

TEAM UP PLUS IV

dla klasy
IV

Teacher's Power Pack

Team Up Plus Oxford English Online

Use *Team Up Plus Oxford English Online Online Practice* to:

- personalize learning
- assign online homework
- mark activities automatically
- monitor progress

To order a free teacher's access code, please contact the Oxford Support Centre:

Phone: (+48) 22 350 67 84

Email: oxfordenglishonline@oup.com

To learn more go to www.oup.com/elt/oxfordenglishonline

A student access code for *Team Up Plus Online Practice* can be found in the *Team Up Plus Practice Books*.

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Contents

Introduction

Introducing <i>Team Up Plus</i>	4
Course components	4
Using the Class Book	6
Classroom management	7
A tour of <i>Team Up Plus dla klasy IV</i>	8
Unit aims and materials	16

Teaching notes

Welcome Unit	25
Unit 1	29
Unit 2	34
Unit 3	40
Unit 4	45
Unit 5	51
Unit 6	56
Unit 7	62
Unit 8	67
Festivals	73
Songs	74
Repetytorium	75

Introducing Team Up Plus

Methodology

Team Up Plus is a five-level British English course written specifically for upper primary school students, with particular emphasis on meaningful communication, skills development and exam preparation.

These are the key features of the *Team Up Plus* methodology:

Hands-on language presentation

Students immediately interact with the dialogue that opens each unit, checking their understanding of meaning and context, and giving them the chance to try out new structures.

Guided discovery

Students explore the meaning and usage of new language before they move on to more formal presentation and practice.

Communicative practice

Dialogue work and personalization are emphasized at each level, and pairwork activities and games are included throughout.

Cultural awareness

A focus on the UK and other English-speaking countries is placed within the context of the wider world.

Skills development

In every unit, students apply and extend what they have learnt through targeted skills lessons designed to build their competence in each individual skill.

Exam preparation

Students become familiar with the requirements of the school leaving English exam through frequent exam practice activities within the main units, as well as a *Repetytorium* at the back of the book.

Self-assessment

Students regularly review and measure their progress. Each Practice Book unit ends with a *My Progress* page which consolidates the new language and helps develop learner independence.

Values

The topics in *Team Up Plus* have been carefully chosen to stimulate reflection on a broad range of issues related to citizenship and the development of socially responsible values. These are highlighted in the teaching notes for each unit.

Support for mixed-ability classes

The course has been designed for use with groups of students of mixed-ability. The Class Book caters for diversity, and there is a wealth of extra material available on the Oxford Teachers' Club, which teachers can use to supplement the course according to the needs of their students.

Course components

Class Book

The Class Book contains:

- eight teaching units
- a **Welcome** unit reviewing basic vocabulary and grammar typically covered in lower primary
- a **Culture** lesson in every unit giving an insight into life in the UK and other English-speaking countries
- a song in every unit
- four **Fun time** sections
- two **Festival** lessons
- an eight-page **Repetytorium** section ensuring comprehensive preparation for the school leaving exam in English

Student's MP3 audio CD

The MP3 audio CD contains all listening material for the Class Book.

Practice Book

The Practice Book contains:

- graded exercises to consolidate and practise the grammar, vocabulary, everyday phrases and skills presented in the Class Book
- a **My Progress** page in every unit to consolidate the new language and help develop learner independence
- a **Wordlist** with Polish translations and a pronunciation guide
- accompanying audio available online

Teacher's Power Pack (TPP)

The Teacher's Power Pack contains:

- a tour of a Class Book unit
- an overview of unit objectives and materials available both in print and online
- teaching tips and answers for all the Class Book material
- ideas to help teachers adapt activities for use with less confident or more confident classes
- interesting facts teachers can use to motivate their students
- audio transcripts

Class audio CDs

Each set of class audio CDs contains listening material for the Class Book.

Teacher's Resource DVD-ROM

There is one Teacher's Resource DVD-ROM for each level of *Team Up Plus*.

The DVD-ROM contains:

- short documentary films giving insight into life in the UK and other English-speaking countries
- short drama sequences providing a real-life context to the functional language presented in the Class Book
- photocopyable worksheets to go with the DVD-ROM
- a wealth of other teacher's resources including:
 - photocopyable **Reinforcement** and **Extension** worksheets to reinforce the grammar and vocabulary presented in the Class Book, and provide extended practice for stronger students
 - photocopyable **Grammar cards** designed to make the grammar structures presented in the Class Books more accessible to visual and kinaesthetic learners
 - ideas for ways of using **Grammar cards**
 - photocopyable **Flashcards** with illustrations of all the key vocabulary in the Class Book
 - ideas for supplementary games and activities including for students with SEN
 - suggestions for ways of supporting dyslexic students
 - background cultural information

Classroom Presentation Tool

Oxford Classroom Presentation Tool is software that allows teachers to present Class Book content on screen, and manipulate it in an interactive way. It can be used either on an interactive whiteboard (IWB) or on a data projector with a laptop or PC.

Interactive Classroom Presentation Tool activities include:

- instant play audio
- instant play DVD clips
- exercise answer keys
- language practice exercises (including mazes, matching exercises, categorization, vocabulary anagrams and more)
- language review games

The interactive audio and DVD player also appears on screen.

Digital practice material on Oxford English Online (OEO)

Grammar practice material is available on OEO: www.oxfordenglishonline.pl.

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Oxford Teachers' Club

The photocopyable teaching resources on the Teacher's Resource DVD-ROM are also available online on the Oxford Teachers' Club.

The website also includes:

- editable progress tests (tests A and B)
- dyslexia-friendly versions of progress tests (test C)
- easy to administer 'Five-minute tests' to check on student recall of the grammar and vocabulary content of the preceding lesson
- diagnostic tests
- listening material for the tests
- four videos about teaching students with Special Educational Needs (SEN)
- planning materials
- answer keys for all Practice Book material

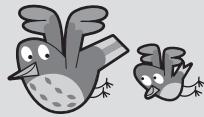
Student's website

www.oup.com/elt

The Student's *Fun Zone* includes language games and exercises providing further practice of the structures and vocabulary presented in each unit of the course.

oxfordparents

Help your child with English



Oxford Parents is a website where your students' parents can find out how they can help their child with English. They can find lots of activities to do in the home or in everyday life. Even if the parent has little or no English, they can still find ways to help. We have lots of activities and videos to show parents how to do this.

Studies have shown that practising English outside the classroom can really help children become more confident using the language. If they speak English with their parents, they will see how English can be used in real-life situations and this can increase the students' motivation.

Parents can help by practising stories, songs, and vocabulary that the students have already learnt in the classroom. Tell your students' parents to visit www.oup.com/elt/oxfordparents and have fun helping their children with English!

Using the Class Book

Welcome

The **Welcome** unit offers eight pages of vocabulary and grammar practice covering language students have seen in the previous level. In the case of Class Book dla klasy IV, students practise vocabulary and grammar that they will have seen in lower primary.

Main units

Each main unit is divided as follows:

Presentation 2 pages

Vocabulary 1 page

Grammar 1 page

Communication 1 page

Grammar 1 page

Skills 2 pages

Culture 1 page

Review 1 page

Presentation

The presentation dialogue on the left-hand page exposes students to the theme, grammar, vocabulary and functions of the unit in a photostory format. The exercises on the right-hand page allow students to explore, use and personalize the language of the unit before it is formally presented and practised on the **Vocabulary** and **Grammar** pages.

The photostories reflect the aspirations of the students, using familiar contexts to motivate and engage them. Each unit focuses on a different episode in the lives of the characters.

In grade 4, the story takes place in a performing arts school and follows the story of a new student, Hollie. Hollie is happy to be at her new school and quickly makes friends, but she also makes an enemy. The story culminates in the production of a school musical.

In the following grades, we follow the story of Tom. Tom loves basketball, but he is having problems with poor marks in his other school subjects. In the end, with the help of a friend, Tom makes the right choices and everything works out for the best.

We then follow the story about a team of students who work together to come up with a winning idea, which will be of great benefit to their school.

Following on from the presentation text, students complete a series of questions to check basic comprehension. The **Check it out!** box feature draws students' attention to useful colloquial expressions in the dialogue.

Language focus

The exercises in the **Language focus** section familiarize students with the language of the unit. Students focus on the target language in relation to specific scenes from the photostory. In the **Focus on you** and **Pairwork** exercises, students have the opportunity to try out the new language in a personalized context, following carefully controlled models.

Vocabulary

Each unit presents two vocabulary sets related to the topic of the unit and previewed in the presentation lesson. The main set appears on the Vocabulary page, and a secondary set is presented on the Skills page. **Look!** boxes contain useful tips and draw attention to potential pitfalls including, spelling rules, exceptions or irregular forms, collocations and notes about English usage.

Students once again have the opportunity for guided speaking practice with a **Pairwork** activity at the end of the lesson.

Grammar

Each unit has two grammar pages. The grammar boxes model the form of the key structures from the presentation text, and the grammar point is explained in more detail in the **Grammar reference** section of the online practice Oxford English Online.

Having already experimented with the new structures earlier in the unit, students are encouraged to reflect on correct usage in more detail. The grammar exercises provide practice of form and usage, moving from carefully controlled exercises to more demanding production.

Each grammar page has an optional **Finished?** activity. These optional fun activities are designed for fast finishers and provide flexibility in mixed ability classes. There is also a **Game!** feature on one of the grammar pages which provides personalized practice in a less formal context.

Communication

One page in every unit focuses on everyday English. The language is presented in a dialogue. The dialogue also reviews the vocabulary and grammar from the previous pages, and exposes students to the language of the subsequent grammar page.

A **Pronunciation** activity draws students' attention to either a specific sound or the use of intonation. The students then listen to this language in different contexts before practising it themselves in the **Pairwork** activity.

Skills

Two pages of every unit contain targeted skills work designed to equip students with the necessary strategies to build confidence and competence in reading, listening, speaking and writing.

Skills lessons also provide a way of consolidating and recycling the language students have studied throughout the unit, whilst exploring different aspects of the unit topic.

Reading texts deal with the main topic of the unit in a factual way using real-life contexts. Comprehension exercises start with a skimming activity followed by more detailed questions that gradually increase in difficulty as the series progresses.

Listening activities extend the topic of the unit. A variety of activity formats are used to help students develop listening comprehension skills.

The Speaking and Writing sections give students the opportunity to respond to the unit topic with their own ideas. To help students organize their ideas, both sections usually begin with a written preparation stage. The aim is to strike a balance between giving clear, guided models on the page on the one hand, and allowing students freedom to express themselves and experiment with newly acquired vocabulary and structures on the other.

Culture

At the end of every unit, there is a **Culture** lesson based on a reading text, which provides students with an insight into a particular aspect of British culture, or broadens the students' knowledge of life in English-speaking countries. The texts are supported with comprehension exercises, which start with a skimming activity followed by more detailed questions.

Each **Culture** lesson concludes with a group project designed to help students develop their language skills and their creativity. Students work together in teams using the notes and instructions for the project and a supporting text in the Practice Book.

Review

Each unit finishes with a **Review** lesson which consolidates the new vocabulary, grammar structures and everyday language of the unit. There is a corresponding **My Progress** section in the Practice Book, which allows students to reflect on their progress and encourages them to take responsibility for their own learning.

Fun time

The **Fun time** lessons after every two main units review the language of the preceding units in the fun, motivational context of a cartoon story.

Songs

There is one song included in every unit. References are provided on the relevant pages of the Class Book, and the lyrics can be found at the back of the book. There is a while-listening task for each song in the Songs section.

Practice Book

Practice Book units are five pages long and provide thorough practice and reinforcement of the language and skills taught in the Class Book. The Practice Book exercises can be completed in class, or, if students have a copy of the book, for homework.

At the back of the Practice Book is a comprehensive wordlist arranged unit by unit for students to refer to.

Classroom management

An English-speaking environment

- Use English for classroom instructions as often as possible, and ask students to use English as well. For example: *Open your books at page 10. Let's look at exercise 3. Put up your hand. Work in pairs. Ask your partner.*
- Students should be encouraged to use expressions such as: *How do you say ... in English? How do you spell ...? I don't understand. Please can you repeat that? Can you say that more slowly, please? Can we listen to that again, please? Can I go to the toilet?*

Managing large classes

Large classes are easier to manage if routines are established, such as:

- Write a plan of the day's activities on the board.
- Make sure that everyone understands the task before they start. Give clear examples and ask students to provide a few as well.
- Set time limits for all activities and remind students of time limits, for example: *You have two minutes left.*
- Walk around the class, monitoring while students work.
- Get to know students' personalities and learning styles so that they can reach their maximum potential in class.
- Allow stronger students to help weaker students while ensuring that there is always an atmosphere of mutual respect and understanding.

Group and pairwork

The interaction students get from working in small groups or in pairs is vital in a language classroom, and students quickly get used to what to expect. Here are some tips for organizing group work in large classes:

- Don't have more than five students per group.
- Set up group activities quickly by allocating students with a letter (A, B, C, etc.). Students form groups with other students who have the same letter.
- Demonstrate tasks with one pair or group at the front of the class.
- Set a time limit and keep reminding students of it.

Team work icon

There are several exercises that have the *Team work* icon. This is to indicate the exercises where students can work collaboratively together. Working together will help students gain confidence and they will also learn from each other.

Speaking icon

Students will find carefully structured communication activities in every lesson of *Team Up Plus*. These are important as a means of consolidating the students' learning and as opportunities for them to have some fun.

Feedback

It is important for students to have a sense of how they have performed. Provide feedback while monitoring activities. Alternatively, an exercise can be assessed afterwards with the whole class: students can put up their hands to indicate how many answers they shared in pairs or groups, how hard or easy the task was, etc.

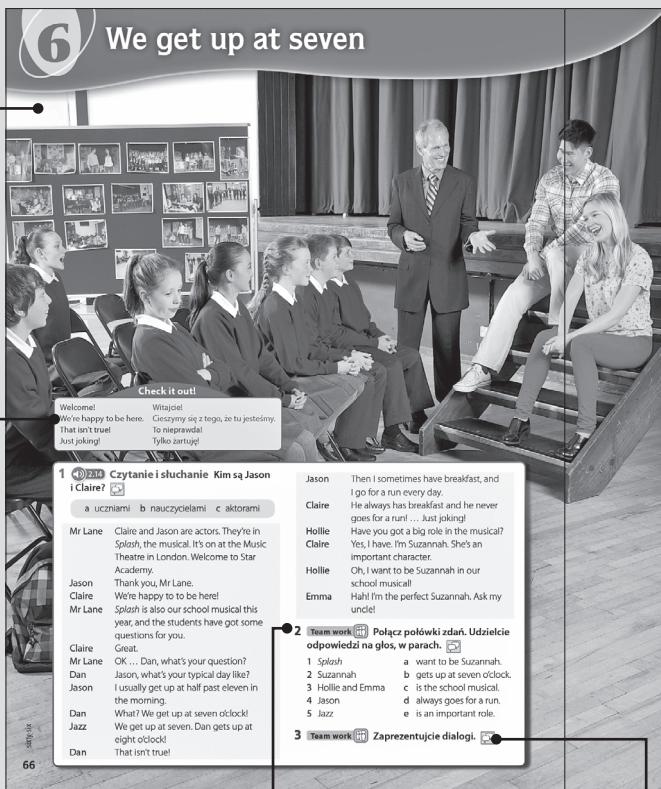
Encourage students to behave well using a points system. Award points to pairs or groups that don't make too much noise. Deduct points from pairs or groups that are too noisy or who are not speaking in English.

A tour of Team Up Plus dla klasy IV

The presentation dialogue in the **Language focus** section exposes students to the theme, target grammar structures, vocabulary and functions of the unit in a photostory format. Students explore the meaning and usage of the language in manageable chunks before they move on to more formal presentation and practice.

The photostory uses familiar contexts to motivate and engage students.

Students focus on the target language.



Useful expressions from the dialogue are introduced with their Polish translations.

Students check their comprehension of the story.

Language focus

4 **Team work** Przeczytaj dialogi. Znajdź jeszcze sześć błędów. Omówcie je w parach.



Language focus Unit 6

Students try out new language in a personalized context.

Presentation

Prepare students to read and listen to the text by looking at the pictures. Ask students, in Polish if necessary, what is happening in the main picture and if they can remember what has happened in the story so far.

Refer students to the vocabulary in the *Check it out!* box to help students predict what the story is about.

Encourage teamwork by allowing students to act out the dialogue. As the course develops, students will have more control over how they act out the dialogues.

Language focus

Read the instructions together carefully. Then ask students to look at the example. In a **less confident class**, work through the dialogues, checking answers as you go. In a **more confident class**, allow students to complete the dialogues independently.

Students listen to the dialogues to check their answers. Listen again and drill the dialogues chorally to practise pronunciation of new language.

Put students into pairs to practise the dialogues. Encourage students to stand up and speak for additional speaking practice to make the activity realistic, enjoyable and motivational.

The **Vocabulary** section presents the main vocabulary set of the unit using pictures and a listening activity. It also stimulates students to remember other related vocabulary items previously taught, and enables students to practise the new vocabulary, at both word and sentence level, in a personalized context.

New words are recorded on the audio CD to give a model for pronunciation.

Students answer before they listen and check.

Useful tips on collocation, spelling rules, etc. are provided.

6 Vocabulary

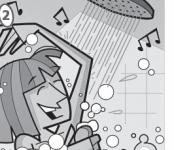
Daily routines

1  2.16 Dopasuj zdania do obrózków. Napisz odpowiedzi w zeszycie. Potem posłuchaj nagrania i sprawdź odpowiedzi. 

1 - d I get up.



1



2



3



4



5



6



7



8



9

Look!
Czasownik *have* oznacza nie tylko „mieć”, ale także „jeść”.
have breakfast
have lunch
have dinner

a I have lunch at one o'clock.
b I have a shower at ten past seven.
c I do my homework at quarter to seven.
d I get up at seven o'clock.
e I go to school at twenty past eight.
f I have dinner at six o'clock.
g I go home at four o'clock.
h I go to bed at nine o'clock.
i I have breakfast at half past seven.

2  Team work  O których godzinach wykonujesz czynności wymienione w ćw. 1? Powiedz o tym koledze lub koleżance. 

I get up at quarter past seven.

Students learn new vocabulary with the help of pictures.

Students personalize the new language through a speaking task.

Presenting new words

Present and practise the new words using the pictures in the Class Book, mime or other games. Flashcards are available to print from the Oxford Teachers' Club, or you can use the electronic flashcards on the Classroom Presentation Tool to introduce the new vocabulary set. Find these in the Resources tab.

Practising new words

Drill the vocabulary chorally until students are confident with it.

Encourage students to work with a partner of a similar level to practise using the language in a personalized way. Encourage students to be supportive and respectful of one another and help each other with speaking tasks.

Provide error correction tasks in a **more confident class**.

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A tour of *Team Up Plus dla klasy*

9

The first **Grammar** section presents the target grammar structures of the unit in clear, simple tables and provides a variety of activities through which students can practise the new structures. Having already seen the new language in the **Story** and **Language Focus** sections of the unit, students can now focus on the correct usage in more detail. The practice activities range from controlled exercises focusing on form, to freer personalized exercises. There are also additional activities for **more confident classes** or fast finishers.

Key grammar structures are presented in tables.

Grammar

6

Present simple Twierdzenia

I/You/We/You/They	play
He/She/It	plays

1 Wybierz właściwą formę. Napisz pełne zdania w zeszycie.

They play /plays football on Sundays.
They play football on Sundays.
1 He get /gets home at six o'clock.
2 I sleep /sleeps in a small bedroom.
3 Mike write /writes pop songs.
4 We listen /listens to hip-hop music.
5 Sara speak /speaks Spanish.
6 They live /lives in Edinburgh.

Present simple Pisownia czasowników w 3. os. I. poj.

go	→	goes
do	→	does
watch	→	watches
finish	→	finishes
study	→	studies
cry	→	cries
have	→	has

2 Uzupełnij zdania podanymi czasownikami w formie czasu *present simple*. Napisz odpowiedzi w zeszycie.

My sister **does** her homework in her bedroom. (do)
1 My dad **...** work at six o'clock. (finish)
2 Grandma **...** dinner at eight o'clock. (have)
3 Dave **...** TV in the evening. (watch)
4 The baby **...** at night. (cry)
5 My brother **...** French and Italian at school. (study)
6 Marta **...** to the cinema with her friends. (go)

3 2.17 Wymowa Posłuchaj nagrania i powtórz je.

/s/	/z/	/ɪz/
writes	goes	watches

4 2.18 Przepisz tabelkę do zeszytu. Posłuchaj nagrania i wpisz wyrazy we właściwej kolumnie. Potem posłuchaj nagrania i powtórz je.

/s/	/z/	/ɪz/
writes	goes	watches
...
...

5 Uzupełnij tekst właściwymi wyrazami i wyrażeniami. Wybierz a, b lub c. Napisz odpowiedzi w zeszycie.



My brother and I are very different! I **1** ... at seven o'clock. He gets up at half past seven. I have breakfast. He **2** ... TV. I go to school at half past eight. He goes to school at nine o'clock. When we **3** ... home at four o'clock, I **4** ... my homework and he listens to music. After dinner, I read a book and he **5** ... computer games.

1 a get up	b gets up	c go
2 a watch	b watches	c plays
3 a get up	b gets up	c get
4 a do	b does	c have
5 a reads	b plays	c listens

Finished?

Popatrz na obrazki na s. 68. Napisz w zeszycie dziesięć zdążeń o tym, jak spędza swój dzień ta dziewczyna.

She **gets** up at **seven** o'clock. ...

sixty-nine

69

Grammar Unit 6

Fast finishers can do the *Finished?* activity whilst the teacher works with less confident students.

Introducing and practising grammar

Look at the grammar table together and elicit grammar rules from the students. You can use the grammar cards provided online to explain and practise the language further.

Look at example items given for exercises together as a class. In a **less confident class**, continue to work through the answers together or ask students to do so in pairs.

Allow students in a **more confident class** to work through exercises independently. Tell students to check their answers in pairs before feeding back.

Provide additional practice of the grammar using the corresponding Practice Book. Online Extension and Reinforcement activity sheets are also provided for **more confident** and **less confident students** respectively.

10

A tour of *Team Up Plus dla klasy*

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In the **Communication** section, everyday functional language is presented through a model dialogue, which students listen to and read aloud. Students listen to the language in different contexts before practising it in a personalized pairwork activity. A pronunciation activity draws students' attention either to specific phonemes or intonation patterns.

Students listen to and complete a dialogue.

Students repeat the target language using audio as a model.

Students focus on pronunciation or intonation.

6 Communication

Talking about TV programmes

1 2.19 Uzupełnij dialog brakującymi informacjami. Napisz odpowiedzi w zeszycie. Potem posłuchaj nagrania i sprawdź odpowiedzi.

Name	David
Favourite programme	<i>The Simpsons</i>
Day	Tuesdays and Fridays
Time	six o'clock
Channel	Channel 4

FACTFILE

Jane What's your favourite TV programme, David?
 David My favourite TV programme is **1**. It's fantastic!
 Jane What day is it on?
 David It's on **2** and **3**.
 Jane What time is it on?
 David It's on at **4**.
 Jane What channel is it on?
 David It's on **5**.



2 2.20 Posłuchaj nagrania i powtórz je.

Pytamy	Odpowiadamy
What's your favourite TV programme?	My favourite TV programme is <i>The Wizards of Waverly Place</i> .
What day is it on?	It's on Fridays.
What time is it on?	It's on at seven o'clock.
What channel is it on?	It's on the Disney Channel.

3 2.21 Wymowa Posłuchaj nagrania i powtórz je.

What day is it on? What time is it on? What channel is it on?

4 Team work 2.22 Uzupełnij dialog informacjami na swój temat. Napisz odpowiedzi w zeszycie. Potem przecwicz dialog z kolegą lub koleżanką.

A What's your favourite TV programme?
 B **1**.
 A What day is it on?
 B **2**.
 A What time is it on?
 B **3**.
 A What channel is it on?
 B **4**.

Students complete a dialogue to practise the language and pronunciation from the lesson in a personalized speaking activity.

Teaching communication skills

Look at the picture and discuss the topic of the dialogue with the class.

Ask students to look at the dialogue and complete it using the information provided. Monitor, praise and check throughout.

Play the audio to listen to the pronunciation of the functions. Drill the pronunciation chorally and individually to prepare students for the later stages of the lesson.

Allow students time to write the final dialogue in their notebooks for future reference.

Ask students to stand up and speak with a partner to use the language and pronunciation in a realistic and fun way. Ideas for extending pronunciation exercises are provided in the teaching notes.

For some units, you can also use the Teacher's Resource DVD-ROM to develop students' language further. Worksheets are provided both online and on the Teacher's Resource DVD-ROM.

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A tour of *Team Up Plus dla klasy*

11

The second **Grammar** section presents new target grammar structures in clear, simple tables and provides a variety of activities through which students can practise the new structures.

The students have already focused on some of the grammar of the unit and they now look at other aspects of the same main point or a new point. As on the first Grammar page, the practice activities range from controlled exercises focusing on form, to freer personalized exercises. There are also additional activities for **more confident classes** or fast finishers.

Students explore the usage of the new language.

Grammar

6

Students first practise the target grammar in a controlled practice activity focusing on form.

Adverbs of frequency

100%		0%
always		usually
often		sometimes
rarely		never

Przeczytaj zdanie. Wybierz właściwy wyraz i zapisz poprawne zdanie w zeszyt.

I'm **always** at school by nine o'clock.
He **usually** gets up at eleven o'clock.

- 1 Adverbs of frequency go **before/after be**.
- 2 Adverbs of frequency go **before/after all other verbs**.

2 Ułóż wyrazy i wyrażenia we właściwej kolejności, tak by utworzyły poprawne zdania. Napisz pełne zdania w zeszycie.

I/letters./write/never
I never **write letters**.

1 He /up/gets/usually/at eight o'clock.
2 in the afternoon/always/are/PE. lessons/Our
3 play/often/in the park./We/football
4 emails./She/reads/never/her
5 go/rarely//for a run.

3 Wybierz właściwy przyimek czasu. Napisz odpowiedzi w zeszycie.

School starts **at** /on eight o'clock.
School **starts** **at** **eight o'clock**.

- 1 We never **watch TV** **at/in** the morning.
- 2 I rarely **go out** **at/in** night.
- 3 I have dance lessons **on/in** Tuesdays.
- 4 I usually do my homework **in/on** the afternoon.
- 5 They often visit friends **at/in** weekends.
- 6 We always get up **late on** **at** Sundays.

4 Ułóż i napisz w zeszycie zdania z podanymi wyrażeniami. Użyj podanych przysłówków oraz przyimków **in, **at** **on**.**

1 David **watches TV** **the evening**. (often)
2 Joe **plays computer games** **Saturdays**. (usually)
3 Mike **has his piano lessons** **two o'clock**. (always)
4 I **go to bed** **at ten o'clock/weekends**. (sometimes)
5 You **go to school** **Sundays**. (never)

Game!

5 Team work **Zagrajcie w grę językową.**
Uczeń A mówi jeden z czasowników z ramki.
Uczeń B układzie zdanie na temat ucznia A, używając tego czasownika.

do	get up	have	play	
read	speak	study	watch	write

A **get up**
B Magda **usually gets up at nine o'clock on Saturdays.**
Magda No. I usually **get up at half past nine**.

Finished?

Napisz w zeszycie pięć zdań zgodnych z prawdą. Zastosuj przysłówki **always**, **often**, **usually**, **sometimes** i **never**.

I **always** **have a shower after breakfast**.
I **never** **go ...**

Prepositions of time

on	on Sunday(s)
at	at three o'clock
-	at night
-	at the weekend /at weekends
in	in the morning
-	in the afternoon
-	in the evening

Key grammar structures are presented in tables.

Students practise the grammar structure in a fun, freer speaking game.

Fast finishers can do the *Finished?* activity whilst the teacher works with less confident students.

Introducing and practising grammar

Look at the grammar table together and elicit grammar rules from the students. You can use the grammar cards provided online to explain and practise the language further.

Look at example items given for exercises together as a class. In a **less confident class**, continue to work through the answers together or ask students to do so in pairs.

Allow students in a **more confident class** to work through exercises independently. Tell students to check their answers in pairs before feeding back.

Play the game to review the language in a fun and motivational way. Tips for teaching games and extending activities are provided in the teaching notes and online.

Provide additional practice of the grammar using the corresponding Practice Book pages. Online Extension and Reinforcement activity sheets are also provided for more confident and less confident students respectively.

12

A tour of *Team Up Plus dla klasy*

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The **Skills** section provides a focused study of skills all related by topic. There are a variety of Reading text types, which reinforce the language students have learnt throughout the unit. Listening activities extend the topic further. A variety of activity formats are used to help students develop listening comprehension skills. The Speaking and Writing sections give students the opportunity to respond to the unit topic with their own ideas. To help students organize their ideas, both sections usually begin with a written preparation stage. A second Vocabulary set, which complements the topic of the unit, is also presented and practised.

Students read and listen to a text which expands on the topic of the unit.

6 Skills

Reading

1 Przeczytaj tekst. U kogo mieszka Robbie?

A MUSICAL SENSATION

Robbie Kennedy is thirteen. He's a schoolboy, and he's also the star of the London musical, *Billy Elliot - The Musical*.



Like Billy Robbie is also from the north of England. He's from Hull, in the north-east. He says: 'I've got three brothers, but I'm the only dancer in the family!'

Now Robbie lives in London with a host family. He says: 'I live with Mr and Mrs Grant and their son, Ed. They're great. Two other actors from the show live there, too. Matt is thirteen and Sarah is fourteen. They're my friends, and we do everything together. We have lessons, we work in the theatre, and we have fun.'

Glossary

host family	według rodzinnej
togeth	razem
secret	tajemnica
proud	dumny

2 Uzupełnij tekst właściwymi wyrazami i wyróżniami. Wybierz odpowiedź a, b lub c. Napisz odpowiedź w zeszycie.

Robbie Kennedy is the star of *Billy Elliot - The Musical*. He's from the north of ..., but now he lives in London with a host family and two ... from the show.

Billy Elliot is the story of Billy. Billy wants to be a ..., but his dad isn't happy. Billy goes to ... in secret. He becomes a dancer, and his family is happy.

1 a Hull	b England	c London
2 a actors	b brothers	c schoolboys
3 a star	b teacher	c ballet dancer
4 a lessons	b school	c London

72 Unit 6 Skills

Students learn a second set of vocabulary.

Vocabulary: Routines

4 Dopasuj nazwy czynności z ramki do obrączek. Udzielaj odpowiedzi.

brush my teeth	get dressed	listen to music
read a book	wake up	wash my hair



Speaking

5 Opowiedz koleżce lub koleżance o swoich codziennych wykonywanych czynnościach. Użyj wyrazów z ramki.

I always have breakfast in the morning. I never have breakfast in the afternoon.

always	wake up	in the morning
usually	brush my teeth	in the afternoon
often	have a shower	in the evening
sometimes	wash my hair	at the weekend
rarely	have breakfast	at one o'clock, at three o'clock
never	have dinner	on Monday(s), on Tuesday(s)
	read a book	
	go to bed	

Writing

6 Przeczytaj notatki i uzupełnij treść e-maila. Napisz odpowiedzi w zeszycie.



Saturday - My favourite day

It's Saturday today! Saturday is my favourite day of the week. On Saturday I never get up before half past nine! I ... and then I ... Saturday morning programmes are fun! After lunch I usually ... Hannah and Sam. We have dance lessons on Saturday afternoon. It's cool. After our lesson we sometimes go to my house. We ... board games or we ... music. After dinner I

7 Napisz w zeszycie pięć zdań o swoim ulubionym dniu tygodnia.

My favourite day of the week is ...

I'm Fit Tim. s. 104

73 Skills Unit 6

Students read for general and for specific information.

Students listen for specific information.

A unit song provides additional contextualized language.

Students respond to the unit topic by writing a personalized text.

Reading skills

Prepare students for reading by looking at the picture and title of the text and asking them to predict what it is about.

Listening skills

Prepare students for listening by first reading the statements or questions. Allow students to listen to the text twice.

Vocabulary skills

In a **more confident class**, ask students to look at the wordpool box to find and match the expressions to the pictures before they listen and check. In a **less confident class**, play the audio and ask students to listen and match the phrases and pictures.

Speaking skills

Use the table to provide support for speaking practice. Encourage **more confident students** to use additional vocabulary when speaking.

Writing skills

Use the writing model to provide support to develop students' own writing.

Song

Teaching tips to exploit the language of the songs are provided on page 74.

Did you know? boxes

Give students additional information about the topic using the *Did you know?* boxes in the teaching notes.

The **Culture** section provides extended reading practice and the chance for students to learn about an aspect of British culture thematically linked to the unit. The section concludes with a group *Project* designed to help students develop their language skills and their creativity. Students work together in teams using the notes and instructions for the project on the corresponding Practice Book page. The **Review** section consolidates the vocabulary, grammar and functions covered in the unit. There's a corresponding *My Progress* section in the Practice Book, which allows students to reflect on their progress.

Students read and comprehend a text about an aspect of British culture.

6 Culture

ETON, A FAMOUS BRITISH SCHOOL

Eton College is a very old and famous school on the River Thames near London. There are 1,300 students at the school, but all the students are boys!

Eton is a boarding school – the boys don't go home at the end of the school day. They eat and sleep at school, too. The students live in 'houses'. Every house has got about fifty boys. The students have got their own bedrooms. Lots of the houses have got their own chefs, too!

Glossary

- boarding school
- choose
- formal
- interview
- optional

Project

1 Posłuchaj nagrania i przeczytaj tekst. Czym jest szkoła z internatem?

2 Przeczytaj tekst jeszcze raz. Prawda (True) czy fals (False)? Powiedz na głos.

- Eton is a school for boys and girls.
- It's in London.
- The boys live at the school.
- It's a very old school.
- The classrooms are new.
- The students haven't got uniforms.

74 Unit 6 Culture

Vocabulary and grammar from the unit is reviewed through a variety of controlled practice exercises.

Review

Vocabulary

1 Uzupełnij i podaj na głos nazwy codziennego wykonywanego czynności.

- get up
- a shower
- my teeth
- to school
- my hair
- my homework

2 Odszyfruj nazwy ubrań. Zapisz je w zeszycie.

- hirts
- sseho
- prmuje
- sdstre
- kjctea
- lgoew

3 Team work Pracujcie w parach. Popatrzcie na obrazek i podajcie odpowiednią nazwę.

- a snake
- a lizard
- a R.E.
- Geography
- a camera
- MP3 player
- a school bag
- a pencil case

4 Wskaz właściwą formę. Napisz pełne zdania w zeszycie.

5 Udaż i napisz w zeszycie przykłuki częstotliwości we właściwej kolejności.

always rarely sometimes usually

6 Uzupełnij poniższe określenia czasu właściwymi przykłami. Zapisz wyrażenia w zeszycie.

- three o'clock
- Monday
- the weekend
- the morning
- night
- half past six

7 Wybierz właściwą odpowiedź na każde pytanie. Udzielcie odpowiedzi na głos, w parach.

- Zapytaj koleżankę, jaki jest jej ulubiony program telewizyjny.
- What's your favourite TV programme?
- Zapytaj, którego dnia nadawany jest ten program.
- What's your favourite day?
- Zapytaj, o której godzinie jest nadawany.
- What time is it now?
- What time is it?

My Progress

Przeczytaj poniższe stwierdzenia i zastanów się, co już dobrze potrafisz (), co jeszcze musisz powtórzyć () i czego jeszcze nie potrafisz ().

Już potrafię:

- wymieniać czynności, które wykonuje codziennie.
- wyszukwać szczegółowe informacje w przeczytanym tekście.
- powiedzieć, jakiego rodzaju programy telewizyjne lubią oglądać.
- określać częstotliwość wykonywania różnych czynności.

Repetytorium 6 s. 110 **Review Unit 6** **75**

A glossary box provides translations for more difficult vocabulary and expressions.

Students answer comprehension questions about the reading text to consolidate understanding.

Students work as a team to complete a collaborative project.

Students practise communicative functions.

Students reflect on their own progress over the course of the unit.

Culture

Before reading, look at the glossary box provided. Ask **more confident students** to guess the meaning of the language from the context of the text before they look at the Polish translations.

Project

Look at the project instructions and talk about the different stages and tasks that will build up the project. Encourage everyone to share their opinions.

Students can complete their projects in class or as homework. You can ask students to present their completed projects to the class, then display students' work around the classroom.

Review

In a **less confident class**, allow students to check their answers together in pairs. In a **more confident class**, put the answers on the board and encourage students to check their own work. Monitor as they do this and discuss any areas which students had particular difficulty with.

My Progress

Ask students to read the sentences and decide how they feel about the different sections of the unit. Talk to the students individually if possible. Use the corresponding *Repetytorium* section in the Teacher's Power Pack as well as the Extension and Reinforcement worksheets for further practice.

The exercises in the **Repetytorium** section at the back of the Class Book relate to exam task types found in the upper primary exam. They focus on the skills students need in order to master these tasks in preparation for the exam. Each page has useful tips and exam practice activities, which further consolidate the target language and topic of the corresponding unit.

Students are given a useful tip to help with their preparation for the upper primary exam.

6 Repetytorium

Zapoznaj się ze wskazówką!



Wskazówka!

Czytając tekst, notuj w zeszycie te wyrazy, które zawierają odpowiedź na pytania.

1 Przeczytaj teksty w ćw. 2. Wypisz w zeszycie te wyrazy z tekstu, które zawierają odpowiedź na każde z pytań.

2 Sprawdź się! Przeczytaj teksty i wybierz właściwą odpowiedź: a, b lub c. Napisz odpowiedzi w zeszycie.

A I get up at half past seven. I have a shower, then I have my breakfast. School starts at nine o'clock. I go home at three o'clock. In the afternoon, I do my homework, watch TV and have dinner with my family.

B At the weekend, I get up at nine o'clock. I eat breakfast and I watch TV. Then I get dressed. I usually have lunch with my family. In the afternoon, I see my friends or I do my homework.

C My name's Florence. On a school day, I get up at seven o'clock and have a shower. I have breakfast at half past seven. School starts at eight o'clock.

D On Wednesday afternoons, I don't do any homework and I don't watch TV. I go for hip-hop dance lessons. Then I go to my grandma's house for dinner in the evening.

E I've got a new T-shirt with a picture of my favourite pop star on it. I've also got a new pair of jeans, a pink and white hat and I've got a cool jacket. At the weekend, I look great!

1 Texts A and B are both about
 a clothes
 b daily routine
 c school

2 What time does Florence get up on a school day?
 a 7:00
 b 7:30
 c 8:00

3 What does she do before dinner?
 a dance
 b homework
 c watch TV

4 What has got a singer on it?
 a a T-shirt
 b a jacket
 c a hat

Students do graded exam-style questions.

Students practise the skill highlighted in the tip box.

Exam training

Read the tip with the class and emphasize its importance. Explain that in the upper primary exam, there are a limited number of task types and it is important to get used to them.

Welcome

Aims

- Vocabulary:** The alphabet, Greetings, Numbers 1 – 30, Colours, Time, Days, months and seasons, Classroom objects
- Grammar:** Singular and plurals, *a* and *an*, Subject pronouns

- Communication:** Greetings, Classroom language, Asking the time, Asking about birthdays
- Writing:** Recording language in your notebook

Section	Aims	Materials
Hello! The alphabet <i>CB + Classroom Presentation Tool p4</i>	<ul style="list-style-type: none">Review greetings – <i>Hello, I'm Adam.</i>Review the alphabet and use it to spell names.	Class audio CD1, tracks 1 – 7 Practice Book p2 Song – <i>Alphabet rhumba</i> Song exercise SB p102
Numbers Colours <i>CB + Classroom Presentation Tool p5</i>	<ul style="list-style-type: none">Review numbers 1 – 30.Review colours through a critical thinking exercise.	Class audio CD1, tracks 8 – 9 Practice Book p2
Classroom objects Classroom language <i>CB + Classroom Presentation Tool p6</i>	<ul style="list-style-type: none">Review classroom objects and practise it at a word and sentence level.Review common classroom language.	Class audio CD1, tracks 10 – 12 Practice Book p3
Time Time of day <i>CB + Classroom Presentation Tool p7</i>	<ul style="list-style-type: none">Review asking and telling the time and times of the day.	Class audio CD1, tracks 13 – 16 Practice Book p3
Days, months and seasons <i>CB + Classroom Presentation Tool p8</i>	<ul style="list-style-type: none">Review pronunciation and spelling of the days of the week, months and seasons.	Class audio CD1, tracks 17 – 19 Practice Book p4
Grammar Singular and plural nouns <i>CB + Classroom Presentation Tool p9</i>	<ul style="list-style-type: none">Review indefinite articles <i>a</i> and <i>an</i> with common objects.Review singular and plural nouns with a focus on the spelling of irregular plurals.	Practice Book p4 Grammar reference OEO
Grammar Subject pronouns <i>CB + Classroom Presentation Tool p10</i>	<ul style="list-style-type: none">Review subject pronouns.Learn about the course characters.	Class audio CD1, track 20 Practice Book p5 Grammar reference OEO
Classroom objects <i>CB + Classroom Presentation Tool p11</i>	<ul style="list-style-type: none">Review pronunciation and spelling of classroom objects.	Class audio CD1, track 21 Practice Book p5 Reinforcement Welcome worksheet Extension Welcome worksheet

Aims

- **Vocabulary:** Countries and nationalities
- **Grammar:** *be*: Present simple (affirmative), Possessive adjectives
- **Communication:** Greetings: informal and formal, Giving personal details
- **Writing:** An email – introducing yourself
- **Reading:** An email from Hollie
- **Listening:** Personal profiles
- **Culture:** Welcome to London!
- **Team project:** A poster of a Polish city

Section	Aims	Materials
Presentation <i>CB + Classroom Presentation Tool p12</i>	• Present new language (<i>be</i> : present simple, countries and nationalities) in an engaging realistic context via a serialized story.	Class audio CD1, track 22 Practice Book p6
Language focus <i>CB + Classroom Presentation Tool p13</i>	• Practise and personalize the target language in manageable chunks.	Class audio CD1, track 23 Practice Book p6
Vocabulary <i>CB + Classroom Presentation Tool p14</i>	• Present vocabulary of countries and nationalities and practise it at word and sentence level.	Class audio CD1, tracks 24 – 27 Song – <i>EuroPopFest</i> Song exercise CB p102 Practice Book p6
Grammar <i>CB + Classroom Presentation Tool p15</i>	• Present and practise the affirmative form of <i>be</i> in the present simple.	Practice Book p6 Grammar reference OEO
Communication <i>CB + Classroom Presentation Tool p16</i>	• Present and practise formal and informal greetings.	Class audio CD1, tracks 28 – 30 Practice Book p7
Grammar <i>CB + Classroom Presentation Tool p17</i>	• Present and practise possessive adjectives.	Practice Book p7 Reinforcement worksheet 1 Extension worksheet 1 Grammar reference OEO
Skills <i>CB + Classroom Presentation Tool pp18 – 19</i>	• Present and practise the secondary vocabulary (countries and nationalities from outside Europe). • Read and understand a personal email. • Listen to and understand short personal profiles. • Produce a spoken personal profile. • Write a personal email using a model.	Class audio CD1, tracks 31 – 34 Practice Book pp8 – 9 Vocabulary plus OEO
Culture <i>CB + Classroom Presentation Tool p20</i>	• Read and understand a text about some famous sights in London.	Class audio CD1, track 35 Practice Book p9 Teacher's Resource DVD-ROM 1 – <i>The United Kingdom</i> DVD 1 worksheet
Project <i>CB + Classroom Presentation Tool p20</i>	• Build on the culture text and write a similar text about Warsaw. • Enable students to work together to produce a group project.	Practice Book p9
Review <i>CB + Classroom Presentation Tool p21</i>	• Review the grammar, vocabulary and functional language from the unit.	Practice Book p10 Unit test 1 (A, B + C)
Repetytorium <i>CB + Classroom Presentation Tool p105</i>	• Improve Reading comprehension skills for the upper primary exam.	

Aims**Vocabulary:** Adjectives, Jobs**Grammar:** *be*: Present simple (negative, questions and short answers), Question words, *this / that / these / those***Communication:** Asking and answering personal questions**Writing:** A description of a person**Reading:** An information leaflet**Listening:** An interview**Culture:** Important dates in the UK**Team project:** A poster about a festival

Section	Aims	Materials
Presentation <i>CB + Classroom Presentation Tool p22</i>	<ul style="list-style-type: none"> Present new language (<i>be</i>: present simple negative, questions, demonstratives) in an engaging context via a serialized story. 	Class audio CD1, track 36 Practice Book p11
Language focus <i>CB + Classroom Presentation Tool p23</i>	<ul style="list-style-type: none"> Practise and personalize the target language in manageable chunks. 	Class audio CD1, track 37 Practice Book p11
Vocabulary <i>CB + Classroom Presentation Tool p24</i>	<ul style="list-style-type: none"> Present new adjectives and practise them at word and sentence level. 	Class audio CD1, tracks 38 – 40 Practice Book p11 Vocabulary plus OEO Song – <i>Where's our teacher?</i> Song exercise CB p102
Grammar <i>CB + Classroom Presentation Tool p25</i>	<ul style="list-style-type: none"> Present and practise the negative form of <i>be</i> in the present simple as well as questions and short answers with <i>be</i>. 	Practice Book p11 Grammar reference OEO
Communication <i>CB + Classroom Presentation Tool p26</i>	<ul style="list-style-type: none"> Present and practise personal questions and answers. Practise the intonation pattern in <i>Wh</i>- questions. 	Class audio CD1, tracks 41 – 42 Practice Book p12 Teacher's Resource DVD-ROM 2 – <i>Personal questions</i> DVD 2 worksheet
Grammar <i>CB + Classroom Presentation Tool p27</i>	<ul style="list-style-type: none"> Present and practise question words and demonstratives: <i>this, that, these</i> and <i>those</i>. 	Practice Book p12 Reinforcement worksheet 2 Extension worksheet 2 Grammar reference OEO
Skills <i>CB + Classroom Presentation Tool pp28 – 29</i>	<ul style="list-style-type: none"> Present and practise vocabulary for jobs. Read and understand an information leaflet. Listen to and understand a personal interview. Practise asking and answering personal questions. Practise the target language. Write a description of a person. 	Class audio CD1, tracks 43 – 45 Practice Book pp13 – 14
Culture <i>CB + Classroom Presentation Tool p30</i>	<ul style="list-style-type: none"> Read and understand a text about important dates in the UK. 	Class audio CD1, track 46 Practice Book p14
Project <i>CB + Classroom Presentation Tool p30</i>	<ul style="list-style-type: none"> Make a poster about another festival. Enable students to work together to produce a group project. 	Practice Book p14
Review <i>CB + Classroom Presentation Tool p31</i>	<ul style="list-style-type: none"> Review the grammar, vocabulary and functional language from the unit. 	Practice Book p15 Unit test 2 (A, B + C)
Repetitorium <i>CB + Classroom Presentation Tool p106</i>	<ul style="list-style-type: none"> Develop necessary skills for the Functional language section of the upper primary exam. 	
Fun time <i>CB + Classroom Presentation Tool pp32 – 33</i>	<ul style="list-style-type: none"> Review the language of the preceding units in a fun, motivational context. 	Class audio CD1, tracks 47 – 48

Aims**Vocabulary:** The family, Pets**Grammar:** *has got*: Present simple (affirmative, negative and questions), Possessive 's**Communication:** Asking and telling the time, Asking and answering about a family tree**Writing:** An essay about a famous or fictional family**Reading:** An article about pets**Listening:** A radio competition**Culture:** British people's favourite young royals!**Team project:** A poster about an imaginary celebrity family

Section	Aims	Materials
Presentation <i>CB + Classroom Presentation Tool p34</i>	<ul style="list-style-type: none"> Present new language (<i>has got</i>: present simple 3rd person, family members) in an engaging realistic context via a serialized story. 	Class audio CD1, track 49 Practice Book p16
Language focus <i>CB + Classroom Presentation Tool p35</i>	<ul style="list-style-type: none"> Practise and personalize the target language in manageable chunks. 	Class audio CD1, track 50 Practice Book p16
Vocabulary <i>CB + Classroom Presentation Tool p36</i>	<ul style="list-style-type: none"> Present vocabulary of family members. Practise it at word and sentence level. Recycle the target language using a song. 	Class audio CD1, tracks 51 – 52 Practice Book p16 Song – <i>Family tree</i> Song exercise CB p103
Grammar <i>CB + Classroom Presentation Tool p37</i>	<ul style="list-style-type: none"> Present and practise <i>has got</i> (3rd person) in the present simple: affirmative and negative statements. Personalize the target language through meaningful speaking practice. 	Practice Book p16 Grammar reference OEO
Communication <i>CB + Classroom Presentation Tool p38</i>	<ul style="list-style-type: none"> Present and practise telling and asking the time. 	Class audio CD1, tracks 53 – 56 Practice Book p17
Grammar <i>CB + Classroom Presentation Tool p39</i>	<ul style="list-style-type: none"> Present and practise <i>has got</i> (3rd person) in the present simple: questions, short answers and possessive 's. 	Practice Book p17 Reinforcement worksheet 3 Extension worksheet 3 Grammar reference OEO
Skills <i>CB + Classroom Presentation Tool pp40 – 41</i>	<ul style="list-style-type: none"> Present and practise vocabulary of pets. Read and understand a simple article about pets. Listen to and understand a radio competition. Practise asking and answering questions about a family tree. Write a description of a famous family. 	Class audio CD1, tracks 57 – 59 Practice Book pp18 – 19 Vocabulary plus OEO
Culture <i>CB + Classroom Presentation Tool p42</i>	<ul style="list-style-type: none"> Read and understand a text about the British royal family. Practise reading for specific information. 	Class audio CD1, track 60 Practice Book p19
Project <i>CB + Classroom Presentation Tool p42</i>	<ul style="list-style-type: none"> Make a poster about an imaginary celebrity family. Enable students to work together to produce a group project. 	Practice Book p19
Review <i>CB + Classroom Presentation Tool p43</i>	<ul style="list-style-type: none"> Review the grammar, vocabulary and functional language from the unit. 	Practice Book p20 Unit test 3 (A, B + C)
Repetytorium <i>CB + Classroom Presentation Tool p107</i>	<ul style="list-style-type: none"> Improve Listening comprehension skills for the upper primary exam. 	Class audio CD3, tracks 1 – 4

Aims**Vocabulary:** School subjects, Possessions**Grammar:** *have got*: Present simple all forms (affirmative and negative, questions and short forms)**Communication:** Talking about possessions, A personal interview about likes, dislikes and possessions**Pronunciation:** /h/**Writing:** A description of a friend**Reading:** Martin's blog**Listening:** A conversation about school**Culture:** Primary schools in the UK**Team project:** A poster about your school

Section	Aims	Materials
Presentation <i>CB + Classroom Presentation Tool p44</i>	<ul style="list-style-type: none"> Present new language <i>have got</i> in the present simple: affirmative, negative, questions and short forms in an engaging realistic context via a serialized story. 	Class audio CD1, track 61 Practice Book p21
Language focus <i>CB + Classroom Presentation Tool p45</i>	<ul style="list-style-type: none"> Practise and personalize the target language in manageable chunks. 	Class audio CD1, track 62 Practice Book p21
Vocabulary <i>CB + Classroom Presentation Tool p46</i>	<ul style="list-style-type: none"> Present vocabulary of school subjects. Practise it at word and sentence level. Recycle the target language using a song. 	Class audio CD1, tracks 63 – 64 Practice Book p21 Song – <i>My favourite subject</i> Song exercise CB p103
Grammar <i>CB + Classroom Presentation Tool p47</i>	<ul style="list-style-type: none"> Present and practise <i>have got</i> in the present simple, all forms: affirmative and negative statements. Personalize the target language through meaningful speaking practice. 	Practice Book p21 Grammar reference OEO
Communication <i>CB + Classroom Presentation Tool p48</i>	<ul style="list-style-type: none"> Present and practise questions and answers about possessions. Practice the /h/ phoneme in questions and answers. 	Class audio CD1, tracks 65 – 68 Practice Book p22
Grammar <i>CB + Classroom Presentation Tool p49</i>	<ul style="list-style-type: none"> Present and practise <i>have got</i> in the present simple, all forms, questions and short answers. 	Practice Book p22 Reinforcement worksheet 4 Extension worksheet 4 Grammar reference OEO
Skills <i>CB + Classroom Presentation Tool pp50 – 51</i>	<ul style="list-style-type: none"> Present and practise vocabulary of possessions. Listen to and understand a conversation about a school. Read and understand a personal blog. Practise asking and answering personal questions. Write a short description of a friend. 	Class audio CD1, tracks 69 – 71 Practice Book pp23 – 24 Vocabulary plus OEO
Culture <i>CB + Classroom Presentation Tool p52</i>	<ul style="list-style-type: none"> Read and understand a text about primary schools in the UK. Practise reading for specific information. Expand on the culture text using a DVD. 	Class audio CD1, track 72 Practice Book p24 Teacher's Resource DVD-ROM 3 – <i>The school day</i> DVD 3 worksheet
Project <i>CB + Classroom Presentation Tool p52</i>	<ul style="list-style-type: none"> Make a poster about the students' own school. Enable students to work together to produce a group project. 	Practice Book p24
Review <i>CB + Classroom Presentation Tool p53</i>	<ul style="list-style-type: none"> Review the grammar, vocabulary and functional language from the unit. 	Practice Book p25 Unit test 4 (A, B + C)
Repetytorium <i>CB + Classroom Presentation Tool p108</i>	<ul style="list-style-type: none"> Develop necessary skills for the Grammar and vocabulary section of the upper primary exam. 	
Fun time <i>CB + Classroom Presentation Tool pp54 – 55</i>	<ul style="list-style-type: none"> Review the language of the preceding units in a fun, motivational context. 	Class audio CD1, track 73

Aims**Vocabulary:** My room, Clothes**Grammar:** Prepositions of place, *some / any*, *There is / There are* (all forms)**Communication:** Describing your bedroom, A question and answer game**Pronunciation:** /th/**Writing:** A description of your bedroom**Reading:** An article about Camden Lock Market**Listening:** A conversation about a boy's bedroom**Culture:** Popular possessions**Team project:** A poster of favourite possessions

Section	Aims	Materials
Presentation <i>CB + Classroom Presentation Tool p56</i>	<ul style="list-style-type: none"> Present new language (<i>There's / There are ...</i>, <i>Are there ...?</i>, prepositions of place, <i>some</i> and <i>any</i>) in an engaging realistic context via a serialized story. 	Class audio CD2, track 1 Practice Book p26
Language focus <i>CB + Classroom Presentation Tool p57</i>	<ul style="list-style-type: none"> Practise and personalize the target language in manageable chunks. 	Class audio CD2, track 2 Practice Book p26
Vocabulary <i>CB + Classroom Presentation Tool p58</i>	<ul style="list-style-type: none"> Present vocabulary of furniture in bedrooms. Practise it at word and sentence level. 	Class audio CD2, tracks 3 – 4 Practice Book p26
Grammar <i>CB + Classroom Presentation Tool p59</i>	<ul style="list-style-type: none"> Present and practise prepositions of place and <i>some</i> and <i>any</i>. Personalize the target language through meaningful speaking practice. 	Practice Book p26 Grammar reference OEO
Communication <i>CB + Classroom Presentation Tool p60</i>	<ul style="list-style-type: none"> Present and practise questions and answers about a bedroom. Practice the /th/ phoneme in questions and answers. 	Class audio CD2, tracks 5 – 8 Practice Book p27
Grammar <i>CB + Classroom Presentation Tool p61</i>	<ul style="list-style-type: none"> Present and practise <i>There's / There are</i>, <i>There isn't / There aren't</i> and <i>Is there ...? / Are there ...?</i> 	Practice Book p27 Reinforcement worksheet 5 Extension worksheet 5 Grammar reference OEO
Skills <i>CB + Classroom Presentation Tool pp62 – 63</i>	<ul style="list-style-type: none"> Present and practise vocabulary of clothes. Recycle the target language using a song. Read and understand a magazine article. Listen to and understand a conversation about a bedroom. Ask and answer questions about where clothes are in a room. Write a description of a bedroom. 	Class audio CD2, tracks 9 – 12 Practice Book pp28 – 29 Vocabulary plus OEO Song – <i>Are there any clothes?</i> Song exercise CB p103
Culture <i>CB + Classroom Presentation Tool p64</i>	<ul style="list-style-type: none"> Read and understand a text about popular possessions among children in Britain. Practise reading for specific information. 	Class audio CD2, track 13 Practice Book p29
Project <i>CB + Classroom Presentation Tool p64</i>	<ul style="list-style-type: none"> Make a poster about the students' own favourite possessions. Enable students to work together to produce a group project. 	Practice Book p29
Review <i>CB + Classroom Presentation Tool p65</i>	<ul style="list-style-type: none"> Review the grammar, vocabulary and functional language from the unit. 	Practice Book p30 Unit test 5 (A, B + C)
Repetitorium <i>CB + Classroom Presentation Tool p109</i>	<ul style="list-style-type: none"> Improve Listening comprehension skills for the upper primary exam. 	Class audio CD3, tracks 5 – 8

Aims**Vocabulary:** Daily routines, Routine activities**Grammar:** Present simple (affirmative), Adverbs of frequency, Prepositions of time**Communication:** Talking about TV programmes, Talking about routines**Intonation:** Questions**Writing:** An email about your favourite day**Reading:** An article about *Billy Elliot – The Musical***Listening:** A description of some young actors' daily routine**Culture:** Eton, a famous British school**Team project:** A poster about an ideal school

Section	Aims	Materials
Presentation <i>CB + Classroom Presentation Tool p66</i>	<ul style="list-style-type: none"> Present new language (present simple statements, adverbs of frequency, prepositions of time) in an engaging realistic context via a serialized story. 	Class audio CD2, track 14 Practice Book p31
Language focus <i>CB + Classroom Presentation Tool p67</i>	<ul style="list-style-type: none"> Practise and personalize the target language in manageable chunks. 	Class audio CD2, track 15 Practice Book p31
Vocabulary <i>CB + Classroom Presentation Tool p68</i>	<ul style="list-style-type: none"> Present vocabulary of daily routines. Practise it at word and sentence level. 	Class audio CD2, track 16 Practice Book p31
Grammar <i>CB + Classroom Presentation Tool p69</i>	<ul style="list-style-type: none"> Present and practise present simple statements and 3rd person singular endings. Personalize the target language through meaningful speaking practice. 	Class audio CD2, tracks 17 – 18 Practice Book p31 Grammar reference OEO
Communication <i>CB + Classroom Presentation Tool p70</i>	<ul style="list-style-type: none"> Present and practise questions about TV programmes. Practise the intonation of <i>Wh</i>- questions. Expand on the subject of TV programmes using a DVD. 	Class audio CD2, tracks 19 – 21 Practice Book p32 Teacher's Resource DVD-ROM 4 – <i>TV programmes</i> DVD 4 worksheet
Grammar <i>CB + Classroom Presentation Tool p71</i>	<ul style="list-style-type: none"> Present and practise adverbs of frequency and prepositions of time. 	Practice Book p32 Reinforcement worksheet 6 Extension worksheet 6 Grammar reference OEO
Skills <i>CB + Classroom Presentation Tool pp72 – 73</i>	<ul style="list-style-type: none"> Read and understand a magazine article. Listen to and understand a description of an actor's daily routine. Present and practise vocabulary of routines. Practise talking about habits and daily routines. Produce a written text about a favourite day. Recycle the target language using a song. 	Class audio CD2, tracks 22 – 25 Practice Book pp33 – 34 Vocabulary plus OEO Song – <i>I'm Fit Tim</i> Song exercise CB p104
Culture <i>CB + Classroom Presentation Tool p74</i>	<ul style="list-style-type: none"> Read and understand a text about a famous British school. Practise reading for specific information. 	Class audio CD2, track 26 Practice Book p34
Project <i>CB + Classroom Presentation Tool p74</i>	<ul style="list-style-type: none"> Make a poster about the students' ideal school. Enable students to work together to produce a group project. 	Practice Book p34
Review <i>CB + Classroom Presentation Tool p75</i>	<ul style="list-style-type: none"> Review the grammar, vocabulary and functional language from the unit. 	Practice Book p35 Unit test 6 (A, B + C)
Repetytorium <i>CB + Classroom Presentation Tool p110</i>	<ul style="list-style-type: none"> Improve Reading comprehension skills for the upper primary exam. 	
Fun time <i>CB + Classroom Presentation Tool pp76 – 77</i>	<ul style="list-style-type: none"> Review the language of the preceding units in a fun, motivational context. 	Class audio CD2, track 27

Aims**Vocabulary:** Free-time activities, Adjectives**Grammar:** *can* ability (affirmative, negative, questions, and short answers), Degrees of ability, Imperatives**Communication:** Making suggestions, Asking and answering about abilities**Intonation:** Suggestions**Writing:** A paragraph about abilities and free-time activities**Reading:** Letters to a magazine about superheroes**Listening:** An interview about hobbies**Culture:** Children's TV in the UK**Team project:** A poster about TV we love

Section	Aims	Materials
Presentation <i>CB + Classroom Presentation Tool p78</i>	<ul style="list-style-type: none"> Present new language (<i>can</i> for ability, degrees of ability, imperatives) in an engaging realistic context via a serialized story. 	Class audio CD2, track 28 Practice Book p36
Language focus <i>CB + Classroom Presentation Tool p79</i>	<ul style="list-style-type: none"> Practise and personalize the target language in manageable chunks. 	Class audio CD2, track 29 Practice Book p36
Vocabulary <i>CB + Classroom Presentation Tool p80</i>	<ul style="list-style-type: none"> Present vocabulary of free-time activities. Practise it at word and sentence level. 	Class audio CD2, tracks 30 – 31 Practice Book p36
Grammar <i>CB + Classroom Presentation Tool p81</i>	<ul style="list-style-type: none"> Present and practise <i>can</i> for ability: affirmative and negative forms; and phrases for expressing degrees of ability. Personalize the target language through meaningful speaking practice. 	Class audio CD2, tracks 32 – 33 Practice Book p36 Grammar reference OEO
Communication <i>CB + Classroom Presentation Tool p82</i>	<ul style="list-style-type: none"> Present and practise making suggestions. Practice the intonation in making suggestions. 	Class audio CD2, tracks 34 – 36 Practice Book p37
Grammar <i>CB + Classroom Presentation Tool p83</i>	<ul style="list-style-type: none"> Present and practise <i>can</i>: (ability); imperatives. To review the target language of the unit using a song. 	Class audio CD2, track 37 Practice Book p37 Song – <i>I'm a star</i> Song exercise CB p104 Reinforcement worksheet 7 Extension worksheet 7 Grammar reference OEO
Skills <i>CB + Classroom Presentation Tool pp84 – 85</i>	<ul style="list-style-type: none"> Present and practise adjectives. Read and understand letters to a magazine expressing opinions. Listen to and understand a radio interview about hobbies. Practise asking and answering questions about personal ability. Write a paragraph about ability and free-time activities. Recycle the target language using a DVD. 	Class audio CD2, tracks 38 – 40 Practice Book pp38 – 39 Vocabulary plus OEO Teacher's Resource DVD-ROM 5 – <i>A typical Saturday</i> DVD 5 worksheet
Culture <i>CB + Classroom Presentation Tool p86</i>	<ul style="list-style-type: none"> Read and understand a text about children's TV in the UK. Practise reading for specific information. 	Class audio CD2, track 41 Practice Book p39
Project <i>CB + Classroom Presentation Tool p86</i>	<ul style="list-style-type: none"> Build on the culture text and make a poster about TV. Enable students to work together to produce a group project. 	Practice Book p39
Review <i>CB + Classroom Presentation Tool p87</i>	<ul style="list-style-type: none"> Review the grammar, vocabulary and functional language from the unit. 	Practice Book p40 Unit test 7 (A, B + C)
Repetytorium <i>CB + Classroom Presentation Tool p111</i>	<ul style="list-style-type: none"> Develop necessary skills for the Functional language section of the upper primary exam. 	

Aims**Vocabulary:** Sports, Sports equipment**Grammar:** Present simple (negative, questions and short answers), Question words, *How often ...?*, Object pronouns**Communication:** Talking about likes and dislikes, Asking and answering about hobbies**Intonation:** Yes / No and *Wh-* questions**Writing:** A description of your favourite school day and sports**Reading:** An article about a swimmer**Listening:** A conversation about school and sports**Culture:** Sports in the UK**Team project:** A poster about our favourite sports

Section	Aims	Materials
Presentation <i>CB + Classroom Presentation Tool p88</i>	Present new language (present simple questions) in an engaging realistic context via a serialized story.	Class audio CD2, track 42 Practice Book p41
Language focus <i>CB + Classroom Presentation Tool p89</i>	Practise and personalize the target language in manageable chunks.	Class audio CD2, track 43 Practice Book p41
Vocabulary <i>CB + Classroom Presentation Tool p90</i>	Present vocabulary of sports. Practise it at word and sentence level. Recycle the target language of the unit using a song.	Class audio CD2, tracks 44 – 45 Practice Book p41 Song – <i>Fantastic football</i> Song exercise CB p104
Grammar <i>CB + Classroom Presentation Tool p91</i>	Present and practise present simple: negative statements, questions and short answers. Personalize the target language through meaningful speaking practice.	Practice Book p41 Grammar reference OEO
Communication <i>CB + Classroom Presentation Tool p92</i>	Present and practise questions and answers about likes and dislikes. Practise the intonation in yes / no and <i>Wh-</i> questions.	Class audio CD2, tracks 46 – 48 Practice Book p42
Grammar <i>CB + Classroom Presentation Tool p93</i>	Present and practise <i>Wh-</i> questions in the present simple and object pronouns.	Practice Book p42 Grammar reference OEO Reinforcement worksheet 8 Extension worksheet 8
Skills <i>CB + Classroom Presentation Tool pp94 – 95</i>	Present and practise vocabulary of sports equipment. Read and understand a magazine article. Listen to a conversation about likes and dislikes at school. Practise asking and answering questions about likes and dislikes. Write a personal text about a favourite school day and sports.	Class audio CD2, tracks 49 – 51 Practice Book pp43 – 44 Vocabulary plus OEO
Culture <i>CB + Classroom Presentation Tool p96</i>	Read and understand a text about sports in the UK. Practise reading for specific information. Expand on the culture text about sports using a DVD.	Class audio CD2, track 52 Practice Book p44 Teacher's Resource DVD-ROM 6 – <i>Football in the USA</i> DVD 6 worksheet
Project <i>CB + Classroom Presentation Tool p96</i>	Make a poster about favourite sports. Enable students to work together to produce a group project.	Practice Book p44
Review <i>CB + Classroom Presentation Tool p97</i>	Review the grammar, vocabulary and functional language from the unit.	Practice Book p45 Unit test 8 (A, B + C)
Repetitorium <i>CB + Classroom Presentation Tool p112</i>	Develop necessary skills for the Grammar and vocabulary section of the upper primary exam.	
Fun time <i>CB + Classroom Presentation Tool pp98 – 99</i>	Review the language of the preceding units in a fun, motivational context.	Class audio CD2, track 53

CB p4

Teaching tip – Hello!

Welcome students to the class. Introduce yourself and write your name on the board. Ask a few students, *What's your name?* and encourage them to introduce themselves to the class. In a **more confident class**, elicit the sentence, *I'm Renata*. In a **less confident class**, you can just accept names.

Tell the students they are going to meet the characters in their new book. Continue with exercise 1.

Extension activity – exercise 1

Ask students to stand and walk around the class as you play some music they like. When the music stops, tell students to turn to the person next to them and say, *Hello, I'm Adam. Hello, I'm Ewa*, etc. Play the music again for students to repeat the activity.

Teaching tip – Using a notebook

Tell the students that they will need to record the answers to exercises along with vocabulary and grammar in their own notebooks. They will need to be very organized so that they have all of the information they need in their notebooks. They can then easily refer to it when they are revising at home and studying for their exams.

Encourage students to record the exercises from each unit of the course under headings, for example, *Welcome unit, Unit 1, Unit 2*, etc. and the page numbers of their Class Book. Suggest they write headings in a bright coloured pen like red or green. Students should also write clear sub-headings for the section they are working on, e.g. *Vocabulary – Numbers*. They should write the relevant vocabulary and exercises under the heading in a different coloured pen such as blue or black.

To help students remember new vocabulary, ask them to draw small pictures or write short sentences to illustrate the meaning, e.g. *I am twelve. My pen is red*.

Answer key

1.3

EXERCISES 4 AND 5

Grey – A, H, J, K

Green – B, C, D, E, G, P, T, V

Red – F, L, M, N, S, X, Z

White – I, Y

Yellow – O

Blue – Q, U, W

Black – R

1.5

EXERCISE 7

1 Amy A-M-Y

2 Joel J-O-E-L

3 Rebecca R-E-B-E-C-C-A

4 Ryan R-Y-A-N

For extra practice:

Practice Book p2

Song tip TPP p74

CB p5

Teaching tip – Numbers

Revise numbers by writing a number on the board. Ask the class to say the number aloud. To add some competition to the activity, divide the class into two teams. Write a number and ask the first team, *What is it?* If they say it correctly, they get a point. Write another number for the other team to say, etc. At the end of the game, ask the class to count out their points. Which team was the winner?

Extension activity – exercise 1

Write a sequence of three digits for students to tell you what the next number in the sequence is, e.g. You write: 1, 2, 3 ..., students shout: 4; 2, 4, 6 ... 8; 11, 13, 15 ... 17, etc.

SENS

To encourage listening and taking turns, ask the students to count around the class, replacing multiples of five with the word 'bing'. Tell the students they have to listen carefully.

Extension activity – Colours, exercise 4

Revise the colours by pointing to objects around the room and asking the class to shout out the colour.

DID YOU KNOW?

In China, many people have the same favourite number. The number eight is considered to be lucky. The opening ceremony of the 2008 Olympic games in Beijing started on 8th August at eight minutes and eight seconds past eight o'clock.

Answer key

1.8

EXERCISE 1

six, nine, fourteen, eighteen, twenty-one, twenty-five

EXERCISE 2

1 twenty 2 twenty-five 3 thirty 4 eleven

5 twelve 6 seventeen 7 twenty-nine

EXERCISE 3

Students' own answers

For extra practice:

Practice Book p2

1.9

EXERCISE 4

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

EXERCISE 5

1 green 2 purple 3 orange 4 grey 5 brown

EXERCISE 6

Students' own answers

For extra practice:

Practice Book p2

CB p6

Extension activity – Classroom objects, exercise 1

Play *What's in the bag?* Put real classroom objects, or flashcards of the classroom objects, into a bag. Remove them slowly from the bag, one at a time, to elicit the vocabulary from the class.

Teaching tip

For more confident students, ask them to tell you what they have in their school bag or desk. They add the colour and number if possible.

Extension activity – Classroom language, exercise 4

Review the classroom language by playing a collocations game. Call out the first word and ask the class to respond with the second, e.g. *read – a book*, *sit – down*, *open – a book*, *draw – a picture*. To make this a competitive activity, divide the class into two teams. Call out a verb to each team in turn. If students say a correct noun, award their team a point.

Teaching tip – exercise 7

Play *Simon Says* to review classroom language. First, explain the rules of the game to the class. If an instruction starts with *Simon says*, students must do it, e.g. *Simon says close your books*. If an instruction doesn't start with *Simon says*, students should keep still and not follow the instruction, e.g. *Look at the door*. Students who do the action when you don't say *Simon says*, are out. Play again until you have a winner!

Answer key

10 1.10

EXERCISE 1

- 1 felt tip
- 2 ruler
- 3 rubber
- 4 pencil case
- 5 pencil
- 6 pen
- 7 school bag
- 8 exercise book
- 9 pencil sharpener

EXERCISES 2 AND 3

Students' own answers

11 1.11

EXERCISE 4

- 2 Close your book.
- 3 Repeat.
- 4 Listen.
- 5 Stand up.
- 6 Sit down.
- 7 Write.
- 8 Read.
- 9 Draw.
- 10 Look.

12 1.12

EXERCISE 5

Open your book.	Sit down.
Close your book.	Write.
Repeat.	Read.
Listen.	Draw.
Stand up.	Look.

EXERCISE 6

- 1 Write your name.
- 2 Listen to the CD.
- 3 Draw a computer.
- 4 Read page 1.
- 5 Close your book.

For extra practice:

Practice Book p3

CB p7

Extension activity – Time of day, exercise 5

Give each student eight small pieces of paper or sticky notes. Ask students to draw four simple pictures showing what they typically do in each part of the day: the morning, afternoon, evening and night. On the other pieces of paper, they should draw a clock face showing the time they do each activity. Mix up the papers and exchange them with a partner. Students match the activities with the times their partner does them. Check answers in pairs using English if possible, e.g. *It's half past seven in the morning and it's breakfast! Yes!*

Teaching tip

For **less confident classes**, give out eight small pieces of paper. Ask students to listen and draw the times on the clocks. Correct as a class.

DID YOU KNOW?

Ancient societies like Greeks, Romans and Egyptians didn't have clocks like the ones we have today. Mechanical clocks weren't used widely until the 13th century. Before this, people used marked candles, water clocks and sundials.

Answer key

13 1.13

EXERCISE 1

What time is it? It's eight o'clock.
What time is it? It's half past eight.

EXERCISE 2

- 1 three o'clock
- 2 eleven o'clock
- 3 five o'clock
- 4 half past seven
- 5 half past ten
- 6 half past four
- 7 half past two

14 1.14

EXERCISE 3

- 1 It's half past one.
- 2 It's nine o'clock.
- 3 It's twelve o'clock.
- 4 It's half past six.

EXERCISE 4

Students' own answers

15 1.15

EXERCISE 6

- 2 Good night
- 3 Good morning
- 4 Good evening

For extra practice:

Practice Book p3

CB p8

Teaching tip – Days, months and seasons

Write a day, month or season on the board. Ask students to say it aloud as a class. Elicit the next day, month or season by asking the class, *What's next?* and using a forward gesture with your hands. For example, you write *Monday* and students say *Tuesday!*

Extension activity – exercise 4

Ask students to stand up and line up next to each other in age order. Tell them to arrange themselves so those born in January (if any) are at one end of the line and those in December are at the other. Tell students to practise their English while they work out where they should stand in the line by asking *When's your birthday?* and giving the name of the month.

For **less confident students**, encourage them to say their birthday month, then place them in the correct place in the line.

Answer key

EXERCISE 1

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

1.17

EXERCISE 2

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

1.18

EXERCISE 3

- 1 January
- 2 February
- 3 March
- 4 April
- 5 May
- 6 June
- 7 July
- 8 August
- 9 September
- 10 October
- 11 November
- 12 December

1.19

EXERCISE 4

When's your birthday?
It's in October.

EXERCISE 5

- 1 spring
- 2 summer
- 3 autumn
- 4 winter

For extra practice:
Practice Book p3

CB p9

Teaching tip – *a / an*

Review the vocabulary on this page at the start of the lesson. Bring a collection of flashcards to class which have the objects on them, e.g. *ice cream, pencil, apple, man, woman*. Place the flashcards in a large envelope. Slowly pull each card out of the envelope to reveal it to the class and ask them to say what the object is. Tell students to use the appropriate article, e.g. *A pen!* or in a **more confident class** use a sentence, e.g. *It's a pen!*

Teaching tip – Singular and plural nouns

Add two more examples for each category of singular / plural spelling to expand on the language, e.g. *bag – bags, pen – pens / fox – foxes, potato – potatoes / activity – activities, body – bodies / foot – feet, mouse – mice*. Tell students to record these in their notebooks to refer to in the future.

Teaching tip – Using a notebook

After saying the answers, tell students to write their answers to exercises as a chunk of language in their notebooks. For exercise 1, for example, *1 a pen*. This gives the grammar context, in this instance, indefinite articles. For exercise 2, encourage students to write the variation in plural spelling, i.e. *-s, -es, -ies* and *irregular* as headings. They should then record the answers as, *1 two kites, 2 two buses*, etc. Keeping notes clear and correct will help students remember the language and review it in the future.

Answer key

EXERCISE 1

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

EXERCISE 2

- 1 kites
- 2 buses
- 3 families
- 4 women
- 5 children

EXERCISE 3

- 1 crayons
- 2 babies
- 3 men
- 4 books
- 5 buses
- 6 families

For extra practice:

Practice Book p3

For grammar reference:

Oxford English Online

CB p10

Teaching tip – Using a notebook, exercise 3

To record answers for matching tasks such as exercise 3, ask students to write their answers in their notebooks like this, 1 *he* – *c* Marek, 2 *they* – *d* Owen and Dylan. This provides meaningful examples to refer to later.

Teaching tip – Game!, exercise 6

Say (or write on the board) the names of famous people, animals or places, plus an adjective. Tell students to use the words to make a sentence using personal pronouns and the verb *be*, e.g. you say, *Warsaw, big* and students say, *It's big*.

To extend this activity, organize the class into groups of three or four students and ask each group to write five sets of people, animals or places and adjectives as above. Students take turns giving prompt words to the class and the rest of the students respond with a sentence using the correct pronoun and form of *be*.

DID YOU KNOW?

In the 19th and early 20th century in small schools in the countryside, there was only one room in the schoolhouse. One teacher would teach students of different age groups, all at once.

Answer key

1.20

EXERCISE 1

I'm Dan. She's Jazz.
He's 10.
They're my friends.
We're at Star Academy.

EXERCISE 2

Students' own answers

EXERCISE 3

2 d 3 e 4 f 5 a 6 b

EXERCISE 4

- 1 It is in England.
- 2 We are in class 6B.
- 3 It is eight o'clock.
- 4 You are twelve.
- 5 It is blue.
- 6 They are in the pencil case.

EXERCISE 5

- 1 He's nine.
- 2 They're eleven.
- 3 We're twelve.

For extra practice:

Practice Book p5

For grammar reference:

Oxford English Online

CB p11

Teaching tip – Revision

Label the classroom with your students to create a visual aid for remembering classroom objects. Write the words you'd like to review on separate word cards in large clear lettering. Hand these out randomly to students in the class. Ask them to walk around the room and stick them in the correct place, e.g. a card saying *window* on the window and *whiteboard* on the whiteboard.

Once students have returned to their seats, walk around the room and point to the labels. Ask the rest of the class to say the word and ask, *Is it correct?* The class then decides and changes the word card if necessary.

Extension activity – Hangman game

Use any language from the *Welcome unit* as the basis for playing *Hangman* with different objects. Choose a word and draw dashes on the board for the number of letters it contains. Students take it in turns to suggest letters that may be in the word. If a letter is in the word, write it in the appropriate space(s). If it isn't, write it on the board in a list to keep track of what's been suggested, and start to draw a hangman's gibbet line by line. Students win the game if they can guess the word before you have completed the picture of the hanged man.

Answer key

EXERCISE 2

crayon
felt tip
rubber
pen
pencil
pencil case
exercise book
ruler
school bag
clock

EXERCISE 5

afternoon – popołudnie
winter – zima
sixteen – szesnaście
yellow – żółty
morning – rano
twenty- dwadzieścia
spring – wiosna
hello – cześć
pink – różowy
thirteen – trzynaście
summer – lato
blue – niebieski

For extra practice:

Practice Book p5

Reinforcement Welcome worksheet

Extension Welcome worksheet

CB p12

Story

Hollie is a new student at Star Academy, a special school for Drama, Music and Dance. She meets some other students and makes friends with Adam, Dan and Jazz. They explain that another student, Emma, can be difficult.

Teaching tip – Presentation

Ask students in Polish about starting new things. Have they been somewhere where they were the new person? Where was it? How did they feel?

Before you read, look at the big photo and ask students if they remember what the children's names are from the Welcome unit. Talk about what each of the children are doing, *Adam and Hollie are talking*, etc.

Teaching tip – Acting out the story

Model words you think students will find hard to pronounce. Then, model the lines of the dialogue for the students and encourage them to read chorally to build confidence. First, students repeat after you. Then, ask the class to read the following piece of dialogue chorally to you, e.g. you read for *Adam*, the class reads chorally as *Hollie*, etc.

Ask students to work in groups of four to read the dialogues together. Invite one or two groups of students to act out their dialogues to the class.

DID YOU KNOW?

The most famous performing arts school in the UK is probably the BRIT school (formally The London School for Performing Arts and Technology). Stars who have attended include Adele, Amy Winehouse and Katie Melua.

Answer key

1.22

EXERCISE 1

b Hollie

EXERCISE 2

- 1 Hollie
- 2 Mr Lane
- 3 The students
- 4 Dan
- 5 Jazz

CB p13

Teaching tip – Language focus, Using a notebook

Make sure students know how to organize their notebooks so they are easy to navigate and use when studying at home. Encourage students to use headings. Work completed in notebooks for this unit should be under the heading *Unit 1 My name's Hollie*. The students should then write the Class Book page number, i.e. *CB p12*, and the number of the exercise, e.g. 4 along with their answers so they can contribute in class feedback stages. For the error correction task in exercise 4, ask students to write the correct answers only and underline the correction, e.g. 1 *My name's Hollie*.

Teaching tip

Ask the students to personalise the dialogue in exercise 4. In groups of three, they replace the names and where they are from.

Answer key

1.23

EXERCISES 4 AND 5

- 1 My name's Hollie.
- 2 I'm from Edinburgh.
- 3 The students here are from Spain, Italy, Germany ...
- 4 He's a new student.

EXERCISE 6

- A Students' own answers
- B Students' own answers
- A are you from
- B Students' own answers

For extra practice:

Practice Book p6

CB p14

Teaching tip – Vocabulary

Bring a globe or world map to class. Put the globe or map somewhere students can easily see it. Divide students into pairs. Give the class one minute to brainstorm as many country names as they know in English, or Polish if you have a **less confident class**. Ask pairs to say one country at a time and then identify it on the map or globe. Give special praise if the students speak in English.

Teaching tip – Using a notebook

Encourage students to create a clear record of the vocabulary in their notebooks. Ask students to write the heading *Countries and nationalities* in red or green at the top of their notebook page. Ask them to draw two lines to create three columns down the page.

In the left column, they write the English words for the countries, e.g. *France*. In the middle column they write the English names of the nationalities, e.g. *French*. In the right column, they write the Polish translation for both, e.g. *the United Kingdom (UK) – British – Brytania / Brytyjski*.

Answer key

1.24

EXERCISE 1

1 Ireland – Irlandia 2 the United Kingdom (UK)
– Zjednoczone Królestwo 3 the Netherlands
– Holandia 4 Germany – Niemcy 5 Poland –
Polska 6 Ukraine – Ukraina 7 Russia – Rosja 8 France
– Francja 9 Austria – Austria 10 Hungary – Węgry
11 Portugal – Portugalia 12 Spain – Hiszpania 13 Italy
– Włochy 14 Greece – Grecja 15 Turkey – Turcja

1.25

EXERCISE 2

1 German – from Germany 2 Irish – from
Ireland 3 Austrian – from Austria 4 French
– from France 5 Turkish – from
Turkey 6 Spanish – from Spain 7 Italian –
from Italy 8 Russian – from Russia 9 British
– from the United Kingdom 10 Ukrainian – from
Ukraine 11 Greek – from Greece 12 Dutch
– from the Netherlands 13 Portuguese – from
Portugal 14 Hungarian – from Hungary

1.26

EXERCISE 3

-ian – Austrian, Italian, Russian, Ukrainian, Hungarian
-an – German
-ese – Portuguese
-ish – Polish, Irish, Turkish, Spanish, British
other – French, Greek, Dutch

For extra practice:

Practice Book p6

Song tip TPP p74

CB p15

Teaching tip – Grammar, Using a notebook

It would be useful for students to have a record of the grammar tables from each unit in their notebooks, so that they can refer to them outside the classroom. When students have repeated the target grammar structure, have them copy the table into their notebooks. Tell them to write very neatly, so that they can look back at this table later. If you like, you can ask students to keep a separate grammar section in their notebooks. Encourage them to use different colours to show different parts of speech, e.g. blue for pronouns, red for verbs, etc.

Also, refer students to the Grammar reference section online. Students can refer to the Grammar reference throughout the course.

Extension activity – Finished?

Extend the *Finished?* activity by asking students to choose a person (a classmate or a celebrity) and write two true sentences and one false one. Students can read their sentences to a partner or to the class, who must guess which one is false.

Answer key

EXERCISE 1

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

EXERCISE 2

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

EXERCISE 3

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

EXERCISE 4

1 We're Italian.
2 You're brothers.
3 I'm new here.
4 It's a DVD.
5 They're students.
6 She's Portuguese.

EXERCISE 5

Hi Jamie,
I'm your new penfriend. My name's Joe. I'm from
Manchester. My mum is British and my dad is Irish. They're
teachers. I'm a student. I'm ten years old. My best friend is
Harry. We're Manchester United fans. My favourite animal
is my dog, Rover – it's great!

Write soon,
Joe

EXERCISE 6

Students' own answers

For extra practice:

Practice Book p6

For grammar reference:

Oxford English Online

CB p16

Teaching tip – Communication, exercise 4

Practise using formal and informal greetings by bringing a selection of pictures of different people to class, i.e. adults dressed in suits and children of the same age as the students. Also have a piece of music the students will enjoy listening to. Place the pictures on the walls around the room.

Ask the students to stand up. Play the music, students dance or walk around the room. When you pause the music, tell the students to pair up at a picture. They then greet each other using formal or informal greetings from the lesson, in a way that reflects the picture. For example, they use informal greetings for pictures of children and formal greetings for pictures of adults in formal dress.

Once finished, play the music and continue the activity so that the students practise their greetings again with another picture. Monitor and praise students as they speak.

Teaching tip – Using a notebook

Encourage students to keep a clear record of dialogues from communication exercises in their notebooks. For this page, ask students to write the full dialogues from exercise 3 in their notebooks so that they have a copy of an informal and a formal conversation.

Teaching tip

Ask students to learn one of the dialogues. They practise it in pairs and then perform it for the class.

Answer key

1.28

EXERCISE 1

- 1 Hello
- 2 And you
- 3 Bye bye
- 4 Good afternoon
- 5 How are you
- 6 Goodbye

1.30

EXERCISE 3

- 1 Good morning, Kate.
- 2 How are you?
- 3 Not bad.
- 4 Bye. Have a nice day.
- 5 Hello, Mr Brown.
- 6 I'm fine thanks. And you?
- 7 Goodbye.

EXERCISE 4

Students' own answers

For extra practice:

Practice Book p7

CB p17

Teaching tip – Grammar, Using a notebook

When the students have repeated the new grammar structures in the table in exercise 1, tell them to copy the table neatly into their notebooks.

If you have time, you can ask students to write full sentence answers in their notebooks for the first few exercises, such as exercise 2. Full sentences will demonstrate the possessive adjectives more clearly and will be more meaningful for students when they look back at their work.

Teaching tip – Grammar game

Place four cards around the room that have the prompts from exercise 5 on them, e.g. *My favourite number is ...*, *My favourite colour is ...*

Divide the class into four and ask each group to go to a specific card. Ask students to form pairs. They look at the prompts and complete the sentences. Then ask the class to move clockwise to the next prompt card.

Continue until every group of students has been to each prompt card. Monitor and praise students throughout.

Answer key

EXERCISE 1

- 1 his
- 2 its
- 3 his
- 4 her
- 5 her

EXERCISE 2

- 1 My
- 2 They
- 3 Her
- 4 Your
- 5 Our
- 6 It

EXERCISE 3

- 1 Her
- 2 His
- 3 My, your
- 4 Our
- 5 its
- 6 Your
- 7 Their
- 8 her

EXERCISE 4

- 1 I
- 2 His, He
- 3 It
- 4 Its
- 5 She, Her

For extra practice:

Practice Book p7

Reinforcement worksheet 1

Extension worksheet 1

For grammar reference:

Oxford English Online

Teaching tip – Skills

Vocabulary skills tip

In some units, such as this, the second vocabulary set is an extension of the first. Suggest students add this set to the same page of their notebooks as they put the set on page 14, so it is easy to find.

Reading skills tip – exercise 3

Prepare the class for reading the text by asking some pre-reading questions. Tell students this is an email from Hollie, the new student at Star Academy, to her new penfriend, Chloe. Ask the class, *What information do you think she will write about?* Students might say, *school, her friends, her hobbies, her family, her favourite films or actors, etc.* Then, ask the students to read the text and check if their predictions were correct. They then read the text again to answer the specific information questions.

Listening skills tip – exercise 5

Prepare the class for the listening text by asking them to first read the text and consider what information is missing. This will help students to hear the correct answers, e.g. *I'm ... old* (this suggests we need a number for an age), *I'm ... the USA* (this suggests we need a preposition before the country), ... *favourite actor is* (this suggests we need a possessive adjective).

Speaking skills tip – exercise 7

Make speaking activities enjoyable by asking the class to stand up when they speak.

Ask half the class to line up next to each other and the other half of the class to line up facing the other students. Every student should be in a pair, standing opposite one another. In a **less confident class**, write the start of each sentence on the board to help students speak, e.g. *My name is ...; I'm ... years old; I'm from ...; My favourite actors are ...; My favourite animals are ...*. Once students have talked to the person opposite them, move one student from the end of one line to the opposite end of the same line. The students in the line move along, so everyone has a new partner. The students repeat their conversations.

Writing skills tip – exercise 9

Encourage students to write and evaluate their own work and be positive.

Once students have completed the written text, remind them which grammar structures and vocabulary have been covered in the unit. Ask students to check their work for these points. If students need to change anything, encourage them to do so. If you have a **more confident class**, you may ask students to read each other's work and suggest improvements before you mark their work.

Teaching tip

For **less confident students**, write some sentence prompts on the board to help them write their own text.

Answer key

1.31

EXERCISE 1

- 2 Canada
- 3 Japan
- 4 Brazil
- 5 the USA
- 6 Australia

1.32

EXERCISE 2

- 1 Japanese
- 2 Canadian
- 3 American
- 4 Brazilian
- 5 Indian

1.33

EXERCISE 3

c in London

EXERCISE 4

- 1 I'm ten years old.
- 2 I'm from Scotland.
- 3 Star Academy.
- 4 I'm in Year 6.
- 5 Johnny Depp and Keira Knightley are my favourite actors.
- 6 Dogs are my favourite animals.

1.34

EXERCISE 5

- 1
- 2 American
- 3 from
- 4 My
- 5
- 6 Hello
- 7 twelve
- 8 Canada
- 9 favourite
- 10 my

EXERCISES 6 AND 7

Students' own answers

EXERCISE 8

- 1 His name's Dan.
- 2 He's ten years old.
- 3 He's English.
- 4 His favourite actor is Daniel Craig.
- 5 His favourite colour is purple.

EXERCISE 9

Students' own answers

For extra practice:

Practice Book pp8–9

Vocabulary plus Oxford English Online

CB p20

Teaching tip – Culture

- In a **less confident class**, prepare to read the text by looking at the pictures and discussing what the students can see. Read through the glossary box and check the meanings of the unknown vocabulary.
- In a **more confident class**, do a warm up activity before students look at the text. Ask students to write the names of three places or things in London, e.g. *Buckingham Palace, the River Thames, the Tower of London*. Students then open their books and check whether their ideas match the information they can see and read.

Teacher's Resource DVD-ROM 1 – *The United Kingdom*

The DVD-ROM provides extension activities for this unit focusing on culture and recycling language.

Teaching tip – Project

If students are new to this kind of collaboration, have a quick class discussion before they start. Refer students to the project page on page 9 of their Practice Book. There's a similar text which will help them to write their own. Then discuss and talk about the different stages and tasks that will build up the project. Talk about different skills for the different elements. Emphasize that students need to work together to produce one piece of work that they have all contributed to.

Put students in groups to do the project. Encourage them to discuss their skills and ensure that all members of a group have a suitable role. Go round the class monitoring and making suggestions, e.g. *Marek, you're good at drawing. Why don't you draw the city's emblem? Marta, can you do nice lettering for the heading?*

SENs

When making the groups for the project, ensure they have students of mixed ability, so they can help one another.

Answer key

⌚ 1:35

EXERCISE 1

- 1 The Thames.
- 2 The name of the bell in the clock tower.
- 3 1,000 years old.
- 4 A big wheel.
- 5 A museum with wax statues of famous people.

For extra practice:

Practice Book p9

Teacher's Resource DVD-ROM 1 – *The United Kingdom*

DVD 1 worksheet

CB p21

Teaching tip – Review

If you set the exercises in the Revision section as homework, check the answers at the beginning of the next lesson. Invite one student to read out his / her answers for the others to check their work against. Students should raise their hand if they think they've spotted a mistake. Encourage students to discuss answers respectfully and considerately.

Remember to encourage students to write full answers for matching exercises, e.g. for exercise 2, students should write, *1 Greece – c Greek, 2 the Netherlands – g Dutch* and not simply *1c, 2g*, etc. so the language is more meaningful when students review it.

Answer key

EXERCISE 1

- 1 Germany
- 2 Ukraine
- 3 Poland
- 4 Hungary

EXERCISE 2

1 Greece	c Greek
2 the Netherlands	g Dutch
3 the UK	a British
4 the USA	i American
5 Ireland	f Irish
6 Spain	h Spanish
7 Germany	e German
8 Turkey	j Turkish
9 Hungary	b Hungarian
10 Portugal	d Portuguese

EXERCISE 3

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

EXERCISE 4

- 1 'm / is
- 2 're /'s
- 3 's /'s

EXERCISE 5

- 1 its
- 2 Their
- 3 Our
- 4 her
- 5 your

EXERCISE 6

- 1 very
- 2 you
- 3 bad
- 4 you
- 5 good
- 6 bye

For extra practice:

Practice Book p10

Repetytorium CB p105

CB p22

Story

Adam and Hollie are chatting when they see a poster for the upcoming school musical. Emma overhears Hollie showing an interest in the audition and is unpleasant to Hollie. Emma thinks she is the only star in Star Academy.

Teaching tip – Presentation

Before reading, ask the students to look at the big photo and recall the names of the children, i.e. Hollie, Adam and Emma. Tell the class that the children are looking at a poster announcing auditions for a school musical.

Ask the class whether they have seen a musical before or if they've performed in one.

Teaching tip – Acting out the story

Model harder words such as *surname*, *musical* and *audition*. Practise the dialogue together as a class, first chorally, then individually.

Put the students into groups of three and assign roles. Adam and Hollie have a lot to say so consider giving these roles to the **more confident students** in the group. Remind students to think about how the characters say things, as well as what they say. Play the audio CD again if necessary and allow students time to practise the dialogue.

Invite groups of students to stand up and act out their dialogues in front of the class. They may use their Class Books to help them remember their lines.

DID YOU KNOW?

Andrew Lloyd Webber's musical *Cats* opened in 1981 and became the longest running musical in the history of British theatre. Based on a book of poems by the poet T. S. Elliot, it has been translated into 20 languages and performed all over the world.

Answer key 1.36**EXERCISE 1**

b Wood

EXERCISE 2

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

CB p23

Teaching tip – Language focus

To feedback the answers to exercise 4 from the class, ask four different pairs of students to read their answers as a complete dialogue, e.g. Group 1 reads the second part of dialogue 1, Student A: *What's your surname, Hollie?* Student B: *It's Wood.* This enables the class to hear the answers in a meaningful context.

For exercise 6, ask students to write the full questions and personal answers to complete the dialogue in their notebooks. This will make the language more meaningful and help students to review the language at a later date.

Answer key

1.37

EXERCISES 4 AND 5

- 1 What's your surname
- 2 Is that Emma
- 3 Is she your friend
- 4 What's this

EXERCISES 6 AND 7

Students' own answers

For extra practice:

Practice Book p11

CB p24

Teaching tip – Vocabulary

Bring a selection of magazines to class that are appropriate for this age group. Ask students to work in pairs and give each pair a magazine. Ask students to flick through the pages and describe the pictures they see using the adjectives learnt, e.g. *She's pretty. That's dirty!* This provides students with a meaningful context for the language.

To give further reinforcement and to make sure students record the vocabulary in their notebooks in a memorable way, ask them to write a sentence for each adjective using an appropriate noun. For example, *My grandad is old. Jennifer Lawrence is pretty.*

Teaching tip

Ask the students to work in pairs. Hand out A4 card and the students cut out photos from the magazines to illustrate the new adjectives. They write sentences under each one. Display around the class.

Vocabulary – Extension activity

Play an opposites game. Divide the class into two teams. One team says an adjective from exercise 1 or 2. The other team must give the correct opposite, e.g. Team A says, *Hot*, the students in Team B reply, *Cold!* Team A says, *Ugly*, Team B replies, *Pretty!*

DID YOU KNOW?

In schools in Britain, students used to have to stand up when their teacher entered the room, and only sit down again when the teacher told them to. This is less common now, but some schools still insist on it.

Answer key

1 1.38

EXERCISE 1

- 1 dirty
- 2 noisy
- 3 big
- 4 fast
- 5 ugly
- 6 tall
- 7 cold

2 1.39

EXERCISE 2

- 1 It's small.
- 2 It's clean.
- 3 She's short.
- 4 It's quiet.
- 5 It's hot.
- 6 They're pretty.
- 7 He's young.

EXERCISE 3

Students' own answers

For extra practice:

Practice Book p11

Vocabulary plus Oxford English Online

Song tip TPP p74

CB p25

Teaching tip – Recording grammar in notebooks

Encourage students to use different coloured pens to highlight grammatical structures in their notebooks. For example, for the present simple negative used in exercise 1, ask students to write *I* in blue, *'m not* in red, and *English* in blue. *You* in blue *aren't* in red and *in my class* in blue, etc. in order to make the verbs stand out.

Answer key

EXERCISE 1

- 1 I'm not English.
- 2 You aren't in my class.
- 3 Mr Allen isn't American.
- 4 We aren't actors.
- 5 They aren't from London.

EXERCISE 2

- 1 I'm not American.
- 2 She isn't eleven.
- 3 He isn't my brother.
- 4 You aren't in England.
- 5 We aren't at home.
- 6 They aren't teachers.

EXERCISE 3

- 1 It isn't cold.
- 2 They aren't quiet.
- 3 You aren't famous.
- 4 He isn't slow.
- 5 I'm not old.

EXERCISE 4

- 1 Is he twelve? No, he isn't.
- 2 Are they at school? No, they aren't.
- 3 Is it big? No, it isn't.
- 4 Is she a teacher? Yes, she is.
- 5 Are you and your friend ten? No, we aren't.
- 6 Is he a famous actor? Yes, he is.

For extra practice:

Practice Book p11

For grammar reference:

Oxford English Online

CB p26

Teaching tip – Pronunciation

Practise falling intonation using this kinaesthetic activity. Ask the class to stand up. As they ask a question from exercise 2, instruct them to sit down at the same time as their intonation falls. Demonstrate the first question for them. For example, *What's your* (sit down as you say ...) *first name?* *What's your* (sit down as you say ...) *surname?* Point to the questions one at a time on the board, and ask the class to ask and sit. It will help students to remember that *Wh-* questions have falling intonation.

Teaching tip – Using a notebook

Students need to copy tables neatly and correctly from the Class Book in order to review the target language at home. For exercise 3, ask students to write *Communication CB p26, Asking and answering personal questions*, in a bright coloured pen, e.g. red or green at the top of a new notebook page. Then ask them to write *Pytamy* in the same colour on the left of their page and *Odpowiadamy* on the right of their page.

Using a ruler, ask students to draw a straight black line for seven lines to provide enough space to write the functional language. They then write the questions and answers clearly in blue pen or pencil, making sure the spelling and punctuation is correct. Monitor and check throughout at this early stage of the course.

Teacher's Resource DVD-ROM 2 – Personal questions

The DVD-ROM provides extension activities for further practice in asking and answering personal questions.

Answer key and audio transcript

1.41

EXERCISE 1

Receptionist What's your first name?
Jack It's Jack.
Receptionist 1 What's your surname?
Jack It's Wells.
Receptionist W-E-L-L-S? Is that correct?
Jack Yes, it is.
Receptionist 2 How old are you, Jack?
Jack I'm eleven.
Receptionist 3 What's your address?
Jack It's 12 West Street, London, NW3 4EA.
Receptionist 4 What's your phone number?
Jack It's 020 7946 0787 and my mobile number is 07700 900321.
Receptionist 5 What's your email address?
Jack It's jackw@freesurf.com

EXERCISES 4 AND 5

Students' own answers

For extra practice:

Practice book p12

Teacher's Resource DVD-ROM 2 – Personal questions

DVD 2 worksheet

CB p27

Teaching tip – Game!

Encourage students to take it in turns within their team to make the question and answer and to be the spokesperson for the team, so that as many students as possible are involved.

Teaching tip – *this, that, these, those*

Divide the class into groups of four and give each group four items from the classroom, e.g. one group has two dictionaries and two pens, another group has two books and two pencils, etc. Ask students to work as a team and use their realia to make sentences. For example, they place one pen near them and one dictionary further away. They take turns to touch the pen and say, *This is a pen*, and point to the dictionary and say, *That's a dictionary*. Then, the students place two pens near them and two dictionaries further away. Again, they take turns to say, *These are pens. Those are dictionaries*. Keep changing the team's realia so that they practise the target language again using different objects.

DID YOU KNOW?

Postcodes were first used in London in 1857. They were introduced in the rest of Britain in 1959. Now, the UK has 1.7 million postcodes. Each one covers about fifteen houses. Some very important places, like the Scottish Parliament have their own postcode. As does Father Christmas, SAN TA1.

Answer key

EXERCISE 1

- 1 Who
- 2 Where
- 3 When
- 4 How old
- 5 What

EXERCISE 4

- 1 Those
- 2 This
- 3 These
- 4 that

EXERCISE 5

Students' own answers

For extra practice:

Practice Book p12

Reinforcement worksheet 2

Extension worksheet 2

For grammar reference:

Oxford English Online

Teaching tip – Skills**Vocabulary skills tip – exercise 1**

Play a mime game. Invite individual students to come to the front and mime the different jobs for the class to guess. Doing the actions will help reinforce the vocabulary for children who learn kinaesthetically.

Reading skills tip – exercise 3

Add an additional reading task in a **more confident class**. Ask the students to read the text again and find one more fact about each member of staff.

Listening skills tip – exercise 4

Prepare the class for the listening text by asking them to read through the statements carefully. Students should try to predict which English words they think will be used in order to prepare them for the audio CD. For the example statement for example, students should listen for a phrase beginning *Her name's* ... or *My name's* ...

Speaking skills tip – exercise 6

Make speaking activities enjoyable by providing role-play speaking tasks.

Bring a selection of pictures to class of different people of a similar age to the students, or a bit older. Once students have completed their dialogues for exercise 6, ask them to become a new person. Hand out a picture to each student. They must now answer the questions again as if they are a different person. In a **less confident class**, allow students time to write their ideas down before they speak, e.g. *My name's Joanna Hill. I'm from London, England.*

SENs

Encourage students to develop empathy by remembering something about a classmate. The students work in pairs. They tell each other personal information such as name, age, favourite singer and film. Then their partner tells the rest of the class.

Writing skills tip

Provide personalized activities to motivate students.

Once students have completed exercise 7, ask them to write a fake personal profile about themselves. It may be similar to the previous speaking game, e.g. *I'm Joanna Hill. I'm from London, England.* Then, hand it to a partner. The partner reads it and corrects the facts, e.g. *You aren't Joanna Hill, You're Maria Malinowska. You aren't from London, England. You're from Krakow, Poland.*

Answer key and audio transcript

1.43

EXERCISE 1

1 bus driver 2 police officer 3 chef 4 waiter
5 secretary 6 head teacher 7 builder

1.44

EXERCISE 2

1 b 2 d 3 e 4 c 5 a

EXERCISE 3

1 Barbara Linton
2 Cardiff in Wales
3 Arthur
4 *The Lion King* and *Mamma Mia*
5 Bristol

1.45

EXERCISE 4

Student Mrs Henderson. What's your first name?
Mrs Henderson My name's Emma Henderson.
Student Where are you from Mrs Henderson?
Mrs Henderson I'm from Leeds in the north of England.
Student How old are you?
Mrs Henderson Erm ... I'm 34.
Student What are your hobbies?
Mrs Henderson I'm in a football team.
Student Who's your favourite singer?
Mrs Henderson My favourite singer is Enrique Iglesias. He's Spanish. He's a great singer.
Student What's your favourite film?
Mrs Henderson My favourite film is an American film. It's *Life of Pi*. It's fantastic!

Answers

1 T 2 F 3 F 4 T 5 F

EXERCISE 5

1 name's Hollie Wood
2 are you from
3 Scotland
4 How old are you
5 your favourite singer
6 singer is Taylor Swift

EXERCISE 7

Her surname isn't Good. It's Wood!
She isn't twelve years old. She's ten!
She isn't from Wales. She's from Scotland!
Her favourite singer isn't Pink. It's Taylor Swift!

For extra practice:

Practice Book pp13 – 14

CB p30

Teaching tip – Culture

Slowly draw a picture of the UK on the board and ask students to guess which country it is. Once students recognize the UK, ask them to say where England, Wales, Scotland and Northern Ireland are on the map.

Bring pictures of four famous British people to class, e.g. Rory McIlroy (Northern Ireland), Andy Murray (Scotland), Catherine Zeta Jones (Wales) and Ed Sheeran (England). Ask students which countries these famous people come from. Then ask students what they know about the different countries.

Work through the first column of the table finding the information about Scotland together. Then allow students to work in pairs to find the information about the other countries.

Teaching tip

For **more confident students**, divide the class into four groups. Allocate a country from the UK to each one. The students find out as much as possible about their given country and then tell the rest of the class.

Teaching tip – Project

Refer students to the project page on page 14 of their Practice Book, there's a similar text which will help them to write their own. Then discuss and talk about the different stages and tasks that will build up the project. Emphasize that students need to work together to produce one piece of work that they have all contributed to.

Answer key

1.46

EXERCISE 1

Scotland – 30th November, St Andrew, a thistle
Northern Ireland – 17th March, St Patrick, a shamrock
Wales – 1st March, St David, a daffodil
England – 23rd April, St George, a red rose

For extra practice:

Practice Book p14

CB p31

Teaching tip – Review

If you choose to do the revision exercises in class with **less confident students**, make sure students complete each exercise at the same time. After each exercise, students should stop and check their answers. Deal promptly with any problems the students have with the language.

Answer key

EXERCISE 1

- 1 dirty
- 2 fast
- 3 noisy
- 4 hot

EXERCISE 2

- 1 German
- 2 Australian
- 3 Turkish
- 4 Canadian
- 5 Japanese
- 6 Spanish

EXERCISE 3

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

EXERCISE 4

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

EXERCISE 5

- 1 Are you a new student?
- 2 Is your uncle from Warsaw?
- 3 Is this your book?
- 4 Is the classroom quiet?
- 5 Are the cars fast?

EXERCISE 6

- 1 Where
- 2 How old
- 3 What
- 4 Where
- 5 When

EXERCISE 7

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

For extra practice:

Practice Book p15

Repetytorium CB p106

Story – Fun time

In episode 1, students meet Johnny Dash and his friend, Poppy, in the classroom. Mr Barny sets History homework about Julius Caesar. On the way home, there's a new school bus driver, who looks a little out of the ordinary. Mr Jaunty's magic school bus transports the children back in time to Ancient Rome where they see Julius Caesar. There they have a Roman adventure and get help with their homework! Luckily the bus comes back just in time, but Johnny has left his school bag behind.

Teaching tip – Fun time

Look at the title of the *Fun time* story and ask students to look through the frames. Tell them not to worry about the speech bubbles for the moment.

Ask students for their predictions about the story, *Johnny Dash and the Romans*. Identify who they think Johnny is, and ask, *Why is the story called Johnny Dash and the Romans?*

Elicit any knowledge that students have about Julius Caesar and the Romans.

Extension activity – Code breaker

Put students into pairs and ask them to create their own codes. Give them the alphabet written on a slip of paper. Ask them to decide what will now represent those letters. It may be numbers, or different letters, for example, *a* becomes *z*, *b* becomes *y* and *c* becomes *x*, etc. They then write a word or short sentence for the pair of students next to them. Using the code their peers made, students decipher the message. What did it say?

Teaching tip – Acting out the story

Play the audio CD for students to listen to the story before acting it out.

Read through the story as a class chorally and individually. Model any words the students have trouble with, e.g. *Mr Jaunty, gladiator* and drill them until students are confident. Put the students into groups to practise the story. In a smaller class, put students in groups of three, and have one student play the roles of Mr Barny, the gladiator, the lion and Johnny's mum. In a larger or **less confident class**, consider splitting Johnny and Poppy's lines, to allocate lines more evenly.

Ask as many groups as possible to act out the story for the class.

Teaching tip

For **more confident classes**, encourage the students to learn their part by heart before acting out the story.

DID YOU KNOW?

Some of the events at the Colosseum were amazing. Sometimes they flooded it with water, and brought boats in to re-enact naval battles. Anyone could go to see them – entry to the amphitheatre was free!

Answer key**EXERCISE 2**

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

EXERCISE 4

- 1 Rome is in Italy
- 2 The Colosseum is in Rome
- 3 Gladiators are strong
- 4 Rome is in an old city

EXERCISE 6

- 1 XIII
- 2 XV
- 3 IV
- 4 XXI
- 5 XI
- 6 IX

 1.48**EXERCISE 7**

I isn't red, it's pink.
III isn't orange, it's brown.
V isn't pink, it's purple.
VI isn't purple, it's red.
X isn't brown, it's orange.

CB p34

Story

In the school canteen, the friends are chatting about a magazine article. Hollie wants to know more about Emma. The others tell her about Emma's family.

Teaching tip – Presentation

Look at the big photo and identify the children. Ask, *Who isn't there?* (Emma). Elicit what the students remember about the story so far.

In a **less confident class**, prepare to read and listen by looking at all the pictures on pages 34 and 35. Talk about what is happening. Ask students who they would like to read about in a magazine and elicit four or five famous singers or musicians, e.g. Harry Styles, Jessie J, etc. Write their names on the board. Look at the *Check it out!* box together. Practise the phrases by talking about the famous people on the board. Ask questions such as, *What band is Harry Styles in? Which of Jessie J's songs do you know?*, etc.

Teaching tip – Acting out the story

Practise the dialogue together chorally, then individually. Model words you think students will find hard to pronounce, e.g. *magazine, favourite, voice, musical* and *talented*. Put the students into groups of four and assign roles. Consider giving the part of Adam to **less confident students** as he speaks least. If necessary, try to make sure that **less confident students** sometimes take the larger roles, too. Play the audio CD again if needed and allow students time to practise the dialogue. Encourage students to use props to act out this dialogue, e.g. chairs, a table and a magazine. They may use their Class Books to help with the dialogue.

Invite groups of students to act out the dialogue in front of the class.

DID YOU KNOW?

Laura Marano is an American actor and singer. She acted in her first play when she was five years old. Her father is a college professor and her mother was an actor. Laura has appeared in several advertisements and has had minor roles in films, as well as starring in the Disney Channel series *Austin and Ally*.

Answer key

1.49

EXERCISE 1

1 b in the school café

EXERCISE 2

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

CB p35

Teaching tip – Language focus

Class discussion – Look at the magazine *Teen Stars* in the story. Ask students what kind of magazine it is (an entertainment magazine). Ask students if they read any magazines and what type of magazines they read.

Teaching tip

For **more confident classes**, ask students to bring in their favourite magazine from home.

Answer key

1.50

EXERCISES 4 AND 5

Picture 2: Where is she? X → Who's she?

Picture 3: What are she in? X → What's she in?

Picture 4: No, she has! X → No, she hasn't!

EXERCISES 6 AND 7

Students' own answers

For extra practice:

Practice Book p16

CB p36

Teaching tip – Vocabulary

Show the family tree pictures on the board using the Classroom Presentation Tool or bring pictures to class to represent the family members and arrange them as a family tree. Divide the class into two teams. Focus on one of the youngest people in the family so the other people can be described in relation to them. Ask the first team to say the name of a family member for one of the pictures on the board, e.g. *mum, dad, sister*, etc. If they get a word correct, the team wins one point. Then it's the next team's turn.

Teaching tip

For **less confident students** to understand the family words, ask the students to copy the family words into their notebooks and write the names of their family members.

Teaching tip – Using a notebook

Encourage students to continue to keep their notebooks tidy and organized by recording the unit and page number from the Class Book, and where appropriate using simple headings for the exercises, e.g. for exercise 2 *Emma's family*. This will help them to review the language later.

CB p37

Teaching tip – Grammar

Play this game to extend and personalize the grammar. Place five objects on a table at the front of the class, e.g. a book, a pencil, glasses, etc. Ask five students to come to the front and pick up one object each. Make true or false statements about the five students for the rest of the class to correct, e.g. *Ana has got a pencil*. The class responds, *No! Ana hasn't got a pencil. She's got a notebook*, etc. Ask another five students to come to the front and play again.

SENS

To help students improve their attention ability in class, ask five students to come to the front with a classroom object in their hands. The rest of the class looks for two minutes, then the five students turn around and hide their object. The rest of the class has to remember who had what. Noticing things about others will help their attention.

DID YOU KNOW?

Skateboarding was invented in the 1950s in California by surfers who wanted something to do while the ocean was flat. They called it 'sidewalk surfing'.

If you ride a skateboard with your right foot forward, you ride 'goofy'. If you ride with your left foot forward, you ride 'regular'.

Answer key

1.51

EXERCISE 1

- 1 grandma
- 2 grandparents
- 3 uncle
- 4 aunt
- 5 mum
- 6 dad
- 7 parents
- 8 cousin
- 9 sister
- 10 brother

EXERCISE 2

- 1 b
- 2 a
- 3 c
- 4 b
- 5 c
- 6 a
- 7 c
- 8 a

EXERCISE 3

Students' own answers

For extra practice:

Practice Book p16

Song tip TPP p74

Answer key

EXERCISE 1

- 1 has got
- 2 has got
- 3 has got

EXERCISE 2

- 1 has got a pen.
- 2 has got an umbrella.
- 3 has got a kite.
- 4 has got a pencil case.
- 5 has got a book.
- 6 has got a football.

EXERCISE 3

- 1 He's got a pen.
- 2 She's got an umbrella.
- 3 He's got a kite.
- 4 He's got a pencil case.
- 5 She's got a book.
- 6 He's got a football.

EXERCISE 4

- 1 hasn't got
- 2 hasn't got
- 3 hasn't got
- 4 hasn't got
- 5 hasn't got
- 6 hasn't got

EXERCISES 5 AND 6

Students' own answers

For extra practice:

Practice Book p16

For grammar reference:

Oxford English Online

CB p38

Teaching tip – Communication, Using a notebook

Tell students to draw a large clock in their notebooks so that they can review the time phrases in future lessons and at home. Ask them to write the times around the clock, e.g. *seven o'clock, five past seven*, etc.

Teaching tip

For **less confident students**, explain that the short hand marks the hours on a clock and the long hand the minutes. Tell them each number is five minutes. Then practise counting in fives.

Teaching tip – Extension, exercise 1

Students may need extra practice of telling the time. Use a clock with moveable hands to drill different times. Try to remember to build practice into lessons by occasionally asking what the time is, e.g. when you are about to change activities you can say, *OK, what time is it?*

Answer key

⌚ 1.53

EXERCISE 1

- 1 seven
- 2 quarter
- 3 twenty
- 4 past
- 5 twenty-five
- 6 eight
- 7 ten
- 8 five

⌚ 1.55

EXERCISE 3

- 1 b twenty-five to four
- 2 d nine o'clock
- 3 c quarter past four
- 4 e ten past seven
- 5 a half past six
- 6 f ten to eight

EXERCISE 4

Students' own answers

⌚ 1.56

EXERCISE 5

- A What time is it?
- B It's ten past six.
- A What time is dinner?
- B It's at seven o'clock.

For extra practice:

Practice Book p17

CB p39

Teaching tip – Grammar

Ask students to answer exercises 2 and 3 orally, before you ask them to write their answers in their notebooks. Ask students to record exercises 2 and 3 together in their notebooks to make the language more meaningful and understandable when reviewing at home. For example, *Has Eva got a big computer? Yes, she has. Has Joe got a fast car? No, he hasn't.*

Teaching tip – Possessive 's

Walk around the class and pick up different student's possessions, e.g. Ania's bag, Wiktor's pencil, etc. Ask, *Whose is this?* The class replies, *It's Ania's bag, It's Wiktor's pencil*, etc.

DID YOU KNOW?

What's the time? It's railway time. At the beginning of the 19th century, in the UK and all over the world, different towns and regions had different times. When the railway was developed, it was almost impossible to have a timetable because the time was different in each place. In November 1840, the Great Western Railway introduced standard time in England. The expansion of the railways across Europe, the USA and India brought with it the standardization of time (within time zones).

Answer key

EXERCISE 1

- 1 Has Jake got a red school bag?
- 2 Has Maria got two sisters?
- 3 Has Ella got a black pen?
- 4 Has Artur got a big family?
- 5 Has the school got lots of students?
- 6 Has Jack got a good voice?

EXERCISES 2 AND 3

- 1 Has Eva got a big computer? Yes, she has.
- 2 Has Joe got a fast car? No, he hasn't.
- 3 Has Lola got a red umbrella? No, she hasn't.
- 4 Has Ken got a tall sister? Yes, he has.
- 5 Has Anna got a cousin? Yes, she has.
- 6 Has Sam got a new skateboard? No, he hasn't.
- 7 Has the dog got a ball? Yes, it has.

EXERCISE 4

- 1 Katia's 2 students' 3 Lucy's 4 children's
- 5 dad's 6 girl's

EXERCISE 5

- 1 children's 2 parents' 3 dad's 4 school's
- 5 friend's

For extra practice:

Practice Book p17

Reinforcement worksheet 3

Extension worksheet 3

For grammar reference:

Oxford English Online

Teaching tip – Skills

Vocabulary skills tip – exercise 1

Class survey – Write the names of ten pets on the left of the board. Ask students if they have any of the pets, or if they would like to own any of the pets. With a show of hands, count how many people have, or would like, each pet. Write the numbers next to the pets. Which animal is the most common or the most popular? This task could be extended to a graph drawing activity.

Reading skills tip

Prepare the class for reading by predicting what information will be in the text. Ask students to look at the picture of a spider. *What animal is it? What do you think the text says about it? Would you like to have one? Why? Why not?* Tell the students that the reading is about a girl named Tara. She has a lot of pets. Ask *Which pets do you think she has?* Elicit three or four from the class. Then ask students to read and check. Were they correct? Continue with exercise 2.

Listening skills tip – Exam skills

Prepare the class for the listening text by asking them to read the questions and predict the answers before they listen. This will help students to hear the correct answer more effectively. Once students have listened to the text, ask them to say their answers and explain why they think each answer is correct, e.g. *Number 1 is c, Justin Bieber, because Megan said 'favourite' and 'I love him!'*

Speaking skills tip

Prepare students for the speaking activity by first having a discussion about the *Harry Potter* books and films. If necessary, drill the names of the characters, e.g. Petunia Evans, so students are comfortable with saying them. To exploit speaking time, ask students to work in pairs and then change pairs to repeat the activity. This repetition will help give the students confidence.

Writing skills tip

Make writing fun and memorable by personalizing the activity. Tell students to draw out part of their family tree and pass it to their partner. They then use the model from exercise 6 to write a paragraph about each other's family. Encourage students to swap back and correct any mistakes.

Answer key and audio transcript

1.57

EXERCISE 1

- 1 spider
- 2 parrot
- 3 dog
- 4 lizard
- 5 hamster
- 6 budgie
- 7 horse
- 8 snake
- 9 cat
- 10 rabbit

1.58

EXERCISE 2

a a spider

EXERCISE 3

- 1 She's ten years old.
- 2 She's from York.
- 3 Harry is a hamster and Frankie is a parrot.
- 4 She's got five pets.
- 5 It's very noisy and very dirty.
- 6 Tara's favourite pet is called Blackie.

1.59

EXERCISE 4

Radio host Welcome to Children's Radio. It's time for the competition. Answer all of the questions about your favourite singer correctly and win a trip to their concert. ... Good morning, Megan. Are you ready to play?

Megan Yes!

Radio host What's your favourite radio station?

Megan Children's Radio!

Radio host Very good. OK. Who's your favourite singer?

Megan Justin Bieber.

Radio host Justin Bieber! He's very popular.

Megan Yes! I love him! He's got the same birthday as me – the 1st of March.

Radio host Let's see what you know about Justin. OK, first question – has he got any brothers or sisters?

Megan Yes, he's got a little brother and a little sister.

Radio host Correct! What are their names?

Megan Er ... Jaxon and Jazmyn.

Radio host Yes! Well done! Has Justin got any cousins?

Megan Yes. He's got one cousin.

Radio host Correct! Has he got any pets?

Megan Er ... I'm not sure. No? No, he hasn't.

Radio host Sorry Megan! Justin Bieber loves animals. He's got lots of pets.

Answers

1 c 2 b 3 a 4 c

EXERCISE 6

- 1 James
- 2 brother
- 3 sister
- 4 Petunia
- 5 aunt
- 6 Vernon
- 7 Dudley
- 8 cousin

EXERCISE 7

Students' own answers

For extra practice:

Practice Book pp18 – 19

Vocabulary plus Oxford English Online

CB p42

Teaching tip – Culture

Bring pictures of famous members of the royal family to class, e.g. the Queen, Prince Charles, The Duke and Duchess of Cambridge (William and Kate). Ask students who they are and what their relationship is with each other. The Queen is Charles' mother and Charles is William's father. Kate is William's wife.

Ask students if they recognize the three royals in the photographs. Do they know the relationships between the three people? Find out anything students know about them.

Teaching tip – Project

Refer students to the project page on page 19 of their Practice Book. There's a similar text which will help them to write their own. Then discuss and talk about the different stages and tasks that will build up the project. Emphasize that students need to work together to produce one piece of work that they have all contributed to.

This is a great project for students who like films, television and music. Find out who is interested in these mediums and discuss interesting facts about stars they know. This will help to motivate the students. Ask which star would make a good dad / mum / big brother, etc.

DID YOU KNOW?

Prince William is second in line to the throne after his father, Prince Charles. Historically, royal boys took precedence over their sisters and female relatives in the line of succession, but a change to the law in 2013 has brought equality to boys and girls in the royal line. Prince George (born 22nd July 2013) is now third in line to the throne.

Answer key

⌚ 1•60

EXERCISE 1

William's father is Prince Charles.
Zara's mother is Princess Anne.

EXERCISE 2

- 2 William
- 3 Harry
- 4 William
- 5 Zara
- 6 Harry

For extra practice:

Practice Book p19

CB p43

Teaching tip – Review

When checking answers, ask a different student to read out their answers for each exercise. Tell the other students to listen and put up their hands if they hear a mistake. If you prefer, read out the answers yourself and occasionally introduce a mistake to make sure students are listening. This should also help students to be at ease with their own mistakes, and create a quiz show atmosphere, which will make checking fun.

Answer key

EXERCISE 1

- 1 My aunt
- 2 My grandad / My grandfather
- 3 My mum / My mother
- 4 My cousin
- 5 My sister
- 6 My uncle

EXERCISE 2

- 1 young
- 2 dirty
- 3 pretty
- 4 fast
- 5 short
- 6 noisy

EXERCISE 3

- 1 true
- 2 false: He's French.
- 3 false: The spider has got eight legs.
- 4 true
- 5 false: She's Australian.
- 6 true

EXERCISE 4

- 1 My friend hasn't got two brothers.
- 2 Our teacher has got an old bag.
- 3 Peter hasn't got a black kite.
- 4 Tilly has got a new TV.
- 5 Lottie has got two dogs.
- 6 My mum hasn't got a blue car.
- 7 Our classroom has got ten desks.
- 8 My sister has got a good voice.

EXERCISE 5

- 1 Are they your sisters? No, they aren't.
- 2 Are you French? Yes, I am.
- 3 Has Amy got a spider? Yes, she has.
- 4 Has Oliver got a pen? No, he hasn't.
- 5 Is this your bag? Yes, it is.

EXERCISE 6

- 1 Tim's
- 2 children's
- 3 Zara and Emma's
- 4 sister's

EXERCISE 7

- 1 a
- 2 c

For extra practice:

Practice Book p20

Repetytorium CB p107

CB p44

Story

It's break time. Adam is encouraging Hollie to audition for the school musical. Emma overhears and boasts that Mr Smith, the Drama teacher, is her uncle. Hollie is surprised and worried.

Teaching tip – Presentation

Bring a selection of possessions to class, e.g. a mobile phone, a pencil, a cup, a book, a CD, etc. Place them on a desk at the front of the class. Ask students to look at the objects. Then ask them to close their eyes and place their heads face down on their desks so they are not looking. Ask one student to come to the front of the class and take away one of the objects, placing it behind their back. Ask students to look up. Ask, *What has he / she got?* The students respond, *He's / She's got a CD!* The student shows the class if they are correct or not. Continue with five or six more students.

In a **less confident class**, prepare to read and listen by looking at all the pictures on pages 44–45. Talk about what is happening and go through the expressions in the *Check it out!* box.

Teaching tip

For **more confident classes**, place the objects on the tray. The students have five minutes to memorise them and then hide them. They write (or draw) the objects that were on the tray.

Teaching tip – Acting out the story

Practise the dialogue together chorally then individually. Put the students into groups of four and assign roles. This time, consider giving the part of Hollie or Adam to **less confident students** to encourage them to take the larger roles. Again, encourage the use of props, in this case a mobile phone if you have one. To develop your students' acting and speaking, try to encourage the use of emotions in their speech. For example, Emma should be played happy as she thinks her uncle is involved in the play, and Hollie is surprised and unhappy when she finds this out. Play the audio CD again if needed and give students time to practise the dialogue. Allow students to use their Class Books to help.

Invite groups of students to act out the dialogue in front of the class.

Answer key

1 1.61

EXERCISE 1

1 Mr Smith

EXERCISE 2

- 1 False
- 2 False
- 3 True
- 4 False
- 5 True

CB p45**Teaching tip – Language focus**

Class discussion. Ask students whether they or their brothers and sisters have a mobile phone. What age were they / will they be allowed to have them? What do / will they use them for? Do their parents set out rules about when and how often they can use their phones?

Teaching tip – Using a notebook

Ask students to write the dialogue in exercise 6 in the correct order in their notebooks so they have a meaningful and useful reference for future work, e.g.

- 1 *Have you got a mobile phone?*
- 2 *Yes, I have, etc.*

DID YOU KNOW?

Modern smartphones have more processing power than the huge computers at NASA headquarters that were used during the Apollo 11 moon landing mission in 1969. The computer in the moon landing module itself had 64Kb of memory, but it weighed 30kg. A small modern MP3 player has got 2GB of memory – 64Kb is 0.00006 of 1GB!

Answer key

1 1.62

EXERCISES 4 AND 5

- 1 Have you got a mobile phone?
- 2 What's Mr Smith's phone number?
- 3 Is that true, Adam?

EXERCISE 6

- 1 Have you got a mobile phone?
- 2 Yes, I have.
- 3 What's your number?
- 4 It's 0717 ...
- 5 Thanks.

For extra practice:

Practice Book p21

CB p46

Teaching tip – Vocabulary

Bring realia to class relevant to each of the school subjects presented, e.g. a globe for Geography, a calculator for Maths and a test tube or safety glasses for Science. Show the items to the students to pre-teach or elicit the subject names.

Teaching tip

For **more confident classes**, students play a guessing game. They work in pairs and give a definition of a subject. The other person guesses what it is. For example, Student A: *We learn about the past in this subject*. Student B: *History*

Extension activity – Vocabulary and time

Revise telling the time together as a class. Use a clock with moveable hands if you have one. Then, draw an outline of your student's timetable on the board and ask them to fill it in. Ask, e.g. *What time is lunch? What time is Maths? What time is English?*, etc. Students take it in turns to answer a question, then come up to the board and fill in the relevant section of the timetable.

Teaching tip

For **less confident classes**, ask the students to copy the completed timetable in their notebooks.

DID YOU KNOW?

Schools in Britain have six weeks for the summer holidays, usually from around mid-July to the beginning of September. In the USA, the summer vacation can be twelve weeks – typically June, July and August.

Answer key

1.63

EXERCISE 1

- 1 Art
- 2 German
- 3 P.E.
- 4 Geography
- 5 I.C.T.
- 6 Music
- 7 History
- 8 English
- 9 R.E.
- 10 Maths
- 11 Science
- 12 D.T.

EXERCISE 2

- 1 No, she hasn't.
- 2 She's got Science.
- 3 On Monday and Friday morning and on Wednesday afternoon.
- 4 On Wednesday morning.
- 5 English and Geography.

EXERCISES 3

Students' own answers

For extra practice:

Practice Book p21

Song tip TPP p74

CB p47

Extension activity – exercise 3

Make exercise 3 more visual by adding realia. Ask each student to choose an object from the classroom, e.g. a book, a pencil, a shoe, etc. Put the students into groups of six. Ask them to take turns saying what they and their friends have got to practise the different forms of *have got*. For example, Student A: *I've got a book*. Student B: *I've got a shoe and Iwan has got a book*. Student C: *I've got a pencil, Roman has got a shoe and Iwan has got a book*, etc.

Answer key

EXERCISE 1

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

EXERCISE 2

- 1 a
- 2 b
- 3 a
- 4 b

EXERCISE 4

- 1 We haven't got a new DVD player.
- 2 I haven't got a hamster in my school bag.
- 3 Harry Potter hasn't got a big family.
- 4 Our friends haven't got a pet snake.

EXERCISE 5

- 1 Rebecca has got a digital camera.
- 2 David hasn't got an MP3 player.
- 3 Rebecca and David haven't got a games console.
- 4 David has got a digital camera.
- 5 Tom hasn't got a digital camera.
- 6 Tom and Rebecca have got an MP3 player.

For extra practice:

Practice Book p21

For grammar reference:

Oxford English Online

CB p48

Teaching tip – Communication

Make speaking more fun and realistic by asking students to stand and speak in pairs around the room. Change the pairing and ask students to speak again. They will gain confidence as they speak and repeat similar dialogues.

Teaching tip – Pronunciation

Encourage students to make up silly sentences, or tongue twisters, to practise the /h/ sound. For example, *Hollie has a happy horse at her house. Hello Harry, are you hot? I have got Henry's hat here*, etc.

DID YOU KNOW?

In 2002, there were 92,000 public telephone boxes in the UK. Ten years later, in 2012, there were just 51,500 – almost half have disappeared due to the massive increase in mobile phone usage.

Answer key and audio transcript

1.65

EXERCISE 1

- 1 mobile phone
- 2 mobile phone
- 3 skateboard
- 4 skateboard

1.68

EXERCISE 4

1 **Girl 1** What's your favourite possession, Nathan?
Nathan It's my skateboard. It's fantastic.
Girl 1 Is it new?
Nathan No, it isn't. It's old, but it's really good. Have you got a skateboard?
Girl 1 No, I haven't, but my sister has got one.
2 **Boy** Have you got a favourite possession, Kerry?
Kerry Erm ... Yes, I have. It's my bike. It's great.
Boy What colour is it?
Kerry It's purple.
3 **Girl 2** Is your games console your favourite thing, Joe?
Joe No, it isn't. My favourite possession is my laptop.
Girl 2 Is it new?
Joe Yes, it is. It's a birthday present. Have you got a laptop?
Girl 2 Yes, I have, but it isn't new. It's my mum and dad's old laptop.

Answers

- 1 c
- 2 a
- 3 b

EXERCISE 5

Students' own answers

For extra practice:

Practice Book p22

CB p49

Teaching tip – Grammar

Use the unit 4 song, *My favourite subject*, as a warmer to introduce the grammar of the lesson. If students know the song well, sing it using the karaoke version on the Classroom Presentation Tool.

Ask different students questions about their timetable, e.g. *Have you got Maths today?* Accept simple Yes / No answers.

Teaching tip – Using a notebook

Ask students to write the full questions for exercises 1, 2 and 4 in their notebooks, e.g. *Has your friend got a snake? Have we got break now?*, etc. After they've completed exercise 4, students can use the questions from exercises 1 and 4 in a pairwork activity to practise the language.

Answer key

EXERCISE 1

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

EXERCISE 2

- 1 Have Harry and Tom got ice creams?
- 2 Have Chloe and Ava got kites?
- 3 Have James and Tom got skateboards?
- 4 Have Harry and James got mobile phones?
- 5 Have Pip and Ben got white fur?
- 6 Have the dogs got a football?
- 7 Have Chloe and Ethan got bikes?

EXERCISE 3

- 1 Yes, they have.
- 2 No, they haven't.
- 3 Yes, they have.
- 4 Yes, they have.
- 5 No, they haven't.
- 6 Yes, they have.
- 7 No, they haven't.

EXERCISE 4

- 1 Have you got R.E. on Mondays?
- 2 Have Ellie and Maggie got break now?
- 3 Have we got lots of ice cream?
- 4 Have the students got homework today?
- 5 Have the teachers got mobile phones?

EXERCISES 5 AND 6

Students' own answers

For extra practice:

Practice Book p22

Reinforcement worksheet 4

Extension worksheet 4

For grammar reference:

Oxford English Online

Teaching tip – Skills

Vocabulary skills tip – exercise 1

In a **less confident class**, ask students to write a list of four of their possessions in Polish. Tell students to look at the large picture and check if the objects on their lists are in the picture. If they are, students should find the English words for them in the wordpool box.

In a **more confident class**, ask students to write four of their favourite possessions in English. As above, ask them to look at the picture and check if their possessions are in the picture.

Listening skills tip

Prepare the class for the listening text by asking them to read the questions and look carefully at the pictures. Encourage them to look at the pictures and think of the English words for each item (Art, Science, Maths, etc.).

Reading skills tip – exercise 5

Ask students to make a note of sentences or phrases in the text where they find the true or false answers, e.g. 1 – *T* *'m good at English.*

Speaking skills tip – exercise 6

Give students time to write the questions in their notebooks before they carry out the speaking activity, e.g. *What is your name?*, etc. Pair the students with a new partner to make the activity more fun. Ask students to stand up and line up next to each other in alphabetical order. Tell them to arrange themselves so those whose names begin with A (if any) are at one end of the line and those whose names begin with Z (if any) are at the other. Tell students to practise their English while they work out where they should stand in the line by asking, *What's the first / second letter of your name?* Pair students up with the person next to them in the line. They then ask and answer their questions.

Writing skills tip – exercise 7

Students write down the information they have found out in exercise 6 in a paragraph. Ask students to read their completed paragraph to their partner. The partner listens and points out any mistakes and explains how to correct them. Encourage students to be respectful of one another's work.

1.70

EXERCISE 2

Lewis Hello, I'm Lewis. I'm in class 6F. Which class are you in?

Maria Hi, Lewis. I'm in class 6C.

Lewis And what's your name?

Maria I'm Maria and this is my brother, Peter.

Peter Hello.

Lewis What are your favourite subjects at school, Maria?

Maria Art is fun, but Maths is my favourite.

Lewis Do you like any other things about school?

Maria Well ... my class has got a pet. It's a hamster and its name is Patsy.

Peter Has class 6F got a pet?

Lewis No, we haven't. I haven't got a pet at school, but I've got a dog at home.

Peter Cool!

Lewis What's your favourite possession, Maria?

Maria My brother's new laptop. It's fantastic!

Peter Hey, it isn't your laptop!

Maria Yes, but it is fantastic!

Answer

Maria

EXERCISE 3

1 c

2 a

3 b

1.71

EXERCISE 4

1 Cindy 2 Martin

EXERCISE 5

1 True

2 False

3 True

4 False

5 False

6 True

EXERCISE 6

Students' own answers

EXERCISE 7

Students' own answers

For extra practice:

Practice Book pp23 – 24

Vocabulary plus Oxford English Online

Answer key and audio transcript

1.69

EXERCISE 1

- 1 poster
- 2 radio
- 3 bracelet
- 4 games console
- 5 frisbee
- 6 torch
- 7 comics
- 8 watch
- 9 diary
- 10 football cards

CB p52

Teaching tip – Culture

As a class, discuss how students think British primary schools are the same as and different from schools in Poland. Write ideas on the board under two headings: *Same* and *Different*. Ask students to think about subjects, buildings, uniforms, food, classrooms, etc.

Teaching tip

In a **more confident class**, encourage students to give a summary of the similarities and differences: *In Poland, we ... but in the UK, they ...*

Ask students to read through the text once to check whether their ideas were correct.

In a **less confident class**, prepare to read the text by looking at the pictures and discussing what students can see. Read through the glossary box and check the meaning of the unknown vocabulary.

Teaching tip – Project

Refer students to the project page on page 24 of their Practice Book. There's a similar text which will help them to write their own. Then discuss and talk about the different stages and tasks that will build up the project. Emphasize that students need to work together to produce one piece of work that they have all contributed to.

Visualizing plans is quite difficult for **less confident students**, so look at the example plan on the Class Book page together and talk through the plan of the school. Agree a rough outline of your school on the board for students to make reference to.

SENs

To develop peer mentoring where learners help each other, put the pupils in pairs of mixed ability and they draw the layout of the school together.

Teacher's Resource DVD-ROM 3 – *The school day*

The DVD-ROM provides extension activities for this unit focusing on culture and recycling language.

DID YOU KNOW?

The School of the Air in Australia has got lots of students, but they only see each other four times a year! The School of the Air was set up in 1951 to give children on remote farms in Australia access to school education. Until 2003, lessons were received by radio, but in the last ten years, most children have switched to the Internet. Students have lessons for about an hour every day, and then they work alone or with their sisters and brothers to study the assignments and topics that teachers set.

Answer key

© 1.72

EXERCISE 1

c

EXERCISE 2

- 1 seven
- 2 nine o'clock
- 3 twelve
- 4 two
- 5 Music

For extra practice:

Teacher's Resource DVD-ROM 3 – *The school day*

DVD 3 worksheet

Practice Book p24

CB p53

Teaching tip – Review

Write the answers to the review section on the whiteboard and ask students to check their partner's work. Encourage students to be respectful of one another's answers when doing so. Monitor as students mark their work and note areas where they have had problems and made mistakes.

Focus on these areas by repeating the exercises on the board using the Classroom Presentation Tool and ask comprehension questions to help students who have found exercises difficult.

Answer key

EXERCISE 1

- 1 History
- 2 I.C.T.
- 3 Geography
- 4 P.E.
- 5 Maths

EXERCISE 2

- 1 games console
- 2 bike
- 3 camera
- 4 watch
- 5 mobile phone
- 6 comic
- 7 MP3 player
- 8 cards
- 9 dog

EXERCISE 3

- 1 uncle
- 2 fast
- 3 chef
- 4 Portuguese
- 5 Indian
- 6 old

EXERCISE 4

- 1 Martha and Liam haven't got a brother. They've got a sister.
- 2 Ian and Tina have got a hamster. They haven't got a rabbit.
- 3 We haven't got a bike. We've got a skateboard.
- 4 I've got a pencil. I haven't got a pen.
- 5 Lucy has got a computer. She hasn't got a radio.

EXERCISE 5

- 1 Where are you from?
- 2 Has your mum got a car?
- 3 Is your family big?
- 4 Have you got a pet?
- 5 Has your best friend got a mobile phone?

EXERCISE 6

- 1 b
- 2 a

For extra practice:

Practice Book p25

Repetitorium CB p108

Teaching tip – Fun time 2

Story – Tonight's homework for Johnny and Poppy is about animals in the African jungle. The two friends get on the bus and are transported to the jungle. They see some wild animals and bring back some exotic pets. Johnny's mum gets a surprise!

Teaching tip – Fun time

Ask students what they remember about the first episode of the *Fun time* story. *Who are the children? (Johnny and Poppy) Who is the bus driver? (Mr Jaunty) Is there something special about the bus? (Yes!)*

Look at the title of the *Fun time* story and ask students to look through the frames. Tell them not to worry about the speech bubbles for the moment.

Ask students for their predictions about the story, *Johnny Dash in the jungle*. Look at the images in the magic whoosh in frame 3. Ask students whether they think they are travelling in time in this story. (*No, around the world.*)

Elicit any knowledge that students have about Africa and its animals.

Teaching tip – Acting out the story

Play the audio CD for students to listen to the story before acting it out.

Read through the story as a class, chorally and individually. Model any words the students have trouble with, e.g. *chameleon*, and drill them until students are confident.

Put the students in groups to practise the story. In a smaller class, put them in groups of three, and have one student play the roles of the parrot and Johnny's mum. In a larger or **less confident class**, consider splitting Johnny and Poppy's lines, to allocate lines more evenly.

Ask as many groups as possible to act out the story for the class.

Fun time – Game

Divide the class into groups of four or five students and ask them to play the game. Monitor throughout and praise to encourage the use of English.

In a **more confident class**, ask students to make additional questions on post-it notes, which they can stick onto the game board, e.g. *How many legs has a snake got? What's the name of the bus driver?*

DID YOU KNOW?

Several species of parrot can mimic human speech. Some other species of bird, including the European crow, can learn a few words. Some birds are able to learn and repeat hundreds of different words. In 1995, a budgie called Puck was recorded in the *Guinness Book of World Records* as having recorded a vocabulary of 1,728 words.

Answer key**EXERCISE 2**

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

CB p56

Story

Dan and Hollie find Emma's door open and Dan convinces Hollie to look around her room. Dan finds Emma's diary and discovers she's having extra drama lessons to prepare for the audition. Just then, Emma returns and catches them snooping.

Teaching tip – Presentation

Look at the big photo and identify the children. Elicit what the students remember about the story so far.

For **more confident classes**, ask volunteers to tell the whole story so far.

Ask students to work in pairs, look at the picture and write down as many objects from the bedroom scene as they can in one minute. In a class feedback stage, ask pairs to pass their words to the pair next to them. They should tick the correct answers. Who got the most correct words?

In a **less confident class**, prepare to read and listen by looking at all the pictures on pages 56–57. Talk about what is happening and go through the expressions in the *Check it out!* box.

Teaching tip – Acting out the story

Practise the dialogue together chorally then individually.

Put the students into groups of three and ask them to assign roles. As with the previous unit, encourage students to act out the emotions of the dialogue, e.g. Hollie and Dan's surprise, Emma's anger at them being in her room. Also, encourage students to add in actions of *sneaking* and looking around a room. Use props such as a desk and some books if possible.

Encourage **more confident classes** to act out the dialogue without using their books to help.

Invite groups of students to act out the dialogue in front of the class.

DID YOU KNOW?

Diaries are important to historians. In 1666, a fire started in a bakery in London. We know from Samuel Pepys' diary that someone woke him up in the middle of the night to tell him about the fire. He got up to have a look, decided it was far away and not serious and went back to bed. That fire was what we now call the Great Fire of London. It destroyed the whole of the medieval City of London and burned for five days. Pepys' diary gives us an eye-witness account of what it was like to be in London at the time.

Answer key

2.1

EXERCISE 1

1 Emma's

EXERCISE 2

- 1 True
- 2 False
- 3 True
- 4 True
- 5 False

CB p57**Teaching tip – Language focus**

Allow **less confident students** time to write four more objects that *are* or *are not* in their bedroom before they speak for exercise 7.

Class discussion. Ask students what they think of Dan and Hollie's behaviour. *Whose idea is it to look in Emma's room? Does Hollie think it's a good idea? Why does Hollie go into the room?* (Maybe she's curious about Emma or maybe peer pressure from Dan.) Have a discussion about privacy. Would students want other children going into their rooms uninvited? Should anyone look at a private thing like a diary?

SENs

It is important that students have a clear idea of how to behave. Students work in groups and write a list of rules for the correct social behaviour.

Answer key

2.2

EXERCISES 4 AND 5

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

EXERCISES 6 AND 7

Students' own answers

For extra practice:

Practice Book p26

CB p58

Teaching tip – Vocabulary

After you have presented the vocabulary, play this game. Divide the class into two teams and assign each team a picture from Class Book p58. Team A is Kara's bedroom, and Team B is Jack's bedroom. Say sentences about the two pictures. Tell students they must listen and stand up if the sentence is about their picture. For example, you say, *The lamp is blue.* Team B stands up. *The rug is orange.* Team A stands up, etc.

Teaching tip – exercise 2

Tell students to copy numbers 1–8 and the furniture items into their notebooks before they listen. This will enable them to focus better on the listening. After students have done the exercise, suggest they draw pictures of the furniture or write translations next to the English words.

Answer key and audio transcript

2.3

EXERCISE 1

- 1 curtains 2 mirror 3 bed 4 lamp 5 rug
- 6 wall 7 bookshelves 8 wardrobe
- 9 chest of drawers 10 carpet

2.4

EXERCISE 2

Hi, I'm Sandra.

My bedroom is cool! It isn't very big, but it's very colourful. It's got a purple carpet on the floor and an orange rug. The carpet is old, but it's ok.

The walls are pink. They've got three posters and a blue mirror on them. I've got lots of bookshelves in my bedroom. The bookshelves are white. I've got lots of books, too. My favourite book is *The Lion, the Witch and the Wardrobe*.

My favourite thing in my bedroom is my bed. It's green and it's fantastic.

It's under the window. The window has got yellow curtains. They're pretty.

Opposite the window and the bed is my desk. It's red – very red! My laptop and my diary are on it.

There's a big wardrobe in my bedroom, but there isn't a lion in it! It's brown and it's got lots of clothes in it!

1 carpet – purple	5 bed – green
2 rug – orange	6 curtains – yellow
3 mirror – blue	7 desk – red
4 bookshelves – white	8 wardrobe – brown

EXERCISE 3

Possible answers:

Student A

Kara's room has got a pink wardrobe. It's got yellow walls. It's also got an orange rug and orange curtains. The door is white.

Student B

Jack's room has got green walls. It's got blue curtains and there are posters on the wall. The wardrobe is blue and the door is white.

For extra practice:

Practice Book p26

CB p59

Teaching tip – Prepositions of place

Put students into groups of four or five. Place them in different areas around the room. Ask them to use a desk, a chair, a notebook, a pencil and a book to demonstrate the prepositions used in exercise 1, i.e. *on, in, under, near, etc.* For example, they might place the book *under* the chair, and the pencil *in* the notebook.

Ask one student from each group to stay with their objects. The rest of the group moves in a clockwise direction to the next group's objects. Students take turns making sentences about the objects, *The chair is under the table. The book is on the chair. The desk is behind the chair, etc.*

The student that stayed with the objects says if the sentences are correct or not.

Teaching tip – Using a notebook

Encourage students to draw colourful pictures to illustrate the prepositions so they can remember them more effectively. Drawing a red ball and a blue box(es) will make a clear illustration, but allow students to use something that will work best for them.

Extension activity – exercise 1

Play *Simon Says* using prepositions and classroom objects. Say, *Simon says put a pen on your desk. Simon says put a book under your chair. Put the book on your desk, etc.* Start the game yourself, then ask different students to be Simon, giving the rest of the class instructions.

Answer key

EXERCISE 1

- 1 under
- 2 near
- 3 between
- 4 on
- 5 in
- 6 behind
- 7 opposite
- 8 in front of

EXERCISE 2

Students' own answers

EXERCISE 3

- 1 some 2 any 3 any 4 any 5 any 6 some
- 7 any 8 any

EXERCISE 4

- 1 Have you got any good DVDs?
- 2 I've got some posters in my room.
- 3 He hasn't got any computer games.
- 4 Tom hasn't got any pets.
- 5 My parents haven't got any DVDs.
- 6 Karen has got some fantastic photos.

For extra practice:

Practice Book p26

For grammar reference:

Oxford English Online

CB p60

Teaching tip – Communication

Write *What's your bedroom like?* on the board. Point out that *like* in this context is different from the verb, as in *I like music*. Ask another couple of questions as examples, e.g. *What's the weather like? What's Warsaw like?*

To prepare students for the listening task in exercise 4, play *Spot the Difference* with the two pictures and elicit the differences before playing the audio CD.

Teaching tip

Ask **more confident students** to choose and describe one of the pictures in exercise 4.

Teaching tip – Pronunciation, exercise 3

Raise awareness of the difference between /ð/ and /θ/ phonemes. First, write four words that begin with the sound /ð/ on the left of the board, e.g. *there, the, this, and they're*. Then, write four words that contain the sound /θ/ on the right of the board, e.g. *bath, think, thank and Thursday*.

Point to each word in turn from the first column and ask students to listen and repeat. Then, point to each word on the right of the board and ask students to listen and repeat. Can they hear the difference? Ask students to place their hands on their throats to feel the difference when pronouncing the two phonemes and repeat the activity. Then, point to the words again from either column in a random order and ask students to say them focusing on their /ð/ or /θ/ pronunciation.

Answer key and audio transcript

2.5

EXERCISE 1

1 yellow	3 small
2 Daniel Radcliffe	4 Harry Potter

2.8

EXERCISE 4

Kelly What's your room like?
Robert It's ok.
Kelly What colour are the walls?
Robert They're white.
Kelly Are there any posters on the walls?
Robert Yes, there are. I've got three big posters of Chelsea Football Club, Maroon 5 and Taylor Swift. They're my favourites.
Kelly Have you got a wardrobe?
Robert Yes, I have, but it isn't very big.
Kelly Have you got a CD player?
Robert Yes, I have. It's next to the wardrobe.
Kelly Have you got a TV?
Robert No, I haven't.
Kelly Have you got a computer?
Kelly Yes, I have. I've got a computer on my desk. It's fantastic.
Kelly What's your favourite thing in your bedroom?
Robert My computer, of course!

Answer

Picture 2

For extra practice:

Practice Book p27

CB p61

Teaching tip – Grammar

Draw students' attention to the pictures of bedrooms on CB p60, using the Classroom Presentation Tool or the Class Book. Ask students what objects they can see. Write the answers as full sentences on the board to present the grammar, e.g. using picture 2, *There's a bed. There are some books. There's a computer. There are some posters, etc.* Elicit five or six sentences using *There is* (*There's*) and *There are*. Continue with the grammar box on page 61.

Teaching tip – Grammar, Using a notebook

Ask students to write the full sentences and questions for exercises 1 and 4 in their notebooks, e.g. *There are some British boys in my class. There's a dog in the school! Are there any posters in your bedroom? No, there aren't. Is there an American student in your class? No, there isn't, etc.* This will help students to remember the meaning and form in future lessons and for self-study.

Teaching tip – exercise 5

You could make this a speaking activity. Ask half the class to line up next to each other and the other half of the class to line up facing the other students. Every student should be in a pair, standing opposite one another. Ask and answer the questions in exercise 5. Once students have talked to the person opposite them, move one student from the end of one line to the opposite end of the same line. The students in the line move along, so everyone has a new partner. The students repeat their questions.

Answer key

EXERCISE 1

1 There are some	2 There's a	3 There's a
4 There are some	5 There are some	6 There's a
7 There are some	8 There's a	

EXERCISE 2

1 There aren't any British boys in my class.	
2 There isn't a dog in the school.	
3 There isn't a mobile phone on my desk.	
4 There aren't any CDs on the table.	
5 There aren't any students in the classroom.	
6 There isn't a desk in my bedroom.	
7 There aren't any books in my school bag.	
8 There isn't a cat on my bed.	

EXERCISE 3

Students' own answers

EXERCISE 4

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

EXERCISE 5

1 Are there any CDs in your bedroom?	
2 Is there a computer in your classroom?	
3 Is there a lamp on your desk?	
4 Are there any English books in your bedroom?	
5 Is there a chair under the window?	
6 Is there a skateboard in your bedroom?	

Students answer *Yes, there is/are. / No, there isn't/aren't.* after each question.

For extra practice:

Practice Book p27

Reinforcement worksheet 5

Extension worksheet 5

For grammar reference:

Oxford English Online

4 shorts

5 dress

6 gloves

7 cap

8 jumper

9 skirt

10 T-shirt

11 socks

12 jacket

2.10

EXERCISE 2

bookshelves ✓

bracelet ✓

CD ✓

dog ✗

hamburger ✓

laptop ✗

shoes ✓

skirt ✓

EXERCISE 3

1 big

2 every week

3 seven

4 stalls

5 cafés

2.12

EXERCISE 4

Billy I've got a new wardrobe in my bedroom.

Jane Cool! Is it big?

Billy Yes, it is. My trousers, shirts and jacket are in it. But my socks are in the chest of drawers.

Jane What colour is your bedroom, Billy?

Billy Well, the walls are blue, but the chest of drawers and wardrobe are white. And there's a red duvet on my bed.

Jane Is there a desk and chair in your bedroom, too?

Billy Yes. I've got a chair and a small desk. There's a laptop and some books on it.

Jane Are there any posters on your bedroom walls?

Billy Yes, there are lots. I've got lots of football posters. I love Chelsea football club!

Jane Me, too!

Answers

1 nie

2 nie

3 nie

4 tak

5 tak

EXERCISE 5

Students' own answers

EXERCISE 6

Students' own answers

EXERCISE 7

Students' own answers

For extra practice:

Practice Book pp28–29

Vocabulary plus Oxford English Online

Song tip TPP p74

CB pp62 – 63

Teaching tip – Skills

Vocabulary skills tip

Play a class game to practise clothes and colours. Say clothes and colours in different combinations, e.g. *a red T-shirt*, *a blue dress*. Any students wearing these clothes stand up. Play again, asking students to take turns saying the clothes and colours.

Teaching tip

For further practice, ask students to say what they are wearing.

Reading skills tip

When checking answers, ask students how they found the information. Talk about reading strategies like scanning for key words, but remind students to re-read the text carefully and check for negatives and other words that may change meaning.

Listening skills tip – exercise 4

Prepare the class for the listening text by asking them to pick out key words in each statement. Ask what the conversation is going to be about (Billy's bedroom), and what things boys usually have in their bedrooms. This will help students predict vocabulary before they listen.

Speaking skills tip – exercise 5

You could ask students to draw a simple bedroom scene in their notebooks along with the clothing to create a more visual task.

Writing skills tip

Encourage students to draw a picture of their bedroom along with their written sentences. Display students' work in class.

DID YOU KNOW?

Stella McCartney is a famous British fashion designer. She is also the daughter of Paul McCartney, one of The Beatles. Stella McCartney designed the uniforms for the British Olympic team for the London Summer Olympics in 2012.

Answer key and audio transcript

2.9

EXERCISE 1

1 shoes

2 shirt

3 trousers

For extra practice:

Practice Book pp28–29

Vocabulary plus Oxford English Online

Song tip TPP p74

CB p64

Teaching tip – Culture

Ask students to write their five favourite possessions on a piece of paper or a sticky note. Then ask them to show the list to their partner. Which items are the same and which are different? Tell students to keep this list to use in the project activity later in the lesson.

Tell students to read through the whole text once for general understanding. Then, they should read the questions carefully and look at the answer options before reading the text again and looking for the answers.

Teaching tip – Project

Refer students to the project page on page 29 of their Practice Book. There's a similar text which will help them to write their own. Then discuss and talk about the different stages and tasks that will build up the project. Discuss with students the best way to go about completing this project. They could either use their ideas from the pre-reading task to decide what the top five possessions are, or they could each choose their personal favourite possession to draw and write about. They could then place their individual contributions on the poster with headings, etc. Emphasize that students need to work together to produce one piece of work that they have all contributed to.

Monitor, provide support and praise students throughout. Carry out a show and tell stage at the end of the project for students to show their work to the class. Encourage the rest of the class to ask questions about their possessions.

DID YOU KNOW?

During World War 2, the British secret service created a special version of the game *Monopoly*. It was distributed to British prisoners of war by fake charities who visited the prisoner of war camps in Germany. These special games contained items like maps and compasses and real money to help the prisoners escape.

Answer key

2.13

EXERCISE 1

Becky b, c
Jake a, d

EXERCISE 2

1 c
2 a
3 c

For extra practice:

Practice Book p29

CB p65

Teaching tip – Review

Write the answers on the board and encourage students to mark one another's work. Students should then help each other by explaining why certain answers were incorrect. This fosters co-operation through teamwork, and develops students' learning skills through discussion of the language.

Answer key

EXERCISE 1

- 1 wardrobe
- 2 mirror
- 3 rug
- 4 firefighter
- 5 lamp
- 6 secretary

EXERCISE 2

- 1 hamster – chomik
- 2 comics – komiksy
- 3 dress – sukienka
- 4 horse – koń
- 5 bike – rower
- 6 trainers – tenisówki

EXERCISE 3

- 1 near / next to
- 2 behind
- 3 in
- 4 under

EXERCISE 4

- 1 There are
- 2 There's
- 3 There aren't
- 4 There isn't

EXERCISE 5

- 1 Is, it is
- 2 Are, I'm not.
- 3 Are, they are
- 4 Have ... got, I haven't
- 5 Has ... got, she has
- 6 Is, there is
- 7 Is, he isn't
- 8 Are, there aren't

EXERCISE 6

- 1 b
- 2 c

For extra practice:

Practice Book p30
Repetytorium CB p109

CB p66

Story

Some actors from the London production of the musical *Splash* come to speak to the students. Hollie expresses an interest in the lead role, but Emma feels sure she will get the part.

Teaching tip – Presentation

Before reading, put the class into small groups of three or four students. Give them two minutes to make a list of musicals or films. Write your own list of five musicals or films. Read out your list. Teams get a point for every musical or film on their lists that is different to you.

Look at the big photo and identify the children. Elicit what the students remember about the story so far and ask them to guess who the people on the stage are.

Teaching tip – Acting out the story

In addition to modelling harder words, also model sentence stress and intonation. Then encourage students to use correct stress and intonation in their performance. Put students into groups of seven students and ask them to assign roles. Remind them to use emotions, props and movement in their acting. Encourage students to learn their lines for this production.

Invite groups of students to act out the dialogue in front of the class.

DID YOU KNOW?

In musical theatre productions, the lead roles have an understudy – another actor who learns the same part, in case the star gets sick. Anthony Hopkins first became famous when he was the understudy for Laurence Olivier.

Answer key

⌚ 2·14

EXERCISE 1

1 c aktorami

EXERCISE 2

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

CB p67

Teaching tip – Language focus

Class discussion. Ask students if they think Claire and Jason work hard as actors. *How are their working hours different from a normal 9–5 job? What would be fun about an actor's job? What would be difficult?*

Teaching tip – Notebooks, exercise 4

Ask students to read the presentation text and the dialogues on CB p67.

Ask them to write the difference first, e.g. *seven → eleven*. For feedback, ask them to say the correct sentences orally only, e.g. *I usually get up at half past eleven in the morning, not half past seven*. If you have time, ask students to write full sentences for the answers in their notebooks so they have a meaningful and useful reference for future work, e.g. *I usually get up at half past eleven in the morning*.

Extension activity – exercise 7

In a **more confident class**, focus on Jason and Claire's lines in the second mini-dialogue. Ask students for the corrected version (from the original story script) and elicit the difference between what Jason says and what Claire says. Write the adverbs of frequency on the board. Ask students to make the sentences in exercise 6 true for them by changing or adding adverbs of frequency.

Answer key

⌚ 2·15

EXERCISE 4

- 1 Picture 2: (Jason) usually > sometimes
- 2 Picture 2: (Claire) never > always
- 3 Picture 2: (Claire) usually > never
- 4 Picture 3: (Claire) No > Yes;
- 5 Picture 3: (Claire) haven't. > have.
- 6 Picture 3: (Claire) She isn't. > She's

EXERCISE 6

- 1 get
- 2 have
- 3 go

For extra practice:

Practice Book p31

CB p68

Teaching tip – Vocabulary

Once you have presented the vocabulary of routines, play a mime game. Ask pairs of students to come to the front of the class. They choose an activity without saying what it is and mime it for the rest of the class. The class then shouts out the answer, e.g. *Go to bed!* If you have a competitive class, make this into a team game and award points.

Teaching tip

Prepare sets of cards with the daily routines on them. Students work in groups and put the cards in the order they do things.

Teaching tip – Notebooks, exercise 2

Ask students to make a timeline of their day in their notebooks before they carry out the speaking exercise. Students draw a line and write times along it. They then write what they do at each time, e.g. *7:00 – get up. 7:10 – have a shower, etc.* This will provide students with a framework to enable them to say correct sentences when speaking, e.g. *I get up at seven o'clock. I have a shower at ten past seven, etc.*

DID YOU KNOW?

Children in the UK go to bed earlier than many European children. The average bed time is around eight o'clock on a school night, with a later bed time allowed at weekends.

Answer key

2.16

EXERCISE 1

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

EXERCISE 2

Students' own answers

For extra practice:

Practice Book p31

CB p69

Teaching tip – Grammar

Ask students what they remember about the daily routines of the actors from the story on CB p66 as a warmer. Elicit answers then look back at the story to check. In a **more confident class**, simply play the audio CD of the story to listen, check and add any activities that were missed. Continue with exercise 1.

Extension activity – exercise 4

Extend this exercise by asking students to add more verbs to the present simple verb table in exercise 4, e.g. /s/ *speaks, writes, sleeps*; /z/ *does, cries, has, lives*; /ɪz/ *finishes, studies*.

Follow this up by writing the phonemes /s/, /ɪz/ and /z/ on cards and placing them on the left, middle and right at the front of the classroom. Ask students to stand up. Call out a verb, e.g. *sleep*. Students walk to the correct phoneme, e.g. /s/ and say the verb, *sleeps!* Continue with 10–12 different verbs. In a **more confident class**, ask students to take turns calling out verbs.

Answer key

EXERCISE 1

- 1 gets
- 2 sleep
- 3 writes
- 4 listen
- 5 speaks
- 6 live

EXERCISE 2

- 1 finishes
- 2 has
- 3 watches
- 4 cries
- 5 studies
- 6 goes

2.18

EXERCISE 4

- /s/ *looks, gets*
- /z/ *reads, plays*
- /ɪz/ *washes, teaches*

EXERCISE 5

- 1 a 2 b 3 c 4 a 5 b

For extra practice:

Practice Book p31

For grammar reference:

Oxford English Online

CB p70

Teaching tip – Communication

Do a class survey. Divide the class into groups. Give each group a topic, e.g. TV programmes, films, music, books or magazines. Tell students they are going to do a survey. In a **less confident class**, give students in each group a sheet with specific questions to ask, e.g. for music, *What music do you like? What's your favourite band? Who's your favourite singer? What's your favourite CD?* In a **more confident class**, ask groups to write their own questions.

Give students ten minutes to ask their classmates. Then, put them back in their groups to analyze the data. Ask each group to report back, e.g. *Four students like pop and ten students like rock music. Twenty students like One Direction and seven students like Taylor Swift. Our class's favourite singer is Lady Gaga!*

Teaching tip

For **more confident classes**, ask students to make a graph of the bands they like. Draw it on the board first with the names of the bands at the bottom and the numbers up the sides. When it's complete the students copy it into their notebooks.

Teaching tip – Pronunciation, exercise 3

Practise falling intonation using this kinaesthetic activity. Ask the class to stand up. As they ask a question from exercise 3, instruct them to sit down at the same time as their intonation falls. Demonstrate the first question for them. For example, *What day (sit down as you say ...) is it on? What time (sit down as you say ...) is it on?* Point to the questions one at a time on the board, and ask the class to ask and sit. It will help students to remember that *Wh*- questions have falling intonation.

Teacher's Resource DVD-ROM 4 – TV programmes

The DVD-ROM provides extension activities for further practice in talking about favourite TV programmes.

DID YOU KNOW?

The Simpsons first appeared on TV in the USA in 1989. Over twenty five years and 530 episodes later, it is considered one of the most successful TV shows ever. In 1999, *Time* magazine created a list of the 20th century's most influential people and Bart Simpson was the only fictional character on the list!

Answer key

219

EXERCISE 1

- 1 *The Simpsons*
- 2 Tuesdays
- 3 Fridays
- 4 six o'clock
- 5 Channel 4

EXERCISE 4

Students' own answers

For extra practice:

Practice Book p32

Teacher's Resource DVD-ROM 4 – TV programmes

DVD 4 worksheet

CB p71

Teaching tip – Grammar

Bring grammar cards for adverbs of frequency to class. Hand them out to six students at random. Write 100% at the top of the board and a line down to 0% at the bottom of the board. Ask students to place the grammar cards in the correct order. Tell the class to look and check. If the adverbs are not in the correct order, change them as a class. Now draw students' attention to the grammar box on CB p71.

SENs

To practise remembering and improve attention, ask students to come to the front in pairs. One person says what he / she does and the other person reports it. Student A: *I always get up at eight o'clock.* Student B: *He / She always gets up at eight o'clock.*

Teaching tip – Using a notebook, exercise 3

Look at exercise 3 with the class and ask students to write the preposition and the noun that it collocates with so students have meaningful language to refer to, e.g. *1 in the morning, 2 at night, 3 on Tuesdays*, etc.

Answer key

EXERCISE 1

- 1 He usually gets up at eight o'clock.
- 2 Our P.E. lessons are always in the afternoon.
- 3 We often play football in the park.
- 4 She never reads her emails.
- 5 I rarely go for a run.

EXERCISE 2

- 1 He sometimes goes to the cinema.
- 2 He's usually happy.
- 3 He always has his lunch at school.
- 4 He never reads books.
- 5 He rarely watches TV.
- 6 He often eats burgers.

EXERCISE 3

- 1 in
- 2 at
- 3 on
- 4 in
- 5 at
- 6 on

EXERCISE 4

- 1 David often watches TV in the evening.
- 2 Joe usually plays computer games on Saturdays.
- 3 Mike always has his piano lessons at two o'clock.
- 4 I sometimes go to bed at ten o'clock at weekends.
- 5 You never go to school on Sundays.

EXERCISE 5

Students' own answers

For extra practice:

Practice Book p32

Reinforcement worksheet 6

Extension worksheet 6

For grammar reference:

Oxford English Online

Teaching tip – Skills**Reading skills tip**

As students read the text, tell them to read each paragraph and think about what it is about. Elicit words which describe what each paragraph is about, e.g. paragraph 1 *where from*, paragraph 2 *home now*, paragraph 3 *the show*. Explain that summarizing the paragraphs in this way will help students to find the information they need for comprehension exercises.

Listening skills tip – exercise 3

Prepare the class to listen by asking them to read the sentences and answer options to predict what the listening is about. Elicit that the listening is probably about the actors' daily routine. Point out that preparing for a listening in this way will enable students to focus on the content of the listening text as they already have an idea of the gist.

Vocabulary skills tip – exercise 4

Play *Simon Says* using the routine vocabulary from CB p68 and CB p73 to review all of the language. Decide on actions for the activities before you play. Allow students to take turns being Simon.

Speaking skills tip

Bad habits. Introduce the concept of bad habits, e.g. say *I never eat breakfast. It's a bad habit – breakfast is good for you*. Elicit some other bad habits students sometimes have, e.g. *I never go to bed early. I rarely do my Maths homework*. Encourage students to try to break these bad habits. Make an agreement with the class that they will try to break these bad habits, e.g. everyone will try to read more, eat a healthy breakfast, etc. Tell students to report back next week with progress.

Teaching tip

For **more confident classes**, ask students to invent silly sentences. For example, *I always have breakfast at night*.

Writing skills tip

In a **less confident class**, work together to try to produce a gapped template that students can use as a model for their writing. Do this by using a colour or underlining words to highlight details that students can change in exercise 6. For example, It's Saturday today. Saturday is my favourite day of the week. On Saturday I never get up before half past nine! etc.

Answer key and audio transcript

2.22

EXERCISE 1

1 Mr and Mrs Grant and their son, Ed.

EXERCISE 2

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

2.23

EXERCISE 3

Hi! I'm Matt. I live with Robbie and Sarah with our host family in London. We all work in the theatre.

In the morning, we usually get up at eight o'clock and we have a shower. Then we have breakfast. We have school lessons in the morning, but not at school! Our teachers come to our house and we have lessons for three hours every day. After lunch we go to the theatre. We practise songs and dance routines for two or three hours. At six o'clock, we have dinner. The show starts at eight o'clock and finishes at ten o'clock. After the show we go back home. We usually go to bed at eleven o'clock. We're always very tired.

Answers

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

2.24

EXERCISE 4

- 1 wake up
- 2 listen to music
- 3 brush my teeth
- 4 read a book
- 5 wash my hair
- 6 get dressed

EXERCISE 5

Students' own answers

EXERCISE 6

- 1 have breakfast
- 2 watch TV
- 3 meet my friends
- 4 play
- 5 listen to
- 6 read comics

EXERCISE 7

Students' own answers

For extra practice:

Practice Book pp33 – 34
Vocabulary plus Oxford English Online

Song tip TPP p74

CB p74

Teaching tip – Culture

Bring a selection of pictures of famous British actors to class, or write their names on the board. Elicit which famous films or TV programmes the actors have performed in. Then discuss whether students think each actor had a private education or a state education. Tell the students if they were correct or not. (For example, privately educated: Benedict Cumberbatch (Eton), Kate Winslet (Redroofs theatre school), Emma Watson (Headington Girls School). State school: Christian Bale, Gary Oldman, Keira Knightley.) Discuss what you think the differences are between these two types of school. Which would you prefer to go to? Why?

In a **less confident class**, prepare to read the text by looking at the pictures and discussing what the students can see. Read through the glossary box and check the meaning of the unknown vocabulary.

Teaching tip – Project

Refer students to the project page on page 34 of their Practice Book. There's a similar text which will help them to write their own. Then discuss and talk about the different stages and tasks that will build up the project. Emphasize that students need to work together to produce one piece of work that they have all contributed to. You may want to group students according to which type of school they'd like to go to, e.g. a boarding school, a girls' school, a drama school, etc.

Monitor and ensure all students have a role to play in the project. Encourage students to take responsibility for a different aspect of the project than they chose last time.

DID YOU KNOW?

The first written rules for football were recorded at Eton College in 1815. Sport is very important at Eton. The school has got two swimming pools, thirty cricket pitches, twenty-four football, rugby and hockey pitches and a gym. It also has a purpose-built lake in its grounds for rowing, canoeing and sailing. This was used during the London 2012 Olympic Games for the Olympic rowing and canoeing events.

Answer key

⌚ 2.26

EXERCISE 1

It's a school where students eat and sleep, as well as study.

EXERCISE 2

- 1 False
- 2 False
- 3 True
- 4 True
- 5 False
- 6 False

For extra practice:

Practice Book p34

CB p75

Teaching tip – Review

After checking the answers, provide support for exercises which were difficult for students. Do this by writing more similar questions on the board. For exercise 1 for example, write *breakfast, music, home* to practise collocations with *go, have* and *listen to*. Ask pairs of students to work together to find the answers. Check as a class.

Answer key

EXERCISE 1

- 2 have
- 3 brush
- 4 go
- 5 wash
- 6 do

EXERCISE 2

- 1 shirt
- 2 shoes
- 3 jumper
- 4 dress
- 5 jacket
- 6 gloves

EXERCISE 3

- 1 a
- 2 b
- 3 a
- 4 b

EXERCISE 4

- 1 play
- 2 has
- 3 go
- 4 are
- 5 run
- 6 get up

EXERCISE 5

- 1 always
- 2 usually
- 3 often
- 4 sometimes
- 5 rarely

EXERCISE 6

- 1 at
- 2 on
- 3 at
- 4 in
- 5 at
- 6 at

EXERCISE 7

- 1b What's your favourite TV programme? – Jaki jest twój ulubiony program telewizyjny
- 2b What day is it on? – Którego dnia jest on nadawany?
- 3a What time is it on? – O której godzinie jest on nadawany?

For extra practice:

Practice Book p35

Reptytorium CB p110

Teaching tip – Fun time 3

Story – The children's homework is about the Vikings. The magic bus transports them back in time to a Viking longship. Johnny is being silly and playing with a sword. He doesn't realize he's being watched by real Vikings – and a sea monster! Johnny accidentally saves the day by fighting off the sea monster. The Vikings are delighted! Johnny wants to stay and be their leader, but Poppy gets him back on the bus.

Teaching tip – Fun time

Ask students what they remember about the previous episode of the *Fun time* story. *Who are the children? (Johnny and Poppy) Who is the bus driver? (Mr Jaunty) Where was their last adventure? (In the African jungle.) Has Johnny got a pet now? (Yes, a parrot.)*

Look at the title of the *Fun time* story and ask students to look through the frames. Tell them not to worry about the speech bubbles for the moment.

Ask students for their predictions about the story, *Johnny Dash and the Vikings*. *Why are the Vikings angry in frame 5? (Because Johnny isn't one of them.) Why are they happy in frame 8? (Because Johnny saved them from the sea monster.)* Elicit any knowledge that students have about the Vikings.

Extension activity – exercise 5

Make sure students understand that the numbers in exercise 5 refer to dates – the 8th to the 11th centuries. In a **more confident class**, teach the word *century*, and explain how we refer to them, i.e. the 700s is the 8th century, the 1900s is the 20th century, etc.

Teaching tip – Acting out the story

Play the audio CD for students to listen to the story before acting it out.

Read through the story as a class, chorally and individually. Model any words the students have trouble with, e.g. *Vikings, strange, sword, monster, Hooray!* and *10th*. Drill the words until students are confident.

Put the students in groups to practise the story. In a larger or **less confident class**, consider splitting Johnny and Poppy's lines, to allocate lines more evenly.

Ask as many groups as possible to act out the story for the class.

DID YOU KNOW?

Viking ships could sail in deep and shallow water. This meant they could cross the sea, and also navigate up rivers, or approach very close to beaches. The Vikings could get very close to a settlement on a raid, and jump out and attack the villagers. It was also easy to get back in their boats and escape quickly.

Answer key 2.27**EXERCISE 2**

- 1 True
- 2 False
- 3 True
- 4 True
- 5 False

EXERCISE 4

- 1 Ireland
- 2 Italy
- 3 Sweden
- 4 Russia
- 5 Greenland
- 6 France
- 7 Germany
- 8 Iceland
- 9 Estonia
- 10 England

EXERCISE 5

700s
Sweden
800s
Iceland
England
Ireland
900s
Greenland
France
Germany
Estonia
Russia
1000s
Italy

EXERCISE 6

- 1 d – sword
- 2 f – strange
- 3 e – ship
- 4 b – monster
- 5 a – leader
- 6 c – fight

CB p78

Story

It's the day of the audition. Hollie nearly misses it because Emma has told her the wrong day, but she arrives just in time. Emma is surprised to find out that her uncle is not attending the audition.

Teaching tip – Presentation

Look at the big photo and ask students to identify the children. Elicit what they remember about the story so far. To effectively record answers to exercise 2 in their notebooks, encourage students to write full sentences and underline the word that they inserted, e.g. *Hollie arrives at the audition late.*

Teaching tip – Acting out the story

Practise the dialogue together chorally then individually. Model harder words such as *guitar, instruments, brilliant* and *busy*.

Put the students into groups of six and ask students to assign their own roles. Encourage students to use emotions, props, movement and intonation in their speech. Ask them to learn their lines so they can act without the Class Book. Allow them time to practise and learn the story.

Invite groups of students to act out the dialogue in front of the class.

DID YOU KNOW?

If at first you don't succeed, try, try again!

When Fred Astaire sent in his first screen test to the film studio MGM, the producer wrote down, *Can't act. Can't sing. Can dance a little.* He went on to a career in film and musical theatre that lasted 76 years.

JK Rowling's manuscript for the first *Harry Potter* book was rejected by twelve publishers before Bloomsbury agreed to publish it. The *Harry Potter* series has become the best-selling book series in history.

Answer key

2.28

EXERCISE 1

1 b Mr Smith

EXERCISE 2

- 1 Hollie arrives at the audition late.
- 2 Emma is at the audition.
- 3 Hollie can't play the guitar.
- 4 Mr Smith isn't at the audition.
- 5 Emma sings first.

CB p79

Teaching tip – Language focus

Class discussion. Ask students how they would prepare for an audition. How would they feel? How would they feel if they were late? What drama skills do they have? (Can students play the piano / sing / dance? etc.)

Teaching tip – Using a notebook, exercise 6

Ask students to write full questions and answers in their notebooks for exercise 6. Items should be clearly, neatly and correctly labelled with the page and exercise number. This will provide a clear model for using *can* for ability questions and short answers in future lessons.

Teaching tip

For **more confident classes**, divide the students into pairs. They ask and answer questions using *Can you ... ?* They can use the questions in exercise 6 or use their own.

Answer key

2.29

EXERCISES 4 AND 5

- 1 can
- 2 Can
- 3 can't
- 4 can

EXERCISES 6 AND 7

Students' own answers

For extra practice:

Practice Book p36

CB p80

Teaching tip – Vocabulary

Write verbs which collocate with the free-time activities on the board, e.g. *play, go, read, ride, send* and *surf*. Call out a noun, e.g. *the cinema*. Students then choose the verb on the board it collocates with and say the correct collocation, e.g. *Go to the cinema!* Turn this into a team game by dividing the class into two teams and awarding points.

Teaching tip – Look! box, exercise 1

Read the *Look!* box together, and remind students that recording vocabulary under a related verb, such as *play*, is a good way to learn collocations. It shows similarities in verb use, e.g. that we often use *play* with instruments, sports and games.

Teaching tip

For further practice in a **less confident class**, ask the students to work in pairs. One person says a sport and the other says *do, go* or *play*. They continue with all the sports.

Answer key and audio transcript

2.30

EXERCISE 1

1 g 2 k 3 c 4 l 5 e 6 d 7 f 8 b 9 i 10 h
11 a 12 j

EXERCISE 2

- 1 Joe goes skateboarding.
- 2 Joe reads comics.
- 3 Joe plays computer games.
- 4 Joe plays cards.
- 5 Joe goes to the cinema.

2.31

EXERCISE 3

- 1 **Girl 1** What's your typical Saturday afternoon like, Josh?
Josh I usually go skateboarding in the park with my friends. I love skateboarding.
Girl 1 Cool!
- 2 **Boy 1** Can your brother ride a bike?
Boy 2 Yes, he can.
Boy 1 Is he fast?
Boy 2 Yes, he's very fast!
- 3 **Girl 1** We have dinner at six o'clock every day. After dinner I always play the guitar. I want to be in a pop band.
- 4 **Girl 1** What's your favourite game, Oscar?
Boy 2 Chess. I love it. I play chess with my dad, I play chess with my friends and I play chess online.
Girl 1 Great!

Answers

a 2 b 1 c X d 4 e 3

EXERCISE 4

Students' own answers

For extra practice:

Practice Book p36

CB p81

Teaching tip – *can* (ability)

Look back at CB p78 and see what Hollie *can* and *can't* do. In a **more confident class**, simply play the audio CD, 2.28. Write sentences on the board, e.g. *She can sing and dance. She can't play the guitar.* Show students flashcards of the free-time activities on CB p80. Ask students which of these activities they can and can't do. Continue with the *can* grammar box and exercise 1.

Teaching tip – Degrees of ability

Encourage students to personalize the adverbs recorded in their notebooks. For example, ask students to write *very well, well, quite well, (not) very well* and *(not) at all* from top to bottom of a page in their notebooks. They should then write a personalized example for each. For example, if they are fantastic at playing computer games they should write, *I can play computer games very well*, next to the adverb, *very well*, etc. This will help students to understand the language and recall it later.

SENs

To promote empathy among students, encourage them to think of something positive to say about their classmates using *very well*.

DID YOU KNOW?

Until the 1950s, it was thought impossible to run a mile in under four minutes. Roger Bannister was the first man to do it in Oxford in 1954. Once he had proved it was possible, others were able to do it, too. His record was broken just forty-six days later. In 1980, The American Helicopter Society set a challenge for inventors to create a helicopter powered by human effort. Thirty-three years later in July 2013, a Canadian team managed to win the prize. Their pedal-powered helicopter can fly for over one minute at a height of 3.3 metres.

Answer key

EXERCISE 1

1 can't 2 can 3 can't 4 can 5 can't

EXERCISE 2

Students' own answers

2.33

EXERCISE 4

1 can't 2 can 3 can't 4 can 5 can 6 can't

EXERCISE 5

- 1 Tara can act very well.
- 2 Kim can act quite well.
- 3 Tara can dance quite well.
- 4 Kim can't dance at all.
- 5 Tara can sing well.
- 6 Kim can't sing at all.

EXERCISE 6

Students' own answers

For extra practice:

Practice Book p36

For grammar reference:

Oxford English Online

CB p82

Teaching tip – Communication, exercise 2

Ask students what they like to do most when they feel bored. Ask them if they do any of the activities from CB p80. Elicit five activities from the class and write them on the board. Use them to model the suggestions in exercise 2, e.g. Ana, why don't we play chess? Ana: OK.... Wiktor, shall we go to the cinema? Wiktor: Great! Ask **more confident students** before asking **less confident students**. That way, **less confident students** will have seen the questions and answers modelled a few times and feel more confident when asked.

Teaching tip – Pronunciation, exercise 3

Ask students to sit down when they ask *Why don't we ...?* to remember the falling intonation of this suggestion, and to stand up when they ask *Shall we ...?* to remember the rising intonation of this question.

DID YOU KNOW?

Basketball was invented in 1891 by a Canadian-American P.E. teacher called Dr James Naismith. He was looking for a game to keep his students active and fit in the bad winter weather in Massachusetts. Originally, basketball was played with footballs. The now familiar orange rubber basketballs were introduced in the late 1950s.

Answer key

2.34

EXERCISE 1

- 1 play basketball
- 2 play cards

EXERCISE 4

Students' own answers

For extra practice:

Practice Book p37

CB p83

Extension activity – *Finished?*

In a **more confident class**, extend the game. Tell students to work in pairs and think of three more challenges to add to the *Prove it!* list. Swap lists with another pair, and play the game together. You could choose a few of the students' challenges, and play the game as a class. Encourage **more confident students** to give full answers, including degrees of ability, e.g. *Can you say the alphabet in English? Yes, I can. I can do that very well. I can say the alphabet in five seconds!*

Teaching tip – Grammar (Imperatives)

Play *Simon Says* as a warm up activity using the classroom language from Welcome Unit CB p6, *Sit down, stand up, open your book, close your book, look at the board*, etc. Ask students to look back at the story on CB p78 and find examples of imperatives. Continue with exercise 4.

Answer key

EXERCISE 1

- 1 can't
- 2 Can
- 3 can
- 4 Can
- 5 can

EXERCISE 2

- 1 Can Kate skateboard? Yes, she can.
- 2 Can Rob and Kevin skateboard? No, they can't.
- 3 Can Kate ride a bike? No, she can't.
- 4 Can Rob, Kate and Kevin swim? Yes, they can.
- 5 Can Rob bowl? Yes, he can.
- 6 Can Kevin bowl? No, he can't.

EXERCISE 4

- 1 Listen
- 2 Sit down
- 3 Speak
- 4 Don't be
- 5 Don't play
- 6 Don't send

For extra practice:

Practice Book p37

Reinforcement worksheet 7

Extension worksheet 7

For grammar reference:

Oxford English Online

Song tip TPP p74

CB p86

Teaching tip – Culture

Elicit the adjectives from CB p84 by discussing the TV shows the students watch. In a **less confident class**, carry out this activity as a whole class discussion. With a **more confident class**, put the students into groups of three or four and write questions for discussion on the board, e.g. *Which TV shows are: boring / funny / interesting? etc. Why?* Find out how many hours of TV students watch every week. Ask the class, *Do you think British children watch more or less TV?*

Tell students to read through the statements in exercise 1 before they read the text. Discuss which they think are true or false. Then ask students to read and check their predictions.

Teaching tip – Project

Refer students to the project page on page 39 of their Practice Book. There is a similar text which will help them to write their own. Then discuss and talk about the different stages and tasks that will build up the project. Emphasize that students need to work together to produce one piece of work that they have all contributed to.

Put students into groups of three or four to complete the project. Tell students to decide how they will create the poster. They may choose to contribute one idea each for their favourite TV shows, or, they may choose to take a vote and decide which the top five TV shows they currently watch between them are.

Encourage students to take responsibility for a different aspect of the project than they did last time. Monitor and ensure all students have a role to play in the project.

Answer key

2.41

EXERCISE 1

1

EXERCISE 2

- 1 after
- 2 an international
- 3 making things
- 4 cartoon

For extra practice:

Practice Book p39

CB p87

Teaching tip – Review

Ask students to create a revision board game. Put students into four groups. Give each group a different aspect of the unit to review, e.g. vocabulary, adjectives, *can / can't* and culture. Give each group a large piece of paper and ask them to divide it up into twenty squares. Students write a mixture of numbers, questions and words on the squares to test their classmates. For example, if reviewing *can* they may write the following in the squares: 1 and 2 *Name a sport you can play*, 4 and 5, *Can you swim?*, 7 and 8, *Can you play chess?* etc. They then pass their board game to the team next to them. Students take turns rolling a dice and answering the questions they land on. Keep the games to use as a warmer in later lessons.

Teaching tip – Using a notebook

For exercise 5, encourage students to write the questions and responses in full in their notebooks, e.g. *Can you play basketball? Yes, I can*, etc. This will provide a clear example to refer to later.

Answer key

EXERCISE 1

- 1 Maria can play chess.
- 2 I can ride a bike.
- 3 They can play computer games.
- 4 I do my homework at five o'clock.
- 5 I go to school at half past eight.
- 6 I have dinner at six o'clock.

EXERCISE 2

- 1 gloves – rękawiczki
- 2 shoes – buty
- 3 chest of drawers – komoda
- 4 mirror – lustro
- 5 poster – plakat
- 6 Music – muzyka

EXERCISE 3

- 1 boring ≠ interesting
- 2 terrible ≠ fantastic
- 3 easy ≠ difficult
- 4 serious ≠ funny

EXERCISE 4

1 can	4 can
2 can't	5 can
3 can't	6 can't

EXERCISE 5

- 2 Can your dad ride a bike? f
- 3 Can you and your friends dance? a
- 4 Can your grandparents speak English? b
- 5 Can you sing well? d
- 6 Can your mum play computer games? e

EXERCISE 6

- 1 c
- 2 a

For extra practice:

Practice Book p40

Repetytorium CB p111

CB p88

Story

The students are chatting when Jazz spots the audition results on the notice board. Hollie has got the lead role in the school musical. Hollie and her friends are delighted. Emma is disappointed.

Teaching tip – Presentation

Divide the class into groups of four or five students. Write numbers 1–10 on a piece of paper and hand a sheet out to each group. Ask the students to work as a team to write ten sports or activities that they know, e.g. *tennis, running, chess*, etc. They then pass their paper to another team to mark. Teams should get a point for every word that is spelt correctly.

DID YOU KNOW?

Practice makes perfect! In 2008, an American academic wrote a book suggesting that it takes 10,000 hours to get really good at something. Other studies have suggested that people who believe that they can reach the top through hard work are more likely to succeed because they believe they can change. A belief in success based on innate talent can have negative effects because students who feel they don't have 'star quality' may believe they can never achieve anything. Fostering a belief in success through hard work can help students to reach their true potential.

Answer key

⌚ 2·42

EXERCISE 1

1 b Hollie

EXERCISE 2

- 1 Adam
- 2 Dan
- 3 Hollie
- 4 Emma
- 5 Mrs Lee

CB p89

Teaching tip – Language focus

Class discussion. Discuss the whole story. Why did Emma think she would get the lead role in the play? Why did Hollie get the part? Why is Emma always so rude to Hollie? How do the class think Emma feels at the end of the story?

Talk about feeling insecure and excluded. Emphasize that Emma may want to be friends with Hollie and the others, but she doesn't know how to be a good friend. Ask the class if they think Hollie and her friends should try to be friends with Emma. Reinforce the idea that it is better to get on with others and help each other. Relate this to the course. The students have worked together throughout as a team to improve their English and to create interesting projects.

Teaching tip

To reinforce the idea of getting on with one another, ask the students to think of what makes a good friend. Allow them time to reflect on if they are a good friend.

Teaching tip – Using a notebook

Ask students to write the questions for exercise 6 on the left side of a page in their notebooks. Ask students to write *Me* and the names of two other people in the class across the top of the page. Students then answer the questions about themselves by adding a tick (✓) for, *Yes, I do.* and a cross (✗) for, *No, I don't.* They then ask their partners the same questions, again marking their response with a tick or a cross, e.g. *Do you play football? No, I don't.* (✗), *Do you play basketball? Yes, I do.* (✓)

Extension activity – exercises 6 and 7

In a **more confident class**, ask students to write two or three more questions about sports and activities. In a **less confident class**, ask students to create questions in pairs and monitor throughout.

Answer key

⌚ 2·43

EXERCISES 4 AND 5

- 1 Do you play basketball
- 2 Is Emma in the musical
- 3 Does Emma know

EXERCISES 6 AND 7

Students' own answers

For extra practice:

Practice Book p41

CB p90

Teaching tip – Vocabulary

Write the verbs which collocate with these activities, e.g. *play*, *go* and *do*, on word cards and place them on the left, middle and right of the room. Call out a sport, e.g. *football*. Students then walk to the verb that it collocates with and shout out the correct collocation, e.g. *play football*!

Teaching tip – Using a notebook

You may want to encourage students to record collocations as a spidergram in their notebooks. For exercise 2, ask students to write *play* in a circle. They then draw lines out from the circle and write the sports that it collocates with, i.e. *football*, *tennis* and *basketball*. Ask students, *What is similar about these sports?* (They are all games and games often collocate with *play*.)

In a **more confident class**, you could brainstorm more examples, e.g. *ice hockey* and *rugby*.

Answer key

2.44

EXERCISE 1

- 1 gymnastics
- 2 swimming
- 3 athletics
- 4 cycling
- 5 basketball
- 6 tennis
- 7 skiing
- 8 karate

EXERCISE 2

play – football, basketball, tennis
go – swimming, cycling, skiing
do – gymnastics, athletics, karate

EXERCISE 3

Students' own answers

For extra practice:

Practice Book p41

Song tip TPP p74

CB p91

Grammar – Extension activity

Sing the song, *Fantastic football* using the karaoke version on the Classroom Presentation Tool. Ask students about activities with reference to the singer in the song, *Does he do karate?* and encourage students to give simple yes / no answers. Agree, saying, *That's right, he doesn't do karate*. Ask about the sports your students play, eliciting simple yes / no answers.

In a **more confident class**, model the full answer each time, and encourage students to give a full short answer, e.g. *No, I don't do karate*.

Extension activity – *Find someone who ...*

Elicit a number of sports and activity collocations on the board, e.g. *play football*, *watch TV*, *read a book*, *get up early*, etc. In a **more confident class**, ask students to choose six of these and write questions for them, e.g. *Do you play football?* *Does your sister watch TV every day?*, etc. In a **less confident class**, create these questions as a class.

Ask students to walk around the room asking one of the questions until they find a person who answers, *Yes, I do*. They then write that person's name next to the question. As a feedback stage, ask students, *Who plays football?* The students tell you the names they have, using a full sentence, *Jana plays football*, etc.

DID YOU KNOW?

The 2012 Summer Olympics included twenty-six sports. Two more were approved for the Summer Olympics in Brazil in 2016. But some sports have been discontinued. Baseball, cricket and polo have all been in the Olympics, but no longer are.

Answer key

EXERCISE 1

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

EXERCISE 2

1 b 2 a 3 a 4 b 5 b 6 a

EXERCISE 3

1 Do, don't 2 Does, does 3 Does, doesn't
4 Do, don't 5 Do, do

EXERCISE 4

1 Do you like football/basketball? No, I don't.
2 Does Jacek study Maths? Yes, he does.
3 Does your mum get up at six o'clock? No, she doesn't.
4 Does Anna ride a bike? Yes, she does.
5 Do your parents play chess? Yes, they do.

For extra practice:

Practice Book p41

For grammar reference:

Oxford English Online

CB p92

Teaching tip – Communication

In a **less confident class**, look at the table of likes and dislikes and at the photos together. Look at the smiley and frowning faces to show *like / love / hate*. Elicit any information or opinions students have about the three things that are in the table. Talk through the activity as a class. Discuss any clues or marker words that will help students guess the answers. For example, Zac Efron fits into the first gap because it says *him* and another actor is mentioned in the dialogue.

In a **more confident class**, allow the students to work out the answers in pairs. Discuss how they chose their answers before they listen to the audio to check.

Teaching tip – Pronunciation

Ask students to stand up on their tiptoes when they ask a *yes / no* question to remember the rising intonation and bend down to remember the falling intonation of *Wh*-questions.

DID YOU KNOW?

Arachnophobia is the fear of spiders. Phobias are irrational fears; however, some may have links to survival instincts. The three most common fears are fear of spiders, snakes and heights.

Answer key

2.46

EXERCISE 1

- 1 Zac Efron
- 2 Science
- 3 spiders

EXERCISE 4

Students' own answers

For extra practice:

Practice Book p42

CB p93

Teaching tip – Grammar

Write phrases such as, *in the park, in the afternoon, at ten o'clock, Maths, twice a week, on the board*. Drill the question words by pointing at the expressions and asking which question word goes with which answer, e.g. *In the park – where?, At ten o'clock – what time?, etc.*

If answers are correct, build up a whole question on the board, e.g. point to *in the park* and elicit *where*. Then add *they* and *play football* and elicit the full question, *Where do they play football?* Repeat with other answers.

Teaching tip – Extension activity, *Finished?*

Ask students to write questions to ask their partner. Put students in pairs. Tell them to ask and answer their questions in an interview style. You could record students speaking as they interview each other to analyze their language and pronunciation to work on in a later lesson. Students then use their notes from the interview to write a paragraph about their partner. Students read the paragraph written about them to check if it is grammatically and factually correct. Collect the writing in and praise students as appropriate.

Answer key

EXERCISE 1

- 1 What time does she start school? She starts school at nine o'clock / 9 a.m.
- 2 Where does she have lunch? She has lunch at school.
- 3 When does she finish school? She finishes school at half past three / 3.30 p.m.
- 4 What does she do after school? She does her homework after school.
- 5 What time does she go to bed? She goes to bed at nine o'clock / 9 p.m.

EXERCISE 2

- 1 How often do you study Japanese at school?
- 2 How often do you have pizza for dinner?
- 3 How often do you go skiing?
- 4 How often do you play tennis?
- 5 How often do you surf the Internet?

Students add their own answers.

EXERCISE 3

- 1 them
- 2 her
- 3 him
- 4 it
- 5 us
- 6 me

EXERCISE 4

Students' own answers

For extra practice:

Practice Book p42

Reinforcement worksheet 8

Extension worksheet 8

For grammar reference:

Oxford English Online

CB pp94 – 95

Teaching tip – Skills

Vocabulary skills tip

Once you have presented the vocabulary, play a description game. Divide the class into two teams. Use two sentences to describe an object from the vocabulary section, e.g. *You need them to swim. You wear them on your eyes.* Invite one team to give the answer, *Goggles!* If they guess correctly, their team wins a point. Continue with another object and the next team.

In a **more confident class**, ask students to give the descriptions to the other team.

Reading skills tip

Do a prediction task before students listen and read. Tell students to look at the photo and the title and decide what the text will be about. Share ideas as a class. Ask students, *What do you think Hannah has done to be successful?* Again, elicit ideas and write them on the board, e.g. *swim often, eat well, practise every day*, etc. Then listen and read to check suggestions. Tick the things listed on the board that Hannah does.

Ask students to read the questions on CB p95 and answer them before they read the text again. Then tell students to read and listen to the text again to check their answers.

Ask students if there is something they really want to do. Elicit as many suggestions as possible, and encourage students to share their ambitions. Ask them if they would be ready to work as hard as Hannah.

Listening skills tip

Give students time to read all the question and answer options. Remind students that they may hear other ambitions mentioned on the audio. These are called distractors, and it's important that students listen carefully to answer the questions correctly.

Speaking skills tip

Ask students to line up from the tallest to the shortest. Pair students up with the person next to them and tell them to ask and answer the questions in exercise 5. Then, students move back to their original seats so they can talk to their usual partner. Students tell each other what they found out about the partner they did the exercise with.

Writing skills tip

Ask **less confident students** to use exercise 6 as a template for their own writing. In a **more confident class**, encourage students to add more information. Encourage them to look at Hannah's text on page 94 and Mark's information on page 95 as models. Ask students to add four more pieces of information about themselves in their writing to add detail and interest.

3 goggles

4 net

5 tracksuit

6 swimsuit

7 bat

8 goal

2.50

EXERCISE 2

b – a young British sports star

EXERCISE 3

1 False

2 False

3 True

4 True

5 False

2.51

EXERCISE 4

Alice What's your favourite school day, Mark?

Mark Erm ... It's Monday, actually.

Alice Monday? Are you serious? I hate Mondays!

Mark Yes, really! It isn't a joke! I like Mondays. We do Art on Monday afternoon and that's my favourite subject. And then, after school I go to Chess Club and I love it. I'm quite good at chess. I often play with my uncle. What's your favourite day, Alice?

Alice My favourite day is Wednesday because we have P.E. and I usually play basketball. I love basketball!

Mark Ugh! P.E.! I hate sport!

Alice Really? What sport do you do at school?

Mark I play football, but I'm not very good at it, and I hate it!

Alice How often do you play it?

Mark Only once a week, thank goodness! We play it on Friday afternoons. I hate Fridays!

Answers

1 a

2 b

3 b

4 a

5 a

6 c

EXERCISE 5

Students' own answers

EXERCISE 6

Students' own answers

EXERCISE 7

Students' own answers

For extra practice:

Practice Book pp43 – 44

Vocabulary plus Oxford English Online

Answer key and audio transcript

2.49

EXERCISE 1

1 baseball

2 racket

CB p96

Teaching tip – Culture

Ask the class, *What do you think are the most popular sports in the UK?* Write a list on the board.

Look at the pictures on CB p96 and ask which sports students can see. What equipment is being used? Ask students to read and check if their predictions about popular sports in the UK were correct.

In a **less confident class**, read through the glossary box and check the meaning of the unknown vocabulary.

Ask, *What are the most popular sports in Poland? Why do you think they are different?*

Teaching tip – Project

Refer students to the project page on page 44 of their Practice Book. There is a similar text which will help them to write their own. Then discuss and talk about the different stages and tasks that will build up the project.

In each group, members can choose their favourite sport, but the group must work together to complete the poster. Talk about sport and how it is important to work as a team. Emphasize that everyone's skills are important to make up the project team. Everyone must do their best to make the project a success.

Teacher's Resource DVD-ROM 6 – *Football in the USA*

The DVD-ROM provides extension activities for this unit focusing on culture and recycling language.

DID YOU KNOW?

Karate is from Japan. Karate students show their level with different coloured belts. A beginner has a white belt, advancing through stages of yellow, blue, purple and brown to black.

Taekwondo is from Korea. There are two categories in the sport: junior and senior. The junior category has ten levels, the senior category has nine.

Answer key

⌚ 2:52

EXERCISE 1

cycling
football
karate
swimming
taekwondo

EXERCISE 2

1 b
2 a
3 a
4 b

For extra practice:

Practice Book p44

Teacher's Resource DVD-ROM 6 – *Football in the USA*

DVD 6 worksheet

CB p97

Review – Extension activity

Set the review exercises for homework and write the answers on the board for students to check themselves.

Ask students to create a review quiz for the whole course to test the rest of the class. Divide the class into teams of four or five students. Give each team a topic you know they found difficult, e.g. vocabulary – nationalities, grammar – prepositions. Tell teams to produce five clues for each topic. They could do this by writing questions, drawing pictures, creating gap fills, etc. For example, to review *classroom objects*, students might draw five objects for another team to write the correct words for. To review collocations, students might write ... *swimming*, ... *tennis*, ... *football*, ... *running*, ... *cycling* on their paper for students to write the correct verb next to, e.g. *go / play*.

Students place their question, pictures, gap fills, etc. on the wall around the class. Give each team a piece of paper for them to write their answers on. Ask groups to walk to the next group's questions and answer them as a team. They then move on to the next groups' questions, etc. until all the teams have answered all of the review questions. Then, mark teams' answers as a class. Which team was the winner?

Answer key

EXERCISE 1

1 karate 2 tennis 3 athletics 4 swimming
5 cycling

The secret word is *skiing*.

EXERCISE 2

1 racket
2 chest of drawers
3 swimsuit
4 MP3 player
5 History
6 rabbit

EXERCISE 3

1 don't study 2 don't go 3 doesn't like
4 doesn't do 5 don't live

EXERCISE 4

1 Do Marek and Joe speak English at home?
2 Is there a balcony?
3 Does Louisa go to your school?
4 Do you get up at seven o'clock?
5 Has Marta got a budgie?
6 Is this Harry's rubber?

EXERCISE 5

1 No, they don't. 2 No, there isn't. 3 No, she doesn't.
4 No, I don't. 5 Yes, she has. 6 Yes, it is.

EXERCISE 6

1 him 2 them 3 him 4 us

EXERCISE 7

1 a
2 b

For extra practice:

Practice Book p45

Repetytorium CB p112

CB pp98 – 99

Teaching tip – Fun time 4

Story – Johnny likes Art. His homework is to find out about a famous artist. Mr Jaunty's bus takes them to an artist's studio in Renaissance Italy, where Johnny lends a helping hand by finishing a familiar portrait. The children escape before Leonardo da Vinci returns to find his masterpiece finished.

Teaching tip – Fun time

Elicit what the students remember about the last episode of the *Fun time* story. *Who are the characters? (Johnny and Poppy) Where was their last adventure? (On a Viking long ship) Did Johnny want to come back? (No, he wanted to stay and be a Viking leader.)*

Look at the title of the *Fun time* story and ask students to look through the frames. Tell them not to worry about the speech bubbles for the moment.

Ask students about their predictions about the story, *Johnny Dash and the Mona Lisa. Where are they in frame 4? Is the man angry in frame 7?*

Elicit any knowledge that students have about the *Mona Lisa*, e.g. it was painted between 1503 and 1506 by the Italian artist Leonardo da Vinci.

Teaching tip

For **more confident classes**, divide the class into four groups. Allocate one episode to each group. They write a summary of their episode. Then read the complete summary around the class.

Teaching tip

For **less confident classes**, ask the students to work in pairs. They write elements of the story. The rest of the class guesses which episode it belongs to.

Teaching tip – Acting out the story

Play the audio for students to listen to the story before acting it out.

Read through the story as a class chorally and individually. Model any words the students have trouble with and drill them until students are confident. Put the students into groups to practise the story. Encourage students to take on larger parts if they would like to.

Ask as many groups as possible to act out the story for the class.

DID YOU KNOW?

The *Mona Lisa* was stolen in 1911. An employee of the museum hid it under his coat and walked out with it. However, the painting was recovered in 1913 when the thief tried to sell it in Florence, Italy. Since then, the painting has been attacked or vandalized four times. It is now displayed behind bulletproof glass.

Vincent Van Gogh was a Dutch painter born in 1853. He produced more than 2,100 artworks, but only sold one painting in his lifetime. He was very poor and struggled with mental illness all his life. Today, Van Gogh's paintings are among the most expensive in the world. In 1990, his painting *Portrait of Dr. Gachet* was sold for \$82 million (equivalent to almost \$150 million today).

Answer key

EXERCISE 2

- 1 Yes, he does.
- 2 Yes, he can. He can paint well.
- 3 A mouth.
- 4 Yes, he does.
- 5 Yes, they can.

EXERCISE 4

In picture 1, there is a mirror on the wall, but in picture 2, there are bookshelves there.

In picture 1, there's a dog under the table, but in picture 2, there isn't a dog.

In picture 1, there are two chairs at the table, but in picture 2, there are three.

In picture 1, the artist isn't there, but in picture 2, he is.

In picture 1, there's a woman sitting in a chair, but in picture 2, the chair is empty.

In picture 1, there isn't a small table with a candle on it, but in picture 2, there is.

EXERCISE 5

Students' own answers

EXERCISE 6

Suggested answers

- 1 I can see a bedroom with a big bed, a table and two chairs. There is a big window and two doors. There are lots of pictures on the walls and a mirror.
- 2 Purple, brown, red, green, black and yellow.
- 3 I think the painting is boring because there aren't any people in it. / I think the painting is fantastic because the colours are very nice. I love purple!

CB p100

Halloween

Write *Halloween* – 31st October on the board and ask the class if they know what it means. Elicit any words or associations students have with Halloween.

Extension activity – exercise 1

Look at the pictures together and elicit what students can see. Do they recognize these traditions? Remind students that looking at the pictures can help them to understand the text.

Read the glossary box together. In a **less confident class**, encourage students to read through the text once without worrying about unknown words.

When students have read and listened to the text, ask them to match each paragraph to a picture.

Class discussion

Ask students if they celebrate Halloween. How do they celebrate it?

DID YOU KNOW?

Halloween traditions started in Europe and were taken to America by emigrants from Scotland and Ireland. In Europe, children used to go from house to house and sing for the dead. The tradition died out in Europe, but it changed into 'trick or treat' in America. 'Trick or treat' has now been reimported back to the UK via films and popular culture and is popular with small children, who dress up and knock on people's doors. They're usually guided through the street by parents.

Jack O'Lanterns were originally carved from turnips. When people emigrated to America, they started to use the pumpkins that grew there and this practice spread across the world.

Answer key

254

EXERCISE 1

- 1 False – Halloween is the day before 'All Saints' Day.'
- 2 True
- 3 False – Apple bobbing is a game.
- 4 False – A treat is chocolate or sweets.
- 5 True

256

EXERCISE 3

- 1 12 Green Street
- 2 31st
- 3 6 p.m.

CB p101

Christmas

Write *Christmas* on the board and ask students what they know about celebrating Christmas in the UK.

Extension activity – exercise 3

In a **more confident class**, talk through Liam's diary. Elicit key words for each paragraph and write them on the board, e.g. paragraph 1 – *season*, paragraph 2 – *town*, paragraph 3 – *home*, paragraph 4 – *tree*, paragraph 5 – *Christmas Day*, paragraph 6 – *cracker*, paragraph 7 – *food*. Then put students into pairs to plan their own text.

In a **less confident class**, ask questions about the three main areas of the text – town, home, preparations and food, e.g. *Are there Christmas lights in your town? Have you got a Christmas tree in your house? Is there special Christmas food in your fridge?* Discuss whether there are any differences between how Christmas is celebrated in Poland and the UK. Give students three paragraph headings, e.g. *In town, At home, Preparations and food*. Put students in pairs to think about the content of the paragraphs.

Students can either write their text in pairs or individually. If you think the class will struggle, talk through their plans for each paragraph, and provide a template for students to work on the board.

DID YOU KNOW?

Why does Father Christmas wear red? In traditional pictures of Father Christmas, his robes were often green and white. In the 1930s, Coca Cola produced a set of Christmas adverts showing Father Christmas wearing red and white – also the colours of Coca Cola. It helped to fix those colours in popular pictures of him.

Answer key

257

EXERCISE 1

- 1 shops
- 2 two
- 3 under
- 4 hat
- 5 dessert

EXERCISE 2

- 2 f
- 3 a
- 4 i
- 5 c
- 6 d
- 7 b
- 8 g
- 9 h

EXERCISE 3

Students' own answers

Songs

CB pp102 – 104

Welcome, p4 – *Alphabet rhumba* 1.7

Tell students to write numbers 1–8 on the left side of a page in their notebook. In a **more confident class**, ask students to listen to the song and write the missing letters next to their corresponding numbers while listening.

In a **less confident class**, ask students to write the missing letters, then listen and check.

Unit 1, p14 – *EuroPopFest* 1.27, optional activity

Elicit the names of as many countries as students know onto the board. Invite one or two students to the front of the class. As the class listens to the song, the two students at the front must put a tick (✓) next to the countries that are mentioned. The other students should check that the correct countries have been ticked.

Use the karaoke version of the song and ask pairs of students to write another version, using other countries listed on the board.

Unit 2, p24 – *Where's our teacher?* 1.40

Play the song with books closed and ask students to listen and say what it's about.

Ask students to read the lyrics on CB p102 and write the correct words in their notebook. Then they can listen and check their answers.

Unit 3, p36 – *Family tree* 1.52

In a **less confident class**, ask students to read the lyrics before listening and write the missing words in their notebook.

You may wish to provide the missing words on the board for students to choose from (brother, sister, uncle, cousin, mum).

In a **more confident class**, ask students to listen to the song and draw the family tree described in the song.

Unit 4, p46 – *My favourite subject* 1.64

Brainstorm and write a list of school subjects together on the board. Students copy the list into their notebooks.

In a **more confident class**, students listen and number the school subjects in the order they hear them. In a **less confident class**, ask students to tick (✓) the subjects they hear in the song.

Ask students to write their own version of the song, substituting different subjects and sing it with the karaoke version of the song on the Classroom Presentation Tool disk. Students ask and answer about what they've got next and practise saying, e.g. *Oh, that's fantastic. I love History!*

Unit 5, p62 – *Are there any clothes?* 2.11

With books closed, brainstorm clothes words and make a list on the board. Ask students to listen to the song and take turns in coming to the board to circle the clothes they hear.

Write the clothes words and the furniture words on the board, or stick the flashcards up in two groups, and ask students to match the clothes to the places mentioned in the song.

Unit 6, p73 – *I'm Fit Tim* 2.25, optional activities

Draw clocks on the board showing six o'clock, one o'clock, eight o'clock and ten o'clock. Tell students to listen to the song and match the flashcards for the routine activities to the correct times.

Use the karaoke version of the song and sing the song with one student singing Tim's lines (they can take it line by line) and the rest of the class singing the third person lines. They should all sing the chorus together.

Unit 7, p83 – *I'm a star* 2.37

Tell students to listen to the song and write down as many activities as they hear in their notebooks.

In a **more confident class**, tell students to cover up the wordpool and write the words to complete the song in their notebooks without referring to the word prompts.

Unit 8, p90 – *Fantastic football* 2.45, optional activity

Students can write their own version of the song with different activities and substitute their favourite activity or game for football. They can then sing it to the class using the karaoke version on the Classroom Presentation Tool disk.

Answer key

WELCOME, ALPHABET RHUMBA

1 B 2 E 3 G 4 J 5 N 6 R 7 U 8 Y

UNIT 1, EUROPPOP FEST

1 Austria 2 Germany 3 Russia 4 Greece
5 Ireland 6 Poland

UNIT 2, WHERE'S OUR TEACHER?

1 classroom 2 Head teacher 3 P.E. 4 fast
5 History 6 slow

UNIT 3, FAMILY TREE

1 sister 2 cousin 3 brother 4 mum 5 Uncle

UNIT 4, MY FAVOURITE SUBJECT

1 English 2 Maths 3 History 4 German
5 Geography 6 Science

UNIT 5, ARE THERE ANY CLOTHES?

1 jacket 2 T-shirt 3 jumper 4 cap

UNIT 6, I'M FIT TIM

1 He has breakfast 2 He gets home at one
3 He gets home at six and he has 4 He watches TV

UNIT 7, I'M A STAR

1 chess 2 draw 3 sing 4 guitar

UNIT 8, FANTASTIC FOOTBALL

1 gymnastics 2 karate 3 athletics 4 cycling
5 skiing 6 swimming

CB p105

The exercises in the Repetytorium section relate to exam task types found in the upper primary exam. They focus on the skills students need to master these tasks in preparation for the exam. Similar exercise types are included in the Class Book and Practice Book.

Repetytorium 1 – Wskazówka!

Read the tip with the class and emphasize the importance of reading instructions carefully. Explain that in the upper primary exam, there are a limited number of task types and it is important to get used to them.

Ask a student to read the Polish rubric. Check understanding by asking comprehension questions about what students have to do, e.g. *Do you use all the headings? How do you record your answers?*

Exercise 1

In a **less confident class**, decide on the key words together. In a **more confident class**, ask students to work in pairs to do the task, then check the answers in pairs.

Exercise 2

Look at the task together. Ask students to remember what the tip told them to do. (Read the instructions carefully.)

Look at the texts together. Read the texts with the class and ask students questions. Explain that they will have to be careful as there will be some ideas or key words in each text that could suggest a different topic, so they have to read the whole text before they decide what it is about.

Exercise 3

Ask students to read the text. In a **less confident class**, read the text aloud as students follow in their books.

Point out that there are sentences missing from the text. Read them aloud and the students decide where they go in the text. For **less confident students**, point out key words in the text that can help them choose the correct missing sentence.

Answer key

EXERCISE 1

Przeczytaj (Read), wybierz (choose), każde pytania (each question), Uzupełnij (Complete), trzema (three), dodatkowo (extra).

EXERCISE 2

1 b 2 c 3 c

EXERCISE 3

1 c 2 a 3 b

CB p106

Repetytorium 2 – Wskazówka!

Read the exam tip with the class and explain that it relates to exercise 1. Work through exercise 1 together.

Exercise 2

Look at the task and elicit what tips students have already learnt. (Read the questions carefully and analyze the answer phrases.)

In a **more confident class**, ask students to follow the tips they have learnt so far. Then discuss the answers while checking. In a **less confident class**, work through the answers together, using the tips to help you.

Exercise 3

Look at the exam task and read the instructions again. Explain that students have to look at the three questions and choose the correct answer (A – D). Play the audio twice and the students write their answers in their notebooks.

In a **less confident class**, work through the task together. In a **more confident class**, work through item 1 together, then allow students to work in pairs. Discuss how they arrived at their answers, and why they eliminated the other answers.

Exercise 4

Look at the task and remind students what tips they have already learnt. Ask comprehension questions to check that students understand the task. Read the situations in Polish and the students choose the correct answer for each one.

In a **more confident class**, encourage students to say why the other answers aren't possible.

Answer key

EXERCISE 1

1 c 2 a 3 b

EXERCISE 2

1 b 2 b 3 a 4 c 5 a

2.58

EXERCISE 3

1 d 2 a 3 b

EXERCISE 4

1 a 2 c 3 b

Repetytorium 3 – Wskazówka!

Tell students they are going to practise some listening tasks.

Read the exam tip and prepare students to listen. Explain to them that in the exam, they will always hear a listening text twice, so they don't need to hear all of the answers the first time they listen. Students should read the exam task carefully, and decide what the key words are likely to be, then listen and concentrate on them.

In exercise 1, students can prepare by listing all the animals they know, and thinking about which adjectives might describe them, e.g. *horse – big, white, brown, grey, old, fast*, etc.

Exercise 2

Read the instructions together and check understanding. Read the sentences together and then play the recording. Encourage students to write key words from the true / false sentences in their notebooks, and try to think what they need to listen out for in English.

Play the audio several times and work through the task together.

Exercise 3

Tell students that during the year, you will gradually build up to playing the audio only twice per task. At the moment, the key thing is to build listening and exam skills.

Look at the task and read the instructions. Ask comprehension questions to make sure everyone knows what to do, e.g. *How many dialogues are there? How many options are there for each item? How do you show your answers? etc.*

Ask students how they are going to prepare to listen. Elicit, e.g. *read the questions, look at the pictures, think of the key words.*

Play the audio as many times as is necessary.

EXERCISE 3

1 Judy	What time is the bus?
Patrick	It's at four o'clock.
Judy	What time is it now, quarter past three?
Patrick	No. It's half past three.
Judy	OK. Let's wait!
2 Jacob	Who is that in the photo?
Liz	My grandad. He's from Scotland.
Jacob	Is that his dog, under the chair?
Liz	No. I don't think so. He hasn't got a dog. The photo is very dark.
Jacob	What animal is it? Is it a cat?
Liz	No! Look! It's a rabbit. My grandad has got lots of rabbits.
3 Megan	Is that your friend David?
James	Where?
Megan	There. Look! He's got a kite.
James	No, that isn't David. David is in the blue T-shirt.
Megan	Has he got a skateboard?
James	No, that's not David. David is the boy on the bike.
Megan	That's a great bike. Is it new?
James	Yes, it's a birthday present!
4 Ben	Is that Charlotte's brother?
Sam	Mmm ... I don't know. ... How many brothers and sisters has Charlotte got?
Ben	I think she's got one brother and two sisters.
Sam	Look. Here's Charlotte now. Let's ask.
Ben	Charlotte, have you got any sisters and brothers?
Charlotte	Yes, I have. I've got three brothers, but no sisters.
5 John	Hi, Kelly. Is that a photo of your dad? Is he a police officer?
Kelly	No, that isn't my dad. And that isn't a police officer's uniform.
John	Oh, I see. Is that man a firefighter?
Kelly	Yes, he is. He's my uncle Ben!
John	So what's your dad's job?
Kelly	He's a builder. That's his photo over there!

Answers

1 a 2 a 3 b 4 a 5 c

Answer key and audio transcript**EXERCISE 1**

- 1 The horse is grey.
- 2 My lizard is two years old.
- 3 That parrot is green.
- 4 The dog is big and black.
- 5 The cat is small. It's very young.

Paula My name's Paula. My brother has got a strange pet. It's a snake. It's big and green and its home is a cage in my brother's room. Its name is Mr Pretty, but it isn't pretty or friendly. It's ugly!

Answers

1 b 2 a 3 c

CB p108

Repetytorium 4 – Wskazówka!

Tell students they are going to practise some tasks from the *Grammar and vocabulary* section of the exam.

Read the exam tip together. In a **less confident class**, review the parts of speech, and what they do, e.g. a verb is an action word; a noun is a person, place or thing; a pronoun replaces a noun; an adjective describes something; and a preposition can tell us where something is, or be used as part of a phrase.

Exercise 1

Write a few sentences on the board, e.g. *My sister has got a bracelet. It's pretty.* Practise identifying the different parts of each sentence by underlining different types of words in different colours. Then tell the class to look away while you rub out words in each sentence. Talk through how to work out what is missing, e.g. *My ... has got a bracelet.* A sentence has to have a subject. If we don't know who the sentence is about, then a noun is missing, etc.

Work through exercise 1 together. Identify the parts of speech in the word pool, then look at the sentences and elicit what is missing.

Exercise 2

Read the instructions and check how many extra words there are.

Remind students to look on both sides of the gap, and to read the whole sentence to check that the word they have chosen makes sense. Also remind students to look out for little words like *but*, which signal that the two halves of the sentence contrast.

Exercise 3

Read the instructions together. Elicit the tip that students have already learnt that can help them with multiple choice. (*Cover the answer options and read the whole text, then each gapped sentence, and try to work out which word is missing before reading the answer options and choosing one.*)

Exercise 4

Remind students to read all the sentences carefully. They translate the words in Polish and then write complete sentences in English.

Answer key

EXERCISE 1

1 You 2 on 3 poster 4 got

EXERCISE 2

1 c 2 d 3 e

EXERCISE 3

1 c 2 b 3 c

EXERCISE 4

1 The students are in a Maths lesson 2 I've got a yellow ruler. 3 In P.E. lessons, we play football. 4 We eat lunch at half past twelve.

Repetytorium 5 – Wskazówka!

Tell students they are going to practise some more tasks from the *listening* section of the exam. Elicit what they remember about these tasks, e.g. *They will be able to listen more than once, preparing to listen is very important.*

Read the tip and ask students why they look at the pictures. (*To prepare to listen*) What else can they do to prepare? (*Think of key words associated with each picture.*)

Exercise 1

Prepare to listen. Read through the statements with the class. Check understanding of the vocabulary. Encourage students to write down key words as they listen. Play the audio as many times as necessary.

Exercise 2

Read the instructions and check understanding. Model words A–D and drill them with the students. In a **less confident class**, review prepositions of place.

Exercise 3

Ask students to tell you how they will prepare for this task. Prompt them if they forget any of the techniques covered, e.g. *reading the instructions, reading the questions, studying the pictures, thinking of key words, etc.*

EXERCISE 3

1 Linda Wow. I like your shoes, Mandy. Pink is my favourite colour.

Mandy Thanks, but look at these red shoes. They're my big sister's. They're really nice.

Linda Are those blue shoes hers, too?

Mandy No, they're my new shoes. They're a birthday present from my grandma.

Linda They're nice, too.

Mandy Thanks.

2 Dad Can you see anything you want, Simon?

Simon Oh yes. This Manchester United tracksuit is really cool. I haven't got a tracksuit!

Dad Mmm. It's nice, but expensive.

Simon OK. ... Look at these trainers! They're great!

Dad Yes, they are, but you've got some trainers. That red and white hat is nice, too.

Simon I don't like hats, but this scarf is cool. Can I have it, please?

3 Pam This room is nice, Elena. It's very different. I really like the colour, and you've got two guitars!

Elena Thanks, Pam. Have you got a guitar?

Pam Yes, I have, but it's very old.

Elena What have you got in your bedroom?

Pam I've got a bed, a desk for my laptop, a chair and a big wardrobe.

Elena Have you got any posters on the walls?

Pam Oh yes, I've got posters of Katy Perry and One Direction!

Elena Have you got a mirror?

Pam No, I haven't. But there's a mirror in the bathroom.

4 Tommy Your bedroom is great, Jack!

Jack Thanks!

Tommy I like your desk. That blue is a really nice colour.

Jack Thanks. It's really old, but it looks new now it's blue. I want to paint the chair. That's old, too.

Tommy You've got so many computer games. Let's play one.

Jack Yes, OK. Let's use my new laptop. It's in the wardrobe. Here it is. Now which game?

Answers

1 c 2 b 3 a

Answers

1 c 2 b 3 a

2·63

EXERCISE 2

Sally It's dark in here. Where's the light.

Kelly There's a lamp on my desk, near the bed.

Sally Oh yes.

Kelly Now. What time is the party?

Sally Half past six.

Kelly Good. We've got time to get ready. Where are my jeans?

Sally Hmm. Is that them on the floor? There on the rug?

Kelly No. That's my tracksuit ... Oh here are my jeans, in the wardrobe.

Sally Have you got a birthday present for Karen?

Kelly Yes. Some chocolates. They're on the bed.

Sally OK, I'm ready.

Kelly Me, too. Let's go.

Sally Have you got the chocolates?

Answers

1 D 2 A 3 – 4 C 5 B

Answers

1 b 2 a 3 b 4 c

CB p110

Repetytorium 6 – Wskazówka!

Read the exam tip together and look at the text in exercise 2. Remind students that the text often contains distractors, so underlining or noting down the key information is a good way of focusing on the correct part of the text.

Exercise 2

In a **less confident class**, read the texts aloud for students to listen and follow. Work through the task together. In a **more confident class**, students can do the task either individually or in pairs.

When checking, elicit the parts of the texts that students have written in their notebooks.

Answer key

EXERCISE 1

Students underline:

seven o'clock

three o'clock

hip-hop dance lessons

EXERCISE 2

1 b 2 a 3 a 4 a

CB p111

Repetytorium 7 – Wskazówka!

Read the exam tip together. Then look at the Polish prompts in exercise 2. Elicit two simple key words that can help identify the kind of sentence that is required: *zapytasz* – should prompt a question, *odpowiesz* – should prompt a statement and *zaproponujesz* – should prompt a suggestion.

Exercise 2

In a **more confident class**, cover up the English responses and elicit suggestions from the students for the Polish prompts. In a **less confident class**, work together to identify key words that will help students to find the correct answer.

Exercise 3

Look at the answers together and discuss what kind of question each one requires, e.g. *an information question*, *a yes/no question*.

Remind students that the questions and answers may have hints in them, but they won't use exactly the same words, e.g. *A DVD/films*. Students need to think about the form of the question and also about the meaning. Play the audio twice for students to complete the exercise.

Exercise 4

Students may be tempted to continue matching items in question and answer pairs. Emphasize how important it is to read the instructions.

Students may think they have got this message by now, but you could test them by asking them to do exercise 4 individually. See how many students start doing it without stopping to read the rubric.

Read the instructions together and check that students understand. Ask questions, e.g. *Do you match a question with an answer? Do all the sentences match?*

Answer key

EXERCISE 2

1 b 2 a 3 b

⌚ 2.65

EXERCISE 3

- 1 Do you play football on Saturdays?
- 2 Where's my tennis racket?
- 3 Can you play chess?
- 4 Let's watch a DVD!

1 e 2 c 3 a 4 b

EXERCISE 4

1 d 2 a 3 b 4 c

Repetytorium 8 – Wskazówka!

Read the exam tip together. Remind students to read the whole sentence, look at the words on both sides of the gap, and try to decide what kind of word is required by the sentence.

Emphasize that checking the word they have chosen, as recommended in the tip, can help avoid careless mistakes.

Exercise 1

In a **more confident class**, students can do the task in pairs. When checking answers, ask students to talk about how they chose the correct word.

Exercise 2

In a **less confident class**, talk through the first sentence, and show students how to find hints as to what is missing, e.g. sentence 1, the gap is at the end of the sentence, and just before the gap is an article, *a*. Elicit from students what type of word usually comes after *a* or *an*. (A *singular noun*.) Look in the box for a singular noun. Then read the whole sentence together to make sure it makes sense.

Exercise 3

Remind students to use the pictures that accompany a text and the title to help them understand the main topic. Elicit a technique for tackling multiple choice exercises. (*Cover the answers at first, and try to think what you would put in the gap.*)

Encourage students to try doing the task individually. They can check in pairs before checking as a class.

Exercise 4

Remind students to read the instructions and ask about any words they don't understand. When they have finished their email, they check they have included all the information requested.

Answer key

EXERCISE 1

1 f 2 c 3 b

EXERCISE 3

1 c 2 a 3 c

EXERCISE 4

Students' own answers