

Zoltán Rézműves

BBC

WIDER WORLD

SECOND EDITION

Teacher's Book with Teacher's Portal Access Code

3



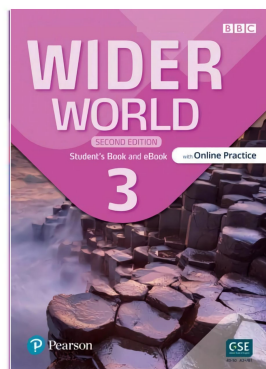
Pearson



40-50 A2+/B1

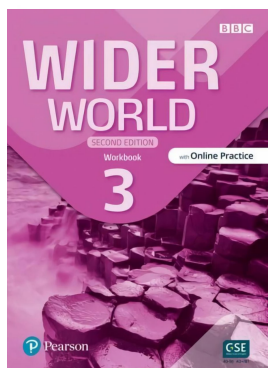
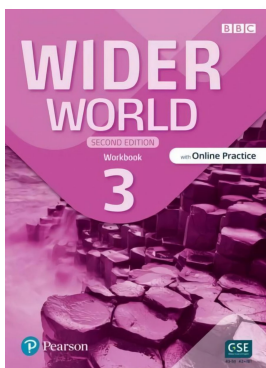
Course Components

For Students



STUDENTS' BOOK WITH EXTRA ONLINE PRACTICE

- Access code for Interactive Students' Book, Extra Online Practice and Vocabulary App (Quizlet)
- Course map showing how to use the Student components
- Ten units per level: nine core units and one revision Starter unit. Each unit includes a wordlist with exercises to extend key vocabulary and a *Revision* section
- Grammar and Speaking videos
- *Progress Checks* for units 1–3, 4–6 and 7–9
- *BBC Culture* lessons based on BBC video documentaries and project work
- *Learning Experience* lessons focusing on developing future skills
- *Grammar Extension* section including grammar reference and practice activities for every Grammar lesson
- Pronunciation explanations and practice section based on language presented in each unit
- Irregular verbs list
- Audio and video files available online



WORKBOOK

- Access code for Interactive Workbook, Extra Online Practice and Vocabulary App (Quizlet)
- Additional grammar, vocabulary and skills practice to supplement the material in the Students' Book
- *My Language Files* for storing key vocabulary from each unit
- *Revision* section at the end of each unit
- *Reading Extension* sections to encourage reading for pleasure
- *Writing Extension* section supporting writing skills further, and focusing on writing templates and useful language for different types of texts
- Cumulative *Progress Checks* for units 1–3, 1–6 and 1–9
- Audio files available online

INTERACTIVE STUDENTS' BOOK

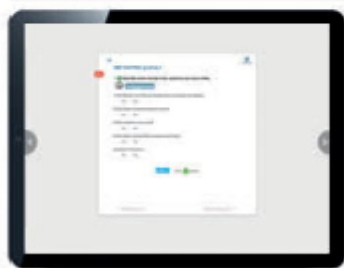
- Full Students' Book in digital format with embedded audio, video and interactive activities
- Tools for managing and assigning self-study and practice activities for students, with automatic marking to save time
- Personal gradebook for students to review their performance

INTERACTIVE WORKBOOK

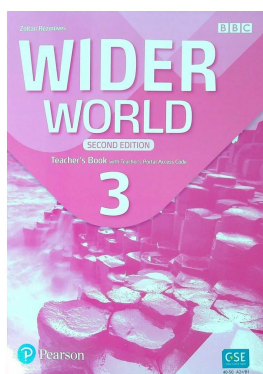
- Full Workbook in digital format with embedded audio, video and interactive activities with automatic marking to be used for self-study or teacher-assigned work
- Fully accessible on computer and tablet

EXTRA ONLINE PRACTICE

- Extra online practice to review and recycle what has been learned in every unit. Students can view and monitor their results in the gradebook.



For Teachers



TEACHER'S BOOK

- Students' Book pages with answers and a list of teacher and student resources available for each lesson
- Detailed teaching notes with useful tips on areas such as mixed-ability classes and Assessment for Learning
- Background notes, extra activities, additional tasks for fast finishers and students who need support
- *Need support?* suggestions for each unit with simplified versions of more difficult tasks
- Student Book and Workbook audioscripts and videoscripts, and Workbook answer key
- Access code to the Teacher's Portal with a wealth of tools and resources to make teaching more effective in class and online



ACTIVE TEACH PLUS

- Digital versions of Students' Book and Workbook
- Interactive activities for display in class and online
- Teaching notes for each lesson and individual exercises
- Embedded audio and video



PHOTOCOPIABLE RESOURCES

- Ninety photocopiable worksheets with full teaching notes and answer key including:
 - one worksheet for every lesson plus two additional vocabulary and grammar revision worksheets for each unit
 - *Learning Experience* worksheets to supplement the lessons in the Students' Book
 - Project worksheets with step-by-step support for digital projects in *BBC Culture* lessons
- Assessment for Learning response cards designed to support feedback
- *Need support?* worksheets for each unit with simplified versions of selected tasks from the Students' Book



ASSESSMENT PACKAGE

- A range of language, skills and exam tests for use at different points throughout the course
- All core tests available at three levels of difficulty to cater for mixed levels in the classroom: ready-to-print PDFs and editable Word documents, which can be administered online via the Test Generator

When do we use the Present Simple?



GRAMMAR PRESENTATIONS

- Interactive grammar presentations with practice exercises for each Grammar lesson



OTHER USEFUL RESOURCES

- Teacher's Book in PDF format
- Class, Workbook and Test audio with scripts
- GSE mapping booklets
- Exam correlation tables between Pearson English International Certificate, Benchmark, Cambridge English exams and each level of *Your World*

Key Concepts

There are four types of videos in *Your World 1–4*. All videos can be accessed from the Resources area on the Teacher's Portal. They are also embedded in the Interactive Students' Book.

GRAMMAR AND SPEAKING VIDEOS



An entertaining drama about a group of teenagers, their families and friends

The videos present the key language for one of the two Grammar lessons and all the Speaking lessons in an engaging and relatable way. Real-life dialogues provide natural and memorable models. New language is backed by visual clues and presented in context to help students acquire new language.

The episodes also have an additional focus on future skills and are accompanied by a *Future Skills* task to show students how learning specific skills can be useful for their lives outside the classroom.

All the video episodes are also available in audio-only format.

BBC STREET TALK



Short clips of people filmed by the BBC on the streets of London answering questions about their lives and opinions

Students are exposed to authentic, spontaneous speech uttered by speakers of English from around the world. The purpose of the videos is to provide short manageable chunks of language in real contexts to help students develop compensation strategies for understanding and to improve their listening skills.

BBC CULTURE VIDEOS



A series of inspiring culture videos produced in co-operation with the BBC

The videos recycle the topic and language from the preceding units. They are aimed to spark students' imagination and curiosity about the wider world so that they are enthused to continue their English learning independently.

GRAMMAR ANIMATIONS



Your World also allows for a Flipped Classroom approach by including grammar videos which students can watch when they like and as often as they like.

Each of these videos features two parts: an animated cartoon presenting the grammar structure in context and a teacher's explanation to reinforce students' understanding. The purpose of these videos is to help your students learn grammar in an engaging and attractive way. They can be used in any part of the lesson or for revision at home.

Inclusive Classroom

Your World recognizes the need for all students to reach their potential and encourages teachers to adopt inclusive practices in the classroom by offering strategies and tailored materials.

In an inclusive classroom, all students are engaged in learning and making progress, and students' individual differences are recognized. Inclusivity also means respecting people from *all* backgrounds and cultures.

MIXED-ABILITY CLASSES

Mixed ability refers to the differences that exist in a group of learners in terms of each student's competencies, strengths, difficulties, learning preferences and abilities. *Your World* recognizes that all classrooms are mixed-ability, and offers strategies and support for teaching more and less confident students. More confident students may be simply more confident, or they may have high language proficiency levels, strong literacy, or be quicker to understand and apply new information. Less confident students, on the other hand, may be less confident, or they may have difficulties with some areas, e.g. grammatical accuracy or reading.

Your World offers strategies and materials to cater for mixed ability in the classroom. These include:

Students' Book

- Grammar exercises are carefully staged from basic to more challenging in the grammar lessons catering for a range of abilities.
- Grammar presentations are varied to cater for different learning styles.
- The *Challenge* tasks (**CHALLENGE**) at the end of the grammar and vocabulary lessons provide more cognitively demanding and freer practice opportunities for more confident learners.
- *Challenge* tasks on *Vocabulary Extension* pages practise items from the Extra Words list for each unit.

Teacher's Book

- There are teaching notes and detailed suggestions as well as ideas for differentiated tasks for less and more confident students under *Need support?* and *Finished early?* These also include tips for exploiting pair and group work in mixed-ability classes.
- There are *Need support?* worksheets with four activities for each unit with simplified versions of more difficult tasks in the Students' Book.

Workbook

- The exercises progress from less to more difficult to allow teachers to allocate suitably graded material to less and more confident students.
- *My Language File* page is a useful tool to help students build their own bilingual dictionary as well as memorise and revise new words.

On the Portal

- There are additional remediation tasks for each Grammar lesson to provide extra practice.
- There are additional supplementary resources for students with special needs.



Future Skills

Soft skills (also referred to as '21st century skills' or 'transferable skills') are becoming increasingly important in a rapidly changing and uncertain future. Modern learners need to develop not just English language skills, grammar and vocabulary, but also skills which will help them become fully rounded citizens of the global community.

Your World is aligned to the *Pearson Personal & Social Capabilities (PSC)* framework. PSC identifies six categories of skills which are critical for lifelong learning and success at work:



Your World has been designed to place a special emphasis on helping students develop future skills:

- **A dedicated life skills syllabus for each level**
The *Future Skills* programme has been integrated into all four levels of the course and the syllabus has been adjusted to students' cognitive abilities.
- **Learning Experience lessons**
In every level there are four *Learning Experience* sections which introduce future skills in real-life contexts. Students learn about how to apply a given skill through a sequence of practical tasks. They are provided with useful tips and key language. The lessons can be supplemented with photocopiable worksheets which explore the topic of the lesson in more detail.
- **Future Skills tasks**
In every unit there is a *Future Skills* task integrated into the video story. These short tasks are guided and help students focus on one specific skill.

Key Concepts

VISIBLE THINKING Visible Thinking

The ability to think critically, i.e. question, explore, challenge and solve, is arguably one of the most important skills students will need for their future lives. However, a key question is how teachers can gain insight into students' thinking processes and help them to become better thinkers. Visual Thinking Routines (VTR) are simple exercises designed to help students understand how they think and learn by making their ideas and thinking 'visible'. They usually comprise a few steps which scaffold and guide students' thinking, and are designed to be frequently repeated so that students develop thinking habits typical of critical thinkers.

VTR examples in *Your World*:

- *See, Think, Wonder* (What do you see? What do you think about that? What does it make you wonder?) – This VTR aims to develop learning through careful observation and interpretation of images, topics and objects.
- *Why do you say that?* (What do you know/see that makes you say that?) – This VTR promotes evidence-based reasoning and critical thinking, to help students support opinions with evidence.

In *Your World*, a range of visible thinking routines are incorporated into all the *BBC Culture* lessons across all levels. Each level features visual thinking routines appropriate to students' cognitive development and language level.

UN Sustainable Development Goals

In 2015, all UN Member States adopted 17 Goals as part of the 2030 Agenda For Sustainable Development – a global call to action to protect the planet, end poverty and improve the lives of all the people. In *Your World*, the overarching unit topics have been developed with reference to the UN Sustainable Development Goals. USDG statements are presented in the *BBC Culture* lessons for class discussion and are also referenced in the *Learning Experience* lessons. Discussion tasks provide the opportunity to expose pupils to the wider world and use the global context as a springboard for thinking about local and big picture issues.

GSE The Global Scale of English

The Global Scale of English (GSE) is a numerical scale which measures English language proficiency. It is also a framework of learning objectives which describe what a learner can do at each level of proficiency on the scale for each of the four skills: listening, reading, speaking and writing.

The Global Scale of English is fully aligned to the Common European Framework of Reference for Languages (CEFR), but the numerical scale enables proficiency to be measured more accurately, more regularly and within a CEFR level.

This keeps learners motivated as they see regular evidence of progress.

Your World has been created using the GSE Learning Objectives for Young Learners and Adult Learners. These have been used to ensure that the content and activities are at the correct level and have informed the lesson goals given at the start of each unit.

Benchmark

English Benchmark Tests A/B1 for older teenagers test proficiency in the four skills in a fun-like format, which can even be taken at home. English Benchmark gives you recommendations on what to teach next based on students' scores and can be used in conjunction with *Your World*.

We recommend taking two tests per year to check or monitor students' progress and inform teaching plans. The table below shows how *Your World* is aligned to Benchmark levels:

Level 1	Benchmark Test A
Level 2	Benchmark Test A
Level 3	Benchmark Tests A/B1
Level 4	Benchmark Test B1

For more information about GSE Objectives in *Your World* and Benchmark tests, please go to Pearson English Assessment Portal at www.pearson.com/english/assessment.html.

Exams

Your World provides many opportunities for students to get acquainted with the format of international exams with special focus on the Pearson English International Certificate and Cambridge Exams.

Exam preparation is seamlessly integrated in the Students' Book and Workbook and detailed information about exam tasks covered in each level can be found in the Exam Alignment Tables available on the Teacher's Portal.

	GSE	CEFR	Pearson English International Certificate	Cambridge
Level 1	22–34	A1/A2	Levels A1/1	A2 Key for Schools
Level 2	32–42	A2/A2+	Level 1	A2 Key for Schools
Level 3	40–50	A2+/B1	Levels 1/2	A2 Key for Schools/ B1 Preliminary for Schools
Level 4	45–55	B1+	Level 2	B1 Preliminary for Schools

Assessment for Learning (AfL)

Most teachers are familiar with assessment of learning, i.e. assessments/tests that take place at the end of a unit of study, which are used to report achievement. Assessment for Learning (AfL) complements and supports this type of assessment, but differs in two key ways:

- AfL takes place at *all* stages of the learning process. Teachers continuously monitor and assess students' needs and progress during lessons, give feedback and support where necessary, and modify future teaching and activities based on their observations.

- AfL means students take responsibility for learning and take an active role. They become more independent, and more able and confident to continue learning beyond the classroom. Because AfL focuses on the process of learning, and emphasises progress and achievement rather than failure, it increases student motivation and maximises attainment. It is now established as one of the most powerful ways of improving learning and raising standards.

ASSESSMENT FOR LEARNING IN THE CLASSROOM

AfL can take different forms, but fundamentally it consists of anything you do to help students focus on and answer these three questions:

1 *What am I going to learn?*

2 *Can I do what is expected of me?*

3 *How can I improve?*

These three questions underlie the Assessment for Learning strategies that are incorporated in *Your World*. The table below lists the most common strategies included in the teaching notes for each lesson, together with examples of recommended classroom techniques.

AfL strategies	Examples of recommended classroom techniques
 Set and review lesson goals At the start, share lesson aims and write them on the board so you and your students can refer to them at different stages of the lesson. (1 <i>What am I going to learn?</i>) At the end, ask students to re-read the aims and reflect on the extent to which they have achieved them. (2 <i>Can I do what is expected of me?</i>)	Setting lesson goals: Write the aim on the board and read it out. Ask questions to check understanding. Reflection: At the end of the lesson students re-read the lesson aim and write a number from 1–5 to say how confident they feel (1 – it's easy to 5 – it's difficult), together with a reason why. Read and if necessary, review or offer individual support. Self-assessment: Students reflect on the lesson and their learning. Give them questions to answer in their notebooks.
 Monitor students' learning and give constructive feedback Throughout the lesson, observe how students participate, monitor progress and assess their work. Give all students the opportunity to respond to questions. Give regular constructive feedback to individual students: praise and show them what they can improve and how. (3 <i>How can I improve?</i>)	Yes/No, Traffic Light, and Emoji response cards: Students choose and hold up a card to show how well they understand, e.g. a language item. Look at the responses and if necessary, re-teach, review or offer individual support. Popsicle Stick technique: Students write their names on popsicle sticks and put them in a cup. A student picks a stick. The student whose name is on the stick answers the question. Basketball technique: A student gives the answer, then throws a ball to another student to give his/her answer and so on. The teacher only gives feedback after all the students involved have spoken.
 Peer Learning Use pair work and group work to encourage peer learning and collaboration. Encourage learners to assess each other's ideas and work.	Peer teaching: Students raise their hands if they have a question. Other students answer. Only provide support when needed. Think-Pair-Share: Students think of the answer to a question alone. Then they discuss in pairs. Finally, they discuss their ideas in groups, or as a class.
 Independent Learning Promote independent learning by giving students responsibility and choices.	Spider diagram: Students create a spider diagram with the words in the Vocabulary box. Then they add any other words they know. Visual dictionary: Students create a visual dictionary with the new vocabulary. They can draw pictures or find images. Give them the option of creating the visual dictionary in their notebooks or on a laptop, tablet or smartphone.

Your World offers you the support you need to incorporate Assessment for Learning in your everyday teaching:

- Teaching notes offer quick and easy-to-use AfL techniques for all key lesson stages (clearly signposted with symbols).
- Photocopiable Assessment for Learning response cards are available on the Portal.
- Self-assessment* tasks pages in the Workbook help students monitor where they are in their learning and become more independent learners.

A Unit of the Students' Book

Clear summary of unit contents in terms of vocabulary, grammar, communication and future skills

Tech check

1

VOCABULARY
Technology | Being technology | Digital media | Social media

GRAMMAR
Present Simple and Present Continuous | Future Skills

COMMUNICATION
Problem-solving | Discussion of past decisions and their results

FUTURE SKILLS
Critical Thinking | Science project | Communication | Technology and problem-solving | Creativity | English | English | English

VIDEOS
Science in Action | What's New | Technology | What's New

1.1 Vocabulary

Technology and social media

- Look at the photos A-C. What do you think is happening in each one? Are there people of technology?
- Read Karen's tech blog. Do you agree with Cecilia's choice?
- Listen and listen to the Vocabulary box. Check you understand the words.

VOCABULARY Technology

1. laptop 2. tablet 3. smartphone 4. game console 5. smartwatch 6. smart speaker 7. fitness tracker 8. smartwatch 9. smartwatch

4. Listen and guess the pieces of technology. Then listen again and check.

5. Listen to the audio. Think of three gadgets or pieces of technology for each subject. Which object would be the best present for you? Why?

(person) smartwatch 1. old-fashioned 2. mobile 3. really useful

6. Listen and guess the pieces of technology. Then listen again and check.

7. Listen to the audio. Think of three gadgets or pieces of technology for each subject. Which object would be the best present for you? Why?

(person) smartwatch 1. old-fashioned 2. mobile 3. really useful

8. Listen and guess the pieces of technology. Then listen again and check.

9. Listen to the audio. Think of three gadgets or pieces of technology for each subject. Which object would be the best present for you? Why?

(person) smartwatch 1. old-fashioned 2. mobile 3. really useful

All lexical items recorded for students to listen and repeat

Special focus on teaching collocations and vocabulary chunks

Stretch activities to challenge higher-level students and to personalise lesson learning points

BBC street interview videos to expose students to real-life examples of language from the lessons

Vocabulary presented in real-life contexts with engaging visuals

Full grammar tables and more exercises for practice at the back of the book

Manageable texts about contemporary issues to engage students' attention

1.2 Grammar

Present Simple, Present Continuous and state verbs

Present Simple
To talk about facts, habits and routines. They are not changing over time. They are always the same.

Present Continuous
To talk about actions that are happening now. They are changing over time. They are not the same.

State verbs
Verbs that describe a state or condition. They are not changing over time. They are always the same.

1.3 Reading

A competition advertisement and related informal emails

Help the world, win a prize and have fun!

The Science and Technology Group (STG) is looking for the best science project of the year. The winner will win a prize of £25,000 for their school and their own project.

1. Listen to the audio. What is the competition about?

2. Read the text. What is the competition about?

3. Listen to the audio. What is the competition about?

4. Listen to the audio. What is the competition about?

Step-by-step reading practice to develop students' reading skills

Varied comprehension tasks including exam-like tasks to prepare for international exams

Vocabulary sets contextualized in the reading text

Varied approach to grammar presentations including text-based presentations

Critical Thinking routines to help students interpret and evaluate texts, explore ideas further and create new products

Step-by-step listening practice to build students' confidence and improve listening skills.

1.5 Listening and Vocabulary

A radio programme about using technology



A variety of listening tasks including exam-like tasks to prepare for international exams

Grammar presented through video drama episodes

A varied approach to grammar including sentence analysis of video script extracts

Communication exercises to promote personalised speaking practice in pairs or groups

Real-life video dialogues to provide natural and memorable language models

1.7 Writing

A description of your daily routine and online hobbies



Example texts to provide students with a model for free writing task

Everyday expressions pulled out of the presentation

Future skills
tasks linked to
video episodes

Key functional language from the dialogues organised in speaking boxes

Language boxes with useful language points to improve writing cohesion

Step-by-step
Writing Time
guidelines to
help students
with their own
texts

Staged practice of expressions to prepare students for the final speaking tasks

Writing boxes to highlight key functional language for writing and paragraph organisation

A Unit of the Students' Book

Effective **revision** of vocabulary and grammar from the unit

Vocabulary Extension

TECHNOLOGY p. 130

Technology
designing (verb)
power (noun)
connect (verb)
update (verb)
power bank (noun)
update (verb)
power bank (noun)

Word banks
designing (verb)
power (noun)
connect (verb)
update (verb)
power bank (noun)
update (verb)
power bank (noun)

Word banks
designing (verb)
power (noun)
connect (verb)
update (verb)
power bank (noun)
update (verb)
power bank (noun)

Word banks
designing (verb)
power (noun)
connect (verb)
update (verb)
power bank (noun)
update (verb)
power bank (noun)

Word banks
designing (verb)
power (noun)
connect (verb)
update (verb)
power bank (noun)
update (verb)
power bank (noun)

Revision

VOCABULARY

1 Choose the correct option.

2 Write the correct word for each definition.

3 Complete the sentences with the correct words.

GRAMMAR

1 Choose the correct option.

2 Complete the sentences with the correct form of the verb in brackets.

3 Complete the text with the correct form of the verb in brackets.

TECHNOLOGY TIPS

1 Don't forget to... (check) your phone.

2 Don't forget to... (check) your phone.

3 Don't forget to... (check) your phone.

4 Don't forget to... (check) your phone.

5 Don't forget to... (check) your phone.

CHALLENGE Write a sentence that uses all the words in the box.

DICTIONARY

1 Look up the word 'update' in the dictionary.

2 Write down the definition of 'update'.

3 Write down the definition of 'update'.

4 Write down the definition of 'update'.

5 Write down the definition of 'update'.

1 Complete the sentences with words from the word bank.

2 Write the correct word for each definition.

3 Complete the sentences with the correct words.

1 Choose the correct option.

2 Complete the sentences with the correct form of the verb in brackets.

3 Complete the text with the correct form of the verb in brackets.

The **Progress Check** sections consolidate grammar, vocabulary, and functional language from the preceding three units.

Vocabulary and Grammar

1 Choose the correct option.

2 Complete the text with the correct word in each gap.

3 Complete the text with the correct word in each gap.

Reading

1 Why do Anne and her friends like a phone with them in the car?

2 What do Anne and her friends do when they are in the car?

3 What do Anne and her friends do when they are in the car?

4 What do Anne and her friends do when they are in the car?

5 What do Anne and her friends do when they are in the car?

1 Choose the correct option.

2 Complete the text with the correct word in each gap.

3 Complete the text with the correct word in each gap.

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2 What do Anne and her friends do when they are in the car?

3 What do Anne and her friends do when they are in the car?

4 What do Anne and her friends do when they are in the car?

5 What do Anne and her friends do when they are in the car?

BBC Culture lessons (after units 1, 3, 5, 7 and 9) to provide students with opportunities to work with authentic videos and real-life content

BBC CULTURE Screenagers

UK/USA: How do teenagers use their mobile phones?

Most think teenagers are on their phones all day. These screenagers spend a large part of the day on their mobile phones.

If you're curious about how teenagers use their mobile phones, watch this video. It features teenagers from the UK and the USA. They talk about how they use their mobile phones, what they do with them, and how they feel about them. The video also shows how teenagers use their mobile phones to communicate with their friends and family.

Teenagers may be connected in the digital world, but there is a downside. Teenagers can't use their mobile phones if they are without power. This is a problem for teenagers who rely on their mobile phones for everything. They can't use their mobile phones to communicate with their friends and family if they are without power. This is a problem for teenagers who rely on their mobile phones for everything.

Screenagers is a new series of videos that explore how teenagers use their mobile phones. The videos are hosted by teenagers from the UK and the USA. They talk about how they use their mobile phones, what they do with them, and how they feel about them. The video also shows how teenagers use their mobile phones to communicate with their friends and family.

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Step-by-step digital projects to allow students to follow their own interests while developing teamwork and ICT skills

Thinking routines to help students question and think

Discussion points based on the UN Sustainable Development Goals to promote peace, end poverty and protect the planet

Learning Experiences (after units 2, 4, 6 and 8) to equip students with the future skills they need to enjoy their personal and social lives, and succeed in their studies and careers

Learning Experience 4

Plan an eco-friendly trip

Step 1 Think

- Look at the map and answer the questions.
 - What does the map show?
 - What other forms of transport could be added?
 - If you had to make this trip, how would you travel and why?
- Read the Useful Tips. In pairs, answer the questions.
 - What is an eco-friendly holiday?
 - Do you think it is easy to be eco-friendly when travelling? Why/Why not?
 - Look at Exercise 1. Decide which holiday you would prefer. Why?
- Listen to Charlie's holiday plan. Answer the questions.
 - How are they going to travel from London to Edinburgh?
 - Why have they chosen this form of transport?
 - What does Charlie think about the plan?
 - What does Charlie think about the plan?
 - What does Charlie think about the plan?

Step 2 Analyse

Are you an eco-friendly traveller?

- How do you usually get to school?
 - By car
 - By bus
 - By train
 - By bike
 - By foot
- How do you usually get to school?
 - By car
 - By bus
 - By train
 - By bike
 - By foot
- How do you usually get to school?
 - By car
 - By bus
 - By train
 - By bike
 - By foot
- How do you usually get to school?
 - By car
 - By bus
 - By train
 - By bike
 - By foot

Step 3 Prepare

Be an eco-friendly traveller

Useful tips for being an eco-friendly traveller:

- For short journeys, go on foot.
- Use a vehicle without an engine, e.g. a bike, a scooter, etc.
- Avoid planes and petrol cars.
- Share transport or take a coach, train or bus.
- Avoid long car journeys.
- If you must use a car, choose an electric, hybrid or smaller model.

Useful phrases

- ...to go to ...
- ...to go to ...
- ...to go to ...
- ...to go to ...
- ...to go to ...

Reflection Time

Think about the trip and answer the questions.

- What is the most important thing you have learned from this trip?
- What is the most important thing you have learned from this trip?
- What is the most important thing you have learned from this trip?

Guided tasks help students work effectively individually, in pairs or in groups to achieve the learning experience objective

Planners and templates help students organise their work and ideas

Final reflection tasks encourage students to think about their performance and the language they have used from the unit

At the back of the book: Grammar Extension with reference and additional practice at three levels of difficulty, Pronunciation practice and an Irregular verbs list

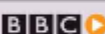
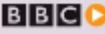
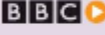
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Grammar

- Present Simple • Present Continuous • was/were • Past Simple • Past Simple and Past Continuous • Quantifiers
- Verb patterns • Revision of language structures

THE REVISION GAME

Listening and Vocabulary	Speaking	Writing	 YOUR WORLD AND YOU	Progress Check
A radio programme about using technology 	Problem-solving  Communication 	A description of your daily routines and online hobbies • Connectors	 <i>Disconnecting</i> Prepare a digital presentation about an app	Units 1–3 • Vocabulary and Grammar • Speaking • Listening • Reading • Writing
A conversation about outdoor activities 	Criticising and explaining  Self-management 	An article describing your local area and climate • Indefinite pronouns	Learning Experience 1 Self-management  Role-play a bad situation with a positive solution	
An account of a special cake 	Ordering food  Collaboration 	An email to a friend • Giving instructions	 <i>Indian food, Liverpool style</i> Design a menu to sell at a market	
An interview about a festival 	Talking about preferences  Communication 	A review on a blog • Adverbs of manner	Learning Experience 2 Social responsibility  Plan a school charity event	Units 4–6 • Vocabulary and Grammar • Speaking • Listening • Reading • Writing
A conversation about sports personalities 	Talking about plans  Collaboration 	Short messages • Prepositions + -ing form	 <i>The Highland Games</i> Prepare a video podcast about a mixed-gender sport	
A podcast about a burglary 	Keeping a conversation going  Social responsibility 	An opinion essay • Connectors of purpose and result	Learning Experience 3 Critical thinking  Practice effective decision-making	
Two personal accounts about special assistants 	Identifying people in a group  Self-management 	A short story • Sequencers	 <i>Arctic life</i> Prepare a presentation about things you can do to fight climate change	Units 7–9 • Vocabulary and Grammar • Speaking • Listening • Reading • Writing
An interview about special holidays 	Understanding a conversation  Communication 	An email about travel arrangements • Future time clauses	Learning Experience 4 Social responsibility  Plan an eco-friendly trip	
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Starter Unit

VOCABULARY

Home and furniture | Clothes and accessories | At the shopping centre |
Parts of the body | Jobs | Geographical features | Countries and languages |
Animals

GRAMMAR

Present Simple | Present Continuous | was/were | Past Simple | Past Simple and
Past Continuous | Quantifiers | Verb patterns | Revision of language structures

COMMUNICATION

Introducing Abe, Bea, Eren and Carla



S.1 My home and family life

Home and furniture

1 Complete the table with these words.

bathroom bed bedroom bookcase ceiling
cupboard dining room floor garage
garden hall kitchen living room mirror
roof table wall wardrobe window

Rooms	Furniture	Parts of the house
bathroom		

Present Simple

2 Complete the description with the Present Simple form of the verbs in brackets.

Molly's family life

We ¹ *don't live* (not live) in a big house, but we've got a big garden. My brother and his friends ² (...) (be/often) together there. I prefer to be in my bedroom. I ³ (...) (always/listen) to music. My dad ⁴ (...) (often/watch) TV in the kitchen. Something unusual about my family: we ⁵ (...) (never/have) breakfast together! My mum ⁶ (...) (sometimes/cook) lunch at the weekend, but she never cooks during the week – my dad's the chef!

Starter Unit 8

For the teacher

On the Portal
• Placement Test



For the student

- Workbook, pages 4–7
- Grammar Extension, Students' Book, pages 128–131
- Pronunciation, Students' Book, page 150

On the Portal

- Extra Practice Activities



Unit contents

Vocabulary

- Home and furniture
- Clothes and accessories
- At the shopping centre
- Parts of the body
- Jobs
- Geographical features
- Countries and languages
- Animals

Grammar

- Present Simple
- Present Continuous
- *was/were*
- Past Simple
- Past Simple and Past Continuous
- Quantifiers
- Verb patterns
- Revision of language structures

Communication

- Introducing Abe, Bea, Eren and Carla



Check your progress with Benchmark Test A/B1 on completing the Starter Unit.

For Online Classroom, go to the Portal.



Home and furniture

Exercise 1

Rooms: bedroom, dining room, hall, kitchen, living room

Furniture: bed, bookcase, cupboard, mirror, table, wardrobe

Parts of the house: ceiling, floor, garage, garden, roof, wall, window

Present Simple

Exercise 2

2 are often

3 always listen

4 often watches

5 never have

6 sometimes cooks

Starter Unit

Exercise 3

- 2 How does your dad spend his free time?
- 3 Do you get up early at the weekend?
- 4 Where do you meet your friends?
- 5 Does your best friend spend a lot of time with you?
- 6 What do you do in your free time?

Clothes and accessories

Exercise 5

- 2 hoodie
- 3 trainers
- 4 earrings
- 5 jacket
- 6 jumper/sweater

Present Continuous

Exercise 7

- 2 Are you wearing trainers?
- 3 Are the students working hard?
- 4 Is your friend sending text messages?
- 5 Are you looking out of the window?
- 6 Is your teacher wearing earrings?

At the shopping centre

Exercise 9

- 2 g
- 3 e
- 4 b
- 5 c
- 6 a
- 7 f

was/were

Exercise 10

- 1 were, was
- 2 was, were
- 3 Was, was, were
- 4 weren't
- 5 Were, wasn't

Past Simple

Exercise 11

- 2 Did you speak to a friend last Sunday?
- 3 Did you have a meal with your family last Saturday night?
- 4 Did you buy any clothes last weekend?
- 5 Did you watch a film on Friday night?

Past Simple and Past Continuous

Exercise 13

- 2 was walking
- 3 heard
- 4 saw
- 5 was running
- 6 fell

3 Make questions in the Present Simple.

- what / your mum / do / ?
What does your mum do?
- how / your dad / spend / his free time / ?
- you / get up early / at the weekend / ?
- where / you / meet / your friends / ?
- your best friend / spend / a lot of time / with you / ?
- what / you / do / in your free time / ?

4 In pairs, ask and answer questions 3 to 6 in Exercise 3.

A: *Do you get up early at the weekend?*
B: *Yes, I do.*

Clothes and accessories

5 Write the name of the clothes and accessories in Molly's bedroom.

1 watch



Present Continuous

6 What are you wearing today? Write three sentences. Use words from Exercise 5 or your own ideas.

I'm wearing a jacket.

7 Order the words to make questions.

- you / are / a school uniform / wearing / ?
Are you wearing a school uniform?
- are / wearing / trainers / you / ?
- the students / are / working / hard / ?
- sending / text messages / your friend / is / ?
- you / looking / are / out of the window / ?
- earrings / wearing / your teacher / is / ?

8 In pairs, ask and answer the questions in Exercise 7. Use short answers.

A: *Are you wearing a school uniform?*
B: *No, I'm not.*

At the shopping centre

9 Match to make shopping centre words.

- | | | |
|----------------|---|-------------|
| 1 cash | d | a park |
| 2 department | | b cinema |
| 3 food | | c assistant |
| 4 multi-screen | | d machine |
| 5 shop | | e court |
| 6 car | | f toilets |
| 7 public | | g store |

was/were

10 Complete the sentences with *was/were* or *wasn't/weren't*.

- We *were* in the new shopping centre last Saturday. It (...) fun.
- The food court (...) great and there (...) lots of different restaurants.
- A: (...) the department store expensive?
B: Yes, it (...). There (...) lots of designer clothes and accessories.
- There (...) any cheap accessories in the new department store.
- A: (...) you at the multi-screen cinema last Friday night?
B: No, I (...).

Past Simple

11 Make questions in the Past Simple.

- you / go / to the park / last weekend / ?
Did you go to the park last weekend?
- you / speak / to a friend / last Sunday / ?
- you / have / a meal / with your family / last Saturday night / ?
- you / buy / any clothes / last weekend / ?
- you / watch / a film / on Friday night / ?

12 In pairs, ask and answer the questions in Exercise 11.

A: *Did you go to the park last weekend?*
B: *Yes, I did.*

Past Simple and Past Continuous

13 Choose the correct option.

- A: What ¹ *was happening* / *happened* to your head?
- B: ² *I walked* / *was walking* to school last Friday when I ³ *heard* / *was hearing* a strange noise above me. I looked up and ⁴ *saw* / *was seeing* a drone in the sky. It moved away quickly, so I ran after it. But while I ⁵ *ran* / *was running*, I ⁶ *fell* / *was falling* over!

Parts of the body

1 Write the parts of the body.

1 shoulder

2 e(...)

3 a(...)

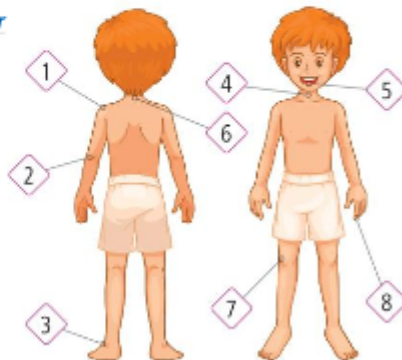
4 t(...)

5 t(...)

6 n(...)

7 k(...)

8 f(...)



Jobs

2 Write the names of the jobs.

1 A farmer works on the land.

2 A h(...) cuts people's hair.

3 A m(...) repairs cars.

4 A n(...) works in a hospital.

5 A s(...) works in a laboratory.

6 A c(...) works in the kitchen.

Geographical features

3 Write the names of the geographical features.

beach cliff desert field jungle mountain
ocean river valley waterfall

1 river



Quantifiers

4 Choose the correct option.

1 There aren't many / *much* rivers in my country.

2 There are *much* / *a lot of* mountains.

3 There isn't *enough* / *too* rain in the summer.

4 How *many* / *much* does it cost to fly over the jungle?

5 There are *any* / *some* waterfalls in the valley.

Countries and languages

5 Copy and complete the table.

Countries	Languages	Countries	Languages
1 Italy	<u>Italian</u>	5 (...)	Polish
2 (...)	Turkish	6 China	(...)
3 Germany	(...)	7 France	(...)
4 Brazil	(...)	8 The USA	(...)

Verb patterns

6 Choose the correct option.

- You need to check / *checking* your homework.
- I keep *to forget* / *forgetting* your address.
- She tries *to study* / *studying* every day.
- We enjoy *to cook* / *cooking* Turkish food.
- I'm learning *to write* / *writing* Chinese characters.

Animals

7 Write the names of the animals.

1 gorilla



Revision of language structures

8 Match examples 1–7 with language structures a–g.

- What are you doing at the weekend? e
 - If I were you, I'd work harder at school.
 - There'll be more robots in the future.
 - Sarah's doing her homework at the moment.
 - If you like jazz, you will love this film.
 - Max has just gone home.
 - The actors were screaming and shouting.
- a Second Conditional
b Future prediction
c Present Perfect
d Past Continuous
e Present Continuous for an arrangement
f First Conditional
g Present Continuous for something happening now

Starter Unit

Parts of the body

Exercise 1

- 2 elbow
- 3 ankle
- 4 throat
- 5 tongue
- 6 neck
- 7 knee
- 8 finger

Jobs

Exercise 2

- 2 hairdresser
- 3 mechanic
- 4 nurse
- 5 scientist
- 6 chef/cook

Geographical features

Exercise 3

- 2 cliff
- 3 beach
- 4 mountain
- 5 valley
- 6 desert
- 7 waterfall
- 8 ocean
- 9 field
- 10 jungle

Quantifiers

Exercise 4

- 2 a lot of
- 3 enough
- 4 much
- 5 some

Countries and languages

Exercise 5

- 2 Turkey
- 3 German
- 4 Portuguese
- 5 Poland
- 6 Chinese
- 7 French
- 8 English

Verb patterns

Exercise 6

- 2 forgetting
- 3 to study
- 4 cooking
- 5 to write

Animals

Exercise 7

- 2 shark
- 3 ant
- 4 donkey
- 5 goat
- 6 bee

Revision of languages structures

Exercise 8

- 2 a
- 3 b
- 4 g
- 5 f
- 6 c
- 7 d

Starter Unit

Exercise 1 1 0.01

- 2 He's from the USA.
- 3 He's fifteen years old.
- 4 His new home is in the UK.
- 5 His favourite hobby is photography.
- 6 No, he hasn't.
- 7 Yes, he does.

Exercise 2

- 2 True
- 3 False. Abe's old home is bigger.
- 4 True
- 5 False. Bea is his cousin.
- 6 True

Exercise 3

- 2 I'm from the USA.
- 3 My house is small but very nice.
- 4 No, I haven't.
- 5 No, I haven't.
- 6 I like photography, reading, watching movies and making videos.



Abe

This is Abe. His name's Abel Kerr, but his friends and family call him Abe. He's fifteen and he's from the USA. But now his new home is in the UK.

- 5 His dad's name is Will and he's British. He's a scientist and he's got a new job in London. Abe's mum is American. She's a dentist. She hasn't got a job in the UK, so she's staying in the USA at the moment.
- 10 Abe's new house in the UK is nice, but it's a bit small. There are three bedrooms and there's a small garden too.

Abe's favourite hobby is photography. He's got a blog with lots of his photos. He likes

- 15 reading, watching movies and making videos too.

He hasn't got any brothers or sisters, but he's got a British cousin. Her name's Bea. Bea's mum is Abe's aunt. She's his dad's

- 20 sister. They all get on very well.

- 1 0.01 Watch or listen. Answer the questions.

- 1 What's the boy's name?
His name's Abe.
- 2 Where's he from?
- 3 How old is he?
- 4 Where's his new home?
- 5 What's his favourite hobby?
- 6 Has he got any brothers or sisters?
- 7 Does he get on with his British family?

- 2 Read the text about Abe and decide if the sentences are true or false. Correct the false sentences.

- 1 Abe's dad is a dentist.
False – His father is a scientist.
- 2 Abe's mum isn't working in the UK right now.
- 3 Abe's old home is smaller.
- 4 Abe is interested in cinema.
- 5 Abe has got a sister called Bea.
- 6 Abe's dad and Bea's mum are brother and sister.

- 3 Write Abe's answers to the questions. Write full sentences.

INTERVIEW

- 1 What's your name?
My name's Abe.
- 2 Where are you from?
- 3 What is your house like?
- 4 Have you got any brothers or sisters?
- 5 Have you got any pets?
- 6 What are your hobbies?

- 4 In pairs, ask and answer the interview questions in Exercise 3.

A: *What's your name?*

B: *My name's Anna.*

- 1  Read Abe's blog page. In pairs, choose a title for the blog post.



Abe's blog





Bea Barker is fifteen. Her mum, Penny, is a Drama teacher. On school days, Bea always gets up early. She doesn't usually eat much for breakfast, but at weekends she usually gets up late and has a big breakfast. She spends a lot of time with me, her cousin Abe, and her friends Carla and Eren. We often meet in our favourite café. In her free time, Bea enjoys doing sport and she writes a nature blog. In the future, she wants to be a scientist or a journalist.



In the photo, you can see Eren King and his grandad. Grandad Frank is staying with Eren and his family at the moment. Eren loves his other grandparents too, but they live in Turkey, so he doesn't see them often. Eren's wearing his favourite hoodie and his dad's watch. He borrows it sometimes, but his dad doesn't mind! Tennis is one of Eren's favourite sports. He is planning to enter a tennis competition soon, so he's practising nearly every day at the moment.



This is Carla Silva. Carla's dad's from Brazil and her mum's half Spanish, so Carla is half Brazilian and a quarter Spanish. Carla was born in the UK, therefore she speaks English most of the time. Carla can understand Portuguese, but she doesn't speak it very well. She's having Portuguese lessons to improve her speaking. Her parents are planning a family holiday in Brazil next summer. Carla is also really into keeping fit. Last year she went to a yoga class, but she stopped going because it was boring. She loves acting and she wants to be an actor.



- 2 Read the blog post again. Answer the questions. Who ...

- 1 wants to work in theatre or films? *Carla*
- 2 has Turkish relatives?
- 3 wants to win a competition?
- 4 teaches acting?
- 5 is staying with his grandson?
- 6 writes about wildlife online?

- 7 is having foreign language classes?
- 8 eats more on Saturday mornings?
- 9 wants to be a scientist?
- 10 gave up a sport?

- 3 Write a paragraph about a friend to post on your blog. Present with a photograph.

Starter Unit

Exercise 1

Suggested answer:

My friends

Exercise 2

2 Eren

3 Eren

4 Penny (Bea's mother)

5 Frank (Eren's grandfather)

6 Bea

7 Carla

8 Bea

9 Bea

10 Carla

Starter Unit

The revision game

Suggested answers:

- 1 lion, shark, snake, leopard, eagle, gorilla
- 2 I usually play tennis.
- 3 bathroom, bedroom, hall, living room, kitchen
- 4 A person who works in a hospital. (doctor) Someone who works in a classroom. (teacher)
- 6 I'm wearing a hoodie and blue jeans.
- 7 scarf, dress, earrings, tracksuit, belt, shoes
- 9 I'm playing basketball.
- 10 cliff, waterfall, valley, river, mountain, jungle
- 11 What did you do last summer? Where did you go?
Was it hot?
- 12 I'd travel around the world.
- 14 arm, elbow, leg, foot, toe
- 16 It is the capital of Ireland.
- 17 I'll go skiing.
- 18 running in the park, saw
- 19 I keep forgetting my schoolbooks. I want to be a musician. I enjoy listening to music.
- 21 orange juice, cereal, yoghurt and fruit
- 22 I've already eaten lunch today. I haven't looked at my phone yet today.
- 23 Robots will work in hospitals. People will be richer.
There won't be any war.
- 24 German, French, Portuguese and Japanese
- 25 I used to ride a bike. I used to go to primary school.

Game instructions

- 1 Play in groups of three or four students.
- 2 Use a marker or coin to move around the board, one per student.
- 3 Use a die to move forward or backward.
- 4 Answer the questions correctly.
- 5 The first to finish wins!

Key phrases

You start.
Your turn.
Roll the die.
That's correct/incorrect.
Stay on the square.

START

1



Name six wild animals.

2

What do you usually do on a Sunday morning?

3

Name the rooms in your house.

7

A girl opened a secret cupboard. What was inside? Name clothes and accessories you can find inside a cupboard.

6

What are you wearing today?

5

MISS A TURN!

4

Define two jobs.



8

GO FORWARD THREE SQUARES

9

What are you doing this weekend?

10

Name six geographical features.



11

Ask someone three questions about last summer.

15

GO BACK THREE SQUARES

14

Name five parts of the body below the neck.

13

GO FORWARD TWO SQUARES

12



Complete: 'If I won €1 million ...'

16

Define a place. Ask someone: *Can you guess the place?*

17



Complete: 'If it snows this winter, ...'

18

Complete: 'I was (...) when I (...) a UFO!!!'

19

Say three sentences about yourself: using 'I keep ...', 'I want ...' and 'I enjoy ...'.

23

Make three predictions about the future.

22

Say two sentences about yourself: 'I've already ... today.', 'I haven't ... yet today.'

21



What's on your dream breakfast menu?

20

GO BACK TO SQUARE FIVE

24

Name four languages you would like to learn.

25

Name two things you used to do that you don't do now.

FINISH

Tech check

1

VOCABULARY

Technology | Using technology | Social media |
Opposites | Time

GRAMMAR

Present Simple and Present Continuous | State verbs | Verb patterns:
verb + *-ing*, verb + *to*-infinitive

COMMUNICATION

Problem-solving | A description of your daily routine and online hobbies

FUTURE SKILLS

Critical Thinking (Science projects) | Communication (Technology and problem-solving) | Creativity
(A digital presentation)

VIDEOS

Grammar Animation | Grammar in Action | Street Talk | Everyday English | Culture



Everyday essentials?

One of the most important gadgets in our house is the remote control. It's old technology, but in our family everybody wants to choose the channel.

In the shower, I listen to music on a waterproof speaker. This is a great gadget, but I want a waterproof bathroom TV so I can watch music videos too! But is that essential? No.

Then, there's the problem of passwords. I have so many, I sometimes forget them. It's a nightmare! So I use a password app to help me remember them all. That's pretty important.

My personal favourites at the moment are my new wireless earbuds. I posted a review and uploaded some pictures of them on my blog, have a look! I listen to music all the time, so this is the tech I can't live without!

My final choice is for my family. We all love our new smart speaker. Mum uses the voice assistant to ask for food recipes and I enjoy asking it to play music. Luckily, it is connected to the wi-fi router, so we don't have to use our data. My little sister can't stop talking to it. Unfortunately, her favourite command is 'Tell me a joke!'

Do you agree with my choices? Let me know your tech essentials.



Unit 1 14

Unit contents

Vocabulary

- Technology
- Using technology
- Social media
- Opposites
- Time

Grammar

- Present Simple, Present Continuous and state verbs
- Verb patterns: verb + *-ing*, verb + *to*-infinitive

Reading

- A competition advertisement and related informal emails

Listening

- A radio programme about using technology

Speaking

- Problem-solving

Writing

- A description of your daily routine and online hobbies

Future skills

- Critical Thinking (Science projects)
- Communication (Technology and problem-solving)
- Creativity (A digital presentation)

Pronunciation

- Three-syllable words
- The /s/ and /z/ sounds

Exam

- International Certificate Levels 1/2
- A2 Key and B1 Preliminary for Schools
- Exam correlation tables showing detailed alignment available on the Portal

For Online Classroom, go to the Portal.

Lesson aim

- Students can talk about everyday technology.

Lead-in

Books closed. Write the following gapped words on the board and ask students to complete them: *l _ _ t _ p*, *g _ d g _*, *b l _*, *t _ l _ v _ _ _ _*, *s _ _ r t p _ _ n _* (laptop, gadget, blog, television, smartphone). Elicit what topic connects the words (technology). Check comprehension of *gadget* by asking which of the words are for gadgets (laptop, smartphone).

-  **Setting lesson goals:** Write the lesson aim on the board and read it out with students. Ask: *What technology do you use every day?*

Exercise 1

-  **Peer learning:** Use the think-pair-share technique. Give students half a minute to consider the questions on their own, then give them another minute to compare ideas in pairs. Elicit suggestions in open class, inviting comments from other students.

Exercise 2

- Elicit or pre-teach *everyday essentials* (things that we really need daily). Explain that Grace is writing about the most important gadgets for her. As students read, suggest that they find the gadgets Grace mentions, then consider the question. Elicit or explain the meaning of *waterproof*, *password*. Ask students to compare ideas in pairs before eliciting opinions in open class.

Exercise 3 1.01

- Read the information in the Vocabulary box as a class. Check students understand the new words. Set a time limit for students to complete the task. Then, play the audio for them to listen, repeat and check their answers. Pause after each word to check students' pronunciation.
- Suggest that students use the questions: *What is it? How do we use it?* to check their comprehension. Write these prompts on the board for support.

Exercise 4 1.02 audioscript page 281

- Tell students they are going to hear six short explanations of how we use a gadget. Play the first part of the audio, pausing after each definition to give students time to write their answers. Then play the second part of the audio for students to check their answers.
-  **Peer learning:** When you play the first, gapped part of the audio, pause after each item, and allow students to compare ideas in pairs before moving on to the next definition. By encouraging peer support, students are more likely to figure out the correct answers.

Answers:

- 1 remote control 2 charging cable 3 password app
4 wi-fi router 5 power bank 6 (wireless) earbuds

Exercise 5

- Ask students to read the adjectives in the box, and check comprehension by eliciting an explanation in students' own words or an example to illustrate their meaning. Elicit two or three different ideas for each adjective.
- Then, students tell their partner which object would be the best present for them.

Suggested answers:

A remote control and a wi-fi router are useful.
A smartphone and a laptop are essential.
A smart speaker and earbuds are awesome!
A TV and a remote control are old-fashioned, but we need them.

Exercise 6 1.03

- Go through the phrases and check understanding.
- When students have matched the icons and phrases, ask them to compare answers in pairs before you play the audio for them to check the answers. Then play it again so they can practise the pronunciation.

Exercise 7 1.04 audioscript page 281

- Play the audio. Check the answers.

Answers:

1 connect to the wi-fi router 2 send you a link
3 take a screenshot 4 share a link
5 set a new password

Exercise 8 1.05

- Check comprehension by eliciting an explanation of each phrase from a volunteer, in their own words. Students choose the correct options, then check each other's work. Then, play the audio for them to check again. Give them a minute to discuss which statements are true for them. Ask a different student to tell the class about their partner for each sentence.

Exercise 9

- Suggest that students read the text quickly first without completing any gaps, to get a general sense. This will help them complete the task more easily.
- **NEED SUPPORT?** Remind students that parts of each phrase are included in the text before or after each gap. Tell less confident students to look for words that also appear in the Word Friends phrases in Exercise 9, then consider if the phrase fits the text logically. Encourage more confident students to cover Exercise 9 and complete the task without looking back at the Word Friends.

Answers:

2 chat/connect 3 with 4 online 5 update

Exercise 10

- **CHALLENGE** Set a time limit for students to discuss.
- **FINISHED EARLY?** Ask students to think of famous characters from films, TV shows or books, and write five sentences about what they use technology for, e.g. *Marty McFly uses a special car to travel in time.*

BBC VIDEO

STREET TALK

 2 videoscript page 281

- Pre-teach or elicit the following words and phrases from the video: *probably, colleagues, I guess, uni* (as the short form of *university*), *architect*.
- Ask students to close their books and play the video all the way through for them to watch. Then ask: *What's the video about?* (how people in their families use technology).
- Play the video again for students to do the task, then check answers as a class.

Answers:

Speaker 1: computer, iPad, phone

Speaker 2: computer, tablet, smartphone

Speaker 3: programs

-  **Reviewing lesson goals:** Ask students to think about the lesson aim again. Encourage them to give themselves a number from 1–5 to say how they feel about the lesson (1 – least confident to 5 – most confident) on a small piece of paper. Collect these, and if there are several 1s or 2s, find time to review the language from Lesson 1.1.

- 1 Look at the photos A–C. What do you think is happening in each one? Find three pieces of technology.

(wireless) earbuds, smart speaker, remote control

- 2 Read Grace's tech blog. Do you agree with Grace's choices?

- 3 1.01 Study and listen to the Vocabulary box. Check you understand the words.

VOCABULARY Technology

charging cable password app power bank
remote control smart speaker wi-fi router
wireless earbuds

- 4 1.02 Listen and guess the pieces of technology. Then listen again and check.

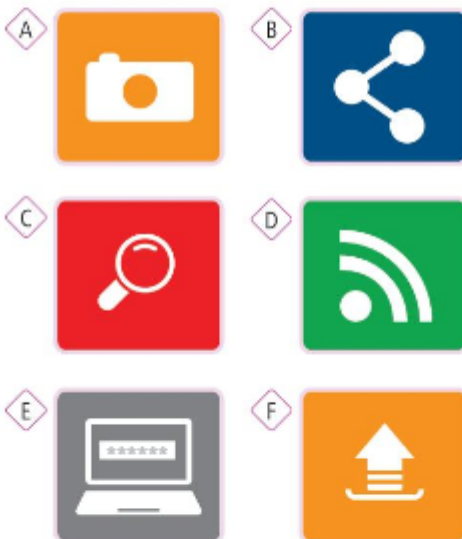
- 5 In pairs, think of two gadgets or pieces of technology for each adjective. Which object would be the best present for you? Why?

awesome essential old-fashioned terrible useful

I'd like to have a smart speaker because it's really useful.

- 6 1.03 **WORD FRIENDS** Match phrases 1–6 with icons A–F. Listen and check.

- 1 connect to the wi-fi router **D**
- 2 search for information online **C**
- 3 send/share a link **B**
- 4 set a new password **E**
- 5 take a screenshot **A**
- 6 upload pictures **F**



- 7 1.04 Listen to five people talking. Write down the phrases from Exercise 6 you hear.

- 8 1.05 **WORD FRIENDS** Check you understand these phrases. Then choose the correct option in sentences 1–6. Listen and check. In pairs, say if the sentences are true for you.

add someone to a group

chat with friends

connect with someone on social media

delete a photo/post

follow someone on social media

message someone

post on social media

take a selfie

update your story

- 1 I follow / set my favourite singers and groups on social media.
- 2 I spend a lot of time chatting / uploading with friends.
- 3 With this option, I can update / add people to groups.
- 4 I don't often connect / delete posts.
- 5 My brother posts / chats things on social media nearly every day!
- 6 I probably take / message a selfie every week.

- 9 Complete the review with one word in each gap.

According to a recent study, over eighty percent of teenagers say that social ¹ **media** has a positive effect on their lives. It's a great way to ² (...) with friends, catch up with people's news or connect ³ (...) someone. And it's also incredibly easy. When we search for information ⁴ (...), we don't often use PCs or laptops any more. Instead, over ninety percent of us use our smartphones to get on the internet. Many people spend three hours a day this way. Think about that next time you want to ⁵ (...) your story. In your life, you might spend about five years online!

- 10 **CHALLENGE** Who in your family uses technology the most? What do they use it for? Discuss in pairs.

BBC VIDEO

STREET TALK

- 2 Watch three people talking about technology. What gadgets do they mention? Make a list.

Vocabulary Extension > p. 22

15 Unit 1

For the teacher

- Audioscript, page 281
- Videoscript, page 281

On the Portal

- Vocabulary Memory Game
- Resource 1.1
- Test: Vocabulary Check

For the student

- Workbook, pages 8–9
- Vocabulary Extension, Students' Book, page 22

On the Portal

- Extra Practice Activities: Vocabulary 1.1; BBC Street Talk video
- The Vocabulary App

Filming In A Skate Park

People often ask us questions about our lives.
Evy – Way In's lead singer

now

or

1 1.06

4

2 The text is about a band (Way In).

Does Evy normally write the band's blog?
No, she doesn't.

GRAMMAR

Present Simple, Present Continuous and state verbs

travel
doesn't write
Do ... speak ... do

Present Continuous

For things happening now or around now.

He's **travelling** a lot these days.

They **aren't recording** a song at the moment.

Is he **skateboarding** now? No, he **isn't**.

State verbs

Some verbs don't normally have a continuous form:

feel, hate, know, like, love, need, see, think, understand, want.

VIDEO ▶ 3 and 4 Grammar Animation

3 1.07 Choose the correct option. Listen and check.

- 1 Ziggy and Evy **sit** / **are sitting** on a bench at the skate park at the moment.
- 2 Evy usually **sings** / **is singing** in concerts on Saturday evenings.
- 3 The band members **don't often visit** / **aren't often visiting** skate parks.
- 4 The skateboarders **do** / **are doing** some fantastic skateboard tricks now.
- 5 Sara **always wears** / **is always wearing** her lucky helmet.

5 Complete the text with the Present Simple or Continuous form of the verbs in brackets.

My name's Sara. I ¹ **love** (love) skateboarding – I'm a real fan. I ² (...) (practise) at a local park every weekend. I ³ (...) (not often/do) competitions because I'm from a small town. I'm very excited today because I ⁴ (...) (perform) in a music video for Way In. At the moment, we're ⁵ (...) (get) ready. Lots of people ⁶ (...) (come) into the park now. My mum and dad ⁷ (...) (sit) near the front because they ⁸ (...) (want) to take photos and upload them for their friends!

6  **CHALLENGE** In pairs, talk about your favourite sports and hobbies. Use these prompts or your own ideas.

- I always/normally/usually/sometimes ...
- At the moment/This evening/This weekend, I'm ...
- I love/like/want ...

Unit 1 16

Grammar Extension > p. 132

For the teacher

On the Portal

- Grammar Presentation
- Grammar Animations 3 and 4
- Resource 1.2
- Need support? worksheet 1.2
- Test: Grammar Check

For the student

- Workbook, page 10
- Grammar Extension, Students' Book, pages 132–133

On the Portal

- Extra Practice Activities: Grammar 1.2

Lesson aim

- Students can use different tenses to talk about the present.

Lead-in

Ask students: *Do you watch music videos? Which videos do you think are the best?* Elicit some responses, and invite comments from the rest of the class.

-  **Setting lesson goals:** Write on the board a sentence in the Present Simple and one in the Present Continuous about yourself, for example: *I teach English in a school. I'm writing on the board.* Ask: *When do I do these things?* (Monday to Friday; right now). Elicit what students think the lesson will be about.

Exercise 1 1.06

- When students have discussed their ideas in pairs, elicit some predictions in class. Accept all suggestions even if they later turn out to be wrong. When students have finished, play the audio while they read again and check their ideas.

Exercise 2

- Ask: *Who usually writes the band's blog? Who's writing it today?* (Ziggy usually writes the blog. Evy is writing it today.) Write the two examples on the board. Elicit the names of the tenses, and what students remember about the rules of forming them. Then focus their attention on the Grammar box so they can check their ideas.
- Ask: *Which tense do we use for habits and repeated actions?* (Present Simple). *Which tense do we use for actions at or around the time of speaking?* (Present Continuous). Elicit the rules of forming statements and questions in both the present tenses.
- Ask students to find examples of the two present tenses first and compare their answers in pairs. Then ask them to identify the state verbs together.

Exercise 3 1.07

- Suggest that students look for time expressions or adverbs, which will help them decide whether the sentence is about habits and repeated actions or about actions around the time of speaking. Do the first sentence together as a class. Elicit that *at the moment* refers to an action at the time of speaking. Allow students to compare answers in pairs before you play the audio for them to check.

Exercise 4

- Ask a volunteer for each question to explain why they used the given tense. Then, put them in pairs to ask and answer the questions.
- NEED SUPPORT?** Prepare copies of the photocopiable *Need support?* worksheet 1.2 from the Teacher's Resource File. This version of the task tells students which tense to use in each sentence.

Answers:

- 2 Do the band members usually travel on Saturday afternoons? (Yes, they do.)
- 3 Is/Are the band playing a lot of concerts these days? (Yes, it is./Yes, they are.)
- 4 Are the skateboarders performing in a competition today? (No, they aren't.)
- 5 Is Sara wearing a helmet in the photo? (Yes, she is.)
- 6 Does Sara know lots of awesome tricks? (Yes, she does.)

Exercise 5

- Suggest that students look for time expressions or adverbs to help them. Allow students to compare answers in pairs before you check as a class.

Answers:

- 2 practise 3 don't often do 4 'm performing
- 5 getting 6 are coming 7 are sitting 8 want

Exercise 6

- CHALLENGE**  **Monitoring learning:** Monitor the discussions and make a note of the most interesting ideas. Elicit these in open class feedback.
- FINISHED EARLY?** Ask students to write questions in the Present Simple and Present Continuous about the two texts in Lesson 1.2. They can use these to test each other in pairs if time allows.
-  **Independent learning:** Ask students to look back at the exercises and give three stars to the most difficult tasks, one to the easiest. Students compare their ideas in groups of three.

Lesson aim

- Students can understand an advertisement and informal emails about Science competitions and projects.

Lead-in

Write the word *science* on the board. Elicit from students what kind of things they learn about in Science classes and write up the most relevant ideas as a spidergram.

- 🎯 **Setting lesson goals:** Ask students to look through page 17 quickly and identify three new things they think they are going to learn or practise. Tell them to make a note of these. Get them to compare their ideas in pairs or small groups, then elicit suggestions in open class.

Exercise 1

- Check comprehension of *do a project* and *take part in a competition* by asking a different volunteer to explain each expression or illustrate its meaning by giving an example. Then, put students in groups for the discussion.

Exercise 2**Background note**

There are a number of different **Science competitions** in the UK for young people. The Longitude Explorer Prize was established in 2014 for participants aged 11–16. Each year there's a different theme. The prize is named in honour of the original Longitude Prize, established by the government in 1714 to encourage research into safer sea navigation.

Exercise 3 🗣️ 1.08

- Elicit or pre-teach: *prize, in danger, end-of-term, bat*.
- Allow each student to re-read the texts. The task is to find specific information in the texts. Suggest that students decide what kind of information each question is looking for (1 a certain group of people, 2 a name of a competition 3 a specific age, etc.). Tell them next to scan the text to find the information, then study that section more carefully to decide which part of it answers the question.
- 🔗 **NEED SUPPORT?** Prepare copies of the photocopiable *Need support?* worksheet 1.3 from the Teacher's Resource File. This task provides a different way of checking comprehension.

Answers:

- 1 young people reading the advertisement
- 2 to invite them to enter the National Science Competition
- 3 11–16
- 4 £25,000
- 5 They are friends.
- 6 bats/animals that are in danger
- 7 They are studying for their final exams.
- 8 her grandfather

Exercise 4 🗣️ 1.09

- For extra challenge, you could do this task as a race to see which student finds all the adjectives most quickly. Drill the pronunciation.
- 🔗 **NEED SUPPORT?** Less confident students could work in pairs to find the adjectives.
- 🗣️ **Monitoring learning:** As students pronounce each word, ask them to show how many syllables they hear by raising the appropriate number of fingers.

Exercise 5

- Write the following prompt on the board: *What makes it ...?* As students discuss their ideas for each item, encourage them to answer the question using the appropriate adjective. (For example: *What makes a koala a strange animal? It only lives in one part of the world.*)
- For feedback, get some students to share one of their ideas with the class, without revealing which category it is an example for. The others should try to guess, and also guess why it was chosen.

THINKING TIME

EVALUATE: Ask students to discuss in pairs Angie and Lorraine's ideas. Encourage them to use words and phrases from Exercises 4 and 5.

CREATE: Ask students: *Imagine that you have to do a Science project. What Science do you choose?* Give students a minute to think about their answer. This should then inform their subsequent pairwork discussions.

Tell students to copy and complete the form in their notebooks. Encourage them to write at least three or four things about their idea for the project. These can be bullet points rather than complete sentences. Put students in pairs. Ask them to share their idea with their partner. For feedback, get some volunteers to tell the class. As a class, vote on the best suggestion.

- 🔗 **FINISHED EARLY?** To expand the lexical set in Exercise 4, ask students to write some more synonyms and antonyms for the adjectives. Allow them to use a dictionary if necessary.

- 🎯 **Reviewing lesson goals:** Ask students to check their predictions about the three learning goals that they made at the start of the lesson. Ask them to decide whether the lesson has covered what they expected, or if there is anything they would still like to learn more about.

A

Help the world, win a prize and have fun!



Our Science and Technology Group (STG) is hoping to win this year's National Science Competition and we need your help.

This is a competition for young people aged 11-16. It takes place every year. The participants look for tech answers to important problems. The winners can get a prize of up to £25,000 for their school or youth group.

Here are some ideas we are thinking about:

- an easy-to-use remote control for older people
- using technology to help an animal in danger
- a robot dolphin that cleans plastic from the sea

If you like Science and Technology, come and join us, and help us win the prize.

Kieran Malone, STG

B

Hi Angie,

I've got an idea for our end-of-term Science project. I'd like to help animals that are in danger – all sorts of animals, not just cute ones. I found some cool activity sheets online. They don't seem complicated. One of them shows how to make bat boxes – safe homes for bats. Yes, bats! They look a bit strange, but they're really interesting animals. I know we're studying for our final exams right now, but I'm really excited about the Science project. So, come on! Let's make a bat box!

Lorraine

C

Hi Lorraine,

That's a fun idea, and it's original too. You're so clever (but you know that, don't you? 😊)! My grandfather makes bird boxes, so he could help us make an excellent bat box. And we could put a small waterproof camera in the box to film the bats! What do you think?

Angie

1 In groups, discuss the questions.

- 1 Do you ever do Science projects at your school? What are they like?
- 2 Would you like to take part in a national Science competition? Why?/Why not?

2 Read the texts quickly. Who is writing about:

- 1 a Science competition? **Kieran**
- 2 a school Science project? **Lorraine and Angie**

3 1.08 Read again and listen to the texts. Then, answer the questions.

A

- 1 Who is Kieran writing to?
- 2 Why is he writing to them?
- 3 How old are participants in the competition?
- 4 What is the first prize in the competition?

B and C

- 5 How are Lorraine and Angie connected?
- 6 What animals does Lorraine want to help?
- 7 Why are Lorraine and Angie busy at the moment?
- 8 Who is Angie thinking of asking for help?

4 1.09 Complete the Vocabulary box. Find the opposites of these adjectives in the texts. Listen and check.

VOCABULARY

Opposites

boring – ¹ cool, ² (...), ³ (...), ⁴ (...) normal – ⁷ (...) **strange**
 dangerous – ⁵ (...) **safe** stupid – ⁸ (...) **clever**
 easy – ⁶ (...) **complicated** terrible – ⁹ (...) **excellent**

5 In pairs, think of examples of these things.

- a strange animal
- an original idea
- an interesting book
- a safe place
- a fun game
- an excellent TV show

THINKING TIME

EVALUATE

What do you think of Angie and Lorraine's idea?

CREATE

Complete the entry form for the Science project. Include a short description. Then, in pairs, talk about your project idea.

Science project – Entry form

Name: (...) School: (...)
 Age: (...) Project: (...)

For the teacher

On the Portal

- Resource 1.3
- Need support? worksheet 1.3

For the student

- Workbook, page 11
- Vocabulary Extension, Students' Book, page 22
- Reading Extension, Workbook, pages 104–109

On the Portal

- Extra Practice Activities: Vocabulary 1.3
- The Vocabulary App

VIDEO

GRAMMAR IN ACTION



- Look at the photo. What do you think Abe is doing? Why?
- ▶ 5 ▶ 1.10 Watch or listen. What does Bea want Abe to do? What problems does she have?
- Study sentences 1–7 with different verb patterns from the dialogue in Exercise 2. How many patterns can you identify? How is each pattern formed?
 - We need to go to the airport soon.
 - OK, so I just wanted to check.
 - Do you prefer seeing the beach?
 - No, I don't mind seeing your room.
 - Can you stop vacuuming?
 - I'm really looking forward to seeing you in person.
 - And don't forget to bring me that basketball shirt.
- Study the Grammar box. Add the example sentences from Exercise 3.

GRAMMAR Verb patterns

Different verbs can be followed by other verbs in either the *-ing* form or *to*-infinitive form. Some verbs can be followed by both.

Verb + *-ing*

After *avoid*, *can't stand*, *enjoy*, *finish*, *look forward to*, *(not) mind*, *miss*, *practise*, *stop* and after prepositions.

I **can't stand watching** football.

She is tired **after driving** the whole night.

Verb + *to*-infinitive

After *agree*, *allow*, *ask*, *choose*, *decide*, *forget*, *hope*, *learn*, *need*, *offer*, *plan*, *remember*, *try*, *want*, *would like/love*.

I'm **planning to study** Architecture.

Verb + *-ing* or *to*-infinitive

After *like*, *love*, *hate*, *prefer*, *start*.

Do you **prefer watching/to watch** a film?

VIDEO ▶ 6 Grammar Animation

- Study sentences 1–6. Which ones are correct? Rewrite the incorrect ones.

- I love going to the airport. **correct**
- She wants studying at university. **incorrect**
- Remember to bring your phone. **correct**
- I'm good at making decisions. **correct**
- We enjoy to eat Chinese food. **incorrect**
- I look forward to meeting you. **correct**

- Choose the correct option. In which sentence are both options correct?

- Are you planning getting / to get a new smartphone soon?
- I love my Science project and I would like being / to be a scientist.
- I like thinking / to think of new passwords. I can be creative!
- My sister hopes to learn / learning to drive this summer.
- We're packing to go on holiday. We enjoy going / to go to new places.
- Freddie misses seeing / to see his friends from his old school.

Both options are correct in sentence 3.

- Complete the tips with the correct form of these verbs.

chat check look see share use

Top tips for video calls

Most people love ¹ **chatting** to family and friends via video calls, but what about online lessons? You want to make a good impression, so don't forget ² (...) the microphone before you join a new video call. Have the camera at eye level and learn ³ (...) straight at it some of the time.

Maybe you don't mind ⁴ (...) untidy rooms, but it's a good idea to check that the room behind you is tidy. Finally, if you enjoy ⁵ (...) different backgrounds, make sure you choose them carefully. That's especially important if you plan ⁶ (...) your screen during the call.

² to check ³ to look ⁴ seeing ⁵ using ⁶ to share

- CHALLENGE** Write three tips on how to use a gadget. Include different verb patterns. Use these prompts or your own ideas.

- You use it to ...
- Check the ... to see if
- It's a good idea to ...
- Avoid ...

For the teacher

- Audioscript, page 281

On the Portal

- Grammar Presentation
- Grammar Animation 6
- Resource 1.4
- Test: Grammar Check

For the student

- Workbook, page 12
- Grammar Extension, Students' Book, pages 132–133

On the Portal

- Extra Practice Activities: The video call video; Grammar 1.4

Lesson aim

- Students can use verbs followed by the *-ing* form and/or the *to*-infinitive.

Lead-in

Elicit the names of the main characters from the video story (introduced in Lessons 0.1 and 0.2). Write the names on the board. Ask students to try to remember two facts about each person.

-  **Setting lesson goals:** Write a couple of examples with verb + *-ing* and verb + *to*-infinitive on the board, e.g. *I enjoy reading books. I want to be a rock star.* Elicit what students think they will be learning about. Ask them to look briefly at page 18 to check their ideas.

Exercise 1

- Elicit what tense we use to describe the actions of people in photos (Present Continuous).
- You could elicit suggestions in open class, or put students in pairs or groups first to brainstorm ideas before collating suggestions together as a class.

Exercise 2 5 1.10 **audioscript page 281**

- Check comprehension of the following expressions from the video: *Is now a good time? I need to pack. There's something wrong. Don't forget. Safe journey!* Elicit when someone might use each one. Accept any reasonable suggestions.
- Read the questions, and check that students understand what information to listen for. Ask them to compare ideas in pairs before you check answers as a class.

Suggested answer:

Bea wants Abe to remember to bring her a basketball shirt. There are problems with the video call: the sound doesn't work well, and her mum is making too much noise.

Exercise 3

- Ask students to think about the video again and look at sentences 1–7. Can they remember who said them?
- Get students to do the task in pairs.

Answers:

Two patterns: Verb + *-ing*; verb + *to*-infinitive.

Exercise 4

- Explain that certain words are usually followed by one or the other verb form in the Grammar box, and a few words can be followed by either form.
- Split the class into two teams. Ask one team to find examples from Exercise 3 of verbs with *-ing*, and the other to find examples with verbs + *to*-infinitive. Elicit the examples and build up a collated list on the board for students to copy.

Answers:**Verb + *-ing*:**

Do you prefer seeing the beach? I don't mind seeing your room.

Can you stop vacuuming? I'm really looking forward to seeing you.

Verb + *to*-infinitive:

I need to pack. We need to go to the airport. I just wanted to check.

Did you remember to ...? I'm trying to talk to Abe!

And don't forget to bring me that basketball shirt.

Exercise 5

- Ask students to complete the task and compare answers in pairs before you check as a class.
- NEED SUPPORT?** Less confident students can complete the task by studying the Grammar box. More confident students should cover the box and do it from memory.

Exercise 6

- Ask students to work on their own before comparing in pairs.
- Ask students to close their books. Tell them that you are going to test their memories. Read out the sentences with a pause where the options are; ask them to say the missing verb from memory and in the correct form.

Exercise 7

- Suggest that students find the verbs before each gap in order to help them decide which form they usually go with. When students have completed the text, ask them to compare answers in pairs before you check as a class.

Exercise 8

- CHALLENGE** Before students begin the task, review the technology collocations from Lesson 1.1. Write the following verbs on the board and ask students to come up with technology-related phrases that could follow them: *add, chat, connect, delete, follow, message, post, search, send, set, share, take, update, upload.*
- Give pairs half a minute to decide on the gadget. Then give them plenty of time to discuss three tips and write them down.
- Ask a number of pairs to share their tips with the class, without revealing what gadgets they are for.
-  **Monitoring learning:** Monitor the discussions and make a note of good examples of language to elicit in open class and of recurring errors for correction at the end of the activity.
- FINISHED EARLY?** Ask students to choose five verbs from the Grammar box and write true sentences about themselves. Remind them to use the correct form: verb + *-ing* or verb + *to*-infinitive.
-  **Reviewing lesson goals:** Ask students to use the emoji response cards to show how confident they feel about the language from Lesson 1.4. Make a note to revise any language they seem to have issues with.

Lesson aim

- Students can understand a radio programme about using technology.

Lead-in

Write *technology crazy* on the board, and check comprehension by eliciting an explanation (if you're crazy about something, it means you really like it). Ask: *Are you technology crazy?* Elicit some responses from volunteers, encouraging them to give reasons. Then write *digital detox* on the board, and elicit guesses about what students think it means.

-  **Setting lesson goals:** Ask students to look through page 19 and decide which activity they are most looking forward to. Ask them to compare ideas in pairs or small groups.

Exercise 1

-  **Peer learning:** Use the think-pair-share technique. Before you elicit suggestions in open class, ask students to hold their thumbs up if the answer is yes, and thumbs down if the answer is no. Invite some opposing viewpoints, encouraging students to give reasons.

Exercise 2

- Check comprehension of *the minute (I wake up)*, *have a free moment* and *all the time*. Ask a different volunteer to explain each phrase in their own words.
- Ask students to complete the quiz individually, then read the information on page 155. For feedback, ask a few volunteers to report back on what the quiz told them about themselves, and whether they agree, and why.

Extra activity

Put students in pairs to discuss what other questions the quiz could ask about digital habits (for example about video games). Ask them to write one or two more questions, with three answer options.

Exercise 3 **1.11**

- Read the information in the Vocabulary box as a class. Check that students understand what kind of words each group contains (units of time, exact time, parts of the day, different days, periods of time, frequency). Elicit this from students.
- Ask students to compare their answers in pairs before you play the audio for them to check.

Exercise 4

- Ask students to take turns to ask and to answer each question. Tell them to include their own answer to question 1 as well.

Exercise 5 **1.12 audioscript page 281**

- Ask students to read the task before you play the audio.
-  **Monitoring learning:** Ask students to write the letter of the answer on a piece of paper and hold it up, everyone at the same time. This way you can check everyone's comprehension, not just of those students who volunteer to give an answer.

Exercise 6 **1.13 audioscript page 281**

- Before students begin completing the exam task, ask them to brainstorm ideas in pairs or small groups for ways in which they could say the ideas in options a–e differently. Remind them that in the audio, speakers might often use different words to express the same ideas (for example, 'a running app' is a phone app that shows how fast or where a person runs), so paraphrasing is a key skill for exams. Remind students to listen for the meaning, not for the exact words that appear in the task.
- Play the audio twice. Ask students to mark the answers they are sure about the first time they listen. When you play the audio for the second time, ask them to check these answers and focus more closely on the more difficult items.
- As you check answers together, play the audio for the final time, and for each answer, ask students to try to recall the phrases the speakers used.
- **NEED SUPPORT?** Prepare copies of the photocopiable *Need support?* worksheet 1.5 from the Teacher's Resource File. This version of the task asks students to choose from two options to complete statements.

Exercise 7

- Read the example together, and check that students understand the task. Before students begin writing their sentences, ask them to look back at Lessons 1.1 to 1.5 and elicit ways in which people in the texts/audio/video use technology.
- **FINISHED EARLY?** Ask students to look back at the Vocabulary box, and choose five time expressions, each from a different group, and make true sentences about themselves.
-  **Independent learning:** Ask students to look back at Lesson 1.5 and make a note of one new word they learned (Exercise 3), one fact they didn't know about their partner before (Exercise 4) and one useful exam technique they used (Exercise 6).

Do you need a digital detox?

- 1 When do you first check your phone?
 - a in the evening
 - b probably at lunchtime
 - c the minute I wake up
- 2 When is it too late to message somebody?
 - a after 10 p.m. on a weekday
 - b at midnight
 - c It's never too late.
- 3 What do you do when you have a free moment?
 - a I listen to music.
 - b I read a book.
 - c I go online.
- 4 How often do you check your messages?
 - a Once a day. I don't get many.
 - b At school. I check them at break time.
 - c I check them all the time.



- 1 Do you think you spend too much time looking at screens?
 - 2 Do the quiz and compare your results. Then, go to page 155 to read what your answers say about you.
 - 3 1.11 Complete the Vocabulary box with words from the quiz. Listen and check.
- VOCABULARY** Time

second, ¹ *minute*, hour
 6 a.m., ² (...) *10 p.m.*
 in the morning/afternoon/³ (...) *evening*
 on a schoolday/⁴ (...) /Sunday(s) *a weekday*
 at the weekend/⁵ (...) /mealtimes/lunchtime/⁶ (...) *midnight*, *break time*
⁷ (...) /twice/three times a day/week/month/year *once*
- 4 Ask and answer the questions in pairs.
 - 1 What's your favourite mealtime? Why?
I love lunchtime because I eat with my friends.
 - 2 What time do you go to bed at the weekend?
 - 3 How many seconds are there in five minutes?
 - 4 What time do you usually get up on a schoolday?
 - 5 What do you normally do at break time?
 - 6 What do you usually do the minute you wake up?
 - 5 1.12 Listen to the first part of a radio programme. What is the programme about? Choose the correct answer.
 - a the number of families that use phones or tablets in their free time
 - ☒ b how much time families spend on their phones or tablets
 - 6 1.13 Listen to the second part of the programme. Match the people 1–5 with how they use the technology a–e.

1 Lara <i>e</i>	a looks at funny video clips and laughs.
2 Mum <i>c</i>	b often shares photos.
3 Dad <i>d</i>	c reads the news on a tablet.
4 Everyone <i>b</i>	d downloads and uses a running app.
5 Lara's brother <i>a</i>	e uses the phone alarm and checks messages.
 - 7 How important is technology in your life? What technology do you use and what do you like doing with it? Write five sentences. Then discuss in pairs.
Technology is important.
It's useful because I can go online, do my homework and chat with friends.
In my free time, I use technology to listen to music, ...

Vocabulary Extension > p. 22

19 Unit 1

For the teacher

- Audioscript, page 281

On the Portal

- Resource 1.5
- *Need support?* worksheet 1.5
- Vocabulary Memory Game

For the student

- Workbook, page 13
- Vocabulary Extension, Students' Book, page 22

On the Portal

- Extra Practice
- Activities: Vocabulary 1.5
- The Vocabulary App

VIDEO



EVERYDAY ENGLISH

- Bea:** What's that?
- Abe:** It's the router! Great, let's install it! Um, where do you think you plug it in?
- Bea:** By the front door! The same place as in my house. There!
- Abe:** Right, it should be working now. We could upload that new video on my vlog to see if the router works. Come on!
- A few minutes later ...*
- Abe:** The internet is working, but it's so slow. Look, the page is still loading!
- Bea:** Maybe the signal's too weak? I know, there are apps to test the wi-fi. Why don't we download one?
- Abe:** Yes, let's give it a try.
- Bea:** Hmm, the signal's really weak in here!
- Abe:** Yeah, there's no way I can play video games here. Shall we check the other rooms?
- Bea:** Yes, what about the kitchen?
- Abe:** That's a good idea.
- Bea:** The signal's a bit better here. Look, it's getting stronger!
- Abe:** What about here?
- Bea:** Not out there! You can't play video games outside!
- Abe:** But it's not raining ... today!



SOUNDS GOOD!

Come on! • Not out there!

- 1 7 1.14 Look at the photo. What are Abe and Bea doing? Watch or listen and check. *They are installing the new router.*
- 2 Study the Speaking box. Find examples of the phrases in the dialogue.

SPEAKING Problem-solving

Describing the problem

Where do you think you plug it in?
The internet is working, but it's so slow.
The signal's really weak in here!

Suggesting solutions

Let's install it!
We could upload the video to see if the router works.
Why don't we download one?
Shall we check the other rooms?

Accepting or rejecting solutions

Yes, let's give it a try.
(That's a) good/great idea.
You can't play video games outside!

- 3 1.15 Listen to four problems and suggest solutions. Use the Speaking box to help you.

FUTURE SKILLS



What do you usually do when you have a problem with technology?

- Ask your friends for help.
- Ask someone in your family for help.
- Search online for solutions.
- Ask an IT specialist for help.

SPEAKING TIME



In pairs, go to page 155 and follow the instructions. Use the Speaking box to help you.

- A: Sometimes my QR code reader doesn't work.*
B: Yes, I know what you mean. Shall we check if the QR code is a good quality image or if its size is appropriate?

For the teacher

- Audioscript, page 281

On the Portal

- Resource 1.6



For the student

- Workbook, page 14

On the Portal

- Extra Practice Activities: *Let's give it a try* video



Lesson aim

- Students can describe a problem, suggest solutions and respond to suggestions.

Lead-in

Give students two minutes to brainstorm what kind of problems people might have with everyday technology. Elicit some suggestions.

 **Setting lesson goals:** Write the word *problem-solving* on the board. Elicit an explanation for the meaning of the phrase (understanding a problem, then finding a solution for it). Then, ask students to try to predict what kind of language they will learn. Elicit some ideas, but accept all suggestions at this stage.

Exercise 1 7 1.14

- Ask students if they remember what was happening in the video in Lesson 1.4 (Bea and Abe had a video call; Abe was packing for his trip to the UK.).
- Ask students to look at the photo but cover the dialogue. Give them a minute to discuss their ideas in pairs, before you elicit suggestions for the question. Accept any reasonable ideas.
- Play the video or audio all the way through for students to watch or listen. Check answers as a class.
- Focus on the Sounds Good! box. Ask students to find in the dialogue where speakers use each expression. Elicit or explain their meaning.

Exercise 2

- Ask students to study the Speaking box and discuss the meaning of the phrases as a class.
- Ask students to cover the dialogue, then to study the Speaking box again and try to identify who said each sentence: Bea or Abe. Ask them to check back in the text (in order: Abe, Abe, Bea, Abe, Abe, Bea, Abe, Abe, Abe, Bea), then find further examples for each heading. Elicit these in open class.

Exercise 3 1.15 **audioscript page 281**

- Play the audio, pausing after each problem. Ask: *What's the problem?* to get students to recall what they've heard. Give them a few moments in pairs to think of possible solutions, then elicit ideas from volunteers.
- NEED SUPPORT?** For less confident students, write the following key words on the board: *app, cable, instructions, phone*. Ask students to match each key word to the speaker (1 *phone*, 2 *cable*, 3 *app*, 4 *instructions*). Then, ask them to recall what problem each speaker mentioned. Put students in pairs to brainstorm solutions, using expressions from the Speaking box.

Suggested answers:

- Why don't you charge it?
- Let's look for it.
- What about downloading another one?
- We could look online for an English version.

**Creativity: problem-solving**

This task helps students to develop their problem-solving skills. It will get them to consider and evaluate potential solutions and choose the best one. This is a valuable skill that will help students deal with issues at home, at school and in the workplace.

- Assign each corner of the room to the four options in the box. Ask students to choose their preferred solution and stand in the assigned corner. Then, form pairs or groups of students who chose different ideas and give them two minutes to try to persuade their partner(s) about the benefits of their choice. Monitor the discussions, helping with any challenging language as necessary – and make sure there is a calm, constructive exchange of opinions.

SPEAKING TIME

- Ask students to read the role play task, and check that they understand what to do. Elicit or pre-teach: *QR code (reader), keep crashing*. Also clarify that *broke* can refer to either physically breaking (e.g. having cracks or pieces falling off) or to a gadget no longer functioning. Students then do the role play. Monitor, and check that students use the appropriate expressions from the Speaking box on page 20.
- FINISHED EARLY?** Ask students to write a short description of a technology-related problem they couldn't solve, on a separate piece of paper. Remind them to include why the solutions they tried didn't work. Offer the problems to other volunteering students so they can try to come up with a better solution for next lesson. At the start of the next class, have the volunteers present the problem and their suggested solution to the class in one minute. Vote on the most creative or most effective solution.

-  **Reviewing lesson goals:** Ask students to think back to their predictions about the lesson goals at the start of the class. Ask: *Did you learn what you expected to learn? Which ideas or expressions do you think will be most useful?* Then, ask students to give themselves a mark out of three for how confident they are about using this language (1 – not confident, 2 – confident but may need some help, 3 – very confident).

Lesson aim

- Students can write a description of their daily routine and online hobbies.

Lead-in

Ask students to work in pairs to describe and compare their daily routine on a normal school day and at a typical weekend. Remind them to look at Lesson 0.2 if they need support with language (Present Simple with adverbs of frequency and everyday activities).

- 🎯 **Setting lesson goals:** Books closed. Explain to students that the task at the end of the Writing lesson will be to write an article for a school website about their daily routine and online hobbies. Ask them to try to predict which verb tense they will mainly need to use, and what useful words they might need. Also ask them to say what they expect to be the most challenging thing about this task. Get students to make a note of their predictions so they can refer back to these at the end of the lesson.

Exercise 1

- Set a time limit of two minutes for students to work out their answers.
- Ask students to compare their ideas in pairs or small groups before you check the answer as a class.

Exercise 2

- Students match the focus of each paragraph. Ask them to compare their ideas in pairs before you check answers as a class.

Exercise 3

- Ask students to find the information in the text about Zak that completes each of the six sentences in the Writing box. Ask them to compare their ideas in pairs.
- Next, ask students to complete the sentences for themselves.
- Ask them to work in pairs again, to compare their daily routine and online hobbies. Tell them to find one thing that's very similar, and one that's very different. Ask a few pairs to report back to the class about the similarities and differences.
- NEED SUPPORT?** For less confident students, before students begin writing their own sentences, you could tell the class about yourself, completing each sentence.

Exercise 4

- When students have completed the Language box, ask them to compare answers in pairs before you check as a class.

Exercise 5

- Write the following questions on the board to help students: *Where do you live? What do you do on weekdays? What do you like doing in your free time? How much time do you spend online? What do you enjoy most about being online? How do you find time for what you do in real life and what you do online?*
- 🗨️ **Peer learning:** When students have finished writing, ask them to work in pairs to check each other's sentences, and suggest any improvements they think their partner should make. Remind them to check that any connectors are used in the way shown in Zak's article.
- NEED SUPPORT?** Prepare copies of the photocopiable *Need support?* worksheet 1.7 from the Teacher's Resource File. This task asks students to choose the correct connector to complete each sentence, then to rewrite them.

WRITING TIME

- Ask students to read the Writing Time box and check comprehension. Remind them to follow the instructions step-by-step to write their articles. Suggest that they tick off each stage as they complete it, then move on to the next one in the list.
- NEED SUPPORT?** If students do the writing task for homework, you could allow less confident students to focus on their online hobbies only and write a shorter text.
- FINISHED EARLY?** Ask students to read Zak's article again and find as many similarities with their own lives as they can.
- 💬 **Giving feedback:** If you collect students' work for marking, you could reduce the amount of feedback by focusing only on some key areas. Mention two things that you really liked about the article. Avoid focusing on correcting incorrect language beyond the students' level and focus on those elements that students are more likely to get right on a second attempt.
- 🏠 **Independent learning:** Ask students to think back to the writing task, and decide what, if anything, they found most challenging about it. Did they predict this correctly at the start of the lesson? Ask them to consider what they might try to do differently the next time they do a similar task. You could get students in pairs or small groups to exchange their ideas, and suggest possible solutions to each other.

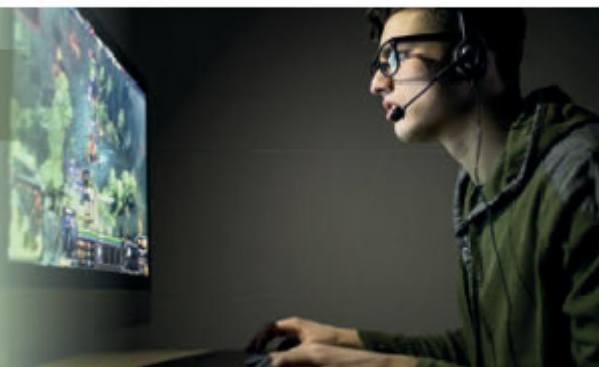
Post  **What are your daily routine and online hobbies?**

In real life, I live in a big flat near the centre of Manchester and I go to Belton School on weekdays. I sometimes go for a run before school. I **also** often play football at the weekend. After school, I always do my homework, of course, **and** then I usually go on my laptop.

My favourite online hobby is building a virtual world. After school and at the weekend, I usually spend a few hours in my online world. It has lots of great places, **but** my favourite is a theme park I'm building on an island. It's very different from Manchester! There are loads of amazing rides. As well as a beautiful beach, there are also lots of trees. I design new rides for about an hour a day. At the moment, I'm testing the rides to make sure they work.

I enjoy my online hobbies. However, I also really like chatting to friends at school about my theme park plans **because** they have good ideas for new rides. I often take screenshots of my virtual world and I enjoy sharing them on social media **too**. Although it isn't a real place, my virtual world is very relaxing, so I look forward to spending time there!

Zak Murphy



- 4 Study the Language box. Write the connectors in bold from the article in the correct group.

LANGUAGE Connectors

Adding similar information: *as well (as),*

¹ (...), ² (...), ³ (...) **¹ also ² and ³ too**

Showing contrast: *however, although, ⁴ (...)* **but**

Giving reasons: *so, ⁵ (...)* **because**

- 5 Write some true sentences about you. Use connectors from the Language box.

- Read the article quickly. What is Zak writing about?
He's writing about his daily routine and online hobbies.
- Read the article. In which paragraph does Zak write about these things?

a daily routine 1	d hobbies 2
b friends 3	e summary 3
c an online place 2	
- Study the Writing box and look at the article again. Complete the sentences to make them true for you.

WRITING**A description of your daily routine and online hobbies****Describe daily routine (real world examples)**

In the morning/Before school, ¹ (...).

In the afternoon/On weekdays, ² (...).

I usually/often/sometimes/never ³ (...).

Describe online hobbies (virtual world examples)

My favourite hobby is ⁴ (...).

After school, ⁵ (...).

At the weekend, ⁶ (...).

End your article: show contrast and sum up

I enjoy my online lifestyle. However, I also really like chatting to friends at school.

Although it isn't a real place, my virtual world is very relaxing.

I look forward to spending time there.

WRITING TIME

 Write a description of your daily routine and online hobbies for your school website.

FIND IDEAS

Make notes for your description. Think about:

- your daily routine and habits
- your online hobbies
- how you can combine your daily routine with your online hobbies

PLAN

Organise your ideas into three paragraphs. Use the description in Exercise 1 to help you.

WRITE AND SHARE

- Write a draft description. Use the Writing box and the Language box to help you.
- Share your description with another student for feedback.
- Use the feedback from your partner and write the final version of your description.

CHECK

- Check language: did you use connectors correctly?
- Check grammar: did you mostly use the Present Simple and adverbs of frequency?

For the teacher**On the Portal**

- Resource 1.7
- Need support? worksheet 1.7

**For the student**

- Workbook, page 15
- Writing Extension, Workbook, page 114

WORDLIST 1.16

Technology

charging cable (n)
 password app (n)
 power bank (n)
 remote control (n)
 smart speaker (n)
 wi-fi router (n)
 wireless earbuds (n)

Word friends

(using technology)

connect to the wi-fi router (phr)
 search for information online (phr)
 send a link (phr)
 set a new password (phr)
 share a link (phr)
 take a screenshot (phr)
 upload pictures (phr)

Word friends

(social media)

add someone to a group (phr)
 chat with friends (phr)
 connect with someone
 on social media (phr)
 delete a photo (phr)
 delete a post (phr)

follow someone on social
 media (phr)
 message someone (phr)
 post on social media (phr)
 take a selfie (phr)
 update your story (phr)

Opposites

boring – cool, fun,
 interesting, original
 dangerous – safe
 easy – complicated
 normal – strange
 stupid – clever
 terrible – excellent

Time

6 a.m./10 p.m. (phr)
 at lunchtime (phr)
 at mealtimes (phr)
 at the weekend (phr)
 hour (n)
 in the afternoon (phr)
 in the evening (phr)
 in the morning (phr)
 minute (n)
 on a schoolday/Sunday(s)

once/twice/three
 times a day/
 week/month/year
 second (n)

EXTRA WORDS

awesome (adj)
 background (n)
 blog (n)
 catch up with (v)
 channel (n)
 charge (v)
 choice (n)
 choose (v)
 command (v)
 competition (n)
 effect (n)
 essential (adj)
 gadget (n)
 helpful (adj)
 icon (n)
 impression (n)
 install (v)
 live in concert (phr)
 look for (v)
 luckily (adv)

microphone (n)
 participant (n)
 perform (v)
 plug in (v)
 popular (adj)
 practise (v)
 pretty (= quite) (adv)
 recipe (n)
 record a song (phr)
 robot (n)
 Science project (n)
 set up (v)
 signal (n)
 sound (n)
 study (n)
 style (n)
 switch on/off (v)
 take place (phr)
 tech answer (n)
 tell a joke (phr)
 trick (n)
 video call (n)
 virtual world (n)
 vlog (n)
 voice assistant (n)
 youth group (n)

1 Complete the sentences with words from the wordlist.

- I use the **remote control** to turn on the TV in the living room.
- I can never think of a good password, so I downloaded a useful (...).
- Can you help me to (...) my new smart speaker to the wi-fi router?
- You should (...) a new password quite often if you want to keep your information safe.
- Please send me the (...) to that useful website – I want to check it out.
- I have to (...) for information online about an American writer for homework.
- If you want to (...) a good screenshot of the game, go to the official website.

2 Tick the correct column for each gadget. Then, in pairs, say which items are important to you and why.

Gadget	I have	I would like
wireless earbuds		
power bank		
smart speaker		
wi-fi router		

3 Complete the phrases with words from the wordlist. Then, in pairs, say which things you do.

- search** for information **online** to help with homework projects
- (...) with family or friends abroad
- (...) comments with my opinions on blogs
- (...) selfies and upload them on social media
- (...) famous people on social media

4 Use the wordlist to find these things.

- four time phrases that use **the at the weekend, ...**
- two time phrases that use **a**
- two things you can do with and without a computer or phone
- two objects which can help you to listen to music

5 **CHALLENGE** Match words and phrases from the Extra words list with the definitions.

- Something you need to record or reproduce your voice. **microphone**
- Someone who takes part in an event or activity.
- A verb that means to attach something to a power source.
- The verb form of the noun **practice**.
- To reach the same standard as other people.
- Something which a magician performs – also a clever or effective way of doing something.

Exercise 1

2 password app

3 connect

4 set

5 link

6 search

7 take

Exercise 2**Suggested answers:**

My wireless earbuds are important to me because I can chat to my friends when I go running.

I would like wireless earbuds so that I can chat to my friends when I go running.

Exercise 3

2 chat/connect

3 post

4 take

5 follow

Exercise 4

1 in the afternoon, in the evening, in the morning

2 on a school day, once/twice a day/week, etc.

3 chat with friends, search for information, follow someone

4 smart speaker, wireless earbuds

Exercise 5

2 participant

3 plug in

4 practise

5 catch up with

6 trick

Exercise 1

- 1 on
- 2 charging
- 3 follow
- 4 a power
- 5 at

Exercise 2

- 1 charging cable
- 2 delete
- 3 upload
- 4 mealtimes
- 5 post (on social media)

Exercise 3

- 1 send
- 2 search
- 3 message
- 4 chat
- 5 add
- 6 update

Exercise 4

- 1 password
- 2 set
- 3 connect
- 4 take
- 5 smart
- 6 share
- 7 upload
- 8 delete
- 9 photo

Exercise 6

- 1 I usually walk
- 2 I feel
- 3 I'm studying
- 4 needs
- 5 I'm learning

Exercise 7

- 1 does Uncle Ted like
- 2 don't know
- 3 wants
- 4 listens
- 5 aren't doing
- 6 is she trying
- 7 doesn't know
- 8 wants

Exercise 8

- 1 to share
- 2 spending
- 3 working
- 4 using
- 5 to save, working

Exercise 10 1.17

Too much technology can be bad for you. Once a week, I switch off my phone, my computer and all my other electronic things. Then I spend the next hour or two away from screens. It's good for me!



VOCABULARY

- 1 Choose the correct option.
- I get up early *at / on* a schoolday.
 - Remember to take the *charging / loading* cable for your phone when you go on holiday.
 - Do you *update / follow* any famous people on social media?
 - If there's no electricity, *an energy / a power* bank can charge your phone.
 - I usually eat a sandwich *in / at* lunchtime.

- 2 Write the correct word for each definition.
- Something you plug into your mobile phone to charge it.
 - You do this to a photo when you remove it from your smartphone.
 - You do this to pictures when you move them from your phone to your computer.
 - Times when you eat breakfast, lunch or dinner.
 - Put a message on the internet.

- 3 Complete the conversation with these words.

add chat message search send update

- A: Hi, Greg. Can you ¹ (...) me today's Maths homework? I don't have it.
- B: Sure. We can use a Maths app to do our homework. Maybe we can ² (...) online for a free app.
- A: Well, the app only helps a bit. Maybe we need to ³ (...) Jackie for help. She's good at Maths.
- B: That's a good idea. I ⁴ (...) with her on social media sometimes, but not about homework.
- A: She has a group where students help each other with homework. Do you want me to ⁵ (...) you to it?
- B: Yes, please. Maybe she's online because she likes to ⁶ (...) her story in the evening.

- 4 Complete the text with these words. There is one extra word.

connect delete password photo plug
set share smart take upload

I can't use my phone because I've forgotten the ¹ (...) and I don't know how to ² (...) a new one! So, I can't ³ (...) with anyone on social media, ⁴ (...) a selfie, and the worst thing – I can't use my ⁵ (...) speaker. I wanted to ⁶ (...) a link with a friend today and ⁷ (...) a video. Oh no! I also need to ⁸ (...) a post and an embarrassing ⁹ (...) I posted last night before anyone sees them! Help!

- 5 **CHALLENGE** Choose six adjectives from the wordlist. Write sentences that are true for you.

GRAMMAR

- 6 Choose the correct option.
- I'm *usually walking / I usually walk* to school.
 - I'm *feeling / I feel* happy when I can stay in bed on Saturday morning.
 - I'm *studying / I study* a lot at the moment.
 - My best friend *needs / is needing* a new phone now.
 - I *learn / I'm learning* how to play a new computer game. It's hard!

- 7 Complete with the Present Simple or Present Continuous form of the verbs in brackets.

A: What music ¹ (...) (Uncle Ted/like)? It's his birthday next week and I ² (...) (not know) what he ³ (...) (want).

B: He ⁴ (...) (listen) to a lot of music. Maybe some wireless earbuds?

A: You ⁵ (...) (not do) much right now. Can you help Grandma with her mobile?

B: What ⁶ (...) (she/try) to do?

A: Use social media, but she ⁷ (...) (not know) how to update her story. She ⁸ (...) (want) to post a selfie.

- 8 Complete the tips with the correct form of the verbs in brackets.

Technology tips

- Don't agree (...) (share) a link without knowing it's safe.
- Avoid (...) (spend) too much time looking at screens.
- Stop (...) (work) on your laptop and have a screen break when your eyes feel dry and tired.
- Practise (...) (use) a new app before you really need it.
- Remember (...) (save) a document when you finish (...) (work) on it.

- 9 **CHALLENGE** Write six sentences that are true for you in the Present Simple and Present Continuous. Include verb patterns. Use these words and phrases.

always at the moment enjoy need
sometimes these days

DICTATION

- 10 1.17 Listen. Then listen again and write down what you hear during each pause.

SELF-ASSESSMENT

Think about this unit. What did you learn? What do you need to work on?

WORKBOOK p. 17

23 Unit 1

For the teacher

On the Portal

- Resources 1.8 and 1.9
- Test: Unit Test



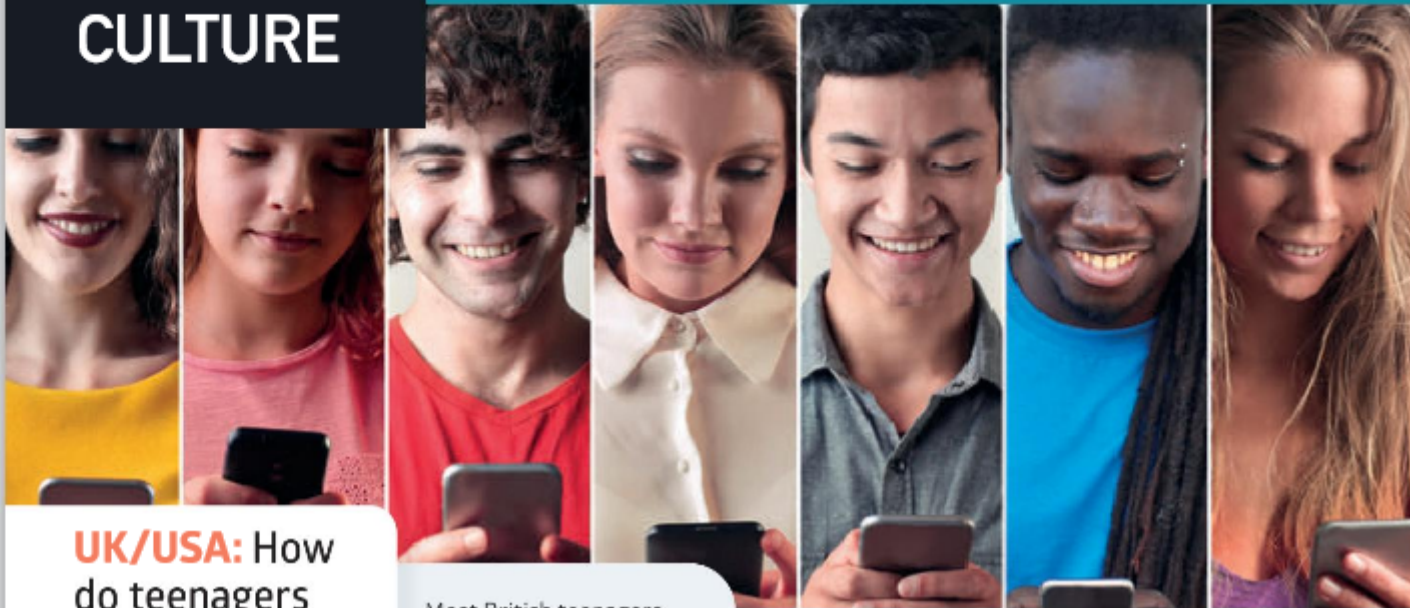
For the student

- Workbook, pages 16–17
- Pronunciation, Students' Book, page 150

On the Portal

- Wordlist audio and script
- Extra Practice Activities: Self-Check





UK/USA: How do teenagers use their mobile phones?

Most British teenagers own a mobile phone. These 'screenagers' spend a large part of their day online, looking at screens.

They can connect when and where they like with their smartphones and tablets. Apparently, UK teenagers avoid using smartphones to call their friends. Instead, they prefer to watch video clips, play games, share photos and stories, and send instant messages. As for social media, teens like keeping in touch via the latest apps and videos. They leave older websites and apps to their mums and dads! The same applies to teenagers in the USA.

Teenagers may be connected all the time, but there is one place where most UK teenagers can't use their digital devices: school! In the UK, there is no law about phone use in schools, but teachers can ban devices from students if necessary. However, not all teachers agree and some even try to use smartphones in class.

A recent British report said that banning smartphones from schools will give students more time for their education. It said that smartphones are a distraction, make students less productive and are bad for learning.

However, in the US, it's a different story. Recently, some schools across the US decided to allow students to use smartphones at school. They said that smartphones can be an excellent resource in the classroom. We carry a lot of information in our pockets and this information can be really useful. In these schools, smartphones can definitely make you smarter!

ban (v) not allow something
distraction (n) something that stops you thinking clearly

- 1 Look at the photo. What can you see?
- 2 **1.18** **VISIBLE THINKING** In pairs, follow these steps.
WHAT MAKES YOU SAY THAT?
 - 1 Study the discussion questions and give your opinion.
 - a Are smartphones a necessary part of our lives?
 - b Do you think teenagers use smartphones too much?
 - 2 Read the article and discuss the questions.
 - a Do you think it is a good idea to use phones in class? Why?/Why not?
 - b Can smartphones make you smarter? How?
- 3 Read the article again and answer the questions.
 - 1 How are teenagers in the UK similar to teenagers in the USA?
 - 2 How can teachers stop students from using mobile phones in the classroom?
 - 3 Do all teachers in the UK stop students from using their smartphones in class?
 - 4 Why do some teachers in the US want students to use smartphones in class?
- 4 In pairs, discuss the questions.
 - 1 Are you a 'screenager'? Do you find it hard not to use your phone?
 - 2 How do you think mobile phones change how people communicate with each other?

Lesson aim

- Students learn about how British and American teenagers typically use their mobile phones.

Lead-in

Books closed. Write *screenager* on the board. Ask students to work in pairs or small groups to brainstorm ideas for what the word might mean. Elicit and accept any suggestions. Ask students to open their books on pages 24–25, and check if the photos and headings confirm or contradict their ideas.

-  **Setting lesson goals:** Give students half a minute to look through the lesson. Books closed, ask them to say what they think they are going to learn about. Write up their suggestions on the board. Then tell them the lesson aim, and check if any students have guessed correctly.

Exercise 1

- Ask students to describe the photo at the top of the page. Ask if students think these young people are similar to or different from teenagers in their own country and explain why or how.

Answer:

people looking at their mobile phones

Exercise 2 1.18

-  **Peer learning:** Write the question: *What makes you say that?* on the board. Put students in pairs. Ask them first to discuss questions 1a and 1b. When one of them has expressed an opinion, their partner should respond by asking: *What makes you say that?* This is to encourage them to think more deeply and try to find evidence (or further evidence) to support their view.
- Before students read the article and discuss questions 2a and 2b in a similar way, elicit or pre-teach: *own* (v), *keep in touch*, *ban* (v), *distraction*, *productive* and *resource* (n). Play the audio while they read the article, then ask them to discuss questions 2a and 2b.

Background note

A 2015 study in the UK compared schools that have banned the use of **mobile phones** with schools that haven't. They found that in schools with a phone ban in place, the exam scores of 16-year-old students increased by 6.4%, especially among low-performing students. Researchers believe that multitasking (using a mobile phone while completing another task) has a negative effect on learning.

However, mobile phones can also be beneficial by providing easy access to information, supplementing the lessons with digital materials and allowing students to use digital learning platforms and apps.

Exercise 3

- As you check each answer as a class, ask: *What makes you say that?* to elicit evidence from the text.

Answers:

- 1 They avoid using their phones to call friends. They prefer to watch video clips, play games, and share photos and stories. They use the latest apps and videos.
- 2 They can ban devices from students.
- 3 No, they don't. (Some even try to use them in class.)
- 4 Because they can be a useful tool that has access to a lot of information.

Exercise 4

-  **Monitoring learning:** The focus of the activity is on fluency, so avoid error correction unless mistakes hinder understanding.

Exercise 5

-  **Peer learning:** Use the think-pair-share technique.

Exercise 6 **8 videoscript page 281**

- **With video:** Play the video. Allow students to compare ideas in pairs before you elicit the answer in open class.
- **Without video:** Print out copies of the videoscript. Ask students to read it and answer the question. When you check the answer, ask them to find evidence in the script.

Answer:

if smartphones are a serious problem

Exercise 7 **8 videoscript page 281**

- **With video:** Play the video again. Allow students to compare ideas in pairs before you elicit the answers in open class.
- **Without video:** Ask students to read the videoscript again and do the task. Allow them to compare answers in pairs before you check as a class.

Exercise 8

- Assign one half of the classroom to YES and the other to NO. Read out each question and give students ten seconds to move to the side of the room that expresses their own opinion. Put students in pairs to discuss the questions. Wherever possible, pair up students with conflicting opinions on at least one of the questions. Remind them to use the question: *What makes you say that?* to elicit further evidence from their partner. For feedback, ask some volunteers to tell the class something interesting or unexpected that they found out about their partner.

PROJECT TIME

- The project worksheets include step-by-step support for students. They also include teacher's notes on how to set up the projects with and without technology.

**Sustainable Goal**

Hold a discussion about the sustainable goal statement. Ask students what 'access to healthcare' means, e.g. *nearby hospitals, good ratio of doctors and nurses to patients, state subsidised medicine, etc.* Also elicit from students what they think people need to 'access' for a healthy life, e.g. *quality food, housing, opportunities for exercise, education, etc.*

Place students into groups to discuss the statement in the question. Suggest that they make a list of points about how technology has improved our health and quality of life, and a second list to show how it is deteriorating our health. Set a time limit. To round up the session, write up some of the students' ideas on the board.

The introduction to the Teacher's Book includes a step-by-step guide to discussion sessions based on UN Sustainable Development Goals.

-  **Independent learning:** Ask students to think back to the lesson and write down the most interesting or surprising thing they learned. Ask them to tell each other in pairs.



5 In pairs, look at the photos. What information do you think they show about phones?

6 Watch the video. What information are scientists trying to find?

7 Watch the video again and choose the correct option.

- 1 The professor secretly sends text messages so she can contact / see the stress levels in people.
- 2 Matt and Natalie take a break from work / digital devices.
- 3 Natalie wanted / didn't want her phone back so soon.
- 4 After the break, Matt and Natalie used their phones as usual / less.

8 In pairs, discuss the questions.

- 1 Do you think using technology is a bad habit? Why?/Why not?
- 2 Do you think we should take more breaks from technology? Why?/Why not?

PROJECT TIME

In groups of three, prepare a digital presentation about an app that you think is missing, but would be very useful in your daily life. Follow these steps.

- 1 In your group, brainstorm ideas and choose a new app for your daily life.
- 2 Individually, create your part of the presentation.
- 3 In your group, put all the parts together and create your presentation.
- 4 Share your presentation with the class.

SUSTAINABLE
DEVELOPMENT
GOALS

3 GOOD HEALTH
AND WELL-BEING

To ensure that everyone has access to healthcare and healthy lives.

What can we do?

Discuss this statement:

Technology has helped to improve our health and quality of life. However, the overuse of technology in our daily life is also deteriorating our health.

For the teacher

- Videoscript, page 281

On the Portal

- Resource 1.10



Wild and beautiful

2

VOCABULARY

Weather | Weather forecasts | Adverbs of degree |
Camping collocations | In the wild

GRAMMAR

Past Simple (regular and irregular verbs) | Past Continuous and Past Simple

COMMUNICATION

Criticising and explaining | An article describing your local area and climate

FUTURE SKILLS

Critical Thinking (Amazing places) | Self-management (Attention to detail) |
Self-management (Keeping calm)

VIDEOS

Grammar Animation | Grammar in Action | Street Talk | Everyday English



Rising water

Lorenzo Quinn's sculpture in Venice, Italy, makes us think about the problem of rising sea levels. This isn't because of rain but because of climate change. Rising temperatures have caused ice in the Arctic and Antarctic to melt faster. As a result, sea levels are rising. Other cities, located near the sea, are also affected by global warming. Jakarta in Indonesia and New Orleans in the USA are sinking about five

centimetres a year, so they may be under water by 2100. In cities like these, strong winds from storms and hurricanes make flooding worse. Trees can help us to fight climate change. They not only help to clean the air, but they also keep places cool. When there is heavy rain, tree roots can keep soil in place so that it isn't washed away in floods. For these reasons, we should plant lots of trees each year.



Unit contents

Vocabulary

- Weather
- Weather forecasts
- Adverbs of degree
- Camping collocations
- In the wild

Grammar

- Past Simple (regular and irregular verbs)
- Past Continuous and Past Simple

Reading

- An article about a special place on the planet

Listening

- A conversation about outdoor activities

Speaking

- Criticising and explaining

Writing

- An article describing your local area and climate

Future skills

- Critical Thinking (Amazing places)
- Self-management (Attention to detail)
- Self-management (Keeping calm)

Pronunciation

- Word linking
- Word stress I

Exam

- International Certificate Levels 1/2
- A2 Key and B1 Preliminary for Schools
- Exam correlation tables showing detailed alignment available on the Portal

For Online Classroom, go to the Portal.

Lesson aim

- Students can talk about the weather and climate.

Lead-in

Books closed. Write 1 → 12 on the board. Say: *January*, then point to a student to elicit *February*. Each student should then point to another student to elicit the name of the next month. When you have reached *December*, erase the reminder, and write A → Z instead. Say: *April*, then elicit *August*, and so on, each month in alphabetical order until you reach *September*.

-  **Setting lesson goals:** Write the following sentences on the board (making them true for your country): *July is usually hot in [our country]. It's cold in December.* Elicit ideas for what the focus of the lesson might be. Accept all reasonable suggestions, then ask students to look through pages 26–27 quickly to check their ideas.

Exercise 1

- Elicit or pre-teach: *sculpture*.
-  **Peer learning:** Use the think-pair-share technique. Also ask: *What's the connection between the two photos?*

Suggested answer:

Venice is by the sea. There are no cars there, but there are special boats (gondolas). Sometimes seawater covers the streets in the city.

Exercise 2

- Elicit or pre-teach: *represent, sea level, benefit, plant* (v) before students begin reading.
- Set a time limit of two minutes for students to quickly skim the text for general understanding.
- Then, suggest that they first scan the article to find the parts of the text that contain information about each question, then read these sections more closely to find the answers.
- Allow students to compare ideas with another pair before you check answers as a class.
-  **Independent learning:** Encourage students to try to work out the meaning of: *climate change, temperature, cause, melt, affect, global warming, sink* (v), *roots, soil* and explain any of the more challenging words.

Answers:

- 2 Because of climate change.
- 3 They are sinking about five centimetres a year.
- 4 They help us fight climate change, keep places cool, keep soil in place so that it isn't washed away during floods.

Exercise 3 2.01

- Read the information in Vocabulary A box as a class. Check students understand the new words. Set a time limit for students to complete the task. Then, play the audio for them to listen, repeat and check their answers. Pause after each word to check students' pronunciation.
- You can display the digital flashcards available on the Portal and ask students to repeat the words. Play a memory game. Display the digital flashcards available on the Portal in a random order and elicit the words.

Exercise 4

- Read the information in the Watch Out! box. Ask: *What's the weather like today?* and elicit an answer from a volunteer. You could write this on the board as a model. Remind students to use the correct form when they take turns to describe the weather. Students in pairs then describe two other days of the week.

Exercise 5 🗣️ 2.02

- Read the information in Vocabulary B box as a class. Check students understand the new words. Elicit or point out that they are all nouns. (We only use adjective forms in a similar way to those in Exercise 3 for three of the words: *breezy*, *showery*, *thundery* – but these aren't common.) Set a time limit for students to complete the task. Then, play the audio for them to listen, repeat and check their answers. Pause after each word to check students' pronunciation.
- Write: *There is a light breeze today.* on the board, and underline *There is* to show the correct structure used with the noun form.

Exercise 6

- Ask students to work in pairs to complete the sentences using words from the Vocabulary B box.
- Play the audio for students to check answers.

Exercise 7 🗣️ 2.04 audioscript page 282

- Elicit or pre-teach: *forecast*.
- Ask students to study the gaps and decide in pairs what kind of words might complete each one (adjective, verb, noun). Tell them also to look at the words before or after each gap for further clues about what kind of thing they describe. Then, ask them to look for the word in the box that fits each gap best. Play the audio for them to listen, repeat and check their answers. Pause after each word to check students' pronunciation.

Exercise 8

- 🗣️ **Giving feedback:** Monitor the pairwork, and check use of the correct forms of the new vocabulary from the lesson. As long as the meaning is clear, don't correct errors in the use of future forms, as these will only be covered in Unit 5. Make a note of any recurring errors, and go over them at the end of the activity with the class, ensuring anonymity.

Exercise 9 🗣️ 2.05 audioscript page 282

- Elicit which countries the cities are in (Poland, Spain, Turkey). Check that students know the names of the seasons by naming an appropriate month for each, and elicit what season it is in.
- Ask: *It's summer. What's the weather like in these cities?* Then, *It's winter. What's the weather like?* Accept any reasonable ideas. Then, tell students they are going to hear the forecast for a winter day. Play the audio, then elicit the answer.
- **NEED SUPPORT?** Ask less confident students to work together in groups of three. Each of them should choose one city and listen to its forecast, then compare what they heard together to decide on the answer.

Exercise 10 🗣️ 2.05 audioscript page 282

- Play the audio again, twice if necessary. Students write their answers in their notebooks. Tell them to write one word (a weather noun or adjective) or a number (a temperature) in each gap.
- **NEED SUPPORT?** Pause the audio after the forecast for each city so students have time to record their answers. More confident students could try to complete some of the gaps before you play the audio again. Less confident students could work in groups of three again – but they should each preferably choose a different city this time, if they are working with the same partners as in Exercise 9.
- **FINISHED EARLY?** Students choose three significant dates (e.g. their birthday, any major holidays, the first/last day of the school year), and write the forecast for the typical weather that day.
- 🎯 **Reviewing lesson goals:** Ask students to think back to the lesson goals and use their traffic light cards to show how confident they feel about the newly learned language (students show green if they understand the topic, yellow when they need some help and red when they feel they need re-teaching the language point).

- 1 Look at the photo of the sculpture in Venice, Italy. What do you know about Venice?
- 2 Read the article *Rising water* and answer the questions.
- What does the sculpture represent?
Rising sea levels
 - Why are sea levels higher?
 - What problem do the cities Jakarta and New Orleans share?
 - What are the benefits of planting trees?
- 3 2.01 Study the Vocabulary A box and complete the table with the correct nouns. Listen and check.

VOCABULARY A Weather 1

	Noun	Adjective
	<i>cloud</i>	cloudy
	<i>fog</i>	foggy
	<i>ice</i>	icy
	<i>rain</i>	rainy
	<i>snow</i>	snowy
	<i>storm</i>	stormy
	<i>sun</i>	sunny
	<i>wind</i>	windy

WATCH OUT!

To describe the weather, we use *it's* + adjective.

It's rainy/foggy/windy.

Rain and *snow* can be verbs too.

It's raining/snowing.

It rains/snows here every day.

- 4 In pairs, describe the weather for two days this week.
- On Monday, it was cold and rainy.*
Yesterday, it was cloudy and warm.
- 5 2.02 Study and listen to the Vocabulary B box. Check you understand the words.

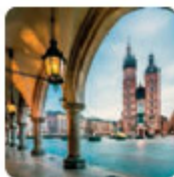
VOCABULARY B Weather 2

breeze drought flood gale hurricane lightning
shower sunshine thunder

- 6 2.03 Complete the sentences. Listen and check.
- When the wind isn't very strong, it's a *breeze*.
 - You always see the (...) before you hear thunder. *lightning*
 - When water from a river covers the roads, there's a (...). *flood*
 - It's a bright, warm day with no clouds. There's lots of (...). *sunshine*
 - There isn't much rain, just a little bit of a (...). *shower*
 - The wind is strong. It might be a (...) or a (...). *gale, hurricane*
- 7 2.04 **WORD FRIENDS** Complete the weather forecast phrases with these words. Listen and check.

bad climate cold dry low rising

- The weather forecast is for ...
 - heavy rain/snow.*
 - strong winds.*
 - high/low temperatures.*
 - It will be ...
 - ten degrees Celsius (10°C).*
 - minus five degrees.*
 - wet/(...). dry*
 - cool/warm.*
 - boiling hot.*
 - freezing (...). cold*
 - The temperature is (...)/falling. *rising*
 - The weather is good/(...)/fine. *bad*
 - This area has a hot/mild/cold (...). *climate*
- 8 In pairs, ask and answer the questions.
- Do you know what the temperature is today?
 - What's the weather like?
 - What's the forecast for this evening/next week?
- 9 2.05 Listen to three weather forecasts. Which city is the warmest at the moment?



Krakow



Barcelona



Istanbul

- 10 2.05 Listen again and complete the weather forecasts. Then, in pairs, compare your answers.
- Krakow: (...), (...), (...) *very cold, -2°, ice*
 - Barcelona: (...), (...), (...) *sunny, warm, 19°, rain*
 - Istanbul: (...), (...), (...) *cloudy, fog, 7°, cool*

Vocabulary Extension > p. 34

27 Unit 2

For the teacher

- Audioscript, page 282

On the Portal

- Vocabulary Memory Game
- Resource 2.1
- Test: Vocabulary Check

For the student

- Workbook, pages 18–19
- Vocabulary Extension, Students' Book, page 34

On the Portal

- Extra Practice Activities: Vocabulary 2.1
- The Vocabulary App

- 1 Do you enjoy storms? Why?/Why not?
- 2   **2.06** Read the article. Find three unusual facts about the colour, place and number of lightning strikes it describes.
- 3 Study the Grammar box. Find the Past Simple forms of these verbs in the article. Which are regular? Which are irregular? Why is this hard to decide with negatives and questions?

create feel happen know look mean
move save see spot stay take use want

GRAMMAR**Past Simple (regular and irregular verbs)**

We use the Past Simple with regular and irregular verbs to talk about finished states and actions in the past.

Regular verbs

It **looked** pinkish orange.

The storms **didn't move**.

When **did** that **happen**?

Irregular verbs

We **saw** an unusual storm.

I **didn't know** what to do.

Did you **take** any photos? Yes, I **did**./No, I **didn't**.

We use the Past Simple with past time expressions, e.g. yesterday; last week/year; two hours/days/weeks/years ago; in April; in 1595.

VIDEO  **9 Grammar Animation**

- 4 Rewrite the sentences in the affirmative form.
 - 1 The Catatumbo storms didn't happen in Venezuela.
The Catatumbo storms happened in Venezuela.
 - 2 The lightning didn't scare the sailors in 1595.
 - 3 Sailors didn't see strange lightning.
 - 4 The lightning didn't appear in the same place again and again.
- 5 Rewrite the sentences in the negative form.
 - 1 The sailors saw green lightning.
The sailors didn't see green lightning.
 - 2 The sailors felt excited about the storm.
 - 3 Sailors thought the Catatumbo storms were normal.
 - 4 The storms were over the sea.
- 6 Complete the sentences with past time expressions to make them true for you.
 - 1 I saw snow (...).
 - 2 We had really bad weather (...).
 - 3 We loved the warm weather on our holiday (...).
 - 4 I went out in the rain (...).

Venezuela's special storm

You might find storms fascinating or frightening. But can they be positive? If you live in Venezuela, your answer may be yes!

In 1595, a storm in Venezuela saved the country.

- 5 How **did** that **happen**? Foreign sailors **wanted** to attack, but they **saw** strange lightning. It **looked** pinkish orange, so they **didn't know** what it was. They felt scared. In the bright light of the storm, soldiers on land **spotted** the ships.
 - 10 This **took** place over Lake Maracaibo on the Catatumbo River. It is an area famous for its special storms. Long ago, sailors **used** storms in the same way as lighthouses: to help them find their way. The geography of the high mountains
 - 15 by the lake **created** unusual but perfect storm conditions. It **meant** that the storms **didn't move** – they **stayed** in the same place.
- Nowadays, the Catatumbo Lightning holds a Guinness World Record as the place with the
- 20 most lightning bolts per square kilometre.

7 Make questions in the Past Simple.

- 1 who / Marianna / meet / ?
Who did Marianna meet?
- 2 what / Professor Mendes / study / ?
- 3 when / Marianna / go to Lake Maracaibo / ?
- 4 how many storms / she / see / ?
- 5 where / she / put / the photos / ?

- 8  **2.07** For each question in Exercise 7, write the beginning of the answer, with the main verb. Then listen to the interview and complete the answers.

1 **Marianna met ...**

- 9  **CHALLENGE** In pairs, ask and answer the questions about the last storm you saw.

- 1 Where were you?
- 2 When did it happen?
- 3 Did you see lightning and hear thunder?
- 4 How did you feel?

For the teacher

- Audioscript, page 282

On the Portal

- Grammar Presentation
- Grammar animation 9
- Resource 2.2
- *Need support?* worksheet 2.2
- Test: Grammar Check

For the student

- Workbook, page 20
- Grammar Extension, Students' Book, pages 134–135

On the Portal

- Extra Practice Activities: Grammar 2.2

Lesson aim

- Students can use the Past Simple to talk about past events.

Lead-in

Ask: *What was the weather like yesterday?* Elicit the answer and write it in the past tense on the board, e.g. *It was cloudy but warm.* Ask about a couple of other days in the past that students are likely to remember.

-  **Setting lesson goals:** Say and write the following on the board: *The rain started at twelve o'clock. It didn't stop until ten o'clock in the evening. The temperature fell eight degrees.* Underline the past verb forms in the examples, and elicit what students think might be the focus of the lesson. Ask them to look briefly through page 28 to check their ideas.

Exercise 1

- Say five or six weather words from Lesson 2.1, and ask for a show of hands about which students enjoy that kind of weather and why or why not. Make sure you include *storms* as the last item.

Exercise 2 2.06

- Read out the task, and check comprehension of *unusual* (not typical/normal). Play the audio as students read and locate the three pieces of information.
- NEED SUPPORT?** To scaffold the activity for less confident students, write the following questions on the board: *What colour was the lightning? Where was the lightning? What kind of world record does the Catatumbo Lightning hold?*

Answers:

colour: pinkish orange; **place:** high mountains;
frequency: most lightning bolts per km²

Exercise 3

- Discuss the Grammar box with the class. Refer students to the irregular verb list on Student's Book page 159.

Answers:

Regular verbs are underlined in red and irregular, in blue. It is hard to decide if negative and question forms are irregular because we just see the base form of the verb.

Exercises 4–5

- For each task, students rewrite the sentences individually, then compare answers in pairs before you check as a class.

Answers (Exercise 4):

- The lightning scared the sailors in 1595.
- Sailors saw strange lightning.
- The lightning appeared in the same place again and again.

Answers (Exercise 5):

- The sailors didn't feel excited about the storm.
- Sailors didn't think the Catatumbo storms were normal./ Sailors thought the Catatumbo storms weren't normal.
- The storms didn't take place/weren't over the sea.

Exercise 6

- Students complete the task as described. For feedback, elicit some sentences from volunteers.

Exercise 7

- Elicit what word we use to make questions in the Past Simple (*did*), and where this normally goes in a question (at the start of a Yes/No question; after the question word/phrase in a Wh-question) before students complete the task in their notebooks.

Answers:

- What did Professor Mendes study?
- When did Marianna go to Lake Maracaibo?
- How many storms did she see?
- Where did she put the photos?

Exercise 8 2.07 audioscript page 282

- Read out the task. Explain that students are going to hear an interview with Mariana Fernandez, who experienced the storms in Venezuela. Play the audio in chunks, pausing after each piece of relevant information is given so students have time to record their answers.
- NEED SUPPORT?** Prepare copies of the photocopyable *Need support?* worksheet 2.2 from the Teacher's Resource File. This version of the task gives students possible options to complete the answers with.

Answers:

- Marianna met a scientist/professor/Professor Mendes.
- Professor Mendes/He studied storms.
- She went to Lake Maracaibo/there two weeks ago.
- Marianna/She saw three storms.
- She put the photos/them on the/her/their website.

Exercise 9

- CHALLENGE** Tell the class about a storm you experienced yourself, answering the three questions, to give students a model for their own answers.
- Ask some volunteers to tell the class about what they found out about their partners.
- FINISHED EARLY?** Ask students to write four questions with the Past Simple about the article in Exercise 2.
-  **Peer learning:** Ask: *What was the easiest thing about this lesson? Why? What was the most difficult thing? Why?* Students discuss their answers in pairs, before you wrap up as a class.

Lesson aim

- Students can understand an article about a special place on the planet.

Lead-in

Write the following on the board and ask students to put the places in order from coldest to hottest: *Spain, the Sahara, the Antarctic, the Amazon jungle, Scotland, California, Alaska, Malta*. Encourage students to say why they think one place is colder/hotter than another. Ask: *What other hot places on the planet do you know?*

-  **Setting lesson goals:** Ask students to look through the exercises on page 29 very quickly and try to predict how easy or difficult they are going to be. On a piece of paper, they should write down a difficulty score 1–3 for each one (1=easy, 3=difficult). Ask them to compare their scores with a partner, then remind them to keep this note until the end of the lesson.

Exercise 1–2 **2.08**

- Follow the instructions in the Students' Book.

Background note

Death Valley is a desert valley in the northern part of the Mojave Desert in California, in the US. It is one of the hottest places on the planet.

Exercise 3

- Check comprehension of *fact* (something that's always true) and *opinion* (what some people think is true, but others might disagree). Get a different student to read out each sentence in red and ask for a show of hands to find out if students think it's a fact or an opinion.
-  **NEED SUPPORT?** Less confident students could work together in pairs to find the examples. One of them looks for facts, the other for opinions.

Answers:

The first is a fact. The second an opinion.

Other facts: The night sky is so clear in the desert ... sand can make a noise.

Other opinions: I really love outdoor adventures in the desert. It was amazing, completely different from any other place! It was very strange. It was my favourite activity on a totally awesome trip.

Exercise 4 **2.08**

- Pre-teach: *volcano crater, desert, open air, sand dune*.
- Explain that in this type of reading task the questions follow the order of information in the text. Ask students where the information about each answer can be found (for each question 1–4, in a separate paragraph). Also, point out that there may often be a final question for which they need to study the whole text again (question 5).
- Remind students that only one answer for each question is true. They should study each relevant section closely and decide which statements are supported by the article, and which aren't. They should eliminate the most obviously incorrect answers first, then read again to choose from the remaining options.
-  **NEED SUPPORT?** Prepare copies of the photocopiable *Need support?* worksheet 2.3 from the Teacher's Resource File. This version of the task reduces the number of options that students choose from.

Exercise 5 **2.09**

- Read the information in the Vocabulary box as a class. Check students understand what kind of words are missing (adverbs which say how strong the adjective is). Set a time limit to complete the task. Then play the audio for them to listen, repeat and check their answers.

Exercise 6

- When you check answers, ask students to say why each adverb is the correct one to use. Ask the rest of the class to confirm or correct each answer.

Exercise 7

- Model the task by asking a more confident student to choose one of the four points and give an answer. Check that they use adverbs of degree correctly. Write the example the student gave on the board, as a model.
- Give students a minute to gather their ideas, then put them in small groups to tell each other about the prompts.

THINKING TIME

CREATE: Place students in small groups and ask them to plan a simple blog post.

EXPLORE: Allow students to access online information to check facts. Remind them to include an opinion in their post. Publish the posts for the rest of the class to read and comment on.

-  **FINISHED EARLY?** Ask students to cover Miguel's blog post, then try to remember what each of the adverb + adjective collocations in Exercise 5 refers to, before they read it again to check.

-  **Reviewing lesson goals:** Ask students to look back at the notes they made at the start of the lesson. Were their predictions right?

- 1 What do you do when it's very hot outside? Add your own ideas.

go outside have a cold drink stay inside
wear cool clothes

- 2 2.08 Look at the photo. Then read and listen to the article. What does Miguel like about the place where he lives?

He loves outdoor adventures in the desert.

- 3 Look at the two sentences in red in the article. Which one is a fact and which one is an opinion? Find more facts and opinions in the article.

- 4 2.08 Read and listen to the article again and choose the correct answers.

- 1 Miguel says that the temperature ...
a is the same in Beatty and Death Valley.
b makes you feel tired.
c is normal for the time of year.

- 2 The volcano crater was ...
a quite cold.
b really unusual.
c not very big.

- 3 One night in the desert, Miguel ...
a felt worried about something.
b slept in the open air.
c saw something special in the sky.

- 4 According to Miguel, sand dunes ...
a look like mountains.
b can make noises.
c can be used for sport.

- 5 Which of the following is an opinion, not a fact?
a In March or April, it's cooler than in summer.
b Sand can make a noise.
c The trip was totally awesome.

- 5 2.09 Study the Vocabulary box. Find the phrases in the article and complete the table with the correct adverbs of degree. Listen and check.

VOCABULARY Adverbs of degree

Adverb + strong adjective	Adverb + regular adjective
1 absolutely boiling	4 (...) boring really
2 (...) different completely	5 (...) strange very
3 (...) awesome totally	6 (...) worried quite

AMAZING WORLD

On this blog, we publish articles about the most amazing places on our planet.



This week's article is by Miguel Garcia.

- 5 Miguel is from Beatty, USA, a town next to Death Valley National Park, which has record-breaking high temperatures.

A dangerously hot place

What are summer temperatures like where you live? **It's August, so it's 40°C in Beatty Town and 45°C in Death Valley, which is absolutely boiling.** When you wake up this morning, your eyes feel dry and you don't want to move because it so hot.

Some people think it's really boring in Death Valley, but I really love outdoor adventures in the desert. We usually go on a camping trip in March or April, when it's cooler than in summer. This year, we visited a huge volcano crater, about a kilometre wide. It was amazing, completely different from any other place! They filmed some famous science fiction movies there because it looks like another planet.

- The night sky is so clear in the desert that you can see thousands of stars. I wanted to sleep outside, but Dad was quite worried about scorpions, so I couldn't do that. I took some great photos of the Milky Way above us, though.

- Did you know that sand can make a noise? On the final day of our trip, we visited sand dunes at Mesquite and heard the sound of wind blowing the sand. It was very strange. We also tried sandboarding down the dunes. It's like snowboarding down a mountain, but on the sand. It was my favourite activity on a totally awesome trip.

- 6 Choose the correct option.

- 1 Wow! The sand dunes are **absolutely** / very amazing!
2 Your photos are **totally** / **quite** good.
3 This situation is **completely** / very ridiculous!
4 The stars in the desert sky look **really** / totally nice.

- 7 Make sentences about these things. Use adverbs of degree and adjectives from Exercises 5 and 6.

- 1 the place where you live
2 an interesting place to visit near you
3 things you do in summer
4 something you did last weekend

THINKING TIME

CREATE

Write a blog post about a special place/landmark in your area. Include facts and opinions.

EXPLORE

Go online to find and check facts.

Vocabulary Extension > p. 34

29 Unit 2

For the teacher

On the Portal

- Resource 2.3
- Need support? worksheet 2.3

For the student

- Workbook, page 21
- Vocabulary Extension, Students' Book, page 34
- Reading Extension, Workbook, pages 104–109

On the Portal

- Extra Practice Activities: Vocabulary 2.3
- The Vocabulary App

VIDEO



GRAMMAR IN ACTION



1 10 2.10 Look at the photo. What do you think happened to Abe? Watch or listen and check. *He got caught in a storm.*

2 Study the extract from the dialogue in Exercise 1. Find sentences that:

- describe the scene
- show a longer action interrupted by or followed by a shorter action

Abe: I was walking in the park with Bea when we met Eren and Carla. They were playing with a frisbee, so I decided to take some photos. The sun was shining and we were having a great time, so we weren't thinking about the weather. Then, I noticed some dark storm clouds were getting closer. Eren was throwing the frisbee when suddenly lightning hit a tree near us, and I took a photo at the same time!

3 Study the Grammar box and add more examples from the extract in Exercise 2.

GRAMMAR

Past Continuous and Past Simple

We use the Past Continuous to describe a scene in the past, and for an action that lasted for some time.

*It **was raining**.*

*We **weren't thinking** about the weather.*

***Were** you **running**? Yes, I **was**./No, I **wasn't**.*

We use the Past Continuous with the Past Simple for something that happened before or around another shorter action. We use *when/while* to connect them.

Abe **downloaded** his photo **while** his dad **was making** a warm drink.

He **was throwing** the frisbee **when** lightning **hit** a tree.

VIDEO



11 Grammar Animation

4 Complete the sentences with these words.

called studying was ~~were~~ when while

- They **were** playing cards when the teacher arrived.
- The birds were singing and the sun **was** shining.
- We were crossing the road (...) I fell over. **when**
- I was (...) English all summer. **studying**
- Jim (...) while I was having dinner. **called**
- (...) Sarah was watching TV, she had a **While** brilliant idea.

5 Choose the correct option.

- We ~~drank~~ **were drinking** hot chocolate when we ~~heard~~ **were hearing** the thunder.
- The rain **started** / **was starting** while we **sat** / **were sitting** on the beach.
- George was travelling on the bus **while** / **when** he found a phone.
- I **took** / **was taking** a lot of photos while I **walked** / **was walking** in the desert.
- We were putting up the tent **when** / **while** the wind got stronger.
- Daisy **fell** / **was falling** on the ice while she **skated** / **was skating** with friends.

6 Complete the extract from an email with the Past Simple or Past Continuous form of the verbs in brackets.



Hi Sara,

How was your History trip? When I was studying History, we ¹ **went** (go) on a trip to France. It was spring, but it was freezing cold. One day, the weather suddenly ² (...) (change) while we ³ (...) (walk) in the hills. We soon ⁴ (...) (get) lost in the fog! Our teachers had to phone for help. While we ⁵ (...) (wait), I ⁶ (...) (hear) a strange noise. It was ...

7 **CHALLENGE** In pairs, talk about funny things that happened on a school trip. Use the Past Simple and Past Continuous.

BBC VIDEO

STREET TALK

- 12 Watch four people talking about a funny thing that happened on holiday. Choose two speakers and make notes about the holiday destination, weather or transport details, and the funny thing that happened.

For the teacher

- Audioscript, page 282
- Videoscript, page 282

On the Portal

- Grammar Presentation
- Grammar Animation 11
- Resource 2.4
- Test: Grammar Check

For the student

- Workbook, page 22
- Grammar Extension, Students' Book, pages 134–135

On the Portal

- Extra Practice Activities: A crazy day video; Grammar 2.4; BBC Street Talk video

Lesson aim

- Students can use the Past Continuous and the Past Simple to talk about past events.

Lead-in

Ask students to recap the story so far. Ask: *What happened in the last episode?* (Bea helped Abe to install a new router.)

- Setting lesson goals:** Write on the board: *Abe was packing when he got the video call from Bea.* Underline the past verb forms. Elicit what students think the lesson will focus on, then ask them to look through page 30 quickly to check their predictions.

Exercise 1 10 2.10 **audioscript page 282**

- Write on the board: *What do you think happened to Abe?* Elicit students' ideas after they study the photo, then play the video or audio. Check the answer as a class.
- NEED SUPPORT?** Play the video or audio again and pause after key moments to ask **less confident** students comprehension questions, e.g. *What's the weather like outside?* (It's very windy/there's a gale.) *Why is Abe in a hurry?* Elicit answers before continuing the video or audio.

Exercise 2

- Read the extract pausing after each line. Ask students to tell you if the sentence is an example of option a or b. Sometimes both are possible. Elicit answers before reinforcing learning points in Exercise 3.

Answers:

- a:** They were playing ... The sun was shining ... some storm clouds were getting closer
- b:** I was walking in the park with Bea when we met Eren and Carla ... They were playing with a frisbee, so I decided to take some photos ... Eren was throwing the Frisbee when suddenly lightning hit a tree ...

Exercise 3

- Discuss the Grammar box with the class. Check if the students understand when to use the Past Continuous (to set the scene in the past; to talk about an action in progress in the past) and the Past Simple (to talk about single actions that happened in the past). Elicit how we form the Past Continuous. Students find further examples from the extract in Exercise 2. Past Simple examples underlined in blue and Past Continuous examples underlined in red.
- NEED SUPPORT?** Allow **less confident** students to work in pairs. One student could collect examples of the Past Simple, the other student, examples of the Past Continuous, then copy each other's lists.

Exercise 4

- Students do this on their own. Check answers as a class.

Exercise 5

- Draw a wavy timeline on the board for the Past Continuous, then put a single mark through the line for the Past Simple. Read out one of the examples from the Grammar box while you're pointing out the relevant mark on the board.
- Allow students to compare answers in pairs before you check as a class.

Exercise 6

- Peer learning:** When students have completed the email, ask them to check each other's work in pairs, explaining any errors they find to their partners.

Answers:

- 2** changed **3** were walking **4** got
5 were waiting **6** heard

Extra activity

Students work in pairs to come up with the ending for the story in the email. Elicit some stories in open class, and vote on the best one.

Exercise 7

- CHALLENGE** Tell the students a funny holiday story of your own (real or invented) to get them started and to provide a model.
- Setting success criteria:** Elicit the most interesting details that students heard from their partners.
- FINISHED EARLY?** Ask students to write a reply as Sara to the email from Exercise 6.

BBC VIDEO**STREET TALK** **12 videoscript page 282**

- Pre-teach *moustache*, *top lip*, *sensible* (=a good idea), *shave off*, *ludicrous* (=very silly), *get some sun* (=to enjoy the sunshine; to sunbathe), *paralysed* (used figuratively here: unable to do anything), *ferry*, *sugar cubes*.
- Play the video. Check notes as a class.

Answers:

- Neal** - family: his dad; **Cecile** - weather: awful, rained (every day)
Affie - transport: flight (airport); **James** - family: parents; transport: ferry/ship

- Reviewing lesson goals:** Ask students to think back to the lesson and indicate how confident they are about the grammar points (1 how we form the Past Continuous; 2 how we decide which past tense to use) by giving a 'thumbs up' for quite confident; a 'thumbs down' for not so confident.

Lesson aim

- Students can understand a conversation about outdoor activities.

Lead-in

Books closed. Write *In the wild* on the board. Ask students to brainstorm ideas in pairs or small groups for what this expression might mean, and what they expect to learn about in the lesson.

-  **Setting lesson goals:** Ask: *What activities do people do when they're outdoors?* Elicit what kind of activities students expect to hear about in the lesson. Ask them to look through the activities on page 31 to check their ideas.

Exercise 1

- Assign each half of the classroom to those who enjoy being outdoors and those who don't. Ask students to stand on the appropriate side, then form pairs from students on opposing sides. Then ask them to compare their ideas.

Exercise 2 **2.11 audioscript page 282**

- Ask students to read the statements so they know what information to listen for. Play the audio for them to choose the correct answers. When you check answers, play the audio again, and ask students to recall what information they heard that confirmed each answer.

Exercise 3 **2.12**

- Read the information as a class. Check students understand the new phrases. Set a time limit for students to complete the task. Then play the audio for them to listen, repeat and check their answers.

Exercise 4 **2.13 audioscript page 283**

- Explain that students are going to hear Poppy telling her friend Milo about her adventure holiday. Play the audio for students to complete the notes.
- **NEED SUPPORT?** Play the audio in chunks, pausing after each activity is mentioned so students have time to complete their notes. If you want to make the task more manageable for less confident students, you could draw attention to the first two questions in Exercise 5, and ask: *Which activities did Poppy not do?* Now students will only need to listen for the order of the five correct activities, without distractors.

Exercise 5 **2.13 audioscript page 283**

- Read out the questions. Ask **more confident** students to try to answer the questions from memory before they listen again to check.
- **NEED SUPPORT?** Prepare copies of the photocopiable *Need support?* worksheet 2.5 from the Teacher's Resource File. This version of the task asks students to match parts of the answers.

Answers:

- 1 Because it was cold at night (so they slept in tents).
- 2 Because she slept (so) well and didn't hear a thing.
- 3 Because it was too cold for them.
- 4 She saw (hundreds of) bats.

Exercise 6 **2.14**

- Read the information in the Vocabulary box as a class. Check students understand the new words. Set a time limit for students to complete the task. Then play the audio for them to listen, repeat and check their answers.

Exercise 7

- Do the task as a race for groups. Set a time limit, and check which group collected the most correct words.
-  **Independent learning:** Ask students to make word cards for the new vocabulary. On one side, they should write the words for wild animals or elements of landscape, and on the other, draw or attach a picture illustrating its meaning.

Exercise 8

-  **Monitoring learning:** Students could write the answer for each sentence on a mini-whiteboard or a piece of paper. On the count of three, they should raise their answers all at the same time so you can check everyone's work.

Exercise 9

- Elicit some things students have learned about adventure camps in Lesson 2.5. Make notes on the board about activities and things to see/experience as prompts.
-  **Peer learning:** Once students have completed writing their paragraphs, ask for a show of hands to find out who likes/hates the idea, then pair up students with opposing views to read each other's work. Ask them to say one thing they agree with in their partner's paragraph.
- **FINISHED EARLY?** Students cover the page and try to make a list of the new words from the lesson. How many words can they remember?
-  **Reviewing lesson goals:** Ask students to use their emoji response cards to show how confident they are with the language they learned in Lesson 2.5. Make a note to review any language that a number of students show an unhappy face for.



1 Look at the photos. Do you enjoy being outdoors? Why?/Why not? Compare your ideas with the class.

2 2.11 Listen to an advert for an activity camp. Decide if the sentences are true or false.

- 1 The camp is a summer camp. **true**
- 2 The camp is for families. **false**
- 3 The campsites are in different locations. **true**

3 2.12 **WORD FRIENDS** Complete the phrases with these verbs. Listen and check.

discover listen look make (x2) sleep watch

- 1 **discover** unusual plants
- 2 (...) outside **sleep**
- 3 (...) a shelter **make**
- 4 (...) to the wildlife **listen**
- 5 (...) the stars **watch**
- 6 (...) for wild animals **look**
- 7 (...) a fire **make**

4 2.13 Listen to Poppy talking about Wild Adventure camp and complete her diary with activities from Exercise 3.

Monday: ¹ **make a shelter**
 Tuesday: ² (...) **make a fire**
 Wednesday: ³ (...) **look for wild animals**
 Thursday: ⁴ (...) **watch the stars**
 Friday: ⁵ (...) **discover unusual plants**

5 2.13 Listen again and answer the questions.

- 1 Why didn't Poppy sleep outside in the end?
- 2 Why didn't she listen to the wildlife?
- 3 Why weren't there any spiders in the camp?
- 4 What did Poppy see in the cave?

6 2.14 Study the Vocabulary box. Complete the table with these words. Listen and check.

VOCABULARY In the wild

bat bear cave leaf path sky spider star
 sunset waterfall wildlife

Elements of landscape

**cave, leaf, path, sky, star,
 sunset, waterfall, wildlife**

Wild animals

bat, bear, spider

7 **I KNOW** In groups, add more words to each category in Exercise 6. Each word scores a point. Which group wins?

8 Choose the correct option.

- 1 My favourite season is autumn, when the stars **(leaves)** fall off the trees.
- 2 We walked into the **(cave)** / waterfall where it was cold and dark.
- 3 In the distance there was something big and brown. A **(bear)** / spider was standing and looking at us.
- 4 At the end of the day, there's an amazing path / **(sunset)** over the lake.
- 5 The sun was shining and the **(sky)** / star was blue – a perfect day to go out on the boat.

9 Choose the correct option to make the sentence true for you. Then write a short paragraph.

I'd love / hate to go to an adventure camp because ...



Vocabulary Extension > p. 34

31 Unit 2

For the teacher

- Audioscript, pages 282–283

On the Portal

- Vocabulary Memory Game
- Resource 2.5
- Need support? worksheet 2.5

For the student

- Workbook, page 23
- Vocabulary Extension, Students' Book, page 34

On the Portal

- Extra Practice Activities: Vocabulary 2.5
- The Vocabulary App

VIDEO EVERYDAY ENGLISH

- Abe:** Bea? What are you doing?
- Bea:** Abe, hi! I'm trying to help Mum with the garden. Can you give me a hand?
- Abe:** Yeah, no problem. I know you know about gardening, but I don't.
- Bea:** Don't worry. It's easy. You can take the weeds out of this flower bed. Is that OK?
- Abe:** Sure.
- Bea:** You put the weeds in here ... See? And these are Mum's favourite flowers, OK? So, be careful. Right, I have to cut the grass.
- Abe:** Weeds bad, flowers good. Flowers, weeds. Got it.
- Later ...*
- Bea:** What's going on?
- Mum:** What's going on? My poor flowers!
- Bea:** What? I didn't realise ... Mum, I can explain.
- Mum:** Honestly! Why did you do that?
- Abe:** Aunt Penny? It's my fault. I didn't mean to pick your flowers. I was helping Bea and I thought they were weeds.
- Mum:** I see. Abe, were you really trying to help?



SOUNDS GOOD!

Can you give me a hand? •
No problem. • Got it.

- 1 13 2.15 Look at the photo and think of reasons why Bea and Abe are working in the garden. Do you think they are enjoying it? Watch or listen and check.

- 2 Why do you think Abe did the wrong thing?

FUTURE SKILLS



In groups, discuss the questions.

- Why is it important to give clear instructions?
- Why is it important to look and listen carefully?

- 3 Study the Speaking box. Find examples of some of the phrases in the dialogue.

SPEAKING Criticising and explaining

Criticising

What's going on?

Why did you do that?

Explaining and apologising

I can explain. I'm so sorry. I thought ...

I didn't mean to ... I didn't realise ...

Accepting explanations and apologies

I see. That's all right. Never mind.

- 4 2.16 Complete the dialogues with phrases from the Speaking box. Listen and check.

- A: Hey, why did you take my seat?

B: Oh, I *didn't realise* you were sitting there.
- A: What's (...)? This is my phone! *going on*

B: Oh, sorry!

A: Never (...). It does look like yours! *mind*
- A: Oh dear! I just shouted at my friends.

B: (...) that? *Why did you do*

A: I was angry. I (...) to hurt their feelings. *didn't mean*

SPEAKING TIME



In pairs, follow the instructions to role play a dialogue. Then swap roles.

- Student A: Phone your friend. Apologise and say that you don't want to go camping. Add extra information if possible.
- Student B: Accept your partner's apology and ask why they don't want to go camping.
- Student A: Explain your reasons. Add as many reasons as you can.
- Student B: Accept your partner's explanation.

For the teacher

On the Portal
• Resource 2.6



For the student

• Workbook, page 24

On the Portal

• Extra Practice
Activities: *I can explain*
video



Lesson aim

- Students can criticise and explain when things go wrong.

Lead-in

Write *apologising* on the board. Elicit phrases used for apologising from the students, and write these up on the board. Ask students in pairs to brainstorm situations in which people have to apologise. Elicit some situations.

-  **Setting lesson goals:** Write the following phrases on the board: *Why did you do that? I didn't realise ... Never mind.* Elicit what students think the lesson will be about. Then, ask them to look at page 32 and check their ideas. Clarify what *criticising* (telling someone what they did wrong) and *explaining* (telling someone how or why they did something) mean.

Exercise 1 13 2.15

- Ask students to study the photo and elicit who they can see in the scene (Abe and Bea) and where they are (in the garden). Give them a minute or two to brainstorm ideas about the questions before you elicit suggestions. Accept all reasonable ideas. Then play the video or the audio for students to check.
- Ask: *What did Bea ask Abe to do?* (to take the weeds out). *What did Abe do?* (He picked the flowers.)
- Elicit or explain *weeds* and *It's my fault*. Then, ask a different volunteer to explain the meaning of each phrase in the Sounds Good! box in their own words.

Answers:**Possible reasons why they are working in the garden:**

They might enjoy being in the garden.
Perhaps they are helping one of the parents.
Maybe they are earning some pocket money.

Exercise 2

-  **Peer learning:** Use the think-pair-share technique. When you elicit ideas in open class, accept all logical ideas but make sure that the fact that Bea didn't give Abe clear instructions and that Abe didn't listen carefully enough are mentioned.

Suggested answers:

Abe didn't listen carefully enough, and Bea's instructions weren't clear enough.

**Communication: understanding messages**

This task helps students to understand the importance of thoughtfully interpreting what others communicate, and how paying attention and asking clarifying questions helps us to make sure that we understand the most important points in a message.

- Ask students to find in the dialogue where Bea gives Abe instructions, then discuss why he didn't understand them properly. Ask: *Did Bea give clear instructions? Did Abe pay attention?* Elicit students' own ideas. Then, ask students to discuss the questions in the Future Skills box. Elicit ideas and make notes on the board under the headings: *Clear instructions* and *Paying attention*.

Exercise 3

- Ask students to study the Speaking box and discuss the meaning of the phrases as a class. Then, draw their attention to *I didn't mean to ...* and *I didn't realise ...*. Ask students: *What is the difference between the two expressions?* Elicit that the first phrase focuses on what the speaker did wrong, while the second phrase explains what they think they misunderstood.
- Students work in pairs to find examples of the phrases in the dialogue.

Exercise 4 2.16

- Ask students to complete the dialogues individually, then compare answers in pairs before you play the audio for them to check their answers.
- NEED SUPPORT?** Before you play the audio, pair less confident with more confident students and ask them to compare answers.

SPEAKING TIME

- Ask students to work in pairs to act out the role play dialogue. Then, ask them to swap roles and repeat the task.
- For feedback, get a few volunteering pairs to act out their role play in front of the class.

-  **Reviewing lesson goals:** Use the traffic light cards to find out how confident students feel about: 1 criticising; 2 giving explanations; 3 apologising and 4 accepting explanations and apologies. Make a note of any problem areas to review in the next lesson.

Lesson aim

- Students can write an article about their local area and climate.

Lead-in

Tell the class about the place where you grew up, its geography, climate and things to see or do. When you've finished, elicit the information students can remember from your description.

- 🎯 **Setting lesson goals:** Once you've completed the Lead-in activity, ask students, with books closed: *What kind of text do you think we're going to learn to write today?* Elicit some ideas and write on the board. Then, explain that in this lesson students are going to learn to write an article about their local area and climate.

Exercise 1

- Lead a whole-class discussion. Encourage students to give reasons. Build up a list of arguments for and against visiting the area on the board.

Exercise 2

- When they've read the texts, ask students to discuss the questions in pairs or small groups.

Exercise 3

- Ask students to scan the article and find the relevant information about each point. Allow them to compare ideas in pairs before you check answers as a class.

Exercise 4

- Ask students to change the example sentences in the Writing box so they are true for their local area.
- NEED SUPPORT?** More confident students can come up with their own sentences, as well. Elicit sentences, and ask for a show of hands to find out whether the class agrees they are true for their area.

Exercise 5

- Discuss the Language box as a class. Make sure that students notice that we use *-body* or *-one* for people, *-thing* for things, and *-where* for places. Ask students to find examples in the text. Explain that we normally use *some-* in statements to talk about one particular example, but we don't know or don't want to say exactly who, what or where. We use *any-* with the same meaning in negative sentences or questions. We use *every-* to talk about all the people, things or places in a given category.
- For the task, students could simply change the examples from the article to make them true for their own local area, or write their own.
- NEED SUPPORT?** Prepare copies of the photocopiable *Need support?* worksheet 2.7 from the Teacher's Resource File. This version of the task asks students to choose the correct pronouns.

WRITING TIME

- Ask students to read the Writing Time box and check comprehension. Remind them to follow the instructions step-by-step to write their articles.
- NEED SUPPORT?** You could allow less confident students to write a shorter text of just two paragraphs.
- FINISHED EARLY?** Ask fast finishers to check the article about Lima for the use of adjectives and try to replace them with more colourful synonyms. Using a wider variety of adjectives is a great way to make your writing interesting.
- 🎯 **Reviewing lesson goals:** Use the emoji response cards to find out how confident students feel about writing an article, and using indefinite pronouns. Make a note to revise any problematic areas again in a later class.

ARTICLES
WANTED

Write about your local area and climate. Email your article to us – we'll put the best ones in our magazine.

Is Lima a good place to visit?

Everybody knows that Peru has got lots of mountains, but Lima, where I live, is on the coast. It's often very cloudy here, but it isn't often rainy. Sometimes I think it's very cloudy here, but the climate is just right. For example, it's usually between 15°C and 25°C, so it's never boiling hot or freezing cold. Don't come here between June and September, though, as it's often very foggy.

In Lima, you can find great food and music everywhere. There are lots of activities such as adventure sports. Last year, while my little cousin, Jorge, was staying with us, we went to the beach at Barraca. My cousin looked up and saw a 'big bird'. At first he was quite worried and then he realised that somebody was paragliding. It looked amazing!

If you want to visit somewhere outside Lima, the Palomino Islands are about forty-five minutes away by boat. We took my cousin there in November. The sun was shining and the sea was warm. While we were travelling, some big sea lions swam past! To sum it up, you can have a totally fantastic experience here. There isn't anywhere better!



- 5 Study the Language box. Find five indefinite pronouns in the article. Then use indefinite pronouns to write some true sentences about your local area.

There are mountains everywhere in my local area.

LANGUAGE

Indefinite pronouns

People	Things	Places
somebody/-one	something	somewhere
everybody/-one	everything	everywhere
anybody/-one	anything	anywhere

- 1 Is your local area a good place to visit? Why?/Why not?

- 2 Read the advert and article. Would you like to visit Lima? Why?/Why not?

- 3 Read the article again. Which of these things does it mention and in which paragraph?

- a food and music **2** d population *not mentioned*
b location **1** e weather and climate **1**
c another place nearby **3** f activities **2**

- 4 Study the Writing box. Make similar true sentences about the area where you live.

WRITING

An article describing your local area and climate

Describe the area, weather and climate

- 1 Lima, where I live, is on the coast.
It isn't often rainy.
The climate is just right.

Describe typical activities and places

- You can find great food and music everywhere.
There are lots of activities ...
2 The Palomino Islands are about forty-five minutes away ...

Give examples

- 3 For example, ... One/An example is ... , like ...
... such as ...

WRITING TIME



Write an article for the advert.

FIND IDEAS

Make notes for your article. Think about:

- some facts about the weather, climate and things to do where you live
- a trip you went on. Think about the situation and what you did

PLAN

Organise your ideas into three paragraphs. Use the article in Exercise 2 to help you.

WRITE AND SHARE

- Write a draft article. Use the Writing box and the Language box to help you.
- Share your article with another student for feedback.
- Write the final version of your article.

CHECK

- Check language: did you use indefinite pronouns correctly?
- Check grammar: did you use the Past Simple and Past Continuous to illustrate your points?

For the teacher

On the Portal

- Resource 2.7
- Need support? worksheet 2.7



For the student

- Workbook, page 25
- Writing Extension, Workbook, page 115

WORDLIST 2.17

Weather 1

cloud (n)
cloudy (adj)
fog (n)
foggy (adj)
ice (n)
icy (adj)
rain (n)
rainy (adj)
snow (n)
snowy (adj)
storm (n)
stormy (adj)
sun (n)
sunny (adj)
wind (n)
windy (adj)

Weather 2

breeze (n)
drought (n)
flood (n)
gale (n)
hurricane (n)
lightning (n)
shower (n)
sunshine (n)
thunder (n)

Word friends

(weather forecasts)

boiling hot (adj)
cool/warm (adj)
degrees Celsius (n)
freezing cold (adj)
heavy rain (n)
heavy snow (n)
high/low temperature (n)
hot/mild/cold climate (n)
minus five degrees (n)
strong winds (n)
the temperature is rising/
falling (phr)
the weather is bad/cool/dry/
fine/good/warm/wet (phr)
wet/dry (adj)

Adverbs of degree

absolutely (boiling) (adv)
completely (different) (adv)
quite (worried) (adv)
really (strange) (adv)
totally (awesome) (adv)
very (boring) (adv)

Word friends

(camping collocations)

discover unusual plants (phr)

listen to the wildlife (phr)
look for wild animals (phr)
make a fire (phr)
make a shelter (phr)
sleep outside (phr)
watch the stars (phr)

In the wild

bat (n)
bear (n)
cave (n)
leaf (n)
path (n)
sky (n)
spider (n)
star (n)
sunset (n)
waterfall (n)
wildlife (n)

EXTRA WORDS

adventure (n)
Antarctic (n)
Arctic (n)
bright (adj)
camping trip (n)
conditions (n)
desert (n)
find your way (phr)

foreign (adj)
grow (v)
huge (adj)
lake (n)
land (n)
lighthouse (n)
local (adj)
melt (v)
Milky Way (n)
mountain (n)
ocean (n)
perfect (adj)
planet (n)
record-breaking (adj)
root (n)
sand dune (n)
scared (adj)
scorpion (n)
sea level (n)
sink (v)
sleep in the open air (phr)
soil (n)
special (adj)
treetop (n)
volcano (n)
wash away (v)
weather forecast (n)

1 Use the wordlist to find these things.

- two weather words that refer to too much or too little water *flood, ...*
- six pairs of opposite adjectives
- three animals
- three things you can see in the sky

2 Match words 1–8 with words a–h to make phrases. In pairs, use the wordlist to check your answers. Then make true sentences using four of the phrases.

- | | |
|----------------|---------------|
| 1 low <i>g</i> | a a shelter |
| 2 absolutely | b the stars |
| 3 make | c Celsius |
| 4 watch | d weather |
| 5 sleep | e snow |
| 6 heavy | f boiling |
| 7 degrees | g temperature |
| 8 warm | h outside |

3 Choose the odd one out.

- cloudy thunder rainy foggy
- breeze rain wind gale
- rainy snowy sunny icy
- cave temperature waterfall leaf

4 Complete the sentences about the weather with words from the wordlist. Then, in pairs, talk about the type of weather you prefer and the type of weather you don't like.

- The roads are *icy* today, so please drive very carefully.
- It's freezing (...) today, so wear your warmest clothes.
- The weather forecast said it will be thirty (...) Celsius today. That's hot!
- I can hear (...). Can you see any lightning?
- The river is (...) quickly because of all the rain. I hope there won't be a flood.

5 In pairs, make true sentences using strong adjectives and adverbs of degree from the wordlist.

The weather today is absolutely amazing!

6 CHALLENGE Add words from the Extra word list to these groups of related words and phrases.

- | | |
|----------------------------------|----------------------------|
| 1 lava, eruption, <i>volcano</i> | 4 pond, pool, (...) |
| 2 big, large, (...) | 5 galaxy, universe, (...) |
| 3 branch, root, (...) | 6 go under, descend, (...) |

Exercise 1

- 1 drought
- 2 boiling – freezing, high – low, hot – cold, bad – good, cool – warm, dry – wet (sunny – rainy is also correct)
- 3 bat, bear, spider
- 4 cloud, lightning, star (sunshine and sunset are also correct)

Exercise 2

- 2 f
- 3 a
- 4 b
- 5 h
- 6 e
- 7 c
- 8 d

Exercise 3

- 1 thunder (You can see or feel the others./The others are all adjectives.)
- 2 rain (The others are moving air.)
- 3 sunny (The others refer to water/bad weather.)
- 4 temperature (The others are things you can see outside.)

Exercise 4

- 2 cold
- 3 degrees
- 4 thunder
- 5 rising

Exercise 6

- 2 huge
- 3 treetop/soil
- 4 ocean
- 5 Milky Way
- 6 sink

Exercise 1

- 1 sunshine
- 2 fine
- 3 very
- 4 falling
- 5 sleep

Exercise 2

- 1 wild
- 2 discover
- 3 path
- 4 shelter
- 5 wildlife
- 6 sleep
- 7 stars
- 8 rainy
- 9 stormy

Exercise 3

- 1 Snowy
- 2 Icy
- 3 Wild
- 4 leaf

Exercise 4

- 1 mild
- 2 absolutely
- 3 foggy
- 4 paths
- 5 icy
- 6 wet
- 7 hurricane

Exercise 6

- 1 heard, know
- 2 see, went
- 3 visit, stayed
- 4 take, wanted

Exercise 7

- 1 Did you go for a walk yesterday?
- 2 Did you have dinner with you grandparents at the weekend?
- 3 Did you sing songs at school?
- 4 Where did you go on holiday last year?
- 5 Who did you chat to on social media last night?
- 6 What time did you get up today?

Exercise 8

- 1 saw, was watching
- 2 were walking, heard
- 3 was doing, jumped
- 4 found, was camping
- 5 left, was raining

Exercise 10 2.18

Yesterday the weather was very nice. I met my friend and we went for a walk. But when we were coming back, it started to rain and we got wet.



VOCABULARY

- 1 Choose the word that does NOT go with the noun in bold.
- dry / cloudy / sunshine / rainy **WEATHER**
 - high / low / rising / fine **TEMPERATURE**
 - absolutely / totally / very / completely **AWESOME**
 - falling / mild / hot / cold **CLIMATE**
 - listen to / discover / sleep / look for **WILDLIFE**

- 2 Complete the words in the email.



Dear students,

This year's Science project is a camping trip. Here are some of the things we want to do:

- look for ¹ **wi**(...) animals and birds
- ² **di**(...) unusual plants
- walk on an amazing ³ **pa**(...) around the lake and through the forest
- make a ⁴ **sh**(...) that can protect you from the rain and wind
- listen to the sounds of birds and other ⁵ **wi**(...)
- ⁶ **sl**(...) outside and watch the ⁷ **st**(...)

Pack clothes for ⁸ **ra**(...), windy and even ⁹ **st**(...) weather.

Thank you,

Your Science teachers

- 3 Complete the definitions with the correct word.

- (...) weather is when precipitation falls as white flakes.
- (...) conditions happen when temperatures below 0°C change water.
- (...) plants and animals don't live with people.
- A (...) is the green part of a plant that uses sunshine.

- 4 Complete the description with these words. There is one extra word.

absolutely foggy hurricane icy mild paths sunset wet

My country has a ¹ (...) climate – it's never freezing or ² (...) boiling. On winter mornings, it is often ³ (...), so you can't see a thing. On colder mornings, the roads and ⁴ (...) can be ⁵ (...), you have to be very careful when you're walking. Because it rains a lot, people think England has a ⁶ (...) climate, but actually it rains more in other countries. Thankfully, we rarely have dangerous weather like a ⁷ (...) or a tornado.

- 5 **CHALLENGE** Look at Exercise 3 and write six more definitions.

GRAMMAR

- 6 Choose the correct option.

- A: I *hear / heard* a bat flying in my room last night.
B: How did you *know / knew* it was a bat?
- A: I didn't *see / saw* you at school yesterday afternoon.
B: That's because I *go / went* to the doctor after lunch.
- A: Which places did your parents *visit / visited* in Scotland last summer?
B: Mostly lakes and mountains. They *stay / stayed* away from the cities.
- A: Why did Dr Sanchez *take / took* photographs of the volcano?
B: He *want / wanted* to show them to some colleagues.

- 7 Make questions in the Past Simple.

- you / go / for a walk / yesterday / ?
- you / have / dinner with your grandparents / at the weekend / ?
- you / sing / songs / at school / ?
- where / you / go / on holiday / last year / ?
- who / you / chat to / on social media / last night / ?
- what time / you / get up / today / ?

- 8 Complete the sentences with the Past Simple or Past Continuous form of the verbs in brackets.

- My mum (...) (see) a bright star when she (...) (watch) the night sky.
- We (...) (walk) home in rainy weather yesterday when we (...) (hear) thunder.
- While I (...) (do) my homework, my cat (...) (jump) onto my desk.
- Dad (...) (find) a scorpion in his shoe once when he (...) (camp) in the desert.
- When I (...) (leave) home this morning, it (...) (rain).

- 9 **CHALLENGE** Write six sentences that are true for you. Describe last weekend and what you did. Use the Past Simple and Past Continuous tenses.

DICTATION

- 10 2.18 Listen. Then listen again and write down what you hear during each pause.

SELF-ASSESSMENT

Think about this unit. What did you learn? What do you need to work on?

WORKBOOK p. 27

35 Unit 2

For the teacher

On the Portal

- Resources 2.8 and 2.9
- Test: Unit Test
- Test: Progress Test

For the student

- Workbook, pages 26–27
- Pronunciation, Students' Book, page 151

On the Portal

- Wordlist audio and scripts
- Extra Practice Activities: Self-Check

Learning Experience 1

Context:
Personal/Social

Role-play a bad situation with a positive solution

A My phone was new a week ago! Aargh!

B Whaaaat? Who took my wheels?

C My favourite band are in town, but I can't get a ticket.

D Oh, no! I'm making dinner for us all tonight and I burnt the pizza!

Step 1 Think

1 Look at the photos. In class, discuss the questions.

- 1 Imagine you are in situations A–D. How do you feel?

angry annoyed calm sad
stressed surprised worried

- 2 Which do you think is the worst situation? Why?

2 In pairs, think of similar bad things that happened to you. Describe how you felt and what you did to solve the problem.

3 Read the Useful Tips on page 37. In pairs, answer the questions.

- Did you follow these tips to solve the problems in Activity 2?
- Which tip do you think is the most useful? Why?
- What other tips can you think of?

Lesson aim

- Keep calm and adopt a positive attitude in a bad situation

Lesson product

- A role play

Context

- Personal/Social

Future skills

- Self-management: self-control

Sustainable goal

- To promote positive attitudes to day-to-day problems

Resources

- A problem-solution chart (Teacher's Resource File, Resource 2.10)

Lead-in

Pre-teach or elicit: *self-control*. Tell the class about a situation where you felt frustrated or upset, and you had to keep calm, to illustrate self-control. Ask students to brainstorm some further ideas for situations which require self-control, then elicit some suggestions in open class.

-  **Setting lesson goals:** Write the lesson aim on the board and read it out with students. Elicit one or two examples of how one can keep calm in a difficult situation.



Self-management

Self-control is the ability to manage one's behaviour and emotions to achieve a task or to find a solution to a problem. This lesson asks students to reflect on the causes of their emotions and focuses on developing their ability to use a variety of strategies to manage their emotions

Steps 1–4

- Work through each step by: reading the instructions, clarifying doubts, and setting a time limit for work on each task.

Step 1 Think

Exercise 1

- As a class, discuss the questions. Check students understand the meaning of the adjectives in the box. Get them to repeat them in the mood of each adjective, use lots of facial gestures when modelling. Encourage students to think about how they feel personally in each of the situations. Hold a class vote to discover which situation the class thinks is the worst.

Suggested answer:

A annoyed/sad **B** angry

C sad/surprised **D** stressed/worried

Exercise 2

- Choose a confident student to provide a model for the task in Exercise 2. Choose a real or imaginary situation. Get the student to ask you: *What was your bad situation?* Once you have finished, write up a language formula and useful language to help students with their descriptions: situation + feeling + solution (*To solve the problem I.../So I decided to...*).
- **FINISHED EARLY?** Ask students to choose one of the situations in the photos A–D and write what they did as a result.

Exercise 3

- As a class, read the Useful Tips. Then set a time limit for Exercise 3 with the students working in the same pairs as in Exercise 2. Once they have finished, find out which tips the class felt were the most useful and why. Ask them to suggest other tips on how to stay calm. Write them up on the board.

Suggested answer:

- 3 Ask a parent/teacher for advice/help; keep perspective – it probably isn't as bad as it first seems.

Learning Experience 1

Step 2 Analyse

Exercise 4 2.19 audioscript page 283

- Tell students that they are going to listen to a conversation between two friends. Ask them to read questions 1–4 before they listen. Compare answers as a class.

Answers:

- 1 bike
- 2 bus, sister
- 3 wheels, mum
- 4 lock the wheels to the rest of

Exercise 5 2.19 audioscript page 283

- Read through the Useful Phrases box. Ask students for translations for the following phrases: *to focus on something, to solve a problem, to improve something*. Get students to repeat the phrases and complete them where possible. In Exercise 5, students write down the expressions they hear. Explain that they may be slightly different in the audio. Check answers as a class. Ask volunteers to dictate answers and others to come up to the board to write them down.
- **NEED SUPPORT?** For less confident students, pause the audio after the relevant information has been heard for each item in Exercise 5.

Answers:

Bad luck!
Why don't you go on the bus ...?/buy some new wheels?
Losing the bike wheels isn't the end of the world.
Actually, it's lucky that I still have the main part of the bike.
At least new wheels aren't very expensive.
So what are you going to do?
I guess I can carry it home.
Maybe I can do jobs for my mum ...

Exercise 6

- Ask students to do Exercise 6 individually before comparing in pairs. Then check answers as a class.

Answers:

- 2 help
- 3 improve
- 4 bad
- 5 happen
- 6 calm
- 7 slowly
- 8 positive

Step 3 Prepare

Exercise 7

- Read through the task instructions asking students to give you examples when appropriate. Check they understand all the Useful Tips.
- Hand out a photocopy of the Resource 2.10 (a problem-solution chart), which is a template to help students organise their dialogue.
- Before rehearsing dialogues, get pairs to check any language doubts they have about their dialogue with another pair.
- Remind students to make body language and tone of voice very evident when they practise. As far as possible, they should memorise their dialogues in order to focus on performance.
- Alternatively, students can make video recordings of their role plays.

Step 4 Present

Exercise 8

- Invite some pairs to role-play in front of the class or to another pair. Ask students to comment on each role play.

REFLECTION TIME

Draw students' attention to the Reflection Time section. They can do this on their own or in their pairs. In the feedback session, ask some students to share their thoughts.



Sustainable Goal

- Hold a discussion with students about the importance of promoting positive attitudes to day-to-day problems. Ask students to tell you how having a negative attitude can create barriers when faced with a problem. Elicit ideas: *you don't think clearly, you get aggressive, you can hurt someone's feelings, you fail to reach an agreement, you create stress which is bad for your health*. Ask students to tell you what illustrations they would include on a 'keep calm poster' for students at their school.
-  **Reviewing lesson goals:** Ask students to read the lesson aim again. Then elicit any Useful Tips they want to remember. Then, ask students: *Which tip will you try to use in the future?* Ask students to share their ideas in pairs or small groups.



Keep calm when things go wrong

Step 2 Analyse

4 **2.19** Listen to a conversation between Sam and Jess and choose the correct option.

- Sam and Jess are talking about a problem with Sam's *mobile phone / bike*.
- Jess suggests that Sam can go to school by *bus / train* with his *sister / brother*.
- At first, Sam doesn't want to buy new *wheels / lights*, but at the end, he thinks he can do jobs for his *dad / mum* to get money to buy them.
- Sam says he will *take the wheels off / lock the wheels to the rest of* the bike in the future.

5 **2.19** Study the Useful Phrases box. Then listen again and write the expressions you hear.

6 Complete the text with these words.

bad calm happen help improve positive **problem** slowly

Sam has got a ¹ **problem**. His friend Jess tries to ² (...) him by focusing on ways to ³ (...) the situation, but Sam only focuses on his ⁴ (...) luck and more bad things that probably won't ⁵ (...). However, at the end, Sam keeps ⁶ (...), breathes ⁷ (...) and tries to solve his problem in a more ⁸ (...) way.

USEFUL TIPS

When something bad happens, it's important to keep calm and control negative feelings.

Breathe slowly.

Don't focus on your mistakes or bad luck.

Focus on things that you can do to improve the situation.

Don't think about more bad things that probably won't happen.

Remember that friends can give good advice.

USEFUL PHRASES

Helping someone in a bad situation

- Bad luck! What are you going to do?
- Can you ...?
- Why don't you ...?

Finding something good in a bad situation

- It isn't the end of the world.
- At least ...
- It's lucky that ...

Finding solutions

- I guess I can ...
- Maybe I can ...
- Perhaps the best thing is to ...

Step 3 Prepare

Resource: a problem-solution chart



7 In pairs, role-play a bad situation with a positive solution. Follow these instructions.

- Choose a situation from Exercise 1 or think of your own idea. Complete the problem-solution chart.
- Write the dialogue. Use expressions from the Useful Phrases box.

Student A: Describe the bad situation.

Student B: Suggest one or more solutions.

Student A: Reject the solution(s).

Student B: Encourage your friend to keep calm.

Student A: Be positive and decide on a solution.

- Practise your dialogue.

Step 4 Present

8 Role-play your dialogue for the class.

- **PEER REVIEW** Give your opinion. Does Student A manage to focus on positive solutions? Does Student B help him/her to do it?



REFLECTION TIME

Think about the task and answer the questions.

- What's the most important thing you have learned from this task?
- How do your friends usually help you when something bad happens?
- Do you know how to keep calm and positive in a bad situation now?
- Were you good at giving advice to your partner in the role play?
- Did you use language from Units 1 and 2? Give examples.

Learning Experiences

37

For the teacher

- Audioscript, page 283
- Resource: a problem-solution chart, Teacher's Resource File (Resource 2.10)

On the Portal

- Resource 2.10



Tasty treats

3

VOCABULARY

Food | Cooking | Flavours | Food collocations | Describing food

GRAMMAR

Present Perfect with *ever*, *never*, *just*, *already* and *yet* | Present Perfect with *for* and *since* | Present Perfect and Past Simple

COMMUNICATION

Ordering food | An email to a friend

FUTURE SKILLS

Critical Thinking (Healthy foods) | Collaboration (Task management) | Creativity (Design a menu)

VIDEOS

Grammar Animation | Grammar in Action | Street Talk | Everyday English | Culture

KNOW YOUR FOOD

Do you know these fascinating facts about everyday food?



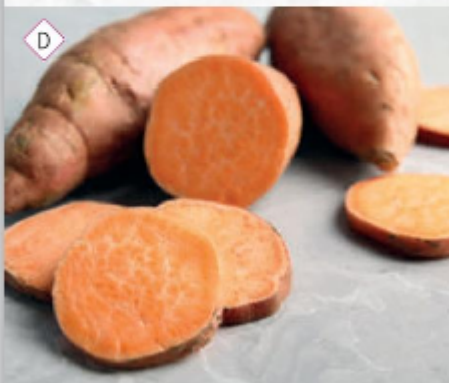
A



B



C



D



E



F

- 1 You can eat them raw, cooked or in a hot, spicy sauce. In Africa, farmers use them to keep elephants away: they don't like the smell.
- 2 It's delicious boiled, roasted or in soup. It has beautiful flowers and you can eat its leaves. It looks like a potato, but it's different.
- 3 You can eat this small green or black fruit raw. Its oil is a basic ingredient in Mediterranean cooking. In Spain, they put it on toast instead of butter.
- 4 It's green on the outside, red on the inside, its seeds are black and it's good in salads. It's ninety-two percent water, so it makes delicious juice.
- 5 It comes in all shapes and sizes and we can eat this for breakfast, lunch and dinner. It's usually baked, but we can fry it too and it's great with butter on it!
- 6 This is made from milk and you can buy it in lots of different flavours. When it's frozen, it can make a fantastic dessert, especially when you add some nuts and fresh fruit.

Unit contents

Vocabulary

- Food
- Cooking
- Flavours
- Food collocations
- Describing food

Grammar

- Present Perfect with *ever*, *never*, *just*, *already* and *yet*
- Present Perfect with *for* and *since*
- Present Perfect and Past Simple

Reading

- A magazine article about superfoods

Listening

- An account of a special cake

Speaking

- Ordering food

Writing

- An email to a friend

Future skills

- Critical Thinking (Healthy foods)
- Collaboration (Task management)
- Creativity (Design a menu)

Pronunciation

- /b/ versus /v/
- The /ə/ sound

Exam

- International Certificate Levels 1/2
- A2 Key and B1 Preliminary for Schools
- Exam correlation tables showing detailed alignment available on the Portal

For Online Classroom, go to the Portal.

Lesson aim

- Students can talk about food and drink.

Lead-in

Ask: *What's your favourite food?* and elicit a few examples from students. Find out if there are any favourites that are particularly popular among the class and ask volunteers to say why they think they're popular.

-  **Setting lesson goals:** With books closed, tell the class they are going to learn about food and drink. Elicit some suggestions for what language or topics students expect to cover in the lesson, then ask them to check their ideas on pages 38–39.

Exercise 1

- Ask students to study the photos, then discuss their answers to the questions in pairs.

Exercise 2 3.01

- As students do the matching task, remind them that they shouldn't try to understand every word, just focus on finding enough information to decide on their answers. Play the audio to check answers.

Answers:

1 B 2 D 3 A 4 F 5 E 6 C

Background note

In botanical terms, **mushrooms** belong to the kingdom of fungi – a group separate from both plants and animals, although they share some characteristics of both. In cooking, though, we usually consider them vegetables. A fruit is the edible part of a plant formed from its flowers or spores. In this sense, **peppers and chillies** are also types of fruit – although we also consider these vegetables.

Exercise 3 3.02

- Read the information in Vocabulary A box as a class. Elicit or pre-teach the meaning of the table headings. Check students understand the new words. Set a time limit for students to complete the task. Then, play the audio for them to listen, repeat and check their answers. Pause after each word to check students' pronunciation.
-  **Independent learning:** Suggest that students start a visual dictionary for any words that are easier to illustrate than to explain (e.g. words for food). They could either draw images or find pictures online and add these to their dictionary notebooks. There are many free digital tools that allow users to store text (e.g. words, definitions, example sentences) together with media files (e.g. pictures, videos).

Answers:

Vegetables: chillies, garlic, green pepper, onion, sweet potato

Fruit: olives, peach, pear, pineapple

Meat/Fish: sausage, tuna

Condiments: oil, pepper, vinegar

Snacks: nuts, seeds

Mushroom doesn't belong to any of the groups.

The items are classified from a culinary perspective. The botanical classification:

Vegetables: garlic, onion, sweet potato

Fruit: chillies, green pepper, olives, peach, pear, pepper, pineapple

Mushrooms are not plants, but part of the kingdom called fungi.

Exercise 4

- Give students two or three minutes to complete the task and compare answers in pairs.

Answers:

- 2 Nuts are a snack, the other three are vegetables.
- 3 Noodles are a cereal, the other three are dairy products.
- 4 A mushroom is neither a fruit nor a vegetable, the others are fruits.
- 5 A salad is a cold meal, the others are hot meals.
- 6 Honey is sweet, the other three are (made with) cereals.
- 7 Ice cream is a sweet thing and a dairy product, the other three are condiments.

Extra activity

You could ask students to repeat the task, choosing the odd word again from the three that are left in each group. As the most obvious answer has already been eliminated, students will need to use their creative thinking to identify a characteristic to set this second choice apart from its group. Accept any answers that students can justify.

Exercise 5 **3.03**

- Elicit or pre-teach: *toppings*. Ask students to quickly read the text for general sense, then read it again more carefully to fill in the gaps. Play the audio for students to check their answers. To check comprehension, elicit the names of the top ten toppings again – now in the correct ranking order, not in the order they are mentioned in the text.
- Ask students to compare their favourite toppings in pairs.

Extra activity

Play a game to revise food vocabulary. Say: *I went to the supermarket and I bought an apple*. Tell students that each player in turn should repeat what others have said, and add another item beginning with the next letter in the alphabet. Model this with a more confident student. Encourage students to help one another if they forget any of the items that have been said before or if they have difficulty thinking of an item with the next letter. Try to keep the activity going until students reach the letter y.

Exercise 6 **3.04**

- Read the information in Vocabulary B box as a class. Check students understand the new words, then play the audio for them to listen and repeat. Pause after each word to check students' pronunciation.
- Put them in pairs to discuss the questions.

Exercise 7 **3.05**

- Read the information in Vocabulary C box and the Watch Out! box as a class. Check students understand the new words, then play the audio for them to listen and repeat. Pause after each word to check students' pronunciation.
- Put students in pairs to brainstorm other ice cream flavours, then to say which ones they love or can't stand.
- For feedback, ask for a show of hands for each flavour in the box, and ask a different student to say why they like or dislike it.

Exercise 8 **3.06 audioscript page 283**

- Pre-teach: *fake*.
- Explain that students are going to hear two friends discussing ice cream flavours. Tell them they will hear six flavours mentioned and that some of the flavours have two different ingredients, like *chocolate and mint*. Play the audio. Elicit answers. Then, ask students to say which flavour the speakers called unusual, and which was not a real flavour. Play the audio again for them to check their ideas.
- **NEED SUPPORT?** Prepare copies of the photocopiable *Need support?* worksheet 3.1 from the Teacher's Resource File. This version of the task gives students gapped notes to complete.

Answers:

- 1 strawberry, vanilla
- 2 honey and mango, pear and blue cheese, pepper, chocolate and chilli
- 3 salt and vinegar

Exercise 9

- **CHALLENGE** Ask students to identify one food for each meal, and one as a snack, then compare their ideas in pairs. Remind them to use words from Vocabulary A, B and C boxes. Elicit some responses in open class.
- **FINISHED EARLY?** Ask students to write sentences about their dream breakfast, lunch or dinner.
- **Reviewing lesson goals:** Ask students to use their emoji response cards to show how confident they feel about the language in each Vocabulary box. Make a note to review any of the language that several students feel less happy about in a later lesson.

- 1 Look at photos A–F. Do you know any of these foods? Which did you eat yesterday?
- 2 3.01 Read the clues in the *Know your food* quiz and match them with photos A–F. Listen and check.
- 3 3.02 Study and listen to the Vocabulary A box. Write the words in the correct group.

VOCABULARY A Food

chillies garlic green pepper mushroom nuts oil olives
onion peach pear pepper pineapple sausage seeds
sweet potato tuna vinegar

Fruit	Vegetables	Meat/Fish	Snacks
chillies			
Condiments	Cereals	Dairy products	

- 4 Choose the odd one out. Use the groups in Exercise 3 to help you. Explain your answers.
 - 1 beef lamb sausage tuna
Tuna is a fish. The other three are kinds of meat.
 - 2 chillies garlic nuts onion
 - 3 butter cream noodles yoghurt
 - 4 mushroom peach pear pineapple
 - 5 burger curry salad soup
 - 6 bread rolls flour honey toast
 - 7 ice cream oil pepper vinegar

- 5 3.03 Complete the class survey with these words. Listen and check. What are your favourite three extra toppings on pizza? Discuss in pairs.

mushrooms olives onions peppers pineapple sausage tuna

FAVOURITE PIZZA TOPPINGS: CLASS SURVEY

Most pizzas have mozzarella cheese and tomato, but what are our school's top ten extra pizza toppings? Well, in our survey, it's clear that we like meat because number one is ¹ sausage, number four is beef and number five is chicken. Number two isn't a meat, but it isn't a fruit or a vegetable, either. It's ² (...) – in thin slices, of course. Number three is a very useful vegetable that we use in lots of recipes: ³ (...). Number six is extra cheese, number seven is green ⁴ (...). Number eight is ⁵ (...) but black ones, olives not green. Number nine is a fish: it's ⁶ (...). And tuna finally, number ten is surprising because it's a fruit: ⁷ (...)! Yes, I know. I think it's strange too.

mushrooms

onions

peppers

pineapple

- 6 3.04 Study and listen to the Vocabulary B box. In pairs, ask and answer the questions.

VOCABULARY B Cooking

boiled cooked flavour fresh fried frozen
ingredients raw recipe roasted sauce

- 1 Do you prefer boiled potatoes or fried potatoes? Raw carrots or cooked carrots? Fresh fruit or frozen yoghurt?
- 2 How often do you eat roast chicken? How often do you have hot, spicy sauces?
- 3 Who does the cooking in your house? Do they prefer easy recipes or difficult ones with lots of ingredients?

- 7 3.05 Study and listen to the Vocabulary C box. In pairs, say which flavours of ice cream you love/can't stand.
I love vanilla ice cream, but I can't stand chocolate ice cream.

VOCABULARY C Flavours

chocolate coconut coffee mango
melon mint strawberry vanilla

WATCH OUT!

We can use flavours as nouns or as adjectives. When we use them as adjectives, they always appear in singular form.

I like strawberries. (noun)

I like strawberry ice cream. (adjective)

- 8 3.06 Listen to two people talking about ice cream flavours and answer the questions.
 - 1 Which ice cream flavours do these people mention?
 - 2 Which ice cream flavours are unusual?
 - 3 Which ice cream flavour is fake?
- 9 **CHALLENGE** Answer the questions.
 - 1 Which meal is your favourite? Say why.
• breakfast • lunch • dinner
Breakfast is my favourite meal because it's the first meal of the day and I'm always hungry.
 - 2 Which of the foods in the lesson do you love eating at these meals or as a snack?
I love eating toast with olive oil and some fruit for breakfast.

Vocabulary Extension > p. 46

39 Unit 3

For the teacher

- Audioscript, page 283

On the Portal

- Vocabulary Memory Game
- Resource 3.1
- *Need support?* worksheet 3.1
- Test: Vocabulary Check

For the student

- Workbook, pages 28–29
- Vocabulary Extension, Students' Book, page 46

On the Portal

- Extra Practice Activities: Vocabulary 3.1
- The Vocabulary App



1 Answer the questions.

- What is a full English breakfast?
- What is a typical breakfast in your country?
- What do you have for breakfast?
- Do you have a different breakfast on weekdays and at the weekend?

2 14 3.07 Watch or listen and answer the questions.

- What does Bea have for breakfast?
- What does Abe think of her breakfast?
- What do you think of it?

3 Study the Present Perfect sentences (1–6) from the dialogue in Exercise 2. Find:

- an opinion **6**
- something that has recently happened **2**
- a completed action **4**
- an action that is not complete **3**
- a question about general experience **1**
- a 'no' answer about general experience **5**

- Have you **ever** tried it?
- I've **just** got up.
- I haven't eaten my fried egg **yet**.
- I've **already** eaten.
- I've **never** heard of anyone eating beans for breakfast.
- That's the worst thing I've **ever** tasted.

4 Study the Grammar box and check your answers in Exercise 3.

GRAMMAR

Present Perfect with *ever*, *never*, *just*, *already* and *yet*

We use *ever* to ask about general experience, and *never* when the answer is *no*.

Have you ever tried beans on toast?

Yes, I *have*. / No, I *haven't*.

I've never tried it.

We use *just* for an action that finished a short time ago.

Bea's just got up.

We use *already* for complete actions, and *yet* for incomplete actions.

We've already eaten. *She hasn't woken up yet*.

Have you finished yet?

VIDEO 15 Grammar Animation

5 Make sentences in the Present Perfect.

- Abe / just / eat / breakfast / .
Abe has just eaten breakfast.
- Bea / not have / her fried egg / yet / .
- Bea / already / eat / a plate of beans / .
- Bea / never / try / brown sauce with crisps / .
- you / ever / taste / strong tea / ?
- you / have / your breakfast / yet / ?

6 3.08 Complete the dialogue with the Present Perfect form of the verbs and the words in brackets. Listen and check.

Joe: I want to go out for my birthday on Friday, but I ¹ *haven't decided where to go yet* (not decide/where to go/yet). ² *Have you tried that new Japanese restaurant yet*

Kim: ² (...) (you/try/that new Japanese restaurant/yet)?

Joe: No, I haven't. Have you?

Kim: Yes, I ³ (...) (already/be) there twice. The noodles are great! ⁴ (...) (you/ever/eat) sushi? ³ *I've already been* ⁴ *Have you ever eaten*

Joe: No, ⁵ (...) (I/never/try) Japanese food.

Kim: You should. It's brilliant. ⁵ *I've never tried*

Joe: OK, that's it. ⁶ (...) (I/just/book) a table for four for next Friday night. ⁶ *I've just booked*

7 Complete the sentences to make them true for you. Then, share them with a partner.

- I've already *had some fruit this morning*.
- I've just (...).
- I (...) yet.
- I've never (...).
- (...) is the worst (...) I've ever (...).
- (...) is the best (...) I've ever (...).

8 **CHALLENGE** In pairs, ask and answer questions about places to eat where you live.
Have you ever eaten at Big Burger Bar?

For the teacher

- Audioscript, page 283

On the Portal

- Grammar Presentation
- Grammar Animation 15
- Resource 3.2
- Test: Grammar Check

For the student

- Workbook, page 30
- Grammar Extension, Students' Book, pages 136–137

On the Portal

- Extra Practice Activities: *An English breakfast* video; Grammar 3.2

Lesson aim

- Students can use the Present Perfect to talk about experiences.

Lead-in

Tell the class what you had for breakfast in the morning. (You can invent details if necessary to give students a good model.) Ask: *What did you have for breakfast this morning?* Get students to find someone in the class who had the same breakfast.

-  **Setting lesson goals:** Write the following on the board: *I've already tried an English breakfast. Have you tried it yet? I've never had brown sauce.* Highlight the verb forms, and elicit that this tense is called the Present Perfect. Ask: *Do we use this tense to talk about the present?* (No, we use it to talk about the past). Explain that in this lesson students will learn how to use this tense to talk about past experiences.

Exercise 1

- Elicit students' ideas for what a full English breakfast might consist of. Also ask them to describe the typical breakfast in their country.

Answer:

A full English breakfast is a cooked breakfast including typically fried or scrambled eggs, bacon, sausages and toast. Other ingredients are grilled tomatoes, mushrooms and baked beans. It is usually eaten with tea. Full English vegetarian and vegan breakfasts without any meat or animal products are becoming more popular.

Exercise 2 14 3.07 **audioscript page 283**

- Ask students to study the photo and say who they can see (Abe and Bea) and where they are (in the kitchen).
- Play the video or audio and ask students to check which of their suggestions for a full English breakfast (on the board from Exercise 1) are mentioned. Then, play the audio or video again for students to answer the first two questions. Allow them to compare ideas in pairs before you check answers as a class.
- Ask for a show of hands to find out who likes or doesn't like Bea's breakfast.

Answers:

- Baked beans on toast, a fried egg, tea.
- He thinks it's unusual and thinks she's eating a lot.

Exercise 3

- Tell students to look at the sentences 1–6. Can they remember who said them?
- Get students to work in pairs to match functions with Present Perfect sentences.

Exercise 4

- Discuss the Grammar box with the class. Elicit how we form the Present Perfect. Tell students that if there are any verbs they don't know the past participle of, they can refer to the irregular verb list on page 159 of the Students' Book.
- Point out that the position of *ever*, *never*, *just* and *already* (between *have/has* and the main verb) and *yet* (at the end of the sentence).
- Explain that we use the Present Perfect to talk about past general experiences when we don't mention a specific time for when they happened. We also use it to talk about actions completed any time before the time of speaking. When we add *just*, we refer to actions completed shortly before the time of speaking.
- Ask students to check their answers in Exercise 3.

Exercise 5

- Students make sentences and questions, then compare their answers in pairs before you check as a class.
- NEED SUPPORT?** Before students start making sentences and questions, ask them to identify the verb in each line of prompts, then elicit its past participle and write this on the board for reference. Do the first sentence together as a class to provide less confident students with a model.

Answers:

- Bea hasn't had her fried egg yet.
- Bea's already eaten a plate of beans.
- Bea's never tried brown sauce with crisps.
- Have you ever tasted strong tea?
- Have you had your breakfast yet?

Exercise 6 3.08

- Follow the instructions in the Students' Book.

Exercise 7

- Ask students to complete the sentences carefully making sure they use the correct past participle forms of verbs.

Extra activity

Ask students to practise acting out the dialogue in pairs.

Exercise 8

- CHALLENGE** Give students a minute to think of places where people enjoy eating out in their area. Ask them also to think of the answers to the three points in Exercise 6.
- In pairs, students ask and answer each other's questions.
- FINISHED EARLY?** Ask students to think of typical dishes from their country and to write short explanations to say what they are and when they are usually eaten.
-  **Reviewing lesson goals:** Ask students to look back at the exercises on the page. For each one, ask students to use their traffic light cards to show how confident they feel about them.

Lesson aim

- Students can understand an article about superfoods.

Lead-in

Write the following questions on the board: *What's the healthiest food you've ever eaten? Why do you think it's healthy?* Give students a minute or two to discuss them in pairs or small groups. Elicit some ideas in open class, inviting comments from other students.

- 🎯 **Setting lesson goals:** Write *superfoods* on the board and elicit ideas for what the word might mean. Accept any reasonable ideas. Next, write *health* → *healthy* and *full of sugar* on the board. Explain that students are going to read an article about superfoods, about forming adjectives from nouns and about common collocations (words that often appear together).

Exercise 1

- 🗣️ **Peer learning:** Use the think-pair-share technique to find out which superfood students in the class like best. Ask for a show of hands for each photo.

Exercise 2 🗣️ 3.09

- Elicit or pre-teach: *multitask* (v), *abstract ideas*, *medicine*, *treats* (n), *strengthen*.
- Play the audio as students read the text to choose the correct answer.

Exercise 3

- Suggest that students first find the relevant part of the article that has the information about each sentence, then study this part more closely to work out what words could complete each statement. Allow students to compare answers in pairs before you check as a class.
- 🔧 **NEED SUPPORT?** Prepare copies of the photocopyable *Need support?* worksheet 3.3 from the Teacher's Resource File. This version of the task asks students to match the sentences with the missing information.

Answers:

- 2 chocolate cake
- 3 (serious) health problems
- 4 (crunchy) snack
- 5 shy and/or nervous
- 6 healthier (for you)
- 7 recipes

Exercise 4 🗣️ 3.10

- Follow the instructions in the Students' Book. When you check answers, remind students that adding *-y* is only one way of forming adjectives from nouns. (Other ways include adding the suffixes *-able*, *-al* and *-ous*.) Highlight the spelling changes (dropping the *-e* from the end of the word, and doubling the final single consonant in short words).
- 🔧 **NEED SUPPORT?** Tell less confident students that the adjectives appear in the same order in the article.

Exercise 5

- Suggest that students look back at the various foods they discussed in Lesson 3.1 before they begin this task. Then, put them in pairs to ask and answer questions. Monitor students' progress and keep the activity going until each student has made four or five contributions.

Exercises 6–7 🗣️ 3.11

- Go through the phrases and check understanding. Ask students to complete the task and compare ideas in pairs before you play the audio for them to check their answers. Then, put students in pairs and say if the statements are true for them.

Answers:

- 2 go well with
- 3 add, to
- 4 good/healthy for
- 5 protect, from

THINKING TIME

EVALUATE: Ask students to discuss in pairs.

APPLY: Students write their lists individually before comparing in pairs. Point out that they can use ticks, crosses and cross out items in their list to indicate the changes they wish to make.

- 🏁 **FINISHED EARLY?** Ask students to look at the adjectives in Exercise 4 and think of an example of a food that each could be used to describe.
- 🎯 **Reviewing lesson goals:** Ask students to show how confident they feel about the vocabulary in the lesson by giving a 'thumbs up' for quite confident; a 'thumbs down' for not very confident.

1 Look at the foods in the photos. Which ones have you tried before? Which one do you like the most/least?

2 3.09 Read and listen to the article quickly. Then choose the correct answer. The article looks at five foods and describes ...

- a how much they cost.
- b** how healthy they are.
- c how to cook them.

3 Read the article again and complete the sentences with 1–3 words from the article.

- 1 Your memory can improve if you eat chocolate regularly.
- 2 Dark chocolate is better for you than (...).
- 3 Salmon can stop you having (...).
- 4 Pickles are good in burgers or on their own as a (...).
- 5 You should eat pickles if you are (...).
- 6 Eating raw pumpkin seeds is (...).
- 7 You can add garlic to all sorts of (...).

4 3.10 Find adjectives formed from these nouns in the article and write them. Listen and check.

- | | |
|-------------------------|------------------------|
| 1 health healthy | 6 taste tasty |
| 2 juice juicy | 7 salt salty |
| 3 butter buttery | 8 spice spicy |
| 4 fat fatty | 9 cream creamy |
| 5 crunch crunchy | 10 crisp crispy |

5 In pairs, ask and answer questions about foods using adjectives from Exercise 4.

A: Are raw carrots **crunchy** or **juicy**?

B: They're **crunchy**. Are peanuts **creamy** or **salty**?

6 3.11 **WORD FRIENDS** Find these phrases in the article and complete the sentences. Listen and check.

add ... to full of good/healthy for
go well with protect ... from

- 1 I love sweet things that are **full of** sugar.
- 2 I think pickles (...) cheese.
- 3 I (...) too much salt (...) my food.
- 4 I never eat anything that isn't (...) me.
- 5 I try to eat foods that can (...) me (...) illnesses.

7 In pairs, say if the sentences in Exercise 6 are true for you.

Five superfoods – they're tasty and healthy!

Eating chocolate regularly seems to improve your ability to multitask, to understand abstract ideas and to remember things like phone numbers. It's good for your skin and keeps your heart healthy too! But it must be dark chocolate with 75–80 percent cocoa, not chocolate cake full of sugar!



Fresh or frozen, raw or cooked, salmon is a juicy fish with a rich, buttery flavour. It's also full of omega-3 fatty acids. Studies have shown that omega-3 can protect you from serious health problems such as heart disease, dementia and some kinds of cancer. It's also good for your eyesight and your hair. Salmon is the medicine your body needs.



We often eat pickles in a burger or sandwich. But have you ever thought of eating pickles as a crunchy snack instead of crisps or peanuts? You should because they're very good for you. Pickles also have a positive effect on the brain: they help shy and nervous people feel more relaxed.



If you've never tried pumpkin seeds, you should. These tasty little treats give you energy, make you feel happy and help you sleep better. Their slightly salty flavour goes well with all sorts of dishes, but it's healthier for you to eat them raw. Add them to salads, breakfast cereal or fruit and vegetable smoothies. Or just eat them as a healthy snack.



It's a medicine that keeps the common cold away, strengthens your bones and protects your heart. It can help you run faster and live longer. Its strong taste is great in recipes from spicy curries to creamy sauces. I fry it in olive oil until it's crispy and add it to salads. Have you guessed what it is yet? It's garlic!



THINKING TIME

EVALUATE

What new things did you learn about food from the article?

APPLY

Make a list of healthy and unhealthy food items you eat. Decide which items to increase, reduce or eliminate. How many are superfoods? Share your ideas with a partner.

Vocabulary Extension > p. 46

41 Unit 3

For the teacher

On the Portal

- Resource 3.3
- Need support? worksheet 3.3

For the student

- Workbook, page 31
- Vocabulary Extension, Students' Book, page 46
- Reading Extension, Workbook, pages 104–109

On the Portal

- Extra Practice Activities: Vocabulary 3.3
- The Vocabulary App

- 1 What's your favourite flavour for a fruit juice or smoothie?
- 2  **3.12**  Read and listen to Ashley's blog post. In pairs, answer the questions.
 - 1 What surprises Ashley about Rio?
 - 2 How many types of fruit are there in Brazil?
 - 3 What drink did Ashley try?
- 3 Study the Grammar box. Which set of words and phrases, a or b, do we use with *for*? Which do we use with *since*?
 - a two o'clock, yesterday, Monday, last weekend, 1958 *since*
 - b five minutes, a few hours, a long time, two weeks, three years *for*

GRAMMAR

Present Perfect with *for* and *since*; Present Perfect and Past SimplePresent Perfect with *for* and *since*

We use the Present Perfect with *for* and *since* for an action that started in the past and that still continues.

I've lived in Rio for many years. (a period of time)

They've had this bar since 1970. (a point in time)

Present Perfect and Past Simple

We use the Past Simple to say exactly when an action happened in the past and to give details.

We've been to São Paulo.

We went to São Paulo in 2018.

Have you ever drunk a mango smoothie? Did you like it?

 **16** Grammar Animation

- 4 Find more examples of the Present Perfect and Past Simple in the blog post.
- 5 Make sentences in the Present Perfect. Use *for* or *since*.
 - 1 I / not have / a chocolate bar / a month / .
I haven't had a chocolate bar for a month.
 - 2 my family / own / this café / 2010 / .
 - 3 we / not eat / any food / breakfast time / .
 - 4 you / see / our teacher / the last lesson / ?
 - 5 they / be / at the juice bar / half an hour / .
- 6 Decide if the sentences are correct or incorrect. Rewrite the incorrect ones.
 - 1 I've known Ashley for two years. *correct*
 - 2 Have you ever try cherry juice?
 - 3 We opened the café in 1964.
 - 4 Did you heard about custard apple?
 - 5 When have you try it?



The best drink ever!

We've been in Rio since yesterday afternoon. I'm so excited! My parents are from Brazil, but we haven't visited the country many times – the plane tickets are very expensive. Anyway, I'm in Rio now and I love it here, especially the juice bars. They're on every street corner. I've never seen so much fruit!

The owner of one juice bar, Rodrigo, has lived in Rio for many years. His father opened Rio's first juice bar in 1958. Many other bars have opened since then. I found out that there are 300 different types of fruit in Brazil! Some of them are very unusual. Have you heard of cashew apple? It looks like a red apple, but the cashew nut grows at the top of the fruit. It makes delicious juice. I've just had some!

Ashley

- 7  **3.13** Complete the dialogue with one word in each gap. Listen and check.

Mia: ¹ *Have* you had any fruit juice yet today?

haven't Leo: No, I ² (...) had any yet, but I'd like some now.

Have Mia: ³ (...) you ever tried sugar apple juice?

tried Leo: Yes, I ⁴ (...) some yesterday. Sugar apples look like pears! They're very good for you.

Did Mia: ⁵ (...) you like it?

did Leo: Yes, I ⁶ (...). Why don't you try some?

did Mia: Yeah. I'd love to try it. Where ⁷ (...) you buy it?

Leo: At the juice bar on the beach.

- 8   **CHALLENGE** Write questions about food in the Present Perfect and Past Simple. Then ask and answer the questions in pairs.

- Start with a general question with *ever* (Present Perfect).

Have you ever eaten ...?

- Then ask about details (Past Simple).

When did you try it? Did you like it?

What was it like?

For the teacher

On the Portal

- Grammar Presentation
- Grammar Animation 16
- Resource 3.4
- *Need support?* worksheet 3.4
- Test: Grammar Check

For the student

- Workbook, page 32
- Grammar Extension, Students' Book, pages 136–137

On the Portal

- Extra Practice Activities: Grammar 3.4

Lesson aim

- Students can use the Present Perfect and the Past Simple to talk about experiences.

Lead-in

Write *fruit smoothie* and *milkshake* on the board. Check comprehension by eliciting an explanation in the students' own words.

-  **Setting lesson goals:** Write on the board: *Have you ever drunk a mango smoothie? I drank a mango smoothie last summer.* Underline the verb forms and elicit which tenses they are. Write: *I've been a language teacher since* [the year you started work]. *I've taught English for* [number of] years. Highlight the Present Perfect forms and *since* and *for*. Elicit what students expect the lesson will focus on.

Exercise 1

-  **Peer learning:** Use the think-pair-share technique.

Exercise 2 3.12

- Elicit or pre-teach: *especially, owner*.
- Play the audio as students read the text. Then, give them a minute or two to work out the answers in pairs before you check as a class.

Answers:

- that there are so many fruit bars/that there is so much fruit
- 300
- cashew apple juice

Exercise 3

- Quickly elicit the rules for forming the Present Perfect. Then discuss the Grammar box with the class. Check that students understand the difference between using *for* and *since* by doing the task in the Students' Book. Elicit what time phrases in each group have in common (a: specific points in time; b: periods of time).
- Also check students understand that we use the Past Simple with a specific time reference, but the Present Perfect when we talk about experiences in general, without saying when in the past they happened.

Exercise 4

- Do the task as a race. Set a time limit. The student who finds the most correct examples wins.
-  **NEED SUPPORT?** Allow less confident students to work in pairs.

Answers:

Present Perfect: We've been, haven't visited, I've never seen, has lived, have opened, Have you heard, I've just had
Past Simple: opened, found out

Exercise 5

- Get students to work in small groups.
- Ask different groups to read out different sentences and check with the class if they are correct.

Answers:

- My family has/have owned this café since 2010.
- We haven't eaten any food since breakfast time.
- Have you seen our teacher since the last lesson?
- They've been at the juice bar for half an hour.

Exercise 6

- Ask students to work individually, then to compare answers in pairs before you check as a class.
-  **NEED SUPPORT?** Prepare copies of the photocopiable *Need support?* worksheet 3.4 from the Teacher's Resource File. This version of the task asks students to do a gap-fill task.

Answers:

- incorrect – Have you ever tried cherry juice?
- correct
- incorrect – Have you heard about custard apple?
- incorrect – When did you try it?

Exercise 7 3.13

- Ask students to work individually, then to compare answers in pairs before you play the audio for them to check the answers.

Extra activity

Write on the board: *We've been on holiday since yesterday.* Then, write the following prompts underneath, one at a time: *not, for, last week, already, yet, ?*. For each prompt, ask students to rewrite the sentence to include the item – making any other changes as necessary. Elicit the first answer (e.g. *We haven't been on holiday since the day before yesterday.*) before you write up the next prompt.

Exercise 8

-  **CHALLENGE** Ask a more confident student to ask you the example questions in the Students' Book and give your own answers to them, to model the conversation. Then, ask students to write six questions: three in the Present Perfect about experiences and three follow-up questions in the Past Simple.
-  **Monitoring learning:** Walk around the class, listening to discussions, and make a note of any recurring errors in the use of the tenses to review with the class in a later lesson.
-  **FINISHED EARLY?** Ask students to use the information in the blog post to write five true sentences about Ashley in the Present Perfect.
-  **Reviewing lesson goals:** Ask students to look back at the exercises on page 42 and decide which exercise was the easiest, and which was the most difficult.

Lesson aim

- Students can understand people describing food.

Lead-in

Bring into class a photo of your birthday cake (or just a birthday cake photo from the internet) and show it to the students. Ask the class to describe it, and to say what they like or don't like about it. Elicit what type of cake students like best.

- Setting lesson goals:** Write on the board: *I can understand people describing food.* Elicit students' ideas about what kind of language they expect to learn in the lesson.

Exercise 1

- Peer learning:** Use the think-pair-share technique. Encourage students to give reasons.

Exercise 2 3.14

- Read the information in the Vocabulary box as a class. Check students understand the new words by asking them to give examples of any food or drink they could describe using each adjective. Then, play the audio for them to listen and repeat.
- Set a time limit and ask students to add as many more adjectives to the box as they can.

Exercise 3 3.15

- Follow the instructions in the Students' Book.
- NEED SUPPORT?** Less confident students could do the task in pairs.

Exercise 4 3.16 **audioscript page 283**

- Ask students to read the statements first, and make sure they understand them. Ask them also to try to think about which element in each statement may be the most likely to decide whether the information is correct or not. (For example, in 1, we already know that Gianni is the speaker and that he's talking about a cake, so the most likely element to focus on is *where* exactly he saw the cake.)
- Elicit or pre-teach: *car show, massive.*
- Play the audio twice, allowing time between for students to mark their answers. Check answers as a class.

Answers:

- 1 True
- 2 False (It took four days.)
- 3 True
- 4 False (It weighed about 700 kg.)
- 5 False (It was really tasty and sweet.)

Exercise 5

- Remind students that trying to predict what kind of information is missing in a gap-fill task is a useful exam skill, and that it will prepare them for Exercise 6.
- Monitoring learning:** When students have completed the task in pairs, get feedback from the whole class by asking students to raise an open palm where they think the answer is a word, and a closed fist where it is a number.

Exercise 6 3.17 **audioscript page 284**

- Elicit or pre-teach: *icing, filling, runner(s)-up, cost, closing date.*
- Play the audio for the first time. Remind students that the information is heard in the same order as it appears in the notes. Ask students to complete the gaps they are sure about. When they listen for the second time, tell them to check the answers they have already written, and listen more closely to work out the more difficult items.
- Peer learning:** Before playing the audio for the second time, ask students to check each other's answers in pairs, and where they differ, ask them to try to recall together exactly what information they heard in the audio.
- NEED SUPPORT?** You could make the task less challenging by pausing the audio on the first listening once the information about each statement is heard.

Exercise 7

- Put students in pairs and give them three minutes to do the task.
- FINISHED EARLY?** Ask students to think of some literary characters, and invent a special cake for them, and think of reasons why it would be appropriate for them.

BBC VIDEO**STREET TALK** **17 audioscript page 284**

- Elicit or pre-teach: *crumble, crust, whipped cream, moist, layer.*
- As students listen, remind them that cakes often have more than one layer or flavour, and they should make notes of all the flavours mentioned.

Answers:

Nympha: strawberries and cream
Miguel: chocolate and cream
Jamie: chocolate and raspberry jam
Liam: chocolate

- Independent learning:** Ask students to look back at Lesson 3.5, and for each exercise on the page, give themselves a mark of 1–5 depending on how well they feel they did (5 – best to 1 – worst).

An account of a special cake

1 Is it important to have a special cake on your birthday? Compare your ideas with the class.

2 3.14 Study and listen to the Vocabulary box. Can you add more words?

VOCABULARY Describing food

bitter delicious dry hard hot rich sour spicy sweet

3 3.15 Choose the correct option. Listen and check.

- 1 I like chilli popcorn because it's so sour / hot.
- 2 This cupcake isn't bitter / sweet enough. Put some jam on it.
- 3 I love this fruit juice – it's really dry / delicious.
- 4 There's a lot of butter and cream in this cake, so it's very rich / spicy.
- 5 This milk has been in the sun too long – it tastes fresh / sour.
- 6 This bread is old – it's too hard / hot to eat.

4 3.16 Listen to Gianni talking about a very special cake and decide if the sentences are true or false.

- 1 Gianni saw the cake in New York.
- 2 The cake took a week to make.
- 3 The baker didn't make the cake in his shop.
- 4 The cake weighed around seventy kilos.
- 5 Gianni didn't like the cake at all.

5 Read the advert. In pairs, decide what kind of information is missing from each gap: a word or a number?

Words: 1, 3, 4, 6; numbers: 2, 5

6 3.17 Listen to information about how to enter the competition. Complete the advert in Exercise 5.

7 In pairs, describe the best cake you have ever had.

The best cake I've ever had was a cake I had for my last birthday. It had fresh cream and strawberry jam. It was delicious!

BBC VIDEO
STREET TALK

17 Watch four people talking about the best cake they have ever had. What flavour was each cake?

Win your dream cake from Zany Cake Bakery!

Send us a photo or drawing of your ideal cake! We will make the best cake and send it to you.

- Email address: ¹ orders@(...) .com *zanycake*
- Usual cost: ² €(...) *50*
- Choose a flavour: chocolate, ³ (...) or vanilla? *coffee*
- Don't forget: tell us your ⁴ (...)! *birthday*
- Closing date of competition: Friday ⁵ (...) January *31st/31*
- Other prizes for five runners-up: twelve ⁶ (...) *cupcakes*



Vocabulary Extension > p. 46

43 Unit 3

For the teacher

- Audioscript, pages 283–284
- Videoscript, page 284

On the Portal

- Vocabulary Memory Game
- Resource 3.5

For the student

- Workbook, page 33
- Vocabulary Extension, Students' Book, page 46

On the Portal

- Extra Practice Activities: Vocabulary 3.5; BBC Street Talk video
- The Vocabulary App

VIDEO



EVERYDAY ENGLISH

- Abe:** Hi, guys. Take a seat and I'll get you the menu. Here you are. Can I get you something to drink?
- Bea:** I'll have a large smoothie, please.
- Mum:** Just water for me, please.
- Bea:** Wow! That's a big smoothie!
- Abe:** It's good for you! Are you ready to order?
- Mum:** Could we share a starter? Nachos?
- Abe:** Sure thing. And for your main course?
- Bea:** I'd like a burger, please.
- Mum:** Sorry, I'm a vegetarian. Have you got any vegetable dishes?
- Abe:** Hold on! There's salad and pumpkin pie.
- Mum:** Pumpkin pie? That's a dessert, isn't it?
- Abe:** Yeah, it is ... You can have more nachos if you prefer.
- Mum:** No, it's OK. I'll have salad and a slice of pumpkin pie. Can I have some cream with that?
- Abe:** Sure. Would you like fries with your meal?
- Bea:** Yes, please.
- Mum:** Not for me, thanks.



Later ...

Abe: Would you like anything else?**Mum:** Oh, you must be joking!**SOUNDS GOOD!**Sure thing. • Hold on! •
You must be joking!

- 1** In pairs, list three typical American foods. Say which one you like the most. Then compare with the rest of the class.

pumpkin pie, ...

- 2** **18** **3.18** Watch or listen. What do Bea and her mum order?

- 3** Study the Speaking box. Which phrases a–l are in the dialogue? **All the phrases except g:**
What would you like to drink?

SPEAKING Ordering food**Customer**

- a I'll have/I'd like a slice of ...
- b Excuse me, can/could I/we have/share ... ?
- c Just ... for me, please.
- d Have you got any ...?
- e Not for me, thanks.

Waiter

- f Take a seat and I'll get you the menu.
- g What would you like to drink?
- h Are you ready to order?
- i Would you like anything else (to eat)?
- j Can I get you something?
- k For your starter/main course/dessert?
- l Here you are.

- 4** Match questions 1–5 with answers a–e. Use the Speaking box to help you.

- 1 Are you ready to order? **c**
- 2 Could we share a dessert? **e**
- 3 Have you got any fresh fruit? **a**
- 4 What would you like to drink? **b**
- 5 Would you like chips with that? **d**
- a Yes, we have pineapple or melon.
- b A fresh orange juice, please.
- c Yes, can I have a chicken curry?
- d No, not for me, thanks.
- e Yes, of course we can.

FUTURE SKILLS

In groups of four, discuss how you could work together to do different tasks for an event. Use these ideas to help you.

- choose a leader
- make a list of tasks
- share the tasks

*I'd like to organise a group to tidy up.**If you buy the snacks, I'll organise the music.***SPEAKING TIME**

In pairs or small groups, order food from the menu on page 155. Use the Speaking box to help you.

For the teacher**On the Portal**

- Resource 3.6
- Need support? worksheet 3.6

**For the student**

- Workbook, page 34

On the Portal

- Extra Practice Activities: *Are you ready to order?* video



Lesson aim

- Students can order food in a café or restaurant.

Lead-in

Write *café, fast-food restaurant, juice bar, takeaway, restaurant* on the board. Ask students to discuss in groups how often they go out to each type of place, and what they eat or drink there.

-  **Setting lesson goals:** Write *ordering food in a café or restaurant* on the board. Check that students understand. Then, ask students to use their emoji response cards to show how confident they feel about doing this, first in their own language, then in English. Tell them they are going to learn how to do this in English.

Exercise 1

- Ask pairs to list their examples of American foods in ranking order. Ask the class to vote for each suggestion and tally the votes on the board to find out the class's favourite American food.

Suggested answers:

hamburgers, cheeseburgers, hot dogs, fries, nachos, apple pie, peanut butter, popcorn, fried chicken, chocolate chip cookies, deep dish pizza, turkey dinner

Exercise 2 18 3.18

- Ask students to study the photo and say who is in it (Bea, Bea's mum (Penny), Abe), and what they are doing (Bea/Penny are having a meal/ordering food. Abe is serving their food.).
- Play the video or audio while students read the dialogue and make notes of Bea's and Mum's order. Allow students to compare answers in pairs before you check answers as a class.
- Ask students to find how speakers use the phrases in the Sounds Good! box, then write the following synonyms on the board for students to match with the phrases: *Of course.* (Sure thing.) *Wait a moment!* (Hold on!) *Of course not!* (You must be joking!).

Answers:

Bea orders a large smoothie. Mum just has water. They share nachos for their starter. Bea has a burger with fries for her main course and Mum has salad and pumpkin pie with cream.

Exercise 3

- Ask students to study the Speaking box and discuss the meaning of the phrases as a class.
- Students work in pairs to find examples of the phrases in the dialogue.

Exercise 4

- When students have completed the matching task, ask them to compare ideas in pairs before you check answers as a class.
- **NEED SUPPORT?** Prepare copies of the photocopiable *Need support?* worksheet 3.6 from the Teacher's Resource File. This version of the task reduces the number of options students are asked to choose from.

**Collaboration: task management**

This task helps students to learn how to work together more efficiently by coordinating their actions. It will highlight how breaking down more complex projects into more manageable tasks, then allocating each task to the most suitable person will ensure their success at school or in the workplace.

- Read the task together as a class.
- Ask students to brainstorm what kind of events they could be working together on (a special meal, a party, a trip, etc.) and choose an idea together.
- Ask students to go through the three points and discuss why each one is important for working together.
- Ask each group to draw up a list of 6–8 tasks to do for their chosen event.
- Ask them to discuss together and agree which of them would be most suitable for each task, and why.

SPEAKING TIME

- Form pairs or groups of three (no more than four). In each group, one person should play the waiter, the others should play customers, ordering at least three items each from the menu. Remind them to use phrases from the Speaking box. When they have all ordered, ask them to swap roles so someone else plays the waiter, and repeat the activity.
- **FINISHED EARLY?** Ask students to write items for the menu of their imaginary café or restaurant. Encourage them to think of a theme and to include a good variety of dishes.

-  **Reviewing lesson goals:** Ask students to use their emoji response cards first to show how confident they felt about ordering food in English at the start of the lesson, and how confident they feel now.

Lesson aim

- Students can write an email to a friend.

Lead-in

Elicit as many different ways of keeping in touch with friends (e.g. chatting on the phone, messaging on social media, emailing, speaking to each other in person) as students can think of. Ask them to decide which of these ways is the most/least popular among their age group and why.

-  **Setting lesson goals:** With books closed, elicit features of emails from students by asking: *How do you start an email? What kind of language do you use? How long is a typical email to a friend? How do you end the email? Do you sign your name, and if you do, how? What else is typical of an email to a friend?* Ask students to look through page 45 briefly and explain that you are going to practise writing an email to a friend.

Exercise 1

- Ask pairs to write a list together, then put them together with another pair to compare ideas.

Exercise 2

- Ask students to read the text quickly to see if their ideas are mentioned.

Exercise 3

- Elicit or pre-teach: *celebrate, yummy*.
- Ask students to do the matching exercise individually before comparing in pairs.
- Ask students to find the following phrases in the email, then elicit their meaning in the students' own words: *I can't tell you how good it is!* (It's so good it's difficult to find words to describe it.); *I was wondering if ...* (I'd like to know if ...).

Note: The example should be *1 and 2*, not just *1*.

Exercise 4

- Before students begin, clarify that the task is to match the verbs with the photos and then find them in the text.
- Ask students to compare their answers in pairs before you check as a class. Elicit and write up any other cooking verbs on the board.

Exercise 5

- Read through the Language box as a class. Get students to suggest translations for the different sequencers.
- Ask different volunteers to read out sentences with sequencers from the email.
- Revise imperatives with students. Remind them that we

use imperatives to give instructions.

Exercise 6

- Read through the Writing box. For each segment, ask students to identify examples in the email and ask different volunteers to write them up on the board under the different section headings.

WRITING TIME

- Ask students to read the Writing Time box and check comprehension. Remind them to follow the instructions step-by-step to write their articles. Suggest that they write down the stages (the headings) in their notebooks, then tick off each stage as they complete it, then move on to the next one in the list.
- **NEED SUPPORT?** Less confident students could write a shorter email of just one paragraph. More confident students could include two recipes.
- **FINISHED EARLY?** Ask students to write a short reply to Elsie from Shannon, accepting the invitation.
-  **Reviewing lesson goals:** Ask students to use the traffic light cards to show how confident they feel about using the following: verbs for cooking processes (Exercise 2), sequencers (Exercise 5), language for informal emails (Exercise 6), and make a note to review any problematic language in a later lesson.

- 1 Work in pairs. What food do you usually have at a party with friends?
- 2 Read Elsie's email. Does it mention any of your ideas from Exercise 1?

Subject: Party time!

Hi Shannon,

Thanks for getting in touch.

It was great to hear about your school trip. The photos were awesome.

Liam and I have just finished our exams and we've decided to have a party tomorrow at his house to celebrate! He's bought lots of yummy food, including sausages and cheese. I'm thinking about making my famous chicken salad. Here's the recipe for you – it's really easy. First, boil some eggs and slice them. Then, chop a few tomatoes into small pieces. Next, add some roast chicken. After that, mix everything together. Finally, pour some olive oil on it. I can't tell you how good it is!

Anyway, I was wondering if you'd like to come. We're asking everybody to bring some fruit or some juice because we want to make lots of different flavoured smoothies.

Let me know if you can make it.

Elsie

- 3 Read the email again. Put sentences a–d in the order Elsie does in her email.
 - a She talks about what's happening in her life now. **3**
 - b She invites her friend and asks her to do something. **4**
 - c She thanks her friend and comments on her friend's news. **1**
 - d She asks her friend to reply to the invitation. **5**

- 4 Match these verbs with photos 1–4. Find the verbs in Elsie's email. What other cooking verbs are there?

chop mix pour slice



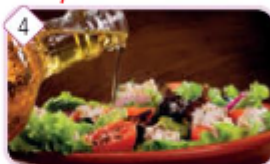
slice



chop



mix



pour

- 5 Study the Language box. Find sentences with sequencers in the recipe in Elsie's email.

LANGUAGE Giving instructions

First, then, next, after that and finally are sequencers. We use them to explain the order in which we do things. We often use them with imperatives in recipes.

- 6 Study the Writing box. Find examples of the phrases in Elsie's email.

WRITING An email to a friend

Start your email

- 1 How are things?
Great to hear from you. Thanks for getting in touch.

Respond to news

- 2 It was great to hear about your school trip.
I can't wait to hear more about it.

Give your news

- 3 We have just finished our exams.
We've decided to have a party.
I'm making a cake for the party.

Explain why you are writing

- 4 Anyway, I was wondering if you'd like to come.
I'm writing to ask if you'd like to come to the party.

End your email

- 5 Let me know if you can make it.
See you soon./Bye for now.

WRITING TIME

Write an email inviting a friend to a party. Include a recipe for some food for the party.

FIND IDEAS

Make notes for your email. Think about:

- where and when you are having the party
- what you are celebrating
- what food you are planning to make

PLAN

Organise your ideas into paragraphs. Use the email in Exercise 2 to help you.

WRITE AND SHARE

- Write a draft email. Use the Writing box and the Language box to help you.
- Share your email with another student for feedback.
- Write the final version of your email.

CHECK

- Check language: did you use sequencers and imperatives for your recipe?
- Check grammar: did you use the Present Perfect?

For the teacher

On the Portal
• Resource 3.7



For the student

- Workbook, page 35
- Writing Extension, Workbook, page 116

WORDLIST 3.19

Food

chillies (n)
garlic (n)
green pepper (n)
mushroom (n)
nuts (n)
oil (n)
olives (n)
onion (n)
peach (n)
pear (n)
pepper (n)
pineapple (n)
sausage (n)
seeds (n)
sweet potato (n)
tuna (n)
vinegar (n)

Cooking

boiled (adj)
cooked (adj)
flavour (n)
fresh (adj)
fried (adj)
frozen (adj)
ingredients (n)
raw (adj)
recipe (n)

roasted (adj)
sauce (n)

Flavours

chocolate (adj)
coconut (adj)
coffee (adj)
mango (adj)
melon (adj)
mint (adj)
strawberry (adj)
vanilla (adj)

Word friends

(food collocations)

add ... to (v)
full of (adj)
go well with (phr)
good/healthy for (adj)
protect ... from (v)

Describing food

bitter (adj)
delicious (adj)
dry (adj)
hard (adj)
hot (adj)
rich (adj)
sour (adj)
spicy (adj)
sweet (adj)

EXTRA WORDS

bakery (n)
beef (n)
body (n)
bones (n)
butter (n)
buttery (adj)
carrot (n)
cereal (n)
chips (n)
chop (v)
cool (adj)
cream (n)
creamy (adj)
crisps (n)
crispy (adj)
crunch (v)
crunchy (adj)
curry (n)
dairy (adj)
dessert (n)
eyesight (n)
fat (n)
fatty (adj)
flour (n)
heart (n)
honey (n)
juice (n)

juicy (adj)
leaf/leaves (n)
meal (n)
meat (n)
medicine (n)
menu (n)
mix (v)
peanuts (n)
pickles (n)
pie (n)
plate (n)
pour (v)
salad (n)
salmon (n)
salty (adj)
serious (adj)
skin (n)
slice (n, v)
smell (n)
snack (n)
strange (adj)
surprising (adj)
survey (n)
taste (n, v)
toast (n)
topping (n)
treats (n)
vegetarian (n)

1 Use the wordlist to find these things.

- three foods which grow under the ground in the soil *garlic, ...*
- six foods which grow on plants above ground
- one food which grows on the ground
- four things you can add at the table to make food tastier

2 Complete the menu for Tom's birthday meal with words from the wordlist. Then, in pairs, describe your ideal birthday meal.

- Pizza with a mushroom and pineapple topping
- Tomato, green ¹ *pepper* and ² (...) potato salad with vinegar and olive ³ (...)
- Dessert: ice cream (choose from five different ⁴ (...): vanilla, milk or dark ⁵ (...), strawberry, mango)

3 In pairs, decide which things you like and dislike. Do you share the same taste?

chillies chocolate mushrooms nuts onion
pear pineapple sausage sweet potato tuna

4 Read the food quiz and identify the food. Then, in pairs, write three clues about other foods from the wordlist. Give your clues to another pair.

What is it?

THE FOOD QUIZ

- It is white outside and inside.
 - It grows under the ground.
 - We use it to make food taste better.
- It is red and yellow, or orange outside, and yellow inside.
 - It is soft, sweet, round and juicy.
 - It has a big seed or 'stone' inside.

5 **CHALLENGE** Add words from the Extra word list to these groups of related words.

- jam, marmalade, *honey*
- odd, unusual, (...)
- pork, lamb, (...)
- saucer, bowl, (...)
- protein, carbohydrate, (...)
- sweet, pudding, (...)
- touch, smell, (...)

Exercise 1

- 1 onion, sweet potato
- 2 green pepper, nuts, olives, peach, pear, pineapple
- 3 mushroom
- 4 oil, pepper, sauce, vinegar

Exercise 2

- 2 sweet
- 3 oil
- 4 flavours
- 5 chocolate

Exercise 4

- 1 garlic
- 2 peach

Exercise 5

- 2 strange
- 3 beef
- 4 plate
- 5 fat
- 6 dessert
- 7 taste

Exercise 1

- 1 flavour, melon
- 2 boiled, peach
- 3 sweet potatoes, peppers
- 4 hard, sour

Exercise 2

- 1 full
- 2 frozen
- 3 protect
- 4 well
- 5 healthy
- 6 add
- 7 raw
- 8 good

Exercise 3

- 1 ingredients
- 2 recipe
- 3 Spicy
- 4 Sour
- 5 Delicious

Exercise 5

- 1 just
- 2 yet, already
- 3 ever, never

Exercise 6

- 1 've known, for
- 2 haven't eaten, since
- 3 hasn't given, for
- 4 's been, since
- 5 've been, for
- 6 've had, since

Exercise 8

- 1 Have you ever read
- 2 took
- 3 tried
- 4 Did you like
- 5 didn't like
- 6 've just found
- 7 didn't know
- 8 've never tasted

Exercise 9**Suggested answers:**

- Have you ever drunk coconut milk?
 Have you ever eaten caviar?
 Have you ever seen a ballet?
 Have you ever tried windsurfing?
 Have you ever travelled abroad?

Exercise 10 3.20

I know a lot about food because I cook it, I eat it and I write about it. I've eaten many meals in many restaurants. But I've never eaten anything better than a simple boiled egg.



VOCABULARY

- 1 Choose the correct option.
- What's your favourite ice cream *recipe* / *flavour*? Mine is *melon* / *olive*.
 - For lunch, I had a *boiled* / *roasted* egg on toast and a *vinegar* / *peach*.
 - Sweet potatoes* / *Seeds* and green *pears* / *peppers* are vegetables.
 - I can't eat this cereal! It's too *hard* / *fresh* and the milk tastes *delicious* / *sour*.

- 2 Complete the advice with these words.

add frozen full good healthy
protect raw well

Eat right!

Fruit and vegetables are

¹ (...) of good things like vitamins A, C and E.

Fresh vegetables taste better than ² (...) ones and are better for you.

Fruit and vegetables make your body strong and help to ³ (...) you from illness.

Olives go ⁴ (...) with lettuce and other salad vegetables, and they are ⁵ (...) as well as tasty.

You can also ⁶ (...) some sunflower seeds to your salad. They're really good for you!

Carrots are better for you ⁷ (...) than cooked.

Don't put too much sugar on your breakfast cereal – it isn't ⁸ (...) for you.



- 3 Complete the definitions with the correct words.

- The different things you add when you are cooking are the *i*(...).
- The list of instructions you follow when you are cooking is the *r*(...).
- S*(...) food, like chillies, has a hot taste.
- S*(...) is the opposite of *sweet*; it's the taste you get from lemons, for example.
- D*(...) means very tasty, great to eat.

- 4 **CHALLENGE** Write five sentences. Each sentence must include one word from the box.

bitter coconut fresh garlic healthy

I've added sugar to my coffee because it tasted bitter.

GRAMMAR

- 5 Complete the dialogues with these words.

already ever just never yet

- A: Oh dear! I've (...) broken a glass!
B: Never mind.
- A: Have you done your homework (...)?
B: I've (...) done Maths. I'm having a break now, before I do the rest.
- A: Have you (...) been to Australia?
B: No. I've (...) been outside Europe, actually, but I want to travel more in the future.

- 6 Complete the sentences with the Present Perfect form of the verbs in brackets and *for* or *since*.

- I (...) (know) my best friend (...) six years.
- I (...) (not eat) anything (...) nine o'clock. I'm hungry!
- The English teacher (...) (not give) us any homework (...) a few days.
- The weather (...) (be) great here (...) last Friday.
- I (...) (be) at this school (...) four years.
- I (...) (have) my phone (...) March.

- 7 Rewrite the sentences in Exercise 6 to make them true for you.

- 8 Complete the dialogue with the Present Perfect or Past Simple form of the verbs in brackets.

Jo: ¹ (...) (you/ever/read) a cookbook?

Pat: Yes, sure. Actually, I ² (...) (take) one from the library yesterday and I ³ (...) (try) a new recipe for dinner last night.

Jo: ⁴ (...) (you/like) it?

Pat: No, I ⁵ (...) (not like) it at all! It was too spicy! But I ⁶ (...) (just/find) a new one to try tonight.

Jo: I ⁷ (...) (not know) that you liked cooking. I ⁸ (...) (never/taste) any of your recipes.

Pat: It's my new hobby.

Jo: Well ... good luck for tonight!

- 9 **CHALLENGE** Match boxes A and B. Think of the possible questions with *Have you ever ...?* Then write short answers that are true for you.

A drink eat see try travel

B abroad ballet caviar coconut milk windsurfing

DICTATION

- 10 3.20 Listen. Then listen again and write down what you hear during each pause.

SELF-ASSESSMENT

Think about this unit. What did you learn? What do you need to work on?

WORKBOOK p. 37

47 Unit 3

For the teacher

On the Portal

- Resources 3.8 and 3.9
- Test: Unit Test



For the student

- Workbook, pages 36–37
- Pronunciation, Students' Book, page 151

On the Portal

- Wordlist audio and scripts
- Extra Practice Activities: Self-Check





POPULAR FOOD IN THE UK

Most people think that food in Britain is all about fish and chips or afternoon tea, but that's not the whole story. There are so many different cultures in the UK that you have a huge choice of flavours and cuisines to choose from.

- 1 Indian food has been the country's favourite for years. Almost every town has at least one Indian restaurant. A very popular dish is chicken tikka masala, a spicy curry usually served with rice or Indian bread called naan. It's delicious!
- 2 American food is everywhere. There's not only McDonald's now, but new gourmet burger restaurants like Five Guys. American food is popular because the recipes are very familiar to British people – hot dogs, pepperoni pizza, nachos and BBQ ribs are all big favourites.
- 3 People have a passion for fresh and healthy food these days, and that's why Japanese food is popular. It's also easy to eat as a takeaway meal. Young people now prefer to eat sushi at lunchtime to the traditional British sandwich, although some still have problems with using chopsticks!

Do you want to try more international food? Then check out the amazing Zaza Bazaar in Bristol! It opened in 2011 and quickly became one of the most popular places to eat in the city. It's also the biggest restaurant in the UK; they can serve over 1,000 people and have food from everywhere – Vietnam, Italy, China, Thailand, as well as Britain's three favourites, of course!

cuisine (n) style of cooking
gourmet (adj) (of food) high-quality

1 3.21 **VISIBLE THINKING**

In pairs, follow these steps.

THINK

- 1 Look at the photo. What can you see? Where do you think you would see this?
- 2 What do people like eating in your country? What are your favourite dishes?

PUZZLE

- 3 Why do you think people enjoy eating food from other countries?
- 4 What do you think is the most popular international food?

EXPLORE

- 5 Read the article and find out more about international food in Britain. Answer the questions in the PUZZLE section.

2 Read the article again. What are these foods? Where are they from?

- | | |
|------------|---------|
| 1 curry | 3 sushi |
| 2 BBQ ribs | 4 naan |

3 In pairs, discuss the questions.

- 1 Pizza is an Italian food and nachos are Mexican. Why do you think American food includes pepperoni pizza and nachos?
- 2 What international food do you like? Is it easy to prepare?
- 3 What three national dishes from your country would you suggest to a British friend to try? Why?

Lesson aim

- Students learn about what food is popular in the UK.

Lead-in

Book closed. Ask students to brainstorm examples of famous dishes from the UK in groups. Elicit suggestions and write them up on the board.

-  **Setting lesson goals:** Ask: *What food do you think is most popular in the UK?* Focus attention on the examples on the board and elicit if students think they include the most popular dishes. Tell the class they are going to learn more about this in this lesson.

Exercise 1 3.21

- Ask students to describe the photo at the top of the page, but to cover the article below it. Ask: *Where do you think this kind of food originally comes from?* (the Indian subcontinent). *Why do you think it's here in this lesson?* (because Indian food is very popular in the UK).
- Ask students to discuss questions 1 and 2 in pairs, then elicit some ideas in open class, inviting comments from the rest of the class.
- Next, ask students to brainstorm ideas about questions 3 and 4 in pairs again, then elicit some suggestions, accepting any reasonable ideas.
- Finally, play the audio while students read the article to check their ideas from their previous discussion. Ask them to compare their answers to the questions with another pair before you check as a class.

Exercises 2–3

- Follow the instructions in the Students' Book.

Answers (Exercise 2):

1 India 2 America 3 Japan 4 India

Exercises 4

-  **Peer learning:** Use the think-pair-share technique before checking answers with the class.

Answers:

They are cooking. The woman on the left is chopping something. The woman on the right is frying something.

Exercise 5 19 videoscript page 284

- **With video:** Play the video.
- **Without video:** Ask students to read the videoscript and do the task.

Answers:

- 1 Anjum is a food writer and chef. She travels to different cities in the UK to find Indian food and she teaches Indian cooking. Lynn works in a hospital. She is learning to cook Indian food.
- 2 Anjum is teaching Lynn how to cook Indian food to sell at a farmer's market for charity.
- 3 coconut chicken with ginger, salmon wraps with curry leaves, rice noodles

Exercise 6

- Follow the instructions in the Students' Book.

Exercises 7–8 20 videoscript page 284

- **With video:** For each exercise, play the video.
- **Without video:** For each exercise, ask students to read the videoscript and do the task.

Answers (Exercise 8):

- 1 False (She doesn't make a mistake when preparing the food.)
- 2 True (Her daughter helps her to take food to the market.)
- 3 True (She works at the hospital but today she is cooking at the market.)
- 4 False (They buy slowly.)
- 5 True

Exercise 9

- Monitor the pairwork and make a note of the most interesting ideas to elicit in open class at the end of the activity.

PROJECT TIME

- The project worksheets include step-by-step support for students. They also include teacher's notes on how to set up the projects with and without technology.



Sustainable Goal

Brainstorm with the class some ideas about how to ensure everyone has access to safe, nutritious and sufficient food. Some ideas could include: *make sure developing countries have technology and education to practise modern farming; teach nutrition at school; have food supplies in storage in case a country in the world suffers a natural disaster and famine.*

Ask students to discuss the discussion statement in groups. Ask them to write up a list of ideas to share with the rest of the class. Some ideas could include: *encourage more people to buy local products, which may bring down the price; eat only seasonal local food; eat less.* Encourage students to think about planet sustainability and the disadvantages of transporting food from distant places, and processed food.

The introduction to the Teacher's Book includes a step-by-step guide to discussion sessions based on UN Sustainable Development Goals.

-  **Peer learning:** Ask students to think back to the lesson and write down three things they learned about food in the UK. Ask them to tell each other in small groups.



4 Look at the photo. What are the women doing?

5 19 Watch Part 1 of the video and answer the questions.

- 1 Who are Anjum and Lynn?
- 2 What are they doing?
- 3 What three traditional dishes does Lynn learn how to cook?

6 In pairs, discuss the questions.

- 1 Do you go to food markets? Why?/Why not?
- 2 Would you buy food that you have never tasted before for charity? Why?/Why not?

7 20 Watch Part 2 of the video. Does Anjum like Lynn's cooking? **Yes**

8 20 Watch the video again. Decide if the sentences are true or false.

- 1 Lynn always makes mistakes when cooking.
- 2 Lynn's daughter helps her.
- 3 Lynn also cooks at the market.
- 4 Everyone at the market buys food right from the start.
- 5 The food is a little spicy but delicious.

9 In pairs, discuss the questions.

- 1 Does cooking make people happy in your country?
- 2 Is it a good idea to cook food for charity?
- 3 What charities do you know that work to stop hunger in the world?
- 4 Can you think of other ways to help stop hunger in the world?

PROJECT TIME

In groups of three, design a menu to sell at a food market for a charity working to stop world hunger. Follow these steps.

- 1 In your group, decide where your food will come from.
- 2 Individually, research your part of the menu.
- 3 In your group, design your menu.
- 4 Present your menu to the class.

SUSTAINABLE
DEVELOPMENT
GOALS

2 ZERO HUNGER

To ensure that everyone has access to safe, nutritious and sufficient food to end hunger.

What can we do?

Discuss this statement:

Local markets often sell local food, but they are more expensive and have less variety of products.

For the teacher

- Videoscript, page 284

On the Portal

- Resource 3.10





VOCABULARY AND GRAMMAR

- Choose the correct option.
 - Eat more fresh fruit. It's really good (...) you.
a to **b** for c at
 - The weather is (...) boiling! Let's go for a swim.
a absolutely b quite c very
 - You need to (...) a new password to keep your computer and social media safe.
a do b change **c** set
 - Temperatures are often (...) in the mountains, so take warm clothing when you go there.
a down b small **c** low
 - North Portugal has a (...) climate most of the year – it doesn't get too hot or cold.
a weak **b** mild c medium
 - In our family, we enjoy going to the countryside (...) the weekend.
a at b in c to

- Complete the text with one word in each gap.

One sunny day last year ¹ **on** a normal school day, we went outside the classroom for our Science lesson. Our teacher took us to a local park full ² (...) trees and flowers. 'Use your eyes to look ³ (...) unusual animals or plants and tell us what you find! And listen ⁴ (...) the sounds of nature,' she said. While I ⁵ (...) looking at an interesting flower, a bird started singing a beautiful song. The teacher told me that the bird was called a blackcap. Now our teacher ⁶ (...) decided to do a nature walk once a week. I'm looking forward to ⁷ (...) to the park again next week to discover more wildlife.



² of ³ for ⁴ to ⁵ was ⁶ has ⁷ going

- Complete the second sentence with the word in bold so that it means the same as the first one. Use no more than three words.
 - This is the first time I've ever eaten sweet potato. **NEVER**
I **ve never eaten** sweet potato before.
 - I don't eat a lot of snacks between meals. **AVOID**
I (...) a lot of snacks between meals. **avoid eating**
 - We've been here since 9.15 and now it's 9.45. **THIRTY**
We've been here (...) minutes. **for thirty**
 - The students heard the fire alarm. **HAVING were having**
The students (...) lunch when they heard the fire alarm.
 - Nobody knew what to do when we saw a bear. **KNOW**
We (...) what to do when we saw a bear. **didn't know**
 - Peter sent you a link a few seconds ago. **JUST**
Peter (...) you a link. **has just sent**

SPEAKING

- Match statements and questions 1–5 with responses a–f. There is one extra response.
 - I'm sorry, I lost your pen. **f**
 - Are you ready to order? **e**
 - Why don't we phone and ask for help? **a**
 - My computer's working, but it's so slow. **b**
 - Why did you do that? **c**

a That's a good idea.
b Shall I help you?
c I didn't mean to. I'm sorry.
d You're welcome.
e Yes, I'll have a burger and some chips, please.
f Never mind.

- In pairs, follow the instructions.
Student A: Go to page 155.
Student B: Go to page 156.

LISTENING

- What kind of lunch do you normally eat on school days? What, if anything, would you like to change about your lunch? Discuss in pairs.
- 3.22 Listen to five students talking about lunchtime at their school. Match each speaker with what he/she says. There are two extra statements.
 - Ali **f**
 - Sonya **b**
 - Tim **a**
 - Ian **e**
 - Barbara **d**

a has already had meat twice this week.
b did something different at lunch time one day.
c ate lunch prepared by his/her parents.
d had a simple snack for lunch recently.
e uses different ingredients to make his/her lunch.
f has already decided what to eat before lunch.
g it's also important to enjoy food.

EXAM

Exercise 5
International
Certificate
Level 1,
Speaking,
Section 13,
(role play)

EXAM

Exercise 7
A2 Key for
Schools,
Listening, Part 5,
(matching)

READING

- 8 3.23 Read and listen to the article, and choose the correct answer to questions 1–5.

Enjoying the outdoors: to tech or not to tech?

We talked to three young people who visit the outdoors to find out what they do with their phones.

Carol

- 5 Do I take my phone and tablet? Of course I do! I don't believe that looking at screens is very bad; you can still enjoy nature. As well as looking at birds and flowers, I like doing exciting things. For example, on my last trip, we built our own shelter and slept in it. I think friends and family like to see things like this too, so I take photos. I upload some of them and update my story so that people who follow me can see them.

Aron

- 15 I quite often go on camping trips with a group of friends who also enjoy the feeling of adventure. Adventure means leaving civilisation behind, including your phone! But enjoying the outdoors is about being safe too. So every time we go on a trip, one of us has to take their phone with a power bank. Up until now, we haven't needed to phone family about something important, but you never know. They can message us too if they need to.

Ben

- 25 For us, the answer is simple: we switch on our phones when they're helpful. At other times, we don't, because we might look at the screen and miss seeing a wild animal. Last year, we were walking in the mountains when we got lost. Suddenly, the weather turned stormy and snowy. It was freezing cold. Luckily, we had our phones and they helped us to get back to the campsite quickly.

- What does Carol say about taking a phone on outdoor trips?
 - It's fine if you don't look at the screen very often.
 - It doesn't stop you enjoying nature.
 - It can help with camping tasks like building shelters.
- Why does Aron like to upload photos on social media?
 - She wants her friends to see some of the things she enjoyed doing.
 - She wants more people to follow her on social media.
 - She wants to remember how to do outdoor activities in the future.

- Why do Aron and his friends take a phone with them on their trips?
 - One of Aron's friends does not like to be without his phone.
 - Their families want to connect with them once a day.
 - They can call someone if they need help.
- What does Ben say about using phones on outdoor trips?
 - Phones can help them to see wildlife.
 - They use phones only when they need them.
 - They leave their phones at the place where they sleep.
- Why did Ben and his friends need to use their phones on one trip?
 - Because they wanted to go walking in the mountains.
 - Because they didn't know the way back to the campsite.
 - Because they wanted to check the weather forecast.

9 Read the article again and answer the questions.

- What did Carol make and then sleep in on one of her trips? *a/her own shelter*
- What other object do Aron and his friends take on their trips apart from their phone? *a power bank*
- How can Aron and his friends' families contact them? *message them/by messaging/(by) sending messages*
- What don't Ben and his friends want to miss seeing? *a wild animal*

WRITING

- 10 Which of these outdoor activities sound interesting? Which one(s) have you tried? Tell a partner.

- watching the sunset in the early evening
- cooking on an outdoor fire
- sleeping outside
- camping
- looking for interesting wildlife
- watching the stars
- making your own shelter

- 11 Write an email to a friend about a trip or holiday when you spent time outdoors. Write about these things.

- when and where you went
- what was happening when you arrived (e.g. what the weather was like, what people were doing, etc.)
- what you did, saw and ate there
- what you did with your phone there

EXAM

Exercise 8
A2 Key for Schools,
Reading and Writing, Part 3,
(multiple choice)

EXAM

Exercise 9
International Certificate
Level 1,
Reading,
Section 6, (open-
ended question)

Progress Check 51

For the teacher

- Exercise 7, audioscript, page 284

On the Portal

- Exam correlation tables



For the student

- Workbook:
Progress Check 1,
pages 38–39

Entertain us!

4

VOCABULARY

Types of film | Word building | Film and TV | Music collocations | Compound nouns

GRAMMAR

Comparatives and superlatives, (not) as ... as, too/(not) enough | Past Perfect | Past Perfect and Past Simple

COMMUNICATION

Talking about preferences | A review on a blog

FUTURE SKILLS

Critical Thinking (Ways of listening to music) | Communication (Expressing what you want) | Social responsibility (Helping people)

VIDEOS

Grammar Animation | Grammar in Action | Street Talk | Everyday English



The Raj Mandir Cinema, Jaipur, India

MMB MYRA'S MOVIE BLOG

Did you know that India is the world's biggest film producer? Read on to find out more.

Indian directors make almost 2,000 films a year – about four times more than directors in the USA. Bollywood, based in Mumbai, is the home of Hindi cinema. However, Indians make films in over twenty languages for people that speak them in other regions of the country. Sometimes they make one film in several languages – the same dialogues and locations but different performers. Indian audiences want entertainment so they love masala films, which are often musicals with spectacular dance scenes. Masala films mix different types, e.g. thriller and romance. A good example is the romantic comedy drama

Monsoon Wedding, winner of the Golden Lion at the Venice Film Festival.

Indians produce cartoons too. Check out the 3-D animated film *Delhi Safari*! It's fun!

But the biggest hit in Indian film history is a biographical sports drama called *Dangal*. It won several awards including best actor for Aamir Khan and best director for Nitesh Tiwari.

Akshay Kumar, star of over 100 films, including the science fiction action film *2.0*, is one of the world's top five best-paid actors.

Have you seen any Indian films? Leave your comments below.

Unit contents

Vocabulary

- Types of film
- Word building
- Film and TV
- Music collocations
- Compound nouns

Grammar

- Comparatives and superlatives, (not) as ... as, too/(not) enough
- Past Perfect; Past Perfect and Past Simple

Reading

- A post on how people enjoy music

Listening

- An interview about a festival

Speaking

- Talking about preferences

Writing

- A review on a blog

Future skills

- Critical Thinking (Ways of listening to music)
- Communication (Expressing what you want)
- Social responsibility (Helping people)

Pronunciation

- The letter o
- Word stress II

Exam

- International Certificate Levels 1/2
- A2 Key and B1 Preliminary for Schools
- Exam correlation tables showing detailed alignment available on the Portal

For Online Classroom, go to the Portal.

Lesson aim

- Students can talk about films and television.

Lead-in

Ask: *What's your favourite film?* Get students to compare ideas briefly in small groups, then write some examples on the board. Leave the titles on the board.

Set a time limit and ask students to work in groups to name famous films from non-English-speaking countries. The group that can name the most examples wins.

-  **Setting lesson goals:** Ask students to look at the film titles listed on the board, and write the following questions on the board: *What kind of films are these? Who worked on them? Who usually watches them?* Tell students to look through pages 52–53 and find the exercises which will help them answer these questions.

Exercise 1

- Ask: *Which country do you think makes the most films each year?* Elicit suggestions. Then, write *Bollywood* on the board. Elicit what, if anything, students know about it.

Exercise 2

- Ask students to read the text and check their ideas. Then, give them two or three minutes to discuss their answers to the questions in pairs before you elicit them as a class.

Answers:

- 1 Hindi
- 2 almost 2,000
- 3 the Golden Lion award at the Venice Film Festival
- 4 a biographical sports drama

Exercise 3 4.01

- Read Vocabulary box A as a class. Check that students understand what each type of film is by eliciting an example. Set a time limit for scanning the text for the words mentioned. Play the audio to practise pronunciation.

Extra activity

Focus on the titles on the board from the lesson Lead-in. Elicit what type of film each example is.

Exercise 4 4.02 audioscript page 285

- Explain that students will hear short extracts from different types of (made-up) films, and their task is to recognise the genre. Suggest that they listen to the dialogue as well as to any sound effects to find clues. Play the first extract and read the example answer, to make sure students understand the task. Elicit what clues help to decide the answer (e.g. music, dancing). Then, play the rest of the audio, pausing after each extract to give students time to write their answers.

Answers:

- 2 action 3 cartoon 4 science fiction
5 romance 6 documentary

Exercises 5–6 🗣️ 4.03–4.04

- Read Vocabulary B box as a class. Check students understand the new words and how the words in each row relate to each other.
- Set a time limit for students to read through the review in Exercise 6 quickly without filling in the gaps to get a general sense.
- Ask students to look at each gap and decide what kind of word is missing: a verb to describe an action, a noun for a thing or activity or a noun for a person.
- **NEED SUPPORT?** Less confident students could work together in pairs to do the task. More confident students could cover Vocabulary B box and try to complete the gaps from memory.
- When students have completed the task, play the audio for them to listen and check their answers. Then, say the words in the box again, and ask students to repeat them to practise pronunciation.

Answers:

2 Reviews 3 entertain 4 perform 5 acting
6 performance 7 actor 8 producers 9 entertainment

Exercises 7–8 🗣️ 4.05–4.06

- Read Vocabulary C box as a class. Check students understand the new words. Set a time limit for students to read through the text in Exercise 8 quickly to get a general sense.
- Ask students to complete the task, then compare answers in pairs before you check as a class. Play the audio for them to listen and check their answers.
- **Independent learning:** Elicit as many ideas as you can from students for memorising and storing new vocabulary (e.g. translations, example sentences, pictures that illustrate the meaning, spidergrams, word cards in thematic envelopes). Write these ideas up on the board. Explain that each student might find a different approach the most effective for themselves. Encourage students to experiment with the various methods.

Exercise 9

- Read through the questions as a class, and check that students understand them. Then, put students in pairs to discuss the topic. Encourage students to add reasons or examples to their answers.
- For feedback, ask some volunteers to tell the class about one of their partner's preferences or answers that surprised them.

Exercise 10

- **CHALLENGE** Give students a minute or so to think about their own answers, then put them in pairs to discuss their favourite films and TV series.
- As a variation, you could ask students to tell their partners about their favourites without giving the titles and see if their partner can guess them.
- **Monitoring learning:** Check that students are using the task prompts correctly and make a note of any persistent errors to go over with the class.
- **FINISHED EARLY?** Ask students to write an example for each type of film in Vocabulary A box and write one thing about each example (for example, the people who worked on it, or the story, or any awards it's won).

BBC VIDEO

STREET TALK

▶ 21 videoscript page 285

- Pre-teach: *sitcom, housemates, depict, numerous.*
- Play the video and ask students to make notes.
- Ask students to compare notes in pairs before you check the answers as a class.

Answers:

- 1 Jaycee's favourite British TV series is *Not Going Out*. It's a sitcom about housemates doing normal things.
- 2 Jay's favourite series is *Wolf Hall*. It's a historical drama about Henry VIII. He likes it because he's studied British history of that period.

- **Reviewing lesson goals:** Ask students to reflect on Lesson 4.1 and use their emoji response cards to show how confident they feel about using the language in each Vocabulary box. Make a note to yourself about revising any challenging vocabulary if there are several unhappy emojis around the class.

- 1 What do you know about Bollywood films?
- 2   Read the blog post and check your ideas. Then, in pairs, answer the questions.
- 1 What language are Bollywood films made in?
 - 2 How many films do Indian directors make each year?
 - 3 What did *Monsoon Wedding* win?
 - 4 What type of film is *Dangal*?
- 3  4.01 Study and listen to the Vocabulary A box. Say which words are not mentioned in the blog. *action, documentary*

VOCABULARY A Types of film

action cartoon comedy documentary drama
musical romance science fiction thriller

- 4  4.02 Listen and identify the six film types.
1 – *musical*
- 5  4.03 Study and listen to the Vocabulary B box. Check you understand the words.

VOCABULARY B Word building

Verb	Noun	Person
act	acting	actor
entertain	entertainment	entertainer
perform	performance	performer
produce	production	producer
review	review	reviewer

- 6  4.04 Complete the review with the correct form of the words in the Vocabulary B box. Listen and check.

Tanhaji: The Unsung Warrior

★★★★★
An Indian version of *Braveheart*



Ajay Devgn

Based on the true story of a seventeenth-century soldier, *Tanhaji* is an exciting action film that is one of Indian cinema's most successful ¹ *productions*. ² R(...) of this film agree that Om Raut knows how to tell a historical story and ³ e(...) an audience at the same time. He gets his actors to ⁴ p(...) at their very best. Although the ⁵ a(...) in general is fantastic, I must mention an absolutely wonderful ⁶ p(...) by lead ⁷ a(...) Ajay Devgn. The ⁸ p(...) and everyone else involved in this film should be proud. It's great ⁹ e(...).

- 7  4.05 Study and listen to the Vocabulary C box. Check you understand the words.

VOCABULARY C Film and TV

audience channel character episode hit series
special effects TV show viewer

- 8  4.06 Choose the correct option. Listen and check.

How TV has changed

In the UK, ¹ *viewers* / *characters* are watching less TV a day than 10 years ago, but does this mean they are not watching TV at all? While many Brits still like to watch traditional TV ² *episodes* / *channels*, the younger ³ *audience* / *viewer* prefers to watch on-demand TV like Netflix or Amazon. The ⁴ *hit* / *series* show *Cobra Kai*, for example, became one of the most watched ⁵ *series* / *episode* on Netflix. The first ⁶ TV show / *episode* of the comedy drama, which has no ⁷ *hits* / *special effects* but some great action scenes, was watched by over 48 million households. Not only are people finding different places to watch their favourite ⁸ *TV shows* / *special effects*, but many are watching on different screens too – laptops, tablets and smartphones.

- 9  In pairs, ask and answer the questions.
- 1 What kind of TV shows do you prefer?
 - 2 Which TV channels have the best shows?
 - 3 Who is your favourite character from a TV series?
 - 4 What happened in the last episode of your favourite series?
 - 5 Would you like to go on a TV show? Why?/Why not?
- 10   **CHALLENGE** In pairs, talk about your favourite film or TV series. Use these phrases to help you.

- My favourite film/show is ... It's a comedy.
- What's it about? It's about a group of friends.
- Who's in it? ... is/are the main actor(s).
- What's it like? It's dramatic/exciting/funny/scary.

My favourite TV series is Anne With an E. It's about a teenage girl with no parents ...

BBC VIDEO

STREET TALK

-  21 Watch two people talking about their favourite TV series. What do they say about them? Make notes.

Vocabulary Extension > p. 60

53 Unit 4

For the teacher

- Audioscript, page 285
- Videoscript, page 285

On the Portal

- Vocabulary Memory Game
- Resource 4.1
- Test: Vocabulary Check

For the student

- Workbook, pages 40–41
- Vocabulary Extension, Students' Book, page 60

On the Portal

- Extra Practice Activities: Vocabulary 4.1; BBC Street Talk video
- The Vocabulary App



4-D experience

Your seat moves, you feel water on your face and you can smell something. It's the latest 4-D cinema experience. The screens are bigger and the seats are in the most comfortable position for your eyes and neck. But is it fun? 'It's more exciting than 3-D,' said fifteen-year-old Adam, 'because it's brighter and louder.' His friend Jessica agrees. 'The most exciting scene was in the car. I felt like I was driving, but my car wasn't fast enough.' For others, the experience isn't as good as 3-D and you can feel sick. 'The moving seats were worse than the sound!' said Alice. 'I was too uncomfortable.' Some special effects are also scariest in 4-D. Of course, the tickets are also more expensive, but it seems some people are happy to pay for 'the best feeling in the world!'

- 1 Do you prefer watching films at home or at the cinema? Why?
- 2 4.07 Read the article and choose the correct option.
 - 1 Adam, Jessica and Alice watched a film in 3-D / 4-D.
 - 2 They watched the film *at home* / at the cinema.
- 3 Study the Grammar box. Find more examples of comparatives and superlatives in the text.

GRAMMAR

Comparatives and superlatives, (not) as ... as, too/(not) enough

We use comparatives to compare two things.

The screens are **bigger**. It's **more exciting than** 3-D.

We also use (not) as + adjective + as to compare two things.

The experience **isn't as good as** 3-D.

We use superlatives to compare three or more things.

It's **the latest** 4-D experience.

It's **the best** feeling in the world.

We use *less* and *the least* with adjectives of two or more syllables to mean 'not so much'.

The musical is **less popular than** the film.

The love scene is **the least exciting** in the film.

We use *too* to say things are 'in excess', and *not enough* to say things are 'not sufficient'.

I was **too uncomfortable**. My car **wasn't fast enough**.

VIDEO 22 Grammar Animation

- 4 Complete the sentences with the comparative or superlative form of the words in brackets.
 - 1 They filmed the **best** (good) *Doctor Who* episodes in Wales.
 - 2 It's (...) (cheap) to watch films at home than at the cinema and it's (...) (relaxing).
 - 3 *Top Gear* is the (...) (funny) show on TV.
 - 4 The book is often (...) (interesting) than the film. **4 more interesting**
 - 5 The (...) (expensive) cinema ticket I bought cost £20. **5 most expensive**
 - 6 It can be noisy in the cinema. The (...) (bad) thing is when people keep talking. **6 worst**
2 cheaper, more relaxing 3 funniest
- 5 Order the words to make sentences.
 - 1 comfortable / the seat / enough / wasn't / .
The seat wasn't comfortable enough.
 - 2 the cinema / than / less / popular / is / the theatre / .
 - 3 crowded / the stadium / too / was / .
 - 4 good as / as / wasn't / the play / the film / .
 - 5 the / in the show / least / he is / famous actor / .
- 6 Complete the second sentence so that it means the same as the first one.
 - 1 The adults aren't as good as the children in that film.
The children are **better than** the adults in that film.
 - 2 Our town isn't big enough for a theatre.
Our town is (...) for a theatre.
 - 3 The film is funnier than the book.
The book isn't (...) the film.
 - 4 The main character in the film is too boring.
The main character in the film isn't (...).
 - 5 The French thriller isn't as scary as the Danish thriller.
The Danish thriller is (...) the French thriller.
 - 6 Horror series are less popular than detective series.
Horror series aren't (...) detective series.
- 7 **CHALLENGE** What's your opinion? Write two sentences for each comparison. Use the adjectives in brackets or your own ideas.
 - 1 the theatre/the cinema (cheap/exciting)
The cinema is cheaper than the theatre.
The theatre isn't as exciting as the cinema.
 - 2 comedies/documentaries (funny/interesting)
 - 3 books/films (good/relaxing)

For the teacher

On the Portal

- Grammar Presentation
- Grammar Animation 22
- Resource 4.2
- *Need support?* worksheet 4.2
- Test: Grammar Check

For the student

- Workbook, page 42
- Grammar Extension, Students' Book, pages 138–139

On the Portal

- Extra Practice
- Activities: Grammar 4.2

Lesson aim

- Students can use different comparative and superlative structures to describe things.

Lead-in

First, tell the class about your last film experience. Ask: *What was the last film you saw? Where did you see it?* Put students in small groups to tell each other.

-  **Setting lesson goals:** Write the following sentences on the board: *TV shows are better than films. Science-fiction series are the best.* Ask for a show of hands to see who agrees. Highlight the comparative and superlative forms, and read the lesson aims.

Exercise 1

- Read the question. Assign each half of the classroom to each alternative, and give students ten seconds to stand on the side they tend to agree with more. Pair up students with opposing views, and give them a minute to explain their reasons. Elicit some ideas in open class feedback.

Exercise 2 4.07

- Check comprehension of 3-D. Ask: *Have you seen a 3-D film? Did you like it?* Elicit answers from volunteers. Then elicit ideas for what 4-D means. Accept any reasonable suggestions.
- Then, play the audio as students read the text and choose the correct options.

Exercise 3

- Discuss the Grammar box with the class. Elicit or explain that we form comparatives by adding the *-er* suffix to short adjectives or by adding *more* before longer adjectives. We use it with the preposition *than* to compare two things to each other. We can also use (*not*) *as* + base adjective + *as* to compare two things.
- We form superlatives by adding the *-est* suffix to short adjectives or by adding *most* before longer adjectives. We usually use it with the definite article to say which thing stands out from a given point of view from a particular category (e.g. *the best film in the 2020s*).
- Point out the spelling rules (doubling of the final single consonant in short adjectives, dropping the final *-e*, and replacing the final *-y* with *-i* before adding the *-er/-est* suffix) and that some adjectives have irregular comparative and superlative forms (*good, better, best; bad, worse, worst*, etc.).
- Check comprehension of *too* + adjective and (*not*) + adjective + *enough* and highlight the correct word order.
- Ask students to find further examples in the article.

Exercise 4

- Elicit what preposition we use with comparatives (*than*). Suggest that students look for this preposition to decide which sentences require the comparative form.
- Ask students to compare answers in pairs before you check as a class.

Exercise 5

- Explain to students that *less* can be used with comparative adjectives to mean the opposite of *more*. The superlative form is *the least*. Write some examples on the board.
- Students order the words to make sentences in pairs. Ask them to check the word order in their sentences with the Grammar box before checking answers as a class.

Answers:

- The theatre/cinema is less popular than the cinema/theatre.
- The stadium was too crowded.
- The play/film wasn't as good as the film/play.
- He is the least famous actor in the show.

Exercise 6

- Read the example together and check that the task is clear. Remind students that in some cases they might need to use different words, not just different forms of the words from the first sentence, to express the same idea.
- NEED SUPPORT?** Before students begin the task, ask them to find the adjective in the first sentence in each pair, and elicit its base, comparative and superlative forms. Also elicit the opposite of each adjective – when eliciting the opposite of *boring*, guide students towards *interesting*. Record these on the board.
- NEED SUPPORT?** Prepare copies of the photocopiable *Need support?* worksheet 4.2 from the Teacher's Resource File. This version of the task gives students possible options to choose from.

Answers:

- too small
- as funny as
- interesting enough
- scarier than
- as popular as

Exercise 7

- CHALLENGE** Give students enough time to think about and write their six sentences. As they're working, monitor their progress, and provide help to students who need it.
- FINISHED EARLY?** Ask students to look back at the types of films on page 53 and write six sentences comparing three pairs of film genres, using the comparative forms or (*not*) *as* ... *as*.
-  **Reviewing lesson goals:** Read out the target language structures: 1 comparatives, 2 superlatives, 3 (*not*) *as* ... *as*, 4 *too*, 5 (*not*) *enough* – and ask students to raise their hand with a 'thumbs up' for reasonably confident; a 'thumbs down' if they need more help.

Lesson aim

- Students can understand a post on how people enjoy music.

Lead-in

Ask: *What's the best way to listen to music?* Elicit as many ideas for possible answers as students can think of.

-  **Setting lesson goals:** Ask: *Do you read any music blogs? What do bloggers write about?* and elicit some ideas from students. Then, write the lesson aim on the board.

Exercise 1

-  **Peer learning:** Use the think-pair-share technique.

Exercise 2

- Set a time limit to encourage students to skim the text rather than read for details. Tell them also to ignore the gaps for now.

Answers:

Answers depend on students' answers to Exercise 1. The ideas mentioned in the text are: downloading music, streaming music, watching music videos, buying vinyls.

Exercise 3 **4.08**

- Ask students to cover the options in Exercise 3 and to read through the text again, looking more carefully at the parts of the text before and after each gap. Ask them to think about what might logically complete each gapped sentence before looking at the options provided and choosing the one that best matches their own ideas.
- Do the first gap together as a class. Suggest that students go through all the gaps the same way.
- Remind them to read through the completed text again to make sure that each option they have chosen fits the sentence both logically and grammatically.
- Play the audio for students to listen and check their answers.

Exercise 4

- Ask students to read the blog post again and find the answers to the questions. Suggest that they think of a different way of expressing the same idea. In tasks like this, speakers often use paraphrasing – so the task involves looking for the key ideas in the questions, not the exact words. Demonstrate this with the first question. Ask students what words André uses to say *reach different people* (find a new audience).
- When you check answers, ask students to quote the relevant part of the text that supports their chosen answer.
- **NEED SUPPORT?** Prepare copies of the photocopiable *Need support?* worksheet 4.3 from the Teacher's Resource File. This version of the task reduces the number of options for each question.

Exercise 5 **4.09**

- Go through the phrases and check understanding. Ask students to complete the task and compare ideas in pairs before you play the audio for them to check their answers. Play it again for students to listen and repeat, to practise pronunciation.

Extra activity

Do a quick class survey. Ask students to write a question about each phrase in the box, then mingle around the class and speak to at least three other students to find out their answers. Ask students to report back to the class with the results to find out the most popular ways among the class to enjoy music. You could also brainstorm other ways of enjoying music (e.g. buying CDs or vinyl records, playing in a band, dancing in a music club), and include these in the survey as well.

THINKING TIME

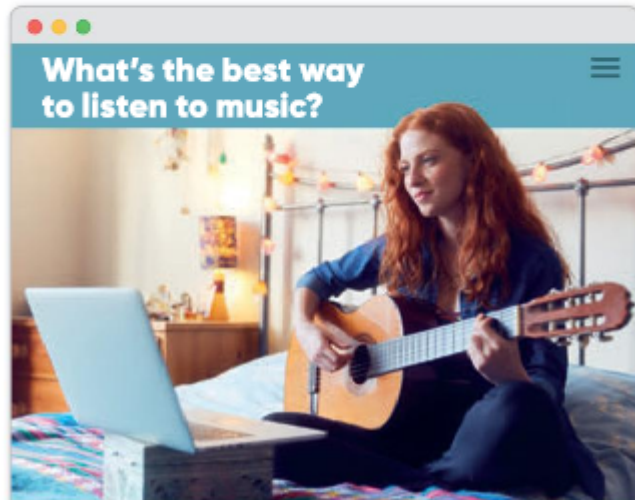
EVALUATE: Ask students to discuss in pairs. Remind them that everyone in the group must have their turn and that we should respect the opinions of others.

CREATE: Working in their groups, ask students to decide on the message they want to post on the blog. They should write 80 to 100 words. Encourage them to use the phrases from Exercise 5. When they have checked their post, find a way of making them available to the whole class so that they can comment on them.

-  **Reviewing lesson goals:** Ask students to hold up their traffic light cards to show how they feel about Exercise 4. Look at the results and if there are lots of reds, find time to review the technique to do this type of exercise.

A post on how people enjoy music

- 1 How do you listen to music? In pairs, make a list with your ideas.
- 2 Read the post on a music blog. Which of your ideas from Exercise 1 does it mention?



What's the best way to listen to music?

The way we listen to music has changed since the days of CDs. Downloading playlists and streaming lip-synch music videos have ¹ (...) very popular ways to enjoy your favourite music, but there are lots of other options too. I asked friends from my music college for their opinions.

Damon

Damon, a guitarist, doesn't like streaming music playlists or watching ² (...). Instead, he prefers going to live performances. 'Live performances are more exciting than videos and they're very important for musicians. We can ³ (...) our music with the audience and see their reaction.'

André

André is a singer and he thinks online streaming services are fantastic. 'I'd rather ⁴ (...) to music on my headphones and sing along to the songs. It's a fun way to practise!' He also says that musicians can find a new audience through the playlists on streaming services. That's a big help when you're starting in the music business.

Carmela

Finally, I find someone who agrees with me that music videos are the best. Carmela is a singer and guitarist, and she explains her reasons. 'I've learned a lot of great lyrics from lip-synching to music videos because you can often see them on your screen.' She says, 'I write my own song lyrics and streaming music videos is a good ⁵ (...) to study other people's lyrics and learn what works. Most of all, I love making music videos and livestreaming my own songs.'

After I've spoken to everyone, I feel lucky that we have so many different ways to enjoy music. Are music videos the best? Send me your comments.

Next week: What's the best way to get a part in a musical?

- 3 4.08 Choose the correct answers to complete the blog post. Listen and check.

- | | | |
|-------------------------|-----------------|-----------------|
| 1 a grown | b become | c happened |
| 2 a music videos | b songs | c radios |
| 3 a make | b share | c take |
| 4 a sound | b hear | c listen |
| 5 a idea | b time | c way |

- 4 Read the blog post again and write D (Damon), A (André) or C (Carmela).

- Who thinks you reach different people on streaming services? **A**
- Who has similar views to the blogger? **C**
- Who plays an instrument and also sings? **C**
- Who likes going to concerts? **D**
- Who makes his/her own music? **C**

- 5 4.09 **WORD FRIENDS** Complete the phrases in the sentences with the correct form of the verbs. Listen and check.

download a playlist go to a live performance
lip-synch to music videos livestream an event
record a track ~~sing along to songs~~ stream music
write lyrics

- When there's nobody else around, my mum **sings** along to songs.
- The organisers of the popular annual event are (...) it on the internet too. **livestreaming**
- I love music videos, but I also enjoy (...) to live performances. **going**
- We've booked a studio so we can (...) some new tracks. **record**
- Yesterday evening, I (...) a new playlist. **downloaded**
- She's always written poems and she sometimes (...) lyrics for singers. **writes**
- I love that app that you can use to (...) to your favourite music videos. **lip-synch**
- I often (...) lots of different kinds of music that I wouldn't usually listen to. **stream**

THINKING TIME

EVALUATE

Which comments from the post do you agree with more? Do you think music videos are the best way to enjoy music?

CREATE

Post your own comment on the blog.

Vocabulary Extension > p. 60

55 Unit 4

For the teacher

On the Portal

- Resource 4.3
- Need support? worksheet 4.3

For the student

- Workbook, page 43
- Vocabulary Extension, Students' Book, page 60
- Reading Extension, Workbook, pages 104–109

On the Portal

- Extra Practice Activities: Vocabulary 4.3
- The Vocabulary App



1 23 4.10 Watch or listen and answer the questions.

- What are the rules for the video challenge?
- What kind of person is the character for Bea's idea?
- Why would Carla be good for the challenge?

2 Study sentences a–d from the dialogue in Exercise 1. Choose the correct option.

- We use the Past Perfect for things that happened before / after a specific time or another action in the past.
- We use the Past Perfect with the Past Simple / Present Perfect to show two events in the past, one happens before the other.
 - I **had come up with** a great idea before I **read** the information.
 - She **hadn't had** any acting classes, so when she **auditioned** for a part she **couldn't act**.
 - Had** she **had** singing lessons?
 - No, she **hadn't**!

3 Study the Grammar box and check your answers to Exercise 2.

GRAMMAR

Past Perfect; Past Perfect and Past Simple

We use the Past Perfect for actions that happened at a specific time in the past.

*I **had seen** the poster.*

*She **hadn't acted** before.*

***Had** they **read** the rules? Yes, they **had**./No, they **hadn't**.*

We use the Past Perfect with the Past Simple to show that one event happened before another.

We link the tenses with *because*, *before*, *by the time*, *when* and *after*.

***By the time** his friends arrived, Jim **had tidied up** his bedroom.*

*Abe rang Carla **after** he'd **spoken** to Bea.*

24 Grammar Animation

4 In pairs, read the sentences. Which part of the sentence happened first? Which words link the events?

- Peter was tired because he **had walked** twenty kilometres.
walked twenty kilometres – because (link)
- By the time I found the right channel, the livestream **had finished**.
- I **couldn't** use my phone because the battery **had run out**.
- The singer **had written** the lyrics before he recorded the track.
- We **were lost** because we **hadn't taken** a map.
- After Katie **had finished** her homework, she watched *Doctor Who*.

5 Complete the sentences with the Past Perfect form of the verbs in brackets.

- The film **had started** (start) by the time we arrived at the cinema.
- I (...) (read) the thriller before I saw the film. *'d read*
- We went to see a ballet. We (...) (not go) to one before. *hadn't been*
- The author (...) (not finish) her latest novel when we interviewed her. *hadn't finished*
- (...) you (...) (make) a video before you entered the competition? *Had, made*

6 Complete the text with the Past Perfect form of these verbs. There is one extra verb.

act buy leave not be not have not see **plan**

Last weekend, we went to London. Dad ¹ **had planned** a trip to go to the theatre. We took a taxi to the station, but there was a lot of traffic. By the time we got there, the train ² (...). Fortunately, Dad ³ (...) tickets which we could use on a later train. That evening, we went to the theatre. I ⁴ (...) a musical on the stage before; it was wonderful! After the performance, we went for a Chinese. We were very hungry because we ⁵ (...) lunch. Later, we walked around Soho. I ⁶ (...) there before – another new experience!

7 **CHALLENGE** In pairs, discuss what you had or had not done by the age of 10. Use these ideas.

learn to swim make a cake make a video
perform in a play see a musical travel abroad

I'd learned to swim by the age of 10. And you?

For the teacher

- Audioscript, page 285

On the Portal

- Grammar Presentation
- Grammar Animation 24
- Resource 4.4
- Test: Grammar Check

For the student

- Workbook, page 44
- Grammar Extension, Student's Book, pages 138–139

On the Portal

- Extra Practice Activities: *The short video challenge* video; Grammar 4.4

Lesson aim

- Students can use different tenses to talk about events in the past.

Lead-in

Ask students to close their books. Draw a timeline on the board and mark lines to show different hours. Tell students that this was your day yesterday. Then write down some events that happened yesterday and mark them at the relevant place on the timeline. For example: *I left school at 5 pm. My children were at football practice at 5 pm. They finished at 6 pm. I got home at 6.15 pm. Say: When I got home, my children had finished football practice.* Ask students to look at what happened at 5 pm and at 6.15 pm. Elicit which event happened first. Explain that we use the Past Perfect to show that a past event took place before another past event.

-  **Setting lesson goals:** Write on the board the sentence with the Past Simple and Past Perfect from the Lead-in. Tell students that they are going to study these tenses.

Exercise 1 23 4.10 audioscript page 285

- Before they watch or listen, ask students if they watch videos, if they have ever made one, and ask if they would like to be in a video challenge.
- Students watch the video then check answers in pairs.
- NEED SUPPORT?** Play a second time pausing when the information for each question is heard.

Answers:

- It can't be longer than three minutes. It must include a song, postcard and an interview.
- Bea's person is someone who wants to be a star without any training.
- Carla is ideal because she sings badly and didn't get a part in the school play.

Exercise 2

- Read out the sentences a–d with the class. Ask students if they remember who said them. Get them to discuss in pairs the options in questions 1 and 2.

Exercise 3

- Ask students to study the Grammar box quickly to check their answers for Exercise 2, then check with the whole class.
- Read out the usage points and examples with the class. Check that students understand that to form the Past Perfect we need *had* plus the past participle form of a verb. Ask students to give you some examples of past participles with common verbs: *be-been, watch-watched, make-made, etc.*
- Explain that we can use *because, before, by the time, when* and *after* to link two events in the past. These words refer to a time. Ask students to find examples in the sentences a–d in Exercise 2.

Exercise 4

- Ask students to discuss in pairs. In the meantime, write the sentences up on the board. Once they have finished, ask different volunteers to come up to the board to underline the part of the sentence that happened first and to circle the linking word.

Answers:

- the livestream had finished – *by the time* (link)
- the battery had run out – *because* (link)
- The singer had written – *before* (link)
- we hadn't taken a map – *because* (link)
- Katie had finished her homework – *after* (link)

Extra activity

Ask students to draw a timeline for themselves like the one you did in the Lead-in activity. On it they mark three things that they did or that happened to them yesterday. When they have marked their three events, have them create a sentence using the Past Perfect to indicate in what order they happened.

Exercise 5

- Ask students to do the task individually before checking in pairs.
- After students have finished, ask them to copy the full sentences into their notebooks and underline the time words that indicate which order the events happened in. For example, *The film had started by the time we arrived at the cinema.*

Exercise 6

- Ask students to complete in pairs. When they have finished, they should read out the full story to another pair. Encourage peer correction and monitor for any incorrect use of verbs.

Answers:

- had left
- had bought
- hadn't seen
- hadn't had
- hadn't been

Exercise 7

- CHALLENGE** Once they have discussed in pairs, invite some students to share their Past Perfect sentences with the class.
- FINISHED EARLY?** Ask students to write questions in the Past Simple and Past Perfect about the video in Exercise 1. They can use these to test each other in pairs if time allows.
-  **Independent learning:** Ask students to look back at the exercises and give three stars to the most difficult tasks, one to the easiest. Students compare their ideas in groups of three.

Lesson aim

- Students can understand an interview about a festival.

Lead-in

Write the word *festival* on the board. Elicit the names of some famous festivals from around the world and from the students' own country. Elicit also some information that students know about each festival mentioned.

-  **Setting lesson goals:** Say: *Imagine you have to describe a local festival to a visitor from an English-speaking country. What kind of information do you have to tell them?* Elicit ideas. For example, when it is, where people celebrate it, what they wear, what activities they do, what food/drink is connected to the festival. Accept all relevant ideas. Ask students to look through page 57 briefly and check if the lesson will cover their suggestions.

Exercise 1

-  **Peer learning:** Use the think-pair-share technique. When you elicit ideas in open class, encourage students to give reasons. Ask them to say what the festival is, what it celebrates and what kind of things people do to celebrate it.

Exercise 2 **4.11 audioscript page 285**

- Play the audio, then elicit the answer.
- Ask further comprehension questions: *How old is Bruno? (16). Where was he born? (in the USA). What languages does Bruno speak? (English and Portuguese).*

Exercise 3 **4.12 audioscript page 285**

- Check that students know that *vacation* is the American English word for a *holiday*. Also elicit or pre-teach: *dress-up, fancy dress, checked* (used to describe a pattern on clothing), *freckles*.
- Before they listen, ask students to read through the questions and start thinking about what kind of information or key words they should be listening for. Remind them that the questions follow the order in which information is heard in the audio. If they can't work out the answer to a particular question, they should at least try to eliminate the option they think is incorrect and move on so they don't miss the next question. The second time they listen, they should listen more carefully to the skipped items and make their choice. Point out that in an exam, they should never leave a multiple-choice question unanswered. If they don't know the answer after they've heard the dialogue twice, then (and only then) they should guess.
- Check answers as a class.
- NEED SUPPORT?** Prepare copies of the photocopiable *Need support?* worksheet 4.5 from the Teacher's Resource File. This version of the task reduces the number of options.

Background note

Festas Juninas (also known as Festas de São João) is a festival celebrated in Brazil on or around 24 June. This period signals the end of the rainy season, and people living in the countryside give thanks for the rains that make their soil fertile.

Exercise 4 **4.13**

- Read the information in the Vocabulary box as a class. Write the compound nouns on the board to clarify that the two words are regarded as a single noun.
- Play the audio for students to check their answers and repeat.

Answers:

summer clothes, summer dress, summer hat, summer holiday, summer party
country clothes, country dance, country music
straw hat
party clothes, party dress, party hat, party music
carnival clothes, carnival dance, carnival dress, carnival music
square cake, square dance

Exercise 5

- Brainstorm some ideas and write up on the board.

Exercise 6

- Give students half a minute to read the task and think about their own answers before you put them in pairs to discuss and agree their priorities together. Remind them to cover all seven things in the list and encourage them to give reasons for their answers. Ask them also to think what else might be important for a good festival.
- FINISHED EARLY?** Ask students to use the compound nouns from Exercise 4 to write sentences about things they like or don't like.
-  **Reviewing lesson goals:** Ask students to read the lesson aim again. Ask them to think about how they feel about the lesson. Tell students to give a 'thumbs up' if it was fairly easy; a 'thumbs down' if they had difficulties. If there are lots of thumbs down, find time to review the lesson.

An interview about a festival

- 1 What's your favourite festival?
- 2 4.11 Listen to the first part of an interview with Bruno. Where are his parents from?

a the USA

b Portugal

c Brazil

- 3 4.12 Listen to the second part of the interview and choose the correct answers.

- Why is the festival special for Bruno?
 - He doesn't have to go to school.
 - He enjoys the winter in Brazil.
 - ☒ He likes being with his family.
- How are the costumes different now?
 - ☒ Girls often wear the same type of clothes as boys.
 - Many boys don't wear checked shirts anymore.
 - They don't paint their faces now.
- What happens in one funny race?
 - People in the race get a secret message.
 - ☒ Runners hold a spoon with an egg in it.
 - The winner gets some fish.
- What does the music celebrate?
 - old and young people
 - ☒ country life
 - carnival tradition
- What is Bruno's favourite food at the festival?
 - corn cake
 - popcorn
 - ☒ corn pudding

- 4 4.13 Study the Vocabulary box. In groups, make as many compound nouns from these words as you can. Compare ideas. Which group has the most compound nouns? Listen and check.

cake clothes dance dress hat holiday music party

VOCABULARY Compound nouns

Noun	+	Noun
family		<i>holiday, party</i>
summer		(...)
country		(...)
straw		(...)
party		(...)
carnival		(...)
square		(...)

- 5 How many more compound nouns can you remember from the interview in Exercise 3?

summer holiday, ... fancy-dress costumes, egg race, toy fish, corn cake, corn dish, corn pudding

- 6 In pairs, discuss what makes a good festival for you. How important are these things? Compare your ideas with the class.

- carnival music
- friendly people
- good entertainment
- sunny weather
- cheap tickets
- fun games
- tasty food

☒ not important

☒ quite important

☒ ☒ important

☒ ☒ ☒ very important

We think fun games are very important for all the family.

We don't think sunny weather is important.



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57 Unit 4

For the teacher

- Audioscript, page 285

On the Portal

- Vocabulary Memory Game
- Resource 4.5
- Need support? worksheet 4.5

For the student

- Workbook, page 45
- Vocabulary Extension, Students' Book, page 60

On the Portal

- Extra Practice Activities: Vocabulary 4.5
- The Vocabulary App

VIDEO



EVERYDAY ENGLISH

Abe: And ... action!

Carla: Hello, I'm Gloria and I want to be a star!

Bea: Sit down, Gloria. You're in the right place.

Eren: I'm Van Dixon, agent to the stars. The most successful agent in the UK. Now, do you want to be a theatre actor?

Carla: No, I'd rather not perform on the stage.

Eren: Would you rather work in film or TV?

Carla: No, I'm too shy to be an actor. I'd rather work in the music business.

Eren: Fantastic! What instrument do you play?

Carla: Well, I played the triangle in the school orchestra.

Eren: Hmm, there aren't many big stars who play the triangle. Can you sing? Why don't you sing this song for me?

Carla: I'd prefer to sing a different song if that's all right.

Eren: Which song would you prefer to sing?

Carla: *All By Myself*. It suits my voice much better.

Eren: OK, please sing the song.

Carla: 'All by myself in the morning ...'

Eren: I don't think singing is your special talent. Wouldn't you rather do something else? Perhaps dancing?

Carla: I'd rather not dance, but I can show you a trick.

Eren: Sure. Show me a trick that's better than your singing and you can have the job!



Carla: Great! Well, I can read your mind. I know the next word you're going to say. Do you know what word is on this card?

Eren: No, I don't know. Ha ha, well done!

Abe: Cut!

SOUNDS GOOD!

You're in the right place. •
I can read your mind.

- 1 What do you like doing with your friends? Choose two of these things and say which one is better.

doing dance classes eating out listening to music
performing on stage together playing an instrument
playing games

I think eating out is better than doing dance classes.

- 2 25 4.14 Look at the photo. What can you guess about Carla and Eren's characters? Watch or listen and check.
- 3 Is Carla's character clear about what she wants? Think about these things:
- what she can/can't do
 - the way Eren's character helps her

FUTURE SKILLS



Do you know what you want? How can another person help you understand what you want? Discuss in pairs.

- 4 Study the Speaking box. What reasons does Carla give for her preferences?

SPEAKING Talking about preferences

Asking about preferences

(What) would you rather + verb?

(What) would you prefer to + verb?

Expressing preferences

I'd rather (not) + verb ... I'd prefer (not) to + verb ...

Giving reasons

It sounds funny/great/boring.

It looks good. It's healthier.

SPEAKING TIME



Make questions using phrases from the Speaking box. Then, in pairs, ask and answer the questions. Use the ideas in brackets to help you.

- you / rather / do / tonight / ? (stay in/go out)
A: *What would you rather do tonight?*
B: *I'd rather stay in.*
- you / prefer / watch / ? (a film/a sports programme)
- you / rather / be / ? (an actor/a director)
- you prefer / go / after school / ? (home/ to a festival)
- you rather / learn / ? (a musical instrument/ singing)

For the teacher

On the Portal
• Resource 4.6



For the student

• Workbook, page 46

On the Portal

• Extra Practice
Activities: *I'd rather not*
dance video



Lesson aim

- Students can talk about preferences.

Lead-in

Ask students to express their preferences for the following pairs of things: *summer or winter, in your free time: going out or staying in, streaming music or going to live events, dancing or singing, cinema or TV*. For each pair, assign one half of the classroom to one option, and the other half to the other option. Give students ten seconds to move each time. After each decision, ask students to tell the others on their side one reason for their choice.

-  **Setting lesson goals:** Elicit ways that students already know to express their preferences (for example: *I like ... better than ...; I enjoy ... but I don't enjoy ...*). Explain that in this lesson you're going to practise other ways of talking about preferences.

Exercise 1

- Give students half a minute to choose two activities from the box, then mingle around the class to try to find someone who has a similar opinion to theirs. Remind them to use: *What about you?* or *What do you prefer?* to ask the other person about their preference, and to give reasons.

Exercise 2 25 4.14

- Elicit what happened in the last episode of the story (the friends decided to enter the Take 3 Video Challenge and make a video together). Check that they remember what Bea's idea was (a character who wants to be a star but she isn't good at anything). Explain that in the current episode, the friends are filming the scene.
- Ask students to look at the photo but cover the dialogue, and brainstorm ideas in pairs about what the characters played by Eren and Carla are doing. Ask them to compare ideas with another pair before you play the video or audio for them to check their ideas.
- Ask students to find where speakers use the phrases in the Sounds Good! box and elicit their meaning.
- NEED SUPPORT?** Play the video or audio again and pause after key moments to ask less confident students comprehension questions: *Who plays the character that Bea suggested last time?* (Carla). *What's the name of Carla's character?* (Gloria).

Suggested answers:

Carla's character likes expensive, elegant clothes and jewellery.

Eren's character is the 'boss'.

Exercise 3

- Ask students to read the dialogue again and discuss the questions together. Elicit the answers from volunteers and ask the class to confirm or amend the answers, as necessary.

Answers:

Yes and No. Carla's character, Gloria, is clear she wants to be a star, but she isn't clear about how that can happen. Eren's character asks her useful questions to help her. By giving clear answers to the questions, they work out what 'Gloria' is good at.

**Self-management**

This task helps students to develop their ability to set realistic goals and plan activities ahead of time. Planning is a valuable skill that will enable students to take control of whatever is needed to achieve their objectives.

-  **Peer learning:** Use the think-pair-share technique. For feedback, elicit ideas from volunteers for discovering one's own strengths and weaknesses.

Exercise 4

- Ask students to study the Speaking box and discuss the meaning of the phrases as a class. Set a time limit for students to find the phrases.
- Point out that we use the two verbs in a slightly different structure: *I'd rather* is followed by the infinitive, while *I'd prefer* is followed by the *to*-infinitive.
- Students work in pairs to find Carla's reasons in the dialogue.

SPEAKING TIME

- First, ask students to expand the prompts into questions. Allow them to compare their ideas in pairs before you check the questions they formed as a class.
- Next, ask students to discuss the questions in pairs, choosing one of the two things suggested in the brackets. Encourage them to also say why.
- For feedback, ask some volunteers to tell the class about some of their partner's preferences, quoting the reasons they have given.
- FINISHED EARLY?** Ask students to write a mini-dialogue with two friends discussing plans for the weekend, using the phrases for talking about preferences.

Answers:

- What would you prefer to watch?
- Who/What would you rather be?
- Where would you prefer to go after school?
- What would you rather learn?

-  **Peer learning:** Ask students to decide what the most difficult part the lesson was for them, then brainstorm ideas together for overcoming that difficulty.

Lesson aim

- Students can write a review on a blog.

Lead-in

Ask for a show of hands for the following questions: *Have you ever been to the cinema? Have you ever seen a film in 3-D? Have you ever been to a live music event? Have you ever been to the theatre?* For each question, pick one or two students to say what/who they saw.

-  **Setting lesson goals:** Write a review on the board. Elicit the meaning (an article in a newspaper or magazine that gives an opinion about a new book, play, film, etc.). Ask: *Do you read reviews? What was the last review you read? Was it positive or negative?* Explain that in this lesson students are going to learn how to write a review of a play, film or a live performance.

Exercise 1

- You could ask a couple of volunteers to talk about their experience in open class. Alternatively, you could ask for a show of hands to find out who's seen a play or musical, then form groups for each of them to tell others about their experience.

Exercise 2

- Read out the questions, then ask students to read the review to find the relevant pieces of information. Clarify the meaning of *routine* (here: a set of movements that form part of the performance), *catchy* (pleasant to hear and easy to remember) and *particularly* (more than the others). Ask students to compare their answers in pairs before you check as a class.

Answers:

- 1 It's about a teenager who travels back in time to the 1950s to make his parents fall in love in order to save his life.
- 2 No, we only get the most important details.
- 3 The dancers (dance routines) are fantastic. The musicians play really well. The actors perform brilliantly, especially Olly Dobson in the main role.

Exercise 3

- Read the phrases in the Writing box together and check that students understand them. Then, set a time limit for students to find the examples in the review. Check answers as a class.

Exercise 4

- Ask students to scan for further examples of phrases to describe the performance. Allow them to compare ideas in pairs before you check answers as a class.

Exercise 5

- Read the information in the Language box together and check understanding. Explain that adjectives and adverbs are a great way of making your writing more interesting for the reader. Write the following examples on the board: *All the actors gave brilliant performances. All the actors performed brilliantly.* Highlight the adjective and adverb, then elicit or explain that we use adjectives to describe nouns, and adverbs to modify verbs, adjectives or other adverbs.
- Give students some time to find examples of adverbs in the review and say what each adverb refers to.
- Then, ask students to write four sentences about films or live performances they have seen using an adverb, and elicit some of these sentences for feedback.
- **NEED SUPPORT?** Prepare copies of the photocopiable *Need support?* worksheet 4.7 from the Teacher's Resource File. This task provides students with sentences to complete.

WRITING TIME

- Ask students to read the Writing Time box and check comprehension. Remind them to follow the instructions step-by-step to write their reviews. Suggest that they tick off each stage as they complete it, then move on to the next one in the list.
- **NEED SUPPORT?** Less confident students could write a shorter text, with just one or two sentences for each point in the Writing box.
- **FINISHED EARLY?** Ask students to make a list of the best films, theatre performances, music events, TV shows, etc. they've ever seen, and write at least one reason why they liked them.

-  **Peer learning:** With books closed, ask students to recall what information should be included in a good review, and list at least five phrases they remember from the Writing box. Ask them to work together to recall as many details from the lesson as they can, and help each other with suggestions or constructive feedback.

TRENT'S THEATRE BLOG

MY LATEST REVIEW

BACK TO THE FUTURE: THE MUSICAL
The Manchester Opera House

I've just seen a wonderful musical that took me back to the past. It's *Back to the Future*.

The musical is based on the well-known 1985 Hollywood movie. It tells the story of a teenager (Marty McFly) who travels back in time to the 1950s with a crazy scientist, Doc Brown. In order to save his life, he has to work fast to make his parents fall in love before he can go back to the future.

The special effects with the time-travelling car are amazing, the dance routines are fantastic, the musicians play their instruments really well and the songs are incredibly catchy. Lots of people in the audience were singing along happily. All the actors perform brilliantly, but Olly Dobson as Marty is particularly good.

I had seen the film, but the musical is even better. Time flies in *Back to the Future* – it's over before you know it. Go and see it; it's the best show in town.

What's the best play you've seen recently? Write about it.



4 Which other phrases from the review could you add to Part 3 of the Writing box?

5 Study the Language box. Find examples of adverbs of manner in the review. Then use adverbs to talk or write about films or live performances you have seen.

1 Have you ever seen a play or musical at the theatre? What was it like?

2 Read the review quickly and answer the questions.

- 1 What is the play about?
- 2 Does the reviewer tell us the whole story?
- 3 How good are the performers?

3 Study the Writing box. Find examples of the phrases in the review.

WRITING A review on a blog

Start your review

Today I'm going to tell you about ...

- 1 I've just seen a wonderful musical.
You must see ...
It's the latest new film/play/book ...

Describe the story

- 2 The play is based on a movie/book ...
It tells the story of a teenager who ...
The story is about a girl who ...

Describe the performance

- 3 The special effects are amazing.
All the actors perform brilliantly.
A few people were crying quietly.

End your review

- 4 I had seen the film, but the musical is even better.
I highly recommend this show.
It's the best show in town.

End your blog post

- 5 What's the best play you've seen recently? Write about it.

LANGUAGE Adverbs of manner

Adverbs come after a verb or subject.

All the actors performed brilliantly.

She sang really well.

really well, incredibly catchy, were singing along happily, perform brilliantly, particularly good

WRITING TIME

Write an online review of a film or a live performance.

FIND IDEAS

Make notes for the review. Think about:

- where and when you saw it
- what it was about
- your opinion about the performance/performers

PLAN

Organise your ideas into paragraphs. Use the review in Exercise 2 to help you.

WRITE AND SHARE

- Write a draft review. Use the Writing box and the Language box to help you.
- Share your review with another student for feedback.
- Write the final version of your review.

CHECK

- Check language: don't forget to use adverbs of manner.
- Check grammar: did you use comparatives and superlatives correctly?

For the teacher

On the Portal

- Resource 4.7
- Need support? worksheet 4.7



For the student

- Workbook, page 47
- Writing Extension, Workbook, page 117

WORDLIST 4.15

Types of film

action (n)
cartoon (n)
comedy (n)
documentary (n)
drama (n)
musical (n)
romance (n)
science fiction (n)
thriller (n)

Word building

act (v)
acting (n)
actor (n)
entertain (v)
entertainer (n)
entertainment (n)
perform (v)
performance (n)
performer (n)
produce (v)
producer (n)
production (n)
review (v)
review (n)
reviewer (n)

Film and TV

audience (n)
channel (n)
character (n)
episode (n)
hit (n)
series (n)
special effects (n)
TV show (n)
viewer (n)

Word friends

(music collocations)

download a playlist (phr)
go to a live performance (phr)
lip-synch to music videos (phr)
livestream an event (phr)
record a track (phr)
sing along to songs (phr)
stream music (phr)
write lyrics (phr)

Compound nouns

carnival clothes/dance/dress/
music (n)
country clothes/dance/music (n)
family holiday/party (n)
party clothes/dress/hat/music (n)

square cake/dance/hat (n)
straw hat (n)
summer clothes/dress/hat/
holiday/party (n)

EXTRA WORDS

4-D experience (n)
album (n)
animated film (n)
based on (adj)
biographical (adj)
carnival (n)
celebrate (v)
challenge (n)
check out (v)
collection (n)
costume (n)
dialogue (n)
dramatic (adj)
drummer (n)
exciting (adj)
fantastic (adj)
film festival (n)
get a part (phr)
guitarist (n)
headphones (n)

interview (n, v)
location (n)
main character (n)
make-up (n)
musician (n)
old-fashioned (adj)
personal (adj)
programme (n)
proud (adj)
radio station (n)
reaction (n)
record player (n)
romantic comedy (n)
scary (adj)
scene (n)
seat (n)
spectacular (adj)
stage (n)
star (n)
style (n)
successful (adj)
talent (n)
theatre (n)
voice (n)
wonderful (adj)

1 Use the wordlist to find these things.

- five verbs about things you do when you work in films **act, ...**
- six words for people that end in **-er**
- two types of film that can make you laugh

2 Choose the correct option. Which sentences are true for you? In pairs, compare your answers.

- I like going to live **performers** / **performances**.
- I read **reviews** / **reviewers** of films.
- I watch a lot of **special effects** / **series**.
- I sing along **at** / **to** songs.
- I'd like to take part in a TV **channel** / **show**.

3 In what type of film might you hear each of these lines?

1 romance

- I love you. I've always loved you. Marry me!
- Put your hands up and lie face down!
- This is a rare animal that you can only see in this part of Africa.
- There is life here, but not the kind we know on Earth.

4 In pairs, talk about the types of film you prefer.

A: I prefer comedies because I find them very funny. And you?

B: I prefer action films.

5 Choose the odd one out.

- episode viewer channel audience
- voice lyrics actor song
- musician producer thriller entertainer
- musical drama romance viewer

6 CHALLENGE Match words and phrases from the Extra words list with the definitions.

- A very famous actor or singer. **star**
- The place where the action takes place in a theatre.
- A collection of recorded songs.
- Something which is out of date, not trendy.
- The percussionist in a band.
- A conversation between two people.
- An adjective which is similar to *very impressive*.
- Something actors put on their faces.

Exercise 1

- 1 entertain, perform, produce, review
- 2 entertainer, performer, producer, reviewer, character, viewer
- 3 cartoon, comedy

Exercise 2

- 2 reviews
- 3 series
- 4 to
- 5 show

Exercise 3

- 2 action/thriller
- 3 documentary
- 4 science fiction

Exercise 5

- 1 audience (The others relate to TV.)
- 2 actor (The others relate to music.)
- 3 thriller (The others refer to people.)
- 4 viewer (The others are types of film.)

Exercise 6

- 2 stage
- 3 album
- 4 old-fashioned
- 5 drummer
- 6 dialogue
- 7 spectacular/fantastic/wonderful
- 8 make-up

Exercise 1

- 1 performance
- 2 acting
- 3 actors
- 4 producer
- 5 reviews, reviewers
- 6 entertainment, production/producer

Exercise 2

- 1 musical
- 2 playlist
- 3 audience
- 4 channel
- 5 livestream

Exercise 3

- 1 party
- 2 holiday
- 3 family
- 4 country
- 5 straw

Exercise 5

- 1 enough
- 2 than
- 3 the
- 4 as
- 5 too
- 6 more

Exercise 6

- 2 ... are the best
- 3 ... is the easiest
- 4 ... are the most interesting
- 5 ... is the most difficult

Exercise 7

- 1 'd finished
- 2 'd looked
- 3 hadn't heard
- 4 'd come
- 5 had written
- 6 hadn't interviewed

Exercise 8

- 1 as
- 2 best
- 3 hadn't
- 4 'd
- 5 worse/better
- 6 too
- 7 enough
- 8 worst

Note: There is an error in the Students' Book: the text prior to item 7 should be *when there aren't*, not *when they aren't*.

Exercise 9 🎧 4.16

I've been to a lot of live music performances. I like listening to music at home too, but it isn't as exciting as seeing a great singer when he or she is performing for a live audience.



VOCABULARY

- 1 Complete the sentences with the correct form of the words in brackets.

WHAT MAKES A GOOD FILM?

- The director knows how to get the best (...) (perform) from the film stars.
- The (...) (act) is good.
- The (...) (act) are famous.
- The (...) (produce) spends a lot of money on the film.
- The film gets good (...) (review) from most (...) (review).
- The film wins several awards, for example, for best (...) (entertain) or best (...) (produce).

- 2 Write the correct word for each definition.

- A type of film that has a lot of songs in it. (...)
- A selection of songs for a particular purpose or that you most enjoy listening to. (...)
- The people who watch or listen to a film, play, concert, etc. (...)
- You change this on your TV to watch a different programme. (...)
- Play video or sound on your computer directly from the internet. (...)

- 3 Complete the compound nouns in the sentences with these words.

country family holiday party straw

- We need to help Gina choose a (...) dress for her 18th birthday party.
- The summer (...) begins in a few weeks when the spring school term ends.
- We have a (...) party every Saturday when I see my grandparents, uncles and aunts.
- I like (...) music: I like the sound of banjos and guitars.
- Wear a (...) hat because it will keep your head cool and go with your yellow clothes!

- 4 **CHALLENGE** Write five sentences that are true for you. Use one word from the box in each sentence.

cartoons entertain episode lyrics thriller

GRAMMAR

- 5 Complete the sentences with one word in each gap.

- Some films just aren't funny (...) to be called comedies – they should be called something else.
- Musicals are better (...) science fiction films.
- Animated films are (...) best kind of films.
- The seats in the back of the cinema aren't (...) good as the ones at the front.
- One-hour TV documentaries are (...) long for me to watch – I get bored at the end.
- Action films are (...) exciting than comedies.

- 6 Complete the sentences to show your opinion. Use the superlative form of the adjectives in brackets.

- Salad is the healthiest* (healthy) kind of food.
- (...) (good) kind of TV show.
- (...) (easy) musical instrument to learn.
- Documentaries about (...) (interesting) ones.
- (...) (difficult) job in film-making.

- 7 Complete the sentences with the Past Perfect form of the verbs in brackets.

- By the time I met Mike, I (...) (finish) school.
- They (...) (look) at many costumes before they found the right one.
- I (...) (not hear) of *Grease* the musical when I first saw the film.
- I (...) (come) up with the idea before Alan.
- Agatha (...) (write) her first novel by the age of 12.
- I (...) (not interview) a famous person before I joined the TV channel.

- 8 **CHALLENGE** Complete the text with these words. There are two extra words.

as best enough good had hadn't less too worse worst

Busking isn't ¹ (...) good as playing in a live concert, but it's great practice. The ² (...) place in London to busk is in Covent Garden – it's fantastic! I ³ (...) ever played in public before I played there. I ⁴ (...) only performed for my friends. People don't always give you money! Some days are ⁵ (...) than others. Sometimes, I stop playing and go home when it is ⁶ (...) cold or when they aren't ⁷ (...) people around. Winter is the ⁸ (...) time to busk, but summer is awesome.

DICTIONATION

- 9 4.16 Listen. Then listen again and write down what you hear during each pause.

SELF-ASSESSMENT

Think about this unit. What did you learn? What do you need to work on?

WORKBOOK p. 49

61 Unit 4

For the teacher

On the Portal

- Resources 4.8 and 4.9
- Test: Unit Test
- Test: Progress Test

For the student

- Workbook, pages 48–49
- Pronunciation, Students' Book, page 152

On the Portal

- Wordlist audio and scripts
- Extra Practice Activities: Self-Check

Plan a school charity event

GREENWOOD SCHOOL CHARITY EVENTS

**We need
volunteers!**

**Do you want to help us
raise money for charity?**

- We're planning this year's school charity events to help people in vulnerable situations in our community. So ... we need your help!
- If you're interested, please write and tell us about your personality, skills and interests.

Layla, Connor, Tessie and Ed
Charity Team Leaders



CHARITY VIDEO GAMES COMPETITION



CHARITY CONCERT



CHARITY CAKE SALE



CHARITY FASHION SHOW

Step 1 Think

- 1  Read the poster. In class, discuss the questions.
 - 1 What are Greenwood School's charity events for?
 - 2 Have you ever been to a charity event?
 - 3 Which of the charity events in the poster would you like to go to and why?
- 2  Read the Useful Tips on page 63. In pairs, answer the questions.
 - 1 What do you think is the role of the Charity Team Leaders in the poster?
 - 2 Do you think it's easy to be a good leader? Why?/Why not?
 - 3 Would you like to be the leader of a team or group? Why?/Why not?
- 3 In pairs, make a list of other charity events you could hold at school.

Learning Experience 2

Lesson aim

- Lead a team of people

Lesson product

- Present a plan of a charity event

Context

- Social

Future skills

- Leadership
- Social responsibility

Sustainable goal

- To help people in vulnerable situations

Resources

- An event planner (Teacher's Resource File, Resource 4.10)

Lead-in

Ask: *Do you prefer to work on your own or as a member of a team? Why?* Use the think-pair-share technique to engage all the students in the class.

-  **Setting lesson goals:** Pre-teach or elicit: *leadership*. Ask students to give examples of skills or qualities that make a good leader for a team. Explain that in this lesson, they will explore the best ways to lead a team.



Leadership

Empowering others is the ability to help others to complete their task to a high standard, while they are encouraged to make their own decisions. It is also about ensuring team members have the support they need to succeed. This lesson explores why it is important to be aware of team members' individual strengths, weaknesses and preferences, and how team leaders can support their collaboration by assigning each team member the tasks that suit them best.

Steps 1–4

- Work through each step by: reading the instructions, clarifying doubts, and setting a time limit for work on each task.

Step 1 Think

Exercise 1

- Elicit or pre-teach: *charity, volunteer, raise money*.
- Ask students to read the poster. Discuss the questions in Exercise 1 as a class.

Suggested answer:

- 1 The charity events are to help people in vulnerable situations in the students' community.

Exercise 2

- Read through the 'Lead a team' Useful Tips and ask students in pairs to discuss the questions in Exercise 2.

Suggested answer:

- 1 The role of the Charity Team Leaders is to form, lead and motivate a team of volunteers with diverse skills and interests.

- **FINISHED EARLY?** Ask students to write another tip for keeping a team motivated.
- Once they have finished, ask the class for reasons why it is difficult to be a leader. Ask for a show of hands of students who would like to be leader of a team.

Exercise 3

- Set a time limit for Exercise 3. Help students with any vocabulary they need to make their list.

Suggested answers:

talent show, second-hand sale, craft sale, sponsored walk/run, fancy dress day

Learning Experience 2

Step 2 Analyse

Exercise 4 4.17 audioscript page 286

- Tell students that they are going to listen to a charity event meeting. Ask them to read through the names and jobs before they listen. Compare answers as a class.

Answers:

They choose to organise a music concert on the school field.

1 c 2 e 3 d 4 b 5 a

- **NEED SUPPORT?** For less confident students, pause the audio after the relevant information has been heard for each item in Exercise 4.

Exercise 5

- With a confident student, model what students have to do in Exercise 5. Place students into small groups and set a time limit. Once finished, read through the possible answers and ask students if they agree.

Suggested answers:

Layla is the right person to lead the team because she's confident.

Tessie is the right person to sell the tickets because she's good at Maths/organised.

David is the right person to invite the bands because he knows lots of musicians.

Connor is the right person to design the tickets because he's creative.

Stanley is the right person to help him because he's good at Art.

Ed and Lucy are the right people to move tables and equipment because they're strong.

Exercise 6 4.17 audioscript page 286

- Read through the Useful phrases box. Ask students to repeat and complete examples. In Exercise 6, students write down the expressions they hear. Explain that they may be slightly different in the audio. Check answers as a class. Ask volunteers to dictate answers and others to come up to the board to write them.

Suggested answers:

Good thinking.

How about having a music concert?

I really like that idea!

OK, let's vote. Who votes for a music concert?

Tessie, you're good at maths ..., can you print and sell tickets for the concert

And we need someone creative to design the tickets ...
... people who play rugby are usually very strong.

Step 3 Prepare

Exercise 7

- Read through the task instructions asking students to give you examples when appropriate. Check they understand all the stages. Tell students that they should describe their real-life skills and qualities when they decide on the best person for each task.
- Remind students to use the Useful Phrases and to follow the advice in the Useful Tips.
- Hand out a photocopy of the Resource 4.10 (an event planner), which is a template to help students organise their event.
- Before the presentation stage, encourage students to practise presenting their plan. Tell them that their final presentation cannot be over three minutes. Alternatively, students can make video recordings of their plans.

Step 4 Present

Exercise 8

- Ask each group to present their plan to the class, explaining why each team member was assigned to a particular task. Set a time limit of three minutes for each group presentation. Ask students to comment on each plan using the questions in Exercise 8.

REFLECTION TIME

Draw students' attention to the Reflection Time section. They can do this in their teams. In the feedback session, ask some students to volunteer to share their thoughts.



Sustainable Goal

- Hold a discussion with students about what they think the sustainable goal means. Accept and write up any ideas students have about what 'a vulnerable situation' is, e.g. *poverty, sickness, lack of confidence, lack of education, disability, old age, etc.* Also write up ideas about how to help, e.g. *be supportive, recognise their abilities, encourage them to think about new ideas, raise money and awareness through a charity event, volunteer to help.*
-  **Reviewing lesson goals:** With books closed, elicit ideas from the lesson about what makes a good team leader. Ask students to decide what they found to be the most useful thing they have learned.



Lead a team

Step 2 Analyse

- 4 4.17 Listen to the charity event meeting. Which event do they choose? Then match people 1–5 with jobs a–e.

- 1 Layla
- 2 Tessie
- 3 David
- 4 Connor and Stanley
- 5 Ed and Lucy
- a move tables and equipment
- b design the tickets and prepare the field
- c lead the team
- d invite the bands
- e print and sell the tickets

- 5 Why are the people right for the jobs in Exercise 4? Use these phrases.

confident creative explains things clearly friendly funny
good at Art/Maths knows lots of musicians organised strong

... *is the right person to ... because he/she ...*

- 6 4.17 Study the Useful Phrases box. Listen again and write the expressions you hear.

Step 3 Prepare

Resource: an event planner



- 7 Plan a school charity event to raise money to help people in vulnerable situations in your community. Follow these instructions.
- Work in groups. Each group chooses a leader.
 - Discuss what type of event to hold. Vote to decide.
 - Complete the event planner with a list of all the jobs you need to do.
 - Match team members to tasks based on people's personality, skills and interests.
 - Use expressions from the Useful Phrases box as you work.

Step 4 Present

- 8 Present your plan for the school charity event to the class.
- **PEER REVIEW** Give your opinion. Do you think the event is a good way to make money for charity? Why/Why not?



USEFUL TIPS

A good leader keeps a team motivated and focused on achieving its goals.

Remember that you can't do everything yourself.

Explain clearly what you want people to do.

Vote to make team decisions.

Match team members with tasks based on their personality, skills and interests.

Encourage people and thank them for their ideas.

USEFUL PHRASES

Choosing an event

- How about having/organising a ...?
- ... is probably (not) the best way to make a lot of money for charity.
- Let's vote. Who votes for a ...?

Giving the right job to the right person

- You're good at ...-ing / You know about ... Can you ...?
- People who ... are usually organised/good at ...-ing.
- We need someone creative/strong to ...
- Let's ask ... to ...

Encouraging team members

- I really like that idea!
- Good thinking!
- I love the idea of ..., but ...

REFLECTION TIME

Think about the task and answer the questions.

- Was it easier to think of ideas for a charity event as a team?
- How did the leader help your team to complete the task?
- Did your team give each job to the right person?
- Have you enjoyed working in a team? Why/Why not?
- Did you use language from Units 3 and 4? Give examples.

Learning Experiences

63

For the teacher

- Audioscript, page 286
- Resource: an event planner, Teacher's Resource File (Resource 4.10)

On the Portal

- Resource 4.10



To the limit

5

VOCABULARY

Sports equipment | Sporting events | Sports collocations |
Fitness and training | Sport verbs and nouns

GRAMMAR

Future forms: *will*, *be going to*, Present Continuous, Present Simple |
Future Continuous

COMMUNICATION

Talking about plans | Short messages

FUTURE SKILLS

Critical Thinking (Reasons for doing sport) | Collaboration (Team planning) | Creativity (A podcast)

VIDEOS

Grammar Animation | Grammar in Action | Street Talk | Everyday English | Culture

Strange but true!



Four amazing sporting records

1 Surfing

Standing on a surfboard is difficult enough normally, but in 2013, American Bernie Boehm surfed for thirty-three seconds while spinning a basketball on one finger!

2 Athletics

In 2008, German Christopher Irmischer ran 100 metres along a running track and jumped over ten hurdles. It took him 14.82 seconds. That's not fast. That's because he was wearing flippers on his feet instead of trainers, and a mask and snorkel on his head! How strange!

3 Cycling

In 2013, another German, Jens Stötzner, went cycling ... underwater! He rode his bike around the bottom of a swimming pool seventy-eight times – a distance of 6.708 kilometres! I wonder if he was wearing a helmet!

4 Ice hockey

In 2008, the Slovakian women's ice hockey team beat Bulgaria. They won the match very easily, scoring a goal every forty-four seconds! On the electronic scoreboard, the final score was 82-0!

Unit contents

Vocabulary

- Sports equipment
- Sporting events
- Sports collocations
- Fitness and training
- Sport verbs and nouns

Grammar

- Future forms: *will*, *be going to*, Present Continuous and Present Simple
- Future Continuous

Reading

- An article about personal accounts related to sport

Listening

- A conversation about sports personalities

Speaking

- Talking about plans

Writing

- Short messages

Future skills

- Critical Thinking (Reasons for doing sport)
- Collaboration (Team planning)
- Creativity (A podcast)

Pronunciation

- List intonation
- The /əʊ/, /eɪ/ and /i:/ sounds

Exam

- International Certificate Levels 1/2
- A2 Key and B1 Preliminary for Schools
- Exam correlation tables showing detailed alignment available on the Portal

For Online Classroom, go to the Portal.

Lesson aim

- Students can talk about sports equipment and sporting events.

Lead-in

Play a game. Ask the class to stand up, then throw a ball to a student. They have to name a sport in English, throw the ball to another student still standing, then sit down. If a student can't name a sport or repeats one already used, they remain standing and continue playing. Keep going until all but one student are seated.

-  **Setting lesson goals:** Books closed. Write *sport* in the middle of the board. Elicit topic areas students expect to cover (e.g. *types of sports, equipment, venues, events, sportspeople*) and draw a spidergram with the suggestions. Get students to copy the spidergram in their notebooks. Then ask students to look through pages 64–65 quickly to see which of their ideas are mentioned.

Exercise 1

- Read the group headings, and check understanding. Then, set a time limit and do the activity as a race. The student who writes the most words in the correct groups within the timeframe wins. Point out that *table tennis* is also known as *ping pong*.
- **NEED SUPPORT?** Less confident students can team up in pairs and do the activity together.

Suggested answers:

- 1 Indoor sports:** judo, weight training, yoga
- 2 Outdoor sports:** jogging, cycling, roller skating, tennis, walking
- 3 Team sports:** baseball, basketball, hockey, rugby, volleyball
- 4 Individual sports:** surfing, swimming
- 5 Water sports:** windsurfing, kite surfing, sailing
- 6 Winter sports:** skating, skiing, snowboarding

Exercise 2 5.01

- Read the information in Vocabulary A box as a class. Check students understand *equipment* and the new words. Ask them to do the matching task in pairs. Then, play the audio for them to listen, repeat and practise their pronunciation.
- Play a memory game. Display the digital flashcards available on the Portal in a random order and elicit the words.

Answers:

Photo A: none **Photo B:** helmet, skates
Photo C: surfboard **Photo D:** helmet

Exercise 3

- First, ask students to do the quiz and compare their answers in pairs before you quickly check this in class. Then, ask them to continue working in pairs to discuss the questions from the exercise task. Ask a few volunteers to report back to the class about what they found out about their partners.

Answers:

1 bat **2** helmet **3** life jacket **4** flippers, mask, snorkel
5 mat **6** net, racket **7** surfboard

Exercise 4

- Set a time limit to encourage scanning rather than detailed reading. Allow students to compare answers in pairs before checking as a class.

Answers:

surfboard, basketball, flippers, trainers, mask, snorkel, bike, helmet, scoreboard

Exercise 5

- Elicit or pre-teach: *spin (v)*, *hurdles*, *final score*. Ask students to decide on their answers for the first two questions individually, then compare ideas in pairs, and brainstorm further examples of sporting records together. Elicit a few of these sporting records for feedback, then have the class vote on the most impressive record mentioned.

Exercise 6 🗣️ 5.02 audioscript page 286

- Play the audio and elicit which sports Sandi mentions. Then, elicit which two of these are not given as examples of Olympic sports.
- NEED SUPPORT?** Write the names of the sports mentioned in the recording on the board for less confident students.

Answers:

(roller) skating, yoga

Extra activity

Set a time limit and ask students to work in pairs to make a list of as many Olympic sports as they can think of. The pair with the most Olympic sports correctly listed wins.

Exercises 7–8 🗣️ 5.03–5.04

- Read the information in Vocabulary B box as a class. Check students understand the new words. Set a time limit for the gap-fill task. Then, play the audio for them to listen and check, then again to listen and repeat the words. Check their pronunciation.
- Independent learning:** Ask students how they usually store new vocabulary and elicit other ways of doing this (by topic, in spidergrams, etc.). Tell students to experiment to find out what works for them.

Answers:

2 stadium 3 court 4 tournament
5 changing 6 opponent

Exercise 9 🗣️ 5.05

- Ask students to complete the collocations individually, then to compare answers in pairs before you play the audio for them to check their answers.

Answers:

2 take part 3 take up 4 medal 5 record
6 goal 7 team 8 beat

Exercise 10

- CHALLENGE** Assign each half of the classroom to the two options in Exercise 10 and give ten seconds for students to choose a side. As much as possible, pair up students with opposing preferences. Set a time limit. Ask them to discuss the questions together.
- Setting success criteria:** Before they begin the task, write this answer on the board: *I prefer team sports because they're fun*. Elicit if this is a correct answer to the question (yes), and if it is a satisfactory answer to the person who's asking (probably not). Elicit reasons (there isn't enough detail; it isn't specific enough; it's not interesting) and stress how important it is to expand our answers by adding examples, reasons or interesting details.
- FINISHED EARLY?** Ask students to write a paragraph with the title *My greatest sporting success*. They can write a real or an invented story.

VIDEO

STREET TALK

▶ 26 videoscript page 286

- Tell students that they are going to watch six people talking about sports and hobbies. One person will not talk about sport, ask students to identify this person and the hobby they mention.
- Pause after each person asking students to compare their notes with a partner.
- Play the video a second time before checking activities mentioned as a class.

Answers:

yoga, spinning, circuits, step classes, jogging, badminton, bouldering, self-defence, volleyball, skydiving, water skiing

- Reviewing lesson goals:** Ask students to look back at their spidergrams. Ask them to use their emoji response cards to show how confident they feel about using the words in each Vocabulary box. Make a note to revise any problematic language.

1 **I KNOW** Add as many sports as you can.

- 1 indoor sports: *table tennis*, ...
- 2 outdoor sports: *running*, ...
- 3 team sports: *football*, ...
- 4 individual sports: *jogging*, ...
- 5 water sports: *swimming*, ...
- 6 winter sports: *skiing*, ...

2 **5.01** Study and listen to the Vocabulary A box. Which of these things can you see in photos A–D?**VOCABULARY A** Sports equipment

basketball bat flippers football kit helmet
life jacket mask mat net racket skateboard
skates skis snorkel snowboard surfboard

3 Answer the quiz questions with words from the Vocabulary A box.

Test your sports knowledge

- 1 What do you hit a baseball or a cricket ball with?
- 2 What do you wear on your head to protect you when you go cycling?
- 3 What do you wear when you go kayaking or sailing to keep you safe?
- 4 What equipment do you need to do snorkelling?
- 5 What can you put on the floor to make yoga exercises more comfortable?
- 6 What two things do you need to play badminton or tennis?
- 7 What can you use to ride the waves on the sea?

4 Read the article *Strange but true!* quickly. Find all the items of sports equipment it mentions.5 **...** Read the article again and answer the questions. In pairs, compare your answers.

- 1 Which record do you think is the most amazing?
- 2 Which is your favourite? Why?
- 3 What other sporting records do you know?

6 **5.02** Listen to a radio interview. According to Sandi, which two sports are not Olympic sports?7 **5.03** Study and listen to the Vocabulary B box. Check you understand the words.**VOCABULARY B** Sporting events

changing room court fan opponent pitch
scoreboard stadium tournament track

8 **5.04** Complete the blog post with the correct form of the words in the Vocabulary B box. Listen and check.**My greatest sporting success**

My greatest sporting success didn't take place on a running ¹ *track* in a big ² (...). It was on the tennis ³ (...) behind my school last June. It was the first game in a tennis ⁴ (...). I didn't feel nervous as I took my kit out of my bag in the ⁵ (...) rooms. Nobody expected me to win, not even me. I'm not very good at tennis. But that day I played brilliantly. My racket felt like part of my arm. Almost every ball I hit went flying over the net. My ⁶ (...) didn't know what to do. I won the match easily. The final score was 6–1, 6–2. I've never played so well since then!

9 **5.05 WORD FRIENDS** Complete the phrases with these words. Listen and check.

beat goal medal record take part
take up team **volunteer**

- 1 *volunteer* at a sports event/a club
- 2 (...) in a race/competition
- 3 (...) a sport
- 4 win a (...) / game / match
- 5 break / hold a (...)
- 6 score a (...)
- 7 support a (...)
- 8 (...) a team / an opponent

10 **CHALLENGE** Do you prefer team sports or individual sports? Discuss in pairs.**BBC VIDEO****STREET TALK**

- 26** Watch six people talking about the sports and hobbies they enjoy. Write down the activities they mention.

Vocabulary Extension > p. 72

65 Unit 5

For the teacher

- Audioscript, page 286
- Videoscript, page 286

On the Portal

- Vocabulary Memory Game
- Resource 5.1
- Test: Vocabulary Check

For the student

- Workbook, pages 50–51
- Vocabulary Extension, Students' Book, page 72

On the Portal

- Extra Practice Activities: Vocabulary 5.1; BBC Street Talk video
- The Vocabulary App



1 What do you do to keep fit?

2 27 5.06 Watch or listen and answer the questions.

- 1 Why is Abe unhappy?
- 2 What's Bea's suggestion?
- 3 How easy does Abe find the class?

3 Study the sentences from the dialogue in Exercise 2. Match sentences a–f with their functions 1–6.

- 1 a prediction based on things we already know **e**
 - 2 a future prediction **a**
 - 3 a decision at the moment of speaking **d**
 - 4 a plan based on things we already know **f**
 - 5 an arrangement **b**
 - 6 a timetabled or scheduled event **c**
- a I need to train or I **won't be able** to finish.
 - b Carla's **coming** round to do our fitness class.
 - c It **starts** in ten minutes.
 - d A: I can't do it!
B: I'll **show** you.
 - e But they say it **is going to rain** all week.
 - f **Are** you really **going to run** five kilometres?

4 Study the Grammar box and check your answers to Exercise 3.

GRAMMAR Future forms

We use *will* for predictions or decisions made at the moment of speaking.

I **won't finish** the race.

Will that **help** me run five kilometres? Yes, it **will**. I'll **do it**!

We use *be going to* for intentions, plans and predictions based on things we already know.

It's **going to snow** all week.

Are you really **going to study** music at university?

We use the Present Continuous for arrangements.

I'm **meeting** Carla this afternoon.

We use the Present Simple for timetables.

The bus **leaves** in five minutes.

28 Grammar Animation

5 Complete the sentences with the correct form of the verbs in brackets.

- 1 Over 200 people **are going to take** (take) part in the 5K charity run.
be going to
- 2 The run (...) (start) at 10 a.m. tomorrow. **starts**
Present Simple
- 3 I'm sure I (...) (not win) the race.
will won't win
- 4 What (...) (we/do) after the run?
be going to are we going to do
- 5 We (...) (have) a picnic in the park.
Present Continuous 're having
- 6 I (...) (bring) some crisps and juice.
will 'll bring

6 5.07 Choose the correct option. Listen and check.

A: What ¹**are you doing**/ do you do tomorrow morning?

B: I don't know. ²I **'ll** probably just stay in. Why?

A: I've decided ³I'll **'m going to** get fit this summer, so ⁴I'll take **'m taking** part in a new fitness class in the park. It's ⁵**being** / **going to be** great. Why don't you come?

B: What time ⁶**does it** / **is it going to** start?

A: ⁷**It's starting** / **it starts** at 8 o'clock, but ⁸I'll **'m going to** try to get there ten minutes early.

B: OK, ⁹**'ll try** / I'm trying it.

A: Great! ¹⁰I **'ll** see you there!

7 Complete the sentences to make them true for you.

- 1 I think I'll ... this evening.
- 2 When I'm fifty, I won't ...
- 3 Next weekend, I'm going to ...
- 4 My best friend is never going to ...
- 5 My football team is playing ...
- 6 This year the school holidays begin ...

8 **CHALLENGE** In pairs, use sentences 1–6 in Exercise 7 to say true and false things about yourself. Your partner has to guess if what you say is true or false.

A: I think I'll **go windsurfing this evening**.

B: **False. I don't think that's true.**

For the teacher

- Audioscript, page 286

On the Portal

- Grammar Presentation
- Grammar Animation 28
- Resource 5.2
- Test: Grammar Check

For the student

- Workbook, page 52
- Grammar Extension, Students' Book, pages 140–141

On the Portal

- Extra Practice Activities: *The fitness class* video; Grammar 5.2

Lesson aim

- Students can talk about plans, predictions, arrangements and timetables.

Lead-in

Elicit the names of the four main characters in the on-going video story (Abe, Bea, Carla, Eren). Write the following on the board: *tennis, fitness class, running*, and ask students to try to match the sports with the characters. They can use one of the activities twice. Elicit students' ideas before revealing the answer (Bea and Carla: fitness class, Eren: tennis, Abe: running).

- 🎯 **Setting lesson goals:** Books closed. Write on the board: *China will win the most medals at the next Olympics. I'm going to join a gym this week. I'm meeting my friends at 9 to go for a walk. Your next lesson starts at 11.45.* Highlight the verb forms. Explain that all these forms are used to talk about the future. Elicit what students think the difference is between the examples, then tell them that this will be the focus of Lesson 5.2.

Exercise 1

- Put students in groups to discuss the questions. Elicit some ideas from volunteers for feedback.

Exercise 2 🎧 27 🎧 5.06 audioscript page 286

- Ask students to look at the photo and elicit what they think is happening in the scene. Elicit or pre-teach: *train (v), skip (v), manage (to do something), tough*.
- Play the video or audio to find the answers to the questions. Ask students to compare ideas in pairs before checking answers as a class.
- Tell the class the speakers use two different adjectives to say that an activity is difficult: *hard* and *tough*.

Answers:

- 1 Because he needs to train for a fun run, and he doesn't like running in the rain.
- 2 Abe should take part in the fitness class that Bea does with Carla.
- 3 He finds it very hard.

Exercises 3–4

- Get students to match the sentences with the functions, then ask them to check with the Grammar box in Exercise 3.
- Discuss the Grammar box with the class. Check or clarify: *prediction, decision, arrangement* and *timetable*. Point out that we use different verb forms to express different ideas about the future. Discuss the difference between *a plan* and *an arrangement* (an arrangement is a plan involving someone else) and explain that we use the Present Simple for timetables.

Exercise 5

- Ask students to complete the task individually, then check each other's answers in pairs before checking answers as a class.

Exercise 6 🎧 5.07

- When students have chosen their answers, ask them to check their answers in pairs before you play the audio for them to check again.

Extra activity

Ask students to work in pairs and practise role-playing the dialogue together.

Exercises 7–8

- Before students begin, elicit what function each sentence is aimed to fulfil (1 decision made at the moment of speaking, 2 prediction, 3 plan, 4 prediction based on things we know now, 5 arrangement, 6 timetable). Give them two or three minutes to write their sentences.
- CHALLENGE** Put students in pairs for Exercise 8 and encourage them to say some false versions of their sentences from Exercise 7.
- FINISHED EARLY?** Ask students to write sentences with all four future forms about an event that they are looking forward to.
- 🎯 **Reviewing lesson goals:** Ask students to use their emoji response cards to show how confident they feel about using future forms. Read out the future forms and their functions from the Grammar box, and ask students to lift the appropriate card for each one.

Lesson aim

- Students can understand an article about personal accounts related to sport.

Lead-in

Set a time limit. Ask students to make a list of as many sports mentioned in the previous lessons as they can remember. Elicit the words and write them on the board. Leave this up for Exercise 1.

-  **Setting lesson goals:** Remind students of their discussions at the beginning of Lesson 5.2 about ways of keeping fit. Elicit some of these ideas again. Explain that in this lesson, they are going to read about people doing different activities to keep fit.

Exercise 1

-  **Peer learning:** Ask students to study the list of sports on the board from the Lead-in activity, then use the think-pair-share technique to find out their ideas about the question.

Exercise 2 5.08

- Ask students to study the three photos. Ask: *What sports do they show? What do you know about these sports? How hard are they to do?* Elicit students' ideas.
- Then, play the audio for students to read the whole text to check their ideas. Elicit their responses to the questions in the book.

Background note

There are three distinct competitive **gymnastic events** in the Olympic Games – each of which is organised by its own, separate federation. **Artistic gymnastics** (or simply gymnastics) consists of floor, vault, uneven bars and beam for women; floor, vault, parallel bars, horizontal bar, rings and pommel horse for men. **Rhythmic gymnastics** is a women-only event, consisting of exercises with five different types of apparatus: ball, hoop, ribbon, clubs and rope. The third Olympic gymnastic event is **trampolining**.

Exercise 3

- Ask students to read the questions first, and in pairs brainstorm ways of expressing the same ideas in different words (for example: 1 *get better* → *learn new skills*). Remind them that the text often uses paraphrasing, so they should read the text for ideas, not exact words. Also remind them that this is a matching task, so the questions aren't in the same order as the information in the article. When you check answers as a class, ask students to quote the part of the text that supports their answers.
- NEED SUPPORT?** Prepare copies of the photocopiable *Need support?* worksheet 5.3 from the Teacher's Resource File. This version of the task reduces the number of options to choose from.

Exercises 4–5 5.09

- Read the information in the Vocabulary box as a class. Check that students understand the new words. Encourage them to work out their meaning from the article. Elicit which words are nouns and which are verbs. Then, set a time limit for the matching task. Put students in pairs to compare their answers before playing the audio for them to check. Then, read out the words in the box and ask students to repeat the words to practise pronunciation.

Extra activity

To review the sports-related vocabulary from Unit 5, ask students to prepare 12 word cards with any words from the Vocabulary boxes on pages 64, 65 and 67. Collect the sets of word cards, and give each set to a different student. Put students in pairs to play a game. Players take turns to look at a word from their set, and without saying anything, mime it for their partner to guess. Which pair can guess each other's words the quickest?

THINKING TIME

EVALUATE: Ask students to answer the question in small groups.

EXPLORE: In the same groups, give students access to the internet to search for an appropriate video or explanation. Tell them to practise presenting their idea before showing it to the class. The class votes on the most interesting exercises.

-  **Peer learning:** Ask students to look back at page 67 and for each exercise, give themselves a score between 1 and 5 (5 – did very well to 1 – found it too difficult), then compare their scores in pairs, and give each other advice on what to try doing differently next time to improve their scores.

Competitive sport or just a hobby?

We talked to three teenagers about how they train and how seriously they take their sports.

Carrie, 14 – rhythmic gymnastics

I go to the gym twice a week. My coach says it's really important to warm up, so we do lots of exercises before the class: we stretch and jump and jog. Then we practise the different techniques. I prefer working with the ribbon. Afterwards, we warm down to some relaxing music. I love rhythmic gymnastics, but I don't think I'll ever take part in any serious competitions. I just do it for fun and to keep fit. But I'm going to volunteer at the next big competition.



Ryan, 16 – ice hockey

You have to be fit to play ice hockey, so I work out at a local gym most days to build up strength in my legs and body. Being fit and strong helps you keep your balance when you're on the ice. I watch a lot of games on my computer to learn new skills and I practise with my team at the ice rink three times a week. My dad's our coach. He's a volunteer, not a professional, but he's really good. I'm never going to take up ice hockey professionally, but it's a great hobby.



Suzy, 15 – triathlon

In a youth triathlon competition, you have to swim 750 metres, cycle 20 kilometres and run 5 kilometres. So, you have to train very seriously. I'm going to follow a new training programme from next week. My mum's a doctor. She says that at my age, you shouldn't train more than twenty hours a week, so I'm going to swim two kilometres three times a week, go running on Tuesdays, Thursdays and Saturdays, and cycle every Sunday for three hours. That's eighteen hours. Maybe one day I'll be good enough to compete in the Olympics. I hope so!



- 4 5.09 Study and listen to the Vocabulary box. Look at the words highlighted in the article and check you understand their meaning.

VOCABULARY Fitness and training

balance coach exercise practise skill
strength stretch training programme
warm down/up work out

- 5 Match definitions 1–8 with the words in the Vocabulary box.

- 1 state in which your body stays in a position and doesn't fall **balance**
- 2 exercises to prepare your muscles for sport **warm up**
- 3 to do exercises to make you stronger **work out**
- 4 someone who trains you in a sport **coach**
- 5 repeat something in order to get better **practise**
- 6 to push parts of your body as far as they can go **stretch**
- 7 your physical power and energy **strength**
- 8 your abilities **skill**

- 1 In which sports do athletes train the hardest, in your opinion?

- 2 5.08 In pairs, look at the photos. Read and listen to the article. Have you tried any of these sports? If not, which would you like to try?

- 3 Read the article again and write C (Carrie), R (Ryan) or S (Suzy).

- 1 Who follows his/her sport online to get better? **R**
- 2 Who mentions a favourite piece of equipment? **C**
- 3 Who trains with a family member? **R**
- 4 Who would like to get involved in competitive sport? **S**
- 5 Who mentions how training starts and finishes? **C**
- 6 Whose coach warns younger people not to train too much? **S**

THINKING TIME

EVALUATE

Which sport mentioned in the text would you like to try? Why?

EXPLORE

Find and share an exercise you can do at home to build up your strength.

For the teacher

On the Portal

- Resource 5.3
- Need support? worksheet 5.3



For the student

- Workbook, page 53
- Vocabulary Extension, Students' Book, page 72
- Reading Extension, Workbook, pages 104–109

On the Portal

- Extra Practice Activities: Vocabulary 5.3
- The Vocabulary App





Scuba diving in the Red Sea

1



Ping-pong free @ Sports centre



2



Learn to sail in Devon

3

- 1 Read the adverts for summer courses. Which course would you like to try? Why?

- 2 5.10 Read the dialogue. Which courses will Andy, Beth and Cathy be doing in the summer?

Andy: Term's nearly over. Do you know what you will be doing this time next month?

Beth: We'll be sailing in a boat. We're doing a sailing course. And you?

Andy: I'll be practising my ping-pong because I've got a competition in September.

Cathy: And I'll be scuba diving!

Beth: Wow!

Cathy: In three weeks' time, we'll be travelling to the Red Sea.

Andy: That sounds great. So, you won't be doing any sunbathing this summer?

Cathy: Of course, I'll will! The Red Sea has lots of great beaches.

- 3 Study the Grammar box. Find more examples of the Future Continuous in the dialogue.

GRAMMAR Future Continuous

We use the Future Continuous to talk about actions that will be in progress at a specific time in the future.

+	She'll be sailing in August.
-	We won't be studying for exams in two weeks' time.
?	Will they be living abroad in five years' time? When will you be travelling?

We can use the Future Continuous with time expressions:
in August/three years' time at 5 o'clock
this time next week/month

- 4 Complete the questions with the Future Continuous form of the verbs in brackets. Then answer the questions in pairs.

1 When will Beth be sailing (sail)?

Beth will be sailing this time next month.

2 Why (...) Andy (...) (practise) ping-pong in July?

3 When (...) Cathy and her parents (...) (travel) to the Red Sea?

4 What (...) they (...) (do) in the Red Sea?

5 (...) Cathy (...) (do) any sunbathing?

- 5 Complete the sentences in the Future Continuous with affirmative and negative forms. Use these verbs or your own ideas.

do finish live start study travel work

1 In three years' time, I'll be finishing school.

2 This time tomorrow, ...

3 At 8 o'clock this evening, ...

4 In August, ...

5 In ten years' time, ...

6 This time next year, ...

7 At 9 o'clock tomorrow morning, ...

- 6 In pairs, ask and answer the questions in Exercise 5.

What will you be doing in three years' time?

I'll be working in a factory.

- 7 **CHALLENGE** Write four sentences about what your partner will or won't be doing in the future. Use the information you learnt from the questions in Exercise 6.

Marian won't be studying in three years' time.

She'll be ...

For the teacher

On the Portal

- Grammar Presentation
- Resource 5.4
- Need support? worksheet 5.4
- Test: Grammar Check

For the student

- Workbook, page 54
- Grammar Extension, Students' Book, pages 140–141

On the Portal

- Extra Practice Activities: Grammar 5.4

Lesson aim

- Students use the Future Continuous to talk about a specific time in the future.

Lead-in

Ask students: *What activities will you be doing in the summer?* Elicit some responses, and write down information about 3–4 students on the board in note form including their names, activities and when they will be doing them. Write the action in the Present participle form e.g. *Julieta studying in Ireland July*

-  **Setting lesson goals:** Ask students to briefly look at page 68 and tell you what they think the lesson is going to be about. Elicit the topic and the grammar point. Then write the lesson objective on the board and complete one of the sentences with the information the students provided in the Lead-in: *Julieta will be studying in Ireland in July.*

Exercise 1

-  **Peer learning:** Ask students to use the think-pair-share technique, then invite comments from the class.
- Have a show of hands to find out how many students have ever been sailing, scuba diving, or played ping-pong.

Exercise 2 5.10

- Student read and listen to the dialogue. Check answers to the questions together.

Answers:

Andy will be practising ping-pong. Beth will be sailing.
Cathy will be scuba diving.

Exercise 3

- Read through the Grammar box as a class up to the time expressions segment. Explain that we use the Future Continuous to talk about ourselves in the future or to ask for information about the future. We use it in particular to talk about actions at a specific time in the future.
- Review the structure with the class on the board: Subject + *will be* (simple future of the verb *to be*) + present participle.
- Ask students to read out more examples from the dialogue.
- Read the segment about time expressions and ask students to identify them in the dialogue. Point out the apostrophe in the time expression *years' time* and the use of prepositions *in* and *at*.
- Go back to the student information written on the board in the Lead-in part of the lesson. Ask students to help you complete the sentences and include an interrogative and a negative form. Use a variety of time expressions.

Extra activity

Ask students in groups of three to read the dialogue in Exercise 2. They should practise until they feel they can perform it with good rhythm and intonation.

Exercise 4

- Ask students to work individually to complete the questions, then work in pairs to answer them. Check questions and answers as a class.
- NEED SUPPORT?** Prepare copies of the photocopiable *Need support?* worksheet 5.4 from the Teacher's Resource File. This version of the task asks students to provide only the present participle.

Answers:

- Why will Andy be practising ping pong in July? Because he has a competition in September.
- When will Cathy and her parents be travelling to the Red Sea? In three weeks' time.
- What will they be doing in the Red Sea? a scuba diving course
- Will Cathy be doing any sunbathing? Yes, she will. The Red Sea has a lot of beaches.

Exercise 5

- Ask students to write full sentences in their notebooks. Remind them that they must include affirmative and negative sentences.
- NEED SUPPORT?** For less challenge, get students to work in groups of three. They should help each other write sentences from the prompts. Tell them to write two sentences each, working through the different prompts.

Exercise 6

- Students work with a different partner to answer the questions from Exercise 5. Encourage some students to share their answers with the class.

Exercise 7

- CHALLENGE** Set a time limit for students to write sentences. Ask them to check with a partner to see if they are written correctly and with the original partner to see if they are factually correct. Clear up any language doubts.
- FINISHED EARLY?** Ask students to write sentences about their best friend using four of the prompts in Exercise 5.
-  **Independent learning:** Ask students to look back at the exercises and give three stars to the most difficult tasks, one to the easiest. Students compare their ideas in groups of three. Ask for feedback from the class and decide whether further work on the Future Continuous is needed at this stage.

Lesson aim

- Students can understand a conversation about sports personalities.

Lead-in

Ask: *Who's the most famous sportsperson in your country? What is he/she famous for?* Use the think-pair-share technique to find out students' opinions.

-  **Setting lesson goals:** Ask students to recall *sailing* from Lesson 5.4. Elicit the noun for the activity, the noun for the person who does it, and the verb form (*sailing, sailor, sail*). Explain that in this lesson students are going to explore similar word families about the topic of sport and listen to a conversation about sports personalities.

Exercise 1

- Put students in small groups to compare their favourites. Remind them to give reasons. For feedback, elicit a few examples in open class.

Exercise 2

- Ask students first to scan the Fact Box to find the information about each statement, then study it more closely to decide whether they match or not. Allow them to compare answers in pairs before you check as a class.
- NEED SUPPORT?** Ask further comprehension questions about the Fact Box to help less confident students decide about the statements, e.g. *When did the BBC Sports Personality of the Year Award start?* (1954), etc.

Exercise 3

- Ask students to brainstorm ideas in pairs or small groups. Elicit some suggestions in open class. Accept any reasonable ideas.

Exercise 4 **5.11 audioscript page 286**

- Play the audio through without pausing for students to check if their ideas from Exercise 3 are mentioned. Then, ask students to read the questions to find out what information they should listen for. Remind them that the questions follow the order of information in the audio. Play the audio again for students to complete the listening task. Play the audio a final time for students to check the answers they have already selected, and to listen more carefully for the remaining items. Remind them that they should not leave any questions unanswered. Check answers as a class.
- NEED SUPPORT?** Prepare copies of the photocopiable *Need support?* worksheet 5.5 from the Teacher's Resource File. This version of the task reduces the number of options to choose from.

Exercise 5 **5.12**

- Read the information in the Vocabulary box as a class. Check that students understand any new words. Play the audio for them to listen and repeat the words. Check their pronunciation. Point out that the score 5–0 is read as *five-nil*. In football scores, we use *nil*, not *zero* or *nought*. Set a time limit for students to identify the type of words in the examples. Check answers as a class.

Answers:

2 noun (person), verb 3 noun (action)
4 noun (person), verb 5 noun (person), noun (action)

Exercise 6

- Ask students to complete the table, then to compare answers in pairs before you check as a class.
- NEED SUPPORT?** Less confident students can use a dictionary to help them to complete the table.

Exercise 7 **5.13**

- Ask students to read the text quickly to get a general sense, then to study the gaps and decide if the missing word is a verb, a noun for an action or a noun for a person. Then, ask them to complete the gaps. Play the audio for students to check their answers.

Answers:

2 supporters 3 players 4 practice 5 training
6 defenders 7 attackers 8 scored 9 manager

Exercise 8

- Read the task together as a class, and check students understand what they have to do.
- Give each group two minutes to present their three nominations and ask them to list the names on the board. Once all groups have presented their candidates, have a class vote on the winner.

Extra activity

Book closed. Ask students to test each other's word building skills in pairs by taking turns to say a verb or a noun from the lesson and to elicit the other forms from their partner.

- FINISHED EARLY?** Ask students to select at least five words from Exercises 5 and 6 and to write a paragraph telling a story about a real or invented sportsperson.
-  **Reviewing lesson goals:** Ask students to use their traffic light cards to show how confident they feel about Exercises 4, 5 and 6, and make a note to practise similar listening tasks if several students appear to have problems.

- 1 Who is your favourite sportsperson? Why?
- 2 Read the fact box and decide if the sentences are true or false.
 - 1 The Sports Personality Award is over sixty years old. **true**
 - 2 You must be British to win the award. **false**
 - 3 Nobody has won the award more than once. **false**

FACT BOX

The BBC Sports Personality of the Year Award

Every December since 1954, the British public have chosen their sports personality of the year. He or she is the sportsperson that has achieved the most in that year. The winner must be British or live and play sport in the UK. Tennis player Andy Murray is the only person who has won the award three times.



- 3 What do you think sportspeople have to do to get a nomination for the Sports Personality of the Year Award?
- 4 5.11 You will hear two friends talking about the Sports Personality of the Year Award. Listen and choose the correct answer.
 - 1 Callum thinks Marcus Rashford is ...
 - a the best sportsperson in the UK.
 - b the best English football player.
 - c** not as good as another player.
 - 2 When Marcus Rashford plays for Manchester United, he wears the number ...
 - a seven.
 - b** ten.
 - c eleven.
 - 3 Megan thinks the winner of the BBC award should be ...
 - a the best athlete.
 - b the top goalscorer.
 - c** the best person.
 - 4 How many free meals did Marcus Rashford's charity pay for?
 - a 20 million
 - b** 3 million
 - c 400,000
 - 5 Marcus Rashford ...
 - a** can understand sign language.
 - b studies at university.
 - c writes for a magazine.

- 5 5.12 Study and listen to the Vocabulary box. Then look at the sentences and decide if each underlined word is a verb, a noun for an action or a noun for a person.

VOCABULARY Word building

Verb	Noun (action)	Noun (person)
attack	attack	attacker
coach	coaching	coach
defend	defence	defender
manage	management	manager
practise	practice	—
score	score	scorer
support	support	supporter
train	training	trainer

- 1 He scored two goals in his first match. **verb**
- 2 The supporters want their team to attack more.
- 3 There's no football practice today because of the snow.
- 4 Our new coach makes us train very hard.
- 5 They lost 5–0, so their manager wasn't happy with the defence.
- 6 Complete the table.

Verb	Noun (action)	Noun (person)
kick	¹ (...) kick	—
play	—	² (...) player
present	—	³ (...) presenter
race	⁴ (...) race	—
win	⁵ (...) win	⁶ (...) winner

- 7 5.13 Complete the text with the correct form of words from Exercises 5 and 6. The first letter of each word is given. Listen and check.

5–0! That's a great ¹ **w**in, isn't it? I'm not surprised our ² **s**(...) are singing. I'm delighted with the ³ **p**(...). I always tell them that ⁴ **p**(...) makes perfect, and I've got to say they've been great in ⁵ **t**(...) all week. Our ⁶ **d**(...) didn't have much to do today because our ⁷ **a**(...) were so good. They ⁸ **s**(...) some great goals. I'm so lucky to be their ⁹ **m**(...)!

- 8 Imagine that you are going to vote for the Sports Personality of the Year. In groups of four, decide on three people. Share your ideas with the class, defending your choices. Then vote to decide.

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69 Unit 5

For the teacher

- Audioscript, page 286

On the Portal

- Vocabulary Memory Game
- Resource 5.5
- Need support? worksheet 5.5

For the student

- Workbook, page 55
- Vocabulary Extension, Students' Book, page 72

On the Portal

- Extra Practice Activities: Vocabulary 5.5
- The Vocabulary App

VIDEO



EVERYDAY ENGLISH



Eren: Guys, what are you doing next Saturday?
 Abe: Nothing special. I don't have any plans.
 Eren: Have you got any plans, Bea?
 Bea: I don't think so.
 Eren: What about you, Carla? What are your plans?
 Carla: I don't know yet. Why?
 Eren: I'm playing an important tennis match at 3 p.m. If you guys don't come, I won't have any fans. Can you make it?
 All: Sure! Yeah! Maybe. *Later ...*
 Carla: I'm sorry, Eren, but I won't be able to come on Saturday. We're visiting my grandma ...
 Eren: Hi, Bea!
 Bea: Hi, Eren. Look, I'm so sorry. I'm going to help a friend paint her room on Saturday. And then, we're going to the cinema.
 Eren: Oh!
 Abe: Hey, Eren. What are you up to today?
 Eren: I'm training for the tennis match.
 Abe: Oh, yeah, about that ... I won't be able to make it. I'm going to a soccer match with my dad.
On Saturday ...
 Eren: What are you guys doing here?
 Abe: We changed our plans!
 Eren: That's great!

SOUNDS GOOD!

Nothing special. •
 Can you make it?

- In pairs, talk about why you think the kids are at the tennis court? How does Eren feel?
- 5.14** Watch or listen and check your answers to Exercise 1. Then match people 1–4 with the plans they had a–d.
 1 Abe 2 Bea 3 Carla 4 Eren
 a hang out with a friend *Bea*
 b play a sports match *Eren*
 c spend time with his/her family *Carla*
 d watch a sport event *Abe*

FUTURE SKILLS



In pairs, talk about a time when you changed your plans for someone or when they changed their plans for you. Then decide on good reasons for changing your plans.

- Study the Speaking box and read the dialogue again. Who says each sentence in the box? Which sentences are not in the dialogue?

SPEAKING Talking about plans

Asking

What are you up to today/at the weekend? *Abe*
 Have you got any plans for this evening/tomorrow? *Eren*
 What are you doing on Sunday/next Saturday? *Eren*

Answering and following up

I'm/We're visiting my grandma/going to the cinema. *Carla, Bea*
 First, I'm going to a soccer match ... *Abe*
 I'm going to help ... *Bea*

Bea Then, ... After that, ... Later, ...

I don't have any plans. I don't know yet. *Abe, Carla*
 What about you? And you? What are your plans? *Eren*

And you? – not in dialogue

- 5.15** Rewrite the dialogue in the correct order. Use the Speaking box to help you. Listen and check.
 a Sam: Yes, that's a great idea. *7*
 b Sam: What are you up to this weekend? *1*
 c Tara: Sunday? Well, I'm definitely going to have a lie-in. Then, I'll probably do some homework. Have you got any plans? *4*
 d Tara: Well, first, I'm visiting my aunt on Saturday morning. Then, we're going to an ice hockey match. It starts at 3 p.m. *2*
 e Sam: Sounds good. What are you doing on Sunday? *3*
 f Tara: Do you want to go cycling? *6*
 g Sam: I don't know yet. Nothing special. *5*

SPEAKING TIME



In pairs, ask and answer about your plans for the weekend. Use these ideas to help you.

- sports and activities
- family and friends
- homework
- trips
- shopping
- relaxation
- entertainment
- special events

For the teacher

On the Portal

- Resource 5.6
- Need support? worksheet 5.6



For the student

- Workbook, page 56

On the Portal

- Extra Practice Activities: What are you up to today? video



Lesson aim

- Students can ask and talk about plans.

Lead-in

Elicit what students remember about the video story so far.

-  **Setting lesson goals:** Ask students to think about their plans for the coming weekend. Elicit what language they can use to talk about it (*be going to* for plans, Present Continuous for arrangements already made, *will* for decisions made at the time of speaking). Explain that in this lesson students are going to practise this language as well as other useful phrases to ask and talk about plans.

Exercise 1

- Ask students to study the photo, then to describe it and discuss the questions in pairs. Elicit some suggestions in open class for feedback.

Exercise 2 29 5.14

- Pre-teach or elicit: *hang out with*. Play the video or audio for students to check their ideas. Then, set a time limit for them to do the matching task. Ask them also to find which speaker uses each of the phrases in the Sounds Good! box (Abe, Eren). Elicit what each phrase means, and another situation where each phrase might be appropriate (e.g. *What did you do on holiday? Nothing special. We're meeting at 6 outside the cinema. Can you make it?*).
- **NEED SUPPORT?** Prepare copies of the photocopiable *Need support?* worksheet 5.6 from the Teacher's Resource File. This version of the task reduces the number of options to choose from.

**Collaboration**

This exercise focuses on flexibility and empathy towards the needs of others. This is a valuable skill that will help students to work and live as part of a community, and to be able to make the necessary compromises when at home, at school or in the workplace.

- Give students four minutes to discuss their experiences in pairs. Ask them to focus on the reasons why they decided to change their plans, then evaluate the reasons given. For feedback, elicit what students consider to be good reasons for changing plans, and draw up a list of these on the board.

Exercise 3

- Read the information in the Speaking box as a class.
- Ask students to work in pairs. Suggest that one student in each pair finds examples of asking about plans, and the other, examples of answering and following up. Then, ask them to match the questions and responses. Check answers as a class.

Exercise 4 5.15

- Ask students to look through the lines of dialogue and decide which of them ask and which respond to someone asking about plans. Encourage them to try to find matching pairs, then decide on the logical order of exchanges. Allow students to compare their ideas in pairs before you play the audio for them to check.

Extra activity

Ask students to practise acting out the dialogue in pairs.

SPEAKING TIME

- Give students a couple of minutes to think about their plans for each of the prompts and make notes for themselves. Then, put them in pairs to ask and answer questions. Remind them to use the expressions from the Speaking box.
-  **Giving feedback:** Monitor the pairwork and make a note of any particularly good uses of language. Write these on the board after the activity for students to copy in their notebooks.
- Ask some volunteers to report back to the class about their partner's plans. Ask the class to listen and make notes on what plans are mentioned.
- **FINISHED EARLY?** Ask students to write sentences using the future forms from Lesson 5.2 and the expressions from Lesson 5.6 about their plans for the next school holiday.

Extra activity

Ask students to act out their mini-dialogues in pairs and use their mobile devices to record them as short videos. Ask a few volunteers to share the videos with the class. Ask the class to listen and make notes on what plans are mentioned.

-  **Independent learning:** Ask students to look back at the exercises in Lesson 5.6 and mark them according to the level of difficulty (three stars for most difficult, one star for easiest). Ask for a show of hands to find out which exercise most students found difficult, and make a note to practise more of that type of activity in later lessons.

Lesson aim

- Students can write a short message to thank, congratulate and make a request.

Lead-in

Elicit the names of popular apps or social media which young people use for sending messages. Ask for a show of hands to find out which of them are the most popular.

- 🎯 **Setting lesson goals:** Books closed. Ask: *How do you greet someone you know well? How do you say thanks? How do you congratulate them on something? How do you ask them to help you or do something for you? How do you say goodbye to a friend?* It's enough to elicit just one or two responses to each function. Explain that in this lesson students are going to practise using a wider variety of ways to express these ideas.

Exercise 1

- 👥 **Peer learning:** Remind students about your earlier discussion of apps and social media. Ask them also to think about other ways of sending messages. Then, use the think-pair-share technique. Ask students to rank different ways of sending messages from fastest to slowest.

Exercise 2

- Ask students to quickly skim the three messages and elicit who Dev, Alison and Mo are writing to. Then ask them to read the texts more carefully and find the answers to the questions. Allow them to compare ideas in pairs before you check answers as a class.

Exercise 3

- Ask students to find the answers in the messages. When you check as a class, ask students to quote the relevant parts of the messages that support their answers.
- NEED SUPPORT?** Allow less confident students to work in pairs to complete this task.

Answers:

- Dev thanks everyone volunteering at the parkrun. (*thank you all for volunteering at the parkrun on Saturday*) He congratulates them for making the event a success. (*congratulations on making it a success*) He asks them to send some photos of the event if they have any. (*could you please send them to me*)
- Alison thanks her friends for helping her finish the parkrun. (*Thanks for your help during the parkrun. ... and encouraged me.*) She asks them if they can train together. (*Would it be possible to train together this weekend?*)
- Mo congratulates his friend on winning the race. (*Well done on winning the race!*) He asks him if he can pick them up at his friend's house and if his friend could clean his trainers (but that's a joke). (*If it's OK with you, I'll pick them up before going to school on Monday. Would you mind cleaning them for me?*)

Exercise 4

- When students have found all the phrases in the texts, ask if they ever write messages in English. If students say they do, ask them which form of greeting and ending they usually use.

Extra activity

Tell students to rewrite one of the messages, using a different way of greeting, congratulating someone, thanking, making a request and ending the message, e.g. *Hi there, Well done, everyone! And thanks for all your help. Could we train together this weekend? All the best, Alison.*

Exercise 5

- Read the information in the Language box together and check understanding. Point out that each of the phrases with prepositions are followed by the *-ing* form of the verb. Set a time limit for students to find further examples.

Answers:

thank you all for volunteering before going
after running looking forward to taking part
congratulations on making Well done on winning

WRITING TIME

- Ask students to read the Writing Time box and check comprehension. Remind them to follow the instructions step-by-step to write their messages. Suggest that they tick off each stage as they complete it, then move on to the next one in the list.
- NEED SUPPORT?** Less confident students could write one or two messages instead of three.
- FINISHED EARLY?** Ask students to choose Dev's, Alison's or Mo's message and write a reply.

- 🏠 **Independent learning:** Ask students to use their emoji response cards to report back on how confident they feel about using the target language: the five different functions in the Writing box and the structure in the Language box. Make a note of reviewing any language points several students appear to have problems with.

- 1 How do you and your friends usually send messages to each other? How long does it usually take you to reply?
- 2 Read the messages. What event did Dev, Alison, Callum and Mo take part in? Who won?
parkrun, Callum
- 3  Read the messages again and answer the questions.
 - 1 What does Dev thank the volunteers for? Why does he congratulate them? What request does he make?
 - 2 What does Alison thank her friends for? What request does she make?
 - 3 Why does Mo congratulate his friend? What request does he make?
- 4 Study the Writing box. Find examples of the phrases in the short messages in Exercise 2.

WRITING Short messages

- 1 **Greeting**
Hi ... Hi there ... Hiya ... Hey ...
- 2 **Thank someone**
Thanks (so much) for your help/note/message/present ...
Just a quick note to thank you for ...
- 3 **Congratulate someone**
Congratulations on making/doing/organising ...
Well done on winning/helping to ...
- 4 **Make a request**
Could you (please) ... ?
Would you mind ... ?
If it's OK with you, I'll ...
Would it be possible to ... ?
Let me know if that's OK.
- 5 **End your message**
Bye, Cheers, All the best, Best wishes,
See you later,

- 5  Study the Language box. Find similar sentences in the messages in Exercise 2. Then, in pairs, finish the sentences using your own ideas.

LANGUAGE Prepositions + -ing form

Thanks **for** helping me.
I felt nervous **before** starting the race.
I was tired **after** running so far.
I'm looking forward **to** seeing you again.
I'd like to congratulate you **on** winning the race.

1 Hi everyone,
2 Just a quick note to thank you all for volunteering at the parkrun on Saturday. 3 And congratulations on making it such a success!
4 Did anyone take photos of the event? If so, could you please send them to me so I can post them on the parkrun blog?
5 Best wishes,
Dev

← Alison

1 Hey guys,
2 Thanks for your help during the parkrun. I was ready to stop after running up that first hill, but then you stayed with me and encouraged me. Thanks so much! I'm already looking forward to taking part in next month's race. 4 Would it be possible to train together this weekend? Let me know if that's OK.
5 Cheers,
Alison

1 Hi Callum,
3 Well done on winning the race! You're a fantastic runner! By the way, I forgot my trainers in your dad's car. 4 If it's OK with you, I'll pick them up before going to school on Monday. Would you mind cleaning them for me? (Just joking!)
5 See you later,
Mo

WRITING TIME

 You participated in a sports event. Write three short messages to people involved in the event.

FIND IDEAS

- Make notes for your messages. Think about:
- who you want to write to
 - what you want to thank them for or to congratulate them on
 - what you would like them to do for you

PLAN

Organise your ideas into three short messages. Use the messages in Exercise 2 to help you.

WRITE AND SHARE

- Write your draft messages. Use the Writing box and the Language box to help you.
- Share your messages with another student for feedback.
- Write the final version of your messages.

CHECK

- Check language: did you use the -ing form after prepositions?
- Check grammar: did you use future forms correctly?

For the teacher

On the Portal
• Resource 5.7



For the student

- Workbook, page 57
- Writing Extension, Workbook, page 118

WORDLIST 5.16

Sports equipment

basketball (n)
 bat (n)
 flippers (n)
 football kit (n)
 helmet (n)
 life jacket (n)
 mask (n)
 mat (n)
 net (n)
 racket (n)
 skateboard (n)
 skates (n)
 skis (n)
 snorkel (n)
 snowboard (n)
 surfboard (n)

Sporting events

changing room (n)
 court (n)
 fan (n)
 opponent (n)
 pitch (n)
 scoreboard (n)
 stadium (n)
 tournament (n)
 track (n)

Word friends

(sports collocations)

beat a team (phr)
 beat an opponent (phr)
 break a record (phr)
 hold a record (phr)
 score a goal (phr)
 support a team (phr)
 take part in a competition (phr)
 take part in a race (phr)
 take up a sport (phr)
 volunteer at a club (phr)
 volunteer at a sports event (phr)
 win a game (phr)
 win a match (phr)
 win a medal (phr)

Fitness and training

balance (n)
 coach (n)
 exercise (n)
 practise (v)
 skill (n)
 strength (n)
 stretch (v)
 training programme (n)
 warm down (v)

warm up (v)
 work out (v)

Word building

(sporting verbs and nouns)

attack (v, n)
 attacker (n)
 coach (v, n)
 coaching (n)
 defence (n)
 defend (v)
 defender (n)
 manage (v)
 management (n)
 manager (n)
 practice (n)
 practise (v)
 score (v, n)
 scorer (n)
 support (v, n)
 supporter (n)
 train (v)
 trainer (n)
 training (n)

EXTRA WORDS

award (n)
 badminton (n)
 baseball (n)
 champion (n)
 charity (n)

compete (v)
 competition (n)
 competitive (adj)
 Congratulations!
 cricket (n)
 encourage (v)
 event (n)
 fitness (n)
 follow (v)
 ice hockey (n)
 kayaking (n)
 keep fit (phr)
 kick (v, n)
 professional (n)
 race (n)
 rink (n)
 rope (n)
 rugby (n)
 sailing (n)
 skipping (n)
 spin (v)
 sports personality (n)
 sports centre (n)
 success (n)
 trick (n)
 yoga (n)

1 Use the wordlist to find these things.

- two things you need to play tennis **net, ...**
- five pieces of equipment for water sports
- three things you can wear on your feet
- three kinds of board you use for sports
- four places where you can do sport

2 Choose the odd one out.

- flippers **coach** mat mask
- track pitch fan court
- fan opponent exercise coach
- stretch volunteer work out warm up
- mask skill helmet kit

3 Answer the questions with words from the wordlist.

- What do you hit the ball with in tennis?
racket
- What can help you breathe if you are swimming underwater?
- Where can you see a football match?
- Where can you put on your sports clothes before you play a sport?
- What object shows how many points the players or teams have?

4 Complete the questions with words from the wordlist in the correct form. Then, in pairs, ask and answer the questions.

- Which football team do you **support**?
- Have you ever taken (...) in a race?
- Have you ever (...) a medal?
- Would you like to volunteer at a sports (...)?
- Which sport would you like to (...) up?

5 Write the correct word for each definition.

- A person who trains a team for a sport. **coach**
- You wear this to stay safe in water sports. **l...**
- The person you play against in a game. **o...**
- A competition with planned games to find a winner. **t...**
- To win against a player or team. **b...**

6 **CHALLENGE** Match words from the Extra words list with the definitions.

- A team game in which you can carry, kick or throw the ball. **baseball**
- An organisation that helps people who are poor or sick.
- An area where you can play ice hockey.
- A sport done on a long narrow boat.
- A very strong thick cord used in sport.

Exercise 1

- 1 racket
- 2 flippers, life jacket, mask, snorkel, surfboard
- 3 flippers, skates, skis
- 4 skateboard, snowboard, surfboard
- 5 court, pitch, stadium, track

Exercise 2

- 1 coach (The others are equipment.)
- 2 fan (The others are places.)
- 3 exercise (The others are people.)
- 4 volunteer (The others are training exercises.)
- 5 skill (The others are things you can wear/equipment.)

Exercise 3

- 2 snorkel
- 3 stadium
- 4 changing room
- 5 scoreboard

Exercise 4

- 2 part
- 3 won
- 4 event
- 5 take

Exercise 5

- 2 life jacket
- 3 opponent
- 4 tournament
- 5 beat

Exercise 6

- 2 charity
- 3 rink
- 4 kayaking
- 5 rope

Exercise 1

- 1 kit
- 2 pitch
- 3 beat
- 4 helmet
- 5 stadium
- 6 warm up

Exercise 2

- 1 support
- 2 take part
- 3 take up
- 4 score
- 5 train
- 6 volunteer

Exercise 3

- 1 supporter
- 2 defence
- 3 practise
- 4 management
- 5 strength

Exercise 5

- 1 will win, 'm going to read
- 2 aren't going to practise, are we going to practise, 'll tell
- 3 'm going to play, 'll be

Exercise 7

- 1 'll be running
- 2 'll be supporting
- 3 'll be studying
- 4 won't be playing
- 5 won't be living
- 6 will be travelling

Exercise 9 🔊 5.17

Everybody listen, please. We're going to warm up first and then we're going to have a football match. We'll decide the teams then. Right ... now everybody, jog once around the pitch. One, two, three, go!



VOCABULARY

- 1 Choose the correct option. Answer the questions.
- Do you wear a football *net* / *kit* with your favourite team's colours?
 - The school has a full-sized football *pitch* / *mat*.
 - Did you *win* / *beat* another school in a sports competition?
 - Do you always wear a *lifejacket* / *helmet* on a bike?
 - Is there a football *track* / *stadium* in your town?
 - Do you *work out* / *warm up* before you do sport?

- 2 Complete the text with these words. There are two extra words.

attack manage score support
take part take up train volunteer

I'm football crazy and I ¹ (...) a famous team. They ² (...) in both national and international competitions. My friend Josh thinks I should ³ (...) football as well as just watching it. I think it's a good idea. When I play with friends, I always ⁴ (...) the most goals. Josh says that if I ⁵ (...) hard, I'll be a great player one day. I'm also going to ⁶ (...) at my school football club – I'd like to help in any way I can.



- 3 Complete the second sentence so that it means the same as the first one. Use the correct form of the underlined word.

- I've supported this club since I was a child.
I've been a (...) of this club since I was a child.
- We need to defend better – we're losing!
We need a better (...) – we're losing!
- You need a lot of practice to be good at karate.
You need to (...) a lot to be good at karate.
- Who manages the team?
Who is responsible for the team's (...) ?
- You can play many sports if you're strong.
There are many sports where (...) helps you play well.

- 4 **CHALLENGE** Choose six words from the Extra words list. Write sentences that are true for you and your family.

My sister's favourite sports personality is Simone Biles.

GRAMMAR

- 5 Complete the dialogues with the correct form of *will* or *be going to* and the verbs in brackets.

1 A: Who do you think (...) (win) the world cup this summer?

B: I'm not sure yet, but I (...) (read) about the teams in my football magazine.

2 A: Hi, Sally. Change of plan: we (...) (not practise) outdoors today. It's too cold.

B: Oh. So where (...) (we/practise)?

A: In the school sports hall. I haven't told Sharon yet.

B: No problem. I (...) (tell) her.

3 A: Why are you carrying a football?

B: I (...) (play) football in the park with some friends. Do you want to play?

A: Sure! I (...) (be) there there in a minute.

- 6 Make a plan for next week. Use these ideas or your own ideas.

compete in a school quiz go to the gym
meet friends after school train with my team
watch a match on TV

Monday: I'm competing in a school quiz.

- 7 Complete the sentences with the Future Continuous form of the verbs in brackets.

1 I (...) (run) a marathon for charity on Saturday morning.

2 This time tomorrow, we (...) (support) a local football team.

3 You (...) (study) for exams this time next year.

4 They (...) (no play) when they're 80 years old.

5 In three years' time, I (...) (not live) in this town.

6 This time next year, Sarah (...) (travel) to Japan.

- 8 **CHALLENGE** Think about your life in ten years' time. Write six sentences about what you will/won't be doing by then. Write about sports, work and friends.

In ten years' time, I think I will be taking part in an important tennis tournament.

DICTATION

- 9  5.17 Listen. Then listen again and write down what you hear during each pause.

SELF-ASSESSMENT

Think about this unit. What did you learn? What do you need to work on?

WORKBOOK p. 59

73 Unit 5

For the teacher

On the Portal

- Resources 5.8 and 5.9
- Test: Unit Test



For the student

- Workbook, pages 58–59
- Pronunciation, Students' Book, page 152

On the Portal

- Wordlist audio and scripts
- Extra Practice Activities: Self-Check





AUSSIE RULES

If you think the most popular sport in Australia is rugby or cricket, think again. It's a sport that you have probably never heard of, called Australian Rules Football. Commonly known as 'Aussie Rules', big matches attract huge crowds, especially in the large stadiums of Sydney or Melbourne.

So what is Aussie Rules? Well, it's very different from the football that you and I know. Two teams of eighteen players take part in each match, and the field is oval-shaped. Though called football, it is more similar to rugby. For example, the ball is oval and you score points by kicking it between two goalposts, just like in rugby. However, players can be anywhere on the field and they can use any part of their bodies to move the ball. Running with the ball is fine, but you have to bounce it or touch it on the ground at the same time. Throwing the ball is not allowed. Aussie Rules includes a lot of physical contact and can be dangerous. Players can tackle each other with their hands or even their whole body!

The sport was invented in the 1850s in Melbourne, but amazingly, a national competition didn't take place until the 1980s. It is equally popular among men and women, and children learn to play it at school. Because it is purely Australian, it is rich in cultural history and references. Australians are very proud to have a sport that they can call their own. It is only really played in Australia, but it has fans worldwide. Who knows? Perhaps one day it will become very popular in the UK too!

bounce (v) (of a ball) hit the ground then go back up
oval (adj) having the general form or outline of an egg
tackle (v) try to take the ball from another player

1 **5.18** **VISIBLE THINKING** In pairs, follow these steps.

CONNECT

- 1 Look at the photo. Would you like to play Aussie Rules? Do you think this sport is dangerous? Why?/Why not?

EXTEND

- 2 What is the national sport of your country?
- 3 Is that sport equally popular among men and women?

CHALLENGE

- 3 Read the article and answer the questions.
 - a In what ways is Aussie Rules culturally important for Australians?
 - b Do you think many sports have this cultural role? Why?/Why not?

2 Read the article again. Decide if the sentences are true or false. Correct the false ones.

- 1 Aussie Rules is played only in Sydney and Melbourne.
- 2 Aussie Rules and football are two different sports.
- 3 You can bounce, touch and throw the ball.
- 4 Players use their bodies to stop another player.
- 5 It plays a big role in Australian culture and history.
- 6 People all over the world enjoy Aussie Rules.

3 In pairs, discuss the questions.

- 1 What are the most popular sports in your country? Are they traditional or international sports?
- 2 Are they played by both men and women?

Lesson aim

- Students learn about sporting traditions in Australia and in Scotland.

Lead-in

Elicit the names of traditional sports from English-speaking countries around the world, e.g. *cricket, rugby, golf, American (gridiron) football, baseball, softball, lacrosse, field hockey*. Spend no more than a couple of minutes on this.

-  **Setting lesson goals:** Books closed. Write *Aussie Rules* and *Highland Games* on the board. Elicit which English-speaking countries these terms might refer to, and anything students might know about each topic. Encourage them to speculate if they don't know too much. Explain that in this lesson, students will learn more about sporting traditions in Australia and in Scotland.

Exercise 1 5.18

- Ask students to describe the photo on page 74. Ask: *What's happening? Which sport do you think this is? What does it remind you of?*
-  **Peer learning:** Use the think-pair-share technique to elicit students' ideas about question 1 and invite comments from the rest of the class.
- Then, ask them to discuss questions 2 and 3, and elicit suggestions for the country's national sport. Ask the rest of the class to agree or disagree and give reasons.
- Ask students to work in pairs for question 4.

Note: In the Students' Book, the item under CHALLENGE should be 4, not 3.

Answers:

- 4 a** Because it is purely Australian, it is rich in cultural history and references. They are very proud to have a sport that they can call their own.

Exercises 2–3

- Pre-teach: *commonly known, physical contact, equally popular*.
- Follow the instructions in the Students' Book.

Answers:

- 1** false. (It's played in Australia, not only in Sydney or Melbourne.)
2 true **3** false (Throwing the ball is not allowed.)
4 true **5** true **6** true

Background note

Association football (soccer) is the most popular sport around the world.

Rugby was first played at Rugby School in the English Midlands in the 1840s. Today, there are three different versions: Rugby Union, Rugby League and Rugby Sevens.

American and Canadian football are popular in North America. There, players wear protective helmets and shoulder pads, as there is more physical contact.

Australian rules football also evolved from rugby. Finally, **Gaelic football** is yet another different sport, mainly popular in Ireland.

Exercise 4

-  **Peer learning:** Use the think-pair-share technique before checking answers with the class.

Answers:

Scotland; Scottish dancing as part of the Highland Games

Exercise 5 **30 videoscript page 287**

- Elicit or pre-teach: *bagpipes, gather*.
- **With video:** Play the video, then ask students to compare ideas in pairs before you check answers as a class.
- **Without video:** Hand out copies of the videoscript. Ask students to find answers to the following questions: *What musical instruments are mentioned?* (bagpipes, drums). *What is the most popular event in the games?* (caber toss). *Where is the biggest Highland Games event held?* (in North Carolina, in the USA). *Why is the event important to people?* (it celebrates their Scottish identity).

Exercise 6 **30 videoscript page 287**

- Ask students to try to complete the sentences from memory. Check their answers.

Answers:

1 tradition 2 families 3 disappeared 4 strength

Exercise 7 **31 videoscript page 287**

- **With video:** Play the video and elicit the answer.
- **Without video:** Hand out copies of the videoscript and ask students to find the answer.
- Write *caber (toss)* on the board to clarify spelling. Elicit or explain that the verb *toss* is a synonym of *throw*.

Exercise 8 **31 videoscript page 287**

- Pre-teach: *unique blend, ancestors*.
- **With video:** Play the video again. Ask students to choose their answers individually, then compare ideas in pairs before you check answers as a class.
- **Without video:** Ask students to read the videoscript, and find and underline the parts of the text that support their answers. Ask them to compare ideas in pairs before you check answers as a class.
- Elicit what the 'heavy events' are (*stone shot, hammer throw and tossing the caber*).

Exercise 9

- Follow the instructions in the Students' Book.

PROJECT TIME

- The project worksheets include step-by-step support for students. They also include teacher's notes on how to set up the projects with and without technology.

**Sustainable Goal**

Ask for a show of hands to see whether members of the class agree or disagree with the sustainable goal. Then, place students in groups and ask them to discuss the statement giving examples. Make sure students understand *platform*, the verbs *to promote* and *to empower*. Ask each group at the end of their discussion to write down the main points discussed. Finally, ask the different groups to report back to the class.

The introduction to the Teacher's Book includes a step-by-step guide to discussion sessions based on UN Sustainable Development Goals.

-  **Reviewing lesson goals:** Books closed. Ask students to work in pairs to test each other to see what their partner remembers about Aussie Rules football and the Highland Games. They take turns to ask their partner two questions about each topic, four in total. Remind them they can only ask questions they would be able to answer themselves. Give them a couple of minutes to think of their questions before they begin testing each other. For feedback, ask students to hold up the appropriate number of fingers for each question out of four they answered correctly.



4 Look at the photo. Where are the girls? What do you think they are doing and why?

5 30 Watch Part 1 of the video. Put these activities in the order you see them (1–4).

playing bagpipes **3** running a race **4**
throwing wood **1** traditional dancing **2**

6 30 Watch the video again and complete the sentences with these words.

disappeared families strength tradition

- 1 The Highland Games are a very old (...).
- 2 They aim to bring together Scotland's historical (...).
- 3 They include symbols of a culture that almost (...).
- 4 They are a meeting place of (...), speed and celebration.

7 31 Watch Part 2 of the video. Which is the most important sport? **tossing the caber**

8 31 Watch the video again and choose the correct option.

- 1 The Games usually include athletics and *sometimes* / **always** heavy events.
- 2 The wooden pole used in the caber toss event weighs *fifteen* / **fifty-five** kilos.
- 3 There are more Highland Games celebrated in / **outside** Scotland.
- 4 The Games are about competing and making time for old events / **friends**.

9 In pairs, discuss the questions.

- 1 The Highland Games used to be men-only competitions. Are traditional games more inclusive nowadays?
- 2 Women's participation in the Highland Games has grown quickly over the last decade. Do you think the popularity of women's sports is growing?

PROJECT TIME

In groups of four, prepare a video podcast about a mixed-gender sport. Follow these steps.

- 1 In your group, choose a mixed-gender sport and find out information about it.
- 2 Individually, create your part of the video podcast.
- 3 In your group, create your video podcast. You can use a video app.
- 4 Show your video podcast to the class.

SUSTAINABLE
DEVELOPMENT
GOALS



5

GENDER
EQUALITY

For girls and women to have the same rights and opportunities as boys and men.

What can we do?

Discuss this statement:

Sport is one of the most powerful platforms for promoting gender equality and empowering girls and women.

For the teacher

- Videoscript, page 287

On the Portal

- Resource 5.10



Just justice

6

VOCABULARY

Criminals | Crime collocations | Crimes | Solving crimes | The law | Negative prefixes | Investigating crimes

GRAMMAR

Present and Past Simple Passive | Defining and non-defining relative clauses

COMMUNICATION

Keeping a conversation going | An opinion essay

FUTURE SKILLS

Critical Thinking (Fair punishments) | Social Responsibility (Ethical competence) | Critical Thinking (Problem-solving skills)

VIDEOS

Grammar Animation | Grammar in Action | Street Talk | Everyday English

SAFE NEIGHBOURHOODS



Let's stand up to crime

Hopefully, you haven't been unlucky and been the victim of a crime. But if you have, we have some tips and advice to help you. First, let's look at the type of crime some of you have experienced. Then, click on the link to find out how you can stop the crime happening in the first place.

1 Rhea, Newcastle

I was a witness to a bank robbery. Two **robbers** ran into the bank and stole a lot of money. After robbing the bank, they got away on a motorbike. I spoke to the detective who's trying to solve the crime.

2 Mhairi, Glasgow

There have been a lot of burglaries in our area recently. Last month some **burglars** broke into our neighbour's house. The **thieves** stole her purse and some jewellery. She was really upset.

3 Jason, Bristol

Pickpocketing is a big problem in the city. Last night I was on a busy train when I felt someone's hand in my back pocket. I turned around quickly, but the **pickpocket** wasn't there. And neither was my wallet!

4 Humza, Coventry

I work in a small shop with a big problem: theft, or shoplifting, to be specific. The **shoplifters** steal all sorts of things. We're going to install security cameras to try to stop them.

5 Emma, Leeds

Some **vandals** ran through our neighbourhood last night. They damaged the swings in the children's park, broke a street light and threw a stone at a shop window. Why do people commit such stupid crimes? I don't understand vandalism.

Tips and advice

[Read more](#)

Unit contents

Vocabulary

- Criminals
- Crime collocations
- Crimes
- Solving crimes
- The law
- Negative prefixes
- Investigating crimes

Grammar

- Present and Past Simple passive
- Defining and non-defining relative clauses

Reading

- A newspaper article about fair punishment

Listening

- A podcast about a burglary

Speaking

- Keeping a conversation going

Writing

- An opinion essay

Future skills

- Critical Thinking (Fair punishments)
- Social Responsibility (Ethical competence)
- Critical Thinking (Resolving arguments)

Pronunciation

- Difficult consonant sounds
- Word stress III

Exam

- International Certificate Levels 1/2
- A2 Key and B1 Preliminary for Schools
- Exam correlation tables showing detailed alignment available on the Portal

For Online Classroom, go to the Portal. 

Lesson aim

- Students can talk about crime and law.

Lead-in

Elicit and write the titles of some popular TV crime shows on the board. Ask students in pairs to discuss if they like these kinds of TV dramas, and why.

-  **Setting lesson goals:** Books closed. Write *crime* in the middle of the board. Elicit what kind of topics or themes students expect to cover, and add them to the board as a spidergram. Give students in pairs another two minutes to copy and expand the spidergram with their own ideas.

Exercise 1

- Ask students to cover the texts and work in pairs to describe each photo. Then, ask them to skim the texts and match. Check answers as a class.
- Ask students to read the stories more carefully, and first identify what was taken or damaged in each case (1 a lot of money, 2 purse and jewellery, 3 wallet, 4 all sorts of things/items from the shop, 5 broken swings, street light and shop window).
-  **Peer learning:** Use the think-pair-share technique to discuss the question. Encourage students to give reasons why they think a particular experience is more unpleasant than another.

Exercise 2 6.01

- Read the information in Vocabulary A box as a class. Check students understand the new words and that they are all examples of criminals. Play the audio and ask students to repeat the words, to practise their pronunciation. Set a time limit for students to find the story which mentions each criminal. Check as a class.

Answers:

Story 1 robber **Story 2** burglar, thief
Story 3 pickpocket **Story 4** shoplifter **Story 5** vandal

Exercise 3 6.02

- Check that students understand the differences in meaning between the words in the box: *break into* focuses on the act of illegally entering somewhere, e.g. a bank or a home; *rob* collocates with the place in which the crime takes place, e.g. *rob a bank*, *rob a post office*, and *steal* with the items taken during the crime, e.g. *steal money*, *steal jewellery*.
- Read out the verbs in the box for the class and ask them to repeat the words to practise their pronunciation. Pay special attention to the stress on the second syllable in *commit*.
- Ask students to complete the sentences individually, then compare answers in pairs before you play the audio for them to check their answers.

Exercise 4 🎧 6.03

- Read the information in Vocabulary B box as a class. Read the example (*bank robbery*) together as a class to give students a model for the task. Ask students to complete the table, then compare answers in pairs before you play the audio for them to check. Play the audio again, and ask students to repeat the words, to practise their pronunciation.

Extra activity

Elicit the corresponding verb for each pair of nouns in the table. Note that *pickpocket* or *thieve* are very rarely used as verbs, and we usually use *steal* instead.

Exercise 5 🎧 6.04 **audioscript page 287**

- Read the task together as a class, and check comprehension. Play the audio for students to write down the words mentioned from Vocabulary B box. Ask them to compare ideas in pairs before you check as a class.
- NEED SUPPORT?** To give less confident students a more concrete target for the task, tell them that the speaker uses four words for crimes, and three words for criminals.

Answers:

bank robbery, burglary, shoplifting, vandalism, vandals, pickpocket, thief

Exercise 6 🎧 6.05

- Read the information in Vocabulary C box as a class. Point out that all these words are nouns.

Exercise 7 🎧 6.06

- Ask students to read the text first without filling in any gaps, to get a general idea. Have them complete the text, then compare ideas in pairs before you play the audio for them to check their answers. Point out the stress on the second syllable in *detective* and *security camera*.
- Check comprehension of the new vocabulary by asking students questions, e.g. *What do we call people who we think committed a crime?* (suspects). *Who are people who saw someone else commit a crime?* (witnesses). *What's the word for an object or a piece of information that helps us solve a crime?* (clue).
- Pre-teach or elicit: *lead* (adj), *investigate*, *interview* (v), *have nothing to do with* (something), *arrest* (v), *search* (a place).
- NEED SUPPORT?** Less confident students could complete the task in pairs, then compare ideas with another pair.

Answers:

2 case 3 witnesses 4 suspects 5 clues
6 security cameras 7 fingerprints

Exercise 8 🎧 6.07

- Read the information in Vocabulary D box as a class. Read out the words and ask students to repeat, to practise their pronunciation.

Exercise 9 🎧 6.08

- Do the first headline together as a model. Check comprehension of *punishment* (something that happens because of something bad you have done) and *reward* (money you receive for something you do). Set a time limit for completing the task. Ask students to compare ideas in pairs before you play the audio for them to listen and check. Ask more confident students to use their own words to explain the difference between any pairs of words that the class found more challenging. Help with explanations as necessary.

Exercise 10

- CHALLENGE** Ask the class to look at the crime stories in Exercise 1 again. Elicit possible forms of punishment (*community work, therapy sessions, etc.*) Write these up on the board. After students have decided on suitable punishments for the crimes, elicit some suggestions in open class, and find out who suggested the strictest or most lenient penalties.
- FINISHED EARLY?** Ask students to choose one of the headlines from Exercise 9 and write the story.
- Reviewing lesson goals:** Ask students to look back at the spidergrams they created in their notebooks at the start of the lesson, and check whether they have covered the areas they expected to. Write the following on the board, and ask students to complete the statements for themselves: *Now I know ... I don't really understand ... I'd still like to find out ...*

- 1 Read crime stories 1–5 and match them with photos A–E. Who do you think had the most unpleasant experience?

1 C 2 B 3 D 4 E 5 A

- 2 6.01 Study and listen to the Vocabulary A box. Find the words in the stories in Exercise 1.

VOCABULARY A Criminals

burglar pickpocket robber shoplifter thief vandal

- 3 6.02 **WORD FRIENDS** Complete the sentences with the correct form of these verbs. Use one of the verbs twice. Listen and check.

break break into ~~commit~~ damage rob solve steal

- A criminal is someone who commits a crime and (...) the law. breaks
 - A shoplifter is someone who (...) things from a shop. steals
 - A bank robber is someone who (...) a bank. robs
 - A burglar is someone who (...) homes. breaks into
 - A vandal is someone who (...) buildings and other things. damages
 - A detective is someone who (...) crimes. solves
 - A thief is someone who (...) things from people. steals
- 4 6.03 Study the Vocabulary B box. Find the crimes in the stories in Exercise 1 and complete the table. Listen and check.

VOCABULARY B Crimes

Person	Crime
(bank) robber	¹ <u>bank robbery</u>
burglar	² (...) <u>burglary</u>
pickpocket	³ (...) <u>pickpocketing</u>
shoplifter	⁴ (...) <u>shoplifting</u>
thief	⁵ (...) <u>theft</u>
vandal	⁶ (...) <u>vandalism</u>

- 5 6.04 Listen to a boy talking about crime. Write the examples of crimes and criminals you hear.
- 6 6.05 Study and listen to the Vocabulary C box. Check you understand the words.

VOCABULARY C Solving crimes

case clue detective fingerprint security camera suspect witness

- 7 6.06 Complete the text with the correct form of the words in the Vocabulary C box. Listen and check.

I'm the lead ¹ detective investigating the recent bank robbery. It wasn't a difficult ² (...). We interviewed several ³ (...) and from their descriptions, I immediately thought of two possible ⁴ (...), so we brought them in for questioning. They said they had nothing to do with it, but I knew they were lying. We had two ⁵ (...) that helped us solve the crime. First, the recording from the ⁶ (...) showed their faces. Secondly, their ⁷ (...) were all over the bank. I arrested them. Then, some police officers searched their flat and found the money from the robbery.

- 8 6.07 Study and listen to the Vocabulary D box. Check you understand the words.

VOCABULARY D The law

court fine judge lawyer prison punishment reward sentence

- 9 6.08 Choose the correct option in the newspaper headlines. Listen and check.

- £500 punishment / reward for information on local vandals
- Judge / Lawyer decides shoplifter should work for the community
- Ex-burglar goes back to school to become a lawyer / court!
- Ten-year prison judge / sentence for bank robbers
- Train pickpocket gets a fine / reward of £250
- Vandals should go to fine / prison says politician

- 10 **CHALLENGE** In pairs, discuss the punishments you would give the criminals in the crime stories in Exercise 1.

For the teacher

- Audioscript, page 287

On the Portal

- Vocabulary Memory Game
- Resource 6.1
- Test: Vocabulary Check

For the student

- Workbook, pages 60–61
- Vocabulary Extension, Students' Book, page 84

On the Portal

- Extra Practice Activities: Vocabulary 6.1
- The Vocabulary App

- 1 What do you know about Sherlock Holmes? In pairs, make a list.
- 2 6.09 In pairs, do the quiz. Listen and check.



The Sherlock Holmes QUIZ

- ① The *Sherlock Holmes* detective stories were written 100 years ago by ...
 - a Arthur Conan Doyle.
 - b Agatha Christie.
- ② Holmes had a famous assistant. What was his name?
 - a Doctor Who
 - b Doctor Watson
- ③ The stories were first published ...
 - a in a book.
 - b in a magazine.
- ④ Sherlock's flat is located at number 221B of a famous London street. It is ...
 - a Regent Street.
 - b Baker Street.
- ⑤ Which famous Sherlock Holmes quote is never really used by Sherlock Holmes?
 - a 'Elementary, my dear Watson.'
 - b 'My mind is like a racing engine.'

- 3 Study the Grammar box. Find more examples of the Present and Past Simple passive in the quiz.

GRAMMAR The passive

We use the passive when the action is more important than who does it or when we don't know who did the action.

Present Simple Passive

The quote is never really used by Sherlock Holmes.

Past Simple Passive

The detective stories were written by a British author.

VIDEO 32 Grammar Animation

WATCH OUT!

Use **by** + name/person to say who did the action.
The detective stories were written **by** a British author.

- 4 Write the Past Simple and Past Participle forms of these verbs. Underline the verbs which are the same in the Past Simple and Past Participle. Use the irregular verbs list on pages 158–159 to help you.

ask build catch chase hide
make see use watch write

ask – asked – asked

- 5 Complete the sentences with the past participle form of the verbs in brackets.
- 1 Security cameras are used (use) to find clues about many crimes.
 - 2 The thief escaped but was (...) (catch) when she fell. **caught**
 - 3 Yesterday evening two car thieves were (...) (chase) by police in fast cars. **chased**
 - 4 Sometimes a recording from security cameras is (...) (watch) by special detectives. **watched**
 - 5 Last night the witnesses were (...) (ask) questions by police officers. **asked**
 - 6 This security camera is (...) (hide) so that shoplifters don't see it. **hidden**
- 6 Complete the review with the Present or Past Simple passive form of the verbs in brackets. Add **by** where necessary.

Who is Nancy Drew?

The *Nancy Drew* stories are among the most famous detective stories ever. The first stories about Nancy Drew ¹ were published (publish) in the 1930s. Other newer stories have appeared since then. The books ² (...) (create) for teenagers. The *Nancy Drew* detective stories ³ (...) (write) several different authors. The name Carolyn Keene ⁴ (...) (use) by all the authors, but Nancy's name ⁵ (...) (change) in some countries. It may be surprising, but this old series ⁶ (...) (read) thousands of young people even today, and each year lots and lots of copies ⁷ (...) (sell).

² were created ³ are/were written by
⁴ is/was used by ⁵ was changed ⁶ is read by ⁷ are sold

- 7 **CHALLENGE** Tell a partner about a detective story, film or series that you know. You can check some facts online before you speak. Use the prompts and your own ideas.

- ... was written by ...
- ... is played by ...
- ... was directed by ...
- In the story, ... is found dead in ...

For the teacher

On the Portal

- Grammar Presentation
- Grammar Animation 32
- Resource 6.2
- Need support? worksheet 6.2
- Test: Grammar Check

For the student

- Workbook, page 62
- Grammar Extension, Students' Book, pages 142–143

On the Portal

- Extra Practice
- Activities: Grammar 6.2

Lesson aim

- Students can use the Present and Past Simple passive.

Lead-in

Review crime vocabulary from Lesson 6.1 by playing vocabulary tennis. Put students in pairs. They should take turns to say new words from the previous lesson. If either of them hesitates for longer than five seconds or repeats a word already mentioned, their partner scores a point. Continue playing for a couple of minutes or until the pairs run out of words.

-  **Setting lesson goals:** Write the following two sentences on the board, and highlight the passive verb forms: *Crimes are solved by the police. The world's first detective story was written in 1841.* Explain that this verb form is the passive, and that students will learn more about it in the lesson.

Exercise 1

- Write the name *Sherlock Holmes* on the board, and give students in pairs two minutes to brainstorm and make notes on what they know about him. They might include information not only about Conan Doyle's stories but the various film or TV adaptations. Elicit some of this information in open class, but don't confirm answers at this stage. Tell students they are now going to get a chance to test their knowledge.

Background note

Sherlock Holmes is a fictional private detective created by Scottish author Arthur Conan Doyle. The character first appeared in the story *A Study in Scarlet* in 1887. Over the next forty years, Conan Doyle wrote four novels and another fifty-seven short stories about Sherlock Holmes.

Exercise 2 6.09

- When students have completed the quiz, play the audio to check answers.

Exercise 3

- Study the Grammar box together as a class. Explain that we often use the passive when we don't know or it's not important who did the action. We can add this information by using the preposition *by*. Point out the advice in the Watch Out! box.
- Rewrite the example sentences on the board with active forms (e.g. *Sherlock Holmes never really uses the quote.*), and point out that the object of the active sentence (*the quote*) becomes the subject of the passive sentence.
- Explain that both the Present Simple passive and the Past Simple passive are formed by using the correct form of *be* (*am/are/is* and *was/were*, respectively) and the past participle. Remind students that some verbs have irregular past participle forms which may or may not be the same as their irregular Past Simple forms. Set a time limit for students to find the examples in the quiz.

Exercise 4

- Write a table with three table headings on the board: *infinitive / Past Simple / past participle*, ask students to copy it into their notebooks, then to write their answers in the table and underline the relevant verbs. For feedback, elicit all the forms in open class. Don't write them up on the board, as this would make Exercise 5 too easy.
- NEED SUPPORT?** Less confident students could work together in pairs to complete the forms. Encourage students to complete as many of the verbs as they can themselves before they check the more difficult forms in the irregular verbs list on page 159 of the Students' Book.

Answers:

build – built – built (irregular); catch – caught – caught (irregular); chase – chased – chased (regular); hide – hid – hidden (irregular); make – made – made (irregular); see – saw – seen (irregular); use – used – used (regular); watch – watched – watched (regular); write – wrote – written (irregular)

Exercise 5

- Follow the instructions in the Students' Book. You could give students twenty seconds to try to memorise the table they have just completed, then ask them to cover it, and complete the sentences. When they have finished, ask them to check their answers in the table.

Exercise 6

- Ask students to read the text quickly without completing any gaps, to get a general sense. Elicit what else, if anything, they know about *Nancy Drew* stories. Suggest that before they fill in the gaps, they look for time expressions that might help them decide whether a sentence refers to the present or the past. Then, ask them to complete the text. Allow students to compare answers in pairs before you check as a class.
- NEED SUPPORT?** Prepare copies of the photocopiable *Need support?* worksheet 6.2 from the Teacher's Resource File. This version of the task offers options to choose from.

Exercise 7

- CHALLENGE** Give students a minute to think of a detective story and to make notes. Then, give each volunteer two minutes to describe the story in their own words, but without naming the story. Can the class guess which story is being described?
-  **Independent learning:** Ask students to use their emoji response cards to show how confident they feel about using the passive forms. Make a note to revise the language point in a later lesson if several students indicate concerns.

Lesson aim

- Students can understand an article about fair punishment.

Lead-in

Ask students to test each other in pairs by taking turns to name a crime or a criminal, and elicit the matching other noun from their partner (e.g. *thief* – *theft*, or vice versa).

-  **Setting lesson goals:** Elicit the words for crimes from the Lead-in, and write these on the board. Then write: *The right punishment?* Ask: *What's the right punishment for each crime?* Elicit suggestions and encourage students to give reasons. Explain that in this lesson you are going to read an article about crime and punishments.

Exercises 1–2 6.10

- Ask students to work in pairs for Exercise 1. Then, play the audio for students to read the whole text to check their ideas. Elicit their responses to the questions in the book.

Background note

Youth courts in the USA were first introduced in Texas in the early 1980s. By the 2000s, there were over 1,250 youth courts in forty-five states around the country. Youth courts allow juvenile offenders to take responsibility for their actions and make amends without ending up with a criminal record. A 2016 study confirmed the effectiveness of the programme, which has significantly reduced repeat offences.

Exercise 3

- Remind students that the questions follow the order of information in the text. Once they have found the relevant part of the text, explain that they should study it closely. It might be helpful to eliminate the more obviously incorrect options first, then choose the final answer. When students have completed the task, check answers as a class. Ask students to quote the part of the text that supports their answer. Explain that multiple choice questions do not always focus on specific facts, but at higher levels, the questions may also be about the people's feelings and attitudes.
- NEED SUPPORT?** Prepare copies of the photocopiable *Need support?* worksheet 6.3 from the Teacher's Resource File. This version of the task reduces the number of multiple choice options.

Exercise 4 6.11

- Read the information in the Vocabulary box. Check that students understand that we can form the opposite of certain adjectives by adding a prefix before them.
- Set a time limit for students to find and add the negative adjectives to the table. Play the audio to check answers. You could elicit some further examples that students might already be familiar with.
- Explain that each adjective can only be used with one of these prefixes. The *un-* prefix is the most common and can be followed by an adjective beginning with any sound. Elicit or explain that *il-* and *ir-* prefixes can only be followed by adjectives beginning with *l* or *r*, respectively, and *im-* by adjectives beginning with *m*, *b* or *p*. Before other sounds, we use the *in-* prefix (but there are no examples of this in the article).
- Remind students that there is no clear-cut rule for when we should use *un-* or the other prefixes, so this will need to be learned for each adjective. You might like to suggest that students look up and record the appropriate negative prefix for each new adjective they learn.

THINKING TIME

EVALUATE: Create groups of six or more students. Ask them to discuss and write down their 'for' and 'against' arguments. Once finished, ask them to compare with another group.

APPLY: In the same groups, students decide on the punishments. Ask each group to present their ideas to the class. Try to reach consensus as a class on two to three punishments for each crime.

Extra activity

To increase the level of challenge, you could instruct students to switch sides whenever you say in the middle of the activity: *Switch!* Ask them not to repeat arguments their former opponents have already used, but to make new points.

- FINISHED EARLY?** Ask students to choose five adjectives from Exercise 4 and write sentences with them that illustrate their meaning.
-  **Independent learning:** Ask students to think back to the lesson and decide what the most useful learning point was for them. Ask them to use the emoji response cards to show how confident they feel about understanding an article about crime and punishments.

A newspaper article about fair punishment

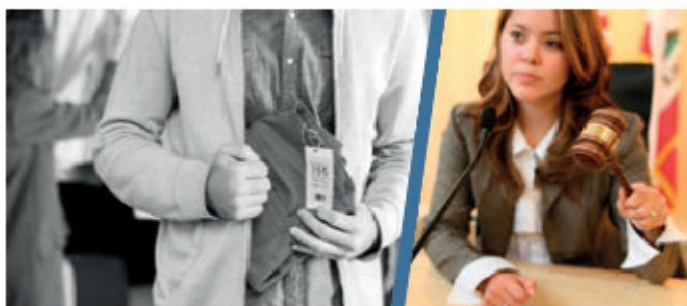
- 1 Look at the photos and the title of the article. Describe the photos. What do you think the article is about?
- 2 6.10 Read the article and check your answers to Exercise 1. What kind of court did Lisa and Ian choose? What countries have this type of court?
a youth court; countries in Europe, Asia and the USA
- 3 Read the article again and choose the correct answers.
- What did the police officer do that was surprising?
 - He arrested Lisa and Ian for stealing.
 - He sent Lisa and Ian to a youth court.
 - ☒ He asked Lisa and Ian to choose where to go.
 - He gave Lisa and Ian something from the shop.
 - Why did Lisa and Ian choose to go to a youth court?
 - They thought it was difficult to understand adults.
 - They believed their actions were legal.
 - They wanted to make their own choices.
 - ☒ They wanted to be heard by people of their own age.
 - Which of these statements is true about youth courts?
 - You listen to stories about all kinds of crimes.
 - ☒ You are heard by people who are a similar age.
 - You can choose a punishment that works for you.
 - You meet young people from around the world.
 - How did Lisa and Ian react to their punishment?
 - ☒ They agreed it was appropriate.
 - They were quite unhappy.
 - They wanted to change it.
 - They thought it was hard work.

- 4 6.11 Study the Vocabulary box. Find more adjectives with negative prefixes in the article. Listen and check. How do these prefixes change the meaning of an adjective?

VOCABULARY Negative prefixes

il-	¹ <i>illegal</i> , illogical
im-	impatient, ² (...) <i>impossible</i>
ir-	irregular, ³ (...) <i>irresponsible</i>
un-	uncomfortable, unfair, unhappy, unimportant, uninteresting, unkind, ⁴ (...) <i>unusual</i>

Adding the prefix makes the word mean the opposite of the original word.

**A fair punishment**

Imagine that you're a police officer. What would you do if you saw some teenagers shoplifting? A kind police officer's decision helped Lisa and her brother Ian out of a difficult situation.

- 5 When Lisa was fifteen and Ian was seventeen, they were arrested for stealing from a shop. The police officer who caught them did an unusual thing: he gave them a choice. Did they want to go to a normal court where an adult judge would decide their punishment? Or did they want to go to a youth court where a group of young people would decide their punishment?

For Lisa and Ian, the answer was easy. They knew they had done something illegal and it was impossible to avoid punishment, but they hoped young judges might understand their situation better. That's why they chose to go to a youth court.

But what is a youth court? It's a place where the jury – the group of people who make decisions – is made up of people aged 12–19. Young people who are in trouble with the law have a chance to explain their story, be judged and get back on the 'right track'. There are now thousands of these courts around the world, including Europe, Asia and the USA. Of course, normal courts still deal with serious crimes.

25 At the court, Lisa and Ian, who were very nervous, were given three punishments. First, they both had to write an apology to the shop owner. Then, they had to do forty hours of 'community service'. In other words, they had to help other people in their local area. Finally, they had to volunteer at the youth court themselves. The brother and sister both felt this was fair. They didn't want to be irresponsible anymore. As volunteers, they have learned how the court works. They have both helped to choose fair punishments for other young people too.

THINKING TIME**EVALUATE**

Which is better, a youth court or a normal court? List reasons for and against each option.

APPLY

In groups, decide on the punishment teenagers should get for the following crimes:

- shoplifting
- vandalism
- bullying online

Vocabulary Extension > p. 84

79 Unit 6

For the teacher**On the Portal**

- Resource 6.3
- Need support? worksheet 6.3

For the student

- Workbook, page 63
- Vocabulary Extension, Students' Book, page 84
- Reading Extension, Workbook, pages 104–109

On the Portal

- Extra Practice Activities: Vocabulary 6.3
- The Vocabulary App

- 1 What do you remember about the detective Sherlock Holmes?
- 2  Read the quiz questions 1–10. In pairs, how do you think Sherlock Holmes might answer these questions?



Discovering the person behind the myth.

Name:

- 1 one thing which you would rescue in a flood.
- 2 one person who you always have fun with.
- 3 a place where you like to relax.
- 4 one food that you often eat as a snack.
- 5 the teacher who helped you the most.
- 6 a place where you want to go in the future.
- 7 a person who always listens to you.
- 8 an object that you loved when you were small.
- 9 a song which you can't stop singing.
- 10 the time of day when you work best.

- 3  **6.12** Match the questions in Exercise 2 with the possible answers a–j. Listen and check.
 - a In Dublin's Fair City, which is popular in the streets at the moment, is in my head. **9**
 - b My colleague, Dr Watson, is the funniest person I know. **2**
 - c My landlady, Mrs Hudson, is a person who always listens to me. **7**
 - d Mr Kettering, who was my Science teacher, was the most helpful. **5**
 - e I like to eat egg sandwiches at any time of the day. **4**
 - f One place where I like to relax is Regent's Park. **3**
 - g A magnifying glass, which my grandfather gave me, was my favourite object. **8**
 - h The evening is the best time for me. **10**
 - i One thing that I would rescue is my violin. **1**
 - j New York, where there are lots of crimes to solve, is a place I'd love to visit. **6**

- 4 Study the Grammar box. Find more examples of defining and non-defining relative clauses in the quiz and in the answers in Exercise 3.

GRAMMAR Relative clauses

Defining relative clauses

They give essential information.

Ben is a friend **who/that always listens**.

One thing **which/that I'd rescue is my tablet**.

Our youth club is one place **where I like to relax**.

Non-defining relative clauses

They give extra information.

Mr Oh, **who was my PE teacher**, was the most helpful.

Thriller, **which is my dad's favourite song**, was a hit.

Iceland, **where there are many volcanoes**, is far away.

VIDEO  **33 and 34** Grammar Animation

- 5 Rewrite the sentences using defining relative clauses.
 - 1 Holly has an aunt. She lives next door.
Holly has an aunt who lives next door.
 - 2 In Gran's house there's a picture.
It's 100 years old.
 - 3 This is the camera. My dad uses it on holiday.
 - 4 There's a park. The children play in it.
 - 5 He is the thief. He stole the diamonds.
 - 6 This is the place. The robbers hid from the police.
- 6 Use the information in brackets to write sentences using non-defining relative clauses. Add commas where necessary.
 - 1 Mrs Ji is sixty-six.
(who/be/a judge)
Mrs Ji, who is a judge, is sixty-six.
 - 2 Paddy uses his bike every day.
(which/be/new)
 - 3 Number 24 is an old house.
(where/Molly/live)
 - 4 The shoplifters operate in Park Street.
(which/be/near the town centre)
 - 5 Mr Jones often leaves the house early.
(who/work/at the police station)
 - 6 The local prison is very big.
(which/be/two kilometres away)
- 7 Write your own answers to the quiz in Exercise 2.
- 8   **CHALLENGE** In pairs, share your answers in Exercise 7 with a partner.

A: **How about number 1? What would you rescue in a flood?**

B: **One thing that I would rescue is my personal identification. What about you?**

For the teacher

- Audioscript, page 287

On the Portal

- Grammar Presentation
- Grammar Animations 33 and 34
- Resource 6.4
- Need support? worksheet 6.4
- Test: Grammar Check

For the student

- Workbook, page 64
- Grammar Extension, Students' Book, pages 142–143

On the Portal

- Extra Practice Activities: Grammar 6.4

Lesson aim

- Students can give details using defining and non-defining relative clauses.

Lead-in

Draw a simple house on the board. Say and write: *This is the house that Jack built.* Say: *man*, then say and write: *This is the man who lives in the house that Jack built.* Continue to give one-word prompts which students have to add to the sentence in whatever way they can (that is, it doesn't necessarily have to involve a relative clause). Each time, get a different volunteer to say the expanded sentence. Keep going for a few more rounds or until the sentence becomes too complicated to continue.

-  **Setting lesson goals:** Highlight the relative clause and the relative pronoun in the original sentence from the Lead-in. Explain that we use this structure called a relative clause to add further information, and that this will be the focus of the lesson.

Exercise 1

-  **Peer learning:** Ask students to use the think-pair-share technique; then invite comments from the class.

Exercise 2

- Pre-teach or elicit: *rescue, flood, magnifying glass.* Set a time limit for students to guess Sherlock's answers.

Exercise 3 **6.12 audioscript page 287**

- Follow the instructions in the Students' Book.

Exercise 4

- Discuss the Grammar box with the class. Explain that there are two kinds of relative clauses. We use defining relative clauses to specify who or what we are talking about, and without the relative clause, the sentence would not be meaningful. We use non-defining relative clauses to add relevant or interesting details, but the sentence would still be meaningful without this information. Write the following examples on the board: (1) *My brother who has long hair works in a bank.* And (2) *My brother, who has long hair, works in a bank.* Ask: *How many brothers do I have in each situation?* (more than one in 1, one in 2). Explain that defining relative clauses tell us exactly which person or thing we are talking about (as in example 1). Point out the difference in the use of commas.
- Explain that the relative clause is linked to the main part of the sentence with a relative pronoun.
- Ask students to work in pairs to find the examples in Exercise 3 and decide if they are defining or non-defining. Then, check answers as a class.

Answers:

All sentences are defining relative clauses in Exercise 2.
Defining relative clauses in Exercise 3: c, f and i.
Non-defining relative clauses in Exercise 3: a, d, g, and j.

Exercise 5

- Follow the instructions in the Students' Book.
- NEED SUPPORT?** Prepare copies of the photocopiable *Need support?* worksheet 6.4 from the Teacher's Resource File. This version of the task provides gaps for students to fill in.

Answers:

- In Gran's house there's a picture which/that is 100 years old.
- This is the camera which/that my dad uses on holiday.
- There's a park where the children play.
- He is the thief who stole the diamonds.
- This is the place where the robbers hid from the police.

Exercise 6

- Ask students to work in pairs to decide where to add the relative clause in each sentence. Then, ask them to write the sentences and compare their answers in pairs before you check as a class.
- NEED SUPPORT?** Allow less confident students to work together in pairs for the writing stage of the task as well.

Answers:

- Paddy uses his bike, which is new, every day.
- Number 24, where Molly lives, is an old house.
- The shoplifters operate in Park Street, which is near the town centre.
- Mr Jones, who works at the police station, often leaves the house early.
- The local prison, which is two kilometres away, is very big.

Exercise 7

-  **Peer learning:** Set a time limit for students to write their sentences in response to the questionnaire in Exercise 2. Remind them to think about *what* is being asked in each question, *a thing, a place, or a person?* Not all answers require relative clauses. Ask them to check with a partner and refer to the model in Exercise 2 to see if their answers are written correctly. Clear up any doubts and monitor for mistakes.

Exercise 8

- CHALLENGE** Model the task with a confident student. Students work with a different partner to Exercise 7. Once they've finished, get some volunteers to report back anything interesting they have discovered about their partners to the class.
- FINISHED EARLY?** Ask students to prepare a few more questions for the quiz in Exercise 2 (for example: a film that you've seen more times than any other, a celebrity who annoys you the most).
-  **Independent learning:** Ask students to use their emoji response cards to indicate how confident they feel about using relative clauses. Make a note to revise the language point if several students appear to be unhappy.

Lesson aim

- Students can understand people talking about a crime.

Lead-in

Choose words from Lessons 6.1–6.4 to revise, and write each one on a slip of paper. In open class, give a definition for each word. The first student to guess the word correctly wins the slip of paper. The student with the most slips is the winner.

-  **Setting lesson goals:** Elicit situations in which people talk about crime (e.g. *interview with a crime expert, witnesses making a statement for the police, victims reporting a crime*). Explain that in this lesson students will listen to people talking about a crime.

Exercise 1

- Give students two minutes to describe the photo in as much detail as they can. Ask them not only to include visible details, but also speculate on what happened. Elicit answers in open class.

Exercise 2 **6.13**

- Do the first matching pair as an example. Set a time limit for students to complete the matching. Warn them that some of the verbs might match with more than one noun. Then, play the audio for them to check their answers. To check that students understand the collocations, ask volunteers to illustrate their meaning by saying a sentence for each of them.

Exercise 3 **6.14 audioscript page 287**

- Pre-teach or elicit: *podcast, first up* (a phrase used to introduce the first person/topic). Play the audio, and give pairs one minute to brainstorm ideas about what might have happened. Elicit suggestions, but don't reveal the answer yet.

Exercise 4 **6.15 audioscript page 288**

- Pre-teach: *pretend, it's a pity*. Play the audio for students to check their ideas. Elicit what things were taken (*laptop, smartwatch, digital camera*).

Exercise 5 **6.15 audioscript page 288**

- Put students in pairs to discuss what they think the logical order for the events would be. Then, play the audio for students to check their ideas and work out the correct sequence of events.

Exercise 6 **6.16 audioscript page 288**

- Explain that in this type of listening task, students have to listen for specific details in the audio. Warn them that there may also be irrelevant details, but each answer will appear in the audio, and they should write them down as accurately as possible. Remind them that sometimes the answer will be a number, not words. Play the audio, twice, without pauses, and ask students to complete the task individually. Check answers as a class.
- **NEED SUPPORT?** Before less confident students listen to the audio, ask them to discuss in pairs what kind of information is missing in each gap.

BBC VIDEO**STREET TALK** **35 videoscript page 288**

- Elicit or pre-teach: *attached to (something), approach, authority* (referring to a person), *cashier, inform, mind (somebody's) own business*.
- Play the video for students to complete the task, pausing after each speaker to allow them time to record their answers.
- **NEED SUPPORT?** To make the task more manageable, allow less confident students to follow with the audioscript.

Answers:

Crimes discussed: theft, shoplifting, vandalism

Possible actions mentioned: talk to the criminal, go to the police station, talk to an employee, call the police

-  **Independent learning:** Ask students to think about the lesson and reflect on their learning. Give them questions to answer in their notebooks, e.g. *Can you understand people talking about a crime? In what situations do people describe details of a crime? Why is it important to inform the police about any crime you witnessed? Which exercises did you find difficult, and why?* Lead a class discussion.



1 In pairs, describe the photo. How can social media help the police solve a crime like this? What about other crimes?

2 6.13 **WORD FRIENDS** Match the verbs with the nouns to make phrases about investigating crimes. Listen and check.

- | | |
|----------------------|----------------|
| 1 look for b | a the area |
| 2 arrest e | b clues |
| 3 interview c | c a witness |
| 4 take d | d fingerprints |
| 5 search a | e a criminal |

3 6.14 Listen to the first part of a podcast. What do you think happened?

4 6.15 Listen to the second part of the podcast and check your ideas from Exercise 3.
The girl is talking about a burglary.

5 6.15 Listen again and number the events a–f in the correct order.

- The police arrested the burglar. **6**
- Katrina discovered her laptop was missing. **1**
- A friend told Katrina about a conversation in the park. **4**
- The police looked for clues in and near the house. **3**
- Katrina called the police. **2**
- Katrina and Mia started looking on social media. **5**

6 6.16 Listen to the final part of the podcast and complete the notes.

Date of burglary: ¹ (...) **2 October/2nd October/ October 2nd**

Time of burglary: **between** ² (...) **and 3.00, 5.00/ (...)** p.m. **3, 5/three, five**

Items still missing: ³ (...) **(a) (digital) camera, (a) laptop**

Phone number: ⁴ (...) **07836 198 477**

Reward: ⁵ £(...) **20/twenty**

BBC VIDEO

STREET TALK

35 Watch five people talking about different crime situations. Answer the questions.

- Which crimes are discussed?
 - pickpocketing
 - burglary
 - theft
 - bank robbery
 - shoplifting
 - vandalism
- Which possible actions are mentioned?
 - shout to get attention
 - talk to the criminal
 - go to the police station
 - do nothing
 - talk to an employee
 - call the police

Vocabulary Extension > p. 84

81 Unit 6

For the teacher

- Audioscript, pages 287–288
- Videoscript, page 288

On the Portal

- Vocabulary Memory Game
- Resource 6.5

For the student

- Workbook, page 65
- Vocabulary Extension, Students' Book, page 84

On the Portal

- Extra Practice Activities: Vocabulary 6.5; BBC Street Talk video
- The Vocabulary App

VIDEO



EVERYDAY ENGLISH

Mum: It's so nice to go on a walk together. I love this park. You're quiet. Are you OK?
Is something wrong?

Bea: I'm fine, Mum. Honestly.

Mum: Hmm ... Come on, I can tell that you're worrying about something. It usually helps to talk.

Bea: I don't know.

Mum: Go on, tell me.

Bea: Well, some nasty comments were posted on my nature blog.

Mum: Really? What do you mean?

Bea: I shared my photo of that kingfisher we saw on the river. I thought it was amazing because it's hard to take good photos of birds when they're moving so fast.

Mum: Right ...

Bea: Some people put nice comments like, 'So cute!'

Mum: That's nice!

Bea: But other people put things like 'Yawn. Boring post!' Then one person said, 'A boring post by a boring person.' And I was really hurt.

Mum: Just ignore them! By the way, how many people liked your post?

Bea: I don't know, a few hundred?

Mum: Well, it seems to me most people agree with you.

Bea: Hmm, I see what you mean. 'Mum knows best', hey? After all, you're older and wiser ... much older, in fact!

Mum: Hey! I'm not that old, OK?



SOUNDS GOOD!

So cute! • Just ignore them! •
By the way, ...

- 3 Study the Speaking box. Find examples of some of the phrases in the dialogue.

SPEAKING Keeping a conversation going

Inviting

Are you OK? Is something wrong? Go on, tell me.
Do you want to talk about it? Come on, you can tell me.

Encouraging

What do you mean? Really? Then what happened?
I'm sure (you were/did). Exactly.

Reassuring

Don't worry. I'm fine. Honestly.
Of course you can (do it). Right.

Responding

Definitely! Absolutely! I don't know.
I see what you mean.

- 1 36 6.17 Look at the photo. How do you think Bea feels? Watch or listen and check.
She's feeling sad because some people posted nasty comments on her blog.

- 2 Do you think Bea's 'friends' showed respect in their online comments?

FUTURE SKILLS



What can you do about negative comments on social media? Discuss in pairs. Use these ideas to help you.

- ignore them
- block the person commenting
- if possible, speak to the 'commenter' in real life

- 4 6.18 Complete the dialogues with one word in each gap. Listen and check.

1 A: I like social media, but sometimes it's bad.

B: What do you (...) ? *mean*

A: When people post negative comments, it's bad. I try to post positive comments.

2 A: I think thirteen is the right age to use most social media sites.

B: Yes, (...) ! I think twelve is too young. *absolutely*

- 5 In pairs, discuss the statement 'All social media is bad for friendship.' How many phrases from the Speaking box can you include in your conversation?

SPEAKING TIME



In pairs, take turns to tell your partner about something you like or dislike about social media. Invite your partner to comment. Use phrases from the Speaking box and your own ideas.

For the teacher

On the Portal
• Resource 6.6



For the student

• Workbook, page 66

On the Portal

• Extra Practice
Activities: *Is something wrong?* video



Lesson aim

- Students can keep a conversation going.

Lead-in

Write the following questions on the board: *What kind of things do you usually post online? How do other people respond? How do you feel about this? Do you often comment on other people's posts? How do they react?* Put students in pairs or small groups to discuss the questions. Elicit some ideas from volunteers.

-  **Setting lesson goals:** Books closed. Write *keeping a conversation going* in the middle of the board, and check comprehension. Elicit different ways that people keep conversations going – both verbal and non-verbal. Tell the class this is going to be the focus of the lesson.

Exercise 1 36 6.17

- Ask students to study the photo but cover the dialogue. Ask them to say who's in the photo, where they think they might be, then how each of them might be feeling. Encourage them to give reasons to justify their predictions, but don't reveal the answers. Play the video or audio for students to check their ideas.
- Check understanding of the phrases in the Sounds Good! box. Explain that we use *by the way* to introduce a comment or question not directly related to what you have been talking about.
- **NEED SUPPORT?** To help students process the dialogue more easily, ask further comprehension questions, e.g. *How does Bea's mum know that she's upset?* (She's too quiet.)

Exercise 2

- Play the video or audio, or ask students to read the dialogue again, if necessary. Ask them to say what Bea posted online (a photo of a kingfisher). Ask: *What words can you use to describe two types of comments?* (nice and nasty). Write the words on the board, then elicit examples of both types of comments Bea received (nice: 'So cute!'; nasty: 'Yawn. Boring post!', 'A boring post by a boring person.'). Elicit students' opinions about the question in Exercise 2.

**Social responsibility**

This task helps students to apply ethical reasoning and standards to make decisions in complex situations. It highlights the importance of behaving responsibly on social media and allows students to discuss strategies for dealing with potentially harmful communication. Ethical competence is a valuable life skill and increasingly important in the modern world.

- Read the three suggestions as a class and have a class vote on which of them are the most or least effective. Elicit some reasons for students' opinions. Then, put them in pairs to discuss the issue, and encourage them to come up with other suggestions. Elicit ideas in open class, and as a class, agree on the most effective approaches together.

Exercise 3

- Read the Speaking box together as a class. Set a time limit for finding the examples in the dialogue.

Exercise 4 6.18

- Ask students to read and complete the mini-dialogues, then play the audio for them to check answers.

Exercise 5

- Give students a minute to consider the statement and collect some arguments both for and against the proposition. Remind them that anticipating their partner's counter-arguments is a useful skill for debating an issue.
-  **Peer learning:** Put students in groups of three. Ask two students in each group to start discussing the topic. Remind them to use the phrases in the Speaking box. Ask the third person in each group to observe their partners, and make a note of each phrase used, and feed in more phrases when the speakers get too repetitive. After a minute or two, ask students to swap roles, so the observer becomes part of the discussion, and another student takes over observing.

SPEAKING TIME

- Give students half a minute to think about at least one positive and one negative aspect of social media, then put them in pairs to discuss their ideas together. Remind students to use the phrases from the Speaking box. Elicit some ideas in open class for feedback, and invite the rest of the class to comment.
- **FINISHED EARLY?** With books closed, ask students to think back to the video story, and try to re-tell what happened in this episode in their own words.

-  **Independent learning:** Ask students to think back to their discussion in the Speaking Time task. Ask them to reflect on whether they used a wide variety of the phrases to keep the conversation going, then give themselves a score from 1 to 5 (1– didn't use any to 5 – used a good variety of phrases), write it on a piece of paper and hold it up for you to see.

Lesson aim

- Students can write an opinion essay.

Lead-in

Write the following statements on the board: *Graffiti is vandalism./Graffiti is art.* To decide who's going to argue for each statement, pairs should toss a coin. Remind students to use phrases from the Speaking box on page 82. Elicit some ideas in open class, inviting comments from the class. Make a note of some of the best opinions mentioned on the board.

-  **Setting lesson goals:** Books closed. Focus attention on the opinions on the board and explain that in this lesson students are going to learn how to write up their opinions about an issue in a formal essay.

Exercise 1

- Ask students to work in pairs to describe the photo, then spend a minute or so thinking of examples of rubbish in their environment. Ask them also to discuss their views about the question. Elicit some examples and opinions in open class. Invite the class to comment.

Exercise 2

- Ask students to skim the essay quickly to find out the writer's opinion. Elicit this in open class, then ask for a show of hands to see who agrees. Elicit some reasons from volunteers who agreed and who disagreed.

Answers:

The main opinion is that big fines will help people change their habits and reduce litter.

Extra activity

Ask students to read the essay more carefully, and to make notes under the following headings: *examples of litter in the environment, problems caused by rubbish, suggestions to solve the problem.* Write these headings on the board to help students. Ask them to compare their notes in pairs or small groups, then elicit answers in open class to check.

Exercise 3

- Read the phrases in the Writing box together and check that students understand the words and phrases. Then, set a time limit for students to find the examples in the essay and complete the gaps. Check answers as a class.
- Ask students to find examples of the passive in the essay (*stronger punishments are needed, riverbanks and beaches are littered with plastic, plastic is carried out to sea, animals are hurt or killed*). Remind them that the passive is often used in impersonal, formal writing, such as essays.

Exercise 4

- Read the information in the Language box together, and check understanding. Set a time limit for students to find the examples. Make sure students notice that connectors of purpose are followed by a verb phrase (with the verb in the infinitive), while connectors of result are normally followed by a clause.

Exercise 5

- Ask students to write their sentences in their notebooks. Remind them that the rewritten sentence should have the same meaning as the one in the book. Check answers as a class.
- NEED SUPPORT?** Prepare copies of the photocopiable *Need support?* worksheet 6.7 from the Teacher's Resource File. This version of the task provides more scaffolding for the rewriting task.

Answers:

- 1 People should take their litter home so as to protect the environment.
- 2 They had to pay a fine. As a result, they are more careful now./They had to pay a fine and they are more careful now as a result.
- 3 Animals are important. For this reason, people need to think about them./Animals are important. People need to think about them for this reason.
- 4 I believe fines are useful in order to help us keep the law.

WRITING TIME

- Ask students to read the Writing Time box and check comprehension. Remind them to follow the instructions step-by-step to write their essays. Suggest that they tick off each stage as they complete it, then move on to the next one in the list.
- NEED SUPPORT?** Less confident students could be allowed to write a shorter text: one or two paragraphs describing their opinion.
- FINISHED EARLY?** Ask students to look back at previous lessons in Unit 6, and write sentences about any of the texts or stories, using connectors of purpose or result (e.g. *Mum gave good advice to Bea. As a result, Bea started to feel better.*)

-  **Independent learning:** Ask students to use their emoji response cards to show how confident they feel about writing opinion essays. Make a note to practise writing opinion essays again if a number of students need this.

- 1 Give examples of rubbish you see in your everyday environment. Do you think leaving litter is a crime?
- 2  Read the opinion essay. What is the writer's main opinion? Do you agree?

'Rubbish is bad for the environment. People who leave litter outdoors should pay a fine.' Do you agree? Explain your ideas.

We all agree that litter is bad for the environment. But personally, I believe that stronger punishments are needed to deal with this problem. For example, many riverbanks and beaches are littered with plastic bottles and bags. This is a serious problem for river wildlife as well as ocean animals because litter is carried out to sea. As a result, many animals are hurt or killed by pieces of plastic.

On the one hand, we must punish people who don't clean up after themselves. For example, if you do not put your litter in a bin, you should clean up other people's rubbish too! On the other hand, perhaps this punishment isn't strong enough. In my opinion, people will stop littering if they have to pay a fine every time they drop rubbish.

However, I do not think small fines will solve the problem. Although fines can make people think about the environment, it may not be enough to make them change their habits. For this reason, I would like to see bigger fines, so as to put a stop to littering.

In conclusion, I agree with big fines for people who continue to drop litter in order to keep the environment clean and safe.

- 3 Study the Writing box. Complete the gaps with words and phrases from the essay.

WRITING An opinion essay

Give your main reaction

- 1 In my opinion, ...
Personally, ¹ (...) that ... *I believe*

Balance opinions

- 2 On the one hand, ...
On the ² (...), ... *other hand*

Add contrasting ideas

- 3 However, I think/do not think that ...
³ (...) ... *Although*

Summarise and conclude

- 4 Overall, ...
In general, ...
In ⁴ (...), ... *conclusion*



- 4 Study the Language box. Find examples of the words and phrases in the opinion essay.

LANGUAGE Connectors of purpose and result

Connectors of purpose: *to, in order to, so as to*

Connectors of result: *for this reason, as a result*

- 5 Rewrite the sentences using the words in brackets. Use the Language box to help you.
 - 1 People should take their litter home to protect the environment. (as)
 - 2 They had to pay a fine so they are more careful now. (result)
 - 3 Animals are important, so people need to think about them. (reason)
 - 4 I believe fines are useful to help us keep the law. (order)

WRITING TIME

 Write an opinion essay on the following question: 'Littering is a serious problem. People who drop litter should do unpaid community work.' Do you agree? Explain your ideas.

FIND IDEAS

Make notes for your opinion essay. Think about:

- litter in your local environment – give examples
- your opinion on community work. Is it a good punishment?
- any other ideas to encourage people to behave responsibly
- your conclusion

PLAN

Organise your ideas into paragraphs. Use the essay in Exercise 2 to help you.

WRITE AND SHARE

- Write a draft essay. Use the Writing box and the Language box to help you.
- Share your essay with another student for feedback.
- Write the final version of your essay.

CHECK

- Check language: did you use connectors correctly?
- Check grammar: did you use the passive correctly?

For the teacher

On the Portal

- Resource 6.7
- Need support? worksheet 6.7



For the student

- Workbook, page 67
- Writing Extension, Workbook, page 119

WORDLIST

6.19

Criminals

burglar (n)
pickpocket (n)
robber (n)
shoplifter (n)
thief (n)
vandal (n)

Word friends

(crime collocations)

break into homes (phr)
break the law (phr)
commit a crime (phr)
damage buildings (phr)
rob a bank (phr)
solve crimes (phr)
steal things (phr)

Crimes

(bank) robbery (n)
burglary (n)
pickpocketing (n)
shoplifting (n)
theft (n)
vandalism (n)

Solving crimes

case (n)
clue (n)
detective (n)
fingerprint (n)
security camera (n)
suspect (n)
witness (n)

The law

court (n)
fine (n)
judge (n)
lawyer (n)
prison (n)
punishment (n)
reward (n)
sentence (n)

Negative prefixes

illegal (adj)
illogical (adj)
impatient (adj)
impossible (adj)
irregular (adj)
irresponsible (adj)
uncomfortable (adj)

unfair (adj)
unhappy (adj)
unimportant (adj)
uninteresting (adj)
unkind (adj)
unusual (adj)
Word friends
(investigating crimes)
arrest a criminal (phr)
interview a witness (phr)
look for clues (phr)
search the area (phr)
take fingerprints (phr)

EXTRA WORDS

accuse (v)
apology (n)
appear (v)
assistant (n)
author (n)
be in trouble with (phr)
catch (v)
chase (v)
choice (n)
community (n)

description (n)
elementary (adj)
engine (n)
eyebrow (n)
fair punishment (n)
fingernail (n)
get away (v)
investigate (v)
jewellery (n)
jury (n)
lie (v, n)
mind (n)
neighbourhood (n)
politician (n)
purse (n)
question (v)
quote (n)
recording (n)
series (n)
shop window (n)
stone (n)
street light (n)
swing (n)
wallet (n)

1 Use the wordlist to find these things.

- two places where criminals are taken after they are arrested **court, ...**
- five crimes that involve stealing something
- three words for ways to pay for a crime
- three jobs

2 Answer the quiz questions with words from the wordlist. Then write one more question. In pairs, ask and answer each other's questions.

Crime Quiz

- Who sees a crime and can describe what happened? **witness**
- Which crime involves people breaking objects which are not their own?
- Who helps with legal problems?
- Who decides on the punishment for a criminal?
- Where are criminals sent as a punishment for their crimes?
- What can detectives look for to help them understand a case?

3 Match 1–8 with a–h to make phrases.

- | | |
|-----------------------|----------------|
| 1 arrest the e | a law |
| 2 break the | b witness |
| 3 commit a | c crime |
| 4 interview a | d fingerprints |
| 5 rob a | e criminal |
| 6 search an | f area |
| 7 take | g bank |
| 8 steal | h things |

4 In pairs, imagine that you are detectives looking for a criminal. Use your detective skills to suggest three things you could do. Use words from the wordlist. **We could look for clues.**

5 CHALLENGE Find words and phrases from the Extra words list which are antonyms for these words and phrases.

- advanced, difficult **elementary**
- tell the truth
- answer
- run away from
- lose (a criminal)
- disappear
- unfair punishment

Exercise 1

- 1 prison
- 2 burglary, pickpocketing, robbery, shoplifting, theft
- 3 fine, punishment, sentence
- 4 detective, judge, lawyer

Exercise 2

- 2 vandalism
- 3 lawyer
- 4 judge
- 5 prison
- 6 clue(s)

Exercise 3

- 2 a
- 3 c
- 4 b
- 5 g
- 6 f
- 7 d
- 8 h

Exercise 5

- 2 lie
- 3 question
- 4 chase
- 5 catch
- 6 appear
- 7 fair punishment

Exercise 1

- 1 robbery
- 2 impossible
- 3 theft
- 4 uncomfortable
- 5 burglary
- 6 illogical

Exercise 2

- 1 damage
- 2 solve
- 3 rob
- 4 break
- 5 arrest

Exercise 3

- 1 broke
- 2 stole
- 3 crimes
- 4 case
- 5 thief
- 6 clues
- 7 witness
- 8 burglary
- 9 suspect
- 10 reward

Exercise 5

- 1 were investigated last year
- 2 isn't used as a prison now
- 3 was given a lot of money to improve it
- 4 isn't played very often in our park
- 5 wasn't seen when he entered the building

Exercise 6

- 1 was given, Socrates
- 2 were the Sherlock Holmes books written, Arthur Conan Doyle
- 3 are/is the FBI headquarters located, Washington D.C.
- 4 was played, Robin Hood
- 5 are used, dogs

Exercise 7

- 1 which
- 2 who
- 3 where
- 4 which
- 5 that/which

Exercise 8

- 1 where
- 2 which
- 3 who
- 4 that
- 5 that

Exercise 9 🗣️ 6.20

Everybody listen, please. I'm sorry to say that some windows were damaged by vandals at the weekend. The vandals were arrested this morning. One of them, who is also a well-known burglar, has already been put into prison.



VOCABULARY

- Complete the second sentence so that it means the same as the first one. Use the correct form of the underlined words.
 - Robbers can go to prison for a long time. People who commit (...) can go to prison for a long time.
 - It isn't possible to read this book in one day. Reading this book in one day is (...).
 - Police have arrested a thief. Police have arrested somebody for (...).
 - We didn't feel comfortable in those chairs. Those chairs were (...).
 - That woman has been a burglar in the past. That woman has committed (...) in the past.
 - I couldn't see the logic in the detective's ideas. The detective's ideas seemed (...) to me.

- Complete the news headlines with the Present Simple form of the correct verbs.

1 **Building workers d(...) priceless painting in city art gallery**

2 **Detectives s(...) the crime of the century!**

3 **Armed men r(...) a bank and steal £1 million**

4 **Secret lives: the criminals who work by day and b(...) into homes by night**

5 **Police a(...) bank robbers after long car chase**

- Complete the extract from a detective story with these words.

broke burglary case clues crimes
reward stole suspect thief witness

Last week someone ¹(...) into another jewellery shop and ²(...) the biggest diamond in London. Like the other ³(...), this ⁴(...) was difficult, because the ⁵(...) left no ⁶(...) at all. However, a ⁷(...) came to see me! She was walking by the shop at the time of the ⁸(...) and she described the person inside. But I still didn't have a ⁹(...). So I made a poster with an artist's drawing, offering a ¹⁰(...) for information.

- CHALLENGE** Write about the punishment you think teenagers should get for shoplifting, vandalism and bullying online. Then share with your partner.

GRAMMAR

- Rewrite the sentences in the passive. Do not include the underlined subjects.
 - They investigated several internet crimes last year. Several internet crimes (...).
 - We don't use this building as a prison now. This building (...).
 - The city council gave a lot of money to my neighbourhood to improve it. My neighbourhood (...).
 - People don't play football very often in our park. Football (...).
 - Nobody saw the burglar when he entered the building. The burglar (...).
- Complete the quiz questions with the Present Simple or Past Simple passive form of the verbs in brackets. Then match these answers to the questions.

Arthur Conan Doyle dogs Robin Hood
Socrates Washington D.C.

- Which ancient Greek philosopher (...) (give) a death sentence?
 - Who (...) (the Sherlock Holmes books/write) by?
 - Which American city (...) (FBI headquarters/locate) in?
 - Which famous British thief (...) (play) by Russell Crowe in a 2010 film?
 - What animals (...) (use) to find illegal substances in airports?
- Complete the sentences with relative pronouns.
 - My favourite school subject, (...) is on Friday morning, is Art.
 - It's good to have a friend (...) can stay positive in difficult situations.
 - The place (...) I read is on the sofa.
 - I came first in a singing competition, (...) was a surprise for everyone.
 - This is the TV show (...) everyone wants to watch.
 - CHALLENGE** Choose the correct relative pronoun and make sentences true for you.
 - I like shops *where* / *who* ...
 - I like playing games *which* / *who* ...
 - A good friend is a person *where* / *who* ...
 - The thing *that* / *where* helps me study best is ...
 - I enjoy films *who* / *that* ...

DICTATION

- 6.20** Listen. Then listen again and write down what you hear during each pause.

SELF-ASSESSMENT

Think about this unit. What did you learn? What do you need to work on?

WORKBOOK p. 69

85 Unit 6

For the teacher

On the Portal

- Resources 6.8 and 6.9
- Test: Unit Test
- Test: Progress Test

For the student

- Workbook, pages 68–69
- Pronunciation, Students' Book, page 153

On the Portal

- Wordlist audio and scripts
- Extra Practice Activities: Self-Check

Learning Experience 3

Practise effective decision-making

Do I play in the match instead of going to Elsa's birthday lunch?

For

- The team has never chosen me for a match before – it's fantastic that they have asked me.
- Perhaps they are annoyed with me if I say 'no'.

Against

- Perhaps I play badly and that will be embarrassing.
- I don't know the people in the team very well.
- It's my best friend's birthday and she'll be sad if I don't celebrate it with her.
- Everyone will talk about her birthday lunch the next day and I'll feel bad that I wasn't there.



Harry



Step 1 Think

1  In pairs, discuss these questions.

- 1 What decisions have you made today/ this week?
- 2 What big decisions do you think you will have to make in your life?
- 3 Have you ever had to make a difficult decision? What was the situation? Why was it hard to decide what to do?

2 Read Harry's *For* and *Against* lists. Why is it difficult for him to decide what to do?

3  Read the Useful Tips on page 87. In pairs, answer the questions.

- 1 What other tips can you think of?
- 2 Why is it a good idea to take your time when you need to make an important decision?

Learning Experience 3

Lesson aim

- Make effective decisions

Lesson product

- A discussion

Context

- Personal

Future skills

- Critical thinking: evaluating arguments and options

Sustainable goal

- To promote problem-solving skills

Resources

- A *For* and *Against* list (Teacher's Resource File, Resource 6.10)

Lead-in

Assign each half of the classroom to one of two options (indicating with your hand which side is which option for each round). Students have ten seconds to move to the side of their preference in each round. Use ideas like *tea or coffee*, *summer or winter*, *dog or cat*, and so on. At the end, ask students which decision they found the most difficult to make.

-  **Setting lesson goals:** Ask students to recall the episodes from the video story when any of the characters had to make a decision. Allow students to look back in the book if they have trouble remembering. Make notes of the decisions on the board, then ask the class to decide together which of these was the easiest and most difficult decision. Explain that the lesson will focus on making decisions.



Critical thinking: evaluating arguments and options

In this lesson students will learn that in order to make responsible decisions, they have to weigh up the relative merits of each option being considered and be able to decide which considerations are important.

Steps 1–4

- Work through each step by: reading the instructions, clarifying doubts, and setting a time limit for work on each task.

Step 1 Think

Exercise 1

- Set a time limit for Exercise 1. Ask for volunteers to share their ideas for questions 1, 2 and 3 with the class.

Exercise 2

- Students read Harry's *For* and *Against* arguments and answer the question. Then, they share their opinions in pairs and compare answers.

Answers:

It's a difficult decision for Harry because playing in the match is a great opportunity. However, he doesn't know the team well and he doesn't want to miss his best friend's birthday lunch.

Exercise 3

- Read through the Useful Tips as a class. Explain the concept of thinking of the future as *near*, *medium* and *long-term*. Ask students to suggest additional tips, and write them up on the board.

Suggested answers:

- 1 Ask your friends/family/teacher for advice. Be clear about your goals. Keep calm. Do something different for a while, e.g. exercise, meet a friend, etc. Listen to your instinct.
- 2 You need time to look for all the information you need, consider different options and then analyse the *for/against*.

- **NEED SUPPORT?** For less confident students, ask them to work in pairs to decide how to translate the tips into their own language.
- **FINISHED EARLY?** Ask students to make a list of three things you shouldn't do when making decisions (e.g. make them quickly, make them without checking facts, etc.).

Learning Experience 3

Step 2 Analyse

Exercise 4

- Ask students to work in pairs to analyse Harry's points. Explain that they have to decide whether each point is *For* or *Against* a decision to play in the match.

Suggested answers:

1 For 2 Against 3 For 4 Against
5 For 6 Against 7 For

Exercise 5

- Read through the Useful Phrases box. Ask students to repeat and complete examples. Students then work in pairs to discuss what decision Harry will make. Once they have finished, check ideas around the class. Encourage students to use the Useful Phrases.

Step 3 Prepare

Exercise 6

- Read through the task instructions asking students to give you examples when appropriate. Check they understand all the stages.
- Remind students to use the Useful Phrases and to follow the advice in the Useful Tips.
- Hand out a photocopy of the Resource 6.10 (a *For* and *Against* list), which is a template to help students organise their arguments.
- Before they start, elicit some ideas for each situation in open class, inviting comments from different students.

Step 4 Present

Exercise 7

- For each situation, ask a volunteering pair to present their decision and their reasons for choosing it. Invite comments from the class.

REFLECTION TIME

Draw students' attention to the Reflection Time section. They can do this in their pairs or individually. In the feedback session, ask some students to volunteer to share their thoughts.



Sustainable Goal

- Hold a brief discussion with students about why they think 'to promote problem-solving skills' is a UN sustainable goal. Accept and write up any ideas students have about the benefits of promoting problem-solving skills, e.g. *helps reach better decisions, removes emotion, creates more time to inform decisions, helps avoid conflict, helps you see problems from different perspectives.*
-  **Reviewing lesson goals:** Ask students to tell you what the most useful thing is they have learned from the lesson.



Make a decision

Step 2 Analyse

4 Read these extra reasons. Should they be in Harry's *For* or *Against* list?

- 1 I've trained with the team for months, so I've worked hard for the opportunity.
- 2 I accepted Elsa's invitation before they told me about the match, so it's rude to change my mind now.
- 3 It's Ethan's birthday next month and then Elsa's birthday will be old news.
- 4 It's good for my well-being to spend time with my good friends.
- 5 I'll get to know my teammates more quickly if I play in matches with them.
- 6 People don't stay friends if they don't make the effort to celebrate their birthdays together.
- 7 I want to get better at football and it's hard to do that if I don't play in matches.

5 What decision do you think Harry is going to make? Discuss in pairs. Use expressions from the Useful Phrases box.

Step 3 Prepare

Resource: a *For* and *Against* list



- 6 Practise making an important or difficult decision. Follow these instructions.
- Choose one of these situations or think of your own idea.
 - 1 Do I give up training in my favourite sport to spend more time studying?
 - 2 Do I tell my friend's parents that I saw him/her shoplifting?
 - Complete the *For* and *Against* list with reasons.
 - Give each reason a score from 1 (not at all important) to 10 (extremely important).
 - Use the total scores to help you make a decision (a higher total score indicates stronger reasons overall).

Step 4 Present

- 7 Present your decision and reasons to the class.
- Use expressions from the Useful Phrases box.
 - **PEER REVIEW** Give your opinion. Do you think the reasons support the decision?



USEFUL TIPS

It's normal to feel unsure or anxious when you have to make an important or difficult decision. It can help to follow a few basic rules.

- Give yourself some time.
- Make lists of reasons for and against.
- Think about the near and medium-term future.
- Make sure you know all the facts before you decide.
- Don't try to decide when you're tired or stressed.
- Rethink your options if necessary.

USEFUL PHRASES

- I think I/Harry is going to ... because ...
- I have decided to ... because ...
- The main reason for this/my decision is ...
- If I/he (don't/doesn't) ..., I/he will/won't ...
- I think ... is (much) more/less important than ...
- In the short/long term, it is/isn't a good idea to ... because ...
- I don't think ... matters very much because ...

REFLECTION TIME

Think about the task and answer the questions.

- What's the most important thing you have learned from doing this task?
- Was it easy or difficult to make a list of reasons for and against?
- Do you think this learning experience will help you make better decisions in the future? Why?/Why not?
- Did your classmates make similar or different decisions?
- Did you use language from Units 5 and 6?

For the teacher

- Resource: a *For* and *Against* list, Teacher's Resource File (Resource 6.10)

On the Portal

- Resource 6.10





VOCABULARY AND GRAMMAR

1 Choose the correct option.

- By the time the police arrived, the burglar (...) the painting.
a is stolen
b will steal
c **had stolen**
- I've only watched two (...), but this looks like a very interesting series.
a **episodes**
b channels
c productions
- This time next week, we (...) part in the rugby tournament.
a take
b going to take
c **will be taking**
- The runners are on the (...) in their starting positions. The race will start at any moment.
a court
b race
c **track**
- Every day, violent crimes are (...) on our streets.
a **committed**
b arrested
c solved
- Action films are (...) than dramas.
a the most exciting
b **more exciting**
c most exciting

2 Complete the second sentence with the word in bold so that it means the same as the first one. Use no more than four words.

- The detective interviewed a witness at the robbery. **SEEN**
The detective interviewed a witness **who had seen** the robbery.
- In my opinion, the TV series is better than the film. **GOOD** **as good as**
In my opinion, the film isn't (...) the TV series.
- I think I'll start playing badminton. **UP**
I think I'll (...) badminton. **take up**
- They arrested the suspect two days later. **WAS**
The suspect (...) two days later. **was arrested**
- Which team do you plan to support? **GOING**
Which team (...) support? **are you going to**
- My internet is too slow to livestream the event. **FAST**
My internet is (...) to livestream the event. **not fast enough**

3 Complete the text with the correct form of the words in brackets.



A lot of ¹ **reviewers** (REVIEW) these days are writing about *On the Pitch*, Giles Holmes' new film about a young footballer. For this film, Holmes found that he needed people who had both ² (...) (ACT) and football skills. He used real ³ (...) (ACT) for most of the players on the pitch. They played all the ⁴ (...) (DEFEND). However, a real footballer was found to play an ⁵ (...) (ATTACK). She gave a good ⁶ (...) (PERFORM) both on and off the pitch. This film is a great ⁷ (...) (PRODUCT) which viewers of all ages will enjoy watching.

²acting ³actors ⁴defenders ⁵attacker
⁶performance ⁷production

SPEAKING

4 Complete the dialogue with these words. There is one extra word.

meeting plans prefer rather sounds **up** yet

- A: Hi! What are you ¹ **up** to on Saturday?
B: I don't know ² (...). What about you? **yet**
A: I'm ³ (...) a few friends in the afternoon. Do you want to join us? **meeting**
B: Thanks. Maybe I will. What are your ⁴ (...) **plans**?
A: Maybe we'll watch a film or check out the new shopping centre. Which do you prefer?
B: I'd ⁵ (...) watch a film. There's a really good new science fiction film at the cinema. **rather**
A: That ⁶ (...) great! I'll ask the others. **sounds**

5 In pairs, follow the instructions. Go to page 156.

EXAM

Exercise 5
International
Certificate
Level 2,
Speaking,
Section 13,
(role play)

LISTENING

- 6 6.21 Listen to Melanie talking about tennis and complete the sentences. Use no more than four words in each gap.
- Melanie thinks she'll be (...) one day.
 - Tomorrow she has a meeting with (...). *her coach*
 - At the training, they'll talk about the things (...). *she needs to do*
 - Right now, her biggest problem is (...).
 - Melanie took up tennis after watching an (...) in one of her friend's house.
 - She admires Serena Williams for her (...). *strength*
 - Serena inspires Melanie to (...). *be better*

- 7 Think of an activity which you like doing. Who inspires you to do the best you can? Discuss in pairs.

READING

- 8 Read the article quickly. In pairs, say which album you would like to listen to and why.

- 9 Read the article again and answer the questions.

Which album A–C ...

- is a recording of a live music event? *A*
- has songs about real people? *C*
- has a song which is the best song because of a musical instrument? *B*
- was made by two people working together? *B*
- was recorded using different voices? *C*
- used technology later to improve the sound? *A*
- has music for a TV programme? *B*

WRITING

- 10 Which of these types of TV series/shows do you like to watch and why? Which don't you like and why? Discuss in pairs.

- | | | |
|---------------|------------------------------|-------------------|
| • cartoon | • game show | • science fiction |
| • comedy | • police/detective programme | • talent show |
| • documentary | | • talk show |
| • drama | | |

- 11 Write a review of a TV series or show that you watched recently. Write about these things.

- when and where you watched it
- what it is about
- who the characters/actors are
- what you liked/didn't like about it

EXAM

Exercise 6
International Certificate Level 2, Listening, Section 3, (note completion)

EXAM

Exercise 9
A2 Key for Schools, Reading and Writing, Part 2, (matching)

Top albums this year

Which albums will be the biggest hits this year?
Here are three which we think will be the most successful.

A Stage Style – Banana Bread

- If our predictions are right, this recording of a concert performance will be one of the best albums of the year. *Stage Style* has many Banana Bread favourites, but also a few surprises, which we're sure you'll love, including the wonderful *Know Me Better*. Why is the sound so clean? It's because after the concert had taken place, computers were used to eliminate the audience noise.

B The Dried and the Roasted – The Fine Fellows

- If you're a fan of the series *Pretty Players*, then you probably enjoy the great music at the start of each episode. This album has it, but there are a lot of other great tracks too. The best song, *Darkness Calls*, appeared in the thriller of the same name. Why is it the best? It's the unusual drum parts which were added to create a dramatic and exciting feeling. The Fine Fellows, who are duo Sally Oddy and Mark Freeman, will be doing live performances around the country this year. Check out their website for more details.

C Going Public – Lisa Scott

- Some people want to be successful in the music business and others just want to tell their own story! The lyrics on *Going Public* are interesting enough to just read and think about without the music. If you do that, you'll learn a lot about Lisa and those closest to her. But what we like most about this album is the way it was made: members of the public were invited to sing along and their voices are mixed into many of the tracks.

For the teacher

- Exercise 6, audioscript, page 288

On the Portal

- Exam correlation tables



For the student

- Workbook: Progress Check 2, pages 70–71

People power

7

VOCABULARY

Family | Phrasal verbs | Relationships | Relations | Collocations with *get*

GRAMMAR

First and Second Conditionals | *unless* | Third Conditional

COMMUNICATION

Identifying people in a group | A short story

FUTURE SKILLS

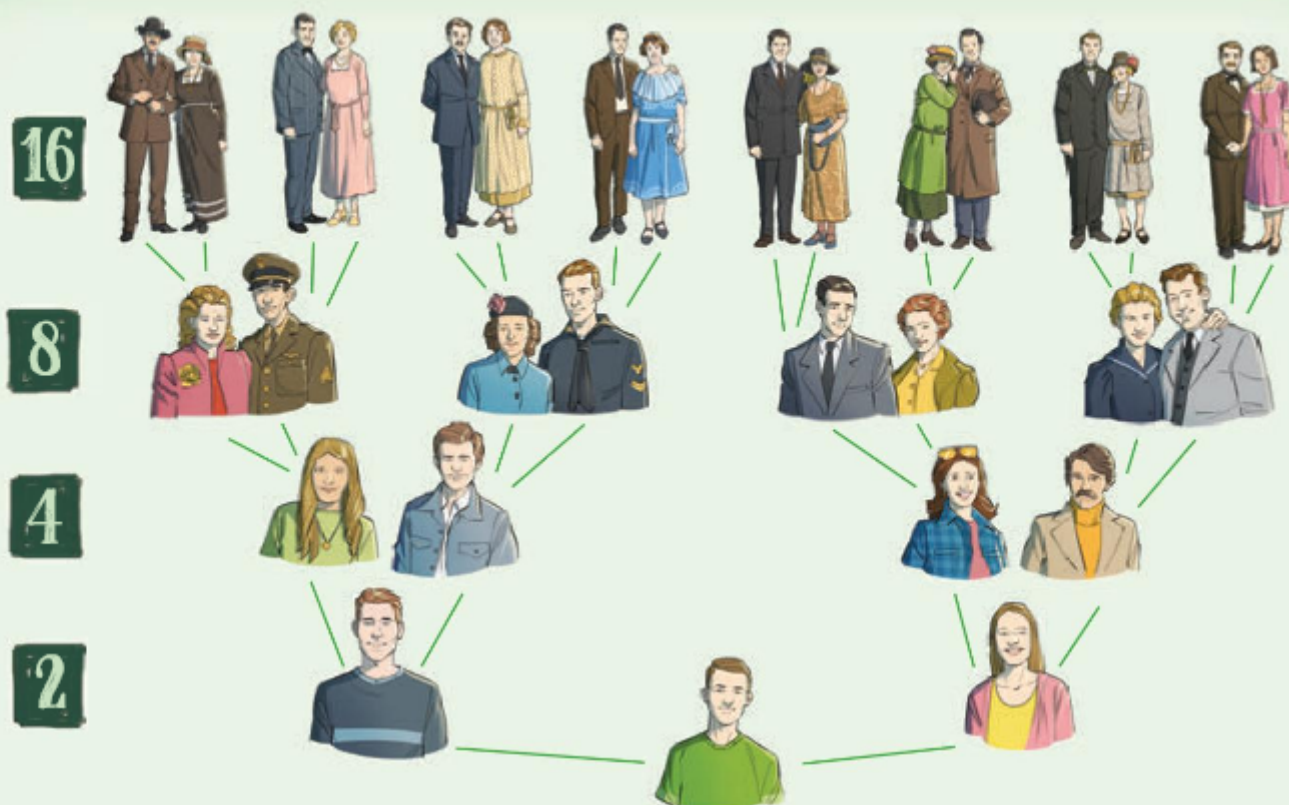
Critical Thinking (Keeping friends) | Self-management (Making time for others) | Creativity (A presentation)

VIDEOS

Grammar Animation | Grammar in Action | Street Talk | Everyday English | Culture

Family Maths

It doesn't matter if your family is big or small; some numbers are the same for all of us. For every person on the planet, there are ¹ **two** people who are their biological parents. That means you have four biological grandparents and ² (...) great-grandparents.



The diagram shows one person's parents and their parents' parents over ³ (...) generations. You can see that one person has ⁴ (...) great-great-grandparents. It's interesting to think of all their different experiences. How did they meet? Did they all grow up in the same place or did some of them move away?

This diagram doesn't tell the whole story. There might be many brothers and sisters in each family or even stepparents and half-brothers and half-sisters. Also, you can't see all the aunts, uncles and cousins on this diagram. Most people have many first, second and third cousins. Even if you're in a city with ⁵ (...) of people, it's possible that you have relations there. So be kind to those loud neighbours of yours – they might be your cousins!

Unit contents

Vocabulary

- Family
- Phrasal verbs
- Relationships
- Relations
- Collocations with *get*

Grammar

- First and Second Conditionals | *unless*
- Third Conditional

Reading

- An article about friendship

Listening

- Two personal accounts about special assistants

Speaking

- Identifying people in a group

Writing

- A short story

Future skills

- Critical Thinking (Keeping friends)
- Self-management (Making time for others)
- Creativity (A presentation)

Pronunciation

- Intonation in Conditionals and contractions
- The /d/, /t/ and /ɪd/ sounds

Exam

- International Certificate Levels 1/2
- A2 Key and B1 Preliminary for Schools
- Exam correlation tables showing detailed alignment available on the Portal

For Online Classroom, go to the Portal. 

Lesson aim

- Students can talk about relationships with their family and friends.

Lead-in

Play a game. Elicit words for members of the family and write these on separate pieces of paper. Make as many of these as there are students in the class. Use sticky tape to attach a random word to each student's back. Ask students to mingle and ask their classmates questions to find out what the word is on their backs. The others can only give *yes/no* answers. For example: *Am I a man?* (No.) *Have I got grandchildren?* (Yes.) *Is my word 'grandmother'?* (Yes.) Play until all students have guessed their word.

-  **Setting lesson goals:** Books closed. Remind students of the game you've just played and explain that you're going to explore the topic of family and friends in more detail.

Exercise 1

- Elicit or pre-teach: *relatives*. Give students a few moments to think about their answers, then put them in pairs or small groups to tell their partners about their families.

Exercise 2 7.01

- Elicit or pre-teach: *biological parents* (parents you're connected to through birth rather than adoption or one parent's re-marriage), *generation*. Ask students to study the diagram and fill in the missing numbers. Allow them to compare answers in pairs before you play the audio for them to check.

Answers:

2 eight 3 four 4 sixteen 5 thousands

Exercise 3 7.02

- Read the information in Vocabulary A box as a class. Play the audio for students to listen, repeat and practise their pronunciation. Then, ask them to complete the explanations in pairs, and check as a class.

Answers:

1 great, great 2 step 3 half

Exercise 4 🗣️ 7.03

- Write on the board: *carry on, give up*. Elicit their meanings, then explain that they are examples of phrasal verbs.
- Read the information in Vocabulary B box as a class. Explain that phrasal verbs are made up of a verb and one or more words, often prepositions. Check understanding of the new phrasal verbs. Play the audio for students to listen and repeat, and check pronunciation.

Exercise 5 🗣️ 7.04

- Ask students to work individually, then check answers in pairs before you play the audio.

Answers:

b on/along **c** together **d** out **e** with **f** out **g** away

Extra activity

Play a game to review the phrasal verbs. Ask students in pairs to make eight pairs of cards. On one card in each pair, they should write the main verb (*deal, get, etc.*), and on the other, the particles (*with, on with, etc.*). Ask them to lay the two sets on the table separately, face down. In each turn, a player turns over a verb and a particle card. If they match, they must say a correct sentence with the phrasal verb. If they can do this, they get to keep the pair of cards and turn over another pair. If the pair doesn't match or they can't say a sentence, they must turn the cards back over, and the other player continues. The game goes on until all the cards have been collected. The player with the most cards collected wins.

Exercise 6

- Put students in pairs to compare their answers to the quiz. For feedback, ask some students to report back on how many similarities and differences they found.

Exercise 7 🗣️ 7.05

- Read the phrases as a class, and check students understand them. Ask students to complete the texts individually and compare answers in pairs before you play the audio for them to check.

Answers:

2 have **3** have **4** share **5** have **6** spend **7** see

Exercise 8

- **CHALLENGE** Students work in pairs. Set a time limit for the task.
- Alternatively, assign each half of the classroom to those who agree with Stefan in Exercise 7, and those who disagree. Give students ten seconds to choose a side. As much as possible, make pairs from students with opposing views, then ask them to discuss their opinions. As you monitor, make a note of the most interesting ideas and elicit these in open-class feedback.
- **Peer learning:** As a variation on this activity, you could introduce the idea of a debate. Before students begin discussing an issue with two opposing sides, they simply toss a coin to decide who will argue *for*, and who will argue *against* the proposition. This is a technique to help students better anticipate counter-arguments from their partner.
- **FINISHED EARLY?** Ask students to choose at least two phrasal verbs from Exercise 4 and two of the phrases from Exercise 7 and write sentences about their own friends.
- **Independent learning:** Ask students to think about the lesson and reflect on their learning. Give them questions to answer in their notebooks, e.g. *Do I know how to describe members of my family? Do I know how to use phrasal verbs to talk about relationships? Do I know how to describe my relationships with friends?*

- 1 How many people are there in your family, including all of your relatives?
- 2 7.01 Look at the Family Maths diagram and complete the text with these words. Listen and check.

eight four sixteen thousands two

- 3 7.02 Study and listen to the Vocabulary A box. Complete the explanations with the prefixes in bold.

VOCABULARY A Family

great-grandmother **great**-grandfather
 great-grandparent
 half-sister **half**-brother
 stepmother **step**father **step**daughter **step**son
 stepsister **step**brother

- 1 The prefix (...) describes a family relative who is three generations away from you. Add an extra (...) for each extra generation.
- 2 The prefix (...) describes a brother, sister or parent who is related to you by remarriage, but not by blood.
- 3 The prefix (...) describes a brother or sister who is related to you through one shared parent.
- 4 7.03 Study and listen to the Vocabulary B box. Check you understand the verbs.

VOCABULARY B Phrasal verbs

deal with (a problem) get on with/get along with
 get together go out (with) grow up
 hang out (with) move away

- 5 7.04 Complete the quiz with one word in each gap. Listen and check.

Have you got great people skills?

Score between 1 and 5 for each statement.

- a My cousins and I always helped each other when we were growing **up**.
- b I get (...) well with my cousins, aunts, uncles and grandparents.
- c When I get (...) with my friends, I always include everyone.
- d I enjoy going (...) with a group of my friends.
- e I'm not sure how to deal (...) friendship problems.
- f My friends and I like to hang (...) at one another's homes.
- g I would hate to move (...) from my home town.



- 6 Do the quiz in Exercise 5. In pairs, compare your answers. Are you similar or different?
Both of us like/dislike ...
I think I'm quite similar to/different from ...

- 7 7.05 **WORD FRIENDS** Check you understand the phrases. Then complete the messages with them. Listen and check. Who do you agree with? Stefan or Nadia?
- get to know someone
 have an argument
 have something in common
 have the same sense of humour
 see each other after school
 share an interest in something
 spend time with someone

Friends: similar or different?



Stefan

I think it's good to be similar. I ¹ **got** to know Adam after I moved away from my home town last year. Adam and I ² (...) a lot in common. We both like volleyball and comedy films. We ³ (...) the same sense of humour too. We ⁴ (...) loads of interests and we're like brothers or cousins.



Nadia

I'm completely different from my friend Marta, but we get on well. Marta hates to ⁵ (...) arguments, but I think it's good to disagree. Marta loves to ⁶ (...) time on her own, but I like to go out. We don't ⁷ (...) each other often, but when we meet, we get on well.

- 8 **CHALLENGE** Is it important for friends to have similar interests? In pairs, discuss your opinions.

Vocabulary Extension > p. 98

91 Unit 7

For the teacher

On the Portal

- Vocabulary Memory Game
- Resource 7.1
- Test: Vocabulary Check



For the student

- Workbook, pages 72–73
- Vocabulary Extension, Students' Book, page 98

On the Portal

- Extra Practice Activities: Vocabulary 7.1
- The Vocabulary App



Agony Aunts Online

Hi! I'm Alice Burns, your online Agony Aunt. Friendships and relationships are very important to our wellbeing. If you have a problem with yours, I'll help you. Drop me a line. Please note that all advice is free and strictly confidential.

 My mum recently got married to Brian, who is a really nice guy. The problem is that I don't get on with my new stepsister. We have nothing in common. If I don't try to make friends with her, Mum will be upset. This wouldn't be a problem if Lola lived with her mother. But she's living with us!
Betsy

 Don't worry, this is normal. If I were you, I'd find something you and Lola can do together. And do it outside of the home. Join an after-school club. Maybe you're both into sports or something arty? She won't say no if you tell her you want to become friends. Build a relationship through a shared interest.
Alice

- 1 Who do you turn to when you have a problem?
- 2 Read the chat and answer the questions.
 - 1 What does an agony aunt do?
 - 2 What is Betsy's problem?
 - 3 What is Alice's advice?
- 3 Study the Grammar A box. Find more example of the First and Second Conditionals in the chat in Exercise 2.

GRAMMAR A First and Second Conditionals

We use the First Conditional to talk about a possible result in the future.

- If + Present Simple, will/won't + verb
If you go online, you'll find some advice.
You'll make new friends if you join a club.
What will you do if Lola says no?

We use the Second Conditional to talk about an improbable or imaginary situation in the present or future.

- If + Past Simple, would/wouldn't + verb
If I had a stepbrother, I wouldn't be happy.
I would travel the world if I won a million euros.
What would you do if you won a million euros?

We often use the Second Conditional to give advice.
If I were you, I'd ask for some help from your teacher.

VIDEO 37 and 38 Grammar Animation

- 4 Complete the First Conditional sentences with the correct form of the verbs in brackets. Which sentences do you agree with? Discuss with a partner.

- 1 If it **rains** (rain) this weekend, I **won't go** (not go) out with my friends.
- 2 If I (...) (get) some money for my birthday, I (...) (buy) a video game. **2 get, 'll buy**
- 3 I (...) (feel) better if I (...) (deal) with my problems. **3 'll feel, deal**
- 4 If I (...) (study) more, I (...) (pass) my exams.
- 5 I (...) (upload) photos if I (...) (have) a party.
- 6 I (...) (meet) my friends this evening if I (...) (finish) my homework. **6 'll meet, finish**
4 study, 'll pass 5 'll upload, have

- 5 Study the Grammar B box. Rewrite sentences 1–6 in Exercise 4 with *unless*.

- 1 *Unless it rains this weekend, I will go out with my friends.*

GRAMMAR B unless

We can use *unless* with the First and Second Conditionals to mean *If ... not*.

Unless I deal with my problems, I will feel bad.

Unless I had a lot of money, I wouldn't buy designer clothes.

- 6 Complete the Second Conditional questions with the correct form of the verbs in brackets.

THE RELATIONSHIP TEST

- 1 How **would you feel** (you/feel) if your best friend **shared** (share) your secrets?
- 2 What (...) (you/do) if you (...) (be) bullied online by a friend? **would you do, were bullied**
- 3 How (...) (you/feel) if you (...) (not get) on with your family? **would you feel, didn't get**
- 4 What (...) (you/do) if a classmate (...) (not invite) you to a party? **would you do, didn't invite**
- 5 Who (...) (you/ask) for advice if you (...) (have) a big problem? **would you ask, had**
- 6 What (...) (you/do) if you (...) (see) a friend steal some money? **would you do, saw**

- 7  **CHALLENGE** In pairs, ask and answer the questions in Exercise 6.

A: *How would you feel if your best friend shared your secrets?*

B: *I'd be angry./I'd ask him or her why./I'd tell my parents./I'd feel embarrassed.*

For the teacher

On the Portal

- Grammar Presentation
- Grammar Animations 37 and 38
- Resource 7.2
- *Need support?* worksheet 7.2
- Test: Grammar Check

For the student

- Workbook, page 74
- Grammar Extension, Students' Book, pages 144–145

On the Portal

- Extra Practice Activities: Grammar 7.2

Lesson aim

- Students can use conditionals to talk about possible and improbable situations.

Lead-in

Elicit from students a list of typical problems that teenagers have and write on the board, e.g. *bullying, don't get on with a classmate, don't like some school subjects, homework, exams, relationships, puberty, parents, permission to do things, not enough pocket money, not enough sleep, bored of home town, etc.*

-  **Setting lesson goals:** Write the following on the board: (1) *If I ask my parents for advice, they will help me.* (2) *If I won a million Euros, I would travel around the world.* Check students' comprehension: *In (1), will your parents give you advice?* (probably). *In (2), do you expect to win a lot of money?* (No, not probable.) Tell students that they are going to study the First Conditional (1) and the Second Conditional (2) in this lesson.

Exercise 1

-  **Peer learning:** Ask students to use the think-pair-share technique; then invite comments from the class.

Exercise 2

- Students answer the questions in pairs before you check with the class.

Answers:

- 1 They give advice to people who have problems.
- 2 Betsy doesn't get on with her stepsister.
- 3 That they should do an activity together outside of the home.

Exercise 3

- Discuss Grammar A box as a class. Elicit that a First Conditional sentence is made up of two parts: *if* + Present Simple, *will* + infinitive. Highlight the use of the comma when the *if* clause comes first, and the omission of the comma when the main clause is first. Explain that the First Conditional is used for real, possible and probable situations – things that are likely to happen.
- Explain that in the Second Conditional, we use the Past Simple in the *if* clause, and we use *would* (usually contracted to 'd) + verb in the main clause. As in the case of the First Conditional, we only use a comma when the *if* clause comes first. Elicit or explain that the Second Conditional is used to describe unreal or imaginary situations – things that could, but aren't likely to, happen.
- To check comprehension of the language point, elicit the differences from the First Conditional.
- Set a time limit for students to find further examples in the chat in Exercise 2, then, check as a class.

Exercise 4

- Tell students to identify the *if* clauses in the sentences and that they should complete them with the present simple and not *will*. Students work individually before checking answer in pairs. Then, they discuss the questions. Ask volunteers to share ideas with the class when checking answers.

Exercise 5

- Read Grammar B box with the class. Give another example to show the difference between *if* and *unless*. Write: *You won't pass your exams unless you work hard. You won't pass your exams if you don't work hard.* Highlight *unless* and *if*. Elicit that *unless* has the meaning *if not*, so we use *unless* in the first sentence and *if* in the second sentence.
- Student rewrite the sentences in Exercise 4 in pairs. Check answers as a class.

Answers:

- 2 Unless I get some money for my birthday, I won't buy a video game.
- 3 I won't feel better unless I deal with my problems.
- 4 Unless I study more, I won't pass my exams.
- 5 I won't upload photos unless I have a party.
- 6 I won't meet my friends this evening unless I finish my homework.

Exercise 6

- Ask students to work in pairs to complete the Second Conditional questions. Remind them that in this case the *if* clause should contain the Past Simple form of the verb and not *would*.
- NEED SUPPORT?** Ask less confident students to work in small groups. Point out that the first gap in the sentences always starts with *would*.
- NEED SUPPORT?** Prepare copies of the photocopiable *Need support?* worksheet 7.2 from the Teacher's Resource File. This version of the task asks students to choose from two options to complete the questions.

Exercise 7

- CHALLENGE** Before students begin the speaking part of the task, ask them to write their answers in full in their notebooks. Then, in pairs, they should check the verb forms. Intervene if there are any doubts. Finally, ask students to take turns giving their answers without looking at their notes.
- FINISHED EARLY?** Ask students to write an alternative agony aunt response to Betsy's problem in the chat in Exercise 2. They must try to include at least one First Conditional and one Second Conditional sentence.
-  **Independent learning:** Ask students to look back at the lesson and use their traffic light cards to show how confident they feel about using each conditional type. Make a note to review the language point if several students choose the red card for either conditional.

Lesson aim

- Students can understand an article about friendship.

Lead-in

Review expressions with *make* + noun. Set a time limit and ask students to work in groups of four to write a list of as many expressions with *make* as they can. Elicit the expressions, and check comprehension of the more challenging examples by eliciting an example sentence from the person who suggested it.

-  **Setting lesson goals:** Books closed. Write *making friends* on the board, and elicit ideas for what they would expect to read about in an article on the topic. Accept all reasonable suggestions. Read the lesson aim as a class.

Exercise 1

-  **Peer learning:** Use the think-pair-share technique.

Exercise 2 7.06

- Ask students to cover the exercise, then play the audio as they read. Pause after each paragraph and ask students to summarise its main point in pairs. When they have read the complete text, ask them to match the headings, and compare ideas in pairs. Then, check answers as a class.

Exercise 3

- Remind students that there may be different ways to complete each sentence but that they are only allowed to use words from the text. They can make small changes to the form of the word to fit the sentence. For each sentence, they should first scan the text to find where the missing information appears. Then, they should study it closely, and decide how to add it to the sentence so that it fits grammatically and expresses the same idea as the text.
- Allow students to compare answers in pairs before you check as a class.
- **NEED SUPPORT?** Prepare copies of the photocopiable *Need support?* worksheet 7.3 from the Teacher's Resource File. This version of the task provides students with options to choose from.

Exercise 4 7.07

- Read the information in the Vocabulary box as a class. Check students understand the new words. Encourage them to work out their meaning from the text and to suggest possible translations. Play the audio for students to listen and repeat and practise pronunciation.

Exercise 5 7.08

- Set a time limit for the sentence completion task. Ask students to compare their answers in pairs before you play the audio for them to check.

THINKING TIME

Put students in small groups or pairs. Talk through the thinking routines explaining what they have to do.

EVALUATE: Ask students to rank the tips 1–5, with the tip they like the most being 1, then discuss in pairs. Ask volunteers to share their ideas with the class.

CREATE: Form groups of 4–6 students. Ask them to discuss and write up five tips. Have each group create a poster with their tips. Display the different posters around the classroom. Have the class vote on the best poster and the most useful piece of advice.

- **FINISHED EARLY?** Ask students to use the words from the Vocabulary box in Exercise 4 to write true sentences about themselves.
-  **Reviewing lesson goals:** With books closed, elicit the five steps to friendship described in the text the students have read. They can use their own words to summarise the advice. Ask them to look back at the article to check how accurate their summaries were.

- 1 Is it important to make new friends?
Why?/Why not?



Five steps to friendship

Everyone needs to have a friend. If you wanted a new friend, what would you do? It's not as simple as you might think. We usually find friends in the places where we live, study, work or relax. So our classmates and teammates can easily become friends, but how?

- 1 The first step normally happens when one person shares some information. This could be anything from a comment about a funny TV show to food that you can't stand. Or you could tell someone about your likes and dislikes, for example.
- 2 That's a great start. You aren't **strangers**, but you aren't **best friends** yet. Next, we need the other person to reply with similar thoughts about that TV show or another horrible food. From here, it's easier to have more conversations about other things. When two people have talked about their thoughts and opinions, they're starting to **make friends**.
- 3 The third step involves **being a good friend**. To take this step, you need to listen to your friend and help them. Over time, you can share problems and talk about lots of things. You know the other person is always ready to listen and support you. That's a really good friendship.
- 4 The fourth step is about looking for friends who support our social identity. What does that mean? If dancing or basketball is really important in your life, then you will probably want friends who see you as a good dancer or a basketball player. That's why we choose friends who are like a mirror. They show us a picture of how we want to be.
- 5 Finally, remember to stay in touch with your friends. A good way to do this is to make time to see your friends or to phone them and send messages when you're not in the same place. It's important to remember that friendship needs work. You have to make an effort to **keep friends**!

- 2 7.06 Read and listen to the article. Then match steps 1–5 with headings a–e.

- a Understand each other's identity **4**
- b Chat about a few different things **2**
- c Make a friendly comment **1**
- d Spend time talking or being together **5**
- e Show interest by listening **3**

- 3 Read the article again and complete the sentences with 1–3 words in each gap.

- 1 There are five steps to **friendship**.
- 2 For the first step, you may share information about things you like or (...). **dislike/can't stand**
- 3 When you've shared information, it's easier to have (...). **(more) conversations**
- 4 If both friends often listen and support each other, they have reached step (...). **three**
- 5 It's good to stay positive if you want to (...). **be a mirror**
- 6 If you and your friend are in different places, you can call or (...). **send messages**

- 4 7.07 Study and listen to the Vocabulary box. Then look at the highlighted words in the article. How can you translate them in your language?

VOCABULARY Relations

People

best friend classmate mate stranger teammate

Phrases with friend(s)

be friends have a friend keep friends make friends

- 5 7.08 Complete the sentences with words or phrases from the Vocabulary box. Listen and check.

- 1 I've made friends with a few of my **teammates** from volleyball.
- 2 Sara was nervous about the new school, but it was easy to (...). **make friends**
- 3 When we moved here, I felt like a (...) as nobody knew me. **stranger**
- 4 I've got lots of friends, but Ben is my (...) because he understands me. **best friend**
- 5 Sam changed secondary school, but his new (...) are friendly. **classmates**

THINKING TIME

EVALUATE

Which tips do you like most in the article?

CREATE

Write five tips with the title: 'How to keep friends'.

Vocabulary Extension > p. 98

93 Unit 7

For the teacher

On the Portal

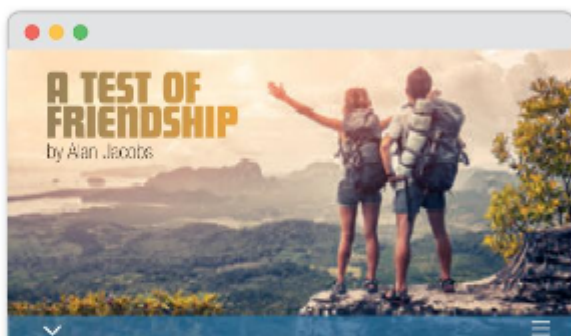
- Resources 7.3
- Need support? worksheet 7.3

For the student

- Workbook, page 75
- Vocabulary Extension, Students' Book, page 98
- Reading Extension, Workbook, pages 104–109

On the Portal

- Extra Practice Activities: Vocabulary 7.3
- The Vocabulary App



Laura and I had decided to go trekking in the Malaysian rainforest. I'm glad I went with her. If I had gone alone, I wouldn't have survived the jungle.

DAY 1: After walking for eight hours, we found a place to camp. But that night we weren't able to cook, so we ate all of our survival biscuits. I had forgotten to pack matches. Fortunately, Laura had packed water purification tablets, so we were able to drink. A small fire is also good to scare away dangerous animals. As you can imagine, we didn't sleep very much!

DAY 2: The next day, we decided to go back to civilisation, at least that was the plan. If we had followed a map, we wouldn't have got lost. And a compass would have helped! Obviously, there was no mobile phone coverage in the jungle! Nine hours later, we came across a group of trekkers who showed us the way out.

- 1 If you went trekking in a jungle, what things would you pack? *Suggested answers: food, tent, insect repellent, matches, compass, phone, map, warm clothes*
- 2 7.09 Read Alan's blog. What did he forget to pack? *matches*
- 3 Study the Grammar box. Find more examples of the Third Conditional in Alan's blog.

GRAMMAR Third Conditional

We use the Third Conditional to talk about something in the past that did not happen. We can only imagine the result.

If + Past Perfect, would have + past participle

If I had known, I wouldn't have drunk the water.

(I didn't know the water was bad.)

I would have got lost if I hadn't taken a compass.

(I didn't get lost.)

What would have happened if they had packed some matches and a compass?

(They didn't pack them.)

VIDEO 39 Grammar Animation

- 4 7.10 In pairs, complete the sentences with the correct form of the verbs in brackets. Listen and check.

- 1 If Alan *hadn't gone* (go) trekking with Laura, he wouldn't have survived.
- 2 Alan (...) (make) a camp fire if he had packed some matches. *would have made*
- 3 They wouldn't have eaten biscuits if they (...) (cook) on a fire. *had cooked*
- 4 If I (...) (pack) matches, we would have cooked a meal. *had packed*
- 5 They would have drunk impure water if they (...) (not had) water purification tablets. *hadn't had*
- 6 Alan and Laura (...) (sleep) if they had made a small fire. *would have slept*
- 7 If they (...) (take) a compass, they wouldn't have got lost. *had taken*
- 8 If they had prepared well, they (...) (have) a better adventure. *would have had*

- 5 Match 1–5 with a–e to make full Third Conditional sentences.

- 1 If there hadn't been a red flag alert, *b*
 - 2 If they hadn't taken a tent, ... *e*
 - 3 If they had arrived on time, ... *d*
 - 4 If I hadn't fallen asleep, ... *a*
 - 5 If I had had more time in Paris, ... *c*
- a I would have seen the end of the film.
b we would have gone swimming.
c I would have visited the Louvre Museum.
d they wouldn't have missed the flight.
e they would have been bitten by insects.

- 6 Complete the sentences about a place you visited but didn't have time to do everything while you were there.

- 1 If I'd had more time in ...
If I'd had more time in Granada, I would have visited the Alhambra.
- 2 If I'd had more money ...
- 3 I wouldn't have visited ...

- 7 **CHALLENGE** In pairs, share your answers to Exercise 6.

A: Which place did you visit?

B: Ibiza.

A: What would you have done if you'd had more time?

B: I would have ...

For the teacher

On the Portal

- Grammar Presentation
- Grammar Animation 39
- Resource 7.4
- *Need support?* worksheet 7.4
- Test: Grammar Check

For the student

- Workbook, page 76
- Grammar Extension, Students' Book, pages 144–145

On the Portal

- Extra Practice Activities: Grammar 7.4

Lesson aim

- Students can use the Third Conditional to talk about an imaginary situation in the past.

Lead-in

Remind students about when we use the Second Conditional and what we use it for (to talk about imaginary or unlikely situations). Put students into pairs and tell them to think of a Second Conditional sentence. When they are ready, invite a pair to say the *if* clause of their sentence and encourage the class to guess the result clause of that sentence. After the class has guessed, the pair should give their actual result clause. Repeat the process with other pairs and their sentences. Then write on the board: *Second Conditional: If + Past Simple + would + infinitive*.

-  **Setting lesson goals:** Write on the board: *Third Conditional: If + Past Perfect + would + have + Past Participle*. Ask students to tell you how the form is different from the Second Conditional. Tell students that they are going to learn how to talk about an imaginary situation in the past.

Exercise 1

-  **Peer learning:** Ask students to use the think-pair-share technique; then invite comments from the class. Make a spider diagram on the board of all the items students have thought of. If not included, elicit: *matches, survival biscuits, compass, map*.

Exercise 2 7.09

- Students read and listen to the text. Check answers as a class. Draw attention to the sentences *weren't able to cook, were able to drink*. Point out that *were able to* means *could*.
- Ask students what the consequences would be if Alan had forgotten to pack other items such as the tent, water purification tablets, a sleeping bag, a map, etc.

Exercise 3

- Read through the Grammar box as a class. Explain to students that we use the Third Conditional to talk about things that could have happened in the past and the imagined result. The form is: *If + Past Perfect, would + have + Past Participle*.
- Point out that *had* in Past Perfect can be contracted to 'd: *If I'd had more time, I would have visited the Prado Museum*.
- Ask students if they remember where to use a comma in conditional sentences (If the sentence starts with the *if* clause).
- Ask students to translate the example sentences in the Grammar box. Draw their attention to any similarities in form if an equivalent construction is used in their native language.

Exercise 4 7.10

- Ask students to work in pairs to complete the sentences. Remind them to look for the *if* clauses and that these clauses take the Past Perfect.
- Get students to check their answers with another pair before you play the audio for the final check.
- NEED SUPPORT?** Prepare copies of the photocopiable *Need support?* worksheet 7.4 from the Teacher's Resource File. This version of the task asks students to choose from two options to complete the sentences.

Exercise 5

- Ask students to work individually before checking with a partner. Remind them that they need to match the two parts of a third conditional sentence in terms of form and also match halves with the same topic.
- NEED SUPPORT?** For less challenge, get students to work in groups of three.

Exercise 6

- Read through the instructions and the sentence stems with students. Elicit what type of clause is needed to complete each sentence: *If + Past Perfect* or *would + have + Past Participle*.
-  **Peer learning:** Set a time limit for students to write their sentences on their own. Then, ask them to check with a partner to see if they are written correctly. Clear up any doubts.

Exercise 7

- CHALLENGE** Model the speaking task with a confident student using the prompts.
- Ask students to work with a new partner. Once they have finished, ask for some volunteer pairs to repeat their conversations in front of the class.
- FINISHED EARLY?** Ask students to write 2–3 sentences about what their partner told them in Exercise 7.

Extra activity

Write the forms of the First, Second and Third conditionals on the board. Then write the following statements: A) *An imaginary situation in the past*. B) *An unlikely or imaginary situation in the present or future*. C) *A possible situation in the future*. Ask students to match the statements A–C to the correct conditional and to provide an example sentence for each conditional using their own imagination.

-  **Independent learning:** Ask students to look back at the exercises and give three stars to the most difficult tasks, one to the easiest. Students compare their ideas in groups of three. Ask for feedback from the class and decide whether further work on the Third Conditional is needed at this stage.

Lesson aim

- Students can understand a conversation about helping people in need.

Lead-in

Ask: *When did you last help someone? What did you help them with?* Put students in pairs or small groups to discuss their experiences. For feedback, ask a few volunteers to tell the class something interesting or surprising that they learned about their partner.

-  **Setting lesson goals:** Ask students to quickly look through page 95, and in pairs tell their partner which exercise they expect to be the easiest and the most challenging. Tell them to make a note of this to refer back to at the end.

Exercise 1

-  **Peer learning:** Use the think-pair-share technique. Try to elicit reasons for both sides of the argument. Keep the discussion light, as many people are sensitive about other people's different attitudes towards pets.

Exercise 2

- Ask students to study the photos, and get a different volunteer to describe each one. Ask: *Who's/What's in the photo? What are they doing?* Then, elicit other ways of dogs helping people, and write the suggestions on the board.

Exercise 3

- Ask students to study the questions, and to use these to try to predict the content of the audio. Remind students that doing so before they begin a listening task is a useful exam skill. Ask students to compare ideas in pairs.

Suggested answers:

Finn's daily routine, when Finn got Nala, how Nala helps, Nala's personality

Exercise 4 **7.11 audioscript page 288**

- Pre-teach: *disabled, wheelchair, assistance dog, slippers*, and explain *cerebral palsy* (see Background note).
- Remind students that the order of questions follows the order of information in the audio. Suggest that they use the questions to guide them. If they can't get the answer to a question, they should move on to the next one. When they listen for the second time, they should focus more closely on the difficult questions. At the end, if there are any questions they really couldn't decide on, they should eliminate the option that's most likely wrong, and then just guess. In a multiple choice task, they should never leave a question unanswered.
- Check answers as a class.
-  **NEED SUPPORT?** Before you check answers as a class, allow less confident students to compare their answers with a partner.

Background note

Cerebral palsy is a permanent movement disorder that appears in early childhood. It is caused by abnormal development or damage to the parts of the brain that control movement, balance and posture.

Exercise 5

- Ask students to study the questions and options, then decide what kind of information they should focus on. Remind them that doing so before they begin a listening task is another useful exam technique. Ask students to compare ideas in pairs before you check as a class.

Exercise 6 **7.12 audioscript page 288**

- Play the audio twice for students to complete the task. Remind them to use the same techniques they applied in Exercise 4.
-  **NEED SUPPORT?** Prepare copies of the photocopiable *Need support?* worksheet 7.5 from the Teacher's Resource File. This version of the task reduces the number of multiple choice options.

Background note

Asperger's syndrome is a neuro-developmental disorder on the autism spectrum. People with this condition often have difficulties in social interaction, especially in interpreting or using non-verbal communication, and often exhibit repetitive behaviour.

Exercise 7 **7.13**

- Read the information as a class. Set a time limit for the matching task. Ask students to compare answers in pairs before you play the audio for them to check. Play it again and ask students to repeat the phrases to practise pronunciation.

Exercise 8

- Ask students to do the task individually, compare answers in pairs, then check answers as a class.

Exercise 9

- Give students half a minute to read the task and think of their own experiences. Then, put them in pairs to share their stories.

VIDEO**STREET TALK** **40 videoscript page 289**

- Pre-teach: *vet(erinarian), cast* (that you wear on a broken limb).
- Play the video, then elicit the answers to the questions.
-  **Reviewing lesson goals:** Ask students to look back at their notes from the beginning of the lesson. Were they right about which exercise was the easiest or most difficult?



Finn and Nala



Tilly and Prince

- Can animals be your friend or part of your family? Why?/Why not?
- Look at the photos. How can the dogs help the people?
- Read the questions. What do you think Finn's sister will talk about?
 - What did Finn think of his morning routine?
 - It was boring.
 - It was sad.
 - It was slow.
 - How old was Finn when he got Nala?
 - a baby
 - a child
 - a teenager
 - What does Nala do to help with Finn's everyday routine?
 - She brings his shoes.
 - She washes his feet.
 - She puts his shoes on.
 - Based on Finn's sister's account, which adjective best describes Nala?
 - busy
 - funny
 - clever

- 7.11 Listen and choose the correct answers in Exercise 3.

- Read the questions and answers. What does each question ask about? Match the questions with these types of information.

detailed meaning of a word or phrase feelings
general topic specific information

- A puppy trainer ... *detailed meaning of a word or phrase*
 - looks after old dogs.
 - teaches young dogs special skills.
 - finds new homes for unwanted dogs.
- When the dogs left, Tilly felt ... *feelings*
 - sad.
 - bored.
 - happy for them.
- Prince's training was done ... *specific information*
 - by Tilly on her own.
 - by Tilly's stepmum.
 - by Tilly and her stepmum together.
- What is the main thing we learn about assistance dogs from Tilly's account? *general topic*
 - They often go to different owners.
 - They take a long time to learn things.
 - They can help with a wide range of needs.

- 7.12 Listen and choose the correct answers in Exercise 5.

- 7.13 **WORD FRIENDS** Match the different meanings of *get* with these verbs. Listen and check.

arrive become bring/fetch buy
find receive

The verb *get* can have several meanings:

- get a pet *buy*
- get a job *find*
- get home *arrive*
- get a letter/a phone call/an email *receive*
- get a hot drink (for someone) *bring/fetch*
- get better/worse; get dressed; get old(er); get ready; get bored/excited/upset *become*
- Choose the correct option.
 - My brother wants to get *a job* ready in the police force.
 - I've just got *dressed* / *a text* from my gran!
 - Shall I get *a glass of water* / *better* for you?
 - The train was late, so we didn't get *home* / *a pet* until midnight.
- 9 In pairs, tell your partner about one of these situations. Describe how you felt and why.
 - a time when you got a pet
 - a time when you got the results of an important exam
 - a time when you got an important letter/email/phone call

BBC VIDEO

STREET TALK

40 Watch Corinne talking about a situation. What was her pet? *a dog*
How did Corinne feel? Why?
upset/crying, because a car hit it

Vocabulary Extension > p. 98

95 Unit 7

For the teacher

- Audioscript, page 288
- Videoscript, page 289

On the Portal

- Vocabulary Memory Game
- Resource 7.5
- Need support? worksheet 7.5

For the student

- Workbook, page 77
- Vocabulary Extension, Students' Book, page 98

On the Portal

- Extra Practice Activities: Vocabulary 7.5; BBC Street Talk video
- The Vocabulary App

VIDEO



EVERYDAY ENGLISH



- Eren: What a day! Oh hey, Grandad. What are you up to?
- Grandad: I'm watching this programme about music in the 1970s.
- Eren: Oh, right. Well, that's, er ... interesting.
- Grandad: I used to go to lots of live performances like this when I was young.
- Eren: No way! Really?
- Grandad: Hey! That's me!
- Eren: Where? Which guy do you mean?
- Grandad: The good-looking one, right there. Pause the programme.
- Eren: I can't recognise you. Let's rewind.
- Grandad: I'm the one on the left, in the flowery shirt.
- Eren: This one?
- Grandad: No, rewind it some more. There. The guy with brown hair.
- Eren: Look at your clothes. They're so funny!
- Grandad: Oh, and that's my friend, Harry, in the background. The tall one with curly hair.
- Eren: And who's this girl on the right? Is that Grandma?
- Grandad: Yes, it is. She was my girlfriend then.
- Eren: Aww! How romantic!
- Grandad: Yes, she was a lovely girl. We got married soon after that.

SOUNDS GOOD!

What are you up to? •
How romantic!

- Describe the man in the photo. What is he doing?
He's watching something. He's making a gesture with his hand.
- 41 7.14 Watch or listen and answer the questions.
 - Why is Eren's grandad surprised?
 - What was Eren's grandad like in the past?
 - Which three people do they see on TV?

- How does Eren show interest in his grandad?

FUTURE SKILLS



In pairs or groups, discuss the questions.

- Do you ever change your plans to listen to someone else? Think of an example.
- What are the benefits of making time for another person?

- Study the Speaking box. Find examples of some of the phrases in the dialogue.

SPEAKING

Identifying people in a group

Talking about people in a group

He's/She's standing/sitting/talking to/ playing with ...

He's/She's wearing ...

He's/She's in front of/behind/next to/near ...

He's/She's on the left/on the right/in the middle.

He's/She's at the front/at the back/in the foreground/in the background.

Asking

Who's this/that boy/girl on the left/who is wearing ... ?

Which one/boy/girl/man/woman/guy?

Which one do you mean?

Explaining

The one with/who is ...

The tall/good-looking one.

- In pairs, go to page 157 and follow the instructions.

SPEAKING TIME



In pairs, take it in turns to ask and answer questions about someone in the photo on page 91. Describe the people and talk about their personality. Use phrases from the Speaking box and these ideas to help you.

has a great sense of humour
is confident/shy/cheerful seems calm

He's/She's the kind of person who ...

For the teacher

On the Portal
• Resource 7.6



For the student

• Workbook, page 78

On the Portal

• Extra Practice
Activities: *Who's this girl on the right?* video



Lesson aim

- Students can explain who they are talking about.

Lead-in

Elicit everything students can remember about Eren from the video story. Don't spend more than a couple of minutes on this.

-  **Setting lesson goals:** Find some photos online of famous people from an earlier age. Show the photos to the class and ask students to try to guess which person in the photo is a famous person. When they have guessed correctly or you have revealed the answers, explain that in this lesson you're going to practise expressions for identifying people.

Exercise 1

- Ask students to cover the dialogue and study the photo, then elicit: *Who do you think this man is?* (Eren's grandfather). *Where are they now?* (in their living room/ at home). *What is he doing?* Accept any reasonable ideas.

Exercise 2 41 7.14

- Ask students to read the questions before you play the video or audio so they know what information to look for. Ask them to compare ideas in pairs before you elicit answers in open class. Also elicit the meaning of the phrases in the Sounds Good! box from volunteers (*What are you up to?* is an informal way of asking what someone is doing or planning to do).
- NEED SUPPORT?** Play the video or audio again and pause after key moments to ask less confident students comprehension questions, e.g. *What is grandad watching?* (a programme about music in the 1970s).

Answers:

- 1 Because he sees himself in the programme.
- 2 He was good-looking.
- 3 Grandad (when he was young), his friend Harry and Grandad's girlfriend/Eren's grandma

Exercise 3**Self-management**

This exercise will get students to evaluate different strategies for expressing interest and helping the flow of communication. This is a valuable skill wherever communication is essential: in everyday life, at school and in the workplace.

- Put students in pairs for the discussions. Ask them to make notes of the most important points. For feedback, elicit ideas from a number of pairs, and invite the rest of the class to respond. Write the key conclusions on the board.

Exercise 4

- Read the information in the Speaking box as a class. Elicit what tense we normally use to describe scenes in photos (Present Continuous). Set a time limit for students to find the examples in the dialogue. Check answers as a class.

Exercise 5

- Put students in pairs. Ask each student to follow the instructions and describe a person. Their partner should try to guess which person in the photo is being described.

SPEAKING TIME

- Ask students to work with a different partner, then take turns to choose and describe someone in the photo on page 91. Their partner should try to guess which person is being described.
- FINISHED EARLY?** Books closed. Students should try to recall and write down what information Eren's grandad gives about himself, Harry and Grandma when he describes them – then look back in the dialogue to check.
-  **Reviewing lesson goals:** Ask students to read the lesson aim. Then, encourage students to write a number from 1–5 on a piece of paper to say how they feel about the phrases in the Speaking box (1– easy to 5 – difficult). Elicit their reasons for their answers. They can put it on your desk as they leave the classroom. Study the results and if there are lots of 4s and 5s with similar reasons, find time to review the new language from the lesson.

Lesson aim

- Students can write a short story.

Lead-in

Write *famous friends* on the board. Elicit some famous examples of friends from films, books, TV shows, and so on (for example: Sherlock Holmes and Dr Watson; Harry Potter, Ron and Hermione; C-3PO and R2-D2). Ask: *What makes them good friends?* Accept any relevant examples or suggestions.

-  **Setting lesson goals:** Book closed. Elicit students' ideas about short stories. Ask: *What does the author usually write about at the start of a story?* (e.g. where it happens, who's in it, what the situation is). *How many characters are there in a short story?* (usually just a few). *What makes a good ending for a short story?* (something surprising, a good lesson to learn, something emotional). Explain that in this lesson, students are going to practise writing a short story.

Exercise 1

-  **Peer learning:** Use the think-pair-share technique to elicit students' ideas. Make notes of the key qualities of a true friend on the board.

Exercise 2

- Ask students to read the story quickly and check which, if any, of the qualities on the board are mentioned. Elicit the names of the people described in the story (Sienna, Harry, Lara), then elicit how they are described by Flavia. Ask students to vote on which of them is a true friend to Flavia, then ask one or two volunteers to give reasons.

Answers:

Sienna is good at Science; she is too busy to help Flavia. Harry is Flavia's neighbour; Harry finds the homework too difficult; he isn't good at Science. Lara is popular; she has a lot in common with Flavia; she has the same sense of humour as Flavia.

Exercise 3

- Ask students to read the story more carefully. Remind them that the five descriptions summarise the focus of each paragraph in the story, so it might be easier for them to match the events in a–e with what is in the paragraphs. Allow students to compare answers in pairs before you check as a class.

Exercise 4

- Read the phrases in the Writing box together and check that students understand them. Then, set a time limit for students to find the examples in the story. Check answers as a class.
- Focus attention on the examples for using direct speech and elicit that we use quotation marks around the exact words a person says/said. (Both single and double quotation marks are commonly used in English, but remind students not to mix the two styles within the same text. In written English, quotation marks are always shown at the top of the line.)

Exercise 5

- Read the information in the Language box together, and check understanding. Ask students to find where in the story each sequencer is used. Then, ask students to write sentences about their experiences.
- **NEED SUPPORT?** To support less confident students, write the following sentence prompts on the board, which students can then complete for themselves: *First, I went ... Next, I decided to ... Just then, a friend ... Afterwards, we ...*

WRITING TIME

- Ask students to read the Writing Time box and check comprehension. Remind them to follow the instructions step-by-step to write their stories. Suggest that they tick off each stage as they complete it, then move on to the next one in the list.

- **NEED SUPPORT?** Less confident students could write a shorter text with one or two sentences for each paragraph.
- **FINISHED EARLY?** Books closed. Ask students to practise re-telling Flavia's story orally, in their own words.

Extra activity

Ask some volunteers to read their stories for the class, and have the class vote on the best one.

-  **Peer learning:** Books closed. Ask students to recall and tell each other in pairs the things they have learned in this lesson about writing a story. When they feel they have covered all the key learning points, ask them to look back on page 97 to check their ideas.

- 1 What makes a friend a true friend?
- 2 Read the short story. What do we find out about each friend in Flavia's story? Who are your real friends?



1 Last week, I learned an interesting lesson about true friends. I was feeling stressed about my Science homework. I didn't understand it and I needed someone to explain it to me.

2 First, I asked my best friend Sienna to help. 'I'd explain it if I was free, but I'm quite busy,' Sienna and I get on well, and she's good at Science, so I was disappointed.

3 Next, I went to another friend who is also my neighbour. 'If I understood the homework, I'd help you,' said Harry, 'but it's too difficult.' Then I felt really stressed!

4 Just then, a new classmate heard us. Lara is popular, but we don't speak often because she's quite loud and I'm a bit shy. I was surprised by her next words. 'I can help,' she offered. Lara explained the Science homework to me carefully. Afterwards, we sat and chatted. We discovered we have a lot in common and the same sense of humour. If I hadn't had that homework problem, I wouldn't have got to know Lara.

5 It's been a great way to make a new friend!

- 3 Read Flavia's story again. Match descriptions 1–5 with events a–e from the story.
 - 1 setting the scene **d**
 - 2 the first event **c**
 - 3 the second event **a**
 - 4 the main event – the climax **e**
 - 5 the solution or outcome **b**
 - a Flavia's neighbour can't help her.
 - b Lara and Flavia become friends.
 - c Flavia's friend, who is good at Science, can't help her.
 - d Flavia has a problem.
 - e Flavia has a surprise offer of help.
- 4 Study the Writing box. Find examples of some of the phrases in Flavia's story.

WRITING A short story

- Start your story and set the scene**
 - 1 Last week, I learned an interesting lesson about true friends. Have you ever had a really unusual day?
- Introduce your characters**
 - 2 My friend Sienna ...
A new classmate ...
- Use direct speech**
 - 3 'I'd explain it if I was free, but I'm quite busy.'
'I'm sorry I can't help,' said Harry.
- Main event – the climax (e.g. a surprise)**
 - 4 You'll never guess what happened next.
Then, I had a real surprise.
- End your story**
 - 5 All's well that ends well.
It's been a great way to make a new friend!

- 5 Study the Language box. Then complete these pairs of sentences about things you did last week.

LANGUAGE Sequencers

We use sequencers to show the order of events in a story.
First, ... Next, ... Just then, ... Afterwards, ...

- 1 First, ... Next, ...
- 2 Just then, ... Afterwards, ...

WRITING TIME

 Write a short story with the title *A friend in need*. It can be true or fictional.

FIND IDEAS

- Make notes for your short story. Think about:
- the scene, the characters and the events
 - examples of direct speech
 - the ending

PLAN

Organise your ideas into paragraphs. Use the story in Exercise 2 to help you.

WRITE AND SHARE

- Write a draft story. Use the Writing box and the Language box to help you.
- Share your story with another student for feedback.
- Write the final version of your story.

CHECK

- Check language: did you use sequencers correctly?
- Check grammar: did you mostly use the Past Simple and some conditionals?

For the teacher

On the Portal
• Resource 7.7



For the student

- Workbook, page 79
- Writing Extension, Workbook, page 120

WORDLIST 7.15

Family

great-grandfather (n)
great-grandmother (n)
great-grandparent (n)
half-brother (n)
half-sister (n)
stepbrother (n)
stepdaughter (n)
stepfather (n)
stepmother (n)
stepsister (n)
stepson (n)

Phrasal verbs

deal with (a problem) (v)
get along (with) (v)
get on (with) (v)
get together (v)
go out (with) (v)
grow up (v)
hang out (with) (v)
move away (v)

Word friends (relationships)

get to know someone (phr)
have an argument (phr)
have something in common (phr)
have the same sense of
humour (phr)

see each other after
school (phr)
share an interest in
something (phr)
spend time with
someone (phr)

Relations (people)

best friend (n)
classmate (n)
mate (n)
stranger (n)
teammate (n)

(phrases with friend(s))

be friends (phr)
have a friend (phr)
keep friends (phr)
make friends (phr)

Word friends

(collocations with get)

get a hot drink
(for someone) (phr)
get a job (phr)
get a letter/a phone call/
an email (phr)
get a pet (phr)
get better/worse (phr)

get bored/excited/
upset (phr)
get dressed (phr)
get home (phr)
get old(er) (phr)
get ready (phr)

EXTRA WORDS

arrive (v)
aunt (n)
biological (adj)
character (n)
complicated (adj)
cousin (n)
dilemma (n)
disagree (v)
disappointed (adj)
end-of-term party (n)
family meal (n)
fetch (v)
flight (n)
friendly (adj)
friendship (n)
generation (n)
hand-held console (n)
home town (n)
invitation (n)
likes and dislikes (phr)

loud (adj)
marriage (n)
miss (somebody) (v)
neighbour (n)
nightmare (n)
opinion (n)
parent (n)
positive (adj)
recognise (v)
related by blood (phr)
relation (n)
relative (n)
reply (v)
rescue (v)
researcher (n)
rewind (v)
shared (adj)
similar (adj)
social identity (n)
step (n)
tell the whole
story (phr)
thought (n)
uncle (n)
volunteer (v)
wedding (n)

- 1 Complete the sentences with words from the wordlist. In pairs, say if the sentences are true for you.

- I want to **get** to know my classmates better.
- I (...) a lot of interests in common with my parents.
- I like to spend time (...) other people.
- I (...) upset when people forget my birthday.
- I prefer to keep old friends than to (...) new ones.
- My family (...) together every weekend.
- I sometimes (...) arguments with classmates when they want different things.

- 2 Choose three phrases with **get** from the wordlist. Then, in pairs, make a short story with the phrases you shared.

- 3 Choose the correct option.

- No, I don't know that man. He's a complete *mate* / **stranger** to me.
- He doesn't live with his parents anymore – he moved *away* / *over* last year.
- She always gets his jokes – they have the *common* / *same* sense of humour.
- My grandmother grew *up* / *off* in this village.
- We need to talk about how to deal *off* / *with* this problem.

- 4 Complete the sentences with words from the wordlist. Then write a similar sentence. In pairs, complete each other's sentences.

- The opposite of *friend* is **stranger**.
A: A synonym of *get along with* is (...).
B: *Get on with*.
- A sister who has one parent different from you is your (...).
- Someone who is on the same side as you in a game of football is your (...).
- My grandmother's dad is my (...).
- When a man marries a woman who has a son, the boy is the man's (...).

- 5 **CHALLENGE** Find words and phrases from the Extra words list which are antonyms for these words.

- negative **positive**
- sweet dream
- abandon
- divorce
- satisfied
- straightforward
- depart
- fast-forward

Exercise 1

- 2 have
- 3 with
- 4 get
- 5 make
- 6 get/gets
- 7 have

Exercise 3

- 2 away
- 3 same
- 4 up
- 5 with

Exercise 4

- 2 half-sister
- 3 teammate
- 4 great-grandfather
- 5 stepson

Exercise 5

- 2 nightmare
- 3 rescue
- 4 marriage
- 5 disappointed
- 6 complicated
- 7 arrive
- 8 rewind

Exercise 1

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

Exercise 2

- 1 great-grandfather
- 2 stepdaughter
- 3 stranger
- 4 common
- 5 interest
- 6 humour
- 7 time

Exercise 3

- 1 half-brother
- 2 teammate
- 3 deal
- 4 classmate
- 5 hang out

Exercise 4

Suggested answers:

- 1 out 2 gets 3 school 4 together
- 5 argument 6 best 7 out

Exercise 5

- 1 'll 2 if 3 unless 4 won't say 5 want

Exercise 6

- 1 stopped, would you deal
- 2 wanted, would you choose
- 3 joined, would you make
- 4 would you help, wanted
- 5 would you do, tried

Exercise 7

- 1 had studied
- 2 would have missed
- 3 wouldn't have gone
- 4 wouldn't have met
- 5 had seen

Exercise 9 **7.16**

We have a small flat with a large kitchen. The kitchen is the place where we eat together and talk about things. We all get on well, of course, but the shared meals help that.



VOCABULARY

- 1 Match phrases 1–6 with phrases a–f with a similar meaning.

- 1 get dressed
 - 2 move away
 - 3 grow up
 - 4 go out with
 - 5 get along with
 - 6 hang out with
- a communicate and spend time well together
 - b visit a fun place with friends
 - c spend time together
 - d go to live in a different place
 - e put your clothes on
 - f go from child to adult

- 2 Complete the text with these words.

common great-grandfather humour interest
stepdaughter stranger time

We had a big family meal at my house last weekend. My mum's grandfather was there – my ¹(...). He was with a girl about my age. He said, 'This is my son's ²(...) from his second wife. Have you met her? Her name's Lara.' I said no. She was a ³(...) to me. But we started talking and discovered that we had a lot in ⁴(...). We also shared a(n) ⁵(...) in comedy films, and we had the same sense of ⁶(...)! We spent a long ⁷(...) talking, which was fun.

- 3 Write the correct word for each definition.

- 1 A brother you share one parent with. h(...)
- 2 Someone who is in the same team as you. t(...)
- 3 When you solve a problem, you d(...) with it.
- 4 A person you share lessons with. c(...)
- 5 When you spend time with a friend, you h(...) o(...) with him/her.

- 4 **CHALLENGE** Complete the text with one word in each gap. Use words and phrases from the unit. There may be more than one possible answer.

Serena and Fred are going ¹(...) with each other. They're in love. When Fred ²(...) home after classes, he calls her. They often see each other after ³(...). They also get ⁴(...) at the weekend. They get on so well that they've never had an ⁵(...). They love each other and they are ⁶(...) friends. These days, they rarely hang ⁷(...) with their other friends.

GRAMMAR

- 5 Complete the text with these words. There are two extra words.

if 'll say unless want will want won't say

My plans to make new friends

I ¹(...) join the neighbourhood youth club ²(...) I feel confident tomorrow. Yes, I'll definitely go ³(...) it rains – they meet in the park. I ⁴(...) too much at the first meeting if there are a lot of people there. But I will have to make an effort if I ⁵(...) to make new friends.

- 6 Complete the Second Conditional questions with the correct form of the verbs in brackets.

- 1 If your computer (...) (stop) working, how (...) (you/deal) with the problem?
- 2 If your parents (...) (want) to get a new family pet, what animal (...) (you/choose)?
- 3 If a new student (...) (join) the class, how (...) (you/make) him or her feel welcome?
- 4 How (...) (you/help) a grandparent to get started if he or she (...) (want) to use social media for the first time?
- 5 What (...) (you/do) if a dog (...) (try) to follow you home?

- 7 Complete the Third Conditional sentences with the correct form of the verbs in brackets.

- 1 Kelly would have passed the exam if she (...) (study).
- 2 I (...) (miss) my favourite TV programme if I had fallen asleep.
- 3 We (...) (not go) into the jungle if we had known it was dangerous.
- 4 If Simon hadn't gone on holiday, he (...) (not meet) Molly.
- 5 If you (...) (see) the film, you would have loved it.

- 8 **CHALLENGE** Complete the conditional sentences. Make sentences that are true for you.

- 1 If I had won ...
- 2 If I see ...
- 3 Unless it rains this weekend, I ...
- 4 I wouldn't go ... if ...

DICTATION

- 9  **7.16** Listen. Then listen again and write down what you hear during each pause.

SELF-ASSESSMENT

Think about this unit. What did you learn? What do you need to work on?

WORKBOOK p. 81

99 Unit 7

For the teacher

On the Portal

- Resources 7.8 and 7.9
- Test: Unit Test



For the student

- Workbook, pages 80–81
- Pronunciation, Students' Book, page 153

On the Portal

- Wordlist audio and scripts
- Extra Practice Activities: Self-Check





Lessons from Grandad

Have you ever thought about what you get and learn from your elders? Take food, for example. Where does your food really come from? For example, think about modern milk production. Milk goes from a farm to a milk factory, where it is processed and put in milk bottles or cartons. Then, someone buys it for you from a supermarket or a local shop. That's a lot of steps!

Mark Holland, from Surrey, didn't like the large number of steps involved in producing food. 'It seemed that the food was not as fresh as we thought. So, I decided to go to a farmer's market one day. My grandfather sells food from his farm there. The food is a little more expensive, but it is organic. This means it is more nutritious and there are no added chemicals in the food. It is much more delicious too. I spend a lot of time on my grandfather's farm. He shows me traditional methods of farming and cooking. Next year, I want to study farming. I think with my grandfather's help and my studies, I can become a very successful farmer.'

Sarah became interested in organic food a few years ago. She enjoys hanging out with Grandad. 'One year, he taught me how to make a vegetable salad. All the vegetables were from his garden. The salad was delicious – very different from the ones from supermarkets. This made me think about where our food comes from and how fresh it is. Now, I'm a teenager I still visit Grandad and he teaches me so many things about food, like how to cook it and where it comes from. When I finish school, I want to become a chef and cook with food straight from my own market garden.'

nutritious (adj) healthy and good for you to eat
organic (adj) (of food) that has no added chemicals

- 1** **VISIBLE THINKING** In pairs, follow these steps.

CONCEPT

- 1 Look at the photo. What is the boy learning from his grandad? *gardening*
- 2 Where do you get your food from? How fresh is it?

CHALLENGE

- 3 Is there a problem with food that comes from supermarkets?
- 4 Can farmer's markets be a better choice than supermarkets?

CHANGE

- 5 Do you think you will choose to buy only organic food?

- 2** **7.17** Read the article. Do you think people like Mark and Sarah can change how we buy food in the future?

- 3** Read the article again. Decide if the sentences are true or false.

- 1 Food in supermarkets usually comes straight from a farm.
- 2 Mark's grandfather sells his produce at a farmer's market.
- 3 Organic food is usually a little cheaper.
- 4 Mark gets to know traditional methods of farming.
- 5 Sarah learns about where food comes from with her grandad.
- 6 Sarah wants to cook with her own fresh food in the future.

- 4** In pairs, discuss the questions.

- 1 Where do people in your country buy fresh food?
- 2 Why do you think organic food is sometimes more expensive than other food from supermarkets?



Lesson aim

- Students learn about what older generations can teach them.

Lead-in

Tell the class about something you learned from your parents or grandparents (this could be a food recipe, a life skill or some other way in which they shaped who you are today). Put students in small groups to tell each other what they have learned from older generations. For feedback, ask a few volunteers to share something interesting they have learned about their partners.

-  **Setting lesson goals:** Give students no more than a minute to look through pages 100–101, then ask them to close their books, and try to complete the following sentence: *Today we are going to learn ...* in as many different ways as they can. Ask them to compare ideas in pairs before you elicit some suggestions in open class.

Exercise 1

- Ask students to study the photo on page 100, then brainstorm ideas in pairs about questions 1 and 2. Elicit some ideas from a few pairs, and invite the rest of the class to comment.
- Next, ask pairs to discuss their opinions about questions 3–5. Put them together with another pair to compare ideas in a group of four before you elicit answers in open class. Stress that there are no correct answers, so encourage them to express their disagreement. Encourage all contributors to give reasons for their views.

Exercise 2 **7.17**

- Pre-teach: *elders* (older people in your family or community), *process* (v), and read the glossary box together. Play the audio as students read the text.
-  **Peer learning:** Use the think-pair-share technique to elicit students' views.

Exercise 3

- Ask students to read the statements first, then scan the text to find the relevant information about each one. Suggest that they study that part of the text more closely to decide if it says the same thing as the statement or something different. Allow students to compare answers in pairs before you check as a class.

Answers:

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

Exercise 4

- Give students three minutes or so to discuss the questions in pairs.
-  **Monitoring learning:** As you listen to students' discussions, make a note of those ideas that you'd like the rest of the class to respond to. At the end of the pairwork activity, elicit these ideas, and encourage other students to say if they agree or disagree and why.

Exercise 5 ▶ 42 videoscript page 289

- Ask students to study the photo on page 101 and brainstorm ideas in pairs before you elicit their suggestions.
- **With video:** Play the video for them to check their ideas.
- **Without video:** Use extracts from the script to help students complete the task. First, read what one of the characters says: *'People say it is a hard life here but it seems normal for me. It's not a hard life. It's a beautiful life.'* Then, read out the following sentences: *Minnie is teaching her granddaughter Eva how to fish. The women in her family have collected food like this for generations. Today is Eva's first time.* Elicit and check the answers.

Answers:

The woman (Minnie) is teaching her granddaughter (Eva) how to fish/collect food. Yes, they get on well.

Exercise 6 ▶ 42 videoscript page 289

- Ask students to complete the sentences before you play the video or ask them to read the videoscript again to check their answers.

Answers:

- 1 sea
- 2 hard life
- 3 collect food
- 4 generations

Background note

The Arctic is the region around the North Pole. Unlike the Antarctic, the Arctic is not a continent, but a polar ocean surrounded by the northern parts of the continents of North America, Europe and Asia. About 4 million people live in the Arctic.

Exercise 7

- Follow the instructions in the Students' Book.

Exercise 8 ▶ 43 videoscript page 289

- Pre-teach: *shellfish* (any edible sea animal that has a shell, e.g. crabs, lobsters, oysters). Ask students to read the sentences first to find out what information they are looking for.
- **With video:** Play the video for students to watch, listen and choose the correct sentences.
- **Without video:** Ask students to read the videoscript, find and underline the information about each sentence, then decide which ones are correct.
- Check answers as a class.

Answers:

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

Exercise 9

- Give students three minutes to discuss the questions in pairs or small groups. For feedback, elicit some ideas from volunteers, inviting comments from the rest of the class.

PROJECT TIME

- The project worksheets include step-by-step support for students. They also include teacher's notes on how to set up the projects with and without technology.

**Sustainable Goal**

- Read out the UN Sustainable Development goal and discuss what it means as a class. Ask students to give examples of how society and individuals can reduce the impact of climate change. Then read out the discussion statement. Ask students if they are surprised.
- Divide the class into large groups to brainstorm some ideas about why scientists claim it is more appropriate to talk about climate emergency or crisis than change. Encourage students to back up their ideas with some climate emergency facts and statistics online.
- When students have finished, ask each group to give a presentation of their discussion and research to the class.
- The introduction to the Teacher's Book includes a step-by-step guide to discussion sessions based on UN Sustainable Development Goals.
- **Reviewing lesson goals:** Write on the board: *Today I have learned about/how to/that ...* and ask students to complete the sentence in as many different ways as they can. Ask them to think back to their sentences at the start of the lesson, and to compare ideas in pairs.



5 ▶ **42** Look at the photo. What do you think the woman is teaching her granddaughter? Do you think they get on well? Watch Part 1 of the video and check your ideas.

6 ▶ **42** Watch Part 1 of the video again and complete the sentences with these words.

collect food generations hard life sea

- 1 The (...) freezes for half of the year in the Arctic.
- 2 Minnie doesn't think it is a (...) in her village.
- 3 Eva learns how to (...) from her grandmother.
- 4 The women in Minnie's family have collected food for (...).

7 In pairs, discuss the questions.

- 1 Do you think you would find life in this village good? Why?/Why not?
- 2 Do you think the methods they use to find food are sustainable? Why?

8 ▶ **43** Watch Part 2 of the video. Decide if the sentences are true or false.

- 1 They make sure there is no sea water in the sea cave.
- 2 They have more than half an hour to work.
- 3 They find the food they are looking for.
- 4 When they hear the sea, they leave quickly.
- 5 The sea closes the ice hole.
- 6 Eva learns a traditional skill she can use.

9 In pairs or groups, discuss the questions.

- 1 How is climate change affecting the Arctic?
- 2 Do you think Eva will be able to continue her grandmother's tradition in the future?
- 3 How do you think traditional and modern agriculture can work together to fight against climate change?

PROJECT TIME

In groups of four, prepare a presentation about things you can do at home, at school and in your neighbourhood to fight climate change. Follow these steps.

- 1 In your group, discuss how green you are at home, at school and in your neighbourhood and note down some ideas.
- 2 Individually, create your part of the presentation.
- 3 In your group, create your presentation.
- 4 Share your presentation with the class.

SUSTAINABLE
DEVELOPMENT
GOALS



13 CLIMATE
ACTION

To take urgent action to work on climate change and its impacts.

What can we do?

Discuss this statement:

Several scientists claim that it is more appropriate to talk about 'climate emergency' or 'climate crisis' rather than 'climate change'.

For the teacher

- Videoscript, page 289

On the Portal

- Resource 7.10



Explore more

8

VOCABULARY

Types of holidays | Going on holiday | Holiday equipment | Holiday accommodation | Traffic and transport | Travel: confusing words

GRAMMAR

Modal verbs: *must, have to, should, ought to* | Modal verbs: *must, can't, could, may/might*

COMMUNICATION

Understanding a conversation | An email about travel arrangements

FUTURE SKILLS

Critical Thinking (Public transport) | Communication (Understanding information) | Social Responsibility (Environmental competence)

VIDEOS

Grammar Animation | Grammar in Action | Street Talk | Everyday English



TRENT'S TOP TRAVEL TIPS

How to have a great holiday without spending too much

- 1 On a typical family camping trip, you go by car and stay on campsites. It isn't expensive and sleeping in a tent can be a lot of fun – if you get on well with your family and it doesn't rain too much.
- 2 Activity camps are fun and everything is included, so you know how much you're going to spend before you go. It's the same with ocean cruises, but it costs a lot more to go on a cruise!
- 3 For a family, there's nothing better than a relaxing beach holiday in the sun. Is it expensive? It depends where and when you go. It can be cheaper to get on a plane and go abroad than to travel by train in your own country. Crazy, right?
- 4 Why not have a short city break instead of a long holiday? You'll spend less money, especially if you rent a holiday flat and eat in instead of booking a hotel room and eating out all the time. Go with friends and you'll save even more.
- 5 Sightseeing holidays needn't be expensive. A backpacking holiday where you travel around Europe by rail and stay in youth hostels can be surprisingly cheap.



C



E



Unit 8 102

Unit contents

Vocabulary

- Types of holidays
- Going on holiday
- Holiday equipment
- Holiday accommodation
- Traffic and transport
- Travel: confusing words

Grammar

- Modal verbs: *must, have to, should, ought to*
- Modal verbs: *must, can't, could, may/might*

Reading

- A travel guide article about transport

Listening

- An interview about special holidays

Speaking

- Understanding a conversation

Writing

- An email about travel arrangements

Future skills

- Critical Thinking (Public transport)
- Communication (Understanding information)
- Social Responsibility (Environmental competence)

Pronunciation

- Noun suffixes *-tion* and *-ture*
- Stressed words in sentences

Exam

- International Certificate Levels 1/2
- A2 Key and B1 Preliminary for Schools
- Exam correlation tables showing detailed alignment available on the Portal

For Online Classroom, go to the Portal. 

Lesson aim

- Students can talk about holidays and travel.

Lead-in

Tell the class briefly about your last holiday. Say where you went, what kind of holiday it was, and mention one or two things you did there. Ask: *What was your last holiday like?* Put students in pairs or small groups to discuss.

-  **Setting lesson goals:** Books closed. Write the following words on the board: *beach, suitcase, hotel*. Elicit their meanings and students' ideas about what topic the unit is about. Then, ask them to look through pages 102–103 quickly to check their ideas.

Exercise 1 8.01

- Read the information in Vocabulary A box as a class. Check students understand the new words. Play the audio for students to listen and repeat the phrases. Encourage students to copy the stress and intonation as well as the sounds.
- Ask students in pairs to discuss what holidays they can see in the photos. Encourage them to give reasons when they discuss their preferences.

Answers:

The photos show: a city break, a camping trip, an activity camp, a backpacking holiday and a beach holiday.

Exercise 2

- Pre-teach: *everything is included, in the sun, needn't*. Ask students to read the blog post and match the texts with the photos. Check answers as a class.

Exercise 3 8.02

- Read the phrases together as a class. Check students understand them. Set a time limit for students to find the phrases in the blog post. Check answers and elicit in which paragraph (1–5) each phrase appears. Then ask students to choose the correct options. Play the audio for them to check their answers. When you have checked sentence 4, read the Watch Out! box together as a class before you move on.
- **NEED SUPPORT?** Less confident students can work together in pairs to complete the tasks.

Exercise 4 8.03

- Read the information in Vocabulary B box as a class. Check students understand the new words. Explain that *rucksack* and *backpack* have the same meaning, but the former is mainly used in British English while *backpack* is used by both British English and American English speakers. Play the audio for students to listen and repeat the words, to practise pronunciation.
- Put students in pairs to test each other on the words. Each word correctly guessed earns a point. The student with more points wins.
- **NEED SUPPORT?** You could pair up less confident students with a more confident partner, and instead of taking turns, get the more confident student to come up with the definition for the other student to guess.

Exercise 5 🎧 8.04 audioscript page 289

- Play the first part of the audio and do the first dialogue together as a class. Then, play the rest of the audio for students to complete the task. Pause after each dialogue so they have time to record their answers. Allow them to compare answers in pairs before you check as a class. Elicit or pre-teach: *spare (batteries)*, if necessary.

Answers:

- 2 map, guidebook, passport, suitcase, sunglasses
 3 sun cream, swimsuit
 4 tent, sleeping bag, torch, rucksack

Exercises 6–7 🎧 8.05–8.06

- Read the information in Vocabulary C box as a class. Ask: *Which words are verbs?* (check in/check out). *Which words are nouns?* (all the others). Set a time limit for students to complete the messages in Exercise 7. Play the audio for them to check their answers.
- 🏠 **Independent learning:** Tell students that using word cards is a great way of memorising vocabulary. They should write a new word/phrase on one side, and a prompt (e.g. a definition, a picture, a gapped sentence, etc.) on the other. To practise, they look at the prompt side and try to recall the word. If they answer incorrectly, they put the card back at the bottom of the deck, and keep going until they recall all the words.

Answers:

- 2 pool 3 check in 4 reception 5 reservation
 6 guests 7 single room 8 floor 9 view
 10 double room 11 check out

Exercise 8

- **CHALLENGE** Put students in pairs to exchange their travel stories.
- 🗨️ **Monitoring learning:** Listen to the discussions and make a note of any questions that seem to cause some students difficulties. Make a note to revise the relevant language point in a later lesson.
- **FINISHED EARLY?** Ask students to choose a total of six words from the three Vocabulary boxes and two phrases from the Word friends list, and write a paragraph in the style of the blog about a type of holiday.

VIDEO**STREET TALK**

🎬 44 videoscript page 289

- Read the task and put students in pairs to choose two speakers each pair and brainstorm ideas for what things the chosen speakers mention.
- Play the video, pausing after each speaker to give students time to record their answers.
- Ask students to compare ideas in pairs before you check as a class. You may need to elicit or explain: *suntan lotion* (another word for *sun cream*), *anti-mosquito products*, *insects*, *medicine*, *camera* (for taking still photos), *brimmed hat*, *(get) sunstroke*, *visa*, *valid*, *cheque*, *all your essentials*.

Answers:

- 1 **Harry:** a backpack, strong walking boots or shoes, a tent
Cecile: sunglasses, an umbrella, suntan lotion, anti-mosquito products
Jan: medicine, a sleeping bag
 2 **Cecile:** a camera, good shoes, an umbrella
 3 **Harry:** sun cream, a large, brimmed hat
Jan: a bikini, a good book, something to write, sun cream, your camera
Cecile: sunglasses, bikinis
Tasha: your passport, visas, cheques

- 🏠 **Independent learning:** Ask students to look back at each exercise on pages 102–103 and indicate how difficult they found them by using their emoji response cards. Make a note to revise any language that several students appear to have problems with.

- 1 8.01 Study and listen to the Vocabulary A box. Which of the types of holidays can you see in the photos? What is your favourite type of holiday? Discuss in pairs.

VOCABULARY A Types of holidays

activity camp backpacking holiday beach holiday
camping trip city break ocean cruise sightseeing holiday

- 2 Read the blog post and match texts 1–5 with photos A–E.

1 – B 2 – D 3 – E 4 – A 5 – C

- 3 8.02 **WORD FRIENDS** Find these phrases in the blog post. Then, choose the correct option in sentences 1–7. Listen and check.

book a hotel

eat in/out

get on/off a bus/coach/plane/train

go abroad

go/travel around Europe/the world

go/travel by car/road; train/rail; plane/air; boat/sea

go on a cruise

have a city break

rent a holiday flat/a car/a bicycle

stay on a campsite

- I've booked / gone on a hotel for next weekend.
- I'd love to go around / by the world one day.
- Last year, we went on / around a trip to France.
- It's cheaper to eat / travel by coach.
- Are you old enough to go / rent a motorbike?
- We're going to rent / stay in a youth hostel.
- Don't get / have off the bus until it stops.

WATCH OUT!

We say **by** road/rail/air/sea and **by** car/train/plane/boat but **on** foot.

- 4 8.03 Study and listen to the Vocabulary B box. In pairs, describe a word from the box for your partner to guess.

A: *This has your personal information and a photo, and you need it when you go abroad.*

B: *It's a passport.*

VOCABULARY B Holiday equipment

guidebook map passport rucksack/backpack sleeping bag
suitcase sun cream sunglasses swimsuit tent torch

- 5 8.04 Listen to dialogues 1–4. For each dialogue, write down any words you hear from the Vocabulary B box.

1 – *backpack*

- 6 8.05 Study and listen to the Vocabulary C box. Check you understand the words.

VOCABULARY C Holiday accommodation

check in/out double room facilities floor guest
pool reception reservation single room view

- 7 8.06 Complete the messages with the correct form of the words from the Vocabulary C box. Listen and check.

Where did you stay on your last holiday? What was it like?

Bskybloo 11.24

The campsite has fantastic sports ¹ *facilities*: two tennis courts, a football pitch and a large outdoor ² (...).

DeCd 11.06

When we tried to ³ (...) at the hotel, the guy at the ⁴ (...) said there was a problem with our ⁵ (...). They had too many ⁶ (...), so we shared a tiny ⁷ (...).

emmmeee 11.01

The flat's lovely. It's on the top ⁸ (...), with a brilliant ⁹ (...) of the city. We slept in a large ¹⁰ (...) with a big bed. At the end of our stay, we didn't want to ¹¹ (...).

- 8 **CHALLENGE** In pairs, talk about the last time you travelled. Use these questions to help you.

- Where did you go?
- What did you take with you?
- How did you get there?
- Where did you stay?
- What facilities were there?

I went to Austria with my football club.

I took a backpack. We went by coach and we stayed in a big hotel. We had a view of the mountains, but we didn't have a pool.

BBC VIDEO

STREET TALK

- 44 Watch four people talking about what to take on holiday. What things do they mention? Choose two speakers.

- a backpacking holiday with friends
- a city break in Ireland
- a cruise around the Mediterranean

Vocabulary Extension > p. 110

103 Unit 8

For the teacher

- Audioscript, page 289
- Videoscript, page 289

On the Portal

- Vocabulary Memory Game
- Resource 8.1
- Test: Vocabulary Check

For the student

- Workbook, pages 82–83
- Vocabulary Extension, Students' Book, page 110

On the Portal

- Extra Practice Activities: Vocabulary 8.1; BBC Street Talk video
- The Vocabulary App

VIDEO

GRAMMAR IN ACTION



- Look at the photo. What kind of trip do you think Abe is getting ready for?
- 45 8.07 Watch or listen and check your ideas from Exercise 1. What things does Abe need for the trip? *Abe needs a sleeping bag, a swimsuit, a torch and mosquito spray.*
- Study the sentences with modal verbs from the dialogue in Exercise 2 and answer the questions.
 - Which sentences express obligation or prohibition? *a, d, f*
 - Which sentence expresses lack of obligation? *c*
 - Which sentences express advice? *b, e*
 - Which modal verbs are not followed by *to*? *should, must(n't)*
 - We **have to** get something from upstairs.
 - We **should** take sleeping bags.
 - You **don't have to** wear a life jacket.
 - You **must** have a shower after swimming.
 - You **ought to** take these to help you swim.
 - You **mustn't** do anything silly.
- Study the Grammar box and check your answers to Exercise 3.

GRAMMAR

Modal verbs: *must, have to, should, ought to*

Obligation and prohibition

You **must** be careful.

Do we **have to** sleep on the boat?

You **mustn't** do anything silly.

Advice

You **should** bring a torch.

You **ought to** buy some mosquito spray.

You **shouldn't** forget your swimsuit.

Lack of obligation

You **don't have to** be awake at night for two hours.

VIDEO 46 Grammar Animation

- Order the words to make sentences. Do you agree with the sentences?

- wear / a life jacket / you / on a boat / should / .
You should wear a life jacket on a boat.
- when you cross a road / be careful / must / you / .
- don't have to / homework at the weekend / do / you / .
- tidy / you / your bedroom every day / ought to / .
- after school / study / have to / you / .
- you / before swimming / eat / shouldn't / .

- Choose the correct option.

How to rent a canal boat

¹*Do you have to / Ought you* have a licence to drive a canal boat? You ²*mustn't / don't have to* have a licence for small groups, but you ³*must / should* have one if there are more than twelve passengers. You ⁴*don't have to / ought to* take care when getting on or off the canal boat. You ⁵*should / shouldn't* keep the boat neat and tidy. You ⁶*should / shouldn't* run or play silly games on board. You ⁷*mustn't / ought to* forget to take a torch. It can be very dark at night.

- 8.08 Complete the advert with these words. Listen and check.

don't have to have to must mustn't ought should

Are you looking for adventure this summer? Then you ¹**ought** to try our sailing holiday in the Mediterranean. You ²(...) bring any special equipment because we provide everything. You ³(...) be between thirteen and seventeen years old and have your parents' permission. All you ⁴(...) bring are suitable clothes for a week of sailing and, of course, you ⁵(...) forget your swimsuit! You ⁶(...) bring something warm too. It can get cold at night on board!

²*don't have to* ³*must* ⁴*have to* ⁵*mustn't* ⁶*should*

- CHALLENGE** Complete sentences 1–6 with your own ideas. Then, in pairs, compare.

- When on a beach holiday, you should ...
- When I'm on holiday with my family, I have to ...
- In a summer activity camp, you mustn't ...
- You must ... on a plane.
- In the summer, I don't have to ...
- On a cold night, you ought to ...

A: *When on a beach holiday, you should bring a lot of sun cream.*

B: *When on a beach holiday, you should bring your swimsuit!*

For the teacher

- Audioscript, page 290

On the Portal

- Grammar Presentation
- Grammar Animation 46
- Resource 8.2
- Test: Grammar Check

For the student

- Workbook, page 84
- Grammar Extension, Students' Book, pages 146–147

On the Portal

- Extra Practice Activities: A weekend break video; Grammar 8.2

Lesson aim

- Students can use modal verbs to talk about obligation, prohibition and advice.

Lead-in

Place students in small groups and give them 5 minutes to review the video story so far.

-  **Setting lesson goals:** Elicit some rules that students have to follow at their school (e.g. what time they must arrive, if they are allowed to use mobile phones). Don't worry about the use of modal verbs – this point will be covered later. Explain that in this lesson, students will learn ways to express obligation (things they have to do), prohibition (things they can't do) and advice (things that would be a good idea to do). Use the school rules elicited to give an example of each function.

Exercise 1

- Ask students to study the photo and brainstorm ideas about the question in pairs or small groups. Accept any ideas at this point.

Exercise 2 45 8.07 **audioscript page 290**

- Play the video or audio while students watch or listen to check their ideas. Elicit the things Abe needs for his trip and write these on the board.

Exercise 3

- Read through sentences a–f with students asking them if they remember who said them.
- Ask students to answer the questions in pairs. Explain that 'lack of obligation' in question 2 means: things you are free to do or not, you have a choice.
- Set a time limit for the task. Tell students that they will be able to check their answers later.

Exercise 4

- Discuss the Grammar box with the class. Clarify the meaning of the functional headings (*obligation, prohibition, advice*). Then explain that *must, ought to* and *should* are modal verbs. Elicit that modal verbs have only one form for all persons, and they are followed by the infinitive (without *to*). Write: *We should run*. Ask students to transform this sentence into a question and a negative and elicit that we make questions by inverting the modal verb and the subject, and negatives by adding *not* to the modal verb. Point out that *ought* is similar to *should*, but is followed by *to* (its negative and question forms are rarely used).
- Explain that *have to* is similar to *must*. Elicit that we use *has to* for the third person singular, and we need the correct form of *do* for each person as an auxiliary to make questions or negatives. Write on the board: *She has to go*, and elicit the question and negative form (*Does she have to go? She doesn't have to go.*).

- Elicit the difference between *have to/must* (it's necessary) and *mustn't* (it's not allowed). Explain that to say that something is unnecessary we use *don't have to*. Point out that *should/ought to* (it's a good idea) are used for giving advice and giving suggestions. Ask students to think of their own example with each of the verbs.
- Ask students to check their answers in Exercise 3. Then check as a class.

Exercise 5

- Ask students to order the words in pairs. Make sure they write up the sentences in their notebooks.

Answers:

- You must be careful when you cross a road.
- You don't have to do homework at the weekend.
- You ought to tidy your bedroom every day.
- You have to study after school.
- You shouldn't eat before swimming.

Exercise 6

- Elicit or pre-teach: *canal boat*. Ask students a series of questions: *Would you like to drive one? Do you think you need a licence? What rules do you think there are for using a canal boat?*
- Set a time limit for students to choose the correct options in pairs. Then, check as a class.

Exercise 7 8.08

- Ask students to read the advert quickly first to get a general sense, then read it again, and fill in the gaps. Suggest that they complete the easier gaps first, then study the relevant sentences more closely to decide on the more challenging ones. Play the audio to check answers.
- NEED SUPPORT?** Pair less confident students with more confident partners and allow them to discuss and decide on the answers together. Suggest that before completing the gaps, they should try to decide if the sentence with the gap expresses an obligation, a prohibition, advice or a lack of obligation.

Exercise 8

- CHALLENGE** Follow the instructions in the Students' Book.
- FINISHED EARLY?** Ask students to write sentences about travelling on foot or by bicycle. Ask them to include rules (obligations, prohibitions) and their own advice, using modal verbs from the lesson.
-  **Peer learning:** Books closed. Write the five modal structures on the board: *must, mustn't, have to, ought to, should*. In pairs, ask students to take turns to recall as much as they can remember about the rules for using this language. When they have finished, ask them to check their ideas in the Grammar box on page 104 or in Grammar Extension at the back of the book.

Lesson aim

- Students can understand an article about transport.

Lead-in

Name a variety of destinations (e.g. Las Vegas, the Antarctic, [the capital city of the students' country or of a neighbouring country], the city park, London, Istanbul, and so on, and Venice). Then, and elicit from students the best way to travel there (e.g. by air/plane, by sea/ship, by road/land/car/bus/train, on foot). Spend no more than two minutes on this activity.

-  **Setting lesson goals:** Books closed. Write on the board: *getting around*. Elicit a definition for the phrase and ask students to give examples of how people get around a typical city or town. Write the lesson aim on the board and read it with students. Ask students questions to check understanding, e.g. *In what kinds of texts can you read about traffic and transport? Who usually reads these kinds of texts? What information do you expect to find in them?*

Exercise 1

- Ask students to look at the photo, then put them in pairs to describe it and discuss the questions. Elicit some answers from volunteers.

Background note

Millions of tourists visit **Venice** every year. While this is good for the tourism economy, it also causes overcrowding and pollution. Many locals are campaigning for rules to limit tourists' access to historical centres or to ban large cruise ships from entering.

Exercise 2

- Students scan the text quickly to identify the numbers. Check answers.

Answers:

- 10 – the maximum number of passengers a water taxi can take
- 2 – the price in euros to cross the Grand Canal
- 20 – the price in euros of a travel card
- 177 – the number of canals
- 4 – the number of bridges crossing the Grand Canal
- 400 – the number of bridges

Exercise 3 **8.09**

- Ask students to read the questions and check that they understand them. Then, ask them to scan the text to find the sentences that give information about each question. Suggest that they study these parts of the text more carefully to decide on their answer. Ask students to check answers in pairs before you check as a class.
- NEED SUPPORT?** Prepare copies of the photocopiable *Need support?* worksheet 8.3 from the Teacher's Resource File. This task replaces open-ended questions with a sentence completion task.

Answers:

- Water buses are wide so they can't go everywhere and they are expensive.
- They have a limited capacity and they are very expensive compared to other means of transport.
- It is more of a sightseeing service and not a means to get to one point or another.
- You can cross with another type of boat called the *traghetto*.
- It is a good idea to walk because Venice isn't very big and you can discover beautiful canals and bridges.

Exercises 4–5 **8.10–8.11**

- Read the information in the Vocabulary box as a class. Check students understand the new words. Ask them to listen and to repeat them. Set a time limit for students to complete the gap-fill task in Exercise 5. Play the audio for them to check their answers.

Exercise 6

- Put students in pairs to discuss their travel experiences. Then, put them together with another pair to compare their ideas and find similarities or differences. For feedback, ask a few volunteers to tell the class about any of their partners' experiences.

THINKING TIME

EVALUATE: Ask students to discuss in groups. Remind students that everyone in the group must have a turn to give their opinions and their opinions must be respected. Give students two minutes to think about what they are going to say and to think of the reasons they will give.

EXPLORE: In the same groups, students choose a big city in their country to research transport options. Allow students access to the internet to find options and facts, e.g. frequency, price, travel cards, etc. Tell the groups that they will have to make a small presentation to another group once they have finished their research. Once the groups have made their presentations, ask volunteers to share with the class anything new they have learned about transport in a city in their country.

FINISHED EARLY? Ask students to think back to the past week, ten-day period or month, and try to estimate how much time (in minutes) they spent using different ways of getting around (e.g. my parents driving me = 50 minutes, travelling by bus = 2 hours, walking = 3 hours, cycling = 1.5 hours, travelling by underground = 15 minutes) and write down the estimates in a table.

-  **Peer learning:** Books closed. Ask students to test each other in pairs about Lesson 6.3. Ask students to write three true statements and a false one about traffic, transport, or about Venice, then have their partner guess which statement is false.



Getting around Venice

Venice has got 118 islands, 400 bridges, 177 canals ... and no cars. It's Europe's largest car-free city and the perfect place for **pedestrians**. But how do people get around Venice?

- 5 By boat, obviously. You can catch water buses called *vaporetti* at bus stops all around the city. They're fast and convenient. But they're not cheap. A **single ticket** costs €7.50 and a one-day **travel card**, which lets you get on and off as often as you like, is €20 for tourists.
- 10 Another problem is that the water buses are too wide to take you everywhere. So, to get to some places, you have to take a water taxi. Water taxis are much faster than *vaporetti*, but they are also much more expensive with only a capacity of up to 10 passengers.
- 15 Venice is famous for its gondolas, but gondolas aren't taxis. They won't go everywhere; they follow fixed **routes**. A gondola trip is like a sightseeing tour – it's not for getting from A to B. Each year official **fares** are set for gondolas – you ought to check before you take one.
- 20 The fares are for each boat and not for each person.

To get a cheap ride, take a *traghetto*. These are special boats that cross the Grand Canal in places without bridges. The Grand Canal has only four bridges, so these can get very crowded. It takes no more than a minute or two to cross by *traghetto*, but you can't complain. It only costs €2 and you probably won't need a **return ticket**.

Jet skis, kayaks and other small boats are banned from the canals. However, you can rent a motor boat – you don't even need a licence. But you shouldn't be surprised if you get stuck in traffic. With all the water buses, gondolas, rowing boats and speedboats, there are lots of **traffic jams**. You ought to drive carefully. There are accidents on canals just as there are on roads.

Venice isn't very big, so the best and safest way to get around the city isn't on the water but on foot. Walk through the narrow streets and discover beautiful canals and bridges. But don't forget to take a map. Venice is a lovely place, but it's easy to get lost there.

1 Look at the photo and title of the text. What do you know about Venice?

2 Read the article quickly. What are these numbers?

10 2 20 177 4 400

3 8.09 Read and listen to the article. Then answer the questions.

- What are two disadvantages of water buses?
- What are two disadvantages of water taxis?
- How is a gondola different from a taxi?
- How can you cross the Grand Canal if there isn't a bridge?
- Why is it a good idea to walk around Venice?

4 8.10 Study and listen to the Vocabulary box. Look at the words highlighted in the article and check you understand the meaning.

VOCABULARY Traffic and transport

fare pedestrian return ticket route single ticket
traffic jam travel card

5 8.11 Complete the sentences with the correct form of the words in the Vocabulary box. Listen and check.

- I've got a **travel card**, so I don't have to worry about buying a (...) every time I travel. **single ticket**
- It's not easy to walk in my home town. In fact, it's quite dangerous for (...). **pedestrians**
- My house is on the bus (...), so it's really easy to get into the city centre quickly. **route**
- When I'm in a (...) and can't move on, I close my eyes and listen to music. **traffic jam**
- Sometimes it's cheaper to buy one (...) rather than two single tickets there and back. **return ticket**

6 In pairs, think about a city you visited and ask and answer the questions.

- How did you get around the city? Did you need a travel card? Did you buy single tickets?
- What was the city like for pedestrians and cyclists? Was there a lot of traffic?

THINKING TIME

EVALUATE

How would you travel in Venice?

EXPLORE

Find out information about transport options in a big city in your country.

For the teacher

On the Portal

- Resource 8.3
- Need support? worksheet 8.3

For the student

- Workbook, page 85
- Vocabulary Extension, Students' Book, page 110
- Reading Extension, Workbook, pages 104–109

On the Portal

- Extra Practice Activities: Vocabulary 8.3
- The Vocabulary App



In the wild

Hi guys.

Welcome to my camping blog – the best place for all the latest camping news. This month, I've discovered these amazing tree tents. It might be difficult to find them in the shops at the moment, but I think they're going to be popular. They're warm, comfortable and great fun. I slept in one last weekend in the middle of a forest and it was awesome! Have a look and let me know what you think.



Jo123

They don't look very big. It can't be easy to stand up in them if you're tall.

6.30 p.m.



TimABC

They're cool! But they must be expensive because I haven't seen many of them.

8.00 p.m.



TentFan

It might be fun to sleep up in the air, but it must be difficult to go to the loo in the middle of the night!

7.10 p.m.



Camper

They may look cool, but I think they could be really uncomfortable because they move around with the wind.

8.30 p.m.

- Look at the photo in the blog post. Is this a fun place to sleep? Why?/Why not?
- 8.12 Read the blog post and comments. What are the advantages and disadvantages of tree tents?
- Study the Grammar box. Find more examples of modal verbs for speculation in the blog post and comments.

GRAMMAR Modal verbs for speculation

We use *must* and *can't* when we are almost sure about something.

*It **must** be cold outside. People are in jackets.*

*It **can't** be our tent. It's the wrong colour.*

We use *could* and *may/might* when we are not sure about something.

*It **could/may/might** be difficult to travel with the suitcase because it's very big.*

VIDEO 47 Grammar Animation

- Choose the correct option.

A: Oh, look! That ¹must / *can't* be the new tree tent. I've seen them on the internet. They are strange.

B: I'd love to get one. Are they expensive?

A: They ²can't / *could* be expensive because they're small. My uncle's got one.

B: Is there a campsite near here?

A: I'm not sure. There ³might / *must* be one near the lake.

B: Can we ask your uncle if we can borrow it?

A: OK, but today ⁴may / *can't* be a bad time. He's going on holiday with it!

- Complete the second sentence with a modal verb for speculation. Sometimes more than one answer is possible.

- I'm sure this is Ellie's tent. That's her rucksack.
This must be Ellie's tent. That's her rucksack.
- They're very quiet. Perhaps they're sleeping.
They're very quiet. may/might/could be sleeping.
- I'm sure this isn't the same campsite.
This (...) be the same campsite. can't
- Dad thinks this is your ticket, but your ticket is in your hand.
This (...) be your ticket because your ticket is in your hand. can't
- I'm sure the map is on the table. I put it there.
The map (...) be on the table. I put it there. must
- Here's a guidebook, but perhaps it's the wrong one.
Here's a guidebook, but it (...) be the wrong one. may/might/could

- CHALLENGE** What do you think of these ideas for unusual holiday accommodation? In pairs, share your ideas using modal verbs for speculation.

- a treehouse in a forest
- a canal boat in Holland
- an ice hotel in Sweden
- a castle on an island

*It **could** be noisy in a treehouse in a forest because of all the animals.*

For the teacher

On the Portal

- Grammar Presentation
- Grammar Animation 47
- Resource 8.4
- Test: Grammar Check

For the student

- Workbook, page 86
- Grammar Extension, Students' Book, pages 146–147

On the Portal

- Extra Practice Activities: Grammar 8.4

Lesson aim

- Students can use modal verbs to speculate about the present.

Lead-in

Write *camping trip* on the board and ask students to brainstorm ideas in pairs about what kind of things they would need to take with them on a camping trip. Elicit all suggestions in open class.

-  **Setting lesson goals:** Show students the photo on page 106 but cover the rest of the page. (Alternatively, bring into class a photo of any object that's difficult to identify, and use that for the activity.) Ask: *What do you think this is?* Accept any suggestions, no matter how far-fetched, and don't expect students to use the modal verbs they are going to cover later in the lesson. Explain that in this lesson students are going to learn ways of speculating (trying to guess something without knowing all the facts or details) about things.

Exercise 1

- If they haven't guessed yet, tell students the object is a type of tent.
-  **Peer learning:** Use the think-pair-share technique to elicit their ideas about the questions.

Exercise 2 8.12

- Write *advantages* and *disadvantages* as headings on the board. Play the audio while students read the blog post and comments. Ask students to brainstorm answers in pairs, then elicit them, writing each suggestion under the appropriate heading. Ask: *What other advantages or disadvantages could there be?* to elicit students' own ideas.

Answers:

Advantages: warm, comfortable and (great) fun

Disadvantages: not very big, not easy to stand up in them if you're tall, difficult to get out at night, expensive, uncomfortable because they move around with the wind

Exercise 3

- Discuss the Grammar box with the class. Elicit what you discussed about the form and use of modal verbs in Lesson 8.2. Ask students to study the examples and elicit or explain that we use *must* to say we are certain about something, *could*, *may* or *might* to say we think our idea is possible but we aren't completely sure, and *can't* to say that we are certain about something not being true.
- Set a time limit for students to find further examples in the texts.
- If you play the Grammar Animation video, note that it includes information regarding the use of modal verbs for past speculation, which is not included in this lesson.

Exercise 4

- Ask students to complete the task, then compare answers in pairs. When you check answers as a class, ask students to say why they chose each modal verb.

Exercise 5

- Ask students to read the first sentence in each pair and decide if the speaker is sure that something is true, sure that something isn't true or thinks that something is possible but isn't sure. This will help them decide the correct modal verb. Discuss the example together. Remind students that *may*, *might* and *could* are usually interchangeable.
- NEED SUPPORT?** Prepare copies of the photocopiable *Need support?* worksheet 8.4 from the Teacher's Resource File. This version of the task provides the words to complete the sentences with.

Exercise 6

- CHALLENGE** Put students in pairs and ask them to take turns to choose a place and speculate about it. Encourage them to add their own ideas to their partner's speculation before moving on to discussing the next holiday accommodation idea.
- FINISHED EARLY?** Ask students to choose a photo in the unit and without reading the text on the page, write five sentences using modal verbs of speculation about the image.
-  **Reviewing lesson goals:** Write the target modal verbs (*must*, *may*, *might*, *could*, *can't*) on the board. Ask students to use their emoji response cards to show how confident they feel about using this language and make a note to review the grammar if a number of students indicate problems.

Lesson aim

- Students can understand an interview about special holidays.

Lead-in

Write *travel* on the board. Ask students to stand, then throw a ball to one student to elicit a travel-related word or phrase beginning with A. If they can say one, they throw the ball to another student, and sit down. The next student should say a word or phrase with B, then C and so on alphabetically. Students can 'pass' and throw the ball to someone else for the next letter, but then they must remain standing. Continue until all students are seated or until they run out of words.

-  **Setting lesson goals:** Write the lesson aim on the board and ask students if they have heard any programme on the radio about travelling. Briefly elicit a few things they remember. Also elicit ideas for what someone might talk about when being interviewed about travelling.

Exercise 1

- Elicit the modal verbs for speculation from Lesson 8.4. Then, ask students to study the picture, and, in pairs, brainstorm ideas about it. Elicit a few ideas in open class, inviting the rest of the class to agree or disagree and to say why.

Exercise 2 **8.13 audioscript page 290**

- Play the audio and ask students to tell each other the answer in pairs, then elicit in open class. Check comprehension by asking: *What's special about the young people who travel with Mike?* (They can't see./ They're blind.)
- Elicit students' ideas about what kind of help these travellers might need.

Exercise 3 **8.14 audioscript page 290**

- Elicit or pre-teach: *sight, it depends, frustrating*.
- Play the audio for students to complete the task. As you check answers, play the audio again, pausing at the relevant points, and elicit the words that speakers use to express the ideas in the statements.
- NEED SUPPORT?** To help less confident students, pause playback after the relevant information about each statement is heard, so they have more time to decide on their answers.

Exercise 4 **8.14 audioscript page 290**

- Ask students to read the task, and check that they understand what to do before you play the audio again. Put them in groups of three to compare ideas. Then, elicit answers in open class.
- NEED SUPPORT?** You could form groups of three before they begin and allow less confident students to split up the task between them.

Answers:

- climbing a (high) mountain/mountain climbing, sailing, hiking, cycling
- city breaks, beach holidays, activity camps
- can't read a menu, eating can be frustrating, can't read the number on their key or the door to their room

Exercise 5 **8.15**

- Ask students to read the text quickly. Allow them to brainstorm ideas in pairs about what kind of information they think is missing in each gap.
- Play the audio, and ask students to complete the text. Tell them that if they didn't hear a particular answer, they should not spend too much time trying to figure it out but move on to the next gap. Play the audio for a second time for students to check the answers they already have, and to listen more carefully for the answers to any missing items. Then, check answers as a class.
- NEED SUPPORT?** Prepare copies of the photocopiable *Need support?* worksheet 8.5 from the Teacher's Resource File. This version of the task provides more support for the gap-fill task.

Exercise 6

-  **Peer learning:** Use the think-pair-share technique.

Exercises 7–8 **8.16–8.17**

- Read the information in the Vocabulary box as a class. Ask students to try to explain the differences in meaning in their own words. (An *excursion* is an organised day trip to go to see something. A *journey* is the act of getting from one place to another. *Travel (noun)* is a general word often used to talk about different forms of transport. *Travel (verb)* means to go somewhere different. A *trip* is usually a holiday or a short visit somewhere. A *voyage* is a long journey by sea.) Set a time limit for students to do the task, then play the audio to check answers. Read out the words from the box, and ask students to repeat, to practise pronunciation.

Exercise 9

- Read the task and examples as a class. Check that students understand what to do.
- FINISHED EARLY?** Ask students to write sentences about the best/worst, the most interesting/boring, the longest, etc. excursions, journeys, trips or voyages they've ever had.
-  **Independent learning:** Ask students to look back at the lesson and use their traffic light cards to show how confident they feel about each exercise.

- 1 In pairs, describe the photo. What do you think is happening?

They're on a boat.

It might be a sailing holiday.

- 2 8.13 Listen to the first part of an interview. What does Mike do? *He organises holidays for blind teenagers/teenagers who need help because they can't see.*

- 3 8.14 Listen to the second part of the interview and decide if the sentences are true or false.

- 1 Mike was working in South America when he met a girl who couldn't see. **F**
- 2 The girl was on holiday with her family. **T**
- 3 Special bikes are popular with kids who don't usually cycle. **T**
- 4 Mike thinks the journey is less important than the holiday. **F**
- 5 Hotel staff don't always realise how difficult it is for blind guests. **T**
- 6 The winter holidays are the most popular. **F**

- 4 8.14 Listen again and write down the following. Then compare your answers in groups of three.

- 1 four activities mentioned in the interview
- 2 three kinds of holidays
- 3 three problems that blind people might have

- 5 8.15 Listen and complete Jess' story with one or two words in each gap.

1.23 p.m.

Jess is ¹ *sixteen* years old and comes from ² (...). She's been ³ (...) since she was born, but she's always loved adventure. Last year, Jess went on a ⁴ (...). During the trip, Jess decided that she wanted to do something ⁵ (...). With the help of the organisers, she climbed the mast. It was very high, but she knew she ⁶ (...) do it. Jess believes that it doesn't matter what disability you've got – you can achieve anything. As long as you get lots of help, you can still have a ⁷ (...).

² *New Zealand* ³ *blind* ⁴ *sailing holiday* ⁵ *different*
⁶ *could* ⁷ *good time*

- 6 In pairs, discuss why this sort of holiday is important for people like Jess. Compare your ideas with the class.

It's an adventure.

It might help them to meet people.



- 7 8.16 Study and listen to the Vocabulary box and check you understand the words.

VOCABULARY Travel: confusing words

excursion journey travel (n, v) trip voyage

- 8 8.17 Choose the correct option. Listen and check.

- 1 It was a three-hour car journey / *excursion* to the beach.
- 2 The *trip* / voyage across the Atlantic took two months and the cabins were comfortable.
- 3 Air travel / *journey* is very expensive at the moment.
- 4 The school is organising a two-day *travel* / trip to London.
- 5 Let's get tickets for the afternoon *journey* / excursion to the castle.
- 6 I'd love to travel / *trip* to the North Pole one day.

- 9 Imagine that your school has invited some students from another country. In pairs, discuss the best trips and excursions in your area. Compare your ideas with the class.

They could go on an excursion to the water park.
They could visit the capital city, but it's a long journey.

Vocabulary Extension > p. 110

107 Unit 8

For the teacher

- Audioscript, page 290

On the Portal

- Vocabulary Memory Game
- Resource 8.5
- *Need support?* worksheet 8.5

For the student

- Workbook, page 87
- Vocabulary Extension, Students' Book, page 110

On the Portal

- Extra Practice Activities: Vocabulary 8.5
- The Vocabulary App

VIDEO



EVERYDAY ENGLISH

Bea: Hi, Carla. You know I'm staying in London with my gran? Well, there's an exhibition on Hyperloop at the Transport Museum and ...

Carla: Sorry, I didn't catch that. Hyper what?

Bea: Hyperloop! It's like a train but cooler. I just wanted to ask if you'd like to come and see it tomorrow.

Carla: That might be fun. Yeah!

The next day ...

Carla: Hi, I'm at the station. How do I get there? Should I take a bus?

Bea: No, you shouldn't take a bus. The tube's better.

Carla: Sorry, what was that?

Bea: I was just saying you can take the underground. It's the Piccadilly line.

Carla: Can you say that again? I didn't get the last part.

Bea: I said you have to take the Piccadilly line.

Carla: Sorry, but could you speak more loudly? It's really noisy here. I can't hear a thing.

Bea: Take the Piccadilly line to Covent Garden. It's the third stop. You can walk from there.

Carla: OK, thanks. See you soon.



Later ...

Bea: You made it!

Carla: Thanks to your directions. Sorry, I couldn't hear you before.

Bea: Oh, never mind. You're here now. Let's go!

SOUNDS GOOD!

I can't hear a thing. •
You made it! • Never mind.

- 1 Have you ever had problems finding your way around a city? What did you do? Discuss in pairs.
- 2 48 8.18 Watch or listen and answer the questions.
 - 1 Why does Bea call Carla at the start of the dialogue?
 - 2 Why does Carla find it hard to understand Bea?
 - 3 How does Carla get from the station to the museum?
- 3 Did Bea's instructions help Carla find the way? Why?/Why not? Discuss in pairs.

FUTURE SKILLS



What can you do to make sure you understand the information that someone is giving you? Discuss in pairs. Use these ideas to help you.

- listen carefully
- ask for clarification if you don't understand
- ask for more information
- repeat the information with your own words

- 4 Study the Speaking box. Find examples of some of the phrases in the dialogue.

SPEAKING Understanding a conversation

Asking for clarification

Sorry, I didn't catch that. What was that?

Can you say that again?

Sorry, I didn't get the first/last part.

Could you speak more loudly/slowly?

Clarifying

What I said/asked was ... I said (that) ...

I was just saying ... I just wanted to ask (you) if/about ...

- 5 Complete the dialogue with phrases from the Speaking box. Sometimes more than one answer is possible. In pairs, practise the dialogue.

A: We're going to Italy on holiday this summer.

B: Sorry, ¹ *I didn't catch that.*

A: What ² (...) we're going to Italy this summer. *I said was*
I just ³ (...) if you wanted to go with us. *wanted to ask you*

B: Great, thanks! I'll have to get a passport.

A: ⁴ (...) *Sorry, can you say that again*

B: I was ⁵ (...) I need to get a passport. *just saying that*

A: Could ⁶ (...) I couldn't hear you. *you speak more loudly*

B: ⁷ (...) I need a passport. *I said*

SPEAKING TIME



In pairs, go to page 157 and role play the situations.

For the teacher

On the Portal
• Resource 8.6



For the student

• Workbook, page 88

On the Portal

• Extra Practice
Activities: *Can you say that again?* video



Lesson aim

- Students can clarify what they have said and ask for clarification.

Lead-in

Tell the class briefly about a time when you got lost. Put students in small groups to share their stories with each other.

-  **Setting lesson goals:** Ask: *When I say something and you don't understand, what do you do?* Elicit students' ideas (e.g. ask another student if they have heard it better; start the task and try to figure things out), and also elicit what expressions they could use. Explain that in this lesson you are going to practise ways of asking for and giving clarification. (You may need to pre-teach: *clarification*.)

Exercise 1

- Ask students to look at the photo. Elicit where they think Carla is, or what her problem might be (*She's trying to get directions on the phone to go somewhere.*). Accept any reasonable ideas. Then, read the task together. Put students in pairs to brainstorm ideas about how they find their way around a place. Elicit suggestions in open class and make notes of the relevant ideas on the board.

Exercise 2 48 8.18

- Before you play the video or audio, ask students to read the three questions and check that they understand what information to listen for. Play the dialogue. Allow students to compare ideas before you check answers as a class. Then, ask students to look at the phrases in the Sounds Good! box, and ask them to explain in their own words in what situations these might be used.

Answers:

- 1 to invite her to go to an exhibition with her
- 2 First, because someone is vacuuming in Carla's house and then because of street noises.
- 3 She takes the underground (the Piccadilly line, three stops) to Covent Garden and then she walks from there.

Exercise 3

- Put students in pairs to discuss the questions, then elicit opinions in open class.

**Communication**

The task raises students' awareness of the importance of co-operating with other speakers to check comprehension of the information being conveyed. It will get them to practise what they need to do as active listeners to check what another person is saying, then to probe further to get more information.

- Put students in pairs to brainstorm ideas. Then, put them together with another pair to compare ideas in groups of four. Then, elicit suggestions in open class. Ask the class to decide which ideas they like best.

Exercise 4

- Ask students to study the Speaking box and discuss the meaning of the phrases as a class. Students work in pairs to find examples in the dialogue.

Exercise 5

- Ask students to complete the dialogue, then compare ideas in pairs. Check answers as a class before you get students to practise acting out the dialogue in pairs.
- **NEED SUPPORT?** Allow less confident students to do the completion stage of the task together in pairs.

SPEAKING TIME

- Put students in pairs. Ask them to agree which of them will play Student A and which Student B. Then, ask them to turn to page 157 and read their respective role cards before they start practising their dialogues.
-  **Setting success criteria:** Monitor as students practise the role play, and make a note of particularly good use of language. Encourage those pairs to perform their dialogue for the class.
- **FINISHED EARLY?** Ask students to make a list of situations, other than the place being noisy, where the expressions from the Speaking box might need to be used.

-  **Reviewing lesson goals:** Tell students to give a 'thumbs up' or a 'thumbs down' to the different exercises they have covered in the lesson. Call out the exercise numbers and make a note of any areas that need more work. Invite students to comment on what specifically they found easy or difficult.

Lesson aim

- Students can write an email about travel arrangements.

Lead-in

Books closed. Write *travel arrangements* on the board, and check comprehension of the phrase. Elicit what kind of information might be included in travel arrangements (type of transport, when and where to meet, timetables, routes, etc.), and make notes in a spidergram for students to copy.

- 🎯 **Setting lesson goals:** Elicit what students remember about writing informal emails from Unit 3. Ask: *How do you start your email? What kind of language do you use when you write to a friend? How do you finish your email?* Once you have elicited answers, ask students to look at the two emails on page 109 to check their ideas. Explain that in this lesson they will practise writing emails about travel arrangements.

Exercise 1

- Spend no more than a couple of minutes on eliciting dream destinations, and students' reasons for going there. You could have a class vote to see which European destination is most popular.

Exercise 2

- Ask students to read the questions so they know what information to look for, then to scan the emails for the relevant information. Allow them to compare answers in pairs before you check as a class.

Exercise 3

- Read the phrases in the Writing box together and check that students understand them. Then, set a time limit for students to find the examples in Jo's email. Check answers as a class.

Exercise 4

- Read the information in the Language box together, and check understanding. Explain that although we are talking about the future, we use the Present Simple. Elicit what other language structure is used similarly (the *if*-clause, in the First Conditional), and point out that the rules for using a comma are similar, too. Then, set a time limit for students to find the examples in Jo's email.

Exercise 5

- Give students five minutes or so to write their sentences. Ask them to use each connecting word or phrase at least once.
- 👥 **Peer learning:** Ask students to read each other's work in pairs. Ask them to mention at least one thing they like about their partner's sentences and suggest one thing their partner could improve next time. Then, ask a few volunteers to share their partners' best (most interesting, funniest, most surprising, etc.) sentence with the class.
- 📄 **NEED SUPPORT?** Prepare copies of the photocopiable *Need support?* worksheet 8.7 from the Teacher's Resource File. This version of the task offers more support for writing the sentences.

WRITING TIME

- Ask students to read the Writing Time box and check comprehension. Remind them to follow the instructions step-by-step to write their emails. Suggest that they tick off each stage as they complete it, then move on to the next one in the list.

- 📄 **NEED SUPPORT?** Less confident students could write a shorter text with one or two sentences for each paragraph.

- 🏠 **FINISHED EARLY?** Ask students to write an email to Jill saying if they'd prefer to go via Turin or Lyon, and why.

- 🏠 **Independent learning:** Ask students to study the Writing box and the Language box, and to use the emoji response cards to indicate how confident they feel about each learning point. Make a note to revise any problem areas if several students appear to be unhappy.

- 1 If you could travel by train across Europe, where would you like to go?
- 2 Read the emails and answer the questions.
 - 1 What does Jill need to buy before the trip? *a rucksack*
 - 2 Who else is going on the trip? *Jo and Angela*
 - 3 Which places might they visit? *Geneva, Turin, Lyon*

Hi Jo,

I'm so looking forward to our rail trip across Europe. Let me know what the plan is. I'll write more later.

Bye for now,
Jill

PS. I must buy a rucksack for the trip!

- 3 Study the Writing box. Find examples of the phrases in Jo's email.

WRITING An email about travel arrangements

Say why you are writing

- 1 Here's a quick note to tell you about the plan.
I just wanted to check the plan with you.

Explain arrangements

- 2 We're meeting at the station at 8 p.m.
Jane's mum will drive us to terminal 1.

Make suggestions about the route

- 3 I don't think we should stop in Geneva overnight.
It might be better to spend a day in Geneva.
We could catch a train to Lyon.

Before you finish

- 4 Let's talk later.
Let me know what you think.

End your email

- 5 Bye for now,
Love,
See you soon,
Speak soon,

- 4 Study the Language box. Find three sentences with future time clauses in Jo's email.

LANGUAGE Future time clauses

We use the Present Simple in future time clauses with *when*, *while*, *before*, *until* and *as soon as*.

*We'll decide our route **before** we leave.*

When the time clause comes first, we use a comma.

***As soon as** they arrive, I'll call you.*



Hey Jill,

I just wanted to check the plan with you.

We're meeting at the station at 8 p.m. When you arrive at the station, I'll give you your ticket. Don't forget your passport!

We still need to decide on the route. I don't think we should stop in Geneva overnight. It might be better to spend a day in Geneva and do a walking tour of the city. Then, we could travel overnight to Turin. Or we could catch a train to Lyon. I've asked Angela what she thinks. As soon as she replies, I'll let you know. We should decide before we leave. Let me know what you think.

Let's talk later.

Love,
Jo

1

2

3

4

5

- 5 Write sentences about yourself. Use future time clauses with *when*, *while*, *before*, *until* and *as soon as*.

Until I hear from you, I won't do anything.

Before I go on holiday, I'll buy a guidebook.

WRITING TIME

You are going on a trip with a friend. Write an email about the travel arrangements.

FIND IDEAS

Make notes for your email. Think about:

- means of transport and the kind of trip
- the time and place to meet
- what to take with you
- the route to take

PLAN

Organise your ideas into paragraphs. Use Jo's email in Exercise 2 to help you.

WRITE AND SHARE

- Write your draft email. Use the Writing box and the Language box to help you.
- Share your email with another student for feedback.
- Write the final version of your email.

CHECK

- Check language: did you use future time clauses correctly?
- Check grammar: did you use modal verbs correctly?

For the teacher

On the Portal

- Resource 8.7
- Need support? worksheet 8.7



For the student

- Workbook, page 89
- Writing Extension, Workbook, page 121

WORDLIST 8.19

Types of holidays

activity camp (n)
backpacking holiday (n)
beach holiday (n)
camping trip (n)
city break (n)
ocean cruise (n)
sightseeing holiday (n)

Word friends (going on holiday)

book a hotel (phr)
eat in/out (v)
get on/off a bus (phr)
get on/off a coach (phr)
get on/off a plane (phr)
get on/off a train (phr)
go abroad (phr)
go/travel around Europe (phr)
go/travel around the world (phr)
go/travel by boat/sea (phr)
go/travel by car/road (phr)
go/travel by plane/air (phr)
go/travel by train/rail (phr)
go on a cruise (phr)
have a city break (phr)
rent a bicycle (phr)
rent a car (phr)

rent a holiday flat (phr)
stay on a campsite (phr)
stay in a hostel (phr)

Holiday equipment

guidebook (n)
map (n)
passport (n)
rucksack/backpack (n)
sleeping bag (n)
suitcase (n)
sun cream (n)
sunglasses (n)
swimsuit (n)
tent (n)
torch (n)

Holiday accommodation

check in/out (v)
double room (n)
facilities (n)
floor (n)
guest (n)
pool (n)
reception (n)
reservation (n)
single room (n)
view (n)

Traffic and transport

fare (n)
pedestrian (n)
return ticket (n)
route (n)
single ticket (n)
traffic jam (n)
travel card (n)

Travel (confusing words)

excursion (n)
journey (n)
travel (n, v)
trip (n)
voyage (n)

EXTRA WORDS

abroad (adv)
airport (n)
banned (adj)
bridge (n)
brilliant (adj)
bring (v)
campsite (n)
canal (n)
complain (v)
convenient (adj)
country (n)

dark (adj)
dirty (adj)
get stuck (v)
gondola (n)
island (n)
jet ski (n)
lovely (adj)
Mediterranean (n)
mosquito spray (n)
narrow (adj)
on board (adv)
on foot (adv)
permission (n)
provide (v)
rail trip (n)
reserve (v)
resident (n)
ride (n)
rowing boat (n)
sailing holiday (n)
station (n)
stay (n, v)
suitable (adj)
take turns (v)
tour (n, v)
travel agent (n)
youth hostel (n)

1 Use the wordlist to find these things.

- two things you can do to prepare for a holiday before you go **book a hotel**
- three things you can pack for a camping holiday
- three things you can pack for a beach holiday

2 Read what the people say and recommend a type of holiday for each one. In pairs, recommend a holiday for each other.

1 sightseeing holiday

1

Louise, 21

I want to visit interesting places and take photos of them.

2

Derek, 47

We have one day and night to eat in a nice restaurant and visit museums.

3

Peter, 15

I want to hear the sounds of nature as I fall asleep.

4

Helen, 66

We want to just look at the sea and have everything we need close by.

5

Julia, 13

My friends don't want to be bored! We need things to do.

6

Tim, 23

I love to lie on the beach and enjoy the sun.

3 Answer the quiz questions with words from the wordlist. Then write one more question. In pairs, answer each other's questions.

TRAVEL QUIZ

- What kind of ticket do you need if you plan to come back the same way? **return ticket**
- What kind of book can tell you about interesting places to visit?
- What will help you find walking routes and not get lost?
- What's it called when a lot of cars are moving slowly?
- What can you get to save money if you plan to use local transport a lot?
- What kind of hotel room is for two people?

4 **CHALLENGE** Add words from the Extra words list to each group.

- wide, thin, **narrow**
- train station, bus station, (...)
- hotel, campsite, (...)
- prohibited, forbidden, (...)
- trapped, can't move, (...)
- stream, river, (...)
- overseas, (...)
- appropriate, (...)

Exercise 1

- 1 rent a holiday flat
- 2 sleeping bag, tent, torch, (also possible: map, rucksack/backpack)
- 3 sun cream, sunglasses, swimsuit

Exercise 2

- 2 city break
- 3 camping trip
- 4 ocean cruise
- 5 activity camp
- 6 beach holiday

Exercise 3

- 2 guidebook
- 3 map
- 4 traffic jam
- 5 travel card
- 6 double room

Exercise 4

- 2 airport
- 3 youth hostel
- 4 banned
- 5 get stuck
- 6 canal
- 7 abroad
- 8 suitable

Exercise 1

- 1 out of
- 2 on
- 3 an excursion
- 4 pedestrians
- 5 passport
- 6 trip

Exercise 2

- 1 facilities
- 2 single
- 3 shower
- 4 view
- 5 pool
- 6 reservation
- 7 reception
- 8 guest

Exercise 3

- 1 traffic
- 2 pool
- 3 floor
- 4 break
- 5 sightseeing
- 6 guidebook

Exercise 5

- 1 should
- 2 must
- 3 don't have to
- 4 ought
- 5 ought to
- 6 mustn't

Exercise 6

- 1 Should we check the weather before we go?
- 2 Should we tell someone where we plan to go?
- 3 Do we have to get permission to visit?
- 4 Might we see any wild animals?
- 5 Should we take our own food and water?
- 6 What clothes should we wear?

Exercise 7

- 1 must
- 2 might
- 3 must
- 4 can't
- 5 might
- 6 can't

Exercise 9 8.20

I would like to book a double room with a nice view, please. It must be on a high floor because I can't sleep with traffic noise. Can I get information about sightseeing in the local area at reception?



VOCABULARY

- Choose the correct option.
 - We checked *in / out of* our hotel at noon and arrived back home at 6 p.m.
 - In our family, we go *on / to* holiday every year.
 - We want to include *a voyage / an excursion* to a castle on one day of our holiday.
 - No vehicles can enter this area. It's for *bicycles / pedestrians* only.
 - They won't let you get on the plane without your *passport / guidebook*.
 - Let's all take *a trip / travel* to Africa next year!

- Complete the advert with these words.

facilities guest pool reception
reservation shower single view

Stay at our backpacking hostel!

If you want great accommodation at the right price, our backpacking hostel is for you! We have all the ¹ (...) of a hotel, for people who need to save money. Every ² (...) and double room has its own ³ (...) and a fantastic ⁴ (...): the sea on one side and the mountains on the other. The beach is near the hotel, but we also have a small ⁵ (...). You can make a ⁶ (...) online or simply arrive and ask for a room at ⁷ (...). We do our best to help each ⁸ (...) to enjoy their stay.



- Complete the email with these words. There is one extra word.

break floor guidebook passport
pool sightseeing traffic

Hi Jan,

We've arrived at the hotel safely, but a bit late because there was a ¹ (...) jam! But we're relaxing now. Ella and I are in our room, and Mum and Dad are swimming in the ² (...). We're on the highest ³ (...) and we have a great view of the city. It looks beautiful, so I'm happy that we're taking a city ⁴ (...) here before we visit the rest of the country. It's a ⁵ (...) holiday, so we have our cameras ready to take photos of the interesting places. We also have an excellent ⁶ (...) with all the information we need.

I'll write again soon. Bye for now!
Gordon

- CHALLENGE** Write definitions for these words.

double room eat in map travel card voyage

GRAMMAR

- Choose the correct option to complete the information about visiting a new country.
 - You *should / must* talk to local people to learn something interesting about the culture.
 - You *must / should* show your passport when you enter the country.
 - You *don't have to / mustn't* learn the language because a lot of people speak English.
 - You *ought / should* to be polite and show respect for their way of life.
 - You *ought to / must* learn something about the country first, to make your trip more interesting.
 - You *don't have to / mustn't* take photos of people without their permission.
- Make questions you can ask about visiting wild areas like mountains or jungle.
 - should / check / the weather before we go / ?
 - should / tell / someone where we plan to go / ?
 - have / get / permission to visit / ?
 - might / see / any wild animals / ?
 - should / take / our own food and water / ?
 - what clothes / should / wear / ?

- Complete the dialogue with *must, can't or might*.

A: Look at this poster of a river. There's information and prices, so it ¹ (...) be an advert for a river trip. Do you like the idea?

B: I thought rivers were boring, but it ² (...) be interesting if there's an organised trip.

A: It says, 'You need a camera,' so there ³ (...) be some cool things to see.

B: Yes, but what? There ⁴ (...) be any museums or historical buildings. There aren't any cities.

A: No, but the boat ⁵ (...) go near some places with wild animals to see. I hope so.

B: Why? Are you interested in going?

A: Well it ⁶ (...) hurt to find out more! I'm going to phone them.

- CHALLENGE** Use modal verbs to write these things.

- four sentences about your school rules.
- three sentences to speculate about a black box that has appeared in your classroom.

DICTIONARY

- 8.20** Listen. Then listen again and write down what you hear during each pause.

SELF-ASSESSMENT

Think about this unit. What did you learn? What do you need to work on?

WORKBOOK p. 91

111 Unit 8

For the teacher

On the Portal

- Resources 8.8 and 8.9
- Test: Unit Test
- Test: Progress Test



For the student

- Workbook, pages 91–92
- Pronunciation, Students' Book, page 154

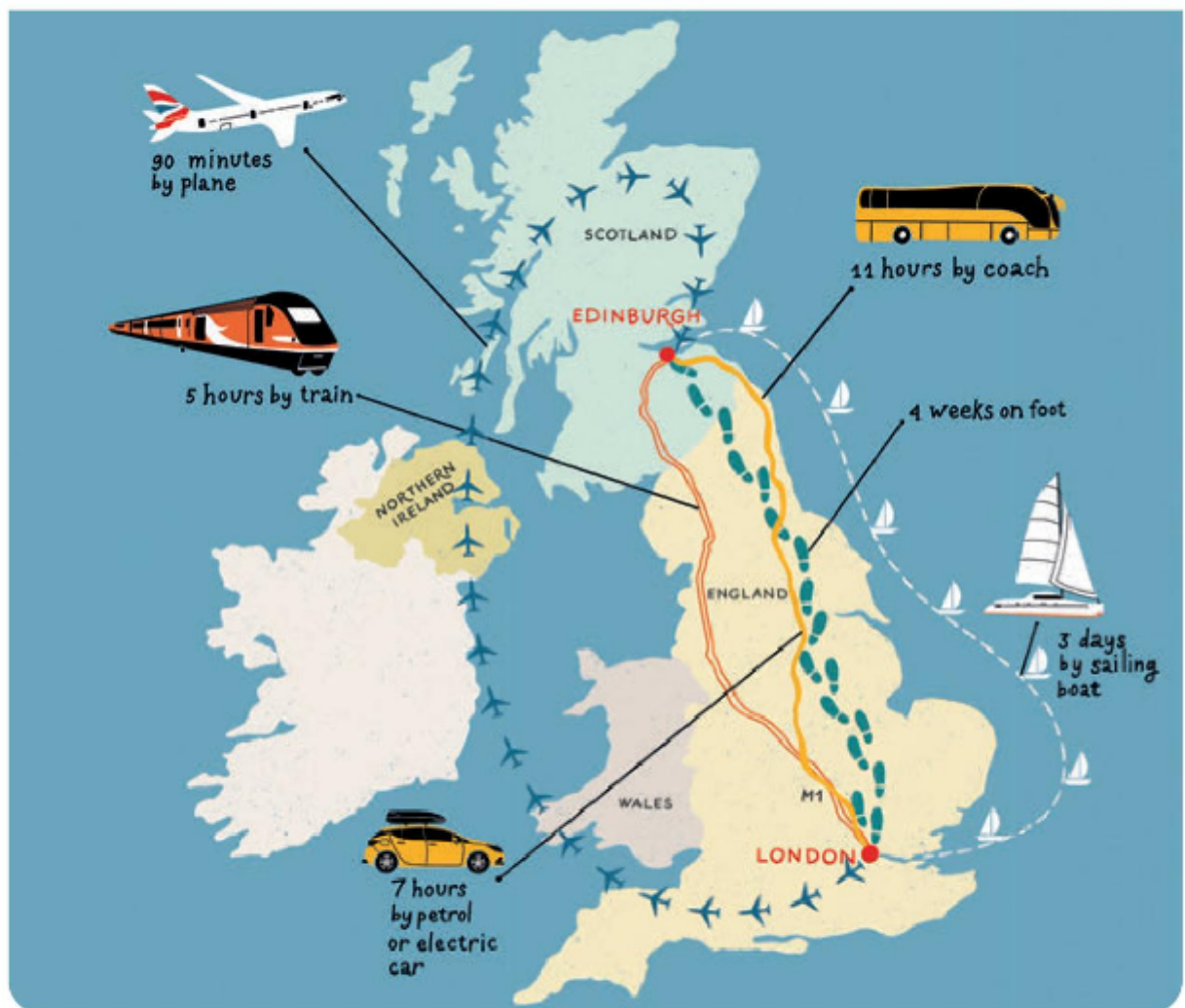
On the Portal

- Wordlist audio and scripts
- Extra Practice Activities: Self-Check



Learning Experience 4

Plan an eco-friendly trip



Step 1 Think

- 1 Look at the map and answer the questions.
 - 1 What does the map show?
 - 2 What other forms of transport could be added?
 - 3 If you had to make this trip, how would you travel and why?
- 2 Read the Useful Tips. In pairs, answer the questions.
 - 1 What is an eco-friendly traveller?
 - 2 Do you think it is easy to be this type of traveller? Why?/Why not?
 - 3 Look at Exercise 1 Question 3 again. Was your answer eco-friendly? If not, reconsider your choice. Think about cost and time, as well as the environment.
- 3 8.21 Listen to Charlie telling Hannah about his family's trip to Scotland. Answer the questions.
 - 1 How are they going to travel from London to Edinburgh?
 - 2 Why have they chosen this form of transport?
 - 3 Why don't they rent an electric car?
 - 4 What does Charlie think about planes?
 - 5 Are planes always the least eco-friendly choice? Explain.
 - 6 How are they going to travel around Scotland?

Learning Experience 4

Lesson aim

- Students learn to plan an eco-friendly holiday

Lesson product

- A presentation of a plan

Context

- Personal/Social

Future skills

- Social responsibility
- Critical thinking

Sustainable goal

- To care for the environment

Resources

- An eco-friendly travel planner (Teacher's Resource File, Resource 8.10)

Lead-in

Elicit modes of transport, and write them on the board (e.g. car, bus, bicycle, walking, plane). Ask: *How often do you use each form of transport?* Ask students to compare their answers in pairs. Then, re-order the modes of transport from most commonly used to least commonly used. Leave this up on the board for the next activity.

-  **Setting lesson goals:** Write *eco-friendly travel* on the board. Elicit what students think the expression might mean. Then, ask students to look at the modes of transport listed on the board and put them in ranking order from most eco-friendly to least eco-friendly. Write up this list next to the one from the Lead-in. Ask students to say whether the most commonly used modes of transport are the most eco-friendly. Then, explain that in this lesson you will explore ways to become more environmentally conscious travellers.



Social responsibility/Critical thinking

Environmental competence involves being aware of environmental issues, particularly those that are immediately relevant to students' lives, and showing a concern for the well-being of the planet. This lesson discusses the impact of transport and travelling on the environment and looks at strategies aimed at reducing the negative effect of travel, promoting more sustainable behaviours.

Steps 1–4

- Work through each step by: reading the instructions, clarifying doubts, and setting a time limit for work on each task.

Step 1 Think

Exercise 1

- Have students study the map. Work through the questions 1–3. For question 3, find out how the class would make this trip with a show of hands for each option. Ask volunteers to give reasons.

Exercise 2

- As a class, read the Useful Tips on how to be an eco-friendly traveller. Elicit or pre-teach: *hybrid*. Then ask students to discuss questions 1–3 in pairs.

Exercise 3 8.21 audioscript page 290

- Read through the instructions and the questions. Encourage students to make notes and then to compare answers with a partner before you check as a class. When checking answers, play the audio again pausing when information to answer questions is heard.

Answers:

- 1 by train
- 2 Because it is better for the environment than the other choices. It is eco-friendly.
- 3 They are too expensive to rent for a week.
- 4 They are bad for the environment and produce a lot of greenhouse gases.
- 5 No. Sometimes a car is worse depending on the number of passengers.
- 6 They're going to take their bikes and cycle from town to town.

- **NEED SUPPORT?** Get less confident students to follow with the audioscript.

Learning Experience 4

Step 2 Analyse

Exercise 4

- Ask students to complete the questionnaire individually and then to compare their answers in pairs. Ask them to decide which student is more eco-friendly and to give reasons.
- **FINISHED EARLY?** Ask students who finish early to write one more question for the questionnaire with three options to ask their partner.

Step 3 Prepare

Exercise 5

- Read through the instructions asking students to give you examples when appropriate.
- Hand out a photocopy of the Resource 8.10 (an eco-friendly travel planner) one per group, which is designed to help students organise their ideas in an eco-friendly way.
- Read out the Useful Phrases getting students to repeat them and to complete them where appropriate with examples.
- Before they start the task, remind students to brainstorm possible destinations and agree on one. They should also make a list of possible ways to travel to their destination.
- Once each group has agreed a plan, they should practise presenting it before they present it to the class. Tell them that they will have no more than two minutes for the presentation.

Step 4 Present

Exercise 6

- Students present their plans to the class. Alternatively, they could record their plans on video. Have a class vote on the most eco-friendly plan.

REFLECTION TIME



- Draw students' attention to the Reflection Time section. Students can work through the questions individually.
-  **Peer learning:** With books closed, elicit tips for eco-friendly travel and holidays. Ask the class to vote on the best advice from the lesson.



Sustainable Goal

- Have a discussion with students about the importance of caring for the environment. Ask for reasons why it is important and plot them on the board, e.g. *to reduce carbon footprint/greenhouse gasses, to improve air quality, to use less energy, to slow down climate change, to protect different species, to sustain the life of the planet, to use precious resources efficiently, etc.*
-  **Reviewing lesson goals:** Ask students to read the lesson aims again. Then, elicit ideas from the lesson about what an eco-friendly travel is. Ask students to decide what they found to be the most useful thing they have learned.



Be an eco-friendly traveller

Step 2 Analyse

- 4 Do the quiz. Then, go to page 157 to calculate your score and compare your results in pairs.

Are you an eco-friendly traveller?

- How do you usually get to school?
a on foot or by bike b by public transport c by car
- How far do you travel by car in a typical week?
a less than 5 km b 5–20 km c more than 20 km
- How many times have you used a vehicle without an engine (bike, scooter, skateboard, etc.) in the past month?
a more than 5 times b 1–5 times c None.
- When you go on holiday, how do you usually travel to your destination?
a by train or coach b by car c by plane
- How do you usually travel around when you are at your holiday destination?
a on foot or by bike b by public transport c by car

USEFUL TIPS

Whenever you need to travel somewhere, try to make eco-friendly choices that are better for the environment.

For short journeys, go on foot.

Use a vehicle without an engine, e.g. a bike, a scooter, etc.

Avoid planes and petrol cars.

Share transport or take a coach, train or bus.

Avoid longer journeys.

If you rent a car, choose an electric, hybrid or smaller model.

USEFUL PHRASES

- Why don't we go to/by ...?
- Maybe we could ...
- ... is an eco-friendly choice.
- ... is better for the environment than ...
- It takes ... hours to get there by (car)/on foot.
- ... (don't) produce a lot of greenhouse gases.
- It'll be fun/interesting/cheaper.
- It'll be slow/boring/more expensive/tiring.

Step 3 Prepare Resource: an eco-friendly travel planner

- 5 Plan a three-day eco-friendly trip. Follow these instructions.
- Work in small groups. First, do some online research. Decide where to go and what to see/do each day.
 - Complete the travel planner. Decide how to travel to each destination and how to get around once you are there.
 - Complete the eco-friendly checklist and make any necessary changes to your plan.
 - Use expressions from the Useful Phrases box as you work.

Step 4 Present

- 6 Present your plan for an eco-friendly trip to the class.
- **PEER REVIEW** Give your opinion. Which trip is most eco-friendly? Which trip would you most like to go on and why?



REFLECTION TIME

Think about the task and answer the questions.

- What's the most important thing you have learned from doing this task?
- Will you change the way you travel in the future? How?
- Did you work well in a group?
- Can you discuss the advantages and disadvantages of different forms of transport?
- Did you use language from Units 7 and 8? Give examples.

Learning Experiences **113**

For the teacher

- Audioscript, page 290
- Resource: an eco-friendly travel planner, Teacher's Resource File (Resource 8.10)

On the Portal

- Resource 8.10



Lessons in life

9

VOCABULARY

School subjects | Describing students | Learning and assessment | Collocations with *make* and *take* | Phrasal verbs

GRAMMAR

Reported speech: statements | Word order in questions

COMMUNICATION

Exchanging information | A formal letter asking for information

FUTURE SKILLS

Critical Thinking (Brain training) | Social Responsibility (Multicultural competence) | Creativity (A website)

VIDEOS

Grammar Animation | Grammar in Action | Street Talk | Everyday English | Culture

Top five coolest lessons

**Do you ever want to learn outside the classroom?
Would you enjoy studying subjects where you take
a practical exam, not a written test?**

If the answer is 'yes', you might like to move to Australia and Hawaii! In these places, it's important for pupils to be confident in water, so surfing lessons are a normal part of the school curriculum. As well as Language, Maths and History, many countries also have special lessons in subjects which they believe are important. In Scotland, traditional dance lessons are often offered to high school pupils. In some schools in the UK, it's possible to learn unusual new skills like beekeeping or to have IT lessons in cybersecurity! And in the USA, some students spend one year creating a Science discovery project. Such a variety of choices is great for students, preparing them for either the world of work or for further study.

Unit contents

Vocabulary

- School subjects
- Describing students
- Learning and assessment
- Collocations with *make* and *take*
- Phrasal verbs

Grammar

- Reported speech: statements
- Word order in questions

Reading

- An article about effective learning

Listening

- Dialogues about school situations

Speaking

- Exchanging information

Writing

- A formal letter asking for information

Future skills

- Critical Thinking (Brain training)
- Social Responsibility (Multicultural competence)
- Creativity (A website)

Pronunciation

- Long vowel sounds /ɑ:/ and /ɜ:/
- Intonation in questions

Exam

- International Certificate Levels 1/2
- A2 Key and B1 Preliminary for Schools
- Exam correlation tables showing detailed alignment available on the Portal



Check your progress with Benchmark Test A/B1 on completing Progress Check 7–9

For Online Classroom, go to the Portal.

Lesson aim

- Students can talk about education.

Lead-in

Play a game. Ask students to write down the letters of the alphabet, A to Z, and check this quickly. Put students in pairs. Set a time limit and ask students to write as many words related to schools or education for each letter as they can. The pair who write the most words wins.

-  **Setting lesson goals:** Write the lesson heading: *education*, and the following three themes on the board: *school subjects*, *describing students*, *learning and assessment*. Check that students understand the meaning of *subjects* and *assessment*. Elicit some words for each theme that students are already familiar with. Then, tell the class that in this lesson, you are going to expand these themes with some new vocabulary.

Exercise 1

- Ask students to study the photo, then elicit suggestions for how it might be linked to the topic of schools and education. Accept any reasonable ideas. Then, ask students to read the article and check their ideas.
- Ask students to scan the text to find the five 'cool' lessons as a race. Without saying the answers, they should raise their hands as soon as they have found all five. Keep waiting until all, or at least most, of the students have located the words, then check answers. Then, put students in pairs to discuss the question. Pre-teach: *curriculum* (a teaching programme).

Answers:

The five 'cool' lessons are: surfing lessons, traditional dance lessons, beekeeping lessons, IT lessons in cyber security and Science discovery lessons.

Exercise 2 9.01

- Read the information in Vocabulary A box as a class. Check comprehension by asking students to give examples of the kind of things they learn in each subject. Play the audio for students to listen and repeat, and to practise pronunciation. Ask students to decide which three subjects they like best, and which subject they like least, then compare their preferences with a partner, saying why.
- When students have added the words to the spidergram, ask them to compare ideas in pairs.

Answers:

Sciences: Chemistry, Economics, Geography, Maths, Physics

Vocational and Sport: D&T, IT, PE

Arts: Drama, Music

Humanities: Languages, Literature

Exercise 3

- Elicit the answer to the first question from the class, then ask for a show of hands for each subject in the box that students would consider adding to the school curriculum. Get a few volunteers to say why.

Exercise 4 🗣️ 9.02

- Read the information in Vocabulary B box as a class. Check comprehension by eliciting an explanation for *critical thinking*, *general knowledge*, *problem-solving* and *teamwork* in the students' own words. Explain the meanings further if necessary. Play the audio for students to listen and repeat, and to practise pronunciation. Elicit a few more ideas from students and write the extra words on the board.

Extra activity

Ask students to think about how they would describe their own strengths, and which of the skills mentioned in Exercise 4 they would like to improve. Put them in pairs or small groups to discuss. As talking about potential weaknesses may be a sensitive subject for some learners, elicit ideas from volunteers, but avoid nominating students to contribute.

Exercise 5 🗣️ 9.03

- Ask students to complete the sentences, then compare answers in pairs. Then, play the audio for them to check their answers.

Exercise 6

- Ask students to match the texts with the photos. Tell them to ignore the gaps – they will complete the texts in Exercise 8. Ask them to compare answers in pairs. Then, check answers as a class.

Answers:

1 C 2 B 3 A

Exercise 7 🗣️ 9.04

- Read the information in Vocabulary C box as a class. Elicit the difference between the verbs under the *Learning* heading: we *learn* something new; we *memorise* the exact wording of, e.g. a poem; we *revise* for a test; *study* is a general word that encompasses the meanings of *learn*, *memorise* and *revise*. The word *curriculum* is a formal noun referring to a teaching programme.
- Discuss the words under the *Types of assessment* heading: we do an *online test* on our own computers, connecting to the teacher/examiner remotely; a *practical exam* is where we have to produce a piece of work, or perform an experiment; a *presentation* is a longer talk on a given subject, often supported by visuals; a *project* is often an extended piece of work we produce individually or in pairs or groups, and present for assessment; a *speaking exam* (also called an *oral exam*) is often used to test our language ability through communication; and in a *written exam*, we are each given a question paper and write the answers within a specified time limit.

Exercise 8 🗣️ 9.05

- Refer students back to the texts in Exercise 6. Remind them that they may have to change the form of the words in Vocabulary C box to complete the gaps.
- Set a time limit for the gap-fill task. When students have completed it, ask them to compare answers in pairs. Then, play the audio for them to check.

Answers:

2 project 3 memorise 4 presentations
5 exams 6 practical

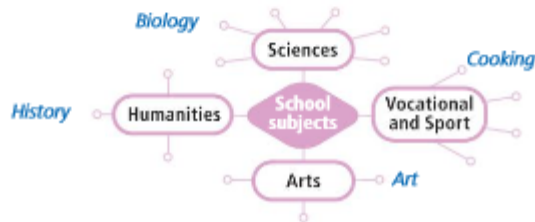
Exercise 9

- **CHALLENGE** Put students in pairs to discuss the question.
- **NEED SUPPORT?** Prepare copies of the photocopiable *Need support?* worksheet 9.1 from the Teacher's Resource File. The task provides extra scaffolding for the discussion.
- **FINISHED EARLY?** Ask students to write their dream timetable for a school week. What subjects will they include, and how many times a week? How many classes would they have in a day?
- **Independent learning:** With books closed, set a time limit for students to list as many words as they can remember from the lesson for the three vocabulary topics: *school subjects*, *describing students*, *learning and assessment*. Then ask them to look back at pages 114–115 to check their answers.

- 1 Read the article and find the five 'cool' lessons. Which would you add to your school curriculum?
- 2 9.01 Study and listen to the Vocabulary A box. Complete the spidergram with these words.

VOCABULARY A School subjects

Art Biology Chemistry Cooking D&T (Design and Technology) Drama Economics Geography History IT (Information Technology) Languages Literature Maths Music PE (Physical Education) Physics



- 3 Which subjects from the Vocabulary A box are taught in your school? Would you add any of these subjects to the curriculum?

Fashion design Film-making Gardening
Karate Photography

- 4 9.02 Study and listen to the Vocabulary B box. Can you add more words describing students?

VOCABULARY B Describing students

Qualities: confident creative

hard-working intelligent talented

Skills: critical thinking general knowledge
problem-solving teamwork

- 5 9.03 Complete the sentences with words from the Vocabulary B box. Listen and check.
- If you believe you can do things successfully, you are **confident**, which helps you to do well.
 - It's useful to know information about the world around you. This is called (...). **general knowledge**
 - Students who are (...) can use their imagination to find ideas in Science subjects as well as Arts. **creative**
 - (...) is a useful skill because it teaches you to think clearly and ask the right questions. **Critical thinking**
 - If you are doing a task and can find a solution, you are good at (...). **problem-solving**
 - If you can work well with others, you've learned the secret of (...). This is one of the most important skills you can have in life. **teamwork**

- 6 Read texts 1–3 quickly. Match them with photos A–C.

- 1 My favourite lesson is IT. I love ¹ **learning** about how computers work and how to fix problems. We also find out about the future of computers. Last term, we did a ² (...) about robots – we worked together and built our own robot.
- 2 I enjoy studying Geography because our teacher makes the lessons fun. Although we have to ³ (...) a lot of information, the classes are really interesting. There's one thing I don't enjoy: giving ⁴ (...)! It's hard to stand up and talk in front of the class.
- 3 I enjoy Cookery classes because I like the mix of Science with cooking. We have written ⁵ (...) at the end of the course, and we also have ⁶ (...) exams, where we make food by following a recipe.



- 7 9.04 Study and listen to the Vocabulary C box. Check you understand the words.

VOCABULARY C Learning and assessment

Learning: curriculum learn memorise revise study

Types of assessment: online test practical exam
presentation project speaking exam written exam

- 8 9.05 Complete the texts in Exercise 6 with the correct form of the words in the Vocabulary C box. Listen and check.
- 9 **CHALLENGE** Which class activities and types of assessment are the most suitable for different subjects and learners? Discuss in pairs and give reasons.

Vocabulary Extension > p. 122

115 Unit 9

For the teacher

On the Portal

- Vocabulary Memory Game
- Resource 9.1
- Need support? worksheet 9.1
- Test: Vocabulary Check

For the student

- Workbook, pages 92–93
- Vocabulary Extension, Students' Book, page 122

On the Portal

- Extra Practice Activities: Vocabulary 9.1
- The Vocabulary App

- 1 Look at the posts. What is a debating club?

Debating Club



We're starting a debating club.

Stefan



I'm looking for some good topics to discuss.

Daisy



That's a great idea!

Mrs Walker



We need to advertise it.

Tom

- 2 9.06 Listen to Daisy talking about the debating club and look at the posts in Exercise 1 again. What do you notice about the verbs in bold above and the verbs in the recording?

The verbs change (students may notice they move to past tense).

- 3 9.07 Read the interview quickly. What topics are chosen for the debates?
interesting topics: a mix of serious and silly topics



NEWS BY KATE BRANDON

'New debating club!'

Interview with Peter Brown, Year 11 student

Tell us about the new debating club. How did it all start?

Last term, Year 11 students told their teachers that they wanted to start a debating club. The teachers said that they liked the idea, so now each week we run a debate.

What are the rules?

One team has to agree and the other team has to disagree. Then, the audience decide which team is the winner.

What about the topics of debates?

The teachers said we needed interesting topics, so we made a list. We have a mix of serious and silly topics. Last week, the audience said they wanted to discuss something lighter.

So, what topic did you choose?

'Pasta or Pizza: which is best?' Our teachers told us to research our speeches. The audience can ask us difficult questions, so it's important to have a good plan and ... stay calm.

How can you join the club?

Just come to our debate. The teachers told us that we could have as many members as we wanted. 'More members, more interesting debates!' they said. So, join us!

- 4 Study the Grammar box. Find more examples of reported speech in the interview. Then, change the reported statements to direct speech. What were each person's exact words?

GRAMMAR Reported speech: statements

We use reported speech to say what someone has said. We often use the verbs *say* and *tell*.

Present Simple → Past Simple

'You **need** a list of interesting topics.'

The teachers said (that) **we needed** a list of interesting topics.

Present Continuous → Past Continuous

'**We're starting** a debating club.'

The pupils told their teachers (that) **they were starting** a debating club.

VIDEO 49 Grammar Animation

WATCH OUT!

We use **said** (that) or told **me/you/...** (that) to report what someone said.

- 5 9.08 Choose the correct option. Listen and check.

Max told Sara that he ¹ *is planning* / *(was planning)* to join the debating club. Sara said that she ² *doesn't want* / *(didn't want)* to join. She said that she ³ *wasn't* / *isn't* keen on speaking in public and then added, 'I ⁴ *can't* / *couldn't* come anyway because I ⁵ *went* / *go* to dance classes on Tuesday.' Then, Max said that the next debate ⁶ *is* / *(was)* 'Pasta or Pizza'. Sara said that it ⁷ *sounds* / *(sounded)* a lot of fun and she told him she ⁸ *wanted* / *want* to give it a try.

- 6 Complete the reported statements.

- 'Uniforms aren't important.'
Nicola said uniforms **weren't** important.
- 'I disagree.'
Jared said he (...) **disagreed**.
- 'We don't want to discuss sports.'
They told me they (...) to discuss sports. **didn't want**.
- 'I'm planning a speech about pasta.'
Ethan said he (...) a speech about pasta. **was planning**.
- 'Julia doesn't know what pizza to order.'
Mum said Julia (...) what pizza to order. **didn't know**.
- 'I'm not coming to the debate on Friday.'
I told them I (...) to the debate on Friday. **wasn't coming**.

- 7 **CHALLENGE** Write a sentence that someone has said in the past week. In pairs, take turns to report what that person said. Use *said* or *told*.

For the teacher

- Audioscript, page 290

On the Portal

- Grammar Presentation
- Grammar Animation 49
- Resource 9.2
- Test: Grammar Check

For the student

- Workbook, page 94
- Grammar Extension, Students' Book, pages 148–149

On the Portal

- Extra Practice Activities: Grammar 9.2

Lesson aim

- Students can report what people say.

Lead-in

Play a game. Write a message on a piece of paper. Make the message relatively long and detailed, e.g. *The head teacher asked me to tell everyone that the PE lesson will not be in the gym at half past ten, but on the sports ground at two, after lunch, and that students should be there fifteen minutes early.* Students must now try to write down the message from memory. Show it to a student, who then passes it on to the next student, and then to the next around the class. They aren't allowed to copy the message, and they must try to write down the message from memory as completely as possible. When the message reaches the last student, ask them to say what they think it was – then reveal the original message so students can compare.

-  **Setting lesson goals:** Write the following sentences on the board: *Sally: 'I'm hungry.'* *Sally said she was hungry.* Highlight the target structure and explain that we use reported speech to say what someone else has said, and that this is what students are going to learn about in the lesson.

Exercise 1

- Ask students to read the posts quickly, then elicit suggestions about the question.

Exercise 2 **9.06 audioscript page 290**

- Play the audio and ask students to compare the texts in Exercise 1 to what they heard. Elicit how the verbs changed in the recording. Explain that this tense shift to the past is a key element of reported speech. Write both the original and reported verb forms on the board.

Exercise 3 **9.07**

- Play the audio while students read the interview. Elicit the answer to the question.

Exercise 4

- Discuss the Grammar box together as a class. Point out the tense shift students noticed in Exercise 2. Explain that this construction is used to report what someone else said – from the point of the speaker reporting their words. This change in perspective explains why elements of the statement change. Point out the advice in the Watch Out! box. Make sure students understand that we must always use a direct object with *tell/told* (*told me*) and we use *say/said* with no direct object or an indirect object (*said to me*). When students have found the examples in the interview, elicit the words of the original speakers in direct speech. Write these on the board (with quotation marks) so students can notice the changes again.

Answers:

The pupils of Year 11 told their teachers that they wanted to start a debating club. ('We want to start a debating club.')

The teachers said that they liked the idea. ('We like the idea.')

The teachers said that we needed a list of interesting topics for debates. ('You need a list of interesting topics for debates.')

The audience said they wanted to discuss something lighter. ('We want to discuss something lighter.')

Our teachers told us to research our speeches. ('Research your speeches.')

The teachers told us that we could have as many members as we wanted. ('You can have as many members as you want.')

Exercise 5 **9.08**

- Ask students to complete the exercise, then to compare answers in pairs before you play the audio for them to check their answers.

Exercise 6

- Ask students first to identify which word or words from the original sentences are missing from the reported statements, then think about how they will need to change them to match the past reported verbs. When they have completed the sentences, allow them to compare ideas in pairs before you check answers as a class.

Exercise 7

- **CHALLENGE** Write an example on the board: '*You don't need an umbrella when you go out.*' (*my mum*) Elicit the reported statement from a more confident student and also write it on the board: *Your mum told you (that) you didn't need an umbrella when you went out.*
- Now, ask each student to write a quote in direct speech, real or invented. Put them in pairs to report each other's statements.
- **FINISHED EARLY?** Ask students to choose some sentences from the texts in Exercise 6 on page 115 and rewrite them in reported speech.
-  **Independent learning:** Ask students to use their emoji response cards to indicate how confident they feel about using reported statements. Make a note to revise the language point if a number of students express concern.

Lesson aim

- Students can understand an article about effective learning.

Lead-in

Write the following on the board: *You have an important test next week. How do you prepare?* Form pairs or small groups to brainstorm different ways of preparation (e.g. making a study plan for the week, memorising as much as possible shortly before the exam, studying with others) and ask them to discuss why they think this is a good way for them to study. Elicit some ideas for feedback in open class, and invite comments from the other students.

-  **Setting lesson goals:** Write *effective learning* on the board. Check comprehension of the phrase. Elicit students' ideas for what they would expect to learn about this topic. Tell students that in this lesson they will read an article about effective learning.

Exercise 1

-  **Peer learning:** Use the think-pair-share technique.

Exercise 2 9.09

- Tell students to ignore the gaps as they read and listen to the article, then work in pairs to answer the questions. Ask them to compare answers with another pair before you check as a class.

Answers:

- 1 A pupil/student at a school/in Mrs Jones' Citizenship class.
- 2 To explain a lesson for other pupils/students who weren't in the same class.
- 3 1 Think like a teacher. 2 Make notes after the lesson. 3 Take tests. 4 Take a regular break./Do 'spaced practice'. 5 Don't focus. 6 Sit in a fresh/different place. 7 Try to understand (meaning from) the context.

Exercise 3

- Explain to students that in a gapped text task, they should look for logical and grammatical clues in the sentences before and after each gap. The sentence before the gap usually introduces the topic of the missing sentence in some way. The sentence after the gap often has linking words or pronouns referring back to the missing sentence. Finding these clues is the key to solving the task.
- Do the first gap together as a class to demonstrate how the exam technique works (the sentence before the gap uses the pronoun *she* to refer back to *Mrs Jones* – sentence c repeats the same pronoun; sentence c mentions an experiment – what follows the gap is a description of an experiment).

- Suggest that students first complete the gaps they are most confident about, which reduces the number of possibilities for the more difficult gaps. When they have chosen the answer for every gap, they should re-check that the extra sentence really doesn't fit any of the gaps, and that the completed text is both logical and grammatically correct.
- When students have completed the task, ask them to compare answers in pairs before you check answers as a class.
- NEED SUPPORT?** Prepare copies of the photocopiable *Need support?* worksheet 9.3 from the Teacher's Resource File. The extra task should be done before students complete Exercise 3 and provides extra scaffolding for the gapped text task.

Exercise 4

- Ask students to choose two parts of the text they found interesting, then write a question about each part. Remind them that the question shouldn't be too easy or obvious, but it should be one they would themselves be able to answer. Ask a few volunteering pairs to read out their questions, then elicit the answers from the rest of the class.

Exercise 5 9.10

- Ask students to find examples of the collocations with *make* or *take* in the article and complete the phrases. Ask them to compare answers in pairs before you play the audio for them to check their answers.

Extra activity

Ask students to write sentences about their own learning habits, using the collocations.

THINKING TIME

EVALUATE: Ask students to discuss the 'secrets' in small groups and rank them in terms of usefulness 1–7 (1 being the most useful).

APPLY: Ask students to each choose one of the tips to use over the following seven days. Ask them to keep a diary of their actions and reactions. Tell them that they are going to give feedback on their progress to the class a week later.

-  **Independent learning:** Ask students to think back to the lesson, and choose one thing they found the most interesting, and one thing they found the most useful learning point about effective learning. Ask them to make a note of these at the end of their lesson notes in their notebooks.

How to train your brain!

In our Citizenship class, Mrs Jones told us there were seven secret ways to become confident students. First of all, she said students needed to 'think like teachers'. ¹ A researcher gave the same information to two different groups of students. The first group had to learn the information for a test. The second group had to learn the information to teach it to someone else. I was surprised that the second group learned best. ² (...) Because they knew how to explain it clearly.

Secondly, Mrs Jones said that we had to write down some things we remembered after each lesson. Then, we had to make more notes in the evening.

Mrs Jones said that the third secret was taking tests. Tests aren't really the end goal of learning. ³ (...) And after a few tests you should be able to see that you've made some progress.

Secret four is called 'spaced practice'. One researcher told students to study a topic in short sections, for half an hour or one hour. Your brain can store this information easily! This means you need to take regular breaks from studying.

The fifth secret is strange: 'Don't focus!' Researchers think it's good to mix things up. If you move between different parts of topics, you will see connections and the whole topic will hopefully start to make sense.



However, my favourite secret is number six.

⁴ (...) Mrs Jones said that students who usually worked in the same place needed to move.

Your brain makes a connection between the place and the topic you're learning. So, sitting in a fresh place makes a topic easier to remember.

And finally, secret seven is good for learning vocabulary. When you're not sure of the meaning of a word on your list, don't check it. Try to understand the meaning from the context in which the word is used. ⁵ (...) Your brain remembers things better when it has to work hard.

1 Do you think people can change their intelligence? Why?/Why not?

2 **9.09** Read and listen to the article. Then, answer the questions.

- 1 Who do you think is the writer?
- 2 What is the writer's purpose?
- 3 Sum up each of the seven secrets.

3 Read the article again. Complete the gaps with sentences a–f. There is one extra sentence.

- a Think of things that are related to it. **5**
- b It's 'study in different places'. **4**
- c She told us about an interesting experiment. **1**
- d Many people forget the next rule.
- e They're actually a good way for us to learn! **3**
- f Why did they remember the information so well? **2**

4 In pairs, write two questions about the article. Then, ask another pair.

5 **9.10 WORD FRIENDS** Complete the phrases with *make* or *take*. Sometimes both are possible. Listen and check.

- | | |
|--------------------------------|----------------------------------|
| 1 <i>take</i> a test/exam | 4 (...) progress <i>make</i> |
| 2 (...) sense <i>make</i> | 5 (...) a connection <i>make</i> |
| 3 (...) notes <i>take/make</i> | 6 (...) a break <i>take</i> |

THINKING TIME

EVALUATE

Which of the seven secrets for students is the most useful? Do you do any of these things?

APPLY

Adopt one of the tips. Try to implement it over the next few days. Report back to the class.

For the teacher

On the Portal

- Resource 9.3
- Need support? worksheet 9.3

For the student

- Workbook, page 95
- Vocabulary Extension, Students' Book, page 122
- Reading Extension, Workbook, pages 104–109

On the Portal

- Extra Practice Activities: Vocabulary 9.3
- The Vocabulary App



- 1 50 9.11 Look at the photo. What do you think is happening? Watch or listen and check.
- 2 Study the questions from the dialogue in Exercise 1. Find:
- 1 questions formed with *to be*. **c, ... d**
 - 2 questions that use the auxiliary verb *do*. **b, f**
 - 3 questions you can answer with *yes* or *no*. **a, d, e**
 - 4 examples of *Wh-* questions. **b, c, f**
- a Have you done any online courses?
 - b Why did you choose to learn Portuguese?
 - c Who was your tutor?
 - d Was it easy to learn a language online?
 - e Can I ask you a question now?
 - f Why do you ask so many questions?

- 3 Study the Grammar box. Write one more example of each type of question.

GRAMMAR Word order in questions

Yes/No questions

It is OK. → **Is** it OK?

You have done some online courses. → **Have** you done any online courses?

You enjoyed it. → **Did** you enjoy it?

Wh- questions

Why are you laughing?

Why do you ask so many questions?

Subject questions

A: Who **studied** with you? B: Lee studied with me.

A: Who **studied** Portuguese? B: Carla studied Portuguese.

Object questions

A: Who **did** you **study** with? B: I studied with Lee.

A: What **did** Carla **study**? B: She studied Portuguese.

- 4 Write questions for these answers.

1 Yes, I had pasta for dinner last night.

Did you have pasta for dinner last night?

2 No, I left home early this morning, not late.

3 Yes, we're going to Brazil for our summer holidays.

4 Yes, I saw two films at the cinema last week.

5 No, I'm not going to do anything for my birthday.

6 No, my parents won't buy me a new mobile phone for Christmas.

- 5 Study the examples of subject and object questions in the Grammar box again. Choose the correct option.

1 In a subject question, the question word refers to the subject / object of the sentence.

We use / don't use the auxiliary verb *do*.

2 In an object question, the question word refers to the subject / object of the sentence.

We use / don't use the auxiliary verb *do*.

- 6 Study the questions. Decide if they are subject (S) or object (O) questions.

1 Who did you go on holiday with? **- O**

2 What did you study? **O**

3 What happened on the course? **S**

4 Who organised the course? **S**

5 Who was your favourite teacher? **S**

6 Who wants a sandwich for lunch? **S**

- 7 In pairs, invent answers to the questions in Exercise 6.

- 8 Write two questions for each answer. Make questions about the underlined words.

1 The fire started in the Science lab.

What happened in the Science lab?

Where did the fire start?

2 Class 12D had a Maths test this morning.

3 Everyone in my class has read this book.

4 The teacher saw me when I was at the bus stop.

5 All my friends are going to see the new Marvel film.

6 My sister Sally loves listening to classical music.

- 9 **CHALLENGE** In pairs, ask and answer the questions you wrote in Exercise 4. Some of your answers can be false. Guess if your partner's answers are true.

A: **Did you have pasta for dinner last night?**

B: **No, I didn't have pasta for dinner last night.**

A: **That's true.**

For the teacher

- Audioscript, page 291

On the Portal

- Grammar Presentation
- Resource 9.4
- *Need support?* worksheet 9.4
- Test: Grammar Check

For the student

- Workbook, page 96
- Grammar Extension, Students' Book, pages 148–149

On the Portal

- Extra Practice Activities: *An interview* video; Grammar 9.4

Lesson aim

- Students can make questions with the correct word order.

Lead-in

Play a version of Twenty Questions. Think of a person or a thing. Ask the class to stand up. Any student can ask you a *yes/no* question, but once you have answered it, they must sit down. Give only *Yes* or *No* answers. Only students still standing can ask a new question. Keep going until someone can guess the person or thing you thought of. Can they guess before they are all seated?

-  **Setting lesson goals:** Write the lesson aim on the board. With books closed, elicit some examples of questions (*yes/no* and *wh*-questions), and the rules in the students' own words. Tell them that this is the language point you are going to review in the lesson.

Exercise 1 50 **9.11 audioscript page 291**

- Ask students to study the photo and discuss the question. Then, play the video or audio for students to check their ideas.
- NEED SUPPORT?** To help less confident students, pause the video or audio regularly to ask comprehension questions, e.g. *What is Bea interviewing Carla about?*

Exercise 2

- Ask students who said sentences a–e.
- Ask students to work in pairs to match the sentences with the question types 1–4.

Exercise 3

- Discuss the Grammar box together. Elicit or explain the general rule: the auxiliary normally moves before the subject, and if we use no auxiliary in statements (Present Simple or Past Simple), we add the correct form of *do*. However, in subject questions the word order isn't inverted, and we don't add an auxiliary. Write the following on the board: *Questions: (question word) + auxiliary from statement (or do if no auxiliary) + subject + main verb – e.g. Where did you go? When will he be here?*
- To explain the difference between subject and object questions write on the board: *Shakespeare wrote Hamlet*. Elicit that Shakespeare is the subject of the sentence and Hamlet is the object. Explain that if we ask a question about the object, we must use an auxiliary (*What did Shakespeare write?*), and if we ask about the subject, we mustn't (*Who wrote Hamlet?*).
- Set a time limit for students to write more examples in pairs.

Exercise 4

- Ask students to write the questions in pairs. Check answers as a class.
- NEED SUPPORT?** Prepare copies of the photocopiable *Need support?* worksheet 9.4 from the Teacher's Resource File. This task asks students to order words to produce the questions.

Answers:

- Did you leave home late/at eleven this morning?
- Are you going on holiday this year?
- Have you been to the cinema recently?/Did you go to the cinema last week?
- Are you having a party/doing anything for your birthday?
- Will your parents buy you a new mobile phone for Christmas?

Exercise 5

- Read the explanations and choose the options as a class. Refer back to examples in the Grammar box.

Exercises 6–7

- Students work in pairs. Check answers to Exercise 6 before asking students to invent answers. Once they have finished, ask volunteer pairs to read out answers.

Exercise 8

- Read the examples together. Ask a more confident student to make one question for sentence 2 and write it on the board as an extra example (*Who had a Maths test this morning?*). When students have written their questions, ask them to test these in pairs by taking turns to read their questions and answering them.
- NEED SUPPORT?** Allow less confident students to write one question for each answer.

Answers:

- Who had a Maths test this morning? What did Class 12D have this morning?
- Who in your class has read this book? What has everyone in your class read?
- Who saw you when you were at the bus stop? When did your teacher see you?
- Who is going to see the new Marvel film? What are all your friends going to see?
- Who loves listening to classical music? What does your sister love listening to?

Exercise 9

- CHALLENGE** Ask students to work with a different partner and take turns to ask and answer the questions from Exercise 4. The person asking the questions tries to guess which answers are false.
- NEED SUPPORT?** Allow less confident students some time to write down their answers before they begin the pairwork stage.
- FINISHED EARLY?** Ask students to think of and write six interview questions they would like to ask their favourite famous person.
-  **Independent learning:** Read out the four headings from the Grammar box for the types of questions and ask students to give a 'thumbs up' if they think they understand the rules, or a 'thumbs down' if they are not sure.

Lesson aim

- Students can understand dialogues about school situations.

Lead-in

Put students in pairs and ask them to take turns to ask each other questions to which they think their partner will answer *yes*. Remind them to give truthful answers. Each question eliciting a *yes* answer scores a point. Set a time limit, but make sure each student in a pair has had the same number of opportunities. The winner in each pair is the person who has scored the most points.

-  **Setting lesson goals:** Ask: *Who do you think asks more questions in the classroom: students or the teacher?* Elicit opinions. Then, elicit a few examples of the kind of questions heard in the English classroom. Read out the lesson aim.

Exercise 1

- Ask students to read the task, then elicit further examples of the kind of questions teachers often ask them.

Exercise 2 **9.12 audioscript page 291**

- Ask students to study the sets of pictures for each question, and in pairs, briefly describe what each picture shows. Studying the options before the listening task begins is a good way to prepare for what kind of clues students should expect to hear in the audio. Don't spend more than a minute or two on this stage – in a real exam situation there's usually less time for this. Elicit or pre-teach: *spill (v)*.
- Play the audio, pausing briefly after each dialogue to give students time to decide their answers.
- Play the whole audio through without pausing for a second time, so students can check and finalise their answers. Then, check as a class.
- NEED SUPPORT?** If the class haven't had much experience with this type of task before, play the first dialogue, and after some thinking time, ask for a show of hands to see how many students got the answer right. Ask a volunteer with the correct answer to explain what helped them to decide.

Exercise 3 **9.12 audioscript page 291**

- Play the audio again, without pausing. Ask students to discuss the answers to both questions in pairs before you elicit them in open class.

Exercise 4 **9.13**

- Read the information in the Vocabulary box as a class. Check that students remember what phrasal verbs are (phrases made up of a verb and one or more short words, often a preposition, whose meaning is usually different from the meaning of the root verb). Set a time limit for the sentence completion task, then allow students to compare answers in pairs before you play the audio for them to check.

- NEED SUPPORT?** Prepare copies of the photocopiable *Need support?* worksheet 9.5 from the Teacher's Resource File. This version of the task provides options to choose from for each sentence.
- FINISHED EARLY?** Ask students to think of a well-known story of a character in a book or film at a school (for example, Bart Simpson at Springfield Elementary, or Billy Batson in *Shazam!*), and make up some sentences about the character's school experiences.

Exercise 5 **9.14 audioscript page 291**

- Remind students to think carefully about the purpose of each question. This should help them to choose the correct answer. Allow them to compare ideas in pairs before you play the audio for them to check.

VIDEO**STREET TALK** **51 videoscript page 291**

- Pre-teach: *sew, grade school* (the North American word for *primary school*), *humble, reception class* (first year of primary school in the UK, for ages 4–5), *pebbles*.
- Play the video, and ask students to note down one thing about the school, and one about the teacher, for three of the speakers.
- Ask students to compare ideas in small groups before you check as a class. Ask them also to say which school they found more interesting, and why.

Answers:

Jacqui: school: All Saints School, a little school, her favourite school; teacher: Mrs Webster, taught her how to sew

AJ: school: a grade school, in a small town, small classes; teacher: great at sitting him down and explaining things

Sophie: school: tiny, about sixty pupils, very sweet and humble, learning better than in bigger schools; teacher: Mrs Buchanan, lovely, worked in reception class for years, everyone knew her well

Jonathan: school: in Rome/Italy, international, learned English and Italian; teacher: Miss Carlson, Liverpool FC fan, argued with Jonathan about who was better team

Celia: school: in Auckland/New Zealand, small, only a few hundred students, by the beach; teacher: Mr Norwell, lovely, in his fifties, taught Maths using pebbles

-  **Independent learning:** Ask students to use their emoji response cards to show how confident they feel about understanding classroom conversations. Make a note to revise language from the lesson, if a number of students indicate concern.

- 1 Teachers ask many questions every day. Do your teachers ask any of these questions? What other questions do they ask?

- Did you understand everything?
- What does ... mean?
- What do you think about ...?

- 2 9.12 Listen to four dialogues and choose the correct answer.

- 1 What does the teacher want the girl to do before the test?



- 2 Where are all the other students now?



- 3 What happened to the boy's form?



- 4 What were the students doing?



- 3 9.12 Listen again. Which teacher asked the most questions? Why do you think he/she did that?

Teacher 3 asked the most questions. He was trying to find out why the student hadn't got his form.

- 4 9.13 Study and listen to the Vocabulary box. Complete the sentences with these phrasal verbs.

VOCABULARY Phrasal verbs

calm down fill in (a form) get on hand in/out
look over look up miss out

- The teacher asked us all to (...) our homework on time. **hand in**
- Pupils who finish early should (...) with some extra reading. **get on**
- I'm definitely coming to the end-of-term party – I don't want to (...) on all the fun! **miss out**
- Make sure you (...) all your answers before you finish. **look over**
- You can (...) any words you don't know in a dictionary. **look up**
- We have to (...) this form with our name and phone number. **fill in**
- Ella was so nervous before her exam, so I told her to (...) and take a deep breath. **calm down**

- 5 9.14 Choose the most appropriate answer to each question. Listen and check.

- Who's ready to hand in their essay?
 - Yes, I will.
 - b** I've just finished it.
 - No, it wasn't difficult.
- Are we going to look over the test results now?
 - Yes, I will.
 - No, it isn't.
 - c** Yes, we are.
- Did the students get on quietly with their projects?
 - a** No, they didn't.
 - No, there weren't.
 - Where were they?
- Can everybody calm down, please?
 - a** Yes, Miss.
 - No, he can't.
 - Thank you, Miss.

BBC VIDEO

STREET TALK

- 51 Watch five people talking about their first school and first teacher. Choose three speakers and write one thing each person remembers about the school, and one about his/her teacher.

Vocabulary Extension > p. 122

119 Unit 9

For the teacher

- Audioscript, page 291
- Videoscript, page 291

On the Portal

- Vocabulary Memory Game
- Resource 9.5
- *Need support?* worksheet 9.5

For the student

- Workbook, page 97
- Vocabulary Extension, Students' Book, page 122

On the Portal

- Extra Practice Activities: Vocabulary 9.5; BBC Street Talk video
- The Vocabulary App

VIDEO



EVERYDAY ENGLISH



- Bea: I can't believe it's the last week of term. I can't wait to go on holiday.
- Abe: Last week of the semester, you mean. And go on vacation!
- Miyu: Excuse me? Would you mind ...?
- Abe: Do you want me to take your photo?
- Miyu: Thank you so much. Awesome! Maybe just one more.
- Bea: Hey, I'm Bea. Have you been in England before?
- Miyu: Hi, I'm Miyu. Well, this is my first time, but I've been here for a month now.
- Abe: Really? Where are you from? Your accent sounds American.
- Miyu: Yeah, you guessed it. I'm from the USA.
- Abe: Me too! Which part of the States are you from?
- Miyu: New York.
- Bea: I'd love to go to New York City.
- Miyu: Oh no, I'm not from New York City. I'm from a town in upstate New York, Syracuse.
- Abe: No way! That's where I'm from!
- Bea: That's so funny. How long are you staying for, Miyu?
- Miyu: My brother and I are staying with a lovely host family for the summer because we're doing a Drama course at Grove College.
- Bea: I don't believe it! That's where my mum works!
- Miyu: What a coincidence!
- Abe: What do you think of the UK?
- Miyu: I really like it. Look, what are you guys doing right now? Would you like to get an ice cream?

SOUNDS GOOD!

I can't wait! • You guessed it. •
What a coincidence!

- 1 Have you ever met a tourist in your area? Did he/she ask you for any help?
- 2 52 9.15 Watch or listen and answer the questions.
 - 1 Why does Miyu speak to Abe and Bea?
 - 2 Why do Abe and Bea ask a lot of questions?
 - 3 What do Abe and Miyu have in common?
- 3 Do you think Miyu felt welcome when she met Abe and Bea? Why?/Why not?

FUTURE SKILLS



Work in pairs. Imagine that you have just met a visitor from another country. What friendly things can you say? Make a list.

- 4 Study the Speaking box. Match the questions with responses in the dialogue.

SPEAKING

Exchanging information

Past experience

Have you been in England before?

Present situation

Where are you from?

How long are you staying for?

What do you think of the UK?

Future plans

What are you (guys) doing now/later?

Would you like to get an ice cream?

- 5 9.16 Complete the dialogues with phrases from the Speaking box. Listen and check.
 - 1 A: Would you like to get an ice cream?
B: Yes. That would be great. Let's go.
 - 2 A: (...) How long are you staying for?
B: Just a few weeks.
 - 3 A: (...) What do you think of the UK?
B: Well, it's really interesting, but I miss home.
 - 4 A: (...) Have you been in England before?
B: Yes, I have. I love it here.

SPEAKING TIME



In groups of three, role play this situation. Students A and B, you are friends. You meet Student C, who is a friend of Student A. Have a conversation using phrases from the Speaking box and Exercise 5.

For the teacher

On the Portal
• Resource 9.6



For the student

• Workbook, page 98

On the Portal

• Extra Practice
Activities: *What a coincidence!* video



Lesson aim

- Students can exchange information in a conversation.

Lead-in

Write the name *Abe* on the board. Elicit what students remember about his background (where he's from, where he lives now, what kind of things he enjoys doing).

-  **Setting lesson goals:** Ask students to study the photo and cover the dialogue. Elicit ideas about what's happening in the scene, and who the person with Abe and Bea might be. Explain that in this lesson you are going to practise exchanging information. Elicit what kind of information the characters may be exchanging in this scene and accept any reasonable suggestions.

Exercise 1

- Ask students to first share their stories in pairs or small groups, then elicit some experiences from volunteers in open class.

Exercise 2 52 9.15

- Play the video or audio and ask students to work in pairs to answer the questions. Check answers as a class.
- Ask students to read the first four lines again. Elicit their ideas for why Abe is correcting what Bea is saying (Bea is using British English phrases: term, holiday, and Abe is suggesting their American English equivalents: semester, vacation).
- Check understanding of the phrases in the Sounds Good! box. Clarify that the meaning of *I can't wait!* is similar to *I'm looking forward to it!*, but it's more informal.

Answers:

- 1 Miyu asks Abe and Bea to take a photo of her.
- 2 Because they don't know one another/they're getting to know one another.
- 3 Abe and Miyu are both from Syracuse in (upstate) New York.

Exercise 3

-  **Peer learning:** Use the think-pair-share technique.

**Social responsibility**

This task highlights the value of being open to cross-cultural situations and showing sensitivity to different cultural values and experiences. It will get students to consider a range of suitable expressions to use in everyday situations with people from other cultures.

- Put students in pairs to brainstorm ideas for responding to visitors from other countries and to make a list. Then, put pairs together with another pair in groups of four. Give them large sheets of paper to write up their lists together. At the end, display all the lists, and have the class vote on the best one.
-  **Peer learning:** While each group is working on a poster, tell them that they can appoint a 'spy' who can go around the class to look at the ideas from other groups, then report back with their intel in case the group decides to incorporate these extra ideas in their own list.

Exercise 4

- Ask students to read the Speaking box, then to find the responses in the dialogue. More confident students could try to recall the responses from memory before they look back in the dialogue to check. Ask students to compare ideas in pairs before you check as a class.

Exercise 5 9.16

- When students have matched the phrases, play the audio for them to check answers.

SPEAKING TIME

- Read the role play instructions as a class. Check understanding. Then, form groups of three, and ask students to practise their conversations. Remind them to use the phrases from the Speaking box and Exercise 5. Encourage them to speak from memory, as much as possible, without looking in the book or their notes. Get a few volunteering groups to perform their conversation in open class. Ask the class to listen and record what information is being exchanged.
- **NEED SUPPORT?** Allow less confident students to write down their lines before they begin practising.
- **FINISHED EARLY?** Ask students to make a list of facts about Abe, Miyu and Bea – based on the conversation on page 120. If time allows, they could look back at previous episodes as well to expand their fact files about the characters, or to produce a similar fact file for Carla and Eren.

-  **Independent learning:** Ask students to use their traffic light cards to show how confident they feel about the language for exchanging information.

Lesson aim

- Students can write a formal letter asking for information.

Lead-in

Give students two minutes to write a list of all the different kinds of texts they write in their everyday lives (e.g. messages on social media, text messages, answers to written tasks, school notes, shopping lists, messages to family members). Elicit suggestions from around the class and ask for a show of hands for each text type to see which ones are the most common.

-  **Setting lesson goals:** With books closed, elicit situations where people might have to write a formal letter or email. Accept any relevant ideas (e.g. job application, holiday booking, complaint). Explain that in this lesson students are going to practise writing a letter to ask for information.

Exercise 1

- Ask students to read the advert, then ask for a show of hands for each course. Get a different volunteer to explain their reasons for each course selected. If there are any courses not chosen by any students, ask a volunteer to try to explain why that option might be less popular with students.

Exercise 2

- First, ask students to scan Georgia's letter quickly to find out which course she has decided to apply for (English for Science), and why (She wants to study Science at university.). Then, ask students to read the letter again more carefully and find the two pieces of information Georgia is asking about. Check answers as a class.

Exercises 3–4

- Follow the instructions in the Students' Book.

WRITING TIME

- Ask students to read the Writing Time box and check comprehension. Remind them to follow the instructions step-by-step to write their letters. Suggest that they copy the stages in their notebooks, then tick off each stage as they complete it.
- **NEED SUPPORT?** Less confident students could write a shorter letter by leaving out the paragraph where they give information.
- **FINISHED EARLY?** Ask students to complete the sentences in Exercise 4 from somebody else's point of view (this could be a friend, a family member, a teacher, or a famous person). The sentences don't necessarily have to be factually correct.
-  **Independent learning:** Ask students to look at the letter they have written, and give themselves a grade (using whatever system is used in their own school, e.g. A for best, F for unsatisfactory). Ask them also to write a short explanation of why they decided on this grade. Ask them also to make a note of one thing they would like to improve on the next time they do a similar task.
-  **Peer learning:** Write the following on the board: *Today I learned how to ... I will need more practise in ... What I enjoyed most was ...* Ask students to reflect on this lesson and complete the sentences for themselves, then compare their answers in pairs or small groups.

1 Read the advert. Which course would you choose? Why?

Summer courses

- English Revision
- English for Science
- English for Arts
- English for Humanities
- English for Vocational Studies



Would you like to improve your language skills this summer? Write to us explaining which course you are interested in and why. Let us know if you have any questions about our courses.

- 2 Read Georgia's letter in response to the advert in Exercise 1. What two things does she want to know? *more information about the topics in the course and the price of staying with a host family*
- 3 Study the Writing box. Add more phrases from Georgia's letter.

WRITING A formal letter asking for information

Greeting

- 1 Dear Mr/Mrs (surname),
(...) *Dear Sir/Madam,*

Say why you are writing

- 2 I am writing to ask for/about ...
(...) *I am writing to say (that) ...*

Ask for information

- 3 Would you mind ... (+ -ing)?
(...) *Please could you ...*

Give information

- 4 My teacher said that ... My plan is to ...
She also told me that ... I would like to ...
(...) *I also hope to ...*

Before you finish

- 5 I look forward to your reply.
(...) *I look forward to hearing from you soon.*

End your letter

- 6 Yours sincerely, (if you know the person's name)
(...) (if you used Dear Sir/Madam) *Yours faithfully,*

- 4 Study the Language box. Find examples of the phrases in the letter. Then complete the sentences about you.

LANGUAGE Talking about learning goals

- My aim is to (study/work on) ...
- My plan is to (learn/stay) ...
- I hope to (learn more about/find out about) ...
- I would like to (improve/practise) ...

33 Alexiou Street, Athens 104 36, Greece
20th October

1 Dear Sir/Madam,

2 I am writing to say that I am interested in the English for Science summer course. My aim is to study Science at university and this course will help me.

3 Please could you send me more information about the topics that are covered in the course? Also, would you mind telling me more about the accommodation with a host family – in particular, the price?

4 My English teacher said that my language skills were suitable for this course. However, she told me that I needed to improve my speaking skills. My plan is to stay with a host family as I would like to practise speaking every day. I also hope to learn more about British culture while I am staying there.

5 I look forward to hearing from you soon.

6 Yours faithfully,
Georgia Kallas

WRITING TIME

Look at the advert in Exercise 1 again and choose a course. Write a letter in response to the advert, asking for information.

FIND IDEAS

Make notes for your formal letter. Think about:

- questions you would like to ask
- information you will give
- your learning goals

PLAN

Organise your ideas into paragraphs.
Use the letter in Exercise 2 to help you.

WRITE AND SHARE

- Write a draft letter. Use the Writing box and the Language box to help you.
- Share your letter with another student for feedback.
- Write the final version of your letter.

CHECK

- Check language: did you use a range of phrases to talk about your learning goals?
- Check grammar: is the word order in questions correct?

For the teacher

On the Portal
• Resource 9.7



For the student

- Workbook, page 99
- Writing Extension, Workbook, page 122

WORDLIST 9.17

School subjects

Art (n)
 Biology (n)
 Chemistry (n)
 Cooking (n)
 D&T (Design and Technology) (n)
 Drama (n)
 Economics (n)
 Geography (n)
 History (n)
 IT (Information Technology) (n)
 Languages (n)
 Literature (n)
 Maths (n)
 Music (n)
 PE (Physical Education) (n)
 Physics (n)

Describing students (qualities)

confident (adj)
 creative (adj)
 hard-working (adj)
 intelligent (adj)
 talented (adj)

(skills)

critical thinking (n)
 general knowledge (n)

problem-solving (n)
 teamwork (n)

Learning

curriculum (n)
 learn (v)
 memorise (v)
 revise (v)
 study (v)

Types of assessment

online test (n)
 practical exam (n)
 presentation (n)
 project (n)
 speaking exam (n)
 written exam (n)

Word friends

(collocations with **make and take**)
 make a connection (phr)
 make notes (phr)
 make progress (phr)
 make sense (phr)
 take a break (phr)
 take a test (phr)
 take an exam (phr)
 take notes (phr)

Phrasal verbs

calm down (v)
 fill in (a form) (v)
 get on (v)
 hand in (v)
 hand out (v)
 look over (v)
 look up (v)
 miss out (v)

EXTRA WORDS

aim (n)
 beekeeping (n)
 Citizenship (n)
 classroom (n)
 club president (n)
 course (n)
 culture (n)
 cybersecurity (n)
 debate (n)
 discovery (n)
 driving (n)
 environment (n)
 fashion design (n)
 final term (n)
 food preparation (n)
 fresh place (n)

gardening (n)
 goal (n)
 head teacher (n)
 high school (n)
 host family (n)
 Humanities (n)
 karate (n)
 look forward to (v)
 member (n)
 option (n)
 photograph (n)
 popular (adj)
 pupil (n)
 research (n)
 Science (n)
 special lesson (n)
 speech (n)
 spidergram (n)
 stay calm (phr)
 store information (phr)
 suitable (adj)
 surfing (n)
 traditional dance (n)
 university (n)
 vocational (adj)

1 Use the wordlist to find these subjects.

This subject teaches you to ...

- 1 draw beautiful pictures. **Art**
- 2 play a character in a film.
- 3 use a computer well.
- 4 understand how money works.
- 5 prepare food.
- 6 enjoy sport and stay fit.

2 Choose two school subjects from the wordlist. In pairs, take turns to say why you are interested in these subjects.

3 Complete the sentences with words from the wordlist. Then change the sentences to make them true for you. In pairs, compare your learning routine.

- 1 I **take** a break from my homework every hour.
- 2 I have excellent (...) knowledge: I know lots of facts about different things.
- 3 At school, I have (...) exams in Music, which means I have to play the piano.
- 4 I've made (...) this year in History. I'm much better at it.
- 5 I (...) tidy notes in lessons because I study well from them later.

4 Find words from the wordlist which match the descriptions of students. Then, in pairs, decide which three qualities are most important for students.

- 1 He's really good at looking at information and making sense of it. **critical thinking**
- 2 She believes in herself and is not afraid to try.
- 3 She's great at thinking of new ideas and she loves Art lessons too.
- 4 He always works very hard!
- 5 She works very well with other students in a group.
- 6 He understands even difficult things really well.

5 **CHALLENGE** Match words and phrases from the Extra words list with the definitions.

- 1 A typical phrase used towards the end of a formal letter. **look forward to**
- 2 A diagram to organise words and ideas.
- 3 A school subject about people in society.
- 4 People who provide accommodation and care when you are studying abroad.
- 5 A discussion about a motion with 'for' and 'against' arguments.
- 6 An activity which requires looking after honey-producing insects.

Exercise 1

- 2 Drama
- 3 IT (Information Technology)
- 4 Economics
- 5 Cooking
- 6 PE (Physical Education)

Exercise 3

- 2 general
- 3 practical
- 4 progress
- 5 make/take

Exercise 4

- 2 confident
- 3 creative
- 4 hard-working
- 5 teamwork
- 6 intelligent

Exercise 5

- 2 spidergram
- 3 Citizenship
- 4 host family
- 5 debate
- 6 beekeeping

Exercise 1

- 1 at
- 2 presentation
- 3 studying
- 4 in
- 5 take

Exercise 2

- 1 Design and Technology
- 2 curriculum
- 3 Literature
- 4 practical exam
- 5 Biology
- 6 online test

Exercise 3

- 1 revise
- 2 make
- 3 memorise
- 4 take
- 5 take
- 6 miss
- 7 look

Exercise 5

- 1 was cooking
- 2 was doing
- 3 was
- 4 could
- 5 was enjoying
- 6 were
- 7 was making
- 8 gave

Exercise 6

- 1 Why did ancient Egyptians build pyramids?
- 2 Where do polar bears live?
- 3 Who discovered radium?
- 4 Is Rio de Janeiro the capital of Brazil?
- 5 Which countries are sending manned spacecraft into space now?
- 6 How did Hannibal cross the Alps?

Exercise 7

- 1 Who plays football?
- 2 What did you do last night?
- 3 Who did you see at Sandra's birthday party?
- 4 When/What time did the Geography lesson finish?
- 5 What happened when you went outside?
- 6 Who is going to visit the zoo this weekend?

Exercise 8

- 1 did
- 2 Who
- 3 told
- 4 said
- 5 Is

Exercise 9 **9.18**

Good morning, class. This is a busy week. The big question is: what do you want to study next year? That's right. It's an important decision and I want to talk to each of you on your own about it.



VOCABULARY

- Choose the correct option.
 - My sister is very good *in / at* Chemistry. She's the best in her class.
 - Most people hate giving a *project / presentation* in front of other people.
 - My brother is *revising / studying* Medicine at university.
 - Could you fill *in / up* this form, please?
 - You've worked hard! Do you want to *take / make* a break?
- Write the correct word for each definition.
 - A school subject where you learn to plan and build things. D(...) a(...) T(...)
 - All the subjects that students study at school. c(...)
 - A subject where you learn about great books. L(...)
 - A test where you show your skills by doing tasks in real-life situations. p(...) e(...)
 - A school subject where you learn about animals and plants. B(...)
 - Assessment where you write and upload answers by computer. o(...) t(...)
- Complete the tips with these words. Which tips would you follow?

look make memorise miss revise take (x2)

How to survive a test!

- Start to ¹ (...) a few days before, not the night before!
- Maybe the notes you made two months ago don't ² (...) sense. Write your notes again and use diagrams and colour to help you understand and ³ (...) the information.
- Always ⁴ (...) regular breaks when studying for a test.
- When you ⁵ (...) a test, don't go too fast! You might make a mistake or ⁶ (...) out something.
- Try to leave five minutes at the end so you can ⁷ (...) over your answers one more time.

- CHALLENGE** Write seven sentences that are true for you. Use these words.

Cooking curriculum Drama general knowledge
hard-working make notes teamwork

GRAMMAR

- Read the dialogues and complete the sentences.
 - Mum: I'm cooking and I need some help.
Lisa: I'm doing my homework. John is free: he can help.

Mum said she ¹ (...) and needed help. Lisa said that she ² (...) her homework, but that John ³ (...) free and that he ⁴ (...) help.

- Jo: I'm enjoying Geography lessons this term. They are interesting.
Tom: I agree. I'm making a lot of progress. But the teacher gives a lot of homework!

Jo said she ⁵ (...) Geography lessons that term and that they ⁶ (...) interesting. Tom agreed and said that he ⁷ (...) a lot of progress, but that the teacher ⁸ (...) a lot of homework.

- Make questions from the prompts.
 - why / ancient Egyptians / build / pyramids / ?
 - where / polar bears / live / ?
 - who / discover / radium / ?
 - Rio de Janeiro / the capital of Brazil / ?
 - which countries / send / manned spacecraft into space now / ?
 - how / Hannibal / cross / the Alps / ?
- Write questions to which the underlined words are the answers.
 - My sister Emily plays football.
 - I revised for my Maths exam last night.
 - I saw Graham at Sandra's birthday party.
 - The Geography lesson finished at half past two.
 - It started raining when we went outside.
 - Everyone is going to visit the zoo this weekend.
- CHALLENGE** Complete the text with one word in each gap. Use reported speech and the correct word order in questions.

HISTORY PROJECT

'How ¹ (...) Hannibal beat the Romans? ² (...) helped him?' our History teacher asked. 'This is your homework task,' Mrs Ellis ³ (...) us that we needed to do some research online to find the answers. She also ⁴ (...) that we had to present all our information at the next class. '⁵ (...) that clear?' she asked. We all answered 'yes'.

DICTATION

- 9.18** Listen. Then listen again and write down what you hear during each pause.

SELF-ASSESSMENT

Think about this unit. What did you learn? What do you need to work on?

WORKBOOK p. 101

123 Unit 9

For the teacher

On the Portal

- Resources 9.8 and 9.9
- Test: Unit Test
- Test: Progress Test
- Test: End-of-Year Test

For the student

- Workbook, pages 100–101
- Pronunciation, Students' Book, page 154

On the Portal

- Wordlist audio and scripts
- Extra Practice Activities: Self-Check



Anna's school

I go to an alternative school which is different from the traditional schools my friends go to. First of all, our learning is more creative and interactive. We don't just sit in class and remember facts; we do a lot of practical stuff.

For example, today we had a Science lesson. We learned all about robots and then we built a model car on our own. It was fun – I enjoyed working alone because I could focus better. Then, we took it in turns to choose a topic and give a presentation. We often do group work so we can learn from each other. It's fun, but the noise doesn't let me think sometimes.

Anyway, it's great that we have the freedom to do lots of practical activities. And the other interesting thing is that there are no tests – we just revise the material in our own time!

We only do academic subjects for a few hours a day. The rest of the day we do gardening, creative arts and crafts. Today we had singing and dancing – my favourites! We also have interesting discussions on different problems our world has and think of ways to help to make our world better in the future. One thing that they discourage at my school is using the computer. We aren't allowed to sit in front of a screen for a long time unless we're looking for information for a project. I don't like this, but I understand the reasons – we can do that at home.

Here, the teachers are great – they are your friends. They don't just instruct you; they help you achieve your potential. I love that. I actually look forward to going to school!

achieve (v) succeed in doing something
discourage (v) try to make someone want to do something less often
in our own time (phr) outside normal school hours
take it in turns (phr) one after another

- 1** **9.19** **VISIBLE THINKING** In pairs, follow these steps.

YOUR VIEWPOINT

- 1 Look at the photos. How are the students learning in each one?
- 2 How do you like to learn? Do you prefer working in groups or alone?

THE WRITER'S VIEWPOINT

- 3 Read the article and answer the questions.
 - a What does Anna think about learning on her own?
 - b What doesn't she enjoy about working in groups?

WHAT DO YOU THINK NOW?

- 4 Which is better: group work or working on your own?

- 2** Read the article again and answer the questions.

- 1 What type of schools do Anna's friends go to?
- 2 Why did she find her Science lesson fun?
- 3 Who chose the presentation topics?
- 4 When can students use computers at Anna's school?
- 5 How does Anna see her teachers?

- 3** In pairs, discuss these questions.

- 1 What do you think about tests?
- 2 How traditional do you think your school is? Why?
- 3 Would you like to go to a school like Anna's? Why?/Why not?

Lesson aim

- Students learn about different kinds of schools that some teenage students go to.

Lead-in

Tell the students about the school you went to when you were their age. Describe the school subjects and a typical school day. Allow students to ask you questions. Don't spend more than a couple of minutes on your description. Elicit some similarities and differences in comparison with the students' own school. Ask one or two volunteers to give reasons.

-  **Setting lesson goals:** Write *alternative school* on the board. Elicit ideas for what the phrase might mean (a school which follows a different curriculum from typical, everyday schools; a school where students learn things in a different way). Ask if students know any alternative schools in their area or country, and elicit some things they know about these. Explain that in this lesson you are going to explore this topic further.

Exercise 1 **9.19**

- Put students in pairs to study and describe the photos on page 124 together. Elicit and accept any suggestions in open class. Ask: *What makes you say that?* to elicit students' justifications.
-  **Peer learning:** Use the think-pair-share technique to elicit ideas about question 2.
- Elicit or pre-teach: *alternative, traditional, creative, interactive, practical, academic, instruct, potential* (n). Write these key words on the board. Play the audio as students read the article to answer question 3. Ask students to discuss the writer's viewpoint in pairs, then compare ideas with another pair before you elicit some responses in open class for feedback.
- For question 4, assign each half of the classroom to the options, give students ten seconds to choose a side. Form new pairs of students on opposite sides, and give them a minute to explain their reasons to each other.

Answers:

- 1 In the first photo, the student is working on her own. In the second photo, she is working in a group.
- 3 a She has time to focus because it's quiet.
b It can get noisy, so she can't think.

Exercises 2–3

- Follow the instructions in the Students' Book.

Answers:

- 1 traditional schools
- 2 She enjoyed working alone (because she could focus better)./She enjoyed learning about robots and building a car.
- 3 the students
- 4 when they are looking for information for a project
- 5 She sees them as friends.

Exercise 4 **53 videoscript page 292**

- Follow the instructions in the Students' Book.
- With video:** Play the video for students to check their ideas.
- Without video:** Give students photocopies of the videoscript to check their ideas.

Answers:

- This is the Stoke City Football Academy. It's a school for young players who might play with the football club professionally one day.
- The lessons are focused on football.

Exercise 5 **53 videoscript page 292**

- First, ask students to read the questions so they know what information to look for.
- With video:** Play the video and ask students to make notes about their answers.
- Without video:** Ask students to find and underline the information about each question in the videoscript.

Answers:

- Yes, they do.
- They have football training.
- at about 8.30 in the evening
- because he's tired

Background note

Football academies combine a traditional (although sometimes reduced) academic education with football skills training. These programmes are most common in Europe, Latin America and the Middle East. North American professional sports teams tend to rely more on talent emerging through college via athletic scholarships and the draft system.

Exercise 6

- Write *Ian* and *Anna* on the board as headings. Ask students to tell you the differences between their schools. Get them to formulate and dictate points for you to write up under each heading. Correct or rephrase suggestions as necessary.

Answers:

Ian's school is based on learning about and training for football. Anna's is based on school subjects and other free activities.

Exercise 7

- Students work in pairs. Set a time limit for the task and monitor for mistakes. Once they have finished, invite volunteers to share with the class their answers to questions 1–3.

PROJECT TIME

- The project worksheets include step-by-step support for students. They also include teacher's notes on how to set up the projects with and without technology.

**Sustainable Goal**

Read the UN Sustainable Development goal with the students. Ask them to define quality education writing up ideas on the board, e.g. *free education*, *qualified teachers*, *range of subjects (academic, vocational)*, *education opportunities after school (technical college, university)*, etc. Then, divide the class into large groups to discuss the statement. Tell them to draw up a list of reasons for: 1 Why education is a right, and 2, How education can change the world. Ask each group to create a poster to display in the classroom. Once they have finished, get students to read each other's posters. Have them vote on the most interesting one.

The introduction to the Teacher's Book includes a step-by-step guide to discussion sessions based on UN Sustainable Development Goals.

-  **Reviewing lesson goals:** Write on the board: *Today I have learned about/how to/that ...* and ask students to complete the sentence in as many different ways as they can. Ask them to compare ideas in pairs.



4 **53** Look at the photos and answer the questions. Then watch the video and check your ideas.

- 1 What type of students go to this school?
- 2 What are the lessons focused on?

5 **53** Watch the video again and answer the questions.

- 1 Do the students at Ian's school work hard?
- 2 What do they do after the lessons finish?
- 3 What time does Ian get home?
- 4 Why does he go to bed right after dinner?

6 How is Ian's alternative school different from Anna's?

7 In pairs, discuss the questions.

- 1 The video says, 'Ian knows that you have to work hard if you want to be the best. But when you have a passion and a talent, you don't mind doing a little bit extra.' Do you agree? Why?/Why not?
- 2 What is the role of schools in society?
- 3 What would happen if public schools were abolished?

PROJECT TIME

In groups of four, create a website for a new school. Follow these steps.

- 1** In your group, think about what information to include. Decide who can prepare this information.
- 2** Individually, create your part of the website.
- 3** In your group, put together your website. You can use a website template.
- 4** Share your website with the class.

SUSTAINABLE
DEVELOPMENT
GOALS

4 QUALITY
EDUCATION

To ensure that everyone has access to a quality education.

What can we do?



Discuss this statement:

Education is a right not a privilege and it is a powerful tool to change the world.

For the teacher

- Videoscript, page 292

On the Portal

- Resource 9.10





VOCABULARY AND GRAMMAR

- Complete the sentences with words formed from the words in brackets.
 - The new husband of my mother is my **stepfather** (FATHER).
 - He said he didn't want to have an (...) (ARGUE) about it. **argument**
 - I called the hotel reception to make a (...) (RESERVE). **reservation**
 - If you're a (...) (CREATE) person, you'll enjoy the Art lessons here. **creative**
 - You should practise giving your (...) (PRESENT) to feel more confident. **presentation**
 - Did you (...) (MEMORY) that entire text? **memorise**
- Complete the text with one word in each gap.

I get ¹ (...) really well with my stepsister, Diana. I think it's because we ² (...) the same interests. Diana is very intelligent. She helps me to revise for exams. I had a big exam the other day and, if she hadn't helped me, I ³ (...) have passed. Diana told me that I ⁴ (...) to be confident and I should look ⁵ (...) all the questions first. If I ever ⁶ (...) a big argument with Diana, I'd get really upset because she's my best friend. When we ⁷ (...) older, we might go to the same university and share a flat.

¹ on/along ² have ³ wouldn't ⁴ had ⁵ at ⁶ had ⁷ are

- Choose the correct option.

My friend Adam and I ¹ (...) together on Saturdays because we're doing an online IT course. Students ² (...) take any exams, but we have to do projects and we ³ (...) give a group presentation at the end of the course. The teachers evaluate our problem-solving and critical thinking, as well as our ⁴ (...) skills. If Adam ⁵ (...) told me about this course, I wouldn't have learned lots of new things about computers. If we pass, we ⁶ (...) definitely do the next level. It's fun ⁷ (...) time together.

- | | | |
|------------------|-------------------|------------------------|
| 1 a meet | b bring | c get |
| 2 a must | b have to | c don't have to |
| 3 a ought | b must | c would |
| 4 a hard-working | b teammate | c teamwork |
| 5 a had | b hadn't | c haven't |
| 6 a will | b won't | c would |
| 7 a passing | b spending | c sharing |

SPEAKING

- Match 1-7 with a-g to make a dialogue.
 - A: Hi! My name's Juanita. What's yours? **d**
 - A: Have you stayed at this camp before? **b**
 - A: Where are you from? **g**
 - A: I'm from Spain. So, how long are you staying for? **c**
 - A: And what are your plans after the camp? **e**
 - A: That sounds interesting. Who's that boy next to the instructor? **a**
 - A: No way! Really? Would you like to go to the games room together later? **f**
- B: That's Marco. He's my twin brother.
- B: No, this is my first time.
- B: Two weeks.
- B: I'm Olga. Nice to meet you!
- B: I'm going on a cruise with my family.
- B: Yes. That would be great.
- B: Turkey, and you?

- In pairs, do the speaking task. Go to page 157.

LISTENING

- Listen to Maggi and Jack talking about the DiscoverEU programme. Choose the correct answer.
 - DiscoverEU is ...
 - a** a way to travel around Europe by rail.
 - an online course for learning about the European Union.
 - a programme to encourage young people to use the train more.
 - To participate in DiscoverEU, you have to ...
 - receive an email and share the information with a friend.
 - b** complete a form and answer some questions.
 - download an app.
 - If you go on a DiscoverEU trip, ...
 - you shouldn't go to very famous cities like Rome.
 - b** you should consider visiting cities like Belgrade.
 - you have to stay in hostels.
 - Maggi and Jack ...
 - would both choose to go to Gdańsk.
 - would both choose to travel to famous cities like Paris and Venice.
 - c** would choose different types of cities to visit.

EXAM

Exercise 5
International
Certificate
Level 2,
Speaking,
Section 13,
(role play)

EXAM

Exercise 6
B1 Preliminary
for Schools,
Listening, Part 2,
(three-option
multiple choice)

- 5 One girl said that ...
 a she travelled around Europe in a group.
 b she didn't make many new friends on her trip.
 c she feels more confident now.
- 6 Maggi ...
 a thinks they might be successful if they do the quiz together.
 b is sure they'll get the answers right.
 c says they should do the quiz another day.

7 **Ask and answer the questions in pairs.**

- 1 If you could travel around Europe by train, which countries and cities would you visit? Why?
 2 Why do you think the DiscoverEU programme recommends travelling to cities which aren't very famous?
 3 Imagine that a friend is going on a DiscoverEU trip. What five pieces of advice can you give him/her? E.g. *You ought to buy a good guidebook with maps and information about hostels.*

READING

- 8** You are going to read an article about an environmentally friendly school. First, look at the photo and the name of the school. In pairs, discuss what it might be like to go to this school.

- 9** **9.21** Read the article. Complete the gaps with sentences a–g. There is one extra sentence. Listen and check.

- a One of these is project work.
 b It is a beautiful tropical island which is the perfect place for a beach and sightseeing holiday.
 c Also, take an umbrella because it might rain.
 d They will also develop their problem-solving and critical thinking skills.
 e Would you like to visit this beautiful place?
 f This is a daily reality for students at Green School.
 g A friend of mine told me that she was planning to go to Bali on her next holiday.

- 10** Would you like to be a student at Green School? Why?/Why not? Discuss in pairs.

Green School, Bali



- 1** Imagine what it would be like if your school was in the jungle! You'd hear the sounds of wildlife such as exotic birds and insects during your lessons. ¹ (f.) The school opened in 2008 in Bali, part of the Indonesian archipelago between the Pacific and Indian Oceans. ² (b.)
- 2** Students at Green School have to study different subjects, like at any other school. But the curriculum gives priority to alternative ways to learn. ³ (a.) The teachers believe that if children study interesting topics, they will learn more and become more confident and creative. ⁴ (d.) For example, a student might design and make a product using rubbish found on the beaches, then give a presentation to their classmates.
- 3** Green School also looks very different from your average school because it is made from bamboo. The classrooms haven't got any walls and there are views of the jungle on all sides. ⁵ (e.) Tours take place every week, but you must book in advance by filling in the online form. You should arrive at the school's reception on time. ⁶ (c.) If you visit on a school day, you won't go inside the classrooms, but you will spend time in other parts of the school, such as the amazing new 'Arc' building.

WRITING

- 11** Which of these holidays would/wouldn't you like to try? Discuss in pairs. Why?/Why not?

attend a sports activity camp in France
 go backpacking around Europe by train (DiscoverEU programme)
 go to Rome on a sightseeing holiday
 go on a river cruise along the Danube
 go on a camping trip in Iceland

- 12** Imagine you've decided to go on a holiday in Exercise 11. Write a formal email to the organiser asking for information. Include these things and your own ideas:

- say why you are interested in this type of holiday
- ask what you have to do to make a reservation
- ask what you should take with you (give examples)
- ask what happens if your plans change and you can't go (e.g. will you get a refund/lose the reservation, etc.?)

- 13** Swap emails with a partner. Imagine that you work at the company which organises the holiday. Write a reply answering all your partner's questions.

EXAM

Exercise 9
B1 Preliminary
 for Schools,
 Reading, Part 4,
 (gapped text)

Progress Check **127**

For the teacher

- Exercise 6, audioscript, page 292

On the Portal

- Exam correlation tables

For the student

- Workbook: Progress Check 3, pages 102–103

Starter Unit

Present Simple

+	I live in a flat. / She lives in a house.
-	We don't play video games. / He doesn't play football.
?	Do you get up early? / Does she go to bed late?

1 Choose the correct option.

- He lives / live in a small flat.
- My house doesn't / don't have a garden.
- I always get up / gets up at 7 o'clock.
- My brother doesn't like / likes pasta.
- We tidy often / often tidy our bedrooms on Sunday afternoon.
- My sister sometimes listen / listens to music when she's having breakfast.

2 Complete the sentences with the correct Present Simple form of these verbs.

cook not go have meet not like live

- My grandparents **live** in the countryside.
- My dad usually (...) the dinner in the evening. **cooks**
- I never (...) lunch at school. **have**
- David (...) to bed before midnight. **doesn't go**
- Martha (...) video games. **doesn't like**
- Enrique and I often (...) in the park at weekend. **meet**

3 Order the words to make questions in the Present Simple.

- does / your / where / work / mum / ?
Where does your mum work?
- do / you / often / do / exercise / how / ?
- morning / shower / do / have / you / every / a / ?
- do / what / the / you / weekend / do / at / usually / ?
- best / your / live / where / friend / does / ?
- home / cook / do / at / ever / you / ?
2 How often do you exercise?
3 Do you have a shower every morning?
4 What do you usually do at the weekend?
5 Where does your best friend live?
6 Do you ever cook at home?

Present Continuous

+	I'm studying . He's sleeping . They're having lunch.
-	I'm not cooking . She isn't running . They aren't playing tennis.
?	Am I reading ? Is he working ? Are you listening ?

1 Choose the correct option.

- They re / 's watching TV right now.
- He **aren't** / isn't studying this evening.
- I'm wear / wearing my new hoodie today.
- She is / isn't wearing her school uniform because it's Saturday.
- We aren't have / having lunch at the moment.
- It's rains / raining really hard at the moment.

2 Complete the sentences with the correct Present Continuous form of the verbs in brackets.

- Sophie and Leah **are waiting** (wait) for the bus.
- Dave (...) (not concentrate) on the lesson.
- I (...) (not play) video games today. **'m not playing**
- Your dog (...) (make) a lot of noise. **'s making**
- My cousins and I (...) (chat) on our phones.
- You (...) (not listen) to me! **aren't listening**
2 isn't concentrating **5 are chatting**

3 Make questions in the Present Continuous.

- what / you / wear / today / ?
What are you wearing today?
- she / wear / her / new / jacket / ?
- Harry / study / for / the / exam / ?
- why / you / laugh / at / me / ?
- it / snow / at / the / moment / ?
- who / they / talk / to / ?
2 Is she wearing her new jacket?
3 Is Harry studying for the exam?
4 Why are you laughing at me?
5 Is it snowing at the moment?
6 Who are they talking to?

was/were

+	I was in bed. They were at the shops.
-	He wasn't (was not) scared. We weren't (were not) happy.
?	Was she late? Were you hungry?

1 Complete the sentences with the correct Past Simple affirmative (✓) or negative (✗) form of *be*.

- 1 It **was** fun at the shopping centre. ✓
- 2 You (...) at the football match yesterday. ✗ **weren't**
- 3 My brother (...) at the shopping centre. ✓ **was**
- 4 The earrings (...) very cheap. ✓ **were**
- 5 Melanie (...) bored at the party. ✓ **was**
- 6 We (...) in the park yesterday afternoon. ✗ **weren't**

2 Write affirmative and negative sentences using the Past Simple of *be*.

- 1 I / not be / hungry / .
I wasn't hungry
- 2 Mark / be / late for school / .
- 3 you / not be / at the sports centre / .
- 4 the film / be / boring / .
- 5 they / not be / at the cinema last night / .
- 6 we / be / in the music shop / .

3 Write questions using the Past Simple of *be*.

- 1 the shops / busy / yesterday / ?
Were the shops busy yesterday?
- 2 Liam / at / the party / on / Saturday / ?
- 3 it / hot / at / the / beach / ?
- 4 Jenny and Danny / in / the / library / ?
- 5 where / you / last / night / ?
- 6 who / your / favourite / teacher / at / Primary School / ?

2 Was Liam at the party on Saturday?

3 Was it hot at the beach?

4 Were Jenny and Danny in the library?

5 Where were you last night?

6 Who was your favourite teacher at Primary School?

Past Simple

+	I watched a good film last night.
-	He didn't finish his lunch.
?	Did you have an exam yesterday?

1 Write the Past Simple form of these verbs.

- | | |
|---------------------|-------------------------|
| 1 buy bought | 7 meet met |
| 2 do did | 8 write wrote |
| 3 eat ate | 9 see saw |
| 4 have had | 10 stop stopped |
| 5 go went | 11 study studied |
| 6 like liked | 12 want wanted |

2 Complete the sentences with the Past Simple form of the verbs in brackets.

- 1 We **saw** (see) Alex and Jason at the café.
- 2 I (...) (not have) time to tidy my room. **didn't have**
- 3 Luke (...) (study) all weekend for the exam. **studied**
- 4 The car (...) (stop) at the traffic lights. **stopped**
- 5 You (...) (not do) your homework. Why not? **didn't do**
- 6 They (...) (not want) any more food. They were full. **didn't want**

3 Make Past Simple questions from the prompts.

- 1 Elsa / go / to / the / cinema / ?
Did Elsa go to the cinema?
- 2 you / meet / your / friends / ?
- 3 James / buy / those / trainers / ?
- 4 they / have / pizza / last / night / ?
- 5 the train / arrive / on / time / ?

2 Did you meet your friends?

3 Did James buy those trainers?

4 Did they have pizza last night?

5 Did the train arrive on time?

was/were

Exercise 2

- 2 Mark was late for school.
- 3 You weren't at the sports centre.
- 4 The film was boring.
- 5 They weren't at the cinema last night.
- 6 We were in the music shop.

Past Simple and Past Continuous

I **was having** breakfast **when** you **called**.
When Paul **arrived**, we **were cooking** the dinner.
While she **was going** to school, she **saw** an accident.
 It **started** to rain **while** they **were walking** home.

1 Complete the sentences with *when* or *while*.

- Maria had a coffee **while** Max was doing the shopping.
- We were walking home (...) we saw the fire. **when**
- (...) the plane landed, Elena was waiting at the airport. **When**
- (...) Richard was checking the map, I got some petrol. **While**

2 Complete the conversations with the Past Simple or Past Continuous of the verbs in brackets.

- A: What ¹ **were you doing** (you/do) when I ² (...) (arrive)? **arrived**
 B: Tara ³ (...) (play) the piano and I ⁴ (...) (cook) in the kitchen. **was playing, was cooking**
 A: I thought the phone ⁵ (...) (ring). **was ringing**
 B: I don't think so. We ⁶ (...) (not hear) **didn't hear** anything.
- A: How ⁷ (...) (your brother/take) this photo of a horse? **did your brother take**
 B: He ⁸ (...) (wait) for the right moment, when **was waiting** someone ⁹ (...) (walk) into him. **walked**
 A: And then what ¹⁰ (...) (happen)? **happened**
 B: While I ¹¹ (...) (help) him, the horse ¹² (...) (run) away! **was helping, ran**

Quantifiers

How much money has she got?	How many shirts has she got?
She's got a lot of money .	She's got a lot of shirts .
She hasn't got much/a lot of money.	She hasn't got many/a lot of shirts.
She's got too much money .	She's got too many shirts .

The jeans are **too expensive**.
 The jeans aren't **cheap enough**.
 I haven't got **enough money** for the jeans.

1 Choose the correct option.

- There weren't **(many)** / *much* people at the concert.
- There are *much* / **(a lot of)** cafés in my neighbourhood.
- We haven't got **(enough)** / *too* rice to make a paella.
- How *many* / **(much)** money have you got?
- There are *any* / **(some)** good beaches in my region.

2 Complete the sentences with these quantifiers.

a lot of How many How much much
 too many ~~too much~~

- I can't buy that shirt. It costs **too much** money.
- (...) apples would you like to buy? **How many**
- She was always popular at school and had (...) friends. **a lot of**
- I didn't sleep (...) last night. **much**
- (...) did you spend on your laptop? **How much**
- I've got (...) books for this shelf. **too many**

Verb patterns

We use *to* + the infinitive after these verbs:

- agree
- decide
- forget
- learn
- need
- remember
- try
- want
- would/'d like

We use verb + *-ing* after these verbs:

- can't stand
- don't mind
- enjoy
- finish
- hate
- keep
- like
- love
- prefer
- stop

1 Choose the correct form.

- My grandad keeps *to lose* (*losing*) his keys.
- I try *(to do)* / *doing* some exercise every day.
- I'm learning *(to drive)* / *driving* at the moment.
- They enjoy *to travel* / *(travelling)* to other countries.
- You need *(to hurry)* / *hurrying*. The bus leaves in 10 minutes.

2 Complete the sentences and questions with the correct form of these verbs.

allow buy do eat **get up** watch

- I can't stand **getting up** early because I go to bed late.
- Sally stopped (...) meat and became a vegetarian. **eating**
- Did you remember (...) your sister a birthday present? **to buy**
- I don't mind (...) tennis, but I prefer playing it. **watching**
- My parents agreed (...) me to go to the party. **to allow**
- Did Jon finish (...) his homework? **doing**

Language structures

1 *Second Conditional*

If I **had** the money, I'd **buy** a car.

2 (...) *Present Perfect*

I'm sorry, but your train **has just left**.

3 (...) *Present Continuous for something happening now*

At the moment, we're **doing** the washing up.

4 (...) *Present Continuous for an arrangement*

What time **are** you **meeting** your friends?

5 (...) *Future prediction*

I think that Nadal **will win** the tournament.

6 (...) *First Conditional*

If they **don't leave** now, they'll **be** late for school.

1 Match these structures to the examples in the grammar table.

First Conditional	Future prediction
Second Conditional	Past Continuous
Present Continuous for an arrangement	
Present Continuous for something happening now	
Present Perfect	

Unit 1

Present Simple, Present Continuous and state verbs

Present Simple	Present Continuous
They sing in a band. She doesn't use her tablet every day.	They're playing a computer game now. I'm recording songs this week.

Use

- We use the Present Simple to talk about:
 - routines and habits.
We get up late at the weekend.
 - things that are true in general.
I love surprise parties.
She hates news programmes on TV.
- Adverbs of frequency and time expressions used with the Present Simple: *always, usually, often, sometimes, rarely, never, every day/week/year, on Fridays, at the weekend, in the morning, at night, after school.*
- We use the Present Continuous to talk about:
 - actions that are happening at or around the moment of speaking.
They're listening to music at the moment.
She's studying in France this year.
- Time expressions used with the Present Continuous: *now, right now, just now, at the moment, today, these days.*

State verbs

- State verbs often express opinions, preferences, mental states and perception. Some common state verbs are: *love, like, hate, prefer, want, need, understand, think, feel, hear, see.*
- We don't normally use state verbs in continuous tenses, even if they refer to the moment of speaking.
I don't need any help at the moment, thank you.

Verb patterns

- Verb + *-ing*
After: *avoid, can't stand, enjoy, finish, look forward to, (not) mind, miss, practise, stop.*
You can go out when you finish tidying your room.
We also use the *-ing* form after prepositions.
Don't leave without saying goodbye to your friends.
- Verb + *to*-infinitive
After: *agree, allow, ask, choose, decide, forget, hope, learn, need, offer, plan, remember, try, want, would like/love.*
Remember to call your parents when you arrive.
- Verb + *-ing* or *to*-infinitive
After: *like, love, hate, prefer, start.*
I love taking/love to take photos of cats.

Unit 1

Present Simple, Present Continuous and state verbs

- 1 ● Match the sentence beginnings 1–5 to the endings a–e.

- 1 Bill drives a taxi **c**
- 2 My grandparents love sweet things **e**
- 3 Gerry travels a lot **a**
- 4 My daughter plays the cello **d**
- 5 Susan enjoys football **b**
- a and today he's flying to Russia.
- b and she's watching a match right now.
- c and now he's waiting for a passenger.
- d and she's playing in a concert right now.
- e and today they're having ice cream for dessert.

- 2 ●● Complete the conversation with the Present Simple or Present Continuous form of the verbs in brackets.

A: Welcome to summer camp! There are six beds in this room!

B: I ¹ **want** (want) one next to the window!

C: And I ² (...) (need) one near the door! **need**

D: Tina! What ³ (...) (you/do)? **are you doing**

B: I ⁴ (...) (put) my things on this bed and the one next to it. **'m putting**

D: Why?

B: Because Becky ⁵ (...) (talk) to the instructor **'s talking** now, and I ⁶ (...) (keep) this bed for her. **'m keeping**

D: OK, but you ⁷ (...) (have got) an extra pillow on **'ve got** your bed and I ⁸ (...) (not have got) any. Can **haven't got** you give it to me?

B: Sure! Here you are!

- 3 ●●● Complete the text with the Present Simple or Present Continuous form of the verbs in brackets.

Kids my age ¹ **love** (love) watching music videos on YouTube, and so do I. One of my favourites is What Does The Fox Say? by Ylvis. It's not a new song, but I ² (...) (think) it's really cool. The music is great, and the video is fun to watch. In the video, there's a fancy dress party and all the people ³ (...) (wear) animal costumes. They are in a forest, and they ⁴ (...) (dance) and making strange animal sounds. If you ⁵ (...) (not know) the song, look for it on YouTube®. It's great! Unlike me, my sister ⁶ (...) (not like) music videos. She ⁷ (...) (prefer) videos about shopping, where people ⁸ (...) (buy) things and then ⁹ (...) (show) the viewers what's in their shopping bags. In fact, she ¹⁰ (...) (watch) one at the moment – on my laptop!

² think ³ are wearing ⁴ are dancing ⁵ don't know
⁶ doesn't like ⁷ prefers ⁸ buy ⁹ show ¹⁰ 's watching

Verb patterns

- 1 ● Complete the sentences with the correct form of the verbs in brackets.

- 1 Martha's parents often allow her to **stay up** (stay up) late at night.
- 2 I would love (...) (buy) a new tablet – this one's too old. **to buy**
- 3 Don't worry about me – I don't mind (...) **waiting** (wait).
- 4 Why don't you practise (...) (play) this song again? **playing**
- 5 Please try (...) (stay) calm. **to stay**

- 2 ●● Put the words in the correct order.

- 1 doesn't / morning / mind / his / He / bed / in / making / the /
He doesn't mind making his bed in the morning.
- 2 college / to / music / plan / a / I / study / at /
- 3 forgot / Peter / song / record / the / to /
- 4 by / like / travelling / bus / doesn't / She /
- 5 loves / classical / listening / to / Katy / music /
- 6 stand / I / to / can't / smoking / next / people / me /
- 7 the / We / singing / lawn / love / in / choir /
- 8 films / Pat / to / on / watch / her / prefers / tablet /

- 3 ●●● Complete the conversation with the correct form of these verbs.

bring ~~do~~ earn join (x2) pay write (x3)

Ella: What are you planning ¹ **to do** at the weekend?

Josh: I don't know. I need ² (...) the French essay – **to write** finish ³ (...) it, in fact. **writing**

Ella: That doesn't sound very exciting.

Josh: I know! I can't stand ⁴ (...) essays! What **writing** about your weekend, then?

Ella: Well, I'm trying ⁵ (...) some money, so I'm **to earn** helping my uncle in his garden. He offers ⁶ (...) me five pounds an hour. In fact, he **to pay** wants me ⁷ (...) a friend to help us plant **to bring** some trees. Would you like ⁸ (...) us? **to join**

Josh: Really? Yes, I'd love ⁹ (...)! **to join**

Exercise 2

- 2 I plan to study music at a college.
- 3 Peter forgot to record the song.
- 4 She doesn't like travelling by bus.
- 5 Katy loves listening to classical music.
- 6 I can't stand people smoking next to me.
- 7 We love singing in the choir.
- 8 Pat prefers to watch films on her tablet.

Unit
2

Past Simple (regular and irregular verbs)

	Regular	Irregular
+	It snowed last night.	We saw a storm last night.
-	It didn't (did not) snow last night.	We didn't (did not) see a storm last night.
?	Did it snow last night? Yes, it did . No, it didn't (did not) .	Did you see a storm last night? Yes, we did . No, we didn't (did not) .
Time expressions: <i>yesterday, two hours/days/weeks/years ago, in 2020, last week/year/night.</i>		

Use

- We use the Past Simple to talk about actions and situations that started and finished in the past. We often mention when these actions/situations happened.

Form

- To form the Past Simple of regular verbs, we add *-ed*, *-d* or *-ied* to the verb.
I looked at the clouds.
- Irregular verbs have different past forms. (See Irregular verbs, page 159.)
They swam in the river.
- To form the negative of regular and irregular verbs, we use *didn't (did not)* + the main verb in the infinitive.
We didn't like the weather.
She didn't take any photos.
- To form questions of regular and irregular verbs, we use *did* + the main verb in the infinitive. The word order also changes: *did* + subject + main verb.
Did he climb the mountain?
Did you have a shower?
- In short answers we do not repeat the main verb. We only use *did/didn't*.
A: Did it rain?
B: Yes, it did./No, it didn't.

Past Continuous and Past Simple

Past Continuous

At six o'clock I **was talking** to friends online.
It was midnight. Outside, it **was snowing**.
She **was doing** her homework. She **wasn't playing** games.
They **were swimming**.
They **weren't running**.
Was she sleeping?
Yes, she **was**./No, she **wasn't**.

Past Simple

They **were walking** in the mountains **when** they **got** lost.
I **fell** **while** I **was running**.
While she **was playing** football, she **hurt** her leg.

Use

- We use the Past Simple to talk about actions and situations that started and finished in the past. We often mention when these actions/situations happened.
At three o'clock, I was having lunch.
It was midday. Outside, the sun was shining.
- We often use the Past Simple with the Past Continuous to talk about an action that happened while another one was in progress. We use the Past Continuous for the longer action that was in progress and the Past Simple for the shorter action.
– We usually use *when* + Past simple.
I was walking in the forest when I saw a bear.
– We usually use *while* + Past continuous:
Anne called me while I was doing the Maths homework.
- When we start a sentence with *while* or *when*, we use a comma.
While I was swimming, I saw a dolphin.

Form

- We form the Past Continuous with *was* or *were* + main verb + *-ing*.
They were making a cake.
- To form the negative, we add *not* after *was* or *were*.
The dog wasn't (was not) swimming in the sea.
- The word order changes in questions: *was/were* + subject + main verb + *-ing*.
Was he painting a picture of his sister?
- In short answers we do not repeat the main verb. We only use *was/were/wasn't/weren't*.
A: Were you running?
B: Yes, I was./No, I wasn't.

Unit 2

Past Simple (regular and irregular verbs)

- 1 ● Complete the sentences with the Past Simple form of the verbs in brackets.
- I **visited** (visit) my aunt in August.
 - I last (...) (see) the rainbow two weeks ago. **saw**
 - It (...) (rain) a lot last summer. **rained**
 - We (...) (take) many photos during the holidays. **took**
 - Lisa (...) (study) for the Maths test last night. **studied**
 - I (...) (have) fried eggs for breakfast yesterday. **had**

2 ●● Make sentences with the Past Simple.

- My aunt / show / us / lovely photos / of her childhood / .
My aunt showed us lovely photos of her childhood.
- Our cousins / take / lots of / silly pictures / on / their school trip / .
- Their photos / be / blurred / .
- The album / be / full of / old-fashioned photos / .
- My friend / buy / a book / of dramatic wildlife photos / .
- The local newspaper / print / colourful pictures / of our school sports teams / .
- The photos / of the fire / look / fake / .

3 ●● Make questions in the Past Simple. Use these time expressions. Then, in pairs, ask and answer the questions.

yesterday the day before yesterday last Monday/
Friday/Saturday last month last summer a year ago
two years ago five years ago

- what / you / have / for lunch / ?
- what films / you / see / ?
- where / you / go / on holiday / ?
- what sports / you / do / ?
- what video games / you / play / ?
- what mobile phone / you / have / ?

A: *What did you have for lunch the day before yesterday?*

B: *I had a chicken sandwich and an apple.*

4 ●●● Write five true sentences about yourself. Use the Past Simple and five different time expressions.

Last summer, I went to the Pyrenees.

Past Continuous and Past Simple

1 ● Choose the correct option.

- They ~~was~~ **were** running.
- We ~~wasn't~~ **weren't** swimming.
- It ~~was~~ **was** snowing last night.
- Jane ~~was~~ **was** walking when she saw him.
- Tom called while I ~~was~~ **was** doing the washing up.
- Was ~~I~~ **Were** you sleeping?

2 ●● Complete the sentences with the Past Simple or the Past Continuous form of the verbs in brackets.

- When you **called** (call), I (...) (have) a shower.
- The weather was perfect last Christmas: it (...) (snow) and the sun (...) (shine).
- A: What (...) (you/do) at ten o'clock last Wednesday?
B: I'm not sure ... I (...) (not sleep). I think I (...) (watch) a film on television.
- A: (...) (you/play) games on your mobile phone when the teacher (...) (come) into the classroom?
B: No, I (...)! I (...) (look) for some information about Asia on the internet.

3 ●● Complete the text with the correct form of these verbs.

appear break come fall hear hike
run shout try

Last winter, I ¹ **was hiking** in the mountains with my friend Jake when we ² (...) a strange sound. We were quite scared. There was lots of snow on the top of the mountain and it ³ (...) down on us really quickly. It was an avalanche! 'Run,' Jake ⁴ (...). We ⁵ (...) when we both ⁶ (...) down the slope and my friend ⁷ (...) his leg! I ⁸ (...) to call my dad from my mobile phone when a helicopter ⁹ (...) in the sky and we were saved!

²heard ³was coming ⁴shouted ⁵were running ⁶fell ⁷broke
⁸was trying ⁹appeared

4 ●●● Write five sentences about something which happened last weekend. Include at least one sentence with the Past Continuous.

While I was walking to the shop, I saw my friend, Bill. We decided to go for a coffee.

Past Simple (regular and irregular verbs)

Exercise 2

- Our cousins took lots of silly pictures on their school trip.
- Their photos were blurred.
- The album was full of old-fashioned photos.
- My friend bought a book of dramatic wildlife photos.
- The local newspaper printed colourful pictures of our school sports teams.
- The photos of the fire looked fake.

Past Continuous and Past Simple

Exercise 2

- was having
- was snowing, was shining
- were you doing?, wasn't sleeping, was watching
- were you playing, came, wasn't, was looking

Unit
3Present Perfect with *ever*, *never*, *just*, *already* and *yet*

Have you **ever tried** pizza with banana?
 Yes, I **have**./No, I **haven't**.
 I've **never eaten** so much food.
 He's **just made** a new TV programme.
 I've **already** tried it.
 I **haven't finished yet**.
 Have you **done** it **yet**? Yes, I **have**./No, I **haven't**.

Use

- We use the Present Perfect to talk about:
 - life experiences, often with *ever* (in questions) and *never* (in negative sentences).
Have you ever tried Mexican food?
I've never eaten sushi.
 - actions that finished a very short time ago, often with *just*.
I'm not hungry. I've just had a sandwich.
 - actions that were (or were expected to be) completed at an unspecified time with the past. We often use *already* in affirmative sentences and *yet* in negative sentences and questions.
I've already cooked lunch.
I haven't cooked lunch yet.
Have you cooked lunch yet?

Form

- We form the Present Perfect with *have/has* + the past participle of the main verb.
He's used weird flavours.
- For regular verbs, the past participle is the same as the Past Simple form.
invent - invented move - moved cry - cried
- For irregular verbs, it is different. For a list of irregular verbs, see page 159.
go - gone
- To form the negative, we have to add *not* between *have/has* and the past participle.
Jane hasn't travelled a lot.
- The word order changes in questions: *have/has* + subject + past participle.
Have you answered my email?
- In short answers we do not repeat the main verb. We only use *have/haven't/has/hasn't*.
A: Has she slept? B: Yes, she has./No, she hasn't.

Present Perfect with *for* and *since*

They've **owned** this restaurant **for** two years.
 I've **had** this laptop **since** February.

Use

- We often use the Present Perfect with *for* and *since* to talk about an action or situation that started in the past and still continues.
I've lived in Valencia for three years.
- We use *for* to say how long something has continued, e.g. *for a week/month/year/long time*.
I've had this dishwasher since February.
- We use *since* to say when something started, e.g. *since 2019/March/last Tuesday/the day we met*.

Present Perfect and Past Simple

We've **been** to Sao Paolo.
 We **went** to Sao Paolo in 2012.
Have you ever **drunk** a mango smoothie?
 Yes, I **have**./No, I **haven't**.
Did you **like** it? Yes, I **did**./No, I **didn't**.

Use

- We use the Past Simple when we say when a past action happened.
I went to this pizzeria last Sunday.
- With the Present Perfect, we don't use a time reference. We are talking about things that have happened in our lives up to now.
I've been to this restaurant. It's really nice.
- Be careful: when we want to give more details about an experience, we use the Past Simple.
I've been to this restaurant. I went there with my cousins last week.

Unit 3

Present Perfect with *ever*, *never*, *just*, *already* and *yet*

- Choose the correct option.
 - I haven't cooked lunch yet / *already*.
 - They've just / *yet* had a drink.
 - She's already / *yet* left.
 - I've never / *ever* eaten a vegetable burger.
 - Have you *yet* / ever seen a ghost?
 - Have you finished your homework *just* / yet?
- Complete the sentences with the correct form of the words in brackets.
 - We can eat pizza now! The delivery **has just arrived** (just/arrive).
 - Joshua (...) (already/wash) the dishes so we can relax. **has already washed**
 - A: (...) (the kids/have lunch/yet)?
B: No, they (...). **Have the kids had lunch yet?, haven't**
 - A: (...) (you/do the shopping/yet)? **Have you done the shopping yet?**
B: Yes, I (...) (just/return) from the shops. **'ve just returned**
 - These almond biscuits are absolutely amazing! I (...) (never/eat) better ones! **'ve never eaten**
 - We are still working on a cookery project for school and we (...) (not finish/yet). **haven't finished yet**
- Underline the mistake in each sentence and write the correction.
 - I've never went to China. **been**
 - She's yet left the office. **already**
 - We haven't had dinner already. **yet**
 - They have just arrive. **arrived**
 - Have you never been on a plane? **ever**
 - Toms never seen a musical. **Tom's**
- Order the words to make sentences and questions.
 - just / I / seen / Martin / street / in the / have / .
I have just seen Martin in the street.
 - ever / you / have / eaten / insect / an / ?
 - Lucy / visited / zoo / never / a / has / .
 - already / watched / I / that film / have / twice / .
 - you / your / have / exam results / yet / got / ?
- You are preparing a party with your friend. Write him/her a note to say what you've already done and what you haven't done yet.
Hi, Mark! I've already bought some crisps and nuts, but I haven't bought any soft drinks yet ...

Present Perfect with *for* and *since*; Past Simple and Present Perfect

- Complete the sentences with *for* or *since*.
 - I've lived in this house **since** I was born.
 - I've known him (...) ten years. **for**
 - I've had this furniture (...) two months. **for**
 - I've haven't seen him (...) yesterday. **since**
 - Anna's lived in America (...) 2010. **since**
 - We have had this new car (...) September. **since**
- Complete the sentences with the Past Simple or Present Perfect form of the words in brackets.
 - I've never tried** (never/try) a mango smoothie.
 - We (...) (see) Alan last weekend. He looked really well. **saw**
 - (...) (you/call) the electrician yet? **Have you called**
 - Last night, I (...) (watch) a really good documentary. **watched**
 - Can you give me five minutes? I (...) (just/get) home. **'ve just got**
 - Fiona and Guy (...) (know) each other for years. **have known**
- Choose the correct option.
 - I've been / went to Paris twice last year.
 - Have you ever tried / Did you ever try chilli ice cream?
 - My cousins arrived / have arrived last night.
 - The film *just started* / has just started.
 - That's my mum's favourite film. She's seen / saw it lots of times.
- Write sentences about Maria from the prompts.
 - Maria / get / her mobile phone / for Christmas / .
Maria got her mobile phone for Christmas.
 - She / win / her skiis in a skiing competition / last year / .
 - She / make / her jumper herself / last winter / .
 - She / buy / her favourite book in a bookshop / three weeks ago / .
- Look at the answers to Exercise 4. Write how long Maria has had her favourite things, using *for* or *since*.
 - Maria has had her mobile phone since Christmas.**
 - Maria has had her skiis since last year.**
 - Maria has had her jumper since last winter.**
 - Maria has had her favourite book for three weeks.**

Present Perfect with *ever*, *never*, *just*, *already* and *yet*

Exercise 4

- Have you ever eaten an insect?
- Lucy has never visited a zoo.
- I have already watched that film twice.
- Have you got your exam results yet?

Present Perfect with *for* and *since*; Past Simple and Present Perfect

Exercise 4

- She won her skiis in a skiing competition last year.
- She made her jumper herself last winter.
- She bought her favourite book in a bookshop three weeks ago.

Unit
4

Comparatives and superlatives, (not) as ... as, too/(not) enough

Comparative

The new screens are **brighter**.
It's **more interesting than** the theatre.

Superlative

It's **the latest** sci-fi film.
The most exciting part was at the end.

Irregular adjectives

good – better than – **the best**
bad – worse than – **the worst**

(not) as ... as

However, others say the film isn't **as** good **as** the book.

too/(not) enough

I was **too** hot.
I arrived late because I didn't run fast **enough**.

Use

- We use the comparative to compare two people, things, places, etc.
*My house is **bigger than** yours.*
- We use the superlative to compare one person, thing, place, etc. in a group with the rest.
*Jupiter is **the biggest planet** in our solar system.*

Form

- To compare two people, things, places, etc., we use the comparative form of the adjective + *than*.
*The theatre is **more interesting than** the cinema.*
- To compare one person, thing, place, etc. in a group with the rest, we use *the* + the superlative form of the adjective.
*Omen is **the scariest horror film** I've seen.*
- We can also use (not) *as* + adjective + *as* to compare two people, things, places, etc.
*The cinema is (n't) **as exciting as** the theatre*
- We use *too* + adjective to mean 'more than you need'.
*The screen is **too dark**. (= It's darker than it should be.)*
- We use adjective + *enough* to mean 'just right'.
*The screen is **bright enough**. (= It's sufficiently bright.)*
- We use *not* + adjective + *enough* to mean 'less than you need'.
*The screen **isn't bright enough**. (= It should be brighter.)*

Past Perfect

I **had seen** the film.
I **hadn't been** there before.
Had they **seen** it? Yes, they **had**./No, **they hadn't**.

Use

- We use the Past Perfect to talk about something that happened at a specific moment in the past.
*Tim **had written** the email **the day before**.*

Form

- To form the affirmative, we use *had* + the past participle of the main verb.
*She **had finished** talking.*
- To form the negative, we add *not* between *had* and the past participle.
*He **hadn't travelled** a lot **before that year**.*
- The word order changes in questions: *had* + subject + past participle.
***Had they come** before?*
- In short answers we do not repeat the main verb. We only use *had/hadn't*.
*A: **Had you watched** this film?
B: **Yes, I had**./No, **I hadn't**.*

Past Simple and Past Perfect

When we met them, they **had already eaten**.
Jim **had cleaned** his bedroom **before** his friends arrived.
Sam left the theatre **after** she'd **spoken** to the actors.

Use

- We use the Past Perfect together with the Past Simple to talk about something that happened before a specific moment in the past. We use the Past Perfect for the earlier action and the Past Simple for the later one.
*Maria **had left** the party **before** I arrived.*

Form

- We link the tenses with *because*, *before*, *by the time*, *when* and *after*.
*I **went to live in Paris** **after** I **had studied** French.
By the time I realised, they **had already left**.*

Unit 4

Comparatives and superlatives, (not) as ... as, too/(not) enough

- 1 ● Write the comparative and superlative forms of these adjectives.

amusing big dramatic dry heavy
large sad strange

amusing - more amusing than - the most amusing

- 2 ●● Choose the correct option.

- I think English is easier than / then my language.
- That's the biggest house of / in the country.
- This jacket is better as / than that one.
- Which is the more / most expensive car in the world?
- April is not as warm / warmer as May.
- He is the less / least confident person in the group.

- 3 ●● Complete the text with these words.

the best bigger the biggest cheaper
easier as comfortable as comfortable enough
more expensive too expensive

Well, I often go to the cinema, and here are my three favourites. Multi-Film and Macromovie are two typical multiplex cinemas. Macromovie is ¹ closer to the city centre, and it has ² (...) screens (probably ³ (...) in the city), but it's also ⁴ (...) than the other cinemas so I don't go there so often. The tickets are ⁵ (...) if you ask me. The seats in Multi-Film cinema are not ⁶ (...) in Macromovie, but the tickets are ⁷ (...). I often choose Chaplin cinema. Maybe the chairs aren't ⁸ (...), but I think the sound quality is ⁹ (...) of all the cinemas.

² bigger ³ the biggest ⁴ more expensive ⁵ too expensive
⁶ as comfortable as ⁷ cheaper ⁸ comfortable enough ⁹ the best

- 4 ●● Write sentences from the prompts.

- Your / coat / be / nice / mine / .
Your coat is nicer than mine.
- This / be / good / ice cream / in the city / .
- Sweden / not be / warm / Spain / .
- Travelling / be / exciting / staying at home / .
- This car / not be / big / for all our luggage / .

- 5 ●●● Write a paragraph comparing two actors or two TV programmes.

Past Simple and Past Perfect

- 1 ● Complete the sentences with the Past Perfect form of the verbs in brackets.

- Denise had been (be) a teacher before she became a writer.
- (...) you (...) (finish) your dinner before you watched the match? Had ... finished
- (...) you ever (...) (read) a play before? Had ... read
- I (...) (buy) a new laptop before I started the new school. 'd bought
- They were worried because Jake (...) (not arrive). hadn't arrived
- The teenagers (...) (not learn) any Chinese before they went to Beijing. hadn't learned

- 2 ●● Choose the correct option.

- I arrived very late at the café, so my friends had already left / already left.
- Wendy did / had done a lot of revision before she did the exam.
- He had waited / waited for an hour before the bus arrived.
- My parents had left for work before I got up / had got up.
- I had read the novel before, so I knew / had known the story.
- They were hungry because they haven't had / hadn't had breakfast.

- 3 ●● Complete the sentences. Use a Past Simple and a Past Perfect form in each sentence.

- She had studied (study) Portuguese for a year before she (...) (move) to Lisbon. moved
- I (...) (want) to go to Berlin because I (...) (never/be) there before. wanted, had never been
- By the time we (...) (get) to the shop, it (...) (close). got, had closed
- We (...) (not be) to a concert before, so we (...) (decide) to buy tickets. hadn't been, decided
- After they (...) (see) the menu, they (...) (order) their meals. had seen, ordered
- I (...) (already/get) on the train when they (...) (make) the announcement. 'd already got, made

- 4 ●●● Write five sentences about what you had or hadn't achieved before you were eight years old.

I had learned to write before I was eight years old.

Comparatives and superlatives

Exercise 1

big - bigger - the biggest
dramatic - more dramatic - the most dramatic
dry - drier - the driest
heavy - heavier - the heaviest
large - larger - the largest
sad - sadder - the saddest
strange - stranger - the strangest

Comparatives and superlatives

Exercise 4

- This is the best ice cream in the city.
- Sweden isn't as warm as Spain.
- Travelling is more exciting than staying at home.
- This car isn't big enough for all our luggage.

Unit
5

Future forms

Will

I think she **will win** the race tomorrow. She **won't lose**.
Wait, I **will help** you.

Be going to

I **am going to learn** to surf this summer.
The score is 5-0 to Chelsea. Chelsea **is going to win**.

Present Continuous

I **am meeting** Ben this afternoon.
We **are** having a party on Saturday. Do you want to come?

Present Simple

The volleyball game **starts** at 3 o'clock.

Use

- We use *will* for predictions or decisions made at the moment of speaking.
I don't think he'll win the competition.
A: I'm too tired to make the dinner.
B: It's OK, I'll do it.
- We use *be going to* for plans and intentions, and for predictions based on things we know now.
I'm going to take up kayaking.
Look at the sky: it's going to rain.
- We use the Present Continuous to talk about fixed arrangements.
We're having a competition next month.
- We use the Present Simple to talk about timetables and schedules.
My basketball training starts in October.

Future Continuous

+	I/You/He/She/We/They will be sailing in the Mediterranean in August.	
-	I/You/He/She/We/They won't be studying for exams in two weeks' time.	
?	Will I/you/he/she/we/they be watching TV at 10 p.m. this evening?	Yes, I/you/he/she/we/they will . No, I/you/he/she/we/they won't .
	When will you be travelling ?	

Use

- We use the Future Continuous to talk about actions that will be in progress at a specific moment in the future.
Alex will be running a marathon tomorrow.

Forma

- To form the affirmative, we use *will + be + the -ing form of the main verb*.
She will be sunbathing on a beach next month.
- To form the negative, we use *won't + be + the -ing form of the main verb*.
I won't be studying this afternoon.
- The word order changes in questions: *Will + subject + be + the -ing form of the main verb*.
Will you be driving at 5 p.m.?
- In short answers we do not repeat the main verb. We only use *will/won't*.
A: Will they be working hard?
B: Yes, they will./No, they won't.
- We use time expressions with the Future Continuous, such as *in ten minutes' time/a week's time/five years' time/the future*, at 6.45 this evening/midnight/10 a.m. tomorrow.
In a week's time, Fiona will be skiing.

Unit 5

Future forms

1 ● Choose the correct option.

- I'm going to buy* / *I'll buy* a new tennis racket, so I'm looking for some offers on eBay.
- No, I'm sorry. I can't visit you on Tuesday evening. *I'm having* / *I'll have* guests.
- Look at Susan! She looks really tired. She *isn't going to finish* / *doesn't finish* the race.
- Bob, I've arranged an interview with Newsweek. They *are coming* / *are going to come* tomorrow at 6.30.
- A: I'm starving.
B: *I'm going to make* / *I'll make* you a snack.

2 ●● Complete the questions with these words.

going (x2) having meeting start will (x2)

- What do you think the weather **will** be like tomorrow?
- Are you (...) to get a summer job during the holidays? **going**
- Are you (...) any extra-curricular classes tomorrow? **having**
- In our school, all extra-curricular classes (...) in October. **start**
- Are you (...) your friends tonight? **meeting**
- Do you think people (...) read books in the future? **will**
- Are you (...) to organise a birthday party? **going**

3 ●● Complete the sentences with the future form of the verbs in brackets.

- The train **leaves** (leave) in ten minutes.
- Look at those clouds! There (...) (be) a storm. **'s going to be**
- I (...) (have) lunch at my grandma's house tomorrow. **'m having**
- The temperatures (...) (be) hotter in the future. **will be**

4 ●● Answer these questions.

- What will happen in your country in the future?
- Here's fifty euros. What will you spend it on?
- What are you going to do this summer?
- What are you doing this evening?
- When does the next school term start?

5 ●●● Write five sentences about your plans and arrangements for the next few days.

I'm meeting Colin on Friday. I'll ring him later.

Future Continuous

1 ● Choose the correct option.

- This time next week, they **will be driving** / **are going to be driving** to Portugal
- What you **will** / **will you** be doing this time tomorrow?
- Don't call me at four o'clock. **I'll be having** / **I'll have** a siesta.
- She **isn't** / **won't be** going out tonight. She has an exam tomorrow.
- Will you** / **You will** be seeing Sharon this evening?

2 ●● Order the words to make sentences and questions.

- be / Rome / flying / will / she / to / .
She will be flying to Rome.
- doing / be / you / will / what / ?
- be / studying / exams / I / for / won't / .
- will / they / in / Mediterranean / be / the / swimming / .

3 ●● Complete the dialogues with the Future Continuous form of the verbs in brackets.

- A: **Will you be meeting** (meet) Ana at 1 p.m.
B: Yes, I (...) (wait) for her at the bus station.
- A: (...) your mum (...) (come) to the school play this afternoon?
B: No, she won't. She (...) (work).
- I (...) (not go) to the tennis club this weekend. I (...) (stay) at home for my brother's birthday.
- A: (...) you (...) (come) to the cinema later?
B: Sorry. I (...) (revise) for my exams.

4 ●● Use the prompts to write sentences and questions in the Future Continuous.

- he / take / his final exams / in July / .
He'll be taking his final exams in July.
- this time tomorrow / she / not work / .
- at 9 o'clock this evening / I / watch TV / .
- they / have / lunch / at 3 o'clock / ?
- in two years' time / we / live / in New York / .
- what time / they / leave / tomorrow / ?

5 ●●● What will you be doing next year? Write five sentences using the Future Continuous.

*I will be studying at this school.
I won't be studying Chemistry.*

Future Continuous

Exercise 2

- What will you be doing?
- I won't be studying for exams.
- They will be swimming in the Mediterranean.

Future Continuous

Exercise 3

- I'll be waiting
- Will ... be coming, 'I'll be working
- won't be going, 'I'll be staying
- Will ... be coming, 'I'll be revising

Future Continuous

Exercise 4

- This time tomorrow, she won't be working.
- At 9 o'clock this evening, I'll be watching TV.
- Will they be having lunch at 3 o'clock?
- In two years' time, we'll be living in New York.
- What time will they be leaving tomorrow?

Unit 6

Present and Past Simple Passive

Present Simple Passive

+	This detective is known all over the world. The stories are read by children and adults.				
-	Sherlock's flat isn't located in Manchester. Those words aren't used by Holmes.				
?	<table border="0"> <tr> <td>Is this detective known in your country?</td><td>Yes, he/she is./ No, he/she isn't.</td></tr> <tr> <td>Are the stories read by adults?</td><td>Yes, they are./ No, they aren't.</td></tr> </table>	Is this detective known in your country?	Yes, he/she is ./ No, he/she isn't .	Are the stories read by adults?	Yes, they are ./ No, they aren't .
Is this detective known in your country?	Yes, he/she is ./ No, he/she isn't .				
Are the stories read by adults?	Yes, they are ./ No, they aren't .				
	Where are these security cameras made ?				

Past Simple Passive

+	The first story was published in 1887. The detective stories were written by a British author.				
-	That quote wasn't used by Sherlock Holmes. The criminals weren't caught .				
?	<table border="0"> <tr> <td>Was the film made in Hollywood?</td><td>Yes, it was./ No, it wasn't.</td></tr> <tr> <td>Were the books published last year?</td><td>Yes, they were./ No, they weren't.</td></tr> </table>	Was the film made in Hollywood?	Yes, it was ./ No, it wasn't .	Were the books published last year?	Yes, they were ./ No, they weren't .
Was the film made in Hollywood?	Yes, it was ./ No, it wasn't .				
Were the books published last year?	Yes, they were ./ No, they weren't .				
	When were they published ?				

Use

- We use the passive when we don't know who does/did the action that we are talking about or we think that the action is more important than who does/did it.
*These cars **are made** in Germany.*
*The car **was stolen** yesterday.*

Form

- We form the Present Simple Passive with *am/is/are* + past participle.
*The play **is based** on Agatha Christie's crime novel.*
*Shoplifters **aren't always caught**.*
*Where **is this made**?*
- We form the Past Simple Passive with *was/were* + past participle.
*The witness **was interviewed** yesterday.*
*He **wasn't found** guilty.*
*When **were the criminals arrested**?*
- If we want to say or ask who did the action, we use *by*.
*Shoplifters **aren't always caught by** store owners.*
*The witness **was interviewed by** Detective Bower.*
*Who **was the photo taken by**?*

- In short answers we do not repeat the main verb. We only use the corresponding form of the verb *to be*.
A: Are the clothes made here?
B: Yes, they are./No, they aren't.

Defining and non-defining relative clauses

Defining relative clauses

The man **who/that** moved to Park Street is called Frank.
Molly lives in a house **which/that** is a hundred years old.
That's the café **where** the children often buy ice cream.

Non-defining relative clauses

Frank, **who** moved to Park Street, has got a cat.
Molly's house, **which** has a tree in the garden, is old.
There's a café in the street, **where** we buy ice cream.

Use

- We use defining relative clauses to refer to or give essential information about people, things and places.
*He's the boy **who is dating** my sister.*
*We visited Hyde Park, **which is close to** Buckingham Palace.*
- With defining relative clauses, the information we give is important and necessary. The sentence is not complete without it.
*I've just seen a man **who lives on** my street.*
- With non-defining relative clauses, we give extra information. This information is not essential to identify the person, thing or place we are talking about. The sentence is still complete without it.
*Mr Davies, **who's my English teacher**, lives on our street.*
*We saw Arrival, **which is my favourite** film.*
*He comes from Cornwall, **where my mum grew up**.*

Form

- We use *who* to define people, *which* to define animals or things and *where* to define places.
*This is the hospital **where I was born**.*
- In defining relative clauses, we can use *that* instead of *who* and *which*.
*This is the woman **that asked about** you.*
*I ate the sandwich **that was in** the fridge.*
- We use commas to separate the non-defining relative clause from the main clause.
*Maria Kennel, **who lives next door**, is in my class.*

Unit 6

Present and Past Simple Passive

1 ● Choose the correct option.

- He ~~are~~ **is** punished at school.
- The shoplifters ~~was~~ **were** caught by the police.
- The tickets aren't ~~sell~~ **sold** online.
- The shoplifters ~~were~~ **found** / **find** guilty.
- The story ~~are~~ **is** based on a novel.
- The book ~~was~~ **were** published by Pearson.

2 ●● Complete the second sentence so that it means the same as the first sentence.

- Someone damaged the school gate last night.
The school gate **was damaged last night.**
- Nobody uses CCTV cameras just for fun.
CCTV cameras (...). **aren't used just for fun**
- Nobody saw the suspect in Hyde Park on Sunday.
The suspect (...). **wasn't seen in Hyde Park on Sunday**
- Did the police chase the robbers?
Were (...)? **the robbers chased by the police**
- Do people find fingerprints on food as well?
Are (...)? **fingerprints found on food as well**
- Someone stole my aunt's bag.
My aunt's bag (...). **was stolen**

3 ●●● Complete the text with these words.

is based is sold was published wasn't completed
wasn't written were published were written

Millenium is a series of best-selling Swedish crime novels. They ¹ **were written** by Stieg Larsson, who created two fantastic characters, the rebellious hacker Lisbeth Salander and the curious journalist Mikael Blomkvist. Because of Larsson's sudden death in 2004, the series ² (...). Only three books of the series ³ (...) out of ten planned. The first book, *The Girl with the Dragon Tattoo*, ⁴ (...) in 2005, after Larsson's death. The series ⁵ (...) in over fifty countries. In 2015, a new book in the series appeared. It ⁶ (...) by Larsson but by David Lagercrantz, a Swedish author and crime journalist. The book ⁷ (...) on Larsson's characters and ideas in his novels.

² **wasn't completed** ³ **were published** ⁴ **was published**
⁵ **is sold** ⁶ **wasn't written** ⁷ **is based**

Defining and non-defining relative clauses

1 ● Choose the correct option.

- He's the man ~~which~~ **who** lives in my street.
- That's the restaurant ~~where~~ **which** I like.
- That's the song ~~which~~ **who** I downloaded.
- This is the woman ~~that~~ **where** asked about you.
- That's the book ~~who~~ **which** I read.
- It's the town ~~which~~ **where** I was born.

2 ●● Complete the sentences with *who*, *which* or *where*.

- That's the hospital **where** I was born.
- What's the name of the teacher (...) taught you in Year 1? **who**
- What's the title of the film (...) you went to see at the cinema? **which**
- What's the name of the person (...) taught you to sail? **who**
- What's the name of the park (...) the picnic is going to take place? **where**

3 ●●● Combine the sentences using relative clauses with *who*, *which* or *where*. Add commas where necessary. In which sentences can you use *that*?

- At my brother's wedding, I met a lady. She used to know my great-grandmother.
At my brother's wedding, I met a lady who/that used to know my great-grandmother.
- She told me a lot of things. I had no idea about them.
- My great-grandmother lived in a village near Edinburgh. Edinburgh is the capital of Scotland.
- The lady told me about an old house. My great-grandmother lived there.
- She had Shetland ponies. She often rode them.

4 ●●● Write definitions for these places, things and people. Use defining relative clauses.

- A theatre
It is a place where you can see plays.
- A washing machine
- Zav Efron
- A supermarket
- Rosalía

Defining and non-defining relative clauses

Exercise 3

- She told me a lot of things which/that I had no idea about.
- My great-grandmother lived in a village near Edinburgh, which is the capital of Scotland.
- The lady told me about a house where my great-grandmother lived.
- She had Shetland ponies which/that she often rode.

Defining and non-defining relative clauses

Exercise 4

Suggested answers:

- It's a machine which washes clothes.
- He's an actor who stars in Hollywood films.
- It's a place where you can buy groceries.
- She's a singer who sings R&B.

Unit
7

First and Second Conditionals

First Conditional

Present Simple If you talk to your friends,	will + verb you 'll feel better.
---	--

will + verb You 'll feel better	Present Simple if you talk to your friends.
---	---

Second Conditional

Past Simple If I had some money,	would + verb I would buy a new bike.
--	--

would + verb I would buy a new bike	Past Simple if I had some money.
---	--

What **would** you **do** if you **were** me?

Use

- We use the First Conditional to talk about the consequence of a possible future action or situation.
If I don't tell my parents, they'll be worried.
- We use the Second Conditional to talk about the consequences of imaginary actions and situations in the present or future.
If I had a brother, I'd share my room with him.

Form

- To form First Conditional sentences, we use *if* + subject + Present Simple for the possible future action/situation and *will/won't* + infinitive for the consequences.
If you don't hurry up, we'll miss the bus.
- To form Second Conditional sentences, we use *if* + subject + Past Simple for the imaginary present or future action/situation and *would/wouldn't* + infinitive for the consequences.
If the weather was good, we'd go swimming.
- We can put the *if* clause at the beginning of the sentence or at the end. When *if* begins a sentence, we add a comma. When *if* is at the end of the sentence, we don't use a comma.
We'll miss the bus if you don't hurry up.
If we don't hurry up, we'll miss the bus.

unless

You will fail the exam	unless you study harder.
-------------------------------	--

Unless you study harder,	you won't pass the exam.
--	---------------------------------

I wouldn't tell you this	unless I trusted you.
---------------------------------	-------------------------------------

Unless I trusted you,	I wouldn't tell you this.
-------------------------------------	----------------------------------

Use

- We can use *unless* in First and Second Conditional sentences. It means 'if not'.
Jack will be sad unless I invite him to the party.
Unless I was taller, I wouldn't join the basketball team.

Third Conditional

Past Perfect If I had known ,	would have + past participle I wouldn't have drunk the water.
---	---

would have + past participle I would have got lost	Past Perfect if I hadn't taken a compass.
--	---

What **would have happened** if they **hadn't packed** matches and a compass?

Use

- We use the Third Conditional to talk about the hypothetical consequences of past actions or situations that didn't happen.
If I had known you were coming, I wouldn't have gone out. (I didn't know you were coming. I went out.)

Form

- To form Third Conditional sentences, we use *if* + subject + Past Perfect for the past action or situation that didn't happen and *would have/wouldn't have* + past participle for the hypothetical consequence.
If you had been more careful, you wouldn't have broken the window.
- We can put the *if*-clause at the beginning of the sentence or at the end. When the *if*-clause begins a sentence, we add a comma at the end of the clause. When the *if*-clause is the second one, we don't use a comma.
You wouldn't have broken the window if you had been more careful.

Unit 7

First and Second Conditionals | unless

- Read the sentences. Choose a) First Conditional or b) Second Conditional.
 - I would buy a bike if I had some money. a (b)
 - They will love your song if you play it. (a) b
 - What would you do if you saw a fire? a (b)
 - If I were you, I'd go and see the head teacher. a (b)
 - If I see Jenny, I'll invite her to the party. (a) b
- Complete the First Conditional sentences with the correct form of the verbs in brackets.
 - We **won't go** (go) skiing if it **snows** (snow).
 - I (...) (show) her some skateboarding tricks when she (...) (come) round. **'ll show, comes**
 - Your team (...) (lose) the volleyball match if they (...) (not change) a few players. **will lose, don't change**
 - If the train (...) (not be) late, the footballers (...) (arrive) at Brighton at 5 p.m. **isn't late, will arrive**
- Complete the Second Conditional sentences with the correct form of the verbs in brackets.
A good friend:
 - would help** (help) me if I **were** (be) in trouble.
 - (...) (give) me some money if I (...) (not have) any.
 - (...) (buy) me some medicine if I (...) (be) ill.
 - (...) (not be) angry with me if I (...) (do) something wrong.
 - (...) (not complain) if I (...) (not be) in a good mood.
- Rewrite the sentences. Use *if* or *unless*.
 - You won't get better unless you practise.
You'll get better if you practise.
 - They wouldn't be angry unless they had a good reason. **would you have said, 'd seen**
 - Unless Joe feels better, he won't come to the barbecue.
 - They won't invite her to the party unless she apologises.
 - If I didn't need your help, I wouldn't ask you.
- What would you do if you had these amounts of money? Write three to five sentences.

one hundred euros ten thousand euros
 one million euros

*If I had one hundred euros, I wouldn't spend it.
I would put it in the bank.*

Third Conditional

- Read the sentences. Choose a) Second Conditional or b) Third Conditional.
 - If I were you, I'd buy new headphones. (a) b
 - If I had known, I would have bought you a present. a (b)
 - I wouldn't have missed the show if I had arrived earlier. a (b)
 - She wouldn't spend the money if she won the lottery. (a) b
 - They would have enjoyed the film if they had seen it. a (b)
 - What would you do if you saw a ghost? (a) b
- Choose the correct option.
 - I wouldn't have called you, if I **(had)** *would have* known you were busy.
 - What would you **(have)** *had* done if you had seen the fire?
 - She **(wouldn't)** *hadn't* have eaten that cake if she had known it was yours.
 - If I **(have)** *(had)* remembered my wallet, I would have bought the shoes.
 - If I had put on my alarm, I **(wouldn't have)** *hadn't* slept until 11 a.m.
 - We would have visited the Prado Museum if we **(had had)** *would have* more time.
- Complete the Third Conditional sentences with the correct form of the verbs in brackets.
 - I **'d have passed** (pass) the exam if I **had worked** (work) harder.
 - He (...) (catch) his flight if he (...) (take) a taxi to the airport. **would have caught, had taken**
 - If I (...) (not study) music, I (...) (not become) a violinist. **hadn't studied, wouldn't have become**
 - If you (...) (follow) the instructions, the **'d followed** experiment (...) (work). **would have worked**
 - What (...) (you/say) if you (...) (see) him?
 - If I (...) (not help) you, who (...) (you/ask)? **hadn't helped, would you have asked**
- Write about yourself. Write sentences with these words in the conditional form indicated in brackets.

see my friend (First Conditional)
 find a phone in the street (Second Conditional)
 know about the party (Third Conditional)

If I see my best friend, I'll tell her my news.

First and Second Conditionals | unless

Exercise 3

- would give, didn't have
- would buy, was/were
- wouldn't be, did
- wouldn't complain, wasn't

First and Second Conditionals | unless

Exercise 4

- They wouldn't be angry if they didn't have a good reason.
- If Joe feels better, he will come to the barbecue.
- If she doesn't apologise, they won't invite her to the party.
- I wouldn't ask you unless I needed your help.

Unit
8Modal verbs: *must, have to, should, ought to*

Obligation and prohibition

You **must take** your passport.
 You **mustn't be** late for the flight.
 You **have to pack** warm clothes.

Advice

You **should/shouldn't take** a big suitcase.
 You **ought to go** to the airport.

Lack of obligation

They **don't have to go** by car.

Use

- We use *must* and *have to* to express obligation. We use *must* when the speaker feels that something is obligatory. We use *have to* to express obligation when there is a rule or because another person says so (e.g. a teacher, a manager).
I must go now. I don't want to be late.
We have to wear a uniform at school.
- We use *mustn't* to express prohibition.
You mustn't use your mobile phone during the flight.
- We use *should/shouldn't* and *ought to* to give advice. The negative form of *ought to* is not very common.
You should/shouldn't take the train.
You ought to pack your bag now.
- To say that something is not obligatory, we use *don't/doesn't have to*.
She doesn't have to work in July.

Form

- Must, should* and *ought to* are modal verbs. They have the same form in all persons, singular and plural. To form questions, we use inversion. We don't normally use *ought to* in questions.
She must/should/ought to leave now.
Must/Should we leave now?
You mustn't/shouldn't leave now.
- Have to* has different forms (*I/you/we/they have to; he/she/it has to*). To form questions and negative sentences, we use *do/does* and *don't/doesn't*.
You have to wait here.
She doesn't have to work hard.
Do we have to go now?

Modal verbs: *must, can't, could, may/might* (speculation)*must* + infinitive

It **must be** cold outside. People are in jackets.

can't + infinitive

That **can't be** our tent. It's the wrong colour.

could/might/may + infinitive

It **might be** difficult to travel with that suitcase because it's very big.

Use

- We can use the modal verbs *must, can't* and *could, may/might* to speculate about the present or future. We use:
 - must* when we strongly believe that something is true.
She must feel exhausted after the trip. (= I'm sure she feels exhausted.)
 - can't* when we strongly believe that something is not true or possible.
This rucksack can't weigh more than ten kilos – it's so small! (= I'm sure it doesn't weigh more than ten kilos.)
 - may/might* or *could* when we think that something is possibly true.
It may/might/could be cold at night in the mountains. (= It's possible that it's cold.)

Unit 8

Modal verbs: *must, have to, should, ought to*

1 ● Match 1–6 with a–f to make sentences.

- | | |
|---------------------------|---------------------|
| 1 I must go now. <i>e</i> | 4 We don't <i>b</i> |
| 2 You ought <i>d</i> | 5 She has <i>c</i> |
| 3 You shouldn't <i>f</i> | 6 Do we <i>a</i> |

- a have to pack now?
 b have to pack a coat. It's not cold there.
 c to apply for a visa to go to Russia.
 d to pack your case now.
 e I don't want to be late.
 f take the train at night. It's dangerous.

2 ●● Complete the second sentence so that it means the same as the first sentence. Use the verbs in brackets.

- Wearing suits and white shirts is obligatory in Joanna's office.
 Joanna *has to wear suits and white shirts* in the office. (has)
- Is it a good idea for us to check out before breakfast? *Should we check out* (...) before breakfast? (should)
- Don't take your passport. It's not necessary. You (...) passport. (have) *don't have to take your*
- You should buy new sunglasses. You (...) new sunglasses. (ought) *ought to buy*
- Smoking is forbidden at the airport. You (...) at the airport. (mustn't) *mustn't smoke*
- Is it necessary for Sue to take a sleeping bag? (...) a sleeping bag? (has) *Does Sue have to take*

3 ●● Choose the correct option.

- We *(must)* / *ought* leave now if we want to arrive on time.
- You *(ought)* / *should* to call your grandma more often.
- You *have to* / *(should)* read this book if you have time.
- They *oughtn't to* / *(shouldn't)* beat too much before the race.
- Has *(Must)* he go to the hospital?

4 ●●● A new student has just joined your school. Write five sentences to give him or her some advice and information about school rules. Use modal verbs from Exercises 1 and 2. *You must arrive on time.*

Modal verbs: *must, can't, could, may/might* (speculation)

1 ● Complete the dialogues with these words.

can't might ~~must~~

- A: Look at him! He ¹ *must* be exhausted!
 B: Oh, yes! He ² (...) be an experienced cyclist! *can't*
 Look at his rucksack! It's weird!
 A: Yeah. He ³ (...) be an artist or something. *might*

can't could ~~must~~

- A: The water ⁴ (...) be freezing! Look, nobody's *must* swimming.
 B: No, it ⁵ (...) be freezing, not with this sunny *can't* weather. The water is always quite warm here.
 A: I'm not going in, anyway. It ⁶ (...) be muddy or *could* full of seaweed.

2 ●● Rewrite the sentences with modal verbs from Exercise 1. Sometimes more than one answer is possible.

- Here's his telephone number, but it *might* be an old one.
- The instructions are on the table. I left them there a minute ago.
 The instructions (...) be on the table. I left *must* them there a minute ago.
- I'm not sure who this bike belongs to. It (...) be Peter's. *may/might/could*
- Henry thinks this is your ring, but your ring is on your finger.
 This (...) be your ring because yours is on your finger. *can't*
- I'm sure this is the right street because there are lots of shops.
 This (...) be the right street because there are lots of shops. *must*
- Susan looks very serious. Perhaps she's angry with us.
 Susan looks very serious. She (...) be angry with us. *may/might/could*

3 ●● There is a large black box in the middle of your classroom. Write four sentences to speculate what the box is and what could be inside it.

*The box could be a present for our class.
 There might be a computer inside it.*

Unit
9

Reported speech: statements

Present Simple	Past Simple
'I'm OK,' he said.	He said (that) he was OK.
Present Continuous	Past Continuous
'I'm studying for a test,' he said.	He said (that) he was studying for a test.

Use

- We use reported speech to say what someone has said.

Form

- When we report someone's words we use *said* or *told*.
'I'm tired,' he told me. → He told me/He said (that) he was tired.
- We change the pronouns and possessive adjectives.
'We're waiting for our friends,' they said. → They said (that) they were waiting for their friends.
- We change the tense of the main verb in this way:
 - Present Simple - Past Simple.
'I want to study Biology,' she said. → She said (that) she wanted to study Biology.
 - Present Continuous - Past Continuous.
'I'm working on my project,' he said. → He said (that) he was working on his project.

Word order in questions

Yes/No questions

It is interesting. → Is it interesting?

She has finished her exams. → Has she finished her exams?

We saw the presentation. → Did you see the presentation?

Wh- questions

Why are you crying?

Why do you work so hard?

Subject questions

A: Who played with you? B: Oliver played with me.

A: Who played basketball? B: Emma played basketball.

Object questions

A: Who did you play with? B: I played with Oliver.

A: What did Emma play? B: Emma played basketball.

Form

- Yes/No questions:** They begin with an auxiliary verb (e.g. *be, do, have*) or a modal verb (e.g. *can, should*). To form questions, we use inversion: we put the auxiliary/modal verb before the subject.
He is talented. → *Is he talented?*
He can help us. → *Can he help us?*
- With verb forms that already have an auxiliary verb (e.g. Present and Past Continuous, Present Perfect, *be going to, will*), we simply change the order of the subject and the auxiliary.
They're leaving. → *Are they leaving?*
She's going to stay. → *Is she going to stay?*
- With the Present and Past Simple, we add an auxiliary verb (*do/does, did*) and use the infinitive of the main verb to form the question.
He studies abroad. → *Does he study abroad?*
They passed the test. → *Did they pass the test?*
- Wh- questions:** They begin with a question word (e.g. *what, where, when, how*). After the question word, the word order is the same as in yes/no questions.
They are going to the park. → *Where are they going?*
He bought a laptop. → *What did he buy?*
- Subject questions:** Questions with *who* or *what* can be about the subject or object of the answer. When they are about the subject, we use the same word order as in affirmative sentences. We don't use auxiliary verbs. Compare:
Who saw David? → *Nick saw David.* (Our question is about Nick. Nick is the subject.)
Who did Nick see? → *Nick saw David.* (Our question is about David. David is the object.)

Unit 9

Reported speech: statements

1 ● Choose the correct option.

- 'I'm having an English test.'
He *said* / *told* me he was having an English test.
- 'Mick likes giving class presentations,' Jack said.
Jack told me that Mick *like* / *liked* giving oral presentations.
- 'We're having an exam,' said Jake.
Jake said that they *were* / *are* having an exam.
- 'She loves Maths.'
Jess *told* / *said* that she loved Maths.
- 'I have a lot of tests at school,' said Mary.
Mary said that *she* / *I* had a lot of tests at school.

2 ●● Complete the reported statements.

- 'I'm writing an essay,' Ken said.
Ken said that he *was writing* an essay.
- 'We don't have to wear a uniform at my school,' Mia said. *didn't have to wear*
Mia said that they (...) a uniform at her school.
- 'We want to start a school debating club,' the students said.
The students said that they (...) to start a school debating club. *wanted*
- 'My Geography teacher gives me a lot of homework,' Ollie said.
Ollie said his Geography teacher (...) him a lot of homework. *gave*
- 'I'm never late for class,' Nadia said.
Nadia said that she (...) never late for class. *was*

3 ●● Rewrite the sentences in direct speech.

- Fred said he needed help with his homework.
'I need help with my homework,' Fred said.
- Mr Green said lessons always started at 9.00.
'(...),' Mr Green said.
- Pete and Anna said they were thinking about joining the theatre club.
'(...),' Pete and Anna said.
- I said I didn't know what was for homework.
'(...),' I said.
- Jim said he was making a vlog about his town.
'(...),' Jim said.

4 ●●● Think about some people you know. Report what they have told or said to you recently. Write five reported statements. *My friend Pilar said she was doing a history project about the French Revolution.*

Word order in questions

1 ● Look at the questions 1–6 and match them to the question types a–f.

- Has Tom revised for the exam? *b*
- Was the practical exam difficult? *c*
- Who did you study with last night? *f*
- Why did you decide to study Drama? *d*
- Who likes general knowledge questions? *e*
- Can you help me with this Maths problem? *a*

- a question that uses a modal auxiliary verb
- a question that uses the auxiliary verb *have*
- a question that uses the auxiliary verb *be*
- Wh- question
- Subject question
- Object question

2 ●● Order the words to make questions.

- do / most useful / what / subjects / you / find / ?
What subjects do you find most useful?
- last month / you / how many / take / tests / did / ?
How many tests did you take last month?
- doing / at 5 p.m. / yesterday / what / you / were / ?
What were you doing yesterday at 5 p.m.?
- any homework / you / to / are / do / this evening / going / ?
Are you going to do any homework this evening?
- cheated / in a test / you / have / ever / ?
Have you ever cheated in a test?

3 ●● Write answers to the questions in Exercise 2.

- I find IT and Languages most useful.*

4 ● Write two questions for each answer. Use the question words in brackets.

- My dad has bought me a new tablet. (who, what)
Who has bought you a new tablet?
What has your dad bought you?
- Jessica is going to take a French exam next week. (who, when)
2 Who is going to take a French exam next week?
When is Jessica going to take a French exam?
- Mark wants to study in Belgium. (who, where)
3 Who wants to study in Belgium? Where does Mark want to study?
- The accident happened in the Science lab. (what, where)
4 What happened in the Science lab? Where did the accident happen?
- Emily won the writing competition. (who, what)
5 Who won the writing competition? What did Emily win?

Reported speech: statements

Exercise 3

- Lessons always start at 9.00.
- We're thinking about joining the theatre club.
- I don't know what is for homework.
- I'm making a vlog about my town.

Starter Unit

The phonetic alphabet

- 1 10.01 Listen and repeat the consonants, vowels and diphthongs.

Consonants

Symbol	Example
/p/	<i>park</i>
/b/	<i>big</i>
/t/	<i>talk</i>
/d/	<i>dog</i>
/k/	<i>car</i>
/g/	<i>good</i>
/tʃ/	<i>chair</i>
/dʒ/	<i>jump</i>
/f/	<i>fly</i>
/v/	<i>video</i>
/θ/	<i>three</i>
/ð/	<i>they</i>
/s/	<i>swim</i>
/z/	<i>zoo</i>
/ʃ/	<i>shop</i>
/ʒ/	<i>television</i>
/h/	<i>hot</i>
/m/	<i>meet</i>
/n/	<i>new</i>
/ŋ/	<i>sing</i>
/l/	<i>laptop</i>
/r/	<i>room</i>
/j/	<i>yellow</i>
/w/	<i>watch</i>

Vowels

Symbol	Example
/ɪ/	<i>insect</i>
/e/	<i>leg</i>
/æ/	<i>ham</i>
/ɒ/	<i>online</i>
/ʌ/	<i>jumper</i>
/ʊ/	<i>put</i>
/i:/	<i>eat</i>
/u:/	<i>boot</i>
/ɑ:/	<i>arm</i>
/ɔ:/	<i>warm</i>
/ɜ:/	<i>work</i>
/ɪ/	<i>dirty</i>
/ə/	<i>answer</i>

Diphthongs

Symbol	Example
/eɪ/	<i>sail</i>
/aɪ/	<i>my</i>
/ɔɪ/	<i>boy</i>
/əʊ/	<i>phone</i>
/aʊ/	<i>now</i>
/ɪə/	<i>hear</i>
/eə/	<i>hair</i>
/ʊə/	<i>tour</i>

- 2 Say the words and write them in the English alphabet.

- | | |
|-----------------------------|---------------------------------|
| 1 /'kʌbəd/ <i>cupboard</i> | 5 /pə'lɪtʃən/ <i>politician</i> |
| 2 /'ɪərɪŋz/ <i>earrings</i> | 6 /'gærɪdʒ/ <i>garage</i> |
| 3 /'dʒækɪt/ <i>jacket</i> | 7 /ɪk'saɪtɪŋ/ <i>exciting</i> |
| 4 /ə'noɪd/ <i>annoyed</i> | 8 /'tɜ:kɪʃ/ <i>Turkish</i> |

- 3 Write the words in the phonetic alphabet. Then check in a dictionary.

- | | |
|---------------------------|--------------------------|
| 1 bathroom /'bɑ:θru:m/ | 5 Chinese /tʃaɪni:z/ |
| 2 frightened /'fraɪnd/ | 6 Germany /'dʒɜ:(r)məni/ |
| 3 hairdresser /'headresə/ | 7 hoodie /'hudi/ |
| 4 Polish /'pɒlɪʃ/ | 8 watch /wɒtʃ/ |

Unit 1

Three-syllable words

Three-syllable words

- Three-syllable words can have the stress on the first, second or third syllable:
 STRONG weak weak (O o o) *interesting*
 weak STRONG weak (o O o) *important*
 weak weak STRONG (o o O) *understand*

- 1 10.02 Study the Pronunciation box. Listen to the stress in three-syllable words.

- 2 10.03 Copy the table. Listen and complete with the correct word stress.

~~afternoon~~ assistant dangerous essential everyday
 excellent impression internet terrible virtual

O o o	o O o	o o O
<i>dangerous,</i> <i>excellent, internet,</i> <i>terrible, virtual</i>	<i>assistant,</i> <i>essential,</i> <i>impression</i>	<i>afternoon</i> <i>everyday</i>

The /s/ and /z/ sounds

- 3 10.04 Copy the table. Listen and complete with the correct pronunciation of the final letter -s.

apps blogs evenings gadgets links minutes
 months passwords photos speakers

/s/	/z/
<i>apps</i> <i>gadgets, links,</i> <i>minutes, months</i>	<i>blogs, evenings,</i> <i>passwords, photos,</i> <i>speakers</i>

Unit 2

Word linking

Word linking

When we speak, words join together in sentences and do not sound the same as when we say them individually.

- A consonant sound at the end of a word links with the vowel sound beginning the next word:
mild_evening wild_animals
- When a word ends with the /i/ sound and the next word begins with a vowel sound, we add a /j/ sound to link them:
foggy_aj_afternoon really_j_icy

1 10.05 Study the Pronunciation box. Listen to how we link words.

2 10.06 Listen and repeat.

- open_air
- windy_afternoon
- sleep_outside
- warm_ocean
- special_adventure
- wet_autumn
- sunny_April
- totally_awesome

3 10.06 Listen again and repeat without looking at the phrases.

Word stress 1

4 10.07 Copy the sentences. Listen and underline the stressed words. What types of word are stressed?

- It was freezing in the park. *It was freezing in the park.*
- It was absolutely freezing in the park. *It was absolutely freezing in the park.*

5 10.08 In pairs, say the sentences with the correct stress. Listen, check and repeat.

- That test was really difficult.
- You're completely crazy.
- What a totally amazing party!
- The weather is absolutely boiling.
- I think he's very interesting.

Unit 3

/b/ versus /v/

/b/ versus /v/

- The /b/ sound is made by closing and opening your lips: *ban, berry, bet, boat*
- The /v/ sound is made by putting your top teeth over your bottom lip: *van, very, vet, vote*

1 10.09 Study the Pronunciation box. Listen to how we pronounce the /b/ and /v/ sounds.

2 10.10 Listen and repeat the word lists.

- | | | | |
|---|---------|------------|------------|
| 1 | very | berry | |
| 2 | berry | very | strawberry |
| 3 | beef | body | bones |
| 4 | very | never | ever |
| 5 | bitter | boiled | butter |
| 6 | vanilla | vegetarian | vinegar |

3 10.10 Listen again and repeat without looking at the lists.

The /ə/ sound

4 10.11 Listen to how we pronounce the weak /ə/ sound. Listen again and repeat.

/ə/ flavour, ingredient, pepper, potato, vanilla, vinegar

5 10.12 Copy the words. Underline the letters we pronounce as /ə/. Listen, check and repeat.

bakery bitter chocolate coconut melon salad
serious surprising tuna

Unit 4

The letter o

The letter o

The letter o is pronounced in different ways in different words. There is often a relationship between the spelling of a word and the pronunciation of o.

- Diphthong:
/əʊ/ *rose, so, no, note*
- Long:
/ɔ:/ *com, born, morning*
- Short:
/ɒ/ *top, hot, lot, comedy*
- Unstressed vowel:
/ə/ *actor, polite, produce (v)*

1 10.13 Study the Pronunciation box. Listen to how we pronounce the letter o.

2 10.14 Copy the table. Listen and complete with the correct pronunciation of the letter o.

clothes documentary episode opinion perform
produce (v) record romance song video

/əʊ/	/ɔ:/	/ɒ/	/ə/
<i>clothes</i> <i>episode,</i> <i>romance, video</i>	<i>perform,</i> <i>record</i>	<i>documentary,</i> <i>song</i>	<i>opinion,</i> <i>produce</i>

Word stress II

3 10.15 Copy the table and complete with the correct word stress. Listen, check and repeat.

action actor cartoon channel costume
download (v) effects fiction perform produce (v)
review (n/v)

O o	o O
<i>action</i> <i>actor, channel,</i> <i>costume, fiction</i>	<i>cartoon, download (v),</i> <i>effects,</i> <i>perform, produce (v),</i> <i>review (n/v)</i>

Unit 5

List intonation

List intonation

When we list items in a sentence, each item is spoken with a rising intonation. The final word, however, has a falling intonation to show that we have finished the list:

I like yoga, badminton and surfing.

1 10.16 Study the Pronunciation box. Listen to the intonation when we list items in a sentence.

2 10.17 Copy the sentences. Listen and complete with two sports.

- 1 She plays (...), (...) and tennis.
She plays basketball, baseball and tennis.
- 2 We love (...), (...) and ice hockey.
- 3 I'm into (...), (...) and sailing.
- 4 He doesn't like (...), (...) or gymnastics.
- 5 They're going (...), (...) and skiing.
- 6 You'll do (...), (...) and karate.

3 10.17 Listen again and repeat with rising intonation on the first two items in the list and falling intonation on the final item.

The /əʊ/, /eɪ/ and /i:/ sounds

4 10.18 Look at the highlighted vowels in each word. Do you think we say them as one syllable or two? Listen and check. *One syllable*

coach goal keep sailing team trainer

5 10.18 Copy the table. Listen again and complete with the correct pronunciation of the highlighted vowels in Exercise 4.

/əʊ/	/eɪ/	/i:/
<i>coach</i> <i>goal</i>	<i>sailing, trainer</i>	<i>keep, team</i>

Unit 6

Difficult consonant sounds

Consonant sounds

Notice the pronunciation of these consonant sounds:

/ʃ/ *sugar, shoplifter* /dʒ/ *jail, jump*
 /z/ *unusual, television* /θ/ *theft, birthday*
 /tʃ/ *chase, catch* /ð/ *this, these*

1 10.19 Study the Pronunciation box. Listen to how we pronounce difficult consonant sounds.

2 10.20 Copy the table. Listen and complete with the correct pronunciation of the underlined letters.

brother choice damage impatient judge
 punishment search thieves things unusual

/ʃ/	/z/	/tʃ/	/dʒ/	/θ/	/ð/
impatient, punishment	unusual	search, choice	damage, judge	thieves, things	brother

3 10.20 Listen again and repeat.

Word stress III

4 10.21 Copy the table. Underline the stressed syllable in each adjective. Listen, check and repeat.

positive adjective	negative adjective
happy	unhappy
legal	illegal
regular	irregular
comfortable	uncomfortable
possible	impossible
logical	illogical
patient	impatient

5 Look at the table in Exercise 4 and choose the correct option.

- Most prefixes are /aren't/ stressed.
- Most prefixes change /don't change/ word stress: the same / a different syllable of the adjective is stressed with and without the prefix.

Unit 7

Intonation in Conditionals and pronunciation of contractions

Conditionals and contractions

- When we begin a conditional sentence with an *if*-clause, our voice rises in the first clause and then falls in the second clause:

If you join a club, you'll make new friends.

If I had a stepbrother, we'd get on well.
- Notice the pronunciation of the contracted form of *would* or *had*: *I'd* /aɪd/, *you'd* /juːd/, *she'd* /ʃɪd/, *he'd* /hiːd/, *we'd* /wiːd/, *they'd* /ðeɪd/.
- The *i* in *would* is silent: /wʊd/. Also, notice the pronunciation of the negative form: *wouldn't* /wʊdn't/.

1 10.22 Study the Pronunciation box. Listen to how we pronounce conditional sentences.

2 10.23 Listen to the sentences. Then, repeat them with rising and falling intonation.

- If I'd got ready more quickly, I wouldn't have missed the bus.
- If my best friend moved away, I'd get upset.
- If she'd listened to her stepmother, they wouldn't have had an argument.
- If I were you, I'd deal with the problem now.
- If he gets that job, he'll move to London.
- If we'd known our great-grandparents, we would have asked them a lot of questions.

The /d/, /t/ and /ɪd/ sounds

3 10.24 Choose the correct option. Listen to the words and check.

- 'bored' has 1 syllable / 2 syllables.
- 'dressed' has 1 syllable / 2 syllables.
- 'married' has 2 syllables / 3 syllables.
 The '-d/-ed' ending is /is not/ pronounced as an extra syllable in these words.

4 10.25 Copy the table and complete with the correct pronunciation of the -d/-ed ending. Listen, check and repeat.

bored disappointed excited married related
 shared stressed

/d/	/t/	/ɪd/
bored married, shared	stressed	excited, disappointed, related

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Unit 8

Noun suffixes *-tion* and *-ture*

Noun suffixes *-tion* and *-ture*

- When a noun ends in *-tion*, the pronunciation is: /ʃn/ *accommodation, preparation, transportation, organisation*
- When a noun ends in *-ture*, the pronunciation is: /tʃə/ *culture, future, departure, temperature*

1 10.26 Study the Pronunciation box. Listen to how we pronounce two noun suffixes.

2 10.27 Copy the table. Listen and complete with the words you hear.

/ʃn/	/tʃə/
<i>information, obligation, reception, reservation, station</i>	<i>adventure, culture, furniture, nature, picture</i>

3 10.27 Listen again, check and repeat.

Stressed words in sentences

4 10.28 In sentences, we usually stress 'content' words like nouns, main verbs, adjectives and adverbs. We also stress negative words and most modals. Copy the sentences and underline the stressed words. Then listen, check and repeat.

- The children enjoyed the activity camp, but the weather was terrible.
- You mustn't forget to put your passport in your backpack.
- We booked a hotel with a view of the mountains.
- They should buy a return ticket; it's cheaper.
- It might be a good idea to make a reservation.
- Don't forget to take the map and the guidebook with you.

Unit 9

Long vowel sounds /ɑ:/ and /ɜ:/

/ɑ:/ and /ɜ:/

- Notice the pronunciation of the letters *a+r* in one-syllable words: /ɑ:/ *bar, car, hard*
- When the letters are *i+r, u+r, e+r, ea+r, o+r* in one-syllable words, the pronunciation is: /ɜ:/ *girl, turn, term*

1 10.29 Study the Pronunciation box. Listen to how we can pronounce vowels with the letter *r* in words.

2 10.30 Copy the table. Listen and complete with the words you hear.

/ɑ:/	/ɜ:/
<i>art, gardening, hard, part</i>	<i>first, learn, research, learning, term, work</i>

3 10.30 Listen again, check and repeat.

Intonation in questions

4 10.31 Listen to the intonation in each question and repeat.

- Did you take the exam today?
- Has he handed in his project yet?
- Is she confident about the presentation?
- When are they going to take a break?
- Where do you usually revise?
- What did you do in the Maths lesson?

5 Choose the correct option.

- Rising / Falling intonation is common in 'Yes/No' questions.
- Rising / Falling intonation is common in 'Wh-' questions.

Unit 1 Lesson 1.5 Exercise 2

Do you need a digital detox?

Results

- **Mostly a:** You're obviously busy with other things in life and that's great. Have fun and enjoy real time with your friends!
- **Mostly b:** You know your mobile is there when you need it, but technology isn't the most important thing in your life.
- **Mostly c:** You're internet crazy! You love being online and checking messages from friends. Make sure you take time to do other things too.

Unit 1 Lesson 1.6 Exercise 4

Follow the instructions to role play a dialogue. Then swap roles.

- Student A: Choose a situation from the list. Then accept or reject Student B's solutions.

- My QR code reader app doesn't work.
- I dropped my phone and it broke.
- There's no wi-fi signal in my room.
- My computer keeps crashing.

- Student B: Listen to Student A and respond with a suitable suggestion.

Unit 3 Lesson 3.6 Speaking Time

Digby's Restaurant Menu

Starters

- Nachos with cheese
- Mini pizzas
- Toast with olive oil, garlic and fresh tomatoes

Main courses

- Salmon with sweet potatoes
- Hamburger with fries
- Pasta with mushroom sauce

Desserts

- Fruit salad with fresh cream
- Pumpkin pie with vanilla ice cream
- Chocolate cake

Drinks

- Cola • Carrot and pear smoothie • Apple juice

Progress Check Units 1-3 Exercise 5

Student A

- 1 You're on a walking trip in the mountains with Student B.

- Explain that you think you are lost. Apologise. It was your job to navigate, but the map app on your phone isn't working.
- Listen to Student B's solutions. Accept or reject them.
- Use these phrases to help you.

I'm so sorry. I didn't realise ...
(That's a) good idea! OK, let's give it a try.
You/We can't ...!

- 2 You're at Student B's house. He/She has invited you to have pizza for dinner.

- Listen to Student B's problem and accept his/her apologies.
- Suggest possible solutions.
- Use these phrases to help you.

Never mind. I see. Shall I ...?
We could ... Why don't we ...?

Students' Activities

Progress Check Units 1-3 Exercise 5

Student B

- 1 You're on a walking trip in the mountains with Student A.

- Listen to Student A's problem and accept his/her apologies.
- Suggest possible solutions.
- Use these phrases to help you.

Never mind. That's all right. We could ...
Let's ... Why don't we ...?

- 2 You've invited Student A to your house for dinner. You've decided to make pizza.

- Explain that there's a problem: you don't understand the recipe for making the pizza.
- Listen to Student A's solutions. Accept or reject them.
- Use these phrases to help you.

I'm sorry, I thought ... I didn't realise ...
But I really want to ... (That's a) good idea!
Let's give it a try.

Student B

- 1
- Tell Student A that you haven't got any plans for Saturday afternoon.
 - Respond to Student A's suggestions and decide what to do together.
 - Use these phrases to help you.

I haven't got any plans. I don't know yet.
And you? I'd rather ... I'd prefer to ...
That sounds ...

- 2
- Ask Student A what his/her plans are for Sunday afternoon.
 - Suggest doing something together. Ask what he/she prefers to do: go to the cinema or listen to music? go cycling or go for a walk? something else?
 - Decide together what to do.
 - Use these phrases to help you.

Have you got any plans for ...?
What are you doing on ...? Why don't we ...?
Would you rather/prefer to ... or ...?
That sounds ...

Progress Check Units 4-6 Exercise 5

Student A

- 1 Ask Student B what his/her plans are for Saturday afternoon.

- Suggest doing something together. Ask what he/she prefers to do: watch a film or a TV show? go to a football match or go to the park? something else?
- Decide together what to do.
- Use these phrases to help you.

Have you got any plans for ...?
What are you doing on ...? Why don't we ...?
Would you rather/prefer to ... or ...?
That sounds ...

- 2
- Tell Student B that you haven't got any plans for Sunday afternoon.
 - Respond to Student B's suggestions and decide what to do together.
 - Use these phrases to help you.

I haven't got any plans. I don't know yet.
And you? I'd rather ... I'd prefer to ...
That sounds ...

Unit 7 Lesson 7.6 Exercise 5

Student A

Describe a person in the photo below. Follow the instructions. Then swap roles.

- Choose a person in your photo to describe.
- Your partner/group should ask you questions.
- Answer the questions with one piece of information at a time.

A: Who are you thinking of?

B: A person who looks/is wearing ...

A: Where is this person?

B: He's/She's behind/in front of ...



Unit 7 Lesson 7.6 Exercise 5

Student B

Describe a person in the photo below. Follow the instructions. Then swap roles.

- Choose a person in your photo to describe.
- Your partner/group should ask you questions.
- Answer the questions with one piece of information at a time.

A: *Who are you thinking of?*

B: *A person who looks/is wearing ...*

A: *Where is this person?*

B: *He's/She's behind/in front of ...*



Unit 8 Lesson 8.6 Speaking Time

Student A

You're at the train station and your train is late. Call your friend and explain what's happening.

A: *Hi, it's me. I'm at ...*

Student B

Your friend calls from the station, but it's noisy. You want to know what time she is arriving.

A: *Hi, it's me. I'm at ...*

Learning Experience 4 Exercise 4

Score

- 3 points for each *a* answer
- 2 points for each *b* answer
- 1 point for each *c* answer

Results

- 5-7 points: You need to think more about the environment when you travel.
- 8-12 points: Not bad, but you could make more eco-friendly travel choices.
- 13-15 points: Well done! You are a very eco-friendly traveller!

When you have calculated your score, look at your results. In pairs, decide what changes you need to make to your travel habits to be more eco-friendly.

A: *I need to travel less by car and use public transport more often. What about you?*

B: *The same. And I should always use my bike for short journeys.*

Progress Check Units 7-9 Exercise 5

1 Follow the instructions to role play making friends on a summer holiday course.

- In pairs, decide where you are and what course you are doing.
- Now work on your own. Imagine a new identity for yourself! Decide your new name and where you are from.
- In pairs, introduce yourselves. Ask and answer about the holiday course experience and make a future plan. Remember to ask for clarification if you don't understand.
- Use these phrases to help you.

Hi, My name's ... What's yours?
Where are you from? Have you ... before?
What do you think of ...? Would you like to ... later?
Can you say that again?
Sorry, I didn't get the first/last part.

2 Think about your conversation.

- Did you listen carefully?
- Did you smile and show interest?
- Did you use a variety of different verb tenses correctly?
- Did you ask for clarification if you needed to?

3 Work with a new partner and repeat Exercises 1 and 2.

Irregular Verbs

10.32

Infinitive	Past Simple	Past Participle
be /bi:/	was/were /wɒz/ /wɜ:/	been /bi:n/
become /brʌm/	became /brʌm/	become /brʌm/
begin /bɪɡɪn/	began /bɪɡən/	begun /bɪɡʌn/
break /breɪk/	broke /brəʊk/	broken /brəʊkən/
bring /brɪŋ/	brought /brɔ:t/	brought /brɔ:t/
build /bɪld/	built /bɪlt/	built /bɪlt/
burn /bɜ:n/	burned /bɜ:nd/ / burnt /bɜ:nt/	burned /bɜ:nd/ / burnt /bɜ:nt/
buy /baɪ/	bought /bɔ:t/	bought /bɔ:t/
can /kæn/	could /kʊd/	been able to /bi:n 'eɪbl tə/
catch /kætʃ/	caught /kɔ:t/	caught /kɔ:t/
choose /tʃɔ:z/	chose /tʃəʊz/	chosen /tʃəʊzn/
come /kʌm/	came /keɪm/	come /kʌm/
cost /kɒst/	cost /kɒst/	cost /kɒst/
cut /kʌt/	cut /kʌt/	cut /kʌt/
do /dʊ:/	did /dɪd/	done /dʌn/
draw /drɔ:/	drew /dru:/	drawn /drɔ:n/
dream /dri:m/	dreamed /dri:md/ / dreamt /dremt/	dreamed /dri:md/ / dreamt /dremt/
drink /drɪŋk/	drank /dræŋk/	drunk /drʌŋk/
drive /draɪv/	drove /draʊv/	driven /draɪvn/
eat /i:t/	ate /et/	eaten /i:tən/
fall /fɔ:l/	fell /fel/	fallen /fɔ:lən/
feed /fi:d/	fed /fed/	fed /fed/
feel /fi:l/	felt /felt/	felt /felt/
fight /faɪt/	fought /fɔ:t/	fought /fɔ:t/
find /faɪnd/	found /faʊnd/	found /faʊnd/
fly /flaɪ/	flew /fļu:/	flown /fləʊn/
forget /fə'get/	forgot /fə'gɒt/	forgotten /fə'gɒtn/
forgive /fə'gɪv/	forgave /fə'geɪv/	forgiven /fə'gɪvn/
get /get/	got /gɒt/	got /gɒt/
give /gɪv/	gave /geɪv/	given /gɪvn/
go /gəʊ/	went /went/	gone /gɒn/
grow /grəʊ/	grew /gru:/	grown /grəʊn/
hang /hæŋ/	hung /hʌŋ/	hung /hʌŋ/
have /hæv/	had /hæd/	had /hæd/
hear /hɪə/	heard /hɜ:d/	heard /hɜ:d/
hide /haɪd/	hid /hɪd/	hidden /hɪdn/
hit /hɪt/	hit /hɪt/	hit /hɪt/
hold /həʊld/	held /held/	held /held/
hurt /hɜ:t/	hurt /hɜ:t/	hurt /hɜ:t/
keep /ki:p/	kept /kept/	kept /kept/
know /nəʊ/	knew /nju:/	known /nəʊn/

Infinitive	Past Simple	Past Participle
lay /leɪ/	laid /leɪd/	laid /leɪd/
learn /lɜ:n/	learned /lɜ:nd/ / learnt /lɜ:nt/	learned /lɜ:nd/ / learnt /lɜ:nt/
leave /li:v/	left /left/	left /left/
lend /lend/	lent /lent/	lent /lent/
let /let/	let /let/	let /let/
lie /laɪ/	lay /leɪ/	lain /leɪn/
lose /lʊz/	lost /lost/	lost /lost/
make /meɪk/	made /meɪd/	made /meɪd/
meet /mi:t/	met /met/	met /met/
pay /peɪ/	paid /peɪd/	paid /peɪd/
put /pʊt/	put /pʊt/	put /pʊt/
read /ri:d/	read /red/	read /red/
ride /raɪd/	rode /rəʊd/	ridden /rɪdn/
ring /rɪŋ/	rang /ræŋ/	rung /rʌŋ/
run /rʌn/	ran /ræn/	run /rʌn/
say /seɪ/	said /sed/	said /sed/
see /si:/	saw /sɔ:/	seen /si:n/
sell /sel/	sold /səʊld/	sold /səʊld/
send /send/	sent /sent/	sent /sent/
set /set/	set /set/	set /set/
shine /ʃaɪn/	shone /ʃɒn/	shone /ʃɒn/
show /ʃəʊ/	showed /ʃəʊd/	shown /ʃəʊn/
sing /sɪŋ/	sang /sæŋ/	sung /sʌŋ/
sit /sɪt/	sat /sæt/	sat /sæt/
sleep /sli:p/	slept /slept/	slept /slept/
speak /spi:k/	spoke /spəʊk/	spoken /spəʊkən/
spell /spend/	spelled /speld/ / spelt /spelt/	spelled /speld/ / spelt /spelt/
spend /spend/	spent /spent/	spent /spent/
stand /stænd/	stood /stʊd/	stood /stʊd/
steal /sti:l/	stole /stəʊl/	stolen /stəʊlən/
sweep /swi:p/	swept /swept/	swept /swept/
swim /swɪm/	swam /swæm/	swum /swʌm/
take /teɪk/	took /tu:k/	taken /teɪkən/
teach /ti:tʃ/	taught /tɔ:t/	taught /tɔ:t/
tell /tel/	told /təʊld/	told /təʊld/
think /θɪŋk/	thought /θɔ:t/	thought /θɔ:t/
understand /ʌndə'stænd/	understood /ʌndə'stʊd/	understood /ʌndə'stʊd/
wake /weɪk/	woke /wəʊk/	woken /wəʊkən/
wear /weə/	wore /wɜ:/	worn /wɜ:n/
win /wɪn/	won /wʌn/	won /wʌn/
write /raɪt/	wrote /rəʊt/	written /rɪtn/

Students' Book audioscripts and videoscripts

UNIT 1

1.02 Unit 1, 1.1, Exercise 4

- 1 This is a *remote control*. You use it to change the channels or the sound volume on a TV.
- 2 This is a *charging cable*. You use it to charge the battery in your mobile phone.
- 3 This is a *password app*. You use it to keep personal information safe online.
- 4 This is a *wi-fi router*. You use it to connect your phone or computer to an internet service.
- 5 This is a *power bank*. You use it to power up the battery on your mobile phone when you're not at home.
- 6 These are *wireless earbuds*. You use them to listen to music on your phone, tablet or computer.

1.04 Unit 1, 1.1, Exercise 7

- 1 I need to connect to the wi-fi router. Do you know the password?
- 2 Hang on, I'll send you a link to the website.
- 3 I often take a screenshot of important information on my phone.
- 4 I never share a link if I don't know it's safe to do so.
- 5 I often set a new password for my social media accounts.

2 Unit 1, 1.1, Street Talk

P = Presenter R = Roshni C = Cecile A = Adrian

- P:** In these videos we talk to people in the streets of London and ask them about their opinions on different topics. London is a huge and exciting city. Lots of people live here. And even more visit it every year from all over the world. Let's see who we're meeting today and what they tell us. Who in your family uses technology the most? What do they use it for?
- R:** I think my dad uses technology the most. He is always on his computer or his iPad, emailing people at work and he's always using his phone, much more than I do probably, just phoning other work colleagues, I guess.
My mum uses technology, but she only really uses her computer to watch programmes online. She doesn't know that much about how to use a computer. And then I guess I use my phone and my computer a lot to do uni work and write essays and that's about it.
- C:** So, my boyfriend uses technology a lot for everything. He does use his computer or tablet or smartphone for anything, starting from the weather.
- A:** My older brother, my oldest brother uses the most technology. He is an architect and all his architecture and design programs.

5 1.10 Unit 1, 1.4, Exercise 2

B = Bea A = Abe

- B:** Hello? Abe? Is now a good time to talk?
- A:** It's fine, but I need to pack while I'm talking. We need to go the airport soon.
- B:** OK, so I just wanted to check ...
- A:** Bea, I can't see you. And there's something wrong with your sound.
- B:** Hang on. Is that better?
- A:** Yes, that's better. I can see and hear you now.
- B:** Great! That beach background looks amazing!
- A:** Good! My room's a mess at the moment. Look. Do you prefer seeing the beach?
- B:** No, I don't mind seeing your room. Did you remember to ... ?
- A:** What's that noise?
- B:** It's Mum! Can you stop vacuuming? Mum? I'm trying to talk to Abe!
- Sorry about that, Abe.
- A:** No worries. I'm really looking forward to seeing you in person.

- B:** Me too. And don't forget to bring me that basketball shirt.
- A:** Of course. Look, I'm packing it now.
- B:** Fantastic! Thanks, Abe. See you in the UK soon. Safe journey!

1.12 Unit 1, 1.5, Exercise 5

P = Presenter

- P:** And hello from Gold Radio! Now, a report today says that families are spending less time together because they're always on their phones or tablets. In the studio, I've got Lara. Lara, you live with your mum, dad and older brother. Tell me, is this true in your house?

1.13 Unit 1, 1.5, Exercise 6

P = Presenter L = Lara

- L:** Well, I think we're the same as most other families. We love our screens and all enjoy using our smartphones at home. We've all got one. On a school day I use the alarm on my phone, so the minute I wake up, I see my phone and ... er, I check my messages. Then I get up. My phone goes everywhere with me because I listen to music on it.
- P:** And what about your mum and dad?
- L:** Mum prefers her tablet. She often reads the news on it. My dad's training for a race and he downloads apps on his phone to show him how fast he runs or where he runs.
- P:** Your brother's older. Does he still use his phone or tablet a lot?
- L:** Yeah, definitely. He loves looking at funny video clips. He often sits with his earphones in and laughs. Mum gets a bit angry when she asks him something and he doesn't answer.
- P:** So, do you think you talk less at home because of the technology?
- L:** No, not at all. We never message at mealtimes. But in the evening we like watching funny videos and we often share photos. It's a big part of our daily life and I think it's something that we all enjoy.

1.15 Unit 1, 1.6, Exercise 3

- 1 My phone isn't working.
- 2 I can't find the cable for my phone.
- 3 I can't get this app to work.
- 4 The instructions are in Japanese.

8 Unit 1, BBC Culture, Exercises 6 and 7

Disconnecting

Today's teenagers spend a lot of time online. During the day, how often do you look at a phone, or another device? But it's not just teenagers, of course! The average British person spends around three hours on their phone every day. Is it something that we just can't stop?

Matt thinks that he uses his phone too much. Natalie is worried about the same thing.

'I realised it was the first thing I do and the last thing I do – in the morning and before I go to bed.'

But are smartphones really a serious problem? Scientists are trying to find the answer to this question.

This is Professor Nancy Cheever from the University of California. In Professor Cheever's experiments, people have to give her their phones and then watch a video. In secret, Professor Cheever sends text messages to their phones. It isn't easy to concentrate on the video! A computer shows how far each person's stress levels go up.

'This is awful!'

Maybe we should be worried about it.

Matt and Natalie are having a break from their phones and from the Internet. They're staying in a remote valley in Wales. Everybody's phones and digital devices go in a box.

But how do they feel the next morning?

'My mind thought, Oh, I'd better just check my phone. Like, what's going on? You know. I might have a text message or something.'

The group do relaxing, healthy activities to stop them thinking about their phones. They also do some group exercises. Today, everybody can have their devices back again.

'This is so strange! Hi, darling!'

How are they feeling?

'I didn't want it back and I thought I would be looking forward to this moment, but I didn't want this moment to happen so soon. No. I guess I don't need it.'

But the next day ...

Perhaps we should take more breaks from technology to change our bad habits.

UNIT 2

2.04 Unit 2, 2.1, Exercise 7

- 1 The weather forecast for today is for heavy rain. The weather forecast for Tuesday is for heavy snow and strong winds. The weather forecast for Sunday is for some high temperatures in the middle of the day, but quite low temperatures at night.
- 2 It will be ten degrees Celsius in the daytime, but it will be minus five degrees at night. It will be wet on Monday, but it will be dry on Tuesday. It will be cool on Wednesday, but it will be warm on Thursday. It will be boiling hot this week, but it will be freezing cold next month.
- 3 It's warm and the temperature is rising in the west, but in the east the temperature is falling.
- 4 The weather was good, but it's bad now. It's going to be fine tomorrow.
- 5 Australia has a hot climate. The UK has a mild climate. Iceland has a cold climate.

2.05 Unit 2, 2.1, Exercises 9 and 10

And now let's look at the winter weather in Europe. In Krakow, Poland, it's a very cold day with a temperature of minus two degrees. There is some ice on the roads, so be careful. And it's a good day in Barcelona, which is sunny at the moment. It's quite warm. The temperature is a comfortable nineteen degrees now. There is the possibility of some light rain later. And finally, Istanbul in Turkey is very cloudy today, with some fog that is causing a few problems at the airport. The temperature is around seven degrees at the moment. This evening it could be cool, so don't forget to keep warm. And that's all from us until ...

2.07 Unit 2, 2.2, Exercise 8

R = Roberto M = Mariana

R: First up on tonight's programme, Mariana Fernandez tells us more about a very strange storm. Mariana?

M: Well, last year I met a scientist who studied storms. His name was Professor Mendes. He was very interested in Catatumbo Lightning, which happens over Lake Maracaibo in Venezuela. Two weeks ago I visited Professor Mendes to see the lightning for myself. I arrived on a dark night and we watched the clouds, but sadly, we didn't see a storm. Luckily, I stayed there for five days and I saw storms on three different nights. In fact, storm clouds gather there most nights and there are about one million lightning strikes a year! Also, until recently, people thought that Catatumbo storms were different from other storms because they didn't hear thunder. I didn't hear any thunder myself. However, the storms happen over the middle of the lake, so they're far away. Professor Mendes explained that you can only hear thunder if you are near a storm. This is also the reason why the lightning looks pinkish-orange: because it is so far away. I took some awesome photos. Of course, you can't see them on the radio, but yesterday I put some photos up on our website for viewers to enjoy.

R: Well, Mariana, that is all ...

10 2.10 Unit 2, 2.4, Exercise 1

W = Will A = Abe

W: What's that noise? Abe, is that you?

A: It's blowing a gale out there. We had a bit of an adventure.

W: Really? Here. Have a towel.

Now go upstairs and put on some dry clothes.

A: But Dad, not now! I've taken a super cool photo for my

blog. I just need to download and check it. And then post it.

W: OK, fine, but put this hoodie on then.

I'll make you a nice warm drink. So, tell me about it ...

A: I was walking in the park with Bea when we met Eren and Carla. They were playing with a frisbee, so I decided to take some photos. The sun was shining, and we were having a great time, so we weren't thinking about the weather. Then I noticed some dark storm clouds were getting closer. Eren was throwing the frisbee when suddenly lightning hit a tree near us, and I took a photo at the same time!

W: Here's your hot chocolate. Great photo!

A: Thanks, Dad. It started raining hard then and the wind got stronger too. We realized we weren't safe, so we all ran home.

W: Phew! Thank goodness you're home. Are your friends OK?

A: They're all fine. Yeah. That was completely crazy! ... Right, time to upload my work!

12 Unit 2, 2.4, Street Talk

P = Presenter N = Neal C = Cecile A = Affie J = James

P: Tell me about something funny that happened to you on holiday.

N: On a family holiday in Belgium, when I was maybe twelve or thirteen, my dad, who has always had a moustache, thought it would be sensible to shave it off, and he came into the room where we were all sitting and it turns out he basically has no top lip, and he was terrifying and we all ran into the room, shut the door, and he was just left on his own. And for the rest of the holiday, no one could really look at him or take him seriously 'cause he looked ludicrous, and then it took him at least two months to grow it back.

C: A few years ago I went on holiday to Mauritius to get some sun, but the weather was awful and it rained every day, so I just stayed most of my time in the hotel, which was a bit of a shame.

A: When I was about to take my first flight on my own, they changed my gate. I had no idea where I was. It was a huge airport in Munich. I was paralysed. I was running everywhere, asking everyone, 'Where is my gate?' And it turned out it was just in front of me, and I was just running around the airport with no idea where should I go, when I was actually in the right place.

J: I remember when I was four or five on a ferry to France on a summer holiday with my parents and I, apparently, got lost. They had to speak over the speaker phone to try and find me, the whole ship was looking for me and they found me in a cupboard with a bowl of sugar cubes, just sat there eating sugar cubes.

2.11 Unit 2, 2.5, Exercise 2

Would you like to wake up to the sound of wildlife all around you? Then join us at the Wild Adventure Activity Camp for thirteen- to seventeen-year-olds. Our summer camps are all about being outdoors. That's why our camps are all in different beautiful places. You can stay in the forest, near the beach or at the top of a mountain – we let you decide. Come and learn how to make a fire and cook a meal outside. Have fun sleeping under the stars and discover plants and animals that live around us. So what are you waiting for? It's time to find your wild side!

2.13 Unit 2, 2.5, Exercises 4 and 5

M = Milo P = Poppy

- M:** Are these your photos from Wild Adventure?
- P:** Yes, it was amazing. That's the sunset on the second day, so Tuesday. We made a fire and told stories when it was dark!
- M:** Cool. Did you really sleep outside?
- P:** No. We learnt how to make a shelter when we got there on Monday, but it was cold at night, so we slept in tents in the end. A girl in my tent liked listening to the wildlife in the forest, but I didn't hear a thing. I slept so well.
- M:** Ugh, it looks freezing!
- P:** Yes, but at least it wasn't raining. On Thursday night there weren't any clouds and we watched the stars. It was awesome.
- M:** And were there lots of spiders?
- P:** No, I think it was too cold for them. Honestly, Milo, it was so good to do something different every day. On Wednesday we walked up a path into the mountains to look for wild animals. Then we ate near a waterfall.
- M:** Did you see any bears?
- P:** No, don't be silly! But we found a cave where hundreds of bats were living.
- M:** Ah, now that sounds fun. I like bats.
- P:** It was. But the best day was the last day. We discovered unusual plants in the forest that you can use for medicine.
- M:** Great ... Er, have you got something for a headache?

2.19 Unit 2, Learning Experience 1, Exercises 4 and 5

S = Sam J = Jess

- S:** I don't believe it, Jess! Look at my bike!
- J:** Oh no, Sammy! Bad luck!
- S:** I always have such bad luck. It isn't fair. Nothing ever goes right for me!
- J:** I'm sorry.
- S:** What am I going to do? I can't get to school in the mornings without my bike!
- J:** Why don't you go on the bus with your sister?
- S:** No way! It's so slow. My sister leaves home forty minutes before me in the morning.
- J:** Well, why don't you buy some new wheels? How much do they cost?
- S:** I don't want to pay for new wheels. They'll probably disappear too, like the old ones. As I said, nothing *ever* goes right for me!
- J:** Come on, Sam! You need to keep calm. Breathe slowly and think again about what to do.
- S:** Sorry, Jess. You're right. Losing the bike wheels isn't the end of the world. Actually, it's lucky that I've still got the main part of the bike. At least new wheels aren't very expensive.
- J:** So, what are you going to do?
- S:** I guess I can carry it home. It's only a kilometre and the bike's lighter now than it was before!
- J:** How are you going to get to school in the morning?
- S:** On the bus. It's a slow, boring journey, so I want to be back on my bike soon. Maybe I can do jobs for my mum to get the money for new wheels. And I need to lock the wheels to the rest of the bike in the future. That way, it'll be difficult for someone to steal them again.

UNIT 3

3.06 Unit 3, 3.1, Exercise 8

B = Boy G = Girl

- B:** Mmm, I love ice cream!
- G:** Mm, me too. My favourite flavour's strawberry and vanilla. What's yours?
- B:** Honey and mango.
- G:** Really? That's an unusual flavour.
- B:** That's nothing. One time I tried pear and blue cheese!
- G:** No! What was it like?
- B:** It wasn't very good.
- G:** One time my dad ordered pepper flavoured ice cream.
- B:** Pepper?!
- G:** Yes, honestly. It was interesting – you know, hot and cold at the same time. And in the same shop they sold lots of unusual flavours like chocolate and chilli.
- B:** Ooh! That sounds good!
- G:** My mum had salt and vinegar flavour!
- B:** Really?
- G:** No, that one's not true, but the other ones are!

14 3.07 Unit 3, 3.2, Exercise 2

B = Bea A = Abe

- B:** Come in! Hi!
- A:** Good morning. Oh! Am I early?
- B:** No. Sorry, I've just got up. I haven't finished eating yet. Are you hungry?
- A:** No, I've already eaten. What's that?
- B:** Baked beans on toast.
- A:** I've never heard of anyone eating beans for breakfast. It looks kind of strange.
- B:** Have you ever tried it?
- A:** No, I haven't.
- B:** It's really good. Try some.
- A:** I've just eaten. Have you finished yet?
- B:** No. I haven't eaten my fried egg yet.
- A:** You've already eaten a plate of beans!
- B:** So? I love big breakfasts on Saturdays.
- A:** What's that?
- B:** It's brown sauce. It's great with chips.
- A:** With potato chips?
- B:** They're not chips, they're crisps. Chips are hot. I've never tried brown sauce with crisps ... Hmm, it's good. Try some.
- A:** Ah! That's the worst thing I've ever tasted!
- Ah! What's that?**
- B:** Have you never tasted tea before?
- A:** I've never had tea like that. It's so strong!
- B:** I'll be ready in five minutes.

3.16 Unit 3, 3.5, Exercise 4

My dad often takes me to car shows. We've been to places like Boston and Washington, and a few years ago there was an amazing show in New York. When we went in, there was this massive cake in the shape of a big yellow car. The top of the cake was like a Transformer robot from the movie. The baker from the cake shop was there and he told people about his baking. He and his team worked for four days to make the cake! It was really big, about three metres high, so there wasn't enough space in the shop and they made it outside! I was there when they cut the cake. There was plenty for everyone because it weighed about seven hundred kilos! I tried a piece. It was really tasty and sweet, but it wasn't very fresh. It had been there for a few days, so it was a little bit dry.

3.17 Unit 3, 3.5, Exercise 6

Today's competition is very special: you can win a cake from Zany Cake Bakery for your birthday. In fact, you can design the cake yourself, then they choose a winner ... and make your ideal cake! Anyone can enter the competition. You need to draw a picture of your perfect cake. Then send an email of your drawing to this address: orders@zanycake.com; that's 'zanycake' – all one word, no spaces.

The team at Zany Cake Bakery are very clever. They can make any cake you dream of! And remember, their birthday cakes usually sell for fifty euros, so this is an amazing prize. So what next? You've designed your cake and you've attached your picture to an email. There are two more things you need to do. First, choose a flavour. You can choose chocolate, coffee or vanilla. The chocolate one has fresh cream in the middle; the coffee one has tasty butter icing; and the vanilla one has a delicious strawberry jam filling. After that, there's one more important piece of information: tell them your birthday! Don't forget!

Finally, the closing date of the competition for all you cake-lovers. Send your entry by the end of this month – that's Friday the thirty-first of January.

One more thing: there's a special runners-up prize for five people: twelve fantastic cupcakes in your favourite flavour. So start drawing now!

17 Unit 3, 3.5, Street Talk

P = Presenter N = Nympha M = Miguel J = Jamie L = Liam

P: What's the best cake you've ever had?

N: I had a terrific cake, it was with a crumble crust, a little bit of whipped cream and then some very sweet strawberries on top of it. Delicious. It tasted very sweet. It was a little bit of heaven in my mouth.

M: The best cake I ever had would be something with chocolate and whipped cream and lots of calories.

J: There was like chocolate icing on the top and then it was very moist chocolate cake underneath it, and then there was a layer of raspberry jam in between another layer of chocolate icing. So, you had chocolate icing, chocolate cake, raspberry jam and chocolate icing, then more chocolate cake, and then more chocolate icing. I haven't been able to count all those different layers, but it was bellissima. Tasted like heaven. And raspberry and chocolate.

L: The best cake I have ever had was the same chocolate cake I would have every year growing up made by my mother. It was a moist chocolate, dark chocolate cake, really delicious, really soft, delicious chocolate.

19 Unit 3, BBC Culture, Exercise 5

Indian food Liverpool style, Part 1

This is Anjum Anand. She's a food writer and a chef born in London, but of Indian origin. In this series she travels to different cities in the UK to find a wide range of Indian food and flavours. She also teaches inexperienced cooks how to make great Indian food.

In this programme she's in Liverpool, where there's a large community from the Southern Indian state of Kerala. She meets Lynn Mitchell, who works for a hospital in the city. The plan is to take part in a local farmers' market to raise money for charity. Lynn wants to sell Indian food at the market. The problem is that Lynn has never cooked Indian food, so it's going to be a real challenge.

Kerala is in the south-west of India and is a popular holiday destination for British people. A lot of Kerala people have come to Liverpool in the last ten years to look for work. There are now over one thousand families there. Anjum is going to teach Lynn three traditional Kerala dishes – coconut chicken with ginger, which has a lovely, sweet flavour, delicious salmon wraps

with curry leaves and finally, rice noodles. Kerala specialties include a lot of fruit and fish. The cuisine is very light and healthy compared to other Indian food.

In Liverpool it's easy to find the ingredients for these dishes – Anjum can find all the fruit, vegetables and spices that she needs in special Kerala shops.

20 Unit 3, BBC Culture, Exercises 7 and 8

Indian food Liverpool style, Part 2

First, Lynn chops and fries up all the ingredients. When the dishes are ready, Anjum tries them. They are really tasty! Lynn hasn't made any mistakes yet.

'Mmm, that's amazing!'

'That's perfect!'

'Oh fantastic!'

Now they're both ready to take the food to the market with Lynn's daughter. More than 5,000 people visit Liverpool's monthly farmers' market. Indian food is very popular, but the question is, will the local people like these Kerala specialties? At first, things are not easy – people are not sure. It's the first time Lynn has ever cooked outside and she's very nervous. But then things change – people seem to love the food and soon all of it has gone!

'Beautiful!'

'Mmm, tastes lovely!'

'That is excellent – but very hot!'

Since she began this project, Lynn has learnt a lot about cooking Indian food and they have raised lots of money for charity. Lynn's really, really happy! So, what do the British really eat? Kerala food – at least in Liverpool they do!

PROGRESS CHECK UNITS 1-3

3.22 Progress Check Units 1-3, Exercise 7

1

Ali:

At school, I try to eat food that is good for me and full of fresh ingredients. The school uploads the menu early in the morning and sends a link, so you can read it on your phone. For each dish, it tells you what the ingredients are and how the food is cooked: for example, if it's fried, boiled or roasted. So, I can choose something healthy before I even get to lunch. Then, I've got time to think about what sauces and flavours I can add to the dish to make it really delicious!

2

Sonya:

We usually eat in the school canteen, but yesterday it was sunny, so we decided to have lunch outside for a change. We bought sandwiches and sat on the grass to eat them. I had a chicken and salad sandwich and a mango juice. It's strange, but I think eating outside makes the food taste better! We chatted and took some pictures to post on social media. It was fun.

3

Tim:

People talk a lot about healthy eating, but I think it's also important to enjoy your food. The chips are delicious at school. They also have a lot of energy, which is important for me because I play a lot of sports. I usually choose to have meat with my chips. So far this week, I've had sausages and beef. I need to eat more vegetables, but I haven't had any yet this week because I didn't like what was on the menu: fried mushrooms on Monday and roasted sweet potato on Tuesday.

4

Ian: On a school day, I get up at 6 a.m. to make sandwiches. I like making fun and interesting ones. For example, yesterday I made a tuna sandwich, but I also added fresh pineapple and some raw onion, chilli and garlic. While I was preparing it, my brother came into the kitchen. When I told him what I was making, he made a funny face and said that a sweet and spicy sandwich was very strange. But at lunchtime, all my friends wanted to try it and they said it tasted delicious.

5

Barbara: Most days I go home for my lunch because I live near the school, but the walk makes me hungry. Usually, Mum or Dad are at home and they prepare me something. But yesterday they were both out. I've never really cooked before, so I just ate something quick and easy instead: a piece of fruit and a packet of nuts! They're so good for you and full of energy that just a few can fill you up.

UNIT 4

4.02 Unit 4, 4.1, Exercise 4

1

M = Man W = Woman

M: There's only one thing to do.

W: What's that?

M: Dance!

2

The helicopter is on fire! We have to jump!

3

G = Girl C = Cartoon

G: What are you?

C: Half duck, half cat. I'm a dat – half duck and half cat. Quiaow!

4

Is she a person or a robot? It's so hard to tell in the twenty-second century.

5

I loved you then. I love you now. I'll always love you.

6

It's spring and the birds have returned to the garden.

21 Unit 4, 4.1, Street Talk

P = Presenter J = Jaycee Jay = Jay

P: What's your favourite TV series?

J: Yeah, I've got a few British TV series that I like. I like the one called *Not Going Out*. It's like a short sitcom. So, there's two people sharing the house together, they're housemates, and they got friends. It's just general life things really. They go to work; they share a house. It's quite funny, so it's nice and relaxing to watch that.

Jay: I've recently been watching *Wolf Hall*. *Wolf Hall* is a TV series that depicts the Tudor era about Henry VIII, starting from Henry VIII and the numerous wives that he had in search for a son. Because, I suppose, because I have studied British history of that period, the Tudor, Tudor time especially.

23 4.10 Unit 4, 4.4, Exercise 1

A = Abe B = Bea

A: Hi, Bea, I've signed us up for the Take 3 Video Challenge.

B: You mean just us or Carla and Eren too?

A: All of us. I think we'll have lots of fun making a short video. I had come up with a great idea before I read the information properly, but now I realise it wasn't really good enough.

B: Why not?

A: First it can't be more than three minutes long. We also need to include: a song, a postcard and an interview.

B: A song? How about ... I know! I saw a film about this girl who wanted to be a star ... She hadn't had any acting classes, so ... when she auditioned for a part she couldn't act or ...

A: Good idea! What about singing? Had she had singing lessons?

B: No – she hadn't!

A: That part would be perfect for Carla. She loves singing ... badly!

B: Very funny. You know she didn't get a part in the school play last month, so she'll love this!

A: Great, let's give her a call ...

4.11 Unit 4, 4.5, Exercise 2

P = Presenter B = Bruno

P: Hello. In this series we're hearing about festivals that are special to you and your friends. In the studio today we've got Bruno. Bruno is sixteen and his parents come from Brazil. He was born in the United States and goes to school here. He speaks English at school and Portuguese at home, and he's here to tell us about his favourite festival. Hi, Bruno, and welcome to the show.

B: Hi.

4.12 Unit 4, 4.5, Exercise 3

P = Presenter B = Bruno

P: So, the Junina Festival takes place every year – in June, of course.

B: Yes, it's a huge family party for me. The festival is at the end of winter in Brazil, but it's summer vacation for me, so I visit the family. It's the perfect chance for a huge family party. We enjoy doing things together, especially my little sister Maria, who loves dress-up. We all do!

P: What fancy-dress costumes do you wear?

B: Well, they're country clothes – the sort of thing people wore when they worked on the land. The boys wear jeans and checked shirts with straw hats that protect your head from the sun. In the past the girls wore party dresses, but now they're also beginning to wear jeans with a shirt; and they paint freckles on their faces.

P: Mhm ... Now, I've heard that there are a lot of games.

B: Yes, last year there were some funny races and games. I ran in an egg race – I had to carry an egg in a spoon while I was running! It was very difficult! In one of the traditional games you go fishing with small toy fish. In another game, you send a message to somebody, but you don't say who you are. It's fun.

P: What about the music? Is it like a carnival with dancing in the streets?

B: Not at all. It's traditional music that celebrates life in the country. We do a traditional square dance with partners. Old and young people do it and it's lots of fun.

P: And the food?

B: The food is brilliant. Corn was the food people had at the beginning of winter, so there are a lot of corn dishes. There's popcorn, of course, a corn cake which is nice and sweet, and a type of corn pudding – I think that's the dish I like most.

P: That all sounds delicious! Well, thanks for sharing, Bruno. Now it's ...

4.17 Unit 4, Learning Experience 2, Exercises 4 and 6

L = Layla C = Connor E = Ed T = Tessie

- L:** Hi, guys. Thanks for coming to the meeting. I've got some good news. Three people have volunteered to help.
- C:** That's great!
- L:** Yes. So now we need to decide the type of event. Let's see if the volunteers have got some skills that can help.
- T:** Good thinking.
- C:** There's a guy who's in a band. How about having a music concert?
- E:** I really like that idea! A music concert on the school field!
- T:** Cool!
- L:** OK, let's vote. Who votes for a music concert? Everyone! OK, perfect. Now we need to make a list of all the jobs that we need to do. Let's start with tasks to do before the event ... OK, now we've got a list of jobs, let's decide who's going to do what. Tessie, you're good at maths and you're organised, can you print and sell tickets for the concert? The money will be safe with you!
- T:** Sure.
- L:** Thanks, Tessie.
- E:** And that volunteer, David, can invite some bands to the concert. He plays in a band, so he probably knows lots of musicians.
- L:** Good idea, Ed. And we need someone creative to design the tickets and prepare the field before the concert. Connor, can you do that?
- C:** OK, that'll be a fun job. And the volunteer who's good at art, Stanley, can help me. The sports field will look amazing, I'm sure!
- L:** Then, we need a couple of strong people to move tables and equipment. How about you, Ed?
- E:** Yes, I'm happy to do that.
- L:** Thanks. And why don't we ask the other volunteer, Lucy, to help you set up the field? She's a rugby player, and people who play rugby are usually very strong. We can ...

UNIT 5

5.02 Unit 5, 5.1, Exercise 6

K = Ken S = Sandi

- K:** OK, so the Olympic Games are taking place soon and here to talk about it is our sports journalist Sandi Awobi. Sandi, which are the most surprising Olympic sports, in your opinion?
- S:** The one that surprises me the most is skateboarding. I mean, I knew snowboarding was in the winter Olympics, but I didn't know skateboarding was in the summer games.
- K:** Which sports are not in the Olympics?
- S:** It changes. For example, baseball was in the Olympics in Beijing in 2008, it wasn't in 2012 or 2016, but now it's back for the next Olympics. Surfing has never been an Olympic sport before, but it's also in the next Olympics. It's the same thing with climbing: it was never an Olympic sport, but now it is. Skating is in the Olympics, but only ice-skating in the winter games; so roller skating is not an Olympic sport – for now, anyway.
- K:** In Rio in 2016 there was a lot of talk about yoga becoming an Olympic sport, wasn't there?
- S:** Yes, but it never happened and I'm not surprised. I mean, is yoga really a sport?
- K:** Maybe not. Which sports have been in every Olympic Games?
- S:** That's a difficult question. Um ... I think athletics, cycling, swimming and gymnastics have been in every summer games, but I'm not one hundred percent sure of that.

26 Unit 5, 5.1, Street Talk

H=Holly Ch=Chee R=Reema

Ak=Akshay M=Mary A=Annette

- H:** I like all sorts of things, really. I'm, like, on my way actually to a yoga class right now, and I recently joined a health club near my home, so I'm doing classes like spinning, the circuits, step classes and stuff like that.
- Ch:** I quite like jogging, and, or strolling. It depends what mood I'm in. But I like exploring the green and that kind of calms me down and relaxes me quite a lot. I quite like badminton. I haven't played it in a long time, though. It does get my heart rate going. I'm not perfect at it, but it makes me happy and I also enjoy bouldering, which is like rock climbing but it's like man-made rocks, does that make sense? And yeah, that's quite fun.
- R:** I love baking. So that's what I try and do over weekends or whenever I have the free time and I love to sing. I try and do that once a week where I, where I have a group of guys who love doing the same and we get together once a week and spend, like, a couple of hours singing. Yeah.
- Ak:** And as she loves baking, I love eating the stuff that she bakes.
- M:** I'd love to learn self-defence, some kind of self-defence sport. But I've never really pursued that dream, so maybe I'll do that in the future.
- A:** I really would like to learn volleyball.
- Ch:** So I'd really like to try skydiving. That's, oh, I'm really scared of heights, actually, but I'd really be proud of myself if I tried skydiving.
- H:** I'd like to try water skiing. I've never done it but it looks very difficult, so I'm not sure how good I'd be.

27 5.06 Unit 5, 5.2, Exercise 2

A = Abe B = Bea C = Carla

- B:** You're wet.
- A:** It's raining. I'm doing the 5K Fun Run next month so I need to train or I won't be able to finish. But they say it's going to rain all week.
- B:** Are you really going to run 5 kilometres? It's hard. Carla's coming round to do our fitness class. It starts in ten minutes. Do you want to do it with us?
- A:** Er, fitness class? Will that help me run 5K?
- B:** Yes, it will. Come on, you'll enjoy it!
- A:** OK, I'll do it.
- B:** Right, this is going to be fun. First, skipping.
- A:** I can't do it!
- B:** I'll show you.
- C:** Maybe you'll do better with this.
- A:** I'll fall off.
- C:** No, you won't. Oh!
- B:** OK, I'm sure you'll manage this.
- A:** This is tough. This is going to kill me!
- B:** Abe! What are you doing?
- A:** I'm going home. And you know what? I'm never going to complain about running in the rain again!

5.11 Unit 5, 5.5, Exercise 4

P = Presenter C = Callum M = Megan

- P:** Don't forget, the BBC TV Sports Personality of the Year Award is next Sunday at seven o'clock. You've still got time to vote! What are you waiting for?
- C:** Who are you going to vote for?
- M:** Marcus Rashford.
- C:** Who?
- M:** Marcus Rashford.
- C:** Is he an athlete? No, a tennis player.
- M:** No, he isn't. You know who he is. He's a footballer. He plays for Manchester United and England.
- C:** Oh, yeah, that's right. Why are you going to vote for him?

He's not the best sportsperson in the UK. I mean, he's not even the best footballer in the England team. He's good, but Harry Kane's better.

M: What do you know about Marcus Rashford?

C: Let's see ... He was born in 1997, he joined Manchester United when he was only seven years old, he's an attacker, he wears the number ten shirt for his club and number eleven for England. He played his first match for Manchester United when he was eighteen years old and he scored two goals. The English manager, Gareth Southgate, compared him to Cristiano Ronaldo.

M: OK, Callum, very good. Now put your phone down and listen. The award isn't just about who's the best athlete or who's won the most tournaments or who scores the most goals. It's about who has the best personality, who has done the most.

C: OK, so why vote for Marcus Rashford?

M: Because apart from being a great player, he's a great person.

C: Why? What's he done?

M: Well, he started up a charity and people gave that charity over twenty million pounds, and with that money they bought three million meals for four hundred thousand hungry school children. Then he wrote a letter to the government and got them to provide free school meals for children during the summer holidays.

C: That's amazing! I didn't know that.

M: That's not all. He also helps people who have nowhere to live.

C: Wow!

M: He's really kind and he's intelligent, too. He learned sign language so he could judge a poetry competition in a school for deaf children.

C: Awesome!

M: The University of Manchester gave him a special award and his photo was on the cover of Vogue magazine!

C: You're right, Marcus Rashford is great. There's only one problem.

M: Oh yeah? What's that?

C: He's not on the list of candidates.

M: Oh no! Why not?

C: Because they're giving him a special prize for everything he's done.

M: Really? Are they? That's fantastic!

▶ 30 Unit 5, BBC Culture, Exercises 5 and 6

The Highland Games, Part 1

The Highland Games are a very old tradition. They were set up as a way of bringing together Scotland's historical families. They capture the cultural life and sports of this magical nation. They include the colours and symbols of a culture that almost disappeared but is now stronger than ever. The Highland Games are a meeting place of strength, speed and celebration. Today on sports grounds, farmers' fields and city parks across this country, they are Scotland's very own Olympics!

This is the village of Ceres. It is home to Scotland's oldest Highland Games. For centuries the whole village has gathered for this annual summer celebration. For the people of Ceres, it's a day as important as Hogmanay – New Year's Eve in Scotland – or Christmas.

▶ 31 Unit 5, BBC Culture, Exercises 7 and 8

The Highland Games, Part 2

The Highland Games are a mixture of fact and fantasy. They are a unique blend of sport and culture. There is highland dancing, bagpipes and drums, and there is a series of sports too. There is usually athletics, sometimes cycling and wrestling but always the 'heavy events'. These include the stone shot, the hammer throw and tossing the caber.

At most games the caber is people's favourite sport. It's the final event and a symbol of the Highland Games. The caber is about six metres long and weighs around fifty-five kilograms. Competitors have to throw it, then flip it over and the caber has to land flat. If it lands absolutely straight, it's a perfect throw.

The Highland Games are now also celebrated outside Scotland, in the USA, Canada, Australia and the Far East. These games are organised by families who emigrated from Scotland. The biggest Highland Games in the world take place here, in the Blue Ridge Mountains in North Carolina. They last over four days and 22,000 people come every year to enjoy this traditional Scottish event of their ancestors.

The Highland Games are the most visible display of Scottish identity that you can imagine. They are about competing, of course, but they are also about community, keeping tradition alive and making time for old friends. If you come, you won't regret it.

UNIT 6

▶ 6.04 Unit 6, 6.1, Exercise 5

There isn't much crime where I live. It's not like in the movies, where there's a bank robbery or a burglary every five minutes. I once saw someone shoplifting in our local supermarket, and there is some vandalism – you know, silly vandals painting graffiti on walls or kicking the bins in the park, but that's about all. There's more crime in big cities. Once, when my sister was in London, a pickpocket stole her purse from her backpack and a friend of mine saw a thief on a motorbike who took a woman's handbag as she was walking along the pavement.

▶ 6.12 Unit 6, 6.4, Exercise 3

S = Speaker SH = Sherlock Holmes

S: Name one thing which you would rescue in a flood.

SH: One thing that I would rescue is my violin.

S: Name one person who you always have fun with.

SH: My colleague, Dr Watson, is the funniest person I know.

S: Name a place where you like to relax.

SH: One place where I like to relax is Regent's Park.

S: Name one food that you often eat as a snack.

SH: I like to eat egg sandwiches at any time of the day.

S: Name the teacher who helped you the most.

SH: Mr Kettering, who was my Science teacher, was the most helpful.

S: Name a place where you want to go in the future.

SH: New York, where there are lots of crimes to solve, is a place I'd love to visit.

S: Name a person who always listens to you.

SH: My landlady, Mrs Hudson, is a person who always listens to me.

S: Name an object that you loved when you were small.

SH: A magnifying glass, which my grandfather gave me, was my favourite object.

S: Name a song which you can't stop singing.

SH: *In Dublin's Fair City*, which is popular in the streets at the moment, is in my head.

S: Name the time of day when you work best.

SH: The evening is the best time for me.

▶ 6.14 Unit 6, 6.5, Exercise 3

P = Presenter K = Katrina

P: Good morning! In today's podcast we meet teenagers who are helping their communities to fight crime with the help of the internet. First up is Katrina.

K: Well, this happened a couple of months ago. My mum and I went to the shops, but we were only there for about an hour. When we got home and opened the front door, we immediately knew that something was wrong.

6.15 Unit 6, 6.5, Exercises 4 and 5

K = Katrina

K: The house was really cold. We went through to the kitchen. The window was open. 'Burglars!' said Mum and she sat down. Her face was white. I ran to my room. My laptop was missing. I was really upset because it was a birthday present. I called the police and they came almost immediately. We told them that my laptop, my new smartwatch and Dad's digital camera were all missing. They started looking for clues. They took fingerprints and photos. Then they searched the area behind the house, but they didn't find anything.

Anyway, later that day I told my friend Mia about the burglary. 'I heard some people in the park talking about a watch,' she said. 'They wanted to sell it "quickly" on the internet.'

Mia and I got our phones out and started looking online. We checked the posts of some people we know from the park and we found a comment and a photo about a watch for sale. It was my watch! I pretended I wanted to buy it and got the seller's name and address. Ten minutes later, the police were at the guy's house. They arrested him for burglary.

I'm pleased that social media helped to solve a crime and that I got my smartwatch back. But it's a pity they didn't find my laptop or Dad's camera!

6.16 Unit 6, 6.5, Exercise 6

P = Presenter

P: Thanks, Katrina. Now, on Sky Radio we'd like to help you find your dad's camera and your laptop. If you're listening this morning, perhaps you could call us if you hear anything about it. The items were stolen on the second of October, sometime between three and five o'clock in the afternoon. The make of the digital camera is Nikon D610 – that's D610. The laptop is an HP Omen. If you hear about it, the number to call is 07836 198 477 – that's 07836 198 477. There's a reward of twenty pounds for anybody who finds either of those things. Thanks a lot, and now it's time for the weather ...

35 Unit 6, 6.5, Street Talk

**P = Presenter F = Faye M = Melissa Sh = Shaun
Sa = Sarah K = Kenneth**

P: What would you do if your phone was stolen?

F: If my phone was stolen, which it has been in the past, I would be upset about it. I would look for it and try to see if I have it on me. But if not, because I'm not attached to technology, I'd probably go another two months without a mobile phone.

M: If my phone were stolen, I'd go straight to the police station.

Sh: If my phone was stolen, I would go to the police station and I would also buy a new phone.

Sa: If I had my cell phone stolen, I would probably go to the nearest police station.

K: I also might see if anyone had returned it anywhere, but accept that I'm probably not getting it back so buy a new one.

P: What would you do if you saw someone shoplifting?

F: If I saw someone shoplifting at a store that I worked at, I would, after like, watching them and understanding what they're doing, I would approach them and ask them to put what they'd taken back and if not, I would call someone of authority.

Sa: If I saw someone shoplifting, I'd probably go tell the nearest cashier or worker for the store.

M: If I saw someone shoplifting, I'd probably go to an employee to inform them.

Sh: If I saw someone shoplifting, I would not do anything at all. I would mind my own business. Most likely.

P: What would you do if you saw someone vandalising something?

Sa: If I saw someone vandalising something, I would call the police.

K: Yeah, I'd call the police as well.

PROGRESS CHECK UNITS 4–6

6.21 Progress Check Units 4–6, Exercise 6

My name's Melanie and I'm crazy about tennis. One day, I'm going to be a professional tennis player and win a gold medal. I need lots and lots of practice. I have training three days a week and every weekend. I want to be the best young tennis player in the country, so I have to work as hard as I can.

My coach often comes to my training. She's coming tomorrow to help me build my strength and skill. First, I'll stretch and warm up, then we'll play a game. She'll tell me the things I need to do better and we'll practise them together. At the moment, the biggest problem is keeping my balance. Sometimes I fall over when I try to hit a difficult ball from my opponent because I'm not quite fast enough.

People often ask why I took up playing tennis. I'd played tennis at school a few times, but I didn't really take it up until a friend invited me to his house. He livestreamed an international tennis tournament for us to watch. That was the first time I saw the most famous female tennis player in the world: Serena Williams. I just loved how she played and I started taking tennis lessons the following week. Serena is the person who inspires me to work on my strengths and look for ways to be better every day.

I'm lucky because my coach is one of the best. If all goes well and I keep working hard, in a few years' time, I'll be playing in international tennis tournaments and winning matches.

UNIT 7

7.11 Unit 7, 7.5, Exercise 4

I've got a half-brother, Finn, who is disabled. He was born with cerebral palsy and he finds it difficult to move around and do things for himself. This means he spends most of his life in a wheelchair. Simple everyday activities like getting dressed and getting ready for school can take a long time. When Finn was young, he hated this and often got very stressed. If he didn't want to go to school, he would shout and cry.

Then, three years ago, when he was nine, Finn got an assistance dog and he named her Nala. Since then, his life has changed a lot. Nala is a very intelligent dog who understands Finn and knows how to help with many different activities. For example, Finn hates putting his shoes on, but Nala can get his shoes or slippers and put them near his feet, which makes him smile. Then he will put his shoes on quite happily. If Finn didn't have Nala, he would never be ready for school on time! She's his best friend too.

7.12 Unit 7, 7.5, Exercise 6

A couple of years ago my stepmum started working as a puppy trainer for assistance dogs. Her job was to teach young dogs a range of skills they would need in order to help people with disabilities. When I was little, she explained that when assistance dogs get older, they will help people, usually those who are disabled in some way. Mum told us that it was not like having a pet because the dogs only stay for about a year. It's very difficult to say goodbye when they go to their new owners. I found that really hard and sometimes cried. The good thing is that we often get letters telling us how much the dogs are helping their new owners.

Prince is different. He's my dog and I trained him – with a bit of help from my stepmum. I have a condition called Asperger's, which is not exactly a disability; for me, it means that I find it hard to deal with meeting people. Prince, who is really calm, helps me to be more confident so I can make new friends. I've got a lot better since I had Prince. He doesn't come to school, but he's always waiting when I get home. He's definitely part of our family now!

40 Unit 7, 7.5, Street Talk

P = Presenter C = Corrine

P: Tell me about a time you got a pet.

C: I really wanted a pet dog when I was a little child and I would always ask my parents for one, and finally, when I was ten years old, they got me a pet dog named Jet and he was just a tiny little puppy, he was a little black Fell Terrier. And then when he was about two years old he ran into the road and he got hit by a car and I came home from school that day and I was crying, I was so upset. He had to go to the vet's and finally he came home with a cast on his leg which he had to wear for a long time, and he cost my parents something like 2,000 pounds in vet bills.

42 Unit 7, BBC Culture, Exercises 5 and 6

Arctic life, Part 1

This is the Arctic. For half of the year, the sea here freezes into ice, and temperatures can be minus 20 degrees. What is life like for the families who live in this extreme landscape?

This is a village in the Canadian Arctic. Seven hundred people live here.

'People say it is a hard life here but it seems normal for me. It's not a hard life. It's a beautiful life.'

Minnie is 63. She has lived in this village all her life. People here still have to get most of their food from the land – and from the sea, under the ice. If they didn't do this, they wouldn't survive. Minnie is teaching her granddaughter Eva how to fish. But tomorrow they are going on a dangerous journey to find another type of food.

Minnie, Eva and Minnie's sister Siassie get up early and travel far across the sea ice. It looks like there is nothing here, but Minnie knows where to find food. The women in her family have collected food like this for generations. Today is Eva's first time.

43 Unit 7, BBC Culture, Exercise 8

Arctic life, Part 2

The women are now sixteen kilometres from the land, out on the frozen sea. This is the place where they'll look for food. They make a hole. There is no seawater under the ice at this time of the day. It's safe to go into the ice cave – for now.

'Siassie, it's a good cave. Eva, come down.'

But the women have to work very quickly. The ice above them can move at any time. It might fall on them. More importantly, the seawater will return in only half an hour. But Minnie has found the thing that she came for. Shellfish – thousands of them. The family can cook them to make a good winter meal. But they've been down in the cave for twenty minutes now. They can hear the seawater coming back.

'It's coming in fast now.'

'Should we get out?'

It's time to go. But this is the most dangerous moment on the trip. The ice above them is moving again. Will it close the hole that they made in the ice? Will they get out?

'Eva, quickly now, the water's coming.'

They're safe. The cave is now full of water. The women can take the food back to their community.

The family enjoy the meal together, and Eva has learned some important skills from her grandmother. The tradition continues.

'I learn by following you. I like to learn from you. Yes.'

UNIT 8

8.04 Unit 8, 8.1, Exercise 5

1

G = Girl B = Boy

G: Come on, the train station's not far away! You can make it!

B: Yeah, yeah. I'm coming. Why is my backpack so heavy? Why's it so hot in this country? Can't we take a taxi?

2

W = Woman M = Man

W: I've got the map and the guidebook, so we're ready to explore Paris. Let's go!

M: Oh, wait! I haven't got my passport with me. It's in my suitcase!

W: Don't worry. I've got it.

M: Oh, no, I've forgotten my sunglasses!

3

M = Mother S = Son

M: Right, darling. Here we are! Now put on some sun cream and ...

S: I've already done it.

M: Have you got your swimsuit on?

S: Yes.

M: Now here's your towel. Oh!

S: What is it?

M: I've forgotten to bring my swimsuit.

4

B1 = Boy 1 B2 = Boy 2

B1: OK, that's the tent up and the sleeping bags are inside.

B2: It's brilliant here. Much better than a campsite. It's so quiet and peaceful.

B1: Yes, it'll be really dark later on. Did you bring a torch?

B2: Yes, it's in my rucksack. I've got spare batteries, too.

44 Unit 8, 8.1, Street Talk

H = Harry C = Cecile J = Jan T = Tasha

H: On a backpack, on a backpacking holiday with friends I should take a backpack. I should also take strong walking boots or shoes, obviously, if I'm gonna be walking a lot, and I should be taking a tent for staying around wherever I'm staying.

C: When you go backpacking with friends, you, I always remember to bring sunglasses and an umbrella, and suntan lotion, and anti-mosquito products or any other insects. And that's about it.

J: When you are backpacking you have to take medicine and sleeping bag.

C: On a city break to Dublin I would take my camera and good shoes to walk around the city and an umbrella, 'cause it's Ireland.

H: My advice for packing for a cruise around the Mediterranean would be to take sun cream and a large, brimmed hat so you can keep yourself safe from the sun and not get sunstroke.

J: When you go on a cruise you have to take your bikini, your... a book, a good book, something to write, and maybe sun cream, very important. And maybe your camera, if you want to take some pictures, and I think it's the most important thing.

C: For a cruise on the Mediterranean you must take, obviously, your sunglasses, and then bikinis and that's all you need.

T: So if you're going, like, abroad on a cruise ship or whatever, you must take your passport, get visas, valid cheques, and all your essentials.

45 8.07 Unit 8, 8.2, Exercise 2

B = Bea A = Abe

- B:** I'm so excited about this boat trip.
A: Hmm ... Do we have to sleep on the boat?
B: Yes. Oh! That reminds me – we have to get something from upstairs.
A: What's in this box?
B: Wait and see. We should take sleeping bags. It can get cold at night. And you ought to take these to help you swim. Seriously, you shouldn't forget your swimsuit, but you must have a shower after swimming in the canal. The water can be dirty.
A: Do we have to wear life jackets?
B: No, if you're fourteen or older, you don't have to wear a life jacket, but you must be careful, and you mustn't do anything silly.
A: Is there anything else I ought to know?
B: You should bring a torch and mosquito spray.
A: Seriously? Mosquitoes?
B: We have to clean the boat three times a day. And there must always be one person awake at night, so we'll have to take turns. Two hours each.
A: Please tell me we don't have to do that. Oh, you're joking!

8.13 Unit 8, 8.5, Exercise 2

P = Presenter M = Mike

- P:** Thanks for coming to talk to us, Mike. Now, can you explain what you do?
M: Yes. I organise holidays for teenagers who need help when they're travelling because they can't see.

8.14 Unit 8, 8.5, Exercises 3 and 4

P = Presenter M = Mike

- P:** Why did you decide to help in this organisation?
M: Well, I've always loved travelling, and once I was on holiday in South America and I met an amazing girl who couldn't see. She was on holiday with her parents and cousins, and they helped her to climb this really high mountain. It made her very happy because she couldn't do it on her own. I decided I wanted to help people to have a good holiday.
P: And what holidays do you offer?
M: Oh, we've got something for everybody – from city breaks and beach holidays to activity camps. On our activity camps we offer sailing, hiking and cycling. We've got special bikes with two seats. They're popular with kids who can't go cycling at home because they don't have the right bikes.
P: It must be difficult to travel to a place when you have problems with your sight.
M: It can be. We plan the journey carefully so that people feel safe. But we also want it to be exciting – the journey is as important as the holiday.
P: Is it easy to find accommodation?
M: Not always. Some hotels don't understand the difficulties our travellers have.
P: What do you mean?
M: Well, it depends, but ... for example, a blind person can't read a menu. Eating can be very frustrating too. Also, he or she can't read the number on their key or the door to the room. Hotels have to understand that.
P: What are the most popular holidays?
M: Both winter and summer holidays are popular, but I think our summer activity camps are the most popular because we offer sailing. Everybody loves the sun on their face and the fresh air. It's a very exciting experience.

8.21 Unit 8, Learning Experience 4, Exercise 3

C = Charlie H = Hannah

- C:** I'm going on holiday with my family next week.
H: Lucky you! Where are you going, Charlie?
C: Scotland. We're catching a train from London to Edinburgh on Monday.
H: Why are you going by train and not by car?
C: We're trying to be eco-friendly. We haven't got an electric car and petrol cars produce a lot of air pollution.
H: But your car is very small and light. It doesn't use much petrol.
C: It isn't as bad for the environment as a big heavy car, but it still produces a lot of greenhouse gases.
H: Maybe you could rent an electric car. They're better for the environment.
C: You're right, electric cars produce a lot less air pollution than petrol cars, but I think it would be too expensive to rent one for a week. And anyway, the train is quicker: it only takes five hours. By car, it takes seven.
H: Well, if you want to use public transport, why don't you go by plane? You can fly to Edinburgh in only 90 minutes.
C: Yes, but planes are terrible for the environment! Flying from London to Edinburgh and back could produce more greenhouse gases than someone in Uganda produces in a whole year!
H: Really? So, are planes the least eco-friendly choice?
C: Not always. If there's only one passenger in a car, a car can be even worse than a plane. But there are four people in my family and four passengers in a car is better for the environment than flying.
H: What are you going to do when you're in Scotland? Are you going to stay in the city of Edinburgh the whole time?
C: No, we're going to take our bikes on the train and cycle from town to town.
H: I guess all types of transport without an engine are eco-friendly?
C: That's right. Bikes, skateboards, sailing boats – they don't produce any greenhouse gases. Walking doesn't either.
H: Your holiday sounds fun. It'll make you fitter and it won't be bad for the environment.

UNIT 9

9.06 Unit 9, 9.2, Exercise 2

D = Daisy M = Mum

- D:** Hey, Mum. Guess what.
M: What?
D: Jack told Mrs Walker that we were starting a debating club.
M: Oh, good. What did she say?
D: She said that was a great idea.
M: Excellent!
D: I told everyone I was looking for some good topics to discuss.
M: Perfect!
D: And Tom said we needed to make a poster to advertise it.
M: Of course!

Prince is different. He's my dog and I trained him – with a bit of help from my stepmum. I have a condition called Asperger's, which is not exactly a disability; for me, it means that I find it hard to deal with meeting people. Prince, who is really calm, helps me to be more confident so I can make new friends. I've got a lot better since I had Prince. He doesn't come to school, but he's always waiting when I get home. He's definitely part of our family now!

40 Unit 7, 7.5, Street Talk

P = Presenter C = Corrine

P: Tell me about a time you got a pet.

C: I really wanted a pet dog when I was a little child and I would always ask my parents for one, and finally, when I was ten years old, they got me a pet dog named Jet and he was just a tiny little puppy, he was a little black Fell Terrier. And then when he was about two years old he ran into the road and he got hit by a car and I came home from school that day and I was crying, I was so upset. He had to go to the vet's and finally he came home with a cast on his leg which he had to wear for a long time, and he cost my parents something like 2,000 pounds in vet bills.

42 Unit 7, BBC Culture, Exercises 5 and 6

Arctic life, Part 1

This is the Arctic. For half of the year, the sea here freezes into ice, and temperatures can be minus 20 degrees. What is life like for the families who live in this extreme landscape?

This is a village in the Canadian Arctic. Seven hundred people live here.

'People say it is a hard life here but it seems normal for me. It's not a hard life. It's a beautiful life.'

Minnie is 63. She has lived in this village all her life. People here still have to get most of their food from the land – and from the sea, under the ice. If they didn't do this, they wouldn't survive. Minnie is teaching her granddaughter Eva how to fish. But tomorrow they are going on a dangerous journey to find another type of food.

Minnie, Eva and Minnie's sister Siassie get up early and travel far across the sea ice. It looks like there is nothing here, but Minnie knows where to find food. The women in her family have collected food like this for generations. Today is Eva's first time.

43 Unit 7, BBC Culture, Exercise 8

Arctic life, Part 2

The women are now sixteen kilometres from the land, out on the frozen sea. This is the place where they'll look for food. They make a hole. There is no seawater under the ice at this time of the day. It's safe to go into the ice cave – for now.

'Siassie, it's a good cave. Eva, come down.'

But the women have to work very quickly. The ice above them can move at any time. It might fall on them. More importantly, the seawater will return in only half an hour. But Minnie has found the thing that she came for. Shellfish – thousands of them. The family can cook them to make a good winter meal. But they've been down in the cave for twenty minutes now. They can hear the seawater coming back.

'It's coming in fast now.'

'Should we get out?'

It's time to go. But this is the most dangerous moment on the trip. The ice above them is moving again. Will it close the hole that they made in the ice? Will they get out?

'Eva, quickly now, the water's coming.'

They're safe. The cave is now full of water. The women can take the food back to their community.

The family enjoy the meal together, and Eva has learned some important skills from her grandmother. The tradition continues.

'I learn by following you. I like to learn from you. Yes.'

UNIT 8

8.04 Unit 8, 8.1, Exercise 5

1

G = Girl B = Boy

G: Come on, the train station's not far away! You can make it!

B: Yeah, yeah. I'm coming. Why is my backpack so heavy? Why's it so hot in this country? Can't we take a taxi?

2

W = Woman M = Man

W: I've got the map and the guidebook, so we're ready to explore Paris. Let's go!

M: Oh, wait! I haven't got my passport with me. It's in my suitcase!

W: Don't worry. I've got it.

M: Oh, no, I've forgotten my sunglasses!

3

M = Mother S = Son

M: Right, darling. Here we are! Now put on some sun cream and ...

S: I've already done it.

M: Have you got your swimsuit on?

S: Yes.

M: Now here's your towel. Oh!

S: What is it?

M: I've forgotten to bring my swimsuit.

4

B1 = Boy 1 B2 = Boy 2

B1: OK, that's the tent up and the sleeping bags are inside.

B2: It's brilliant here. Much better than a campsite. It's so quiet and peaceful.

B1: Yes, it'll be really dark later on. Did you bring a torch?

B2: Yes, it's in my rucksack. I've got spare batteries, too.

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H: On a backpack, on a backpacking holiday with friends I should take a backpack. I should also take strong walking boots or shoes, obviously, if I'm gonna be walking a lot, and I should be taking a tent for staying around wherever I'm staying.

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H: My advice for packing for a cruise around the Mediterranean would be to take sun cream and a large, brimmed hat so you can keep yourself safe from the sun and not get sunstroke.

J: When you go on a cruise you have to take your bikini, your... a book, a good book, something to write, and maybe sun cream, very important. And maybe your camera, if you want to take some pictures, and I think it's the most important thing.

C: For a cruise on the Mediterranean you must take, obviously, your sunglasses, and then bikinis and that's all you need.

T: So if you're going, like, abroad on a cruise ship or whatever, you must take your passport, get visas, valid cheques, and all your essentials.

Jo: My first school was in Rome, Italy. It was an international school where I learned both English and Italian. My first teacher was called Miss Carlson. She cared a lot about her Liverpool FC football club, and I'm an AC Milan supporter, so whenever the finals were on, we would always argue who was the better team.

C: My first school was in Auckland, which is a city in New Zealand, and it was a small primary school with only a few hundred children and was right by the beach and that's why I liked it. We got to go to the beach sometimes after school. My first teacher was called Mr Norwell and he was a lovely guy in his fifties, and he used to teach us Maths using pebbles that we found outside.

53 Unit 9, BBC Culture, Exercises 4 and 5

Learning goals

The school week is the same for most teenagers across the world.

They get up ... They go to school ... They have lessons ... They come home ... They have dinner ... They go to bed ... And they do it day after day after day! But it's different for those teenagers who want to develop their unique talents.

This is Ian. His school routine is a bit different from most other students. It's 6 o'clock on a winter's morning and Ian's getting up. But he isn't going to school today. Ian spends one day a week at the Stoke City Football Academy. It's a school for young players who might play with the football club professionally one day.

'Let's get going.'

It's time to go.

Like other students, he has lessons in the morning – but they're lessons in football and teamwork! Ian's a hard-working student and a talented footballer. After lessons, it's time for some serious football training. Ian's position in the team is centre back. His job is to stop the other team scoring goals.

Around half past three, most students are leaving school – but not Ian. He's still training!

Other teenagers are at home having dinner or doing homework, but Ian has just left the football academy. He's confident enough to take the train home alone. He finally has some time to relax. Ian arrives home at about half past eight in the evening.

'When I get home, I usually have a small meal, not too big and then straight after that I just go to bed.'

Ian doesn't mind his long day at the academy. He knows that you have to work hard if you want to be the best. But when you have a passion and a talent like Ian, you don't mind doing a little bit extra.

PROGRESS CHECK UNITS 7–9

9.20 Progress Check Units 7–9, Exercise 6

M = Maggi J = Jack

M: Hey Jack, do you like backpacking holidays? And travelling by train?

J: Yes. Why?

M: Take a look at this article. It says that the European Union are offering 60,000 young people the chance to travel around Europe by train next year. The programme is called 'DiscoverEU'. The idea is that, during your journey, you'll meet young people from other countries and improve your general knowledge of the European Union.

J: It sounds interesting. How much does it cost?

M: You don't have to pay anything. The rail travel card is free and it lasts for one month.

J: That's great. So, what do you have to do to take part?

M: First, you have to fill in an online application form and complete a quiz. There are six questions about European history and culture. If you answer correctly, you'll receive an email with your DiscoverEU code. You mustn't share this with anyone. Then, all you have to do is download the trip app, create your route and pack your rucksack! Oh, and because you'll go abroad, you must take your passport.

J: And can you go anywhere you want in Europe?

M: Yes, but the programme organisers say you shouldn't miss out cities which aren't very famous. For example, you could stay in a hostel with a sea view in Piran in Slovenia or go on a cruise along the Sava and Danube rivers in Belgrade, Serbia.

J: If I could go sightseeing anywhere in Europe, I'd go to Gdańsk in Poland. Do you know it? A friend of my dad's went there last year and he told us it was a great city. Where would you go, Maggi?

M: Probably all the famous places: Rome, Paris, Venice ... Look there are some reviews from last year's programme here. One girl says that if she hadn't travelled around Europe on her own, she wouldn't have made lots of new friends or become so confident.

J: So, do you want to look over the questions and see if we can answer them?

M: Sure. With a bit of teamwork, we might get them all right! OK, so the first question is...

STARTER UNIT

0.01 Starter Unit, 5.1, Exercises 1 and 2

S = Simon R = Rob

- S:** Hey, Rob, do you want to see my place?
R: Sure. Wow, your kitchen is really big!
S: I know. We all have dinner together here in the evening.
R: There are a lot of photos on your walls.
S: Yes, my dad takes them. He loves taking photos.
R: Cool. And whose room is this?
S: That's my sister's bedroom. Just look at that original lamp!
R: Where?
S: The one on the ceiling.
R: Wow!
S: She always sits in front of the mirror for hours, doing her hair and make-up. But when she listens to music and sings really loudly, I can't stand it!
R: Ha, I know. My sister is always in the bathroom when I want to use it, and there's only one bathroom in our house. I can't stand waiting for it.
S: I know what you mean! This is my bedroom. It's a bit small, but I love it.
R: Nice! Is there a computer in here?
S: Sure. Do you like playing computer games? There are lots in this box on the floor.
R: I love playing computer games! Let's see what you've got here ...

UNIT 1

1.01 Unit 1, 1.5, Exercise 3

P = Presenter I = Isla

- P:** Hello and welcome to our show. Today we're asking the question: could you live without technology? With me in the studio are Isla, Ben, Jeremy and Sara. You're doing an experiment at the moment, aren't you?
I: Yes. We're switching off all our technology for a month to see what life is like without it.
P: Wow! That sounds really difficult!

1.02 Unit 1, 1.5, Exercise 4

P = Presenter I = Isla B = Ben S = Sara J = Jeremy

- P:** So, how's it going this month without technology? Isla?
I: Well, I usually message my best friend Lucy in the evenings, but of course, now I can't do that. She's doing the challenge too. For me it's OK because I see her at school, but she hates it. The worst thing is trying to do homework. I can't go online to search for information and that's terrible! Books are OK, but it's much slower without the internet.
P: What about you, Ben?
B: Well, I'm really into music and, of course, I can't download any songs at the moment. I'm playing my guitar more, and I'm getting better. But I know my neighbours can't stand it when I practise playing early in the morning!
P: Sara, what are you finding difficult?
S: Well, I usually upload all my photos from my smartphone to my blog, but I can't do that now. At first, it was hard. But now I'm using my dad's old camera and getting the photos printed in a shop in town. I can put the photos on my bedroom walls – it's so cool! So, what's difficult? I follow my favourite singers on social media and now I don't know what's happening. That's hard.
P: And are there any good things, Jeremy?
J: No! I have a blog, and now I can't update it. I have some funny stories to share, but I have to wait until next month! See this notebook? I hate writing by hand, but I'm doing it because I need to remember everything about my digital detox! I can't wait to blog about it.

UNIT 2

2.01 Unit 2, 2.5, Exercise 4

C = Chloe A = Alex

- C:** Hi, Alex. How was your holiday?
A: Hi, Chloe. Well, it wasn't really a holiday. I was really tired when I got home. But I learned a lot – and I'm a lot fitter now!
C: Really? So what did you learn?
A: Oh, lots of skills for keeping yourself alive if you get lost in the wild.
C: Scary! Did you see any wild animals?
A: No, we didn't see any, but we heard some at night. I loved listening to all the different wildlife.
C: Wow!

2.02 Unit 2, 2.5, Exercise 5

C = Chloe A = Alex

- C:** So, what did you do on this survival course?
A: Well, you know we spent five days there. So, on the first day we learned how to discover plants and find food. And that was cool! We found lots of fruit to eat!
C: All right! Did they teach you how to make a fire and cook food over it?
A: They did. I was pretty excited about it. It's usually quite easy to make a fire if it's not raining, but it rained on the first day. So, you know all the wood was wet and we couldn't make it burn. But we got lucky on the second day and cooked some food over the campfire when it was nice and warm at last.
C: Cool. And did you make a shelter?
A: Yeah, we did. We spent the first two nights in a wooden hut in the middle of the forest, but on the third day we learnt how to make a proper shelter. I was worried that we might be cold at night, but in fact our shelter was quite warm.
C: What about water? Did you have enough?
A: That's what my mum was most worried about. We took some water with us, but on the fourth day we also learned how to find it in the forest and how to make it safe to drink.
C: Did you boil it to make it safe?
A: No, we used special tablets that you put in the water to clean it.
C: And did you have a map to help you to find your way?
A: Yes, we did, but they also taught us how to use the sun to find our way.
C: What about at night? Did you use the stars?
A: No. Usually they teach you how to do that, but it was cloudy most of the time. And then on the last day when the weather was fine, everybody was too tired to watch the stars. But not me – I slept outside because it was quite warm – over 15 degrees.
C: Weren't you scared of wild animals?
A: Not at all. I was just next to my shelter so I felt quite safe.
C: Hmm ... It sounds like fun. But sleeping on my own in the middle of a forest isn't my cup of tea!

UNIT 3

3.01 Unit 3, 3.5, Exercise 3

So, I've just finished making my cake, and here it is. My friends think it looks delicious, but they can't eat it because I've made it for a competition at my school. I love sweet things, and I started making cakes when I was ten. I enjoy making cakes in unusual shapes. I wanted to make a cake in the shape of a boat, but that didn't work out. It was too difficult, and I couldn't make it stand up. So in the end I've made one in the shape of a giant phone. I think it's really cool. I chose chocolate flavour for the cake because that's my favourite, and there's a fresh vanilla cream filling in the middle. On the outside, there's red coloured icing over the main part of the cake, and I've used sweets for the buttons on the phone. The best bit is that I've used icing to write a message on the screen. It says: See you later for tea and cake!

3.02 Unit 3, 3.5, Exercises 4 and 5

Right, before you all go off to your classes, I just need to remind you about our cake competition. This competition takes place on Saturday the twenty-ninth of June – that's the same day as the School Fair. If you're taking part, you need to bring your cake to the school cookery room. All the cakes need to be there by ten o'clock in the morning. The judges can then have plenty of time to look at all the cakes and, of course, they'll taste them all before they make their decision. Mrs Addison will announce the winner at two o'clock.

There are three different categories in the competition: cupcakes – I'm sure you all know what they are; then there are family cakes – those are larger cakes that you can share – and finally, there are novelty cakes – that's cakes in unusual and interesting shapes. I think last year we had a plane and a football field, and the winner was a very tasty cake in the shape of an elephant, which was amazing! It had a rich, creamy chocolate flavour.

If you'd like to enter the competition, you need to pay an entry fee of two pounds per cake, and fill in your entry form by next week. The winner will receive a cookery book and twenty-five pounds. You can get entry forms from Mrs Cussons or you can download them from the school website. Good luck everyone, and happy cake making! Remember, someone's going to win that prize!

PROGRESS CHECK 1: UNITS 1-3

3.06 Progress Check 1, Exercise 1

1

B = Boy G = Girl

- G:** I didn't see you at the skate park last weekend.
B: No, we went to stay with my cousins in the countryside. It was OK, just a bit boring. I wanted to do some walking because it's a lovely area, but it rained. So I spent the whole weekend in front of the television. There was some skiing on so it wasn't too bad!
G: I saw a bit of that too. OK – see you at the park next weekend then.

2

Amy? Hi! It's Emma. We've just finished moving in and I just love the new house. We're very near the shops – which is good, although a bit noisy. But my room is at the back and I can see the garden. It's lovely. Of course, I'd like to live near the beach, like you, but Dad needs to be near his work. Come and stay soon. Call me back later!

3

There's some interesting weather in the UK at the moment. If you're in Scotland, you know it's raining and it's really cold whereas in the London area, you've got some fog right now, with cloudy skies later on. In Ireland the winds are getting worse and there are a lot of trees down – dangerous for people on the roads. Today is certainly a different story from yesterday, when we all enjoyed clear blue skies.

4

B = Boy G = Girl

- B:** My cooking is improving! I made dinner for the family last night!
G: Well done! Did you make sweet potato soup like we did in cookery class on Monday?
B: No, that takes too long. I wanted to make tuna salad, but my sister doesn't eat meat or fish, so I made pizza with cheese, green pepper, mushrooms and olives.
G: And did you make a desert too?
B: Just a big fruit salad with peaches, pears and strawberries. We ate it with some vanilla ice cream.
G: Delicious!

5

G = Girl M = Mum

- G:** Mum! I can't find my phone and I'm late for school.
M: Have you looked in your bag? Maybe you put it in there last night.
G: I don't think so. I didn't leave it on the train because I used it last night. It was definitely on my desk because I phoned Eliza about the homework.
M: I hope you haven't lost it again.
G: Oh, you were right. Here it is. Now I remember. I put it in my bag before I went to bed!

6

G = Girl B = Boy

- G:** Have you read this article in the magazine? It's all about your sister. There's a cool picture of her with a big plate of yummy food!
B: I'm not surprised. She's got a great job. She wanted to be a chef and she trained for a couple of years. Then she decided that it's a really hard job, so now she just takes pictures of food for restaurants and magazines. She's always liked working with food! She won 'Waitress of the year' when she was a teenager!

3.07 Progress Check 1, Exercise 2

OK everyone, we've now made all the arrangements for our visit to the exhibition at the Science Museum next Thursday. We were planning to go on Wednesday, but unfortunately we couldn't book a coach for that day.

So, the exhibition is called *Robot Life* and as you can guess, it's about robots! It's a great opportunity to see the latest developments in robotics. There's a waiter robot called 'Jack' and a hotel receptionist robot called 'Maria'. Jack takes orders and brings your food, but Maria can actually talk and reply to visitors' questions. Amazing!

Arrangements for the day are as follows. Firstly, the coach leaves school at 8.30, so I would like everyone to be here by 8.15. Ask your parents to be here at school to meet you from the coach at 5.30 in the afternoon.

The restaurant at the museum is always very busy, so please bring sandwiches and drinks. We can have them in the museum gardens. Also remember to pack a waterproof jacket ...

3.08 Progress Check 1, Exercise 3

A = Ashlyn J = Jamie

- A:** So, I've got a great recipe we can cook for dinner tonight. It's chicken with sweet potato and pineapple.
- J:** That sounds yummy! So how do we cook it?
- A:** OK, so first, we heat the oven to 180 degrees and we put the chicken breasts in to roast them.
- J:** OK.
- A:** Then we can prepare the vegetables.
- J:** What's first?
- A:** The sweet potato. First, we peel the skin off, then chop it into small pieces, then put it in boiling water for fifteen minutes.
- J:** Ah, OK.
- A:** Next is the pineapple. Now usually people like to fry it, but I think it's better not cooked. We can just chop it into small pieces.
- J:** OK, what about this garlic?
- A:** Ah, yes. We wait until everything's ready, then chop it and fry it quickly. Then we spread it all over the top.
- J:** That sounds delicious. What about dessert?
- A:** Peaches with cream!
- J:** Oh, they're not those awful tinned peaches, are they?
- A:** No, I've got some lovely fresh ones. Look.
- J:** Oh, they look really nice. Right, shall we get started? I'm hungry!
- A:** Yes, me too!

3.09 Progress Check 1, Exercise 4

The weather forecast today is mixed around the country. In the north, it will be cold with heavy snow. In the south, however, it will be cloudy with some sunshine!

UNIT 4

4.01 Unit 4, 4.5, Exercise 3

Now, if you're looking for something to do next weekend, why not go to the Leeds Film and Theatre Festival? It takes place in Hyde Park from the fifteenth to the eighteenth of July and there are loads of exciting things to do. There are classes every morning about acting, directing, costume design and filming. In the afternoon you can watch live performances, new films or just relax and chat with other festival-goers. If you want to have a go at acting yourself, there are plenty of performances you can take part in, including the Festival Show on the last night on the big open-air stage. OK, on with some more music now, and ...

4.02 Unit 4, 4.5, Exercises 4 and 5

M = Max J = Jess

- M:** I didn't know you were interested in theatre. What made you go to the festival?
- J:** Well, my friend Rosie always invites me to go to see unusual live performances with her. She didn't go to this festival, but we've got this new drama teacher at school. We did some acting with him and I loved it. That's why I decided to go to the festival and get some advice on acting.
- M:** So, what did they teach you?
- J:** Well, they organised us into small groups and gave us a short drama to prepare. They gave us lots of tips about remembering the words and how to show different feelings like anger or happiness. They said it's better to hide your real feelings and just focus on acting. You don't have to show the emotions very strongly, but you need to make sure your face and your body show the same emotion. Then we had to give a performance to the whole group.
- M:** Well, I guess you were good at it because you had a big part in the final show.
- J:** That wasn't planned. There was a really talented girl, and the plan was for her to play the main character. But she fell at lunchtime and hurt her foot. She had to go to hospital, so the teacher asked me to do it.

M: And did the show go well?

J: Hmm, quite well I think. It was a comedy and the audience laughed a lot. It was about a family party that went wrong. The costumes looked great. I wore a big straw hat and a party dress. I loved it. We had to sing a song at one point and the music was a bit too quiet, but it was OK. Everyone remembered what they had to do. The only thing that went wrong was the stage lights – one of the switches broke, so we had to do part of the show in the dark!

M: And what was your favourite part of the day?

J: Oh, I enjoyed all of it. The show was brilliant, but it was a bit scary being up on stage, and I was really stressed about singing. But I made lots of new friends – I think that was probably the best bit.

UNIT 5

5.01 Unit 5, 5.5, Exercise 3

... and news is just coming in about Anna Martin, one of the country's best young tennis players. She's won a lot of matches this year, but she's decided to give up playing competitively and will focus on coaching instead. We'll definitely miss her on the tennis court and so will all her supporters, but of course we wish her lots of luck with her future career!

5.02 Unit 5, 5.5, Exercises 4 and 5

A = Angela P = Paul

- A:** Have you heard the news about Anna Martin? I can't believe she's giving up playing – I wasn't expecting it at all. I hope she changes her mind. She's one of my favourite players and she could be a big star in the future!
- P:** Anna Martin? I've heard of her, but I don't know much about her.
- A:** She's amazing. She's beaten some of the best players in the world, and she's still only twenty years old. She plays in lots of charity matches and raises a lot of money to help children with disabilities. She believes everyone can do sport. I even watched her play in one of the matches. She's so strong and powerful. And she looked so happy when I saw her play.
- P:** Maybe she was happy because she was doing something to help other people. The report said she wants to be a coach. That's a great way to help people. Maybe she'll be happier. I mean, there's no point in training all day every day if you don't enjoy it.
- A:** That's true. I read that as well as practising on the court for three hours every day, she swims four times a week to build up her strength, she runs every morning for fitness and she does yoga twice a week to help with balance. That's quite tough.
- P:** Exactly. It must be really hard for her to spend time with her family and friends too. And it must be impossible to have any hobbies.
- A:** Well, her parents always watch her matches, and sometimes her brother was at the court too, but you're right. She said she wants to take up some new hobbies as well as work as a coach. But really, she'll never become rich if she works as a coach.
- P:** She might, if she's popular. But money isn't the most important thing. I think she'll be a great coach. She seems such a nice person – kids will love her.
- A:** Yeah, she's lovely – I'm sure young players will enjoy working with her.
- P:** And look, it says here that she wants to coach the stars of the future. She's going to make them stars on the tennis court, but she also wants to be a role model for them. She plans to help them to raise money for charity and find other ways to help people. I think that's amazing. I wish more famous people were like that.
- A:** That's true.

UNIT 6

6.01 Unit 6, 6.5, Exercise 2

M = Man L = Sergeant Linfield

M: So, Sergeant Linfield, can you give us your report?

L: Yes, Sir. We received a call at around 2.30 from Mr and Mrs Jones, of Bridge Street. They wanted to report a burglary at their house. I know the area well, so I went straight to the house. Mr and Mrs Jones were quite upset, so I interviewed them about what had happened. It seems they'd come home and found the door open and some things missing. Some other officers arrived then, and they took fingerprints and looked for clues inside the house. Mrs Jones went out into the back garden to get a bit of fresh air, and that's when she found a mobile phone, under a bush. I looked at the phone and saw that it had a phone number on it labelled 'Home'. I called the number and spoke to a woman, and I asked her where she lived. I then went round to the house and found the burglar. The phone was his, and the woman I'd spoken to was his mum! I arrested the burglar, of course, and found Mr and Mrs Jones's things in his bedroom.

M: Good work, Sergeant!

6.02 Unit 6, 6.5, Exercise 3

The police are asking for information about a robbery that took place last week at the post office on Park Street. The crime took place on the fifteenth of June, at about half past three in the afternoon. This was a serious robbery, and thirty thousand pounds in cash was stolen, along with some other items. The police are looking for three suspects, who were seen near the crime scene that afternoon. They are also interested in information about a dark green car that the suspects were seen driving off in. If you have any information about this crime, please call the police on 0141 557 6231. I'll repeat that number for you: it's 0141 557 6231.

6.03 Unit 6, 6.5, Exercise 4

1

Thieves broke into a jeweller's shop in the town centre last night. The crime happened at about half past eleven and the criminals stole a diamond necklace and some earrings worth over fifty thousand pounds. Luckily, they couldn't get into the safe, so they didn't get away with any money, and they also didn't find two valuable diamond rings that were in a drawer under the counter.

2

S = Sophie D = Dan

S: Hi, Dan. How are things?

D: Not very good. There's been a burglary at our house.

S: Oh no! When did it happen?

D: Yesterday afternoon.

S: That's awful. Were you at home?

D: No, but my dad was. He was really tired after a business trip, so he was asleep in bed. He didn't hear a thing! I was playing computer games earlier in the day, but then I went out to play football, and that's when it happened.

S: What did they take?

D: My laptop and my mum's tablet – it's a real pain!

3

Hello, I'm PC Emma Robinson and I'm investigating some vandalism at the school last night. You probably know there have been problems in the past with vandalism – broken windows and paint sprayed on the walls, things like that. Well, this time it was the head teacher's car, which was outside the school. Someone damaged it so he couldn't drive home. Did you see anyone near the school last night?

4

W = Will L = Lucy

W: Come on, Lucy. Our train leaves soon.

L: I can't find my purse or my phone. They were definitely in my bag this morning. I think someone's stolen them.

W: Well, there are a lot of pickpockets about.

L: I know and that's why I never keep money in my back pocket – it's too easy to steal it from there.

W: Yeah. Look, there's your phone.

L: Oh! Thanks, Will. But my purse is definitely missing, so someone's taken it. I think I'll have to go to the police.

5

P = Police officer SA = Sales assistant

P: So, can you tell me what happened?

SA: Yes. The shop was quite empty. There were only about four or five people in here. There was a teenage boy, about fifteen years old. He bought a game and left. Then there was a man – he was about fifty, I guess. He wanted to know about computer games for his children. I was talking to him when I saw the woman. She was about twenty-five, with long hair. She just took the game and walked out! I was still serving the man, so I couldn't run after her.

PROGRESS CHECK 2: UNITS 1-6

6.07 Progress Check 2, Exercise 1

1

B = Boy G = Girl

B: You haven't seen the new TV talent show, have you?

G: I saw the first programme, but I didn't really enjoy it. I decided to watch the new cookery programme instead last night.

B: That is so boring!

G: How do you know? You didn't see it.

B: I've seen the reviews and they all said the same thing.

G: Well, I liked it. The reviews said that the wild animal documentary last week was terrible and they were wrong about that too!

2

Yes, hi. My name's Paul Matthews and I'm phoning to see if you've found a silver smartphone. I was at the leisure centre from about two until five o'clock. I asked for some information about tennis lessons at the reception desk as I was leaving, so it's possible I left it on the desk there. I had a sandwich in the café after going swimming and I remember using it there to call a friend, so I'm sure I didn't leave it by the pool. If someone has found it, please phone me on 09876876574. Thanks.

3

W = Woman M = Man

W: And now let's go to our reporter, Dan Pick, in Greenville where police think that the famous criminal Bobby Tucker has committed another crime.

M: Yes, I'm outside Midland Bank on the High Street in the town of Greenville. The area is closed to the public because detectives are still searching the area and looking for clues, but the main suspect for this latest crime is Bobby Tucker. This time, it wasn't a bank robbery. Instead, several expensive paintings were stolen from an art exhibition that the bank had organised here. Exactly how the thief entered the bank last night is a mystery because there is no sign of any damage to the doors or windows. So far, there are no witnesses. Today, the police will be studying the recordings from the security cameras for more clues.

4

B = Boy G = Girl

G: Where did you go last summer, Gary?

B: I went to the New Forest National Park for a week with my family. It was great! We stayed in the middle of the forest and did lots of different outdoor activities.

G: Like what?

B: Well, one day we looked for wild animals with the help of a park guide. And another day, we learned how to make a shelter and look for food in the forest.

G: That sounds fun. And did you learn how to make a fire and cook a meal?

B: Usually they teach you how to do that, but it hadn't rained for a few weeks and the forest floor was very dry, so making a fire was too dangerous.

G: I see. And did you sleep outside in the shelter that you made?

B: I wanted to, but it's illegal to do that in the New Forest. We actually stayed in a nice hotel, but the holiday still felt like an adventure.

5

Hi, my name's Jill Roland and I'm calling about the advert for people to help at the race this weekend. I'd like to help out if possible. I usually take part in the race myself, but at the moment I have an injury, so I can't run. I'm happy to help with anything that you need me to do, like give out water to the runners or just cheer them on! I'm available for the whole day that day. If you need anyone to help, then please contact me on 01297459173. Thanks.

6.08 Progress Check 2, Exercise 2

I = Interviewer S = Suzy

I: Suzy Davies has just got a part in the new *Shark Beach* movie. Congratulations, Suzy! How do you feel about it all?

S: Thank you. Well, of course I know it's going to be hard work – very long days and lots of lines to learn. But I'm looking forward to starting the filming.

I: It sounds quite a scary film! Do you need to be able to swim well for this role?

S: Well, I learned to swim when I was younger and I'm OK, but not really fast, and I look a bit silly in the water. They've got another actor who will be me in the swimming scenes, thank goodness!

I: This isn't your first film role, is it?

S: No. I've known that I wanted to act since I was at primary school. When I was six, a film company was making a film in the area. They asked all the children in my class to be in the crowd scenes in the film. We dressed up as children from the last century. It was amazing fun! So that was my first role.

I: Did you go to drama school?

S: I wanted to go to drama school and I chose a couple to apply for. However, my parents wanted me to get a degree at university first. Then, while I was studying, I took part in a play. A famous director saw me and asked me to do this film.

I: Are you worried that you haven't done much training?

S: It's good to have training, but you can also learn while you do something. A lot of the other actors are very experienced and I know I'll learn a lot of techniques from them. But the director believes that I can do this and that gives me a lot of confidence!

I: Do you have any plans for later in the year?

S: Well, filming will take at least six months. At some point, I want to do some real training. But this filming is on location in Australia, which is a place I've always wanted to go to! Afterwards I hope to stay on and travel around the country for a while. I'm not sure when I'll have time to do some training actually. After this film, I'll be acting in another one, so I won't have much free time for the next year or so.

I: Well, good luck with everything, Suzy.

6.09 Progress Check 2, Exercise 3

I'm very pleased to tell you that there will be another Music in the Park festival in August. Last year's event on the third and fourth of August was very successful, and the organisers decided to repeat that success. This year, put the ninth and tenth of August in your diaries and make sure you're free!

Like last year, the festival will take place at the north end of King's Park. Parking will once again be in the area at the south entrance to the park. However, please try to leave cars at home as there won't be a lot of space.

You've probably read on social media that Paul Bailey and Free Voice are going to sing at the festival. Unfortunately, Paul Bailey wanted to come, but he will still be on tour in the USA at the time. Free Voice will be on stage on Sunday afternoon, though, to close the event.

A new feature of the event this year will be a dance competition. The competition will take place on the main stage. It will be at lunchtime on both days, and the categories will be hip-hop, salsa and street dance. The judges will be Jack Bennet and Mary Jake from the TV talent show *Time to Dance*. It should be fun! You'll be able to see the winners of the competition in Channel 5's documentary *Young Dancers* in September.

So, remember to get your tickets early. You can book by phone on 07640832511 or you can get a better price by booking online at festivals.com.

See you there, guys!

6.10 Progress Check 2, Exercise 4

Three bank robbers were given long prison sentences today. The robbers were caught when their fingerprints were found at the scene. When reading out the sentence, the judge said this was a terrible crime.

UNIT 7

7.01 Unit 7, 7.5, Exercise 2

Autism is quite a common condition, so it's important that all teenagers understand it. It isn't a physical or mental disability, but students with autism find it difficult to relate to other people, so they can have problems making friends. We noticed that our students with autism were fine during lessons, when the teacher was there, and before and after school they had support from their families. But it was between lessons – at lunchtime, for example, that they sometimes found it difficult to join in. That's why we started a buddy system here last year. 'Buddy' is an informal word for a friend, and the buddy system is about students helping those who need it. The buddies' role isn't to tell autistic classmates what to do or how to behave. And it isn't necessarily about becoming best friends. It's just to be there to help when they're needed. The system has done very well. Our students with autism definitely don't have as many problems at break times now and actually, the buddies have also got a lot out of it – we didn't expect that, so it was an extra benefit.

7.02 Unit 7, 7.5, Exercises 3 and 4

I first started being a buddy to Matt when I got back to school after the summer holidays. I didn't really know Matt before, although he's in my class, because he was very quiet and I didn't think he had much in common with me and my friends.

I didn't know much about autism before I knew Matt, but he explained that he gets quite stressed if there are people around him the whole time. He's OK chatting to them in small groups, but if there's a big activity going on, like a game of football, he finds it difficult to join in.

Matt felt worried about making friends because he thinks he's different. I've helped him to deal with that problem, I think, and he's now much more relaxed and gets along quite well with others. He even plays football with us sometimes. If he gets a bit better, I think he'll get into the school team!

I get a lot out of the whole experience of being a buddy. Before, I was only into football and computer games, and I thought that anyone who didn't share those interests was just boring. Matt's shown me that we don't all have to be the same – it's fine to just be who you are.

UNIT 8

8.01 Unit 8, 8.5, Exercise 2

I = Interviewer M = Millie

I: Thanks for coming onto the show, Millie. Tell us about your experiences of working holidays.

M: Well, I love them! I always choose working holidays rather than just sitting around on a beach. I think I've been to eight – no, nine different countries now. I wouldn't go on holiday any other way.

8.02 Unit 8, 8.5, Exercises 3 and 4

I = Interviewer M = Millie

I: Why did you first choose a working holiday?

M: When I finished school, I wanted to go to South America, but I didn't have enough money. Then a friend told me about Woofing – that's working on organic farms. I looked online and it looked amazing. I spent two months in Peru working on a vegetable farm. I loved it!

I: Do you see a lot of the country where you're working?

M: Yes, you get days off, so you can go on excursions or weekend trips. And I always save a bit of money so I can go travelling at the end of the job.

I: What's your favourite kind of working holiday?

M: Well, working on farms is OK, but I prefer activity camps. I've done summer camps in America – they're great – but my real passion is skiing. So I enjoy the winter ski seasons the most.

I: Do you have to be good at sport to work at activity camps?

M: It helps if you're sporty. I teach tennis and horse-riding in the summer and, of course, skiing in the winter. But you don't have to do activities. You can do other jobs, like cooking or working at a reception desk.

I: It can't be easy working with young children.

M: Yes, it can be tiring. That's one of the disadvantages of activity camps. Also, the kids don't always behave well – that's annoying. And you don't earn much money – you get your food for free and a place to sleep, but then just a bit of pocket money, really.

I: But you must enjoy it because you keep going back.

M: Yes. Working holidays are a great way to travel. You see some amazing places, it's a great way to keep fit, and probably the best thing is that you meet other young people from all over the world. I guess it could be difficult as you get older because it's hard work – but luckily, I'm still young!

UNIT 9

9.01 Unit 9, 9.5, Exercise 2

1

T = Teacher B = Boy

T: Have you all finished the first exercise?

B: Not quite, Mr. Cowen. It's difficult.

T: OK, I'll give you a few more minutes.

2

G = Girl B = Boy

G: Did you manage to answer all the questions in the test?

B: No, I didn't. I couldn't do the last two.

G: No, I couldn't either. It was really hard!

3

B = Boy G = Girl

B: Could you lend me a pen, please?

G: Of course. I've got one in my bag. Here you are.

B: Thanks.

4

G = Girl B = Boy

G: How long did you spend on your Maths homework?

B: About an hour. I didn't really understand it.

G: Yeah, I know what you mean. I think we need to ask the teacher to go over it again.

9.02 Unit 9, 9.5, Exercise 3

1

G = Girl B = Boy

G: Oh, it was so embarrassing today!

B: Why?

G: Well, I was in my Geography lesson. I felt tired. I think I was hungry because I'd missed lunch. I hadn't even had time to eat a sandwich because I was finishing my Maths homework. Anyway, the lesson was about volcanoes. Mr Appleby had told us to do some research on volcanoes on our tablets before the class, but I'd forgotten to do it. I was sitting right at the back and I didn't understand anything. I started to feel more and more tired ... and the next thing I know, Mr Appleby is telling me to wake up! I had fallen asleep at my desk! In future, I'm always going to have something to eat at lunchtime!

2

G = Girl B = Boy

G: Hi, Paul. I thought you wanted some help with your Maths homework yesterday. Why didn't you text me?

B: Well, I tried. I wrote you a text quietly in class yesterday afternoon saying, 'Can you give me the answers to the Maths homework?' But unfortunately, just as I was sending it, someone texted me, so my phone made a noise. And, of course, Mr Smith, the teacher, heard it!

G: Oh, dear!

B: Yes, it was 'Oh, dear'! He asked me to bring my phone out to show him and there was the text to you. Of course, he wasn't very pleased, and then he called my mum and told her, and she was really angry with me! I've got extra Maths for two weeks now!

3

T = Teacher E = Emma

T: Right, quiet everyone. Today we're talking about ...

E: Hello, Ms. Moore. Sorry I'm late.

T: Hi, Emma. What happened? Did you miss the school bus again this morning?

E: No. I had to go to the doctor's. Remember, I broke my arm a few months ago? The doctor wanted to check everything's OK now. Then I had to go back home because I'd forgotten to put my glasses in my school bag. After that, I ran to the bus stop, but I had to wait for ages for the next bus to come.

T: OK, Emma. Never mind. Just sit down and take out your notebook.

4

W = Woman G = George

W: Hi, George. How did your school play go yesterday?

G: Well, good and bad, really. It was good because lots of people came to see it. Most of the students' parents came and I think everyone enjoyed it a lot.

W: So, what was bad about it?

G: Well, part of my costume was a big hat. When I went on stage, the hat kept falling over my eyes and I couldn't see. It was a bit embarrassing! Luckily, I managed to keep calm and remember all my lines, while pushing the hat up off my eyes all the time. One girl couldn't remember her lines. She felt more embarrassed than me.

5

T = Teacher L = Lucy

T: Right. Is everyone ready? Lucy? What are you doing?

L: Er, I'm just looking for my French book and my pencil case. I'm sure I put them both in my school bag last night, but now I can't find them.

T: Well, I'm sure you can borrow a pen from someone else.

L: Yes, I know, but ... Oh. Here's my pencil case, right at the bottom of my bag.

T: OK. Well, let's get started. Put your bag down now. You can share books with Karen.

PROGRESS CHECK 3: UNITS 1-9

9.06 Progress Check 3, Exercise 1

T = Trish A = Aidan

T: Ah, that's a nice photo, Aidan. When did you take that?

A: Oh, that was a family barbecue we had last year. All the family got together to celebrate my great-grandmother's birthday. She was eighty-five!

T: That's nice. What's her name?

A: Elsie, but everyone calls her GeeGee.

T: And that's Nathan, your dad, right? The man standing behind GeeGee? Who's he with?

A: That's right. He's with Mia.

T: Your mother?

A: No, Mia is his sister. And that's her son, Jack. He's five.

T: Right. He looks like trouble!

A: Jack? Ah no, he's lovely. He's playing with Ryan there, my brother ... Jack and Ryan get on really well.

T: That's lovely. You have a great family!

9.07 Progress Check 3, Exercise 2

S = Spencer D = Debbie

S: So, Debbie, how was the school trip to France?

D: I had a great time. I was staying with my French friend, Jeanette. Nearly all of us were in Paris. Jeanette's house was a few miles outside, but we went in every day by train to her school.

S: How was your French?

D: Before I went, I was very worried about understanding everything. French people speak so quickly! And when other people speak to you, they use all sorts of vocabulary and you need to guess a lot of things. But I actually understood quite a lot. I was pleased.

S: And what was the food like?

D: Well, I'm not very adventurous when it comes to unusual food. Jeanette's mum is a good cook, but I couldn't eat everything she cooked. I'm not very keen on fish and we had it nearly every day!

S: Did you go to many galleries or museums?

D: Yes, I went to the Rodin Museum – he was a great sculptor and you can see a lot of his statues in a lovely garden. Luckily, it wasn't raining. We wanted to see a special art exhibition by Monet, but it closed the day before we went. I think it's coming to London soon though.

S: Do you think you'll go back for another visit?

D: Well, first my friend Jeanette will come over to stay with us for two weeks in October – that's only a few months away. And then my parents are planning a trip to France with me in the spring.

S: Are you still thinking about becoming a French teacher?

D: I love French and I think I speak it a lot better now. But I'm not sure I could help other people learn. I think I'd prefer to do some translating – books, reports or even films!

9.08 Progress Check 3, Exercise 3

Dame Agatha Christie was one of the world's most famous writers of detective stories. Born in 1890, she had a very interesting life and lived until she was eighty-five.

Her work includes sixty-six detective novels and fourteen short-story collections. These included her two most famous characters: the detectives Hercule Poirot and Miss Marple. You have probably heard of them as they were made into TV programmes.

She was also a playwright, and her play *The Mousetrap* was the longest ever running play in the world. It first opened at the Ambassador's Theatre in London in 1952 and in over sixty-five years, there were nearly thirty thousand performances!

During both world wars in the twentieth century, she worked at a hospital. She later married an archaeologist, and went with him to work in the Middle East. Both of these experiences taught her many things that she later included in her stories.

Incredibly successful, the *Guinness Book of World Records* describes her as the best-selling author of all time, as her books have sold over a billion copies, both in English and translated into other languages. One of these, her novel *And Then There Were None*, has sold over a hundred million copies alone. Some of her other novels include ...

9.09 Progress Check 3, Exercise 4

When you take up a new sport, it's important to check you're healthy enough to do so. If you try to do too much too soon, you can hurt yourself. So, unless you want an injury, take it slowly at first.

Workbook answer key

STARTER UNIT

S.1

Exercise 1

bathroom, bedroom, ceiling, floor, kitchen, mirror

Exercise 2

1 c 2 a 3 a 4 c

Exercise 3

2 bed 3 window 4 garden 5 cupboard

Exercise 4

2 Marta is always late.
3 Sometimes I go to school by bus.
4 Sara is often tired.
5 Paul never does his homework.
6 My dad usually cooks dinner for the family.

Exercise 5

2 live 3 works 4 Does 5 does
6 doesn't work 7 take 8 don't

Exercise 6

2 store 3 court 4 cinema
5 toilets 6 assistant

Exercise 7

2 earrings 3 watch 4 baseball cap
5 jumper 6 hoodie

Exercise 8

2 am doing
3 Are your sisters visiting
4 aren't wearing
5 isn't studying, Is he watching
6 aren't working, 're sitting

Exercise 9

1 I'm playing, I'm not doing
2 Is he, isn't, watching
3 are you, I'm going, I'm looking

Exercise 10

2 a 3 c 4 c 5 b 6 a

Exercise 11

2 cooked 3 liked 4 lived 5 tried
6 enjoyed 7 studied 8 played 9 stopped
10 planned

Exercise 12

2 didn't live 3 Did ... rain 4 didn't play
5 studied 6 did ... watch 7 wanted

Exercise 13

Students' own answers

S.2

Exercise 1



Exercise 2

2 shoulder 3 elbow 4 neck 5 throat
6 ankle 7 finger 8 knee

Exercise 3

2 scientist 3 hairdresser 4 mechanic
5 farmer 6 nurse/doctor

Exercise 4

2 jungle 3 river 4 Ocean 5 beaches
6 waterfall 7 cliff 8 Valley 9 desert

Exercise 5

2 a lot of 3 enough 4 much 5 some
6 any 7 many 8 much

Exercise 6

2 China – Chinese 3 France – French
4 Germany – German 5 Italy – Italian
6 Poland – Polish 7 Portugal – Portuguese
8 The USA – American 9 Turkey – Turkish

Exercise 7

2 Portugal 3 Poland 4 German 5 Italy
6 Turkey 7 Spanish 8 Chinese

Exercise 8

2 studying 3 to check 4 to play
5 forgetting

Exercise 9



Exercise 10

2 e 3 a 4 h 5 f 6 b 7 d 8 g

Exercise 11

1 would be 2 Were ... playing
3 'm tidying 4 will go 5 Have ... tried

UNIT 1

1.1 Vocabulary

Exercise 1

2 wireless earbuds 3 password app
4 power bank 5 remote control
6 smart speaker 7 wi-fi router

Exercise 2

2 password app 3 wireless earbuds
4 charging cable 5 wi-fi router
6 smart speaker 7 power bank

Exercise 3

2 take 3 set 4 share 5 connect
6 search 7 upload

Exercise 4

2 search 3 upload 4 send 5 password
6 screenshot

Exercise 5

2 f 3 c 4 a 5 g 6 i 7 b 8 e 9 h

Exercise 6



Exercise 7

2 a 3 b 4 c 5 b 6 c 7 a 8 c 9 a

Exercise 8

2 bank 3 search 4 chat 5 selfies
6 social 7 story 8 follow 9 uploads

1.2 Grammar

Exercise 1

2 f 3 a 4 b 5 e 6 d

Exercise 2

2 feel 3 don't understand
4 wants 5 don't think

Exercise 3

1 'm not uploading 2 's learning, wants
3 'm trying ... need
4 usually cycle, 's raining, 're going
5 'm looking, don't know

Exercise 4

1 I'm trying, I think
2 Do you like, do, I'm not spending, I'm working
3 are you listening, Do you know

Exercise 5

2 comes 3 wants 4 know 5 love
6 'm downloading 7 are you doing

1.3 Reading

Exercise 1

1 Yuan likes writing quizzes.
2 Jemima is looking for a teammate.

Exercise 2

Text 1:
2 The teams have to design an original quiz app.

3 There can be 2 to 4 people on each team.
4 The camp lasts 1/one week.

Texts 2 and 3:

1 Yuan likes writing quiz questions.
2 Yuan and Jemima have Maths together.
3 Jemima is studying/learning how to make a password app.
4 Jemima has a new smartphone.

Exercise 3

2 clever 3 strange 4 excellent
5 complicated 6 safe 7 boring 8 terrible
9 dangerous 10 cool 11 normal 12 stupid

1.4 Grammar

Exercise 1

2 I sometimes forget to do my homework.
3 He's hoping to pass his exams.
4 She misses seeing her cousins.
5 I would love to come to the party.
6 He always avoids cleaning his room.

Exercise 2

2 f 3 a 4 e 5 d 6 b

Exercise 3

2 doing 3 to buy 4 seeing
5 to do 6 to help

Exercise 4

2 listening 3 to be 4 to pay 5 to take

Exercise 5

2 to talk 3 sending 4 seeing
5 to organise 6 to come 7 cooking
8 to visit 9 to meet 10 to give

1.5 Listening and Vocabulary

Exercise 1

2 a minute 3 at 4 once 5 at 6 in

Exercise 2

2 c 3 d 4 b 5 e 6 a

Exercise 3

b

Exercise 4

1 c 2 b 3 e 4 a 5 d

Exercise 5

2 evenings 3 hates
4 information 5 terrible

1.6 Speaking

Exercise 2

2 could 3 about, idea
3 Shall, try 4 Let's, can't

Exercise 3

2 could 3 idea 4 weak 5 don't 6 about

Exercise 4

2 a 3 e 4 b 5 d

Exercise 5

2 a 3 e 4 b 5 d

1.7 Writing

Exercise 1

a 2 b 1 c 3

Exercise 2

1 T 2 T 3 F 4 F

Exercise 3

2 so 3 as well as 4 too

Exercise 4

2 post 3 tennis 4 weekend
5 smartphone 6 online 7 hours 8 friends

Revision

Exercise 1

1 charging cable 2 take ... selfie
3 upload 4 wireless earbuds 5 post
6 link 7 remote 8 follow
9 add ... group 10 take ... screenshot

Exercise 2

1 b 2 b 3 a 4 a 5 c

Exercise 3

1 twice 2 evening 3 minute
4 school day 5 mealtimes

Exercise 4

1 'm/am chatting 2 don't often watch
3 lives 4 don't like 5 isn't/is not raining
6 Does ... want 7 Are ... doing

Exercise 5

1 being 2 to pay 3 to connect
4 to stay up 5 helping 6 to buy
7 to delete 8 going

UNIT 2

2.1 Vocabulary

Exercise 1

2 sun 3 foggy 4 cloud 5 windy 6 ice
7 stormy 8 rain

Exercise 2

2 d 3 a 4 b 5 c 6 d 7 b 8 d 9 b

Exercise 3

2 Oh no! It's getting cloudy.
3 The sun is beautiful today.
4 Look, it's snowy/snowing outside. Let's build a snowman!
5 It's getting a bit stormy now.

Exercise 4

2 drought 3 flood 4 sunshine 5 gale
6 thunder 7 breeze 8 lightning

Exercise 5

1 lightning 2 shower 3 breeze
4 hurricanes 5 flood 6 drought

Exercise 6

2 minus 3 freezing 4 falling
5 fine 6 climate

Exercise 7

2 c 3 a 4 c 5 a 6 a

Exercise 8

2 falling 3 floods 4 raining 5 shower
6 freezing 7 snow 8 icy 9 mild
10 boiling

Exercise 9

2 windy 3 temperatures 4 low
5 drought 6 degrees

2.2 Grammar

Exercise 1

2 e 3 d 4 b 5 a

Exercise 2

2 didn't stay 3 studied 4 didn't help
5 spotted 6 didn't look

Exercise 3

2 didn't take, went 3 got, didn't go
4 felt, made 5 met, didn't like

Exercise 4

2 did ... happen 3 did you put
4 Did you take 5 did you move

Exercise 5

2 didn't think 3 became 4 didn't stop
5 didn't sleep 6 felt 7 didn't want
8 visited 9 helped 10 Did ... watch

Exercise 6

2 last 3 ago 4 took 5 in 6 didn't 7 Did

2.3 Reading

Exercise 1

2 f 3 a 4 e 5 d 6 c

Exercise 2

the weather, skiing and films

Exercise 3

1 c 2 b 3 c 4 a

2.4 Grammar

Exercise 1

2 weren't listening 3 were you doing
4 were swimming 5 Was it snowing
6 wasn't looking

Exercise 2

2 was watching 3 started
4 were staying 5 appeared 6 came

Exercise 3

2 was shining, arrived
3 was waiting, messaged
4 was crying, found
5 heard, were having
6 arrived, was sitting

Exercise 4

2 had 3 was shining 4 started
5 were eating 6 didn't stop 7 did ... do
8 wasn't raining 9 told 10 heard
11 was running 12 fell

2.5 Listening and Vocabulary

Exercise 1

2 path 3 waterfall 4 sunset 5 spider
6 leaf 5 bear 6 bat

Exercise 2

2 stars 3 wildlife 4 path 5 sky

Exercise 3

2 c 3 a 4 g 5 b 6 f 7 e

Exercise 4

b

Exercise 5

1 c 2 a 3 e 4 h 5 b

2.6 Speaking

Exercise 2

2 explain 3 mind 4 all right
5 realise 6 see

Exercise 3

2 I thought it was mine. 3 What's going on?
4 I didn't mean to hurt you.

Exercise 4

1 can, thought, see
2 did, to, didn't, Never 3 so, That's

Exercise 5

2 c 3 a 4 b

Exercise 6

1 thought 2 on, explain, mean, see
3 sorry, right

2.7 Writing

Exercise 1

2 For 3 activities 4 One 5 find 6 as
7 like 8 were

Exercise 2

1 20–25 degrees C 2 May–October
3 bungee jumping, paragliding

Exercise 3

2 everybody 3 anything 4 everywhere
5 something 6 anybody

Exercise 4

2 snow 3 city 4 See
5 kayaking 6 restaurant

Revision

Exercise 1

1 sunny 2 gale 3 foggy 4 mild
5 boiling 6 degrees 7 flood 8 lightning

Exercise 2

1 strange 2 awesome 3 worried
4 absolutely 5 different 6 boring

Exercise 3

1 leaves 2 path 3 make 4 discovered
5 for 6 cave

Exercise 4

1 stayed 2 didn't see 3 took
4 didn't want 5 Did ... have

Exercise 5

1 saw, was walking
2 were skiing, started
3 watched, were staying
4 was sitting, got
5 were watching, when

UNIT 3

3.1 Vocabulary

Exercise 1

Across:

1 chillies 2 pear 3 olives 4 peach

Down:

5 mushroom 6 seeds 7 vinegar 8 pepper

Exercise 2

2 b 3 c 4 b 5 c 6 a 7 b 8 c 9 b

Exercise 3

2 peach 3 sausages 4 onion
5 pineapple 6 chillies

Exercise 4

2 frozen 3 recipe 4 roasted 5 fresh
6 fried 7 sauce 8 ingredients 9 flavour

Exercise 5

2 raw 3 cooked 4 recipe
5 ingredients 6 sauce

Exercise 6

2 coffee 3 coconut 4 mango 5 melon
6 mint 7 strawberry 8 vanilla

Exercise 7

1 melon, strawberry 2 chocolate, vanilla
3 mint 4 Coconut, coffee

Exercise 8

1 recipe, strawberries, flavour, vanilla
2 tuna, chillies, roasted

Exercise 9

2 fresh 3 Mango 4 tuna 5 nuts
6 chocolate 7 sausages 8 sweet potato
9 pineapple 10 recipes 11 ingredients
12 flavour

3.2 Grammar

Exercise 1

- 2 Have you tried 3 haven't had
4 has eaten 5 Has he ordered

Exercise 2

- 2 I've never cooked a sweet potato.
3 Molly has just left.
4 We haven't finished eating yet.
5 I've already had lunch.
6 Have you ever eaten food from another country?

Exercise 3

- 2 The film has already started.
3 Your email hasn't arrived yet.
4 Have you made Sara's birthday cake yet?
5 Mike has never cooked a meal.
6 We have just ordered our food.

Exercise 4

- 2 already 3 yet 4 just 5 never 6 yet

Exercise 5

- 1 haven't, has already done
2 Have you ever tried, have, have just made

Exercise 6

- 2 ever 3 yet 4 just 5 never 6 has
7 haven't 8 yet

3.3 Reading

Exercise 1

- 2 crunchy 3 salt 4 butter 5 crisps
6 creamy 7 spice 8 healthy 9 fatty
10 tasty

Exercise 2

- 2 from 3 of 4 with 5 to

Exercise 3

b

Exercise 4

- 2 energy and water
3 chips and vegetables 4 (very) expensive
4 like fish 6 (nut) allergies
7 in your/the garden

3.4 Grammar

Exercise 1

for: a couple of hours, a long time, five minutes, four weeks, ten minutes, two years
since: five o'clock, I was a child, last weekend, Wednesday, yesterday

Exercise 2

- 2 since 3 since 4 for 5 for 6 since

Exercise 3

- 2 opened 3 have lived 4 have known
5 Did you see 6 Have you ever been

Exercise 4

- 1 saw 2 have never tried, tried
3 Have you met, met 4 hasn't done, did

Exercise 5

- 2 Have you eaten 3 had 4 was
5 have tried 6 didn't like 7 was
9 has improved 10 ate 12 have never had

Exercise 6

- 1 have, didn't, since 2 been, haven't, for

3.5 Listening and Vocabulary

Exercise 1

- 2 hard 3 bitter 4 sour 5 rich 6 dry
7 delicious 8 hot

Exercise 2

- 2 delicious 3 rich 4 sweet 5 dry 6 sour

Exercise 3

- 1 F 2 T 3 F 4 T 5 F 6 T

Exercise 4

- 1 29/29th/twenty-nine/twenty-ninth (of)
2 10/ten 3 elephant 4 2/two
5 cookery book 6 school website

Exercise 5

- 2 announce 3 enter 4 fill 5 win

3.6 Speaking

Exercise 2

- 2 f 3 g 4 b 5 e 6 a 7 d

Exercise 3

- 2 thanks 3 please 4 have 5 any

Exercise 4

- 2 What would you like to drink?
3 Can I get you something?
4 Not for me, thanks.
5 Excuse me, can I have some water?

Exercise 5

- 2 c 3 b 4 a

Exercise 6

- 1 have, anything, any, Just
2 like, excuse, have, Would, Not

3.7 Writing

Exercise 1

- 2 Fry 3 Slice 4 pour 5 add

Exercise 2

- 2 great to hear 3 can't wait
4 just finished 5 decided to have
6 I was wondering 7 Let me know

Exercise 3

- 2 Next 3 After that 4 Then 3 Finally

Exercise 4

- 2 See you soon.
3 It was great to hear about your holiday.
4 Thanks for getting in touch.
5 Bye for now.

Exercise 5

- 2 at her new school 3 next Friday
4 I'm making 5 invite her
6 suggest what she

Revision

Exercise 1

- 1 garlic 2 mango 3 chillies 4 vinegar
5 ice cream 6 sauce 7 oil

Exercise 2

- 1 boiled 2 fresh 3 of 4 Strawberry
5 for 6 from 7 to 8 with

Exercise 3

- 1 a 2 b 3 c 4 c 5 a 6 b 7 b 8 c

Exercise 4

- 1 haven't ordered yet
2 Have you ever tried 3 have just finished
4 have never seen
5 Has it stopped raining yet 6 has just won

Exercise 5

- 1 have visited 2 didn't go 3 enjoyed
4 has just opened 5 wrote, hasn't replied
6 've/have never had, tried

PROGRESS CHECK 1-3

Listening

Exercise 1

- 1 B 2 B 3 A 4 C 5 B 6 A

Exercise 2

- 1 next Thursday 2 Robot Life 3 Maria
4 8.30 5 5.30 6 sandwiches and drinks

Exercise 3

- 1 h 2 a 3 c 4 e 5 g

Exercise 4

The weather forecast today is mixed around the country. In the north, it will be cold with heavy snow. In the south, however, it will be cloudy with some sunshine.

Reading and Writing

Exercise 5

- 1 b 2 b 3 a 4 c 5 a 6 c 7 b

Exercise 6

- 1 food festival 2 a year 3 live music
4 cherries and nuts 5 Polish community
6 1980

Exercise 7

Suggested answer:

My favourite traditional dish from my country is called Feijoada. It's a dish made from black beans, with different types of meat in it. In my family, we make it with beef. The ingredients vary in different parts of Brazil, but it always has black beans. We eat it with rice and salad. We usually eat Feijoada on Sundays, for lunch. We eat it slowly and usually watch the football on TV at the same time. I really like it because it's much more than just lunch. It's a time for family to come together and have fun.

UNIT 4

4.1 Vocabulary

Exercise 1

2 documentary 3 action
4 science fiction 5 musical 6 cartoon
7 drama 8 thriller 9 romance

Exercise 2

2 comedy 3 science fiction
4 documentary 5 drama 6 cartoon
7 action 8 musical 9 thriller

Exercise 3

2 actor 3 entertain 4 perform
5 producer 6 review

Exercise 4

2 entertainment 3 producer
4 perform 5 reviews

Exercise 5

2 a 3 f 4 e 5 c 6 b

Exercise 6

2 viewers 3 special effects 4 channel
5 hit 6 series

Exercise 7

2 b 3 c 4 a 5 b 6 c 7 b 8 c

Exercise 8

2 documentary 3 entertainment
4 episode 5 series 6 hit 7 special
8 actor 9 romance 10 performance
11 character 12 reviews

4.2 Grammar

Exercise 1

2 funniest 3 more important
4 most uncomfortable 5 more exciting
6 worst

Exercise 2

2 b 3 a 4 a 5 c

Exercise 3

2 It's the funniest film I've ever seen!
3 The second series was less popular than the first one.
4 The seats aren't as big as our chairs at home.
5 It wasn't interesting enough for me.

Exercise 4

2 D 3 S 4 D 5 S

Exercise 5

2 more exciting than 3 as good as
4 too uncomfortable 5 old enough
6 as disappointed as

4.3 Reading

Exercise 1

2 c 3 b 4 a 5 a 6 c

Exercise 2

2 Javier 3 Karol 4 Cara

Exercise 3

2 sing 3 livestreamed 4 playlist
5 recorded 6 going 7 stream 8 lip-synch

4.4 Grammar

Exercise 1

2 hadn't watched 3 had learned
4 Had ... acted 5 Had ... written
6 had been

Exercise 2

2 f 3 e 4 b 5 a 6 c

Exercise 3

2 We had waited for an hour - before
3 Sally had left the house - after
4 The play had already started - by the time
5 Nigel had done a lot of research - before
6 I had already finished the series - when

Exercise 4

1 wrote 2 had made, entered
3 had already started, switched
4 acted, had become

Exercise 5

2 had left 3 had bought 4 had packed
5 hadn't seen 6 hadn't eaten

4.5 Listening and Vocabulary

Exercise 1

2 c 3 e 4 a 5 b

Exercise 2

2 family party 3 summer clothes
4 straw hat 5 country music

Exercise 3

1, 2 and 4

Exercise 4

1 c 2 a 3 b 4 c 5 c

Exercise 5

2 teacher 3 part 4 comedy 5 lights

4.6 Speaking

Exercise 2

2 I'd prefer to go shopping.
3 This film sounds very funny.
4 Where would you rather go on holiday?
5 What would you prefer to do tonight?
6 I'd rather watch a film at home.

Exercise 3

2 prefer 3 rather 4 sounds
5 rather 6 look

Exercise 4

2 c 3 a 4 b

Exercise 5

2 a 3 g 4 b 5 f 6 c

4.7 Writing

Exercise 1

2 d 3 a 4 c 5 e

Exercise 2

2 particularly 3 really 4 extremely
5 absolutely 6 well 7 recently 6 highly

Exercise 3

2 particularly 3 brilliantly
4 well 5 absolutely

Exercise 4

2 d 3 a 4 e 5 c

Revision

Exercise 1

1 science fiction 2 cartoon
3 performance 4 character 5 hit
6 audience 7 action 8 episode

Exercise 2

1 stream 2 record 3 lyrics 4 playlist
5 along 6 performance

Exercise 3

1 holiday 2 family 3 dance 4 hat
5 party 6 music

Exercise 4

1 more popular than 2 were too
3 as expensive as 4 the best play
5 old enough

Exercise 5

1 hadn't been 2 had read 3 had closed
4 hadn't started 5 Had ... met

UNIT 5

5.1 Vocabulary

Exercise 1

2 C 3 E 4 I 5 D 6 J 7 H
8 F 9 G 10 A

Exercise 2

2 helmet 3 skis 4 mat 5 bat
6 football kit 7 racket 8 flippers

Exercise 3

2 courts 3 opponent 4 stadium
5 track 6 scoreboard

Exercise 4

2 scoreboard 3 fans 4 pitch
5 tournament 6 opponent

Exercise 5

2 c 3 a 4 b 5 f 6 e 7 h 8 g

Exercise 6

2 b 3 c 4 a 5 d 6 d 7 b

Exercise 7

2 volunteer 3 won 4 part 5 beat
6 score 7 break

Exercise 8

2 helmet 3 mat 4 records 5 opponent
6 take 7 fan 8 support

5.2 Grammar

Exercise 1

2 starts 3 I'll help 4 I'm going
5 is going to join 6 you're going to fall

Exercise 2

2 e 3 a 4 f 5 d 6 b

Exercise 3

2 c 3 a 4 b 5 b 6 a

Exercise 4

2 are you going to watch 3 'll enjoy
4 finishes 5 is going to order 6 'll bring

5.3 Reading

Exercise 1

climbing, handball and yoga

Exercise 2

2 Miles 3 Li 4 James 5 Miles and Li
6 Miles 7 Li

Exercise 3

2 programme 3 coach 4 balance
5 skills 6 strength

Exercise 4

2 warm 3 stretch 4 practise
5 exercises 6 programme

5.4 Grammar

Exercise 1

- 2 will be visiting
3 won't be playing, 'll/will be sleeping
4 won't be living
5 'll/will be flying

Exercise 2

- 2 On Tuesday, they'll be skiing in the Sierra Nevada.
3 On Wednesday, they'll be going sight-seeing in Granada.
4 On Thursday, they'll be snorkelling in the Mediterranean.
5 On Friday, they'll be sailing in Benalmádena.
6 On Saturday, they'll be visiting art galleries in Málaga.
7 On Sunday, they'll be returning to the UK.

Exercise 3

- 2 will ... be doing
3 'll/will be making
4 won't be making
5 Will ... be having
6 'll/will be arriving

Exercise 4

- 2 in two years' time 3 at 1 p.m.
4 this time next month

Exercise 5

- 2 Will 3 'll/will 4 time 5 doing 6 at

5.5 Listening and Vocabulary

Exercise 1

- 2 attack 3 manager 4 present 5 defend

Exercise 2

- 2 practises 3 player 4 race
5 supporters 6 coach 7 scored

Exercise 3

- 1 T 2 F 3 T

Exercise 4

- 1 b 2 a 3 b 4 c 5 b

Exercise 5

- 2 changes 3 raises 4 point 5 role

5.6 Speaking

Exercise 2

- 2 e 3 f 4 b 5 a 6 d

Exercise 3

- 2 After 3 about 4 know 5 What 6 Then

Exercise 4

- 2 a 3 c 4 b

Exercise 5

- 2 First 3 after 4 about 5 doing
6 Then 7 could 8 great

5.7 Writing

Exercise 1

- 1 B 2 C 3 A

Exercise 2

- 2 Pierre 3 Holly 4 Ahmed & Pierre

Exercise 3

- 2 on doing 3 later 4 Would it be
5 you mind buying 6 me know if

Exercise 4

- 2 after 3 before 4 to 5 on

Revision

Exercise 1

- 1 b 2 a 3 c 4 a 5 a 6 b 7 c 8 c

Exercise 2

- 1 warm down 2 coach 3 exercise
4 stretch 5 balance 6 programme

Exercise 3

- 1 supporters 2 defender 3 practice
4 score 5 player 6 manager

Exercise 4

- 1 opens 2 'll/will win
3 's/is going to score
4 'm/am going to take up
5 'm/am meeting
6 'll/will pay
7 're/are training

Exercise 5

- 1 be 2 Will 3 at 4 won't 5 time 6 in

UNIT 6

6.1 Vocabulary

Exercise 1

- 2 vandals 3 pickpocket 4 shoplifter
5 burglar 6 robbers

Exercise 2

- 2 break 3 solve 4 commit 5 rob
6 damage 7 break

Exercise 3

- 2 c 3 a 4 c 5 b 6 b

Exercise 4

- 2 vandalism 3 robbers 4 shoplifting
5 pickpocket 6 theft

Exercise 5

- 2 a 3 g 4 f 5 b 6 e 7 c 8 h

Exercise 6

- 2 security 3 suspect 4 case
5 detective 6 witness

Exercise 7

- 2 court 3 punishment 4 judge 5 fine
6 reward

Exercise 8

- 2 d 3 a 4 a 5 c 6 b 7 c 8 a
9 c 10 c 11 a 12 d

6.2 Grammar

Exercise 1

- 2 built (I) 3 caught (I) 4 chased (R)
5 hid (I) 6 made (I) 7 saw (I) 8 used (R)
9 watched (R) 10 written (I)

Exercise 2

- 2 Is 3 Was 4 are 5 used

Exercise 3

- 2 A lot of phones are stolen every year./Every year, a lot of phones are stolen.
3 She was asked questions by the police.
4 Some crimes aren't reported by victims.
5 When was your car stolen?

Exercise 4

- 2 was caught by 3 are watched by
4 the thief sent 5 is stolen from
6 wasn't found

Exercise 5

- 2 were published 3 is helped
4 is known 5 are solved 6 was made
7 are watched

6.3 Reading

Exercise 1

- 2 illegal 3 unusual 4 irresponsible
5 unimportant 6 impatient 7 uninteresting

Exercise 2

- 1 d 2 d 3 a 4 c

6.4 Grammar

Exercise 1

- 2 d 3 b 4 a 5 c

Exercise 2

- 2 ,which is the capital of Scotland,
3 the house (which) she lived in/the house where she lived
4 who grows vegetables
5 where dangerous criminals live/where dangerous criminals live,

Exercise 3

- 2 a 3 c 4 b 5 d 6 a 7 d 8 d

Note: There is an error in the Workbook: the answer d to item 7 should be *that*, not *what*.

Exercise 4

- 2 The prize which/that we won wasn't very exciting.
3 Sophie, who is French, can speak English.
4 Their car, which is thirty years old, still works.
5 I lent the book to Sam, who loves short stories.

6.5 Listening and Vocabulary

Exercise 1

- 2 clues 3 witnesses 4 fingerprints
5 criminal

Exercise 2

- a 2 b 4 c 6 d 5 f 7 g 3

Exercise 3

- 1 post office 2 15/fifteen (of) June
3 30,000/thirty thousand 4 3/three
5 dark green 6 0141 557 6231

Exercise 4

- 1 A 2 B 3 C 4 A 5 C

6.6 Speaking

Exercise 2

2 worry 3 course 4 mean
5 talk 6 happened

Exercise 3

2 b 3 a 4 d 5 f 6 c

Exercise 4

2 a 3 b 4 c 5 b

Exercise 5

2 tell 3 Really 4 Absolutely 5 know
6 sure 7 mean 8 Definitely

6.7 Writing

Exercise 1

1 a 2 b 3 c 4 d

Exercise 2

1 F 2 T 3 F 4 T

Exercise 3

2 a 3 c 4 e 5 d 6 b

Revision

Exercise 1

1 shoplifter 2 fine 3 prison 4 vandal
5 theft 6 judge 7 clue 8 witness
9 pickpocketing 10 suspect

Exercise 2

1 uncomfortable 2 impossible 3 unkind
4 unfair 5 irresponsible

Exercise 3

1 fingerprints 2 criminal 3 witness
4 clues 5 area

Exercise 4

1 are used 2 was arrested 3 was found
4 are solved 5 wasn't seen 6 aren't sent
7 are given 8 Was ... interviewed

Exercise 5

1 who 2 who 3 that 4 where
5 which 6 who

PROGRESS CHECK 1-6

Listening

Exercise 1

1 c 2 c 3 a 4 b 5 c

Exercise 2

1 b 2 c 3 b 4 c 5 b 6 a

Exercise 3

1 9 and 10/9th and 10th/ninth and tenth
(of) 2 (at the) south
3 Free Voice 4 street dance
5 *Young Dancers* 6 festivals.com

Exercise 4

Three bank robbers were given long prison sentences today. The robbers were caught when their fingerprints were found at the scene. When reading out the sentence, the judge said this was a terrible crime.

Reading and Writing

Exercise 5

1 C 2 J 3 H 4 J 5 C 6 H 7 J

Exercise 6

1 Hounslow
2 £20/20 pounds/twenty pounds a month
3 yoga
4 (a/the/their) summer party

Exercise 7

Suggested answer:

I also saw the crime documentary last night. I think it was extremely interesting and the actors all performed brilliantly. Also, I really liked the narrator.

I agree yesterday's episode about that man introduced a debate. On the one hand, I understand that people think he is giving good advice, but I personally think he is damaging buildings and a fine is a fair punishment.

On the other hand, I think that he is an artist, but he should find another place to express and show his ideas. Perhaps he can perform on the streets or paint pictures to show on the streets.

UNIT 7

7.1 Vocabulary

Exercise 1

2 f 3 c 4 e 5 a 6 d

Exercise 2

2 great-grandparents 3 half-sister
4 stepmother 5 stepdaughters

Exercise 3

2 deal 3 hanging 4 with 5 got
6 up 7 away

Exercise 4

2 deal with 3 went out 4 moved away
5 get together 6 hang out with
7 grow up 8 get on

Exercise 5

1 a 2 c 3 a

Exercise 6

2 time 3 share 4 argument 5 see
6 sense 7 have

Exercise 7

2 stepmother 3 stepsisters 4 spend
5 share 6 deal 7 get 8 out 9 grow
10 have/share 11 get 12 with

7.2 Grammar

Exercise 1

2 you move away, you'll be 3 won't go, is
4 You'll get along, you make
5 won't improve, you practise

Exercise 2

2 a 3 e 4 f 5 b 6 c

Exercise 3

2 if 3 unless 4 unless 5 if

Exercise 4

2 wouldn't worry 3 would be
4 didn't remember 5 knew

Exercise 5

2 'll/will 3 won't 4 'd/would 5 wouldn't
6 didn't 7 'd/would 8 were 9 be

7.3 Reading

Exercise 1

2 classmates 3 best friends
4 stranger 5 teammates

Exercise 2

2 have 3 is 4 keep

Exercise 3

2 c 3 b 4 e 5 a

Exercise 4

2 hang out 3 on your side/interested
4 something in common 5 something new
6 older than 7 important friends

7.4 Grammar

Exercise 1

2 e 3 d 4 b 5 a

Exercise 2

2 had stayed 3 wouldn't have woken
4 had asked 5 hadn't had 6 had listened

Exercise 3

2 had taken 3 wouldn't have met
4 had known 5 have gone 6 have done

Exercise 4

- 2 What would you have done if you had seen the accident?
3 He wouldn't have become a French teacher if he hadn't lived in France.
4 Joe wouldn't have seen the film if he had read the book.
5 We wouldn't have been scared if we had taken a torch.

Exercise 5

- 2 would have gone 3 would have happened
4 Would 5 had lived
6 would have missed 7 hadn't stayed

7.5 Listening and Vocabulary

Exercise 1

- 2 become 3 received 4 buy
5 find 6 bring

Exercise 2

- 1 c 2 b 3 a 4 a

Exercise 3

- 1 b 2 c 3 b 4 c

Exercise 4

- 2 gets quite stressed 3 gets along quite well
4 got a lot out of

7.6 Speaking

Exercise 2

- 2 a 3 e 4 b 5 c 6 d

Exercise 3

- 2 back 3 wearing 4 near 5 standing
6 playing 7 one 8 tall

Exercise 4

- 1 c, a, b, d
2 b, c, a, d
3 a, d, b, c

Exercise 5

- 2 Who's 3 Which 4 background
5 wearing 6 standing

7.7 Writing

Exercise 1

- 2 a 3 b 4 a 5 b

Exercise 2

- 2 a 3 c 4 e 5 d

Exercise 3

- 2 Afterwards 3 Just 4 After

Exercise 4

- 2 E 3 S 4 E 5 S 6 C

Revision

Exercise 1

- 1 go 2 get 3 half-sister 4 same
5 have 6 common 7 gets 8 spending
9 stepmother

Exercise 2

- 1 strangers 2 best friend 3 mate
4 teammates 5 classmates

Exercise 3

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

Exercise 4

- 1 will go 2 unless it 4 don't practise

Exercise 5

- 1 would go, was/were
2 had, would travel 3 would talk, was/were

Exercise 6

- 1 wouldn't have missed 3 had seen
5 would ... have done

UNIT 8

8.1 Vocabulary

Exercise 1

- 2 city break 3 ocean cruise
4 beach holiday 5 camping trip
6 backpacking holiday 7 activity camp

Exercise 2

- 2 a 3 f 4 b 5 d 6 e 7 h 8 g

Exercise 3

- 2 flat 3 off 4 abroad 5 train 6 around

Exercise 4

- 2 rucksack/backpack 3 tent 4 suitcase
5 guidebook 6 torch

Exercise 5

- 2 map 3 sun cream 4 sleeping bag
5 sunglasses 6 passport

Exercise 6

- 2 reservation 3 single 4 floor 5 view
6 pool 7 guests 8 facilities 9 check out

Exercise 7

- 2 by 3 facilities 4 around 5 break
6 room 7 out 8 pool 9 views 10 go

8.2 Grammar

Exercise 1

- 2 We don't have to pay for parking.
3 You ought to use sun cream.
4 Does your dad have to work all summer?
5 Should we buy a guidebook?
6 You shouldn't lie in the sun for too long.
You shouldn't lie for too long in the sun.
7 Do I have to bring mosquito spray?
8 You mustn't forget to take your passport.

Exercise 2

- 2 d 3 e 4 b 5 a

Exercise 3

- 2 don't have to pay 3 must go
4 should drink 5 shouldn't spend
6 will have to ask

Exercise 4

- 2 don't have to buy 3 mustn't play
4 will have to get 5 ought to wear

Exercise 5

- 2 should 3 don't 4 ought
5 mustn't 6 have

8.3 Reading

Exercise 1

- 2 traffic jam 3 route 4 single, return
5 travel card 6 pedestrians

Exercise 2

- 1, 2, 3, 4, 5 and 8

Exercise 3

- 1 You can get travel cards at tram and bus stops.
2 One disadvantage of renting an electric boat is the price. It's very expensive.
3 Three reasons why people don't want to drive in Amsterdam are: a lot of roads are only open for pedestrians, the car parks are very expensive and the streets are very narrow.

8.4 Grammar

Exercise 1

- 2 must 3 must 4 can't 5 must 6 can't

Exercise 2

- 2 b 3 b 4 a 5 a 6 a

Exercise 3

- 2 c 3 a 4 b 5 b 6 a

Exercise 4

- 2 can't be 3 must be 4 may be
5 might be 6 could be

8.5 Listening and Vocabulary

Exercise 1

- 2 a 3 b 4 b 5 c 6 a

Exercise 2

c

Exercise 3

- 1 F 2 T 3 F 4 T 5 F 6 T

Exercise 4

- 1 winter 2 France 3 sport 4 stop
5 best 6 Two years 7 right leg

Exercise 5

- 2 e 3 a 4 f 5 b 6 d

Exercise 6

- 2 pocket money 3 working holiday
4 reception desk 5 weekend trip
6 ski season

8.6 Speaking

Exercise 2

- 2 e 3 a 4 c 5 f 6 b

Exercise 3

- 1 c a b 2 b c a 3 c b a

Exercise 4

- 2 d 3 a 4 c

Exercise 5

- 2 Could 3 wanted 4 What 5 said
6 say 7 What

8.7 Writing

Exercise 1

- 1 (at) 10 a.m.
2 at a (great) hotel in Warsaw 3 by train

Exercise 2

- 2 b 3 e 4 d 5 a

Exercise 3

- 2 will/could 3 overnight 4 know
5 could/will 6 later 7 now

Exercise 4

- 2 a 3 e 4 b 5 c

Exercise 5

- 2 as soon as 3 When 4 before 5 until
6 While 7 when

Revision

Exercise 1

- 1 reservation 2 view 3 campsite
4 cruise 5 double 6 sunglasses 7 torch
8 facilities

Exercise 2

- 1 travel card 2 return ticket
3 traffic jams 4 single ticket 5 route

Exercise 3

- 1 trip 2 voyage 3 journeys 4 travel
5 excursion

Exercise 4

- 1 d 2 e 3 a 4 b 5 c

Exercise 5

- 1 S 2 S 3 D 4 D 5 S 6 S
7 D 8 D 9 S

UNIT 9

9.1 Vocabulary

Exercise 1

2 Chemistry 3 Cooking 4 History
5 Music 6 IT/Information Technology

Exercise 2

2 Geography 3 Biology 4 Economics
5 Drama 6 Art 7 Languages
8 DGT/Design and Technology
9 PE/Physical Education 10 Physics

Exercise 3

2 confident 3 creative 4 problem-solving
5 general 6 intelligent 7 teamwork
8 hard-working 9 critical

Exercise 4

2 study 3 memorise 4 revise
5 practical exam 6 curriculum

Exercise 5

2 c 3 a 4 c 5 a 6 a

Exercise 6

2 a 3 c 4 d 5 d 6 a 7 c
8 b 9 a 10 c 11 b 12 c

9.2 Grammar

Exercise 1

2 was 3 did 4 weren't 5 wasn't 6 was

Exercise 2

2 told 3 said 4 told 5 told 6 told
7 said 8 told

Exercise 3

2 was starting 3 gave 4 wasn't raining
5 wasn't revising 6 played

Exercise 4

2 said, was 3 told, did 4 said, needed
5 told, was 6 said, was

Exercise 5

2 Kate said (that) Amy didn't know the answer.
3 The teacher said (that) Magda worked hard in History lessons.
4 The club president told us (that) the debate started at 4 p.m.
5 Luke said (that) they were making some new posters.
6 Hannah said (that) Paul wasn't speaking very clearly.

9.3 Reading

Exercise 1

2 make 3 make/take 4 make
5 take 6 take

Exercise 2

2 a 3 d 4 b

Exercise 3

2 f 3 a 4 e 5 d

9.4 Grammar

Exercise 1

2 When 3 Who 4 Where 5 How

Exercise 2

2 Where do you live?
3 Did you enjoy the book?
4 Have you met Sam's brother?
5 Who won the prize?

Exercise 3

2 did Sam give you
3 did Anna phone last night
4 did you see Alex and Tim

Exercise 4

2 does Rosie/she go to school
3 did the film finish
4 teaches them French
5 did she phone
6 did they make (in Cooking class)
7 you seen his sister

Exercise 5

2 Is it OK 3 Who took these photos
4 What subjects did you study
5 Did you enjoy school
6 What were your teachers like
7 Who's that 8 Have you stayed friends

9.5 Listening and Vocabulary

Exercise 1

2 hand in 3 look over 4 Calm down
5 look up 6 get on 7 fill in 8 hand out

Exercise 2

2 a 3 c 4 a

Exercise 3

1 C 2 A 3 B 4 B 5 A

9.6 Speaking

Exercise 2

2 are 3 long 4 do 5 Have 6 Would

Exercise 3

2 a 3 c 4 b 5 b

Exercise 4

2 c 3 f 4 d 5 a 6 b

Exercise 5

2 think 3 for 4 from 5 doing 6 like

9.7 Writing

Exercise 1

2 F 3 F 4 F 5 T

Exercise 2

2 mind 3 tell 4 aim 5 forward

Exercise 3

2 a 3 f 4 c 5 b 6 e

Revision

Exercise 1

1 critical 2 revise 3 confident 4 IT
5 general 6 teamwork 7 memorise
8 talented 9 speaking 10 presentation

Exercise 2

1 makes 2 make 3 made 4 take 5 take

Exercise 3

1 in 2 down 3 in 4 up 5 out

Exercise 4

1 was 2 said 3 gave 4 us 5 was
6 was writing 7 started

Exercise 5

1 Did you watch 2 Does he go
3 Have you finished 4 Why was Carrie
5 Who called 6 Who did you see
7 Why are you standing

PROGRESS CHECK 1-9

Listening

Exercise 1

1 d 2 e 3 g 4 c 5 f

Exercise 2

1 a 2 b 3 b 4 c 5 a 6 c

Exercise 3

1 1890 2 66/sixty-six 3 play 4 hospital
5 Middle East 6 a billion

Exercise 4

When you take up a new sport, it's important to check you're healthy enough to do so. If you try to do too much too soon, you can hurt yourself. So, unless you want an injury, take it slowly at first.

Reading and Writing

Exercise 5

1 c 2 d 3 f 4 a 5 h

Exercise 6

1 over 160 million
2 (up to) seventy percent/70%
3 go to school
4 (around) thirty/30
5 watch videos

Exercise 7

Suggested answer:

Hi Fiona,
I'm really excited for your visit too! I can't wait to see you again!
I've got lots of plans. We aren't going to visit anywhere outside the city because I don't think we'll have time. Anyway, there are lots of things to do here. For example, the shops here are great, so we can go shopping. My favourite one is a big department store in the centre. We can spend at least a day there if you want. You won't have to pack too many types of clothes.
Can you bring some comics from the US? I love comics and they'll also help me practise my English, so I'd love to read some.
See you soon,

READING EXTENSION 1

Before you read

Exercise 1

1 B 2 C 3 D 4 A

Exercise 2

1 doesn't like 2 make 3 has an idea 4 will

While you read

Exercise 4

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

Exercise 5

1 b 2 a 3 c 4 c 5 a

After you read

Exercise 6

1 got up 2 put on 3 Go away

4 talk about 5 take ... out

Exercise 7

Title: Sharks

Type: adventure story

Main characters: Freddy and Kristin

Important object: shark fin

READING EXTENSION 2

Before you read

Exercise 1

1 D 2 C 3 A 4 B

While you read

Exercise 4

1 sad 2 foot 3 newspapers 4 father

5 spy 6 prison 7 friend 8 train

Exercise 5

1 c 2 b 3 a

After you read

Exercise 8

Title: The Railway Children

Type: adventure story

Main characters: Roberta, Peter, Mother,
Father, the old man

Important object: a letter

READING EXTENSION 3

Before you read

Exercise 1

1 C 2 A 3 D 4 B

While you read

Exercise 4

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

Exercise 5

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

Exercise 6

1 b 2 c 3 a 4 b 5 c

After you read

Exercise 7

1 complete 2 terrible 3 empty

4 sure 5 strange

Exercise 8

1 her dad/father was very excited that
morning

2 the men from the government were coming
soon

3 told the police/inspector that it wasn't
necessary to catch the men.

Exercise 9

Title: The Professor

Type: crime story

Main characters: Professor Hunter,
Miss Green, Inspector
Hadley

Important object: the papers

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