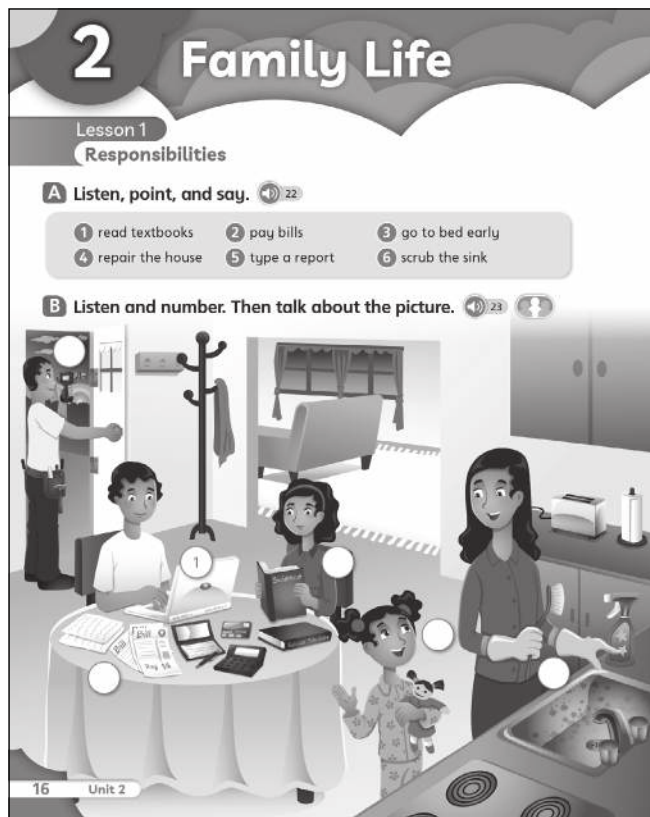


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## Lesson 1 Responsibilities

### Objectives

Talking about responsibilities

### Grammar

Compound sentences with *but* and *and*: *I have to read textbooks, but my parents have to pay bills. I have to read textbooks, and my parents do, too.*

Modal verb *have to*: *I don't have to read textbooks, but my son / daughter does. I don't have to pay bills, but my parents do.*

### Vocabulary

Responsibilities: read textbooks, pay bills, go to bed early, repair the house, type a report, scrub the sink

### Materials

Audio 015, 022–025

## Student Book page 16

### Warm up

- Review the value *Be prepared* from Unit 1 by asking your class *Are you ready to start a new unit? Did you bring the material, a pencil case with pens, pencils, and markers? Have you done your homework for Unit 1?*
- Sing *Thanks Anyway* (015). Encourage students to move, clap hands, and accompany the music with gestures.

### A Listen, point, and say. 022

- Use the Classroom Presentation Tool interactive activity to introduce the new verb phrases. Write each phrase on the board and help students to understand it.
- Link the language. Ask *Do you go to bed early? Do your parents read textbooks?*
- Play the audio. Students listen, point, and say along with the audio.
- Students practice the words on their own, using their books.

### B Listen and number. Then talk about the picture. 023

- Direct students' attention to the big picture. Have students try to find and point to each of the new vocabulary items in the picture on their own before listening to the audio.
- Play the audio. Students listen and number the items in the picture.

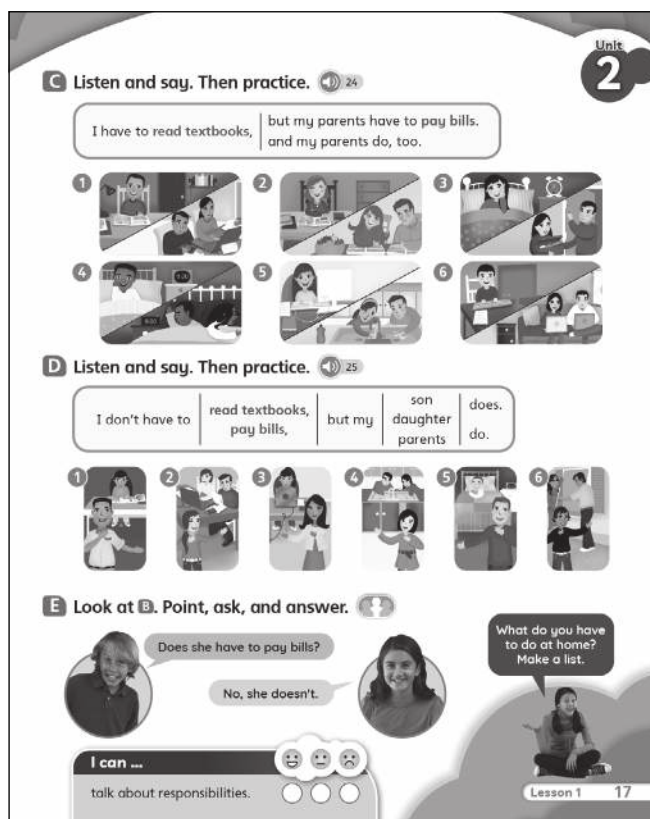
### Audio script 023

- Mom** Tommy, are you almost finished typing your report?  
**Tommy** Yes, almost. I'll probably need another 30 minutes.
  - Mom** OK. Don't forget, your dad and I need to pay bills using the computer when you're done.
  - Mom** And Emma, how's your homework going?  
**Emma** I'm reading textbooks now. The chapter in my science textbook is longer than the one in my social studies textbook.
  - Dad** What's that about paying bills? I'm still repairing the house. This door is so loose!
  - Mom** Ssh! Ann is going to go to bed early tonight. She wasn't feeling very well, remember?  
**Ann** Mom, I'm right here. I came to say good night.  
**Mom** Good night, Ann.
  - Emma** Mom, do you need help cleaning the kitchen?  
**Mom** No, thanks. After I scrub the sink, I'll be finished.
- Check answers together. Invite students to talk about other things they see in the picture.

### ANSWER KEY

(from left to right)

- 4 repair the house   2 pay bills   1 type a report  
3 read textbooks   5 go to bed early   6 scrub the sink



## Student Book page 17

### C Listen and say. Then practice. 024

- Introduce the new pattern: *I have to read textbooks, but my parents have to pay bills. I have to read textbooks, and my parents do, too.*
- Direct students' attention to the first grammar box. Say the sentences and have students repeat.
- Direct students' attention to the use of a comma before *and* and *but* as shown in the grammar box.
- Play the audio. Students listen and say along with the audio.

### Audio script 024

I have to read textbooks, but my parents have to pay bills.

I have to read textbooks, and my parents do, too.

1 I have to read textbooks, but my parents have to pay bills.

2 I have to read textbooks, and my parents do, too.

3 I have to go to bed early, but my parents have to repair the house.

4 I have to go to bed early, and my parents do, too.

5 I have to type a report, but my parents have to scrub the sink.

6 I have to type a report, and my parents do, too.

- Students practice the pattern on their own, using their books. They can choose a picture that represents their responsibilities, e.g., Picture 2: *I have to read textbooks, and my parents do, too.*

### D Listen and say. Then practice. 025

- Introduce the new pattern: *I don't have to read textbooks, but my son / daughter does. I don't have to pay bills, but my parents do.*
- Direct students' attention to the second grammar box. Read the sentences together with the students.
- Play the audio. Students say along with the audio.

### Audio script 025

I don't have to read textbooks, but my son does.

I don't have to read textbooks, but my daughter does.

I don't have to pay bills, but my parents do.

1 I don't have to read textbooks, but my son does.

2 I don't have to pay bills, but my parents do.

3 I don't have to write a report, but my daughter does.

4 I don't have to scrub the sink, but my parents do.

5 I don't have to go to bed early, but my son does.

6 I don't have to repair the house, but my parents do.

- Use the Classroom Presentation Tool grammar video to present and practice the new language.
- Students practice the pattern in pairs, using their books. One student can point to a picture and another student in the class has to provide the sentence.

### E Look at B. Point, ask, and answer.

- Student pairs look at the big picture in Activity B, point to the characters, and practice asking and answering with the language pattern in the speech bubbles: *Does she have to pay bills? Yes, she does. / No, she doesn't.* Students should use all of the new vocabulary.

### EVERYBODY UP GLOBAL SKILLS

**Communication:** Direct students' attention to the Everybody Up Friend. Each student makes a list of what he/she has to do at home. Students work in pairs and take turns communicating what they have to do at home. Students compare responsibilities.

### Games and Activities

**Picture Sentences** (Teacher's Guide page 115). Have pairs make cards with the new vocabulary. S1 picks up two vocabulary cards and gives them to S2 who makes a sentence using both words.

### Assessment for learning

Ask students to complete the self-assessment activity. Provide consolidation activities from the Teacher Resources or the Workbook, if they need extra support.

### Extra Practice

**Workbook pages 14–15**

**Classroom Presentation Tool**

**Online Practice**

**Lesson 2**  
**Privileges**


**A Listen, point, and say.** 026

1 call friends    2 stay up late    3 invite a friend over  
4 watch a scary movie    5 sing karaoke    6 have a party

**B Listen and say. Then practice.** 027

I can call friends on weekends, but I can't call friends on weekdays.

Weekends: Saturday Sunday  
Weekdays: Monday Tuesday Wednesday Thursday Friday



18 Unit 2

## Lesson 2 Privileges

### Objectives

Talking about what someone can or can't do in the present and past tenses

### Grammar

Compound sentences with *but* and *and*: *I can call friends on weekends, but I can't call friends on weekdays.*

Modal verbs *can* and *could*: *My dad could call friends when he was my age, but my mom couldn't.*

### Vocabulary

Privileges: call friends, stay up late, invite a friend over, watch a scary movie, sing karaoke, have a party

### Materials

Audio 026–029

- Play the audio. Students listen, point, and say along with the audio.
- Try to make a preference list for the whole class. Ask *How many students have "sing karaoke" at the top of the list?* Students with karaoke as number 1 raise their hands.

### B Listen and say. Then practice. 027

- Introduce the new pattern: *I can call friends on weekends, but I can't call friends on weekdays.*
- Direct students' attention to the grammar box. Say the sentence and have students repeat.
- Draw students' attention to the days of the week. Say the words and have students repeat them.
- Play the audio. Students read and say along with the audio.

### Audio script 027

I can call friends on weekends, but I can't call friends on weekdays.

Weekends: Saturday, Sunday

Weekdays: Monday, Tuesday, Wednesday, Thursday, Friday

- 1 I can call friends on weekends, but I can't call friends on weekdays.
  - 2 I can stay up late on weekends, but I can't stay up late on weekdays.
  - 3 I can invite a friend over on weekends, but I can't invite a friend over on weekdays.
  - 4 I can watch a scary movie on weekends, but I can't watch a scary movie on weekdays.
  - 5 I can sing karaoke on weekends, but I can't sing karaoke on weekdays.
  - 6 I can have a party on weekends, but I can't have a party on weekdays.
- Students practice the pattern in pairs, using their books.

## Student Book page 18

### Warm up

- Greet the class. Then, each student turns around and asks the student behind him or her: *Hi, (David). Did you have to clean your room yesterday? Did you have to go to bed early?*
- Invite students to talk about their privileges using language previously learned, e.g., *I don't have to wash the dishes.*

### A Listen, point, and say. 026

- Use the Classroom Presentation Tool interactive activity to introduce the new verb phrases. Write each phrase on the board and help students to understand it. Then students rank the new vocabulary in order of preference.



Unit  
**2**

**C Listen and say. Then practice.** 028

My dad could call friends when he was my age, but my mom couldn't.

1. 2. 3. 4. 5. 6.

**D Listen and read. Then answer the questions.** 029

**Amusement Park Rules**  
We ask our guests to remember these rules:

1. Guests should always wear sneakers. They should not wear sandals.
2. Guests can't use cell phones while on the rides. They may use them in the park, but please be polite.
3. Children must always stay with their parents.
4. Guests have to wear their seatbelts on all the rides.
5. Guests must buy food, snacks, and drinks inside the park.

1. What should guests wear on their feet?  
2. What must guests buy inside the park?  
3. What can guests use in the park, but not on the rides?

**E Circle the modal verbs.**  
*can, may, should, must, and have to* are modal verbs.

1. We should buy some snacks. I'm hungry.
2. My little brother and I must stay with our parents.
3. Can I use my cell phone now?

I can ...  
talk about privileges in the present and past.

What can you do on the weekend? Talk with your partner.

Lesson 2 19

## Student Book page 19

### C Listen and say. Then practice. 028

- Introduce the new pattern: *My dad could call friends when he was my age, but my mom couldn't.*
- Read the grammar box. Ask students if the sentence is true about their parents. If they don't know, they can bring the answer to the next class.
- Play the audio. Students listen and say along with the audio.

### Audio script 028

My dad could call friends when he was my age, but my mom couldn't.

My mom could call friends when she was my age, but my dad couldn't.

- 1 My dad could call friends when he was my age, but my mom couldn't.
- 2 My mom could sing karaoke when she was my age, but my dad couldn't.
- 3 My mom could have a party when she was my age, but my dad couldn't.
- 4 My dad could stay up late when he was my age, but my mom couldn't.
- 5 My mom could watch a scary movie when she was my age, but my dad couldn't.
- 6 My dad could invite a friend over when he was my age, but my mom couldn't.

- Use the Classroom Presentation Tool grammar video to present and practice the new language.
- Students practice the pattern in pairs, using their books.

### D Listen and read. Then answer the questions.

029

- Students look at the picture and talk about what they see. Then, have students read the title: *Amusement Park Rules.*
- Play the audio. Students listen and read along with the audio.
- Read each question aloud with the class. Students answer orally and then write the answers, or answer the questions on their own, using the reading as a reference.
- Check answers together.

### ANSWER KEY

- 1 They should wear sneakers.
- 2 They must buy food, snacks, and drinks inside the park.
- 3 They can use their cell phones in the park, but not on the rides.

### E Circle the modal verbs.

- Call students' attention to the rule: *Can, may, should, must, and have to* are modal verbs. Elicit which modal verbs express which meaning: obligation, possibility, and permission.
- Read each sentence aloud with the class. Students can answer orally or they can do the activity on their own.
- Check answers together.

### ANSWER KEY

- 1 should 2 must 3 Can

### EVERYBODY UP GLOBAL SKILLS

**Communication:** Direct students' attention to the Everybody Up Friend. Students work in pairs and communicate what they can and can't do on the weekends. Students compare privileges.

### Games and Activities

**Beanbag Toss** (Teacher's Guide page 114). Play using new vocabulary, e.g., *I can (have a party) on weekends, but I can't have a party on weekdays.*

**Ladders** Divide the class in half. One student from Group 1 writes the first letter of one day of the week and a row of dashes representing the number of letters on the board. The student draws a ladder with eight steps. Start at the bottom of the ladder. If the letter guessed is correct, the player goes up one step; if it's incorrect, the player stays at the bottom, or goes down one step. The game is finished when Group 2 guesses the whole word correctly. Have groups switch roles.

### Assessment for learning

Ask students to complete the self-assessment activity. Provide consolidation activities from the Teacher Resources or the Workbook, if they need extra support.

### Extra Practice

Workbook pages 16–17

Classroom Presentation Tool

Online Practice

Lesson 3  
Reading

A Talk about the story. Then listen and read. 030

### Babysitting

Mike's parents are excited. Their anniversary is next Saturday. They plan to go to their favorite restaurant. They just need a babysitter.

"Mike, will you please babysit Leo next Saturday?" his mother asked him at dinner.

"Oh, Mom, do I have to?" Mike asked.

"Danny's pool party is next Saturday, too."

"You don't have to, but you should," his father said. "Next Saturday is a special day for your mom and me. Think about it."

Mike went to his room and thought. Danny's party would be so much fun! Then, he thought about his parents. He went into the living room.

"Mom and Dad, I want to go to the party, but I want to help you, too," he said. "I'll babysit Leo next Saturday."

Next Saturday, it rained all morning. The phone rang. It was Danny.

"Hi, Mike! It's too rainy to swim outside. The party will be tomorrow instead," he said.

"That's great!" said Mike.

"Really?" asked Danny.

"Yes! I have to babysit Leo today," Mike smiled.

He and Leo played video games for a long time. When their parents came home, Mike told them the good news.

"See?" said Mike's dad. "Everything's fine!"

"Everything's better than fine," Mike said, grinning. "Everything's great!"

Value  
Be responsible.

20 Unit 2

- Play a guessing game. S1 makes a sentence that states something about a student in the class, e.g., *Ray, I think you can watch scary movies*. If true, S1 wins three stars, and makes a new sentence about another student, e.g., *I think your dad could invite friends over*. If incorrect, another student starts making the statements. The student with most stars is the winner. You can draw all the stars on a paper medal and give it to him or her.

#### A Talk about the story. Then listen and read. 030

- Students look at the pictures and talk about what they see. Ask students to say what they think will happen.
- Point out the new words highlighted in yellow. You can explain them to the class or have students look them up in a dictionary.
- Play the audio. Students listen and read along with the audio.
- Read the story aloud with the students. Then direct students' attention to the value *Be responsible*, and discuss what this means. Play the audio again. Students listen and read along.
- Divide the class into three groups. Assign one part of the story to each group. Groups take turns reading until they finish the story.

## Lesson 3 Reading

### Objectives

Talking about responsibilities

### Vocabulary

anniversary, babysitter, special day, grinning

### Conversation

*Do I have to babysit? You don't have to, but you should. OK. I will.*

*Do I have to babysit? Yes, I'm afraid you do. All right, Mom.*

### Value

Be responsible.

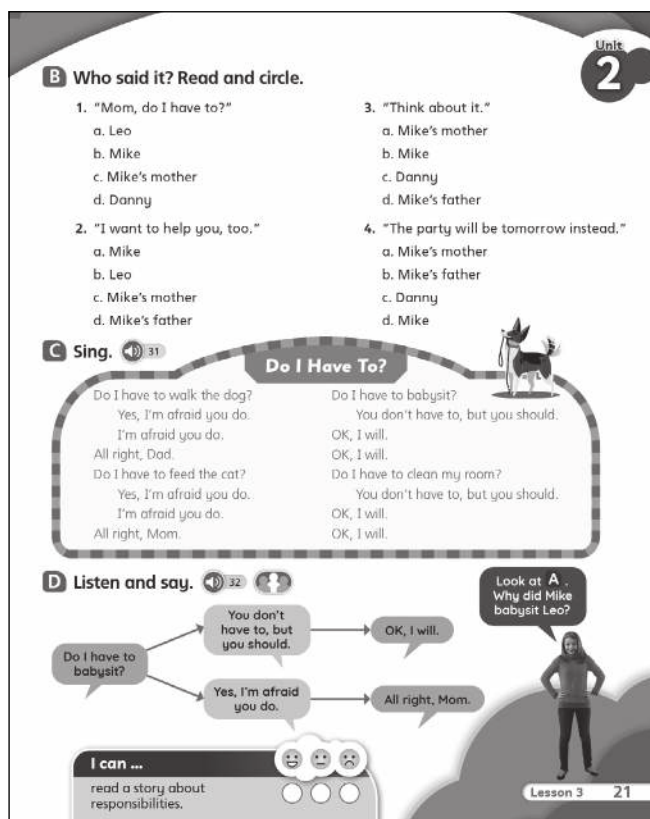
### Materials

Audio 030–032

## Student Book page 20

### Warm up

- Greet the class. Write the date and the weather report, and check for birthdays. Ask students *Have you read anything interesting you can recommend to me in your literature, language, or science classes?* Students can brief you on what they read and why they found the information / book interesting.
- Review modal verbs with students divided into two big groups. Each group has to think of an obligation or a privilege they have at school, for example, *We must bring our books. We should greet the teachers and students at school. We can run on the playground, but we can't run in class. We should be quiet during class*, and so on. The group that comes up with more sentences is the winner.



## Student Book page 21

### B Who said it? Read and circle.

- Explain that students will read the words and circle who said it.
- Read each sentence aloud with the class. Students can answer orally and then circle the answers in their books, or they can do the activity on their own, using Activity A as a reference.
- Check answers together.

#### ANSWER KEY

1 b 2 a 3 d 4 c

### C Sing. 031

- Read the song lyrics with the students.
- Play the audio. Students listen and sing along with the audio.
- Students sing the song again, gesturing as appropriate.
- Divide the class in two groups. Half the class plays Mom and Dad, and the other half plays the kids. Then they switch roles.

### Audio script 031

#### Do I Have To?

Do I have to walk the dog?  
Yes, I'm afraid you do. I'm afraid you do.  
All right, Dad.  
Do I have to feed the cat?  
Yes, I'm afraid you do. I'm afraid you do.  
All right, Mom.  
Do I have to babysit?  
You don't have to, but you should.

OK, I will. OK, I will.

Do I have to clean my room?

You don't have to, but you should.

OK, I will. OK, I will.

(x2)

### D Listen and say. 032

- Explain that students will read and act out the conversations in the speech bubbles.
- Play the audio. Students listen and say with the audio.
- Student pairs rehearse and act out the conversations, using appropriate facial expressions and gestures. Switch roles.

#### EVERYBODY UP GLOBAL SKILLS

**Collaboration / Critical Thinking:** Direct students' attention to the Everybody Up Friend. Students collaborate to discuss why Mike decided to babysit Leo. They use critical thinking to find cues in the story in Activity A to support their answer.

#### Games and Activities

**Brainstorm** (Teacher's Guide page 114). Make a list on the board with as many words as students can remember from the story. Then students should try to retell the story using the words on the board. Cross out the words already used to avoid repetition.

Work on the lesson's value *Be responsible*. Student pairs work together to write down how Mike behaved responsibly in the story on page 20, for example, *Mike wanted to go to the party, but he stayed to help his parents. Mike talked to his parents about his feelings. He decided not to go to the party*, and so on. Then ask *What other values were present in the story?* Talk about being helpful, respectful, and fair, and any others the students may come up with.

**A New Story** (Teacher's Guide page 115). Student pairs invent a short dialogue between Mike and Leo while they are playing the video game. They read and act out the short exchange for the class.

#### Assessment for learning

Ask students to complete the self-assessment activity. Provide consolidation activities from the Teacher Resources or the Workbook, if they need extra support.

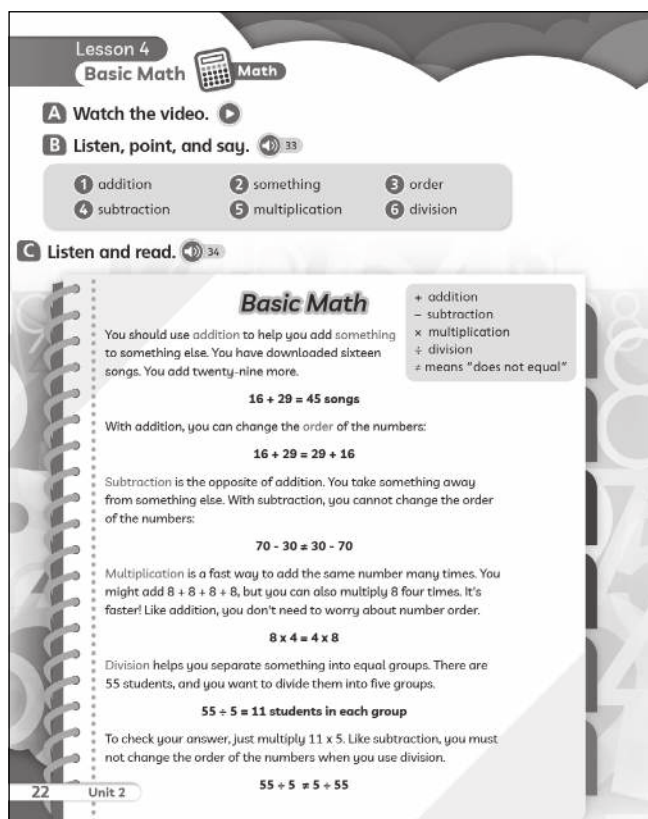
#### Extra Practice

Workbook pages 18–19

Unit 2, Lesson 3 Values Worksheet

Classroom Presentation Tool

Online Practice



## Lesson 4 Basic Math

### Objectives

Talking about basic math

### Grammar

Asking what is the best way to do math problems: *What kind of math should you use for the first problem? Addition.*  
 $1 + 13 + 6 + 3 + 2 = 25$

### Vocabulary

Basic math: addition, something, order, subtraction, opposite, multiplication, division.

### Materials

Audio 031, 033–034; Unit 2 CLIL video and Poster (Basic Math)

- Play the video again. Have students say how the person at the market used addition, subtraction, multiplication, and division. Pause the video to explain the math problems if needed.

### B Listen, point, and say. 033

- Use the Classroom Presentation Tool interactive activity to present the new vocabulary. Write each new word on the board and help students to understand it. Write an example of each type of math. The word *order* means the way things are arranged. The word *something* is a thing with no name.
- Play the audio. Students listen, point, and say along with the audio.
- Students practice saying the new vocabulary on their own, using their books.
- Use the Classroom Presentation Tool grammar video to present and practice the new language.

### C Listen and read. 034

- Students look at the notes. Ask *Do you use a calculator in your math class or at home? What basic math problems can you do without a calculator?*
- Students look at the subheadings;  $16 + 29 = 45$  songs;  $16 + 29 = 29 + 16$ ;  $70 - 30 \neq 30 - 70$ ;  $8 \times 4 = 4 \times 8$ ;  $55 \div 5 = 11$ ;  $55 \div 5 \neq 5 \div 55$ . Read them to the class using the necessary words: *plus, minus, multiplied by, divided by*, etc. Then, students can read the words in blue already presented in Activity B.
- Play the audio. Students listen and read along with the audio.
- Play the audio again. Students listen and read along.
- Students read parts of the passage aloud, alone, or in small groups.

## Student Book page 22

### School Subject Connection: Math

Lesson 4 is a cross-curricular lesson with a connection to math.

### Warm up

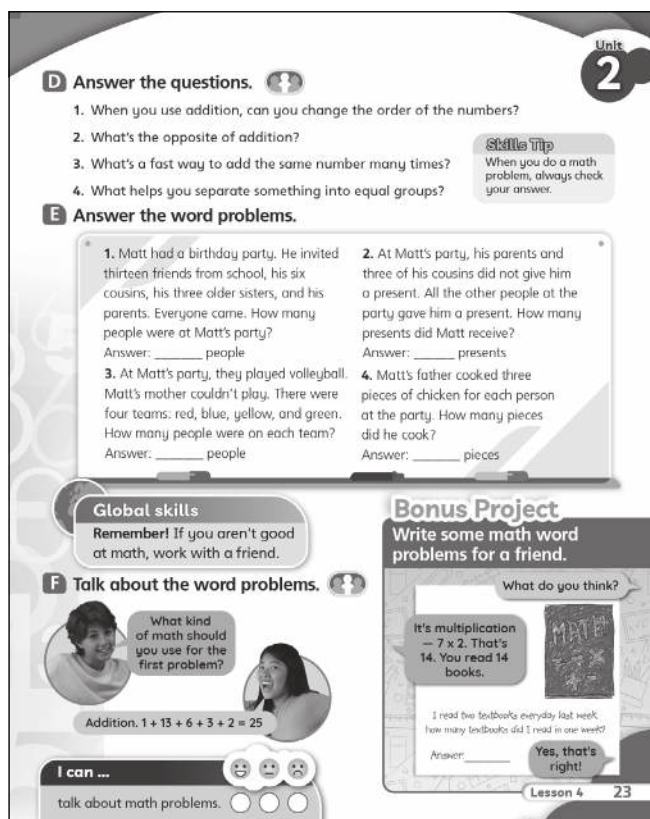
- Greet the class. Then sing *Do I Have To?* (031).

### A Watch the video.

**Before you watch:** Have students tell you what they know about addition, subtraction, multiplication, and division. Tell students they're going to watch a video about using math at a market. Review vocabulary for vegetables and numbers 1–200 by counting by tens.

- Play the video. See Video Scripts on Teacher's Guide page 117 for reference.





## Student Book page 23

### D Answer the questions.

- Explain that students will read the questions and discuss them with a partner.
- Read each question aloud with the class and check that students understand them all.
- Students can answer orally and then write their answers or do the activity on their own, using Activity C as a reference.
- Draw students' attention to the Skills Tip. Encourage students to check their answers, individually and then with their partners.
- Check answers together.

#### ANSWER KEY

- 1 Yes, you can change the order of the numbers.
- 2 The opposite of addition is subtraction.
- 3 Multiplication is a fast way to add the same number many times.
- 4 Division helps you separate things into equal groups.

#### EVERYBODY UP GLOBAL SKILLS

**Collaboration:** Before students do Activity E, direct their attention to the Global skills tip and read it aloud. Explain that different people have different strengths and weaknesses, and when we collaborate, we can use our skills together to achieve a better result. Give students the option to work in pairs for Activity E if they feel they don't feel confident in math.

### E Answer the word problems.

- Direct students' attention to the word problems and have them talk about what they see.
- Explain that students will rewrite the word problems as math problems, then find the answers.

- Students can solve the word problems orally, in pairs, and then write their answers in their books, or they can do the activity on their own.
- Check the answers on the board.

#### ANSWER KEY

- 1  $1 + 13 + 6 + 3 + 2 = 25$
- 2  $1 + 2 + 3 = 6$ ;  $25 - 6 = 19$
- 3  $25 - 1 = 24$ ;  $24 \div 4 = 6$
- 4  $25 \times 3 = 75$

### F Talk about the word problems.

- Read out the conversation in speech bubbles.
- Model the question with a few students, allowing them to respond.
- Student pairs practice the conversations and then switch roles.
- The answers to the questions should be: 1 *addition*; 2 *addition* and then *subtraction*; 3 *subtraction* and then *division*; 4 *multiplication*.

#### Bonus Project

- Explain to students that they will write some math word problems for a friend. Read out the example problem in the Bonus Project, then read out the conversation in the speech bubbles and ask students if they think the answer is correct (yes).
- Set students a target number of math word problems to write, depending on their ability and the time available. Point out that they should make sure they know the answers to the problems they write.
- Students then work individually. Monitor while they are working, and make sure their problems are well written and their answers are correct.
- Put students into pairs and tell them they are going to try to answer each other's problems. Remind them of the tip in the Global skills box, and tell them they should work together and help each other to answer the problems.
- Students work in their pairs and answer each other's problems, using the patterns in the speech bubbles.
- Ask who managed to answer their partner's problems correctly.

#### Games and Activities

**Buzzers** (Teacher's Guide page 114). Read math problems aloud. The first student to do the math slaps the buzzer and scores for that group.

#### Assessment for learning

Ask students to complete the self-assessment activity. Provide consolidation activities from the Teacher Resources or the Workbook, if they need extra support.

#### Extra Practice

Workbook pages 20–21

Unit 2, Lesson 4 CLIL Worksheet

CLIL video

Classroom Presentation Tool

Online Practice

Unit  
2

Check Up

**A Listen and number.** 035

type a report

call friends

scrub the sink

repair the house

watch a scary movie

1 pay bills

**B Read and write.**

Sunday

Monday

1. What can she do on Sunday?  
She can invite a friend over.

2. What could your dad do when he was your age?  
\_\_\_\_\_

3. What do you and your friends have to do?  
\_\_\_\_\_

4. What can you do on weekends?  
\_\_\_\_\_

**I can ...**

talk about responsibilities.  
talk about privileges.  
talk about basic math problems.

**Value**  
I can be responsible.

24 Check Up

### Review Language

Unit 2 grammar and vocabulary

### Materials

Audio 035

## Student Book page 24

### Warm up

- Write on the board: *I can ... , I can't ... , I have to ...*. Say, *On the weekend, I have to ...*. Invite a student to complete the sentence, e.g., *I have to do my homework*. Ask the student next to them to repeat what their classmate was doing and add a sentence about themselves, e.g., *(Frank) has to do his homework, and I can play computer games*. Continue around the class until the list becomes too long for students to remember.

### A Listen and number. 035

- Play the first part of the audio, then pause to point out the example answer.
- Play the rest of the audio. Students listen and number the pictures.
- Check the answers by playing the audio again and pausing to confirm each answer.
- Students practice looking at the picture and saying the correct words.

### Audio script 035

- pay bills
- watch a scary movie
- scrub the sink
- type a report
- call friends
- repair the house

### ANSWER KEY

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

### B Read and write.

- Ask students to look at the first picture, then read out the first question *What can she do on Sunday?* Point out the example answer (*She can invite a friend over*).
- Students look at the pictures, read the questions and write the correct answers. Encourage students to write full sentences for their answers.
- Check the answers and write them on the board.
- Students practice asking and answering the questions with a partner, using their books.

### ANSWER KEY

- She can invite a friend over.
- He could stay up late.
- We have to read textbooks.
- I can have a party.

### Assessment for learning

Ask students to complete the self-assessment activity. Provide consolidation activities from the Teacher Resources or the Workbook, if they need extra support.

### Extra Practice

Workbook page 22

Unit 2 Test

Classroom Presentation Tool

Online Practice

**Skills Bonus** Unit 2

**A Listen and read. Who is Julie going to invite over?** 036

**My Birthday Plans**

Dear Lisa,  
How are you? I'm excited because it's my birthday next Thursday. My mom says I can invite a friend over after school. I'm going to invite my best friend, Sophie. We're going to eat ice cream and cake. Mom says we can watch a scary movie on TV. I love scary movies! In the evening, we may sing karaoke on my new karaoke machine. I can't wait! I usually have to go to bed early on weekdays, but Mom says we can stay up late on my special day. The best thing is that I don't have to do homework or math on my birthday. I'll write soon and tell you all about it.  
Love, Julie

**Skills Tip**  
Find Julie's birthday activities in the text.

**B Read and answer.**

1. What does Julie's mom say the girls can watch? \_\_\_\_\_
2. What may they do in the evening? \_\_\_\_\_
3. Does Julie have to go to bed early on her birthday? \_\_\_\_\_

**C Listen and number.** 037

**D Talk with your partner.**

1. What can you do on your birthday?
2. What do you have to do every day?

Skills 25

**Objectives**

Practice the language from Unit 2 through listening, reading, writing, and speaking.

**Materials**

Audio 036–037

**Student Book** page 25**Warm up**

- Ask *When is your birthday?* Elicit answers from individual students and take the opportunity to review dates.
- Ask *What do you usually do on your birthday?* Elicit ideas from the class and make notes on the board.

**A Listen and read. Who is Julie going to invite over?** 036

- Play the audio. Students listen and read. Elicit the answer to the question.

**ANSWER KEY**

She's going to invite over her best friend, Sophie.

**B Read and answer.**

- Students look at Activity A and read the text again on their own.
- Read out the three questions, then ask students to write the answers.
- Check the answers together.

**ANSWER KEY**

- 1 She says the girls can watch a scary movie on TV.
- 2 They may sing karaoke on Julie's new karaoke machine.
- 3 No, she doesn't have to go to bed early.

**C Listen and number.** 037

- Play the first part of the audio, then pause and elicit the first answer as an example.
- Play the rest of the audio. Students listen and number the pictures.
- To check the answers, play the audio again and pause to confirm each answer.

**Audio script** 037

1

**Julie** Sophie, do you want to watch a scary movie? Mom says we can.

**Sophie** Yes, I love scary movies.

**Julie** Me too!

2

**Julie** Mom, do I have to go to bed early on my birthday?

**Mom** No, you don't have to. You can stay up late on your special day.

**Julie** Oh, thanks Mom!

3

**Julie** Mom, can I have a party for my birthday?

**Mom** No, but you can invite a friend over.

**Julie** Oh, OK. I'll invite Sophie over.

4

**Julie** I don't have to do homework on my birthday, so we can sing karaoke!

**Sophie** Great!

**ANSWER KEY**

a 2 b 4 c 1 d 3

**D Talk with your partner.**

- Ask two confident students the questions and help them to give answers.
- Students work in pairs to ask and answer the questions.
- Ask some students to tell the class about their partner.

**Extra Practice**

Workbook page 23

# UNITS 1-2 Cambridge Young Learners English

**YLE Flyers**

**Practice 1 Listening**

**A Listen and draw lines. There is one example.** 038

Sophia Oliver Emma Jack

William Daisy Richard

**Speaking**

**B Look at the pictures. Find five differences.**

1 2

26 Units 1-2

## Flyers Practice 1

### Objectives

Practice the language from Units 1 and 2 in exam-style activities.

### Materials

Audio 038

## Student Book pages 26-27

### Warm up

- Play **Categories** (Teacher's Guide page 114) to review vocabulary from Units 1 and 2: Directions, Transportation, Sightseeing, Responsibilities, Privileges, Basic Math.
- Play **Two Truths and a Lie** (Teacher's Guide page 116). Say three sentences about yourself using *have to* and *can*, two true and one false, e.g., *In the morning, I have to make my breakfast. When I get home, I can watch TV. I don't have to clean my flat.* Students guess the false sentence.
- Ask students individually to write three similar sentence, two true and one false. They then work in pairs to read out their sentences and guess which of their partner's sentences is false.

### Listening

#### A Listen and draw lines. There is one example. 038

- Play the first part of the audio, then pause and point out the example answer.

- Play the rest of the audio for students to listen and draw lines.
- To check the answers, play the audio again and pause after each item to confirm the answer.

#### Audio script 038

**Girl** I took this photo by the river last Sunday, Grandpa.

**Man** It's a great photo! Do you know any of these people?

**Girl** Yes, I do. The boy who's walking over the bridge is Jack.

**Man** I like his green sweater.

**Girl** Me too. My brother has a sweater like that, I think.

**Narrator** Can you see the line? This is an example. Now you listen and draw lines.

**Girl** Look at that girl!

**Man** The one with the striped T-shirt?

**Girl** Yes. That's Daisy. Her mom is a nurse.

**Man** At the hospital?

**Girl** Yes. Daisy likes walking along the river on Sundays.

**Man** Do you know the girl with the blue sweater?

**Girl** The one walking around the fountain?

**Man** That's her. Do you know her?

**Girl** No, but I know the girl next to her.

**Man** Oh, do you? What's her name?

**Girl** It's Emma. She's in my class at school. She's really nice.

**Girl** Do you know my cousin Sophia?

**Man** Is she in the photo, too?

**Girl** Yes. She loves the river.

**Man** Is she sitting on a bench?

**Girl** No, she isn't. She's walking down the stairs.

**Man** Oh yes. She looks friendly.

**Man** Who's that boy walking up the street?

**Girl** The one with the red sweater?

**Man** No, not him. The one who's talking on the phone.

**Girl** Oh, that's William. He's my brother's best friend.

**Man** He looks happy.

**Girl** Yes, he does. I think he's talking to my brother!

**Girl** Can you see the boy fishing?

**Man** Yes, I can. He looks relaxed.

**Girl** Yes, he does. That's Oliver. He's Sophia's brother.

**Man** Oh! So he's your cousin, too!

**Girl** Yes, that's right!

#### ANSWER KEY

Lines from:

Jack to the boy walking over the bridge

Daisy to the girl in the striped T-shirt walking along the river

Emma to the girl in the blue sweater walking around the fountain

Sophia to the girl walking down the stairs

William to the boy walking up the street and talking on the phone

Oliver to the boy fishing.



Units  
**1-2**

**Reading and Writing**

**C** Look and read. Choose the correct words and write them on the lines. There is one example.

You can wash the dishes in this. a sink

- You read these to learn new things. \_\_\_\_\_
- This is a train that goes underground. \_\_\_\_\_
- Cars have four of these. \_\_\_\_\_
- You sometimes write one of these for school. \_\_\_\_\_
- Trains move along these. \_\_\_\_\_
- This person looks after children. \_\_\_\_\_

**D** Anna is asking David some questions about his family. What does David say? Read the conversation and choose the best answer. Write a letter (A–H) for each answer. There is one example.

**Example:**  
 Anna: Can I ask you a few questions, David?  
 David: D

- Anna: You live with your mom, your dad, and your brother, don't you?  
 David: \_\_\_\_\_
- Anna: Do you have jobs to do at home?  
 David: \_\_\_\_\_
- Anna: Do you have to go to bed early?  
 David: \_\_\_\_\_
- Anna: Do you invite friends over?  
 David: \_\_\_\_\_
- Anna: Can you watch scary movies?  
 David: \_\_\_\_\_

A. Yes, I have to clean my room and wash the dishes.  
 B. I can, but I don't like them!  
 C. I don't have to pay bills.  
 D. Sure. What do you want to know?  
 E. My brother has to sweep the floor.  
 F. Yes, that's right. My grandma lives with us, too.  
 G. I usually go to sleep at about nine o'clock.  
 H. Yes, I can invite them at the weekends.

YLE Flyers 27

**D** Anna is asking David some questions about his family. What does David say? Read the conversation and choose the best answer. Write a letter (A–H) for each answer. There is one example.

- Read out the example question and the answer.
- Students read the questions and choose the correct answers.
- When you have checked the answers, students could work with a partner and practice asking and answering the questions.

**ANSWER KEY**

1 F 2 A 3 G 4 H 5 B

**Extra Practice**

Unit 2 CYL Worksheet

Classroom Presentation Tool

## Speaking

**B** Look at the pictures. Find five differences.

- Ask students to look at the two pictures. Ask *Who is scrubbing the sink?* Elicit that in the picture on the left it is Dad and in the picture on the right it is Grandpa.
- Student pairs look at the pictures and find the differences.
- Check the answers.

**ANSWER KEY**

Mom / Dad is paying bills.

Grandpa / Mom is repairing the house.

A girl / A boy is calling friends.

Dad / Grandpa is scrubbing the sink.

A young girl / A girl is singing karaoke.

A boy / A young girl is reading textbooks.

## Reading and Writing

**C** Look and read. Choose the correct words and write them on the lines. There is one example.

- Read out the first sentence and point out the example answer.
- Students complete the task.
- Students can work with a partner and practice saying new sentences about the thing, e.g., *You wash vegetables in the sink.*

**ANSWER KEY**

1 textbooks

2 a subway

3 wheels

4 a report

5 tracks

6 a babysitter