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Options

Teacher's Book

2

- Student's Book Contents
- Comprehensive introduction
- Guided unit tour
- Clear lesson objectives
- Step-by-step teaching notes and answer keys
- Ideas for differentiation and extra activities
- Audio and video scripts
- Full digital resources on App and on e-zone

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Student's Book Contents

Welcome

pp. 6–11

At the weekend

The After School Club ▶ The new student

Let's talk! Introducing yourself and others

Grammar review Present simple

Vocabulary and song

The After School Club and functional language

Grammar

1 Stories

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Types of films
Song Enjoy the film!

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Past simple
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6 At home

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The weather
Song Home again

▶ **The lost earpods**
Let's talk! Sounding sure or unsure

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Irregular past participles
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7 Travel

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Travel verbs
Song Come with me!

▶ **A trip to the museum**
Let's talk! Saying what someone is like

Present perfect with *ever* and *never*
Present perfect with *just*, *already* and *(not) yet*

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8 Technology

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▶ **Schools in the future**
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Grammar bank and

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Friends Song My best friend	Grammar review Question forms Present continuous	Remember <i>The Secret Spring</i>
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Skills	Listening and speaking	Reading and writing	Learning skills	Story and role play
	Sounds right /ə/ Going to the cinema	Review: <i>On The Last Train</i> A film review	▶ Learning for life What we wear to school Project	▶ The Secret Spring Episode 1
Culture The history of the cinema				
	Sounds right /s/ and /z/ Healthy choices	Fascinating facts about sleep Researched facts about sleep habits	Learning to learn Learn how to get your grammar right	▶ The Secret Spring Episode 2
Sustainable Development Goals ▶ Feeding the world			Project	
	Sounds right /aɪ/ Describing animals	Report: Helping endangered animals A report about endangered animals	▶ Learning for life Looking after our pets Project	▶ The Secret Spring Episode 3
Sustainable Development Goals ▶ Save the seas			Project	
	Sounds right ch = /k/ Directions around town	OpenDoors: escape room adventures An email about an escape room	Learning to learn Learn how to listen more effectively	Act out A problem at the tech shop
Culture Markets around the world				
	Sounds right have to / has to Keeping our world clean	So remote A researched article about remote places	▶ Learning for life Problem solving Project	▶ The Secret Spring Episode 4
Sustainable Development Goals ▶ Our changing planet			Project	
	Sounds right /ɒ/ and /əʊ/ Changing rooms	Postcards A postcard	Learning to learn Learn how to use a mind map to give a talk	▶ The Secret Spring Episode 5
Culture Houses around the world				
	Sounds right /eɪ/ At the station	Book a fantastic holiday ... by train! A description of an interesting journey	▶ Learning for life Luna's helping out Project	▶ The Secret Spring Episode 6
Culture Types of transport around the world				
	Sounds right /w/ and /h/ Using future tech	Space in the future A researched article about planets	Learning to learn Learn how to organise a text in paragraphs	Act out Summer holiday plans
Sustainable Development Goals ▶ Digital poverty			Project	



Critical thinking skills



Imagination and creativity



Communication skills



Global learning



Social and emotional learning



Digital skills



Research skills



Collaboration

1 Stories



Vocabulary

Types of books

1a Match the types of books with the titles.

- | | |
|--|---|
| ☐ true story | ☐ detective story |
| ☐ poetry | ☐ historical story |
| ☐ horror story | ☐ short story |
| ☐ adventure story | ☐ mystery story |

b 1.01 Listen and check.

2a Watch part 1 of the video.

b Read the photo story. How many of these tasks can you do?

- 1 Alissa / Lily is tired.
- 2 Lily is reading a mystery / detective story.
- 3 Lily woke up at _____.
- 4 Lily opened the _____.
- 5 Lily saw a strange _____ on her bedroom wall.
- 6 Why does Alissa call Ahmed "silly"?

c Tell your partner what books you like / don't like and why.

I like adventure stories because they're exciting.

I don't like ...

d Look at the photo story on page 13. Find and say the types of books.

A mystery story.

3 Watch part 2 of the video. Who wants Mr Wilson to read these books? Say Maya, Ahmed, Alissa or Oliver.

- 1 a true story
- 2 a historical story
- 3 an adventure story
- 4 poetry
- 5 a horror story

At the end of this unit ...

you know

- ☐ words for types of books
- ☐ words for types of films
- ☐ how to use the past simple
- ☐ how to use *must/mustn't*

you can

- ☐ say that something is strange
- ☐ understand and talk about going to the cinema
- ☐ understand and write reviews

The After School Club A bad night's sleep



Let's talk! Saying that something is strange

4a 1.02 Listen and repeat.

In the middle of the night, I heard a strange noise.

Spooky!

I saw a yellow cat!

That's strange!

There was a monster in my garden last night!

How weird!

b Take turns to invent strange things and answer.

Unit objectives

Vocabulary

- words for types of books
- words for types of films

Grammar

- past simple
- *must/mustn't*

Skills

- say that something is strange
- understand and talk about going to the cinema
- understand and write reviews

Learning for life

- What we wear to school (and Project)

Culture

- The history of the cinema

At the start of each unit, read through the "you know" and "you can" objectives in the Student's Book with the class. Focus on the key areas and elicit what students already know, allowing them to demonstrate their world knowledge about the topic.

Student's Book page 12

Vocabulary Types of books

Objective: To present and practise words for types of books

Target language: *adventure story, detective story, historical story, horror story, mystery story, poetry, short story, true story*

Materials: graded readers in as many of the genres from this lesson as possible (see Target language)

Unit introduction

Books closed. Write the unit topic *Stories* on the board and elicit where students can find *stories*, e.g. *in books*, but encouraging them to extend this to include *at the cinema*, *on TV platforms*. Remind them that books and stories existed long before films were invented and that many films are based on books. Elicit some examples of types of stories (in L1 if necessary) e.g. *horror, thriller*.

Give an example yourself, e.g. *I'm reading ... at the moment. It's a ... story. I'm enjoying it a lot because ...* Then write on the board:

The last ... I read/watched was ...; I'm reading/watching ... at the moment; I want to read/watch ...
It's a ... story.

In pairs, students discuss and complete the sentences.

1 a Match the types of books with the titles.

Students complete the task.

Differentiation

For extra support, give students two choices for each book title, e.g. *1 mystery / historical story*, *2 detective / adventure story*, etc.

For extra challenge, students go on to imagine and talk about what they think happens in each story.

b 1.01 Listen and check.

Play the audio for students to check their answers.

If you brought graded readers, show these and ask students what type of book they think each one might be. Take the opportunity to explain how your school's library of readers works if it has one and clarify which level/set of readers students should use alongside *Options 2*.

ANSWERS: *1 mystery story, 2 horror story, 3 short story, 4 historical story, 5 poetry, 6 adventure story, 7 detective story, 8 true story*

c Tell your partner what books you like / don't like and why.

Point out that the example also includes a reason with *because* and encourage students to do the same in their discussion.

If appropriate, extend the discussion by asking students to rank the types of books in order of preference.

d Look at the photo story on page 13. Find and say the types of books.

Tell students not to read the photo story in detail at this point, only to scan it quickly to find words for types of books. In pairs, students complete the task. Check answers as a class.

ANSWERS: *Photo 2: mystery story, Photo 5: horror story*

Further practice:

- WB p. 9 (see TB p. 163)

Student's Book pages 12–13**The After School Club****A bad night's sleep**

Objectives: To preview the grammar in the next lesson through a video; to present and practise functional phrases to say that something is strange

Target language: *Spooky!, That's strange!, How weird!*

Note

If you didn't use the Welcome unit, it would be advisable to show both parts of *The After School Club: The new student* from Student's Book pp. 6–7 before starting.

2 a Watch part 1 of the video.

Point to Lily and Alissa and elicit what students already know about them, e.g. *Lily is very polite. Alissa is very sporty*. In pairs, students say what else they remember about them from the Welcome unit and *Options 1*.

Play video part 1. Use the photo in 5 to check that students understand *a strange shadow*.

b Read the photo story. How many of these tasks can you do?

Students complete the tasks and then compare in pairs.

ANSWERS: *1 Lily, 2 mystery, 3 2.30 a.m., 4 window, 5 shadow, 6 He tries to frighten/scare her / make her scared.*

3 Watch part 2 of the video. Who wants Mr Wilson to read these books? Say Maya, Ahmed, Alissa or Oliver.

Play video part 2 for students to complete the task. Check answers as a class.

ANSWERS: *1 Ahmed, 2 Oliver, 3 Alissa, 4 Alissa, 5 Maya*

Extra activity

On the board, write:

- 1 Why doesn't Ahmed like historical stories?*
- 2 What type of book does Mr Wilson choose?*
- 3 What does Maya say about horror stories?*
- 4 Why does Mr Wilson ask Ahmed to turn off the light?*
- 5 When does the story start?*
- 6 What's the title of the story Mr Wilson reads?*

Play part 2 again for students to answer the questions.

ANSWERS: *1 Because they're boring. 2 a book of short stories, 3 They're her favourite. 4 to make it spooky, 5 at half past two at night, 6 "The Shadow on the Wall"*

Videoscript p. 149**4 a 1.02 Listen and repeat.**

Play the audio for students to listen and repeat. Then do some pronunciation practice, especially focusing on sentence stress and intonation to sound dramatic.

b Take turns to invent strange things and answer.

Make sure students understand that the green phrases talk about things that happened and the purple phrases are exclamations to respond. Monitor while students complete the task in pairs and offer support as necessary.

Further practice:

- WB p. 10 (see TB p. 163)
- Vocabulary Trainer (see Introduction, p. 15)

Grammar

Past simple

1 1.03 Listen and read. What adventure do Zoe and Luca have today?

Zoe Did you have a good weekend, Luca?
Luca Yes, I did. I stayed in all day on Sunday and I finished a historical story called *Across the Sea*. The people in the story lived 100 years ago. They travelled from Italy to Mexico by boat and they had lots of exciting adventures on the way. I loved it! What did you do over the weekend? Did you read any stories?
Zoe Yes, I did. I read an adventure story called *Running Fast*.

Luca Did you enjoy it?
Zoe No, I didn't. The people in the story didn't have any really exciting adventures! Really? And ... did they run fast?
Luca I don't know. I didn't get to the end of the book because it was so boring. I think we have more adventures at school!
Luca Ha! Well, we've got the adventure of a maths test and a science test this morning!



2a 1.04 Listen and read.

Language box

I finished a historical story.
 I didn't get to the end of the book.
 Did you enjoy it? Yes, I did. / No, I didn't.
 Did they run fast? Yes, they did. / No, they didn't.
 What did you do over the weekend?
 I read an adventure story.

b Circle the correct options to complete the rules.

- To make the affirmative past simple form of regular verbs, we add ¹ -s / -ed. Remember the spelling rules.
- To make negative sentences in the past simple, we use ² didn't / not + the verb.
- To make questions in the past simple, we use ³ Does / Did + subject pronoun or name + the verb.
- In short answers, we ⁴ use / don't use the main verb after did or didn't.

Irregular verbs list p.135

3a Complete the sentences and questions with the past simple form of the verbs.

- 1 I _____ (like) the beginning of the book, but I _____ (not like) the ending.
 2 They _____ (listen) to music last night and they _____ (not go) to the cinema.
 3 A _____ (you / have) pasta last night?
 B No, we _____.
 4 A What _____ (she / do) yesterday?
 B She _____ (go) into town.

b 1.05 Listen and check.

4 Tell a chain story. Student A says an affirmative sentence. Student B says a negative sentence. After three turns each, swap roles.

I left my house at ... yesterday. But I didn't go to school.
 I went ... instead. But I didn't ...
 I ... But I didn't ... Now it's my turn to start! I ...

5 Play "Find someone who ...". Write the names and answer the questions.

Did you watch TV last night? Yes, I did. / No, I didn't.
 What did you watch?

Find someone who ...

watched TV last night. What?
 Who?
 woke up early last Sunday.
 Who? What time?
 had pizza last week.
 Who? When?
 went on holiday last year.
 Who? Where?
 played sport yesterday.
 Who? What time?

Vocabulary

Types of films

1 1.06-07 Read and listen to the song. Tick the correct answer.

The song is about: 1 ☐ good films. 2 ☐ what to do / not to do. 3 ☐ how to make films.

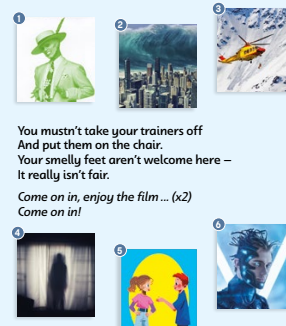
Enjoy the film!

Come on in, enjoy the film!
 We hope you like the show. But ...
 Before it starts, there are some things
 That you really need to know.

You mustn't stand up on your chair
 To get a better view.
 And when you want to buy some sweets,
 Then don't forget to queue.

You must put your phone away
 When the lights go out.
 You mustn't talk with your friends
 Or mess about and shout.

Come on in, enjoy the film ...
 You must only eat the food
 That you buy from our shop.
 You mustn't bring your own food in –
 That's something we must stop.



2a Match the types of films with the pictures in 1.

- ☐ animated film ☐ disaster film
☐ comedy ☐ action film
☐ thriller ☐ science fiction film

b 1.08 Listen and check.

c Circle the correct words.

- 1 Action films / Comedies make us laugh.
 2 I enjoy films that take place on different planets, so I'm a big fan of thrillers / science fiction films.
 3 Disaster / Animated films are often for children.
 4 I prefer watching comedies / thrillers because they're exciting and you often can't guess the ending.
 5 I find animated / disaster films a bit scary.
 6 I love action / animated films because you never get bored when so much is happening.

d 1.09 Listen and check.

3a Copy and complete the table. Rank the types of films in 2a.

My least favourite films				My favourite films			
hate	don't (really) like	don't mind	like	love			

b Compare your answers.

I like ... because ...
 I don't really like ... because ...

Student's Book page 14

Grammar Past simple

Objective: To present and practise the past simple (all forms)

1 1.03 Listen and read. What adventure do Zoe and Luca have today?

Books closed. Write/Display this table on the board:

be	was/...	.../weren't
want	wanted	...
sleep	...	didn't sleep

Try to elicit the missing words (*were, wasn't, didn't want, slept*), most of which are in the photo story, and point out that these are the past forms of *be*, the regular verb *want* and the irregular verb *sleep*.

Students then open their books. Play the audio for them to listen and answer the question.

ANSWER: They've got a maths test and a science test this morning.

2a 1.04 Listen and read.

Play the audio for students to follow in the Language box. Drill the sentences yourself or using the audio, focusing attention on sentence stress. Remind students that there is a list of irregular verbs on p. 135, but point out that they only need the first two columns (Infinitive and Past simple) at this point.

b Circle the correct options to complete the rules.

Students complete the task.

ANSWERS: 1 -ed, 2 didn't, 3 Did, 4 don't use

Grammar bank (and extra Grammar rap)

The Grammar bank on Student's Book pages 108–123 provides grammar rules, tables and further practice. You may like to use the rules and tables to supplement the rule-finding approach in the unit and/or the students can use it for revision. The practice activities are suitable for students working on their own, e.g. for homework. For reduced pages and answers, see TB pp. 132–139.

Usually only one page in each unit features a Grammar rap. These two-part video animations first present the new forms in isolation and then give fuller examples. You can use these in class and students can also access them via the HELBLING Media App.

In this unit, an extra rap is included to consolidate all forms of the past simple. The lyrics are provided on TB p. 132.

3 a Complete the sentences and questions with the past simple form of the verbs.

Students complete the task.

b 1.05 Listen and check.

Play the audio for students to check their answers.

ANSWERS: 1 *liked, didn't like*, 2 *listened, didn't go*, 3 *Did you have, didn't*, 4 *did she do, went*

4 Tell a chain story. Student A says an affirmative sentence. Student B says a negative sentence. After three turns each, swap roles.

Model the activity with a stronger student, e.g.

You: *I left my house at 7.30 yesterday.*

Student: *But I didn't go to school.*

You: *I went to the sports centre instead.*

In pairs, students tell their stories. Monitor and discreetly correct mistakes with the past simple as necessary.

Differentiation

For extra support, tell one student in each pair to keep their book open at the irregular verbs list on p. 135.

For extra challenge, after students complete the task, they continue making as long a story as possible without necessarily alternating affirmative and negative.

5 Play "Find someone who ...". Write the names and answer the questions.

Look at the example and the coloured box of prompts together. Explain how *Did you watch TV last night?* relates to the first prompt (*Who?*) and *What did you watch?* to the second (*What?*). Elicit the questions for *woke up early last Sunday* (*Did you wake up early last Sunday? What time did you wake up?*) and write them on the board. Point out that students only ask the second question if the person answers Yes to the first.

Students then mingle, asking each other the questions. Point out that they need to find five different names.

Further practice:

- Grammar bank (and extra Grammar rap) SB p. 108 (see TB p. 132)
- WB p. 11 (see TB p. 163)
- Cyber Homework 3

Student's Book page 15

Vocabulary Types of films

Objective: To present and practise words for types of films through a song

Target language: *action film, animated film, comedy, disaster film, science fiction film, thriller*

1 1.06–07 Read and listen to the song.

Tick the correct answer.

Play the song for students to listen and complete the task.

Check the answer as a class. If necessary, check that they understand the meaning of *queue* and *mess about*. Students may remember that Jenna described the dinosaurs as *smelly* in *Options 1*.

If there's a local cinema, discuss whether students agree with the points in the song. Do they have other ideas?

ANSWER: 2 *what to do / not to do*

2 a Match the types of films with the pictures in 1.

Students complete the task.

b 1.08 Listen and check.

Play the audio for students to check their answers.

Point out that we can use the words for types of books to talk about films too, e.g. *Dracula* is both a horror film and a horror story.

ANSWERS: 1 *comedy*, 2 *disaster film*, 3 *action film*, 4 *thriller*, 5 *animated film*, 6 *science fiction film*

c Circle the correct words.

Students complete the task. They then compare in pairs. Fast finishers can discuss if they agree or disagree.

d 1.09 Listen and check.

Play the audio for students to check their answers.

ANSWERS: 1 *Comedies*, 2 *science fiction*, 3 *Animated*, 4 *thrillers*, 5 *disaster*, 6 *action*

3 a Copy and complete the table. Rank the types of films in 2a.

Students complete the task.

b Compare your answers.

Before students compare their answers, give them time to think of reasons for their preferences.

Extra activity

Write/Display on the board:

Do you like ...

<i>football?</i>	<i>going to the cinema?</i>
<i>chocolate?</i>	<i>organising parties?</i>
<i>detective stories?</i>	<i>playing computer games?</i>
<i>maths tests?</i>	<i>getting up early on Monday mornings?</i>
<i>Why? / Why not?</i>	

Explain/Elicit that *like*, *love*, *hate*, etc. can be used either with nouns (the first column) or with *-ing* forms (the second column).

In small groups, students ask and answer *Do you like ...?* questions using these or their own ideas.

Further practice:

- WB p. 12 (see TB p. 163)

Grammar

must/mustn't

1 Match the cinema rules with the photos.

- 1 YOU MUST WAIT in the queue for the film.
- 2 YOU MUSTN'T PUT your feet on the chairs.
- 3 YOU MUST TURN OFF your phone.
- 4 YOU MUSTN'T TALK during the film.



2a 1.10 Listen and read.

Language box

You must pay to get in. You must leave before 6 p.m.
 You mustn't run near the pool. You mustn't copy in an exam.

b Complete the rules with *must* or *mustn't*.

- To give affirmative rules, we use the subject pronoun or name + ¹ + the verb.
- To give negative rules, we use the subject pronoun or name + ² + the verb.

3a Circle the correct verb forms.



- 1 You must / mustn't stay in your vehicle.
- 2 You must / mustn't drop rubbish.
- 3 You must / mustn't throw food for the animals.
- 4 You must / mustn't be quiet near the animals.
- 5 You must / mustn't touch the animals.

b 1.11 Listen and check.

4a Write the school rules.

- ✓ arrive on time
listen to the teacher
put up our hands
- ✗ chat online on our phones
forget our homework
eat in the classroom

We must arrive on time for school.

b Invent six new rules for your perfect school.

- We mustn't arrive before ... We must eat ...
- We mustn't have ... We must finish ...

Skills Listening and speaking

Going to the cinema

Sounds right /a/

1 1.12 Listen and repeat.

Adventure or horror? I can't decide!
 Which is my favourite type of book?
 Disaster or thriller? I can't decide!
 Which is my favourite type of film?



2a 1.13 Listen. Which film do Richard and Lucy choose to see?



b 1.14 Listen again. Complete the sentences.

- 1 Richard doesn't like _____ films.
- 2 Lucy thinks that _____ films are boring.
- 3 The film they want to see is on at _____ and at 7.45 p.m. today.
- 4 They can see the film because they're _____ years old.
- 5 Tickets for under 14s are £_____.
- 6 Lucy and Richard are going to meet outside the cinema at _____.

Look!

What's on at the moment?
 I'd really like to see ...
 There's a showing at ...
 There are two showings: one at ...

Options

3a Work in pairs. Choose A or B. You're arranging to go to the cinema together.

A Suggest a film. Arrange a time and a place to meet.

Suggest going to the cinema.

Agree. Ask what film.

Suggest a film.

Agree. Ask what time.

Suggest a time.

Agree. Suggest a place to meet.

Agree and say goodbye.

Say goodbye.

B Discuss which film you want to see. Arrange a time and a place to meet.

Suggest going to the cinema.

Agree. Suggest a type of film.

Say that you don't like this type. Suggest another.

Say that you don't like this type. Suggest another.

Agree and suggest a time.

Agree and suggest a place to meet.

Agree and say goodbye.

Say goodbye.

b Swap roles. Invent a new dialogue.



Student's Book page 16

Grammar *must/mustn't***Objective:** To present and practise *must/mustn't*

1 Match the cinema rules with the photos.

Books closed. You may like to play the chorus from the song again (Track 1.06) and ask *What was the song about?* Put students into pairs to try and remember the rules for the cinema. Then elicit these as a class. If students don't form the rules with *must/mustn't*, accept the simpler imperative form, e.g. *Put your phone away. Don't take your trainers off.* Students complete the task.

ANSWERS: 1 A, 2 D, 3 C, 4 B

2a 1.10 Listen and read.

Play the audio for students to follow in the Language box in their books. Drill the sentences yourself or using the audio, pointing out and focusing on the silent *t* in the negative.

b Complete the rules with *must* or *mustn't*.

Students complete the task. Check answers as a class.

ANSWERS: 1 *must*, 2 *mustn't*Grammar rap (*must/mustn't*)

As with the raps in all the other units and levels of *Options*, the students have the words for this rap on the Grammar bank page as well as on screen in the video animation.

3a Circle the correct verb forms.

Check that students understand the meaning of *vehicle* and *rubbish*. They then complete the task.

b 1.11 Listen and check.

Play the audio for students to check their answers.

Ask students to listen and repeat the rules for extra pronunciation practice.

ANSWERS: 1 *must*, 2 *mustn't*, 3 *mustn't*, 4 *must*, 5 *mustn't*

4a Write the school rules.

Look at the example with the class and point out the use of *We* in this case. Students then complete the task individually and compare in pairs. You may want to nominate students to write the correct answers on the board.

ANSWERS: *We must arrive on time for school. We must listen to the teacher. We must put up our hands. We mustn't chat online on our phones. We mustn't forget our homework. We mustn't eat in the classroom.*

b **Invent six new rules for your perfect school.**

Make sure students understand that this exercise is about an imaginary perfect school. They complete the task in pairs and then share their rules with the class.

Extra activity

Put students into groups of three. Refer them to the Safari Rules in Exercise 3a and ask them to choose a place (not a safari park, cinema or school) and write five rules for it. Tell them not to include the name of the place in the rules. Monitor, offer support with new language as necessary and point out mistakes with *must/mustn't* for students to self-correct.

Groups then take turns to read their rules for the class to guess the place.

Further practice:

- Grammar bank and Grammar rap SB p. 109 (see TB p. 132)
- WB p. 13 (see TB p. 163)

Student's Book page 17

Listening and speaking Going to the cinema

Objectives: To practise the sound /ə/; to develop listening and speaking skills

Sounds right

1 **1.12 Listen and repeat.**

Play the audio for students to listen and repeat the chant. Then explain that the weak /ə/ sound is the most common sound in English, but that it only appears in unstressed syllables. Elicit words from the chant with this sound, and underline the relevant letters (*adventure, horor, of, disaster, thriller). Point out that any vowels (and combinations with *r*, for example) can be pronounced /ə/. Drill the sound and the words.*

Extra activity

Look at the picture with the class, eliciting the types of films/books that it shows.

2 a **1.13 Listen. Which film do Richard and Lucy choose to see?**

Try to elicit the three types of film shown in the pictures. Play the audio for students to complete the task. Check the answer as a class. Ask them whether their ideas were correct about the types of film (*action, comedy, animated film*).

ANSWER: 2

Audioscript p. 142

b **1.14 Listen again. Complete the sentences.**

Give students time to read the sentences. Play the audio again for them to complete the task. They then check in pairs.

Differentiation

For extra support, give the following words and numbers, telling students that there are four extra items that they don't need:

10.20, 13, 3, 4, 7.15, 7.20, 7.45, *action, animated, comedy*

For extra challenge, students close their books and answer the following questions:

- 1 What sort of films does Richard not like? Why?
 - 2 What sort of films does Lucy not like? Why?
 - 3 What time can they see the film they choose today?
 - 4 How old must people be to see the film?
 - 5 In total, how much must Richard and Lucy pay for their tickets?
 - 6 When and where do they plan to meet?
- (1 Action films, because there's lots of noise and no one speaks for a long time. 2 Animated films, because they're for children and boring. 3 at 4 p.m. or 7.45 p.m., 4 They must be 13 years old. 5 £14.40, 6 at quarter past seven / 7.15 p.m. ... at the cinema)

ANSWERS: 1 action, 2 animated, 3 4 (p.m.), 4 13, 5 7.20, 6 7.15

3 a Options Work in pairs. Choose **A** or **B**.

Refer students to the Look! box and drill the phrases, checking that they understand *showing(s)*.

Whichever task students complete, monitor closely. If appropriate, you could display a real film listing for a cinema in the area for students to refer to.

A Suggest a film. Arrange a time and a place to meet.

This task offers more limited output, as it only requires students to agree on a specific film, a time and a place to meet.

B Discuss which film you want to see. Arrange a time and a place to meet.

This task requires a little more negotiation, but is still controlled. Encourage students to try using different language for the two lines when they each explain that they don't like a type of film.

b Swap roles. Invent a new dialogue.

Students swap roles and repeat the task with new details.

Further practice:

- WB p. 14 (see TB p. 163)
- Cyber Homework 4
- Dialogue Karaoke (see Introduction, p. 14)

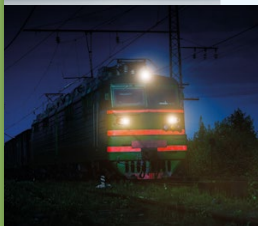
Skills Reading and writing

Reviews

1a Read the film review. What does the writer think about the acting in the film?

ON THE LAST TRAIN

REVIEW ★★★★★



On the Last Train tells the story of the journey of a normal 40-year-old man. The film takes place in the United Kingdom in the present day. Every day, John takes the 7.30 a.m. train to work and then returns home on the 6 p.m. train. But today isn't a normal day. When John is on his way back to the station in the evening, a strange man stops him and asks for help. John doesn't help. The man gets angry and John goes a different way to the station. He misses his train and needs to take "the last train". That's when the fun really starts! For 90 minutes, On the Last Train is a very exciting action film. But the problem is the last 20 minutes. The film changes from a very exciting film – my favourite this year – to a really silly film. I can't tell you what happens, of course. You must watch the film to find out! I really enjoyed the acting in this film. Jamie Wise is the hero and Dave Patterson is the baddie. Both actors are brilliant and, for an hour and a half, the film is brilliant too. I think On the Last Train is good for people who like exciting films, but it's a shame about the ending.

b 1.15 Read the review again and listen. Circle T (True) or F (False).

- The film is about a superhero. T / F
- John helps a strange man on the way to the station. T / F
- John must take a different train home. T / F
- The writer enjoyed most of the film. T / F
- The writer tells us what happens at the end of the film. T / F
- The writer really liked the ending. T / F

I completely agree with you about the ending. It's more like a comedy than an action film! I didn't like the acting much either.

Angela, New York

I think you're wrong about this film. I thought it started slowly, but it was really exciting at the end!

Sam, Cape Town

Options

2 Choose A or B.

A Imagine you saw On the Last Train.

Write two more comments: one that agrees with the review and one that disagrees with it.

I totally agree with you about this film. ...

B Write a film review about a film you watched recently.

Answer these questions:

- What's the film title and what type is it?
- What was it about?
- Was the acting good?
- What was good/bad about the film?

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WS p. 15

Cyber Homework 5

Learning for life

What we wear to school

1a What's Luna wearing in each photo?

b Watch the video. What animal has Luna's tie got on it?

c Watch the video again. Circle the correct words.

- Luna's favourite colour is light green / blue.
- Her orange socks have got a frog / dog on them.
- Her real school socks are navy blue / dark grey.
- Her tie has stripes in three / four colours.
- She bought / made her tie.



2 Match the speech bubbles with the photos.

1 Hi! Here I am with my brother. Our school is in London. I wear a white polo shirt and a grey skirt to school. My brother wears grey trousers.

2 Hello. This is me! I'm going to school with my dad. In public schools in Argentina, we wear our own clothes, but we put on a kind of white coat. It's called a guardapolvo.

3 Hey! I'm from Australia and these are my friends. We only wear uniform when we've got PE at school. Our PE uniform is red and white.



3a Complete the tips with the words.

different must uniform wear

Top tips for respecting what we wear

Remember that ...

- all schools around the world are 1 _____.
- some schools have a 2 _____.
- in other schools, students can 3 _____ their own clothes.
- we 4 _____ look after all our clothes!

b Answer the questions.

- What do you think about the different clothes for school in 2?
- Do you wear a uniform? What do you like about it? What don't you like about it?
- What are the good things about wearing a school uniform? What are the bad things?

Project

4a Work in pairs. Research a school in another country and its uniform. Answer the questions.

- Where's the school and what's its name?
- What uniform do the students wear?
- Are there different types of uniform (e.g. a PE uniform, a summer/winter uniform, etc.)?
- Do you like their uniform? Why? / Why not?

b Prepare a video presentation. Show it to the class.

19

Student's Book page 18

Reading and writing Reviews

Objective: To develop reading and writing skills

Basic and Enriched texts

There are three versions of the Student's Book and Workbook reading texts, all with audio support: the Standard text in the Student's Book and Workbook and the Basic and Enriched versions (see Introduction, p. 11). The tasks on the Student's Book and Workbook pages are designed to work with all three versions.

1a Read the film review. What does the writer think about the acting in the film?

Books closed. Tell students about a film you watched recently, either at the cinema or on a streaming service / TV. If possible, it should be a film which some students will have seen. Limit your "review" to two or three sentences outlining the story and two or three sentences giving your opinion. If some students have seen the film, invite them to give brief reactions to your comments.

Students then open their books and look at the review. Tell them not to read it in detail at this point, only to skim it quickly to answer the question.

ANSWER: The acting is brilliant.

b 1.15 Read the review again and listen. Circle T (True) or F (False).

Play the relevant audio for students to complete the task. They then compare in pairs. Check answers as a class.

Point out that 5 is important because a review should never say what happens at the end. You may like to explain that we call it a *spoiler* (because it spoils the ending). Articles about films or reviews sometimes use the phrase *Spoiler alert* to warn readers about this.

Differentiation

For extra support, students work in pairs. One student reads the first paragraph of the review again and answers questions 1 to 3; the other student reads the second and third paragraphs and answers questions 4 to 6. They then share their answers before you check with the class.

For extra challenge, ask students to correct the false sentences.

ANSWERS: 1 F, 2 F, 3 T, 4 T, 5 F, 6 F

2 Options Choose A or B.

Whichever task students complete, make sure they understand the importance of checking the grammar and spelling in their work.

- A** Imagine that you saw *On the Last Train*. Write two more comments: one that agrees with the review and one that disagrees with it.

This task offers more limited output, as students are only required to write two short comments.

- B** Write a film review about a film you watched recently.

This task is more challenging, as students need to write a whole review, using the questions given to structure their work.

Further practice:

- WB p. 15 (see TB p. 163)
- Cyber Homework 5

Student's Book page 19



Learning for life

What we wear to school

Objective: To develop awareness of what people wear to school around the world (global learning)

Project: a video presentation about a different school uniform

Learning for life

These pages, in Units 1, 3, 5 and 7, focus on different aspects of lifelong learning, categorised by the icons mentioned in the Welcome unit. The topics are introduced through vlogs (with animation) presented by two young people, Luna (Units 1 and 7) and Jamie (Units 3 and 5). You can encourage students to share relevant life experiences, and feed in your own, so that discussions go beyond the classroom.

1 a What's Luna wearing in each photo?

Books closed. Make a class list of clothes.

Students then open their books and talk about what Luna is wearing.

ANSWERS: In photo 1, Luna's wearing jeans, a T-shirt, a hat, sunglasses, socks and shoes. In photo 2, Luna's wearing her school uniform: a skirt, a shirt, a sweater, a jacket, socks and shoes.

- b** Watch the video. What animal has Luna's tie got on it?

Play the video and check the answer.

ANSWER: a cat

Videoscript p. 153

- c** Watch the video again. Circle the correct words.

Play the video again for them to complete the task. Check answers as a class. Use photo 2 to explain that *navy blue* is a dark blue, common in uniforms.

ANSWERS: 1 blue, 2 frog, 3 navy blue, 4 three, 5 made

Extra activity

Write on the board:

Luna doesn't wear ... to school.

must wear ...

Put students into pairs. They try to write down all the clothes words from the video in two lists. Play the video again for them to check their answers.

2 Match the speech bubbles with the photos.

Students complete the task. Check answers as a class.

ANSWERS: 1 C, 2 A, 3 B

3 a Complete the tips with the words.

Students read the Tips box and complete the task. Check answers as a class. Discuss the importance of respecting other cultures.

ANSWERS: 1 different, 2 uniform, 3 wear, 4 must

- b** Answer the questions.

In pairs, students complete the task.

Project

4 a Work in pairs. Research a school in another country and its uniform. Answer the questions.

Assign each pair a different country and, if necessary, help them identify a suitable school with a website. Encourage them to use photos from the website to identify the different types of uniform used.

- b** Prepare a video presentation. Show it to the class.

See the Tips below.

Tips on students making videos

Students can be allowed time outside class to make a pair/group video as homework. (They could also then choose to use breaktime or lunchtime for planning time.) Each student makes their own part of a video at home.

If filming isn't practical, students can rehearse and then act in front of another group to give feedback.

Students may not be very interested in watching each other's videos in class, especially if they are on a similar topic. You could create a secure online group and upload the videos. Students may then be curious enough to watch in their own time. To focus the class on watching other groups' videos, ask each group to provide a while-watching question for the class to answer.

THE SECRET SPRING
EPISODE 1: ANOTHER WORLD

Before you watch

1a Talk about the characters. Use page 11 to help you. Picture 1 shows He's ...

1 2 3 4 5 6

b Who said it? Say each character's name.

1 "Wolf! I'll get you!"
2 "Run, little wolf! Run!"
3 "Who are you?"
4 "It's a door to another world."
5 "Welcome to the Forest World!"

Now watch

2a Watch "Previously on The Secret Spring". Check your answers to 1b.

b Watch the rest of episode 1. Which characters are now in the Forest World?

c Watch the video again. Answer the questions.

1 What is Draven's plan?
2 What is Squirrel's plan?
3 What do Aiden and Jenna Wolf think of Squirrel's plan?

Everyday English

3a Match the expressions with the pictures.

☐ I promise ☐ Come on ☐ I mean

1 2 3 4 5 6

b Complete the speech bubbles with the expressions from 3a.

1 You can't swim today! It's too cold!
2 That's terrible! ... not helping his friends!
3 We need someone who's good at singing.
4 Matt's great!
5 ...
6 ...

20 Vocabulary Trainer

Review

Vocabulary

1 Put the letters in order to make types of books.

1 I like historical (cshoirail) stories because I like reading about the past.
2 I enjoy horror (rorro) stories because I like feeling scared.
3 I love easy (rsot) stories because they're quick to read.
4 I like detective (vctiteede) stories because it's fun to guess who did it.
5 I love real (rtou) stories because it's interesting to find out about real life.
6 I enjoy a good strange (streymy) story because it's like a puzzle.
7 I often read songs (reotyp) because I think it's like songs.
8 I like exciting (veaudtnr) stories because they're exciting.

2 Label the types of films.

1 2 3 4 5 6

Grammar

3 Write negative sentences and questions.

1 She / not read / an adventure story yesterday.
She didn't read an adventure story yesterday.
2 We / not go / to the cinema at the weekend.
3 I / not enjoy / the film last Sunday.
4 Leo / buy / a new book on Tuesday?
5 they / stay / in the classroom during break?
6 you / watch / online videos last night?

4 Complete the dialogue with the past simple form of the verbs.

Ryan What ¹ did you do (you / do) last night?
² you / watch TV?
Katie No, ³ I (help) to cook dinner and then we ⁴ go (go) to the cinema. We ⁵ see (see) a comedy.
Ryan ⁶ you / enjoy the film?
Katie Yes, ⁷ I (be) late, so we ⁸ not get home until quarter to eleven, so I'm a bit tired today!

5 Write the cinema rules. Use **must** or **mustn't** and the words.

your rubbish home quiet your feet on the seats
late a-ticket your phone

1 buy You must buy a ticket. ✓
2 arrive You must arrive on time. ✓
3 be You mustn't be late. ✓
4 use You mustn't use your mobile phone. ✓
5 put You mustn't put your feet on the seats. ✓
6 take You mustn't take your rubbish home. ✓

21 Options Now go to your Personal Learning Track

Student's Book page 20

The Secret Spring Episode 1

Objective: To follow a video story for pleasure

Target language: *I promise, Come on, I mean*

1a Talk about the characters. Use page 11 to help you.

If your class didn't work with *Options* 1, you may want to look again at Student's Book page 11 and then do Exercise 1b as a while-watching task.

In pairs, students say what they remember about the characters. They then share their ideas as a class.

Check that students remember all the characters' names (1 Aiden, 2 Jenna, 3 Squirrel on Jenna Wolf's back, 4 Victoria, 5 Druff, 6 Draven).

b Who said it? Say each character's name.

Students complete the task and then compare in pairs.

2a Watch "Previously on The Secret Spring". Check your answers to 1b.

Play the first part of episode 1 of the video, up until the screen goes black. Check answers as a class.

ANSWERS: 1 Draven, 2 Squirrel, 3 Aiden, 4 Victoria, 5 Jenna Wolf

Videoscript p. 155

b Watch the rest of episode 1. Which characters are now in the Forest World?

Ask students: *How do we know when the characters are in the Forest World and not in our world?* Elicit that there are dinosaurs in the Forest World.

Continue playing episode 1 for students to complete the task. Check answers as a class.

Note that the video contains some examples of future structures used in natural contexts (both *will* and *going to*). Students should nevertheless be able to follow the video. If you use the subtitles and students notice this new language (or if they comment without reading them in the subtitles), congratulate them on paying close attention and explain that they will learn more about these later.

ANSWERS: (in order of appearance) Jenna Wolf, Aiden, Druff, Draven and Squirrel

c Watch the video again. Answer the questions.

Play episode 1 again (fast-forwarding through the *Previously* section if you wish, as this is not relevant for the task). Students answer the questions. Check answers as a class.

Differentiation

For extra support, give these phrases for students to match with Draven or Squirrel:

steal eggs *steal a T-Rex egg*
put an egg in Druff's sack *sell eggs and baby dinosaurs*

For extra challenge, students answer the questions from memory and then check with the video.

ANSWERS: 1 *To steal and sell dinosaur eggs and baby dinosaurs in the human world.* 2 *To steal a T-Rex egg, put it in Druff's sack so the T-Rex parents go crazy and attack them.* 3 *It's very dangerous.*

Extra activity

Play the video again, pausing to discuss with the class what the human characters are wearing (and carrying). Elicit whole sentences using the present continuous. Offer support with new language as necessary (e.g. Druff is carrying a *spear* and the hunters' clothes are *made of skins*).

3 a Match the expressions with the pictures.

Students complete the task. Check answers as a class and ask students how they would say the expressions in their language.

ANSWERS: 1 *I mean*, 2 *I promise*, 3 *Come on*

b Complete the speech bubbles with the expressions from 3a.

Students complete the task. Check answers as a class. Drill the sentences for stress and intonation.

ANSWERS: 1 *Come on*, 2 *I mean*, 3 *I promise*

Further practice:

- Vocabulary Trainer

Student's Book page 21

Review

Objective: To review the unit content and carry out self-assessment

The Review page is an opportunity for students to test themselves on the unit language and then to reflect on the unit objectives. This is an important tool for self-evaluation and helps students to gain an overview of their own progress, leading into the use of the Personal Learning Track at the end of the unit.

The Vocabulary and Grammar activities could be set as homework, but it is useful to allow class time for students to look back at the unit objectives on page 12 in pairs. Feedback with the class can then inform your planning.

Vocabulary

1 Put the letters in order to make types of books.

ANSWERS: 2 *horror*, 3 *short*, 4 *detective*, 5 *true*, 6 *mystery*, 7 *poetry*, 8 *adventure*

2 Label the types of films.

ANSWERS: 1 *animated film*, 2 *action film*, 3 *science fiction film*, 4 *disaster film*, 5 *thriller*, 6 *comedy*

Grammar

3 Write negative sentences and questions.

ANSWERS: 2 *We didn't go to the cinema at the weekend.* 3 *I didn't enjoy the film last Sunday.* 4 *Did Leo buy a new book on Tuesday?* 5 *Did they stay in the classroom during break?* 6 *Did you watch online videos last night?*

4 Complete the dialogue with the past simple form of the verbs.

ANSWERS: 2 *Did you watch*, 3 *I didn't*, 4 *helped*, 5 *went*, 6 *saw*, 7 *Did you enjoy*, 8 *I/we did*, 9 *was*, 10 *didn't get*

5 Write the cinema rules. Use *must* or *mustn't* and the words.

ANSWERS: 2 *You mustn't arrive late.* 3 *You must be quiet.* 4 *You mustn't use your phone.* 5 *You mustn't put your feet on the seats.* 6 *You must take your rubbish home.*

Extra activity

Review the alphabet as a class. Drill the letters going forwards, then backwards and then jumping around, focusing multiple times on letters or pairs of letters which cause problems for your students. With weaker classes, write the letters on the board as you drill them. Remind students of the use of *double* for a repeated letter.

Give students a spelling test to review active vocabulary from this unit (types of books/films) and/or from the Welcome unit (activities, clothes, family, adjectives to describe people), and/or to highlight other words from Unit 1 which include problem letters and letter combinations, e.g. *spooky*, *weird*, *shadow*, *beginning*, *ending*, *trainers*, *smelly*, *queue*, *rubbish*, *favourite*, *showing*, *review*, *uniform*, *squirrel*.

Say the word first, encouraging students to "have a go". Then to check answers, spell the word out letter by letter twice, using *double* where possible. Nominate students or ask for volunteers to write the words on the board for the class to check.

Further practice:

- Personal Learning Track (see Introduction, pp. 13–14)

Testbuilder

Unit 1 test (see Introduction, p. 19).

Culture

The history of the cinema

1a Read the text. What were the first films like?

ALL ABOUT FILMS

In the past, there was only one type of cinema. Today, there's more variety – the effects in 3D and 4D cinemas can make us feel as if we are in the film! But there's one thing that never changes – people all over the world still love watching films. All film genres, from comedies and animated films to thrillers and disaster films, are still very popular!

How did it all start?

Around 1890, the American inventor Thomas Edison created a film camera and a projector. Five years later, the French brothers Louis and Auguste Lumière invented a combined film camera and projector. They called it a *cinématographe* in French.

The first films were silent – they didn't have sound. The pictures in these films didn't have colour either. They were in black and white.

In 1927, *The Jazz Singer* was the first film with sounds – both music and talking. Then in the 1930s, people made the first films with colour pictures.

How do people make films?

There are two ways of making a film. The first one – film cinematography – needs two pieces of equipment: a film camera and a film projector. A film camera records photos on film. It can take about 24 photos in a second! The photos that it takes are very close together, so there are very small differences in movement.

A film projector shows the photos one after the other on a screen. This makes a moving scene. The American word *movie* came from the idea of moving pictures.

The second way – digital cinematography – uses a digital camera. A sensor inside the camera captures light and turns it into signals. These signals create a digital image. The camera records these images onto digital files.

Filmmakers have different opinions. Some use film cinematography to make their films. Others prefer the modern technology of digital cinematography.

Technological advances

Experts invented new technology at the end of the 20th century. CGI, computer-generated imagery, became another tool for making films, creating characters, scenes, backgrounds and lots of special effects. Thanks to this type of technology, we can enjoy computer-animated films today.

Key words
camera projector silent sound screen record image special effects

b Read the text again. Answer the questions.

- When did the Lumière brothers create the cinematograph?
- Why was 1927 an important year in cinema history?
- What equipment do you need for film cinematography?
- What does a film projector do?
- What equipment do you need for digital cinematography?
- What can CGI (computer-generated imagery) do?

c Which information from the text did you know? What else do you know about films?

I knew the words ... and ... I also know that films ...

2a What can you see in the photos? What do you know about drive-ins?

I can see ... Drive-ins are ...

3a Match the Key words with the definitions.

- This word means you can't hear anything.
- Computers, TVs, laptops and phones have got a ...
- This is another word for *noise*.
- This piece of equipment records pictures on film or as files.
- This is another word for *picture*.
- This piece of equipment shows films on a screen.
- This important part of an exciting film helps to make it feel real.
- This means to make a copy of pictures or noises.

b 1.18 Listen and check.

c Complete each sentence with a Key word.

- The first films were ..., but there was sometimes piano music in the cinema.
- Filmmakers enjoy using ...
- Can you ... our football match on your phone?
- It's a very old ..., but I can see a man and a woman.
- This ... doesn't work. It isn't showing the film on the screen.
- The ... isn't very good – I don't like listening to music on this computer.
- I can see you on my ... Can you see me?
- You need a good ... to make a film.

d Write a new sentence with each Key word.

Student's Book pages 22–23

Culture The history of the cinema

Objective: To learn about the history of the cinema

Key words: camera, projector, silent, sound, screen, record (verb), image, special effects

Materials: videos or DVDs of well-known films from different periods

Culture

The Culture pages focus on aspects of life in other countries and cultures, encouraging students to be curious and respectful global citizens.

These (and the Sustainable Development Goals with CLIL) sections after the Review page are optional material that you can plan to use as time allows. Students will not miss core grammar and vocabulary from the syllabus if you decide not to use them.

Books closed. If you brought videos or DVDs of well-known films, show the pictures on the front of the cases and ask students to put the films in the order that they think they were made (from the earliest to the most recent). If relevant, take the opportunity to explain how your school's library of videos and DVDs works.

If you don't have access to videos or DVDs, ask students to (try and) order five famous film titles (or show five film posters screen-grabbed from the internet), e.g. *The Jazz Singer* (1927), *Gone with the Wind* (1939), *Star Wars: A New Hope* (1977), *Titanic* (1997) and *Avatar* (2009). Extend the discussion by asking what other films are important in the history of cinema and why.

Explain that they will also learn about the sociocultural history of the cinema later in the lesson.

Note

For the Culture pages, there are also three versions of each text: the Standard text in the Student's Book and the Basic and Enriched versions (see Introduction, p. 11). The tasks are designed to work with all three versions.

1a Read the text. What were the first films like?

Students read the text quickly and answer the question. Be prepared to help with the meaning of new words, such as the Key words above. Check the answer as a class.

ANSWER: They were silent and in black and white.

b Read the text again. Answer the questions.

Students read the text again more slowly and complete the task. They then compare in pairs. Check answers as a class.

ANSWERS: 1 1895, 2 Because of "The Jazz Singer", the first film with sounds. 3 a film camera and a film projector, 4 It shows photos one after the other on a screen. 5 a digital camera, 6 It can create characters, scenes, backgrounds and lots of special effects.

c **Which information from the text did you know? What else do you know about films?**

In pairs, students discuss the questions. Then encourage students to share with the class other information that they know about films.

2 a **What can you see in the photos? What do you know about drive-ins?**

In pairs, students discuss the questions.

Then ask *Is there a drive-in near here? Are drive-ins typical in this/our country? Can anyone guess where these photos were taken?*

b **1.16 Listen to Katie and her grandma. Compare your ideas in 2a.**

Play the audio for students to complete the task. Point out that the conversation uses American English and includes *movie* (BrE: *film*), *soda* (BrE: *fizzy drink*) and *movie theater* (BrE: *cinema*).

Audioscript p. 143

c **1.17 Listen again. Circle T (True) or F (False).**

Tell students to read the sentences before they listen again. Play the audio again for students to complete the task. They then compare in pairs. Check answers as a class. With stronger classes, ask students to correct the false sentences.

ANSWERS: 1 T, 2 F, 3 T, 4 T, 5 T, 6 F

Extra activity

Write/Display on the board:

- 1 Why did Katie call her grandma?
- 2 When did Katie go to the drive-in?
- 3 What type of film (movie) did they see?
- 4 Why did Katie's grandma like the popcorn and soda?
- 5 What did Hollingshead think was the problem with movie theaters (cinemas)?
- 6 Why are drive-ins less popular today?

Play the audio again for students to answer the questions. Check answers as a class.

(1 Because it was her birthday. 2 at the weekend, 3 a science fiction film (movie), 4 Because she didn't have those at home. 5 The seats were very small. 6 Because it's easy for people to watch films/movies at home.)

3 a Match the Key words with the definitions.

Students complete the task.

Differentiation

For extra support, give students three of the Key words for each definition and ask them to circle the correct answer.

For extra challenge, students cover Exercise 3a and try to define the words themselves, using the reading text on Student's Book page 22 to help them.

b **1.18 Listen and check.**

Play the audio for students to check their answers.

Write/Display the Key words on the board, adding (*verb*) after the word *record*. Highlight the stress in each word by underlining the correct syllable: *camera*, *projector*, *silent*, *record* (*verb*), *image* and *special effects*. The students met the noun *record* in Options 1, talking about sports. Add *record* (*noun*) to the board and discuss the difference with the class.

ANSWERS: 1 *silent*, 2 *screen*, 3 *sound*, 4 *camera*, 5 *image*, 6 *projector*, 7 *special effects*, 8 *record*

c Complete each sentence with a Key word.

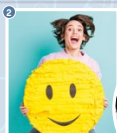
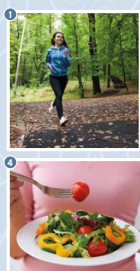
Students complete the task. They then compare in pairs. Check answers together.

ANSWERS: 1 *silent*, 2 *special effects*, 3 *record*, 4 *image*, 5 *projector*, 6 *sound*, 7 *screen*, 8 *camera*

d Write a new sentence with each Key word.

Point out the icon and encourage students to be creative, whilst still writing sentences that make sense. Individually or in pairs, students complete the task. Monitor and discreetly correct mistakes as necessary. If you wish, students could gap their sentences like the ones in Exercise 3c. They can then swap them with another pair for them to complete or they could read them aloud for the other pair to guess the missing words.

2 A healthy life



Vocabulary

Healthy activities

1a Match the phrases with the photos.

- | | |
|--|--|
| ☐ have a healthy diet | ☐ sleep well |
| ☐ go for a walk | ☐ be positive |
| ☐ keep a diary | ☐ do some puzzles |
| ☐ do some exercise | ☐ ride my bike |

b 2.01 Listen and check.

2a Watch part 1 of the video.

b Read the photo story. How many of these tasks can you do?

- Miss Ellis is going to be with them for _____ weeks.
- Miss Ellis is a _____ teacher.
- The five friends are excited about doing exercise. T / F
- Miss Ellis is going to do some puzzles with them. T / F
- What are they going to do on Friday? _____
- At the end, what does Miss Ellis want them to do? _____

At the end of this unit ...

you know

- ☐ words for healthy activities
- ☐ words for healthy and unhealthy food
- ☐ how to use *going to*
- ☐ how to use articles and *some/any* with countable and uncountable nouns

you can

- ☐ react to bad news
- ☐ understand and talk about making healthy choices
- ☐ understand and write about sleep and dreams

c Describe and guess.

You do this with a pen.

Keep a diary!

d Look at the photo story on page 25.

Find and say the words for healthy activities.

3 Watch part 2 of the video.

Answer the questions.

- How do the friends feel about the race?
- What did they think of the exercise with Miss Ellis?
- Who expects to win the race?
- Why doesn't Miss Ellis want to race?
- Who wins the race?
- What's the prize?

The After School Club The race



Let's talk! Reacting to bad news

4a 2.02 Listen and repeat.

- | | | |
|----------------------------------|----------------------------------|------------------------------------|
| My grandma's not very well. | We've got a maths test tomorrow. | The wi-fi isn't working. |
| Oh dear, I'm sorry to hear that. | Oh no, that's awful! | You're joking! I don't believe it! |

b Invent bad news for your partner to react.

Unit objectives

Vocabulary

- words for healthy activities
- words for healthy and unhealthy food

Grammar

- going to*
- articles and *some/any* with countable and uncountable nouns

Skills

- react to bad news
- understand and talk about making healthy choices
- understand and write about sleep and dreams

Learning to learn

- How to get your grammar right

Sustainable Development Goals

- Feeding the world (and Project)

Student's Book page 24

Vocabulary Healthy activities

Objective: To present and practise words for healthy activities

Target language: *be positive, do some exercise, do some puzzles, go for a walk, have a healthy diet, keep a diary, ride my bike, sleep well*

Unit introduction

Books closed. Depending on when you teach this lesson, either tell your students about last weekend (revising the past simple) or about the coming weekend (previewing *going to*). Tell them about "your" plans, making Saturday a really healthy day and Sunday a really unhealthy day. With weaker classes, limit your description to language that students will already know from *Options 1*; with stronger classes, consider previewing some of the healthy activities and healthy and unhealthy foods from the unit. Write *healthy* and *unhealthy* on the board and elicit which day was which in your description.

1a Match the phrases with the photos.

Tell students to cover Exercise 1a. Look at the photos as a class and discuss together what aspect of a healthy life students can see in each photo. They then complete the task.

b 2.01 Listen and check.

Play the audio for students to check their answers. Drill the phrases or ask students to repeat them after the audio. Point out that the main stress in all these items is on the last word in each phrase, e.g. *have a healthy diet*, *go for a walk*, *keep a diary*.

ANSWERS: 1 *do some exercise*, 2 *be positive*, 3 *do some puzzles*, 4 *have a healthy diet*, 5 *keep a diary*, 6 *sleep well*, 7 *ride my bike*, 8 *go for a walk*

c Describe and guess.

Start another example with *This is when you* and elicit an answer to give students another pattern to use. In pairs, students complete the task.

d Look at the photo story on page 25. Find and say the words for healthy activities.

Tell students not to read the photo story in detail at this point, only to scan it quickly to find words for healthy activities. Check answers as a class. Point out that there are other healthy activities in the story and check the meaning of these if necessary.

ANSWERS: Photo 3: *do some exercise*, Photo 4: *do some puzzles*

Extra activity

Write *Healthy activities* and *Unhealthy activities* as two column headings on the board. Put students into pairs and tell them to try and add an equal number of activities to each column. They should not use the activities from Exercise 1a. If you wish, as a starting point, use mime to elicit *go jogging* and *do some stretching* for the “healthy” column (both of which appear in the photo story) and *eat burger and chips* and *watch TV* for the “unhealthy” column.

When they have finished, nominate students to write their ideas on the board.

Further practice:

- WB p. 17 (see TB p. 164)

Student's Book pages 24–25**The After School Club****The race**

Objectives: To preview the grammar in the next lesson through a video; to present and practise functional phrases to react to bad news

Target language: *Oh dear, I'm sorry to hear that.*, *Oh no, that's awful!*, *You're joking! I don't believe it!*

2 a Watch part 1 of the video.

Play video part 1. If you didn't use the Extra activity after Exercise 1d, check that students understand the meaning of *stretching*.

b Read the photo story. How many of these tasks can you do?

Students complete the task and then compare in pairs. Check answers as a class.

Differentiation

For extra support, tell students that the numbers in the task correspond with the numbers in the photo story, i.e. item 1 matches photo 1, item 2 matches photo 2, etc.

For extra challenge, students cover the photo story. Play video part 1 again for them to complete the task while listening.

ANSWERS: 1 *(the next) three*, 2 *PE*, 3 *F*, 4 *F*, 5 *a race*, 6 *stand up and do some stretching*

3 Watch part 2 of the video. Answer the questions.

Play video part 2 for students to complete the task. Check answers as a class. If your class didn't work with *Options* 1, teach *She's got a broken leg*.

ANSWERS: 1 *excited “big day”*, 2 *Oliver: “exercises weren't too bad” Lily: “really enjoyed” Maya: “wasn't excited ... once you started, it was OK” Alissa: “fun”*, 3 *Ahmed*, 4 *She's got a broken (right) leg*, 5 *Alissa*, 6 *(takeaway) pizza for everyone*

Videoscript p. 150**4 a** 2.02 Listen and repeat.

Play the audio for students to listen and repeat. Highlight the importance of intonation when reacting to bad news.

b Invent bad news for your partner to react.

Monitor while students complete the task in pairs and offer support with new language as necessary. Point out that students should not use real events or anything too dramatic as their bad news.

Extra activity

Ask students to invent a “crazy” piece of bad news. Set up a whole class mingling activity with the students sharing and reacting to each other's bad news appropriately.

Further practice:

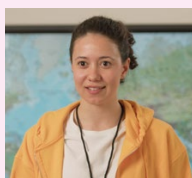
- WB p. 18 (see TB p. 164)
- Vocabulary Trainer

Grammar

going to

1 Look at the photo story on page 25 again. Circle T (True) or F (False).

- 1 Miss Ellis is going to be their art teacher for three weeks. T / F
 2 She's going to do some exercise with them. T / F
 3 They're going to do some puzzles too. T / F
 4 Miss Ellis thinks that she isn't going to lose the race. T / F



2a 2.03 Listen and read.

Language box

I'm going to do some exercise tomorrow.
 He's going to do some puzzles.
 They're going to have a healthy diet.
 I'm not going to go to bed.
 She isn't going to go for a walk next Sunday.
 We aren't going to eat lots of chocolate.

Questions and short answers

Are you going to keep a diary next year?
 Yes, I am. / No, I'm not.
 Is she going to ride her bike tomorrow?
 Yes, she is. / No, she isn't.
 Are they going to sleep well tonight?
 Yes, they are. / No, they aren't.

b Complete the rules with full, short, going or be.

- In sentences about future plans, we use the subject pronoun or a name + the correct affirmative or negative form of 1 + 2 + to + the verb.
- To make questions about future plans, we use the correct form of 3 + the subject pronoun or a name + 4 + to + the verb.
- In short affirmative answers, we use the subject pronoun + the correct 5 affirmative form of 6.
- In negative short answers, we use the subject pronoun + the correct 7 negative form of 8.

3 Circle the correct verb forms.

- 1 They 's / 're going to play tennis tomorrow.
 2 He 's / 're going to go for a walk later.
 3 I'm not going / go to watch a film tonight.
 4 We isn't / aren't going to listen to music this afternoon.
 5 She isn't / aren't going to go swimming next week.
 6 I'm not / no going to ride my bike at the weekend.

4a Ask and answer questions.

- 1 she / read / a detective story tomorrow? (X)
 2 he / go / for a walk this afternoon? (✓)
 3 they / watch / an action film tonight? (X)
 4 he / eat / lots of chocolate? (X)
 5 you / play / volleyball next Tuesday? (✓)

b 2.04 Listen and check.

Is she going to read a detective story tomorrow?
 No, she isn't.

5 Talk about your plans for Saturday.

I'm going to have a party next Saturday.
 Hey, can I come?
 I'm not going to...
 Really? Why not?

Vocabulary

Healthy and unhealthy food

1 2.05-06 Listen and complete the song with food words.

Superfood

We're in the mood
 For some superfood –
 Something healthy for you
 and me.
 Tell us more. What can it be?

This is what we want to eat.
 This is what we call a treat.

Can we have some crisps,
 some?
 And some really tasty dips?
 Are there any fizzy drinks?
 Because we really love these things.

Sorry, but that will not do.
 Here's some food that's good for you.

Apples, mangoes, broccoli
 Or some good? from the sea.
 Spinach, lentils, nuts and beans –
 They are really good for teens.

We're in the mood...

This is...

We don't want any broccoli.
 We don't want any fish, you see.
 We want some meat.
 This is what we want to eat.

Sorry, ...

Tofu are first-rate!
 And some carrot cake –
 that's great!
 This is what is good
 for you.
 This is what is
 healthy too.

We're in the mood...

2a Match the words with the photos.

- ☐ lentils ☐ carrot cake ☐ broccoli ☐ apple ☐ nuts
☐ mango ☐ fizzy drink ☐ beans ☐ crisps ☐ spinach



b 2.07 Listen and check.

c Write the food from 2a on the lists.

HEALTHY FOOD	UNHEALTHY FOOD

Look!



3 Talk about the food that you like and don't like.

I don't like lentils. Oh, I love them!
 I like fizzy drinks. Me too!

Student's Book page 26

Grammar going to

Objective: To present and practise going to

1 Look at the photo story on page 25 again.

Circle T (True) or F (False).

Books closed. On the board, write/display "your" to-do list showing three or four school-related tasks, e.g. *mark Class 3A's homework, prepare tests for next week* and two or three personal tasks, e.g. *buy birthday present for Marta, go to the supermarket*. Talk through your list, using *going to*, e.g. *I'm going to mark Class 3A's homework this evening. They need it in class tomorrow. The tests can wait. I'm going to do them on Saturday*. Students listen to you and note down the times/days that you give for each task. They then compare in pairs. After checking answers, ask them what grammar you used to talk about the future and elicit *I'm going to*. Explain that students will learn more about this in today's lesson.

Students open their books and complete the task. Check answers as a class. Then ask students to find the different forms of *going to* in sentences 1–4.

ANSWERS: 1 F, 2 T, 3 F, 4 T

2a 2.03 Listen and read.

Play the audio for students to follow in the Language box in their books. Drill the sentences yourself or using the audio, focusing attention on the sentence stress, the intonation in the Yes/No questions and the stress pattern in the short answers, e.g. *Yes, I am*.

b Complete the rules with full, short, going or be.

Students complete the task. Check answers as a class. Remind students that contractions are almost always used with pronouns.

ANSWERS: 1 be, 2 going, 3 be, 4 going, 5 full, 6 be, 7 short, 8 be

3 Circle the correct verb forms.

Students complete the task. Invite volunteers to write the answers on the board.

ANSWERS: 1 're, 2 's, 3 going, 4 aren't, 5 isn't, 6 not

4a Ask and answer questions.

Look at the example underneath the exercise with the class. With weaker classes, you may choose to do the activity first in writing.

b 2.04 Listen and check.

Play the audio for students to check their answers.

ANSWERS: 2 *Is he going to go for a walk this afternoon?*
Yes, he is. 3 *Are they going to watch an action film tonight?*
No, they aren't. 4 *Is he going to eat lots of chocolate?*
No, he isn't. 5 *Are you going to play volleyball next Tuesday?*
Yes, I am / we are.

5 Talk about your plans for Saturday.

Students complete the task in pairs. Monitor and discreetly correct mistakes with *going to* as necessary.

Extra activity

If you used the lesson introduction in Exercise 1 above, refer back to this and put students into pairs to do the same. Give them a few minutes to make a real to-do list of their own. They then talk in pairs.

If you didn't use the lesson introduction, explain that you want students to write down three or four school-related tasks and two or three personal tasks for the following week. They then use *going to* to tell each other about when they plan to do each task.

Further practice:

- Grammar bank and Grammar rap SB p. 110 (see TB p. 133)
- WB p. 19 (see TB p. 164)
- Cyber Homework 6

Student's Book page 27**Vocabulary Healthy and unhealthy food**

Objective: To present and practise words for healthy and unhealthy food through a song

Target language: apple, beans, broccoli, carrot cake, crisps, fizzy drink, lentils, mango, nuts, spinach

1 2.05–06 Listen and complete the song with food words.

Books closed. Divide the board in half vertically. Tell students that you are going to say some words and also write them, gradually making two lists on the board. Explain that you are not going to tell them the difference between the lists and that if they guess, they should keep the secret.

Read the following items in random order and write them in the "correct" column – Healthy on the left and Unhealthy on the right:

Healthy: *chicken, juice, milk, *pasta, *pizza, salad, tomato, water*

Unhealthy: *burger, cake, chips, hot dog, ice cream, steak*

* These items are healthy as long as the sauces or toppings don't contain a high fat content.

Play the song for students to listen and complete the task. (The missing words are all known food items from *Options 1.*) Check answers as a class. If necessary, check the meaning of *superfood* and use the picture to check the meaning of *dips*.

Differentiation

For extra support, give students the following wordpool to help them complete the task: *milk, fish, steak, cakes, burgers, chips*. Point out that there are two extra words that they don't need.

For extra challenge, students cover the song and write down all the food words they hear as they listen. Tell them not to worry about spelling. After listening, they then check their words in pairs and complete the song.

ANSWERS: 1 *chips*, 2 *fish*, 3 *cakes*, 4 *burgers*

2 a Match the words with the photos.

Students complete the task.

b 2.07 Listen and check.

Play the audio for students to check their answers. Drill the words.

ANSWERS: 1 *apple*, 2 *nuts*, 3 *spinach*, 4 *carrot cake*, 5 *fizzy drink*, 6 *broccoli*, 7 *crisps*, 8 *lentils*, 9 *mango*, 10 *beans*

c Write the food from 2a on the lists.

Students complete the task. Check answers as a class. Point out that although *carrot cake* contains carrots, this doesn't make it healthy. However, like most foods, it is not harmful when eaten as part of a balanced diet.

If you used the lesson introduction in Exercise 1 above, refer back to your lists on the board. Finish by highlighting the importance of eating healthy foods in general.

ANSWERS:

Healthy food: *lentils, broccoli, apple, nuts, mango, beans, spinach*

Unhealthy food: *carrot cake, fizzy drink, crisps*

3 Talk about the food that you like and don't like.

Discuss the use of *a/an/some* and the flavour words *chocolate* and *strawberry* in the Look! box. Elicit more examples of noun + noun collocations, e.g. *chocolate ice cream*. You may also want to introduce the phrase *Nor do I*. In pairs, students complete the task. Monitor and discreetly correct mistakes as necessary.

Further practice:

- WB p. 20 (see TB p. 164)

Grammar

Countable and uncountable nouns

1a Zak is at his friend's house.

Complete the dialogue with the words for the food in the photos.

Mrs Evans Zak, do you want some ¹ _____?

Zak No, thank you, Mrs Evans.

Mr Evans How about some ² _____?

Zak No, thank you, Mr Evans.

Later ...

Mr Evans Now, we're going to have fruit for dessert. Zak, would you like a kiwi?

Or an ³ _____? Or how about some grapes? We've got a lot of grapes!

Zak No, thank you.

Rose Dad ... Zak doesn't eat any green food.

Mr Evans Oh! OK ... er, do you want some ⁴ _____? They aren't green.

Zak No, thank you. I don't like nuts.

Rose Mum, is there any ⁵ _____?

Mrs Evans Ah yes! Zak, do you want some ice cream?

Zak Yes, please! ... Oh, but this ice cream is green and it's got lots of nuts in it!



b 2.08 Listen and check.

2a 2.09 Listen and read.

Language box

Would you like a kiwi? He doesn't eat any green food.
 Can I have an apple? Is there any ice cream?
 There's some broccoli. Are there any grapes?
 There are some apples. Do you want some salad?
 It's got lots of nuts in it. Can I have some spinach?

Look!

a lot of = lots of

b Circle the correct options to complete the rules.

Countable and uncountable nouns

- We ¹ can / can't count apples or grapes.
- We ² can / can't count spinach or rice.
- We use a or an with singular countable nouns.
- We use ³ a / an before a vowel sound and ⁴ a / an before a consonant.
- We use some and any with uncountable nouns and ⁵ singular / plural countable nouns.
- some / any
- We use ⁶ some / any in affirmative sentences.
- We usually use ⁷ some / any in negative sentences and questions.
- We use ⁸ some / any in offers and requests.

3a Complete the sentences with a, an, some or any.

- We haven't got ¹ any cheese.
- There's ² an apple in the bowl.
- Are there ³ lentils in it?
- She has ⁴ juice in the morning.
- Would you like ⁵ pasta?
- Have you got ⁶ spinach?
- I often have ⁷ banana for lunch.
- Can I have ⁸ water, please?

b 2.10 Listen and check.

4 Ask and answer.



Is there any bread? Yes, there is.
 Are there any strawberries? No, there aren't.

Skills Listening and speaking

Healthy choices

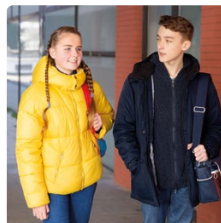
Sounds right /s/ and /z/

1 2.11 Listen and repeat.

I do a lot of exercise and eat well every day –
 With spinach, beans and strawberries and other superfood.
 I cycle and do races and I sometimes win a prize.
 I do puzzles and I'm positive. My mind is healthy too!



2a 2.12 Listen. Who does more exercise: Clare or Lucas?



b 2.13 Listen again. Circle the correct answers.

- How many times a week does Clare do exercise?
 a Three times a week. b Four times a week. c Every day.
- How long does she spend on exercise each time?
 a 10 minutes. b 20 minutes. c 30 minutes.
- What's Clare's favourite exercise?
 a Swimming. b Running. c Cycling.
- When is she going to take part in a special race?
 a Next week. b Next month. c Next weekend.
- How many sports are in the race?
 a Three. b Nine. c Five.
- What are Clare and Lucas going to do together this weekend?
 a Go swimming. b Go running. c Go cycling.

Options

3 Work in pairs. Choose A or B. Discuss fitness challenges for next week.

A Talk about the exercise that you do now. Set a fitness challenge for yourself.

I do PE at school, but I don't do a lot of exercise outside school. Next week, I'm going to ... on Monday. Then on Tuesday ...

Great! I sometimes play football at the weekend, but I'm going to try to do some exercise every day. On Monday ...

B Talk about your normal diet and the exercise that you do now. Set a fitness challenge for yourself.

I eat fruit and vegetables, but I eat lots of ... too. Next week, I'm not going to eat ...

I go jogging at the weekend. Perhaps I can do that on schooldays too.

OK. My diet's quite healthy, but ... What about exercise?

Let's go together ... or maybe ...

Student's Book page 28

Grammar Countable and uncountable nouns

Objective: To present and practise countable and uncountable nouns with *a/an*, *some*, *any* and *lots of* / *a lot of*

Note

As seen in the Look! box on Student's Book page 27, *cake* and *ice cream* can be countable or uncountable.

There are other words which become countable in the context of purchasing or ordering food because there is an implied partitive, e.g. *a (can of) fizzy drink*, *a (bowl of) salad*, *a (cup of) coffee*.

There are also a few items, e.g. *(a) chicken*, *(a) fish*, where there is a bigger difference in meaning: the uncountable form refers to the food, while the countable refers to the animal.

1 a Zak is at his friend's house. Complete the dialogue with the words for the food in the photos.

Books closed. Write/Display this table on the board:

pasta	cake	burger
milk	ice cream	mango

Elicit the grammatical difference between the columns (we use *some* with *pasta* and *milk*; we use *a/an* or *some* with *cake* and *ice cream*; we use *a* with *burger* and *mango*). You may now want to introduce the terms *countable* and *uncountable*.

Students open their books and complete the task, writing the word for photo 1 as answer 1, etc.

b 2.08 Listen and check.

Play the audio for students to check their answers.

ANSWERS: 1 *spinach*, 2 *broccoli*, 3 *apple*, 4 *nuts*, 5 *ice cream*

2 a 2.09 Listen and read.

Play the audio for students to follow in the Language box in their books. Drill the sentences yourself or using the audio.

b Circle the correct options to complete the rules.

Students complete the task. Check answers as a class. Highlight the use of these structures, **all** of which can be followed by countable or uncountable nouns:

- Would you like ...?* and *Do you want ...?* for offers.
- Can I have ...?* for requests.
- Is there ...?* *Are there ...?*

ANSWERS: 1 *can*, 2 *can't*, 3 *an*, 4 *a*, 5 *plural*, 6 *some*, 7 *any*, 8 *some*

3 a Complete the sentences with a, an, some or any.

Students complete the task. If necessary, explain that *pasta*, like *rice*, is uncountable.

b 2.10 Listen and check.

Play the audio for students to check their answers.

ANSWERS: 2 *an*, 3 *any*, 4 *some*, 5 *some*, 6 *any*, 7 *a*, 8 *some*

4 Ask and answer.

Look at the examples together. Students then complete the task in pairs. Extend the activity by asking students to continue for as long as possible using all the food and drink words that they know.

Extra activity

Write *Requests* on the board. Elicit the question *Can I have (a/an/some) ...?* Elicit some possible responses and write these on the board, e.g.
Yes, of course you can. Here you are.
Oh, I'm sorry, but there isn't/aren't ...

In pairs, students request the food items in the picture and respond.

Then write *Offers* on the board. Elicit the questions *Would you like (a/an/some) ...?* *Do you want (a/an/some) ...?* and then some possible responses, e.g.
Yes, please!
No, thank you.

In pairs, students offer the food items in the picture and respond.

Further practice:

- Grammar bank SB p. 111
- WB p. 21 (see TB p. 164)

Student's Book page 29**Listening and speaking Healthy choices**

Objectives: To practise the sounds /s/ and /z/; to develop listening and speaking skills

Sounds right**1 2.11 Listen and repeat.**

Play the audio for students to listen and repeat the chant. Then model the two sounds and elicit and drill the words from the chant which contain them:

/s/: *exercise, spinach, strawberries, superfood, cycle, races, sometimes

/z/: *exercise, beans, strawberries, races, prize, puzzles, positive

*The word *exercise* has both sounds and students may also detect the /s/ sound of the letter x: /'eksəsaɪz/.

Depending on your students' L1, it may be useful to point out that *spinach* and *strawberries* don't have an initial e- sound. If necessary, ask students to say a long /s/ sound, i.e. sssspinach and sssstrawberries, and then to cut back to a normal length /s/. The rhythm of the chant will also help students to say these words quickly without the extra e-.

2 a 2.12 Listen. Who does more exercise: Clare or Lucas?

Play the audio for students to complete the task. Check the answer as a class.

ANSWER: *Clare*

Audioscript p. 143

b 2.13 Listen again. Circle the correct answers.

Give students time to read the questions. Then play the audio again for them to complete the task. Students check in pairs. Check answers as a class.

Differentiation

For extra support, prepare a version of the exercise with only two answer options rather than three.

For extra challenge, prepare a version of the exercise with the questions only. Tell students to make notes as they listen and then to write the answers in full sentences.

ANSWERS: 1 c, 2 b, 3 c, 4 b, 5 a, 6 a

3 Options Work in pairs. Choose A or B. Discuss fitness challenges for next week.

Whichever task students complete, point out the need to set a realistic challenge. If students set too high a starting point, they are far more likely to give up. Remember to revisit the challenges a week later to see how students did.

A Talk about the exercise that you do now. Set a fitness challenge for yourself.

This task requires more limited output as students only discuss the exercise that they do now and set themselves a fitness challenge.

B Talk about your normal diet and the exercise that you do now. Set a fitness challenge for yourself.

This task is more extended as students also talk about their normal diet.

Further practice:

- WB p. 22 (see TB p. 165)
- Cyber Homework 7
- Dialogue Karaoke

Skills Reading and writing**Sleep and dreams****1a** Read the article quickly. Answer the questions.

- Which animals does the writer talk about?
- Which facts surprise you?

Fascinating facts about sleep

Did you know that ...

- Most people spend 33% of their lives sleeping. Sleep is really important for our bodies and our minds.
- About 12% of people dream in black and white. Before we had colour TV, about 75% of us dreamt in black and white!
- The world record for not sleeping is for 11 days and 25 minutes. This is really dangerous for us because we need to sleep well to stay healthy.
- It's very common to talk in your sleep. 60–65% of us talk in our sleep at least once in our lives.
- You can't catch up on sleep. This means you can't miss a night's sleep and then sleep for 16 hours. It doesn't work like that. Try to sleep for 8 hours every night.
- It's very healthy to take a nap. 30% of people in the US take a nap for 20–30 minutes every day.
- We usually have 4–6 different dreams every night (but we aren't sure what we dream about).



- About 4% of people sleepwalk. It's more common in children; 1 in 5 children walk in their sleep at least once.
- Giraffes only need 19 hours of sleep in 24 hours. It's dangerous for them to sleep too long because they might become a tasty snack for hungry lions.
- Cats are lazy. They sleep 66% of their lives. What about koalas? They spend 18–20 hours a day asleep! However, they aren't lazy. It's because they don't get a lot of energy from their food.



Options Basic text Enriched text

b 2.14 Read the article again and listen. Complete the answers.

- How much of our lives do we spend asleep? ____ %
- How many of us have black and white dreams? ____ %
- What's the record for going without sleep? ____ days and ____ minutes
- How many people talk in their sleep at least once? ____ %
- How many Americans take a nap every day? ____ %
- How much sleep do giraffes need in 24 hours? ____ hours
- How much of their lives do cats spend asleep? ____ %
- How many hours a day do koalas sleep? ____ hours

Options**2a** Choose **A** or **B**. Research and make a note of the websites that you use.**A** Research the sleep habits of three animals.

- How much sleep do the animals need?
 - Why do/doesn't they sleep a lot?
- Giraffes only need 19 hours of sleep in 24 hours. They must keep their eyes open most of the time to see lions and other predators.*

B Research to find out about the sleep habits of humans.

- How much sleep do we need at different ages?
 - Do men and women need different amounts of sleep?
 - What different types of sleep do we have each night?
 - What happens to our bodies when we don't sleep well?
 - What things can we do to help us to sleep well?
- Babies need 12–16 hours of sleep in 24 hours. They need a lot of sleep because their brains are growing.*

b Tell the class your facts and where you found them.**Learning to learn****Learn how to get your grammar right****1a** Underline and correct the mistake in each sentence.

- Who's is this violin? It's mine. Whose
- My brother don't play tennis. doesn't
- Marta doesn't like ice cream. likes
- Is your best friend sporty. sports
- This guitar isn't your. It's hers. is

b Match the sentences in 1a with the types of mistakes.

- The apostrophe is missing.
- The possessive pronoun is wrong.
- The auxiliary verb form is wrong.
- The punctuation mark is wrong.
- The words sound the same, but their spelling and meaning are different.

2a Complete the tips with the words.

mistakes meaning auxiliary punctuation read remember

Top tips for becoming a grammar champion

- Read in English. This is the number one rule! When you ¹ _____, you memorise the correct grammar in your mind.
- Watch the videos and rap the grammar rules in the Grammar bank (pages 108–123). Rapping is fun and it helps you learn and ² _____ grammar rules.
- There are different types of grammar mistakes. Perhaps the verb, ³ _____ verb or pronoun is wrong; or maybe your spelling or ⁴ _____. Look at your sentence. Are all the words correct? Do you need to change any spellings, apostrophes or punctuation?
- Many words in English are **homophones** – they sound the same, but their spelling and ⁵ _____ are different, for example *Who's* and *Whose*. Write these words in a section of your notebook and learn them.
- Learn from your ⁶ _____. When you correct an exercise, or when your teacher corrects your work, make sure you know what you got wrong and why. Write the correct word or sentence. You can write a different example too.

**b** Turn to page 110 and look at part 2 of the grammar rap. Rhyme helps us remember things. Find and write four pairs of rhyming words.

- Ed and bread
- and and and
- and and and
- and and and

3 Choose a verse from the rap and learn it. Take turns to rap the lines. Then swap lines.**4a** Look at 2a again. Choose and write a tip that you want to practise in the next lesson.**b** Compare your answers.

In the next lesson, I want to practise this tip: ...

Student's Book page 30**Reading and writing Sleep and dreams****Objective:** To develop reading and writing skills**1a** Read the article quickly. Answer the questions.

Books closed. Revise numbers 1–99. Put students into small groups and tell them to count up round the circle as quickly as possible, i.e. Student A: *one*, Student B: *two*, etc.

Students then open their books. Focus on the photos. On the board, write:

*What time did you fall asleep last night?**How many hours did you sleep?**Did you sleep well?*

Ask students to discuss in pairs. Invite a few volunteers to share with the class.

Students look at the article and complete the task – not reading it in detail at this point, but skimming quickly to answer the questions.

ANSWERS: 1 giraffes, lions, cats and koalas,

2 students' own answers

b 2.14 Read the article again and listen. Complete the answers.

Play the relevant audio for students to complete the task. They then compare in pairs. Check answers as a class.

Check that they understand the phrases *catch up on sleep*, *take a nap* and *sleepwalk*.

ANSWERS: 1 33%, 2 12%, 3 11 days and 25 minutes, 4 60–65%, 5 30%, 6 1.9 hours, 7 66%, 8 18–20 hours

Extra activity

Write/Display on the board:

- Today people usually dream in ..., but in the past they dreamt in ...
 - If you don't sleep one night, it's not ... to sleep double the next night.
 - Taking a nap of 20–30 ... a day is a very ... habit.
 - About 20% of ... sleepwalk; it's less common in ...
 - Some animals, including ..., don't sleep a lot because it's ...
 - Cats sleep about ... hours a day, but koalas sleep more!
- Give students time to read the article again. Before students complete the sentences, point out that some items require them to think laterally, not simply completing the sentences with words from the text.
- (1 colour, black and white, 2 OK/good, 3 minutes ... good/healthy, 4 children, adults, 5 giraffes ... dangerous, 6 16)

2 a Options Choose A or B. Research and make a note of the websites that you use.

Highlight the importance of referring to reliable sources and keeping a record of these. You may choose to pre-select suitable websites for this task and/or point out that the final letters of certain website addresses can indicate reliable sources, for example *.ac.uk* or *.edu* are educational institutions in the UK/US, and *.gov.uk* and *.gov* are official UK/US government websites.

A Research the sleep habits of three animals.

This task requires more limited output as students only answer two questions. There are clear models of animal facts in the article.

B Research to find out about the sleep habits of humans.

This task offers additional challenge and is less supported. The questions here are both more extensive and more demanding in terms of research.

b Tell the class your facts and where you found them.

When students compare their facts, there may be discrepancies. If so, discuss as a class the sources that they have used and either you or the students can try to find additional websites to confirm the data.

Further practice:

- WB p. 23 (see TB p. 165)
- Cyber Homework 8

Student's Book page 31

Learning to learn

Learn how to get your grammar right

Objective: To learn tips for getting grammar right

Learning to learn

These pages, in Units 2, 4, 6 and 8, present strategies and techniques for language learning. The lessons encourage students to think about what works for them.

1 a Underline and correct the mistake in each sentence.

Books closed. Write *Typical grammar mistakes* on the board. As a class, brainstorm the types of mistakes that they generally make. Explain that in this lesson they are first going to look at some typical mistakes and then at some tips to help them improve their grammar.

Students then open their books and complete the task. They check in pairs. Nominate students to write the answers on the board for the class to check.

Differentiation

For extra support, combine Exercises 1a and b and work through them with the class. Explain that sentence 1 in Exercise 1a matches mistake e in Exercise 1b and look at the example together. Then continue with sentence 2, explaining that it matches mistake c, and ask students to find and correct the auxiliary verb. Continue with all five items.

For extra challenge, students cover Exercise 1b. They find and correct each mistake in Exercise 1a and then try to explain what the mistake is using their own words.

ANSWERS: 2 *don't* – *doesn't*, 3 *doesn't* – *doesn't*, 4 *sporty* – *sporty?*, 5 *your* – *yours*

b Match the sentences in 1a with the types of mistakes.

Students complete the task. Check answers as a class.

ANSWERS: 1 e, 2 c, 3 a, 4 d, 5 b

2 a Complete the tips with the words.

Students read the Tips box and complete the task. They then compare in pairs. Check answers as a class. If appropriate, give more examples of homophones in English, e.g. *right* and *write*, *hear* and *here*, *son* and *sun* and/or discuss whether homophones exist in the students' L1.

ANSWERS: 1 *read*, 2 *remember*, 3 *auxiliary*, 4 *punctuation*, 5 *meaning*, 6 *mistakes*

b Turn to page 110 and look at part 2 of the grammar rap. Rhyme helps us remember things. Find and write four pairs of rhyming words.

Focus on the example pair of rhyming words. Students then complete the task. Check answers as a class. Drill the pairs of words.

ANSWERS: 2 *me*, *tea*, 3 *up*, *cup*, 4 *Dad*, *bad*

3 Choose a verse from the rap and learn it. Take turns to rap the lines. Then swap lines.

In pairs, students choose and practise a 4-line verse of the rap. Alternatively, divide the class into four groups and assign each group one verse to prepare. As a class they can then perform the whole rap.

4 a Look at 2a again. Choose and write a tip that you want to practise in the next lesson.

Individually, students choose a tip to practise.

b Compare your answers.

Students compare answers in pairs. They note the tip so that they remember to try it in the next lesson.

THE SECRET SPRING
EPISODE 2: CAPTURED

Remember the story

1 Complete the words.

1 The b_____ are now together in the Forest World.

2 Draven has a plan to make them r_____.

3 He plans to steal dinosaur e_____ and sell them.

4 Aiden says that he can't b_____ it.

Before you watch

2 Remember episode 1. What do you think happens to Aiden?

Now watch

3a Watch episode 2. Compare your ideas in 2.

b Turn back to page 11. Look at 2c and compare your ideas.

c Watch episode 2 again. Number the events in the correct order.

a ☐ The T-rexes run away from the fire.

b ☐ Draven ties Aiden up with rope.

c ☐ Aiden tells Jenna and Squirrel his plan.

d ☐ Aiden starts a fire.

e ☐ Draven and Druff leave.

f ☐ Aiden falls out of the tree.

g ☐ Draven and Druff talk about getting rich.

h ☐ Aiden finds something in his pocket.

Everyday English

4a Match the expressions with the pictures.

☐ Get it? ☐ Let me explain. ☐ Here you are.

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100

b Complete the speech bubbles with the expressions from 4a.

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100

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Review

Vocabulary

1 Complete the phrases.

1 keep a d_____

2 do some e_____

3 go for a w_____

4 s_____ well

5 ride my b_____

6 do a p_____

7 have a healthy d_____

8 be p_____

2 Complete the crossword.

Across

1 N U T S

2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100

Down

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100

Grammar

3 Complete the dialogue with the correct form of *going to* and the verbs.

Leo Hey, Mum. Freddie ¹ _____ (have) a party at his house on Saturday night. Can I go?

Mum Saturday? Yes, that's fine. OK, so you ² _____ (not be) here for dinner.

Leo That's right. Oh and I ³ _____ (ride) my bike there and back.

Mum Hmm, no. I can take you and pick you up later. ⁴ _____ (you / take) anything with you to the party?

Leo Yes. ⁵ _____ I ⁶ _____ (take) crisps. Freddie's mum ⁷ _____ (make) him a chocolate cake! We ⁸ _____ (not have) any healthy food ...!

4 Circle the correct words.

1 There isn't some / any spinach.

2 Can I have a / an apple, please?

3 I've got some / any carrot cake in my lunchbox.

4 They didn't buy some / any nuts.

5 Are there some / any crisps?

6 I'm going to buy some / any fizzy drinks for the party.

7 Would you like some / any lentils?

8 We've got a / an mango.

5 Complete the sentences.

1 beans (X) spinach (✓) I didn't buy any beans, but I bought some spinach.

2 apple (✓) strawberries (X) She's going to have _____.

3 rice (✓) lentils (X) We've got _____.

4 crisps (X) nuts (✓) He didn't have _____.

Go back to page 24. With a partner, check what you know / can do.

Options Now go to your **Personal Learning Track**

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Student's Book page 32

The Secret Spring Episode 2

Objective: To follow a video story for pleasure
Target language: *Get it?, Here you are., Let me explain.*

Note

Episodes 2–6, which are in Units 2–3 and 5–7, begin with a re-cap of the previous episode. This re-cap is summarised for reference in the videoscript.

1 Complete the words.

Students complete the task. Nominate students to write the correct answers on the board for the class to check their spelling.

Differentiation

For extra support, give students anagrams of the answers, including the given letter.

For extra challenge, display the pictures on the board. Students talk about the people and how the objects relate to the story.

ANSWERS: 1 brothers, 2 rich, 3 eggs, 4 believe

2 Remember episode 1. What do you think happens to Aiden?

In pairs, students talk about what happened in episode 1 and discuss what's going to happen next. They then share their ideas as a class.

3a Watch episode 2. Compare your ideas in 2.

Play episode 2 of the video. Students check their ideas.

Videoscript p. 155

b Turn back to page 11. Look at 2c and compare your ideas.

Students look back at their ideas on page 11. Discuss as a class whether they guessed correctly what Aiden would do with the *flint* and the piece of *metal*. Check that they use the phrase *start a fire* correctly.

c Watch episode 2 again. Number the events in the correct order.

Students read the sentences and try to complete the task before they watch episode 2 again to check their ideas. Check answers as a class. Make sure they understand the word *landslide*.

ANSWERS: 2 g, 3 e, 4 h, 5 d, 6 a, 7 f, 8 c

Extra activity

Write/Display on the board:

- 1 What do Draven and Druff want to happen to Aiden?
- 2 What problem does Aiden cause when he escapes?
- 3 What do you think Aiden's plan is?

Play episode 2 again for students to answer.

(1 They want the T-rexes to eat him. 2 The fire is out of control. 3 Students' own answers)

4 a Match the expressions with the pictures.

Students complete the task. They then compare in pairs. Check answers as a class and ask students how they would say the expressions in their language.

ANSWERS: 1 Let me explain. 2 Here you are. 3 Get it?

b Complete the speech bubbles with the expressions from 4a.

Students complete the task. Check answers as a class. Drill the expressions for stress and intonation.

ANSWERS: 1 Here you are. 2 Get it? 3 Let me explain.

Further practice:

- Vocabulary Trainer

Student's Book page 33

Review

Objective: To review the unit content and carry out self-assessment

Materials: Wordcards prepared on one side and left blank on the other (see Extra activity)

The Review page is an opportunity for students to test themselves on the unit language and then to reflect on the unit objectives. This is an important tool for self-evaluation and helps students to gain an overview of their own progress, leading into the use of the Personal Learning Track at the end of the unit.

The Vocabulary and Grammar activities could be set as homework, but it is useful to allow class time for students to look back at the unit objectives on page 24 in pairs. Feedback with the class can then inform your planning.

Vocabulary

1 Complete the phrases.

ANSWERS: 1 diary, 2 exercise, 3 walk, 4 sleep, 5 bike, 6 puzzle, 7 diet, 8 positive

2 Complete the crossword.

ANSWERS:

Across: 5 broccoli, 9 apple, 10 lentils

Down: 2 spinach, 3 carrot cake, 4 fizzy drink, 6 crisps, 7 beans, 8 mango

Grammar

3 Complete the dialogue with the correct form of going to and the verbs.

ANSWERS: 1 is going to have, 2 aren't going to be, 3 'm going to ride, 4 Are you going to take, 5 I am, 6 'm going to take, 7 is going to make, 8 aren't going to have

4 Circle the correct words.

ANSWERS: 1 any, 2 an, 3 some, 4 any, 5 any, 6 some, 7 some, 8 a

5 Complete the sentences.

You may like to focus on the different tenses needed before students start this exercise.

ANSWERS: 2 She's going to have an apple, but she isn't going to have any strawberries.

3 We've got some rice, but we haven't got any lentils.

4 He didn't have any crisps, but he had some nuts.

Extra activity

Start a set of wordcards with the class to focus on vocabulary items seen in the course so far which are still causing students problems (in terms of meaning, spelling or pronunciation). Prepare one card per pair of students. On one side, write or print the item that you want students to revise, along with the part of speech. Leave the other side blank.

Divide the class into pairs and give each pair one wordcard. Explain that on the back of their card, they are going to give information to help guess the word on the front. However, they mustn't use the word (or a similar word from the same family). Together, they need to think of the best way to do this: a definition, a gapped example sentence, a drawing or a gapped 2-line dialogue. Tell students not to write on their cards at this point. They should first discuss the best way to communicate the meaning and make a rough version of it in their notebooks. Monitor and help as necessary.

When students are ready, they take turns to share their definition/sentence, etc. with the class to check that other students can guess the word. They then make any final changes before transferring this neatly to the back of their card.

Collect in the cards, add to them during the rest of the course, and use them for revision in later classes or to keep fast finishers busy.

Further practice:

- Personal Learning Track

Testbuilder

Unit 2 test and Progress test 1 (see Introduction, p. 19)

1 a Before you watch. Guess these numbers.

Books closed. Revise large numbers by writing *100* on the board and eliciting *a/one hundred*. Then add a comma and an extra *0* (i.e. *1,000*) and elicit *a/one thousand*. Add another *,000* to elicit *a/one million* and another to elicit *a/one billion*.

Students complete the task. They then compare in pairs.

Differentiation

For extra support, give students the following numbers to help them complete the task: *10, 13, 33, 80 million, 8 billion, 10 billion*. Point out that there are two extra numbers that they don't need.

For extra challenge, students skip Exercise 1a and, with books closed, they watch the video and make notes of all the statistics that they hear.

b Watch the video and check your answers to 1a.

Play the video. Point out that the numbers aren't in the same order as in the exercise. Check answers as a class. If students write *2 billion* for question 2, read Emily's line stressing the word *more*: *In 2050, there are going to be nearly 2 billion more people in the world than there are now*. Use this as a useful teaching point about listening comprehension.

ANSWERS: 1 *8 billion*, 2 *10 billion*, 3 *33%*, 4 *10%*

Videoscript p. 158

c Watch the video again. Tick the problems with the food industry that Emily and Ben mention.

Play the video again for students to complete the task. They then compare in pairs. Check answers as a class.

ANSWERS: 1 ✓, 3 ✓, 4 ✓, 6 ✓

Reading

Note

For the Sustainable Development Goal pages, there are also three versions of each text: the Standard text in the Student's Book and the Basic and Enriched versions (see Introduction, p. 11). The tasks are designed to work with all three versions.

2 a Discuss. Are you vegetarian? Do you know anyone who is? Why don't they eat meat?

Discuss the questions as a class. Present the words *vegan* (a diet without animal products) and *pescatarian* (a diet with no meat, but including fish).

b Read the article on page 35.

Match the ideas with the paragraphs of the text.

Students read the article quickly and complete the task. Check answers as a class.

ANSWERS: 1 *Change the way that we farm*,
2 *Use less land for animals*, 3 *Don't throw away food!*

c Circle the correct words.

Students read again more slowly and complete the task. They then compare in pairs. Check answers as a class. Discuss:

Which of these answers to the problem of world hunger do you think is the best? Why?

Do you disagree with any of the solutions?

ANSWERS: 1 *food*, 2 *cost*, 3 *most*, 4 *less*, 5 *don't eat*,
6 *fruit and vegetables*

Extra activity

Write/Display on the board:

- 1 *It's the word for plants that we grow for food.*
- 2 *It's the little part of a plant that grows into another plant.*
- 3 *It's a general word for all animals in nature.*
- 4 *It's dirty air, dirty water, and caused by humans.*
- 5 *It's the type of land used to grow food.*

In pairs, students look at the Key words box and choose the correct words for each definition.

(1 *crops*, 2 *seed*, 3 *wildlife*, 4 *pollution*, 5 *agricultural*)

Project

3 a As a class, create a recipe book for leftover food. In groups or pairs, find a recipe that uses each of these leftover ingredients.

Discuss as a class:

Does your family waste food at home? If yes, what types of food do you often throw away? Why?

Everyone could begin by researching recipes for all seven ingredients or you could assign one to each small group/pair.

b In your pair or group, follow the instructions.

Students work on their recipe, sharing out the project tasks equally.

c Collect everyone's recipes (in paper or digital form) and create a class recipe book.

If more than one pair/group worked on a leftover ingredient, you could group them in sections, as in a real recipe book.

d Look at all the recipes. Whose did you like best? How could your recipe be better?

Ask students to vote for the best recipe. Encourage them to try the recipes at home and report back to the class.