some books for the project.  
2. He wanted the pictures for the project.  
3. He surfed on the Internet and worked on the project until 2am.  
4. No, she has never been abroad.

9. To round this up (and to emphasise the 2am fact for Part B) ask students: *How often do you work late because of school? When did you last go to bed at 2am? Do you use the Internet for schoolwork? How often do you use your computer?*

10. At this point, see if students know any computer words in English - start them off with *surf* and then elicit *mouse, screen, keyboard, printer, the Internet, download*. Have a brief discussion on what students use their computer for.

**Part C**

Students can now do exercise 1 from Part C.

**11.** Exercise 4 leads into the grammar presentation. Get students to complete the sentences - try first without looking back at the text. Then ask students to check in the text and to read out the sentences.

**Watch out!**

- The biggest problem with the present perfect is the meaning (due to the lack of an L1 comparison). At this level, don't make it too complicated. The students will find it easiest just to look for the key words - *just*, *ever*, *never* and *yet*, so keep emphasising these.
- Students may use the infinitive for negative and interrogative forms, instead of the past participle, getting muddled with the past simple.

**12.** Ask which verb the sentences in exercise 4 have in common - elicit *have*. Then focus on the Grammar Clipboard. Read the title out and then the use. Go back to the sentences in exercise 4 and ask students to circle the key words.

**13.** Return to the Clipboard and go through the form. Point out that for the positive, negative and interrogative we have the verb *have/has*. Start a substitution table on the board as in earlier units and elicit the correct form of *have*:

		Present Perfect		
		Positive	Negative	Interrogative
I				
you	( <u>have</u> )			
he				
she	( <u>has</u> ) etc.			
it				

Complete the negative and interrogative forms with the subject and *have* in the same way. Then return to the Grammar Clipboard and focus on the past participle - don't complicate matters by giving the students the terminology. Just ask: *What do we use after have?* Elicit *seen/been/travelled*. Write them on the board. Then read the *Rule* box. Ask which of the three verbs on the board is regular - elicit *travelled*.

**14.** Explain that *seen* and *been* are irregular verbs - again they need to learn this by heart. Refer them to the Appendix D (p.107) and read through the whole chart together. Summarise that we use this third column for the present perfect. Complete the substitution table on the board with various verbs (emphasising that we always use this form after *have/has* no matter whether the sentence is positive, negative or interrogative).

**Optional Extra!**

Extend the Noughts and Crosses game from Unit 9 to include the past participle.

**15.** Students can do exercise 6 - tell them to look back at the Grammar Clipboard for assistance. Check in pairs and then as a class, emphasising both form and meaning. Highlight again the key words - *ever/never/just/yet* to drill it into your students.

**Answers**

1. Has 2. been 3. have 4. haven't

**16.** *My e-mail* practises this grammar area. First, ask individual students to read out the words on the screen. Check understanding. Tell students they are going to complete some sentences using these words - pick students to read the sentences from exercise 7 out loud, substituting the blanks with 'mmm' at this stage.

**17.** Now give students a couple of minutes to complete the exercise using one word/phrase - refer them back to the grammar clipboard if they need help. Check as a class.

**Answers**

1. travelled to/been to  
2. ever/just  
3. never/just  
4. finished/eaten  
5. Bess/your cousin/my teacher

**18.** Exercise 8 is a group exercise encouraging students to experiment with the email words. Give each group 2 minutes to make as many positive and negative sentences as they can. Walk around the classroom, monitoring and assisting as they work. Have groups read out some of their sentences, correcting any mistakes. Repeat the process for the questions (exercise 8, question 2). Wrap up the exercise by telling the groups to see how many of their initial positive and negative sentences were true for them and adding any other true sentences. Again give them a couple of minutes before getting feedback.

**Part C**

Students can now do exercise 4 (friendship questionnaire) from Part C.

**19.** You can now discuss *My Continent*, part B, on p.78 as a class or in groups. Alternatively, it could be used for extra writing practice.

## Part B



1. Closed books. Ask students: *When do you usually get up in the morning? When did you get up this morning? What about the rest of your family - when did they get up? Do your parents tell you when you must get up? Are there rules about getting up in your house? What about going to bed?* Introduce the idea of *rules* - write the word on the board and check understanding.
2. Get the students to tell you places where we have rules - elicit *at home, at school, on the bus, at the cinema*, etc. Ask: *Are rules good?*
3. Open books at page 80. Focus on title *I hate rules*. Ask: *Do you agree with Nick? Do you hate rules?* Then ask students to describe the picture - elicit that Nick is in bed. Don't tell students who the boys are at this stage.
4. Ask students to cover up the text and tell them to listen to find out who the boys are. Play the first couple of sentences of the recording and establish that the boys are Nick's younger brothers - Daniel and Donald. Explain they are twins - and focus on the Word Bank. Go through all the words in the Word Bank and drill pronunciation and check understanding.
5. Then ask students to listen carefully to the conversation and to see if they can find Nick's lie to his mum. Explain *lie*. Give them chance to reread his diary entry on page 78. If they can't get it, play the relevant section again (*Can I stay in bed a bit longer? ... when you have school the next day.*) and tell the students it is something to do with time. Elicit the answer:

**Answer**

He went to bed at 2am, not midnight.

6. Ask: *Have you ever told a lie? Who to? When did you last tell a lie?* Get some brief feedback.
7. Read through the sentences in exercise 2 and check understanding of *before/after/stay in bed/must/angry*. Give students chance to read the whole text and to choose the right word - they should underline the relevant place in the text. Check in pairs and then as a class.

**Answers**

1. two 2. before (*they go to bed early*) 3. to stay in bed
4. ten 5. angry (*Young man, you must...*)
6. doesn't often have (*we've never had a big project before*)

8. Get four students to read out the dialogue, checking understanding and pronunciation as they go. Repeat with another four volunteers and then let your students practise in groups. Monitor pronunciation.

9. Write up two columns on the board - *must* and *mustn't*. Elicit/explain the meaning. Ask for an example of what Nick must do and *mustn't* do - write the suggestion up in the appropriate column. Then give students time to add more things to the list, by looking back at the text again (exercise 3). When checking, get students to give you full sentences beginning with *Nick must/mustn't*.... Correct pronunciation of *mustn't* where necessary.

### Answers

Nick must come and have breakfast / be in bed before 10 o'clock / finish his project / give the project to the teacher on Friday / must do everything on the list.  
He *mustn't* use the computer late at night / leave his homework until the last minute.

10. Ask students if they leave their homework until the last minute as a brief conclusion.

11. Remind students of Nick's list and get someone to read it out (exercise 4, page 81). Put students into groups to make the sentences (orally).

12. Focus on the pictures in exercise 5. Get students to describe what they can see, ignoring the captions for the time being. *What are they doing? Where are they? What is his/her job? What does he/she look like?* Then ask five students to read out the five captions - check *late, bite, finish, wash hands, cage*. Give students time to complete the exercise and then check by again asking students to read out the captions, this time in the correct order. Check understanding.

13. Ask if students' parents ever say caption 1 or 4 to them. Tell them to look at exercise 6 for some more rules from home. Give them time to write some sentences, encouraging them to use their dictionaries for words they are unsure of. When they have written the sentences, check the meaning of the phrases (*make the bed, set the table, keep tidy, too loudly, fizzy, go out*). Then give students chance to make any corrections in the event they have misunderstood a word. Finally, put them into groups to read out their 'rules'. As an extension, you could put students into groups to make imaginary rules for their parents/ teacher, etc.

### Part C

Students can now do exercise 2 from Part C.

14. Write up on the board:

\_\_\_\_\_ *stay in bed a bit longer?*

Ask students to find the question in the dialogue on page 80. Elicit *Can I...?* (write it on the board) and explain that we use this when we are asking for permission.

15. Read out the instructions for exercise 7 together and then focus attention on the examples. Highlight the responses, writing them on the board if necessary. Put students into pairs and give them a couple of minutes to practise their roleplays. They can choose whether to accept or refuse. Ask for a few pairs to perform to round this up.

### Part C



1. Exercise 1 is self-explanatory and revises computer parts.
2. Exercise 2 revises must/mustn't.

#### Answers

1. museum 2. theatre/library 3. park 4. beach

3. For exercise 3, ask students if they have rules at home about how much TV they can watch. *Is it a good idea to have rules about TV? Why/Why not? What about for using computers?* Then give students time to work out the answer to the exercise. The answers are at the bottom of the page (Christopher 2h15m, Samuel 4h55m, Olivia 4h25m)

4. Exercise 4 gives practice in the present perfect. Read through the exercise together and check understanding (*share, solve a problem, copy during, secret*). See who the best friend is in the class.

5. For the Culture Crew ask which flag the students prefer. Read out the *Do you know...?* box and show how the three flags combine to make the Union Jack (UK flag). Then introduce the idea of patron saints. Ask students who their family patron saint is. Get some ideas and then get them to read Melvin's texts.

#### Optional comprehension questions

Write a letter next to each word:

E (England), S (Scotland), W (Wales), I (Ireland)

1. George *E*
2. David *W*
3. Patrick *I*
4. Andrew *S*
5. music *S and W (dancing, singing)*
6. green *I*
7. dragons *E (and W - on the flag)*
8. 'Marry me!' *S*
9. spring *W, E and I*
10. winter *S*

6. To round of the unit, students can complete the My Progress box by ticking the appropriate place and circling boring, OK, or interesting. Get some general feedback by asking for a show of hands from those who think they learnt the present perfect very well, those who didn't do the teamwork exercise very well, etc.

Unit 11  
Overview

This unit deals with work and play. In part A, Nick looks back on the resolutions he made at New Year regarding doing more homework and housework. This provides a context for the presentation of *will*. There is also a focus on the phrase *prefer X to Y*. In part B, Nick's parents are discussing their plans for the summer holiday. This leads to a lexical focus on phrasal verbs with *look (after, for, at)* and the weather, as well as giving students the chance to talk about their plans for the summer. In part C, the Culture Crew discuss British transport and the English weather! Aside from providing further practice, the Workbook also contains a focus on transport types and gives the students the chance to write predictions about themselves for the year 2025.

## Part A



1. Closed books. Write down three dates on the board that are important to you (e.g. birthday, wedding day, child's birthday, etc.). Ask students to ask you questions to find out about these dates. *Why is ... important to you?* They can then ask questions to find out any additional information: *What's your child's name? Where did you get married?*, etc.
2. When their curiosity has been satisfied, go through how to say dates in English. Draw a 'piece of paper' on the board and write e.g. 10<sup>th</sup> January - remind students that we use the ordinal numbers. Then draw a person with a speech bubble - in the speech bubble write the same date, e.g. the tenth of January. Ask students what the two extra words are. Elicit that when we speak we use *the* and *of* - write up the construction *the ... of ....* Drill the three dates you wrote up earlier on the board.
3. Give students time to write three dates that are important to them and then put them into groups to find out about each other's dates, using *Why is the tenth of July important to you?*, etc. Get some feedback: *'X, tell us about one of Y's important dates.'*
4. Ask if anyone wrote down *31<sup>st</sup> December* - write it on the board. Ask *Why is this date important to us all?*. Elicit *New Year's Eve*. Then ask students: *What did you do last New Year?* If time allows, they could discuss this in groups; alternatively, just get a few ideas.
5. Explain that in England the tradition is to *make promises* about your future life on New Year's Eve. Write the word up on the board and check understanding. Give some examples: someone promises that he/she is not going to eat chocolate any more, that he/she is going to be nicer to people, etc. Ask: *Have you ever made promises like this to yourself?*
6. Open books at page 84 and focus on Nick's diary entry for New Year's Eve. Ask students to read it as you play the first part of the recording. Let them listen and ask the students what

promises Nick made last New Year. Check understanding (but don't worry about explaining *will/won't* in any detail at this stage - just say it refers to the future), and explain *following, last minute*. Ask if these are good promises to make and whether they are easy to *keep* (write the collocation on the board). Get some feedback.

7. Then focus attention on the text. Tell students that Nick is looking back at his diary from New Year's Eve, seeing if he has been successful so far this year. Get them to read the text and to tick or cross the promises in the diary. Check in pairs and then as a class, referring to the relevant places in the text.

### Answers

1. X (*I still don't do my homework on time.*)
2. J (*Mum is happier... I vacuum the living room and take the rubbish out*)
3. X (*Dad still drives me to school.*)
4. J (*This year we will go to Greece. That will be great!*)

8. Read through exercise 2 and check understanding of the questions (*done, travel, etc.*). Then get students to complete the exercise - they could attempt it first without looking back at the text and then check their answers in the text. Play the recording (exercise 3) to check.

### Answers

1. No (*I haven't finished it yet*)
2. June (*the second half of the year*)
3. Four times a month (*once a week*)
4. No (*I hate going on foot*)
5. By plane (*I think we'll fly there*)

Use the last answer (*fly*) to lead in to the Word Bank - check it and drill as a class.

9. Ask a student to read the Useful language box and establish the meaning. Ask students if they prefer flying to driving. Then write up various prompts on the board: *watching TV, doing homework, eating apples, eating pancakes, running, walking, playing tennis, playing football, studying Maths, studying History, etc.* and get students to make up their own sentences (orally or written) using the *I prefer...to...* structure.

10. Exercise 4 leads into the grammar presentation. Get students to complete the sentences - try first without looking back at the text. Then ask students to check in the text and to read out the sentences.

### Watch Out!

- Students may mention *going to* at this point. Don't go into too much explanation. Just say that the English have many future tenses, just like they have many present tenses. If you want to emphasise the difference, stick to *going to* for future plans and *will* for promises and things that are certain to happen.

11. Focus on the grammar clipboard. Read it through and then get students to close their books. Make a substitution table on the board and elicit the correct forms using different verbs:

Future Simple - will				
	+		-	?
I		( <i>buy</i> )	I	
you	( <i>will</i> )	( <i>see</i> )	you	( <i>won't</i> ) etc.
he		( <i>have</i> )		

Students can then copy this down into their notebooks.

12. Focus students' attention on exercise 6 and get them to choose the correct form. Tell them to refer to the Grammar Clipboard for assistance. Read out as a class to check.

#### Answers

1. will be 2. get 3. won't come 4. will do

13. Follow up with: *When will you be 12? Will you get a new computer next year? When will you do your homework?* Insist on answers with *will*.

14. Focus on the picture of the fortune teller - ask students to describe her and to say what she is doing. Point out the *crystal balls* and check understanding. Read through the words on the crystal balls and check understanding *fall in love, rich, aunt*, etc.

15. Exercise 7 practises this grammar area. Tell students they are going to complete some sentences using the words in the balls - pick students to read the sentences from exercise 7 out loud, substituting the blanks with 'mmm' at this stage. Point out that number 2 is a question. Now give students a couple of minutes to complete the exercise using one word or phrase. Check as a class.

#### Answers

1. Student's own choice 2. will 3. 'll/will/won't 4. Student's own choice

16. Exercise 8 is a group exercise encouraging students to experiment with the crystal ball words. Give each group 2 minutes to make as many positive and negative sentences as they can. Walk around the classroom, monitoring and assisting as they work. Have groups read out some of their sentences, correcting any mistakes. Repeat the process for the questions (exercise 8, question 2). Wrap up the exercise by telling the groups to see how many of their initial positive and negative sentences were true for them and adding any other true sentences. Again give them a couple of minutes before getting feedback.

17. To round off, ask a student to read out the Clever Trevor box and ask students what they think about this. Ask if they think their summer holiday is long enough. Don't go into what they will do in the summer as this is covered in part B.

### Part C

Students can now do exercises 1 and 2 from Part C. Exercise 1 can be a race and exercise 2 can be a team competition, with each group having 2 minutes to think of as many combinations as possible.

### Part B



1. Closed books. Ask: *Where will Nick go this summer?* Elicit *Greece*. Ask: *Have you ever been to Greece? When did you go? What did you do? Did you like it? Where do you usually go on holiday in the summer? And in the winter? Where did you go last year? Where did you stay?* Elicit some types of accommodation: *hotel, private apartment, tent, friend's/relative's house* and write them up on the board as part of a spidergram (with *holidays* at the centre and *Where can you stay?* as one of the 'legs'). Extend with: *Have you ever stayed in a...? Which is your favourite? When did you last stay with friends?*

2. Move on to transport. *How do you usually travel when you go on holiday? How did you travel last year?* Elicit different types of transport and add another 'leg' to your spidergram entitled *How can you travel?* Cover *bus, plane, car, train*.

3. You could extend the spidergram with *What can you do on holiday?*, revising free time activities, *Which countries can you visit?*, revising countries from Unit 10, etc.

4. Open books at page 86 and focus on the pictures. Ask students what they can see and then draw attention to the two adverts (teach *ads*). Point out the names and tell students to listen to Nick's mum and dad and decide which hotel they will stay in - the Grand or the Beach.

5. Students cover the text and listen (for gist). Elicit the answer *the Beach*. Then focus on exercise 1 and point out that this is the information missing from the adverts. Check *tennis court* and *allowed*. See if students can fill any information in from memory. Then give them the chance to read and listen to the text to complete the exercise properly. Check as a class by referring back to the text.

### Answers

#### Grand Hotel

1. B (it's quite expensive) 2. A (It's a long way to the beach.)  
3. A (It's got a huge swimming pool.) 4. B (You can't take dogs there.)

#### Beach Hotel

1. A (it's cheaper) 2. B (we can walk to the beach)  
3. B (He can play tennis there.) 4. A (we can take Fluffy)

6. Read through exercise 2 and check students understand the questions (*what kind, sleep well, how long...for, weather...be like*). Give them chance to reread the text and to find the answers. Check in pairs and then as a class, by asking students to read the text out loud and stopping at the relevant points to confirm answers:

S1: ...long way to the beach. Guests must go by car or bus.

T: So here we have the answer to question 1. Carry on reading...

### Answers

1. by car or bus
2. a dog (...can't take dogs...Who will look after Fluffy?)
3. There is no disco (That means I will sleep well. I hate loud music.)
4. two weeks
5. sunny and hot

7. Focus on exercise 3 and ask students to complete the sentences by looking back at the text. Check meaning and write the phrasal verbs up on the board: *look after, look for, look at* with some more example sentences. *What are you doing? I'm looking at my holiday photos. / I'm looking for a word in my dictionary. / Can you look after my pet when I go on holiday?*

8. Read through exercise 4, using 'mmm' for the gaps. Check *earring, go out*, etc. and then give students chance to complete it, before checking as a class.

9. Round off by drilling the Word Bank and then checking and practising the whole dialogue first as a class with two volunteers and then in pairs. Monitor for pronunciation.

10. Demonstrate exercise 5 by using the row entitled Nick. Get random students to ask the appropriate question *Will Nick...?* and others to answer with *Yes, he will.* or *No, he won't.* Elicit the question with *you* and write it up on the board *Will you...?*, then elicit the short answers and write these up too. Ask students to complete the row entitled *I*, then put students into pairs to interview each other and complete the *Friend 2* row. Afterwards, they can swap partners and repeat the process for the *Friend 3* row.

11. Students can report back orally or in written form, following the example.

12. Ask: *Did Nick's parents have a good holiday last year?* Encourage students to look back at the text if they can't remember and elicit the answer no. Put them into groups to discuss possible bad things that happened; from the context the answer is clearly weather problems, but get students to think of possible problems with accommodation, transport, etc. as well. Get groups to tell the class some of the problems they thought of and round off with *Have you ever had these problems on holiday?*

13. Explain that the actual problem was the weather (if it hasn't been mentioned) and write *weather* up on the board. Brainstorm/teach different types of weather, include *It's sunny, wet, hot, cold, cloudy, raining, snowing*, etc. Ask: *Do you like sunny weather? Cold weather? What do you do when it is snowing?*, etc.

**Part C**

Students can now do exercise 3 from Part C.

**14.** Tell students that they are going to test their memories and give them 30 seconds to look at the calendar. Remind them how we say dates by referring back to their notes from the beginning of Part A. Elicit a few dates from the calendar by way of a reminder. Then tell students to cover up the calendar and ask a student to read out the task (exercise 7) and then two students to read out the example dialogue. Put students into pairs and get them to ask questions - the one asking can obviously look at the calendar and students should take it in turns to ask and answer. Monitor to check students are not forgetting *the...of...*. As feedback, ask the winner in each pair to put his/her hand up.

**15.** To conclude, ask students where they think they will be in July 2010. Get some answers, insisting on *will*. You can extend by getting students to ask each other yes/no questions - *Will you be in this country? Will you be a doctor?*, etc.

**16.** The cartoon can be read as a class to finish off this part.

**Part C**

**1.** Exercises 1-3 are self-explanatory. The first can be done as a race, while exercise 2 can be done as a team competition.

**2.** For the Culture Crew, focus on the photos and ask students for the types of transport depicted - they can add *ferry, tube, taxi* to their earlier spidergram from the beginning of part B.

**Optional comprehension questions (for Melvin's, Chih's and Patrick's texts)**

1. Which is the most popular type of transport in Britain? *Car*
2. What is a coach? *A bus travelling between two towns*
3. What is the problem with trains in England? *They are expensive.*
4. What is red in London? *The buses*
5. And black? *Taxis*
6. How many different places are there where you can catch a plane in England? *470*
7. Why is Heathrow important in England? *It's the biggest airport.*
8. Why is boat travel popular? *Because Britain is an island.*
9. If you want to go to France, you must travel by plane or boat - true or false? *False - there's the Channel Tunnel as well.*

**3.** Read the 'Do you know...?' box about transport and ask students if they think the train is expensive. *Do you like travelling by train? Why/why not? What's your favourite way of travelling?*

4. Focus on the picture of the 'summer' barbecue and ask a student to read the text out. *Do you like barbecues? Do you ever have a barbecue when it is raining?*

#### Optional comprehension questions (for Rajit's text)

1. Is the British climate like the climate in this country? *No, in winter it's usually over 0°C and in summer it's not so hot as here.*

2. The British never eat outside in bad weather - true or false? *False - they have barbecues in the rain.*

5. The 'Do you know...?' box can be read out as a class. *How do you feel when it rains? What do you do?*

6. To round of the unit, students can complete the My Progress box by ticking the appropriate place and circling boring, OK, or interesting. Get some general feedback by asking for a show of hands from those who think they learnt the future simple very well, those who didn't do the teamwork exercise very well, etc.

### Unit 12 Overview



This unit deals with the play part of *work and play*, namely an end-of-year school party. In part A, the children are planning a party, which is the basis for a presentation of *would like* and a look at *play*. Lexis focuses on different types of music and musical instruments. Students are also given the chance to talk about their wishes for the future in terms of jobs. In part B, Nick has a problem - the band can't play at the party. This leads to a look at telephone phrases and then there is an exercise on rhyming words and promises. In part C, the Culture Crew discuss festivals and special days in Britain, while there is also an 'end-of-story' crossword and a song (*She'll be coming round the mountain*). Aside from providing further practice, the Workbook gives students the chance to write about their wishes for the summer.

#### Part C

Students can begin doing the crossword on page 94 whenever they have time. Some of the words are from this unit, so they will not be able to complete it until the end, but it can still be used as a time-filler for quicker students.

#### Part A



1. Closed books. Write up *parties* on the board and put students into small groups. Tell them they have two minutes to write down as many words connected to parties as they can think of. When they have finished, get one member of each group to come to the board and write

their words up. Rub off any duplicate words and then ask students to decide in their groups which the five most important words are. Get feedback.

2. Ask: *When did you last go to a party? Tell us about it. What did you do? What did you eat/drink? What sort of music was there?* At this point, you can brainstorm different types of music on the board, including: *folk music, disco, hip-hop, pop, jazz, rock, classical music*. Ask students which the best music for parties is, which the worst is. *Did you give a party for your birthday?* (Write the phrase *give a party* - point out that it is not *make a party*). *Who came? Did you have a good time?*

3. Then lead into the text - *Have you ever had a party at school? When? Why? Was it good? Do you want to have a party at school?* Don't discuss what they would do at the party at this stage.

4. Open books. Focus on the picture - get students to describe what's happening and the appearance of the children (physical, clothes, etc.). Explain that this is *live music*. Read through exercise 1 together and check understanding of the questions (including *meeting, same*). Give students time to read the whole text and to find the answers to the questions, underlining the relevant parts. Check in pairs. Then ask for volunteers to read the text out (missing out the 'ideas' section) and stop at the relevant places to confirm answers.

### Answers

1. the last Saturday in June
2. to celebrate the end of school
3. in the schoolyard
4. yesterday
5. Yes, they do. They all agreed - they want live music.

5. Read through the Word Bank to confirm the meaning of *live music* and *agree*. Drill and check all the words in the Word Bank. Then focus attention on exercise 2. Read out the questions and check understanding (*band, important, acting, see pictures*). Then give students chance to read the 'ideas' and to circle the correct name. Check in pairs and then by playing the recording (exercise 3).

### Answers

1. Sam
2. Kate
3. Sarah
4. Joe
5. Susan
6. William

6. Discuss exercise 4 as a class.

7. Exercise 5 leads into the grammar presentation. Get students to complete the sentences - try first without looking back at the text. Then ask students to check in the text and to read out the sentences.

8. Focus on the grammar clipboard. Read it through and then get students to close their books. Make a substitution table on the board and elicit the correct forms using different verbs:

would like			
	+	-	?
I			
you	( <u>would like</u> )	(to <u>buy</u> )	etc.
he		(to <u>see</u> )	
		(to <u>have</u> )	

Extend this by adding to the substitution table nouns after *would like*, e.g. *some water, a new computer*, etc. Students can then copy this down into their notebooks.

9. Focus students' attention on exercise 7, pointing out that number 3 is a question, and get them to choose the correct form. Tell them to refer to the Grammar Clipboard and their notebooks for assistance. Read out as a class to check.

#### Answers

1. We would like to eat strawberries.
2. She would not like to go to America.
3. Would you like soup for lunch?

10. Focus on the hearts, explaining *wishes*. Read through the words in the hearts and check understanding (*have a pet, sing, seaside, give a party, buy jeans*, etc.).

11. Exercise 8 practises this grammar area. Tell students they are going to complete some sentences using the words in the hearts - pick students to read the sentences from exercise 8 out loud, substituting the blanks with 'mmm' at this stage. Point out that number 4 is a question. Now give students a couple of minutes to complete the exercise using one word or phrase. Check as a class.

#### Answers

1. like
2. teacher/uncle/grandpa
3. Student's own choice
4. would
5. wouldn't

12. Exercise 9 is a group exercise encouraging students to experiment with the heart words. Give each group 2 minutes to make as many positive and negative sentences as they can. Walk around the classroom, monitoring and assisting as they work. Have groups read out some of their sentences, correcting any mistakes. Repeat the process for the questions (exercise

9, question 2). For the questions with *you*, ask students for their responses, insisting on the short answers.

13. Exercise 10 can be done in groups or as a class. Extend by asking what students wouldn't like to be. Ask some students: *Would you like to be a...?* Ask for reasons why/why not.

14. Finally, focus on *play*. Ask students if they can remember what instruments the children in the band played. If they can't remember, tell them to look back at the text on p.90.

### Answers

Moira - guitar

Robert - drums

Robert's brother - keyboards

Write this up on the board and then elicit some other instruments, e.g. *piano, violin, etc.* Ask students to make sentences using the words on the board and the verb *play*. Start them off with 'Moira...' and elicit *Moira plays the guitar*. Emphasise *the*. Write up on the board *play the + musical instrument*. Let them do the other sentences and then make sentences about their musical classmates.

15. On the other side of the board, write up *William* and *football*. Then ask who plays basketball. Write one of the class basketball player's name up and *basketball*. Do the same for tennis, volleyball, etc. Ask students to make sentences using these words and *play*. Start them off with 'William...' and elicit *William plays football*. Write up on the board *play + sport*. Ask students what the difference is between the two *play* constructions and elicit the use of *the*. Let students make other sentences this time about their sporty classmates.

16. To round off, get each student to tear two pieces of paper out of their notebook. They should write *the* on one piece and leave the other blank. Write up *play* in large letters on the board. Tell students that you are going to shout out some sports and musical instruments. They should hold up *the* if you say a musical instrument, or the blank paper if you say a sport. Shout out 'piano'. Students should hold up *the* - say: 'That's right, play the piano'. Drill the sentence as a class. Any student who doesn't hold up the right paper is out. Continue with *football*, for example.

### Part B



1. Ask students: *When was the last time you were worried? Why were you worried?* Write the word up on the board and elicit a few ideas. Tell them Nick is worried.

2. Focus on the first text on page 92 and play the recording while the students follow the text. Ask a few oral comprehension questions or write them on the board and give students time to find the answers.

**Optional comprehension questions**

1. Where was Nick in the morning? *In the park*
2. Who did Moira talk to? *Nick's mum*
3. Have they talked on the telephone before? *No, they haven't.*
4. Did Moira sound okay? *No, her voice was strange.*
5. What promise did 'The Whizzkids' make? *To play at the party.*

Check words like *voice, strange, wonder* - refer to the Word Bank and drill these words.

3. Get students' ideas regarding exercise 1. It is a good chance to revise illnesses - if someone says that she's ill, ask for details (*headache, high temperature, cough, sneeze, etc.*).

4. Run through the questions in exercise 2 together and check understanding of words like *same, difference, in three days, stay, for a week*. Ask students to cover the text and to listen to the dialogue, circling the correct word in exercise 2. They can check their answers by reading the text. Ask for two students to read the dialogue out and check the answers as a class.

**Answers**

1. different 2. a sore throat 3. can't 4. three 5. week

5. Tell students to read the next part of their conversation and to try to guess Moira's idea. Let them guess (exercise 3) and go through the answer as a class.

**Answer**

play CDs

6. Ask why this is the answer and elicit that this isn't live music - Nick makes it clear they want live music - the other two suggestions are forms of live music.

7. Put the class into groups and ask them to come up with ideas on how to solve the problem. Give them a few minutes and then ask for suggestions. The class could vote on the best suggestion. To round this off, ask two students to come to the front (one boy, one girl) and to read the final part of the conversation (copy the box below or let them read from this book):

**Dialogue ending (p.92)**

M: Well, ask Bess to sing.

N: She can't sing. She's got a sore throat, too.

M: What about another band?

N: We haven't got any money. Everyone will want money to play.

M: Well, you must sing then, Nick!

8. See if any students guessed this ending.
9. Now put students into groups. Tell them that they are going to organise a party. Give them time to come up with ideas regarding *food, drink, music, games, costumes, place, time, date* (write these up on the board to assist them). Each group can then present their ideas for a party and the class can vote on the best idea.

### Optional Extra!

#### Party

If time and logistics allow, why not get students to organise a real 'English' party? The theme could be England and all music, food, games must be English. They can use some of the ideas they have learnt this year for food and games. The official language of the party can be English. It could even be fancy dress with students dressing up as a character from *Enjoying English 5*.

10. Exercise 4 is a rhyme about promises. First, ask students to describe the pictures and to try to predict what the boy is promising to do/not to do in the future. Then ask students to read the rhyme and to count the number of promises the boy makes.

### Answer

#### 18 - but don't go through them all at this stage

be polite / not do things that aren't right / say sorry, thank you and please / start eating cheese / start eating cabbage / not say 'Yuck!'  
 / help old people / do tests / not cheat / read books / practise Maths  
 / feed stray dogs / not tease cats / cut his nails / wash his hair  
 / take good care of his teeth / not talk back to parents / not be bad

11. Go through the missing words and give students time to fill in the gaps. Emphasise what a rhyming word is by giving them some examples - cat/hat, take/make, love/glove. Check by listening to the recording. Then practise it as a class. Ask students which of these promises they can make (exercise 5).

### Part C



1. Remind students how to do the crossword. Like last time, encourage them not to go through the clues in order, but to do those clues for which they have some extra letters. If they need assistance, refer them back to the relevant unit or give them an extra clue.

**Answers****Across**

2. surf
3. twins
6. abroad
8. down
9. live
12. promises
14. capital
15. exhibition
16. Greek
17. French

**Down**

1. after
4. panic
5. for
7. drives
10. disaster
11. believe
13. fly

2. Read through the song as a class. Check understanding and pronunciation. Then play the song for the children to hear the tune. Play it again and this time encourage children to join in.

3. Focus on the pictures on p.95. Are any familiar to the students - can they guess what the Culture Crew are discussing? Read the texts through and establish they are talking about festivals/holidays/celebrations.

**Optional comprehension questions (for Patrick's, Rajit's, and Melvin's texts)**

Write H (Halloween), C (Christmas), E (Easter), V (Valentine's Day), M (Mother's Day) next to each word/phrase.

1. question mark V
2. tree C
3. costumes H
4. March M
5. rabbit E
6. lots of food C
7. lights H

4. Follow up with: *Which is your favourite celebration? How do we celebrate Christmas in this country? And Easter? Do we have Mother's Day? Have you ever got a present on Valentine's Day?*

5. To round off the unit, students can complete the My Progress box by ticking the appropriate place and circling boring, OK, or interesting. Get some general feedback by asking for a show of hands from those who think they learnt *would like* very well, those who didn't do the team work exercise very well, etc.

**Revision 4 (Units 10-12)**

The revision unit is self-explanatory and can be worked through in class. It covers all of the important things covered in both the textbook and the workbook in Units 10-12. Following this revision unit, students can attempt Test 4 on pages 62 and 63 of the workbook.

### Answers for Revision 4

#### A1

See textbook, bottom of p.96

#### A2

1. Nick's brothers are twins.
2. They are younger than Nick.
3. Nick must be in bed before ten.
4. He must finish a project.
5. He has never had such a big project before.
6. Nick has never been to Greece before.
7. They will go to Greece.
8. They will go to Greece for two weeks.
9. It will be sunny.
10. The children would like the latest hits.

#### B1

##### a.

1. never
2. just
3. never
4. just

##### b.

1. have just finished
2. haven't eaten
3. has never been
4. Has Nick ever seen

#### B2

1. 'll/will
2. won't
3. Will
4. 'll/will
5. 'll/will

#### B3

1. must
2. mustn't

#### B4

1. I would like to play the...
2. I would like to play...

#### C

/tʃ/, /ð/, /dʒ/, /θ/, /u:/, /iə/, /eə/

#### D1

1. Great Britain
2. Serbia
3. Russia

#### D2

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

#### D3

1. after
2. at
3. for

### Project 4

See instructions for projects in the introduction to the Teacher's Book.

## WORKBOOK KEY

### How much English do you remember? p.4,5

#### 4 Write the secret message

H	A	V	E		A		N	I	C	E		D	A	Y
---	---	---	---	--	---	--	---	---	---	---	--	---	---	---

#### 5 Join the letters which rhyme in each box

A ↘ B	R ↘ K	L ↘ B	J → → D	A ↗ ↗	E ↗ ↗
E ↘ Z	J ↘ P	I ↓ ↓	E ↓ ↓	O ↓ ↓	K ↓ ↓
A ↗ ↘	Q ↗ ↘	Q ↓ ↓	R ↓ ↓	T → →	G → →
W	H	U	E	Y	I

#### 6 Copy the letters that rhyme with:

(e) A J K (i:) E B C D G P T (a) I Y (ju:) U Q W

#### 7. Read and copy the words into the right boxes.

/e/	/i:/	/a/	/ju: /
day	see	sky	you
they	tea	my	your

#### 8. Complete the series

- two, four, six, EIGHT, TEN, twelve
- three, six, NINE, TWELVE, fifteen
- twenty, twenty-one, TWENTY-TWO, TWENTY-THREE, twenty-four
- a hundred, two hundred, THREE HUNDRED, four hundred

#### 9. Write the words

2<sup>nd</sup> the second, 3<sup>rd</sup> the third, 4<sup>th</sup> the fourth, 5<sup>th</sup> the fifth

#### 10. Write the numbers

Example: the tenth 10<sup>th</sup>

the eighth 8<sup>th</sup>, the twelfth 12<sup>th</sup>, the thirteenth 13<sup>th</sup>, the thirtieth 30<sup>th</sup>

#### 11. Finish the sentences

Today is 4<sup>th</sup> September. Tomorrow is 5<sup>th</sup> September.

#### Are you good at this? p.7

**p.6, ex. 1. How many words can you write using the letters in this word - SHAKESPEARE**

ears share hear he here speak pear  
shake ask has see she sea are her as

**p.6, ex. 2. Match and copy the questions and answers**

- |   |                                     |
|---|-------------------------------------|
| 1. Which is your favourite subject?       | d. My favourite subject is History. |
| 2. Are you good or bad at English?        | c. I'm good at English.             |
| 3. Which sport do you like best?          | e. I like basketball best.          |
| 4. How do you go to school?               | b. I walk to school.                |
| 5. Is your house near or far from school? | a. My house is near school.         |

**p.6, ex. 3. Write the words into the correct boxes**

body	animals	food	drinks	clothes
<u>feet</u>	<u>horse</u>	<u>eggs</u>	<u>          </u>	<u>trousers</u>
<u>ears</u>	<u>snake</u>	<u>cheese</u>	<u>milk</u>	<u>skirt</u>
<u>mouth</u>	<u>cow</u>	<u>bread</u>	<u>coffee</u>	<u>shirt</u>
<u>eyes</u>	<u>sheep</u>	<u>meat</u>	<u>juice</u>	<u>dress</u>
<u>head</u>	<u>elephant</u>	<u>vegetables</u>	<u>water</u>	<u>jeans</u>

**p.6, ex. 4. Match the sentences**

- |                       |                       |
|-----------------------|-----------------------|
| Here you are.         | It's all right.       |
| Sorry, I'm late.      | Thank you!            |
| How are you?          | Very well, thank you. |
| Do you want some tea? | Yes, please.          |
| See you tomorrow!     | Bye!                  |

**UNIT 1**

**EVERYDAY ENGLISH, p. 8**

A 1. English names, surnames and nicknames  
 Names: Elizabeth, William, Nicholas, Trevor, Susan  
 Nicknames: Nick, Sue, Red, Bess, Willy  
 Surnames: Hopkins, Taylor, Smith, Potter, Beckham

**PRONUNCIATION**

/i:/	Pete, street, meet, feet, meat, read, meal
/ɪ/	Nick, sick, trick, pick, kid, Jill, sit

**GRAMMAR, p.9**

**5. Unscramble**

- Susan is interested in reading.
- I am not good at Art.
- Is your teacher from Belgrade?
- My name is Peter and my surname is Hopkins.
- Are his friends bad at maths?

**VOCABULARY, p.10****A. Useful words and phrases****1. Read about a girl from William's class. Do you think she likes William?**

"Hello. I'm Catherine White and I'm **from** England. My friends **often** call me Caz. I'm a **pupil** in year 7. I like watching TV, but I hate cartoons – they are **babyish**. I don't like sport and I hate **Art** because I'm not good at drawing. I'm interested **in** famous people and **dates** so my **favourite** subject is History."

**Read on to see if you were right.**

'William? I don't like him. He is bad **at** History and he is only interested in sport. He is a good **goalkeeper**, but he never stops **boasting**. I think football is **boring**.'

**B. Jobs****1. Complete and read**

He works on TV. He is **a reporter**.

He teaches pupils. He is **a teacher**.

He plays basketball. He is **a basketball player**.

She dances well. She is **a good dancer**.

She writes stories. She is **a writer**.

He plays football. He is **a footballer**.

He works on a farm. He is **a farmer**.

**2. What are their jobs?**

Nick is **a pupil**.

The man with a camera is **a reporter**.

David Beckham is **a footballer**

**4. Odd one out**

doctor - does not end in -er.

architect - does not end in -er.

farmer – is not a sportsman

**WRITING, p.11****1. FIND AND WRITE THE INTERESTS AND ACTIVITIES**

D	A	N	C	I	N	G	C	T
R	L	A	O	U	S	C	H	E
A	T	R	O	P	S	I	E	N
W	S	T	K	Z	B	S	S	N
I	R	E	I	C	F	U	S	I
N	T	W	N	A	D	M	M	S
G	P	S	G	R	A	G	B	I
T	F	O	O	T	B	A	L	L

1.dancing 2.drawing 3.cooking 4.football 5.chess 6.music 7.art 8.tennis

**4. Use Sue's school card to write about her.**

Her name is Susan Smith. She is eleven years old. She is in class 7 B. There are twenty-eight pupils in her class. The name of her school is Kingston Hill School. Her English teacher's name is Miss Watson.

**UNIT 2**

**EVERYDAY ENGLISH, p12**

**A. Talking about school**

**1. Can you write the words which are not clear?**

<p style="text-align: center;">25 Baker Street Brighton BT2 7JX 19<sup>th</sup> September</p> <p>Hi, How are you? How's sc //? My new school is a // - everything is bad! It's a m // school (we have both boys and girls), but it's q // a small school, so I don't h // many friends. It's in the w // of England and it's very f // from my house so I m // go to school by t // We also w // uniforms. Our morning l // start at half past eight and they l // for four hours. The lunch b // ends at two o'clock //. A // lessons end at qu // to five. We usually have eight lessons a day. P // us! After school, I go home and d // my homework. What about your school? Can you write to me about it? Best w //, James</p>	<p>school awful</p> <p>mixed quite have south far must train wear lessons last break clock Afternoon quarter Poor do homework</p> <p>wishes</p>
---	---

**3. Are these sentences correct?**

The name of William's school is Kingston. It's a **boys'** school. Morning classes start at **nine o'clock** and end at **half past one**. Afternoon classes start at **half past two** and end at **four o'clock**. He lives **near** school.

**Now write the correct sentences**

The name of William's is Kingston. It's a **mixed** school. Morning classes start at **half past eight** and end at **one o'clock**. Afternoon classes start at **two o'clock** and end at **half past three**. He lives **far from** school.

**PRONUNCIATION**

/s/	walks writes shouts likes
/z/	wears goes does plays has lives listens
/ɔz/	watches studies teaches uses

**GRAMMAR, p.13**

**1. Complete the questions and give short answers**

<b>Do</b> you like English?	<b>Yes, I do</b>	<b>No, I don't</b>
<b>Does</b> she study French?	<b>Yes, she does.</b>	<b>No, she doesn't.</b>
<b>Do</b> they wear uniforms?	<b>Yes, they do.</b>	<b>No, they don't.</b>
<b>Do</b> we have Maths on Monday?	<b>Yes, we do.</b>	<b>No, we don't</b>

**2. Complete the sentences with have or has**

1. My best friend doesn't **have** French on Monday.
2. My grandmother **has** tea at five o'clock.
3. Do you **have** eight classes every day?
4. I don't **have** a test today.

**6. Complete the sentences with the present simple**

1. William plays (play) football at school.
2. Do you have (have) a big house?
3. Vicky studies (study) French and German.
4. When does Harry do (do) his homework?
5. We listen (listen) to music every day.
6. After school, she goes (go) home and she watches (watch) TV.
7. Does your teacher shout(shout) a lot?
8. They don't wear(not/ wear) a uniform.
9. My friend doesn't walk (not/ walk) home.

**VOCABULARY, p.14****A. Directions****1. Look at the maps. Where are the towns?**

Example: *London is in the south of Britain.*

- Subotica is in the north of Serbia.
- Liverpool is in the west of England.
- Niš is in the south of Serbia.
- Aberdeen is in the north of Scotland.
- Brighton is in the south of England.

**B. Telling the time****1. Write in words**

- 3.30 It's half past three.
- 7.15 It's quarter past seven.
- 11.20 It's twenty past eleven.
- 1.50 It's ten to two.
- 12.25 It's twenty –five past twelve.
- 6.45 It's quarter to seven.
- 9.55 It's five to ten.
- 5.10 It's ten past five.

**C. Subjects and Timetables****1. FIND AND WRITE THE SUBJECTS**

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

1. BIOLOGY 2.CRAFT 3.PE 4.GEOGRAPHY 5.ENGLISH  
6. FRENCH 7.MUSIC 8.MATHS 9.HISTORY 10.ART

**WRITING, p.15****1. Can you write it in words?**

- 10 X 3 = 30 Ten times three is thirty.  
 20 + 5 = 25 Twenty plus five is twenty-five.  
 18 – 15 = 3 Eighteen minus fifteen is three.  
 48 : 4 = 12 Forty-eight divided by four is twelve.

**4. Write questions for the following answers**When do you have English?What time do you have English?**1. Match the opposites**

- |                     |                    |
|---------------------|--------------------|
| 1. hot - cold       | 5. good - bad      |
| 2. easy - difficult | 6. tidy - untidy   |
| 3. big - small      | 7. tall - short    |
| 4. near - far       | 9. happy - unhappy |

**UNIT 3****EVERYDAY ENGLISH, p.16****A. School activities****1. Use a word from the box and complete the sentences.**

1. My favourite subject is PE.
2. I always dream at night.
3. We sometimes go rowing on the river.
4. When the weather is bad, I go to the gym and do gymnastics.
5. I never play squash.
6. On Saturdays, they go to the swimming pool.

**2. Look at the textbook. Complete what William and his friends do in PE.**

- They often go to the playground.
- They usually play football.
- They sometimes go rowing.
- They always go to the gym when it rains.
- They never play with the girls.

**3. Use a word from the box and complete the text.**

I am **terrible** at Maths and I don't **practise** enough. When we have a test, the **problems** are difficult and I must **cheat** . I **copy** from my friend or I use my **mobile**. The teacher sometimes sees me and then I am **in trouble**. He **takes away** my phone.

**PRONUNCIATION**

/æ/	hand, ham, cat, hat, at, Sam
/e/	red, ten, test, hen, bed, best

**GRAMMAR, p.17****A Present Continuous****1. Write the -ing form of the verbs.**have+ing →having

write -writing

use - using

make -making

copy+ing →copying

study -studying

drink -dinking

cheat - cheating

sit+t+ing →sitting

cut -cutting

shut - shutting

run-running

**GRAMMAR, p.18****B. Object pronouns,****1. Look and complete.**

1. When we talk, the teacher looks at us.
2. My Dad is thirty-seven today. This is a present for him.
3. They want to play football. Let's play with them.
4. I am at home. Come to my house if you want talk to me.
5. You've got two pens. Can I take one from you?
6. She is so clever. I always study with her.
7. My cat is hungry. I must buy some food for it.
8. Hey, Paul! Listen to me!

**VOCABULARY, p.18****A 1. Sports**

HSUSQA LOVELYLBAL TLALOFB GIMMWINS NOMBDNAIT GRIWON  
squash volleyball football swimming badminton rowing

**C 1. Phrases****Match and copy**

1. Look at me!
2. Play with us!
3. Give it to them!
4. Don't copy from her!
5. Here is a present for you! ....

**WRITING, p.19****2. What are they saying?**

I. Are you jumping? - No, I'm not.

II. Are you eating? - No, I'm not.

III. Are you writing? - Yes, I am.

**3. Look at the pictures. What are the people doing now?**

1. Two boys are playing badminton.
2. A boy is playing squash.
3. Two girls are running.
4. Two girls are playing football.
5. A boy is climbing the rope.

**TEST1****1. to be****a. Complete the sentences with am ('m), is('s), are('re)**

1. William is Scottish. He 's not Italian.
2. They're at home. They aren't at school.
3. I'm not late. The teacher is late.
4. Is William famous? Yes, he is.

**b. Complete the questions with how, where, who, what.**

1. Who is the best goalkeeper? William.
2. What's the time? It's eight o'clock.
3. Where is London? It's in the south of England.
4. How are you? I'm very well, thank you.

**2. The Present Simple****a. Complete the sentences with have, has.**

1. William has a maths test every month.
2. He doesn't have a History test.
3. Do you have uniforms at school?
4. Claire has lunch at school.

**b. Complete the sentences with the present simple tense of the verb.**

1. They like their uniforms. (like)
2. She walks to school. (walk)
3. He goes to school by bus. (go).

**c. Make the sentences from exercise 2b interrogative.**

1. Do they like their uniforms?
2. Does she walk to school?
3. Does he go to school by bus?

**d. Make the sentences from exercise 2b negative.**

1. They don't like their uniforms.
2. She doesn't walk to school.
3. He doesn't go to school by bus.

**3. The Present Continuous****a. What's going on in the classroom? Read and answer the questions.**

1. Where is the teacher standing? The teacher is standing in the classroom
2. What are your friends doing? They are writing /doing the test.
3. What are you wearing? I'm wearing \_\_\_\_\_.

**4. Object Pronouns****Complete the sentences.**

1. I want to see that book! Please show it to me.
2. They are bad at maths. The test is very difficult for them.
3. We must stop talking. The teacher is looking at us.
4. She is playing ball all alone. Let's play with her!
5. He is going to the cinema. Let's go with him!

**5. Vocabulary****a. Numbers - Write the numbers in words.**

- 12 twelve, 23 twenty-three  
1<sup>st</sup> the first, 3<sup>rd</sup> the third, 14<sup>th</sup> the fourteenth

**b. Jobs - What are they? Complete the sentences with a job.**

1. David Beckham is a footballer.
2. Madonna is a singer.
3. He writes books. He's a writer.
4. He works on a farm. He's a farmer.
5. He teaches pupils. He's a teacher.

**c. Time - What's the time? Write in words.**

1. It's 10.30. – It's half past ten .
2. It's 9.10. – It's ten past nine..
3. It's 8.45. – It's quarter to nine..
4. It's 11.50. – It's ten to twelve.

**UNIT 4**

**EVERYDAY ENGLISH AND WRITING, p.22**

**A Holidays**

**1. This is a postcard from Amy.**

<p>Hi,                  It's the <b>half-term</b> holiday and I'm in Southampton. It's got a large <b>port</b> with a lot of boats. It's much <b>smaller</b> than London. It has got a <b>popular</b> football team and it is a <b>famous</b> place for a holiday. The weather is <b>wonderful</b>. Tomorrow I'm going to a <b>museum</b> in London and I'm going to <b>spend</b> the rest of the holiday at home.                  See you soon.                  Best wishes,                  Amy</p>	<p>Southampton                  28<sup>th</sup> December</p>
--	--

**PRONUNCIATION**

/ɔ:/	port, <u>t</u> all, <u>f</u> our, <u>d</u> oor, <u>t</u> alk, <u>a</u> ll, <u>f</u> or
/ɒ/	pot, <u>h</u> ot, <u>o</u> n , <u>J</u> ohn, <u>cl</u> ock, <u>T</u> om, <u>s</u> ocks,

**GRAMMAR, p.23**

**1.Fill in the table.**

worm	<u>w</u> armer _____	the warmest
old	older _____	<u>t</u> he oldest _____
big	<u>b</u> igger _____	the biggest
<u>h</u> ot _____	hotter _____	the hottest
easy	<u>e</u> asier _____	the easiest
<u>l</u> ovely _____	lovelier _____	the loveliest
funny	<u>f</u> unnier _____	the funniest
<u>n</u> ice _____	nicer _____	the nicest

**2. Write sentences.**

1. A teacher/a pupil (old)      A teacher is older than a pupil.
2. A year/a season (long)      A year is longer than a season.
3. A city/a village (big)      A city is bigger than a town.
4. Winter/summer (cold)      Winter is colder than summer.
5. English/French (easy)      English is easier than French.

**3. Use superlatives to make the questions. Then answer them.**

1. Which is shortest month? The shortest month is February.
2. Which is the coldest season? The coldest season is winter.
3. Which is the easiest subject? The easiest subject is
4. Which is the biggest city in your country? The biggest city in my country is Belgrade.
5. Who is the tallest pupil in your class? The tallest pupil in my class is \_\_\_\_\_

**4. Complete the sentences with the comparative or superlative.**

1. The Maths test is easier than the English test. (easy)
2. My sister is older than me. (old)
3. Today is the hottest day of the year. (hot)
4. I think he is the funniest man in the world. (funny)
5. Her house is the nicest in the street. (nice)

**5. Circle the odd one out**

- LETTER – it's a noun, not a comparative adjective.  
 TALLER – it's not a season  
 FOREST – It's a noun, not a superlative adjective.

**GRAMMAR, p.24****4. Look at Susan's and William's plan for tomorrow morning and complete the sentences**

- At nine o'clock Susan is going to make breakfast.
- At quarter past ten she is going to dust the furniture.
- At twelve o'clock she is going to visit Bess.
  - At nine o'clock William is going to have breakfast.
  - At half past nine he's going to play computer games.
  - At quarter to twelve he's going to take the rubbish out.

**VOCABULARY, p.25****1. How often...?**

- They go swimming twice a week.  
 She washes her hair three times a week.  
 She visits her Granny twice a month.  
 He plays tennis twice a day.  
 He eats fruit only once a day.

**2. Housework****WHICH TWO GO TOGETHER?**

- vacuum - carpet  
 make - bed  
 dust - furniture  
 wash up - dishes  
 set - table

**1. Match and write the rhyming words**

- |                  |                  |
|------------------|------------------|
| 1. bed - red     | 6. dust - must   |
| 2. blue - new    | 7. clean - green |
| 3. old - cold    | 8. snow - row    |
| 4. here - near   | 9. make - take   |
| 5. wash - squash | 10. tea - sea    |

**UNIT 5**

**EVERYDAY ENGLISH, p.26**

**A. Place**

**1. Look at the picture and write sentences using the words in the box.**

1. The armchair is next to the cupboard.
2. The clothes are on the floor in front of the cupboard.
3. The lamp is behind the chair.
4. The CDs are under the chair.
5. The mirror is above the armchair.
6. The cupboard is between the chair and the armchair.

**B. There is/There are**

**1. Write about the picture using There is/There are. Say how many things there are.**

- posters - There are a lot of posters.
- cupboard - There is one cupboard.
- CDs - There are two CDs.
- shelves - There are two shelves.
- chairs - There is one chair.
- mirror - There is one mirror.

**PRONUNCIATION**

/ə/	<u>ago, about, again, seven, eleven</u>
/ɜ:/	<u>first, girl, curly, bird, third, thirty, thirteen</u>

**GRAMMAR, p. 27**

**4. Complete the sentences using a comparative or superlative.**

1. Helen is more beautiful than Jennifer. (beautiful)
2. Brad Pitt is the most famous actor in the world. (famous)
3. Madonna is more popular than Britney Spears. (popular)
4. This is the most difficult test ever! (difficult)
5. Is English more important than French? (important)

**5. UNSCRAMBLE**

1. The most popular sport is football.
2. History is more difficult than PE.
3. Who is the most famous basketball player?
4. Is maths more important than geography?

**VOCABULARY, p.28**

**A. Things in the house**

**Put the words into the correct box.**

<b>kitchen</b> plate fridge cooker spoon washing machine dishwasher chair fork glass cup knife shelf	<b>bathroom</b> mirror toilet soap chair bath toothbrush towel shelf
<b>living room</b> TV chair cupboard lamp sofa shelf CD player	<b>bedroom</b> bed chair lamp cupboard shelf CD player

**B. ONE / MANY****1. Look in the box and complete**

1. There is one chair behind the door and there are six chairs in the dining room.
2. There is one box on the table and there are two boxes under the table.
3. There is a shelf opposite the window and there are two shelves next to the window.
4. There is a knife on the table and there are a lot of knives next to the cooker.
5. My country is in Europe. There are a lot of countries in Europe.
6. There is a mouse under the chair. There are mice in this room.
7. There is a sheep on the farm. There are many sheep in the field.

**WRITING, p.29****A. NUMBERS****1. Match and copy from the smallest to the biggest number.**

- |                                      |                                       |
|--------------------------------------|---------------------------------------|
| 1. 4 <sup>th</sup> <u>the fourth</u> | 6. 33 <sup>rd</sup> the thirty-third  |
| 2. 8 <sup>th</sup> the eighth        | 7. 41 <sup>st</sup> the forty-first   |
| 3. 12 <sup>th</sup> the twelfth      | 8. 43 <sup>rd</sup> the forty-third   |
| 4. 21 <sup>st</sup> the twenty-first | 9. 52 <sup>nd</sup> the fifty-second  |
| 5. 31 <sup>st</sup> the thirty-first | 10. 62 <sup>nd</sup> the sixty-second |

**2. Where do Susan's neighbours live?**

- Mrs. Brown lives on the fourth floor.
- Miss Green lives on the second floor.
- Mr. Jones lives on the first floor.
- Jim lives on the fifth floor.
- Sara lives on the first floor.
- Jack lives on the second floor.

**UNIT 6****EVERYDAY ENGLISH, p.30****1. Sarah's diary**

Saturday, 8<sup>th</sup> February

The day was so exciting! There was a dancing competition at school. All the best dancers were there. Moira was there with her boyfriend Robert. He is one of the Blakes. He's got two brothers and all of them are tall. Robert is the oldest one. He is twelve and a half. Robert has got long dark hair and blue eyes. He's got an earring in his left ear, too. He's got a lovely smile. He is cute. He always wears green trainers. He is quite cool! Susan says I'm jealous because I don't like his nose!

2 . Look at this girl and underline the words in the box

What does she look like?	She's got <u>lovely big eyes</u> , <u>fair curly hair</u> , <u>a small nose</u> , <u>a beautiful smile</u> , nice teeth, awful teeth, <u>glasses</u> , earrings
What is she like?	She's <u>clever</u> . nice, <u>beautiful</u> , cute, boring, interesting, <u>tall</u> , short, <u>slim</u> , fat, funny
What does she usually wear?	She wears <u>jeans</u> . a uniform, <u>trainers</u> , shoes

PRONUNCIATION

/a:/	<u>f</u> ather <u>a</u> unt, <u>g</u> rand <u>m</u> a, <u>g</u> rand <u>p</u> a
/ʌ/	<u>m</u> other <u>b</u> ro <u>th</u> er, <u>u</u> ncle, <u>s</u> on, <u>m</u> um, <u>m</u> ummy, <u>c</u> ousin, <u>h</u> usband

GRAMMAR , p.31

1. Complete the questions and give short answers

- Was it Tuesday yesterday? Yes, it was      No, it wasn't
- Were you at school yesterday? Yes, I was.      No, I wasn't.
- Were you and your friends late? Yes, we were      No, we weren't
- Were some pupils ill? Yes, they were.      No, they weren't
- Was your best friend at school? Yes, he was      No, he wasn't.
- Was I boring? Yes, you were.      No, you weren't.

2. Complete the sentences and make them interrogative and negative.

1. I was at home.	Was I at home?	I wasn't at home.
2. He was ill.	Was he ill?	He wasn't ill.
3. It was cold.	Was it cold?	It wasn't cold.
4. We were tired.	Were we tired?	We weren't tired.
5. You were naughty.	Were you naughty?	You weren't naughty.
6. They were absent.	Were they absent?	They weren't absent.

4. Unscramble the sentences

- Jim was ill last week.
- Where were you yesterday?
- They were not at home last night.
- I was not in England last year.

VOCABULARY, p.32

1. Look and complete

- Lynn is Ron's wife.
- Lynn and Ron are Jim's grandparents.
- Ron is Lynn's husband.
- Lynn is Ann's mother.
- David is Susan's father.
- Pete is Ann's husband.
- Emma is Jim's aunt.
- Susan is Sarah's cousin.

- Jim is Susan's cousin..
- Pete and Ann are Jim's parents.
- Jim is Sarah's brother.
- Ron is Jim's grandfather.
- Lynn is Susan's grandmother.
- Pete is Susan's uncle.
- Emma is Lynn's daughter.
- Jim is Ann's son.
- Ann is Emma's sister.

## 2. Look and answer

Who are the Browns? They are Pete, Ann, Sarah and Jim.

Who are the Smiths? They are Emma, David and Susan.

## 3. What do we call them? Put the words into the right box!

mother	father	grandmother	grandfather	aunt	sister
mum	dad	<b>gran</b>	granddad	auntie	sis
mummy	daddy	granny	grandpa		
		grandma			

## WRITING, p.33

### 1. Complete the dialogue

A: Have you got a sister or a brother?

B: I have got a sister and a brother.

A: Has your sister got brown hair?

B: No, she hasn't.

A: Has your brother got blue eyes?

B: Yes, he has.

A: Is he tall?

B: Yes, he is.

A: Does he wear funny caps?

B: Yes, he does.

## TEST 2

### 1. going to

#### a. Complete the sentences with **am ('m), is ('s), are ('re), aren't**.

1. Is her mother going to be late home from work? Yes, she is
2. Are Susan and Bess going to play tomorrow? Yes, they are.
3. Are you going to play after school? No, I'm not.
4. They aren't going to study on Sunday. They're going to play.
5. She 's not going to eat eggs for breakfast. She says they are not healthy.

#### b. Complete the sentences with the correct form of **'going to'**.

1. They are going to play in the afternoon.
2. We are going to study after dinner.
3. She is going to visit grandma on Sunday.

#### c. Make the sentences from exercise 2 interrogative.

1. Are they going to play in the afternoon?
2. Are we going to study after dinner?
3. Is she going to visit grandma on Sunday?

#### d. Make the sentences from exercise 2 negative.

1. They aren't going to play in the afternoon.
2. We aren't going to study after dinner.
3. She isn't going to visit grandma on Sunday.

**2. Comparatives and superlatives****a. Write sentences using the comparative.**

1. A city/a village (big) A city is bigger than a village.
2. Winter/summer (cold) Winter is colder than summer.
3. English/French (difficult) French is more difficult than English
4. Squash/tennis(boring) Squash is more boring than tennis.

**b. Complete the sentences using the superlative.**

1. The shortest month is February. (short)
2. The hottest season is summer. (hot)
3. The most interesting subject is PE. (interesting)
4. The most dangerous animal is the hippo. (dangerous)

**c. Complete the sentences with the comparative or superlative.**

1. Maths tests are easier than English tests. (easy)
2. My sister is taller than me. (tall)
3. Singing is more boring than dancing. (boring)
4. Football is the most interesting sport in the world. (interesting)

**3. Past simple of 'to be'****Complete with was, were.**

1. Brian was ill last week.
2. Where were you yesterday? I was at home.
3. They were at the cinema three days ago.
4. Was your cousin ill last week?

**4. Past or future?****Complete with tomorrow, yesterday**

1. I'm going to dust the furniture tomorrow.
2. They were at school yesterday.
3. They are going to watch TV tomorrow.
4. He wasn't at home yesterday.

**5. Plurals****Complete the sentences**

1. There is one box. There are five boxes.
2. There is one mouse. There are many mice.
3. There is one child. There are many children.
4. There is one knife. There are many knives.

**6. Vocabulary****a. Family****Complete the sentences.**

1. He is my mother's brother. He's my uncle.
2. They are my aunt's children. They're my cousins.
3. She's my cousin. She is my aunt's daughter.
4. He is my father. He's my mother's husband.

**b. Housework****Match and write .**

1. vacuum the carpet
2. make the bed

3. dust the furniture
4. set the table

### c. Prepositions – where?

#### Circle the right word.

4. My flat is \_\_\_\_\_ the first floor. a) on b) behind c) in
5. The clock is \_\_\_\_\_ the sofa. a) above b) between c) in
3. There are two chairs \_\_\_\_\_ the door. a) above b) behind c) on
4. The mirror is \_\_\_\_\_ the lamp and the shelf. a) under b) between c) in

## UNIT 7

### EVERYDAY ENGLISH, p. 36

#### 1. Off sick

##### Can you complete the conversation?

T:	Good morning, Mrs Jones. How are you?
Mrs. J:	Fine, thanks. But Hannah's not feeling well.
T:	What's the matter with her?
Mrs. J:	Well, on Friday she had a sore throat and a bad cough.
T:	Does she have a temperature?
Mrs. J:	Yes, she does. 38 degrees.
T:	Is she tired and sleepy?
Mrs. J:	Yes, she is. I think it's flu.
T:	Flu! Please, Mrs Jones, don't send her to school until she's better!

#### 2. Answer the questions.

1. She has a high temperature and she is tired and sleepy.
2. No, she doesn't.

#### PRONUNCIATION

/u:/	<u>sch</u> ool, <u>r</u> uler, <u>to</u> oth, <u>cho</u> ose, <u>fo</u> od, <u>fl</u> u,
/ɒ/	<u>bo</u> ok, <u>pu</u> t, <u>co</u> ok, <u>loo</u> k, <u>fo</u> otball, <u>go</u> od,

#### GRAMMAR, p.37

#### B. SOME AND ANY

##### 1. Look at bottles and write sentences.

- |                       |                        |
|-----------------------|------------------------|
| There isn't any milk. | There is some milk.    |
| There is some water.  | There is some water.   |
| There is some juice.  | There isn't any juice. |

##### 2. Complete the sentences with **SOME** or **ANY**.

1. Did you have any fruit yesterday?
2. I didn't have any tea for breakfast.
3. Elizabeth had some crisps at school.
4. Was there any meat for lunch?
5. There wasn't any milk for breakfast.
6. There was some yoghurt in the fridge.

**3. Match and write.**

There are some books on the shelf.

There aren't any pupils in the gym.

Are there any reporters here?

There isn't any tea in the teapot.

Is there any soup in your plate?

There is some milk in the fridge.

**GRAMMAR, p.38****C. GOOD AND BAD****2. Complete the sentences.**

She is good at Maths.

He is better at drawing than Elizabeth.

Brian's best friend had flu last week.

She is bad at Art.

Elizabeth is worse at Art than William.

She says Art is the worst subject.

**VOCABULARY, p.39****A. HEALTH PROBLEMS****3. Which health problems can you find?**

1. **COUGH**

2. **COLD**

3. **STOMACHACHE**

4. **TOOTHACHE**

5. **SORE THROAT**

6. **HEADACHE**

7. **FLU**

8. **TEMPERATURE**

**UNIT 8****EVERYDAY ENGLISH, p.40****1. Complete the text using the words in the box below.**

I love it when Mum isn't at home because Dad and I get a take-away from the Chinese restaurant or we go to the fish-and-chip shop. We buy lots of food, but mum says it isn't healthy. When she cooks, she makes boiled vegetables. It is worse than the food in the school canteen! Sometimes I save my pocket money for a month. Then I catch a bus to the fast food restaurant and order a hamburger. I eat it quickly and hurry home so Mum doesn't know!

**2. Complete the sentences using the words in the box below.**

1. I cooked yesterday – I fried some sausages and boiled some vegetables.

2. There is a great recipe for a cake in this book.

3. 'You always get more pocket money than me.' 'Don't be jealous.'

4. I'm going to buy some flour. I don't have enough for the cake.

5. I'll make you a mug of tea.

6. He dropped the glass on the floor and Dad was mad.

7. I love pancakes with jam.

**PRONUNCIATION**

/d/	Saved, order <u>ed</u> , turn <u>ed</u> , shar <u>ed</u> , play <u>ed</u> .
/t/	looked, stopp <u>ed</u> , pack <u>ed</u> , walk <u>ed</u> , work <u>ed</u> .
/ɪd/	Decided, studi <u>ed</u> , shout <u>ed</u> , want <u>ed</u> , hurried

**GRAMMAR, p.41****1. Complete the questions and give short answers.**

Did you study History yesterday? Yes, I did. No, I didn't.

Did Brian fry pancakes last week? Yes, he did. No, he didn't.

**2. Choose the right word and complete the sentences.**

- We played badminton yesterday. (play/played)
- Bess dropped the mug last weekend. (dropped/drop)
- Brian fried the pancakes last week. (fry/fried)
- They did not like the food last Friday. (like/liked)
- Mum didn't cook last week. (cook/cooked)
- Dad didn't phone the restaurant. (phone/phoned)
- Did you work hard last year? (work/worked)
- Did Bess and Sue share their pocket money? (share/shared)
- Did William hurry home? (hurry/hurried)

**3. Look at the picture and write what these people did yesterday.**

- Ron cooked.
- Sam and Jane talked.
- Ben studied.
- Alison played computer games.
- Amy watched TV.

**VOCABULARY, p.42****A. FOOD****1. Put the words into the right box.**

fruit	vegetables	meat and fish
apple, plum, orange, pear, cherry, lemon, grapes, strawberry, banana	watermelon, cabbage, carrot, spinach, potato, tomato, peas, onion	chicken, hamburger, sausage, sardines, tuna

**2. Cooking****Look in the boxes above and write.**

I can fry chicken, hamburgers, sausages, sardines, potatoes

I can boil cabbage, carrots, spinach, chicken, potatoes

I can eat fresh apples, plums, oranges, pears, cherries, lemons, grapes, strawberries, bananas, watermelons, cabbage, carrots, spinach, tomatoes, onions

**3. Use the letters to write the names of five fruits.**

strawberry, cherry, apple, plum, lemon

**B WHERE IS...?****1. Look and answer.**

Where is the spoon? The spoon is **to the right of** the knife.

Where is the fork? The fork is **to the left of** the plate.

Where is the glass? The glass is **next to** the spoon.

Where is the plate? The plate is **between** the knife and the fork.

**WRITING, p.43****1. Adverbs**

Complete the table.

<b>adjective</b>	<b>beautiful</b>	nice	slow	<b>easy</b>	<b>loud</b>	quiet	bad
<b>adverb</b>	<b>beautifully</b>	nicely	<b>slowly</b>	easily	loudly	<b>quietly</b>	<b>badly</b>

1. He spells short words easily.

2. She sings loudly.

3. She reads badly.

4. They run slowly.

5. They sing beautifully.

**3. Recipes**

**Mix**  $\frac{1}{2}$  a kilo of **flour**, 2 **eggs**, a glass of **milk**, a glass of **water**, a teaspoon of **sugar** and a pinch of **salt**. Stir everything well. Heat **oil** in a frying pan and **fry** the pancakes.

**UNIT 9****EVERYDAY ENGLISH, p.44****A Shopping**

1. Elizabeth and her Mum are at the department store.

Mum & E: Hello!

A: Good afternoon. *Can I help you?*

Mrs H: No, thanks. We're just looking.

E: *Excuse me*, have you got this dress in my size?

A: *What size* are you?

E: I'm size 10, I think.

A: Yes, here you are.

E: Can I try it on, please?

A: *Yes*, of course.

A: Is it OK?

Mrs. H. It's perfect. How much is it?

A: It's £14.99.

Mrs H. OK. We'll take it.

A: *Anything else?*

Mrs H: Could you show me boys' trainers, please?

A: Here you are.

Mrs H. Thank you.

**2. Read and answer the questions**

1. They are at the department store.
2. They are looking for a dress.
3. She is size ten.
4. It's £14.99.

**PRONUNCIATION**

/ɔ:/	<u>b</u> ought , <u>t</u> aught, <u>c</u> aught
/e/	<u>s</u> ent, <u>s</u> lept, <u>r</u> ead
/eɪ/	<u>g</u> ave, <u>c</u> ame, <u>m</u> ade

**GRAMMAR, p. 45****1. Complete the questions and give short answers.**

1. Did Elizabeth get a new dress? Yes, she did.
2. Did Mum buy trainers for Brian? Yes, she did.
3. Did Brian go shopping? No, he didn't.
4. Did they buy anything else? No, they didn't.

**2. Make a past simple interrogative, positive and negative sentence for each verb.**

1. Did they buy it? They bought it. They didn't buy it.
2. Did she eat it? She ate it. She didn't eat it.
3. Did we get it? We got it. We didn't get it.
4. Did I see it? I saw it. I didn't see it.
5. Did you take it? You took it. You didn't take it.

**3. Complete the sentences with the right verb.**

- Granny wrote a letter to William.  
 Sue and Bess went shopping yesterday.  
 They didn't read that book.  
 They didn't drink milk yesterday  
 Did you sleep well?  
 Did you make your bed?

**VOCABULARY, p.46****A. Shops and stores****1. Write three things you can buy in these shops.**

- a department store – jeans, a T-shirt, socks
- a pharmacy – medicine, vitamins, pills
- a music store – CDs, DVDs, a guitar
- a baker's shop – bread, rolls, cookies
- a book shop – books, comics, magazines
- a shoe shop – trainers, shoes, boots
- a supermarket – butter, cheese, milk
- a sports shop – a football, a track suit, trainers
- a toy shop – a doll, a toy car, Lego bricks

**B. Clothes****1. Match.**

21 a T-shirt; 22 a jumper; 11 a skirt; 16 a dress; 1 a tracksuit;  
 2 a sweatshirt 8 a shirt; 5 a blouse; 9 a cap;  
 18 a scarf; 3 a belt; 15 a jacket; 4 a raincoat;  
 20 jeans; 13 trousers; 14 shorts; 7 socks;  
 10 trainers; 17 sandals; 19 shoes; 12 boots; 6 gloves;

**3. Complete the sentences with *put on*, *take off*.**

It's very cold. I must put on my jacket.

It's very warm. I must take off my jumper.

Take off your shoes! They are dirty.

Put on your boots! It's snowing today.

**WRITING, p. 47****1. Match and copy**

our-ours, her- hers, your-yours, his- his, their- theirs, my- mine

**2. Now rewrite the sentences so that they mean the same.**

- That bicycle is ours.
- Those socks are theirs.
- This blouse is hers.
- These trousers are his.
- This sweat shirt is mine.
- These trainers are yours.

**3. Can you complete the sentences about Elizabeth**

- |  |   |
|--|---|
| 1. She <u>has</u> long hair.                     | She <u>had</u> very short curly hair.         |
| 2. She <u>wears</u> jeans.                       | She <u>wore</u> a dress.                      |
| 3. She <u>wears</u> trainers.                    | She <u>wore</u> sandals.                      |
| 4. She <u>plays</u> computer games.              | She <u>played</u> with teddy bears.           |
| 5. She <u>lives</u> in a house.                  | She <u>lived</u> in a flat.                   |
| 6. She <u>likes</u> yoghurt.                     | She <u>liked</u> milk.                        |
| 7. She <u>goes</u> to the park with her friends. | She <u>went</u> to the park with her parents. |

**TEST 3****1. Past Simple****a. Complete the sentences with did, didn't**

1. Did Brian have a bad cough last week? Yes, he did.
2. Did Elizabeth and Susan order chips? No, they didn't.
3. Elizabeth didn't buy new trainers.
4. What did Elizabeth drop on the floor?

**b. Complete the sentences with the past simple tense.**

1. They saved enough money last week. (save)
2. A car stopped behind them. (stop)
3. Brian helped his father with the cooking. (help)
4. Elizabeth cooked dinner last night. (cook)

**c. Make the sentences from exercise 2 interrogative**

1. Did they save enough money last week?
2. Did a car stop behind them?
3. Did Brian help his father with the cooking?
4. Did Elizabeth cook dinner last night?

**d. Complete the sentences with the past simple tense.**

1. We had lunch at Grandma's yesterday. (have)
2. She ate cereal for breakfast. (eat)
3. Mum bought me some terrific jeans last week. (buy) .
4. They went shopping last Thursday. (go)

**e. Make the sentences from exercise d. negative**

1. We didn't have lunch at Grandma's yesterday.
2. She didn't eat cereal for breakfast.
3. Mum didn't buy me terrific jeans last week.
4. They didn't go shopping last Thursday.

**2. 'some/any' Complete the sentences,**

1. We had some vegetables for dinner.
2. There wasn't any soup for lunch.
3. Are there any pupils in the classroom?

**3. Comparative and superlative**

1. I've got more books than you. (many)
2. Who is the worst singer of all? (bad)
3. Who is the best footballer in the world? (good)
4. Is William a better footballer than Nick? (good)

**4. Vocabulary****a. Shops****Complete with the name of a shop.**

1. Where can you buy vitamins and medicine? In a pharmacy.
2. Where can you buy bread? At the baker's.
3. Where can you buy CDs? In a music shop.
4. Where can you buy trainers? In a shoe shop.

**b. Food****Choose and write two things for each sentence.**

1. We can boil potatoes, eggs, (vegetables, fruit, meat, water, milk.)
2. We can't boil pancakes, hamburger.
3. We can fry meat, pancakes, (potatoes, eggs, hamburger, fish).
4. We can't fry water, milk.

**c. Health problems**

1. He didn't go to the dentist on time and now he's got toothache
2. You've got a cold because you didn't wear warm clothes.
3. He was in bed for a week because he had a high temperature.
4. She didn't go to the singing competition. She had a sore throat.

## UNIT 10

### EVERYDAY ENGLISH, p.50

#### 1. Match and write.

- |           |                     |
|-----------|---------------------|
| 1. drink  | d. water            |
| 2. play   | i. a game           |
| 3. surf   | a. the Internet     |
| 4. solve  | j. a problem        |
| 5. fry    | c. pancakes         |
| 6. watch  | h. TV               |
| 7. talk   | g. on the phone     |
| 8. print  | b. with the printer |
| 9. send   | f. an e-mail        |
| 10. sleep | e. in bed           |

#### 2. Match the definitions and words

- you use it to write, send and read e-mails, and play games -a computer
- you can talk to your friends on it, but you cannot see them- a phone
- it helps you keep your clothes clean - a washing machine
- it helps you keep your dishes clean- a dish washer
- you use it to stick photos on paper - glue
- you use them when you want to cut paper- scissors
- a place where you can take books -a library
- you use it to cut food- a knife
- you use it to listen to music - an MP3

#### 3. What must you have if you want to...

- .....cut paper? I must have scissors.  
 ..... stick photos on paper? I must have glue.  
 ..... send an e-mail? I must have a computer.  
 ..... print things from your computer? I must have a printer.  
 ..... phone your friends? I must have a phone.

### PRONUNCIATION

/tʃ/	<b>ch</b> air, <b>Ch</b> ina, <b>much</b> , furnit <b>ure</b> , <b>French</b> , pict <b>ure</b>
/dʒ/	<b>J</b> ump, <b>J</b> apan, <b>J</b> ohn, <b>G</b> ermany, ang <b>e</b> l, ag <b>e</b>

### GRAMMAR, p.51

#### A. Present Perfect

#### 2. Rewrite the sentences

- I haven't seen London. I have never seen London.  
 She hasn't been to Spain. She has never been to Spain.  
 They haven't travelled by plane. They have never travelled by plane.

#### 3. Choose and write.

- I have never seen a ghost. never / ever  
 I'm not hungry. I've just eaten. never / just  
 She has never been to Spain. never / ever  
 Have you ever eaten muffins? never / ever  
 Here is the project. We've just finished it. ever / just  
 Have you ever seen a ghost? ever / never  
 They have never travelled by plane. never / ever

**B. must / mustn't****1. Complete the sentences with *must* or *mustn't*.**

1. You must do your homework on time.
2. You mustn't talk in the library.
3. You mustn't be late for school.
4. You must help your family with the housework.

**VOCABULARY , p.52****A. Countries and people****1. Match and complete.****Where are these people from?**

Example: She is French. She is from France.

He is English. He is from England.

They are German. They are from Germany.

We are British. We are from Great Britain.

She is Scottish. She is from Scotland.

I am Serbian. I am from Serbia.

They are Russian. They are from Russia.

He is Greek. He is from Greece.

He is Italian. He is from Italy.

She is American. She is from America.

They are Spanish. They are from Spain.

**2. Do you know the nationality of these people?**

Madonna is American.

Vlade Divac is Serbian.

Harry Potter is British.

Pavarotti is Italian.

Dostoyevski was Russian.

**B. A puzzle****1. Change a letter each time to make a new word.**

BIG	LIKE	CUT	MEAL	TALL
BAG	<u>lake</u>	<u>cat</u>	<u>meat</u>	<u>wall</u>
BAD	<u>late</u>	<u>cap</u>	<u>meet</u>	<u>walk</u>
SAD	HATE	MAP	FEET	TALK

**WRITING , p.53****1. Write what Nick must and mustn't do.**

1. He must set the table.
2. He mustn't eat too much.
3. He must wash up.
4. He mustn't watch TV.
5. He mustn't go to the park.
6. He must feed the dog.
7. He must help the twins with their homework.

## UNIT 11

## EVERYDAY ENGLISH, p.54

## 1. Complete Nick's e-mail with words from the box.

←back next→          send            reply          save          copy            print
<p>From:nick_geo@coolmail.com          To: marko11@petnet.com          Subject: It's nearly summer!          Hi Marko!          How are you?! I've had an awful day. I got to school at the last <b>minute</b> this morning. Dad usually <b>drives</b> me, but today I went <b>on foot</b> . Then our teacher <b>decided</b> to give us a test and I didn't do it very <b>well</b>. I haven't had the most <b>successful</b> year at school – too many bad marks. Mum says I must <b>promise</b> to do better next year. How are your marks this year? When does your school year end?          I've just had some good news. Mum and Dad say that we will <b>fly</b> to Greece in the summer. I think we <b>will</b> stay in a hotel <b>by</b> the beach. Where will you go this summer? What will you do when you are on holiday?          Write soon!          Nick</p>

## 2. Tick the true sentences. Correct the false ones.

1. **X** - Nick had an awful day.
2. He was nearly late for school. ✓
3. **X** - He had a test today.
4. **X** - Nick will go to Greece in the summer.
5. He will stay in a hotel. ✓

## PRONUNCIATION

/ θ /	<b>th</b> anks, <b>th</b> ree, <b>th</b> ink, tooth <b>th</b> ache, <b>th</b> irteen, Elizabeth <b>th</b>
/ ð /	<b>th</b> ey, <b>th</b> at, <b>th</b> is, <b>th</b> eir,

## GRAMMAR, p.55

## 2. Complete the sentences with will, 'll, won't

Don't worry! I'll help you with the housework tomorrow morning.  
 I promise I won't cheat again!  
 Where's your jacket? You'll catch a cold if you don't put it on.  
 Don't eat so much chocolate! You'll get fat!  
 Will you send me a picture postcard from Serbia?  
 We won't buy the T-shirt. It's not the right size.  
 They won't come to the party. They've got flu.

## 4. Complete the sentences

1. I drink milk every day. (drink)
2. They will visit Hungary next year. (visit)
3. We'll have a test next week. (have)
4. Do you like apples? (like)
5. Will you come to my party tomorrow? (come)

**VOCABULARY, p.56****A. Means of transport****1. Find and answer**

Nick will travel to Greece by car.  
 William will go to the park on foot.  
 Susan will travel to Liverpool by train.  
 Elizabeth will go to the cinema by bus.  
 Brian will go to the supermarket on a bicycle.  
 Trevor will go to the library on a motorcycle.

**B. The weather****1. What will the weather be like in Europe next week?**

1. Will it be windy in Athens on Sunday? Yes, it will.  
 2. Will it be hot in London on Friday? No, it won't

**2. What will the weather be like...**

.... in London on Monday? It will be rainy and windy.  
 .... in Rome on Monday? It will be sunny and hot.  
 .... in Paris on Wednesday? It will be cloudy and windy.  
 .... in Belgrade on Sunday? It will be rainy and windy.

**WRITING, p.57****1. Put the words in the right order and make sentences.**

The twins will go to the seaside.  
 Grandpa won't look after Fluffy.  
 Will she look after her baby sister?  
 That boy is looking at me.  
 We are looking for Oxford Street.

**2. Complete the conversation with have, haven't, is, will, won't, 'll,**

A: Have you ever been to Spain?  
 B: No, I haven't. Where is Spain?  
 A: It is in the south – west of Europe.  
 B: Is it a big country?  
 A: Yes, it is.  
 B: Will you go there in August?  
 A: No, I won't. I 'll go to Spain next year.  
 B: How will you travel?  
 A: I think I 'll fly.  
 B: Where will you stay?  
 A: I 'll stay in a hotel.  
 B: Will you send me a postcard?  
 A: Of course, I will.

**UNIT 12****EVERYDAY ENGLISH, p.58****1. Put this conversation in the correct order and copy it.**

A: Hello.  
 B: Hello! Can I speak to William, please?  
 A: I'm sorry. He's not at home.

B: Oh, no! When will he be back?  
 A: At about 12 o'clock. Can I take a message?  
 B: Yes. Can you ask him to phone Moira?  
 A: What's your phone number?  
 B: It's 25077089.  
 A: OK. I'll tell him to phone you. Good bye.

**2. Answer the questions.**

1. Who is B? Moira.
2. Who is not at home? William.
3. When will he be back? At about 12 o'clock.
4. Who will take a message? His mother.

**PRONUNCIATION**

/eə/	the <u>re</u> , cha <u>ir</u> , wea <u>r</u> , ha <u>ir</u> , ca <u>re</u> , the <u>ir</u>
/ɪə/	he <u>re</u> , nea <u>r</u> , hea <u>r</u> , ea <u>r</u> , dea <u>r</u> , ya <u>r</u>

**GRAMMAR, p. 59****A. WOULD LIKE****2. What would they like to get for their birthdays?**

William would like to get a dog.  
 Susan would like a skateboard.  
 Elizabeth would like a computer.  
 Nick would like to get an atlas.

**3. Unscramble and write the sentences.**

I would like to see Great Britain.  
 Would you like to wear a uniform?  
 She wouldn't like to go there.  
 They would like to buy a new house.

**WOULD / WILL****4. Choose and write the correct answer.**

Would the children like live music? Yes, they would.  
 Will you come tomorrow? No, we won't.  
 Would you like to be famous? Yes, I would.  
 Will you write me a postcard? Yes, I will.  
 Will they be at home tomorrow? No, they won't.  
 Would they like to come to the party? No, they wouldn't.

**VOCABULARY, p. 60****A. PARTY IDEAS**

Sarah would like to make sandwiches.  
 Joe would like to play Charades.  
 Kate would like to listen to live music.  
 Jack would like to bring the latest CDs.  
 Sam would like to collect money for fizzy drinks.  
 Jenny wouldn't like a raffle

**B. MUSIC****2. What musical instruments are these?**

<b>RGITAU</b>	<b>RUSDM</b>	<b>DBKEOYRA</b>	<b>IPAON</b>	<b>INVLIO</b>
GUITAR	DRUMS	KEYBOARD	PIANO	VIOLIN

**C. HOBBIES****1. What are their hobbies?**

- Robert's hobby is playing the drums.
- Susan's hobby is playing the violin.
- Trevor's hobby is playing the piano.
- Nick's hobby is playing computer games.
- Elizabeth's hobby is playing volleyball.
- William's hobby is playing football.

**TEST 4****1. The present perfect****b. Complete the sentences with have, has.**

1. Her uncle **has** never been to Scotland.
2. My parents **have** never seen a giraffe.
3. Nick **has** just finished his project.
4. My cousin **has** just had tea.

**c. Choose and write.**

1. Have you **ever** eaten muffins? (never / ever)
2. Here is the project. We've **just** finished it. (ever / just)
3. Have you **ever** seen a ghost? (ever / never)
4. They have **never** travelled by plane. (never / ever)

**d. Complete the sentences with the present perfect tense.**

1. **Have** you ever **been** abroad? (be)
2. I **have** just **seen** Tom. (see)
3. We **have not** the project yet. (not finish)
4. She **has** never **eaten** cereal. (eat)

**2. will - Complete the sentences with will, 'll, won't.**

1. Don't worry! I'll help you.
2. I promise I **won't** be late.
3. **Will** you phone me tomorrow?
4. They **won't** come to the party. They've got flu.

**3. must / mustn't - Complete the sentences.**

1. You **must** do your homework on time.
2. You **mustn't** talk in the library.
3. You **mustn't** be late for school.
4. You **must** help your family with the housework.

**4. would like - Read the questions and write short answers.**

1. Would you like to have a pet? **Yes, I would./No I wouldn't.**
2. Would you like to learn Spanish? **Yes, I would./No I wouldn't.**

## 5 Vocabulary

### a. Complete the sentences

1. Stop talking. The teacher is looking **at** us.
2. I can't find my earring. Will you help me look **for** it?
3. I'm going on holiday tomorrow. Will you look **after** my cat?

### b. Complete the sentences

1. I like talking **on** the phone.
2. I'll send you an **e-mail** tomorrow.
3. They have a **problem** to solve.
4. You mustn't surf the **Internet** after midnight.

### c. Complete the sentences.

1. We are from Italy.
2. I am from Spain.
3. He is French.
4. She is Scottish.
5. They are from Serbia.

**TAPE SCRIPT****TEXTBOOK UNIT 1****WHO ARE THEY?**

Hi. I'm William. My surname is Potter. I'm Scottish. My nickname is Red because of my red hair. My parents often call me Billy. I don't like that - it's so babyish! I'm ten and a half. I love playing football and I'm the best goalkeeper in school. I'm interested in drawing and painting. I hate History because there are so many dates to remember!

Hello. I'm Elizabeth Hopkins. I'm English. My friends call me Bess. My mother also calls me Bess, but when she is angry she calls me Elizabeth. I'm eleven and I love playing volleyball. I think it's fun. I'm interested in number problems. I hate Art because I'm bad at drawing.

Hello. My name is Nicholas Taylor, but everybody calls me Nick. I'm English. I'm eleven and a half and I'm in year seven. I love playing computer games. I'm also interested in studying maps and I like finding new rivers and mountains. I hate doing tests. They are so boring.

Hi! I'm Sue. My real name is Susan. My surname is Smith. I'm English. I'm eleven years old and I'm in year seven. I love reading and I'm interested in foreign countries. I'm good at foreign languages. I don't like Maths because it's very difficult.

**2. 🎧 Listen and check your answers****Text to be recorded UNIT 1 A**

Hi. I'm William. Art is my favourite subject.

Hi! I'm Sue. My favourite subject is French.

Hello. I'm Elizabeth Hopkins. My favourite subject is Maths.

Hello. My name is Nicholas Taylor. My favourite subject is Geography.

**TEXTBOOK UNIT 1 B****Do you have a minute?**

William and Susan are in the schoolyard. A TV reporter is there and many children are around him. The reporter wants to interview some pupils. They are excited!

W: What's the fuss about? Is it about the new uniforms?

S: No, it's not! Look at the man with a camera!

W: The tall one? Who is he?

S: He's a TV reporter. He wants to interview some pupils.

W: Oh, cool! Can I talk to him? I want to be on TV. I want to be famous.

S: But you're already famous. You're the best goalkeeper in school.

W: Yes, I am. I'm famous at this school. But, I'm not famous in Britain, in Europe, in America...

S: You want to be the new David Beckham!

W: Who?

S: B-E-C-K-H-A-M! Beckham!

W: No, I want to be better than him.

S: Oh, come on. Stop boasting!

## WORKBOOK PRONUNCIATION

- Listen, read and copy into the right box.

Pete, sick, Nick, street, meet, trick, pick, feet, meat, read, kid, Jill, meal, sit

## TEXTBOOK UNIT 2 A

25 Baker Street  
Kingston KT 27JX  
ENGLAND  
19<sup>th</sup> September

Dear Marko,

Thanks for your letter. Your school is so interesting! Do you want to know about my school?

I go to Kingston school. It's quite a big school and it's in the south of England, in London. It's a mixed school, for both boys and girls. You know, here in England, there are schools only for boys and only for girls, but I don't think that's much fun. My cousin Claire studies at a girls' school. She also goes to school on Saturday mornings. Poor her! She must travel to school by bus. She's not very happy there, but she likes her school uniform.

We wear uniforms, too. My mother says that our uniforms are nice, but I don't think so! I prefer jeans and a T-shirt. Does your school have uniforms?

We go to school all day. It's awful. Our classes start at half past eight and the lunch break is at one o'clock. It lasts for an hour. Afternoon classes end at half past three. After school, I go home by bus. Susan is lucky. Her house is near school so she walks home.

I must go now because I must do my homework.

Best wishes,  
William

### 4 Listen and check

William and Susan go to a mixed school, but Claire doesn't go to a mixed school.

William, Claire and Susan all wear uniforms.

Only Claire goes to school on Saturdays.

William and Claire live far from school. They travel by bus. Susan doesn't live far from school. She walks home.

## WORKBOOK PRONUNCIATION

-  Listen, read and copy into the right box.

goes, writes, lives, studies, does, shouts, walks, likes, teaches, wears, uses, watches, plays, has, listens

## TEXTBOOK UNIT 2 B TIME AND TIMETABLES

Today is not William's favourite day because he has two Maths lessons in the morning.

W: What time is Maths today?

S: It starts at twenty past ten and ends at twelve o'clock.

W: How many Maths lessons a week do we have?  
 S: Let me see the timetable - two on Monday, two on Tuesday and two on Thursday. We have Maths six times a week.  
 W: SIX times a week! That's TWENTY-FOUR times a month! That's too much.  
 S: I don't think so. Maths is fun.  
 W: You say it's fun. I say it's boring.  
 S: You mean it's difficult. I know you're bad at Maths.  
 W: Claire says it's difficult, not me. I just don't like numbers.  
 S: But numbers are important!  
 W: Do you want to know what is important?  
 S: What?  
 W: Football!  
 S: Oh, you boys!

## TEXTBOOK UNIT 3 A

### A DAY AT SCHOOL

William is dreaming in the classroom. What is he thinking about? He is dreaming about football, of course.

Hooray! It's Thursday, my favourite day! We have PE today! What a lovely day for it! When the weather is nice, we often go to the playground. The boys usually play football and some of the girls play with us. They are quite good! Other girls play volleyball or badminton, but we never play with them. We sometimes go rowing, too. When it rains, we are never outside. We always go to the gym and we play squash, climb ropes and do gymnastics there. We often go swimming, too. There is a big swimming pool at our school.

### 3. 🎧 Listen and check your answers.

1. FALSE. William's favourite day is Thursday.
2. FALSE. The weather is nice today. It's a lovely day for football.
3. FALSE. Some of the girls play football with the boys.
4. FALSE. The boys never play volleyball with the girls.
5. TRUE. When it rains, the children aren't outside. They go to the gym.

## WORKBOOK

### PRONUNCIATION

🎧 Listen, read and copy into the right box.

hand, red, ten, test, ham, cat, hat, hen, at, bed, best, Sam

## TEXTBOOK UNIT 3 B

### OH NO! A TEST!

What is the teacher saying? Oh, no. We're having a maths test today! Look! The teacher is counting the test papers and Sue is helping him. Now he's giving the papers to her. Some pupils have mobile phones. How clever! But, look! The teacher is taking their phones away from them. Now Sue is giving out the papers. Oh, God! Please let it be easy!

B: What are you doing William?! Are you trying to copy from me?

W: The problems are so difficult! Can you help me, Bess?

B: Oh, no. Not again! You always want me to help you! You never practise enough.

W: Please, please, Bess! I don't want to get a bad mark. You know I'm terrible at maths.

B: Stop talking! The teacher is looking at us. We're in trouble now!

Teacher: You two are cheating! Give me your tests!

W and B: We aren't cheating, sir!

### TEXTBOOK UNIT 3 C

#### Song

Mr Tate's a teacher  
He teaches all day long  
He reads and writes  
And sometimes shouts  
And then he sings this song.

I'm a super teacher.  
I teach all day long  
I read and write  
And sometimes shout  
And then I sing this song.

Mrs Tate's an artist  
She draws all day long  
She draws and paints  
And cleans her brush  
And then she sings this song.

I'm a super artist  
I draw all day long.  
I draw and paint  
And clean my brush  
And then I sing this song

---

### SUSAN'S STORY

#### TEXTBOOK UNIT 4 A

##### A short holiday

All the tests are done and my half-term report is not so bad. We have a short holiday from Monday. It's much shorter than the Christmas holiday, but I don't care. I always play a lot and visit my relatives. Oh, and I help my Mum with the housework.

My Mum and I live in a wonderful flat in London. It's the biggest in our street.

My Dad lives in Liverpool and he comes to visit twice a month. I sometimes spend my holidays with my Dad in Liverpool. It's a big city, but much smaller than London.

I like going there. My Dad takes me to the port and we always visit different museums. He also takes me to football matches. Liverpool has two football clubs and they are very famous. We often go to see a horse race. I love horses. They are beautiful animals

#### Listen and check your answers.

1. It's not the end of the school year. It's the end of half-term.

2. Susan always plays a lot when she's on holiday.
3. Susan's flat is the biggest in the street.
4. There are many museums in Liverpool.
5. Football is very popular in Liverpool.

## WORKBOOK

### PRONUNCIATION

Listen, read and copy into the right box.

hot, socks, on, tall, John, clock, pot, port, four, Tom, for, door, talk, all,

## TEXTBOOK UNIT 4 B

### Housework

It's Monday and Mrs. Smith is at work. Susan is at home with her friend Elizabeth. They are on holiday.

Mrs. Smith: Hello, is that you Susan?

Bess: Hello, Mrs. Smith. It's Bess speaking. Sue's busy at the moment.

Mrs. Smith: What's she doing?

Bess: She's vacuuming the carpet. Here she is!

Susan: Hello, Mum!

Mrs. Smith: What are you doing, love?

Susan: Bess is helping me with the housework. She's dusting the room and I'm vacuuming. We're going to take the rubbish out later on.

Mrs. Smith: Good girls! Don't work too hard. Go out and play!

Susan: Don't worry, Mum. We're not going to work all day. First, we're going to wash up and then we're going to play. Why are you calling?

Mrs. Smith: I'm going to be late home this evening.

Susan: Why?

Mrs. Smith: I'm going to visit Granny on the way home. She's not feeling well.

Susan: Oh! Are you going to call the doctor?

Mrs. Smith: Maybe. I don't know. Don't worry. Bye, now.

Susan: Bye, bye Mum.

### A RHYME

**There is a young boy from Aberdeen,  
Who likes his rooms all tidy and clean,  
He vacuums all night,  
And washes all day,  
But of course he has no time to play.**

## TEXTBOOK UNIT 5 A

### Susan's home

**"This is my flat.** I live in a block of flats very near school. There's a park in front of the building and some shops. My flat is on the third floor. It's a great flat with two bedrooms, a living room, a dining room, a kitchen, a bathroom and two balconies."

**3. 🎧 Listen and check****Rooms**

- A living room
- B bedroom
- C bathroom
- D kitchen
- E dining room
- F balcony

**Furniture**

1. a cupboard
2. a bath
3. a washing machine
4. a shower
5. a dishwasher
6. an armchair
7. a toilet
8. a bookshelf
9. a cooker
10. a mirror
11. a basin
12. a sink

**My room**

My room is not very big, but I think it is the best room. There are a lot of interesting posters on the walls and there is a huge one above my bed. My bed is in the corner near the door. My desk is near the window and there are always lots of CDs and DVDs, comics, notebooks and magazines on it. My computer is on my desk, too. There are two boxes under my desk. They are full of toys. There is a big shelf next to my desk where I keep my books. The cupboard is in the corner opposite the bookshelf, but my clothes are quite often on the floor. There is a small sofa between the bookshelf and the cupboard. When I change in a hurry, I just leave my things on the sofa or on a chair. There are two chairs in my room. One is behind the door and one is next to the desk. My room isn't always tidy and that makes my Mum mad!

**7. 🎧 Listen and check your answers.**

Picture 1a: There is a small sofa between the bookshelf and the cupboard.

Picture 2a: Susan's clothes are often on the floor near the cupboard.

Picture 3b: There is a chair behind the door. Susan often leaves her clothes on it when she is in a hurry.

**WORKBOOK  
PRONUNCIATION****🎧 Listen read and copy in the right box.**

girl, curly, bird, third, thirty, thirteen, first, ago, about, again, seven, eleven

## TEXTBOOK UNIT 5 B

### English breakfast

On Sundays Susan's mum always prepares a real English breakfast.

M: Hurry up, Sue! It's quarter past ten. Breakfast is ready!

S: Coming!... Here I am!

M: Quickly! Sit down! Your bacon and eggs are getting cold.

S: I can't eat bacon and eggs. Can I just have some cereal?

M: No, you can't! Is this some silly diet?

S: No, Mum. Our teacher says that bacon isn't healthy. Anyway, bacon's the most disgusting thing in the world.

M: Oh, I see! Bacon isn't healthy because YOU don't like it, but hamburgers are good for you because you like them!

S: Oh, good! Are we going to have burgers for lunch?

M: No! We're going to have lunch at Grandma's today! Auntie Ann, Uncle Pete, Sarah and Jim will be there, too.

S: Great! Granny makes the most wonderful roast beef. Will Uncle Dave be there, too? It's always more interesting when he is.

M: Maybe. Oh, and tidy your room before we go. Bacon's not the most disgusting thing in the world – your room is!

## TEXTBOOK UNIT 6 A

### Meet my family

Here's a photo of me and some of my relatives.

#### 2. Listen and check

1. My mum has got blond hair and blue eyes. She's called Emma.
2. My grandma's name is Lynn. She's got grey hair and blue eyes.
3. My grandpa has got brown hair. His name's Ron.
4. My aunty also has brown hair. Her name's Ann.
5. Ron's son-in-law is called Pete. He is Ann's husband and my uncle.
6. My cousins are Sarah and Jim.

Yesterday was a special Sunday. It was Grandma Lynn's 67<sup>th</sup> birthday. Grandma Lynn and Grandpa Ron were very excited. Mum and I were at their house at four o'clock sharp. The Browns, Auntie Ann, Uncle Pete and my cousin Sarah, were late. Sarah's brother, Jim, wasn't there because he was ill. He was in bed all day.

#### 4. Listen and check

1. It was Sunday yesterday.
2. It was Grandma Lynn's birthday. She is 67.
3. Sue and her mum were at the party first.
4. He was ill.
5. Yes, he was. He was in bed all day.

## WORKBOOK PRONUNCIATION

 Listen, read and copy into the right box:

father, mother, aunt, brother, uncle, son, mum, muummy, cousin, grandma, grandpa,  
husband

## TEXTBOOK UNIT 6 B Isn't he cute?

Susan and Sarah are in Grandma's backyard. They are chatting as usual.

Susan: Where were you last night?

Sarah: I was at school.

Susan: You were at school on Saturday!?

Sarah: Yes. There was a dancing competition.

Susan: Were your parents with you?

Sarah: No, of course, they weren't.

Susan: Was Moira's boyfriend there?

Sarah: Boyfriend? Which one? She's got two boyfriends!

Susan: No, she hasn't. Her boyfriend's one of the Blakes – the oldest brother. I think he's got an earring in his left ear.

Sarah: Oh, yes. Robert. He's got two brothers. He's the one with long, dark, curly hair. He always wears green trainers!

Susan: Isn't he cute?! He's got a lovely smile!

Sarah: Not my type! He's got a big nose and funny blue eyes.

Susan: You know what I think? I think you're jealous!

### Listen and match.

1. Hi! I've got dark curly hair, blue eyes and glasses. I'm pretty.
2. Hello! I've got short fair hair and brown eyes and an earring. I'm clever.
3. Hi there! I've got long fair hair, blue eyes and a cap. I'm handsome.
4. Hello kids! I've got long dark hair, dark eyes and earrings. I'm cool.

## TEXTBOOK UNIT 6 C

### Song

#### The elephant

I'm a big grey lump  
And I thump, thump, thump  
Through the jungle, hot and green;  
With my long white tusks  
And my great big trunk,  
I'm the biggest thing you've seen.

Thump! Thump! Thump!  
Trumpety trump,  
An elephant am I.  
I'm the biggest living animal  
Under the jungle sky.  
I thump, thump, thump,  
Trumpety trump,

An elephant am I;  
I thump, thump, thump,  
Trumpety trump,  
An elephant am I;

See me suck the cool water  
Up my trunk,  
See me squirt it over me.  
With my big long trunk  
I can reach quite high,  
Eat bananas off a tree.

Thump! Thump! Thump!  
Trumpety trump,  
An elephant am I.  
I'm the biggest living animal  
Under the jungle sky.  
I thump, thump, thump,  
Trumpety trump,  
An elephant am I;  
I thump, thump, thump,  
Trumpety trump,  
An elephant am I.

## TEXTBOOK UNIT 7 A

### WHAT'S THE MATTER, BRIAN?!

My brother Brian wasn't at school last week because he was ill. On Monday, he had a headache and on Tuesday he had a sore throat. Then on Wednesday he had a high temperature and he was very tired and sleepy. On Thursday, he had a bad cough, and on Friday he couldn't stop sneezing! It was flu. He was in bed for a week and he was all alone. He was so bored - he didn't have any new computer games to play and he didn't have any new books to read. There was nothing on TV and he didn't have any friends to play with.

Now he's better and he can go to school again. In fact, for the first time in his life, he's even excited about going to school! There's only one problem – today, I've got toothache, Dad's got stomachache, and Mum's knees hurt, and we're all at home in bed!

#### 2 Listen and check.

In Picture A, Brian has a sore throat. It was Tuesday.

In Picture B, Brian has a high temperature and he is tired and sleepy. It was Wednesday.

In Picture C, Brian has a cough. It was Thursday.

In Picture D, Brian has a headache. It was Monday.

In Picture E, Brian is sneezing. It was Friday.

## WORKBOOK

### PRONUNCIATION

 Listen, read and copy into the right box.

school, book, ruler, put, tooth, cook, look, flu, football, choose, good, food

**TEXTBOOK UNIT 7 B****Dinner time**

It's two days later. The Hopkinses are at the kitchen table. They are having dinner.

Mr Hopkins: My stomach's finally better!

Mrs. Hopkins: Good! Have some vegetables, Bess!

Elizabeth: No, thanks, Mum. I can't eat anything. I'm not feeling well.

Mr. Hopkins: What's the matter, love? Have you still got toothache?

Elizabeth: Yes, it's worse than yesterday and I also had stomachache this afternoon.

Mr. Hopkins: What did you eat at school?

Elizabeth: Nothing much. I had some crisps at the break.

Mrs. Hopkins: And what about lunch?

Elizabeth: I didn't have any lunch. Oh, yes, I did... I had some bread and cheese.

Mr. Hopkins: Did you have any fruit?

Elizabeth: No, there wasn't any fruit. I just had some chocolate pudding.

Brian: And on the way home she 'just' had a hamburger and three bars of chocolate!

Mrs. Hopkins: Is that true, Elizabeth? No wonder your tummy hurts!

Elizabeth: I was hungry, Mummy!

(to Brian): You're such a telltale, Brian! I'll never talk to you again! You're the worst brother ever!

**TEXTBOOK UNIT 7 C****Rhyme**

Can anyone tell me,  
Can anyone show me,  
What to do when I sneeze?

You take your hankie,  
You wipe your nose,  
You say 'Excuse me, please!'

---

**TEXTBOOK UNIT 8 A****School dinners! Yuck!**

Last week, Nick, Red, Sue and I saved our pocket money and on Friday we decided to get a take-away after school because we were hungry. We didn't like the lunch in the school canteen – boiled cabbage, carrots and fish. Yuck! Maybe it's healthy, but it's disgusting!

There are three take-away places near our school. The fish-and-chip shop is just round the corner, the Indian restaurant is opposite school, and there's a fast food restaurant to the left of the school – it's my favourite and the cheapest.

The boys had chips, Sue had a sandwich and I ordered a hamburger. The man packed the food nicely in a bag and we walked quickly to the park. We had our food there and enjoyed it very much. We talked and laughed loudly. Everyone looked at us.

After that, William hurried to catch his bus and Sue, Nick and I walked slowly home. But then a car stopped behind us and somebody shouted loudly, 'Is that where your pocket money goes, Elizabeth?' I turned around. It was my Mum. She was mad!

Now I'm grounded for the weekend and... no pocket money for a month!

**4  Listen and check.**

1. NO. The children didn't want to go to the zoo. They decided to get a take-away from a restaurant.

2. NO. The fast food restaurant is the cheapest.
3. NO. The children didn't have their food in the restaurant. They had it in the park.
4. YES The children walked slowly home.
5. NO. It was Elizabeth's mother who shouted loudly.

## WORKBOOK PRONUNCIATION

 Listen, read and copy into the right box.

saved, decided, looked, stopped, ordered, packed, walked, studied, shouted, turned, shared, worked, played, wanted, hurried

## TEXTBOOK UNIT 8 B

### Elizabeth can cook

Last week Mrs. Hopkins was away on business in Leeds. Elizabeth, Brian and their father shared all the housework. They even cooked some meals. They ordered food twice from the Indian restaurant.

Mum: The house is so tidy. Who did all the housework?

Dad: Brian and Bess, of course!

Elizabeth: No, we only helped Dad.

Brian: And I helped Bess with the food.

Elizabeth: Yeah right! You just ordered some Indian food.

Brian: And I fried the pancakes!

Elizabeth: That's right, and you dropped four of them on the floor!

Brian: What about the red mug?! You dropped that on the floor.

Mum: Never mind! How do you know how to make pancakes, Brian?

Elizabeth: He can't make pancakes. I looked in the recipe book. I mixed some flour, eggs, milk, water, oil, sugar and salt.

Dad: Our Bess can cook very well.

Brian: Yeah, Bess is a great cook. She can boil eggs perfectly!

Elizabeth: You're just jealous! You can't even boil water!

Dad: That's enough, you two!

### 7 Look, listen and match.

1. I didn't want to drop it.
2. Did you fry the pancakes? No, I didn't.
3. Did you order a hamburger?
4. I played basketball yesterday.

## TEXTBOOK UNIT 9 A

Sue and I went window shopping at the shopping centre near my house last week. Mum told me to look for a dress to wear for Easter. We saw some terrific clothes – tracksuits, trainers, trendy jeans and colourful T-shirts. But we didn't see any nice dresses. I don't like dresses much, but I must wear them sometimes.

So, on Thursday evening, Mum took me to a department store in Oxford Street. We caught the Tube because it's faster than going by car.

The store is huge. The women's department is on the ground floor, the men's is on the first floor, and the children's department is on the second floor.

There were girls' dresses in all sizes and colours. First, I chose a lovely long yellow dress with short sleeves, but they didn't have one in my size. Then, I saw another yellow dress, but it was too expensive. In the end, my Mum found a wonderful yellow and blue dress. It was perfect for me and we bought it. Mum also got a pair of white trainers for Brian.

### 3. Listen and check

1. In this shop you can buy all kinds of books and magazines. The bookshop is C.
2. In this shop you can buy CDs, DVDs and DVD players, MP3 players, guitars and other instruments. The music shop is D.
3. In this shop you can buy fresh bread, rolls, muffins and buns. The baker's is E.
4. When you aren't feeling well, you can buy medicine and vitamins at this shop. The pharmacy is F.
5. You can buy trainers, sweatshirts, jeans, and all kinds of sports clothes in shop A, the sports shop.
6. You can buy a skateboard, a football, Monopoly, chess and many other games and toys in shop B, the toy shop.
7. Elizabeth and Susan were interested in shop A, the sports shop.

## WORKBOOK PRONUNCIATION

 Listen, read and copy words with the same sound into the right box.

bought caught taught    read sent slept    came gave made

## TEXTBOOK UNIT 9 B

There was a football match at school on Saturday morning. It was very exciting. A boys' team played against a girls' team. Brian and I **went** there early. We each **wore** our team's colours. The boys **wore** dark blue caps and the girls wore light green caps and scarves. William had special trainers – they were dark blue with a silver star.

Nick: Wow! Look at Red's trainers!

Brian: They're exactly like mine!

Nick: No way! Yours don't have a star! Anyway, I **heard his** are from America.

Elizabeth: Where **did you get** your trainers from? They're so cool.

William: My Gran **sent** them to me from Scotland, but they're Japanese.

Sue: Lucky you! Did you get anything else?

William: Yes. Two pairs of socks, a DVD and a book.

Sue: Which one?

William: David Copperfield.

Sue: Really! Could you lend it to me, Red?

William: Sorry. Moira **came** to my house yesterday and I **gave** it to her.

Sue: Then I must go to the library!

## RHYME

### The wise old owl

A wise old owl lived in an oak,  
The more he heard, the less he spoke,  
The less he spoke, the more he heard,  
Why can't we be like that wise old bird?!

**TEXTBOOK UNIT 9 C****Song****The grand old Duke of York**

The Grand Old Duke of York,  
 He had ten thousand men.  
 He marched them up to the top of the hill,  
 And he marched them down again.

And when they were up, they were up.  
 And when they were down, they were down.  
 And when they were only half way up,  
 They were neither up nor down.

**TEXTBOOK UNIT 10 A****I'M A GEOGRAPHY FAN!****2. 🎧 Listen and check!**

My universe: The order of the planets is: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Neptune, Uranus, and Pluto.

My continent and its capital cities:

Paris is the capital of France.

London is the capital of England.

Rome is the capital of Italy.

Athens is the capital of Greece.

Madrid is the capital of Spain.

Budapest is the capital of Hungary.

Moscow is the capital of Russia.

Belgrade is the capital of Serbia.

Dear Diary,

A few days ago, we went to the library and found some books for our geography project. Then we bought some magazines and cut some pictures out. Last night I surfed on the Internet until 2am. I printed out lots of things for the project. I've never worked on my computer for so long!

I've just got up and I'm very tired. We haven't finished the project yet. It's interesting, but difficult. Bess has a Greek penfriend, but she has never been abroad and Red and I have never read about the planets. I don't think we are going to finish it on time.

**WORKBOOK****PRONUNCIATION****🎧 Listen, read and copy into the right box.**

chair, jump, Japan, China, much, furniture, French, John, age, Germany, cage, picture

**TEXTBOOK UNIT 10 B****We must finish the project!**

Nick's twin brothers Daniel and Donald are seven. They always get up early because they go to bed early.

Dan: Come on, Nick! Get out of bed!  
Nick: Leave me alone! I went to bed late last night.  
Don: Mum says you must come and have breakfast.  
Nick: I'm sleepy, not hungry! Get out of my room!  
Dan: Watch out! Mum's coming! (Footsteps can be heard)  
Mrs Taylor: Why are you still in bed?  
Nick: Can I stay in bed a bit longer?  
Mrs T.: No, you can't. It's almost 9 o'clock.  
Nick: But I went to bed at midnight.  
Mrs T.: At midnight?! Young man, you must be in bed before 10 o'clock when you have school the next day.  
Nick: But I was on the Internet...  
Mrs T.: The Internet?! You know you mustn't use the computer late at night.  
Nick: But we must finish our geography project. We must give it to the teacher on Friday.  
Mrs T.: What? You haven't finished it yet! You got the project ten days ago. Oh, Nicholas! You mustn't leave your homework until the last minute.  
Nick: I know, Mum, but we've never had a big project before! Look at the list on my desk. It's all the things we must do!

---

## TEXTBOOK UNIT 11 A

### Promises! Promises!

31<sup>st</sup> December

Dear Diary,

Well, it will be New Year's Day tomorrow and it's time to make some promises for the following year!

1. I won't leave my homework until the last minute.
2. I will help mum more with the housework.
3. I will walk to school more often.
4. I will have an exciting summer holiday.

It's nearly the second half of the year and I've just looked back at the promises I made last December. Am I successful this year? Well, I haven't finished the project yet, and mum says I still don't do my homework on time. She is happier now because I vacuum the living room once a week and take the rubbish out every day. Dad still drives me to school. I prefer going by car to walking. I hate going on foot! We will soon finish school for the summer. I've never had an exciting summer holiday, but this year mum says we will go to Greece. That will be great! I think we'll fly there and stay in a hotel by the beach, but Mum and Dad haven't decided yet.

### 3. Listen and check

1. No, it isn't. He hasn't finished the project yet.
2. It's June. It's nearly the second half of the year and school will finish soon.
3. He vacuums the living room once a week, that is four times a month.
4. No, he doesn't. He hates going to school on foot.
5. Nick will travel by plane. He thinks they will fly.

## WORKBOOK PRONUNCIATION

 Listen, read and copy into the right box.

they, that, thanks, think, tooththache, this, their, three, thirteen, thirty,

## TEXTBOOK UNIT 11 B Holidays in Greece

Nick's mum and dad are looking at ads for their summer holiday. They are looking for a hotel in Greece.

Mum: Look at this ad. The Grand Hotel. It's got a huge swimming pool. That will be good for the kids.

Dad: Yes, but it's quite expensive and it's a long way to the beach. Guests must go by car or bus. I like walking to the beach.

Mum: You're right. And look! I can't believe it! You can't take dogs there. Who will look after Fluffy?

Dad: This hotel is better. The Beach Hotel. We can walk to the beach and it's cheaper.

Mum: And we can take Fluffy. Nick will be happy. He can play tennis there as well.

Dad: Also, it doesn't have a disco. That means I will sleep well. I hate loud music.

Mum: Do you want to go for 1 week or 2?

Dad: I think we'll go for 2 weeks. There's a lot to see in Greece.

Mum: And the weather will be nicer than here in Britain. It will be sunny and hot.

Dad: I hope so! It always rains here. Do you remember last summer?

Mum: I'll never forget it!

## TEXTBOOK UNIT 12 A

### Let's have a party!

The end of school is near. We always have a party at school on the last Saturday in June. The weather in June is usually nice, so we have a party in the school yard. This year we want our party to be the best ever!

Yesterday we had a class meeting. Miss Blake asked us to write down our ideas for the party. She told us to think about an exhibition, music, games, competitions, a lottery, and food and drinks for the party.

Would you like to see our ideas?

1. *We can have a dancing competition! We've never had one before. Sue*
2. ***I'll collect money for fizzy drinks. Sam***
3. *A karaoke competition would be great. Elizabeth*
4. *Everybody would like to eat sandwiches. I'll make 50 of them. Sarah*
5. *We can have an exhibition of our best paintings. William*
6. *We can play Charades! It's a great game for parties! Joe*
7. *My dad can bring some fantastic lights. Tom*
8. *I'll bring the latest CDs. The latest hip-hop! Jack*
9. *I'll ask 'The Whizzkids' to play for us! Live music is the best! Kate*
10. ***I wouldn't like a raffle! It's boring! Jenny.***

There were many different ideas but we all agreed on one thing – the music.

We all want to have a live band. We have a terrific school band called 'The Whizzkids'. When they are on stage, they always wear black. Moira is the singer, but she also plays the guitar. Her boyfriend Robert plays the drums and his brother plays the keyboard.

I love listening to their music.

3.  **Listen and check**

1. Sam likes cola. He likes fizzy drinks.
2. Kate is interested in a band. She likes live music.
3. Elizabeth and Sarah think that food is important.
4. Joe is good at acting. He likes playing Charades.
5. Susan loves dancing.
6. William wants people to see his pictures. He'd like to have an exhibition of paintings.

## WORKBOOK

### PRONUNCIATION

 **Listen, read and copy into the right box.**

here, chair, near, wear, hear, there, hair, ear, year, care, their, dear,

## TEXTBOOK UNIT 12 B

### Nick is worried!

When I came home from the park this morning, my mum told me that Moira phoned. Strange! She has never phoned me before. I don't know who gave her my phone number. I must phone her at 12 o'clock. I wonder what she wants to tell me. Mum said her voice was strange. I hope she isn't ill! It would be a disaster! 'The Whizzkids' have promised to play for us at our party.

M: Hello.

N: Hello! Is that you, Moira?

M: Yes, Nick. It's me.

N: What's the matter with your voice?

M: I've got a sore throat and a high temperature as well.

N: Oh, no. The party's in three days!

M: I'm sorry, Nick, but I must stay in bed for a week.

## PROMISES

I promise! I promise!

I'll be polite,

I won't do anything

That isn't right.

I'll always say SORRY,

THANK YOU and PLEASE!

I'll even start

Eating cheese.

I'll start eating cabbage,

It's better than meat!

I won't say YUCK

To the food I eat.

I'll help old people

Crossing the street,

I'll do my tests

And I won't cheat.

I'll read my books,  
 I'll practise maths,  
 I'll feed stray dogs,  
 I won't tease cats.

I'll cut my nails,  
 I'll wash my hair,  
 And of my teeth  
 I'll take good care.

I won't talk back  
 To Mum and Dad.  
 I cross my heart!  
 I won't be bad!

## TEXTBOOK UNIT 12 C

### Song

She'll be coming round the mountain when she comes,  
 She'll be coming round the mountain when she comes,  
 She'll be coming round the mountain, coming round the mountain, coming round the  
 mountain when she comes.

Singing 'Aye, aye, yippy, yippy, aye'

Singing 'Aye, aye, yippy, yippy, aye'

Singing 'Aye, aye, yippy,

Aye, aye, yippy,

Aye, aye, yippy, yippy, aye'

She'll be driving six white horses when she comes.....,

Singing 'Aye, aye, yippy, yippy, aye'.....

She'll be wearing pink pyjamas when she comes...

Singing 'Aye, aye, yippy, yippy, aye'...

Jonathan Pendlebury

Зорана Ненезић

ENJOYING ENGLISH

Енглески језик за 5. разред основне школе

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