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with Class Audio CD

# Grammar **GOALS**



Teacher's Book

2

preposition

possessive adjective

plural

present simple

verb

Would you like a sandwich?

There aren't any museums.



MACMILLAN

British  
Edition

# Pupil's Book contents

For teachers' inspection ONLY

Unit	Page	Grammar	Language in use	Vocabulary
Starter	2	Review: present simple <i>be</i> : affirmative and negative	I'm Anna. She's tired. They <b>aren't</b> hungry.	<i>hungry, scared, thirsty, tired, bat, umbrella, helmet, ball, iguana, crocodile, computer, jacket, hat</i>
1 My home	4	<i>There are</i> : affirmative and negative <i>some / any</i>	<b>There are some</b> shops. <b>There aren't any</b> farms.	<i>farm, lake, mountains, museum, river, town, village, near</i>
	8	<i>Are there any ...?</i> question and short answers	<b>Are there any</b> lions? Yes, <b>there are.</b> / No, <b>there aren't.</b>	<i>lion, tiger, hippo, kangaroo</i>
2 My week	10	Present simple: (I/we/they) affirmative and negative	I <b>go</b> to the park. I <b>don't play</b> football.	<i>do gymnastics, do homework, go to the park, listen to music, play computer games, play football</i>
	14	Present simple: (I/you/we/they) question and short answers	<b>Do you go</b> to the cinema? Yes, I <b>do.</b> / No, I <b>don't.</b>	<i>go to the cinema, go to the shops</i>
Review 1	16	Writing skill: capital letters, full stops and question marks Exam practice: Cambridge English: Starters, Reading and Writing paper, Part 4		
3 Our house	18	Possessive adjectives: <i>our, their; my, his, her</i> (review)	This is <b>our</b> house. <b>Their</b> kitchen is big.	<i>bathroom, bedroom, garden, kitchen, living room, messy, tidy, round</i>
	22	Possessive 's Prepositions of place	My desk is <b>between</b> Amanda's desk and Oliver's desk.	<i>in front of, between</i>
4 Getting around	24	<i>Have got</i> : (he/she/it) affirmative and negative	He's <b>got</b> a boat. She <b>hasn't got</b> a car.	<i>engine, helicopter, radio, sails, siren, uniform, wheels, wings</i>
	28	<i>Have got</i> : question and short answers	<b>Has he got</b> a car? Yes, he <b>has.</b> / No, he <b>hasn't.</b>	<i>police officer, car, motorbike, chef, restaurant, pilot, firefighter</i>
Review 2	30	Writing skill: conjunctions <i>and, but</i> Exam practice: Cambridge English: Starters, Reading and Writing paper, Part 2		
5 Animal world	32	Present simple: (he/she/it) affirmative and negative	She <b>works</b> in the evening. It <b>doesn't live</b> in Africa.	<i>eat, get up, go home, hunt, live, sleep, take photos, work</i>
	36	Present simple: (he/she/it) <i>Wh</i> -questions	Where <b>does it live</b> ? What <b>does it eat</b> ?	<i>bushbaby, crocodile</i>

6 Look what I can do!	38	Can for ability: affirmative, negative, question and short answers	She <b>can</b> swim. She <b>can't</b> sail. <b>Can</b> he surf? Yes, he <b>can</b> . / No, he <b>can't</b> .	<i>ride a horse, sail, score a goal, skate, surf, swim</i>
	42	Can for requests	<b>Can</b> I go to the toilet, please?	<i>toilet</i>
Review 3	44	Writing skill: apostrophes ('s) Exam practice: Cambridge English: Starters, Reading and Writing paper, Part 1		
7 My hobbies	46	Gerund as object: <i>like + -ing</i>	I <b>like</b> dancing. I <b>don't like</b> running.	<i>chess, paint, play board games, skateboard, tidy, wash the dishes</i>
	50	Suggestions with <i>Let's</i>	I'm bored! <b>Me too! Let's</b> play chess. Good idea!	<i>bored</i>
8 Life in space	52	Present continuous: affirmative and negative	I'm <b>driving</b> . We <b>aren't</b> working.	<i>moon, do exercise, drive, float, look at, touch</i>
	56	Imperatives: affirmative and negative	<b>Walk!</b> <b>Don't</b> run!	<i>put on, sit down, stand up</i>
Review 4	58	Writing skill: exclamation marks Exam practice: Cambridge English: Starters, Listening paper, Part 1		
9 Our school fair	60	Present continuous: affirmative and negative; <i>Wh-</i> questions	<b>What's</b> she doing? <b>What are</b> they wearing?	<i>boots, coat, dress, jumper, skirt, trousers, T-shirt</i>
	64	Present continuous: question and short answers	<b>Are</b> you enjoying the trip? Yes, I <b>am</b> . / No, I'm <b>not</b> .	<i>enjoy, rain, snow</i>
10 Going out	66	Offers and requests with <i>would like</i>	<b>Would</b> you like a sandwich? <b>Would</b> you like some biscuits? I'd like a cupcake, please.	<i>biscuit, cherries, crisps, cupcake, drink, sandwich, strawberries</i>
	70	<i>Would like</i> + infinitive for invitations	<b>Would</b> you like to watch TV?	
Review 5	72	Writing skill: an invitation Exam practice: Cambridge English: Starters, Reading and Writing paper, Part 5		
	74	Grammar reference		

# 8

# Life in space

## Unit objectives

To read, listen and talk about activities people do at the moment of speaking

**Target language:** *I'm driving. We aren't working. Walk! Don't run!*

**Grammar:** present continuous: affirmative and negative; imperatives: affirmative and negative

**Key vocabulary:** (page 52) *moon, do exercise, drive, float, look at, touch*; (page 56) *put on, sit down, stand up*

## Lesson 1

### Grammar start Pupil's Book, pages 52–53

### Warm up

- Write the following words on the board: *bus, space, float, astronaut, suit, helmet, cat, moon, rocket, flowers*. Pupils say which of the words they think refer to space. Elicit what pupils know about space.

### 1 Listen, say and point.

- Pupils look at the pictures and say if they recognise any of the words.
- Play Track 45. Pause after each word. Pupils repeat the word and point to the corresponding picture.

#### Track 45

*moon, do exercise, drive, float, look at, touch*

- Play Track 46, pausing after each word. Pupils listen and point to the correct photos.

#### Track 46

*touch, look at, moon, float, do exercise, drive*

### 2 Listen and read.

This activity promotes thinking about activities different people are or aren't doing at the moment of speaking.

- Pupils look at the pictures and guess who the different people are (astronauts and ground control staff).

- Pupils scan the text to discover what Bob is doing and what Nancy and Mike are doing (*walking on the moon, driving*).
- Play Track 47. Pupils listen and read the dialogue at the same time. Ask: *Do you think it is difficult to be an astronaut or a member of ground control staff? Why or why not?*
- Read out sentences from the text in random order. Pupils point to the sentence and repeat it chorally.

#### Track 47

**Astronaut 1:** *Hello, ground control. This is Bob. I'm walking on the moon. I'm not touching the ground!*

**Astronaut 2:** *Hello, ground control. Brad isn't working. He's having lunch.*

**Astronaut 3:** *This is Mike and Nancy. We're driving. We aren't going fast.*

**Ground:** *Hello, moon team! We're watching you. You're doing a great job!*

**EXTRA ACTIVITY** Divide the class into pairs. Pupils take turns reading out what the different people are saying in activity 2. Encourage them to pay attention to their intonation and pronunciation. Walk around and help them with pronunciation while they are working.

### 3 Circle the verb *be*. Underline *ing*.

- Write *I'm playing* on one side of the board. Write *I'm not playing* next to it. Elicit the difference between the affirmative (*I'm*) and the negative (*I'm not*). Elicit the affirmative and negative forms of the verb *be* for *he/she/it* (*he's, he isn't*) and *we/they* (*we're, we aren't*). Write them in two lists on the board, using the contracted forms.
- Draw pupils' attention to the grammar box and read out the information at the top of the box.
- Read out the first affirmative sentence and point to the circled verb *be* and the underlined *ing* ending. Repeat with the negative sentence. Pupils circle and underline the corresponding elements in the remaining sentences.
- While they are working, copy the sentences on the other side of the board. Volunteers mark the answers on the board.
- Go back to the lists of the verb *be* on the board and elicit possible endings to complete the sentences.

**MIXED ABILITY** Pair more confident pupils with pupils who need more support to work together. Pupils make a rebus sentence on a sheet of paper using simple pictures to demonstrate the meanings of words (e.g. two stickmen walking + the moon below). Pairs exchange and interpret each other's sentences (*they're walking on the moon*).

#### 4 Look. Match the words to make sentences.

- Point to the pictures and elicit the words for the activities. Point to and read the sample answer, making sure pupils understand that it matches the action in the first picture.
- Pupils draw lines to match and complete the sentences, according to what they see in the corresponding pictures.
- Invite volunteers to read out the complete sentences.

#### Answers

- |                                 |                             |
|---------------------------------|-----------------------------|
| <b>a</b> I am driving.          | <b>d</b> We are eating.     |
| <b>b</b> He is sleeping.        | <b>e</b> They are floating. |
| <b>c</b> She is doing exercise. |                             |

**EXTENSION** Invite a volunteer to the front. Show him/her the word for an action from this lesson. The pupil acts out the word for the class. The first pupil to guess correctly comes to the front and mimes the next word. Continue until all the words have been reviewed.

### Lesson 2

#### Grammar practice Pupil's Book, pages 54–55

#### Warm up

- Draw simple stickmen pictures of the activities from Lesson 1 on the board or put them up around the classroom. Say sentences about the pictures. Pupils walk to the corresponding picture. Repeat the procedure several times.

#### 1 Listen and number.

- Point to the picture. Ask pupils what actions they can see.
- Play Track 48. Pupils listen to the track and point to the scenes in the picture as they hear them mentioned.
- Play the track again, pausing to allow pupils time to number the pictures.
- Point to the pictures for pupils to call out the numbers.

#### Track 48

*Hello, ground control. We're having a busy day at the space station. Sam and Rick are floating in the space station. Kate is doing exercise. Ryan is looking at the stars. Zack and Jim are having lunch. Hayley and Jenny are driving. Pete is touching the moon. Sara is sleeping.*

#### Answers

- 1 two men floating
- 2 woman doing exercise
- 3 man with telescope
- 4 men at table eating
- 5 astronauts in moon buggy
- 6 astronaut bottom left
- 7 woman sleeping

**EXTRA ACTIVITY** Divide the class into groups of three. Play Track 48 a third time. With their books closed, groups work together to write three sentences from the audio. Elicit sentences from the groups. Write them in order on the board as they are mentioned. Repeat all the sentences orally with the class. If time allows, pupils copy the sentences into their notebook.

#### 2 Write sentences with the verbs in the box.

- Draw pupils' attention to the verbs in the box. Read them out one by one for pupils to point to the correct scene in the picture in activity 1.
- Read out the first sentence and point to the word crossed out in the box.
- Pupils complete the sentences in the present continuous with the correct verbs, crossing out the words in the box as they use them.
- Invite volunteers to read out the sentences for the class to check.

#### Answers

- a She's sleeping.
- b They're driving/floating.
- c He's looking at the stars.
- d They're having lunch.
- e She's doing exercise.
- f They're floating/driving.
- g He's touching the moon.



### Colour the medal.

- Praise pupils for the work they have done so far. They colour the medal at the top of the page with a brown/bronze pencil. Tell them they now have the chance to earn a silver medal.

### 3 Write *he, she* or *they* and the affirmative or negative form of *be*.

- Pupils describe what they can see in the photos.
- Point to the first photo. Read out the first sentence.
- Pupils complete the sentences with the correct subject and form of *be*. Explain that they should look at the photo to decide if the sentence is affirmative or negative.
- Invite volunteers to read the answers for the class to check.

#### Answers

- a** She's                      **c** They aren't      **e** He isn't  
**b** They aren't            **d** He's                      **f** He's

**MIXED ABILITY** Invite more confident pupils to write two more sentences for the pictures: *They are eating. He's doing exercise.* Check and correct their work while other pupils are completing activity 3.

### 4 Look at the photos. Correct the mistakes.

- Point to the sentences and explain they have to correct them according to what they see in the photos in activity 3.
- Read out the first sentence: *She is eating.* Pupils look at the first photo and tell you if the sentence is true or not. Read out and explain the sample answer.
- Pupils complete the sentences. Monitor and help as necessary.
- Check answers with the class.

#### Answers

- a** She isn't eating. She's talking.  
**b** They aren't working. They're eating.  
**c** They aren't doing exercise. They're sleeping.  
**d** He isn't touching the moon. He's looking at Earth.  
**e** He isn't floating. He's doing exercise.

### EXTENSION Play *Bingo* with actions from this unit.

Ask pupils to draw a six-box bingo card in their notebook and write the names of six actions from the unit so far. Call out the names of the actions in random order. Pupils cross them off their boards if they have them. The first pupil to cross off all his or her words and shout *Bingo* wins.



### Colour the medal.

- Praise pupils for the work they have done so far. They colour the medal at the top of the page with a grey/silver pencil. Tell them they now have the chance to earn a gold medal.

### Lesson 3

#### Grammar goal Pupil's Book, pages 56–57

#### Warm up

- Play *Simon Says* with the class using simple instructions with words from this unit that are suitable for miming. Pupils only mime the actions preceded by the words *Simon says*: *Simon says stand up. Simon says do exercise. Simon says eat...*

### 1



#### Listen and read.

- Pupils look at the pictures and say who the people are (two astronauts) and where they are (in a training centre).
- Play Track 49. Pupils read the dialogue while they listen. Play the track again. Pause after each instruction for pupils to repeat.



#### Track 49

*Astronaut training centre*

**Man 1:** *Walk! Don't run!*

**Man 2:** *Put on your helmet!*

**Woman 1:** *Don't touch the red light!*

#### Grammar box

- Pupils look at the grammar box. Read out the first sentence and point to the word in green. Pupils repeat. Read out the second sentence and point to the word in red. Elicit that green is affirmative and red is negative. Read the remaining sentences and explain that we use imperative sentences to give instructions or commands.

- Review by explaining that we use the infinitive without *to* and without a subject. To make the instructions negative, we add *Don't* before the verb.

## 2 Read and match to the pictures.

- Pupils look at the pictures and say where they are and what they can see.
- Pupils look at the sample answer. Read out the sentence that goes with it.
- Pupils match the sentences to the pictures and compare their answers with a partner.
- Invite volunteers to say the answers.

### Answers

d, b, a, c

**EXTRA ACTIVITY** Pupils draw two columns in their notebooks with the headings *affirmative* and *negative*. Pupils write all the instructions from page 56 in the corresponding columns. Write the column headings on the board. Volunteers write the words in the columns on the board. Pupils check their answers in their notebook.

## 3 Look and correct the mistakes.

- Pupils look at the pictures. Invite different pupils to read out the speech bubbles in the left column.
- Point to the first picture and read out the sample answer.
- Pupils read the speech bubbles and write the correct sentences.
- Invite volunteers to say the answers.

### Answers

- |                       |                              |
|-----------------------|------------------------------|
| <b>a</b> Don't drink! | <b>d</b> Don't touch!        |
| <b>b</b> Listen!      | <b>e</b> Put on your helmet! |
| <b>c</b> Look!        |                              |

## 4 Look and write the classroom rules.

This activity promotes social and emotional development as pupils are required to review classroom rules and reflect on the rules in their own school.

- Point to the pictures and elicit a verb to go with each picture.
- Read out the first rule. Pupils complete the remaining rules.

- Invite volunteers to read the rules to the class. Pupils check their answers.
- Ask pupils if any of these rules are the same in their school. Elicit other examples.

### Answers

- |                       |                     |
|-----------------------|---------------------|
| <b>a</b> Don't eat    | <b>c</b> Listen     |
| <b>b</b> Don't drink. | <b>d</b> Don't run. |

**EXTRA ACTIVITY** Pupils draw and write another rule for the class. Pupils walk around the classroom and try to find two more people with the same rule as them. Allow them to put up their rules around the classroom. Ask them if they think that they are suitable rules.

**EXTENSION** Divide the class into small groups. Pupils close their books and write as many imperative sentences as they can remember from this lesson. The team with the most correct sentences wins.



### Colour the medal.

- Praise pupils for their work and tell them that they have now finished the unit and earned a gold medal. They colour the medal with a yellow/gold pencil.

### Units 7 and 8 Review answers

- 1**
- a** Does he like running? Yes, he does.
  - b** Do you like tidying? No, I don't.
  - c** Do they like playing board games? Yes, they do.
  - d** Does she like washing the dishes? No, she doesn't.
- 2**
- a** She isn't swimming. She's surfing.
  - b** She isn't playing. She's working.
  - c** It isn't eating. It's sleeping.
  - d** He isn't driving. He's skating.
  - e** He isn't playing. He's tidying.
  - f** She isn't painting. She's playing chess.