

# STOPWATCH



Teacher's Guide

Starter

Geraldine D. Geniusas



# STOPWATCH

Teacher's Guide

**Starter**

Geraldine D. Geniusas



58 St Aldates  
Oxford  
OX1 1ST  
United Kingdom

© **2017 Ediciones Santillana, S. A.**  
Leandro N. Alem 720  
C1001AAP Buenos Aires, Argentina

First published by  
© **Richmond Publishing, S.A. de C.V.**  
© **Text: Geraldine D. Geniusas**

ISBN: 978-950-46-5273-1

**Publisher:** Mabel Manzano  
**Editorial Team:** Suzanne Guerrero, Kimberly MacCurdy, Cara Norris, Hipertexto, Mónica Tosi  
**Art and Design Coordinators:** Karla Avila, Jaime Angeles  
**Design:** Karla Avila, Jaime Angeles  
**Layout:** Erick López, Daniel Mejía, Perla Zapien, Virginia María Lasta  
**Cover Design:** Karla Avila  
**Cover Photograph:** © Thinkstock.com Ryan McVay / Photodisc (young man breakdancing)  
**Recordings:** Javier Lupiáñez

Queda hecho el depósito legal que marca la ley 11.723.  
Impreso en Argentina. Printed in Argentina.  
First Edition Published 2017

The publishers would like to thank all those who have contributed to the development of this course.

Websites given in this publication are all in the public domain and quoted for information purposes only. Richmond has no control over the content of these sites and urges care when using them.

All rights reserved. No part of this book may be reproduced, stored in a retrieval system or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without prior permission in writing from the Publisher.

*The Publisher has made every effort to trace the owner of copyright material; however, the Publisher will correct any involuntary omission at the earliest opportunity.*

Este libro se terminó de imprimir en el mes de julio de 2017, en FP Compañía Impresora, Beruti 1560, Florida, Buenos Aires, República Argentina.

Geniusas, Geraldine D.

Stopwatch Starter : Teacher's Book / Geraldine D. Geniusas. - 1a ed. - Ciudad Autónoma de Buenos Aires : Santillana, 2017. 88 p. + CD-DVD ; 28 x 22 cm.

ISBN 978-950-46-5273-1

1. Enseñanza de Lenguas Extranjeras. 2. Inglés. I. Título. CDD 420



# Contents

- 4 Scope and Sequence
- 6 Introduction to the Teacher's Guide
- 10 Unit 0 What's your name?
- 14 Unit 1 Where are you from?
- 26 Unit 2 What is your favourite subject?
- 38 Unit 3 What is family?
- 50 Unit 4 What is home?
- 62 Unit 5 What do you love doing?
- 74 Unit 6 What's your routine?
- 86 Verb List
- 87 Audio CD Track List

# Scope & Sequence

Unit	Vocabulary	Grammar	Skills
 <p><b>What's your name?</b></p>	<p><b>Greetings and farewells:</b> hi, hello, goodbye, bye, see you, good morning / afternoon / evening, nice to meet you, good night</p> <p><b>Parts of the day:</b> morning, noon, afternoon, evening</p> <p><b>Colours:</b> green, blue, purple, black, red, orange, yellow, white, brown, pink</p> <p><b>Personal items:</b> bike, skate, notebook, smartphone, stopwatch</p> <p><b>Letters of the alphabet:</b> A to Z</p> <p><b>Numbers:</b> 0 - 20</p>	<p>The verb <i>be</i>: contractions</p>	<p><b>Listening:</b> Understanding instructions</p> <p><b>Speaking:</b> Interacting with others</p>
 <p><b>Where are you from?</b></p>	<p><b>Countries and nationalities:</b> Argentina / Argentinian, Australia / Australian, Brazil / Brazilian, China / Chinese, Egypt / Egyptian, France / French, Greece / Greek, India / Indian, Italy / Italian, Japan / Japanese, Peru / Peruvian, Thailand / Thai, The United Kingdom (The UK) / British, The United States ( The US) / American, Turkey / Turkish</p>	<p>The verb <i>be</i> (+, -, ?)</p> <p>Subject pronouns</p> <p>Contractions</p> <p>Imperatives</p>	<p><b>Reading:</b> Reading in steps</p> <p><b>Speaking:</b> Presenting a city or town</p> <p><b>Project:</b> Making a country profile</p>
 <p><b>What's your favourite subject?</b></p>	<p><b>School places:</b> art room, auditorium, bathroom, cafeteria, classroom, computer lab, gymnasium (gym), laboratory (lab), library, music room</p> <p><b>School subjects:</b> biology, chemistry, English, geography, history, maths (mathematics), P.E. (physical education / gym class), physics, science, technology</p> <p><b>School objects:</b> backpack, book, calculator, eraser, marker, notebook, paper clip, pen, pencil, sharpener, stapler</p> <p><b>Days of the week:</b> Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday</p>	<p>Indefinite articles;</p> <p>The verb <i>have got</i> (+, -, ?)</p> <p>Prepositions of place and time</p>	<p><b>Listening:</b> Listening to get information</p> <p><b>Writing:</b> Making a class schedule</p> <p><b>Project:</b> Making a <i>Perfect School</i> collage</p>
 <p><b>What is your family?</b></p>	<p><b>Family relationships:</b> aunt, brother, cousin, daughter, father (dad), grandfather (grandpa), grandmother (grandma), grandparent, mother (mum), nephew, niece, parent, sister, son, uncle</p> <p><b>Clothing:</b> blouse, boots, coat, dress, hat, jacket, jeans, pajamas, shoes, shorts, skirt, socks, sweater, tie, T-shirt, trousers, sandals, scarf (scarves)</p> <p><b>Adjectives:</b> casual, cheap, comfortable, elegant / smart, expensive, popular, useful</p> <p><b>Prices</b></p> <p><b>Numbers:</b> 21 - 100</p>	<p>Demonstrative pronouns</p> <p>Possessive adjectives</p> <p>Possessive 's</p> <p><i>How much...?</i></p>	<p><b>Reading:</b> Reading about fashion tips</p> <p><b>Writing:</b> Describing what others are wearing</p> <p><b>Speaking:</b> Talking about the clothes you are wearing</p> <p><b>Project:</b> Making VIP profiles</p>

Unit	Vocabulary	Grammar	Skills
 <p><b>4</b> What is home?</p>	<p><b>House objects:</b> bed, chair, cooker, dryer, fridge, shower, sink, sofa, table, television (TV), toilet, washer</p> <p><b>Rooms:</b> bathroom, bedroom, closet, dining room, kitchen, laundry room, living room</p> <p><b>Styles:</b> casual, formal, modern, rustic</p> <p><b>Locations:</b> by the sea, in the city, in the countryside, in the mountains</p> <p><b>Types of home:</b> cabin, flat, houseboat, mansion</p> <p><b>Decorations:</b> paintings, photos, plants</p>	<p><i>There is / There are (+, -, ?)</i></p> <p>Short answers <i>Where</i></p> <p>Prepositions of place: <i>between, in front of, on, in, next to</i></p> <p>Imperatives for instructions</p>	<p><b>Listening:</b> Relating photos to information</p> <p><b>Reading:</b> Understanding instructions Learning about other cultures</p> <p><b>Writing:</b> Using new vocabulary to describe home designs</p> <p><b>Speaking:</b> Presenting a home design to the class</p> <p><b>Project:</b> Designing a home</p>
 <p><b>5</b> What do you love doing?</p>	<p><b>Free time activities:</b> cook, go climbing, go shopping, go snorkelling, go waterskiing, lift weights, play golf, sunbathe, surf</p> <p><b>Jobs and occupations:</b> architect, chef / cook, dentist, doctor, footballer, mechanic, nurse, secretary, shop assistant, teacher, tennis player</p> <p><b>Food and drink:</b> apple, banana, biscuit, cake, chicken, chips, coffee, fish, fruit, ice cream, meat, milk, milkshake, mineral water, orange, salad, soft drink, spaghetti, strawberry, tea, tomato, vegetable, wine</p> <p><b>The four seasons:</b> summer, autumn, winter, spring</p> <p><b>Months of the year:</b> January, February, March, April, May, June, July, August, September, October, November, December</p>	<p><i>A / an + job or occupation</i></p> <p>Likes and dislikes (+, -, ?)</p> <p>Let's</p> <p><i>Why...? / Because...</i></p>	<p><b>Listening:</b> Listening to get information</p> <p><b>Reading:</b> Learning about winter festivals in other countries</p> <p><b>Writing:</b> Using new vocabulary to make suggestions</p> <p><b>Speaking:</b> Talking about the things you like / don't like doing in your free time</p> <p><b>Project:</b> Making a Free Time Activities survey</p>
 <p><b>6</b> What's your routine?</p>	<p><b>Routines:</b> brush my teeth, do homework, get dressed, go to bed, go to school, have breakfast / lunch / tea / dinner, have a shower, wake up</p> <p><b>The time:</b> (six) o'clock, (six) a.m. / p.m., a quarter past (six), half past (six), a quarter to (seven)</p>	<p>Adverbs of frequency</p> <p>Simple Present (+, -, ?)</p> <p>Prepositions of time</p>	<p><b>Listening:</b> Listening to get / match information</p> <p><b>Reading:</b> Reading a timetable</p> <p><b>Writing:</b> Using adverbs of frequency to describe routines</p> <p><b>Speaking:</b> Talking about your daily routines</p> <p><b>Project:</b> Making an agenda with your weekly routines</p>

## **The Concept**

*Stopwatch* is a motivating, four-level (full edition) or seven-level (split edition) secondary series built around the concept of visual literacy.

- *Stopwatch* constructs students' language skills from A0 to B1 of the Common European Framework of Reference (CEFR).
- A stopwatch symbolizes energy, speed, movement and competition and gives immediate feedback. The *Stopwatch* series offers dynamic, engaging activities and timed challenges that encourage students to focus and train for mastery.
- *Stopwatch* has a strong visual component to facilitate and deepen learning through authentic tasks, compelling images and the use of icons.
- The series was conceived for the international market, with a wide range of topics, incorporating cultures from around the world.
- The four / seven-level framework of the series allows for different entry points to fit the needs of each school or group of students.
- The syllabus has been carefully structured. Each level recycles and expands on the language that was used in the previous books. This process of spiraled language development helps students internalise what they are learning.
- Each level of *Stopwatch* covers 90 – 120 hours of classroom instruction, plus an additional 20 hours of supplementary activities and materials in the Teacher's Guide and Teacher's Toolkit.

6

## **The Components**

*Stopwatch* contains a mix of print and digital resources including:

- **Student's Book & Workbook**
- **Teacher's Guide + Audio CD**
- **Digital Book**
- **Stopwatch App**
- **Interactive Activities**
- **Teacher's Toolkit**

### Student's Book & Workbook

Units are divided into distinct spreads, each with a clear focus:

- A **Big Question** establishes the central theme of the unit and promotes critical thinking, curiosity and interest in learning.
- **Vocabulary** is presented in thematic sets and with rich visual support to convey meaning.
- **Grammar** is introduced in context, enabling students to see the meaning, form and use of the structure.
- **Skills** (reading, listening, writing and speaking) are developed through engaging topics.
- **Culture** invites the learner to immerse oneself in the rich variety of cultures and peoples on our planet.
- **Review** activities provide consolidated practice for each of the grammar and vocabulary areas.
- In the **Project**, students apply the skills they learned in the unit to a creative task built around the Big Question.
- **Just for Fun** is a page with fun activities that teachers can assign to fast finishers.
- The **Workbook** pages offer extended practice with the vocabulary, structures and skills of the unit.

### Teacher's Guide + Audio CD

**Brief instructions** or summaries provide a quick guide for each Student's Book activity, including **answer keys** and **audio scripts**.

A fun and engaging **warm-up** activity reviews previous knowledge and prepares students for what will be seen in each lesson.

A **wrap-up** task practises newly-learned material. Warm-ups and wrap-ups usually take the form of games.

**Extension** tasks promote the use of language in communication and real-life situations.

**Digital options** provide alternatives to the projects using electronic media.

**Specific questions**, related to the Big Question of the unit, stimulate critical thinking.

**Teaching tips** help develop and enrich teachers' skills.

**Audio** is available on a CD.

## Digital Book

A digital version of the Student's Book is also available for teacher's use in the classroom.

## Stopwatch App

A Stopwatch chronometer app keeps time for game-based challenges in the book and offers fun vocabulary practice. Each game presents up to six degrees or levels of difficulty and is divided into small units which students are supposed to complete to work their way up to the next level.

## Interactive Activities

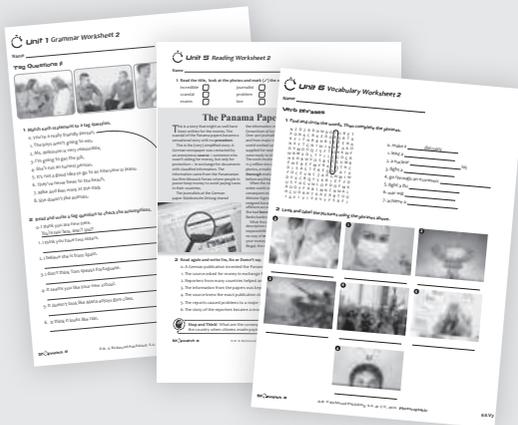
Interactive vocabulary and grammar e-practice exercises also offer students the opportunity to further revise key concepts learned in the book. These can be found on the Richmond website.

## Teacher's Toolkit

The **Teacher's Toolkit** is a comprehensive resource in PDF format that is downloadable from the Richmond website. This includes:

### Worksheets

- Grammar Worksheets (2 per unit) with Answer Key
- Reading Worksheets (2 per unit) with Guidelines and Answer Key
- Vocabulary Worksheets (2 per unit) with Answer Key



## Project Rubrics

- These contain proposed criteria that can be used to evaluate students' performance in the completion of the unit projects.

Task Completion	Very Good (4)	Satisfactory (3)	Needs Improvement (2)
Grammar and Vocabulary	writes five quiz questions and distinct possible answers that represent different personality traits	writes five quiz questions and possible answers; some personality traits might not fit the answers well	writes five quiz questions and possible answers; some personality traits might not fit the answers well
Total Points	10	10	10

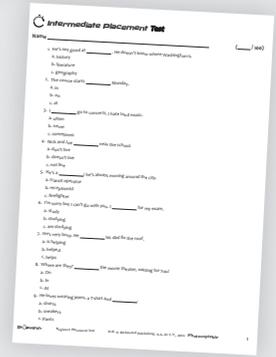
## Scorecard forms

- These help students evaluate their progress by reflecting on their newly-acquired grammar, vocabulary, reading and listening skills.

## Tests

- Placement Tests (Beginner & Intermediate) with Grading Scale and Answer Key

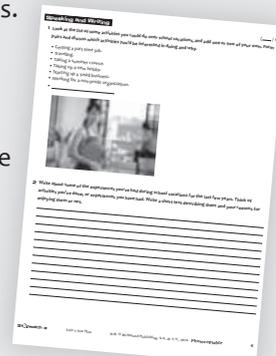
These will help teachers assess students' level of English on an individual and group basis and select appropriate tests.



- Standard Tests (1 per unit) with Answer Key
- These cover the vocabulary and grammar from the units, as well as reading and listening skills.

- Tests Plus (1 per unit) with Answer Key

These are the **extended** version of the Standard Tests, which include an additional communication component designed to assess speaking and writing.

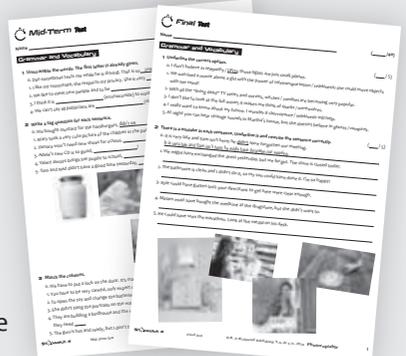


- Mid-Term Tests with Answer Key

These should be given out after having completed the first half of the book.

- Final Tests with Answer Key

These should be given out after having completed the last unit.



- Tests Audios are available in mp3 format and also downloadable from the Richmond website.

# The Big Question: Where are you from?

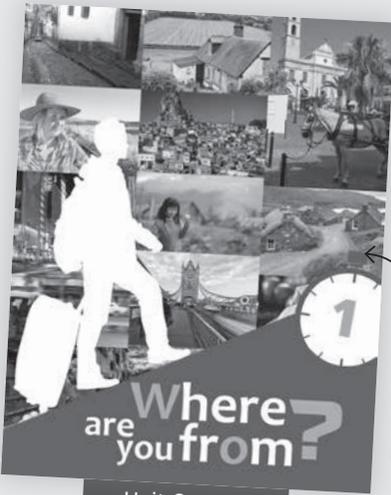
## Student's Book & Workbook

Visual literacy development

Insight to language or content



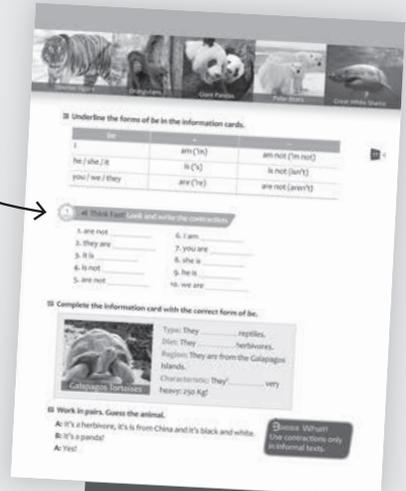
Vocabulary



Unit Opener

Visual prompts establish context and promote discussion

Timed game-like activity

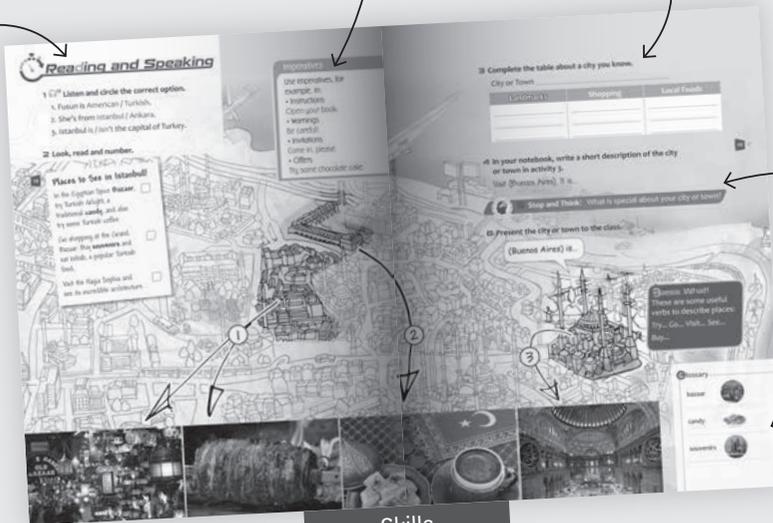


Grammar

Grammar boxes

Skills development tasks

Two skills per unit



Skills

Critical thinking tasks

Glossary of new words

▪ Student's Book & Workbook

Audios available on CD

Vertical orientation of the Culture section to conform to visual requirements

Content relevant to students' lives

Level-appropriate language encourages learner engagement

Critical thinking / Value tasks

Linguistic and conceptual preparation for the project



Culture

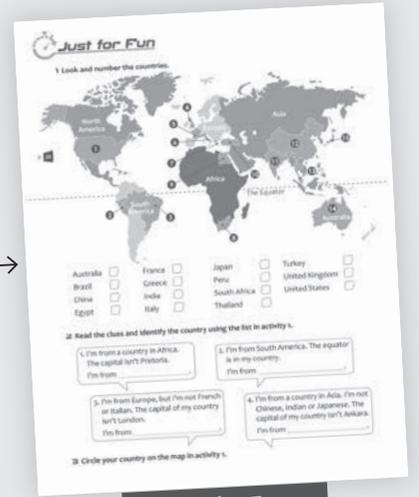


Project

Sample of the project

Digital options for the project in the Teacher's Guide

Activities for fast finishers



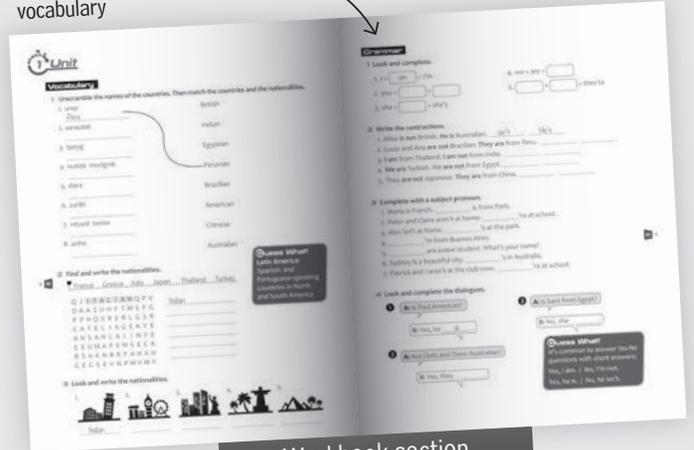
Just for Fun

Topics expand on the unit theme

More practice with unit grammar and vocabulary



Review



Workbook section

# Unit What's your name?

## Grammar

**The verb *be*: contractions:** I'm Nick. What's your name?  
What colour is your bike?

## Vocabulary

**Greetings and farewells:** hi, hello, goodbye, bye, see you, good morning / afternoon / evening, nice to meet you, good night

**Parts of the day:** morning, noon, afternoon, evening

**Colours:** green, blue, purple, black, red, orange, yellow, white, brown, pink

**Personal items:** bike, skate, notebook, smartphone, stopwatch

**Letters of the alphabet:** A to Z

**Numbers:** 0 - 20

## Listening

Understanding instructions

## Speaking

Interacting with others

In the first lesson, read the unit title aloud and have students look carefully at the unit cover. Encourage them to think about the message in the picture. At the end of the unit, students will discuss the big question: *What's your name?*

### Teaching Tip

#### Creating a Student-Centred Classroom

In order to have students be the focus of your class, use the following tips to get them involved and engaged from the beginning. Allow students to read directions for activities or examples. This prompts engagement and boosts confidence, especially for students who need extra support. Also, use your students as a resource and let them help and support each other. Finally, get to know your students, and choose content that interests them.

#### Objectives

Students will be able to use letters, numbers, colours, and parts of the day vocabulary, to spell their names, say their phone numbers and say what colour objects are. They will be able to understand instructions and identify the verb *be* in full and contracted forms.

## Lesson 1

Student's Book p. 8

### Warm-up

Greet students and introduce yourself.

#### 1 Listen and repeat.

Point at the picture and use body language to explain the teenagers in the photograph are greeting new

students. Play the recording for students to listen and repeat. Get students to read individual lines, taking turns.

#### Audio Script

A: Hello!  
B: Hi!  
C: Nice to meet you!  
D: What's your name?

#### 2 Think Fast! Read and complete.

Individually, students complete the answer. Then, ask them to work in pairs, asking and answering the question.

#### Answers

Answers will vary.

#### 3 Match the phrases with the pictures.

Draw students' attention to the photos and ask them what they can see. Individually, students match the phrases with the pictures. Check answers as a class.

#### Answers

From left to right, top to bottom 1, 4, 3, 2

#### Audio Script

1. Hi, buddy. Great to see you again!  
2. Nice to meet you Dave!  
3. Hi, I'm Nick. What's your name?  
4. Goodbye, see you soon!

#### 4 Work in pairs. Meet and greet your friend.

In pairs, students ask and answer the questions.

- Draw students' attention to the **Guess What!** box. Elicit from stronger students or explain yourself the meaning of *Nice to meet you*.

## Answers

Answers will vary.

## Wrap-up

Make cards with sentences from the example dialogue in Activity 4. Give cards to pairs of students and ask them to order the dialogue. Students then perform for the class.

▶▶▶▶ (No homework today.)



### Teaching Tip

#### Guiding Pair Work Activities Effectively

There are many benefits of using pair work in the classroom: pair work takes the focus off you and puts it on the learners, it gives students more speaking time, it raises their confidence and changes the pace of the lesson. However, avoid losing control of the class—set a signal to start and to finish—and having each student work at a different pace. Finally, if it gets noisy, make sure students stay on task and can listen to each other.

## Lesson 2

Student's Book p. 9

## Warm-up

Books closed. Make cards with the words *morning*, *afternoon* and *evening* and cards with a picture of the sun. Ask students which part of the day comes first and have them place the sun in the appropriate place.

### 5 Label the pictures.

Individually, students label the pictures.

#### Answers

1. morning, 2. afternoon, 3. evening, 4. night

### 6 Listen and number. Then listen again and repeat.

Play the recording for students to listen and number. Play the recording again and pause after each picture to check students' pronunciation.

#### Answers

2, 4, 1, 3

#### Audio Script

1. Good afternoon, everybody!
2. Good night. Sleep well.
3. Good morning, Dad!
4. Good evening. You look great!

### 7 Work in pairs. Respond to your friend's greeting.

In pairs, students greet one another. Monitor and correct students' pronunciation as appropriate.

- Draw students' attention to the **Guess What!** box. Elicit from stronger students or explain when *Good night* is used.

### 8 Listen and repeat the colours.

Play the recording for students to listen and repeat the colours. Call out the colours in the box and ask students to pick up objects, indicating the colour.

#### Audio Script

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

### 9 Match the words with the pictures.

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

#### Answers

From left to right 2, 1, 3, 4, 5, 6

### 10 In pairs, ask and answer questions about the items in Activity 9. Swap roles.

Model the dialogue with a stronger student. Students work in pairs, asking and answering questions about the items in Activity 9.

#### Answers

Answers will vary.

## Wrap-up

Hold up some simple classroom objects and elicit their names, e.g., pencils, pens, books, rulers, etc. Students call out the colours of the items.

▶▶▶▶ (No homework today.)

## Lesson 3

Student's Book p. 10

### Warm-up

Play an alphabet game. Write the alphabet in large letters across the board. Call out each letter and have students repeat. Students line up in front of the first letter of their first names.

### 11 Listen and repeat the letters.

Draw students' attention to the box with the alphabet and the phonetic transcription of the letters. Pronounce each letter for students to become familiar with the symbols. Play the recording for students to listen and repeat. Repeat the recording and pause after each letter to check students' pronunciation.

#### Audio Script

BOY: a, b, c, d, e, f, g, h, i, j, k, l, m, n, o, p, q, r, s, t, u, v, w, x, y, z

### 12 Listen and circle the correct option.

Play the recording for students to choose the correct letters.

#### Answers

W, G, K, S, O

#### Audio Script

1. W
2. G
3. K
4. S
5. O

### 13 Work in pairs. Say and spell your name. Swap roles.

In pairs, students say and spell their names. Monitor and correct students' pronunciation as appropriate.

#### Answers

Answers will vary.

### 14 Think Fast! Look at the items in Activity 9. In pairs, spell the words. Swap roles.

Students go back to Activity 9 and spell the words. Monitor and correct students' pronunciation as appropriate.

- Draw students' attention to the *Guess What!* box. Explain that whenever a letter is repeated we say 'double'.

#### Answers

Answers will vary.

### Wrap-up

Classify the letters. Students write the letters that follow the same pronunciation patterns.

A J K  
B C D E G P T V  
Z F L M N S X

(No homework today.)

## Lesson 4

Student's Book p. 11

### Warm-up

Write numbers in numeral form on the board and ask students to spell them out.

### 15 Listen and write the number words.

Play the recording and have students write out the numbers they hear. Play the recording again and pause after each number. Ask students to repeat the numbers. Check their pronunciation. Ask stronger students to spell the words and write them on the board to check spelling.

- Draw students' attention to the *Guess What!* box. Read the information aloud and ask students to raise their hands if there is a *zero* in their phone numbers. Remind them that the pronunciation of 'zero' is 'oh'.

#### Answers

one, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve

#### Audio Script

- 0 z-e-r-o
- 1 o-n-e
- 2 t-w-o
- 3 t-h-r-e-e
- 4 f-o-u-r
- 5 f-i-v-e
- 6 s-i-x
- 7 s-e-v-e-n
- 8 e-i-g-h-t
- 9 n-i-n-e
- 10 t-e-n
- 11 e-l-e-v-e-n
- 12 t-w-e-l-v-e

### 16 Pronounce the letters to decode the number words.

Point at the pronunciation -of the missing letters- below the gaps. Individually, students pronounce the missing letters and then fill in the gaps. Check answers as a class.

### Answers

1. thirteen, 2. fourteen, 3. fifteen, 4. sixteen, 5. seventeen, 6. eighteen, 7. nineteen, 8. twenty

### 17 Read and match the words with the numbers.

Students read and match the words and the numbers. Check answers as a class.

### Answers

1. 0, 2. 6, 3. 8, 4. 5, 5. 10

### 18 Think Fast! Say your phone number.

Students take turns to say their phone number.

### Answers

Answers will vary.

### 19 Complete about you.

Present the three questions. Ask stronger students to answer them. Then students complete the answers with information about themselves. In pairs, students practise the dialogues. Monitor and correct students' pronunciation as appropriate.

### Answers

Answers will vary.

### 20 Complete this Whatsapp message.

Students complete the Whatsapp message using the information from Activity 19. Ask individual students to read out their messages.

### Answers

Answers will vary.

### Wrap-up

Explain that you are going to play some music, and when the music is playing, students walk around the room. When the music stops, they stop and talk to the person nearest to them, asking and answering questions.

▶▶▶▶▶ (No homework today.)

## Lesson 5

Student's Book p. 12

### Warm-up

Ask students to pay attention to the pictures and ask what they think the boy holds in his hand (a stopwatch). Elicit what this object is used for.

### 1 Play the Stopwatch Game.

Tell students they are going to play a game. Review the questions with students and make sure they understand the words *complete*, *write* and *classify*.

Remind them that time limit for each exercise (there are three) is sixty seconds.

After three minutes, go over the questions. Check answers as a class. Make sure students understand the results.

### Answers

Answers will vary.

### 2 Listen and check your answers.

#### Audio Script

1 Complete with the correct number.

Twelve plus three is fifteen.

Ten plus ten is twenty.

Sixteen minus two is fourteen.

Nine minus five is four.

Nineteen minus eight is eleven.

2 Write the correct colour.

Red and yellow make orange.

Yellow and blue make green.

Red and white make pink.

Red and blue make purple.

3 Classify the letters.

Rhyme with A: A, J, K

Rhyme with B: B, C, D, E, G, P, T, V

Sound like F: F, L, M, N, S, Z

### Big Question

Students do a mingle activity.

- Remind them of the Big Question at the beginning of the unit, *What's your name?* Ask what other questions they can ask. Remind them of what they've learned over the past lessons. Elicit or provide some questions:

*What's your favourite colour?*

*What colour is your bike?*

*How old are you?*

*What's your favourite part of the day?*

Elicit answers: *It's blue. It's black.* Write the questions and answers on the board.

# 1 Unit Where are you from?

## Grammar

**Verb be:** They are omnivores.

**Subject pronouns:** I'm Jo.

**Contractions:** They're reptiles.

**Imperatives:** Try some Turkish coffee.

## Vocabulary

**Countries and nationalities:** Australia / Australian, Brazil / Brazilian, China / Chinese, Egypt / Egyptian, France / French, Greece / Greek, India / Indian, Italy / Italian, Japan / Japanese, Peru / Peruvian, Thailand / Thai, The United Kingdom (The UK) / British, The United States (The US) / American, Turkey / Turkish

## Reading

Reading in steps

## Speaking

Presenting a city or town

## Project

Making a country profile

14

In the first lesson, read the unit title aloud and have students look carefully at the unit cover. Encourage them to think about the message in the picture. At the end of the unit, students will discuss the big question: *Where are you from?*

### Teaching Tip

#### Focusing on Fluency vs. Accuracy

Focusing on accuracy helps students produce grammatically correct written and spoken English. However, being concerned with accuracy sometimes means sacrificing fluency. Fluency increases as learners progress and become more comfortable using English. Students become more comfortable speaking and writing in English when they are given the opportunity for fluency. Consider when accuracy is the right approach (a controlled grammar or vocabulary activity, for example) and when fluency is appropriate (a communicative or free-writing activity).

## Vocabulary

### Objectives

Students will be able to use **countries and nationalities** vocabulary to talk about geography and where people are from.

## LESSON 1

Student's Book pp. 14 and 15

### Warm-up

Students discuss where they're from.

- Students turn to page 26 in their Student's Book. Draw students' attention to the world map. Ask them to locate their country.
- Model by saying *I'm from [country]. Where are you from?* Elicit or provide *I'm from [country]*.
- Students brainstorm what they know about their country, for example, what the capital is, what the flag looks like, what the national animal is and what some important landmarks are.

### 1 Listen and number the landmarks.

Students are exposed to countries as they number landmarks.

#### Answers

1, 3, 7, 6, 5, 8, 4, 2

### Audio Script

1. The Sydney Opera House is in Australia.
2. Christ the Redeemer is in Brazil.
3. The Great Wall of China is in China.
4. The Great Pyramid is in Egypt.
5. The Taj Mahal is in India.
6. Machu Picchu is in Peru.
7. Tower Bridge is in the United Kingdom.
8. Central Park is in the United States.

## 2 Listen and write the nationality for each country.

Students practise nationalities while they listen for spelling.

- Draw students' attention to the **Guess What!** box. Read the information aloud. Explain that it is common to say 'The UK' for the United Kingdom and 'The US' for the United States.

### Answers

1. Australian, 2. Brazilian, 3. Chinese, 4. Egyptian, 5. Indian, 6. Peruvian, 7. British, 8. American

### Audio Script

1. The Sydney Opera House is an Australian landmark. A-U-S-T-R-A-L-I-A-N.
2. Christ the Redeemer is a Brazilian landmark. B-R-A-Z-I-L-I-A-N.
3. The Great Wall of China is a Chinese landmark. C-H-I-N-E-S-E.
4. The Great Pyramid is an Egyptian landmark. E-G-Y-P-T-I-A-N.
5. The Taj Mahal is an Indian landmark. I-N-D-I-A-N.
6. Machu Picchu is a Peruvian landmark. P-E-R-U-V-I-A-N.
7. Tower Bridge is a British landmark. B-R-I-T-I-S-H.
8. Central Park is an American landmark. A-M-E-R-I-C-A-N.

### Extension

Students play a guessing game about countries.

- Make sets of cards, or have your students make them, with names of countries on them.
- Model the activity by choosing one of the cards, not letting students see. Say a sentence to give students a clue about the country, for example, *I'm walking on the Great Wall. Where am I?* Elicit *You're in China.*
- Students form pairs. Give each pair a set of cards. Students take turns making statements, giving clues to each other to guess the countries.

### Wrap-up

Students review the countries and nationalities vocabulary.

- Have students turn to page 26 in their Student's Book and look at the world map.
- Ask students to find the countries from the lesson on the map.
- Challenge them to remember the landmarks and make sentences using the nationalities.

## Workbook p. 98, Activity 1

### Lesson 2

Student's Book pp. 14 and 15

#### ✓ Homework Check!

Workbook p. 98, Activity 1

#### Answers

**1 Unscramble the names of the countries. Then match the countries and the nationalities.**

1. Peru, Peruvian, 2. Australia, Australian,
3. Egypt, Egyptian, 4. United Kingdom, British,
5. India, Indian, 6. Brazil, Brazilian, 7. United States, American, 8. China, Chinese

15

### Warm-up

Students play a word game to revise the countries and nationalities vocabulary.

- Write the names of countries they learned in Activity 2 on the board, with just the first letter and then dashes for the other missing letters, e.g.,  
A \_ \_ \_ \_ \_ (Australia).
- Have students form pairs. Tell them to take turns guessing the country names and corresponding nationalities.

## 3 Read and match.

Students match nationalities with the corresponding countries.

### Answers

1. I am from France, 2. I am from Turkey, 3. I am from Italy, 4. I am from Thailand, 5. I am from Greece, 6. I am from Japan.

## 4 Classify the nationality words.

Students identify and categorise patterns of nationality words.

**Answers**

Country + *-ian or -n* American, Australian, Brazilian, Egyptian, Indian, Italian, Peruvian  
 Country + *-ish* British, Turkish  
 Country + *-ese* Chinese, Japanese  
 Other Thai, French, Greek

**S Think Fast! In your notebook, write eight nationality words in alphabetical order.**

Students do a five-minute timed challenge: they write eight nationality words in alphabetical order.

**Answers**

Answers will vary.

16

**S Work in pairs. Take turns to ask and answer questions. Use the prompts below.**

Students work in pairs. They ask and answer questions about each other.

**Answers**

Answers will vary.

**Extension**

Students play a game of Bingo to practise countries and nationalities.

- On a piece of paper, have the students draw a grid, like this:


- Have students write a country name in each box.
- Write all the nationality names on pieces of paper. Put the pieces in a box or bag.
- Pick one piece of paper, read the nationality word aloud and set the paper aside. Students cross out the corresponding country name.
- Continue reading aloud other nationality words.
- Name the first student who crosses out all their country names correctly and shouts *Bingo!* the winner.

**Wrap-up**

Students review nationalities.

- Open the Student's Book to page 15, showing the national flags for the six countries studied in Activity 3. Tell students to cover the names with a piece of paper so that only the flags are visible.
- Have students form pairs. Ask them to take turns pointing to the flags and having their partners say the country and nationality words.

**Workbook p. 98, Activities 2 and 3**

## Grammar

### Objectives

Students will be able to use **the verb *be*** to talk about animals. They will also study **subject pronouns**.

## Lesson 3

Student's Book pp. 16 and 17

### ✓ Homework Check!

Workbook p. 98, Activities 2 and 3

### Answers

#### 2 Find and write the nationalities.

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

Italian, Japanese, Thai, Turkish, French, Greek

#### 3 Look and write the nationalities.

1. Italian
2. British
3. American
4. Brazilian
5. Egyptian

### Warm-up

Students brainstorm animals they know in their own country.

- Have students form groups of three or four. Ask them to make a list of animals that live in their own country.
- After a few minutes, have the groups share their lists with the whole class.
- Ask students to share their experiences. Here are some questions to generate discussion: *What animal is [colour]? What animal is [small / big]? Which are your favourites?*

#### 1 Read and label the information cards.

Students learn facts about some endangered species.

- Draw students' attention to the photos. Ask them if they know where any of the animals live.
- Read the title aloud: *Endangered Species*. Ask students if they know what that means. Explain that when a species is endangered there are very few of that species left in the wild, or nature.
- Draw their attention to the glossary. Go over the words and their glosses before reading.

### Answers

1. Siberian tigers
2. giant pandas
3. orangutans
4. great white sharks
5. polar bears

#### 2 Circle the plural subject pronouns in the information cards.

Students read the information cards and they circle the plural subject pronouns.

- Draw students' attention to the **Subject Pronouns** box. Elicit their meaning and number.

### Answers

Students circle the pronoun *they*.

### Extension

Students are exposed to animals from the countries they've learned.

- Draw students' attention to the countries and nationalities on page 15.
- Ask *Can you think of animals that live in these countries?*
- Have students form groups of three or four. Set a stopwatch for three minutes and have them brainstorm animals they know. Provide new vocabulary words as necessary.
- Have the groups share their lists with the rest of the class.

17

### Wrap-up

Students discuss their reactions to the text.

- Ask students to discuss the information in the texts. Here are some questions: *Have you learned something new? Did any of the information surprise you? Do you know of any organisations that are trying to help these animals?*

### ||| No homework today!

## Lesson 4

Student's Book pp. 16 and 17

### Warm-up

Students are exposed to the verb *be* with some facts about endangered animals.

- Write the following animal names on the board: *orangutan, giant panda, Siberian tiger, polar bear*.
- Tell students that each country goes with one animal.

- Write these prompts on the board: 1. \_\_\_\_\_ are from eastern Russia. 2. The \_\_\_\_\_ is from China. 3. \_\_\_\_\_ are from northern Russia and North America. 4. This \_\_\_\_\_ is from Indonesia.
- Have students guess which animal corresponds to each country and write the appropriate sentences. Explain that they will fill in the blanks with the singular or plural form of the word depending on the form of the verb *be* used in the sentence. Invite students to read their answers aloud.

### 3 Underline the forms of *be* in the information cards.

Students identify forms of *be* in the texts.

#### Answers

are, aren't, 're, isn't, 's

18

### 4 Think Fast! Look and write the contraction.

Students do a one-minute timed challenge: they write the contractions of the verb *be*.

- Draw students' attention to the **Guess What!** box. Read the information aloud. Explain that contractions are used only in informal texts.

#### Answers

1. aren't, 2. they're, 3. it's, 4. isn't, 5. aren't, 6. I'm, 7. you're, 8. she's, 9. he's, 10. we're

### 5 Complete the information card with the correct form of the verb *be*.

Students practise writing the correct form of *be*.

#### Answers

are, are, 're

### 6 Work in pairs. Guess the animal.

Explain that each student is going to think of an animal and some of its characteristics. Pair students up and have them play a guessing game.

- Students read the **Guess What!** box. Explain that contractions are normally used in informal situations; otherwise, full forms are used. Elicit from students the short forms of the verb *be*.

#### Answer

Answers will vary.

### Wrap-up

Students practise the verb *be* by playing a game.

- Have students form groups of five or six to play a guessing game. Make sets of cards of six animals each and put them in as many bags.

- Give each group a bag of cards. Have one student in each group draw a card from the bag and describe the animal to the other members in the group for them to guess.
- Repeat this step until every student has drawn a card.

### Workbook p. 99, Activities 1-4



#### Teaching Tip

##### Giving Different Types of Feedback

Giving constructive criticism and praise helps students maintain a positive attitude toward their learning. Feedback can take various forms. Verbal feedback can be as simple as saying, *That's right!* or *Nice work!* or repeating the mistake a student made to encourage self-correction.

Visual feedback can be expressions or gestures such as a thumbs-up or a nod of the head. When a student makes a mistake, some forms of visual feedback include a look of confusion or a shake of the head. Be consistent so students can pick up on that quickly. Finally, written feedback is most useful on homework, exams, quizzes and writing assignments. This is a great opportunity to not only focus on what areas students still need to work on, but on what they did well.

## Reading & Speaking

### Objectives

Students will be able to read in steps. They will also be able to present a city or town.

## Lesson 5

Student's Book pp. 18 and 19

### ✓ Homework Check!

Workbook p. 99, Activities 1-4

#### Answers

##### 1. Look and complete.

1. am, 2. are = you're, 3. is, 4. we're, 5. they + are

##### 2. Write the contractions.

1. isn't, He's, 2. aren't, They're, 3. I'm, I'm not, 4. We're, aren't, 5. aren't, They're

##### 3. Complete with a subject pronoun.

1. She, 2. They, 3. He, 4. I, 5. You, 6. It, 7. We

##### 4. Look and complete the dialogues.

1. is, 2. are, 3. isn't

### Warm-up

Students say what they know about a country.

- Hold up the Student's Book on page 18. Show students the pictures and ask them to guess the country. Give them a hint: It's one of the countries from Lesson 1.
- Ask students what they know about Turkey. *What's the capital? What language do people speak there?*, etc.
- Brainstorm and elicit answers from the whole class.

### 1 Listen and circle the correct option.

Students listen to a boy speaking about the country he is from.

#### Answers

1. Turkish, 2. Istanbul, 3. isn't

#### Audio Script

Hi. I'm Fusun Ozil. I'm from Istanbul and I'm Turkish. Istanbul is a very important city in Turkey, but it isn't the capital. The capital of Turkey is Ankara.

### 2 Look, read and number.

Students read a text and identify corresponding photos.

#### Answers

2; 1; 3

### Wrap-up

Students discuss their reactions to a text.

- Have students summarise what they learned about Turkey. If helpful, write these questions on the board: *What is the capital of Turkey? What kind of food can you have in Istanbul? Where can you buy souvenirs in Istanbul? Why do people visit the Hagia Sophia?* Students form pairs and discuss what they've learned. Encourage them to share their thoughts and opinions.

### ▶▶▶ Workbook p. 100, Activities 1, 2 and 3

## Lesson 6

Student's Book pp. 18 and 19

### ✓ Homework Check!

Workbook p. 100, Activities 1, 2 and 3

#### Answers

##### 1 Complete the text. Use the words in the box.

visit, see, go, see, try

##### 2 Tick (✓) the attractions in Patara.

the sea, wildlife, water slides, ruins

##### 3 Read again and circle T (True) or F (False).

1. F (It is a beach.), 2. T, 3. F (Tourists can visit Roman ruins and see wildlife.), 4. T, 5. F (Patara is a good destination for families.)

### Warm-up

Students talk about their own city or town.

- Draw students' attention to the text in Activity 2. Have them read the text again.
- Have students form groups of three and talk about their own city or town using the information in the text.

### 3 Complete the table about a city you know.

Students personalise the topic by filling in the table with information about landmarks, shopping and local food in a city they are familiar with.

#### Answers

Answers will vary.

### 4 In your notebook, write a short description of the city or town in Activity 3.

Students write a description of the city in Activity 3.

- Students read the *Guess What!* box. Explain that they can use these verbs in their descriptions of the cities.

#### Answers

Answers will vary.

### 5 Stop and Think! Critical Thinking

What is special about your city or town?

- Remind students of the Warm-up activity in the lesson.
- Students brainstorm things that are special about their city or town in small groups.
- Monitor, offering help as needed.
- When students have finished, have a member from each group go to another group to share their groups' ideas and thoughts.

20

#### Answers

Answers will vary.

### 6 Present the city or town to the class.

Students share information about the city or town they wrote about in Activity 4 by presenting their information to the class.

#### Extension

- Have students do more research on the three topics about the city or town they chose.
- Students write a short text on the city they chose. They can use the text on Istanbul as a model.
- Encourage students to help each other edit their texts in class. Then students revise at home.

### Wrap-up

Students compare their town or city with another town or city.

- Draw students' attention to the table they completed.
- Ask them to think about how the town or city they live in compares with the one they completed the table about.
- Have students discuss this in small groups. Monitor, offering help as needed.

▶▶▶▶ (No homework today.)

### Preparing for the Next Lesson

Ask students to watch an introduction to folk dancing in India: [goo.gl/zjeos5](http://goo.gl/zjeos5) or invite them to look around on the National Geographic website: [goo.gl/7tl2S8](http://goo.gl/7tl2S8).

## Culture

### Objectives

Students will be able to learn about Indian culture. They will also be able to name things they like about their own country.

## Lesson 7

Student's Book p. 20

### Warm-up

Students share what they know about a topic to generate interest.

- Draw students' attention to the pictures on pages 20 and 21. Ask them to tell you what they see. Ask students if they recognise anything that they saw in the video.
- Have students share what else they know about India.

### 1 Listen and write the captions.

Students are exposed to Indian culture as they match captions to photos.

#### Answers

top to bottom Henna, Bollywood Movies, The Festival of Holi, Transportation

#### Audio Script

Hi. My name is Shrinivas Naidu and my family is from India. Here are some interesting facts about my country. India is very famous for Bollywood movies. There are many forms of transportation in India. This is a picture of a family riding a motorbike. My favourite celebration is the festival of Holi. It's a lot of fun. There are women with brown henna designs on their hands.

### Extension

Have students do some research to learn more about India and its festivals, food and culture. Here is a website to get them started: [goo.gl/GEHgiu](http://goo.gl/GEHgiu).

### Wrap-up

Students respond to a listening.

- Ask students what they found most interesting about India. Ask *Would you like to travel there? Why or why not?*
- Students form small groups and discuss.

 (No homework today.)

## Lesson 8

Student's Book pp. 20 and 21

### Warm-up

Students review what they've learned.

- Draw students' attention to the photos on page 20.
- Students form pairs and say what's going on in the photos.

### 2 Read and guess. Circle to complete the sentences.

Students are exposed to some facts about India as they guess which answer correctly completes each sentence.

#### Answers

1. a, 2. c, 3. b, 4. c, 5. c

### 3 Listen and number the Indian instruments.

Students match the photos of Indian instruments with the sounds they make.

#### Answers

Left to right 1, 3, 2

#### Audio Script

1. 5 sec audio sample of Indian sitar music
2. 5 sec audio sample of Indian tabla
3. 5 sec audio sample of Indian flute

### 4 Read the recipe. Tick (✓) the correct option.

Students read a recipe for an Indian drink and think about a drink they know of that it is similar to this one.

#### Answers

mango milkshake

### Extension

Make your favourite drink!

- Divide the class into groups. Have students choose a favourite drink and write down the recipe for it. Provide sample language (imperatives) and vocabulary as needed.
- Have students share their recipes with the rest of the class.

### 5 Stop and Think! Value

What do you like about your country?

- Students form small groups and discuss what they like about their country.
- Come together as a class and have each group share their thoughts.
- Challenge students to say what they do not like about their country.

### Answers

Answers will vary.

### Wrap-up

Students reflect on what they have learned.

- Ask students to discuss the following questions in groups of three: *Did any of the information about India surprise you? What kinds of problems do you think a country with so many people might have?* (transportation, housing, education) *Why do you think there are so many languages in India?* (India is a large and old country. A very long time ago, people came to live there from different parts of the world. Each group brought their own language.)

▶▶▶ (No homework today.)

## Project

### Objectives

Students will be able to make a country profile.

## Lesson 9

Student's Book pp. 22 and 23

### Warm-up

Students review the countries they've studied in the unit.

- Show students a map of the world or use the one on page 26.
- Ask students which parts of the world (continents) they've studied in the unit. Elicit *Europe and Asia*. Ask which part they'd like to learn more about and encourage them to explain their answers.

### 1 Look at the country profile and complete the sentences.

Students are exposed to some facts about South Africa as they find information in the profile to complete the sentences.

### Answers

*Flag* green, black, yellow, white, red and blue

*Capital City* Pretoria

*Population* 55,6 million

*Languages* English, Afrikaans

*Landmarks* Table, Kruger

*Traditional Foods* bobotie, braai vleis

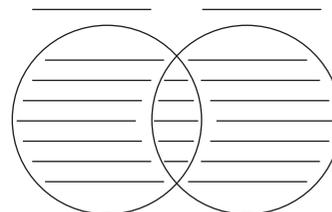
*Popular Sports* cricket, rugby, football

*Wildlife* giraffes, elephants, leopards, lions, rhinoceroses, buffaloes, penguins

### Wrap-up

Students create a Venn diagram to classify information about countries they've studied in this unit.

- Ask students to think about the countries they've studied: South Africa, Turkey and India.
- Students work in pairs to compare two of the three countries. They use the list of topics that correspond to the texts as support.
- Students make a compare-and-contrast Venn diagram, like this:



- Show students how to complete the Venn diagram: Write the names of the countries on the top blanks, for example, *South Africa* and *India*. Below *South Africa*, write facts about the country in the circle; below *India*, write facts about the country in that circle. Where the circles meet, write what the two countries have in common.
- Display students' Venn diagrams in the classroom.

▣▣▣▣ (No homework today.)



### Teaching Tip

#### Using Graphic Organisers

Graphic organisers can help students process information and serve as a visual aid for students. You can use a graphic organiser before, during or after an activity. For example, an effective graphic organiser to use before and after an activity, to generate interest, is a KWL chart. A KWL page is divided into three headings: What do I **k**now? What do I **w**ant to know? What have I **l**earned? Students access prior knowledge by answering the first two questions; they reflect on what they've learned by answering the last question. Students can use graphic organisers to help them with projects and homework, or as part of their review for tests. There are many kinds of graphic organisers, including diagrams, charts and maps. Here is a link to some useful graphic organisers: [goo.gl/hUhwCW](http://goo.gl/hUhwCW).

## Lesson 10

Student's Book pp. 22 and 23

### Warm-up

Students brainstorm countries.

- Tell students to think of countries that they are interested in. List some countries on the board.
- Have students say what they know about the countries and why they are interesting.

### 2 Choose a country and make a country profile.

Students make a country profile.

- Draw students' attention to the profile of South Africa. Review the topics that are covered by going over the sentences in Activity 1.
- Students choose a country and make a profile of it. You may wish to have the class decide on three or

four countries and then have the class form groups to do the project.

- Display the profiles in the classroom.

### The Digital Touch

To incorporate digital media in the project, suggest one or more of the following:

- Students can use the Internet to do research on their country of choice. Ask students to tell the class the search words they used and which got them the best results.
- Students can prepare a presentation of their country profiles using PowerPoint or free software like Google Slides.

Note that students should have the option to do a task on paper or digitally.

### Wrap-up

Students share their country profiles.

- Give students some time to look at their presentations and make notes similar to the sentences in Activity 1.
- Have students present their profiles to the whole class or in small groups.

▣▣▣▣ **Workbook p. 101, Activities 1-5 (Review)**

## Review

### Objectives

Students will be able to consolidate their understanding of the vocabulary and grammar learned in the unit.

## Lesson 11

Student's Book p. 24

### ✓ Homework Check!

Workbook p. 101, Activities 1-5

### Answers

#### 1 Complete the nationality words.

1. Indian, 2. French, 3. Brazilian, 4. Peruvian, 5. Italian, 6. Turkish, 7. Japanese, 8. Thai, 9. Australian, 10. British, 11. Egyptian, 12. Greek, 13. American, 14. Chinese

#### 2 Look and write the correct subject pronoun.

1. she, 2. they, 3. he, 4. she, 5. we, 6. they, 7. it

#### 3 Classify the subject pronouns.

*singular* I, you, he, she, it

*plural* you, we, they

#### 4 Complete the ID card and describe yourself.

Answers will vary.

#### 5 Read and circle the correct option.

1. are, 2. 're, 3. are, 4. are, 5. are, 6. is, 7. 's

24

### Warm-up

Students list the vocabulary and grammar they have learned in the unit.

- Ask students to think of what they've learned in this unit.
- Elicit and list the grammar and vocabulary on the board. Vocabulary: countries and nationalities (*Australia / Australian, Brazil / Brazilian, China / Chinese, Egypt / Egyptian, France / French, Greece / Greek, India / Indian, Italy / Italian, Japan / Japanese, Peru / Peruvian, Thailand / Thai, Turkey / Turkish, The United Kingdom [The UK] / British, The United States [The US] / American*). Grammar: *the verb be* and *prepositions of place and time*.

### 1 Look and complete the country names. Then write the nationalities.

Students complete the country name that goes with each photo and write the corresponding nationality.

### Answers

1. United Kingdom, British, 2. Peru, Peruvian,
3. India, Indian, 4. Australia, Australian,
5. United States, American, 6. Egypt, Egyptian,
7. China, Chinese, 8. Brazil, Brazilian

### 2 Classify the words.

Students identify whether each word is a country or a nationality and complete the table accordingly.

### Answers

*Country* France, Greece, Italy, Japan, Thailand, Turkey

*Nationality* French, Greek, Italian, Japanese, Thai, Turkish

### Wrap-up

Students practise countries and nationalities vocabulary.

- Form small groups. Have students look at the pictures in Activity 1. Tell them to take turns, choosing one of the countries and say, for example, *I'm from Egypt*. The other two students race to say the corresponding nationality: *You're Egyptian!* Students continue until they've talked about all the pictures.
- Challenge students to say sentences with other countries and nationalities they know.

### ||| (No homework today.)

## Lesson 12

Student's Book p. 25

### Warm-up

Students play a guessing game to review countries and nationalities.

- Tell students they will play a guessing game. You give clues and students guess, e.g., *Say I'm thinking of a country. It starts with F. (France), The capital of this country is Pretoria. (South Africa), This animal is from China. (Giant panda), etc.*

### 3 Look and write the sentences.

Students write affirmative (✓) and negative (✗) sentences using cues and the verb *be*.

### Answers

1. The capital of India is not / isn't Mumbai.  
2. Tokyo is the capital of Japan. 3. Rome and Venice are Italian cities. 4. Cairo is not / isn't the capital of Peru. 5. New York and Boston are in the United States.

#### 4 Read and complete the information card.

Students practise the verb *be* by completing sentences.

### Answers

*top to bottom* are, are, eat

#### 5 Look and write the contractions.

Students write contractions of *be*.

### Answers

1. aren't, 2. They're, 3. isn't, 4. It's, 5. 're

#### 6 In your notebook, write an information card of your favourite animal.

Students write an information card of their favourite animal in their notebooks.

### Answers

Answers will vary.



### Teaching Tip

#### Managing Fast Finishers

Some students complete activities more quickly than others, so it's a good idea to have a few extra activities at hand, otherwise these students may become bored and disruptive. One set of activities designed for fast finishers are the **Just for Fun** pages. Students can work on these individually and then check their answers against the **Just for fun Answer Key** worksheet. You will find this in the Teacher's Toolkit on the webpage. Remember to print it and hand it out to your students. The **Just for Fun** activities for this unit are on page 26.



### Big Question

Students are given the opportunity to revisit the Big Question and reflect on it.

- Ask students to turn to the unit opener on page 13 and think about the discussion they had in the Warm-up in Lesson 1 about their own country(ies).
- Ask students to think of other activities they've done and discussions they've had about where they're from: see the Lesson 3 Warm-up, Lesson 6 Warm-up and Wrap-up, Lesson 8 Stop and Think! and Lesson 11 Stop and Think! and Wrap-up.
- Students form small groups and discuss the following:
  - » What's the best thing about your country: the food, landmarks, wildlife, cultural life (for example, festivals), sports?
  - » What are some things you don't always like about your country: traffic, economy, schools, pollution?
  - » Have you visited any of the places in the unit, or know someone who has? What is the place like? How does it compare to your country?



### Scorecard

Hand out (and / or project) a *Scorecard*. Have students fill in their *Scorecards* for this unit. You will find this Scorecard in the Teacher's Toolkit on the webpage.

#### Study for the unit test.



# Unit What's your favourite subject?

## Grammar

**Indefinite articles:** a lamp, an eraser, a university, an mp3 player

**Verb have got:** He has got a telephone. / They have got notebooks. / Have you got a pencil?

**Prepositions of place and time:** under, in, next to, on: in the box, on the box, next to the box, under the box

## Vocabulary

**School places:** art room, auditorium, bathroom, cafeteria, classroom, computer lab, gymnasium (gym), laboratory (lab), library, music room

**School subjects:** biology, chemistry, English, geography, history, maths (mathematics), P.E. (physical education / gym class), physics, science, technology

**School objects:** backpack, book, calculator, eraser, marker, notebook, paper clip, pen, pencil, sharpener, stapler

**Days of the week:** Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday

## Listening

Listening to get information

## Writing

Making a class schedule

## Project

Making a *Perfect School* collage

26

In the first lesson, read the unit title aloud and have students look carefully at the unit cover. Encourage them to think about the message in the picture. At the end of the unit, students will discuss the big question: *What's your favourite subject?*



### Teaching Tip

#### Giving Feedback and Correcting Mistakes

Feedback is important for student's learning, but it can be difficult for any of us to accept criticism. Consider giving anonymous feedback after an activity. When students are engaged in a free-speaking activity, make note of any serious errors and mistakes you hear, especially mistakes in the target language. After the activity, write some of the most common mistakes on the board. Then have the students correct the mistakes as a class, in pairs or in small groups. This approach helps students develop fluency when speaking, and it also boosts their confidence when they know they can correct their own mistakes.

## Vocabulary

### Objective

Students will be able to use **school places** and **school subjects** vocabulary to talk about their school.

## Lesson 1

Student's Book pp. 28 and 29

### Warm-up

Students do a timed challenge: they brainstorm school places and school subjects.

- Divide the class into small groups.
- Tell them they have one minute to write the names of school places.
- Then give them one minute to brainstorm and write the names of school subjects.
- As a whole class, students share their lists.

### 1 Listen and number the school places.

Students practise school places vocabulary while they listen for the pronunciation.

### Answers

art room 8, auditorium 10, bathrooms 5, cafeteria 9, classroom 3, computer lab 4, gymnasium 2, laboratory 1, library 7, music room 6

### Audio Script

SCHOOL PRINCIPAL: Welcome to Lakeview Middle School. Here is a map of our facilities.

1. This is the laboratory.
2. This is the gymnasium.
3. This is a classroom.
4. This is the computer lab.
5. These are the bathrooms.
6. This is the music room.
7. This is the library.
8. This is the art room.
9. This is the cafeteria.
10. This is the auditorium.

### 2 Read and label the school subjects.

Students match school subjects with their corresponding school places.

#### Answers

*Clockwise, from top to bottom* geography, chemistry, physics, P.E., technology, maths

#### Extension

- Have students make a map of their school, similar to the one on page 28.
- Form pairs and have them compare their maps.

### Wrap-up

Students practise school places and school subjects vocabulary in context.

- Have students form pairs and take turns saying sentences about the school places and school subjects. For example, *Ms. Sanders teaches art in classroom 4B.*
- If students did the Extension activity, have them use their maps.
- Monitor, offering help as needed. Make note of any mistakes and have an anonymous feedback session after the activity.

### Workbook p. 102, Activities 1 and 2

## Lesson 2

Student's Book pp. 28 and 29

### ✓ Homework Check!

Workbook p. 102, Activities 1 and 2

#### Answers

##### 1 Look at the pictures and write the school subjects.

1. art
2. music
3. chemistry / science
4. mathematics

##### 2 Write the short forms of the words.

1. P.E.
2. lab
3. maths
4. gym

### Warm-up

Students play a guessing game to review school places and school subjects vocabulary.

- Say some information about a school place and subject at your school. For example, *I am the maths teacher in classroom 1A.* Ask students to guess the teacher.
- Have them take turns asking about school places and subjects and guessing the teachers.

### 3 Listen, clap and repeat.

Students identify the stressed syllables in the vocabulary words.

- Draw students' attention to the smaller circles within the larger circles. Have students read the words connected to the larger circles silently.
- Ask students what they think the smaller circles represent. Elicit or provide: *The circles represent the syllables, the large circles represent the stressed syllables.*

### Audio Script

[1 loud clap] maths

[1 loud clap, 1 small clap] art room, classroom, bathroom, physics

[2 equal claps] P.E.

[1 loud clap, 2 small claps] library, music room, chemistry

[1 loud clap, 3 small claps] laboratory

[1 small clap, 1 loud clap, 2 small claps] computer lab, gymnasium, geography, technology

### 4 Think Fast! Add the school subjects to the chart.

Students do a five-minute timed challenge (use your *Stopwatch* app to time it); they complete a chart with school subjects and school places.

- Draw students' attention to the **Guess What!** box. Read the information aloud and point out the highlighted words, asking students to locate the subjects on the map in Activity 1.

### Answers

From left to right, top to bottom maths, P.E., geography, technology, physics, chemistry

### 5 Complete.

Students complete the sentences about their favourites.

### Answers

Answers will vary.

### 6 In pairs, ask and answer questions. Use the information in activity 5 and the words in the box.

Students work in pairs. They ask and answer questions about their favourites.

### Answers

Answers will vary.

28

### Wrap-up

Students practise word stress in the vocabulary.

- Draw students' attention to the chart. Model with a student, clapping and saying a word in the chart. Encourage the student to do the same.
- Have students form pairs and take turns clapping and saying the words in the chart.

### Workbook p. 102, Activity 3

## Grammar

### Objectives

Students will be able to use **indefinite articles**, **the verb *have got*** and **prepositions** of place to talk about school subjects, objects and places.

## Lesson 3

Student's Book p. 30

### ✓ Homework Check!

Workbook p. 102, Activity 3

### Answers

#### 3 Classify the school words.

*School Subjects* history, geography, physics, science, biology, maths, chemistry

*School Places* laboratory, music room, cafeteria, classroom, library, auditorium

### Warm-up

Play a game to practise singular and plural nouns.

- Say the names of different objects in the classroom. For example, *door, lamps, desks, book*.
- Have students raise one arm if the object is singular and both arms if the object is plural.

### 1 Look and circle the correct option to complete the rules.

Students learn rules about indefinite articles.

### Answers

singular, consonant, vowel

### 2 Think Fast! List five words that use *an*.

Students do a one-minute timed challenge: they think of and write five words that use *an*.

### 3 Read and tick (✓) the correct picture.

Students identify the picture that corresponds to the text.

### Answers

the third picture

### 4 Work in pairs. Open your backpack and mention the items you find.

Students work in pairs. They look for different items in their backpacks and name them.

### Answers

Answers will vary.

## Wrap-up

Students play Pictionary to review indefinite articles.

- Have a student come to the front of the class. Whisper the name of an object and ask him or her to draw it on the board.
- Set a stopwatch. Encourage the rest of the class to guess the name of the object before the time runs out: *an eraser, a tablet, pencils*.
- Have students take turns drawing the objects.
- Continue playing as a whole class at the board or in small groups until you have used all the vocabulary words from the unit.

## Workbook p. 103, Activity 1

### Lesson 4

Student's Book p. 31

#### ✓ Homework Check!

Workbook p. 103, Activity 1

#### Answers

##### 1 Number the objects in alphabetical order.

Then write *a* or *an*.

1. a calculator, 2. an encyclopedia, 3. an envelope, 4. an eraser, 5. a marker, 6. a notebook, 7. a paintbrush, 8. a pencil, 9. a paper clip, 10. a pen, 11. a pencil, 12. a stapler

## Warm-up

Review school objects vocabulary.

- Write the names of objects in the classroom on small pieces of paper.
- Place the labels on the wrong objects. For example, put the label *desk* on a chair.
- Set a stopwatch. Students race against the clock to put the correct labels on the objects.
- If you have a big class, make multiple copies of the labels so each student can participate.

## 5 Read and circle the correct answer.

Students practise questions and short answers with *have got*.

- Draw students' attention to the **Have got** box. Make a few sentences with *have got*, referring to the pictures, e.g., *I have got a pencil. She has got an eraser. They haven't got a dictionary.* Challenge students to make the first two sentences negative (*I haven't got a pencil. She hasn't got an eraser.*) Challenge them to make the last sentence affirmative. (*They have got a dictionary.*)

## Answers

1. Yes, I have. 2. Yes, she has. 3. No, they haven't.

## 6 Look and complete the phrases.

Students practise prepositions of place.

- Draw students' attention to the **Prepositions of place** box. Say, *Look at the cat. Where is it?* Provide the first answer: *The cat is in the box.* Point to the second picture and ask again, *Where is the cat?* Elicit: *The cat is on the box.* Continue with the last two pictures: *The cat is next to the box. The cat is under the box.*

## Answers

1. under, 2. in, 3. next to, 4. on

## 7 Think Fast! Look at the pictures in Activity 1 and answer these questions.

Students do a one-minute timed challenge: they answer the questions using prepositions of place.

## Answers

1. It's on the desk. 2. It's under the desk. 3. They're in the pencil holder.

## Wrap-up

Review questions using *have got*.

- Lay out some items on your desk, e.g., pencils, pens, note cards, books, etc. Ask questions: *Have I got a book?* Elicit the answer. Assign different objects to different students randomly.
- Have students form groups and ask and answer questions about what they have got. Monitor, offering help as needed.

## Workbook pp. 103 and 104, Activities 2–6

### Preparing for the Next Lesson

Ask students to watch an introduction to Ancient Greece from Study.com: [goo.gl/rr3lnO](http://goo.gl/rr3lnO) or invite them to look around on the BBC website: [goo.gl/xazbHV](http://goo.gl/xazbHV).

## Writing & Listening

### Objectives

Students will be able to discuss school subjects. They will also be able to make a class schedule.

## Lesson 5

Student's Book pp. 32 and 33

### ✓ Homework Check!

Workbook pp. 103 and 104, Activities 2–6

### Answers

#### 2 Write the subjects under the correct verb forms.

*have got / haven't got* I, Chris and Pete, Tim and I, You *has / hasn't got* Lisa, Paul, The teacher

#### 3 Read the schedule and complete the sentences.

1. has got, 2. hasn't got, 3. have got, 4. has got, 5. hasn't got, has got

#### 4 Write the questions.

1. Have they got technology together?
2. Has Bailey got biology in the morning?
3. Has she got maths at 8:00?
4. Has Bailey got music this year?

#### 5 Complete the chart.

Yes, I have. No, I haven't. Yes, he has. No, he hasn't. Yes, you have. No, you haven't. Yes, they have. No, they haven't.

#### 6 Look and complete the sentences.

1. in, 2. next to, 3. on, 4. under, 5. in, 6. next to

### Warm-up

Review school subjects and school places vocabulary.

- If students made a map of their school in the Extension activity in Lesson 1, have them take it out. If not, draw their attention to the map on page 28.
- Students form groups and take turns making sentences about the school. For example, *Coach Harris is in the gymnasium*. Monitor, offering help as needed.

### 1 Listen and read the comic. Then write the school subjects in the boxes.

Students complete a Venn diagram to compare Ancient Greece's school subjects to their own.

### Answers

*School in Ancient Greece* music, literature, mathematics, science, P.E., *My School* Answers will vary. *Both* Answers will vary.

### Audio Script

LUKOS: Hi! I'm Lukos and this is my school. On Monday mornings, we have got music lessons.

MAN: Hercules has got a problem...

LUKOS: On Tuesday mornings, we have got literature. On Wednesday afternoons, we have got mathematics.

Boy: Hmm. What is this?

LUKOS: We have got science on Thursday afternoons.

On Friday afternoons, we have got physical education. It's my favourite class!

### 2 Look and label the subjects to complete the schedule.

Students identify icons that correspond to school subjects.

### Answers

*In the Morning* music, literature, *In the Afternoon* maths, P.E., science / biology

### 3 Listen to the days of the week and repeat.

Students listen to the audio and repeat.

- Draw students' attention to the *Days of the week* box. Tell them to read along as they listen to the names of the days in English.

### Audio Script

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

### Wrap-up

Students summarise a story.

- Draw students' attention to the comic again. Ask them to reread it.
- Students form groups and take turns telling each other about Lukos's school schedule. Monitor, offering help as needed.

### Workbook p. 104, Activity 7

✓ **Homework Check!**

Workbook p. 104, Activity 7

**Answers**

**7 Complete the days of the week.**

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

**Warm-up**

Students think about the topic before they listen.

- Tell students that before they listen, they have to think about the topic and the words they hear to get ready to understand the information they will hear.
- To check comprehension, mime the actions and ask students to read the answers aloud.

🔊<sup>19</sup> **Listen to Paul and complete his school schedule.**

Students listen to the audio and complete Paul's school schedule.

- Draw students' attention to the **Prepositions of Time** box. Explain that we use the preposition *on* before days and times of specific days, for example, *Monday, Wednesday, Sunday morning, Saturday evening, Thursday afternoon*. We use *in* before times of the day, for example, *in the morning, in the afternoon, in the evening*. And we use *at* before the word *noon* and the word *night*.

**Answers**

Mondays: music, gym, Tuesdays: maths, science,  
Wednesdays: chemistry, Thursdays: physics, Fridays:  
biology

**Audio Script**

PAUL: Hi! I'm Paul and this is my school schedule. On Mondays I've got music and gym lessons. On Tuesdays, I've got maths and science. I have got chemistry on Wednesdays and physics on Thursdays. Friday is my favourite day! I've got biology! I love biology. It's my favourite subject.

📖 **In your notebook, make a schedule for your classes.**

Students use the schedule in Activity 4 as a model for making their own schedules.

**Answers**

Answers will vary.

🗣️ **Teaching Tip**

**Personalising the Activities**

Students, like all of us, like to talk about themselves. When you present new vocabulary and grammar, make sure students have the opportunity to use the new language to express their own opinions or experiences when the time comes for less-controlled, freer-speaking activities. This not only keeps students engaged, but it also helps them remember new language better if they have had the opportunity to use it in ways that are relevant to their own experience in some way.

📖 **Stop and Think! Look at your schedule in activity 5. In your notebook, write sentences about your school schedule.**

Students talk about what they think about the subjects they've got at school.

- Write *PROS* and *CONS* on the board. Ask students what they think these terms mean (positive and negative).
- Students form small groups of three or four and make lists of the pros and cons of learning the school subjects they've got.
- When students have finished, have a member from each group go to another group to share their groups' ideas and thoughts.
- Don't focus on accuracy here. Allow students to speak freely.

**Wrap-up**

Students talk about their school schedules.

- Have students take out the schedules they made in Activity 5.
- Students form pairs and use school subjects vocabulary to talk about their schedules.
- Encourage students to use school places vocabulary to tell each other where they have got their classes as well.

📖➡️ **Workbook pp. 104 and 105, Activities 1, 2 and 3**

## Culture

### Objectives

Students will be able to learn about school in China. They will also be able to think about how their time is spent.

## Lesson 7

Student's Book p. 34

### ✓ Homework Check!

Workbook pp 104 and 105, Activities 1, 2 and 3

### Answers

**1 Read and number from 1 to 4 (1 = most important, 4 = least important).**

Answers will vary.

**2 Read and complete the chart.**

*Homeschooling* parents are teachers, have got lessons at home, *Traditional Schools* professional teachers, have got lessons at school, *Both* school subjects, exams, go to museums

**3 Imagine that you study at home. In your notebook, make a schedule for your school day.**

Answers will vary.

### Warm-up

Students discuss how they spend their time at school.

- Draw emoticons or faces on the board and label them: *no free time* (angry face), *some free time* (neutral face), *lots of free time* (happy face).
- Ask students to think about how they spend their time on school days. As a class, discuss whether or not students feel they have enough free time.

### 1 Think Fast! Complete the table about your school day.

Students do a one-minute timed challenge: they fill in a table with the number of hours they spend on different activities during their school day.

### Answers

Answers will vary.

### 2 Read and guess which sentences are true. Circle T (True) or F (False).

Students guess whether statements about school in China are true or false to generate interest in the listening.

### 3 Listen and write T (True) or F (False).

Students listen to check their guesses.

### Answers

1. T, 2. F (Classes start at 7 or 7:30.), 3. F (Students have got a long break for lunch.), 4. T, 5. T

### Audio Script

School is very important in China. Even in middle school, students are at their school all day. In the morning, they have got classes from 7 or 7:30. They have got a long break for lunch. Then they have got more classes.

In the afternoon, they have got a break for exercise. Classes end at 6:00 p.m., but students have got classes at night, too. Students have got many important exams.

### Wrap-up

Students discuss their thoughts on the listening.

- Ask students if any of the information in the listening surprised them.
- Initiate further discussion by asking some of the following questions: *Would you like to be at your school all day? What are some pros (positive things) about a long school day? What are some cons (negative things)? How important are exams at school? Has your opinion about how much free time you have changed?*

### ▶▶▶▶ (No homework today.)

## Lesson 8

Student's Book pp. 34 and 35

### Warm-up

Students predict information about a text to generate interest.

- Draw students' attention to the photo on pages 34 and 35.
- Ask, *What do you see in the photo? Where are they? Who is in front of the class? Do you do exercise at school?* Ask students to share their thoughts.

### 4 Put the dialogue in order using numbers. Then listen and check your answers.

Students listen to a dialogue and put it in order.

- Explain that this is part of a dialogue between two Chinese students about their school schedule. They only mention some of the subjects they've got.

- Ask students to read the exchanges first so that they get ready for what they are going to hear.
- Then ask them to listen to the audio two or three times before they put the dialogue in order.
- Check the answers together as a class.
- Draw student's attention to the **Guess what!** box. Read the information aloud and explain that these are the titles that we use in English for men and single and married women.

**Answers**

4, 1, 3, 2

**Audio Script**

KIM: This is our school schedule for the year. We've got maths and geography with Mrs Chang on Monday mornings.

CHEN: Look! We've got history with Mr King on Tuesday afternoons and music on Wednesdays.

KIM: And... We've got science with Ms White on Thursday mornings. Science is my favourite subject! What's your favourite subject?

CHEN: It's chemistry!

**5 Complete Kim and Chen's schedule.**

Students complete the Chinese students' schedule.

**Answers**

Mondays: maths, geography, Tuesdays: history, Wednesdays: music, Thursdays: science

**6 Present Kim and Chen's school schedule to the class.**

Students prepare a short presentation about Kim and Chen's schedule telling which subjects they've got each day.

**Answers**

Answers will vary.

**7 Stop and Think! Value**

Are schools in China similar to schools in your country?

- Remind students of the Wrap-up activity for the previous lesson. Ask them to summarise their discussions.
- Then ask students to think about the pros (advantages) and cons (disadvantages) of each school system. Students form pairs to make lists.
- Students form small groups to discuss the question and compare Chinese schools to their own.
- When students are ready, have one person from each group come to the front of the class to present their argument for or against each school system.

- Be sure to give feedback after the debate and explain the importance of respecting cultural differences.

**Wrap-up**

Students discuss their thoughts on what they've learned.

- Ask students to say what they've learned about schools in China.
- Initiate further discussion by asking some of the following questions:
  - » *The text states that exercise 'helps students to be alert for their studies.' Is exercise important for learning?*
  - » *Is being competitive in schools good?*
- You may wish to have students discuss these questions in small groups.

**▶▶▶ (No homework today.)**



**Teaching Tip**

**Using Group Work**

Group work gives students the chance to practise the language they've acquired. Here are some tips for using group work: Encourage students to speak fluently. Don't worry about accuracy too much, except for the target language. Allow students to support each other. Be thoughtful about the groups you form: you may want to have students of similar ability working together, or you may want to have mixed-ability groups. Be sure to let students move around: just getting them up and in a different seat in the classroom can help expend some of that extra energy! And, when appropriate, wrap up group work activities by having one student from each group report to the class.

## Project

### Objectives

Students will be able to make a *Perfect School* collage.

## Lesson 9

Student's Book pp. 36 and 37

### Warm-up

Students discuss what's good about their school.

- Ask students to brainstorm what's good about their school. Write their ideas on the board.
- Students form small groups and discuss what's good about their school. Encourage them to say why and explain their opinions. Monitor, offering help as needed.
- Challenge students to discuss what's *not* so good about their school.

▶ 34

### 1 Look at the school collage on page 37. Tick (✓) the school features that you see.

Students identify features of a school presented in a collage.

#### Answers

1. desks, workshops, group tables, 2. maths and science, 3. tennis, 4. a swimming pool, other: a library

### 2 Listen to a student and complete the sentences.

Students listen to a student talking about her perfect school and complete the sentences with words from the audio.

#### Answers

1. school, 2. desks, 3. workshops, 4. focus, 5. perfect, 6. football, 7. has got

#### Audio Script

This is my perfect school. It hasn't got regular desks. It has got group tables. It has got workshops for practical skills. A maths and science focus is important for my future. I think tennis is a good sport. It's fun. My perfect school has got tennis and football lessons. It's fun! It has got a swimming pool, too!

### Wrap-up

Students revisit their thoughts about their own school after hearing about one student's idea of a perfect school.

- Go back to the list on the board of things students like about their school.
- Ask students to compare what they like about their school with the features of the perfect school described in the listening and on the collage.
- Ask students which of the features of the perfect school in the listening they like or do not like.

▶▶▶▶▶ (No homework today.)

## Lesson 10

Student's Book pp. 36 and 37

### Warm-up

Students think of other school features.

- Students form small groups of three or four. They brainstorm other school features.
- Come together as a class and write some of the features on the board. Some features students may think of include clubs (drama, chess, robotics, Lego, maths, English, etc.), after-school activities, peer mentoring, field trips, a school newspaper. Supply new vocabulary as needed.

### 3 Choose one more school feature. Then make a collage.

Students make a collage of school features.

- You will need poster board, magazines and other pictures, scissors, glue and markers for this project. Students may work on the project in small groups.
- Draw students' attention to the school features pictured. Additionally, draw their attention to the list on the board from the Warm-up.
- Students choose at least one more school feature and make a collage of their perfect school, either from pictures or drawings. Draw their attention to the features in Activity 1 and to the collage on page 37 to use as a model.

#### Answers

Answers will vary.

4 In your notebook, write a description of your perfect school. Use the phrases in Activity 2.

Students write a paragraph based on a model and their collages.

**Answers**

Answers will vary.

**The Digital Touch**

To incorporate digital media in the project, suggest one or more of the following:

- Make your collage online: [goo.gl/onuzf](http://goo.gl/onuzf), or [goo.gl/eEU4u](http://goo.gl/eEU4u).

Note that students should have the option to do a task on paper or digitally.

**Wrap-up**

Students share their collages.

- Students present the information in their collages, based on the description of their perfect schools.
- When students have finished their presentations, display the collages in the classroom.

Workbook p. 105, Activities 1 and 2 (Review)

**Review**

**Objectives**

Students will be able to consolidate their understanding of the vocabulary and grammar learned in the unit.

**Lesson 11**

Student's Book p. 38

✓ **Homework Check!**

Workbook p. 105, Activities 1 and 2 (Review)

**Answers**

**1 Read and circle the correct option.**

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

**2 Look and rewrite the sentences.**

1. Has he got an exam this morning? 2. They haven't got karate at 4:00. 3 I haven't got physics with Ms Jones. 4. Has Matt got P.E. in the cafeteria?

**Warm-up**

Students list the vocabulary and grammar they have learned in the unit.

- Ask students to think of what they've learned in this unit.
- Elicit and list the grammar and vocabulary on the board. Vocabulary: school subjects (*chemistry, English, geography, maths, music, P.E., physics, science, technology*); school places (*art room, auditorium, bathrooms, cafeteria, classroom, computer lab, gymnasium, laboratory, library, music room*); school objects (*backpack, book, calculator, eraser, marker, notebook, paper clip, pen, pencil, sharpener, stapler*); Grammar: indefinite articles (*a, an, these, those*); the verb *have got* (*have got, has got, haven't / hasn't got*); prepositions of place (*in, on, next to, under*); prepositions of time (*in, on, at*)

**1 Read the clues and write the school places.**

Students identify school places vocabulary from clues.

**Answers**

1. art room, 2. gymnasium, 3. auditorium, 4. library, 5. music room, 6. classroom, 7. cafeteria, 8. laboratory

## 2 Write the names of the school subjects.

Students unscramble the names of the school subjects.

### Answers

1. physical education, 2. geography, 3. chemistry, 4. English, 5. science, 6. technology

## 3 Look and circle the correct option.

Students identify the correct indefinite article.

### Answers

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

## 4 Complete the sentences using *have got* or *has got* in the correct form.

Students review the use of the verb *have got*.

### Answers

1. have got, 2. hasn't got, 3. have got, 4. has got, 5. haven't got

36

## Wrap-up

Students talk about what their classrooms have got.

- Ask students to think about what features your classrooms at school have got. If necessary, elicit a few features: *group tables / desks, computers, a smart board*.
- Have students form pairs to discuss. Monitor, offering help as needed.

## ▶▶▶ (No homework today.)

## Lesson 12

Student's Book p. 39

## Warm-up

Remind students of what they reviewed in the previous lesson.

- Ask students to say what they've reviewed. Elicit *school places, school subjects, school objects, articles and affirmative sentences with have got*.
- Ask students to say what they will be reviewing today. Elicit *Questions and negative sentences with have got and prepositions of place and time*.

## 5 Unscramble the sentences.

Students put words in the correct order to make sentences.

## Answers

1. Has Mike got a tablet in his locker? 2. Have you got a dictionary? 3. I've got music on Fridays. 4. Has Amanda got a phone? 5. Sheila hasn't got a calculator.

## 6 Read and complete using *Have* or *Has*.

Students use the correct auxiliary verb with *have got*.

### Answers

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

## 7 Find the missing objects. Then write four sentences.

Students review the use of prepositions of place.

### Answers

1. The pencil is under the book. 2. The jacket is in the locker. 3. The backpack is next to the desk. 4. The calculator is on the desk.

## 8 Think Fast! Describe the locations of five objects in your classroom.

Students do a two-minute timed challenge: they use objects in the classroom to practise prepositions of place.

## Just for Fun Student's Book p. 40

Students can work on the activities on this page individually and then check their answers against the *Just for fun Answer Key* worksheet. You will find this in the Teacher's Toolkit on the webpage. Remember to print it and hand it out to your students.

## Big Question

Students are given the opportunity to revisit the Big Question and reflect on it.

- Tell students to turn to the unit opener on page 27 and think about the discussion they had in the Warm-up in Lesson 1: What's your favourite subject?
- Students form small groups and discuss the question 'What's your favourite subject?' Remind students of the reading about students in Ancient Greece and the school in China. Remind them about the features of their perfect school.
- Monitor as students discuss the Big Question, offering help as needed.
- Come together as a class. Ask students if their viewpoints on learning have changed, and if so, how.

## Scorecard

Hand out (and / or project) a Scorecard. Have students fill in their Scorecards for this unit.

 **Study for the unit test.**

# 3 Unit What is family?

## Grammar

**Demonstrative pronouns:** This is my cat.

**Possessive adjectives:** Owen is my brother.

**Possessive 's:** My brother's name is Owen.

**How much...?**

## Vocabulary

**Family relationships:** aunt, brother, cousin, daughter, father (dad), grandfather (grandpa), grandmother (grandma), grandparent, mother (mum), nephew, niece, parent, sister, son, uncle

**Clothing:** blouse, boots, coat, dress, hat, jacket, jeans, pajamas, shoes, shorts, skirt, socks, sweater, tie, T-shirt, trousers, sandals, scarf (scarves)

**Adjectives:** casual, cheap, comfortable, elegant / smart, expensive, popular, useful

**Prices:** These shoes are € 35.

**Numbers:** 21 - 100

## Reading

Reading about fashion tips

## Writing

Describing what others are wearing

## Speaking

Talking about the clothes you are wearing

## Project

Making VIP profiles

38

In the first lesson, read the unit title aloud and have students look carefully at the unit cover. Encourage them to think about the message in the picture. At the end of the unit, students will discuss the big question: *What is family?*



### Teaching Tip

#### Keeping a Vocabulary Notebook

Throughout this course, in every unit, students encounter vocabulary sets. These words are grouped by theme: family relationships, school places, etc. It is easier for students to remember words in this way. In order to make the most of this presentation format, have students keep a notebook for vocabulary. Encourage them to add mind maps, diagrams, translations and examples—anything that will make the target language more memorable. They can also use their vocabulary notebooks for review when speaking, and it also boosts their confidence when they know they can correct their own mistakes.

## Vocabulary

### Objective

Students will be able to use **family relationships** vocabulary to talk about their families.

## LESSON 1

Student's Book pp. 42 and 43

### Warm-up

Students discuss the question *What is family?*

- Draw students' attention to the illustration on page 41.
- In pairs, have students discuss how the pictures on each box answer the question *What is family?*
- Ask each pair to share one or two of their explanations with the class.

### 1 Listen and complete the family tree using the words in the box.

Students listen to Lee describe his family and label the photos on his family tree with the correct family relationships vocabulary.

## Answers

Carol grandmother, Joey grandfather, Roy father, Alexis mother, Kirsty aunt, Thomas uncle, Janice sister, Scott brother, Gary cousin

## Audio Script

Hi. I'm Lee, and this is my family. Roy is my father. Alexis is my mother. Janice is my sister. Scott is my brother. Joey is my grandfather. Carol is my grandmother. Gary is my cousin. Kirsty is my aunt. Thomas is my uncle.

## 2 Read and identify the person.

Students read the clues and use the family tree to identify the person. They write the name on the line.

## Answers

1. Lee, 2. Gary, 3. Gary, 4. Kirsty

## Extension

Students make their first entries in their vocabulary notebooks.

- Elicit different ways to provide meaning for new vocabulary: *use a picture, a translation, an example, a mind map, a definition, write the word with its opposite.*
- Ask students to say which way works well for family relationships vocabulary.
- Students make family relationships entries in their vocabulary notebooks.
- Ask them to make entries for the vocabulary sets studied in the previous units as well.

## Wrap-up

Review family relationships vocabulary using a family tree.

- Make your own family tree and bring it to class. Alternatively, use the family tree on page 42.
- Point to different family members and elicit the relationship. Say, *This is my ...* Let students complete the sentence.
- Challenge students to talk about your family tree using: *This is your mother / grandfather / cousin.*

▶▶▶ **Workbook p. 106, Activities 1 and 2**

## Lesson 2

Student's Book p. 43

## ✓ Homework Check!

Workbook p. 106, Activities 1 and 2

## Answers

### 1 Look and write the name.

1. Veronica, 2. Chris, 3. Beth, Veronica, 4. Jason, Chris

### 2 Decode the new words.

1. son, 2. niece, 3. uncle, 4. daughter, 5. nephew

## Warm-up

Students practise family relationships vocabulary.

- Write *son, daughter, niece, nephew* on the board. Elicit the gender (male / boy, or female / girl) for each word.
- Use the family tree on page 42. Present these sentences for students to identify the person:
  1. *Alexis is my daughter.*
  2. *Janice is my niece. Kirsty is my sister.*
  3. *Scott is my nephew.*
  4. *Alexis is my sister. Gary is my son.*

## Answers

1. Carol or Joey, 2. Thomas, 3. Thomas or Kirsty, 4. Kirsty

## 3 Imagine you are a member of this family. Write clues for a classmate to guess the person.

Students write sentences that are true for a person in the family tree. They write two sentences for each item. They can use Activity 2 as a model.

## Answers

Answers will vary.

## 4 Think Fast! Read a classmate's clues and guess the person.

Students do a one-minute timed challenge: they form pairs or small groups and exchange books. They read their classmates' clues and identify the family members.

## Answers

Answers will vary.

## 5 Classify the family words in the chart.

Students categorise family relationships words by gender.

- Draw students' attention to the **Guess What!** box. Read the information aloud and ask students to identify Lee's family members using the new words.

**Answers**

*Male:* father (dad), grandfather (grandpa), brother, uncle, son, nephew

*Female:* mother (mum), grandmother (grandma), sister, aunt, daughter, niece

*Both:* cousin, parents, grandparents

**6 In pairs, ask and answer questions about your family. Swap roles.**

- Draw students' attention to the example dialogue.
- Ask two students to read the example aloud.
- Form pairs. Have students ask and answer questions about their family members.

**Answers**

Answers will vary.

**7 In your notebook, make your own family tree.**

Students make a simple family tree in their notebooks and present it to a classmate.

- Give students five minutes to draw their own family trees.
- Form pairs. Have students describe their family trees to each other: *(Anna) is my mother.*
- If necessary, students can write the sentences and read them to their partner.
- Monitor and offer help as needed. Make note of any mistakes and give anonymous feedback after the activity.
- Students can form new pairs for more practice.

**Answers**

Answers will vary.

**Wrap-up**

Practise spelling.

- Say family relationships words for students to spell aloud or write.
- Have students continue the challenge in pairs or small groups.

**▶▶▶▶ (No homework today.)**

**Teaching Tip****Teaching Additional Vocabulary**

Students often ask for additional vocabulary: *How do you say [stepfather]?* That's good! They're engaged in the topic and they need a word to express a meaning that is important to them. Encourage students to write the word down in their vocabulary notebooks in case they need it later. However, avoid teaching too many extra words or phrases. Students may struggle to remember the target vocabulary in addition to a long list of unfamiliar words.

## Grammar

### Objectives

Students will be able to use **demonstrative pronouns, possessive adjectives, possessive 's** and **the verb be** to talk about families.

## Lesson 3

Student's Book p. 44

### Warm-up

Students do a one-minute timed challenge: they complete male-female word pairs to review family relationships vocabulary.

- Write the following word pairs on the board to complete:

1. brother and \_\_\_\_\_

2. aunt and \_\_\_\_\_

3. mum and \_\_\_\_\_

4. grandma and \_\_\_\_\_

5. son and \_\_\_\_\_

6. niece and \_\_\_\_\_

### Answers

1. sister, 2. uncle, 3. dad, 4. grandpa, 5. daughter, 6. nephew

### 1 Look, read and complete the sentences.

Students learn and practise *this, that, these* and *those* by completing sentences with the correct demonstrative pronouns.

- Direct students' attention to the **Demonstrative Pronouns** box. Read the information aloud and ask students to find each word (*this, that, these, those*) in the picture above.

### Answers

1. These, 2. This, 3. Those, 4. This, 5. That

### 2 Listen and repeat the words.

Students practise pronouncing *this, that, these* and *those*.

- Make sure students place their tongue between their teeth to pronounce the voiced *th* sound, which can be difficult for students to produce.

### Audio Script

this, this  
these, these  
that, that  
those, those

### 3 Listen and memorise the rhyme.

Students recite and memorise the rhyme to help them remember the forms of the demonstrative pronouns.

### Audio Script

This, that, these and those,  
This is the way the T-H goes.  
If you see your tongue pop out,  
Then you have it all worked out!

### Wrap-up

Review the demonstrative pronouns using objects in the classroom.

- Hold or point to an object (or multiple objects) in the classroom. It is not necessary to say the name of the object.
- Elicit the corresponding demonstrative.

### Workbook p. 107, Activities 1 and 2



### Teaching Tip

#### Modelling the Activity

Activity instructions can be hard for students to understand, especially beginners. Use simple wording, and whenever possible, do the first item or two together as a class as a model. Then students can imitate the procedure for the rest of the activity. In this way, you can avoid confusion and misunderstandings and ensure that the activity is effective.

## Lesson 4

Student's Book p. 45

### ✓ Homework Check!

Workbook p. 107, Activities 1 and 2

### Answers

#### 1 Look and circle the correct option.

left to right, top to bottom These, This, This, That, Those, This

#### 2 Read and match.

1. singular, 2. plural, 3. nearby, 4. far

### Warm-up

Play a game to review demonstrative pronouns.

- Pass out thirteen pieces of paper (or fewer if there are fewer students). Have each student with a piece

of paper write one family relationship word on it in large letters. Say each word aloud and have a student write it on his or her paper: *aunt, brother, cousin, dad, daughter, grandma, grandpa, mum, nephew, niece, sister, son, uncle.*

- Stand in the centre of the room and have the students holding a piece of paper with a family relationship word on it move around the room, with some standing near you and some standing further away. Have the students holding *mum* and *dad* and *grandma* and *grandpa* stand together.
- Divide the remaining students into two groups. Explain to students that you will point to your 'family members' and the groups will compete to say the correct sentence using demonstrative pronouns first.
- Model the activity by pointing to a 'family member' and saying the sentence yourself: *That is my brother.*
- Have students switch roles, move around the room and play the game again.

▶ 42

#### 4 Underline the possessive adjectives and complete the chart.

- Direct students' attention to the **Possessive 's** box. Read the information aloud and explain that we use 's after a noun to indicate possession. Students identify and underline possessive adjectives. Then they complete the table with the possessive adjectives they underlined.
- Remind students to look at the photos. They clarify the meaning of the sentences.

##### Answers

1. My, his, 2. Their, 3. My, her  
From top to bottom: my, his, her, their

#### 5 Complete with *is* (verb BE) or 's (possessive).

Students determine when to use *is* or the possessive 's.

##### Answers

1. 's, 2. is, 3. is, 4. 's, 5. 's

#### 6 Think Fast! Look and write the sentences.

Students do a five-minute timed challenge: they use the visual prompts to form sentences using demonstrative pronouns, possessive adjectives and the verb *be*.

##### Answers

1. These are my grandparents. 2. Their names are Paul and Shirley. 3. That is my father. 4. His name is Bill.

#### Wrap-up

Students use their family trees to identify family relationships.

- Form pairs. Have students identify their family relationships to each other: *This is my mother.*
- Encourage them to ask about names: *What's her name? Her name is (Anna).*
- Students can form new pairs for more practice.

▶▶▶ **Workbook pp. 107, Activities 3, 4 and 5.**

## Reading & Writing

### Objectives

Students will be able to describe clothes people are wearing. They will also be able to use numbers 21-100 to discuss prices and say whether some clothes might be cheap or expensive.

## Lesson 5

Student's Book pp. 46 and 47

### ✓ Homework Check!

Workbook p. 107, Activities 3, 4 and 5.

### Answers

#### 3 Complete the chart.

*I, my, you, your, he, his, she, her, it, its, we, our, they, their*

#### 4 Complete the sentences.

1. Our, 2. My, 3. His, 4. Their, 5. your

#### 5 Replace the phrase with a possessive adjective.

1. Her name is Julie. 2. His name is Bob. 3. Their names are Leo and Matt. 4. Her name is Leonora.

### Warm-up

Students play a guessing game to preview the reading.

- Tell students they are going to listen and read a text about clothes.
- Ask them if they know any clothes vocabulary in English.
- Tell them to scan the text and see if they recognise any words. They may spot: *elegant, sandals, T-shirt, jeans, sweater, sales*, etc.

### 1 Listen and read. Find the clothing items on the webpage.

Students listen and read a webpage and try to spot the names of the clothes.

- Draw their attention to the numbers in the text and explain that these refer to the items in the pictures. Tell learners that this will help them to identify the words for clothes.
- Play the audio two or three times for students to get familiar with the pronunciation of clothing items.
- Then re-read the text and explain any words students might not understand.
- Draw their attention to the words *cheap* and *expensive*. See if they guess the meaning. If not, provide examples for them to understand what the words mean.

### Answers

1. jeans, 2. T-shirts, 3. blouses, 4. shirts, 5. dress, 6. skirt, 7. sandals, 8. trousers, 9. tie, 10. shoes, 11. sweater, 12. jacket, 13. coat, 14. hats, 15. scarves, 16. boots

### Audio Script

Jeans and T-shirts are casual and comfortable. Blouses (for girls) and shirts (for guys) are more elegant.

Girls: for formal occasions, for example a family dinner, wear a dress or a skirt, and a pair of elegant sandals, or high heels.

Boys: a pair of black trousers, a white shirt and a tie is perfect. Wear black or brown shoes. Formal clothes are expensive - not cheap. Look out for sales! When it is cold, wear a sweater and a jacket or coat. Hats and scarves are useful accessories. Boots are really warm!

### 2 In pairs, ask and answer questions about the clothes prices.

Students look at the price list and ask and answer questions about the clothes on the webpage.

- Draw students' attention to the **Numbers 21-100** box. Explain how numbers are formed and provide more examples.
- Read the numbers in the box aloud and ask learners to repeat.
- Then write some figures on the board and ask different students to say them aloud.
- After that, draw students' attention to the **Price List** box. Read some of the prices aloud. Then ask some learners to read the other prices aloud.
- Read the example questions and answers.
- Then ask students to get in pairs and practise dialogues using different items and prices.

### Answers

Answers will vary.

### 3 Think Fast! In your notebook, write five items you have got in your closet.

Students do a two-minute timed challenge: they think about their closet and write down 5 clothing items they can think of.

### Answers

Answers will vary.

### Wrap-up

Students review the webpage article they have read.

- Check comprehension of the text.
- Provide several slips of paper for each student. Give students one minute to write down as many things about the text as they can remember on individual slips of paper. Encourage them to keep their books closed.
- Collect the papers in a bag. Pull out each one and read it aloud, or have a more confident student read them. Students say if the fact is correct.

▶▶▶ **Workbook p. 106, Activities 3 and 4.**

## Lesson 6

Student's Book pp. 46 and 47

### ✓ Homework Check!

Workbook p. 106, Activities 3 and 4

#### Answers

##### 1 Write the number words.

21 twenty-one, 48 forty-eight, 100 one-hundred, 89 eighty-nine, 55 fifty-five, 96 ninety-six

##### 2 Complete the sentences with the correct adjectives.

1. formal, 2. comfortable, 3. elegant, 4. cheap, 5. casual, 6. expensive

### Warm-up

Students race to identify the person in the photos.

- Students form small groups and line up at the board.
- Tell students to look at the photos on page 46. Have students label the people in the photos, starting on the top row on the left, A, B, C, D, E and F (skipping the photos of the coat and the shoes).
- Tell students that you will describe a person, and a member of each group will write the corresponding letter on the board for their group. The group that correctly identifies each person first gets a point, and the group with the most points wins.
- You can use these descriptions: 1. *I'm wearing jeans and a yellow jacket.* 2. *I'm wearing a shirt and a tie.* 3. *I'm wearing high heels and a dress.* 4. *I'm wearing boots and a skirt.* 5. *I'm wearing a T-shirt and jeans.* 6. *I'm wearing a sweater and a scarf.*

#### Answers

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

### 4 Look and tick (✓) the item in the wrong category.

Students choose the clothing that doesn't fit in each category.

- Draw students' attention to the **Adjectives** box. Explain that these are adjectives used to describe clothing items. Go through the list to see if students get the meaning of all of them and explain any word they may not understand.

#### Answers

*left to right* 3rd (high heels), 2nd (flip flops), 1st (old boots), 2nd (tie)

### 5 Read and circle the correct definition.

Students determine the definitions of the clothing adjectives based on the pictures in Activity 4.

#### Answers

1. informal, 2. sophisticated, 3. costs little money, 4. not cheap

### 6 In your notebook, describe what they are wearing.

Students describe the clothes the people in the photographs are wearing.

- Draw students' attention to the examples in the dotted line box so that they follow the same model when asking and answering questions.

#### Answers

Answers will vary; examples: Man: trousers, a jacket, brown shoes and a scarf. Woman: a black skirt, a black jacket, a white blouse and sunglasses.

### 7 In pairs, describe what you are wearing. Swap roles.

Students work in pairs. They take turns to describe what they are wearing.

#### Answers

Answers will vary.

### Extension

- Play a game called, Expanding Sentence, to teach students adjective order. Play with the entire class or bigger groups of five or six.
- Write this phrase on the board: *two cheap big old brown boots*. Explain that this is the order of adjectives in English: number, opinion, quality, size, age, colour, material, purpose.
- Write a sentence on the board, for example, The girl has got a scarf.
- Have the first student add an adjective to the noun, saying the sentence aloud, for example, The girl has got a green scarf.
- The next student adds another adjective, for example, The girl has got a warm green scarf.
- Then choose another example and make students practise adding adjectives and expanding sentences.

### Wrap-up

Students use adjectives in a role-play.

- Tell students they will go shopping. They will take the roles of a customer and a sales assistant.
- Provide a sample dialogue:  
» *Salesperson: I really like [that jacket]! It looks good on you.*  
*Customer: Thanks! How much is it?*  
*S: It's [\$75].*  
*C: That's [expensive].*  
*S: Well, how about this one? It's [\$50].*  
*C: OK. I'll try it on.*
- Have students practise using other clothing items, prices and adjectives.

### Workbook p. 108, Activities 1, 2 and 3

### Teaching Tip

#### Expanding Activities

Give students the chance to show what they know. When you can, expand an activity. Students have a lot to contribute from their own bank of knowledge and experience. There are many benefits to allowing for this in your classroom: quieter students often contribute more when they can choose, and students are more engaged when the activity has personal context for them.

## Culture

### Objectives

Students will be able to explore Australian English and talk about enjoying time with family.

## Lesson 7

Student's Book pp. 48 and 49

### ✓ Homework Check!

Workbook p. 108, Activities 1, 2 and 3.

#### Answers

##### 1 Look and label.

\$24 scarf, \$14 scarves, \$18 tie, \$21.29 blouse, \$19.99 skirt, \$32 boots, \$35 sweater, \$55 jacket, \$17.50 hat, \$12 T-shirt, \$59.79 trousers, \$125 coat, \$89.99 dress

##### 2 Read, find and write the questions.

1. How much are the boots? 2. How much are the shorts? 2. How much is the coat? 3. How much are the trousers? 4. How much is the T-shirt?

##### 3 Read and circle T (True) or F (False).

1. F, 2. T, 3. F

45

### Warm-up

Engage students in the topic.

- Hold up the picture on page 48 for students to see.
  - » Point to the Christmas tree and ask *What time of the year is it?*
  - » Point to the beach and ocean and ask *Where are they?*
  - » Point to the people's swimsuits and ask *What are they wearing?*
  - » Point to the barbeque, the people with the surfboard and the sandcastle and ask *What are they doing?*
  - » Point to the map, focusing on Australia, and ask *What country is this?*

### 1 Read the sentences and circle the correct option.

Students guess some facts about Australia.

#### Answers

1. southern, 2. New Zealand, 3. Aborigines, 4. koalas, 5. Canberra

### 2 Read the comic and circle to complete the sentences.

Students read a comic and learn some Australian expressions and traditions. They complete the sentences with the correct options.

### Answers

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

### Wrap-up

Students practise discovering meaning from context.

- Have students underline all the words in the comic that Emily is confused about.
- Form pairs and tell students to imagine that they are Emily. Have them look closely at the pictures in the comic.
- Challenge students to find clues in the context of the situation that Emily could have used to discover the meaning of the Australian words.
- Invite students to share the clues they discovered with the class.
- Some possible answers are: *Togs: Everyone except Emily is wearing a swimsuit. Barbies: When her cousin asks if she has barbies, the family members are holding barbecued meats. Esky: Emily could see what Chris got the food out of. Ace: Tucker: The adults have been cooking and are inviting the kids to come eat.*

▶ 46

▶▶▶▶ (No homework today.)

## Lesson 8

Student's Book pp. 48 and 49

### Warm-up

Confirm comprehension of a text by asking questions.

- Ask students some questions to help them recall the information in the comic: 1. *Where is the family?* 2. *What holiday is it?* 3. *Who's visiting?* 4. *What's funny about the comic?*

### Answers

1. In Sydney, Australia, at the beach, 2. Christmas, 3. Emily, their cousin from Vancouver, Canada. 4. Emily speaks English, but she can't understand everything her family says.

### Write the Australian English words.

Students identify the Australian English words in the comic and label the photos with the correct words.

### Answers

1. prawns, 2. togs, 3. esky, 4. barbie, 5. tucker

### Stop and Think! Value

What activities are fun when you are with your family?

- Ask *What activities are fun when you are with your family?* Ask *Are there special activities you and your family do on holidays?* Students form small groups to discuss.
- Monitor, offering help as needed. Don't focus on accuracy. Allow students to express and share their thoughts.

### Answers

Answers will vary.

### Extension

Students learn expressions from other English-speaking cultures.

- Give students some English words from other English-speaking countries and have them guess the meaning. Some examples of British English: *fancy* (like), *fortnight* (two weeks), *kip* (sleep), *wonky* (not right), *cooker* (stove), *tad* (a little bit), *queue* (line of people). Some examples of Canadian English: *biffy* (toilet), *chesterfield* (sofa), *eh?* (you know?), *runners* (running shoes). Some examples of Irish English: *bang on* (exactly), *black* (crowded), *cacks*, (pants), *cat* (no good), *dear* (expensive), *gaff* (apartment), *donkey's years* (a long time).
- Alternatively, challenge students to do some research and find out some words on their own.

### Wrap-up

Students review Australian English and other English words.

- Students form pairs and write a short dialogue using Australian English or another culture's English words.
- Students practise the dialogue in pairs.
- Challenge students by having them switch their dialogues with another pair. Then the pair has to 'translate' the other's dialogue.

▶▶▶▶ (No homework today.)

## Project

### Objectives

Students will be able to make VIP profiles.

## Lesson 9

Student's Book pp. 50 and 51

### Warm-up

Students play a game to generate interest and review vocabulary.

- Explain that students will either 'be' a colour / adjective, a piece of clothing or a relationship.
- To assign their categories, have students go around the room, each saying one of these words, in this order: colour, adjective, clothing, relationship.
- Say a word that is a colour, an adjective, a piece of clothing or a relationship, for example, red. The students who are colours must stand up quickly. If a student doesn't stand up, he is out of the game.
- The students then sit down and you say another word, for example, *best friend*. The students who are relationships stand up.
- Continue as time permits or as long as students are engaged.

### 1 Classify the highlighted words in the VIP profiles.

Students classify words into categories.

#### Answers

*Colours / Adjectives:* black, woollen, purple, red, best, white, grey, warm, blue, big

*Clothes:* sweater, scarf, coat, blouse, jeans, shirt, shirt, tie, T-shirt, shorts

*Relationships:* sister, mum, (best) friend, grandpa, teacher, (big) brother

### 2 Complete the descriptions.

Students write descriptions of people's clothes.

#### Answers

*Boy:* jeans, a grey jacket, a white T-shirt, black rubber shoes and a backpack. *Girl:* a black skirt, a white sweater, a brown hat, boots

### Wrap-up

Students play a guessing game.

- Pairs take turns describing what a classmate is wearing without saying the classmate's name: *She is*

*wearing a blue shirt, jeans, black shoes and a grey scarf.*  
The other student guesses who is being described.

▶▶▶▶ (No homework today.)

## Lesson 10

Student's Book pp. 50 and 51

### Warm-up

Students think of VIPs in their lives to prepare for the project.

- Draw students' attention to the Relationships column in the chart in Activity 1.
- Have students think about their grandmas, sisters grandpas, brothers, dads and friends. Ask them to think of other people who are important in their lives.
- Pairs tell each other about two or three VIPs in their lives

### 3 Make VIP (very important person) profiles for four or more people.

Students make profiles of people in their lives.

- Draw students' attention to the steps.
- Encourage them to make notes and draft the information before finalising their profiles.

### The Digital Touch

To incorporate digital media in the project, suggest one or more of the following:

- Make a collage of your photos and captions:  
[goo.gl/XFOscZ](http://goo.gl/XFOscZ).
- Make a video of the people in your VIP profile to send to them on your phone.

Note that students should have the option to do a task on paper or digitally.

#### Answers

Answers will vary.

### Wrap-up

Students talk about the people in their profiles.

- Display the profiles in your classroom.
- Invite students to 'introduce' the people to their classmates.
- Encourage students to ask each other questions about the people.

▶▶▶▶ **Workbook p. 109, Activities 1, 2, 3 and 4 (Review)**

## Review

### Objectives

Students will be able to consolidate their understanding of the vocabulary and grammar learned in the unit.

## Lesson 11

Student's Book p. 52

### ✓ Homework Check!

Workbook p. 109, Activities 1, 2, 3 and 4 (Review)

### Answers

#### 1 Write the word.

1. mum, 2. dad, 3. parents, 4. grandma, 5. grandpa, 6. grandparents

#### 2 Find and write eight family words.

grandma, aunt, son, daughter, cousin, uncle, niece, dad

#### 3 Unscramble the sentences.

1. That is an elegant coat. 2. Henry has got an expensive jacket. 3. This is a comfortable T-shirt. 4. Ugg boots are very popular. 5. A coat is useful in winter.

#### 4 What are they wearing? Look and describe using colours and adjectives.

Answers will vary.

### Warm-up

Students list the vocabulary and grammar they have learned in the unit.

- Ask students to think of what they've learned in this unit.
- Elicit and list the grammar and vocabulary on the board. Vocabulary: family relationships (*father [dad], mother [mum], parents, brother, sister, uncle, aunt, grandmother [grandma], grandfather [grandpa], grandparents, cousin*); clothing (*blouse, boots, coat, dress, hat, jacket, jeans, pajamas, shoes, shorts, skirt, socks, sweater, tie, T-shirt, trousers, sandals, scarf, (scarves)*); adjectives (*casual, cheap, comfortable, elegant /smart, expensive, popular, useful*); prices; numbers (*21 - 100*); Grammar: demonstrative pronouns (*this, that, these, those*); possessive adjectives (*my, your, her, his, its, our, their*); possessive 's; *How much...?*

### 1 Look and complete the sentences.

Students complete a passage based on a family tree.

### Answers

1. grandparents, 2. father, 3. mother, 4. cousin, 5. uncle, 6. aunt

### 2 Read and circle T (True) or F (False).

Students identify true and false statements based on a family tree.

### Answers

1. F (Michael is William's brother. William hasn't got a sister.), 2. T, 3. F (Michael is Lisa's uncle.), 4. F (Lisa is Gavin's cousin.)

### 3 Look and complete using *this, that, these* or *those*.

Students complete sentences using the correct demonstrative pronouns.

### Answers

1. Those, 2. This, 3. These, 4. That, 5. These, 6. That

### Wrap-up

Students use their family trees to talk about their families.

- Have students take out their family trees.
- Model with a student by pointing to someone on her family tree and asking *Who's this?* Elicit an answer: *This is my sister.* Then ask *What's her name?* Elicit an answer.
- Students form pairs and talk about their families. Don't worry if students don't ask *Who's this?* as long as they are talking about their family members. Encourage them to use the grammar and vocabulary from the unit.

### ||| (No homework today.)

## Lesson 12

Student's Book p. 53

### Warm-up

Remind students of what they reviewed in the previous lesson.

- Ask students what they've reviewed so far. Elicit *family relationships* and *demonstratives*.
- Ask students to say what they will be reviewing today. Elicit *possessive adjectives, clothing vocabulary, adjectives* and *prices*.

**4 Look and circle the correct option.**

Students circle the possessive adjectives that correspond to each picture.

**Answers**

1. their, 2. his, 3. his, 4. its

**5 Look and circle the correct option.**

Students identify clothing and accessories.

**Answers**

1. blouse, 2. hat, 3. sandals, 4. boots, 5. scarf

**6 Classify the clothing items.**

Students group clothing items according to whether they take the singular or plural form of a verb.

**Answers**

*How much is the... ?* dress, hat, scarf, tie

*How much are the... ?* jeans, trousers, shoes, shorts

**7 Look and complete the prices.**

Students write out prices in words.

- Read the first price aloud. Then read the second one: *Sixteen twenty-five*. Point out that when a price has cents, we don't usually say dollars.

**Answers**

sixty-eight, 2. twenty-five, 3. five, nine, 4. ninety-five, 5. fifty-six

**8 Unscramble the adjectives.**

Students write out prices in words.

- Students unscramble letters and write the adjectives.

**Answers**

1. casual, 2. comfortable, 3. elegant, 4. expensive, 5. cheap, 6. useful

**Just for Fun** Student's Book p. 54

Students can work on the activities on this page individually and then check their answers against the **Just for fun Answer Key** worksheet. You will find this in the Teacher's Toolkit on the webpage. Remember to print it and hand it out to your students.

**Big Question**

Students are given the opportunity to revisit the Big Question and reflect on it.

- Tell students to turn to the unit opener on page 41 and think about their own families.
- Have students take out their family trees and look them over.
- Students form small groups to talk about their family members.
- Monitor closely as your students discuss their thoughts. Don't focus on accuracy. Just allow students to express themselves, and encourage them to use the target language correctly.

**Scorecard**

Hand and / or project a *Scorecard*. Have students fill in their *Scorecards* for this unit.

**Study for the unit test.**

# 4 Unit What is home?

## Grammar

**There is / are:** There's a table in the kitchen.

**Where:** Where is the cat?

**Prepositions of place:** *between, in front of, on, in, next to:*  
There are books on the table.

**Short answers:** No, there aren't.

**Imperatives for instructions:** Click the reply button.

## Vocabulary

**Rooms:** bathroom, bedroom, closet, dining room, kitchen, laundry room, living room

**House objects:** bed, chair, cooker, dryer, refrigerator (fridge), shower, sink, sofa, table, television (TV), toilet, washer

**Styles:** casual, formal, modern, rustic

**Locations:** by the sea, in the city, in the countryside, in the mountains

**Types of home:** cabin, flat, houseboat, mansion

**Decorations:** paintings, photos, plants

## Listening

Relating photos to information

## Writing

Using new vocabulary to describe home design

## Reading

Understanding instructions  
Learning about other cultures

## Speaking

Presenting a home design to the class

50

## Project

Designing a home

In the first lesson, read the unit title aloud and have students look carefully at the unit cover. Encourage them to think about the message in the picture. At the end of the unit, students will discuss the big question: *What is home?*



### Teaching Tip

#### Activating Students' Prior Knowledge

Successful learning relates new information to what we already know. By activating what students already know, you can help with the learning process. Here are some quick tips to follow: Your Warm-up can be a diagnostic tool. If you find that your students don't know quite as much as you'd thought, you may choose to adjust the new language you want to teach. Use specific tools, such as graphic organisers and brainstorming sessions, to get your students thinking about what they know. Think carefully about how you pair and group students. It may make sense to have a student with more prior knowledge, with more confidence, with a student who is less proficient. Most importantly, be flexible. If you have to adapt your lesson a bit, be ready. If you have to change group members, don't be afraid to call a time-out and do so.

## Vocabulary

### Objective

Students will be able to use **rooms** and **house objects** vocabulary to talk about their homes.

## Lesson 1

Student's Book pp. 56 and 57

### Warm-up

Students discuss what home is.

- Draw students' attention to the unit opener page. Say *Look at the doors of the homes. What's behind them?*
- Have students form small groups and talk about the rooms and things inside a house. Allow them to talk freely, noting what vocabulary and structures they already know.

### 1 Listen and complete.

Students learn house objects vocabulary while they listen for the spelling.

- Draw students' attention to the **Guess What!** box. Read the information aloud. Point out that *TV* is like

the other short forms: *TV* comes from the letters in *television*. Explain that *fridge* is a shorter way to say *refrigerator*.

#### Answers

1. fridge, 2. cooker, 3. television, 4. washer, 5. dryer,
6. table, 7. bed, 8. sofa, 9. chair, 10. sink,
11. shower, 12. toilet

#### Audio Script

##### Appliances

1. That's a fridge. F-R-I-D-G-E.
2. That's a cooker. C-O-O-K-E-R.
3. That's a television. T-E-L-E-V-I-S-I-O-N.
4. That's a washer. W-A-S-H-E-R.
5. That's a dryer. D-R-Y-E-R.

##### Furniture

6. That's a table! T-A-B-L-E.
7. That's a bed! B-E-D.
8. That's a sofa! S-O-F-A.
9. That's a chair! C-H-A-I-R.

##### Fixtures

10. That's a sink! S-I-N-K.
11. That's a shower! S-H-O-W-E-R.
12. That's a toilet! T-O-I-L-E-T.

## 2 Read and number the rooms.

Students read the sentences and match each one with the photo of the room.

#### Answers

left to right, top to bottom 2, 6, 5, 3, 4, 1

#### Extension

Students have a spelling bee to practise the new vocabulary: appliances, furniture, fixtures and rooms.

- Students form two or three teams. Each team stands in different parts of the classroom.
- Give one of the vocabulary words to a student, alternating teams. If the student spells the word correctly, she goes to the end of the line until her turn comes up again. If she spells the word incorrectly, she sits down. The last team standing wins.

#### Wrap-up

Students draw pictures of their homes in their vocabulary notebooks.

- Model the activity by drawing a quick sketch of one of the rooms in your home. Describe a room. For

example, say *This is my bedroom. I have got a bed, a table and a chair.*

- Students form pairs or groups of three and take turns describing their homes to each other. Monitor, offering help as needed.

## Workbook p. 110, Activity 1

## Lesson 2

Student's Book pp. 56 and 57

### ✓ Homework Check!

Workbook p. 110, Activity 1

#### Answers

##### 1 Look and unscramble.

1. bed, 2. fridge, 3. toilet, 4. sofa, 5. dryer, 6. chair,
7. table, 8. sink

## Warm-up

Students play a game to review rooms vocabulary.

- Model the activity. Mime an action you do in a room in a house, for example, yawn and pretend to sleep. Ask, *Which room am I in?* Elicit the bedroom.
- Students take turns miming actions and guessing the room.

## 3 Listen and write the room.

Students identify the room based on actions they hear.

#### Answers

1. living room, 2. bathroom, 3. kitchen,
4. laundry room, 5. dining room, 6. bedroom

#### Audio Script

1. sfx changing channels on a TV
2. sfx toilet flushing
3. sfx chopping vegetables
4. sfx washer filling, door shutting, starting
5. sfx clinking of dishes while eating
6. sfx bedroom – person snoring, alarm clock starts beeping

## 4 Look and match.

Students match photos of items associated with house objects.

#### Answers

left to right 2, 4, 5, 1, 3

# 4 Unit

- 5 Think Fast! Look at these objects and identify the room.**  
Students do a thirty-second timed challenge: they identify rooms based on items you find in them.

#### Answers

1. living room, 2. bathroom, 3. bathroom,
4. bedroom, 5. kitchen, 6. laundry room, 7. kitchen,
8. dining room

- 6 In pairs, name home appliances, furniture and fixtures.**  
Students get into pairs and name all the home appliances, furniture and fixtures they can remember.

#### Answers

Answers will vary.

#### Extension

- Students play Go Fish!
- Make sets of cards, or have students make them. Write each house object on a card, and write the corresponding room for each object on another card. For example, for the three cards *sink*, *shower* and *toilet*, make three cards that all say *bathroom*.
- Students form pairs. Give each group a set of cards. Student put all the cards in the middle of the desk or table. This is the 'pond.' Both students take five cards from the pond. They lay down any pairs they have got (a pair is an object with the room that corresponds to the object).
- Students take turns asking for corresponding cards to make pairs. A student who has got an object asks for the corresponding room: *Have you got the kitchen?* And a student who has got a room asks for an object: *Have you got a sink?* If the other student has got that card, he / she gives it to him. If the student hasn't got the card, he / she says *Go fish*. The partner then draws a card from the pond and lays down any pairs.
- The game continues until all cards are paired up. The students with the most pairs is the winner.

#### Wrap-up

Students review house objects vocabulary.

- Draw students' attention to the photos of the rooms in Activity 2 and the icons in Activity 1.
- Model the activity with a student. Say *There is a table and four chairs. Which room is it?* Elicit *It's a dining room.*

- Students form pairs and take turns describing and guessing rooms. Monitor, offering help as needed.

#### Workbook p. 110, Activity 2



#### Teaching Tip

##### Limiting New Vocabulary in Each Lesson

Students need to read or hear a new word ten to fifteen times to learn it effectively. So more exposure, rather than more vocabulary, is key. If you want your students to learn—really learn—new vocabulary, you should limit your word list to around ten new words per lesson. When the vocabulary set has got words that are most likely known to students already, you can include a few more.

## Grammar

### Objectives

Students will be able to use **demonstratives, possessive adjectives, possessive 's** and **the verb be** to talk about families.

## Lesson 3

Student's Book pp. 58 and 59

### ✓ Homework Check!

Workbook p. 110, Activity 2

### Answers

#### 2 Look and label the rooms.

1. laundry room, 2. kitchen, 3. bedroom, 4. living room, 5. bathroom, 6. dining room

### Warm-up

Students review house objects vocabulary.

- Draw students' attention to the photos on pages 58 and 59. Ask *What can you see?* Write a few items on the board.
- Point at the **Guess What!** box at the bottom of the page and explain that in British English people say flat whereas in American English people say apartment.
- Set a stopwatch for one minute. Students race the clock to list as many things as they can. Encourage them to use the new vocabulary.

### 1 Read and number the objects in the pictures.

Students are exposed to *there is / isn't* and *there are / aren't* while practising vocabulary.

- Point out the word order in the sentences: *There is* or *There are* followed by a noun phrase.
- Draw students' attention to the **There is / are** box and explain the singular, plural and negative forms.

### Answers

Left to right, top to bottom 4, 5, 3, 1, 7, 6, 2

### 2 Read and complete the description.

Students complete a text describing photos using affirmative and negative forms of the verb *be*.

### Answers

1. isn't, 2. is, 3. are, 4. is, 5. is, 6. aren't

### Wrap-up

Students answer questions about things in photos to review *there is / are*.

- Hold up the photos or bring in some other photos.
- Ask questions with *there are*. Be sure to ask some that will elicit a negative response, for example, *Is there a washer in the kitchen?* Elicit *No, there isn't*.
- Challenge students to ask questions, too.

### Workbook p. 111, Activities 1–3

## Lesson 4

Student's Book p. 59

### ✓ Homework Check!

Workbook p. 111, Activities 1–3

### Answers

#### 1 Complete the sentences using *there's* or *there are*.

1. There's, 2. There's, 3. There are, 4. there are, 5. There's

#### 2 Read and underline. Then match.

1. three cats, They're, 2. a plant, It's very big.  
3. two chairs, They're very comfortable. 4. a photo, It's very special.

#### 3 Look and write the correct preposition.

1. in front of, 2. between, 3. between, 4. on

### Warm-up

Students review the rules for using *there is* and *there are*.

- Draw students' attention to the **Short Answers** box.
- Students form small groups. Tell groups to take out a piece of paper and write the contraction for each form of *there is / there are* that you say. If you say something that doesn't have a contraction, have students write an (X) next to that number. 1. *there is*, 2. *there are*, 3. *there is not*, 4. *there are not*.

### Answers

1. *there's*, 2. X, 3. *there isn't*, 4. *there aren't*

### 3 Circle the correct option. Then complete the answers.

Students practise questions and short answers with *there is / are*.

### Answers

1. Is, 2. Is, there, 3. Is, there is, 4. Is, there isn't, 5. Are, there are, 6. Are, aren't

**4 Read the sentences in activity 1 and underline the prepositions of place.**

Students read the sentences, identify and underline the prepositions of place.

**Answers**

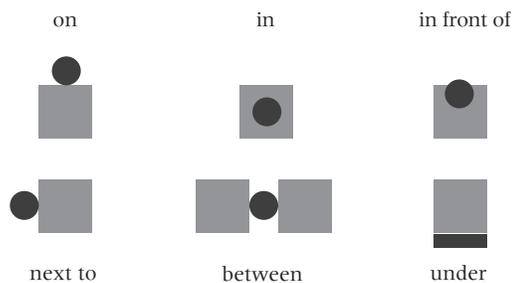
1. on, 2. in, 3. between, 4. in, next to, 5. on, 6. in, 7. in front of

**5 Read and match.**

Students match questions with *Where* to the correct answer using prepositions.

- Draw students' attention to the **Guess What!** box. Read the information aloud. Go over the word order of questions with *Where*: *Where*, followed by *is / are*, followed by noun or noun phrase.
- Direct students' attention to the **Prepositions** box.
- Elicit the prepositions of place from Unit 2: *on*, *under*, *next to* and *in*. Present *in front of* and *between*: stand in front of the board and say *I'm in front of the board*; stand between two chairs and say *I'm between two chairs*. Draw pictures like these on the board:

54



**Answers**

1. It's in front of the window. 2. They're on the fridge. 3. It's on the bed. 4. They're on the wall.

**6 Think Fast! In your notebook, write ten sentences to describe your house.**

Students do a three-minute timed challenge: they personalise the vocabulary and grammar by writing sentences that describe their own houses.

**Answers**

Answers will vary.

**Extension**

- Students take out the pictures of their homes. Students form pairs and sit back to back. They have to describe a room in their home to their partners and their partners have to draw that room.
- Students can ask questions for accuracy: *Where is the sofa? It's next to the door.*
- Students continue until they've finished drawing a room. Then they show each other their pictures and compare. If time allows and students are engaged, they can continue with other rooms.

**Wrap-up**

Students review *there is*, *there are* and questions with *Where*.

- Tell students to imagine their bedroom, as it is. Then tell them to imagine that it's completely empty: no furniture, no toys or games, nothing. Tell them to think about their perfect, dream bedrooms. What furniture do they want to have? Where will it be? What other objects do they want to have in their rooms?
- Students form pairs and describe their ideal bedrooms. Monitor, offering help as needed.

Workbook p. 111, Activity 4

## Listening & Reading

### Objectives

Students will be able to look at photos and make predictions. They will also be able to use e-mail vocabulary.

## Lesson 5

Student's Book pp. 60 and 61

### ✓ Homework Check!

Workbook pp. 111, Activity 4

### Answers

**4 In your notebook, write the negative forms of the sentences.**

1. There isn't a window in the bathroom. 2. There isn't a chair in the laundry room. 3. There aren't any magnets on the fridge. 4. There isn't a closet in the bedroom. 5. There aren't any books on the table.

### Warm-up

Students think about what home means to generate interest.

- Tell students to think about this and explain that you will come back to this discussion later on.
- Write the letters HOME on the board vertically (↓). Explain that students will write a poem about home called *an acrostic*. Model the activity by writing your own poem:  
**H**appy place  
**O**pen doors for all  
**M**y family  
**E**njoying a place to relax
- Students write H-O-M-E vertically to write their poem. When students have finished, have them share their poems with the class. If time permits, they can draw pictures and decorate their poems.

### 1 Before you listen, number the pictures.

Students number the pictures.

### Answers

Left to right, top to bottom 2, 5, 3, 4, 1

### 2 Listen and write D (Debbie), A (Aaron) or M (Miles).

Students identify homes based on descriptions in a listening.

- Read the information aloud, look at the photos and make predictions by answering the questions.

### Answers

Top to bottom M, D, A

### Audio Script

**MILES:** I'm Miles. For me, home is about family. My house is a windmill. It's old and there aren't many windows, but it's beautiful and comfortable. My wife and my three children have got a farm, too. We are very happy in our windmill.

**AARON:** I'm Aaron. I have got a houseboat and it's my home! It's very big, with many windows. There are plants, too. I think home is a place to relax and also work. There is a wi-fi connection on the boat and I have got a computer. Technology is very important at home.

**DEBBIE:** My name's Debbie. To me, home is a place to sleep. My mobile home isn't big or elegant, but there is room for me and my two cats.

### 3 Listen again and identify the person.

Students listen closely for specific information. They match each sentence with the speaker.

### Answers

Top to bottom Debbie, Aaron, Miles

### Audio Script

**MILES:** I'm Miles. For me, home is about family. My house is a windmill. It's old and there aren't many windows, but it's beautiful and comfortable. My wife and my three children have got a farm, too. We are very happy in our windmill.

**AARON:** I'm Aaron. I have got a houseboat and it's my home! It's very big, with many windows. There are plants, too. I think home is a place to relax and also work. There is a wi-fi connection on the boat and I have got a computer. Technology is very important at home.

**DEBBIE:** My name's Debbie. To me, home is a place to sleep. My mobile home isn't big or elegant, but there is room for me and my two cats.

# 4 Unit

## 4 Stop and Think! What makes a place into a home?

Students go back to the discussion at the beginning of the class.

- Tell them you will all discuss what they thought about what home means to them.
- Have students use the poems they wrote in the Warm-up section to reinforce their ideas.

## Wrap-up

Students discuss their reactions to a listening.

- Draw students' attention to the three quotes in Activity 3 and to the poems students wrote in the Warm-up.
- Ask *What is home to you? Is it family, a place to relax or just a place to sleep?*
- Don't worry about accuracy. Let students share their thoughts.

▶▶▶▶ (No homework today.)

56

## Lesson 6

Student's Book pp. 60 and 61

## Warm-up

Students review collocations and prepare for the content of the lesson.

- Have students make cards and write on them the verbs from the previous lesson: *check, listen, make, send, share, surf, watch*.
- In pairs, ask students to lay the cards facing down in a pile. Have them take turns drawing a card and holding it up. The other student should finish the collocation. Monitor, offering help as needed.

## 5 Read Aaron's email to his aunt Veronica. Then listen and check your answers.

Students complete the text with verbs related to using e-mail.

### Answers

save, reply, print, delete, write

## 6 Read and match.

Students match words to make collocations.

- Draw students' attention to the **Imperatives** box. Explain that to give instructions, we use the imperative form. Point at the example given and make sure students understand how the imperative is formed.

## Answers

1. important messages, 2. junk mail, 3. a new e-mail, 4. a paper copy, 5. to an e-mail

## 7 Think Fast! Say the e-mail addresses.

Students do a thirty-second timed challenge: they read e-mail addresses aloud.

- Draw students' attention to the **Guess What!** box. Read the information aloud and point to the corresponding parts of the e-mail address.

## 8 Work in pairs. Say your e-mail address.

In pairs, students say their e-mail addresses.

## Wrap-up

Students practise writing e-mails.

- Have students exchange e-mail addresses and practise writing e-mails to each other using the e-mail as a model.
- Provide subjects to write about based on the units they've covered so far: a family party, describing a class or their classroom, their homes, etc.

▶▶▶▶ Workbook p. 110, Activity 3 and p. 112, Activities 1 and 2

## Preparing for the Next Lesson

Invite students to look around on the website:

[goo.gl/OrxpAs](http://goo.gl/OrxpAs).

## Teaching Tip

### Conducting Writing Assignments

All of your students can write words in English, and most of them can write complete sentences. But writing a letter or paragraph is usually challenging. Here are some tips for in-class, and after-class, writing: Make sure the task is clear. Be sure to provide a model writing sample. Always provide an opportunity for students to finish outside of class. Be sure to give feedback, even if only collecting the writing and reading it, or having students meet to discuss what they wrote.

## Culture

### Objectives

Students will be able to talk about the Tuareg. They will also be able to discuss what we can learn from their way of life.

## Lesson 7

Student's Book p. 62

### ✓ Homework Check!

Workbook p. 110, Activity 3

#### Answers

### 3 Read and complete the e-mail words.

1. delete, 2. print, 3. reply, 4. write, 5. save

Workbook p. 112, Activities 1 and 2

#### Answers

### 1 Read and number the descriptions.

top to bottom 3, 1, 2

### 2 Read the descriptions again and complete the table.

1. not big, in a forest, quiet; 2. big, in the countryside, luxurious; 3. very small, in the city, modern

### Warm-up

Students make a KWL chart to generate interest in a text.

- Explain that KWL represents:  
K: What I know  
W: What I want to know  
L: What I have learnt
- Draw students' attention to the photo. Ask them what they can see. Explain that these countries are part of the world that is called *North Africa*.
- Write the letters K, W and L on the board. Draw vertical lines between the letters.
- Ask *What do you know about North Africa and deserts?* Students complete the first column: what they know.
- Then ask *What do you want to know?* Students complete the second column: what they want to know.

### 1 Look and circle the correct option.

Students predict information about a reading by choosing the correct word to complete each sentence.

#### Answers

1. Africa, 2. desert, 3. tents, 4. camels, 5. hot

### 2 Listen and read the text and complete the sentences.

Students read a paragraph about a nomadic group, the Tuareg, and complete sentences with information from the text.

- Draw students' attention to the **Guess What!** box. Read the information aloud. Explain or elicit that *racial characteristics* are things like eye colour, hair colour, skin tone and height. Ask them to notice the characteristics of the boy in the photo. Ask students what kind of racial characteristics people from their country have got. Elicit answers from the whole class.

#### Answers

1. Sahara, 2. six, 3. million, 4. camel, 5. turbans

### Audio Script

The Tuareg people are from the Sahara Desert in Northern Africa. They are located in six different countries: Algeria, Morocco, Libya, Mali; Niger and Burkina Faso. There are about two million Tuareg and they are nomads. The traditional Tuareg home is a tent made from camel hair. They haven't got a lot of furniture. Tuareg men have got turbans on their heads, as a part of their religion. Tuareg women and children haven't got turbans on their heads.

### Wrap-up

Students add to their KWL charts.

- Have students take out their KWL charts. They read what they wrote, focusing on the W column.
- Ask, *What did you learn from the reading? Did you learn some of the things you wanted to? Do you want to learn anything else?*
- Students add what they learned to the W column on their KWL charts.

 (No homework today.)

## Lesson 8

Student's Book p. 63

### Warm-up

Students review what they've learned.

- Write the words and figures on the board: *Tuaregs, Sahara, six, two million, tent, turbans.*
- Ask students to tell you what they refer to. Elicit or provide answers similar to the following: *Tuaregs are the name of nomads in Northern Africa. Sahara is a desert. Six is the number of countries where they are. Two million is how many Tuaregs there are. Tuaregs are in tents and Tuareg men have got turbans on their heads.*
- Have students take out their KWL charts from last class. Encourage them to share some of the things they have learned from the reading and say what they still want to learn.

### 3 Listen and number the photos.

Students listen to more information about the Tuareg and number the photos to correspond with the order each item is mentioned in the audio.

### Answers

From left to right 3, 5, 2, 1, 4

### Audio Script

1. The Tuareg look at the stars to travel at night. They travel at night, when it is not very hot.
2. They have got camels – a perfect means of transportation! There isn't a lot of water and camels survive for a long time.
3. Tuareg men have got turbans on their heads to protect them from the hot sun.
4. Mint tea is their favourite drink.
5. There is an oasis in the desert, and the Tuareg and the camels drink water and eat food in the oasis.

### Extension

Tell students to imagine that they are in the desert, travelling with the Tuareg people. Ask them to think about these questions:

- Where can you sleep?
- What is the weather like?
- What can you wear?
- How can you get around?
- What can you drink?
- What can you eat? (They will have to use their imaginations or do some research to answer this.)
- What are the people like?
- Is it a good experience? Why or why not?
- Students write a postcard to a friend or family member telling him or her about the experience. Display the postcards in the classroom.

### 4 Stop and Think! Value

What are the advantages and disadvantages of the Tuareg way of life? What can we learn from them?

- Read the information in the box. Students form pairs. They take a few minutes to make notes of advantages and disadvantages of the Tuareg way of life.
- Students form small groups to discuss their lists and the question *What can we learn from the Tuareg way of life?*

### Wrap-up

Students react to what they've learned and complete their KWL charts.

- Have students take out their KWL charts. Ask them to think about what they've learned from the text, the listening and the discussions they have had about the Tuareg people.
- Students add to and complete their KWL charts.
- Students form small groups to discuss the information in their charts and their thoughts on the reading and listening.

|||► (No homework today.)

## Project

### Objectives

Students will be able to design a home.

## Lesson 9

Student's Book pp. 64 and 65

### Warm-up

Students review types of houses to generate interest.

- Draw students' attention to the three houses on page 60.
- Ask students what kind of houses these are: *a windmill, a mobile home, a houseboat*. Ask students to recall some of the other types of homes they've discussed throughout the unit. Write some on the board: *flat, bungalow, tent, condo*, etc.
- Have students work in small groups. Tell them to choose three types of home and create lists of pros (advantages) and cons (disadvantages) of each type of home.

### 1 Look at page 65 and tick (✓) the features of the home design.

Students are exposed to other types of homes while they identify the features of the example of a home design.

#### Answers

*Type of Home* a houseboat, *Location* in the city, *Style* casual, *Decorations* plants and flowers

### 2 Design a home using the characteristics in Activity 1. Describe the furniture, fixtures and appliances.

Students use what they've learned about houses during the unit to design their own homes.

### The Digital Touch

To incorporate digital media in the project, suggest one or more of the following:

- Encourage students to make their homes more eco-friendly. They can visit websites to see how their choices affect the 'green' rating of their homes.

Note that students should have the option to do a task on paper or digitally.

### Wrap-up

Students consolidate what they've learned.

- Draw students' attention to the three houses on page 60 again.
- Students form pairs and describe the houses using the language from the unit. Explain to students that this exercise will help them prepare for giving presentations on their homes.



### Teaching Tip

#### Helping Students Give Successful Presentations

It's important that students are prepared for in-class presentations. The more prepared they are, the more successful and less nervous they will be. Here are some things for students to consider: make sure students understand what they're going to talk about. In this case, they will present their ideal home. Encourage them to say why they want certain features, what they want to do in each room and how the feature will enable them to do that. Keep the required speaking-time short. Leave this part up to your students, but tell them they have to use at least one visual aid: a map, a poster, a photo. Encourage students to make notes. Finally, tell students to speak loudly, clearly and slowly.

## Lesson 10

Student's Book pp. 64 and 65

### Warm-up

Students think of questions to ask the presenters.

- As a class or in small groups, brainstorm questions to ask the presenters, for example, *How many rooms are there in your house? Where is your house? What is the style of your house? What is the decoration used?*
- Write some questions on the board for students to refer to during the presentations.
- Give students some time to go over their presentations.

### 3 Present your design to the class.

Students share their designs with the class.

- Students present, one by one, to the class. Either have students come up in alphabetical order or have them draw numbers, so the order is objective.
- Tell students that they must be quiet and listen politely when other students are presenting.

# 4 Unit

Encourage them to try to think of at least one question to ask the person presenting.

- When each student has finished presenting, be sure to ask the others if there are any questions.

## Extension

- Hold a contest for students, in your class and other classes, to vote on your students' designs.
- Have different categories: The most comfortable home, the most innovative, the most eco-friendly, the most casual, the most modern, etc.

## The Digital Touch

To incorporate digital media in the project, suggest one or more of the following:

- Students can make a PowerPoint presentation to present their designs to the class.
- Students can use some new digital presentation techniques to present their designs. Here is a list of some new digital presentation tools:

[goo.gl/Na4QLL](http://goo.gl/Na4QLL).

Note that students should have the option to do a task on paper or digitally.

## Wrap-up

Students reflect on their presentations.

- Ask students to think about the following questions:
  - » *What is OK / wrong with my presentation?*
- Students form small groups to discuss.

▶▶▶ **Workbook p. 113, Activities 1, 2 and 3**

## Review

### Objectives

Students will be able to consolidate their understanding of the vocabulary and grammar learned in the unit.

## Lesson 11

Student's Book p. 66

### ✓ Homework Check!

Workbook p. 113, Activities 1, 2 and 3

### Answers

#### 1 Write questions. Then look and answer.

1. Are there any plants in the kitchen? No, there aren't. 2. Is there a television in the bedroom? No, there isn't. 3. Are there any magnets on the fridge? Yes, there are. 4. Is there a lamp in the living room? Yes, there is.

#### 2 Complete the questions and answers.

1. Where's, in the bedroom, 2. Where are, on the, 3. Where is, It's in the, 4. Where are, They're in the

#### 3 Unscramble these e-mail verbs.

1. write, 2. save, 3. delete, 4. print, 5. reply

## Warm-up

Students list the vocabulary and grammar they have learned in the unit.

- Ask students to think of what they've learned in this unit.
- Elicit and list the grammar and vocabulary on the board.  
Vocabulary: rooms (*bathroom, bedroom, dining room, kitchen, laundry room, living room*); house objects (*bed, chair, dryer, refrigerator, shower, sink, sofa, cooker, table, television, toilet, washer*); styles (*casual, formal, modern, rustic*); locations (*by the sea, in the city, in the countryside, in the mountains*); types of home (*cabin, flat, houseboat, mansion*); decorations (*paintings, photos, plants*); Grammar: *there is / there are*, short answers, *Where*, imperatives for instructions prepositions: (*between, in front of, on, in, next to*).

### 1 Look and label the rooms.

Students label photos with the room shown in each.

#### Answers

1. living room, 2. bedroom, 3. dining room, 4. laundry room, 5. kitchen, 6. bathroom

### 2 Look and circle the correct option.

Students choose the correct word for each icon of a house object.

#### Answers

1. lamp, 2. toilet, 3. shower, 4. bed, 5. chair

**3 Look, read and tick (✓) the correct description.**

Students identify the correct description of a room shown in a photo.

**Answers**

There's a sink and a cooker. There are two chairs.  
There's a fridge.

**Wrap-up**

Students review vocabulary and grammar by describing photos of rooms.

- Refer students to the descriptions on pages 64 and 65.
- Students form pairs and take turns describing the photos in Activity 1. Encourage them to use the vocabulary from the lesson, *there is / there are* and prepositions.

▶▶▶▶ (No homework today.)

**Lesson 12**

Student's Book p. 67

**Warm-up**

Students remember what they reviewed in the previous lesson.

- Ask students what they've reviewed. Elicit *rooms and house objects styles, locations, types of homes and decorations vocabulary*.
- Ask students to say what they will be reviewing today. Elicit *there is / there are, short answers, imperatives for instructions and prepositions*.

**4 Look and write the prepositions.**

Students complete phrases with the correct preposition to describe where the cat is.

**Answers**

1. in front of, 2. on, 3. between, 4. in, 5. next to

**5 Look and complete the sentences.**

Students complete sentences describing a picture with the correct forms of *there is* and *there are*.

**Answers**

1. There is, 2. There are, 3. There is, 4. There aren't, 5. There is, 6. There aren't

**6 Unscramble the questions.**

Students review word order of questions with *there is* and *there are*.

**Answers**

1. Is there a shower in the bathroom? 2. Are there plates on the table? 3. Is there a dryer in the laundry room? 4. Is there a fridge in the kitchen?

**7 Find and circle five e-mail words. Then look and label the icons.**

Students circle five e-mail words in the wordsearch and write the words next to the corresponding icons.

**Answers**

1. save, 2. reply, 3. write, 4. delete, 5. print

**8 In your notebook, write an email describing your best friend's house / flat.**

Students describe their best friend's house or flat in an email.

**Answers**

Answers will vary.

**Just for Fun** Student's Book p. 68

Students can work on the activities on this page individually and then check their answers against the *Just for fun Answer Key* worksheet. You will find this in the Teacher's Toolkit on the webpage. Remember to print it and hand it out to your students.

**Big Question**

Students are given the opportunity to revisit the Big Question and reflect on it.

- Ask students to turn to the unit opener on page 55 and think about the discussion they had in the Warm-up in Lesson 1.
- Ask students to think of other activities they've done and discussions they've had about home: Lesson 5 Warm-up, the listening and Wrap-up; Lesson 10. Ask them to think about the designs of their perfect homes.
- Students form small groups and discuss the following:
  - » What makes a happy home?
  - » Is the size of a home important? Why or why not?
  - » There's an expression 'There's no place like home.' Do you agree? Why or why not?
  - » What do you think these expressions mean? *a home away from home, homesick, make yourself at home*.
  - » How do you imagine your homes when you are older and independent?

**Scorecard**

Hand out (and / or project) a *Scorecard*. Have students fill in their *Scorecards* for this unit.

▶▶▶▶ Study for the unit test.

# Unit What do you love doing?

## Grammar

**Likes and dislikes:** My friends like watching TV. I love going shopping. My brother hates doing chores.

**Let's:** Let's watch a film.

**A / an + job or occupation:** She is a teacher. He is an architect.

**Why...? / Because...**

## Vocabulary

**Free time activities:** cook, go climbing, go shopping, go snorkelling, go waterskiing, lift weights, play golf, sunbathe, surf

**Jobs and occupations:** architect, chef / cook, dentist, doctor, footballer, mechanic, nurse, secretary, shop assistant, teacher, tennis player

**Food and drink:** apple, banana, biscuit, cake, chicken, chips, coffee, fish, fruit, ice cream, meat, milk, milkshake, mineral water, orange, salad, soft drink, spaghetti, strawberry, tea, tomato, vegetable, wine

**The four seasons:** summer, autumn, winter, spring

**Months of the year:** January, February, March, April, May, June, July, August, September, October, November, December

## Listening

Listening to get information

## Reading

Learning about winter festivals in other countries

## Writing

Using new vocabulary to make suggestions

## Speaking

Talking about the things you like / don't like doing in your free time

## Project

Making a Free Time Activities survey

62

In the first lesson, read the unit title aloud and have students look carefully at the unit cover. Encourage them to think about the message in the picture. At the end of the unit, students will discuss the big question: *What do you love doing?*



### Teaching Tip

#### Teaching Vocabulary

When teaching vocabulary, point out patterns. Ask students to find them in texts, for example, *go swimming* and *go hiking* on page 73 (*go + -ing* form). After students have read a text or listened to a recording, have them choose three phrases, rather than words, they'd like to learn. Students can pick up expressions, collocations and idioms more easily this way. When teaching vocabulary, ask students if there is anything they'd like to learn for active use. This puts the focus on the student, rather than always on the target language. Be sure to point out high-frequency items in vocabulary sets, and remind students to enter new vocabulary into their vocabulary notebooks.

## Vocabulary

### Objective

Students will be able to use **free-time activities** vocabulary to talk about things they love to do.

## Lesson 1

Student's Book pp. 70 and 71

### Warm-up

Students start thinking about the Big Question.

- Draw students' attention to the title of the unit. Read it aloud and ask *What do you love doing?* Elicit answers at random.
- Draw students' attention to the photos. In pairs, have students discuss what they see.

## 1 Look at the photos and number the free-time activities.

Students identify activities based on a text and photos.

### Answers

1. cooking, 2. lifting weights, 3. swimming, 4. climbing, 5. playing golf, 6. surfing, 7. snorkelling, 8. sunbathing, 9. shopping, 10. waterskiing

## 2 Read and complete with a job / occupation.

- Students complete the sentences with a job.
- Ask students to pay attention to the **Jobs / Occupations** box and elicit what the words mean. Explain any vocabulary that students do not know.
- Also call students' attention to the **Guess what!** box and explain that in English we use *a / an* before occupations and jobs. We use *a* before words which begin with a consonant sound and we use *an* before words which begin with a vowel sound.

### Answers

1. chef, 2. mechanic, 3. architect, 4. footballer, 5. shop assistant

## Wrap-up

Students review vocabulary with a game of Pictionary.

- Students form two or three teams. Be sure they understand the rules: They may not use any numbers, symbols or letters. They may not speak. Once a vocabulary word has been pictured, they may not use it again.
- Set a stopwatch for two minutes. A member from each team comes to the board and begins to draw. The other team members try to guess the word. The team member can continue to draw until the stopwatch goes off. The team gets one point for each picture they guess correctly.
- Then a member from the next team comes up to draw, and the other team members try to guess the activity. The team with the most points at the end wins.

▶▶▶ **Workbook p. 114, Activities 1 and 2 and p. 115, Activity 3**

## Lesson 2

Student's Book p. 71

### ✓ Homework Check!

Workbook p. 114, Activities 1 and 2 and p. 115, Activity 3

### Answers

#### 1 Look and complete.

1. cooking, 2. waterskiing, 3. shopping, 4. sunbathing, 5. climbing, 6. swimming, 7. lifting weights, 8. playing golf, 9. snorkelling, 10. surfing

#### 2 Unscramble these words and write the jobs / occupations.

1. secretary, 2. dentist, 3. mechanic, 4. footballer

#### 3 Match.

- a 1, 2, b 2, 4

## Warm-up

Review vocabulary with a game.

- Play charades to review the verbs and verb phrases from the previous lesson.
- Model by acting out one of the verbs, for example, *lift weights*. The student who guesses correctly then comes up and acts out a verb or verb phrase.
- Continue until all verbs or verb phrases have been reviewed or as long as students are engaged.

## 3 Complete the e-mail using the correct verbs.

Students complete verb phrases in a passage.

- Draw students' attention to the **Guess What!** box. Read the information aloud and ask students to find examples in the reading: *go swimming, go climbing, play miniature golf, go shopping*.
- Also ask students to have a look at the **Likes and Dislikes** box. Elicit what the phrases mean from the illustrations.

### Answers

1. playing, 2. watching, 3. doing, 4. going, 5. having

## 4 Think Fast! Say three things you like / love (doing) and three things you don't like / hate (doing).

Students do a three-minute timed challenge: they write things they like and hate doing.

### Answers

Answers will vary.

### Extension

Tell students about the spelling rules of present participles.

- Elicit the spelling rules for present participles with these deductive grammar prompts:
  - » To form the present participle, we add \_\_\_\_ to the base form of the verb. (-ing)
  - » For most verbs ending in a consonant + vowel + consonant pattern, we \_\_\_\_ the final consonant and then add \_\_\_\_\_. (double, -ing)
  - » For verbs ending in a silent -e, you \_\_\_\_ the -e and then add \_\_\_\_\_. (drop, -ing)
  - » For verbs ending in -ie, you change the -ie to a \_\_\_\_ and then add \_\_\_\_\_. (-y, -ing)
- Have pairs come up with examples for each spelling rule. Encourage students to use verbs from Lessons 1 and 2 when they can. (*doing, cooking, lifting, climbing, snorkelling, waterskiing, surfing, playing, swimming, shopping, getting*)

### Wrap-up

Students review the verbs and occupations from the lesson with a game.

- Write the verbs and occupations on Post-its: *shopping, snorkelling, surfing, waterskiing, chef, teacher, nurse*, etc. Have as many Post-its as there are students.
- Stick one Post-it on the back of each student. Don't let students see what's written on their Post-its.
- Have students walk around and ask each other to say what's written on their backs. Provide them with the language if necessary: *Excuse me? Could you describe what it says on my back?*
- Once students guess what they are, either a verb or an occupation, they help others find out what they are.

▶ **Workbook p. 115, Activity 1.**

## Grammar

### Objectives

Students will be able to use **likes and dislikes** and **let's** to express preferences and make plans.

## Lesson 3

Student's Book p. 72

### ✓ Homework Check!

Workbook p. 115, Activity 1

### Answers

**1 Look and complete using the correct form of like, love or hate.**

1. like, 2. loves, 3. hates, 4. don't like, 5. loves, 6. doesn't like

### Warm-up

Students categorise activities to review vocabulary and preview the lesson.

- Draw two smiley faces on the board, each at the end of a line to make a scale:  

- Elicit the activities from Lesson 2. Model by writing an activity you don't like at one side of the scale and one that you like on the other.
- Have students draw a similar scale and decide where the activities fall for them.
- In pairs, have students compare and discuss their scales.

### 1 Look, read and circle the correct option.

Students determine how much people like activities based on pictures.

- Draw students' attention to the **Likes and Dislikes** box. Elicit a few examples.

### Answers

*Clockwise from the left* hate, don't like, like, love, like

### 2 Write sentences about Jo's family using the clues.

Students write sentences about people's likes and dislikes using cues.

### Answers

1. Dad likes fishing. 2. Mum doesn't like fishing. 3. Jo loves camping. 4. Owen hates going to the bathroom in the woods.

3  **34 Listen and circle T (True) or F (False).**

Students decide if statements are true or false based on a listening.

**Answers**

1. F (The weather isn't warm.), 2. T, 3. T, 4. F (Everyone likes the idea of going hiking.)

**Audio Script**

JO: I love camping! The fresh air, the trees, the lake...! What do you want to do today?

MAGGIE: Let's go swimming!

DAD: The weather isn't warm today. Let's go fishing.

ALL, EXCEPT DAD: [GROAN]

DAD: What do you think, Owen?

OWEN: Let's go shopping!

MAGGIE: Shopping? Where? We're in the woods.

SARA: I know! Let's go hiking.

JO: Good idea, Sara.

MAGGIE: Cool.

[MUM AND DAD MUMBLE IN AGREEMENT.]

OWEN: I like that idea, too. Let's go!

**Extension**

Play a game of Tic Tac Toe to review gerunds.

- Draw a Tic Tac Toe grid on the board and fill each square with one of the verbs seen in the lesson.
- Have students form two teams, the Xs and the Os and take turns choosing a verb in a square.
- Ask each team to make a sentence using one of the verbs that expresses a like or dislike and the chosen verb.
- If the sentence is correct, place an X or O in the square. If the sentence is wrong, the square stays in play.
- Continue until one team has got three Xs or Os in a row—either horizontally, vertically or diagonally. This team is the winner.

**Wrap-up**

Students make guesses about who's who in a listening.

- Play the listening again.
- Have students try to identify the Stickman family members in the picture. (From left to right, back: Mum, Dad; front: Owen, Maggie / Sara, Jo.)
- Challenge students to say how they identified each character.

**LESSON 4**

Student's Book p. 73

**✓ Homework Check!**

Workbook p. 115, Activity 2

**Answers**

**2 Write sentences using the clues.**

1. My aunt loves going to concerts, 2. Tom and Katie don't like dancing, 3. My grandparents like surfing the Internet, 4. My brother hates wearing formal clothing, 5. Lizzy loves watching films, 6. My best friend doesn't like taking selfies.

**Warm-up**

Practise expressing likes and dislikes with a game.

- Have small groups of three or four brainstorm a list of activities they have covered so far in the unit.
- Play the game Two Truths and a Lie. Model the game by saying three statements expressing your likes and dislikes. One statement should be a lie, for example, *I like fishing. I don't like hiking. I love shopping.* Students try to guess which statement is the lie.
- Students play the game in their groups. When students have finished, have volunteer students say sentences about their classmates' likes and dislikes.

65

4  **35 Listen again and tick (✓). What does the Stickman family decide to do?**

Students listen again to identify what the speakers decide to do.

**Answers**

go hiking

**Audio Script**

JO: I love camping! The fresh air, the trees, the lake...! What do you want to do today?

MAGGIE: Let's go swimming!

DAD: The weather isn't warm today. Let's go fishing.

ALL, EXCEPT DAD: [GROAN]

DAD: What do you think, Owen?

OWEN: Let's go shopping!

MAGGIE: Shopping? Where? We're in the woods.

SARA: I know! Let's go hiking.

JO: Good idea, Sara.

MAGGIE: Cool.

[MUM AND DAD MUMBLE IN AGREEMENT.]

OWEN: I like that idea, too. Let's go!

### 5 Match the comments and the suggestions.

Students match statements of likes or dislikes with the suggestion of an activity that makes sense with each statement.

#### Answers

1. Let's go dancing on Friday. 2. Let's eat some sushi. 3. Let's watch a different one. 4. Let's go shopping. 5. Let's take some classes.

### 6 Think Fast! Write five suggestions for the weekend using *Let's*.

Students do a five-minute timed challenge: they write sentences suggesting weekend activities.

#### Answers

Answers will vary.

### Wrap-up

Students personalise the vocabulary and grammar.

- Have students make cards with some of the activities they like and don't like. They can use the activities from the lessons and others they know.
- Model the activity by saying a sentence to a student using an activity, for example, *I like shopping*. The student then replies with a suggestion, for example, *Let's go to the shopping centre!*
- Have students mingle around the room, making statements and suggestions to each other.

66

### Workbook pp. 116, Activity 4

## Listening & Reading

### Objectives

Students will be able to listen and identify correct options. They will also be able to learn vocabulary related to food, the seasons and months of the year.

### Lesson 5

Student's Book pp. 74 and 75

#### ✓ Homework Check!

Workbook p. 116, activity 4

#### Answers

#### 4 Look and write the suggestions using *Let's*.

1. Let's have lunch, 2. Let's watch a film, 3. Let's play volleyball. 4. Let's go swimming. 5. Let's listen to music.

### Warm-up

Students preview the topic of the lesson.

- Have students work in small groups.
- Tell them to look through the pages of the lesson.
- Ask *What is this lesson about? Do you like going to restaurants? Do you recognise any of the foods in the pictures?*
- Have students circle the pictures of food that they eat in the lesson.

### 1 Listen and circle the correct option.

Students listen to Sheila talking about her restaurant and circle the correct option in the text.

#### Answers

1. chef, 2. cooking, 3. restaurant, 4. menu, 5. meal

#### Audio Script

SHEILA: Hi! I'm Sheila. I'm a chef. I love cooking different kinds of food in different seasons. I have got a small restaurant: it's called 'The Picky Season'. It's a theme restaurant. Take a look at our menu and pick your meal!

### 2 Look at the menu. Tick (✓) the meals / drinks you like and circle the ones you don't like.

Students have a look at the menu and identify the foods they like and don't like.

- Go through the menu and elicit the vocabulary. Explain any words that students may not know.
- Draw students' attention to the *Seasons and Months of the Year* boxes. Read the seasons and months aloud and ask students to repeat.

### Answers

Answers will vary.

### Extension

Tell students to find someone who has similar likes. Have students go around the room and find students who have the same answers or similar answers.

### Wrap-up

Students review food and drink vocabulary while discussing which foods are eaten at which meals.

- Draw a table with three columns on the board: Breakfast, Lunch, Dinner.
- Tell students to choose a meal for each food and drink item on pages 74 and 75.
- If students disagree which meal an item goes with, ask their reasons for choosing a particular meal.

➡ **Workbook p. 114, Activity 3**

## Lesson 6

Student's Book pp. 74 and 75

### ✓ Homework Check!

Workbook p. 114, Activity 3

### Answers

**1 Complete with your favourite food.**

Answers will vary.

### Warm-up

Students review food and drinks vocabulary from the previous lesson.

- Write the names of different foods and drinks students learned on the board.
- Have students close their books.
- Ask students to match the words to the correct category: fruit, vegetables, grains, drinks, protein or dairy.

**3 Look at the menu in Activity 1 and number the pictures.**

Students number the pictures by using the numbers in the menu on page 74.

### Answers

From left to right, top to bottom 19, 1, 20, 21, 18, 6, 17, 12, 10, 3, 13, 4, 2, 11, 16, 9, 5, 14, 7, 8, 15

**4 In pairs, discuss your choices in Activity 2. Swap roles.**

Students get into pairs and discuss the foods they like and don't like.

### Answers

Answers will vary.

**5  Listen to the months of the year and repeat.**

Students listen and repeat.

### Audio Script

January, February, March, April, May, June, July, August, September, October, November, December

**6 Read and complete this interview with Shelia.**

Students read the interview and complete what is missing.

- Draw students' attention to the **Guess What!** box. Elicit the meaning of *why* and *because*.

### Answers

1 like, 2. do, 3. Why, 4. What's, 5. meal

### Wrap-up

Write the names of different foods and drinks on the board, one by one. Survey students for their opinions, likes and dislikes about each food or drink.

- For example, write the word *broccoli* on the board. Ask *Do you like and eat broccoli?*
- Tell students to stand on the left side of the room if they like and eat broccoli. Ask students to stand on the right side of the room if they don't like and eat broccoli. Ask students to stand at the back of the room if they don't like and don't eat broccoli.
- Ask each group to discuss their answers together. After two minutes, elicit answers from a representative of each group.

➡ **Workbook p. 116, Activities 1 and 2**

### Preparing for the Next Lesson

Ask students to watch an introduction to Russia:

[goo.gl/Hbb06s](http://goo.gl/Hbb06s) or invite them to look around on the website: [goo.gl/gQ6RXO](http://goo.gl/gQ6RXO).

## Culture

### Objectives

Students will be able to talk about Russian culture. They will also be able to talk about the importance of traditions.

## Lesson 7

Student's Book pp. 76 and 77

### ✓ Homework Check!

Workbook p. 116, activities 1 and 2

### Answers

#### 1 Read and circle T (True) or F (False).

1. T, 2. F, 3. T, 4. T, 5. T

#### 2 Answer these questions about you.

Answers will vary.

### Warm-up

Students brainstorm holiday activities they could do in Russia.

- Students form small groups. Draw students' attention to the photos on pages 76 and 77. Tell them to imagine they are doing a podcast about holidays in Russia.
- Ask groups *What activities will you tell your listeners they can do on holidays in Russia?* Elicit an example: *You can go shopping.*
- Groups develop a podcast and share with the class.

### 1 How much Russian do you know? Look and label.

Students identify Russian objects.

### Answers

1. troika, 2. balalaika, 3. matryoshka, 4. blini

### 2 Listen and check. Then practise saying the Russian words.

Students listen to check their answers to Activity 1 and then say words in Russian.

### Audio Script

1. This is a troika.
2. This is a balalaika.
3. These are matryoshka dolls.
4. These are blini.

### 3 Listen and circle the correct option.

Students complete the sentences with the correct word based on the listening.

### Answers

1. b, 2. a, 3. c, 4. a, 5. a

### Audio Script

*Matryoshka* dolls are famous all over the world.

There are seven dolls of different sizes in each set, one inside the other. In winter, people often take trips on a *troika*, a sled with three horses. You need hats, coats and scarves to go on a trip on a troika!

*Blini* are like pancakes. They're very popular food in Russia. You can eat it sweet with jam or salty with caviar. Finally, a typical Russian musical instrument is the balalaika, a triangle-shaped guitar. People can play solo or in a *balalaika* orchestra. The balalaika sounds like this.

### Wrap-up

Students compare their culture(s) with Russian culture.

- Tell students to think about their culture(s). Ask *Can you think of any similar musical instruments that are in your culture? What about transportation? Food? Folk art?*
- Have students discuss their answers in pairs.

### ||| (No homework today.)

## Lesson 8

Student's Book pp. 76 and 77

### Warm-up

Students review Russian words with a game.

- Play a game of Hangman to review words from the listening in Lesson 7.
- Choose one of the words and draw a blank for each letter, for example, *caviar*: \_ \_ \_ \_ \_ \_ \_ \_ .
- Elicit a letter from your students. If they say a letter that is in the word, write it in the blank.
- If the letter is not in the word, begin to draw a stick figure, starting with a circle for the head. For each letter that is called not in the word, draw another part of the stick figure's body.
- Continue until a student guesses *caviar* or the body is complete.

- Repeat the procedure with other words seen in the lesson.

**4 Look and underline. What is the topic of the text?**

Students predict what a text will be about.

**Answers**

b

**5 Read and underline the parts you find interesting.**

Students read the text and identify things in the article that interest them.

**Answers**

Answers will vary.

**6 Find and underline these items in the text.**

Students read to find specific information.

**Answers**

1. cold, snow, -25° Celsius,
2. eleven time zones,
3. Anadyr,
4. *Ded Moroz, Sneguroshka*,
5. *Epiphany*

**Extension**

Students do research on time zones.

- Tell students to do some research on time zones by answering these questions: *What is your country's time zone? Is there more than one time zone? How are time zones determined?*
- Have students present their findings in small groups.

**7 Stop and Think! Value**

Do you like celebrating traditions? What is your favourite tradition?

- Tell students to name some Russian traditions they learned about from the reading.
- Have students say some of their national traditions and which ones they celebrate.
- Have pairs meet to answer the questions: *Do you like celebrating traditions? What is your favourite tradition?*

**Wrap-up**

Students compare two places.

- Have students think about the activities you can do on a beach in Brazil, for example. Ask *Which place would you rather go on holiday? Why?*
- Pairs discuss the questions.

▮▮▮▮ (No homework today.)



**Teaching Tip**

**Teaching Reading Techniques**

Reading is an important part of learning English. Tell your students to think about how they read in their own language. For example, tell them to think about how they read a newspaper. They might skim a newspaper, looking for the main ideas. They read the headlines, the captions, the first and last paragraphs or sentences of articles to get the gist of what's there. They might scan the newspaper, looking for important, or key, words, facts or phrases to find specific information. Point out that they do not always have to understand every word to understand the text.

## Project

### Objectives

Students will be able to make a Free Time Activities Survey.

## Lesson 9

Student's Book p. 78

### Warm-up

Students categorise activities.

- Have students brainstorm holiday activities covered in the unit; for instance: *going swimming, going climbing, playing miniature golf, going shopping, sunbathing, etc.*
- Have pairs categorise the activities into two groups, *Indoor Activities* and *Outdoor Activities*. Encourage students to add other activities they know.

### 1 Read and tick (✓) activities you love doing.

Students tick indoor and outdoor activities they like doing.

#### Answers

Answers will vary.

### 2 Listen and complete the missing information.

Students complete survey forms with information from the listening.

#### Answers

*Sam, top to bottom* Sam Smith, going swimming and playing volleyball, watching films eating out  
*Donna, top to bottom* London, taking classes, reading playing volleyball, playing miniature golf

### Audio Script

PRESENTER: Hi. Welcome to participate in our survey. There are activities you love doing. And there are some activities that you don't like. Here is the list of activities. Who wants to begin?

SAM: I do.

PRESENTER: Very well. What's your name?

SAM: Sam Smith.

PRESENTER: Where are you from?

SAM: Miami.

PRESENTER: What do you do?

SAM: I'm a student.

PRESENTER: Which activities do you love?

SAM: I love going swimming and playing volleyball!

PRESENTER: Which ones do you dislike?

SAM: Hmm, I don't like watching films.

PRESENTER: And which ones do you hate?

SAM: I hate eating out at fancy restaurants. It's too expensive!

PRESENTER: Thank you, Sam. What about you, Donna?

DONNA: My name is Donna Blues.

PRESENTER: Where are you from?

DONNA: I'm from London.

PRESENTER: How old are you?

DONNA: I am 14 years old.

PRESENTER: What do you do?

DONNA: I am also a student.

PRESENTER: Which activities do you love?

DONNA: I love taking classes. I'm taking pizza-making classes now. And I love reading, too.

PRESENTER: Which ones do you dislike?

DONNA: I don't like playing volleyball.

PRESENTER: And which ones do you hate?

DONNA: I hate playing miniature golf.

PRESENTER: Thank you, Donna.

### 3 Listen again and complete the questions.

Students listen again and complete the survey questions with words from the audio.

#### Answers

1. your name, 2. are you from, 3. do you do, 4. do you love, 5. do you dislike, 6. ones do you hate

### Audio Script

PRESENTER: Hi. Welcome to participate in our survey. There are activities you love doing. And there are some activities that you don't like. Here is the list of activities. Who wants to begin?

SAM: I do.

PRESENTER: Very well. What's your name?

SAM: Sam Smith.

PRESENTER: Where are you from?

SAM: Miami.

PRESENTER: What do you do?

SAM: I'm a student.

PRESENTER: Which activities do you love?

SAM: I love going swimming and playing volleyball!

PRESENTER: Which ones do you dislike?

SAM: Hmm, I don't like watching films.

PRESENTER: And which ones do you hate?

SAM: I hate eating out at fancy restaurants. It's too expensive!

PRESENTER: Thank you, Sam. What about you, Donna?

DONNA: My name is Donna Blues.

PRESENTER: Where are you from?

DONNA: I'm from London.

PRESENTER: How old are you?

DONNA: I am 14 years old.

PRESENTER: What do you do?

DONNA: I am also a student.

PRESENTER: Which activities do you love?

DONNA: I love taking classes. I'm taking pizza-making classes now. And I love reading, too.

PRESENTER: Which ones do you dislike?

DONNA: I don't like playing volleyball.

PRESENTER: And which ones do you hate?

DONNA: I hate playing miniature golf.

PRESENTER: Thank you, Donna.

to tell you what they represent. Refer them to the list in Activity 1 on page 78 if necessary. (*cooking, reading, watching films, eating out, swimming, playing volleyball, fishing, playing mini golf*)

- Have students take out their lists of vacation activities from the Warm-up in Lesson 9.
- Pairs think about icons or images they might use to represent the activities.

### 4 Make a survey about holiday activities.

Students follow steps to create a survey. They survey five people about holiday activities and present the results of their surveys.

### The Digital Touch

To incorporate digital media in the project, suggest one or more of the following:

- Have students make a PowerPoint or Google Slides presentation of their survey.
- Build a survey online:  
<https://freeonlinesurveys.com/#/>.

Note that students should have the option to do a task on paper or digitally.

### Wrap-up

Students display their surveys.

- Display students' surveys in your classroom.
- Have students share the information in their surveys with their classmates.

### Workbook p. 117, Activities 1–4 (Review)

### Wrap-up

Students ask each other survey questions.

- Pairs ask and answer the questions in the surveys.

## Lesson 10

Student's Book pp. 78 and 79

### Warm-up

Students think of icons or images to use with their surveys.

- Draw students' attention to the poster on page 79, specifically the pictures above each graph. Tell them

## Review

### Objectives

Students will be able to consolidate their understanding of the vocabulary and grammar learned in the unit.

## Lesson 11

Student's Book p. 80

### ✓ Homework Check!

Workbook p. 117, Activities 1–4 (Review)

#### Answers

#### 1 Look and circle the correct option.

1. go, 2. go, 3. play, 4. play, 5. go, 6. play

#### 2 Complete the dialogues using the correct forms of the verbs.

1. go, going, swimming, 2. playing, doesn't, 3. doing, cooking, 4. reading, reading, go

#### 3 Read and match.

1. I like playing the guitar, 2. Yes, I do. I love playing FIFA, 3. Yes, she does, 4. No, they don't, 5. No, I don't.

#### 4 Write a WhatsApp message to a friend. Use these words.

Answers will vary.

### 1 Read and match.

Students match holiday activities with icons.

#### Answers

top to bottom, left to right 2, 5, 9, 3, 4, 1, 8, 7, 6, 7, 10

### 2 Make a list. Which activities do you like doing in water?

Students identify the holiday activities done in water.

#### Answers

Answers will vary.

### 3 Read and solve the puzzle.

Students use clues to complete a crossword puzzle with holiday activities.

#### Answers

1. cook, 2. weights, 3. play, 4. sunbathe, 5. water, 6. climbing, 7. shopping

### Wrap-up

Students review vocabulary with a game.

- Have students review vacation activities with a game of Taboo.
- Have students form two teams. They turn their seats so their backs are to the board. In front of each team, facing the board, is a 'hot seat.'
- Write a holiday activity on the board.
- One member from each team sits in the hot seat. These students can see the holiday activity, but the other students cannot.
- Set a stopwatch for one minute. Once you say, *Go!* the teams have one minute, using only verbal clues, to describe the holiday activity written on the board. The only rule, or taboo, is that the student cannot say the word on the board.
- The round is over when the stopwatch goes off or a student says the correct word. That student wins a point for his team.
- The team with the most points at the end wins.

|||▶ (No homework today.)

### Warm-up

Students list the vocabulary and grammar they have learned in the unit.

- Tell students to think of what they've learned in this unit.
- Elicit and list the grammar and vocabulary on the board. Vocabulary: free time activities (*cook, go climbing, go shopping, go snorkelling, go waterskiing, lift weights, play golf, sunbathe, surf*); jobs and occupations (*architect, chef / cook, dentist, doctor, footballer, mechanic, nurse, secretary, shop assistant, teacher, tennis player*); food and drink (*apple, banana, biscuit, cake, chicken, chips, coffee, fish, fruit, ice cream, meat, milk, milkshake, mineral water, orange, salad, soft drink, spaghetti, strawberry, tea, tomato, vegetable, wine*); the four seasons (*summer, autumn, winter, spring*); months of the year (*January, February, March, April, May, June, July, August, September, October, November, December*); Grammar: likes and dislikes (*love, like, don't / doesn't like, hate + gerund*); *let's a / an + job or occupation*; *Why...? / Because...*

**Warm-up**

Students remember what they reviewed in the previous lesson.

- Ask students to say what they've reviewed. Elicit *holiday activities*.
- Ask students to say what they will be reviewing today. Elicit *likes and dislikes, jobs and occupations and let's*.

**4 Look and complete the sentences. Then number the photos.**

Students complete sentences with the correct verbs and match each sentence to a photo.

**Answers**

1. doing, 2. reading, 3. listening, 4. playing; *left to right* 2, 4, 3, 1

**5 Read and number the lines of the dialogue.**

Students put a dialogue in order.

**Answers**

*top to bottom, left to right* 5, 7, 3, 1, 4, 6, 2

**6 Circle the correct option.**

Students look at the photos and choose the correct word.

**Answers**

1. nurse, 2. cook, 3. dentist

**Just for Fun** Student's Book p. 82

Students can work on the activities on this page individually and then check their answers against the **Just for fun Answer Key** worksheet. You will find this in the Teacher's Toolkit on the webpage. Remember to print it and hand it out to your students.

**Big Question**

Students are given the opportunity to revisit the Big Question and reflect on it.

- Ask students to turn to the unit opener on page 69 and think about the question 'What do you love doing?'
- Ask students to think about the discussions they've had about activities, the readings and recordings and the surveys they made.
- Students form small groups to discuss the following:
  - » *How often do you go on holidays?*
  - » *Do you prefer active holidays, doing lots of outdoor activities or more relaxing holidays? Why?*
  - » *How important is it to do what you love?*

**Scorecard**

Hand out (and / or project) a *Scorecard*. Have students fill in their *Scorecards* for this unit.

**Study for the unit test.**

# Unit What's your routine?

## Grammar

**Adverbs of frequency:** I always wake up at seven thirty. We never eat junk food. She sometimes eats a big breakfast.

**Simple present:** He eats dinner at six o'clock. She doesn't watch TV in the morning. Do they go to the gym after school? Yes, they do. / No, they don't.

**Prepositions of time:** at 6 o'clock, on Tuesdays

## Vocabulary

**Routines:** brush my teeth, do homework, get dressed, go to bed, go to school, eat breakfast / lunch / dinner, have a shower, wake up

**The time:** six o'clock (six a.m. / p.m.), a quarter past six, half past six (six thirty), a quarter to seven

## Listening

Listening to get / match information

## Reading

Reading a timetable

## Writing

Using adverbs of frequency to describe routines

## Speaking

Talking about your daily routines

## Project

Making an agenda with your weekly routines

74

In the first lesson, read the unit title aloud and have students look carefully at the unit cover. Encourage them to think about the message in the picture. At the end of the unit, students will discuss the big question: *What's your routine?*



### Teaching Tip

#### Using Games in the Classroom

Games can help encourage and sustain students' interest in a topic. They also allow teachers to create contexts in which the use of language is useful and meaningful. When using games in the classroom, remember that games don't always have to be competitive, they can also be cooperative; a game should keep all the students involved and interested, it should give students the chance to learn, practise or review specific language material and it should enable students to focus on the use of the language rather than on the language itself. Games should be central to your teaching, and not just used as time fillers.

## Vocabulary

### Objective

Students will be able to use **routines** and **time** vocabulary to talk about what they do every day.

## Lesson 1

Student's Book pp. 84 and 85

### Warm-up

Students start thinking about the Big Question.

- Draw students' attention to the title of the unit. Read it aloud and ask *What's your routine?* Explain that a *routine* is something you do every day or on certain days regularly.
- Draw students' attention to the photos on page 83. Ask *Do you do the activities in the pictures?* Elicit answers, but don't worry about accuracy here.

- In pairs, have students discuss what they see. Use this as an opportunity to check what vocabulary and structures your students already know.

**1**  **42 Listen and number the scenes of the comic.**

Students number the frames of the comic strip according to the order of events in the audio.

**Answers**

top to bottom 4, 1, 3, 2

**Audio Script**

LISA: Hi! I'm Lisa and this is my morning routine. I wake up at—  
 MUM: Lisa! Time for school!  
 LISA: I wake up at six o'clock.  
 LISA: Then I have a sh— There's no hot water!  
 LISA: Then I have a shower.  
 LISA: Then I have breakfast. Jimmy!  
 JIMMY: Oops. Sorry!  
 LISA: Then I get dressed—  
 MOM: Hurry up, Lisa!  
 LISA: At seven o'clock I get on the bus and go to school.

**2**  **43 Listen again and match.**

Students match photos of items with the routines they correspond to.

**Answers**

left to right 5, 1, 4, 2, 3

**Audio Script**

LISA: Hi! I'm Lisa and this is my morning routine. I wake up at—  
 MUM: Lisa! Time for school!  
 LISA: I wake up at six o'clock.  
 LISA: Then I have a sh— There's no hot water!  
 LISA: Then I have a shower.  
 LISA: Then I have breakfast. Jimmy!  
 JIMMY: Oops. Sorry!  
 LISA: Then I get dressed—  
 MOM: Hurry up, Lisa!  
 LISA: At seven o'clock I get on the bus and go to school.

**Wrap-up**

Students personalise the topic.

- Draw students' attention to the comic strip. Ask *Is your morning routine like Lisa's?*

- In pairs, have students discuss their morning routines. If time permits, have pairs share with the class how their routines are similar or different.

**Workbook p. 118, Activity 1**

**Lesson 2**

Student's Book pp. 84 and 85

**✓ Homework Check!**

Workbook p. 118, Activity 1

**Answers**

**1 Look and complete.**

- brush my, 2. wake, 3. breakfast, 4. dressed,
- a shower, 6. school, 7. eat / have, 8. dinner,
- homework, 10. go to

**Warm-up**

Students review actions.

- Model the activity by miming one of the actions from the comic strip. For example, *have a shower*.
- The first student who guesses correctly comes to the front of the class to mime another action. The student who guesses that action comes up and mimes yet a third action. Continue until all actions have been mimed and guessed or as long as students are engaged.

**3 Read and complete the sentences.**

Students complete sentences about routines with the appropriate times.

- Draw students' attention to the *Telling the time* box. Elicit how you tell the time in English. If necessary, draw a clock on the board for students to guess.

**Answers**

- one, 2. school, 3. six, 4. half past

**4 Think Fast! In your notebook, write eight sentences about your routine.**

Students do a five-minute timed challenge: they write about their routines to personalise vocabulary.

- Draw students' attention to the *Guess What!* box. Read the information aloud.
- Have students add *a.m.* and *p.m.* as appropriate to their sentences.

**Answers**

Answers will vary.

**5 What's the time? Complete.**

Students write the times for each clock.

**Answers**

1. It's two o'clock, 2. It's a quarter past four, 3. It's half past seven, 4. It's a quarter to ten.

**6 In pairs, talk about your daily routine. Swap roles.**

Students get into pairs and talk about their routines.

**Answers**

Answers will vary.

**Extension**

Students make a mind map of their daily activities.

- Students draw their mind maps. The centre circle reads *My daily activities*. There are four circles coming off the centre circle: *morning, afternoon, evening, night*.
- Students refer to the vocabulary and the reading to complete their mind maps.

**Teaching Tip****Keeping Students Engaged**

Getting all students involved in activities is not always easy. Think about the learning environment and try to incorporate more ways to encourage students to get involved in class activities. Provide opportunities for students to build fluency. The more students practise speaking, the more confident they will become. Do your best to choose or modify activities that interest your students. Providing context goes a long way in engaging your students. Think about individual needs when possible. When you talk to a student, allow enough time for the student to respond. Sometimes this seems like a long time to you, but the student may need time to gather his or her thoughts.

**Wrap-up**

Students use vocabulary in context.

- Students form pairs to talk about their routines. Encourage them to use *a.m.* and *p.m.* Monitor, offering help as needed.
- For more practice, have students form new pairs.
- If time allows, have a few students report to the class the routine of another student in the class.

▶ **Workbook p. 118, Activity 2.**

## Grammar

### Objectives

Students will be able to use **adverbs of frequency** and **present simple** to talk about habits, schedules and routines.

## Lesson 3

Student's Book p. 86

### ✓ Homework Check!

Workbook page 118, Activity 2

### Answers

#### 2 Look and write the times.

1. It's twelve o'clock, 2. It's half past ten, 3. It's a quarter to three, 4. It's a quarter past nine, 5. It's ten o'clock.

### Warm-up

Students review the days of the week.

- Have students stand in two rows, forming two teams.
- The first pair of students walks to the front of the class. Say a prompt about a day of the week, for example, *The day before Monday is ....* Students respond as quickly as possible, then go to the back of the line or sit down.
- Continue with prompts such as *The day after Thursday is ... The day between Wednesday and Friday is ... The first day of the week is ... The last day of the weekend is ...*

### 1 Look and complete the comments using adverbs of frequency.

Students complete sentences with the correct adverbs of frequency according to the number of days marked for each activity.

- Draw students' attention to the **Adverbs of Frequency** box. Review the information in the chart. Confirm students understand the meaning of *always*, *sometimes* and *never*.
- Also draw students' attention to the **Guess What!** box. Read the information aloud.

### Answers

top to bottom sometimes, never, always, sometimes

### 2 In your notebook, write about Nathan using adverbs of frequency.

Students write sentences in third person using present simple and adverbs of frequency describing the habits presented in Activity 1.

- Draw students' attention to the **Present Simple** box. Review the information in the chart, pointing out third-person *-s* and *-es*.

### Answers

1. Nathan / He sometimes exercises after school. 2. Nathan / He never sleeps nine hours. 3. Nathan / He always eats healthy meals. 4. Nathan / He sometimes eats junk food.

### 3 Think Fast! Write four sentences about you. Use the vocabulary in Activities 1 and 2.

Students do a two-minute timed challenge: they personalise the grammar by writing sentences about their own habits.

### Answers

Answers will vary.

### Wrap-up

Students review adverbs of frequency with a game.

- Model the activity by saying some sentences about your routine, without saying the action. For example, *I usually do this at 6:30 in the morning.* Students guess: *You wake up!*
- Have students come to the front of the class and make similar sentences. The first student who guesses correctly is the next one to come up to the front.
- Continue as time allows or as long as students are engaged.

### Workbook p. 119, Activities 1 and 2

**✓ Homework Check!**

Workbook p. 119, Activities 1 and 2

**Answers**
**1 Look and complete using *always, sometimes* or *never*.**

1. always, 2. never, 3. sometimes, 4. always, 5. sometimes

**2 Write about you.**

Answers will vary.

**Warm-up**

Students review present simple.

- Write the adverbs *always, sometimes* and *never* on the board. Have each student make cards with the verb phrases from pages 84-87 on them.
- Students form groups of three or four and combine their cards. One member of the group deals the cards out, face down. Students take turns turning over a card and saying a sentence using the verb phrase and an adverb of frequency, for example, *I never exercise*, or *I usually wake up at 7:00*.

**78** **4 Look and number the dialogues. Then complete the dialogues.**

Students number dialogues to put them in order according to the pictures. Then they complete the sentences with the correct present simple form of the verb in parentheses.

- Draw students' attention to the **Present Simple, – and ?** box. Read the information aloud. Elicit a few examples.

**Answers**

top to bottom, left to right exercises, 4, Does he sleep, 2, he does, 5, eats, 3, has, 1

**5 Think Fast! Unscramble the questions in your notebook. Then look and write the short answer.**

Students do a three-minute timed challenge: they unscramble questions in present simple and write the positive or negative short answer to each.

- Draw students' attention to the **Guess What!** box. Read the information aloud.

**Answers**

1. Do you always have a healthy breakfast? No, I don't. 2. Do your parents go to the gym? Yes, they do. 3. Do we have P.E. in the afternoon? No, we don't. 4. Does your sister play basketball? No, she doesn't. 5. Does their school have a swimming pool? Yes, it does.

**Extension**

Students correct sentences in pairs.

- Provide a list of sentences with mistakes. Have students work in pairs to correct the mistakes.
  1. I wake up at 7:00 always.
  2. When you do study?
  3. Do he usually watch TV?
  4. You sometimes exercises.
  5. He always eating dinner at 6:00.
  6. We don't never eat junk food.
  7. Does you eat healthy meals?
  8. I sleeps eight hours.
- Liven things up by setting a stopwatch.

**Answers**

 1. ~~7:00~~ always I always wake up at 7:00. 2. ~~do you~~ When do you study? 3. ~~Do~~ Does he usually watch TV? 4. ~~exercises~~ You sometimes exercise. 5. ~~eating~~ He always eats dinner eat 6:00. 6. ~~don't~~ We never eat junk food. 7. ~~Does~~ Do you eat healthy meals? 8. ~~sleeps~~ I sleep eight hours.

**Wrap-up**

Students personalise Activity 5.

- Ask students to look at their unscrambled questions from Activity 5.
- Pairs take turns asking the questions and answering with information that's true for them. Monitor, offering help as needed.

**Workbook p. 119, Activities 3 and 4**

## Reading & Listening

### Objectives

Students will be able to read a schedule. They will also be able to think about questions other people will ask them.

## Lesson 5

Student's Book pp. 88 and 89

### ✓ Homework Check!

Workbook p. 119, Activities 3 and 4

### Answers

#### 3 Complete and match.

1. Do, 2. go, No, they don't. 3. Does, Yes, she does.  
4. Do, No, we don't. 5. have / eat, No, he doesn't.

#### 4 Look and write the sentences.

1. Walt doesn't have a big breakfast, 2. I don't go to the gym on Mondays. 3. My friends play football after school. 4. Carol has lunch at eleven o'clock. 5. You don't go to the gym in the evenings.

### Warm-up

Students are exposed to the topic.

- Draw students' attention to the photos. Ask, *Do you like any of these activities? Do you know anyone who does them? Is there a Community Centre near your house? What types of activities can you do there? What days do you go?*
- Allow students to express their thoughts. Don't focus too much on accuracy here.

### 1 Read the information on the website and circle the correct option.

Students read a schedule and use the information to answer questions about when classes are offered.

- Draw students' attention to the **Guess What!** box. Read the information aloud. Model the structure by saying the day and time of the yoga class: *Yoga is at 4:00 on Mondays. It's from 4:00-5:30.* Point out that you can say *four* instead of *four o'clock*.

### Answers

1. b, 2. c, 3. b, 4. b

### 2 Think Fast! Find a class for each person.

Students do a one-minute timed challenge: they analyse the information in the website and choose an activity for each person.

### Answers

1. Guitar, 2. *Keep Fit!* for Seniors, 3. Photography, 4. Cooking

### Wrap-up

Students find classes for each other.

- Students form pairs and tell each other times that they are free to take a class.
- Based on the times their partners are free, students take turns asking each other questions about their interests to find classes on the schedule to recommend to their partners. Tell students not to worry about the minimum age for each class for this activity.
- When pairs finish, take a poll to see the overall results of the class. How many students will take each class?

### ➡ Workbook p. 120, Activity 1

## Lesson 6

Student's Book pp. 88 and 89

### ✓ Homework Check!

Workbook p. 120, Activity 1

### Answers

#### 1 Classify the activities.

*Sports* do karate, play football, play volleyball  
*Group Activities* take dance classes, go out with friends, go to parties  
*Other* play with my dog, read, watch TV, eat pizza

### Warm-up

Students recall activities with a game.

- Play a game to help students recall the activities in the website: mime one of the activities, for example, yoga. The first student who guesses correctly comes to the front of the class and mimes another activity.
- Continue until all activities have been reviewed.

**3**  <sup>44</sup> Listen and complete the registration forms.

Students listen for specific information and use it to complete forms.

- Read the information aloud and then draw students' attention to the registration forms.

**Answers**

1. 15, Tai chi, Saturdays, 9:00 – 10:30, 2. 12, Guitar, Mondays and Wednesdays, 4:00 – 5:30, 3. 18, Photography, Friday, 7:00 – 8:30

**Audio Script**

RECEPTIONIST: Hi. This is Westgate Community Centre. Can I help you?

CARLIE: Yes, I want to take a class.

RECEPTIONIST: OK. What's your name?

CARLIE: Carlie Smith.

RECEPTIONIST: How old are you?

CARLIE: 15.

RECEPTIONIST: Which class do you want to take?

CARLIE: Tai chi, please.

RECEPTIONIST: On Mondays and Thursdays?

CARLIE: No, on Saturdays, from 9:00 to 10:30.

RECEPTIONIST: Westgate Community Centre. Can I help you?

JUSTIN: Yes, I want to take a class.

RECEPTIONIST: OK. What's your name?

JUSTIN: Justin. Justin Carter.

RECEPTIONIST: And how old are you, Justin?

JUSTIN: 12.

RECEPTIONIST: Which class do you want to take?

JUSTIN: Guitar, please.

RECEPTIONIST: On Mondays and Wednesdays?

JUSTIN: Yes, from 4:00 to 5:30.

RECEPTIONIST: OK. We'll see you on Monday at 4 o'clock, then!

RECEPTIONIST: Good afternoon. Westgate Community Centre. Can I help you?

MICHELLE: Yes, I want to take a class.

RECEPTIONIST: OK. What's your name?

MICHELLE: Michelle Esposito.

RECEPTIONIST: And how old are you, Michelle?

MICHELLE: I'm 18.

RECEPTIONIST: Which class do you want to take?

MICHELLE: Photography, please.

RECEPTIONIST: On Friday, right?

MICHELLE: Yes, from 7:00 to 8:30.

**4** Choose a class for yourself. Explain your reason.

Students form small groups and choose classes they would like to take.

**Answers**

Answers will vary.

**5 Stop and Think! Critical Thinking**

How can a yoga or fitness class improve a person's health?

- Brainstorm with students words that have to do with physical and mental health. Write some on the board.
- Students form small groups to discuss the question *How can a yoga or fitness class improve a person's health?*
- Encourage students to reflect on how the classes offered at the community centre can improve not just physical health, but also mental health.

**Wrap-up**

Students act out a role play.

- Have students form pairs. Using the registration forms and class schedule to guide their questions, students take turns role-playing the receptionist and the caller.

**Workbook p. 120, Activities 2 and 3**

**Preparing for the Next Lesson**

Ask students to watch an introduction to Finnish culture: [goo.gl/NvWiQh](http://goo.gl/NvWiQh) or invite them to look around on the website: [goo.gl/XI35bq](http://goo.gl/XI35bq).

## Culture

### Objectives

Students will be able to share details about Finland. They will also be able to talk about why certain activities would be more popular in one country than another.

## Lesson 7

Student's Book pp. 90 and 91

### ✓ Homework Check!

Workbook p. 120, Activities 2 and 3

### Answers

**2 Read about Rachel and Adrian. Write R (Rachel), A (Adrian), or B (Both).**

1. A, 2. R, 3. B, 4. R, 5. B, 6. R

**3 List three things you do in your free time.**

Answers will vary.

### Warm-up

Students discuss what they know to generate interest in a topic.

- Write *Finland* on the board. Ask students what they know about Finland.
- Ask students to make guesses about the following questions: 1. *Finland shares a border with which three countries?* 2. *What is the capital of Finland?* 3. *Some people call Finland 'land of the midnight ...' why?* 4. *What popular computer game was created in Finland?*

### Answers

1. Sweden, Norway and Russia, 2. Helsinki, 3. There isn't much sunlight. 4. Angry Birds

### 1 Look at the map. Then read and circle the correct option.

Students use the map to choose the correct word to complete each sentence.

### Answers

1. Europe, 2. cold, 3. small

### 2 Read and complete the table.

Students extract specific information from the text and use it to fill in the table.

### Answers

*Population* 5.4 million, *Language* Finnish, Suomi, *Winter* -30°C, *Saunas* 2.2 million, *Foods* fish, potatoes, bread, cakes, reindeer meat, *Sports* ice hockey, pesapallo, skiing

### 3 45 Listen and match.

Students compare populations of countries.

### Answers

*China* 1.4 billion, *The US* 300 million, *South Korea* 49.5 million, *New Zealand* 4.5 million, *Iceland* 330 thousand

### Audio Script

Finland's population of 5.4 million is very small. Here are the populations of some other countries: China has got a population of 1.4 billion people. In the US, there are 300 million people. South Korea has got 49.5 million people. New Zealand has got a population of 4.5 million people. Only 330 thousand people live in Iceland!

### Wrap-up

Students reflect on what they've learned.

- Students think about and discuss in small groups how Finland compares to their country or countries considering these points: weather, population, sports, food, free time, animals and nature.
- Have the different groups report their opinions to the rest of the class.

### (No homework today.)

**Lesson 8**

Student's Book pp. 90 and 91

**Warm-up**

Students recall what they've previously learned.

- Set a stopwatch for one minute and have students list as much information as they can remember about Finland.
- If necessary, provide these categories: weather, nature, animals, population, language, sports, food and how people spend their time.
- Ask students to share their lists.

**4 Read and guess. Write T (True) or F (False) in the box.**

Students use previous information to make guesses.

**Answers**

Answers will vary.

**5  Listen and check. Then correct the false sentences.**

Students confirm their guesses and rewrite the false statements correctly.

**Answers**

1. F, Finland has got 188,000 lakes. 2. T,  
3. F, The national animal is the brown bear., 4. T

**Audio Script**

Finland has 188,000 lakes.  
In the summer, the sun shines for 24 hours.  
The national animal is the brown bear.  
Finland is famous for its heavy metal music.

**Extension**

- If possible, bring in a selection of Finnish heavy metal music. Here are the names of some bands: Apocalyptica, Sonat Arctica, Sentenced and Nightwish. Be sure to listen to the music before class to make sure the lyrics are appropriate for your students.
- Play short tracks of the music and ask students what they think of it.

**6 Stop and Think! Value**

Why do you think saunas are popular in Finland?

- Ask students what they know about saunas. If necessary, explain that the word *sauna* is a Finnish word. (A sauna is a small room that's filled with hot air or steam. People sit in a sauna to relax and clean their bodies. After the heat of the sauna, people jump into an ice-cold bath or even snow! In public saunas, men and women have separate rooms.

Ninety-nine percent of Finns take at least one sauna a week.)

- Ask *Why do you think saunas are popular in Finland?* Encourage students to recall the activities on the community centre website, to get them thinking about health and reducing stress.
- Allow students to speak freely, without concentrating on accuracy.

**Wrap-up**

Students reflect on what they've learned.

- Draw students' attention to the text and the glossary. Have pairs discuss the following questions about Finland:  
*Did you learn anything new about Finland?*  
*If so, what?*  
*What is one thing that surprised you?*  
*Would you like to travel to Finland?*  
*Why or why not?*

**▶▶▶ (No homework today.)****Teaching Tip****Teaching Receptive Skills**

When you're teaching receptive skills, be sure to provide enough exposure to listening and reading texts. Provide an appropriate task for the first time students read or listen. The task should be general in nature, for example, reading or listening for the main idea. The second time students read or listen, provide a task that focuses on more specific information, for example, reading or listening for details. If students need additional support, play the audio or allow the students to read the text several times. It might benefit the lesson to break up the listening or reading into small chunks.

## Project

### Objectives

Students will be able to make an agenda.

## Lesson 9

Student's Book pp. 92 and 93

### Warm-up

Students talk about their weekly activities to generate interest.

- Have pairs discuss the following questions:

*What activities do you do during the week?*

*What activities do you do on the weekends?*

*What do you think you spend the most time on: school, sports or other activities?*

### 1 Circle the activities using the colour code.

Students categorise vocabulary.

#### Answers

*left to right, top to bottom* blue, orange, orange, yellow, orange, yellow, orange, blue, orange, yellow, yellow

### 2 Look at Cheryl's routine on page 93. Then circle T (True) or F (False).

Students read an agenda for specific information.

#### Answers

1. T, 2. F (She goes to the gym on Sunday.), 3. T, 4. T, 5. F (Her favourite TV series is on Wednesdays at 8:30.), 6. T

### Wrap-up

Students consolidate information.

- Draw students' attention to Cheryl's agenda. Model a sentence about an activity, for example, *Cheryl rides her bike from 4:30 to 6:00 on Tuesdays.*
- Students form pairs and make sentences about Cheryl's routine.

## Lesson 10

Student's Book pp. 92 and 93

### Warm-up

Students review routine activities.

- Students form small groups and brainstorm routine activities. Make it lively by setting a stopwatch for one minute.

- After one minute, have groups say their activities and write them on the board.
- Set the stopwatch for one more minute and have students categorise the activities into the groups *school, sports, friends and family, chores, other.*
- If students have not already done so, have them add these words and phrases to their vocabulary notebooks.

### 3 Make an agenda with your weekly routines.

Students create their own weekly agendas.

- Draw students' attention to the steps for making an agenda. Read them aloud or have a student read them.
- Point out the vocabulary and structures throughout the unit. Have students take out their vocabulary notebooks and provide dictionaries for reference.
- Students follow the first three steps to make their agendas. Encourage them to draw pictures as well as write the activities.
- When students have finished their agendas, they form pairs and talk about their weekly routines.

#### Answers

Answers will vary.

### The Digital Touch

To incorporate digital media in the project, suggest one or more of the following:

- Make your agenda in Excel. Here's a site with instructions: [goo.gl/CYvq1Y](http://goo.gl/CYvq1Y).
- Make your agenda online: [goo.gl/C9AE](http://goo.gl/C9AE).

Note that students should have the option to do a task on paper or digitally.

### Wrap-up

Students talk about their classmates' agendas.

- Students form pairs and take turns telling their partners about another student's weekly routines.
- Come together as a class and ask students to compare their routines with their classmates'. How similar and different are their routines? Do any of them do the same activities?

### Workbook p. 121, Activities 1 and 2 (Review)

## Review

### Objectives

Students will be able to consolidate their understanding of the vocabulary and grammar learned in the unit.

## Lesson 11

Student's Book p. 94

### ✓ Homework Check!

Workbook p. 121, Activities 1 and 2 (Review)

### Answers

#### 1 Unscramble the routines.

1. go to school, 2. wake up, 3. do your homework, 4. brush my teeth, 5. get dressed, 6. have a shower

#### 2 Read and circle the correct option.

1. has, 2. don't, 3. go, 4. doesn't, 5. Does, 6. don't

### Warm-up

Students list the vocabulary and grammar they have learned in the unit.

- Ask students to think of what they've learned in this unit.
- Elicit and list the grammar and vocabulary on the board. Vocabulary: routines (*brush my teeth, do homework, get dressed, go to bed, go to school, have breakfast / lunch / dinner take a shower, wake up*); the time (*six o'clock (six a.m. / p.m.), a quarter past six, half past six, a quarter to seven*); Grammar: present simple, adverbs of frequency (*always, sometimes, never*).

### 1 Read and match. Then look and number the photos.

Students match the beginnings of present simple sentences with their correct endings and match each sentence with the corresponding photo.

### Answers

1. lunch at 1:30. 2. at 6:00 a.m. every day. 3. her teeth five times a day. 4. to school by bus. 5. a shower in the mornings?  
*left to right 4, 5, 3, 2, 1*

### 2 Look and complete.

Students review routines vocabulary by completing phrases to match each photo.

### Answers

1. eat / have, 2. get, 3. homework, 4. dinner

### 3 Look and circle the correct option.

Students choose the correct word to complete each time expression.

### Answers

1. o', 2. past, 3. past, 4. to, 5. half past, 6. past

### Wrap-up

Students review vocabulary.

- Have a treasure hunt with the Student's Book.
- Write the following list of vocabulary phrases on the board or give pairs the list on paper: *brush my teeth, do homework, get dressed, go to bed, go to school, have breakfast / lunch / dinner, have a shower, wake up*.
- Students form pairs to find either the vocabulary item or a picture showing it in the Student's Book. They write down the page or pages where the vocabulary is found.
- Set a stopwatch for three to five minutes, depending on your students and the time you have.
- Award one point for each vocabulary item or picture found, award one point for each additional time the vocabulary is found, award one additional point if the vocabulary is found outside of the unit and award an additional five points if all items are found. The pair with the most points when time is up wins.

### ||| (No homework today.)

**Warm-up**

Students remember what they reviewed in the previous lesson.

- Ask students to say what they've reviewed. Elicit routines vocabulary, time and present simple statements.
- Ask students to say what they will be reviewing today. Elicit adverbs of frequency and present simple statements, questions and short answers.

**4 Look and circle T (True) or F (False).**

Students determine whether statements about the time people do activities are true or false based on the photos.

**Answers**

1. T, 2. F (Amy eats / has lunch at one o'clock.), 3. F (Tara wakes up at quarter to seven.), 4. F (Zack and Alex watch TV at a quarter past nine.)

**5 Write sentences using never, sometimes and always.**

Students write sentences with adverbs of frequency using cues.

**Answers**

1. They never have breakfast. 2. My mum sometimes goes to the gym in the morning. 3. I sometimes watch TV after school. 4. My uncle sometimes plays tennis on Saturdays. 5. We never go to school by bus.

**6 Complete the sentences using the correct form of the verb.**

Students complete sentences with the correct present simple form of the verbs in parentheses. They also complete short negative and positive answers.

**Answers**

1. doesn't play, 2. Do, go, don't, 3. Does, wake up, does, 4. don't eat, 5. Do, watch, do

**7 Read and correct the sentences.**

Students rewrite sentences in present simple correctly.

**Answers**

1. don't Sam doesn't exercise a lot. 2. play Do you play basketball? Yes, I do. 3. not My friends don't go to the gym. 4. eat Natalia sometimes eats snacks. 5. don't Does he get up early? No, he doesn't. 6. sports you What sports do you play?

**Just for Fun** Student's Book p. 96

Students can work on the activities on this page individually and then check their answers against the *Just for fun Answer Key* worksheet. You will find this in the Teacher's Toolkit on the webpage. Remember to print it and hand it out to your students.



**Big Question**

Students are given the opportunity to revisit the Big Question and reflect on it.

- Ask students to turn to the unit opener on page 83 and think about the discussion they had in the Warm-up in Lesson 1.
- Ask students to think of the other discussions they've had about routines. Ask them to take out their agenda and look it over.
- Students form small groups and discuss the following questions:
  - » *How much time do you spend on schoolwork?*
  - » *How much time do you spend on activities outside of school?*



**Scorecard**

Hand out (and / or project) a *Scorecard*. Have students fill in their *Scorecards* for this unit.

**Study for the unit test.**



# Verb List

Base Form	Present Simple: 3rd Person Singular	Verb + <i>-ing</i>
be	<b>is</b> <sup>1</sup>	being
brush	<b>brushes</b> <sup>2</sup>	brushing
call	calls	calling
check	checks	checking
circle	circles	<b>circling</b> <sup>4</sup>
climb	climbs	climbing
compose	composes	<b>composing</b> <sup>4</sup>
cook	cooks	cooking
dance	dances	<b>dancing</b> <sup>4</sup>
delete	deletes	<b>deleting</b> <sup>4</sup>
do	<b>does</b> <sup>2</sup>	doing
eat	eats	eating
e-mail	e-mails	e-mailing
exercise	exercises	<b>exercising</b> <sup>4</sup>
get	gets	<b>getting</b> <sup>5</sup>
go	<b>goes</b> <sup>2</sup>	going
have	<b>has</b> <sup>1</sup>	<b>having</b> <sup>4</sup>
jump	jumps	jumping
lift	lifts	lifting
listen to	listens to	listening to
live	lives	<b>living</b> <sup>4</sup>
look	looks	looking
make	makes	<b>making</b> <sup>4</sup>
open	opens	opening
play	plays	playing
print	prints	printing
read	reads	reading
relax	<b>relaxes</b> <sup>2</sup>	relaxing
reply	<b>replies</b> <sup>3</sup>	replying
save	saves	<b>saving</b> <sup>4</sup>
send	sends	sending
share	shares	<b>sharing</b> <sup>4</sup>
shop	shops	<b>shopping</b> <sup>5</sup>
sit	sits	<b>sitting</b> <sup>5</sup>
sleep	sleeps	sleeping
study	<b>studies</b> <sup>3</sup>	studying
surf	surfs	surfing
swim	swims	<b>swimming</b> <sup>5</sup>
take	takes	<b>taking</b> <sup>4</sup>
text	texts	texting
use	uses	<b>using</b> <sup>4</sup>
wake up	wakes up	<b>waking</b> <sup>4</sup> up
watch	<b>watches</b> <sup>2</sup>	watching
wear	wears	wearing
write	writes	<b>writing</b> <sup>4</sup>

<sup>1</sup>These are irregular verbs. <sup>2</sup>Add *-es* with third person singular.

<sup>3</sup>The *-y* becomes *-ies* with third person singular. <sup>4</sup>The *-e* is removed in verb + *-ing*.

<sup>5</sup>The consonant doubles in verb + *-ing*.



# Audio CD Track List

Track	Listening Activity
02	Unit 0. What's your name? Page 8. Activity 1. Listen and repeat.
03	Unit 0. Page 8. Activity 3. Match the phrases with the pictures.
04	Unit 0. Page 9. Activity 6. Listen and number. Then listen again and repeat.
05	Unit 0. Page 9. Activity 8. Listen and repeat the colours.
06	Unit 0. Page 10. Activity 11. Listen and repeat the letters.
07	Unit 0. Page 10. Activity 12. Listen and circle the correct option.
08	Unit 0. Page 11. Activity 15. Listen and write the number words.
09	Unit 0. page 12. Activity 1. Play the Stopwatch Game.
10	Unit 1. Where are you from? Page 14. Activity 1. Listen and number the landmarks.
11	Unit 1. Page 15. Activity 2. Listen and write the nationality for each country.
12	Unit 1. Page 18. Activity 1. Listen and circle the correct option.
13	Unit 1. Page 20. Activity 1. Listen and write the captions.
14	Unit 1. Page 21. Activity 21. Activity 3. Listen and number the Indian instruments.
15	Unit 2. What's your favourite subject? Page 28. Activity 1. Listen and number the school places.
16	Unit 2. Page 29. Activity 3. Listen, clap and repeat.
17	Unit 2. Page 32. Activity 1. Listen and read the comic. Then write the school subjects in the boxes.
18	Unit 2. Page 32. Activity 3. Listen to the days of the week and repeat.
19	Unit 2. Page 33. Activity 4. Listen to Paul and complete his school schedule.
20	Unit 2. Page 34. Listen and write <i>T</i> (True) or <i>F</i> (False).
21	Unit 2. Page 35. Activity 4. Put the dialogue in order using numbers. Then listen and check your answers.
22	Unit 2. Page 36. Activity 2. Listen to a student and complete the sentences.
23	Unit 3. What is family? Page 42. Activity 1. Listen and complete the family tree using the words in the box.
24	Unit 3. Page 44. Activity 2. Listen and repeat the words.
25	Unit 3. Page 44. Activity 3. Listen and memorise the rhyme.
26	Unit 3. Page 46. Activity 1. Listen and read. Find the clothing items on the webpage.
27	Unit 4. What is home? Page 56. Activity 1. Listen and complete.
28	Unit 4. Page 56. Activity 3. Listen and write the room.
29	Unit 4. Page 60. Activity 2. Listen and write <i>D</i> (Debbie), <i>A</i> (Aaron) or <i>M</i> (Miles).
30	Unit 4. Page 60. Activity 3. Listen again and identify the person.



# Audio CD Track List

Track	Listening Activity
31	Unit 4. Page 61. Activity 5. Read Aaron's email to his aunt Veronica. Then listen and check your answers.
32	Unit 4. Page 62. Activity 2. Listen and read the text and complete the sentences.
33	Unit 4. Page 63. Activity 3. Listen and number the photos.
34	Unit 5. What do you love doing? Page 72. Activity 3. Listen and circle <i>T</i> (True) or <i>F</i> (False).
35	Unit 5. Page 72. Activity 4. Listen again and tick. What does the Stickman family decide to do?
36	Unit 5. Page 74. Activity 1. Listen and circle the correct option.
37	Unit 5. Page 75. Activity 5. Listen to the months of the year and repeat.
38	Unit 5. Page 76. Activity 2. Listen and check. Then practise saying the Russian words.
39	Unit 5. Page 76. Activity 3. Listen and circle the correct option.
40	Unit 5. Page 78. Activity 2. Listen and complete the missing information.
41	Unit 5. Page 78. Activity 3. Listen again and complete the questions.
42	Unit 6. What's your routine? Page 84. Activity 1. Listen and number the scenes of the comic.
43	Unit 6. Page 84. Activity 2. Listen again and match.
44	Unit 6. Page 89. Activity 3. Listen and complete the registration forms.
45	Unit 6. Page 91. Activity 3. Listen and match.
46	Unit 6. Page 91. Activity 5. Listen and check. Then correct the false sentences.

*Stopwatch* is a fast-paced, eye-catching course for secondary students, from true beginners to B1. Our unique, four-level (full edition) or seven-level (split edition) structure allows schools to fine-tune their selections according to the specific needs and abilities of their students. Relevant topics and impactful images will keep students engaged and learning, while the carefully-designed curriculum ensures that they can advance and succeed.

Each unit offers a grammar and vocabulary focus with separate sections for skills development, cultural knowledge and projects that can be done using digital or traditional media. The integrated workbook, together with the grammar, vocabulary and reading worksheets, provide ample opportunity for practice. A *Stopwatch* chronometer app keeps time for game-based challenges in the book and offers fun vocabulary practice. A grammar reference at the back of every book consolidates learning and allows for better exam review.

*Stopwatch* includes:

- Student's Book with Integrated Workbook
- Teacher's Guide + Audio CD
- Digital Book
- *Stopwatch* App
- Interactive Activities
- Teacher's Toolkit with:
  - Grammar, Vocabulary and Reading Worksheets
  - Exam Package (Standard or Test Plus)
  - Tests Audio
  - Placement Exam



**Richmond**  
www.richmondelt.com



Common European Framework

