





# AZƏRBAYCAN RESPUBLİKASININ DÖVLƏT HİMNİ

Musiqisi *Üzeyir Hacıbəylinin,* sözləri *Əhməd Cavadındır.* 

Azərbaycan! Azərbaycan!
Ey qəhrəman övladın şanlı Vətəni!
Səndən ötrü can verməyə cümlə hazırız!
Səndən ötrü qan tökməyə cümlə qadiriz!
Üçrəngli bayrağınla məsud yaşa!

Minlərlə can qurban oldu, Sinən hərbə meydan oldu! Hüququndan keçən əsgər, Hərə bir qəhrəman oldu!

Sən olasan gülüstan, Sənə hər an can qurban! Sənə min bir məhəbbət Sinəmdə tutmuş məkan!

Namusunu hifz etməyə, Bayrağını yüksəltməyə Cümlə gənclər müştaqdır! Şanlı Vətən! Şanlı Vətən! Azərbaycan! Azərbaycan!



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

Please, send your inquiries, comments and suggestions to us at the following email address: derslik@edu.gov.az
We thank you for the cooperation.

**GRADE 5** 

SIMON CUPIT





University Printing House, Cambridge CB2 8BS, United Kingdom

One Liberty Plaza, 20th Floor, New York, NY 10006, USA

477 Williamstown Road, Port Melbourne, VIC 3207, Australia

314-321, 3rd Floor, Plot 3, Splendor Forum, Jasola District Centre, New Delhi - 110025, India

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Game Changer Teacher's Book with Audio and Video Files Grade 5

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## Welcome to Game Changer

#### You can be a Game Changer!

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

## Real-Life Contexts for Language Presentation

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

#### Easy-to-teach

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

#### **Global Cultural Topics**

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



#### **English is an International Language**

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



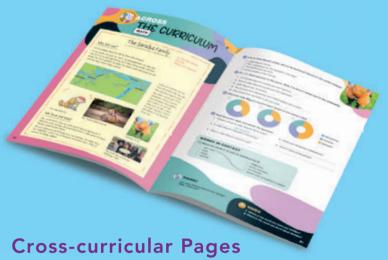


#### **Teen-Friendly Videos**

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

#### **Project Work**

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



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





## Key Features of Game Changer

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

#### International English program requirements Game Changer Develop intercultural competence: reflect on Global topics, documentary videos with a the role of English in our globalized world. culture focus, and dedicated Around the World pages. Present English as a lingua franca, exposing A broad range of accents in our audio, Living students to different varieties of English English functional language feature on each from around the world. Speaking page. A focus on the development of effective oral Staged communicative tasks in Use it communication. activities and dedicated Speaking pages with scaffolded productive activities and a functional approach to communication. Encourage students to develop critical Think! critical thinking questions, thinking skills to reflect on different ways of documentary videos and real-world global seeing and analyzing the world around them. topics. Develop a broad range of reading skills and Diverse real-life genres in reading, listening, exposure to different genres of text. and writing texts and activities to develop reading skills including genre recognition strategies. Encourage students to discover grammar Grammar presented in context and shown rules and patterns. clearly in accessible grammar charts. Develop a process approach to writing skills. Dedicated Writing pages with Plan, Check, and Edit stages

For a more information on the key features of *Game Changer*, visit www.cambridge.org/gamechangerint or scan the QR code to the right.

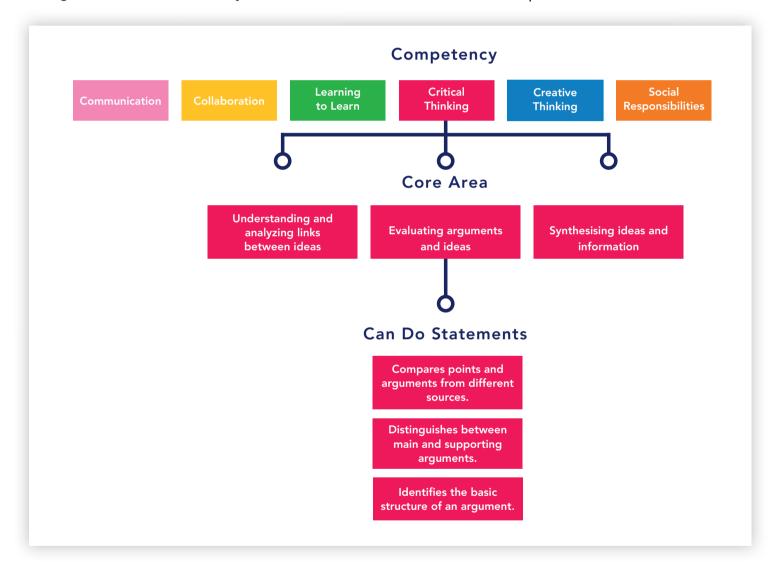




#### A framework to develop skills for life

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

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



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



## Student's Book Visual Guide

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

#### Unit Goals

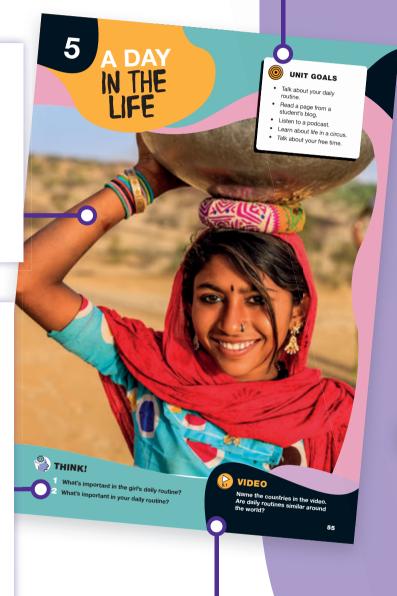
The Unit Goals show the unit aims at a glance.

#### **Attractive Unit Opener photo**

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

## Think! Questions

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



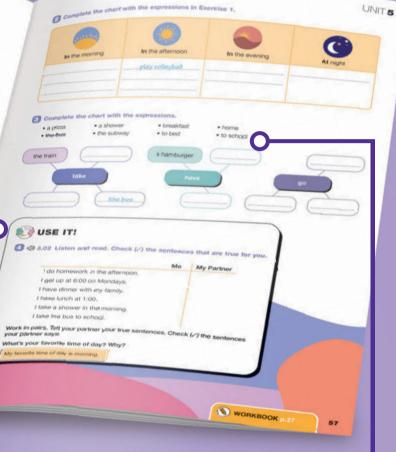
#### Opener Video

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



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





### Use It!

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

### **U** Learning to Learn

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

## Real-Life Genres

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

#### **Grammar Chart**

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

errors as identified by the Cambridge Learner



Corpus.

Think!

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



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

#### **Grammar Charts**

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



#### **Vocabulary**

Vocabulary learning is consolidated with attractive images and followup activities.

#### Use It!

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

#### Around the World

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



# Across the Curriculum

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

#### Closing Video

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

## **Speaking and Writing**

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

PRONUNCIATION

SPEAKING

A CLASS SURVE

#### Living English

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

#### Plan, Practice, and Present

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

## Pronunciation

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

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

#### Plan, Write, and Edit

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



#### Workbook

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





#### Review

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

### Projects

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

#### ©Extra Reading

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

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







#### Puzzles

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

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

#### Content domain 1. Listening

#### The student:

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

- 5-1.1.1. Usually recognizes concrete information on familiar everyday topics, if the speech is clear and slow.
- 5-1.1.2. Understands phrases and expressions related to immediately present areas and people, if the speech is clear and slow.
- 5-1.1.3. Understands short, simple questions and statements when spoken clearly and slowly.
- 5-1.1.4. Follows very slow and careful speech with long pauses to assimilate meaning.
- **Standard 5-1.2.** Listening to instructions, directions, announcements, and classroom commands
- 5-1.2.1. Understands most clear and slow instructions, and most simple classroom commands.
- 5-1.2.2. Understands most figures, prices, times, etc. given clearly and slowly in messages and announcements.
- 5-1.2.3. Understands clear and slow statements about where something is located in the immediate environment.
- Standard 5-1.3. Listening as a member of an audience, to live or recorded material
- 5-1.3.1. Understands concrete details in short monologues and dialogues on familiar everyday topics, provided that speech is clear and very slow, with long pauses.
- 5-1.3.2. Understands the gist of very simple information explained in predictable situations on immediately present topics, provided that speech is clear and very slow, with long pauses.

#### Standard 5-1.4. Conversational listening

- 5-1.4.1. Understands in conversation some words, phrases, and expressions relating to daily life and familiar concrete topics, if speech is clear and very slow, with occasional repetition.
- 5-1.4.2. Understands in conversation some details relating to daily life and familiar concrete topics, if speech is clear and very slow, with occasional repetition.

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

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

#### Content domain 2. Speaking

#### The student:

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

- 5-2.1.1. Produces a range of individual sounds not found in the first language with relative intelligibility in many familiar words with some guidance.
- 5-2.1.2. Produces a range of sound combinations not found in the first language in many familiar words with relative intelligibility with some guidance.

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

- 5-2.2.1. Puts the correct stress on many familiar words with some guidance
- 5-2.2.2. Puts the correct stress on many familiar phrases with some guidance.

#### Standard 5-2.3. Monologic speaking

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

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

- 5-2.4.1. Asks simple questions on learned topics posed clearly and slowly, with a little repetition.
- 5-2.4.2. Answers simple questions on learned topics posed clearly and slowly, with a little repetition.
- 5-2.4.3. Produces and responds to very simple statements on learned topics posed clearly and slowly, with a little repetition.

#### Content domain 3. Reading

#### The student:

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

- 5-3.1.1. Finds a few details in very short, simple informational texts with visual support.
- 5-3.1.2. Understands a few details in very short, simple informational texts with visual support.

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

- 5-3.2.1. Finds a few details in very short, simple illustrated literary texts.
- 5-3.2.2. Understands a few details in very short, simple literary texts with visual support.

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

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

#### Content domain 4. Writing

#### The student:

#### Standard 5-4.1. Connecting text

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

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

- 5-4.2.1. Writes a short series of very simple phrases, sometimes linked with very basic linear connectors.
- 5-4.2.2. Writes a series of simple, linguistically unconnected sentences on a topic.
- 5-4.2.3. Writes very short, very simple notes using simple, isolated phrases and sentences.

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

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

- 5-4.2.4. Writes very short, very simple text messages using simple, isolated phrases and sentences.
- 5-4.2.5. Writes very short, very simple emails using simple, isolated phrases and sentences.

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

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

	illik planlaşdırma			
	l yarımil üzrə planlaşdırma			
Mövzu Ne	Bölmə və mövzular	Məzmun (altstandartlar)	Saatlar	Tarix
	Welcome!			
0.1	Lesson 1. Welcome! Classroom objects. The alphabet	4-1.1.2; 4-1.2.1.	1	
0.2	Lesson 2. Numbers 1-20, 20-100	4-1.1.2; 4-1.2.1; 4-1.2.2.	1	
	Fəsil üzrə ümumi		2	
	Unit 1. Who am I?			
1.1	Lesson 1. Who am I? What is Important? Vocabulary in Context - Favorite Things	5-1.1.1; 5-1.3.1; 5-2.3.1; 5-2.4.1.	1	
1.2	Lesson 2. Reading - 5th grade special things. Verb to be (Affirmative)	5-3.1.1; 5-3.1.2.	1	
1.3	Lesson 3. Listening and Vocabulary - Dialogue to Register at a Yoga Club. Personal Details	5-1.1.1; 5-1.1.2; 5-2.4.1; 5-2.4.2.	1	
1.4	Lesson 4. Language in Context - Verb to be (Negative). Wh-questions	5-1.3.2; 5-2.4.2.	1	
1.5	Lesson 5. Global Students	5-1.2.1; 5-1.3.2; 5-1.4.1; 5-2.4.1.	1	
1.6	Lesson 6. Around the World: Global Teen Students	5-1.1.1; 5-1.1.2; 5-3.1.2; 5-3.3.2.	1	
1.7	Lesson 7. Speaking - Giving Personal Information. Pronunciation /u:/	5-1.3.2; 5-3.1.2; 5-2.4.1.	1	
	Fəsil üzrə ümumi		7	
	Unit 2 – English Everywhere!			
2.1	Lesson 1. English everywhere! English Around the World. Vocabulary in Context - Countries and Nationalities	5-1.1.1; 5-1.3.1; 5-2.3.1; 5-2.4.1.	1	
2.2	Lesson 2. Reading - Online Forum.: Language in Context - Verb to be (Yes/No and Wh Questions and Short Answers)	5-3.1.1; 5-3.1.2.	1	
2.3	Lesson 3. Listening and Vocabulary - A Radio Show about English Around the World. English Words in Other Languages.	5-1.1.1; 5-1.1.2; 5-2.4.1; 5-2.4.2.	1	
2.4	Lesson 4. Language in Context - Possessive ('s). Personal Pronouns. Possessive Adjectives	5-1.3.2; 5-2.4.2.	1	
2.5	Lesson 5. Can You Sing in English?	5-1.2.1; 5-1.3.2; 5-1.4.1; 5-2.4.1.	1	
2.6	Lesson 6. Across the Curriculum: Geography: English is Everywhere. Infographic.	5-1.1.1; 5-1.1.2; 5-3.1.2; 5-3.3.2.	1	
2.7	Lesson 7. Writing - A Reply to an Online Forum Post	5-4.2.4; 5-4.3.1.	1	
	Units 1 and 2 Review - Summative I		1	
	Fəsil üzrə ümumi		∞	

	Unit 3 – Where's home?		
3.1	Lesson 1. Where is Home? Where do you live? Vocabulary in Context - Parts of a House	5-1.1.1; 5-1.3.1; 5-2.3.1; 5-2.4.1.	,
3.2	Lesson 2. Reading - A Blog: My Stilt House. Language in Context - There is/There are (Affirmative and Negative)	5-3.1.1; 5-3.1.2.	
3.3	Lesson 3. Listening and Vocabulary - A Video Chat about a Home. Furniture	5-1.1.1; 5-1.1.2; 5-2.4.1; 5-2.4.2.	
3.4	Lesson 4. Language in Context -There is/There are (Yes/No questions and Short Answers)	5-1.3.2; 5-2.4.2.	
3.5	Lesson 5. Homes Can Be Different.	5-1.2.1; 5-1.3.2; 5-1.4.1; 5-2.4.1.	
3.6	Lesson 6. Around the World: A Home on Water	5-1.1.1; 5-1.1.2; 5-3.1.2; 5-3.3.2.	
3.7	Lesson 7. Speaking - Reacting Positively. Pronunciation: Rising and Falling Intonation in Yes/No and Wh-Questions	5-1.3.2; 5-3.1.2; 5-2.4.1.	
	Fəsil üzrə ümumi	2	
	Unit 4 – Family matters		
4.1	Lesson 1. Family Matters. Family time. Vocabulary in Context - Family	5-1.1.1; 5-1.3.1; 5-2.3.1; 5-2.4.1.	
4.2	Lesson 2. Reading - Video Presentation: Our Families. Language in Context - Verb "to have" affirmative	5-3.1.1; 5-3.1.2.	
4.3	Lesson 3. Listening and Vocabulary - Conversation Between Teenagers Describing their Families. Adjectives.	5-1.1.1; 5-1.1.2; 5-2.4.1; 5-2.4.2.	
4.4	Lesson 4. Language in Context - Verb to have: I, you, we, they (Negative, Yes/No Questions, and Short Answers)	5-1.3.2; 5-2.4.2.	
4.5	Lesson 5. Families around the World	5-1.2.1; 5-1.3.2; 5-1.4.1; 5-2.4.1.	
4.6	Lesson 6. Across the Curriculum: Math: The Sarabia Family Poster	5-1.1.1; 5-1.1.2; 5-3.1.2; 5-3.3.2.	
4.7	Lesson 7. Writing - An Email: Description of a Family	5-1.1.2; 5-4.2.5.	
	Units 3 and 4 Review - Summative II	1	
	Project 1	1	
	BSQ 1	1	
	Fəsil üzrə ümumi	10	0
	l yarımil üzrə ümumi	34	4

	II yarımil üzrə planlaşdırma			
Mövzu Nº	Bölmə və mövzular		Saatlar	Tarix
	Welcome back!			
0.1	Lesson 1. Mid Year Test	5-3.2.2.	П	
0.2	Lesson 2. Speaking and Writing Activities	5-2.3.1; 5-2.4.2; 5-2.4.3; 5-4.1.1.	П	
	Fəsil üzrə ümumi		2	
	Unit 5 – A day in the Life			
5.1	Lesson 1. A Day in the Life. It's Breakfast Time. Vocabulary in Context - Daily Routines	5-1.1.1; 5-1.3.1; 5-2.3.1; 5-2.4.1.	$\leftarrow$	
5.2	Lesson 2. Reading - A Blog: Fresh Eyes from Singapore. Language in Context - Simple Present: I, you, we, they (Affirmative and Negative)	5-3.1.1; 5-3.1.2.	1	
5.3	Lesson 3. Listening and Vocabulary - A Podcast on Free-time Activities. Hobbies	5-1.1.1; 5-1.1.2; 5-2.4.1; 5-2.4.2.	1	
5.4	Lesson 4. Language in Context - Simple Present: I, you, we, they ( Yes/No Questions and Short Answers). Wh- Questions: what time, where	5-1.3.2; 5-2.4.2.	1	
5.5	Lesson 5. Mya's Day.	5-1.2.1; 5-1.3.2; 5-1.4.1; 5-2.4.1.	1	
5.6	Lesson 6. Around the World: Circus Life!	5-1.1.1; 5-1.1.2; 5-3.1.2; 5-3.3.2.	$\vdash$	
5.7	Lesson 7. Speaking - A Class Survey. Pronunciation: do you /dju/ p.64	5-1.3.2; 5-3.1.2; 5-2.4.1.	1	
	Fəsil üzrə ümumi		7	
	Unit 6 – School Time			
6.1	Lesson 1. School Time. Schools Around the world. Vocabulary in Context - School Subjects	5-1.1.1; 5-1.3.1; 5-2.3.1; 5-2.4.1.	1	
6.2	Lesson 2. Reading -A Bulletin Board: School Activities. Language in Context - Simple Present: he, she, it (Affirmative and Negative)	5-3.1.1; 5-3.1.2.	1	
6.3	Lesson 3. Listening and Vocabulary - A School Radio Program. Places in School	5-1.1.1; 5-1.1.2; 5-2.4.1; 5-2.4.2.	1	
6.4	Lesson 4. Language in Context - Simple Present: he, she, it (Yes/No Questions and Short Answers). Wh- Questions: where, when, what	5-1.3.2; 5-2.4.2.	$\leftarrow$	
6.5	Lesson 5. Our Incredible Solar System	5-1.2.1; 5-1.3.2; 5-1.4.1; 5-2.4.1.	1	
9.9	Lesson 6. Across the Curriculum: Science: What Do You Know About Jupiter?	5-1.1.1; 5-1.1.2; 5-3.1.2; 5-3.3.2.	1	
6.7	Lesson 7. Writing - A Presentation: My Ideal School	5-1.1.2; 5-4.2.2.	1	
	Units 5 and 6 Review - Summative I		1	
	Fəsil üzrə ümumi		8	

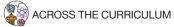
	Unit 7 – What's he wearing?			
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#### Welcome!

This Unit serves as diagnostic assessment and introduction.

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

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

## ●0.01–0.02 Audioscripts pT116

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

### 🔎 LOOK!

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

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

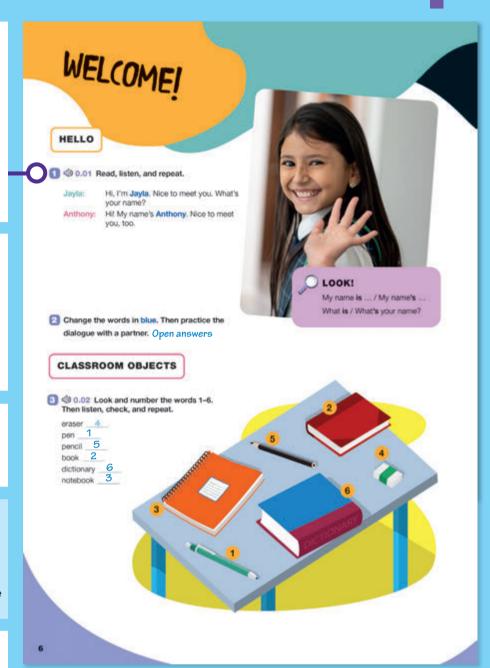
#### **Extension**

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

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

#### **Extension**

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



#### ◆ <sup>→</sup> 0.03 –0.04 Audioscripts pT116

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



#### 🕍 USE IT!

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

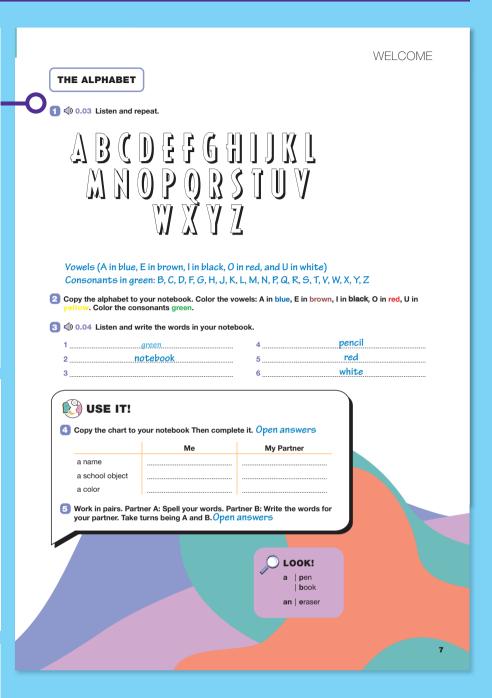


#### LOOK!

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

#### **Extension**

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



#### Lesson 2 (T6-T8) = 45 minutes

#### Welcome!

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

#### ◆\*\*0.05-0.09 Audioscripts pT116

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

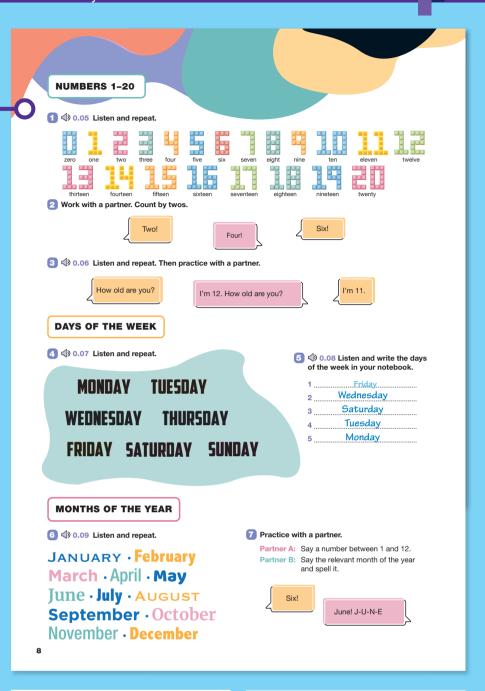
#### **Extension**

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

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

#### **Extension**

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



- 6 **4**)**0.09** After students have listened to and repeated the months, challenge them to say them from memory.
- 7 Draw students' attention to the example. If necessary, model another example with a confident student. Then in pairs, students take turns to play the game. Monitor to ensure students are saying and spelling the months correctly.

#### Extension

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

#### Welcome!

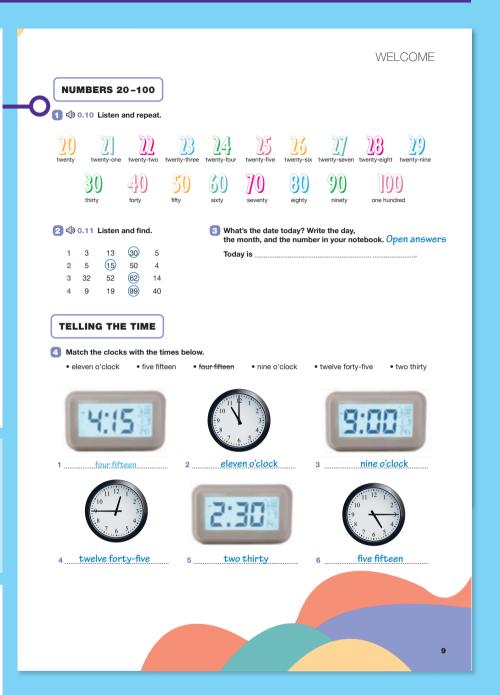
## ●0.10–0.11 Audioscripts pT116

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

#### **Extension**

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

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



#### Welcome!

#### ◆>0.12-0.13 Audioscripts pT116

1 **4**90.12 Focus on the example. Ensure students understand that they need to write the times in words. Review the use of o'clock and elicit how we say other times (we say the hour and the minutes). Ask students if this way of saying the time is similar or different in their own language.

#### D LOOK!

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

#### **Extension**

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

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



#### J LOOK!

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

1 0.12 Look at the clocks and answer the questions.

1 What time is it in New York City?



2 What time is it in Tokyo?



six forty-five

#### LOOK!

What time is it? / What's the time?

3 What time is it in London?



five o'clock

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



five fifteen

#### **CLASSROOM LANGUAGE**

- 2 🕩 0.13 Match the classroom language (1-6) with the pictures (A-F). Then listen and check.
  - 1 How do you spell pencil?
  - 2 Look at that book.
- 3 What does book mean?
- 5 Read this text 6 Listen to that music.
- 4 Write in this notebook.















10

#### **Extension**

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

Lesson Aim: I can talk about myself.

#### Warmer (5)

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



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

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



#### What's important?

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

#### In Class (min)



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

#### Exercise 1 (8)

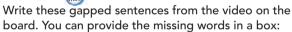


Ask students to watch the video to answer the questions. They can read the questions below before watching the

- Say three things in the video that are important to us. Check the answer with the class. There are six ideas in the video. Encourage students to say more, if they can. family, friends, home, name, pets, possessions
- What sports are in the video? Check the answer with the class. The visual images should give students clues. swimming and baseball



#### Exercise 2 (min)



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

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

#### Resources

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

#### **Unit Aims**

#### Cambridge Life Competencies Framework

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



## Introduction of target vocabulary

bike /baɪk/
cell phone /'sel ,foʊn/
home /hoʊm/
jeans /dʒinz/
music /'mju·zɪk/
school /skul/

school uniform /'skul 'ju·nə,fɔrm/

sports /sports/

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



#### ◆1.01 Audioscript pT116

- 2 1.01 Focus on the example and review colors, if necessary. Tell students that they need to complete the phrases with words from page 12. When students have completed the exercise, ask them to cover their answers, look at the images, and say the words. Pay particular attention to pronunciation.
- 3 This is a learn to learn activity, which offers students techniques for retaining vocabulary. In this case, students categorize the new words they have learned. This should help them remember the words more easily. Encourage students to add more words to the categories, or even to add their own new categories. (Optional)



#### USE IT!

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

#### Reflect and introduce homework

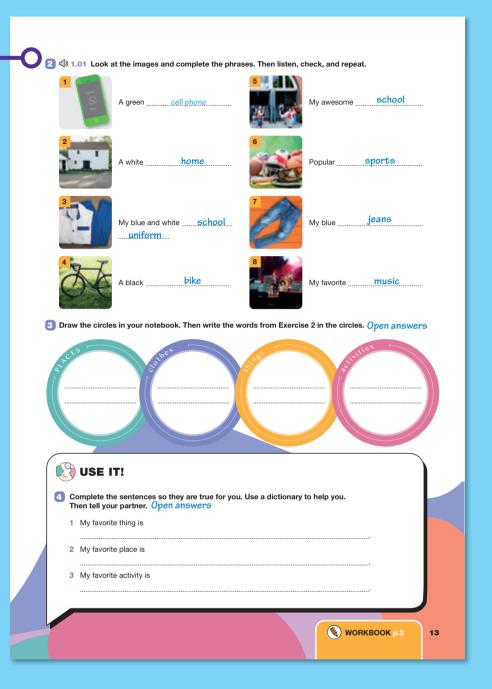
Together with students reflect what has been taught today and introduce homework.

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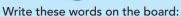
Workbook page 3, Exercises 1 and 2

#### Exercise 3

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



#### Warmer 🧖



My class

My teacher

My friend

My favorite thing

My family

My pet

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

- 1 Draw students' attention to the poster. Ask them what they can see—images, different colors, icons, post-it notes, etc. Go through the words in Exercise 1 with students to check understanding. Check answers with the class.
- 2 Ask students to highlight the key words in the three options (important events, favorite things, special students and teachers). When students read and the text, ask them to think of those words and look at the images. This should help them choose the correct option.
  - Ask students to find the four adjectives in bold in the text. This should help them work out the missing words in the sentences.



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

Open answers



- If necessary, students look at the sentences in the poster on page 14 to help them complete the chart. When they finish, elicit sentences about themselves, their friends, and their class.
- Students can use the grammar chart in Exercise 1 for help. Focus on the example and do number 2 with the class, if necessary. Tell students that they need to use short forms. Check answers with the class.



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

Common mistakes: Students sometimes omit the subject pronoun, Is my dog.

or sometimes include an unnecessary subject pronoun.

Max it's my dog. Max is my dog.

He's my dog.

- Encourage students to say the sentences with options out loud as they do the exercise. Reading out loud often helps you hear which option is correct and which one isn't.
- Ask students to try to complete the exercise without looking at the grammar chart. They can then to check their answers with a partner before you check them with the class.

#### Reflect and introduce homework

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

#### 

Workbook page 2; page 5; page 6

LANGUAGE IN CONTEXT 1 Look at the examples below and complete the sentences from the poster.

Lam Olivia

They are cool!

Verb to be Affirmative (+) Short Form Long Form l'.m Olivia. You are my friend. You're my friend He/She is two, and he/she is very happy! He's/She'...... two, and he's/she's very happy! It' 5 cool! We are awesome! We're not awesome!

They're cool!

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

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

3 Choose the correct words.	3	Choose the	correct words.	
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- 1 Aynur is are my teacher. 5 Im/ 're a student. 2 Max am / (s) my dog. 6 We's / refriends!
- 3 My jeans is / are blue. 7 You is / are happy.
- 4 My bike (s) are at home.

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

4 Complete the text with the correct forms of the verb to be. My name's Maria and I 1'm ... 12 years old. I ².<mark>'m</mark>.... in 5th grade at Meridian Forest School. My favorite thing 3'5 my cell phone. My favorite friends 4 Lucia and Marco. They 5 're



UNIT 1



#### Unit 1 Who Am I?

#### Lesson 3

Listening and Vocabulary Lesson Aims: I can understand people giving personal information.

I can talk about personal information.

#### Warmer (%)

Write these two questions on the

How do you spell your name?

What's your phone number?

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

#### ◆»1.03–1.05 Audioscripts pT116



#### Introduction of target vocabulary

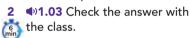
address /ə'dres/ or /'æd·res/

/eidz/ age

first name /'farst 'neim/

/greid/ grade last name /'læst 'neɪm/ phone number /'foon ,n^m·bər/

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



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

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

5 **4**91.05 Put students into pairs to do the exercise orally first. Ask them to take turns saying a word in the right column (a-g) and finding its matching pair in the left column (1-7). Then students do the exercise. Check answers with the class.

#### Reflect and introduce homework

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







Workbook page 2; page 3, Exercises 3 and 4

#### Lesson 4

Language in Context

**Lesson Aim:** I can understand how to use Wh- questions and the verb to be

- Play Track 1.03 again to help students complete the chart. Check answers by having pairs of students read out a question and answer each.
- When students have completed the exercise, put them into pairs. They take turns asking and answering the questions about each other. Encourage them to find things in common and report them to the class. They can say, for example: We're (12 years old).
- Remind students of the long and short foms for the verb to be in the affirmative. You can complete the chart as a class.
- Read through the sentences with students. Focus on the example and elicit correct sentences for number 2 before they complete the task individually.

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

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

#### USE IT!

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

#### Extension (8)



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

## Reflect and introduce homework

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

#### 

Workbook page 2; page 4; page 7

# LANGUAGE IN CONTEXT

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

• How

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

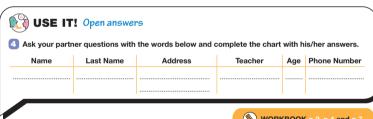
2 Complete the chart. Use the correct forms of the verb to be. Open answers

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

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

1	I'm in 8th grade. <u>I'm not in 8th grade</u> . <u>I'm in 6th grade</u> .
2	I'm nine years old.
	My teacher is Ms. Malahat.

4 My phone number is 555-5550 5 My friends are Samir and Parvana.



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

17

UNIT 1

Grammar Game (5)

Make cards as follows, or use your own ideas:

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

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

#### Lesson 5 Around the World

Lesson Aim: I can understand a text about global teen students.



#### **Global Students**

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

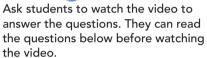
#### Summary

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

## In Class (7 min

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

### Exercise 1



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

# Exercise 2 (8)

Write these questions on the board:

- 1 How old is Kasia? 11
- What grade is Trevor in? 8th
- Who's Trevor's teacher? Mrs. Miller

Play the video again. Students watch and answer the questions. Check answers with the class.

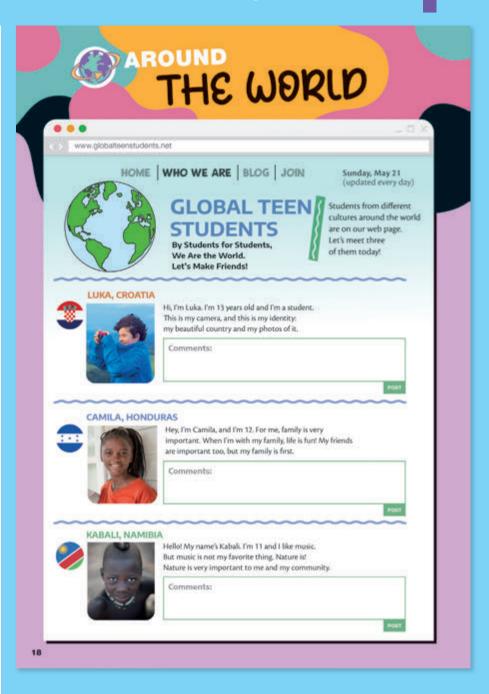
Encourage students to answer the questions at the end of the video: What's your favorite? Music or hiking? Why?



🖨 Print and Share



Go to Appendix A



# Reflect and introduce

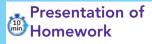
Together with students reflect what has been taught today and introduce homework.

#### ☆ Homework

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

#### Lesson 6

Lesson aim: I can identify the gist of the listening passage.



Ask students to present homework to the class.

#### ● 1.06 Audioscript pT117

- Ask students if they have a web page or what web pages they use. How do they find what they're looking for?

  Do they type in an address or search on a search engine? After students find and write the address, check it with the class.
- 2 �01.06 Read through the questions with students to check understanding. Ask them to highlight key words in the text as they read and listen to it. Check answers with the class.
- Write on the board: What's important for you? and elicit answers. Then ask students to complete the exercise. Are nature, family and friends, and photography important for your students?

#### **Words in Context**

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

# 🕮 Fast Finishers 🤝

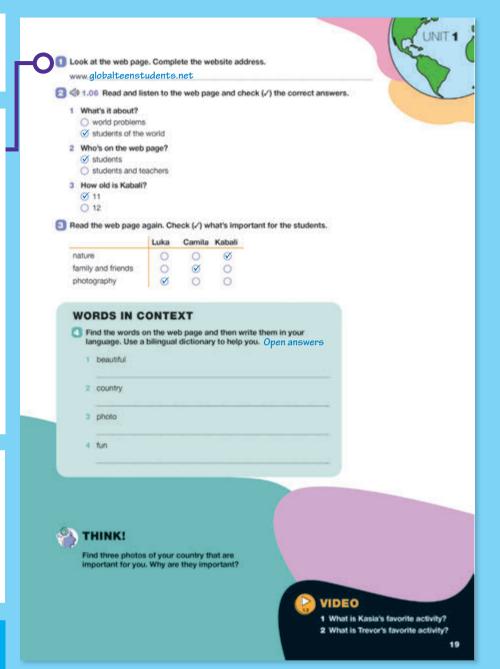
**Puzzles and Games** page 104, Exercise 2

# Reflect and introduce homework

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

#### 

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



# Lesson 7 Speaking

**Lesson Aim:** I can give personal information.

# Presentation of Homework

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

# ● 1.07–1.09 Audioscripts pT117

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

### **Living English**

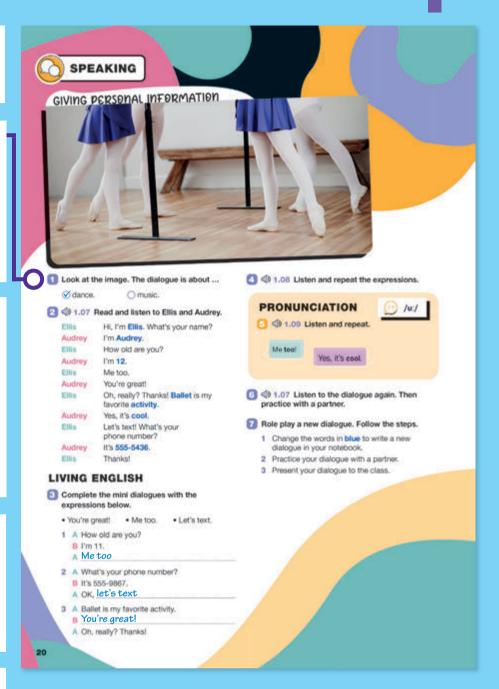
- 3 Check understanding of the three expressions. Ask students to find them in the dialogue in Exercise 2 and see how the speakers use them. Have students think of similar expressions in their own language.
- 4 1.08 After students listen and repeat the expressions, put them into pairs to practice the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

#### **Pronunciation**

- 1.09 Look back at the dialogue in Exercise 2 and ask students to highlight the two expressions from the example. As they repeat them, ask them to exaggerate the intonation to try to sound authentic.
- 6 4>1.07 Have the class read the dialogue along with the audio. Then play the audio again, pausing after each speaker for the class to repeat what they say. Finally, have students practice the dialogue in pairs.
- 7 Read through the steps
  with students and check
  understanding. Try to find time
  in class for pairs to present their
  dialogues. If this is not possible,
  monitor pairs as they practice and
  provide feedback on intonation
  for the expressions.

# Reflect

Together with students reflect what has been taught today.



# Warmer (5)

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



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

Open answers

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

Open answers

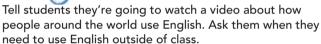


# English Around the World

#### **Summary**

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

### In Class (min)



# Exercise 1 (min)

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

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

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

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



Exercise 2 👸

Write these sentences on the board:

- 1 About 6500/800 is the number of languages in the world.
- 2 Cricket is a favorite game in Papua New Guinea / (India).
- 3 English is /(isn't) the same around the world.

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

### Resources

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

## **Unit Aims**

### Cambridge Life Competencies Framework

#### I can ...

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

### ●)2.01 Audioscript pT117



# Introduction of target vocabulary

 $\begin{array}{lll} \mbox{American} & \mbox{/$e$'mer} \cdot \mbox{i} \cdot \mbox{ken/} \\ \mbox{Brazilian} & \mbox{/$bre} \cdot \mbox{zil} \cdot \mbox{jen/} \\ \mbox{British} & \mbox{/$'brit} \cdot \mbox{if/} \\ \mbox{French} & \mbox{/$frentf/} \\ \end{array}$ 

Japanese /ˌdʒæp·ənˈiːz/ Mexican /ˈmek·sɪ·kən/

Russian /'r∧∫·ən/

South African / sa $\sigma\theta$  'æf·r $i\cdot$ kən/

Spanish /'spæn·ɪʃ/

1 �92.01 Encourage students to look at each information box and its country. Have them use the countries' names to help them identify the nationalities. Finally, students listen to check their answers and repeat the words. Focus on pronunciation.



#### ◆92.02 Audioscript pT117

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



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

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

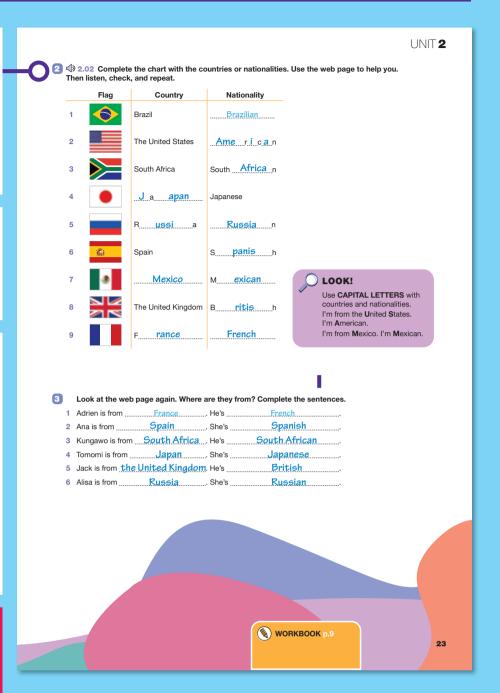
# Reflect and introduce homework

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

#### 

Workbook page 9, Exercises 1 and 2

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



# Lesson 2

Lesson Aim: I can understand a text about countries and nationalities.

# Warmer 🤖

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

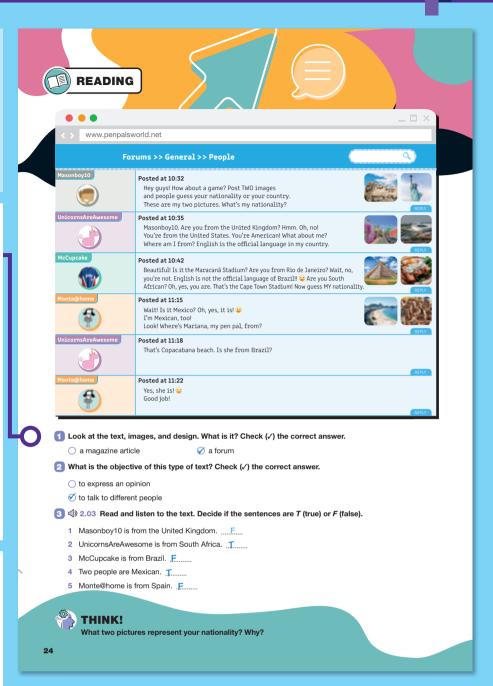
### ●)2.03 Audioscript pT117

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



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

Open answers



#### Language in Context

Lesson Aim: I can understand how to use the verb to be (Yes/No questions and short answers). I can ask and answer where people are from.

- If necessary, students look at the sentences in the forum on page 24 to help them complete the chart. When they finish, ask different students personalized questions, such as: Are you from Rio de Janeiro? Is he Spanish?
- 2 Point to picture 1 and ask: Where's this? (In South Africa). Repeat with pictures 2–5. Then have two students read out the example. After students complete the exercise, check answers with the class.

After students decide who they

want to be, put them into pairs.

They take turns asking and

answering questions as in the

example. If there is time, have

students walk around the class

to interview different classmates.

**USE IT!** 

(Optional)



#### LANGUAGE IN CONTEXT

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

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

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

Ask questions. Use the words in parentheses.



(you / Russia?) Are you from Russia?

(your classmates / India) Are your classmates from India?

UNIT 2

Yes, they are.



(your teacher / the United

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

from the United States.



vour friend / Brazil)

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



(vour cell phone / Japan)

Is your cell phone from Japan?



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

#### 

Workbook page 8; page 11; page 12



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

# Grammar Game

Make cards as follows:



am

you he

are

she

is not

it we Yes,

No,

they

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

#### Lesson 3

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

# Warmer 🤼

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

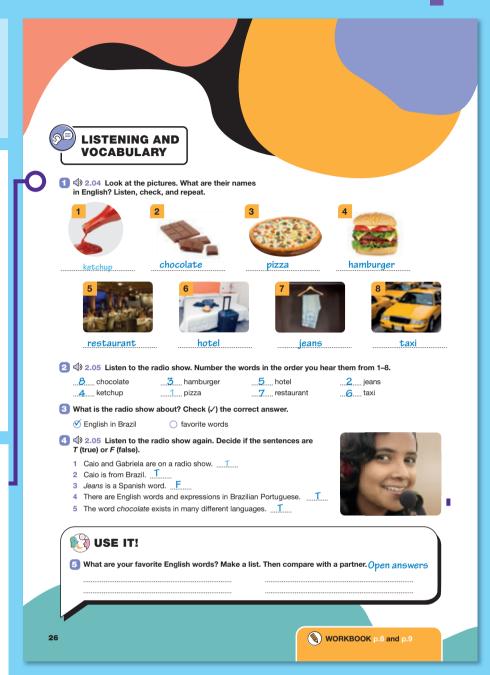
### ◆°2.04–2.05 Audioscripts pT117



# Introduction of target vocabulary

chocolate /'tʃɑ:k·lət/
hamburger /'hæm,bə··gə/
hotel /hoʊ'tel/
jeans /dʒinz/
ketchup /'ketʃ·ʌp/
pizza /'pi:t·sə/
restaurant /'res·tə·rɑ:nt/
taxi /'tæk·si/

- \*\*)2.04 Point to the example and ask students if the word is the same in their language. Point to pictures 2–8 and see how many words students know. You can tell them to write them. Finally, play the audio for students to check their answers and repeat the words.
- 2 •)2.05 Tell students they are going to listen to a radio show called *Gabriela's Time*. Draw attention to the words and have students say them. Ensure they understand the task: play the audio and pause it after the boy says *pizza*. Show the example number 1 next to this word on the page.
  - Have students look at the pictures and words in Exercises 1 and 2 again to help them answer the question. Then ask: Are these words present in your language? Are they international? Are they present in other countries?
  - \*\*2.05 Have students read the statements. Encourage them to say which ones are true and which ones are false before they listen. Then play the audio for students to listen and check their predictions.





#### **USE IT!**

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

# Reflect and introduce homework

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

#### 

Workbook page 8; page 9,

Exercises 3 and 4

### Lesson 4

Language in Context Lesson Aim: I can understand how to use the possessive ('s) and possessive

- Ask students what they remember about the radio show. Ask: What's the name of the show? Who are the people in it? What words can you remember? If necessary, play Track 2.05 again to help students circle the correct answers. After checking answers, draw students' attention to the use of the possessive ('s) in bold.
- 2 Point to the example and have students say it aloud: John's notebook. Write it on the board and circle the possessive ('s). Then in number 2, point to the names Josh and Clara first and then to the dog. Invite a student to write Josh and Clara's dog on the board and say it aloud. Repeat with items 3 and 4.
- 3 Study the chart with the class. Then write I and My on the board and draw a line connecting them. Write the other personal pronouns and possessive adjectives in jumbled order on the board for students to connect. After that, students complete the chart. Check answers with the class.



# 🔎 LOOK! 🚮

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

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

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



#### **USE IT!**

- 5 After students complete the questions, check them as a class. Then ask students to write their answers in the Me column. Monitor students' interviews, focusing on pronunciation of the questions.
- Students use the answers in the My Partner column to write their sentences. Give an example: Her name is Gabriela.

# Extension (iii)

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



#### LANGUAGE IN CONTEXT

the correct answer according to the information in the radio show

#### Possessive ('s)

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

Complete the phrases.









UNIT2

favorite band

Complete the sentences in the chart with the words below

• Its • His Their

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

LOOK!

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

Their bikes

- Choose the correct possessive adjectives.
  - 1 Gabriela is on the radio. I like(her)/ my radio show.
  - This is my friend. His Its name is Marco.
  - 3 We're from Mexico. Her / Our nationality is Mexican.
- This is my school. Our /(Its)name is Park School.
- This is Jane's bike and this is Max's bike. Their His bikes are blue.



#### USE IT!

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

Questions	Me	My Partner
What'sname?		
What's favorite color?		
Who's friend?		
What's phone number?		
<b>9</b>		

6 Make four sentences about your partner.Open answers

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

# **Grammar Game**

Make cards as follows:



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

### Reflect and introduce homework

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

#### ☆ Homework

Workbook page 8; page 10; page 13

# Lesson 5 Across the Curriculum

Across the Curriculum

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



# Can you sing in English?

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

#### **Summary**

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

# In Class (min)

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

# Exercise 1

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

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

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

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

Lithuania, Brazil, Colombia, Germany

### Exercise 2 (10)



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

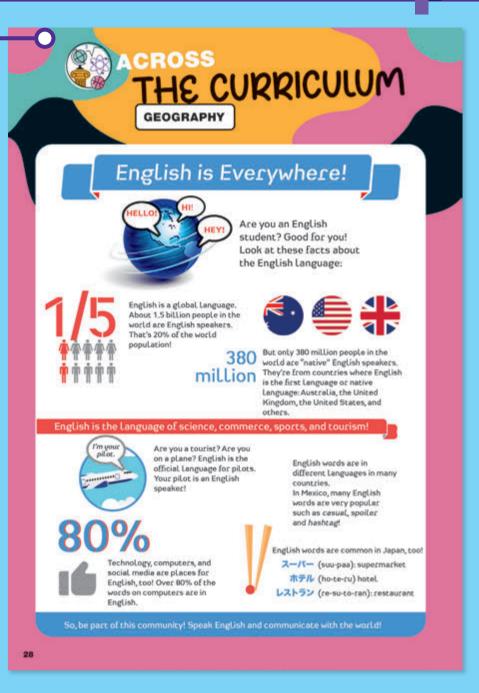
Play the video again. Students watch and complete the sentences. Check answers with the class.





#### 🕮 Fast Finishers 🧟

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



# Reflect and introduce homework

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

#### 

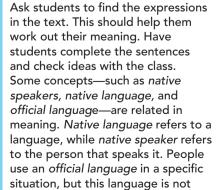
Ask students to create a playlist of five songs in English they like. Tell them to think of reasons why they like each song to present their playlist in the next class. If they have smartphones or tablets, they could also play parts of their songs in class.

# Presentation of Homework

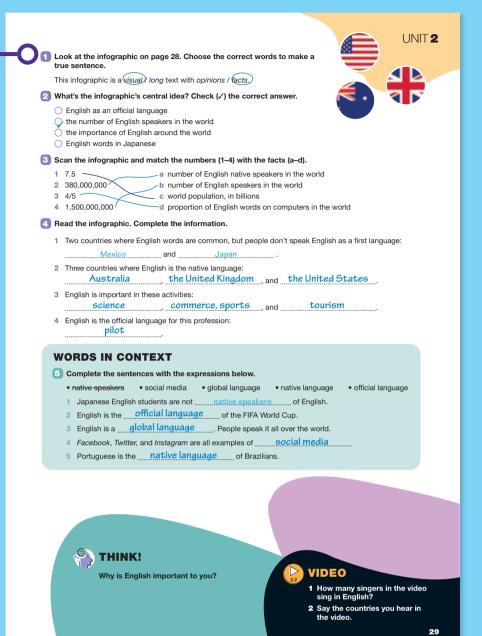
Ask students to present their playlist to the class.

- 1 Have students look at the infographic on page 28. Draw their attention to its special features. Ask: What can you see? Are there diagrams and images? Are there big numbers?
- 2 Say: The central idea is what a whole text is about. The text title, subtitles, and pictures give us information about the central idea. Tell students that they don't have to read the whole text to answer this question. Draw their attention to the title in blue and the subtitle in red in the infographic. Then ask them to read ideas 1–4 and put a check mark next to the correct one.
- Point to the example and draw students' attention to paragraph 1 in the text. Say that 1.5 billion is 1/5 (one fifth) or 20% (twenty percent) of the world population. Elicit that 7.5 is 1.5 multiplied by 5. Go through numbers 2–4 in a similar way—ask students which paragraph they need to look at to find the information. For number 3, elicit that 4/5 (four fifths) is the same as 80% (eighty percent). Then have students complete the exercise and check answers with the class.
- Read the information
  with students and check
  understanding. Ask: Which
  countries / activities are in the
  infographic? Which profession
  can you find? Encourage students
  to highlight the answers in the
  text before they write them in
  the gaps.

#### Words in Context (6)



necessarily their native one.





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

Open answers

# Reflect and introduce homework

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

#### ☆ Homework

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

They can present their findings in the next class.

# Presentation of Homework

Ask students to present homework to the class.

#### ●)2.06 Audioscript pT118

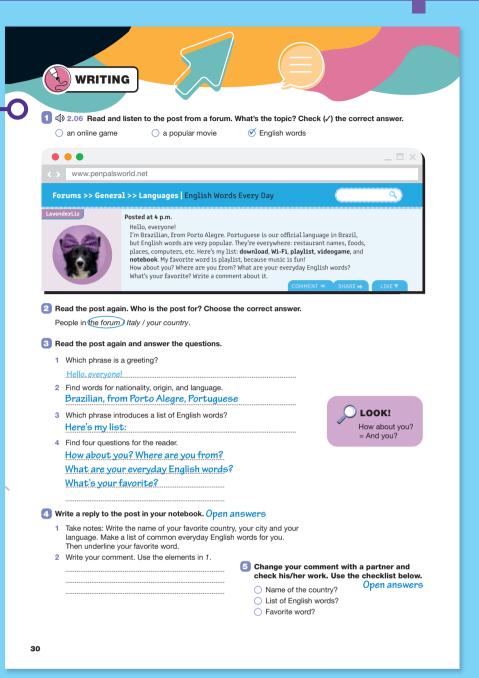
- 1 **4)2.06** Draw students' attention to the text. Say that it's a post from a forum, and that it is on the same website as that in the Reading lesson. Ask questions to help students choose the correct answer, e.g.: What's this forum about? (languages) What's the title of this post? (English Words Every Day)
- To help students answer the question, ask them what a pen pal is. Then ask: Where are pen pals from? (Other countries, or other cities/places in my country).
  - Read the questions with the class and check comprehension. Clarify that *origin* refers to the place where you're from—it can be your country or your town/city. Say that the *readers* are all the pen pals on the forum. Students then do the exercise. Monitor and help as necessary.

# LOOK!

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

4 1 Help students develop the habit of planning and organizing their writing. Read the guidelines and have students take notes in their notebooks. Monitor and check their notes to ensure they include all the relevant information.

2 Have students use the model text to organize their notes and write their comment: they should include a greeting, their personal information and their list of English words. They should also mention which their favorite word is and underline it.



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

### Reflect

Together with students reflect what has been taught today.

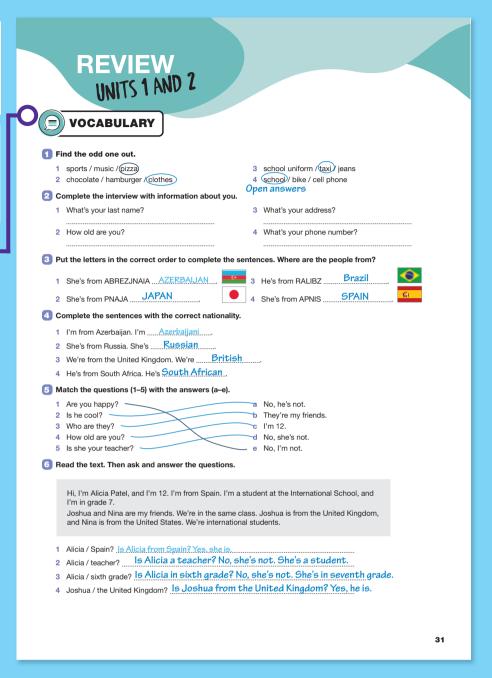
The review tests in the Student's Book are just samples. Teachers are free to prepare similar tests for the purposes of conducting formative or summative assessment.

#### SB31-SB32=45 minutes

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

#### **VOCABULARY**

- 1 Ensure comprehension of odd one out (it's an item that is different from other items in a group). Ask: Why is the word pizza different from sports and music? (Pizza is a food word. Sports and music aren't food words.) When you check answers, ask students to justify their choices.
- 2 After students have completed the exercise, put them into pairs to ask and answer the questions.
- 3 Brainstorm a list of countries and write them on the board. Leave the words there for Exercise 4. Then have students work individually. Check answers with the class.
- 4 Point to your list of countries on the board from Exercise 3 and elicit the corresponding nationalities. Invite volunteers to come to the front and write them on the board, next to each country name. Then have students complete the sentences. Check answers with the class.
- 5 After students have completed the exercise, have pairs of volunteers read out a question and answer each.
- Have students read the text and ask Yes/No questions to check comprehension, e.g.: Is Alicia 11? Is she a student? Ask students to look at the prompts in 1-4 and focus on the example. Say that they have to write Yes/ No questions starting with Is. Point out that they have to write some extra words to form the questions, such as from in question 1. Have students write the questions and read the text to write the correct short answers. Check answers with the class



# LANGUAGE IN CONTEXT

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

### **Check Your Progress**

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

# Learn to Learn

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



#### Lesson 1

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

# Warmer 🔝

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



#### THINK!

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

Open answers

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



### Where do you live?

#### Summary

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

#### In Class (min)



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

#### Exercise 1 (8)



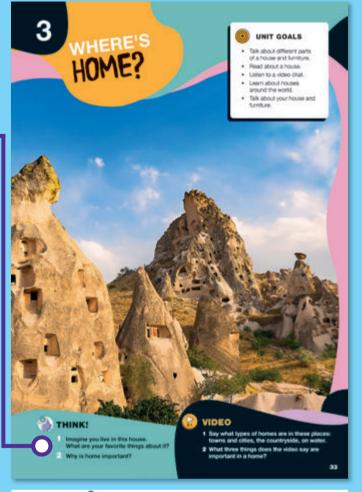
Ask students to watch the video to answer the questions. They can read the questions below before watching the

Say what types of homes are in these places: cities and towns, the countryside, on water. Check the answer with the class.

houses and apartments, farms, boathouses

What three things does the video say are important in a home? Check the answer with the class.

size (big/small), where it is (in a city center/in a quiet place), style (old/modern)



#### Exercise 2 (5)



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

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

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

#### Resources

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

## **Unit Aims**

### Cambridge Life Competencies Framework

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

#### ●3.01 Audioscript pT118

### Introduction of target vocabulary

/ˈbæθ·ruːm/ bathroom

/ˈbæθ·rʊm/

bedroom /'bed·ruːm/

/'bed·rom/

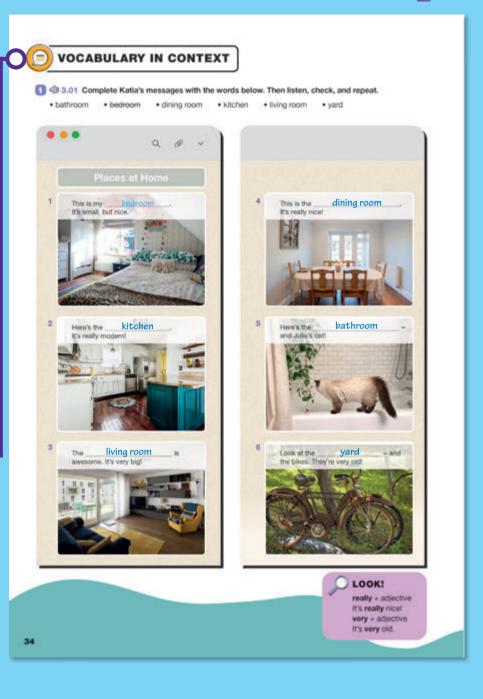
dining room /'dai·nin ,ruːm/

kitchen /ˈkɪtʃ·ən/ /ˈlɪv·ɪŋ ˌruːm/ living room /jaːrd/ yard

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



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



# ●3.02–3.03 Audioscripts pT1118

- •)3.02 Have the class look at the pictures. Focus on the example and do number 2 if necessary.

  Ask: Where's number 1? (in the bedroom) Where's number 2? (in the bathroom) Students complete the exercise. Then they listen to check their answers and repeat the words.
- •)3.03 Review the adjectives with the class. Point to small, big, modern, old, and nice objects in the classroom. After students circle the words, have them listen again and check their answers.
- 4 This is a learn to learn activity, which offers students techniques for retaining vocabulary. In this case, students classify the lesson vocabulary using word webs. Word webs help us remember words more easily. Encourage students to create word webs for the new vocabulary they learn as they go through the course. (Optional)



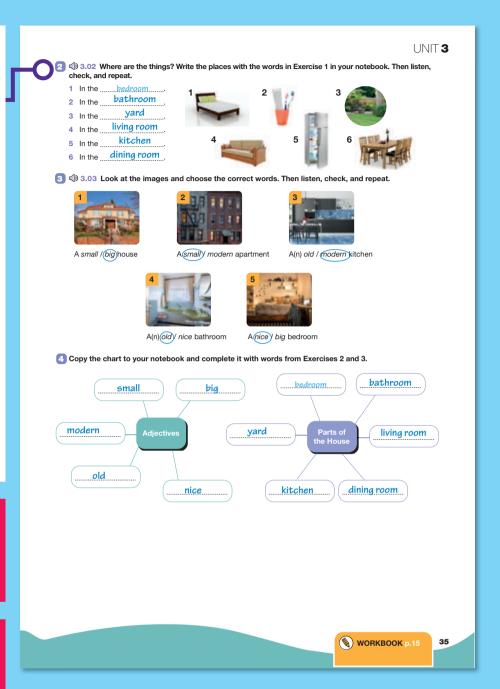
Together with students reflect what has been taught today and introduce homework.

#### 

**Workbook** page 15, Exercises 1 and 2

#### **Exercise 3**

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



Lesson Aim: I can understand a text about a home.

# Warmer (7)

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

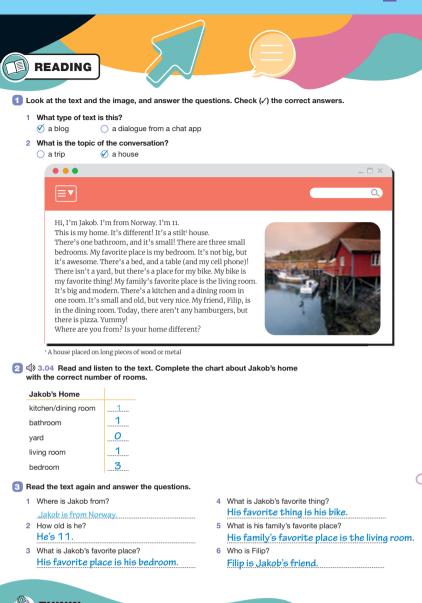
### ◆)3.04 Audioscript pT118

- 1 Focus students' attention on the text and the image. Ask: Who's the author? (Jakob) Is it a dialogue with a friend? (no) What can you see in the image? (a house/Jakob's house) Students choose the correct answers for questions 1 and 2. Check answers with the class.
- **♥)3.04** Have students identify what looks different about Jakob's home. Write stilts on the board, and point to them in the image. Say: Look, these are stilts. Jakob's house is by the water, so it's on stilts. Students read the words in the chart. Point to the example and have them find the relevant information in the text. (There's a dining room in one room.) Have students find the information related to the other rooms and check answers with the class
  - Read through the questions with the class. Look at the example and have students find where the answer is in the text. Tell them to underline the answers to questions 2-6 in the text before writing them. Monitor and help as necessary, encouraging students to write full sentences. When you check answers, have students point to the relevant information in the text.



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

Open answers





What's your favorite place in your house?

#### Language in Context

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

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



# 🔎 LOOK! 🔼



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

Common mistake: Students may sometimes produce sentences where the verb doesn't agree with the noun

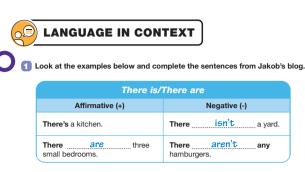
There is three small bedrooms. There are three small bedrooms.

- Have students read the text first. Then focus on the example and ask: Why is There are the answer? (because two bedrooms is plural) Monitor and help as students do the exercise. Remind them that they can use the grammar chart to help them. To check answers, invite individual students to read out a sentence each.
- Ask students to look at the picture and say the rooms they can see. Ask: How many (bedrooms)? How many (bathrooms)? Can you see (a yard)? Have students check answers in pairs before checking with the class.



#### USE IT!

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



UNIT 3



Choose the correct words.

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

Negative (-)

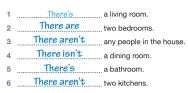
isn't

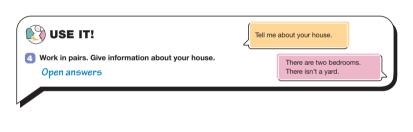
aren't

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

hamburgers.









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Grammar Game



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

### Reflect and introduce homework

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

#### 

Workbook page 14; page 17; page 18

#### Lesson 3

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

# Warmer 🚮

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

# ●3.05–3.06 Audioscripts pT118

#### 2 min

# Introduction of target vocabulary

bed /bed/
chair /tʃer/
closet /'klɑː·zət/
door /dɔːr/
shower /'ʃaʊ·ə/
table /'teɪ·bəl/
wall /wɑːl/
window /'wɪn·doʊ/

- 1 •3.05 Ask students to look at the images and say where in the house they can find the items.

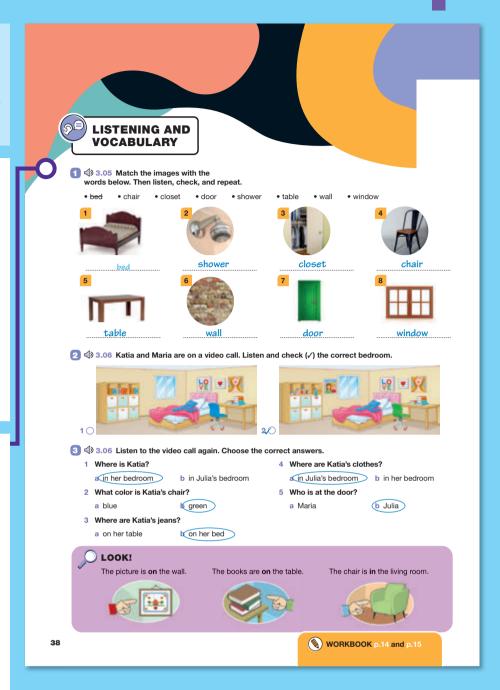
  Ask: Where can you find (number 1)? (in the [bedroom]) What can you find in the (dining room)?

  Read out the words with the class. After students write the words, have them check their ideas in pairs before listening to check their answers.
- 2 43.06 Have students look at the pictures and say what objects they can see. Encourage them to use There is/There are. Have them compare the pictures.

  Ask: What's the same? What's different? Then ask: Are these bedrooms similar to or different from your bedroom? Finally, play the audio and check the answer.
- 3 •3.06 Read through the questions and answers a and b with students to check understanding. They may be able to recall some information. Play the audio and check answers with the class.



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



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

Print and Share

Go to Appendix C

# Reflect and introduce homework

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

#### Lesson 4

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

- 1 Play Track 3.06 again to help students complete the chart.
  Check answers by having pairs of students read out a question and answer each. Write the complete questions and answers on the board.
- Pocus on the example. Then point out that the first word in each question is the one starting with a capital letter. To check answers, invite volunteers to write the questions on the board. Ensure students use the correct punctuation.

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

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

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

#### **USE IT!**

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

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



Complete the questions and answers from the video call in the chart with the words below.

• the • there is • No • Are there • are

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

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

- 1 bed / there / a / kitchen / Is / in / the / ?
- ls there a bed in the kitchen?
  2 your / books / in / Are / bedroom / there / any / ?
- Are there any books in your bedroom?

  kitchen / a / ls / there / the / table / in / ?

  Is there a table in the kitchen?
- 4 Are / living /chairs / in / room / the / there / two / ?

UNIT 3

Are there two chairs in the living room?
bedroom / closet / there / a / ls / the / in / ?

5 bedroom / closet / there / a / ls / the / in / ?
Is there a closet in the bedroom?

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



1 Is there a closet?

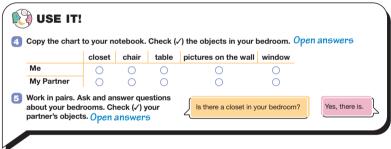
Yes, there is.
2 Is there a bed?

Yes, there is.
3 Are there two chairs?

No, there aren't.
4 Is there a picture on the wall?

Yes, there is.
5 Are there any windows?

Yes, there are.



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

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# Extension (3)

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

# Grammar Game 🞳

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

# Reflect and introduce homework

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

#### 

**Workbook** page 14; page 16; page 19



#### Homes can be different

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

#### Summary

The video is about unusual houses around the world.

### In Class (8)



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

#### Exercise 1 (8)



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

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

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

Students' own answers

#### Exercise 2 (7)



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

round houses, safe from dangerous animals tree houses move from place to place yurtseasy to build and strong

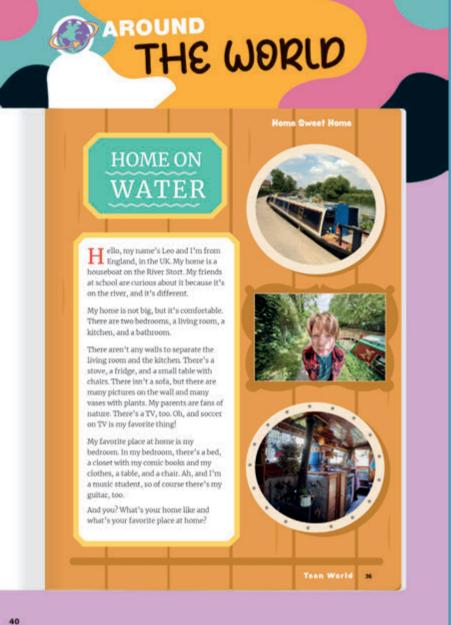
Play the video again. Students watch and match the types of houses with their descriptions. Check answers with the class.



🛑 Print and Share



Go to Appendix D



### Reflect and introduce homework

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

#### 

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

### Unit 3 Where's Home?

# Presentation of Homework

Ask students to present homework to the

#### ●3.07 Audioscript pT118

- 1 Have students look at the text on page 40 and identify its main elements. Point to the title of the article, the name of the section, and the name of the magazine in turn as you ask: What's the (title of the article/name of the section/name of the magazine)?
- 2 4)3.07 Go through items 1–5 with the class to check comprehension. Elicit the meanings of the words location (where Leo's home is) and not present (what isn't in Leo's home). As students read and listen to the text, you can have them highlight the key words in it. Check answers with the class.

#### **Words in Context**

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



THINK!

Are you curious about your friends' homes?

VIDEO

1 What countries do you hear in

2 What's your favorite home?

41

THINK! 🧥



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

Open answers

### Reflect and introduce homework

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

#### 

Houseboats are only popular in Europe.

○ True



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

# Lesson 7 Speaking

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

# Presentation of Homework

Ask students to present their findings to the class.

# ● 3.08 – 3.11 Audioscripts pT118

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

### Living English

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

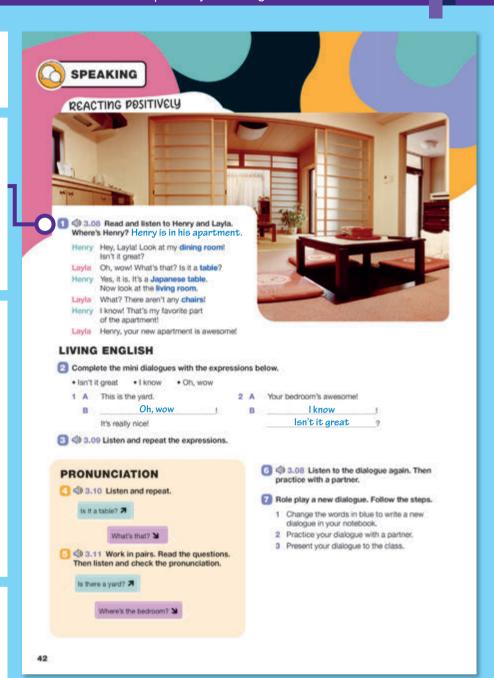
3 **4**)3.09 After students listen and repeat the expressions, you can read out sentences A in the mini dialogues in Exercise 2 and have the class respond chorally.

#### **Pronunciation**

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

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

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



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

Fast Finishers Fuzzles and Games page 105, Exercise 2



Together with students reflect what has been taught today.

# Warmer (5)

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



#### THINK!

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

Open answers

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

Open answers



#### **Family Time**

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

#### In Class (2)



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



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

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



Say three reasons why family time is a happy time. Check the answer with the class. The video images should give students clues.

It's a time to be together and do your favorite things. It's a time to help each other and learn new things.



# Exercise 2 (4)

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

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

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

#### Resources

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

### **Unit Aims**

#### Cambridge Life Competencies Framework

- use simple techniques to start, maintain, and close conversations of various lengths to talk about the people in my family.
- identify evidence and its reliability in a video presentation about families. (Critical
- understand essential grammatical terms and concepts: the verb to have in the affirmative,
- negative, Yes/No questions, and short answers. (Learning to Learn)
- present points clearly in a description about my family. (Communication)
- evaluate contributions from my partner with appropriate sensitivity when checking their description about their family. (Collaboration)

#### ● 4.01 Audioscript pT119

grandpa

uncle

# Introduction of target vocabulary

/ænt/ aunt /ˈbrʌð·æ/ brother /ˈkʌz·ən/ cousin dad /dæd/ /ˈgræn·maː// grandma 'græm·ma:/

> /ˈgræn·paː// 'græm·pa:/

mom /ma:m/ sister /'sis·ta/ /ˈʌŋ·kəl/

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



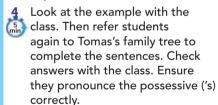
#### ◆¾4.02 Audioscript pT119

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



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

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

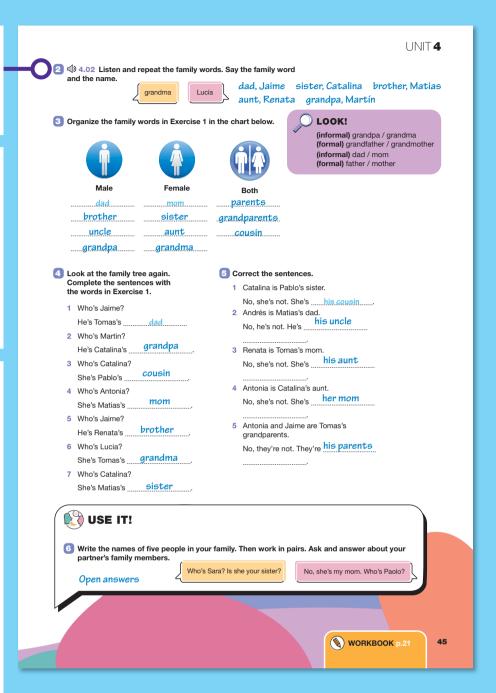


Students look at Tomas's family tree again to do this exercise. After checking answers, call out some other false sentences for students to correct. For example, say: Antonia is Tomas's aunt. Students say: No, she's not. She's his mom. (Optional)



#### **USE IT!**

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



### Reflect and introduce homework

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

#### 

Workbook page 21, Exercises 1 and 2

#### Exercise 3

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

# Warmer (%)

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

#### ◆>4.03 Audioscript pT119

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



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



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

#### **OUR FAMILIES**



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



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

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



- Read the text again and choose the correct answers
  - 1 11 cousins
- Josh /(Zoe)
- 2 two doas 3 one cousin
- Josh/ Zoe Josh / Zoe
- 4 a small family 5 a big family 6 a grandma and a grandpa
- Josh/ Zoe Josh (Zoe) Josh)/ Zoe



THINK! What types of families are there?

- If necessary, students look at the sentences in the presentations on page 46 to help them complete the chart.
- 2 Students can use the grammar chart in Exercise 1 for help. Tell them to look at the subject in each sentence to help them choose the correct form of the verb. To check answers, invite individual students to read out a sentence each.



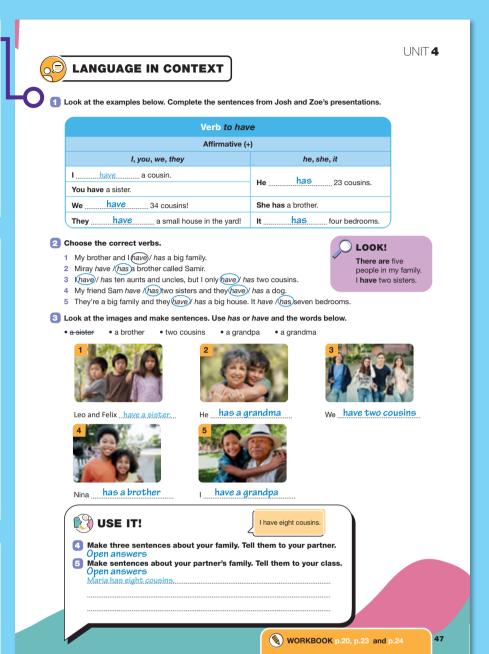
Draw attention to the Look! box. Say that people use the verbs to be and to have in different ways in different languages. Say that in English, we use There is/There are to say something exists, and we use to have to talk about possession. Draw attention to the sentences in the box to elicit more examples,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

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

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

### USE IT!

- Tell students to look at the sentences from Exercises 2 and 3 for ideas. Encourage them to write about three different family members. (Optional)
- 5 Put students into pairs to exchange sentences. Ensure they use has in the sentences about their partner's family. You may want to join pairs together so they read and check each other's sentences. Finally, have students copy their sentences onto slips of paper. Collect all slips and play a guessing game. Read the



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

### Grammar Game



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

#### Reflect and introduce homework

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

#### 

Workbook ppage 20; page 23; page 24

#### Lesson 3

Listening and Vocabulary

Lesson Aim: I can understand a dialogue about family photos. I can talk about what

# Warmer 🚮

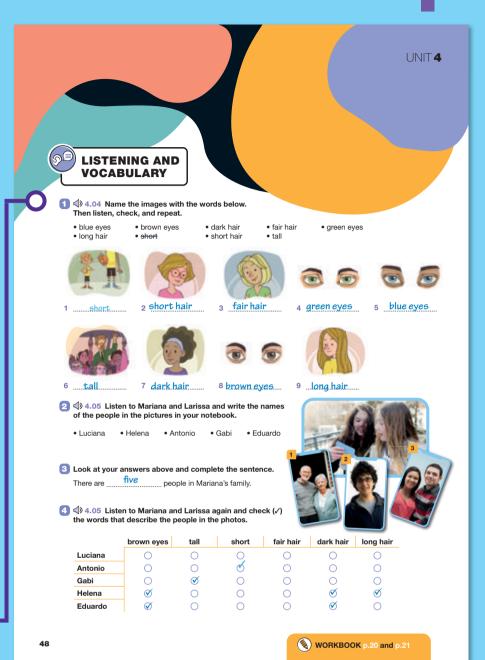
Draw two stick figures on the board. one tall and one short. Label them tall and short. Then draw eyes, a nose, and a mouth on the faces and elicit and label eyes. Finally draw short hair on one figure and long hair on the other one and label them short hair and long hair. Tell students that on your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

#### ◆94.04-4.05 Audioscripts pT119

# Introduction of target vocabulary

blue eyes /,blu: 'aɪz/ brown eves /.bragn 'aiz/ dark hair /,da:rk 'her/ /,fer 'her/ fair hair green eyes /ˌgriːn ˈaɪz/ /ˌlaːŋ 'her/ long hair short /s:rt/ short hair /ˌʃɔːrt 'her/ tall /ta:I/

- 1 **4**94.04 Point to the example and ask: What can you see? (a short boy) Have students match the words with the pictures orally before they write them.
- 2 4.05 Have students look at the photos and predict who the family members are. Point to the photo of the grandparents as you ask: Who are they? What do you think? (They're Mariana's grandparents.) Repeat with the other photos. Accept any logical suggestions at this stage. Have students listen to the audio as many times as necessary, pausing when each person's name is mentioned. Check answers with the class.
- Read out the names of the family members to familiarize students with their pronunciation. Have students write their own answer in the space, based on the family members in the previous exercise. Check answers with the class.



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

#### Reflect and introduce homework

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

#### 

Workbook page 20; page 21, Exercises 3 and 4

# 🕮 Fast Finishers 🥵

Puzzles and Games page 105, Exercise 3

### Extension 🔝



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

Team 1: Hugo.

Team 2: Is he Thiago's dad?

Team 1: No, he isn't.

Team 2: Is he Thiago's brother?

Team 1: Yes, he is!

## Unit 4 **Family Matters**

#### Lesson 4

Language in Context

Lesson Aim: I can understand how to use the verb to have (negative, Yes/No questions, and short answers).

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

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



## D LOOK!



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

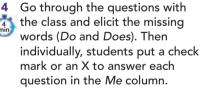
Common mistake: In negative sentences in the third person, students may use the wrong form of have. She doesn't has blue eyes. She doesn't have blue eyes.



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



### USE IT!



5 Put students into pairs. Demonstrate the activity by asking a student a question from Exercise 4, e.g.: Do you have dark hair? Elicit a short answer and put a check mark or an X on the board accordingly. Then have students ask and answer the questions and complete the My Partner column in Exercise 4.

# Extension (%)

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



#### **LANGUAGE IN CONTEXT**

Complete the questions and answers from the dialogue in the chart. Use the words below.

doesn't
 I do
 she does

Verb to have (I, you, he, she, we, they) Yes/No Questions Short Answers Negative (-) I don't have a sister Do I have a sister? No. I don't. You don't have the photo Do you have the photo? Yes, I do He/She doesn't have blue eyes. No, he/she doesn't Does he/she have blue eyes? We don't have long hair. Do we have long hair? Yes we do

Do they have green eyes?

Choose the correct verbs to complete the sentences.

They don't have green eyes.

1	1	a big family. It's my dad, my mom, and me.
	a have	b don't have
2	My mom	a sister. Her name is Sabina.
	a (has)	b doesn't have
3	My cousins and	I green eyes. They're blue!
	a have	b don't have
4	My dad	any brothers or sisters.
	a has	b doesn't have



No, they don't.

UNIT 4

Put the words in the correct order to make questions. Then answer them.

ı	have / Does / dark / Isabella / hair / ? (X)	
	Does Isabella have dark hair?	No, she doesn't.
2	you / eyes / Do / brown / have / ? ( )  Do you have brown eyes, George?	Yes, I do.
	V	165,140.
•	any / Michael / have / Does / cousins / ? (X) Do you and your brother have a cousin?	Yes, we do.
1	Do / Alicia and Florence / long / have / hair / ? (X) Do Alicia and Florence have long hair?	No they don't

USE IT!			
Copy the chart to your notebook. Complete the que you. Mark (/) or (X).	estions and ar	nswer them so they a	are true fo
	Me	My Partner	
Do you have dark hair?	Me	My Partner	

Do you have dark hair?	0	0	
you have long hair?	0	$\circ$	
Does your mom have a brother or a sister?	0	0	
Does your dad have brown eyes?	0	0	
Work in pairs. Ask and answer the questions. Mark (✓)	or (X) in the	e chart for your p	partner. Open answer

WORKBOOK	p.20,	p.22 and	p.25

# Grammar Game 🚮

Write this chart on the board:

Fir	nd someone who	Name
1	has cousins. (How many?)	
2	has a pet. (What?)	
3	has a small family.	
4		

Have students copy the chart in their notebooks and write their own idea for number 4. Then tell them to walk around and ask the questions of their classmates. When a classmate answers yes to one of the questions, students should write the classmate's name in their chart. Tell them they should find a different classmate for each question. Finally, have students share their findings with the class.

# Reflect and introduce homework

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

#### 

Workbook page 20; page 22; page 25

Lesson Aim: I can understand a text about a Brazilian family.



#### **Families Around** the World

The video on page 50 and accompanying exercises below can be used as a lead-in to the topic of the Across the Curriculum text, or after the reading activities to complete the unit.

#### Summary

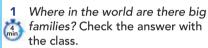
The video is about what families are like in different countries around the world.

### In Class (min)

Tell students they're going to watch a video about families in different countries around the world. Ask students to talk about what families are like in their country. Then ask them to raise their hands if they have big or small families.

### Exercise 1 (8)

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



In Angola.



Where in the world are there small families? Check the answer with the class.

In China.

# Exercise 2 (min)

Write this chart on the board. Have students copy it in their notebooks. You can provide the suggested answers in random order above the

Angola	China			
aunts, cousins, uncles,	one child			
grandparents	small apartments			
lots of children	not much space			
small babies with	•			
their mom				

Play the video again. Students watch and write three things about the families in each country. Check answers with the class.







### 🕮 Fast Finishers 🔝 Puzzles and Games page 105, Exercise 4

### Reflect and introduce homework

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

#### 

Ask students to choose a country and find information about what families are like there. Give them prompts to help with their search, e.g.: Are families big or small? Do they have help? What's important for these families? Students can share their findings in the next class.

## Unit 4 **Family Matters**

#### Presentation of Homework

Ask students to present their findings to the class.

#### ◆94.06 Audioscript pT119

Have students look at the poster on page 50. Ask: Can you find João's name? What can you see in the photos? Does João have cousins? Then clarify the meaning of audience. Say: The audience are the readers of the poster. Read through the options and have students find clues in the text. Draw attention to the teacher and class information at the top of the poster. Ask: Where are there posters like this? (in classrooms) You might have some examples on your classroom wall.

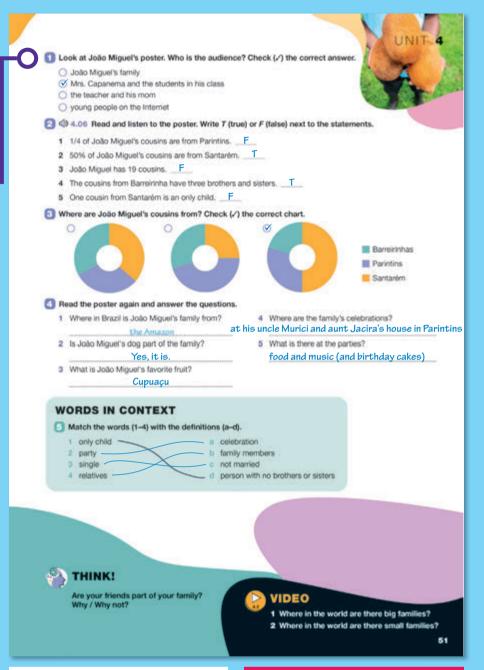
•34.06 Go through the statements with the class. Remind students that the cross-curricular topic is math and so they need to work out fractions and percentages from the information in the text. Do number 1 together. Ask: How many cousins does João have? (twenty) How many cousins are from Parintis? (six) Elicit that six isn't one quarter of 20, so the sentence is false. As students work through the other sentences, encourage them to highlight key words in the text. Check answers with the class.

Have students look at the pie charts and the color key. Then have them read the relevant information in the text to work out which the correct pie chart is.

Go through the questions with the class and see if they can answer any of them from memory. Then have students read the poster again and write the answers.

#### **Words in Context**

Ask students to find the words 1-4 in the poster and read the sentences where the words are. This should help them work out their meaning. After checking answers, ask personalized questions, such as: Are you an only child? Do you have a party on your birthday? Who is single/ married in your family? Who are your relatives?



# THINK!



Put students into groups to discuss the question. Then share ideas with the class. You can ask further questions about different types of friends, such as: Are all your friends at school? Do you have friends outside of school? Is your brother/ sister your best friend, too? Students can use their own language to discuss ideas.

Open answers

### Reflect and introduce homework

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

#### 

Learn more! Check ( ) True or False.

About 30% of Brazilian families have a grandparent in the same house.

True



Remind students to check two or three websites to confirm their answer. You can ask students to find other interesting statistics about Brazilian families, such as the average size and number of children. Have the class interesting facts and share their ideas in the next class.

# Unit 4 Family Matters

# Lesson 7

**Lesson Aim:** I can write a description about my family.

# Presentation of Homework

Ask students to present their findings to the class.

#### ● 4.07 Audioscript pT119

- Have students focus on the different elements of the text to identify its type. Draw their attention to the icons, the greeting, the sender, and the time.
- ocus on the information in it.
  Check that students understand they need to complete the first column with family words and the second one with the names of the people in Bruno's family. Have students highlight the relevant information in the email as they read and listen to it. Students then complete the chart. When they finish, they write the correct names above the photos in the email in Exercise 1. Check answers with the class.

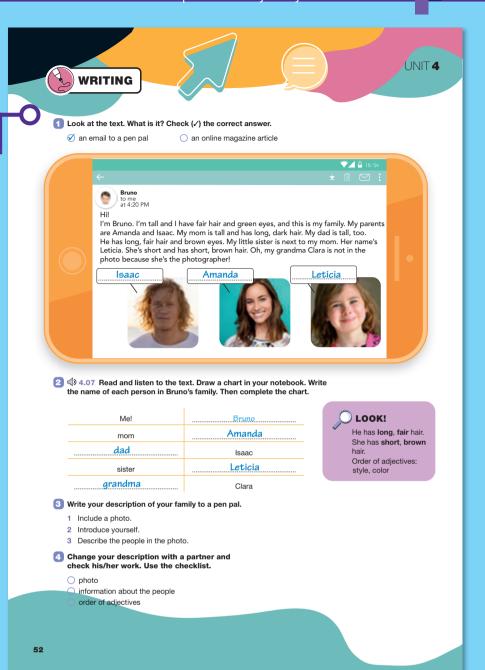


Draw attention to the *Look!* box and the adjectives in bold. Copy the sentences on the board and circle the adjectives. Have students identify which adjectives refer to style and which ones to color, and point out the order. Then have students find more examples in the email.

- 3 Encourage students to follow the steps and use Bruno's email in Exercise 1 as a model. Remind them to follow the correct adjective order when they describe people. Give students time to make notes and organize their ideas.
- When they peer correct, ensure students focus on the items in the checklist. Monitor and help as necessary.



Together with students reflect what has been taught today.



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

SB53-SB54=45 minutes

### **VOCABULARY**

- 1 Draw students' attention to the diagram and elicit the names of the rooms they can see. Then have them number the items on the list. To check answers, call out the words and have the class say the numbers.
- 2 First, brainstorm some family words and write them on the board. Then read sentence 1 and answer it together with the class. Have students trace the line on the family tree with their finger and look at the names. Confirm that the sentence is true. Students do the exercise individually. Check answers with the class.
- 3 Point to image 1 and ask: What color are Eliana's eyes? (green)
  Then draw students' attention to the circled example. To check answers, have students read out the correct sentences.
- Have students look at the pictures. Elicit some sentences about Nadia's house before they do the exercise. Then read the incomplete sentences and draw students' attention to any, a, and pictures. These words should help them decide on the correct option to complete each sentence. Check answers with the class.



## LANGUAGE IN CONTEXT

- 5 Refer students back to the pictures in Exercise 4 on page 53. Then tell them to look at the words after each gap in the sentences. These will help them decide if the question starts with *Is there* or *Are there*. To check answers, have pairs of volunteers read out a question and answer each.
- 6 Read prompts 1–4 with the class. Draw students' attention to the example and review Yes/No questions with to have. Ask students to focus on the subject in each prompt to decide whether they have to use Do or Does. Then tell them to look at the check mark or X in parenthesis in order to write an affirmative or negative short answer. To check answers, invite pairs of volunteers to read out a question and answer each.
- 7 This activity provides a cumulative review of the language presented in Units 3 and 4. Have students read the dialogue on their own before completing it. Check answers with the class. Then put students into pairs to practice the dialogue.

### **Check Your Progress**

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



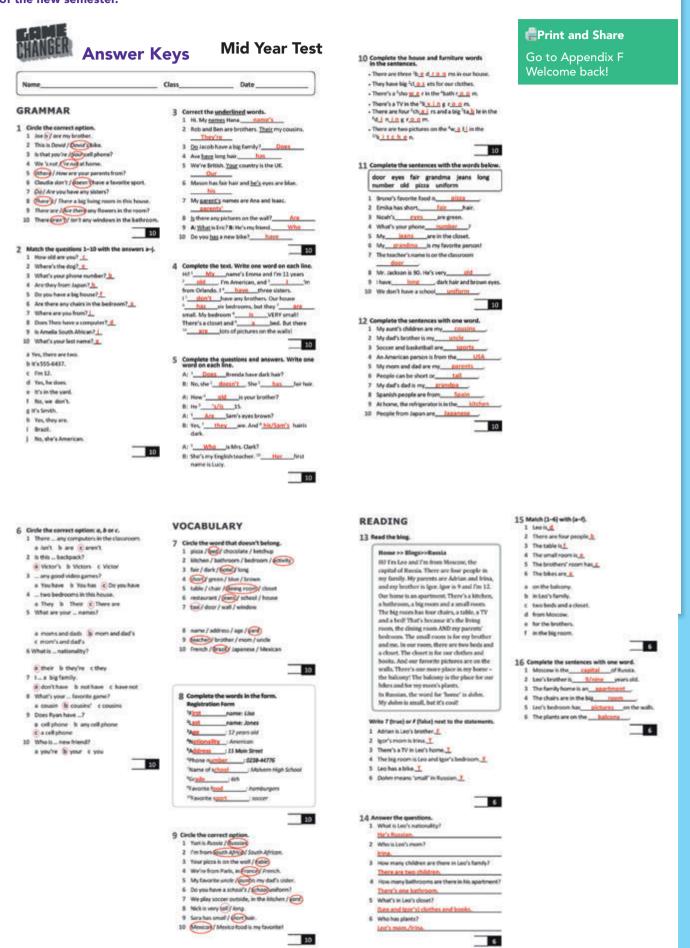
## **U**Learn to Learn

Throughout the course, students do a variety of *learn to learn* activities, which offer them techniques for retaining vocabulary. Point to the picture of the jar and read the text with the class. Then ask: *What words from Units 3 and 4 can we put in the jar?* Elicit ideas. Suggest starting a vocabulary jar in class. Have students add words to the jar at any stage and encourage them to take one out at the beginning of each lesson. Have them write the words in their vocabulary notebooks. Encourage them to look them up in a dictionary, write a translation, use them in context, and/or draw a picture. They can come up with many more ideas that help them remember the words! You can also suggest students keep a vocabulary jar at home.

### Lesson 1 T53 = 45 minutes

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

This lesson aims to check the students' grammar and vocabulary knowledge as well as reading skills at the beginning of the new semester.



## Lesson 2 T54 = 45 minutes

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

This lesson aims to check the students' speaking and writing skills at the beginning of the new semester.

Below you can find the recommended topics for speaking and writing according to the topics covered in Units 1-4.

## Speaking topics:

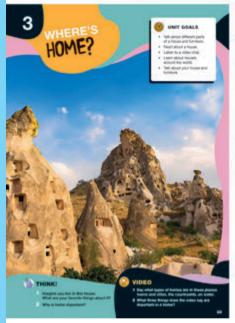
- 1. My favourite ... (e.g., place, thing, activity, movie)
- 2. I love English because...
- 3. Countries and nationalities
- 4. My family

## Writing topics:

- Who is your favourite ... (e.g., teacher, writer, singer, actor, sportsman)?
- 2. What skill would you like to learn?
- 3. My house is... (describe the place you live in)
- 4. Who am I? (describe yourself in 10 years)









## Lesson 1

Lesson Aim: I can talk about what is important in a daily routine.

## Warmer (5)

Write Daily routine on the board. Ask: What's a daily routine? Elicit that it is the things people do every day. Say that you are going to mime some daily routine activities. Mime activities as you say their corresponding sentences, for example: I wake up. I take a shower. I have breakfast. Have students follow your actions and repeat your sentences.



### THINK!

Put students into groups to discuss this and question 2. Have them look at the image and ask: Where's the girl from? How old is she? Ask them to imagine the girl's routine and compare it to theirs. Ask: How is her daily routine the same/different?

Open answers

After students discuss this question, write a list of their ideas on the board.

Open answers



### It's Breakfast Time

#### **Summary**

The video is about breakfast in different countries around the world.

### In Class (4)



Tell students they're going to watch a video about breakfast in different countries. Tell them what you have for breakfast and invite them to talk about what they have for breakfast.

### Exercise 1 (7)



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

Name the countries in the video. Check the answer by listing the countries on the board.

China, Israel, Ukraine, England, Colombia, and Venezuela.

2 Are daily routines similar around the world? Check the answer with the class. Ask students for an example of how routines are similar (lots of people start the day with breakfast in their kitchen or dining room).

UNIT GOALS iten to a podcast. am about life in a circus THINK!

## Exercise 2 (6)

Keep the list of countries from Exercise 1 on the board and number them 1-5. Next to them, write a list of dishes in random order a-e.

China a 2 Israel b 3 Ukraine C 4 **England** 

Colombia and

Venezuela

- shakshuka (eggs and tomatoes)
- arepas (corn or plantain)
- bacon, eggs, sausages, beans, mushrooms, and toast
  - congee (rice with vegetables or fish)
- pancakes

Play the video again. Students watch and match the countries with the dishes. To check answers, invite individual students to match the items on the board.

### Resources

- Teacher's worksheets Unit 5
- Workbook pages 26–31

## **Unit Aims**

## Cambridge Life Competencies Framework

use simple techniques to start, maintain, and close conversations of various lengths to talk about my daily routine. (Communication)

5

- identify evidence in texts about different people's daily routine. (Critical Thinking)
- understand essential grammatical terms and concepts: the simple present with I, you, we, they. (Learning to Learn)
- use appropriate strategies to develop a conversation when talking about free-time activities. (Communication)
- act parts in role-plays about free-time

# ● 5.01 Audioscript pT119 Introduction of target vocabulary

do my homework /duː maɪˈhoʊm·

พระk/

/get·'np/ get up go home /'goʊ 'hoʊm/ go to bed /'goʊˌtuː 'bed/ go to school /'goʊˌtuː 'skuːl/ have breakfast /'hæv 'brek·fəst/ have dinner /'hæv 'dɪn·ə/ play volleyball /'pleɪ 'vaː·li·baːl/ /'teɪk ə 'ʃaʊ.ə\/ take a shower take the bus /'teɪk ðə bʌs/

1 �95.01 Have students read the expressions and look at the pictures. After students listen and check their answers, invite volunteers to read out a caption at a time. Finally, point to each picture and caption as you ask: Is this in the morning/afternoon/at night?



## ● 5.02 Audioscript pT119

- 2 Draw the chart on the board. Point to the icons and draw students' attention again to the difference between afternoon, evening, and night. Explain that evening is around sunset, which can be from 5 p.m. to 9 p.m. depending on the time of the year. Check answers with the class.
- This is a learn to learn activity, which offers students techniques for retaining vocabulary. In this case, students categorize the expressions according to the verb they are used with (take, have, or go). Learning these verb+noun phrases will help students communicate more effectively (in this case, to describe a daily routine). Encourage students to add other nouns that go with each verb when they learn them.



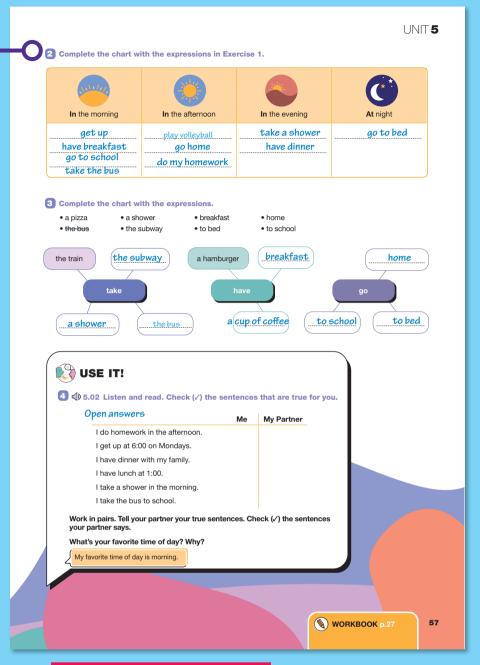
### **USE IT!**



4 ◆>5.02 Go through the sentences with students. As they complete the Me column, monitor to help as necessary. Play Track 5.02 while students listen and finish. Invite some students to report their answers.

Put students into pairs to complete the *My Partner* column. Then have them compare their sentences and say what's the same and what's different in their daily routine. Encourage students to correct the sentences that aren't true for them. They can say, e.g.: *I don't get up at six on Mondays. I get up at seven. What about you?* 

Draw attention to the example and say what your favorite time of day is. Students continue to work in their pairs to discuss the question. When they finish, ask the class: What's your favorite time of day? Is it the morning? Raise your hands! Repeat with the other times of day, having students raise their hands in turn. Find out the most popular time of day in the class. Invite different students to say why they like it.(Optional)



## Reflect and introduce

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

### ☆ Homework

**Workbook** page 27, Exercises 1 and 2

#### Exercise 3

Ask students to write about their favorite breakfast. They can answer these questions: What's the name of your breakfast? What food does it have? What's special about it? Tell them to bring their ideas to the next class to share.

## Unit 5 A Day in the Life

## Lesson 2

Reading

Lesson Aim: I can understand a text about a daily routine.

## Presentation of Homework

Ask students to present their ideas to the class.

## ● 5.03 Audioscript pT119

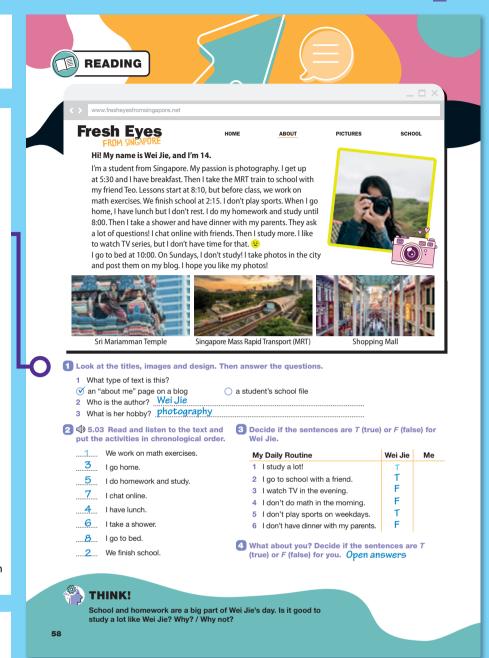
- 1 Focus students' attention on the text titles, images, and design. text titles, images, Ask them if they'd like to visit Singapore. Then help them answer questions 1-3. Ask: What places can you see? What's the girl's name? (Wei Jie) What does she have? (a camera) Check answers with the class.
- 2 **4**95.03 Go through the list and have students predict the order of the activities. Elicit if they happen in the morning, afternoon, evening, or at night. When you check answers, you can pause the audio after each activity is mentioned.
- 3 Have students complete the exercise individually. Then check answers with the class. Encourage students to read out the part of the text that justifies each answer and to correct the false statements
- Have students continue to work individually. Then invite different students to share their answers. Ask them how many of the statements are the same for them and Wei Jie.





Elicit some reasons why it is good to study a lot or not. Write Good and Not good on the board and ask: Is it good to study a lot? Why? (You learn a lot. You get good grades.) Then ask: Why not? (There isn't any time for your hobbies.) Write the reasons on the board under the correct headings. Then have students discuss the question in small groups. Elicit further ideas from the class and write them on the board under Good or Not good. Finally, have a class vote on whether it is good to study a lot like Wei Jie. (Optional)

Open answers



#### Language in Context

**Lesson Aim:** I can understand how to use the simple present (*I*, you, we, they: affirmative and negative).

If necessary, students look at the sentences in the blog on page 58 to help them complete the chart. When they finish, elicit more sentences about their own routine. Write a few examples on the board. Circle the verbs in the affirmative sentences, and don't + the verbs in the negative sentences. Draw attention to the use of don't to form the negative.

### LANGUAGE IN CONTEXT

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

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



Use the affirmative(+) or negative (-) forms of the verbs in parentheses.

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

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

### Open answers

• ta	ake • chat	• take • <del>get  </del>	<del>: up</del> • have • get up		
1	I	get up	at 5:30 on weekdays.		
2	I	at 5:30 on Sundays.			
3	I the bus to school on Saturdays.				
4	I a shower in the evening.				
5	5 My parents dinner with me in the evening				
6	My friends and I		online on weekends.		

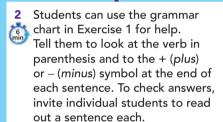


WORKBOOK p.26, p.29 and p.3

UNIT 5

## 🔎 LOOK! 🧥

Draw attention to the time expressions in the Look! box. Explain that we use at with the time, and on with days of the week and the words weekdays and the weekend. Tell students to copy the phrases in their notebooks in a way they are likely to remember the rule. They could categorize them in a table or make a word web. Encourage students to add one more example to at and on.



Read out the example and ask students: Is this true for you? If the sentence isn't true for some students, elicit that they can make it true by writing don't before get up. Ensure students understand they can use the verbs in the affirmative or in the negative, by adding don't. Check answers with the class.

### Grammar Game



In pairs, students play a True/False game. Each student writes three sentences about their daily routine in their notebooks. Two sentences must be true and one must be false. Encourage students to use the simple present in the affirmative and the negative. Then partners take turns reading their sentences to each other and guessing the false one. Finally, students can correct their false sentences. (Optional)

## Reflect and introduce homework

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

### 

Workbook page 26; page 29; page 30

## Warmer 🚻

Write this chart on the board:

_			
		weekdays	weekend
1	l get up		
2	go to school		
3	do homework		
4	watch TV		
5	go to bed		

Review weekday and weekend, if necessary. Have students copy the chart in their notebooks and write the times when they do activities 1-5. Then put students into groups to compare their times. Give an example. Say: I get up at (seven) on weekdays, but I get up at (ten) on the weekend. Invite volunteers to share their sentences about how their weekdays and weekends are different.

## ◆>5.04-5.06 Audioscripts pT120

## Introduction of target vocabulary

go to restaurants /ˈgoʊˌtuː

'res·tə·ra:nts/ /ˈhæŋ aʊt hang out with friends wið frendz/ listen to music /ˈlɪs·ən ˌtuː 'mju·zɪk/

play soccer /'pleɪ 'saː·kə/ /'pleɪ 'vɪd·i·oʊ play video games

,geimz/

/'wartf ,mur· watch movies

viz/

Point to the image and ask: What can you see? Then elicit or explain what a podcast is. Say: A podcast is an audio show about a topic, like free time, sports, or food. You can listen to podcasts on your phone. Do you have a favorite podcast? What is it about? Point to the picture and say: This is Ramiro. Then read through the questions with the class and have students put a check mark next to the answers they think are correct.

◆)5.04 Play the audio all the way through to check students' predictions from Exercise 1.



study life weekend activities

2 4 5.04 Listen to the podcast and check

3 4 5.05 Listen to the first part of the podcast again and choose the correct options

1 Ramiro is 12 13 years old.

2 He is from Guatemala / the USA.

3 Ramiro lives in Jalapa Boston.

4 Ramiro's weekends are fun/ boring.

4 ♦ 5.06 Listen to the rest of the podcast and check (✓) Ramiro's free-time activities







**FREE TIME** 

**Podcast for Teens** 



Iisten to music



A hang out with friends



oo to restaurants

60

WORKBOOK p.26 and p.27



◆)5.05 Read through the sentences with the class and see if they can remember any of the information. Tell students to focus on the type of information they need to listen for, such as age, names of countries and cities, and adjectives. Check answers with the class.

◆)5.06 Have students look at the pictures. Read out the names of the activities and have students repeat the words. Then ask: Which are your favorite freetime activities? Play the audio for students to listen and do the

exercise. Check answers.

**Print and Share** Go to Appendix G



## Reflect and introduce homework

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

#### 

Workbook page 26; page 27, Exercises 3 and 4

## Lesson 4

Language in Context
Lesson Aim: I can understand how to use the simple present (I, you, we, they: questions and short answers).

- 1 Play Track 5.04 again to help students complete the chart.
  After checking answers, ask personalized questions, for example: Do you play volleyball on Sundays? What do you do on weekends? Draw attention to the use of do in the questions and short answers.
- 2 Do number 1 with the class. Ask students to call out each word in order and write the question on the board. Then have them do the exercise individually. To check answers, invite volunteers to write each question on the board and have the class check. Ensure students use the correct punctuation. Then invite pairs of students to read out a question and answer each.

Common mistake: In Whquestions, students may forget to use the auxiliary do.
What you do on weekends?
What do you do on weekends?

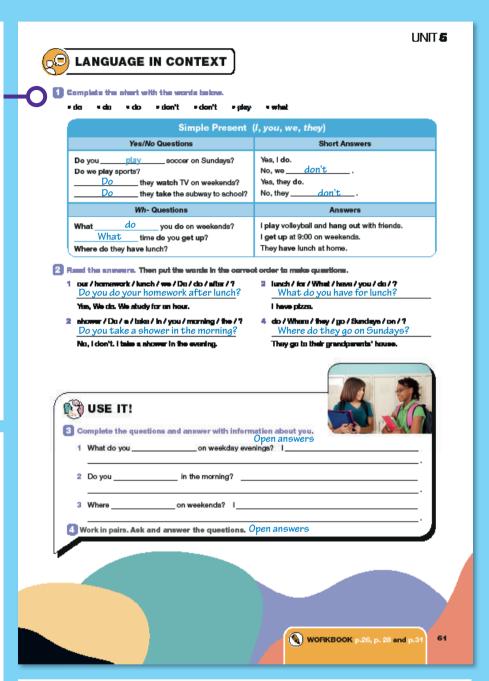


### USE IT!

- 3 Go through the incomplete questions with the class and elicit possible missing words. Point to number 1 and ask: What word is missing? Then ask a question using any elicited verbs, e.g.: What do you do on weekday evenings? and give your own answer, e.g.: I watch TV. Students complete the questions individually. They can look at the grammar chart in Exercise 1 for help. Then encourage them to write full answers. Monitor and help as necessary.
- Put students into pairs to ask and answer the questions. Monitor and help as necessary, making notes of good language and common mistakes to draw attention to later. Finally, you could invite one or two pairs to role play their conversations to the class.

## Extension (iii)

Ask students to use their questions from the Grammar Game below to write a short, imaginary interview with a famous person. Tell them to bring their interviews to the next class to share their ideas.



## Grammar Game 🥌

Have students play *Do you know me?* Write these prompts on the board:

Do you play ...?
Do you watch ...?
Do you go ...?
What do you ...?
Where ...?

Tell students to complete the questions in any way they wish, for example: Do you play <u>soccer on Tuesdays</u>? Then put students into pairs. Tell them to guess their partner's answers to their questions and write their guesses as Yes or No next to each one. Finally, have pairs ask and answer each other their questions to check their guesses and find out how well they know each other. (Optional)

#### 2 min

## Reflect and introduce homework

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

### **☆** Homework

**Workbook** page 26; page 28; page 31

Lesson Aim: I can understand a text about circus life.



## Mya's Day

The video on page 63 and accompanying exercises below can be used as a lead-in to the topic of the Around the World text, or after the reading activities to complete the unit.

#### Summary

The video is about the daily routine of Mya, a 14-year-old girl from Thailand.

## In Class (10)

Tell students they're going to watch a video about the daily routine of a girl from Thailand. Ask them: What do you know about Thailand? Where is it? (in Southeast Asia) What language do they speak? (Thai) Then say: Imagine you go to school in Thailand. What time do you get up? What time do you go home? Do you have lunch at school or at home? Encourage students to use their imagination and elicit different answers.

## Exercise 1 (6)

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

1 Hi! I'm Mya. What time do I go to school? Check the answer with the class.

At 8:00.

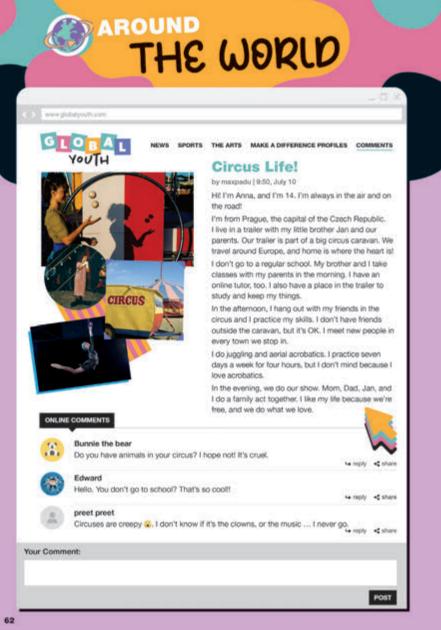
2 What do I do in the evening?
Check the answer with the class.
You sit outside with your brother and your mom.

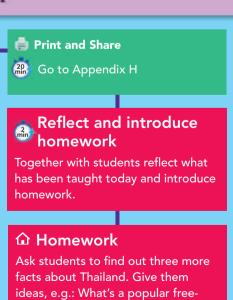
## Exercise 2 (7)

Write the these true/false sentences on the board: Hi! I'm Mya.

- 1 I go to school by bus. T
- 2 My brother, sisters, and I go to the same school. F
- 3 I help my mom make dinner. T
- 4 My family and I have dinner outside. F

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





time activity? What's a famous dish? What's the capital city? Students can share their findings in the next class.

# Unit 5 A Day in the Life

# Presentation of Homework

Ask students to present their findings to the class.

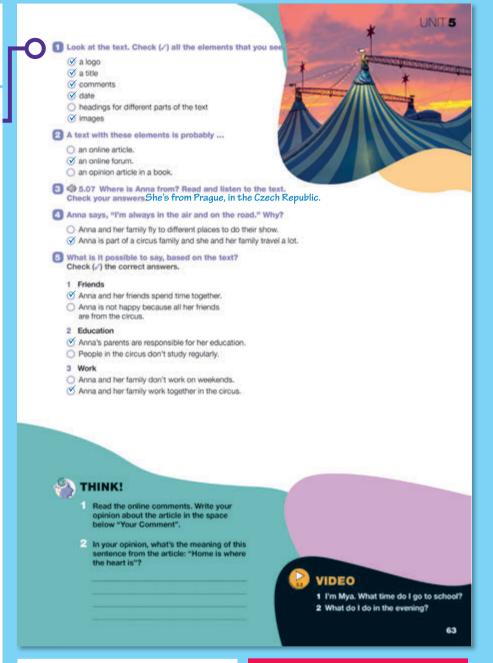
## ● 5.07 Audioscript pT120

- 1 Have students look at the text on page 62. Have them find and point to different elements in it. Ask questions such as:

  Where's the title? Can you find the readers' comments? How many comments/images are there? Then go through the list of elements with students and have them check the ones they see.
- Read the three options with students. When they have checked the correct option, ask them: Do you read online articles? What are they about? Are there (comments/images)?
- 3 •>5.07 Read the question aloud. Elicit that students have to find the name of a city and country in the text. Check the answer with the class.
- 4 Although what Anna says is at the beginning of the article, students may need to read the whole text again to understand what she means. Tell students to look at the images again. Ask: Are acrobats in the air a lot? (Yes) How do Anna and her family travel from country to country? (in a trailer)
- 5 Read pairs of sentences in 1–3 with the class. Then look at number 1 together. Ask: Do Anna and her friends spend time together? (Yes) When? Have a student read out the relevant sentence in the text: In the afternoon, I hang out with my friends (...). Point out that by reading the sentence in the text, we can think and decide which of the two options is true/correct in number 1. When checking the other answers, have students point to the evidence in the text. Finally, ask students: Do you want to work in a circus? Why / Why not? Encourage different answers.



1 Read the online comments on page 62 with the class. Elicit the meaning of creepy: you can pull a face to show you find something



strange or unusual. Ask: What things are creepy? Then ask students what they think of the comments. Ask: Do you think the same? Are your ideas different? Which circuses do you know? Do you like circuses? Elicit ideas and write them on the board. Then have students write their own comment.

Open answers

2 Read the sentence with students. Clarify the meaning of heart: draw a heart on the board. Have students discuss ideas in groups before writing their own opinions. They can refer back to the text to see the sentence in context. Invite students to read out their ideas. Tell them that the sentence is a proverb that means: Home is not always in one place. Home is where family is.

## Reflect and introduce

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

## **☆** Homework

Learn more! Check ( ) True or False. The famous Cirque du Soleil use animals in the<u>ir shows.</u>

True False
Ask students to find out why the
Cirque de Soleil doesn't use animals
in the next class. Encourage them
to also look at some of the circus's
shows online and share their opinions
about them in the next class.

Unit 5 | A Day in the Life T63

## Lesson 7

Speaking

Lesson Aim: I can talk about my free-time activities and show surprise.

## Presentation of Homework

Ask students to present their opinions to the class.

## ● 5.08-5.10 Audioscripts pT120

1 **◆**)5.08 Point to the title and images and ask: What's a class survey? (It's is when you ask people questions about a topic). Students read and listen to the dialogue. Then ask: What's the survey about? (free-time activities) Finally, discuss museums with the class. Ask: Do you like museums? Why / Why not? Which museums do you know/like?

## Living English

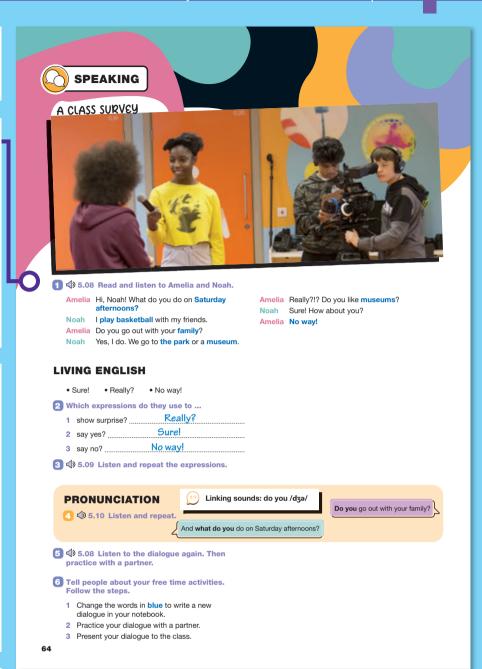
2 Check understanding of the three expressions. Ask students to find them in the dialogue in Exercise 1 and see how the speakers use them. Play Track 5.08 again if necessary, so that students can identify how the speakers show surprise (Really?) and say yes (Sure!) and no (No way!) through intonation.

3 **◆**୬**5.09** Play the audio, pausing after each expression for the class to repeat. Then ask individual students to say the expressions. Encourage them to exaggerate the intonation for showing surprise and saying yes or no.

### **Pronunciation**

•)5.10 Look back at the dialogue in Exercise 1 and ask students to highlight the two questions from the example (note that the question in the green speech bubble differs slightly from the one in the dialogue). Play the audio. Encourage students to repeat the questions quickly and naturally without looking at their books.

5 **●**)5.08 Have the class read the dialogue along with the audio. dialogue along....
Then play the audio again, pausing after each speaker for the class to repeat what they say. Finally, have students practice the dialogue in pairs.



Read through the steps with students and check understanding. Tell them to use the vocabulary for freetime activities and times of day from the unit. Try to find time in class for pairs to present their dialogues. If this is not possible, monitor pairs as they practice and provide feedback on intonation and linking sounds.

## Reflect

Together with students reflect what has been taught today.

### Lesson 1

Lesson Aim: I can talk about school and why education is important.

## Warmer 🔝

Invite students to say a couple of sentences to describe your school. Encourage sentences reviewing language from previous units, for example: Our school is big/small. There are (ten) classrooms. There's is a yard. We have (eight) teachers. We don't have (lunch) at school. Write ideas on the board.



Have students look at the image and describe what they see. Ask them where they think the school is and how many students go to it. Then put students into groups to discuss the question.



Tell students why you think education is important. Say, e.g.: I think education is important because (we can learn new things). Write I think education is important because ... on the board and elicit ideas for ending the sentence. Open answers



### Schools Around the World

#### Summarv

The video is about different types of schools around the world.

## In Class (2)



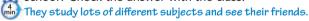
Tell students they're going to watch a video about different types of schools around the world.

### Exercise 1 (8)



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

Which two things in the video do all students do at school? Check the answer with the class.



2 List five types of places from the video where students study. Check the answer with the class. The video mentions six types of places:

home, the mountains, outside, a cave, a roof, (under) water



## Exercise 2 (5)



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

- The School of Air is in Australia.
- In India, some students study on the top of the world!
- Some students study outside in Kenya and Bangladesh.

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

### Resources

- Teacher's worksheets Unit 6
- Workbook pages 32–37
- Puzzles and Games page 106

## **Unit Aims**

## Cambridge Life Competencies Framework

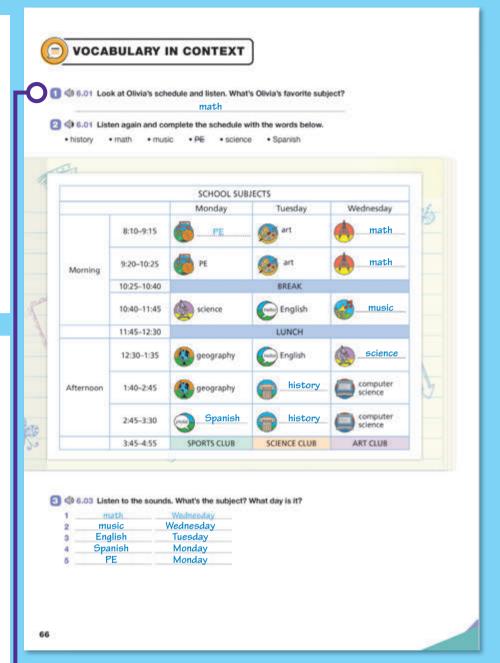
- discuss what makes me feel different emotions when talking about school subjects. (Emotional Development)
- understand essential grammatical terms and concepts: the simple present with he, she, it. (Learning to Learn)
- identify evidence in a newspaper interview about the planet Jupiter. (Critical Thinking)
- participate in "what if" challenges when
- planning a presentation about my ideal school. (Creative Thinking)
- evaluate contributions from my partner with appropriate sensitivity when checking their presentation about their ideal school.

## ◆%6.01–6.03 Audioscripts pT120

# Introduction of target vocabulary

/a:rt/ art computer science /kəm,pjuː·ţæ 'sai·əns/ English /'ɪŋ·qlɪʃ/ /dʒi'aː·grə·fi/ geography /ˈhɪs·t̪ə·i/ history math /mæθ/ /'mju·zɪk/ music PΕ /,pi:'i:/ science /'sai·əns/ /'spæn·Iʃ/ Spanish

- 1 •)6.01 Ask students to look at the schedule. Ask if the school subjects in it are the same as the ones they have. When you check answers, ask the class: What's Olivia's favorite day? (Wednesday). Is your favorite subject math? Raise your hands!
- 4)6.01 Ask: Which days are on the schedule? What parts of the day are there? (morning, lunch, and afternoon) read the subjects aloud to students so they familiarize themselves with pronunciation, and clarify any icons. Then play Track 6.01 again and check answers with the class.
- 3 �06.03 Play the example on the audio to check understanding. Point to the schedule in Exercise 2 for students to find the day. Then play the rest of the audio and check answers with the class.



- Point to the faces in the box and give your own examples. Say, e.g.: I like English. I love art! I don't like math. I hate science! Give a thumbs up or thumbs down sign to reinforce comprehension. Then have students complete the Me column in the chart.
- 6 Elicit the subjects represented in the images. Then point to the example sentence and the emojis in number 1 to ensure understanding. Do number 2 with the class, if necessary. Point to the emojis and encourage students to complete the sentence. Have students complete the other sentences in pairs. Check answers with the class.





Model the examples with two confident students. Then put students into pairs to talk about each subject in the chart in Exercise 5. Remind them to draw faces in the My Partner column according to their partner's answers. Then tell partners to compare their answers. Finally, invite pairs to share any answers they have in common with the class. They can say, e.g.: We love (PE). We don't like (art). (Optional)



## Reflect and introduce homework

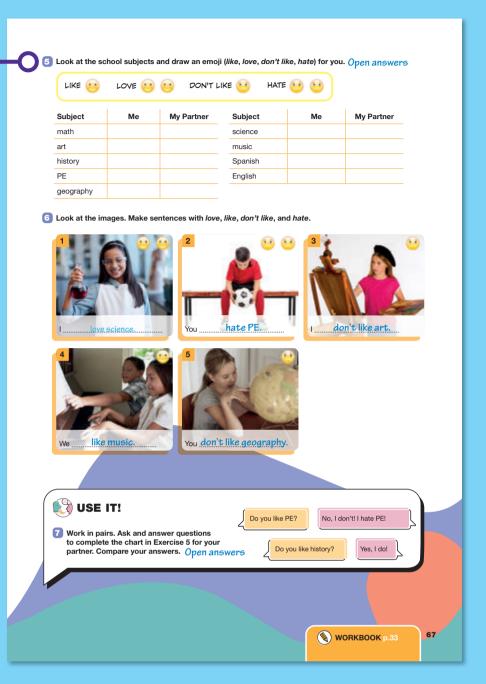
Together with students reflect what has been taught today and introduce homework.

### 

Workbook page 33, Exercises 1 and 2

### **Exercise 3**

Ask students to find another interesting place for a school. Tell them it could be a natural place (e.g., a mountain or a beach), or a type of building. If possible, have them bring an image of the school to the next class.



Lesson Aim: I can understand texts on a school bulletin board.

## Warmer 🥌

Write bulletin board on the board and describe what it is: It's a board with information about different activities at school. Then ask: Is there a bulletin board in our school? Where is it? What can you find there?

## ●»6.04 Audioscript pT120

- 1 Focus students' attention on the items of information to find. Point to the example and ask:

  Which days of the week can you find? Then say: Read the texts quickly—see if you can find teachers' names, places at school, and so on. Check answers with the class.
- 2 Confirm with the class that the texts are on a school bulletin board and have students circle the correct option.
- 3 •>6.04 Read through the sentences with the class and check understanding. Do number 1 together. Elicit or explain that algebra is a part of math. Then ask: Which text is about math? (Text D) Students read and listen to the texts. Then they do the exercise individually or in pairs. Check answers with the class.
- Focus on the example. Have students find the text where the relevant information is (Text A). Students complete the exercise individually or in pairs. When you check answers, have students say which text (A–E) has the correct information and read out the relevant part.



Students discuss the question. Explain that *ideal* means *perfect*. Then invite groups to share their ideal schedule. Write popular school activities and/or subjects on the board.

Open answers



#### Language in Context

Lesson Aim: I can understand how to use the simple present (he, she, it: affirmative and negative).

- If necessary, students look at the texts on page 68 to help them complete the chart. Have volunteers read the sentences aloud.
- 2 Read the incomplete sentences with the class and elicit which ones are affirmative and which ones negative. Then point to the grammar chart in Exercise 1 and draw attention to the thirdperson form of the main verb in the affirmative, and the infinitive form in the negative. To check answers, invite individual students to read out a sentence each.



Draw attention to the Look! box. Read the verbs aloud for students to repeat. Focus on the verb endings in bold, elicit them, and write them on the board (-s, -es and -ies).

Common mistake: Students may misspell verbs ending in consonant + y in the third person simple present. Hannah studys with students. Hannah studies with students.

Read the incomplete sentences with the class. Draw students' attention to the words in parentheses and elicit which sentences have to be affirmative and which ones negative. Then focus on the example to check comprehension and elicit the answer for number 2, if necessary. Check answers with the class.

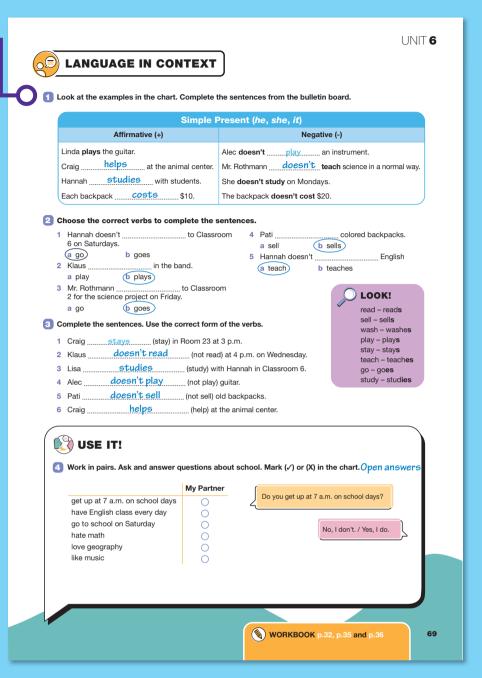


### **USE IT!**

Tell students to look at the example. Then ask a student the second item on the list: Do you have English class every day? Elicit the short answer and mime putting a check or X in the chart. Students ask and answer the questions in pairs. Monitor and help as necessary.

## Reflect and introduce homework

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



### 

Workbook page 32; page 35; page 36

### Grammar Game



Play a sentence chain game. Have the class stand in a circle. If you have a large class, have groups stand in small circles. Tell a student in each circle to say a sentence about their partner from Exercise 5, e.g.: Katya loves geography. The student on the right says a sentence about their partner and repeats what the first student said, e.g.: Andres doesn't go to school on Saturday. Katya loves geography. Students continue around their circles, adding a sentence each time. (Optional)

Listening and Vocabulary
Lesson Aim: I can understand a school radio program about school activities and where they are. I can talk about school places.

## Warmer 📆

Draw a simple diagram of your school on the board. Include at least three or four places from the target vocabulary, if possible. Write the words around the diagram in random order. Then invite volunteers to come to the front, choose a word, and draw a line to match it to the corresponding place on the diagram. Leave the words and diagram on the board.

## ◆»6.05–6.06 Audioscripts pT121

## Introduction of target vocabularv

athletic field /æθ'let·ik 'fi:ld/ /ˌkæf·əˈtɪr·i·ə/ cafeteria /dʒɪm'neɪ·zi·əm/ gymnasium library /'laɪ·brer·i/ maker lab /'mei·ka·,læb/ principal's office / prin·si·pəlz

'aː·fɪs/

restrooms /'rest·ruːmz/ /

ˈrest·rʊmz/

/ˈsaɪ·əns·ˌlæb/ science lab teachers' lounge /'tizt[az laund3/

- **◆**)6.05 Point to the photos and ask students what they can see. Tell them they are going to listen to a school radio program. Read out the three topics and have students predict what the program is about. Check answers with the class.
- 2 4)6.05 Ask students to compare this diagram to your school diagram from the Warmer. Ask: What's similar? What's different? What places are there? Elicit ideas, helping with language as necessary. Then play the audio for students to do the exercise.
- **♦**)6.06 Focus on pronunciation. Pause after each word for students to repeat and have them find each place in the diagram in Exercise 2.
- **♦**)6.05 Encourage students to predict the answers before listening. Then play Track 6.05 again for students to do the exercise and check their predictions. Then ask: What's a maker lab? (a place to do projects and work with robots and computers) Say: Imagine there's a maker lab in our school. What do students do there? If there is a place similar to the maker lab in your school, encourage students to talk about their work there.





Have students discuss this and question 2 in groups. If your school has a radio station, students can say if they listen to it and talk about their favorite programs. If your school doesn't have a radio station, students can brainstorm ideas for one: they can suggest names and ideas for programs. Open answers

In their groups, encourage students to give reasons for their ideas. Then have a class discussion. Allow students to use their own language, if necessary.

Open answers

## 🕮 Fast Finishers 👫

Puzzles and Games page 106, Exercise 3

## Reflect and introduce

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

### 

Workbook page 32; page 33, Exercises 3 and 4

## Unit 6 School Time

## Lesson 4

Language in Context

**Lesson Aim:** I can understand how to use the simple present (*he, she, it*: questions and answers).

- 1 Play Track 6.05 again to help students complete the chart. After checking answers, have pairs of volunteers read out a question and answer each. Draw attention to how does is used.
- 2 Students can use the grammar chart in Exercise 1 for help. Explain that in numbers 2 and 3, they need to complete the sentence after the short answer with a verb in the affirmative. To check answers, invite pairs of students to read out a question and answer each.
- Focus on the example. Remind students that they have to start each question with Does.
  Students complete the exercise.
  To check answers, invite volunteers to write each question on the board and have the class check. Ensure students use the correct punctuation.

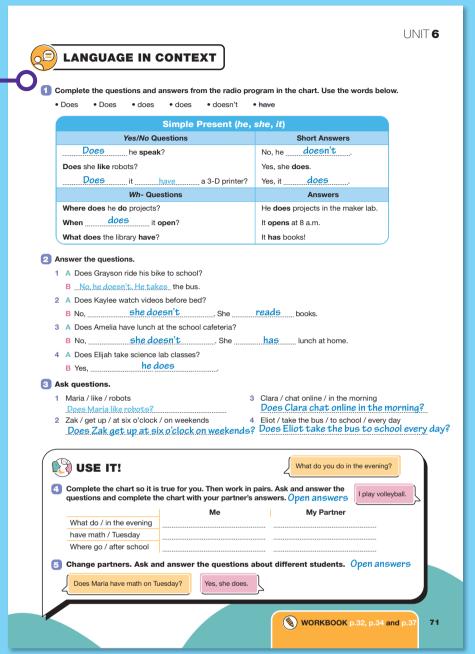


### USE IT!

- Draw students' attention to the example dialogue and have two of them practice it out loud. Then have students complete the Me column individually. Finally, put students into pairs. They ask and answer the questions, completing the My Partner column. Encourage them to write full sentences, e.g.: (Paulo) does his homework in the evening.
- Ask a student about their partner from previous exercise, e.g.: Does (Paulo) have math on Tuesday? Then have students switch partners to ask and answer the questions. Monitor to ensure students are using the third-person form in their questions and answers.

## Grammar Game 🥼

Put students into pairs. Have each pair make four cards with one short answer on each: Yes, he does. No, he doesn't. Yes, she does. No, she doesn't. Tell students in each pair to take turns choosing a card and asking questions. First, Student A chooses a card and shows it to their partner. Student B asks different Yes/No questions



that match the short answer on the card. For example, if Student A chose Yes, she does, Student B should ask questions such as, e.g.: Does (Maria) like geography? Does (your mom) have short hair? and so on, until Student A answers Yes, she does. Then students switch roles.

### **Extension**

Ask students to write five questions to ask about each other's family member in pairs. The questions can be about daily routine or like and dislikes Have them interview each other and write their answers. Then, students can talk about their findings. They can say, e.g.: My mom likes sports. She listens to music on the weekend. She gets up at 6:00 on weekdays.

## Reflect and introduce homework

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

### **☆** Homework

**Workbook** page 32; page 34; page 37



## Our Incredible Solar **System**

The video on page 73 and accompanying exercises below can be used as a lead-in to the topic of the Across the Curriculum text, or after the reading activities to complete the unit.

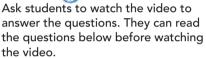
#### Summary

The video is about our solar system and it describes some of the planets.



Tell students they're going to watch a video about our solar system. Ask them which planets are in it. Make a list on the board—it can be in students' own language. Then ask students if they know any of the planet names in English and write them on the board.

## Exercise 1 (%)



How many planets are in our solar system? Check the answer with the class.

Eight.

2 Which planet is really hot? Have students answer the questions in pairs, then elicit answers from the class Venus

## Exercise 2 (min

Write these questions on the board:

- What is Saturn made of? Gas.
- Is Uranus hot or cold? It's cold.
- 3 Which planet has water? Earth.
- How long does it take Earth to travel around the Sun? One year.

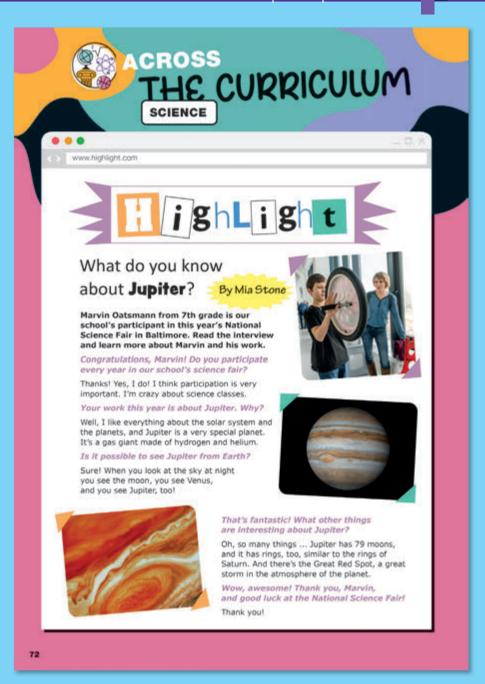
Play the video again. Have students watch and answer the questions in pairs, then elicit answers from the class.



🖨 Print and Share



Go to Appendix I



## Reflect and introduce homework

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

### 

Ask students to choose a planet (preferably not Earth or Jupiter) and find out three interesting facts about it to bring to the next class. Suggest simple information to research, such as size, color, and distance from the Sun.

## Unit 6 School Time

# Presentation of Homework

Ask students to make their presentations about their chosen planets to the class.

### ●»6.07 Audioscript pT121

- 1 Have students look at the text on page 72 and identify its main elements: the newspaper name (Highlight), the text title, the images, and the author (Mia Stone). Then draw students' attention to the questions and answers, and elicit that the text is an interview
- 2 Have a volunteer read the text title aloud and elicit the main topic.
- 3 •06.07 Read the sentence options
  1–3 with the class and check
  comprehension. When you check
  answers, have students show the
  evidence in the text.
- 4 Go through the questions with the class and see if students can answer any from memory. Then have them read the interview again to confirm and write their answers. Check answers with the class.

### **Words in Context**

- Ask students to find the expressions in the interview. This should help them work out their meaning. Then point to each picture and read out statements A and B. Elicit the correct response to each one.
- Have students circle the relevant expressions in the text and write them. Ask questions to check comprehension, e.g.: What's the Great Red Spot? What's Marvin crazy about? Can you see Jupiter at night? Have students answer the questions in pairs, then elicit answers from the class.





Put students into groups to discuss this and question 2. If your school doesn't have a science fair, ask students if they'd like one. Then ask: What kinds of things are at science fairs? Allow students to discuss ideas in their own language, if necessary.

Open answers

## Reflect and introduce homework

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

### 

Learn more! What are the names of the eight planets in the solar system?

Ask them to share their sites. You can discuss in your own language whether the sites are reliable and why. As a follow-up activity, you could ask students to draw and label a simple diagram of our solar system in English. They can then display the diagrams in the next class. .

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

## Lesson 7 Writing

Lesson Aim: I can plan and write a presentation about my ideal school.

# Presentation of Homework

Ask students to present their diagrams to the class.

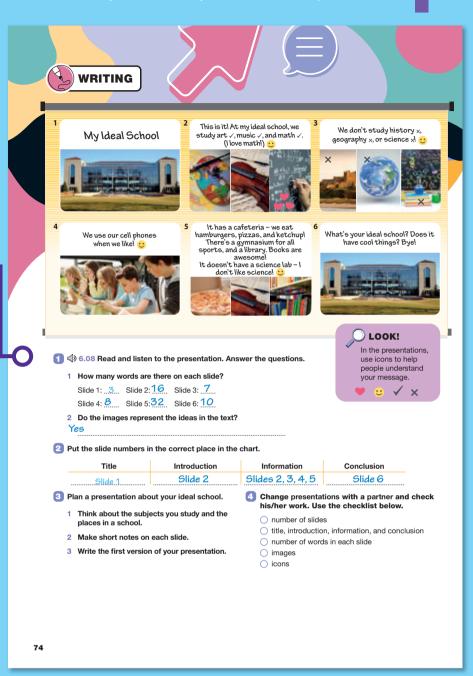
## ● 6.08 Audioscript pT121

- 1 •06.08 Have students look at the presentation slides and describe what they see. Ask: What's this presentation about? (an ideal school) Then have students read and listen to the presentation before answering question 1. For question 2, have students look at the images again and confirm that they match the texts. Elicit that images help us understand a text.
- 2 Point to the chart and elicit the four main sections in a presentation. Elicit the slide numbers for the introduction and have students write them in the chart. Then have students work in pairs to complete the exercise. Tell them that more than one slide can go in each section. Check answers with the class.



Draw attention to the Look! box. Ask: When you write, do you use icons? In which other texts do we use icons? (in text messages, emails, comments on a blog/forum) Do icons help you understand a text? Have students find icons in the presentation and say what they mean.

- 3 Encourage students to follow the steps and use the presentation in Exercise 1 as a model. Remind them to plan slides for the four sections in Exercise 2. Give students time to make notes and organize their ideas.
- When they peer correct, ensure students focus on the items in the checklist. Monitor and help as necessary.
- Print and Share
  Go to Appendix J



Reflect

Together with students reflect what has been taught today.

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

#### SB75-SB76=45 minutes

Tell students that the exercises on these pages review the vocabulary and language they have learned in Units 5 and 6. Point out that they can also check their progress and reflect on what they can do.

### **VOCABULARY**

- Draw students' attention to the example. Then have them match the rest of the sentence parts. Check answers with the class.
- Read the incomplete sentences with students. Encourage them to look at the verb in each sentence and use the context to decide which word completes each gap. Check answers with the class.
- Ask students what they can see in the pictures and what school subject each one represents. Do number 1 as an example with the class. Then have students complete the exercise and check answers.
- Review the vocabulary for school places. Have students look back at Unit 6, page 70 if necessary. Then have them answer the questions and check answers with the class.
- 5 Have students read the prompts on their own and focus on the + (plus) and - (minus) symbols. Then read the example with the class and check understanding. If necessary, have students look back at the grammar charts on pages 61 and 71 for help. To check answers, invite volunteers to write the sentences on the board.
- Tell students to write Yes/No questions using the prompts. Then they should write short answers by looking at the + (plus) and - (minus) symbols. If necessary, have students look back at the grammar charts on pages 59 and 69 for help. To check answers, invite pairs of volunteers to read out a question and answer each.

## REVIEW UNITS 5 AND 6 **VOCABULARY**

- Match the beginnings of the sentences (1-4) with the endings (a-d). a restaurant on Sundays. 1 I get up at \_\_ 2 I have dinner at a b homework in the afternoon.
  - 3 I take a shower - c 9 a.m. on weekends.
- Complete the sentences with the words below.
  - video games friends movies music
  - 1 Susanna plays video games with her friends. Her favorite is Super Mario.
  - 2 Arthur and Dylan watch movies on weekends.
  - 3 Lola listens to music in the evening.
  - 4 I like to hang out with my \_\_\_\_\_friends\_\_\_\_ on Saturdays.
- 3 Look at the images and choose the correct words.









I don't like math / art.

- I love science (history)
- Read the questions and answer them. Where do you go to ...
  - 1 clean your hands? restroom

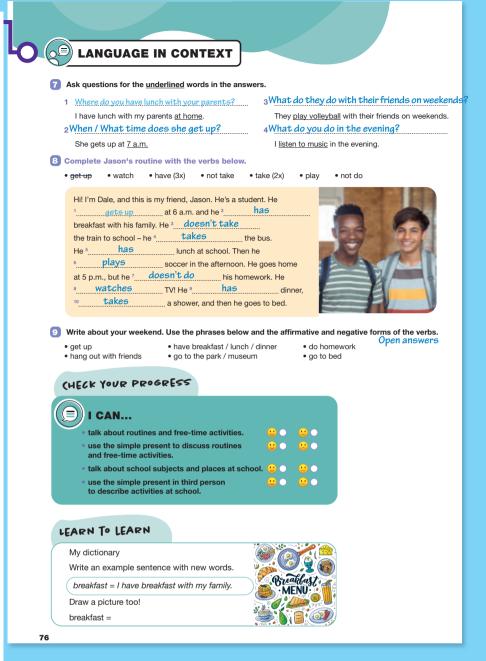
I like(PE) math.

- 2 have lunch? cafeteria
- teachers' lounge
- 4 read a book? library
- 5 Make affirmative (+) and negative (-) sentences.
  - 1 We / do / homework / on weekdays / (-) We don't do homework on weekdays
  - 2 They / have dinner / at home / on Fridays / (+) They have dinner at home on Fridays.
- Ask questions and give short answers.
  - 1 you / take the bus to school / (+) Do you take the bus to school? Yes, I do.
  - 2 your friend / have lunch at home / (+) Does your friend have lunch at home? Yes, she / he does.
- 3 Debbie / take / a shower / in the evening / (+) Debbie takes a shower in the evening.
- 4 Edmond / play / soccer / at school / (-) ... Edmond doesn't play soccer at school.
- 3 your parents / help at the animal center / (+) Do your parents help at the animal center? Yes, they do.
- 4 your teacher / play the guitar / (-) Does your teacher play the guitar? No, she / he doesn't.

75

## LANGUAGE IN CONTEXT

- Review question words with the class. Write Where? What? and When? in one column on the board. Then write things/ activities, time, and place in another column. Have students match the question words with their meanings. Focus on the word order in the example. Ask: Which word is first? (Where - the question word). Then draw students' attention to the answers and elicit that the underlined words in each sentence will help them decide on the correct question word to use. If necessary, you can elicit the question words and write them on the board before students do the exercise.
- Read the rubric with students. Say that Dale's text is about his friend, Jason. Say that to write about Jason (He). Dale should use the verb + -s, -es or -ies. Elicit that for negative sentences, Dale should use doesn't + the verb in the infinitive form. Go through the verbs and elicit the third person affirmative and negative forms. Write them on the board, if necessary. Then have students read the gapped text before completing it. Finally, they can complete it individually or in pairs. Check answers with the class
- 9 Tell students to use the text in Exercise 8 as a model to write about their weekend. They should use the phrases given and write the text in the first person. Write *He gets up* on the board. Elicit the first person form (I get up). When students are writing, monitor and help them with grammar and vocabulary as necessary. If time allows, invite volunteers to read out their texts.



## **Check Your Progress**

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

## **U**Learn to Learn

Throughout the course, students do a variety of learn to learn activities, which offer them techniques for retaining vocabulary. Point to the picture and ask what it is about. (breakfast) Elicit words associated with breakfast and write them on the board. Then read out the ideas for keeping a glossary and ask: Are they good ideas? Do you have any other ideas? Encourage students to keep their own vocabulary glossary if they don't have one yet. They can choose how they want to do it: it could be a picture dictionary, a list of example sentences, or both!

### Lesson 1

Lesson Aim: I can talk about clothes and fashion.

## Warmer 🔝

Ask students about their school uniform. Ask: Do you like it? Why / Why not? Have students work individually and then ask them to share their ideas.



Have students look at the image and elicit information. Ask: What clothes can you see? What color is the sweater? Do you like it? Why / Why not? Write You are what you wear on the board and elicit or explain what it means (that your clothes express your personality). Have the class raise their hands to show if they agree or not.

Open answers



## What are you wearing today?

#### **Summary**

The video is about the clothes people wear in different parts of the world and the types of clothes we choose for different occasions.

### In Class (min)



Tell students they're going to watch a video about the clothes people wear in different parts of the world, and the types of clothes they choose.

### Exercise 1 (8)



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

1 How are Tokyo and London similar? Check the answer with the class. Ask students if they would like to visit either place.

They're famous for fashion.

2 What two things does the video talk about that affect our clothing choices? Check the answer with the class. The weather and what we do.



## Exercise 2 (4)



Write these true/false sentences on the board:

- Modern styles are popular in Tokyo. T
- School students in Tokyo wear different clothes from other students around the world. F
- You can find fashion from the past in London. T Play the video again. Students watch and write T (true) or F (false) for each sentence. Check answers with the class.

## Resources

- Teacher's worksheets Unit 7
- Workbook pages 38-43
- Puzzles and Games page 107

## **Unit Aims**

## Cambridge Life Competencies Framework

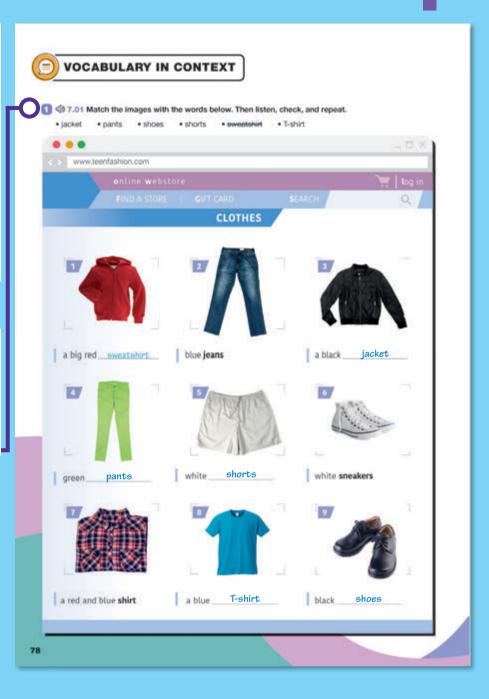
- use simple techniques to start, maintain, and close conversations of varius lengths to talk about clothes. (Communication)
- understand essential grammatical terms and concepts: the present progressive in the affirmative, negative, questions, and short answers. (Learning to Learn)
- distinguish between main and supporting arguments in an article about clothes in the desert. (Critical Thinking)
- speak with suitable fluency when talking about clothes. (Communication)
- listen to and acknowledge different points of view respectfully when giving opinions about clothes. (Collaboration)

## ●7.01 Audioscript pT121

# Introduction of target vocabulary

jacket /'dʒæk·ɪt/ /dʒi:nz/ jeans pants /pænts/ shirt /ʃ3º:t/ /ʃuːz/ shoes /ʃɔːrts/ shorts sneakers /ˈsniː·kəz/ sweatshirt /'swet·[3:t/ T-shirt /ˈtiː·ʃɜːt/

1 ��7.01 Have students read the words and look at the images in the webstore. Ask them to match the images with the words. Call out a color (e.g., Green!). Students say the corresponding item(s) of clothing (e.g., Pants!).

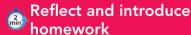


- Review I love, I like, I don't like and I hate. Write the phrases on the board and invite students to come to the front and draw the corresponding faces or hearts next to them. Then point to the phrases in the example and complete them with ideas of your own, e.g.: I hate the shorts! They're big! Students work in pairs to talk about the clothes on page 78. Encourage them to give reasons for their opinions.
- that one word is different from others in a group. Draw students' attention to the example. Ask: Why is sweatshirt the odd one out? (because we wear jeans and pants on our legs) Have students do the exercise individually and then check as a class. Encourage students to give reasons for their answers. (Optional)

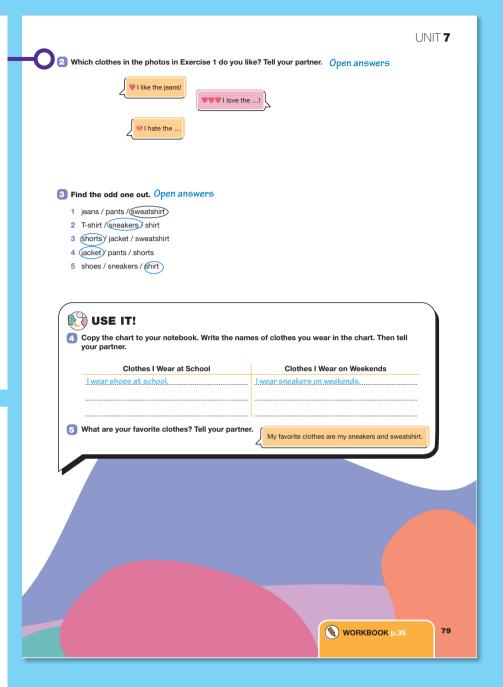


## **USE IT!**

- 4 Draw students' attention to the chart and the examples in each column. Ask: Do you wear different clothes at school and on weekends? Elicit some answers and examples. Give students a few minutes to write ideas. Tell them to follow the structure in the example sentences and use the clothing vocabulary from page 76.
- 5 Read out the example. Then put students into pairs to share ideas. To wrap up, you could have students vote on the three favorite items of clothing in the class. (Optional)



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



### 

**Workbook** page 39, Exercises 1 and 2

#### Exercise 3

On the board, write: Modern style; Traditional style. Encourage students to research examples of these styles online and find pictures. Tell them to bring their pictures to the next class to share.

## Unit 7 What's He Wearing?

### Lesson 2 Reading

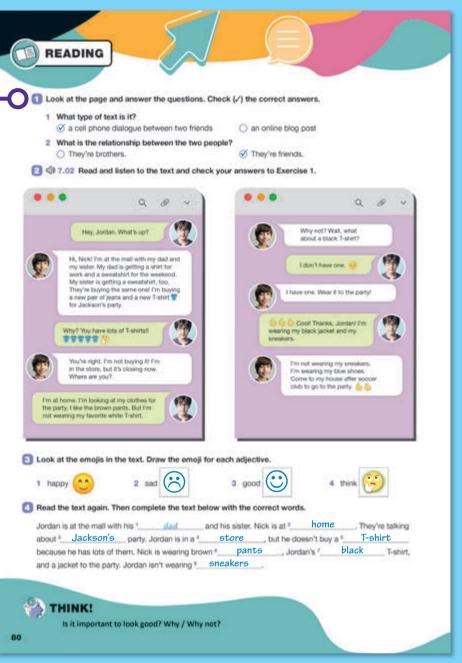
Lesson Aim: I can understand a dialogue in a chat about clothes.



Ask students to present the homework to the class.

## ◆7.02 Audioscript pT121

- 1 Draw students' attention to the text and elicit what they can see. (a cell phone, two boys, their photos) Elicit that the text is a dialogue and have students check the correct answer for question 1. For question 2, ask students to check the answer they think is correct without reading the text yet.
- 2 **4**)7.02 After students check their answers, ask some general comprehension questions, for example: The boys are friends, not brothers. How do you know? (Jordan says: I'm at the mall with my dad and my sister.) What's Nick's problem? (He doesn't have a black T-shirt for the party.)
- Have students do the exercise individually. Tell them to find and draw the emojis in the dialogue that match each adjective. Then have them compare their emojis in pairs or groups.
- 4 Explain that this is a summary of the dialogue between Nick and tne dialogue between Jordan. Look at the example with the class. Ask them to find the relevant sentence in the dialogue (I'm at the mall with my dad.) Then do number 2 together. Say: Where's Nick? Look in the green speech bubbles. (He's at home.) Tell students to read the whole summary first and then complete it with the missing words. Elicit that they have to look in the white speech bubbles for Jordan, and in the green ones for Nick. Check answers with the class.





Ask: When do you look good? What do you wear to look good? Elicit possible situations and clothes, e.g.: When I go to (a party), I wear (a shirt and jeans). Have students discuss the question in groups. Monitor and help with language as necessary. Then get class feedback. You can draw a chart on the board with two columns: Yes, it is and No, it isn't and write ideas in it. Finally, have a class vote on whether it is important to look good.

Open answers

Lesson Aim: I can understand how to use the present progressive (affirmative and negative).

If necessary, students look at the sentences in the chat on page 80 to help them complete the chart. When they finish, write an affirmative and a negative sentence on the board. Circle the verb forms. Draw students'attention to the use of to be and the -ing form of the main verb.



Draw attention to the sentences in the Look! box. Say: In English, people use the verb wear to talk about clothes. Ask students to say which verb(s) they use to talk about clothes in their own language.

Common mistakes: Students may omit the verb be in the present progressive.

We buying pants. We're buying pants.

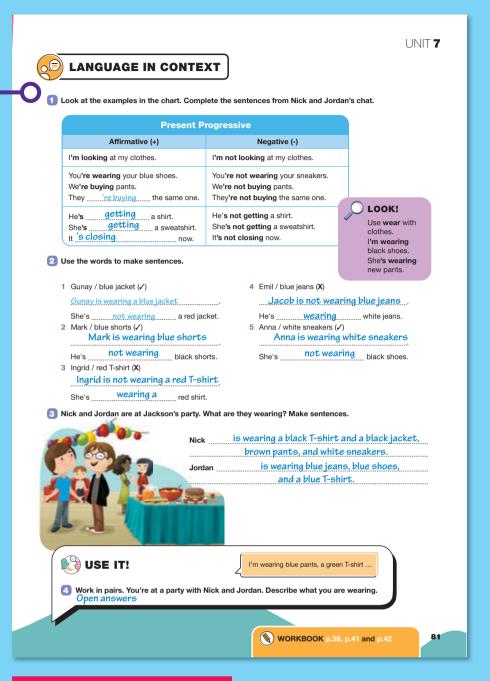
Students may use the simple present instead of the present progressive. He gets a shirt.

He's getting a shirt.

- 2 Students can use the grammar chart in Exercise 1 for help. Tell them to use wear in the correct form—draw their attention to the check marks and Xs in parentheses and elicit which sentences should be affirmative and which ones negative. Focus on the example, and if necessary, do number 2 with the class. To check answers, invite individual students to read out a sentence each
- 3 Focus students' attention on the picture and elicit sentences about what the boys are wearing. Then have students write their sentences individually and have them check ideas in pairs. (Optional)

## USE IT!

4 Put students into pairs. Draw their attention to the example and tell them to think about their favorite weekend or party clothes. To round off the activity, encourage volunteers to share their favorite party clothes with the class. Have a vote on the best outfit. (Optional)





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

### 

Workbook page 38; page 41; page 42

## Unit 7 What's He Wearing?

## Lesson 3

Listening and Vocabulary Lesson Aim: I can understand a dialogue about what people are wearing and doing. I can talk about what people are wearing and doing.

## Warmer 🤼

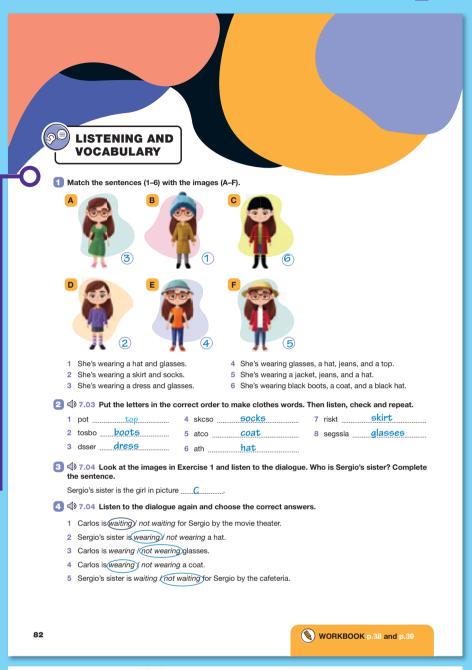
Have students do a clothes search. They can use their textbook, magazines, or look online. If students are using their textbook, go through it before class to check that the items of clothing you want to call out are there. In class, call out different items of clothing for students to find. For example, say: Find a blue T-shirt! Have students find a blue T-shirt in (e.g., their textbook). Repeat with other items.

## ◆7.03-7.04 Audioscripts pT121

## Introduction of target vocabulary

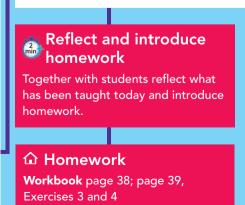
boots /bu:ts/ /koʊt/ coat dress /dres/ glasses /'alæs·əz/ hat /hæt/ skirt /sk3v:t/ socks /saːks/ /ta:p/ top

- Students should be able to do the matching activity relying on the clothes vocabulary they already know. For example, they know jacket and jeans. Ask: Which girl is wearing a jacket and jeans? (F) Have students work in pairs. Then check answers with the class. You can draw simple examples of the new clothes vocabulary on the board.
- 2 **•**)7.03 Point out that the clothes words students have to make are in Exercise 1. Check answers with the class. Focus on pronunciation when students repeat the words.
- ◆)7.04 Look at Exercise 1 and go over sentences 1–6 with the class again. Elicit the key words students need to listen for: clothes words and colors. Say: Sergio and Carlos talk about different clothes and colors. Listen from the beginning to the end of their dialogue to choose the correct picture. Check the answer with the class.
  - **◆**)7.04 Have students read the sentences. Ask: Do you remember any of the answers? Then play the audio again and have students do the exercise. Check answers with the class.



## Grammar Game (13)

Tell students to draw a picture of themselves wearing their favorite party clothes. Then partners take turns describing their picture to each other and drawing what they hear. When they finish, they compare their own picture with the one their partner drew.



- Play Track 7.04 again to help students complete the chart. Check answers by having pairs of students read out a question and answer each. Draw students'attention to the use of to be and the -ing form of the main verb.
- Students can use the grammar chart in Exercise 1 for help. Focus on the example. Elicit that students need to use the first prompt to write a question. Then they have to write a negative short answer, and use the second prompt to write an affirmative sentence. To check answers, invite volunteers to write each question and answer on the board. Ensure students use the correct punctuation. If time allows, you can have pairs of students read out a question and answer each.



Draw attention to the Look! box and write the example sentence on the board. Then ask: When are they meeting? (now) Say: We use the present progressive to talk about actions that are happening nowthat is, at the time when we speak.

3 Allow students a few minutes to write the questions and answer them. Refer them back to the grammar chart, if necessary. Check the questions with the class.



4 Put students into pairs to ask and answer the questions. Encourage fast finishers to ask more questions using the present progressive. You could write some prompts on the board, such as: What / your mom/dad / do / now? What / your best friend / wear?

## Extension (A)

Have students do a present progressive brainstorm. Tell them to write as many present progressive sentences as they can about things happening inside and outside the classroom. After five minutes, the student with the most sentences reads them aloud to the class. You can have students do the brainstorm in groups.



are (2x)

What

Complete the guestions and answers from the dialogue in the chart. Use the words below. • Is waiting

wearing (3x)

**Present Progressive** Yes/No Questions **Short Answers** Am I meeting at the movie theater? Yes Lam you wearing your glasses? Yes, you are No, you're not. Are Are we waiting by the library? Yes, we are. No, we're not. Are they meeting in the cafeteria? Yes, they are No, they're not Yes. he is. No. he's not. Is he wearing jeans? Is she waiting for me in the cafeteria? Yes, she is. No, she's not. Is it opening now? Yes. it is. No. it's not. Wh- Questions wearing ľm my ieans, a green wearing

Ask questions and answers with the words below.

vou

- 1 They / play volleyball (X) / listen to music ( $\checkmark$ ) 4 Carlos / buy jeans (X) / look at T-shirts (I) Are they playing volleyball? No, they're not. They're listening to music.
- 2 Julie / go to bed (X) / do her homework (🗸) Is she going to bed? No, she's not. She's doing her homework.
- 3 Tom and his dad / play soccer (X) / play video

Are they playing soccer? No, they're not. They're playing video games.

Ask questions and answer them for you.

1 What / wear? What are you wearing?

3 What / your best friend / do / now? What is your best friend doing now?

USE IT!

Work in pairs. Ask and answer the questions in Exercise 3. Then compare your answers. *Open answers* 

2 What / your teacher / do? What is your teacher doing?



They're meeting in the cafeteria now / right now / at this moment.

(at the time of speaking)

top and green socks.

No, he's not. He's looking at T-shirts.

No, they're not. They're having lunch.

O LOOK!

5 Emma, Jo, and Liz / have dinner (X) / have

Is he buying jeans?

Are they having dinner?



UNIT 7

#### **Grammar Game**

Have students play guess who. Put students into groups. Tell one student in each group to think of a person. It can be someone in class or someone at home. The rest of the students in the group ask Yes/No questions about the person to guess who it is. They can ask up to five questions using the present progressive. Tell them to start by asking about what the person is doing and what they're wearing, for example: Is he/she working? Is he/she studying at school? Is he/she wearing pants? The student being asked should answer: Yes, he/she is or No, he/she isn't. The student in the group that guesses correctly takes the next turn.

## Reflect and introduce homework

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

Workbook page 38; page 40; page 43

Lesson Aim: I can understand a text about clothes and culture



## Modern or traditional clothes?

The video on page 85 and accompanying exercises below can be used as a lead-in to the topic of the Around the World text, or after the reading activities to complete the unit.

#### Summary

The video is about some traditional clothes that people wear in different countries.

## In Class (5)



Tell students they're going to watch a video about some traditional clothes that people wear in different countries. Ask: What traditional clothes do people wear in our country? When do people wear them?

## Exercise 1 (8)



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



Which places can you see in the video? Check the answer with the class.

> India, Mexico, Kenya and Tanzania, Bavaria (in the south of Germany).

2 What are your favorite clothes in the video? Check answers with the class.

Students' own answer

### Exercise 2 (min)



Write these questions on the board:

- Where do women wear saris? In India
- The man is making a serape. 2 What material is he using? Wool.
- What color are shukas? Red.
- What are Lederhosen and where are they from? They're leather shorts. They're from Bavaria.

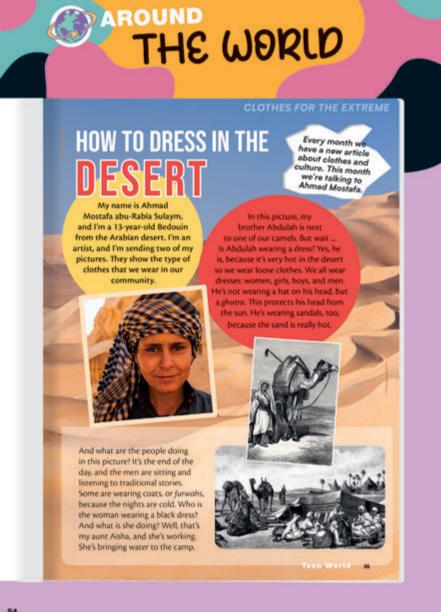
Play the video again. Students watch and answer the questions. Check answers with the class.



🖨 Print and Share



Go to Appendix K



## Reflect and introduce homework

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

### 

Ask students to choose a country and research a traditional item of clothing from it. Have them answer these questions: What's the item's name? What is it made of? What color is it? Tell students to bring their ideas to the next class.

### Lesson 6



## Presentation of Homework

Ask students to present the homework to the class.

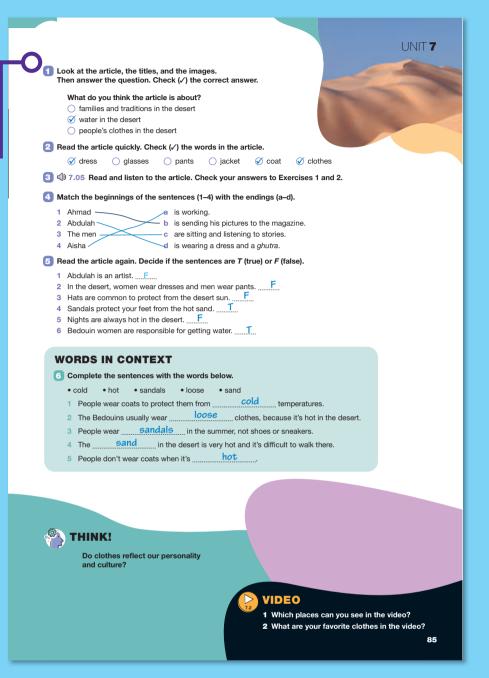
## ●7.05 Audioscript pT122

- 1 Read the question and three options with students. Then have them look at the article on page 84. Draw their attention to the title and the pictures to help them choose the correct answer.
- Read the words with the class.

  Say that some of them are in the article and ask students to find them. Say that they don't need to read carefully or understand every word in the text for this.
- 3 �7.05 Play the audio and have students read along. Check answers to Exercises 1 and 2 with the class.
- 4 Tell students that this time they have to look for specific information in the article. Point to the example and have students find the evidence in the text. Do the same when checking answers.
- 5 Read the statements with the class and check comprehension. Then tell students to read the text one more time. When you check answers, have students read the relevant information in the text. Ask them to correct the false sentences. Finally, ask some general comprehension questions, e.g.: What are good clothes to wear in the desert? Why? (dresses, ghutras and sandals, because the weather is hot)

### **Words in Context**

Ask students to find the words in the article. Then elicit which words are nouns and which ones are adjectives. This should help students complete the sentences. If still necessary, students can check the meaning of any words in an online dictionary, such as: https://dictionary.cambridge.org/dictionary/english-portuguese/Check answers with the class.



## \*\* THINK!

Point to the article on page 82. Say: Look at the people and their clothes. What can we learn about their culture? Then put students into groups. Point to the list on the board from question 1 and have them discuss ideas. Finally, invite groups to share their answers.

Open answers



## Reflect and introduce homework

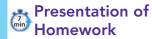
Together with students reflect what has been taught today and introduce homework.

### 

Learn more! Check (✓) True or False. The Bedouin people live in the desert for some months every year.

True False
As well as finding the answer to
the question, ask students to find
one more interesting fact about the
Bedouin people. Encourage them
to search for specific information by
using key words related to items of
clothing, traditions, and culture. Have
students share their findings in the
next class

**Lesson Aim:** I can give opinions about clothes.



Ask students to present their findings to the class.

## ●7.06–7.08 Audioscripts pT122

1 •7.06 Have students look at the picture. Ask: What can you see? What is the girl wearing? Students read and listen to the dialogue to answer the question. Elicit reasons for their answers, e.g.: Maybe they're in Georgia's bedroom. She's changing her sweatshirt.

### LIVING ENGLISH

- 2 Check understanding of the three expressions. Ask students to find them in the dialogue in Exercise 1 and see how the speakers use them. Play Track 7.06 again if necessary, so that students can focus on pronunciation and intonation. When students have completed the mini dialogues, invite pairs to read them aloud. Then say: We use these expressions to give opinions. Have students think of similar expressions in their own language.
- after each expression for the class to repeat. Then ask individual students to say the expressions.

  Encourage them to exaggerate the intonation.

### **PRONUNCIATION**

- 4 �7.08 Play the audio. Encourage students to repeat the question and answer quickly and naturally without looking at their books. Then practice with individual students. Say a sentence about someone or something in the class, e.g.: This is Maria's bag. This is your notebook. Encourage the response: You're right.
- 5 **4)7.06** Have the class read the dialogue along with the audio. Then play the audio again, pausing after each speaker for the class to repeat what they say. Finally, have students practice the dialogue in pairs.



Read through the steps with students and check understanding. Tell them to use the vocabulary for clothes and family members, as well as adjectives from this and previous units. Try to find time in class for pairs to present their dialogues. If this is not possible, monitor pairs as they practice and provide feedback on intonation for giving and responding to opinions.

## Reflect

Together with students reflect what has been taught today.

#### Lesson 1

Lesson Aim: I can talk about why it is important to do sports.

### Warmer 🔝

Put students into groups. Have them write A-Z down one side of a piece of paper. Give them two minutes to think of sports words that begin with any of the letters: the words can be in English and/or in their own language. When the time is up, see who has most sports words on their list.



Have students continue to work in groups to discuss this Tell them to look at the image and describe what they see. Ask: Where are the children? What are they are doing? (cycling) Groups can then share their ideas as a class. Write a list of the most popular sports on the board.

Open answers



#### **Sports Are Good for Us**

#### Summary

The video is about why sports are good for us.

#### In Class (2)



Tell students they're going to watch a video about why sports are good for us. Say: When you do sports, how do you feel? Elicit some answers (e.g., I feel tired/happy/relaxed).

#### Exercise 1



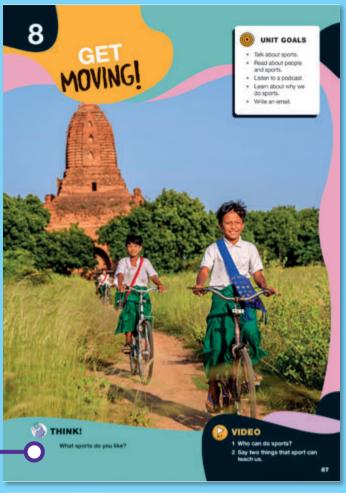
Ask students to watch the video to answer the questions. They can read the questions below before watching the video.

Who can do sports? Check the answer with the class. Everyone.



Say two things that sports can teach us. Check answers with the class. Then ask students if they like team sports and elicit examples.

We learn to do amazing things with our body, you learn about who you are and what you can do, you learn to lose (a game/ match) and to work in a team.



#### Exercise 2 (5)



Write the these sentences on the board:

- Sports make us healthy and strong. (✓)
- Individual sports are great.
- Sports can help us make new friends. (✓)
- We can win or lose a game. (✓)
- People do sports every day.

Play the video again. Students check ( ) the information that is in the video. Check answers with the class.

#### Resources

- Teacher's worksheets Unit 8
- Workbook pages 44–49
- Puzzles and Games page 107

## **Unit Aims**

### Cambridge Life Competencies Framework

- distinguish between main and supporting arguments in blogs and infographics about sports. (Critical Thinking)
- understand essential grammatical terms and concepts: *can* for ability and imperatives. (Learning to Learn)
- use appropriate forms of address, greetings, and farewells in an email about a sports activity. (Communication)
- evaluate contributions from my partner with appropriate sensitivity when checking their email about a sports activity. (Collaboration)

## ₱8.01–8.02 Audioscript pT122

# Introduction of target vocabulary

catch /kætʃ/
dance /dæns/
ice-skate /'aɪs ˌskeɪt/

kick /kɪk/

play volleyball /'pleɪ 'vɑː·li·bɑːl/

run /rʌn/
ski /ski:/
surf /sɜ·:f/
swim /swɪm/
throw /θroʊ/
walk /wɑːk/



\$\oldsymbol{4}\oldsymbol{9} 8.01
 Choose the correct verbs to complete the advertisement. Then listen and check your answers.



88

#### ● 8.03 Audioscript pT122

- This is a learn to learn activity, which offers students techniques for retaining vocabulary. In this case, students focus on the part of the body they use to do each action. Encourage them to add any more verbs they learn to the circles. Have them mime the actions to check answers.
- \*\*8.03 Point to each image as you ask: What (is he/she / are they) doing? and elicit answers, e.g.: They're throwing the ball. Then have students write the words. Tell them to pay attention to spelling. After checking answers, play the audio to practice pronunciation.



#### **USE IT!**

- Draw students' attention to the activities in the chart. Tell them they can add other activities or sports they do to the list. Help them with vocabulary as necessary.
- Invite a pair of volunteers to read the example aloud. Then put students into pairs to ask and answer the questions and complete the My Partner column. Finally, you can ask individual students to tell the class about their partner, e.g.: (Carlos) runs, dances and swims. (He) doesn't ski or surf.

#### 2 min

## Reflect and introduce homework

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

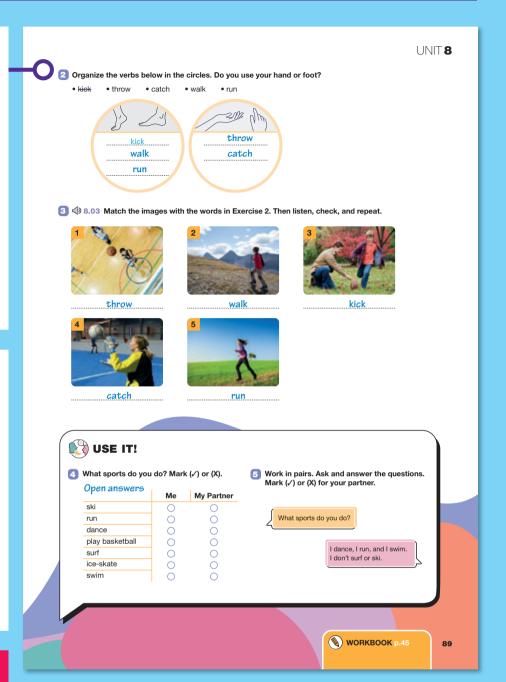
#### 

Workbook page 45,

Exercises 1 and 2

#### Exercise 3

Ask students to bring a picture of their favorite sport to the next class. Tell them to think of answers to these questions: Do you play/do this sport? What do you like about it? You can also have them use ideas from the discussion of the Think! questions to say why it is important to play it.



## Warmer 👪

Play a miming game. Divide the class into teams. Invite one member from each team to the front and give them an action verb or a sports word from the previous lesson. Have students mime the word to their team. The first team to guess and say the word wins a point. Repeat with other students and words.

#### ● 8.04 Audioscript pT122

- 1 Have students look at the text.
  Draw their attention to the images, the paragraphs about the athletes, and the readers' comments. This should help them answer question 1. For question 2, ask students to read the paragraphs about the athletes. Finally, check answers with the class and find out about the most popular athlete by a
- 2 •>8.04 Read through the actions in the chart. Tell students to look at the images in the text again and say what sports the people do. Then have them predict which action goes with which person. Finally, play the audio for students to read and listen to the text, and check answers with the class.

show of hands.

Read the questions with the class and see if they can remember any information. Point to the question words Where, What, and Who and elicit the type of information they stand for (e.g., a place, sports, a person). Students read the text again and answer the questions. Remind them to use the verb + s in 4 and a short answer in 5. Check answers with the class.



Students discuss the question in groups. Then check ideas with the class. Draw a chart on the board with the title *Is sport important?* and two columns: Yes and No. Write students' ideas in the chart.

Open answers



#### Language in Context

Lesson Aim: I can understand how to use can for ability (affirmative, negative, Yes/No questions and short answers).

## 🔰 LOOK! 🔝

Draw attention to the Look! box. Write the sentences on the board and circle can't and cannot. Ask: Which is the short form? Say can't and cannot aloud and have students repeat.

Common mistake: Students may include to before the verb. He can to play soccer. He can play soccer.

- If necessary, students look at the sentences in the blog on page 90 to help them complete the chart. When they finish, have volunteers read the sentences aloud. Then elicit some personal examples from students (affirmative and negative) and write them on the board. Show how the main verb after can and can't stays in the infinitive. Finally, review what the people in the blog can and can't do.
- 2 Students can use the grammar chart in Exercise 1 for help. Tell them to look at the verb and the check mark or X in the parenthesis to see if they have to use can or can't. To check answers, invite individual students to read out a sentence each.
- Focus students' attention on the grammar chart and the use of can and can't in Yes/No questions and short answers. Go around the classroom, asking individual students Yes/No questions, e.g.: Can you dance? Can you swim? Elicit the short answers. Then have students look at the chart and ask: What can Marta do? What can Luis do? Elicit answers starting with She can and He can. Finally, focus on the examples in number 1 to check understanding of the task. To check answers, invite pairs of students to read out a question and answer each.



#### USE IT!

Have students look at the example and focus on the question word order: Can you + verb. Monitor and help as necessary while students write their questions.



1 I <u>can play</u> (play ✓) volleyball.

1 Look at the examples in the chart, Complete the sentences from the blog.

Can: Ability							
Affirmative (+)	Negative (-)						
Irun fast.	I can't run fast.						
He <u>can</u> play soccer. She <u>can</u> kick the ball. It can dance.	He <u>can't</u> dance. She <u>can't</u> swim. It can't dance.						
We <b>can</b> dance. You <b>can</b> ski. They <b>can</b> play volleyball.	We <b>can't</b> dance. You <b>can't</b> ski. They <b>can't</b> play volleyball.						



UNIT8

Complete the sentences with can or can't and the verbs in parentheses

2 He can't walk (walk X) to school. 5 You can dance (dance ✓) very well. 6 We <u>can't</u> (ice-skate **X**) today. 3 She can surf (surf ✓) in the ocean. ice-skate

Yes/No Questions	Short Answers		
Can I/you/he/she/it/we/they dance?	Yes, I/you/he/she/it/we/they can.		
	No, I/you/he/she/it/we/they can't.		

3 Ask questions and answer about what Marta and Luis can and can't do.

		play volleyball	run fast	dance		
- 1	Marta	Х	/	1		
2	Luis	1	/	Х		
1	Can	Marta		play volley	ball? No, she can't.	
	Can Luis play volleyball? Yes, he can.					
2	Car	Marta and Luis	run fast? Yes, they can.			
3	Car	1 Marta	dance? Yes, she can.			
	Car	1 Luis		dance	e? No. he can't.	

4 They can't eat (eat X) pizza.







Play Ability Bingo. Tell students to draw a nine-square grid in their notebooks. In each square, they should write an action verb or a sport. Encourage them to use their own ideas as well as the vocabulary from pages 86 and 87. Then tell them to walk around the classroom and ask their classmates questions with Can you ...?, using the words on their grids, e.g.: Can you jump? Can you swim? If a student answers Yes, I can, they must mime the action or sport. Then the student who asked the question writes their classmate's name in the corresponding square on their grid. The first student to get a row of three classmates' names shouts: Bingo! (Optional)

#### Reflect and introduce homework

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

#### ☆ Homework

Workbook page 44; page 47; page 48

## Warmer 🚮

Draw a chart on the board with the headings Active and Not active. Mime actions representing these categories in turn (e.g., play volleyball and watch TV). Elicit the actions and write them under the relevant headings. Put students into groups. Have them copy the chart and give them two minutes to write more actions in each column. Monitor and help with vocabulary as necessary. Check ideas with the class.

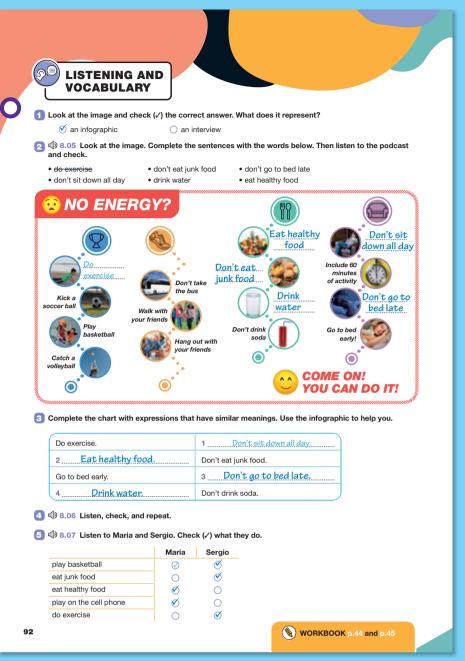
#### ● 8.05 – 8.07 Audioscripts pT122

## Introduction of target vocabulary

do exercise /'du:'ek·sa·saiz/ /'doont drink don't drink soda 'soʊ·də/ /'doont .i:t don't eat junk food 'dzʌnk ˌfuːd/ don't go to /'doont .goo,tu: bed late 'bed ,leit/ don't sit down /'doont sit dagn 'a:l,dei/ all day /'drink 'wa: ta/ drink water /ˈiːt ˈhel·θi ˌfuːd/ eat healthy food /'goʊˌtuː 'bed go to bed early

'av:·li/

- Point to the text and ask students what they can see. Point to the what they can see four icons at the top and elicit what they represent: sports, walking/moving, food and drink, and activity at home. Then draw attention to the fact that there is an image to illustrate each sentence. After students answer the question, remind them that an infographic uses words and images to present information.
- 8.05 Read the words with students. Then ask them to look at the images in the infographic and decide where the words go. They could do this in pairs. Play the audio to check answers.
- Focus students' attention on the chart. Mime the two activities in the example (Do exercise; Don't sit down all day) to demonstrate the idea of similar. Students can do this exercise in pairs.



- ●)8.06 Play the audio to check answers. Focus on pronunciation and sentence stress when students repeat the sentences.
- ●)8.07 Tell students that Maria and Sergio are reading the infographic and talking about the activities in the chart. Read the activities with the class. Play the audio and pause after the speakers say that they play basketball. Draw students' attention to the check mark for Maria and elicit that they have to also put a check mark for Sergio. Play the rest of the track for students to complete the exercise. Check answers with the class-elicit full sentences, e.g.: Maria doesn't eat junk food. Sergio eats junk food.

## 🕮 Fast Finishers 🧥

Puzzles and Games page 107, Exercise 4

#### Reflect and introduce homework

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

#### 슙 Homework

Workbook page 44; page 45, Exercises 3 and 4

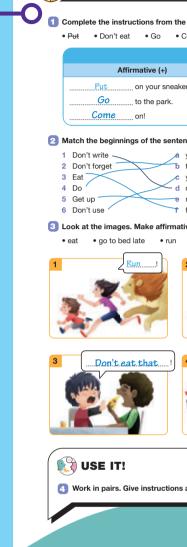
- Play Track 8.05 again to help students complete the chart. To check answers, have volunteers read out a sentence each. Explain that imperatives are instructions. Then elicit that we use the base form of the verb in affirmative sentences, and don't + verb in negative sentences.
- 2 Students can use the grammar chart in Exercise 1 for help. Read the verbs in 1-6 with students and check meaning. Ensure students use context to match them with the endings a–f. Check answers with the class.
- Have students describe what is happening in each image and identify the speaker. Encourage them to write imperative sentences, using the words and their own ideas. Tell them to write affirmative sentences and negative sentences starting with Don't. Have the class share ideas and vote on the best option for each image.

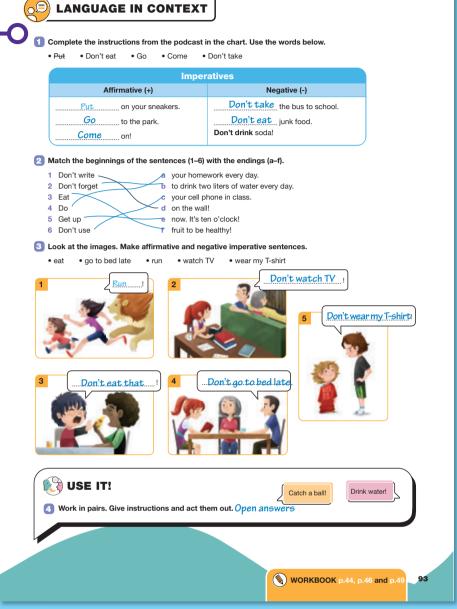
4 Point to the example and have students act out the instructions. Then give the class some more

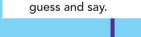
instructions to act out, e.g.:

Close your books. Don't stand

up. In pairs, students take turns giving and acting out instructions. Finally, invite volunteers to act out instructions for the class to



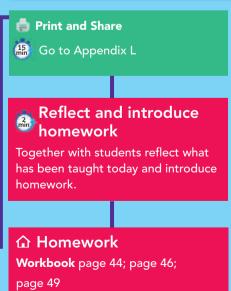




Grammar Game (23)

USE IT!

Play Simon Says. Give students instructions to follow. Say that when you start your sentence with Simon says, students should follow the instruction. Explain that if you don't say Simon says, they should not follow it. Some examples are: (Simon says) look out of the window. Look at me. Stand up. Sit down. Invite volunteers to "be" Simon and give instructions to the class.



UNIT8

#### Lesson 5 **Across the Curriculum**

Lesson Aim: I can understand a text about the benefits of sports.



#### **Unusual Sports**

The video on page 95 and accompanying exercises below can be used as a lead-in to the topic of the Across the Curriculum text, or after the reading activities to complete the unit.

#### Summary

The video is about unusual sports around the world.

#### In Class (min)



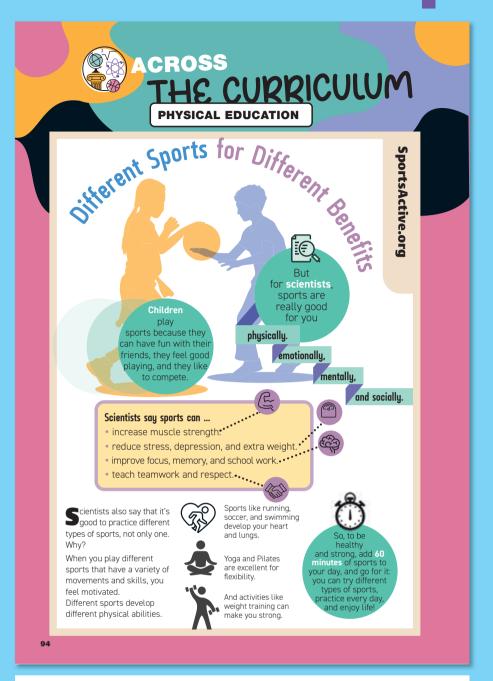
Tell students they're going to watch a video about unusual and strange sports. Ask: Do you know any unusual or strange sports? How do you play them? What do you do? Then ask them about their country. Say: What sports do people play in our country? Write a list on the board and ask: Are any of these sports unusual?

#### Exercise 1 (8)



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

- 1 How many sports can you remember from the video? Check the answer with the class. The sports mentioned in the video are: soccer, climbing, skateboarding, swimming, handball, human tower building, limbo skating, mermaid swimming
- **2** Where is the mermaid swimming? Check the answer with the class. In the river Thames in London.



#### Exercise 2

Write this chart on the board. Have students copy it in their notebooks:

mermaid swimming Europe small people climb to the top Spain<sub></sub> limbo skatingskate under cars Indiahandballhard work London<sup>2</sup> human towerthrow ball at 130 km per hour

Play the video again. Students watch and match the items in the columns. Check answers with the class.





Go to Appendix M

#### Reflect and introduce homework

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

#### 

Ask students to write a short paragraph about one of the sports in the video. Their paragraph should answer these questions: What's the name of the sport? Where do people play it? What do the players do? Do you like the sport? Why / Why not? Tell students to illustrate their text they could draw a picture of the sport, or stick a photo. Have students share their writings in the next class.

#### Unit 8 **Get Moving!**



#### Presentation of Homework

Ask students to read the paragraphs they wrote to the class.

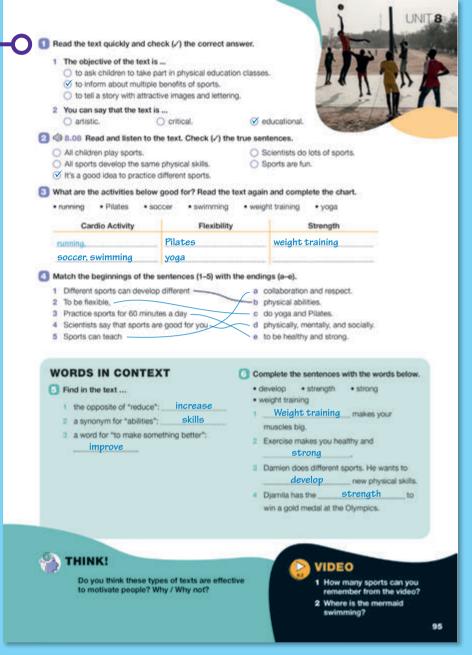
#### ● 8.08 Audioscript pT122

- Have students look at the text on page 94. Ask: What can you see? What's the text about? Read the three options for question 1. Tell students to look for key words in the text that help them identify its objective (for example, Benefits in the title). To help students answer question 2, ask them: Can you learn facts about sports from the text? Check answers with the class.
- ●)8.08 Have a volunteer read the sentences aloud. Then ask:

  What does a scientist do/study? What physical abilities do sports develop? Accept answers in students' own language to ensure understanding of scientist and develop. Then play the audio and have students read along. When checking answers, have volunteers read out the evidence in the text.
- This learn to learn activity helps students categorize words and makes them easier to remember. Read the activities with students. Then focus on the example and elicit one more example, if necessary. Tell students to find the icons in the text that represent Cardio activity, Flexibility, and Strength. Students complete the chart by checking the information that is next to these icons. Check answers. Encourage full sentences, e.g.: Pilates is excellent for flexibility. Weight training can make you strong. (Optional)
- If you have a strong class, encourage students to do the exercise without looking at the text. To check answers, read out the sentence beginnings for the class to complete.

#### **Words in Context**

- 5 Give or elicit examples of opposites and synonyms, such as: big/small, old/young; big/large, old/ancient. Then ask students to find the words in the text. This may take some time, so you may want to point to the section(s) where they can find them.
- Have students find the words in the text. Draw their attention to the words strength (noun) and



strong (adjective). Students can complete the sentences in pairs. To check answers, have volunteers read out a sentence each.



#### THINK!



Go over the features of the text on page 94. Point to the images, the icons, and the short sentences and paragraphs. Then draw attention to the ways of presenting information: the green circles, the yellow box in the middle, and the different-sized fonts. Ask: Is the text easy to read? Is the presentation clear? Divide the class into groups to discuss the question. Invite groups to share their ideas with the class.

Open answers

#### Reflect and introduce homework

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

#### 

Ask students to create an infographic of other sports that...

- 1. Create big muscles
- 2. Increase flexibility
- 3. Help cardio activity

Remind students to check two or three websites to confirm their ideas. In this case, encourage them to refer to encyclopedias and/or health and fitness websites. You could ask them to create an infographic, classifying the sports into the three categories. Students display their infographics in the next class

# Unit 8 Get Moving!

## Presentation of Homework

Ask students to present their infographic to the class.

#### ● 8.09 Audioscript pT123

- 1 **4>8.09** Draw students' attention to the beginning and ending in the email and elicit the answers to questions 1 and 2. Then point to the subject section and the greeting in the email and ask: Who's Mister Smith? (Sam's PE teacher) Students read and listen to the text to check their answers.
- 2 Tell students that the main idea in an email is in its first sentence(s). Have them read the email again. Ask a volunteer to read the first sentence aloud and elicit the answer from the class. Say that propose means the same as suggest.
- 3 Point to Subject in the email and elicit that this is part number 1.

  Then point to Dear Mr. Smith and say that this is called the greeting and is part number 2.

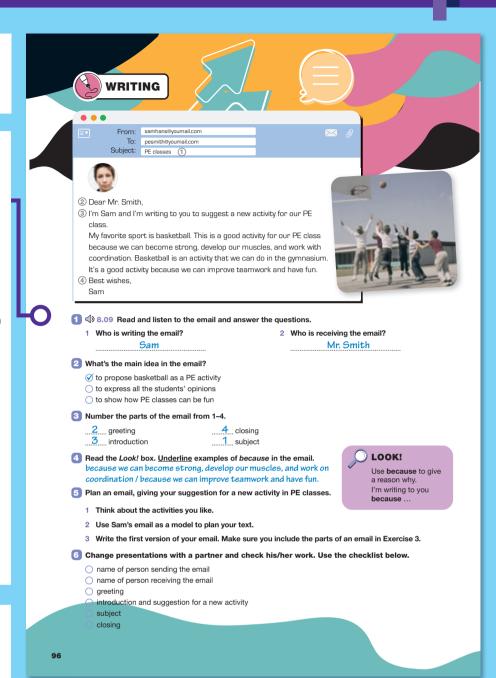
  Have students number parts 3 and 4 in the order they appear.

  Check answers by pointing to the different parts and having the class name them.

## D LOOK!

Draw attention to the Look! box and read the information aloud. Write a sentence with because on the board, e.g.: I like basketball because I play it with my friends. Elicit other examples from students. Then say: We use because to give reasons.

- To check answers, have volunteers read the sentences aloud.
- 5 Encourage students to follow the steps and use the email in Exercise 1 as a model. Remind them to check that their email has a subject, a greeting, an introduction, and a closing. Give students time to make notes and plan their ideas before writing.
- 6 When they peer correct, ensure students focus on the items in the checklist. Monitor and help as necessary.

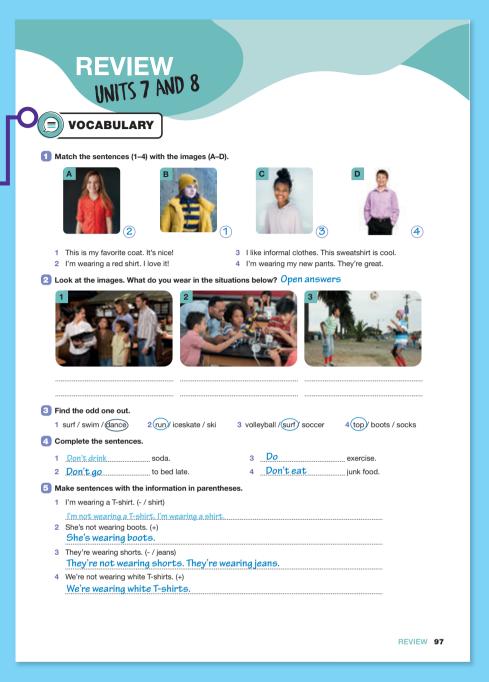


The review tests in the Student's Book are just samples. Teachers are free to prepare similar tests for the purposes of conducting formative or summative assessment.

SB97-SB98=45 minutes

#### **VOCABULARY**

- 1 Draw students' attention to the images and have them talk about the clothes. Then read the sentences aloud for the class to match with the images.
- I Tell students to look at the images and ask: Where are the people? (in a restaurant/science class/park) What are they doing? (They're waiting for a table/doing an experiment/playing soccer.) Then elicit the clothes and accessories students wear for each situation and write the words on the board. Tell them to use these ideas to write their answers in the exercise. To check answers, invite individual students to talk about one situation each.
- 3 Students should be familiar with odd one out exercises by now. Ask them why dance is the odd one out in the example (Surf and swim are words for water sports.) When you check answers, ask students to justify their choices.
- 4 Look at the example with the class. Then tell students to look at the words in 2–4 to decide which verb they need, and if this verb has to be in the affirmative or negative form (using Don't). Check answers with the class.
- 5 Tell students that they need to change affirmative sentences to negative ones and vice versa. When they change an affirmative sentence to a negative one, they should write another affirmative sentence using the prompt, as in the example. Check answers with the class. You can have students write the sentences on the board.



## LANGUAGE IN CONTEXT

- 6 Read the questions and answers a and b with students. Then focus on the example and elicit that we in the answer refers to you and Greg in the question. Have students underline the subject in each question. This will help them choose the correct answer. Students could then work individually or in pairs. If necessary, have them look back at the grammar chart on page 83 for help. To check answers, read each question aloud for the class to reply.
- 7 Point to the chart and focus on Amina. Ask: What can Amina do? What can't she do? Then read the example with the class and check understanding. Have students write sentences for the other people in the chart and check answers.
- 8 Read the example aloud. Then elicit question 2. (Can you throw a ball?) Elicit the affirmative and negative short answer. Have students complete the exercise. If necessary, they can look back at the grammar charts on pages 91 and 93 for help. Put students into pairs to ask and answer the questions. Monitor to check language as necessary.
- 9 Ask students what they can see in the pictures. Point to each picture as you ask: What is she drinking? (water) What is he eating? (a hot dog) Are they doing exercise? (yes) What is he doing? (He's playing video games.) Draw students' attention to the check marks and Xs and read the example. Tell students that they need to write instructions, using an imperative (affirmative or negative). Check ideas with the class.



- 6 Choose the correct answers.
  - 1 Are you and Greg meeting in the cafeteria?
    - a Yes, they are.
  - What are you wearing?

    a I'm wearing jeans.
- b I'm at the library.
- 3 Are they wearing their glasses?
- a Yes, they are.
- 4 Are you listening to music?

  a No, I'm doing homework.
- **b** No, we're not.
- b Yes. I'm plaving video games.
- Read the chart and make sentences about what the people can and can't do in your notebook.

	kick a ball	catch a ball	play soccer	throw a ball
Amina	1	х	1	
Dylan		1	Х	
Bella	1	х		1
Xavier	Х	1		Х

- 1 Amina can kick a ball and play soccer, but she can't catch a ball
- 2 Dylan can catch a ball, but he can't play soccer.
- 3 Bella can kick a ball and throw a ball, but she can't catch a ball.
- 4 Xavier can catch a ball, but he can't kick a ball or throw a ball.
- 8 Ask questions. Then answer the questions so they are true for you.
  - 1 play soccer
    - Can you play soccer? No, I can't.
  - 2 throw a ball
    - Can you throw a ball?
- 3 ice-skate

  Can you ice-skate?
- 4 dance

Can you dance?











CHECK YOUR PROGRESS



I CAN...

talk about clothes.

- use the present progressive to describe clothes.
- talk about sports and skills.
- use can and imperatives to say what people can do.

Don't eat junk food.

•

# LEARN TO LEARN Vocabulary Categorization

You can categorize groups of words with other words, for example, kick, throw, catch, walk, and run. Use them with the nouns hand and foot to help you remember them.





98 REVIEW

#### **Check Your Progress**

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

#### **U**Learn to Learn

Throughout the course, students do a variety of *learn to learn* activities, which offer them techniques for retaining vocabulary. Students have already categorized action verbs in Unit 8, but remind them they can categorize many other groups of words in different ways in order to remember them. Have them suggest other word categories for vocabulary they have learned over the year.

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

#### ◆ »R.01 Audioscript pT123

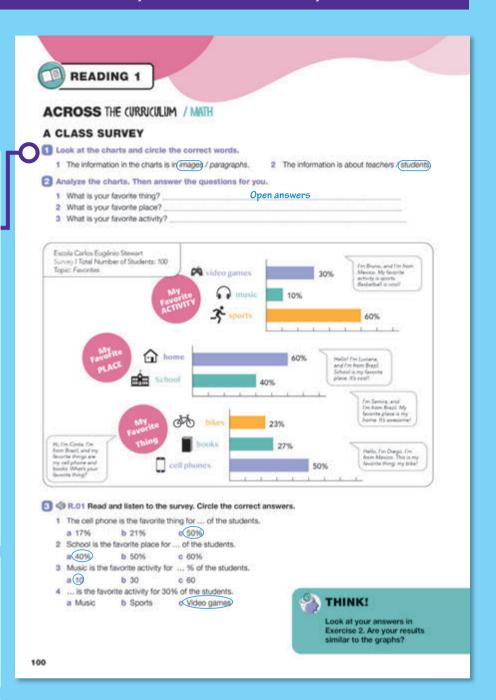
- 1 Have students look at the class survey and read the information in the top-left corner. Then ask: What can you see in the survey? What is each chart about? (students' favorite activities, places, and things) Check answers with the class.
- 2 Put students into pairs. Tell them to look at each chart and read the speech bubbles that go with it. Ask: What's the students' favorite activity/place/thing? Then have students answer the questions individually. Encourage them to share their answers with the class.
- **4)R.01** Read the sentences with students. Elicit where they can find the missing information for each sentence (in the third chart for number 1, in the second chart for number 2, and in the first chart for numbers 3 and 4). Check answers with the class.

## THINK!

Put students into groups to compare answers. Did they mention different activities, places, or things? Ask individual students the question so they can share their answer with the class.

#### **Extension**

If there is time, you could ask the class about their favorite activity/ place/thing and have them raise their hands for different options. Write the category followed by the number of students on the board, e.g.: Favorite thing: video games 12, music 7, etc. Have students draw charts in their notebooks to show class results.



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

#### ◆R.02 Audioscript pT123

- 1 **•••• R.02** Have students read the title, look at the pictures, and say what the text is about. Ask: What is unusual/interesting about these homes? Then look at the question and options with the class. Ask students to read the text quickly to identify the objective of the author. Ask: Is the article about one home? Do all of the pictures show hotels? Check the answer with the class.
- 2 Have students look at the example and read out the sentence from the text where the answer is. (There are beautiful cave homes around the world.)

  Then tell them to read the text again to complete the exercise.

  Check answers with the class.
- 2 Draw students' attention to the example and have them find the relevant information in the text. Tell students to read the text again to match the other sentence parts. To check answers, invite volunteers to read out each a sentence each.

## THINK!

Put students into groups to discuss ideas. Ensure all group members take part in the discussion and give their opinions. To round off the activity, ask students for examples of other awesome homes.

#### **Extension**

Have students draw and label a diagram of an awesome home. Tell them to say where the home is, what rooms it has, and what objects there are in each room. Invite students to show their diagrams to the class and say why their chosen home is awesome.



#### AROUND THE WORLD

#### UNUSUAL HOMES

What is the objective of the author?

to talk about his home to talk about a different type of hotel to talk about types of homes

#### My Home is a Cave

Where is your home? My home is a cave! There are beautiful cave homes around the world. Look!

Look at this hotel in the Cederberg Mountains in South Africa, 240 km from Cape Town. The cave is old, but the windows are very modern?



The Stadual caves in South Africa are not house, but there are paintings here! There are some very old paintings of elephants on the walls.



The paintings are over 1,000 years old.

These cave homes in Matmata, Turinia, are very old. There are about 2,000 people in this community and the caves are perfect for families!

## What part of the home is this?



Correct! It's the kitchen! Cool, isn't it! There are no windows, but there are plates on the walls.

These homes are great! What's your favorite cave home?

- 2 Circle the correct words.
  - 1 Cave homes@re/ are not beautiful.
  - 2 The cave home in South Africa's / is not a hotel.
  - 3 The caves in Stadsaal are / are not homes
  - 4 The cave homes in Tunisia are / are not new.
  - 5 There are / are not any windows in the kitchen in the cave home in Tunisia.
- Match the beginnings of the sentences (1-5) with the endings (a-e).
  - 1 The cave homes in Tunisia are old, -
  - 2 There are plates on the walls
  - There's an old cave
     The hotel in South Africa is old, --
  - 4 The hotel in South Africa
    5 There are old paintings
- a in the Cederberg Mountains.
- b but they're perfect for families.
   c but the windows are very modern.
  - d in the caves in South Africa.
- e in the kitchen in the cave in Tunisia



Are cave homes awesome? Why / Why not?

EXTRA READINGS 101

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

#### ◆ NR.03 Audioscript pT123

- 1 Draw a drop of water on the board. Ask: What do we use water for? Elicit a few ideas and write them on the board. Draw attention to the structures: We use water for + verb (-ing) / We use water for + noun. Students complete the sentence in their books. Finally, ask: Is water an important resource? (Yes, because we need it to live.)
- 2 NR.03 Have students read the text quickly to check their ideas from Exercise 1. Then refer to your list on the board from Exercise 1 and ask: Are there any other water uses in the text that aren't on this list? Elicit answers and add them to the list.
- 3 Have students find evidence for the example sentence 1 in the text. Then tell them to read the text again to complete the other sentences. Check answers with the class. Ask: What problems does Aimee have in February? (There isn't clean water in his village.) How are things different in October? (There's clean water in his school.)
- 4 Encourage students to check the correct sentences without reading the text. Once they've done this, tell them to look at the text to check their answers. Finally, check answers with the class. Have different students read out the part(s) of the text that justify their answers.



Discuss the questions with the class. Say that preserve water means look after water and not waste it. Give an example of how you preserve water. Say, e.g.: I take showers. I don't take baths. If there is time, students could research where their water is from online. If possible, point to the water sources on a map. Finally, write a list of ways to preserve water on the board.



#### **Extension**

Put students into groups and have them design a poster with three tips for preserving water. Encourage them to illustrate their ideas with photos or drawings. Display the posters in the classroom.

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

#### ◆ R.04 Audioscript pT123

- 1 Ask questions about the photo, e.g.: What's the weather like? What clothes are the people wearing? Then point to the words About Me in the first paragraph and ask: Who is the author? Where can you find out? (in the About Me paragraph) Ask students to read this paragraph to answer the question. (The author is Toklo. He's 12 years old and he lives in Alaska.)
- 2 Have students look at the web address and the tabs at the top of the text. Ask: Where can you see words like Home, About Me, and Contact Me? Elicit the answer and have the class circle the correct words in the sentence. Then ask: Do you read blogs? Elicit examples of blogs students read.
- R.04 This is a learn to learn activity, which offers students techniques for retaining vocabulary. In this case, students have to categorize words they find in the text. This should help them remember those words more easily. Have students read the text to complete the chart. To check answers, draw the chart on the board and invite volunteers to complete it.
- Students read the text again for specific information. Check answers with the class.



#### **AROUND THE WORLD**

#### MY INUIT FAMILY

1 Look at the photo and the text. Who is the author?

2 Where is the text from? Choose the correct words to complete the sentence.

The text is from a blog/ a book.



www.inuitareus.com/bios/1283

#### Home / About Me / Contact Me

About Me Hi, and welcome to my blog! My name's Toklo. I'm 12 years old and I live in Alaska with my family. Look at this photo. There are five people in my family: my dad, my mom, my brother, my grandma, and me. In this photo, I'm wearing a brown coat, brown pants, and boots.

In my family, we don't use animals to make clothes. We buy modern clothes bec they're comfortable. But some families make clothes with animal fur and animal skins to keep warm

Are we Eskimo people? No, we're not. Eskimo is not the correct word. We are Inuit. We live in other places, too, like Canada, Siberia, and Greenland.

It's very cold here. Sometimes it's -40°C. It's impossible to go out without the right clothes. I don't wear regular clothes like T-shirts, sweatshirts, shorts, or sneakers. It's too cold for that! I wear special shirts, pants, and jackets that protect my body. But I have to wear two pairs of boots and two hats!

I hope you enjoy my blog! Please comment on the post – it's great to get to know you!

3 R.04 Read and listen to the text. Complete the chart with the words in the text.

Family Members	Clothes	Places		
dad	coat	Alaska		
mom	pants, boots	Canada		
brother	T-shirt, sweatshirt	Siberia		
grandma, (me)	shorts, sneakers,	Greenland		
	ATTEMPT OF THE PARTY OF THE PAR			

shirt, jacket, boots, hat

Read the text again and complete the sentences with one word.

1 Toklo is from \_\_\_\_\_ Alaska

- five people in Toklo's family. 2 There are
- 3 Toklo and his family wear modern clothes.
- 4 Toklo and his family don't wear regular clothes because it's very cold.
- 5 Inuit people live in Alaska, Siberia, Canada and Greenland.



- What are "special clothes" for you?
- What are "traditional clothes" in your country?

**EXTRA READINGS 103** 

#### THINK!

- Review what special clothes Toklo wears and why. Ask students about situations when they need special clothes, such as when playing sports or in extreme weather. Elicit special clothes and write a list on the board.
- 2 Students have already talked about traditional clothes in Unit 7, so have them call out ideas. Ask when people in their country wear these clothes.

#### **Extension**

Have students write a comment on Toklo's blog. Tell them they can ask Toklo a question, or give him their opinion about something he says. Invite volunteers to read out their comments.

#### **Puzzles Answer Key**

#### **PUZZLES AND GAMES SB P104**

1

- 1 music
- 2 jeans
- 3 bike
- 4 cell phone
- 5 home

2

- 1 What is your name?
- 2 What is your phone number?
- 3 Who is your teacher?
- 4 How old are you?
- 5 What is your address?

3

- 1 GERMANY
- 2 AMERICAN
- 3 BRITISH
- **4 JAPANESE**
- 5 SPANISH
- 6 RUSSIAN
- 7 BRAZILIAN
- 8 SOUTH AFRICAN

Secret word: NATIONALITIES

4

- 1 Yes he is.
- 2 Are

they're not / Spanish

- 3 ls / is
- 4 No /not / Russian
- 5 he's not / Mexican

#### **PUZZLES AND GAMES SB P105**

1

- 1 kitchen.
- 2 dining room.
- 3 living room.
- 4 bathroom.
- 5 bedroom.
- 6 yard.

2

1 bed

Yes, there is.

2 closet

No, there isn't.

3 chairs

Yes, there's one chair.

4 table

Yes, there is.

5 windows

Yes, there are.

3

1 aunt.

2 uncle.

3 grandma.

4 grandpa.

5 grandparents.

6 dad.

4

- 1 Do your grandparents have fair hair?
- 2 Do you have three brothers?
- 3 Does your dad have a sister?
- 4 Does your mom have blue eyes?
- 5 Does your friend have long hair?

5

Open answers

#### **PUZZLES AND GAMES SB P106**

1

Across

- 4 BREAKFAST
- 6 VOLLEYBALL

8 RFD

Down

- 1 HOME
- 2 SCHOOL
- 3 HOMEWORK
- 5 SHOWER
- 7 BUS

2

- 1 I do my homework in the afternoon.
- 2 I get up at eight.
- 3 You take a shower at night.

3

R	S	С	Ι	Е	Ν	Т	L	Ι	В	R	C	Α	R
Е	С	Α	F	Е	Т	Ε	L	Α	В	0	Α	L	F
S	С	I	Ε	Ν	С	Ε		Α	В	Е	F	0	1
Т	R	Е	S	Т	R	0	Ι	С	Α	F	Е	Т	Ε
R	G	Υ	М	N	Α	S	В	Α	Т	Н	Т	U	L
О	R	0	0	М	R	R	R	В	R	Α	Е	N	Т
0	L	Ι	В	R	0	Α	Α	D	I	Ν	R	G	Ε
М	Т	Е	Α	С	0	Υ	R	Ι	Ν	G	I	Ε	Α
S	S	R	Е	Н	М	S	Y	Н	Α	L	A	R	С
I	Ε	Α	С	Н	Ε	R	S	L	0	J	Ν	G	E
Α	A	Т	Н	Ĺ	É	Τ	Ī	С	F	Ī	Ε	Ĺ	D
G	Υ	М	N	Α	S	I	Ū	M	Α	Т	Н	L	Н

4

- 1 When does the library open?
- 2 What does she do in the maker lab?
- 3 Does the maker lab have a 3-D printer?
- 4 Where do they read their favorite books?

#### **PUZZLES AND GAMES SB P107**

1

- 1 pants
- 2 shirt
- 3 shoes
- 4 sneakers
- 5 sweatshirt
- 6 T-shirt

2

#### Possible answers

- 1 In picture 2, Sam and Jess aren't watching movies, they're having breakfast.
- 2 Sarah's not reading a book. She's playing volleyball.
- 3 Emma's not listening to music, she's reading a book.
- 4 Max and Bill aren't wearing hats, they're wearing glasses.
- 5 Jill and Liz aren't playing video games, they're watching TV.

3

- 1 ski, ice-skate
- 2 dance
- 3 swim, surf
- 4 play volleyball

4

Finn is from Liverpool in the United Kingdom. He is 12 years old. He can play basketball very well, and he can run very

Nuray is Azerbaijani. She´s from Baku, in Azerbaijan. She can play volleyball and run, but she can't dance.

Jose and Fernando are from Spain. They're 11 years old. They can surf very well, but they can't swim very fast.

Clara and Caterina are from Mexico. They can ski. Clara can ice-skate, but Caterina can't. Caterina can run very fast.

Project 1 is used at the end of the 1st semester (before summative assessment).

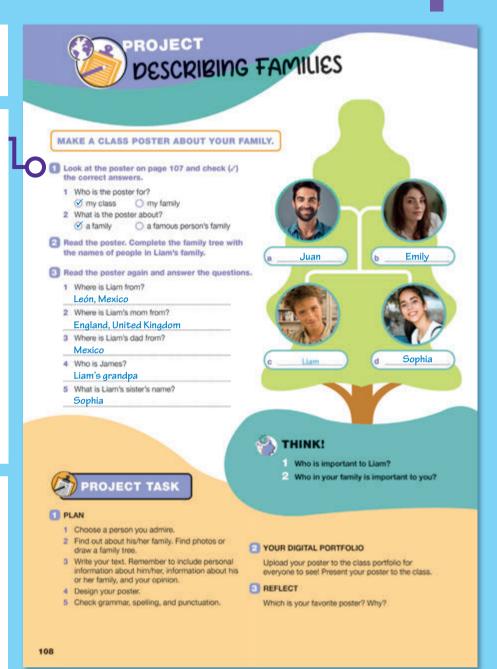
#### SB108-SB109=45 minutes

- 1 Have students look at the poster on page 109. Ask: Who is Liam Hernández? Who are the people in the pictures? Who wants to read this poster? Elicit answers and have the class check the correct answers to questions 1 and 2.
- 2 Point to the pictures in the family tree and have students find the same people in the poster on page 109. After students do the exercise, check answers with the class.
- 3 Read the questions with the class. Clarify what type of information Where and Who refer to (a place and a person) Then have students read the poster again, underline where they find the answers, and write them. Check by reading out each question for students to call out the answer.

## THINK!

- 1 Put students into groups to discuss this and question 2. Check the answer with the class. Then ask: How is Liam's family important to him? Review the ideas students discussed in Unit 4. You could write some ideas on the board.
- 2 In their groups, encourage students to give reasons for their ideas. Get class feedback.

  Open answers





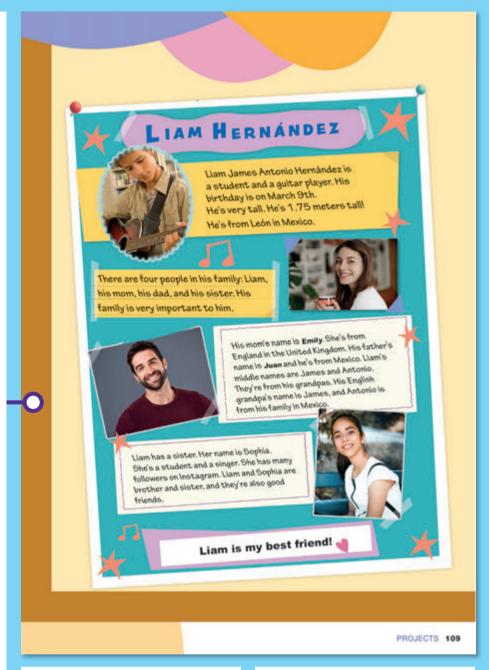
#### 😘 Project Task

Go through the steps with the class and check understanding. Students could do Step 1 in class and Steps 2-5 for homework. You can use class time for general correction and feedback.

- Tell students that the person they choose can be anyone, for example, a friend, a family member, a neighbor, or a famous person.
- 2 If students have close contact with the person they chose, encourage them to interview them about their families. If students choose a famous person, tell them to research their families and find images online.
- Tell students to use the poster on page 109 as a model. Elicit which part of the poster has personal information about Liam, which parts show information about his family, and where the author's opinion is (at the bottom). Then ask: What images does the author use in each part? Use this question to generate ideas for students' own images.
- When students have their texts and images ready, they can arrange them in their own style. If you are doing this in class, have students work in groups and share ideas. If students are using printed photos, they will need to bring them to class. Hand out poster paper and have students do a sketch of how they want their poster. Then have them decide where to place their texts from Step 3.

Alternatively, students may want to make a digital poster. They can plan and design their work in a similar way, deciding where they want to place their images and texts.

Students can edit and correct their texts from Step 3 on their own at home. If they are working in class, you can put them into pairs for peer correction. Encourage them to refer to the units in their Student's Book to check grammar, spelling, and punctuation. Monitor and help as necessary. Finally, have students copy their edited texts onto their poster paper and include their images.



If students are making a digital poster, they can upload their texts and images to the positions they want them. Encourage them to check their texts carefully before uploading a final version.

#### 2 Your Digital Portfolio

Remind students to upload their posters to the class portfolio. If they made a print poster, they should take a photo of it and upload it to the virtual class space. Students can present their work digitally and look at each other's posters here. If

possible, allow time in class for every student to present their poster.

#### 3 Reflect

Put students into groups to discuss the posters. Encourage them to give feedback and say something they like about each person's work. Then have each group vote on their favorite poster. Write the groups' chosen posters on the board. Finally, have students vote for one of the shortlisted options to choose the favorite poster in the class.

## Cambridge Life Competencies Framework

- illustrate a new poster with unique symbols and persuasive language. (Creative Thinking)
- present points clearly and persuasively in a poster. (Communication)

Project 2 is used at the end of the 2<sup>nd</sup> semester (before summative assessment).

SB110-SB111=45 minutes

- 1 Have students look at the infographic on page 111. Ask: What images can you see? What sports are there? Who is the survey about? Elicit answers and have the class check the correct answers to questions 1 and 2.
- 2 Read the sentences and answers a, b, and c with the class. Ask: What type of information do you need to find in the infographic? (numbers) Tell students to read the text quickly to circle the correct answers. Invite students to read each sentence aloud to check answers.
- 3 Have students look at the infographic again and review the sports it mentions. Write a list on the board. Point to the example and read it aloud. Elicit question 2 from the class. If necessary, have students look at the grammar chart in on page 93. Check answers with the class.

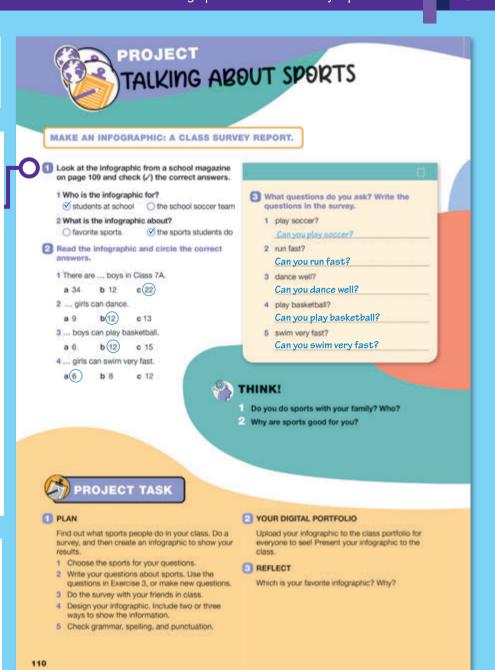
## 

1 Have students think about their answers individually. Then put them into groups to discuss this and question 2. If students don't do sports with their family, ask them if they do sports with anyone else.

Open answers

2 In their groups, students discuss the question. When they finish, ask the class to share ideas and write them on the board. Encourage students to copy the ideas in their notebooks.

Open answers

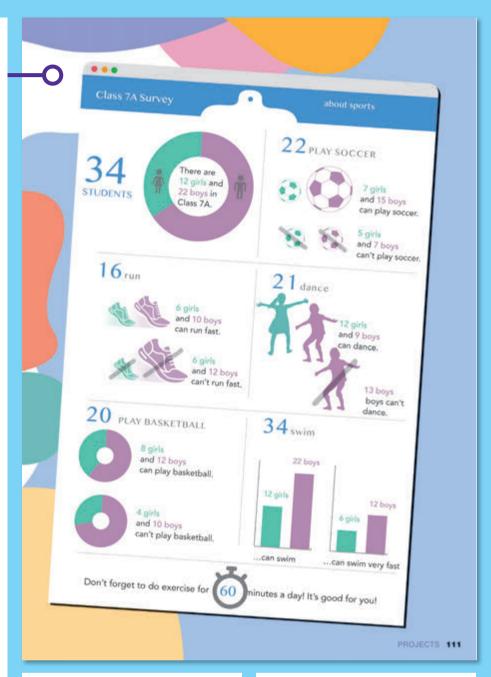


#### 👺 Project Task

Go through the steps with the class and check understanding. Students could do Steps 1 and 3 in class and 2, 4, and 5 for homework. You can use class time for general correction and feedback.

- Tell students to choose five sports they like for their survey. Elicit the sports from Unit 8 and other sports. Write a list on the board.
- Tell students to use the questions in Exercise 3 as a model to write their questions about their five sports.
- Have students do their survey with their classmates. They will need to get up and walk around to ask each other their questions, so you can organize this in groups depending on the size of your class. Help students record their classmates' answers accurately: tell them to draw columns next to each question with yes/no, and girls/boys as headings. Tell them to look at the infographic on page 111 to see how the information is organized there.
- Have students look at the model infographic again to see how the figures are presented. Draw a pie chart and a bar chart on the board. Have them do a sketch of how they want their infographic to look and plan how they want to illustrate their information using icons or other images. If you are doing this in class, have students work in groups and share ideas.
  - Alternatively, students may want to make a digital infographic. They can plan and design their work in a similar way.
- Students can edit and correct their information on their own at home. If they are working in class, you can put them into pairs for peer correction. Encourage them to refer to Unit 8 to check grammar, spelling, and punctuation. Finally, have students create a clean version of their infographic using their corrected texts and final images.

If students are making a digital infographic, they can upload their texts and images to the positions



they want them. Encourage them to check their texts carefully before uploading a final version.

#### 2 Your Digital Portfolio

Remind students to upload their infographics to their class portfolio. If they made a print infographic, they should take a photo of it and upload it to the virtual class space. Students can present their work digitally and look at each other's infographics here. If possible, allow time in class for every student to present their infographic.

#### 3 Reflect

Put students into groups to discuss the infographics. Encourage them to give feedback and say something they like about each person's work. Then have each group vote on their favorite infographic. Groups share their result with the class and give their reasons. Write the groups' chosen infographics on the board. Finally, have students vote for one of the short-listed options to choose the favorite infographic in the class.

## Cambridge Life Competencies Framework

- work with others to execute class projects: a class survey report. (Collaboration)
- present points clearly and persuasively in an infographic. (Communication)





#### AROUND THE WORLD

Meet people from around the world.

# This week: ——Puli from India——— MISSION NEWS PROFILE CONTACT

Hi! My name is Puli. I'm 13. I'm from Bengaluru in India. India is a very big country, with 1.38 billion people.

There are 447 native languages in India! I speak Kannada (my native language), English and Hindi. English is not a native language in India, but it is one of 23 official languages. 125 million people in India speak English, the second country in the world after the USA!

Bengaluru is the center of the technology industry.

My parents are in biotechnology.

My favorite thing is my cell phone. My favorite place is my school, it's awesome! It's for boys and girls, with 700 students. My favorite lessons are computer science and math.

My favorite sport is cricket! It's very popular in my country.









- 1 Who is the web page for?
  - O teenagers around the world
  - O Indian boys
- 2 Read the text and match the numbers with the facts.
  - **1** 13 —
  - 2 1.38 billion
  - 3 447
  - 4 23
  - 5 125 million
  - 6 700
- a English speakers in India
- b people at Puli's school
- c population of India
- d Puli's age
- e Official languages in India
- f Native languages in India
- Read the text again and answer the questions.
  - Where in India is Puli from?
     He's from Bengaluru.
  - 2 What is Puli's native language?

- 3 What industry are his parents in?
- 4 What is his favorite thing?
- 5 Is he happy at school?
- 6 What is his favorite sport?



#### THINK!

English is not a native language of India, but it is an official language.

It's important in India. Why?



- Read the dialogue.

  Check what the students want to know.
  - the meaning of a word
  - O a new word in English
  - O the pronunciation of a word
  - O the spelling of a word



#### LIVING ENGLISH

- 2 Match these expressions with what they express.
  - 1 What's "everywhere" in Portuguese?
  - What is the English word for "pais"?
  - 3 Is it C-O-N-T-R-Y?
  - 4 I see.

- a I want to write this word.
- b This word is new to me.
- c I understand.
- **d** I want to use this word in English.

# PRONUNCIATION Read and repeat.

Thank you. Thanks!

- Student 1 Ms. Silva, what's "everywhere"
  - in Portuguese?
- Teacher "Everywhere"?
- Student 1 That's right.
- Teacher It's em todo lugar.
- Student 1 I see... Thank you, Ms. Silva.
- Teacher You're welcome.
- Student 2 Please, what's the English word
  - for "pais"?
- Teacher It's "country".
- Student 2 How do you spell it? Is it C-O-N-T-R-Y?
- Teacher No, it's C-O-U-N-T-R-Y.
- Student 2 OK, thanks! Teacher No problem.

- A Role play a new dialogue. Follow the steps.
  - Change the words in **bold** to write a new dialogue in your notebook.
  - 2 Practice your dialogue with a partner.
  - 3 Present your dialogue to the class.



#### **LANGUAGE IN CONTEXT 1**

#### There is/There are

1 Read the text and decide if the grammar is correct (√) or wrong (X). Six sentences are wrong.

My grandparents' house is very small. <sup>1</sup> There's four rooms. <sup>2</sup> There are a living room. <sup>3</sup> There's a kitchen but <sup>4</sup> there aren't a dining room. <sup>5</sup> There's a big table in the living room. <sup>6</sup> There are one bedroom, and a small bathroom. <sup>7</sup> There isn't any bedrooms for friends or family. <sup>8</sup> There isn't a bed for me, but in the living room <sup>9</sup> there's two sofas. <sup>10</sup> There are a lot of pictures on the wall. My favorite place is the yard. The house is small but the yard is big.

1	X	3	 5	 7	 9	
2		4	 6	 8	 10	



1	There are four rooms,
2	
3	
4	***************************************
5	





3 Look at the picture of five friends eating a meal and write sentences with There is or There are using the words below.



a bedroom	books	a kitchen	
five people	two pizzas	a yard	
iive people	two pizzas	a yara	

1	There isn't a bedroom.
2	
3	
4	
5	
6	



#### AROUND THE WORLD

Family Holidays in the Netherlands

## Have a fun holiday at our American style Amusement Park and Water Park!



We have awesome places to stay in and near the park.

The wigwams are big tents. There's a small kitchen, table and chairs, beds, and a small bathroom with a shower. Ideal for a family with one to four children. The wigwams are near the water park!

The Colorado Mobile Homes are inside the park! There are two bedrooms with closets, a bathroom, and a kitchen / living room. There's a big table inside, and one outside too.

Our Mexican-style cabins are great for big families. They have two bedrooms, closets, a bathroom, a living room with sofas, tables and chairs, and a kitchen area. There's a place to sit outside, and a hammock to sleep in after a day in the park.



$\overline{}$						
	What	· ic	tha	tovi	ahai	+2
_	vviiai	. 15	ше	LUCK	adou	JL 5

- O amusement parks in the Netherlands
- O places to stay at one amusement park
- O places to stay at different amusement parks
- 2 Match the pictures with the name of the accommodation.













- 1 Wigwam ..c..
- 2 Mobile Home .....
- 3 Hacienda Cabin ......

- 3 Read the descriptions again and write W (wigwam), M (mobile home) or H (hacienda cabin).
  - 1 Are for families with three or four children? W.H.
  - 2 Have a table outside? .....
  - 3 Don't have sofas? .....
  - 4 Have six chairs? .....
  - 5 Don't have closets.
  - 6 Are inside the Amusement Park? .....

6	7	2
100	₹.	7.
7	5	- У

#### THINK!

Which place is the best one for you and your family? Why?



1 Read the dialogue. Who is Julie?



lvy Who's the girl in this photo?
Charlotte It's my cousin, Julie. She's 15.

Ivy Really? And who's the boy on the right?
Charlotte My cousin, Jonathan. I think he's like,

12 or 13. He's Julie's brother.

Ivy Tell me more about them.

Charlotte They're uncle Jake and aunt

Lisa's kids.

- 3 Read and repeat the expressions.
- 4 Read the dialogue again. Then practice with a partner.
- 5 Role play a new dialogue. Follow the steps.
  - 1 Change the words in **bold** to write a new dialogue in your notebook.
  - 2 Practice your dialogue with a partner.
  - 3 Present your dialogue to the class.

#### LIVING ENGLISH

- 2 Choose the correct option for the words in bold.
  - 1 I think he's like, 12 or 13.
    - a exactly
    - **b** more or less
  - 2 Really?
    - a to show surprise
    - $\boldsymbol{b}\,$  to confirm
  - 3 Tell me more about them.
    - a Let me talk about them.
    - **b** Give me more details, please.

## WELCOME BACK!



## **Mid-Year Test**

Na	me	Class_	Date
GR	AMMAR		Correct the <u>underlined</u> words. 1 Hi. My <u>names</u> Hana.
	rcle the correct option. Joe is / are my brother.		2 Rob and Ben are brothers. <u>Their</u> my cousins.
	This is David / David's bike.		3 Do Jacob have a big family?
	Is that you're / your cell phone?		4 Ava have long hair.
	We 's not   're not at home.		5 We're British. Your country is the UK.
5	Where / How are your parents from?		<u> </u>
6	Claudia don't / doesn't have a favorite sport.		6 Mason has fair hair and he's eyes are blue.
7	Do / Are you have any sisters?		BECOME TO A SUMMODE A SUMMODE SET OF THE SET OF THE S
8	There's / There a big living room in this house.		7 My <u>parent's</u> names are Ana and Isaac.
9	There are / Are there any flowers in the room?		
10	There aren't / isn't any windows in the bathroom.		8 Is there any pictures on the wall?
	10	53	9 A: What is Eric? B: He's my friend.
		1	Do you <u>has</u> a new bike?
M	atch the questions 1–10 with the answers a–j.		1
	atch the questions 1–10 with the answers a–j.  How old are you?		
1			Complete the text. Write one word on each lin
2	How old are you?		Complete the text. Write one word on each lin
2	How old are you? Where's the dog?		Complete the text. Write one word on each lin Hi! 1———name's Emma and I'm 11 years 2 I'm American, and 3'n
2 3	How old are you? Where's the dog? What's your phone number?	2000	Complete the text. Write one word on each lin Hi! 1 name's Emma and I'm 11 years 2 I'm American, and 3 'n from Orlando. I 4 three sisters.
1 2 3 4	How old are you? Where's the dog? What's your phone number? Are they from Japan?	2000	Complete the text. Write one word on each lin Hi! 1———name's Emma and I'm 11 years 2, I'm American, and 3'n
1 2 3 4 5	Where's the dog? What's your phone number? Are they from Japan? Do you have a big house? Are there any chairs in the bedroom?	776	Complete the text. Write one word on each line Hi! 1————————————————————————————————————
1 2 3 4 5 6	How old are you? Where's the dog? What's your phone number? Are they from Japan? Do you have a big house? Are there any chairs in the bedroom?	776	Complete the text. Write one word on each line Hi! 1
1 2 3 4 5 6 7	How old are you? Where's the dog? What's your phone number? Are they from Japan? Do you have a big house? Are there any chairs in the bedroom? Where are you from?	776	Complete the text. Write one word on each line Hi! 1name's Emma and I'm 11 years 2 I'm American, and 3'n from Orlando. I 4three sisters.  1 5have any brothers. Our house 6 six bedrooms, but they 7 small. My bedroom 8VERY small!
1 2 3 4 5 6 7 8	How old are you? Where's the dog? What's your phone number? Are they from Japan? Do you have a big house? Are there any chairs in the bedroom? Where are you from? Does Theo have a computer?	776	Complete the text. Write one word on each line Hi! 1
1 2 3 4 5 6 7 8 9 10	How old are you? Where's the dog? What's your phone number? Are they from Japan? Do you have a big house? Are there any chairs in the bedroom? Where are you from? Does Theo have a computer? Is Amelia South African? What's your last name? Yes, there are two.	5	Complete the text. Write one word on each lin  Hi! 1
1 2 3 4 5 6 7 8 9 10 a b	How old are you? Where's the dog? What's your phone number? Are they from Japan? Do you have a big house? Are there any chairs in the bedroom? Where are you from? Does Theo have a computer? Is Amelia South African? What's your last name? Yes, there are two. It's 555-6437.	5	Complete the text. Write one word on each lin  Hi! 1
1 2 3 4 5 6 7 8 9 10 a b	How old are you? Where's the dog? What's your phone number? Are they from Japan? Do you have a big house? Are there any chairs in the bedroom? Where are you from? Does Theo have a computer? Is Amelia South African? What's your last name? Yes, there are two. It's 555-6437. I'm 12.	5	Complete the text. Write one word on each line  Hil! 1————————————————————————————————————
1 2 3 4 5 6 7 8 9 10 a b c d	How old are you? Where's the dog? What's your phone number? Are they from Japan? Do you have a big house? Are there any chairs in the bedroom? Where are you from? Does Theo have a computer? Is Amelia South African? What's your last name? Yes, there are two. It's 555-6437. I'm 12. Yes, he does.	5	Complete the text. Write one word on each line  Hil! 1
1 2 3 4 5 6 7 8 9 10 a b c d e	How old are you? Where's the dog? What's your phone number? Are they from Japan? Do you have a big house? Are there any chairs in the bedroom? Where are you from? Does Theo have a computer? Is Amelia South African? What's your last name? Yes, there are two. It's 555-6437. I'm 12. Yes, he does. It's in the yard.	5	Complete the text. Write one word on each line  Hil! 1————————————————————————————————————
1 2 3 4 5 6 7 8 9 10 a b c d e f	How old are you? Where's the dog? What's your phone number? Are they from Japan? Do you have a big house? Are there any chairs in the bedroom? Where are you from? Does Theo have a computer? Is Amelia South African? What's your last name? Yes, there are two. It's 555-6437. I'm 12. Yes, he does. It's in the yard. No, we don't.	5	Complete the text. Write one word on each line  Hi! 1
1 2 3 4 5 6 7 8 9 10 a b c d e f g	How old are you? Where's the dog? What's your phone number? Are they from Japan? Do you have a big house? Are there any chairs in the bedroom? Where are you from? Does Theo have a computer? Is Amelia South African? What's your last name? Yes, there are two. It's 555-6437. I'm 12. Yes, he does. It's in the yard. No, we don't. It's Smith.	5	Complete the text. Write one word on each line  Hi! 1
1 2 3 4 5 6 7 8 9 10 a b c d e f f g	How old are you? Where's the dog? What's your phone number? Are they from Japan? Do you have a big house? Are there any chairs in the bedroom? Where are you from? Does Theo have a computer? Is Amelia South African? What's your last name? Yes, there are two. It's 555-6437. I'm 12. Yes, he does. It's in the yard. No, we don't. It's Smith. Yes, they are.	5	Complete the text. Write one word on each line  Hi! 1
1 2 3 4 5 6 7 8 9 10 a b c d e f g	How old are you? Where's the dog? What's your phone number? Are they from Japan? Do you have a big house? Are there any chairs in the bedroom? Where are you from? Does Theo have a computer? Is Amelia South African? What's your last name? Yes, there are two. It's 555-6437. I'm 12. Yes, he does. It's in the yard. No, we don't. It's Smith. Yes, they are. Brazil.	5	Complete the text. Write one word on each line  Hi! 1
1 2 3 4 5 6 7 8 9 10 a b c d e f f g	How old are you? Where's the dog? What's your phone number? Are they from Japan? Do you have a big house? Are there any chairs in the bedroom? Where are you from? Does Theo have a computer? Is Amelia South African? What's your last name? Yes, there are two. It's 555-6437. I'm 12. Yes, he does. It's in the yard. No, we don't. It's Smith. Yes, they are.	5	Complete the text. Write one word on each line  Hi! 1
1 2 3 4 5 6 7 8 9 10 a b c d e f f g	How old are you? Where's the dog? What's your phone number? Are they from Japan? Do you have a big house? Are there any chairs in the bedroom? Where are you from? Does Theo have a computer? Is Amelia South African? What's your last name? Yes, there are two. It's 555-6437. I'm 12. Yes, he does. It's in the yard. No, we don't. It's Smith. Yes, they are. Brazil.	5	Complete the text. Write one word on each line  Hil! 1

#### WELCOME BACK!

#### 6 Circle the correct option: a, b or c.

- 1 There ... any computers in the classroom.
  - a isn't b are c aren't
- 2 Is this ... backpack?
  - a Victor's b Victors c Victor
- 3 ... any good video games?
  - a You have b You has c Do you have
- 4 ... two bedrooms in this house.
  - a They b Their c There are
- 5 What are your ... names?
  - a moms and dads b mom and dad's
  - c mom's and dad's
- 6 What is ... nationality?
  - a their b they're c they
- 7 I ... a big family.
  - a don't have b not have c have not
- 8 What's your ... favorite game?
  - a cousin b cousins' c cousins
- 9 Does Ryan have ...?
  - a cell phone b any cell phone
  - c a cell phone
- 10 Who is ... new friend?
  - a you're b your c you

10

#### VOCABULARY

#### 7 Circle the word that doesn't belong.

- 1 pizza / bed / chocolate / ketchup
- 2 kitchen / bathroom / bedroom / activity
- 3 fair / dark / hotel / long
- 4 short / green / blue / brown
- 5 table / chair / dining room / closet
- 6 restaurant / jeans / school / house
- 7 taxi / door / wall / window
- 8 name / address / age / yard
- 9 teacher / brother / mom / uncle
- 10 French / Brazil / Japanese / Mexican

10

#### 8 Complete the words in the form. Registration Form

Registration Form

<sup>1</sup>F\_\_\_\_\_name: Lisa

<sup>2</sup>L\_\_\_\_\_name: Jones <sup>3</sup>A : 12 years old

<sup>4</sup>N : American

5A : 11 Main Street

<sup>6</sup>Phone n : 0238-44776

<sup>7</sup>Name of s\_\_\_\_\_: Malvern High School

Gr\_\_\_\_\_: 6th

<sup>9</sup>Favorite f\_\_\_\_\_: hamburgers

<sup>10</sup>Favorite s\_\_\_\_: soccer

10

#### 9 Circle the correct option.

- 1 Yuri is Russia / Russian.
- 2 I'm from South Africa / South African.
- 3 Your pizza is on the wall / table.
- 4 We're from Paris, in France / French.
- 5 My favorite uncle / aunt is my dad's sister.
- 6 Do you have a school's / school uniform?
- 7 We play soccer outside, in the kitchen / yard.
- 8 Nick is very tall / long.
- 9 Sara has small / short hair.
- 10 Mexican / Mexico food is my favorite!

10

10 c	omplete the house and furniture words the sentences.
	There are three 1b_ dms in our house.
	They have big <sup>2</sup> clets for our clothes.
	There's a 3shor in the 4bath rm.
:	There's a TV in the <sup>5</sup> lig rm. There are four <sup>6</sup> chrs and a big <sup>7</sup> ta le in the <sup>1</sup> d ng rm.
1	There are two pictures on the <sup>9</sup> w l in the okn.
	omplete the sentences with the words below.
	door eyes fair grandma jeans long number old pizza uniform
1	Bruno's favorite food is
2	Emika has short,hair.
3	Noah'sare green.
4	What's your phone?
5	Myare in the closet.
	Myis my favorite person!
	The teacher's name is on the classroom
8	Mr. Jackson is 90. He's very
	I have, dark hair and brown eyes.
	We don't have a school
	10
12 C	omplete the sentences with one word.
1	My aunt's children are my
2	My dad's brother is my
3	Soccer and basketball are
4	An American person is from the
5	My mom and dad are my
6	People can be short or
7	My dad's dad is my
8	
9	At home, the refrigerator is in the
	People from Japan are
	10

#### READING

#### 13 Read the blog.

#### Home >> Blogs>>Russia

Hi! I'm Leo and I'm from Moscow, the capital of Russia. There are four people in my family. My parents are Adrian and Irina, and my brother is Igor. Igor is 9 and I'm 12. Our home is an apartment. There's a kitchen, a bathroom, a big room and a small room. The big room has four chairs, a table, a TV and a bed! That's because it's the living room, the dining room AND my parents' bedroom. The small room is for my brother and me. In our room, there are two beds and a closet. The closet is for our clothes and books. And our favorite pictures are on the walls. There's one more place in my home the balcony! The balcony is the place for our bikes and for my mom's plants. In Russian, the word for 'home' is dohm.

My dohm is small, but it's cool!

	rite T (true) or F (false) next to the statements.
1	Adrian is Leo's brother
2	lgor's mom is Irina
3	There's a TV in Leo's home
4	The big room is Leo and Igor's bedroom
5	Leo has a bike
6	Dohm means 'small' in Russian.
	6
14 A	nswer the questions.
-	로 보다 (1866년) 2016 (1971년) 15년 <sup>3</sup> 18일에 교통하고 있다면 시간이다.
-	What is Leo's nationality?
1	7 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1
2	What is Leo's nationality?
2	What is Leo's nationality? Who is Leo's mom?
2 3 4	What is Leo's nationality?  Who is Leo's mom?  How many children are there in Leo's family?

1	Leo is	
2	There are four people	
3	The table is	
4	The small room is	
5	The brothers' room has	
6	The bikes are	
a	on the balcony.	
b	in Leo's family.	
c	two beds and a closet.	
d	from Moscow.	
e	for the brothers.	
f	in the big room.	
16 0	complete the sentences with	
2	Leo's brother is	- S
3	The family home is an	
4	The chairs are in the big	
5	Leo's bedroom has	on the walls.
6	The plants are on the	
		6



#### Present Simple: Affirmative and Negative (I, we, you, they)

1 Complete the sentences with the affirmative form of the verbs below.

Ŀ	do	go	have	listen	play	take	
1	We	pla	y vo	leyball on	Tuesday	/.	
2	My fri	ends		to m	usic ever	y day.	
3	I		dinne	r at eight	o'clock.		
4	Zoe a	nd A	nais	t	he bus to	school.	
5	You		sc	me home	work on	Saturday.	
6	We		to	bed at 10	o'clock.		

2 Complete the sentences about two daily routines. Use the first letter of the words to help you.





have

Joy and Kebe are sisters from Nigeria. Their secondary school is from 8:00 to 2:00.

- 1 They get up at 6.30.
- 2 At 7.30 they g..... to s.... on the bus.
- 3 At 2.00 they g...... h..... for lunch
- 4 In the afternoons they p.....volleyball.

I go to school in New Zealand. My school is from 8:50 to 3:30.

- 5 Ig..... u at 7:30
- 6 At 8:30 I g..... to s.... in my mom's car.
- 7 I h..... lunch at school at 1:00.
- 8 After school I d..... my h....

Complete the sentences with the negative form of the verbs below.

play

L		, ,	
1	You don't have	lunch at school. You go ho	ome.
2	In my family we	up at 7 o'clock	k on weekends.
3	My brothers	soccer on Sunday	y, only six days a week!
4	l	a shower in the morning. I do	on't have time. I like a shower in the evening.
5	We	to school on our bikes. We	e take the school bus.
6	You	home after school. You vis	sit your aunt.

take

- Complete the dialogues using the negative form of the verbs in parentheses.
  - A: Hi! Are you here for the soccer club?
     B: No, I \_don't play \_soccer. I'm here for volleyball. (play)
     A: Gustavo and Thais are always tired.
     B: Yes. They \_\_\_\_\_\_ to bed until 12:00! (go)
     A: What time is the bus?

B: Sorry! I ..... the bus. (take)

- 5 A: Are your brothers in bed? It's 11:00!
  - B: Yes. They \_\_\_\_\_ up at 8 o'clock on weekends! (get)

aet

go

go



#### ACROSS THE CURRICULUM

#### LIVING CLOSE TO THE ARCTIC CIRCLE: FINLAND

there is no night.

hour for lunch.

#### Geography



Finland is in northern Europe, and some of it is in the Arctic Circle (latitude 66°N) This means that in the summer the day is over 22 hours long (and the sun never really goes down completely) and in the winter the sun goes down near the end of November and generally does not return until mid-January. This means a continuous "polar night" of about 50 days in northern Finland

## How does its geography affect the seasons?

Because of this geography, the weather in Finland is quite extreme, as we see from this table.



Season	Months	Temperature
Summer	June - mid-August	10° to 30°C
Autumn	mid- August - mid-November	10°C to 0°
Winter	mid-November – end of March	0° to -30°C (-50° in north)
Spring	April - end of May	0° to 10°C

#### to -30°C 0° in north)

3	Look	at	the	chart	and	answer	the	questions
---	------	----	-----	-------	-----	--------	-----	-----------

School Holidays

December, and a week in February - called the winter

break! The summer holidays start at the beginning of

School Timetable

The weather changes, but not the school day! It starts

at 8:15 and ends at 2:45, and includes six 45-minute

classes, 15 minutes break after each class, and an

June, and last for 10 or 11 weeks - all the time that

The school year starts early in August. There is

usually a week's holiday in October, two weeks in

Which season is very short? \_\_\_Spring\_\_\_

 Which season is very long? \_\_\_\_\_\_

3 How are spring and autumn similar? \_\_\_\_\_

#### Complete the chart about school in Finland.

1	Number of holidays every year	.4
2	Number of weeks summer holiday	
3	Number of classes a day	
4	Minutes in each class	
5	Minutes between classes	
6	Time there is for lunch	

1	7
	4
Marin.	-W
	_

#### THINK!

When is a good time to visit a teenage friend in Finland? Why?

Check (√) the information in the webpage	nation about Finland you can
O day and night	O school subjects

- O day and night O s
- O capital city O daily routine
- O when the seasons are O summer holidays

## 2 Read the first part of the webpage again and answer the questions.

- 1 Where is Finland?
  - In northern Europe, close to the Arctic Circle.
- 2 Where is the Arctic Circle?
- 3 How long is the day in summer?
- 4 How long does the Polar Night last in northern Finland?
- 5 What is the minimum temperature in the south of Finland?



#### ACROSS THE (URRICULUM

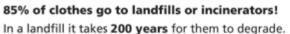
#### SUSTAINABILITY: BECAUSE THERE IS NO PLANET B!

Our world is changing. Young people are thinking about how we live and how it affects the planet. We want sustainability!



One area we can change is fashion and clothes. This is the time of global fast fashion. Our clothes come from many different countries. They are cheap, but they get old fast. And fashion changes. People are buying more clothes, then throwing them in the trash!

Synthetic fibers (nylon, polyester, rayon etc) are now present in more than **72%** of clothes.



#### What can you do to change things?

Many famous sports brands have recycling processes.

You can take your sneakers back to the shop and they recycle them. Some are making biodegradable sneakers too.

We can also recycle old clothes! Now, clothing brands are making clothes using old plastic bottles, recycled nylon, cotton and wool – even old car tires!



- · Buy clothes to keep.
- · Buy clothes with recycled materials!
- Don't throw your old clothes in the trash. Find ways to recycle them!







#### 1 The objective of this text is to:

- O make young people appreciate fashion
- encourage young people to recycle their clothes and shoes
- O stop people buying synthetic clothes

## Read the text again and complete the sentences.

- 1 72% of the clothes we buy are made of synthetic fibers.
- 2 When we throw clothes away 85% go into incinerators or \_\_\_\_\_\_
- 3 Clothes in landfills can take 200 years to
- 4 Now you can buy biodegradable sports
- 5 Some people now make clothes from recycled clothes, and even car tires or plastic

#### Read the text again circle the correct answer to the questions.

- What do many young people want?
   a more sports clothes ©sustainable clothes
   b to recycle bottles
- What does the text say about fashion now?
   a Clothes are expensive.
   b We buy more now.
   c It doesn't change very fast.
- 3 The clothes in fast fashion...
  - a look old very fast.c are not good quality.b cost a lot of money.
- 4 What does the leaflet say about most clothes nowadays?
  - a They are cotton.c They are biodegradable.b People do not recycle them.
- 5 Some clothing brands... a use recycled materials. c make old clothes. b make car tires.



#### THINK!

"Recycled plastic clothes are a great option." Do you agree? Why?/Why not?



#### My Perfect Home



- <sup>1</sup> Hi! I'm Jackson. I'm from South Africa. This is my perfect home!
- <sup>2</sup> It's a nice, modern house in a really big city. There are four bedrooms and three bathrooms. In my bedroom, there's a big closet, a table and a chair and a very big window, oh, and my bed! There isn't a dining room, but there's a big living room with a table and chairs. The kitchen is awesome and there's a door to the yard.
- <sup>3</sup> The yard is a great place for my dogs and my old bike! It's my favorite place in my perfect home!
- 1 Look at the text. What is it about?
  - O an opinion about a house
  - O a description of a house for a family
- 2 Read the text. Then, match the words with the paragraphs in the text.

conclusion	
introduction	
description of the house	

Read the Look! box. Circle all punctuation marks in the text.



#### LOOK!

Make sentences short and use punctuation marks.

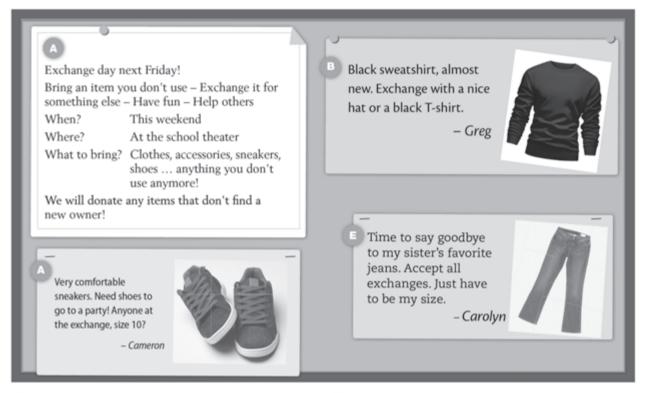
The period: .

The comma:,

The exclamation point: !

- Write a description of the perfect house for your family.
  - Include a type of house for your family and say where it is.
  - 2 Describe the rooms and say why it's perfect.
  - 3 Use Jackson's description as a model.
  - Write the first version of your description. Use there is/are.
- Switch your description with a partner and check his/her work. Use the checklist.
  - O a description of the house
  - O the location of the house
  - O an opinion about the house
  - O spelling and punctuation

# WRITING



- 1 Look at the bulletin board and answer the questions.
  - 1 What kind of text is it?
    - O a list
    - O some ads
    - O an invitation
  - 2 Where can you find this kind of board?
    - O in a mall
    - O in a park
    - O in a school
- Read the text. What happens to the items that people don't exchange?
  - O They can exchange them for something new.
  - O Poor people will get them.
  - A charity will receive them as donations.



#### LOOK!

In ads, it's common to use the imperative and short sentences.

- 3 Write an ad for an Exchange Day in the classroom.
  - 1 Choose an item you don't wear.
  - Write the description of your item. Include a picture of it.
  - 3 Use short sentences and the imperative.
- Switch your ad with a partner and check his/her work. Use the checklist.
  - O image of the item
  - O short sentences
  - O use of imperatives



#### **LANGUAGE IN CONTEXT 2**

#### **Imperatives: Affirmative and Negative**

- 1 Circle the correct imperative in the sentences.
  - 1 Eat / Don't eat) candy. It's bad for you!
  - 2 Exercise / Don't exercise every day. Walk or cycle.
  - 3 Forget / Don't forget to drink a lot of water.
  - 4 Hang out / Don't hang out with your friends on the weekend, not after school.
  - 5 Do / Don't do your homework late at night.
  - 6 Go / Don't go to bed early on weekdays.

2	Complete the	he sentences with affirmative and negative imperatives. Use the verbs in parentheses.
	Soccer:	1Kick the ball but 2 it - only the goalkeeper can do that! (kick / catch)
	Long jump:	<sup>3</sup> fast to the line and <sup>4</sup> your foot over the line. (run / jump / put
	Marathon:	$^6$ very fast at the beginning – it's a long race. $^7$ to drink a lot of water or energy drinks. (run / remember)
	Basketball:	8 with the ball in your hands. 9 the players in your team and 10 fast. (run / watch / move)

Complete the short dialogues about cell phones. Use the verbs below in the affirmative or negative.

buy	give	leave	łook	put	remember	use	
Mon	i Dyes	0					
M	Mrs Suarez: Good morning, everyone. Please <sup>2</sup>						

Artur: I need to call my parents, but my cell phone isn't working.

Caio: Here, 5 \_\_\_\_\_\_ my phone.

OK. No problem, Mrs Suarez.

	Where's my phone? It's on your desk in the classroom.  It's an expensive phone!	
Gina:	Oh, right. Thanks!	

Dani: I want to buy a new phone. Where can I get one?

Luana: 7 ......one online. You can get great offers.

Gina:



8.S1 Andreas and Pedro are talking about the things they can do. What sport can Pedro play?



Andreas Hey, Pedro. Do you like soccer? Pedro Hi, Andreas. No, not really. Why?

Andreas We need an extra player for the soccer

Pedro Right. Well, I can throw a ball. I can run

fast, too.

Andreas Can you kick a ball?

Pedro No, I can't.

Andreas Really? But can you catch a ball? Pedro No way! I can't be a goalkeeper.

Andreas What can you do?

Pedro I can throw a ball, I can run, I can

Andreas So you can play basketball.

Pedro That's right! Basketball is my favorite

#### **LIVING ENGLISH**

Match the expressions with their meanings.

 Right. a asking for confirmation 2 Really? b responding to a description

3 No way! c agreeing 4 That's right! d disagreeing

#### **PRONUNCIATION**

3 Read and repeat the questions and answers from the interview.

Andreas Can you kick a ball? Pablo No, I can't. Andreas Can you catch a ball? Pablo I can't be a

goalkeeper!

Andreas What can you do? Pablo I can throw

a ball...

A Read the dialogue again. Then practice with a

5 Role play a new dialogue. Follow the steps.

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

#### READING AND WRITING WORKSHEETS ANSWER KEY

#### **UNIT 2**

#### SPEAKING

4

the meaning of a word a new word in English the spelling of a word

2

1 b

2 d

3 a

4 c

#### **UNIT** 6

#### WRITING

1

a description of a house for a family

2

conclusion 3 introduction 1 description of the house 2

3

- 1 Hi()I'm Jackson()I'm from South Africa()This is my perfect home()
- It's a nice modern house in a really big city. There are four bedrooms and three bathrooms. In my bedroom, there's a big closet a table and a chair and a very big window, oh, and my bed. There isn't a dining room, but there's a big living room with a table and chairs. The kitchen is awesome and there's a door to the yard.
- The yard is a great place for my dogs and my old bike()It's my favorite place in my perfect home()

#### UNIT 4

#### SPEAKING

1

Julie is Charlotte's cousin.

2

1 b

2 a

3 b

#### UNIT 7

#### WRITING

4

1 some ads

2 in a school

2

A charity will receive them as donations.

#### **UNIT 8**

#### **SPEAKING**

1

basketball

2

1 b

2 a

3 d

4 c

#### **GRAMMAR WORKSHEETS ANSWER KEY**

#### UNIT 3

#### Language in Context 1

- 1
- 2 X
- 3 ✓
- 4 X
- 5/
- 6 X
- 7 ...
- 7 X 8 ✓
- 9 X
- 10 ✓
- 2
- 2 There is a living room.
- 4 There isn't a dining room.
- 6 There is one bedroom.
- 7 There aren't any bedrooms for friends or family.
- 9 There are two sofas.
- 3
- 2 There aren't any books.
- 3 There isn't a kitchen.
- 4 There isn't a yard.
- 5 There are five people.
- 6 There are two pizzas.

#### UNIT 5

#### Language in Context 1

- 1
- 2 listen
- 3 have
- 4 take
- 5 do
- 6 go
- 2
- 2 go to school
- 3 go home
- 4 play
- 5 get up
- 6 go / school
- 7 have
- 8 do / homework

#### 3

- 2 don't get
- 3 don't play
- 4 don't have
- 5 don't go
- 6 don't go

#### 4

- 2 don't go
- 3 don't take
- 4 don't have
- 5 don't get

#### Language in Context 2

#### 1

- 2 Exercise
- 3 Don't forget
- 4 Hang out
- 5 Don't do
- 6 Go

#### 2

- 2 don't catch
- 3 Run
- 4 jump
- 5 Don't put
- 6 Don't run
- 7 Remember
- 8 Don't run
- 9 Watch
- 10 move

#### 3

- 2 remember
- 3 don't put
- 4 give
- 5 use
- 6 Don't leave
- 7 Buy

#### **EXTRA READING WORKSHEETS ANSWER KEY**

#### **EXTRA READING 1**

teenagers around the world

2

2 c

3 f

5 a

6 b

2 Kannada

3 Bio-technology industry

4 His cell phone

5 Yes, it's awesome!

6 Cricket

#### Think!

Because many people from all India's regions speak English, it is a good way for everyone to communicate in business, science, and other areas. Because no one speaks English as a native language, it is neutral and there is no discrimination. Everyone who learns English in India is in the same situation.

#### **EXTRA READING 2**

places to stay at one amusement park

2

1 c

2 a

3 b

3

2 M

3 W, M

4 W, H

5 W

6 M

#### Think!

Answers will vary.

#### **EXTRA READING 3**

when the seasons are

daily routine

summer holidays

2 latitude 66°N

3 22 hours

4 50 days

5 -30°C

2 winter

3 they have the same temperatures (0° to 10°)

4 minimum: -50°, maximum: 30°

2 10-11

36

4 45

5 15 1 hour

#### Think!

In the summer, June or July, when it's warm/not cold and your friend is on vacation from school.

#### **EXTRA READING 4**

encourage young people to recycle their clothes and shoes

2 landfills

3 degrade

4 sneakers/shoes

5 bottles

3

2 b

3 a

4 b

5 a

#### Think!

Answers will vary.



Shaftesbury Road, Cambridge CB2 8EA, United Kingdom

One Liberty Plaza, 20th Floor, New York, NY 10006, USA

477 Williamstown Road, Port Melbourne, VIC 3207, Australia

314-321, 3rd Floor, Plot 3, Splendor Forum, Jasola District Centre, New Delhi - 110025, India

103 Penang Road, #05-06/07, Visioncrest Commercial, Singapore 238467

Avenida Paulista, 807 conjunto 2315, 01311-915, São Paulo, Brazil

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477 Williamstown Road, Port Melbourne, VIC 3207, Avstraliya

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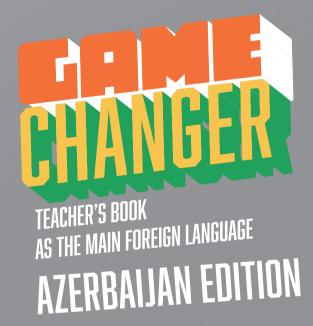
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