

NEW FRONTIERS

TEACHER'S GUIDE



Scope and Sequence

INTRODUCTION	Page 5		
UNIT / PAGE	VOCABULARY	GRAMMAR & STRUCTURES	LISTENING
WE'RE A FAMILY Page 10	Family Extended family Jobs & personal information Basic descriptions	Personal pronouns Present be verbs (affirmative) Present be verbs (yes / no questions)	Identify family members
BACK TO SCHOOL Page 22 Page 34 Review 1-2	School supplies School faculty School equipment School subjects	Present simple (negatives) Present be verbs (Wh- questions) Basic prepositions of time and place	Understand who the people at school are
MY HOUSE, MY HOME Page 36	Rooms in a home Furniture Living spaces Parts of a house	There is / are Basic prepositions of place	Understand when people talk about where things are in a house
WHATTIME IS IT? Page 48 Page 60 Review 3-4	Modes of transport Routine activities Time of the day, week, month, and year	Telling time What time and when questions Prepositions of time	Understand a schedule
TIME TO PLAY! Page 62	Hobbies Instruments Sport Games	Adverbs of frequency play vs do for sport Present simple Time phrases	Listen to people talk about their free- time activities
LOOKING GOOD! Page 74 Page 86 Review 5-6	Appearance Clothing Seasonal clothing The weather	Present simple (has / have) Present continuous Adjectives joined with and	Understand a basic description of someone's appearance
WHAT'S FOR LUNCH? Page 88	Kinds of food Ingredients Quantifiers for food Expressions for ordering	I would like Countable and uncountable nouns much / many	Understand likes and dislikes
BUSY AT THE WEEKEND Page 100 Page 112 Review 7-8	Indoor chores Outdoor chores	Present continuous can / can't	Identify the chores people are doing
WHAT DID YOU DO? Page 114	Places around town Errands Arrangements Emotions	Past be verbs (was / were) Simple past	Describe past events
SUN'S OUT! Page 126 Page 138 Review 9-10	Weather conditions Weather forecasts Seasonal activities	Time clauses Future <i>be going to</i>	Understand a weather forecast

o Grammar Reference Page 140 ○ Wordlist Page 144

SPEAKING	READING	WRITING	PRONUNCIATION	PROJECT
Ask and answer personal questions	Talk about family members' jobs	Write about family members	Introduction to vowel sounds (1)	Your Family Tree
Talk about the things in your classroom	Describe the things you need for school	Write about what you need for class	Introduction to vowel sounds (2)	Club Notice
Talk about what is in a house	Read about homes around the world	Write a description of what's in your house	/ʃ/ vs /tʃ/	Dream House Builder
Talk about your routine	Read about modes of transport	Write a daily schedule	/ə/	Your Daily Schedule
Have a conversation about hobbies	Read and respond to a simple text about hobbies	Read an email and write a reply	/\text{\text{\O}} \ and \/\text{\O}/	Social Media Post
Ask and answer questions about what someone looks like	Learn about the clothes people wear in other countries	Describe your appearance in a message	/I/ vs /i/	Find the Thief!
Order food in a restaurant	Read about interesting street food	Write about the food you eat	Plural sounds /s/, /z/, & /iz/	Healthy Eating Survey
Talk about outdoor chores and activities	Read about people in different time zones	Describe what people are doing	Expansion: /ə/	Helping Others
Talk about weekend activities	Read about a fantastic weekend trip	Write about how a past experience made you feel	/dʒ/ vs /g/	Storytelling
Talk about what you do in different seasons	Learn about different weather conditions	Write a party invitation	/n/ vs /ŋ/	Trip Planning

How to Use

QR Codes

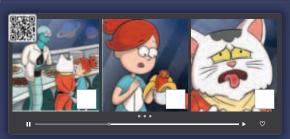
AUDIO

Scan the QR code at the start of each lesson to get the audio for the unit.



VIDEO

Scan the QR code on Project Lessons to link to our animated shorts.





Comics

Every animated short comes with a companion comic.

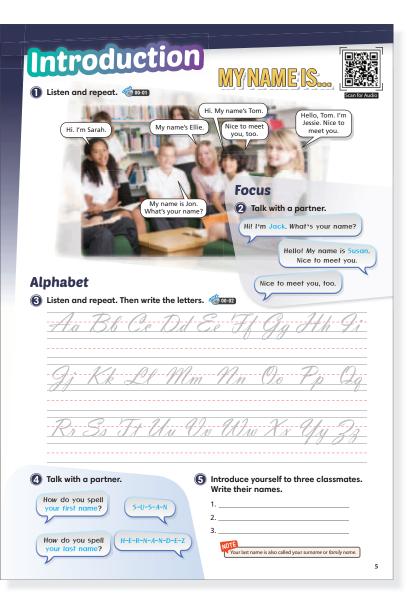


O Download the comics at <u>www.compasspub.com/newfrontiersBE1</u>

Class Booster

Every unit has a digital supplemental unit on the Class Booster platform. Download from www.playbigbox.com/download/classbooster to enjoy additional activities and fun games.





Introduction

New Frontiers A1 is designed for teenaged beginner-level English learners. The introduction unit is designed to help assess each student's starting capabilities. It is also designed as an icebreaker for new classmates.

Scan the OR code to download the Introduction audio.

- 1 Listen and repeat. 6 00-01
- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Practise again. This time, ask students to use their own names.

Focus

2 Talk with a partner.

- Read the short conversation aloud or ask two students to read the short conversation aloud.
- Ask students to practise the conversation with a partner.
- Tell students to practise the conversation again but with their own names.

Alphabet

3 Listen and repeat. Then write the letters.



- Read the alphabet aloud.
- Ask students to repeat what you say aloud.
- Tell students to trace the letters.

Extra Practise Writing in Cursive

Ask students to practise writing words in cursive. Ask them to write the following:

- Name
- Address
- Parents' names
- Friends' names
- The teacher's name

4 Talk with a partner.

- Read the short conversation aloud or ask two students to read the short conversation aloud.
- Ask students to practise the conversations with a partner.
- Tell students to practise the conversation again but with their own names.

5 Introduce yourself to three classmates. Write their names.

- Introduce yourself to a student.
- Ask your student to introduce him/herself.
- Write the student's name on the board.
- Tell students to practise introducing themselves with the rest of the class.
- Tell students to write their classmates' names down.

Teacher's Note

Helpful Notes

"Notes" are added throughout units to provide extra information and insight. Use them to your advantage.

Numbers

- 6 Listen and repeat. 600-03
- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Practise again. This time, practise by saying numbers between 30 and 100 and asking students to write down the numbers you say.
- Practise again with larger numbers.

Teacher's Note

Different Ways to Read Numbers

Explain that there are many ways to say different numbers.

Ex.

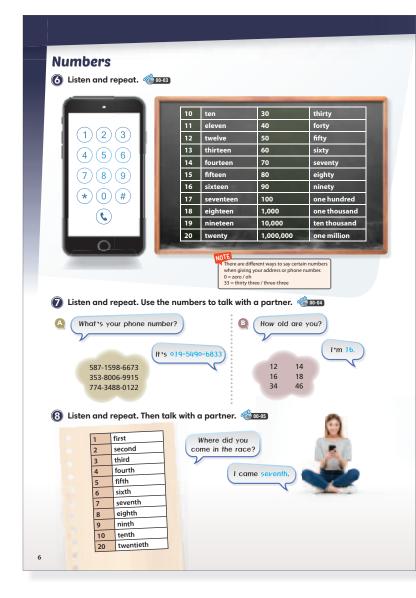
- 2,500 can be read as two thousand five hundred or twenty-five hundred.
- 250,000 can be read as two hundred and fifty thousand or a quarter of a million.
- 1,500,000 can be read as one of a million. five hundred thousand or 1.5 million.

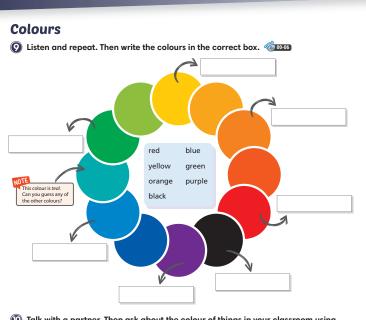
Listen and repeat. Use the numbers to talk with a partner. © 00-04

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Practise again. This time, ask students to use one of the given numbers.
- Practise again. This time, ask students to use their own phone numbers and ages.

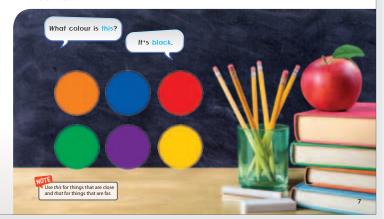
8 Listen and repeat. Then talk with a partner.

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Practise again. This time, ask students to use their own grade.
- Practise again. This time, ask students to use different grades or the grades of their friends and siblings.





Talk with a partner. Then ask about the colour of things in your classroom using this or that.



Colours

- 2 Listen and repeat. Then write the colours in the correct box. © 00-06
- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Practise again. This time, ask students to guess the names of other colours on the wheel.

Answer Kev

From left to right, top to bottom yellow, orange, green, red, blue, purple, black

Teacher's Note

Other Colours

Common colours that students might say or want to know in this activity include:

olive, ochre, amber, gold, orange-red, maroon, navy, cerulean, sky blue, turquoise, cyan, lime, silver, grey, plum, etc.

Also explain that many colours are very similar and may be hard to distinguish even for native speakers, such as violet and indigo, and tan and beige.

- Talk with a partner. Then ask about the colour of things in your classroom using this or that.
- Read the short conversation aloud or ask two students to read the short conversation aloud.
- Ask students to practise the conversation with a partner.
- Ask students to practise by pointing at different things in the classroom.

Teacher's Note

Demonstratives

Explain that demonstratives show where an object, event, or person is in relation to the speaker.

	Near the speaker	Far from the speaker
adverb	Here	There
Demonstrative with singular nouns & uncountable nouns	This	That
Demonstratives with plural nouns & countable nouns	These	Those

Extra Practise What Colour is It?

If students cannot find enough items in the classroom to ask questions about, ask students to describe the colour of commonly known things.



A country's flag, animals, flowers, etc.

Countries & Nationalities

- 1 Listen and repeat. 🍪 00-07
- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Practise again. Ask students if they know any other countries and the nationality of people from those countries.
- Talk with a partner or as a group. Look at the flags. Guess the country.
- Ask students to get in pairs or work with a group.
- Ask them to discuss what flags are from what countries.
- Give students time to make guesses. Point out the hint in the book.
- If students are still unable to answer, tell students to ask other classmates or to look up the flags online.

Answer Key

From left to right

South Korea, Mexico, Thailand, Peru

Extra Practise Flags

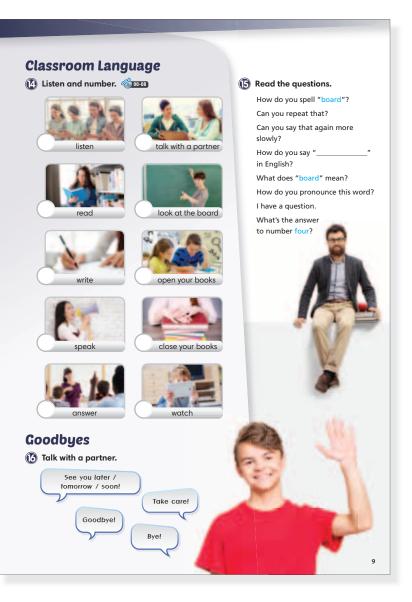
If you live in an area where people are more likely to know the national flags of their neighbouring countries, or the flags of well-known countries such as the United States, Canada, the United Kingdom, Japan, etc., then prepare those flags to give your students a quiz on different nationalities.

- (E) Can you find the countries from the table on the map? Circle as many as you can. Then talk with a partner.
- Ask students to try and draw the locations of the given countries in activity **1** on the map.
- Ask students how many they think they got right?
- If your students don't know where most of the countries are, ask them to talk with a partner and share maps.
- Talk together as a class. Point to the locations as a class. Find out who got the most right.
- Read the short conversation aloud or ask two students to read the short conversation aloud.
- Ask students to practise the conversation with a partner.
- Tell students to practise the conversation again but with their nationalities and home cities.

Answer Key

Please look at the map on the right.





B Read the questions.

- Read the guestions to the students.
- Ask students if they understand the questions.
- Practise again. Ask students if they can ask you some questions.

Goodbyes

16 Talk with a partner.

- Read the short conversation aloud or ask two students to read the short conversation aloud.
- Ask students to practise the conversation with a partner.
- Tell students to practise the conversation again but to use different goodbyes.

Classroom Language

Teacher's Note

Classroom Language

Explain to students that this page is there to help them when they need to understand a direction line or need help asking questions.

14 Listen and number. 🍪 00-08

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write the number next to the correct picture.
- Practise again. Give the classroom commands. Ask them to follow along.
- Ask students if they have any questions.

Answer Key

From left to right, top to bottom

Iisten,
 talk with a partner
 read,
 look at the board
 write,
 open your books
 speak,
 close your books

6. answer, 1. watch

This unit will give students the ability to talk about their close family and to briefly describe their appearance and jobs.

Scan the QR code to download the Unit 1 audio.

WHAT YOU WILL DO IN THIS UNIT

Unit 1 AIMS

Lesson A: Identify family members

Lesson B: Talk about family members' jobs Lesson C: Ask and answer personal questions

Lesson D: Write about family members

Lesson E: Make a family tree

Target Skills

Lesson A: Listening Lesson B: Reading Lesson C: Speaking Lesson D: Writing Lesson E: Project

Target Vocabulary

Lesson A	Lesson B
aunt brother cousin father grandfather grandmother mother sister uncle	artist chef doctor farmer football player pilot police officer singer
Lesson C	Lesson D
address age birthday email eye hair name phone number	big funny kind old short shy small smart tall young





be verbs (affirmative)

We use the verb be to show what something or someone is doing. You can use be verbs to make an affirmative statement.

Personal Pronouns	Definition	Example
1	am	I am a teacher.
He/She/It	is	He is a teacher.
You/We/They	are	We are teachers.

Unit 1 Discussion

Look at the photo and answer the questions.

- Ask students to look at the Unit 1 cover page.
- Then ask the class each guestion.
- Give corrections and ask follow-up questions.
- Ask students to talk with a partner. Have students take turns asking their partner the questions.

Extra Practise More Discussion

Ask more questions about the family.

Ex.

What are they wearing? How do they feel? Does your family ever do things like this? How many people are in your family? What is your favourite/least favourite thing to do with your family?

Key Grammar

simple and personal pronouns

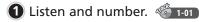
We use pronouns to take the place of other nouns. Personal pronouns are used to talk about specific nouns such as the names of people, places, or things.

Personal Pronouns	Definition	Example
I	first person singular	I am Sam.
Не	singular male	He is Sam.
She	singular female	She is Samantha.
It	third-person thing / genderless non-human animals	It is a chair.
You	second-person singular and plural	You are Sam.
We	first-person plural	We are a group.
They	third-person plural	They are a group.

Lesson A Listening

Aim: Identify family members

Vocabulary



- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write the correct number of the vocabulary word next to the word in the book.

Answer Key

From left to right, top to bottom

- 1. grandmother
- 5. grandfather
- 6. mother
- 2 father
- 9. uncle
- 3. aunt
- 8. sister
- 10. me
- 4. brother
- 7. cousin
- Practise again. Point at different people on the family tree and ask students who you are pointing at.
- 2 Which family member are they talking about? Listen and write the word. 4 1-02
- Listen to the audio.
- Ask students to answer the questions.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

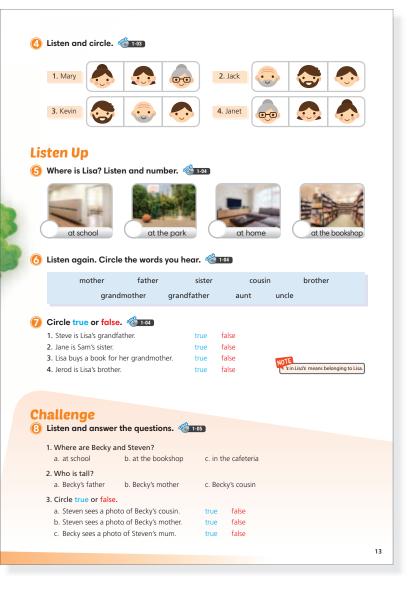
- 1. sister
- 2. brother
- 3. mother
- 4. father
- 5. grandmother
- 6. uncle



Focus

- 3 Talk with a partner. Ask about the family tree above.
- Read the short conversation aloud or ask two students to read the short conversation aloud.
- Ask students to practise the conversations with a partner.
- Tell students to practise the conversation again, but to talk about different family members.

Extra Practise How many family members?
Ask students about their family. Ask students questions with the phrase:
"How many do you have?"
How many brothers do you have? How many sisters do you have? How many cousins do you have? How many aunts/uncles do you have? Etc.



4 Listen and circle. 4 1-03

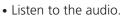
- Listen to the audio.
- Ask students to answer the questions.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- 1. mother
- 2. grandfather
- 3. brother
- 4. sister

Listen Up

5 Where is Lisa? Listen and number. 🍪 1-04



- Ask students write the numbered description next to the correct location.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

From left to right

- 2. at school
- 4. at the park
- 1. at home
- 3. at the bookshop

6 Listen again. Circle the words you hear. 🍪 1-04

- Listen to the audio.
- Ask students to circle the words that they heard in the audio.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students answers.

Answer Key

From left to right, top to bottom

mother, sister, cousin, brother, grandmother

Circle true or false.

- Play the audio again if needed.
- Ask students to answer the questions.
- Check students' answers.

NOTE: Refer to the "NOTE" while explaining this activity.

Teacher's Note

Possessives

This NOTE illustrates the possessive form. It shows a relationship in which one thing owns or belongs to another. Explain that the possessive is formed by adding an apostrophe + s to a noun. If the noun is already plural or already ends in s, we can simply add an apostrophe at the end or add an additional apostrophe and + s.



Susan's James' or James's

Challenge

8 Listen and answer the questions. 4 1-05



- Listen to the audio.
- Ask students to answer the questions.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- 1. c
- 2. a
- 3. a. true
- b. false
- c. true

Lesson B Reading

Aim: Talk about family members' jobs

Vocabulary

- 1 Listen and repeat. 4 1-06
- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Practise again. Point at words in the book and ask students to say the words aloud.
- 2 Listen and match the person with the job.
- Listen to the audio.
- Ask students to match the family member with the correct job.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

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

Extra Practise Who is your dad and what does he do?

There are likely many students who have family members with jobs that are not on this list. Ask them to share with the class their parents' jobs by using the phrase:

"What does your mum/dad/older brother/older sister/ aunt/uncle/etc., do?"

Write your students' answers on the board.



Pre-reading

- **3** Fill in the gaps. Then talk with a partner.
- Ask students to look at the picture.
- Tell students to fill in the gaps with the person's job.
- Then tell students to read the questions at the bottom of the picture aloud.
- Tell students to practise by asking and answering the questions with a partner.

Answer Key

From left to right, top to bottom doctor, chef, pilot, farmer, police officer



4 Read the letter. 4 1-08



- Listen to the audio.
- OR
- Read the audio aloud.

- Ask students to read parts of the reading aloud.
- Replay the audio if needed.

NOTE: Refer to the "NOTE" while explaining this activity.

Teacher's Note

Pronouns

This NOTE illustrates subject pronouns such as I, you, he, she, it, we, and they.

Explain that pronouns are used to replace nouns. Subject pronouns are often used to avoid repetition of the subject's name and replace the noun that is the subject of the clause.



Comprehension

5 Circle true or false.

- Ask students to answer the questions
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- 1. false
- 2. true
- 3. false
- 4. false

6 Talk with a partner.

- Tell students to find a partner.
- Tell students to discuss the guestions.
- Ask students if they would like to share their discussion with the class.
- Ask follow-up questions.

Lesson C Speaking

Aim: Ask and answer personal questions

Vocabulary

- 1 Listen and number. 4 1-09
- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write the correct number of the vocabulary word next to the word in the book.

Answer Key

From left to right, top to bottom

- 2. name
- 3. age
- 5. birthday
- 6. address
- 7. email
- 1. phone number
- 8. eye
- 4. hair
- Practise again. Point at different pictures and ask students to say the words.
- 2 What is the speaker talking about? Listen and number. 4 1-10
- Listen to the audio.
- Ask students to write the correct number of the vocabulary word next to the word in the book.

Answer Key

From left to right, top to bottom

- 5 name
- 4. age
- 3. birthday
- 6. address
- 7. email
- 1. phone number
- 8. eye
- 2. hair

Focus

Circle the correct word.

- Ask students to read the sentences.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

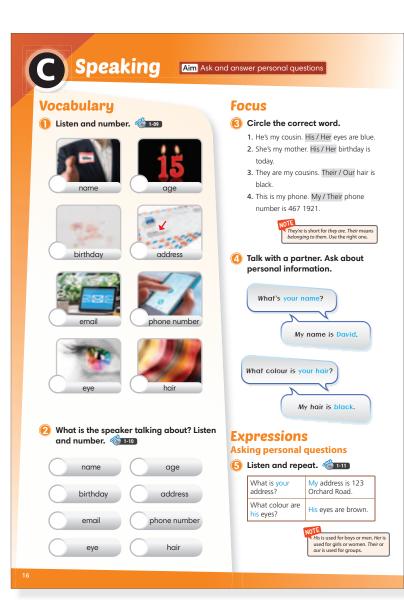
- 1. His
- 2. Her
- 3. Their
- 4. My

NOTE: Refer to the "NOTE" while explaining this activity.

Teacher's Note

They're and Their

This NOTE illustrates that *they're* and *their* sound the same but are used in completely different situations. The possessive form is *their*.



- Read the short conversation aloud or ask two students to read the short conversation aloud.
- Ask students to practise the conversation with a partner.
- Tell students to practise the conversation again but with their own names and hair colours.

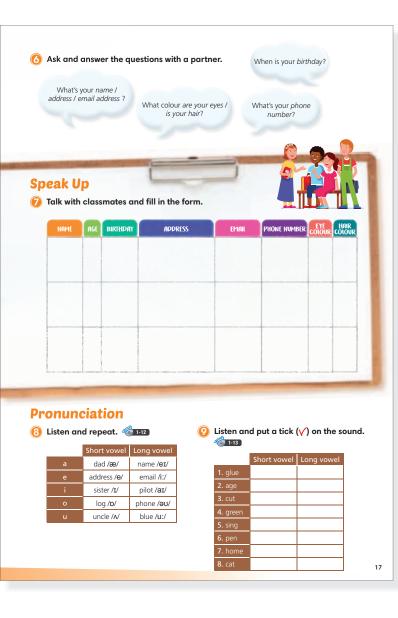
ExpressionsAsking personal questions

- **5** Listen and repeat. 4 1-11
- Read the contents of the table. OR
- Ask students to read the table.
- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students if they know what kind of pronouns are being highlighted.

Teacher's Note

Gender Pronouns

This NOTE illustrates that certain pronouns must be used when a gender is given. Explain that this is more complex when a gender is not specific, such as when we describe an unfamiliar animal or a mysterious subject.



6 Ask and answer the questions with a partner.

- Ask students to talk with a partner.
- Tell students to practise asking and answering the given
- Check students' conversations to make sure they're speaking properly.
- · Give feedback.

Speak Up

7 Talk with classmates and fill in the form.

- Tell students to rise from their desks or chairs.
- Ask them to talk with their classmates.
- Tell students to ask their classmates questions to fill out the form in activity (7).
- Show students how to fill out the form by practising with one of the students.
- As an example, ask a student their name, age, birthday, address, email, phone number, eye colour, and hair
- Once students understand. Ask them to complete the activity.
- Check answers as a class.

Teacher's Note

I'm not comfortable giving that information.

Some students will not want to share their personal information. In that case, tell students they do not have to tell the truth. They can make something up. They can also answer people's questions with the phrase:

"I'm sorry. I'm not comfortable giving out that information."

Pronunciation

8 Listen and repeat. 4 1-12

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Check students' understanding.
- Ask students to circle the vowel in each word if needed.

9 Listen and put a tick (✓) on the sound. 🍪 1-13



- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Tell students to put a tick on the correct sound.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- 1. long vowel
- 2. long vowel
- 3. short vowel
- 4. long vowel
- 5. short vowel
- 6. short vowel
- 7. long vowel 8. short vowel

Lesson D Writing

Aim: Write about family members

Vocabulary

- 1 Listen and repeat. 4 1-14
- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Practise again. Point at words in the book and ask students to say the words aloud.
- 2 Listen and match the person with the description.
- Listen to the audio.
- Ask students to match the family member with the correct description.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- 1. c
- 2. b
- 3. d
- 4. a
- **3** Fill in the gaps with the words. Answers will vary.
- Ask students to read the sentence prompts.
- Ask students to fill in the gaps with one of the vocabulary words.
- Ask students to make sentences that make the most sense, are true for them, or are fun.
- Ask students to share their answers with the class.
- Check students' answers.

Answer Key

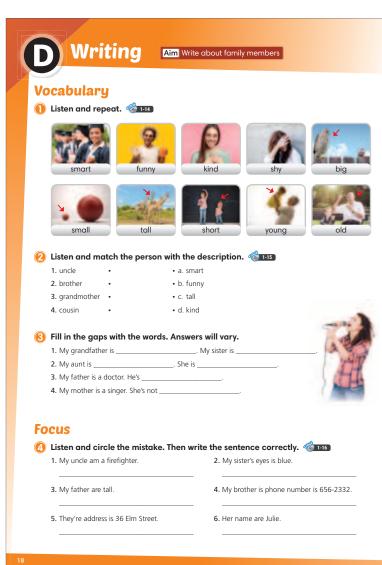
Sample Answers

- 1. old, young
- 2. big, funny
- 3. smart
- 4. shy

Extra Practise My friend is...

Ask students to use the vocabulary to describe their friends and classmates. Ask them to use the phrase:

"My friend's/classmate's name	e is	 He
She is verv	."	



Focus

- 4 Listen and circle the mistake. Then write the sentence correctly. 1-16
- Ask students to read the sentences.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- 1. am, My uncle is a firefighter.
- 2. is, My sister's eyes are blue.
- 3. are, My father is tall.
- 4. is, My brother's phone number is 656-2332.
- 5. They're, Their address is 36 Elm St Street.
- 6. are, Her name is Julie.

Grammar

Look at the table. Then listen and repeat. 1517





6 Fill in the gaps.

1. I	young.	
3. My brother		short.
5. We	smart.	

2. My aunt	kind.
4. My sister and I	tall.
6. My grandparents	old.

Write two sentences for each picture.







4.0	iviy granulatilei is lullily.	
1		

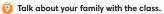
3	 _
4	

5		
_		

Writing

Think about two people in your family. Write about them below.

Name	Name	
Description	Description	







Grammar

5 Look at the table. Then listen and repeat. 4 1-17



- Read the contents of the table.
- OR
- Ask students to read the table.
- OR
- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students if they know what kind of words are being highlighted.

6 Fill in the gaps.

- Ask students to read the sentences.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

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

Write two sentences for each picture.

- Ask students to look at the picture.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

Sample answers

- 1. My grandfather is old. I am young.
- 2. I am young.
- 3. My sister is tall.
- 4. I am short.
- 5. My dad is smart.
- 6. My uncle is funny.

Writing

- 8 Think about people in your family. Write about them below.
- Ask students to look at the table.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

Sample answers

Name: John

Description: My brother's name is John. He is kind.

Name: Brianne

Description: My cousin's name is Brianne. She is funny.

- Talk about your family with the class.
- Read the statement aloud or ask a student to read the statement aloud.
- Ask students to practise saying the statement with a
- Tell students to practise saying the statement again using their own family's information.
- Tell students to continue practising with different family members.

Project Lesson E

Aim: Make a family tree

Video

- 1 Look at the pictures. What do you think the video will be about? Talk with a partner.
- Ask students to look at the pictures.
- Ask students to make predictions about the video they're about to watch.
- Tell students to talk with a partner.
- Tell students to share their predictions with their partner.

Scan the QR code to link to the Unit 1 video.

Teacher's Note

Refer to the "NOTE" before activity 2. Explain that we use the phrase over there to describe something far away and over here to describe something nearby.

- ② Watch the video. Put a tick (✓) on the family members they talk about. Video
- Play the video for students.
- Ask students if their predictions were correct.
- Ask students to put a tick on all the words they heard in the story.
- Play the video again if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

From left to right, top to bottom sister, father, mother, brother, uncle, grandfather

3 Watch again. Circle the word you hear. Yill



- Ask students to read the sentences.
- Play the video again.
- Ask students to circle the word they hear.
- Ask students to complete the activity.
- Check students' answers.

- 1. going
- 2. park
- 3. family
- 4. him



Grammar Look at the table. Then listen and repeat. <a href="#mailto:simple:si Is he tall? Yes, he is, / No, he isn't. Are her eves blue? Yes, they are. / No, they aren't. 6 Fill in the gaps. 1. Is she short? Yes, 2. Are his eyes green? aren't. No, _ 3. Is your father a police officer? he is 4. Are your cousins here? Yes, they Talk about the people in the photos with a partner. **Century Skills** Fill in the family tree with information about your family. Add lines or boxes if necessary. Me Ask other pupils about their family tree. Fill in the table. Who has black hair? Who is a doctor? Who has brown eyes? Who is tall? 21

Grammar

5 Look at the table. Then listen and repeat. 🍪 1-18



• Read the contents of the table.

Ask students to read the table.

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students if they know what kind of words are being highlighted.

6 Fill in the gaps.

- Ask students to read the sentence prompts.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- 1. she
- 2. they
- 3. Yes
- 4. are

7 Talk about the people in the photos with a

- Ask students to look at the pictures.
- Ask students to talk with a partner.
- Tell students to make statements about the person in the photo.
- Ask students to share their statements with the class.
- Check answers.

Extra Practise Be Specific

Ask students to describe specific things about the people in the pictures. Ask them to answer questions

What is the person's job?

Do you think the person is kind?

Do you think the person is funny/smart/tall/short/etc.?

21st Century Skills

- 8 Fill out the family tree with information about your family. Add lines or boxes if necessary.
- Tell students to look at the given family tree.
- Tell students to fill out the table.
- Tell students that they can use a separate piece of paper if the table in the book is not helpful.

Teacher's Note

I'm not comfortable giving that information.

Once again, some students might not be comfortable talking about their family openly. In this case, they can make up a fake family and family tree. Also, they can always use the phrase:

"I'm sorry. I'm not comfortable giving out that information."

- Ask other students about their family tree. Fill out the table.
- Ask students to fill out the table with their own questions regarding people's family trees.
- Tell students to talk with others in the class and share their family tree.
- Tell students to take turns asking and answering the questions they wrote.
- Tell students to fill out their tables.
- Ask students to share with the class.
- Check students' answers.

This unit will give students the ability to talk about their school lives, including the people at their school and the things they need and do at school.

Scan the QR code to download the Unit 2 audio.

WHAT YOU WILL DO IN THIS UNIT

Unit 2 AIMS

Lesson A: Describe the things you need for school Lesson B: Understand who the people at school are Lesson C: Talk about the things in your classroom Lesson D: Write about what you need for class

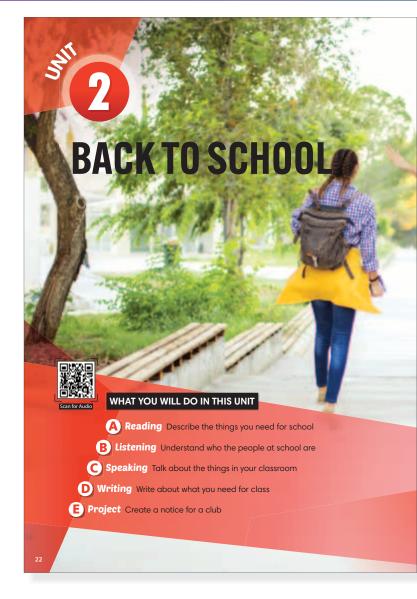
Lesson E: Create a notice for a club

Target Skills

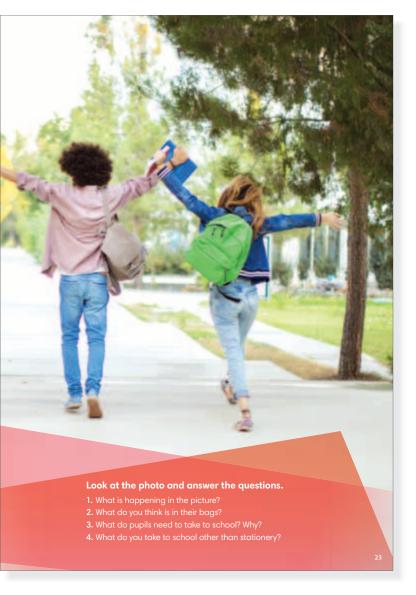
Lesson A: Reading Lesson B: Listening Lesson C: Speaking Lesson D: Writing Lesson E: Project

Target Vocabulary

Lesson A	Lesson B
folder notebook paper pen pencil pencil case rubber rucksack ruler scissors	class classmate headteacher homework pupil study teacher year
Lesson C	Lesson D
board bookcase chair clock computer desk dictionary map pencil sharpener wastebasket	art English geography history languages mathematics (maths) music physical education (P. E. / phys. ed.) science social studies
Lesson E	
book chess music	



robot



demonstrative adjectives

Demonstrative adjectives can be used to modify a noun so that we know which specific person, place, or thing is mentioned.

Demonstrative adjectives	Туре	Example
This	singular	This pie is yummy.
That	singular	That horse is big.
These	plural	These pies are yummy.
Those	plural	Those horses are big.

Unit 2 Discussion

Look at the photo and answer the questions.

- Ask students to look at the Unit 2 cover page.
- Then ask the class each guestion.
- Give corrections and ask follow-up guestions.
- Ask students to talk with a partner. Have students take turns asking the questions on the page to their partner.

Extra Practise More Discussion

Ask more questions about your school.

Ex.

How do you feel when you're going to school? What do you like about school?

What do you not like about school?

What do you want to do more of in school?

What do you want to do less of in school? Who are your favourite people at school?

Key Grammar

be verbs (negative and questions)

We can use the *be* verb with *not* to make negative statements and questions.

Personal Pronouns	<i>b</i> e verb	Question	Negative
1	am	Are you a teacher?	I am not a teacher.
He/She/It	is	Is he a teacher?	He is not a teacher.
You/We/They	are	Are you teachers?	We are not teachers.

Lesson A Reading

Aim: Describe the things you need for school

Vocabulary

Match the word with the picture.

- Read the words to students.
- Ask students to repeat aloud after each word.
- Ask students to look at the pictures.
- Ask students to write the letter of word in the correct picture's box.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

From left to right, top to bottom

- e. ruler
- i. scissors
- a. rucksack
- f. pen
- c. paper
- g.rubber
- j. pencil case
- h.notebook
- d.folder
- b.pencils

2 Look at the items. Circle the ones you have.

- Ask students to look at the pictures again.
- Ask students to circle the items they have.
- Ask students to complete the activity.
- Check students' answers

Answer Key

Answers will vary.

3 Fill in the gaps.

- Ask students to read the sentence prompts.
- Ask students to write the correct vocabulary word in the gap.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

1. pencil case

2. rucksack

3. ruler

4. scissors

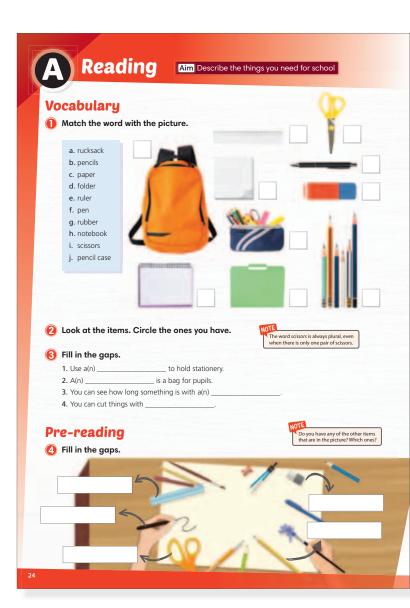
Pre-reading

4 Fill in the gaps.

- Ask students to look at the pictures.
- Tell students to fill in the gaps with the correct words.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

From left to right, top to bottom ruler, rubber, pen, pencil, scissors



Extra Practise What else do you bring to school?

Ask students what other school supplies they have:

"Do you have any of the other supplies that are in the picture? Which ones?"

Ask follow up questions with the phrases:

"What else do you have?" \rightarrow "I have _____."

"What else do you bring to school?" → "I bring

____·

Ex.

What else do you have? \rightarrow I have a notebook. What else do you bring to school? \rightarrow I bring pencils and erasers.

Teacher's Note

Plurals

Some words are always in plural form, such as *scissors*. Explain to students that other common words are always in plural form, too, such as *pants* (*trousers*), *glasses*, and *clothes*.



5 Read the email. 2-01

• Listen to the audio.

OR

• Read the audio aloud.

ЭR

- Ask students to read parts of the reading aloud.
- Replay the audio if needed.

Comprehension

6 Circle true or false.

- Ask students to answer the questions
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- 1. true
- 2. false
- 3. true
- 4. true

7 Talk with a partner.

- Tell students to find a partner.
- Tell students to discuss the questions.
- Ask students if they would like to share their discussion with the class.
- Ask follow-up questions.

Extra Practise Talk About School Supplies

In some places, school supply lists are emailed to parents. In others, they have recommendations at bookstores.

Also, there are many school supplies that students don't need to bring. What are some supplies that the school gives to students?

Ex.

Paints for art class Musical instruments Equipment for physical education classes

Lesson B Listening

Aim: Understand who the people at school are

Vocabulary

1 Listen and number. 🍪 2-02

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write the correct number of the vocabulary word next to the word in the book.

Answer Key

From left to right, top to bottom

- 6. study
- 2. homework
- 4. pupil
- 1. teacher
- 8. classmate
- 7. headteacher
- 3. class
- 5. year
- Practise again. Point at different pictures and ask students to say the words.

What are they talking about? Listen and write the words. 4 2-03

- Listen to the audio.
- Ask students to answer the questions.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

- 1. teacher
- 2. class
- 3. study
- 4. headteacher

Focus

3 Talk with a partner.

- Read the short conversations aloud, or ask two students to read the short conversation aloud.
- Ask students to practise the conversations with a
- Tell students to practise the conversations again, but to talk about different people at school.

Teacher's Note

People at school

There are a lot of people who work at a school. Explain to students about other people who work at a school, such as the school nurse, the cafeteria workers, the librarian, and the janitor.



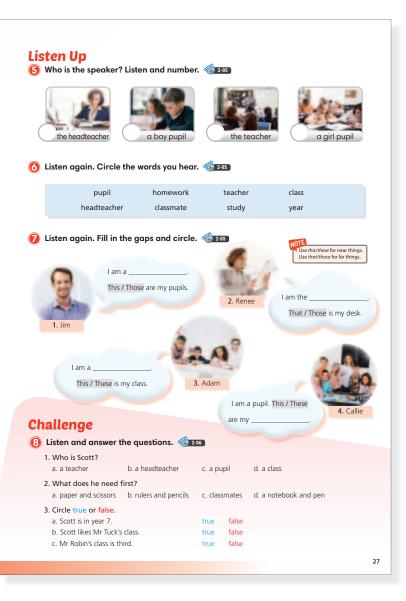
4 Listen and circle. 2-04



- Listen to the audio.
- Ask students to circle the answers.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- 1. teacher √ , headteacher ×
- 2. study √, homework ×
- 3. classmate √, year √
- 4. pupil √, class ×



Listen Up

(5) Who is the speaker? Listen and number. 4 2-05



- Listen to the audio.
- Ask students to write the number next to the correct person.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

From left to right

- 2. the headteacher
- 3. a boy pupil
- 1. the teacher
- 4. a girl pupil

- 6 Listen again. Circle the words you hear. 🗳 2-05
- Listen to the audio.
- Ask students to circle the words they hear.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

From left to right, top to bottom

pupil, homework, class, classmate, study, year

1 Listen again. Fill in the gaps and circle.

- Listen to the audio.
- Ask students to circle the word and write the answer in the gap.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- 1. teacher, those
- 2. headteacher, that
- 3. pupil, this
- 4. these, classmates

Extra Practise What are those?

Point to different things in the classroom and ask students to answer what they are with the phrases:

"What is this?" / "What are these?" / "What is that?" / "What are those?" \rightarrow "This is _____." / "These are _____." / "That is _____." / "Those are ____."

Ex.

What is this? \rightarrow This is a book.

What is that? \rightarrow That is a clock.

What are those? \rightarrow Those are rucksacks.

Etc.

Challenge

8 Listen and answer the questions. 4 2-06

- Listen to the audio.
- Ask students to answer the questions.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

- 1. c
- 2. d
- 3. a. true
 - b. false
- c. true

Lesson C Speaking

Aim: Talk about the things in your classroom

Vocabulary

1 Listen and number. 🗳 2-07

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write the correct number of the vocabulary word next to the word in the book.

Answer Key

From left to right, top to bottom

- 10. wastebasket
- 8. board
- 1. bookcase
- 7. desk
- 2. chair
- 6. dictionary
- 3. clock
- 5. computer
- 9. pencil sharpener
- 4. map
- Practise again. Point at different pictures and ask students to say the words.

Teacher's Note

Classroom equipment

There are many kinds of classroom equipment. Explain to students about other classroom equipment and what they are used for, such as a *projector*, a *globe*, an *atlas*, a *bulletin board*, a *clipboard*, and a *calculator*.

Pill in the gaps with the word(s).

- Ask students to read the sentence prompts.
- Ask students to fill in the gaps with one of the vocabulary words.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- 1. wastebasket
- 2. desk
- 3. dictionary
- 4. pencil sharpener
- 5. bookcase
- 6. map
- 7. computer
- 8. chair
- 9. clock
- 10. board

Extra Practise

Practise asking students where things are in your classroom. Tell them to point at the item:

"Where is/are the $___?$ " \rightarrow "It's/They're over there."

Ex.

Where is the board? \rightarrow It's over there.



Focus

3 Talk with a partner. What do you see in the classroom?

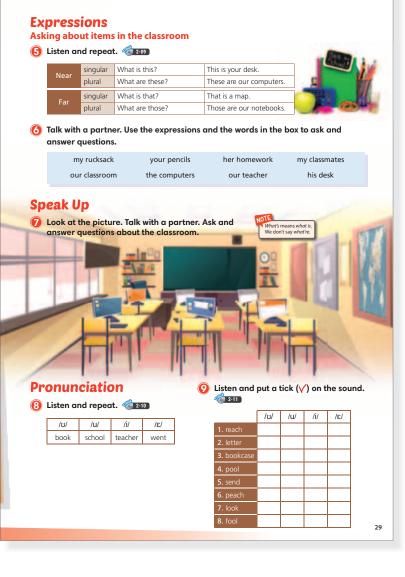
- Read the short conversations aloud, or ask two students to read the short conversations aloud.
- Ask students to practise the conversations with a partner.
- Tell students to practise the conversations again, but to talk about different items in the classroom.

4 Listen and circle the things they talk about.

- Listen to the audio.
- Ask students to circle the things that are talked about in the audio.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- 1. chairs
- 2. map
- 3. wastebasket
- 4. chairs
- 5. bookcase



Expressions Asking about items in the classroom

5 Listen and repeat. 2-09



- Read the contents of the table. $\bigcirc R$
- Ask students to read the table.
- OR
- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students if they know what kind of demonstrative adjectives are being highlighted.

Teacher's Note

Demonstrative Adjectives

Demonstrative adjectives modify nouns, and are followed by nouns. Don't get them mixed up with demonstrative pronouns, which replace the noun.

Demonstrative Pronoun: I brought this from home. Demonstrative Adjective: This book is mine.

- 6 Talk with a partner. Use the expressions and the words in the box to ask and answer questions.
- Ask students to talk with a partner.
- Tell students to practise asking and answering questions with the expressions and words in the box and the patterns in activity (5).
- Check students' conversations to make sure they're speaking properly.
- · Give feedback.

Speak Up

- 1 Look at the picture. Talk with a partner. Ask and answer questions about the classroom.
- Ask students to look at the picture.
- Ask students to talk with a partner.
- Tell students to ask their partner questions about what's in the classroom using the patterns in activities **6** and **6**.
- Check students' conversations to make sure they're speaking properly.
- Ask some students to present their conversations to the class.
- Give feedback.

Pronunciation

- 8 Listen and repeat. 2-10
- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Check students' understanding.
- Ask students to circle the correct vowels in each word if needed.
- Listen and put a tick (

 on the sound.

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- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Tell students to put a tick on the correct sound.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

1. /i/ 2. /ε/ 3. /ʊ/
3. /ʊ/
4. /u/
5. /ε/
6. /i/
7. /ʊ/
8. /u/

Lesson D Writing

Aim: Write about what you need for class

Vocabulary

- 1 Listen and repeat. 4 2-12
- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Practise again. Point at words in the book and ask students to say the words aloud.
- 2 What are they talking about? Listen and write the word(s). 4 2-13
- Listen to the audio.
- Ask students to answer the questions.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

- 1. mathematics (maths)
- 2. physical education (P.E. / phys. ed.)
- 3. English
- 4. history
- 5. languages
- 6. geography
- 3 Match the class with the things students learn.
- Ask students to read the words and the descriptions.
- Ask students to match the word with the correct description.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- 2. a
- 3. d
- 4. b
- 5. e

Extra Practise Talk About Classes and Supplies

Ask students questions about their favourite classes.

Ex.

What is your favourite class? Why do you like this class? What do you learn in this class? When do you have this class?

What do you need for this class?

How is the teacher?



Focus

- 4 Look at the picture and read the sentences. Circle true or false.
- Ask students to look at the picture.
- Ask students to read the sentence.
- Ask students to answer the question.
- Ask students to complete the activity.
- Check students' answers.

- 1. true
- 2. false
- 3. true
- 4 true

Grammar

Look at the table. Then listen and repeat. <a>214



Positive	Negative
// You need a notebook for maths class.	// You don't need a notebook for P. E. class.
He / She needs a notebook for maths class.	He / She doesn't need a notebook for P. E. class.
We / They need a notebook for maths class.	We / They don't need a notebook for P. E. class.

Fill in the gaps with need(s), don't, or doesn't.

1. We	pencils and paper for art class.	2. He	need a folder for P. E. class.
3. You	need a ruler for music class.	4. She	rubbers for social studies class
5 They	notehooks	6. I	need a pen for P. E. class.

Read and complete the sentences.

Today, I am shopping for my school supplies. I need a few things. I need pencils and paper for art class. I need folders for music class. I need a map for geography So, I'm going with my mum to the shopping centre after school Let's meet after! How about we meet at the park at 4.30? See you later!



my homework. Thanks a lot! I'll give you money later, Oh. I forgot. We don't need our notebooks for P. E. class tomorrow. We're going outside. Bye!

F	
1. For music class, Paul needs	
2. He needs pencils and paper for	
3. Lauren has homework in	
4. For the homework, she needs	
5. Lauren	_ for P. E. class tomorrow.

Writing

Write the things you need and don't need for your classes in the table. Then talk with a partner.

Class	Need	Don't need

Grammar

5 Look at the table. Then listen and repeat. 🗳 2-14



• Read the contents of the table.

• Ask students to read the table.

OR

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students if they know what kind of words are being highlighted.

Teacher's Note

do as an auxiliary verb

This NOTE illustrates that when using don't need / doesn't need, the verb do is an auxiliary verb, so we don't need to conjugate *need*. Explain this to students and make sure they understand it.

6 Fill in the gaps with need(s), don't, or doesn't.

- Ask students to read the sentence prompts.
- Ask students to write the answer in the gap.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- 1. need
- 2 doesn't
- 3. don't
- 4 needs
- 5 need
- 6. don't

Read and complete the sentences.

• Read the passage aloud.

- Ask students to read parts of the reading aloud. OR
- Ask students to read the passage quietly by themselves.
- Ask students to answer the questions.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- 1. folders
- 2. art (class)
- 3. social studies (class)
- 4. (red and black) pens and (some big) paper
- 5. doesn't need her notebook

Writing

(8) Write the things you need and don't need for your classes in the table. Then talk with a partner.

- Ask students to look at the table.
- Ask students to write the things they need and don't need for their classes in the table.
- Ask students to talk with a partner.
- Tell students to talk about what they need for their classes using the patterns in activities **⑤**, **⑥**, and **⑦**.
- Check students' conversations to make sure they're speaking properly.
- Ask some students to present their conversations to the
- Give feedback.

Sample answers

Class: maths / Need: notebook and pencil / Don't need: map I need a notebook and pencil for maths class. I don't need a map for maths class.

Etc.

Teacher's Note

What do you need for class?

The question, "What do you need for _ can be introduced to go along with the writing activity.

Lesson E **Project**

Aim: Create a notice for a club

Video

- 1 Look at the pictures. What do you think the video will be about? Talk with a partner.
- Ask students to look at the pictures.
- Ask students to make predictions about the video they're about to watch.
- Tell students to talk with a partner.
- Tell students to share their predictions with their partner.

Scan the OR code to link to the Unit 2 video.

Teacher's Note

Refer to the "NOTE" before activity 2. Explain that we use the word collect to talk about bringing things together.

- 2 Watch the video. Number the pictures in order.
- Play the video for students.
- Ask students if their predictions were correct.
- Ask students to number the pictures in order.
- Play the video again if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

From left to right

3, 1, 2

- hear.
- Ask students to look at the pictures and read the words.
- Play the video again.
- Ask students to put a tick (✓) on the word they hear.
- Ask students to complete the activity.
- Check students' answers.

From left to right

robot, music

Extra Practise More Clubs

Ask students about the clubs at their school. Are they members of any of these clubs? What kinds of clubs would they like to see added?



4 Watch again. Circle the word you hear. \(\frac{\text{Video}}{2}\)



- Ask students to read the questions.
- Play the video again.
- Ask students to circle the word they hear.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- 1. that
- 2 need
- 3. that
- 4. When
- **6** Circle the correct answer.
- Ask students to read the sentence prompts.
- Ask students to circle the correct answer.
- Ask students to complete the activity.
- Check student's answers.

Answer Key

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

What is the name of the club? The name is "The Great Running Club" It is at 3 o'clock. It is on Wednesday. When is it? Where is it? Write the question for each answer. 1. The club meets on Thursday. 2. It is in the art room. 3. It is at 4.00 p.m. on Friday. 4. The name is "Chess Masters." Circle the mistake. Write the correction. 1. The name are "Tennis Stars." 2. It is at Monday. 3. It is on the English room. 4. It is on 4.00 p.m. 6. It is in Friday. _ 5. You needs a notebook. ___ 7. It is in 9.00 a.m. 8. It are on Sunday. Century Skills Write three of your interests. Work with a small group. Choose one of your interests to make into a club. Write details for your club. Ask and answer questions to fill in the table. Make a poster for your club and present it to the class. Which club is the most interesting?

Grammar

6 Look at the table. Then listen and repeat. 🗳 2-15



- Read the contents of the table.

Grammar

👩 Look at the table. Then listen and repeat. 🧠235

Questions

Ask students to read the table.

OR

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students if they know what kind of words are being highlighted.

Teacher's Note

Preposition of Place (at)

at can also be used to talk about location, such as at the park, at school, at the mall, etc. Make sure students understand this.

Write the question for each answer.

- Ask students to read the sentences.
- Ask students to write the question for the sentence.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- 1. When is it? (When does the club meet?)
- 2. Where is it? (Where does the club meet?)
- 3. When is it? (What time does the club meet?)
- 4. What is the name of the club?

8 Circle the mistake. Write the correction.

- Ask students to read the sentences.
- Ask students to circle the mistake.
- Ask students to write the correct word in the gap.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

1. are → is	2. at → on
3. on \rightarrow in	4. on \rightarrow at
5. needs \rightarrow need	6. in \rightarrow on
7. in \rightarrow at	8. are → is

21st Century Skills

Write three of your interests.

- Tell students to look at the table.
- Tell students to fill out the table by writing three things they are interested in.
- Tell students that they can use a separate piece of paper if the table in the book is not helpful.

10 Work with a small group. Choose one of your interests to make into a club.

- Ask students to get into small groups.
- Tell students to talk with others in their group and choose one interest.

Write details for your club. Ask and answer. questions to fill in the table.

- Tell students to fill out the table by writing the details for their club.
- Tell students to talk with others in their group to fill in the table.
- Tell students to use the patterns from activities 6, 7, and **8** to talk about their club.

Make a poster for your club and present it to the class. Which club is the most interesting?

- Ask students to make a poster for their club.
- Tell students to include the details from the table in activity **1**.
- Tell students that they can use a separate piece of paper to make their poster.
- Check students' posters to make sure they're written properly.
- Ask different groups to present their clubs to the class.
- Tell students to use the patterns from activities **(6)**, **(7)**, and (3) to talk about their clubs.
- After all the groups have presented, ask the students, "Which club is the most interesting? Why?"

Review Unit 1-2

• Read and choose the best word to fill in the gaps.

- Ask students to read the passage.
- Ask students to circle the best word.
- Ask students to write the word in the gap.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- 1. d, mother
- 2. a, artist
- 3. a, pens
- 4. d, age
- 5. b, art

2 Unscramble the words. Then use the words to complete Chloe's art blog.

- Ask students to look at the pictures.
- Ask students to unscramble the letters and write the word in the gap.
- Ask students to read the blog.
- Ask students to write the correct word in the gap.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- 1. pencil
- 2. desk
- 3. pen
- 4. cousin
- 5. classmate
- 6. pencil
- 7. pen
- 8. cousin
- 9. classmate
- 10. desk

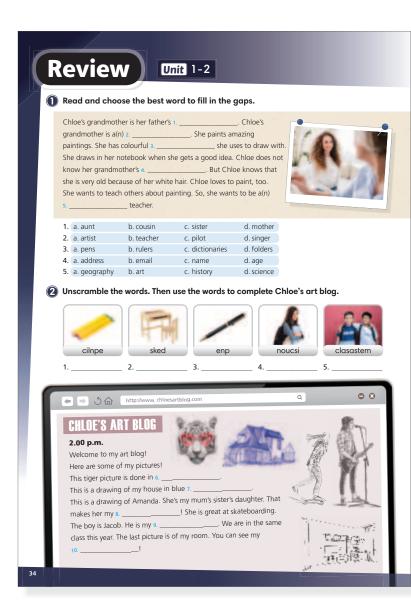
Teacher's Note

Demonstrative Pronouns and Adjectives Reminder

Make sure that students know and understand the difference between demonstrative pronouns and adjectives *this*, *that*, *these*, and *those*. Give further examples to students if needed.

Ex.

this: for a person or thing that is nearby that: for a person or thing that is further away these: for people or things that are nearby those: for people or things that are further away



3 Look at Chloe's picture and fill in the gaps.

- Ask students to look at the picture.
- Ask students to read the sentence prompts.
- Ask students to write the correct word in the gap.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- 1. is
- 2. are
- 3. ls, is
- 4. Is, Yes, she is

1. Is she old?		
→ No, shen	ot.	46
2. Are her eyes blue?	111	
\rightarrow No, theyr	not.	
3 her hair shor	t?	
→ No, it not		
4 she at schoo	12	
→		
		25 4
Circle the correct word.		
1. Who / When is in the picture?	2. Her / She is Chloe's	grandmother.
3. Where / When is the picture?	4. It is on / from her de	esk.
Listen and circle true or false.		
1. David is the art teacher.	true	false
2. David's uncle is a teacher.	true	false
3. David's dad is Mr Fletcher.	true	false
4 Chica cuante ta iain tha art club	the con-	foloo
4. Chloe wants to join the art club.	true	false
4. Chloe wants to join the art club.5. David and Chloe are in the same year.	true true	false false
5. David and Chloe are in the same year.	true	
5. David and Chloe are in the same year.	true	false
5. David and Chloe are in the same year. Listen again. Answer the questions	true	false teacher?
5. David and Chloe are in the same year.Listen again. Answer the questions1. Who is not an artist?	true S. RI-1 2. Who is an art	false teacher? dmother
5. David and Chloe are in the same year.Listen again. Answer the questions1. Who is not an artist?a. Chloe's dad	true 2. Who is an art a. Chloe's grand	false teacher? dmother
 5. David and Chloe are in the same year. Listen again. Answer the questions 1. Who is not an artist? a. Chloe's dad b. Chloe's grandmother 	2. Who is an art a. Chloe's grand b. Chloe's uncle	false teacher? dmother
5. David and Chloe are in the same year. Listen again. Answer the questions 1. Who is not an artist? a. Chloe's dad b. Chloe's grandmother c. David's dad	2. Who is an art a. Chloe's grand b. Chloe's uncle c. David's uncle	false teacher? dmother
5. David and Chloe are in the same year. Listen again. Answer the questions 1. Who is not an artist? a. Chloe's dad b. Chloe's grandmother c. David's dad d. David's uncle	2. Who is an art a. Chloe's grand b. Chloe's uncle c. David's uncle	false teacher? dmother
5. David and Chloe are in the same year. Listen again. Answer the questions 1. Who is not an artist? a. Chloe's dad b. Chloe's grandmother c. David's dad d. David's uncle 3. Which statement is true?	2. Who is an art a. Chloe's grand b. Chloe's uncle c. David's uncle	false teacher? dmother
5. David and Chloe are in the same year. Listen again. Answer the questions 1. Who is not an artist? a. Chloe's dad b. Chloe's grandmother c. David's dad d. David's uncle 3. Which statement is true? a. David does not like Chloe's paintings.	2. Who is an art a. Chloe's grand b. Chloe's uncle c. David's uncle	false teacher? dmother

4 Circle the correct word.

- Ask students to read the sentences.
- Ask students to circle the correct word.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- 1. Who
- 2. She
- 3. Where
- 4. on

5 Listen and circle true or false.



- Ask students to read the sentences.
- Listen to the audio.
- Ask students to answer the guestions.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- 1. false
- 2. false
- 3. true
- 4. true
- 5. false

6 Listen again. Answer the questions. RI-1



- Ask students to read the questions.
- Listen to the audio.
- Ask students to answer the questions.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

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

Teacher's Note

Jobs

Explain some other jobs to students. Make sure they understand what the different jobs are. Use the list below as a reference:

waiter/waitress psychologist manager pharmacist firefighter engineer mail carrier mechanic politician baker librarian hairdresser musician scientist writer lawyer photographer carpenter CEO forest ranger

architect businessman/businesswoman

accountant travel agent professor paramedic personal trainer dentist

MY HOUSE, MY HOME

This unit will give students and the ability to talk about their houses. They will learn to briefly describe the rooms in their house and the things in it.

Scan the QR code to download the Unit 3 audio.

WHAT YOU WILL DO IN THIS UNIT

Unit 3 AIMS

Lesson A: Talk about what is in a house

Lesson B: Understand when people talk about where things are in a house

Lesson C: Read about homes around the world

Lesson D: Write a description of what's in your house

Lesson E: Design the perfect house

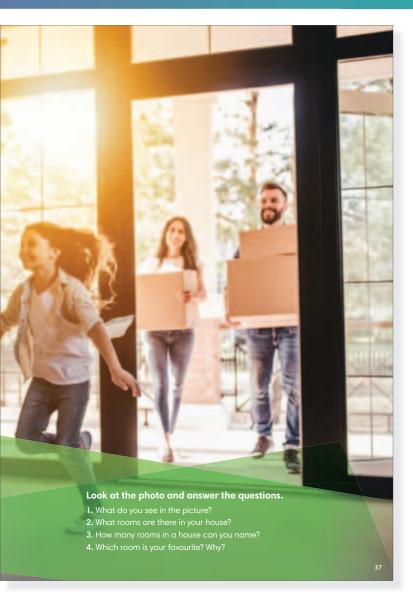
Target Skills

Lesson A: Speaking Lesson B: Listening Lesson C: Reading Lesson D: Writing Lesson E: Project

Target Vocabulary

Lesson A	Lesson B
bathroom bathtub bedroom chest of drawers couch dining room fridge kitchen living room table	armchair bed clothes cooker lamp mirror shower sink toilet wardrobe
Lesson C	Lesson D
boat city countryside (country) farm flat ice inside outside	door garden roof stairs television (TV) tree wall window





Key Grammar

basic prepositions of place

Prepositions show the relationship between subjects and objects. We use prepositions of place to show where something is.

Preposition	Example
on	The key is on the desk.
above	The television is above the fireplace.
over	The airplane is over the tree.
at	The man is at the bus stop.
in	The woman is in the car.
beside	The chair is beside the desk.

There is / are

Use prepositions with *there is* and *there are*. Use the phrase *there is* and *there are* to show the location of objects in a room. Be careful to keep subject-verb agreement.

Example
There is a key on the desk.
There is a television above the fireplace.
There is a fan over the table.
There are five books on the desk.
There are two lamps on the table.
There are chairs beside the table.

Unit 3 Discussion

Look at the photo and answer the questions.

- Ask students to look at the Unit 3 cover page.
- Then ask the class each guestion.
- Give corrections and ask follow-up questions.
- Ask students to talk with a partner. Have students take turns asking the questions on the page to their partner.

Extra Practise More Discussion

Ask more questions about students' homes.

Ex.

When did you move into your home? How long have you lived in your home? Where is your home? Do you live in a house or an apartment? What do you want in your home? How many people live in your home? Do you have your own room? What's in your room?

Lesson A Speaking

Aim: Talk about what is in a house

Vocabulary

1 Listen and number. 🍪 3-01

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write the correct number of the vocabulary word next to the word in the book.

Answer Key

From left to right, top to bottom

- 10. bathroom
- 2. bedroom
- 9. dining room
- 4. kitchen
- 8. living room
- 7. bathtub
- 6. chest of drawers
- 5. table
- 3. fridge
- 1. couch
- Practise again. Point at different pictures and ask students to say the words.

Pill in the gaps with the words.

- Read the sentence pattern. Explain that a piece of furniture goes in the first gap and a room goes in the second gap.
- Make an example sentence for students.
- Have students repeat it aloud.
- Ask students to fill in the gaps to make their own sentences.
- Check students' answers.
- Ask students to read their sentences aloud.

Answer Key

Sample answers

There is a bathtub in the bathroom.

There is a chest of drawers in the bedroom.

Focus

- Talk with a partner. Ask questions about your
- Read the short conversation aloud or ask two students to read the short conversation aloud.
- Ask students to practise the conversation with a partner.
- Tell students to practise the conversation again, but to talk about different rooms and furniture.



Teacher's Note

There is / are

This NOTE illustrates that there is must be used when only one thing follows the verb is, and there are must be used when more than one thing, whether a plural noun or multiple singular nouns, follows the verb are.

4 Listen and fill in the gaps. 🚳 3-02



- Listen to the audio.
- Ask students to answer the questions.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

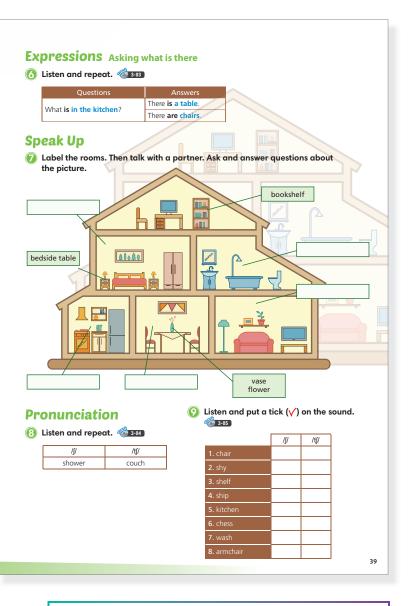
- 1. bathtub
- 2. bedroom
- 3. fridge

5 Listen again. Answer the questions. \$\frac{4}{3}\$-02



- Listen to the audio.
- Ask students to answer the questions.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

- 1. The fridge is too small.
- 2. Kim can watch TV in bed. Her TV is on the chest of drawers.



Extra Practise

Ask students about the things in their houses. Then have them draw pictures of their houses and the things in them.

Teacher's Note

and conjunction

This NOTE illustrates that and can be used as a conjunction to talk about two or more nouns. Explain that when talking about three or more nouns, each noun should be separated by a comma and the word and must only be placed in front of the last noun, not in front of each noun that follows the first.

Expressions Asking what is there

- 6 Listen and repeat. 🚳 3-03
- Read the contents of the table. $\cap R$
- Ask students to read the table. OR
- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students if they know the grammar point that is being highlighted.

Speak Up

- Label the rooms. Then talk with a partner. Ask and answer questions about the picture.
- Tell students to write the correct room words in the
- Tell students to find a partner.
- Tell students to ask their partner questions about what's in each room using the patterns in activity **6**.
- Ask a student about the contents of a room as an example.
- Once students understand. Ask them to complete the
- Check students' answers.

Answer Key

From left to right, top to bottom

bedroom, bathroom, living room, kitchen, dining room

Teacher's Note

Objects in a House

Ask or tell students about some of the other objects in the picture of the house, such as the computer, pillows, wardrobe, oven, table cloth, plant, etc. Ask or tell them what they are and what they are used for.

Pronunciation

- 8 Listen and repeat. \$\infty\$ 3-04
- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Check students' understanding.
- Ask students to circle the sh or ch in each word if needed.
- Listen and put a tick (

) on the sound.

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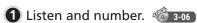
 3-05
- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Tell students to put a tick on the correct sound.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

1. t ∫	2.∫
3.∫	4.∫
5. t∫	6. t ∫
7.∫	8. t∫

Lesson B Listening

Aim: Understand when people talk about where things are in a house

Vocabulary



- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write the correct number of the vocabulary word next to the word in the book.

From left to right, top to bottom

- 3. armchair
- 8. bed
- 5. wardrobe
- 10. clothes
- 2. lamp
- 4. mirror
- 9 shower
- 6. sink
- 1. cooker
- 7. toilet
- Practise again. Point at different pictures and ask students to say the words.

2 What are they talking about? Listen and write the word. 4 3-07

- Listen to the audio.
- Ask students to answer the questions.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

- 1. sink
- 2. armchair
- 3. lamp
- 4. cooker
- 5. wardrobe 6. bed

Focus

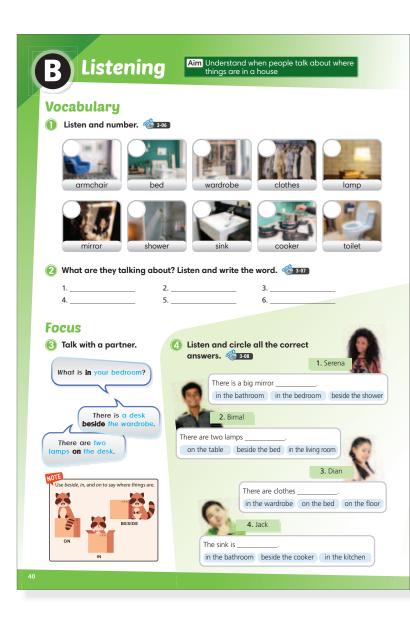
Talk with a partner.

- Read the short conversation aloud, or ask two students to read the short conversation aloud.
- Ask students to practise the conversation with a partner.
- Tell students to practise the conversation again, but to talk about different rooms and furniture.

Teacher's Note

Prepositions of Place

This NOTE illustrates that on, beside, and in are used to describe locations of things. Demonstrate the prepositions using classroom equipment. For example put a pen in the various positions in relation to a book.



4 Listen and circle all the correct answers. \$\infty\$ 3-08



- Listen to the audio.
- Ask students to answer the questions.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

- 1. in the bathroom, beside the shower
- 2. on the table, in the living room
- 3. on the bed, on the floor
- 4. beside the cooker, in the kitchen



Listen Up

- (5) Which room are the speakers talking about? Listen and number. (6) 3-09
- Listen to the audio.
- Ask students to write the number of the description next to the correct room.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

From left to right

3. bedroom, 4. kitchen, 1. bathroom, 2. living room

- 6 Listen again. Circle the words you hear. 🔏 3-09
- Listen to the audio.
- Ask students to circle the words they hear.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

From left to right, top to bottom

armchair, bed, chest of drawers, lamp, bathtub, mirror, shower, sink, cooker, couch

🕡 Listen again. Circle and fill in the gaps. 🤏 3-09

- Listen to the audio.
- Ask students to circle the word and write the answers in the gap.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- 1. beside, shower
- 2. a lamp, beside
- 3. on, chair and bed
- 4. sinks, in

Challenge

8 Listen and answer the questions. 4 3-10

- Listen to the audio.
- Ask students to answer the questions.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- 1. a
- 2. b
- 3. a. false
 - b. true
- c. false

Extra Practise More Discussion

Ask students about their bedrooms with the phrases:

"What is there in your bedroom?" \rightarrow "There is/are ____ in my bedroom."

Ex.

Q: What is there in your bedroom?

A: There is a bed and a lamp in my bedroom.

Lesson C Reading

Aim: Read about homes around the world

Vocabulary

1 Write the word(s) under the correct picture.

- Read the words.
- Ask students to repeat aloud after the teacher.
- Ask students to write the correct word under each picture.

Answer Key

From left to right, top to bottom

- 1. boat
- 2. inside
- 3. ice
- 4. city
- 5. countryside (country)
- 6. flat
- 7. outside
- 8. farm
- Practise again. Point at different pictures and ask students to say the words.
- 2 Look at the words and circle the places where people live.
- Ask students to circle the words that correspond to where people can live.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

From top to bottom

flat, boat, farm, countryside (country), city

Teacher's Note

Different Things in Different Places

Ask or tell students about the kinds of things that are in a city, the countryside, on a farm, etc., with the phrases:

"What is there in/on/at a/the _____?" \rightarrow "There is/are _____in/on/at a/the _____."

Ex.

Q: What is there on a farm?

A: There are animals and plants on a farm.

Fill in the gap with the best vocabulary word.

- Ask students to read the sentence prompts.
- Ask students to write the best vocabulary word in the
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- 1. ice
- 2. flat
- 3. outside
- 4. farm
- 5. inside



Pre-reading

- 4 Look at the pictures on the next page. Fill in the gaps with the best titles from the box below.
- Ask students to look at the pictures on the next page.
- Tell students to fill in the gaps with the best titles.
- Ask students to complete the activity.
- Check students' answers.

- 1. a (Ice House)
- 2. b (A House on the Water)
- 3. f (Living in the Trees)



7 Talk with a partner.

- Tell students to find a partner.
- Tell students to discuss the questions.
- Ask students if they would like to share their discussion with the class.
- Ask follow-up questions.

Extra Practise More Discussion

Ask more questions about the houses in the pictures.

Where is each house?

Which house do you want to live in? Why? Which house do you not want to live in? Why?

What is good about living in an igloo / in a houseboat / in a tree house?

What is bad about living in an igloo / in a houseboat / in a tree house?

Teacher's Note

People Live in Different Kinds of Houses

Explain to students that people in different parts of the world live in different kinds of houses. For example, some people in Mongolia live in gers (a type of tent). Some people in Central Asia live in yurts (also a type of tent). Some people in Holland and England live in houseboats or on canal boats (along small rivers and canals). Some people who live in areas with heavy rainfall and lots of water, such as Papua New Guinea, live in stilt houses. Some people in the American Southwest live in pueblos or mud huts. Some people in Cappadocia, Turkey live in cave houses. Etc.

6 Read the article. 3-11

• Listen to the audio.

• Read the audio aloud.

- Ask students to read parts of the reading aloud.
- Replay the audio if needed.

Comprehension

6 Circle true or false.

- Ask students to answer the questions.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

- 1. false
- 2. false
- 3. true
- 4. false

Lesson D Writing

Aim: Write a description of what's in your house

Vocabulary

1 Listen and repeat. 4 3-12

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Practise again. Point at words in the book and ask students to say the words aloud.

2 What are they talking about? Listen and write the word. 3-13

- Listen to the audio.
- Ask students to answer the questions.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- 1. tree
- 2. window
- 3. roof
- 4. television (TV)
- 5. garden
- 6. stairs

3 Fill in the gaps with the best vocabulary words.

- Ask students to read the sentence prompts.
- Ask students to write the best vocabulary word in the gaps.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

Sample answers

- 1. garden, tree (Trees and gardens are outside.)
- 2. door, window (Doors and windows open and close.)
- 3. door, stairs (Doors and stairs are for moving from place to place.)

4 Fill in the gaps with the best vocabulary words.

- Ask students to read the sentence prompts.
- Ask students to write the best vocabulary word in the gap.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

Sample answers

- 1. television (TV)
- 2. roof
- 3. stairs
- 4. tree, garden
- 5. door, window



Grammar

5 Look at the table. Then listen and fill in the gaps.

• Read the contents of the table.

OR

Ask students to read the table.
 OR

- Listen to the audio.
- Ask students to answer the questions.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

1. window 2. There's a 3. bathroom 4. television

Teacher's Note

Front Gardens and Back Gardens

Explain to students that some houses have front gardens and back gardens. Front gardens can have trees, bushes, grass, flowers, and mailboxes in them, while back gardens can have the same kinds of plants, but also swimming pools, swing sets, and dog houses.

Grammar

S Look at the table. Then listen and fill in the gaps.



There is a lamp in the living room.
There's an armchair beside the window.
There are clothes in the wardrobe.
There are lamps on the table.

iii tile gapsi	
1. There's a big	beside the couch.
2tre	e in the garden.
3. There are two mirrors in	the
	the state of the state of

6	Circle the corr	ect word.	Then	rewrite	using	there	(be).
---	-----------------	-----------	------	---------	-------	-------	-------

C	arcie the correct word. Then rewrite	usii	ng there (be).
1.	The clothes are on / in the wardrobe.	→	There
2.	The chest of drawers is on / beside the lamp.	→	There
3.	The tree is beside / on the house.	→	There
4.			There
5.	The tree is in / on the garden.	\rightarrow	There
6	The door is in / heside the window	→	There

71	Read	and	answer	the	questions.
_					-

I really like our house! The garden is big. There's an old tree. In the living room, there's a couch and a TV. There is an armchair, too. There are two lamps beside the armchair. The kitchen is beside the living room. There's a fridge. There are chairs and a big table. We always eat there. My bedroom is nice, too. There's a desk in my bedroom. There's a lamp on my desk. There isn't a chest of drawers. There's a wardrobe. My clothes are in there. The bathroom isn't big. There isn't a bathtub. But there's a shower. There is a sink and a big mirror, too. Come over sometime! ~ Amy

1. Where's Amy's kitchen?
2. Where are Amy's clothes?
3. What is in Amy's bathroom?

Writing

Oescribe your house. Fill in the table.

in the garden	in the living room	
in the kitchen	in the dining room	
in my bedroom	in the bathroom	

Write a short paragraph about your house on a separate piece of paper.

6 Circle the correct word. Then rewrite using *there* (be).

- Ask students to read the sentences.
- Ask students to circle the correct word.
- Ask students to rewrite the sentences using *There* (be).
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- 1. There are clothes in the wardrobe.
- 2. There is a chest of drawers beside the lamp.
- 3. There is a tree beside the house.
- 4. There are books on the table.
- 5. There is a tree in the garden.
- 6. There is a door beside the window.

Read and answer the questions.

- Read the passage aloud.
- Ask students to read parts of the reading aloud.
- Ask students to read the passage quietly by themselves.
- Ask students to answer the questions.
- Ask students to complete the activity.
- Check students' answers.

Sample answers

- 1. Amy's kitchen is beside the living room.
- 2. Amy's clothes are in the wardrobe.
- 3. There's a shower in Amy's bathroom.

Extra Practise More Discussion

Ask more questions about things in students' houses.

What is in your kitchen / living room / dining room / bedroom / garden?

Where are your clothes / toys?

Writing

- B Describe your house. Fill in the table.
- Ask students to look at the table.
- Ask students to fill in the table by writing the things in each place.
- Ask students to write a short paragraph about their houses based on how they filled in the table.
- Check students' paragraphs to make sure they're writing properly.
- Ask some students to present their houses to the class.
- Give feedback.

Sample answers

in the garden: tree, flowers

in the living room: couch armchair, television in the kitchen: table, fridge, sink, cooker in the dining room: table, chairs

in my bedroom: bed, wardrobe, clothes, lamp in the bathroom: bathtub, shower, sink, toilet

I like my house. It has a living room, a kitchen, a dining room, my bedroom, and a bathroom. Outside, there is a garden with a tree in it. There's a television in the living room. There's a cooker and a fridge in the kitchen. There are chairs and a table in the dining room. There's a bed and a lamp in my bedroom. My clothes are in the wardrobe. There's a shower and a toilet in the bathroom.

Lesson E **Project**

Aim: Design the perfect house

Video

- 1 Look at the pictures. What do you think the video will be about? Talk with a partner.
- Ask students to look at the pictures.
- Ask students to make predictions about the video they're about to watch.
- Tell students to talk with a partner.
- Tell students to share their predictions with their partner.

Scan the QR code to link to the Unit 3 video.

- Watch the video. Number the pictures in order.
- Play the video for students.
- Ask students if their predictions were correct.
- Ask students to number the pictures in order.
- Play the video again if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

From left to right

3, 2, 1

- Watch again. Where does the boy look? Number them in order. Video
- Ask students to read the words.
- Play the video again.
- Ask students to number the words in order.
- Ask students to complete the activity.
- Check students' answers.

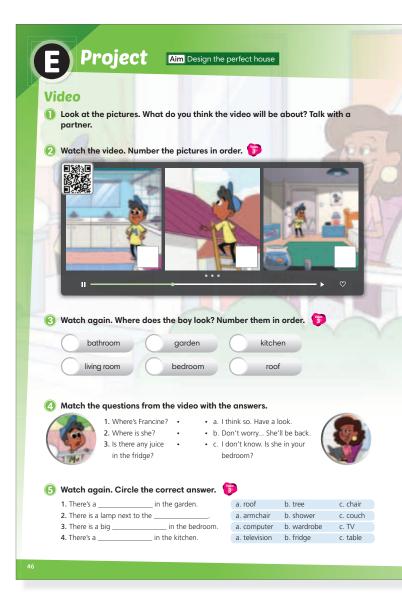
Answer Key

From left to right, top to bottom

- 5 bathroom
- 3. garden
- 6. kitchen
- 2. living room
- 1. bedroom
- 4. roof
- 4 Match the questions from the video with the
- Ask students to read the questions and answers.
- Ask students to match the question with the correct
- Replay the video if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

2. b 1. c 3. a



(5) Watch again. Circle the correct answer.



- Ask students to read the sentence prompts and answers.
- Play the video again.
- Ask students to circle the correct answers.
- Ask students to complete the activity.
- Check students' answers.

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

Grammar Cook at the table. Talk with a partner. There's a lamp. Where's the lamp? It's on top of the chest of drawers What's in th They're next to the couch There are armchairs Where are the armchairs? They're under the window Fill in the gaps with is a, is an, or are. There lamp on the table. 2. There trees in the garden. ___ couch in the living room. 3. There 4. There armchair in the bedroom. 5. There _ sinks in the kitchen. clothes in the chest of drawers. 6. There Circle the correct word. 1. The treehouse is under / in the tree. 2. The TV is on / under the chest of drawers. 3. The toilet is in / beside the bathroom. 4. The cups are on / in the table 5. The lamp is on / next to the armchair. 6. The clothes are under / in the bed. Century Skills Write the things you want in your dream house.

Grammar

In small groups, talk about your dream house.

Oraw your group's dream house. Include the

Present your dream house to the class. Whose

Choose your best ideas.

house looks the most fun?

rooms and furniture.

- 6 Look at the table. Talk with a partner.
- Read the contents of the table.
- Ask students to read the table.
- Ask students if they know what kind of words are being highlighted.
- Tell students to find a partner.
- Ask students to discuss the questions and answers.
- Ask students if they would like to share their discussion with the class.

Fill in the gaps with is a, is an, or are.

- Ask students to read the sentence prompts.
- Ask students to write the answer in the gap.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- 1. is a
- 2. are
- 3. is a
- 4. is an
- 5. are
- 6. are

Circle the correct word.

- Ask students to read the sentences.
- Ask students to circle the correct word.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

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

Teacher's Note

Prepositions of Place

This NOTE illustrates that *next to* has the same meaning as beside and on top of has the same meaning as on. Explain to students that we cannot simply use any combination of prepositions to describe where things

Extra Practise Where is the ...?

Ask students where certain things in the classroom are. Give the answer to the first item so they know what to

- *Q:* Where is the book? \rightarrow A: It's on the desk.
- O: Where is the clock? \rightarrow A: It's on the wall.
- Q: Where is your homework? \rightarrow A: It's in my backpack.

21st Century Skills

Write the things you want in your dream house.

- Tell students to look at the table.
- Tell students to fill out the table by writing the things they want to have in each room.
- Tell students that they can use a separate piece of paper if the table in the book is not helpful.

n small groups, talk about your dream house. Choose your best ideas.

- Ask students to get into small groups.
- Tell students to talk with others in their group and share their dream house ideas.
- Tell students to use the patterns from activities **6**, **1**, and **1** to talk about their dream houses.
- Tell students to choose the best ideas about their dream houses.
- Draw your group's dream house. Include the rooms and furniture.

Present your dream house to the class. Whose house looks the most fun?

- Ask students to draw their group's dream house.
- Remind students to include the rooms and furniture.
- Tell students that they can use a separate piece of paper to draw their dream house.
- Ask different groups to present their dream houses to the class.
- Tell students to use the patterns from activities **6**, **10**, and **13** to talk about their dream houses.
- After all the groups have presented, ask the students, "Whose house looks the most fun? Why?"

This unit will give students the ability to talk about the transportation they use to get to different places as well as the ability to talk about time and their daily schedules.

Scan the QR code to download the Unit 4 audio.

WHAT YOU WILL DO IN THIS UNIT

Unit 4 AIMS

Lesson A: Read about modes of transportation

Lesson B: Talk about your routine Lesson C: Understand a schedule Lesson D: Write a daily schedule Lesson E: Compare people's routines

Target Skills

Lesson A: Reading Lesson B: Speaking Lesson C: Listening Lesson D: Writing Lesson E: Project

Target Vocabulary

brush my teeth clean my room do my homework get dressed go to practice
go to sleep / bed make my bed pack my bag play a game wake up
Lesson D
Sunday Monday Tuesday Wednesday Thursday Friday Saturday January February March April May June July August September October November December month week weekend working week year





Key Grammar

what time and when questions

Use the phrase *what time* to ask about specific times such as 1 p.m. We use *when* to ask more general questions.

Questions	Usage
What time should we meet?	We should meet at 2 p.m.
When should we meet?	On Monday.

prepositions of time

Prepositions show the relationship between subjects and objects. We use prepositions of time to show when something happens, will happen, or happened.

Preposition	Definition	Example
at	precise time	I will meet you at 5:30 pm.
in	months and years	I will meet you in January. I will meet you in 2018.
on	days and dates	I will meet you on Tuesday. I will meet you on December 1st.

Unit 4 Discussion

Look at the photo and answer the questions.

- Ask students to look at the Unit 4 cover page.
- Then ask the class each guestion.
- Give corrections and ask follow-up questions.
- Ask students to talk with a partner. Have students take turns asking the questions on the page to their partner.

Extra Practise More Discussion

Ask more questions about going to school and daily routines.

Ex.

How do you get to school? What time do you go to school? What do you do before you go to school? What do you do at school? What time do you come home from school? What do you do after school?

Lesson A Reading

Aim: Read about modes of transportation

Vocabulary

1 Listen and number. 4-01

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write the correct number of the vocabulary word next to the picture in the book.

Answer Key

From left to right, top to bottom

- 8. plane
- 2. taxi
- 6. car
- 7. underground
- 9. bus
- 5. bicycle / bike
- 4. train
- 3. fly
- 1. drive
- 10. ride
- Practise again. Point at different pictures and ask students to say the words.

2 Fill in the gaps with *drive*, *fly*, or *ride*.

- Ask students to read the sentence prompts.
- Ask students to write the answer in the gap.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- 1. drive
- 2 ride
- 3. takes
- 4. flies

Teacher's Note

I go on foot

Explain to students that if they walk to go somewhere, they can use the phrase, *on foot* or *by walking*.

3 Fill in the gaps with the best vocabulary word.

- Ask students to read the sentence prompts.
- Ask students to write the best vocabulary word in the gaps.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- 1. bus
- 2. bicycle / bike
- 3. taxi
- 4. car
- 5. plane



Pre-reading

- 4 How do you get to these places? Talk with a partner.
- Ask students to look at the pictures.
- Tell students to practise asking and answering the question using the different locations.
- Check students' conversations to make sure they're speaking properly.
- · Give feedback.

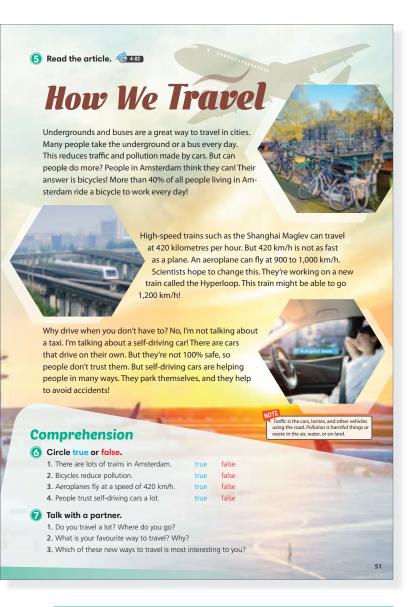
Extra Practise How do you get to ...?

Explain to students that they can ask how to get to certain places with the phrases:

"How do you get to $_$ " \rightarrow "I get to $_$ by/on

Ex.

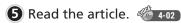
How do you get to school? \rightarrow I get to school by bike. How do you get to your best friend's house? \rightarrow I get to my best friend's house on foot.



Teacher's Note

ride in vs. ride on

Ride in and ride on are used depending on the mode of transportation. Make sure to explain to students that one rides in a car and taxi while one rides on a train, and boat.



- Listen to the audio.
- OR
- Read the article aloud.

OF

- Ask students to read parts of the reading aloud.
- Replay the audio if needed.

Teacher's Note

Bicycle-Sharing

Explain to students that many large cities around the world have bicycle-sharing systems in place. These systems allow people to use bicycles provided by a city or company on a short term basis for a small fee.

Comprehension

6 Circle true or false.

- Ask students to answer the questions.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- 1. false
- 2. true
- 3. false
- 4. false

7 Talk with a partner.

- Tell students to find a partner.
- Tell students to discuss the questions.
- Ask students if they would like to share their discussion with the class.
- Ask follow-up questions.

Extra Practise Different Modes of Transportation

Explain to students that there are other ways to travel besides bikes, trains, planes, and cars. Other modes of transportation may include taking a tram or monorail and riding a motorcycle, scooter, or even a horse.

Now, practise asking students how people got around in the past, how people get around now, and how people will get around in the future with the phrases:

"How did people travel in the past?" → "In the past, people travelled by method of travel."

"How do people travel now?" \rightarrow "Now, people travel by method of travel."

"How will people travel in the future?" \rightarrow "In the future, people will travel by method of travel."

Ex.

How did people travel in the past? \rightarrow In the past, people traveled by horse.

How do people travel now? \rightarrow Now, people travel by car.

How will people travel in the future? \rightarrow In the future, people will travel by flying car.

. Ftc

Lesson B Speaking

Aim: Talk about your routine

Vocabulary

1 Listen and number. 4-03

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write the correct number of the vocabulary word next to the picture in the book.

Answer Key

From left to right, top to bottom

- 7. wake up
- 1. go to sleep/bed
- 6. get dressed
- 2. brush my teeth
- 9. make my bed
- 10. pack my bag
- 3. go to practice
- 4. do my homework
- 5. play a game
- 8. clean my room
- Practise again. Point at different pictures and ask students to say the words.

2 Listen and write the vocabulary word you hear.

- Listen to the audio.
- Ask students to write the words in the gap.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

1. wake up 2. clean my room 3. do my homework 4. play a game 5. brush my teeth 6. go to bed

Extra Practise What Do You Do Before / After School?

Practise asking students what they do before and after school with the phrases:

"What do you do before/after school?" → "I _____ before/after school."

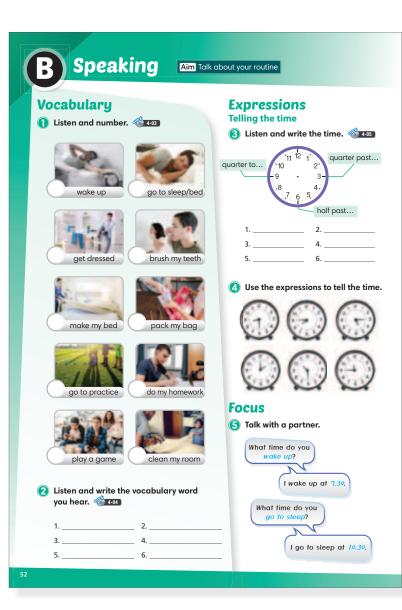
Ex.

What do you do after school? \rightarrow I clean my room after school.

Teacher's Note

What time is it?

Explain to students that they can ask and answer questions about the time with, "What time is it?" and the answer, "It is _____." Make sure to explain this before moving on to activity 3.



Expressions Telling the time

3 Listen and write the time. 4-05

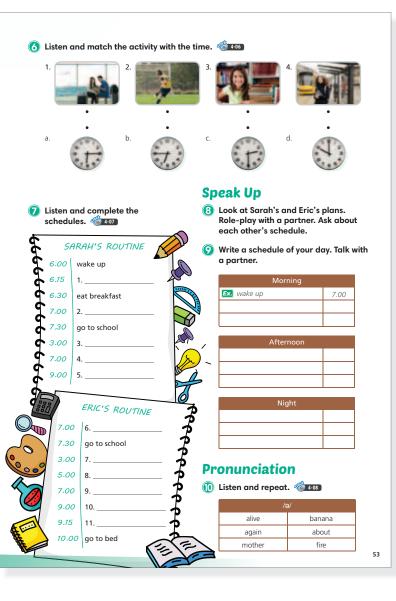
- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write the time in the gaps.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- 1. 3 o'clock
- 2. 5.20
- 3. quarter past 6
- 4. quarter to 9
- 5. half past 4
- 6. quarter to 7

4 Use the expressions to tell the time.

- Ask students to look at the pictures.
- Tell students to use the expressions from activity 3 to tell the time in the picture.
- Check students to make sure they're speaking properly.
- Give feedback.



Answer Key

- 1. (It is) half past 8(.)
- 2. (It is a) quarter to 8(.)
- 3. (It is a) quarter past 5(.)
- 4. (It is) 2 o'clock(.)
- 5. (It is) half past 10(.)
- 6. (It is a) quarter to 12(.)

Teacher's Note

Noon and Midnight

Explain to students that 12:00 p.m. is *noon* and 12:00 a.m. is *midnight*.

Focus

- **5** Talk with a partner.
- Read the short conversations aloud, or ask two students to read the short conversations aloud.
- Ask students to practise the conversations with a partner.
- Tell students to practise the conversations again, but to talk about different activities and times.

6 Listen and match the activity with the time.

- Listen to the audio.
- Ask students to match the activity with the time.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

1. d 2. c 3. a 4.

Listen and complete the schedules. 4-07

- Listen to the audio.
- Ask students to write the activities in the gaps.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- 1. make my bed
- 2. get dressed
- 3. have practice
- 4. eat (dinner)
- 5. go to bed
- 6. wake up
- 7. play games
- 8. go home
- 9. do my homework
- 10. brush my teeth
- 11. pack my bag

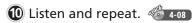
Speak Up

- **3** Look at Sarah's and Eric's plans. Role-play with a partner. Ask about each other's schedule.
- Ask students to role-play with a partner.
- Tell students to practise talking about schedules.
- Check students' conversations to make sure they're speaking properly.
- · Give feedback.

Write a schedule of your day. Talk with a partner.

- Ask students to look at the table.
- Ask students to fill in the table with the activities they do during the day.
- Ask students to talk with a partner.
- Tell students to practise talking about their schedules.
- Check students' conversations to make sure they're speaking properly.
- Ask some students to present their schedules to the class.
- Give feedback.

Pronunciation

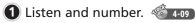


- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Check students' understanding.
- Ask students to circle the correct vowels in each word if needed.

Lesson C Listening

Aim: Understand a schedule

Vocabulary



- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write the correct number of the vocabulary word next to the word in the book.

Answer Key

From left to right, top to bottom

- 6. morning
- 3. afternoon
- 5. today
- 2. tomorrow
- 8. evening
- 1. night
- 7. practice
- 4. weekend
- Practise again. Point at different pictures and ask students to say the words.

2 What is the speaker describing? Listen and write the word. 4-10

- Listen to the audio.
- Ask students to write the word that matches the description in the gap.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

- 1. night
- 2. tomorrow
- 3. afternoon
- 4. morning

Focus

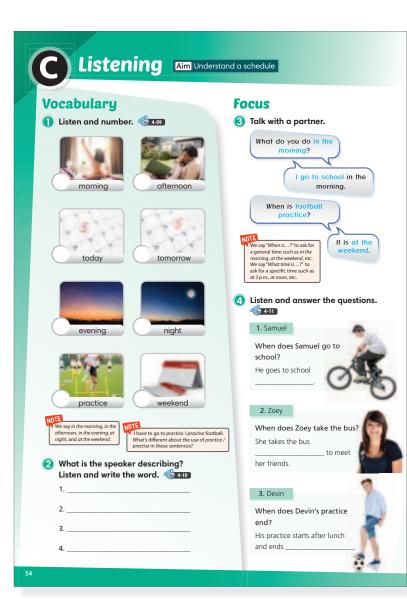
Talk with a partner.

- Read the short conversations aloud, or ask two students to read the short conversations aloud.
- Ask students to practise the conversations with a partner.
- Tell students to practise the conversations again, but to talk about different activities and times.

Teacher's Note

Nouns and Verbs with Same Spelling

This NOTE illustrates that some nouns and verbs have the same spelling. Explain to students that some nouns and verbs, such as coach, dream, dance, fish, hunt, and so on, are spelled the same but used differently.



Extra Practise Two Truths and a Lie about Daily **Schedules**

Tell two truths and a lie about your schedule. Then, have students guess what the lie is. Repeat the process by selecting a student to do the same. Use the phrase:

"In the morning/afternoon/evening, I always/usually

4 Listen and answer the questions. 4 4-11



- Listen to the audio.
- Ask students to answer the questions.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

- 1. in the morning
- 2. at 4 o'clock
- 3. at half past 2



Listen Up

- **5** Listen and match the activity to the time of day.
- Listen to the audio.
- Ask students to match the activity with the time of day.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

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

- 6 Listen again. Complete the man's schedule.
- Listen to the audio.
- Ask students to write the words they hear in the gap.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- 1. wake up
- 2. can come
- 3. in the afternoon
- 4. cook and eat
- 5. in the evening
- 6. at night

7 Listen and answer the questions. 🍪 4-13

- Listen to the audio.
- Ask students to write the answer in the gap using full sentences
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- 1. Dad goes to work in the evening.
- 2. Josie goes to school in the morning.
- 3. Mum goes to work in the afternoon.
- 4. Bill goes to practice in the afternoon.

Challenge

- 8 Listen and answer the questions. 4 4-14
- Listen to the audio.
- Ask students to answer the questions.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- 1. b
- 2. d
- 3. a. false
- b. true
- c. false
- d. true

Teacher's Note

tonight vs. at night

This NOTE illustrates that *tonight* and *at night* both mean *at night*, but *tonight* means on the night of the current day. *At night* can mean at night on the current day, or at night in more general terms, such as, "I always brush my teeth at night." Make sure students understand this.

Lesson D Writing

Aim: Write a daily schedule

Vocabulary

- 1 Listen and repeat. Learn the days and months of the year. Then fill in the gaps with the words in the box.
- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to fill in the gaps.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

From left to right, top to bottom month, year, working week, weekend

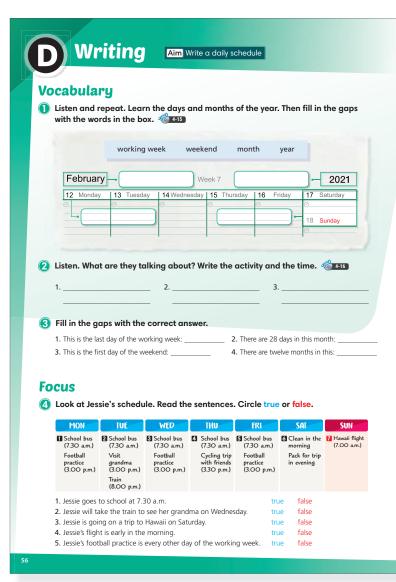
- 2 Listen. What are they talking about? Write the activity and the time. 4 4-16
- Listen to the audio.
- Ask students to write the activity and time in the gaps.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- 1. (last) football game (of the year), last Sunday of October at 10 a.m.
- 2. flight, Friday in April at 7 a.m.
- 3. take a train, 3rd March at 1.
- 3 Fill in the gaps with the correct answer.
- Ask students to read the sentences.
- Ask students to fill in the gap with the correct word.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- 1. Friday
- 2. February
- 3. Saturday
- 4. year



Extra Practise When is your birthday?

Ask students when they were born with the pattern:

"When were you born?" \rightarrow "I was born on (month/day/year).

Ex.

When were you born? \rightarrow I was born on 24 March, 1991.

Focus

- 4 Look at Jessie's schedule. Read the sentences. Circle true or false.
- Ask students to look at the schedule.
- Ask students to read the sentences.
- Ask students to answer the questions.
- Ask students to complete the activity.
- Check students' answers.

- 1. true
- 2. false
- 3 false
- 4. true
- 5. true

Grammar

Look at the table. Circle the correct word.

Prep	Prepositions of Time		
at	Jen has worked at 7.00 a.m. each day.		
in	My family watches films in the evening.		
before	Let's get some lunch before cricket practice.		
after	Howie has a doctor's appointment after school.		

- 1. Don't forget to study before / in the science test.
- 2. My alarm goes off in / at 5.30 a.m.
- 3. It's really hot at / in July.
- 4. I have to study after / before Monday. There's a test next week.
- 5. I packed my bag first thing after / in the morning.
- 6. I take the bus in the morning. Can you pick me up before / after school?
- 7. Noah comes home from practice in / at the evening.
- 8. I'm always so exhausted after / in football practice.

6 F	ill in	the	qaps	with	the	correct	pre	position
------------	--------	-----	------	------	-----	---------	-----	----------

1. I wake up I hav	e breakfast.
2. I go to football practice	school.
3. I do chores the	evening.
4. I take the underground	night.
5. I need to finish my report _	20th December.
6. I practise the piano	5.00 p.m. every day of the week

Read the questions. Match with the best answer.

- 1. What time do you go to school? a. I do them in the afternoon.
- 2. When do you do chores? •
- b. I can visit them after I do my chores.
- 3. When will the taxi arrive?
- c. I take the school bus at 7.30.
- 4. When can you visit friends? •
- d. It's before English class.
- 5. When is art class?
- e. It will arrive at 2.00 in the afternoon.

Writing

Write what you do at the following times of the day. Use in, at, on, before, and after in your sentences.

in the morning	
at night	
before school	
after school	

57

Grammar

5 Look at the table. Circle the correct word.

- Ask students to look at the table.
- Ask students to read the sentences.
- Ask students to circle the correct word.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- 1. before
- 2. at
- 3. in
- 4. before
- 5. in
- 6. after
- 7. in
- 8. after

6 Fill in the gaps with the correct preposition.

- Ask students to read the sentence prompts.
- Ask students to write the answer in the gap.
- Tell students to only use prepositions from the table in activity **6**.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- 1. before
- 2. after
- 3. in
- 4 at
- 5. before
- 6. at

Read the questions. Match with the best answer.

- Ask students to read the guestions and answers.
- Ask students to match the guestion with the correct answer.
- Ask students to complete the activity.
- Check students' answers.

- 1. c
- 2. a
- 3. e 4 h
- 5. d

Teacher's Note

Questions and Answers

Explain to students that an answer can be formed with the last part of a question. For example, the answer to the question, "What time do you eat breakfast?" can be formed by putting the last part of the guestion at the beginning of the answer. In this way, the answer becomes, "I eat breakfast at 8 a.m."

Writing

- (8) Write what you do at the following times of the day. Use in, at, on, before, and after in your sentences
- Ask students to look at the table.
- Ask students to complete the activity.
- Check students' answers.
- Ask some students to present their schedules to the class.
- · Give feedback.

Answer Key

Sample answers

I wake up at 7.00 in the morning.

I play games at night.

I eat breakfast before I go to school.

I have piano practice after school.

Ftc

Lesson E **Project**

Aim: Compare people's routines

Video

- 1 Look at the pictures. What do you think the video will be about? Talk with a partner.
- Ask students to look at the pictures.
- Ask students to make predictions about the video they're about to watch.
- Tell students to talk with a partner.
- Tell students to share their predictions with their partner.

Scan the QR code to link to the Unit 4 video.

- 2 Watch the video. Number the pictures in order.
- Play the video for students.
- Ask students if their predictions were correct.
- Ask students to number the pictures in order.
- Play the video again if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

From left to right

1, 2, 3

3 Watch again. Circle the speaker's line. Video



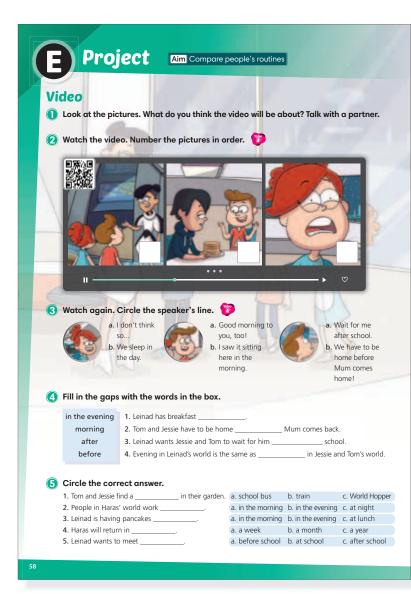
- Play the video again.
- Ask students to circle the letter of the correct sentence they hear.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- 1. a
- 2. a 3. b
- 4 Fill in the gaps with the words in the box.
- Ask students to read the sentence prompts.
- Ask students to write the correct word from the box in the gap.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- 1. in the evening
- 2 before
- 3. after
- 4. morning



5 Circle the correct answer.

- Ask students to read the sentence prompts.
- Ask students to circle the correct answer.
- Ask students to complete the activity.
- Check students' answers.

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

Grammar

Cook at the table. Then listen and repeat. 4-17

at (time)		
When does your bus arrive?	It arrives at 8.00 a.m.	
What time does school start ?	It starts at 8.45 a.m.	
What time do you have lunch?	I have lunch at 12.00 p.m.	
What time is maths class?	Maths is at 1.00 p.m.	

Fill in the gaps to answer the questions.

	0.1	•		
1.	What time does practice start?	\rightarrow	It	at 3.30 p.m.
2.	What time do you eat dinner?	\rightarrow	1	dinner at 6.00 p.m
3.	What time does your flight leave?	\rightarrow	It	at 7.00 p.m.
4.	What time does the underground	close? →	It	at 11.00 p.m.

21 st Century Skills				
Your Daily Schedul	e	Communication Critical Thinking		
Read the questions and time for all activities. Fil	write three more. Get in gro I out the table.	ups and find the average		
Questions	Name:	Name:		
What time do you wake up at the weekend?				
What time do you go to bed	?			
What time do you wake up?				

Grammar

6 Look at the table. Then listen and repeat. 4 4-17



• Read the contents of the table.

Ask students to read the table.

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students if they know what kinds of words are being highlighted.

7 Fill in the gaps to answer the questions.

- Ask students to read the questions.
- Ask students to read the sentence prompts for the
- Ask students to write the correct word in the gap.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- 1. starts
- 2. eat
- 3. leaves
- 4. closes

Teacher's Note

Short Answers to Time Questions

Explain to students that they can give a short answer to a question about the time with the preposition at, followed by the time. For example, the answer to the question, "What time does the game start?" can be, "At 7:30 p.m."

Extra Practise Soft Introduction to Frequency Words
Although the frequency words <i>always</i> , <i>usually</i> , and <i>sometimes</i> are covered in Unit 5, they can be softly introduced before activity 3 with the patterns:
"What time do you?" \rightarrow
"I always/usually/sometimes at"
Ex.

What time do you wake up at the weekend? → I usually wake up at 10 a.m. at the weekend.

21st Century Skills

Etc.

- 8 Read the questions and write three more. Get in groups and find the average time for all activities. Fill out the table.
- Tell students to look at the table.

What time do you go to school? \rightarrow I always go to school at 9 a.m.

- Tell students to read the questions and then write three
- Tell students that they can use a separate piece of paper if the table in the book is not helpful.
- Ask students to get into small groups.
- Tell students to talk with others in their group and find the average time that they do the activities in their
- Tell students to use the patterns from activities **(6)** and to talk about their schedules.
- Tell students to write their answers in their table.
- Check students' schedules to make sure they're working properly.
- Ask different groups to present their schedules to the
- Give feedback.

Review Unit 3-4

1 Read and choose the best word to fill in the gaps.

- Ask students to read the passage.
- Ask students to circle the best word to fill in the gaps.
- Ask students to write the word in the gap.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- 1. a, bedroom
- 2. c, wardrobe
- 3. b, mirror
- 4. d, bathroom
- 5. a, fridge

2 Unscramble to see Hostbot's schedule.

- Ask students to look at the sentence parts.
- Ask students to unscramble the sentence parts and write the sentence on the line.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- 1. I clean the toilet in the bathroom.
- 2. I make the bed in the bedroom.
- 3. I pack the bags in the bedroom.
- 4. I make lunch in the kitchen.
- 5. I look for the cat in the garden.

3 Look at 2 and fill in the gaps in the schedule.

- Ask students to look at the table.
- Ask students to fill in the table with the information in activity 2.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- 1. Make bed
- 2. Bedroom
- 3. Bedroom
- 4. Make lunch
- 5. garden

Read and circle the correct the word.

- Ask students to read the sentence.
- Ask students to circle the correct word.
- Ask students to complete the activity.
- Check students' answers.



Answer Key

- 1. in
- 2. beside
- 3. on

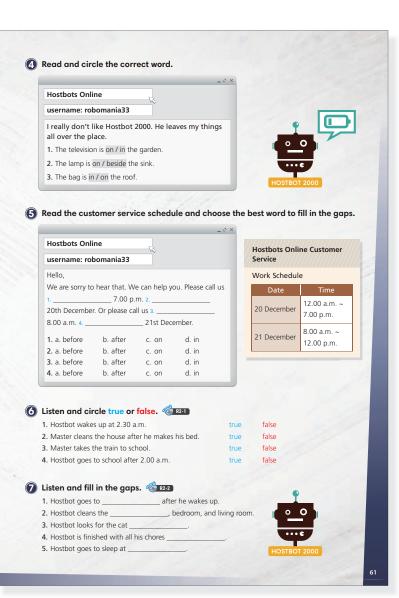
Teacher's Note

Public Transport and Traffic

Make sure to introduce some vocab related to travel, public transport, and traffic, such as the below:

train station bus station underground station bus stop tube stop exit underground taxi bus station airport tube stop underground taxi

road/street motorway/freeway/express way



6 Listen and circle true or false. R2-1



- Ask students to read the sentences.
- Listen to the audio.
- Ask students to circle true or false.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- 1. true
- 2. false
- 3. true
- 4. false

1 Listen and fill in the gaps. R2-2



- Listen to the audio.
- Ask students to fill in the gap.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- 1. work
- 2. bathroom
- 3. in the garden
- 4. before 7 p.m.
- 5. midnight

Teacher's Note

Prepositions of Time

Make sure students understand when to use the different prepositions of time at, in, and on. Below is a brief description of when to use each one.

at: is used to talk about clock times and very specific time frames including at night and at midnight

in: is used to talk about months, seasons, years, centuries, times of the day, and longer periods of time like in the past and in the 2000s

on: is used to talk about certain days of the week, specific dates, and special days like on Christmas and on my birthday

This unit will give students the ability to use the present simple tense and adverbs of frequency to talk about hobbies, free time activities, and things that they regularly do.

Scan the QR code to download the Unit 5 audio.

WHAT YOU WILL DO IN THIS UNIT

Unit 5 AIMS

Lesson A: Read and respond to a simple text about hobbies

Lesson B: Listen to people talk about their free-time

activities

Lesson C: Have a conversation about hobbies

Lesson D: Read an email and write a reply

Lesson E: Write a social media post about your weekend

Target Skills

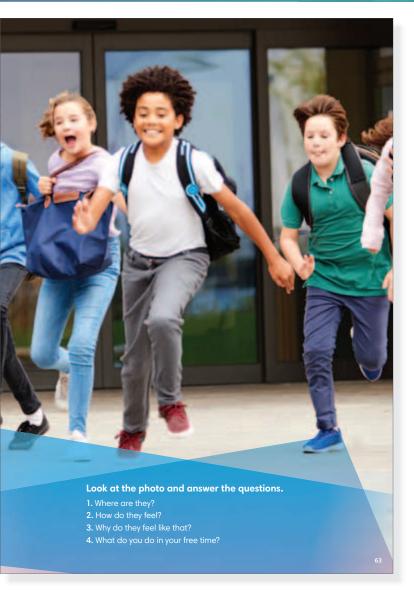
Lesson A: Reading Lesson B: Listening Lesson C: Speaking Lesson D: Writing Lesson E: Project

Target Vocabulary

Lesson A	Lesson B
buy toys collect draw exercise play football sing swim watch a film	basketball book cartoon comic guitar newspaper piano table tennis videos video game
Lesson C	Lesson D
chat dance go shopping listen to music paint rollerblade run skateboard	go hiking play cricket play tennis snowboard surf take a photo the ocean the park
Lesson E	
busy fun	



passport sad



Key Grammar

present simple

The present simple tense is used when talking about things that usually happen.

The simple present tense also has other uses.

Usage	Example
habit	I sing in the shower.
unchanging situation	I work in Shanghai.
general truth	South Korea has one president.
to give directions	Walk straight for two hundred meters, then turn left.
to express fixed arrangements	Your appointment starts at 9 a.m.

adverbs of frequency: always, usually, sometimes, never

Use adverbs of frequency like *always, usually, sometimes, never* to show how often you do something.

Adverbs of Frequency	Adverbs Level	Example
always	high	I always brush my teeth.
usually	A	I usually go to sleep at 9 p.m.
sometimes		I sometimes eat cake.
seldom		I seldom lose my wallet.
rarely		I rarely wake up at 6 a.m.
never	low	I never yell at my dog.

play vs do

Use *do* and *play* to ask and answer questions about people's hobbies. Use *play* to answer questions about favourite activities. You can also use *go* + activity to show hobbies.

do	play	go
What do you/they do ?	I/They play soccer.	I go hiking.
What does he/she do ?	He/She plays soccer.	I go surfing.

Unit 5 Discussion

Look at the photo and answer the questions.

- Ask students to look at the Unit 5 cover page.
- Then ask the class each guestion.
- Give corrections and ask follow-up questions.
- Ask students to talk with a partner. Have students take turns asking the questions on the page to their partner.

Extra Practise More Discussion

Ask more questions about free time activities.

Ex.

When do you have free time?

Where do you spend your free time?

Do you like to spend your free time alone or with a friend? Why?

Who do you spend your free time with?

What is your favourite thing to do when you are not at school?

Where is a good place to hang out?

Lesson A Reading

Aim: Read and respond to a simple text about hobbies

Vocabulary

1 Listen and number. 🍣 5-01

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write the correct number of the vocabulary word next to the picture in the book.

Answer Key

From left to right, top to bottom

- 2. exercise
- 3. draw
- 4. collect
- 8. watch a film
- 7. buy toys
- 5. sing
- 1. swim
- 6. play football
- Practise again. Point at different pictures and ask students to say the words.

What are they talking about? Listen and write the word(s). 5-02

- Listen to the audio.
- Ask students to write the word(s) they hear in the gap.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- 1. swim
- 2. exercise
- 3. watch a film
- 4. play football

Grammar

3 Look at the chart and reading.

- Read the contents of the reading.
 OR
- Ask students to read the passage.
- Ask students if they know what kind of words are being highlighted.

Teacher's Note

Frequency Adverbs and Sentence Structure

Explain to students that the correct sentence structure when using frequency adverbs is subject + frequency word + verb (phrase) + time. Make sure to also explain that when asking questions, the structure *What do/does* + subject + frequency word + *do/does* + time? is used.



4 Unscramble

- Ask students to look at the words.
- Ask students to unscramble the words to make a sentence.
- Ask students to write the sentence on the line.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- 1. I always exercise in the morning.
- 2. I never go to school at the weekend.
- 3. I sometimes get home at 4.00 p.m.
- 4. I usually have lunch at 1 p.m.
- 5. He sometimes watches a film in the evening.
- 6. I never feel tired in the morning.

5 Talk with a partner.

- Read the questions aloud, or ask two students to read the questions aloud.
- Ask students to practise the questions with a partner.
- Tell students to practise the questions again, but to use different frequency adverbs and times.



Extra Practise The Riddle Game

Practise adverbs of frequency by making a short riddle explaining the things an animal does and doesn't do. Have students guess what animal it is. Then ask students to make another riddle for the others to guess.

Ex.

This animal always has black stripes. / It sometimes swims in the water. / It never eats vegetables. / What is it? \rightarrow It's a tiger.

6 Look at the pictures below. What are their hobbies? Write them under the pictures.

- Ask students to look at the pictures in activity 2.
- Ask students to write the name of the hobby under the picture.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

From top to bottom

cosplay, collecting robots (robotics, etc.), play kabbadi (play sports).

- Read the texts and match them to the correct picture. Then circle all the adverbs of frequency in the reading.
 5-03
- Listen to the audio.

 \cap R

Read the article aloud.

OR

- Ask students to read parts of the reading aloud.
- Ask students to match the text with the correct picture.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

From top to bottom

Picture 1, B

Picture 2, C

Picture 3, A

A: Hello! My name is Sopa, and I'm from Thailand. In my free time, I play *kabaddi*. It's a team sport from India. You try to touch members of the other team before they catch you. I <u>always</u> play *kabaddi* after school with my sister and friends. It's difficult but fun and good exercise!

B: Hi, I'm Anya. I'm a student from Russia. But in my free time, my hobby is cosplay. It's from Japan. The name is made from the words "costume" and "play". What do I do? I <u>usually</u> watch a film and see a character I like, and then I draw the character's costume and make it. I love superhero characters the most.

C: I'm Oliver. I'm from Canada, and my hobby is collecting toy robots. At the weekend, I always go to toy shops to buy more. I sometimes make robots, too. Now I have over 200 robots! This is my favourite robot. My father and I made it two years ago. It can walk and talk!

Comprehension

8 Circle true or false.

- Ask students to answer the questions.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

false
 true
 false
 false

Talk with a partner.

- Tell students to find a partner.
- Tell students to discuss the questions.
- Ask students if they would like to share their discussion with the class.
- Ask follow-up questions.

Teacher's Note

Hobbies

Explain some other hobbies to students. Common hobbies include playing sports, reading books or comic books, collecting things, playing a musical instrument, crafting, cooking, etc.

Lesson B Listening

Aim: Listen to people talk about their free-time activities

Vocabulary

1 Listen and number. 5-04

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write the correct number of the vocabulary word next to the picture in the book.

Answer Key

From left to right, top to bottom

- 7. piano, 9. cartoons, 8. video games, 2. guitar, 1.a newspaper,
- 4. books, 10. basketball, 3. comics, 5. table tennis, 6. videos
- Practise again. Point at different pictures and ask students to say the words.

Teacher's Note

Ping Pong

Explain to students that table tennis is also commonly referred to as ping pong.

2 Put the vocabulary words in the right list.

- Ask students to look at the lists.
- Ask students to write the word in the correct list.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

I play: video games, piano, guitar, basketball, table tennis I watch: cartoons, videos

I read: a newspaper, books, comics

Focus

3 Talk with a partner.

- Read the short conversation aloud, or ask two students to read the short conversation aloud.
- Ask students to practise the conversation with a partner.
- Tell students to practise the conversation again, but to talk about different activities.

Teacher's Note

Musical Instruments

Explain to students that people play many kinds of musical instruments, such as the violin, trumpet, tuba, drums, harmonica, bass guitar, saxophone, harp, etc.



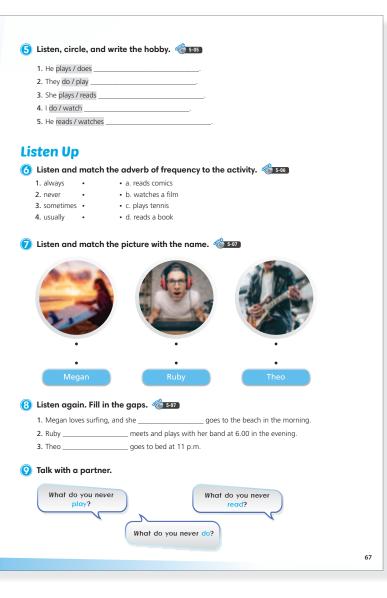
4 Talk with a partner. Ask the question.

- Ask students to look at the table.
- Ask students to fill in the table with the activities they usually do.
- Ask students to talk with a partner.
- Tell students to practise talking about what they usually do with the pattern from activity **3**.
- Check students' conversations to make sure they're speaking properly.
- Ask some students to present their conversations to the class.
- · Give feedback.

Teacher's Note

I Play Soccer, You Do Taekwondo, He Boxes

The verb *play* is not always used to talk about sports. For example, one would *do* taekwondo or karate, but *play* baseball or soccer. The general rule is that one *plays* a team sport or a sport that uses a ball while one *does* a non-team sport like karate. Sometimes the sport itself acts as the verb, such as box, fish, ski, etc. Make sure students understand when to use *play, do*, and when to use the sport as the verb.



5 Listen, circle, and write the hobby. 65-05

- Listen to the audio.
- Ask students to circle the correct word and write the hobby in the gap.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- 1. plays, basketball
- 2. play, table tennis
- 3. reads, comics
- 4. watch, videos/cartoons
- 5. reads, books

Listen Up

6 Listen and match the adverb of frequency to the activity. 5-06

- Listen to the audio.
- Ask students to match the adverb of frequency to the activity.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

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

Listen and match the picture with the name. 5-07

- Listen to the audio.
- Ask students to match the picture with the correct name.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

From left to right

Megan-surfing, Theo-make online videos, Ruby-play guitar

8 Listen again. Fill in the gaps. \$\sigma_{5-07}\$

- Listen to the audio.
- Ask students to write the word they hear in the gap.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- 1. always
- 2. always
- 3. usually

9 Talk with a partner.

- Read the questions aloud, or ask two students to read the questions aloud.
- Ask students to practise asking and answering the questions with a partner.
- Check students' conversations to make sure they're speaking properly.
- Ask some students to present their conversations to the class
- Give feedback.

Extra Practise More Conversation

Ask students to practise the same questions and answers from activity **9**, but tell them to use the adverbs of frequency *always*, *usually*, and *sometimes*.



What do you usually play? \rightarrow I usually play the piano. Etc.

Lesson C Speaking

Aim: Have a conversation about hobbies

Vocabulary

1 Listen and number. 🍪 5-08

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write the correct number of the vocabulary word next to the word in the book.

Answer Key

From left to right, top to bottom

- 7. skateboard
- 2. paint
- 3. dance
- 4. listen to music
- 5. rollerblade
- 6. run
- 8. go shopping
- 1. chat
- Practise again. Point at different pictures and ask students to say the words.

Teacher's Note

I ski and snowboard, too.

Explain some other verbs that are also activities to students, such as ski, snowboard, hike, fish, surf, box, etc.

Grammar

2 Look at the table. Talk with a partner.

• Read the contents of the table. OR

- Ask students to read the table.
- Ask students if they know what kind of words are being highlighted.
- Tell students to find a partner.
- Ask students to discuss the questions and answers.
- Ask students if they would like to share their discussion with the class.

3 Unscramble.

- Ask students to look at the words.
- Ask students to unscramble the words to make a question.
- Ask students to write the guestion on the line.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- 1. Do you read comic books?
- 2. What do you do in your free time?
- 3. Do you play basketball?
- 4. What does your best friend do at the weekend?



Extra Practise More Conversation

Ask students to answer the questions from activity **3**. Ask them directly or tell them to work with a partner. Make sure to give feedback.

Ex.

Yes, I read comic books.

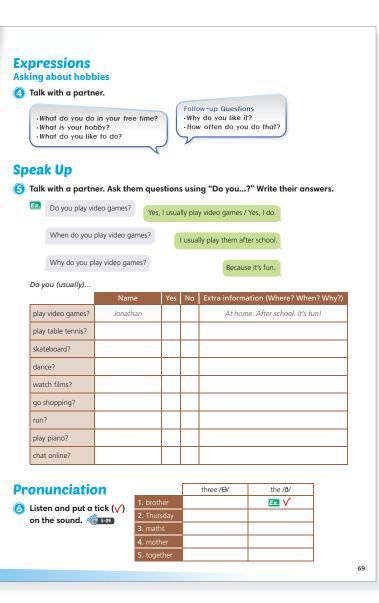
My best friend skateboards at the weekend.

Etc

Teacher's Note

The Present Simple

Besides being used to talk about habitual actions, the present simple is also used to talk about unchanging situations, general truths, giving directions, and expressing fixed arrangements.



Expressions Asking about hobbies

Talk with a partner.

- Read the guestions aloud, or ask two students to read the questions aloud.
- Ask students to practise asking and answering the questions with a partner.
- Ask students if they would like to share their discussion with the class.

Speak Up

- **5** Talk with a partner. Ask them questions using "Do you...?" Write their answers.
- Read the conversation.

OR

- Ask students to read the conversation.
- Tell students to find a partner.
- Ask students to fill out the table.
- Ask students to discuss the contents of the table using the patterns from the conversation.
- Check students' conversations to make sure they're speaking properly.
- Ask students if they would like to share their discussion with the class.
- · Give feedback.

Teacher's Note

Fun, Exciting, Amazing!

Explain to students that they can use other adjectives to describe why they do certain activities. Tell them that they can use both positive and negative adjectives, such as exciting, amazing, fantastic, interesting, boring, terrible, etc.

Extra Practise Why don't you ...?

Explain to students that if their partner doesn't do one of the activities in activity **(5)**, then they can ask why not, using the phrase:

"Why don't you _____?"

I don't skateboard. / Why don't you skateboard? Explain to students that the answer to this question will be the same as in the example conversation from activity (5), but will use a negative adjective.

Because it's boring.

Pronunciation

6 Listen and put a tick (✓) on the sound 🍪 5-09



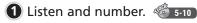
- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Tell students to put a tick on the correct sound.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

- 1./ð/
- 2./\(\Theta\)/
- 3./\(\Theta\)
- 4 /ð/
- 5./ð/

Lesson D Writing

Aim: Read an email and write a reply

Vocabulary



- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write the correct number of the vocabulary word next to the word in the book.

Answer Key

From left to right, top to bottom

- 6. snowboard
- 7. surf
- 1. go hiking
- 5. play cricket
- 3. play tennis
- 2. the park
- 8. the ocean
- 4. take a photo
- Practise again. Point at different pictures and ask students to say the words.
- 2 Listen and write the activities from the vocabulary that you hear. 5-11
- Listen to the audio.
- Ask students to write the activity that they hear in the gap.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- 1. play cricket
- 2. surf
- 3. take photos
- 4. play tennis
- 5. snowboarding
- 6. went hiking

3 Read the email

- Read the email aloud.
- OR
- Ask students to read parts of the reading aloud.
 OR
- Ask students to read the passage guietly by themselves.



Teacher's Note

Informal Greetings and Closings

Explain to students that every letter, whether an email or a hand written letter, needs a greeting and a closing. Common informal greetings include:

- Dear (name),
- Hello,
- Hi,
- Hey,

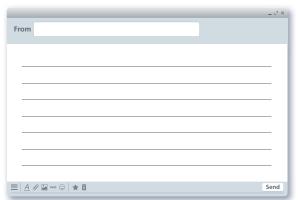
Common informal closings include:

- Sincerely,
- Sincerely yours,
- Thank you,
- Thanks,
- Bye,
- Best,
- Yours truly,

Make sure to explain to students that the writer's name goes on the next line after the closing.

Writing

Write a reply to Anya. Answer all of her questions.



Use the sentence parts to make yes / no questions. Then talk with a partner.

	yes	
1. in the park / after school / play football		
Do you play football in the park after school? ?		
2. usually / at the weekend / ride your bike		
?		
3. play tennis / on weekdays		
?		
4. take photos / sometimes		
?		
5. the park / go to		
?		
6. have / at the weekend / free time		
?		
7. free time / have / on weekdays		
?		

Writing

4 Write a reply to Anya. Answer all of her questions.

- Ask students to write a reply to the email in activity 3.
- Ask students to answer all of the questions.
- Tell students to use the patterns and adverbs of frequency from the previous lessons.
- Ask students to complete the activity.
- Check students' answers.
- Ask some students to present their emails to the class.
- Give feedback.

Answer Key

Sample Answer

Hi, Anya.

I am happy to answer your questions. I always eat breakfast at 8.00 a.m. My hobby is playing video games. I usually play video games after school. My brother sometimes reads comics in his free time. He never reads books. He sometimes skateboards in the park, too. My favourite place to play with friends is in my room. We always play video games there. Please tell me about your country, too.

Sincerely,

Sunny

5 Use the sentence parts to make yes / no questions. Then talk with a partner.

- Ask students to look at the table.
- Ask students to unscramble the sentence parts to make yes / no questions.
- Ask students to complete the activity.
- Check students' answers.
- Ask students to talk with a partner.
- Tell students to discuss the contents of the table and check yes or no after the question.
- Ask students to complete the activity.
- Check students' conversations to make sure they're speaking properly.
- Ask students if they would like to share their discussion with the class.
- · Give feedback.

Answer Key

- 1. Do you play football in the park after school?
- 2. Do you usually ride your bike at the weekend?
- 3. Do you play tennis on weekdays?
- 4. Do you sometimes take photos?
- 5. Do you go to the park?
- 6. Do you have free time at the weekend?
- 7. Do you have free time on weekdays?

Teacher's Note

Details, Details, and More Details

Explain to students that questions and answers should include details. Refer to the questions in activity (5). Details, such as *what, where, when, with whom,* and *how,* will help students answer more clearly. Tell students that they can search for details by asking follow-up questions using the 5 W's and H.

Extra Practise Guess the Celebrity

Think of a celebrity and describe him or her using adverbs of frequency. Then ask students to guess the celebrity. Ask a student to do the same. Then have the other students guess who it is.

Ex.

71

This person always wore the number 23. / He usually played basketball very well. / His shoes are sometimes very expensive. / Who is he? \rightarrow He's Michael Jordan.

Lesson E **Project**

Aim: Write a social media post about your weekend

Video

Match the word with the picture.

- Read the words to students.
- Ask students to repeat aloud after each word.
- Ask students to look at the pictures.
- Ask students to match the word with the correct picture.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

From left to right

busy-picture 2, passport-picture 4, sad-picture 1, fun-picture 3

- 2 Look at the pictures. What do you think the video will be about? Talk with a partner.
- Ask students to look at the pictures.
- Ask students to make predictions about the video they're about to watch.
- Tell students to talk with a partner.
- Tell students to share their predictions with their partner.

Scan the QR code to link to the Unit 5 video.

3 Watch the video. Answer the questions. \(\frac{Video}{5} \)



- Play the video for students.
- Ask students if their predictions were correct.
- Ask students to answer the questions.
- Play the video again if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- 2. At night, Pierre goes to bed on a bench.
- 3. He takes a shower where people wash the aeroplanes.

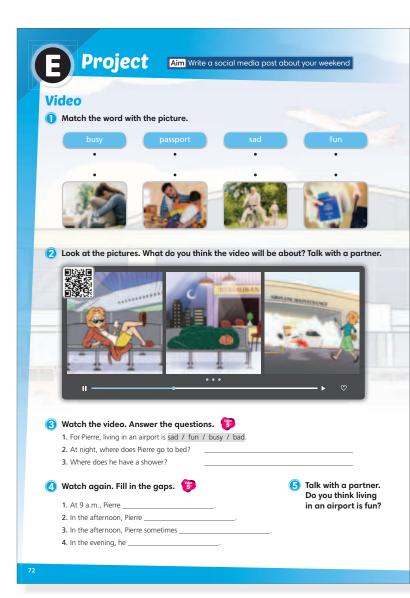
4 Watch again. Fill in the gaps. Video



- Ask students to read the sentence prompts.
- Play the video again.
- Ask students to write the answer in the gap.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- 1. goes to a café to read a book
- 2. writes emails
- 3. watches a film
- 4. usually eats dinner at a great place / restaurant



5 Talk with a partner. Do you think living in an airport is fun?

- Tell students to find a partner.
- Tell students to discuss the question.
- Ask students if they would like to share their discussion with the class.
- Ask follow-up questions.

Teacher's Note

Follow-Up Questions

Explain to students that they can ask follow-up questions to keep the discussion going. Tell students to use some of the following questions and patterns:

Why is living in an airport fun / not fun?

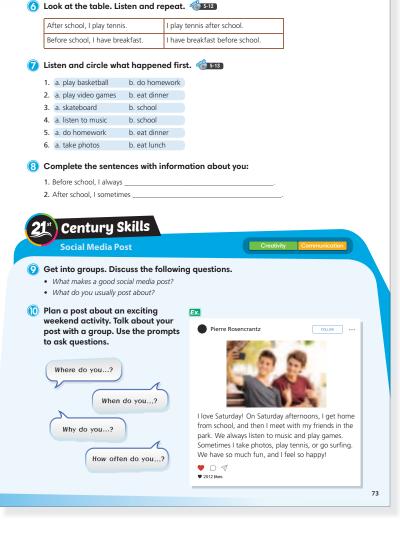
What can you do in an airport?

Who can you play with in an airport?

Where can you _____ in an airport?

How can you _____ in an airport?

Where else would be a fun place to live? Why?



Grammar

6 Look at the table. Listen and repeat. 🚳 5-12



• Read the contents of the table.

OR

Grammar

Ask students to read the table.

OR

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students if they know what kind of grammar point is being highlighted.

Listen and circle what happened first. 5-13

- Listen to the audio.
- Ask students to circle the correct answer.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key
1. b
2. a
3. b
4. a
5. b
6. a

8 Complete the sentences with information about you:

- Ask students to read the sentence prompts.
- Ask students to write the answer in the gaps
- Ask students to complete the activity.
- Check students' answers.

Answer Key

Sample Answers

- 1. eat breakfast at home with my family
- 2. go shopping with my friends at the shopping centre

21st Century Skills

9 Get into groups. Discuss the following questions.

- Tell students to get into groups.
- Tell students to discuss the guestions.
- Tell students to use adverbs of frequency and the patterns from activities 6, 7, and 8 to discuss the questions.
- Tell students that they can use a separate piece of paper to write down ideas.
- Check students' conversations to make sure they're speaking properly.
- Ask different groups to present their discussions to the
- Give feedback.

Plan a post about an exciting weekend activity. Talk about your post with a group. Use the prompts to ask questions.

- Tell students to think of an exciting weekend activity.
- Tell students to discuss their weekend activity with the question prompts in activity **10**.
- Tell students to use adverbs of frequency and the patterns from activities **6**, **7**, and **8** to discuss the
- Tell students that they can use a separate piece of paper to write down their social media posts.
- Check students' social media posts to make sure they're writing properly.
- Ask different groups to present their social media posts to the class.
- · Give feedback.

Extra Practise The Best Place to Live

Tell students to work in groups and think of an interesting place to live. Then write the things they do there with the patterns from the lesson. Ask some groups to present their ideas.

We live on a tropical island. Before school, we always go surfing. After school, we sometimes fish in the sea. At night, we often play with monkeys on the beach. We are never bored here.

6 LOOKING GOOD!

This unit will give students the ability to use descriptive adjectives and the present continuous tense to talk about a person's appearance, what they are wearing, and what they are doing.

Scan the QR code to download the Unit 6 audio.

WHAT YOU WILL DO IN THIS UNIT

Unit 6 AIMS

Lesson A: Understand a basic description of someone's appearance

Lesson B: Ask and answer questions about what someone looks like

Lesson C: Learn about the clothes people wear in other countries

Lesson D: Describe your appearance in a message

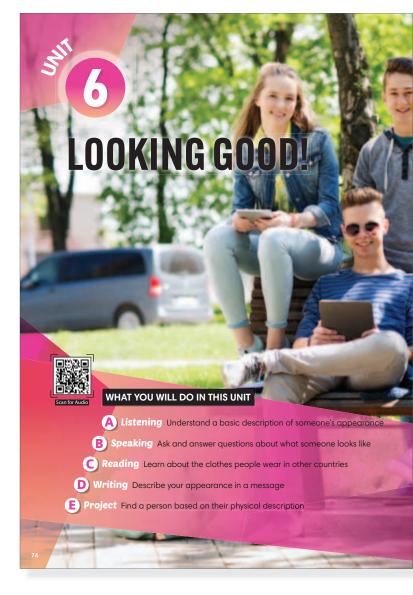
Lesson E: Find a person based on their physical description

Target Skills

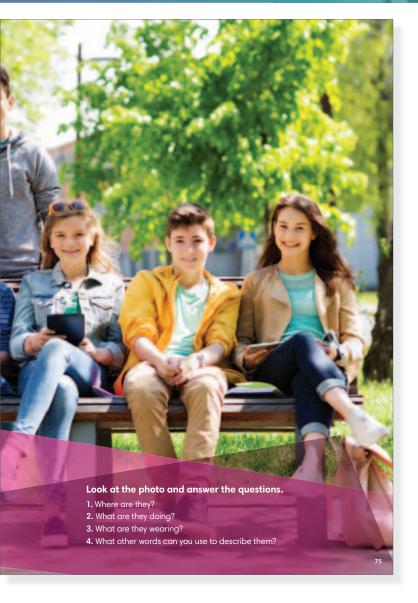
Lesson A: Listening Lesson B: Speaking Lesson C: Reading Lesson D: Writing Lesson E: Project

Target Vocabulary

Lesson A	Lesson B
beard blonde hair earrings fat glasses handsome pretty thin	boots coat dress hat jacket jeans jumper suit trousers T-shirt
Lesson C	Lesson D
gloves it's bright it's cold it's hot sandals shirt socks sunglasses umbrella wet	comfortable curly hair dark hair light hair slim straight hair strong uncomfortable
Lesson E	
beach crowded steal	



thief



Key Grammar

present simple has/have

Use has and have to show things that people own.

has (singular subject)	have
He has a big bed.	They have a big bed.
His bed is big.	Their bed is big.

present continuous

Use the present continuous tense to talk about things that are ongoing or happening now.

Usage	Example
actions happening right now	I am walking.
a trend	I'm drinking more coffee these days.
an action or event in the future that has already been planned	I'm meeting my friends tonight for dinner.
a temporary event or situation	It's usually very hot in August, but it's freezing this year.
emphasizing a continuing series of repeated actions	He's <i>always</i> arguing with the waiters here.

adjectives joined with and

Use and to join two adjectives together to describe objects.

When describing colour and length, the order should be 1) length \rightarrow 2) colour.

When describing size and length, the order should be 1) size \rightarrow 2) length.

Adjective 1	Adjective 2	Adjective 1 + Adjective 2
Her hair is black.	Her hair is long.	Her hair is long and black.
The snake is big.	The snake is long.	The snake is big and long.

adjectives and commas

When multiple adjectives come before a noun, we sometimes use commas.

Adjective 1	Adjective 2	Adjective 1 + Adjective 2
Look at that black snake!	Look at that big snake!	Look at that black, shiny car!
The brown horse	The small horse	The hairy, green
runs away.	runs away.	insect runs away.

Unit 6 Discussion

Look at the photo and answer the questions.

- Ask students to look at the Unit 6 cover page.
- Then ask the class each question.
- Give corrections and ask follow-up questions.
- Ask students to talk with a partner. Have students take turns asking the questions on the page to their partner.

Extra Practise More Discussion

Ask more questions about clothes and hanging out with friends.

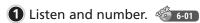
Ex.

Where do you hang out with your friends? What do you do when you hang out with your friends? What do you usually wear to school? What do you usually wear when you are not at school?

Lesson A Listening

Aim: Understand a basic description of someone's appearance

Vocabulary



- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write the correct number of the vocabulary word next to the picture in the book.

Answer Key

From left to right, top to bottom

- 4 heard
- 5. pretty
- 6. thin
- 7. handsome
- 2. earrings
- 1. fat
- 3. glasses
- 8. blonde hair
- Practise again. Point at different pictures and ask students to say the words.

2 Listen and fill in the gaps with the best vocabulary. 6-02

- Ask students to read the sentence prompts.
- Listen to the audio.
- Ask students to write the correct word(s) in the gap.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- 1. handsome
- 2. blonde
- 3. a beard
- 4. fat
- 5. thin

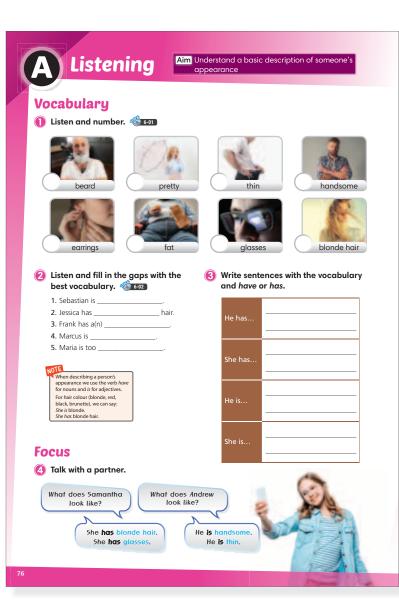
3 Write sentences with the vocabulary and have or has

- Ask students to read the sentence prompts.
- Ask students to write a sentence with the vocabulary and *have* or *has* on the line.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

From left to right, top to bottom

- 1. He has a beard.
- 2. He has glasses.
- 3. She has blonde hair.
- 4. She has earrings.
- 5. He is handsome.
- 6. He is thin.
- 7. She is pretty.
- 8. She is fat.



Teacher's Note

I'm Bald

Explain that if someone has no hair, then that person is bald.

Focus

4 Talk with a partner.

- Read the short conversation aloud, or ask two students to read the short conversation aloud.
- Ask students to practise the conversation with a partner.
- Tell students to practise the conversation again, but to use different appearance words and adjectives.

Extra Practise

Practise asking students what they look like with the phrases from activity **4**.

Ex.

What does Dave look like? \rightarrow He has glasses. He is thin. What does Maria look like? \rightarrow She is pretty. She has black hair.

Listen Up

6 Listen and find the person. Write their letter, name, and arrival time in the



	Letter	Name	Arrival Time
1.			
2.			
3.			
4.			

Talk with a partner, Describe a man and woman Sara did not talk about. Write your description.

He is	, and he has
She is	, and she has

Grammar

Read the box. Then talk with a partner.

(Be + verb + ing) We use present continuous tense to talk about something which is happening (right now) at the moment of speaking (and is not finished). Ex. I am wearing a yellow T-shirt. He is playing football. She is studying.

ese sentences: m wearing → I'm wearing e is playing → He's playing e is studying → She's stuc

Fill in the gaps with the given words in the present continuous tense.

1. He is	(wear) a blue T-shirt.	
3. They are	(watch) a film.	
5. The teacher is	(teach) a class	

۷.	Sne is		(play) a	video	gam
4.	Sarah	is	_ (stud	y) for a	a test

Challenge

Listen, circle, and answer the questions. 6-04

- 1. Where is the boy?
- a. at the bus station b. at school
- c. at the airport
- 2. Who is the boy looking for?
- b. Amanda's vounger sister c. Amanda's older sister
- 3. Amanda's older sister _
- a. is kind of tall
- b. is wearing a jacket c. has blonde hair

62		3	
- 17	U	M	11
14	M		H 1

4. Which person matches the description? Write the answer in a complete sentence

77

Listen Up

- Listen and find the person. Write their letter, name, and arrival time in the table. 6-03
- Listen to the audio.
- Ask students to find the person and write their letter, name, and arrival time in the table.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- 1. E, Alana, 6.20 p.m.
- 2. C, Steven, 2 p.m.
- 3. B, Mina, 9 a.m.
- 4. F, Dhani, 11 p.m.
- 6 Talk with a partner. Describe a man and woman Sara did not talk about. Write your description.
- Tell students to find a partner.
- Ask students to describe a man and a woman that were not mentioned in the audio.
- Ask students to write their answer in the gap.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

Sample Answers

- 1. He is tall and he has dark hair.
- 2. She is fat and she has long dark hair.

Grammar

- Read the box. Then talk with a partner.
- Read the contents of the box. OR
- Ask students to read the box.
- Tell students to find a partner.
- Ask students to discuss the contents of the box.
- Ask students if they would like to share their discussion with the class. Give feedback.

Extra Practise What Are You Doing / Wearing?

Practise the present continuous tense with the questions:

"What are you doing?" / "What are you wearing?"

What are you doing? \rightarrow I'm talking to the teacher. What are you wearing? \rightarrow I'm wearing a hat. Etc.

- 8 Fill in the gaps with the given words in the present continuous tense.
- Ask students to read the sentence prompts and look at the words in parentheses.
- Ask students to change the word in parentheses into the present continuous tense and write it in the gap.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- 1. wearing
- 2. playing
- 3. watching 4. studying
- 5. teaching

Challenge

9 Listen, circle, and answer the questions. 🍪 6-04



- Listen to the audio.
- Ask students to answer the questions.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- 1. c
- 2. c 3. a
- 4. The person in picture C matches the description.

Lesson B Speaking

Aim: Ask and answer questions about what someone looks like

Vocabulary

1 Match the pictures with the word(s).

- Read the words to students.
- Ask students to repeat aloud after each word.
- Ask students to look at the pictures.
- Ask students to write the letter of word next to the correct picture.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

From left to right, top to bottom

c. a dress j. a T-shirt
a. a suit b. a hat
f. a coat e. trousers
g. a jacket i. boots
d. jeans h. a jumper

2 Listen and write what the person is wearing.

- Listen to the audio.
- Ask students to write the word they hear in the gap.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

1. hat 2. jacket 3. jumper 4. suit 5. boots

ExpressionsTalking about appearance and clothing

3 Listen and repeat. 6-06

- Read the contents of the tables.
 OR
- Ask students to read the tables.
 OR
- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students if they know what kinds of words are being highlighted.

Teacher's Note

All Types of People, All Types of Clothing

Explain to students that there are many different types of people. Give them additional adjectives to describe people, such as old, young, sick, healthy, happy, sad, angry, bored, etc. Also make sure to introduce other clothing items, such as hoodie, sweatshirt, sweat pants, slacks, sneakers, baseball cap, etc.



4 Talk with a partner.

- Read the short conversation aloud, or ask two students to read the short conversation aloud.
- Ask students to practise the conversation with a partner.
- Tell students to practise the conversation again, but to talk about different clothing and colours.
- Check students' conversations to make sure they're speaking properly.
- Give feedback.

5 Talk with a partner. Describe a person below. Who is being described?

- Ask students to talk with a partner.
- Ask students to choose one of the people.
- Ask students to describe the person.
- Ask students to change roles and describe a different person.
- Check students' conversations to make sure they're speaking properly.
- Ask different groups to present their discussions to the
- · Give feedback.

Extra Practise What Do They Look Like?

Prepare some pictures of famous people and ask students what they look like with the unit's patterns.

Grammar

Read the table.

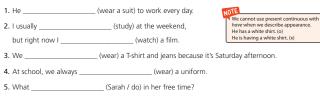
Simple Present	Used to express habits, repeated actions or events, and general truths
He reads in the morning.	Habit: He usually reads—every day, every week, etc.
He wears glasses to read.	Repeated action: Every day he wears glasses.
He wears glasses.	General truth: Always or usually.



Present Continuous	Used to describe an action that is happening right now	
He is reading.	He is reading right now.	
He is wearing a white shirt. He is wearing a white shirt right now.		



Fill in the gaps with the given words in the simple present or present continuous tense.



Speak Up

(3) Talk with a partner. Describe the people in the picture and what they are doing.



Pronunciation

Listen and repeat. 6-07 /i/

 \bigcirc Listen and put a tick (\checkmark) on the sound. 4 6-08

/I/	/i/
	AV

Grammar

- 6 Read the table.
- Read the contents of the table. OR
- Ask students to read the table.
- Ask students if they know what verb tenses are being highlighted.
- **7** Fill in the gaps with the given words in the simple present or present continuous tense.
- Ask students to read the sentence prompts and look at the words in parentheses.
- Ask students to change the word in parentheses into the simple present or present continuous tense and write it in the gap.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- 1. wears a suit
- 2. study, am watching
- 3. are wearing
- 4 wear
- 5. does Sarah do

Teacher's Note

Non-Continuous Verbs

This NOTE illustrates that other verbs not used in the present continuous include:

feelings: hate, like, love, prefer, want, wish senses: appear, feel, hear, see, seem, smell, sound,

communication: agree, deny, disagree, mean, promise, satisfy, surprise

thinking: believe, imagine, know, mean, realize,

recognize, remember, understand

others: be, belong, concern, depend, involve, matter, need, owe, own, possess

Speak Up

- **3** Talk with a partner. Describe the people in the picture and what they are doing.
- Ask students to talk with a partner.
- Ask students to describe the people in the picture and what they are doing.
- Tell students to describe their appearance and clothes.
- Ask students to change roles and describe a different
- Check students' conversations to make sure they're speaking properly.
- · Give feedback.

Pronunciation

- 9 Listen and repeat. 6-07
- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Check students' understanding.
- Ask students to circle the correct vowels in each word if needed.



- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Tell students to put a tick on the correct sound.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

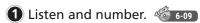
Answer Kev

1. /l/	2. /i/	3. /i/	4. /l/
5. /i/	6. /l/	7. /l/	8. /i/

Lesson C Reading

Aim: Learn about the clothes people wear in other countries

Vocabulary



- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write the correct number of the vocabulary word next to the picture in the book.
- Practise again. Point at different pictures and ask students to say the words.

Answer Key

From left to right, top to bottom

- 1. it's bright
- 10. wet
- 3. It's hot
- 6. it's cold
- 5. gloves
- 9. sandals
- 7. socks
- 2. sunglasses
- 4. an umbrella
- 8. a shirt
- 2 Use the vocabulary words to complete the dialogues. Listen and repeat. 6-10
- Ask students to read the sentence prompts.
- Ask students to write the correct word(s) in the gaps.
- Listen to the audio.
- Ask students to check their answers.
- Ask students to repeat aloud after the audio.
- Ask students to complete the activity.

Answer Key

- 1. It's bright
- 2. an umbrella
- 3. gloves
- 4. sandals

Pre-reading

- 3 Talk with a partner. Look at the pictures and talk about what the person is wearing.
- Ask students to look at the pictures.
- Tell students to practise asking and answering the question.
- Tell students to talk about other clothing items.
- Check students' conversations to make sure they're speaking properly.
- · Give feedback.



Extra Practise When Do You Wear ...?

Ask students when they wear certain clothes with the phrase:

"I wear _____ when _____."

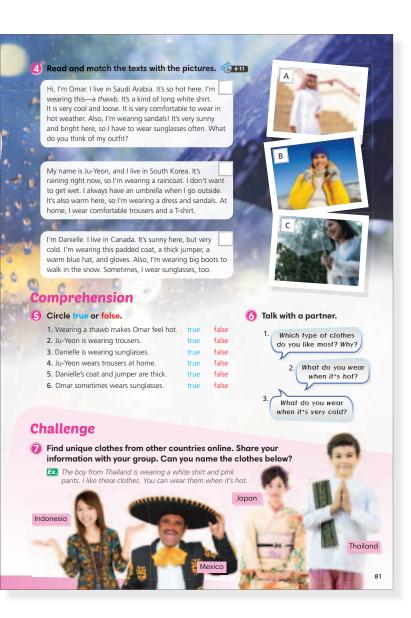
Ex.

When do you wear a beanie? \rightarrow I wear a beanie when it's cold outside.

Teacher's Note

Common Clothing

Explain some common clothing items that people usually wear in special situations, such as a swimming suit, pajamas, slippers, exercise clothing, etc.



- 4 Read and match the texts with the pictures.
- Listen to the audio.

OR

• Read the article aloud.

OR

- Ask students to read parts of the reading aloud.
- Ask students to match the text with the correct picture.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

From top to bottom

A. Omar, B. Danielle, C. Ju-Yeon

Comprehension

- **6** Circle true or false.
- Ask students to answer the questions.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

 1. false
 2. false

 3. false
 4. true

 5. true
 6. true

- **6** Talk with a partner.
- Tell students to find a partner.
- Tell students to discuss the questions.
- Ask students if they would like to share their discussion with the class.
- Ask follow-up questions.

Challenge

- Find unique clothes from other countries online. Share your information with your group. Can you name the clothes below?
- Tell students to get into groups.
- Ask students to look at the pictures.
- Ask students to try and name the clothing in the pictures.
- Ask students to use the internet to find clothes from other countries.
- Tell students to discuss the clothes they found.
- Ask different groups to present their discussions to the class.
- Give feedback.

Teacher's Note

People From ... Wear ...

Explain to students that they can talk about traditional clothes people from other countries wear with the phrase:

"People from _____ wear ____."

Ex.

People from Mexico wear sombreros.

Teacher's Note

Clothes from Around the World

Explain to students that people in other countries wear different clothing items. Below is a short list of traditional clothing items from other countries:

Korea: hanbok
South East Asia: sarong
China: hanfu
Japan: kimono
Netherlands: clogs
Russia: sarafan
France: beret
South East Asia: sarong
Spain: traje de luces
England: smock-frock
Scandinavia: gakti
Morocco: fez
West Africa: dashiki
South America: poncho
Scotland: kilt

Lesson D Writing

Aim: Describe your appearance in a message

Vocabulary

1 Read and repeat.

- Read the words aloud.
- Ask students to repeat aloud.
- Practise again. Point at words in the book and ask students to say the words aloud.

2 Listen and find the person (a-h) being described in 1. 6-12

- Listen to the audio.
- Ask students to write the letter of the person in the gap.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- 1. e
- 2. f
- 3. c
- 4. h
- 5. b
- 6. a

3 Choose a man and a woman from above. Describe their appearance.

- Tell students to choose one man and one woman from the pictures.
- Ask students to describe their appearance.
- Ask students to write their answer on the line.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

Sample Answers

She is comfortable right now. / She has light hair. He is slim. / He has short dark hair.

4 Listen and write the names of the people.

- Listen to the audio.
- Ask students to write the name of the person in the gap.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- 1. Manny
- 2. Rachel
- 3. Jacob
- 4. William
- 5. Irene

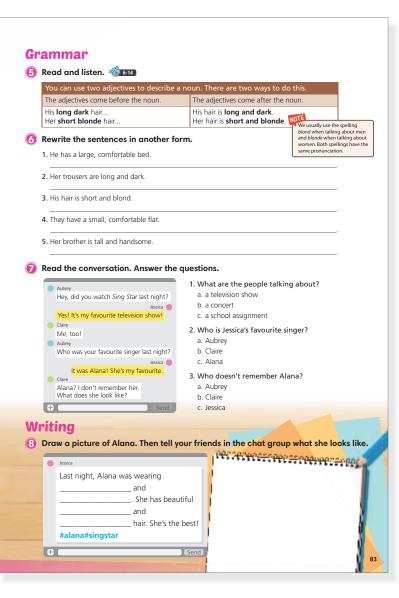


Grammar

- 6 Read and listen. 6-14
- Read the contents of the table. OR
- Ask students to read the table. OR
- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students if they know what kind of grammar points are being highlighted.

Extra Practise My Friend Looks ...!

Have students draw a picture of a friend or classmate. Then have them write sentences to describe the person they drew. Tell students to use the patterns and vocabulary from activities ①, ③, ⑤, and ⑥. Ask some students to present their work.



6 Rewrite the sentences in another form.

- Ask students to read the sentences.
- Ask students to rewrite the sentences using the forms in activity §.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- 1. His bed is large and comfortable.
- 2. She has long, dark trousers.
- 3. He has short, blonde hair.
- 4. Their flat is small and comfortable.
- 5. She has a tall, handsome brother.

7 Read the conversation. Answer the questions.

- Read the conversation aloud.
- OR
- Ask students to read parts of the conversation aloud.
 OR
- Ask students to read the conversation quietly by themselves.
- Ask students to answer the questions.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

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

Writing

- 3 Draw a picture of Alana. Then tell your friends in the chat group what she looks like.
- Tell students to draw a picture of what Alana looks like.
- Tell students that they can use a separate piece of paper if the notebook in the book is not helpful.
- Ask students to read the sentence prompts.
- Ask students to fill in the gaps with adjectives and clothing items.
- Ask students to complete the activity.
- Ask some students to present their descriptions to the class.
- Give feedback.

Answer Key

Sample answers

Last night, Alana was wearing a yellow dress and sunglasses. She has beautiful earrings and long, dark hair. She's the best!

Teacher's Note

All the Adjectives

This NOTE illustrates that when using more than one adjective, the correct order must be followed. Make sure students understand that when using more than one kind of adjective, the correct order should be:

- 1. opinion: ugly, beautiful
- 2. size: big, small
- 3. physical quality: thin, rough
- 4. shape: round, rectangular
- 5. age: young, ancient
- 6. colour: blue, pink
- 7. origin: American, Japanese
- 8. material: wood, plastic
- 9. type: multi-use, three-sided
- 10. purpose: cooking, riding

Ex

Fettuccini is a long, flat, Italian pasta. He saw a beautiful, big, hairy, black dog.

Lesson E **Project**

Aim: Find a person based on their physical description

Video

1 Write the word under the correct picture.

- Read the words to students.
- Ask students to repeat aloud after each word.
- Ask students to look at the pictures.
- Ask students to write the word under the correct picture.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

From left to right, top to bottom thief, crowded, steal, beach

2 Look at the pictures. What is this video about? Talk with a partner.

- Ask students to look at the pictures.
- Ask students to make predictions about the video they're about to watch.
- Tell students to talk with a partner.
- Tell students to share their predictions with their partner.

Scan the QR code to link to the Unit 6 video.

3 Watch the video. Put a tick (√) on the words you hear. Video 6

- Play the video for students.
- Ask students if their predictions were correct.
- Ask students to put a tick on the word they hear.
- Play the video again if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

From left to right, top to bottom nice, thief, phone, jacket

4 Watch again. Circle the word(s) you hear. William



- Ask students to read the questions.
- Play the video again.
- Ask students to circle the word(s) they hear.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- 1. nice
- 2. tall and thin
- 3. beach
- 4. is coming



Teacher's Note

Cops, Robbers, and Uniforms

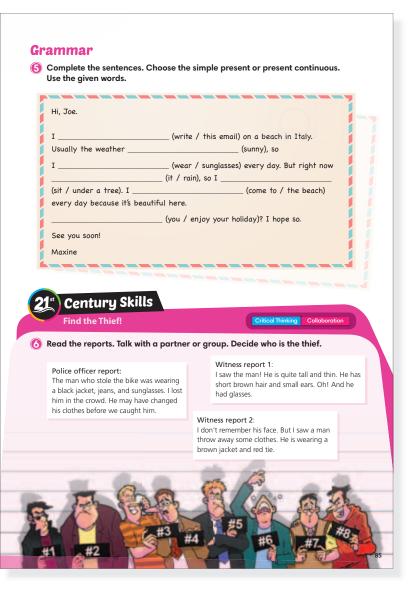
Explain to students that a thief is also known as a robber and that a police officer is also known as a cop. Tell students that the stereotypical robber's clothes are all black and that they wear a black mask. Next, let students know that police officers wear uniforms. You can introduce police-related vocabulary, such as *utility* belt, handcuffs, pepper spray, baton, gun or firearm, police car, etc.

Extra Practise

Pause the video from time to time and practise asking students what the people in the video are doing.

What is the man in the yellow swimming suit doing? \rightarrow He is swimming in the sea. (at 0:16) What is the boy holding? \rightarrow He is holding his mum's hand. (at 0:25)

Etc.



Grammar

- **(5)** Complete the sentences. Choose the simple present or present continuous. Use the given words.
- Ask students to read the sentence prompts and look at the words in parentheses.
- Ask students to change the words in parentheses into the simple present or present continuous tense and write them in the gap.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- 1. am writing this email
- 2. is sunny, wear sunglasses
- 3. it's raining, am sitting under a tree
- 4. come to the beach
- 5. Are you enjoying your holiday

21st Century Skills

- **6** Read the reports. Talk with a partner or group. Decide who is the thief.
- Tell students to talk with a partner or get into groups.
- Tell students to read the reports and discuss them.
- Tell students to use the clothing words, adjectives, and verb tenses they learned in the unit.
- Check students' conversations to make sure they're speaking properly.
- Ask different groups to present their findings to the class.
- Give feedback.

Review Unit 5-6

Read the text and match the pictures with the highlighted word(s).

- Ask students to look at the pictures.
- Ask students to read the passage.
- Ask students to match the picture with the correct number.
- Ask students to write the word in the gap.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- 1. e, read comic books
- 2. b, draw cartoons
- 3. f, play video games
- 4. c, collect art toys
- 5. d, paints models

2 Look at the table. Then fill in the gaps.

- Ask students to look at the table.
- Ask students to read the passage.
- Ask students to fill in the sentences with the information from the table.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- 1. sunglasses
- 2. play video games
- 3. gloves
- 4. to go shopping
- 5. wet
- 6. umbrella
- 7. play video games

Read the text and circle the correct word.

- Ask students to read the reading.
- Ask students to circle the correct word.
- Ask students to complete the activity.
- Check students' answers.

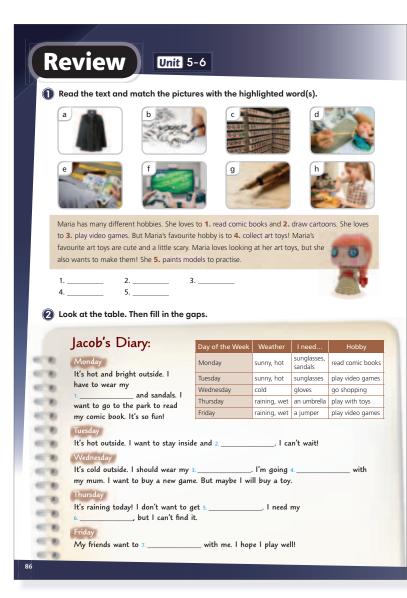
Answer Key



- 1. before breakfast
- 2. usually



- 1. play, exercise
- 2. skateboard, listen
- 3. dances, rides, after school
- 4. sometimes



Teacher's Note

Golfer, not Golf Player

Make sure students understand that in team sports like basketball and rugby, the athletes are referred to as basketball players, rugby players, and so on. In individual sports like golf and boxing, the athletes are referred to as golfer, boxer, and so on. Keep in mind soccer, football in the UK, uses the term soccer player in the US and footballer in the UK.



4 Listen and circle true or false. R3-1



- Ask students to read the sentences.
- Listen to the audio.
- Ask students to answer the questions.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- 1. false
- 2. false
- 3. false
- 4. true

5 Listen and circle the correct answer. ® R3-2



- Ask students to read the sentence prompts.
- Ask students to circle the correct word.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- 1. c
- 2. a
- 3. c

Teacher's Note

More on Adverbs of Frequency

Make sure students clearly understand how to use adverbs of frequency. The list below can be used as a checklist of rules students should know.

- Adverbs of frequency should be used to talk about how often something happens.
- Adverbs of frequency are often used to talk about routine or repeated actions, so the present simple and simple past are usually used with them, not the present continuous.
- If a sentence has one verb, the adverb of frequency goes after the subject but before the verb. For example, "Stacy always rides her bike."
- If an adverb of frequency is used in a negative statement or a question, the adverb of frequency goes before the main verb. For example, "Does Dale usually not do his homework?"

This unit will give students the ability to talk about the kinds of food they like and dislike. Students will also learn how to order food in a restaurant and talk about the quantity of food they eat.

Scan the QR code to download the Unit 7 audio.

WHAT YOU WILL DO IN THIS UNIT

Unit 7 AIMS

Lesson A: Understand likes and dislikes

Lesson B: Read about interesting street food

Lesson C: Order food in a restaurant Lesson D: Write about the food you eat

Lesson E: Do a healthy eating survey

Target Skills

Lesson A: Listening Lesson B: Reading Lesson C: Speaking Lesson D: Writing Lesson E: Project

Target Vocabulary

Lesson A	Lesson B
bananas bread cheese eggs fish juice meat oranges potatoes tomatoes	beans fruit ice cream lemons peppers sandwiches soup vegetables
Lesson C	Lesson D
apple bowl cake chicken cup glass mushrooms pizza salad slice	butter chocolate milk oil rice salt sugar water



Key Grammar

I would like

Use would to make requests, invitations, give advice, and show willingness. You can use the phrase "I would like | I'd like..." to order the food you want. This phrase can be used to ask or answer questions.

Question	Response
What would you like?	I would like (I'd like) a slice of pizza.
Would you like a glass of juice?	Yes, please / No, thank you.



countable and uncountable nouns

Some nouns are countable while others are uncountable. Countable nouns are individual people, animals, places, things, or ideas. When a noun is not an individual object, it is uncountable.

Countable (single objects)	Uncountable (grains, liquid, lard)
a banana	butter
a sandwich	some sugar
a few bananas	a little butter
two bananas	some butter
a lot of bananas	a lot of butter
many bananas	much butter

food quantifiers - quantity nouns

Use would to make requests, invitations, give advice, and show willingness. You can use the phrase "I would like I I'd like..." to order the food you want. This phrase can be used to ask or answer questions.

Quantity	Example	
a bottle of	Buy a bottle of milk, please.	
a glass of	I drink a glass of milk every day.	
a cup of	I want a cup of tea.	
a pair of	Do you have a pair of socks I can borrow?	
a piece of	Do you want a piece of cake?	
a packet of	Would you like a packet of ketchup?	

How much/many...

Use the phrase how much/many to ask about the quantity of things. Use how many to ask about countable things and how much to ask about uncountable things.

Question	Count (single objects)	Question	Uncountable (grains, liquid, lard)
How many bananas are there?	There are a few bananas.	How <i>much</i> butter is there?	There is a little butter.
	There are many bananas.		There is a lot of butter.

Unit 7 Discussion

Look at the photo and answer the questions.

- Ask students to look at the Unit 7 cover page.
- Then ask the class each guestion.
- Give corrections and ask follow-up questions.
- Ask students to talk with a partner. Have students take turns asking the questions on the page to their partner.

Extra Practise More Discussion

Ask more questions about food.

Ex.

How often do you eat out? What is your favourite restaurant? What is your favourite kind of food? What are some dishes from your country? What is your favourite meal of the day? Why? Describe a typical breakfast/lunch/dinner from your country.

Lesson A Listening

Aim: Understand likes and dislikes

Vocabulary

1 Listen and number. 🍪 7-01

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write the correct number of the vocabulary word next to the picture in the book.

Answer Key

From left to right, top to bottom

- 9. bananas
- 10. oranges
- 2. tomatoes
- 6. potatoes
- 8. eggs
- 4. bread
- 1. cheese
- 7. juice
- 3. fish
- 5. meat
- Practise again. Point at different pictures and ask students to say the words.

What are they talking about? Listen and write the word. 🍪 7-02

- Listen to the audio.
- Ask students to answer the questions.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

- 1. fish
- 2. eggs
- 3. bananas
- 4. potatoes
- 5. cheese
- 6. oranges

Focus

Talk with a partner.

- Read the short conversation aloud, or ask two students to read the short conversation aloud.
- Ask students to practise the conversation with a
- Tell students to practise the conversation again, but to talk about different foods.

Teacher's Note

Countable and Uncountable nouns

This NOTE illustrates that countable nouns are individual people, animals, places, things, or ideas. When a noun is not an individual object, it is uncountable. Make sure students understand this.



4 Listen and circle. 7-03



- Listen to the audio.
- Ask students to answer the questions.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- 1. cheese-like, eggs-dislike
- 2. juice-like, bread-like
- 3. meat-like, fish-dislike
- 4. tomatoes-dislike, potatoes-like

Extra Practise | I Love / Like / Don't Like / Hate ...

Explain to students that love is used when one really likes something and hate is used when one really doesn't like something. Ask students questions about things they like and dislike with the phrase:

"What _____ do you love / like / not like / hate?"

What food do you love? \rightarrow I love cake. What sport do you hate? \rightarrow I really hate baseball.



Listen Up

- 5 Where are the speakers? Listen and number.
- Listen to the audio.
- Ask students to write the number of the description next to the correct picture.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

From left to right

- 2. at a restaurant
- 1. in the kitchen
- 4. on a picnic
- 3. in the garden
- 6 Listen again. Circle the words you hear. 🍪 7-04
- Listen to the audio again.
- Ask students to circle the words they hear.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

From left to right, top to bottom

bananas, tomatoes, eggs, potatoes, juice

🕡 Listen again. Fill in the gaps and circle. 🤏 7-04

- Listen to the audio.
- Ask students to circle the word and write the answer.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- 1. like, juice
- 2. like, potato dishes
- 3. don't like, tomatoes
- 4. like, eggs

Challenge

8 Listen and answer the questions. 4 7-05

- Listen to the audio.
- Ask students to answer the questions.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Kev

- 1. d
- 2. b
- 3. a. true
 - b. false
 - c. true

Teacher's Note

There Are Restaurants and Then There Are Restaurants

Explain the different kinds of restaurants to students. Make sure they understand the difference between the following kinds of restaurants:

- fast food
- fast casual
- family restaurant
- fine dining
- café or bistro
- food truck
- buffet restaurant
- cafeteria restaurant

Lesson B Reading

Aim: Read about interesting street food

Vocabulary

1 Listen and repeat. 4 7-06

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Practise again. Point at words in the book and ask students to say the words aloud.

2 Look at the words again. Circle the words that end in an s.

- Ask students to look at the words.
- Ask students to circle the words that end in an s.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

From left to right, top to bottom peppers, vegetables, fruit, lemons, sandwiches, beans

3 Fill in the gaps.

- Ask students to read the sentence prompts.
- Ask students to write the answer in the gap.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- 1. sandwich
- 2. vegetables
- 3. fruit
- 4. ice cream
- 5. soup

Teacher's Note

Fruits and Fruit

This NOTE illustrates that some nouns are both countable and uncountable, such as *fruit*. When referring to a collective group, *fruit* is used. For example, "I eat five servings of fruit and vegetables every day." When emphasizing different varieties, then *fruits* can be used. For example, "I like oranges and other citrus fruits." Make sure students understand this and explain some other nouns that are both countable and uncountable, such as *food/foods*, *cheese/cheeses*, and so on.



Pre-reading

4 Fill in the gaps. Talk with a partner.

- Ask students to look at the picture.
- Tell students to fill in the gap with the different foods.
- Then tell students to read the questions at the bottom of the picture aloud.
- Tell students to practise by asking and answering the questions with a partner.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

From left to right, top to bottom pepper, bread, meat, cheese, tomato



5 Read the article. **7-07**

• Listen to the audio.

 $\bigcirc R$

• Read the article aloud.

OR

- Ask students to read parts of the reading aloud.
- Replay the audio if needed.

Comprehension

6 Circle true or false.

- Ask students to answer the questions
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- 1. false
- 2. true
- 3. false
- 4. false

7 Talk with a partner.

- Tell students to find a partner.
- Tell students to discuss the questions.
- Ask students if they would like to share their discussion with the class.
- Ask follow-up questions.

Teacher's Note

Street Food from Around the World

Explain to students that every country has its own street food. Below is a list of different kinds of street food from different countries:

Czech Republic: chimney cake

India: masala dosa
Canada: poutine
Germany: currywurst
Portugal: egg tarts
Jamaica: jerk chicken
Thailand: pad thai
Spain: churros
Vietnam: banh mi
Japan: dango
Sri Lanka: kottu roti
Israel: falafel
Netherlands: stroopwafel
Turkey: baklava

Colombia: arepas South Korea: tteok-bokki

Italy: arancini Mexico: tacos UK: fish and chips USA: corn dogs

Extra Practise	The 5 Food Groups
EXIIA FIACUSE	The 5 rood Groups

Explain the five different food groups (dairy, fruit, grains, meat, vegetables) to students. Then ask students which food groups the vocabulary words from lessons A and B fall into with the phrases:

"What kind of foo	od is	_?" → "	is a	′
"How many	did you e	eat today?"	\rightarrow "I ate t	he

number of food from the food group today." \rightarrow "I ate the foods from that food group."

Ex.

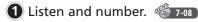
What kind of food is an orange? \rightarrow An orange is a fruit

How many fruits did you eat today? \rightarrow I ate three fruits today. \rightarrow I ate an apple and two oranges.

Lesson C Speaking

Aim: Order food in a restaurant

Vocabulary



- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write the correct number of the vocabulary word next to the picture in the book.

Answer Key

From left to right, top to bottom

- 4. salad
- 2. cake
- 3. pizza
- 1. cup
- 9. glass
- 5. apple
- 7. mushrooms
- 8. chicken
- 6. slice
- 10. bowl
- Practise again. Point at different pictures and ask students to say the words.
- **2** Fill in the gaps with the words from the box. Answers will vary.
- Ask students to read the prompts.
- Ask students to fill in the gap with the correct vocabulary word.
- Ask students to complete the activity.
- Check students' answers.

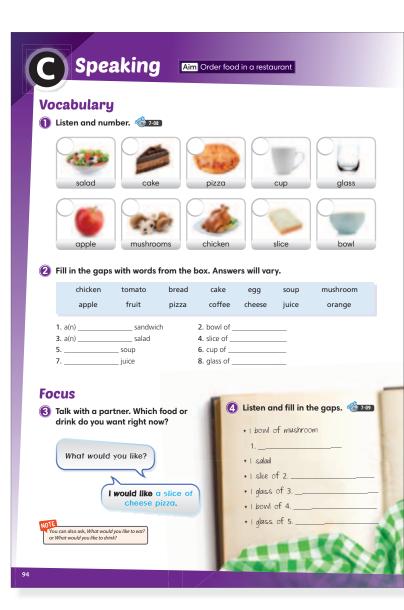
Answer Kev

Sample Answers

- 1. cheese
- 2. soup
- 3. egg
- 4. pizza
- 5. bowl of
- 6. coffee
- 7. glass of
- 8. juice

Focus

- 3 Talk with a partner. Which food or drink do you want right now?
- Read the short conversation aloud, or ask two students to read the short conversation aloud.
- Ask students to practise the conversation with a partner.
- Tell students to practise the conversation again, but to talk about different foods.



4 Listen and fill in the gaps. 4 7-09

- Listen to the audio.
- Ask students to fill in the gap with the word(s) they hear
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- 1. soup
- 2. pizza
- 3. water
- 4. chicken soup
- 5. apple juice

Teacher's Note

Common Food Quantifiers

There are many food quantifiers. Make sure students know some of the more common food partitives below:

- a carton of milk/ice cream
- a box of cereal
- a head of lettuce/cabbage
- a pot of coffee/tea
- a jar of jam/pickles
- a loaf of bread
- a can of soda
- a bag of flour/rice
- a slice of cake/bread
- a piece of candy/cake



Expressions Ordering in a restaurant

- **5** Listen and repeat. \$\\\^2\) 7-10
- Read the contents of the table. OR
- Ask students to read the table. OR
- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students if they know what kind of words are being highlighted.
- 6 Use the expressions and phrases to make sentences.
- Ask students to work as a class or talk with a partner.
- Tell students to practise making sentences with the expressions and phrases in the box and the patterns in
- Check students' sentences to make sure they're speaking properly.
- · Give feedback.

Speak Up

- Look at the menu. Choose the food you want. Then role-play with a partner.
- Ask students to work with a partner.
- Ask students to look at the menu and choose what they want to eat and drink.
- Tell students to practise ordering food with their partner.
- Tell students to use the expressions, phrases, and patterns from activities **(5)** and **(6)**.
- Check students' conversations to make sure they're speaking properly.
- Ask some students to present their conversations to the class.
- Give feedback.

Pronunciation

- 8 Listen and repeat. 7-11
- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Check students' understanding.
- Ask students to circle the correct consonants in each word if needed.
- Listen and put a tick (

) on the sound.

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- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Tell students to put a tick on the correct sound.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer l	Key
1. /iz/	2. /z/
3. /iz/	4. /s/
5. /z/	6. /iz/
7. /z/	8. /iz/

Extra Practise What's with All the Forks?

Explain to students that there is a variety of cutlery and plates when going out to a fancy restaurant. Prepare printed cutouts of a salad fork, dinner fork, dessert fork, soup spoon, teaspoon, dinner knife, steak knife, butter knife, bread plate and a main course plate. Ask students to put them in the correct places. Then see if they are correct. If not, then help them put the silverware/cutlery and plates in the correct places. Don't forget to tell students that the proper etiquette to follow with silverware/cutlery is to start with the outside forks and spoons first, and then work their way in as the different courses are served.

Lesson D Writing

Aim: Write about the food you eat

Vocabulary

- 1 Listen and repeat. 4 7-13
- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Practise again. Point at words in the book and ask students to say the words aloud.
- 2 What are they talking about? Listen and write the word. 67-14
- Listen to the audio.
- Ask students to write the word they hear in the gap.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

sugar
 water
 butter
 rice

5. oil 6. chocolate, milk

- Fill in the gap with the best vocabulary words.
- Ask students to read the sentences.
- Ask students to fill in the gaps with the correct word.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

butter, oil
 milk, water
 sugar, chocolate
 milk, butter

5. rice

Focus

- Read the sentences. Circle true or false. Answers will vary
- Ask students to read the sentences.
- Ask students to answer the questions.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

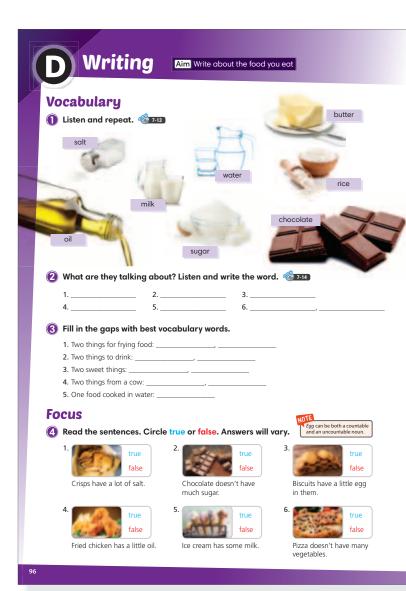
Sample Answers

- 1. true
- 2. false
- 3. true
- 4. false
- 5. true
- 6. false

Teacher's Note

Quantifiers

Explain basic food quantifiers to students, such as a bar of chocolate, a cup of sugar, a pinch of salt, etc.



Extra Practise How Much / Many

Practise asking students how much of something they usually eat per day with the phrases:

"How much/many _____ do you usually eat/drink per day?" \rightarrow "I usually eat ____ per day."

Ex.

How many vegetables do you usually eat per day? \rightarrow I usually eat three vegetables per day.

How much soda do you usually drink per day? → I usually drink three cans of soda per day.

How much candy do you usually eat per day? → I usually eat seven pieces of candy per day.

Grammar

6 Look at the table. Then listen and fill in the gaps. 27-15



Countable	Uncountable
a banana an apple	butter (a butter) sugar (a sugar)
a few vegetables	a little sugar (sugars)
two oranges some mushrooms	some oil (oils)
a lot of eggs	a lot of milk (milks)
many glasses*	much salt* (salts)

1. l eat	_ for breakfast.
2. I put	_ butter on my bread.
3. There are	vegetables in the soup.
4. She puts	cheese on his spaghetti.
5. I eat	_ of eggs.
6. He doesn't drink	glasses of water.
7. I don't drink	fruit juice.

6 Circle the correct word(s).

- 1. There's a lot of oil / oils on my chicken.
- 3. She only eats a few / a little vegetables.
- 5. My mother uses a lot of / many butter.
- 2. My dad doesn't drink many / much coffee.
- 4. Some soups have a lot of bean / beans.
- 6. I don't eat many / much apples or bananas.

Read and complete the sentences. Well, I eat a lot of fruit and vegetables. We eat a lot of salad at our house. We have fruit for breakfast. So, I eat a

salad at our house. We have fruit for breakfast. So, I eat a lot of bananas and oranges. Also, I don't eat much sugar. I don't like chocolate or sweets, so I don't eat much of it. I don't drink cola. And I drink a lot of water. So, yes, I

Hmm. I don't know...
I really don't like
vegetables. So, I don't
eat many of them.
My mum and dad are
busy. So, we eat a lot of
pizza and chicken. It's not
very healthy. Also, I really like chocolate
and cake. I guess I eat a lot of sugar. I do

eat meat and a little fish, though. That's

healthy, right?

think I eat well.

1. Patrick eats a lot of ______

1.	Patrick eats a lot of
2.	He doesn't like
2	Candisa really depends like

- Candice's family eats a lot of _
 She really likes
- Writing

Think about the food you eat. Fill in the table. Then answer the questions.

I eat/drink some	I don't eat/drink many	
I eat/drink a lot of	I don't eat/drink much	

What do you think? Do you eat well or not? On a separate piece of paper, write an answer

9

Grammar

- 5 Look at the table. Then listen and fill in the gaps.
- Read the contents of the table.

OR

• Ask students to read the table.

OR

- Listen to the audio.
- Ask students to answer the questions.
- Replay the audio if needed.
- Ask students to complete the activity.

Answer Key

- 1. a lot
- 2. a little
- 3. a few
- 4. a little5. a lot
- 6. many
- 7. much

6 Circle the correct word(s).

- Ask students to read the sentence.
- Ask students to circle the correct word.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- 1. oil
- 2. much
- 3. a few
- 4. beans
- 5. a lot of
- 6. manv

Read and complete the sentences.

• Read the passage aloud.

OR

- Ask students to read parts of the reading aloud.
- Ask students to read the passage quietly by themselves.
- Ask students to answer the questions.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- 1. fruit and vegetables
- 2. chocolate or candy
- 3. vegetables
- 4. pizza and chicken
- 5. chocolate and cake

Writing

- **3** Think about the food you eat. Fill in the table. Then answer the questions.
- Ask students to look at the table.
- Ask students to fill in the table with what they eat and drink.
- Ask students to answer the questions at the bottom on a separate sheet of paper.
- Ask students to complete the activity.
- Check students' answers.
- Ask some students to present their work to the class.
- Give feedback.

Answer Key

Sample answers

I eat some vegetables.

I don't eat many fruits.

I drink a lot of water.

I don't drink much milk.

I think I eat well. I don't eat much sugar or chocolate.

Lesson E **Project**

Aim: Do a healthy eating survey

Video

- 1 Look at the pictures. What do you think the video will be about? Talk with a partner.
- Ask students to look at the pictures.
- Ask students to make predictions about the video they're about to watch.
- Tell students to talk with a partner.
- Tell students to share their predictions with their partner.

Scan the QR code to link to the Unit 7 video.

- 2 Watch the video. Number the pictures in order.
- Play the video for students.
- Ask students if their predictions were correct.
- Ask students to number the pictures in order.
- Play the video again if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

From left to right

3, 1, 2

- hear. Video
- Ask students to look at the pictures and read the words.
- Play the video again.
- Ask students to put a tick next to the word they hear.
- Ask students to complete the activity.
- Check students' answers.

From left to right

banana, chicken, cheese, cake, lemon

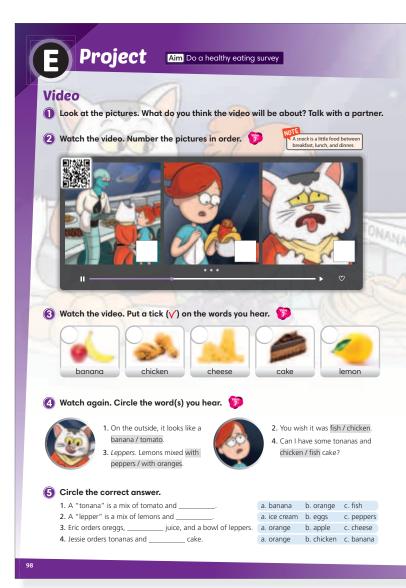
4 Watch again. Circle the word(s) you hear.



- Ask students to read the sentences.
- Play the video again.
- Ask students to circle the word(s) they hear.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- 1. banana
- 2. fish
- 3. with peppers
- 4. chicken



5 Circle the correct answer.

- Ask students to read the sentence prompts.
- Ask students to circle the correct answer.
- Ask students to complete the activity.
- Check students' answers.

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

Teacher's Note

These Peppers Are Spicy

Explain to students that they can use the adjectives bitter, spicy, sweet, savoury, bland, dry and moist to describe the taste of food.

Grammar

6 Look at the table. Then listen and repeat. 67-16

Countable Nouns	Uncountable Nouns
How many apples do you buy?	How much chocolate do you buy?
	How much water do you drink?
How many eggs are there?	How much butter is there?

7	Fill	in	the	gaps	with	much	or	many	٠.

1.	How	burgers do you eat?	\rightarrow	Not I only eat a few.
2.	How	fried food do you eat?	\rightarrow	Quite a lot. I really like it.
3.	How	fruit juice do you drink?	\rightarrow	Not I only drink a little
4.	How	glasses of water do you drink?	\rightarrow	Quite a few. I drink about six every da

Complete the questions and then write your own response

_	ompioto and quo	outono anna unon minto your	•		, op e	
1.	How much chicken	every week?	-	→		
2.	How many eggs	?	-	→		
3.	How much milk	?	-	→		
4.	How many slices of	?	-	→		

21	Century Skills
	Healthy Fating Survey

Read the questions below. Then write three more.

	Partner 1	Partner 2
1. How many pieces of fruit do you eat every day?		
2. How much water do you drink every day?		
3. How much meat do you eat every week?		
4?		
5?		
6?		

Work in groups of three. Write your partners' answers in the table.

- **8** Complete the questions and then write your own response.
- Ask students to read the question prompt.
- Ask students to write the correct word in the gap.
- Ask students to write their own answer on the line next to the guestion.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

Sample Answers

- 1. do you eat, I eat a lot of chicken every week.
- 2. do you eat every week, I eat a few eggs every week.
- 3. do you drink every week, I drink nine glasses of milk every week.
- 4. pizza do you eat every week, I eat seven slices of pizza every week.

21st Century Skills

- Read the questions below. Then write three more.
- Tell students to look at the table.
- Tell students to read the questions and then write three
- Tell students that they can use a separate piece of paper if the table in the book is not helpful.
- Ask students to complete the activity.
- Work in groups of three. Write your partners' answers in the table.
- Ask students to get into groups of three.
- Tell students to ask and answer all of their questions.
- Tell students to use the patterns from activities 6, **1**, and **3** to talk about their questions.
- Tell students to write their answers in their table.
- Check students' conversations to make sure they're speaking properly.
- Ask different groups to present their survey to the class.
- Give feedback.

Extra Practise When do you usually eat ...?

Ask students when they usually eat or drink certain things with the patterns:

"When do you usually eat/drink food/drink item?" → "I usually eat/drink food/drink item + time."

When do you usually eat cake? \rightarrow I usually eat cake on my birthday.

When do you usually drink water? \rightarrow I usually drink water when I am thirsty.

Etc.

This unit will give students the ability to talk about chores, describe what people can and can't do, and describe what people are doing using the present continuous tense. Students will also learn about time zones and how they can help out in their communities.

Scan the QR code to download the Unit 8 audio.

WHAT YOU WILL DO IN THIS UNIT

Unit 8 AIMS

Lesson A: Identify the chores people are doing

Lesson B: Talk about outdoor chores and activities

Lesson C: Describe what people are doing

Lesson D: Read about people in different time zones

Lesson E: Create a plan to help others

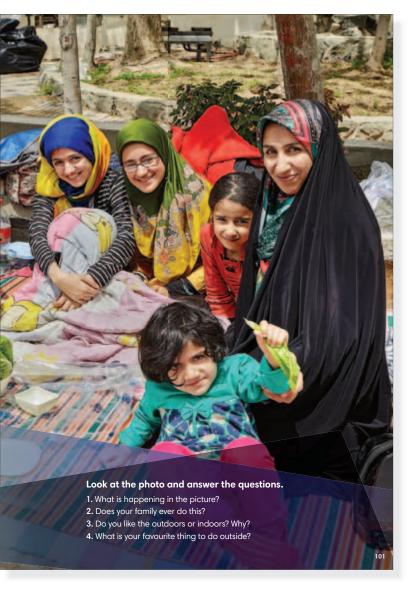
Target Skills

Lesson A: Listening Lesson B: Speaking Lesson C: Writing Lesson D: Reading Lesson E: Project

Target Vocabulary

Lesson A	Lesson B
dust	cut
feed	grass
floor	job
mop	leaves
pet	plant
rubbish	pull
sweep	rake
take out	weed
Lesson C	Lesson D
catch	extra
different	indoor
horse	mountain
lose	pick up
race	sky
show	spare / free time
wear	stars
win	water park





can/can't

Can is a common modal verb in English. It is used to talk about ability or opportunity, to make requests, and to grant permission. You can use can/can't to talk about things people are able to do.

Question	Example		
What can they do?	They can mop the floor.		
Can he mop the floor?	No, he <i>can't</i> .		

Unit 8 Discussion

Look at the photo and answer the questions.

- Ask students to look at the Unit 8 cover page.
- Then ask the class each question.
- Give corrections and ask follow-up questions.
- Ask students to talk with a partner. Have students take turns asking the questions on the page to their partner.

Extra Practise More Discussion

Ask more questions about picnics and indoor and outdoor activities.

Ex.

What kinds of food do people eat on picnics in your country?

Where do people usually go on picnics? What is your favourite thing to do inside? Where is your favourite place to go outside?

Who do you like to go with when you go outside?

Key Grammar

present continuous

Use the present continuous tense to show what people are doing to other things.

Question	Example
What are they doing?	They are mopping the floor.
What are you doing?	I am finishing my homework.
What is she/he/it doing?	She/he/it is <i>sleeping</i> on the bed.

V + -ing

Use a verb with -ing to talk about things you like doing.

like / dislike	I like <i>painting</i> pictures. I dislike <i>playing</i> basketball.
favourite / least favourite	My favourite thing to do is swimming. My least favourite thing to do is cleaning my room.

Lesson A Listening

Aim: Identify the chores people are doing

Vocabulary

1 Listen and number. 4 8-01

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write the correct number of the vocabulary word next to the picture in the book.

Answer Key

From left to right, top to bottom

- 3. pet
- 1. feed
- 2. floor
- 6. mop
- 5. sweep
- 8. take out
- 7. rubbish
- 4. dust
- Practise again. Point at different pictures and ask students to say the words.

What are they doing? Listen and write the vocabulary word you hear.

- Listen to the audio.
- Ask students to answer the questions.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Kev

- 1. feed
- 2. mops
- 3. pet
- 4. sweeps
- 5. dusts
- 6. takes out, rubbish

Teacher's Note

Trash and Garbage

Explain to students that in the US, *rubbish* is called *trash* or *garbage*.

Focus

3 Talk with a partner. Use the vocabulary.

- Read the short conversations aloud, or ask two students to read the short conversations aloud.
- Ask students to practise the conversations with a partner.
- Tell students to practise the conversations again, but to talk about different chores.



4 Listen and match the picture with the phrase.

- Listen to the audio.
- Ask students to match the picture with the correct phrase.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

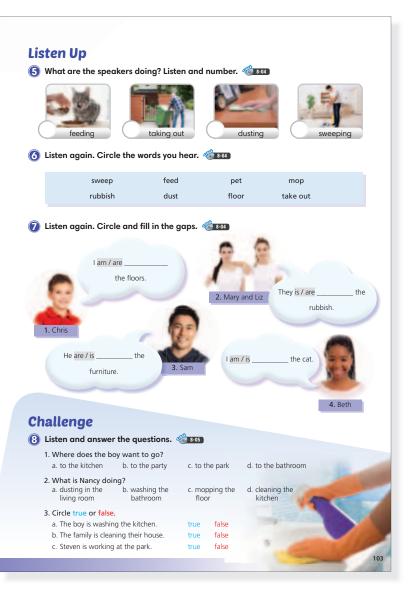
Answer Key

- 1. playing football
- 2. finishing my homework
- 3. mopping the floor
- 4. sleeping on the floor

Teacher's Note

Indoor Chores

Explain different indoor house chores to students. Indoor chores can include cleaning the bedroom, vacuuming the house, doing the laundry, washing the dishes, cleaning the windows, watering the plants, making the bed, etc. Make sure students understand what the different chores entail.



Listen Up

- **5** What are the speakers doing? Listen and number.
- Listen to the audio.
- Ask students to write the number of the description next to the correct picture.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

From left to right

- 4. feeding
- 2. taking out
- 3. dusting
- 1. sweeping

- 6 Listen again. Circle the words you hear. 🍪 8-04
- Listen to the audio again.
- Ask students to circle the words they hear.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

From left to right, top to bottom sweep, feed, rubbish, dust, floor, take out

T Listen again. Circle and fill in the gaps. 🍪 8-04

- Listen to the audio.
- Ask students to circle the word and write the answer in the gap.
- Ask students to complete the activity.
- Check students' answers.

- 1. am, sweeping
- 2. are, taking out
- 3. is, dusting
- 4. am, feeding

Challenge

(8) Listen and answer the questions. 4 8-05



- Listen to the audio.
- Ask students to answer the questions.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

- 1. c
- 2. a
- 3. a. false
 - b. true
 - c. false

Extra Practise Cleaning Day

Ask students when they clean with the phrases:

"When does your family clean the house?" → "My family cleans the house time."

"When do you chore?" \rightarrow "I chore + time."

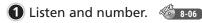
When does your family clean the house? → My family cleans the house on Saturday morning.

When do you clean your room? \rightarrow I clean my room after school.

Lesson B Speaking

Aim: Talk about outdoor chores and activities

Vocabulary



- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write the correct number of the vocabulary word next to the picture in the book.

Answer Key

From left to right, top to bottom

- 7. plant
- 5. grass
- 1. cut
- 3 weed
- 4. pull
- 2. leaves
- 6. rake
- 8. job
- Practise again. Point at different pictures and ask students to say the words.
- 2 Circle the correct word and fill in the gaps with words from the box.
- Ask students to look at the words in the box.
- Ask students to read the sentence prompt.
- Ask students to circle the correct word and fill in the gap with a word from the box.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- 1. cuts, grass
- 2. plant, vegetables
- 3. raking, leaves
- 4. pulling, weeds

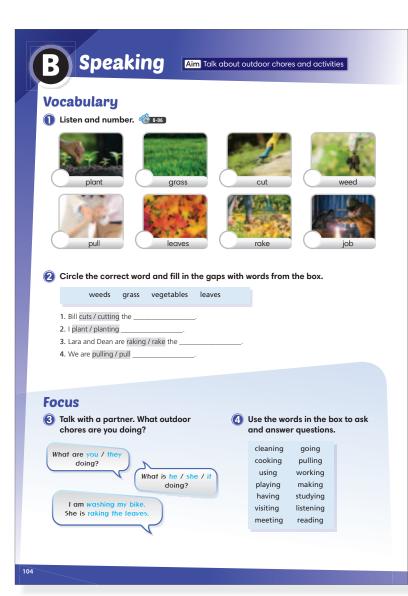
Focus

- 3 Talk with a partner. What *outdoor* chores are you doing?
- Read the short conversation aloud, or ask two students to read the short conversation aloud.
- Ask students to practise the conversation with a partner.
- Tell students to practise the conversation again, but to talk about different outdoor chores.

Teacher's Note

Outdoor Chores

Explain different outdoor chores to students. Outdoor chores can include cleaning the backyard, cleaning the pool, watering the lawn, mowing the lawn, trimming the hedges/bushes, etc. Make sure students understand what the different chores entail.



- Use the words in the box to ask and answer questions.
- Ask students to talk with a partner.
- Ask students to look at the words in the box.
- Tell students to practise by asking and answering questions with the words in the box and the patterns in activity 3.
- Check students' conversations to make sure they're speaking properly.
- · Give feedback.

ExpressionsTalk about things you do and do not enjoy

- **5** Listen and repeat. 8-07
- Read the contents of the table. OR
- Ask students to read the table. OR
- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students if they know what kind of words are being highlighted.

Expressions

Talk about things you do and do not enjoy

6 Listen and repeat. 88-07

like / dislike	, ,	I like playing in the leaves.	
inte / distinte	What don't you like doing?	I don't like raking the leaves.	
favourite / least	What is your favourite thing to do?	My favourite thing to do is swimming.	
favourite	What is your least favourite thing to do?	My least favourite thing to do is cleaning my room.	

Use the expressions and phrases to ask and answer questions.

raking the garden	singing songs	cutting the grass	watching my pets
mopping the floor	looking at the stars	planting flowers	finishing a job

Look at the pictures. Talk with a partner about the chore.







Speak Up

Talk with a partner. Ask which chores they like to do. Decide who will do each chore.

Chore	Name
1. Cut the grass.	
2. Pull the weeds.	
3. Rake the leaves.	
4. Plant the flowers.	
5. Tidy the garden.	

Pronunciation

Q Listen and repeat. 8-08

/ə/
colour
police

Listen and put a tick (V) on the sound.

	/ə/	
1. salad		
2. cart		
3. start		
4. problem		
5. grass		
6. famous		

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Extra Practise What Do You Like Doing?

Practise asking students what chores they like and dislike doing with the phrases in activity **3**. Ask follow-up questions.

Ex.

What chores do you like doing? \rightarrow I like doing homework and cleaning my room.

What chores don't you like doing? \rightarrow I don't like washing my dog or taking out the trash.

When do you usually wash your dog? \rightarrow I usually wash him at the weekend.

6 Use the expressions and phrases to ask and answer questions.

- Ask students to work as a class or talk with a partner.
- Tell students to practise asking and answering questions with the expressions and phrases in the box and the patterns in activity **⑤**.
- Check students' questions and answers to make sure they're speaking properly.
- Give feedback.

Look at the pictures. Talk with a partner about the chore.

- Tell students to find a partner.
- Tell students to discuss the chores in the pictures.
- Check students' conversations to make sure they're speaking properly.
- Ask students if they would like to share their discussion with the class.
- Ask follow-up questions.

Speak Up

- **3** Talk with a partner. Ask which chores they like to do. Decide who will do each chore.
- Ask students to work with a partner.
- Ask students to look at the table.
- Tell students to practise asking which chores they like and dislike with the patterns in activities **5** and **6**.
- Tell students to write down the name of who will do each chore in the table.
- Check students' conversations to make sure they're speaking properly.
- Ask some students to present their conversations to the class.
- Give feedback.

Pronunciation

- 9 Listen and repeat. 4 8-08
- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Check students' understanding.
- Ask students to circle the correct vowel in each word if needed.
- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Tell students to put a tick on the correct sound.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- 1. 🗸
- 2.
- 4. 1
- 5.
- 6. 🗸

Lesson C Writing

Aim: Describe what people are doing

Vocabulary

1 Listen and number. 4 8-10

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write the correct number of the vocabulary word next to the picture in the book.

Answer Key

From left to right, top to bottom

- 7. win
- 2. lose
- 8. race
- 6 wear
- 5. different
- 1. catch
- 4. show
- 3. horse
- Practise again. Point at words in the book and ask students to say the words aloud.
- 2 Complete the sentences with can or can't. Compare with a partner.
- Ask students to read the sentence prompts.
- Ask students to fill in the gap with can or can't.
- Ask students to complete the activity.
- Ask students to find a partner.
- Ask students to compare their work with their partner.
- Check students' answers.
- Ask some students to present their findings to the class.
- Give feedback.

Answer Key

Sample Answers

1. I can catch a ball.
 2. I can ride a horse.
 3. I can't skateboard well.
 4. I can win a race.
 5. I can't cut someone's hair.
 6. I can't surf.

- **3** Fill in the gaps with the best vocabulary word. Put the word in the correct form.
- Ask students to read the sentence prompts.
- Ask students to fill in the gap with the best vocabulary word.
- Tell students to put the word in the correct form as needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

1. showing 2. to wear 3. wearing 4. win / lose 5. is catching / can / can't catch

Teacher's Note

Explain to students why it is incorrect to use the present continuous to talk about habits or repeated actions.



Focus

- 4 Look at the pictures. What are they doing? Circle true or false.
- Ask students to look at the picture.
- Ask students to read the word.
- Ask students to answer the question.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

 1. false
 2. true
 3. false
 4. true

 5. false
 6. false

Extra Practise

Practise having students ask questions pointing at the pictures and using the present continuous with the phrases:

"Is/Are you/he/she/we/they ____ now?" \rightarrow "Yes/No, I/he/she/we/they am/is/are (not) now."

Ex.

Are they running now? \rightarrow Yes, they are running now. Is she riding a horse now? \rightarrow No, she is not riding a horse now.

Grammar

6 Read and listen.

Present Continuous: be + verb(ing)			
Questions	Answers		
What are you/we/they do ing ?	I am sing ing . We/They are sing ing .		
What is he/she/it do ing ?	He/She/It is singing.		

6 Fill in the gaps with the given words and the present continuous tense.

1.	She	a film. (watch)	2	are	their bikes.	(race)
3.	is	English. (practise)	4.		breakfast. (cod	ok)
5.	We are	the bus. (catch)	6. It is _	or	n the floor. (sleep)	

 Look at the pictures. Complete the sentences. At least one sentence should be in present continuous.

	2.	3.
They	He	We
There are the ba	all The horse	ı

Writing

1 Look at the pictures. What is happening? Talk with a partner.







Write complete sentences describing what is happening in the pictures above. Share your sentences with the class.

	,			
1		 	 	
2		 	 	
3.				

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Grammar

- 6 Read and listen. 8-11
- Read the contents of the table. OR
- Ask students to read the table. OR
- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students if they know what kind of grammar point is being highlighted.

6 Fill in the gaps with the given words and the present continuous tense.

- Ask students to read the sentence prompts and look at the words in parentheses.
- Ask students to change the words in parentheses into the present continuous tense and write them in the gap.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

1. is, watching
 2. They, racing
 3. He/She, practising
 4. am, cooking
 5. catching
 6. sleeping

- Look at the pictures. Complete the sentences. At least one sentence should be in present continuous.
- Ask students to look at the pictures and read the sentence prompts.
- Ask students to complete the sentences.
- Tell students that at least one sentence should be in present continuous.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

Sample Answers

- 1. They are playing catch. / There are trees behind the ball.
- 2. He is riding a horse. / The horse is running.
- 3. We are working in the garden. / I am watering the plants.

Writing

- **3** Look at the pictures. What is happening? Talk with a partner.
- Ask students to talk with a partner.
- Ask students to look at the pictures.
- Tell students to talk about what is happening in the pictures with the patterns in activities **⑤**, **⑥**, and
- Check students' conversations to make sure they're speaking properly.
- Ask some students to present their conversations to the class.
- · Give feedback.
- Write complete sentences describing what is happening in the pictures above. Share your sentences with the class.
- Ask students to work with a partner.
- Ask students to write sentences about what is happening in the pictures.
- Ask students to complete the activity.
- Ask some students to present their conversations to the class
- Give feedback.

Answer Key

Sample Answers

- 1. The girl is blowing bubbles in the meeting.
- 2. The children are writing on each other with markers.
- 3. The cat is riding on a horse.

Lesson D Reading

Aim: Read about people in different time zones

Vocabulary



- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Practise again. Point at words in the book and ask students to say the words aloud.

2 Listen and match to complete the sentences.

- Listen to the audio.
- Ask students to draw lines to match the sentence parts.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- 1. Ben is picking up his kids.
- 2. He is playing at a water park.
- 3. They are watching the stars.
- 4. She is studying in her spare time.

Extra Practise

Practise asking students what they like doing indoors / at a water park / in the mountains with the present continuous tense.

Ex.

What do you like doing in the mountains?

→ I like mountain biking in the mountains.

Pre-Reading

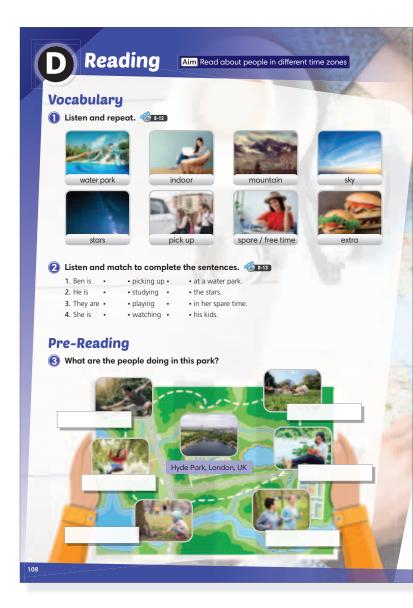
What are the people doing in this park?

- Ask students to look at the pictures.
- Tell students to fill in the gaps with the activities that the people are doing.
- Tell students to practise by asking and answering questions using the present continuous tense.

Answer Key

From left to right, top to bottom

- 1. The man is practising Thai Chi.
- 2. The woman is sleeping on the grass.
- 3. The woman is playing on the swings.
- 4. The woman is reading next to a lake.
- 5. The girl is feeding a squirrel by a tree.
- 6. The women are running on a path.



Teacher's Note

Present Continuous Follow-Up Questions

When students give answers in the present continuous tense, ask follow-up questions with the present continuous.

Ex.

What is the man doing? \rightarrow He is practising Thai Chi. Where is he practising Thai Chi? \rightarrow He is practising it in the park.

What is he practising next to? \rightarrow He is practising next to some trees.

What is he wearing? \rightarrow He is wearing shorts and a T-shirt.

Etc.



Teacher's Note

Time Zones

Explain to students that time zones were first conceptualized in England in the fifteenth century. The first time zone, Greenwich Mean Time, was centred on Royal Observatory in Greenwich, London. By 1900, most of the world was split up into standard time zones. Most time zones are offset from each other by full hours. A few, though, are offset by 30 or 45 minutes. Each time zone has a unique name, such as the North American Eastern Time Zone. Also, large countries like Russia and the US have several time zones. Ask students what time zone they live in, or how many time zones their country has.

6 Talk with a partner.

- Tell students to find a partner.
- Tell students to discuss the questions.
- Ask students if they would like to share their discussion with the class.
- Ask follow-up questions.

OR

• Read the article aloud.

- Ask students to read parts of the reading aloud.
- Replay the audio if needed.

Comprehension

5 Circle true or false.

- Ask students to answer the questions.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- 1. false
- 2. false
- 3. true
- 4. true

Lesson E **Project**

Aim: Create a plan to help others

Video

- 1 Look at the pictures. What do you think the video will be about? Talk with a partner
- Ask students to look at the pictures.
- Ask students to make predictions about the video they're about to watch.
- Tell students to talk with a partner.
- Tell students to share their predictions with their partner.

Scan the QR code to link to the Unit 8 video.

- Watch the video. Number the pictures in order.
- Play the video for students.
- Ask students if their predictions were correct.
- Ask students to number the pictures in order.
- Play the video again if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

From left to right

1, 2, 3

- hear. (
- Ask students to look at the pictures and read the words.
- Play the video again.
- Ask students to put a tick next to the word they hear.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

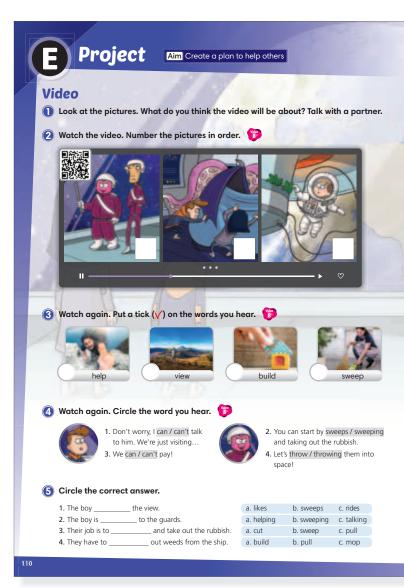
From left to right

view, sweep

- $oldsymbol{4}$ Watch again. Circle the word you hear. $oldsymbol{1}^{ ext{Vdes}}$
- Ask students to read the sentences.
- Play the video again.
- Ask students to circle the word they hear.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- 1. can
- 2. sweeping
- 3. can't
- 4. throw



5 Circle the correct answer.

- Ask students to read the sentence prompts.
- Ask students to circle the correct answer.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

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



Cook at the table. Then talk with a partner.

	Questions	Answers
MAN TO	What <i>can</i> he do?	He <i>can</i> walk the cat in the park.
	Can I help you?	No, you <i>can't</i> . Yes, you <i>can</i> .

Dook at the activities. What can you do and what can't you do? Talk with a partner.

I can / can't ride a horse. Can you?

ride a horse	camp in the woods	sail in a boat
sing in a band	wear a costume outside	build a tent



write two sentences. Then share your sentences with your friends.

Grammar

I will help Alda / Elias.

- **6** Look at the table. Then talk with a partner.
- Read the contents of the table. OR
- Ask students to read the table.
- Ask students if they know what kind of words are being highlighted.
- Tell students to find a partner.
- Ask students to discuss the questions and answers.
- Ask students if they would like to share their discussion with the class.
- Look at the activities. What can you do and what can't you do? Talk with a partner.
- Tell students to find a partner.
- Ask students to read the contents of the table.
- Tell students to use the patterns in activity **6** to talk about what they *can* and *can't* do.
- Check students' conversations to make sure they're speaking properly.
- Ask students if they would like to share their conversations with the class.
- Give feedback.

Extra Practise No, I can't ..., but I can ...!

Explain to students that if they can't do something, then they can say they can't do it and then say something they can do. Allow students to practise saying what they can't do and then what they can do with the pattern:

"No, I can't _____, but I can _____!"

Ex.

No, I can't slam dunk, but I can shoot three pointers!

21st Century Skills

8 How are you helping others?

- Ask students to get into groups.
- Tell students to read and answer the questions in their groups.
- Check students' conversations to make sure they're speaking properly.
- Ask different groups to present their ideas to the class.
- · Give feedback.
- Help either Alda or Elias for one afternoon. Use your group ideas to write two sentences. Then share your sentences with your friends.
- Ask students to work in their groups.
- Tell students to choose whom to help.
- Tell students to use the patterns from activities and to talk about their questions.
- Tell students to write their answers on the lines.
- Check students' conversations to make sure they're speaking properly.
- Ask different groups to present their ideas to the class.
- Give feedback.

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Teacher's Note

Community Service

Explain to students that community service involves helping out in one's neighbourhood. This can include volunteering for things like keeping elderly people company at a retirement home, helping to clean up a park, planting trees in a park, helping out at an animal shelter, etc.

Ask students about the kinds of community service available to them in their neighbourhoods. Then ask them about the community service they would like to do and how they can help out.

Review Unit 7-8

• Read the text and match the pictures with the highlighted word(s).

- Ask students to look at the pictures.
- Ask students to read the passage.
- Ask students to match the picture with the correct number.
- Ask students to write the word in the gap.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- 1. h, mountains
- 2. d, feeds
- 3. f, sweeps
- 4. b, rakes
- 5. a, leaves
- 6. e, sky

Read and fill in the gaps in the table.

- Ask students to look at the table.
- Ask students to read the passage.
- Ask students to fill in the gaps in the table.
- Ask students to complete the activity.
- Check students' answers.

Answer Kev

- 1. cut grass
- 2. rake the leaves
- 3. beans
- 4. bread
- 5. plant vegetables
- 6. banana

Teacher's Note

Ingredients and Recipes

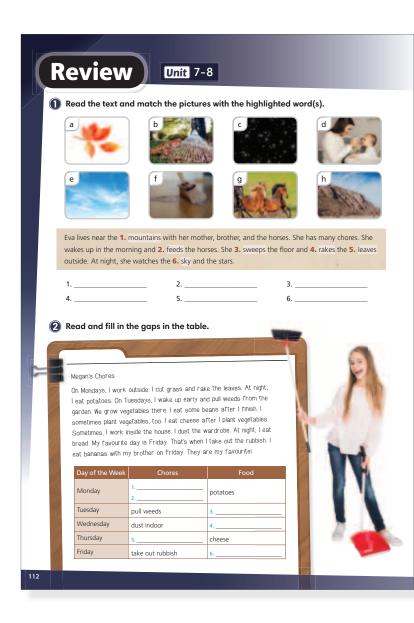
Explain to students that ingredients are the different foods, spices, and herbs that go into making a dish while the recipe is how to make the dish. See the sample recipe below as an example.

Spaghetti Bolognese

Ingredients: 1 red onion, 2 red peppers, 120g ground beef, 1 can of tomatoes, 1 cup of water, 3 tablespoons of olive oil, 2 cloves of garlic, 1 tablespoon of oregano, 50g of spaghetti (per person)

Recipe:

- 1. Cut the onion, red peppers, and garlic into small pieces.
- 2. Heat the olive oil in a pan and cook the vegetables and ground beef in it at a medium heat.
- 3. Add the oregano, tomatoes, and water. Cook it for 20 minutes on low heat.
- 4. Boil the spaghetti separately in a big pot.
- 5. Put the spaghetti onto a plate and then pour the sauce on top. Enjoy!



3 Unscramble the responses.

- Ask students to read the question.
- Ask students to look at the sentence parts.
- Ask students to unscramble the sentence parts and write the answer on the line.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- 1. No, he doesn't eat much sugar.
- $\ensuremath{\mathsf{2}}.$ They are pulling weeds in the garden.
- 3. No, she is raking the leaves.

I. Does he eat a lot	or sugar?	\rightarrow	sugar. / he / much / o	doesn't e	at / NO,
2. What are they do	ing?	→	They / the garden. /	pulling v	veeds / are / in
3. Is she pulling the	weeds?	→	No, / the leaves. / is	aking / s	he
Correct the und	erlined w	ords.	. Rewrite the sente	nces.	
1. She is <u>rides</u> a hors	se.	-	→		
2. They are <u>cleans</u> .		-	·		
3. She <u>are</u> sleeping o	on the bed.	-	·		
4. They eat much sa	ndwiches.	-	·		
5. She doesn't drink	many milk.	-	·		
6. She eats a little e	ggs.	_	→		
Listen and circle					
Listen and circle 1. Eva will tidy the g 2. Eva eats chocolate	arden befor e cake every	e she day.	takes out the rubbish.	true true	false false
Listen and circle 1. Eva will tidy the g 2. Eva eats chocolate 3. Eva will sweep the	arden befor e cake every e floor after	e she day.	takes out the rubbish.	true true	false false
Listen and circle 1. Eva will tidy the g 2. Eva eats chocolate	arden befor e cake every e floor after	e she day.	takes out the rubbish.	true	false
Listen and circle 1. Eva will tidy the g 2. Eva eats chocolate 3. Eva will sweep the 4. Mum loves choco	arden before e cake every e floor after late cake.	e she day. she ti	takes out the rubbish.	true true	false false
Listen and circle 1. Eva will tidy the g 2. Eva eats chocolate 3. Eva will sweep the 4. Mum loves choco Listen and circle 1. Eva wants to eat	arden before e cake every e floor after late cake. the corre	e she day. she ti	takes out the rubbish. Idies the garden. Inswer.	true true true	false false false
Listen and circle 1. Eva will tidy the g 2. Eva eats chocolate 3. Eva will sweep the 4. Mum loves choco	arden before e cake every e floor after late cake.	e she day. she ti	takes out the rubbish. Idies the garden. Inswer.	true true true	false false
Listen and circle 1. Eva will tidy the g 2. Eva eats chocolate 3. Eva will sweep the 4. Mum loves choco Listen and circle 1. Eva wants to eat	arden befon e cake every e floor after late cake. the corre b. bana	e she day. she ti	takes out the rubbish. Idies the garden. Inswer.	true true true	false false false
Listen and circle 1. Eva will tidy the g 2. Eva eats chocolate 3. Eva will sweep the 4. Mum loves choco Listen and circle 1. Eva wants to eat a. potato soup	arden befon e cake every e floor after late cake. the corre b. bana	e she day. she ti	takes out the rubbish. Idies the garden. Inswer.	true true true	false false false
Listen and circle 1. Eva will tidy the g 2. Eva eats chocolate 3. Eva will sweep the 4. Mum loves choco Listen and circle 1. Eva wants to eat a. potato soup 2. Leo will go out t	e cake every e floor after late cake. • the corre b. bana to buy b. suga	e she day. sshe ti anna bro	takes out the rubbish. Idies the garden. Inswer. R12 ead c. chocolate	true true true	false false false d. milk

4 Correct the underlined verbs. Rewrite the sentences.

- Ask students to read the sentence.
- Ask students to write the correct sentence on the line.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- 1. She is riding a horse.
- 2. They are clean.
- 3. She is sleeping on the bed.
- 4. They eat many sandwiches.
- 5. She doesn't drink much milk.
- 6. She eats a few eggs. / few eggs.

5 Listen and circle true or false. R4-1



- Ask students to read the sentences.
- Listen to the audio.
- Ask students to answer the questions.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- 1. false
- 2. false
- 3. false
- 4. true

6 Listen and circle the correct answer. R4-2



- Ask students to read the sentence prompts.
- Ask students to circle the correct word.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- 1. c
- 2. a
- 3. a

Teacher's Note

More on Food Quantifiers

Make sure students understand the different quantifiers associated with food. Below is a reference of the most commonly used food quantifiers.

glass/bottle of spoonful of cup of gallon/litre of glass of pitcher of peck of bag/sack of box/tin of plate of bowl of carton of loaf of pound/kilo of pinch of

This unit will give students the ability to talk about past events using the simple past tense. Students will also learn to describe how past events made them feel.

Scan the QR code to download the Unit 9 audio.

WHAT YOU WILL DO IN THIS UNIT

Unit 9 AIMS

Lesson A: Describe past events

Lesson B: Talk about weekend activities

Lesson C: Read about a fantastic weekend trip

Lesson D: Write about how a past experience made you

teel

Lesson E: Work with a group to write a story

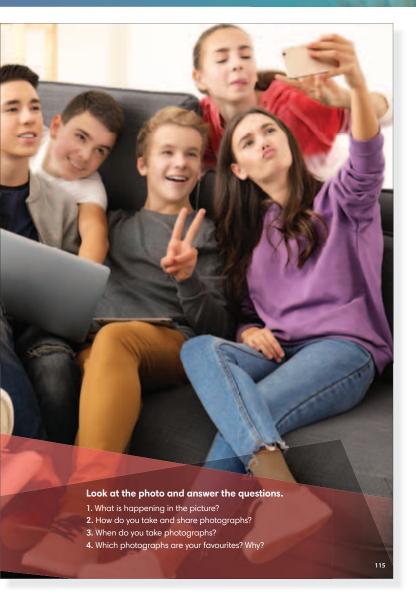
Target Skills

Lesson A: Listening Lesson B: Speaking Lesson C: Reading Lesson D: Writing Lesson E: Project

Target Vocabulary

Lesson A	Lesson B
airport bank café concert library match museum shop supermarket zoo	call enjoy look start stop text visit wait
Lesson C	Lesson D
come / came do / did feel / felt give / gave go / went have / had make / made say / said see / saw take / took	afraid angry excited glad shy surprised unhappy worried
Lesson E	





Key Grammar

simple past

Use simple past tense to talk about events that already happened. Add *-ed* or *-d* to the end of a verb to make a past tense verb.

Present Tense	Past Tense
walk	walked
talk	talked
live	lived
die	died

was/were

The past tense of the be verb is was and were.

Singular Pronoun	<i>be</i> verb	Plural Pronoun	<i>b</i> e verb	Example
I	was	We	were	I was at the zoo. We were at the zoo.
You	were	You	were	You were at the zoo.
He/She/It	was	They	were	They were at the zoo.

some common irregular verbs

Some verbs cannot be put into the past tense by adding -ed and -d. These verbs are called irregular verbs.

Present Tense	Past Tense	Present Tense	Past Tense
be	was/were	got	got
become	became	give	gave
begin	began	go	went
come	came	have	had
drink	drank	hear	heard
buy	bought	keep	kept
bring	brought	let	let
eat	ate	make	made
feed	fed	say	said
forget	forgot	speak	spoke

Unit 9 Discussion

Look at the photo and answer the questions.

- Ask students to look at the Unit 9 cover page.
- Then ask the class each question.
- Give corrections and ask follow-up questions.
- Ask students to talk with a partner. Have students take turns asking the questions on the page to their partner.

Extra Practise More Discussion

Ask more questions about taking photographs.

Ex.

Where do you usually take photographs?

Do you take photographs with a camera or a smartphone?

Do you like taking pictures of people or places?

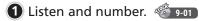
Do you post your photographs online?

Where do you post your photographs?

Lesson A Listening

Aim: Describe past events

Vocabulary



- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write the correct number of the vocabulary word next to the picture in the book.

Answer Key

From left to right, top to bottom

- 4. airport
- 9. bank
- 1. café
- 8 concert
- 3. match
- 5. library
- 2. museum
- 10. shop
- 7. supermarket
- 6. zoo
- Practise again. Point at different pictures and ask students to say the words.
- 2 What are they talking about? Listen and fill in the gap. 49-02
- Listen to the audio.
- Ask students to answer the questions.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- 1. shop
- 2. zoo
- 3. bank
- 4. airport
- 5. concert6. café
- **Focus**

3 Talk with a partner. Use words from the Word Box.

- Read the short conversation aloud, or ask two students to read the short conversation aloud.
- Ask students to practise the conversation with a partner.
- Tell students to practise the conversation again, but to use the words from the Word Box and talk about different places.

Teacher's Note

Other Places

Ask students to name some other places people go to. Then introduce some other places, such as an amusement park, a shopping mall, a market, a flea market, a festival, a play, etc.



Extra Practise Where Were They?

Point to some of the vocabulary words and practise asking students where people were.

Ex.

Where was the woman? \rightarrow She was at the supermarket.

Where was the girl last weekend? \rightarrow She was at the zoo last weekend.

Etc.

Grammar

- 4 Look at the table.
- Read the contents of the table. OR
- Ask students to read the table.
- Ask students if they know what kind of kind of grammar point is being highlighted.

Teacher's Note

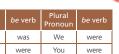
Was Not / Wasn't

This NOTE illustrates that that the contractions wasn't and weren't can be used in place of was not and were not. Make sure students understand this.

Grammar

He / She / It

Look at the table.



Thev

(5) Circle the correct word.

- 1. We was / were not at the zoo yesterday.
- 2. They was / were at the airport last week
- 3. You was / were not at the museum last Saturday.
- 4. I was / were at the library last night.
- 5. Ken was / were not at the match yesterday.
- 6. Kimmy and Gina was / were at the shop last week.

6 Listen and rewrite the sentences in past tense. 49-93

Change: $am / is \rightarrow was$ and $are \rightarrow were$

- $lue{Ex}$ Jeremy is looking at the elephant in the zoo. ightarrow Jeremy $lue{was}$ looking at the elephant in the zoo.
- 1. I am looking for a book in the library.
- 2. Mike and Hana are at the museum.
- 3. They are buying tea at the café.

was

- 4. Jan is at the match, watching the team.
- → I _____ looking for a book in the library. → Mike and Hana _____ at the museum
- → They _____ buying tea at the café.
- ightarrow Jan _____ at the match, watching the team.

Listen Up

Listen and match the picture with the speaker. Then fill in the gaps.











b. Where

yesterday? at the Monet exhibition at the museum



last night? the library with her classmates.

c. Where



fruit.

studying for a test.

Challenge

(3) Listen and answer the questions.



1. Where did the family go? Circle all the answers.

a. café c. video game shop b. bank d. museum

2. Mum bought tickets to go to the a. museum c. concert b. airport d. zoo

6 Circle the correct word.

- Ask students to read the sentences.
- Ask students to circle the correct words.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- 1. were
- 2. were
- 3. were
- 4. was 5. was
- 6. were

6 Listen and rewrite the sentences in past tense. 9-03

- Listen to the audio.
- Ask students to write the correct word in the gap to change the sentence to past tense.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- 1. was
- 2. were
- 3. were
- 4. was

Listen Up

- Listen and match the picture with the talk. Then fill in the gaps. 4 9-04
- Listen to the audio.
- Ask students to match the picture with the correct talk.
- Ask students to fill in the gaps with the correct words.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- 1. d, were they, They were
- 2. c, was Beth, She was, They were
- 3. a, were you, I was
- 4. b, were you, I was

Challenge

- 8 Listen and answer the questions. 4 9-05
- Listen to the audio.
- Ask students to answer the questions.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- 1. a, b, c
- 2. d

Lesson B **Speaking**

Aim: Talk about weekend activities

Vocabulary

1 Listen and write the word. \$\langle\$ 9-06

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write the word they hear under the correct picture.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- 1. start
- 2. call
- 3. stop
- 4. wait
- 5. look
- 6. enjoy
- 7. visit
- 8. text

Match the verb with its past tense form.

- Ask students to look at the words.
- Ask students to match the word with its correct past tense form.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

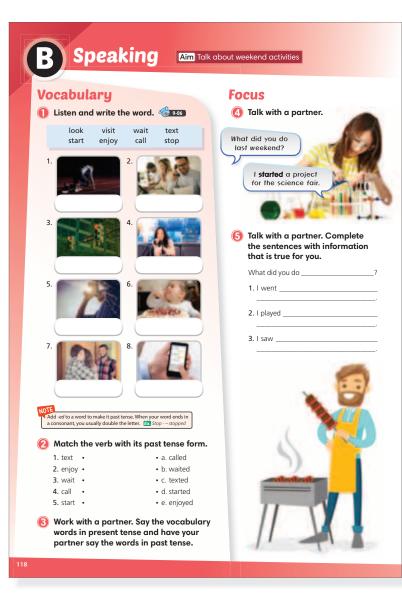
1. c 2. e 3. b 4. a 5. d

- 3 Work with a partner. Say the vocabulary words in present tense and have your partner say the words in past tense.
- Ask students to work with a partner.
- Ask one student to say a vocabulary word in the present tense and then have the other student say the word in the past tense.
- Ask students to complete the activity.
- Check students to make sure they're speaking properly.

Focus

4 Talk with a partner.

- Read the short conversation aloud, or ask two students to read the short conversation aloud.
- Ask students to practise the conversation with a partner.
- Tell students to practise the conversation again, but to talk about different activities.



5 Talk with a partner. Complete the sentences with information that is true for you.

- Ask students to work with a partner.
- Ask students to read the prompts.
- Ask students to fill in the gaps with information that is true for them.
- Ask students to complete the activity.
- Check students' conversations to make sure they're speaking properly.
- Check students' answers.

Answer Key

Sample Answers

- What did you do last weekend?
- 1. I went to the shopping centre with my friends.
- 2. I played football at the park.
- 3. I saw a film at the cinema.

Teacher's Note

Irregular Verbs

Explain to students that some verbs are irregular. They don't follow the same rules when changing from present to past tense. Common irregular verbs include begin, break, bring, buy, build, choose, cost, draw, fall, grow, hide, hurt, keep, know, lead, put, read, sell, shake, sing, sleep, speak, teach, etc.



Extra Practise What did ... do last weekend?

Have students practise asking and answering about what they did over the weekend by asking one student what he or she did, and then asking another students to repeat what the first student did. Then ask the second student what he or she did over the weekend. Repeat this process several times.

Ex.

What did you do last weekend?

ightarrow I went to the park with my friends.

(Choose another student)

What did Maria do last weekend?

 \rightarrow She went to the park with her friends.

What did you do last weekend?

 \rightarrow I played video games at home.

(Choose another student)

Etc.

Speak Up

- **6** Talk with a partner. Tell your partner what you did at the Freeport Festival.
- Ask students to work with a partner.
- Ask students to look at the flyer for the festival.
- Ask students to talk about what they did at the festival.
- Tell students to use the past tense.
- Check students' conversations to make sure they're speaking properly.
- Ask some students to present their conversations to the class.
- · Give feedback.

T Listen and circle the correct answers. 4 9-07

- Listen to the audio.
- Ask students to circle the correct answer.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

great food
 music
 horse
 hotdogs
 music
 games
 ride horses

Extra Practise Festivals and Holidays

Ask students to name one famous festival or holiday in their country. Then practise asking students what they did at the festival or on the holiday with the past tense. Tell the students to use the structures in exercises and not in their answers.

Pronunciation

- 8 Listen and repeat. 4 9-08
- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Check students' understanding.
- Ask students to circle the correct consonants in each word if needed.

9 Listen and repeat. Circle the sound you hear: /dʒ/ or /g/.

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Tell students to circle the correct sound.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

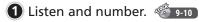
Answer Key

- 1./g/
- 2./dʒ/
- 3./g/
- 4./g/
- 5./**d**ʒ/
- 6. /dʒ/

Lesson C Reading

Aim: Read about a fantastic weekend trip

Vocabulary



- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write the correct number of the vocabulary word next to the picture in the book.

Answer Key

From left to right, top to bottom

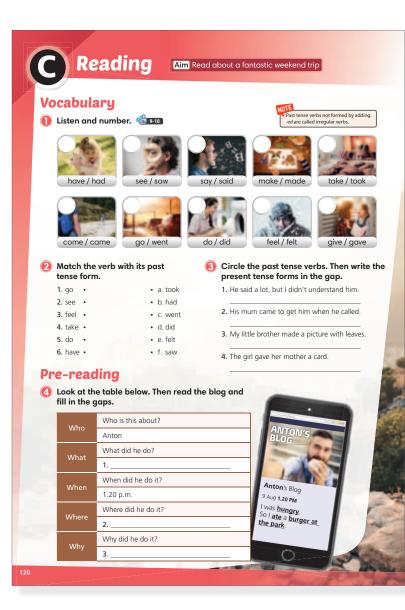
- 7. have / had
- 10. see / saw
- 4. say / said
- 8. make / made
- 3. take / took
- 9. come / came
- 5. go / went
- 2. do / did
- 1. feel / felt
- 6. give / gave
- Practise again. Point at different pictures and ask students to say the words.
- 2 Match the verb with its past tense form.
- Ask students to look at the words.
- Ask students to match the word with its correct past tense form.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- 1. c
- 2. f
- 3. e
- 4. a
- 5. d 6. b
- 3 Circle the past tense verbs. Then write the present tense forms in the gap.
- Ask students to read the sentence and circle the past tense verbs.
- Ask students to rewrite the sentence in the present tense on the line.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- 1. said, didn't, He says a lot, but I don't understand him.
- 2. came, called, His mum comes to get him when he calls.
- 3. made, My little brother makes a picture with leaves.
- 4. gave, The girl gives her mother a card.



Pre-reading

- 4 Look at the table below. Then read the blog and fill in the gaps.
- Ask students to look at the table.
- Ask students to read the blog.
- Ask students to fill in the gaps with the information from the blog.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- 1. He ate a burger.
- 2. He did it at the park.
- 3. He did it because he was hungry.

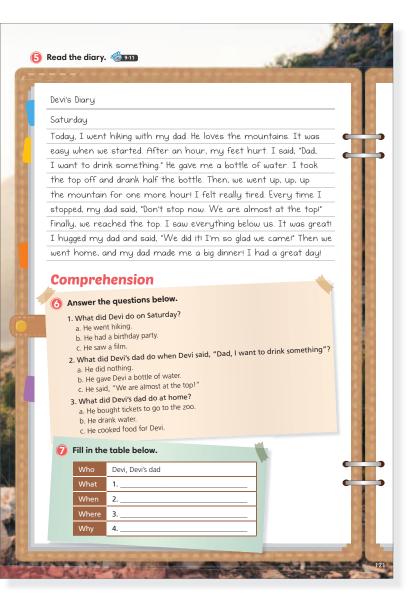
Teacher's Note

The 5 W's and H

Explain to students that when giving an explanation about something, it is a good idea to include details. Let students know that they can do this by answering the 5 W's and H (who, what, when, where, why, and how) when giving a description.

Ex.

I was bored yesterday, so I walked to the mall to meet my friend.



7 Fill in the table below.

- Ask students to look at the table.
- Ask students to fill in the gaps with the information from the diary.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

Sample Answers

- 1. They went hiking.
- 2. They went hiking on Saturday.
- 3. They went hiking on a mountain.
- 4. They went hiking because Devi's dad loves the mountains.

Extra Practise The Best Day

Ask students to think about their best day. Tell them to get out a sheet of paper and write what they did on that day. Remind them to include details about what they did, when they did it, who they did it with, where they did it, why they did it, and how they did it. Ask some of the students to present their work. Make sure to give feedback.

Ex.

I went to the beach last weekend. My friends and I wanted to go surfing. My mum drove us to the beach in her car. We surfed all day. It was the best day ever.

- **5** Read the diary. 🍪 9-11
- Listen to the audio.

OR

• Read the diary aloud.

OR

- Ask students to read parts of the reading aloud.
- Replay the audio if needed.

Comprehension

6 Answer the questions below.

- Ask students to answer the questions.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

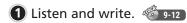
Answer Key

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

Lesson D Writing

Aim: Write about how a past experience made you feel

Vocabulary



- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write the word they hear under the correct picture.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

1. excited	2. unhappy
3. surprised	4. glad
5. worried	6. afraid
7. shy	8. angry

- 2 How does the speaker feel? Listen and write the best vocabulary word. 9-13
- Listen to the audio.
- Ask students to write the best word in the gap.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- 1. surprised
- 2. worried
- 3. angry
- 4. unhappy
- 5. glad
- 6. excited

Extra Practise When do you feel ...?

Practise asking students when they experience different feelings with the phrases:

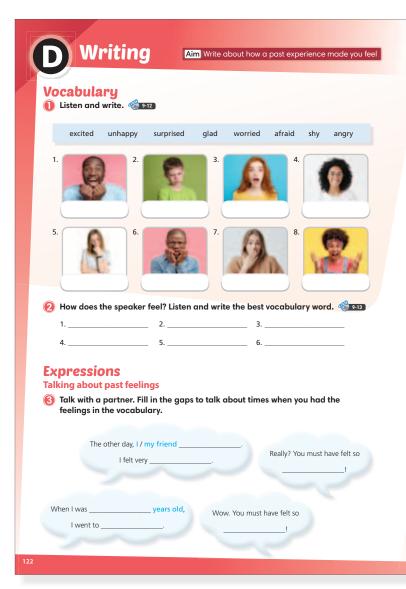
"When	do you	feel	?" →	"I feel	
when	"				

Ex.

When do you feel excited? \rightarrow I feel excited when I go on vacation.

When do you feel afraid? \rightarrow I feel afraid when I go to the dentist.

Etc.



Teacher's Note

Feeling Adjectives

Introduce other adjectives that describe feeling, such as annoyed, amazed, brave, comfortable, uncomfortable, disgusted, disappointed, exhausted, frustrated, nervous, panicked, pleased, relaxed, relieved, etc. Make sure students understand when to use the different adjectives.

ExpressionsTalking about past feelings

- 3 Talk with a partner. Fill in the gaps to talk about times when you had the feelings in the vocabulary.
- Read the sentence prompts aloud, or ask two students to read the sentence prompts aloud.
- Ask students to work with a partner.
- Ask students to practise saying the sentences with a partner.
- Ask students to practise saying the sentences with their partner.
- Check students' conversations to make sure they're speaking properly.
- Give feedback.

6 Fill in the table with information about your partner's story. Ask your partner more questions if you need to and complete the table.

Who	Who was there?	
What	What happened?	
When	When did it happen?	
Where	Where did it happen?	
Why	Why did your partner feel?	

Focus

Match the words with the pictures.

	worried	afraid	surprised	excited	unhappy	sad	happy	shy
	(4)		(0)	4			60	
1.		2.		3.	(6	4.		65
	5.		6.		7.		8	
6	Write the em	otion des	cribed in ea	ch sentend	e. Answers	will var	y.	
	1	I lost	my brand new	bike. I can't	stop crying!			
	2	I'm n	ot very good a	t saying hello	to new people			
	3.	My fi	riends threw a	birthday part	for me. I had	no idea tl	ney were go	ing to do t

Writing

Talk with a partner. Answer the questions and include how the event made you feel.

It's very late at night. I hope the bus comes soon.

I saw my friend for the first time in two years. It was great to see her again.

What was the last film you saw? What did you do with your best friend last?	What happened on your last birthday?	Ex. On my last birthday, I had a party at my house. I was so excited!
	What was the last film you saw?	
	What did you do with your best friend last?	
What was the last scary thing you saw?	What was the last scary thing you saw?	

4 Fill in the table with information about your

partner's story. Ask your partner more questions if you need to and complete the table.

- Ask students to work with a partner.
- Ask students to read the table.
- Ask students to fill in the table with their partner's information.
- Tell students to ask their partner additional questions if needed.
- Check students' conversations to make sure they're speaking properly.
- Give feedback.

Focus

- **⑤** Match the word with the picture.
- Ask students to read the words.
- Ask students to look at the pictures.
- Ask students to write the word under the correct picture.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

1. excited	2. sad	3. afraid	4. shy
5. surprised	6. unhappy	7. happy	8. worried

- **6** Write the emotion described in each sentence. Answers will vary.
- Ask students to read the sentence.
- Ask students to write the best emotion in the gap.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

Sample Answers

- 1. sad
- 2. shy
- 3. surprised
- 4. worried
- 5. excited

Writing

- Talk with a partner. Answer the questions and include how the event made you feel.
- Ask students to talk with a partner.
- Ask students to look at the table.
- Tell students to talk about the questions in the table.
- Ask students to write their answers in the table or on a separate sheet of paper.
- Ask students to complete the activity.
- Check students' conversations to make sure they're speaking properly.
- Ask some students to present their conversations to the class.
- Give feedback.

Answer Key

Sample Answers

- 1. At my last birthday party, I had a party at my house. I was so excited.
- 2. The last film I saw was *Super Timmy*. It was not a good film. I was so unhappy.
- 3. Maths homework was the last thing I did with my friend. I was happy because we finished it fast.
- 4. The last scary thing I saw was a horror film about a big shark. I was really afraid because I don't like sharks.

Lesson E Project

Aim: Work with a group to write a story

Video

- 1 Look at the pictures. What do you think the video will be about? Talk with a partner.
- Ask students to look at the pictures.
- Ask students to make predictions about the video they're about to watch.
- Tell students to talk with a partner.
- Tell students to share their predictions with their partner.

Scan the QR code to link to the Unit 9 video.

- 2 Watch the video. Number the pictures in order.
- Play the video for students.
- Ask students if their predictions were correct.
- Ask students to number the pictures in order.
- Play the video again if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

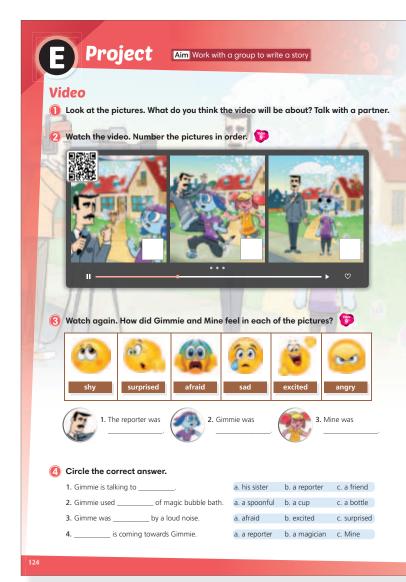
From left to right

2, 3, 1

- 3 Watch again. How did Gimmie and Mine feel in each of the pictures?
- Ask students to look at the pictures and read the words.
- Play the video again.
- Ask students to write the correct word in the gap.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- 1. surprised
- 2. afraid
- 3. angry
- **4** Circle the correct answer.
- Ask students to read the sentence prompts.
- Ask students to circle the correct answer.
- Ask students to complete the activity.
- Check students' answers.



Answer Key

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

Writing

- Watch again. Look at the example and fill in the remaining gaps.
- Ask students to look at the table.
- Play the video again.
- Ask students to fill in the table with the correct answers
- Ask students to complete the activity.
- Check students' answers.

Answer Key

Sample Answers

- 1. What: Bubbles covered the house.
- 2. When: It happened about an hour ago.
- 3. Where: It was at Gimmie and Mine's house.
- 4. Why: Gimmie used magic bubbles to make a bubble bath.



Teacher's Note

Story Elements

Explain to students that the structure of a story is made up of its elements. Story elements typically include the characters, setting, problem, solution, and sometimes a moral or a theme. For brainstorming a story, students can usually get the information for the different story elements by asking themselves the 5 W's and H questions. Make sure students understand which question to ask for each story element.

21st Century Skills

- **6** Talk with a group. Look at the comic and fill out the table. Then write new dialogue.
- Ask students to get into groups.
- Tell students to look at the table and the comic.
- Tell students to discuss the questions.
- Tell students to write their answers using the past tense.
- Tell students that they can use a separate piece of paper if the table in the book is not helpful.
- Check students' conversations to make sure they're speaking properly.
- Give feedback.

Share the story with your class.

- When students are finished writing their stories, ask some groups to share their stories with the class.
- Ask the other students to ask follow-up questions about the stories they hear.
- Give feedback.

Extra Practise Writing a New Story

Ask students to work in the same groups to write and draw pictures for a new story. Tell students to figure out the elements of their stories by answering the 5 W's and H questions. Tell students to use a separate sheet of paper to write their stories. Remind them to use the past tense when writing their stories. Ask students to draw pictures for their stories, too. Make sure to check students' stories. When everyone is done, ask some groups to present their stories to the class. Don't forget to give feedback.

This unit will give students the ability to talk about the weather and seasons, explain a weather forecast, and tell someone about future plans and what they are going to do.

Scan the QR code to download the Unit 10 audio.

WHAT YOU WILL DO IN THIS UNIT

Unit 10 AIMS

Lesson A: Learn about different weather conditions Lesson B: Talk about what you do in different seasons

Lesson C: Understand a weather forecast

Lesson D: Write a party invitation

Lesson E: Make future plans based on the weather

Target Skills

Lesson A: Reading Lesson B: Speaking Lesson C: Listening Lesson D: Writing Lesson E: Project

Target Vocabulary

iarget vocabular	y
Lesson A	Lesson B
chilly	autumn
cloudy	camping
dry	fishing
foggy	skiing
rainy	spring summer
snowy sunny	swimming
windy	winter
Lesson C	Lesson D
degrees	badminton
go down	barbecue
go up	field
minus	fire
storm	invite
temperature weather forecast	party houseplant
weather forecaster	volleyball
Lesson E	.,,,,,
afraid	
alien	
deep	



submarine torch



time clauses

A clause is a group of words with a subject and a verb. Time clauses are used to explain what is happening at or during a specific period of time.

Example
At 5 o'clock, I went to the gym.
In the summer, they like to go hiking.
On December 15, she met Mr. Black for the first time.
When I finish the dishes, I'll help you.
As soon as I mop the floor, I will leave.
Until I finish this homework, I won't play video games.

Unit 10 Discussion

Look at the photo and answer the questions.

- Ask students to look at the Unit 10 cover page.
- Then ask the class each question.
- Give corrections and ask follow-up questions.
- Ask students to talk with a partner. Have students take turns asking the questions on the page to their partner.

Extra Practise More Discussion

Ask more questions about the weather.

Ex.

How is the weather today? What is the weather like in your country? What do you like doing when it is sunny/rainy/snowy? What is your favourite kind of weather?

Key Grammar

future with be going to

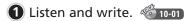
We can use the phrase *be going to* to talk about things we know will happen in the future.

Question	Answer
What <i>are</i> you <i>going</i> to do tomorrow?	I <i>am going</i> to take a train to New York City.
What is she going to do?	She <i>is going</i> to go sleep on the bed.
What are they going to do?	They <i>are going</i> to leave soon.
What <i>are</i> you <i>going</i> to eat?	We are going to eat some pizza.

Lesson A Reading

Aim: Learn about different weather conditions

Vocabulary



- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write the word they hear under the correct picture.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- 1. sunny
- 2. dry
- 3. foggy
- 4. chilly
- 5. snowy
- 6. windy
- 7. rainy
- 8. cloudy
- 2 Talk with a partner. Use the best vocabulary in your answer.
- Read the short conversation aloud, or ask two students to read the short conversation aloud.
- Ask students to practise the conversation with a partner.
- Tell students to practise the conversation again, but to use different vocabulary words.

Focus

- 3 Talk with a partner. Ask about the weather in (choose any place).
- Read the short conversation aloud, or ask two students to read the short conversation aloud.
- Ask students to practise the conversation with a partner.
- Tell students to practise the conversation again, but to use the questions and answers from the table to talk about different places and weather.

Teacher's Note

Weather

Introduce other weather words not mentioned in the vocabulary, such as hail, frost, breezy, clear skies, humid, sprinkling, drizzling, raining cats and dogs, freezing, lightning, thunder, rainbow, sandstorm, blizzard, etc.



Look at the pictures. How is the weather in those places?

- Ask students to look at the pictures.
- Ask students how the weather is in each picture.
- Tell students to use the patterns from activity 3.
- · Give feedback.

Teacher's Note

Environments

Explain to students that different environments have different weather, plants, and animals. For example, deserts are dry and have large temperature differences between night and day. Grasslands have all four seasons and are usually wetter than a desert, but dryer than a forest. Savannas are like tropical grasslands with dry and wet seasons. Temperatures are generally hot to warm all year round. *Tundra* environments are usually the coldest environments. They get about the same amount of moisture as a desert, but much of it is in the form of snow. Rain forests are very hot and humid and get lots of rain. Temperate forests get a lot of rain, too, but experience all four seasons with temperatures that are not too cold or too hot. Taiga forests get a little more rain than deserts and tundras, but are much colder than other forest environments. Winter can last six months and summers are very short.



5 Read the articles. \$\int_{10-02}\$



Listen to the audio.

 $\bigcirc R$

• Read the articles aloud.

- Ask students to read parts of the reading aloud.
- Replay the audio if needed.

Comprehension

- **6** Circle true or false.
- Ask students to answer the guestions.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- 1. false
- 2. false
- 3. true
- 4. false
- 5. false
- 6. true

7 Talk with a partner.

- Tell students to find a partner.
- Tell students to discuss the guestions.
- Ask students if they would like to share their discussion with the class.
- Ask follow-up questions.

Challenge

8 Fill in the gaps. Make sentences that are true for you.

- Ask students to read the sentence prompts.
- Ask students to fill in the gaps with information that is true for them.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

Sample Answers

- 1. Hi, my name is Tom, and I live in Oklahoma.
- 2. It's a state in the US.
- 3. The weather here is dry and windy.

Extra Practise What Kind of Environment Is It?

Point to the pictures and practise asking students about environments and the weather in them. Use information from the Teacher's Note about environments if needed. Then ask students about the environment and weather where they live with the phrases:

"What kind	of environment do/does you/he/she	they!
we live in?"	\rightarrow l/he/she/they/we live/lives in a _	"

"How is the weather in a			$\underline{}$?" \rightarrow "The weather		
a	_ is	and	″		



What kind of environment does he live in? \rightarrow He lives

How is the weather in a desert? \rightarrow The weather in a desert is hot and dry.

Etc.

Lesson B Speaking

Aim: Talk about what you do in different seasons

Vocabulary

1 Listen and repeat. 4 10-03

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Practise again. Point at words in the book and ask students to say the words aloud.

2 Match the picture with the word. Write which season each activity is done.

- Ask students to look at the pictures.
- Ask students to read the words.
- Ask students to match the picture with the correct word.
- Ask students to write the season under the activity.
- Ask students to complete the activity.
- · Check students' answers.

Answer Key

From left to right

picture 1-camping-autumn or spring

picture 2-fishing-spring or autumn

picture 3-skiing-winter

picture 4-swimming-summer

3 Talk with a partner.

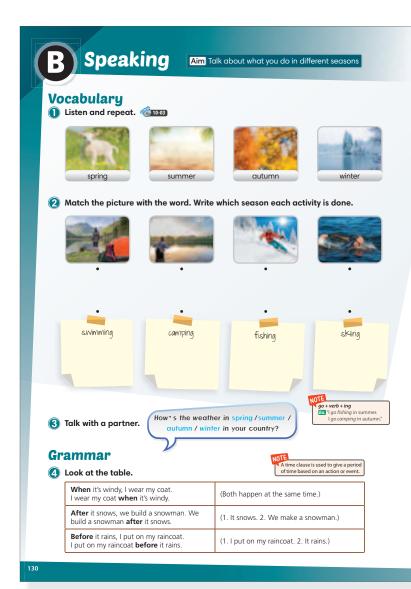
- Read the short conversation aloud, or ask two students to read the short conversation aloud.
- Ask students to practise the conversation with a partner.
- Tell students to practise the conversation again, but to talk about different seasons.

Teacher's Note

Seasons Explained

Explain to students that seasons are the result of different parts of the earth being closer or further away from the sun at different times of the year. As a result, parts that are closer to the sun get more sunlight and are warmer, while parts that are further from the sun get less sunlight and are colder.

Also, explain that the seasons are opposite in the Northern Hemisphere and the Southern Hemisphere. For example, when it is winter in Los Angeles, it is summer in Sydney.



Grammar

4 Look at the table.

• Read the contents of the table.

OR

- Ask students to read the table.
- Ask students if they know what kind of words are being highlighted.

(5) Connect the two sentences with a time clause. Answers will vary.

- Ask students to read the sentences.
- Ask students to connect the two sentences with a time
- Ask students to write the new sentence on the line.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

Sample Answers

- 1. He eats dinner before he watches TV.
- 2. After she eats breakfast, she goes to school.
- 3. We always go inside when it rains.
- 4. When they watch a movie, they eat popcorn.

Connect the two sentences with a time clause. Answers will vary.

1. a. He eats dinner.	b. He watches TV.
2. a. She eats breakfast.	b. She goes to school.
3. a. It rains.	b. We always go inside.
4. a. They watch a film.	b. They eat popcorn.

Expressions

Talk about seasons

Talk with a partner.

Questions	Answers
A: What's your favourite season?	B: My favourite season is summer because I love hot weather.
A: What do you usually do in summer?	B: I usually go surfing and swimming.

Match the questions with the right answers.

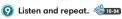
- 1. What's your favourite season?
- a. I usually go skateboarding.
- 2. What do you do in the winter? •
- . b. No, I can't snowboard.
- 3. Do you go snowboarding, too? •
- c. I always go skiing on the weekends.
- 4. What do you do before it snows? •
- d. Winter because I love snow!

Speak Up

Talk with a group. Complete the sentences and ask and answer the questions. Fill in the table.

	Partner 1	Partner 2
What's your favourite season?		
What do you usually do in summer?		
What do you usually do in winter?		
Do you in spring?		
Do you in autumn?		
What do you do when it rains?		

Pronunciation



/n/	/ŋ/
sun	sung

Listen and put a tick(\(\forma\)) on the sound. 4 10-05

	/n/	/ŋ/
1. spring		
2. spin		
3. ring		
4. twin		
5. ran		
6. rang		

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Expressions Talk about seasons

6 Talk with a partner.

- Ask students to work with a partner.
- Ask students to look at the table.
- Ask students to talk about which seasons they like and what they do in them.
- Check students' conversations to make sure they're speaking properly.
- Ask some students to present their conversations to the class.
- Give feedback.

Match the guestions with the right answers.

- Ask students to read the questions and answers.
- Ask students to match the question with the correct
- Ask students to complete the activity.
- Check students' answers.

Answer Key

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

Speak Up

- Talk with a group. Complete the sentences and ask and answer the questions. Fill in the table.
- Ask students to work in groups.
- Ask students to look at the table.
- Ask students to ask and answer the questions.
- Tell them to write the answers in the table.
- Ask students to complete the activity.
- Check students' conversations to make sure they're speaking properly.
- Ask some students to present their conversations to the class.
- Give feedback.

Pronunciation

9 Listen and repeat. 4 10-04

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Check students' understanding.
- Ask students to circle the correct consonants in each word if needed.

• Listen and put a tick (✓) on the sound. —10-05



- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Tell students to put a tick on the correct sound.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- 1. /ŋ/
- 2. /n/
- 3. /ŋ/
- 4. /n/ 5. /n/
- 6./n/

Extra Practise Seasons and Holidays

Ask students to name their favourite holiday, which season it's in, and describe an activity done on that holiday with the phrases:

"My favourite holiday is _____." / "Holiday is in season." / I usually _____ on holiday.



My favourite holiday is Easter. Easter is in spring. I usually have an Easter egg hunt outside on Easter.

Lesson C Listening

Aim: Understand a weather forecast

Vocabulary

1 Listen and repeat. 4 10-06

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Practise again. Point at words in the book and ask students to say the words aloud.

2 Fill in the gaps with the word(s) from above.

- Ask students to read the sentence.
- Ask students to write the correct vocabulary word in the gap.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- 1. weather forecast
- 2. ao up
- 3. minus
- 4. a storm
- 5. go down

3 Listen and complete the word(s). 4 10-07

- Ask students to read the sentence prompts.
- Listen to the audio.
- Ask students to complete the word(s).
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- 1. storm
- 2. weather forecaster, temperature, degrees
- 3. temperature, go up, degrees
- 4. weather forecast

Grammar

4 Look at the table.

- Read the contents of the table. OR
- Ask students to read the table.
- Ask students if they know what kind of grammar point is being highlighted.



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Teacher's Note

Be Going To vs. Will

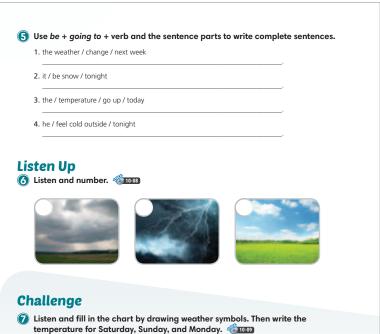
Be going to and will are used to talk about slightly different things. Be going to is used to talk about:

- Prior plans that were made before the time of speaking (I'm going to see a play tomorrow.)
- Evidence and signs that something is likely (Look at the clouds. I think it is going to rain.)
- Making predictions (I think my team is going to win the game.)

Meanwhile, will is used to talk about:

- Quick decisions (I'm so hungry. I will buy a snack.)
- Offers (You look thirsty. I will get you a drink.)
- Promises (Don't worry. I will be back.)
- Threats (If you don't clean your room, I will tell your father.)
- Refusals (I don't think she will do what I ask.)
- Making predictions (I think I will pass the test.)

Note that *be going to* and *will* can both be used to make predictions.



FRIDAY SATURDAY SUNDAY MONDAY 8°C __°C __°C __°C __°C __°C __°C

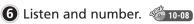
5 Use be + going to + verb and the sentence parts to write complete sentences.

- Ask students to read the sentence parts.
- Tell students to use the sentence parts and be + going to + verb to make a complete sentence.
- Ask students to write the sentence on the line.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- 1. The weather is going to change next week.
- 2. It is going to snow tonight.
- 3. The temperature is going to go up today.
- 4. He is going to feel cold outside tonight.

Listen Up



- Listen to the audio.
- Ask students to write the number next to the correct picture.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

From left to right

3, 2, 1

Challenge

- Listen and fill in the chart by drawing weather symbols. Then write the temperature for Saturday, Sunday, and Monday. 10-09
- Ask students to look at the chart.
- Listen to the audio.
- Ask students to fill in the chart by drawing weather symbols.
- Ask students to write the correct temperature for each day.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- 1. Saturday morning: cold, 7 degrees Celsius
- 2. Saturday afternoon: cloudy, cool, 10 degrees Celsius
- 3. Saturday evening/night: heavy rain, strong winds, -3 degrees Celsius
- 4. Sunday morning: freezing, -3 degrees Celsius
- 5. Sunday afternoon: warm and sunny, 26 degrees Celsius
- 6. Monday morning: warm and sunny, 26 degrees Celsius
- 7. Monday afternoon: warm and sunny, 26 degrees Celsius
- 8. Monday evening/night: a little rain

Extra Practise How's the Weather?

Practise asking students what the weather was like yesterday, how the weather is today, and how they think the weather will be tomorrow with the phrases:

"How was the weather yesterday?" \rightarrow "It was ____." How is the weather today?" \rightarrow "It is ____."

"How do you think the weather is going to be tomorrow?" \rightarrow "I think it is going to be _____."

Ex.

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How was the weather yesterday? \rightarrow It was sunny and the temperature was 35 degrees.

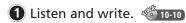
How is the weather today? \rightarrow It is sunny with a few clouds in the sky.

How do you think the weather is going to be tomorrow? \rightarrow I think it is going to cool down and rain in the afternoon.

Lesson D Writing

Aim: Write a party invitation

Vocabulary



- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write the word they hear under the picture.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

barbecue
 party
 field
 houseplant
 invite
 volleyball
 fire
 badminton

2 Fill in the gaps with the vocabulary words.

- Ask students to read the sentence prompts.
- Ask students to write the correct vocabulary word in the gap.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- 1. volleyball, field
- 2. barbecue
- 3. invite
- 4. party
- 5. badminton

Focus

3 Talk with a partner.

- Read the short conversation aloud, or ask two students to read the short conversation aloud.
- Ask students to practise the conversation with a partner.
- Tell students to practise the conversation again, but to talk about different activities and places.

Talk with a partner. Ask what they are going to do tonight, tomorrow, and next week.

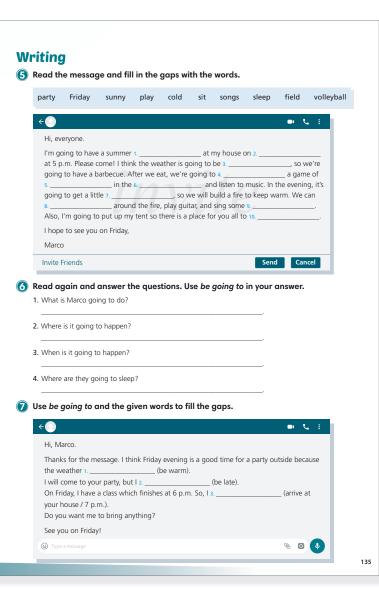
- Ask students to talk with a partner.
- Tell students to ask their partner what they are going to do tonight, tomorrow, and next week.
- Tell students to use the patterns from activity 3.
- Check students' conversations to make sure they're speaking properly.
- Ask some students to present their conversations to the class.
- Give feedback.



Teacher's Note

Barbecues and Parties

Explain to students what happens at a barbecue and a party. Then, introduce some other types of social gatherings to students, such as a housewarming party, birthday party, graduation party, slumber party, etc. Finally, ask students about the kinds of parties people have in their country. Don't forget to ask students what happens at those parties.



Writing

- **5** Read the message and fill in the gaps with the words.
- Read the passage aloud.

OR

- Ask students to read parts of the reading aloud.
 OR
- Ask students to read the passage quietly by themselves.
- Ask students to write the correct words in the gaps.
- Ask students to complete the activity.
- Check students' answers.

Answer Key		
1. party	2. Friday	
3. sunny	4. play	
volleyball	6. field	
7. cold	8. sit	
9. songs	10. sleep	

- **6** Read again and answer the questions. Use be going to in your answer.
- Ask students to read the passage again.
- Ask students to answer the questions.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

Sample Answers

- 1. He is going to have a summer party.
- 2. It is going to happen at his house.
- 3. It is going to happen Friday at 5 p.m.
- 4. They are going to sleep outside in Marco's tent.
- Use be going to and the given words to fill in the gaps.
- Ask students to read the letter.
- Ask students to write the correct words in the gaps.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

Sample Answers

- 1. is going to be warm
- 2. am going to be late
- 3. am going to arrive at your house at 7 p.m.

Extra Practise Invitation Card

Ask students to work in groups to write an invitation card to an event of their choosing. Tell them to use the patterns from activities 3 through 7 to make their invitations. Remind them to answer the 5 W's and H questions to be as clear as possible. Tell students they can use the format below, or a letter form like activity 5. Tell students to write their invitation card on a separate sheet of paper and to draw a picture for their invitation card if they want.

Ex.

What: We are going to have an end-of-year slumber party

When: It is going to be on the last weekend of the school year.

Where: It is going to be at school.

How to join: You are going to have to tell your parents. Then, they are going to have to sign a permission slip. Activities: We are going to play games and eat delicious food. After that, we are going to make a camp fire and toast marshmallows. Finally, we are going to tell scary stories and camp at the school.

The slumber party is going to be so much fun.

Lesson E **Project**

Aim: Make future plans based on the weather

Video

Match the word with the picture.

- Read the words to students.
- Ask students to repeat aloud after each word.
- Ask students to look at the pictures.
- Ask students to match the word with the correct picture.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

From left to right

submarine-picture 5, alien-picture 1, afraid-picture 2, deep-picture 3, torch-picture 4

- Look at the pictures. What do you think the video will be about? Talk with a partner.
- Ask students to look at the pictures.
- Ask students to make predictions about the video they're about to watch.
- Tell students to talk with a partner.
- Tell students to share their predictions with their partner.

Scan the QR code to link to the Unit 10 video.

3 Watch the video. Circle true or false. 10



- Play the video for students.
- Ask students if their predictions were correct.
- Ask students to answer the questions.
- Play the video again if needed.
- Ask students to complete the activity.
- Check students' answers.

- 1 true
- 2. false
- 3. false
- 4. true

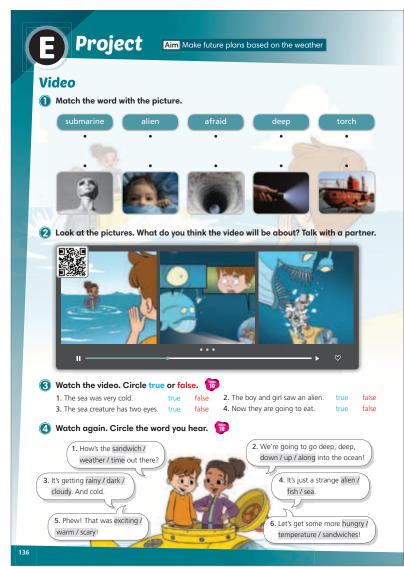
4 Watch again. Circle the word you hear. 10



- Ask students to read the questions.
- Play the video again.
- Ask students to circle the word they hear.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- 1 weather
- 2 down 3. dark
- 4. fish
- 5. scary
- 6. sandwiches



Teacher's Note

People at school

Explain that creatures living in the deep sea are different than other fish. Prepare images of deep sea fish such as dragonfish, frilled shark, blob fish, dumbo octopus, anglerfish, barreleye, goblin shark, etc.

Extra Practise Pros and Cons of Travel

Take a class survey of who likes to travel and who doesn't like to travel. Then, group the students by how they voted. Next, have the students ask and answer why travelling is good or bad with the phrases:

"Why is travelling good/bad?"

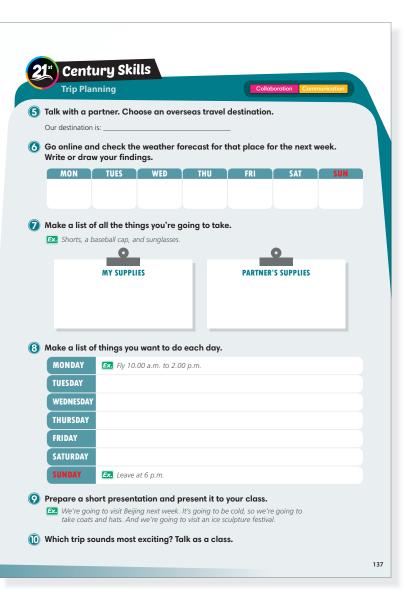
→ "Travelling is good/bad because ."

"What is a good/bad thing about travelling?"

→ "A good/bad thing about travelling is ___

Why is travelling good? → Travelling is good because I can taste new food.

What is a bad thing about travelling? \rightarrow A bad thing about travelling is it is expensive.



Make a list of all the things you're going to take.

- Ask students to look at the example.
- Ask students to think about what they will take on their trip.
- Tell students to write down what they will take in the boxes.
- Ask students to complete the activity.
- Check students' lists to make sure they're doing the activity properly.
- Give feedback.

Make a list of things you want to do each day.

- Ask students to look at the example.
- Ask students to think about what they will do each day.
- Tell students to write down the things they will do in the table.
- Ask students to complete the activity.
- Check students' lists to make sure they're doing the activity properly.
- Give feedback.

Prepare a short presentation and present it to your class.

- Ask students to look at the example.
- Ask students to look at their weather forecast and lists from activities 6, 7, and 8.
- Tell students to make a short presentation about their trip.
- Tell students to use the example in this activity and be going to to make their presentations.
- Check students' presentations to make sure they're doing the activity properly.
- When students are finished writing their presentations, ask each group to share their presentations with the class.
- Give feedback.

Which trip sounds most exciting? Talk as a class.

- After all the groups have presented, ask the students, "Which trip sounds the most exciting?"
- Ask follow-up questions.
- Give feedback.

Extra Practise Trip Ranking

Have students rank the trips, with the highest number being the most exciting. Then go through each trip and have students give reasons why each trip is good or bad with the phrases:

"Trip <u>number</u> is good/bad because _____."
"I like/don't like trip <u>number</u> because ____."

Ex.

I like trip 1 because I also want to go to Barcelona. I don't like trip 2 because I don't like the beach.

Review Unit 9-10

Read the text and match the pictures with the highlighted word(s).

- Ask students to look at the pictures.
- Ask students to read the passage.
- Ask students to match the picture with the correct number.
- Ask students to write the word in the gap.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- 1. b, chilly
- 2. a, cloudy
- 3. h, rainy
- 4. d, dry
- 5. c, comfortable
- 6. e, snowy
- 7. f, temperature
- 8. g, skiing

Read and fill in the gaps using the word box. Some words are not used.

- Ask students to read the passage.
- Ask students to look at the word box.
- Ask students to read the letter.
- Ask students to fill in the gaps with words from the word box.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

Possible Answers

- 1. b, invite
- 2. a, spring
- 3. e, badminton
- 4. f, foggy
- 5. h, coat

Circle the correct the word.

- Ask students to read the sentence.
- Ask students to circle the correct word.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- 1. made
- 2. are going to go
- 3. did
- 4. feel
- 5. is going to see
- 6. came



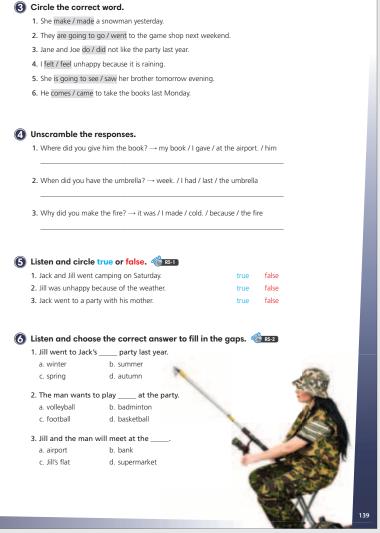
Teacher's Note

Simple Past and Adverbs of Frequency

Explain to the students that along with the present simple, adverbs of frequency are also commonly used with the simple past to describe past repeated actions and habits.

Ex.

I never ate bananas when I was younger. We always went to the beach last year. Raul sometimes played hockey last winter.



Unscramble the responses.

- Ask students to read the question.
- Ask students to look at the sentence parts.
- Ask students to unscramble the sentence parts and write the answer on the line.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- 1. I gave him my book at the airport.
- 2. I had the umbrella last week.
- 3. I made the fire because it was cold.

5 Listen and circle true or false. R5-1



- Ask students to read the sentences.
- Listen to the audio.
- Ask students to answer the questions.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- 1. false
- 2. true
- 3. false

6 Listen and choose the correct answer to fill in the gaps. R5-2

- Ask students to read the sentence prompts.
- Ask students to write the correct letter in the gap.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

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

Teacher's Note

Severe Weather and Natural Disasters

Explain to students that along with typical weather, there is also severe weather and natural disasters such as the list below. Make sure students understand the differences.

drought rockslide blizzard earthquake tornado avalanche flood tsunami hurricane landslide volcanic eruption typhoon mudslide wildfire/forest fire cyclone

Keep in mind that hurricanes, typhoons, and cyclones are basically the same weather phenomena. They are called different things in different parts of the world. In the North Atlantic and the Northeast Pacific, they are hurricanes. In the South Pacific and Indian Ocean, they are cyclones. In the Northwest Pacific Ocean, they are typhoons.

Grammar Reference

UNIT 1

personal pronouns

We use pronouns to take the place of other nouns. Personal pronouns are used to talk about specific nouns such as the names of people, places, or things.

Personal Pronouns	Definition	Example
I	first person singular	I am Sam.
Не	singular male	He is Sam.
She	singular female	She is Samantha.
It	third-person thing / genderless non-human animals	It is a chair.
You	second-person singular and plural	You are Sam.
We	first-person plural	We are a group.
They	third-person plural	They are a group.

be verbs (affirmative)

We use the verb be to show what something or someone is doing. You can use be verbs to make an affirmative statement.

Personal Pronouns	Definition	Example
I	am	I am a teacher.
He/She/It	is	He is a teacher.
You/We/They	are	We are teachers.

UNIT 2

be verbs (negative and questions)

We can use the *be* verb with *not* to make negative statements and questions.

Personal Pronouns	<i>b</i> e verb	Question	Negative
	am	Are you a teacher?	I am not a teacher.
He/She/It	is	Is he a teacher?	He is not a teacher.
You/We/They	are	Are you teachers?	We are not teachers.

demonstrative adjectives

Demonstrative adjectives can be used to modify a noun so that we know which specific person, place, or thing is mentioned.

Demonstrative adjectives	Туре	Example
This	singular	This pie is yummy.
That	singular	That horse is big.
These	plural	These pies are yummy.
Those	plural	Those horses are big.

UNIT 3

basic prepositions of place

Prepositions show the relationship between subjects and objects. We use prepositions of place to show where something is.

Preposition	Example
on	The key is on the desk.
above	The television is above the fireplace.
over	The aeroplane is over the tree.
at	The man is at the bus stop.
in	The woman is in the car.
beside	The chair is beside the desk.

There is / are

Use prepositions with there is and there are.

Use the phrase *there is* and *there are* to show the location of objects in a room. Be careful to keep subject-verb agreement.

Example
There is a key on the desk.
There is a television above the fireplace.
There is a fan over the table.
There are five books on the desk.
There are two lamps on the table.
There are chairs beside the table.

UNIT 4

what time and when questions

Use the phrase *what time* to ask specific times, such as 1 p.m. We use *when* to ask more general questions.

Questions	Usage
What time should we meet?	We should meet at 2 p.m.
When should we meet?	On Monday.

prepositions of time

Prepositions show the relationship between subjects and objects. We use prepositions of time to show when something happens, will happen, or happened.

Preposition	Definition	Example
at	precise time	I will meet you at 5.30 pm.
in	months and years	I will meet you in January. I will meet you in 2024.
on	days and dates	I will meet you on Tuesday. I will meet you on 1st December.

UNIT 5

adverbs of frequency: always, usually, sometimes, never

Use adverbs of frequency like *always, usually, sometimes*, and *never* to show how often you do something.

Adverbs of Frequency	Adverbs Level	Example
always	high	I always brush my teeth.
usually	A	I usually go to sleep at 9 p.m.
sometimes		I sometimes eat cake.
seldom		I seldom lose my wallet.
rarely		I rarely wake up at 6 a.m.
never	low	I never yell at my brother.

play vs do

Use *do* and *play* to ask and answer questions about people's hobbies. Use *play* to answer questions about favourite activities. You can also use *go* + activity to show hobbies.

do	play	go
What do you/they do ?	I/They play football.	I go hiking.
What does he/she do ?	He/She plays football.	I go surfing.

present simple

The present simple tense is used when talking about things that usually happen.

Simple present tense also has other uses.

Usage	Example
habit	I sing in the shower.
unchanging situation	I work in Shanghai.
general truth	South Korea has one president.
to give directions	Walk straight for two hundred metres, then turn left.
to express fixed arrangements	Your appointment starts at 9 a.m.

UNIT 6

present simple has/have

Use has and have to show things that people own.

has (singular subject)	have
He has a big bed.	They have a big bed.
His bed is big.	Their bed is big.

present continuous

Use the present continuous tense to talk about things that are ongoing or happening now.

Usage	Example
actions happening right now	I am walking.
a trend	I'm drinking more coffee these days.
an action or event in the future that has already been planned	I'm meeting my friends tonight for dinner.
a temporary event or situation	It's usually very hot in August, but it's freezing this year.
emphasising a continuing series of repeated actions	He's <i>always</i> arguing with the waiters here.

Grammar Reference

adjectives joined with and

Use and to join two adjectives together to describe objects.

When describing colour and length, the order should be 1) length \rightarrow 2) colour.

When describing size and length, the order should be 1) size \rightarrow 2) length.

Adjective 1	Adjective 2	Adjective 1 + Adjective 2
Her hair is black.	Her hair is long.	Her hair is long and black.
The snake is big.	The snake is long.	The snake is big and long.

adjectives and commas

When multiple adjectives come before a noun, we sometimes use commas.

Adjective 1	Adjective 2	Adjective 1 + Adjective 2
Look at that black snake!	Look at that big snake!	Look at that black, shiny car!
The brown horse runs away.	The small horse runs away.	The hairy, green insect runs away.

UNIT 7

I would like

Use would to make requests, invitations, give advice, and show willingness. You can use the phrase "I would like | I'd like..." to order the food you want. This phrase can be used to ask or answer questions.

Question	Response
What would you like?	I would like (I'd like) a slice of pizza.
Would you like a glass of juice?	Yes, please / No, thank you.

countable and uncountable nouns

Some nouns are countable while others are uncountable. Countable nouns are individual people, animals, places, things, or ideas. When a noun is not an individual object, it is uncountable.

Countable (single objects)	Uncountable (grains, liquid, lard)
a banana	butter
a sandwich	some sugar
a few bananas	a little butter
two bananas	some butter
a lot of bananas	a lot of butter
many bananas	not/too much butter

food quantifiers - quantity nouns

Use quantity nouns such as a pair of, a tube of, a slice of, a cup of, etc. to tell the quantity of certain things. When using quantity nouns, use the plural form of the noun.

Quantity	Example	
a bottle of	Buy a bottle of milk, please.	
a glass of	I drink a glass of milk every day.	
a cup of	I want a cup of tea.	
a pair of	Do you have a pair of socks I can borrow?	
a piece of	Do you want a piece of cake?	
a packet of	Would you like a packet of ketchup?	

How much/many...

Use the phrase how much/many to ask about the quantity of things. Use how many to ask about countable things and how much to ask about uncountable things.

(Question	Count (single objects)	Question	Uncountable (grains, liquid, lard)
	w many nanas are re?	There are a few bananas.	How much butter is there?	There is a little butter.
		There are many bananas.		There is a lot of butter.

UNIT 8

present continuous

Use the present continuous tense to show what people are doing to other things.

Question	Example
What are they doing?	They are mopping the floor.
What are you doing?	I am finishing my homework.
What is she/he/it doing?	She/he/it is <i>sleeping</i> on the bed.

V + -ing

Use a verb with -ing to talk about things you like doing.

like / dislike	I like <i>painting</i> pictures. I dislike <i>playing</i> basketball.
favourite / least favourite	My favourite thing to do is swimming. My least favourite thing to do is cleaning my room.

can/can't

Can is a common modal verb in English. It is used to talk about ability or opportunity, to make requests, and to grant permission. You can use can/can't to talk about things people are able to do.

Question	Example
What can they do?	They can mop the floor.
Can he mop the floor?	No, he <i>can't</i> .

UNIT 9

was/were

The past tense of the be verb is was and were.

Singular Pronoun	<i>b</i> e verb	Plural Pronoun	<i>b</i> e verb	Example
I	was	We	were	I was at the zoo. We were at the zoo.
You	were	You	were	You were at the zoo.
He/She/It	was	They	were	They were at the zoo.

simple past

Use simple past tense to talk about events that already happened. Add *-ed* or *-d* to the end of a verb to make a past tense verb.

Present Tense	Past Tense	
walk	walked	
talk	talked	
live	lived	
die	died	

some common irregular verbs

Some verbs cannot be put into the past tense by adding -ed and -d. These verbs are called irregular verbs.

Present Tense	Past Tense	Present Tense	Past Tense
be	was/were	got	got
become	became	give	gave
begin	began	go	went
come	came	have	had
drink	drank	hear	heard
buy	bought	keep	kept
bring	brought	let	let
eat	ate	make	made
feed	fed	say	said
forget	forgot	speak	spoke

UNIT 10

time clauses

A clause is a group of words with a subject and a verb. Time clauses are used to explain what is happening at or during a specific period of time.

Example		
At 5 o'clock, I went to the gym.		
In the summer, they like to go hiking.		
On 15 December, she met Mr Black for the first time.		
When I finish the dishes, I'll help you.		
As soon as I mop the floor, I will leave.		
Until I finish this homework, I won't play video games.		

future with be going to

We can use the phrase *be going to* to talk about things we know will happen in the future.

Question	Answer	
What are you going to do tomorrow?	I <i>am going</i> to take a train to New York City.	
What is she going to do?	She <i>is going</i> to go sleep on the bed.	
What are they going to do?	They <i>are going</i> to leave soon.	
What are you going to eat?	We are going to eat some pizza.	

Word List

UNIT 1

Lesson A

aunt brother cousin father grandfather grandmother mother sister uncle

Lesson B

artist chef doctor farmer football player pilot police officer singer

Lesson C

address
age
birthday
email
eye
hair
name
phone number

Lesson D

big funny kind old short shy small smart tall young

UNIT 2

Lesson A

folder notebook paper pen pencil pencil case rubber rucksack ruler scissors

Lesson B

class classmate headteacher homework pupil study teacher year

Lesson C

board bookcase chair clock computer desk dictionary map pencil sharpener wastebasket

Lesson D

art
English
geography
history
languages
mathematics (maths)
music
physical education (P. E. /
phys. ed.)
science

social studies

Lesson E

book chess music robot

UNIT 3

Lesson A bathroom

bathtub
bedroom
chest of drawers
couch
dining room
fridge
kitchen
living room
table

Lesson B

armchair bed clothes cooker lamp mirror shower sink toilet wardrobe

Lesson C

boat

city
countryside (country)
farm
flat
ice
inside
outside

Lesson D

door garden roof stairs television (TV) tree wall window

UNIT 4

Lesson A

bicycle / bike
bus
car
drive
fly
plane
ride
taxi
train
underground / subway /
tube

Lesson B

brush my teeth clean my room do my homework get dressed go to practice go to sleep / bed make my bed pack my bag play a game wake up

Lesson C

afternoon evening morning night practice today tomorrow weekend

Lesson D

Sunday Monday Tuesday Wednesday Thursday Friday Saturday January February March April

May June July August September October November December month week weekend working week year

UNIT 5

Lesson A

buy toys collect draw exercise play football sing swim watch a film

Lesson B

basketball book cartoon comic guitar newspaper piano table tennis video video game

Lesson C

chat dance go shopping listen to music paint rollerblade skateboard

Lesson D

go hiking play cricket play tennis snowboard surf take a photo the ocean the park

Lesson E

busy fun passport sad

UNIT 6

Lesson A

beard blonde hair earrings fat glasses handsome pretty thin

Lesson B

boots coat dress hat jacket jeans jumper suit trousers T-shirt

Lesson C

gloves it's hot it's bright it's cold sandals shirt socks sunglasses umbrella wet

Lesson D

comfortable curly hair dark hair light hair slim straight hair strong uncomfortable

Lesson E

beach crowded steal thief

UNIT 7

Lesson A bananas

bread

cheese eggs fish juice meat oranges potatoes tomatoes

Lesson B

beans fruit ice cream lemons peppers sandwiches soup vegetables

Lesson C

apple bowl cake chicken cup glass mushrooms pizza salad slice

Lesson D

butter chocolate milk oil salt sugar

water

Word List

UNIT 8

Lesson A

dust feed floor mop pet rubbish sweep take out

Lesson B

cut grass job leaves plant pull rake weed

Lesson C

catch different horse lose race show wear win

Lesson D

extra
indoor
mountain
pick up
sky
spare / free time
stars
water park

UNIT 9

Lesson A

airport bank café concert library match museum shop supermarket

Lesson B

ZOO

call
enjoy
look
start
stop
text
visit
wait

Lesson C

come / came do / did feel / felt give / gave go / went have / had make / made say / said see / saw take /took

Lesson D

afraid angry excited glad shy surprised unhappy worried

Lesson E

sad

UNIT 10

Lesson A

chilly cloudy dry foggy rainy snowy sunny windy

Lesson B

autumn camping fishing skiing spring summer swimming winter

Lesson C

degrees
go down
go up
minus
storm
temperature
weather forecast
weather forecaster

Lesson D badminton

barbecue field fire invite party houseplant volleyball

Lesson E

afraid alien deep submarine torch