

## 2. Classify.

Ask: *Is dishonest a positive or negative characteristic?*

Elicit: *Negative*. Ask students to write the adjectives in activity 1 into the corresponding boxes and also add the adjectives that appear on pages 38 and 39.

### » Answer key

*Positive: reliable; generous; sociable; friendly; obedient; hard-working; tidy; intelligent*

*Negative: lazy; messy; dishonest; disobedient*

## Funny Activities



### Finger writing

Tell students that you are going to revise personality adjectives. Divide students into groups of six and ask them to stand in a line facing the board. Give the student at the front of the line a piece of chalk. Ask the last student in line to 'write' a word using his / her finger on the back of the student in front of him / her. Then, he / she writes the same word on the back of the next student in line, and so on. The first student in the line writes the word on the board. Repeat the procedure with other adjectives.

## Introductory Activities



**1. Whispering:** Tell students that they are going to revise vocabulary related to daily activities. Organise students in groups of five or six. Ask each group to stand in a line. Whisper a sentence including a *daily activity* to the first student in each line. The students pass the information to the student behind them by whispering the sentence in his / her ear. The last student in each line has to perform the action. If the action is incorrect, the first student in the line will have to perform the action.

**2. Find someone who...:** Write the following cues on the board and ask students to use them to write questions on their sheets of paper, leaving enough space for the answer: *get up early, have breakfast with your family, do your homework in the bedroom, chat with your friends, keep secrets, clean your bedroom*. Invite

volunteers to read the questions out loud: *Do you get up early?* Play music and encourage students to walk around the classroom, find a classmate who does each activity and write his / her name next to the appropriate question.



## All Around Teaching Tips

### Communication channels

As you get to know your students you will be able to distinguish who responds more to visual, oral and kinesthetic (tactile) stimulation. Favour the preferred method of communication when you want to teach a key structure or vocabulary group. Write the rules for your visual students, say them out loud for those who respond to oral stimulus and have the third group write them down themselves. If you combine the three types of communication, students will learn more successfully.

## How to go about it (page 41)

### Grammar



In this case, the grammar board revises the use of the Present Simple tense (with the subject pronoun *I*) and goes further on the third person singular (*he / she*) of the Present Simple. It also revises the frequency adverbs introduced in unit 3. Go through the examples with the whole class. Draw students' attention to the first form of the Present Simple and then focus on the third person singular form. Give them time to analyse the examples and compare the forms. The positive form of the third person singular of the Present Simple finishes with an *-s* (*sit-sits*) or *-es* (*watch-watches*). Explain that this verb ends in *-ch* and, because of this ending, the third person singular form is made by adding *-es*. You can give another example for students to recognise the form: *teach – teaches*.

### Phonology



Make students focus on the pronunciation of the *-es* ending /ɪz/ in *watches* and relate it to the spelling rule.

### 3. Read the texts on page 38 again. Complete.

Ask students to read the texts on page 38 and complete the sentences. Invite some students at random to come to the front and read their sentences aloud.

#### » Answer key

a. Penny never talks in front of the class. She keeps secrets and tells the truth. She helps John with his homework.

b. Toffee always does what Poppy says. He plays with children and sleeps on the sofa all day in winter.

### Enrichment Activities



Invite students to find more examples of sentences with adjectives on the previous pages. Get some students at random to read the sentences.

### 4. Match.

The aim of the activity is to focus on the different forms of the verb in the Present Simple tense with the first person and the third person singular. Ask students to look at the verbs and invite them to match the first person singular form of the Present Simple with the third person singular form. Draw students' attention to the spelling rules for verbs in the third person singular. Focus on the verbs *study* and *copy* that end in a *consonant + y*. In these cases, the third person singular form is made by changing the *-y* to *-i* and adding *-es*.

#### » Answer key

*study*: studies

*clean*: cleans

*copy*: copies

*say*: says

*love*: loves

### Enrichment Activities



**1. Cue it:** Bring cards with action verbs. Display the cards on the board. Encourage students to form complete sentences about them in the present with the verbs you give as prompts; for example, *get up*.

Students may say: *I get up early*. Repeat the sentence to the class by using the third person singular: *He / She gets up early*. Repeat the procedure with other verbs and encourage students to report what their classmates do by using the third person singular.

**2.** If you did the introductory activity *Find someone who...*, you can now ask the students to report the answers to the class; for example, (Student's name) *gets up early*.

### 5. Now, choose a verb and make two sentences in your notebook.

Ask a volunteer to read the example. Encourage students to choose two verbs and write about them and another person (a friend, a relative, or a classmate) and make sentences using the first person and third person singular of the Present Simple.

#### » Answer key

Students' own answers.

## SB pages 42 and 43

### Objectives

- To revise and recognise personality adjectives.
- To ask and answer about personal characteristics.
- To revise frequency adverbs.
- To express opinions about other people and give reasons.

### Language Focus

#### Production

- *Do you (keep secrets)?*
- *Yes, I do. / No, I don't.*
- *He is generous because he shares his things.*

#### Recognition

- *I think...*

### Vocabulary

#### Production

- Personality adjectives

## Introductory Activities



### 1. Memo game

Write personality adjectives on the board and invite the students to copy each word on an index card. Ask them to think of a simple definition for each adjective and write it on a separate card. Divide the class into groups of four. Invite each group to shuffle all the words and definitions separately and place them face down in two piles on a desk. Have them take turns turning over a card from each pile. If they match, they keep them. The student with the most index cards wins.

### 2. Spelling contest

Write personality adjectives on cards and put them in a bag. Divide the class into two teams. Ask a student from one team to pick a card and spell the word. The remaining students of the group have to guess what word it is. If the students also make a sentence using the adjective, the team wins an extra point. Continue with the other team. The team with the most points at the end of the game wins.

## How to go about it (page 42)

### 1. Read and label.

Explain that the text is a teacher's diary in which she makes notes about the students. Divide the class into pairs. Ask students to look at the pictures and predict what characteristics each student has. Read the description of Joe and tell students to point at him in the picture. Encourage students to read the remaining descriptions in pairs and label the corresponding pictures. Finally, have them check their predictions.

#### » Answer key

- a. Billy
- b. Joe
- c. Susie
- d. Amy
- e. Bob
- f. Andrea



## All Around Learning Tips

### Predicting

The ability to predict is a vital skill for learning. When working with a text or comic strip, help students develop their prediction skills by covering the text, part of it or half of the comic strip and asking what the text is about, what will happen next or what the illustrations show. Encourage them to predict what will happen when they are watching TV or reading a book at home, too.

### 2. Underline the correct option. Check.

Tell students that they are going to listen to descriptions of different personality characteristics. Encourage the students to read out the sentences and ask them to choose the option that best describes each personality. Students underline the options on their own and then listen to check.



## Listening 21

### Listen and check.

Narrator 1: *My best friend is very sociable. She talks to everybody at parties.*

Narrator 2: *Clara is a very intelligent girl. She never studies but she passes all her exams.*

Narrator 1: *Oscar smiles and says hello to all the people. He is very friendly.*

Narrator 2: *Our teacher sometimes gives us an apple. She is very generous.*

Narrator 1: *My brother Tom is so lazy! He never does his homework.*

#### » Answer key

1. *My best friend is very sociable. She talks to everybody at parties.*
2. *Clara is a very intelligent girl. She never studies but she passes all her exams.*
3. *Oscar smiles and says hello to all the people. He is very friendly.*
4. *Our teacher sometimes gives us an apple. She is very generous.*
5. *My brother Tom is so lazy! He never does his homework.*

## How to go about it (page 43)

### 3. Survey: Ask a friend and tick ✓.

Explain students that they are going to carry out a survey about a friend's personality. Demonstrate the activity with a volunteer and ask him / her some of the questions. Make sure they all understand what they are supposed to do. Each student will choose a friend / classmate and they will have to ask him / her questions in order to find out what type of friend they are. They will complete the chart according to their friends' answers. Make sure the students ask questions and answer in English since the main objective of this activity is to get the students to practise the structure systematically.

#### Follow up

1. Encourage students to think about and write down more questions to add to the survey. Invite them to share their ideas with the class and ask other students to answer them.

2. **Sharing the results:** To round up, ask students to report their findings orally. Encourage them to use the third person singular form of the Present Simple. Ask some of the questions to guide them: *Does your friend keep secrets? / Does he / she help his / her classmates?*

#### » Answer key

Students' own answers.



### All Around Learning Tips

Remember that surveys and interviews provide English language learners with a real reason to communicate, which, in turn, will help them develop their fluency. Students learn how to ask and answer questions and how to collect and record information accurately.

### 4. Look at the survey and write about your friend.

Now, students write complete sentences using the third person singular form of the Present Simple and include adjectives describing their friends' personalities. Draw students' attention to the

structures and vocabulary used in the example. Invite students to write their paragraph and start it with: *I think...*

#### » Answer key

Students' own answer.

## Enrichment Activities



### Remember and say

Tell students that they are going to practise personality adjectives together with adverbs of frequency and the Present Simple tense. Start by saying: *I am sociable. I always talk to people;* and write the sentences on the board. Invite a volunteer to repeat your sentences but using the third person singular; for example: *She is sociable. She always talks to people.* Invite the same student to describe his / her personality. The student who continues has to repeat the previous sentences using the third person singular and add his / her own description.

## SB pages 44 and 45

### Objectives

- To identify clothes and accessories.
- To describe people's clothes in relation to activities, weather, and particular occasions.
- To answer questions related to clothes.

### Language Focus

#### Production

- *Yes, I do. / No, I don't.*
- *I wear (sandals in summer).*

#### Recognition

- *He / She wears (an apron).*

### Vocabulary

#### Production

- Clothes and accessories

#### Recognition

- Clothes and accessories



## Phonology



Clothes and accessories:

overalls	/əʊvəɔ:lz/
tie	/taɪ/
pyjamas	/pɪ'dʒɑ:məz/
belt	/bɛlt/
sweatshirt	/swetʃɜ:t/
coat	/kəʊt/
apron	/eɪprɒn/
slippers	/sli:pəz/
high heels	/haɪ 'hi:lz/
robe	/rəʊb/
sandals	/sændəlz/
bracelet	/breɪslət/
gloves	/glʌvz/
ring	/rɪŋ/
necklace	/nekləs/
earrings	/ɛərɪŋz/

## Introductory Activities



Bring picture cards illustrating clothes and accessories and various sheets of construction paper. Display the cards on the board, name them and ask students to repeat after you. Give magazines to students and invite them to cut out pictures of clothes and accessories. Label the sheets of construction paper with different clothes or accessories and display them on the classroom walls. Encourage students to glue their cutouts on the corresponding sheets of construction paper to make collages.

## How to go about it (page 44)

### 1. Look and label the picture. Then, listen and repeat.

Ask students to identify all the accessories and clothing items in the picture of the department store. Read the words in the box and ask who in the classroom has got the same items: *Who has got earrings?* Finally, invite students to label each picture using the numbers as cues. Once students have completed the activity, play the audio CD and invite them to check their answers and repeat the words.



## Listening 22

### Listen and repeat.

- |               |               |
|---------------|---------------|
| 1. overalls   | 9. high heels |
| 2. tie        | 10. robe      |
| 3. pyjamas    | 11. sandals   |
| 4. belt       | 12. bracelet  |
| 5. sweatshirt | 13. gloves    |
| 6. coat       | 14. ring      |
| 7. apron      | 15. necklace  |
| 8. slippers   | 16. earrings  |

## Grammar



This is a good opportunity to work on grammar. When you introduce the new vocabulary, stress the difference between singular and plural. Help students to identify the singular and plural nouns and to notice that the word *apron* begins with a vowel sound. Invite them to revise the rule:

1. Write *a* before words that begin with the sound of a consonant; for example, *a tie*.
2. Write *an* before words that begin with a vowel sound; for example, *an apron*.

### 2. Classify.

Read the labels of the boxes. Invite a student to name as many clothing items as he / she can in fifteen seconds. Repeat with names of shoes and accessories. Then invite students to classify the new words and write them into the corresponding boxes.

#### » Answer key

Clothes	Shoes	Accessories
overalls	slippers	tie
pyjamas	high heels	belt
sweatshirt	sandals	bracelet
coat		gloves
apron		ring
robe		necklace
		earrings

## Funny Activities



Divide the class into teams. Ask a student from one team to come to the board. Whisper a clothing item or an accessory in her / his ear to draw it. The students of his group have to guess the word. Encourage students to spell the words and ask one student to write it under the picture.

## How to go about it (page 45)

### 3. Read and circle the correct word.

Invite students to read the sentences paying attention to the key words that will help them identify the correct option. Then, give students some minutes to read in silence, think and circle the options that complete the sentences logically.

#### » Answer key

- a. Mary wears sandals on hot sunny days.
- b. My father is a businessman. He usually wears a tie.
- c. Bob, the mechanic, wears overalls to work.
- d. I usually wear gloves on cold days in winter.
- e. My mother always wears high heels at parties.



## All Around Learning Tips

### Context cues

Encourage students to use context cues when they come across a word they don't understand in a text. To help them begin do this, write a sentence on the board and underline the unknown word; for example: *I don't like high heels. They're difficult to walk in and I look too tall when I wear them.* Ask students questions to encourage them to look at the words around the new word and deduce its meaning from them: *Are high heels clothes? Are they comfortable? Are they for men or women?*

### 4. Answer about you.

Invite students to read the questions and answer them. Encourage students to expand their ideas so that apart from using short answers (*Yes, I do. / No, I don't.*), they also produce complete

sentences using the Present Simple tense. Then, invite several students to share their answers with the rest of the class.

#### » Answer key

Students' own answers.

## Funny Activities



Ask students to bring magazines, string, clothespins and scissors. Invite them to cut out an accessory or clothing item from their magazines. Hang the string from one side of the classroom to another to make a clothesline and ask a volunteer to hang his / her cutout on the line and form a sentence; for example: *I wear gloves when it's cold.* Repeat the procedure until all the students have participated.

## SB pages 46 and 47

### Objectives

- To revise clothes and accessories.
- To revise frequency adverbs.
- To recognise and use punctuation marks and capitalisation.
- To recognise different type of sentences: affirmative, negative, exclamatory, interrogative.

### Language Focus

#### Production

- *Do you like meat?*
- *Don't miss it!*
- *To make your hat you can use: hamburgers, hot dogs and ketchup.*

### Vocabulary

#### Production

- Clothes and accessories

## Introductory Activities



### Mime it.

Bring cards with pictures of clothes and accessories. Invite a volunteer to come to the front and choose three cards without showing them to anyone. The student pretends he / she is wearing each clothing item or accessory and mimes it. The rest of the class has to guess the words. Repeat the procedure several times with different volunteers.

## How to go about it (page 46)

### 1. Match. Cross the odd one out.

Invite students to read the words in the drawers. Ask them to think of a name for each group of pictures: *shoes, accessories, nightwear, outwear*. Write these words on the board for students to refer to them when doing the activity. Read the example and ask students to cross the odd word and give reasons for their answer: *Sweatshirt, because it doesn't belong to the category of shoes*. Ask them to follow the line to see what belongs in the first drawer. Invite students to match each drawer with the corresponding picture and cross the remaining odd words.

#### » Answer key

- a. sweatshirt
- b. coat
- c. slippers
- d. overalls
- e. slippers

### 2. Look, read and complete.

Invite students to look at the pictures and say the name of the clothing item or accessory that they can see. Encourage them to say where or when they would wear it: *necklace – to a party; coat – in winter*. Write the words that students mention on the board so that they can use them to complete the activity. Invite students to read the texts in silence and try to complete them with the corresponding words.

#### » Answer key

- |             |              |
|-------------|--------------|
| a. pyjamas  | e. earrings  |
| b. slippers | f. bracelets |
| c. an apron | g. necklace  |
| d. overalls |              |

## Funny Activities



### Mannequins

Bring two sheets of craft paper and give one sheet to a boy and the other to a girl. Ask them to put them on the floor and lie down on them. Invite volunteers to trace their outlines and draw their faces. Divide the class into boys and girls. Invite the girls to make clothes for the figure of the boy and ask the boys to do the same for the figure of the girl. Provide students with fabric scraps, coloured papers, strings, beads, markers, glue and scissors. Ask students to paste the clothing items and accessories on the figures. Display the mannequins on the wall and invite students to describe them and say when or where these people wear the clothes; for example, *On Sundays... / ... in summer*.

## How to go about it (page 47)

### 3. Listen and read.

Invite students to look at the comic strip and describe it. Ask: *What does the woman do? / Where does she work? / What do the children do? / What do they wear? / What school materials can you see in the pictures?* Tell students that they are going to listen to part of a lesson. Play the audio CD and ask students to follow the reading text. Encourage students to read it in pairs.



### Listening 23

#### Listen and read.

[The children are at school. They are talking until the teacher speaks.]

#### [Picture 1]

Narrator: *It is Tuesday. Sarah and Andrew are at school. They have Language lessons on Tuesday morning. They are practising punctuation today. Listen!*

Teacher: *Sarah, give me an example of an exclamation.*

Young girl: [thinking] *Exclamation?*

[Picture 2]

Young girl: [shouts because a boy is pulling her hair] *Ouch!*

[Picture 3]

Teacher: *Very good, Sarah!*

[all students are laughing and having fun]



### All Around Teaching Tips

Remember that when students read aloud, you will be able to see how much they have improved or if they still need further practice as regards pronunciation, rhythm and intonation.

## 4. Listen and say.

Draw the students' attention to the illustrated punctuation marks. Play the audio CD, pause it after each punctuation mark is mentioned and ask the students to repeat chorally.



### Listening 24

Listen and say.

1. colon
2. capital letter
3. exclamation mark
4. comma
5. question mark
6. period

## Grammar



Invite students to think of the uses of punctuation marks. First, ask the students to refer to the example of an exclamation that appears in the comic strip and encourage them to think of other exclamatory phrases they say; for example: *Hurry up!*, *Be careful!*, *Wow!* Then, elicit when this punctuation mark is used and encourage them to explain the use. Once they have finished, focus on

the other punctuation marks in activity 4 and write examples on the board so that the students can define them. Also, encourage students to think of more examples on their own.

### Definitions:

Exclamation mark (!): is used to mark the end of exclamatory sentences to indicate excitement, anger or surprise.

Colon (:): is used before an explanation or a list.

Capital letter (A): is used at the beginning of a sentence and for proper nouns.

Comma (,): is used to separate words in a list in a sentence.

Question mark (?): is used at the end of interrogative sentences.

Period (.): is used to mark the end of an affirmative or negative sentence.

## 5. Add punctuation marks and capitalisation and rewrite the sentences.

Invite the students to describe the picture and talk about the situation: *A fashion show where the hats are made out of meat.* Invite a volunteer to read the first sentence and say what the punctuation mark should be: *A capital letter for Do because it is at the beginning of a sentence, and a question mark at the end because it is an interrogative sentence.* Encourage students to write the missing punctuation marks and rewrite the sentences on the lines provided. Invite some students at random to write the correctly punctuated sentences on the board.

### » Answer key

- a. *Do you like meat?*
- b. *The fashion show is for you.*
- c. *Don't miss it!*
- d. *To make your hat you can use: hamburgers, hot dogs, meat balls and ketchup.*

## Enrichment Activities



### Stop!

Divide the class into teams of four and display cards with *auxiliary verbs* (do / does) and *infinitive verbs* (have / wear / like) and *clothes and*



## Unit 4 Best Friends

accessories picture cards on the board. Invite a volunteer to choose a word and a picture card: *do* and *sweatshirt*. Ask teams to make as many sentences as they can using the cards as cues: *Do you like his sweatshirt? I don't like my sweatshirt*. Say: *Stop!* after one minute. The team with the most correct sentences wins a point. Repeat the procedure several times with different cards.

### Funny Activities



#### Catwalk

Ask students to bring old magazines, coloured pencils or markers, wool, tissue paper, plastic bags, silver foil paper, glue, and scissors. Divide the class into groups of four. Give each group three sheets of construction paper. Ask students to design items of clothing for three group members for an alternative fashion show. Invite them to draw their objects, cut them out and decorate them using the materials provided. Choose a member of the group to be the fashion show announcer and describe their creations to the remaining three students' models.

### SB page 48 - Integration

#### How to go about it (page 48)

This section has been created to integrate all the functions, notions and vocabulary presented throughout the unit.

##### 1. Read and circle the correct options.

Invite students to have a look at the pictures. Encourage them to read the sentences in silence and to circle the correct options. Check their answers on the board.

##### » Answer key

- |               |                     |
|---------------|---------------------|
| a. always     | g. because          |
| b. secrets    | h. cleans           |
| c. sociable   | i. an extraordinary |
| d. don't like | j. kitchen          |
| e. generous   | k. wears            |
| f. shares     | l. sunny            |

### Enrichment Activities



Ask students to write five questions about the text; for example: *Is Tina sociable? / Does she always keep secrets?* Invite students to exchange notebooks with their classmates to answer the questions.

### SB pages 84, 85, 86 and 87 - Workbook

Remember that this set of reinforcement activities can be used when students need extra written practice of vocabulary or a specific language structure. These activities can also be solved at the end of the unit to integrate and consolidate all the concepts learnt.

##### » Answer Key

##### 1. Classify.

Personality:

*obedient*  
*lazy*  
*shy*  
*intelligent*  
*friendly*  
*sociable*  
*generous*  
*reliable*

Physical appearance:

*brown eyes*  
*straight hair*  
*tall*  
*short hair*  
*curly hair*  
*long hair*

##### 2. Think and write two words.

Students' own answers.

##### 3. Look and complete.

- a. So you have got a new girlfriend.  
b. Oh, yes! She is strong and she has got straight green hair. But...  
c. But what?  
d. She is lazy, disobedient and messy!

#### 4. Match and write.

- a. sleep on the sofa
- b. talk in front of the class
- c. keep secrets
- d. tell the truth
- e. play with children
- f. do what she says
- g. help with homework

#### 5. Read and label. Write T (True) or F (False).

a. Peter talks in front of the class every day. ☐ F

b. Ben always studies and does his homework. ☐ T

c. Molly always makes new friends. ☐ T

d. Daisy never tells the truth. ☐ F

#### 6. Complete the chart.

- a. make: makes
- b. like: likes
- c. sit: sits
- d. watch: watches
- e. do: does

#### 7. Now, choose a verb and make two sentences about you.

Students' own answers.

#### 8. Find and circle: 6 clothes, 3 shoes and 7 accessories.

Clothes:

overalls  
sweatshirt  
robe  
coat  
pyjamas  
apron

Shoes:

sandals

slippers  
high heels

Accessories:

bracelet  
belt  
gloves  
necklace  
tie  
ring  
earrings

#### 9. Read these sentences and write T (True) or F (False).

Students' own answers.

#### 10. Add punctuation and capitalisation and rewrite.

- a. My sister Betty always wears sandals in summer.
- b. What do you usually do on Sundays?

#### 11 Write about your best friend.

Sample Answer:

My best friend's name is Carlos. He is eleven. He is short and thin and he has got green eyes and short, straight hair. He is intelligent and reliable. He always keeps secrets. He never studies for exams! But he always passes his exams. He is sociable and friendly. He always makes new friends. He is also very generous and always helps me with my homework. He usually wears jeans, T-shirts and sweatshirts.

# Unit 5 Pop Stars

## SB pages 49, 50 and 51

### Objectives

- To talk about pop stars' routines.
- To revise the affirmative form of the Present Simple tense.
- To recognise the negative form of the third person singular of the Present Simple tense.
- To read for specific information.
- To talk about preference.

### Language Focus

#### Production

- *She is (twenty) years old.*
- *She has got (long hair).*
- *She gets up early. She goes shopping with her mum.*
- *She hates spiders. She loves rainy afternoons.*
- *She doesn't speak (Spanish).*
- *I like (Miley Cyrus). I don't like (her).*

#### Recognition

- *She doesn't hate (snakes).*
- *What time does (she get up)?*
- *What instruments can she play?*

### Vocabulary

#### Production

- Parts of the body: *eyes, hair*
- Adjectives: *short, long, wavy, straight, blonde, dark*
- Action verbs: *get up, write, read, wear, eat, speak*

## How to go about it (page 49)

Remember this section has a double purpose. It can be used to present structures and language issues at the beginning of the unit and / or for self-evaluation at the very end. It would be profitable to remember that knowing in advance what structures

are going to be worked on is of great help for students. In this way, they can have a general idea of the topic and get ready for the learning process.

## Introductory Activities



Bring pictures of famous singers and bands. Hold them up one by one and elicit their names. You can also ask students to describe the artists' physical appearances and provide more information about them: nationality, age, names of their famous songs. Draw two columns on the board and label them: *I like them* and *I don't like them*. Invite a volunteer to take a picture, place it in one of the columns and say why he / she likes or dislikes the artists; for example: *I like Justin Bieber because he sings very well. I don't like Selena Gomez because she isn't friendly*. Repeat the procedure with the remaining pictures.

## How to go about it (page 50)

### 1. Read.

Invite students to have a look at the photograph and tell you who the girl is and describe her. Encourage the class to give information. Ask guiding questions: *What does she do? Where is she from? How old is she? Does she have a band? Do you like her?* Write the answers on the board to confirm or deny students' predictions after reading the text. Give students some minutes to read in silence. Once they have all finished, invite them to compare their ideas to what they have read.

### 2. Read and answer.

Now, tell students to read the questions about Miley. This activity revises the different language structures that have been introduced up to now. Ask some students at random to read the questions aloud. Then, invite them to write their answers down.

#### » Answer key

- a. *She is twenty.*

- b. She's from Tennessee, USA.
- c. She can play the guitar and the piano.
- d. He is Billy Ray Cyrus.
- e. She is Tish Finley Cyrus.
- f. She has got a dog, 'Loco'.

### 3. In pairs, ask and answer about Miley's favourites.

Encourage students to work with a classmate and ask and answer about Miley's favourites so as to revise how to frame questions and go through the information provided in the text. Invite different pairs to read their questions and answers aloud.

#### » Sample answer

- A: What is her favourite season?
- B: It's summer.
- A: Can she keep secrets?
- B: No, she can't.
- A: What does she hate?
- B: She hates spiders.
- A: What time does she get up?
- B: She gets up at 5 am.
- A: Who is her best friend?
- B: She is Emily Osment.

### Enrichment Activities

1. Divide the class into four groups and ask them to write true and false sentences about Miley, such as: *She is from England. She gets up at 7 am every day.* Get volunteers from different teams to read the statements for the other teams to decide whether they are true or false.

#### 2. Twenty questions

Give students an index card and ask them to write their name on it. Collect the index cards, shuffle them and divide the class into pairs. Stick an index card on each student's back. Invite students to guess the name on their index card by asking their partner up to 20 questions about the student. Tell them the answers to the questions must be *Yes* or *No*: *Is it a boy? No, it isn't. / Does she like English? Yes, she does.*



### All Around Teaching Tips

#### Peer help

Create a productive, caring learning environment in the classroom by encouraging students to help their peers whenever they need it.

### Introductory Activities



Ask students to write down the names of five pop stars they don't like. Give students some minutes to walk around the classroom to find classmates who actually like them. Copy this structure on the board: *(Classmate's name) likes ..., but I don't like him / her / them.* Encourage students to make sentences about them and their mates using this structure. Invite some students to read their answers aloud and write some examples on the board.

### Grammar



As previously mentioned, these grammar boards have been included to introduce, expand or revise grammar points presented in context. In this case, the board will help the students focus on the use of the negative form of the third person singular of the Present Simple tense. Go through the examples with the whole class and give students time to compare the forms. Focus on the negative example and explain that the negative is formed by *doesn't + infinitive verb*. You can draw students' attention to the examples on the board and compare the negative forms of the first and third person singular.

### How to go about it (page 51)

#### 4. Now, correct this information about Miley.

Ask students to reread the text about Miley and correct the sentences. Encourage them to use the negative form of the Present Simple tense and then, write the correct affirmative sentences. Invite



## Unit 5 Pop Stars

a volunteer to read the first sentence and work with the whole class to check they understand the procedure. Once they have finished, get some students at random to check the answers.

### » Answer key

- a. *She doesn't get sad before a concert. She gets nervous.*
- b. *She doesn't write e-mails every day. She writes a journal.*
- c. *She doesn't eat her hair. She eats her nails.*
- d. *She doesn't get up late and she doesn't read the newspaper. She gets up early and she reads the Bible.*
- e. *She doesn't wear a necklace with the word Love on it. She wears a ring with the word Love on it.*

## Introductory Activities



### Verb quiz

Write verbs on separate pieces of paper and attach these verb cards to different places on the wall. Try to include the verbs that appear in the text: *have, wear, eat, write, get, hate*. Divide the class into pairs. Invite one member of each pair to get up and read a card, then run back and softly dictate the verb to his / her partner, who writes the third singular person form of the Present Simple tense. After six verbs, students exchange roles. The first pair to write all the verbs correctly wins the game.

## 5. Read what Miley says and write. Check.

Invite students to read what Miley says and tell them they are going to write the same sentences using the third person singular (*she*). Ask a volunteer to read the example to check understanding. Encourage students to read out the sentences and ask them to write their versions. Then, play the audio CD to check. You can invite volunteers to write the answers on the board.



### Listening 25

#### Listen and check.

- a. *She loves rainy afternoons.*
- b. *She doesn't speak Spanish very well.*

- c. *She never keeps secrets. She is not a reliable friend.*
- d. *She is a vegetarian, but she doesn't eat anything green.*
- e. *She is a casual type of girl. She usually wears her favourite jeans when she goes out.*
- f. *She always goes shopping with her mum after work.*

### » Answer key

- a. *She loves rainy afternoons.*
- b. *She doesn't speak Spanish very well.*
- c. *She never keeps secrets. She is not a reliable friend.*
- d. *She is a vegetarian, but she doesn't eat anything green.*
- e. *She is a casual type of girl. She usually wears her favourite jeans when she goes out.*
- f. *She always goes shopping with her mum after work.*

### Follow up

Invite students to invent 5 more sentences to add to the previous activity, using the information from the previous page. Encourage students to write what Miley says and exchange the ideas with their partners so that they write the sentences using the third person singular; for example: *I love summer. / She loves summer.*

## SB pages 52 and 53

### Objectives

- To correct information.
- To revise the affirmative and negative form of the third person singular of the Present Simple tense.
- To identify parts of speech.

### Language Focus

#### Production

- *She wants (to go to Italy).*
- *She doesn't want (to go to France).*
- *He has got (short hair).*
- *(The book) is next to (the computer).*

### Recognition

- *The dog is eating your new shoes furiously.*
- *Great!*

### Vocabulary

#### Production

- Parts of speech: *noun, verb, adjective, adverb*

#### Recognition

- Parts of speech

## Introductory Activities



### Correct me.

Ask students to say true statements about them. Write the sentences together with the names of the students on the board; for example: *I go to school in the morning. (Student's name)*. Say an incorrect statement about someone in the class. Throw a soft ball to a student and invite him / her to correct the incorrect statement: *(Student's name) doesn't go to school in the afternoon. He / She goes to school in the morning*. Repeat the procedure with other students.

## How to go about it (page 52)

### 1. Look at the example, trace and write.

Tell students to look at the maze. Invite them to follow the path from: *Miley adores Italian food* to: *No! Chinese food*. Read the example. Ask students to draw the remaining paths and read the information. Finally, encourage them to correct the incorrect sentences, writing both negative and affirmative forms.

#### » Answer key

- Miley doesn't adore Italian food. She adores Chinese food.*
- She doesn't wear piercings in her nose. She wears piercings in her ears.*
- Her father doesn't work as her bodyguard. Her uncle works as her bodyguard.*
- She doesn't want to go to France. She wants to go to Italy.*

- Her mother doesn't call her Destiny. Her grandmother calls her Destiny.*
- She doesn't like walking. She likes running.*
- She doesn't always text message Nick Jonas. She texts Emily Osment.*
- She doesn't usually eat mayonnaise. She usually eats ketchup.*

## Funny Activities



### Invent your own maze!

Ask students to take a sheet of paper and write five false sentences about them on the left. Then, tell them to write the correct statements on the right but in a different order and match them with the sentences on the right; for example: *I like singing. / No! Listening to music*. Invite students to exchange their sheets of paper so that they write down the information about their classmates; for example: *She doesn't like singing. She likes listening to music*. Get some students at random to share the information with the class.



## All Around Teaching Tips

### Child-centred teaching

Students are individuals with a lot to contribute to the class. Try to include many activities aimed at encouraging students to share their thoughts, opinions, feelings and experiences with their classmates.

## How to go about it (page 53)

### 2. Listen and read.

Invite students to look at the comic strip and ask some guiding questions: *Where is he? Is he happy? What's he like? Has he got long blonde hair? What has he got on the table? Where is the book? What can he see in front of his window?* Tell students to listen to and follow the reading text. Then, encourage them to read it in pairs.



## Listening 26

### Listen and read.

[A boy is doing his homework in his bedroom.]

#### [Picture 1]

Narrator: *It is a nice afternoon and Alex is at home. He is in his bedroom and he doesn't look happy. Why? Well, I think he has problems with his Language homework.*

[short pause: The boy is thinking.]

Boy 1: [thinking] *A sentence that has a noun, a verb, an adjective and an adverb... Wow! That's difficult.*

#### [Picture 2]

Boy 2: [shouting from outside] *Hey, Alex! This dog is eating your new shoes furiously!*

Boy 1: [thinking and repeating clue words that are useful for his homework] *dog-eating-new-shoes-furiously*

Boy 1: [shouting] *Great! Thanks!*



## All Around Teaching Tips

When working on listening tasks, it is important to ask students to go through the instructions attentively so as to make sure they all understand what they have to do before listening. Relaxation is a key point when solving a listening task. Invest a few minutes to create a relaxed atmosphere.

## Introductory Activities



### Change it.

Get some students at random to read the explanations that appear in the box. Write some sentences on the board for students to identify the parts of speech; for example: *Miley adores Italian food: noun, verb, adjective, noun.* Ask different students to erase and rewrite parts of speech to form a new sentence; for example: *Miley hates Italian food. / Miley loves Mexican food. / Miley likes romantic songs.* Repeat the procedure several times with different sentences.

## 3. Read and write. Noun, verb, adjective or adverb?

Invite a volunteer to read the first sentence and say which part of speech the underlined word is. Ask students to repeat the procedure for the remaining sentences. Invite students to read their answers to check.

### » Answer key

- a. adjective
- b. noun
- c. adverb
- d. verb
- e. adjective
- f. noun

## Enrichment Activities



### 1. Act it out.

Ask students why the boy is happy at the end: *Because he has a sentence with a noun, verb, adjective and adverb for his Language homework.* Divide students into pairs and invite them to act out the comic strip, changing the characters, the situation and the sentence. Ask pairs of volunteers to act out their new comic strip.

### 2. Mime it.

Divide students into two teams and give them cards with parts of speech: *noun, adjective, adverb, and verb.* Ask a volunteer from one team to come to the front. Whisper a word to the volunteer: *eat.* Ask him / her to hold up the corresponding word card: *verb* and mime the word to his / her team to guess. Repeat the procedure several times alternating the teams. The team that guesses the highest number of correct words wins.

## SB pages 54 and 55

### Objectives

- To talk about routines.
- To ask questions to check information.
- To revise the affirmative and negative forms

of the third person singular of the Present Simple tense.

- To recognise and practise the interrogative form of the third person singular of the Present Simple tense.

## Language Focus

### Production

- *He gets up early.*
- *He doesn't eat (meat).*
- *Does he / she play (the guitar)?*
- *Yes, he / she does. / No, he / she doesn't.*

### Recognition

- *Does he / she sing (alone)?*
- *Yes, he / she does. / No, he / she doesn't.*
- *It's (eight) o'clock.*
- *I have breakfast at about seven thirty.*

## Vocabulary

### Production

- Action verbs
- *guitar, drums, piano*

singular) of the verbs on their index cards: *go, goes; have, has (breakfast); get up, gets up*, etc. Invite them to shuffle the picture and the index cards separately and place them face down on a desk. Ask them to take turns turning over a picture and an index card each. If they match, they can keep them. The student with the most cards wins.

## How to go about it (page 54)

### 1. Complete the interview. Check.

Invite students to read the interview and write the words to complete it correctly. Divide the class into pairs and have them compare their answers. Then, play the audio CD for students to check their answers. The time is introduced and practised quite informally in this textbook, following new tendencies: *It is eight (o'clock). / I get up at seven thirty every day. / I go to bed at ten twenty.* However, if you want, you may take the chance to introduce this topic more formally by teaching students the traditional forms: *I get up at half past seven. / I go to bed at twenty past ten. / It is a quarter to nine. / I have lunch at a quarter past one every day.*

## Phonology



<i>go</i>	/gəʊ/
<i>write</i>	/raɪt/
<i>play</i>	/pleɪ/
<i>get up</i>	/,get 'ʌp/
<i>talk</i>	/tɔ:k/
<i>have</i>	/hæv/
<i>read</i>	/ri:d/
<i>eat</i>	/i:t/
<i>guitar</i>	/gɪ'tɑ:/
<i>drums</i>	/drʌmz/
<i>piano</i>	/prɪ'ænəʊ/

## Introductory Activities



### Memo game

Divide the class into three groups. Give each group five picture cards illustrating daily activities and five index cards. Ask students to write the Present Simple forms (first and third person



## Listening 27

### Listen and check.

[Interview with a pop star. Sam is a teenage boy.]  
Sam: *Hi, Bob! Your fans want to know everything about you. Please, tell us.*  
*What time do you usually get up?*  
Bob: *Well, I get up at 6.30 every day.*  
Sam: *That's early! What time do you have breakfast?*  
Bob: *I have breakfast at about 7.30.*  
Sam: *What do you do after breakfast?*  
Bob: *I play the guitar from 8 to 10 every morning and then I go to the gym.*  
Sam: *Do you have lunch?*  
Bob: *Yes, of course. I don't eat meat because I'm a vegetarian. I eat all types of vegetables, rice and pasta.*  
Sam: *That's very healthy. What do you do in the afternoon?*  
Bob: *I have dancing lessons.*



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Sam: *Oh! How interesting! And do you go to bed early?*

Bob: *No, I don't. I usually have concerts at night!*

Sam: *And... [fading]*

### » Answer key

- a. get up
- b. have
- c. play
- d. go
- e. eat
- f. have
- g. have

### Follow up

Ask students to work in pairs and practise reading the interview aloud. Then, encourage different pairs of students to come to the front in turns and read the interview to the class.

## Enrichment Activities



### Bingo

Tell the class they are going to practise the time. Invite students to fold a sheet of paper into ten or six and draw lines along the folds. Ask them to draw ten or six watches showing different times in each one. Write sentences in strips of paper and put them in a bag; for example: *It's half past six. / It's ten to nine.* Take the strips of paper and read the sentences. If the picture that represents the word is on their chart, tell students to cross it out on their bingo cards. The first student to cross out his / her whole card is the winner.



## All Around Teaching Tips

### End-of-day fun

Games are an excellent choice for the last ten minutes of the day when students are particularly tired. They can be 'one-off' activities with little relation to the day's lesson or can be linked to class content. Games help children stay interested and motivated. They also provide them with meaningful language contexts and are a source of intensive language practice.

## Introductory Activities



### Act it out!

Ask a volunteer to come to the front, pretend to be a famous pop star and tell the class about his / her typical day: *I get up at nine o'clock. I go to the gym at nine thirty.* Encourage the use of body language and movements. Then ask another student to report something about the star's day: *Avril gets up at nine o'clock.* Call students' attention to the fact that the third person singular form of the Present Simple tense changes. Invite other volunteers to continue reporting. Then, repeat the procedure several times with different stars.

## 2. Put the verbs in the correct form.

Now, tell students to read the text and complete it with the correct form of the verb in brackets. Invite a volunteer to read the first sentence and ask the class to complete it. Check the answer and encourage students to explain why they should use the third person singular form of the Present Simple tense. Invite students to complete the activity and then, check it with the whole class. Write the answers on the board so that students check spelling.

### » Answer key

- a. gets up
- b. has
- c. plays
- d. goes
- e. doesn't eat
- f. is
- g. has
- h. isn't
- i. has
- j. doesn't go

## Enrichment Activities



### Role-play

Tell students to work in pairs. One student is the interviewer and the other is a famous singer. Encourage students to ask seven questions to their partners about their daily activities. Tell the

pairs to write the interview down and practise it. Get some pairs to read the dialogues aloud and share their ideas with the class.

## How to go about it (page 55)

### 3. Write the name of your favourite pop star.

Ask some students: *Who's your favourite pop star?* Then, invite the class to complete the blank with the name of their favourite pop star and stick a photo. You can also ask students to give reasons for their preferences.

#### » Answer key

Students' own answer.

### 4. Ask and answer in pairs. Guess!

Ask students to work in pairs. Explain to them that they have to ask and answer the questions that appear in the chart. Tell them to write their partners' answers down so that they can then guess their friend's favourite pop star. Once they know who the star is, they have to complete the blank with the star's name.

#### » Sample Answer

A: *Does he play the guitar?*

B: *No, he doesn't.*

A: *Does he act in films?*

B: *Yes, he does.*

A: *Does he act on TV?*

B: *No, he doesn't.*

A: *Has he got blonde hair?*

B: *Yes, he has.*

A: *Is he Brad Pitt?*

B: *Yes, he is!*

*My friend's favourite pop star is Brad Pitt.*

3. Ask questions to help you understand.

4. Avoid thinking about what you are going to say next while he / she is speaking.

5. Wait until the speaker has finished before deciding that you disagree.

## Grammar



In this case, the board will help students focus on the use of the interrogative form of the third person singular (*he / she*) of the Present Simple tense. Write some of the questions in activity 4 on the board and go through the examples with the class. Highlight the use of *does* and an *infinitive verb* to make questions with *he* or *she*. Draw students' attention to the form of the short answers and the use of the auxiliary. You can also revise the structure of questions with the first person singular and compare it with the examples on the board.

## Enrichment Activities



Divide the class into groups and give them magazines and a sheet of construction paper. Ask students to draw a line in the middle of the paper and write a girl's name on one side and a boy's name on the other. Invite students to cut out pictures of different activities and stick them in either column. Then, tell students from one group to look at a poster from another group and ask their mates about what the girl and boy do; for example: *Does she go to the gym? Yes, she does. Does he get up early? No, he doesn't.* You can ask students to write the questions and answers on strips of paper and stick them on the corresponding poster.



## All Around Learning Tips

### Active listening

Good learners tend to be good listeners. Encourage students to follow five golden rules of active listening:

1. Face the speaker and maintain eye contact with him / her.
2. Murmur *uh-huh* and encourage him / her by saying: *Really?* and *That's interesting.*



## All Around Teaching Tips

### Visual learning

Research shows that visual memory is extremely accurate. Display icons, logos or symbols of the vocabulary and grammar you teach. They will act as a powerful reminder to the unconscious mind.

## SB pages 56 and 57

### Objectives

- To revise parts of speech.
- To revise the Present Simple tense.
- To ask for information.
- To introduce *wh*- words and practise *wh*- questions.
- To express contrast.

### Language Focus

#### Production

- *Does he like...?*
- *Yes, he does. / No, he doesn't.*
- *Wh*- questions: *What time does she (get up)? / How often does she (have Spanish lessons)? What type of food does she like? When does she (go to school)? Where does she (live)?*

#### Recognition

- *Wh*- questions

### Vocabulary

#### Production

- Action verbs
- Clothes and accessories
- *Wh*- words: *how, when, why, how often, what time, what, where, what type*

#### Recognition

- *Wh*- words

### Phonology

<i>how</i>	/haʊ/
<i>when</i>	/wen/
<i>why</i>	/waɪ/
<i>how often</i>	/, haʊ 'ɒfn/
<i>what time</i>	/, wɒt 'taɪm/
<i>what</i>	/wɒt/
<i>where</i>	/weə/
<i>what type</i>	/, wɒt 'taɪp/

## Introductory Activities



### Word chain

Tell students they are going to revise vocabulary related to clothing items. Explain that you will write a word on the board and they have to think of clothes or accessories that begin with the last letter of your word; for example: *apron, necklace, earrings, slippers, sweatshirt, tie*. You can also ask students to classify the items into clothes, shoes and accessories.

## How to go about it (page 56)

### 1. Listen and read.

Invite students to look at the picture and describe the boys' physical appearances and clothes. Tell them they are going to listen to a dialogue between these friends. Play the audio CD and ask students to follow the reading text. Encourage students to read it in pairs.



### Listening 28

#### Listen and read.

Narrator: *John and Peter go to the same school. They are different but they are good friends.*

Boy 1: *I've got two tickets for a rock concert. Do you like rock?*

Boy 2: *Sorry, I only like classical music.*

Boy 1: *I always wear a necklace and bracelets.*

Boy 2: *I don't wear accessories.*

Boy 1: *I usually wear jeans and black T-shirts.*

Boy 2: *Jeans are uncomfortable and I don't like black.*

Boy 1: *Well, Peter... This is very interesting but it's time to go home.*

Boy 2: *Wait, John! I've got a CD for you. It's Beethoven's complete symphonies.*

Boy 1: *Oh. Good! Thanks, Peter.*

## Enrichment Activities



Ask students some questions about the dialogue to check understanding and also practise the

Present Simple tense: *Are John and Peter similar or different? Does Peter like rock? Does Peter wear accessories? Does John like black? Does John like classical music?*



## All Around Learning Tips

### Reading benefits

Tell student to read in English as much as they can. The more they read, the more words they will come into contact with. Reading stories will help them develop their imagination and thus their creativity skills will be enhanced. Meanwhile their vocabulary will be increased without them even noticing it!

## 2. Identify parts of speech.

Invite two volunteers to read the first exchange between John and Peter. Ask the class to identify and underline the nouns in green (*tickets; concert; music*) and the adjectives in red (*two; classical*). Encourage students to follow the procedure with the rest of the conversation and then, complete the lists. Draw the same boxes on the board and invite students to write the answers.

### » Answer key

Nouns:

*tickets*

*rock*

*necklace*

*bracelets*

*jeans*

*T-shirts*

*home*

*thanks*

*Peter*

*time*

*home*

*music*

*accessories*

*John*

*CD*

*Beethoven*

*symphonies*

Adjectives:

*two*

*interesting*

*good*

*classical*

*uncomfortable*

*black*

*complete*

## Enrichment Activities



### Parts of speech

Write five words belonging to the same part of speech on separate index cards and give one to each student. Make sets with different parts of speech: *get up, sleep, have breakfast, brush your teeth, do your homework / interesting, uncomfortable, black, complete, classical / accessories, tickets, concert, T-shirt, music*. Once you have distributed the cards, invite students to stand up. Ask them to look for the other four students who have the same parts of speech, without showing their card: *Is your word (a noun / verb)?* The first group to find all its members is the winner.

## 3. Write sentences to compare John and Peter.

Ask a volunteer to read the example. Encourage students to compare John and Peter and make sentences using the third person singular of the Present Simple.

### » Answer key

Students' own answers.

## Introductory Activities



### Match it.

Bring paper strips with questions and answers. Divide the class into four groups. Stick the questions on the board and invite some students to read them aloud. Then, hold up a strip of paper with one of the answers and encourage students to match it with the corresponding question; for example: *When do you get up? I get up at ten. Where do you read books? In the library. What do*



## Unit 5 Pop Stars

*you drink every day? Water. Why do you like Miley Cyrus? Because she sings very well!*

### How to go about it (page 57)

#### 4. Complete these questions.

Ask a volunteer to read the words in the box to check understanding. Encourage students to read the questions and answers so as to complete the blanks with the corresponding word. Explain that the answers will help them decide on the type of information that they have to ask. Check the answers on the board.

##### » Answer key

- a. Where
- b. What type
- c. When
- d. What time
- e. How often
- f. What
- g. Why
- h. How

### Grammar



Focus on the examples on the board and elicit the use of the different *wh-* question words. You can draw students' attention to the questions with *when*, *where* and *why* since students are already familiar with them. You can ask some guiding questions and also write *yes / no* questions so as to compare the structure and use.



### All Around Teaching Tips

#### Moving around the class

Movement creates a physical closeness to the students, so circulate around the class as you talk to them or ask questions. Avoid sitting behind your desk for long periods in class as this creates barriers between you and your students.

#### 5. In pairs, choose a card and ask.

Now, students choose one of the cards and make questions about Maggie or Katai. Encourage

students to write different types of questions and then ask them to their classmates.

#### Follow up

As a challenge, you can ask students to answer the questions with their books closed so as to test their memory.

##### » Sample Answers

- a. Where does Maggie live?
- b. What type of food does she like?
- c. What time does she get up?
- d. When does she have tennis lessons?
- e. What does she like best?
- f. Why does she like sports?
- g. How does she get before competitions?

### SB pages 58 and 59

#### Objectives

- To revise *wh-* questions.
- To ask for information.
- To revise the Present Simple tense.
- To connect ideas.

#### Language Focus

##### Production

- *He speaks (English and French fluently) because he (is Canadian).*
- *He gets up early every morning.*

#### Vocabulary

##### Recognition

- Action verbs
- Family members
- Food
- Seasons

### Introductory Activities



#### Questions & answers

Give two index cards to each student. Revise word order in questions and the interrogative form of the Present Simple tense. Write some examples

on the board using different *wh-* words. Tell students to write an affirmative sentence in the Present Simple on each index card: *I like Italian food.* / *Peter has English lessons three times a week.* Collect the cards and shuffle them. Divide the class into two teams. Choose a card and read it. Invite a member from one team to make a question for the sentence: *What type of food do you like?* *How often does Peter have English lessons?* You can also encourage students to ask *yes / no* questions; for example: *Do you like Italian food?* *Does Peter have English lessons?*

## How to go about it (page 58)

**1. Circle the correct answers. Check.**

Invite students to read the Miley trivia and circle the correct answer. Students can compare their ideas and then check them by reading the answers at the bottom of the page. Get some students at random to read the complete answers aloud.

» **Answer key**

1. She is a singer, an actress and a musician.
2. She gets up at 5 am.
3. She gets nervous.
4. She wants to go to Italy.
5. She reads the Bible every day.
6. She likes Chinese food.
7. She goes shopping with her mum after work.
8. Her grandmother calls her Destiny.
9. Because she doesn't like them.
10. She likes summer best.

## How to go about it (page 59)

## 2. Find the way and colour.

Tell students to read all the words in the snake. Explain that there is 'hidden information' about a star and they have to choose the right words in order to form sentences. Invite a volunteer to read the examples. Ask students to continue by finding the words that make sense. Tell them to colour the chosen words.

» Answer key



### 3. Write and check.

Once students have completed the previous activity, tell them to write the sentences on the lines below. Then, play the audio CD to check the answers. Invite some students to read the information aloud.



## Listening 29

**Listen and check.**

*Justin is my favourite pop star. He sings and plays the guitar very well. He speaks English and French fluently because he is Canadian. Jus always eats pizza before his concerts. He thinks it is good luck! He gets up early every morning and goes running in the park. Girls run after Justin!*

**SB page 60 - Integration**

## How to go about it (page 60)

This section has been created to integrate all the functions, notions and vocabulary presented throughout the unit.

## 1. Put the questions in order.

This activity is intended to revise word order in questions. Encourage students to revise the structures that appear in the previous pages and then, complete the activity.

### » Answer key

- When does she sleep?*
- Where does Celine live?*
- What does she do on Sunday?*
- What does she do in the band?*
- What time does she get up?*
- How often does she have dancing lessons?*

## 2. Now, complete the interview.

Students have to make sentences for each of the manager's answers. Tell them to read what he says so as to have an idea of the type of information they need to ask. Give students time to complete the speech bubbles with the questions. Students may come to the front and act out the interview in pairs.

### » Answer key

- Where does Celine live?*
- What does she do in the band?*
- What time does she get up?*
- How often does she have dancing lessons?*
- What does she do on Sunday?*
- When does she sleep?*



### All Around Learning Tips

When learning a language, it is important to revise and practise it systematically in order to acquire the new vocabulary and language structures. Suggest students to review at home what they have learnt in class.

## SB pages 88, 89, 90 and 91 - Workbook

This set of reinforcement activities can be used when students need extra written practice of vocabulary or a specific language structure. These

activities can also be solved at the end of the unit to integrate and consolidate all the concepts learnt.

### » Answer key

#### 1. Read and match.

- A happy boy plays happily.*
- A slow woman walks slowly.*
- A fast girl runs fast.*
- A good football player plays football well.*
- A quiet class speaks quietly.*

#### 2. Complete.

- Tom is a quiet boy. He rides his bike quietly.*
- They are good children. They behave well.*
- Alice is a happy guitar player. She plays the guitar very happily.*
- Sam is old and slow. He runs slowly.*

#### 3. Think and write.

- run fast*
- hot soup*
- angry dog*
- sit quietly*
- speak fluently*
- good marks*

#### 4. Read and complete.

Sample Answers:

- New York*
- London*
- car*
- two*
- speak*
- fluently*
- kind*
- generous*
- early*
- toast*
- hot*
- reads*
- the guitar*

#### 5. Read and write the verbs in the correct form.

- gets up*
- runs*
- has*
- takes*

- e. rides*
- f. feeds*
- g. swim*
- h. have*
- i. doesn't go*

**Now, number the pictures.**



- b. Where does Andrew go on Saturday? To the park.*
- c. What type of accessories does Liz wear? Necklaces.*
- d. What doesn't Ken like? Pizza.*

## 6. Classify these answers.

How often:

- once a month*
- twice a week*
- always*

Where:

- at home*
- to school*
- in the USA*

When:

- on Sunday*
- in the morning*
- at night*

What:

- an actress*
- pizza*
- the guitar*

How:

- sad*
- excited*
- nervous*

## 7. Put in order and circle.

- a. How often does Cinthia go to the club?*  
*Never.*



# Unit 6 Holiday Pictures!

## SB pages 61, 62 and 63

### Objectives

- To describe holiday activities.
- To recognise the Present Continuous tense.
- To revise the Present Simple tense.

### Language Focus

#### Production

- *I swim in the sea. He doesn't like the beach.*
- *Do you collect shells?*
- *Yes, I do. / No, I don't.*

#### Recognition

- *I'm playing with the sand.*
- *Mum is lying in the sun.*
- *Mum and Dad are standing in front of the hotel.*
- *We are sailing back to the beach.*

### Vocabulary

#### Production

- Family members

#### Recognition

- Holiday activities: *play volleyball, swim, collect shells, put sun block, sail, surf, lie in the sun, make sandcastles*
- *beach, sea, shells, hotel, waves*

### Phonology

play volleyball	/ˌpleɪ 'vɒlɪbɔːl/
swim	/ˈswɪm/
collect shells	/kəˈlekt 'ʃelz/
put on sun block	/ˌpʊt ɒn 'sʌn blɒk/
sail	/ˈseɪl/
surf	/sɜːf/
lie in the sun	/ˌlaɪ ɪn ðə 'sʌn/
make sandcastles	/ˌmeɪk 'sændkɑːsl/
beach	/ˈbiːtʃ/
sea	/siː/

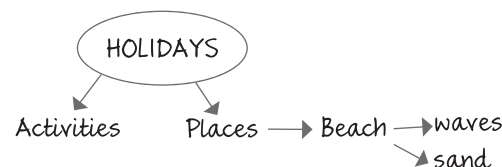
hotel	/həʊˈtel/
waves	/ˈweɪvz/

## How to go about it (page 61)

This section can be used to present structures and language issues at the beginning of the unit and / or for self-evaluation at the very end. It would be profitable to remember that knowing in advance what structures are going to be worked on is of great help for students. In this way, they can have a general idea of the topic and get ready for the learning process.

### Introductory Activities

**1. Match:** Draw a mind map on the board with the word *Holidays* in the middle. There should be two groups under this heading: *Activities* and *Places*. Stick pictures with vocabulary related to the topic in the corresponding group. Hold up a card with a word and ask a volunteer to come to the front and match the word with the corresponding picture. Once students have completed this activity you can ask guiding questions so as to add more vocabulary; for example: *What do you do on holidays? Do you swim? Do you ride a horse?*



**2. Make a sentence:** Invite students to make a sentence using two of the words from the mind map on the board; for example: *I swim in the sea. I play volleyball on the beach.* Get some students at random to make their sentences.

## How to go about it (pages 62 and 63)

### 1. Listen and read.

Tell students they are going to read and listen about Mike's holidays. Encourage the class to describe the pictures and use vocabulary related to the topic.

Invite students to listen to the first paragraph and follow the reading text in their books.



### Listening 30

#### Listen and read.

Narrator: *Mike and his family usually go to the beach on holidays. His father is a professional surfer and his mother loves the sun and the sea. Mike has got a little brother, Sam. He is ten years old and he likes the beach very much. Today, Mike is at home and he is looking at his holiday photo album.*

#### Follow up

Get some students at random to read the sentences aloud. Correct pronunciation.



### All Around Teaching Tips

Remember that when students read aloud, you can see how much they have improved or if they still need further practice as regards pronunciation, rhythm and intonation.

### Enrichment Activities



#### Correct the mistake.

Ask students to close their books and read wrong sentences about the text. Encourage them to identify the wrong information and say the correct sentence. For example: *Mike is ten years old. / Sam doesn't like the beach. / His father is a doctor. / His mother loves the rain. / Mike has got two brothers.*

### 2. Complete and check.

Ask a volunteer to read the words aloud. You can tell students to add the words in the mind map that they completed before. As some words are specific, you can ask students to decide to which category they belong; for example, you can write *sand* and *sea* next to *beach*. Invite students to read the

sentences below the pictures and complete them with a word. Then, play the audio CD to check.



### Listening 31

#### Listen and check.

[voice of a boy who is describing some photographs]

1. *I'm playing with the sand.*
2. *I'm swimming in the sea.*
3. *Mum and Dad are standing in front of the hotel.*
4. *My brother is making a wonderful sandcastle.*
5. *Dad is putting sun block on Sam's back.*
6. *I'm playing volleyball on the beach.*
7. *We are sailing into the sea.*
8. *Sam is collecting shells for my Grandma.*
9. *Mum is lying in the sun.*
10. *We are sailing back to the beach.*
11. *Dad is surfing huge waves.*

#### » Answer key

1. *I'm playing with the sand.*
2. *I'm swimming in the sea.*
3. *Mum and Dad are standing in front of the hotel.*
4. *My brother is making a wonderful sandcastle.*
5. *Dad is putting sun block on Sam's back.*
6. *I'm playing volleyball on the beach.*
7. *We are sailing into the sea.*
8. *Sam is collecting shells for my Grandma.*
9. *Mum is lying in the sun.*
10. *We are sailing back to the beach.*
11. *Dad is surfing huge waves.*

### 3. Match.

The aim of this activity is to work on specific verbs presented in the story. Ask some students at random to read the words aloud. Then, ask them to write the letters in the corresponding box. Tell them to look at the pictures for help.

#### » Answer key

- a. *play with the sand*

## Unit 6 Holiday Pictures!

- b. swim in the sea
- c. collect shells
- d. make a sandcastle
- e. put sun block on Sam's back
- f. sail into the sea
- g. play volleyball on the beach
- h. surf huge waves

### Enrichment Activities



Encourage students to write four questions using the verbs in the Present Simple tense and ask them to their classmates. Tell them to write the answers down. Then, invite some students to share the ideas with the class. You can ask a question to one of the students and write the example on the board: *T: Do you collect shells? S: Yes, I do. T: (Student's name) collects shells.*

#### 4. Play in pairs.

Tell students to say a sentence describing a picture so that their classmate identifies what picture it is. See also a variation of this activity in the Extension Activities Section of the Teacher's CD-ROM.

##### » Answer key

Students' own answers.

#### 5. Choose an activity, draw and write.

Invite students to choose one of the activities they do when they are on holiday, draw a picture and complete the sentence.

##### » Answer key

Students' own answers.

### Enrichment Activities



#### Mime it.

You can ask students to come to the front and mime the activity they chose in 5. Invite the class to guess it. Repeat the procedure with other students.

### Funny Activities



#### Our photo album

Ask students to bring family photos of a trip to the

beach, a sheet of construction paper, paper strips, coloured markers, and glue. Invite students to write a caption on a paper strip to describe their photo: *I'm surfing with my dad.* Tell students to glue the photos and captions on the construction paper to make a page of a photo album. Display it on one of the classroom walls. See also a variation of this activity in the Extension Activities Section of the Teacher's CD-ROM.

**Variation:** Instead of bringing photos, students can draw pictures of themselves at the beach.

## SB pages 64 and 65

### Objectives

- To describe people and pictures.
- To recognise and practise the affirmative and negative form of the Present Continuous tense.
- To recognise the interrogative form of the Present Continuous tense.

### Language Focus

#### Production

- *I am (not) eating sandwiches.*
- *He / She / It is (not) taking photographs.*
- *We / You / They are (not) playing volleyball.*

#### Recognition

- *What are you doing?*
- *What is she / he doing?*
- *What are they doing?*

### Vocabulary

#### Production

- Holiday activities

### Introductory Activities



Show students a picture full of people doing many different activities. Ask them to listen to your descriptions and identify each person. For example: *A man is playing the guitar. Who is the man? The man in a blue T-shirt.* Try to say sentences with different subjects so that you

expose students to the different forms of the Present Continuous tense.

## Grammar



In this case, the grammar board will help students focus on the use of the affirmative and negative form of the Present Continuous tense. Go through the examples with the whole class. Give students time to analyse the new structure and to understand how to organise it. Remind students that they can use the contracted form of the verb *to be*. You can write some sentences with mistakes for students to correct them; for example: *I wearing a uniform*. Encourage students to give reasons for their corrections.

### How to go about it (page 64)

#### 1. Look at the chart. Use the clues to write.

Draw students' attention to the picture and ask them to mention all the words related to the beach that they can see. Then, tell them they are going to describe what the people in the picture are doing by using the words given. Explain that the first phrase is incorrect and that the second describes the picture correctly. You can help them understand the activity by asking questions; for example: *Is the man in a playing volleyball? What is he doing?* Encourage students to write the answers down and continue on their own.

##### » Answer key

- He is not playing volleyball. He is running on the beach.*
- He is not taking photographs. He is selling ice cream.*
- He is not riding a bike. He is making a sandcastle.*
- She is not swimming in the sea. She is reading a book.*

## Enrichment Activities



### Listen and draw.

Describe a scene and ask students to draw it. For example: *Draw a street. One boy is walking to*

*school*. Invite students to add their own elements. Collect the pictures. Invite a volunteer to choose one without showing it to the rest and describe the scene until the student who drew it recognises it. Repeat the procedure with the remaining pictures.

### How to go about it (page 65)

#### 2. Imagine, choose and answer.

Invite students to read and imagine the situation described in each bubble. Ask them to choose one of the activities and write a sentence in the Present Continuous. Get some students at random to read their answers. Students can compare their answers and explain the reasons for their choices.

##### » Sample answers

- I'm watching TV.*
- She is dancing and jumping.*
- They are driving a jeep.*
- We are going trekking.*

#### 3. Read. Then, write in your notebook.

Ask students to look at the picture and describe the boys. You can ask the class where they think this photo was taken and what the relationship between these boys is: *Are they brothers, cousins, friends, classmates?* Invite students to read the text so as to learn about these two boys. After reading, you can ask students to identify Nico. Invite some students to read aloud and check pronunciation. Ask students to bring a picture of themselves with a friend and write a description of it.

##### » Answer key

Students' own answers.

## SB pages 66 and 67

### Objectives

- To practise the Present Continuous tense.
- To check information.
- To recognise and use prepositions of movement.