

4

OVERVIEW

4A You've got a friend

Goal | describe people

Grammar | *have/has got*

Vocabulary | describing people

GSE learning objective

Can describe someone's physical appearance in a basic way, if guided by questions or prompts

4B Have you got it?

Goal | prepare for a trip

Grammar | *have/has got*: questions

Vocabulary | everyday objects (2)

GSE learning objective

Can ask basic questions to find out what possessions others have got

4C Dos and don'ts

Goal | give advice

Grammar | imperatives

Vocabulary | common verbs

GSE learning objective

Can give basic advice using simple language

4D English in action

Goal | tell the time

GSE learning objective

Can tell the time of day to within five minutes

Roadmap video

Go online for the Roadmap video.

Check and reflect

Review exercises and communicative activities to review the grammar and vocabulary from the unit.

VOCABULARY BANK

4A Parts of the body

DEVELOP YOUR SKILLS

4A Develop your reading

Goal | understand a short text

Focus | understanding punctuation: apostrophes

GSE learning objectives

Can understand familiar phrases in a simple text

4B Develop your listening

Goal | understand a short, informal conversation

Focus | understanding questions

GSE learning objective

Can understand basic questions about objects in pictures or in their immediate surroundings

4C Develop your writing

Goal | write a message to a friend

Focus | using basic punctuation

GSE learning objective

Can write short, simple notes, emails and postings to friends

4A

You've got a friend

Introduction

The goal of this lesson is for Ss to describe people. To help them achieve this, they will learn the verbs *have* and *has got*, as well as some parts of the face and descriptive adjectives.

Warm-up

Put Ss in pairs and ask them to write a list of parts of the face. Give them a short time, then stop them and see who has the most. For **weaker classes**, you can write parts of the face on the board and see if Ss know any of them.

Reading and vocabulary

Parts of the body

1 Refer Ss to the social media post and ask them to read the descriptions. Put them in pairs if they are a **weaker class**. Give them enough time to process the information. Once they have done that, ask them who is who in photos A and B.

Answers: **A** Luca **B** Mehmet

2 Ask Ss to read the profile again and to match the labels (1–6) with the words in the box. Ask Ss to check answers in pairs, then elicit answers from individuals in feedback with the whole class.

Answers: **1** blonde hair **2** blue eyes **3** in his 20s
4 brown hair **5** brown eyes **6** a beard **7** in his 30s

3a Ask Ss to look at the photos (A–D) and to match the descriptions (1–4) with the photos. Give them a few minutes to work alone, then check in pairs. Monitor and help where necessary, then go through the answers as a class.

Answers: **1** D **2** B **3** A **4** C

b **4.1** Ask Ss to listen to the recording. Pause it after each phrase, so that Ss can repeat the words in bold.

Vocabulary checkpoint

Remind Ss that adjectives go before the noun they modify: *blue eyes*. Adjectives do not change and take a plural form when the noun is plural. Point out that, in English, *hair* is not plural.

c Put Ss in pairs and give them some time to come up with more words for the diagram. While they are doing this, you may want to draw the spidergram on the board. When they have finished, see which pair has the most. Ask the Ss for their words and write them on the board. Say them and ask the Ss to repeat.

Possible answers:

colours blonde red grey orange yellow blue purple
the body ears mouth nose legs arms hands

4a Ask Ss to work on their own first and to write some sentences that describe someone in the class. Monitor and help where necessary. For smaller classes (one to ones or small groups), Ss can think of someone they all know. This person doesn't necessarily have to be in the room.

b Put Ss in pairs and ask them to take turns reading out their sentences. The other needs to guess who they are describing. When they have done this, you can ask some of them to read their sentences out loud and for the rest of the class to guess who they are describing.

VOCABULARY BANK 4A p139

Parts of the body

These optional exercises build on the lexical set in the vocabulary section.

1 Ss label the parts of the body with words from the box, then check in pairs. Check answers as a class.

Answers: 1 hair 2 head 3 face 4 ears 5 eyes
6 nose 7 mouth 8 neck 9 shoulder 10 chest
11 elbow 12 stomach 13 arm 14 fingers 15 hand
16 knee 17 leg

2 Ss write down any more parts of the body that they know in English. In feedback, nominate a few Ss to share their answers with the class.

Optional alternative activity

Stronger classes can complete Ex 1 at home, then discuss Ex 2 in the next class.

Further practice

Photocopiable activities: 4A Vocabulary, p170

Grammar

have/has got

5 Ask Ss to complete the grammar box in pairs, referring back to the text in Ex 3a. Allow plenty of time for this. With **weaker classes**, complete as a class. Monitor and observe, then lead feedback and deal with any questions. Point out that in *she's got* the contracted verb is *has*, not *is*.

Answers: 1 have 2 has 3 hasn't

6a  4.2 Ask Ss to listen to the sentences and focus on the pronunciation of the contracted forms in blue.

b Ask Ss to listen again and chorally repeat the sentences after they hear them. You may want to pause the audio after each sentence and drill individuals to check. If you think it's useful, explain the information in the Pronunciation checkpoint below, using the examples given.

Pronunciation checkpoint

In spoken English, we usually use the contracted form. When we use full forms, this sounds emphatic, e.g. *I have got a green bag. I have not got a black coat.*

The main stress falls on *got* rather than subject + *has/have* in the contracted forms. Most people use contracted forms.

7 Look at the first sentence together and remind Ss that the form of *have got* they need depends on the subject. Ask Ss to work alone and underline the correct options. Ask Ss to compare in pairs before going through the answers as a class.

Answers: 1 have 2 has 3 have 4 hasn't 5 haven't
6 has 7 haven't 8 have

8 Refer Ss to the picture and give them a minute or so to look at the details of the mother and son's appearance and work out where they are. Ask Ss to complete the gaps in sentences 1–9 with the correct words. Give them plenty of time to do this, then conduct whole-class feedback.

Answers:

- 1 Sofia is an office worker.
- 2 She's got a son.
- 3 She's got blonde hair and brown eyes.
- 4 She's in her 30s.
- 5 Her son's got brown hair and blue eyes.
- 6 He's eight years old.
- 7 They live in Paris.

GRAMMAR BANK 4A pp.122–123

Stronger classes could read the notes at home. Otherwise, go over the notes with Ss. In each exercise, look at the example as a class. Ss work alone to complete the exercises, then check their answers in pairs. In feedback, check answers with the whole class. Ss can refer to the notes to help them.

Answers:

- 1 1 b 2 b 3 a 4 a 5 b 6 b 7 a 8 a
- 2 1 Dimitri hasn't got a sister.
2 We haven't got a big bathroom.
3 Sam and Emma haven't got a dog.
4 Rob hasn't got a beard.
5 I haven't got a class today.
6 You haven't got a lot of time.
7 My father hasn't got a credit card.
8 They haven't got children.

Further practice

Photocopiable activities: 4A Grammar 1, p168; 4A Grammar 2, p169

Speaking

Prepare

Teaching tip

Personalisation activities such as this enable Ss to make connections with language that go beyond mechanical repetition. Emphasise that Ss should make true sentences, as meaningful practice is more memorable.

9 Tell Ss they are going to describe a friend. Allow time for Ss to make notes. Explain that the notes should act as prompts and that they should avoid writing verbatim what they are going to say. Monitor the class, helping where necessary.

Speak

10a Once Ss have made their notes about the friend they are going to describe, put them in pairs. Ask them to take it in turns to describe themselves and then their friend.

b Ask individual Ss to tell the rest of the class if their partner is very different to the friend they were describing.

Reflection on learning

Write the following questions on the board:

Which words and phrases from this lesson are new for you?

What did you find most difficult in today's lesson?

What can you do to improve this in the future?

Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

Homework ideas

Ex 9: Write a short description of a family member.

Grammar bank: 4A Ex 1–2, pp.122–123

Workbook: Ex 1–5, p22

App: grammar and vocabulary practice

Fast route: continue to Lesson 4B

Extended route: go to p95 for Develop your reading

4B Have you got it?**Introduction**

The goal of this lesson is for Ss to talk about things that they need to take with them on a trip. To help them achieve this, they will learn more vocabulary for everyday things and to ask questions using the verbs *have* and *have got*.

Warm-up

Ask Ss to write down three things that they would take with them on a holiday or a business trip, using *I've got ...*. Ask them to compare in pairs, then ask some of the Ss to tell the class about their partners' items.

Vocabulary and listening**Everyday objects (2)**

1a Ask Ss to look at the photos (1–12) and work in pairs to match them with the words. After a few minutes, elicit their answers.

Answers: 1 tickets 2 passport 3 credit card 4 coat
5 food 6 bottle of water 7 camera 8 sunglasses
9 phone 10 money 11 bag 12 keys

b 4.3 Ask Ss to look at the words in Ex 1, listen and repeat.

2a Ss should look at photos A–D, then work alone to match them to the activities. Ask them to compare in pairs, then check answers as a class.

Answers: 1 C 2 B 3 D 4 A

b Ask Ss to look at the photos in Ex 1 again and work in pairs to decide on the items for each activity. After a few minutes, elicit their answers.

Possible answers:

- 1 bag, a bottle of water, coat, credit card, food, house keys, money, phone
- 2 bag, camera, coat, credit card, money, passport, phone, tickets
- 3 bag, a bottle of water, coat, credit card, food, house keys, money, phone
- 4 bag, a bottle of water, camera, credit card, money, passport, phone, sunglasses, tickets

3a 4.4 Tell Ss they are going to listen to a conversation about Sam's preparations for a trip. Ask Ss to listen through the first time and, in particular, for where Sam is going.

Answer: Brazil

Audioscript 4.4

Zara: OK, Sam. Are you and Fifi ready for your trip?

Sam: Oh yes, two weeks in Brazil! Woohoo!

Zara: And, have you got everything?

Sam: Yes. Yes, I have.

Zara: Have you got your passport?

Sam: Yes, I have.

Zara: Money?

Sam: Yes, Zara, I've got money. Duh.

Zara: OK ... Have you got your camera?

Sam: No, I haven't – but I've got my phone. And Fifi has got a good camera.

Zara: OK. You're ready. Oh, have you got your tickets?

Sam: Tickets, tickets ...

Zara: Has Fifi got your tickets?

Sam: Oh, yes, she has! Phew!

b Ask Ss to listen again and to tick the items on the list that Sam has. Play the recording more than once if necessary.

Answers: passport ✓ money ✓ camera phone ✓ tickets

Further practice

Photocopiable activities: 4B Vocabulary, p173

Grammar**have/has got: questions**

4 Ask Ss to read an extract of the conversation they just listened to in Ex 3a. Tell them to underline the questions, then to check their work in pairs. Then, go over the answers as a class.

Answers:

Zara: OK ... Have you got your camera?

Sam: No, I haven't – but I've got my phone. And Fifi has got a good camera.

Zara: OK. You're ready. Oh, have you got your tickets?

Sam: Tickets, tickets ...

Zara: Has Fifi got your tickets?

Sam: Oh, yes she has! Phew!

5 Ask Ss to complete the table with either *have* or *has*. Tell them that they can refer to Ex 4 for help. Monitor the class, giving any help where needed. Once Ss have finished, go through the answers as a class.

Answers: 1 Have 2 have 3 Has 4 has 5 hasn't

6a 4.5 Ask Ss to read the sentences and listen to the recording, focusing on whether the words in blue sound the same or different. Ask Ss to check answers in pairs.

Answers: 1 different 2 different

Weak form on *has/have* in the questions (/həz/həv/); strong forms on *has/haven't* in answers (/hæz/hævənt/)

b Play the recording again. Ask Ss to listen to the conversations and repeat them, making sure that they pronounce the strong and weak forms correctly. If you think it's useful, explain the information in the Pronunciation checkpoint below, using the examples given.

Pronunciation checkpoint

The vowel sound in *has* and *have* changes according to its position in the sentence. In questions, the vowel is reduced to a schwa /ə/ due to the unstressed position. In short answers, *have/has* is stressed and therefore the vowel has its full value and is sounded /æ/.

7a This activity checks if Ss can form their own questions with *have got*. Ask Ss to work alone to make the questions using the prompts. Refer them to the grammar box for help. Ask Ss to check in pairs, then go through the answers with the whole class. Ask Ss for individual answers. Drill as needed.

Answers:

- 1 Have you got food in your bag?
- 2 Has your sister got a camera?
- 3 Has your friend got a good job?
- 4 Have you got sunglasses?
- 5 Have you got a big family?
- 6 Have you got a new phone?

b Ask Ss to work in pairs to ask and answer their questions from Ex 7a. When they finish, ask pairs to say something about their partner to the group.

Optional extra activity

Ss write their own questions, ending

... *in your bag?*

... *in your house/flat?*

... *in your room?*

(or with no ending)

They then ask each other. This is a suitable extension for **stronger classes** and those who would benefit from more speaking practice.

Teaching tip

When Ss talk in pairs, asking for feedback reminds them to listen to each other. In this case, it also provides a further opportunity to practise *has got* and rounds off the exercise. You don't need to ask every pair in feedback. Just ask a few pairs randomly across the class, maintaining interest and pace.

8 Ask Ss to work in pairs. Tell them to put the sentences in the conversation in order and, when they think they have done so, to practise the conversation with each other and to make any necessary changes to the order. When Ss have finished the task, ask a pair to read out their conversation. Ask the others if they think it is in the correct order or whether they have something different.

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

GRAMMAR BANK 4B pp.122–123

Stronger classes could read the notes at home. Otherwise, go over the notes with Ss. In each exercise, look at the example as a class. Ss work alone to complete the exercises, then check their answers in pairs. In feedback, check answers with the whole class. Ss can refer to the notes to help them.

Answers:

- 1 1 Have you got a big family?
 - 2 Has she got a blue coat?
 - 3 Has he got a new passport?
 - 4 Has your phone got a camera?
 - 5 How many children have Ali and Sara got?
 - 6 How many bottles of water have we got?
- 2 1 c 2 f 3 a 4 e 5 b 6 d
- 3 1 Have you got a credit card?
 - 2 Has the shop got a lift?
 - 3 Have we got a camera?
 - 4 How many bathrooms has the house got?
 - 5 How many brothers and sisters have you got?
 - 6 How many computers has she got?

Further practice

Photocopiable activities: 4B Grammar 1, p171;
4B Grammar 2, p172

Speaking

Prepare

9 Tell Ss they are going to talk about what they've got in their bags. Name pairs of Ss A and B and ask them to turn to the relevant page and choose ten things. Monitor and help with vocabulary as needed.

Speak

10 Look at the example as a class, then ask pairs to ask and answer each other about their bags. With **weaker classes**, you may want to ask a stronger pair to demonstrate the activity first. Monitor and help if necessary.

Optional extra activity

Ss work in pairs. One student makes a list of things they need for a trip to the park, the other makes a list for a trip to the shops. When they finish, they tell their partner where they are going. Their partner should try and find out what they have on their list by asking questions about what they have got.

Reflection on learning

Write the following questions on the board:

Can you write five things you have got in your bag? Compare your list with a partner.

When could you use 'have got' outside class?

Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

Homework ideas

Grammar bank: 4B Ex 1–3, pp. 122–123

Workbook: Ex 1–5, p23

App: grammar and vocabulary practice

Fast route: continue to Lesson 4C

Extended route: go to p96 for Develop your listening

4c Dos and don'ts

Introduction

The goal of this lesson is for Ss to give advice. To help them achieve this, they will study imperatives as well as vocabulary for common verbs.

Warm-up

Ask if any members of the class have ever been to London. What did they think of it? Which places did they visit? Then ask Ss what they think 'Dos and don'ts' means and to suggest things that we tell others or that others tell us to 'do' or 'don't do', especially when we are visiting a new place. Make columns on the board and write the Ss' suggestions in the appropriate column.

Reading and vocabulary

1 Ask Ss to work in pairs to come up with as many place names in London as they can. Monitor and help with any spelling they might need. When they have finished, elicit the answers from Ss and write them on the board.

Possible answers: Notting Hill, Buckingham Palace, Madame Tussaud's, Big Ben, The British Museum, The Tate Gallery, The London Eye, Tower Bridge, The Tower of London, etc.

2a Ask Ss to read the text messages on their own and to underline any words that they either don't know or aren't sure how to pronounce. Once they have done this, ask the class what their queries were and answer them, so that everyone else hears, too. Make clear that certain words are not pronounced as they are written (e.g. Greenwich, cheap, coat). Assign each character in the message chain to a student and ask them to read the messages out loud. Elicit in whole-class feedback why Lydia is going to London.

Answer: She is going for work/for her job.

b Ask Ss to complete the gaps by referring to the words in bold in Ex 2a. Get them to check their answers in pairs before going through them with the class.

Vocabulary checkpoint

This is an exercise in collocation, where words go naturally together. Sometimes the collocations in Ss own language are different.

Answers: 1 try 2 go to, visit 3 take 4 drink 5 see

c  4.9 Play the recording for Ss. They will hear and then repeat the verbs that were in bold in Ex 2b.

3 Ask Ss to label the photos with phrases from 2b according to what they can see in the photos. Ask them to check in pairs before going through the answers with the class.

Answers: 1 drink tea 2 see a show 3 visit New York
4 try Japanese food 5 take a train 6 take photos

Further practice

Photocopiable activities: 4C Vocabulary, p176

Grammar

Imperatives

4 Ask Ss to read the text in 2a again and to tick the things that are good to do in London. For **weaker classes**, you can ask them to work in pairs. Once they have finished, elicit the answers from the class.

Answers: Ss should tick all the answers except 1 and 3.

5 Show a prohibitive sign on the board, such as a crossed out image of a camera. Ask Ss what it means. They will probably say *no cameras*. Refer them to the language from Ex 2a and elicit *Don't take photos*. Ask Ss if it's positive or negative (negative) and what the positive would be (*Take photos*). Point out that there is no subject in this construction. Turn to the grammar box and ask Ss to complete it, using Ex 2a.

Go through the answers as a class.

Answers: 1 Don't 2 Don't 3 See

6a  4.10 Tell Ss they are going to look at more examples of imperative sentences. Ask them to listen and choose the correct stress pattern for each sentence. Check answers with the whole class.

Answers: 1 Don't go to Notting Hill. 2 Try Polish food.
3 Drink coffee in a café. 4 Don't take photos.

b Play the recording again for Ss to repeat, making sure they stress the correct words in each sentence.

7 Ask Ss to look at the pictures of 'dos and don'ts'. Ask them to make sentences in the positive or negative forms depending on whether or not the pictures have a tick or a cross. When they finish, ask pairs to compare, then go through the answers.

Answers: 1 Drink coffee. 2 Try Italian food.
3 Visit Rome. 4 See a film. 5 Don't take a coat.
6 Don't take a camera.

Optional extra activity

Give instructions like the ones from Ex 2a to the class. Ss listen and mime the instructions you say, but only when the instruction is positive, not when you say *Don't ...*! If Ss like this activity, they can continue in pairs or small groups, with one student instructing.

GRAMMAR BANK 4C pp.122–123

Stronger classes could read the notes at home. Otherwise, check the notes with Ss. Elicit the first answer, or look at the example as a class. Ss work alone to complete the exercise, then check their answers in pairs. In feedback, check answers with the whole class. Ss can refer to the notes to help them.

Answers:

1 1 Please drink 2 Take 3 Put 4 Don't run 5 Please use
6 Do not eat
2 1 Don't read 2 don't take 3 sit down 4 Don't buy
5 Don't use 6 Don't walk, Run

Further practice

Photocopiable activities: 4C Grammar 1, p174;
4C Grammar 2, p175

Speaking

Prepare

8 Ask Ss to think of the things that they would tell people to do or not do when they visit their town or city. Monitor and help where necessary.

Speak

9a Put Ss in pairs and ask them to tell each other their dos and don'ts. Monitor and help where necessary.

b In this task, Ss are meant to discuss whose city has more dos and don'ts. However, if they are from the same town or city, they can discuss whether their partners have chosen more dos than don'ts and whether they agree with their choices.

Reflection on learning

Write the following questions on the board:

What DON'T we include in the sentence when we use the imperative?

When do you use the imperative during each day?

Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

Homework ideas

Grammar bank: 4C Ex 1–2, pp.122–123

Workbook: Ex 1–5, p24

App: grammar and vocabulary practice

Fast route: continue to Lesson 4D

Extended route: go to p97 for Develop your writing

4D English in action

Introduction

The goal of this lesson is for Ss to tell the time. To help them achieve this, they will revise numbers and learn phrases specific to time telling.

Warm-up

Ask Ss to count upwards from one, replacing any multiple of three with the word *fizz* and any multiple of five with the word *buzz*. Numbers that are both a multiple of three and five, such as 15, are *fizzbuzz*. Ss all listen. When someone makes a mistake, they go back to 1 again. This game causes much hilarity.

1 Look at the clock in the room or draw a clock face on the board. Count the hours around the clock from 1 to 12. Ask Ss to say a few times with *o'clock*. Show or draw a digital 24-hour clock. Show the time as 9.00, then ask for the time (nine o'clock). Then change the minutes, counting upwards in fives, for Ss to say the times. Point out that even when we use the 24-hour format, we still only use numbers 1–12 to say the hour, e.g. for 13.00, we say *one o'clock*, not *thirteen o'clock*. Refer Ss to D and elicit that we say *oh five*. Ask Ss to say the clock times in their books.

Answers:

- A six forty-five
- B eleven thirty
- C ten forty-five
- D twelve oh five
- E three (o'clock)
- F six fifteen
- G seven ten
- H eleven fifteen

2 4.11 Ask Ss to listen to four conversations and match them with the times in the pictures in Ex 1. Play the recording, then ask Ss to check their answers in pairs. Point out that there are four pictures that they don't need. Check answers with the whole class.

Answers: 1 E 2 F 3 B 4 C

3 Ask Ss to listen again and complete the gaps alone, then check in pairs. Check answers with the whole class.

Answers: 1 Three 2 six fifteen 3 Eleven thirty
4 ten forty-five

Audioscript 4.11

- 1**
A: Excuse me. What time is it?
B: Three o'clock.
A: Thank you.
- 2**
A: What time is it?
B: It's quarter past six.
A: Quarter to six?
B: No, six fifteen.
- 3**
A: What time is it, Alex?
B: Er, it's half past eleven.
A: Sorry, eleven thirty?
B: Yeah.
A: Oh no! I'm late.
- 4**
A: What time is our train?
B: It's at quarter to eleven.
A: Quarter past eleven?
B: No, ten forty-five.
A: Oh, OK.

4 4.12 Refer Ss to the Useful phrases box. Demonstrate the times with a clock with moveable hands and highlight *to* and *past* the hour. Drill thoroughly as you do this. Play the recording and ask Ss to look at the times and repeat.

Answers: 1 It's quarter past four. 2 It's five to five.
3 It's four o'clock. 4 It's twenty to five. 5 It's quarter to five.
6 It's half past four. 7 It's five past four.

5 Look at the example. Put Ss in pairs to ask and say the time for the clocks in Ex 1, using the Useful phrases in the box to help them. Monitor, helping where necessary.

6 Name alternate Ss A and B and ask them to turn to the relevant pages, read and prepare to say the times of the trains. When they are ready, ask a stronger pair to demonstrate asking and answering about the time of the train to London. Then ask Ss to work with their partners, taking turns to ask and answer about the train times to complete the missing information in the table. Monitor and check that Ss are managing the activity. When they finish, ask Ss to show each other their information to check they have recorded it correctly.

Reflection on learning

Write the following questions on the board:

What are the most useful phrases in today's lesson?

Where and when can you practise these in the future?

Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

Homework ideas

Ex 4: Write four times in digital format. Write sentences to say what the time is, e.g. *12.15: It's (a) quarter past twelve.*

Workbook: Ex 1–3, p25

App: grammar and vocabulary practice

Roadmap video

Go online for the Roadmap video and worksheet.

4 Check and reflect**Introduction**

Ss revise and practise the language of Unit 4. The notes below provide some ideas for exploiting the activities in class, but you may want to set the exercises for homework or use them as a diagnostic or progress test.

1 Refer Ss to the diagram. Tell them to match the words in the box to the three categories (Colour, Age, Body), then check in pairs. Go through the answers as a class.

Answers:

Colour: brown, blonde, red, grey

Age: in her 20s, in his 50s

The body: a beard, hair, eyes

2 Ask Ss to choose the correct words from the box to complete the sentences. Ss should compare in pairs, then go through the answers as a class.

Answers: **1** blonde **2** in her 20s **3** a beard **4** in his 80s
5 eyes

3 Ss work alone to write sentences with *has* or *have got*, as in the example. The sentences should be positive or negative as indicated by the symbol in brackets. Ss should use contracted forms. Go through the answers with the class.

Answers: **1** 've got **2** haven't got **3** 's got **4** hasn't got
5 hasn't got **6** 've got **7** haven't got **8** 's got

4 Ss complete the sentences, so that they are true for them. Ss can work alone, then compare in pairs. Monitor and help as necessary. Ask some of the Ss to share their answers with the class.

5a Ss work alone to write the words in the correct order to make questions. They check in pairs before you go through the answers with the class.

Answers:

- 1** Have you got a phone?
- 2** Has your teacher got green eyes?
- 3** Have your parents got blonde hair?
- 4** Have you got food in your bag?
- 5** Has your phone got a good camera?
- 6** Have you got a bottle of water?
- 7** How many credit cards have you got?

b Ss ask and answer the questions in pairs. Monitor and help as necessary, making a note of mistakes. When Ss finish, discuss the activity with the class. Ask some of the Ss to ask and answer questions. Go through the mistakes that you noted earlier, asking the class to help you correct them.

6 Ask Ss to read the sentences on their own, then choose the correct options to complete them. Ss can check in pairs, then go through the answers as a class.

Answers: **1** Go to **2** Visit **3** Take **4** Take **5** Don't take
6 Try **7** Drink **8** See

7 Refer Ss to the pictures (1–6). Give them plenty of time to write an imperative sentence for each picture. Ss work alone, then check in pairs. Go through the answers.

Answers:

- 1** Take your passport.
- 2** Don't go to Leicester Square.
- 3** Try English food.
- 4** Don't drink coffee.
- 5** Don't take a taxi.
- 6** Shop for clothes.

Reflect

Ask Ss to rate each statement alone, then compare in pairs. Encourage them to ask any questions they still have about any of the areas covered in Unit 4.

4 Communication review

Cross the board (Units 3–4 review)

Ss revise and practise the language of Units 3 and 4 in a communicative game. This can be done after the Check and reflect page as a fun way to revise the language of Units 3 and 4.

Ss can either work in pairs or in groups of four (teams of two). Each turn, Ss pick one of the hexagons and complete the sentence (saying the complete sentence aloud). Point out that some of the sentences will have only one possible word to complete the sentence, and other sentences are open. (If it is a question, they should answer it as well.) The first student/team to make a line connecting the left and right sides wins. While Ss are playing, monitor and be on hand to adjudicate or help if necessary.

Alternative activity

Instead of aiming to get a line of hexagons, teams can keep playing until all the hexagons on the board are 'taken'. The team with the most hexagons wins. Alternatively, **fast finishers** could aim to get as many hexagons as possible after the first team has got a line.

Answers:

- 1 e.g. three banks, two cinemas and a big park.
- 2 e.g. TVs.
- 3 Is
- 4 Are
- 5 e.g. a cooker.
- 6 e.g. four chairs and a small table.
- 7 there
- 8 quiet
- 9 expensive
- 10 is/isn't
- 11 is/isn't
- 12 there
- 13 go
- 14 e.g. brown/blonde/blue/green
- 15 e.g. 20s, 30s
- 16 e.g. a blue bag.
- 17 e.g. red shoes
- 18 e.g. phone
- 19 How
- 20 Have
- 21 Has
- 22 take
- 23 Try
- 24 at
- 25 What

4A Develop your reading

Introduction

The goal of this lesson is for Ss to understand a short text. To help them achieve this, they will practise reading for gist and specific information. They will also focus on the function of apostrophes and what they tell us.

Warm-up

Give Ss one minute to make a list of all the colours they can remember. Show an image of a rainbow to start them off and set a timer if your Ss are competitive, then put Ss in pairs to see who has the most.

1 Focus on the pictures and ask Ss to read the text and choose the picture it refers to. Give them one minute, then ask them to check in pairs. Conduct feedback.

Answer: B

Optional extra activity

Ask Ss to work in pairs. They take turns to describe each picture.

2 Write *She's from Canada* on the board and point out the apostrophe. Ask Ss why it's there (it replaces a missing letter). Ask them to read the Focus box carefully and ask the other way we use apostrophes (for possession). Ask Ss to read the text in Ex 1 and circle the apostrophes, marking them *M* for missing letter(s) or *P* for possession. Allow plenty of time, then ask pairs to check their answers. When they finish, go through the answers as a class.

Answer:

She's got an old cat (missing *h*)
 His name's Peachy (missing *i*) and he's quiet. (missing *i*)
 Her husband's books (possessive -s)
 He's got brown hair (missing *h*)
 John's desk (possessive -s)
 John's keys (possessive -s)
 Her husband's not here (missing *i*)

Grammar checkpoint

Point out that when referring to more than one person, the apostrophe is placed after a plural *s*, while with a singular noun it is placed before the *s*. *My sisters' flat* (I have more than one sister and they live in the same flat), *My sister's flat* (I am talking about one sister only). When making a word plural, the *s* does not need an apostrophe, e.g. *one book, two books*.

3 Ask Ss to look at the sentences. Tell them they are going to decide if the apostrophe -s represents *is* or possession. Look at the first sentence as a class and elicit the answer (possessive -s). Ask Ss to continue alone, underlining the correct option. When they finish, ask Ss to compare answers in pairs. Check answers as a class. Where the apostrophe -s represents *is*, ask Ss to read the sentence with both contracted and full forms of the verb.

Answers: 1 possessive -s 2 is 3 possessive -s 4 is
 5 is 6 possessive -s 7 possessive -s 8 possessive -s

4 Ask Ss to look at the pictures and choose the correct sentence for each one. Give Ss a minute to work alone, then ask them to compare in pairs before you elicit the answers. If they have difficulties, ask them *How many sisters/brothers are there?* and remind them of the position of the apostrophe.

Answers: 1 a 2 b

5 Ask Ss to read the text, then answer the questions. **Stronger classes** can work individually, then compare answers in pairs. Go through the answers as a class.

Answers: 1 F 2 F 3 T 4 F 5 F 6 T

Optional alternative activity

Ss work in pairs and take turns to read the text aloud to each other.

Optional extra activity

For extra speaking practice, Ss ask and answer the questions in pairs.

Homework ideas

Workbook: Ex 1–3, p26

4B Develop your listening

Introduction

The goal of this lesson is for Ss to understand a short, informal conversation. To help them achieve this, they will practise identifying intonation patterns in questions.

Warm-up

Ask Ss to imagine they are going on holiday and write down four items that they need to pack, using the vocabulary from the main lesson. They must not let their partner see their list. Ss work in pairs to find out what their partner has packed by asking questions with *Have you got ...?* When they have finished, ask a few individuals to tell the class about their partner.

1 Ask Ss to match the words with the photos. Elicit the answers as a class.

Answers: A hotel room B hotel restaurant
C swimming pool D lift

2a  4.6 Play the recording for Ss and ask them where they think the people are.

Answer: In a hotel

b Before they listen to the recording again, ask Ss to read the questions so that they know what they are listening out for. Once they have done that, play the recording (more than once if necessary). Go through the answers as a class. Ask Ss to listen again and repeat. Play the recording, drilling chorally after each statement and question and showing the movement with your hand.

Answers: Tick: 1, 4, 6, 7, 9, 11

Audioscript 4.6

A: This room is *really* nice.
B: Yes, I love it.
A: Well, I'm hungry. Is there a restaurant in the hotel?
B: Yes, there are two, I think. Or, there's the restaurant Le Petit Bateau? It's in the town.
A: Is the restaurant in town good?
B: Maybe. Where's my phone?
A: I don't know, Paul.
B: Phone, phone, phone ... aha! OK. Oh, what's the wifi code?
A: It's on the desk, Paul ...
B: Got it. OK, Le Petit Bateau ... Yes, it's good, they say.
A: OK, good. I'm hungry, Paul, can we ...
B: Yes, yes – Have you got the room key?
A: It's next to the door, Paul ...
B: Now, where's the lift ... ?

3 Refer Ss to the Focus box. Ask them to read through and discuss as a class. Then ask them to underline the *Wh-* question words and the nouns and adjectives in the sentences in Ex 2b. Give them some time to do this. **Weaker classes** can work in pairs. Go through the answers as a class.

Answers:

- 1 Is there a restaurant in the hotel?
- 2 Is there a lift?
- 3 Is the hotel nice?
- 4 Is the restaurant in town good?
- 5 Where's my computer?
- 6 Where's my phone?
- 7 What's the wifi code?
- 8 Have you got the wifi code?
- 9 Have you got the room key?
- 10 Where's the room key?
- 11 Where's the lift?

Optional extra activity

Put Ss in pairs to listen to each other repeating the questions. When they finish, they should swap.

4a  4.7 Tell Ss they will listen to some short conversations and they need to write down the question words, adjectives and nouns that they hear in each question. Stop the recording after each question so that Ss have enough time to write the words. Play the recording more than once if necessary.

Answers:

- 1 Where, phone
- 2 hotel restaurant, good
- 3 Where, swimming pool
- 4 room key
- 5 room, OK

Audioscript 4.7

1
A: Donny? Donny? Where's my phone?
B: On the bed, Tina! On the bed!
A: It's not on the bed, Donny!
2
A: Hey, is the hotel restaurant good?
B: Yes, it's good, but it's not cheap.
A: Hmm. Maybe pizza ...
3
A: Where's the swimming pool?
B: There isn't a swimming pool.
A: No swimming pool? But, but ...

4

- A: Have you got the room key?
B: Umm, no. It's in the room ...

5

- A: Is your room OK?
B: No! It's very small and I haven't got a shower!
A: No shower???

b  4.8 Play the recording, pausing after each sentence so that Ss have enough time to listen and write the questions.

Answers:

- 1 Where's my phone?
- 2 Is the hotel restaurant good?
- 3 Where's the swimming pool?
- 4 Have you got the room key?
- 5 Is your room OK?

c Ask Ss to compare their answers in pairs before you go through the answers as a class, writing the sentences on the board so that Ss can check their spelling.

5a Ask Ss to familiarise themselves with the pictures. Then play the recording from Ex 4a again, pausing after each conversation if necessary, while Ss listen and number each picture according to what they have heard. Go through the answers as a class.

Answers: 1 E 2 A 3 C 4 B 5 D

b Ask Ss to discuss in pairs what the problem is in each of the conversations. Then go through the answers as a class.

Answers:

- 1 Tina has lost her phone.
- 2 The hotel restaurant is very expensive.
- 3 The hotel hasn't got a swimming pool.
- 4 The room key is in the room.
- 5 The hotel room is very small.

Optional extra activity

Ask Ss to work in pairs to create a short conversation with a question and a problem. They can read their conversation to the class.

Homework ideas

Workbook: Ex 1–4, p25

4c Develop your writing**Introduction**

The goal of this lesson is for Ss to write a message to a friend. To help them achieve this, they will practise using basic punctuation (full stops, question marks, commas and apostrophes). They will also prepare for their writing by making notes.

Warm-up

Ask Ss to look in their bag or pockets and write down five things they have got. Remind Ss of the question form *Have you got a ...* and the short answers *Yes I have/No I haven't*. Put Ss in pairs to ask each other so as to identify the five things on their partner's list. **Fast finishers** can make a new list and repeat the activity.

1 Explain that Ryan, Monika and Sam are going on holiday together. Ask Ss to read the message and complete the table. Check the answers.

Answers:

Ryan	Sam
sunglasses cups bag	books

2 Ask Ss to read the Focus box and circle the punctuation in Ryan's message in Ex 1. When they finish, go through the answers as a class.

Answers:

We've got new things for our holiday. I've got sunglasses, cups and a bag. Sam's got books. Have you got a camera? Have you got your dad's credit card?

3 Ask Ss to correct the punctuation in the sentences, using the Focus box to help them. Give them a few minutes working alone, then put them in pairs to discuss and compare. After a few minutes, elicit answers and in feedback write the correct answers on the board so that Ss can see all the corrections.

Answers:

- 1 I've got a credit card.
- 2 Have you got a camera?
- 3 We've got a camera, a phone and food.
- 4 This is Danny's coat and this is Taylor's coat.
- 5 Is this your bag?
- 6 Are these Kaya's sunglasses?

4 Refer Ss to the message from Samira and give them a few minutes to find and correct five punctuation mistakes. Go through the answers as a class.

Answers:

I've got my bag for the park. I've got a bottle of water, food, money and sunglasses. Ben's got cups and we've got Jasmine's chairs. Have you got a book? The park is on School Road.

Teaching tip

Ss may point out that text messages don't often follow norms of punctuation, as they are written quickly. Explain that this exercise is about using punctuation correctly, so Ss should follow the rules.

Prepare

5 Tell Ss they are going on a trip to the park. Ask them to make a list of five things they want to take. Ss can work in pairs to help each other. Monitor and help as needed.

Write

6a Refer Ss back to Samira's message in Ex 4. Explain that they are going to go to the park together. Ask Ss to work alone to write their message answering her.

b Ask Ss to exchange messages and check each other's punctuation.

Homework ideas

Workbook: Ex 1–6, p27

4 Go through the first example as a class. Remind Ss that the time can go at the beginning or at the end of the sentence. Also tell Ss to refer to the Focus box regarding the positioning of the frequency adverbs. Give Ss some time to do the task, then elicit the answers as a class.

Answers:

- 1 At 12 o'clock, we eat lunch. / We eat lunch at 12 o'clock.
- 2 I often drink tea.
- 3 My parents have got a big kitchen.
- 4 On Sundays, I sometimes have lunch at a café. / I sometimes have lunch at a café on Sundays.
- 5 We usually eat a small breakfast.
- 6 On Saturdays, my children are always busy. / My children are always busy on Saturdays.
- 7 We usually have breakfast at 8 a.m. / At 8 a.m. we usually have breakfast.

5a Give Ss enough time to find the mistake in each sentence and to make the corrections. Monitor and help where necessary.

Answers:

- a I have **lunch** at 1 o'clock.
- b I get up at 9 o'clock and have a **big breakfast**.
- c I study Spanish after dinner and go to bed at 10.30.
- d I **have** dinner at 6 o'clock.
- e I usually eat bread, fish and eggs and I **drink tea**.
- f I **never** get up early on Sundays.
- g I **often have** meat and salad for dinner.
- h After breakfast, I watch TV in the living room.
- i After lunch, I **walk** in the park.
- j I sometimes **have** cheese sandwiches for lunch.

b Point out that sentences a–j describe a day, but are in the wrong order. Show that sentence f comes first. Ask Ss to number the remaining sentences in the correct order. Ss can compare in pairs, then go through the answers.

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

Optional alternative activity

Prepare several sets of cut-up sentences for Ss to put in order in pairs or small groups.

Prepare

6 Ask Ss to make notes about the food and drink in their country. Point out they should not write sentences. Monitor and support with ideas and vocabulary as needed.

Write

7a Refer Ss to Jess's email in Ex 1. Using the notes they made in Ex 6, Ss write a response about the food in their country. Refer Ss to Pierre's reply in Ex 2 to help them.

b When they finish, ask Ss to exchange their texts with a partner and check the word order. Then get some of the Ss to read their responses out to the class.

Teaching tip

When you plan to ask Ss to read and correct each other's work, make sure you tell them before they write, so that they know to write as clearly as possible.

Homework ideas

Workbook: Ex 1–6, p33