

# **GAME CHANGER**

## **TEACHER'S BOOK AZERBAIJAN EDITION**

as the main foreign language for the 5<sup>th</sup>  
grades of general secondary schools

# **GRADE 5**

Please, send your inquiries, comments and  
suggestions to us at the following email  
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We thank you for the cooperation.

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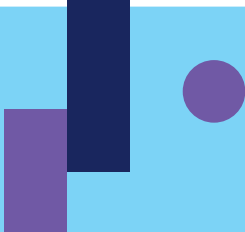
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# Welcome to Game Changer

## You can be a Game Changer!

With its fresh and fun approach to global real-world topics, *Game Changer*, is designed to help teachers prepare stimulating and easy-to-teach lessons that will ensure your students are motivated and engaged throughout the whole school year. Our global focused reading topics, in-context language presentations, scaffolded speaking and writing tasks, and the latest digital resources are guaranteed to develop learners' global awareness and encourage a learning mindset.

## Real-Life Contexts for Language Presentation

We present grammar and vocabulary in a clear context through dynamic reading and listening texts in a wide variety of genres. This, combined with topics that are relevant and authentic, ensures students see the purpose of their learning and feel motivated to explore and use the language.

## Easy-to-teach

*Game Changer Teacher's Book* includes all the Student's Book and Workbook pages, with the Answer Key integrated on each page. Teacher's Notes and extra tips make it easy to identify each section. Flipped classroom ideas provide useful suggestions for activities that students could do at home to consolidate in-class learning.

## Global Cultural Topics

*Game Changer* explores a variety of global topics through its reading and listening pages and in a dedicated *Around the World* spread in every other unit. This helps students broaden their understanding of other people and places, preparing them for life in a diverse, multicultural environment.



# English is an International Language

Learners of English now outnumber speakers of English as a first language. Students are therefore far more likely to use English to communicate with people whose first language is not English. This has significant implications for traditional English teaching because an understanding of the language is now only *part* of successful communication, and we cannot underestimate the role of cross-cultural understanding. For this reason, *Game Changer*, does not elevate one type of English above others and instead embraces different varieties of English, featuring a range of voices and language varieties.

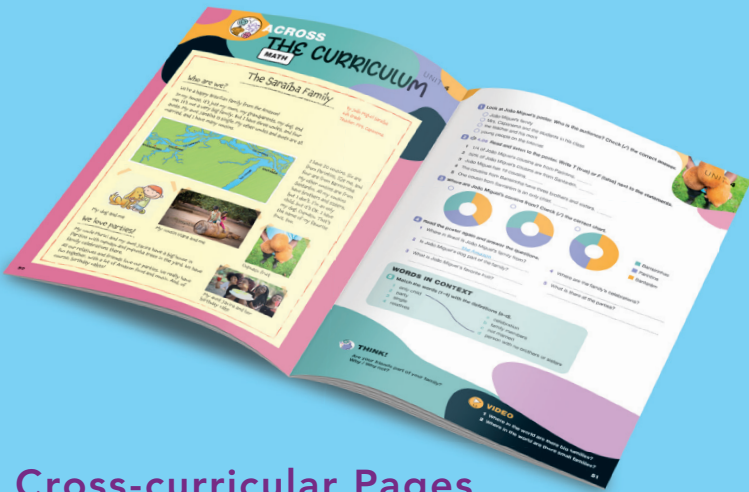


## Teen-Friendly Videos

*Game Changer* documentary videos reinforce and extend the Student's Book content. The topics of the videos are authentic, fresh, and fun with a global scope, presenting ways of life and ideas from different cultures around the world.

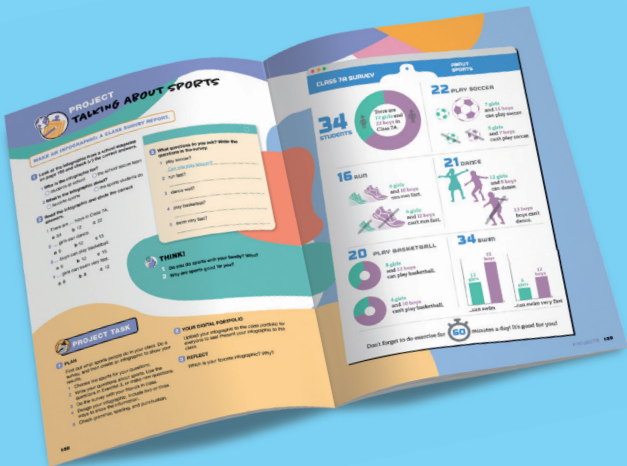
## Project Work

We know that it is important for you as a teacher to include projects and collaborative work in your planning and that it is especially motivating for students. That's why we have included two easy-to-teach projects at the back of each Student's Book. These projects recycle and review the language learned in the previous semester, providing a fun and stimulating way to keep students practicing their language skills.



## Cross-curricular Pages

*Game Changer* includes a variety of Cross-curricular lessons, with a dedicated Across the Curriculum spread in every other unit. This reinforces and extends students' learning in other areas across the broader curriculum. The attractive and colorful spreads provide a stimulating alternative to the more skills-focused core pages in each unit.



# Key Features of Game Changer

In *Game Changer*, we developed a syllabus that includes the language requirements outlined in most of the English programs taught throughout the world. Take a look at the chart below to see the key features we have incorporated into *Game Changer* to address these requirements.

## International English program requirements

Develop intercultural competence: reflect on the role of English in our globalized world.

Present English as a *lingua franca*, exposing students to different varieties of English from around the world.

A focus on the development of effective oral communication.

Encourage students to develop critical thinking skills to reflect on different ways of seeing and analyzing the world around them.

Develop a broad range of reading skills and exposure to different genres of text.

Encourage students to discover grammar rules and patterns.

Develop a process approach to writing skills.

## Game Changer

Global topics, documentary videos with a culture focus, and dedicated *Around the World* pages.

A broad range of accents in our audio, *Living English* functional language feature on each Speaking page.

Staged communicative tasks in *Use it* activities and dedicated Speaking pages with scaffolded productive activities and a functional approach to communication.

*Think!* critical thinking questions, documentary videos and real-world global topics.

Diverse real-life genres in reading, listening, and writing texts and activities to develop reading skills including genre recognition strategies.

Grammar presented in context and shown clearly in accessible grammar charts.

Dedicated Writing pages with Plan, Check, and Edit stages

For more information on the key features of *Game Changer*, visit [www.cambridge.org/gamechangerint](http://www.cambridge.org/gamechangerint) or scan the QR code to the right.



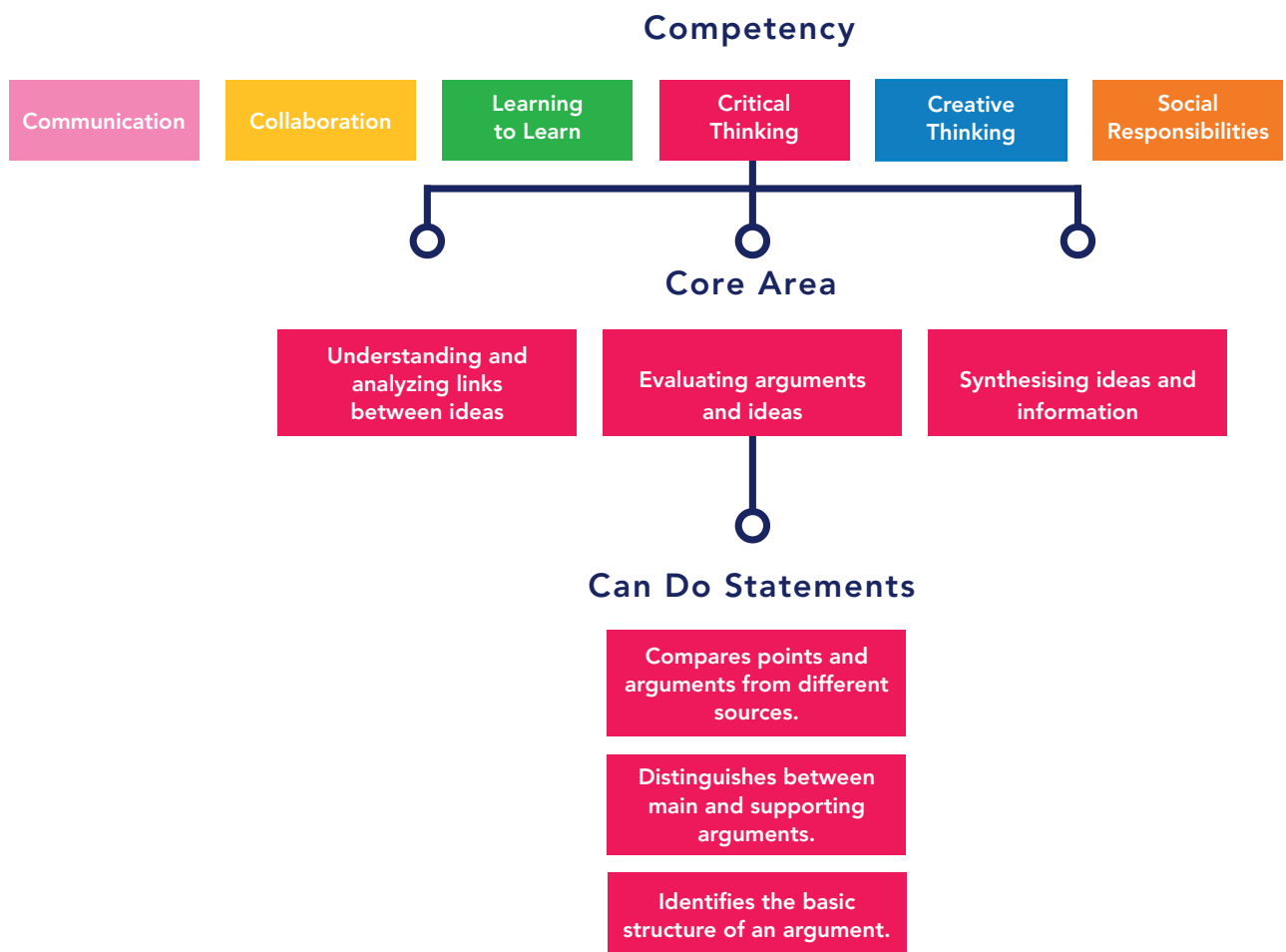


# Cambridge Life Competencies

A framework to develop skills for life

How can we prepare our students to succeed in a world that is rapidly changing? We need to help students develop transferable skills that allow them to work with people from around the world, think creatively, analyze sources critically, and communicate their views effectively. How can we teach these skills alongside language?

In response to these questions, we have developed the *Cambridge Life Competencies Framework*. This Framework informs the syllabus for the Think! activities in *Game Changer*, helping teachers recognize and assess the many transferable skills that the course develops.



For a chart mapping the Cambridge Life Competencies for this level, visit [www.cambridge.org/gamechangerint](http://www.cambridge.org/gamechangerint) or scan the QR code to the right.



# Student's Book Visual Guide

Every unit in *Game Changer* takes the student on a carefully staged journey. Students are gradually introduced to the topic and target language through a variety of scaffolded activities that build their confidence as they progress. Language is presented in context via a rich variety of real-world topics and each unit culminates in a creative writing or speaking task.

## Unit Goals

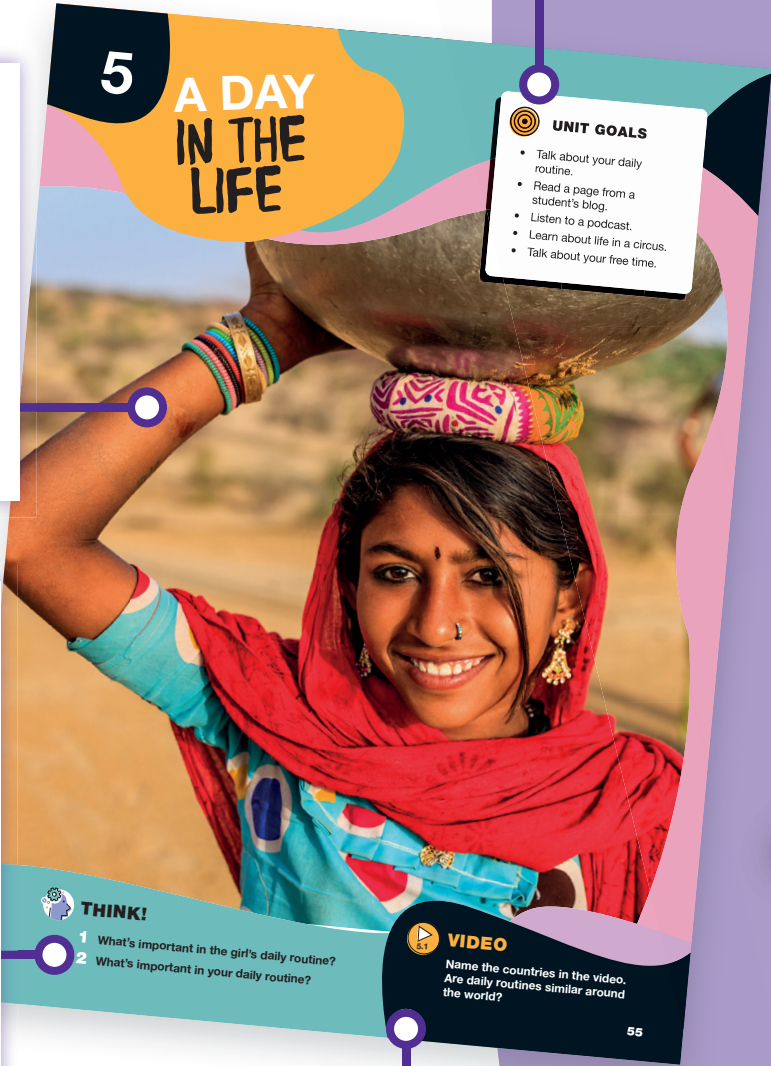
The Unit Goals show the unit aims at a glance.

## Attractive Unit Opener photo

A picture is worth a thousand words, and in today's culture, there are images everywhere. This means that visual literacy—the ability to “read” images—is an essential skill. In *Game Changer*, the unit openers provide an opportunity for students to interpret meaning from pictures related to the unit topic.

## Think! Questions

We often “read” images before we read words. This happens every day with what we see on television, advertisements, internet memes, emojis, or other media. By encouraging different responses to visual stimuli, you can help your students critically analyze and interpret what they see and develop a deeper understanding of topics. The Think! questions in the Unit Opener and throughout each unit encourage students to think beyond the photo or topic and articulate their opinions, developing their critical thinking skills.



## Opener Video

The opener documentary video provides a fun and engaging introduction to the unit topic.

## Vocabulary in Context

Vocabulary is presented in a real-life context making it easier to understand and more meaningful for the students.

### VOCABULARY IN CONTEXT

1 5.01 Complete Ivory's video captions with the expressions below. Then listen and check your answers.

- do my homework
- go to school
- take a shower
- get up
- have breakfast
- take the bus
- go home
- have dinner
- go to bed
- play volleyball

**My Daily Routine!**

1 On school days, I get up at 6:00.

2 At 6:30, I have breakfast with my family.

3 At 7:00, I take the bus with my brother. We go to school.

4 I play volleyball on Mondays and Wednesdays. These are my favorite days!

5 I take a shower at 4:00 and I do my homework.

6 Then I go to bed.

7 Finally, I have dinner with my mom.

### UNIT 5

2 Complete the chart with the expressions in Exercise 1.

In the morning	In the afternoon	In the evening	At night
	play volleyball		

3 Complete the chart with the expressions.

the train	a pizza	a hamburger	home
take	have	go	
the bus			

**USE IT!**

4 5.02 Listen and read. Check (✓) the sentences that are true for you.

	Me	My Partner
I do homework in the afternoon.		
I get up at 6:00 on Mondays.		
I have dinner with my family.		
I have lunch at 1:00.		
I take a shower in the morning.		
I take the bus to school.		

Work in pairs. Tell your partner your true sentences. Check (✓) the sentences your partner says.

What's your favorite time of day? Why?

My favorite time of day is morning.

WORKBOOK p.27 57

## Use It!

Communicative activities give the students a personalized communicative purpose, encouraging them to internalize the language in a fun and motivating way.

## Learning to Learn

Activities that ask students to categorize the vocabulary encourage students to develop their own learning skills and so become more motivated, independent learners.

## Real-Life Genres

Texts in a range of different genres present the language in a realistic context. Up-to-date and authentic global topics motivate students to read and learn more.

## Grammar Chart

Example sentences from the reading and listening texts presented clearly in a grammar chart allow students to easily see the target structures, and encourage them to think about the rules.

**READING**

**Fresh Eyes FROM SINGAPORE**

**Hi! My name is Wei Jie, and I'm 14.** My passion is photography. I get up at 5:30 and I have breakfast. Then I take the MRT train to school with my friend Teo. Lessons start at 8:10, but before class, we work on math exercises. We finish school at 2:15. I don't play sports. When I go home, I have lunch but I don't rest. I do my homework and study until 8:00. Then I take a shower and have dinner with my parents. They ask a lot of questions! I chat online with friends. Then I study more. I like to watch TV series, but I don't have time for that. I take photos in the city I go to bed at 10:00. On Sundays, I don't study! I hope you like my photos!

**1 Look at the titles, images and design. Then answer the questions.**

1 What type of text is this?  
☐ an "about me" page on a blog  
☐ a student's school file

2 Who is the author?  
 3 What is her hobby?

**2 Read and listen to the text and put the activities in chronological order.**

1 We work on math exercises.  
 2 I go home.  
 3 I do homework and study.  
 4 I chat online.  
 5 I have lunch.  
 6 I take a shower.  
 7 I go to bed.  
 8 We finish school.

**3 Write T (true) or F (false) next to the statements for Wei Jie.**

My Daily Routine	Wei Jie	Me
1 I study a lot!	T	
2 I go to school with a friend.		
3 I watch TV in the evening.		
4 I don't do math in the morning.		
5 I don't play sports on weekdays.		
6 I don't have dinner with my parents.		

**4 What about you? Write T (true) or F (false) next to the statements for you.**

**THINK!**  
 School and homework are a big part of Wei Jie's day. Is it good to study a lot like Wei Jie? Why? / Why not?

**LANGUAGE IN CONTEXT**

**1 Look at the examples in the chart. Complete the sentences from Wei Jie's blog.**

Simple Present (I, you, we, they)	
Affirmative (+)	Negative (-)
I <u>get up</u> at 5:30.	On Sundays, I <u>don't</u> study!
I <u>go to bed</u> at 10:00.	I <u>play</u> sports.
You <u>do your homework</u> .	You <u>don't do</u> your homework.
They <u>ask</u> a lot of questions!	They <u>don't ask</u> a lot of questions.
We <u>go to school</u> at 2:15.	We <u>don't finish</u> school at 4:00.

**2 Complete the sentences with the affirmative (+) or negative (-) forms of the verbs in parentheses.**

1 We don't take (take) the bus to school. We walk. (-)  
 2 I have (have) lunch at school, then I go home. (+)  
 3 We take (take) a shower in the morning. (+)  
 4 They play (play) sports on weekdays. (+)  
 5 You watch (watch) TV in the evenings. (-)

**3 Make true sentences about your routine. Write the affirmative (+) or negative (-) forms of the verbs.**

• take • chat • take • get-up • have • get up

1 I get up at 5:30 on weekdays.  
 2 I go to school at 5:30 on Sundays.  
 3 I take the bus to school on Saturdays.  
 4 I take a shower in the evening.  
 5 My parents dinner with me in the evening.  
 6 My friends and I study online on weekends.

**Look!**  
 at 8:00 p.m.  
 10:15 a.m.  
 on Monday  
 Tuesday  
 the weekend / weekdays

**WORKBOOK** p.26, 29 and p.30

## Think!

Think! questions encourage students to engage with the text in a personal way and develop their critical-thinking skills as well as their awareness of global topics.

## Look!

Look! boxes help students avoid common errors as identified by the Cambridge Learner Corpus.

## Language in Context

Students hear the target language in a real-life context in the listening activity, before they identify the key structures when filling in the grammar chart.

## Grammar Charts

Students are encouraged to actively engage with the target grammar structures before they tackle the carefully staged grammar practice activities.

**LISTENING AND VOCABULARY**

1 Look at the image and check (✓) the correct answers.

1 What does it represent?  
☐ an interview with a boy named Ramiro  
☐ a song by Ramiro Bolaños

2 What's the topic of the podcast with Ramiro?  
☐ study life  
☐ weekend activities

3 5.04 Listen to the podcast and check your answers.

4 5.05 Listen to the first part of the podcast again and circle the correct options.

1 Ramiro is 12 / 13 years old.  
 2 He is from Guatemala / the USA.  
 3 Ramiro lives in Jalapa / Boston.  
 4 Ramiro's weekends are fun / boring.

5.06 Listen to the rest of the podcast and check (✓) Ramiro's free-time activities.

☐ play video games  
☐ watch movies  
☐ play soccer  
☐ listen to music  
☐ hang out with friends  
☐ go to restaurants

**WORKBOOK p.25 and p.27**

**LANGUAGE IN CONTEXT**

1 Complete the chart with the words below.

• do • do • do • don't • don't • play • what

Simple Present (I, you, we, they)		Short Answers
Yes/No Questions	Answers	
Do you <u>play</u> soccer on Sundays?	Yes, I do.	
Do we <u>play</u> sports?	No, we	
they <u>watch</u> TV on weekends?	Yes, they do.	
they <u>take</u> the subway to school?	No, they	
What		
Where do they <u>have</u> lunch?		
time do you <u>get up</u> ?		

2 Read the answers. Then put the words in the correct order to make questions.

1 our / homework / lunch / we / Do / do / after / ?  
 Yes, We do. We study for an hour.

2 shower / Do / a / take / in / you / morning / the / ?  
 No, I don't. I take a shower in the evening.

3 lunch / for / What / have / you / do / ?  
 I have pizza.

4 do / Where / they / go / Sundays / on / ?  
 They go to their grandparents' house.

**USE IT!**

3 Complete the questions and answer with information about you.

1 What do you \_\_\_\_\_ on weekday evenings? I \_\_\_\_\_

2 Do you \_\_\_\_\_ in the morning?

3 Where \_\_\_\_\_ on weekends? I \_\_\_\_\_

4 Work in pairs. Ask and answer the questions.

**WORKBOOK p.26, p. 28 and p.31**

## Vocabulary

Vocabulary learning is consolidated with attractive images and follow-up activities.

## Use It!

Use it! gets students practicing and producing the target language, often in a personalized way. These activities build students' confidence by giving them the opportunity to prepare what they want to say before speaking.



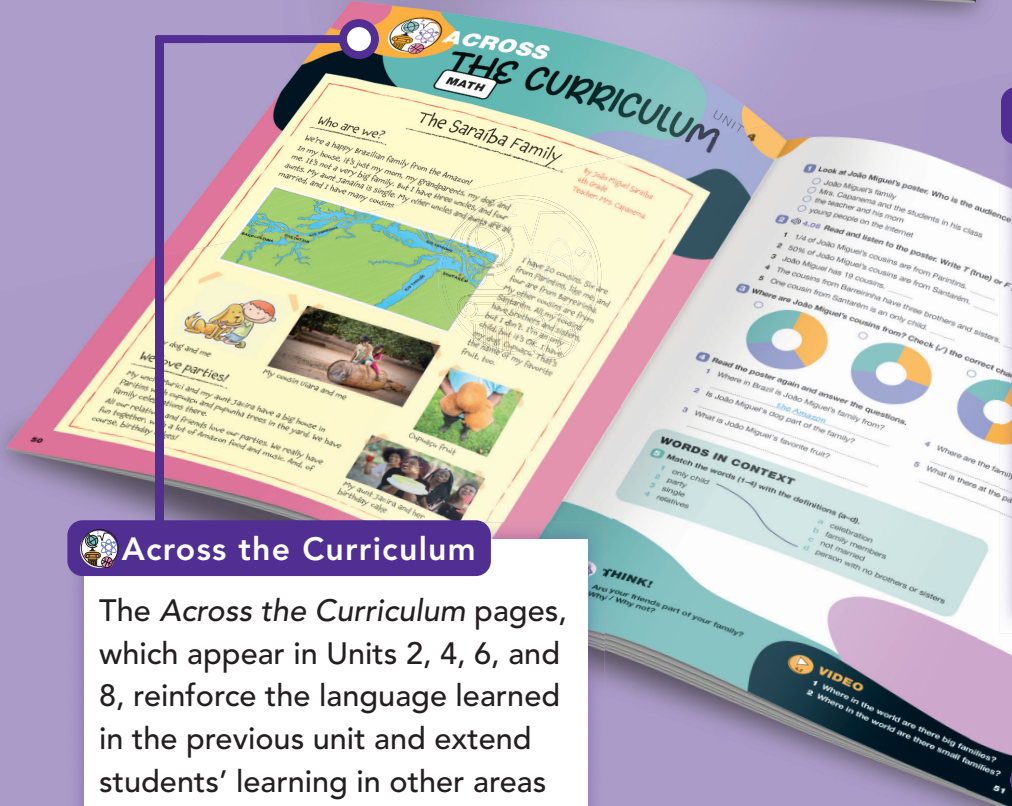
## Around the World

The *Around the World* pages, which appear in Units 1, 3, 5, and 7, introduce students to different people and cultures from around the world, encouraging critical thinking and raising cross-cultural awareness.



## ACROSS THE CURRICULUM

### Math



## Across the Curriculum

The *Across the Curriculum* pages, which appear in Units 2, 4, 6, and 8, reinforce the language learned in the previous unit and extend students' learning in other areas across the broader curriculum.



## Closing Video

The closing documentary video is thematically linked to either the topic of the unit or the *Around the World* or *Across the Curriculum* page. These videos contextualize the language in the unit and extend students' interest in the topic.

# Speaking and Writing

The **Speaking** pages, which appear in Units 1, 3, 5, and 7, introduce students to conversation strategies, and encourage learners to practice their speaking in a guided and structured way.

## Living English

Living English activities introduce students to common everyday phrases, as identified by the *Cambridge English Corpus*.

## Plan, Practice, and Present

Scaffolded speaking activities allow students to personalize the dialogue and empower them to use the language they've learned in a communicative task, which they will then present to the class.

## Plan, Write, and Edit

The scaffolded approach of the writing pages builds students' confidence by giving them time to prepare before they write. The Check stage encourages self-assessment, a key step toward learner independence.

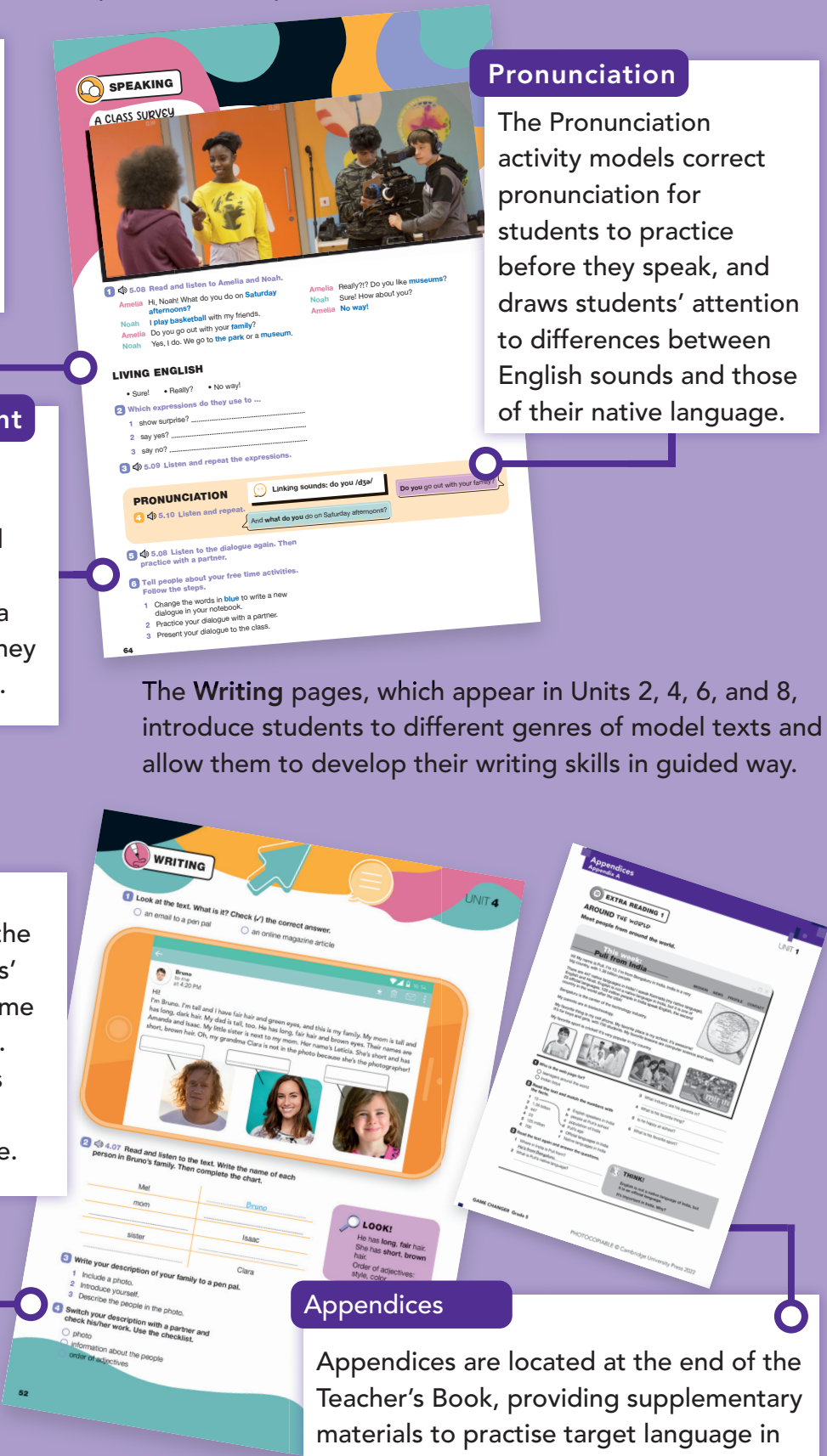
## Pronunciation

The Pronunciation activity models correct pronunciation for students to practice before they speak, and draws students' attention to differences between English sounds and those of their native language.

The **Writing** pages, which appear in Units 2, 4, 6, and 8, introduce students to different genres of model texts and allow them to develop their writing skills in guided way.

## Appendices

Appendices are located at the end of the Teacher's Book, providing supplementary materials to practise target language in class.



## Workbook

The full-color Workbook with Language Reference, dedicated Vocabulary and Grammar practice pages, and extra Reading is ideal for homework.



## Review

The Review sections review the language from the previous two units and include a self-assessment Can-Do task, encouraging students' self-awareness.

## Extra Reading

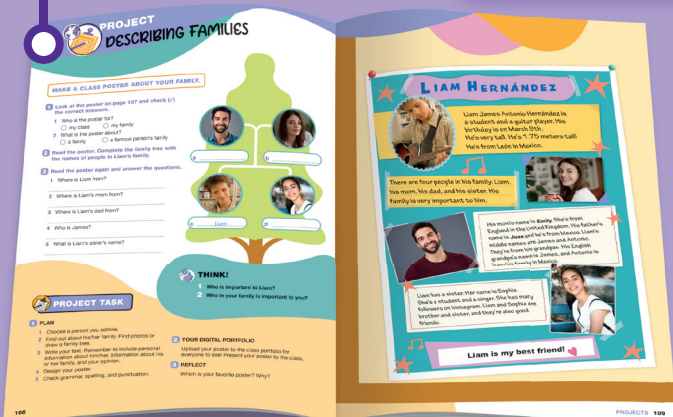
Extra Around the World and Across the Curriculum pages are provided at the end of the Student's Book, providing an attractive option for further practice of the language covered in the previous two units.

If time allows, teachers can have students do the Extra Reading exercises depending on the class level.



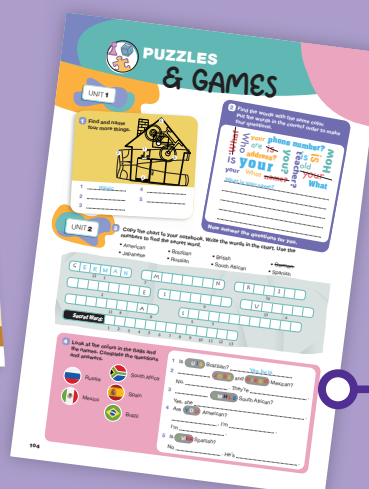
## Projects

Two-page Projects provide a personalized and communicative way for students to practice the language learned in the previous semester, while developing their teamwork skills.



## Puzzles

Puzzles and Games for every unit provide a fun and engaging way for fast finishers to review and practice target language in class.



## **Standards and Substandards of English Language Grade V**

### **Content domain 1. Listening**

#### **The student:**

#### **Standard 5-1.1. Overall listening comprehension**

5-1.1.1. Usually recognizes concrete information on familiar everyday topics, if the speech is clear and slow.

5-1.1.2. Understands phrases and expressions related to immediately present areas and people, if the speech is clear and slow.

5-1.1.3. Understands short, simple questions and statements when spoken clearly and slowly.

5-1.1.4. Follows very slow and careful speech with long pauses to assimilate meaning.

#### **Standard 5-1.2. Listening to instructions, directions, announcements, and classroom commands**

5-1.2.1. Understands most clear and slow instructions, and most simple classroom commands.

5-1.2.2. Understands most figures, prices, times, etc. given clearly and slowly in messages and announcements.

5-1.2.3. Understands clear and slow statements about where something is located in the immediate environment.

#### **Standard 5-1.3. Listening as a member of an audience, to live or recorded material**

5-1.3.1. Understands concrete details in short monologues and dialogues on familiar everyday topics, provided that speech is clear and very slow, with long pauses.

5-1.3.2. Understands the gist of very simple information explained in predictable situations on immediately present topics, provided that speech is clear and very slow, with long pauses.

#### **Standard 5-1.4. Conversational listening**

5-1.4.1. Understands in conversation some words, phrases, and expressions relating to daily life and familiar concrete topics, if speech is clear and very slow, with occasional repetition.

5-1.4.2. Understands in conversation some details relating to daily life and familiar concrete topics, if speech is clear and very slow, with occasional repetition.

#### **Standard 5-1.5. Inferencing and predicting**

5-1.5.1. Infers the meaning of an unfamiliar word for a concrete object or action, provided that the surrounding text is simple, and on a familiar everyday subject.

### **Content domain 2. Speaking**

#### **The student:**

#### **Standard 5-2.1. Pronouncing vowels and consonants**

5-2.1.1. Produces a range of individual sounds not found in the first language with relative intelligibility in many familiar words with some guidance.

5-2.1.2. Produces a range of sound combinations not found in the first language in many familiar words with relative intelligibility with some guidance.

### **Standard 5-2.2. Stress and intonation**

5-2.2.1. Puts the correct stress on many familiar words with some guidance

5-2.2.2. Puts the correct stress on many familiar phrases with some guidance.

### **Standard 5-2.3. Monologic speaking**

5-2.3.1. Talks very slowly and briefly, using familiar words; simple, isolated phrases; and simple sentences.

### **Standard 5-2.4. Information exchange and interviewing**

5-2.4.1. Asks simple questions on learned topics posed clearly and slowly, with a little repetition.

5-2.4.2. Answers simple questions on learned topics posed clearly and slowly, with a little repetition.

5-2.4.3. Produces and responds to very simple statements on learned topics posed clearly and slowly, with a little repetition.

## **Content domain 3. Reading**

### **The student:**

#### **Standard 5-3.1. Reading informational texts<sup>1</sup>**

5-3.1.1. Finds a few details in very short, simple informational texts with visual support.

5-3.1.2. Understands a few details in very short, simple informational texts with visual support.

#### **Standard 5-3.2. Reading literary texts<sup>2</sup>**

5-3.2.1. Finds a few details in very short, simple illustrated literary texts.

5-3.2.2. Understands a few details in very short, simple literary texts with visual support.

#### **Standard 5-3.3. Inferencing and predicting**

5-3.3.2. Infers the meaning of unfamiliar words for concrete actions or objects, provided that the surrounding text is very simple, and on a familiar everyday subject.

## **Content domain 4. Writing**

### **The student:**

#### **Standard 5-4.1. Connecting text**

5-4.1.1. Links words and/or simple phrases within a sentence using very basic linear connectors.

#### **Standard 5-4.2. Types of text and text length**

5-4.2.1. Writes a short series of very simple phrases, sometimes linked with very basic linear connectors.

5-4.2.2. Writes a series of simple, linguistically unconnected sentences on a topic.

5-4.2.3. Writes very short, very simple notes using simple, isolated phrases and sentences.

---

<sup>1</sup> This refers to authentic texts that contain only a few details.

<sup>2</sup> This refers to texts that contain only a few details.

5-4.2.4. Writes very short, very simple text messages using simple, isolated phrases and sentences.

5-4.2.5. Writes very short, very simple emails using simple, isolated phrases and sentences.

**Standard 5-4.3.** Written propositional precision

5-4.3.1. Communicates concrete information very simply and directly.





Annual Plan					
I semester					
Lesson No	Units and lessons	Content (standards)	Hours	Date	
Welcome!					
0.1	Lesson 1. Welcome! Classroom objects. The alphabet	4-1.1.2; 4-1.2.1.	1		
0.2	Lesson 2. Numbers 1-20, 20-100	4-1.1.2; 4-1.2.1; 4-1.2.2.	1		
	<b>Subtotal</b>		2		
Unit 1. Who am I?					
1.1	Lesson 1. Who am I? What is Important? Vocabulary in Context - Favorite Things	5-1.1.1; 5-1.3.1; 5-2.3.1; 5-2.4.1.	1		
1.2	Lesson 2. Reading - 5th grade special things. Verb to be (Affirmative)	5-3.1.1; 5-3.1.2.	1		
1.3	Lesson 3. Listening and Vocabulary - Dialogue to Register at a Yoga Club. Personal Details	5-1.1.1; 5-1.1.2; 5-2.4.1; 5-2.4.2.	1		
1.4	Lesson 4. Language in Context - Verb to be (Negative). Wh-questions	5-1.3.2; 5-2.4.2.	1		
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4.4	Lesson 4. Language in Context - Verb to have: I, you, we, they (Negative, Yes/No Questions, and Short Answers)	5-1.3.2; 5-2.4.2.	1	
4.5	Lesson 5. Families around the World	5-1.2.1; 5-1.3.2; 5-1.4.1; 5-2.4.1.	1	
4.6	Lesson 6. Across the Curriculum: Math: The Sarabia Family Poster	5-1.1.1; 5-1.1.2; 5-3.1.2; 5-3.3.2.	1	
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	<b>Subtotal</b>		<b>10</b>	
	<b>Total per semester</b>		<b>34</b>	

II semester				
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5.2	Lesson 2. Reading - A Blog: Fresh Eyes from Singapore. Language in Context - Simple Present: I, you, we, they (Affirmative and Negative)	5-3.1.1; 5-3.1.2.	1	
5.3	Lesson 3. Listening and Vocabulary - A Podcast on Free-time Activities. Hobbies	5-1.1.1; 5-1.1.2; 5-2.4.1; 5-2.4.2.	1	
5.4	Lesson 4. Language in Context - Simple Present: I, you, we, they ( Yes/No Questions and Short Answers). Wh- Questions: what, what time, where	5-1.3.2; 5-2.4.2.	1	
5.5	Lesson 5. Mya's Day.	5-1.2.1; 5-1.3.2; 5-1.4.1; 5-2.4.1.	1	
5.6	Lesson 6. Around the World: Circus Life!	5-1.1.1; 5-1.1.2; 5-3.1.2; 5-3.3.2.	1	
5.7	Lesson 7. Speaking - A Class Survey. Pronunciation: do you /dju/ p.64	5-1.3.2; 5-3.1.2; 5-2.4.1.	1	
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6.6	Lesson 6. Across the Curriculum: Science: What Do You Know About Jupiter?	5-1.1.1; 5-1.1.2; 5-3.1.2; 5-3.3.2.	1	
6.7	Lesson 7. Writing - A Presentation: My Ideal School	5-1.1.2; 5-4.2.2.	1	
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	<b>Subtotal</b>		<b>10</b>	
	<b>Total per semester</b>		<b>34</b>	
	<b>Total per academic year</b>		<b>68</b>	

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VIDEO



AROUND THE WORLD



ACROSS THE CURRICULUM

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## Welcome!

This Unit serves as diagnostic assessment and introduction.

## Lesson 1 (T4-T5) = 45 minutes

**Lesson Aim:** I can say the letters of the alphabet and spell words.

### 0.01-0.02 Audioscripts pT116

- 1 0.01 Greet students and welcome them to class. Say: *Hello, I'm (your name). Nice to meet you.* Encourage volunteers to introduce themselves in the same way. Point to the picture and explain that the girl is saying *hello*. Play the audio. Focus on pronunciation and intonation when students repeat.



### LOOK!

Draw attention to the *Look!* box. Write the phrases on the board and focus on the long and short forms in bold. Circle the *the*'s in the short forms and read the phrases aloud. Have students repeat, focusing on the difference between the full and contracted forms.

- 2 Put students into pairs and tell them to close their books. Have them practice the dialogue. They can use their own names or invent imaginary ones.

### Extension

Have the class stand up and walk around greeting each other. Tell them to greet as many classmates as they can in two minutes. Join in with the activity yourself to check students are using the correct language.

- 3 0.02 Hold up some classroom objects and elicit their names. Ask: *What's this?* Then have students look at the picture and number the items. To check answers, call out the word and have students call out the number.

### Extension

Put students into pairs and have them guess what is in each other's bags. They can say, e.g.: *What's in my bag? Guess!* (a book, a notebook, etc.) Tell them to give each other a point for each correct guess.

# WELCOME!

### HELLO

- 1 0.01 Read, listen, and repeat.

**Jayla:** Hi, I'm **Jayla**. Nice to meet you. What's your name?  
**Anthony:** Hi! My name's **Anthony**. Nice to meet you, too.



### LOOK!

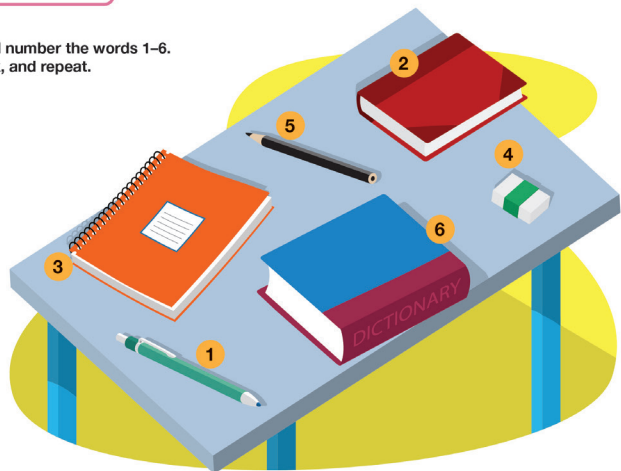
My name is ... / My name's ...  
What is / What's your name?

- 2 Change the words in **blue**. Then practice the dialogue with a partner. *Open answers*

### CLASSROOM OBJECTS

- 3 0.02 Look and number the words 1-6. Then listen, check, and repeat.

eraser **4**  
pen **1**  
pencil **5**  
book **2**  
dictionary **6**  
notebook **3**



0.03-0.04 Audioscripts  
pT116

- 1 0.03 Focus on pronunciation when students repeat the letters. Pay attention to letters that are often confused, such as a, e, and i; and g and j. Then have students close their books. Go around the class, eliciting one letter of the alphabet at a time in the right order. Allow the class to help if a student can't remember the letter.
- 2 Have students call out the vowels before they color them. Tell them that the rest of the letters in the alphabet are consonants.
- 3 0.04 To check answers, have the class chorally say the spellings. Play the audio again, if necessary.

USE IT!

- 4 Read out the three categories on the list. Tell students they can write any word of their choice in the Me column.
- 5 Put students into pairs to practice spelling. If necessary, demonstrate the activity. Tell a volunteer to spell the name in their Me column and write it on the board. Then spell your name for the volunteer to write down. Monitor pairs to ensure they're spelling and writing down each other's words correctly.

LOOK!

Draw attention to the Look! box. Write the phrases on the board. Circle a and an and underline the first letters of each noun. Elicit that we use a when the noun starts with a consonant and an when it starts with a vowel.

Extension

Give the class a quick spelling test. Tell students to close their books and read out a list of ten words—these can include names, school objects, and colors. Have students write the words on a sheet of paper. Then tell students to switch lists with a partner. Ask volunteers to spell each word aloud for the class. Partners check each other's words and correct any wrong spellings.

WELCOME

THE ALPHABET

1 0.03 Listen and repeat.



Vowels (A in blue, E in brown, I in black, O in red, and U in white)  
Consonants in green: B, C, D, F, G, H, J, K, L, M, N, P, Q, R, S, T, V, W, X, Y, Z

2 Copy the alphabet to your notebook. Color the vowels: A in blue, E in brown, I in black, O in red, U in yellow. Color the consonants green.

3 0.04 Listen and write the words in your notebook.

- 1 green
- 2 notebook
- 3
- 4 pencil
- 5 red
- 6 white

USE IT!

4 Copy the chart to your notebook Then complete it. Open answers

	Me	My Partner
a name		
a school object		
a color		

5 Work in pairs. Partner A: Spell your words. Partner B: Write the words for your partner. Take turns being A and B. Open answers

LOOK!  
a | pen  
| book  
an | eraser

# Lesson 2 (T6-T8) = 45 minutes

Lesson Aim: I can say the numbers 1–20, the days of the week, and the months of the year.

## Welcome!

### 0.05–0.09 Audioscripts pT116

- 1 0.05 Focus on pronunciation and word stress when students repeat the numbers. Have them identify that the stress is on the last syllable on the numbers ending in –teen. Exaggerate the stress of these numbers if necessary.
- 2 In pairs, students count up to twenty. Challenge them to go further if they know larger numbers.
- 3 0.06 Write *How old are you?* on the board. Play the audio and have students repeat. After pairs practice the dialogue, invite some of them to say it in front of the class.

### Extension

Depending on the size of your class, prepare some slips of paper. For example, if you prepare twenty slips, ten slips should have a numeral from 1–20 on them (e.g., 2), and the other ten should have the corresponding word for the numeral (e.g., two). Give each student one slip of paper. Then have them stand up. Each student with a numeral finds their partner with the word, and vice versa.

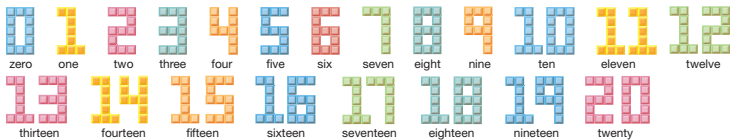
- 4 0.07 After students have listened to and repeated the days, have them say them from memory. Draw attention to the days that are often confused (*Tuesday* and *Thursday*) and ensure students pronounce them correctly. Then ask different students: *What’s your favorite day?*
- 5 0.08 When students finish the exercise, have the class spell each word chorally. Play the track again, if necessary.

### Extension

Write the days of the week in random order on the board. Invite different students to come to the front to number them in order.

### NUMBERS 1–20

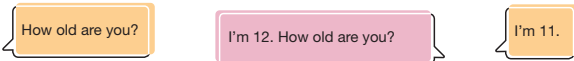
- 1 0.05 Listen and repeat.



- 2 Work with a partner. Count by twos.



- 3 0.06 Listen and repeat. Then practice with a partner.



### DAYS OF THE WEEK

- 4 0.07 Listen and repeat.

MONDAY TUESDAY  
WEDNESDAY THURSDAY  
FRIDAY SATURDAY SUNDAY

- 5 0.08 Listen and write the days of the week in your notebook.

- 1 Friday
- 2 Wednesday
- 3 Saturday
- 4 Tuesday
- 5 Monday

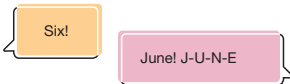
### MONTHS OF THE YEAR

- 6 0.09 Listen and repeat.

JANUARY • February  
March • April • May  
June • July • AUGUST  
September • October  
November • December

- 7 Practice with a partner.

Partner A: Say a number between 1 and 12.  
Partner B: Say the relevant month of the year and spell it.



8

- 6 0.09 After students have listened to and repeated the months, challenge them to say them from memory.
- 7 Draw students’ attention to the example. If necessary, model another example with a confident student. Then in pairs, students take turns to play the game. Monitor to ensure students are saying and spelling the months correctly.

### Extension

If there is space in your classroom, have students stand in a line, in the order of their birthdays in the calendar year. Students whose birthday is in January stand on the left and they’re the first in the line. Students whose birthday is in December stand at the end of the line, on the right. Find out which month has the most birthdays.

0.10–0.11 Audioscripts  
pT116

- 1 0.10 Focus on pronunciation and word stress when students repeat the numbers. Practice recognition and production of the numbers ending in *-ty* and *-teen*, for example, *forty* (with the stress on the first syllable) and *fourteen* (with the stress on the last syllable). Call out different numbers with these endings. Have volunteers come to the front and write the numbers on the board.
- 2 0.11 You can extend this exercise by adding in more rows with options. Students circle each correct number as you read it out.
- 3 Write an example date on the board, e.g.: *Monday May 7*. Give students other dates for them to write, for example the first or last day of the year, birthdays, and school vacations.

Extension

Play *Bingo!* Have students draw a nine-square grid in their notebooks and write a number between 20 and 50 in each square. Call out numbers in random order. When a student gets a line of three, they shout *Bingo!* and win the game.

- 4 Read the times with students and point to the example. Help them identify times 2–6: tell them to match the words with the numbers on the clocks. Finally, say: *We use o'clock for times on the hour.*

NUMBERS 20–100

- 1 0.10 Listen and repeat.



- 2 0.11 Listen and find.

1	3	13	30	5
2	5	15	50	4
3	32	52	62	14
4	9	19	99	40

- 3 What's the date today? Write the day, the month, and the number in your notebook. *Open answers*  
Today is .....

TELLING THE TIME

- 4 Match the clocks with the times below.

• eleven o'clock • five fifteen • four fifteen • nine o'clock • twelve forty-five • two thirty

1 *four fifteen*

2 *eleven o'clock*

3 *nine o'clock*

4 *twelve forty-five*

5 *two thirty*

6 *five fifteen*

0.12–0.13 Audioscripts  
pT116

1 0.12 Focus on the example. Ensure students understand that they need to write the times in words. Review the use of *o'clock* and elicit how we say other times (we say the hour and the minutes). Ask students if this way of saying the time is similar or different in their own language.

LOOK!

Draw attention to the *Look!* box. Point out that the two questions have the same meaning. Have students write the questions in their notebooks. Then put them into pairs to practice asking for and saying the time.

Extension

Have students write three important times in their notebooks, for example, when their favorite TV show starts, when they go to an after-school club, and so on. Put students into groups. Have each student read out their times for the group to guess what they refer to. Monitor and help with vocabulary as necessary.

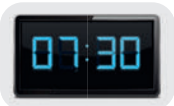
2 0.13 Have students look at the pictures and decide what is happening in each. Draw attention to the example. Then tell students to predict which sentence goes with each picture. Encourage them to use their knowledge of classroom objects and other vocabulary. After checking answers, have students repeat the sentences. Tell them you will be using classroom language like this to give instructions. Encourage students to use questions like those in numbers 1 and 3 to ask about new words.

LOOK!

Draw attention to the *Look!* box. Ask students which book is close to the person's hand and say: *This book*. Then point to the other picture and ask if the book is closer to or further away from the person. Say: *That book*. Hold up a book or another object and say: *This (book)*. Then point to it from a distance and say: *That (book)*. Write the phrases on the board and underline *This* and *That*.

1 0.12 Look at the clocks and answer the questions. Then listen and check.

1 What time is it in New York City?



It's seven thirty.

2 What time is it in Tokyo?



It's six forty-five.

3 What time is it in London?



It's five o'clock.

4 What time is it in Los Angeles (LA)?



It's five fifteen.

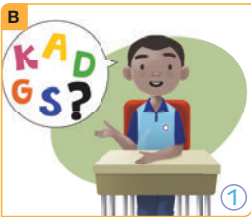
CLASSROOM LANGUAGE

2 0.13 Match the classroom language (1–6) with the pictures (A–F). Then listen and check.

- 1 How do you spell *pencil*?  
2 Look at that book.

- 3 What does *book* mean?  
4 Write in this notebook.

- 5 Read this text.  
6 Listen to that music.



LOOK!

This book.



That book.



Extension

Point to near and far objects in the classroom and elicit phrases with *This* or *That*.

Unit 1  
Who Am I?

Lesson 1  
Lesson Aim: I can talk about myself.

Warmer 

Encourage students to say a couple of sentences about themselves, following your model. For example: *Hello! My name is Claudia. I'm 38 years old. My favorite thing is my cell phone!*


 **THINK!** 


1 Ask students to look at the image and write as many words related to it as they can in English. Give them four minutes to do this.


Open answers. Suggestions: girl, tablet, shirt, green, yellow, gray, hands, eyes, hair, etc


 **What's important?**

**Summary**  
The video is about what is important to us, including family, friends, pets, and our homes.

**In Class**   
Tell students they're going to watch a video about things that are important to us. Ask them what is important to them, for example friends, family, their homes, or pets.

**Exercise 1**   
Ask students to watch the video to answer the questions. They can read the questions below before watching the video.

1  Say three things in the video that are important to us. Check the answer with the class. There are six ideas in the video. Encourage students to say more, if they can.  
family, friends, home, name, pets, possessions

2  What sports are in the video? Check the answer with the class. The visual images should give students clues.  
swimming and baseball

1

WHO AM I?

 **UNIT GOALS**

- Talk about your favorite things.
- Read a digital poster.
- Listen to a dialogue.
- Learn about students around the world.
- Talk about your personal information.

 **THINK!**


Look at the image and write words in English.

 **VIDEO**

1 Say three things in the video that are important to us.

2 What sports are in the video?

11

**Exercise 2**   
Write these gapped sentences from the video on the board. You can provide the missing words in a box:

- 1 Our family is important to us.
- 2 Life is fun with our friends.
- 3 What's important to you?

Play the video again. Students watch and complete the sentences. Check answers with the class.

Resources

- Teacher's worksheets Unit 1
- Workbook pages 2-7
- Puzzles and Games page 104

Unit Aims

 Cambridge Life Competencies Framework

I can ...

- use appropriate forms of address, greetings, and farewells to talk about my personal information. (Communication)
- use simple techniques to start, maintain, and close conversations of various lengths to talk about my favorite things. (Communication)
- understand essential grammatical terms and concepts: the verb to be in the affirmative, Wh- questions, and the verb to be in the negative. (Learning to Learn)
- show understanding of other peoples's perspective and feelings through texts about my favorite things and global students. (Emotional Development)
- discuss what makes me feel different emotions when talking about my country. (Emotional Development)



Introduction of target vocabulary

bike	/baɪk/
cell phone	/'sel ,fəʊn/
home	/hoʊm/
jeans	/dʒi:nz/
music	/'mju:zɪk/
school	/sku:l/
school uniform	/'sku:l 'ju:nəfɔ:rm/
sports	/spɔ:rts/

1 Before students check the items in each category, tell them which your favorites are. Encourage them to talk about more of their favorite things, places, activities, or clothes.



VOCABULARY IN CONTEXT

1 Check (✓) the things that are true for you. [Open answers](#)

FAVORITE THINGS

A

My favorite thing:



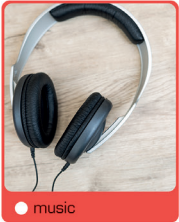
B

My favorite place:



C

My favorite activity:



D

My favorite clothes:



1.01 Audioscript pT116

2 1.01 Focus on the example and review colors, if necessary. Tell students that they need to complete the phrases with words from page 12. When students have completed the exercise, ask them to cover their answers, look at the images, and say the words. Pay particular attention to pronunciation.

3 This is a *learn to learn* activity, which offers students techniques for retaining vocabulary. In this case, students categorize the new words they have learned. This should help them remember the words more easily. Encourage students to add more words to the categories, or even to add their own new categories. (Optional)

USE IT!

4 Encourage students to complete the sentences using the vocabulary from Exercise 1. Ask them to find similarities and differences when they share information with their partners.

2 min Reflect and introduce homework

Together with students reflect what has been taught today and introduce homework.

Homework

Workbook page 3, Exercises 1 and 2

Exercise 3

Ask students to write a list of five things that are important to them. They can draw a picture of each thing that is important in their lives, or they could even make their own video to bring to the next class.

2 1.01 Look at the images and complete the phrases. Then listen, check, and repeat.



A green cell phone



My awesome school



A white home



Popular sports



My blue and white school  
uniform



My blue jeans

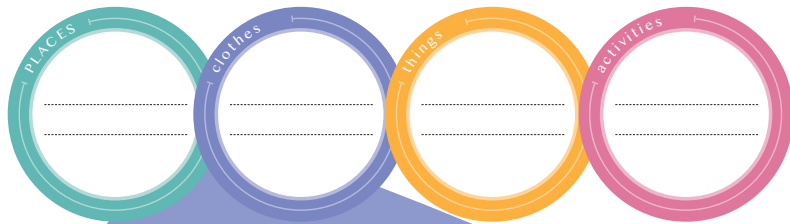


A black bike



My favorite music

3 Draw the circles in your notebook. Then write the words from Exercise 2 in the circles. *Open answers*



USE IT!

4 Complete the sentences so they are true for you. Use a dictionary to help you. Then tell your partner. *Open answers*


- 1 My favorite thing is .....
- 2 My favorite place is .....
- 3 My favorite activity is .....


Warmer 


Write these words on the board:

- My class
- My teacher
- My friend
- My favorite thing
- My family
- My pet

Then ask students to write one word or to draw a picture next to each of the words—they can write or draw a name, an adjective, a color, a number—whatever they first think of when they read each word. Ask for volunteers to explain what they wrote or drew.

- 

1 Draw students’ attention to the poster. Ask them what they can see—images, different colors, icons, post-it notes, etc. Go through the words in Exercise 1 with students to check understanding. Check answers with the class.
- 

2 Ask students to highlight the key words in the three options (*important events, favorite things, special students and teachers*). When students read the text, ask them to think of those words and look at the images. This should help them choose the correct option.
- 

3 Ask students to find the four adjectives in bold in the text. This should help them work out the missing words in the sentences.

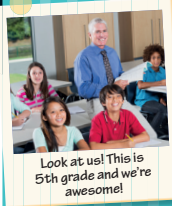
 **THINK!** 

Ask students to write down three things that make their class special. Then put them into pairs to share ideas. Are their ideas the same or different? Point to the empty note in the poster and tell students to write their sentence there. Remind them they should use at least one of the adjectives in Exercise 3. Invite volunteers to share their sentences with the class.

Open answers

 **READING**

5TH GRADE SPECIAL THINGS



Look at us! This is 5th grade and we're awesome!



Hi, I'm Olivia. I'm 11. My new cell phone is my favorite thing. It's cool! - Olivia



I'm Emma and this is Anna. She's my favorite friend. She's awesome! - Emma



Hello, 5th grade teachers! You're cool!!



Hi, my name's Raul and Flamenco is a family tradition. The music is great! - Raul



Look! Max is my dog. He's black and white. He's two and he's very happy! - Kyle

- 1 Look at the poster. Check (✓) all the elements that you see.

☐ date and time

☒ images

☐ long texts

☒ title
- 2 Read the poster. What is it about? Check (✓) the correct option.

☐ important events at Meridian Forest School

☒ favorite things for 5th grade students


☐ the special students and teachers at Meridian Forest School
- 3 Read the poster again and complete the sentences.

1 Students..... in 5th grade are **awesome**.

2 The teachers..... are **cool**.

3 The music..... is **great**.

4 The dog..... is **happy**.

 **THINK!**  
What is special about your class? Write a sentence about you, a friend, a thing, or your class. Use the **bold** words in Exercise 3.

**1** If necessary, students look at the sentences in the poster on page 14 to help them complete the chart. When they finish, elicit sentences about themselves, their friends, and their class.

**2** Students can use the grammar chart in Exercise 1 for help. Focus on the example and do number 2 with the class, if necessary. Tell students that they need to use short forms. Check answers with the class.

**LOOK!**

Draw attention to the Look! box. Focus on the words in bold in the sentences. Ask: *Which is the short form? (He's). Which is the long form? (Max is).* Then you can say a few sentences using full forms and elicit the short ones, for example: *Sofia is a student. She's a student.*

Common mistakes: Students sometimes omit the subject pronoun, *Is my dog.*  
*He's my dog.*

or sometimes include an unnecessary subject pronoun.  
*Max it's my dog.*  
*Max is my dog.*

**3** Encourage students to say the sentences with options out loud as they do the exercise. Reading out loud often helps you hear which option is correct and which one isn't.

**4** Ask students to try to complete the exercise without looking at the grammar chart. They can then to check their answers with a partner before you check them with the class.

**Reflect and introduce homework**

Together with students reflect what has been taught today and introduce homework.

**Homework**

Workbook page 2; page 5; page 6



**LANGUAGE IN CONTEXT**

**1** Look at the examples below and complete the sentences from the poster.

Verb to be Affirmative (+)	
Long Form	Short Form
I <b>am</b> Olivia.	I'm..... Olivia.
You <b>are</b> my friend.	You're my friend.
He/She <b>is</b> two, and he/she is very happy!	He's/She's..... two, and he's/she's very happy!
It <b>is</b> cool!	It's..... cool!
We <b>are</b> awesome!	We're <b>not</b> ..... awesome!
They <b>are</b> cool!	They're cool!

**2** Change the underlined parts of the sentences. Use the example to help you.

- The teachers are great! *They're great!*
- Flamenco is a type of music and dance. *It's a type of music and dance.*
- My friend and I are happy. *We're happy.*
- Evelyn is my favorite friend. *She's my favorite friend.*
- Kamran is a cool student. *He's a cool student.*

**3** Choose the correct words.

- Aynur is / are my teacher.
- Max am / is my dog.
- My jeans is / are blue.
- My bike is / are at home.
- I m / 're a student.
- We' s / 're friends!
- You is / are happy.

**LOOK!**  
Max is my dog.  
He's my dog.

**4** Complete the text with the correct forms of the verb to be.

My name's Maria and I 'm..... 12 years old. I 'm..... in 5th grade at Meridian Forest School. My favorite thing 's..... my cell phone. My favorite friends 're..... Lucia and Marco. They 're..... cool!



Warmer 

Write these two questions on the board:

How do you spell your name?

What's your phone number?

Ask for a volunteer to answer the questions. Then put students in pairs to exchange the information.

1.03-1.05 Audioscripts  
pT116



Introduction of target vocabulary

address /ə'dres/ or /'æd·res/  
age /eɪdʒ/  
first name /'fɜːst 'neɪm/  
grade /greɪd/  
last name /'læst 'neɪm/  
phone number /'fəʊn nʌm·bər/

1 Ask students to describe what they can see in the image to help them complete the sentence.

2 1.03 Check the answer with the class.

3 1.04 Read through the sentences with options with students to check understanding. Play the audio and check answers with the class.

4 1.03 Have students look at the registration form. Elicit the types of words they need to listen for in order to complete each gap. For example, for Activity they need to listen for a sport; for Age, Grade, and Home Phone Number they need to listen for numbers.

5 1.05 Put students into pairs to do the exercise orally first. Ask them to take turns saying a word in the right column (a-g) and finding its matching pair in the left column (1-7). Then students do the exercise. Check answers with the class.

Reflect and introduce homework 

Together with students reflect what has been taught today and introduce homework.

LISTENING AND VOCABULARY

1 Look at the image. Audrey is ...

- ☐ in the classroom. ☒ at the yoga club.

2 1.03 Listen to the dialogue and check your answer.

3 1.04 Listen to the first part of the dialogue again and check (✓) the correct answers.


1 The dialogue is about ...

- ☒ registration at a new club.  
☐ registration at a new school.

2 Yoga classes are ...

- ☐ on Friday. ☒ on Wednesday.

4 1.03 Listen to the dialogue again and complete the information about Audrey.

 **YOGA CLUB REGISTRATION FORM**

Activity: yoga

First Name: Audrey

Last Name: White

Age: 12 Grade: 7

Address: 34 Liger Street

Home Phone Number: 555-5436

5 1.05 Match 1-7 with a-g. Then listen, check, and repeat.

- |                     |   |                  |
|---------------------|---|------------------|
| 1 Jones             | → | a grade          |
| 2 15 Park Road      | → | b name of school |
| 3 13                | → | c phone number   |
| 4 Green Tree School | → | d address        |
| 5 7th               | → | e first name     |
| 6 555-5281          | → | f age            |
| 7 James             | → | g last name      |

Homework

Workbook page 2; page 3,  
Exercises 3 and 4

**1** Play Track 1.03 again to help students complete the chart. Check answers by having pairs of students read out a question and answer each.

**2** When students have completed the exercise, put them into pairs. They take turns asking and answering the questions about each other. Encourage them to find things in common and report them to the class. They can say, for example: *We're (12 years old).*

**3** Remind students of the long and short forms for the verb *to be* in the affirmative. You can complete the chart as a class.

**4** Read through the sentences with students. Focus on the example and elicit correct sentences for number 2 before they complete the task individually.

Common mistake: Students may make agreement errors between the subject and the verb.

*My teacher are not Ms. Gonzalez.*  
*My teacher is not Ms. Gonzalez.*

**USE IT!**

**5** Elicit the questions for each word in the chart and write them on the board. Students can look at the grammar chart in Exercise 1 to help them decide which question word to use. In pairs, students ask and answer the questions and complete the chart. Monitor and help as necessary.

**Extension**

Ask students to write a short text about themselves and their favorite things. Tell them to use the verb *to be* and the vocabulary from pages 13 and 16.

**Reflect and introduce homework**

Together with students reflect what has been taught today and introduce homework.

**Homework**

Workbook page 2; page 4; page 7



**LANGUAGE IN CONTEXT**

**1** Complete the questions from the dialogue with the words below. Answer the questions in the chart that are true for you.

• What • How • Who • How old

Wh- questions		
Wh- Questions	Answers	Me
.....What.....'s your phone number?	It's 555-5436.	.....
.....Who..... is your teacher?	Mr. Avery.	.....
.....How..... are you today?	I'm good, thanks.	.....
.....How old..... are you?	I'm 12 years old.	.....

**2** Complete the chart. Use the correct forms of the verb *to be*. *Open answers*

Verb to be Negative (-)	
Long Form	Short Form
I am not Olivia.	I'm not Olivia.
You are not my favorite friend.	You're not (aren't) my favorite friend.
He/She is not very happy!	He's/She's .....not..... very happy.
It .....is..... not cool!	It's not (isn't) cool!
We are not awesome!	.....We're not..... not awesome!
They are not cool!	.....They're not..... cool!

**3** Correct the sentences so they are true for you. Use the example to help you. *Open answers*

- I'm in 8th grade. *I'm not in 8th grade. I'm in 6th grade.*
- I'm nine years old. ....
- My teacher is Ms. Malahat. ....
- My phone number is 555-5550. ....
- My friends are Samir and Parvana. ....



**USE IT! Open answers**

**4** Ask your partner questions with the words below and complete the chart with his/her answers.

Name	Last Name	Address	Teacher	Age	Phone Number
.....	.....	.....	.....	.....	.....



WORKBOOK p.2, p.4 and p.7

**Grammar Game**

Make cards as follows, or use your own ideas:

What's	your	phone	number?	
You're	not	my	best	friend!
How	old	are	you?	
How	are	you	today?	
Who	is	your	English	teacher?
I'm	not	eight	years	old.
They	aren't	at	school.	

Put students into groups of three or four. Make enough sets for all groups. Ask students to put the words in the correct order to make sentences or questions. Give them a time limit of three minutes. Check answers with the class.

1.2 Global Students

The video on page 19 and accompanying exercises below can be used as a lead-in to the topic of the Around the World text, or after the reading activities to complete the unit.

Summary

The video is about two children (Kasia from Poland and Trevor from the United States) and their favorite activities.

In Class

Tell students they're going to watch a video about two different children from different parts of the world and their favorite activities. Ask students what their favorite activities are.

Exercise 1

Ask students to watch the video to answer the questions. They can read the questions below before watching the video.

1 What is Kasia's favorite activity?  
Check the answer with the class.  
Hiking.

2 What is Trevor's favorite activity?  
Check the answer with the class.  
Music.

Exercise 2


Write these questions on the board:

- 1 How old is Kasia? 11
- 2 What grade is Trevor in? 8<sup>th</sup>
- 3 Who's Trevor's teacher? Mrs. Miller

Play the video again. Students watch and answer the questions. Check answers with the class.  
Encourage students to answer the questions at the end of the video: *What's your favorite? Music or hiking? Why?*

Print and Share


Go to Appendix A



# AROUND THE WORLD

HOME | WHO WE ARE | BLOG | JOIN


Sunday, May 21  
(updated every day)




## GLOBAL TEEN STUDENTS

By Students for Students,  
We Are the World.  
Let's Make Friends!

Students from different cultures around the world are on our web page. Let's meet three of them today!




### LUKA, CROATIA




Hi, I'm Luka. I'm 13 years old and I'm a student. This is my camera, and this is my identity: my beautiful country and my photos of it.

Comments:

POST




### CAMILA, HONDURAS




Hey, I'm Camila, and I'm 12. For me, family is very important. When I'm with my family, life is fun! My friends are important too, but my family is first.

Comments:

POST



### KABALI, NAMIBIA



Hello! My name's Kabali. I'm 11 and I like music. But music is not my favorite thing. Nature is! Nature is very important to me and my community.

Comments:

POST

18

2 min Reflect and introduce homework

Together with students reflect what has been taught today and introduce homework.

Home


Ask students to write a short paragraph about themselves. Ask them to include information about: their name, their age, their school, their grade, where they live, their family, their friends, and their favorite activity. They could draw pictures, use photos, or even make their own video to present in the next class.



T16 Who Am I? | Unit 1


 **Presentation of Homework**

Ask students to present homework to the class.


 **1.06 Audioscript pT117**

 **1** Ask students if they have a web page or what web pages they use. How do they find what they're looking for? Do they type in an address or search on a search engine? After students find and write the address, check it with the class.

 **2**  **1.06** Read through the questions with students to check understanding. Ask them to highlight key words in the text as they read and listen to it. Check answers with the class.

 **3** Write on the board: *What's important for you?* and elicit answers. Then ask students to complete the exercise. Are nature, family and friends, and photography important for your students?

**Words in Context**

 **4** Ask students to find the words in the text. This should help them work out their meaning. If necessary, they can use an online dictionary, such as this one, to write the translations: <https://dictionary.cambridge.org/dictionary/english-portuguese/>

 **Fast Finishers** 

**Puzzles and Games** page 104, Exercise 2


 **Reflect and introduce homework**

Together with students reflect what has been taught today and introduce homework.

 **Homework**

Set task "THINK" for homework to give students time to find meaningful photos and to think about why they are important to them. Ask them to bring their photos and ideas to the next class. Do any students have similar photos and thoughts?  
*Open answers*

**1** Look at the web page. Complete the website address.  
[www.globalteenstudents.net](http://www.globalteenstudents.net)

**2**  **1.06** Read and listen to the web page and check (✓) the correct answers.

- 1 What's it about?**  
☐ world problems  
☒ students of the world
- 2 Who's on the web page?**  
☒ students  
☐ students and teachers
- 3 How old is Kabali?**  
☒ 11  
☐ 12

**3** Read the web page again. Check (✓) what's important for the students.

	Luka	Camila	Kabali
nature	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
family and friends	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
photography	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

**WORDS IN CONTEXT**

**4** Find the words on the web page and then write them in your language. Use a bilingual dictionary to help you. *Open answers*

- 1** beautiful  
.....
- 2** country  
.....
- 3** photo  
.....
- 4** fun  
.....



**THINK!**

Find three photos of your country that are important for you. Why are they important?



**VIDEO**

- 1** What is Kasia's favorite activity?  
**2** What is Trevor's favorite activity?

Unit 1  
Who Am I?

Lesson 7  
Speaking  
Lesson Aim: I can give personal information.

8 min  
Presentation of Homework

Ask students to present their photos and ideas to the class.

1.07-1.09 Audioscripts  
pT117

- 1 Ask students to describe what they can see in the image. This should help them complete the sentence.
- 2 1.07 Ask students to focus on the words in blue when they read and listen to the dialogue.

Living English

- 3 Check understanding of the three expressions. Ask students to find them in the dialogue in Exercise 2 and see how the speakers use them. Have students think of similar expressions in their own language.
- 4 1.08 After students listen and repeat the expressions, put them into pairs to practice the mini dialogues in Exercise 3.

Pronunciation

- 5 1.09 Look back at the dialogue in Exercise 2 and ask students to highlight the two expressions from the example. As they repeat them, ask them to exaggerate the intonation to try to sound authentic.

- 6 1.07 Have the class read the dialogue along with the audio. Then play the audio again, pausing after each speaker for the class to repeat what they say. Finally, have students practice the dialogue in pairs.
- 7 Read through the steps with students and check understanding. Try to find time in class for pairs to present their dialogues. If this is not possible, monitor pairs as they practice and provide feedback on intonation for the expressions.

2 min  
Reflect

Together with students reflect what has been taught today.

SPEAKING

GIVING PERSONAL INFORMATION



- 1 Look at the image. The dialogue is about ...
- ☒ dance. ☐ music.

- 2 1.07 Read and listen to Ellis and Audrey.

Ellis Hi, I'm Ellis. What's your name?  
Audrey I'm Audrey.  
Ellis How old are you?  
Audrey I'm 12.  
Ellis Me too.  
Audrey You're great!  
Ellis Oh, really? Thanks! Ballet is my favorite activity.  
Audrey Yes, it's cool.  
Ellis Let's text! What's your phone number?  
Audrey It's 555-5436.  
Ellis Thanks!

LIVING ENGLISH

- 3 Complete the mini dialogues with the expressions below.

• You're great! • Me too. • Let's text.

- 1 A How old are you?  
B I'm 11.  
A Me too.
- 2 A What's your phone number?  
B It's 555-9867.  
A OK, let's text.
- 3 A Ballet is my favorite activity.  
B You're great!  
A Oh, really? Thanks!

- 4 1.08 Listen and repeat the expressions.

PRONUNCIATION

- 5 1.09 Listen and repeat.

Me too!

Yes, it's cool.

- 6 1.07 Listen to the dialogue again. Then practice with a partner.


- 7 Role play a new dialogue. Follow the steps.

- 1 Change the words in blue to write a new dialogue in your notebook.  
2 Practice your dialogue with a partner.  
3 Present your dialogue to the class.


Warmer 

Encourage students to say where they see and hear English outside of class (for example, in movies, songs, posters, or advertisements). Write a list on the board.

 **THINK!** 

 **1** Refer students to the list on the board from the Warmer. Then put students into groups to think of more ideas.

Open answers

 **2** Students work in the same groups. Then elicit ideas from the class and write a list on the board. Examples could include: *for work, to travel, to watch movies, to meet other people*, and so on.

Open answers

 **English Around the World**

**Summary**


The video is about how people who speak different languages use English to communicate.

**In Class** 


Tell students they're going to watch a video about how people around the world use English. Ask them when they need to use English outside of class.

**Exercise 1** 

Ask students to watch the video to answer the questions. They can read the questions below before watching the video.

 **1** Say two reasons why people need English to communicate. Check the answer with the class. There are three reasons in the video. Encourage students to say more, if they can.

to play games, on vacation (at a restaurant), in English class

 **2** Which countries do you see in the video? Check the answer with the class. Write the countries on the board.  
Papua New Guinea, India, Brazil, Japan

2

ENGLISH EVERYWHERE!





**THINK!**

- Where is English around you?
- Why is it important to learn English?

**VIDEO**

- Say two reasons why people need English to communicate.
- Which countries do you see in the video?

21

**Exercise 2** 

Write these sentences on the board:

- About 6,500 / 800 is the number of languages in the world.
- Cricket is a favorite game in Papua New Guinea / India.
- English is / isn't the same around the world.

Play the video again. Students watch and circle the correct words. Check answers with the class.

Resources

- Teacher's worksheets Unit 2
- Workbook pages 8–13
- Puzzles and Games page 104

Unit Aims

 Cambridge Life Competencies Framework

I can ...

- use simple techniques to start, maintain, and close conversations of various lengths to talk about where I am from and my favorite English words. **(Communication)**
- understand essential grammatical terms and concepts: the verb *to be* (Yes/No questions and short answers), *Where ... from?*, possessive (*'s*), and possessive adjectives. **(Learning to Learn)**
- distinguish between main and supporting ideas in an infographic about the English language around the world. **(Critical Thinking)**
- evaluate contributions from my partner with appropriate sensitivity when checking their comment about everyday English words. **(Collaboration)**

2.01 Audioscript pT117



Introduction of target vocabulary

American	/ə'mer·ɪ·kən/
Brazilian	/brə'zɪl·jən/
British	/'brɪt·ɪʃ/
French	/frentʃ/
Japanese	/,dʒæp·ən'i:z/
Mexican	/'mek·sɪ·kən/
Russian	/'rʌʃ·ən/
South African	/,saʊθ 'æf·rɪ·kən/
Spanish	/'spæn·ɪʃ/

1 2.01 Encourage students to look at each information box and its country. Have them use the countries' names to help them identify the nationalities. Finally, students listen to check their answers and repeat the words. Focus on pronunciation.



VOCABULARY IN CONTEXT

1 2.01 Look at the web page and complete the nationalities with the words below. Then listen, check, and repeat.

- American
- Brazilian
- British
- French
- Japanese
- Mexican
- Russian
- South African
- Spanish

The screenshot shows a web browser window with the URL [www.penpalsworld.net/penpals/NATIONALITIES](http://www.penpalsworld.net/penpals/NATIONALITIES). The page has a banner that says "WELCOME TO PEN PALS WORLD! Make friends around the world!". Below the banner is a world map with numbered callouts (1-9) to various countries. Each callout features a photo of a person, their name, age, nationality, where they are from, and their favorite things. The callouts are as follows:

- 1. MARIA, Age: 11, Nationality: American, From: Los Angeles, the United States, Favorite things: Internet, cell phone.
- 2. ADRIEN, Age: 12, Nationality: French, From: Paris, France, Favorite things: music, clothes.
- 3. ANA, Age: 13, Nationality: Spanish, From: Madrid, Spain, Favorite things: jeans, bike.
- 4. ALISA, Age: 13, Nationality: Russian, From: Moscow, Russia, Favorite things: soccer, food.
- 5. ALEJANDRO, Age: 12, Nationality: Mexican, From: Mexico City, Mexico, Favorite things: soccer, music.
- 6. ADRIANA, Age: 12, Nationality: Brazilian, From: Recife, Brazil, Favorite things: food, friends.
- 7. JACK, Age: 14, Nationality: British, From: London, the United Kingdom, Favorite things: sports, friends.
- 8. KUNGAWO, Age: 11, Nationality: South African, From: Cape Town, South Africa, Favorite things: Internet, music.
- 9. TOMOMI, Age: 13, Nationality: Japanese, From: Osaka, Japan, Favorite things: sports, clothes.

2.02 Audioscript pT117

2 2.02 Encourage students to complete the chart from memory first. After students listen, check, and repeat, have them cover the words. Point to a different flag in turn and have the class call out the country and the nationality.

LOOK! 2 min

Draw attention to the capital letters in bold in the sentences. Write more sentences on the board for individual students to come up and correct. For example: *I'm from japan. I'm japanese.*

3 Tell students to find the people on the web page to complete the sentences. Then ask them to make similar sentences with the rest of the people on the web page (Maria, Alejandro, Adriana and Alisa). Finally, have students close their books and divide the class into teams. Call out the names of the people on the web page one by one. The first team to make correct sentences saying the person's country and their nationality wins a point. For example: *Kungawo is from South Africa. He's South African.* (Optional)

2 min Reflect and introduce homework

Together with students reflect what has been taught today and introduce homework.

Homework

Workbook page 9, Exercises 1 and 2

Ask students to find five examples of written English that they see outside of class. They can copy the words/phrases, or take pictures to bring to the next class.

2.02 Complete the chart with the countries or nationalities. Use the web page to help you. Then listen, check, and repeat.

	Flag	Country	Nationality
1		Brazil	Brazilian
2		The United States	American
3		South Africa	South African
4		Japan	Japanese
5		Russia	Russian
6		Spain	Spanish
7		Mexico	Mexican
8		The United Kingdom	British
9		France	French

LOOK!

Use CAPITAL LETTERS with countries and nationalities. I'm from the United States. I'm American. I'm from Mexico. I'm Mexican.

3 Look at the web page again. Where are they from? Complete the sentences.

1 Adrien is from France. He's French.

2 Ana is from Spain. She's Spanish.

3 Kungawo is from South Africa. He's South African.

4 Tomomi is from Japan. She's Japanese.

5 Jack is from the United Kingdom. He's British.


6 Alisa is from Russia. She's Russian.


WORKBOOK p.9


Warmer 

On the board, draw two simple pictures that represent the United States (for example, the Statue of Liberty and a hot dog). Ask: *Which country is it? What nationality are the people?* Then put students into pairs and tell them to draw two pictures for their country. Have them keep their pictures for the end of the class.

2.03 Audioscript pT117

- 

1 Focus students' attention on the text. Ask: *Can you see icons and photos? Can you see different messages?* Elicit that the text is a forum.
- 

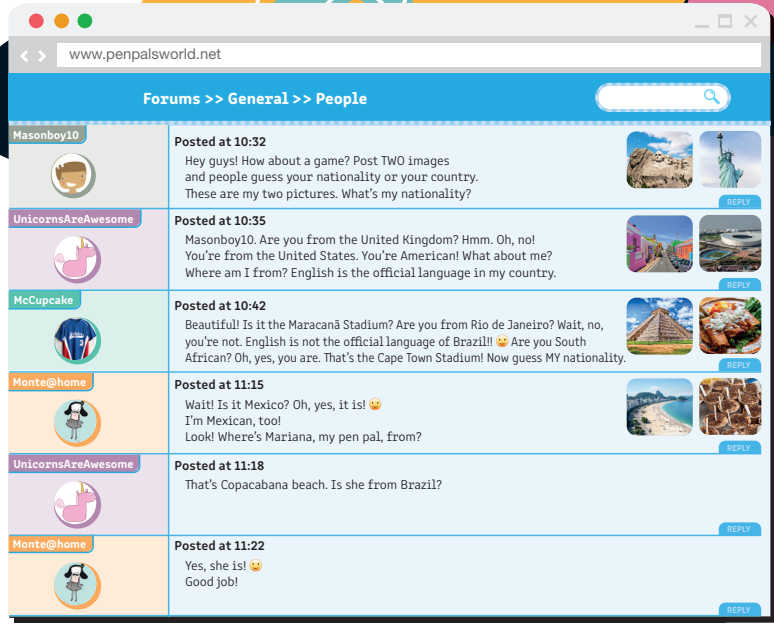
2 Draw students' attention to the website name (*penpalsworld*). Write *pen pals* on the board and explain that they are people from different places in the world who write to each other. Then ask: *How many pen pals can you see on the forum?* (four) Elicit the objective of the text.
- 

3 2.03 Read the sentences aloud with the class. Ensure that students understand they need to find the people's countries and nationalities in the text. Check answers with the class.

 **THINK!** 

Put two or three pairs of students from the Warmer into groups. In their groups, students share their pictures from the Warmer and talk about them. Then they agree on the two best pictures that represent their country. Finally, groups share their ideas with the class.  
*Open answers*

 **READING**



- 1 Look at the text, images, and design. What is it? Check (✓) the correct answer.

☐ a magazine article      ☒ a forum
- 2 What is the objective of this type of text? Check (✓) the correct answer.

☐ to express an opinion      ☒ to talk to different people
- 3 2.03 Read and listen to the text. Decide if the sentences are T (true) or F (false).

1 Masonboy10 is from the United Kingdom. ....F.....

2 UnicornsAreAwesome is from South Africa. ...T.....

3 McCupcake is from Brazil. ....F.....

4 Two people are Mexican. ....T.....

5 Monte@home is from Spain. ....F.....

 **THINK!**  
What two pictures represent your nationality? Why?

- 1

5 min

If necessary, students look at the sentences in the forum on page 24 to help them complete the chart. When they finish, ask different students personalized questions, such as: *Are you from Rio de Janeiro? Is he Spanish?*
- 2

7 min

Point to picture 1 and ask: *Where's this?* (In South Africa). Repeat with pictures 2–5. Then have two students read out the example. After students complete the exercise, check answers with the class.

USE IT!

3

OPTIONAL

After students decide who they want to be, put them into pairs. They take turns asking and answering questions as in the example. If there is time, have students walk around the class to interview different classmates. (Optional)

2 min

Reflect and introduce homework

Together with students reflect what has been taught today and introduce homework.

🏠 Homework

Workbook page 8; page 11; page 12

LANGUAGE IN CONTEXT

- 1 Look at the examples below. Complete the sentences from the forum.

Verb to be		
Yes/No questions	Short Answers	
Am I right?	Yes, I am.	No, I'm not.
Are you from Rio de Janeiro?	Yes, you are.	No, you're not.
Is he/she/it from South Africa?	Yes, he/she/it is.	No, he's/she's/it's not (isn't).
Are we Mexican?	Yes, we are.	No, we're not (aren't).
Are they from Brazil?	Yes, they are.	No, they're not (aren't).

Where ... from?			
I	Where am I from?	I'm from the United Kingdom.	I'm not from the United Kingdom.
you	Where are you from?	You're from Brazil.	You're not from Brazil.
they	Where are they from?	They're from Mexico.	They're not from Mexico.
he/she/it	Where's he/she/it from?	He's/She's/It's from Japan.	He's/She's/It's not from Japan.

- 2 Ask questions. Use the words in parentheses.

1

(you / Russia?)  
Are you from Russia?  
No, I'm not. I'm from South Africa.

4

(your classmates / India)  
Are your classmates from India?  
Yes, they are.

2

(your teacher / the United Kingdom?)  
Is your teacher from the United Kingdom?  
No, he/she's not. He/She's from the United States.

5

(your friend / Brazil)  
Is your friend from France?  
Yes, he/she is.

3

(your cell phone / Japan)  
Is your cell phone from Japan?  
Yes, it is.

USE IT!

3

Your partner is a famous person. Interview him/her. Open answers

What's your name?

My name's ....

Are you Spanish?

No, I'm not. I'm ...

WORKBOOK p.8, p.11 and p.12

Grammar Game

Make cards as follows:

I	am
you	are
he	is
she	not
it	Yes,
we	No,
they	

Put students into groups of four. Make enough sets for all groups. Ask a Yes/No question, for example: *Are we from Japan?* In their groups, students use the cards to put together the correct short answer, for example: *Yes, we are* or *No, we are not*. Then they stand in a line in order to show the answer. The first team to stand in order wins a point. Repeat with other Yes/No questions. (Optional)

# Unit 2 English Everywhere!

## Lesson 3

### Listening and Vocabulary

**Lesson Aim:** I can understand a radio show about English words in other languages. I can talk about my favorite English words.

### Warmer


Put students into pairs. Give them one minute to write a list of as many English words as they can. When the time is up, have pairs call out their totals. Ask the pair with the longest list to read their words aloud to the class.


### 2.04-2.05 Audioscripts pT117





### Introduction of target vocabulary

chocolate	/ˈtʃɑ:k.lət/
hamburger	/ˈhæm.bɜː.gə/
hotel	/hoʊˈtel/
jeans	/dʒiːnz/
ketchup	/ˈketʃ.ʌp/
pizza	/ˈpi:t.sə/
restaurant	/ˈres.tə.rɑ:nt/
taxi	/ˈtæks.i/

**1**  **2.04** Point to the example and ask students if the word is the same in their language. Point to pictures 2-8 and see how many words students know. You can tell them to write them. Finally, play the audio for students to check their answers and repeat the words.


**2**  **2.05** Tell students they are going to listen to a radio show called *Gabriela's Time*. Draw attention to the words and have students say them. Ensure they understand the task: play the audio and pause it after the boy says *pizza*. Show the example number 1 next to this word on the page.

**3**  Have students look at the pictures and words in Exercises 1 and 2 again to help them answer the question. Then ask: *Are these words present in your language? Are they international? Are they present in other countries?*

**4**  **2.05** Have students read the statements. Encourage them to say which ones are true and which ones are false before they listen. Then play the audio for students to listen and check their predictions.



### LISTENING AND VOCABULARY

**1**  **2.04** Look at the pictures. What are their names in English? Listen, check, and repeat.



ketchup



chocolate



pizza



hamburger



restaurant



hotel



jeans




taxi

**2**  **2.05** Listen to the radio show. Number the words in the order you hear them from 1-8.

- |                 |                 |                  |             |
|-----------------|-----------------|------------------|-------------|
| ..... chocolate | ..... hamburger | ..... hotel      | ..... jeans |
| ..... ketchup   | ..... pizza     | ..... restaurant | ..... taxi  |

**3** What is the radio show about? Check (✓) the correct answer.

- ☒ English in Brazil      ☐ favorite words

**4**  **2.05** Listen to the radio show again. Decide if the sentences are **T** (true) or **F** (false).

- Caio and Gabriela are on a radio show. .... **T**.....
- Caio is from Brazil. .... **T**.....
- Jeans* is a Spanish word. .... **F**.....
- There are English words and expressions in Brazilian Portuguese. .... **T**.....
- The word *chocolate* exists in many different languages. .... **T**.....



### USE IT!

**5** What are your favorite English words? Make a list. Then compare with a partner. *Open answers*

.....


.....

26

 WORKBOOK p.8 and p.9



### USE IT!

**5**  Once students have made their lists, have them compare them in pairs. Encourage students to talk about why they like the words. You can have the class vote on their favorite English word. Finally, you could say: My favorite English word is *homework*! and assign the exercises below.



### Reflect and introduce homework

Together with students reflect what has been taught today and introduce homework.

### Homework

Workbook page 8; page 9, Exercises 3 and 4

**1** Ask students what they remember about the radio show. Ask: *What's the name of the show? Who are the people in it? What words can you remember?* If necessary, play Track 2.05 again to help students circle the correct answers. After checking answers, draw students' attention to the use of the possessive ('s) in bold.

**2** Point to the example and have students say it aloud: *John's notebook*. Write it on the board and circle the possessive ('s). Then in number 2, point to the names *Josh* and *Clara* first and then to the dog. Invite a student to write *Josh and Clara's dog* on the board and say it aloud. Repeat with items 3 and 4.

**3** Study the chart with the class. Then write *I* and *My* on the board and draw a line connecting them. Write the other personal pronouns and possessive adjectives in jumbled order on the board for students to connect. After that, students complete the chart. Check answers with the class.

**LOOK!**

Draw attention to the *Look!* box. Say that we can use *their* for boys and girls, as well as for only girls or only boys.

Common mistake: Students may sometimes forget to use the apostrophe + s.

*John notebook.*  
*John's notebook.*

**4** You can encourage students to try to do the exercise without looking at the grammar chart.

**USE IT!**

**5** After students complete the questions, check them as a class. Then ask students to write their answers in the *Me* column. Monitor students' interviews, focusing on pronunciation of the questions.

**6** Students use the answers in the *My Partner* column to write their sentences. Give an example: *Her name is Gabriela.*

**Extension**

Ask students to write a short text about a friend. Tell them to include name, nationality, favorite color, and favorite band and/or sports team. Invite volunteers to read their texts to the class or in small groups.



**LANGUAGE IN CONTEXT**

**1** Choose the correct answer according to the information in the radio show.

**Possessive ('s)**

Caio and Gabriela's topic is English in Brazil on the radio. Caio's first language is English Portuguese. Children's favorite word is chocolate / pizza.

**2** Complete the phrases.

John

Ali and Ayan

Lisa

The people

1

2

3

4



John's  
notebook

Josh and Clara's  
dog

Lisa's  
cell phone

The people's  
favorite band

**3** Complete the sentences in the chart with the words below.

• Its • His • Their

Personal Pronouns	Possessive Adjectives	
I'm Azerbaijani.	My	first language is Azerbaijani.
You're a good student.	Your	English is good.
He's a radio show host.	His	name is Caio.
She's from Japan.	Her	nationality is Japanese.
It's a pizza restaurant.	Its	name is Dino's Pizza.
We're soccer fans.	Our	favorite team is Barça.
They're American.	Their	country is the United States.

**LOOK!**

Use *their* for boys and girls. Sergio and Katia's bikes. **Their** bikes.

**4** Choose the correct possessive adjectives.

1 Gabriela is on the radio. I like her / my radio show.

2 This is my friend. His / Its name is Marco.

3 We're from Mexico. Her / Our nationality is Mexican.

4 This is my school. Our / Its name is Park School.

5 This is Jane's bike and this is Max's bike.

Their / His bikes are blue.



**USE IT!**

**5** Copy the chart to your notebook. Complete the questions and answer them for you. Then interview your partner.

Questions	Me	My Partner
What's <u>your</u> name?		
What's <u>your</u> favorite color?		
Who's <u>your</u> friend?		
What's <u>your</u> phone number?		

**6** Make four sentences about your partner. *Open answers*



WORKBOOK p.8, p.10 and p.13

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**Grammar Game**

Make cards as follows:



you	your
he	his
she	her
it	its
we	our
they	their

Put students into pairs. Make enough sets for all pairs. Students play a memory game. They place their cards face down on their desks and mix them up. They take turns picking up two cards to make a matching pair. The player with the most pairs wins. (Optional)

**Reflect and introduce homework**

Together with students reflect what has been taught today and introduce homework.

**Homework**

Workbook page 8; page 10; page 13

## Unit 2 English Everywhere!

### Lesson 5

Across the Curriculum

**Lesson Aim:** I can understand a text with facts about the English language around the world.



#### Can you sing in English?

The video on page 29 and accompanying exercises below can be used as a lead-in to the topic of the Across the Curriculum text, or after the reading activities to complete the unit.

#### Summary

The video is about music in English and how English is a popular language for singers and bands around the world.

#### In Class

Tell students they're going to watch a video about music and songs in English. Ask them what their favorite bands and singers are. Ask: *Are their songs in English?*

#### Exercise 1

Ask students to watch the video to answer the questions. They can read the questions below before watching the video.

1 How many singers in the video sing in English? Check the answer with the class.

Five (Lukas, Tiago Iorc, Shakira, Anitta, and Milky Chance).

2 Say the countries you hear in the video. Check the answer with the class.

Lithuania, Brazil, Colombia, Germany

#### Exercise 2

Write these gapped sentences on the board. You can provide the missing words in a box:

- Lukas is a *singer*.
- Lots of Tiago Iorc's songs are in *English*.
- English is important for music because it's a *global language*.
- When you listen and sing, you learn *new words*.

Play the video again. Students watch and complete the sentences. Check answers with the class.

**Print and Share**

**Go to Appendix B**

**Fast Finishers**

**Puzzles and Games** page 104, Exercise 4



## ACROSS THE CURRICULUM

### GEOGRAPHY

### English is Everywhere!



Are you an English student? Good for you! Look at these facts about the English Language:



English is a global language. About 1.5 billion people in the world are English speakers. That's 20% of the world population!



380 million

But only 380 million people in the world are "native" English speakers. They're from countries where English is the first language or native language: Australia, the United Kingdom, the United States, and others.

English is the language of science, commerce, sports, and tourism!



Are you a tourist? Are you on a plane? English is the official language for pilots. Your pilot is an English speaker!

English words are in different languages in many countries. In Mexico, many English words are very popular such as *casual*, *spoiler* and *hashtag*!

80%



Technology, computers, and social media are places for English, too! Over 80% of the words on computers are in English.



English words are common in Japan, too!

**スーパー** (suu-paa): supermarket

**ホテル** (ho-te-ru) hotel

**レストラン** (re-su-to-ran): restaurant

So, be part of this community! Speak English and communicate with the world!

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#### Reflect and introduce homework

Together with students reflect what has been taught today and introduce homework.

#### Homework

Ask students to create a playlist of five songs in English they like. Tell them to think of reasons why they like each song to present their playlist in the next class. If they have smartphones or tablets, they could also play parts of their songs in class.

### Presentation of Homework

Ask students to present their playlist to the class.

**1** Have students look at the infographic on page 28. Draw their attention to its special features. Ask: *What can you see? Are there diagrams and images? Are there big numbers?*

**2** Say: *The central idea is what a whole text is about. The text title, subtitles, and pictures give us information about the central idea.* Tell students that they don't have to read the whole text to answer this question. Draw their attention to the title in blue and the subtitle in red in the infographic. Then ask them to read ideas 1–4 and put a check mark next to the correct one.

**3** Point to the example and draw students' attention to paragraph 1 in the text. Say that 1.5 billion is 1/5 (one fifth) or 20% (twenty percent) of the world population. Elicit that 7.5 is 1.5 multiplied by 5. Go through numbers 2–4 in a similar way—ask students which paragraph they need to look at to find the information. For number 3, elicit that 4/5 (four fifths) is the same as 80% (eighty percent). Then have students complete the exercise and check answers with the class.

**4** Read the information with students and check understanding. Ask: *Which countries / activities are in the infographic? Which profession can you find?* Encourage students to highlight the answers in the text before they write them in the gaps.

### Words in Context

Ask students to find the expressions in the text. This should help them work out their meaning. Have students complete the sentences and check ideas with the class. Some concepts—such as *native speakers*, *native language*, and *official language*—are related in meaning. *Native language* refers to a language, while *native speaker* refers to the person that speaks it. People use an *official language* in a specific situation, but this language is not necessarily their native one.

**1** Look at the infographic on page 28. Choose the correct words to make a true sentence.

This infographic is a visual / long text with opinions / facts.

**2** What's the infographic's central idea? Check (✓) the correct answer.

- ☐ English as an official language
- ☒ the number of English speakers in the world
- ☐ the importance of English around the world
- ☐ English words in Japanese

**3** Scan the infographic and match the numbers (1–4) with the facts (a–d).

- |                 |   |
|-----------------|---|
| 1 7.5           | a number of English native speakers in the world        |
| 2 380,000,000   | b number of English speakers in the world               |
| 3 4/5           | c world population, in billions                         |
| 4 1,500,000,000 | d proportion of English words on computers in the world |

**4** Read the infographic. Complete the information.

- Two countries where English words are common, but people don't speak English as a first language: Mexico and Japan.
- Three countries where English is the native language: Australia, the United Kingdom, and the United States.
- English is important in these activities: science, commerce, sports, and tourism.
- English is the official language for this profession: pilot.

### WORDS IN CONTEXT

**5** Complete the sentences with the expressions below.

- native speakers
- social media
- global language
- native language
- official language

- Japanese English students are not native speakers of English.
- English is the official language of the FIFA World Cup.
- English is a global language. People speak it all over the world.
- Facebook, Twitter, and Instagram are all examples of social media.
- Portuguese is the native language of Brazilians.



### THINK!

Why is English important to you?



### VIDEO

- How many singers in the video sing in English?
- Say the countries you hear in the video.

29



### THINK!



Put students into groups to discuss this question. Have them think about school, entertainment, free time, and future work. Ask: *When and where can we use English?* Then have groups decide on their most important reason for learning English.

[Open answers](#)



### Reflect and introduce homework

Together with students reflect what has been taught today and introduce homework.

### Homework

Encourage students to find out the number of countries where English is the official language. Ensure they crosscheck the information on two or three websites. Ask them to write examples of countries from each continent. You can also ask students to find out which languages have more native speakers than English. They can present their findings in the next class.

### 10 min Presentation of Homework

Ask students to present homework to the class.

### 2.06 Audioscript pT118

- 2.06** Draw students' attention to the text. Say that it's a post from a forum, and that it is on the same website as that in the Reading lesson. Ask questions to help students choose the correct answer, e.g.: *What's this forum about? (languages) What's the title of this post? (English Words Every Day)*
- To help students answer the question, ask them what a *pen pal* is. Then ask: *Where are pen pals from? (Other countries, or other cities/places in my country).*
- Read the questions with the class and check comprehension. Clarify that *origin* refers to the place where you're from—it can be your country or your town/city. Say that the *readers* are all the pen pals on the forum. Students then do the exercise. Monitor and help as necessary.

### LOOK! 2 min

Draw attention to the *Look!* box and read the two questions. Say that they mean the same. Practice making statements and asking students for responses. For example, say: *I'm from (France). And you? My favorite English word is (homework). How about you?* Then put students into pairs to practice similar dialogues using *How about you?* and *And you?*

- 1 Help students develop the habit of planning and organizing their writing. Read the guidelines and have students take notes in their notebooks. Monitor and check their notes to ensure they include all the relevant information.
- 2 Have students use the model text to organize their notes and write their comment: they should include a greeting, their personal information and their list of English words. They should also mention which their favorite word is and underline it.

**WRITING**

**1** **2.06** Read and listen to the post from a forum. What's the topic? Check (✓) the correct answer.

☐ an online game    ☐ a popular movie    ☒ English words

**2** Read the post again. Who is the post for? Choose the correct answer.

People in the forum Italy / your country.

**3** Read the post again and answer the questions.

- 1 Which phrase is a greeting?  
Hello, everyone!
- 2 Find words for nationality, origin, and language.  
Brazilian, from Porto Alegre, Portuguese
- 3 Which phrase introduces a list of English words?  
Here's my list:
- 4 Find four questions for the reader.  
How about you? Where are you from?  
What are your everyday English words?  
What's your favorite?

**4** Write a reply to the post in your notebook. *Open answers*

- 1 Take notes: Write the name of your favorite country, your city and your language. Make a list of common everyday English words for you. Then underline your favorite word.
- 2 Write your comment. Use the elements in 1.

**5** Change your comment with a partner and check his/her work. Use the checklist below. *Open answers*

☐ Name of the country?  
☐ List of English words?  
☐ Favorite word?

30

- 5** Peer correction is a useful technique where students check and/or correct each other's work. It gives students the opportunity to give feedback to a partner, commenting on any good points as well as errors to correct or things to improve. When you use peer correction, ensure it focuses on a clear aspect of the work. In this case, students have to focus on the content of their partner's comment, and the checklist helps them do this. Go through the checklist with the class before students work in pairs. Then monitor and help as necessary.

### 2 min Reflect

Together with students reflect what has been taught today.

The review tests in the Student's Book are just samples. Teachers are free to prepare similar tests for the purposes of conducting formative or summative assessment.

SB31-SB32=45 minutes

Tell students that the exercises on these pages review the vocabulary and language they have learned in Units 1 and 2. Point out that they can also check their progress and reflect on what they can do.

VOCABULARY

1

Ensure comprehension of *odd one out* (it's an item that is different from other items in a group). Ask: *Why is the word pizza different from sports and music?* (Pizza is a food word. Sports and music aren't food words.) When you check answers, ask students to justify their choices.

2

After students have completed the exercise, put them into pairs to ask and answer the questions.

3

Brainstorm a list of countries and write them on the board. Leave the words there for Exercise 4. Then have students work individually. Check answers with the class.

4

Point to your list of countries on the board from Exercise 3 and elicit the corresponding nationalities. Invite volunteers to come to the front and write them on the board, next to each country name. Then have students complete the sentences. Check answers with the class.

5

After students have completed the exercise, have pairs of volunteers read out a question and answer each.

6

Have students read the text and ask *Yes/No* questions to check comprehension, e.g.: *Is Alicia 11? Is she a student?* Ask students to look at the prompts in 1–4 and focus on the example. Say that they have to write *Yes/No* questions starting with *Is*. Point out that they have to write some extra words to form the questions, such as *from* in question 1. Have students write the questions and read the text to write the correct short answers. Check answers with the class.

REVIEW  
UNITS 1 AND 2

VOCABULARY

1

Find the odd one out.

1

sports / music / pizza

2

chocolate / hamburger / clothes

3

school uniform / taxi / jeans

4

school / bike / cell phone

Open answers

2

Complete the interview with information about you.

1

What's your last name?

2

How old are you?

3

What's your address?

4

What's your phone number?

3

Put the letters in the correct order to complete the sentences. Where are the people from?

1

She's from ABREZJNAIA

AZERBAIJAN

2

She's from PNAJA

JAPAN

3

He's from RALIBZ

Brazil

4

She's from APNIS

SPAIN

4

Complete the sentences with the correct nationality.

1

I'm from Azerbaijan. I'm Azerbaijani

2

She's from Russia. She's Russian

3

We're from the United Kingdom. We're British

4

He's from South Africa. He's South African

5

Match the questions (1–5) with the answers (a–e).

1

Are you happy?

2

Is he cool?

3

Who are they?

4

How old are you?

5

Is she your teacher?

a

No, he's not.

b

They're my friends.

c

I'm 12.

d

No, she's not.

e

No, I'm not.

6

Read the text. Then ask and answer the questions.

Hi, I'm Alicia Patel, and I'm 12. I'm from Spain. I'm a student at the International School, and I'm in grade 7.

Joshua and Nina are my friends. We're in the same class. Joshua is from the United Kingdom, and Nina is from the United States. We're international students.

1

Alicia / Spain?

Is Alicia from Spain? Yes, she is.

2

Alicia / teacher?

Is Alicia a teacher? No, she's not. She's a student.

3

Alicia / sixth grade?

Is Alicia in sixth grade? No, she's not. She's in seventh grade.

4

Joshua / the United Kingdom?

Is Joshua from the United Kingdom? Yes, he is.

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Unit 2 | English Everywhere! T29

LANGUAGE IN  
CONTEXT

- 7 Have students look at the example and write it on the board. Circle the possessive ('s) and *is*. Tell students to use this example as a model to write sentences 2–4. Do one more sentence with the class, if necessary. Check answers. Students could write the sentences on the board.
- 8 Write the example on the board. Circle *Anna* and draw a line from this word to *her* in the second sentence. Say: *Her is for ... (Anna)*. Students do the exercise. Remind them to start the possessive adjective with a capital letter when it is the first word in the sentence. When you check answers, ask students which word in the first sentence the possessive adjective refers to. For example, for sentence 2, you can say: *Our is for ... (We)*.

Check Your Progress

This section gives students an opportunity to reflect on what they have learned. Read each statement with the class. Elicit examples and/or information students remember. Alternatively, students could go through the statements in pairs or groups. If necessary, have them go back to the relevant unit to review each topic. Students then do the task in the *Check Your Progress* box individually. When they finish, ask: *What can you practice more? What is easy/difficult/interesting?* Invite students to give feedback.

Learn to Learn

Throughout the course, students do a variety of *learn to learn* activities, which offer them techniques for retaining vocabulary. In this case, students focus on the main elements in a dictionary entry, so that they can recognize and understand them when they look up words. Have students study the example. Then if possible, ask them to look up a word in their own dictionary (online or print). Have them identify the same elements and discuss what they mean. Elicit that these elements give us information about the type of word, its meaning, and its translation. They also help us say the word correctly.



LANGUAGE IN CONTEXT

- 7 Look at the pictures and make sentences.



Fidan / bike / blue

Fidan bike is blue.



Isaac / cell phone / black

Isaac's cell phone is black.



Hugo / English / dictionary / new

Hugo's English dictionary is new.



Felipe and Kathy / favorite / food / pizza

Felipe and Kathy's favorite food is pizza.

- 8 Complete the sentences with the words in the box.

• her • his • my • our

1 Anna is my friend. Her last name is Green.

2 We're Japanese. Our country is Japan.

3 He's a student. His name is Chingiz.

4 I am Brazilian. Brazil is my country.

CHECK YOUR PROGRESS



I CAN...

- talk about favorite things.
- use the verb *to be* to give personal information.
- talk about countries and nationalities.
- use possessive adjectives and 's.



LEARN TO LEARN

Dictionary Entry

bike .....  
noun [ informal ] .....  
UK /baɪk/ US /baɪk/ .....  
short form of "bicycle": .....

entry/word  
grammar function  
pronunciation  
meaning

Source: <https://dictionary.cambridge.org/dictionary/english-portuguese/bike>

Unit 3  
Where's Home?

Lesson 1  
Lesson Aim: I can talk about why home is important.

Warmer 5 min

Draw a picture of your home on the board and describe it. Say: *This is my home. It's (a house/an apartment). It's (new and small).* If necessary, explain the meaning of any adjectives you use.

THINK!

1 Tell students to look at the image. Say: *Where's this house? In what country? What do you think?* Write a list on the board as students say their favorite things about the house.  
*Open answers*

2 Tell students why home is important to you. Say, e.g.: *Home is important to me. I live there (with my family). I can (relax/cook/sleep) at home. I'm happy at home.* Then encourage students to say why their home is important. Help them with language as necessary.  
*Open answers*

3.1 Where do you live?

**Summary**  
The video is about different types of homes, different places where people live, and what's important in a home.

**In Class 2 min**  
Tell students they're going to watch a video about different types of homes and places to live, and what's important in a home. *What do you think?* Students can use their ideas from the *Think!* questions in their answers.

**Exercise 1 8 min**  
Ask students to watch the video to answer the questions. They can read the questions below before watching the video.

1 Say what types of homes are in these places: cities and towns, the countryside, on water. Check the answer with the class.  
*houses and apartments, farms, boathouses*


2 What three things does the video say are important in a home? Check the answer with the class.  
*size (big/small), where it is (in a city center/in a quiet place), style (old/modern)*

3

WHERE'S HOME?

UNIT GOALS

- Talk about different parts of a house and furniture.
- Read about a house.
- Listen to a video chat.
- Learn about houses around the world.
- Talk about your house and furniture.



THINK!

- 1 Imagine you live in this house. What are your favorite things about it?
- 2 Why is home important?

VIDEO

- 1 Say what types of homes are in these places: towns and cities, the countryside, on water.
- 2 What three things does the video say are important in a home?

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Exercise 2 5 min

Write these gapped sentences on the board. You can provide the missing words in a box:

- 1 Home is a place to feel comfortable and **happy**.
- 2 For some people, a boat is a **home**.
- 3 Some people are happy with a home near shops, cafés, and **parks**.

Play the video again. Students watch and complete the sentences. Check answers with the class.

Resources

- Teacher's worksheets Unit 3
- Workbook pages 14–19
- Puzzles and Games page 105

Unit Aims

Cambridge Life Competencies Framework

I can ...

- explain reasons for my own suggestions in a simple way when I say why home is important. (Collaboration)
- use simple techniques to start, maintain, and close conversations of various lengths to talk about the parts of a house and furniture. (Communication)
- understand essential grammatical terms and concepts: *There is/There are* (affirmative, negative, Yes/No questions and short answers). (Learning to Learn)
- distinguish between main and supporting arguments in a magazine article about a houseboat. (Critical Thinking)
- make a dialogue about an original home by changing or adding new words. (Creative Thinking)

3.01 Audioscript pT118

2 min Introduction of target vocabulary

bathroom	/'bæθ·ru:m/ /'bæθ·rʊm/
bedroom	/'bed·ru:m/ /'bed·rʊm/
dining room	/'daɪ·nɪŋ ,ru:m/
kitchen	/'kɪtʃ·ən/
living room	/'lɪv·ɪŋ ,ru:m/
yard	/jɑ:rd/

1 4 min 3.01 Have students look at the images and complete Katia's messages with the given words. Once students have done the exercise, have them close their books. Then point to each image in your book in random order and ask: *What's this?* Have students use the possessive ('s) in their answers, e.g.: *It's Katia's bedroom. It's Julia's kitchen.*

LOOK! 2 min


Draw students' attention to the *Look!* box and read out the examples. Then point to image 6 (the bike) and say: *It's really/very old.* Point to the rest of the images on the page and elicit sentences using *really* or *very* with an adjective.

VOCABULARY IN CONTEXT


1 3.01 Complete Katia's messages with the words below. Then listen, check, and repeat.  
• bathroom • bedroom • dining room • kitchen • living room • yard

Places at Home


1 This is my bedroom.  
It's small, but nice.




2 Here's the kitchen.  
It's really modern!




3 The living room is  
awesome. It's very big!




4 This is the dining room.  
It's really nice!



5 Here's the bathroom.  
and Julia's cat!



6 Look at the yard - and  
the bikes. They're very old!



LOOK!  
really + adjective  
It's **really** nice!  
very + adjective  
It's **very** old.

Unit 3  
Where's Home?

Vocabulary in Context  
Lesson Aim: I can talk about the parts of a house.

3.02-3.03 Audioscripts  
pT1118

2 3.02 Have the class look at the pictures. Focus on the example and do number 2 if necessary. Ask: *Where's number 1?* (in the bedroom) *Where's number 2?* (in the bathroom) Students complete the exercise. Then they listen to check their answers and repeat the words.

3 3.03 Review the adjectives with the class. Point to small, big, modern, old, and nice objects in the classroom. After students circle the words, have them listen again and check their answers.

4 This is a *learn to learn* activity, which offers students techniques for retaining vocabulary. In this case, students classify the lesson vocabulary using word webs. Word webs help us remember words more easily. Encourage students to create word webs for the new vocabulary they learn as they go through the course. (Optional)

2 min  
Reflect and introduce homework

Together with students reflect what has been taught today and introduce homework.

Homework

Workbook page 15, Exercises 1 and 2

Exercise 3

Write these words on the board: *city center, countryside, house, apartment, old, modern, big, small.* Have students find a picture of an interesting home and bring it to the next class. Students say which of the words describe the home.

UNIT 3

2 3.02 Where are the things? Write the places with the words in Exercise 1 in your notebook. Then listen, check, and repeat.

1 In the bedroom  
2 In the bathroom  
3 In the yard  
4 In the living room  
5 In the kitchen  
6 In the dining room

3 3.03 Look at the images and choose the correct words. Then listen, check, and repeat.

1 A small / big house  
2 A small / modern apartment  
3 A(n) old / modern kitchen  
4 A(n) old / nice bathroom  
5 A nice / big bedroom

4 Copy the chart to your notebook and complete it with words from Exercises 2 and 3.

small

big

modern

old

nice

Adjectives

bedroom

bathroom

living room

dining room

kitchen


yard


Parts of the House


Warmer 

Review the vocabulary for parts of a house with a game. Divide the class into teams. Students from each team take turns to come to the front and mime an activity they do in a part of a house (e.g., cooking or washing the dishes for *kitchen*). The first team to guess the part of the house wins a point.

3.04 Audioscript pT118

 **1** Focus students' attention on the text and the image. Ask: *Who's the author? (Jakob) Is it a dialogue with a friend? (no) What can you see in the image? (a house/Jakob's house)* Students choose the correct answers for questions 1 and 2. Check answers with the class.

 **2** **3.04** Have students identify what looks different about Jakob's home. Write *stilts* on the board, and point to them in the image. Say: *Look, these are stilts. Jakob's house is by the water, so it's on stilts.* Students read the words in the chart. Point to the example and have them find the relevant information in the text. (*There's a dining room in one room.*) Have students find the information related to the other rooms and check answers with the class.

 **3** Read through the questions with the class. Look at the example and have students find where the answer is in the text. Tell them to underline the answers to questions 2–6 in the text before writing them. Monitor and help as necessary, encouraging students to write full sentences. When you check answers, have students point to the relevant information in the text.

 **THINK!** 

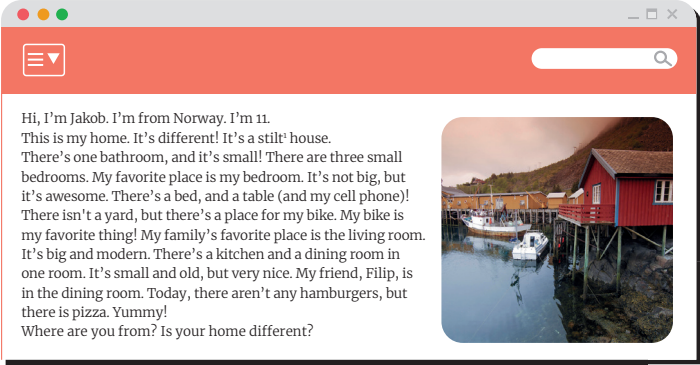
Ask students again what Jakob's favorite place is. Elicit the meaning of *awesome*. Ask: *Is awesome really good or not good? (really good)* Ask: *Why is Jakob's room awesome?* Encourage students to share their ideas with the class.

Open answers

 **READING**


**1** Look at the text and the image, and answer the questions. Check (✓) the correct answers.

- 1** What type of text is this?  
☒ a blog      ☐ a dialogue from a chat app
- 2** What is the topic of the conversation?  
☐ a trip      ☒ a house



Hi, I'm Jakob. I'm from Norway. I'm 11.  
This is my home. It's different! It's a stilt<sup>1</sup> house.  
There's one bathroom, and it's small! There are three small bedrooms. My favorite place is my bedroom. It's not big, but it's awesome. There's a bed, and a table (and my cell phone)!  
There isn't a yard, but there's a place for my bike. My bike is my favorite thing! My family's favorite place is the living room. It's big and modern. There's a kitchen and a dining room in one room. It's small and old, but very nice. My friend, Filip, is in the dining room. Today, there aren't any hamburgers, but there is pizza. Yummy!  
Where are you from? Is your home different?

<sup>1</sup> A house placed on long pieces of wood or metal

**2**  **3.04** Read and listen to the text. Complete the chart about Jakob's home with the correct number of rooms.

Jakob's Home	
kitchen/dining room	1
bathroom	1
yard	0
living room	1
bedroom	3

**3** Read the text again and answer the questions.

- 1** Where is Jakob from?  
Jakob is from Norway.
- 2** How old is he?  
He's 11.
- 3** What is Jakob's favorite place?  
His favorite place is his bedroom.
- 4** What is Jakob's favorite thing?  
His favorite thing is his bike.
- 5** What is his family's favorite place?  
His family's favorite place is the living room.
- 6** Who is Filip?  
Filip is Jakob's friend.



**THINK!**

What's your favorite place in your house?  
Why?

Unit 3  
Where's Home?

Language in Context  
Lesson Aim: I can understand how to use *There is/There are* (affirmative and negative).

**1** If necessary, students look at the sentences in the blog on page 36 to help them complete the chart. When they finish, elicit sentences about students' own homes. Say: *My home is (small). There's a (kitchen), but there isn't a (yard).* Ask students to say similar sentences. Write one more example of each affirmative and negative form on the board.

**LOOK!**  
Draw attention to the *Look!* box. Have students look at the sentence with *any* in the grammar chart and copy it on the board. Circle *aren't* and *hamburgers* and say: *We use any for plural nouns in negative sentences.*

Common mistake: Students may sometimes produce sentences where the verb doesn't agree with the noun.  
*There is three small bedrooms.*  
*There are three small bedrooms.*

**2** Have students read the text first. Then focus on the example and ask: *Why is There are the answer?* (because *two bedrooms* is plural) Monitor and help as students do the exercise. Remind them that they can use the grammar chart to help them. To check answers, invite individual students to read out a sentence each.

**3** Ask students to look at the picture and say the rooms they can see. Ask: *How many (bedrooms)? How many (bathrooms)? Can you see (a yard)?* Have students check answers in pairs before checking with the class.

**USE IT!**  
**4** Draw attention to the example. Then put students into pairs to talk about their houses. Tell them to look at the sentences in Exercise 3 to help them. Ask different pairs: *How are your houses similar? How are they different?*

LANGUAGE IN CONTEXT

**1** Look at the examples below and complete the sentences from Jakob's blog.

There is/There are	
Affirmative (+)	Negative (-)
There's a kitchen.	There <u>isn't</u> a yard.
There <u>are</u> three small bedrooms.	There <u>aren't</u> any hamburgers.

**LOOK!**  
Use *any* for plural nouns:  
There **aren't** any cars.

**2** Choose the correct words.

My house is nice. <sup>1</sup> *There's / There're* two bedrooms and <sup>2</sup> *there's / there're* two bathrooms for my family. <sup>3</sup> *There's / There're* a living room, but <sup>4</sup> *there isn't / there aren't* a dining room. <sup>5</sup> *There isn't / There aren't* a yard. My bike is in my bedroom! My favorite place is the kitchen, but <sup>6</sup> *there isn't / there aren't* any pizza today!

**3** Look at the house and complete the sentences with *there's*, *there isn't*, *there're*, and *there aren't*.



- There's* a living room.
- There are* two bedrooms.
- There aren't* any people in the house.
- There isn't* a dining room.
- There's* a bathroom.
- There aren't* two kitchens.

USE IT!

**4** Work in pairs. Give information about your house.  
*Open answers*

Tell me about your house.

There are two bedrooms.  
There isn't a yard.

WORKBOOK p.14, p.17 and p.18

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Grammar Game

Have students continue to work in their pairs from Exercise 4. Tell them to write three sentences about their house. Two sentences should be true and one false. Then join two pairs together. Have each student read out their three sentences for the other pair to guess which the false one is. (Optional)

Reflect and introduce homework

Together with students reflect what has been taught today and introduce homework.

Homework

Workbook page 14; page 17;  
page 18

# Unit 3 Where's Home?

## Lesson 3

### Listening and Vocabulary

**Lesson Aim:** I can understand a dialogue about a bedroom. I can say where objects are in a room.


### Warmer


Divide the class into teams to play a drawing game. Students take turns to come to the board and draw an object representing a part of a house (e.g., a bed to represent *bedroom*). The first team to guess wins a point.


### 3.05–3.06 Audioscripts pT118

#### Introduction of target vocabulary

bed /bed/  
chair /tʃer/  
closet /'kloʊːzət/  
door /dɔːr/  
shower /'ʃaʊə/  
table /'teɪˌbəl/  
wall /wɔːl/  
window /'wɪnˌdɒʊ/

**1**  **3.05** Ask students to look at the images and say where in the house they can find the items. Ask: *Where can you find (number 1)? (in the [bedroom]) What can you find in the (dining room)?* Read out the words with the class. After students write the words, have them check their ideas in pairs before listening to check their answers.

**2**  **3.06** Have students look at the pictures and say what objects they can see. Encourage them to use *There is/There are*. Have them compare the pictures. Ask: *What's the same? What's different?* Then ask: *Are these bedrooms similar to or different from your bedroom?* Finally, play the audio and check the answer.

**3**  **3.06** Read through the questions and answers a and b with students to check understanding. They may be able to recall some information. Play the audio and check answers with the class.

#### LOOK!

Draw attention to the *Look!* box and the prepositions in bold. You could clarify the meaning of *on* and *in* by drawing a simple ball (a circle) and a box (a square) on the board. First, draw the circle on top of the square.

### LISTENING AND VOCABULARY

**1**  **3.05** Match the images with the words below. Then listen, check, and repeat.

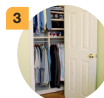
• bed • chair • closet • door • shower • table • wall • window



bed



shower



closet



chair



table




wall



door



window

**2**  **3.06** Katia and Maria are on a video call. Listen and check (✓) the correct bedroom.



1



2

**3**  **3.06** Listen to the video call again. Choose the correct answers.

**1** Where is Katia?

a in her bedroom b in Julia's bedroom

**4** Where are Katia's clothes?

a in Julia's bedroom b in her bedroom

**2** What color is Katia's chair?

a blue b green

**5** Who is at the door?

a Maria b Julia

**3** Where are Katia's jeans?

a on her table b on her bed

#### LOOK!

The picture is **on** the wall.

The books are **on** the table.

The chair is **in** the living room.



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 **WORKBOOK** p.14 and p.15

Say: *The ball is on the box.* Write the sentence on the board and circle **on**. Then draw the circle inside the square. Ask: *Where's the ball?* Elicit the answer and write it on the board: *The ball is in the box.*

#### Print and Share

 Go to Appendix C

### Reflect and introduce homework

Together with students reflect what has been taught today and introduce homework.

#### Homework

**Workbook** page 14; page 15, Exercises 3 and 4

Unit 3  
Where's Home?

Lesson 4  
Language in Context  
Lesson Aim: I can understand how to use *There is/There are* (Yes/No questions and short answers).

UNIT 3

1 Play Track 3.06 again to help students complete the chart. Check answers by having pairs of students read out a question and answer each. Write the complete questions and answers on the board.

2 Focus on the example. Then point out that the first word in each question is the one starting with a capital letter. To check answers, invite volunteers to write the questions on the board. Ensure students use the correct punctuation.

Common mistake: Students may sometimes use affirmative order instead of question order.

*There is a bed in the kitchen?*  
*Is there a bed in the kitchen?*

3 Have students describe the room first. Encourage them to use *There is/There are*. (There's a bed. There are two windows. There's a closet. There aren't any clothes.) When students answer the questions, tell them to use the grammar chart in Exercise 1 for help. When students have completed the exercise, put them into pairs. They take turns asking and answering the questions.

USE IT!

4 Have students complete the Me row individually. Meanwhile, complete your own chart on the board. Then say, e.g.: *Look, in my bedroom there's (a closet) and there are (two pictures on the wall)*. Elicit a few answers from different students, ensuring they use *There is* and *There are*.

5 Draw attention to the example. Then ask a student the question: *Is there a closet in your bedroom?* Elicit the short answer. Elicit the rest of the questions for each word in the chart and write them on the board. Then put students into pairs. They ask and answer the questions to complete the My Partner row. Finally, have pairs report their findings. They can say, e.g.: *There's (one closet) in our bedrooms. There are (two windows) in (Paula's) bedroom.*

LANGUAGE IN CONTEXT

1 Complete the questions and answers from the video call in the chart with the words below.  
• Is • there is • No • Are there • are

There is/There are	
Yes/No questions	Short Answers
Is there a picture on the wall?	Yes, there is.
Is there a closet?	No, there isn't.
Are there any books?	Yes, there are.
Are there any cats in the bedroom?	No, there aren't.

2 Put the words in the correct order to make questions.

- 1 bed / there / a / kitchen / Is / in / the / ?  
*Is there a bed in the kitchen?*
- 2 your / books / in / Are / bedroom / there / any / ?  
*Are there any books in your bedroom?*
- 3 kitchen / a / Is / there / the / table / in / ?  
*Is there a table in the kitchen?*
- 4 Are / living / chairs / in / room / the / there / two / ?  
*Are there two chairs in the living room?*
- 5 bedroom / closet / there / a / Is / the / in / ?  
*Is there a closet in the bedroom?*

3 Look at this room and answer the questions. Give short answers.



- 1 Is there a closet?  
*Yes, there is.*
- 2 Is there a bed?  
*Yes, there is.*
- 3 Are there two chairs?  
*No, there aren't.*
- 4 Is there a picture on the wall?  
*Yes, there is.*
- 5 Are there any windows?  
*Yes, there are.*

USE IT!

4 Copy the chart to your notebook. Check (✓) the objects in your bedroom. *Open answers*

	closet	chair	table	pictures on the wall	window
Me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My Partner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5 Work in pairs. Ask and answer questions about your bedrooms. Check (✓) your partner's objects. *Open answers*

Is there a closet in your bedroom?

Yes, there is.

WORKBOOK p.14, p.16 and p.19

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Extension

Ask students to write a short text about their bedroom using *There is/There are*. They can draw or take a picture of their bedroom to illustrate their text.

Grammar Game

Students work in pairs. Each student draws a simple picture of a bedroom, without showing it to their partner. Point to the objects in the chart in Exercise 4. Tell students that they can include these objects—there can be one or more than one of each. Then students take turns asking and answering questions about each other's bedrooms, e.g., Student A says: *Is there a closet?* Student B answers: *Yes, there are two closets.* Students draw each other's bedrooms as they speak. When they have finished, they compare pictures.

Reflect and introduce homework

Together with students reflect what has been taught today and introduce homework.

Homework

Workbook page 14; page 16; page 19



### Homes can be different

The video on page 41 and accompanying exercises below can be used as a lead-in to the topic of the Around the World text, or after the reading activities to complete the unit.

#### Summary

The video is about unusual houses around the world.

#### In Class



Tell students they're going to watch a video about unusual houses around the world. Pre-teach the word *unusual*. Say: *Unusual houses are different from normal houses.* Draw some examples on the board, such as an igloo or a camper. Finally, ask students if they know any more examples of unusual houses.

#### Exercise 1



Ask students to watch the video to answer the questions. They can read the questions below before watching the video.

1 What countries do you hear in the video? Have students answer the question in pairs. Then elicit some answers from the class. *South Africa, Italy, Indonesia, and Mongolia.*

2 What's your favorite home? Have students answer the question in pairs. Then elicit some answers from the class.

*Students' own answers*

#### Exercise 2



Write these phrases in two columns on the board. Have students copy them in their notebooks:

round houses	safe from
tree houses	dangerous animals
yurts	move from place to place
	easy to build and strong

Play the video again. Students watch and match the types of houses with their descriptions. Check answers with the class.



Print and Share



Go to Appendix D

# AROUND THE WORLD

## HOME ON WATER

**H**ello, my name's Leo and I'm from England, in the UK. My home is a houseboat on the River Stort. My friends at school are curious about it because it's on the river, and it's different.

My home is not big, but it's comfortable. There are two bedrooms, a living room, a kitchen, and a bathroom.

There aren't any walls to separate the living room and the kitchen. There's a stove, a fridge, and a small table with chairs. There isn't a sofa, but there are many pictures on the wall and many vases with plants. My parents are fans of nature. There's a TV, too. Oh, and soccer on TV is my favorite thing!

My favorite place at home is my bedroom. In my bedroom, there's a bed, a closet with my comic books and my clothes, a table, and a chair. Ah, and I'm a music student, so of course there's my guitar, too.

And you? What's your home like and what's your favorite place at home?

Home Sweet Home

Teen World 36

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### Reflect and introduce homework

Together with students reflect what has been taught today and introduce homework.

### Homework

Set this task for homework. Ask students to find information about another unusual house. Tell them to draw or print out a picture and answer these questions: *What's the name of the house? Where is it? Say the country. What is there in the house?* Alternatively, students could find out more information about the house on page 33.

8 min  
**Presentation of Homework**

Ask students to present homework to the class.

3.07 Audioscript pT118

- 1 Have students look at the text on page 40 and identify its main elements. Point to the title of the article, the name of the section, and the name of the magazine in turn as you ask: *What's the (title of the article/name of the section/name of the magazine)?*
- 2 3.07 Go through items 1–5 with the class to check comprehension. Elicit the meanings of the words *location* (where Leo's home is) and *not present* (what isn't in Leo's home). As students read and listen to the text, you can have them highlight the key words in it. Check answers with the class.

**Words in Context**

- 3 Ask students to find the words in the text. Encourage them to work out their meaning—they can do this by reading the sentences where the words are in the text and looking at the pictures in the exercise. Have them check answers in pairs, then check with the class.

- 4 Have students identify which words are similar in their language and predict what they mean. Then they can use a dictionary to check their predictions and write the translations. They can use this online dictionary: <https://dictionary.cambridge.org/dictionary/english-portuguese/>
- 5 Read the sentences with the class. Then tell students to find sentences in the text that mean the same. After checking answers, ask students: *What are you a fan of? What's your favorite thing?*
- 6 Have students find the sentences in the text where the causes and consequences appear. Do number 1 as an example together, and read the corresponding sentence from the text aloud: *My friends at school are curious about it because it's on the river, and it's different.* Check answers with the class.

- 1 Look at the text and the images. Then complete the sentences with the words below.

• magazine • section • title

- 1 This text is from a magazine.
- 2 The name of the section is *Home Sweet Home*.
- 3 The title of the article is *Home on Water*.

- 2 3.07 Read and listen to the text and complete the notes.

- 1 Leo's country: England
- 2 Leo's home location: River Stort
- 3 Number of rooms in Leo's home: five
- 4 Object not present in Leo's home: a sofa
- 5 Leo's favorite place at home: his bedroom

- 4 Find the words in the text. Explain them to your partner. Use a dictionary to help you. **Open answers**

- 1 comfortable .....
- 2 comic .....
- 3 curious .....
- 4 fan .....
- 5 move .....

- 5 Complete the sentences with expressions from the text.

- 1 Nature is their favorite thing.  
They're fans of nature.
- 2 I'm a sports fan.  
Soccer on TV is my favorite thing.

- 6 Match the causes (1–4) with the results (a–d).

- 1 Leo's house is different. 2
- 2 Soccer on TV is Leo's favorite thing. 4
- 3 Leo's parents are fans of nature. 1
- 4 Leo's a music student. 3
- a There's a TV in the house. 2
- b There's a guitar in his room. 4
- c His friends are curious. 1
- d There are many vases with plants inside. 3

**WORDS IN CONTEXT**

- 3 Name the pictures with the words in the box.

• river • comic book  
• stove • vase



river



stove



vase



comic book

**THINK!**

Are you curious about your friends' homes?  
Are they curious about your home? Why?

**VIDEO**

- 1 What countries do you hear in the video?
- 2 What's your favorite home?

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**THINK!**

Put students into groups to discuss the questions. Have them describe their homes to each other and ask questions using *Is there/Are there any*. Then students make a list of reasons why they are curious about each other's homes: are they different from their own homes? Are they in different parts of the city/countryside? Are they near places of interest? Check ideas with the class.

**Open answers**

**Reflect and introduce homework**

Together with students reflect what has been taught today and introduce homework.

**Homework**

Houseboats are only popular in Europe.

☐ True ☒ False

Remind students to check two or three websites to confirm their answers. Ask them to find examples of countries where houseboats are popular and identify the continent(s) where those countries are. Have students present their findings in the next class.

## Unit 3 Where's Home?

### Lesson 7

#### Speaking

Lesson Aim: I can react positively in a dialogue about a home.



#### Presentation of Homework

Ask students to present their findings to the class.

#### 3.08–3.11 Audioscripts pT118



1 **3.08** Ask: *Where's Henry?* Tell students to read and listen to the dialogue to find out. Ask them to focus on the words in blue. Check the answer with the class. Then ask: *Are there any chairs in Henry's apartment?* (no) *Why?* (because it's new)

#### Living English



2 Check understanding of the three expressions. Ask students to find them in the dialogue in Exercise 1 and see how the speakers use them. Ask: *Which expression is a question? Which are exclamations? Are they positive or negative reactions?* Have students think of similar expressions in their own language.



3 **3.09** After students listen and repeat the expressions, you can read out sentences A in the mini dialogues in Exercise 2 and have the class respond chorally.

#### Pronunciation



4 **3.10** Look back at the dialogue in Exercise 1 and ask students to highlight the two questions from the example. Then point to the arrows. Explain that these mean the voice goes up or down accordingly at the end of each question. Have students listen to the questions. As they repeat them, ask them to exaggerate the rising and falling intonation.



5 **3.11** Have students exaggerate the intonation as they read the questions in pairs. Then play the audio for students to check and repeat chorally. Finally, invite students to repeat individually.

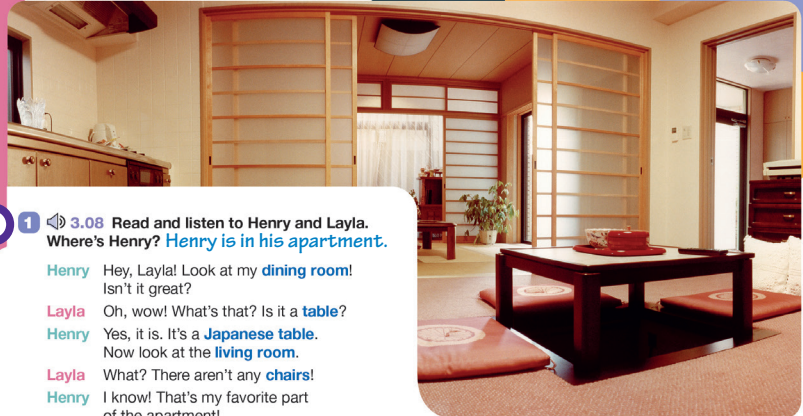


6 **3.08** Have the class read the dialogue along with the audio. Then play the audio again, pausing after each speaker for the class to repeat what they say. Finally, have students practice the dialogue in pairs.



#### SPEAKING

##### REACTING POSITIVELY



1 **3.08** Read and listen to Henry and Layla. Where's Henry? **Henry is in his apartment.**

**Henry** Hey, Layla! Look at my **dining room**! Isn't it great?

**Layla** Oh, wow! What's that? Is it a **table**?

**Henry** Yes, it is. It's a **Japanese table**. Now look at the **living room**.

**Layla** What? There aren't any **chairs**!

**Henry** I know! That's my favorite part of the apartment!

**Layla** Henry, your new apartment is awesome!

#### LIVING ENGLISH

2 Complete the mini dialogues with the expressions below.

• Isn't it great • I know • Oh, wow

1 A This is the yard.

B **Oh, wow**! It's really nice!

2 A Your bedroom's awesome!

B **I know**! **Isn't it great**?

3 **3.09** Listen and repeat the expressions.

#### PRONUNCIATION

4 **3.10** Listen and repeat.

Is it a table? ↗

What's that? ↘

5 **3.11** Work in pairs. Read the questions. Then listen and check the pronunciation.

Is there a yard? ↗

Where's the bedroom? ↘

6 **3.08** Listen to the dialogue again. Then practice with a partner.

7 Role play a new dialogue. Follow the steps.

- 1 Change the words in blue to write a new dialogue in your notebook.
- 2 Practice your dialogue with a partner.
- 3 Present your dialogue to the class.

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7 Read through the steps with students and check understanding. Tell them to use vocabulary for parts of a house and furniture/objects from the unit. Try to find time in class for pairs to present their dialogues. If this is not possible, monitor pairs as they practice and provide feedback on intonation for questions.



#### Fast Finishers



**Puzzles and Games** page 105, Exercise 2



#### Reflect

Together with students reflect what has been taught today.

Warmer 

Encourage students to say a couple of sentences about their family, following your model. For example: *My family is small. There are three people at home.*

 **THINK!**

**1** Have students look at the image and describe what they see. Ask them to name as many family members as they can in English and write a list on the board. Put students into groups to discuss what family is. Elicit different ideas. You can stress that family usually refers to people who are related to each other.

*Open answers*

**2** Tell students why your family is important to you. Say: *My family is important to me because ...* . Write the phrase on the board with one or two reasons. Then ask for students' opinions about their families.

*Open answers*

 **Family Time**

**Summary**

The video is about different types of families and it gives reasons why family is important.

**In Class** 

Tell students they're going to watch a video about different types of families. Get them thinking about the topic. Ask: *How are families similar/different?*

**Exercise 1** 

Ask students to watch the video to answer the questions. They can read the questions below before watching the video.

**1** What are two ways that people in families can be different? Help students by asking: *Are people in families from the same country? Is their native language the same?* Check the answer with the class.  
*Sometimes people look (totally) different from their family. Sometimes people are from different countries and speak different languages.*

**2** Say three reasons why family time is a happy time. Check the answer with the class. The video images should give students clues.  
*It's a time to be together and do your favorite things. It's a time to help each other and learn new things.*

4

FAMILY MATTERS



**UNIT GOALS**

- Talk about people in families.
- Read about different families.
- Listen to two people talking about photos.
- Learn about a family from Brazil.
- Write a description of a family photo.

**THINK!**

- 1 What is family?
- 2 Why is family important?

**VIDEO**

- 1 What are two ways that people in families can be different?
- 2 Say three reasons why family time is a happy time.

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**Exercise 2** 

Write these true/false sentences on the board. Ask them to correct the false sentences.

- 1 People from the same family live in one home. **F**
- 2 There aren't any perfect families. **T**

Play the video again. Students watch and write **T** (true) or **F** (false) for each sentence. Check answers with the class. Ask them to correct the false sentences. along, too.

Resources

- Teacher's worksheets Unit 4
- Workbook pages 20–25
- Puzzles and Games page 105

Unit Aims

 Cambridge Life Competencies Framework

I can ...

- use simple techniques to start, maintain, and close conversations of various lengths to talk about the people in my family. **(Communication)**
- identify evidence and its reliability in a video presentation about families. **(Critical Thinking)**
- understand essential grammatical terms and concepts: the verb *to have* in the affirmative,

negative, Yes/No questions, and short answers. **(Learning to Learn)**

- present points clearly in a description about my family. **(Communication)**
- evaluate contributions from my partner with appropriate sensitivity when checking their description about their family. **(Collaboration)**

4.01 Audioscript pT119

Introduction of target vocabulary

aunt	/ænt/
brother	/'brʌð·ə/
cousin	/'kʌz·ən/
dad	/dæd/
grandma	/'græn·mə:/ / 'græm·mə:/
grandpa	/'græn·pɑ:/ / 'græm·pɑ:/
mom	/mɑ:m/
sister	/'sɪs·tə/
uncle	/'ʌŋ·kəl/

- 1 4.01 Ask questions about Thomas's family members, e.g.:  
*What's the grandpa's name?*  
*Who's Renata?* Have the class call out the answers.

VOCABULARY IN CONTEXT

- 1 4.01 Complete Tomas's family tree with the words below. Then listen and check.

• aunt • brother • dad • grandpa • sister



4.02 Audioscript pT119

2 4.02 Focus on pronunciation as students repeat the words. Then tell them to look at Tomas's family tree to find the name of each person.

LOOK!

Draw attention to the Look! box and the formal and informal words. Write *Hi!* and *Good morning* on the board. Ask: *Which is formal? Which is informal?* Elicit when people use either. For example, they can say that we are informal when we speak to family members or friends, and we sometimes need to use formal words on official documents.

3 This is a *learn to learn* activity, which offers students techniques for retaining vocabulary. In this case, students categorize the family words according to gender. Write *male* and *female* on the board and point to the pictures in the family tree on page 44. Ask: *Who's male? Who's female?* Then students do the exercise. Encourage them to add new family words to the categories when they learn them (e.g., *nephew, niece, son, daughter*). (Optional)

4 Look at the example with the class. Then refer students again to Tomas's family tree to complete the sentences. Check answers with the class. Ensure they pronounce the possessive ('s) correctly.

5 Students look at Tomas's family tree again to do this exercise. After checking answers, call out some other false sentences for students to correct. For example, say: *Antonia is Tomas's aunt.* Students say: *No, she's not. She's his mom.* (Optional)

USE IT!

6 Students can choose people from the family trees (or lists) they brought to class. In pairs, students exchange lists. Point to the example and model it with a student. Tell pairs to talk about their family members in the same way. (Optional)

2 4.02 Listen and repeat the family words. Say the family word and the name.

grandma Lucia dad, Jaime sister, Catalina brother, Matias aunt, Renata grandpa, Martín

3 Organize the family words in Exercise 1 in the chart below.

Male	Female	Both
dad	mom	parents
brother	sister	grandparents
uncle	aunt	cousin
grandpa	grandma	

LOOK!  
(informal) grandpa / grandma  
(formal) grandfather / grandmother  
(informal) dad / mom  
(formal) father / mother

4 Look at the family tree again. Complete the sentences with the words in Exercise 1.

- Who's Jaime?  
He's Tomas's dad.
- Who's Martin?  
He's Catalina's grandpa.
- Who's Catalina?  
She's Pablo's cousin.
- Who's Antonia?  
She's Matias's mom.
- Who's Jaime?  
He's Renata's brother.
- Who's Lucia?  
She's Tomas's grandma.
- Who's Catalina?  
She's Matias's sister.

5 Correct the sentences.

- Catalina is Pablo's sister.  
No, she's not. She's his cousin.
- Andrés is Matias's dad.  
No, he's not. He's his uncle.
- Renata is Tomas's mom.  
No, she's not. She's his aunt.
- Antonia is Catalina's aunt.  
No, she's not. She's her mom.
- Antonia and Jaime are Tomas's grandparents.  
No, they're not. They're his parents.

USE IT!

6 Write the names of five people in your family. Then work in pairs. Ask and answer about your partner's family members.

Open answers

Who's Sara? Is she your sister?

No, she's my mom. Who's Paolo?

WORKBOOK p.21

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Reflect and introduce homework

Together with students reflect what has been taught today and introduce homework.

Homework

Workbook page 21, Exercises 1 and 2




Exercise 3

Ask students to write a list of three things that are special about their family to bring to the next class. They could take photos of the people in their family and bring them along, too.

Warmer 

Review the vocabulary for parts of a house, one word at a time. Divide the class into teams. Write scrambled letters on the board for the teams to form the correct word; for example, write *ryda* for *yard*. The first team to hold up a piece of paper with the correct word written wins a point.

4.03 Audioscript pT119

-  1 Focus students' attention on the title and the texts' design and images. Ask: *What can you see?* (photos of children and their families, icons for video and audio) Have students answer the questions and check ideas with the class.
-  2 4.03 Have students look at the two images. Ask: *What can you see?* (a mom, dad, boy and girl in number 1; a grandpa, grandma and boy in number 2) Students read and listen to the text to write *J* or *Z* under the correct image. Check answers with the class.
-  3 Have students read items 1–6 and focus on the example with the class. Students do the exercise individually. As you check each answer, have volunteers read out the part of the text where they found it.

 **THINK!** 

Ask students: *How are Josh and Zoe's families different? What other types of families are there?* Elicit ideas using language students know (e.g., *big, small, one parent*). You may also provide more words to describe different family types (e.g., *single-parent, extended, adoptive*). Remind students that families come in all shapes and sizes and mean different things to different people.

Open answers

 **READING**

1 Look at the text, the title and the images. Then check (✓) the correct answer and answer the question.

- 1 Where are these texts from?  
☒ a class video presentation      ☐ a class poster presentation
- 2 What are these texts about?  
Family descriptions

OUR FAMILIES



Hi! I'm Josh. This is my house ... and my grandma and grandpa. They're my family. I have a cousin, Alex. Alex's home is in the United Kingdom. He has a big cat, called Suki, but they're not here! So it's my grandpa, my grandma, and me – three of us! Oh, and my two dogs, Pepe and Jaz. They have a small house in the yard! And that's it. We have a small family!



Hi! My name's Zoe. I have a brother, Taylor, but we're from different families: Taylor's dad is not my dad, and my mom is not Taylor's mom. We're a new family and we have a big house – it has four bedrooms! I have a very big family. Taylor has 23 cousins, and I have 11! Together, we have 34 cousins!

2 4.03 Read and listen to the text. Find Josh and Zoe's families. Tell *J* (Josh) or *Z* (Zoe).



1 ..... Z .....



2 ..... J .....

3 Read the text again and choose the correct answers.

- 1 11 cousins      Josh / Zoe
- 2 two dogs      Josh / Zoe
- 3 one cousin      Josh / Zoe
- 4 a small family      Josh / Zoe
- 5 a big family      Josh / Zoe
- 6 a grandma and a grandpa      Josh / Zoe

 **THINK!**  
What types of families are there?

- 1

4 min
- If necessary, students look at the sentences in the presentations on page 46 to help them complete the chart.
- 2

4 min
- Students can use the grammar chart in Exercise 1 for help. Tell them to look at the subject in each sentence to help them choose the correct form of the verb. To check answers, invite individual students to read out a sentence each.

LOOK!

4 min

Draw attention to the *Look!* box. Say that people use the verbs *to be* and *to have* in different ways in different languages. Say that in English, we use *There is/There are* to say something exists, and we use *to have* to talk about possession. Draw attention to the sentences in the box to elicit more examples, such as: *I have a cat. There's a cat in the living room.*

Common mistake: Students may make agreement errors, especially with the third person.  
~~She have a brother.~~  
*She has a brother.*

- 3

4 min
- Have students read the words and find the family members in the pictures. Ask, e.g.: *Can you see a grandma?* Then look at the example together and remind students to use *have* or *has* according to the subject. Check answers with the class.

USE IT!

OPTIONAL

4

Tell students to look at the sentences from Exercises 2 and 3 for ideas. Encourage them to write about three different family members. (Optional)

5

Put students into pairs to exchange sentences. Ensure they use *has* in the sentences about their partner's family. You may want to join pairs together so they read and check each other's sentences. Finally, have students copy their sentences onto slips of paper. Collect all slips and play a guessing game. Read the

LANGUAGE IN CONTEXT

1

Look at the examples below. Complete the sentences from Josh and Zoe's presentations.

Verb to have

Affirmative (+)

I, you, we, they	he, she, it
I <u>have</u> a cousin.	He <u>has</u> 23 cousins.
You <u>have</u> a sister.	She <u>has</u> a brother.
We <u>have</u> 34 cousins!	It <u>has</u> four bedrooms.
They <u>have</u> a small house in the yard!	

2

Choose the correct verbs.

1

My brother and I (have) / has a big family.

2

Miray have / has a brother called Samir.

3

(have) / has ten aunts and uncles, but I only have / has two cousins.

4

My friend Sam have / has two sisters and they have / has a dog.

5

They're a big family and they have / has a big house. It have / has seven bedrooms.

3

Look at the images and make sentences. Use *has* or *have* and the words below.

a-sister

a brother

two cousins

a grandpa

a grandma

1

Leo and Felix have a sister...

2

He has a grandma...

3

We have two cousins...

4

Nina has a brother...

5

I have a grandpa...

USE IT!

4

Make three sentences about your family. Tell them to your partner.  
*Open answers*

5

Make sentences about your partner's family. Tell them to your class.  
*Open answers*  
*Maria has eight cousins...*

I have eight cousins.

WORKBOOK p.20, p.23 and p.24

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sentences out for the class to guess who they refer to. Say, for example: *She has eight cousins. She has two sisters. She has a dog. Who is it?* (Optional)

Grammar Game

OPTIONAL

Play a *Sentence chain* game. Have the class stand in a circle. If you have a large class, have groups stand in small circles. Tell a student in each circle to say a sentence about their family e.g.: *I have two brothers.* The student on the right says a sentence about their family, and reports what the first student said, e.g.: *I have six cousins. Ana has two brothers.* Students continue around their circles, adding a sentence each time. (Optional)

2 min

Reflect and introduce homework

Together with students reflect what has been taught today and introduce homework.

Homework

Workbook ppage 20; page 23; page 24

Warmer



Draw two stick figures on the board, one tall and one short. Label them *tall* and *short*. Then draw eyes, a nose, and a mouth on the faces and elicit and label eyes. Finally draw short hair on one figure and long hair on the other one and label them *short hair* and *long hair*. Tell students that on your instruction, they are going to look through their books for examples of people with these characteristics. For example, say: *Find someone with short hair*. Students look through their books and show you someone with short hair. Repeat with *long hair*, *tall*, *short*, and (*brown/green/blue*) *eyes*. You could also have students look through print or online magazines.

4.04–4.05 Audioscripts  
pT119



Introduction of target vocabulary

- blue eyes /,blu: 'aɪz/
- brown eyes /,braʊn 'aɪz/
- dark hair /,dɑ:rk 'her/
- fair hair /,fer 'her/
- green eyes /,gri:n 'aɪz/
- long hair /,lɑ:ŋ 'her/
- short /ʃɔ:rt/
- short hair /,ʃɔ:rt 'her/
- tall /tɑ:l/

1 4.04 Point to the example and ask: *What can you see?* (a short boy) Have students match the words with the pictures orally before they write them.

2 4.05 Have students look at the photos and predict who the family members are. Point to the photo of the grandparents as you ask: *Who are they? What do you think?* (They're Mariana's grandparents.) Repeat with the other photos. Accept any logical suggestions at this stage. Have students listen to the audio as many times as necessary, pausing when each person's name is mentioned. Check answers with the class.

3 Read out the names of the family members to familiarize students with their pronunciation. Have students write their own answer in the space, based on the family members in the previous exercise. Check answers with the class.



LISTENING AND VOCABULARY

1 4.04 Name the images with the words below. Then listen, check, and repeat.

- blue eyes
- brown eyes
- dark hair
- fair hair
- green eyes
- long hair
- short
- short hair
- tall



1 short



2 short hair



3 fair hair



4 green eyes



5 blue eyes



6 tall



7 dark hair



8 brown eyes



9 long hair

2 4.05 Listen to Mariana and Larissa and write the names of the people in the pictures in your notebook.

- Luciana
- Helena
- Antonio
- Gabi
- Eduardo

3 Look at your answers above and complete the sentence. There are five people in Mariana's family.

4 4.05 Listen to Mariana and Larissa again and check (✓) the words that describe the people in the photos.

	brown eyes	tall	short	fair hair	dark hair	long hair
Luciana	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Antonio	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gabi	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helena	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
Eduardo	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>



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WORKBOOK p.20 and p.21

4 4.05 Have students look at the names and physical features in the chart. They can look at the photos in Exercise 3 to help them check the words as they listen. After you check answers, have students say a sentence about each person in turn, for example: *Luciana is short. Antonio is tall. Gabi has long hair.*



Reflect and introduce homework

Together with students reflect what has been taught today and introduce homework.

Homework

Workbook page 20; page 21, Exercises 3 and 4



Fast Finishers



Puzzles and Games page 105, Exercise 3

Extension



Divide the class into teams of three students each. Tell each team to write the names of three family members (one per team member). Then put the teams into groups of six to play against each other. They take turns saying the name of the family member and guessing who it is. There can be a maximum of three guesses per turn. Example:

Team 1: *Hugo.*

Team 2: *Is he Thiago's dad?*

Team 1: *No, he isn't.*

Team 2: *Is he Thiago's brother?*

Team 1: *Yes, he is!*

**1** Play Track 4.05 again to help students complete the chart. After checking answers, ask questions of individual students and elicit short answers, e.g.: *Do you have blue eyes? Does she have long hair?* Draw attention to how *do/does* are used in negative statements, questions, and short answers.

**2** Students can use the grammar chart in Exercise 1 for help. Focus on number 1 and tell them that both options *a* and *b* are grammatically correct. Tell them they have to read the whole sentence to decide which option makes sense. Tell them to do the same for sentences 2–4. Check answers with the class

**LOOK!**  
Draw attention to the **Look!** box and focus on the words in bold. Elicit that both sentences mean the same.

Common mistake: In negative sentences in the third person, students may use the wrong form of *have*.  
*She doesn't has blue eyes.*  
*She doesn't have blue eyes.*

**3** To check answers, invite volunteers to write each question on the board and have the class check.

**USE IT!**  
**4** Go through the questions with the class and elicit the missing words (*Do* and *Does*). Then individually, students put a check mark or an X to answer each question in the *Me* column.  
**5** Put students into pairs. Demonstrate the activity by asking a student a question from Exercise 4, e.g.: *Do you have dark hair?* Elicit a short answer and put a check mark or an X on the board accordingly. Then have students ask and answer the questions and complete the *My Partner* column in Exercise 4.

**Extension**  
Ask students to write a short text about a family member. Tell them to use the verbs *to have* and *to be*. If they want, they can attach a picture to their text.



LANGUAGE IN CONTEXT

**1** Complete the questions and answers from the dialogue in the chart. Use the words below.  
• Be • Does • doesn't • I do • she does

Verb to have (I, you, he, she, we, they)		
Negative (-)	Yes/No Questions	Short Answers
I <b>don't</b> have a sister	<b>Do</b> I have a sister?	No, I <b>don't</b> .
You <b>don't</b> have the photo.	<b>Do</b> you have the photo?	Yes, I <b>do</b> .
He/She <b>doesn't</b> have blue eyes.	<b>Does</b> he/she have blue eyes?	No, he/she <b>doesn't</b> .
We <b>don't</b> have long hair.	<b>Do</b> we have long hair?	Yes, we <b>do</b> .
They <b>don't</b> have green eyes.	<b>Do</b> they have green eyes?	No, they <b>don't</b> .

**2** Choose the correct verbs to complete the sentences.

- 1 I ..... a big family. It's my dad, my mom, and me.  
*a have      b don't have*
- 2 My mom ..... a sister. Her name is Sabina.  
*a has      b doesn't have*
- 3 My cousins and I ..... green eyes. They're blue!  
*a have      b don't have*
- 4 My dad ..... any brothers or sisters.  
*a has      b doesn't have*



LOOK!

**My family has** seven members.  
**BUT**  
**There are** seven members in my family.

**3** Put the words in the correct order to make questions. Then answer them.

- 1 have / Does / dark / Isabella / hair / ? (X)  
*Does Isabella have dark hair?      No, she doesn't.*
- 2 you / eyes / Do / brown / have / ? (✓)  
*Do you have brown eyes, George?      Yes, I do.*
- 3 any / Michael / have / Does / cousins / ? (X)  
*Do you and your brother have a cousin?      Yes, we do.*
- 4 Do / Alicia and Florence / long / have / hair / ? (X)  
*Do Alicia and Florence have long hair?      No, they don't.*



USE IT!

**4** Copy the chart to your notebook. Complete the questions and answer them so they are true for you. Mark (✓) or (X).

	Me	My Partner
Do you have dark hair?	<input type="radio"/>	<input type="radio"/>
<b>Do</b> ..... you have long hair?	<input type="radio"/>	<input type="radio"/>
<b>Does</b> ..... your mom have a brother or a sister?	<input type="radio"/>	<input type="radio"/>
<b>Does</b> ..... your dad have brown eyes?	<input type="radio"/>	<input type="radio"/>

**5** Work in pairs. Ask and answer the questions. Mark (✓) or (X) in the chart for your partner. *Open answers*



WORKBOOK p.20, p.22 and p.25

Grammar Game

Write this chart on the board:

Find someone who...	Name
1 has cousins. (How many?)	
2 has a pet. (What?)	
3 has a small family.	
4	

Have students copy the chart in their notebooks and write their own idea for number 4. Then tell them to walk around and ask the questions of their classmates. When a classmate answers yes to one of the questions, students should write the classmate's name in their chart. Tell them they should find a different classmate for each question. Finally, have students share their findings with the class.



Reflect and introduce homework

Together with students reflect what has been taught today and introduce homework.



Homework

Workbook page 20; page 22; page 25



Families Around  
the World

The video on page 50 and accompanying exercises below can be used as a lead-in to the topic of the Across the Curriculum text, or after the reading activities to complete the unit.

Summary

The video is about what families are like in different countries around the world.

In Class

Tell students they're going to watch a video about families in different countries around the world. Ask students to talk about what families are like in their country. Then ask them to raise their hands if they have big or small families.

Exercise 1

Ask students to watch the video to answer the questions. They can read the questions below before watching the video.

- 1 Where in the world are there big families? Check the answer with the class.  
In Angola.

- 2 Where in the world are there small families? Check the answer with the class.  
In China.

Exercise 2

Write this chart on the board. Have students copy it in their notebooks. You can provide the suggested answers in random order above the chart:

Angola	China
aunts, cousins, uncles, grandparents	one child
lots of children	small apartments
small babies with their mom	not much space

Play the video again. Students watch and write three things about the families in each country. Check answers with the class.



Print and Share



Go to Appendix E



ACROSS  
THE CURRICULUM  
MATH

UNIT 4

The Saraíba Family

By João Miguel Saraíba  
6th Grade  
Teacher: Mrs. Capanema.

Who are we?

We're a happy Brazilian family from the Amazon!

In my house, it's just my mom, my grandparents, my dog, and me. It's not a very big family. But I have three uncles, and four aunts. My aunt Janaína is single. My other uncles and aunts are all married, and I have many cousins.



I have 20 cousins. Six are from Parintins, like me, and four are from Barreirinha. My other cousins are from Santarém. All my cousins have brothers and sisters, but I don't. I'm an only child, but it's OK. I have my dog, Cupuçu. That's the name of my favorite fruit, too.



My dog and me



My cousin Uíara and me



Cupuçu fruit

We love parties!

My uncle Murici and my aunt Jacira have a big house in Parintins with cupuçu and pupunha trees in the yard. We have family celebrations there.

All our relatives and friends love our parties. We really have fun together, with a lot of Amazon food and music. And, of course, birthday cakes!



My aunt Jacira and her birthday cake

50



Fast Finishers

Puzzles and Games page 105,  
Exercise 4



Reflect and introduce  
homework

Together with students reflect what has been taught today and introduce homework.

Homework

Ask students to choose a country and find information about what families are like there. Give them prompts to help with their search, e.g.: Are families big or small? Do they have help? What's important for these families? Students can share their findings in the next class.



Presentation of Homework

Ask students to present their findings to the class.

4.06 Audioscript pT119



Have students look at the poster on page 50. Ask: *Can you find João's name? What can you see in the photos? Does João have cousins?* Then clarify the meaning of *audience*. Say: *The audience are the readers of the poster.* Read through the options and have students find clues in the text. Draw attention to the teacher and class information at the top of the poster. Ask: *Where are there posters like this?* (in classrooms) You might have some examples on your classroom wall.



4.06 Go through the statements with the class. Remind students that the cross-curricular topic is math and so they need to work out fractions and percentages from the information in the text. Do number 1 together. Ask: *How many cousins does João have?* (twenty) *How many cousins are from Parintins?* (six) Elicit that six isn't one quarter of 20, so the sentence is false. As students work through the other sentences, encourage them to highlight key words in the text. Check answers with the class.



Have students look at the pie charts and the color key. Then have them read the relevant information in the text to work out which the correct pie chart is.



Go through the questions with the class and see if they can answer any of them from memory. Then have students read the poster again and write the answers.

Words in Context



Ask students to find the words 1–4 in the poster and read the sentences where the words are. This should help them work out their meaning. After checking answers, ask personalized questions, such as: *Are you an only child? Do you have a party on your birthday? Who is single/married in your family? Who are your relatives?*

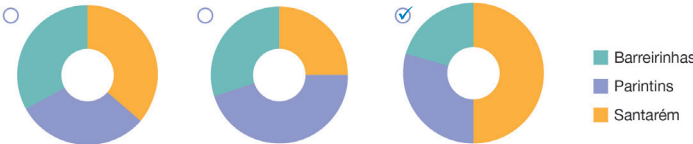
1 Look at João Miguel's poster. Who is the audience? Check (✓) the correct answer.

- ☐ João Miguel's family
- ☒ Mrs. Capanema and the students in his class
- ☐ the teacher and his mom
- ☐ young people on the Internet

2 4.06 Read and listen to the poster. Write T (true) or F (false) next to the statements.

- 1 1/4 of João Miguel's cousins are from Parintins. F
- 2 50% of João Miguel's cousins are from Santarém. T
- 3 João Miguel has 19 cousins. F
- 4 The cousins from Barreirinha have three brothers and sisters. F
- 5 One cousin from Santarém is an only child. F

3 Where are João Miguel's cousins from? Check (✓) the correct chart.



4 Read the poster again and answer the questions.

- 1 Where in Brazil is João Miguel's family from? the Amazon
- 2 Is João Miguel's dog part of the family? Yes, it is.
- 3 What is João Miguel's favorite fruit? Cupuaçu
- 4 Where are the family's celebrations? at his uncle Murici and aunt Jacira's house in Parintins
- 5 What is there at the parties? food and music (and birthday cakes)

WORDS IN CONTEXT

5 Match the words (1–4) with the definitions (a–d).

- 1 only child — a celebration
- 2 party — b family members
- 3 single — c not married
- 4 relatives — d person with no brothers or sisters



THINK!

Are your friends part of your family?  
Why / Why not?



VIDEO

- 1 Where in the world are there big families?
- 2 Where in the world are there small families?

51



THINK!



Put students into groups to discuss the question. Then share ideas with the class. You can ask further questions about different types of friends, such as: *Are all your friends at school? Do you have friends outside of school? Is your brother/sister your best friend, too?* Students can use their own language to discuss ideas.

Open answers



Reflect and introduce homework

Together with students reflect what has been taught today and introduce homework.

Homework

Learn more! Check ( ) True or False.

About 30% of Brazilian families have a grandparent in the same house.

- ☐ True
- ☐ False

Remind students to check two or three websites to confirm their answer. You can ask students to find other interesting statistics about Brazilian families, such as the average size and number of children. Have the class interesting facts and share their ideas in the next class.

10 min  
Presentation of Homework

Ask students to present their findings to the class.

4.07 Audioscript pT119

- 1 Have students focus on the different elements of the text to identify its type. Draw their attention to the icons, the greeting, the sender, and the time.
- 2 4.07 Point to the chart and focus on the information in it. Check that students understand they need to complete the first column with family words and the second one with the names of the people in Bruno's family. Have students highlight the relevant information in the email as they read and listen to it. Students then complete the chart. When they finish, they write the correct names above the photos in the email in Exercise 1. Check answers with the class.

LOOK! 4 min

Draw attention to the *Look!* box and the adjectives in bold. Copy the sentences on the board and circle the adjectives. Have students identify which adjectives refer to style and which ones to color, and point out the order. Then have students find more examples in the email.

- 3 Encourage students to follow the steps and use Bruno's email in Exercise 1 as a model. Remind them to follow the correct adjective order when they describe people. Give students time to make notes and organize their ideas.

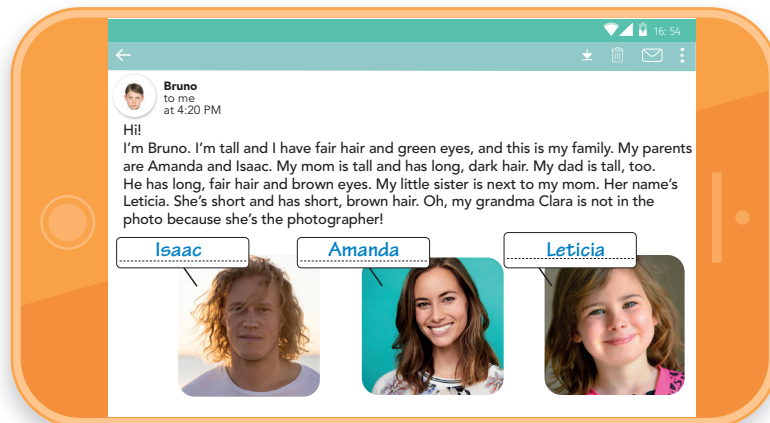
- 4 When they peer correct, ensure students focus on the items in the checklist. Monitor and help as necessary.

2 min  
Reflect

Together with students reflect what has been taught today.

WRITING

- 1 Look at the text. What is it? Check (✓) the correct answer.
- ☒ an email to a pen pal      ☐ an online magazine article



- 2 4.07 Read and listen to the text. Draw a chart in your notebook. Write the name of each person in Bruno's family. Then complete the chart.

Me!	Bruno
mom	Amanda
dad	Isaac
sister	Leticia
grandma	Clara

LOOK!  
He has **long, fair** hair.  
She has **short, brown** hair.  
Order of adjectives:  
style, color

- 3 Write your description of your family to a pen pal.
- 1 Include a photo.
  - 2 Introduce yourself.
  - 3 Describe the people in the photo.
- 4 Change your description with a partner and check his/her work. Use the checklist.
- ☐ photo
  - ☐ information about the people
  - ☐ order of adjectives

The review tests in the Student's Book are just samples. Teachers are free to prepare similar tests for the purposes of conducting formative or summative assessment.

SB53-SB54=45 minutes

**VOCABULARY**

1 Draw students' attention to the diagram and elicit the names of the rooms they can see. Then have them number the items on the list. To check answers, call out the words and have the class say the numbers.

2 First, brainstorm some family words and write them on the board. Then read sentence 1 and answer it together with the class. Have students trace the line on the family tree with their finger and look at the names. Confirm that the sentence is true. Students do the exercise individually. Check answers with the class.

3 Point to image 1 and ask: *What color are Eliana's eyes?* (green) Then draw students' attention to the circled example. To check answers, have students read out the correct sentences.

4 Have students look at the pictures. Elicit some sentences about Nadia's house before they do the exercise. Then read the incomplete sentences and draw students' attention to *any*, *a*, and *pictures*. These words should help them decide on the correct option to complete each sentence. Check answers with the class.

**REVIEW**  
**UNITS 3 AND 4**

**VOCABULARY**

1 Look at the image. Number the parts of the house.

5 bathroom	2 dining room
4 bedroom	1 kitchen
3 living room	6 yard

2 Look at the Oliveira's family tree. Check (✓) the correct sentences. Then correct the wrong one.

1 Juliana is Luis and Paula's sister.	✓
2 Leonardo is Henrique's dad.	✓
3 Mauro is Vitor's grandpa.	✓
4 Sandra is Ingrid's grandma.	✗

*Sandra is Ingrid's mom. / Tereza is Ingrid's grandma.*

3 Look at the images and choose the correct words to complete the sentences.

1  Eliana has brown / <u>green</u> eyes.	2  Luciana has <u>short</u> / long hair.	3  Jacob has <u>blue</u> / green eyes.	4  A Is Francisco short / <u>tall</u> ? B Yes, he is.
--	--	--	--

4 Look at Nadia's house and complete the sentences with *There's*, *There isn't*, *There are*, and *There aren't*.

1 <u>There aren't</u> any chairs in the kitchen.	
2 <u>There's</u> a window in the living room.	
3 <u>There isn't</u> a closet in the bedroom.	
4 <u>There are</u> pictures in the bathroom.	

LANGUAGE IN  
CONTEXT

- 5 Refer students back to the pictures in Exercise 4 on page 53. Then tell them to look at the words after each gap in the sentences. These will help them decide if the question starts with *Is there* or *Are there*. To check answers, have pairs of volunteers read out a question and answer each.
- 6 Read prompts 1–4 with the class. Draw students' attention to the example and review Yes/No questions with *to have*. Ask students to focus on the subject in each prompt to decide whether they have to use *Do* or *Does*. Then tell them to look at the check mark or X in parenthesis in order to write an affirmative or negative short answer. To check answers, invite pairs of volunteers to read out a question and answer each.
- 7 This activity provides a cumulative review of the language presented in Units 3 and 4. Have students read the dialogue on their own before completing it. Check answers with the class. Then put students into pairs to practice the dialogue.

Check Your Progress

This section gives students an opportunity to reflect on what they have learned. Read each statement with the class. Elicit examples and/or information students remember related to it. Alternatively, students could go through the statements in pairs or groups. If necessary, have them go back to the relevant unit to review each topic. Students then do the task in the Check Your Progress box individually. When they finish, ask: *What can you practice more? What is easy/difficult/interesting?* Invite students to give feedback.



LANGUAGE IN CONTEXT

- 5 Complete the questions about Nadia's house. Then answer them.
- 1 *Is there* ..... a table in the kitchen? *No, there isn't.*  
2 *Are there* ..... any chairs in the living room? *No, there aren't.*  
3 *Is there* ..... a TV in the living room? *No, there isn't.*  
4 *Are there* ..... any windows in the bathroom? *No, there aren't.*
- 6 Ask questions with the verb *to have*. Then answer them.
- 1 Luciano / a brother and two sisters? (✓)  
*Does Luciano have a brother and two sisters? Yes, he does.*  
2 You / a dog and a cat? (X)  
*Do you have a dog and a cat? No, I/you don't.*  
3 We / six uncles and eight aunts? (✓)  
*Do we have six uncles and eight aunts? Yes, we do.*  
4 Your dad / a sister called / Debora? (X)  
*Does your dad have a sister called Débora? No, he doesn't.*
- 7 Complete the dialogue with the words below.
- are there • do • has • have • there are • there aren't • there's
- Tomas Do you <sup>1</sup> ..... *have* ..... a big house?  
Priscilla Yes, I <sup>2</sup> ..... *do* ..... My family is big.  
<sup>3</sup> ..... *There are* ..... five bedrooms in my house: one for my dad and my mom, one for my sisters Ana and Beatriz, one for me and my sister Juliana, and one for my brother Tiago.  
Tomas Wait ... that's four bedrooms.  
Priscilla Oh, right. <sup>4</sup> ..... *There's* ..... a bedroom for my grandma. And she  
<sup>5</sup> ..... *has* ..... two cats, Lola and Nikita.  
Tomas <sup>6</sup> ..... *Are there* ..... any dogs in your house?  
Priscilla No, <sup>7</sup> ..... *there aren't* .....

CHECK YOUR PROGRESS



I CAN...

- talk about parts of the house and furniture. 😊 😐 😞
- use *there is/there are* to describe a home or a part of a house. 😊 😐 😞
- talk about my family and their physical descriptions. 😊 😐 😞
- use the verb *to have* to talk about my family. 😊 😐 😞

LEARN TO LEARN



It's very important to look at new words every day. Write the new words from your class on small pieces of paper and put them in a jar. Choose one word from the jar every day, read it, and remember it!

Learn to Learn

Throughout the course, students do a variety of *learn to learn* activities, which offer them techniques for retaining vocabulary. Point to the picture of the jar and read the text with the class. Then ask: *What words from Units 3 and 4 can we put in the jar?* Elicit ideas. Suggest starting a vocabulary jar in class. Have students add words to the jar at any stage and encourage them to take one out at the beginning of each lesson. Have them write the words in their vocabulary notebooks. Encourage them to look them up in a dictionary, write a translation, use them in context, and/or draw a picture. They can come up with many more ideas that help them remember the words! You can also suggest students keep a vocabulary jar at home.

This lesson aims to check the students' grammar and vocabulary knowledge as well as reading skills at the beginning of the new semester.



## Answer Keys

## Mid Year Test

Name \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

### GRAMMAR

- 1 Circle the correct option.
- Joe is / are my brother.
  - This is David / David's bike.
  - Is that you're / your cell phone?
  - We 's not / re not at home.
  - Where / How are your parents from?
  - Claudia don't / doesn't have a favorite sport.
  - Do / Are you have any sisters?
  - There's / There a big living room in this house.
  - There are / Are there any flowers in the room?
  - There aren't / isn't any windows in the bathroom.

10

- 2 Match the questions 1-10 with the answers a-j.

- How old are you? c
- Where's the dog? e
- What's your phone number? b
- Are they from Japan? h
- Do you have a big house? f
- Are there any chairs in the bedroom? a
- Where are you from? i
- Does Theo have a computer? d
- Is Amelia South African? j
- What's your last name? g

- Yes, there are two.
- It's 555-6437.
- I'm 12.
- Yes, he does.
- It's in the yard.
- No, we don't.
- It's Smith.
- Yes, they are.
- Brazil.
- No, she's American.

10

- 6 Circle the correct option: a, b or c.
- There ... any computers in the classroom.  
a isn't b are c aren't
  - Is this ... backpack?  
a Victor's b Victor's c Victor
  - ... any good video games?  
a You have b You has c Do you have
  - ... two bedrooms in this house.  
a They b Their c There are
  - What are your ... names?  
a moms and dads b mom and dad's  
c mom's and dad's

- What is ... nationality?  
a their b they're c they
- I ... a big family.  
a don't have b not have c have not
- What's your ... favorite game?  
a cousin b cousins' c cousins
- Does Ryan have ...?  
a cell phone b any cell phone  
c a cell phone
- Who is ... new friend?  
a you're b your c you

10

- 3 Correct the underlined words.

- Hi. My names Hana. name's
- Rob and Ben are brothers. Their my cousins.  
They're
- Do Jacob have a big family? Does
- Ava have long hair. has
- We're British. Your country is the UK.  
Our
- Mason has fair hair and he's eyes are blue.  
his
- My parent's names are Ana and Isaac.  
parents'
- Is there any pictures on the wall? Are
- Ac! What is Eric? B: He's my friend. Who
- Do you has a new bike? have

10

- 4 Complete the text. Write one word on each line.

- Hi! I 1 My name's Emma and I'm 11 years  
2 old. I'm American, and I 3 I 'm  
from Orlando. I 4 have three sisters.  
I 5 don't have any brothers. Our house  
6 has six bedrooms, but they 7 are  
small. My bedroom 8 is VERY small!  
There's a closet and 9 a bed. But there  
10 are lots of pictures on the walls!

10

- 5 Complete the questions and answers. Write one word on each line.

- A: 1 Does Brenda have dark hair?  
B: No, she 2 doesn't. She 3 has fair hair.  
A: How 4 old is your brother?  
B: He 5 's/is 15.  
A: 6 Are Sam's eyes brown?  
B: Yes, 7 they are. And 8 his/Sam's hairs  
dark.  
A: 9 Who is Mrs. Clark?  
B: She's my English teacher. 10 Her first  
name is Lucy.

10

### VOCABULARY

- 7 Circle the word that doesn't belong.

- pizza / bed / chocolate / ketchup
- kitchen / bathroom / bedroom / activity
- fair / dark / hotel / long
- short / green / blue / brown
- table / chair / dining room / closet
- restaurant / beans / school / house
- taxi / door / wall / window

- name / address / age / yard
- teacher / brother / mom / uncle
- French / Brazil / Japanese / Mexican

10

- 8 Complete the words in the form.

- Registration Form  
1 First name: Lisa  
2 Last name: Jones  
3 Age: 12 years old  
4 Nationality: American  
5 Address: 11 Main Street  
6 Phone number: 0238-44776  
7 Name of school: Malvern High School  
8 Grade: 6th  
9 Favorite food: hamburgers  
10 Favorite sport: soccer

10

- 9 Circle the correct option.

- Yuri is Russia / Russian
- I'm from South Africa / South African.
- Your pizza is on the wall / table
- We're from Paris, in France / French.
- My favorite uncle / aunt is my dad's sister.
- Do you have a school's / school uniform?
- We play soccer outside, in the kitchen / yard
- Nick is very tall / long.
- Sara has small / short hair.
- Mexican / Mexico food is my favorite!

10

### Print and Share

Go to Appendix F  
Welcome back!

- 10 Complete the house and furniture words in the sentences.

- There are three bedrooms in our house.
- They have big closets for our clothes.
- There's a show water in the bath room.
- There's a TV in the living room.
- There are four chairs and a big table in the dining room.
- There are two pictures on the wall in the kitchen.

10

- 11 Complete the sentences with the words below.

- door eyes fair grandma jeans long  
number old pizza uniform
- Bruno's favorite food is pizza.
  - Emika has short, fair hair.
  - Noah's eyes are green.
  - What's your phone number?
  - My jeans are in the closet.
  - My grandma is my favorite person!
  - The teacher's name is on the classroom door.
  - Mr. Jackson is 90. He's very old.
  - I have long, dark hair and brown eyes.
  - We don't have a school uniform.

10

- 12 Complete the sentences with one word.

- My aunt's children are my cousins.
- My dad's brother is my uncle.
- Soccer and basketball are sports.
- An American person is from the USA.
- My mom and dad are my parents.
- People can be short or tall.
- My dad's dad is my grandpa.
- Spanish people are from Spain.
- At home, the refrigerator is in the kitchen.
- People from Japan are Japanese.

10

### READING

- 13 Read the blog.

Home >> Blogs >> Russia  
 Hi! I'm Leo and I'm from Moscow, the capital of Russia. There are four people in my family. My parents are Adrian and Irina, and my brother is Igor. Igor is 9 and I'm 12. Our home is an apartment. There's a kitchen, a bathroom, a big room and a small room. The big room has four chairs, a table, a TV and a bed! That's because it's the living room, the dining room AND my parents' bedroom. The small room is for my brother and me. In our room, there are two beds and a closet. The closet is for our clothes and books. And our favorite pictures are on the walls. There's one more place in my home - the balcony! The balcony is the place for our bikes and for my mom's plants. In Russian, the word for 'home' is *dohm*. My *dohm* is small, but it's cool!

- Write T (true) or F (false) next to the statements.

- Adrian is Leo's brother. F
- Igor's mom is Irina. T
- There's a TV in Leo's home. T
- The big room is Leo and Igor's bedroom. F
- Leo has a bike. T
- Dohm* means 'small' in Russian. F

6

- 14 Answer the questions.

- What is Leo's nationality?  
He's Russian.
- Who is Leo's mom?  
Irina.
- How many children are there in Leo's family?  
There are two children.
- How many bathrooms are there in his apartment?  
There's one bathroom.
- What's in Leo's closet?  
(Leo and Igor's) clothes and books.
- Who has plants?  
Leo's mom/Irina.

6

- 15 Match (1-6) with (a-f).

- Leo is d.
  - There are four people b.
  - The table is f.
  - The small room is a.
  - The brothers' room has c.
  - The bikes are a.
- on the balcony.
  - in Leo's family.
  - two beds and a closet.
  - from Moscow.
  - for the brothers.
  - in the big room.

6

- 16 Complete the sentences with one word.

- Moscow is the capital of Russia.
- Leo's brother is 9/nine years old.
- The family home is an apartment.
- The chairs are in the big room.
- Leo's bedroom has pictures on the walls.
- The plants are on the balcony.

6

This lesson aims to check the students' speaking and writing skills at the beginning of the new semester.

Below you can find the recommended topics for speaking and writing according to the topics covered in Units 1-4.

- Speaking topics:**
- 1. My favourite ... (e.g., place, thing, activity, movie)
  - 2. I love English because...
  - 3. Countries and nationalities
  - 4. My family

- Writing topics:**
- 1. Who is your favourite ... (e.g., teacher, writer, singer, actor, sportsman)?
  - 2. What skill would you like to learn?
  - 3. My house is... (describe the place you live in)
  - 4. Who am I? (describe yourself in 10 years)

1

WHO AM I?

UNIT GOALS

- Talk about your favorite things.
- Read a digital poster.
- Listen to a dialogue.
- Learn about students around the world.
- Talk about your personal information.



THINK!

Look at the image and write words in English.

VIDEO

- 1 Say three things in the video that are important to us.
- 2 What sports are in the video?

2

ENGLISH EVERYWHERE!

UNIT GOALS

- Talk about countries, nationalities, and languages.
- Read a forum.
- Listen to a radio show.
- Learn about English around the world.
- Write a post on an online forum.



THINK!

- 1 Where is English around you?
- 2 Why is it important to learn English?

VIDEO


- 1 Say two reasons why people need English to communicate.
- 2 Which countries do you see in the video?

3

WHERE'S HOME?

UNIT GOALS

- Talk about different parts of a house and furniture.
- Read about a house.
- Listen to a video chat.
- Learn about houses around the world.
- Talk about your house and furniture.



THINK!

- 1 Imagine you live in this house. What are your favorite things about it?
- 2 Why is home important?

VIDEO

- 1 Say what types of homes are in these places: towns and cities, the countryside, on water.
- 2 What three things does the video say are important in a home?

4

FAMILY MATTERS

UNIT GOALS

- Talk about people in families.
- Read about different families.
- Listen to two people talking about photos.
- Learn about a family from Brazil.
- Write a description of a family photo.



THINK!

- 1 What is family?
- 2 Why is family important?

VIDEO

- 1 What are two ways that people in families can be different?
- 2 Say three reasons why family time is a happy time.

Warmer 5 min

Write *Daily routine* on the board. Ask: *What's a daily routine?* Elicit that it is the things people do every day. Say that you are going to mime some daily routine activities. Mime activities as you say their corresponding sentences, for example: *I wake up. I take a shower. I have breakfast.* Have students follow your actions and repeat your sentences.

THINK!

- 1 Put students into groups to discuss this and question 2. Have them look at the image and ask: *Where's the girl from? How old is she?* Ask them to imagine the girl's routine and compare it to theirs. Ask: *How is her daily routine the same/different?*  
*Open answers*
- 2 After students discuss this question, write a list of their ideas on the board.  
*Open answers*

5.1 It's Breakfast Time

**Summary**  
The video is about breakfast in different countries around the world.

**In Class**  
Tell students they're going to watch a video about breakfast in different countries. Tell them what you have for breakfast and invite them to talk about what they have for breakfast.


**Exercise 1**  
Ask students to watch the video to answer the questions. They can read the questions below before watching the video.

- 1 Name the countries in the video. Check the answer by listing the countries on the board.  
*China, Israel, Ukraine, England, Colombia, and Venezuela.*
- 2 Are daily routines similar around the world? Check the answer with the class. Ask students for an example of how routines are similar (lots of people start the day with breakfast in their kitchen or dining room).  
*Yes.*

# 5 A DAY IN THE LIFE

**UNIT GOALS**

- Talk about your daily routine.
- Read a page from a student's blog.
- Listen to a podcast.
- Learn about life in a circus.
- Talk about your free time.



**THINK!**

- 1 What's important in the girl's daily routine?
- 2 What's important in your daily routine?

**VIDEO**

Name the countries in the video. Are daily routines similar around the world?

55

**Exercise 2**

Keep the list of countries from Exercise 1 on the board and number them 1–5. Next to them, write a list of dishes in random order a–e.

1 China	a shakshuka (eggs and tomatoes)
2 Israel	b arepas (corn or plantain)
3 Ukraine	c bacon, eggs, sausages, beans, mushrooms, and toast
4 England	d congee (rice with vegetables or fish)
5 Colombia and Venezuela	e pancakes

Play the video again. Students watch and match the countries with the dishes. To check answers, invite individual students to match the items on the board.

Resources

- Teacher's worksheets Unit 5
- Workbook pages 26–31

Unit Aims

Cambridge Life Competencies Framework

I can ...

- use simple techniques to start, maintain, and close conversations of various lengths to talk about my daily routine. **(Communication)**
- identify evidence in texts about different people's daily routine. **(Critical Thinking)**
- understand essential grammatical terms and concepts: the simple present with *I, you, we, they*. **(Learning to Learn)**
- use appropriate strategies to develop a conversation when talking about free-time activities. **(Communication)**
- act parts in role-plays about free-time activities. **(Creative Thinking)**

5.01 Audioscript pT119

Introduction of target vocabulary

do my homework	/du: maɪ'həʊm·wɜ:k/
get up	/get·'ʌp/
go home	/'gəʊ 'həʊm/
go to bed	/'gəʊ,tu: 'bed/
go to school	/'gəʊ,tu: 'sku:l/
have breakfast	/'hæv 'brek·fəst/
have dinner	/'hæv 'dɪn·ə/
play volleyball	/'pleɪ 'vɑ:·li·bɑ:l/
take a shower	/'teɪk ə 'ʃaʊ.ə/
take the bus	/'teɪk ðə bʌs/

1 5.01 Have students read the expressions and look at the pictures. After students listen and check their answers, invite volunteers to read out a caption at a time. Finally, point to each picture and caption as you ask: *Is this in the morning/afternoon/at night?*




VOCABULARY IN CONTEXT

1 5.01 Complete Ivory's video captions<sup>1</sup> with the expressions below. Then listen and check your answers.

- |                  |                  |               |                   |
|------------------|------------------|---------------|-------------------|
| • do my homework | • get up         | • go home     | • go to bed       |
| • go to school   | • have breakfast | • have dinner | • play volleyball |
| • take a shower  | • take the bus   |               |                   |


My Daily Routine!


1   
On school days, I get up at 6:00.

2   
At 6:30, I have breakfast with my family.

3   
At 7:00, I go to school with my brother. We take the bus.

4   
I play volleyball on Mondays and Wednesdays. These are my favorite days!

5   
I go home at 4:00 and I do my homework.

6   
Then I take a shower.

7   
I have dinner with my brother and my mom.

8   
Finally, I go to bed.

<sup>1</sup> A short text for a picture in a book or film

5.02 Audioscript pT119

2 Draw the chart on the board. Point to the icons and draw students' attention again to the difference between *afternoon*, *evening*, and *night*. Explain that evening is around sunset, which can be from 5 p.m. to 9 p.m. depending on the time of the year. Check answers with the class.

3 This is a *learn to learn* activity, which offers students techniques for retaining vocabulary. In this case, students categorize the expressions according to the verb they are used with (*take*, *have*, or *go*). Learning these verb+noun phrases will help students communicate more effectively (in this case, to describe a daily routine). Encourage students to add other nouns that go with each verb when they learn them.

USE IT!







4 5.02 Go through the sentences with students. As they complete the *Me* column, monitor to help as necessary. Play Track 5.02 while students listen and finish. Invite some students to report their answers.

Put students into pairs to complete the *My Partner* column. Then have them compare their sentences and say what's the same and what's different in their daily routine. Encourage students to correct the sentences that aren't true for them. They can say, e.g.: *I don't get up at six on Mondays. I get up at seven. What about you?*

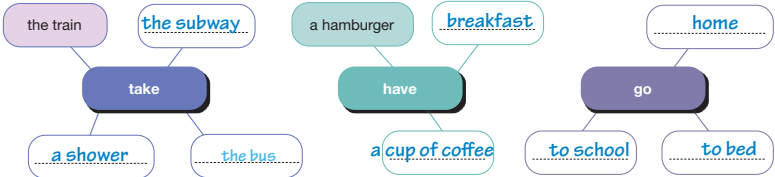
Draw attention to the example and say what your favorite time of day is. Students continue to work in their pairs to discuss the question. When they finish, ask the class: *What's your favorite time of day? Is it the morning? Raise your hands!* Repeat with the other times of day, having students raise their hands in turn. Find out the most popular time of day in the class. Invite different students to say why they like it.(Optional)

2 Complete the chart with the expressions in Exercise 1.

 In the morning	 In the afternoon	 In the evening	 At night
get up have breakfast go to school take the bus	play volleyball go home do my homework	take a shower have dinner	go to bed

3 Complete the chart with the expressions.

- a pizza
- a shower
- breakfast
- home
- the bus
- the subway
- to bed
- to school



USE IT!

4 5.02 Listen and read. Check (✓) the sentences that are true for you.

Open answers

Me	My Partner
I do homework in the afternoon.	
I get up at 6:00 on Mondays.	
I have dinner with my family.	
I have lunch at 1:00.	
I take a shower in the morning.	
I take the bus to school.	

Work in pairs. Tell your partner your true sentences. Check (✓) the sentences your partner says.

What's your favorite time of day? Why?

My favorite time of day is morning.



Reflect and introduce homework

Together with students reflect what has been taught today and introduce homework.

Homework

Workbook page 27, Exercises 1 and 2

Exercise 3

Ask students to write about their favorite breakfast. They can answer these questions: What's the name of your breakfast? What food does it have? What's special about it? Tell them to bring their ideas to the next class to share.

5 min  
Presentation of Homework

Ask students to present their ideas to the class.

5.03 Audioscript pT119

- 1 Focus students' attention on the text titles, images, and design.
- 4 minAsk them if they'd like to visit Singapore. Then help them answer questions 1–3. Ask: *What places can you see? What's the girl's name? (Wei Jie) What does she have? (a camera)* Check answers with the class.
- 2 5.03 Go through the list and have students predict the order of the activities. Elicit if they happen in the morning, afternoon, evening, or at night. When you check answers, you can pause the audio after each activity is mentioned.
- 3 Have students complete the exercise individually. Then check answers with the class. Encourage students to read out the part of the text that justifies each answer and to correct the false statements.
- 4 Have students continue to work individually. Then invite different students to share their answers. Ask them how many of the statements are the same for them and Wei Jie.

THINK! OPTIONAL

Elicit some reasons why it is good to study a lot or not. Write *Good* and *Not good* on the board and ask: *Is it good to study a lot? Why?* (You learn a lot. You get good grades.) Then ask: *Why not?* (There isn't any time for your hobbies.) Write the reasons on the board under the correct headings. Then have students discuss the question in small groups. Elicit further ideas from the class and write them on the board under *Good* or *Not good*. Finally, have a class vote on whether it is good to study a lot like Wei Jie. (Optional)

Open answers

READING





www.fresheyefromsingapore.net

Fresh EyesFROM SINGAPORE

HOMEABOUTPICTURESCHOOL

Hi! My name is Wei Jie, and I'm 14.

I'm a student from Singapore. My passion is photography. I get up at 5:30 and I have breakfast. Then I take the MRT train to school with my friend Teo. Lessons start at 8:10, but before class, we work on math exercises. We finish school at 2:15. I don't play sports. When I go home, I have lunch but I don't rest. I do my homework and study until 8:00. Then I take a shower and have dinner with my parents. They ask a lot of questions! I chat online with friends. Then I study more. I like to watch TV series, but I don't have time for that. 😞 I go to bed at 10:00. On Sundays, I don't study! I take photos in the city and post them on my blog. I hope you like my photos!



Sri Mariamman TempleSingapore Mass Rapid Transport (MRT)Shopping Mall

1 Look at the titles, images and design. Then answer the questions.

- 1 What type of text is this?  
☒ an "about me" page on a blog      ☐ a student's school file
- 2 Who is the author? Wei Jie
- 3 What is her hobby? photography

2 5.03 Read and listen to the text and put the activities in chronological order.

- 1 We work on math exercises.
- 3 I go home.
- 5 I do homework and study.
- 7 I chat online.
- 4 I have lunch.
- 6 I take a shower.
- 8 I go to bed.
- 2 We finish school.

3 Decide if the sentences are T (true) or F (false) for Wei Jie.

My Daily Routine	Wei Jie	Me
1 I study a lot!	T	
2 I go to school with a friend.	T	
3 I watch TV in the evening.	F	
4 I don't do math in the morning.	F	
5 I don't play sports on weekdays.	T	
6 I don't have dinner with my parents.	F	

4 What about you? Decide if the sentences are T (true) or F (false) for you. Open answers

THINK!

School and homework are a big part of Wei Jie's day. Is it good to study a lot like Wei Jie? Why? / Why not?

Unit 5
A Day in the Life

Language in Context
Lesson Aim: I can understand how to use the simple present (I, you, we, they: affirmative and negative).

1 If necessary, students look at the sentences in the blog on page 58 to help them complete the chart. When they finish, elicit more sentences about their own routine. Write a few examples on the board. Circle the verbs in the affirmative sentences, and don't + the verbs in the negative sentences. Draw attention to the use of don't to form the negative.

LOOK!
Draw attention to the time expressions in the Look! box. Explain that we use at with the time, and on with days of the week and the words weekdays and the weekend. Tell students to copy the phrases in their notebooks in a way they are likely to remember the rule. They could categorize them in a table or make a word web. Encourage students to add one more example to at and on.

2 Students can use the grammar chart in Exercise 1 for help. Tell them to look at the verb in parenthesis and to the + (plus) or - (minus) symbol at the end of each sentence. To check answers, invite individual students to read out a sentence each.
3 Read out the example and ask students: Is this true for you? If the sentence isn't true for some students, elicit that they can make it true by writing don't before get up. Ensure students understand they can use the verbs in the affirmative or in the negative, by adding don't. Check answers with the class.

Grammar Game
In pairs, students play a True/False game. Each student writes three sentences about their daily routine in their notebooks. Two sentences must be true and one must be false. Encourage students to use the simple present in the affirmative and the negative. Then partners take turns reading their sentences to each other and guessing the false one. Finally, students can correct their false sentences. (Optional)

LANGUAGE IN CONTEXT

1 Look at the examples in the chart. Complete the sentences from Wei Jie's blog.

Table with 2 columns: Affirmative (+), Negative (-). Rows include: I get up at 5:30. / On Sundays, I don't study!; I go to bed at 10:00. / I don't play sports.; You do your homework. / You don't do your homework.; They ask a lot of questions! / They don't ask a lot of questions.; We finish school at 2:15. / We don't finish school at 4:00.

LOOK!
at 8:00 p.m.
10:15 a.m.
on Monday
Tuesday
the weekend / weekdays

- 2 Use the affirmative(+) or negative (-) forms of the verbs in parentheses.
1 We don't take (take) the bus to school. We walk. (-)
2 I have (have) lunch at school, then I go home. (+)
3 We take (take) a shower in the morning. (+)
4 They don't play (play) sports on weekdays. (-)
5 You don't watch (watch) TV in the evenings. (-)

- 3 Make true sentences about your routine. Use the affirmative (+) or negative (-) forms of the verbs.
Open answers
• take • chat • take • get up • have • get up
1 I get up at 5:30 on weekdays.
2 I at 5:30 on Sundays.
3 I the bus to school on Saturdays.
4 I a shower in the evening.
5 My parents dinner with me in the evening.
6 My friends and I online on weekends.

Reflect and introduce homework
Together with students reflect what has been taught today and introduce homework.

Homework
Workbook page 26; page 29; page 30

# Unit 5

## A Day in the Life

### Lesson 3

#### Listening and Vocabulary

**Lesson Aim:** I can understand a podcast about free-time activities. I can talk about free-time activities.

#### Warmer 10 min

Write this chart on the board:

	weekdays	weekend
1 get up		
2 go to school		
3 do homework		
4 watch TV		
5 go to bed		

Review *weekday* and *weekend*, if necessary. Have students copy the chart in their notebooks and write the times when they do activities 1–5. Then put students into groups to compare their times. Give an example. Say: *I get up at (seven) on weekdays, but I get up at (ten) on the weekend.* Invite volunteers to share their sentences about how their weekdays and weekends are different.

#### 5.04–5.06 Audioscripts pT120

#### Introduction of target vocabulary 2 min

go to restaurants	/ˈɡoʊ.tuːˈres.tə.rɑːnts/
hang out with friends	/ˈhæŋ aʊt wɪð frendz/
listen to music	/ˈlɪs.ən ˈtuːˈmjuːzɪk/
play soccer	/ˈpleɪ ˈsɑː.kə/
play video games	/ˈpleɪ ˈvɪd.i.əʊˌgeɪmz/
watch movies	/ˈwɑːtʃ ˈmuː.vɪz/

**1** 5 min Point to the image and ask: *What can you see?* Then elicit or explain what a podcast is. Say: *A podcast is an audio show about a topic, like free time, sports, or food. You can listen to podcasts on your phone. Do you have a favorite podcast? What is it about?* Point to the picture and say: *This is Ramiro.* Then read through the questions with the class and have students put a check mark next to the answers they think are correct.

**2** 2 min **5.04** Play the audio all the way through to check students' predictions from Exercise 1.

#### LISTENING AND VOCABULARY

**1** Look at the image and check (✓) the correct answers.

- What does it represent?
  - ☒ an interview with a boy named Ramiro
  - ☐ a song by Ramiro Bolaños
- What's the topic of the podcast with Ramiro?
  - ☐ study life
  - ☒ weekend activities

**2** 5.04 Listen to the podcast and check your answers.

**3** 5.05 Listen to the first part of the podcast again and choose the correct options.

- Ramiro is 12 13 years old.
- He is from Guatemala the USA.
- Ramiro lives in Jalapa Boston.
- Ramiro's weekends are fun boring.

**4** 5.06 Listen to the rest of the podcast and check (✓) Ramiro's free-time activities.



☐ play video games



☐ watch movies



☒ play soccer



☒ listen to music



☒ hang out with friends



☐ go to restaurants

60

WORKBOOK p.26 and p.27

**3** 4 min **5.05** Read through the sentences with the class and see if they can remember any of the information. Tell students to focus on the type of information they need to listen for, such as age, names of countries and cities, and adjectives. Check answers with the class.

**4** 5 min **5.06** Have students look at the pictures. Read out the names of the activities and have students repeat the words. Then ask: *Which are your favorite free-time activities?* Play the audio for students to listen and do the exercise. Check answers.

15 min **Print and Share**  
Go to Appendix G

#### Reflect and introduce homework 2 min

Together with students reflect what has been taught today and introduce homework.

#### Homework

Workbook page 26; page 27, Exercises 3 and 4

**1** Play Track 5.04 again to help students complete the chart. After checking answers, ask personalized questions, for example: *Do you play volleyball on Sundays? What do you do on weekends?* Draw attention to the use of *do* in the questions and short answers.

**2** Do number 1 with the class. Ask students to call out each word in order and write the question on the board. Then have them do the exercise individually. To check answers, invite volunteers to write each question on the board and have the class check. Ensure students use the correct punctuation. Then invite pairs of students to read out a question and answer each.

Common mistake: In *Wh-* questions, students may forget to use the auxiliary *do*.  
*What you do on weekends?*  
*What do you do on weekends?*

**USE IT!**

**3** Go through the incomplete questions with the class and elicit possible missing words. Point to number 1 and ask: *What word is missing?* Then ask a question using any elicited verbs, e.g.: *What do you do on weekday evenings?* and give your own answer, e.g.: *I watch TV.* Students complete the questions individually. They can look at the grammar chart in Exercise 1 for help. Then encourage them to write full answers. Monitor and help as necessary.

**4** Put students into pairs to ask and answer the questions. Monitor and help as necessary, making notes of good language and common mistakes to draw attention to later. Finally, you could invite one or two pairs to role play their conversations to the class.

**Extension**

Ask students to use their questions from the Grammar Game below to write a short, imaginary interview with a famous person. Tell them to bring their interviews to the next class to share their ideas.



**LANGUAGE IN CONTEXT**

**1** Complete the chart with the words below.

• do • do • do • don't • don't • play • what

Simple Present (I, you, we, they)	
Yes/No Questions	Short Answers
Do you ..... <u>play</u> ..... soccer on Sundays?	Yes, I <u>do</u> .
Do we <u>play</u> sports?	No, we ..... <u>don't</u> .....
..... <u>Do</u> ..... they <u>watch</u> TV on weekends?	Yes, they <u>do</u> .
..... <u>Do</u> ..... they <u>take</u> the subway to school?	No, they ..... <u>don't</u> .....
Wh- Questions	Answers
What ..... <u>do</u> ..... you <u>do</u> on weekends?	I <u>play</u> volleyball and <u>hang out</u> with friends.
What ..... <u>What</u> ..... time <u>do</u> you <u>get up</u> ?	I <u>get up</u> at 9:00 on weekends.
Where <u>do</u> they <u>have</u> lunch?	They <u>have</u> lunch at home.

**2** Read the answers. Then put the words in the correct order to make questions.

1 our / homework / lunch / we / Do / do / after / ?  
Do you do your homework after lunch?  
Yes, We do. We study for an hour.

2 shower / Do / a / take / in / you / morning / the / ?  
Do you take a shower in the morning?  
No, I don't. I take a shower in the evening.

3 lunch / for / What / have / you / do / ?  
What do you have for lunch?  
I have pizza.

4 do / Where / they / go / Sundays / on / ?  
Where do they go on Sundays?  
They go to their grandparents' house.



**USE IT!**

**3** Complete the questions and answer with information about you. *Open answers*

- 1 What do you ..... on weekday evenings? I .....
- 2 Do you ..... in the morning? .....
- 3 Where ..... on weekends? I .....

**4** Work in pairs. Ask and answer the questions. *Open answers*



WORKBOOK p.26, p. 28 and p.31

**Grammar Game**

Have students play *Do you know me?* Write these prompts on the board:

*Do you play ... ?*  
*Do you watch ... ?*  
*Do you go ... ?*  
*What do you ... ?*  
*Where ... ?*

Tell students to complete the questions in any way they wish, for example: *Do you play soccer on Tuesdays?* Then put students into pairs. Tell them to guess their partner's answers to their questions and write their guesses as *Yes* or *No* next to each one. Finally, have pairs ask and answer each other their questions to check their guesses and find out how well they know each other. (Optional)

**Reflect and introduce homework**

Together with students reflect what has been taught today and introduce homework.

**Homework**

Workbook page 26; page 28; page 31

### 5.2 Mya's Day

The video on page 63 and accompanying exercises below can be used as a lead-in to the topic of the Around the World text, or after the reading activities to complete the unit.

#### Summary

The video is about the daily routine of Mya, a 14-year-old girl from Thailand.

#### In Class

Tell students they're going to watch a video about the daily routine of a girl from Thailand. Ask them: *What do you know about Thailand? Where is it? (in Southeast Asia) What language do they speak? (Thai)* Then say: *Imagine you go to school in Thailand. What time do you get up? What time do you go home? Do you have lunch at school or at home?* Encourage students to use their imagination and elicit different answers.

#### Exercise 1

Ask students to watch the video to answer the questions. They can read the questions below before watching the video.

- 1 *Hi! I'm Mya. What time do I go to school? Check the answer with the class.*  
*At 8:00.*


- 2 *What do I do in the evening? Check the answer with the class.*  
*You sit outside with your brother and your mom.*

#### Exercise 2

Write these true/false sentences on the board:  
Hi! I'm Mya.

- 1 I go to school by bus. **T**
- 2 My brother, sisters, and I go to the same school. **F**
- 3 I help my mom make dinner. **T**
- 4 My family and I have dinner outside. **F**

Play the video again. Students watch and write **T** (true) or **F** (false) for each sentence. Check answers with the class. Ask them to correct the false sentences.



# AROUND THE WORLD

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GLOBAL YOUTH

NEWS SPORTS THE ARTS MAKE A DIFFERENCE PROFILES COMMENTS

## Circus Life!

by maxpadu | 9:50, July 10

Hi! I'm Anna, and I'm 14. I'm always in the air and on the road!


I'm from Prague, the capital of the Czech Republic. I live in a trailer with my little brother Jan and our parents. Our trailer is part of a big circus caravan. We travel around Europe, and home is where the heart is! I don't go to a regular school. My brother and I take classes with my parents in the morning. I have an online tutor, too. I also have a place in the trailer to study and keep my things.

In the afternoon, I hang out with my friends in the circus and I practice my skills. I don't have friends outside the caravan, but it's OK. I meet new people in every town we stop in.

I do juggling and aerial acrobatics. I practice seven days a week for four hours, but I don't mind because I love acrobatics.


In the evening, we do our show. Mom, Dad, Jan, and I do a family act together. I like my life because we're free, and we do what we love.

ONLINE COMMENTS




**Bunnie the bear**  
Do you have animals in your circus? I hope not! It's cruel.

reply share



**Edward**  
Hello. You don't go to school? That's so cool!!

reply share



**preet preet**  
Circuses are creepy 😬. I don't know if it's the clowns, or the music ... I never go.

reply share

Your Comment:

POST

#### Print and Share

 Go to Appendix H

#### Reflect and introduce homework

Together with students reflect what has been taught today and introduce homework.


#### Homework


Ask students to find out three more facts about Thailand. Give them ideas, e.g.: What's a popular free-time activity? What's a famous dish? What's the capital city? Students can share their findings in the next class.



 **Presentation of Homework**


Ask students to present their findings to the class.


 **5.07 Audioscript pT120**

 **1** Have students look at the text on page 62. Have them find and point to different elements in it. Ask questions such as: *Where's the title? Can you find the readers' comments? How many comments/images are there?* Then go through the list of elements with students and have them check the ones they see.

 **2** Read the three options with students. When they have checked the correct option, ask them: *Do you read online articles? What are they about? Are there (comments/images)?*

 **3**  **5.07** Read the question aloud. Elicit that students have to find the name of a city and country in the text. Check the answer with the class.

 **4** Although what Anna says is at the beginning of the article, students may need to read the whole text again to understand what she means. Tell students to look at the images again. Ask: *Are acrobats in the air a lot? (Yes) How do Anna and her family travel from country to country? (in a trailer)*

 **5** Read pairs of sentences in 1–3 with the class. Then look at number 1 together. Ask: *Do Anna and her friends spend time together? (Yes) When?* Have a student read out the relevant sentence in the text: *In the afternoon, I hang out with my friends (...)*. Point out that by reading the sentence in the text, we can think and decide which of the two options is true/correct in number 1. When checking the other answers, have students point to the evidence in the text. Finally, ask students: *Do you want to work in a circus? Why / Why not?* Encourage different answers.

 **THINK!** 

**1** Read the online comments on page 62 with the class. Elicit the meaning of *creepy*: you can pull a face to show you find something

**1** Look at the text. Check (✓) all the elements that you see

- ☒ a logo
- ☒ a title
- ☒ comments
- ☒ date
- ☐ headings for different parts of the text
- ☒ images

**2** A text with these elements is probably ...

- ☐ an online article.
- ☒ an online forum.
- ☐ an opinion article in a book.

**3**  **5.07** Where is Anna from? Read and listen to the text. Check your answers *She's from Prague, in the Czech Republic.*

**4** Anna says, "I'm always in the air and on the road." Why?

- ☐ Anna and her family fly to different places to do their show.
- ☒ Anna is part of a circus family and she and her family travel a lot.

**5** What is it possible to say, based on the text? Check (✓) the correct answers.

**1 Friends**

- ☒ Anna and her friends spend time together.
- ☐ Anna is not happy because all her friends are from the circus.

**2 Education**

- ☒ Anna's parents are responsible for her education.
- ☐ People in the circus don't study regularly.

**3 Work**

- ☐ Anna and her family don't work on weekends.
- ☒ Anna and her family work together in the circus.

 **THINK!**

**1** Read the online comments. Write your opinion about the article in the space below "Your Comment".

**2** In your opinion, what's the meaning of this sentence from the article: "Home is where the heart is"?

.....

.....

.....



UNIT 5

 **VIDEO**

- 1** I'm Mya. What time do I go to school?
- 2** What do I do in the evening?

63

strange or unusual. Ask: *What things are creepy?* Then ask students what they think of the comments. Ask: *Do you think the same? Are your ideas different? Which circuses do you know? Do you like circuses?* Elicit ideas and write them on the board. Then have students write their own comment.

*Open answers*

**2** Read the sentence with students. Clarify the meaning of *heart*: draw a heart on the board. Have students discuss ideas in groups before writing their own opinions. They can refer back to the text to see the sentence in context. Invite students to read out their ideas. Tell them that the sentence is a proverb that means: *Home is not always in one place. Home is where family is.*

 **Reflect and introduce homework**

Together with students reflect what has been taught today and introduce homework.

 **Homework**

Learn more! Check ( ) True or False.

The famous Cirque du Soleil use animals in their shows.

- ☐ True
- ☐ False

Ask students to find out why the Cirque de Soleil doesn't use animals in the next class. Encourage them to also look at some of the circus's shows online and share their opinions about them in the next class.

# Unit 5

## A Day in the Life

### Lesson 7


#### Speaking

Lesson Aim: I can talk about my free-time activities and show surprise.



#### Presentation of Homework

Ask students to present their opinions to the class.



#### 5.08–5.10 Audioscripts pT120

- 1  **5.08** Point to the title and images and ask: *What's a class survey?* (It's is when you ask people questions about a topic). Students read and listen to the dialogue. Then ask: *What's the survey about?* (free-time activities) Finally, discuss museums with the class. Ask: *Do you like museums? Why / Why not? Which museums do you know/like?*

#### Living English

- 2  Check understanding of the three expressions. Ask students to find them in the dialogue in Exercise 1 and see how the speakers use them. Play Track 5.08 again if necessary, so that students can identify how the speakers show surprise (*Really?*) and say yes (*Sure!*) and no (*No way!*) through intonation.
- 3  **5.09** Play the audio, pausing after each expression for the class to repeat. Then ask individual students to say the expressions. Encourage them to exaggerate the intonation for showing surprise and saying yes or no.

#### Pronunciation

- 4  **5.10** Look back at the dialogue in Exercise 1 and ask students to highlight the two questions from the example (note that the question in the green speech bubble differs slightly from the one in the dialogue). Play the audio. Encourage students to repeat the questions quickly and naturally without looking at their books.
- 5  **5.08** Have the class read the dialogue along with the audio. Then play the audio again, pausing after each speaker for the class to repeat what they say. Finally, have students practice the dialogue in pairs.

#### SPEAKING

##### A CLASS SURVEY



- 1  **5.08** Read and listen to Amelia and Noah.

Amelia Hi, Noah! What do you do on **Saturday** **afternoons**?  
Noah I **play basketball** with my friends.  
Amelia Do you go out with your **family**?  
Noah Yes, I do. We go to **the park** or a **museum**.

Amelia Really?!? Do you like **museums**?  
Noah Sure! How about you?  
Amelia **No way!**

#### LIVING ENGLISH

- Sure! • Really? • No way!

- 2 Which expressions do they use to ...

1 show surprise? **Really?**  
2 say yes? **Sure!**  
3 say no? **No way!**

- 3  **5.09** Listen and repeat the expressions.

#### PRONUNCIATION

 Linking sounds: do you /dʒə/

- 4  **5.10** Listen and repeat.

Do you go out with your family?


And what do you do on Saturday afternoons?

- 5  **5.08** Listen to the dialogue again. Then practice with a partner.

- 6 Tell people about your free time activities. Follow the steps.

1 Change the words in **blue** to write a new dialogue in your notebook.  
2 Practice your dialogue with a partner.  
3 Present your dialogue to the class.

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- 6  Read through the steps with students and check understanding. Tell them to use the vocabulary for free-time activities and times of day from the unit. Try to find time in class for pairs to present their dialogues. If this is not possible, monitor pairs as they practice and provide feedback on intonation and linking sounds.

#### Reflect


Together with students reflect what has been taught today.

Warmer 

Invite students to say a couple of sentences to describe your school. Encourage sentences reviewing language from previous units, for example: *Our school is big/small. There are (ten) classrooms. There's is a yard. We have (eight) teachers. We don't have (lunch) at school.* Write ideas on the board.


THINK! 


Have students look at the image and describe what they see. Ask them where they think the school is and how many students go to it. Then put students into groups to discuss the question.


 Tell students why you think education is important. Say, e.g.: *I think education is important because (we can learn new things).* Write *I think education is important because ...* on the board and elicit ideas for ending the sentence. *Open answers*


 Schools Around the World

**Summary**  
The video is about different types of schools around the world.

**In Class**   
Tell students they're going to watch a video about different types of schools around the world.

**Exercise 1**   
Ask students to watch the video to answer the questions. They can read the questions below before watching the video.

1 Which two things in the video do all students do at school? Check the answer with the class.  
 *They study lots of different subjects and see their friends.*

2 List five types of places from the video where students study. Check the answer with the class. The video mentions six types of places:  
 *home, the mountains, outside, a cave, a roof, (under) water*

6

SCHOOL TIME



UNIT GOALS

- Talk about school.
- Read school notices.
- Listen to a school radio program.
- Learn about the planets in the solar system.
- Write a class presentation.

THINK!


Why is education important?

VIDEO

1 Which two things in the video do all students do at school?

2 List five types of places from the video where students study.

65

**Exercise 2**   
Write these gapped sentences on the board. You can provide the missing words in a box:

- 1 The School of Air is in *Australia*.
- 2 In *India*, some students study on the top of the world!
- 3 Some students study outside in *Kenya* and *Bangladesh*.

Play the video again. Students watch and complete the sentences with the names of the countries. Check answers with the class.

Resources

- Teacher's worksheets Unit 6
- Workbook pages 32–37
- Puzzles and Games page 106

Unit Aims

 Cambridge Life Competencies Framework

I can ...

- discuss what makes me feel different emotions when talking about school subjects. **(Emotional Development)**
- understand essential grammatical terms and concepts: the simple present with *he, she, it*. **(Learning to Learn)**
- identify evidence in a newspaper interview about the planet Jupiter. **(Critical Thinking)**
- participate in "what if" challenges when

- planning a presentation about my ideal school. **(Creative Thinking)**
- evaluate contributions from my partner with appropriate sensitivity when checking their presentation about their ideal school. **(Collaboration)**

6.01–6.03 Audioscripts  
pT120

Introduction of target  
vocabulary

art	/ɑ:rt/
computer science	/kəmˌpjʊːtəˈsaɪəns/
English	/'ɪŋˌɡlɪʃ/
geography	/dʒi'ɑ:grəˌfi/
history	/'hɪsˌtɔ:ri/
math	/mæθ/
music	/'mju:zɪk/
PE	/ˌpi:'i:/
science	/'saɪəns/
Spanish	/'spænɪʃ/

1 6.01 Ask students to look at the schedule. Ask if the school subjects in it are the same as the ones they have. When you check answers, ask the class: *What's Olivia's favorite day? (Wednesday). Is your favorite subject math? Raise your hands!*

2 6.01 Ask: *Which days are on the schedule? What parts of the day are there? (morning, lunch, and afternoon)* read the subjects aloud to students so they familiarize themselves with pronunciation, and clarify any icons. Then play Track 6.01 again and check answers with the class.

3 6.03 Play the example on the audio to check understanding. Point to the schedule in Exercise 2 for students to find the day. Then play the rest of the audio and check answers with the class.



VOCABULARY IN CONTEXT

1 6.01 Look at Olivia's schedule and listen. What's Olivia's favorite subject?

math

2 6.01 Listen again and complete the schedule with the words below.

• history • math • music • PE • science • Spanish

SCHOOL SUBJECTS				
		Monday	Tuesday	Wednesday
Morning	8:10–9:15	PE	art	math
	9:20–10:25	PE	art	math
	10:25–10:40	BREAK		
	10:40–11:45	science	English	music
	11:45–12:30	LUNCH		
Afternoon	12:30–1:35	geography	English	science
	1:40–2:45	geography	history	computer science
	2:45–3:30	Spanish	history	computer science
	3:45–4:55	SPORTS CLUB	SCIENCE CLUB	ART CLUB


3 6.03 Listen to the sounds. What's the subject? What day is it?

- math Wednesday
- music Wednesday
- English Tuesday
- Spanish Monday
- PE Monday

- 5

4 min
- Point to the faces in the box and give your own examples. Say, e.g.: *I like English. I love art! I don't like math. I hate science!* Give a thumbs up or thumbs down sign to reinforce comprehension. Then have students complete the *Me* column in the chart.
- 6

5 min
- Elicit the subjects represented in the images. Then point to the example sentence and the emojis in number 1 to ensure understanding. Do number 2 with the class, if necessary. Point to the emojis and encourage students to complete the sentence. Have students complete the other sentences in pairs. Check answers with the class.

**USE IT!**


OPTIONAL

7 Model the examples with two confident students. Then put students into pairs to talk about each subject in the chart in Exercise 5. Remind them to draw faces in the *My Partner* column according to their partner's answers. Then tell partners to compare their answers. Finally, invite pairs to share any answers they have in common with the class. They can say, e.g.: *We love (PE). We don't like (art).* (Optional)

2 min

**Reflect and introduce homework**

Together with students reflect what has been taught today and introduce homework.

**Homework**

**Workbook** page 33, Exercises 1 and 2

**Exercise 3**

Ask students to find another interesting place for a school. Tell them it could be a natural place (e.g., a mountain or a beach), or a type of building. If possible, have them bring an image of the school to the next class.

5

Look at the school subjects and draw an emoji (*like, love, don't like, hate*) for you. *Open answers*


LIKE 😊 LOVE 😊😊 DON'T LIKE 😞 HATE 😞😞

Subject	Me	My Partner	Subject	Me	My Partner
math			science		
art			music		
history			Spanish		
PE			English		
geography					

6


Look at the images. Make sentences with *love, like, don't like, and hate*.

1




I *love science.*

2




You *hate PE.*

3




I *don't like art.*

4




We *like music.*

5



You *don't like geography.*

**USE IT!**

7


Work in pairs. Ask and answer questions to complete the chart in Exercise 5 for your partner. Compare your answers. *Open answers*

Do you like PE?

No, I don't! I hate PE!

Do you like history?

Yes, I do!

 **WORKBOOK** p.33

67

Unit 6 | School Time T67

Warmer



Write *bulletin board* on the board and describe what it is: *It's a board with information about different activities at school.* Then ask: *Is there a bulletin board in our school? Where is it? What can you find there?*

6.04 Audioscript pT120

- 1

4 min
- Focus students' attention on the items of information to find. Point to the example and ask: *Which days of the week can you find?* Then say: *Read the texts quickly—see if you can find teachers' names, places at school, and so on.* Check answers with the class.
- 2

2 min
- Confirm with the class that the texts are on a school bulletin board and have students circle the correct option.
- 3

6 min
- 6.04 Read through the sentences with the class and check understanding. Do number 1 together. Elicit or explain that algebra is a part of math. Then ask: *Which text is about math?* (Text D) Students read and listen to the texts. Then they do the exercise individually or in pairs. Check answers with the class.
- 4

6 min
- Focus on the example. Have students find the text where the relevant information is (Text A). Students complete the exercise individually or in pairs. When you check answers, have students say which text (A–E) has the correct information and read out the relevant part.



THINK!



Students discuss the question. Explain that *ideal* means *perfect*. Then invite groups to share their ideal schedule. Write popular school activities and/or subjects on the board.  
*Open answers*

READING

- 1 Look at the image below. Check (✓) the information you can find.
- ☒ days of the week

☒ teachers' names

☒ places at school

☒ students' names

☒ school subjects

☒ room number

☒ time

☐ school name
- 2 Look at the word in *italics*. What is it? Choose the correct option.
- It's a school *bulletin board* newspaper.

A

ATTENTION!  
All Science Students

Mr. Rothmann doesn't teach science in a normal way – he works with projects! Come to the Science Project on Friday at 8 a.m.  
Don't forget your lab clothes!

B

MUSIC CLASS

Come and listen to the band.

When? *Wednesday*  
What time? *4 p.m.*  
Where? *The music classroom*

Linda plays the guitar.  
Klaus plays the drums. Alec doesn't play an instrument, but he's a good singer!

C

ARE YOU A DOG OR A CAT PERSON?

Come and help at the animal center! Craig, from 10th grade, helps at the animal center on Saturdays.

More information?  
Contact  
Craig Clinton  
in Room 23,  
every day at 3 p.m.

D

Problems with math?

Come and visit Hannah, our math expert.  
On Tuesdays, she's in Classroom 6 from 3 p.m. to 4 p.m.  
She studies with students and teaches them practical math tips.  
Become a math expert, like Hannah!

E

SALE!

Each backpack costs \$10!  
All colors, all designs.  
To order your new backpack, write to me at patibothamm@email.com or text me at 555-9436.

- 3 6.04 Read and listen to the texts. Which of the texts is good for the people below? Write the letters (A–E) in your notebook.
- 1 Ruben has problems with algebra. *D*

2 Carol doesn't have a school bag. *E*

3 Tom has new lab clothes. *A*

4 Nozomi is at school at 4 p.m. on Wednesday. *B*

5 Jenny has a cat and is free on Saturdays. *C*
- 4 Read the texts again and correct the sentences.

1 Mr. Rothmann is a music teacher.  
*Mr. Rothmann is a science teacher.*

2 The science project is on Thursday.  
*The science project is on Friday.*

3 The music class is at 5 p.m.  
*The music class is at 4 p.m.*

4 The backpacks are \$15.  
*The backpacks are \$ 10.*

5 Hannah is a math student.  
*Hannah is a math expert.*

6 Craig is at the animal center every day.  
*Craig is at the animal shelter on Saturdays.*
- 
- THINK!
- What is the ideal schedule for you?
- 68
- T68 School Time | Unit 6

- 1

3 min
- If necessary, students look at the texts on page 68 to help them complete the chart. Have volunteers read the sentences aloud.
- 2

3 min
- Read the incomplete sentences with the class and elicit which ones are affirmative and which ones negative. Then point to the grammar chart in Exercise 1 and draw attention to the third-person form of the main verb in the affirmative, and the infinitive form in the negative. To check answers, invite individual students to read out a sentence each.

**LOOK!** 2 min

Draw attention to the *Look!* box. Read the verbs aloud for students to repeat. Focus on the verb endings in bold, elicit them, and write them on the board (-s, -es and -ies).

Common mistake: Students may misspell verbs ending in consonant + y in the third person simple present. *Hannah studys with students.*  
*Hannah studies with students.*

- 3

4 min
- Read the incomplete sentences with the class. Draw students' attention to the words in parentheses and elicit which sentences have to be affirmative and which ones negative. Then focus on the example to check comprehension and elicit the answer for number 2, if necessary. Check answers with the class.

**USE IT!**

- 4

4 min
- Tell students to look at the example. Then ask a student the second item on the list: *Do you have English class every day?* Elicit the short answer and mime putting a check or X in the chart. Students ask and answer the questions in pairs. Monitor and help as necessary.

**Reflect and introduce homework** 2 min

Together with students reflect what has been taught today and introduce homework.

**LANGUAGE IN CONTEXT**

- 1
- Look at the examples in the chart. Complete the sentences from the bulletin board.

Simple Present (he, she, it)	
Affirmative (+)	Negative (-)
Linda <b>plays</b> the guitar.	Alec <b>doesn't</b> <u>play</u> an instrument.
Craig <u>helps</u> at the animal center.	Mr. Rothmann <b>doesn't</b> <u>teach</u> science in a normal way.
Hannah <u>studies</u> with students.	She <b>doesn't</b> <u>study</u> on Mondays.
Each backpack <u>costs</u> \$10.	The backpack <b>doesn't</b> <u>cost</u> \$20.

- 2
- Choose the correct verbs to complete the sentences.

- 1

Hannah doesn't ..... to Classroom 6 on Saturdays.

a go

b goes
- 2

Klaus ..... in the band.

a play

b plays
- 3

Mr. Rothmann ..... to Classroom 2 for the science project on Friday.

a go

b goes
- 4

Pati ..... colored backpacks.

a sell

b sells
- 5

Hannah doesn't ..... English

a teach

b teaches

- 3
- Complete the sentences. Use the correct form of the verbs.

- 1

Craig ..... stays (stay) in Room 23 at 3 p.m.
- 2

Klaus ..... doesn't read (not read) at 4 p.m. on Wednesday.
- 3

Lisa ..... studies (study) with Hannah in Classroom 6.
- 4

Alec ..... doesn't play (not play) guitar.
- 5

Pati ..... doesn't sell (not sell) old backpacks.
- 6

Craig ..... helps (help) at the animal center.

**LOOK!**

read – reads  
sell – sells  
wash – washes  
play – plays  
stay – stays  
teach – teaches  
go – goes  
study – studies

**USE IT!**

- 4
- Work in pairs. Ask and answer questions about school. Mark (✓) or (X) in the chart. [Open answers](#)

	My Partner
get up at 7 a.m. on school days	<input type="radio"/>
have English class every day	<input type="radio"/>
go to school on Saturday	<input type="radio"/>
hate math	<input type="radio"/>
love geography	<input type="radio"/>
like music	<input type="radio"/>

Do you get up at 7 a.m. on school days?

No, I don't. / Yes, I do.

WORKBOOK p.32, p.35 and p.36

**Homework**

Workbook page 32; page 35;  
page 36

**Grammar Game**

Play a *sentence chain* game. Have the class stand in a circle. If you have a large class, have groups stand in small circles. Tell a student in each circle to say a sentence about their partner from Exercise 5, e.g.: *Katya loves geography*. The student on the right says a sentence about their partner and repeats what the first student said, e.g.: *Andres doesn't go to school on Saturday*. *Katya loves geography*. Students continue around their circles, adding a sentence each time. (Optional)


### Warmer


Draw a simple diagram of your school on the board. Include at least three or four places from the target vocabulary, if possible. Write the words around the diagram in random order. Then invite volunteers to come to the front, choose a word, and draw a line to match it to the corresponding place on the diagram. Leave the words and diagram on the board.


### 6.05–6.06 Audioscripts pT121


#### Introduction of target vocabulary

athletic field	/æθ'letɪk 'fi:ld/
cafeteria	/,kæf'ə'tɪr-i-ə/
gymnasium	/dʒɪm'nei-zɪ-əm/
library	/'laɪ-brer-i/
maker lab	/'meɪ-kə-,ləb/
principal's office	/,prɪn'sɪ-pəlz 'ɑ:fɪs/
restrooms	/'rest-ru:mz/ / 'rest-rʊmz/
science lab	/'saɪ-əns-,ləb/
teachers' lounge	/'ti:tʃəz ,laʊndʒ/


**1**  **6.05** Point to the photos and ask students what they can see. Tell them they are going to listen to a school radio program. Read out the three topics and have students predict what the program is about. Check answers with the class.

**2**  **6.05** Ask students to compare this diagram to your school diagram from the Warmer. Ask: *What's similar? What's different? What places are there?* Elicit ideas, helping with language as necessary. Then play the audio for students to do the exercise.

**3**  **6.06** Focus on pronunciation. Pause after each word for students to repeat and have them find each place in the diagram in Exercise 2.


**4**  **6.05** Encourage students to predict the answers before listening. Then play Track 6.05 again for students to do the exercise and check their predictions. Then ask: *What's a maker lab?* (a place to do projects and work with robots and computers) Say: *Imagine there's a maker lab in our school. What do students do there?* If there is a place similar to the maker lab in your school, encourage students to talk about their work there.

### LISTENING AND VOCABULARY

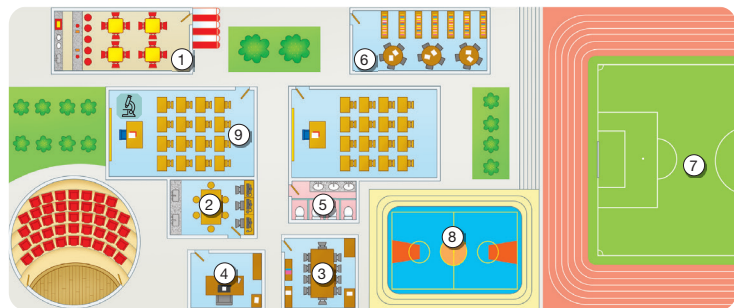
**1**  **6.05** Listen to a school radio program. What is it about? Check (✓) the correct option.


- ☐ new popular songs    ☒ school activities    ☐ new teachers



**2**  **6.05** Listen to the school radio program again. Number the school places below (1–9) with the diagram.

- ☐ 7 athletic field    ☐ 1 cafeteria    ☐ 8 gymnasium    ☐ 6 library    ☐ 2 maker lab  
☐ 4 principal's office    ☐ 5 restrooms    ☐ 9 science lab    ☐ 3 teachers' lounge



**3**  **6.06** Listen, check, and repeat.

**4**  **6.05** Listen again and match the beginnings of the sentences (1–5) with the endings (a–e).

- |                                     |                     |
|-------------------------------------|---------------------|
| 1 Aaron is in the                   | a maker lab.        |
| 2 Students work with robots in the  | b athletic field.   |
| 3 The maker lab is by the           | c teachers' lounge. |
| 4 Read your favorite authors in the | d cafeteria.        |
| 5 Soccer practice is at the         | e library.          |



#### THINK!

- 1** Do you have a school radio station in your school?  
**2** Is it a good idea to have one? Why? / Why not?


70

 **WORKBOOK** p.32 and p.33




#### THINK!



**1**  Have students discuss this and question 2 in groups. If your school has a radio station, students can say if they listen to it and talk about their favorite programs. If your school doesn't have a radio station, students can brainstorm ideas for one: they can suggest names and ideas for programs.

*Open answers*

**2**  In their groups, encourage students to give reasons for their ideas. Then have a class discussion. Allow students to use their own language, if necessary.

*Open answers*

### Fast Finishers

**Puzzles and Games** page 106, Exercise 3

### Reflect and introduce homework

Together with students reflect what has been taught today and introduce homework.

### Homework

**Workbook** page 32; page 33, Exercises 3 and 4

**1** Play Track 6.05 again to help students complete the chart. After checking answers, have pairs of volunteers read out a question and answer each. Draw attention to how *does* is used.

**2** Students can use the grammar chart in Exercise 1 for help. Explain that in numbers 2 and 3, they need to complete the sentence after the short answer with a verb in the affirmative. To check answers, invite pairs of students to read out a question and answer each.

**3** Focus on the example. Remind students that they have to start each question with *Does*. Students complete the exercise. To check answers, invite volunteers to write each question on the board and have the class check. Ensure students use the correct punctuation.

**USE IT!**

**4** Draw students' attention to the example dialogue and have two of them practice it out loud. Then have students complete the *Me* column individually. Finally, put students into pairs. They ask and answer the questions, completing the *My Partner* column. Encourage them to write full sentences, e.g.: (Paulo) *does his homework in the evening*.

**5** Ask a student about their partner from previous exercise, e.g.: *Does (Paulo) have math on Tuesday?* Then have students switch partners to ask and answer the questions. Monitor to ensure students are using the third-person form in their questions and answers.

**Grammar Game**

Put students into pairs. Have each pair make four cards with one short answer on each: *Yes, he does. No, he doesn't. Yes, she does. No, she doesn't*. Tell students in each pair to take turns choosing a card and asking questions. First, Student A chooses a card and shows it to their partner. Student B asks different *Yes/No* questions

**LANGUAGE IN CONTEXT**

**1** Complete the questions and answers from the radio program in the chart. Use the words below.

• Does • Does • does • does • doesn't • have

Simple Present (he, she, it)	
Yes/No Questions	Short Answers
<i>Does</i> ..... he speak?	No, he <i>doesn't</i> .....
<i>Does</i> she like robots?	Yes, she <i>does</i> .....
<i>Does</i> ..... it ..... <i>have</i> ..... a 3-D printer?	Yes, it <i>does</i> .....
Wh- Questions	Answers
Where <i>does</i> he do projects?	He <i>does</i> projects in the maker lab.
When ..... <i>does</i> ..... it open?	It <i>opens</i> at 8 a.m.
What <i>does</i> the library <i>have</i> ?	It <i>has</i> books!

**2** Answer the questions.

- 1 A Does Grayson ride his bike to school?  
B *No, he doesn't. He takes* ..... the bus.
- 2 A Does Kaylee watch videos before bed?  
B No, ..... *she doesn't* ..... She ..... *reads* ..... books.
- 3 A Does Amelia have lunch at the school cafeteria?  
B No, ..... *she doesn't* ..... She ..... *has* ..... lunch at home.
- 4 A Does Elijah take science lab classes?  
B Yes, ..... *he does* .....

**3** Ask questions.

- 1 Maria / like / robots  
*Does Maria like robots?*
- 2 Zak / get up / at six o'clock / on weekends  
*Does Zak get up at six o'clock on weekends?*
- 3 Clara / chat online / in the morning  
*Does Clara chat online in the morning?*
- 4 Eliot / take the bus / to school / every day  
*Does Eliot take the bus to school every day?*

**USE IT!**

**4** Complete the chart so it is true for you. Then work in pairs. Ask and answer the questions and complete the chart with your partner's answers. *Open answers*

	Me	My Partner
What do / in the evening	.....	.....
have math / Tuesday	.....	.....
Where go / after school	.....	.....

**5** Change partners. Ask and answer the questions about different students. *Open answers*

Does Maria have math on Tuesday? Yes, she does.

that match the short answer on the card. For example, if Student A chose *Yes, she does*, Student B should ask questions such as, e.g.: *Does (Maria) like geography? Does (your mom) have short hair?* and so on, until Student A answers *Yes, she does*. Then students switch roles.

**Extension**

Ask students to write five questions to ask about each other's family member in pairs. The questions can be about daily routine or like and dislikes Have them interview each other and write their answers. Then, students can talk about their findings. They can say, e.g.: *My mom likes sports. She listens to music on the weekend. She gets up at 6:00 on weekdays.*

**Reflect and introduce homework**

Together with students reflect what has been taught today and introduce homework.

**Homework**

Workbook page 32; page 34; page 37

### 6.2 Our Incredible Solar System

The video on page 73 and accompanying exercises below can be used as a lead-in to the topic of the Across the Curriculum text, or after the reading activities to complete the unit.

#### Summary

The video is about our solar system and it describes some of the planets.

#### In Class

Tell students they're going to watch a video about our solar system. Ask them which planets are in it. Make a list on the board—it can be in students' own language. Then ask students if they know any of the planet names in English and write them on the board.

#### Exercise 1

Ask students to watch the video to answer the questions. They can read the questions below before watching the video.

**1** How many planets are in our solar system? Check the answer with the class.  
*Eight.*

**2** Which planet is really hot? Have students answer the questions in pairs, then elicit answers from the class.  
*Venus.*

#### Exercise 2

Write these questions on the board:

- What is Saturn made of? *Gas.*
- Is Uranus hot or cold? *It's cold.*
- Which planet has water? *Earth.*
- How long does it take Earth to travel around the Sun? *One year.*

Play the video again. Have students watch and answer the questions in pairs, then elicit answers from the class.

 **Print and Share**

 **Go to Appendix I**



# ACROSS THE CURRICULUM

## SCIENCE

www.highlight.com

# Highlight

## What do you know about Jupiter?

By Mia Stone

Marvin Oatsmann from 7th grade is our school's participant in this year's National Science Fair in Baltimore. Read the interview and learn more about Marvin and his work.

*Congratulations, Marvin! Do you participate every year in our school's science fair?*

Thanks! Yes, I do! I think participation is very important. I'm crazy about science classes.

*Your work this year is about Jupiter. Why?*

Well, I like everything about the solar system and the planets, and Jupiter is a very special planet. It's a gas giant made of hydrogen and helium.

*Is it possible to see Jupiter from Earth?*

Sure! When you look at the sky at night you see the moon, you see Venus, and you see Jupiter, too!

*That's fantastic! What other things are interesting about Jupiter?*

Oh, so many things ... Jupiter has 79 moons, and it has rings, too, similar to the rings of Saturn. And there's the Great Red Spot, a great storm in the atmosphere of the planet.

*Wow, awesome! Thank you, Marvin, and good luck at the National Science Fair!*

Thank you!





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### Reflect and introduce homework

Together with students reflect what has been taught today and introduce homework.

### Homework

Ask students to choose a planet (preferably not Earth or Jupiter) and find out three interesting facts about it to bring to the next class. Suggest simple information to research, such as size, color, and distance from the Sun.

8 min  
**Presentation of Homework**

Ask students to make their presentations about their chosen planets to the class.

6.07 Audioscript pT121

- 1 Have students look at the text on page 72 and identify its main elements: the newspaper name (*Highlight*), the text title, the images, and the author (Mia Stone). Then draw students' attention to the questions and answers, and elicit that the text is an interview.
- 2 Have a volunteer read the text title aloud and elicit the main topic.
- 3 6.07 Read the sentence options 1–3 with the class and check comprehension. When you check answers, have students show the evidence in the text.
- 4 Go through the questions with the class and see if students can answer any from memory. Then have them read the interview again to confirm and write their answers. Check answers with the class.

**Words in Context**

- 5 Ask students to find the expressions in the interview. This should help them work out their meaning. Then point to each picture and read out statements A and B. Elicit the correct response to each one.
- 6 Have students circle the relevant expressions in the text and write them. Ask questions to check comprehension, e.g.: *What's the Great Red Spot? What's Marvin crazy about? Can you see Jupiter at night?* Have students answer the questions in pairs, then elicit answers from the class.

- 1 Look at the text title, design, and images. What type of text is it? Check (✓) the correct answer.
- ☐ a blog post
  - ☒ an interview in a newspaper
  - ☐ a discussion in an online forum
- 2 Read the title. What is the main topic of the text? Check (✓) the correct answer.
- ☐ a description of the planets
  - ☐ how to participate in a science fair
  - ☒ information about Jupiter
- 3 6.07 Read and listen to the text. Check (✓) the correct answers.
- 1 Marvin Oatsmann ...
- ☐ studies in a school in Baltimore.
  - ☒ likes 7th grade science classes very much.
- 2 Marvin's work ...
- ☐ is about Jupiter's moons.
  - ☒ represents his school in the National Science Fair.
- 3 The school science fair ...
- ☒ happens every year at the school.
  - ☐ is about Jupiter this year.
- 4 Read the text again and answer the questions.
- 1 What do you see in the sky at night?  
*The moon, Venus, and Jupiter.*
- 2 Does Jupiter have 77 moons?  
*No, it doesn't. It has 79 / seventy-nine moons.*
- 3 What is the Great Red Spot?  
*A great storm in the atmosphere of Jupiter.*
- 4 Does Saturn have rings?  
*Yes, it does.*

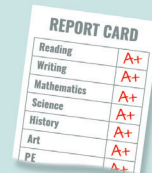
**WORDS IN CONTEXT**

5 Respond to the statements with the expressions below.

- Congratulations!
- Good luck!



A I have a difficult soccer game on Friday at school. I hope we win.  
*Good luck!*



B My report card this year has ten 'A's.  
*Congratulations!*

6 Find expressions in the text that are similar to the expressions below.

- 1 severe weather, like a tornado or hurricane *a great storm*
- 2 I really like ... *I'm crazy about ...*
- 3 Of course! *Sure!*



**THINK!**

Is there a science fair in your school?  
Do you participate? Why / Why not?



**VIDEO**

- 1 How many planets are in our solar system?  
2 Which planet is really hot?

73



**THINK!**



Put students into groups to discuss this and question 2. If your school doesn't have a science fair, ask students if they'd like one. Then ask: *What kinds of things are at science fairs?* Allow students to discuss ideas in their own language, if necessary.

*Open answers*



**Reflect and introduce homework**

Together with students reflect what has been taught today and introduce homework.

**Homework**

**Learn more! What are the names of the eight planets in the solar system?**

Ask them to share their sites. You can discuss in your own language whether the sites are reliable and why. As a follow-up activity, you could ask students to draw and label a simple diagram of our solar system in English. They can then display the diagrams in the next class. .

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

7 min  
Presentation of Homework

Ask students to present their diagrams to the class.

6.08 Audioscript pT121

- 1 5 min 6.08 Have students look at the presentation slides and describe what they see. Ask: *What's this presentation about?* (an ideal school) Then have students read and listen to the presentation before answering question 1. For question 2, have students look at the images again and confirm that they match the texts. Elicit that images help us understand a text.
- 2 3 min Point to the chart and elicit the four main sections in a presentation. Elicit the slide numbers for the introduction and have students write them in the chart. Then have students work in pairs to complete the exercise. Tell them that more than one slide can go in each section. Check answers with the class.

3 min  
**LOOK!**  
Draw attention to the Look! box. Ask: *When you write, do you use icons? In which other texts do we use icons?* (in text messages, emails, comments on a blog/forum) *Do icons help you understand a text?* Have students find icons in the presentation and say what they mean.

- 3 6 min Encourage students to follow the steps and use the presentation in Exercise 1 as a model. Remind them to plan slides for the four sections in Exercise 2. Give students time to make notes and organize their ideas.
- 4 4 min When they peer correct, ensure students focus on the items in the checklist. Monitor and help as necessary.

Print and Share  
15 min Go to Appendix J

WRITING

1 My Ideal School

2 This is it! At my ideal school, we study art ✓, music ✓, and math ✓. (I love math!) 😊

3 We don't study history x, geography x, or science x! 😊

4 We use our cell phones when we like! 😊

5 It has a cafeteria – we eat hamburgers, pizzas, and ketchup! There's a gymnasium for all sports, and a library. Books are awesome! It doesn't have a science lab – I don't like science! 😊

6 What's your ideal school? Does it have cool things? Bye!

- 1 6.08 Read and listen to the presentation. Answer the questions.
- 1 How many words are there on each slide?  
Slide 1: 3 Slide 2: 16 Slide 3: 7  
Slide 4: 8 Slide 5: 32 Slide 6: 10
- 2 Do the images represent the ideas in the text?  
Yes
- 2 Put the slide numbers in the correct place in the chart.

Title	Introduction	Information	Conclusion
Slide 1	Slide 2	Slides 2, 3, 4, 5	Slide 6

- 3 Plan a presentation about your ideal school.
- 1 Think about the subjects you study and the places in a school.
- 2 Make short notes on each slide.
- 3 Write the first version of your presentation.
- 4 Change presentations with a partner and check his/her work. Use the checklist below.
- ☐ number of slides
  - ☐ title, introduction, information, and conclusion
  - ☐ number of words in each slide
  - ☐ images
  - ☐ icons

3 min  
**LOOK!**  
In the presentations, use icons to help people understand your message.  
😊 😊 ✓ ✕

2 min  
**Reflect**  
Together with students reflect what has been taught today.

The review tests in the Student's Book are just samples. Teachers are free to prepare similar tests for the purposes of conducting formative or summative assessment.

SB75-SB76=45 minutes

Tell students that the exercises on these pages review the vocabulary and language they have learned in Units 5 and 6. Point out that they can also check their progress and reflect on what they can do.

VOCABULARY

- 1 Draw students' attention to the example. Then have them match the rest of the sentence parts. Check answers with the class.
- 2 Read the incomplete sentences with students. Encourage them to look at the verb in each sentence and use the context to decide which word completes each gap. Check answers with the class.
- 3 Ask students what they can see in the pictures and what school subject each one represents. Do number 1 as an example with the class. Then have students complete the exercise and check answers.
- 4 Review the vocabulary for school places. Have students look back at Unit 6, page 70 if necessary. Then have them answer the questions and check answers with the class.
- 5 Have students read the prompts on their own and focus on the + (plus) and - (minus) symbols. Then read the example with the class and check understanding. If necessary, have students look back at the grammar charts on pages 61 and 71 for help. To check answers, invite volunteers to write the sentences on the board.
- 6 Tell students to write Yes/No questions using the prompts. Then they should write short answers by looking at the + (plus) and - (minus) symbols. If necessary, have students look back at the grammar charts on pages 59 and 69 for help. To check answers, invite pairs of volunteers to read out a question and answer each.

REVIEW  
UNITS 5 AND 6



VOCABULARY

- 1 Match the beginnings of the sentences (1-4) with the endings (a-d).  
1 I get up at \_\_\_\_\_ a restaurant on Sundays.  
2 I have dinner at a \_\_\_\_\_ b homework in the afternoon.  
3 I take a shower \_\_\_\_\_ c 9 a.m. on weekends.  
4 I do my \_\_\_\_\_ d in the evening.
- 2 Complete the sentences with the words below.  
• video games • friends • movies • music  
1 Susanna plays \_\_\_\_\_ video games \_\_\_\_\_ with her friends. Her favorite is Super Mario.  
2 Arthur and Dylan watch \_\_\_\_\_ movies \_\_\_\_\_ on weekends.  
3 Lola listens to \_\_\_\_\_ music \_\_\_\_\_ in the evening.  
4 I like to hang out with my \_\_\_\_\_ friends \_\_\_\_\_ on Saturdays.
- 3 Look at the images and choose the correct words.  
 1 I like PE / math.  
 2 I hate science / music.  
 3 I don't like math / art.  
 4 I love science / history.
- 4 Read the questions and answer them. Where do you go to ...  
1 clean your hands? \_\_\_\_\_ restroom  
2 have lunch? \_\_\_\_\_ cafeteria  
3 talk to a teacher? \_\_\_\_\_ teachers' lounge  
4 read a book? \_\_\_\_\_ library
- 5 Make affirmative (+) and negative (-) sentences.  
1 We / do / homework / on weekdays / (-)  
We don't do homework on weekdays.  
2 They / have dinner / at home / on Fridays / (+)  
They have dinner at home on Fridays.  
3 Debbie / take / a shower / in the evening / (+)  
Debbie takes a shower in the evening.  
4 Edmond / play / soccer / at school / (-)  
Edmond doesn't play soccer at school.
- 6 Ask questions and give short answers.  
1 you / take the bus to school / (+)  
Do you take the bus to school?  
Yes, I do.  
2 your friend / have lunch at home / (+)  
Does your friend have lunch at home?  
Yes, she / he does.  
3 your parents / help at the animal center / (+)  
Do your parents help at the animal center?  
Yes, they do.  
4 your teacher / play the guitar / (-)  
Does your teacher play the guitar?  
No, she / he doesn't.

LANGUAGE IN  
CONTEXT

- 7 Review question words with the class. Write *Where? What? and When?* in one column on the board. Then write *things/ activities, time, and place* in another column. Have students match the question words with their meanings. Focus on the word order in the example. Ask: *Which word is first?* (*Where* – the question word). Then draw students' attention to the answers and elicit that the underlined words in each sentence will help them decide on the correct question word to use. If necessary, you can elicit the question words and write them on the board before students do the exercise.
- 8 Read the rubric with students. Say that Dale's text is about his friend, Jason. Say that to write about Jason (*He*), Dale should use the verb + *-s, -es* or *-ies*. Elicit that for negative sentences, Dale should use *doesn't* + the verb in the infinitive form. Go through the verbs and elicit the third person affirmative and negative forms. Write them on the board, if necessary. Then have students read the gapped text before completing it. Finally, they can complete it individually or in pairs. Check answers with the class.
- 9 Tell students to use the text in Exercise 8 as a model to write about their weekend. They should use the phrases given and write the text in the first person. Write *He gets up* on the board. Elicit the first person form (*I get up*). When students are writing, monitor and help them with grammar and vocabulary as necessary. If time allows, invite volunteers to read out their texts.



LANGUAGE IN CONTEXT

- 7 Ask questions for the underlined words in the answers.

1 Where do you have lunch with your parents?

I have lunch with my parents at home.

2 When / What time does she get up?

She gets up at 7 a.m.

3 What do they do with their friends on weekends?

They play volleyball with their friends on weekends.

4 What do you do in the evening?

I listen to music in the evening.

- 8 Complete Jason's routine with the verbs below.

• get up • watch • have (3x) • not take • take (2x) • play • not do

Hil I'm Dale, and this is my friend, Jason. He's a student. He

1 gets up at 6 a.m. and he 2 has

breakfast with his family. He 3 doesn't take

the train to school – he 4 takes the bus.

He 5 has lunch at school. Then he

6 plays soccer in the afternoon. He goes home

at 5 p.m., but he 7 doesn't do his homework. He

8 watches TV! He 9 has dinner,

10 takes a shower, and then he goes to bed.



- 9 Write about your weekend. Use the phrases below and the affirmative and negative forms of the verbs.

• get up • have breakfast / lunch / dinner • do homework  
• hang out with friends • go to the park / museum • go to bed

Open answers

CHECK YOUR PROGRESS



I CAN...

- talk about routines and free-time activities. 😊 😊
- use the simple present to discuss routines and free-time activities. 😊 😊
- talk about school subjects and places at school. 😊 😊
- use the simple present in third person to describe activities at school. 😊 😊

LEARN TO LEARN

My dictionary

Write an example sentence with new words.

breakfast = I have breakfast with my family.

Draw a picture too!

breakfast =



76

Check Your Progress

This section gives students an opportunity to reflect on what they have learned. Read each statement with the class. Elicit examples and/ or information students remember. Alternatively, students could go through the statements in pairs or groups. If necessary, have them go back to the relevant unit and section to review each topic. Students then do the task in the Check Your Progress box individually. When they finish, ask: *What can you practice more? What is easy/difficult/ interesting?* Invite students to give feedback.

Learn to Learn

Throughout the course, students do a variety of *learn to learn* activities, which offer them techniques for retaining vocabulary. Point to the picture and ask what it is about. (breakfast) Elicit words associated with breakfast and write them on the board. Then read out the ideas for keeping a glossary and ask: *Are they good ideas? Do you have any other ideas?* Encourage students to keep their own vocabulary glossary if they don't have one yet. They can choose how they want to do it: it could be a picture dictionary, a list of example sentences, or both!

Unit 7  
What's He Wearing?

Lesson 1  
Lesson Aim: I can talk about clothes and fashion.

Warmer 

Ask students about their school uniform. Ask: *Do you like it? Why / Why not?* Have students work individually and then ask them to share their ideas.

 **THINK!** 

Have students look at the image and elicit information. Ask: *What clothes can you see? What color is the sweater? Do you like it? Why / Why not?* Write *You are what you wear* on the board and elicit or explain what it means (that your clothes express your personality). Have the class raise their hands to show if they agree or not.

*Open answers*



What are you wearing today?

Summary


The video is about the clothes people wear in different parts of the world and the types of clothes we choose for different occasions.

In Class 


Tell students they're going to watch a video about the clothes people wear in different parts of the world, and the types of clothes they choose.

Exercise 1 

Ask students to watch the video to answer the questions. They can read the questions below before watching the video.

 **1** *How are Tokyo and London similar?* Check the answer with the class. Ask students if they would like to visit either place.

*They're famous for fashion.*

 **2** *What two things does the video talk about that affect our clothing choices?* Check the answer with the class.

*The weather and what we do.*

7

WHAT'S HE WEARING?



 **UNIT GOALS**

- Talk about clothes.
- Read a chat between two friends.
- Listen to a friend describing his sister.
- Learn about the Bedouins.
- Talk about an image of someone's clothes.

 **THINK!**

"You are what you wear." Do you agree?

 **VIDEO**

1

How are Tokyo and London similar?

2

What two things does the video talk about that affect our clothing choices?

77

Exercise 2 

Write these true/false sentences on the board:

- 1 Modern styles are popular in Tokyo. **T**
  - 2 School students in Tokyo wear different clothes from other students around the world. **F**
  - 3 You can find fashion from the past in London. **T**
- Play the video again. Students watch and write **T** (true) or **F** (false) for each sentence. Check answers with the class.

Resources

- Teacher's worksheets Unit 7
- Workbook pages 38–43
- Puzzles and Games page 107

Unit Aims

 Cambridge Life Competencies Framework

I can ...

- use simple techniques to start, maintain, and close conversations of various lengths to talk about clothes. **(Communication)**
- understand essential grammatical terms and concepts: the present progressive in the affirmative, negative, questions, and short answers. **(Learning to Learn)**
- distinguish between main and supporting arguments in an article about clothes in the desert. **(Critical Thinking)**
- speak with suitable fluency when talking about clothes. **(Communication)**
- listen to and acknowledge different points of view respectfully when giving opinions about clothes. **(Collaboration)**

# Unit 7

## What's He Wearing?

### Vocabulary in Context

Lesson Aim: I can talk about clothes and the clothes I wear.

#### 7.01 Audioscript pT121

#### Introduction of target vocabulary

jacket	/ˈdʒæk.ɪt/
jeans	/dʒiːnz/
pants	/pænts/
shirt	/ʃɜːt/
shoes	/ʃuːz/
shorts	/ʃɔːrts/
sneakers	/ˈsniːkəz/
sweatshirt	/ˈswetˌʃɜːt/
T-shirt	/ˈtiːʃɜːt/

- 1 7.01 Have students read the words and look at the images in the webstore. Ask them to match the images with the words. Call out a color (e.g., *Green!*). Students say the corresponding item(s) of clothing (e.g., *Pants!*).

#### VOCABULARY IN CONTEXT

- 1 7.01 Match the images with the words below. Then listen, check, and repeat.

• jacket • pants • shoes • shorts • sweatshirt • T-shirt



Unit 7  
What's He Wearing?

Vocabulary in Context  
Lesson Aim: I can talk about clothes and the clothes I wear.

- 2

7 min

Review *I love, I like, I don't like* and *I hate*. Write the phrases on the board and invite students to come to the front and draw the corresponding faces or hearts next to them. Then point to the phrases in the example and complete them with ideas of your own, e.g.: *I hate the shorts! They're big!* Students work in pairs to talk about the clothes on page 78. Encourage them to give reasons for their opinions.
- 3

OPTIONAL

Explain that *odd one out* means that one word is different from others in a group. Draw students' attention to the example. Ask: *Why is sweatshirt the odd one out?* (because we wear jeans and pants on our legs) Have students do the exercise individually and then check as a class. Encourage students to give reasons for their answers. (Optional)

- USE IT!

4

6 min

Draw students' attention to the chart and the examples in each column. Ask: *Do you wear different clothes at school and on weekends?* Elicit some answers and examples. Give students a few minutes to write ideas. Tell them to follow the structure in the example sentences and use the clothing vocabulary from page 76.

5

OPTIONAL

Read out the example. Then put students into pairs to share ideas. To wrap up, you could have students vote on the three favorite items of clothing in the class. (Optional)
- 2 min

Reflect and introduce homework

Together with students reflect what has been taught today and introduce homework.
- UNIT 7

2

Which clothes in the photos in Exercise 1 do you like? Tell your partner. *Open answers*

I like the jeans!

I love the ...!

I hate the ...

3

Find the odd one out. *Open answers*

1 jeans / pants / sweatshirt

2 T-shirt / sneakers / shirt

3 shorts / jacket / sweatshirt

4 jacket / pants / shorts

5 shoes / sneakers / shirt

USE IT!

4

Copy the chart to your notebook. Write the names of clothes you wear in the chart. Then tell your partner.

Clothes I Wear at School

Clothes I Wear on Weekends

I wear shoes at school.

I wear sneakers on weekends.

5

What are your favorite clothes? Tell your partner.

My favorite clothes are my sneakers and sweatshirt.

WORKBOOK p.39

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- Homework

Workbook page 39, Exercises 1 and 2

Exercise 3

On the board, write: *Modern style; Traditional style.* Encourage students to research examples of these styles online and find pictures. Tell them to bring their pictures to the next class to share.
- Unit 7 | What's He Wearing? T79

# Unit 7

## What's He Wearing?

### Lesson 2

#### Reading

Lesson Aim: I can understand a dialogue in a chat about clothes.



### Presentation of Homework

Ask students to present the homework to the class.

### 7.02 Audioscript pT121



1 Draw students' attention to the text and elicit what they can see. (a cell phone, two boys, their photos) Elicit that the text is a dialogue and have students check the correct answer for question 1. For question 2, ask students to check the answer they think is correct without reading the text yet.



2 7.02 After students check their answers, ask some general comprehension questions, for example: *The boys are friends, not brothers. How do you know?* (Jordan says: *I'm at the mall with my dad and my sister.*) What's Nick's problem? (He doesn't have a black T-shirt for the party.)

3 Have students do the exercise individually. Tell them to find and draw the emojis in the dialogue that match each adjective. Then have them compare their emojis in pairs or groups.



4 Explain that this is a summary of the dialogue between Nick and Jordan. Look at the example with the class. Ask them to find the relevant sentence in the dialogue (*I'm at the mall with my dad.*) Then do number 2 together. Say: *Where's Nick? Look in the green speech bubbles.* (He's at home.) Tell students to read the whole summary first and then complete it with the missing words. Elicit that they have to look in the white speech bubbles for Jordan, and in the green ones for Nick. Check answers with the class.



### READING

1 Look at the page and answer the questions. Check (✓) the correct answers.

1 What type of text is it?

☒ a cell phone dialogue between two friends

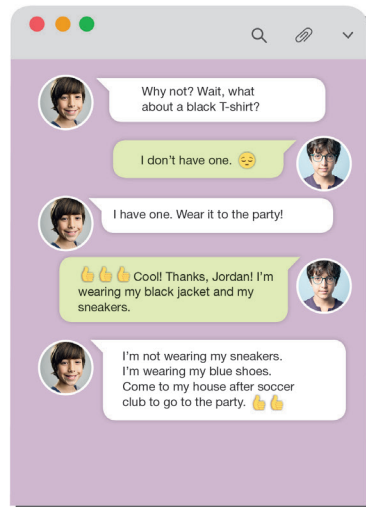
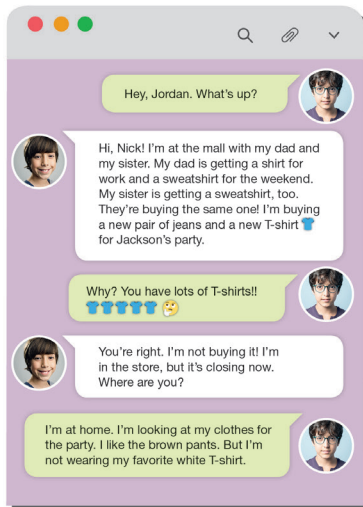
☐ an online blog post

2 What is the relationship between the two people?

☐ They're brothers.

☒ They're friends.

2 7.02 Read and listen to the text and check your answers to Exercise 1.



3 Look at the emojis in the text. Draw the emoji for each adjective.

1 happy



2 sad



3 good



4 think



4 Read the text again. Then complete the text below with the correct words.

Jordan is at the mall with his <sup>1</sup> dad and his sister. Nick is at <sup>2</sup> home. They're talking about <sup>3</sup> Jackson's party. Jordan is in a <sup>4</sup> store, but he doesn't buy a <sup>5</sup> T-shirt because he has lots of them. Nick is wearing brown <sup>6</sup> pants, Jordan's <sup>7</sup> black T-shirt, and a jacket to the party. Jordan isn't wearing <sup>8</sup> sneakers.



### THINK!

Is it important to look good? Why / Why not?

80



### THINK!



Ask: *When do you look good? What do you wear to look good?* Elicit possible situations and clothes, e.g.: *When I go to (a party), I wear (a shirt and jeans).* Have students discuss the question in groups. Monitor and help with language as necessary. Then get class feedback. You can draw a chart on the board with two columns: Yes, it is and No, it isn't and write ideas in it. Finally, have a class vote on whether it is important to look good.

Open answers

Unit 7  
What's He Wearing?

Language in Context  
Lesson Aim: I can understand how to use the present progressive (affirmative and negative).

1 If necessary, students look at the sentences in the chat on page 80 to help them complete the chart. When they finish, write an affirmative and a negative sentence on the board. Circle the verb forms. Draw students' attention to the use of to be and the -ing form of the main verb.

**LOOK!**

Draw attention to the sentences in the Look! box. Say: *In English, people use the verb wear to talk about clothes.* Ask students to say which verb(s) they use to talk about clothes in their own language.

Common mistakes: Students may omit the verb be in the present progressive.  
*We buying pants.*  
*We're buying pants.*

Students may use the simple present instead of the present progressive.  
*He gets a shirt.*  
*He's getting a shirt.*

2 Students can use the grammar chart in Exercise 1 for help. Tell them to use wear in the correct form—draw their attention to the check marks and Xs in parentheses and elicit which sentences should be affirmative and which ones negative. Focus on the example, and if necessary, do number 2 with the class. To check answers, invite individual students to read out a sentence each.

3 Focus students' attention on the picture and elicit sentences about what the boys are wearing. Then have students write their sentences individually and have them check ideas in pairs. (Optional)

**USE IT!**

4 Put students into pairs. Draw their attention to the example and tell them to think about their favorite weekend or party clothes. To round off the activity, encourage volunteers to share their favorite party clothes with the class. Have a vote on the best outfit. (Optional)

LANGUAGE IN CONTEXT

1 Look at the examples in the chart. Complete the sentences from Nick and Jordan's chat.

Present Progressive	
Affirmative (+)	Negative (-)
I'm looking at my clothes.	I'm not looking at my clothes.
You're wearing your blue shoes.	You're not wearing your sneakers.
We're buying pants.	We're not buying pants.
They're buying the same one.	They're not buying the same one.
He's getting a shirt.	He's not getting a shirt.
She's getting a sweatshirt.	She's not getting a sweatshirt.
It's closing now.	It's not closing now.

**LOOK!**

Use wear with clothes.  
I'm wearing black shoes.  
She's wearing new pants.

2 Use the words to make sentences.

- 1 Gunay / blue jacket (✓)  
Gunay is wearing a blue jacket.  
She's not wearing a red jacket.
- 2 Mark / blue shorts (✓)  
Mark is wearing blue shorts.  
He's not wearing black shorts.
- 3 Ingrid / red T-shirt (X)  
Ingrid is not wearing a red T-shirt.  
She's wearing a red shirt.
- 4 Emil / blue jeans (X)  
Jacob is not wearing blue jeans.  
He's wearing white jeans.
- 5 Anna / white sneakers (✓)  
Anna is wearing white sneakers.  
She's not wearing black shoes.

3 Nick and Jordan are at Jackson's party. What are they wearing? Make sentences.



Nick is wearing a black T-shirt and a black jacket, brown pants, and white sneakers.

Jordan is wearing blue jeans, blue shoes, and a blue T-shirt.

USE IT!

4 Work in pairs. You're at a party with Nick and Jordan. Describe what you are wearing.

Open answers

I'm wearing blue pants, a green T-shirt ...

WORKBOOK p.38, p.41 and p.42

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**2 min**

**Reflect and introduce homework**

Together with students reflect what has been taught today and introduce homework.

**Homework**

Workbook page 38; page 41; page 42

# Unit 7

## What's He Wearing?

### Lesson 3

#### Listening and Vocabulary

**Lesson Aim:** I can understand a dialogue about what people are wearing and doing.  
I can talk about what people are wearing and doing.

#### Warmer


Have students do a clothes search. They can use their textbook, magazines, or look online. If students are using their textbook, go through it before class to check that the items of clothing you want to call out are there. In class, call out different items of clothing for students to find. For example, say: *Find a blue T-shirt!* Have students find a blue T-shirt in (e.g., their textbook). Repeat with other items.


#### 7.03–7.04 Audioscripts pT121


#### Introduction of target vocabulary

boots	/bu:ts/
coat	/koʊt/
dress	/dres/
glasses	/'glæs·əz/
hat	/hæt/
skirt	/skɜ:t/
socks	/sɔ:ks/
top	/tə:p/

**1** Students should be able to do the matching activity relying on the clothes vocabulary they already know. For example, they know *jacket* and *jeans*. Ask: *Which girl is wearing a jacket and jeans?* (F) Have students work in pairs. Then check answers with the class. You can draw simple examples of the new clothes vocabulary on the board.

**2**  **7.03** Point out that the clothes words students have to make are in Exercise 1. Check answers with the class. Focus on pronunciation when students repeat the words.

**3**  **7.04** Look at Exercise 1 and go over sentences 1–6 with the class again. Elicit the key words students need to listen for: clothes words and colors. Say: *Sergio and Carlos talk about different clothes and colors. Listen from the beginning to the end of their dialogue to choose the correct picture. Check the answer with the class.*

**4**  **7.04** Have students read the sentences. Ask: *Do you remember any of the answers?* Then play the audio again and have students do the exercise. Check answers with the class.

#### LISTENING AND VOCABULARY

**1** Match the sentences (1–6) with the images (A–F).



- 1 She's wearing a hat and glasses.
- 2 She's wearing a skirt and socks.
- 3 She's wearing a dress and glasses.
- 4 She's wearing glasses, a hat, jeans, and a top.
- 5 She's wearing a jacket, jeans, and a hat.
- 6 She's wearing black boots, a coat, and a black hat.

**2**  **7.03** Put the letters in the correct order to make clothes words. Then listen, check and repeat.

- |                                  |                                  |                                      |
|----------------------------------|----------------------------------|--------------------------------------|
| 1 pot ..... <u>top</u> .....     | 4 skcso ..... <u>socks</u> ..... | 7 riskt ..... <u>skirt</u> .....     |
| 2 tosbø ..... <u>boots</u> ..... | 5 atco ..... <u>coat</u> .....   | 8 segssla ..... <u>glasses</u> ..... |
| 3 dsser ..... <u>dress</u> ..... | 6 ath ..... <u>hat</u> .....     |                                      |

**3**  **7.04** Look at the images in Exercise 1 and listen to the dialogue. Who is Sergio's sister? Complete the sentence.

Sergio's sister is the girl in picture ..... C .....

**4**  **7.04** Listen to the dialogue again and choose the correct answers.

- 1 Carlos is waiting / not waiting for Sergio by the movie theater.
- 2 Sergio's sister is wearing / not wearing a hat.
- 3 Carlos is wearing / not wearing glasses.
- 4 Carlos is wearing / not wearing a coat.
- 5 Sergio's sister is waiting / not waiting for Sergio by the cafeteria.

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 **WORKBOOK** p.38 and p.39

#### Grammar Game

Tell students to draw a picture of themselves wearing their favorite party clothes. Then partners take turns describing their picture to each other and drawing what they hear. When they finish, they compare their own picture with the one their partner drew.

#### Reflect and introduce homework

Together with students reflect what has been taught today and introduce homework.

#### Homework

**Workbook** page 38; page 39,  
Exercises 3 and 4

Unit 7  
What's He Wearing?

Lesson 4  
Language in Context  
Lesson Aim: I can understand how to use the present progressive (questions and short answers).

UNIT 7

- 1

6 min
- Play Track 7.04 again to help students complete the chart. Check answers by having pairs of students read out a question and answer each. Draw students' attention to the use of to be and the -ing form of the main verb.
- 2

7 min
- Students can use the grammar chart in Exercise 1 for help. Focus on the example. Elicit that students need to use the first prompt to write a question. Then they have to write a negative short answer, and use the second prompt to write an affirmative sentence. To check answers, invite volunteers to write each question and answer on the board. Ensure students use the correct punctuation. If time allows, you can have pairs of students read out a question and answer each.

LOOK!

2 min

Draw attention to the Look! box and write the example sentence on the board. Then ask: *When are they meeting?* (now) Say: *We use the present progressive to talk about actions that are happening now—that is, at the time when we speak.*

3

5 min

Allow students a few minutes to write the questions and answer them. Refer them back to the grammar chart, if necessary. Check the questions with the class.

USE IT!

7 min

Put students into pairs to ask and answer the questions. Encourage fast finishers to ask more questions using the present progressive. You could write some prompts on the board, such as: *What / your mom/dad / do / now?* *What / your best friend / wear?*

Extension

8 min

Have students do a *present progressive brainstorm*. Tell them to write as many present progressive sentences as they can about things happening inside and outside the classroom. After five minutes, the student with the most sentences reads them aloud to the class. You can have students do the brainstorm in groups.

LANGUAGE IN CONTEXT

- 1 Complete the questions and answers from the dialogue in the chart. Use the words below.
- am • are (2x) • is • waiting • wearing (3x)

Present Progressive		
Yes/No Questions	Short Answers	
Am I meeting at the movie theater?	Yes, I am.	No, I <u>am</u> not.
<u>Are</u> you <u>wearing</u> your glasses?	Yes, you <u>are</u> .	No, you're not.
Are we waiting by the library?	Yes, we <u>are</u> .	No, we're not.
Are they meeting in the cafeteria?	Yes, they <u>are</u> .	No, they're not.
Is he wearing jeans?	Yes, he <u>is</u> .	No, he's not.
<u>Is</u> she <u>waiting</u> for me in the cafeteria?	Yes, she <u>is</u> .	No, she's not.
Is it opening now?	Yes, it <u>is</u> .	No, it's not.
Wh- Questions		
What <u>are</u> you <u>wearing</u> ?	I'm <u>wearing</u> my jeans, a green top and green socks.	

- 2 Ask questions and answers with the words below.
- 1

They / play volleyball (X) / listen to music (✓)
- Are they playing volleyball?  
No, they're not. They're listening to music.
- 2

Julie / go to bed (X) / do her homework (✓)
- Is she going to bed?  
No, she's not. She's doing her homework.
- 3

Tom and his dad / play soccer (X) / play video games (✓)
- Are they playing soccer?  
No, they're not. They're playing video games.
- 4

Carlos / buy jeans (X) / look at T-shirts (✓)
- Is he buying jeans?  
No, he's not. He's looking at T-shirts.
- 5

Emma, Jo, and Liz / have dinner (X) / have lunch (✓)
- Are they having dinner?  
No, they're not. They're having lunch.

- 3 Ask questions and answer them for you.
- 1

What / wear? What are you wearing?
- 2

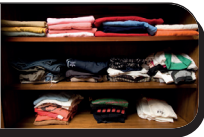
What / your teacher / do? What is your teacher doing?
- 3

What / your best friend / do / now? What is your best friend doing now?

USE IT!

7 min

4 Work in pairs. Ask and answer the questions in Exercise 3. Then compare your answers. Open answers



WORKBOOK p.38, p.40 and p.43 83

Grammar Game

Have students play *guess who*. Put students into groups. Tell one student in each group to think of a person. It can be someone in class or someone at home. The rest of the students in the group ask Yes/No questions about the person to guess who it is. They can ask up to five questions using the present progressive. Tell them to start by asking about what the person is doing and what they're wearing, for example: *Is he/she working?* *Is he/she studying at school?* *Is he/she wearing pants?* The student being asked should answer: Yes, he/she is or No, he/she isn't. The student in the group that guesses correctly takes the next turn.

2 min

**Reflect and introduce homework**

Together with students reflect what has been taught today and introduce homework.

Homework

Workbook page 38; page 40; page 43

### 7.2 Modern or traditional clothes?

The video on page 85 and accompanying exercises below can be used as a lead-in to the topic of the Around the World text, or after the reading activities to complete the unit.

#### Summary

The video is about some traditional clothes that people wear in different countries.

#### In Class 5 min

Tell students they're going to watch a video about some traditional clothes that people wear in different countries. Ask: *What traditional clothes do people wear in our country? When do people wear them?*

#### Exercise 1 8 min

Ask students to watch the video to answer the questions. They can read the questions below before watching the video.

1 Which places can you see in the video? Check the answer with the class.

India, Mexico, Kenya and Tanzania, Bavaria (in the south of Germany).

2 What are your favorite clothes in the video? Check answers with the class.

Students' own answer

#### Exercise 2 10 min

Write these questions on the board:

1 Where do women wear saris? In India.

2 The man is making a serape. What material is he using? Wool.

3 What color are shukas? Red.

4 What are Lederhosen and where are they from? They're leather shorts. They're from Bavaria.

Play the video again. Students watch and answer the questions. Check answers with the class.

Print and Share

20 min Go to Appendix K



## AROUND THE WORLD

### CLOTHES FOR THE EXTREME

## HOW TO DRESS IN THE DESERT

My name is Ahmad Mostafa abu-Rabia Sulaym, and I'm a 13-year-old Bedouin from the Arabian desert. I'm an artist, and I'm sending two of my pictures. They show the type of clothes that we wear in our community.



And what are the people doing in this picture? It's the end of the day, and the men are sitting and listening to traditional stories. Some are wearing coats, or *furwabs*, because the nights are cold. Who is the woman wearing a black dress? And what is she doing? Well, that's my aunt Aisha, and she's working. She's bringing water to the camp.



Every month we have a new article about clothes and culture. This month we're talking to Ahmad Mostafa.

In this picture, my brother Abdulah is next to one of our camels. But wait ... Is Abdulah wearing a dress? Yes, he is, because it's very hot in the desert so we wear loose clothes. We all wear dresses: women, girls, boys, and men. He's not wearing a hat on his head, but a *ghutra*. This protects his head from the sun. He's wearing sandals, too, because the sand is really hot.

Teen World 36

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### 2 min Reflect and introduce homework

Together with students reflect what has been taught today and introduce homework.

### Homework

Ask students to choose a country and research a traditional item of clothing from it. Have them answer these questions: *What's the item's name? What is it made of? What color is it?* Tell students to bring their ideas to the next class.

7 min  
Presentation of Homework

Ask students to present the homework to the class.

7.05 Audioscript pT122

1 Read the question and three options with students. Then have them look at the article on page 84. Draw their attention to the title and the pictures to help them choose the correct answer.

2 Read the words with the class. Say that some of them are in the article and ask students to find them. Say that they don't need to read carefully or understand every word in the text for this.

3 7.05 Play the audio and have students read along. Check answers to Exercises 1 and 2 with the class.

4 Tell students that this time they have to look for specific information in the article. Point to the example and have students find the evidence in the text. Do the same when checking answers.

5 Read the statements with the class and check comprehension. Then tell students to read the text one more time. When you check answers, have students read the relevant information in the text. Ask them to correct the false sentences. Finally, ask some general comprehension questions, e.g.: *What are good clothes to wear in the desert? Why?* (dresses, *ghutras* and sandals, because the weather is hot)

Words in Context

6 Ask students to find the words in the article. Then elicit which words are nouns and which ones are adjectives. This should help students complete the sentences. If still necessary, students can check the meaning of any words in an online dictionary, such as: <https://dictionary.cambridge.org/dictionary/english-portuguese/> Check answers with the class.

1 Look at the article, the titles, and the images. Then answer the question. Check (✓) the correct answer.

- What do you think the article is about?
- ☐ families and traditions in the desert
  - ☒ water in the desert
  - ☐ people's clothes in the desert

2 Read the article quickly. Check (✓) the words in the article.

- ☒ dress ☐ glasses ☐ pants ☐ jacket ☒ coat ☒ clothes

3 7.05 Read and listen to the article. Check your answers to Exercises 1 and 2.

4 Match the beginnings of the sentences (1–4) with the endings (a–d).

- |            |       |  |
|------------|-------|--|
| 1 Ahmad    | _____ | a is working.                              |
| 2 Abdullah | _____ | b is sending his pictures to the magazine. |
| 3 The men  | _____ | c are sitting and listening to stories.    |
| 4 Aisha    | _____ | d is wearing a dress and a <i>ghutra</i> . |

5 Read the article again. Decide if the sentences are T (true) or F (false).

- 1 Abdullah is an artist. ....F....
- 2 In the desert, women wear dresses and men wear pants. ....F....
- 3 Hats are common to protect from the desert sun. ....F....
- 4 Sandals protect your feet from the hot sand. ....T....
- 5 Nights are always hot in the desert. ....F....
- 6 Bedouin women are responsible for getting water. ....T....

WORDS IN CONTEXT

6 Complete the sentences with the words below.

- cold • hot • sandals • loose • sand

- 1 People wear coats to protect them from cold temperatures.
- 2 The Bedouins usually wear loose clothes, because it's hot in the desert.
- 3 People wear sandals in the summer, not shoes or sneakers.
- 4 The sand in the desert is very hot and it's difficult to walk there.
- 5 People don't wear coats when it's hot.



THINK!

Do clothes reflect our personality and culture?



VIDEO

- 1 Which places can you see in the video?
- 2 What are your favorite clothes in the video?

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THINK!

Point to the article on page 82. Say: *Look at the people and their clothes. What can we learn about their culture?* Then put students into groups. Point to the list on the board from question 1 and have them discuss ideas. Finally, invite groups to share their answers.

Open answers



Reflect and introduce homework

Together with students reflect what has been taught today and introduce homework.

Homework

Learn more! Check (✓) True or False. The Bedouin people live in the desert for some months every year.

- ☒ True ☐ False

As well as finding the answer to the question, ask students to find one more interesting fact about the Bedouin people. Encourage them to search for specific information by using key words related to items of clothing, traditions, and culture. Have students share their findings in the next class.

# Unit 7

## What's He Wearing?

## Lesson 7

### Speaking

Lesson Aim: I can give opinions about clothes.

### Presentation of Homework

Ask students to present their findings to the class.

### 7.06–7.08 Audioscripts pT122

**1** **7.06** Have students look at the picture. Ask: *What can you see? What is the girl wearing?* Students read and listen to the dialogue to answer the question. Elicit reasons for their answers, e.g.: *Maybe they're in Georgia's bedroom. She's changing her sweatshirt.*

### LIVING ENGLISH

**2** Check understanding of the three expressions. Ask students to find them in the dialogue in Exercise 1 and see how the speakers use them. Play Track 7.06 again if necessary, so that students can focus on pronunciation and intonation. When students have completed the mini dialogues, invite pairs to read them aloud. Then say: *We use these expressions to give opinions.* Have students think of similar expressions in their own language.

**3** **7.07** Play the audio, pausing after each expression for the class to repeat. Then ask individual students to say the expressions. Encourage them to exaggerate the intonation.

### PRONUNCIATION

**4** **7.08** Play the audio. Encourage students to repeat the question and answer quickly and naturally without looking at their books. Then practice with individual students. Say a sentence about someone or something in the class, e.g.: *This is Maria's bag. This is your notebook.* Encourage the response: *You're right.*

**5** **7.06** Have the class read the dialogue along with the audio. Then play the audio again, pausing after each speaker for the class to repeat what they say. Finally, have students practice the dialogue in pairs.

### SPEAKING

#### GIVING OPINIONS

**1** **7.06** Read and listen to two friends talking about clothes. Where are they? *At Georgia's house*



**Lucca** Hi, Georgia. Are you wearing a new **sweatshirt**?  
**Georgia** Yeah. It's my **brother's**. Do you like it?  
**Lucca** Um ... not really. I prefer your **red sweatshirt**.  
**Georgia** Well, that's my favorite. But this **sweatshirt** is **nice**.  
**Lucca** Hmm, I guess it's a bit **big**.  
**Georgia** Really?  
**Lucca** Yes, and I think it's **really old**.  
**Georgia** You're right!  
**Lucca** What are you doing?  
**Georgia** I'm changing my **sweatshirt**!

### LIVING ENGLISH

**2** Complete the mini dialogues with the expressions below.

• I prefer • Not really • I guess

**1**  
**A** Do you like my new sneakers?  
**B** No, **I prefer** your old ones.

**2**  
**A** Where's my new sweater?  
**B** I don't know. In the closet, **I guess**.

**3**  
**A** Do you like my pants?  
**B** **Not really** – sorry. I don't like green pants.

**3** **7.07** Listen and repeat the expressions.

### PRONUNCIATION

**4** **7.08** Listen and repeat.

This is my brother's sweatshirt.

You're right.

**5** **7.06** Listen to the dialogue again. Then practice with a partner.

**6** Role play a new dialogue. Follow the steps.

- 1 Take a picture of your friend in nice clothes.
- 2 Change the words in **blue** to write a new dialogue in your notebook.
- 3 Practice your dialogue with a partner.
- 4 Present your dialogue to the class.

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**6** Read through the steps with students and check understanding. Tell them to use the vocabulary for clothes and family members, as well as adjectives from this and previous units. Try to find time in class for pairs to present their dialogues. If this is not possible, monitor pairs as they practice and provide feedback on intonation for giving and responding to opinions.

### Reflect

Together with students reflect what has been taught today.

Warmer 

Put students into groups. Have them write A–Z down one side of a piece of paper. Give them two minutes to think of sports words that begin with any of the letters: the words can be in English and/or in their own language. When the time is up, see who has most sports words on their list.

THINK! 

Have students continue to work in groups to discuss this. Tell them to look at the image and describe what they see. Ask: *Where are the children? What are they doing?* (cycling) Groups can then share their ideas as a class. Write a list of the most popular sports on the board.

Open answers

 Sports Are Good for Us

Summary

The video is about why sports are good for us.

In Class 

Tell students they're going to watch a video about why sports are good for us. Say: *When you do sports, how do you feel?* Elicit some answers (e.g., I feel tired/happy/relaxed).


Exercise 1 

Ask students to watch the video to answer the questions. They can read the questions below before watching the video.

1 Who can do sports? Check the answer with the class.

 Everyone.

2 Say two things that sports can teach us. Check answers with the class. Then ask students if they like team sports and elicit examples.


 We learn to do amazing things with our body, you learn about who you are and what you can do, you learn to lose (a game/ match) and to work in a team.


8

GET MOVING!

 UNIT GOALS

- Talk about sports.
- Read about people and sports.
- Listen to a podcast.
- Learn about why we do sports.
- Write an email.



 THINK!

What sports do you like?

 VIDEO

- 1 Who can do sports?
- 2 Say two things that sport can teach us.

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Exercise 2 

Write these sentences on the board:

- 1 Sports make us healthy and strong. (✓)
- 2 Individual sports are great.
- 3 Sports can help us make new friends. (✓)
- 4 We can win or lose a game. (✓)
- 5 People do sports every day.

Play the video again. Students check (✓) the information that is in the video. Check answers with the class.

Resources

- Teacher's worksheets Unit 8
- Workbook pages 44–49
- Puzzles and Games page 107

Unit Aims

 Cambridge Life Competencies Framework

I can ...

- distinguish between main and supporting arguments in blogs and infographics about sports. (Critical Thinking)
- understand essential grammatical terms and concepts: can for ability and imperatives. (Learning to Learn)
- use appropriate forms of address, greetings, and farewells in an email about a sports activity. (Communication)
- evaluate contributions from my partner with appropriate sensitivity when checking their email about a sports activity. (Collaboration)

8.01–8.02 Audioscript  
pT122

3 min Introduction of target vocabulary

catch	/kætʃ/
dance	/dæns/
ice-skate	/ˈaɪs ˌskeɪt/
kick	/kɪk/
play volleyball	/ˈpleɪ ˈvɔːliːbɔːl/
run	/rʌn/
ski	/skiː/
surf	/sɜːf/
swim	/swɪm/
throw	/θrəʊ/
walk	/wɔːk/

- 1 8.01 Have students look at the advertisement and elicit the sports they can see. Read sentences 1–5 with the class and check comprehension. Then have students circle the correct verb in each sentence and play the audio to check answers.

VOCABULARY IN CONTEXT

- 1 8.01 Choose the correct verbs to complete the advertisement. Then listen and check your answers.

**Sports**

1 Swim / dance or surf / run in the ocean with your friends.

2 Ice-skate / play volleyball or run surf on the beach.

**Come to Andalusia, Spain to do sports!**

3 Swim / ski in the mountains!

4 Ice-skate / play volleyball at the ice rink.

5 And in the evening, dance / ski to great music with your friends!

8.03 Audioscript pT122

2 This is a *learn to learn* activity, which offers students techniques for retaining vocabulary. In this case, students focus on the part of the body they use to do each action. Encourage them to add any more verbs they learn to the circles. Have them mime the actions to check answers.

3 8.03 Point to each image as you ask: *What (is he/she / are they) doing?* and elicit answers, e.g.: *They're throwing the ball.* Then have students write the words. Tell them to pay attention to spelling. After checking answers, play the audio to practice pronunciation.

USE IT!

4 Draw students' attention to the activities in the chart. Tell them they can add other activities or sports they do to the list. Help them with vocabulary as necessary.

5 Invite a pair of volunteers to read the example aloud. Then put students into pairs to ask and answer the questions and complete the *My Partner* column. Finally, you can ask individual students to tell the class about their partner, e.g.: *(Carlos) runs, dances and swims. (He) doesn't ski or surf.*

Reflect and introduce homework

Together with students reflect what has been taught today and introduce homework.

Homework

Workbook page 45,  
Exercises 1 and 2

Exercise 3

Ask students to bring a picture of their favorite sport to the next class. Tell them to think of answers to these questions: *Do you play/do this sport? What do you like about it?* You can also have them use ideas from the discussion of the *Think!* questions to say why it is important to play it.

2 Organize the verbs below in the circles. Do you use your hand or foot?

- kick • throw • catch • walk • run



3 8.03 Match the images with the words in Exercise 2. Then listen, check, and repeat.



throw



walk



kick



catch



run

USE IT!

4 What sports do you do? Mark (✓) or (X).

Open answers

	Me	My Partner
ski	<input type="radio"/>	<input type="radio"/>
run	<input type="radio"/>	<input type="radio"/>
dance	<input type="radio"/>	<input type="radio"/>
play basketball	<input type="radio"/>	<input type="radio"/>
surf	<input type="radio"/>	<input type="radio"/>
ice-skate	<input type="radio"/>	<input type="radio"/>
swim	<input type="radio"/>	<input type="radio"/>

5 Work in pairs. Ask and answer the questions. Mark (✓) or (X) for your partner.


What sports do you do?


I dance, I run, and I swim.  
I don't surf or ski.


Warmer 

Play a miming game. Divide the class into teams. Invite one member from each team to the front and give them an action verb or a sports word from the previous lesson. Have students mime the word to their team. The first team to guess and say the word wins a point. Repeat with other students and words.

8.04 Audioscript pT122

- 

1 Have students look at the text. Draw their attention to the images, the paragraphs about the athletes, and the readers' comments. This should help them answer question 1. For question 2, ask students to read the paragraphs about the athletes. Finally, check answers with the class and find out about the most popular athlete by a show of hands.
- 

2 8.04 Read through the actions in the chart. Tell students to look at the images in the text again and say what sports the people do. Then have them predict which action goes with which person. Finally, play the audio for students to read and listen to the text, and check answers with the class.
- 

3 Read the questions with the class and see if they can remember any information. Point to the question words *Where*, *What*, and *Who* and elicit the type of information they stand for (e.g., a place, sports, a person). Students read the text again and answer the questions. Remind them to use the verb + s in 4 and a short answer in 5. Check answers with the class.

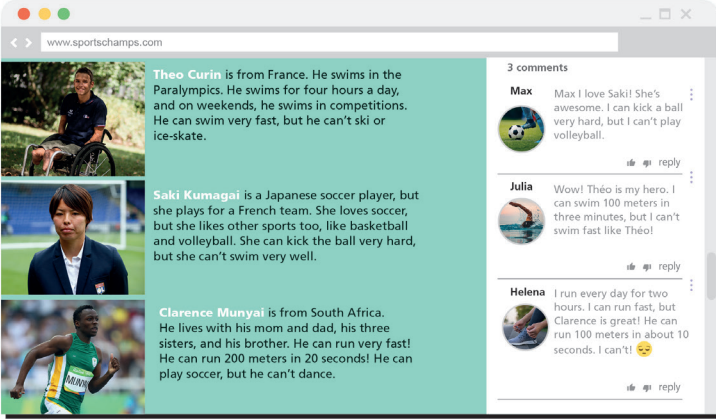
THINK! 

Students discuss the question in groups. Then check ideas with the class. Draw a chart on the board with the title *Is sport important?* and two columns: *Yes* and *No*. Write students' ideas in the chart.  
*Open answers*

READING

1 Look at the text and the images. Then check (✓) the correct answer and answer the question.

- 1 What type of text is this?  
☒ a blog about athletes      ☐ a pamphlet with recommendations
- 2 Who is your favorite athlete? Why? *Open answers*



Theo Curin is from France. He swims in the Paralympics. He swims for four hours a day, and on weekends, he swims in competitions. He can swim very fast, but he can't ski or ice-skate.

Saki Kumagai is a Japanese soccer player, but she plays for a French team. She loves soccer, but she likes other sports too, like basketball and volleyball. She can kick the ball very hard, but she can't swim very well.

Clarence Muniyai is from South Africa. He lives with his mom and dad, his three sisters, and his brother. He can run very fast! He can run 200 meters in 20 seconds! He can play soccer, but he can't dance.

3 comments

Max Max I love Saki! She's awesome. I can kick a ball very hard, but I can't play volleyball.

Julia Wow! Theo is my hero. I can swim 100 meters in three minutes, but I can't swim fast like Theo!

Helena I run every day for two hours. I can run fast, but Clarence is great! He can run 100 meters in about 10 seconds. I can't! 😊

2 8.04 Read and listen to the text. Check (✓) the correct person in the chart.

	Theo	Saki	Clarence
kick the ball very hard	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
run very fast	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
swim very well	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
swim very fast	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
play basketball	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
play soccer	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>



3 Read the text again and answer the questions.

- 1 What does Theo do?  
*Theo swims.*
- 2 Where is Saki from?  
*Saki is from Japan.*
- 3 What are Saki's favorite sports?  
*She loves soccer, basketball, and volleyball.*
- 4 Who does Clarence live with?  
*He lives with family / with his mom, dad, three sisters, and brother.*
- 5 Does Clarence play soccer?  
*Yes, he does.*
- 6 Who can swim 100 meters in 180 seconds?  
*Julia*






THINK!


Are sports important? Why / Why not?


**LOOK!**

Draw attention to the Look! box. Write the sentences on the board and circle *can't* and *cannot*. Ask: *Which is the short form?* Say *can't* and *cannot* aloud and have students repeat.


Common mistake: Students may include *to* before the verb.  
*He can to play soccer.*  
*He can play soccer.*


- **1**
- If necessary, students look at the sentences in the blog on page 90 to help them complete the chart. When they finish, have volunteers read the sentences aloud. Then elicit some personal examples from students (affirmative and negative) and write them on the board. Show how the main verb after *can* and *can't* stays in the infinitive. Finally, review what the people in the blog *can* and *can't* do.
- **2**
- Students can use the grammar chart in Exercise 1 for help. Tell them to look at the verb and the check mark or X in the parenthesis to see if they have to use *can* or *can't*. To check answers, invite individual students to read out a sentence each.
- **3**
- Focus students' attention on the grammar chart and the use of *can* and *can't* in Yes/No questions and short answers. Go around the classroom, asking individual students Yes/No questions, e.g.: *Can you dance?* *Can you swim?* Elicit the short answers. Then have students look at the chart and ask: *What can Marta do?* *What can Luis do?* Elicit answers starting with *She can* and *He can*. Finally, focus on the examples in number 1 to check understanding of the task. To check answers, invite pairs of students to read out a question and answer each.

**USE IT!**

**4**


Have students look at the example and focus on the question word order: *Can you + verb*. Monitor and help as necessary while students write their questions.

**LANGUAGE IN CONTEXT**


**1**

Look at the examples in the chart. Complete the sentences from the blog.

Can: Ability	
Affirmative (+)	Negative (-)
I ..... <i>can</i> ..... run fast.	I <i>can't</i> run fast.
He ..... <i>can</i> ..... play soccer.	He ..... <i>can't</i> ..... dance.
She ..... <i>can</i> ..... kick the ball.	She ..... <i>can't</i> ..... swim.
It <i>can</i> dance.	It <i>can't</i> dance.
We <i>can</i> dance.	We <i>can't</i> dance.
You <i>can</i> ski.	You <i>can't</i> ski.
They <i>can</i> play volleyball.	They <i>can't</i> play volleyball.

**LOOK!**

*can't* = *cannot*  
I *can't* play volleyball.  
I *cannot* play volleyball.

**2**

Complete the sentences with *can* or *can't* and the verbs in parentheses.

1

I .....*can play*..... (play ✓) volleyball.

2

He .....*can't walk*..... (walk X) to school.

3

She .....*can surf*..... (surf ✓) in the ocean.

4

They .....*can't eat*..... (eat X) pizza.


5

You .....*can dance*..... (dance ✓) very well.

6

We .....*can't ice-skate*..... (ice-skate X) today.

Yes/No Questions	Short Answers
Can I/you/he/she/it/we/they dance?	Yes, I/you/he/she/it/we/they <i>can</i> .
	No, I/you/he/she/it/we/they <i>can't</i> .

**3**

Ask questions and answer about what Marta and Luis *can* and *can't* do.

	play volleyball	run fast	dance
1 Marta	X	✓	✓
2 Luis	✓	✓	X

1

*Can* ..... Marta ..... *play volleyball? No, she can't.*

2

*Can* ..... Luis ..... *play volleyball? Yes, he can.*

3


*Can* ..... Marta and Luis ..... *run fast? Yes, they can.*


4

*Can* ..... Marta ..... *dance? Yes, she can.*

5

*Can* ..... Luis ..... *dance? No, he can't.*


**USE IT!**

**4**

Write questions for your partner with *can* and the words below in your notebook..

- dance • run fast • ice-skate • spell your name • play soccer • swim

*Can you dance?*




5

Ask and answer the questions with your partner.


Open answers

Can you dance?


No, I can't.

**WORKBOOK** p.44, p.47 and p.48


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**Grammar Game**


Play *Ability Bingo*. Tell students to draw a nine-square grid in their notebooks. In each square, they should write an action verb or a sport. Encourage them to use their own ideas as well as the vocabulary from pages 86 and 87. Then tell them to walk around the classroom and ask their classmates questions with *Can you ...?*, using the words on their grids, e.g.: *Can you jump?* *Can you swim?* If a student answers *Yes, I can*, they must mime the action or sport. Then the student who asked the question writes their classmate's name in the corresponding square on their grid. The first student to get a row of three classmates' names shouts: *Bingo!* (Optional)

**Reflect and introduce homework**

Together with students reflect what has been taught today and introduce homework.


**Homework**

Workbook page 44; page 47; page 48

**Warmer** 

Draw a chart on the board with the headings *Active* and *Not active*. Mime actions representing these categories in turn (e.g., *play volleyball* and *watch TV*). Elicit the actions and write them under the relevant headings. Put students into groups. Have them copy the chart and give them two minutes to write more actions in each column. Monitor and help with vocabulary as necessary. Check ideas with the class.

**8.05–8.07 Audioscripts**  
**pT122**

**Introduction of target vocabulary** 

do exercise  
'du: 'ek.sə'saɪz/

don't drink soda  
'dɒʊnt ,drɪŋk 'sɒʊ.də/

don't eat junk food  
'dɒʊnt ,i:t 'dʒʌŋk ,fu:d/


don't go to bed late  
'dɒʊnt ,gəʊ,tu: 'bed ,leɪt/


don't sit down all day  
'dɒʊnt ,sɪt daʊn 'ɑ:l,deɪ/


drink water  
'drɪŋk 'wɑ: tʃə/

eat healthy food  
'i:t 'hel.θi ,fu:d/

go to bed early  
'gəʊ,tu: 'bed 'ɜ:li/

- 1**  Point to the text and ask students what they can see. Point to the four icons at the top and elicit what they represent: sports, walking/moving, food and drink, and activity at home. Then draw attention to the fact that there is an image to illustrate each sentence. After students answer the question, remind them that an infographic uses words and images to present information.


**2**  **8.05** Read the words with students. Then ask them to look at the images in the infographic and decide where the words go. They could do this in pairs. Play the audio to check answers.

**3**  Focus students' attention on the chart. Mime the two activities in the example (*Do exercise; Don't sit down all day*) to demonstrate the idea of *similar*. Students can do this exercise in pairs.

**LISTENING AND VOCABULARY**

- 1** Look at the image and check (✓) the correct answer. What does it represent?

☒ an infographic

☐ an interview
- 2**  **8.05** Look at the image. Complete the sentences with the words below. Then listen to the podcast and check.

do exercise

don't sit down all day

don't eat junk food

drink water

don't go to bed late

eat healthy food


**NO ENERGY?**




**COME ON! YOU CAN DO IT!**

- 3** Complete the chart with expressions that have similar meanings. Use the infographic to help you.

Do exercise.	1 <u>Don't sit down all day.</u>
2 <u>Eat healthy food.</u>	Don't eat junk food.
Go to bed early.	3 <u>Don't go to bed late.</u>
4 <u>Drink water.</u>	Don't drink soda.


- 4**  **8.06** Listen, check, and repeat.


**5**  **8.07** Listen to Maria and Sergio. Check (✓) what they do.


	Maria	Sergio
play basketball	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
eat junk food	<input type="checkbox"/>	<input checked="" type="checkbox"/>
eat healthy food	<input checked="" type="checkbox"/>	<input type="checkbox"/>
play on the cell phone	<input checked="" type="checkbox"/>	<input type="checkbox"/>
do exercise	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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 **WORKBOOK** p.44 and p.45

- 4**  **8.06** Play the audio to check answers. Focus on pronunciation and sentence stress when students repeat the sentences.

**5**  **8.07** Tell students that Maria and Sergio are reading the infographic and talking about the activities in the chart. Read the activities with the class. Play the audio and pause after the speakers say that they play basketball. Draw students' attention to the check mark for Maria and elicit that they have to also put a check mark for Sergio. Play the rest of the track for students to complete the exercise. Check answers with the class—elicit full sentences, e.g.: *Maria doesn't eat junk food. Sergio eats junk food.*

**Fast Finishers** 

**Puzzles and Games** page 107, Exercise 4

**Reflect and introduce homework** 

Together with students reflect what has been taught today and introduce homework.

**Homework**

**Workbook** page 44; page 45, Exercises 3 and 4

- 1

5 min
- Play Track 8.05 again to help students complete the chart. To check answers, have volunteers read out a sentence each. Explain that imperatives are instructions. Then elicit that we use the base form of the verb in affirmative sentences, and *don't* + verb in negative sentences.
- 2

5 min
- Students can use the grammar chart in Exercise 1 for help. Read the verbs in 1–6 with students and check meaning. Ensure students use context to match them with the endings a–f. Check answers with the class.
- 3

5 min
- Have students describe what is happening in each image and identify the speaker. Encourage them to write imperative sentences, using the words and their own ideas. Tell them to write affirmative sentences and negative sentences starting with *Don't*. Have the class share ideas and vote on the best option for each image.

USE IT!

4

6 min

Point to the example and have students act out the instructions. Then give the class some more instructions to act out, e.g.: *Close your books. Don't stand up.* In pairs, students take turns giving and acting out instructions. Finally, invite volunteers to act out instructions for the class to guess and say.

Grammar Game

7 min

Play *Simon Says*. Give students instructions to follow. Say that when you start your sentence with *Simon says*, students should follow the instruction. Explain that if you don't say *Simon says*, they should not follow it. Some examples are: (*Simon says*) *look out of the window. Look at me. Stand up. Sit down.* Invite volunteers to “be” Simon and give instructions to the class.

LANGUAGE IN CONTEXT

1

Complete the instructions from the podcast in the chart. Use the words below.

• Put

• Don't eat

• Go

• Come

• Don't take

Imperatives	
Affirmative (+)	Negative (-)
<i>Put</i> ..... on your sneakers.	<i>Don't take</i> ..... the bus to school.
<i>Go</i> ..... to the park.	<i>Don't eat</i> ..... junk food.
<i>Come</i> ..... on!	<i>Don't drink</i> soda!

2

Match the beginnings of the sentences (1–6) with the endings (a–f).

1

Don't write

a

your homework every day.

2

Don't forget

b

to drink two liters of water every day.

3

Eat

c

your cell phone in class.

4

Do

d

on the wall!

5

Get up

e

now. It's ten o'clock!

6

Don't use

f

fruit to be healthy!

3

Look at the images. Make affirmative and negative imperative sentences.

• eat

• go to bed late

• run

• watch TV

• wear my T-shirt

1

Run.....!

2

Don't watch TV.....!

3

Don't eat that.....!

4

Don't go to bed late.....!

5

Don't wear my T-shirt.....!

USE IT!

4

Work in pairs. Give instructions and act them out. Open answers

Catch a ball!

Drink water!

Print and Share

15 min

Go to Appendix L

2 min

Reflect and introduce homework

Together with students reflect what has been taught today and introduce homework.

Homework

Workbook page 44; page 46; page 49



Unusual Sports

The video on page 95 and accompanying exercises below can be used as a lead-in to the topic of the Across the Curriculum text, or after the reading activities to complete the unit.

Summary

The video is about unusual sports around the world.

In Class 

Tell students they're going to watch a video about unusual and strange sports. Ask: *Do you know any unusual or strange sports? How do you play them? What do you do?* Then ask them about their country. Say: *What sports do people play in our country?* Write a list on the board and ask: *Are any of these sports unusual?*

Exercise 1 

Ask students to watch the video to answer the questions. They can read the questions below before watching the video.

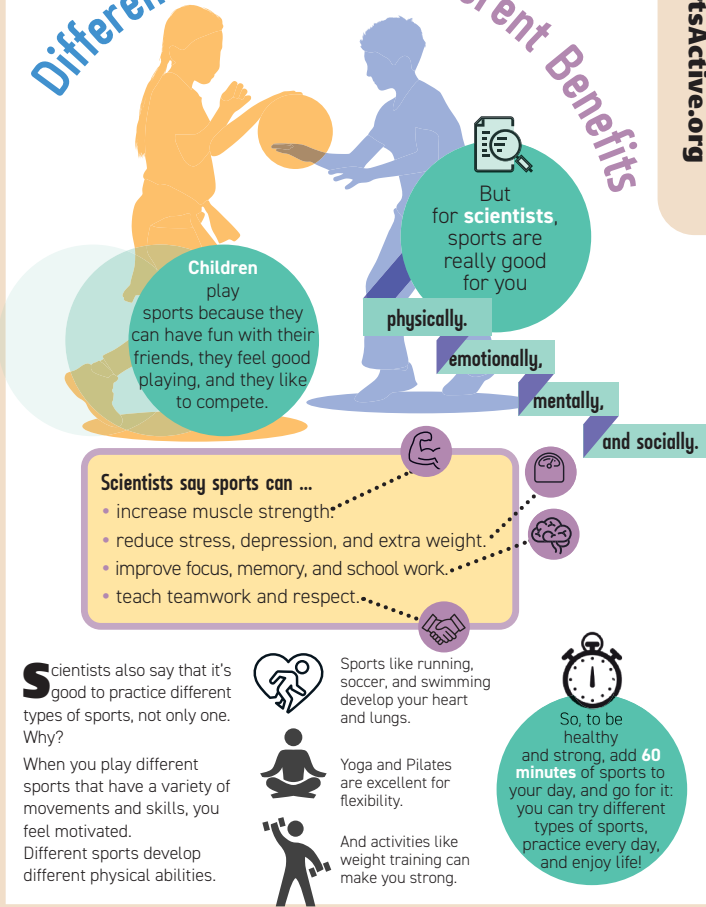
- 1 How many sports can you remember from the video? Check the answer with the class. The sports mentioned in the video are: *soccer, climbing, skateboarding, swimming, handball, human tower building, limbo skating, mermaid swimming*
- 2 Where is the mermaid swimming? Check the answer with the class. *In the river Thames in London.*



ACROSS  
THE CURRICULUM  
PHYSICAL EDUCATION

Different Sports for Different Benefits

SportsActive.org



Exercise 2

Write this chart on the board. Have students copy it in their notebooks:

Europe	mermaid swimming	small people climb to the top
Spain	limbo skating	skate under cars
India	handball	hard work
London	human tower	throw ball at 130 km per hour

Play the video again. Students watch and match the items in the columns. Check answers with the class.

 Print and Share

 Go to Appendix M

 Reflect and introduce homework

Together with students reflect what has been taught today and introduce homework.

 Homework

Ask students to write a short paragraph about one of the sports in the video. Their paragraph should answer these questions: What's the name of the sport? Where do people play it? What do the players do? Do you like the sport? Why / Why not? Tell students to illustrate their text—they could draw a picture of the sport, or stick a photo. Have students share their writings in the next class.

**Presentation of Homework**

Ask students to read the paragraphs they wrote to the class.

**8.08 Audioscript pT122**

**1** Have students look at the text on page 94. Ask: *What can you see? What's the text about?* Read the three options for question 1. Tell students to look for key words in the text that help them identify its objective (for example, *Benefits* in the title). To help students answer question 2, ask them: *Can you learn facts about sports from the text?* Check answers with the class.

**2** **8.08** Have a volunteer read the sentences aloud. Then ask: *What does a scientist do/study? What physical abilities do sports develop?* Accept answers in students' own language to ensure understanding of *scientist* and *develop*. Then play the audio and have students read along. When checking answers, have volunteers read out the evidence in the text.

**3** This *learn to learn* activity helps students categorize words and makes them easier to remember. Read the activities with students. Then focus on the example and elicit one more example, if necessary. Tell students to find the icons in the text that represent *Cardio activity*, *Flexibility*, and *Strength*. Students complete the chart by checking the information that is next to these icons. Check answers. Encourage full sentences, e.g.: *Pilates is excellent for flexibility. Weight training can make you strong.* (Optional)

**4** If you have a strong class, encourage students to do the exercise without looking at the text. To check answers, read out the sentence beginnings for the class to complete.

**Words in Context**

**5** Give or elicit examples of opposites and synonyms, such as: *big/small, old/young; big/large, old/ancient*. Then ask students to find the words in the text. This may take some time, so you may want to point to the section(s) where they can find them.

**6** Have students find the words in the text. Draw their attention to the words *strength* (noun) and

**1** Read the text quickly and check (✓) the correct answer.

- 1** The objective of the text is ...  
☐ to ask children to take part in physical education classes.  
☒ to inform about multiple benefits of sports.  
☐ to tell a story with attractive images and lettering.
- 2** You can say that the text is ...  
☐ artistic. ☐ critical. ☒ educational.

**2** **8.08** Read and listen to the text. Check (✓) the true sentences.

- ☐ All children play sports. ☐ Scientists do lots of sports.  
☐ All sports develop the same physical skills. ☐ Sports are fun.  
☒ It's a good idea to practice different sports.

**3** What are the activities below good for? Read the text again and complete the chart.

- running • Pilates • soccer • swimming • weight training • yoga

Cardio Activity	Flexibility	Strength
running	Pilates	weight training
soccer, swimming	yoga	

**4** Match the beginnings of the sentences (1–5) with the endings (a–e).

- 1 Different sports can develop different ...  
2 To be flexible, ...  
3 Practice sports for 60 minutes a day ...  
4 Scientists say that sports are good for you ...  
5 Sports can teach ...
- a collaboration and respect.  
b physical abilities.  
c do yoga and Pilates.  
d physically, mentally, and socially.  
e to be healthy and strong.

**WORDS IN CONTEXT**

**5** Find in the text ...

- 1 the opposite of "reduce": increase  
2 a synonym for "abilities": skills  
3 a word for "to make something better":  
improve

**6** Complete the sentences with the words below.

- develop • strength • strong  
• weight training
- 1 Weight training makes your muscles big.  
2 Exercise makes you healthy and strong.  
3 Damien does different sports. He wants to develop new physical skills.  
4 Djaniila has the strength to win a gold medal at the Olympics.



**THINK!**

Do you think these types of texts are effective to motivate people? Why / Why not?



**VIDEO**

- 1 How many sports can you remember from the video?  
2 Where is the mermaid swimming?

95

*strong* (adjective). Students can complete the sentences in pairs. To check answers, have volunteers read out a sentence each.



**THINK!**

Go over the features of the text on page 94. Point to the images, the icons, and the short sentences and paragraphs. Then draw attention to the ways of presenting information: the green circles, the yellow box in the middle, and the different-sized fonts. Ask: *Is the text easy to read? Is the presentation clear?* Divide the class into groups to discuss the question. Invite groups to share their ideas with the class.

*Open answers*



**Reflect and introduce homework**

Together with students reflect what has been taught today and introduce homework.

**Homework**

Ask students to create an infographic of other sports that...

1. Create big muscles  
2. Increase flexibility  
3. Help cardio activity

Remind students to check two or three websites to confirm their ideas. In this case, encourage them to refer to encyclopedias and/or health and fitness websites. You could ask them to create an infographic, classifying the sports into the three categories. Students display their infographics in the next class

## Unit 8 Get Moving!

### Writing


Lesson Aim: I can write an email about a sports activity.





### Presentation of Homework

Ask students to present their infographic to the class.

### 8.09 Audioscript pT123

1  **8.09** Draw students' attention to the beginning and ending in the email and elicit the answers to questions 1 and 2. Then point to the subject section and the greeting in the email and ask: *Who's Mister Smith?* (Sam's PE teacher) Students read and listen to the text to check their answers.

2 Tell students that the main idea in an email is in its first sentence(s).  Have them read the email again. Ask a volunteer to read the first sentence aloud and elicit the answer from the class. Say that *propose* means the same as *suggest*.


3 Point to *Subject* in the email and elicit that this is part number 1.  Then point to *Dear Mr. Smith* and say that this is called the greeting and is part number 2. Have students number parts 3 and 4 in the order they appear. Check answers by pointing to the different parts and having the class name them.




### LOOK!



Draw attention to the *Look!* box and read the information aloud. Write a sentence with *because* on the board, e.g.: *I like basketball because I play it with my friends.* Elicit other examples from students. Then say: *We use because to give reasons.*

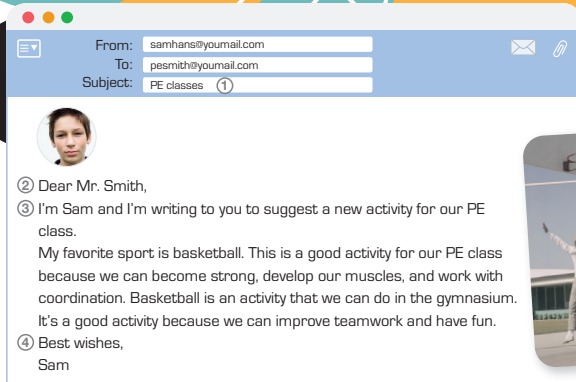
4 To check answers, have  volunteers read the sentences aloud.


5 Encourage students to follow the steps and use the email in Exercise 1 as a model. Remind them to check that their email has a subject, a greeting, an introduction, and a closing. Give students time to make notes and plan their ideas before writing.

6 When they peer correct, ensure  students focus on the items in the checklist. Monitor and help as necessary.



### WRITING



1  **8.09** Read and listen to the email and answer the questions.

1 Who is writing the email?

Sam

2 Who is receiving the email?

Mr. Smith

2 What's the main idea in the email?

- ☒ to propose basketball as a PE activity
- ☐ to express all the students' opinions
- ☐ to show how PE classes can be fun

3 Number the parts of the email from 1–4.

- |                |           |
|----------------|-----------|
| 2 greeting     | 4 closing |
| 3 introduction | 1 subject |

4 Read the *Look!* box. Underline examples of *because* in the email. *because we can become strong, develop our muscles, and work on coordination / because we can improve teamwork and have fun.*

5 Plan an email, giving your suggestion for a new activity in PE classes.

- 1 Think about the activities you like.
- 2 Use Sam's email as a model to plan your text.
- 3 Write the first version of your email. Make sure you include the parts of an email in Exercise 3.

6 Change presentations with a partner and check his/her work. Use the checklist below.

- ☐ name of person sending the email
- ☐ name of person receiving the email
- ☐ greeting
- ☐ introduction and suggestion for a new activity
- ☐ subject
- ☐ closing



### LOOK!

Use *because* to give a reason why. I'm writing to you *because* ...

The review tests in the Student's Book are just samples. Teachers are free to prepare similar tests for the purposes of conducting formative or summative assessment.

SB97-SB98=45 minutes

VOCABULARY

- 1 Draw students' attention to the images and have them talk about the clothes. Then read the sentences aloud for the class to match with the images.
- 2 Tell students to look at the images and ask: *Where are the people?* (in a restaurant/science class/park) *What are they doing?* (They're waiting for a table/doing an experiment/playing soccer.) Then elicit the clothes and accessories students wear for each situation and write the words on the board. Tell them to use these ideas to write their answers in the exercise. To check answers, invite individual students to talk about one situation each.
- 3 Students should be familiar with *odd one out* exercises by now. Ask them why *dance* is the odd one out in the example (*Surf* and *swim* are words for water sports.) When you check answers, ask students to justify their choices.
- 4 Look at the example with the class. Then tell students to look at the words in 2-4 to decide which verb they need, and if this verb has to be in the affirmative or negative form (using *Don't*). Check answers with the class.
- 5 Tell students that they need to change affirmative sentences to negative ones and vice versa. When they change an affirmative sentence to a negative one, they should write another affirmative sentence using the prompt, as in the example. Check answers with the class. You can have students write the sentences on the board.

REVIEW  
UNITS 7 AND 8



VOCABULARY

1 Match the sentences (1-4) with the images (A-D).



2



1



3



4

- 1 This is my favorite coat. It's nice!
- 2 I'm wearing a red shirt. I love it!
- 3 I like informal clothes. This sweatshirt is cool.
- 4 I'm wearing my new pants. They're great.

2 Look at the images. What do you wear in the situations below? *Open answers*



.....



.....



.....

3 Find the odd one out.

- 1 surf / swim / dance
- 2 run / iceskate / ski
- 3 volleyball / surf / soccer
- 4 top / boots / socks

4 Complete the sentences.

- 1 Don't drink ..... soda.
- 2 Don't go ..... to bed late.
- 3 Do ..... exercise.
- 4 Don't eat ..... junk food.

5 Make sentences with the information in parentheses.

- 1 I'm wearing a T-shirt. (- / shirt)  
I'm not wearing a T-shirt. I'm wearing a shirt.
- 2 She's not wearing boots. (+)  
She's wearing boots.
- 3 They're wearing shorts. (- / jeans)  
They're not wearing shorts. They're wearing jeans.
- 4 We're not wearing white T-shirts. (+)  
We're wearing white T-shirts.

LANGUAGE IN  
CONTEXT

- 6 Read the questions and answers *a* and *b* with students. Then focus on the example and elicit that *we* in the answer refers to *you and Greg* in the question. Have students underline the subject in each question. This will help them choose the correct answer. Students could then work individually or in pairs. If necessary, have them look back at the grammar chart on page 83 for help. To check answers, read each question aloud for the class to reply.
- 7 Point to the chart and focus on Amina. Ask: *What can Amina do? What can't she do?* Then read the example with the class and check understanding. Have students write sentences for the other people in the chart and check answers.
- 8 Read the example aloud. Then elicit question 2. (Can you throw a ball?) Elicit the affirmative and negative short answer. Have students complete the exercise. If necessary, they can look back at the grammar charts on pages 91 and 93 for help. Put students into pairs to ask and answer the questions. Monitor to check language as necessary.
- 9 Ask students what they can see in the pictures. Point to each picture as you ask: *What is she drinking?* (water) *What is he eating?* (a hot dog) *Are they doing exercise?* (yes) *What is he doing?* (He's playing video games.) Draw students' attention to the check marks and Xs and read the example. Tell students that they need to write instructions, using an imperative (affirmative or negative). Check ideas with the class.



LANGUAGE IN CONTEXT

- 6 Choose the correct answers.
- 1 Are you and Greg meeting in the cafeteria?  
*a* Yes, they are. *b* No, we're not.
- 2 What are you wearing?  
*a* I'm wearing jeans. *b* I'm at the library.
- 3 Are they wearing their glasses?  
*a* Yes, they are. *b* No, we're not.
- 4 Are you listening to music?  
*a* No, I'm doing homework. *b* Yes, I'm playing video games.
- 7 Read the chart and make sentences about what the people *can* and *can't* do in your notebook.

	kick a ball	catch a ball	play soccer	throw a ball
Amina	✓	X	✓	
Dylan		✓	X	
Bella	✓	X		✓
Xavier	X	✓		X

- 1 *Amina can kick a ball and play soccer, but she can't catch a ball.*
- 2 *Dylan can catch a ball, but he can't play soccer.*
- 3 *Bella can kick a ball and throw a ball, but she can't catch a ball.*
- 4 *Xavier can catch a ball, but he can't kick a ball or throw a ball.*
- 8 Ask questions. Then answer the questions so they are true for you.
- 1 play soccer  
*Can you play soccer? No, I can't.*
- 2 throw a ball  
*Can you throw a ball?*
- 3 ice-skate  
*Can you ice-skate?*
- 4 dance  
*Can you dance?*

- 9 Look at the pictures and make sentences.



*Drink water.*



*Don't eat junk food.*



*Do exercise.*











*Don't go to bed late.*

CHECK YOUR PROGRESS



I CAN...

- talk about clothes.  
- use the present progressive to describe clothes.  
- talk about sports and skills.  
- use *can* and imperatives to say what people can do.  

98 REVIEW

LEARN TO LEARN

Vocabulary Categorization

You can categorize groups of words with other words, for example, *kick*, *throw*, *catch*, *walk*, and *run*. Use them with the nouns *hand* and *foot* to help you remember them.



Check Your Progress

This section gives students an opportunity to reflect on what they have learned. Read each statement with the class. Elicit examples and/or information students remember. Alternatively, students could go through the statements in pairs or groups. If necessary, have them go back to the relevant unit to review each topic. Students then do the task in the Check Your Progress box individually. When they finish, ask: *What can you practice more? What is easy/difficult/interesting?* Invite students to give feedback.

Learn to Learn

Throughout the course, students do a variety of *learn to learn* activities, which offer them techniques for retaining vocabulary. Students have already categorized action verbs in Unit 8, but remind them they can categorize many other groups of words in different ways in order to remember them. Have them suggest other word categories for vocabulary they have learned over the year.

Extra Around the World and Across the Curriculum pages are provided at the end of the Student's Book, providing an attractive option for further practice of the language covered in the previous two units.

R.01 Audioscript pT123

- 1 Have students look at the class survey and read the information in the top-left corner. Then ask: *What can you see in the survey? What is each chart about?* (students' favorite activities, places, and things) Check answers with the class.
- 2 Put students into pairs. Tell them to look at each chart and read the speech bubbles that go with it. Ask: *What's the students' favorite activity/place/thing?* Then have students answer the questions individually. Encourage them to share their answers with the class.
- 3 R.01 Read the sentences with students. Elicit where they can find the missing information for each sentence (in the third chart for number 1, in the second chart for number 2, and in the first chart for numbers 3 and 4). Check answers with the class.

THINK!

Put students into groups to compare answers. Did they mention different activities, places, or things? Ask individual students the question so they can share their answer with the class.

Extension

If there is time, you could ask the class about their favorite activity/place/thing and have them raise their hands for different options. Write the category followed by the number of students on the board, e.g.: *Favorite thing: video games 12, music 7*, etc. Have students draw charts in their notebooks to show class results.

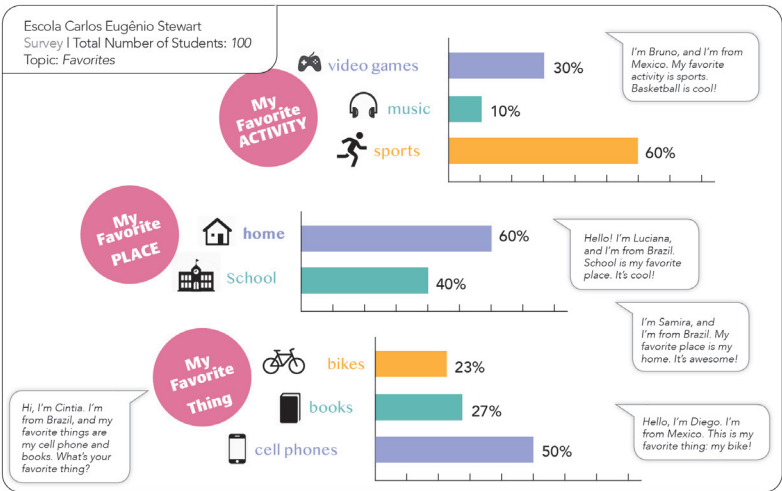


READING 1

ACROSS THE CURRICULUM / MATH

A CLASS SURVEY

- 1 Look at the charts and circle the correct words.
  - 1 The information in the charts is in images / paragraphs.
  - 2 The information is about teachers students.
- 2 Analyze the charts. Then answer the questions for you.
  - 1 What is your favorite thing? Open answers
  - 2 What is your favorite place? \_\_\_\_\_
  - 3 What is your favorite activity? \_\_\_\_\_



- 3 R.01 Read and listen to the survey. Circle the correct answers.
  - 1 The cell phone is the favorite thing for ... of the students.
    - a 17%
    - b 21%
    - c 50%
  - 2 School is the favorite place for ... of the students.
    - a 40%
    - b 50%
    - c 60%
  - 3 Music is the favorite activity for ... % of the students.
    - a 10
    - b 30
    - c 60
  - 4 ... is the favorite activity for 30% of the students.
    - a Music
    - b Sports
    - c Video games



THINK!

Look at your answers in Exercise 2. Are your results similar to the graphs?

Extra Around the World and Across the Curriculum pages are provided at the end of the Student's Book, providing an attractive option for further practice of the language covered in the previous two units.

R.02 Audioscript pT123

- 1
- R.02 Have students read the title, look at the pictures, and say what the text is about. Ask: *What is unusual/interesting about these homes?* Then look at the question and options with the class. Ask students to read the text quickly to identify the objective of the author. Ask: *Is the article about one home? Do all of the pictures show hotels?* Check the answer with the class.

- 2
- Have students look at the example and read out the sentence from the text where the answer is. (*There are beautiful cave homes around the world.*) Then tell them to read the text again to complete the exercise. Check answers with the class.

- 3
- Draw students' attention to the example and have them find the relevant information in the text. Tell students to read the text again to match the other sentence parts. To check answers, invite volunteers to read out each a sentence each.

THINK!

Put students into groups to discuss ideas. Ensure all group members take part in the discussion and give their opinions. To round off the activity, ask students for examples of other awesome homes.

Extension

Have students draw and label a diagram of an awesome home. Tell them to say where the home is, what rooms it has, and what objects there are in each room. Invite students to show their diagrams to the class and say why their chosen home is awesome.

READING 2

AROUND THE WORLD  
UNUSUAL HOMES

1 R.02 Read and listen to the text. Check (✓) the correct answer.

- What is the objective of the author?
- ☐ to talk about his home
- ☐ to talk about a different type of hotel
- ☒ to talk about types of homes

My Home is a Cave

Where is your home? My home is a cave! There are beautiful cave homes around the world. Look!

Look at this hotel in the Cederberg Mountains in South Africa, 240 km from Cape Town. The cave is old, but the windows are very modern!



These cave homes in Matmata, Tunisia, are very old. There are about 2,000 people in this community and the caves are perfect for families!

What part of the home is this?



Correct! It's the kitchen! Cool, isn't it? There are no windows, but there are plates on the walls.

The Stadsaal caves in South Africa are not homes, but there are paintings here! There are some very old paintings of elephants on the walls. The paintings are over 1,000 years old.



These homes are great! What's your favorite cave home?

2 Circle the correct words.

- 1 Cave homes are / are not beautiful.
- 2 The cave home in South Africa is / is not a hotel.
- 3 The caves in Stadsaal are / are not homes.
- 4 The cave homes in Tunisia are / are not new.
- 5 There are / are not any windows in the kitchen in the cave home in Tunisia.

3 Match the beginnings of the sentences (1–5) with the endings (a–e).

- 1 The cave homes in Tunisia are old, a in the Cederberg Mountains.
- 2 There are plates on the walls b but they're perfect for families.
- 3 There's an old cave c but the windows are very modern.
- 4 The hotel in South Africa is old, d in the caves in South Africa.
- 5 There are old paintings e in the kitchen in the cave in Tunisia.



THINK!

Are cave homes awesome? Why / Why not?

Extra Around the World and Across the Curriculum pages are provided at the end of the Student's Book, providing an attractive option for further practice of the language covered in the previous two units.


- R.03 Audioscript pT123
- 1

Draw a drop of water on the board. Ask: *What do we use water for?* Elicit a few ideas and write them on the board. Draw attention to the structures: *We use water for + verb (-ing) / We use water for + noun.* Students complete the sentence in their books. Finally, ask: *Is water an important resource?* (Yes, because we need it to live.)
- 2

R.03 Have students read the text quickly to check their ideas from Exercise 1. Then refer to your list on the board from Exercise 1 and ask: *Are there any other water uses in the text that aren't on this list?* Elicit answers and add them to the list.
- 3

Have students find evidence for the example sentence 1 in the text. Then tell them to read the text again to complete the other sentences. Check answers with the class. Ask: *What problems does Aimee have in February?* (There isn't clean water in his village.) *How are things different in October?* (There's clean water in his school.)
- 4

Encourage students to check the correct sentences without reading the text. Once they've done this, tell them to look at the text to check their answers. Finally, check answers with the class. Have different students read out the part(s) of the text that justify their answers.

 **THINK!**

Discuss the questions with the class. Say that *preserve water* means *look after water and not waste it*. Give an example of how you preserve water. Say, e.g.: *I take showers. I don't take baths*. If there is time, students could research where their water is from online. If possible, point to the water sources on a map. Finally, write a list of ways to preserve water on the board.

READING 3

ACROSS THE CURRICULUM / GEOGRAPHY

WATER

1

Complete the sentence.  
I use water for ..... [Open answers](#)

2

R.03 Read and listen to the text. Are your ideas from Exercise 1 in the text? [Open answers](#)

WATER: AN IMPORTANT RESOURCE

FEBRUARY

Hi there! I'm Aimee, and I'm 13 years old. I live in Nyakabingo. It's a small place in Africa. There isn't clean water in Nyakabingo, and it is a big problem for my family and friends. My mom, my brothers, and I walk for three hours to get water. We take a container. With the water in the container, it's about 45 kilos – the same as a baby hippo!

OCTOBER

But now things are different! There's clean water in my school. Now there's a garden with fresh vegetables and fruit. We eat them at lunchtime! The water is safe and the bathrooms and kitchen are clean. My family and friends go to school to get clean water. Now we don't walk for hours! I have time to study and have an education. My mom and dad work in the community and we all feel great!

Is there clean water in your home and in your school? Many people in the world don't have clean water, so remember, water is very important – let's preserve it.



3

Read the text again and complete the sentences with the words below.

• difficult • container • clean • fresh • safe • hippo

1 It's ..... difficult ..... to get clean water in Nyakabingo.

2 Aimee and her family use a ..... container ..... to carry water.

3 A baby ..... hippo ..... is about 45 kilos!

4 The vegetables and fruit at Aimee's school are ..... fresh .....

5 The water in Aimee's school is ..... safe .....

6 The bathrooms and the kitchen in the school are ..... clean .....

4

Check (✓) the correct sentences.

1 Aimee is 13 years old. ☒

2 There's clean water in Aimee's village now. ☒

3 There isn't a yard at Aimee's school. ☐

4 Aimee has time to study now. ☒

5 There's clean water for everybody in the world. ☐

THINK!

Where is your water from? What do you do to preserve water?

102

Extension

Put students into groups and have them design a poster with three tips for preserving water. Encourage them to illustrate their ideas with photos or drawings. Display the posters in the classroom.

Reading 3 T101

Extra Around the World and Across the Curriculum pages are provided at the end of the Student's Book, providing an attractive option for further practice of the language covered in the previous two units.

R.04 Audioscript pT123

- 1 Ask questions about the photo, e.g.: *What's the weather like? What clothes are the people wearing?* Then point to the words *About Me* in the first paragraph and ask: *Who is the author? Where can you find out?* (in the *About Me* paragraph) Ask students to read this paragraph to answer the question. (The author is Toklo. He's 12 years old and he lives in Alaska.)
- 2 Have students look at the web address and the tabs at the top of the text. Ask: *Where can you see words like Home, About Me, and Contact Me?* Elicit the answer and have the class circle the correct words in the sentence. Then ask: *Do you read blogs?* Elicit examples of blogs students read.
- 3 R.04 This is a *learn to learn* activity, which offers students techniques for retaining vocabulary. In this case, students have to categorize words they find in the text. This should help them remember those words more easily. Have students read the text to complete the chart. To check answers, draw the chart on the board and invite volunteers to complete it.
- 4 Students read the text again for specific information. Check answers with the class.

THINK!

- 1 Review what special clothes Toklo wears and why. Ask students about situations when they need special clothes, such as when playing sports or in extreme weather. Elicit special clothes and write a list on the board.
- 2 Students have already talked about traditional clothes in Unit 7, so have them call out ideas. Ask when people in their country wear these clothes.

READING 4

AROUND THE WORLD

MY INUIT FAMILY

- 1 Look at the photo and the text. Who is the author? Toklo
- 2 Where is the text from? Choose the correct words to complete the sentence.  
The text is from a blog/ a book.

www.inuitareus.com/bios/1283

Home / About Me / Contact Me

About Me Hi, and welcome to my blog! My name's Toklo. I'm 12 years old and I live in Alaska with my family. Look at this photo. There are five people in my family: my dad, my mom, my brother, my grandma, and me. In this photo, I'm wearing a brown coat, brown pants, and boots.

In my family, we don't use animals to make clothes. We buy modern clothes because they're comfortable. But some families make clothes with animal fur and animal skins to keep warm.

Are we Eskimo people? No, we're not. Eskimo is not the correct word. We are Inuit. We live in other places, too, like Canada, Siberia, and Greenland.

It's very cold here. Sometimes it's -40°C. It's impossible to go out without the right clothes. I don't wear regular clothes like T-shirts, sweatshirts, shorts, or sneakers. It's too cold for that! I wear special shirts, pants, and jackets that protect my body. But I have to wear two pairs of boots and two hats!

I hope you enjoy my blog! Please comment on the post - it's great to get to know you!

- 3 R.04 Read and listen to the text. Complete the chart with the words in the text.

Family Members	Clothes	Places
dad	coat	Alaska
mom	pants, boots	Canada
brother	I-shirt, sweatshirt	Siberia
grandma, (me)	shorts, sneakers, shirt, jacket, boots, hat	Greenland

- 4 Read the text again and complete the sentences with one word.

- 1 Toklo is from Alaska.
- 2 There are five people in Toklo's family.
- 3 Toklo and his family wear modern clothes.
- 4 Toklo and his family don't wear regular clothes because it's very cold.
- 5 Inuit people live in Alaska, Siberia, Canada and Greenland.



THINK!

- 1 What are "special clothes" for you?
- 2 What are "traditional clothes" in your country?

Extension

Have students write a comment on Toklo's blog. Tell them they can ask Toklo a question, or give him their opinion about something he says. Invite volunteers to read out their comments.

Puzzles Answer Key

PUZZLES AND GAMES SB P104

- 1
- 1 music
  - 2 jeans
  - 3 bike
  - 4 cell phone
  - 5 home
- 2
- 1 What is your name?
  - 2 What is your phone number?
  - 3 Who is your teacher?
  - 4 How old are you?
  - 5 What is your address?

- 3
- 1 GERMANY
  - 2 AMERICAN
  - 3 BRITISH
  - 4 JAPANESE
  - 5 SPANISH
  - 6 RUSSIAN
  - 7 BRAZILIAN
  - 8 SOUTH AFRICAN
- Secret word: NATIONALITIES

- 4
- 1 Yes he is.
  - 2 Are they're not / Spanish
  - 3 Is / is
  - 4 No /not / Russian
  - 5 he's not / Mexican

PUZZLES AND GAMES SB P105

- 1
- 1 kitchen.
  - 2 dining room.
  - 3 living room.
  - 4 bathroom.
  - 5 bedroom.
  - 6 yard.
- 2
- 1 bed  
Yes, there is.
  - 2 closet  
No, there isn't.
  - 3 chairs  
Yes, there's one chair.
  - 4 table  
Yes, there is.
  - 5 windows  
Yes, there are.

- 3
- 1 aunt.
  - 2 uncle.
  - 3 grandma.
  - 4 grandpa.
  - 5 grandparents.
  - 6 dad.
- 4
- 1 Do your grandparents have fair hair?
  - 2 Do you have three brothers?
  - 3 Does your dad have a sister?
  - 4 Does your mom have blue eyes?
  - 5 Does your friend have long hair?

- 5
- Open answers
- PUZZLES AND GAMES SB P106

- 1
- Across
- 4 BREAKFAST
  - 6 VOLLEYBALL
  - 8 BED
- Down
- 1 HOME
  - 2 SCHOOL
  - 3 HOMEWORK
  - 5 SHOWER
  - 7 BUS
- 2
- 1 I do my homework in the afternoon.
  - 2 I get up at eight.
  - 3 You take a shower at night.

R	S	C	I	E	N	T	L	I	B	R	C	A	R
E	C	A	F	E	T	E	L	A	B	O	A	L	F
S	C	I	E	N	C	E	L	A	B	E	F	O	I
T	R	E	S	T	R	O	I	C	A	F	E	T	E
R	G	Y	M	N	A	S	B	A	T	H	T	U	L
O	R	O	O	M	R	R	B	R	A	E	N	T	
O	L	I	B	R	O	A	A	D	I	N	R	G	E
M	T	E	A	C	O	Y	R	I	N	G	I	E	A
S	S	R	E	H	M	S	Y	H	A	L	A	R	C
T	E	A	C	H	E	R	S	L	O	U	N	G	E
A	A	T	H	L	E	T	I	C	F	I	E	L	D
G	Y	M	N	A	S	I	U	M	A	T	H	L	H

- 4
- 1 When does the library open?
  - 2 What does she do in the maker lab?
  - 3 Does the maker lab have a 3-D printer?
  - 4 Where do they read their favorite books?

PUZZLES AND GAMES SB P107

- 1
- 1 pants
  - 2 shirt
  - 3 shoes
  - 4 sneakers
  - 5 sweatshirt
  - 6 T-shirt
- 2
- Possible answers
- 1 In picture 2, Sam and Jess aren't watching movies, they're having breakfast.
  - 2 Sarah's not reading a book. She's playing volleyball.
  - 3 Emma's not listening to music, she's reading a book.
  - 4 Max and Bill aren't wearing hats, they're wearing glasses.
  - 5 Jill and Liz aren't playing video games, they're watching TV.

- 3
- 1 ski, ice-skate
  - 2 dance
  - 3 swim, surf
  - 4 play volleyball
- 4
- Finn is from Liverpool in the United Kingdom. He is 12 years old. He can play basketball very well, and he can run very fast, too.
- Nuray is Azerbaijani. She's from Baku, in Azerbaijan. She can play volleyball and run, but she can't dance.
- Jose and Fernando are from Spain. They're 11 years old. They can surf very well, but they can't swim very fast.
- Clara and Caterina are from Mexico. They can ski. Clara can ice-skate, but Caterina can't. Caterina can run very fast.

Project 1 is used at the end of the 1<sup>st</sup> semester (before summative assessment).

SB108–SB109=45 minutes

- 1 Have students look at the poster on page 109. Ask: *Who is Liam Hernández? Who are the people in the pictures? Who wants to read this poster?* Elicit answers and have the class check the correct answers to questions 1 and 2.
- 2 Point to the pictures in the family tree and have students find the same people in the poster on page 109. After students do the exercise, check answers with the class.
- 3 Read the questions with the class. Clarify what type of information *Where* and *Who* refer to (a place and a person) Then have students read the poster again, underline where they find the answers, and write them. Check by reading out each question for students to call out the answer.

THINK!

- 1 Put students into groups to discuss this and question 2. Check the answer with the class. Then ask: *How is Liam’s family important to him?* Review the ideas students discussed in Unit 4. You could write some ideas on the board.  
*his family*
- 2 In their groups, encourage students to give reasons for their ideas. Get class feedback.  
*Open answers*



PROJECT  
DESCRIBING FAMILIES

MAKE A CLASS POSTER ABOUT YOUR FAMILY.

- 1 Look at the poster on page 107 and check (✓) the correct answers.
  - 1 Who is the poster for?  
☒ my class    ☐ my family
  - 2 What is the poster about?  
☒ a family    ☐ a famous person’s family
- 2 Read the poster. Complete the family tree with the names of people in Liam’s family.
- 3 Read the poster again and answer the questions.
  - 1 Where is Liam from?  
*León, Mexico*
  - 2 Where is Liam’s mom from?  
*England, United Kingdom*
  - 3 Where is Liam’s dad from?  
*Mexico*
  - 4 Who is James?  
*Liam’s grandpa*
  - 5 What is Liam’s sister’s name?  
*Sophia*



THINK!

- 1 Who is important to Liam?
- 2 Who in your family is important to you?



PROJECT TASK

- 1 PLAN
  - 1 Choose a person you admire.
  - 2 Find out about his/her family. Find photos or draw a family tree.
  - 3 Write your text. Remember to include personal information about him/her, information about his or her family, and your opinion.
  - 4 Design your poster.
  - 5 Check grammar, spelling, and punctuation.

2 YOUR DIGITAL PORTFOLIO

Upload your poster to the class portfolio for everyone to see! Present your poster to the class.

3 REFLECT

Which is your favorite poster? Why?



## Project Task

## 1 Plan

Go through the steps with the class and check understanding. Students could do Step 1 in class and Steps 2–5 for homework. You can use class time for general correction and feedback.

- 1 Tell students that the person they choose can be anyone, for example, a friend, a family member, a neighbor, or a famous person.
  - 2 If students have close contact with the person they chose, encourage them to interview them about their families. If students choose a famous person, tell them to research their families and find images online.
  - 3 Tell students to use the poster on page 109 as a model. Elicit which part of the poster has personal information about Liam, which parts show information about his family, and where the author's opinion is (at the bottom). Then ask: *What images does the author use in each part?* Use this question to generate ideas for students' own images.
  - 4 When students have their texts and images ready, they can arrange them in their own style. If you are doing this in class, have students work in groups and share ideas. If students are using printed photos, they will need to bring them to class. Hand out poster paper and have students do a sketch of how they want their poster. Then have them decide where to place their texts from Step 3.
- Alternatively, students may want to make a digital poster. They can plan and design their work in a similar way, deciding where they want to place their images and texts.
- 5 Students can edit and correct their texts from Step 3 on their own at home. If they are working in class, you can put them into pairs for peer correction. Encourage them to refer to the units in their Student's Book to check grammar, spelling, and punctuation. Monitor and help as necessary. Finally, have students copy their edited texts onto their poster paper and include their images.



PROJECTS 109

If students are making a digital poster, they can upload their texts and images to the positions they want them. Encourage them to check their texts carefully before uploading a final version.

## 2 Your Digital Portfolio

Remind students to upload their posters to the class portfolio. If they made a print poster, they should take a photo of it and upload it to the virtual class space. Students can present their work digitally and look at each other's posters here. If

possible, allow time in class for every student to present their poster.

## 3 Reflect

Put students into groups to discuss the posters. Encourage them to give feedback and say something they like about each person's work. Then have each group vote on their favorite poster. Write the groups' chosen posters on the board. Finally, have students vote for one of the short-listed options to choose the favorite poster in the class.



## Cambridge Life Competencies Framework

I can ...

- illustrate a new poster with unique symbols and persuasive language. (Creative Thinking)
- present points clearly and persuasively in a poster. (Communication)

Project 2 is used at the end of the 2<sup>nd</sup> semester (before summative assessment).

SB110–SB111=45 minutes

- 1 Have students look at the infographic on page 111. Ask: *What images can you see? What sports are there? Who is the survey about?* Elicit answers and have the class check the correct answers to questions 1 and 2.
- 2 Read the sentences and answers a, b, and c with the class. Ask: *What type of information do you need to find in the infographic?* (numbers) Tell students to read the text quickly to circle the correct answers. Invite students to read each sentence aloud to check answers.
- 3 Have students look at the infographic again and review the sports it mentions. Write a list on the board. Point to the example and read it aloud. Elicit question 2 from the class. If necessary, have students look at the grammar chart on page 93. Check answers with the class.

THINK!

- 1 Have students think about their answers individually. Then put them into groups to discuss this and question 2. If students don't do sports with their family, ask them if they do sports with anyone else.  
*Open answers*
- 2 In their groups, students discuss the question. When they finish, ask the class to share ideas and write them on the board. Encourage students to copy the ideas in their notebooks.  
*Open answers*



PROJECT  
TALKING ABOUT SPORTS

MAKE AN INFOGRAPHIC: A CLASS SURVEY REPORT.

- 1 Look at the infographic from a school magazine on page 109 and check (✓) the correct answers.
  - 1 Who is the infographic for?  
☒ students at school    ☐ the school soccer team
  - 2 What is the infographic about?  
☐ favorite sports    ☒ the sports students do
- 2 Read the infographic and circle the correct answers.
  - 1 There are ... boys in Class 7A.  
a 34    b 12    c (22)
  - 2 ... girls can dance.  
a 9    b (12)    c 13
  - 3 ... boys can play basketball.  
a 6    b (12)    c 15
  - 4 ... girls can swim very fast.  
a (6)    b 8    c 12

3 What questions do you ask? Write the questions in the survey.

- 1 play soccer?  
*Can you play soccer?*
- 2 run fast?  
*Can you run fast?*
- 3 dance well?  
*Can you dance well?*
- 4 play basketball?  
*Can you play basketball?*
- 5 swim very fast?  
*Can you swim very fast?*



THINK!

- 1 Do you do sports with your family? Who?
- 2 Why are sports good for you?



PROJECT TASK

- 1 PLAN  
Find out what sports people do in your class. Do a survey, and then create an infographic to show your results.
  - 1 Choose the sports for your questions.
  - 2 Write your questions about sports. Use the questions in Exercise 3, or make new questions.
  - 3 Do the survey with your friends in class.
  - 4 Design your infographic. Include two or three ways to show the information.
  - 5 Check grammar, spelling, and punctuation.
- 2 YOUR DIGITAL PORTFOLIO  
Upload your infographic to the class portfolio for everyone to see! Present your infographic to the class.
- 3 REFLECT  
Which is your favorite infographic? Why?

 Project Task

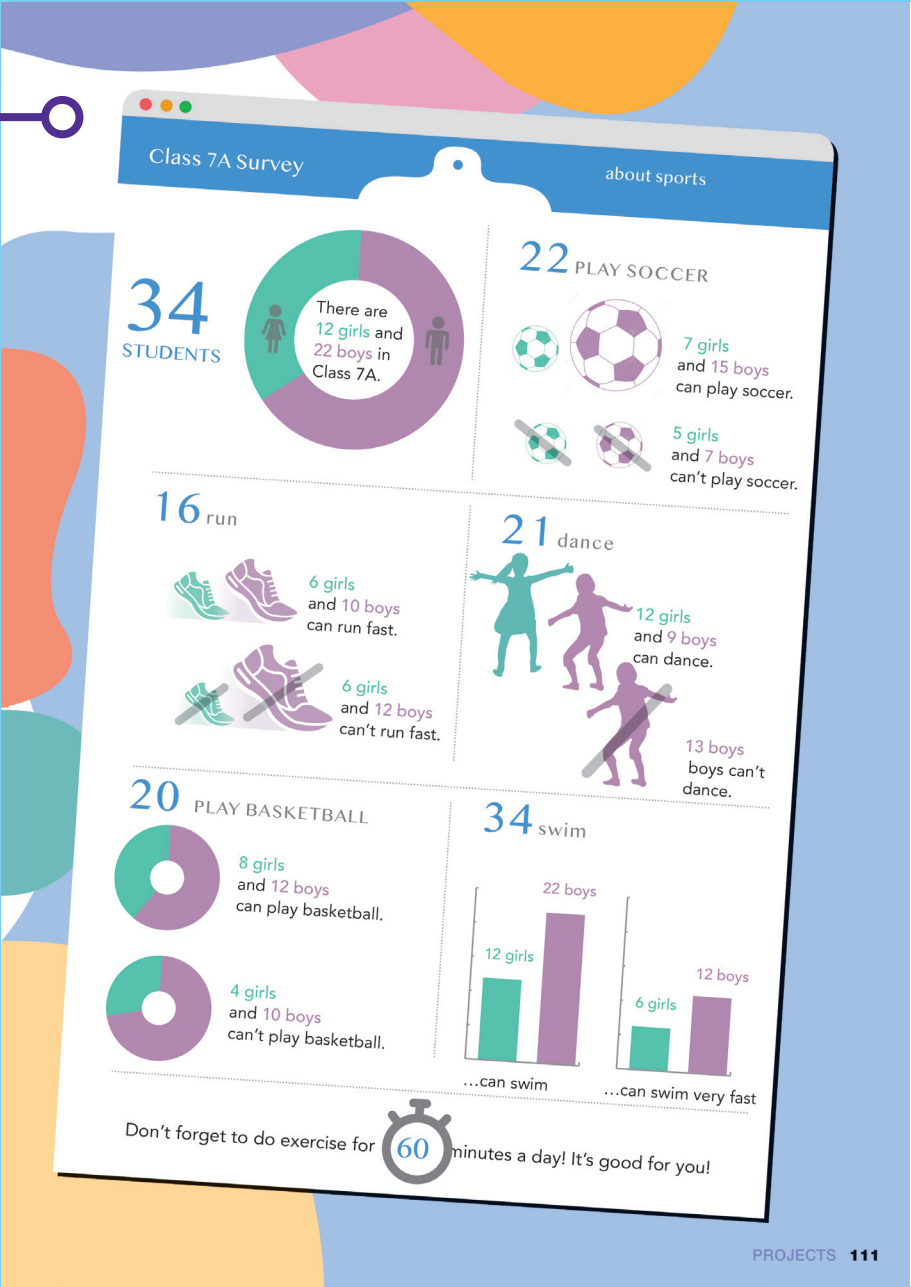
1 Plan

Go through the steps with the class and check understanding. Students could do Steps 1 and 3 in class and 2, 4, and 5 for homework. You can use class time for general correction and feedback.

- 1 Tell students to choose five sports they like for their survey. Elicit the sports from Unit 8 and other sports. Write a list on the board.
- 2 Tell students to use the questions in Exercise 3 as a model to write their questions about their five sports.
- 3 Have students do their survey with their classmates. They will need to get up and walk around to ask each other their questions, so you can organize this in groups depending on the size of your class. Help students record their classmates' answers accurately: tell them to draw columns next to each question with *yes/no*, and *girls/boys* as headings. Tell them to look at the infographic on page 111 to see how the information is organized there.
- 4 Have students look at the model infographic again to see how the figures are presented. Draw a pie chart and a bar chart on the board. Have them do a sketch of how they want their infographic to look and plan how they want to illustrate their information using icons or other images. If you are doing this in class, have students work in groups and share ideas.

Alternatively, students may want to make a digital infographic. They can plan and design their work in a similar way.

- 5 Students can edit and correct their information on their own at home. If they are working in class, you can put them into pairs for peer correction. Encourage them to refer to Unit 8 to check grammar, spelling, and punctuation. Finally, have students create a clean version of their infographic using their corrected texts and final images. If students are making a digital infographic, they can upload their texts and images to the positions



they want them. Encourage them to check their texts carefully before uploading a final version.

2 Your Digital Portfolio

Remind students to upload their infographics to their class portfolio. If they made a print infographic, they should take a photo of it and upload it to the virtual class space. Students can present their work digitally and look at each other's infographics here. If possible, allow time in class for every student to present their infographic.

3 Reflect

Put students into groups to discuss the infographics. Encourage them to give feedback and say something they like about each person's work. Then have each group vote on their favorite infographic. Groups share their result with the class and give their reasons. Write the groups' chosen infographics on the board. Finally, have students vote for one of the short-listed options to choose the favorite infographic in the class.



Cambridge Life Competencies Framework

I can ...

- work with others to execute class projects: a class survey report. (Collaboration)
- present points clearly and persuasively in an infographic. (Communication)



EXTRA READING 1

AROUND THE WORLD

Meet people from around the world.

This week:  
Puli from India

MISSIONNEWSPROFILECONTACT

Hi! My name is Puli. I'm 13. I'm from Bengaluru in India. India is a very big country, with 1.38 billion people.





There are 447 native languages in India! I speak Kannada (my native language), English and Hindi. English is not a native language in India, but it is one of 23 official languages. 125 million people in India speak English, the second country in the world after the USA!


Bengaluru is the center of the technology industry.

My parents are in biotechnology.

My favorite thing is my cell phone. My favorite place is my school, it's awesome! It's for boys and girls, with 700 students. My favorite lessons are computer science and math.

My favorite sport is cricket! It's very popular in my country.





1 Who is the web page for?

- ☐ teenagers around the world
- ☐ Indian boys

2 Read the text and match the numbers with the facts.

- 1 13

2 1.38 billion

3 447

4 23

5 125 million

6 700
- a English speakers in India

b people at Puli's school

c population of India

d Puli's age

e Official languages in India

f Native languages in India

3 Read the text again and answer the questions.

- 1 Where in India is Puli from?

He's from Bengaluru.
- 2 What is Puli's native language?

3 What industry are his parents in?

.....

4 What is his favorite thing?

.....

5 Is he happy at school?

.....

6 What is his favorite sport?

.....



THINK!

English is not a native language of India, but it is an official language.

It's important in India. Why?

 **SPEAKING**

- 1 Read the dialogue.  
Check what the students want to know.
- ☐

 the meaning of a word
- ☐

 a new word in English
- ☐

 the pronunciation of a word
- ☐

 the spelling of a word



Student 1 Ms. Silva, what’s “**everywhere**” in Portuguese?

Teacher “**Everywhere**”?

Student 1 That’s right.

Teacher It’s **em todo lugar**.

Student 1 I see... Thank you, Ms. Silva.

Teacher You’re welcome.

Student 2 Please, what’s the English word for “**país**”?

Teacher It’s “**country**”.

Student 2 How do you spell it? Is it **C-O-N-T-R-Y**?

Teacher No, it’s **C-O-U-N-T-R-Y**.

Student 2 OK, thanks!

Teacher No problem.

**LIVING ENGLISH**

- 2 Match these expressions with what they express.
- 1 What’s “everywhere” in Portuguese?

2 What is the English word for “*país*”?

3 Is it C-O-N-T-R-Y?

4 I see.

a I want to write this word.

b This word is new to me.

c I understand.

d I want to use this word in English.
- PRONUNCIATION**
- 3 Read and repeat.
- Thank you.

Thanks!
- 4 Role play a new dialogue. Follow the steps.

1 Change the words in **bold** to write a new dialogue in your notebook.

2 Practice your dialogue with a partner.

3 Present your dialogue to the class.
- GAME CHANGER Grade 5
- PHOTOCOPIABLE © Cambridge University Press 2022



LANGUAGE IN CONTEXT 1

There is/There are

1 Read the text and decide if the grammar is correct (✓) or wrong (X). Six sentences are wrong.

My grandparents' house is very small. <sup>1</sup> **There's** four rooms. <sup>2</sup> **There are** a living room. <sup>3</sup> **There's** a kitchen but <sup>4</sup> **there aren't** a dining room. <sup>5</sup> **There's** a big table in the living room. <sup>6</sup> **There are** one bedroom, and a small bathroom. <sup>7</sup> **There isn't** any bedrooms for friends or family. <sup>8</sup> **There isn't** a bed for me, but in the living room <sup>9</sup> **there's** two sofas. <sup>10</sup> **There are** a lot of pictures on the wall. My favorite place is the yard. The house is small but the yard is big.

- 1 X      3 \_\_\_\_\_      5 \_\_\_\_\_      7 \_\_\_\_\_      9 \_\_\_\_\_
- 2 \_\_\_\_\_      4 \_\_\_\_\_      6 \_\_\_\_\_      8 \_\_\_\_\_      10 \_\_\_\_\_

2 Correct the wrong sentences in Exercise 1.

- 1 There are four rooms.
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_

3 Look at the picture of five friends eating a meal and write sentences with *There is* or *There are* using the words below.



- a bedroom      books      a kitchen
- five people      two pizzas      a yard

- 1 There isn't a bedroom.
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_





EXTRA READING 2

AROUND THE WORLD

Family Holidays in the Netherlands

Have a fun holiday at our American style Amusement Park and Water Park!



The Colorado Mobile Homes are inside the park! There are two bedrooms with closets, a bathroom, and a kitchen / living room. There's a big table inside, and one outside too.

Our Mexican-style cabins are great for big families. They have two bedrooms, closets, a bathroom, a living room with sofas, tables and chairs, and a kitchen area. There's a place to sit outside, and a hammock to sleep in after a day in the park.

*We have awesome places to stay in and near the park.*

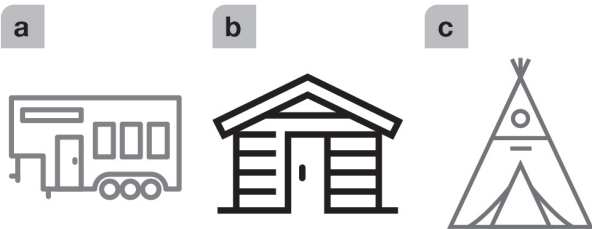
The wigwams are big tents. There's a small kitchen, table and chairs, beds, and a small bathroom with a shower. Ideal for a family with one to four children. The wigwams are near the water park!



1 What is the text about?

- ☐ amusement parks in the Netherlands
- ☐ places to stay at one amusement park
- ☐ places to stay at different amusement parks

2 Match the pictures with the name of the accommodation.



- 1 Wigwam ...c...
- 2 Mobile Home .....
- 3 Hacienda Cabin .....

3 Read the descriptions again and write *W* (wigwam), *M* (mobile home) or *H* (hacienda cabin).

- 1 Are for families with three or four children? W, H
- 2 Have a table outside? .....
- 3 Don't have sofas? .....
- 4 Have six chairs? .....
- 5 Don't have closets. ....
- 6 Are inside the Amusement Park? .....



THINK!

Which place is the best one for you and your family? Why?



## SPEAKING

1 Read the dialogue. Who is Julie?



- Ivy                      Who's the **girl** in this photo?  
 Charlotte            It's my **cousin, Julie**. **She's 15**.  
 Ivy                      Really? And who's the **boy** on the right?  
 Charlotte            My **cousin, Jonathan**. I think he's like,  
                              **12 or 13**. He's **Julie's brother**.  
 Ivy                      Tell me more about them.  
 Charlotte            They're **uncle Jake and aunt**  
                              **Lisa's kids**.

3 Read and repeat the expressions.

4 Read the dialogue again. Then practice with a partner.

5 Role play a new dialogue. Follow the steps.

- 1 Change the words in **bold** to write a new dialogue in your notebook.
- 2 Practice your dialogue with a partner.
- 3 Present your dialogue to the class.

## LIVING ENGLISH

2 Choose the correct option for the words in bold.

- 1 I think he's **like**, 12 or 13.  
    a exactly  
    b more or less
- 2 **Really**?  
    a to show surprise  
    b to confirm
- 3 **Tell me more about them**.  
    a Let me talk about them.  
    b Give me more details, please.



WELCOME BACK!

Mid-Year Test

Name\_\_\_\_\_Class\_\_\_\_\_Date\_\_\_\_\_

GRAMMAR

1 Circle the correct option.

- 1 Joe *is* / *are* my brother.
- 2 This is *David* / *David's* bike.
- 3 Is that *you're* / *your* cell phone?
- 4 We *'s not* / *'re not* at home.
- 5 *Where* / *How* are your parents from?
- 6 Claudia *don't* / *doesn't* have a favorite sport.
- 7 *Do* / *Are* you have any sisters?
- 8 *There's* / *There* a big living room in this house.
- 9 *There are* / *Are there* any flowers in the room?
- 10 There *aren't* / *isn't* any windows in the bathroom.

10

2 Match the questions 1–10 with the answers a–j.

- 1 How old are you? \_\_\_\_\_
- 2 Where's the dog? \_\_\_\_\_
- 3 What's your phone number? \_\_\_\_\_
- 4 Are they from Japan? \_\_\_\_\_
- 5 Do you have a big house? \_\_\_\_\_
- 6 Are there any chairs in the bedroom? \_\_\_\_\_
- 7 Where are you from? \_\_\_\_\_
- 8 Does Theo have a computer? \_\_\_\_\_
- 9 Is Amelia South African? \_\_\_\_\_
- 10 What's your last name? \_\_\_\_\_

- a Yes, there are two.
- b It's 555-6437.
- c I'm 12.
- d Yes, he does.
- e It's in the yard.
- f No, we don't.
- g It's Smith.
- h Yes, they are.
- i Brazil.
- j No, she's American.

10

3 Correct the underlined words.

- 1 Hi. My names Hana. \_\_\_\_\_
- 2 Rob and Ben are brothers. Their my cousins.  
\_\_\_\_\_
- 3 Do Jacob have a big family? \_\_\_\_\_
- 4 Ava have long hair. \_\_\_\_\_
- 5 We're British. Your country is the UK.  
\_\_\_\_\_
- 6 Mason has fair hair and he's eyes are blue.  
\_\_\_\_\_
- 7 My parent's names are Ana and Isaac.  
\_\_\_\_\_
- 8 Is there any pictures on the wall? \_\_\_\_\_
- 9 A: What is Eric? B: He's my friend. \_\_\_\_\_
- 10 Do you has a new bike? \_\_\_\_\_

10

4 Complete the text. Write one word on each line.

Hi! <sup>1</sup>\_\_\_\_\_name's Emma and I'm 11 years  
<sup>2</sup>\_\_\_\_\_. I'm American, and <sup>3</sup>\_\_\_\_\_I'm  
from Orlando. I <sup>4</sup>\_\_\_\_\_three sisters.  
I <sup>5</sup>\_\_\_\_\_have any brothers. Our house  
<sup>6</sup>\_\_\_\_\_six bedrooms, but they <sup>7</sup>\_\_\_\_\_  
small. My bedroom <sup>8</sup>\_\_\_\_\_VERY small!  
There's a closet and <sup>9</sup>\_\_\_\_\_bed. But there  
<sup>10</sup>\_\_\_\_\_lots of pictures on the walls!

10

5 Complete the questions and answers. Write one word on each line.

- A: <sup>1</sup>\_\_\_\_\_Brenda have dark hair?
- B: No, she <sup>2</sup>\_\_\_\_\_. She <sup>3</sup>\_\_\_\_\_fair hair.
- A: How <sup>4</sup>\_\_\_\_\_is your brother?
- B: He <sup>5</sup>\_\_\_\_\_15.
- A: <sup>6</sup>\_\_\_\_\_Sam's eyes brown?
- B: Yes, <sup>7</sup>\_\_\_\_\_are. And <sup>8</sup>\_\_\_\_\_hair  
is dark.
- A: <sup>9</sup>\_\_\_\_\_is Mrs. Clark?
- B: She's my English teacher. <sup>10</sup>\_\_\_\_\_first  
name is Lucy.

10

- 6 Circle the correct option: *a, b* or *c*.
- 1 There ... any computers in the classroom.  
a isn't b are c aren't
  - 2 Is this ... backpack?  
a Victor's b Victors c Victor
  - 3 ... any good video games?  
a You have b You has c Do you have
  - 4 ... two bedrooms in this house.  
a They b Their c There are
  - 5 What are your ... names?  
a moms and dads b mom and dad's  
c mom's and dad's
  - 6 What is ... nationality?  
a their b they're c they
  - 7 I ... a big family.  
a don't have b not have c have not
  - 8 What's your ... favorite game?  
a cousin b cousins' c cousins
  - 9 Does Ryan have ...?  
a cell phone b any cell phone  
c a cell phone
  - 10 Who is ... new friend?  
a you're b your c you

10

VOCABULARY

- 7 Circle the word that doesn't belong.
- 1 pizza / bed / chocolate / ketchup
  - 2 kitchen / bathroom / bedroom / activity
  - 3 fair / dark / hotel / long
  - 4 short / green / blue / brown
  - 5 table / chair / dining room / closet
  - 6 restaurant / jeans / school / house
  - 7 taxi / door / wall / window
  - 8 name / address / age / yard
  - 9 teacher / brother / mom / uncle
  - 10 French / Brazil / Japanese / Mexican

10

8 Complete the words in the form.  
Registration Form

- <sup>1</sup>F\_\_\_\_\_ name: *Lisa*
- <sup>2</sup>L\_\_\_\_\_ name: *Jones*
- <sup>3</sup>A\_\_\_\_\_ : *12 years old*
- <sup>4</sup>N\_\_\_\_\_ : *American*
- <sup>5</sup>A\_\_\_\_\_ : *11 Main Street*
- <sup>6</sup>Phone n\_\_\_\_\_ : *0238-44776*
- <sup>7</sup>Name of s\_\_\_\_\_ : *Malvern High School*
- <sup>8</sup>Gr\_\_\_\_\_ : *6th*
- <sup>9</sup>Favorite f\_\_\_\_\_ : *hamburgers*
- <sup>10</sup>Favorite s\_\_\_\_\_ : *soccer*

10

- 9 Circle the correct option.
- 1 Yuri is *Russia* / *Russian*.
  - 2 I'm from *South Africa* / *South African*.
  - 3 Your pizza is on the *wall* / *table*.
  - 4 We're from Paris, in *France* / *French*.
  - 5 My favorite *uncle* / *aunt* is my dad's sister.
  - 6 Do you have a *school's* / *school* uniform?
  - 7 We play soccer outside, in the *kitchen* / *yard*.
  - 8 Nick is very *tall* / *long*.
  - 9 Sara has *small* / *short* hair.
  - 10 *Mexican* / *Mexico* food is my favorite!

10

**10 Complete the house and furniture words in the sentences.**

- There are three <sup>1</sup>b\_\_ d\_\_\_\_\_ms in our house.
- They have big <sup>2</sup>cl\_\_\_\_\_ets for our clothes.
- There's a <sup>3</sup>sho\_\_\_\_r in the <sup>4</sup>bath r\_\_\_\_\_m.
- There's a TV in the <sup>5</sup>li\_\_\_\_\_g r\_\_\_\_\_m.
- There are four <sup>6</sup>ch\_\_\_\_\_rs and a big <sup>7</sup>ta\_\_ le in the <sup>8</sup>d\_\_ n\_\_\_\_\_g r\_\_\_\_\_m.
- There are two pictures on the <sup>9</sup>w\_\_ l\_\_ in the <sup>10</sup>k\_\_\_\_\_n.

10

**11 Complete the sentences with the words below.**

door eyes fair grandma jeans long  
number old pizza uniform

- 1 Bruno's favorite food is\_\_\_\_\_.
- 2 Emika has short,\_\_\_\_\_hair.
- 3 Noah's\_\_\_\_\_are green.
- 4 What's your phone\_\_\_\_\_?
- 5 My\_\_\_\_\_are in the closet.
- 6 My\_\_\_\_\_is my favorite person!
- 7 The teacher's name is on the classroom  
\_\_\_\_\_.
- 8 Mr. Jackson is 90. He's very\_\_\_\_\_.
- 9 I have\_\_\_\_\_, dark hair and brown eyes.
- 10 We don't have a school\_\_\_\_\_.

10

**12 Complete the sentences with one word.**

- 1 My aunt's children are my\_\_\_\_\_.
- 2 My dad's brother is my\_\_\_\_\_.
- 3 Soccer and basketball are\_\_\_\_\_.
- 4 An American person is from the\_\_\_\_\_.
- 5 My mom and dad are my\_\_\_\_\_.
- 6 People can be short or\_\_\_\_\_.
- 7 My dad's dad is my\_\_\_\_\_.
- 8 Spanish people are from\_\_\_\_\_.
- 9 At home, the refrigerator is in the\_\_\_\_\_.
- 10 People from Japan are\_\_\_\_\_.

10

READING

13 Read the blog.

**Home >> Blogs>>Russia**

Hi! I'm Leo and I'm from Moscow, the capital of Russia. There are four people in my family. My parents are Adrian and Irina, and my brother is Igor. Igor is 9 and I'm 12. Our home is an apartment. There's a kitchen, a bathroom, a big room and a small room. The big room has four chairs, a table, a TV and a bed! That's because it's the living room, the dining room AND my parents' bedroom. The small room is for my brother and me. In our room, there are two beds and a closet. The closet is for our clothes and books. And our favorite pictures are on the walls. There's one more place in my home – the balcony! The balcony is the place for our bikes and for my mom's plants. In Russian, the word for 'home' is *dohm*. My *dohm* is small, but it's cool!

Write *T* (true) or *F* (false) next to the statements.

- 1 Adrian is Leo's brother. \_\_\_\_
- 2 Igor's mom is Irina. \_\_\_\_
- 3 There's a TV in Leo's home. \_\_\_\_
- 4 The big room is Leo and Igor's bedroom. \_\_\_\_
- 5 Leo has a bike. \_\_\_\_
- 6 *Dohm* means 'small' in Russian. \_\_\_\_

6

14 Answer the questions.

- 1 What is Leo's nationality?  
\_\_\_\_\_
- 2 Who is Leo's mom?  
\_\_\_\_\_
- 3 How many children are there in Leo's family?  
\_\_\_\_\_
- 4 How many bathrooms are there in his apartment?  
\_\_\_\_\_
- 5 What's in Leo's closet?  
\_\_\_\_\_
- 6 Who has plants?  
\_\_\_\_\_

6

15 Match (1–6) with (a–f).

- 1 Leo is \_\_\_\_
  - 2 There are four people \_\_\_\_
  - 3 The table is \_\_\_\_
  - 4 The small room is \_\_\_\_
  - 5 The brothers' room has \_\_\_\_
  - 6 The bikes are \_\_\_\_
- a on the balcony.
  - b in Leo's family.
  - c two beds and a closet.
  - d from Moscow.
  - e for the brothers.
  - f in the big room.

6

16 Complete the sentences with one word.

- 1 Moscow is the \_\_\_\_\_ of Russia.
- 2 Leo's brother is \_\_\_\_\_ years old.
- 3 The family home is an \_\_\_\_\_.
- 4 The chairs are in the big \_\_\_\_\_.
- 5 Leo's bedroom has \_\_\_\_\_ on the walls.
- 6 The plants are on the \_\_\_\_\_.

6



LANGUAGE IN CONTEXT 1

Present Simple: Affirmative and Negative (*I, we, you, they*)

1 Complete the sentences with the affirmative form of the verbs below.

do go have listen play take

- 1 We play volleyball on Tuesday.
- 2 My friends listen to music every day.
- 3 I have dinner at eight o'clock.
- 4 Zoe and Anais take the bus to school.
- 5 You go some homework on Saturday.
- 6 We go to bed at 10 o'clock.

2 Complete the sentences about two daily routines. Use the first letter of the words to help you.



Joy and Kebe are sisters from Nigeria.  
Their secondary school is from 8:00 to 2:00.

- 1 They get up at 6.30.
- 2 At 7.30 they g to s on the bus.
- 3 At 2.00 they g h for lunch
- 4 In the afternoons they p volleyball.



I go to school in New Zealand. My school is  
from 8:50 to 3:30.

- 5 I g u at 7:30
- 6 At 8:30 I g to s in my mom's car.
- 7 I h lunch at school at 1:00.
- 8 After school I d my h

3 Complete the sentences with the negative form of the verbs below.

get go go have play take

- 1 You don't have lunch at school. You go home.
- 2 In my family we don't get up at 7 o'clock on weekends.
- 3 My brothers don't play soccer on Sunday, only six days a week!
- 4 I don't have a shower in the morning. I don't have time. I like a shower in the evening.
- 5 We don't go to school on our bikes. We take the school bus.
- 6 You don't go home after school. You visit your aunt.

4 Complete the dialogues using the negative form of the verbs in parentheses.

- 1 A: Hi! Are you here for the soccer club?  
B: No, I don't play soccer. I'm here for volleyball. (play)
- 2 A: Gustavo and Thais are always tired.  
B: Yes. They don't go to bed until 12:00! (go)
- 3 A: What time is the bus?  
B: Sorry! I don't take the bus. (take)
- 4 A: Where are you?  
B: In the kitchen at home. We don't have lunch at school. (have)
- 5 A: Are your brothers in bed? It's 11:00!  
B: Yes. They don't get up at 8 o'clock on weekends! (get)



EXTRA READING 3

ACROSS THE CURRICULUM

LIVING CLOSE TO THE ARCTIC CIRCLE: FINLAND

Geography



Finland is in northern Europe, and some of it is in the Arctic Circle (latitude 66°N) This means that in the summer the day is over 22 hours long (and the sun never really goes down completely) and in the winter the sun goes down near the end of November and generally does not return until mid-January. This means a continuous “polar night” of about 50 days in northern Finland

How does its geography affect the seasons?

Because of this geography, the weather in Finland is quite extreme, as we see from this table.



Season	Months	Temperature
Summer	June – mid-August	10° to 30°C
Autumn	mid- August – mid-November	10°C to 0°
Winter	mid-November – end of March	0° to -30°C (-50° in north)
Spring	April – end of May	0° to 10°C

School Holidays

The school year starts early in August. There is usually a week’s holiday in October, two weeks in December, and a week in February - called the winter break! The summer holidays start at the beginning of June, and last for 10 or 11 weeks - all the time that there is no night.

School Timetable

The weather changes, but not the school day! It starts at 8:15 and ends at 2:45, and includes six 45-minute classes, 15 minutes break after each class, and an hour for lunch.



1 Check (✓) the information about Finland you can find in the webpage.

- ☐ day and night
- ☐ school subjects
- ☐ capital city
- ☐ daily routine
- ☐ when the seasons are
- ☐ summer holidays

2 Read the first part of the webpage again and answer the questions.

- 1 Where is Finland?  
In northern Europe, close to the Arctic Circle.
- 2 Where is the Arctic Circle?  
.....
- 3 How long is the day in summer?  
.....
- 4 How long does the Polar Night last in northern Finland?  
.....
- 5 What is the minimum temperature in the south of Finland?  
.....

3 Look at the chart and answer the questions.

- 1 Which season is very short? Spring
- 2 Which season is very long? .....
- 3 How are spring and autumn similar? .....
- 4 What are the minimum and maximum temperatures annually in the north of Finland? .....

4 Complete the chart about school in Finland.

1	Number of holidays every year	4
2	Number of weeks summer holiday	.....
3	Number of classes a day	.....
4	Minutes in each class	.....
5	Minutes between classes	.....
6	Time there is for lunch	.....



THINK!

When is a good time to visit a teenage friend in Finland? Why?



EXTRA READING 4

ACROSS THE CURRICULUM

SUSTAINABILITY: BECAUSE THERE IS NO PLANET B!

Our world is changing. Young people are thinking about how we live and how it affects the planet. We want sustainability!



One area we can change is fashion and clothes. This is the time of global fast fashion. Our clothes come from many different countries. They are cheap, but they get old fast. And fashion changes. People are buying more clothes, then throwing them in the trash!

Synthetic fibers (nylon, polyester, rayon etc) are now present in more than **72%** of clothes.

**85% of clothes go to landfills or incinerators!**

In a landfill it takes **200 years** for them to degrade.

**What can you do to change things?**

Many famous sports brands have recycling processes.

You can take your sneakers back to the shop and they recycle them. Some are making biodegradable sneakers too.

We can also recycle old clothes! Now, clothing brands are making clothes using old plastic bottles, recycled nylon, cotton and wool – even old car tires!



This is what **YOU** can do.

- Buy clothes to keep.
- Buy clothes with recycled materials!
- Don't throw your old clothes in the trash. Find ways to recycle them!



1 The objective of this text is to:

- ☐ make young people appreciate fashion
- ☐ encourage young people to recycle their clothes and shoes
- ☐ stop people buying synthetic clothes

2 Read the text again and complete the sentences.

- 72% of the clothes we buy are made of synthetic fibers.
- When we throw clothes away 85% go into incinerators or \_\_\_\_\_
- Clothes in landfills can take 200 years to \_\_\_\_\_
- Now you can buy biodegradable sports \_\_\_\_\_
- Some people now make clothes from recycled clothes, and even car tires or plastic \_\_\_\_\_

3 Read the text again circle the correct answer to the questions.

- What do many young people want?  
**a** more sports clothes    ☒ **c** sustainable clothes  
**b** to recycle bottles
- What does the text say about fashion now?  
**a** Clothes are expensive.    **c** It doesn't change  
**b** We buy more now.    very fast.
- The clothes in fast fashion...  
**a** look old very fast.    **c** are not good quality.  
**b** cost a lot of money.
- What does the leaflet say about most clothes nowadays?  
**a** They are cotton.    **c** They are biodegradable.  
**b** People do not recycle them.
- Some clothing brands...  
**a** use recycled materials.    **c** make old clothes.  
**b** make car tires.



THINK!

"Recycled plastic clothes are a great option."  
Do you agree? Why?/Why not?



WRITING

My Perfect Home



<sup>1</sup> Hi! I'm Jackson. I'm from South Africa. This is my perfect home!

<sup>2</sup> It's a nice, modern house in a really big city. There are four bedrooms and three bathrooms. In my bedroom, there's a big closet, a table and a chair and a very big window, oh, and my bed! There isn't a dining room, but there's a big living room with a table and chairs. The kitchen is awesome and there's a door to the yard.

<sup>3</sup> The yard is a great place for my dogs and my old bike! It's my favorite place in my perfect home!

1 Look at the text. What is it about?

- ☐ an opinion about a house
- ☐ a description of a house for a family

2 Read the text. Then, match the words with the paragraphs in the text.

conclusion .....  
introduction .....  
description of the house .....

3 Read the Look! box. Circle all punctuation marks in the text.



LOOK!

Make sentences short and use punctuation marks.  
The period: .  
The comma: ,  
The exclamation point: !

4 Write a description of the perfect house for your family.

- 1 Include a type of house for your family and say where it is.
- 2 Describe the rooms and say why it's perfect.
- 3 Use Jackson's description as a model.
- 4 Write the first version of your description. Use *there is/are*.

5 Switch your description with a partner and check his/her work. Use the checklist.

- ☐ a description of the house
- ☐ the location of the house
- ☐ an opinion about the house
- ☐ spelling and punctuation


 **WRITING**

**A**

Exchange day next Friday!  
Bring an item you don't use – Exchange it for something else – Have fun – Help others  
When? This weekend  
Where? At the school theater  
What to bring? Clothes, accessories, sneakers, shoes ... anything you don't use anymore!  
We will donate any items that don't find a new owner!

**A**


Very comfortable sneakers. Need shoes to go to a party! Anyone at the exchange, size 10?



– Cameron

**B**


Black sweatshirt, almost new. Exchange with a nice hat or a black T-shirt.



– Greg

**E**

Time to say goodbye to my sister's favorite jeans. Accept all exchanges. Just have to be my size.



– Carolyn


- 1** Look at the bulletin board and answer the questions.

  - What kind of text is it?  
☐ a list  
☐ some ads  
☐ an invitation
  - Where can you find this kind of board?  
☐ in a mall  
☐ in a park  
☐ in a school
- 2** Read the text. What happens to the items that people don't exchange?

☐ They can exchange them for something new.  
☐ Poor people will get them.  
☐ A charity will receive them as donations.
- 3** Write an ad for an Exchange Day in the classroom.

  - Choose an item you don't wear.
  - Write the description of your item. Include a picture of it.
  - Use short sentences and the imperative.
- 4** Switch your ad with a partner and check his/her work. Use the checklist.

☐ image of the item  
☐ short sentences  
☐ use of imperatives

 **LOOK!**

In ads, it's common to use the imperative and short sentences.



LANGUAGE IN CONTEXT 2

Imperatives: Affirmative and Negative

1 Circle the correct imperative in the sentences.

- 1 Eat / Don't eat candy. It's bad for you!
- 2 Exercise / Don't exercise every day. Walk or cycle.
- 3 Forget / Don't forget to drink a lot of water.
- 4 Hang out / Don't hang out with your friends on the weekend, not after school.
- 5 Do / Don't do your homework late at night.
- 6 Go / Don't go to bed early on weekdays.

2 Complete the sentences with affirmative and negative imperatives. Use the verbs in parentheses.


- Soccer: 1 Kick the ball but 2 \_\_\_\_\_ it - only the goalkeeper can do that! (kick / catch)
- Long jump: 3 \_\_\_\_\_ fast to the line and 4 \_\_\_\_\_. 5 \_\_\_\_\_ your foot over the line. (run / jump / put)
- Marathon: 6 \_\_\_\_\_ very fast at the beginning – it's a long race. 7 \_\_\_\_\_ to drink a lot of water or energy drinks. (run / remember)
- Basketball: 8 \_\_\_\_\_ with the ball in your hands. 9 \_\_\_\_\_ the players in your team and 10 \_\_\_\_\_ fast. (run / watch / move)

3 Complete the short dialogues about cell phones. Use the verbs below in the affirmative or negative.

buy give leave look put remember use

Mom: 1 Don't look at your phone at the dinner table, Miriam!

Miriam: Sorry, Mom!



Mrs Suarez: Good morning, everyone. Please 2 \_\_\_\_\_ you can't have your cell phones in the exam!

No, Gina, 3 \_\_\_\_\_ it in your backpack.

Please 4 \_\_\_\_\_ it to Mrs. Martin at the door.

Gina: OK. No problem, Mrs Suarez.

Artur: I need to call my parents, but my cell phone isn't working.


Caio: Here, 5 \_\_\_\_\_ my phone.

Gina: Where's my phone?

Alba: It's on your desk in the classroom.

6 \_\_\_\_\_ it there. It's an expensive phone!

Gina: Oh, right. Thanks!



Dani: I want to buy a new phone. Where can I get one?

Luana: 7 \_\_\_\_\_ one online. You can get great offers.

 **SPEAKING**

- 1** 8.S1 Andreas and Pedro are talking about the things they can do. What sport can Pedro play?
- 2**



**Andreas** Hey, Pedro. Do you like **soccer**?  
**Pedro** Hi, Andreas. No, not really. Why?  
**Andreas** We need an extra player for the **soccer** team.  
**Pedro** Right. Well, I can **throw a ball**. I can **run** fast, too.  
**Andreas** Can you **kick a ball**?  
**Pedro** No, I can't.  
**Andreas** Really? But can you **catch a ball**?  
**Pedro** No way! I can't be a goalkeeper.  
**Andreas** What can you do?  
**Pedro** I can **throw a ball**, I can **run**, I can **jump**...  
**Andreas** So you can play **basketball**.  
**Pedro** That's right! **Basketball** is my favorite sport!

**LIVING ENGLISH**

- Match the expressions with their meanings.
- |                 |                               |
|-----------------|-------------------------------|
| 1 Right.        | a asking for confirmation     |
| 2 Really?       | b responding to a description |
| 3 No way!       | c agreeing                    |
| 4 That's right! | d disagreeing                 |

**PRONUNCIATION**

- 3** Read and repeat the questions and answers from the interview.
- Andreas** Can you kick a ball? **Pablo** No, I can't.  
**Andreas** Can you catch a ball? **Pablo** I can't be a goalkeeper!  
**Andreas** What can you do? **Pablo** I can throw a ball...

- 4** Read the dialogue again. Then practice with a partner.
- 5** Role play a new dialogue. Follow the steps.
- 1 Change the words in **bold** to write a new dialogue in your notebook.
  - 2 Practice your dialogue with a partner.
  - 3 Present your dialogue to the class.

READING AND WRITING WORKSHEETS ANSWER KEY

UNIT 2  
SPEAKING

- 1  
the meaning of a word  
a new word in English  
the spelling of a word

- 2  
1 b  
2 d  
3 a  
4 c

UNIT 6  
WRITING

- 1  
a description of a house for a family
- 2  
conclusion 3  
introduction 1  
description of the house 2

- 3
- 1 Hi! I'm Jackson! I'm from South Africa! This is my perfect home!
- 2 It's a nice, modern house in a really big city. There are four bedrooms and three bathrooms. In my bedroom, there's a big closet, a table and a chair and a very big window. Oh, and my bed! There isn't a dining room, but there's a big living room with a table and chairs. The kitchen is awesome and there's a door to the yard.
- 3 The yard is a great place for my dogs and my old bike. It's my favorite place in my perfect home!

UNIT 4  
SPEAKING

- 1  
Julie is Charlotte's cousin.
- 2  
1 b  
2 a  
3 b

UNIT 7  
WRITING

- 1  
1 some ads  
2 in a school
- 2  
A charity will receive them as donations.

UNIT 8  
SPEAKING

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

GRAMMAR WORKSHEETS ANSWER KEY

UNIT 3

Language in Context 1

1

2 X

3 ✓

4 X

5 ✓

6 X

7 X

8 ✓

9 X

10 ✓

2

2 There is a living room.

4 There isn't a dining room.

6 There is one bedroom.

7 There aren't any bedrooms for friends or family.

9 There are two sofas.

3

2 There aren't any books.

3 There isn't a kitchen.

4 There isn't a yard.

5 There are five people.

6 There are two pizzas.

UNIT 5

Language in Context 1

1

2 listen

3 have

4 take

5 do

6 go

2

2 go to school

3 go home

4 play

5 get up

6 go / school

7 have

8 do / homework

3

2 don't get

3 don't play

4 don't have

5 don't go

6 don't go

4

2 don't go

3 don't take

4 don't have

5 don't get

**Language in Context 2**

**1**

- 2 Exercise
- 3 Don't forget
- 4 Hang out
- 5 Don't do
- 6 Go

**2**

- 2 don't catch
- 3 Run
- 4 jump
- 5 Don't put
- 6 Don't run
- 7 Remember
- 8 Don't run
- 9 Watch
- 10 move

**3**

- 2 remember
- 3 don't put
- 4 give
- 5 use
- 6 Don't leave
- 7 Buy

EXTRA READING WORKSHEETS ANSWER KEY

EXTRA READING 1

1 teenagers around the world

2

2 c

3 f

4 e

5 a

6 b

3

- 2 Kannada
- 3 Bio-technology industry
- 4 His cell phone
- 5 Yes, it's awesome!
- 6 Cricket

Think!

Because many people from all India's regions speak English, it is a good way for everyone to communicate in business, science, and other areas. Because no one speaks English as a native language, it is neutral and there is no discrimination. Everyone who learns English in India is in the same situation.

EXTRA READING 2

1 places to stay at one amusement park

2

1 c

2 a

3 b

3

- 2 M
- 3 W, M
- 4 W, H
- 5 W
- 6 M

Think!

Answers will vary.

EXTRA READING 3

1 when the seasons are daily routine summer holidays

2

- 2 latitude 66°N
- 3 22 hours
- 4 50 days
- 5 -30°C

3

- 2 winter
- 3 they have the same temperatures (0° to 10°)
- 4 minimum: -50°, maximum: 30°

4

- 2 10–11
- 3 6
- 4 45
- 5 15 1 hour

Think!

In the summer, June or July, when it's warm/not cold and your friend is on vacation from school.

EXTRA READING 4

1 encourage young people to recycle their clothes and shoes

2

- 2 landfills
- 3 degrade
- 4 sneakers/shoes
- 5 bottles

3

- 2 b
- 3 a
- 4 b
- 5 a

Think!

Answers will vary.



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