



CAMBRIDGE



5

Second Edition

POWER UP

Teacher's Book
with Digital Pack

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Map of the book

	Vocabulary	Grammar	Skills	Cross-curricular	Exam
1 In style Mission: Plan a fashion show	Clothes Parts of clothes Pronunciation: plural pronunciation of 's'	Comparative adjectives, adverbs and as ... as <i>The blue jacket is more expensive than the grey jacket, but it fits better. It isn't as heavy as the grey jacket.</i> The present simple with future meaning <i>What time does the fashion show start tomorrow?</i> <i>It starts at one o'clock.</i>	King Canute's day on the beach A story about dealing with frustration 	Clothes throughout history Learn about clothes and materials in the past, present and future. 	A2 Key for Schools: Reading and Writing Part 1 A2 Key for Schools: Listening Part 1
2 Future technology Mission: Invent a piece of technology for a home of the future	Technology Verbs for using computers Pronunciation: syllable stress in two-syllable words	The first conditional <i>If something breaks, a robot will fix it.</i> The zero conditional <i>If you press this button, it turns on.</i>	The Tech Times A newspaper article about dealing with jealousy 	How to make an app Learn what an app is and what you need to make one. 	A2 Key for Schools: Speaking Part 1 A2 Key for Schools: Reading and Writing Part 2
3 Jim-nastics Mission: Create a news report about a sporting event	Sports Sporting actions, people and equipment Pronunciation: vowel sounds	The passive (present simple) <i>The hosts are decided by the World Rugby Council.</i> Making suggestions with shall, could, should <i>Shall we watch the wheelchair rugby? That sounds great! I think we should ask Mum and Dad. Then maybe we could look for tickets online.</i>	The Spartan Princess A comic about perseverance 	Practice makes perfect Learn how athletes train, eat and sleep before competitions. 	A2 Key for Schools: Listening Part 2 A2 Key for Schools: Reading and Writing Part 5
Review units 1-3					
4 Stay well! Mission: Make a wellness diary	Accidents and illnesses Health and medicine Pronunciation: sentence stress	The present perfect with how long, for and since <i>How long has your arm been sore? It's been sore for three days. I've felt worried about it since yesterday.</i> The present continuous with future meaning <i>What are you doing after school? I'm seeing the doctor again. She's taking my bandage off today!</i>	The £20,000 adventure A story about why people feel different emotions 	Making lives better Learn about how sciences improves lives 	A2 Key for Schools: Reading and Writing Part 4 A2 Key for Schools: Listening Part 4
5 Fun foods Mission: Present a traditional food or dish	Cooking ingredients Cooking actions and equipment Pronunciation: verb endings in the past	prefer, would prefer and would rather <i>I prefer eating salad to potatoes! I'd prefer to have salmon. I'd rather have steak.</i> The passive (past simple) <i>Pizza was first made in southern Italy! Chocolate-chip cookies were invented by Ruth Wakefield!</i>	A very interesting week in the life of Juana Sánchez A diary entry about not controlling emotions 	Healthy eating Learn about why some foods are good for you. 	A2 Key for Schools: Listening Part 5 A2 Key for Schools: Reading and Writing Part 7

	Vocabulary	Grammar	Skills	Cross-curricular	Exam
<p>6 Environmentally friendly</p> <p>Mission: Discover how schools could be more environmentally friendly</p>	<p>Home</p> <p>The environment</p> <p>Pronunciation: schwa</p>	<p>a few, a little, a lot of, lots of <i>There are a lot of old clothes in this box.</i> <i>And there's lots of wool in that one.</i> <i>We have a few toy cars here.</i> <i>Shall we have a little water?</i></p> <p>Question tags <i>We could be more environmentally friendly, couldn't we?</i> <i>We shouldn't throw plastic into the wrong bin, should we?</i></p>	<p>The fall of a Mayan city A story about looking after the environment</p> <p> Making positive change</p>	<p>Ecosystems Learn about the animals that make their home in the city.</p> <p> Thinking in systems</p>	<p>A2 Key for Schools: Speaking Part 2</p> <p>A2 Key for Schools: Reading and Writing Part 6</p>
Review units 4–6					
<p>7 Feeling it</p> <p>Mission: Make a feelings chart</p>	<p>Feeling and emotions</p> <p>Wellbeing</p> <p>Pronunciation: /b/ /v/ /w/</p>	<p>have to, don't have to, needn't, must, mustn't <i>We have to wait.</i> <i>I really must study for the history test tomorrow.</i> <i>You needn't worry - you've studied a lot.</i> <i>She doesn't have to work tomorrow.</i></p> <p>so ... that / such ... that <i>When I got on stage, I felt so scared that I wanted to go home!</i> <i>I took such a deep breath that everyone heard it!</i></p>	<p>The cowboy who cried wolf A story about telling the truth</p> <p> Emotional Development</p>	<p>Emotional awareness Learn about empathy and how we show emotions.</p> <p> Emotional Development</p>	<p>A2 Key for Schools: Reading and Writing Part 3</p> <p>A2 Key for Schools: Listening Part 3</p>
<p>8 Pretty cities</p> <p>Mission: Plan a city visit</p>	<p>A tour of a city</p> <p>Visiting new places</p> <p>Pronunciation: intonation in questions</p>	<p>Indirect questions <i>Could you tell us what that big building is, please?</i></p> <p>used to / didn't use to <i>People didn't use to have running water in their kitchens.</i> <i>They used to collect water from the well.</i></p>	<p>The case of the Butterfly Diamond A story about managing stress</p> <p> Creative Thinking</p>	<p>Responsible tourism Learn how to look after places when you go on holiday.</p> <p> Social Responsibilities</p>	<p>A2 Key for Schools: Reading and Writing Part 4</p> <p>B1 Preliminary for Schools: Reading Part 6</p>
<p>9 Lights, camera, action!</p> <p>Mission: Plan and record an interview with a celebrity</p>	<p>TV and film genres</p> <p>Television</p> <p>Pronunciation: word stress</p>	<p>have / get something done <i>We're having the costumes made.</i></p> <p>The second conditional <i>If I had €250 million, I'd give lots of it to charity.</i></p>	<p>Lost in the Rainforest A film script about environmental issues</p> <p> Critical Thinking</p>	<p>Special effects Learn how special effects are used in films.</p> <p> Critical Thinking</p>	<p>A2 Key for Schools: Reading and Writing Part 7</p> <p>B1 Preliminary for Schools: Writing Part 1</p>
Review units 7–9					
Pronunciation					
Grammar reference					

Welcome to Power Up Second Edition

Confidence in learning. Confidence for life.

Power Up Second Edition is a fun, fast-paced course, designed to prepare young learners for their Cambridge English Qualifications and success beyond the classroom.

Join Jenny and Jim as they ask questions, experiment and create their own hilarious vlogs.

Throughout each level of the course, learners are immersed in the English language as they build confidence and develop the skills they need to excel in the classroom and beyond.

Life competencies and values are nurtured, ensuring that learners develop the social and thinking skills essential for success in school, in their communities, and in the wider world.

The *Power Up* methodology helps teachers and learners to plan effectively, measure progress and identify areas for improvement. In practice, this means that learning and assessment are fully integrated throughout the course. Flexible exam preparation for paper and digital versions of the Cambridge English Qualifications prepare learners to take their exams when they're ready.

With *Power Up Second Edition*, you'll get the most out of every learning moment.

Power up your classroom

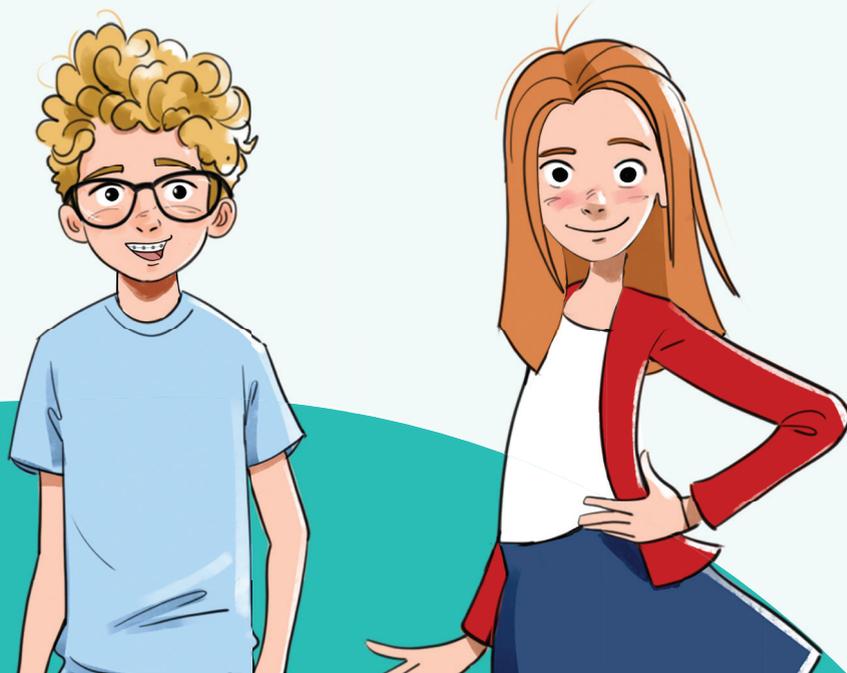
Class activities are designed to enable the teacher to monitor the class for evidence of learning and measure progress.

Power up your confidence

Memorable grammar and vocabulary are developed through communicative activities which have a clear purpose and encourage learners to use language naturally.

Power up your learners' success!

Missions give learners the opportunity to integrate life skills with language through collaboration, critical thinking and creativity. This ensures they feel well-equipped for both academic success and real-world challenges.



For the Second Edition, we asked teachers and learners what they love about the course and how to make it even better.

What teachers like best about Power Up

- ✓ A variety of activities to make grammar and vocabulary memorable, including songs, animated stories and videos.
- ✓ Fun, age-appropriate missions that help learners reflect on and evaluate their own learning.
- ✓ Tasks designed to encourage language practice both in the classroom and at home.
- ✓ A focus on developing the whole child through the inclusion of life competencies and values.

What's new?

New content for the Second Edition

- ✓ Sustainable activities that help bring real-world conversations into the classroom.
- ✓ Updated missions that provide learners with even more opportunities to use key language in collaborative, contextual and creative ways.
- ✓ Cambridge English Qualifications Digital for young learners vocabulary lists and names.
- ✓ Grammar activities with videos, texts and dialogues to make learning grammar even more memorable.

Digital support for teachers

- ✓ The Teacher's Digital Pack includes Presentation Plus, Practice Extra, downloadable resources and a test generator.
- ✓ Presentation Plus includes all print components, games, video, audio and interactive practice activities.

Digital support for learners

- ✓ New digital packs for learners include Practice Extra, videos and the downloadable Home Booklet.
- ✓ New speech recognition activities.

New integrated frameworks

A range of activities covering two integrated frameworks are now embedded into the course and clearly signposted with the icons below.

 The Cambridge Life Competencies Framework

 The Sustainability Framework for ELT



Confidence in learning

Power Up Second Edition features a systematic approach to language learning which aims to develop the language and skills of the learner while helping them achieve life-long progress in learning.

Help your learners excel in English

For young learners, a second language is best learnt through an approach that mirrors how they learn their first language. Grammar and lexis are closely linked at this stage and learners are, therefore, exposed to both in context in each unit of *Power Up*. The course provides a multi-sensory approach and opportunities for social interaction to make learning the language more memorable.

Each unit starts with a video activity that invites learners to reflect on their experience of the unit topic. Eliciting recycled vocabulary and familiar concepts helps learners to create a shared context and learn from each other, as well as the teacher, from an early age.

Grammar and vocabulary are developed through real-world communicative activities which encourage learners to use language in age-appropriate contexts: stories, role plays, games and collaborative interactions.

Scaffolded tasks support learners of all abilities. All new language is heard, read, written and spoken as learners acquire it, and clear examples help learners to understand and start to produce the language.

New grammar and lexis are presented and practised in context in the Language practice and Vocabulary lessons. By providing input in multiple formats and asking learners to listen, watch and speak in the class and at home, *Power Up Second Edition* provides repetition and exposure to support retention of new language, developing confidence in learners' ability to communicate effectively in English.

New language is consolidated at each of the mission stages. Collaborative projects in the missions integrate spoken and written communication, support social interaction in the classroom, and foster creative and critical thinking skills.

The CEFR correlation charts for each unit can be found in the Teacher's Resources on Cambridge One, where you can also find mapping documents for each Cambridge English Qualification in *Power Up Second Edition*.

The collage displays three pages from the textbook:

- Page 16 (Left):** Unit 2 'Future technology'. It features a video of two children, a 'mission' box with a drawing task, and a 'Watch the video' section with comprehension questions.
- Page 17 (Middle):** 'Vocabulary 1' section. It includes a 'Language in context' box with a poster about a technology show, a matching exercise between people and objects, and a pronunciation exercise.
- Page 18 (Right):** 'Language practice 1'. It contains a 'Think and complete' exercise, a 'Watch the video' section with a 'A home of the future' video, and a 'mission 1' box with a drawing task.

How assessment and learning work together

The course methodology helps teachers and learners to plan learning effectively, measure progress and identify areas for improvement. Using external assessments to check progress and performance is familiar to teachers; monitoring learners' progress and adapting teaching to support them is also routine. *Power Up Second Edition* combines these elements in a systematic way to integrate learning and assessment.

It is designed to easily allow the teacher to monitor for evidence, measure progress and also includes tasks that are similar to those in formal summative tests, such as Cambridge English Qualifications.

Learners are given independence to understand their own strengths and weaknesses, both immediate (e.g. in a lesson) and longer term (e.g. over a school term).

- The Teacher's Book includes clear learning objectives at the beginning of each lesson.
- Once objectives are agreed upon, both the learner and the teacher think about how each activity can support a learning outcome.
- After the activity is finished, they reflect on performance in relation to that outcome and use this evidence to adjust what happens in later lessons – this might be reviewing and practising some language again or moving on more quickly.
- Learners' involvement in this process supports them to improve outcomes and gain confidence.
- When the activities and content are linked to the language and skills of more formal language tests, classroom activities can also be benchmarked against those tests.

Each unit is structured around a multi-step 'mission'. Missions provide engaging ways for learners to use the language in real-world contexts. Learners also reflect on and evaluate their own learning following each mission stage. They also serve as formative assessment tasks and a way for teachers to provide meaningful feedback.

More traditional summative assessment continues in parallel and external tests can be used alongside the classroom-focused formative assessment activities in the missions. In the Second Edition, the Teacher's Book includes detailed support for setting up, monitoring and feeding back on each stage, with new ideas on how to adapt the tasks for mixed-ability classes.

1 In style

My unit goals Complete for you.

What are your goals for this unit?
At the moment I know a *little / some things / a lot* about clothes and fashion.
List two things you want to know or do better.
1 _____ 2 _____
How do you feel about your goals? _____

My mission diary Plan a fashion show

How do you feel about your work at each stage? Choose or write your feelings.
happy interested worried not sure _____

mission 1 mission 2 mission in action!

What did you do well in the mission? _____

My progress

Tick ✓ what you can do now.

I can talk about clothes and parts of clothes.	<input type="checkbox"/>
I can compare different outfits.	<input type="checkbox"/>
I can read and understand schedules and timetables.	<input type="checkbox"/>
I can read and understand a story about frustration.	<input type="checkbox"/>
I can make a poster and write a schedule.	<input type="checkbox"/>
I can work in pairs to plan and present a fashion show.	<input type="checkbox"/>

4 Learning to Learn



Visit for further information on how to help your learners prepare for Cambridge exams.



Visit our Integrated Learning and Assessment site for additional resources, background and support.

Confidence for life

The *Power Up* methodology includes activities underpinned by frameworks that build learners' confidence to meet future challenges.



Cambridge Life Competencies Framework (CLCF)

The CLCF maps out how behaviours can change and develop as learners encounter new situations and circumstances in their lives, both within and beyond the classroom.

The framework is made up of six Competencies.

- **Creative thinking** is the ability to rapidly generate new ideas and alternative possibilities.
- **Critical thinking** enables learners to think effectively and rationally about what they want to do and what they believe is the best action.
- **Learning to learn** underpins our learners' success in all subjects. It is critical to building their autonomy and self-direction.
- **Communication** is an essential skill that enables us to share information and ideas, as well as express feelings and arguments.
- **Collaboration** offers advantages, including effective division of labour; use of information from multiple sources, perspectives and experiences; higher levels of creativity and better quality solutions.
- **Social responsibilities** helps learners gain awareness of how they engage with others and contribute effectively to the social groups they interact with.



Visit to explore the Life Competencies Framework and download detailed booklets for each competency.

How is the CLCF embedded throughout the course?

Each core unit of the Pupil's Book features one or more competencies that learners can identify and explore, making it relevant to their own contexts. These are featured in the Language in context lessons, Skills lessons and the Cross-curricular lessons.

Cross-curricular
Making lives better

1 Look at the pictures. Describe what you see.
2 Listen and read the text. Check your ideas.

PROSTHETICS
When a person loses a limb, like a hand or foot, it becomes difficult to do everyday things like walk or pick something up. Prosthetic limbs help lots of people around the world. So, when did we start using prosthetics?
The oldest prosthetic we know about is an Egyptian prosthetic toe. This means people have used prosthetics for more than 2,000 years! The toe was made of wood and leather, and researchers think the owner used it to look good, but they couldn't move it.
Prosthetics have changed a lot since then. Now, they are made of lightweight materials like plastic, aluminum, and titanium. People can walk, work or study, run and do sports.
Now scientists are working on prosthetics that can respond to the brain, so who knows what amazing things prosthetic limbs will do in the future!

PENICILLIN
When you get an infection, what do you do? You can go to the doctors and get antibiotics. But before the 1940s, things were very different. People often died from infections.
In 1928, a Scottish scientist called Sir Alexander Fleming discovered penicillin, which kills the bacteria that causes a lot of infections. This helped to develop a group of medicines called antibiotics. Since then, antibiotics have saved millions of lives.

GLASSES
About 4 billion people around the world wear glasses. But where did this amazing idea come from? Because we can see people wearing glasses in very old paintings, we know that people have used glasses since the 1200s! These old glasses didn't have temples to keep them on people's faces, so they had to hold them up to their eyes or rest them on their nose.
In the 1730s, people started using glasses with temples, which looked a lot like the glasses we use today. Before the 1980s, the lenses in glasses were always made of glass. These were heavy and broke easily. Since then, more lenses are made of light-weight plastic, so glasses are more comfortable. Glasses help millions of people see clearly every day!

3 Read again and complete the sentences.
1 People have used prosthetics for more than _____.
2 Old prosthetics were made of _____, but now they are made of _____.
3 Sir Alexander Fleming discovered penicillin in _____.
4 Antibiotics have saved _____ of lives since the 1940s.
5 People have used glasses since _____.
6 In the past, lenses were made of _____, but now they are usually made of _____.

50 Learning to Learn | Science improving lives

- **Digital Literacy** tasks are included in a range of interactive activities on Cambridge One, as well as in print activities.
- **Learning to Learn** is covered by self-evaluation activities, the mission diary in the Activity Book and the Review sections.



Sustainability Framework

Sustainability includes the knowledge, skills and attitudes we need to make a fairer, brighter future. A focus on sustainability can bring conversations of local and global interest into the classroom, helping even the youngest learners to use English to discuss real-world issues. Moreover, it can provide opportunities for learners to live more sustainably, become responsible citizens and play an active part in shaping our world.

Cambridge has developed the Sustainability Framework for ELT* to make it easier to integrate relevant skills development in language lessons. The framework maps sustainability skills into four dimensions, each focusing on three core areas:

- **Knowledge:** understanding sustainability concepts and sustainability more broadly, thinking in systems and appreciating interdependence.
- **Values:** understanding beliefs and values, valuing people and the natural world, and caring for oneself and others.
- **Innovation:** exploring different perspectives, generating ideas and developing solutions.
- **Transformation:** developing understanding of agency, working together and making positive change.

To make bringing sustainability into your classroom as easy as possible, you'll have access to Sustainability Activity Cards. Each card contains a face-to-face activity which helps learners become informed, compassionate and innovative agents for positive change.

Supporting sustainability skills development

You can find activities that model sustainable alternatives and build sustainability skills throughout the Pupil's Book.

Cross-curricular

Clothes throughout history

1 Look at the pictures and discuss the questions.



- 1 When did people wear these clothes?
- 2 What do you think the clothes are made of?
- 3 Which styles do you like the best?

2 Listen and read the text. What clothes can you find?

3 Read the text again and say yes or no.

- 1 Everyone could wear silk in the Middle Ages.
- 2 Cotton's a manmade textile.
- 3 We can use old bottles to make synthetic fleece.
- 4 Microplastics are bad for the planet.
- 5 Smart textiles can change shape.

4 In pairs, talk about the questions.

- 1 What materials are your clothes made of?
- 2 How do you think we'll use smart textiles in the future?

12 Sustainability: Exploring solutions | Clothes throughout history

Sustainability: Exploring solutions | Clothes throughout history

*The Sustainability Framework for ELT has been developed by Cambridge University Press & Assessment in collaboration with Jade Blue.

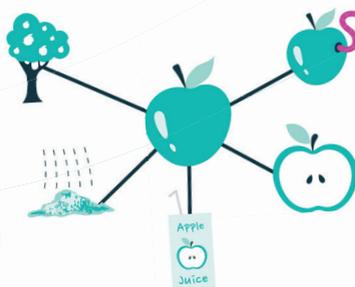
Knowledge

Thinking in systems

Finding connections within and between systems

PICTURE CONNECTIONS

When learners encounter an image of a plant or animal in the coursebook, ask them to draw a picture of it in the centre of a piece of paper. Ask them to think of connections between the plant or animal and other things (e.g. with a picture of an apple, learners might draw the inside of the apple, a worm eating the apple, the tree that the apple grew on, the rain going into the soil where the apple tree grows, and a carton of apple juice). Encourage learners to think about how these things and processes are connected to each other and have them draw pictures to show



Visit to learn more about the Sustainability Framework and to download the Activity Cards.

Component overview

For the Teacher

The Teacher's Book with Digital Pack includes

- Presentation Plus with the Pupil's Book, Activity Book, Teacher's Book, NEW! Grammar Workbook and Home Booklet eBooks with audio, video, interactive activities and games
- Practice Extra
- Class audio
- Class videos, including two new grammar videos per unit
- Test Generator
- Teacher's Resources with downloadable resources and more



For Pupils

The Pupil's Book with eBook includes

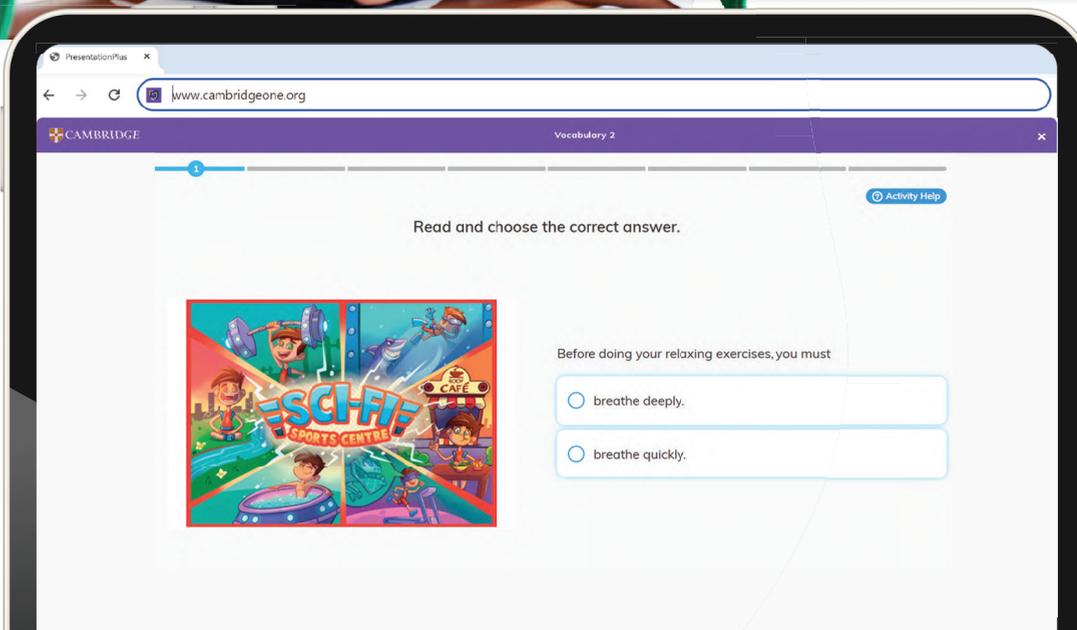
- Pupil's eBook
- All the class videos and class audio

The Activity Book with Digital Pack includes

- Practice Extra, our suite of online practice activities and games
- All the class videos and class audio
- Downloadable Learner Resource Bank

The digital components are delivered through our new-generation learning environment.

Cambridge One



Unit walkthrough

Questions to get learners thinking about the unit topic.

Fun Jim and Jenny vlogs grab learners' attention from the start of the unit.

Listening activities contextualise the language in real-world situations.

1 In style

1 Look at the pictures. What are the people wearing? When do people wear these kinds of outfits?

mission Plan a fashion show

2 Watch the video. What clothes does Jim want to keep?

3 Which outfit do you like wearing the most? When do you wear it?

at the weekend in cold weather
in hot weather to a party

4 My Mission Diary Activity Book page 4

Vocabulary 1

1 Listen and point to the clothes. Then match the clothes (1-11) to the words in the box.

blouse handbag jewellery jumper raincoat suit
swimming costume tie tights tracksuit trainers

I love looking at clothes online, and here are some of my favourites. I'd love to get some of them one day ... and it's my birthday soon!

1 I ♥ this. It's warm and cosy!

2 Great for riding my bike in the park.

3 You can put your phone in this.

4 You'll love this coat.

5 Something for my brother (if he ever gets married!?).

6 This is beautiful - but more \$ than some cars!

7 My geography teacher wears this! It's awesome!!!!

8 My favourite tennis player wears these!

9 This is perfect to wear in spring.

10 These are cute! And they look really comfortable.

11 This is more beautiful than a ☀️ day at the beach.

2 In pairs, read the sentences. Are they true for you?

My teacher's wearing jewellery. There's a raincoat in my bag.
I've got a handbag at home. I'm wearing a jumper.
I've got a swimming costume. My mum's got a tracksuit.
My teacher often wears a tie. I'm wearing black tights.

3 **Pronunciation** Listen and repeat. Page 118

My teacher's wearing jewellery. No, she isn't.
I've got a yellow blouse.
There are trainers in my bag.
My dad's got a blue suit.

Clothes 5

The mission statement gets learners thinking about the main project of the unit.

NEW! Personalisation of the unit topic makes the language memorable.

Controlled and freer practice of the vocabulary allow the learners to apply the language presented.

Pronunciation tasks help learners familiarise themselves with the new language.

SA At multiple points throughout the unit, learners are asked to self-assess their progress. This is signposted in the Teacher's Notes with the SA icon.

New language is presented in context, practising new vocabulary and introducing the grammar featured in the Language practice 1 lessons. The Teacher's Book provides comprehension checks.

NEW! Tasks which activate prior knowledge prepare learners for the new target language.

NEW! Dynamic video grammar presentations make learning more memorable.

Language in context

1 Read Jim's blog and answer the questions.

- 1 What did Jim and Jenny want?
- 2 What was wrong with the things they bought?
- 3 What's a 'shopping fail'?

Jim's Big Blog

Online Shopping Fails

22nd March 12:25 p.m.

Last week, I bought a T-shirt online to wear at my friend's birthday party. I found a few websites where you can write on T-shirts. On one site, the T-shirts weren't as expensive as on other sites, and they looked nicer too. My friend's learning Spanish with me so I asked for 'Happy Birthday' in Spanish on the T-shirt.

The T-shirt arrived more slowly than I hoped. In fact, it arrived a few minutes before my friend's party. I put it on as quickly as I could, then I left to go to the party. The T-shirt felt great. It wasn't bigger or smaller than I wanted.

When I arrived, I showed the T-shirt to my friend and he started laughing. I was confused, but then he told me about the problem with my T-shirt. It didn't say 'Feliz cumpleaños' on the back. It said, 'Happy Birthday in Spanish'!

At first, I was disappointed, but my friend said that the T-shirt made him happy on his birthday. Then I felt a lot better.

22nd March 12:45 p.m.

SHOPPING FAIL

Last month, I made an online shopping mistake that was as bad as Jim's.

My feet are growing quickly so I needed a bigger pair of trainers for tennis club. I looked at two different websites. On the first site, the shoes were much more expensive, but on the second site I saw a pair of shoes I loved. They were bright red and they were very cheap.

My mum ordered the trainers for me but when they arrived I was surprised. The box was very small. Then, when I opened the box, I was shocked. The trainers were a lot smaller than my feet. And they were smaller than my toes too! In fact, they were trainers for a doll! What a mistake!

Now, I always check the size of the things I buy online.

2 Read the blog again. Who do you think says this – Jim or Jenny?

- 1 'My old ones are too small.'
- 2 'Wow! This is really comfortable.'
- 3 'Great! I love the colour and they're not expensive.'
- 4 'I don't understand. Why are you laughing?'
- 5 'That's strange. Why are they so small?'

I think Jenny says this.

6 **Learning to Learn** Integrate new vocabulary and grammar

Language practice 1

1 What kind of words are these? Find and underline them in the text on page 6.

1 expensive 2 quickly 3 slowly 4 big 5 small 6 good

2 Watch the video. Complete the sentences.

Grammar look: comparative adjectives, adverbs and *as... as*

Look!

JIM: The blue jacket is much **more expensive** than the grey jacket, but it fits **better**.

JENNY: You put the blue jacket on **more quickly**. I think I prefer the blue jacket. And it isn't **as heavy as** the grey jacket.

Think and complete!

- 1 The grey jacket is _____ than the blue jacket.
- 2 The comparative adjectives are _____ and _____.
- 3 The comparative adverbs are _____ and _____.

3 Look at the outfits in the photos (1-3) and match them to the descriptions (A-C). Complete the descriptions with the correct form of the words in brackets.

1  2  3 

A This outfit's much (1) _____ (smart) than the others, but maybe it's not (2) _____ (comfortable) as them. The suit's black, and I really like the bow tie.

B My favourite outfit's a lot (3) _____ (interesting) than the other outfits. The girl's wearing a blouse and a waistcoat. Her gloves look (4) _____ (big) than her hands. And I love her red shoes!

C I think I like this outfit the best, because it's (5) _____ (casual) and relaxed than the others. I think she can get dressed (6) _____ (quickly) with this outfit too. She's got a woolen hat, a big jumper and trainers.

mission 1 Plan a fashion show

Look in fashion magazines or online. Choose an outfit. Write a description comparing it to what you're wearing now.

My clothes aren't as interesting as hers.
She's wearing a red wool dress and red tights.
She's got black boots and white sunglasses on.
Her clothes are more colourful than mine.

My Mission Diary Activity Book page 4

Comparative adjectives, adverbs and *as... as*

NEW! Post-reading tasks related to the Cambridge Life Competencies and Sustainability frameworks.

mission Learners complete mission stage 1. Each stage gives teachers the opportunity to monitor and assess learners' progress and understanding.

My Mission Diary
Activity Book page 4

Comparative adjectives, adverbs and *as... as*

NEW! Tasks which activate prior knowledge prepare learners for the new target language.

Listening activities contextualise the language in real-life situations.

NEW! Dynamic video grammar presentations make learning memorable.

Vocabulary 2

1 Listen Match the sentences (1-7) to the clothes (A-G). Then listen and check.

1 It's got a blue collar, and it's made of silk. It's got gold buttons, too.

2 It's got long sleeves. It costs £25.

3 It's made of cotton. It's got a picture of the sun on it.

4 It's got gold buttons. The dress.

5 There's a small size and a large size. You use them when you go walking.

6 It's got a chain. There's a crocodile on it, too.

7 It's got a parrot pattern. You wear it round your neck.

2 In pairs, talk about what you like wearing at the weekend.

3 Listen to Safi and Rav packing. Do they need winter or summer clothes?

Exam Tip!
Write times as numbers (for example, 12:15) not words (for example, quarter past twelve).

8 Parts of clothes

SCHOOL TRIP TIMETABLE

Tuesday:	Airport bus leaves at: (1) 6:15
Flight:	10 a.m. – 9 p.m.
Wednesday:	go to the (2)
Thursday morning:	museum visit
Afternoon:	(3) at the hotel
Friday:	go (4)
Saturday:	whale watching at (5)

Exam-style tasks and Exam tips help to build learners' confidence in showing what they know.

Language practice 2

1 When do we use the present simple? Discuss with your partner.

2 Watch the video. Choose the correct words.

Grammar look: the present simple with future meaning

Look!
JIM: What time does the fashion show start tomorrow?
JENNY: It starts at one o'clock.
JIM: And what time is the party?
JENNY: The party is at 7 p.m.

Think and choose!

- They are talking about **today / tomorrow**.
- They are using the **present simple / present continuous**.
- We can use this when we are talking about a **prediction / a timetable or schedule**.

page 120

School fashion show

Children set up the catwalk and chairs:	9:30 a.m.
Models arrive:	10:30 a.m.
Models do hair and make-up in classroom:	10:30–11 a.m.
Practice:	11 a.m.–12 p.m.
Lunch:	12–1 p.m.
Parents arrive:	12:45 p.m.
Fashion show starts:	1 p.m.
Fashion show finishes:	2:30 p.m.
After-show party:	7 p.m.

mission 2 Plan a fashion show

Talk to a partner. Make plans and organise your fashion show.

My Mission Diary
Activity Book page 4. The present simple with future meaning 9

mission Learners use the new language to complete mission stage 2, which builds on mission stage 1 and includes listening and speaking collaboratively to complete a topic-focused task.

A2 Key for Schools 1

1 Match the text types in the box to the examples (A–D).
 an advert a note
 a notice a short email

A **Clean clothes as fast as a car!**
 Two shirts for the price of one!

B *Lola,
 Don't wash your clothes in the washing machine. It broke this morning.
 See you later,
 Mum*

C **IMPORTANT**
PLEASE TAKE OFF YOUR SHOES BEFORE YOU ENTER SECURITY

D Dear Nadia,
 We change your towels daily and clean your room every morning after breakfast. We hope you have a great time!
 George Mills
 (Manager)

2 Look at the texts again. Match the topics (1–4) to the texts (A–D).
 1 hotel information D 3 airport information ___
 2 a machine that doesn't work ___ 4 a special offer ___

3 Read the text and answer the questions.
 1 What kind of text is it?
 2 Who wrote the message?
 3 What does Lucas need to do?

4 Choose the correct answer.
 When should Lucas look for a present?
 A at dinner time
 B before school
 C after school

Lucas,
 Uncle Oliver will be here for dinner tonight. Please buy him a nice birthday present after your lessons. He loves funny ties!
 Dad

Reading and Writing Part 1 13



Preparation for listening, speaking, reading and writing in each unit, covering all the sections of the Cambridge English Qualifications.

Exam Tip!

Exam tips encourage learners to approach exam-style tasks in a thoughtful way.

Familiarisation with Cambridge English Qualifications, including task types, rubrics and test strategies.

NEW! Jim and Jenny present the context for engaging practice of exam skills.

A2 Key for Schools

1 Watch the video. Why are they putting clothes in a box?
 A Because they're cold.
 B Because there's a clothes sale at school.
 C Because they want to wear all their clothes.

2 Read the questions and look at the pictures. Which words might you hear?

1 What's the name of Jenny's video diary?
 A *Wear it, want it!* B *Hear it! Say it!* C *Want it? Then wear it!*

2 What time does the clothes sale start?
 A B C

3 What size is Jenny's blouse?
 A B C

3 Now listen and watch again. For each question, choose the correct picture.

Exam Tip!
 Look at all possible answers and predict the words you might hear.

14 Listening Part 1

mission The *mission in action!* reviews the language covered in the unit and brings together all the previous mission stages in a collaborative and practical task.

NEW! A creative task recycles the language and skills developed in the unit. This directly supports language production by helping learners organise their work from the previous mission stages and create a visual aid for their presentation or role play in the following activity.

Review **1**

mission in action!

- 1 Plan a fashion show.**
 - 1** Look in fashion magazines and online. Work with a partner to choose 3–4 outfits you like.

I like this outfit because it looks more interesting than the others.

Yes, and I like the waistcoat.
 - 2** Make a poster for your fashion show with your partner.
 - 3** Make a schedule for your fashion show.
 - 4** Present your fashion show to your class.

Come to our fashion show. It's called 'Blue Moods'. You can see lots of interesting clothes. We really like this outfit because ...



- 2 Choose your favourite outfit from your classmates' fashion shows. Write a description.**

*My favourite outfit's smart and interesting.
The girl's wearing a black blouse with a yellow skirt.
I think the materials are very beautiful. The blouse is made of silk and her skirt's made of cotton. I like this outfit because it's very simple and attractive.*



Go to page 120
Remember the grammar from Unit 1

My Mission Diary Unit consolidation **15**
Activity Book page 4

Learners further develop their skills by further reading about, and discussing, the unit topic using the target language.

After every three units, there's a Review lesson which recycles and consolidates the language from the preceding units. Topics and tasks are similar to those in the core units, but encourage the learners to use language and knowledge in new contexts.

The interactive quiz video can be used to measure progress.

Review
Units 1-3

1 Watch the video and do the quiz.

2 Complete the text with the words in the box.
as boring as interesting as as strong and flexible big and strong as dull as exciting as

Some people say that athletics isn't (1) _____ other sports. They say that watching people run is (2) _____ as watching (3) _____ scoring a goal in sports like football or ice hockey. Also, when you watch athletics, you see lots of different events. Some athletes have to be as (4) _____ as rugby players or boxers. Other athletes have to be (5) _____ as gymnasts. I think the most boring sport is cricket. I don't like golf either - I think that's nearly as (6) _____ cricket.

3 Complete the sentences. Use the present simple with future meaning form of the words in brackets.

The new water-skiing instructor (1) _____ (start) work on 15th July. Ask at reception if you'd like information about lessons.

Hi everyone - please arrive by 8 a.m. for tomorrow's **Runners vs. Cyclists race**.
Cyclists (2) _____ (start) at 8:45. Runners (3) _____ (start) at 8 a.m.

Do you need surfboards or a swimming costume?
Our new surfboard shop (4) _____ (open) next Monday at 9 a.m. Come and see us at 15 Beach Road.

Would you like to join our new rugby team?
We (5) _____ (have) our first training session after school on Friday and we play weekly. Call Francesca on 07700 900245 for more information.

4 For each question, write the correct answer. Write ONE word for each gap.
(1) _____ it's sunny at the weekend, I (2) _____ go shopping with my friend, Sue. We'll go to the town centre and look round the shops. There are holes in the sleeves of my jumper, so (3) _____ there's a sale, I'll buy a new one. (4) _____ get one with a cool pattern. (5) _____ I can find one I like. Sue wants to buy a new handbag - She thinks (6) _____ buy one if it's not too expensive.

5 What are you going to do this weekend? Who will you spend time with? Write 25-35 words.

1 Say six sentences.

If / When +	you like the tracksuit you get brown leather shoes it snows later my clothes are dirty my swimming costume is wet the jewellery isn't expensive	+	my mum will wear her winter coat. they'll look good with your trousers. I'll get a new gold chain. I put them in the washing machine. you should try it on. I put it in the garden to dry.
-------------	--	---	---

2 Find and correct the mistakes.

- My best friend it is called Luisa.
- In my bedroom there's a bed which made of wood.
- My favourite song is call *One Last Time*.
- The school discos are organised the teachers.
- The school play is choose by the drama teacher.
- They eat special cakes which are make for the wedding.

3 Choose the correct words to complete the sentences.

- I **wouldn't / don't** like to chat to my favourite singer. I'm too shy.
- Can you **download / downloading** these pictures for me, please?
- He **shall / might** email me after dinner.
- Could you **texting / text** Grandma and ask her what time she's coming?
- I may / May I** turn on the TV, please?
- Shall I install / Install I shall** this software for you?

4 Choose and complete two of the challenges.

Challenge 1

Look at Unit 1. Find three:

- things people wear when they exercise.
- parts of a shirt.
- things people wear over shirts.
- things clothes are made of.

Challenge 2

Look at Unit 2 pages 17 and 20. What are five things your computer has got? What are five things your computer can do?

Challenge 3

Think of a sports word that starts with each of the following letters:
B-I-R-D-W-A-T-C-H-E-R-S

Consolidation of units 1-3

Practice of the unit grammar and vocabulary ends with fun challenge tasks.

Choose the correct ending for the sentence.
In the 1860s, ...

some dresses were as wide as doors.

dresses were always smaller than doors.

dresses were never as wide as doors.



1

In style

1 Look at the pictures. What are the people wearing? When do people wear these kinds of outfits?



mission Plan a fashion show

2 Watch the video. What clothes does Jim want to keep?

3 Which outfit do you like wearing the most? When do you wear it?

at the weekend in cold weather
in hot weather to a party

4

My Mission Diary
Activity Book page 4

Unit 1 learning outcomes

In Unit 1, learners learn to:

- describe clothes
- use comparative adjectives and adverbs and *as ... as*
- use present simple to talk about the future
- read and listen for general and specific information
- understand people all have similar feelings
- read and develop ideas about clothes in history

Materials music, two pictures (a fashion show, a hat), paper, coloured pens and pencils, audio, video

Digital Classroom Presentation Plus, Practice Extra, Teacher's Resources, video script on Teacher's Resources online

Self-assessment

- Show photos from the unit. Ask learners to work in pairs and discuss what they'll learn about. Share ideas.
- Write or project the learning outcomes on the board. Ask learners to check if they guessed correctly.
- **SA** Have learners self-assess by showing a thumbs up (I feel very confident), a thumbs in mid position (I think I know this) or a thumbs down (I'm not confident). Say *OK. Let's learn.*

Warm-up

- Ask learners to mingle. Play music or clap a rhythm. Tell them when the music stops, they freeze. They stand back to back with the person nearest them so they can't see their partner.
- Ask *What's your partner wearing? Don't look – can you remember? Tell each other.* Learners describe each other's clothes. Monitor as they speak.

Pupil's Book, page 4

- 1 • Say *Open your Pupil's Books at page 4.* Point to the photos and say *We wear different things for different activities. What are the people wearing? When do people wear these kinds of outfits?*
- Put learners into small groups. They have two minutes to name as many items as they can. The group with the most items wins.
- Point to Jim and Jenny and ask *What are they wearing? Are they wearing summer or winter clothes? (Winter clothes)*
- Point to each one. Say the name of the clothes clearly. Highlight the stress. It's often on the first syllable. Learners repeat.

Key: Suggested answers: (from left to right) helmet and kneepads for doing sports, costumes for parties, suits and ties for work and school

mission: Plan a fashion show

- Explain that in this unit the mission is to plan a fashion show.
- Show a photo of a fashion show. Ask *What is it?* Learners answer. Elicit what it's about. (*An event to show clothes*) Ask learners what kind of fashion shows they know. (*Summer/winter clothes, party dresses, fancy dresses*)
- Say *We'll choose clothes and plan a fashion show.*
- With books closed, ask learners to remember the mission. Say *This is our mission.*



- 2 • Point to your head and ask *What can you wear on your head?* Write *HAT* with the letters scrambled on the board. Learners guess. Show a picture of a hat and say the word. Learners repeat.
- Tell learners they'll watch Jenny's vlog about organising clothes. Ask *What clothes does Jim want to keep? Why?* Learners watch, and then compare ideas.
- Ask *How many other clothes did you see?* Learners call out ideas. Write a list on the board. Say *Watch and check. Did you miss any?*
- Play the video. Learners watch and tick off items or add them.

Track 1.01

See the script on Teacher's Resources online.

Key: Jim wants to keep all his hats because he loves all of them. **Possible items:** T-shirt, blouse, jumper, raincoat, football shirt, hat, trousers

- 3 • Ask *What clothes do you know in English?* If learners name an item in their own language, tell them the English name.
- Tell learners to choose their favourite one. Say *I like wearing my (black sweater with jeans and a hat) the most.* Then read the words in the box and ask *When do you wear it?* Say *I wear it in cold weather.*

Key: Learners' own answers.

Activity Book, page 4

My unit goals

- Go through the unit goals with the learners. You can read these aloud or display them using Presentation Plus.
- You can go back to these unit goals at the end of each mission stage during the unit and review them. Say *This is our mission page.*

Ending the lesson

- In groups of four, learners draw an item of clothing until others guess it.



Learning outcomes By the end of the lesson, learners will be able to describe clothes, pronounce /s/ and /z/ sounds, and listen for specific detail.

New language blouse, handbag, jewellery, jumper, raincoat, suit, swimming costume, tie, tights, tracksuit, trainers

Materials paper, coloured pens and pencils, dice (one per pair of learners), audio

Digital Classroom Presentation Plus, Practice Extra, Teacher's Resources

Warm-up

- Draw a stick figure or simple outline of a person on the board for learners to copy. Next to the figure write: 1 hat, 2 T-shirt, 3 trousers, 4 socks, 5 scarf, 6 shoes. Put learners into pairs. Give each pair a dice. Explain that if you throw 1, draw a hat. If you throw the same number twice, don't add anything.
- Tell learners to play in pairs and take turns throwing the dice. The first learner to dress their stick figure wins.

Fast finishers Learners label their drawings and add additional words using a dictionary if they wish, e.g. jumper, coat.

Pupil's Book, page 5

- 1  1.02 • Say *Open your Pupil's Books at page 5. Look at the website. Ask Do you ever choose clothes online? Why / Why not?* Learners offer ideas.
- Read the introductory sentence. Say *Let's see what she wants for her birthday.*
 - Say *We're going to listen to some sentences. But is it helpful to think and look at all the information we have before we listen? (Yes, it helps us listen better.)*
 - Ask learners to look at the photos quickly for 15 seconds. Then they close their books. Put them in pairs. Learners try to remember any clothes they saw.
 - Say *Well done! Let's listen now. Point to the clothes when you hear them. Let's do the first one together.* Play the first sentence from the audio. (*The handbag is green.*) Check learners are pointing at 3. Say *Now do the rest.*
 - Play the audio. Learners point and say the name of each item. Then they match the words to the photos.

Track 1.02

The handbag is green.
 The tracksuit is pink.
 The jumper is red and striped.
 The trainers are white.
 The tights are light blue.
 The raincoat is purple and white.

The suit is dark blue.
 The swimming costume is pink and orange.
 The blouse is yellow.
 The tie is purple.
 The jewellery is silver.

Key: 1 jumper 2 tracksuit 3 handbag 4 raincoat 5 suit 6 jewellery 7 tie 8 trainers 9 blouse 10 tights 11 swimming costume

Extension Ask learners to look at the photos. Say *Find something yellow.* Learners call out *blouse.* Put learners into small groups. Learners take it in turns to say *Find something (colour).* Their group answer.

- 2 • Read out the example: *My teacher's wearing jewellery.* If you're wearing any jewellery, show them. Ask the learners *Is it true or false?*
- Learners read the sentences and answer.
 - Check answers.

Key: Learners' own answers.

Extension Learners stand in circles of six. They take turns to describe the clothes of the learner to their right, making either a true or a false statement, e.g. *Alex is wearing red trainers.* The group calls out *True or False.*

3 1.03 Pronunciation page 118

- Write the three words on the board. Write /s/ and /z/. Ask *Which sound did you hear in each word? (suits /s/, jeans /z/, blouses /z/).*
- Tell learners to listen and repeat again paying attention to the sounds. Play the audio again.
- Learners complete the activity on page 118. (See page TB130.)

Track 1.03

suits
 jeans
 blouses

Ending the lesson

- Draw a Venn diagram on the board with *winter* in one circle and *summer* in the other.
- Ask learners what they wear at different times. Learners come to the board and write up words or work in small groups. Encourage them to explain their answers, e.g. *swimming costume – I wear this in summer at the beach.*

1  Listen and point to the clothes. Then match the clothes (1-11) to the words in the box.

blouse handbag jewellery jumper raincoat suit
 swimming costume tie tights tracksuit trainers

♡ ○
+ MAKE NEW BOARD | SEARCH

1 

I love looking at clothes online, and here are some of my favourites. I'd love to get some of them one day ... and it's my birthday soon!

I ❤️ this. It's warm and cosy!

2 

Great for riding my bike in the park.

3 

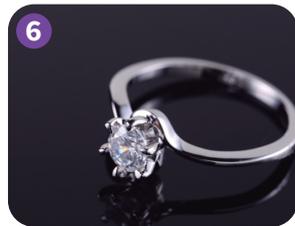
You can put your phone in this.

4 

You'll love  if you wear this coat.

5 

Something for my brother (if he ever gets married!?).

6 

This is beautiful – but more \$ than some cars!

7 

My geography teacher wears this! It's awesome!!!

8 

My favourite tennis player wears these!

9 

This is perfect to wear in spring.

10 

These are cute! And they look really comfortable.

11 

This is more beautiful than a  day at the beach.

2 In pairs, read the sentences. Are they true for you?

- | | |
|---------------------------------|-------------------------------|
| My teacher's wearing jewellery. | There's a raincoat in my bag. |
| I've got a handbag at home. | I'm wearing a jumper. |
| I've got a swimming costume. | My mum's got a tracksuit. |
| My teacher often wears a tie. | I'm wearing black tights. |

My teacher's wearing jewellery.

No, she isn't.

- I've got a yellow blouse.
- There are trainers in my bag.
- My dad's got a blue suit.

3  Pronunciation Listen and repeat.  page 118

Language in context

1 Read Jim's blog and answer the questions.

- 1 What did Jim and Jenny want? _____
- 2 What was wrong with the things they bought? _____
- 3 What's a 'shopping fail'? _____

Jim's Big Blog



Online Shopping Fails

22nd March 12:25 p.m.

Last week, I bought a T-shirt online to wear at my friend's birthday party. I found a few websites where you can write on T-shirts. On one site, the T-shirts weren't as expensive as on other sites, and they looked nicer too. My friend's learning Spanish with me so I asked for 'Happy Birthday' in Spanish on the T-shirt.

The T-shirt arrived more slowly than I hoped. In fact, it arrived a few minutes before my friend's party. I put it on as quickly as I could, then I left to go to the party. The T-shirt felt great. It wasn't bigger or smaller than I wanted.

When I arrived, I showed the T-shirt to my friend and he started laughing. I was confused, but then he told me about the problem with my T-shirt. It didn't say 'Feliz cumpleaños' on the back. It said, 'Happy Birthday in Spanish!' 😱

At first, I was disappointed, but my friend said that the T-shirt made him happy on his birthday. Then I felt a lot better. 😊



SHOPPING FAIL

22nd March 12:45 p.m.

Last month, I made an online shopping mistake that was as bad as Jim's.

My feet are growing quickly so I needed a bigger pair of trainers for tennis club. I looked at two different websites. On the first site, the shoes were much more expensive, but on the second site I saw a pair of shoes I loved. They were bright red and they were very cheap.

My mum ordered the trainers for me but when they arrived I was surprised. The box was very small. Then, when I opened the box, I was shocked. The trainers were a lot smaller than my feet. And they were smaller than my toes too! In fact, they were trainers for a doll! 🍷 What a mistake!

Now, I always check the size of the things I buy online.

2 Read the blog again. Who do you think says this – Jim or Jenny?

- 1 'My old ones are too small.'
- 2 'Wow! This is really comfortable.'
- 3 'Great! I love the colour and they're not expensive.'
- 4 'I don't understand. Why are you laughing?'
- 5 'That's strange. Why are they so small?'

I think Jenny says this.



Learning outcomes By the end of the lesson, learners will be able to read specific information and understand comparatives in a text.

New language *online, blog*

Recycled language *clothes, angry, surprised, shocked, comparatives adjectives*

Materials pictures of trainers, a T-shirt, a mobile phone and a book; two cards for each pair of learners

Digital Classroom Presentation Plus, Practice Extra, Teacher's Resources

Warm-up

- Write *keys* and *snacks* on the board. Ask *Which ends with the sound /s/ and which ends with /z/?* (*keys /z/, snacks /s/*)
- Put learners into pairs. Give each pair two cards. Tell learners to write /s/ on one and /z/ on the other.
- Say a word for learners to hold up the correct card. Each pair gains a point for a correct answer.
- You can use these words: days (z), trainers (z), suits (s), jobs (z), tights (s), jeans (z), shoes (z), ties (z), newspapers (s), cups (s).

Presentation

- Say *We're going to read Jim's blog about buying clothes online.* Say *online.* Learners repeat. Ask learners what *online* means. (*On the Internet*)
- Show pictures of trainers, a T-shirt, a mobile phone and a book.
- Say *Sometimes, when we buy things online, we don't get what we want. What problems could you have with these things online?* Discuss the picture of the trainers together, e.g. *they're the wrong size or colour.*
- Put learners into pairs to discuss the other items. Learners' share their ideas.

Pupil's Book, page 6

- 1 • Say *Open your Pupil's Books at page 6. Ask Can you read every word carefully in 2 minutes? (No) Can you find the information? (Yes) Say Let's find out.*
- Learners read the questions. Then they read the text alone. Monitor for progress.
- Put learners into pairs to check answers. Check with the class.

Key: 1 Jim wanted a T-shirt with 'Happy Birthday' written on it in Spanish; Jenny wanted a new pair of trainers.
2 Jim's T-shirt said 'Happy Birthday in Spanish' on it; Jenny's trainers were for a doll. 3 A shopping fail is when we buy the wrong thing, or the thing we buy is not what we thought it was.

- 2 • Tell learners that they'll read the blog again to find out more.
- Read the example. Ask learners to give a reason for the answer. (*Because Jenny says her feet are too big for her old trainers. So her trainers are too small for her feet.*)
- Put learners into pairs. For each answer, ask learners what Jim or Jenny said the comment about and where they found the sentence.

Key: 1 Jenny (She needs a bigger pair of trainers.)
2 Jim (When he puts the T-shirt on, it feels great – not bigger or smaller than he wanted.) 3 Jenny (She sees a pair of shoes she loves, they're red and very cheap.)
4 Jim (His friend laughs and laughs and Jim feels angry.) 5 Jenny (She's surprised when she sees the box.)

- **Extension** Divide the class into two groups. Half the class look at Jim's blog, and the rest look at Jenny's. Pair learners with a learner reading the same blog.
- Tell them they will complete a reading race to find some information in the blog. They must write their answers quickly. Give an example, e.g. say *What does Jenny buy?* (*A pair of trainers*) Say the pair that finish first will win.
- Reveal the questions: *When did they look at the website* (*Jim: last week; Jenny: last month*); *Was the size OK?* (*Jim: yes; Jenny: no*); *Did their shopping arrive quickly enough* (*Jim: no; Jenny: yes*); *Find an adjective that describes how Jim/Jenny felt* (*Jim: confused or happy; Jenny: surprised or shocked*).
- Check answers with the class.

Ending the lesson

- Elicit again what a 'shopping fail' is. Then ask *What have you learnt today about online shopping?* (*You have to pay attention to all the details when shopping online to avoid shopping fails.*)
- Say *Good work.*



Language practice 1

Lesson outcomes By the end of the lesson, learners will be able to use comparatives accurately in written and spoken English and make comparisons between clothes.

New language ...er than ..., more ... than, as ... as for comparisons

Recycled language adjectives, clothes

Materials paper (one sheet per group), coloured pens and pencils, fashion magazines (one per group), audio, video

Digital Classroom Presentation Plus, Grammar Workbook Unit 1, Practice Extra

Warm-up

- Put learners into groups of five. Ask them to draw a body outline. Learners create an outfit for a fashion show and describe it.
- Groups present their outfit, e.g. *He's wearing lovely black jeans and a bright red T-shirt. He's got red trainers.*
- Choose two designs each time. Tell the class to vote. Ask *Which clothes are more colourful/warmer/smaller/longer/more unusual?* Learners vote.

Presentation

- Write *The grey jacket is cheaper than the blue jacket* on the board. Underline the comparative form and ask *Do you pay more money for the grey jacket or the blue one?* (*The blue jacket*) Then write *The blue jacket is more expensive than the grey jacket* on the board. Underline the comparative form and explain they mean the same.
- Write *The blue jacket isn't as heavy as the grey jacket* on the board. Ask *Are both jackets equally heavy?* (No) *Which is heavier?* (*The grey jacket*)
- Write *Jim put the blue jacket on more quickly* on the board. Underline the comparative form and ask *What kind of word is 'quickly'?* (*An adverb*)

Pupil's Book, page 7

- 1 • Say *Open your Pupil's Books at page 7. Read Activity 1.*
- Explain that adjectives describe nouns and adverbs describe verbs.
- Ask learners to find the words in the text before classifying them into adjectives and adverbs. Check answers.

Key: 1 adjective 2 adverb 3 adverb 4 adjective 5 adjective 6 adjective (Jim: the T-shirts weren't as expensive as, I put it on as quickly as I could, arrived more slowly than I hoped, Jim's big bag, then I felt a lot better) (Jenny: ... the shoes were much more expensive ..., ... my feet are growing quickly, ... the box was very small ...)

2

1.05



Grammar look: comparative adjectives, adverbs and *as ... as*

- Watch the first part of the grammar video. Stop before Grammar look!
- Point to the Grammar look box. Ask learners *What's it about?* (*Comparison*)
- Play the Time for Grammar look! part. Learners watch, then invite two learners to read the sentences in the book. Help them with intonation.
- Ask *Do adjectives and adverbs form the comparative in the same way?* (Yes)
- Play the next part. Learners listen and complete. Check answers with the class.

Track 1.05

See audioscripts on pages TB118–129

Key: 1 cheaper 2 more expensive (than), not as heavy as 3 better, more quickly

Complete the Grammar look activity on page 120.

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- Ask learners to read the texts and complete them with the comparatives. Then match them with the photos.

Key: 1 smarter 2 as comfortable 3 more interesting 4 bigger 5 more casual more quickly; A 3 B 2 C 1

mission 1: Plan a fashion show

- Remind learners about the Unit 1 mission: Plan a fashion show.
- Put learners into small groups. Give each group a fashion magazine to choose an outfit and write a description using comparatives. Tell learners to use the text as a guide for this task.

Activity Book, page 4

- Say *Look at page 4 of your Activity Book. Review My mission diary.*
- Learning to Learn: Learners reflect on their own performance and measure their progress.
- **SA** Say *This is stage 1 of the mission. Are you happy with your work on this stage?* Have students self-assess by writing one word under the mission 1 label to reflect how they feel about their work.

Ending the lesson

- Ask learners to compare online shopping and buying things in a market or shop, e.g. *You can try clothes on in a shop. You can find cheaper things online.*