**Top Score** is a course with an emphasis on **grammar**, **reading**, and **vocabulary**. **Top Score**'s topics broaden students' education and activities develop academic study skills. **Top Score** builds on language students have learned already, extending their knowledge through:

- **A strong focus on reading**, with two extensive reading texts in every unit.
- **Developing writing skills**, with guidance on writing descriptions, emails, stories, interviews, and reports.
- **Building and extending vocabulary** with activities that focus on meaning, usage and word-building. Worksheets in the Teacher's Book introduce more vocabulary.
- **Understanding how grammar works**, introducing grammar in reading texts with a full range of practice activities.
- **Regular revision and testing** with end-of-unit *Quick Check* tests, revision units, and an end-of-year test.
- **Practising listening, speaking, and pronunciation skills** with activities on listening for meaning and intonation.
- **Quick Tip boxes** with advice on study skills, tackling a task or question type, and organizing written work.
- **Culture Focus pages** and topics that broaden students' education.

**Available at each level of Top Score**
- Student's Book
- Workbook
- Teacher's Book with photocopiable resources
- Audio CD or Audio Cassette

**Top Score – training students to succeed in English**
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An introduction to Top Score

Top Score is designed specifically for students who have had a solid foundation in English at primary school and who want to progress rapidly. Each level of Top Score builds on the preceding levels quickly, both revising and focusing on the more challenging language areas. Students who complete the course will have a strong foundation in grammar and vocabulary.

Top Score is a flexible course which can be completed in one school year by groups studying on a regular programme of 2-4 hours of English per week or an extended programme of 5-6 hours per week.

Top Score components:
- Student's Book
- Workbook
- Teacher's Book with photocopiable tests and worksheets
- Two Class CDs

Methodology

Fast-paced
Top Score has a fast-paced syllabus to ensure that students reach a high level.

Interesting, educational topics
The topics in Top Score focus on cultural and educational themes, and are designed to appeal to teenage learners and to contribute to their all-round development. Each unit develops and fully exploits its own theme.

Challenging
New language in Top Score is presented within clear, meaningful contexts which help the students to understand and assimilate the new language. All skills and language work is thoroughly practised within each unit with a wide range of exercise types.

Consolidating
Skills work is related to the topic and encourages students to use the vocabulary and grammar from the unit. The language is recycled throughout every unit of Top Score, and regular cumulative revision sections ensure that this new language is activated and tested.

Substantial
Top Score Student's Books 1 and 2 include two extensive and stimulating reading texts per unit. These are exploited through a variety of tasks, while a full page in each unit develops writing skills. This practice is amplified by the extensive Workbook materials.

Flexible
Each level of the course is designed to be completed in a school year. However, teachers can tailor the course to their students' needs:
- The extra suggestions in the Teacher's Guide can be used if your class works quickly or if there are early finishers.
- The photocopiable Pairwork activities require minimal setting up and could also be used by the whole class, or by early finishers, to give extra speaking practice.
- The Vocabulary extension worksheets can be used either in class or for homework.

Student's Book

Top Score Student's Books 1 and 2 start with an eight-page introductory unit called Getting started. In Student's Book 1, Getting started revises the most important concepts from primary. In Student's Book 2, Getting started revises the main areas of grammar and vocabulary from Student's Book 1.

Top Score Student's Books 1 and 2 both contain nine themerelated units. Each unit is eight pages long and each double- page contains:
- Reading; Vocabulary (1)
- Grammar
- Communication: Listening, Vocabulary (2) and Speaking;
  Culture focus (Reading)
- Writing; Quick check

There are three four-page Revision units, after Units 3, 6 and 9.

At the end of the Student's Books there is extra practice and reference material:
- Pronunciation activities for each unit
- A comprehensive Grammar reference
- A unit-by-unit Vocabulary list
- An Irregular verbs list
Unit structure

Reading section

Reading

The Student's Book units start with the main Reading text which introduces and explores the unit topic. Warm-up questions focus the students on the subject and also allow the teacher to assess the students' existing knowledge of the topic.

The Reading sections offer a variety of interesting texts with comprehension exercises which help students to develop skills such as skimming, scanning, and anticipating content, so that they can handle different types of reading texts confidently. The Reading sections also cover a wide variety of exam-style reading tasks, such as ordering ideas, matching information or headings to paragraphs, and multiple-choice questions. Comprehension and true/false exercises require students to explain their answers fully.

Quick tip

Quick tip boxes appear in the Reading, Grammar and Communication sections of the Student's Book and they have various functions:

- They give advice on how to approach a task that students are about to do. For example, Quick tip boxes suggest how to answer different types of question, or advise on skills such as skimming, organizing written work, or taking notes whilst listening.
- They give general suggestions for learning strategies. For example, Quick tip boxes help students to develop study skills and examination techniques.
- They also help with difficult aspects of language.

Vocabulary

Each Reading section has a column of extensive vocabulary work based on the unit topic. The exercises focus on the meanings and usage. Thorough practice of the new lexis in contexts that support the meaning reinforces students' knowledge of the new items, some of which are previewed in the reading text.

The vocabulary from each unit is recycled throughout the grammar practice exercises in the Student's Book, as well as in the Vocabulary review exercises in the Student's Book and Workbook.

To help students retain vocabulary, teachers should encourage them to use the words in sentences of their own and to record the words in a vocabulary notebook. Teachers could also devise a quick vocabulary test at the beginning of lessons to see how many words students have remembered.

Talk about it

The Talk about it boxes contain stimulating ideas that encourage students to react to the text by relating the topic to their own experience. They are an excellent way of building students' confidence in expressing themselves in English.

Talk about it boxes appear at the end of each Reading section, and also after the Culture focus reading texts.

Grammar section

The Grammar sections always start with a short reading text in which the unit's grammar is exemplified naturally. Brief pre- and post-reading exercises focus on the meaning of the text as well as the function of the grammar.

The first exercises after the text help students to analyse the grammatical structures. For example, students may be asked to find examples of the structure in the text, and to match these examples to rules.

The subsequent exercises provide controlled practice in clear contexts, and then freer practice. The grammar exercises are always challenging and test usage of the grammar, as well as the form of the structures.

Most Grammar sections present and practise more than one grammar point, although the grammar points are usually closely related. For example, a focus on the present continuous is followed by a contrast between the present simple and present continuous tenses.

All of the Grammar sections end with a Consolidation exercise that revises all of the grammar points from that unit.

Communication page

The Communication page includes Listening, Vocabulary and Speaking, usually in that order.

Listening

The listenings include authentic text types such as radio programmes, dialogues, interviews, adverts and fictional stories.

The tasks start with an exercise that orientates students and introduces the thematic focus of the text. The practice involves listening for gist and then listening for more specific information, as well as a wide range of exam listening tasks, including putting ideas or pictures in order, matching, note-taking, multiple choice questions, and identifying true/false statements.
**Vocabulary**

The unit's second vocabulary set is used in the listening and/or speaking activities, and is related to the unit topic. The lexical sets on the Communication pages have an emphasis on word-building skills.

For each unit, there are the photocopiable Vocabulary extension worksheets in this Teacher's Guide. The activities present and practise extra vocabulary related to the unit topic. They can be done in class or at home.

**Speaking**

The speaking exercises develop oral fluency and confidence. At this level, the speaking activities are guided and students are asked to role play everyday situations based on models.

Encourage your students to expand their repertoire of useful phrases by using the vocabulary in the dialogue boxes. Students should also be encouraged to use the grammar and vocabulary from the unit, wherever possible.

Speaking practice is particularly important in monolingual groups because students have few opportunities to use the language outside the classroom. To develop a culture of target-language use in lessons, use pairwork and insist that, whenever possible, only English is spoken. During pairwork, monitor by walking round the classroom listening to the students. Individual help can be given and general problems can be identified and dealt with after the activity.

For extra speaking practice, use the photocopiable Pairwork activities in this Teacher's Guide. The Pairwork activities are information gap tasks in which students complete a table or a text. Students practise asking and answering questions to find the missing information from their partner.

**Culture focus**

The Culture focus texts provide substantial additional reading practice and vocabulary input, both of which are important at this level.

The texts feature interesting topics which may be related to anywhere in the English-speaking world. The topics include lifestyles, schools and learning, television and popular culture, and characters from fiction. The texts promote understanding about cultures outside the students' own lives, and they broaden students' world-knowledge.

Each text has warm-up questions which focus the students on the topic, or which require them to predict what they are going to read. The texts are followed by comprehension exercises, which practise reading for gist and for more specific information.

The Talk about it boxes encourage students to reflect on the text. Students can compare aspects of what they have learnt to their own experiences, and give their own opinions.

**Writing**

The Writing page builds students' confidence in writing short texts. Writing is a difficult skill to master because of the irregularities in English spelling and the need to use linking and sequencing words to make written texts sound natural.

Students often find it difficult to come up with original ideas for writing, so in *Top Score*, students work with a model text and are guided towards completing a similar text of their own. Writing can take a long time, so students may need to do the writing preparation in class and finish the writing tasks at home if necessary.

The Writing section covers a wide variety of writing task types, including writing a description of a friend or a place, emails and instant messages, postcards and letters, narrative stories, reports and magazine interviews, as well as a variety of exam-style essays.

**Revision**

*Top Score* places a lot of emphasis on recycling and revision so as to properly consolidate students' learning. The language from previous lessons must be reactivated as regularly as possible for it to remain active.

Throughout the main units of the Student's Book and Workbook, language is revised and practised in a variety of ways. To complement this systematic recycling of language, there are two formal areas of revision in both the Student's Book and the Workbook: the Quick check pages and the Revision units.

Remember to warn your students before they are going to do Quick checks, Revision units, or even simple vocabulary tests, as it is motivating for students to get good marks in any kind of test for which they have revised.

**Quick check**

The Quick check pages at the end of each unit feature exercises which ensure that students have assimilated the vocabulary and grammar from the unit. The final Vocabulary review and Grammar review exercises offer cumulative practice of the Student's Book until that point.

The Student's Book Quick checks have the same format and function as the Workbook Quick checks, and can be done either as homework, or in class as a test. Alternatively, individual exercises can be given to early-finishers.
Revision units

There are three four-page Revision units, after Units 3, 6 and 9. They offer a chance for students to revise the grammar and vocabulary they have learned in those units, and can be used by teachers as a progress check.

The first three pages of each Revision unit revise the vocabulary and grammar from the preceding three units, item by item.

At the end of the Revision units, the Consolidation pages test all of the grammar and vocabulary from the preceding three units of the Student's Book together.

Pronunciation

At the end of the Student's Book, the Pronunciation section contains several practice exercises for each unit. The exercises focus on areas of difficulty for learners, such as past tense endings, intonation, word stress and short forms. The exercises often relate to difficult words or structures from the corresponding unit.

Reference section

Grammar reference

The Student's Book grammar presentation pages indicate where students can find the relevant page in the Grammar reference.

Top Score's comprehensive Grammar reference includes all of the forms that are taught in the Student's Book, with full tables and rules. There are also clear explanations about how and when the structures are used, with plenty of examples.

Vocabulary

The Vocabulary list is a unit-by-unit list of all the new words which appear in the course.

The list gives the phonetic transcriptions of all the new words so that students can check the pronunciation. Where appropriate, other useful forms of the root word are given, for example medicine (n) and medical (adj). The opposites and various forms of adjectives are listed, and example expressions are given for less common words. Make sure that your students understand the abbreviations which are used in the list:

- *adj* adjective
- *pl* plural
- *n* noun
- *pt* past tense (past simple)
- *v* verb
- *pp* past participle
- *sb* somebody
- *oppp* opposite
- *sth* something
- *US* mainly used in American English

You can make learning the abbreviations into a guessing or matching game using the board.

Irregular verbs

At the end of the Student's Book there is a table showing all the forms of the most common irregular verbs.

Workbook

Top Score Workbooks 1 and 2 thoroughly revise and practise all the language and grammar from the Student's Books. Each Workbook unit is six pages long and has the same topic as the unit in the Student's Book. The Workbooks start with a four-page introductory unit, Getting started, which covers the same material as the Student's Book Getting started unit. Each unit contains:

Reading

The texts are related to the unit topic and are accompanied by a variety of challenging comprehension tasks. There are exercises such as ordering events, matching headings and true/false, as well as exam-style comprehension questions which students should answer using full sentences. Students are required to demonstrate that they have really understood the texts.

Grammar

There are two pages of exercises practising the same grammar points covered in the Student's Book, with a clear progression from controlled to more demanding exercises. The Workbooks avoid mechanical exercises which do not require students to think. Each Grammar section ends with a Consolidation exercise that revises all of the grammar points from that unit.

Communication

This page covers vocabulary and speaking, but there is no listening in the Workbooks.

The Vocabulary section offers practice of both of the vocabulary sets from the Student's Book.

The Speaking exercises teach a different function from the Student's Book speaking type. The speaking is thematically linked to the Student's Book unit and the practice includes ordering, gap-fill and matching exercises.

Writing

This page contains further practice of the Student's Book writing task. The initial exercises practise the Student's Book writing focus. The subsequent writing tasks are carefully designed to give meaningful practice that is controlled and easy to mark. Students are not expected to produce a full-length piece of writing, as in the Student's Book.
Quick check

This page tests the vocabulary and grammar from the corresponding unit in the Student's Book. The final Vocabulary review and Grammar review exercises offer cumulative practice of the whole Student's Book contents until that point.

There are three four-page Revision units, after Units 3, 6 and 9, which revise the vocabulary and grammar from the preceding three units.

The Culture focus is the last page of the Revision units. This is a quiz which tests students' knowledge of the facts that they have learnt in the preceding three units of the Student's Book and Workbook.

**Teacher's Guide**

*Top Score* Teacher's Guides 1 and 2 include:

- Background information on the topics in the units.
- Detailed suggestions on how to approach the Student's Book activities.
- Language notes and keys to all exercises in the Student's Book.
- Plenty of extra suggestions for vocabulary, grammar, writing, listening, translation and discussion activities.
- Transcripts of all the Student's Book recordings.
- Workbook key and model answers.
- Photocopiable tests and worksheets (see below).

**Photocopiable resources**

**Tests**

There are thirteen photocopiable tests in Teacher's Guides 1 and 2. Each test is accompanied by full answer keys and transcripts of the Listening sections (where applicable).

**End-of-unit tests**

There are nine End-of-unit tests, one for use after each unit. The End-of-unit tests revise and consolidate the grammar and vocabulary in each unit, but there is no skills testing.

There are 20 marks for vocabulary and 20 marks for grammar, making a total of 40 marks for each test.

**End-of-term tests**

There are two End-of-term tests. End-of-term test 1 is to be used after students have finished Units 1–3. End-of-term test 2 is to be used after they have finished Units 1–6.

The tests are in four sections with 80 marks available in total: Vocabulary (20 marks), Grammar (40 marks), Listening (10 marks) and Speaking (10 marks).

Listening: the students should listen to the recording once and answer the first question for gist. They should then listen twice more and answer the comprehension questions.

Speaking: this section requires the students to complete a dialogue using the prompts.

**End-of-year tests**

There are two End-of-year tests. Students should do End-of-year test 1 when they have finished all nine units of the Student's Book. End-of-year test 2 can be used with students who do not pass End-of-year test 1 and who need more practice of the grammar and vocabulary.

The tests are in four sections with 80 marks available in total, the same as with the End-of-term tests: Vocabulary (20 marks), Grammar (40 marks), Listening (10 marks) and Speaking (10 marks).

**Pairwork activities**

There are nine Pairwork activities in Teacher's Guides 1 and 2, one per unit. The photocopiable worksheets provide controlled speaking practice which reflects the themes and grammar points of each unit. Each activity is an information-gap exercise in which students ask each other for information to complete the task.

Each activity is supplied with sample answers.

**Vocabulary extension worksheets**

There are nine photocopiable Vocabulary extension worksheets in Teacher's Guides 1 and 2, one per unit. The worksheets provide useful extension of one of the vocabulary sets in each unit.

The worksheets are accompanied by full answer keys.
Class CD

All of the *Top Score* Student's Book and Test recordings are on the accompanying class audio CD.

Evaluation

*Top Score* provides teachers with photocopiable continuous assessment and self-evaluation sheets.

Self-evaluation

It is very motivating for students to reflect on their own progress after completing each unit in the Student's Book. This type of activity is also very helpful in your students' development as learners because it encourages them to take responsibility for their own learning.

There is a photocopiable Self-evaluation sheet on page 10 of this Teacher's Guide, which can be used by students to keep a record of their own performance during the year. Each photocopiable Self-evaluation sheet covers one Student's Book unit. Students use the sheets to assess how they found the grammar, vocabulary, reading, writing, listening and speaking from that unit. Students tick the appropriate box for each category (easy / OK / difficult) and make a note of areas of grammar and vocabulary that they need to study more. Then they make a note of the five most useful words from that unit.

Continuous assessment

You may wish to assess your students' progress on a regular basis, in addition to using the tests provided. This can be done by giving marks for students' homework and for their performance in class. Many teachers feel that students respond well to continuous assessment and make an extra effort if they are reminded that their homework and classwork will influence their final grade. There is a photocopiable Student evaluation sheet on page 11 of this Teacher's guide, which can be used to keep a record of students' progress during the year. The sheet includes sections for continuous assessment and the test results.
### Top Score – Self-evaluation sheet

**Name** .............................................  **Date** .............................................  **Unit** .............................................

<table>
<thead>
<tr>
<th>Grammar</th>
<th>Vocabulary</th>
<th>Reading</th>
<th>Writing</th>
<th>Listening</th>
<th>Speaking</th>
</tr>
</thead>
<tbody>
<tr>
<td>easy</td>
<td></td>
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<td></td>
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<tr>
<td>OK</td>
<td></td>
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<tr>
<td>difficult</td>
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</tbody>
</table>

**Grammar and vocabulary that I need to study more:**

- ...
- ...
- ...

**The five most useful words from this unit were:**

- ...
- ...
- ...

---

### Top Score – Self-evaluation sheet

**Name** .............................................  **Date** .............................................  **Unit** .............................................

<table>
<thead>
<tr>
<th>Grammar</th>
<th>Vocabulary</th>
<th>Reading</th>
<th>Writing</th>
<th>Listening</th>
<th>Speaking</th>
</tr>
</thead>
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<tr>
<td>easy</td>
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<tr>
<td>difficult</td>
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</tbody>
</table>

**Grammar and vocabulary that I need to study more:**

- ...
- ...
- ...

**The five most useful words from this unit were:**

- ...
- ...
- ...
# Top Score – Student evaluation sheet

**Student** .........................................................

**Class** ..........................................................

## Continuous assessment

<table>
<thead>
<tr>
<th>Date</th>
<th>Grammar</th>
<th>Vocabulary</th>
<th>Reading</th>
<th>Writing</th>
<th>Listening</th>
<th>Speaking</th>
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</tr>
</tbody>
</table>

## Test results

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Result</th>
<th>/40</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 2</td>
<td>Result</td>
<td>/40</td>
</tr>
<tr>
<td>Unit 3</td>
<td>Result</td>
<td>/40</td>
</tr>
<tr>
<td>End-of-term test 1</td>
<td>Result</td>
<td>/80</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 4</th>
<th>Result</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Unit 5</td>
<td>Result</td>
<td>/40</td>
</tr>
<tr>
<td>Unit 6</td>
<td>Result</td>
<td>/40</td>
</tr>
<tr>
<td>End-of-term test 1</td>
<td>Result</td>
<td>/80</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 7</th>
<th>Result</th>
<th>/40</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 8</td>
<td>Result</td>
<td>/40</td>
</tr>
<tr>
<td>Unit 9</td>
<td>Result</td>
<td>/40</td>
</tr>
<tr>
<td>End-of-year test 1</td>
<td>Result</td>
<td>/80</td>
</tr>
<tr>
<td>End-of-year test 2</td>
<td>Result</td>
<td>/80</td>
</tr>
</tbody>
</table>

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**Unit aims**

**Vocabulary:**
Food, home, school, in town, prepositions of time, prepositions of place

**Grammar:**
to be, have got, pronouns and adjectives, possessive 's, there is / there are, articles

**Study Skills:**
In the classroom

**Pronunciation:**
The phonetic alphabet

**Vocabulary**

**Study note**
Encourage students to record new words in a vocabulary book in sets, e.g. food shops. They should get into the habit of copying words into a vocabulary list after each lesson.

**Food**

1. Put students in pairs to do the food quiz. You could make it into a competition. In feedback pay particular attention to words that are frequently confused: course and plate, cook and cooker, meat and meal, (and kitchen and chicken!) and to words with problematic pronunciation, especially knife /naɪf/, dessert /dəˈzɜːrt/ and vegetable /ˈvedʒtəbl/.

**Answers**
1.  breakfast, lunch, dinner
2.  a spoon, b fork, c knife, d glass, e bowl, f plate
3.  cook
4.  cooker
5.  courses
6.  starter, main course, dessert
7.  meat

**Home**

2. Students match the activities with the places. Model the words and ask students to repeat.

**Answers**
1 c 2 a 3 g 4 d 5 e 6 f 7 h 8 b

**Extra vocabulary practice**
Recap on the vocabulary by eliciting the words from the students, e.g. You eat ice cream with a .... A person who works in a restaurant is a ...

**School**

3. Students match the school subjects with the text books. Drill pronunciation, especially maths /mæθs/, geography /dʒiˈɒgrəfi/ and science /ˈsaɪəns/. Find out the class's favourite subject with a show of hands.

**Answers**
1 English 2 maths 3 science 4 history 5 geography 6 art 7 computer studies

**In town**

4. Students look at the places in the picture and answer the questions. Practise the pronunciation, especially, chemist /ˈkemɪst/, bakery /ˈbeɪkərɪ/, newsagent /ˈnjuːzæɡɛnt/, fruit /frʊt/ and bread /bred/.

**Answers**
1 a 2 d 3 h 4 e 5 g 6 c 7 f 8 b
**Comprehension**

**Extra vocabulary practice**

Students test each other in pairs. Student A, with book open, asks *Where do you go to ...?* Student B, with book closed, gives the answer. They then swap roles.

**Prepositions of time**

Ask students to complete the sentences with the prepositions *in, on,* and *at*. Suggest that they only complete the ones they know.

**Answers**

1. in 2. at, at 3. on 4. in, at 5. on 6. on 7. at 8. On, at 9. On, in, in.

**Extra vocabulary practice**

Draw the following table on the board for students to copy. Elicit from them the appropriate prepositions.

<table>
<thead>
<tr>
<th>Time</th>
<th>Preposition</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Single days</td>
<td>in</td>
<td>Monday December 24th</td>
</tr>
<tr>
<td>Dates</td>
<td>on</td>
<td></td>
</tr>
<tr>
<td>Months</td>
<td>at</td>
<td>July</td>
</tr>
<tr>
<td>Parts of the day</td>
<td>in</td>
<td>the morning</td>
</tr>
<tr>
<td>Time</td>
<td>at</td>
<td>5 o'clock</td>
</tr>
<tr>
<td></td>
<td></td>
<td>the weekend</td>
</tr>
</tbody>
</table>

**Prepositions of place**

Check students understand *desk* and *vase*. Students complete the sentences with the prepositions.

**Answers**

1. on 2. next to 3. in front of 4. in 5. behind 6. under

**Extra translation**

Dictate the following sentences for students to translate:

1. The knife is on the table.
2. The chemist is next to the newsagent.
3. The flowers are in front of the window.
4. The plate is under the bowl.

**Workbook page 3**

**Grammar**

**to be and have got**

1. Read through the rule box together and ask students to choose the correct answers. Remind them that we always contract verbs when we speak and that using full sounds is very unnatural.

**Answers**

A. irregular  B. is  C. not

2. Students complete the dialogue with the correct form of the verb *to be*. During feedback highlight the fact that the verb *to be* is usually contracted except in positive short answers, e.g. Yes, I am. Check the pronunciation of the negative forms *isn't* /ɪznt/ and *aren't* /ærənt/.

**Answers**

1. am 2. is 3. isn't 4. 'm 5. is 6. 's 7. are 8. aren't 9. 're

3. Read through the rules and example sentences together. Explain that *Have* can be used instead of *have got*. *Have got* is more common in the UK and *have* is more common in the USA.

4. Refer students to the table and ask them to complete the sentences with the information. Encourage them to use contractions. Do the first one together.

**Answers**

1. hasn't got 2. haven't got 3. 've got 4. 's got 5. hasn't got 6. 've got 7. 's got

5. Look at the example and highlight the fact that the subject goes in between have and got. Students write questions for the answers.

**Answers**


6. Students complete the text. Let them check their answers in pairs before checking together.

**Answers**

1. 've got 2. 'm 3. isn't 4. is 5. is 6. 's got 7. 've got 8. 's got 9. hasn't got 10. are
Pronouns and adjectives

Common errors:
Typical errors in this area include confusion between he / she and his / her, overuse of your instead of his / her and total omission of a subject pronoun, e.g. Is very nice.

1 Students complete the table. Point out that in English there is only one you form. There is not a separate singular and plural form and, unlike most other languages, there is no formal or informal form.

Answers
1 I 2 your 3 his / hers 4 our 5 they

2 Students complete the text with the correct subject pronoun.

Answers
1 I 2 He 3 She 4 They 5 We 6 I 7 They 8 you

3 Students complete the sentences with possessive adjectives.

Answers
1 My 2 His 3 Her 4 Our 5 Your 6 Their

4 Students put the possessive adjectives and pronouns in the correct place.

Answers
1 your, mine 2 their, ours 3 my, his 4 her, yours 5 our, theirs 6 her, yours

Possessive 's

Common errors:
The dog of my friend
My parent's car

5 Read through the rules and examples together. Elicit other examples using students' possessions.

6 Students use possessive 's to complete the sentences about the people and their things in the picture.

Answers
1 The students' classroom 2 Our friends' house 3 The girl's bag 4 Naomi's bike 5 My uncle's car

Extra grammar practice
If students need extra practice in this area, write up the following sentences and ask them to decide in pairs which are correct and which incorrect. They should correct the ones that are wrong.

1 The pen of the teacher 2 The car of my parents 3 The girl's hands 4 Oliver's dog 5 The CDs of my dad.

Answers
1 The teacher's pen 2 My parents' car 3 Correct 4 Oliver's dog 5 My dad's CDs.

there is / there are

13 Focus on the example and elicit a translation. Students complete the sentences with there is and there are.

Answers
1 There are 2 There is 3 There are 4 There is 5 There is 6 There is 7 There are

14 Students complete the sentences about the photo using there isn't and there aren't.

Answers
1 There aren't 2 There isn't 3 There isn't 4 There aren't 5 There isn't 6 There isn't

15 Focus on the instructions and the examples. Students ask and answer questions about their town.

Answers
1 Is there an airport? 2 Is there a swimming pool? 3 Are there any internet cafés? 4 Are there any hospitals? 5 Is there a good football team? 6 Is there a sports centre? 7 Are there any English restaurants? 8 Is there a chemist?

Articles

16 Write on the board airport. Explain / elicit that airport begins with a vowel. Elicit the other vowels and some consonants and the rule about a and an. Explain that the rule makes pronunciation easier. To illustrate your point get them to try to say a airport.

Answers
1 an 2 a 3 an 4 a 5 an 6 a 7 a 8 an 9 a 10 an

Common errors:
In other languages the indefinite article is the same as the word for one. A common mistake therefore is Can you give me one orange juice? In English one is used only to count, or to emphasise, e.g. one not two.

17 Focus on the first sentence. Explain / elicit that we use the when we are referring to something or somebody in particular. Students complete the sentences with a, an or the. During feedback highlight the use of the indefinite article in number 8 to talk about a job.

Answers
1 the 2 the 3 an 4 the 5 a 6 a 7 The 8 a 9 a, an 10 the

Grammar reference page 98; Workbook page 5
Study Skills

In the classroom

1. Students match the words in the box with the objects in the picture. Model and drill the pronunciation of any problematic words, e.g. cupboards /'kʌpboʊd/, shelves /ʃəlz/. After going through the answers, recap on the words by pointing at the objects in the classroom.

   Answers
   1 clock 2 poster 3 chair 4 board 5 CD player 6 teacher 7 dictionary 8 cupboard 9 bin 10 shelves 11 pencil case 12 student 13 wall

2. Students complete the sentences and questions with words from the box.

   Answers
   1 open 2 read 3 say 4 mean 5 repeat 6 hand in 7 speak 8 Copy 9 spell 10 look up

3. Students decide who says the sentences in exercise 2 and complete the table. After you have checked the answers, drill the four sentences which the students need to actively use: (How do you say ... in English? What does rubber mean? Can you repeat the question? How do you spell magazine?). If possible write out on individual pieces of A4 paper and place them around the board as a reminder to students.

   Answers
<table>
<thead>
<tr>
<th>Teacher or students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please open your books at page 8.</td>
</tr>
<tr>
<td>Can you read the text aloud?</td>
</tr>
<tr>
<td>Please hand in the homework on Thursday.</td>
</tr>
<tr>
<td>Copy the words on the board into your exercise books, please.</td>
</tr>
<tr>
<td>Please look up the word in your dictionaries.</td>
</tr>
</tbody>
</table>

Pronunciation

The phonetic alphabet

1. Explain to students that the phonetic alphabet is used to show how we pronounce the words, not how we write them. They will need to learn the new symbols in order to study pronunciation. Play the recording for students to repeat the vowel sounds paying particular attention to the difference between long and short sounds.

2. Students add the words to the list. To help them, model the words and ask students to think about which word from exercise 1 they sound like.

   Answers
   /əʊ/ good /əʊ/ pray /əʊ/ two
   /ɪ/ run /ɪ/ near /ɪ/ there
   /aː/ first /aː/ go /aː/ right
   /ɪə/ need /ɪə/ not /ɪə/ four
   /eə/ dad /eə/ send /əʊ/ give
   /əʊ/ out /əʊ/ dark /ʌ/ toy

3. Students use the list in exercise 1 and the examples to complete the words with the correct symbol.

   Answers
   /mæd/ made /snaʊ/ go
   /waʊ/ was /sɛd/ said
   /bɹəʊt/ brought /faːm/ farm
   /skuː/ school /ʃɪs/ year
   /fəʊv/ five /hɪm/ him

4. Play the recording for students to repeat the consonant sounds. Practice the difference between /tʃ/ and /dʒ/, /θ/ and /ð/, /s/ and /z/, /ʃ/ and /ʒ/ and /b/ and /v/.

5. Students can do this exercise in pairs. If they need extra practice, write more sentences on the board and highlight individual sounds for students to write the symbol.

   Answers
   A /hjuː, /dʒuː, /θuː, /ðuː /
   B /θuː, /ʃuː, /bːuː, /vː/
Rob's special friend

TEACHING NOTE — LISTENING TO THE READING TEXTS

Students have the option of listening to the reading text at the same time as they read.

The advantages of this are: clear pronunciation, sentence stress and intonation will aid comprehension, students will not get distracted by unknown words.

Focus attention on the photos. Ask the class what they can see and where they think the boy in the wheelchair is.
Vocabulary - Personality Adjectives

**Study Note - Keeping Vocabulary Records**

Get students to keep a vocabulary notebook in which they keep a record of new words and their translations. They should organise the pages into lexical areas, in this case personality adjectives, as this can aid memory recall. They can then add to the page as they come across new vocabulary later in the course. It is useful to write a synonym and/or antonym as learning words in pairs can also aid recall.

Students match the definitions with the personality adjectives. Encourage them to look back at the text to help them to deduce the meaning of any adjectives they are not sure of.

Model and drill the pronunciation of words the students may find difficult, e.g. friendly /ˈfrendli/, sympathetic /ˌsɪmpəˈθɛtɪk/, selfish /ˈsɛlfɪʃ/, generous /ˈdʒenərəs/. Highlight the fact that sympathetic is a false friend in some languages.

Answers
1 - i sporty 2 - shy 3 - friendly 4 - moody 5 - fun 6 - selfish 7 - hard-working 8 - sympathetic 9 - generous 10 - honest

Students decide which adjectives always have a negative meaning.

Answers
1 - selfish 2 - moody

Students decide which three adjectives are made negative with the prefix un-.

Answers
1 - friendly (unfriendly) 2 - sympathetic (unsympathetic) 3 - selfish (unsselfish)

Practise the pronunciation of sociable /ˌsəʊˈeɪbl/ and lazy /ˈleɪzi/. Elicit their meaning and then ask students to find their opposites.

Answers
1 - shy 2 - hard-working

Extra vocabulary practice

Give students a few minutes to test their partners on the personality adjectives. One student gives a definition, the other gives the word. Demonstrate the first two or three with a student first.

Workbook pages 7, 10

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**Talk About It**

**Class Survey**

Write the following grid on the board for students to copy.

<table>
<thead>
<tr>
<th>Name</th>
<th>What qualities make a good friend?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Divide the class into groups of five. Students write in the names of the others in the group. Allow them to think for a minute or two about the question. Suggest that they think of their closest friend and why they like them. They interview the others in the group and make notes of their answers. At the end of the activity select a few students to report back the results of their survey.

Extra speaking practice

Teach the difference between very, quite and a bit / a little. Make sure students understand that a bit / a little can only be used with a negative word.

Students copy the following from the board:

sociable x x x x x shy
hard-working x x x x x lazy
generous x x x x x selfish
friendly x x x x x unfriendly
sympathetic x x x x x unsympathetic
happy x x x x x unhappy

Ask them to underline the cross which represents them.

Answers
1 - shy 2 - hard-working

Extra vocabulary practice

Give students a few minutes to test their partners on the personality adjectives. One student gives a definition, the other gives the word. Demonstrate the first two or three with a student first.

Workbook pages 7, 10

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hard-working x x x x x lazy
generous x x x x x selfish
friendly x x x x x unfriendly
sympathetic x x x x x unsympathetic
happy x x x x x unhappy

Ask them to underline the cross which represents them.

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1 - shy 2 - hard-working

Extra vocabulary practice

Give students a few minutes to test their partners on the personality adjectives. One student gives a definition, the other gives the word. Demonstrate the first two or three with a student first.

Workbook pages 7, 10
Present simple

Common errors:
- Does he play basketball?
- She plays basketball.
- He doesn't play basketball.
- She doesn't play basketball.

1. Refer students to the picture. Ask what is special about the two boys. Students try to guess the activities in the pictures.

2. Students read the text to check their answers.

Answers
The boys are twins.
Picture 2: Going on the internet
Picture 3: Listening to music

3. Read through the rule about the third person singular.

4. Students complete the sentences with the third person singular of the verbs in the box.

Answers
1 plays 2 works 3 does 4 asks 5 reads

5. Refer students to the information in the Quick tip. Then they complete the sentences using the third person of be or have.

Answers
1 has 2 is 3 has 4 is

6. Direct attention to the grammar rule and sentences. Explain that in conversation we always use the contracted forms don't / doesn't and doesn't / doesn't. Practise the pronunciation of these words in isolation and then model and drill the example sentences in the box.

7. Students correct the mistakes using negative and positive sentences.

Answers
1 Michael doesn't like computer studies. He likes history and languages.
2 They don't play basketball after school. They play football.
3 They don't have dinner at six o'clock. They have dinner at eight o'clock.
4 David doesn't listen to music. He goes on the internet.

8. Focus on the rule and sentences in the box. Drill the questions.

9. Students use the prompts to write questions for the answers. Then ask the students to read the questions and answers aloud in pairs.

Answers
1 Does Sally play basketball?
2 What do the twins play after school?
3 Do the twins go to the same school?
4 When do they have dinner?
5 Do the twins like the same subjects?

Extra grammar practice

With books closed ask students whether the following sentences are correct or not. If incorrect, ask students to correct them.

1 We are playing tennis every day.
2 They no like computer games.
3 Our dad doesn't work in an office.
4 Katy likes her new school.
5 Martin often don't does his homework.
6 Does Sam play basketball?

Answers
1 We play tennis every day.
2 They don't like computer games.
3 Correct.
4 Does Katy like her new school?
5 Martin often doesn't do his homework.
6 Does Sam play basketball?

Extra grammar and speaking practice

Students in pairs write down as many jobs as they can in one minute. The pair with the most reads out their list. Write them up on the board and explain any unknown words. Write the following question prompts on the board:


Ask a student to come to the front and choose a job. The other students have to find out what the job is by asking questions, either based on the prompts on the board or their own ideas. However, they can only ask questions which require a yes/no answer. They can ask a maximum of fifteen questions. Insist on correct question formation.
Adverbs of frequency

Explain that always and never are adverbs of frequency. Ask students to go back to exercise 2 and underline three more adverbs of frequency (sometimes, usually, often). Then ask them to copy the sentences in the correct place in the scale.

Answers
90% He's usually in his bedroom. I usually go on the internet.
75% He often reads or he listens to music.
50% We sometimes do different things.

Refer students to the information about word order of adverbs of frequency in the rules.

LANGUAGE NOTE
With stronger students you could point out that sometimes, often and usually can also be used at the beginning of a sentence.

Consolidation

Ask students to read the conversation quickly and tell you what it is about (doing sport). Students complete the conversation with the words in the box. Play the recording for them to check their answers. Then get students to read the conversation together in pairs.

Answers
1 do 2 always 3 does 4 never 5 want 6 don't 7 are 8 Do 9 like 10 is 11 does 12 know 13 doesn't 14 play 15 never

Extra grammar and speaking practice

Dictate or write on the board the following sentences:
I have breakfast.
I go to bed before midnight.
I catch a bus.
I stay in bed late.
I remember my dreams.
I have a shower in the evening.
I go to McDonald's.
I drink cola.

Students write in an adjective of frequency that describes their real routine in the correct place in the sentence, e.g. I often remember my dreams.

Students then compare their answers in pairs asking, for example: How often do you have breakfast?

Object pronouns

If the students are unfamiliar with the terminology, write a simple sentence on the board, e.g. we like it, to elicit the words pronoun, subject pronoun and object pronoun.

Students complete the text with the object pronouns in the box. Then they listen and check.

Answers
1 me 2 him 3 them 4 us 5 her 6 it 7 us 8 you

Extra grammar practice

Dictate these sentences leaving gaps for students to fill in with object pronouns.
1 Sally is my best friend. I call _______ every day.
2 John is in my class but I don't know _______ very well.
3 My cousins often go to the beach on Saturdays. I sometimes go with _______.
4 When my sister and I have problems with our homework, Mum usually helps _______.

Answers
1 me 2 him 3 them 4 us

Question words

Make sure that students understand the difference between what and which (which is used when there are only a few options and what is used when there are many options). Students complete the questions with the correct question word and then answer the questions with information from the other exercises.

Answers
1 Who: He speaks to Mark.
2 Which: They both like PE.
3 What: David goes on the Internet and Michael reads or listens to music.
4 How often: They go to the gym three times a week.
5 When: They do their homework after dinner.

Grammar reference page 100; Workbook page 8;
Vocabulary Pastimes

Books closed. Ask students to imagine that there's no school today – if they were free to go home now what would they like to do? Elicit a few answers. Students then label pictures 1–10 with verbs and nouns from the boxes.

Answers
1 eat a snack 2 do gymnastics 3 go shopping
4 have a picnic 5 play computer games
6 go on the internet 7 meet friends
8 send a text message 9 play volleyball
10 listen to music

Listening A summer course

Refer students to the advert and ask where and when the course is, who can go and what they can do. Explain that they are going to listen to a conversation between four friends.

Students listen and tick off the pastimes in exercise 1 which are talked about.

Answers
go shopping, meet friends, go on the internet,
do gymnastics, eat a snack.

TAPESCRPT
Pilar: So what do you do on Saturdays, Hiroshi?
Hiroshi: In Japan I always play volleyball after school on Saturdays.
Sharon: Do you go to school on Saturdays?
Hiroshi: Of course, don't you?
Giovanni: No way!
Pilar: When do you go shopping? I always go shopping with my friends on Saturdays.
Giovanni: Hey, I think school on Saturdays is more interesting than shopping with girls!
Hiroshi: Yes, I agree! So, what do you do, Giovanni?
Giovanni: Well, I usually meet friends in the centre of Milan, and then we go to an internet café and go on the internet.
Lucrecia: Wow, that's interesting!
Giovanni: So what do you do, Lucrecia?
Lucrecia: I meet my friends too, but we do gymnastics and then we go to eat a snack.
Giovanni: A snack? Do you eat hamburgers? They're bad for you!
Lucrecia: No, I eat pizza, Giovanni.
Giovanni: Ah, pizza. That's different!

Speaking At the weekend

Tell students that they are going to hear a dialogue between two teenagers chatting about their weekends. Play the recording once for them to get the general idea. Then play it again pausing after each sentence for them to repeat.

SPEAKING TIP
Encourage the students to read each sentence and look before they say it. This will stop them from stumbling over the words as they read.

Students work in pairs to invent a dialogue using the one in exercise 4 as a model. Encourage them to use adverbs of frequency. Give a time limit of eight minutes. When students have written their dialogue, get them to read it out several times until they have memorised it. Ask students to act out the dialogues in front of the class.

Alternative speaking activity for weaker classes
Write the dialogue on the board. Students read it in pairs. Then rub out the main verbs. Students say the dialogue again in pairs. Then rub out all of the adverbs of frequency. Repeat the process until all of the words have been erased.

Workbook page 10; Pairwork activity 1
**Culture focus**

**Student's Book page 15**

**Fictional friends**

1. Focus on the photos and elicit the answers to the questions as an open class.

**CULTURE NOTE**

The Famous Five is one of Enid Blyton's most famous creations. Julian, Dick, Anne, George and Timmy the dog make up the Famous Five. Julian, Dick and Anne are cousins and sisters. Their cousin Georgina acts like a boy and so is called George. The books celebrate the countryside, good food, friendship and honesty.

2. Students read the text again and answer the questions.

**Answers**

1. They need their friends.
2. The Famous Five stories are 60 years old.
3. They work together and help each other. They use intelligence and friendship.
4. Stories about adventure.
5. Young people know that friends are very important.

**Extra vocabulary practice**

Which word in the text...

1. means the people in a story (first paragraph)?
2. is a noun from the adjective friendly (second paragraph)?
3. means of course? (third paragraph)

**Answers**

1. characters
2. friendship
3. obviously

**TALK ABOUT IT**

Elicit words for different types of books: fantasy, adventure, romantic, short stories, detective stories, plays, non-fiction, etc. Give students a minute or two to read the questions, think about their answers and write a few brief notes. Demonstrate the first 2 answers yourself as a model. Write the following useful language on the board:

- I often read ... I don't often read ...
- Really? (To show interest or surprise)
- Me too. (To show agreement)

Students discuss the questions in pairs or groups of three. Encourage them to give as much detail as possible and to show interest in what the other students are saying. Monitor while they are speaking and note down any common mistakes to discuss in a short feedback later.

When giving feedback, remember to include some positive feedback and examples of good use of the language.

**Extra questions for fast finishers:**

When do you usually read?

Why do you think reading is important?
Description of a friend

Punctuation

1. Students match the punctuation symbols with their names. Make sure they know how to say the words.

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

2. Students correct the punctuation mistakes in the text.

   Answers:
   I always see my best friend at home. He doesn't like school. What does he do? He always stays at home and he usually sleeps. He's very lazy. He's very friendly and he's always happy when he sees me. He's never moody and he always wants to have fun. When he eats he's very selfish. He wants to eat everything! We often play in the park. We go walking and running a lot and he likes playing with a ball. When I play football with my school friends it's often a problem, because he doesn't want to watch us. He wants to play too!

Extra spelling and punctuation

Dictate the following sentences. Let students compare and correct their answers together.

1. He's usually very friendly.
2. She's lazy. She doesn't like writing letters.
3. Our teacher's very sympathetic. She always understands our problems.
4. Do you think he's selfish?

3. Students look at the photos and decide which friend the boy is describing.

   Answer:
   The dog

4. Explain that students are going to write a description of a friend. Make sure students understand the meaning of what is he/she like. Remind them that for this task they need to write sentences in the present simple. Explain also that he/she likes is followed by verb + ing.

   Ask them to write some notes before they begin writing. Show an example of this on the board.

   Give the students ten minutes to write their description. Circulate and feed in language as required. When they have finished they should read their compositions very carefully paying particular attention to punctuation and to the correct use of the present simple. Before they hand in their compositions you could ask them to exchange compositions with a partner to check for mistakes.
Quick check

Vocabulary
1 sympathy 2 generous 3 moody 4 hard-working 5 sporty
2 meet 2 do 3 basketball 4 snack 5 go 6 computer games 7 go on 8 have 9 listen to 10 a text message

Vocabulary review
1 main course 2 Dinner 3 shelves 4 at 5 in front of 6 science

Grammar
1 Do they usually go to the gym?
2 They don't like homework.
3 We never go to the cinema.
4 Where do they usually go on Saturdays?
5 He's often in the classroom.
6 She doesn't eat hamburgers.
7 What does she always have for breakfast?
8 Mark sometimes drinks coffee.

Grammar review
1 She has got two cats.
2 He eats a banana every day.
3 That isn't my pen. It's yours.
4 Katie's bag is on the desk.
5 Do you want an ice cream?

Pronunciation
The sounds /s/, /z/ and /iz/

Pronunciation note
A common area of difficulty for students is the production of /z/. They tend to use /s/ instead. Another difficult area is the pronunciation of /iz/ in watches, finishes, uses and changes.

1 Play the recording and students repeat. Help them to produce the two sounds by telling them that /s/ is the noise a snake makes and /z/ is the noise that a bee makes.

Tapescript
snake zebra

2 Students listen to and repeat the sentences. Check that they are articulating the /z/ and /s/ sounds correctly.

Tapescript
She likes swimming. He loves football.
He starts school at nine. She uses my computer.
She speaks English. He watches TV a lot.
She goes to the gym. She finishes class at three.
She does exercise.

3 Get students to say the words aloud in order to put them in the correct group. Go through the answers together.

Answers
Group 1 /s/ stops, walks, wants, speaks
Group 2 /z/ goes, has, does, tries
Group 3 /iz/ finishes, watches, uses, changes

4 Students practise saying the words in pairs.