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LANGUAGE NOTE  We usually use the demonstrative pronouns this (singular) and these (plural) to talk about things that are near us, whereas we use that (singular) and those (plural) to talk about things that are further away from us.

The answer to the question What's this? is It's a / an …, not This is a / an … Similarly, the answer to the question What’s that? is also It’s a / an …

To answer the question What are these / those, we use They’re …, not These / Those are …

Optional extra
• Briefly revise the use of the indefinite article. Write a and an on the board. Point to a girl and say a girl. Then point to an exercise book and say an exercise book.
• Write the following words on the board in a list: apple, bag, board, cat, chair, egg, man, octopus, orange, picture, umbrella, watch, window.
• Read out the words one at a time and ask students if the word takes a or an. Write the article in front of the word.
• Read out the words again, but this time with the article, asking students to repeat.
• Ask students if they can see any of the things in the classroom.
• Read out the words again, one at a time. Students put their hands up if the thing is in the classroom.
• Ask individual students to go to the thing and point to it.

Exercise 1
• Focus attention on the example and make sure that students understand what they have to do. Read the question (What's this?) and ask a student to read the answer. Then play the recording for the example.
• Play the recording from the beginning, pausing after each item. Students listen and draw a rough picture of the thing they hear. Allow up to half a minute for each item.
• Ask students to exchange their drawings with a partner. Play the recording again, pausing after each item, and ask students if they think their partner has drawn the correct thing. When students have finished, check that they have drawn the right object.

ANSWER KEY
2 a door
3 a boy
4 an orange
5 a chair
6 a pencil
7 an exercise book
Exercise 1

- Focus attention on the example. Ask two students to read out the question and answer.
- Give students a few minutes to complete the bubbles.
- When they have finished, ask them to check that there is a question mark at the end of each question and that they have used the correct indefinite article, a or an.

**ANSWER KEY**

2 What’s this? It’s a bag.
3 What’s this? It’s an exercise book.
4 What’s this? It’s a cat.
5 What’s this? It’s a door.
6 What’s this? It’s a watch.

**Optional extra**

- Point to things in the classroom or pictures that illustrate things for which students know the word (e.g. a desk, a chair, a pencil, an octopus, an egg, a house) and ask What’s this?
- Students put up their hands and answer using It’s a / an …

Exercise 2

- Working in pairs, students take turns to point to things in the classroom, asking and answering questions about them. You could ask them to ask and answer with a different partner each time. Encourage them to use the language of interaction, for example, Do you want to start first? Can I / you start? It’s your turn.
- Walk around the classroom and monitor, checking that students are pronouncing the words correctly and using the correct indefinite article.

**Optional extra**

- Give students 15 seconds to sketch a picture of something in the classroom.
- Ask for some volunteers to show their sketches to the class, asking What’s this? The rest of the class try to guess the object. If they do not know what the object is, they should respond appropriately, for example, I’m not sure. / I’m sorry. I don’t know.
Background information

English is the official language of many countries, including the United States of America, Canada, Australia, New Zealand and South Africa. There are differences between the various forms of English: accents vary and there are also some differences in vocabulary and idiom, but an English speaker from one of these countries will understand and be understood by an English speaker from the others.

For many students, England is synonymous with Britain. However, England is just one of the countries, together with Scotland and Wales, that make up Britain. Britain and Northern Ireland together make up the United Kingdom. The capitals of the four countries of the UK are: England – London, Scotland – Edinburgh, Wales – Cardiff, Northern Ireland – Belfast. The capital of the UK as a whole is London.

The Republic of Ireland, or Eire, is not part of the UK. It is an independent country, whose capital is Dublin.

Exercise 1

• Students look at the picture and read the speech bubbles. In pairs, they answer the two questions.
• Check answers as a class.

ANSWER KEY
1 Kate and Bruce
2 from (Sydney,) Australia

Optional extra

Ask students if they have friends on the Internet, for example, on Facebook. Where are they from? Do a quick survey around the class: how many countries do students have friends from?

Exercise 2a

• Ask students to study the speech bubbles in exercise 1 again. They then complete the table with the missing short forms.
• Check answers as a class.

ANSWER KEY
I’m not
He isn’t
She isn’t
It isn’t
We aren’t
You’re not
They’re not

Exercise 2b

• Students use the table to make five sentences, using each form of the verb be at least once.

LANGUAGE NOTE The negative form of the verb be has the following short forms:
I’m not
He isn’t
She isn’t
It isn’t
We aren’t
You’re not
They’re not

Exercise 3a

• Play the recording. Students listen and read the speech bubbles.
• Ask students to underline all the forms of the verb be (‘m not, ‘m, isn’t, ‘s, aren’t, ‘re). You could tell them there six examples to underline.

Exercise 3b

• Students complete the table.
• Check answers as a class.

ANSWER KEY
I’m not Mel.
Max isn’t twelve.
We aren’t from Britain.

Exercise 4

• Students rewrite the sentences in the negative form. Remind them to use short forms.
• Check answers as a class.

ANSWER KEY
2 She isn’t twelve.
3 They aren’t from London.
4 We aren’t from Greece.
5 I’m not eleven.
6 My name isn’t Joe.

Exercise 5a

• Explain to students that they will hear three new students introduce themselves. They then read the first of the three conversations.
• Play the first recording while students read and listen.
• Ask: What’s the new student’s name? (Connor)
• Play the recording for students to write the names of the other two characters.
• Check answers as a class.

ANSWER KEY
Connor, Dana, Simon

Exercise 5b

• Play the recording for students to complete the remaining information about these students.
• Check answers as a class. Write the names of the cities and countries on the board so that students can see the spelling.

ANSWER KEY
Connor: boy, Melbourne in Australia, twelve
Dana: girl, Prague in the Czech Republic, twelve
Simon: boy, London in Britain / England / the UK, eleven
Exercise 5c
- Read the sentences about Connor.
- Students use the information in the table they completed in exercise 5b to write about the other two characters.
- Check answers as a class.

**ANSWER KEY**
The second student is a girl. She's from Prague in the Czech Republic. She's twelve.
The third student is a boy. He's from London in Britain / England / the UK. He's eleven.

Exercise 6
- Focus attention on the table and make sure students remember how to make the question form from the affirmative: the verb *be* comes before the subject.
- Students complete the missing words.
- Check answers as a class.
- Check comprehension by asking students to translate a statement and question from their own language into English. For example: *My brother is twelve. Is my brother twelve?* Write these on the board and circle the question mark at the end of each question.

**ANSWER KEY**
*Are you our new postman?*
*Is your dog friendly?*

Exercise 7a
- Elicit the rule for answers to *Yes/No* questions in English: *Yes/No + pronoun + verb* (affirmative or negative). We do not normally say just *Yes* or *No*.
- Students then complete the table. Check answers as a class.
- Check comprehension by asking factual questions. For example:
  A: *Are you students?* B: *Yes, we are.*
  A: *Is Anna English?* B: *No, she isn’t.*
  A: *Am I a teacher?* B: *Yes you are.*

**ANSWER KEY**
*Yes, I am.*
*Is this Connor? No, it isn’t.*
*Are they in the classroom? No, they aren’t.*

Exercise 7b
- Explain to students that we do not use names in short answers. We replace the name(s) in the question with the corresponding personal pronoun.
- Students complete the short answers.
- Check answers as a class.

**ANSWER KEY**

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Exercise 1a
- Students complete the sentences.
- Check answers as a class.

**ANSWER KEY**
1 This is Rosa. She is from Italy. She is eleven.
2 I am from Spain. My name is Manuel and I am twelve.
3 We are from Australia. We are from Sydney.
4 This is Hans. He is eleven and he is from Germany.
5 They are from Russia.

Exercise 1b
- Students rewrite the sentences using short forms.
- Check answers as a class.

**ANSWER KEY**
1 This is Rosa. She's from Italy. She's eleven.
2 I'm from Spain. My name's Manuel and I'm twelve.
3 We're from Australia. We're from Sydney.
4 This is Hans. He's eleven and he's from Germany.
5 They're from Russia.

Exercise 2
- Read the example together. Check that students understand the aim of the game.
- Put students in groups of five or six and play the chain game. Students continue as long as they can without making a mistake. The group that can go on the longest wins.

Optional extra
- Ask students to read out the names of the countries in exercise 1a. Then ask them what other country names they know in English. Write them on the board. Try to elicit the following: Argentina, Austria, Brazil, Britain, Canada, China, Egypt, France, Greece, Japan, India, New Zealand, Slovakia, South Africa, the Czech Republic and the USA.
- Put students in two groups and tell them they will do a quiz.
- A student from one group calls out the name of a country. The other group must call out either the capital of that country or a famous person from that country. If no one knows a capital or famous person, they should say I'm sorry. I don't know.

Exercise 3
- Put students in groups of four. Play the game Who are you? The aim of the game is to guess the name of a famous person by asking Yes / No questions.
- Demonstrate the game by thinking of a famous person and asking the class to question you to find out who the person is.
- Allow a minute for students to choose a famous person.
- Students take turn to ask questions. Make sure they can use the language of interaction. For example: Do you want to go first? Please can I go first? It's your turn. Thank you.
- If the group cannot guess the name of the famous person, they should use language like: I give up. What's the answer?
- Ask the person answering to keep a score of how many questions their partners ask.

Exercise 4
- Remind students that we usually use short forms when we speak.
- Students complete the speech bubbles.
- Check answers as a class.

**ANSWER KEY**
2 I'm 3 We're 4 She's 5 You're 6 My name's

Exercise 5
- Students look at the table and complete the sentences.
- Check answers as a class.

**ANSWER KEY**
2 Francesca isn't from Britain. She's from Italy.
3 Claudio and Pablo aren't from Russia. They're from Spain.
4 Rafael isn't from China. He's from Brazil.
5 Jacques and Marcel aren't from Spain. They're from France.
6 Jens isn't from Australia. He's from Germany.

Exercise 6 104
- Tell students that they are going to hear a girl called Jessica introducing herself. They have to listen and decide if the statements are true or false.
- Ask students to read the statements. Then play the recording.
- Play the recording again, pausing it where necessary for students to record their answers.
- Check answers as a class.

**ANSWER KEY**
3 False. Her house is in London.
4 False. She's ten.
5 True.
6 True.
7 False. Her Internet friends are from Japan.
8 False. They are eleven and twelve years old.

Exercise 7
- Go through the email with students and ask them to underline the words they will change when they write their own email.
- Students write their own email. Go around the class and monitor, helping where necessary.

Exercise 8
- Put students in groups of up to 16.
- Make one or more copies of the Worksheet: Questions; introductions. Cut it as shown and give one card to each student. If there are fewer than 16 students in a group, give some students more than one card.
- Explain to students how the activity works: they have to ask questions to find the friend described. Students take turns to ask and answer questions.
Worksheet: Questions; introductions

Read the texts. Ask and answer to find a friend.

A What's your name?         B   My name's ...
A Are you a girl or a boy?          ...

You’re:  
• Sadie  
• a girl  
• ten years old  
• from Australia  
• at the shops
Find a girl from the USA. She's eleven years old.  
• What's her name?  
• Where is she?

You’re:  
• Charlie  
• a boy  
• eleven years old  
• from New Zealand  
• at your grandparents’ house
Find a boy from France. He's in the garden.  
• How old is he?  
• What's his name?

You’re:  
• Maria  
• a girl  
• nine years old  
• from Italy  
• at your neighbour’s house
Find a girl from Britain. She's eleven years old.  
• What's her name?  
• Where is she?

You’re:  
• Javier  
• a boy  
• twelve years old  
• from Brazil  
• in the garden
Find a boy called Makoto. He's at school.  
• How old is he?  
• Where is he from?

You’re:  
• Amy  
• a girl  
• eleven years old  
• from the USA  
• in the garden
Find a girl from Australia. She's at the shops.  
• What's her name?  
• How old is she?

You’re:  
• Claude  
• a boy  
• ten years old  
• from France  
• in the garden
Find a boy from New Zealand. He's called Charlie.  
• How old is he?  
• Where is he?

You’re:  
• Emma  
• a girl  
• eleven years old  
• from Britain  
• at home
Find a girl from Italy. She's at her neighbour’s house.  
• What's her name?  
• How old is she?

You’re:  
• Makoto  
• a boy  
• nine years old  
• from Japan  
• at school
Find a boy from Brazil. He's twelve years old.  
• What is his name?  
• Where is he?

You’re:  
• Ben  
• a boy  
• ten years old  
• from Australia  
• at school
Find a boy called Andrew. He's from Britain.  
• How old is he?  
• Where is he?

You’re:  
• Laura  
• a girl  
• twelve years old  
• from Brazil  
• at your aunt’s house
Find a girl from Japan. She's at the shops.  
• What’s her name?  
• How old is she?

You’re:  
• Fabio  
• a boy  
• ten years old  
• from Italy  
• at your neighbour’s house
Find a boy from New Zealand. He's twelve years old.  
• What is his name?  
• Where is he?

You’re:  
• Sophie  
• a girl  
• eleven years old  
• from France  
• at the shops
Find Sophie. She's at the shops.  
• Where is she from?  
• How old is she?

You’re:  
• Andrew  
• a boy  
• eleven years old  
• from Britain  
• at school
Find a boy from Australia. He's ten years old.  
• What's his name?  
• Where is he?

You’re:  
• Hatsumi  
• a girl  
• ten years old  
• from Japan  
• at the shops
Find a girl from Brazil. She's twelve years old.  
• What's her name?  
• Where is she?

You’re:  
• Kevin  
• a boy  
• twelve years old  
• from New Zealand  
• at home
Find Fabio. He's ten years old.  
• Where is he from?  
• Where is he?

You’re:  
• Tamsin  
• a girl  
• nine years old  
• from the USA  
• at your grandparents’ house
Find Sophie. She's at the shops.  
• Where is she from?  
• How old is she?
In English, *hair* used as an uncountable noun refers to all the hair on top of a person’s head. *She’s got long, dark hair.*

*Hair* can also be used as a countable noun to refer to a single strand of hair. *Yuk! There’s a hair in my soup!*

### Exercise 1a

- Focus attention on the pictures. Play the recording. Students listen and read the words.
- Play the recording again for students to listen and repeat. Make sure they pronounce *bald* /bɔːld/, *beard* /bɪɘd/ and *moustache* /ˈmʌstəʃ/ clearly, and stress the second syllable in *moustache*.

### Exercise 1b

- Explain to students that they will hear descriptions of some of the people in the pictures in exercise 1a. They have to listen and write the number of the picture that is being described.
- Focus attention on the example. Then play the recording for the first description while students listen.
- Play the recording again so that students can write the numbers.
- Check answers as a class.

**Answer Key**

2. This man has got fair hair. He hasn’t got a moustache. – 2
3. We can only see this person’s eyes. They’re green. – 9
4. This person has got fair hair. Her hair is long and she’s got glasses. – 12
5. This person is slim. His hair is brown. He isn’t tall. He’s short. – 13
6. This person has got dark hair. He’s very fat. – 2
7. This person hasn’t got any hair. – 3
8. This person is tall and slim. She’s got long, dark hair. – 15
9. This person has got short hair. His hair is black and he’s got a thick black beard and a moustache. – 7

### Exercise 1c

- Ask students if they can remember what words and phrases were used in the recording to describe the people.
- Put students in pairs and ask them to work together and make notes of the words and phrases they heard. They can use the pictures to help them to remember.

### Exercise 1d

- Tell students they will hear the recording again so that they can check the notes they made in exercise 1c. They should also make a note of any other words or phrases they may have forgotten.
- Play the recording again for students to check their answers.

### Exercise 2

- In pairs, students take turns to describe one of the people in exercise 1a. Their partner must guess who they are describing.
- Go round the class and monitor, checking that students are pronouncing the adjectives correctly and forming sentences correctly.
3 Adjectives to describe people  

LANGUAGE NOTE  We can use two adjectives together to describe a person. If the adjectives come before a noun, they are separated by a comma. If they come after the verb be, they are joined by the word and. For example:

She's a tall, slim girl.
She's tall and slim.

He's got long, dark hair.
His hair is long and dark.

Exercise 1

• Ask students to cover the words in the box. Then focus attention on the pictures. Students work in pairs and guess what the missing words are.
• Students then complete the sentences with the words in the box. Tell them that for some pictures, there may be more than one correct answer.
• Check answers as a class.

ANSWER KEY

2 They're slim. / They're tall. / They're short.
3 He's tall. / He's slim. / He's tall and slim.
4 They're short.
5 He's bald.
6 They've got long hair.
7 He's got short hair.
8 She's got dark hair. (Also accept: She's got brown eyes.)
9 They've got brown eyes. (Also accept: They've got dark hair. / They've got short hair.)
10 He's got a moustache.
11 She's got glasses. (Also accept: She's got long hair. / She's got brown eyes.)
12 He's got a beard. / He's got a beard and a moustache. (Also accept: He's got a moustache.)

Exercise 2

• Focus attention on the pictures. Before students describe the people, you may like to revise or teach vocabulary for parts of the body, for example, nose, feet, stomach.
• Students complete the descriptions.
• Go around the class and monitor, helping with vocabulary, grammar and spelling where necessary.

ANSWER KEY

Possible answers
This woman's got a long nose. She's got short, fair hair and she's quite slim. She's got glasses.
This man's got a fat stomach. He's quite tall. He's got short, dark hair and a dark beard and moustache.

Optional extra

Think of some famous people students would know and make true / false statements about them. Students have to decide whether what you say about them is true or false. For example:

Rihanna is fat. (false)
Lionel Messi has dark hair. (true)
Stephen Hawking is slim and he's got glasses. (true)
Exercise 1a 07
• Focus attention on the family tree and give students a minute to study it. If necessary, explain how a family tree ‘works’. Then play the recording for students to listen and read.
• Play the recording again for students to listen and repeat. Point out that the two children in the bottom left-hand corner are their parents’ daughter and son, and each other’s brother and sister. In the same way, the three children are their grandparents’ grandchildren.

LANGUAGE NOTE The word cousin can refer to both male and female relatives.

There are several ways people can refer to family members: father / dad / daddy
mother / mum / mummy
grandfather / granddad, grandpa
grandmother / grandma / granny / gran

In American English, the informal word for mother is mom. Some British children refer to their grandmother as nan or nanny.

Exercise 1b 08
• Go through the instructions together. Check comprehension by asking a student to translate into their own language what they are expected to do.
• Play the recording, pausing it after each word. Students stand up or remain seated as appropriate. After each word, if students are standing, ask them to sit down again.
• Play the recording again if necessary.
• Check answers as a class.

ANSWER KEY
Students stand up for the following: 1 (dad), 3 (uncle), 4 (grandfather), 7 (father) and 9 (son).

Optional extra
Play the recording again and pause after each word. Ask students to call out the equivalent word for the other sex. For example: dad – mum, brother – sister

Exercise 2 09
• Go through the instructions and questions together.
• Play the recording for students to listen and read the information. They then answer the questions.
• Check answers as a class.

ANSWER KEY
1 Mel’s family: Jack (Mel’s dad), Mary (Mel’s mum), Joe (Mel’s brother), Mel’s grandma and granddad
2 They’re in the garden.

Background information
In the UK, people often think of pets as part of the family, and they usually refer to them as he or she. For example: That’s my dog, Daisy. She’s a really lovely dog. However, Mel refers to Buddy, her grandparents’ dog, as it. This may suggest she does not really like Buddy.

Optional extra
Students draw their own family tree and write the names of the people. They could illustrate their family tree with photos if they like. Put students in groups. Students tell their groups about their family.

Exercise 3
• Students match the pronouns and possessive adjectives.
• Ask them to compare their answers in pairs.
• Check answers as a class.

ANSWER KEY
I my
you your
he his
she her
it its
we our
they their

LANGUAGE NOTE In English, they and their can refer to both men and women.

Exercise 4
• Point to a couple of students in the class and ask What’s his name? and What’s her name? and elicit full answers (His / Her name’s …).
• Go around the class, with each student asking another student in the class to introduce the person sitting next to them.
Exercises 1
• Students complete the sentences.
• Check answers as a class.

**ANSWER KEY**
1 her 2 their 3 our 4 my 5 his

**Exercise 2**
• Ask students to bring photos of their immediate and extended families to class.
• They then work in pairs. Students take turns to show their photos to their partner. Their partner asks questions to find out who the people in the photos are.
• Tell students to make notes of their partner’s answers and use the information to try to draw their partner’s family tree.
• When students have finished, they should show their partner the family tree they have drawn. Is the information in it accurate?
Exercise 1
- Focus attention on the photos. Then play the recording for students to read and listen.
- Elicit how we show possession in English. (We use ‘s after the person’s name.) Then elicit how we use ‘s after two people’s names if their possession is shared. (We use it only after the second name.)
- Check comprehension.
  Point to a student and say: This is (Andrea).
  Pick up an object belonging to the student and say: This is a pencil. It’s her pencil.
  Ask: Whose pencil is it? Then say: It’s (Andrea’s) pencil.

Exercise 2
- Focus attention on the eight names. Explain to students that they have to find out what their possession is.
- Then focus attention on the eight objects. Point to the picture of the toothbrush and ask: What is it? Elicit It’s a toothbrush. Then elicit the names of all the objects.
- Students do the exercise and write sentences.
- Check answers as a class.

ANSWER KEY
2 This is Mel’s watch.
3 This is Jack’s book.
4 This is Mary’s bag.
5 This is Grandma’s dog.
6 This is Buddy’s box.
7 This is Uncle Tom’s pen.
8 This is Auntie Julia’s umbrella.

Exercise 3
- Focus attention on the photo. Then play the recording for students to listen and study the photo. Ask them to point to each object as they hear it mentioned and write the four objects in their exercise book.
- Play the recording again, pausing it after each exchange to allow students to record their answers.
- Check answers as a class.

ANSWER KEY
It’s Andy’s book.
They’re Mel’s pencils.
It’s Andy’s exercise book.
It’s Carla’s umbrella.

Exercise 4
- Focus attention on the picture and explain that the animals are the children’s pets.
- Read out the children’s names and get students to repeat after you until they are comfortable saying the names. Then read out the names of the animals, getting students to repeat after you.
- Ask students to follow the lines and find out who owns which pet(s).
- Working in pairs, students take turns to ask and answer questions about the pets.
- Go around the class and monitor, making sure that students use the possessive ‘s correctly, especially when there are two names.
- You may also want to ask students to write out the dialogues.
- Check answers as a class.

ANSWER KEY
A: Whose parrot is it?  B: It’s Karel and Anna’s.
A: Whose rabbits are they?  B: They’re Jose and Maria’s.
A: Whose horse is it?  B: It’s Ali’s.
A: Whose birds are they?  B: They’re Carlotta’s.
A: Whose spider is it?  B: It’s Anita’s.
A: Whose cat is it?  B: It’s Ed’s.
A: Whose dogs are they?  B: They’re Steve’s.
A: Whose hamster is it?  B: It’s Fai and Bao’s.
A: Whose mice are they?  B: They’re Amy’s.
Exercise 1
• Put students into small groups.
• Go through the instructions together and check that students understand what they have to do.
• If necessary, pre-teach any unfamiliar words for objects. Students take turns to say who each object belongs to. Encourage them to use the language of interaction, for example, It’s your turn now.
• Go around the class and monitor the correct use of the possessive’s.

Exercise 2
• Students do the exercise.
• Check answers as a class.

ANSWER KEY
2 I’m Nathan’s sister.
3 This is your friend’s bag.
4 This is my teacher’s pen.
5 Maria’s bag is in the classroom.
6 This is Adam’s watch.
7 Our dog’s name is Buddy.
8 We’re in Granddad and Grandma’s house.

Exercise 3a
• Focus attention on the names. Read them and get students to repeat. Then focus on the objects and make sure students know what they are in English.
• Play the recording for students to listen and match the names to the objects.
• Check answers as a class.

ANSWER KEY
2 Rebecca
3 Dylan
4 Isabel
5 Jake
6 Alfie
7 Joseph

Exercise 3b
• Students write sentences.
• Check answers as a class.

ANSWER KEY
2 This is Rebecca’s phone.
3 This is Dylan’s bag.
4 This is Isabel’s cat.
5 This is Jake’s dog.
6 This is Alfie’s computer.
7 This is Joseph’s book.

Optional extra
Put students in small groups. Each group choose the three most interesting or unusual possessions. They take turns to stand in front of the class and show the object, asking: Whose is it? The rest of the class have to guess. For example:
– Whose key is this?
– Is it Nikka’s key?
– No it isn’t.
– Is it Marek’s?
– That’s right!

Exercise 4
• Put students in pairs. Make one copy of the Worksheet: Who is this…? for each pair of students. Cut as shown and give one half to each student.
• Explain to students how the activity works. Read out the names of all the children and get students to repeat. Then make sure that students know the words for the objects 1–12.
• Students then do the activity. Go around the class and monitor, making sure that students use the possessive’s correctly.

ANSWER KEY
1 A: Whose is this dog? B: It’s Callum’s.
2 A: Whose is this pen? B: It’s Nathan’s.
3 A: Whose is this chair? B: It’s Lisa’s.
4 A: Whose is this book? B: It’s Nina’s.
5 A: Whose is this toothbrush? B: It’s Andy’s.
6 A: Whose is this glass? B: It’s Zoe’s.
7 B: Whose is this umbrella? A: It’s Ruby’s.
8 B: Whose is this bag? A: It’s Fred’s.
9 B: Whose is this pencil? A: It’s Oscar’s.
10 B: Whose is this watch? A: It’s Daisy’s.
11 B: Whose is this cat? A: It’s Alice’s.
12 B: Whose is this exercise book? A: It’s Alex’s.
Worksheet: Whose is this ...?

Student A

Work with a partner. Whose are the things? Ask and answer.

A Whose is this dog?

B It's ...
Prepositions of place  Foundation

6

Background information
In English, we usually use the word carpet to refer to the thick woven material made of wool, etc. that covers a floor completely, wall to wall. We use the word rug to refer to a piece of thick material like a small carpet; it is used for covering or decorating part of a floor. Rugs are sometimes laid on top of a carpet. Many English homes have wall-to-wall carpets in some rooms.

Exercise 1a
- Focus attention on the picture of the room. Say: This is a young person’s room. How old do you think the person is? Accept any reasonable suggestions.
- Play the recording for students to listen and read the words. Then play it again for students to listen and repeat.
- Ask a few students about some of the objects and elicit short answers. For example:
  – Is there a mirror in your room?
  – Yes, there is.

Exercise 1b
- Read out the following words one by one and ask students to point to the object in the picture: guitar, clock, robot, football, remote-controlled car, football boots, books, comics and magazines, skateboard, bag, football cards.
- Read out the example and check that students understand what they have to do.
- Play the recording for students to listen and complete the sentences. Remind them to use the definite article, as in the example. If necessary, pause the recording so that students can say the answer.
- Repeat the activity, but this time do not pause the recording. Try to get students to follow the pace and rhythm of the recording.
- Check answers as a class.

ANSWER KEY
2 The clock is on the bedside table.
3 The skateboard is in the wardrobe.
4 The football is on the chest of drawers.
5 The books are on the bookshelf.
6 The comics and magazines are on the desk.
7 The guitar is on the bed.
8 The robot is on the rug.
9 The football cards are on the carpet.

Exercise 2a
- Focus attention on the picture and explain that the room belongs to a boy called Ravi.
- Play the recording for students to listen and read and identify Robby. Ask them to point to Robby in the picture.
- Play the recording again for students to listen and repeat.

ANSWER KEY
Robby is a robot.

Exercise 2b
- Students read the text again and underline each thing that Ravi mentions. They then find the things in the picture.

Optional extra
- Focus attention on the picture in exercise 1a again. Explain to students that they are going to play a game. The aim is to see if they can remember where things are in the picture.
- Give students a minute to try to memorise where things are in the picture. Then ask all students to stand up.
- Nominate two students and say a word for one of the things in the picture. The first student who can correctly form a sentence to say where the thing is remains standing. The other student sits down. For example:
  – Football.
  – The football is on the chest of drawers.
Then nominate another two students and repeat.
- Students who are sitting down (out of the game) can get back in if neither of two nominated students can answer correctly.
Exercise 1
• Students look at the pictures and write sentences.
• Check answers as a class.

**ANSWER KEY**
2 He's under the bed.
3 He's in the wardrobe.
4 He's in front of the chest of drawers.
5 He's behind the bag.
6 He's next to the guitar.
7 He's opposite the skateboard.
8 He's between the bed and the bedside table.

Exercise 2
• Explain to students that they will hear two people talking about where things are. They will have to look at the picture and find the things in the box.
• Play the recording for students.
• Check answers as a class.

**ANSWER KEY**
1 D The book is behind the computer.
2 A The CD is in front of the window.
3 F The watch is in the desk drawer.
4 C The pen is next to the computer.
5 E The mobile phone is on the chair.
6 G The umbrella is under the chair.
7 B The bag is behind the door.

Optional extra
• Ask students to write sentences about the classroom. The sentences should describe where things are in the classroom. The sentences can be true or false, but must include classroom items and prepositions of place.
• Ask all the students to close their eyes. Say a sentence about the classroom that is true, for example There are posters on the walls. Ask the students to tell you if it is true or false. Then, with their eyes still closed, say another sentence that is false and ask the students if it is true or false.
• Put students in groups of three or four. Students take turns to say their sentences and continue the game.

Exercise 3
• Go through the instructions together and make sure students understand what they have to do.
• Students do the activity in pairs.

Optional extra
Ask students to take turns to ask questions about their partner’s room so that they can draw it. They then show the drawing to their partner. Is it accurate?
A: Is there a chair?
B: Yes, there is.
A: Where is the chair?
B: It's in front of the desk.
Background information
In many countries, including Britain, radio phone-in programmes are popular. Listeners can phone the DJ (the disc jockey) – the presenter of the programme – to give their opinions in a discussion, to take part in a quiz, to request a particular song for a friend, etc.

Exercise 1a
Focus attention on the photos and explain what a radio DJ does. Ask students to guess what is happening. They can use their own language to tell you. (Mel is phoning a radio show.)

Read the statements together. Then play the recording for students to listen and read.
Students decide if the statements are true or false.
Check answers as a class.

ANSWER KEY
1 false 2 true 3 true 4 false 5 false 6 false

Optional extra
Working in pairs, students try to correct the false statements in exercise 1a.
Play the recording again for them to listen and check.
Check answers as a class.

ANSWER KEY
1 The Birthday Show is on Saturday.
4 He / Joe is twelve on Tuesday.
5 Mel is at the shops.
6 Joe is at home.

Exercise 1b
Play the recording again and pause after each speaker for students to listen and repeat. Encourage them to copy the pronunciation and intonation.
In pairs, students practise the dialogue. Students then swap roles and repeat.

Exercise 2
Students complete the table.
Elicit the rule: We use Wh- questions to ask for information. After the question word, we use the same word order as in Yes / No questions.

ANSWER KEY
Are you at home?
How old is he?

LANGUAGE NOTE Make sure that students understand the meaning of question words and the kind of information they ask for.

What?
We use What? to ask for information about something. We can also use What + noun? to ask for information about particular things.
A: What's that? B: (It's) an insect.
A: What colour is your bag? B: (It's) blue.
A: What day is your birthday? B: (It's) on Wednesday.
A: What time is it? B: (It's) ten past three.

When?
We use When? to ask for information about the time something happens, for example, the year, the date.
A: When is your birthday? B: It's on 6th July.

Where?
We use Where? to ask about place.
A: Where are the DVDs? B: They're on the shelf.

Which?
We use Which? to ask for information about one or more people or things from a limited number.

Who?
We use Who? to ask about the name or identity of one or more people.
A: Who is your teacher? B: Mr Richardson.

Whose?
We use Whose? to ask who something belongs to.
A: Whose laptop is that? B: It's Suzie's (laptop).

How?
We use How to ask in what way something happens. We use How + adjective / adverb? to ask about the amount, degree, etc. of something, or about somebody's age.
A: How are you? B: I'm fine.
A: How do you make cheese? B: First, you …
A: How many students are there? B: There are thirty.
A: How much milk is there? B: There's about a litre.
A: How often do you play football? B: I play every day.
A: How old are they? B: They're twelve (years old).

Exercise 3a
Ask students to find the question word(s) in each item. Check that they understand what the words mean by asking for a translation. Explain that these words are called Wh- words because they all start with Wh-

ANSWER KEY
2 What is your name?
3 Where are you from?
4 When is your birthday?
5 What day is it today?
6 Where is Joe?
7 How old is your brother?
8 What is your phone number?
9 Whose mobile phone is this?
10 Where are my books?

Exercise 3b
Students match the answers to the questions. Check answers as a class.

ANSWER KEY
1 d 2 b 3 f 4 j 5 g 6 c 7 i 8 a 9 h 10 e
Exercise 1

- Give students time to read the text. Then ask them to read the answers. Ask them what question word is needed for each answer.
- Students can work in pairs to write questions for the answers. Remind them to use the word order of questions and to punctuate the questions with a question mark.
- Check answers as a class.

ANSWER KEY
1. What’s her name?
2. How old is she?
3. What day is it (today)?
4. Where is Grace’s brother / Rhys?
5. What is the dog’s / Grace’s dog’s name?
6. Where are Grace’s family from?

Exercise 2

- Ask students to find four more pieces of information about Grace in the text, for example:
  - Grace is at home.
  - Her brother’s name is Rhys.
  - Grace’s parents are not at home.
  - They are at the shops.
  - Rhys is eight years old.
  - Rhys’s birthday is on Monday.
  - Jasper is two years old.
  - Grace’s granddad is 63.
  - Grace’s house is in London.
- Ask students what question words are needed for each answer.
- Students work individually to write questions to find out four pieces of information.
- They can then work with a partner, taking turns to ask and answer questions.
**LANGUAGE NOTE** The modal verb *can* has no short form. However, the negative form has both a full form – *cannot* – and a short form – *can’t*.

**Exercise 1**
- Go through the instructions together and ask students to guess who Mut is (the brown dog on the sofa). Then elicit the name of the dog in the pictures (Supermut).
- Elicit what is happening. (Mut is having a dream that he is a superhero.) Ask them to guess what he can and can’t do.
- Play the recording for students to check their ideas.
- Check that students understand *run like the wind*, *stop a train with one hand*, *fly*, and *dream*.

**ANSWER KEY**
- He can run *(like the wind).*
- He can stop a train *(with one hand).*
- He can’t fly.

**Exercise 2**
- Write the following on the board:
  - *I can fly.* *I can’t fly.* *Can I fly?*
  - *He can fly.* *He can’t fly.* *Can he fly?*
- Underline the personal pronouns.
- Ask students what they notice about *can* in the sentences. (It does not change.) What do they notice about *fly*? (It does not change, either)
- Focus attention on the table. Point out again, if necessary, that the form of *can / can’t* and the verb that follows them does not change.
- Ask a few students to make a true sentence about themselves and write the sentences on the board.
- Now ask students to write six sentences about themselves. They then compare their sentences with a partner.
- Ask pairs to report back to the class. For example:
  - *We can swim.*
  - *Adam can swim but I can’t swim.*
  - *I can swim but Adam can’t swim.*

**Exercise 3**
- Ask students to find a question with *can* in the story. *(Can you fly too, Supermut?)*
- Students complete the table.
- Check answers as a class.

**ANSWER KEY**
- Can you fly? Yes, I can. No, I can’t.

**Exercise 4a**
- Put students in pairs and tell them they are going to talk about abilities.
- Brainstorm ideas for abilities to talk about. For example: *play football, do judo, drive a car, draw, paint, cook, fix things.*
- Students write six sentences about their partner using *can* and *can’t*. They must not ask their partner for information.

**Exercise 4b**
- Students check their ideas with their partner by asking and answering questions. Which one knew their partner better? Who got all their statements right?

**Optional extra**
Students write six statements about you. They then ask you questions to confirm their ideas.

**Exercise 5**
- Draw the following table on the board:

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>dive</td>
<td>draw a horse</td>
<td>ice-skate underwater</td>
<td>swim</td>
<td>stand on your head</td>
</tr>
</tbody>
</table>

- Ask students to copy the table into their exercise books. They then go around the class to find who can do these things by asking questions. For example: *A: Can you dive? B: Yes I can. / No I can’t.*
- When they find a student who can do a thing, they write his / her name in the relevant column. They then ask another student the next question.
- When students have finished, they can report back to the class.
Exercise 1a

- Put students in small groups. Each group will need a dice or spinner and a counter for each player. (A coin, button or any small object that fits on the board can act as a counter)

- Students look at the board game and read the captions and speech bubbles. Make sure they understand the instructions go back and miss a turn by asking for a translation.

- Explain that each time a player lands on a blue square, they have to say what is in the speech bubbles or miss a turn, and they also have to perform the action indicated by the red boxes, arrows and circles.

- Encourage students to use interactional language like It’s my turn. Now it’s your turn.

- Play the recording for students to listen and follow in their books.

Exercise 1b

- Start the game by deciding who will play first. Each student throws the dice. The person with the highest number starts. If two or more students throw the same highest number, they throw the dice again to decide who starts.

- The game is played roughly like Snakes and Ladders: players move forward by throwing a dice and performing the actions on the blue squares.

- The winner in each group is the first person over the finish line. Each group should play the game to the end to decide the rankings for all the players in the group.
Background information

- Tunbridge Wells is a large town in the county of Kent, in the south-west of England. Its full name is Royal Tunbridge Wells.
- There are many words for road in English. The most common are street (a public road in a village, town or city) and avenue (a long street in a town or city). Other words include lane, crescent, close, drive, lane, way and terrace.
- British people use the expressions Excuse me and Thank you a lot. It is considered rude not to use them.

Exercise 1a

- Focus attention on the pictures. Then play the recording for students to listen and read the words.
- Call out the words in random order and ask students to point to the place they hear.
- Play the recording again for students to listen and repeat. Make sure they pronounce compound nouns with a single primary stress, for example /ˈswɪmɪŋ puːl/.

Optional extra

Tell students an activity you do in one of the places in exercise 1a. Then elicit the name of the place. For example:
- You watch films there.
- The theatre!
- No. Try again.
- The cinema!
- That's right! Well done!

Exercise 1b

- Briefly revise there is / are and there isn't / aren't.
- Read the instructions together and make sure that students understand what they have to do.
- In pairs or small groups, students go through all the places in exercise 1a and say sentences about them using there is / are or there isn't / aren't.

Exercise 2

- Explain to students that they will hear Ravi telling three people about his town. Read the three questions together and tell students to listen carefully for the answers.
- Play the recording for students to listen and read.
- Check answers as a class. Write the answers on the board and make sure students have spelled the words correctly.

Optional extra

Students work in pairs to rewrite the dialogues in exercise 2 so that they are about their town or city. Ask a few pairs to act their dialogues for the class.

Exercise 3

- Elicit how to form the question form. Students then complete the table.
- Check answers as a class.

**Answer Key**

1 Is there a café near here? Yes, there is. No, there isn't.
2 Are there two theatres? Yes, there are. No, there aren't.

Exercise 4

- Focus attention on the table. Then read the words and phrases in the left-hand column. Check comprehension by asking students to translate them into their own language.
- Read the cues in the right-hand column and check comprehension.
- Read the example and ask students to listen and repeat the polite phrases Excuse me and Thank you. Explain that it is important to use these phrases in English because not to do so can sound rude.
- In pairs, students create mini-dialogues. Go around the class and monitor, checking that students are using the different forms of there is / are correctly.
- You could ask students to write out their dialogues. You could also ask them to act out their dialogues in front of the class. If possible, students should do so without reading their dialogues; they should just use the cues.
- Check answers as a class.

**Answer Key**

2 Excuse me. Are there three supermarkets here? No, there aren't. There are only two. Thank you.
3 Excuse me. Is there a bus station here? No, there isn't, but there's a big train station. Thank you.
4 Excuse me. Are there a lot of banks here? Yes, there are. They're in the town centre. Thank you.
5 Excuse me. Is there a hospital here? No, there isn't. The old hospital is closed now. Thank you.
6 Excuse me. Is there a park here? Yes, there is. We play tennis there. Thank you.
7 Excuse me. Are there a lot of cafés here? Yes, there are. My favourite café is in the park. Thank you.
8 Excuse me. Are there two post offices here? No, there aren't. There's only one in Victoria Road. Thank you.
Exercise 1a
- Read the places together. Explain to students that they will hear six mini-dialogues with information about where these places are in a town.
- Play the recording for students to listen and match the words to the prepositions and places.

Exercise 1b
- In pairs, students ask and answer questions about the places in exercise 1a. Model the first item with a strong student. Ask: Where is the post office? Elicit: The post office is in Victoria Road.
- Encourage students to answer using full sentences.
- Check answers as a class.

**ANSWER KEY**
2 The hotel is behind the Town Hall.
3 The bank is next to the sports shop.
4 The café is in Market Square.
5 The bus stop is in front of the museum.
6 The park is opposite the station.

Exercise 2a
- Write dream town on the board and elicit ideas about what it means.
- Students read the conversation and underline each place mentioned. (school shop, sports shop, sweet shop, café)
- They read it again and find out how many places there are in Ravi’s dream town. (school – 0; shop – 14; sports shop – 7; sweet shop – 7; café – 14)
- Ask: Do you like Ravi’s idea? Encourage students to tell you why they like or do not like it.

Exercise 2b
- Refer students back to exercise 1a and ask them to choose eight places to write about.
- They then make notes about their own dream town. Remind them to write how many places there are and, where relevant, what kind, for example, music shops, computer shops.

Exercise 2c
- Students prepare and practise mini-dialogues like Ravi’s in exercise 2a about their dream towns.

**Optional extra**
- Students work in pairs.
- Make one copy of the Worksheet: Is there a …? for each pair of students. Cut as shown and give one half to each student in a pair.
- Students take turns to ask and answer questions to find the differences between the places.
9 Town vocabulary; **there is / there are**  Foundation

**Worksheet: Is there a …?**

**Student A**

Work with a partner. Look at the map. Ask and answer to find the differences.

A Can you see a square?
B Yes, I can.

A In the square, is there a bank next to the post office?
B No, there isn’t. There’s a …

**Student B**

Work with a partner. Look at the map. Ask and answer to find the differences.

A Can you see a square?
B Yes, I can.

A In the square, is there a cinema next to the post office?
B No, there isn’t. There’s a …
LANGUAGE NOTE Point out that we use the indefinite article an before MP3 player. This is because we say 'em pee three'; we use an before a vowel sound, not a vowel letter.

Exercise 1a
- Focus attention on the pictures. Play the recording for students to listen and read.
- Play the recording again for students to listen and repeat. Students are probably already familiar with most of the objects, but if they are not, practise the vocabulary until they are. Say the words in a different order and ask students to point to the correct object.

Exercise 1b
- Tell students that they will hear all of the objects in exercise 1a but in a different order.
- Play the recording for students to listen and write the words for the object they hear being used. They should also write the correct indefinite article.
- Check answers as a class.

ANSWER KEY
1 an MP3 player 6 a DVD player
2 a bike 7 a remote-controlled car
3 a radio 8 a television
4 a skateboard 9 a camera
5 a games console 10 a mobile phone

Exercise 2
- Focus attention on the pictures and ask what things students can see. (computers)
- Elicit or pre-teach lucky.
- Play the recording for students to listen and read. Make sure they know who the children in the pictures are. (Tom, Joe and Mel)
- Go through the questions. Then ask students to find the answers.
- Draw the following table on the board. Check answers by adding ticks and crosses where appropriate.

<table>
<thead>
<tr>
<th></th>
<th>Joe</th>
<th>Tom</th>
<th>Mel</th>
</tr>
</thead>
<tbody>
<tr>
<td>computer in bedroom</td>
<td>X</td>
<td>✓</td>
<td>X</td>
</tr>
<tr>
<td>computer in living room</td>
<td>✓</td>
<td>X</td>
<td>✓</td>
</tr>
<tr>
<td>sister</td>
<td>✓</td>
<td>X</td>
<td>–</td>
</tr>
</tbody>
</table>

ANSWER KEY
1 Tom 2 Joe and Mel 3 Joe

LANGUAGE NOTE When we speak, we usually use the short form of have / has got after subject pronouns. We also often use the short form after the name of a person.

I've got an MP3 player.
They've got a new computer.
Sarah's got long, fair hair.
However, we usually use the full form before two names. Jake and Hannah have got a pet goat.

LANGUAGE NOTE It is important that students are clear about the various uses of 's. Make sure they can distinguish between the possessive 's, the short form of is and the short form of has.

This is Yulia's house. (= The house belongs to Yulia.)
She's my best friend. (= She is my best friend.)
He's got two brothers. (= He has got two brothers.)

Exercise 3a
- Refer back to the table you drew on the board in exercise 2 and write the following on the board:
  Tom has got a computer.
  Joe and Mel have got a computer.
Underline has got and have got and elicit translations for each sentence.
- Now ask students to underline all the examples of have got in the bubbles in exercise 2 (I've got, He's got, I haven't got, We've got, he hasn't got, he's got, I haven't). Students study the examples and then complete the table.
- Check answers as a class.

ANSWER KEY
I / You / We / They have got a computer.
He / She / It has got a computer.

Exercise 3b
- Students complete the sentences with the full forms have got and has got.
- Check answers as a class.

ANSWER KEY
2 has got
3 have got
4 has got
5 have got
6 has got
7 have got
8 have got

Exercise 3c
- In pairs, students take turns to say the sentences in exercise 3b using the short forms.
- Go around the class and monitor, making sure students are pronouncing the short forms correctly.

Exercise 4a
- Focus attention on the table. Ask students how we make the negative form of have got and elicit that we put not after have / has and before got. The short form is haven't / hasn't got.

Exercise 4b
- Students write three sentences about themselves using I haven't got and three sentences about a friend using he / she hasn't got.
- Ask students to read out some of their sentences for the class.
Exercise 5
- Focus attention on the table and elicit how the question is formed:
  
  have / has + subject + got

- Then elicit how short answers are formed:
  
  Yes, + subject pronoun + have / has
  No, + subject pronoun + haven’t / hasn’t

- Point out that we do not use got in short answers.
- Students complete the table.
- Check answers as a class.

**ANSWER KEY**
No, I haven’t.
Has he got a tablet?
Yes, he has.
No, he hasn’t.

Exercise 6
- Students make questions.
- Check answers as a class.

**ANSWER KEY**
2 Has she got a brother?
3 Have they got a car?
4 Has he got a bike?
5 Have you got a computer?
6 Have our neighbours got a dog?
7 Has Mel got an MP3 player?
8 Has Joe got a mobile?
Exercise 1

• Focus attention on the pictures and explain that the lines connect the children to their pets.
• Read the examples together. Make sure that students understand the task: they have to check if the information in the cue matches the pet(s) the children have. If it does, they write an affirmative sentence. If it does not, they write a negative sentence.
• Clarify the following:
  The plural of fish is fishes.
The plural of mouse is mice.
• Students can work with a partner to do the exercise.
• Check answers as a class.

ANSWER KEY

1. Have you got Maths on Monday? No, I haven't.
2. Has your pet got feathers? Yes, it has.
3. Has an elephant got a small nose? No, it hasn't.
4. Have you got an apple in your packed lunch? Yes, I have.
5. Have we got sandwiches for lunch? No, we haven't.
6. Have I got a spider on my head? Yes, you have.

Exercise 2

• In pairs, students use the sentences they wrote in exercise 2 to ask and answer questions and give short answers.
• Go around the class and monitor, making sure students form questions and short answers correctly.

ANSWER KEY

1. Has Amy got a cat? No, she hasn’t. She’s got two dogs.
2. Has Steve got three rabbits? Yes, he has.
3. Have Karel and Anna got two dogs? No, they haven’t. They’ve got a horse.
4. Have Lulwah and Fahad got a hamster? Yes, they have.
5. Has Ed got three birds? Yes, he has.
6. Have Jose and Maria got two mice? Yes, they have.
8. Carlotta’s got five fish.

Exercise 3

• Check the pronunciation and meaning of favourite /ˈfɜːvərt/ and band /bænd/.
• In pairs, students use the cues to ask and answer questions.

Optional extra

• Make one copy of the Worksheet: have got; questions and short answers below for each student.
• Students work on their own to do the exercises.
• Check answers as a class.
Worksheet: have got; questions and short answers

1 Put the words in the correct order to make questions. Then write short answers.

✓ = Yes   ✗ = No

1 on got Maths you Monday Have (✗)

2 your got feathers pet Has (✓)

3 nose a elephant Has got an small (✗)

4 packed lunch an apple Have got in you your (✓)

5 for we Have sandwiches got lunch (✗)

6 my I got a Have on spider head (✓)

2 Look at the code. Write the questions. Then answer them.

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1 Dszg szh tlg z olmt tivb mlhv zmw yrt vzih?

2 Dsvm szev dv tlg ofmxs?

3 Dszg szev blf tlg rm blfi yvwilln?

4 Dszg szh gsv hrmzpvl tlg rm rgh nlfgs?

5 Szh Nfg tlg z mvd ylmv zmw yozmpvg?
LANGUAGE NOTE  When we count, we usually say zero for the digit 0. However, when we say phone numbers, we say oh for the digit 0. When we say phone numbers, we say each digit separately, not grouped into blocks.

572601 – five seven two six oh one (not, for example, fifty-seven twenty-six oh one or five hundred and seventy-two, six hundred and one)

When a phone number has a number that is repeated, for example, 44, we usually say double four.

86553943 – eight six double five three nine four three

Exercise 1a
• Ask students if they already know the numbers in English. Then read out the numbers in the box together. Get students to repeat after you.
• Students put the numbers in numerical order.

Exercise 1b
• Play the recording for students to listen, check and repeat.

ANSWER KEY
2 two
3 three
4 four
5 five
6 six
7 seven
8 eight
9 nine
10 ten

Optional extra
• Ask students to count backwards from ten. You can do this as a chain game around the class.

Exercise 2a
• Focus attention on the pictures and make sure students know who the people are. (In the first picture, the children are Andy and Molly. In the second picture, they are Ravi and Mel.)
• Play the recording for students to read, listen and complete the phone numbers.
• Check answers as a class. Make sure students say the phone numbers correctly.

ANSWER KEY
Andy: 648802
Mel: 07700931475

Exercise 2b
• Students practise reading the dialogues in pairs.
• Go around the class and monitor, making sure students say the phone numbers correctly.

LANGUAGE NOTE  Highlight the spelling of the following:

four – forty – fourteen (There is no u in forty.)
five – fifty – fifteen (There is no v in fifteen and fifty.)

Exercise 3
• Play the recording for students to listen and read the numbers.
• Focus attention on Mut’s warning about fourteen and forty: the stress is on the first syllable for thirty, forty, fifty, sixty, seventy, eighty and ninety, whereas the stress is on -teen in thirteen, fourteen, etc.
• Play the recording again for students to listen and repeat.

Exercise 4a
• In pairs, students look at the pictures and read the numbers.
• Read out the pairs of numbers and get students to repeat after you. (The order should be from left to right, in rows.)

Exercise 4b
• Tell students that they will hear six short dialogues. They have to identify the numbers they hear.
• Play the recording for students to identify the correct numbers. You could ask them to write out the correct numbers in their exercise books.
• Check answers as a class.

ANSWER KEY
1 thirteen
2 nine (pounds) ninety
3 eighty
4 seven fifteen
5 seventy
6 sixteen

Exercise 5
• Read out the numbers 20–23. Then ask students to continue counting up to 30 chorally.
• Now ask students to count up to 100 going around the class.
• Put students in small groups and ask each group to count from 1 to 100 as a chain game.
• Go around the class and monitor, making sure students say and pronounce the numbers correctly.

Optional extra
• Write random numbers between 10 and 100 on the board. Then ask individual students to read the number you point at.
Exercise 1a
• Focus attention on the notepad. Explain to students that they will hear Katie, Sanjit and Laura giving their phone numbers to a friend. Students write the phone numbers.
• Play the recording. If necessary, play the recording again.
• Check answers as a class.

ANSWER KEY
Katie: 07700499352
Sanjit: 01154968822
Laura: 732269

Exercise 1b
• In pairs, students practise asking for and giving phone numbers.
• Go around the class and monitor, checking that students are saying the phone numbers correctly.

Exercise 2
Students mingle and ask five people for their phone numbers.
When they have finished, ask each student to read out one phone number. The student whose phone number it is calls out: That's my phone number!

Exercise 3
• Students read out the numbers chorally. Alternatively, put students in two teams. Individual students in one team take turns to call out a number. The students in the other team, books closed, write down the numbers they hear.
• Teams then swap roles and repeat the activity.

Exercise 4
• Play the recording for students to listen and write down the numbers they hear.
• Play the recording again if necessary.
• To check answers, invite individual students to come to the board and write the number.

ANSWER KEY
2 100 ÷ 4 = 25 (A hundred divided by four equals twenty-five.)
3 87 – 13 = 74 (Eighty-seven minus thirteen equals seventy-four.)
4 12 x 8 = 96 (Twelve times eight equals ninety-six.)
5 68 ÷ 17 = 4 (Sixty-eight divided by seventeen equals four.)
6 34 + 29 = 63 (Thirty-four plus twenty-nine equals sixty-three.)
7 23 x 4 = 92 (Twenty-three times four equals ninety-two.)
8 99 – 66 = 33 (Ninety-nine minus sixty-six equals thirty-three.)

Exercise 5
• Play the counting game ‘Fizz Buzz’.
• Put students in groups of three or four.
• Students start counting around the group saying fizz and buzz, as in the example. (For 35 and 70, divisible by both 5 and 7, they must say fizz buzz.)
• If students miss a number, say the wrong number, or if they forget to say fizz or buzz when they should, the group must start again from 1.
• The first group to reach 100 win the game.

Exercise 6
• Play the recording for students to listen and point to the symbols as they hear them.
• Play the recording again for students to listen and repeat.
• Write the symbols on the board. Point to the symbols in random order and get students to say the correct term.

Exercise 7a
• In pairs, students do the calculations. Do not let them use a calculator; they should work out the sums on paper.

Exercise 7b
• Ask individual students to read out the sums to check answers. The rest of the class listen and correct any errors.
• Read out the sums yourself and ask students to repeat after you.

ANSWER KEY
2 100 ÷ 4 = 25 (A hundred divided by four equals twenty-five.)
3 87 – 13 = 74 (Eighty-seven minus thirteen equals seventy-four.)
4 12 x 8 = 96 (Twelve times eight equals ninety-six.)
5 68 ÷ 17 = 4 (Sixty-eight divided by seventeen equals four.)
6 34 + 29 = 63 (Thirty-four plus twenty-nine equals sixty-three.)
7 23 x 4 = 92 (Twenty-three times four equals ninety-two.)
8 99 – 66 = 33 (Ninety-nine minus sixty-six equals thirty-three.)

Exercise 8
• Students write eight sums: two additions, two subtractions, two multiplications and two divisions.
• In pairs, they test each other.
Background information

In everyday spoken English, we use the twelve-hour clock and add, where necessary, the expressions in the morning, in the afternoon, in the evening or at night. In writing, we often add a.m. (Latin, ante meridiem = before noon) or p.m. (Latin, post meridiem = after noon) after the time. In timetables and many digital clocks, the twenty-four-hour clock is used.

Exercise 1

- Students look at the pictures of the clocks. Ask them to write down the time on each clock using the format 5.00, 3.05, and so on. Explain that in English, we use past for the minutes between the hour and the half hour, and to for the minutes between the half hour and the hour. We refer to the hour behind when we use past, and the hour ahead when we use to.
- Ask students to say (in their own language) if this is different or similar to the way they tell the time in their own language.
- Play the recording for students to listen and read the times.
- Play it again for students to listen and repeat.

Optional extra

Explain that in English, we use It’s … to tell the time. Write the question: What’s the time, please? on the board. Point to each clock in exercise 1 (in your book or on the interactive whiteboard), and ask the question. Encourage students to answer using a full sentence, for example: It’s five o’clock.

Exercise 2

- Look at the phrases in the box and the example using It’s … [time]. Draw a clock with no hands on the board, add the twelve points around the edge for the hours, and then ask students in turn to come up to the board and point to where the minute hand would be pointing. Say the times in the box. For example, when you say quarter past, a student will point to 3 = 15 minutes, when you say ten to, they will point to 10 = 50 minutes. Ask the rest of the class to suggest corrections when necessary.
- Focus on the pictures. Ask students to write the times individually (or in pairs in weaker classes).
- Check answers as a class.

ANSWER KEY

2 It’s ten to eleven. 6 It’s twenty to three.
3 It’s half past two. 7 It’s twelve o’clock.
4 It’s five past eight. 8 It’s quarter to one.
5 It’s twenty-five to ten.

Exercise 3

- Focus attention on the clocks.
- Choose a clock and say the time. Check students are pointing to the correct clock.
- Point to a clock and ask students What’s the time? Encourage students to reply using It’s … Continue until all the students have answered.
- Ask students to work in pairs, taking turns to point to a clock and ask What’s the time?

Optional extra

Ask students to stand in a circle. Choose two students and then point to a clock. The first student to say the time correctly stays standing up. The other student sits down. Continue until only one student is standing up. With stronger classes, a student can take control of the game by choosing the two students and pointing to the clock.

LANGUAGE NOTE When we talk about the number of minutes before or after the hour, we can omit the word minutes if the number can be divided by five. So we can say five to ten or five minutes to ten, but we normally say seven minutes to ten, and NOT seven to ten. We don’t say o’clock when we use the twenty-four hour clock, for example: It’s twenty-three twenty. We use quarter with or without the indefinite article, without any change in meaning: quarter to five or a quarter to five. In informal spoken English, some people use half without past, for example: I’ll see you at half three – the meaning is the same.
Exercise 1
- Look at the phrases in the box and the example using It’s … [time]. Draw a clock with no hands on the board, add the twelve points around the edge for the hours, then ask students in turn to come up to the board and point to where the minute hand would be pointing. Say the times in the box. For example, when you say quarter past, a student will point to 3 = 15 minutes, when you say ten to, they will point to 10 = 50 minutes. Ask the rest of the class to suggest corrections when necessary.
- Focus on the pictures. Ask students to write the times individually, and then compare answers after. Encourage students to work out the correct answer if they have different answers.
- Check answers together as a class.

**Answer Key**
1. It’s three o’clock.
2. It’s ten past five.
3. It’s ten to five.
4. It’s twenty to twelve.
5. It’s quarter past twelve.

**Optional extra**
Ask students to stand in a circle. First ask them to tell you activities they do every day or at weekends, for example get up, have a shower, go to school, watch a film. Start by telling students something you do and the time you do it at, for example, I have breakfast at half past six. Ask a student to retell the sentence about you, and add one about themselves The teacher has breakfast at half past six, and I go to school at twenty past seven. Each student in turn should retell all the previous sentences, and add one about themselves. When everyone has said a sentence, put students in groups of three or four and ask them to see how many sentences they can remember. Then ask students to say one of the sentences. The person who the sentence was about should decide if the sentence is correct. The group with the most correct sentences wins.

Exercise 2
- Ask students to look at the pictures for a minute and decide what is happening in each. Tell them they have to decide in what order the boy does these things.
- Play the recording for students to listen.

Exercise 3
- Tell students they will hear the recording again. This time they have to draw the hands on the clocks.
- Play the recording again, pausing where necessary for students to draw the hands.
- Play the recording again for them to check their answers.
- Check answers as a class.

**Optional extra**
Write twelve different times on the board using the format 12.30, 5.15, and so on. Point to different times and ask What’s the time? Tell students to draw six blank clock faces on a piece of paper, choose six times from the board and complete the clock faces. Tell students that you are going to tell them about your normal day using the times on the board. They have to listen and tick the times they have copied on their paper. When a student has heard all of their six times, ask them to retell the times and the sentences. With stronger classes, you could play the game again and ask the winning student to come up and lead the activity.

**Optional extra**
In the holidays I get up late. My mum comes in my room at half past ten and I get up then. I have breakfast at half past ten. I usually read at the same time. Sometimes we go for picnics at lunch time. But lunch is late in the holidays so we eat at half past two. In the afternoon my friends come to my house at half past three and we play football or go to the park. We have dinner at about half past six. After that I watch TV for an hour. At half past nine I brush my teeth. Then at ten o’clock I go to bed.
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