

Mark Roulston

BBC

WIDER WORLD

SECOND EDITION

Teacher's Book with Teacher's Portal Access Code

1

 Pearson

 CSE
Global Scale of English

24-34 A1/A2

CONTENTS

Welcome to <i>Your World</i>	3
Course Components	4–5
Key Concepts behind <i>Your World</i>	6–9
A Unit of the Students' Book	10–13
Students' Book Contents	14–15
Students' Book with answer key and Teaching notes	16–281
Students' Book audioscripts & videoscripts	282–294
Workbook audioscripts	295–300
Workbook answer key	301–309

Key Concepts behind *Your World*

Your World Videos

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.
For more information about personal and social capabilities and employability please go to www.pearson.com/en-us/efficacy/skills-for-today.html.

Key Concepts behind *Your World*

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.

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 test, 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	24–34	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	Level 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 Vocabulary box A. 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

Who are you?

1

VOCABULARY
Family (Countries and nationalities) | Appearance | Personality adjectives (Qualities and features)

GRAMMAR
Possessive 's | Can for ability (Adverbs of manner) | Have got

COMMUNICATION
Greeting and introducing people | A description of a person

FUTURE SKILLS
Critical Thinking (Innovation) | Collaboration (Teamwork) | Creativity (A wiki webpage)

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

My amazing family!

Hi, I'm Julia. I'm fourteen and I'm Brazilian-American. Here are some of my favourite family photos.



That's me in the middle with my little sister, Lara. My mum's name is Marcia. She's from Brazil. My dad's name is Chris. He's American.



My mum's side of the family are all crazy about football – or perhaps they're just crazy. This is my uncle João and my cousin Gabriel.



You're never too old to try something new! These are my grandparents, my grandpa Bill and my grandma Betty (my dad's parents), on holiday in France.



Here are my auntie Emma (my dad's sister), her British husband Ed and my little cousin Leo. Leo is crazy about aeroplanes!

Unit 1 14

Vocabulary presented in real-life contexts with engaging visuals

1.1 Vocabulary

Family and people

- Look at the photos and read Julia's blog. How many people are there in her family? What are their names?
- 1.01 KNOW** Study the Vocabulary A box. Write the words in the correct column. Listen and check. Can you add more family names?

VOCABULARY A Family

son	brother	cousin	daughter	father	grandfather
grandmother	grandparents	husband	mother	parents	
sister	son	uncle	wife		

1.02 Find other words in Julia's blog for these words.

- aunt **auntie**
- mother
- father

1.03 Study the Watch out! box. Then make sentences with 's or 's. Who says these sentences?

WATCH OUT!
We use 's to talk about possession.
Singular: Julia's mother is Brazilian.
Her uncle's hair is brown.
Plural: Her grandparents' home is in Los Angeles.
Her cousins' names are Leo and Gabriel.

- our mum / name / is / Marcia /
- my husband / name / is / Chris /
- my son / favourite team / is / São Paulo FC /
- my parents / names / are / Emma and Ed /
- our son / costume / is / funny /
- our grandparents / favourite country / is / France /

1.04 **1.01 KNOW** Study the Vocabulary B box. Complete the countries and nationalities from Julia's blog. Listen and check. Can you add more countries and nationalities?

VOCABULARY B Countries and nationalities

Brazil	Brazilian	Italy	Italian	the UK	British
China	Chinese	Japan	Japanese	the USA	American
France	French	Poland	Polish	Turkey	Turkish
Germany	German	Spain	Spanish		

1.05 In pairs, ask and answer the questions. Then think of more questions to ask your partner.

- What nationality is the singer Ed Sheeran?
- What nationality is the singer Rosalía?
- What nationality is the tennis player Serena Williams?
- Where is pizza from?
- Where is sushi from?
- What's your favourite food? Chinese? French? Something else?

1.06 **1.03 WORD FRIENDS** In pairs, check you understand these words for describing appearance. Then complete the table. Some words can go in more than one column. Listen and check.

big	blond	blue	brown	dark	green	grey	long	old	red	short	skin	small	tall	young

1.07 Look at the photos and Julia's blog and correct the sentences.

- Gabriel's eyes are blue. **They're brown.**
- Julia's hair is short. **It's long.**
- Lara's old. **She's young.**
- Leo's hair is dark. **It's blonde.**
- Bill and Betty are young. **They're old.**
- Leo is tall. **He's short.**
- Lara's hair is blonde. **It's brown.**

1.08 **1.04 CHALLENGE** In pairs, say sentences about your friends and people in your family. Your partner guesses if your sentences are true or false.

A: My aunt's name is Susanna.
B: Spanish.
A: True.
B: No, it's false. She isn't Spanish.
A: Her name is Italian.

Unit 1 15

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

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

1.2 Grammar

can (affirmative, negative and questions)

QUICK REVIEW

GRAMMAR can
We use can and can't to talk about abilities.
+ She can dance. - She can't fly.
? Can he speak English? Yes, he can. No, he can't.
How many languages can you speak?

3 Study the Watch out! box. Then find and write down the sentences with adverbs of manner in Aida's blog.

WATCH OUT!
We use adverbs of manner to describe verbs.
We add -ly to most adjectives: quick - quickly.
Some adjectives are irregular: good - well, just - just.

4 **1.05** In pairs, make sentences with can or can't. Listen and check.

- Katy Perry / sing / fly a plane /
- My uncle / speak Japanese / dance /
- My sister / jump six metres /
- Leonardo DiCaprio / speak Chinese /
- Lady Gaga / cook Italian food / stay under water for twenty-two minutes /

5 Write six questions with can and the words/phrases in A and B.

A: you, your brother/sister, your friend, your parents
B: dance, jump three metres, sing, speak three languages, swim one kilometre

6 **1.06** **1.01 CHALLENGE** In pairs, ask and answer the questions in Exercise 5. Use adverbs of manner.
A: Can you dance?
B: No, I can't, but I can sing well.

1.07 **1.04 CHALLENGE** In pairs, match photos A-D in Aida's blog with these words or phrases. Then read, listen and check.

- jump: play football, play tennis, run
- speak a foreign language: stay under water, swim
- A - jump, ...

2 Study the Grammar box. Read Aida's blog again and complete the sentences with can or can't.

- Miralem can speak Italian fluently.
- Tom () stay under water for a long time.
- Aniek () jump, but she () play tennis.
- Tara () fly, but she () jump.

Unit 1 16

Varied approach to grammar presentations including text-based presentations

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

1.3 Reading

A magazine interview about role playing

QUICK REVIEW

A WORLD OF IMAGINATION

It's Saturday morning. I'm in a forest. It's full of people in strange costumes. Fifteen-year-old Megan from Manchester is here to answer my questions.

So, Megan, who are these people?
They're LARPers. LARP or Live Action Role Play, is a type of game. You can be a character from a film, or create your own character, and then act in an exciting story with other people.

Who is your character?
My character today is called Dragon. She's a forest queen with long grey hair. She's 100 years old, but her face is young. She's clever and brave, and she can ride dragons.

Are you like Dragon?
Ha ha, very funny! No, I'm not! In real life, I'm quiet and nervous. And my hair isn't grey – it's brown!

Why is LARP popular?
It's popular because you can leave the real world and enter a new world – a world of imagination. It's a great way to make friends – young and old. Everybody is friendly and kind.

Who is it popular with?
It's popular with people of all ages and all over the world.

1 **1.01** Who is your favourite book or film character? Discuss in pairs.

2 Look at the photos and read the article quickly. Choose the correct answer. LARP is a type of ...
a. film.
b. game.
c. character in stories.

3 **1.06** Read again and listen to the article. Decide if the sentences are true or false. Correct the false sentences.
1. Megan is a teenager.
2. Dragon's hair is short.
3. Dragon is a young girl.
4. Megan is different from Dragon.
5. It's easy to make friends at a LARP.
6. LARP is popular only in the UK.

4 **1.07** Study and listen to the Vocabulary box. Find some of the adjectives in the article. Then write two sentences about your favourite book or film character.
My character is called Robin Hood. He's brave and kind.

VOCABULARY Personality adjectives
brave, clever, confident, friendly, funny, kind, nervous, quiet, relaxed, shy

THINKING TIME
ANALYSE Describe Megan's personality.
EVALUATE Is LARP a good idea? Why/Why not?
CREATE What character would you like to play? Why?

Unit 1 17

Manageable texts about contemporary issues to engage students' attention

Vocabulary sets contextualized in the reading text

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

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

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

A Unit of the Student's Book

Effective revision of vocabulary and grammar from the unit

Vocabulary Extension

WORDLIST 1.18

family (n)	Japanese (adj)	short (adj)	blackout (n)
aunt (n)	Polish (adj)	slim (adj)	trainers (n)
brother (n)	Spain (adj)	small (adj)	trousers (n)
cousin (n)	Spanish (adj)	tall (adj)	T-shirt (n)
daughter (n)	the UK (n)	young (adj)	
father (n)	the USA (n)		
grandfather (n)	Turkey (n)	Personality adjectives	
grandparents (n)	Turkish (adj)	brave (adj)	
husband (n)		clever (adj)	
mother (n)	Word blends	confident (adj)	
parents (n)	(sugarmum)	funny (adj)	
sister (n)	love	kind (adj)	
uncle (n)	try (adj)	nervous (adj)	
wife (n)	blue (adj)	quiet (adj)	
	brown (adj)	relaxed (adj)	
	dark (adj)	shy (adj)	
Countries and nationalities	green (adj)		
American (adj)	small (adj)	Clothes and footwear	
Brazil (n)	like	boots (n)	
Brazilian (adj)	blonde (adj)	dress (n)	
British (adj)	blondie (adj)	hat (n)	
China (n)	blonde (adj)	jacket (n)	
Chinese (adj)	dark (adj)	jeans (n)	
France (n)	grey (adj)	short (n)	
French (adj)	long (adj)	shorts (n)	
German (adj)	red (adj)	shorts (n)	
Germany (n)	short (adj)	skirt (n)	
Italian (adj)	short (adj)	sneakers (n)	
Ruby (n)	big (adj)	sweater (n)	
Japan (n)	old (adj)	sweatshirt (n)	

1 Use the wordlist to find these things.

- six pairs of family members
- the opposite of big, old and tall
- three types of footwear
- five hair colours
- two things you wear on your head

2 Complete the sentences in the quiz with a country or nationality from the wordlist. Then check your answers on page 155.

3 Choose the odd one out. Say why it is different.

1 jeans	trousers	glasses	shorts
2 blonde	blondie	dark	kind
3 aunt	daughter	husband	sister
4 young	quiet	brave	clever
5 shirt	wife	sweater	jacket
6 shy	short	slim	small
7 boots	shorts	shoes	trainers
8 big	long	tall	nervous

4 [CHALLENGE] Match words and phrases from the Extra words list with these definitions.

- Your mother's mother. *grandmother/grandma*
- The opposite of horrible.
- Something you can have on your birthday.
- Manned to your uncle.
- An action you do in the air.
- Something you like more than other things.
- A short word for your mother.
- A short word for your father.

Revision

VOCABULARY

1 Complete the sentences.

- My mother's father is my (...).
- My dad's brother is my (...).
- My dad's sister is my (...).
- My dad is my mum's (...).
- My brother is my mum's (...).
- My aunt's daughter is my (...).

2 Look at the picture of Akari. Complete the words in the description.



Akari is fourteen years' old. She's 14... and her hair is dark brown. Akari is a good friend. She's very kind. Today she's got a black and white T-shirt, blue jeans and red and white trainers.

3 Imagine you are in these situations. What clothes have you got? Write sentences.

- You're in Malaga. It's summer. *I've got shorts, a T-shirt and sunglasses.*
- You're in Moscow. It's winter.
- You're at a friend's party.
- You're at school.
- You're in Oxford. It's autumn.

4 [CHALLENGE] Leon is from Berlin. Look at his picture in Exercise 2 and write a description of his appearance, personality and clothes. Use the description in Exercise 2 to help you.



GRAMMAR

5 Order the words to make sentences. Add 's or ' where necessary.

- name / English teacher / our / Mrs Andrews / is /
Our English teacher's name is Mrs Andrews.
- best friend / in August / birthday / is / my /
My best friend's birthday is in August.
- home / my / grandparents / in New York /
My grandparents live in New York.
- favourite actor / is / Tom Hanks / my / team /
My favourite actor is Tom Hanks.
- names / my / cousins / Cora and Rose / are /
My cousins' names are Cora and Rose.
- German / am / brother / trainers / my /
My brother is German and he wears trainers.

6 Make sentences about Maria. Use contain't and and.

- swims / play tennis
- dances / sing
- speaks Spanish / speaks Japanese
- runs / jumps six metres

7 Write true sentences about you and people you know. Use the correct form of have got.

- I / a brother / a sister
I've got a brother, but I haven't got a sister.
- my best friend / dark hair / blue eyes /
My best friend has dark hair and blue eyes.
- my cousin / a black sweater / white trainers /
My cousin has a black sweater and white trainers.
- my teacher / a house / a car /
My teacher has a house and a car.
- I / a pet / a house key /
I have a pet and a house key.
- my mother / a lot of cousins / friends in Japan /
My mother has a lot of cousins and friends in Japan.

8 Complete the dialogue with these words. There is one extra word.

can / good / got / have / 's / has / has well

A: Hey, Gavin. 's you got a few minutes?
B: Yes, I have.
A: 's you speak French?
B: Yes, I speak it very well.
A: My mother 's aunt is French.
Can you write a letter to her for me?
B: Of course. 's your aunt 's an email address?
A: Ah. No, she 's.
B: Oh.

9 [CHALLENGE] Write four sentences about someone in your family. Use can and have got. Then share your sentences with a partner.

DICTATION

10 Listen to 17 Listen. Then listen again and write down what you hear during each pause.

Banks of all vocabulary sets followed by engaging practice activities to ensure consolidation of vocabulary

Stretch tasks to practise the Extra words list

Stretch activities for more confident learners and to personalise learning points

Dictation activities to help students focus on word order and spelling

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

Progress Check Units 1-3

VOCABULARY AND GRAMMAR

1 Choose the correct option.



My (...), Natalie, my aunt Emily's daughter, is eighteen and works at a cafe during the holidays. She's kind and friendly - all the customers like her. She (...), really early because she starts work (...), 7 a.m. The cafe is very busy at lunchtime. She (...), gets home at 3 p.m., but she sometimes gets home later. The cafe isn't big, but (...), it's some good food like burgers, pasta and cakes. Natalie can speak (...), and German. It really helps because the cafe is popular with foreigners. I would also like to work at a cafe. Maybe next summer!

- a sister b uncle c cousin
- a get up b gets up c does get up
- a on b in c at
- a never b usually c always
- a they b there c this
- a French b France c the French

2 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.

- Have you got a gym at your school? THERE is **there's a gym** at your school?
- Carlo is Italian and he's a student in my class. FROM Carlo (...), and he's a student in my class.
- There's only a small bottle of water. MUCH There (...), water.
- He knows three different languages. CAN He (...), three different languages.
- I put on my clothes after I brush my teeth. DRESSED (...), after I brush my teeth.
- He doesn't worry about exams. WORRIED He (...), about exams.

3 Complete the text with one word in each gap.



Many teens say they don't have breakfast every day. They wake (...), late, wash and get ready for school. They say they haven't (...), time to make something to eat. ' (...), you have breakfast every day? I always have breakfast in the morning. Here is a very simple recipe for a healthy breakfast bowl. I'm sure there is (...), cereal in your kitchen. Is there (...), fruit? What about milk? Yes? No, you can start with (...), put the cereal in a bowl. Then, add milk and strawberries or bananas. You can also add some nuts. It's ready. Yum!

4 Complete the dialogues with these words. There are two extra words.

else / favourite / going / how / nice / prefer / stand / what

- A: Hi. How's it going?
B: I'm fine, thanks.
A: This is my sister, Sue.
B: Hi, Sue. (...), to meet you.
- A: (...), would you like?
B: I'd like a cheese sandwich, please.
A: Anything (...),?
B: That's all, thank you.
- A: Do you like dancing?
B: I love it!
A: I can't (...), it. But I love running.
B: Running is OK, but (...), dancing.

5 In pairs, do the speaking task. Student A: Go to page 155. Student B: Go to page 157.

LISTENING

6 Listen to questions 1-4 in Exercise 7. Match them with topics a-d. Listen and check.

- popular supermarket food
- animals at home
- weekend routines
- clothes and footwear

7 Listen again and choose the correct answer.

- What pet has Maya got?
a a hamster b a pony
c a guinea pig
- What does Ada buy?
a broomies b cheese and onion crisps
c chocolate chip cookies
- What do Finn and his dad both like?
a the trackouts b the trainers
c the T-shirt
- What time can Brad go shopping on Saturday?
a twelve o'clock b two o'clock
c four o'clock

8 In pairs, ask and answer the questions.

- What's your favourite pet animal?
- What kind of party food do you like?
- How often do you go shopping for clothes?
- What do you usually do at the weekend?

READING

9 In pairs, describe the photo and answer the questions.



- Who's in this family?
- How many children are there? How old do you think they are?

10 Read the article and complete the notes with a word or short phrase.

My big family

Hi, I'm Peter and I'm thirteen. I've got four sisters and four brothers. Rob is twenty, so he's the first child, and Tammy is the little one - she's four. We're American, but we live in England.

Getting up and ready for school in my house is teamwork! I wake up at 6 a.m., so I can have a shower and get dressed before my brothers and sisters. I sometimes make breakfast with Dad or I help Tammy with her socks and shoes. We all eat at 7 a.m. and we leave for school at 7.30 a.m.

We're a very happy family. My mum is a teacher at a primary school and my dad is a vet. We spend a lot of time together. We usually have picnics on Saturdays and Sundays, and on weekdays we often go to the park after school.

We've also got pets. Our cat's name is Vicky. Tammy's got a guinea pig, Fluffy. And I've got a hamster. It's brown and really loved for my birthday I'd like to get a pair of budgies. I love birds.

- Nationality: (...)
- Number of sisters in the family: (...)
- First person in the bathroom in the morning: (...)
- Breakfast time: (...)
- Weekend activity: (...)
- Family pets: cat, (...)

WRITING

11 What is special about the people in your family? Tell a partner. Use the ideas in the box to help you.

My (sister) is always happy and funny.
My (brother) makes great cakes.
My (dad) can speak Chinese really well.
My (aunt) likes making clothes.

12 Write a blog post about a family member you admire. Write about these things.

- his/her age and occupation
- his/her appearance and personality
- why you admire him/her - describe his/her abilities and positive qualities

Exam practice tasks in formats found in Pearson International Certificate and Cambridge A2 Key exam

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

BBC CULTURE

Who needs planes?

Around the world

These days there are many different ways to travel around the world. The record for the fastest journey around the world by plane is just forty-seven hours.

In the nineteenth century planes didn't exist, but the idea of travelling around the world was still exciting. The French writer Jules Verne published *Around the World in 80 Days* in 1873. In the book, Phileas Fogg has to travel from London through Egypt, India, Japan and the USA, and be back in London eighty days later. Travelling by steam train and boat, he wins the challenge!

Sadly, it's very difficult to make Fogg's journey today. For example, if you want to go from Japan to the USA by sea, you have to go on a cruise ship. The cruise can take twenty days! And passenger ships from New York to England only sail about twice a year.

One part of the journey is still the same. Fogg travelled on the Indian railway from Mumbai to Kolkata – a journey of 2,000 kilometres and three days. These days it only takes thirty hours! So, to explore the world and find adventure, who needs planes?

challenge (1) a difficult situation that tests you
(2) a holiday on a ship, visiting different places
(3) the fact that water changes into what it is hot

1 Look at the map and the photo. In pairs, discuss the questions.

- When in history do you think the train is from?
 - the 1700s
 - the 1800s
 - the 1900s
- The map shows a journey from a famous book. How long was the journey?
 - ninety days
 - eight weeks
 - eight months

2 **40** **5.18** Read the article and check your answers to Exercise 1.

3 Read the article again and answer the questions. Find the correct numbers and dates.

- How long was the fastest journey around the world by plane?
- When did Jules Verne publish *Around the World in 80 Days*?
- How long can it take to travel from Japan to the USA on a cruise ship?
- How many ships are there between New York and England every year?
- How far is Mumbai from Kolkata?
- How long does the train journey from Mumbai to Kolkata take today?

4 Would you like to travel around the world? What countries would you like to see? How would you travel? Discuss in pairs.

5 In pairs, look at the photo and discuss the questions.

- What is happening in the photo?
- How often do you travel by train?
- When was the last time you travelled by train?

6 Watch the video about two different train journeys. Which cities do the two journeys start from?

7 Watch the video again. Find out:

- the three cities you can travel to from the UK on the Eurostar
- three countries the Trans-Siberian Express travels through
- the length of the journey from Moscow to Beijing on the Trans-Siberian Express

8 **VISIBLE THINKING** Follow these steps.

WHY DO YOU SAY THAT?

- Study the discussion question and choose your answer.
Question: Which means of transport do you think is the most eco-friendly?
Answer: Jules / buses / cars
- Tick the reason(s) you can use to support your opinion. Can you add two more reasons?
 - They carry many people.
 - They're the healthiest.
 - They can use clean energy.
- In pairs, discuss the question. Give your opinion and all your reasons.
Bikes are the most eco-friendly.
B: Why do you say that?
A: Because they're the healthiest...

PROJECT TIME

In groups of four, create a travel plan for a sustainable school trip of a few days. Follow these steps:

- In your group, find out about eco-tourism. Then talk about your sustainable school trip.
- Individually, prepare your part of the travel plan.
- In your group, complete your travel plan and prepare a map. You can also create a digital map of the trip.
- Share your travel plan with the class.

GOALS

By 2030, ensure that everyone has access to affordable, reliable, sustainable and modern energy.

What can we do?

Discuss this statement:
Thirteen percent of the global population doesn't have access to electricity.

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 1

Prepare a presentation for the Europe Day Competition

Europe Day Competition

Europe Day on 9 May commemorates the date of the starting point for today's European Union in 1950.

Prepare a group presentation about a European Union (EU) Member State. You can learn some interesting information, have fun with other students and win amazing gadgets for your group!

In your presentation:

- Talk about the country's flag, population and capital city.
- Show some food from the country.
- Say Hello! How are you? and Goodbye! in the country's language.
- Present a song or dance from the country.

OPEN TO SMALL GROUPS OF STUDENTS FROM ANY YEAR!

Step 2. Analyse

3 You are taking part in the Europe Day Competition. Work in small groups. Ask and answer the questions to find out who is good at each activity. Complete the table with *✓* or *X*.

What can you do well?	(Name)	(Name)	(Name)	(Name)
Find information	(...)	(...)	(...)	(...)
Cook	(...)	(...)	(...)	(...)
Speak languages	(...)	(...)	(...)	(...)
Sing	(...)	(...)	(...)	(...)
Dance	(...)	(...)	(...)	(...)

4 Decide which student in the group will do each task. Use expressions from the Useful Phrases box.

A: We're all good at finding information, so who would like to do this part?

B: Can't find information because I can't cook, sing or dance very well, and I don't like languages.

C: OK. You can do it. I'm quite good at cooking so I can prepare the food.

Step 1. Think

- There are 27 Member States in the EU. In pairs, name as many as you can in two minutes.
- Read the Europe Day Competition poster and answer the questions.
 - What is the competition about?
 - When is Europe Day?
 - What can students win?
 - What information does your presentation need to have?

Step 3. Prepare

5 Prepare your Europe Day group presentation. Follow these instructions:

- Choose a European member state.
- Research online and complete the factfile. Each person completes their task from Exercise 4.
- Create your presentation (video blog, PowerPoint, etc.) and practise.
- PEER REVIEW** Exchange your final draft with another group for feedback.

Step 4. Present

6 Give or show your presentation to the class.

USEFUL TIPS

When you work on a project, it's important to plan your work as a group.

- Make a list of tasks before you start.
- Listen to what people would like to do.
- Match people with tasks they can do well.
- Share tasks and help other people.
- Be polite and respectful.

USEFUL PHRASES

- Who would like to...?
- I can... quite well/very well, but I can't.
- Can't... because I'm good at...?
- I'm (quite) very good at... so I'd like to...
- OK. You can do it.
- We can do it together.

REFLECTION TIME

Think about the task and answer the questions.

- How well do you know the country now?
- Is the information in your presentation clear and interesting?
- Can you work well together?
- Can you listen to suggestions and make changes? Give examples.
- Do you use language from Units 1 and 2? Give examples.

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.

Contents

Starter Unit				
pp. 8–13		Vocabulary • Countries • The alphabet • Possessions • Colours • Classroom language • Days of the week • Months and seasons • Cardinal and ordinal numbers • Dates • The time		
	Vocabulary	Grammar	Reading	Grammar
Who are you? 1 pp. 14–25	• Family • Countries and nationalities • Appearance and personality • Clothes and footwear BBC	• Possessive 's • can for ability • Adverbs of manner BBC	A magazine interview about role playing	• have got Collaboration
Let's eat! 2 pp. 26–37	• Food and drink • Meals • Places to eat • Cooking • Prices BBC	• there is/there are + a/an/some/any BBC	An article about a teen chef	• Countable and uncountable nouns • Quantifiers BBC
Daily life 3 pp. 38–49	• Describing routines • Adverbs of frequency • Free-time activities • Feelings BBC	• Present Simple (affirmative and negative) BBC	A webpage sharing personal stories	• Present Simple (questions and answers) Leadership
Live and learn 4 pp. 52–63	• School and learning • Prepositions of place • Making friends BBC	• Present Continuous BBC	A problem page for teens	• Present Simple and Present Continuous Self-management
The sound of music 5 pp. 64–75	• Musical instruments • Types of music • Opinion adjectives • Live music BBC	• Comparatives • (not) as ... as BBC	A magazine article about a challenge	• Superlatives Self-management
Game on! 6 pp. 76–87	• Sports and sportspeople • Playing sport • Sports competitions BBC	• was/were • there was/there were BBC	An article about sports fun facts	• Past Simple affirmative (regular and irregular verbs) Social responsibility
The digital age 7 pp. 90–101	• Computers and technology • Dates in history • Using technology BBC	• Past Simple (negative) BBC	A blog post about technology	• Past Simple (questions and answers) BBC
Our world 8 pp. 102–113	• Geography • Learning languages • Types of communication BBC	• Modal verbs: have to/ don't have to, mustn't BBC	A newspaper article about world languages	• Articles: first and second mention BBC
On the go 9 pp. 114–125	• Transport and travel • Holiday activities • Weather BBC	• Present Continuous for future arrangements BBC	A forum about holiday experiences	• be going to Self-management

Grammar Extension pp. 128–149

Pronunciation pp. 150–154

Grammar

- Subject pronouns • *to be* (affirmative, negative and questions) • Possessive adjectives • Plural nouns
- Demonstrative pronouns • Possessive pronouns • Object pronouns

THE REVISION GAME

Listening and Vocabulary	Speaking	Writing	YOUR WORLD AND YOU	Progress Check
Interviews about fashion	Greeting and introducing people	A description of a person • <i>and, but</i>	BBC <i>Child prodigies</i> Create a wiki webpage about a talented woman	Units 1–3 • Vocabulary and Grammar • Speaking • Listening • Reading • Writing
A conversation about shopping for food	Ordering food and drink Communication	A recipe • Sequence words	Learning Experience 1 Collaboration Prepare a presentation for the Europe Day Competition	
A radio programme about feelings	Talking about likes and dislikes	A blog post about daily routine • <i>so and because</i>	BBC <i>A typical day?</i> Create a video about an education system	
A radio documentary about a school	Polite requests	An announcement • Time expressions	Learning Experience 2 Self-management Make an infographic with study tips	Units 4–6 • Vocabulary and Grammar • Speaking • Listening • Reading • Writing
A radio programme about a music event	Suggestions	Messages • Emojis	BBC <i>Feeling the music</i> Make a digital poster about people with disabilities who have stood out in sport, music, film and/or painting	
Conversations about sporting moments BBC	Talking about hobbies and interests	A report • Adverbs of degree	Learning Experience 3 Creativity/ Social responsibility Write a poem about gender equality	
Monologues about childhood BBC	Agreeing and disagreeing Communication	An informal email • Past time expressions	BBC <i>Museums in the UK</i> Make a digital presentation about an interesting museum	Units 7–9 • Vocabulary and Grammar • Speaking • Listening • Reading • Writing
Conversations about communication problems	Checking understanding and clarifying Collaboration	'How to' tips • Verbs and prepositions	Learning Experience 4 Social responsibility/ Critical thinking Make green positivity cards	
Three personal accounts about local weather	Asking for and giving directions	An invitation email • Future time expressions	BBC <i>Get on board</i> Create a travel plan for a sustainable school trip	

Students' Activities pp. 155–158

Irregular Verbs p. 159

Starter Unit

VOCABULARY

Countries | The alphabet | Possessions | Colours | Classroom language |
Days of the week | Months and seasons | Cardinal and ordinal numbers |
Dates | The time

GRAMMAR

Subject pronouns | *to be* (affirmative, negative and questions) | Possessive adjectives |
Plural nouns | Demonstrative pronouns | Possessive pronouns | Object pronouns

COMMUNICATION

Introducing Mateo, Lena, Noah and Mia



S.1

My information

Countries

- 1 Write the countries for these flags. Then write the nationalities.

the USA the United Kingdom France
Germany Mexico Spain



1 Germany – German

Subject pronouns

- 2 Replace the underlined words with these subject pronouns. Which pronouns are not needed? Write a sentence for each one.

I you he she it we you they

- Harry is a friend of mine from the USA. He
- Jane is very good at water sports such as surfing and windsurfing.
- Toby and Anna are good at video games.
- You and I are in the same school, but not in the same class.
- My school is big.
- Peter and you always play tennis on Sundays.

Starter Unit 8

For the teacher

- Audioscript, page 282

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

- Countries
- The alphabet
- Possessions
- Colours
- Classroom language
- Days of the week
- Months and seasons
- Cardinal and ordinal numbers
- Dates
- The time

Grammar

- Subject pronouns
- *to be* (affirmative, negative and questions)
- Possessive adjectives
- Plural nouns
- Demonstrative pronouns
- Possessive pronouns
- Object pronouns

Exams



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

For Online Classroom, go to the Portal.

Countries

Exercise 1

- 2 The USA - American
- 3 Spain - Spanish
- 4 Mexico - Mexican
- 5 The United Kingdom - British
- 6 France - French

Subject pronouns

Exercise 2

- 2 She
- 3 They
- 4 We
- 5 It
- 6 You

Not needed: I, you (second person, singular)

Suggested answers:

I live in a small town.

You always walk to school.

to be (affirmative and negative)

Exercise 3

- 2 is, isn't
- 3 'm not
- 4 'm/am, aren't

to be (questions)

Exercise 4

- 2 Is your sister fourteen?
- 3 Are you and your friends in the same class?
- 4 Is your dad a musician?
- 5 Are your friends sporty?
- 6 Are you good at computer games?

Exercise 5

Suggested answers:

- 2 Yes, she is.
No, she isn't. She's twelve.
- 3 Yes, we are.
No, we aren't. Two of my friends are in a different class.
- 4 Yes, he is.
No, he isn't. He's an electrician.
- 5 Yes, they are.
No, they aren't. They don't like sports very much.
They prefer music and cinema.
- 6 Yes, I am.
No, I'm not. I don't really like playing computer games.

Possessive adjectives

Exercise 6

- 1 your
- 2 her
- 3 our

Exercise 7

- 1 My
- 2 They're, Their
- 3 her, Its
- 4 His
- 5 your, Her

The alphabet

Exercise 8 0.01

A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P, Q, R, S, T, U, V, W, X, Y, Z

Z, Y, X, W, V, U, T, S, R, Q, P, O, N, M, L, K, J, I, H, G, F, E, D, C, B, A

Exercise 9

Students' own answers

Exercise 10 0.02 audioscript page 282

- 2 Jerry
- 3 Vicky
- 4 Mr Davies
- 5 Kailee
- 6 Hendon

Exercise 11

Suggested answers:

- A: How do you spell your name?
- B: You spell it: M-I-G-U-E-L
- A: How do you spell your surname?
- B: Á-L-V-A-R-E-Z

Exercise 12

Suggested answers:

- A: How old are you?
- B: I'm thirteen years old.
- A: Where are you from?
- B: I'm from Colombia.
- A: Are you new at school?
- B: Yes, I am.

to be (affirmative and negative)

- 3 Complete what the classmates say with these forms of *to be*.

am 'm not are aren't is isn't

1 Jenny:



Lil and I are in the same class.

2 Lil:



Jenny (...) very sporty. She loves all sports, but she (...) very good at music.

3 Danny:



My classmates are from the UK. I (...) British, I'm American.

4 Arnie:



I (...) in the same class as Danny. We (...) from the same country. Danny is from the USA.

to be (questions)

- 4 Make questions with *to be*.

- you / from the UK / ?
Are you from the UK?
- your sister / fourteen / ?
- you and your friends / in the same class / ?
- your dad / a musician / ?
- your friends / sporty / ?
- you / good at computer games / ?

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

A: *Are you from the UK?*
B: *No, I'm not. I'm from Spain.*

Possessive adjectives

- 6 Copy and complete the table with the missing possessive adjectives.

I	you	he	she	it	we	they
my	¹ (...)	his	² (...)	its	³ (...)	their

- 7 Choose the correct option.

- A: What's my / your name?
B: *It's / My name's* Catherine.
- Look at the girls in the photo. *They're / Their* my friends. *They're / Their* names are Lucy and Tess.
- This is a photo of my friend Joanna and *she's / her school. Its / Their* name is Greenview High.
- Nico is from the UK. *His / He's* mum is from Italy.
- A: Is this *your / you* new friend?
B: Yes, it is. *His / Her name's* Anna.

The alphabet

- 8 0.01 Listen to the alphabet and repeat. Say the alphabet round the class from A to Z. Then from Z to A!



- 9 In pairs, take turns to read out five letters of the alphabet.

A: *A-B-C-D-E*
B: *F-G-H-I-J*

- 10 0.02 Listen and choose the correct name.

- Ellie / Eli
- Geri / Jerry
- Vikki / Vicky
- Mr Davies / Mr Davis
- Kailee / Kylie
- Henden / Hendon

- 11 Ask your partner to spell his/her name and surname.

A: *How do you spell your name/surname?*
B: *You spell it: ...*

- 12 Ask your partner two questions with *to be*.

A: *How old are you?*
B: *I'm ...*

Possessions

- 1 Look at the pictures and read the conversation. Choose the correct option.

The fight is about their *rooms / things*.



- 2 Which of these possessions are in the pictures? Write them down.

bag bike book camera diary key mobile phone
mug skateboard T-shirt wallet watch

bag, ...

Colours

- 3 Write the names of the colours. What is your favourite colour? What colour are the possessions in Exercise 2?

1 red 3 5 7
2 4 6 8

Plural nouns

- 4 Write the plural of the nouns. Which ones are irregular?

1 apple *apples* 4 class 7 woman
2 baby 5 monkey 8 child
3 cat 6 man 9 watch

Demonstrative pronouns

- 5 Choose the correct demonstrative pronoun. Which pronouns are plural?

1 *That / Those* books are very good.
2 Is *this / these* your watch?
3 *That / Those* boy is in our class.
4 *This / These* mobile phones are new.
5 Are *this / these* our desks?
6 *That / Those* T-shirts are very big!

Possessive pronouns

- 6 Copy and complete the table with the missing possessive pronouns.

my	your	his	her	its	our	their
mine	¹ (...)	his	² (...)	its	³ (...)	theirs

- 7 Rewrite the sentences with these possessive pronouns.

~~mine~~ yours his hers ours theirs

1 This is my computer.
This computer is mine.
2 That's his wallet.
3 These are our bags.
4 Those are your books.
5 These are her keys.
6 That is their TV.

Starter Unit

Possessions

Exercise 1

things

Exercise 2

book, camera, key, mobile phone, mug,
skateboard, T-shirt

Colours

Exercise 3

2 yellow

3 blue

4 green

5 brown

6 black

7 orange

8 white

Students' own answers

Plural nouns

Exercise 4

2 babies

3 cats

4 classes

5 monkeys

6 men (irregular)

7 women (irregular)

8 children (irregular)

9 watches

Demonstrative pronouns

Exercise 5

2 this

3 That

4 These (plural)

5 these (plural)

6 Those (plural)

Possessive pronouns

Exercise 6

1 yours

2 hers

3 ours

Exercise 7

2 That wallet is his.

3 These bags are ours

4 Those books are yours.

5 These keys are hers.

6 That TV is theirs.

Starter Unit

Classroom language

Exercise 1

- 2 F
- 3 A
- 4 B
- 5 D
- 6 E

Object pronouns

Exercise 2

- 2 him
- 3 me
- 4 us
- 5 you
- 6 it
- 7 them

Days of the week

Exercise 3

- 2 Tuesday
- 3 Saturday
- 4 Wednesday
- 5 Thursday
- 6 Sunday
- 7 Monday

Correct order: Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday

Months and seasons

Exercise 4

- 1 Summer
 - 2 July
 - 3 August
 - 4 October
 - 5 Winter
 - 6 January
 - 7 February
 - 8 April
- Students' own answers

Cardinal and ordinal numbers

Exercise 5

- 2 511
- 3 4,000
- 4 8,921
- 5 100,000

Exercise 6

- 2nd – second
- 3rd – third
- 5th – fifth
- 8th – eighth
- 12th – twelfth

Dates

Exercise 7

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

The time

Exercise 8 0.03 audioscript page 282

- 2 seven, thirty
- 3 ten
- 4 past
- 5 five, six
- 6 five

Note: The images on clocks 3 and 6 in the Students' Book are incorrect. They show:

3 It's ten past ten.

6 It's five to eight.

Tell students that the audio they hear does not match the images.

Classroom language

1 Match these sentences with pictures A–F.

- 1 Open your book. **C**
- 2 Don't talk.
- 3 Sit down!/Stand up!
- 4 Don't write in your textbook.
- 5 Look at the board.
- 6 Put your hand up.



Object pronouns

2 Complete the sentences with these object pronouns.

me you him her it us them

- 1 Wow! Listen to **her**! She's a fantastic singer!
- 2 My friend Pierre is from Paris. Talk to (...) in French.
- 3 Excuse (...), is this your phone?
- 4 Mum and I are on holiday, but Dad isn't with (...).
- 5 Thanks for your help. This present is for (...)!
- 6 Don't look at your phone in class! Put (...) in your bag.
- 7 There are my brother and sister! Let's go and see (...).

Days of the week

3 Write the correct day of the week for each abbreviation. Then say the days of the week in order.

- | | |
|---------------------|-------|
| 1 FRI <i>Friday</i> | 5 THU |
| 2 TUE | 6 SUN |
| 3 SAT | 7 MON |
| 4 WED | |

Months and seasons

4 Complete the table with the months and seasons. Which is your favourite season?

1 (...)	Autumn	5 (...)	Spring
June	September	December	March
2 (...)	4 (...)	6 (...)	8 (...)
3 (...)	November	7 (...)	May

Cardinal and ordinal numbers

5 Write the numbers.

- 1 three hundred **300**
- 2 five hundred and eleven
- 3 four thousand
- 4 eight thousand, nine hundred and twenty-one
- 5 one hundred thousand

6 Write the ordinal numbers in words.

1st **first** 2nd 3rd 5th 8th 12th

Dates

7 Match the dates.

- | | |
|---------------------------------|---------|
| 1 the first of January d | a 23/12 |
| 2 the thirteenth of March | b 11/01 |
| 3 the twenty-ninth of July | c 30/03 |
| 4 the twenty-third of December | d 01/01 |
| 5 the thirtieth of March | e 29/07 |
| 6 the eleventh of January | f 13/03 |

The time

8 0.03 Look at the clocks 1–6 and complete the times. Listen and check.



- 1 It's **eleven** o'clock.
- 2 It's half past (...)/It's seven (...) a.m.
- 3 It's a quarter to (...).
- 4 It's ten (...) one.
- 5 It's (...) to (...).
- 6 It's twenty-five past (...).

- 1  0.04 Watch or read and listen. In pairs, match descriptions 1–4 with photos A–D.

Lena, Noah, Mateo and Mia are good friends. They're fourteen years old. They are in Year 9 at West Green High School in England. They're all in the same class.

1 This is Mateo. He's from the USA, but he's in the UK now with his parents. His dad is a musician and his mum is a vet. His hobbies are music and video games. This game is very exciting! *photo A*

3 Here's Noah. His hobbies are art, video games and board games. This board game is his idea. Good job, Noah!

2 This is Lena. The people in her family are her mum, her dad and her ten-year-old brother, Adam. Adam is a good brother – most of the time. Lena's favourite hobby is music. Is she good? Yes, she is. She's really good! Her other hobbies are films and TV – lots of TV!

4 This is Mia. Her dad is from the UK and her mum is from Jamaica. Mia is very sporty. Her favourite hobby is fashion. Mia's clothes are always nice!



- 2 Read the text again. Answer true or false. Correct the false sentences.

- Mateo is American. *True*
- Mateo's mother is a musician.
- Lena's brother isn't thirteen years old.
- Lena isn't good at music.
- One of Noah's hobbies is board games.
- Mia's father isn't from the UK.

- 3  In pairs, order the words to make questions. Then ask and answer the questions.

- you / from / are / where / ?
Where are you from?
- old / you / how / are / ?
- your / what / hobbies / are / ?
- board games / you / are / good at / ?
- sport / are / good at / your friends / ?

Starter Unit

Exercise 1 1 0.04

2 D

3 C

4 B

Exercise 2

2 False (Mateo's mother is a vet.)

3 True

4 False (Lena is really good at music.)

5 True

6 False (Her dad is from the UK.)

Exercise 3

Suggested answers:

1 Where are you from?

I'm from Romania.

2 How old are you?

I'm thirteen.

3 What are your hobbies?

My hobbies are music and painting.

4 Are you good at board games?

Yes, I am./No, I'm not.

5 Are your friends good at sport?

Yes, they are./No, they aren't.

Starter Unit

The revision game

Suggested answers:

- 1 A-L-I-C-I-A
- 2 Can you give me your phone number?
- 3 your, her, our
- 4 27 March 2009
- 5 Are you Spanish?/Are you good at painting?
- 7 I'm thirteen years old.
- 9 bag, bike, book, key, mobile phone, watch
- 10 I'm good at English.
- 11 yellow, purple
- 13 a b c d e f g h i j
- 15 forty, fifty, sixty, seventy, eighty, ninety, one/a hundred
- 16 that, those
- 17 men, women, children
- 18 Don't write in your textbook.
- 19 January, February, March, April, May
- 20 third, twelfth, sixteenth, thirtieth
- 21 u v w x y z
- 22 87345 (eighty-seven thousand, three hundred and forty-five)
- 24 What sport do you like?/What's your brother's name?
- 25 It's (a) quarter past one.

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

Spell your name.

2

Ask someone their phone number.



3

Say the missing possessive adjectives: *my, [...], his, [...], its, [...], your, their*

7



How old are you?

6

MISS A TURN!

5

Ask someone two questions with 'to be'.

4



Say your date of birth.

8

GO FORWARD THREE SQUARES

9

Name six possessions.

10

What are you good at?

11



Name two colours with six letters.

15

Count to 100 in 10s: *10, 20, 30, etc.*

14

GO FORWARD TWO SQUARES

13

Say the first ten letters of the alphabet.

12

GO BACK THREE SQUARES

16

Complete the demonstrative pronouns: *this, [...], these, [...]*

17

Say the plural forms: *man, woman, child*

18



Say one class rule.

19

Say the first five months of the year.

23

GO BACK TO SQUARE FIVE

22

Write down a big number and ask someone to say it.

21

Say the last six letters of the alphabet.

20

Say the ordinal form of these numbers: *3 12 16 30*

24

Ask someone two questions with 'What'.

25



What time is it right now?

FINISH

Who are you?

1

VOCABULARY

Family | Countries and nationalities | Appearance | Personality adjectives | Clothes and footwear

GRAMMAR

Possessive 's | can for ability | Adverbs of manner | have got

COMMUNICATION

Greeting and introducing people | A description of a person

FUTURE SKILLS



Critical Thinking (Imagination) | Collaboration (Teamwork) | Creativity (A wiki webpage)

VIDEOS



Grammar in Action | Street Talk | Everyday English | Culture



My amazing family!

Hi, I'm Julia. I'm fourteen and I'm Brazilian American. Here are some of my favourite family photos.



That's me in the middle with my little sister, Lara. My mum's name is Marcia. She's from Brazil. My dad's name is Chris. He's American.



My mum's side of the family are all crazy about football – or perhaps they're just crazy. 😊 This is my uncle João and my cousin Gabriel.



You're never too old to try something new! These are my grandparents, my grandpa Bill and my grandma Betty (my dad's parents), on holiday in France.



Here are my auntie Emma (my dad's sister), her British husband Ed and my little cousin Leo. Leo is crazy about aeroplanes!

Unit contents

Vocabulary

- Family
- Countries and nationalities
- Appearance
- Personality adjectives
- Clothes and footwear

Grammar

- Possessive 's
- *can* for ability
- Adverbs of manner
- *have got*

Reading

- A magazine interview about role playing

Listening

- Interviews about fashion

Speaking

- Greeting and introducing people

Writing

- A description of a person

Future skills

- Critical Thinking (Imagination)
- Collaboration (Teamwork)
- Creativity (A wiki webpage)

Pronunciation

- *can*
- The /ɪ/ sound

Exams

- International Certificate Levels A1/1
- A2 Key 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 families, countries and nationalities.

Lead-in

Write the word *family* on the board. Tell students to think about their own family and to write in their notebooks the words for as many family members as possible. Set a time limit. Then elicit and write the words on the board.

-  **Setting lesson goals:** Ask students to open their books on page 14. Ask them to study the photos in pairs and discuss what they think the lesson is about. Elicit ideas and write them on the board. Say: *Today you will learn to talk about families, countries and nationalities.* Alternatively, show students photos of different families and ask who they think the people are.
-  **Independent learning:** Ask students to keep a learning diary in the form of a visual dictionary for the whole year. Give them the option of creating it in their notebooks or on a laptop, tablet or smartphone. Explain that visual dictionaries can help develop memory techniques and create more reference points than only using translation dictionaries. During each lesson, encourage students to write down the lesson number and title. Underneath each section, they should write down lists of words that: 1 they like; 2 they think might be difficult to remember, etc. Encourage them to show you their learning diary regularly and offer students any support they need. Allow students to use their own language in their learning diary if necessary.

Exercise 1

- Pre-teach: *side of the family, crazy about, crazy, try something new.*
- Elicit the answers.

Answer:

There are 11/eleven people in Julia's family. Their names are Julia, Lara (sister), Marcia (mum), Chris (dad), João (uncle), Gabriel (cousin), Bill (grandpa), Betty (grandma), Emma (aunt), Ed (uncle) and Leo (cousin).

Exercise 2 1.01

- Read the words in the Vocabulary A box as a class. Check that students understand the new words. Set a time limit for the task. If necessary, explain the symbols at the top of each column. Then play the audio for students to listen, repeat and check their answers. Pause after each word to check students' pronunciation.

Answers:

Female: daughter, grandmother, mother, sister, wife

Male: father, grandfather, husband, son, uncle

Female and male: grandparents, parents

Extra activity

Write *family tree* on the board and ask if anyone knows what it is and how to draw one. Ask students to either work individually or in pairs to create a family tree using the words in the box.

Exercise 3

- Direct students to the example and ask them to find *auntie* in the texts on page 14. Explain that this is an informal way of saying *aunt*. Students complete the exercise, then elicit the answers.

Exercise 4

- Read the Watch Out! box together. Check for understanding by asking students to find examples of the possessive 's in Exercise 1. Students do the exercise individually.
- NEED SUPPORT?** Write the following on the board and ask students where the possessive 's goes: *My names Anna. My parents daughter is my sister. My friends hair is black.* Students work in pairs, then elicit the answers (name's, parents', friend's).
- Peer learning:** Ask students to compare their sentences in pairs. Encourage them to correct any errors in their partner's sentences.

Answers:

- My husband's name is Chris. (Marcia)
- My son's favourite team is São Paulo FC. (João)
- My parents' names are Emma and Ed. (Leo)
- Our son's costume is funny. (Emma and Ed)
- Our grandparents' favourite country is France. (Julia, Lara and Leo)

Exercise 5 1.02

- Read the words in the Vocabulary B box as a class. Check that students understand the new words by asking them if they know anyone or anything of each nationality, such as celebrities, sports clubs or makes of car. Set a time limit for the task, then play the audio for students to listen, repeat and check their answers. Pause after each word to check students' pronunciation.
- Put students into pairs and set a time limit of two minutes for them to think of the names of other countries and nationalities. Then elicit the names of the countries and write them on the board. See if anyone else in the class can give the correct nationality.

Answers:

- France
- British
- American

Exercise 6

- Allow students time to think of more questions to ask their partner.
- NEED SUPPORT?** Students can think of only one question each.

Answers:

- She's Spanish.
- She's American.
- It's from Italy.
- It's from Japan.
- Students' own answers

Exercise 7 1.03

- Check understanding of the vocabulary by eliciting the names of students in the class whose eyes are blue, whose hair is brown, etc. Set a time limit for students to copy and complete the table on their own, then play the audio for them to listen and check.

Answers:

- Eyes:** blue, brown, dark, green, small
Hair: brown, dark, grey, long, red, short
General appearance: short, slim, small, tall, young

Exercise 8

- Students complete the task in their notebooks before they compare their sentences in pairs.
- NEED SUPPORT?** Write the sentences with two options each on the board, such as *Julia's hair is long/short.* Students choose the correct option.

Answers:

- Julia's hair isn't short. It's long.
- Leo isn't old. He's young.
- Betty's hair isn't dark. It's grey.
- Ed isn't short. He's tall.
- Bill and Betty aren't young. They're old.
- Leo isn't tall. He's short.
- Lara's hair isn't blonde. It's brown/dark.

Exercise 9

- CHALLENGE** Pair students together who don't normally work with each other. Pairs ask about their friends and people in their families. Ask them to read through the example first. Then allow some individual time for each student to think about who they are going to talk about. Remind them to make up false statements and to use their imagination. Encourage them to write down prompts if necessary ready for the speaking task. Students then take turns to make statements about their family and friends.
- FINISHED EARLY?** Ask students to write a short description of a celebrity they admire. Encourage them to describe what they look like, what their nationality is and to say if they have any family members.
- Reviewing lesson goals:** Ask students to read the lesson aim again. Then encourage them to write on a piece of paper as many words as possible that they remember from the lesson. Tell them to put the piece of paper on your desk as they leave the classroom. Study the results, and if some students have only written a few words, find time to review the lesson.

- 1 Look at the photos and read Julia's blog. How many people are there in her family? What are their names?
- 2 1.01 **I KNOW** Study the Vocabulary A box. Write the words in the correct column. Listen and check. Can you add more family names?

VOCABULARY A Family

aunt brother ~~cousin~~ daughter father grandfather
grandmother grandparents husband mother parents
sister son uncle wife

♀	♂	♀♂
aunt	brother	cousin

- 3 Find other words in Julia's blog for these words.
- aunt *auntie*
 - mother *mum*
 - father *dad*
 - grandfather *grandpa*
 - grandmother *grandma*
- 4 Study the Watch out! box. Then make sentences with 's or '. Who says these sentences?

WATCH OUT!

We use 's and ' to talk about possession.

Singular: Julia's mother is Brazilian.
Her uncle's hair is brown.

Plural: Her grandparents' home is in Los Angeles.
Her cousins' names are Leo and Gabriel.

- our mum / name / is / Marcia / .
Our mum's name is Marcia. (Julia and Lara)
 - my husband / name / is / Chris / .
 - my son / favourite team / is / São Paulo FC / .
 - my parents / names / are / Emma and Ed / .
 - our son / costume / is / funny / .
 - our grandparents / favourite country / is / France / .
- 5 1.02 **I KNOW** Study the Vocabulary B box. Complete the countries and nationalities from Julia's blog. Listen and check. Can you add more countries and nationalities?

VOCABULARY B Countries and nationalities

¹ *Brazil* – Brazilian Italy – Italian the UK – ³ (...) the USA – ⁴ (...)
China – Chinese Japan – Japanese
² (...) – French Poland – Polish Turkey – Turkish
Germany – German Spain – Spanish

- 6 In pairs, ask and answer the questions. Then think of more questions to ask your partner.

- What nationality is the singer Ed Sheeran?
Ed Sheeran is British.
- What nationality is the singer Rosalía?
- What nationality is the tennis player Serena Williams?
- Where is pizza from?
- Where is sushi from?
- What's your favourite food? Chinese? French? Something else?

- 7 1.03 **WORD FRIENDS** In pairs, check you understand these words for describing appearance. Then complete the table. Some words can go in more than one column. Listen and check.

big blond(e) blue brown dark green
grey long ~~old~~ red short slim small
tall young

Eyes	Hair	General appearance
big	blond(e)	big, old

- 8 Look at the photos and Julia's blog and correct the sentences.

- Gabriel's eyes are blue.
Gabriel's eyes aren't blue. They're brown.
- Julia's hair is short.
- Leo is old.
- Betty's hair is dark.
- Ed is short.
- Bill and Betty are young.
- Leo is tall.
- Lara's hair is blonde.

- 9 **CHALLENGE** In pairs, say sentences about your friends and people in your family. Your partner guesses if your sentences are true or false.

A: *My aunt's name is Susanna. She's Spanish.*

B: *True.*

A: *No, it's false. She isn't Spanish. She's Italian.*

Vocabulary Extension > p. 22

15 Unit 1

For the teacher**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
- The Vocabulary App

AIDA'S BLOG
Amazing people

Tara Davis is a young Californian athlete. She can't fly, but she can jump 7.14 metres! She can also run fast.

Tom Sietas is from Germany. He can stay under water for twenty-two minutes and twenty-two seconds. He also swims very well.



Aniek van Koot is from the Netherlands. She can't walk, but she can play tennis in her wheelchair. She moves very quickly!

Miralem Pjanić is a Bosnian footballer. He can play football really well and he can also speaking seven languages fluently, including French, German and Italian.



Comments

Manilo, 19.17: Hi, Aida. Can you speak Italian?

REPLY Aida, 19.20: No, I can't. 😞

Amal, 19.39: Can Miralem Pjanić speak English?

REPLY Aida, 19.50: Yes, he can.

Amal, 19.54: How many languages can you speak, Aida?

REPLY Aida, 19.58: I can speak two languages – English and Arabic.

- 1 🎧 1.04 In pairs, match photos A–D in Aida's blog with these words or phrases. Then read, listen and check.

jump play football play tennis run
speak a foreign language stay under water swim

A – jump, ...

- 2 Study the Grammar box. Read Aida's blog again and complete the sentences with *can* or *can't*.
- Miralem can speak Italian fluently.
 - Tom (...) stay under water for a long time. can
 - Aniek (...) walk, but she (...) play tennis. can't, can
 - Tara (...) fly, but she (...) jump. can't, can

GRAMMAR *can*

We use *can* and *can't* to talk about abilities.

+	-
They <u>can</u> dance.	She <u>can't</u> fly.
?	

Can he speak English? Yes, he can./No, he can't.
How many languages can you speak?

- 3 Study the Watch out! box. Then find and write down the sentences with adverbs of manner in Aida's blog.

WATCH OUT!

We use adverbs of manner to describe verbs.

We add *-ly* to most adjectives: *quick* > *quickly*.

Some adjectives are irregular: *good* > *well*, *fast* > *fast*.

- 4 🎧 1.05 In pairs, make sentences with *can* or *can't*. Listen and check.

- Katy Perry / sing / fly a plane / .
Katy Perry can sing, but she can't fly a plane.
- Beyoncé / speak Japanese / dance / .
- Mo Salah and Kylian Mbappé / play football / jump six metres / .
- Leonardo DiCaprio / speak Chinese / speak German / .
- Lady Gaga / cook Italian food / stay under water for twenty-two minutes / .

- 5 Write six questions with *can* and the words/phrases in A and B.

A you your brother/sister your friend your parents

B dance jump three metres sing speak English
speak three languages swim one kilometre

Can you dance? Can your parents speak English?

- 6 🎯 🗨️ **CHALLENGE** In pairs, ask and answer the questions in Exercise 5. Use adverbs of manner.

A: *Can you dance?*

B: *No, I can't, but I can sing well.*

BBC VIDEO

STREET TALK

- 2 Watch four people talking about things they can or can't do. Write down the five questions they answer.

For the teacher

- Videoscript, page 282

On the Portal

- Grammar Presentation
- 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; BBC Street Talk video

Lesson aim

- Students can talk about things people can and can't do.

Lead-in

Invite a student to the front of class and whisper a verb to them, such as *walk* and *play football*. Ask the student to mime the verb, elicit it from the class and write it on the board. Continue until every student has mimed a verb.

-  **Setting lesson goals:** Write on the board a few sentences with *can/can't* to describe your abilities, such as *I can swim, but I can't climb a mountain*. Ask the class what they think the lesson is going to be about. Elicit ideas. Then say and write on the board: *Today you will learn to use can to talk about things people can/can't do*.

Exercise 1 1.04

- Go through the words in the box. When students have finished, ask them how far they can jump, how long they can stay under water and how many languages they can speak.

Answers:

A run B stay under water, swim C play tennis
D play football, speak a foreign language

Exercise 2

- Discuss the Grammar box with the class.
- Drill the pronunciation of *can* and *can't* to show the difference in the vowel sound (/æ/ in *can*; /ɑ:/ in *can't*) and ask students to repeat.
- Ask students to find examples of *can* and *can't* in the blog before they complete the task.
-  **NEED SUPPORT?** Prepare copies of the photocopiable *Need support?* worksheet 1.2 from the Teacher's Resource File. This exercise gives students two options to complete the sentences.

Exercise 3

- Read through the Watch Out! box. Ask students what these adverbs are in their own language and draw their attention to the irregular ones, *well* and *fast*.
- Ask students to find and write down more examples of sentences with adverbs from Aida's blog. The answers are underlined in red in the text.

Exercise 4 1.05 **audioscript page 282**

- Ask students if they know any celebrities who can do other things apart from acting, singing, etc. (e.g. The actor Ben Affleck can speak Spanish.).
- Allow students time to make sentences in pairs. Then play the audio while they listen and check.

Answers:

- Beyoncé can't speak Japanese, but she can dance.
- Mo Salah and Kylian Mbappé can play football, but they can't jump six metres.
- Leonardo DiCaprio can't speak Chinese, but he can speak German.
- Lady Gaga can cook Italian food, but she can't stay under water for twenty-two minutes.

Exercise 5

- Ask students to work individually. Check answers by getting a student to read out one of their questions and inviting another student to answer it.
-  **NEED SUPPORT?** Students can write only three questions.

Exercise 6

-  **CHALLENGE** Encourage students to work with a partner they don't know. Remind them that they can also say how they do things, if they do things well, fast, quickly or fluently.
-  **FINISHED EARLY?** Ask students to write two sentences to describe their own abilities and two sentences about their classmates' abilities.

BBC VIDEO**STREET TALK** **2 videoscript page 282**

- Ask students to close their books and play the video. Then ask: *What's the video about?* (what people can and can't do).
- Play the video again and ask students to write down the questions they are answering. Pause between each person. Elicit answers as a class.

Answers:

- Can you swim one kilometre?
- Can you stay under water for one minute?
- Can you dance?
- Can you jump three metres?
- Can you speak three languages?

-  **Reviewing lesson goals:** Ask students to read the lesson aim again. Then ask them to write two sentences about themselves and people they know with *can* and *can't* on a piece of paper. Ask them to leave the piece of paper on your desk as they leave the classroom. Study the results and if students are making mistakes, find the time to review the language.

Lesson aim

- Students can understand a magazine article about role playing.

Lead-in

Ask students to work in pairs and brainstorm famous characters and the films and books they are from. If necessary, give a few examples, such as Katniss Everdeen from *The Hunger Games* and Iron Man from the Marvel films and comics. Set a time limit and then elicit answers from the class.

-  **Setting lesson goals:** Write the lesson aim on the board and say: *Today you will read an article about a role playing.*
-  **Monitoring learning:** Choose a few students to observe during the lesson. While students are working, spend time observing those students and taking notes on their strengths and weaknesses. Find the right time to give feedback and rotate students every lesson to ensure you observe every student.

Exercise 1

- In pairs, students tell their partner who their favourite character is from a book or film. Encourage them to explain why. Invite students to share their ideas with the class.

Exercise 2

- Pre-teach: *full, costumes, create, dragon, enter a new world.*
- Ask students to study the photos and title of the article. Ask: *What do you think it's about?* Elicit and write some ideas on the board.
- Students quickly read the article to check their predictions. Then allow students time to complete the task. Ask them if they do LARP or if they know anyone who does.

Background note

LARP, or Live Action Role Play, is a type of role-playing game in which players dress up as characters. For example, in a game about space, players may dress up as aliens. LARP started in the USA in 1977 and is becoming increasingly popular. There are many thousands of players around the world and a dedicated industry that makes and sells costumes. There are also LARP websites.

Exercise 3 **1.06**

- Explain that students are now going to read the text in more detail to decide if the statements are true or false. First ask them to read the true/false statements carefully and check understanding of key words and phrases, e.g. *teenager, short, different and easy.*
- Set a time limit. Then check answers as a class.
- **NEED SUPPORT?** Prepare copies of the photocopyable *Need support?* worksheet 1.3 from the Teacher's Resource File. This is an exercise to help students to better understand the reading text.

Exercise 4 **1.07**

- Read the words in the Vocabulary box as a class. Play the audio for students to listen and repeat the words. Pause after each word to check students' pronunciation. Set a time limit for students to find the words in the text in pairs.
- Invite some students to read out their sentences to the class.

THINKING TIME

Do this task with the whole class. In later units, you can put students in small groups or pairs once they are familiar with the thinking routines.

ANALYSE: Ask students to talk about Megan's personality. Encourage them to read out words from the text. You can also get them to speculate with their own ideas.

EVALUATE: Ask students to give you reasons why and why not LARP is a good idea. Students can formulate ideas in L1. However, write up their ideas in English so that they can see they are contributing and observe they can also learn through translation.

CREATE: This task can be done in pairs or small groups. Tell students that they can give reasons for their choices using the personality adjectives from the Vocabulary box: *I would like to play [NAME OF CHARACTER] because he/she is ...*

You can extend this activity by asking all students to tell you about their chosen character. The class can identify the characters which are more popular and the reasons why.

-  **Reviewing lesson goals:** Ask students to read the lesson aim again. Then ask students to take out their traffic light cards. Explain that they should hold up a green card if they understand how to do the exercise, yellow if they need some help and red if they don't feel confident with the exercise. Go through each exercise, asking students how they feel about it. If there are lots of red and yellow cards, find time to review the exercise.

A WORLD OF IMAGINATION

It's Saturday morning. I'm in a forest. It's full of people in strange costumes. Who are they and why are they here? Fifteen-year-old Megan from Manchester is here to answer my questions.



So, Megan, who are these people?

- 5 They're LARPerS. LARP, or Live Action Role Play, is a type of game. You can be a character from a film, or create your own character, and then act in an exciting story with other people.



Who is your character?

- My character today is called Dragora. She's
10 a forest queen with long grey hair. She's
100 years old, but her face is young. She's
clever and brave, and she can ride dragons.

Are you like Dragora?

- Ha ha, very funny! No, I'm not! In real life,
15 I'm quiet and nervous. And my hair isn't grey
– it's brown!

Why is LARP popular?

- It's popular because you can leave the real
world and enter a new world – a world
20 of imagination. It's a great way to make
friends – young and old. Everybody is
friendly and kind.

Who is it popular with?

- It's popular with people of all ages and all
25 over the world!

- 1 Who is your favourite book or film character? Discuss in pairs.

- 2 Look at the photos and read the article quickly. Choose the correct answer.
LARP is a type of ...
a film.
b game.
c character in stories.

- 3 1.06 Read again and listen to the article. Decide if the sentences are true or false. Correct the false sentences.
1 Megan is a teenager. T
2 Dragora's hair is short. F (Dragora's hair is long.)
3 Dragora is a young girl. F (Dragora is 100 years old.)
4 Megan is different from Dragora. T
5 It's easy to make friends at a LARP. T
6 LARP is popular only in the UK. F (It's popular all over the world.)

- 4 1.07 Study and listen to the Vocabulary box. Find some of the adjectives in the article. Then write two sentences about your favourite book or film character.

*My character is called Robin Hood.
He's brave and kind.*

VOCABULARY Personality adjectives

brave clever confident friendly funny kind
nervous quiet relaxed shy

THINKING TIME

ANALYSE

Describe Megan's personality.

EVALUATE

Is LARP a good idea? Why?/Why not?

CREATE

What character would you like to play? Why?

Vocabulary Extension > p. 22

17 Unit 1

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



- 1 3 1.08 Watch or listen and answer the questions.
- Where are Mia, Noah and Mateo? Why?
 - What's the problem at the end of the story?
- 2 Do you think Mia, Noah and Mateo make a good team? Why?/Why not?

FUTURE SKILLS



What is important for good teamwork?
Discuss in groups and choose your top two ideas. Are you a good team player?

- listen to others
- share the work
- ask questions
- work hard

- 3 Study sentences a–e with *have got* from the dialogue in Exercise 1. Find:
- a third person negative. *b*
 - a third person affirmative. *d*
 - two questions. *c, e*
 - a first person affirmative. *a*
- a I've got the present.
b She *hasn't got* her key with her.
c *Has* she got a present?
d Mateo's got an app.
e *Have* you got the drinks, Noah?

- 4 Study the Grammar box. Complete the box with words in blue from Exercise 3.

GRAMMAR *have got*

We use *have got* to talk about possession.

+	–
I ¹ <i>'ve got</i> (have got) the balloons.	I <i>haven't got</i> (have not got) the present.
He ² (...) (has got) the key.	She ³ (...) (has not got) a pizza.
? <i>'s got</i>	<i>hasn't got</i>
⁴ (...) they got food? Yes, they <i>have</i> ./No, they <i>haven't</i> . <i>Have</i>	
⁵ (...) Lena got a piano lesson? Yes, she <i>has</i> ./No, she <i>hasn't</i> . What <i>have</i> you got? <i>Has</i>	

- 5 Complete the sentences with the correct form of *have got*.
- He *hasn't got* a guitar lesson today. *X*
 - I (...) a present for you. ✓ *'ve got*
 - They (...) a big house. *X haven't got*
 - She (...) an uncle called Ed. ✓ *'s got*
 - We (...) any cousins. *X haven't got*
- 6 1.09 Complete the description with the correct form of *have got*. Listen and check.
- Lena Taylor ¹ *'s got* blonde hair and blue eyes. She ² (...) a sister, but she ³ (...) a brother, Adam. The Taylors ⁴ (...) a nice house. Her friends are there now because it's Lena's birthday today. They ⁵ (...) a cake, but they ⁶ (...) a present for her.
- 7 Make questions with *have got*.
- Lena / a guitar lesson / ?
Has Lena got a guitar lesson?
 - Lena / her key / ?
 - who / the drinks / ?
 - Mateo / the balloons / ?
 - Lena's friends / a present for Lena / ?
- 8 3 1.08 Watch or listen to the dialogue in Exercise 1 again. Answer the questions in Exercise 7.
- 1 *Has Lena got a guitar lesson? Yes, she has.*
- 9 **CHALLENGE** In pairs, ask and answer questions about what your partner has got. Use these ideas. Then tell the class three facts about your partner.
- a bike a camera a house key a lot of cousins
a pet brothers or sisters friends in another country
- Iván has got a brother called Juan.*

For the teacher

- Audioscript, page 282

On the Portal

- Grammar Presentation
- Resource 1.4
- *Need support?* worksheet 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 surprise party* video; Grammar 1.4

Lesson aim

- Students can talk about things people have and haven't got.

Lead-in

- Ask students to make a list of five things that they own, e.g. a mobile phone or a laptop. Tell them to include one thing they haven't got. Put students into pairs. Students guess which of the items their partner hasn't got.
-  **Setting lesson goals:** Write a few sentences on the board to describe what you have and haven't got, e.g. *I have got a car. I haven't got a motorbike.* Ask the class what the lesson is going to be about. Elicit ideas. Then say and write on the board: *Today you will learn to talk about things people have and haven't got.*

Exercise 1 **3** **1.08** audioscript page 282

- Ask students to study the photo and describe with a partner who they can see (Mia, Noah and Mateo). Brainstorm what they remember about the course characters. Write the questions on the board.
- NEED SUPPORT?** Play the video or audio again and pause after key moments to ask students comprehension questions, e.g. *Where's Lena?* (at her guitar lesson). *What time is she usually back?* (six o'clock). *Who has got the present?* (Mia). *Who has got the drinks?* (Noah). *Who is nervous?* (Noah).

Answers:

- They're at Lena's house because it's her birthday.
- The pizza is on the floor.

Exercise 2

- Students discuss the question in pairs. Elicit ideas from the class and write them down on the board.

**Collaboration (Teamwork)**

This task helps students to develop the ability to work well within a team. It will get them to listen to and consider each team member's opinions and contributions to help achieve shared goals.

- Ask students to work in groups to agree on the two ideas that they think are the most important for good teamwork. Have a class discussion.
- NEED SUPPORT?** Allow students to discuss in their own language. Elicit and summarise their key points in English.
-  **Peer learning:** You may wish to use the think-pair-share technique. Students think about the task on their own before they discuss their ideas in pairs. Then they share their ideas in groups or with the class.

Exercise 3

- Students do the exercise in pairs.
- Check answers explaining terms such as the third person *s* and contractions.

Exercise 4

- Discuss the Grammar box with the class getting them to complete the missing words.
- NEED SUPPORT?** Prepare copies of the photocopiable *Need support?* worksheet 1.4 from the Teacher's Resource File. This exercise practises the different forms of *have got*.

Exercise 5

- In pairs, ask students to compare answers encouraging them to check with the Grammar Box in Exercise 4.

Exercise 6 **1.09**

- Discuss with students why *have* or *has* was used in each answer. Ask students how we know that the answer for 2 is negative (The sentence contains *but*, which contrasts two things, so we know Lena's brother is Adam.).

Answers:

- hasn't got
- 's/has got
- have got
- haven't got
- 've/have got

Exercise 7

- Set a time limit for students to make the questions on their own before they check answers with a partner.

Answers:

- Has Lena got her key?
- Who 's/has got the drinks?
- Has Mateo got the balloons?
- Have Lena's friends got a present for Lena?

Exercise 8 **3** **1.08** audioscript page 282

- Pause the video if necessary to help students to answer the questions in Exercise 7. This can be done individually or as a whole class activity.

Answers:

- No, she hasn't.
- Noah's got the drinks.
- No, he hasn't.
- Yes, they have.

Exercise 9

- CHALLENGE** When students have finished, ask them to tell the class three things they discovered about their partner.
- FINISHED EARLY?** Ask students to write sentences about what their partner has got using their answers in Exercise 9.
-  **Reviewing lesson goals:** Ask students to read the lesson aim again. Then write the following question on the board and elicit the answer: *What things have you got at home?* Listen and make a note of any mistakes students make. Write these on the board and get the class to correct the errors.

Lesson aim

- Students can understand interviews about fashion.

Lead-in

Elicit words for clothes and footwear and write them on the board. In pairs, students tell their partner what clothes and footwear they have got. Set a time limit. Then ask them to tell the class about their partner's clothes and footwear using *has got*.

-  **Setting lesson goals:** Write the lesson aim on the board. Say: *Today you will listen to interviews about fashion and will learn words for clothes and footwear.* Elicit or teach that *fashion* is a word to describe clothes and footwear in general.

Exercise 1

- With books closed, write the word *style* on the board and elicit what it means in regard to fashion and clothes (a good way of dressing). Teach the adjectives *stylish* and *fashionable*.
- In pairs, students think of celebrities or other people they know who they think are stylish. Elicit some ideas.
- Ask students to open their books and to answer the question. Have a class vote to find out which person in photos A–D has got the best style.

Exercise 2 **1.10 audioscript page 282**

- Explain that students are going to listen to four people talking about the clothes and footwear they are wearing.
- Before students listen to the audio, ask them to study the photos again and elicit words they think they might hear (e.g. *hat, boots, jacket*).
- Play the audio. Then elicit key words they heard that they hadn't thought of previously.

Exercise 3 **1.10 audioscript page 282**

- Go through each sentence and the three options with students and check for understanding. Then play the audio. Students choose the correct options.
- NEED SUPPORT?** Pause the audio after each speaker and elicit the correct option.

Exercise 4 **1.11**

- Read the words in the Vocabulary box as a class. Play the audio and pause after each word to check students' pronunciation.

Extra activity

In pairs, students take turns to ask and answer questions about items of clothing and footwear that they have got, e.g. *Have you got a dress? Yes, I have. I've got three dresses.* When they have finished, invite students to tell the class one thing they found out about their partner, e.g. *Maria has got three dresses ...*

Exercise 5 **1.12 audioscript page 283**

- At the end of the dictation, write the text on the board for students to check their work. Students then write similar sentences about themselves. Ask them to swap sentences with a partner.
- NEED SUPPORT?** Prepare copies of the photocopyable *Need support?* worksheet 1.5 from the Teacher's Resource File. This is an exercise that the students can adapt to make similar sentences about themselves.
-  **Giving feedback:** Ask students to give each other feedback on their sentences. They could do this by drawing a smiley face or writing the phrase *Good work!* in their partner's notebooks.

Exercise 6 **1.13 audioscript page 283**

- Check that students understand the meaning of the word *compliment*. Ask them how often their friends compliment them on their clothes or their hair, and how often they compliment other people.
- Students order the words. Then play the audio to check their answers.
- NEED SUPPORT?** Give students the first word of each sentence.

Answers:

- 2 You've got great style! 3 Your shirt is fantastic!
4 It's a really nice colour!

Exercise 7

- Focus students' attention on the positive adjectives: *cool, great, fantastic* and *nice* in Exercise 6. Elicit any other positive adjectives (*beautiful, perfect*).
- Students work in pairs and swap roles.
- FINISHED EARLY?** Ask students to write sentences about the clothes that they have got. Encourage them to use adjectives such as *blue, cool, great* and *red*.
-  **Reviewing lesson goals:** Ask students to read the lesson aim again. Then encourage them to write a number from 1–5 on a piece of paper to say how they feel about the lesson (1 – easy to 5 – difficult). They can put it on your desk as they leave the classroom. Study the results and if there are lots of 4s and 5s, find time to review the lesson.

1 Look at the photos and read the blog. In your opinion, which person (A–D) has got great style?

2 1.10 Listen and match the names 1–4 with photos A–D.

- 1 Duncan **A** 3 Elisa **C**
2 Marc **D** 4 Donna **B**

3 1.10 Listen again and choose the correct answers.

- 1 Donna's sunglasses are from ...
a a shop. **(b)** a market. c a friend.
2 Elisa's boots are ...
(a) Spanish. b Italian. c British.
3 Duncan is ...
a an actor. b a singer. **(c)** a student.
4 Marc's bike is from ...
a Germany. b France. **(c)** the USA.

4 1.11 Study and listen to the Vocabulary box. Look at the photos in the blog and choose the correct option.

VOCABULARY Clothes and footwear

Clothes

dress jacket jeans shirt shorts skirt sweater
sweatshirt tracksuit trousers T-shirt

Footwear

boots shoes trainers

Other

hat (sun)glasses

- 1 Duncan has got a blue sweater / jacket, a white T-shirt / tracksuit and a dark green shirt / hat.
2 Donna has got a red and black skirt / shirt, blue sunglasses / trainers and black boots / shoes.
3 Elisa has got a black jacket / sweatshirt and black trainers / boots.
4 Marc has got a white T-shirt / hat, blue trousers / shorts and white trainers / glasses.

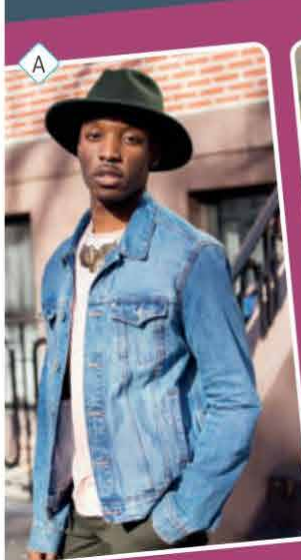
5 1.12 Listen to Chrissy. Listen again and write down what you hear. Then make similar sentences about yourself.

6 1.13 Order the words to make compliments. Listen and check.

- 1 trainers / are / your / really cool / !
Your trainers are really cool!
2 style / you / great / 've got / !
3 fantastic / shirt / your / is / !
4 colour / really nice / it's a / !

CHRISSY'S FASHION BLOG

Hi, and welcome to my blog! Today I've got my camera and I'm on the streets of Bristol. Wow, this is a really fashionable city!



7 In pairs, make compliments about your partner's clothes. Use Exercise 6 to help you.

A: *Your glasses are great!*

B: *Thanks! Your sweater is really nice!*

Vocabulary Extension > p. 22

19 Unit 1

For the teacher

- Audioscript, page 282

On the Portal

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

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

Lena: Hey, Adam. I've got tickets for a basketball game on Saturday. It's my favourite team, the Shooting Stars, against the Flying Tigers. Are you interested?

Adam: The Flying Tigers? Yes, of course! They're awesome!

Lena: No, Adam. The Stars are awesome! ... Oh, here's Mia.

Mia: Hi, Lena. How's it going?

Lena: I'm fine, thanks. And you?

Mia: I'm good.

Lena: Dad, this is my friend, Mia. Mia, this is my dad.

Dad: Hi, Mia. Good to meet you.

Mia: Nice to meet you too, Mr Taylor.

Lena: This is Adam, my brother.

Adam: Hi, Mia.

Mia: Hi.

Lena: Mia, are you free on Saturday? I've got tickets for a basketball game.

Adam: Hey! What about me?

Lena: It's OK, Adam. I've got three tickets. So Mia? It's the Shooting Stars ...

Adam: ... against the Flying Tigers.

[...]



Mia: Wow! Yes, please. The Tigers are awesome!

Adam: Yes!

Lena: Nooo!

SOUNDS GOOD!

Are you free on Saturday? • Wow!

- 1 What is your favourite thing to do at the weekend? Compare with your classmates.

go to a football game go to a shopping centre
go to a sports centre go to the cinema go to the park

- 2 4 1.14 Watch or listen and choose the correct option.

- Lena's got tickets for a basketball / football game.
- Adam is / isn't free on Saturday.
- Mia can / can't go to the game.

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

SPEAKING Greeting and introducing people

Hello! Hi! Hey!

How are you? How's it going?

I'm fine/good, thanks. And you?

My name's ... I'm ...

Good/Nice to meet you.

This is my brother/my friend.

Bye. Goodbye. See you (later).

- 4 1.15 Complete the dialogue with these words. Listen and check.

bye fine hi how meet name nice see this

Becca: Hello, Ajay!

Ajay: ¹ Hi, Becca. How's it going?

Becca: I'm good, thanks. ² (...) are you? How

Ajay: I'm ³ (...). fine

Becca: ⁴ (...) is my mum. This

Ajay: Hi, Mrs Porter. Good to ⁵ (...) you. meet

My ⁶ (...) 's Ajay. name

Mrs P: Hi, Ajay. ⁷ (...) to meet you too. Nice

Becca: Sorry, we can't stop. We're late for our train.

Ajay: Oh, OK. ⁸ (...)! Bye

Becca: Goodbye!

Mrs P: ⁹ (...) you, Ajay! See

- 5 In groups of three, practise the dialogue in Exercise 4.

SPEAKING TIME

In groups of three, have a conversation. Follow these steps and your own ideas. Then swap roles.

- You meet at the park.
- Student A: greet Student B.
- Student B: introduce Student C to Student A.
- Student B: say that you're late for ... (dinner/ your music lesson/school).
- Say goodbye.

For the teacher

On the Portal
• Resource 1.6



For the student

• Workbook, page 14

On the Portal

• Extra Practice
Activities: *Nice to meet you!* video



Lesson aim

- Students can greet and introduce people.

Lead-in

Put students into pairs or small groups and ask them to think about how they would greet someone in English, such as someone they know well and someone they have never met before. Prompt the class by giving them some examples, such as *Hello*, *How do you do?* and *How are you?* Allow them time to think before you discuss ideas with the class.

- 🎯 **Setting lesson goals:** Draw a speech bubble on the board with the text: *Nice to meet you. I'm [name].* Then add another speech bubble with: *Nice to meet you too. My name is [name].* Ask students to guess the lesson aim. Elicit ideas. Then say and write on the board: *Today you will learn to greet and introduce people.*

Exercise 1

- Brainstorm a list of activities students normally do at the weekend. Write them on the board.
- Students read the activities in the box. Check for understanding.
- Ask students to go around the classroom finding classmates who have the same favourite activity. Encourage students to stand in a group with the other students who like the same thing. See which group is the largest to discover the most popular activity.

Exercise 2 🎧 4 🎧 1.14

- Ask students if they remember the names of the course characters from Starter Unit (Mateo, Lena, Noah and Mia). Then elicit what students remember from the video in Lesson 1.4.
- Read the sentences and check for understanding. Play the video or audio. Check answers as a class.
- Direct students to the Sounds Good! box. Elicit when we use *Are you free ...?* (when we want to know if someone has plans/is available) and when we use *Wow!* (when we are impressed or excited). Students may explain in their own language.
- NEED SUPPORT?** Play the video or audio again and pause after key moments to ask comprehension questions: *What's the name of Lena's favourite basketball team?* (the Shooting Stars). *What's the name of Adam's favourite basketball team?* (the Flying Tigers). *How many tickets has Lena got?* (three). Elicit answers.

Exercise 3

- Ask students to study the Speaking box. Then draw their attention to *How are you?/How's it going?* in the Speaking box. Ask students to discuss the difference between the two expressions. Elicit that *How are you?* is more formal than *How's it going?*
- In pairs, students decide which is the formal expression in the following: *Hello/Hi!*; *My name's .../I'm ...*; *Bye!/Goodbye./See you later.* When students have finished, elicit when you would use the formal and informal expressions (formal – meeting a friend's parents, meeting a new teacher, etc.; informal – meeting a friend, meeting a new classmate, etc.).
- Students work in pairs to find examples of the phrases in the dialogue.

Exercise 4 🎧 1.15

- Play the audio to check answers.
- NEED SUPPORT?** Before you play the audio, pair students and ask them to compare answers. Encourage students to change any incorrect answers if their partner gives them a good reason to do so.

Exercise 5

- When students have finished, ask them to change roles so that each member of the group plays the part of a different speaker. Encourage more confident students to change some of the phrases (e.g. in Ajay's first line of dialogue, he could say: *Hello, Becca. How are you?*).

SPEAKING TIME

- Encourage groups to think of ways of making their conversations more interesting (e.g. one of them could get a name wrong or they could find out that the other two already know each other).
- When groups have prepared and practised their conversations, invite them to the front of the class to act them out.
- FINISHED EARLY?** Students choose one of the following situations and write a short dialogue: meeting a new teacher at school, meeting a new friend in the shopping centre.

- 🎯 **Reviewing lesson goals:** Ask students to read the lesson aim again. Then ask them to think about the lesson and reflect on their learning. Ask them to answer the following question with either *yes* or *no* on a piece of paper: *Can you greet and introduce people?* Ask them to leave the piece of paper on your desk as they leave the classroom. If they have written *no* more than *yes*, then find time to review the language.

Lesson aim

- Students can write a description of a person.

Lead-in

Check that students understand the meaning of *hero*. Elicit some of the students' heroes. Encourage students to explain why this person is their hero.

- 🎯 **Setting lesson goals:** Allow students a few moments to study page 21 before you ask them to close their books. Ask: *What are we going to learn today?* Elicit ideas and write them on the board. Then say and write on the board: *Today we will learn to write a description of a person.* Check if any students had guessed correctly.

Exercise 1

- Elicit why the two people in the texts are heroes (Joel is a student who is brave, happy, friendly and funny despite his health problems. Greta Thunberg is a hero because she is brave and she talks about the future of the planet with important people.).

Answers:

Things Robert mentions: age, occupation, nationality, family, appearance, personality

Things Sandra mentions: occupation, nationality/ languages, family, appearance, personality

Exercise 2

- Go through the phrases in the Writing box together and check for understanding. Ask students to think of other ideas for each heading. For example:
Introduce the person: *My hero is my mum's friend ...*
Age/Occupation: *She's 45 and she's a businesswoman.*
Nationality/Languages/Family: *She's Brazilian. She can speak four languages. She's married with four children.*
Appearance: *She's got black hair and blue eyes.*
Personality/Positive things about the person: *She's very clever and hard-working.*

Exercise 3

- Go through the Language box together and make sure students understand that we use *and* to add a second idea or fact, and *but* to contrast different ideas or facts. Set a time limit for students to complete the task.
- NEED SUPPORT?** Write the following sentences on the board and ask students to complete them with *and* or *but*: *I like pizza ___ pasta. He can speak English, ___ he can't speak French. She's got a brother, ___ she hasn't got a sister. My dad has got brown hair ___ he's tall.* Ask students to check the sentences and explain any incorrect answers.

Answers:

- He's got dark hair and brown eyes.
- She's quiet and very funny.
- His mother's Italian, but his father's German.

WRITING TIME

- Explain that students will write a description of a person on their own in their notebooks. Discuss the steps as a class and allow students to ask questions about them.
- Give students time to make notes about their description in their notebooks. Tell them to refer to the model texts in Exercise 1 and to the Writing box in Exercise 2. Remind them about the use of *and* and *but*. While students are writing, encourage them to use a dictionary and ask questions about anything they don't understand.
- Ask students to work in pairs and give each other feedback on their drafts. Then students write their final draft in their notebooks or you can set the task for homework.
- FINISHED EARLY?** Ask students to use the steps in the Writing Time box to write a sentence or two to describe somebody they know well, such as a friend or a family member.

- 🎯 **Reviewing lesson goals:** Ask students to read the lesson aim again. Then use the basketball technique. Throw a ball to a student and ask them to read out a paragraph of their description. The student then throws the ball to another student to read out a paragraph. Once several students have read their paragraphs, stop the game and give feedback to the class on any mistakes you heard.

A description of a person

- 1 Read the descriptions. Write down the things Robert and Sandra mention.

- personality
- nationality/languages
- hobbies
- appearance
- age
- occupation
- family

- 2 Study the Writing box. Find examples of the phrases in the descriptions.

WRITING A description of a person

PARAGRAPH 1

Introduce the person

- 1 My hero is ...
My favourite sports star/actor is ...

Age/Occupation

- 2 He's thirteen and he's a student.
She's a famous TV presenter.

Nationality/Languages/Family

- 3 She's from Sweden.
She can speak two languages.
He's married and he's got two children.

Appearance

- 4 She's got fair hair and blue eyes.
He's tall and slim.
He's got glasses.

PARAGRAPH 2

Personality/Positive things about the person

- 5 He's got a difficult life, but ...
She's brave/clever/friendly.
He's a great person.

- 3 Study the Language box. Find examples of *and* or *but* in the descriptions. Then combine the sentences with *and* or *but*.

LANGUAGE *and, but*

She can dance. She can sing too.
She can dance and she can sing.

He can dance. He can't sing.
He can dance, but he can't sing.

- 1 She can run. She can't swim.
She can run, but she can't swim.
- 2 He's got dark hair. He's got brown eyes.
- 3 She's quiet. She's very funny.
- 4 His mother's Italian. His father's German.

My hero by Robert

- 1 My hero is my friend Juan.
- 2 He's thirteen years old and he's a student at my school.
- 3 He's English, but his mother's from Spain. Juan is tall and slim, and he's got dark hair.
- 4
- 5

Life is very difficult for Juan. He's a good student, but he's got big problems with his health and he's often not at school. But Juan is very brave and he's always very happy, friendly and funny. That's why he's my hero.



My hero

by Sandra



- 1 My hero is Greta Thunberg. She's a student from Sweden, but she can speak English really well. Her mother is a famous opera singer and her father is an actor. She's got a younger sister, but she hasn't got a brother. Greta is quite small and she's got fair hair and blue eyes.
- 2
- 3
- 4

Greta is my hero because she's very brave and she can talk about the future of our planet to important people. She's the leader of School Strikes for Climate – millions of schoolchildren from all continents are part of it. Now we've all got a voice – that's why she's a great person.

WRITING TIME



Write a description of your hero.

FIND IDEAS

Make notes for your description. Think about:

- age and occupation
- nationality, languages and family
- appearance and personality

PLAN

Organise your ideas into paragraphs. Use the descriptions 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.
- Write the final version of your description.

CHECK

- Check language: are *and* and *but* correct?
- Check grammar: are the forms of *be*, *have* got and *can* correct?

For the teacher

On the Portal
• Resource 1.7



For the student

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

WORDLIST

1.16

Family

aunt (n)
brother (n)
cousin (n)
daughter (n)
father (n)
grandfather (n)
grandmother (n)
grandparents (n)
husband (n)
mother (n)
parents (n)
sister (n)
son (n)
uncle (n)
wife (n)

Countries and nationalities

American (adj)
Brazil (n)
Brazilian (adj)
British (adj)
China (n)
Chinese (adj)
France (n)
French (adj)
German (adj)
Germany (n)
Italian (adj)
Italy (n)
Japan (n)

Japanese (adj)
Poland (n)
Polish (adj)
Spain (n)
Spanish (adj)
the UK (n)
the USA (n)
Turkey (n)
Turkish (adj)

Word friends

(appearance)

Eyes

big (adj)
blue (adj)
brown (adj)
dark (adj)
green (adj)
small (adj)

Hair

blond(e) (adj)
brown (adj)
dark (adj)
grey (adj)
long (adj)
red (adj)
short (adj)

General appearance

big (adj)
old (adj)

short (adj)
slim (adj)
small (adj)
tall (adj)
young (adj)

Personality adjectives

brave (adj)
clever (adj)
confident (adj)
friendly (adj)
funny (adj)
kind (adj)
nervous (adj)
quiet (adj)
relaxed (adj)
shy (adj)

Clothes and footwear

boots (n)
dress (n)
hat (n)
jacket (n)
jeans (n)
shirt (n)
shoes (n)
shorts (n)
skirt (n)
(sun)glasses (n)
sweater (n)
sweatshirt (n)

tracksuit (n)
trainers (n)
trousers (n)
T-shirt (n)

EXTRA WORDS

age (n)
auntie (n)
birthday (n)
children (n)
cool (adj)
dad (n)
favourite (adj)
friend (n)
grandma (n)
grandpa (n)
home (n)
house (n)
jump (v)
mum (n)
name (n)
nice (adj)
party (n)
people (n)
person (n)
speak a foreign
language (phr)
walk (v)

1 Use the wordlist to find these things.

- six pairs of family members
mother and father, ...
- the opposites of *big*, *old* and *tall*
- three types of footwear
- five hair colours
- two things you wear on your head

2 Complete the sentences in the quiz with a country or nationality from the wordlist. Then check your answers on page 155.

Around the world

- São Paulo is in *Brazil*.
- Ankara is the capital of (...).
- Sushi and tempura are types of (...) food.
- Beyoncé is an (...) singer from Texas.
- Milan and Naples are (...) cities.
- Pandas are from (...).



3 Choose the odd one out. Say why it is different.

- | | | | |
|----------|----------|---------|----------|
| 1 jeans | trousers | glasses | shorts |
| 2 blonde | brown | dark | kind |
| 3 aunt | daughter | husband | sister |
| 4 young | quiet | brave | clever |
| 5 shirt | wife | sweater | jacket |
| 6 shy | short | slim | small |
| 7 boots | shorts | shoes | trainers |
| 8 big | long | tall | nervous |

4 CHALLENGE Match words and phrases from the Extra words list with these definitions.

- Your mother's mother. *grandmother/grandma*
- The opposite of *horrible*.
- Something you can have on your birthday.
- Married to your uncle.
- An action you do in the air.
- Something you like more than other things.
- A short word for your mother.
- A short word for your father.

Exercise 1

- 1 aunt and uncle, brother and sister, daughter and son, grandfather and grandmother, husband and wife
- 2 small, young, short
- 3 boots, shoes, trainers
- 4 blonde, brown, dark, grey, red
- 5 hat, (sun)glasses

Exercise 2

- 2 Turkey
- 3 Japanese
- 4 American
- 5 Italian
- 6 China

Exercise 3

- 1 glasses (The others are clothes.)
- 2 kind (The others describe appearance.)
- 3 husband (The others refer to women.)
- 4 young (The others describe personality.)
- 5 wife (The others are clothes.)
- 6 shy (The others describe appearance.)
- 7 shorts (The others are footwear.)
- 8 nervous (The others describe appearance.)

Exercise 4

- 2 nice
- 3 party
- 4 auntie
- 5 jump
- 6 favourite
- 7 mum
- 8 dad

Exercise 1

- 1 grandfather
- 2 uncle
- 3 aunt/auntie
- 4 husband
- 5 son
- 6 cousin

Exercise 2

- 1 old
- 2 Japanese
- 3 long
- 4 eyes
- 5 kind
- 6 shirt
- 7 jeans
- 8 trainers

Exercise 3**Suggested answers:**

- 2 I've got boots and a jacket.
- 3 I've got jeans and a hat.
- 4 I've got a tracksuit and trainers.
- 5 I've got a dress and a jacket.

Exercise 4**Suggested answer:**

Leon is fifteen years old. He's German. He's got short red hair and blue eyes. He's clever. Today he's got a green T-shirt, black trousers and brown boots. He's got glasses too.

Exercise 5

- 2 My best friend's birthday is in August.
- 3 My grandparents' home is in New York.
- 4 My mum's favourite actor is Tom Hanks.
- 5 My cousins' names are Cora and Rosie.
- 6 My brother's trainers are German.

Exercise 6

- 1 Maria/She can swim, but she can't play tennis
- 2 Maria/She can dance, but she can't sing.
- 3 Maria/She can speak Spanish, but she can't speak Japanese.
- 4 Maria/She can run, but she can't jump six metres.

Exercise 7**Suggested answers:**

- 2 My best friend's got dark hair, but he hasn't got blue eyes. He's got green eyes.
- 3 My cousin's got a black sweater and white trainers.
- 4 My teacher's got a house and a car.
- 5 I've got a house key, but I haven't got a pet.
- 6 My mother's got a lot of cousins, but she hasn't got friends in Japan.

Exercise 8

- 1 Have
- 2 Can
- 3 well
- 4 's
- 5 Has
- 6 got
- 7 hasn't

Exercise 9**Suggested answers:**

- 1 My cousin Ana has got a brother and a sister.
- 2 She has got brown hair and eyes.
- 3 She can swim very well.
- 4 She can also dance.

Exercise 10 1.17

My aunt's husband is Italian. His name is Mario. He's got short black hair and brown eyes. He can sing and dance, and he's very friendly and kind.

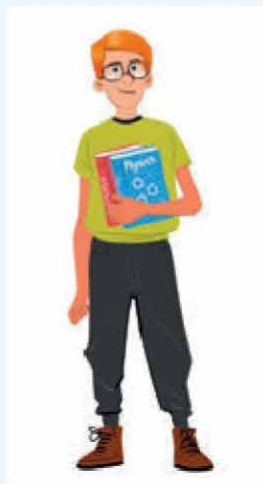


VOCABULARY

- Complete the sentences.
 - My mother's father is my (...).
 - My dad's brother is my (...).
 - My dad's sister is my (...).
 - My dad is my mum's (...).
 - My brother is my mum's (...).
 - My aunt's daughter is my (...).
- Look at the picture of Akari. Complete the words in the description.



Akari



Leon

Akari is fourteen years ¹ old (...). She's ² Japanese (...) and her home is in Tokyo. She's got ³ long (...) dark hair and brown ⁴ eyes (...). Akari is a good friend. She's very ⁵ kind (...). Today she's got a black and white ⁶ sweater (...), blue ⁷ jeans (...) and red and white ⁸ trainers (...).

- Imagine you are in these situations. What clothes have you got? Write sentences.

- You're in Málaga. It's summer.
I've got shorts, a T-shirt and sunglasses.
- You're in Moscow. It's winter.
- You're at a friend's party.
- You're at school.
- You're in Oxford. It's autumn.

- CHALLENGE** Leon is from Berlin. Look at his picture in Exercise 2 and write a description of six sentences. Write about his age, nationality, appearance, personality and clothes. Use the description in Exercise 2 to help you.

GRAMMAR

- Order the words to make sentences. Add 's or ' where necessary.
 - name / English teacher / our / Mrs Andrews / is / .
Our English teacher's name is Mrs Andrews.
 - best friend / in August / birthday / is / my / .
 - home / my / is / grandparents / in New York / .
 - favourite actor / is / Tom Hanks / my / mum / .
 - names / my / cousins / Cora and Rosie / are / .
 - German / are / brother / trainers / My / .
- Make sentences about Maria. Use *can/can't*, and *and but*.
 - swim ✓ / play tennis ✗
 - dance ✓ / sing ✗
 - speak Spanish ✓ / speak Japanese ✗
 - run ✓ / jump six metres ✗
- Write true sentences about you and people you know. Use the correct form of *have got*.
 - I / a brother / a sister / .
I've got a brother, but I haven't got a sister.
 - my best friend / dark hair / blue eyes / .
 - my cousin / a black sweater / white trainers / .
 - my teacher / a house / a car / .
 - I / a pet / a house key / .
 - my mother / a lot of cousins / friends in Japan / .

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

can good got have 's hasn't has well

- A: Hey, Gavin. ¹ (...) you got a few minutes?
B: Yes, I have.
A: ² (...) you speak French?
B: Yes. I speak it very ³ (...).
A: My mother ⁴ (...) aunt is French.
Can you write a letter to her for me?
B: Of course. ⁵ (...) your aunt ⁶ (...) an email address?
A: Ah. No, she ⁷ (...).
B: Oh!

- CHALLENGE** Write four sentences about someone in your family. Use *can* and *have got*. Then share your sentences with a partner.

DICTATION

- 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





The Junior Memory Championship

Some people are very clever and have got a very good memory.
But can you learn to be a memory champion?

In the UK, there's a memory competition for children. It's the National Junior Memory Championship. The children's schools are a bit different. They have reading lessons and writing lessons, but there are also memory lessons!

This year the competition is at London Zoo. The children have different tests. They've got a list of numbers. They've got a list of words. They've got a list of names and they've got information about London Zoo. And they've only got five minutes.

Joachim can remember forty-seven words – that's fantastic! Iris can remember forty names – that's fantastic too. But the winner is Lily-Rose. She can remember thirty numbers, thirty-five names and ninety percent of the information. Wow!

champion (n) a person who is the best at a sport, game, etc.

competition (n) a game or test that people try to win

memory (n) the ability to remember things

winner (n) a person who wins a game, competition, etc.

1 In pairs, discuss the questions.

- 1 Have you got a good memory?
- 2 What things are easy to remember?
- 3 What things are difficult to remember?
- 4 What special talents have you got? What are you good at?

2 1.18 Read the article. Decide if the sentences are true or false. Correct the false sentences.

- 1 The National Junior Memory Championship is for people over eighteen.
- 2 The children do memory lessons at school.
- 3 The competition is at a school.
- 4 The children have got fifteen minutes to do the tests.
- 5 Joachim is the winner.

3 Follow the instructions.

- 1 Make a list of ten numbers and a list of ten English words.
- 2 Work in pairs. Give your lists to your partner to study for three minutes. How many numbers and words can he/she remember?

Lesson aim

- Students learn about child prodigies.

Lead-in

On the board, write the names of some people that you think are geniuses. Try to choose people that you think students will know. You could, for example, write names such as Albert Einstein, Leonardo da Vinci or Marie Curie. Ask students what connects all the people. Write the word *genius* on the board and if necessary, teach that a genius is someone very clever or creative. Point out that a genius is someone who is extremely good at just one thing – much better than anyone else – for example, painting, maths, music, remembering things or learning languages. Ask students if they can think of any other examples of geniuses, and whether it is possible for children to be geniuses.

- 🎯 **Setting lesson goals:** Allow students a few minutes to study pages 24 and 25 before you ask them to close their books. Ask: *What are we going to learn today?* Elicit ideas. Then say and write on the board: *Today you will learn about child prodigies.*

Exercise 1

- Give students 20 seconds to look at the photos on pages 24 and 25. Then ask them to close their books. Ask the class to tell you what details they can remember from the photos. If necessary, ask questions to prompt them to say more: *What animal was there? What were the numbers that the girl was trying to add? How many people were playing a musical instrument?*
- Ask students to open their books. Put them into pairs to discuss the questions (1–4). When they have finished, find out which students think they have a good memory. Ask: *Can people learn how to have a better memory? How?* Elicit ideas from the class.

Background note

The **UK National Junior Memory Championship** is an annual competition to find the child with the best memory in the UK. It is open to school children aged 10 to 11 and the competition hopes to improve the memory skills of those who take part to help them achieve better exam results. School children who take part typically have five minutes to remember 34 random numbers, 35 words in the correct order and 40 different names and faces.

Exercise 2 🎧 1.18

- Focus students on the title of the article. Ask: *What do children need to remember in the Junior Memory Championship?* Give students a maximum of one minute to read the article and find out. Elicit the answers (a list of numbers, words or names, or information about London Zoo).
- Ask students to read the article again and decide which sentences are true or false. Give students five minutes for this, and to correct the false sentences. Ask students to check their answers in pairs before confirming the answers.

Answers:

- F (The championship is for children.)
- T
- F (The competition is at London Zoo.)
- F (The children have got five minutes.)
- F (The winner is Lily-Rose.)

Exercise 3

- Ask students to write a list of numbers and a list of words on a piece of paper or in their notebooks. Encourage them to write words and numbers that are neither too simple nor too complicated. Monitor to make sure students spell the English words correctly.
- Put students into pairs to share their lists. If the students in your class mostly said that they had good memories in Exercise 1, give them just one minute to remember the words.
- Tell students to give back the lists to the original student, and to take turns to recall all the items.
- Ask: *Do you still think you have a good memory?*

Extra activity

Write 20 words from Unit 1 in random places on the board, e.g. *grandfather, trousers, shy, Brazilian, glasses, hero, etc.* Allow students two minutes to memorise the words before you rub them out. Then divide the class into two teams and invite a member from each team to come to the front of the class to write one of the words they remember on the board. Then it is the turn of the next team member. The winning team is the one who remembers all the words first.

Exercise 4

- Introduce students to the visible thinking routine see-think-wonder. Explain that in the first stage they have to observe using the visual information in the photo. In the second stage, they should analyse the situation extracting clues from the image. In the final stage, they should think beyond the information they have observed and analysed.
- Put students into pairs to discuss the questions.
- Nominate students to share what they would like to know about the people with the rest of the class, and what they think the answers might be.

Exercise 5 5 videoscript page 283

- Discuss the definition of *child prodigy* with the class and ask them if they know of any child prodigies in their own country.
- **With video:** Play Part 1 of the video for students to check their answers to questions 2–4 in Exercise 4.
- **Without video:** Print out copies of the videoscript for students to read and check their answers to questions 2–4 in Exercise 4.

Answers:

- 2 They come from different countries – the USA, Japan, Germany and many more. (Samuel is from Singapore and Juliet is from the UK/England.)
- 3 They can play the violin.
- 4 b

Exercise 6 6 videoscript page 283

- **With video:** Play Part 2 of the video. Elicit anything students can remember. Play the video a second time so that students can complete the fact file.
- **Without video:** Print out copies of the videoscript for students to read and complete the fact file.
- **NEED SUPPORT?** Pause the video at the relevant places for students to complete the fact file.

Answers:

- Age:** eleven/11
- Name of club:** Mensa
- Hobbies:** reading, playing the violin, writing stories
- Dream job:** writer

Exercise 7

- Give one or two minutes for students to read the statements and to think of reasons why they agree or disagree with them. Put students into pairs to discuss the statements. Monitor and make sure they are giving reasons for their opinions.
- Nominate a few students to share their opinions with the rest of the class. To build up a picture of the range of talents and skills that your class has, ask: *What talents do you have?*

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.
- Elicit the names of geniuses who lived in the past, and write them on the board. Encourage students to name people who were especially talented. When you have the names of about 10 people on the board, ask: *How many of these people were women?* Find out if students have listed more men than women. If so, ask students: *Why? Is this fair?* Encourage students to suggest reasons why we sometimes remember men's achievements more than women's. Then, ask students to suggest the names of more women until there are an equal number of men and women on the board.
- Explain to students that they are going to research and write about an especially talented woman from the past. They can choose one of the people on the board or someone else. Go through the steps of the project with the class. Point out that they should choose a woman who made a positive difference to people's lives, and whose influence can still be felt today. Ask: *What is the purpose of a wiki webpage?* Elicit that a wiki webpage is a form of online encyclopaedia, designed to give clear information about a subject.



Sustainable Goal

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

- On the board, write: *What happens if people don't go to school?* Encourage students to think about the possible consequences. If necessary, prompt them to think about university education, jobs, money, and chances to have a comfortable, happy life and to help other people.
- Divide the class into three groups. Ask the first group to find out facts about girls or young women who do not go to school. Ask the second group to find out why. Ask the third group to find out the effects of this on women's lives, and on society as a whole. Give students time to research information, and to make notes.
- Allow each group to present its findings to the class.
- On the board, write: *What can we do?* Put students into groups to make a list of possible ideas. They should then select their best two or three ideas, and try to back up their opinions with reasons and examples.
- Arrange the class into new groups, so that one person from each group in the previous stage sits with students from other groups. Ask them to take turns to present their ideas from the previous stage. Then students agree on the best idea they heard.
- Ask each group to present their favourite idea to the rest of the class.
-  **Reviewing lesson aim:** Ask students to read the lesson aim again. Ask them to write down three true facts and one false fact about the lesson and share them in groups, e.g. *Samuel Tan is fifteen years old*. The rest of the group has to identify and correct the false fact.



- 4 **VISIBLE THINKING** In pairs, look at the photo and answer the questions.

SEE

- How many people are there in the photo? *six/6*
- Where are they from? *They are from different countries.*
- What can they do? *They can play the violin/a musical instrument.*

THINK

- Where are the people? *4-5 Students' own answers*
 - at school
 - at a music competition

WONDER

- What would you like to know about the people?
 - Are they very good at music?
 - Are they happy?

- 5 5 Read the dictionary definition. Then watch Part 1 of a TV programme about child prodigies. Check your answers to questions 2-4 in Exercise 4.

child prodigy (n) a very clever child. He/She can do something very well at a very young age.

- 6 6 Watch Part 2 of the video and complete the fact file about the girl.

Name: Anushka

Age: (...)

Name of club: (...)

Hobbies: (...)

Dream job: (...)



- 7 In pairs, discuss these statements. Do you agree/disagree? Give your reasons.

- It doesn't make a difference if you are a boy or a girl to be a child prodigy.
- All people have some talent.

PROJECT TIME

In groups of three, create a wiki webpage about a talented woman from the past who inspires you. Follow these steps.

- In your group, choose a talented woman from the past and find out information about her.
- Individually, create your part of the wiki.
- In your group, create your wiki webpage. You can use a website creator.
- Share your wiki with the class.

SUSTAINABLE
DEVELOPMENT
GOALS

5 GENDER
EQUALITY

To achieve that girls and women have the same rights and opportunities as boys and men.

What can we do?

Discuss this statement:

There are many more girls out of school than boys and, in many countries, girls face enormous challenges in getting to school.

For the teacher

• Videoscript, page 283

On the Portal

• Resource 1.10



Let's eat!

2

VOCABULARY

Food and drink | Meals | Places to eat | Cooking | Cooking verbs | Popular supermarket foods

GRAMMAR

there is/there are + a/an/some/any | Countable and uncountable nouns | Quantifiers

COMMUNICATION

Ordering food and drink | A recipe

FUTURE SKILLS

Critical Thinking (Food benefits) | Communication (Polite gestures and phrases) | Collaboration (Teamwork)

VIDEOS

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



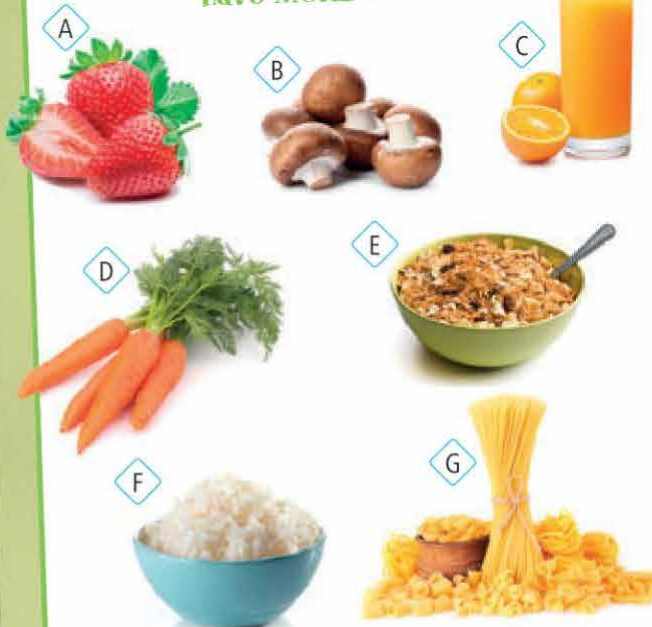
Meat-Free Monday

What is Meat-Free Monday?

It's a simple idea: one day a week without meat and fish (and ideally, without other animal products). From Tuesday to Sunday, you can eat all your favourite meat and fish recipes. On Monday, you can try a delicious vegetarian or vegan meal. Meat-Free Monday is popular in many countries – in schools, homes and restaurants.

One day a week can make a big difference!

Have MORE of these



Have LESS of these



Why have one day without meat?

- It's good for the planet.
- It's kind to animals.
- It's healthy.
- It's cheaper: eat less meat and more vegetables = save money!

Unit contents

Vocabulary

- Food and drink
- Meals
- Places to eat
- Cooking
- Cooking verbs
- Popular supermarket foods

Grammar

- *there is/there are + a/an/some/any*
- Countable and uncountable nouns
- Quantifiers

Reading

- An article about a teen chef

Listening

- A conversation about shopping for food

Speaking

- Ordering food and drink

Writing

- A recipe

Future skills

- Critical Thinking (Food benefits)
- Communication (Polite gestures and phrases)
- Collaboration (Teamwork)

Pronunciation

- *there is/there are*
- The /ɪ/ and /i:/ sounds

Exams

- International Certificate Levels A1/1
- A2 Key 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, drink and meals.

Lead-in

Write *food and drink* on the board. Tell students to write in their notebooks the words for as many food and drink items that they know. Set a time limit and then elicit and write the words on the board.

-  **Setting lesson goals:** Write the lesson aim on the board and say: *Today you will learn to talk about food, drink and meals.* Ask students questions to check understanding. Display the digital flashcards available on the Portal or photos of different food items on page 26, and ask: *What is it? Do you eat this?*

Exercise 1

- Students work on the questions in pairs. Ask the whole class to share their thoughts on question 3.

Answers:

- 1 It's a day without meat and fish (and ideally without other animal products).
- 2 You can eat vegetarian or vegan meals. You can't eat meat or fish.
- 3 Students' own answers

Background note

Meat-Free Monday is a pledge that people take to not eat any meat or fish on a Monday. The idea came from ex-member of The Beatles, Paul McCartney, and his two daughters. Paul and his daughters are vegetarian. The idea is to raise awareness of cruelty to animals and the negative environmental impacts of animal agriculture and industrial fishing.

Exercise 2 2.01

- Read the words in the Vocabulary A box as a class. Play the audio for students to listen, repeat and check answers. Pause after each word to check students' pronunciation.
- Display the digital flashcards available on the Portal in a random order and elicit the correct words.
-  **Independent learning:** Remind students to use the visual dictionaries they started in Unit 1. Encourage them to draw pictures or find images in magazines or online that represent the words in the Vocabulary A box. Ask them to add more words to their visual dictionaries as they work their way through the unit.

Answers:

B mushrooms **C** orange juice **D** carrots **E** cereal
F rice **G** pasta **H** fish **I** cheese **J** milk **K** eggs
L butter **M** burger **N** chicken

Exercise 3

- Before students complete the exercise, check that they understand the meaning of *Fruit*, *Vegetables*, *Meat/Fish*, *Dairy products* and *Drinks*. You can do this by eliciting examples of each.
- Check answers with the class. Encourage students to add more food and drink items to the groups as they work through the unit.
- **NEED SUPPORT?** You can complete the table together on the board. Alternatively, draw the table on the board and complete it with eight or nine of the words. Then students complete the table in pairs.

Answers:

Vegetables: carrots, mushrooms

Meat/Fish: burger, chicken, fish

Dairy products: butter, cheese, milk

Drinks: milk, orange juice

Other: cereal, eggs, pasta, rice

Exercise 4

- Go through the words in the box and check for understanding. Set a time limit for students to work in pairs and add the words to the groups in Exercise 3. If students completed the Lead-in, ask them to also add those words to the groups.

Answers:

Fruit: apples, bananas, lemons, (tomatoes)

Vegetables: potatoes, (tomatoes)

Meat/Fish: beef

Dairy products: ice cream, yoghurt

Drinks: lemonade

Other: biscuits, bread, cake, chips, sugar, toast

Exercise 5 2.02

- Check that students understand the meaning of *meals*. Students complete the task, then play the audio so that they can check their answers.

Answer:

breakfast, lunch, dinner

Extra activity

Ask students to draw some of the food and drink items from this lesson. Then ask them to swap with another student and label each other's pictures.

Exercise 6 2.03 audioscript page 283

- Discuss at what times people in the students' own country eat the meals in Exercise 5. Ask them if they think that these times are the same in every country.
- Tell students that they are going to listen to a boy called Josh describe what he eats and at what time. Before you play the audio, read aloud the different times and ask students to repeat.

Answer:

It's Meat-Free Monday.

Exercise 7 2.03 audioscript page 283

- Play the audio while students listen and complete Josh's food diary. Before checking the answers, tell students to think if their answers sound logical. Explain that if they don't, then they are probably incorrect.
- **NEED SUPPORT?** Play the audio twice and complete the food diary together on the board.

Answers:

2 banana 3 burgers 4 chips

5 mushrooms 6 tomatoes

Exercise 8 2.04 audioscript page 283

- Ask students to look at the five photos and elicit what they can see in each. Students complete the menu, then play the audio to check their answers.
- Ask students if they like any of the food in the photos.

Answers:

2 Vegetable 3 rice 4 yoghurt 5 Fish

Exercise 9

- **CHALLENGE** Encourage students to illustrate their menus by drawing the food items. Then put them into pairs to discuss their menus.
- Collect the menus and display them around the classroom. Students read them and have a class vote to find the most popular menu.
- **FINISHED EARLY?** Ask students to make a list of the food and the drink from the lesson that is good for you.
-  **Reviewing lesson goals:** Ask students to read the lesson aim again. Then encourage them to write a number from 1–5 on a piece of paper to say how they feel about the lesson (1 – easy to 5 – difficult). They can put it on your desk as they leave the classroom. Look at the results and if there are lots of 4s and 5s, find time to review the lesson.

- 1 Read the poster and answer the questions.
- 1 What is Meat-Free Monday?
 - 2 What can you eat? What can't you eat?
 - 3 Is it a good idea? Why?/Why not?

- 2 2.01 Study the Vocabulary A box. Match photos A–N with these words. Listen and check.
A – *strawberries*

VOCABULARY A Food and drink

burger butter carrots cereal cheese chicken
eggs fish milk mushrooms orange juice pasta
rice *strawberries*

- 3 Complete the table with the words from the Vocabulary A box. Some words can go in more than one group.

Fruit	Vegetables	Meat/ Fish	Dairy products	Drinks	Other
<i>strawberries</i>					

- 4 **I KNOW** Write these words in the correct group in Exercise 3. Can you add more words?

apples bananas beef biscuits bread cake
chips ice cream lemonade lemons potatoes
sugar toast tomatoes yoghurt

- 5 2.02 Study the Vocabulary B box. Order the meals from morning to evening. Listen and check. Then write down your favourite food for each meal.

breakfast - cereal with milk and orange juice

VOCABULARY B Meals

breakfast dinner lunch

- 6 2.03 Listen to Josh's video blog. What day is it? Choose the correct time for each meal.

- 1 Breakfast: 7.15 a.m. / 7.30 a.m.
- 2 Lunch: 12.45 p.m. / 1.15 p.m.
- 3 Dinner: 6.00 p.m. / 7.00 p.m.

- 7 2.03 Listen again and complete Josh's food diary for Meat-Free Monday.

Breakfast: ¹ *toast* with a ² (...) and orange juice
Lunch: vegetarian ³ (...) with ⁴ (...)
Dinner: pasta with ⁵ (...) and ⁶ (...)

- 8 2.04 Look at the photos and complete the school menu with these words. Listen and check.

fish rice ~~tomato~~ vegetable yoghurt

SCHOOL LUNCH MENU

MONDAY

- Cheese and ¹ *tomato* pizza
- Rice pudding



TUESDAY

- ² (...) lasagne with salad
- Chocolate cake



WEDNESDAY

- Chicken curry with ³ (...)
- Fruit: apple or banana



THURSDAY

- Spanish omelette with salad
- Fruit salad with ⁴ (...)



FRIDAY

- ⁵ (...) and chips
- Fresh strawberries with ice cream



- 9 **CHALLENGE** Write a school lunch menu for Meat-Free Monday and Tuesday. Use Exercise 8 to help you. Then, in pairs, take it in turns to ask and answer about your menus. Which is your favourite menu?

A: *What's for lunch on Monday?*

B: *On Monday, it's ...*

Vocabulary Extension > p. 34

27 Unit 2

For the teacher

- Audioscript, page 283

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 2.05 Study and listen to the Vocabulary box. Have you got these places in your town/city? Vote for your favourite place to eat.

My favourite place to eat is a ...

VOCABULARY Places to eat

burger bar café fast food restaurant pizzeria
restaurant sandwich bar vegetarian café

- 2 2.06 Read the blog post. Which places from the Vocabulary box are in Brixton Village Market?



Bibi's Brixton

Eating out

London is an expensive city, but in Brixton Village Market there are some cheap restaurants. There are two fantastic pizzerias. My favourite is Franco Manca – the pizzas are fantastic. There's a good burger bar, Honest Burgers – the cheeseburgers are great. And there's a cool café called Burnt Toast Café. The cakes are delicious, there's free wi-fi and the people are really friendly.

FAQs

- Q: Is there a McDonald's in Brixton Village Market?
A: No, there isn't, but the burgers at Honest Burgers are delicious!
- Q: Are there any vegetarian cafés in Brixton?
A: Yes, there are. There's a vegan café called Eat of Eden in the market. There are some other vegetarian and vegan cafés nearby.

- 3 Study the Grammar box. Find more examples of *there is/there are* in the blog post.

GRAMMAR there is/there are + a/an/some/any

Singular	Plural
+ There's a sandwich bar.	There are some burger bars.
– There isn't a vegetarian café.	There aren't any pizzerias.
? Is there an Italian restaurant? Yes, there is./No, there isn't.	Are there any cafés? Yes, there are./ No, there aren't.

- 4 Match the sentence halves.

- | | |
|-------------------------|--------------------------|
| 1 There isn't <i>b</i> | a café. |
| 2 There aren't <i>d</i> | b a McDonald's. |
| 3 There is a <i>a</i> | c American burger bar. |
| 4 There are <i>e</i> | d any vegan restaurants. |
| 5 There is an <i>c</i> | e some pizzerias. |

- 5 Complete the sentences about restaurants in Brixton with the correct form of *there is/there are*.

- 1 *There's* a café called Eat of Eden. ✓
2 (...) some excellent burger bars. ✓ *There are*
3 (...) a German sandwich bar. ✗ *There isn't*
4 (...) any Turkish restaurants. ✗ *There aren't*
5 (...) any good pizzerias? *Are there*

- 6 2.07 Read the description and choose the correct option. Listen and check.

In my town there ¹ *is* / *are* some great restaurants.
² *There* / *They* are three Indian restaurants – they're all good. There ³ *aren't* / *isn't* a Japanese restaurant, but ⁴ there's *a* / *any* Chinese place called the Red Dragon. There ⁵ *are* / *is* two pizzerias, Mario's and Pomodoro. Mario's pizzas are brilliant. There aren't ⁶ *any* / *some* burger bars, but there ⁷ *are* / *'s* a sandwich bar – Slices. The sandwiches are good.

- 7 Cover the description in Exercise 6. In pairs, ask and answer the questions. Use *there is/there are*.

- | | |
|--------------------------|----------------------|
| 1 an Indian restaurant? | 4 any pizzerias? |
| 2 a Japanese restaurant? | 5 any burger bars? |
| 3 a Chinese restaurant? | 6 any sandwich bars? |
- Is there an Indian restaurant?*

- 8 **CHALLENGE** Write six sentences about places to eat in a town you know. Include *there is/isn't/are/aren't*.
In my town there aren't any Indian restaurants.
There's a café called ...

For the teacher

On the Portal

- Grammar Presentation
- 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 *there is/there are* to talk about places in a town/city.

Lead-in

In pairs, students make a list in their notebooks of the things in the classroom that they know in English. Set a time limit and then elicit ideas from the class. Ask students to keep their lists until later in the lesson.

-  **Setting lesson goals:** Write a few sentences on the board to describe what there is and there isn't in your town/city, e.g. *There are some nice cafés. There isn't a shopping centre.* Ask the class what they think the lesson is going to be about. Say and write on the board: *Today you will learn to use there is and there are to talk about places in town. We will use a, an, some and any to talk about quantities.*

Exercise 1 2.05

- Read the words in the Vocabulary box as a class. Elicit the difference between a burger bar and a fast-food restaurant (Both could describe the same place, but a burger bar could also be more of a takeaway place that doesn't have a sit-down restaurant.).
- Play the audio for students to listen and repeat the words. Pause after each word to check students' pronunciation.
- Have a class vote on students' favourite place to eat.

Exercise 2 2.06

- Elicit the places from Exercise 1 that are in Brixton Village Market. Ask students if there is a similar market in their town/city. If so, ask them what food places there are.

Answers:

restaurant, pizzeria, burger bar, café, vegetarian café

Background note

Brixton is an area in south London that has been home to a large Jamaican community for many years. The **Brixton Village Market** is a popular, multicultural place with food from all over the world, including China, India, the Caribbean, Europe and Africa.

Exercise 3

- Discuss the Grammar box with the class and explain that *there is/there are* are used to talk about the existence of something. Elicit that we use *there is* with *a* or *an* and singular nouns, and *there are* with plural nouns. Explain that *some* or *any* can follow *there are* to refer to an unspecified number. We normally use *some* in positive sentences and *any* in negative sentences or questions.
- Ask students to find examples of *there is/there are* in the blog post in Exercise 2, then check answers with the class.

Exercise 4

- Check answers and focus on *a, an, some* and *any* asking about whether the sentences are in the affirmative or negative or refer to one or more places.

Exercise 5

- Check answers as a class.
- NEED SUPPORT?** Prepare copies of the photocopiable *Need support?* worksheet 2.2 from the Teacher's Resource File. Students work to note the difference between *there is* and *there are*.

Exercise 6 2.07

- Discuss the example with the class and elicit why *some* is used in the sentence (Because the noun is plural and the sentence is positive.).
- Play the audio to check answers. Elicit the reasons for each answer.

Exercise 7

- Encourage students to include the names of the places to eat in their answers.
- NEED SUPPORT?** Students can refer back to the text in Exercise 6 as they answer each question.

Answers:

- Is there an Indian restaurant? Yes, there is.
- Is there a Japanese restaurant? No, there isn't.
- Is there a Chinese restaurant? Yes, there is.
- Are there any pizzerias? Yes, there are.
- Are there any burger bars? No, there aren't.
- Are there any sandwich bars? Yes, there are.

Exercise 8

- CHALLENGE** Students work individually before comparing their sentences in pairs. Ask them if they found out about any places to eat that they hadn't known about previously.
- NEED SUPPORT?** Students refer to Exercise 6 for ideas.
- FINISHED EARLY?** Ask students to write sentences with *there is, there are, there isn't* and *there aren't* to describe the places to eat in their ideal town.
-  **Reviewing lesson goals:** Ask students to read the lesson aim again. Then ask them to say sentences about the classroom with *there is* and *there are*. If students did the Lead-in, allow them to refer back to their lists. Then ask students to take out their emoji response cards and ask: *Can you use there is/there are?* If students feel that they can with confidence, ask them to hold up a smiling emoji. If they feel they need some work, ask them to hold up a neutral emoji. If they don't feel confident at all, ask them to hold up a sad emoji. If there are lots of neutral or sad emojis, find the time to review the lesson.

Lesson aim

- Students can understand an article about a teenage chef.

Lead-in

Elicit or explain what *curry* is and ask the class if they have ever tried one and if they liked it (a dish from some countries in Africa and Asia of meat and/or vegetables, cooked in a sauce and is often spicy). Ask them in what restaurants in their town or area they can eat curry.

-  **Setting lesson goals:** Write the lesson aim on the board and read it out. Ask questions to check understanding, e.g. *What is a chef? How old is a teenager?*
-  **Monitor learning:** While students are working, spend time observing a few students in class and taking notes on their strengths and weaknesses. Find the right time to give feedback and rotate students every lesson to ensure you observe every student.

Exercise 1

- Get some feedback from the class.

Exercise 2 2.08

- Ask students to study the photos and title of the article. Ask: *What do you think it's about?* Elicit and write some ideas on the board. Students quickly read the article to check their predictions.
- Students complete the notes with information from the text. Do the first question together as a class.
- NEED SUPPORT?** Prepare copies of the photocopiable *Need support?* worksheet 2.3 from the Teacher's Resource File. This is an exercise to help students to complete Exercise 2.

Extra activity

Put students into groups of three. Read out, or dictate, the following definitions and ask students to race to find the word in the text: *this word describes a person or something that everybody knows* (famous, line 5); *this tells you how to cook something* (recipe, line 7); *this word describes very nice food* (delicious, line 6); *this is something you want to do very much* (dream, line 15).

Exercise 3 2.09

- Read the words in the Vocabulary box as a class and check for understanding. Play the audio for students to listen, repeat and check answers. Pause after each word to check students' pronunciation.

Exercise 4 2.10

- Explain that some of the verbs can go with different nouns. Write *add, boil, bake, cut, fry, mix* on the board in columns and write *potato* under *boil, bake, cut* and *fry*. Elicit the difference in meaning. In pairs, students complete each column with the words from Exercise 4 and Lesson 2.1.

Exercise 5 2.11

- Play the audio for students to listen and check answers.

Answers:

2 knife 3 Fry 4 pan 5 add 6 Boil
7 mix 8 fork 9 spoon

THINKING TIME

EVALUATE: Students make a list of things they can learn from Omari. Encourage them to read out words from the text. Also get them to speculate, encouraging them to 'read between the lines' and think beyond the text with their own ideas.

CREATE: Students make a list of benefits of vegetarian recipes. Encourage them to look up words they need to translate. Students can formulate ideas in L1 but should write down key words in English, so that they can see that they can learn through translation. Students share their ideas with the class.

EXPLORE: Tell students to find a recipe online in English. Use the BBC webpages or videos on YouTube. You can also suggest recipes, e.g. *potato salad*. Students take some simple notes about the recipe with the title of the dish, its ingredients and basic instructions. Then they share their recipes with another group. Students can vote on the dishes they would like to know more about. The group responsible for the recipe chosen should then present it to the class.

-  **Reviewing lesson goals:** Students read the lesson aim again. Then ask them two questions about the lesson to check understanding and find out about any difficulties students have, e.g. *What things can you boil? Which exercises are difficult?* Students write their answers on a piece of paper and put it on your desk as they leave the classroom. Analyse the results and find time to review any difficult exercises.



Meet Omari, the teenage chef!

According to a study, half of all twelve- to eighteen-year-olds can't boil an egg or bake a potato. But here's one young man who can certainly cook! Omari McQueen is only thirteen, but he's already a famous chef! He's got a cooking channel on YouTube and he's often on TV with his delicious recipes, including curries, cakes, soups and pizzas.

Omari makes meals every day. He practises different cooking skills. He also does lots of research to understand the benefits of food. From his home, Omari shows other children how to cook in his workshops.

Omari is a vegan, so there isn't any meat in his recipes. His favourite recipe is vegetable curry. Omari's dream is to have a 'food bus' and travel to different countries. 'My dad can drive it and we can sell my meals all over the world.' What an amazing idea! Good luck, Omari!



Vegetable curry

RECIPE

Cut an onion and fry it in a pan with some curry powder. Add vegetables, coconut milk and water, and mix everything together with a spoon. Cook for twenty to twenty-five minutes. Boil some rice, then put it on a plate with the curry. Enjoy!

1 In pairs, ask and answer the questions.

- 1 Do you like cooking? 2 What can you cook?

2 Read and listen to the article. Complete the notes with a word or a short phrase.

- 1 Name: (...) *Omari McQueen*
- 2 Age: (...) *thirteen/13*
- 3 Hobby: (...) *cooking*
- 4 Doesn't eat: (...) *meat*
- 5 Teaches how to cook in his: (...) *YouTube channel*
- 6 Dream: to travel the world by (...) *bus*
- 7 Favourite thing to cook: (...) *vegetable curry*
- 8 Eat it with: (...) *rice*

3 Study the Vocabulary box. Match A–F in the photos with these words. Listen and check. Which words are not in the photos?
A – bowl

VOCABULARY Cooking

apron bowl dish fork funnel knife mug
pan plate saucer spoon

B – spoon C – plate D – pan E – knife F – fork

4 Listen 2.10 WORD FRIENDS Complete the phrases about cooking with the highlighted verbs in the article. Listen and check.

- 1 boil an egg/water
- 2 (...) an onion/bread cut
- 3 (...) vegetables/salt add
- 4 (...) everything together/eggs with milk mix
- 5 (...) an onion/some bacon fry
- 6 (...) a potato/a cake bake

5 Listen 2.11 Complete the recipe with words from Exercises 3 and 4. Listen and check.

Spaghetti with chicken and mushroom sauce

¹ Cut an onion and some mushrooms with a ² k(...).
³ F(...) them in a ⁴ p(...) with some chicken, then ⁵ a(...) cream. ⁶ B(...) the spaghetti and ⁷ m(...) it with the sauce. Serve with cheese and eat with a ⁸ f(...) and ⁹ s(...). Delicious!

THINKING TIME

EVALUATE

What can you learn from Omari?

CREATE

Write a list of the benefits of vegetarian recipes.

EXPLORE

Find a recipe online and share it with a partner.



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 2.12 Watch or listen. Why are the boys unhappy at the end of the video?
Because there isn't any food in the bag.
- 2 Study the Grammar A box. Complete the box with these nouns.

apples bananas cake chocolate fruit
sandwiches strawberries water

GRAMMAR A Countable and uncountable nouns

Countable nouns		Uncountable nouns
Singular	Plural	bread breads milk milks cake, chocolate, fruit, water
a tomato	tomatoes	
an egg	eggs	

Plural: apples,
bananas, sandwiches,
strawberries

VIDEO 8 Grammar Animation

- 3 Study sentences a–f with quantifiers. Then choose the correct option.
- We use some / any in the affirmative.
 - We use some / any in the negative and questions.
 - We use a' or 'an / some for singular countable nouns.
 - lots of means many / any in sentence e.
 - We use How much / How many in questions with uncountable nouns.
 - There are some sandwiches.
 - No, there aren't any strawberries.
 - Are there any strawberries?
 - There's an apple.
 - There are lots of sandwiches.
 - How much cake is there?

- 4 Study the Grammar B box. Complete the box with words in blue from Exercise 3.

GRAMMAR B Quantifiers

Countable nouns	Uncountable nouns
? How <u>many</u> tomatoes are there? Are there <u>any</u> eggs?	How <u>much</u> milk is there? Is there <u>any</u> milk? <u>any</u>
+ There's <u>a</u> tomato/ ³ (...) apple. <u>an</u> There are <u>some</u> eggs. There are <u>a lot/lots of</u> tomatoes.	There's <u>any</u> milk. <u>some</u> There's <u>a lot/lots of</u> milk. <u>lots of</u>
– There aren't <u>any</u> eggs. <u>any</u> There aren't <u>many</u> tomatoes.	There isn't <u>any</u> cola. There isn't <u>much</u> water.

VIDEO 9 Grammar Animation

- 5 2.13 Choose the correct option. Listen and check.

Freya: Have you got ¹ a / any food in your bag, Lily?

Lily: I've got ² any / some biscuits.

Freya: How ³ many / much biscuits are there?

Lily: Just two!

Freya: How ⁴ many / much water have you got?

Lily: I've got ⁵ lots of / much water – two bottles.

I've got ⁶ any / some cake, but it's a bit old and hard.
It's from my school lunch last Monday. Do you want it?

Freya: Erm, no, thanks! I don't want ⁷ any / much cake!

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

a an any lot many much some

What's in my fridge?

How ¹ much fruit is there? Well, there's lot a ² (...) of fruit like strawberries, apples and bananas. But there aren't ³ (...) many vegetables! There's ⁴ (...) onion and ⁵ (...) tomatoes. an, some
Oh no! There isn't ⁶ (...) milk! any



- 7 **CHALLENGE** Write six sentences about the food and drink in your fridge. Then, ask and answer to find out what's in your partner's fridge.

A: Is there any milk in your fridge?

B: Yes, there is. How many eggs are there in your fridge?

A: There aren't any eggs.

BBC VIDEO

STREET TALK

- 10 Watch five people talking about the food and drink in their kitchen. Write down the things they mention.

For the teacher

- Audioscript, page 283
- Videoscript, page 284

On the Portal

- Grammar Presentation
- Grammar Animations 8 and 9
- 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: The picnic video; Grammar 2.4; BBC Street Talk video

Lesson aim

- Students can talk about quantities of food.

Lead-in

Put classroom items on your desk and invite students to describe them using *there is/there are* and *a/an* and *some*, e.g. *There are some books*.

- Setting lesson goals:** Write the following on the board and elicit the missing words: *There is ___ carrot on the table. There are ___ mushrooms on the table. Are there ___ eggs on the table? (a, some, any)*. Ask students what the lesson is going to be about. Elicit ideas. Then say and write on the board: *Today you will learn to talk about quantities of food*.

Exercise 1 7 2.12 **audioscript page 283**

- Elicit what a *picnic* is (a meal that you prepare at home and eat outside, such as on a beach or in the countryside).
- Ask students what they remember about the videos from Unit 1. Elicit ideas.
- Read the question and play the video or audio.
- Explain that Noah and Mateo are at Noah's home at the start. At the end, they are outside having a picnic. Check answers as a class.
- NEED SUPPORT?** Play the video or audio again and pause after key moments to ask comprehension questions, e.g. *Where is the food?* (in a backpack). *What food is in the backpack?* (sandwiches, fruit, chocolate). *What do the boys find in the bag?* (some trainers, a water bottle and some socks).

Exercise 2

- Discuss the Grammar box A with the class. Ask students to check if the words in Exercises 2 and 4 on page 27 are countable or uncountable.

Exercise 3

- Students read sentences a–f. Elicit who said them in the video.
- Check that they understand the difference between countable/uncountable nouns and affirmative/negative sentences.

Exercise 4

- Tell students to copy and complete the Grammar B box. They should use words from Exercise 3.
- Explain that we normally use *a lot of/lots of* in affirmative sentences with countable and uncountable nouns, and we normally use *many* (countable) and *much* (uncountable) in negative sentences and questions.
- Peer learning:** During the class, ask students to raise their hands with any questions they have. Then encourage other students to answer those questions and only provide support when needed.

Exercise 5 2.13

- Students choose the correct options, then check with a partner before they listen and check.
- Students act out the dialogue with a partner.

Exercise 6

- Elicit the food that we normally put in fridges.
- Students compare answers in pairs.

Extra activity

In pairs, students write five combinations of food and places on a piece of paper, e.g. *cheese/in my bag*. Ask them to swap their pieces of paper with another pair and make five sentences about the combinations, starting with *there is/isn't* or *there are/aren't*, using quantifiers, e.g. *There isn't any cheese in my bag*.

Exercise 7

- CHALLENGE** When pairs have finished, ask students to tell the class what food and drink their partner has got in their fridge.
- Giving feedback:** Observe students and listen to them. When you hear a mistake, provide immediate feedback. First, ask them if they know what the mistake is and encourage them to self-correct.
- FINISHED EARLY?** Ask students to write sentences about what their partner has got in their fridge.

BBC VIDEO**STREET TALK** 10 **videoscript page 284**

- Pre-teach: *tea bags, decaf coffee, cans, noodles, cereal*.
- Play the video and ask: *What's the video about?* (people describing what food and drink there is in their kitchen).
- Play the video again and pause it between each person. Elicit answers as a class.

Answers:

Catherine: coffee, tea bags, decaf coffee

Agata: bananas, meat, milk, vegetables, cans

Junko: rice, noodles

Ed: cereal, tea, coffee, milk, bananas

Lara: bread, cheese, vegetables, fruit, biscuits, tea, coffee

- Reviewing lesson goals:** Ask students to read the lesson aim again. Then ask them questions about the lesson to check understanding and find out about any difficulties students may have, e.g. *What type of nouns can/can't you count?*

Lesson aim

- Students can understand conversations about shopping for food.

Lead-in

Ask students to make a list of the different shops in their town or area where they can buy food and drink. Encourage them to also make notes of the types of food and drink they can buy in each shop. In pairs, students compare lists using full sentences with *there is* and *there are*.

-  **Setting lesson goals:** Draw a speech bubble on the board with the following text: *How much are the apples?* Then add another speech bubble with: *They are 99p*. Ask the class what they think the lesson is going to be about and elicit ideas. Write the lesson aim on the board.

Exercise 1

- In pairs, students say the food items or what kind of food they are (e.g. *D are made with fish*).

Exercise 2 **2.14**

- Read the words in the Vocabulary box as a class.
- Explain that *packet* and *tin* are countable nouns, so we use words like *a* and *many* with them, e.g. *I have a packet of crisps. How many tins of baked beans are there?*
- Point out that when a food item is uncountable, it becomes countable if we use the word *packet* or *tin*, e.g. *a packet of rice, a tin of tuna*.
- Play the audio for students to listen, repeat and check answers. Pause after each word to check students' pronunciation.

Answers:

A cheese and onion crisps **B** brownies
C chocolate chip cookies **D** fish fingers **E** beans
packets: cheese and onion crisps, brownies, chocolate chip cookies, fish fingers **tins:** beans

Exercise 3 **2.15** audioscript page 284

- Ask what a *shopping list* is. Then elicit other flavours of crisps. Have a class vote for the most popular one.
- NEED SUPPORT?** Pause the audio at the relevant places and elicit the correct answers.

Exercise 4 **2.16**

- Review numbers 0–99 before you begin the exercise.
- Drill the prices. Then explain that *pence* is the plural form of *penny*, but we normally just say *p*. Tell the class that there are 100 pence in one pound.
- NEED SUPPORT?** Prepare copies of the photocopiable *Need support?* worksheet 2.5 from the Teacher's Resource File. This is an exercise to help students say and write prices.

Exercise 5 **2.17** audioscript page 284

- Before you play the audio, ask students to guess which price could match each item. Play the audio and elicit the correct price for each item.

Exercise 6 **2.18**

- Check that students understand the meaning of the adjectives *cheap* and *expensive*. Elicit examples of food which could be described as either cheap or expensive.
- Tell students to complete the conversation in pairs and then to act it out to see if they think their word choices sound correct. Play the audio and check answers. Invite a pair to act out the conversation in front of the class.

Exercise 7 **2.19** audioscript page 284

- Direct students to the leaflet and explain that they are going to listen to the complete conversation between Greg and Oscar, and they must make notes to complete it.
- Before students listen to the audio, ask them to read the leaflet and elicit the number of prices (four) and food and drink items (two) that they will be listening out for.
- NEED SUPPORT?** Write the answers randomly on the board and ask students to listen and choose the correct answer.

Exercise 8

- Go through the sentence prompts together and check for understanding.
- Put students into groups of four and get them started by giving them an example conversation. Say: *Let's get some crisps* and write a question mark on the board. Elicit the question: *How much are they?* and say: *They're cheap. They're only 26p a packet*. Write *10* on the board and elicit: *Let's buy ten packets*.
- When groups have decided what to buy for the party and created their shopping lists, invite them to share their ideas with the class and to give the total cost of their items on their shopping list.
- NEED SUPPORT?** Pair more confident students into groups with less confident students so that they can help them understand the exercise and find the right words in English to complete the task.
- FINISHED EARLY?** Ask students to write a short dialogue between two people having a conversation in a supermarket about what to buy and how much the things cost. Encourage them to use Exercise 6 to help them.
-  **Reviewing lesson goals:** Ask students to read the lesson aim again. Then go through each exercise in the lesson, asking students how they feel about it. Check answers using traffic light cards. If there are lots of red cards for a particular exercise, find time to review it.

1 Look at photos A–E. Which things can you name?



2 2.14 Study the Vocabulary box. Match photos A–E with these words. Listen and check. Which of the foods come in packets? And in tins?

VOCABULARY Popular supermarket foods

beans brownies cheese and onion crisps
chocolate chip cookies fish fingers

3 2.15 Listen to Greg and his parents. Complete the shopping list with words from the Vocabulary box.

Shopping List chocolate chip cookies, fish fingers, cheese and onion crisps

tea milk ice cream
bread apples yoghurt

4 2.16 Study the Watch out! box. Listen to how we say prices. Then write the prices in words.

WATCH OUT!

35p = thirty-five p/pence
£1.56 = one pound fifty-six (pence)
£2.70 = two pounds seventy (pence)

- 1 26p *twenty-six p/pence* 4 £2.28
2 70p *seventy p/pence* 5 £4.15
3 £2.10 *two pounds ten (p/pence)*
4 *two pounds twenty-eight (p/pence)*
5 *four pounds fifteen (p/pence)*

5 2.17 Greg and his parents are at a supermarket. Listen and match the prices in Exercise 4 with photos A–E.
A – 26p B – £3.15 C – £1.40 D – £2.28 E – 60p

6 2.18 Greg and his friend Oscar are at the supermarket. Complete the conversation with these words. Listen and check.

about ~~buy~~ cheap expensive get good much

Greg: Let's ¹ *buy* some fruit.

Oscar: Yes, ² (...) idea. I like bananas. *good*

How ³ (...) are they? *much*

Greg: They're ⁴ (...). A kilo of bananas is only sixty-four p! *cheap*

Oscar: OK, let's ⁵ (...) some bananas. *get*

Greg: What ⁶ (...) chocolate biscuits? *about*

Oscar: No, they're ⁷ (...). *expensive*

7 2.19 Listen to the whole conversation and complete the leaflet. Which things do Greg and Oscar buy?

FANTASTIC prices!

1 kg of bananas: ¹ (...)p <i>64</i> chocolate biscuits: ² £(...) <i>3.89</i> ³ (...): £1.95 <i>ice cream</i>	muffins: ⁴ £(...) <i>2.20</i> bottle of ⁵ (...): £1.25 <i>orange juice</i> cola: ⁶ (...)p <i>89</i>
---	--

8 In groups, look at the prices in Exercises 4 and 7. You have ten pounds. Use these phrases to make a shopping list for a party. Then, compare your list with another group.

- Let's buy/get ...
- What about ...?
- How much is it/are they?
- Yes, good idea./No, it's/they're expensive.
- It's/They're cheap.
- They're only one pound twenty.

A: *What's on your shopping list?*

B: *There are crisps, ice cream, biscuits, lemonade and cola.*

A: *Are there ...?*

Vocabulary Extension > p. 34

31 Unit 2

For the teacher

- Audioscript, page 284

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

Waitress: Hi. What would you like?
 Mia: Can I have the Thai chicken salad, please?
 Lena: Is that spicy?
 Waitress: Yes, it's quite spicy.
 Lena: OK, can I have the vegetarian burger then?
 I'm not keen on spicy food.
 Waitress: No problem. Can I get you any drinks?
 Lena: Yes, please. I'd like a mango smoothie.
 Mia: And an orange juice for me, please.
 Waitress: Anything else?
 Mia: No, that's all, thank you. How much is that?
 Waitress: That's £14.40, please.
 Mia: Here you are.
 Ten minutes later ...
 Waitress: Here's your food. And here are some sauces.
 Enjoy your meal!
 Mia: Thanks.
 Lena: Ooh, ketchup. My favourite!
 Mia: Stop! Lena, that isn't ketchup.
 It's chilli sauce!
 Lena: Oh, no! Pass me my smoothie!

SOUNDS GOOD!

No problem. • My favourite! • Stop!



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

SPEAKING

Ordering food and drink

Waiter/Waitress

What would you like?
 Can I get you any drinks?
 Anything else?
 That's £14.40, please.

Customer

Can I have the Thai chicken salad, please?
 I'd like a mango smoothie, please.
 An orange juice for me, please.
 That's all, thank you. How much is that?
 Here you are.

- 1 What is your favourite restaurant or café?
What can you eat there?
- 2 11 2.20 Watch or listen and answer the questions.
 1 What food has Mia got? What has Lena got?
 2 What's the problem with Lena's food?
- 3 Are Lena and Mia polite in the café? What polite words or phrases do they use?

FUTURE SKILLS



Are these polite things to do? Can you add anything to the list? Discuss in pairs.

- smile
- look people in the eye
- ask people how they are
- say please/thank you

- 5 2.21 Complete the dialogue with words from the Speaking box. Listen and check. Then, in pairs, practise reading the dialogue.

Waiter: Hi! What ¹ *would* you like?
 Dave: I'd like a chicken burger, ² (...). *please*
 Waiter: ³ (...) else? *Anything*
 Dave: Yes, can I ⁴ (...) some chips? *have*
 Waiter: Sure. Can I ⁵ (...) you a drink? *get*
 Dave: No, thanks. How ⁶ (...) is that? *much*
 Waiter: ⁷ (...) £6.95, please. *That's*
 Dave: Here you ⁸ (...). *are*
 Waiter: Thank you.

SPEAKING TIME



In pairs, take it in turns to order food and drink. Use the Speaking box and Exercise 5 to help you.

For the teacher

On the Portal

- Resource 2.6
- Need support? worksheet 2.6

For the student

- Workbook, page 24

On the Portal

- Extra Practice Activities: *Anything else?* video

Lesson aim

- Students can order food and drink.

Lead-in

Put students into small groups and tell them to invent their dream restaurant. Set a time limit for them to discuss what type of food their restaurant serves and what its name is. Ask each group to share their ideas with the rest of the class.

-  **Setting lesson goals:** Draw a simple picture of two people sitting at a table. Draw a third person standing near the table. From one of the people sitting down, draw a speech bubble with the text: *Can I have pizza, please?* Alternatively, ask students to open their books and look at the photo at the top of page 32. Ask students to guess the lesson aim. Elicit ideas. Then write the lesson aim on the board and read it out with students. Check for understanding and see if any students guessed it correctly.

Exercise 1

- Have a class vote to find out the students' favourite restaurant or café. Encourage students to explain why that restaurant is their favourite.

Exercise 2 11 2.20

- Ask students what they remember from the video in Lesson 2.4. Allow students to look at page 30 to help them.
- Pre-teach: *Thai, spicy, smoothie*. Then write the questions on the board. Check for understanding. Play the video or audio.
- Explain that Mia and Lena are in a restaurant and they have to wait for ten minutes until their food arrives. Check answers as a class.
- Direct students to the Sounds Good! box and ask them to find the words and expressions in the dialogue. Allow students a few moments to think about what each means. Then elicit or teach that *No problem* is a phrase you use when something isn't difficult. *My favourite!* is something you say when you are offered something you like a lot. *Stop!* is when you want to stop someone from doing something.
- **NEED SUPPORT?** Play the video or audio again and pause after key moments to ask comprehension questions, e.g. *What does Mia order?* (Thai chicken salad). *What does Lena order?* (vegetarian burger). *How much is the food?* (£14.40). Elicit answers.

Answers:

- 1 Mia's got Thai chicken salad.
Lena's got a vegetarian burger.
- 2 Lena's food/burger has got chilli sauce on it.

Exercise 3

- Ask students to find the polite words and phrases in the dialogue. Check answers as a class.

Answer:

Yes, they are. Polite words and phrases they use: Can I have ...?, please, I'd like, thank you, thanks.

**Communication (Polite gestures and phrases)**

This task focuses on the verbal and non-verbal language expected within a formal situation. It helps students to develop an ability to use appropriate language and register for a specific context.

- Students discuss the answer to the questions in pairs and then in groups. Encourage them to think of examples of when they have been polite.
-  **Monitoring learning:** Use the lollipop stick technique. Write students' names on lollipop sticks and put them in a cup so you can't see their names. Ask a student to pick out a lollipop stick and the student whose name is on the stick has to say a polite thing to do from their lists. They can then choose the next lollipop stick.

Exercise 4

- Ask students to study the Speaking box and discuss the meaning of the phrases as a class. Then ask them to find the phrases in the dialogue. Check answers as a class.
- Ask the class to identify the words that can be changed in some of the phrases, e.g. *Can I have the pasta, please?* and *I'd like a pizza, please*. Students work in pairs to adapt the phrases with their own ideas. Elicit ideas from the class.

Exercise 5 2.21

- Play the audio for students to check their answers.
- **NEED SUPPORT?** Prepare copies of the photocopiable *Need support?* worksheet 2.6 from the Teacher's Resource File. This is an exercise to help students to recognise how to respond to a waiter in a restaurant.

SPEAKING TIME

- Remind students to swap roles so that each student plays the part of a different speaker.
- **FINISHED EARLY?** Students write sentences to adapt the customer phrases in the Speaking box with different food and drink items.

-  **Reviewing lesson goals:** Ask students to read the lesson aim again. Then ask them how they feel about the phrases in the Speaking box. Check answers using emoji response cards. Look at the results and if there are lots of neutral and sad emojis, find time to review the language.

Lesson aim

- Students can write a recipe.

Lead-in

Elicit or teach the word *ingredients* and ask students to list the ingredients for their favourite dish. Students discuss their lists in pairs. You could also ask students to read out the ingredients for their partner to guess the food.

-  **Setting lesson goals:** Ask students to open their books on page 33 and discuss in pairs what they think the lesson is going to be about. Elicit some ideas and write them on the board. Then say and write on the board: *Today you will learn to write a recipe.*

Exercise 1

- Ask students to read the recipe and answer the question. Elicit what Josie thinks of the five-minute chocolate cake (She thinks it is quick, easy and delicious.).
- Ask students if any of them can make a cake.

Exercise 2

- Pre-teach: *flour, cocoa, vegetable oil, dark chocolate, vanilla*. Then explain that *tbsp* is short for *tablespoon*, *g* is short for *gram* and *tsp* is short for *teaspoon*. Tell the class that these are common measurements in recipes in British English.
- Set a time limit for students to complete the task, then check answers.

Exercise 3

- Go through the phrases in the Writing box together and check for understanding.
- Set a time limit for students to complete the task.

Exercise 4

- Go through the Language box together and make sure students understand that we use *First* to begin a set of instructions and *Finally* to end the instructions. Explain that *Then*, *Next* and *After that* can go in any order within the set of instructions.

Exercise 5

- Set a time limit for students to complete the task before you check answers with the class.

Answers:

- a** Next/After that (3)
- b** Finally (4)
- d** Then (2)

WRITING TIME

- Explain that students will write a recipe on their own in their notebooks. Discuss the steps as a class and allow them to ask questions about them.
- Give students time to make notes about their model recipe in their notebooks. Tell them to refer to the recipe in Exercise 1 and to the Writing Box in Exercise 3. Remind them about the use of sequence words.
- Once they have made their notes, students start writing their drafts. Walk around the classroom to monitor their work.
- Ask students to work in pairs and give each other feedback on their drafts. You can list on the board any common mistakes that they have made for whole class discussion.
- Then students write their final draft in their notebooks or you can set the task for homework.
- **NEED SUPPORT?** Students can write a shorter recipe. They can do this by excluding the personal comment and the serving suggestion.
- **FINISHED EARLY?** Ask students to write the steps for ordering and eating a meal in a restaurant using the sequence words.

-  **Reviewing lesson goals:** Ask students to read the lesson aim again. Then encourage them to write a number from 1–5 on a piece of paper to say how they feel about the lesson (1 – easy to 5 – difficult). They can put it on your desk as they leave the classroom. Look at the results and if there are lots of 4s and 5s, find time to review the lesson.

- 1 Read Josie's recipe. Is it easy or difficult?
- 2 Read the recipe again. Match sections 1–4 with their descriptions a–d.
 - a serving suggestion 4
 - b instructions 3
 - c personal comment 1
 - d ingredients 2
- 3 Study the Writing box and check your answers to Exercise 2. Find examples of the phrases in Josie's recipe.

WRITING A recipe

Start with a personal comment

- 1 This is my favourite recipe.
This is my grandmother's recipe.

List the ingredients

- 2 tablespoon (tbsp) teaspoon (tsp) gram (g)
a tin of ... a packet of ... a bottle of ...

List the cooking instructions

- 3 First, put the flour in a large cup.
Then, add the egg.
Next, cut/fry/mix/cook/boil/bake ...

Give a serving suggestion

- 4 Serve it warm/cold/hot with some ice cream.

- 4 Study the Language box. Find examples of sequence words in Josie's recipe.

LANGUAGE Sequence words

We use sequence words to order instructions:

First, cut the ...

Then, fry the ...

Next, mix the ...

After that, cook the ...

Finally, add the ...

We use a comma after most sequence words, and usually a verb in the imperative follows it.

- 5 Order the instructions to make a recipe for potato salad. Then add sequence words.
 - a (...), mix the potatoes with two tablespoons of mayonnaise and the onion.
 - b (...), add some salt and pepper to your salad and serve it!
 - c **First**, boil four small potatoes in water for fifteen minutes. Leave the potatoes to cool. 1
 - d (...), cut onion into small pieces.



Five-minute chocolate cake

1 “This is my favourite recipe. It's quick and easy to make and it's really delicious!” Josie

- 2
 - 4 tbsp of flour
 - 2 tbsp of cocoa
 - 4 tbsp of sugar
 - 1 egg
 - 3 tbsp of milk
 - 3 tbsp of vegetable oil
 - 30 g of dark chocolate
 - 1/4 tsp of vanilla

- 3
 - **First**, put the flour, cocoa and sugar in a large cup.
 - **Then**, add the egg, milk, oil and vanilla. **Mix** everything together with a spoon.
 - **Next**, cut the chocolate into pieces. **Add** them to the cup.
 - **Finally**, put the cup in a microwave and **bake** for two to three minutes. Leave the cake to cool. **Then**, take it out of the cup and put it on a plate.

- 4 **Serve it warm with some cream or some fresh fruit.**

WRITING TIME

Write a recipe.

FIND IDEAS

Make notes for your recipe. Think about:

- why it is your favourite recipe
- what the ingredients are
- what the instructions are

PLAN

Organise your ideas into four sections. Use the recipe in Exercise 1 to help you.

WRITE AND SHARE

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

CHECK

- Check language: are the sequence words correct?
- Check grammar: are the verb forms correct?

For the teacher

On the Portal
• Resource 2.7



For the student

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

WORDLIST

2.22

Food and drink

burger (n)
butter (n)
carrot (n)
cereal (n)
cheese (n)
chicken (n)
egg (n)
fish (n)
milk (n)
mushroom (n)
orange juice (n)
pasta (n)
rice (n)
strawberry (n)

Meals

breakfast (n)
dinner (n)
lunch (n)

Places to eat

burger bar (n)
café (n)
fast food restaurant (n)

pizzeria (n)
restaurant (n)
sandwich bar (n)
vegetarian café (n)

Cooking

apron (n)
bowl (n)
dish (n)
fork (n)
funnel (n)
knife (n)
mug (n)
pan (n)
plate (n)
saucer (n)
spoon (n)

Word friends

(cooking)
add salt/vegetables (phr)
bake a cake/a potato (phr)
boil an egg/water (phr)
cut an onion/bread (phr)
fry an onion/some bacon (phr)

mix eggs with milk/
everything together (phr)

Popular supermarket foods

beans (n)
brownies (n)
cheese and onion crisps (n)
chocolate chip cookies (n)
fish fingers (n)

EXTRA WORDS

buy (v)
cheeseburger (n)
chef (n)
chocolate (n)
cook (v)
cream (n)
cup (n)
dairy products (n)
delicious (adj)
dessert (n)
flour (n)
fruit (n)
healthy (adj)
hungry (adj)

ketchup (n)
kitchen (n)
lasagne (n)
meat (n)
oil (n)
omelette (n)
picnic (n)
pizza (n)
price (n)
recipe (n)
rice pudding (n)
salad (n)
sauce (n)
smoothie (n)
spaghetti (n)
soup (n)
spicy (adj)
tea (n)
vegan (adj, n)
vegetable (n)
vegetable curry (n)
vegetarian (adj, n)

1 Use the wordlist to find these things.

- 1 five things you use to eat meals *bowl, ...*
- 2 three drinks
- 3 four dairy products

2 Look at the picture. Name the ten things in the fridge. Use words from the wordlist.

A - fish



3 Complete the recipe with words from the wordlist.

SPANISH OMELETTE: RECIPE

- ¹ *Cut* the potatoes and onions with a ² *k*(...).
- ³ *F*(...) them in a pan.
- ⁴ *M*(...) the eggs, salt and pepper in a bowl with a ⁵ *f*(...).
- ⁶ *A*(...) the potatoes and onions to the bowl.
- Cook everything together in the ⁷ *p*(...).
- Put your omelette on a ⁸ *p*(...) and eat it!

Enjoy!

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

- 1 cannelloni, macaroni, *spaghetti*
- 2 in shape, fit, (...)
- 3 ice cream, apple tart, (...)
- 4 barbecue, dinner, (...)
- 5 vegan, carnivore, (...)
- 6 cook, waiter, (...)
- 7 hot, sweet, (...)
- 8 milk, eggs, (...)

Exercise 1

- 1 fork, knife, plate, spoon
- 2 milk, orange juice, water
- 3 butter, cheese, cream, milk
(‘cream’ included in Extra Words)

Exercise 2

- B strawberries
- C chicken
- D milk
- E burgers
- F mushrooms
- G juice
- H cheese
- I butter
- J carrots

Exercise 3

- 2 knife
- 3 Fry
- 4 Mix
- 5 fork
- 6 Add
- 7 pan
- 8 plate

Exercise 4

- 2 healthy
- 3 rice pudding
- 4 picnic
- 5 vegetarian
- 6 chef
- 7 spicy
- 8 flour

Exercise 1

- 1 carrot
- 2 juice
- 3 knife
- 4 cookie
- 5 boil
- 6 café

Exercise 2

- 1 knife, spoon
- 2 fast food, burgers
- 3 eggs, bake
- 4 cut, Add
- 5 cheese, sandwich

Exercise 3

- 1 milk
- 2 Toast
- 3 juice
- 4 fingers
- 5 strawberries
- 6 rice
- 7 brownie

Exercise 4**Suggested answer:**

BREAKFAST

- Milk
- Fruit

LUNCH

- Pasta with mushroom
- Strawberries with cream

DINNER

- Soup
- Fish

Exercise 5**Suggested answers:**

There's some/a/one fish.
 There are six/some strawberries.
 There's some/a/one chicken.
 There's some milk.
 There are four/some mushrooms.
 There's some/a bottle of juice.
 There's some cheese.
 There's some butter.
 There are three/some carrots.

Exercise 6

- 1 Are there
- 2 there are
- 3 There's
- 4 there are
- 5 Is there
- 6 there isn't
- 7 there aren't
- 8 there's

Exercise 7

- 1 any
- 2 there
- 3 How
- 4 many
- 5 much
- 6 lot
- 7 any
- 8 some

Exercise 8

- 1 lots
- 2 some
- 3 a
- 4 any
- 5 an
- 6 some
- 7 any
- 8 much

Exercise 9 2.23

There aren't many restaurants near my house, but there's a very good café. The sandwiches and cakes are delicious. At lunch, there are a lot of people there!



VOCABULARY

1 Read the definitions and complete the words.

- 1 It's a long orange vegetable. (...)a(...)r(...)t
- 2 It's a drink you can make with fruit.
(...)u(...) (...)e
- 3 You can cut things with it. (...)n(...)f(...)
- 4 It's another word for *biscuit*.
(...)o(...) (...) (...)e
- 5 You can do this when you want to cook an egg. b(...) (...)l
- 6 You can go there to drink coffee or tea.
c(...) (...)é

2 Complete the sentences with these words.

add bake burgers cheese cut eggs
fast food knife lunch spoon

- 1 Can I have a (...) and fork, please, and a (...) for my soup?
- 2 There's a new (...) restaurant in town. You can get (...), chips and lots of other quick meals.
- 3 We've got (...), flour, sugar and butter. We can (...) a cake!
- 4 To make chips, first (...) some potatoes, then fry them in a pan. (...) some salt.
- 5 For my sandwich today I've got a (...) and tomato (...) and an apple.

3 Complete the menu with these words. There are two extra words.

bowl brownie fingers juice milk plate
rice strawberries toast

TODAY'S MENU

BREAKFAST

- Cereal with ¹ (...)
- ² (...) with butter and marmalade
- Orange ³ (...)

LUNCH

- Fish ⁴ (...) and chips
- Fresh fruit: ⁵ (...), apple or banana

DINNER

- Vegetable curry with ⁶ (...)
- Chocolate ⁷ (...) with ice cream



GRAMMAR

5 Look at the picture in Exercise 2, page 34.

Write five sentences about what is in the fridge using *there is/there are*.

There are two burgers. There's ...

6 Choose the correct option.

Tom: ¹ *Are there / Are they* any good restaurants near your house?

Sue: Yes, ² *it is / there are*. ³ *There's / It's* a Turkish restaurant and ⁴ *there's / there are* two Spanish restaurants.

Tom: ⁵ *There's / Is there* a burger bar?

Sue: No, ⁶ *it isn't / there isn't* and ⁷ *there isn't / there aren't* any cafés. But ⁸ *there's / it's* a really good pizzeria.

7 Complete the dialogue with one word in each gap.

A: Let's make a cake. Are there are ¹ (...) eggs?

B: Yes, ² (...) are.

A: ³ (...) many eggs are there?

B: There aren't ⁴ (...) eggs – only two.

A: That's OK. How ⁵ (...) sugar is there?

B: There's a ⁶ (...) of sugar – about 500 g.

A: Great. Is there ⁷ (...) chocolate?

B: No, there isn't, but there are ⁸ (...) lemons.

A: OK, let's make a lemon cake!

8 CHALLENGE Complete the description with the correct quantifiers.



My delicious fruity salad

In my new salad recipe there are ¹ (...) of tomatoes, oranges and ² (...) strawberries. It's ³ (...) fruity salad! There isn't ⁴ (...) meat because I'm a vegetarian. However, there is ⁵ (...) egg, just one! It's very simple, just cut the egg, fruit and vegetables then add ⁶ (...) oil, salt and orange juice. Is there ⁷ (...) cheese in my salad? No, there isn't. And there isn't ⁸ (...) oil. It's a healthy salad.

DICTIONATION

9 Listen. Then listen again and write down what you hear during each pause.

4 CHALLENGE Write your own menu for today. Write two dishes for each meal.

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

Prepare a presentation for the Europe Day Competition

Europe Day Competition

Europe Day on 9 May commemorates the date of the starting point for today's European Union in 1950.

Prepare a **group presentation** about a European Union (EU) Member State. You can learn some interesting information, have fun with other students and win amazing gadgets for your group!

In your presentation:

- 1 Talk about the country's flag, population and capital city.
- 2 Show some food from the country.
- 3 Say *Hello!*, *How are you?* and *Goodbye!* in the country's language.
- 4 Present a song or dance from the country.



OPEN TO SMALL GROUPS OF STUDENTS FROM ANY YEAR!

Step 1 Think

- 1 There are 27 Member States in the EU. In pairs, name as many as you can in two minutes.



- 2 Read the Europe Day Competition poster and answer the questions.

1 What is the competition about?

2 When is Europe Day?

3 What can students win?

4 What information does your presentation need to have?

Learning Experience 1

Lesson aim

- Plan a project in a group

Lesson product

- A presentation for the Europe Day Competition

Context

- Personal/Social

Future skills

- Collaboration (Teamwork)

Sustainable goal

- To promote peaceful and inclusive societies

Resources

- A factfile (Teacher's Resource File, Resource 2.10)

Lead-in

Pre-teach or elicit *teamwork*. Then write the following situations on the board: *completing a class project, studying at home for an exam, playing football, tidying a bedroom*. Put students into small groups and ask them which of the situations require teamwork. Set a time limit and then elicit some ideas. Tell students that planning group work is an essential part of teamwork and in today's lesson they will focus on this.

-  **Setting lesson goals:** Write the lesson aim on the board and read it out with students. Ask questions to check understanding, e.g. *Do you need to work as a team to plan a group project?*



Collaboration (Teamwork)

This lesson focuses on the ability to organise teamwork, focusing specifically on group planning in order to maximise the chances of achieving the goals of the group. Students learn how to coordinate the different skill sets of the members of a group and become good team players.

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

- Focus students on the map and point out that it shows the European Union, and the 27 countries which belong to it. Put students into pairs and give them exactly two minutes to name each of the 27 countries.
- Check answers as a class by inviting students to come to the board and write the names of each EU country.
- **FINISHED EARLY?** Students draw a map of the 27 Member States in their notebooks. Tell them to label each country.

Answers:

The 27 EU Member States are Austria, Belgium, Bulgaria, Croatia, Republic of Cyprus, Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Ireland, Italy, Latvia, Lithuania, Luxembourg, Malta, Netherlands, Poland, Portugal, Romania, Slovakia, Slovenia, Spain and Sweden.

Exercise 2

- Write *Europe Day* on the board. Write *It commemorates ...* on the board and explain that *commemorates* means to respect or remember an important date in the past. Find out if any students know what Europe Day commemorates.
- Go through the four questions and then focus students on the competition poster. Give them time to read the poster and answer the questions. Ask students to check their answers in pairs. Then confirm answers as a class.

Answers:

- 1 to commemorate the starting point of the European Union (EU)
- 2 9 May/the ninth of May
- 3 gadgets for the group
- 4 flag, population, capital city, food, greeting in the language, a song or dance

Extra activity

- Ask students how many European languages they can say *Hello!*, *How are you?* and *Goodbye!* in. Encourage them to teach other people in the class what they know.

Learning Experience 1

Step 2 Analyse

Exercise 3

- Ask students about what is important about teamwork: listen to others, ask questions, share work and work hard.
- Read the Useful Tips as a class. Check that students understand them by asking them for examples.
- Encourage students to do this exercise alone at first. Ask them to think about the five questions, and decide honestly which skills they are best at. Then, in their groups, students discuss their skills together and find out who is most suitable for each type of activity.

Exercise 4

- Read through the Useful Phrases, which students can use when carrying out the tasks.
- Form small groups of four to six students.
- **NEED SUPPORT?** Mix less confident students with more confident students when forming groups.
- Ask groups to use what they found out in Exercise 3 to assign tasks to each other. They may find that more than one student is good at something or that no one is good at a particular activity. If this is the case, they still need to decide which person will need to take on that role. Monitor and, if necessary, help students to assign roles.

Step 3 Prepare

Exercise 5

- Encourage students to choose a country they know well, but not their own.
- Hand out a photocopy of Resource 2.10, one per group, which is a template to help students organise the task.
- Ask them to plan which member of the group is going to say what. Encourage them to write down what they are going to say and practise it.
- If you have the technology available, students can make a slideshow with images to accompany their presentation. Alternatively, students can create a poster with a factfile about their chosen country to show the rest of the class during the presentation.
- Tell groups that they will have to draft a script for their presentation. Once they have written and checked it, they should hand it over to another group to get some feedback.
- **PEER REVIEW** Write the questions below on the board. Students should think about these questions when they look at each other's presentations, and use them when giving feedback. Encourage students to say positive things about each other's presentations, and not just point out problems.
 - Is the presentation well-organised and easy to follow?
 - Is it too long or too short?
 - Are all the facts useful and interesting?
 - Is there any other information that the presentation could include?
 - Can you see any language mistakes?
- After feedback, students make adjustments before giving the final presentation to the whole class.

Step 4 Present

Exercise 6

- Allow time for students to give or show their presentations. If you have a very large class, you could ask groups to present to a number of other groups, instead of to the whole class. Encourage students to listen carefully to each other's presentations and ask questions at the end.
- At the end of all the presentations, ask: *What new information did you learn? Which country would you like to learn more about?*
- Ask students to vote on the best presentation.

REFLECTION TIME

- Back in their groups, students think about the way they worked together, how they performed the task, used language and how they dealt with suggestions and changes.



Sustainable Goal

- Explain that an 'inclusive society' means that everyone (of all ages, genders, races, places, etc.) should have the same human rights and opportunities in life.
- Ask: *Why is getting to know other countries and their cultures useful?* Elicit some ideas from the class (e.g. It can help us gain more knowledge about the world, make new friends, share experiences, promote peace and eliminate prejudices, etc.).
- Point out that one of the goals of the European Union has been to promote peace and share ideas between a range of very different countries and cultures. Ask: *How can we continue to make sure that our society is peaceful and that everyone has the same chances in life?* Put students into small groups to make a list of possible ideas.
- Ask each group to present their favourite ideas to the rest of the class.
- **Reviewing lesson goals:** Ask students to read the lesson aim again. Then ask them to say one of the Useful Tips that they remember about planning a project as a group.



Plan a project in a group

Step 2 Analyse

3 You are taking part in the Europe Day Competition. Work in small groups. Ask and answer the questions to find out who is good at each activity. Complete the table with ✓ or X.

- Who is good at finding information online?
- Who can/can't cook very well?
- Who is good at languages?
- Who can/can't sing nicely?
- Who can/can't dance very well?

What can you do well?	[Name]	[Name]	[Name]	[Name]
Find information	(...)	(...)	(...)	(...)
Cook	(...)	(...)	(...)	(...)
Speak languages	(...)	(...)	(...)	(...)
Sing	(...)	(...)	(...)	(...)
Dance	(...)	(...)	(...)	(...)

4 Decide which student in the group will do each task. Use expressions from the Useful Phrases box.

A: *We're all good at finding information, so who would like to do this part?*

B: *Can I find information because I can't cook, sing or dance very well, and I don't like languages.*

C: *OK. You can do it. I'm quite good at cooking so I can prepare the food.*

USEFUL TIPS

When you work on a project, it's important to plan your work as a group.

Make a list of tasks before you start.

Listen to what people would like to do.

Match people with tasks they can do well.

Share tasks and help other people.

Be polite and respectful.

USEFUL PHRASES

- Who would like to ...?
- I can ... quite well/well/very well, but I can't ...
- Can I ... because I'm good at ...?
- I'm (quite/not very) good at ..., so I'd like to ...
- OK. You can do it.
- We can do it together.

Step 3 Prepare

Resource: a factfile



5 Prepare your Europe Day group presentation. Follow these instructions.

- Choose a European member state.
- Research online and complete the factfile. Each person completes their task from Exercise 4.
- Create your presentation (video blog, PowerPoint, etc.) and practise.
- PEER REVIEW** Exchange your final draft with another group for feedback.

REFLECTION TIME

Think about the task and answer the questions.

- How well do you know the country now?
- Is the information in your presentation clear and interesting?
- Can you work well together?
- Can you listen to suggestions and make changes? Give examples.
- Do you use language from Units 1 and 2? Give examples.

Step 4 Present

6 Give or show your presentation to the class.



Learning Experiences **37**

For the teacher

- Resource: a factfile, Teacher's Resource File (Resource 2.10)

On the Portal

- Resource 2.10



Daily life

3

VOCABULARY

Describing routines | Adverbs of frequency | Collocations | Free-time activities | Feelings

GRAMMAR

Present Simple (affirmative and negative) | Present Simple (questions and answers)

COMMUNICATION

Talking about likes and dislikes | A blog post about daily routine

FUTURE SKILLS

Critical Thinking (A new country) | Leadership (Offering help) | Creativity (A video)

VIDEOS

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

THIS IS MY LIFE

BY MARK BOWER

English, Maths, Science ... and four hours of swimming.
That's my typical day. My dream is to swim in the Olympics.



5 a.m. Oh no!
It's so early!



7.30 a.m. I'm really
hungry after my swim.



8 a.m. I can't
be late for school!



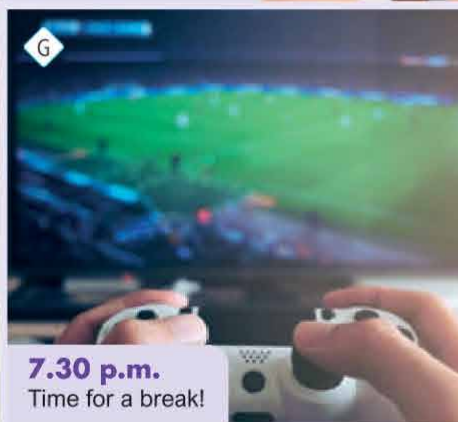
1 p.m. Lunch in
the school canteen.



6 p.m. Home after a long
day and another swim!



6.30 p.m. Mmm, pasta.
My favourite!



7.30 p.m.
Time for a break!



10 p.m.
I'm so tired!

Unit 3 38

Unit contents

Vocabulary

- Describing routines
- Adverbs of frequency
- Collocations
- Free-time activities
- Feelings

Grammar

- Present Simple (affirmative and negative)
- Present Simple (questions and answers)

Reading

- A webpage sharing personal stories

Listening

- A radio programme about feelings

Speaking

- Talking about likes and dislikes

Writing

- A blog post about daily routine

Future skills

- Critical Thinking (A new country)
- Leadership (Offering help)
- Creativity (A video)

Pronunciation

- /s/, /z/, /ɪz/
- The /æ/ sound

Exams

- International Certificate Levels A1/1
- A2 Key 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 daily routines.

Lead-in

Write *daily routines* on the board. Tell students to write in their notebooks any daily routine phrases they know. If necessary, prompt them by miming *wake up*. Set a time limit and then elicit and write the words on the board.

-  **Setting lesson goals:** Write the lesson aim on the board and read it out with students. Ask questions to check understanding. Alternatively, show students photos of people doing daily activities and ask: *What are they doing?*

Exercise 1

- Elicit or teach *healthy*. Discuss with students what activities and food items are healthy.
- Focus students on the photos and ask them to discuss with a partner what they can see in each one. Students then read the blog and answer the questions in pairs. Elicit answers and ask students why they think Mark's daily routine is healthy or not. Ask if they think their own daily routine is healthy.
-  **Peer learning:** You may wish to use the think-pair-share technique. Students think about the task on their own before they discuss their ideas in pairs. Then they share their ideas in groups or with the class.

Answers:

The main activity outside school in Mark's day is swimming.
Yes, his daily routine is healthy because he does a lot of sport.

Exercise 2 3.01

- Read the words in the Vocabulary A box as a class. Play the audio for students to listen and repeat the words. Pause after each word to check students' pronunciation.
- Students complete the task individually, then check answers as a class.
- Display the digital flashcards available on the Portal in a random order and elicit the correct words.
-  **Independent learning:** Remind students to use the visual dictionaries they started in Unit 1. Ask them to create a spider diagram with the words in the Vocabulary A box. In the middle circle, they write *daily life*, then a line out to a circle with verbs to describe routines, and another line out to a circle with *exercise*. Explain to students that they should add new categories and other words to their spider diagram as they work through the unit. This will help them remember any new vocabulary.

Answers:

B have breakfast **C** go to school **D** have lunch
E go home **F** have dinner **G** relax **H** go to bed

Exercise 3 3.02

- Ask students to create a similar flow chart for their own daily routine.
- **NEED SUPPORT?** Complete the flow chart routine on the board.

Answers:

2 swim 3 go to school 4 exercise 5 swim 6 relax

Exercise 4 3.03

- Read the words in the Vocabulary B box as a class. Check that students understand the words. Then play the audio for students to listen and repeat the words. Pause after each word to check students' pronunciation.
- Set a time limit for students to find the words in pairs. Elicit where the adverbs of frequency go in the sentence (after the subject and before the main verb).
- **NEED SUPPORT?** Prepare copies of the photocopiable *Need support?* worksheet 3.1 from the Teacher's Resource File. This exercise helps students to learn where adverbs of frequency go in a sentence.

Exercise 5

- Explain the task. Alternatively, students could write a mix of true and false sentences for their partner to guess. If necessary, say one true sentence about your own daily routine and one false sentence and ask the class to guess which is incorrect.
- In pairs, students read their sentences to each other.

Exercise 6 3.04

- Check that students understand the difference between *housework* and *homework*. Play the audio to check answers.
- Practise the phrases by asking students to raise their hands if they go to the cinema on Saturdays, go shopping at the weekend and check their social media in the evenings.

Extra activity

Write the question stem: *How often do you ...?* on the board and complete it with one of the phrases from Exercise 6. Choose a student to ask you the question and write your answer on the board. Ask students to complete the question stem with the phrases and make a note of their own answers to the questions (e.g. *I never do housework. I often meet a friend at the park.*). Then ask them to mingle, asking questions to find classmates who do the activities with the same frequency.

Exercise 7

- Check the following words and phrases: *before, by bike, on foot, take the bus, by car, break* (noun).
- Give students a time limit to complete the quiz with verbs from Exercises 3 and 6.

Answers:

2 get 3 go 4 meet 5 check 6 do 7 go

Exercise 8

- **CHALLENGE** When students have compared answers and checked their results, have a class vote to find the healthiest student in the class.
- **FINISHED EARLY?** Ask students to write sentences to describe their daily routine. Encourage them to use adverbs of frequency and *before*.
- **Reviewing lesson goals:** Ask students to read the lesson aim again. Then encourage them to put the words and phrases in Vocabulary A box into two categories:
 - 1) things you usually do before school,
 - 2) things you usually do after school.
 Students compare their categories with a partner. Then ask them to take out their emoji response cards and ask: *Did you find the lesson easy or difficult?* Look at the results and if there are lots of neutral or sad emojis, find time to review the lesson.

1 Read Mark's blog. What is his main activity outside school? Is his daily routine healthy?

2 3.01 Study and listen to the Vocabulary A box. Match eight of the verbs/phrases with photos A–H in Mark's blog.

A – get up

VOCABULARY A Describing routines

exercise get dressed get up go home go to bed
go to school have a shower have breakfast
have lunch/dinner relax wake up

3 3.02 Read more and listen about Mark's day. Complete his routine with these verbs.

exercise get up go to school relax swim (x2)

Morning: ¹ get up → get dressed → ² (...) → have breakfast → ³ (...)

Afternoon: have lunch → ⁴ (...) in the gym → ⁵ (...) → go home

Evening: have dinner → do my homework → ⁶ (...) → go to bed

My day



I get up at 5 a.m. and I get dressed. I have a banana, then I leave the house. At the pool, I swim for two hours. After that, I feel really hungry! I have a shower and then I have breakfast: cereal, eggs and toast.

I always go to school by bus. I often meet my friends at the bus stop. I have lunch at one o'clock and I sometimes exercise in the school gym. After school, I go swimming for another two hours. Then I go home.

We usually have dinner at about half past six. After dinner, I do my homework. Then, finally, I can relax! I check my social media, message my friends or play a video game. I go to bed at 10 p.m. I never stay up late!

At the weekend, if I haven't got a competition, I sometimes go to the cinema with friends. I often sleep during the film because I'm still tired after my busy week! I never go shopping – life's too short!

4 3.03 Study and listen to the Vocabulary B box. Find the adverbs of frequency in the text in Exercise 3.

VOCABULARY B Adverbs of frequency

always usually often sometimes never

5 Write five sentences about your school day or weekend. Then compare with a partner.

From Monday to Friday, I get up at 7 a.m.

At the weekend, I always get up late.

6 3.04 **WORD FRIENDS** Match verbs 1–5 with phrases a–e. Listen and check.

- | | |
|--------------------|-----------------------------------|
| 1 go <u>c</u> | a friends (on social media) |
| 2 meet <u>e</u> | b homework/housework |
| 3 message <u>a</u> | c swimming/shopping/to the cinema |
| 4 check <u>d</u> | d social media/emails |
| 5 do <u>b</u> | e a friend (at the park/bus stop) |

7 Complete the quiz with verbs from Exercises 2 and 6.

How healthy is your life?

QUIZ

Do our quiz to find out! Choose a or b.

- 1 a I always ¹ have breakfast before I go to school.
b I ² (...) up late, so I never have breakfast.
- 2 a I ³ (...) to school by bike or on foot.
b I take the bus to school or go by car.
- 3 a At break, I usually have an apple or a banana.
b At break, I have some sweets or chocolate.
- 4 a To relax, I ⁴ (...) friends outside.
b To relax, I ⁵ (...) my social media or play video games.
- 5 a I usually go to bed before 10.30 p.m.
b I never go to bed before midnight.
- 6 a I always ⁶ (...) my homework before I ⁷ (...) to bed.
b I usually do my homework in bed.

Go to page 155 and check your results.

8 **CHALLENGE** Do the quiz. Then, in pairs, compare your results.

Vocabulary Extension > p. 46

39 Unit 3

For the teacher

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

Present Simple (affirmative and negative)

- 1 **I KNOW** Study these words. How many more pets can you think of in two minutes?

budgie guinea pig hamster pony tortoise

- 2 **3.05** Read and listen to Lowri's post. Who is perfect in her family? *George, her cat*

Bad habits by Lowri, 14

Post



'You don't help at home!' 'You spend all your time with your friends – we never see you!' 'This is a house, not a hotel!' My parents often say these things to my sister, Cara, and me.

But they don't say anything about George's bad habits! George sleeps all day – he doesn't do anything! When my parents come home in the evening, George wakes up, washes and gets something to eat. After that, he goes out and doesn't come back all night!

In the morning when I leave for school, George walks back into the house and falls asleep. But my parents never say to George, 'This is a house, not a hotel!' In fact, Mum says he's the perfect cat!

- 3 Study the Grammar box. Find more examples of the Present Simple in Lowri's post.

GRAMMAR

Present Simple (affirmative and negative)

We use the Present Simple to talk about routines and habits and things that are true in general.

+	-
I <u>eat</u> a lot.	We <u>don't listen</u> .
He <u>goes</u> to bed late.	She <u>doesn't help</u> us.
They <u>never exercise</u> .	They <u>don't</u> never exercise.

VIDEO 12 Grammar Animation

- 4 **3.06** Study the Watch out! box. Listen and repeat.

WATCH OUT!

play → plays wash → washes cry → cries

- 5 **3.07** Complete the table with the third person form of these verbs. Listen, check and repeat.

finish go ~~help~~ kiss make miss play
stay study tidy ~~wash~~ worry

/s/	/z/	/ɪz/
<i>helps makes</i>	<i>plays goes, stays, studies, tidies, worries</i>	<i>washes finishes, kisses, misses</i>

- 6 Choose the correct option.

- I really love / loves my family, but I don't like / likes their bad habits!
- In the evening, Dad fall / falls asleep in his chair. He never go / goes to bed.
- My baby brother cry / cries at night. Sometimes we don't / doesn't sleep at all!
- Our grandparents often phone / phones us when there's something good on TV.
- My big sister often take / takes my laptop and she doesn't give / gives it back!

- 7 Rewrite the sentences in the negative.

- They go out in the evening.
They don't go out in the evening.
- He helps at home.
- We have breakfast in the morning.
- She wakes up late at the weekend.
- I have a party on my birthday.
- You talk a lot!

- 8 Complete the texts with the Present Simple form of the verbs in brackets.

My cat, Petra, sometimes ¹ tries (try) to sleep on me and I ² (...) (wake up). After that, I ³ (...) (not sleep) all night. She ⁴ (...) (not want) to sleep on my bed at the weekend. She only ⁵ (...) (do) it on the night before an exam! ² wake up ³ don't sleep ⁴ doesn't want ⁵ does

We ⁶ (...) (have) a problem with our hamsters, Ben and Gerry. During the day, they're quiet and they ⁷ (...) (not come) out. But at night, they ⁸ (...) (have) a big party! ⁶ have ⁷ don't come ⁸ have

- 9 **CHALLENGE** Write six sentences about any bad habits your pets/people in your family have. Then compare with a partner.
My dad talks a lot!

BBC VIDEO

STREET TALK

- 13 Watch some people talking about bad habits. Write down four bad habits. Use the Present Simple.

For the teacher

- Videoscript, page 285

On the Portal

- Grammar Presentation
- Grammar Animation 12
- Resource 3.2
- Need support? worksheet 3.2
- Test: Grammar Check

For the student

- Workbook, page 30
- Grammar Extension, Students' Book, pages 136–137

On the Portal

- Extra Practice Activities: Grammar 3.2; BBC Street Talk video

Lesson aim

- Students can use the Present Simple to talk about things which happen regularly.

Lead-in

Write *good habits* and *bad habits* on the board and elicit what *habits* means. Give an example of a good/bad habit to the class, e.g. *I always do my homework early/late*. In pairs, students make a list of bad habits. Elicit and write on the board.

- Setting lesson goals:** Write the lesson aim on the board and read it out with students. Ask questions to check understanding, e.g. *Can you give me an example of something you do regularly?*

Exercise 1

- Write *pet* on the board and find out who has a pet.
- In groups, students read the words in the box and think of more pets. Allow them to use a dictionary.

Exercise 2 3.05

- Elicit *perfect* and *habit*. Ask students to identify all the bad habits in the text (Lowri never helps at home, she spends all her time with her friends, she treats the house like a hotel. George sleeps all day, he doesn't do anything, he spends all night outside.). Then ask the class if they think George really does have bad habits and why. (No, because he is a cat.)

Exercise 3

- Explain that in affirmative sentences in the Present Simple, the verb can have two forms. After *I, you, we* and *they*, the verb form is the same as the infinitive of the verb. After *he, she* and *it*, we add *-s* or *-es* to the verb.
- Explain that in negative sentences in the Present Simple, we use the auxiliary verb *don't* and the base form of the verb after *I, you, we* and *they*. With *he, she* and *it*, we use *doesn't* and the base form of the verb.
- Peer learning:** During the class, ask students to raise their hands with any questions. Encourage other students to answer those questions and only provide support when needed.

Exercise 4 3.06

- Read the Watch Out! box together.
- Write on the board the spelling rules for verbs in the Present Simple third person singular: after *-s, -sh, -ch, -x*, and with the verbs *do* and *go*, we add *-es*; when the verb ends in a consonant + *-y*, we change the *-y* to *-i* and add *-es* (*study – studies*), but when the verb ends in a vowel + *-y*, we just add *-s* (*play – plays*).

Exercise 5 3.07

- Write the phonemes /s/, /tʃ/ and /z/ on the board, say them and explain that the endings of third person singular verbs use one of these three sounds. Drill voiced and unvoiced sounds to see if the students can feel the difference when they say *helps, plays* and *washes*.
- Students complete the task in pairs, then play the audio to check answers. Drill the verbs with the students.

Exercise 6

- Students explain why the other option is wrong.

Exercise 7

- Ask one student to read out one of the sentences in the affirmative for another student to rephrase the sentence in the negative.

Answers:

- He doesn't help at home.
- We don't have breakfast in the morning.
- She doesn't wake up late at the weekend.
- I don't have a party on my birthday.
- You don't talk a lot!

Exercise 8

- Students can work in pairs and each completes one of the texts before they explain their answers to their partner.

Exercise 9

- CHALLENGE** Students compare the bad habits with a partner. Then elicit ideas for good habits too.
- NEED SUPPORT?** Prepare copies of the photocopiable *Need support?* worksheet 3.2 from the Teacher's Resource File. This is an exercise to identify the correct form of the Present Simple.
- FINISHED EARLY?** Students write a few sentences to describe the imaginary good/bad habits of a celebrity.

Extra activity

Ask students to write a sentence about themselves using the Present Simple affirmative or negative. In pairs, students change the sentences into the third person singular.

BBC VIDEO**STREET TALK** **13 videoscript page 285**

- Pre-teach: *chew, curtains, bite nails, topple over, ornaments, bark, snore, endlessly, talk my ears off, beg*.
- Play the video and ask: *What's the video about?* (people talking about bad habits). Play the video again and pause it between each person. Elicit answers.

Answers:

My dog chews the furniture. My cat climbs up the curtains. My sister smokes. My kids bite their nails. My cat climbs the tree. My dog barks at the TV at animals. My husband snores. My dogs snore. My children leave wet towels on the bathroom floor. My sister talks on the phone endlessly.

- Reviewing lesson goals:** Ask students to read the lesson aim again. Then encourage them to write a number from 1–5 on a piece of paper to say how they feel about using the Present Simple affirmative and negative (1 – easy to 5 – difficult). Look at the results and find time to review if necessary.

Lesson aim

- Students can understand a webpage sharing personal stories.

Lead-in

Students look at the photo quickly and read the initial questions in bold in the text. Ask them what they think the text is going to be about and who Min-jun is. Elicit some ideas and write on the board.

-  **Setting lesson goals:** Write the lesson aim on the board and read it out with students.

Exercise 1

- After students have discussed the questions in pairs, get some feedback from the class. If any student has family or friends living in another country, encourage the rest of the class to ask questions to get more information, e.g. *Do they like where they live? What is their daily routine? Are daily routines different in other countries?*

Exercise 2

- Ask the class for reasons why the text is a forum and not a page from an online shop or newspaper. Encourage them to quote from the first paragraph.
- Ask students if they contribute to forums.

Exercise 3 3.08

- Ask students if the webpage contains any of their ideas from the Lead-in.

Answers:

- 1 Min-jun is from South Korea.
- 2 His new home is in Berkeley, USA.
- 3 Yes, he's happy there.

Background note

Children in South Korea start school at the age of six. After primary school, they go to secondary school and spend three years in lower secondary and then three years in upper secondary. They study Maths, English, PE, Science and Korean. In upper secondary, they can also study vocational subjects, such as engineering or computer programming. At 18, they go to university or get a job.

Exercise 4

- Go through the four sentences and options together and check for understanding. Do the first together as a class. Ask students to find the relevant part of the text (*My grandparents are still in Korea, but we chat online two or three times a week.*) and elicit the correct answer (*often*).
- Check answers as a class.

Exercise 5 3.09

- Ask students to think of other things they listen to (e.g. the teacher, the radio), other things they watch (e.g. people walking past, the news), other things they play (e.g. football, basketball), other people they have fun with (e.g. my friends, my sister, my brother) and other places and times they can chat with their friends (e.g. at school, during breaks).
- FINISHED EARLY?** Students write sentences to describe what they do in their free time.

THINKING TIME

ANALYSE: Ask students to discuss and write up a list of differences of Min-jun's life before and his life today using information in the text. Get different groups to compare their lists with each other.

EXPLORE: Students can choose to look for online articles or a school website in an English-speaking country to find out basic information about routines and timetables. After their research, they can write a paragraph with some observations including which school or country they have looked at, and how the school day is similar or different to theirs. Finally, each group can make a short presentation to the rest of the class.

CREATE: Working in the same groups, students brainstorm ideas to create a list of advantages and disadvantages of living in a new country. Encourage them to look up any words they need to express their ideas. Finally, as a class, create a final list of advantages and disadvantages taking ideas from all the groups.

-  **Reviewing lesson goals:** Ask students to read the lesson aim again. Then ask them to hold up their traffic light cards to show how they feel about Exercises 3 and 4. Look at the results and if there are lots of red cards, find time to review the exercises.



Are you in a new country? Do you live in a new home and go to a new school? Please share your experiences with other teens around the world. Here is a post from Min-jun from the Diversity World team!

- 5 My name is Min-jun. I'm from South Korea, but my home now is in Berkeley, USA. My parents work at the university. My grandparents are still in Korea, but we chat online two or three times a week. Life here is very different from Korea. In Korea, students work
10 very hard. They usually get up at 6.30 a.m. School starts at 8 a.m. and finishes at 10 at night. That's because most students go to private night school after normal lessons to study for exams.

- Can you imagine fourteen hours of school a day?
15 There isn't always time to play sport, watch movies or have fun with friends. Students sometimes sleep in class! In the USA, I have more free time. School finishes at 3.30 p.m. then I usually play football with my friends. We sometimes listen to music or
20 play video games. A lot of things are still new to me. Everything is so big: meals, cars, distances (there are six time zones in the USA!). But American people are kind and friendly and I love it here.

- 1 Have you got family or friends in a different country? Where do they live?

- 2 Study the webpage quickly. Choose the correct answer.

The webpage is ...

- a an online shop.
b a newspaper.
c a forum.

- 3 3.08 Read and listen to the webpage and post. Answer the questions.

- 1 Where is Min-jun from?
2 Where is his new home?
3 Is he happy there?

- 4 Read the webpage again. Choose the correct answers.

- 1 Min-jun ... talks to his family in Korea.
a never
b often
c always
2 The school day in Korea is ...
a long.
b short.
c the same as in the USA.
3 In Korea, students ...
a often watch movies.
b haven't got much free time.
c often play sport.
4 In the USA, Min-jun ...
a hasn't got any free time.
b sleeps in class.
c does more exercise.

- 5 3.09 **WORD FRIENDS** Find the highlighted collocations in Min-jun's post and complete the sentences. Listen and check.

- 1 In the evenings, I listen to music.
2 How often do you (...) TV or movies? watch
3 I often (...) video games to relax. play
4 I always (...) a lot of fun with my cousins. have
5 I often (...) with my friends online. chat

THINKING TIME

ANALYSE

How is Min-jun's new life in the USA in comparison to his life in South Korea?

EXPLORE

Research online about the school day in a different country. How is it similar to/ different from yours?

CREATE

Make a list of the advantages and disadvantages of living in a new country.

Vocabulary Extension > p. 46

41 Unit 3

For the teacher

On the Portal
• Resource 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 14 3.10 Look at the photo. Where are Mateo, Lena and Noah? Is Noah happy? Why?/Why not? Watch or listen and check.
At a bowling alley. No. Because he isn't good at bowling.
- 2 What does Lena do when she sees Noah needs help? *She offers to help him.*

FUTURE SKILLS



What do you do when you see that someone needs help? Discuss in pairs. Use these ideas to help you. Which idea is the best?

- ask if they want help
- listen to them
- leave them alone
- tell a parent or teacher

- 3 Study sentences a–e with the Present Simple from the dialogue in Exercise 1. Find:
- a short answer in the third person. *b*
 - a question in the third person. *e*
 - a short answer in the first person. *d*
 - a question in the second person. *a*
 - a question starting with a question word. *c*
- a Do you come here a lot?
b Yes, he *does*.
c How often *do* you play?
d Yes, I *do*.
e Does your brother like bowling?

- 4 Study the Grammar box. Complete the box with the words in blue from Exercise 3.

GRAMMAR Present Simple (questions and answers)

?	Short answers
¹ Do you go bowling?	Yes, I ² (...)./No, I <i>don't</i> .
³ (...) she like bowling?	Yes, she ⁴ (...)./No, she <i>doesn't</i> .
³ Does	² do ⁴ does
Wh- questions	Answers
When ⁵ (...) they play?	They <i>play</i> on Sundays.
⁶ (...) does she relax?	She <i>watches</i> basketball.
⁵ do ⁶ How	

VIDEO 15 Grammar Animation

- 5 Write short answers that are true for you.
- Do you like sport?
 - Do you speak French?
 - Does your best friend like pets?
 - Do you exercise a lot?
 - Does your best friend like school?
 - Do you go to bed late?
- 6 Complete the questions with *do* or *does*. Then, in pairs, ask and answer the questions.
- Do* you go bowling?
 - When (...) you watch TV? *do*
 - Where (...) your best friend live? *does*
 - What time (...) you get up? *do*
 - (...) your mum and dad chat online? *Do*
 - (...) your best friend help at home? *Does*
- 7 Order the words to make questions.
- relax / do / how / you / ?
How do you relax?
 - classmates / watch / your / TV / do / ?
 - early / get up / your / does / grandma / ?
 - do / do / your / when / homework / you / ?
 - go / you / what time / do / to bed / ?
 - you / go / to the cinema / often / do / ?
- 8 **CHALLENGE** In pairs, ask and answer the questions in Exercise 7.
A: How do you relax?
B: I go out with my friends.

Exercise 7

- Do your classmates watch TV?
- Does your grandma get up early?
- When do you do your homework?
- What time do you go to bed?
- Do you often go to the cinema?

For the teacher

- Audioscript, page 285

On the Portal

- Grammar Presentation
- Grammar Animation 15
- 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: Do you go bowling? video; Grammar 3.4

Lesson aim

- Students can use the Present Simple to ask and answer questions about routines.

Lead-in

Elicit daily routines e.g. *wake up*. Then elicit a full sentence using the Present Simple affirmative and write it on the board, e.g. *Pedro wakes up early*. Then elicit the negative form: *Pedro doesn't wake up early*. Leave the sentences on the board.

-  **Setting lesson goals:** Write on the board and ask: *How often do you chat online with friends?* Tell students to use adverbs of frequency and full sentences in their response. Ask them what they think the lesson is going to be about. Elicit ideas. Then say and write on the board: *Today you will learn to ask and answer questions about routines.*

Exercise 1 14 3.10 audioscript page 285

- Pre-teach: *bowling*, *throw* (noun), *sporty*. Then elicit the place where people normally go bowling: *a bowling alley*.
- Students look at the photo and say who they can see (Lena, Noah and Mateo). Ask what they remember about the videos so far, using prompts if necessary, e.g. *When do Lena, Adam and Mia go the basketball game?* (on Saturday). *What do Noah and Mateo find inside the backpack?* (some trainers, a water bottle and some socks).
- Play the video or audio. Check answers as a class.
- NEED SUPPORT?** Play the video or audio again and pause after key moments to ask students questions, e.g. *Does Lena like bowling?* (yes). *How often does Mateo go bowling?* (once or twice a year). *Does Lena like watching basketball?* (yes).

Exercise 2

- Students discuss the question in pairs. Elicit the answer.

**Leadership (Offering help)**

This task helps students to become aware of other people's feelings and emotions and will allow them to empathise with them and help them when necessary.

- Students discuss in pairs. Encourage them to think of situations in which they might need to help someone, e.g. if someone thinks a school subject is difficult, if someone is preparing for a test or if someone is trying a new sport for the first time.
- Have a class vote to find out which of the ideas is the best.

Exercise 3

- Students read sentences a–e. Elicit who said them in the video.
- In pairs, ask students to match up the example sentences with their forms. Explain any terminology such as *third person*, *short answer* and *question word*.
- Check answers drawing attention to features such as the use of the auxiliary verb *do*.

Exercise 4

- Ask students to refer to the sentences on the board from the Lead-in. Choose one and elicit the question form and the affirmative and negative short answers, e.g. *Does Pedro wake up early? Yes, he does./No, he doesn't*. Elicit the questions with *I*, *you*, *we* and *they*, e.g. *Do I wake up early?* Elicit the affirmative and negative short answers (*Yes, I do./No, I don't*).
- Students work in pairs to write the question and affirmative and negative short answer forms of the sentences on the board. Check answers as a class.
- NEED SUPPORT?** Go through each of the questions with students and ask them to identify if the subject is first person singular/third person plural (*do*) or third person singular (*does*).

Exercise 5

- Ask students to decide which of the questions refer to the third person singular (3 and 5). These questions will require *does/doesn't* in the answers.
- One student reads a question and another provides the answer.

Exercise 6

- Elicit the correct word order in Present Simple questions: (question word) + *do/does* + subject + verb.
- Students ask and answer the questions in pairs.
- NEED SUPPORT?** Prepare copies of the photocopiable *Need support?* worksheet 3.4 from the Teacher's Resource File. This exercise helps students to ask and answer questions with a partner.

Exercise 7

- Remind students of the correct word order in questions.

Exercise 8

- CHALLENGE** Encourage students to make the exercise more challenging by telling them to ask the questions in a different order.
-  **Giving feedback:** Use the basketball technique. Ask students to write one *Do/Does* question. One student asks a question and throws the ball to another student who answers it using the correct short answer form. Give feedback to the class on any mistakes.
- FINISHED EARLY?** Ask students to write their answers to the questions in Exercise 6.
-  **Reviewing lesson goals:** Ask students to read the lesson aim again. Then ask them to think about the lesson and reflect on their learning. Ask them to answer the following questions in their notebooks, e.g. *Do I know how to use the Present Simple to ask a question? Can I answer a question using the Present Simple?* Invite some students to read out their answers and, if necessary, give an example of a Present Simple question.

Lesson aim

- Students can understand a radio programme about feelings.

Lead-in

Ask students to work in groups and make a list of any words they know to describe feelings. Draw smiling and sad emoticons on the board and elicit *happy* and *sad*. Remind students to explain to each other what the words mean and give example sentences to ensure understanding. Write the words on the board.

-  **Setting lesson goals:** Write the lesson aim on the board and read it out. Ask questions to check understanding, e.g. *Do you listen to the radio? What kind of programmes do you like? How do you feel when you listen to the radio?*

Exercise 1

- Pre-teach: *to be a fan of*. Check understanding by asking: *Are you a fan of cold weather?* Make sure students use either *Yes, I am* or *No, I'm not*.
- Ask students to study the two photos and describe in pairs what they can see. Encourage them to think how the people are feeling.
- Ask them if any of the comments describe their own feelings about winter.

Exercise 2 **3.11 audioscript page 285**

- Tell students that they are going to listen to someone talking about feelings. Read the sentences and options together. Point out that the options for each sentence are quite similar, so students will have to listen for specific information. Play the audio. Then play the audio again for students to complete the task.
- Elicit the answers and the relevant phrases from the audio that helped students choose the correct options (1 *it's really cold and many of us are tired and ill!*; 2 *the winter blues – that's when you feel sad*; 3 *in today's programme, I want to ask you for your tips – things you do to feel excited about life again.*).

Exercise 3 **3.12 audioscript page 285**

- Check that students understand the meaning of the following words: *mug, tip, philosophy*.
- Ask students which of the tips they like the best.
- NEED SUPPORT?** Pause the audio at the relevant places and elicit the correct answers.

Exercise 4 **3.13**

- Read the words in the Vocabulary box as a class. Check that students understand the words. Then play the audio for students to listen and repeat the words. Pause after each word to check students' pronunciation. Then ask them to translate the words into their own language.

Answers:

Positive: excited, happy, relaxed

Negative: bored, sad, tired, unhappy, worried

Exercise 5

- Ask students to look at the example sentence and to think about which other adjectives can be used here instead of *worried* (*sad, unhappy*).
- Elicit the answers and any possible alternative adjectives.

Answers:

2 happy/excited 3 bored/sad/unhappy

4 happy/relaxed 5 tired 6 sad/unhappy

Exercise 6

- Allow students time to think about how they are feeling. Encourage them to also consider why they are feeling that way (e.g. *I'm excited. It's my birthday tomorrow. I'm worried. I have got an exam tomorrow.*).
- FINISHED EARLY?** Ask students to make a list of songs to listen to, films to watch or websites to visit when they are unhappy. Students compare their lists.

Extra activity

Invite students to share their ideas with the class. Have a class vote to find out the most popular ideas for what to do when you are bored or unhappy.

-  **Reviewing lesson goals:** Ask students to read the lesson aim again. Then ask them to write as many feelings as they can on a piece of paper without looking in their books. Ask them to leave the piece of paper on your desk as they leave the room. Review what the students wrote and if there are many mistakes or if some students didn't write many feelings, find time to review the language.



1 What can you see in the photos? In pairs, match the photos with comments 1–4.

- 1 I'm not a fan of winter. I feel tired and sad, and I'm often ill. **A**
- 2 Winter's great – I feel happy when I see the first snow of the year. **B**
- 3 Winters here are cold, dark and grey. It often snows. **A**
- 4 Winter is my favourite season – I'm a big fan of winter sports! **B**

2 3.11 Listen to Part 1 of a radio programme and choose the correct answers.

- 1 In winter, many people ...
 - a enjoy the short days.
 - b** get tired and ill.
 - c have a lot of energy.
- 2 'To get the winter blues' means to feel ...
 - a cold. b ill. **c** sad.
- 3 The topic today is ...
 - a** how to feel good about life.
 - b the weather.
 - c energy.

3 3.12 Listen to Part 2 of the radio programme. Match speakers 1–4 with ideas a–f. There are two extra ideas.

- 1 Cody **d** 3 Lisa **e**
- 2 Tim **f** 4 Zara **b**

- a eat something delicious
- b do something nice for another person
- c have a shower
- d drink hot chocolate
- e read a book
- f watch a sad film

4 3.13 Study and listen to the Vocabulary box. Are the words positive or negative?

VOCABULARY Feelings

bored excited happy relaxed sad tired
unhappy worried

5 Complete the sentences with words from the Vocabulary box. Sometimes more than one answer is possible.

- 1 Sam is worried. He's got a lot of problems at the company he works for.
- 2 I'm really (...). I've got tickets to see my favourite hip-hop band. Would you like to come with me? I know you love hip-hop too!
- 3 Tom often feels (...). He says there's nothing to do here.
- 4 They feel (...). Everything in their life is great. They're very lucky!
- 5 Sarah is really (...). She gets up very early and goes to bed very late.
- 6 I'm (...). I did badly in my last Literature exam. I want to cry.

6 In pairs, talk about what you do when you are bored or unhappy. Use these ideas and Exercise 3 to help you.

go for a walk go to the shops listen to music
phone a friend play with a pet

A: *What do you do when you're bored?*

B: *I go for a walk in the park.*

For the teacher

- Audioscript, page 285

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
- The Vocabulary App

VIDEO



EVERYDAY ENGLISH

- Mia: Mateo, what job do you want to do in the future?
 Mateo: I'm not sure. Maybe a vet?
 Mia: There's a questionnaire here called 'What's your perfect job?' Do you want to do it?
 Mateo: Sure.
 Mia: OK, first question. Do you like getting up early?
 Mateo: Er, yes, I don't mind getting up early.
 Mia: Cool. Next question. Do you enjoy being outside?
 Mateo: Yes, I love it.
 Mia: Question 3. Do you prefer people or animals?
 Mateo: Animals. I mean, people are OK, but I prefer animals!
 Mia: Question 4. Do you like being busy?
 Mateo: Yes, I really like being busy. I can't stand doing nothing.
 Mia: Right, last question. Do you enjoy travelling?
 Mateo: Yes, I really like travelling.
 Mia: OK, let's look at your results. Just a minute ...
 Your perfect job is ...
 Mateo: Yes?
 Mia: ... a llama farmer in Peru!
 Mateo: What? That's crazy! Right, it's your turn to answer the questions now!



SOUNDS GOOD!

Sure. • Just a minute.

- 1 16 3.14 Watch or listen. What does the questionnaire say is the perfect job for Mateo? What does he think? *It's a llama farmer in Peru. He thinks it's crazy.*
- 2 Study the Speaking box. Find examples of some of the phrases in the dialogue.

SPEAKING Talking about likes and dislikes

What do you think of ...?

Do you like/enjoy ...?

What kind of ... do you like?



It's my favourite! I like ..., but I prefer ...
 I love ... I really like/enjoy ... I like ... (a lot).



I quite like ...
 I don't mind ... It's OK.



I don't like ... I don't enjoy ...
 I hate ... I can't stand ...

WATCH OUT!

After *enjoy*, *like*, *love*, *hate*, *don't mind* and *can't stand*, we use the **-ing** form.

I love/can't stand dancing.

We also often use these verbs and phrases with pronouns (*it*, *him*, *her*, *them*, etc.).

A: Do you like dancing? B: I love **it**!

- 3 Complete the dialogues with phrases from the Speaking box. Then, in pairs, compare your answers.

1 A: Do you like travelling?

B: 😊 I don't mind it.

C: 😞 (...)

2 A: What do you think of online questionnaires?

B: 😞 (...)

C: 😞 (...)

3 A: Do you like getting up early?

B: 😞 (...)

C: 😞 (...)

- 4 In groups of three, practise the dialogues in Exercise 3.

SPEAKING TIME



In pairs, take it in turns to ask and answer about these things. Use phrases from the Speaking box.

Cardi B cats grammar exercises
 Harry Styles Indian food listening to jazz
 opera pizza playing tennis rap snow
 tidying your room watching basketball

A: What do you think of Cardi B?

B: I don't mind her. What about you?

For the teacher

On the Portal
 • Resource 3.6



For the student

• Workbook, page 34

On the Portal

• Extra Practice
 Activities: What's your perfect job? video



Lesson aim

- Students can talk about likes and dislikes.

Lead-in

In pairs, students list all the different jobs that they know. Elicit from the class and write on the board. Have a class vote to find the job that most students want to do when they are older.

- 🎯 **Setting lesson goals:** Draw a speech bubble with a smiling emoji in it and a speech bubble with a sad emoji in it. Alternatively, show students a photo of a happy person and a sad person. Then ask students to guess the lesson aim. Elicit ideas. Then say and write the lesson aim on the board.

Exercise 1 🎧 16 🗣️ 3.14

- Ask students what they remember from the video in Lesson 3.4.
- Play the video or audio. Explain that Mateo and Mia are in the park. Mateo is using the gym equipment while Mia is surfing the internet on her smartphone. Check answers as a class.
- Direct students to the Sounds Good! box and ask them to find the words and expressions in the dialogue. Then elicit or teach that *Sure* is something you say when you agree to do something and *Just a minute* is an informal way of saying *Please wait*.
- NEED SUPPORT?** Play the video or audio again and pause after key moments to ask comprehension questions, e.g. *What is the questionnaire called?* (What's your perfect job?). *What job does Mateo want to do in the future?* (a vet). *Does Mateo prefer people or animals?* (animals).

Exercise 2

- Tell students to study the Speaking box and discuss the meaning of the phrases as a class. Then ask them to find the phrases in the dialogue. Check answers as a class.
- Ask students to study the Watch Out! box. Check for understanding by asking: *What form of verb do we use after enjoy, like, hate, don't mind and can't stand?* (the -ing form).
- Ask: *Do you like playing video games?* Remind students to respond using one of the expressions in the Speaking box.
- FINISHED EARLY?** Ask students to write five sentences about their partner using different expressions from the Speaking box. Remind them to use the third person singular form of the Present Simple, e.g. *Ana quite likes Billie Eilish. Ana loves cats*, etc.

Exercise 3

- Ask what each question is about (travelling, online questionnaires, getting up early) and which pronoun they would use to talk about each one (*it, them, it*). Remind students to use the emojis to complete the responses to the questions with an appropriate phrase from the Speaking box.

Answers:

- C** It's my favourite./I love it./I really like/enjoy it./I like it a lot.
- B** I don't like them./I don't enjoy them./I hate them./I can't stand them.
C They're my favourite./I love them./I really like/enjoy them./I like them a lot.
- B** I quite like it./I don't mind it./It's OK.
C I don't like it./I don't enjoy it./I hate it./I can't stand it.

Exercise 4

- Elicit alternative phrases that could have been used with each emoji.
- Tell groups to ask and answer the questions giving true answers. Invite some groups to share their opinions with the rest of the class.

Extra activity

Ask a student to come to the front of the class and sit with their back to the board, facing their classmates. Write this response on the board: *I love them!*
Students should take turns to ask the person at the front of the class questions to try to elicit the response on the board.

SPEAKING TIME

- Go through the list of people and things in the box and check that students know who or what each one is. Allow them time to think of their opinions about each person or thing. Then put them into pairs to ask and answer questions.

Extra activity

Encourage students to follow up the questions in the speaking task by asking more questions to get more information (e.g. *What do you think of Billie Eilish? Who is your favourite female singer? Do you like any other singers?*)

- 🎯 **Reviewing lesson goals:** Ask students to read the lesson aim again. Then encourage them to write a number from 1–5 on a piece of paper to say how they feel about talking about likes and dislikes (1 – easy to 5 – difficult). They can put it on your desk as they leave the classroom. Look at the results and if there are lots of 4s and 5s, find time to review the lesson.

Lesson aim

- Students can write a blog post about daily routine.

Lead-in

Ask students to think about their daily routine. Encourage them to think about what time they get up, when they have a shower, what time they go to school, what time it finishes and what they normally do after school. Allow them to make notes if necessary. Put students into pairs to discuss each other's daily routine.

-  **Setting lesson goals:** Write the lesson aim on the board and read it out with students.

Exercise 1

- Before students read, direct them to the photo and ask what sport Karabo plays. Elicit a few ideas and then ask them to find the answer in the text (netball).
- Ask students to read the post and compare their daily routine with that of Karabo. If they made notes during the Lead-in, allow students to use them. Invite a few students to explain how their routine differs. Then ask the class what they like about Karabo's daily routine.

Background information

Netball is a popular game in schools in the UK, Australia, New Zealand and parts of Africa. There are two teams of seven players and the object of the game is to throw a ball into a net to score a 'goal.' Each match lasts for an hour and the winner is the team with the most goals. Netball is very similar to basketball, but players with the ball cannot move or bounce the ball; they must throw it to their teammates.

Exercise 2

- Set a time limit for students to complete the exercise. Elicit the answers, asking them to identify the information that helped them match each paragraph with the descriptions.
- NEED SUPPORT?** Write the following questions on the board and ask students to answer them in their notebooks: *How old is Karabo?* (14). *What time does she wake up?* (at six o'clock). *What time does school finish?* (at two o'clock). *Why does she stay at school after it finishes?* (because she's in the school netball team). *What does she do after dinner?* (she relaxes).

Exercise 3

- Go through the phrases in the Writing box together and check for understanding. If necessary, refer students to the paragraph descriptions in Exercise 2. Set a time limit for students to complete the task.

Exercise 4

- Go through the Language box together and make sure students understand that we use *so* to talk about the result of a situation and *because* to give a reason why something happens. Point out that a comma always comes before *so*. Set a time limit for students to complete the task.
- NEED SUPPORT?** Prepare copies of the photocopiable *Need support?* worksheet 3.7 from the Teacher's Resource File. This is an exercise to give students extra practice in using *so* and *because*.

WRITING TIME

- Explain that students will write a blog post about their daily routine on their own in their notebooks. Discuss the steps as a class and allow students to ask questions about them.
- Give students time to make notes about their daily routine in their notebooks. Tell them to refer to the model text in Exercise 1 and to the Writing box in Exercise 3. Remind them about the use of *so* and *because* and organising their daily routine into paragraphs.
-  **Giving feedback:** Write paragraph 1, paragraph 2 and paragraph 3 on the board and, when students have made their notes, elicit example sentences from their posts for each category. Add these to the board and ask the class if they are correct. If necessary, correct the incorrect sentences as a class. Leave the sentences on the board for students to refer to when they create the final draft of their post.
- Once they have made their notes, students start writing their drafts. Walk around the classroom to monitor their work.
- Ask students to work in pairs and give each other feedback on their drafts. Then students write their final draft in their notebooks or you can set the task for homework.
- NEED SUPPORT?** Students can write a shorter version of their post. They can write fewer sentences to describe their school day, their evening or what they do in the summer and winter.
- FINISHED EARLY?** Students write a few sentences about the daily routine of a family member or friend.

-  **Reviewing lesson goals:** Ask students to read the lesson aim again. Then ask them 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 write a post to describe my daily routine? Do I know how to use so and because?*

- 1   Read Karabo's blog post. In pairs, say what things are different in your lives.

Karabo starts school at 7.30 a.m.

I start school at 8 a.m.



1 Hi! My name's Karabo and I'm fourteen years old. I come from Cape Town in South Africa. This is my typical day.

2 I wake up at six o'clock, I have a shower and then I have breakfast – toast with cheese or cereal. After that, I go to school. It's a school for girls. Lessons start at 7.30 a.m. every day and finish at two o'clock. We don't have lunch at school, so I always take some sandwiches and fruit with me. After lessons, I often stay at school because I'm in the school netball team.

3 I come home at three or four o'clock and do my homework. I'm in Year 9, so there's a lot of homework. Then, my parents come home and we have dinner – chicken with potatoes or pizza. After that, I've got time to relax. I watch TV or chat with my friends online. I go to bed at 10.30 p.m.

- 2 Read Karabo's post again. Match paragraphs 1–3 with descriptions a–c.
- Karabo's typical day 2
 - Karabo's typical evening 3
 - About Karabo and her home town 1

- 3 Study the Writing box and check your answers to Exercise 2. Find examples of the phrases in the post.

WRITING A blog post

- Introduce yourself and your home town
- 1 My name's Karabo and I'm fourteen (years old).
I'm from/I come from Cape Town in South Africa.
 - Describe your daytime routine
 - 2 I wake up/get up at six o'clock.
Then/After that, I go to school.
 - Describe your evening routine
 - 3 Then, my parents come home and we have dinner.
I go to bed at 10.30 p.m.

- 4 Study the Language box. Complete the sentences with *so* or *because*.

LANGUAGE *so* and *because*

We use **so** and **because** to link ideas in sentences.

We use **so** to explain a consequence.

I'm in Year 9, so there's a lot of homework.

We use **because** to give a reason.

After lessons, I often stay at school because I'm in the school netball team.

- 1 I haven't got a laptop, **so** I borrow my sister's.
- 2 I don't play chess (...) I don't like it. **because**
- 3 I get up early (...) my dog needs his walk. **because**
- 4 I'm tired in the evening, (...) I go to bed early. **so**

WRITING TIME

-  Write a blog post about your daily routine.

FIND IDEAS

Make notes for your blog post. Think about:

- your school day
- your evening
- what you do in summer/winter

PLAN

Organise your ideas into paragraphs. Use the blog post in Exercise 1 to help you.

WRITE AND SHARE

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

CHECK

- Check language: are *so* and *because* correct?
- Check grammar: are the verbs in the Present Simple?

For the teacher

On the Portal

- Resource 3.7
- Need support? worksheet 3.7



For the student

- Workbook, page 35
- Writing Extension, Workbook, page 116

Exercise 1

- 1 lunch, dinner
- 2 get up, have a shower, get dressed, have breakfast
- 3 (any six of) check emails, check social media, do homework, message a friend, chat (with friends) online, listen to music, play video games, watch TV/movies
- 4 sad, unhappy
- 5 go to bed

Exercise 2

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

Exercise 3**Suggested answers:**

- 2 I sometimes meet my friends in the park.
- 3 I never watch TV in bed.
- 4 I often chat with my grandparents online.
- 5 I usually have fun in my English lessons.
- 6 I always check social media before I get up.

Exercise 4

- 2 I never get up early at the weekend.
- 3 The night before my birthday, I'm usually really excited.
- 4 I usually feel worried before an exam.
- 5 I often go to bed late in the holidays.

Exercise 5

- 2 it's your turn
- 3 dream
- 4 finish
- 5 have a party
- 6 leave the house
- 7 guinea pig
- 8 pony
- 9 early bird
- 10 night owl

Exercise 1

- 1 up
- 2 have
- 3 exercise
- 4 tired
- 5 wake
- 6 dinner
- 7 games
- 8 bed

Exercise 2

- 1 relax
- 2 swimming
- 3 lunch
- 4 friends
- 5 sometimes
- 6 listen
- 7 homework

Exercise 3

- 1 happy
- 2 worried
- 3 sad
- 4 bored
- 5 excited
- 6 tired

Exercise 4**Suggested answers:**

- I never go shopping at the weekend.
 I often listen to music in my bedroom.
 I sometimes tidy my room on Sundays.
 I usually check social media in the evening.

Exercise 5

- 1 wakes up
- 2 has
- 3 meets
- 4 watch
- 5 start
- 6 finish
- 7 work

Exercise 6

- 1 What time does Lucy wake up?
Lucy wakes up at 5 p.m.
- 2 Who does she meet after breakfast?
She meets (her friend) Jessica.
- 3 Do Lucy and Jessica start work in the morning?
No, they don't.
- 4 What time do they finish work?
They finish work at 7 a.m.
- 5 What job do Lucy and Jessica do?
They're police officers.

Exercise 7

- 1 gets up
- 2 doesn't want
- 3 live
- 4 don't have
- 5 has
- 6 start
- 7 finish
- 8 doesn't go

Exercise 8**Suggested answers:**

- 2 I don't have breakfast at six o'clock in the evening.
I have breakfast at eight o'clock in the morning.
- 3 After breakfast, my friends and I don't watch movies.
After breakfast, my friends and I go to school.
- 4 We don't start school at ten o'clock at night.
We start school at nine o'clock in the morning.
- 5 I don't go to bed at nine o'clock in the morning.
I go to bed at eleven o'clock at night.

Exercise 9 **3.16**

My cousin lives in Australia. When I go to bed, he wakes up. When I have breakfast, he has dinner! We sometimes chat online, and we always have fun!

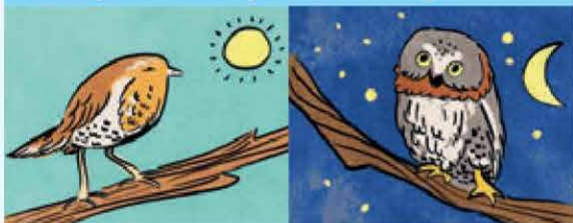


VOCABULARY

1 Complete the poster with these words.

bed dinner exercise games
have tired up wake

Are you an early bird or a night owl?



Early birds:

- always get ¹ (...) early.
- ² (...) a big breakfast.
- usually ³ (...) in the morning.
- often feel ⁴ (...) in the evening.

Night owls:

- don't ⁵ (...) up early.
- are hungry and have a big ⁶ (...) at night.
- like playing ⁷ (...) at night.
- go to ⁸ (...) late.

2 Complete the words in the text.

It's the weekend! After a week of school, I can finally ¹ r(...)! What do I do? On Saturday, I usually go ² s(...) at the pool. I have ³ l(...) and then I meet my ⁴ f(...). We ⁵ s(...) go to the cinema to watch a movie. On Sunday, I ⁶ l(...) to music in my bedroom or I play with my pet hamster. She's called Apple – it's her favourite fruit! Then, it's time to do my ⁷ h(...) – it's school again on Monday!

3 Choose the correct option.

- 1 You aren't very *happy* / *sad* today. Is everything OK?
- 2 I can't find my wallet. I'm *worried* / *bored*.
- 3 I'm *tired* / *sad* because Rosie can't come to my party.
- 4 There's nothing to do. I'm *happy* / *bored*.
- 5 Ezra's *excited* / *relaxed* because he's got a new bike.
- 6 She swims two kilometres every day, but she's never *tired* / *excited*.

4 CHALLENGE Write five sentences that are true for you. Use one word from the box in each sentence.

always never often sometimes usually

I always get up at 7.30 a.m.

GRAMMAR

5 Complete Lucy's routine with the Present Simple form of the verbs in brackets.

An unusual day

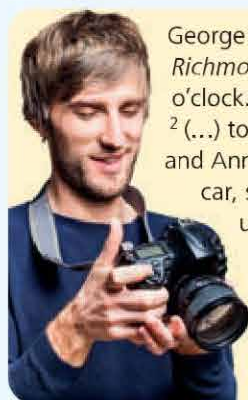
Lucy ¹ (...) (wake up) at 5 p.m. She ² (...) (have) breakfast at 7 p.m. After breakfast, she often ³ (...) (meet) her friend, Jessica, and they ⁴ (...) (watch) a movie together. At 10 p.m., Lucy and Jessica ⁵ (...) (start) work, and they ⁶ (...) (finish) at 7 a.m. What's their job? They're police officers and they ⁷ (...) (work) at night!

6 Order the words to make questions about Lucy's routine in Exercise 5. Then, ask and answer the questions.

- 1 Lucy / does / what time / wake up / ?
- 2 who / meet / she / does / after breakfast / ?
- 3 Lucy and Jessica / do / in the morning / start work / ?
- 4 finish work / what time / they / do / ?
- 5 Lucy and Jessica / what job / do / do / ?

7 Complete the text with these words and phrases.

doesn't go doesn't want don't have finish
gets up has live start



George is a photographer for *The Richmond Gazette*. He ¹ (...) at six o'clock. He tries to be quiet because he ² (...) to wake up his wife, Ann. George and Ann ³ (...) in Richmond. They ⁴ (...) a car, so George walks to work. George usually ⁵ (...) breakfast at a café near the office. Photographers ⁶ (...) work at 7 a.m. and they ⁷ (...) at 2 p.m. George ⁸ (...) home at 2 p.m. – he meets Ann in town and they go shopping.

8 CHALLENGE Correct the sentences to make them true for you.

- 1 I wake up at six o'clock in the afternoon.
I don't wake up at six o'clock in the afternoon.
I wake up at seven o'clock in the morning.
- 2 I have breakfast at six o'clock in the evening.
- 3 After breakfast, my friends and I watch movies.
- 4 We start school at ten o'clock at night.
- 5 I go to bed at nine o'clock in the morning.

DICTATION

9 3.16 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. 37

47 Unit 3

For the teacher

On the Portal

- Resources 3.8 and 3.9
- Test: Unit Test



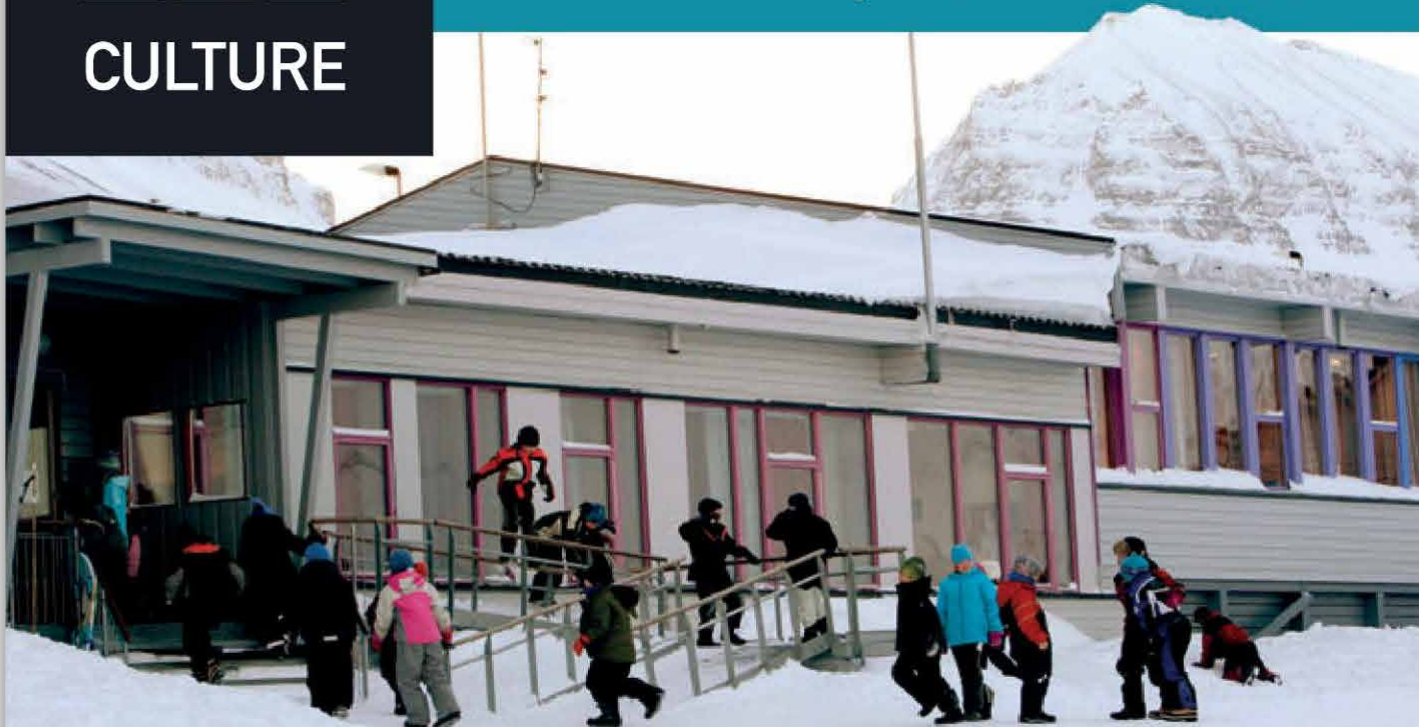
For the student

- Workbook, pages 36–37
- Pronunciation, Students' Book, page 151

On the Portal

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





Life near the North Pole

The town of Longyearbyen is in the Arctic. There is no other town so close to the North Pole. The school there has around 200 students. They start lessons at eight o'clock and finish in the afternoon. They have a summer holiday in July and August. That's probably like your routine! But there are some big differences.

It's very, very cold in Longyearbyen. It's never more than about seven degrees. And it can be difficult to remember what time it is! There's no sun from November to January, so it's dark for twenty-four hours a day. And from May to September, it's never dark!

At school, the students have lessons in survival. They learn what to do if there is an avalanche or if they see a polar bear. There are more polar bears than people in this part of the world!

There aren't many places for teenagers to go in Longyearbyen, but in the summer they can cycle or walk in the mountains and in the winter they can drive snowmobiles.

Would you enjoy life in the Arctic?

avalanche (n) a disaster when snow falls down a mountain

polar bear (n) a big white bear that lives in the Arctic

snowmobile (n) a small vehicle that can travel over snow

survival (n) living in a difficult, dangerous situation and not dying

1 In pairs, look at the photo and discuss the questions.

- 1 Who do you think the people are?
- 2 Where in the world do you think this is?

2 **3.17** Read the article and check your answers to Exercise 1.

3 Read the article again and answer the questions.

- 1 How many students are there at Longyearbyen School?
- 2 When does their school day start?
- 3 When is their summer holiday?
- 4 What is unusual about summer in that part of the world?
- 5 What can teenagers do there in the winter?

4 **VISIBLE THINKING** In pairs, role play the interview below. Then swap roles and role play the interview again.

TAKE A DIFFERENT VIEW

Student A

Student B lives in Longyearbyen. Ask five questions about his/her life. Use these ideas to help you.

get up go to bed go to school like your life here
spend your free time start lessons

Student B

You live in Longyearbyen. Answer Student A's questions.

A: What time do you get up?

B: I get up at seven o'clock.

Lesson aim

- Students learn about students' lives in different countries.

Lead-in

Put students into pairs. Ask them to look at the two photos in their Students' Book and discuss how the lives of the children in each photo are different.

-  **Setting lesson goals:** Allow students a few moments to study pages 48 and 49. Ask: *What are we going to learn today?* Elicit some ideas and write them on the board. Then read out the lesson aim and check if any students guessed correctly.

Exercise 1

- Ask students to cover the article beneath the photo. Give them two minutes to discuss the questions. Encourage students to talk about the photo in as much detail as possible. Nominate two or three students to share their ideas with the rest of the class, but do not confirm answers at this point.
- NEED SUPPORT?** Pair more confident students with less confident students so that they can help them understand the exercises and find the right words in English to express their opinion.

Background note

Longyearbyen (which means 'The long year town') is the world's northernmost town. It is on the island of Svalbard, which is part of Norway. Around 1,000 people live in the town. The warmest temperature ever recorded in Longyearbyen was 21.7 °C, and the coldest was -46.3 °C.

Exercise 2 3.17

- Give students one minute to read the article quickly and check their answers. Do not encourage students to read the article in great detail at this point. Remind them that they should only be looking for the answers to the questions in Exercise 1.

Answers:

- 1 They are students at a school in Longyearbyen.
- 2 It's in the Arctic.

Exercise 3

- Give students up to five minutes to read the article again and answer the questions. Ask them to check their answers in pairs before confirming the answers.

Answers:

- 1 (around) 200
- 2 at eight o'clock
- 3 in July and August
- 4 It's never dark.
- 5 They can drive snowmobiles.

Exercise 4

- Go through the task with students. Give them two or three minutes to prepare their questions and answers. Encourage them to look at the article for information or to use their imaginations about life in the Arctic.
- Students conduct their interviews in pairs. Monitor, and encourage Student B to give detailed answers. Encourage Student A to ask follow-up questions to find out more about what Student B has said. Then put students into new pairs to repeat the task with different roles.
- Write the following question on the board: *Would you enjoy life in the Arctic?* Encourage the whole class to give reasons why living in the Arctic might be fun, and reasons why it might be very difficult. Then hold a class vote to find out how many students would enjoy living somewhere similar to Longyearbyen.

Exercise 5

- Focus students on the photo. In pairs, they have two minutes to discuss the questions and to talk about the photo in as much detail as possible. Encourage them to say how this classroom is different from the school in Longyearbyen they read about. Nominate two or three students to share their ideas with the rest of the class, but do not confirm answers at this point.

Exercise 6 17 videoscript page 285

- With video:** Play the video and check students' answers to question 1 in Exercise 5. Allow students to discuss if the children's life in the video is the same or different to their own.
- Without video:** Write the following on the board: *before school, travel to school, after school*. In groups, students choose one of the categories on the board. Explain that they must write down what children in Papua New Guinea do in their chosen category. Then give students the videoscript or read it out to them.

Answer:

- 1 It's Papua New Guinea.

Exercise 7 17 videoscript page 285

- **With video:** Play the video again while students work individually. Check answers as a class.
- **Without video:** Ask students to work with partners who chose the other two categories in Exercise 6. In their groups, students share what they discovered.

Exercise 8

- Give students some time to think of ideas before they discuss in pairs. Encourage them to make notes of key words they can use. Also remind them that we can use *because* in sentences to give reasons.
- Next, ask students to share some of their ideas with the whole class. Write up some of their sentences on the board. Correct any problems with word order, grammar or vocabulary.

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.
 - On the board, write the following categories:
 - the number of students in a class
 - the time that school begins and ends
 - the subjects that students study
 - the equipment in a classroom
 - sports you can do at school
 - other activities/clubs which are part of school
- In pairs, students discuss the categories in relation to the school they are in now.
- Next, ask students to think about their fantasy or ideal school. Ask them to discuss the categories on the board, and suggest what they would love to happen.
 - Ask each pair of students to share their ideas with the rest of the class. After some of the ideas, ask: *Do you think there are any schools in the world like this?*
 - Point out to students that schools around the world can be very different to each other. Explain that they are going to research and create a video to present information about a school or education system in another part of the world. They can choose an education system that is very different to their own or which has things that they would love to experience. Go through the steps of the project with the class before putting students into groups to carry out the project.



Sustainable Goal

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

Background note

By April 2020, 91% of children around the world were not able to go to school because of the COVID-19 pandemic. Most countries announced that schools had to close temporarily, and this disrupted the education of around 1.6 billion children.

- On the board, write: *School is closed for a year!* Encourage students to think about the possible consequences. Ask: *What are you going to do?* If necessary, prompt them to think about what problems this causes, how they should meet their friends, and how they can continue learning. You could ask students if they remember this time, and what they did at home. However, this may be a sensitive and unpleasant topic.
- Share the following statistics, as reported by the United Nations. Find out if students are surprised by any of the statistics:
 - In 2018, around 258 million children and youth are out of school (around 17% of all school-aged children). Many of these are in South Asia and Central Africa.
 - Around two-thirds of children do not have internet access at home.
- Divide the class into two groups. Give the first group the task of thinking of reasons why so many children can't go to school regularly. Give the second group the task of thinking about the problems this might cause. Give students time to think of ideas or to research information, and to make notes.
- Allow each group to present its findings to the rest of the class.
- On the board, write: *What can we do?* Put students into groups to make a list of possible ideas. They should then select their best two or three ideas, and try to back up their opinions with reasons and examples.
- Arrange the class into new groups, so that one person from each group in the previous stage sits with students from other groups. Ask them to take turns to present their ideas from the previous stage. Then students agree on the best idea they heard.
- Ask each group to present their favourite idea to the rest of the class.
-  **Reviewing lesson aim:** Ask students to read the lesson aim again. Then ask them to write down three true facts and one false fact about life in the North Pole and share them in groups, e.g. *The school in Longyearbyen has got 1,000 students.* The rest of the group has to identify and correct the false fact.



5 Look at the photo and answer the questions.

1 Which country do you think this is?

England Japan Papua New Guinea Wales

2 How is the classroom different from your classroom?

6 17 Watch a TV programme about a typical day for schoolchildren in the countries in Exercise 5. Check your answers to question 1 in Exercise 5. Are the children's lives the same as yours or are they different? How?

7 17 Watch the video again. Which activities can you see in the video?

cook dinner do homework get up go to bed
go to clubs have breakfast have lessons
have lunch walk to school watch TV

8 Why is education so important? Discuss in pairs. *I think education is so important because you can escape from poverty.*

PROJECT TIME

In groups of three, create a video about the education system in a different part of the world. Follow these steps.

- 1 In your group, choose a part of the world that you are interested in. Then, find out information about the education system in that country.
- 2 Individually, create your part of the video.
- 3 In your group, record your video. You can use a video app.
- 4 Share your video 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:

By April 2020, around 1.6 billion children and youth were out of school.

For the teacher

• Videoscript, page 285

On the Portal

• Resource 3.10





EXAM

Exercise 1

A2 Key for Schools,
Reading and Writing, Part 4,
(multiple-choice cloze)

EXAM

Exercise 3

A2 Key for Schools,
Reading and Writing, Part 5,
(open cloze)

VOCABULARY AND GRAMMAR

1 Choose the correct option.



My ¹ (...) Natalie, my aunt Emily's daughter, is eighteen and works at a café during the holidays. She's kind and friendly – all the customers like her. She ² (...) really early because she starts work ³ (...) 7 a.m. The café is very busy at lunchtime. She ⁴ (...) gets home at 3 p.m., but she sometimes gets home later. The café isn't big, but ⁵ (...) is some good food like burgers, pasta and cakes. Natalie can speak ⁶ (...) and German. It really helps because the café is popular with foreigners. I would also like to work at a café. Maybe next summer!

- | | | |
|-------------------|------------------|-----------------|
| 1 a sister | b uncle | c cousin |
| 2 a get up | b gets up | c does gets up |
| 3 a on | b in | c at |
| 4 a never | b usually | c always |
| 5 a they | b there | c this |
| 6 a French | b France | c the French |

2 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.

- Have you got a gym at your school? **THERE**
Is there a gym at your school?
- Carlo is Italian and he's a student in my class.
FROM is from Italy
Carlo (...) and he's a student in my class.
- There's only a small bottle of water. **MUCH**
There (...) water. isn't much
- He knows three different languages. **CAN**
He (...) three different languages. can speak
- I put on my clothes after I brush my teeth.
DRESSED
I (...) after I brush my teeth. get dressed
- He doesn't worry about exams. **WORRIED**
He (...) about exams. isn't worried

3 Complete the text with one word in each gap.



Many teens say they don't have breakfast every day. They wake ¹ (...) late, wash and up get ready for school. They say they haven't ² (...) time to make something to eat. ³ (...) got you have breakfast every day? I always ³ Do have breakfast in the morning. Here is a very simple recipe for a healthy breakfast bowl. I'm sure there is ⁴ (...) cereal in your some kitchen. Is there ⁵ (...) fruit? What about any milk? Yes? So, you can start! ⁶ (...), put First the cereal in a bowl. Then, add milk and strawberries or bananas. You can also add some nuts. It's ready. Yum!

SPEAKING

4 Complete the dialogues with these words. There are two extra words.

else favourite going how nice
prefer stand what

- A: Hi. How's it going?
B: I'm fine, thanks.
A: This is my sister, Sue.
B: Hi, Sue. (...) to meet you. Nice
- A: (...) would you like? What
B: I'd like a cheese sandwich, please.
A: Anything (...) else
B: That's all, thank you.
- A: Do you like dancing?
B: I love it!
A: I can't (...) it. But I love running. stand
B: Running is OK, but I (...) dancing. prefer

5 In pairs, do the speaking task.

Student A: Go to page 155.

Student B: Go to page 157.

EXAM

Exercise 5

International
Certificate
Level A1,
Speaking,
Section 12,
(role play)

LISTENING

6 3.18 Read questions 1–4 in Exercise 7. Match them with topics a–d. Listen and check.

- a popular supermarket food **2**
- b animals at home **1**
- c weekend routines **4**
- d clothes and footwear **3**

7 3.18 Listen again and choose the correct answer.

- 1 What pet has Maya got?
a a hamster **b a pony**
c a guinea pig
- 2 What does Ada buy?
a brownies b cheese and onion crisps
c chocolate chip cookies
- 3 What do Finn and his dad both like?
a the tracksuits b the trainers
c the T-shirt
- 4 What time can Brad go shopping on Saturday?
a twelve o'clock **b two o'clock**
c four o'clock

8 In pairs, ask and answer the questions.

- 1 What's your favourite pet animal?
- 2 What kind of party food do you like?
- 3 How often do you go shopping for clothes?
- 4 What do you usually do at the weekend?

READING

9 In pairs, describe the photo and answer the questions.



- 1 Who's in this family?
- 2 How many children are there? How old do you think they are?

10 Read the article and complete the notes with a word or a short phrase.

My big family

Hi, I'm Peter and I'm thirteen. I've got four sisters and four brothers. Rob is twenty, so he's the first child, and Tammy is the little one – she's four. We're American, but we live in England.

- 5 Getting up and ready for school in my house is teamwork! I wake up at 6 a.m., so I can have a shower and get dressed before my brothers and sisters. I sometimes make breakfast with Dad or I help Tammy with her socks and shoes. We all eat at 7 a.m. and we leave for school at 7.30 a.m.

We're a very happy family. My mum is a teacher at a primary school and my dad is a vet. We spend a lot of time together. We usually have picnics on Saturdays and Sundays, and on weekdays we often go to the park after school.

We've also got pets. Our cat's name is Vicky. Tammy's got a guinea pig, Fluffy. And I've got a hamster. It's brown and really brave! For my birthday I'd like to get a pair of budgies. I love birds.

- 1 Nationality: (...) *American*
- 2 Number of sisters in the family: (...) *4/four*
- 3 First person in the bathroom in the morning: (...) *Peter*
- 4 Breakfast time: (...) *7 a.m.*
- 5 Weekend activity: (...) *(have) picnic(s)*
- 6 Family pets: cat, (...) *guinea pig, hamster*

WRITING

11 What is special about the people in your family? Tell a partner. Use the ideas in the box to help you.

My (sister) is (always happy and funny).
My (brother) (bakes great cakes).
My (dad) can (speak Chinese really well).
My (aunt) likes (making clothes).

12 Write a blog post about a family member you admire. Write about these things.

- his/her age and occupation
- his/her appearance and personality
- why you admire him/her – describe his/her abilities and positive qualities

EXAM

Exercise 7
A2 Key for Schools,
Listening, Part 4,
(three-option
multiple choice)

EXAM

Exercise 10
International Certificate
Level A1,
Reading,
Section 7, (note
completion)

Progress Check **51**

For the teacher

- Exercises 6 and 7, audioscript, page 286

On the Portal

- Exam correlation tables

For the student

- Workbook: Progress Check 1, pages 38–39

Live and learn 4

VOCABULARY

Classroom objects | Prepositions of place | School subjects |
Making friends | Learning

GRAMMAR

Present Continuous | Present Simple and Present Continuous

COMMUNICATION

Polite requests | An announcement

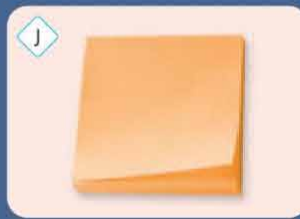
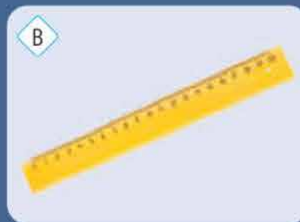
FUTURE SKILLS

Critical Thinking (Evaluating advice) | Self-management (Planning) |
Self-management (An infographic with study tips)

VIDEOS

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

Rider Wood School

[Home](#)
[About us](#)
[News](#)
[Lost property](#)
[Contact](#)


Item	Colour/Other info
1 pencil case	red
2 sports bag	blue
3 calculator	grey
4 stapler	black, metal
5 poster	animals
6 rubber	purple, crocodile
7 notebook	green, new
8 ruler	yellow
9 scissors	silver
10 sticky notes	orange

Some **Dos** and **Don'ts** to help us all:

Do:

- check your desks for any pens, pencils, rubbers, rulers, etc. before you leave the classroom.
- give things you find to Mrs Carney or your class teacher.

Don't:

- forget to put your name on all your school things.
- pick up your lost things during class time. Only come to the teachers' room during the break.

Unit contents

Vocabulary

- Classroom objects
- Prepositions of place
- School subjects
- Making friends
- Learning

Grammar

- Present Continuous
- Present Simple and Present Continuous

Reading

- A problem page for teens

Listening

- A radio documentary about a school

Speaking

- Polite requests

Writing

- An announcement

Future skills

- Critical Thinking (Evaluating advice)
- Self-management (Planning)
- Self-management (An infographic with study tips)

Pronunciation

- *-ing* ending
- The /ju:/ sound

Exams

- International Certificate Levels A1/1
- A2 Key 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 classroom objects and school subjects.

Lead-in

Write the name of your school vertically on the board. Then tell students to write words using the letters of your school's name. For example, if your school is called Cowley School, students could write *computer* from the C and *hot* from the O, etc. Set a time limit and then elicit some ideas from students and write them on the board.

-  **Setting lesson goals:** In pairs, students study the photos and discuss what they think the lesson is about. Say and write the lesson aim on the board.

Exercise 1

- Pre-teach: *find, forget, pick up*.
- Students study the photos, read the text and answer the question in pairs. Elicit the answer.

Answer:

It's for 'lost property' – things students lose at school.

Exercise 2 4.01

- Read the words in the Vocabulary A box as a class. Play the audio for students to listen and repeat the words. Pause after each word to check students' pronunciation.
- Students complete the task in pairs.
- Display the digital flashcards available on the Portal and ask students to shout out the correct word.
- **NEED SUPPORT?** If you have any of the objects in the Vocabulary A box in your classroom, hold them up one by one for students to say the word.

-  **Independent learning:** Remind students to use the visual dictionaries they started in Unit 1. Encourage them to draw pictures or find images in magazines or online that represent the words in the Vocabulary A box. Ask them to add more words to their visual dictionaries as they work their way through the unit. They can create different semantic fields to group words.

Answers:

B ruler **C** pencil case **D** stapler **E** poster **F** rubber
G notebook **H** sports bag **I** scissors **J** sticky notes

Exercise 3

- Allow students to use a dictionary or the internet to help them. Elicit the new classroom objects from the class and write the words on the board.

Extra activity

Play a game of classroom bingo. Ask students to choose five words from both Exercise 2 and the words on the board. Explain that you are going to say some words and if students have written down that word, they cross it out. Continue until a student has crossed out all their words and shouts out *bingo!*

Exercise 4 🎧 4.02

- Put a pen on your desk and ask: *Where is the pen?* Elicit the answer or write the following on the board and ask students to complete the sentence: *The pen is ____ the desk.*
- Look at the pictures and read the words in the Vocabulary B box as a class. Play the audio for students to listen and repeat the words. Pause after each word to check students' pronunciation.
- In pairs, students practise the prepositions of place with their own classroom objects.

Exercise 5

- Check answers as a class. Alternatively, ask students to cover the sentences and allow them time to study the picture. Then ask them to cover the picture and complete the sentences from memory.
- NEED SUPPORT?** Prepare copies of the photocopiable *Need support?* worksheet 4.1 from the Teacher's Resource File. This is an exercise to help them understand prepositions of place.

Exercise 6 🎧 4.03

- Read the words in the Vocabulary C box as a class. Play the audio for students to listen and repeat the words. Pause after each word to check students' pronunciation.
- In pairs, students discuss their favourite school subject and explain why. If necessary, write the following sentence stem on the board to help students: *My favourite school subject is ... because ...* Then have a class vote to find out the most popular school subject.

Exercise 7 🎧 4.04 audioscript page 286

- Pre-teach: *timetable, break* and *lunch*. Check by asking students on what days they study English and Maths, and at what time their lunch is. Then write *double English* on the board and elicit what it is (when you have two consecutive lessons of the same school subject).
- Play the audio while students complete the timetable. Elicit the answers and ask them what words helped them complete the timetable (1 *King Henry VIII, sixteenth century*; 2 *Germany is in the north and Italy is in the south*; 3 *spell accommodation*; 4 *eleven eighty divided by five*; 5 *take the ball*; 6 *love the colours*).
- NEED SUPPORT?** Pause the audio at appropriate places and complete the timetable together on the board.

Answers:

2 Geography 3 English 4 Maths 5 PE 6 Art

Exercise 8 🎧 4.04 audioscript page 286

- Play the audio again while students answer the questions. Elicit the answers.

Answers:

- 2 between Germany and Italy
- 3 behind Kate
- 4 under Sam's desk
- 5 in front of Louie
- 6 next to the cup

Exercise 9

- CHALLENGE** Elicit: *love, like* and *don't like*. Check understanding by inviting students to tell the class what they love, like and don't like.
- Read the example sentence prompts together and invite students to complete them with their own ideas. In pairs, students complete the task and give reasons for their opinions. Then ask them to mingle around the class to find classmates with similar opinions.

BBC VIDEO**STREET TALK****18 videascript page 286**

- Pre-teach: *keys, pocket, slippers, TV remote, couch, side table, hook, kitchen sink, phone charger, socket, credit card, sports gear, out in the open, steal*.
- Play the video. Then ask: *What's the video about?* (people describing where they keep things).
- Play the video again. Students write down the numbers of the places that the speakers mention. Pause the video as many times as needed. Elicit answers as a class.

Answer:

Places mentioned in order: 1, 3, 5, 2

- 🎯 Reviewing lesson goals:** Ask students to read the lesson aim again. They write down all of the classroom objects in the photos on page 52 on a piece of paper to show how many words they remember. They can put it on your desk as they leave the classroom. Look at the results and if there aren't many words, find time to review the key vocabulary.

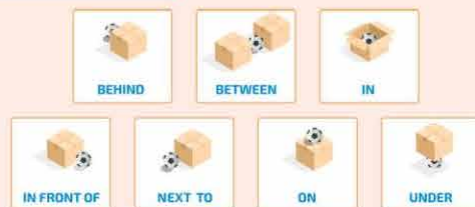
- 1 Look at the photos and read the texts. What is the webpage for?
- 2 4.01 Study and listen to the Vocabulary A box. In pairs, match words in the box with photos A–J. A – calculator

VOCABULARY A Classroom objects

calculator dictionary notebook pencil case poster
rubber rubbish bin ruler scissors sports bag stapler
sticky notes textbook (white)board

- 3 **I KNOW** In pairs, add more items to the Vocabulary A box. Compare your list with another pair.
- 4 4.02 Study and listen to the Vocabulary B box. In pairs, use objects from your bag to show the meaning of the prepositions.

VOCABULARY B Prepositions of place



- 5 Look at the picture and complete the sentences with the correct prepositions.



- The glasses are *on* the teacher's head.
- The notebook is (...) the school bag. *in*
- The pencil case is (...) the school bag. *next to*
- The rubbish bin is (...) the desk. *under*
- The rubber is (...) the pen and the ruler. *between*
- The poster is (...) the teacher's chair. *behind*
- The teacher is (...) the board. *in front of*
- The school bag is (...) the desk. *on*

- 6 4.03 Study and listen to the Vocabulary C box. Which subjects do you study at your school? Which is your favourite?

VOCABULARY C School subjects

Art Biology Chemistry English Geography
History Information Technology (IT) Maths Music
PE Physics

- 7 4.04 Listen and complete the school timetable for Class 8A.

	Monday	Tuesday	Wednesday
09.00–10.00	¹ <i>History</i>	³ (...)	Maths
10.00–11.00	English	Chemistry	Biology
11.00–11.20	Break		
11.20–12.20	English	⁴ (...)	English
12.20–13.20	Lunch		
13.20–14.20	² (...)	Music	French
14.20–15.20	IT	⁵ (...)	⁶ (...)

- 8 4.04 Listen again and answer the questions.

Where is:

- the laptop? *on the chair*
- Switzerland?
- Sophie?
- the chocolate bar?
- Dylan?
- the apple?

- 9 **CHALLENGE** In pairs, talk about days you like/don't like at school. Say why.

I love Mondays because we've got Art.

I don't like ... because ...

BBC VIDEO

STREET TALK

18 Watch eight people talking about where they keep things. Which of these places do they mention?

- in their pocket
- in a safe place
- on a desk
- on a bed
- in a handbag

Vocabulary Extension > p. 60

53 Unit 4

For the teacher

- Audioscript, page 286
- Videoscript, page 286

On the Portal

- Vocabulary Memory Game
- Resource 4.1
- Need support?* worksheet 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

- 1 Look at the photo. Do you think the girls know each other?



- 2 4.05 Read and listen to the dialogue. Then look at Alice's message on page 155 to find out why she doesn't want to talk to her friends.

Sara: Hi, Alice. How are things? *(silence)*
 Sara: Alice? Hello! I'm talking to you! *(silence)*
 Sara: You aren't speaking to me. Why? *(silence)*
 Sara: Are you feeling OK, Alice? *(silence)*
 Caitlin: Hi, you two! How's it going?
 Sara: I'm fine, but Alice isn't speaking to me.
 Is she speaking to you?
 Caitlin: I don't know. Are you speaking to me, Alice?
(silence)
 Caitlin: No, she isn't! What's wrong, Alice? *(silence)*
 Sara: We're wasting our time! Let's go to the snack bar, Caitlin.
 Caitlin: Wait a minute. Now she's writing something.
 And why is she smiling?

- 3 Study the Grammar box. Find more examples of the Present Continuous in the dialogue.

GRAMMAR Present Continuous

We use the Present Continuous to talk about actions that are happening now.

+	-
I'm talking.	I'm not talking.
You're talking.	They aren't talking.
He's talking.	She isn't talking.
?	Short answers
Are they talking?	Yes, they are./No, they aren't.
Is she talking?	Yes, she is./No, she isn't.
How's it going?	
Why are they smiling?	

VIDEO 19 Grammar Animation

- 4 Complete the sentences with the Present Continuous form of the verbs in brackets.

- He's *not talking* (not talk) to his brother.
- We (...) (have) breakfast. *'re having*
- You (...) (not listen) to me! *aren't listening*
- She (...) (do) homework in her room. *'s doing*
- I (...) (not speak) to John. *'m not speaking*

- 5 Make sentences in the Present Continuous.

- Alice / speak / to Sara / .
Alice is speaking to Sara.
- Sara / feel / fine / .
- Caitlin / not speak / to Alice / .
- Sara / write / a message / .
- Sara and Caitlin / pay / Alice 60p an hour / .
- all three girls / go / to the snack bar / .

- 6 Look at the dialogue in Exercise 2 and Alice's message again. Are the sentences in Exercise 5 true or false?

1 *Alice is speaking to Sara. It's false.*

- 7 4.06 What is happening? Listen and write sentences in the Present Continuous. Use these verbs and phrases.

cry have a shower laugh run sleep type

Somebody is ... Some people are ...

- 8 Complete the questions and short answers. Use the Present Continuous.

- A: *Are you feeling* (you/feel) hungry?
B: *No, we aren't.* My grandmother always gives us a big breakfast.
- A: (...) (your sister/study)? *Is your sister studying*
B: (...) Her exam is tomorrow. *Yes, she is.*
- A: (...) (your dad/cook) dinner? *Is your dad cooking*
B: (...) He's making a cup of tea. *No, he isn't.*
- A: (...) (your parents/watch) TV? *Are your parents watching*
B: (...) They're at work. *No, they aren't.*
- A: (...) (you/use) your pen at the moment? *Are you using*
B: (...) You can take it. *No, I'm not.*

- 9 **CHALLENGE** In pairs, ask and answer about what the people/pet(s) in your life are doing now.

- your best friend
- your parents
- your brother/sister
- your pet(s)
- your grandparents
- your teacher

A: *What's your cat doing now?*

B: *She's sleeping on Dad's favourite chair.*

For the teacher

On the Portal

- Grammar Presentation
- Grammar Animation 19
- 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 the Present Continuous to talk about actions that are happening now.

Lead-in

Students make a list of verbs. In pairs, they take turns to mime their action verbs for their partner to guess.

-  **Setting lesson goals:** Draw a simple picture on the board of a person running. Add a speech bubble saying: *I am running*. Ask the class what they think the lesson is going to be about. Elicit ideas. Then say and write on the board: *Today you will learn to use the Present Continuous to talk about actions that are happening now.*

Exercise 1

- Elicit answers and ask: *Why do you think that?* (the girls are smiling, they are close to each other, they look like friends, etc.). Then revise physical descriptions and clothes using the photo.
-  **Peer learning:** You may wish to use the think-pair-share technique. Students think of the answer to the question on their own before they discuss their ideas in pairs. Then they share their ideas in groups or with the class.

Exercise 2 4.05

- Elicit students' ideas about why they think Alice might be silent (she's ill/angry with her friends, etc.). When they have read the message, check that they understand the meaning of *sponsored* and elicit other kinds of activities people can do to raise money, e.g. a sponsored walk or swim (people raise money depending on how far they walk and swim), a sponsored dance (people raise money depending on how long they dance).

Answer:

Alice isn't talking to her friends because she's doing a sponsored silence (to raise money for a hospital).

Exercise 3

- Study the examples in the Grammar box. Explain the spelling rules for verbs in the Present Continuous: if the verb has only one syllable and ends with one vowel + one consonant, we double the final consonant (*run – running*); if the verb ends in *-e*, we drop the *-e* and add *-ing* (*come – coming*); if it ends in *-ie*, the *-ie* changes to *-y* (*lie – lying*).
- Write *sit*, *study* and *talk to the teacher* on the board. Check understanding of the Present Continuous by asking: *What are you doing now?* Students respond using one of the verbs on the board in the Present Continuous.

Extra activity

Ask students to work in pairs: A and B. A describes what one student in the class is wearing. B tries to guess which student is being described. Students swap roles.

Exercise 4

- Check answers and focus on spelling rules and forming the negative form of the Present Continuous.

Exercise 5

- Students can work in pairs. Remind them to think about the form of *to be* they have to use in the sentences.

Answers:

- Sara's/is feeling fine.
- Caitlin isn't speaking to Alice.
- Sara's/is writing a message.
- Sara and Caitlin are paying Alice 60p an hour.
- All three girls are going to the snack bar.

Exercise 6

- Students rewrite the false sentences so that they are true.
- NEED SUPPORT?** Prepare copies of the photocopiable *Need support?* worksheet 4.2 from the Teacher's Resource File. This is an exercise to use *is* or *are* and to test comprehension of the dialogue in Exercise 2.

Answers:

- 2 T 3 F 4 F 5 F 6 T

Exercise 7 4.06

- Explain that when we don't know who is doing something, we can use the indefinite pronouns *someone* or *somebody*. Point out that when we refer to more than one person, we can say *some people*.
- Play the audio. Check answers as a class.

Answers:

- Some people are laughing.
- Somebody is having a shower.
- Somebody is typing.
- Somebody is sleeping.
- Some people are running.
- Somebody is crying.

Exercise 8

- Revise how we form questions and short answers.

Exercise 9

- CHALLENGE** Explain that it doesn't matter if the sentences are true, but that they should try to guess.
- FINISHED EARLY?** Ask students to write sentences to describe what the people in Exercise 9 are doing now.
-  **Reviewing lesson goals:** Ask students to read the lesson aim again. Then ask them to say sentences with the Present Continuous, e.g. *I'm playing football*. Then ask: *Can you use the Present Continuous?* Ask students to hold up an emoji response card. Find the time to review the lesson if necessary.

Lesson aim

- Students can understand a problem page for teens about making friends.

Lead-in

Students think about a friend that they have. Ask them to consider why they are friends (e.g. because they are happy or they are friendly, etc.) and what types of things they do together (e.g. go to the cinema, play football, etc.). Then put students into pairs to discuss their friends.

-  **Setting lesson goals:** In pairs, students study the title of the text and the photos. Tell them to discuss what they think the lesson is about. Say and write the lesson aim on the board.

Exercise 1 **4.07**

- Pre-teach: *advice*. Then write *problem page* on the board and elicit what this means (a column/section in a newspaper, magazine or blog that gives advice about personal matters, like friendships and relationships). Ask students to quickly read the text to find the answer. Elicit the answer.

Answers:

Ben and Ella both live in a new place/town.
Ella and Hailey are both in drama clubs.

Exercise 2

- Explain that students are now going to read the problem page in more detail. Check understanding of items 1–6. Read the example and ask students to find the question in the text.
- Students read the article again to identify the sentences with the information.

Extra activity

In pairs, students write some advice to give to Ben. Then invite some pairs to read their advice to the rest of the class.

Exercise 3 **4.08**

- Set a time limit for students to complete the task. Then check answers as a class.

Exercise 4

- Students complete the sentences individually. Check answers. Then ask students to discuss in pairs which sentences are true for them.
- FINISHED EARLY?** Write the sentence stem on the board: *It's important that my friends ...* and ask students to complete it with their own ideas.

Extra activity

Put students into pairs. Explain that they are going to do three role plays, and that each role play should last about one minute.

- Role play 1:** Student A and Student B are best friends meeting at school in the morning. Chat for one minute.
- Role play 2:** Student A and Student B are meeting for the first time. Chat for one minute.
- Role play 3:** Student A is new to school and wants to make friends with Student B as well as finding out about the other students in the class. Chat for one minute.

THINKING TIME

EVALUATE: Ask students to evaluate the advice given. Is it good? Do they agree with it? Also get them to think about other pieces of advice they could give to help Ben. When they have finished, get them to give feedback to the whole class.

EXPLORE: The research can be set as a homework task or in class using computers or mobile phones. Tell students to find one teen problem page or column online. Search words can include *Agony Aunt for teens*, *Help for teenagers*. Students should decide if the page they have found is helpful or not. They can share ideas and links in the next class. In the follow-up session, have a general discussion with students about who they should approach if they need help with a problem. Remind them that they should always be very careful when sharing personal information online and take measures to protect their identity.

CREATE: Ask students to write a post to give Hailey some advice. Encourage them to use some of the phrases from Exercise 3. Pin the posts up on the wall or on a table so that everyone in the class can read them. Finally, ask the class to vote on the best posts.

-  **Reviewing lesson goals:** Ask students to read the lesson aim again. Then encourage them to write a number from 1–5 on a piece of paper to say how they feel about the lesson (1 – easy to 5 – difficult). Look at the results and if there are lots of 4s and 5s, find time to review the lesson.

- 1 4.07 Read and listen to the posts from a problem page. What have Ben and Ella got in common? And Ella and Hailey?



Problem? Ask Ella!



Ben

Hi, Ella! Have you got any advice on how to make friends with someone? I'm new in town and I haven't got any friends here yet. Maybe it's because I'm shy – when I meet someone for the first time, I don't know what to say. I usually try to be funny and tell terrible jokes. I'm not that bad when I get to know people.



Ella

I know how you feel, Ben! My family and I are in Scotland at the moment because my dad has a work contract for two years here, at the University of Edinburgh. Back home, in London, I have a great group of friends. I know they are always there for me when I need them, but I also need someone here! My two new friends, Mary and Alex, are not from school – they're from my drama club. Maybe you can join an after-school club too. It is easy to talk to other people about something you all like.



Hailey

Dear Ella,
Help! My best friend at school isn't speaking to me at the moment. We share the same group of friends from the drama club and they're all speaking to me. I'm sending Brenda text messages, but she isn't answering.

- 2 Find the sentences in the text that give the following information:

- 1 a question asking for help.
Have you got any advice on how to make friends with someone? (lines 1–2)
- 2 a reason why a person has problems making friends. *lines 3–4*
- 3 the name of one city in Scotland. *line 11*
- 4 a possible solution to the problem. *line 17*
- 5 a problem with a friend. *lines 21–22*
- 6 the name of someone's best friend. *line 24*

- 3 4.08 **WORD FRIENDS** In pairs, listen and check you understand these phrases about making friends. Which of these phrases can you find in the posts?

- 1 be there for someone *line 13*
- 2 get to know someone *line 7*
- 3 make new friends *not in the text*
- 4 meet someone for the first time *lines 4–5*
- 5 best friend *line 21*
- 6 group of friends *lines 22–23*
- 7 make friends with someone *line 2*

- 4 Complete the sentences with words from Exercise 3. Then, in pairs, say which sentences are true for you.

- 1 My friends *are* always *there* for me when I need them.
- 2 My (...) friend and I spend all our free time together. *best*
- 3 When I (...) someone for the (...) time, I feel excited. *meet, first*
- 4 I've got a very small (...) of friends. *group*
- 5 Before I get to (...) someone well, I don't talk much. *know*
- 6 I can't make friends (...) people I don't like. *with*
- 7 It's very easy for me to (...) new friends. *make*

THINKING TIME

EVALUATE

Do you agree with Ella's advice to Ben?

EXPLORE

Research online. Find and share some problem pages. Do you find them helpful?

CREATE

Write a post to give some advice to Hailey.

Vocabulary Extension > p. 60

55 Unit 4

For the teacher

On the Portal
• Resource 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



VIDEO GRAMMAR IN ACTION



- 1 20 4.09 Watch or listen. Why is Lena panicking? *She's late with her History project. She also has a Geography test tomorrow and she isn't ready.*
- 2 Do you ever panic about schoolwork like Lena? Or do you usually plan your study time?

FUTURE SKILLS



How do you plan your time when you work on a project? Discuss in pairs. Use the list below and add your own ideas.

- I make a note of the date when the project needs to be ready.
- I start working on the project immediately.
- I work a little every day.
- I plan for extra time to check my work.

- 3 Study sentences 1–6 from the dialogue in Exercise 1. Find examples of things that happen regularly and examples of things that are happening now.

- 1 Ah, it's **raining**. *happening now*
- now* 2 Why **are** you **making** chocolate?
- regularly* 3 You always **have** tea at breakfast.
- regularly* 4 Lena never **gets up** before 11 at the weekend.
- now* 5 She **isn't watching** anything now.
- regularly* 6 I **don't** usually **panic**.

- 4 Study and complete the Grammar box with the correct options.

GRAMMAR

Present Simple and Present Continuous

We use the ¹ **Present Simple** / **Present Continuous** for things we do regularly.

Lena **never gets up** before 11 at the weekend.

We use the ² **Present Simple** / **Present Continuous** for something happening now/at the moment.

Lena's **working** on her school project **right now**.

Today, she's **studying** for her test.

VIDEO 21 Grammar Animation

- 5 Find time expressions in Exercises 3 and 4. Then complete the table with these time expressions.

always at the moment at the weekend every day
never on Mondays right now sometimes today

Present Simple	Present Continuous
<i>always at the weekend, every day, never, on Mondays, sometimes</i>	<i>at the moment, right now, today</i>

- 6 Choose the correct option.

- 1 **Does Luca run** / **Is Luca running** every day?
- 2 Susie **does** / **is doing** her homework right now.
- 3 Oliver **helps** / **is helping** his parents today.
- 4 Eva's brother **gets up** / **is getting up** at 9 a.m. at the weekend.
- 5 Who **do you text** / **are you texting** right now?
- 6 George **doesn't usually study** / **isn't studying** on Saturdays.

- 7 Complete the questions with *is*, *are*, *do* or *does*.

- 1 **Are** you wearing jeans now?
- 2 (...) you wear jeans at school? **Do**
- 3 (...) you having lunch now? **Are**
- 4 (...) you always have lunch at school? **Do**
- 5 (...) your teacher talking to the class at the moment? **Is**
- 6 (...) your best friend often check his/her phone at school? **Does**

- 8 In pairs, ask and answer the questions in Exercise 7.

- 9 **CHALLENGE** Write six sentences about what you usually do at the weekend and how it is different from what you are doing now. Think about:

- the clothes you wear.
- the people you spend time with.
- the activities you do.

At the weekend, I usually exercise and relax.

Right now, I'm studying at school.

For the teacher

- Audioscript, page 286

On the Portal

- Grammar Presentation
- Grammar Animation 21
- Resource 4.4
- *Need support?* worksheet 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: *Don't panic!* video; Grammar 4.4

Lesson aim

- Students can talk about things we do regularly and something happening now.

Lead-in

Revise the Present Simple by asking students to write three sentences using some of these phrases: *go to school, live in, don't eat, doesn't wake up, love Maths, visit family, go to the cinema*. Elicit a few examples from the class. Then ask students to write three sentences using some of these verbs in the Present Continuous: *eat, read, run, swim*.

-  **Setting lesson goals:** Write the following on the board: *I eat fruit every day. I am eating fruit at the moment*. Elicit the verb forms (Present Simple and Present Continuous). Ask the class what they think the lesson is going to be about. Elicit ideas. Then say and write the lesson aim on the board.

Exercise 1 20 4.09 **audioscript page 286**

- Ask students to study the photo and describe with a partner who they can see (Lena) and what they think is happening.
- Teach the verb *panic* (to worry a lot about something). Play the video or audio. Explain that Lena and Mia are talking to each other on the phone. Lena looks increasingly worried.
- NEED SUPPORT?** Play the video or audio again and pause after key moments to ask students questions, e.g. *What is the weather like?* (It's raining.) *What does Lena's dad always have at breakfast?* (tea.) *What is Lena doing at the moment?* (She's working on her school project.) *What day is it?* (Sunday.) *Is Lena watching anything now?* (No, she isn't.) *When is the Geography test?* (tomorrow).

Extra activity

Ask the class what things Lena could do to not panic about her schoolwork. Allow students time to discuss with their partner. Then elicit ideas and write them on the board.

Exercise 2

- Elicit ideas and write them on the board.

**Self-management (Planning)**

This task focuses on the ability to set realistic goals or plans and estimate how long is needed to complete them. It enables students to break down the goals or plans into smaller sub-tasks and requires them to prioritise which tasks are the most important to complete and when.

- Pre-teach or elicit: *plan time, make a note of something, immediately, extra time*.
- Encourage students to agree on the most important ideas on the list and check if any of them match the ideas on the board from Exercise 2.

Exercise 3

- Ask students to work in pairs. Check answers as a class.

Exercise 4

- Discuss the Grammar box with the class. Students explain why each tense is being used in the examples. Elicit what the words in red are (adverbs).
- Revise adverbs of frequency and elicit that we use these with the Present Simple. Ask students to look back through Unit 3 and this unit so far to find time expressions we use with the Present Simple and the Present Continuous.

Exercise 5

- Students translate the time expressions. Then do the task in pairs. Write the answers on the board.

Exercise 6

- Ask students which words helped them choose the correct answer (1 *every day*; 2 *right now*; 3 *today*; 4 *at the weekend*; 5 *right now*; 6 *on Saturdays*).

Exercise 7

- Ask students to explain their choice (2, 4, 6 Present Simple – routine; 3, 5 Present Continuous – now).
- Invite students to ask and answer in front of the class.
- NEED SUPPORT?** Prepare copies of the photocopiable *Need support?* worksheet 4.4 from the Teacher's Resource File. This is an exercise in which students have to recognise the correct auxiliary verb needed to complete each question.

Exercise 8

- Elicit two sentences about clothes using the Present Simple and the Present Continuous, e.g. *I wear jeans at the weekend. I'm wearing shorts now*.
- FINISHED EARLY?** Students write sentences about what their partner usually does at the weekend and what they are doing now using the information from Exercise 7.

Exercise 9

- CHALLENGE** Students do this individually and check their work with a partner correcting any mistakes.
-  **Reviewing lesson goals:** Students read the lesson aim again. Then ask students to think about the lesson and reflect on their learning. Ask them to answer the following question with either *yes* or *no* on a piece of paper: *Can you talk about what usually happens and what is happening now?* Ask them to leave the piece of paper on your desk as they leave the classroom. If they have written *no* more than *yes*, then find time to review the language.

Lesson aim

- Students can understand a radio programme about a school.

Lead-in

In pairs, students think of all the things they like and dislike about school. Ask them to consider the lessons they have, their timetable, what they have to wear, etc. Elicit ideas from the class and write them on the board.

-  **Setting lesson goals:** Write the lesson aim on the board. Say: *Today you will listen to a radio programme about a school.* Ask the class if they know what a *boarding school* is, elicit some ideas and write them on the board.

Exercise 1

- If students can't think of any famous schools in their town, region and country, ask them to think of any famous schools they know in films and books.

Exercise 2

- Read the definition of *boarding school* and ask if there are similar schools in the students' own country. Ask why they think children are sent to boarding schools (to get a privileged education, because their parents work overseas, etc.).

Background note

A **boarding school** is a school in which students live and study. They only return home at the weekend or during the school holidays. The education at boarding schools isn't free. It can cost up to £48,000 per student per year. Many boarding schools are single sex – only for boys or girls, but some are co-ed – for boys and girls. Some famous boarding schools include Eton in the UK, The Putney School in the US, and the Institut auf dem Rosenberg in Switzerland.

Exercise 3 **4.10 audioscript page 287**

- Explain that students are going to listen to a radio programme about a famous boarding school. Read the three questions together and elicit what words they might hear that would help them answer the questions.
- Play the audio. Elicit the answers from the class.

Answers:

- 1 It's in London. 2 No, it isn't. It's (about) 750 years old.
3 No, they don't. (About) 200 students live in the school.

Exercise 4 **4.10 audioscript page 287**

- Tell students that they have to listen for specific words and information to complete the notes. Read the notes together and ask them to think about the information they need to complete the activity (1 where in London the school is; 2 how old the school is; 3 a period of time; 4 the number of students who live at the school).
- Play the audio while students complete the task.
- **NEED SUPPORT?** Pause the audio at the relevant places and elicit the correct answers.

Exercise 5 **4.11 audioscript page 287**

- Play the audio while students listen. Play the audio again while they complete the task. Ask them what words helped them.

Exercise 6 **4.12 audioscript page 287**

- In pairs, students predict what the missing verbs are in each phrase. Play the audio. Then point out that we can say *parents visit at/the school* and that we can also say *study for exams*.
- Explain that *revise* implies that students are looking at things that they have already learned, and that *study* can also mean learning new things.

Exercise 7

- Have a class discussion at the end so students can share their ideas.
- **NEED SUPPORT?** Prepare copies of the photocopiable *Need support?* worksheet 4.5 from the Teacher's Resource File. This will help students to complete each question with the correct word.

Exercise 8

- Ask why each point may be a good thing or a bad thing.
- Have a class vote to find out whether students would like to go to a boarding school.
- Invite pairs to act out their role play in front of the class.
- **FINISHED EARLY?** Students write sentences to describe why they would/wouldn't like to attend a boarding school.
-  **Reviewing lesson goals:** Students read the lesson aim again. They hold up their traffic light cards to show how they feel about Exercises 4 and 5. Look at the results and if there are lots of red cards, find time to review the exercises.

- Are there any famous schools in your town, region or country?
- Read the definition. Are boarding schools popular in your country?

boarding school (n)

a school where students live and study

- 4.10 Listen to the first part of a radio programme about a famous boarding school. Answer the questions.

- In which city is it?
- Is it a new school?
- Do all the students live in the school?

- 4.10 Listen again and complete the information in the factfile.

Broadboard School

- private boarding school in the ¹ (...) of London *centre*
- about ² (...) years old *750*
- costs £35,000 for one ³ (...) *year*
- has 750 students; about ⁴ (...) live *200* at school seven days a week

- 4.11 Listen to the second part of the programme. Choose the correct answers.

- What time do most students get up?
a at 8 a.m. b at 6.30 a.m. **c at 7 a.m.**
- How long are the breaks?
a fifty minutes
b twenty minutes
c fifteen minutes
- What do the students do in the evening?
a They study and then they relax.
b They relax and then they study.
c They relax and then they have dinner.

- 4.12 **WORD FRIENDS** Listen and complete these phrases about learning.

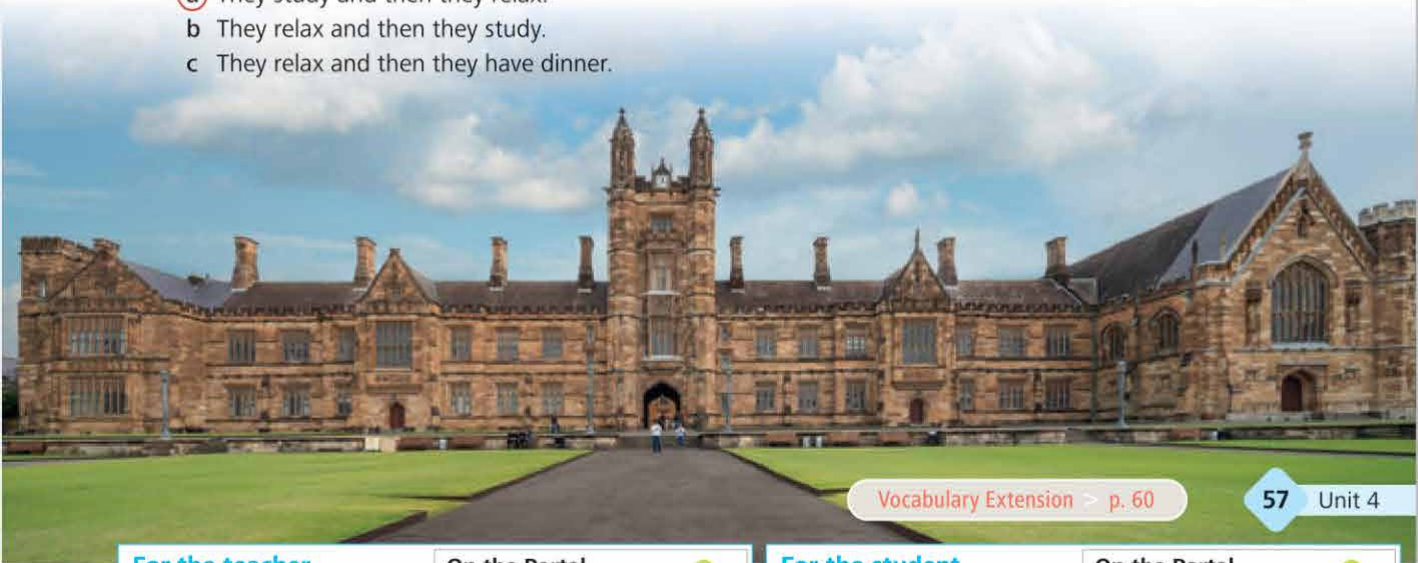
- (...) school *start*
- (...) classes *have*
- (...) to school *go*
- (...) for exams *revise*
- (...) homework *do*

- Complete the questions with words from Exercise 6. Then, in pairs, ask and answer the questions.

- Do you think it's a good idea to start *school* at ten o'clock every day?
- What time do you usually (...) to school? *go*
- At your school, do you have (...) on Saturday mornings? *classes*
- When do you usually do your (...) ? *homework*
- Do you enjoy revising (...) exams? *for*

- What are the good things about going to a boarding school? Write down the sentences you agree with. Then, in pairs, compare your ideas.

- You live at school seven days a week.
- You do lots of sport and activities.
- It's very expensive.
- You get to know your teachers and your classmates well.
- There's a lot of time to study.
- It isn't far to walk to school.
- You spend the whole day with your school friends.
- You become more independent.

A: *It's good that it isn't far to walk to school.*B: *For me, it's a bad thing. There's no excuse to be late!*

Vocabulary Extension > p. 60

57 Unit 4

For the teacher

- Audioscript, page 287

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

Mateo is working. Noah is on the phone to Lena.

Noah: Oh, Hi, Lena. No, we're still here. Mateo's doing his homework. I'm waiting for him. Who?

Mateo: Noah, I'm trying to work! Can you please be quiet?

Noah: Yes, of course. Sorry! OK, Lena. See you soon.

Mateo: Thanks, mate, and ... sorry.

Noah: No worries. Can I play a game while you do your homework?

Mateo: Yes, no problem.

Noah: Erm ... oh, you've got new wi-fi. Can you give me the code?

Mateo: Sure. Here it is.

Noah: Cheers! The screen's too small for this game. Can I use your laptop?

Mateo: Sorry, I'm using it.

Noah: Oh, OK. Yes! Awesome!

Mateo: What are you playing?

Noah: *Doughnut Race* – it's a new game.

Mateo: Can I see?

Noah: OK, just a second. New game ... Start ...

Mateo: It's really good. Come on, let's play a game. One game only.

One hour later, Noah's phone rings.

Noah: It's Lena! We're so late!

Mateo: My homework!



SOUNDS GOOD!

No worries. • Cheers! • Awesome!

- 1 22 4.13 Watch or listen. Does Mateo finish his homework? *No, he doesn't.*

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

SPEAKING Polite requests

Request		
Can I borrow/use your laptop?	Sorry, I'm using it. Sorry, I need it.	Sure. Yes, OK.
Can I see it?	Sorry, you can't.	Yes, of course.
Can I have the wi-fi code?		Yes, no problem. OK, just a second.
Can you please be quiet?	Sorry, I can't.	
Can you tell me the answer?		
Can you help me with this exercise?		

- 3 4.14 Complete the dialogues with one word in each gap. Listen and check. Then, in pairs, practise reading the dialogues.

- 1 A: Can you tell me the time, please?
B: Yes, of (...). It's twenty to eight. *course*
- 2 A: Can you help me (...) my homework? *with*
B: (...), I can't. I'm really busy. *Sorry*
- 3 A: Can (...) help me with this box? *you*
B: OK, (...) a second. *just*

- 4 4.15 Listen and choose the best response for each request. In pairs, compare your answers. Then listen again.

- 1 ☒ a Yes, OK. ☐ b Sorry, I can't.
2 ☐ a Sorry, you can't. ☒ b Yes, of course.
3 ☒ a Sorry, I can't. ☐ b Sorry, I need it.
4 ☐ a Sorry, I can't. ☒ b Sure.
5 ☒ a Sorry, you can't. ☐ b Sorry, I can't.

SPEAKING TIME

In pairs, take it in turns to make and respond to requests. Use these ideas or your own. Don't be shy to say no!

Can I:

- borrow your phone/calculator?
- have your Chemistry notes/this poster?
- use your tablet/pen?

Can you:

- answer the phone/the door?
- tell me your address/the wi-fi code?
- give me your notebook/a rubber?

A: *Can you answer the phone?*

B: *Sorry, I can't. My hands are wet!*

For the teacher

- Audioscript, page 287

On the Portal

- Resource 4.6



For the student

- Workbook, page 46

On the Portal

- Extra Practice Activities: *The new video game video*



Lesson aim

- Students can make and respond to polite requests.

Lead-in

Elicit *borrow* (when you use or take something that belongs to someone else, but you have the intention of returning it). Ask students to think of two examples of people who they borrow things from and two examples of people who borrow things from them. Ask them to also consider what types of things people borrow from other people. Then put them into groups of four to share their ideas.

- 🎯 **Setting lesson goals:** Draw a speech bubble on the board with the text: *Can I use your phone, please?* Then add another speech bubble with the text: *Yes, you can.* Then ask students to guess the lesson aim. Elicit ideas. Say and write the lesson aim on the board.

Exercise 1 🎧 22 🗣️ 4.13

- Play the video or audio. Explain that Mateo is doing his homework, but he also wants to play the video game. Check answers as a class.
- Direct students to the Sounds Good! box and ask them to find the words and expressions in the dialogue. Then elicit or teach that *No worries* is something we say when we are able to easily do something that someone asks us to do; *Cheers!* is an informal way of saying *Thank you*; *Awesome!* is an informal expression that we use when we are very happy about something.
- NEED SUPPORT?** Play the video or audio again and pause after key moments to ask comprehension questions, e.g. *Who is Noah speaking to on the phone?* (Lena). *What is the problem with the laptop's screen?* (It's too small.) *What is the name of the game that Noah is playing?* (Doughnut Race).

Exercise 2

- Ask students to study the Speaking box and find examples of the phrases in the dialogue.
- Point out that we can make the requests more polite by changing *can* to *could* and adding *please* at the end of the request (e.g. *Could I borrow your laptop, please?*).

Exercise 3 🗣️ 4.14

- Ask students to cover the Speaking box and try to complete the dialogues without looking at the box.
- When students have finished and checked their answers, invite pairs to read out one of the dialogues in front of the class.

Exercise 4 🗣️ 4.15 audioscript page 287

- Play the audio and ask students to listen and think about the responses without looking at the Students' Book.
- Then play the audio again and this time tell students to read the answers and choose the correct responses. Ask why the alternative is wrong (1 The speaker asks *Can I ...?*, so the negative response would be *Sorry, you can't.*; 2 The speaker asks *Can you ...?*, so the negative response would be *Sorry, I can't.*; 3 It doesn't make sense to say *I need it.*; 4 The speaker asks *Can I have ...?*, so the negative form would be *Sorry. You can't.*; 5 The speaker asks *Can I borrow ...?*, so the negative form is *Sorry, you can't.*).

SPEAKING TIME

- Look at the negative responses in the dialogue and in the Speaking box. Draw students' attention to the example exchange and point out that the speaker usually gives a reason why they are giving a negative response. Encourage students to give reasons whenever they give a negative response.
- NEED SUPPORT?** Students go through each of the prompts and elicit possible reasons for the negative responses. Write these on the board: *Can I borrow your phone?* *Sorry, I'm using it.* *Can you answer the door?* *Sorry, I'm busy.*
- FINISHED EARLY?** Ask students to write a short dialogue between two friends, one of whom wants to borrow something from the other.

- 🎯 **Reviewing lesson goals:** Ask students to read the lesson aim again. Then ask them to write down as many requests and responses from the Speaking box that they can remember. Then ask: *Can you make and respond to polite requests?* Ask students to show the appropriate emoji response card. If there are lots of sad or neutral emojis, find the time to review the lesson.

Lesson aim

- Students can write an announcement.

Lead-in

Ask students to make a list of all the time expressions and adverbs of frequency they remember from Unit 3 and this unit, e.g. *now, at the moment, at the weekend, always*. Then they choose a time expression and/or adverb of frequency and write a sentence using the correct verb tense. Ask students to read out their sentence. Invite them to raise a hand if they think the verb tense is incorrect. If so, allow students to correct their sentence.

-  **Setting lesson goals:** Allow students a few moments to study page 59 before you ask them what an announcement is. Elicit that it is a notice that tells you about an event. Then say and write the lesson aim on the board: *Today you will learn to write an announcement.*

Exercise 1

- Ask students what things you can find out in an announcement (details of an event, when something is happening, the cost of something, etc.). Ask students to read the announcement and answer the questions. Check answers as a class.

Answers:

- 1 A (school) film club
- 2 Every Friday at four o'clock in room 306
- 3 You can visit the website and complete the online form.

Exercise 2

- Go through the phrases in the Writing box together and check for understanding. When students have found examples of the phrases in the announcement in Exercise 1, check answers as a class.
- Focus students on the following phrases from the box: *The club meets ... at ... in room ... Members can also ... Please bring/don't bring ... and Don't forget to ...* Put students into pairs to complete these phrases with their own ideas. Encourage them to refer to the announcement to help them.

Exercise 3

- Go through the Language box together and allow students time to find examples in the announcement in Exercise 1. Elicit the verb tense that is used with these expressions in the announcement (the Present Simple).
- **NEED SUPPORT?** After students have found examples of the time expressions, ask them to write similar sentences using their own ideas. When students have finished, ask them to check and explain any errors in the sentences.

Exercise 4

- Elicit the answers and discuss what other time expressions are possible in each sentence.

Answers:

- 2 twice a day
- 3 every Monday/on Monday(s)/four times a month/once a week
- 4 twice a year/every January and June
- 5 every day/once a day/at nine o'clock

WRITING TIME

- Explain that students will write an announcement on their own in their notebooks. Discuss the steps as a class and allow students to ask questions about them.
- Give students time to make notes about their announcement in their notebooks. Tell them to refer to the model text in Exercise 1 and to the Writing box in Exercise 2. Remind them about the use of time expressions.
- Once they have made their notes, students start writing their drafts. Walk around the classroom to monitor their work.
- Ask students to work in pairs and give each other feedback on their drafts. You can list on the board any common mistakes that students have made for whole class discussion.
- Students write their final draft in their notebooks or you can set the task for homework.
- **NEED SUPPORT?** Students can write a shorter version of their announcement. They can do this by giving fewer details about their after-school club.
- **FINISHED EARLY?** Ask students to write sentences about clubs they have at their own school. Alternatively, allow them to write sentences about clubs they would like to have at their school.
-  **Reviewing lesson goals:** Ask students to read the lesson aim again. Then encourage students to write a number from 1–5 on a piece of paper to say how they feel about the lesson (1 – easy to 5 – difficult). Look at the results and if there are lots of 4s and 5s, find time to review the lesson.

- 1 Read the announcement and answer the questions.

- 1 What kind of club is it?
- 2 When and where do the students meet?
- 3 How can you join the club?



**Do you like watching films? We do!
Come and join our school film club!**

The club meets every Friday at four o'clock in room 306. We watch and talk about our favourite films. Every month we vote for the next four films we want to see. Members can also write film reviews for the school website. The best review wins two cinema tickets! To join, visit our website and complete the online form. The club is free and open to everyone.

We've got lots of free popcorn, but don't forget to bring your drinks.

Don't miss it! We'd love to see you!

- 2 Study the Writing box. Find examples of the phrases in the announcement in Exercise 1.

WRITING An announcement

1 Invite people to join

Come and join our film/chess/photography/drama club!

Give details: what, where and when, how to join

The club meets ... at ... in room ...

We watch films/play chess/take photos/put on plays.

2 Members can also ...

To join the club, complete the online form.

For more information, visit our website.

You can contact us at info@parkviewfilmclub.uk.

Dos and don'ts

Please book early. Please bring/don't bring ...

Don't forget to ... Don't be late!

Ending

Don't miss it! We'd love to see you!

What are you waiting for?

- 3 Study the Language box. Find examples of time expressions in the announcement in Exercise 1.

LANGUAGE Time expressions

at four o'clock on Friday every day/Friday
once a day/week/month/year twice a day/week/month/year
four times a day/week/month/year

- 4 Complete the sentences with words from the Language box. Sometimes more than one answer is possible.

1 I go swimming
twice a month.

Sat 6, Sat 20:
go swimming

2 They check
their emails (...).

8 a.m., 8 p.m.:
check emails

3 Jack plays
tennis (...).

Mon 5, 12, 19 & 26:
play tennis

4 We do
a project (...).

January, June:
do a project

5 I go running (...).

9 a.m.: go running

WRITING TIME

Write an announcement to invite people to join an after-school club.

FIND IDEAS

Make notes for your announcement. Think about:

- what kind of club it is
- where and how often it meets
- who can join, how to join and how much it costs
- things people need/don't need to bring

PLAN

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

WRITE AND SHARE

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

CHECK

- Check language: are the time expressions correct? Is all the information clear?
- Check grammar: are the verb forms correct?

For the teacher

On the Portal
• Resource 4.7



For the student

- Workbook, page 47
- Writing Extension, Workbook, page 117

WORDLIST

4.16

Classroom objects

calculator (n)
dictionary (n)
notebook (n)
pencil case (n)
poster (n)
rubber (n)
rubbish bin (n)
ruler (n)
scissors (n)
sports bag (n)
stapler (n)
sticky notes (n)
textbook (n)
(white)board (n)

Prepositions of place

behind
between
in
in front of
next to
on
under

School subjects

Art (n)
Biology (n)
Chemistry (n)
English (n)
Geography (n)
History (n)
Information Technology (IT) (n)
Maths (n)
Music (n)
PE (n)
Physics (n)

Word friends

(making friends)

be there for someone (phr)
best friend (n)
get to know someone (phr)
group of friends (n)
make friends with someone (phr)
make new friends (phr)
meet someone for the first time (phr)

Word friends

(learning)

do homework (phr)
go to school (phr)
have classes (phr)
revise for exams (phr)
start school (phr)

EXTRA WORDS

activity (n)
after-school club (n)
awesome (adj)
be late with (phr)
boarding school (n)
borrow (v)
break (n)
chair (n)
Chemistry notes (n)
chess (n)
chocolate bar (n)
classmate (n)
classroom (n)
complete a form (phr)
desk (n)

drama/film club (n)
forget (v)
free (adj)
join a club (phr)
lost property (n)
panic (v)
pen (n)
private school (n)
run (v)
school bag (n)
snack bar (n)
spell (v)
teacher (n)
teachers' room (n)
tell a joke (phr)
test (n)
timetable (n)
type (v)
uniform (n)
wait (v)
waste your time (phr)
wi-fi (n)
wi-fi code (n)

1 Write the words for the definitions.

- 1 You write in this. **notebook**
- 2 You use this in Maths lessons. c(...)
- 3 You put your tracksuit in this. s(...) b(...)
- 4 You use a computer in this school subject. I(...) T(...)
- 5 You do sport in this school subject. P(...)

2 Look at the picture. Find classroom objects from the wordlist and say where they are. Then, in pairs, describe your classroom or desks.

There's a notebook on the desk.



3 Complete the questions with words from the wordlist. Then, in pairs, ask and answer the questions.

YOU AND YOUR SCHOOL

- 1 What time do you **start** school in the morning?
- 2 How many classes do you (...) every day?
- 3 What does the teacher write on the (...) in your classroom?
- 4 Who sits (...) front of you in class? Who sits behind you?
- 5 What do you and your (...) friend do at lunchtime?
- 6 Where do you (...) for exams – at home, with friends or at school?
- 7 When do you usually (...) your homework?

4 CHALLENGE Find words and phrases from the Extra words list which are similar to these words.

- | | |
|------------|---------------------------|
| 1 schedule | 5 incredible |
| 2 student | 6 exam |
| 3 table | 7 fill in (a form) |
| 4 exercise | 8 write (with a keyboard) |

Exercise 1

- 2 calculator
- 3 sports bag
- 4 Information Technology
- 5 PE

Exercise 2**Suggested answers:**

The calculator is between the notebook and the textbooks.
 There is a calculator between the notebook and the textbooks.
 The ruler is in the pencil case.
 There is a ruler in the pencil case.
 The pencil case is on the desk.
 There is a pencil case on the desk.
 The pencil case is on the notebook.
 There is a pencil case on the notebook.
 The notebook is under the pencil case.
 There is a notebook under the pencil case.
 The rubber is between the calculator and the pencil.
 There is a rubber between the calculator and the pencil.
 The calculator/rubber/pencil is next to the textbooks/notebook/pencil case.
 There is a calculator/rubber/pencil next to the textbooks/notebook/pencil case.
 The chair is in front of/behind/next to the desk.
 There is a chair in front of/behind/next to the desk.
 The sports bag is under the desk.
 There is a sports bag under the desk.
 The sports bag is in front of the rubbish bin.
 There is a sports bag in front of the rubbish bin.
 The rubbish bin is behind the sports bag.
 There is a bin behind the sports bag.

Exercise 3

- 2 have
- 3 (white)board
- 4 in
- 5 best
- 6 revise
- 7 do

Exercise 4

- 1 timetable
- 2 classmate
- 3 desk
- 4 activity
- 5 awesome
- 6 test
- 7 complete a form
- 8 type

Exercise 1

- 1 Music
- 2 Maths
- 3 Biology
- 4 Geography
- 5 Chemistry
- 6 History

Exercise 2

- 1 next to
- 2 rubber
- 3 do
- 4 to
- 5 PE
- 6 under

Exercise 3

- 1 make
- 2 group, best
- 3 meets, first
- 4 know
- 5 for

Exercise 4**Suggested answers:**

I sit behind my best friend in Maths class.

I never have classes at the weekend.

I find it difficult to make new friends at school.

This year we have Physics on Mondays and Thursdays at 9.30.

There's a rubbish bin under the board in my classroom.

We use the whiteboard a lot to make presentations.

Exercise 5

- 1 is sitting
- 2 isn't watching
- 3 isn't playing
- 4 's/is revising
- 5 aren't revising
- 6 aren't doing
- 7 're/are playing
- 8 're/are laughing
- 9 're/are having

Exercise 6

- 1 Where is Jack sitting?
In his bedroom.
- 2 Is he watching a film?
No, he isn't.
- 3 Is he relaxing?
No, he isn't.
- 4 What is he doing?
He's revising for an exam.
- 5 Are his friends revising?
No, they aren't.
- 6 What are they doing?
They're playing football (in the park).
- 7 Are they having fun?
Yes, they are.
- 8 Is Jack having fun?
No, he isn't.

Exercise 7

- 1 is sleeping
- 2 works
- 3 am having
- 4 wear
- 5 Are you doing
- 6 Do you start
- 7 check

Exercise 8**Suggested answers:**

I never get up early at the weekend.

At the moment, I'm doing an English exercise.

At the weekend, I usually play football.

Right now, I'm finishing writing this exercise.

Exercise 9 4.17

I'm sitting in a Maths class, next to my best friend, Maria. We're waiting for our teacher. He doesn't usually arrive late. OK, he's coming now, and the lesson is starting.



VOCABULARY

- 1 Read the teachers' instructions and questions. Write the names of the school subjects.

- 1 Today we're learning a new song. Listen and sing with me.
- 2 What is 47 plus 36? Put your hand up if you know the answer.
- 3 What do we call animals that only eat meat?
- 4 Please look at the map of Europe and find Italy.
- 5 What is another name for H₂O?
- 6 Today's lesson is about America in 1492. Why is this date important?

- 2 Choose the correct option. Are the sentences true for you?

- 1 In Maths lessons, I always sit *between* / *next to* my best friend.
- 2 I always have a *rubber* / *poster* and a pencil in my pencil case.
- 3 I usually *do* / *make* my homework before having dinner.
- 4 I usually go *at* / *to* school by bike. It's only two miles away from home.
- 5 We sometimes play basketball in *PE* / *IT* and I'm very good at it!
- 6 There's a rubbish bin *under* / *between* my desk at home.

- 3 Complete the words in the sentences.

- 1 It's easy for Amy to m(...) friends with people. She's got a lot of friends.
- 2 Max hasn't got a big g(...) of friends. He usually spends time with his b(...) friend.
- 3 Poppy is often nervous when she m(...) people for the f(...) time.
- 4 Sam loves getting to k(...) new people and is friendly to everybody.
- 5 Emma is very kind and is always there f(...) her friends.

- 4 **CHALLENGE** Write seven sentences. Use one of these words or phrases in each sentence.

Art behind have classes make new friends
Physics rubbish bin whiteboard

My favourite subject is Art, but I only have it on Thursdays.

GRAMMAR

- 5 Complete the description with the Present Continuous form of the verbs in brackets.

It's Sunday afternoon. Jack ¹ (...) (sit) in his bedroom at home. He ² (...) (not watch) a film and he ³ (...) (not play) games on his phone. He ⁴ (...) (revise) for an exam.

Jack's friends are at a different school. They ⁵ (...) (not revise) today and they ⁶ (...) (not do) homework. They ⁷ (...) (play) football in the park. They ⁸ (...) (laugh) and they ⁹ (...) (have) fun together. Poor Jack. Life isn't fair sometimes!



- 6 Make questions about the description in Exercise 5. Then answer the questions.

- | | |
|---------------------------|----------------------------|
| 1 where / Jack / sit / ? | 5 his friends / revise / ? |
| 2 he / watch / a film / ? | 6 what / they / do / ? |
| 3 he / relax / ? | 7 they / have / fun / ? |
| 4 what / he / do / ? | 8 Jack / have / fun / ? |

- 7 Choose the correct option.

- 1 Harry isn't watching TV. He *sleeps* / *is sleeping*.
- 2 He usually *works* / *is working* on Sunday.
- 3 I can't talk right now. I *have* / *am having* dinner with my parents.
- 4 I always *wear* / *am wearing* a uniform to school – it's a rule!
- 5 *Do you do* / *Are you doing* homework now?
- 6 *Do you start* / *Are you starting* school at the same time every day?
- 7 Before I get up, I always *check* / *am checking* my phone.

- 8 **CHALLENGE** Write four sentences that are true for you using these prompts.

- 1 I never ...
- 2 At the moment, I ...
- 3 At the weekend, I ...
- 4 Right now, I ...

DICTATION

- 9 4.17 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. 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



Learning Experience 2



Context:
Personal

Make an infographic with study tips

Step 1 Think

1 Look and read. Are you ever in situations like these?

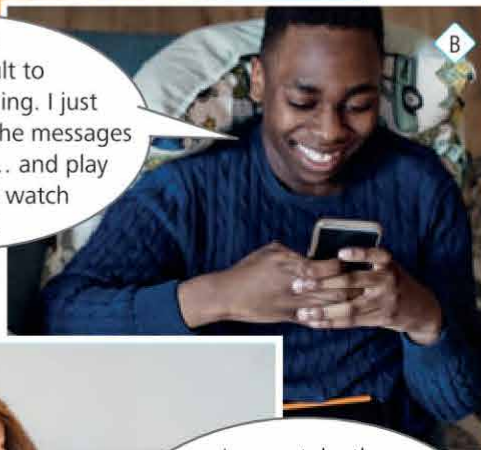
A



I've got a lot of homework and I never know where to start! I also find it difficult to remember facts from my lessons.

I find it really difficult to study in the evening. I just want to read all of the messages from my friends ... and play games ... and watch videos!

B



C



I never take the right things for the day. I do my homework on time, but then I forget to bring it to school! And I often forget my calculator for Maths or my trainers for PE.

D

I can't remember the dates of tests. I'm often late with homework too. I don't remember when the teachers need it.



2 Discuss the questions with the class.

- 1 Are you sometimes stressed about schoolwork? Why?/Why not?
- 2 What things make you feel stressed? Use these ideas or think of your own.

feeling tired forgetting something
homework problems with other students
teachers tests

3 In pairs, discuss which tips are useful for students A–D. Then think of more useful tips.

Find a quiet place at home to do your homework.

Separate a big task into a few small tasks.

Write important dates in a diary or a phone calendar.

Pack your school bag every evening, ready for the next day.

Put your phone in a different room or don't look at your messages.

Write notes or draw pictures to help you remember what things you need for school.

Use notifications on your phone so you don't forget important dates.

Take notes in lessons and read them in the evenings.

Learning Experience 2

Lesson aim

- Plan and organise your study routine

Lesson product

- An infographic with study tips

Context

- Personal

Future skills

- Self-management (Planning)

Sustainable goal

- To ensure quality education and promote lifelong learning for all

Resources

- A problem-solution chart (Teacher's Resource File, Resource 4.10)

Lead-in

Ask students to discuss what feelings each person is expressing in each photo and why.

-  **Setting lesson goals:** Write *study routine* on the board and discuss with the class what this is (a consistent routine for when you study, such as the days and times when you study, how long you study for, and if you do your homework in good time, etc.). Explain that it is better to study regularly and not just the days before a test. Write the lesson aim on the board. Say: *Today you will learn to plan and organise your study routine.*



Self-management (Planning)

This lesson focuses on key skills which allow students to achieve their academic goals. Self-management includes:

- Self-control, the ability to manage and regulate needs and emotions, and is vital when working on school tasks.
- Persistence, a skill which students need to continue working on a task despite facing difficulties.
- Planning and organisation, to set realistic goals and follow routines to break down larger tasks into more manageable sub-tasks.

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

- Read through the captions in the speech bubbles with the class. Ask students to tell you if they can identify themselves with each quote. Ask for a show of hands. Point out that it is normal to have difficulties doing schoolwork and studying.

Exercise 2

- Discuss the questions together. Encourage students to add extra ideas for things that make you stressed about schoolwork. Write the ideas on the board.

Exercise 3

- Get students to match the tips with students A–D. They work in pairs before comparing with the whole class. Ask them to justify their ideas.
- Read the tips as a class. Encourage students to ask questions about anything they are unsure of. In pairs, they discuss and decide which tip is the most important. Elicit and encourage them to explain why.

Suggested answers:

- A** Separate a big task into a few small tasks.
Take notes in lessons and read them in the evenings.
- B** Find a quiet place at home to do your homework.
Put your phone in a different room or don't look at your messages.
- C** Pack your school bag every evening, ready for the next day.
Write notes or draw pictures to help you remember what things you need for school.
- D** Write important dates in a diary or a phone calendar.
Use notifications on your phone so you don't forget important dates.

Learning Experience 2

Step 2 Analyse

Exercise 4

- Read through the instructions and the quiz with the class. Give students time to do the quiz individually. Encourage them to think honestly about their answers. Explain that *to the last minute* and *at the last minute* both mean that something happens as late as possible.

Exercise 5

- Read through the score system and give students a few minutes to calculate their scores. Point out that no one is perfect, and the point of this exercise is to find out what we can all do better. Go through the example conversation and the expressions in the Useful Phrases box.
- Put students into pairs to explain their quiz results and to ask each other for advice.
- Nominate a few pairs to summarise the advice they gave each other. Ask: *Was it useful to talk about yourself like this, and to ask other people for their advice?*

Step 3 Prepare

Exercise 6

- Elicit from students what the purpose of an infographic is (to show and organise information in a visually, concise and impacting way).
- Read the instructions with the class answering any queries. Allow students time to brainstorm some ideas for some of the points and introduce and explain the problem-solution chart.
- Students work individually. Hand out copies of the resource (the problem-solution chart) or get them to copy it into their notebooks.
- **NEED SUPPORT?** Ask students to produce three or four tips. Help them to translate any ideas.
- Remind students that they will have to present their infographic. Before they do their presentation, encourage them to make notes about what they want to say. Explain that these notes don't have to be full sentences, but just the important words that students can use as prompts when they are speaking. Encourage them to practise their presentations.
- **FINISHED EARLY?** Students can help other students giving them constructive feedback or helping them with problems.
- **PEER REVIEW** Write the questions below on the board. Students should think about these questions when they look at each other's infographics, and use them when giving feedback. Encourage them to say positive things about each other's infographics, and not just point out problems.
 - *Is the infographic well-organised and easy to follow?*
 - *Is there too much or too little information?*
 - *Are all the facts useful and interesting?*
 - *Is there any other information that the infographic could include?*
 - *Can you see any language mistakes?*

Step 4 Present

Exercise 7

- If you have a large class, ask students to present to each other in groups of four to six students.
- In the feedback, ask students to tell you about any new tips they have discovered.

REFLECTION TIME

- This is done individually and can be set for homework.



Sustainable Goal

- Focus students' attention on the Sustainable Goal statement. Elicit what *lifelong learning* is (the possibility to learn new skills and improve your knowledge throughout your life). Ask: *Why is lifelong learning important?* Encourage students to think about the consequences of stopping a person's education at a young age (e.g. the age of 13 or 16).
- Point out that classes and books are not useful unless we know how to study. To do that, we need to plan and organise ourselves. Point out that effective study routines and the tips in this lesson can be used throughout our lives and are examples of 'lifelong' learning.
- Ask: *How can we make sure that more people get the chance to learn new things throughout their lives?* Put students into small groups to share their ideas.
- Ask each group to summarise what they discussed for the rest of the class.
- **Reviewing lesson goals:** Ask students to read the lesson aim again. Then encourage them to think about one of the Useful Tips that they would like to adopt. Finally, students compare their answers in groups.



Step 2 Analyse

4 Do the quiz. Answer *always*, *sometimes* or *never*.

HOW SCHOOL-SMART ARE YOU?

How often do you ...

- 1 leave your homework to the last minute?
- 2 study for a test at the last minute?
- 3 forget about a homework task or a test?
- 4 bring the wrong books to school?
- 5 lose your lesson notes?
- 6 play games when you are studying?
- 7 finish your homework late?
- 8 worry about schoolwork?



5 Calculate your result. In pairs, ask for and give advice. Use expressions from the Useful Phrases box.

Score

- 1 point for each *always* answer
- 2 points for each *sometimes* answer
- 3 points for each *never* answer

Results

- 8–11 points: You need some study help – fast!
- 12–19 points: Not bad, but you can be smarter.
- 20–24 points: You're a very smart student!

A: *I get stressed because I always leave my homework to the last minute. What can I do?*

B: *Why don't you plan a time and place for homework every day?*

A: *That's a good idea. Thanks.*

Step 3 Prepare

Resource: a problem-solution chart



6 Make an infographic with useful school and study tips. Follow these instructions.

- First, complete the problem-solution chart with your ideas. Think about school in general and studying. The solutions are your tips.
- Decide what type of infographic to make. Search online for ideas.
- Create your infographic. Make sure it is visual, clear and interesting.
- **PEER REVIEW** Exchange your final draft with another student for feedback.



Step 4 Present

7 Present your infographic to the class.

Get organised

USEFUL TIPS

To do well at school and feel more relaxed, it's important to plan and organise yourself and your things.

Focus on what's important.

Develop good habits and build a routine.

Tidy your room or study area regularly.

Make to-do lists, and plan a day and time to do each task.

Always put things in the same place.

Plan a positive balance of study and free time.

USEFUL PHRASES

- I get stressed because I ...
- What can I do?
- Can you give me some advice so I don't ...?
- Why don't you ...?
- I think writing/doing/studying/packing ... is a good idea.
- That's a good idea. Thanks.
- I can't do that because ...
- I've got the same problem. Let's ask somebody else.

REFLECTION TIME

Think about the task and answer the questions.

- Is your infographic clear and interesting?
- Can you plan and be more organised now?
- Can you give and respond to advice?
- Can you identify solutions for school-related problems?
- Do you use language from Units 3 and 4? Give examples.

For the teacher

- Resource: a problem-solution chart, Teacher's Resource File (Resource 4.10)

On the Portal

- Resource 4.10



The sound of music

5

VOCABULARY

Musical instruments | Types of music | Opinion adjectives |
Live music | Enjoying live music

GRAMMAR

Comparatives, (not) as ... as | Superlatives

COMMUNICATION

Suggestions | Messages

FUTURE SKILLS



Critical Thinking (Challenges) | Self-management (Making decisions) | Creativity (A digital poster)

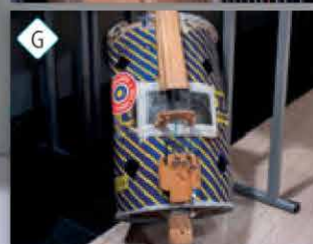
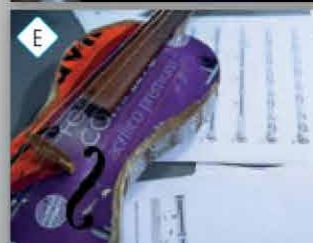
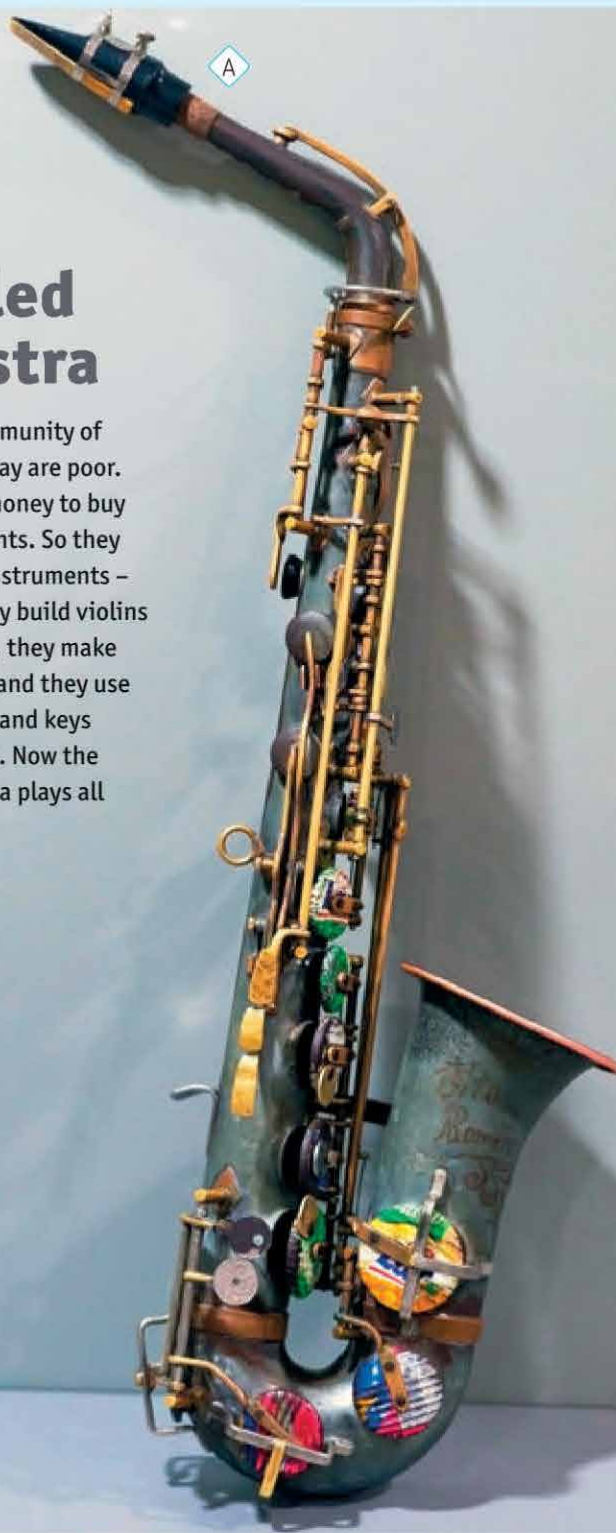
VIDEOS



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

The Recycled Orchestra

People in the community of Cateura in Paraguay are poor. They don't have money to buy musical instruments. So they make their own instruments – from rubbish! They build violins from metal boxes, they make guitars from tins and they use old spoons, coins and keys to make trumpets. Now the Recycled Orchestra plays all over the world!



Unit contents

Vocabulary

- Musical instruments
- Types of music
- Opinion adjectives
- Live music
- Enjoying live music

Grammar

- Comparatives, (*not*) *as ... as*
- Superlatives

Reading

- A magazine article about a challenge

Listening

- A radio programme about a music event

Speaking

- Suggestions

Writing

- Messages

Future skills

- Critical Thinking (Challenges)
- Self-management (Making decisions)
- Creativity (A digital poster)

Pronunciation

- Sentence stress
- The /æ/ and /ʌ/ sounds

Exams

- International Certificate Levels A1/1
- A2 Key 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 types of music and musical instruments.

Lead-in

Write the word *music* on the board. Students work in pairs and make a list of words to do with music. Encourage them to think about musical instruments, types of music, the people who play in a band, and even names of singers and groups. Set a time limit and then elicit and write the words on the board.

-  **Setting lesson goals:** Ask students to study the photos and discuss in pairs what they think the lesson is about. Elicit that it is about music and musical instruments. Write the lesson aim on the board.

Exercise 1

- Pre-teach: *metal, tin, spoon, coin*.
- Ask students to study the photos and ask what is different about the musical instruments (they are all made from recycled materials). Elicit why the instruments are made from recycled materials and write on the board. Students read the text to check their predictions. If the answer isn't on the board, elicit it, then ask: *What do they use to make the instruments?*

Answer:

They use rubbish: metal boxes, tins, old spoons, coins and keys.

Background note

The **Recycled Orchestra** was formed in Paraguay in 2012. The idea was to create musical instruments from recycled materials from a landfill site in the city of Asunción. The orchestra was formed by the musician Favio Chávez to help poor children who lived in Asunción. The orchestra has played many concerts around the world, even with soul singer Stevie Wonder and the rock bands Metallica and Megadeth.

Exercise 2 5.01

- Read the words in the Vocabulary A box as a class. Play the audio for students to listen and repeat the words. Pause after each word to check students' pronunciation and word stress for each of the musical instruments.
- Students complete the task on their own. Check answers with the class.
- Display the digital flashcards available on the Portal of each musical instrument and elicit the words.
- **NEED SUPPORT?** Ask students to write five musical instruments with the letters in a jumbled order. They swap and put the letters in the correct order.
-  **Independent learning:** Remind students to use the visual dictionaries they started in Unit 1. Encourage them to draw pictures or find images in magazines or online that represent the words in the Vocabulary A box. Ask them to add more words to their visual dictionaries as they work their way through the unit. They can create different semantic fields to group words.

Answers:

B guitar **C** trumpet **D** flute **E** violin **F** harp **G** cello

5 The sound of music

Exercise 3 🎧 5.02

- For each instrument, play the piece of music and then pause the audio for students to write the number. Check answers with the class.

Answers:

2 violin 3 harp 4 saxophone 5 guitar 6 trumpet
7 flute 8 drums 9 cello 10 bass guitar 11 keyboards

Exercise 4 🎧 5.03

- Read the words in the Vocabulary B box as a class. Check that students understand the words. Play the audio for them to listen and repeat the words. Pause after each word to check students' pronunciation.
- In pairs, student discuss their favourite types of music. Then have a class vote.

Background note

Rap and **hip-hop** can both be used to refer to the same type of music. Rap refers to the music while hip-hop refers to the whole subculture that includes fashion, graffiti, music and dance. Rap/Hip-hop was created in the city of New York in the early/mid 1970s. Rap/Hip-hop entered mainstream culture in 1980 when the song *Rapper's Delight* by The Sugarhill Gang became a hit single in the USA.

Exercise 5

- Ask students if they know any of the people in the photos and elicit what information they know.
- NEED SUPPORT?** Go through the texts with students and elicit the types of word needed in each gap (1, 3, 6 type of music; 2, 4, 5 musical instrument).

Exercise 6 🎧 5.04 audioscript page 287

- Elicit the topics of the questions in the dialogue (gender, type of music, musical instruments, solo artist or not, nationality).

Answer:

Ed Sheeran

Exercise 7

- Students do the quiz. When they have discussed the questions, elicit each pair's guesses and write them on the board. Students turn to page 155 and check the answers to find out which pair has won.
- FINISHED EARLY?** Ask students to write two or three more questions for the quiz in Exercise 7. Then they swap questions with another student and answer their questions.

Exercise 8

- CHALLENGE** Set a time limit. Then have a class discussion. Ask students who can play a musical instrument to say how long they practise each day and whether or not they enjoy learning their instrument.

BBC VIDEO

STREET TALK

23 videoscript page 287

- Pre-teach: *harmonica, kazoo, to beat, rhythm, bucket, tin whistle*.
- Play the video. Then ask: *What's the video about?* (people talking about music).
- Play the video again and pause the video between each person. Elicit answers as a class.

Answers:

Lazar: doesn't mention any musical instrument or musician

Smith: musical instruments: guitar, drum, harmonica, flute, piano

Bruce: musical instruments: kazoo, guitar, drums (His brother is a jazz drummer.)

Akwasi: musical instruments: guitar; types of music: hip-hop, jazz, R&B, reggae, pop, highlife, hiplife, indie; musicians: Kanye West, Beyoncé, Sarkodie

Renaë: musical instruments: guitar, piano; types of music: classical music

Seosamh: musical instruments: tin whistle, guitar, bass, piano; musicians: Rod Stewart

- 🎯 Reviewing lesson goals:** Ask students to read the lesson aim again. Then they close their books and write as many words as possible from the Vocabulary A and B boxes in their notebooks. Elicit and write on the board. If there are some words on the board that students hadn't written in their notebooks, ask them to add them.

1 Look at the photos and read the text. What do the musicians use to make the instruments?

2 5.01 **I KNOW** Study and listen to the Vocabulary A box. Match instruments A–G with seven of these words. Can you add more instruments to the list?

A – saxophone

VOCABULARY A Musical instruments

bass guitar cello drums flute guitar harp
keyboards piano saxophone trumpet violin

3 5.02 Listen and write the names of the instruments you hear.

1 – piano

4 5.03 Study and listen to the Vocabulary B box. What are your favourite types of music?

VOCABULARY B Types of music

classical country folk hip-hop jazz
pop R&B rap reggae rock techno

5 Complete the descriptions with words from the Vocabulary A and B boxes.



Sheku Kanneh-Mason is a ¹ *classical* musician. He plays the ² *c(...)* *cello*.



hip-hop
Lizzo is a ³ *h(...)-h(...)* singer and songwriter. She plays the ⁴ *f(...)* *flute*.



Daniel Platzman plays the ⁵ *d(...)* in *drums* the American ⁶ *r(...)* *rock* band Imagine Dragons.

6 5.04 Listen to the dialogue. Who is Mia thinking of? Go to page 155 and check.

7 In pairs, do the quiz. Go to page 155 and check your answers.



1 What type of music is the boy in Photo A dancing to?

a folk b *hip-hop* c jazz

2 How many strings has a bass guitar got?

a *four* b six c eight

3 Who sings *No Time to Die*, the title song of the James Bond film?

a Adele b *Billie Eilish* c Sam Smith

4 A ukulele is a type of small ...

a flute b trumpet c *guitar*.

5 What type of music is Bob Marley famous for?

a rock b rap c *reggae*

6 A group of three musicians or singers is called ...

a *trio* b a duo c a quartet.

7 *School of ...* is a film and musical about a teacher and a group of young musicians.

a *Rock* b Rap c Jazz

8 What type of music are the people in Photo B dancing to?

a techno b R&B c *country*

The Big Music Quiz



8 **CHALLENGE** In pairs, ask and answer the questions.

- What instruments can you play?
- What instrument do you want to learn to play?
- Can any of your friends play an instrument?
- What kind of music do you listen to?
- Do you follow any singers, musicians or groups on social media?

BBC VIDEO

STREET TALK

23 Watch six people talking about music. Write down the instruments, types of music and musicians they mention.

Vocabulary Extension > p. 72

65 Unit 5

For the teacher

- Audioscript, page 287
- Videoscript, page 287

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

SEARCH FOR A STAR

Don't miss Saturday's final of the exciting TV talent show *Search for a Star*!

Our two finalists, Jaden and Louis, sing, dance and act for the last time. Then it's your turn to vote for the winner!

The prize: to star in the new theatre musical, *High School Rock*.

Who do you want to win? Write and tell us!



Jaden

Louis

Esme 12.57, 27 April

Louis is not as good as Jaden. Jaden's got a stronger voice than Louis and he's a more exciting dancer. I want him to win.

Max 17.34, 27 April

My vote is for Louis. He's a great actor. He's funnier and more confident than Jaden.

Ruby 21.16, 27 April

They're both amazing. Jaden is as good as Louis, but I think Louis is more relaxed in front of an audience.

Josh 18.25, 28 April

Jaden's shyer than Louis, but he's got a more interesting voice and I think he's a better actor.

Comments

- 4 Look at the judges' notes. Make sentences to compare Jaden and Louis. Use these phrases.

be a good dancer be confident be nervous
be tall be young have got a nice voice

	Jaden (23, 1.73 m)	Louis (22, 1.81 m)
Singing	10/10 Very nice voice!	9/10 A little quiet
Acting	9/10 Sometimes nervous	10/10 Very confident!
Dancing	10/10 Amazing dancer!	9/10 Some good moves

Jaden is a better dancer than Louis.

- 5 Study the Grammar B box. Find examples in the comments in Exercise 1. Then, rewrite the sentences with (not) as ... as.

GRAMMAR B (not) as ... as

We use *as ... as* for things that are equal or the same. Jaden is *as exciting as* Louis.

We use *(not) as ... as* for things that are not equal or the same.

Louis is *not/isn't as old as* Jaden.

VIDEO 24 Grammar Animation

- 1 5.05 Read the online post and comments. What type of programme is *Search for a Star*?
- 2 Study the Grammar A box. Find examples of comparatives in the comments.

GRAMMAR A Comparatives

Adjective	Comparative
shy happy good	shyer happier better
brave relaxed bad	braver more relaxed worse
sad difficult	sadder more difficult

Jaden is *shyer than* Louis.

- 3 Complete the sentences with the comparative form of the adjectives in brackets.
- Shawn Mendes is *younger* (young) than Camila Cabello.
 - Taylor Swift is (...) (tall) than Selena Gomez.
 - Ballet is (...) (old) than street dance.
 - Rock is (...) (popular) than jazz.
 - The harp is (...) (difficult) to learn than the drums.
 - A lot of pop songs are (...) (happy) than rap songs.

- Sam Smith is younger than James Bay.
James Bay isn't as young as Sam Smith.
 - Ed Sheeran is taller than Rosalía.
 - U2 is more successful than AC/DC.
 - Lady Gaga's videos are good. Adele's videos are good too.
 - A lot of pop songs are happier than rap songs.
- 6 **CHALLENGE** Write six sentences about singers/bands in your country. Use comparative adjectives and (not) as ... as. Use adjectives in the box to help you.

bad boring cheap cool exciting expensive
famous funny good modern nice old popular

Rosalía is more popular than Edurne.

For the teacher

On the Portal

- Grammar Presentation
- Grammar Animation 24
- Resource 5.2
- Need support? worksheet 5.2
- Test: Grammar Check

For the student

- Workbook, page 52
- Grammar Extension, Students' Book, pages 140–141

On the Portal

- Extra Practice Activities: Grammar 5.2

5 The sound of music

Lesson aim

- Students can compare two people or things.

Lead-in

Set a time limit of one minute and ask students to make a list of as many types of music as possible. Elicit a list of adjectives to describe each type of music, e.g. *cool, boring, fun, loud, etc.* Write the words on the board.

- 🎯 **Setting lesson goals:** Invite two students to the front of the class, making sure that one is taller than the other. Ask them to stand next to each other. Say and write on the board: *X is tall, but XX is taller. X isn't as tall as XX.* Ask the class what they think the lesson is going to be about. Elicit that it is about comparing two people or things. Write the lesson aim on the board.

Exercise 1 🎧 5.05

- Elicit *talent show* and ask the class if they know of, and watch, any famous talent shows on TV.
- Check answers as a class. Then play the audio for students to listen and read again.
- Ask who wants Esme, Max, Ruby and Josh to win (Esme and Josh want Jaden to win; Max and Ruby want Louis to win).

Answer:

It's a talent show.

Exercise 2

- Ask students to study the examples in the Grammar A box. Explain the spelling rules for comparatives: if the adjective has got only one syllable, we add *-er* (*tall – taller*); if the one-syllable adjective ends in one vowel and one consonant, we double the last consonant (*big – bigger*); if the one-syllable adjective ends in *-e*, we add *-r* (*nice – nicer*); if an adjective ends in a consonant + *-y*, we change the *-y* to an *-i* and add *-er* (*happy – happier*); if an adjective has two syllables not ending in *-y* or if it has three or more syllables, we use *more* + adjective.
- Explain that *good* and *bad* are irregular adjectives, so their comparative form is different (*better, worse*).

Exercise 3

- Elicit the correct answers.
- 💬 **Monitor learning:** Use the lollipop stick technique to check answers.

Answers:

2 taller 3 older 4 more popular
5 more difficult 6 happier

Exercise 4

- Explain that to make comparative sentences from the prompts, students should use the correct form of the verb *to be*, select the correct comparative form and add *than*.
- 📌 **NEED SUPPORT?** Prepare copies of the photocopiable *Need support?* worksheet 5.2 from the Teacher's Resource File. This is an exercise to help students recognise and use comparatives.

Answers:

Louis is more confident than Jaden.
Jaden is more nervous than Louis.
Louis is taller than Jaden.
Louis is younger than Jaden.
Jaden has got a nicer voice than Louis.

Exercise 5

- Read through the Grammar B box with the class. Explain that *Jaden is as exciting as Louis* means that they are the same – both are equal. However, *Jaden is not as exciting as Louis* means that they are not the same – not equal. We can rewrite it as *Louis is more exciting than Jaden*.
- If you play the Grammar Animation video, note that it includes information regarding both the comparatives and the superlatives. This content in the video can't be split, so decide if you want to play it now and in lesson 5.4 or wait until you have taught both comparatives and superlatives.
- Ask students to give you examples from the comments section of the text and check answers as a class.

Answers:

2 Rosalía isn't as tall as Ed Sheeran.
3 AC/DC isn't as successful as U2.
4 Adele's videos are as good as Lady Gaga's videos.
5 Rap songs aren't as happy as pop songs.

Exercise 6

- 📌 **CHALLENGE** Go through the list of adjectives with the class and check for understanding by eliciting the comparative forms. Ask students to work on their own to make comparative and (*not*) *as ... as* sentences and then work with a partner to compare their ideas to see if they have the same opinion.
- Invite pairs to read out a sentence that they agree on and one that they disagree on. Have a class vote to see whose opinion the rest of the class agrees with.
- 📌 **FINISHED EARLY?** Ask students to write a comment about Jaden and Louis for the online post in Exercise 1 using comparatives.
- 🎯 **Reviewing lesson goals:** Ask students to read the lesson aim again. Then encourage them to write a number from 1–5 on a piece of paper to say how they feel about the lesson (1 – easy to 5 – difficult). They can put it on your desk as they leave the classroom. Look at the results and if there are lots of 4s and 5s, find time to review the lesson.

Lesson aim

- Students can understand a magazine article about a challenge.

Lead-in

Ask students to think about their favourite singer or group. They mingle around the classroom to find a classmate with the same favourite. Then students make a list of adjectives to describe this singer or group.

-  **Setting lesson goals:** Say and write the lesson aim on the board.

Exercise 1

- Students discuss the questions in pairs. Ask them where they can see live music in their town, city or region.

Exercise 2

- Pre-teach: *challenge*. Ask the class what new things they have tried recently. Ask them what their teenage challenge would be and why.

Exercise 3 5.06

- Pre-teach: *all right, hard, smart, the lights*.
- Read the sentences, check for understanding and explain that the underlined words are incorrect. Explain that the information they are looking for will be the same part of speech as the underlined words, e.g. a time expression, a verb, an adjective, etc. Also point out that the questions follow the same order as the information as it is presented in the text.
- NEED SUPPORT?** Prepare copies of the photocopiable *Need support?* worksheet 5.3 from the Teacher's Resource File. This is an exercise to help students understand the text.

Exercise 4 5.07

- Read the words in the Vocabulary box as a class and check for understanding by asking students how they would use the adjectives *brilliant, interesting* and *boring* to describe something. Play the audio for students to listen and repeat the words.
- Explain that some adjectives can be either positive or negative depending on intonation. Direct them to *all right* and say that when our voice goes down at the end of this adjective, it usually means that it is being used negatively. When it goes up, it usually means that it is being used positively. To demonstrate, say in both ways: *The film is all right.*
- NEED SUPPORT?** Pair less confident students with more confident students who can help them with the exercise.

Extra activity

Tell students to work on their own to write the name of an object, person or activity they would describe with each of the adjectives in the box in Exercise 4, e.g. *Physics – all right, football – boring*, etc. In groups, students take turns to read out the name of one of their objects/people/activities, while the rest of the group guesses which adjective they think describes it. Invite groups to share some of their ideas with the class.

Exercise 5

- Explain that some of the adjectives in the box in Exercise 4 don't have comparative forms (*all right, great, OK*). Students should use these adjectives in their base form or use the comparative adjectives *better* or *worse* as in the example. Invite pairs to share their sentences with the class.
- FINISHED EARLY?** Write the sentence stem on the board: *I think ... is ...*. Explain that students should write the name of a book, film, singer or group in the first space and one of the opinion adjectives in the second space.

THINKING TIME

EVALUATE: Ask students to evaluate Hannah's challenge. Is it difficult? Could they do it? What would be a more difficult musical challenge? Students share their ideas with the class.

EXPLORE: Students set a challenge for themselves. This task can be set for homework. Ask them to make notes about the task to give feedback to the class in the next session. If possible, they should save an audio file or link to the music they set as a challenge.

CREATE: Students share their feedback in groups or present to the whole class playing music extracts as part of their presentation. Ask for a show of hands to see if students' opinions about the music they chose changed after the task.

-  **Reviewing lesson goals:** Ask students to read the lesson aim again. Then go through each exercise in the lesson, asking students how they feel about it. Check answers using traffic light cards. If there are lots of red cards for a particular exercise, find time to review it.

- 1 Do you sometimes go to music concerts? What type of concerts do you go to?
- 2  Read the title and introduction to the article. What do teenagers do in The Teenage Challenge? What is Hannah's challenge? *try something new; go to a classical music concert*



The Teenage Challenge

Do you like trying new things? Every week on The Teenage Challenge, a different teenager tries something new. This week, it's fifteen-year-old Hannah. Her challenge is to go to a classical music concert.

BEFORE THE CHALLENGE

What type of music do you like, Hannah?

- R&B is cool, pop music is all right, but my favourite is rap. It's fast, fun and loud! I never listen to classical music, so I've got no idea what it's like. My friends think it's terrible. They say it's boring and they think this challenge is hard!

THE DAY OF THE CHALLENGE

What's happening, Hannah?

- I'm at the concert hall. It's a fantastic building. I'm really excited! There are people of all ages, but most of them are older. A lot of people are wearing smart clothes, but not me! The lights are going down and the musicians are getting ready to start. See you later!

AFTER THE CHALLENGE

What do you think of classical music now?

- I quite like it! It's more interesting than pop music and more relaxing than rap. It's quieter and you have time to think. Do I want to go again? Maybe, but I still prefer rap!

- 3  5.06 Read and listen to the article. Correct the underlined information with words and phrases from the article.

- The Teenage Challenge is on TV once a year. *every week*
- Hannah's challenge is to play in a classical music concert. *go to*
- Hannah likes pop music best. *rap music*
- Friends tell her that classical music is loud and fun. *terrible, boring*
- Many people in the audience are younger than her. *older*
- Now Hannah thinks classical music helps you sleep. *think*

- 4  5.07 Study and listen to the Vocabulary box. Which of the adjectives are not in the article? Then complete the table with these adjectives.

VOCABULARY Opinion adjectives

all right boring brilliant cool fantastic fun great
hard interesting OK terrible

+	+/-	-
<i>brilliant cool, fantastic, fun, great, interesting</i>	<i>all right OK</i>	<i>boring hard, terrible</i>

- 5  In pairs, compare these things. Use adjectives from the Vocabulary box.

- rock music – dance music
- pop music – jazz music
- action films – nature programmes
- the violin – the guitar
- watching TV – playing video games

A: *I think rock music is boring. Dance music is better.*

B: *I prefer rock music. I think dance music is terrible. You can't relax when you listen to it.*

THINKING TIME

EVALUATE

Do you think Hannah's challenge is difficult?

EXPLORE

Choose a type of music you don't know or don't like.

- Listen to an example a number of times.
- Write down some opinion adjectives.
- Do you still have the same opinion?

CREATE

Tell the class about your challenge.



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



VIDEO

GRAMMAR IN ACTION



- Look at the photo. What instrument does Mateo want to buy? *a guitar*
- ▶ 25 🔊 5.08 Watch or listen and answer the questions.
 - What's the problem with the first guitar?
 - What's the problem with the other guitars?
1 It's very small. 2 They're expensive.
- Does Mateo make a good decision in the guitar shop? Why?/Why not?

FUTURE SKILLS



Which sentences are true for you? Discuss in groups. What's the best thing to do?
When I go shopping, ...

- I buy from the first shop I visit.
- I compare prices at different shops/online.
- I don't really look at prices.
- I think before I buy something.

- Study sentences 1–6 with superlatives from the dialogue in Exercise 1. Decide if the options a and b are true or false.
To make superlatives:
 - you use the definite article *the*.
 - you add *-est* to all adjectives.
 - This is *the cheapest* guitar.
 - That's *the most expensive* guitar in the shop!
 - It's also *the coolest*!
 - What's *the best* guitar for beginners?
 - The worst* thing is to buy a guitar now.
 - The lowest* prices are often online.

- Study and complete the Grammar box with words in blue from Exercise 4.

GRAMMAR

Superlatives

Adjective	Comparative	Superlative
cool	cooler	the ¹ (...) <i>coolest</i>
low	lower	the ² (...) <i>lowest</i>
cheap	cheaper	the ³ (...) <i>cheapest</i>
nice	nicer	the nicest
big	bigger	the biggest
easy	easier	the easiest
expensive	more expensive	the ⁴ (...) (...) <i>most expensive</i>
good	better	the ⁵ (...) <i>best</i>
bad	worse	the ⁶ (...) <i>worst</i>

VIDEO

26 Grammar Animation

- Make sentences with superlatives. Do you agree with the sentences?
 - February is (bad/month) of the year.
February is the worst month of the year.
I agree. / I don't agree.
 - English is (difficult/language) to learn.
 - The guitar is (easy/instrument) to play.
 - Classical music is (good/type) of music.
 - The Torre de Cristal is (tall/building) in Spain.
 - Taylor Swift is (famous/singer) in the world.
- Complete the sentences with the superlative form of these adjectives.

big expensive fast ~~long~~ old

 - The *longest* opera is German. It's more than fifteen hours long!
 - The world's (...) musical instrument is a violin. It's worth \$16 million. *most expensive*
 - The (...) instrument is a flute from Slovenia. It's more than 43,000 years old. *oldest*
 - The world's (...) drummer can hit the drums 1,208 times in one minute! *fastest*
 - The (...) violin in the world is more than four metres tall. You need three people to play it! *biggest*
- ... CHALLENGE

 Write five sentences about your family and friends. Use these ideas to help you. Then compare with a partner.

fast runner funny good singer long hair old short hair tall unusual name

My friend Ahmet is the funniest person I know.
My dad is the best singer in the family.

For the teacher

- Audioscript, page 288

On the Portal

- Grammar Presentation
- Grammar Animation 26
- 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: *The coolest guitar* video; Grammar 5.4

5 The sound of music

Lesson aim

- Students can compare more than two people or things.

Lead-in

Write the following sentence on the board: *Classical music is better than country*. Explain that students must now write a comparative sentence chain starting with the last noun of the sentence on the board, e.g. *Country is more interesting than Maths*. Students continue the chain. The winner is the student with the most sentences.

-  **Setting lesson goals:** Invite three students of different heights to the front of the class. Say and write on the board: *X is tall, XX is taller, but XXX is the tallest*. Elicit what they think the lesson is going to be about. Say and write the lesson aim on the board.

Exercise 1

- Students describe the photo and answer the question.

Exercise 2 25 5.08 audioscript page 288

- Play the video or audio. Explain that Mateo and Lena are in a guitar shop. Mateo wants to buy a cheap guitar because he is learning the instrument.
- NEED SUPPORT?** Play the video or audio again and pause after key moments to ask comprehension questions, e.g. *When is Mateo's first guitar lesson?* (next week). *What does Mateo borrow from Lena?* (her guitar). *Which is the cheapest place to buy guitars: in a shop or online?* (online).

Exercise 3

- Students discuss the questions with a partner.
-  **Peer learning:** Ask pairs to work with another pair to compare their answers. Remind them that they can change their answers if they feel there is a good reason to do so.



Self-management (Making decisions)

This task helps students to make better decisions when they go shopping. It will teach them how to keep emotions and behaviour under control and not to be impulsive when they might buy something they either don't need or can't afford.

- Students discuss the questions in groups and agree on the best thing to do on the list. Elicit situations in which they need to make a decision, such as doing homework instead of going out with friends.
- NEED SUPPORT?** Allow students to discuss in their own language. Elicit and summarise their key points in English.

Exercise 4

- Students read sentences 1–6. Elicit who said them in the video.
- Check answers as a class. Ask them to correct the false option.

Answers:

Option a is true. Option b is false (only with adjectives with one or two syllables).

Exercise 5

- Tell students to copy and complete the Grammar box. They should use words from Exercise 4.
- Explain the spelling rules for superlative adjectives: one-syllable adjectives, we add *-est*; if the one-syllable adjective ends in one vowel and one consonant, we double the last consonant before we add *-est*; if an adjective ends in a consonant + *-y*, we change the *-y* to an *-i* and add *-est*; if an adjective has two syllables not ending in *-y* or if it has three or more syllables, we use *most* + adjective. Point out that we normally use *the* before superlative forms (*the best guitar*), but that we don't with possessive pronouns (*my best friend*).

Exercise 6

- Read through the example with students explaining that they have to add their personal opinions.
- Students compare answers in pairs. Check the sentences with the class. Point out that they are subjective except for sentence 5, which is a fact.

Answers:

- English is the most difficult language to learn.
- The guitar is the easiest instrument to play.
- Classical music is the best type of music.
- The Torre de Cristal is the tallest building in Spain.
- Taylor Swift is the most famous singer in the world.

Exercise 7

- Check answers with the class. Discuss the sentences and have a class vote to find the most surprising fact.

Exercise 8

- CHALLENGE** Check that students understand all the phrases in the box. Invite them to tell the rest of the class about their family and friends.
- NEED SUPPORT?** Prepare copies of the photocopiable *Need support?* worksheet 5.4 from the Teacher's Resource File. This is an exercise to help students with the speaking activity.
- FINISHED EARLY?** Ask students to write sentences about their favourite fictional character.
-  **Reviewing lesson goals:** Ask students to read the lesson aim again. Ask the class: *Can you compare more than two people or things?* Check answers using emoji response cards. If there are lots of neutral or sad emojis, find time to review the lesson.

5 The sound of music

Lesson aim

- Students can understand a radio programme about a music event.

Lead-in

Write *music festival* on the board and ask students to discuss in pairs or small groups what it is and if they know of any famous music festivals in their own country.

-  **Setting lesson goals:** Ask students to study the photos and discuss in pairs what they think the lesson is about. Elicit ideas. Say and write the lesson aim on the board.

Exercise 1

- Invite students to say which performance they think they would prefer to listen to and why.

Answers:

The first musician is on stage – he could be at a concert. He's playing the (electric) guitar. The other musicians are outdoors – in a park or square. They're playing the drums, the violin and the (electric) guitar.

Background note

Make Music Day first started in France in 1982. Its name in French is *Fête de la Musique*, which means both Festival of Music and Make Music in English. On 21 June every year, musicians gather in parks and streets in 125 countries around the world to perform free of charge to the public. However, in 2020 and 2021, the celebration was an online event because of the COVID-19 global pandemic.

Exercise 2 5.09

- Read the words in the Vocabulary box as a class. Play the audio for students to listen and repeat the words. Pause after each word to check students' pronunciation. Elicit which of the words could be used to describe people or things in the two photos in Exercise 1 (top photo: *band, concert, group, singer, stage, audience*; bottom photo: *band, concert, group, street musician*).
- Display the digital flashcards available on the Portal in a random order and elicit the correct words.
-  **Independent learning:** Remind students to add another category (Live music) and the words in the Vocabulary box to their visual dictionaries.

Exercise 3 5.10

- When students have checked their answers, ask them where in their town, city or region they can see a concert, street musicians or an orchestra. Then ask them where in their school they can find a stage (if there is one).

Exercise 4 5.11 audioscript page 288

- Before students listen to the audio, ask them to predict the answers to the two questions. Play the audio while students listen and check their predictions. Elicit the correct answers from the class.

Exercise 5 5.11 audioscript page 288

- Ask students to read through the notes and to think about what kind of information they need (1 a date, 2 a year, 3 a place, 4 a number of countries, 5 a way of contacting people). Play the audio while students complete the notes.
- NEED SUPPORT?** Write the following answers and distractors on the board and ask students to choose from them to complete Exercise 5: 1982, parks, 120, 31 July, theatres, 21 June, email, 1992, 1,200.

Exercise 6

- Set a time limit for students to discuss the questions in pairs. Then have a class discussion.
- NEED SUPPORT?** Write your answers to the questions on the board. These can act as model answers for the class.

Extra activity

In groups, students organise a music festival in their town or city. Ask them to discuss and agree on what singers and groups are going to take part in their festival, and where and when it is going to be held. They could make a poster to announce it. They can create a paper poster or use digital poster tools. Display the posters around the classroom, ask students to look at them all and then have a show of hands to vote on the best/most original/most creative festival.

Exercise 7 5.12

- Explain that when we talk about an activity, *enjoy* has a similar meaning to *like*. Point out that if we use a verb after *enjoy*, it is in the *-ing* form, e.g. *I enjoy listening to jazz music*.

Exercise 8

- Invite some students to ask and answer the questions in front of the class.
-  **Reviewing lesson goals:** Ask students to read the lesson aim again. Then use the basketball technique. Throw a ball to a student and ask them one of the questions from Exercise 7. When they have answered it, ask them to throw the ball to another student and ask another of the questions. Continue until all the class has asked and answered a question, stop the game and give feedback to the class on any mistakes you heard.

- 1 Look at the poster for Make Music Day. Where are the musicians? What instruments are they playing?



- 2 5.09 Study and listen to the Vocabulary box. Check you understand the words.

VOCABULARY Live music

audience band concert group orchestra
singer stage (street) musician

- 3 5.10 Choose the correct option. Listen and check.

In a typical pop ¹ audience / concert, the singer and the band play on a ² concert / stage. They're higher up than the ³ audience / group. It's different for the ⁴ band / orchestra in a classical music concert, of course. And it's different for ⁵ singers / street musicians too. They're right next to the audience.

- 4 5.11 Listen to a radio programme about Make Music Day and answer the questions.

- 1 What happens on Make Music Day? *People make/ play music.*
2 Is it popular? *Yes, it is.*

- 5 5.11 Listen again and complete the notes with a word or a short phrase.

Make Music Day (MMD)

Date: ¹(...) *21 June*
First MMD: Country: France
Year: ²(...) *1982*
People play music: in streets, in ³(...), at home
parks
Takes place in: more than 1,000 cities
in ⁴(...) countries *120*
More information: visit www.makemusicday.org
or by ⁵(...) *email*

- 6 In pairs, discuss the questions.

- 1 What do you like about Make Music Day?
2 Would you like to organise a Make Music Day in your country? Why?/Why not?

- 7 5.12 **WORD FRIENDS** Complete the questions with these verbs about enjoying live music. Listen and check.

buy enjoy go play practise see

- 1 What kind of live music do you enjoy the most?
2 How often do you (...) to concerts? *go*
3 Do you ever (...) concert tickets online? *buy*
4 Which group or singer do you most want to (...) in a live concert? *see*
5 Where do street musicians (...) music in your town? *play*

- 8 In pairs, ask and answer the questions in Exercise 7.

A: *What kind of live music do you enjoy the most?*
B: *I really enjoy classical music concerts and operas.*

For the teacher

- Audioscript, page 288

On the Portal

- Vocabulary Memory Game
- Resource 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

- Mia: Let's move this chair and film it here. There's lots of space.
- Noah: Hmm, I'm not sure. It's a bit dark there.
- Mia: What do you suggest?
- Noah: Why don't we film it in the garden? The light's better.
- Mia: OK, why not? What about clothes? How about this black top, Lena?
- Noah: I'm not sure that's a good idea. Bright colours are better.
- Mia: How about this red T-shirt?
- Noah: Great idea! It's perfect! Now, for make-up ...
- Lena: Excuse me, guys. Can I make a suggestion?
- Noah: Yes, of course.
- Lena: Why don't you just point the camera and film? This isn't Hollywood!
- Mia: Oh, yes, Lena, you're right!
- Lena: I really want to put my new song online tonight.
- Mia: No problem.
- Noah: Yes, sorry, Lena! ... Perhaps just this hat?
- Lena: No, Noah!

SOUNDS GOOD!

Excuse me, guys. • You're right!



3 5.14 Complete the dialogue with one word in each gap. Use the Speaking box to help you. Listen and check.

- Mark: It's Make Music Day tomorrow. What can we do? Have you got any ¹ suggestions?
- Sue: Hmm ... ² (...) don't we have a party in your garden? Why
- Mark: OK, why ³ (...) ? Emma can play her guitar and we can all sing! not
- Sue: Great idea! ⁴ (...) invite Holly too. Let's
- Mark: Sure! What ⁵ (...) a barbecue? We can buy some food. about
- Sue: What do you ⁶ (...) ? suggest
- Mark: Chicken, baked potatoes, salad, ...
- Sue: Cool. Why ⁷ (...) you ask your parents tonight? don't
- Mark: Oh, yes, of ⁸ (...) ! course

4 5.15 Listen to five suggestions. Respond with phrases from the Speaking box.

1 Yes, of course.

- 1 Watch or listen and answer the questions.
- Why does Noah want to film the video in the garden?
 - Why does Lena say, 'This isn't Hollywood'?
 - Why does Lena want to make a video?
- 2 Study the Speaking box. Find examples of some of the phrases in the dialogue.

SPEAKING Suggestions

Asking for suggestions

What do you suggest?

Have you got any (other) suggestions?

Making suggestions

Can I make a suggestion?

Why don't you/we ... ?

How/What about ... ?

Let's ...

Responding to suggestions

Sure./Yes, of course.

OK, why not?/Great idea!

Maybe./Perhaps./I'm not sure.

I don't think that's a good idea.

SPEAKING TIME

Work in pairs. Student A, follow these instructions. Student B, go to page 155.

- Read these situations to Student B. Respond to his/her suggestions.
 - I've got an English exam tomorrow.
 - I'm a little bit hungry.
- Listen to Student B's situations. Make suggestions. Use these ideas or your own.
 - listen to music/read a book
 - buy a ticket for a concert/get a book

For the teacher

- Audioscript, page 288

On the Portal

- Resource 5.6
- Need support? worksheet 5.6

For the student

- Workbook, page 56

On the Portal

- Extra Practice Activities: What do you suggest? video

5 The sound of music

Lesson aim

- Students can ask for, make and respond to suggestions.

Lead-in

In groups, students brainstorm all the words they remember from the unit. To prompt them, write the following on the board: *Musical instruments, Types of music, Opinion adjectives, Live music*. Elicit some ideas from students, but don't write them on the board. Tell students that they are now going to play word association in their groups. The first student says a word and the next student has to say a word that they associate with it, e.g. *classical – violin*. The following student then says a word they associate with that word. If a student can't think of a word, they miss a turn.

- 🎯 **Setting lesson goals:** Draw a speech bubble on the board with the text: *What film do you want to watch?* Add another speech bubble with the text: *Let's watch Spiderman*. Ask students to guess the lesson aim. Elicit ideas from the class. Then write the lesson aim on the board and read it out with students.

Exercise 1 🎧 27 🔊 5.13

- Elicit what students remember from the video in Lesson 5.4.
- Play the video or audio. Explain that Mia, Lena and Noah are making a music video for Lena's new song, which she wants to put online. Mia and Noah are worrying about the light and what Lena is wearing. However, Lena is feeling relaxed. Check answers as a class.
- Direct students to the Sounds Good! box and ask them to find the words and expressions in the dialogue. Then elicit or teach that *Excuse me, guys* is used as an apology when we interrupt somebody who is talking and *You're right!* is an informal way of saying *You're correct*.
- NEED SUPPORT?** Play the video or audio again and pause after key moments to ask comprehension questions, e.g. *Why does Noah want to film in the garden?* (The light's better.) *What colour is Mia's T-shirt?* (red).

Answers:

- Because the light's better there.
- Because she wants a simple video.
- Because she's got a new song and she wants to put it online tonight.

Exercise 2

- Ask students to study the Speaking box and discuss the meaning of the phrases as a class.
- Point out that the verb after *Why don't you/we ...?* and *Let's ...* is the infinitive (without *to*). Then explain that either a noun or a verb can follow *How/What about ...?* However, the verb is in the *-ing* form (*How about filming in the garden?*).
- NEED SUPPORT?** Prepare copies of the photocopiable *Need support?* worksheet 5.6 from the Teacher's Resource File. This is an exercise to help students understand appropriate responses to suggestions.

Extra activity

Put students into groups of three to act out the dialogue. Less confident students can act out the dialogue without changing any words. Encourage more confident students to use the different forms of asking for, making and responding to suggestions.

Exercise 3 🔊 5.14

- Ask students to cover the Speaking box and the dialogue and to try to complete the exercise without referring to them. If there are any words or phrases they can't remember, tell students to leave the gaps blank and that they can complete them when they listen to the audio.

Exercise 4 🔊 5.15 audioscript page 288

- Explain to the class that for each suggestion, there may be more than one way of responding. Play the audio and pause after the first suggestion. Read the example and elicit other possible ways of responding (*Sure.*). Repeat for each suggestion.

SPEAKING TIME

- Go through the instructions with students. Point out that ideas have been given for making suggestions, but that students should also try to think of their own ideas. Invite pairs to role play one of the situations in front of the class.
- NEED SUPPORT?** Before students discuss in pairs, ask them to write what they want to say in their notebooks. They work in pairs to help each other with any difficulties they may have.
- FINISHED EARLY?** Ask students to write a short dialogue between two friends who are making suggestions about what to do tonight. Encourage them to use different phrases from the Speaking box.

- 🎯 **Reviewing lesson goals:** Ask students to read the lesson aim again. Then ask them how they feel about the phrases in the Speaking box. Check answers using emoji response cards. Look at the results and if there are lots of neutral and sad emojis, find time to review the language.

Lesson aim

- Students can write messages.

Lead-in

Ask students how often they send messages and to whom. Then work as a class to create a typical text message, encouraging students by eliciting ideas. Write this message on the board and use some ideas from the Writing box.

-  **Setting lesson goals:** Ask students: *What are we going to learn today?* Elicit some ideas. Say and write the lesson aim on the board.

Exercise 1

- Revise adverbs of frequency before checking answers.

Exercise 2

- Don't answer any vocabulary queries at this stage.

Exercise 3

- Go through the phrases in the Writing box together and check for understanding. Tell students that this is often called *text speak*. Explain that people leave out unimportant words to save time. Write a few examples on the board, e.g. *Meet at 8? New restaurant in town! Hungry! Want to eat!* Put students into small groups to discuss what the full forms could be and write on the board: *Do you want to meet at eight o'clock? There's a new restaurant in town! And I'm hungry! I want to eat!*

Answers:

Leaving out words: Want 2 go? = Do you want to go?; Kk, can get them today = OK, I can get them today; Cnt w8 = I can't wait; Twenty One Pilots r best band ever = Twenty One Pilots are the best band ever.

Using symbols, letters and numbers to replace words: Twenty One Pilots concert @ Brighton Centre = Twenty One Pilots concert at Brighton Centre; 3 April @ 7.30 = 3 April at 7.30; Tickets r £25 = Tickets are £25; U can buy them = You can buy them; Want 2 go? = Do you want to go?; Can u get tickets 4 me? = Can you get tickets for me?; Twenty One Pilots r best band = Twenty One Pilots are the best band; Cu = See you.

Leaving out letters in words: Fri 3 April = Friday 3 April; plz = please; Thx = Thanks; Cnt = Can't

Using acronyms for phrases: Kk = okay

Exercise 4

- Invite students to write the answers on the board in *text speak*.
- **NEED SUPPORT?** Ask students to work in pairs. Student A does sentences 1, 3 and 5, and Student B does 2, 4 and 6.

Exercise 5

- Write *emojis* on the board and elicit that these are simple pictures used in messages that represent emotions and objects. Go through the Language box together and allow students time to complete the activity. Check answers as a class before students explain any other emojis they use.

Background note

The word **emoji** comes from Japanese. It means picture word. Emojis were first used in text messages in Japan in the late 1990s. At first, there were 176 emojis, and they were only available on one type of mobile phone. In the early 2000s, more mobile phone companies started offering emojis on their phones and their popularity soon spread around the world. There are more than 3,500 different types of emoji today.

Exercise 6

- In pairs, students write the full versions of each message. When they have finished, invite them to write the full messages on the board.

Answers:

- 1 Great news! There's a Twenty One Pilots concert at the Brighton Centre on Friday the third of April at seven thirty/half past seven. The tickets are twenty-five pounds. You can buy them online. Do you want to go?
- 4 Thanks! I can't wait! Twenty One Pilots are the best band ever! See you there!

WRITING TIME

- Explain that students will write a message to a partner on their own in their notebooks. Discuss the steps as a class and allow students to ask questions about them.
- Give students time to make notes about their message in their notebooks. Tell them to refer to the model text in Exercise 2 and to the Writing Box in Exercise 3. Remind them about the use of emojis.
- Once they have made their notes, students start writing their drafts. Walk around the classroom to monitor their work.
- You can list on the board any common mistakes that students have made for whole class discussion.
- Students write their final draft on a piece of paper, which they will exchange with a partner.
- Students then swap messages with a partner and write a response.
- **FINISHED EARLY?** Ask students to write a list of why they typically send text messages, such as to a friend to arrange a time to meet or to explain that they are going to be late for something, etc.

-  **Reviewing lesson goals:** Ask students to read the lesson aim again. Then ask them to hold up their emoji response cards to show how confident they feel about the lesson. If there are lots of neutral and sad cards, find time to review the lesson.

- 1 Do you often message your friends or family? How often?
- 2  Read the messages and answer the questions.
 - 1 When is the Twenty One Pilots concert? *on Friday 3 April at 7.30*
 - 2 How much are the tickets? *£25*
 - 3 How many tickets does Jake need to buy? *three*
- 3 Study the Writing box. In pairs, find examples for each point in the messages.

WRITING Text messages

To make messages shorter, you can:

- leave out some words, e.g. *I, you, there's, there are, a/an, the, am/are, do, have.*
Twenty One Pilots concert at Brighton Centre = There's a Twenty One Pilots concert at the Brighton Centre.
Having a great time! = I'm having a great time!
- use symbols, letters and numbers to replace words.
@ = at; 2 = to/too; 4 = for; b = be; c = see;
u = you; r = are; y = why
- leave out some letters in words.
plz = please; thx = thanks; sry = sorry; cnt = can't
- use acronyms for phrases.
Kk = Okay; idk = I don't know; gtg = I have to go

- 4 Make the messages shorter. Use the Writing box to help you.
 - 1 I can't go out tonight. Sorry.
Cnt go out 2night. Sry.
 - 2 I've got the tickets for the concert. *Got tickets 4 concert.*
 - 3 Are you at home? *R U @ home?*
 - 4 Do you want to meet later? *Want 2 meet l8er?*
 - 5 Sorry, I have to go. *Sry, gtg.*
 - 6 I'm waiting for you. *Waiting 4 U.*

- 5 Study the Language box. Match emojis a–f with meanings 1–6. What other emojis do you use?

LANGUAGE Emojis

In text messages, we often use emojis instead of words.

a  b  c  d  e  f 

- 1 I love it/you! c
 - 2 I'm sad. b
 - 3 Please./Thank you. e
 - 4 I'm happy. a
 - 5 Very funny!/I'm laughing. d
 - 6 Yes./OK./I like this. f
- 6 Now write out messages 1 and 4 in Exercise 2 in full.
Great news! I'm happy! There's a Twenty One Pilots concert ...



Jake 18.12

1

Great news! 😊 Twenty One Pilots concert @ Brighton Centre on Fri 3 April @ 7.30. Tickets r £25. U can buy them online. Want 2 go?

Martha 18.14

2

Yes! Can u get tickets 4 me and my sister, plz?

Jake 18.15

3

Kk, can get them today.

Martha 18.17

4

Thx. Cnt wait! Twenty One Pilots r best band ever! 😊 Cu there!

WRITING TIME

 Write a message to a partner. Suggest an event you can go to together. Then swap messages and reply.

FIND IDEAS

Make notes for your message. Think about:

- what the event is (a sports event, a concert, a play, etc.)
- when and where it is
- how much the tickets are

PLAN

Organise your ideas. Use message 1 in Exercise 2 to help you.

WRITE AND SHARE

- Write a draft message. Use the Writing box and the Language box to make it shorter.
- Share your message with another student for feedback.
- Write the final version of your message.

CHECK

- Check language: are the symbols and abbreviations correct? Is the message short?
- Check grammar: can you leave out some words and keep the message clear?

For the teacher

On the Portal
• Resource 5.7

**For the student**

- Workbook, page 57
- Writing Extension, Workbook, page 118

WORDLIST

5.16

Musical instruments

bass guitar (n)
cello (n)
drums (n)
flute (n)
guitar (n)
harp (n)
keyboards (n)
piano (n)
saxophone (n)
trumpet (n)
violin (n)

Types of music

classical (music) (n)
country (music) (n)
folk (music) (n)
hip-hop (n)
jazz (n)
pop (n)
R&B (n)
rap (n)
reggae (n)
rock (n)
techno (n)

Opinion adjectives

all right
boring
brilliant
cool
fantastic
fun
great
hard
interesting
OK
terrible

Live music

audience (n)
band (n)
concert (n)
group (n)
orchestra (n)
singer (n)
stage (n)
(street) musician (n)

Word friends

(enjoying live music)

buy (concert) tickets (phr)
enjoy music (phr)
go to a concert (phr)
play music (phr)
see a group/singer (in a live concert) (phr)

EXTRA WORDS

act (v)
actor (n)
amazing (adj)
atmosphere (n)
beginner (n)
cheap (adj)
concert hall (n)
dance (v)
dancer (n)
difficult (adj)
expensive (adj)
famous (adj)
fast (adj)
funny (adj)

guitarist (n)
invite (v)
loud (adj)
make a video (phr)
modern (adj)
musical (adj)
musical instrument (n)
popular (adj)
price (n)
prize (n)
professional (musician) (adj)
quiet (adj)
relaxing (adj)
sing (v)
song (n)
songwriter (n)
star (n)
string (n)
(talent) show (n)
take place in (phr)
voice (n)
vote for something/
someone (phr)
win (v)

1 Use the wordlist to find these things.

- three musical instruments you play with your mouth and hands *flute, ...*
- a small instrument with four strings
- another word for *fantastic*
- a type of music that comes from Jamaica
- an adjective that means *very bad*

2 Match the pictures with live music words from the wordlist.

A – singer



3 In pairs, take turns to guess your partner's opinion about these things. Use opinion adjectives from the wordlist.

- R&B music
- talent shows on TV
- classical music
- musicals
- music lessons
- ballet dancing

A: *You think R&B music is terrible.*

B: *False – I think it's great.*

4 In pairs, talk about these things. Use words from the wordlist.

- types of music you like/don't like
- places you like to go to listen to music

A: *I like to listen to classical music in a concert hall. What about you?*

B: *I like to go to talent shows to listen to new music.*

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

- The opposite of *cheap*. *expensive*
- Someone who writes words and music.
- A musician in a band.
- The opposite of *quiet*.
- When you show your support for something/someone.
- A place where you can hear music.
- An adjective similar to *quick*.
- What you get when you win something.

Exercise 1

- 1 saxophone, trumpet
- 2 bass guitar
- 3 brilliant, great
- 4 reggae
- 5 terrible

Exercise 2

- B audience
- C orchestra
- D band
- E (street) musician
- F stage

Exercise 3**Suggested answers:**

- You think classical music is interesting.
- You think music lessons are boring.
- You think talent shows on TV are cool.
- You think musicals are fun.
- You think ballet dancing is fantastic.

Exercise 4**Suggested answers:**

- I like to listen to hip-hop in the street.
- I don't like to listen to techno. I think it's boring.
- I like to go to the theatre to see musicals.

Exercise 5

- 2 songwriter
- 3 professional musician
- 4 loud
- 5 vote for something/someone
- 6 concert hall
- 7 fast
- 8 prize

Exercise 1

- 1 play
- 2 enjoy
- 3 buy
- 4 rock
- 5 concert
- 6 see
- 7 band
- 8 brilliant

Exercise 2

- 1 group
- 2 singer
- 3 guitar
- 4 bass
- 5 drums
- 6 keyboards
- 7 audience
- 8 concert

Exercise 3

- 1 play
- 2 orchestra
- 3 singer
- 4 musicians
- 5 go
- 6 see
- 7 enjoy

Exercise 4**Suggested answers:**

- 1 My mum and my brother can play the piano.
- 2 Yes, my friend Anna./No, they don't.
- 3 My favorite singer is Taylor Swift. She doesn't play in any band.
- 4 I like them very much.
Yes, I do. I have fun listening to music in the street.
- 5 Yes, I do. I try to go to a concert every month.
- 6 I'd like to see One Direction.
- 7 Yes, I do./No, I don't.

Exercise 5

- 1 quicker
- 2 better
- 3 heavier
- 4 more expensive
- 5 smaller
- 6 easier

Exercise 6

- 1 the worst
- 2 the funniest
- 3 the most interesting
- 4 the best
- 5 the most successful
- 6 the tallest

Exercise 7

- 1 isn't
- 2 as
- 3 good
- 4 better
- 5 isn't

Exercise 8**Suggested answers:**

- 1 I think dance music is more boring than pop music.
- 2 I think jazz is the coolest type of music.
- 3 Watching a concert on TV is not as fun as watching it live.

Exercise 9 5.17

The violin is one of the hardest musical instruments to play. It's more difficult than the piano or guitar. At a classical music concert, there are sometimes thirty violins in the orchestra. When they all play together, it's fantastic!



VOCABULARY

- 1 Complete the text with these words.

band brilliant buy concert enjoy
play rock see

I love music, but I don't ¹ (...) an instrument.
My parents ² (...) music too and they often
³ (...) tickets for concerts. I like ⁴ (...) music.
For my birthday, I want to go to a ⁵ (...).
I want to ⁶ (...) Metal Panda – they're the best
rock ⁷ (...) in the world! The singer is ⁸ (...).

- 2 Complete the words in the blog.



CLEAN BANDIT

In a typical pop ¹ g(...), there is a ² s(...),
a drummer, two ³ g(...) players and a ⁴ b(...)
guitarist. But Clean Bandit are not a typical
pop group! They mix pop music with classical
music. They use guitars and ⁵ d(...), but they
also play the ⁶ k(...) and the singer plays the
cello. She's great! I love being in the ⁷ a(...) at
a Clean Bandit ⁸ c(...). It's a fantastic evening!

- 3 Complete the questionnaire with these words.

enjoy go musicians orchestra
play see singer

Music questionnaire

- Who in your family can (...) a musical instrument?
- Do any of your friends play in a school (...) or group?
- Who's your favourite (...)?
Does he/she sing in a band?
- What do you think of street (...)?
Do you like the music they play?
- Do you sometimes (...) to concerts?
- Who would you like to (...) in a concert?
- Do you (...) listening to classical music?

- 4 **CHALLENGE** Answer the questions in the music questionnaire in Exercise 3.

GRAMMAR

- 5 Complete the post with the comparative form of the adjectives in brackets.

Ask the music experts!

Have you got a question about music? Our experts are here to help you. This week's question is from thirteen-year-old Maisie Saunders from Edinburgh.

Hi! I want to learn an instrument, but I can't decide between the trumpet and the saxophone. Which is better?

Good question, Maisie! A lot of people say that the saxophone is ¹ (...) (quick) to learn than the trumpet, so it's ² (...) (good) for beginners. But a saxophone is ³ (...) (heavy) and usually ⁴ (...) (expensive) than a trumpet. The trumpet is ⁵ (...) (small), so it's ⁶ (...) (easy) to carry to lessons.

They're both great instruments! Write and tell us what you decide and good luck!

- 6 Complete the questions with the superlative form of the adjectives in brackets. Then answer the questions.
- Who is (...) (bad) singer in your family?
 - Who is (...) (funny) person in your school?
 - What is (...) (interesting) programme on TV right now?
 - What is (...) (good) pop group in the world?
 - Who is (...) (successful) singer from your country?
 - Who is (...) (tall) person you know?
- 7 Complete the dialogue with these words. There are two extra words.

as better good isn't (x2) more than

Stacey: Let's choose some music. How about reggae?

Mo: Reggae ¹ (...) as cool ² (...) jazz.

Stacey: I disagree. I think reggae is as ³ (...) as jazz, but classical music is ⁴ (...).

Mo: Well, classical music ⁵ (...) as boring as country, but I still think it's terrible.

- 8 **CHALLENGE** Write three sentences giving your opinion about music. Include:

- one sentence with a comparative adjective.
- one sentence with a superlative adjective.
- one sentence with (not) as ... as.

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



Why learn an instrument?

Many children learn to play an instrument when they are young. In the UK today, seventy-six percent of children do this. The most popular instrument to learn is the keyboard. And playing a musical instrument is good for us. Why?

A Scientists think that people who play an instrument become more intelligent. It changes their brain. They have a better memory and get better marks in tests.

B Playing an instrument also helps with physical things. When we learn to play an instrument, the brain sends quicker messages to our body and our hearing can get better too.

C It's relaxing. When we play an instrument, we put our feelings into the music. And if we're worried, music helps us.

D We can play with other people. It's good to learn how to work together in a team. That's important for when we get a job.

E It's fun and exciting. People listen to music and they're happy. It's a great feeling – to make people happy with music.

So why are you waiting? Learn to play an instrument and change your life!

become (v) begin to be

brain (n) the part inside your head that makes you think and feel

hearing (n) the ability to hear

intelligent (adj) able to learn and understand easily

physical (adj) connected to the body

- 1** **VISIBLE THINKING** In pairs, look at the photos and discuss the questions.

THINK

- 1 What instruments are the people playing?
- 2 What instruments are popular with young people in your country?

WONDER

- 3 What would you like to know about musical instruments? Choose one of these questions or write your own question.
 - a Which are the easiest/most difficult to learn?
 - b Is playing an instrument good for you?

EXPLORE

- 4 Where do you think you can find answers to the questions in point 3?
 - ask your music teacher
 - learn to play music
 - find a website
 - talk to people

- 2** **5.18** Read the article. Which question from Exercise 1 does it answer?

- 3** Read the article again. Decide which sentences are true.

People who can play an instrument:

- ① can remember lots of things.
- 2 can move fast.
- ③ can hear well.
- 4 are never worried.
- ⑤ can work well with other people.

- 4** Do you think that everyone should have to learn to play an instrument at school. Why?/Why not? Discuss in pairs.

Lesson aim

- Students learn why it is good to learn a musical instrument.

Lead-in

In pairs, students discuss what is happening in the two photos on page 74. Ask: *Where are the children? Who is the teacher in each photo? Which do you think is better?* Elicit a few ideas from the class.

-  **Setting lesson goals:** Write the lesson aim on the board and ask questions to check understanding, e.g. *Do you play a musical instrument? What musical instrument do you play?*

Exercise 1

- Ask students to cover the article beneath the photos. Put students into pairs and give them 5–10 minutes to discuss the questions. Encourage them to give full answers, with examples and reasons where possible.
- Ask students to share what they discussed for questions 3 and 4 with the rest of the class. Then give them time to find out possible answers to question 3 by asking other people in the class or by going online.
- Ask students to share what they found out with the rest of the class.

Answer:

- 1 trumpet, guitar (also in background of first photo: flute, saxophone)

Exercise 2 5.18

- Give students one minute to read the article quickly and check their answers. Do not encourage them to read the article in great detail at this point. Remind them that they should only be trying to find out which question from Exercise 1 it answers.

Answer:

It answers question b in point 3. (Yes, it is.)

Exercise 3

- Give students up to five minutes to read the article again and decide which questions are true. They check their answers in pairs before confirming the answers.
- Ask: *Do you think the article is right that people who play instruments can remember things and work well with other people?* Invite students who play instruments to give their opinion.

Exercise 4

- Put students into pairs: A and B. Tell each Student A that they should try to argue that people should learn a musical instrument at school. Tell each Student B that they should try to argue the opposite. Give students two minutes to prepare their arguments.
- Students have their discussion. Point out that they should try to discuss both sides of the argument without necessarily giving their own view.
- Ask: *What is your real opinion? Do you think everyone should learn an instrument at school?* Hold a class vote to find out how many students agree with the idea. Invite students to give reasons why or why not. Ask: *Which instruments should people learn at school?*

Exercise 5

- Focus students on the photo. Elicit that it shows a small orchestra (a group of people who play different instruments). Ask the class what else they can see in the photo. Elicit a few ideas. Then ask students to find the six things listed.
- Check answers as a class. Ask: *What does a conductor do?* (A conductor guides all the musicians in an orchestra.)
- Before watching the video, ask: *What is a composer?* (A composer is someone who writes a piece of music.)

Exercise 6 28 videoscript page 288

- **With video:** Play the video for students to watch and answer the questions. Check answers as a class.
- **Without video:** Give students the videoscript and ask them to find the answers to the questions. Check answers as a class.

Answers:

- 1 Because he can't play in an orchestra.
- 2 Because he's blind/he can't see.
- 3 an electronic baton
- 4 12/twelve
- 5 No, some can see.
- 6 It was a big success.

Background note

The **Haptic Baton** was invented by American composer Rolf Gehlhaar to help visually impaired orchestra musicians and conductors. The baton sends electronic messages about the movement of the baton to the musicians.

Exercise 7 28 videoscript page 288

- **With video:** Play the video again while students work individually. Check answers as a class.
- **Without video:** Students complete the task using the videoscript from Exercise 6.

Exercise 8

- Give students some time to think of ideas before they discuss in pairs. Encourage them to make notes of key words they can use. Also remind them that we can use *because* in sentences to give reasons.
- Students share their ideas with the whole class. Write up some of their sentences on the board. Correct any problems with word order, grammar or vocabulary.

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.
- On the board, write the following categories: *Sport, Music, Art and Acting*. Put students into groups, and ask them to choose one of the categories. They discuss what someone needs in order to stand out in this area.
- Get feedback from the class. Ask each group to summarise what they discussed.
- Next, ask students, in their groups, to think of problems that people with specific disabilities might have for each of the categories. Ask them to also think about why disabled people could still stand out in each of these areas.
- Explain that they are going to research a talented disabled person. They can choose one of the people on the board or someone else that they would like to learn more about. Go through the steps of the project with the class before putting students into groups to carry out the project.



Sustainable Goal

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

- Elicit the meaning of *inequality* (an unfair situation, in which some people have fewer opportunities than others).
- Ask: *Are all people equal? Why?/Why not?* Put students into small groups to discuss the question. Encourage them to give reasons for their opinions and get feedback from the whole class.
- Read out the statement. In groups, students think about the types of people who have fewer opportunities than they do, and the effects that this has. Give them up to five minutes for this, before getting feedback from the whole class.
- In groups, students make a list of possible ideas about what we can do to fight global inequality. They should then select their best ideas, and try to back up their opinions with reasons and examples.
- Arrange the class into new groups. Ask students to take turns to present their ideas from the previous stage. Then they agree on the best idea they heard.
- Ask each group to present their favourite idea to the rest of the class.
-  **Reviewing lesson goals:** Students write sentences in their notebook explaining why playing an instrument is good for you.



5 In pairs, look at the photo and find these things.

- musicians
- the conductor
- a cello
- a baton
- a trumpet
- a drum

6 28 Watch a TV programme about a musician and answer the questions.

- 1 Why is Kyungho sad?
- 2 Why can't he play in an orchestra?
- 3 What new thing can help him?
- 4 How many musicians are playing in the concert?
- 5 Are all the musicians in the orchestra blind?
- 6 How was the concert?

7 28 Watch the video again. Choose the correct answer.

- 1 Vahagn and his father ...
 - a are disabled musicians.
 - b** help disabled musicians.
 - 2 The baton helps Kyungho because ...
 - a** he can feel what the conductor is doing.
 - b it's easier to see.
 - 3 The concert is the first time that Kyungho ...
 - a plays in front of an audience.
 - b** plays with an orchestra and a conductor.
- 8 Would you like to hear this orchestra perform? Why?/Why not? Discuss in pairs.

PROJECT TIME

In groups of four, make a digital poster about people with disabilities who stand out in sport, music, film and/or painting. Follow these steps.

- 1 In your group, choose the disabled sportsperson, musician, actor/actress or artist and find out information about him/her.
- 2 Complete your part of the survey.
- 3 In your group, create your poster. You can use an online poster-maker app or website.
- 4 Share your poster with the class.

SUSTAINABLE
DEVELOPMENT
GOALS



10

REDUCED
INEQUALITIES

To ensure that countries reduce inequalities based on income, sex, age, disability, sexual orientation, race, class, ethnicity, religion and opportunity.

What can we do?

Discuss this statement:

Global inequality affects us all, no matter who we are or where we are from.

For the teacher

- Videoscript, page 288

On the Portal

- Resource 5.10



Game on!

6

VOCABULARY

Sports | Sportspeople | Places to play sport | Sports competitions |
Collocations: Sports / Interests and hobbies

GRAMMAR

was/were | *there was/there were* | Past Simple affirmative (regular and irregular verbs)

COMMUNICATION

Talking about hobbies and interests | A report

FUTURE SKILLS

Critical Thinking (Fun facts) | Social Responsibility (Making mistakes) | Creativity and Social Responsibility (Write a poem)

VIDEOS

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

SPORTS NEWS



A



B

Collins is closer to the Olympics

▶ 0.25



C

Deveraux comes from last and wins the race!

▶ 1.32



D

Di Angeli: 'It's great to be back!'

▶ 2.30



E

Castelo plays his last match

▶ 0.50



F

Wallis wins a gold medal for England

▶ 1.25

Unit contents

Vocabulary

- Sports
- Sportspeople
- Places to play sport
- Sports competitions
- Collocations: Sports / Interests and hobbies

Grammar

- *was/were*
- *there was/there were*
- Past Simple affirmative (regular and irregular verbs)

Reading

- An article about sports fun facts

Listening

- Conversations about sporting moments

Speaking

- Talking about hobbies and interests

Writing

- A report

Future skills

- Critical Thinking (Fun facts)
- Social Responsibility (Making mistakes)
- Creativity and Social Responsibility (Write a poem)

Pronunciation

- /t/, /d/, /ɪd/
- The /aɪ/ and /ɪ/ sounds

Exams

- International Certificate Levels A1/1
- A2 Key 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 and sportspeople.

Lead-in

Write *sport* vertically on the board. Using the first two letters, write the words *swimming* and *play*. Ask students to work in pairs to make sport-related words with the other letters. Set a time limit and then elicit ideas.

-  **Setting lesson goals:** Ask students to study the photos and discuss with their partner what they think the lesson is about. Elicit that it is about sport and sportspeople. Then say and write the lesson aim on the board.

Exercise 1

- Ask students to list sports that they know. Then ask them to list individual sportspeople who do those sports. If they have one, encourage students to tell their partner who their favourite sportsperson is. Write on the board if necessary: *My favourite sportsperson is*

Exercise 2 6.01

- Read the words in the Vocabulary A box as a class. Play the audio for students to listen and repeat the words. Pause after each word to check students' pronunciation. Then draw their attention to the sports that end in *-ing*. Explain that these are verbs in the *-ing* form that are being used as nouns (gerunds). Elicit the infinitive forms (to cycle, to ice-skate, to roller skate, to run, to ski, to swim).
- Ask which six sports are not in the photos (baseball, football, ice hockey, ice-skating, roller skating, running, volleyball). Then explain *team sport* and *individual sport*. Students put the sports into the correct category.
- Ask students if they can add any more sports from their list in Exercise 1. If so, invite them to tell the class their sports and write these on the board.

Answers:

B judo C cycling D basketball E tennis F swimming

Extra activity

Play a memory game. Display the digital vocabulary cards available on the Portal in a random order and ask students to shout out the correct word.

Exercise 3

- Allow students to look at the website before asking: *What is your favourite sport to watch? What is your favourite sport to play?* Alternatively, ask students to mingle to find classmates with the same favourite sport to watch and play.
- **NEED SUPPORT?** To help students answer the question, write the following on the board:
My favourite sport to watch is ...
My favourite sport to play is ...

Exercise 4 🗣️ 6.02

- Read the words in the Vocabulary B box as a class. Play the audio for students to listen and repeat the words. Pause after each word to check students' pronunciation. When students have finished the exercise, point out that we can say *footballer* and *football player*. Explain, however, that we can't form words like this for all sports, e.g. we can't say *basketballer* or *baseballer*. Advise them that they should use *sport* + *player* unless they are certain they are correct.

Answers:

player: baseball, basketball, football, ice hockey, judo, tennis, volleyball

runner: running **skater:** ice-skating, roller skating

skier: skiing **swimmer:** swimming

Exercise 5

- Allow students time to complete the task on their own. Encourage students not to look at the Vocabulary B box while they are completing the missing words.

Answers:

2 swimmer 3 runner 4 skaters 5 skiers 6 players

Background note

The **Trans-Siberian Extreme** is an annual bicycle race across Russia. It starts in Moscow and follows the route of the famous rail route, the Trans-Siberian Railway, to Vladivostok. The race is considered the most difficult cycling event in the world. Every year, around 30 riders start, but not everyone finishes.

Michael Phelps is one of the greatest swimmers of all time. He has won more Olympic gold medals than any other athlete. He won six at the Olympics in Athens in 2004, eight in Beijing in 2008, four in London in 2012 and five in Rio de Janeiro in 2016.

Usain Bolt is a Jamaican short-distance runner. He ran 100 metres in 9.58 seconds, a world record. During his career, Bolt won eight Olympic gold medals and eleven World Championship gold medals. Bolt also competed in the 200 metres and the 4x100-metre relay.

Exercise 6

- Students complete the quiz and check their score. Then they write another quiz question in their groups. Explain that the question can be about one of the sports in the Vocabulary A box or the sportspeople in the Vocabulary B box. Students read the questions aloud for the other groups to answer.

Exercise 7 🗣️ 6.03

- Elicit the answers and check that students know the opposite of *win* (lose) and also teach them *draw* (when teams have the same number of points/goals at the end of a match). Explain that you can win, lose and draw a match.

Exercise 8 🗣️ 6.04

- Pre-teach: *in our family, train, is my life*.
- Set a time limit for students to complete the blog. Then play the audio for them to listen and check.

Answers:

2 goals 3 medal 4 race 5 play

Exercise 9

- CHALLENGE** Students work individually. Ask them to write two or three lines in their blog entry. Encourage them to use verbs and adverbs of frequency as used in the blog posts in Exercise 8.
- Get students to share their posts with a partner. Alternatively, you could set up a class blog and ask students to upload their posts.
- FINISHED EARLY?** Ask students to write down as many facts as possible that they remember from the lesson without looking in their books.
- 🎯 Reviewing lesson goals:** Ask students to read the lesson aim again. Then ask each student a question about the new vocabulary they have learned in the lesson, e.g. *What sports require a ball to play?* *What is an example of a team sport?*, etc.

Sport

1 **I KNOW** Close your books. How many sports do you know? In pairs, make a list.

2 **6.01** Study and listen to the Vocabulary A box. Match the sports with photos A–F.

A – *skiing*

VOCABULARY A Sports

baseball basketball cycling football ice hockey
ice-skating judo roller skating running skiing
swimming tennis volleyball

3 Look at the Sports News website. Which are your favourite sports to watch? And to play?

My favourite sports to watch are ...

4 **6.02** Study and listen to the Vocabulary B box. Match the sportspeople with the sports in the Vocabulary A box. Which words can go with more than one sport?

cyclist – cycling

VOCABULARY B Sportspeople

cyclist player runner skater skier swimmer

5 Complete the questions in the quiz with the correct form of words from the Vocabulary B box.

SPORTS QUIZ

- To win the (...), *cyclists* do about 9,100 km in twenty-five days.
a Tour de France b Cycle UK **c** Trans-Siberian Extreme
- Michael Phelps is an American (...). How many Olympic swimming gold medals has he got?
a twenty-three b eight c eighteen
- Usain Bolt is a very fast (...). He's a world champion. Where does he come from?
a the USA b Ethiopia **c** Jamaica
- When they race, ice (...) can go up to ...
a 53 km/h. b 10 km/h. c 24 km/h.
- The first European (...) came from Norway. There are drawings of people skiing from ...
a 40 BC. b 400 BC. **c** 4000 BC.
- Who is NOT one of the top 100 football (...) of all time?
a Novak Djokovic b Pelé c David Beckham



6 **...** In groups, do the quiz in Exercise 5. Go to page 156 and check your answers.

7 **6.03 WORD FRIENDS** Complete the collocations with verbs from the Sports News website. Listen and check.

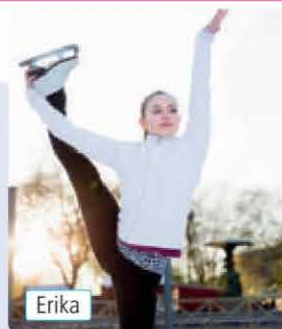
- (...) a match/a sport *play*
- (...) a (gold) medal/a race *win*
- (...) a goal/a point *score*

8 **6.04** Complete the blog with the correct form of words from Exercise 7. Listen and check.

What role does sport play in your life?



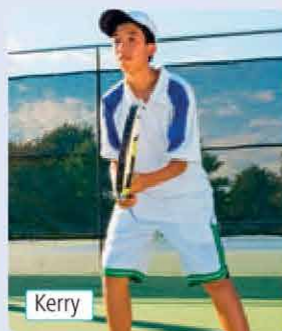
Chris



Erika



Beth



Kerry

Chris: Sport is in our family! I play basketball at school. I often ¹ *score* points for my team. My brother is a professional footballer. He's brilliant! He usually scores one or two ² (...) in a match!

Erika: I'm an ice-skater. I train every day – early in the morning before school and then again after school. My dream is to win a gold ³ (...) in the Olympics!

Beth: Cycling is my life! I really want to win a big ⁴ (...) one day, like the UCI Women's World Tour.

Kerry: I'm new to sport. My cousin is teaching me how to ⁵ (...) tennis. It's quite hard, but I'm learning fast.

9 **CHALLENGE** What role does sport play in your life? Write your own entry to the blog in Exercise 8.

Vocabulary Extension > p. 84

77 Unit 6

For the teacher

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 6.05 Read and listen to the interview. Find information about these things.

- | | |
|-------------------|---------------|
| 1 year | 4 crowd |
| 2 country | 5 final score |
| 3 number of teams | 6 champions |



Women's football

An interview with PE teacher Ms Dilks
By Jo Bisset

- Jo: **When was the first Women's Football World Cup?**
Ms D: It was in 1991.
Jo: **Was it in Europe?**
Ms D: No, it wasn't. It was in China.
Jo: **How many teams were there?**
Ms D: There were twelve teams.
Jo: **Which teams were in the final?**
Ms D: It was Norway vs the USA.
Jo: **Was there a big crowd?**
Ms D: Yes, there was. There were 63,000 people in the stadium.
Jo: **What was the final score?**
Ms D: It was 2–1 to the USA.
Jo: **Were you there?**
Ms D: No, I wasn't! I was born in 1990. I was only one year old in 1991!

- 2 Study the Grammar box. Find examples of *was/were* and *there was/there were* in the interview.

GRAMMAR

*was/were,
there was/there were*

+	–
I <u>was</u> in China.	She <u>wasn't</u> in Brazil.
We <u>were</u> happy.	They <u>weren't</u> sad.
?	Short answers
<u>Were</u> you there?	Yes, I <u>was</u> ./No, I <u>wasn't</u> .
Where <u>was</u> the match?	

there is/isn't → there was/wasn't
there are/aren't → there were/weren't

VIDEO 29 Grammar Animation

- 3 6.06 Complete the second part of the interview with the correct form of *was/were*. Listen and check.

Jo: **Who's the best female footballer in the world?**

Ms D: The American Megan Rapinoe, in my opinion. She ¹ was the best player in the 2019 World Cup.

Jo: ² (...) **the 2019 World Cup in the USA?**

Ms D: No, it ³ (...) It ⁴ (...) in France.

Jo: **Which teams ⁵ (...) in the final?**

Ms D: The USA vs the Netherlands. The final score ⁶ (...) 2–0.



- 4 Complete the dialogue between Emily and her grandmother with the correct form of *there was/there were*.

Emily: ¹ Was there a girls' football team at your school, Gran?

Gran: No, ² (...). But ³ (...) a hockey team.

Emily: ⁴ (...) any boys in your hockey team?

Gran: No, ⁵ (...) because ⁶ (...) a boys' hockey team and a girls' hockey team. Every year ⁷ (...) a hockey match – girls vs boys. It was great fun!

- 5 6.07 Choose the correct option to complete the questions about a sports match. Listen and check.

- What sport was / were it?
- The match was / Was the match in a stadium?
- When was / were the match?
- How many players was / were there?
- There was / Was there a big crowd?
- What was / wasn't the final score?
- Was / Were you the best player?
- Was / Were there a prize?

- 6 **CHALLENGE** In pairs, use the questions in Exercise 5 to ask and answer about a time when you were a player in a sports match.

A: *What sport was it?*

B: *It was volleyball.*

A: *Was the match in a stadium?*

B: *No, it wasn't. It was in a gym at school.*

For the teacher

- Audioscript, page 289

On the Portal

- Grammar Presentation
- Grammar Animation 29
- 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 *was/were* and *there was/there were* to talk about the past.

Lead-in

Have a class discussion about football. Find out who likes watching it on TV, who likes playing it and what teams students support (teach the word *support*). Then ask about the World Cup and the name of the current world champions. Ask students if they ever watch women's football and whether they know any names of women's football teams.

- Setting lesson goals:** Write the following on the board: *Last night, I was in the cinema. There were lots of people.* Ask students whether the sentences are about now or the past. Ask them what they think the lesson is going to be about. Elicit ideas. Then say and write on the board: *Today you will learn to use was and were and there was and there were to talk about the past.*

Background note

Women's football has been popular in the USA and in Japan for a long time. The USA is the most successful team, having won the World Cup four times. Many of the most famous football teams in Europe have a women's team, e.g. Real Madrid and Barcelona in Spain, Chelsea and Manchester United in England, and Lyon and Paris Saint-Germain in France.

Exercise 1 6.05

- Tell students that they are going to listen to a recording about the first Women's World Cup. Play the audio while they listen, then ask them to open their books.
- In pairs, students look at words 1–6. Ask: *What information do you remember about each of the words?* Elicit and write on the board. Students read the text and check their answers.

Answers:

- 1 1991 2 China 3 12/twelve
4 63,000 people 5 2–1 6 the USA

Exercise 2

- Point out that *was* is the past form of *am* and *is*, and *were* of *are*.
- Write *I, you, he, she, it* and *they* on the board and elicit whether each pronoun takes *was* or *were*. Draw students' attention to the questions in the Grammar box and the interview and elicit the position of *was* and *were*.
- Write the following on the board and elicit the same sentences in the past: *There is (was) a desk in the classroom. We are (were) on the beach. She isn't (wasn't) at home. Are (Were) you happy?*
- If you play the Grammar Animation video, note that it includes information regarding *could*, which is not included in this lesson.

Extra activity

Put some classroom objects on your desk, e.g. pens, a pencil case, some books, etc. Invite students to the front of the class and allow them time to look at the objects. Tell them to sit down, and remove the objects. In pairs, students remember what classroom objects were on your desk using *there was* and *there were*.

Exercise 3 6.06

- When students have finished the exercise, ask them to close their books. Ask questions to check what they can remember: *Which World Cup is the text about?* (the 2019 World Cup). *Where was it?* (France). *Which teams were in the final?* (the USA and the Netherlands). *What was the score?* (the USA 2 – the Netherlands 0). *Who was the best player?* (Megan Rapinoe).

Answers:

- 2 Was 3 wasn't 4 was 5 were 6 was

Exercise 4

- Before students complete the exercise, review *there is/there are*. Elicit some statements about the classroom or the students' town or city, e.g. *There is a rubbish bin. There are shops in the centre.* Elicit how we would make these sentences refer to the past, e.g. *There was a rubbish bin. There were shops in the centre.*
- NEED SUPPORT?** Prepare copies of the photocopyable *Need support?* worksheet 6.2 from the Teacher's Resource File. This is an exercise to help students recognise which form of *there was/there were* to use.
- Monitor learning:** Use the lollipop stick technique to check answers.

Answers:

- 2 there wasn't 3 there was 4 Were there
5 there weren't 6 there was 7 there was

Exercise 5 6.07 audioscript page 289

- Elicit students' choices before they listen to check their answers.

Exercise 6

- CHALLENGE** When students have taken turns to ask and answer the questions, invite pairs of students to demonstrate their dialogues.
- FINISHED EARLY?** Students write as many of their partner's answers as they can in a set time limit.
- Reviewing lesson goals:** Ask students to read the lesson aim again. Then encourage them to write a number from 1–5 on a piece of paper to say how they feel about the lesson (1 – easy to 5 – difficult). They can put it on your desk as they leave the classroom. Look at the results and if there are lots of 4s and 5s, find time to review the lesson.

Lesson aim

- Students can understand an article about sports fun facts.

Lead-in

Ask students if they know what a *fun fact* is (some strange but true information). Write the following fun facts on the board: *In the past, oranges were green. There are 421 different words for the word snow in the Scots language. The very first dictionary in English doesn't contain the word dictionary.* In pairs, students discuss which fact they think is incorrect (The very first dictionary in English doesn't contain the word *dictionary*).

-  **Setting lesson goals:** Ask students to study the title of the text and the photos, and discuss with their partner what they think the lesson is about. Elicit ideas. Then say and write on the board: *Today you will understand an article about sports fun facts.*

Exercise 1

- Put students into pairs to discuss the questions and elicit some answers from the class.

Exercise 2 6.08

- If students don't know the meaning of any of the words in the box, ask them to use a dictionary to help them.
- Ask students to quickly read the three texts to answer the question. To help them do this, explain that they should only look for the name of a sport in each of the texts. Check answers as a class.

Answers:

1 tennis 2 basketball 3 cycle ball (or radball)

Exercise 3

- Explain that students are going to read the article in more detail to answer six questions. First ask them to identify the key words in each question to find the necessary information (1 *Where, Rufus, 'work'*; 2 *Who, first, 'bird chaser'*; 3 *How many, players, basketball teams*; 4 *Who, inside, cage*; 5 *What, can't use*; 6 *How old, cycle ball*).
- When students have done the exercise and checked their answers, check answers as a class.
-  **NEED SUPPORT?** Prepare copies of the photocopiable *Need support?* worksheet 6.3 from the Teacher's Resource File. This exercise helps students answer questions about the text.

Answers:

2 Hamish 3 9/nine (in each team) 4 the players
5 their hands and feet 6 129 years old (in the year 2022)

Exercise 4 6.09

- Read the words in the Vocabulary box as a class. Play the audio for the students to listen and repeat the words. Pause after each word to check students' pronunciation.
- Elicit the places mentioned in the texts. Tell students that *football field* usually refers to the game of American football, and *football pitch* usually refers to the game of football. If necessary, explain that American football is a sport played between two teams of eleven players. The object of the game is to get more points than the other team by scoring touchdowns.

Extra activity

Direct students back to the Vocabulary A box on page 77. Ask them to discuss in pairs where each of the sports are played. Allow them to go online if possible. (baseball – field; cycling – velodrome, track; ice hockey – hockey rink; ice-skating – rink; judo – dojo; roller-skating – roller rink, skate park; skiing – piste, run; volleyball – court, beach).

Exercise 5

- Set a time limit for students to do the exercise. Elicit the answers and then have a class discussion about the places to play sport at school. Remind students to use *There is* and *There are*.
-  **FINISHED EARLY?** Write the sentence stem on the board: *A ... is a place where you can ...*. Explain that students should write a sports place in the first space before they complete the sentence with their own ideas.

Answers:

2 tracks 3 court 4 field/pitch 5 court

THINKING TIME

ANALYSE: Students make a list of sports words from the article. Then they make subcategories for the words: *people, sports, equipment, places*, etc.

EVALUATE: Students give reasons for their choices. Ask them about any other sports fun facts.

EXPLORE: Brainstorm some possible words and phrases to help with the search: *unusual/weird/unknown facts about basketball, the history of golf*. Create a fun fact poster with their paragraphs, illustrations and/or photos.

-  **Reviewing lesson goals:** Ask students to read the lesson aim again. Then go through each exercise in the lesson, asking them how they feel about it. Use the traffic light cards to check answers. If there are lots of red cards for a particular exercise, find time to review it.

- 1 What sports are popular in your country? Do you know any unusual sports?
- 2 6.08 Check you understand these words. Then read and listen to the article. What is each text 1–3 about?

basket cage chase away date back to hole
keep away from medal pigeon

- 3 Read the article again and answer the questions.
- Where does Rufus 'work'? *At Wimbledon.*
 - Who was the first 'bird chaser'?
 - How many players were there in early basketball teams?
 - Who was inside the cage on basketball courts?
 - What can't cycle ball players use?
 - How old is cycle ball?
- 4 6.09 Study and listen to the Vocabulary box. Which places are mentioned in the article? *tennis court, basketball court*

VOCABULARY Places to play sport

basketball court football field/pitch running track
swimming pool tennis court

- 5 In pairs, complete the text with words from the Vocabulary box in the correct form.

Did you know?

- An Olympic swimming *pool* is 50 m x 25 m and it can hold 2,500,000 litres of water.
- Most running (...) are 400 m long.
- In the NBA, the three-point line on a basketball (...) is 7.24 m away from the basket.
- The oldest football (...) is Sandygate Stadium in England. It first opened in 1804.
- The picture below shows the shape of the first tennis (...).

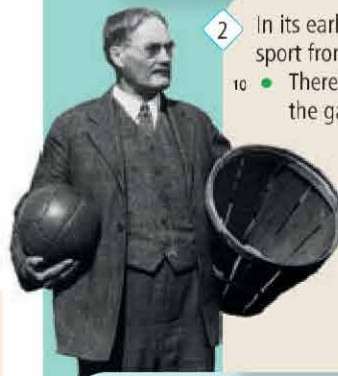


SPORTS fun facts

Here are some interesting facts about sports.



- 1 Rufus the hawk has an important job: he **keeps** pigeons away from the tennis courts at Wimbledon. Before Rufus, birds were a big problem for tennis competitions because they were everywhere. Now
5 Rufus **chases** them all away. Before him, there was Hamish, another hawk, but Rufus is a lot more famous. Check him out on social media!



- 2 In its early days, basketball was a very different sport from the one we play now:
- There were nine players in each team and the game was only thirty minutes long.
 - The basketball court was about half the size of today's courts.
 - The baskets were real baskets without a **hole** at the bottom.
 - In the early 1900s, there was a big **cage** around the players to stop the ball from hitting the fans.

- 3 Cycle ball, or radball, is like football, but the players can only move the ball with their bikes – no hands or feet! It isn't a new sport – it **dates back** to the year 1893. The countries with the most **medals** in cycle ball are Germany, the
30 Czech Republic and Switzerland.



THINKING TIME

ANALYSE

Make a list of words related to sport that appear in the article.

EVALUATE

Which fun fact is the most interesting?

EXPLORE

Do some research online. Find and share a fun fact about a sport you like.



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



Past Simple affirmative (regular and irregular verbs)

VIDEO



GRAMMAR IN ACTION



1 30 6.10 Watch or listen. Who is the real winner? *Mia*

2 In pairs, talk about the last time you made a mistake.

FUTURE SKILLS



What do you do when you make a mistake? Discuss in pairs. What is the best thing to do?

- Tell the people who should know and say sorry.
- Wait until someone finds out and then say sorry.
- When someone finds out, say it wasn't your fault.

3 Study sentences 1–6 with the Past Simple from the dialogue in Exercise 1. Decide if the options a and b are true or false.

- a There are two types of Past Simple verbs.
b You add *-ed* to all verbs to make the past.

- 1 You *won* the race!
- 2 We all *followed* the signs.
- 3 You *ran* through the park.
- 4 I *saw* a man running.
- 5 I *tried* to tell Mr Harris.
- 6 He *wanted* to take photos.

4 Study and complete the Grammar A box with Past Simple verbs in blue from Exercise 3.

GRAMMAR A

Past Simple affirmative (regular verbs)

We use the Past Simple to talk about states or actions that started and finished in the past.

carry – *carried* jog – *jogged* like – ¹(...) miss – *missed*
play – *played* smile – ²(...) start – *started* try – ³(...)

Time expressions: this morning, yesterday, last night, last week, last month, last year

5 6.11 Listen and repeat. Then write the verbs from the Grammar A box in the correct column.

/d/	/t/	/ɪd/
called	watched	ended
followed	danced	wanted

6 Make sentences in the Past Simple.

- 1 I / call / a friend / yesterday / .
I called a friend yesterday.
- 2 they / jog / in the park / last weekend / .
- 3 he / try / a new sport / last year / .
- 4 we / miss / the train / this morning / .
- 5 Anna / want / to go out / last night / .

7 6.12 Study and complete the Grammar B box with Past Simple verbs in blue from Exercise 3. Listen and check.

GRAMMAR B

Past Simple affirmative (irregular verbs)

go – *went* get – *got* run – ¹(...) *ran*
see – ²(...) *saw* win – ³(...) *won* give – *gave*

8 Complete the sentences with irregular verbs from the Grammar B box.

- 1 I *got* lost in the park yesterday.
- 2 You (...) a prize in a competition last year. *won*
- 3 We (...) to the Olympic swimming pool last summer. *went*
- 4 They (...) a lot of animals at the wildlife park. *saw*
- 5 She (...) me the tickets for the match. *gave*

9 6.13 Complete the story with the Past Simple form of the verbs in brackets. Listen and check.

I ¹ *went* (go) for a run in the park yesterday.
I ² (...) (finish) forty-five minutes later and then
I ³ (...) (sit) on a bench. There was a book on it.
Inside it, I ⁴ (...) (find) two tickets for a tennis match.
Then I ⁵ (...) (see) a young man. 'That's my book!' he ⁶ (...) (say). 'Were there any tickets inside it?' I ⁷ (...) (smile) and I ⁸ (...) (give) him the tickets.
'Do you like this book?' he ⁹ (...) (ask).
'You can keep it!' I ¹⁰ (...) (look) at the title of the book. It was *Not Your Lucky Day!*

10 **CHALLENGE** Go to page 156. In pairs, make sentences in the Past Simple. Your partner guesses true or false.

A: *I went jogging in the park last week.*

B: *False.*

A: *No, it's true.*

For the teacher

- Audioscript, page 289

On the Portal

- Grammar Presentation
- 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: *The running competition* video; Grammar 6.4

Lesson aim

- Students can use the Past Simple for past events.

Lead-in

Ask students to write sentences about the sports they do or enjoy watching. They work in small groups to compare their sentences and to decide which sports are the most and least popular in the class.

-  **Setting lesson goals:** Say and write on the board: *Yesterday, we played tennis. We won the match.* Ask students what the lesson is going to be about. Elicit ideas. Then say and write on the board: *Today you will learn to use the Past Simple to talk about past events.*

Exercise 1 30 6.10 audioscript page 289

- Ask students to study the photo and describe in pairs who they can see (Noah and Mia) and what they think they are doing and why.
- Play the video or audio. Elicit the answer: Noah didn't win the race because he didn't follow the route.

Exercise 2

- Students talk about their experiences in pairs.

**Social Responsibility (Making mistakes)**

This task helps students to apply reasoning to make decisions in ethically ambiguous situations.

- Pre-teach: *make a mistake, find out, fault.*
- Students discuss the questions with a partner.
- NEED SUPPORT?** Allow students to discuss in their own language and summarise key points in English.

Exercise 3

- Ask students who said sentences 1–6.
- In pairs, students use the sentences to answer whether options a and b are true or false. Check answers.

Answers:

a True b False (-ed is added to regular verbs only.)

Exercise 4

- Read out the Grammar box and ask when we use the Past Simple (to talk about a finished action in the past). Then explain the time expressions by drawing a time line on the board: *now, this morning, last night, yesterday, last week, last month, last year.*
- Elicit the spelling rules for Past Simple affirmative regular verbs (most verbs add -ed; verbs ending in -y remove the -y and add -ied; verbs ending in one vowel and one consonant double the consonant and add -ed; verbs ending in -e add -d).

Answers:

1 liked 2 smiled 3 tried

Exercise 5 6.11

- Play the audio. Explain that we pronounce the -ed ending /d/ when the infinitive ends with a voiced consonant sound (*loved*); as /t/ when the infinitive ends with an unvoiced consonant sound (*asked*); and as /ɪd/ after /t/ or /d/ (*started*).

Answers:

/d/: carried, jogged, played, smiled, tried
/t/: liked, missed /ɪd/: started

Exercise 6

- Check answers in pairs. Check spellings of the regular past verbs.

Answers:

2 They jogged in the park last weekend.
3 He tried a new sport last year.
4 We missed the train this morning.
5 Anna wanted to go out last night.

Exercise 7 6.12

- Explain that there are no real patterns for irregular verbs.
- NEED SUPPORT?** Prepare copies of the photocopiable *Need support?* worksheet 6.4 from the Teacher's Resource File. This exercise is about irregular verbs for less confident students.
-  **Independent learning:** Encourage students to keep a record of Past Simple irregular verbs.

Exercise 8

- Ask students to do this individually. Check answers in pairs.

Exercise 9 6.13

- Check answers by playing the audio and writing up the verbs on the board.

Answers:

2 finished 3 sat 4 found 5 saw 6 said
7 smiled 8 gave 9 asked 10 looked

Exercise 10

- CHALLENGE** Elicit true and false sentences.
- FINISHED EARLY?** Ask students to write their partner's true sentences.
-  **Reviewing lesson goals:** Ask students to read the lesson aim again. Ask them to answer this question on a piece of paper: *Do you think the lesson is easy or difficult?* If a lot of students answer *difficult*, find time to review the lesson.

Lesson aim

- Students can understand conversations about sporting moments.

Lead-in

Ask the class if they often watch or go to any sporting events, e.g. football matches, basketball games. Ask what events they watch or go to and the last one they watched or went to.

-  **Setting lesson goals:** Write the lesson aim on the board and read it out with the students. Ask questions to check understanding, e.g. *Do you listen to radio programmes about sports? What sports events can you listen to on the radio?*

Exercise 1

- Elicit why you can experience the emotions of happy and sad when you watch your favourite sports team or player, e.g. because the team wins or loses. In a class of more confident students, encourage them to say when they were the happiest and the saddest at a sporting event.

Exercise 2 **6.14**

- Read the words in the Vocabulary box as a class. Play the audio for students to listen and repeat the words. Pause after each word to check students' pronunciation.
- Check that students understand the difference between *a cup* and *a league* (In a cup, if you lose a match, you have to leave the tournament. In a league, each team or player plays a number of games, which they can either win, lose or draw.).
- Ask students how many teams/players normally take part in a semi-final (four) and a final (two). Elicit the names of different sports competitions, such as the World Cup, etc.

Exercise 3 **6.15 audioscript page 289**

- Pre-teach: *radio phone-in* (when people call a radio show and speak about a particular topic or event).
- Elicit the answers and the information that helped them (1 The interviewer says *2016*; 2 Emma says the word *race*; 3 Sam lost the tickets; 4 Mason mentions lots of sports.).

Exercise 4 **6.15 audioscript page 289**

- Elicit the answers and what was said that might have distracted the students (1 Finn says he watched the tennis match on TV at the tennis club, not at home; 2 Emma's time before Sunday was 40.30, but on Sunday it was 39.14 and the winning time was 32.40; 3 The original tickets cost 45 pounds, but the replacements were 75 pounds; 4 Mason goes jogging every morning, and he only does judo and plays badminton at the weekends.).

Note: There are two mistakes in the Students' Book, page 81. In 1, Keith should be Finn and in 4, Jim should be Mason.

Exercise 5 **6.16**

- Elicit the rules for using the different verbs (*play* + team or ball sports; *go* + *-ing*; *do* with other activities).

Extra activity

In groups of three, students write each verb *do*, *play* and *go* on a piece of paper. Each group member holds one verb. Say a sport and they should hold up the correct verb. Each group starts with ten points. Groups lose a point if they are last to hold up the correct verb, if they hold up the wrong verb or if they hold up two verbs. Suggested sports: judo, swimming, ice hockey, badminton, running, exercise, jogging, etc.

Exercise 6

- Students compare answers in pairs.

Exercise 7 **6.17**

- Play the audio to check the answers.

BBC VIDEO**STREET TALK** **31 videoscript page 290**

- Pre-teach: *be/get knocked out (of a tournament)*, *atmosphere*, *enthusiastic*, *cheer*, *handball*, *figure skating*, *qualifier*.
- Play the video. Then ask: *What's the video about?* (people talking about sporting moments).
- Read the sporting events in the box and play the video. Pause the video between each speaker. Elicit answers as a class.
- FINISHED EARLY?** Ask students to write a few sentences to describe their sporting moment.

Extra activity

- Students think of a real example or invent a story about a sporting moment. Then share their ideas in groups.
- Set a time limit. Invite one member from each group to tell the class about one of the sporting moments discussed in their groups.

-  **Reviewing lesson goals:** Ask students to read the lesson aim again. Encourage them to write down as many new words as they can remember from the lesson. Then ask them to read the lesson aim again and to reflect on their learning. Ask them to write a number from 1–5 on a piece of paper to say how they feel about the lesson (1 – easy to 5 – difficult). They can put it on your desk as they leave the classroom. If there are lots of 4s and 5s, find time to review the lesson.

- 1 Are you more often happy or sad when you watch your favourite sports player or team?
- 2 6.14 Study and listen to the Vocabulary box. Check you understand the words.

VOCABULARY Sports competitions

cup final league semi-final tournament

- 3 6.15 Listen to a radio programme and match the sentence halves to make true sentences about the speakers.

- | | |
|------------------|------------------------|
| 1 Finn c | a ran in a race. |
| 2 Emma a | b is a sports fanatic. |
| 3 Sam d | c talks about 2016. |
| 4 Mason b | d tells a sad story. |

- 4 6.15 Listen again and choose the correct answer.

- 1 Where was Keith when Andy Murray won Wimbledon?



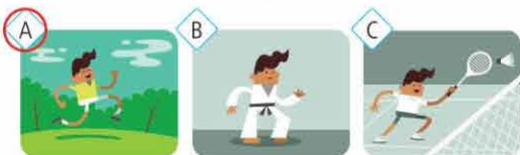
- 2 What was Emma's best time for ten kilometres before last Sunday?



- 3 How much were the train tickets that Sam bought?



- 4 What does Jim do every day?



- 5 6.16 **WORD FRIENDS** Complete the collocations with these verbs. Listen and check.

do go lose play (x2) win

- 1 win a game/a match/a tournament
- 2 (...) a game/a match/a tournament lose
- 3 (...) aerobics/exercise/judo do
- 4 (...) cycling/jogging/running/swimming go
- 5 (...) badminton/football/tennis play
- 6 (...) for a team play

- 6 Complete the sentences with the correct form of the verbs in Exercise 5.

- 1 Andy Murray won the Wimbledon tennis tournament in 2016.
- 2 Emma often (...) running. goes
- 3 Liverpool were in the cup final, but they (...) the game 2-1. lost
- 4 Jim (...) jogging every morning. At weekends, he (...) badminton and he (...) judo. He (...) for the school football team. goes, plays, does, plays

- 7 6.17 Choose the correct option. Listen and check.


BBC VIDEO
STREET TALK

- 31 Watch six people talking about sporting moments. Write down the competitions they mention.

European Championship Global Cup Grand National
Olympic Games World Championship World Cup

Vocabulary Extension > p. 84

81 Unit 6

For the teacher

- Audioscript, page 289
- Videoscript, page 290

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

Adam: Do you play basketball?
 Mia: Yes, I do. I'm very keen on sports.
 Adam: Me too. Lena isn't interested in sports at all. What other things do you do in your free time, Mia?
 Mia: I love fashion. I made this T-shirt myself.
 Adam: It looks really cool! You're not into fashion, Lena, are you?
 Lena: Well, I've got other interests.
 Adam: Like what?
 Lena: You know – I play the guitar, I write songs, I'm a big fan of Mrs Myers' Mysteries ...
 Adam: Are you a fan of Mrs Myers' Mysteries, Mia?
 Mia: The TV show? No, not really.
 Adam: Do you play any musical instruments?
 Mia: No.
 Adam: Are you into shopping?



Mia: Oh, yes, I love shopping!
 Adam: But Lena hates shopping. How can you two be friends? You don't like the same things!
 Mia: We just like ... like hanging out together?
 Lena: That's it!

SOUNDS GOOD!

Me too. • Like what? • That's it!

1 32 6.18 Watch or listen. What do both Mia and Adam like doing?

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

SPEAKING

Talking about hobbies and interests

What are your hobbies/interests?
 What do you do in your free time?
 I go running/swimming.
 I do a lot of sports/dancing.
 I play video games/football.
 I hang out with my friends.
 I like running. I love shopping.
 I'm a (big) fan of skateboarding/this TV show.
 I'm interested in sports. I'm (really) into fashion.

Are you into sports?/Are you a fan of sports?

Yes, I'm (very) keen on sports.
 No, I'm not (really) into sports.
 Not really. No, I don't like sports.

3 Complete the text with one word in each gap.

My whole family are ¹ *into* sports. My dad
² (...) running every morning. My sister's
³ (...) on ice-skating – she wants to be in a TV
 ice-skating competition. Mum's a big ⁴ (...) of
 exercise too. She ⁵ (...) a lot of dancing and
 swimming. I'm interested ⁶ (...) water sports.

4 6.19 Complete the dialogue with sentences a–f. Listen and check.

- a I'm not very keen on it. I prefer video games.
- b I'm really into music.
- c I do a lot of cycling and I play table tennis.
- d I like hanging out with my friends.
- e *Doughnut Race!* I play it every day.
- f Yes, I am. I'm very keen on football.

Kate: Are you into sports?

Jack: ¹ *Yes, I am. I'm very keen on football.*

Kate: Do you play any other sports?

Jack: ² (...) *c*

Kate: What are your other hobbies and interests?

Jack: ³ (...) I listen to it all the time. *b*

Kate: Do you watch TV?

Jack: ⁴ (...) *a*

Kate: Really? I love TV! What's your favourite game?

Jack: ⁵ (...) *e*

Kate: What else do you do in your free time?

Jack: ⁶ (...) *d*

Kate: Me too!

SPEAKING TIME

In pairs, ask and answer about your hobbies and interests. Use the Speaking box and the dialogue in Exercise 4 to help you. Then tell the class about your partner.

For the teacher

On the Portal

- Resource 6.6
- Need support? worksheet 6.6

For the student

- Workbook, page 66

On the Portal

- Extra Practice Activities: *What are your hobbies?* video

Lesson aim

- Students can talk about hobbies and interests.

Lead-in

Write *hobby* on the board and explain that this is something you like doing in your free time, e.g. reading books, doing sport, playing video games, painting. Put students into small groups and set a time limit for them to brainstorm different hobbies. Elicit ideas and write them on the board. Then ask students if they have got a hobby. If so, ask what it is. If this is not on the board, add it.

- 🎯 **Setting lesson goals:** Ask students what they think the lesson is going to be about. Elicit ideas. Then say and write on the board: *Today you will learn to talk about hobbies and interests.*

Exercise 1 🎧 32 🗣️ 6.18

- Elicit what students remember from the video in Lesson 6.4.
- Play the video or audio. In classes that are only using the audio, explain that Lena doesn't look interested while Mia and Adam are talking about sport. This is because she doesn't like playing sport. Check answers as a class.
- Direct students to the Sounds Good! box and ask them to find the words and expressions in the dialogue. Allow students a few moments to think about what each means. Then elicit or teach that *Me too* is something we say when we agree with someone or we do the same thing, e.g. 'I like football.' 'Me too.'; *Like what?* is an informal way of saying *Can you give me an example?*, e.g. 'I do lots of things in my free time.' 'Like what?'; and *That's it!* is used to say that something is correct, e.g. 'I think the answer is 100.' 'That's it!'
- NEED SUPPORT?** Play the video or audio again and pause after key moments to ask comprehension questions, e.g. *Does Mia play basketball?* (Yes, she does.) *What TV show does Lena like?* (*Mrs Myers' Mysteries*). Elicit answers before continuing the video or audio.

Answer:

They like playing basketball/sports.

Exercise 2

- Ask students to study the Speaking box and discuss the meaning of the phrases as a class.
- Draw students' attention to the prepositions after *keen* (*on*), *fan* (*of*), *interested* (*in*) and *to be* (*really*) (*into*). Explain that these phrases are often tested in exams.
- NEED SUPPORT?** Prepare copies of the photocopiable *Need support?* worksheet 6.6 from the Teacher's Resource File. This is an exercise to help students learn which prepositions to use in phrases when talking about hobbies and interests.

Exercise 3

- Ask students to cover the Speaking box and the dialogue, and to try to complete the exercise without referring to them. Check answers with the class.

Answers:

2 goes 3 keen 4 fan 5 does 6 in

Exercise 4 🗣️ 6.19

- Put students into pairs and tell them to cover the sentences a–f. Ask pairs to read what Kate says before and after each of Jack's responses, and tell them to work together to guess the responses. When they are ready, elicit their ideas. Then pairs uncover the sentences and do the matching activity.

SPEAKING TIME

- Tell pairs to ask and answer questions in a similar way to what was done in Exercise 4. Encourage them to think of more questions to ask, e.g. *How often do you ...?* to ask about frequency.
- FINISHED EARLY?** Ask students to write a few sentences about their partner's hobbies.

- 🎯 **Reviewing lesson goals:** Ask students to read the lesson aim again. Then use the basketball technique. Throw a ball to a student and ask them one of the questions from the Speaking box. Encourage them to use one of the expressions from the lesson in their answer. When they have answered, ask them to throw the ball to another student and ask them one of the questions. Continue until all the class has asked and answered a question, stop the game and give feedback to the class on any mistakes you heard.

Lesson aim

- Students can write a report.

Lead-in

Write *sports day* on the board. Then either elicit or explain what a sports day is (an event during which different teams participate in different sports). Ask students if they have ever taken part in a sports day. If so, ask them to tell the class about it.

- 🎯 **Setting lesson goals:** Allow students a few moments to study the text before you ask them to close their books. Ask: *What type of text is it?* Elicit some ideas and write them on the board. If necessary, tell them it is a report. Say and write on the board: *Today you will learn to write a report.*

Exercise 1

- Put students into pairs and ask them to answer the questions. When they have finished, elicit some ideas from the class.

Answer:

A tug of war is a game in which two teams pull the opposite ends of a rope. The aim is for one team to pull the other team to their side.

Background note

Sports days are common in schools in the UK. Classes compete against other classes in the same school year in fun sports such as tug of war and the egg and spoon race (in which competitors have to run a short distance while holding a spoon with an egg balanced in it).

Exercise 2

- Students read the report and answer the questions. Then check answers as a class.

Answers:

- 1 a girl/woman called Penny Hall
- 2 a charity sports day
- 3 Yes, it is.
- 4 The food was quite disappointing.
- 5 a football match between children and parents

Exercise 3

- Go through the phrases in the Writing box together and make sure students understand what the phrases mean. Elicit what verb tense is being used (the Past Simple) and then direct students to *take part* and *take place* in the *What, when and where* section. Elicit or explain that *take part* means to participate/compete in an event and *take place* means to happen.
- Then set a time limit for students to complete the task, before you check answers as a class.

Exercise 4

- Ask students to look at the Language box and discuss as a class. Explain that we use adverbs of degree before an adjective to add emphasis. Then ask them to find examples in the blog. Check answers as a class.

Exercise 5

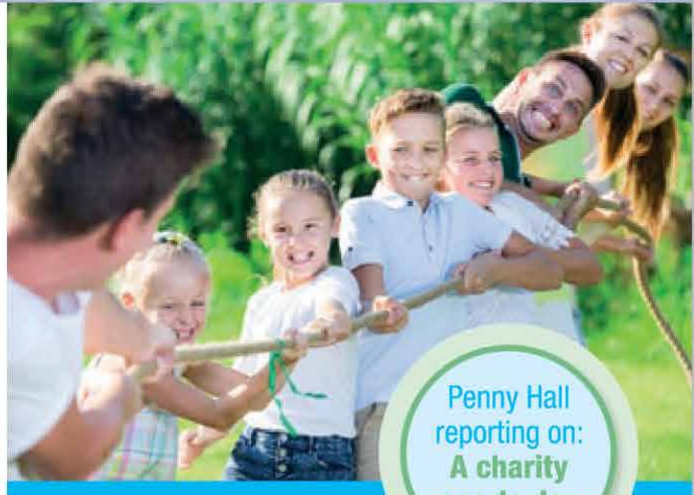
- Ask students to think about a free-time activity they did or an event they went to. They should write some sentences to give their opinions using adverbs of degree. Encourage some students to read out their sentences to the class.
- FINISHED EARLY?** Ask students to write sentences with adverbs of degree to describe how they were feeling last weekend.

WRITING TIME

- Explain that students will write a report on their own in their notebooks. Discuss the steps as a class and allow students to ask questions about them.
- Give students time to make notes about their report in their notebooks. Tell them to refer to the text in Exercise 2 and to the Writing box in Exercise 3. Remind them about the use of adverbs of degree.
- Once they have made their notes, students start writing their drafts. Walk around the classroom to monitor their work.
- Ask students to work in pairs and give each other feedback on their drafts. You can list on the board any common mistakes that students have made for whole class discussion.
- Then students write their final draft in their notebooks or you can set the task for homework.
- NEED SUPPORT?** Less confident students can write a shorter version of their report. They can do this by writing fewer details about the event.

- 🎯 **Reviewing lesson goals:** Ask students to read the lesson aim again. Then encourage them to write a number from 1–5 on a piece of paper to say how they feel about the lesson (1 – easy to 5 – difficult). They can put it on your desk as they leave the classroom. Look at the results and if there are lots of 4s and 5s, find time to review the lesson.

- 1 Look at the photo. What is a tug of war? Do you think it's fun? Why?/Why not?
- 2  Read the report and answer the questions.
 - 1 Who wrote the report?
 - 2 What is it about?
 - 3 Is it a positive report in general?
 - 4 What is the negative comment?
 - 5 What was the best part of the day?
- 3 Study the Writing box. Find examples of the phrases in the report.



WRITING A report about a sports event

What, when and where

Last weekend/Saturday, I went to a charity sports day/a football match.

Two days ago, I took part in a charity walk/run/race. It took place in Hamilton Park.

1 Details and opinions

There were about/over 200 people at the event.
There were lots of fun things to do.
Our team won the match 3–2.
The event/match was exciting/boring.
The food was excellent/disappointing.

2 Best/Worst part

The best/worst part of the event/match was ...

General opinion

3 In general, it was a fun/boring event.
Overall, it was a good/terrible experience.

1 Last Saturday, I went to a charity sports day. It was for the Selsby Animal Shelter and it took place in Hamilton Park. There were over 200 people at the event and lots of fun things to do. My favourite things were the tug of war and the skateboarding competition. There was also food and a local band. The band was very good, but the food was quite disappointing.

2 The best part of the day was a football match between children and parents. The children won the match 2–1. It was really exciting!

3 In general, it was a fun event and everybody enjoyed it.

- 4 Study the Language box. Find examples of adverbs of degree in the report.

LANGUAGE Adverbs of degree

We use **quite**, (**not**) **very** and **really** before adjectives to comment on how good or bad something was.

The food was **quite** expensive.

The singing **wasn't** **very** good.

The match was **really** exciting.

- 5 Think of a free-time activity you did. Write sentences about the experience using adverbs of degree from the Language box.

I went to a new shopping centre last June.

*The shops were **very** modern.*

*The food was **really** good.*

WRITING TIME

 Write a report about a sports event you attended.

FIND IDEAS

Make notes for your report. Think about:

- the type of event, time and place
- the important details
- the best/worst parts of the event
- your general opinion of the event

PLAN

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

WRITE AND SHARE

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

CHECK

- Check language: did you use different adjectives and adverbs of degree?
- Check grammar: are the verbs in the correct form of the Past Simple?

For the teacher

On the Portal
• Resource 6.7



For the student

- Workbook, page 67
- Writing Extension, Workbook, page 119



WORDLIST

6.20

Sports

baseball (n)
basketball (n)
cycling (n)
football (n)
ice hockey (n)
ice-skating (n)
judo (n)
roller skating (n)
running (n)
skiing (n)
swimming (n)
tennis (n)
volleyball (n)

Sportspeople

cyclist (n)
player (n)
runner (n)
skater (n)
skier (n)
swimmer (n)

Word friends

(sports collocations)

play a match/a sport (phr)
score a goal/a point (phr)
win a (gold) medal (phr)
win a race (phr)

Places to play sport

basketball court (n)
football field/pitch (n)
running track (n)
swimming pool (n)
tennis court (n)

Sports competitions

cup (n)
final (n)
league (n)
semi-final (n)
tournament (n)

Word friends

(interests and hobbies collocations)

do aerobics (phr)
do exercise (phr)

do judo (phr)
go cycling (phr)
go jogging/running (phr)
go swimming (phr)
lose a game/a match (phr)
lose a tournament (phr)
play badminton (phr)
play football (phr)
play for a team (phr)
play tennis (phr)
win a game/a match (phr)
win a tournament (phr)

EXTRA WORDS

ball (n)
basket (n)
be a fan of (phr)
be interested in (phr)
be into (phr)
be keen on (phr)
bike (n)
champion (n)
championship (n)
charity walk/run (n)

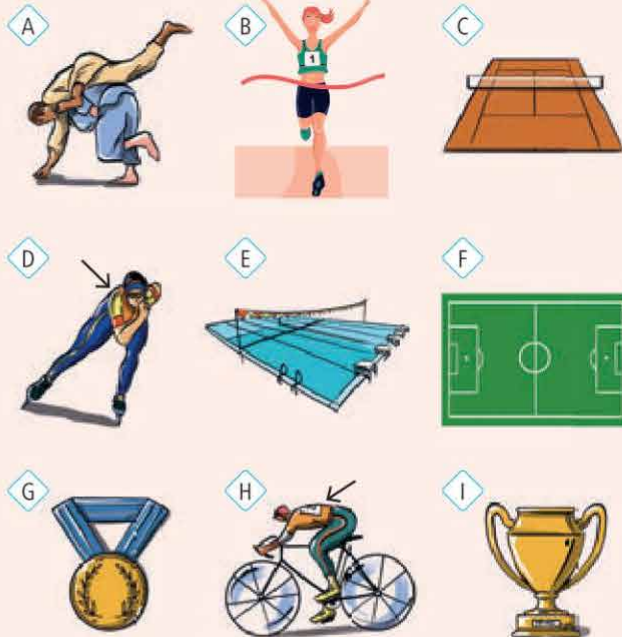
competition (n)
crowd (n)
disappointing (adj)
do gymnastics (phr)
event (n)
fan (n)
finish line (n)
hang out with friends (phr)
hobby (n)
hold (v)
interest (n)
jog (v)
sports day (n)
sports fanatic (n)
sportspeople (n)
stadium (n)
team (n)
(the) Olympics (n)
(the) World Cup (n)
train (v)
winner (n)

1 Use the wordlist to find these things.

- two sports places with the word *court*
basketball court, ...
- three winter sports
- five ball sports
- five sports with races

2 Match pictures A–I with words from the wordlist.

A – judo



3 Choose two correct options in each item.

Use the wordlist to check your answers.

- win a race / a medal / a goal
- do judo / baseball / exercise
- go cycling / running / tennis
- a swimming / tennis / basketball court

4 Complete the sentences with words from the wordlist. Then, in pairs, say if the sentences are true for you.

- I sometimes win races on school sports days.
- I often (...) cycling with my friends at the weekend.
- My dad doesn't (...) much exercise.
- My friend plays (...) a basketball team.
- I hate it when my team (...) a game.

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

- A word similar to *competition* or *tournament*. *championship*
- Someone who follows a particular sports team.
- A lot of people in one place.
- The opposite of *satisfying* or *pleasing*.
- It has typically got two wheels.
- A place where you watch a live sports event.

Exercise 1

- 1 tennis court
- 2 ice hockey, ice-skating, skiing
- 3 baseball, basketball, football, tennis, volleyball
- 4 (any five of) cycling, ice-skating (speed skating), roller skating, running, skiing, swimming

Exercise 2

- B running
- C tennis court
- D skater
- E swimming pool
- F football field/pitch
- G win a (gold) medal
- H cyclist
- I cup

Exercise 3

- 2 judo, exercise
- 3 cycling, running
- 4 tennis, basketball

Exercise 4

- 2 go
- 3 do
- 4 for
- 5 loses

Exercise 5

- 2 fan
- 3 crowd
- 4 disappointing
- 5 bike
- 6 stadium

Exercise 1

- 1 goals
- 2 court
- 3 win
- 4 swimming
- 5 track

Exercise 2

- 2 tennis player
- 3 cyclist
- 4 swimmer
- 5 runner

Exercise 3

- 1 play, team
- 2 go
- 3 pool
- 4 matches
- 5 loses
- 6 final
- 7 medals

Exercise 4**Suggested answers:**

swimming pool – My mum goes to the swimming pool twice a week.

win a game – My basketball team won the game last Sunday.

running – We go running every Sunday morning.

football field – There are three football fields in my town.

judo – I usually do judo at the weekends.

player – My favourite baseball player is from the USA.

play for a team – My brother plays for the school volleyball team.

win a tournament – I won a tennis tournament last year.

Exercise 5

- 1 was
- 2 There
- 3 wasn't
- 4 were
- 5 was
- 6 was
- 7 was
- 8 was
- 9 was
- 10 wasn't

Exercise 6

- 1 We walked to school this morning.
- 2 Sam had toast for breakfast.
- 3 I ran five kilometres last weekend.
- 4 We saw a good film last week.
- 5 They went to France last summer.
- 6 I wanted to stay in bed this morning.
- 7 The team tried to score a goal.

Exercise 7**Suggested answer:**

Last week, I went to a tennis match. It was a school tournament. There were a lot of people. The match was exciting. The players were amazing. There was a player from my school.

Exercise 8 **6.21**

My brother and I are football fans. We got tickets for the cup final last weekend. It was a really exciting match. Our team won. They scored two goals in the last minute of the game!



VOCABULARY

1 Complete the sentences with one word in each gap.

- 1 It was a fantastic football match. The team played really well and I scored two (...).
- 2 Before a tournament, I train for an hour a day in the gym and two hours on the tennis (...).
- 3 We cycle 150 kilometres a day for five days. I want to come first and (...) the race!
- 4 In a typical week, I go to the (...) pool twice a day, six days a week.
- 5 I took my shoes off at the end of the race and I think I left them next to the running (...)!

2 Who is speaking in Exercise 1? Write the names of the sportspeople.

1 *football player*

3 Complete the questionnaire with these words. Then answer the questions.

final go loses matches medals play pool team

Sports questionnaire

Sport and you

- 1 Do you (...) any sports? Do you play for a (...)?
- 2 Do you sometimes (...) running in the park?
- 3 Do you live near a swimming (...)?
How often do you go swimming?

Your favourite team

- 4 Which is your favourite sports team?
Do they usually win their (...)?
- 5 How do you feel when your team (...)?

Sport on TV

- 6 Did you watch the (...) of the last football World Cup?
- 7 Did your country win any gold (...) in the last Olympics?

4 **CHALLENGE** Choose eight words from the wordlist on page 84. Write sentences that are true for you and your family.

1 *ice-skating – My sister loves ice-skating.*

GRAMMAR

5 Choose the correct option.

The strangest race ever



The men's marathon at the 1904 Olympics

¹ *was / were* one of the strangest races ever.

² *They / There* were thirty-two runners in the race, but only fourteen finished.

It was a very hot day and there ³ *wasn't / weren't* any water for 17 km. The roads ⁴ *was / were* full of cars and people, so it ⁵ *was / were* very dangerous.

The first runner to finish ⁶ *was / were* an American, Fred Lorz. But for 18 km of the race, he ⁷ *was / were* in a car! So the winner of the gold medal ⁸ *was / were* the man in second place, Thomas Hicks. He ⁹ *was / were* very ill during the race and his team carried him over the finish line! It ¹⁰ *wasn't / weren't* a fast race. In fact, it was the slowest marathon in Olympic history!

6 Make sentences in the Past Simple.

- 1 *we / walk / to school / this morning / .*
- 2 *Sam / have / toast for breakfast / .*
- 3 *I / run / five kilometres / last weekend / .*
- 4 *we / see / a good film / last week / .*
- 5 *they / go / to France / last summer / .*
- 6 *I / want / to stay / in bed / this morning / .*
- 7 *the team / try / to score / a goal / .*

7 **CHALLENGE** Write six sentences about a sports event. Use *was/were*, *there was/there were* and regular and irregular verbs.
Last week, I went to a tennis match.

DICTATION

8 6.21 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

Write a poem about gender equality

Step 1 Think

- 1 Match these famous people with photos A–F in the poster.

Ara Malikian Ed Sheeran Edurne Pasaban
Missy Elliot Shelly Ann Fraser-Pryce Teddy Riner

- 2 In pairs, match people A–F with these statements. Do you agree or disagree? Use expressions from the Useful Phrases box.

1 I don't do this job to sell albums or to be famous, but only to be on stage and share with the public music that makes us happy.

2 I'm really excited to be part of a new generation of women who continue to push the barriers and continue to be a part of the change.

3 You've got to believe in yourself. Because there are going to be times that people tell you that you can't do it or you don't look the part. But I am a walking testimony.

4 What inspires me in high-level sport is the success of the champions. ... The determination they have to win a title, a medal. This is what I like to see.

5 ... It's amazing that women always need to prove that they can go one step further just to be considered equal.

6 The most important thing to do in any situation is to be yourself. No one can do you better than you, so be happy about it and realise that you're individually important.

Step 2 Analyse

- 3 Study the structure of this stanza.

NAME
NATIONALITY

Introduce the person and say where he/she is from.

JOB

Say what the person does and add some extra information.

FAMOUS FOR

Say what this person did to become famous.

ADVICE

Say what advice this person gives.

CHORUS

Think of a slogan to show gender equality in two sentences.

- 4 Complete the stanza for Edurne Pasaban.

climb Edurne Pasaban first fourteen motto
mountaineer Spain

My name is ¹ (...) and I'm from ² (...).
I became a ³ (...) at age fourteen.
I was the ⁴ (...) woman to ⁵ (...) the ⁶ (...) highest peaks in the world.
My advice is, ⁷ (...) give up! Keep on trying!
We are women, we are men.
There's no difference in the end!

Step 3 Prepare

Resource: a mind map

- 5 Write a class poem for the Prince Carlton School Gender Equality Campaign. Follow these instructions.

- First, work in pairs to prepare one stanza for the poem. Choose a person from Exercise 1 or think of your own idea.
- Research online and complete the mind map for your person.
- Write the four lines of your stanza and the chorus. Follow the structure in Exercise 3.
- As a class, decide the best order for all the stanzas.

Learning Experience 3

Lesson aim

- Try to be strong and positive in difficult situations

Lesson product

- A poem about gender equality

Context

- Social/Personal

Future skills

- Creativity and Social Responsibility
- Self-management (Perseverance)

Sustainable goal

- To promote gender equality

Resources

- A mind map (Teacher's Resource File, Resource 6.10)

Lead-in

Write *give up* on the board and explain that this is to stop doing something because you think it is too difficult, such as learning a new musical instrument or learning a new language. Add *don't give up* on the board. Elicit or teach that this is to continue doing something very difficult to eventually improve. And to do this you should not be afraid to make mistakes. Ask the class to discuss in small groups more situations when it is important not to give up. Elicit ideas and write them on the board.

-  **Setting lesson goals:** Write the lesson aim on the board. Check understanding by asking students what the word *strong* means in this context (having perseverance).



Creativity and Social Responsibility (Write a poem)

This lesson focuses on the topic of promoting gender equality. Students will reinforce the value of gender equality through studying the thoughts of well-known role models and through the creative process of writing and performing a poem.

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

- In pairs, students match the names in the box with the photos in the poster on page 87. Do they know what these people are famous for? Tell students that they can look for information on the internet.

Answers:

- A Shelly Ann Fraser-Pryce (athlete)
- B Edurne Pasaban (mountaineer)
- C Missy Elliot (rapper)
- D Ed Sheeran (singer)
- E Ara Malikian (musician/violinist)
- F Teddy Riner (judoka)

Exercise 2

- Ask students to look for clues in the texts, for example words like *women*, *music*, *medal*. They should use the Useful Phrases from the box in their discussion. They can also try to find the sources of the quotes on the internet.
- **FINISHED EARLY?** Students look online to find out two facts about one of the people in the photos.
- Ask students if the quotes are positive or negative. What do they encourage us to do? (not to give up and to be strong in difficult situations). Ask if they think there is a difference between the attitudes of the men and women in the quotes. Elicit that they are the same. They are about being strong in difficult situations.
- Read through the Useful Tips on page 87. Ask students to tell you which ones they think are the most useful.

Step 2 Analyse

Exercise 3

- Tell students that they are going to look at the structure of a poem. Explain that a stanza is a building block of a verse in a poem sharing the same topic or idea. A chorus is part of a poem or song that is repeated many times. Point out that the lines of a poem don't always need to rhyme with each other.

Exercise 4

- Ask students to read through the structure in Exercise 3 and then complete the information in Exercise 4 for Edurne Pasaban.

Note: There is an error in the Students' Book: the word pool should contain the word *never* instead of *motto*.

Answers:

- 1 Edurne Pasaban 2 Spain 3 mountaineer 4 first
- 5 climb 6 highest 7 Never

Learning Experience 3

Step 3 Prepare

Exercise 5

- Ask students to look at the poster again on page 87. Ask them what all these celebrities want to promote and what the main message of the campaign is.
- Read through the instructions. Hand out photocopies of the resource mind map and discuss how students can use it to generate ideas.
- Make sure students have access to online information if they are not able to write about a famous person they know.
- Students work in pairs. Point out that at the end of the task they will have to perform their stanza. Then students write up their stanzas neatly on A4 paper.
- **NEED SUPPORT?** In groups of four, students prepare the stanzas and provide names of people they can write about.
- If possible, display all different stanzas pinning them up on the board or placing them on tables. Number each stanza.

Step 4 Present

Exercise 6

- Ask students to stand up to read out their part of the poem when you call out the number of their stanza. Encourage the rest of the class to perform the chorus lines in unison.
- **PEER REVIEW** Write the questions below on the board. Ask students to think about these questions when they listen to each other's poems, and to use them when giving feedback. Encourage students to say positive things about each other's poems, and not just point out problems.
 - Is the poem nice to listen to?
 - Does it have a strong, clear message?
 - Does each stanza have four lines?
 - Is there a chorus?
 - Do all the stanzas sound good together?

REFLECTION TIME

- Ask students to read the questions and answer them individually. They don't have to share their reflections with the rest of the class.



Sustainable Goal

- Focus students' attention on the Sustainable Goal statement. Elicit what *promote gender equality* means (that men and women have the same rights and possibilities in life).
- Ask: *Are men and women equal in society today?* Encourage students to think about some of the ways that men have more than women (e.g. men often have higher salaries, and there are usually more men in positions of power). You could focus students by asking: *How many women have jobs in the government? How many women do you know who run companies or who are very rich?*
- Ask: *How can we make sure that men and women are more equal in society?* Put students into small groups to share their ideas.
- Ask each group to summarise what they discussed for the rest of the class.
- **Reviewing lesson goals:** Ask students to read the lesson aim again. Then ask them to say one of the Useful Tips that they remember. Then ask students to compare the answers in groups.



Prince Carlton School

GENDER EQUALITY CAMPAIGN

We are women, we are men.
There's no difference in the end!



Step 4 Present

- 6 Read the whole poem as a class.
- **PEER REVIEW** Give your opinion. Do all the stanzas together make a good poem?

For the teacher

- Resource: a mind map, Teacher's Resource File (Resource 6.10)

On the Portal

- Resource 6.10



Be strong in difficult situations

USEFUL TIPS

It's important to try to be strong and positive in difficult situations.

Think about all
the positive things
in your life.

Remember
other problems
that you solved.

Identify
the things you can
change.

Take care
of yourself.

Never give up!
Keep on trying!

Don't be
afraid of making
mistakes.

USEFUL PHRASES

- I think ... said this because ...
- Maybe ... said that because he/she mentions ...
- I (completely) agree with ... because ...
- I disagree/don't agree with ... because ...
- In my opinion, ... is right/wrong when he/she says that ... because ...

REFLECTION TIME

Think about the task and answer the questions.

- What's the most important thing you learned from doing this task?
- Do you think the poem reflects gender equality clearly?
- Do these famous people inspire you to be strong and positive?
- Can you give your opinion and justify it?
- Did you use language from Units 5 and 6? Give examples.





EXAM

Exercise 1 International Certificate Level A1,

Section 4, (gap fill three-option multiple choice)

VOCABULARY AND GRAMMAR

1 Choose the correct option.

- I usually (...) for exams with my best friend.
☐ a revise ☐ b check ☐ c have
- There was a big (...) at the concert last night.
☐ a singer ☐ b stage ☒ c audience
- We aren't at home. We're running around the football (...).
☐ a court ☐ b track ☒ c pitch
- I use a (...) to help me do my Maths homework.
☒ a calculator ☐ b notebook ☐ c poster
- Do you (...) music? How about playing an instrument in a band?
☐ a see ☒ b enjoy ☐ c buy
- We went to the pool to (...) swimming, but it was closed.
☐ a play ☐ b do ☒ c go

2 Complete the text with one word in each gap.



It isn't easy to ¹ (...) new friends if you're *make* shy. I ² (...) a very quiet person at the *was* beginning of the school year. Then I joined the basketball team. Now I'm not ³ (...) shyest student in my class because *the* I've got lots of friends on the team. For me, a team sport is the best way to ⁴ (...) *get* to know other people. At the moment, we're playing in a basketball tournament. We ⁵ (...) a match yesterday, so now *won* we're in the semi-finals. I'm very busy and I'm working hard, but I'm happier ⁶ (...) I was before. *than*

3 Complete the sentences with the correct form of the words in brackets.

- This Geography textbook is very *interesting* (INTEREST). Do you want to read it?
- Beyoncé is my favourite (...) (SING). *singer*
- My dad and I go (...) (JOG) every day after school. *jogging*
- Anita is a very good (...) (RUN). She wins all her races. *runner*
- There were four (...) (MUSIC) playing in the jazz band. *musicians*
- The fastest (...) (CYCLE) won a gold medal in the race. *cyclist*

SPEAKING

4 Match questions 1-5 with responses a-f. There is one extra response.

- Are you into water sports? *d*
 - Can you help me with the homework? *f*
 - Why don't we go to a concert? *a*
 - Can I borrow your ruler? *c*
 - What do you do in your free time? *b*
- a Great idea! Let's buy tickets online.
 b I play the trumpet.
 c Sorry, I'm using it.
 d No, not really.
 e I'm not keen on shopping.
 f Yes, of course.

5 In pairs, do the speaking task.

Student A: Go to page 156.

Student B: Go to page 157.

LISTENING

6 In pairs, answer the questions.

- What time do you start and finish school every day?
- Do you have a break for lunch? How long is it?
- What sports can you play at your school? Where do you play them?

7 6.22 Listen and complete the notes with a word or a short phrase.

Kent Secondary School News

Number of students in Year 8: ¹ (...) *113*

When lunchtime starts: ² (...) *12.15*

Price of school lunches: ³ (...) *£3.50*

Sports in the new gym building: ⁴ (...) *basketball and volleyball*

When courses start: ⁵ (...) *3 October*

EXAM

Exercise 2 A2 Key for Schools,

Reading and Writing, Part 5, (open cloze)

EXAM

Exercise 5 A2 Key for Schools,

Speaking, Part 2, (discussion task with visual stimulus)

EXAM

Exercise 7 International Certificate

Level A1, Listening, Section 3, (note completion)
 A2 Key for Schools, Listening, Part 2, (gap fill)

READING



And the winner is ...

What do you do in your free time? I sing in a group. In the past I preferred swimming, but my best friend, Millie, joined the group two years ago and she liked it a lot, so I decided to try. Now I would like to become a singer in the future!

There were only eight people in the group when I started, but now there are thirty singers. We learn new songs every month, but there are popular songs that we sing at every concert. At the moment, we're learning an R&B song. We meet twice a week and sing for an hour. I'd like to sing for two or three hours – I'm never tired!

Singing in a group is amazing. You can learn about music and make new friends. But what I like the most is singing in competitions. It's fun travelling to new places and spending time with people who have the same passion!

Last month, we were in the final of the *Let's Sing!* music competition. On the day of the final, I wasn't as nervous as Millie. She likes singing on stage for an audience, so that wasn't the problem, but she feels worried before competitions because she doesn't enjoy them. Our music teacher always helps us when we feel worried. She told Millie, 'It's OK. You can do it!' And guess what? We were the best group there!

8 Read the article and choose the correct answer.

- 1 The author went to the singing group because ...
 - a she wanted to become a singer.
 - b she wanted to try a different hobby.
 - ☒ c her best friend went.
- 2 The author says that ...
 - a the group never sings popular songs.
 - b the meetings are too long.
 - ☒ c the group is bigger now.
- 3 For the author, the best thing about singing in a group is ...
 - a learning about music.
 - ☒ b singing in competitions.
 - c meeting new people.
- 4 On the day of the final, Millie ...
 - a wasn't nervous.
 - ☒ b was more nervous than the author.
 - c was worried because the audience was big.

EXAM

Exercise 8
A2 Key for Schools,
Reading and Writing, Part 3,
(three-option multiple choice)

WRITING

9 In pairs, look at the photos. Which musical event do you prefer? Why?

A



B



- 10 Write a report about a musical event you attended. Write about these things.
- the kind of event and when/where it was
 - how many people there were and what you saw/did
 - the best/worst things about the event

Progress Check 89

For the teacher

- Exercise 7, audioscript, page 290

On the Portal

- Exam correlation tables

For the student

- Workbook: Progress Check 2, pages 70–71

The digital age

7

VOCABULARY

Computers and technology | Dates in history | Everyday technology | Using technology | Using a smartphone

GRAMMAR

Past Simple (negative) | Past Simple (questions and short answers)

COMMUNICATION

Agreeing and disagreeing | An informal email

FUTURE SKILLS

Critical Thinking (Sustainable living) | Communication (Apologising) | Creativity (A digital presentation)

VIDEOS

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

THE HISTORY OF COMPUTERS

How much do you know about the history of computers? Try our quiz to find out!

1

In the nineteenth century, an English engineer designed a machine that could do maths. People call him 'the father of the computer'. His name was Charles ...

a Chaplin. b Darwin. **c Babbage.**

2

Today's computers are small enough to fit in our hands, but the first computer in 1945 was as big as ...

a a car.
b a large room.
c a football stadium.

3

In 1992, IBM invented Simon – the world's first ... It had a screen, a keyboard and an address book, but the battery life was only one hour!

a smartphone.
b tablet.
c printer.

4

In 1964, Douglas Engelbart made the first computer mouse. He made it out of ...

a wood.
b metal.
c glass.

5

Fifty years ago, Steve Jobs built the first Apple computer in ... Now, Apple is one of the biggest companies in the world!

a his parents' garage.
b his bedroom.
c his Science class at school.

6

In 1993, Aleksandr Serebrov became the first person to play on a games console ...

a on Mount Kilimanjaro.
b underwater.
c in space.

7

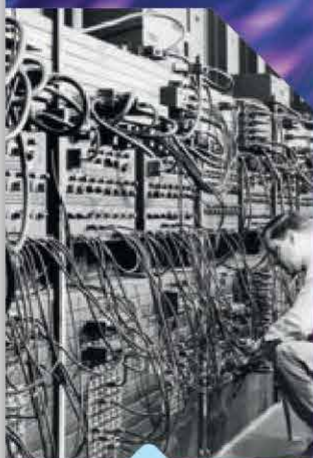
The first laptop, the Osborne 1, appeared in the ... It had a very small screen (just 12 cm) and it was very heavy (11 kg), but a lot of people bought it!

a 1960s. **b 1980s.** c 1990s.

8

In 1969, the astronauts on Apollo 11 used a computer to land on the moon. Today's smartphones are ... times faster than that computer.

a a hundred b a thousand **c a million**



Unit contents

Vocabulary

- Computers and technology
- Dates in history
- Everyday technology
- Using technology
- Using a smartphone

Grammar

- Past Simple (negative)
- Past Simple (questions and short answers)

Reading

- A blog post about technology

Listening

- Monologues about childhood

Speaking

- Agreeing and disagreeing

Writing

- An informal email

Future skills

- Critical Thinking (Sustainable living)
- Communication (Apologising)
- Creativity (A digital presentation)

Pronunciation

- Word stress
- Compound nouns

Exams

- International Certificate Levels A1/1
- A2 Key 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 computers and technology and dates in history.

Lead-in

Ask students to think of one item of technology that they have at home and they know the word for in English, e.g. *smartphone, tablet, TV*. If students don't know the word in English, ask them to raise their hand and write it on a piece of paper. They then create a very simple drawing of that item of technology. Put students into pairs, have them show each other their drawings and ask them if they know what their partner's technology is. Elicit and write answers on the board.

-  **Setting lesson goals:** Ask students to study the photos in Lesson 7.1 and discuss with their partner what they think the lesson is about. Elicit ideas. Say and write on the board: *Today you will learn to talk about computers and technology and dates in history*. Check whether any students guessed correctly.

Exercise 1

- Set a time limit of two minutes for pairs to make a list. Elicit and add any new words to the board.

Exercise 2 7.01

- Read the words in the Vocabulary A box. Play the audio for students to listen and repeat them. Pause after each word to check students' pronunciation.
- Ask students if they use any of the items and how often they do so. Encourage them to use full sentences with adverbs of frequency. Alternatively, display the digital flashcards available on the Portal in a random order and choose a student to say how often they use that item using adverbs of frequency.
- Students work individually and match the words with photos A–F.

Answers:

A screen/computer **B** mouse **C** keyboard
D headphones **E** printer **F** tablet/smartphone

Exercise 3

- Ask students to work individually, then check their answers in pairs.
-  **Monitor learning:** Use the lollipop stick technique to check answers.

Answers:

2 headphones 3 keyboard 4 printer
5 mouse 6 tablet

Exercise 4

- Pre-teach: *design, fit, battery life, land* (verb).
- Students do the quiz in pairs. Then check answers with the class and ask each pair their score.
- For homework, ask students to go online and find more fun facts about computers and technology. Invite them to share what they discovered in the next class.

Exercise 5

- Quickly revise the Past Simple. Elicit when we use it (to talk about finished actions in the past) and how we form the Past Simple form of regular verbs (add *-ed*, *-d* or *-ied*).
- Elicit the answers and drill the correct pronunciation of the regular verbs (/d/ – *designed, appeared, used*; /ɪd/ – *invented*). Then ask them to choose one of the verbs and write two sentences with it – one using the Present Simple (e.g. *I use a computer every day.*) and one using the Past Simple (e.g. *I used a computer last night.*).

Answers:

Regular verbs: design – designed, invent – invented, use – used

Irregular verbs: build – built, buy – bought, make – made

Exercise 6 7.02

- Read the phrases in the Vocabulary B box as a class. Check students understand them. Then play the audio for students to listen and repeat. Explain the difference between *in the 1960s* (the decade spanning 1960–1969) and *in 1960* (the specific year of 1960). Then teach the class the two ways of saying years in the 21st century, e.g. *2023 – two thousand and twenty three* or *twenty twenty-three*. Say aloud and get students to repeat the following years: *2021, 2017, 2025* and *2030*.
- When students have ordered the phrases, ask them to find more dates in history in the quiz in Exercise 4.

Answers:

1 in the nineteenth century 2 in the 1960s
3 fifty years ago 4 in 1993 5 in 2004

Exercise 7

- Students work individually. Then elicit the answers.

Background note

Super Mario Bros. is a platform video game. Players move a character across the screen by running and jumping from place to place while avoiding enemies. *Super Mario Bros.* was first released in Japan in 1985. Since its release, the game has sold more than 40 million copies worldwide. There have also been several sequels.

Exercise 8

- **CHALLENGE** Allow students time to think about what they are going to tell their partner and to make notes. Assist with any queries.
- Ask some students to tell the class what they told their partner.
- **FINISHED EARLY?** Ask students to close their books and write down as many facts as possible that they remember from the lesson.
-  **Reviewing lesson goals:** Ask students to read the lesson aim again and ask: *Can you talk about computers and technology and dates in history?* They hold up an emoji response card depending on how they feel about the question. If students hold up a lot of neutral or sad emojis, find time to review the key vocabulary.

1 **I KNOW** What technology do you use at home and at school? In two minutes, write down as many items as you can.

2 **7.01** Study and listen to the Vocabulary A box. Which items can you see in photos A–F?

A – screen

VOCABULARY A Computers and technology

computer games console headphones keyboard
laptop mouse printer screen smartphone tablet



3 Complete the definitions with words from the Vocabulary A box.

- 1 A *laptop* is a small computer. The screen closes over the keyboard.
- 2 You wear (...) on your ears to listen to music.
- 3 You use a (...) to write words on a computer.
- 4 You use a (...) to print information from a computer.
- 5 You use a (...) to move around a computer screen.
- 6 A (...) is smaller than a laptop. You don't use a mouse – you use your fingers on the screen.

4 **...** In pairs, do the quiz on page 90. Then go to page 156 and check your answers.

5 Find the Past Simple forms of these verbs in the quiz and complete the table.

appear become build buy design
invent make use

Regular verbs	Irregular verbs
appear – appeared	become – became

6 **7.02** Study the Vocabulary B box. Order the phrases from the oldest to the most recent. Listen and check.

VOCABULARY B Dates in history

fifty years ago in 1993 in 2004 in the 1960s
in the nineteenth century

7 Read the article. Complete the time expressions and write the Past Simple form of the verbs in brackets.



THE HISTORY OF VIDEO GAMES

- In ¹ *the* 1970s, computer programmers ² *invented* (invent) the first electronic games. People played on special machines in shopping centres and restaurants.
- ³ (...) 1975, an American company ⁴ (...) (make) the first games console for the home. There was only one game! *In, made*
- About forty years ⁵ (...), Nintendo® ⁶ (...) (build) *Super Mario Bros*. Millions of people bought the games. *ago, built*
- At the end of the twentieth ⁷ (...), more people ⁸ (...) (have) computers at home. Games were more exciting and realistic. *century, had*
- The first smartphones with an internet connection ⁹ (...) (appear) about twenty ¹⁰ (...) ago. Mobile games became very popular. *appeared, years*
- Today, people play games on consoles, tablets and smartphones at home, outside – everywhere! What's the future of games? Who knows?

8 **CHALLENGE** In pairs, talk about:

- the items of technology you use a lot.
- when you got them.
- what you like about them.

I use my games console a lot, especially at the weekend. I got it two years ago. I like it because I have fun playing games.

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

NOTTINGHAM IN THE FOURTEENTH CENTURY

POSTS

Lara: Wow! Guys, look at this picture from a website about the history of Nottingham! Nottingham had a castle in the Middle Ages, but it didn't have an airport! 😞

Olivia: Also, people wore shoes or boots in the Middle Ages, but they didn't wear trainers. And people didn't say 'cool' in the Middle Ages! 😊

Mark: Children ate cakes in the fourteenth century, but they didn't eat chocolate bars!

Lisa: LOL! You saw dogs and pigs in towns in the fourteenth century, but you didn't see chihuahuas.



- 1 In pairs, talk about the oldest buildings in your town. What are they? When do they date from?

*The old town dates from the Middle Ages.
I think the castle dates from the 1800s.*

- 2 7.03 Look at the picture above. What is strange about it? Read and listen to the posts and check.

- 3 Study the Grammar box. Find more examples of Past Simple negatives in the posts.

GRAMMAR Past Simple (negative)

We use the Past Simple to talk about states or actions that started and finished in the past.

It didn't have an airport.

People wore boots, but they didn't wear trainers.

Children played games, but they didn't play on smartphones.

VIDEO 33 Grammar Animation

- 4 Rewrite the Past Simple affirmative sentences in the negative.

- They ate burgers in the fourteenth century.
They didn't eat burgers in the fourteenth century.
- Children played games on their tablets in the Middle Ages.
- You saw cars on roads in the 1830s.
- People used the internet in the 1920s.
- They had computers and laptops in the eighteenth century.
- Children went to secondary school in the Middle Ages.

- 5 Make more sentences about the fourteenth century. Use these ideas to help you.

bananas buses cameras headphones helicopters
plastic bottles smartphones sunglasses tractors
trainers T-shirts TVs video games

*People didn't wear/eat/use/play/travel in ... in ...
They didn't have ... in the fourteenth century.
You didn't see ... in the Middle Ages.*

- 6 Complete the sentences with the Past Simple form of the verbs in brackets.

- I walked (walk) to the shops, but I (...) (not buy) anything. *didn't buy*
- Lily (...) (have) a shower this morning, but she (...) (not wash) her hair. *had, didn't wash*
- Last night, Oliver (...) (go) to bed early, but he (...) (not sleep) well. *went, didn't sleep*
- We (...) (work) hard yesterday, but we (...) (not feel) tired. *worked, didn't feel*
- They (...) (come) to the party on Saturday, but they (...) (not stay) long. *came, didn't stay*
- Chloe (...) (tell) me what to do, but I (...) (not understand). *told, didn't understand*

- 7 **CHALLENGE** Write six sentences about what you did/didn't do last night. Then, share with a partner.

Last night, I did my homework. I didn't watch TV.



For the teacher

On the Portal

- Grammar Presentation
- Grammar Animation 33
- 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 the Past Simple to say what did and didn't happen in the past.

Lead-in

Ask students to write three sentences about what they did the previous weekend using the Past Simple affirmative. Tell them that one sentence must be a lie. Put students into pairs to read their sentences. They have to guess which of their partner's sentences is a lie. Tell them that they will use these sentences later in the lesson.

-  **Setting lesson goals:** Write the following sentences on the board: *I travelled to a different city last weekend. My best friend didn't travel to a different city last weekend.* Ask students to identify the affirmative and the negative sentence before eliciting what they think the lesson is about. Elicit ideas. Then say and write on the board: *Today you will learn to use the Past Simple to say what did and didn't happen in the past.*

Exercise 1

- Pre-teach: *date from* (originate from a particular time in the past).
- Students discuss the questions in pairs. Then have a class discussion to find out how much they know about the history of their town, city or region.

Exercise 2 **7.03**

- Ask students to look at the scene from the Middle Ages. Explain that the Middle Ages is a period of time that covers the 5th century to the end of the 15th century.
- In pairs, they try to find all the mistakes in the picture. Set a time limit and then tell the pairs to cover the posts on the left and begin the exercise.
- Then ask students to uncover the posts. Play the audio for students to listen while they read and check their answers.

Exercise 3

- Discuss the Grammar box with the class. Compare the Past Simple negatives in the posts with the Present Simple negative. Elicit what auxiliary verbs we need with the Present Simple negative (*don't/doesn't*) and explain that the auxiliary verb with the Past Simple negative is always *didn't*.
- If you did the Lead-in, ask students to use the Past Simple negative to make their false sentence true. Invite students to share their sentences with the class.
- NEED SUPPORT?** Prepare copies of the photocopyable *Need support?* worksheet 7.2 from the Teacher's Resource File. This is an exercise to help students identify the Past Simple affirmative and negative forms.

Exercise 4

- Students work individually. Remind them that they have to use *didn't* plus the base form of the verb for all persons. Ask for volunteers to read out answers.

Answers:

- Children didn't play games on their tablets in the Middle Ages.
- You didn't see cars on roads in the 1830s.
- People didn't use the internet in the 1920s.
- They didn't have computers and laptops in the eighteenth century.
- Children didn't go to secondary school in the Middle Ages.

Exercise 5

- Set a time limit for pairs to write sentences. Alternatively, ask students in each pair to write six sentences each. Student A begins with *bananas* and Student B begins with *video games*.

Suggested answers:

- People didn't eat bananas (in the Middle Ages/fourteenth century).
 People didn't use plastic bottles ...
 People didn't travel in buses/helicopters ...
 You didn't see tractors ...
 People didn't have cameras/headphones/smartphones/TVs ...
 People didn't wear sunglasses/trainers/T-shirts ...
 People didn't play video games ...

Exercise 6

- Before students begin, elicit when we use *but* (to contrast two ideas) and, if necessary, ask students to identify if each verb is regular or irregular. Students work in pairs to complete the sentences. Encourage them to write a new sentence that links together two contrasting ideas using *but* and the Past Simple affirmative and negative.

Exercise 7

- CHALLENGE** Students work individually before comparing in pairs. Set a time limit and ask them to write at least three of the sentences in the Present Simple negative.
- Students make a note of their partner's ideas and tell the class about them.
- FINISHED EARLY?** Students write as many sentences as they can to describe what they did last weekend.
-  **Reviewing lesson goals:** Ask students to read the lesson aim again and ask how they feel about the lesson. Check answers using emoji response cards. If students hold up a lot of neutral or sad emojis, find time to review the lesson.

Lesson aim

- Students can understand a blog post about technology.

Lead-in

Ask students to make a list of the everyday technology devices they use. Ask them to compare their list with a partner. Invite students to share with the class what they use every day and what they use it for, e.g. *a smartphone – chatting with my friends.*

-  **Setting lesson goals:** Write *technology* on the board and ask students to open their books. In pairs, students discuss what the lesson is about. Elicit ideas. Then say and write on the board: *Today you will understand a blog post about technology.*

Exercise 1

- Pre-teach: *turn off lights, use LED light bulbs, turn off heating, reuse water, repair broken technology.*
- Set a time limit. Then students share their answers with the class. If students mention any energy-saving methods not on the board, add them and explain to the class.

Exercise 2 7.04

- Check that students know the rooms by describing what you can typically find in each one.
- Read the words in the Vocabulary box as a class. Play the audio for students to listen and repeat. Pause after each word to check students' pronunciation.
- Elicit the meaning of the words and ask further questions to check understanding: *What do we need chargers for?* (mobile phones, tablets). *What kind of food do we put in a fridge?* (milk, butter, cream). *What do we put in a washing machine?* (dirty clothes). *When do we use a hairdryer?* (after a shower).
- Check answers as a class.

Answers:

bathroom: electric toothbrush, hairdryer, washing machine

bedroom: charger, hairdryer, speaker

kitchen: cooker, fridge, toaster, washing machine

living room/study: charger, speaker

Exercise 3

- Write *always, often, sometimes* and *never* on the board. Say and write on the board: *I always use a hairdryer*, underlining the position of the adverb of frequency. Elicit the question to ask about frequency (*How often do you ...?*).
- Students work in pairs. Then they tell the rest of the class how often they use the items in the Vocabulary box.
- FINISHED EARLY?** Students choose one of the items in the Vocabulary box that they have got at home and write a sentence about how they use it.

Exercise 4 7.05

- Pre-teach: *charge*. Play the audio for students to check their answers.

Answers:

turn on/turn off: computer, cooker, electric toothbrush, hairdryer, heater, lights, phone, printer, speaker

charge: electric toothbrush, phone, speaker

Exercise 5 7.06

- Direct students to the main photo of the article and elicit or explain what *There's no Planet B* means (There is no alternative to our planet, so we must look after it.).
- Students read and listen to the article and decide on the best title. Check their answers.

Exercise 6

- Read out the example with the class showing them where in the text the information comes from (lines 2–3: *It makes ... and its climate.*).
- Set a time limit. Then elicit answers and ask students to identify where in the text they found the information.
- NEED SUPPORT?** Prepare copies of the photocopiable *Need support?* worksheet 7.3 from the Teacher's Resource File.

Answers:

2 a Zero Power Hour

3 turn on the heater in her bedroom

4 a second-hand sale **5** create a lot of pollution

6 repair and share the things that we already have

THINKING TIME

ANALYSE: Students discuss in groups the message in the text and write a statement to present to the rest of the class.

APPLY: Students discuss in pairs or groups.

EXPLORE: Students can do online research in class time or for homework. They can produce a poster with the title *Three things you can do at home to help the planet*. Students present their posters to the class and vote on the best ideas.

-  **Reviewing lesson goals:** Ask students to read the lesson aim again. Then ask them to hold up their traffic light cards to show how they feel about Exercise 6. Look at the results and if there are lots of red cards, find time to review the technique to do this type of exercise.

Simple ideas can make a big difference! So, what are YOU doing?

150 years ago, people didn't have fridges, washing machines or smartphones. We didn't drive cars or fly in aeroplanes. Now the world is full of technology. It makes our lives easier, but it creates a lot of problems for our planet and its climate. What can we do? The good news is you don't need to completely stop using your fridge or smartphone to help the planet! We spoke to two teenagers with some great ideas.



Lottie

5 Last week, my school had a Zero Power Hour. We turned off everything that uses electricity – computers, lights, printers – for an hour every day. At home, I turned off the lights every time I left a room. And I didn't turn on the heater in
10 my bedroom – I just wore a sweater!



Sam

My friends and I organised a second-hand sale. We spend billions of pounds on clothes, electronics and games, then we throw them away. Factories create a lot of pollution when
15 they make new things. We just need to repair and share the things that we already have.

1 How do you save energy at home?

2 7.04 Study and listen to the Vocabulary box. Match the everyday technology items with the rooms where you usually find them. Sometimes more than one answer is possible.

bathroom bedroom kitchen living room study

VOCABULARY Everyday technology

charger cooker electric toothbrush fridge hairdryer
speaker toaster washing machine

bathroom – electric toothbrush, ...

3 In pairs, say which of the things in the Vocabulary box you often/never use.

4 7.05 **WORD FRIENDS** Write these items of technology in the correct group. Some items can go in both groups. Listen and check.

computer cooker electric toothbrush hairdryer
heater lights phone printer speaker

- 1 turn on/turn off computer, ...
- 2 charge

5 7.06 Read and listen to the article and choose the best title.

- a Is technology bad for you?
- ☒ b What can you do to help the planet?
- c Can new technology save the planet?

6 Complete the sentences with information from the text.

- 1 The author thinks technology is bad for our planet and its climate.
- 2 At Lottie's school they had (...).
- 3 At home, Lottie didn't (...).
- 4 Sam's event was (...).
- 5 Sam says factories (...).
- 6 Sam thinks we need to (...).

THINKING TIME

ANALYSE

What is the main message in this text?

APPLY

Imagine you can only turn on or charge one thing in your home. What would it be? Why?

EXPLORE

Research online. Find and share three things you can do at home to help the planet.

Vocabulary Extension > p. 98

93 Unit 7

For the teacher

On the Portal

- Resource 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



4

Yes, she did.

Yes, she did.
No, she didn't.

No, he didn't.
Yes, he did.

5

Did you get up early?

6

A: Did you get up early this morning?

B: Yes, I did. I got up at half past six.

7

did you go

Did you have

1 34 7.07

2

- a question word. **c**
- 2 a short answer in the affirmative. **b**
- 3 two Past Simple questions. **a, d**
- 4 a short answer in the negative. **e**
- a Did you look under the bed?
- b Yes, I did.
- c When did you last use it?
- d Did you put it somewhere, Alex?
- e Your hairdryer? No, I didn't.

3 Study and complete the Grammar box with the words in blue from Exercise 2.

GRAMMAR

Past Simple
(questions and answers)

?	Answers
¹ Did you look in your room?	Yes, I ² (...)/No, I didn't. did
³ (...) Adam take Lena's hairdryer? Did	Yes, he did./No, he ⁴ (...). didn't
⁵ (...) did you last see it? When	I saw it yesterday.

VIDEO 35 Grammar Animation

- 3 (...) (you) French at primary school? **Did you learn**
- 4 When (...) (you) secondary school? **did you start**
- 5 (...) (your family) in a different house/flat when you were little? **Did your family live**
- 6 (...) (you/often) your grandparents when you were little? **Did you often see**

8 Match questions 1–6 in Exercise 7 with answers a–f.

- a Yes, we did. We lived in London. **5**
- b No, we didn't. We learned English. **3**
- c No, I didn't. They lived a long way from our house. **6**
- d I started a year and a half ago. **4**
- e I went to Aston Primary School. **1**
- f Yes, I did. They were very friendly. **2**

9  **CHALLENGE** In pairs, ask and answer the questions in Exercise 7. Then tell another pair about your partner.

Nuria went to Los Campos Primary School.
She had ...

For the teacher

- Audioscript, page 290

On the Portal

- Grammar Presentation
- Grammar Animation 35
- 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: How strange! video; Grammar 7.4

Lesson aim

- Students can use the Past Simple to ask and answer questions about the past.

Lead-in

Write on the board: *What do you do in the evening? I do my homework and go online.* In pairs, students write a Present Simple question on one piece of paper and the answer on another piece. Ask them to swap the piece of paper with the answer with another pair for them to guess the question. The two pairs check answers together. Tell them that they will be using their questions again later in the lesson.

-  **Setting lesson goals:** Ask students what they think the lesson is going to be about. Elicit ideas. Then say and write on the board: *Today you will learn to use the Past Simple to ask and answer questions about the past.*

Exercise 1 34 7.07 audioscript page 290

- Ask students to study the photo and describe in pairs who they can see (Lena and her dad) and what they think is happening.
- Play the video or audio. Check answers as a class.

Answers:

Lena is looking for her hairdryer. Adam's got it. He dropped a cup of tea on his trousers and he's drying them.

Exercise 2

- Ask students who said sentences a–e (Dad: a, c, e; Lena: b; Mum: d).
- In pairs, students match the sentences with their explanations. Check answers as a class.

Exercise 3

- Ask students to work in pairs and complete the Grammar box in their notebooks.
- Elicit how we form Past Simple questions (question word + *did* + infinitive) and how we form short answers (*Yes/No*, + subject + *did/didn't*).

Extra activity

Ask students to look at the questions from the Lead-in. Elicit what they need to do to change the Present Simple questions to Past Simple questions (change *do/does* to *did*). Explain that we should also add a past time expression (*last night*, *two years ago*, etc). In pairs, students rewrite their questions.

Exercise 4

- In pairs, students write the answers. Remind them that they need a comma after *Yes* or *No*.
- Check answers as a class. Play the video or audio again.

Exercise 5

- Remind students that the first word should be the auxiliary *Did* or a question word like *What*, *What time*.
- Check answers as a class.

Answers:

- Did you have a shower?
- Did you wash your hair?
- What did you have for breakfast?
- Did you walk to school?
- What time did you arrive at school?

Exercise 6

- Ask students to think about their routine this morning. Give them some thinking time to plan their answers and to practise reading the questions in Exercise 5.
- NEED SUPPORT?** Allow students to do three questions each, e.g. Student A: 1–3; Student B: 4–6.
- FINISHED EARLY?** Ask students to write sentences about their partner using the information in Exercise 6.

Exercise 7

- Direct students to question 6 and elicit where the adverb of frequency should go in a Past Simple question (after the subject). Set a time limit, then check answers as a class.
- NEED SUPPORT?** Prepare copies of the photocopiable *Need support?* worksheet 7.4 from the Teacher's Resource File. This is an easier version of the exercise in the Students' Book.

Exercise 8

- Tell students to look at the questions in Exercise 7. Elicit which four questions will have a *yes/no* answer (2, 3, 5 and 6). Elicit the pronouns needed for the answers to these questions (2 *they*, 3 *I/we*, 5 *we*, 6 *they*). Then ask students what answer they would expect to hear to questions 1 and 4 (1 the name of a school; 4 a time).

Exercise 9

- CHALLENGE** Encourage students to think of one more Past Simple question to ask their partner. Then students tell the class about their partner.
-  **Reviewing lesson goals:** Ask students to read the lesson aim again and ask: *What did you do last night?* Students write their answers on a piece of paper and put it on your desk as they leave the classroom. Analyse the results and find time to review any difficulties the students may have.

Lesson aim

- Students can understand monologues about childhood.

Lead-in

In groups, students talk about the toys they had and the games they played when they were younger. Invite students to share some ideas with the class.

-  **Setting lesson goals:** Ask students to discuss with their partner what they think the lesson is about. Elicit ideas. Then say and write on the board: *Today you will understand monologues about childhood.* Explain that *childhood* is a word used to describe the period of time when you are a child.

Exercise 1

- Direct students to the webpage and elicit what they can see in each photo. Invite students to share their ideas.
- Ask students to write down one thing they remember from the 2010s (toys, celebrities, music, etc.). Then they mingle around the classroom to find someone with the same memory.

Background note

The Penguins of Madagascar was released by the film studio Dreamworks Animation in 2014. It is about a group of penguins that are really spies. The singer **Camila Cabello** was a member of the group Fifth Harmony before she went solo in 2017. Her most famous song to date is *Havana*, which reached number 1 in the pop charts in the USA.

Exercise 2 **7.08 audioscript page 290**

- Pre-teach: *idol*, *little*.
- Explain that each speaker answers two questions each. Tell the class that they don't have to pay attention to the detail of each speaker's answers. Before you play the audio, ask students to read the questions and answer any queries.

Answers:

Speaker 1: e, a **Speaker 2:** b, f **Speaker 3:** d, c

Exercise 3 **7.08 audioscript page 290**

- Go through the questions and elicit the key words in each (a *idol*, *seven*, *eight*; b *favourite singer or group*, *little*; c *cartoons*, *like*; d *first phone*; e *toys*, *best*; f *hobbies*, *younger*). Explain that students must listen for these or similar words to help them answer the questions.
- Put them into pairs and ask them to answer any questions that they can remember. Play the audio again so that they can complete, or check, their answers.
- NEED SUPPORT?** Allow students to write short answers rather than full sentences.
- FINISHED EARLY?** Students write down their answers to the questions in Exercise 2 in full sentences.

Answers:

Speaker 1: Her favourite toy was her smartwatch. Her idol was Usain Bolt.

Speaker 2: His favourite singer was Camila Cabello. He remembers high-top trainers.

Speaker 3: Her first phone was a child's phone. She played games, made calls and texted friends with it. She liked *The Penguins of Madagascar*.

Exercise 4 **7.09**

- Set a time limit. Play the audio for students to check their answers. Ask students what they do with their own smartphones.

Exercise 5

- In pairs, students ask and answer the questions.

BBC VIDEO**STREET TALK** **36 videascript page 291**

- Pre-teach: *brick*, *functions*, *stuffed animals*, *bell-bottoms*, *hand-me-downs*, *bootcut jeans*.
- Play the video. Explain that the people are answering the questions in Exercise 2.
- Pause the video as many times as needed for students to write the answers. Elicit answers as a class.

Answers:

a Lazar (L): David Beckham

Seosamh (S): Mr Spock from *Star Trek*

Annika (An): Spice Girls

b (L): Blue **Akwasi (A):** Jimmy Cliff **(S):** Bon Jovi

c (L): *Woody Woodpecker* **Jim (J):** *Scooby-Doo*

(A): *Tom and Jerry* **(S):** *Transformers*

(An): Japanese cartoons

d (J): like a brick – very large and heavy

(A): a Nokia 62A ('the brick') **(S):** a Nokia 3210

e (L): a horse **(J):** Meccano **(A):** a Lego set

(S): an Optimus Prime Transformer

(An): stuffed animals

f (J): seventies clothes: flared trousers, bright colours

(A): bell-bottoms **(S):** hand-me-downs

(An): ugly clothes: bootcut jeans, long sweaters with a logo on them

-  **Reviewing lesson goals:** Students read the lesson aim again and write a number from 1–5 on a piece of paper to say how they feel about the lesson (1 – easy to 5 – difficult). They can put it on your desk as they leave the classroom. If there are lots of 4s and 5s, find time to review the lesson.

The terrific 2010s

Did you enjoy being a child in the 2010s? Share your memories here! Here are some of mine.



I loved *The Penguins of Madagascar*!



Usain Bolt – the fastest man on Earth!



My first ever mobile phone!



High-tops – comfortable and cool!



Games and more on my smartwatch!



Camila Cabello was the sound of the summer!

1 In pairs, look at the webpage. How many of the things/people in the photos do you know?

2 7.08 Listen and match the speakers 1–3 with the questions they answer a–f. There are two questions for each speaker.

- Who was your idol when you were seven or eight?
- Did you have a favourite singer or group when you were little?
- Which cartoons did you like?
- What was your first phone like? What did you do with it?
- What toys did you like best?
- Do you remember any fashion from when you were younger?

3 7.08 Listen again and write down the speakers' answers to the questions in Exercise 2.

4 7.09 **WORD FRIENDS** Complete the collocations with these verbs. Listen and check.

count download get look-up make
take text use

- | | |
|-------------------------------|--------------------------------------|
| 1 <i>look up</i> information | 5 (...) a call <i>make</i> |
| 2 (...) directions <i>get</i> | 6 (...) games <i>download</i> |
| 3 (...) a friend <i>text</i> | 7 (...) the internet <i>use</i> |
| 4 (...) steps <i>count</i> | 8 (...) a selfie/a photo <i>take</i> |

5 Complete the questions with words from Exercise 4. Then, in pairs, ask and answer the questions.

What do you use your phone for?

- How often do you *take* photos on your phone? What of?
- What kind of games do you (...) on your phone? What's your favourite game? *download*
- Do you often (...) up information online? Which websites do you use? *look*
- How often do you (...) your friends? *text*
- Do you (...) your steps? How many steps do you take a day? *count*
- Do you sometimes (...) directions on your phone? Where to? *get*

BBC VIDEO

STREET TALK

36 Watch five people answering the questions in Exercise 2. Choose two speakers. Write down the things and people they mention.

Vocabulary Extension > p. 98

95 Unit 7

For the teacher

- Audioscript, page 290
- Videoscript, page 291

On the Portal

- Vocabulary Memory Game
- Resource 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

Mateo: Hi, Noah. Are you OK?
 Noah: Not really. I had an argument with Mia this morning and I'm texting her to say 'sorry'.
 Mateo: That's probably a good idea, but don't text her, call her. It's friendlier.
 Noah: I'm not sure. I want to think about what to say. It's easier to write it in a text.
 Mateo: Perhaps that's true, but you can call her and still think about what you want to say first.
 Noah: Maybe you're right, but I'm shy, so I think a text is better.
 Mateo: Sorry, but I don't agree. I think texts are good for making plans or for funny messages ...
 Noah: That's true.
 Mateo: ... but for more serious things, it's better to talk.
 Noah: OK, I agree.
 Mateo: Look, here's Mia. Just say 'sorry' to her. Don't think about it so much.
 Mia: Hi, guys. How are things?
 Noah: Hi, Mia. I'm really sorry about this morning. I was wrong.
 Mia: Oh, don't worry about it!
 Mateo: There, that was easy!
 Noah: You're right!



SOUNDS GOOD!

Are you OK? • Hi, guys. •
 Don't worry about it!

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

SPEAKING

Agreeing and disagreeing

Agreeing

I agree.
 I think so too.
 That's true.
 You're right.

Maybe

Maybe you're right, but ...
 Perhaps that's true, but ...
 I'm not sure.

Disagreeing

(Sorry, but) I don't agree/I disagree.

- How often do you text your friends? When and why do you text them?
- 37 7.10 Watch or listen and answer the questions.
 - Who is Noah texting? Why?
 - What is Mateo's suggestion?
 - Is Mia angry at the end of the story?
- Do you think Mateo's suggestion is good? Is it better to text or talk after an argument? Why?

FUTURE SKILLS



What do you do after an argument with someone? Discuss in pairs. Use these ideas. What is the best thing to do?

- I always say 'sorry'.
- I wait for the other person to say 'sorry'.
- I don't say anything.
- I do something nice for the other person.

- 5 7.11 Complete the dialogue with one word in each gap. Listen and check.

Mum: Teenagers spend too much time on their smartphones these days.
 Dad: I think ¹ so too. They don't hang out with friends anymore!
 Girl: Sorry, but I ² (...) agree. Smartphones are really useful. don't
 Mum: Maybe you're ³ (...), but people don't go out. They prefer to stay inside and look at their phones. right
 Girl: Perhaps that's ⁴ (...). Come on then, let's go for a walk. true
 Mum: OK. I just need to check my phone first!

SPEAKING TIME



In pairs, take it in turns to read these statements to your partner. Does he/she agree? Use the Speaking box and Exercise 5 to help you.

- We can't live without computers.
- Social media is bad for young people.
- Homework is a bad idea.

For the teacher

On the Portal
 • Resource 7.6



For the student

• Workbook, page 78

On the Portal

• Extra Practice
 Activities: *I don't agree*
 video



Lesson aim

- Students can agree and disagree with someone.

Lead-in

Ask students to make a list of their favourite song/singer/film/TV series/school subject/day of the week. Put students into pairs to compare lists. Then tell them that they will need their list later in the lesson.

- 🎯 **Setting lesson goals:** Draw a simple picture on the board of two people with two speech bubbles: *I think this smartphone is the best.* and *I agree.* Then draw two more people with two speech bubbles: *The film was terrible.* and *I don't agree.* Ask the class what they think the lesson is going to be about. Elicit ideas. Then say and write on the board: *Today you will learn to agree and disagree with someone.*

Exercise 1

- Students discuss in pairs and share their ideas with the class.

Exercise 2 🎧 37 🔊 7.10

- Play the video or audio. Check answers as a class.
- Direct students to the Sounds Good! box. Elicit or teach that *Are you OK?* is a question we ask when we want to know how someone is feeling; *Hi, guys!* is an informal way of greeting friends; and *Don't worry about it!* is used to say that something is not a problem, e.g. *'I'm sorry I'm late.'* *'Don't worry about it!'*
- Ask students if they have been in a similar situation with a friend. Encourage them to tell the class if they then texted or spoke to the person they argued with.

Answers:

- Noah is texting Mia because they had an argument and he wants to say 'sorry'.
- Mateo's suggestion is to call Mia.
- No, she isn't. She's glad.

Exercise 3

- Students discuss the questions in pairs.
- 🗣️ **Peer learning:** Use the think-pair-share technique.

**Communication (Apologising)**

This task helps students to develop effective strategies in resolving interpersonal disagreement including apologising.

- Pre-teach: *argument, say sorry.*
- Ask students to think about the question individually before they discuss it with a partner. Then have a class vote to find out the best thing to do in the list.
- NEED SUPPORT?** Allow students to discuss in their own language if necessary. Elicit and summarise their key points in English.

Exercise 4

- When students have found the examples in the dialogue, discuss the first two phrases under the *Maybe* heading. Point out that sometimes we can both agree and disagree with what someone says. Write a sentence on the board and elicit responses from students: *Homework is important. (Perhaps that's true, but we have too much of it./Maybe that's true, but we shouldn't do it every night.)*

Exercise 5 🔊 7.11

- Encourage students to cover the Speaking box before they complete the conversation.
- When students have checked their answers, ask them how they would reply if someone said the following to them: *Teenagers spend too much time on their smartphones.* Put students into pairs to discuss and give reasons for their answers.
- NEED SUPPORT?** Write the answers randomly on the board and ask students to choose the correct words to complete the dialogue.

Extra activity

Refer students back to the list they made in the Lead-in. Elicit the full sentences they would need to tell someone about their favourites: *X is the best song/singer/film/TV series/school subject/day of the week.* Ask students to mingle around the classroom telling their classmates about their favourites. Encourage them to respond by using one of the phrases from the Speaking box.

SPEAKING TIME

- When pairs have discussed the three statements, have a class discussion. Ask students to give reasons.
- NEED SUPPORT?** Allow students to choose and discuss one statement.
- FINISHED EARLY?** Ask students to write sentences to agree or disagree with the statements.

- 🎯 **Reviewing lesson goals:** Students read the lesson aim again. Then write on the board: *I can agree and disagree with someone.* Students hold up a smiling emoji response card if they agree with the statement or a sad emoji if they disagree. Find time to review the lesson if there are lots of sad emojis.

Lesson aim

- Students can write an informal email.

Lead-in

Set a time limit for students to write a few sentences in their notebooks describing what they did at the weekend. Then put students into pairs to share their sentences. Encourage them to ask questions to get more information, e.g. 'I went to the park.' 'Did you have a good time?'

- 🎯 **Setting lesson goals:** Start writing an email on the board, e.g. *Hi Marta, How are you?* After two sentences, stop and ask the class what they think the lesson is going to be about. Elicit ideas. Then say and write on the board: *Today you will learn to write an informal email.*

Exercise 1

- After students have read the email and ticked the things Matt writes about, ask them to cover the email and discuss in pairs what Matt did this morning (he went to the Science Museum, he saw Sir Tim Berners-Lee's computer, he took a virtual reality trip through space, he went to a pizzeria for lunch) and what new thing he got (a new phone).

Background note

The **Science Museum** is a museum in London dedicated to science. It opened in 1857 and attracts more than three million visitors every year. Visitors to the museum can see many famous inventions such as the first aeroplanes, one of the first computers and some of the very first trains.

Sir Tim Berners-Lee is a British scientist who invented the World Wide Web in 1990.

Exercise 2

- Go through the phrases in the Writing box together and check for understanding. Give students time to complete the task, then check answers.
- Direct students to the phrases in sections 2, 3 and 4. In pairs, they discuss how they can modify the phrases. If necessary, go through section 2 together as a class, e.g. *Did your exam/party go OK? Did you have a nice birthday? Did you have a good weekend?* Set a time limit before eliciting a few ideas from the class.

Exercise 3

- Elicit the examples of Past Simple verbs from the email. Elicit the base forms and ask students to make them Past Simple negative, e.g. *didn't try, didn't come.*

Exercise 4

- Ask students to look at the Language box and discuss as a class. Ask them to look at Matt's email in Exercise 1 and find examples of past time expressions (*yesterday, this morning*). Elicit where they go in a sentence (either at the start or the end, e.g. *Yesterday, Grandma came to stay. Grandma came to stay yesterday.*). Explain that when we use a past time expression at the start of a sentence, we normally use a comma after the expression.
- Allow students time to complete the sentences, then check answers as a class.
- NEED SUPPORT?** Prepare copies of the photocopiable *Need support?* worksheet 7.7 from the Teacher's Resource File. This is an exercise to practise past time expressions.
- FINISHED EARLY?** Ask students to write Past Simple sentences with the following time expressions to describe what they did: *last Wednesday, two years ago, on Friday morning.*

Answers:

- 2 On, saw 3 had, ago 4 At, went
5 Did you have, last

WRITING TIME

- Explain that students will write an email to a friend on their own in their notebooks. Discuss the steps as a class and allow students to ask questions about them.
- Give students time to make notes about their email in their notebooks. Tell them to refer to the model text in Exercise 1 and to the Writing box in Exercise 2. Remind them about the use of past time expressions. Once they have made their notes, students start writing their drafts. Walk around the classroom to monitor their work.
- Ask students to work in pairs and give each other feedback on their drafts. You can list on the board any common mistakes that students have made for whole class discussion.
- Students write their final draft in their notebooks or you can set the task for homework.
- Students then swap emails with a partner and write a response.
- NEED SUPPORT?** Students can write a shorter email. They can do this by reducing the number of sentences in paragraph 3 or by not including any funny or surprising news.

- 🎯 **Reviewing lesson goals:** Ask students to read the lesson aim again and ask how they feel about the lesson. Check answers using emoji response cards. If students hold up a lot of neutral or sad emojis, find time to review the lesson.

- 1 Read Matt's email. Which things does he write about?

- a what he did yesterday
b plans for the future
c funny or surprising news

From: Matt
To: Sarah
Subject: Hello!

Hi Sarah,

How are you? I tried to call, but there was no answer. Did your exam go OK?

Grandma came to stay yesterday. This morning, we went to the Science Museum. We saw Sir Tim Berners-Lee's computer. He used it to invent the World Wide Web! Then, we took a virtual reality trip through space – it was really exciting! After that, we went to a pizzeria for lunch before going home.

Guess what! I've got a new phone. Well, it isn't new – it's my dad's old phone, but it's much better than my old one. The camera is amazing!

Call me!

Take care,

Matt

- 2 Study the Writing box. Find examples of the phrases in Matt's email.

WRITING An informal email

- 1 **Greetings**
Hi Sarah,/Hello Auntie Lynne,
- 2 **Ask for news**
How are you?
Did your exam go OK?
Did you have a nice birthday?
- 3 **Give your news from the last few days**
Grandma came to stay yesterday.
I saw a film with some friends last night.
Next/Then/After that, ...
- 4 **Add some funny/surprising news**
Guess what! I've got a new phone.
A funny thing happened yesterday. I ...
- 5 **Closing sentence**
See you soon. Write soon. Call me!
- 6 **Ending**
Lots of love, Take care, Best wishes,

- 3 In pairs, find examples of the Past Simple in Matt's email.



- 4 Study the Language box. Complete the sentences with one missing word and the Past Simple form of the verbs in brackets.

LANGUAGE Past time expressions

We often use these time expressions with the Past Simple.

Yesterday, ... At the weekend, ...

On Saturday/Monday night/Friday morning, ...

Last Tuesday/weekend/week, ...

Two days/A month ago, ...

- 1 What *did you do* (you/do) *yesterday*?
2 (...) Saturday afternoon, I (...) (see) my cousins.
3 I (...) (have) a party a week (...).
4 (...) the weekend, we (...) (go) for a walk.
5 (...) (you/have) a good time on your holiday (... week)?

WRITING TIME

- Write an informal email to a friend with your news from last week.

FIND IDEAS

Make notes for your email. Think about:

- what you did last week
- something funny or surprising that happened to you

PLAN

Organise your ideas into paragraphs. Use the email in Exercise 1 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: are the past time expressions correct?
- Check grammar: are most verbs in the Past Simple?

For the teacher

On the Portal

- Resource 7.7
- Need support? worksheet 7.7



For the student

- Workbook, page 79
- Writing Extension, Workbook, page 120

WORDLIST

7.12

Computers and technology

computer (n)
games console (n)
headphones (n)
keyboard (n)
laptop (n)
mouse (n)
printer (n)
screen (n)
smartphone (n)
tablet (n)

Dates in history

fifty years ago
in 1993
in 2004
in the 1960s
in the nineteenth century

Everyday technology

charger (n)
cooker (n)
electric toothbrush (n)
fridge (n)
hairdryer (n)

speaker (n)
toaster (n)
washing machine (n)

Word friends

(using technology)

charge an electric toothbrush/
a phone/a speaker (phr)
turn on/off a computer/
a cooker/a hairdryer/
a heater/an electric toothbrush/the lights/
a phone/a printer/
a speaker (phr)

Word friends

(using a smartphone)

count steps (phr)
download games (phr)
get directions (phr)
look up information (phr)
make a call (phr)
take a photo (phr)
take a selfie (phr)

text a friend (phr)
use the internet (phr)

EXTRA WORDS

appear (v)
astronaut (n)
battery (life) (n)
become popular (phr)
build (v)
camera (n)
company (n)
computer programmer (n)
create problems (phr)
design (v, n)
electricity (n)
electronic game (n)
engineer (n)
factory (n)
go out (v)
heavy (adj)
invent (v)
land on the moon (phr)
machine (n)
make a (big) difference (phr)

make life easier (phr)
message (n)
Middle Ages (n)
planet (n)
plastic (n)
pollution (n)
print (v)
repair (v)
science museum (n)
scientist (n)
share (v)
smartwatch (n)
social media (n)
take care (phr)
text (v, n)
throw away (v)
toy (n)
use (v)
useful (adj)
virtual reality (n)
webpage (n)
website (n)

1 Use the wordlist to find these things.

- five items of technology you can play games on *computer, ...*
- three items of technology you usually find in a kitchen
- two things you can use with a smartphone to listen to music
- one item of technology you usually find in a bathroom

2 What can you do with these smartphone apps? Match them with phrases from the wordlist.

A – use the internet



3 Match 1–6 with a–f to make words. Check your answers in the wordlist. Then choose three words and write true sentences about you.

- | | | |
|---------|---|----------|
| 1 head | c | a top |
| 2 key | | b brush |
| 3 lap | | c phones |
| 4 smart | | d dryer |
| 5 tooth | | e board |
| 6 hair | | f phone |

I often use headphones to listen to music.

4 In pairs, discuss the questions. Use the wordlist to help you.

- Which electronic devices do you find the most useful in your home?
- What can you do to save energy at home?
- What was your first smartphone/computer like? What did you use it for?

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

- A commercial business.
company
- A period of history.
- A material that lasts a long time.
- A place where people make things.
- It is in the air and bad for the planet.
- An object for children to play with.

Exercise 1

- 1 games console, laptop, smartphone, tablet
- 2 cooker, fridge, toaster (washing machine also possible)
- 3 headphones, speaker
- 4 electric toothbrush (hairdryer and washing machine also possible)

Exercise 2

- B take a photo
- C make a call
- D get directions
- E text a friend
- F count steps

Exercise 3

- 2 e
- 3 a
- 4 f
- 5 b
- 6 d

Suggested answers:

- I always use my smartphone to take photos.
- I never use a hairdryer to dry my hair.
- I have a new electric toothbrush – my teeth feel really clean!

Exercise 4

Students' own answers

Exercise 5

- 2 Middle Ages
- 3 plastic
- 4 factory
- 5 pollution
- 6 toy

Exercise 1

- 1 a
- 2 c
- 3 a
- 4 b
- 5 a
- 6 c
- 7 b
- 8 c

Exercise 2

- 1 washing machine
- 2 electric toothbrush
- 3 fridge
- 4 cooker
- 5 speaker
- 6 hairdryer
- 7 printer

Exercise 3

- 1 six months ago
- 2 in
- 3 in the 2010s
- 4 nineteenth

Exercise 4**Suggested answers:**

I went to a concert six months ago.
 I was at a primary school in the 2010s.
 I didn't live in the nineteenth century.

Exercise 5

- 1 had, didn't have
- 2 listened, didn't listen
- 3 didn't go, took
- 4 ate, didn't like
- 5 played, didn't play

Exercise 6

- 1 Did you have
- 2 did you get up
- 3 did you have
- 4 Did you leave
- 5 did you come
- 6 did you go

Exercise 7**Suggested answer:**

When I was eight years old, I played with my dog in the park. I didn't get up very early to go to school because I lived very close. I watched cartoons on TV. I liked them a lot!

Exercise 8 **7.13**

Before smartphones, people used their phones to make calls, but they didn't download games, watch movies or take selfies. They didn't spend hours in front of a screen. Did people have a better life? I'm not sure!



VOCABULARY

- 1 Choose the correct answers.

NEWS

ARTICLES

HOME

The history of the smartphone

The first smartphone appeared many years ¹ (...), near the end of the ² (...) century. You could use it to ³ (...) a call or send an email, but you couldn't look ⁴ (...) information on the internet. ⁵ (...) 2007, Apple designed the iPhone. Suddenly, people could use their phone to play music, ⁶ (...) photos, watch movies, ⁷ (...) directions and much more by simply touching the ⁸ (...) with their finger! It was amazing!



- | | | |
|------------|------------|-------------|
| 1 a ago | b past | c before |
| 2 a twenty | b twenties | c twentieth |
| 3 a make | b do | c go |
| 4 a in | b up | c on |
| 5 a In | b At | c On |
| 6 a do | b make | c take |
| 7 a make | b get | c do |
| 8 a mouse | b printer | c screen |

- 2 Complete the sentences with the correct technology words.

- You wash your clothes in a (...).
- You use an (...) to clean your teeth.
- You put food in a (...) to keep it cold.
- You use a (...) to make dinner.
- To play loud music at a party, you need a (...).
- You dry your hair with a (...).
- You use a (...) to make paper copies of documents.

- 3 Choose the correct option.

- I got my first smartphone *six months ago* / *last six months*.
- Emma started primary school *in* / *at* 2014.
- I'm not sure, but I think we moved to our house *in 2010s* / *in the 2010s*.
- Alan MacMasters invented the electric toaster in the *nineteen* / *nineteenth* century.

- 4 **CHALLENGE** Write four sentences that are true for you in the affirmative or negative. Use time expressions from Exercise 3.

I was six years old in 2014.

GRAMMAR

- 5 Complete the sentences with the Past Simple form of the verbs in brackets.

When I was eight years old:

- I (...) (have) a tablet, but I (...) (not have) a phone.
- I (...) (listen) to a lot of music, but I (...) (not listen) to rap.
- I (...) (not go) to school by bus. My mum (...) (take) me in her car.
- I (...) (eat) most food, but I (...) (not like) green vegetables.
- I (...) (play) video games, but I (...) (not play) online with friends.

- 6 Complete the questions. Use the Past Simple form of the verbs in brackets. Then answer them.

- (...) (you/have) a good night's sleep?
- What time (...) (you/get up) this morning?
- What (...) (you/have) for breakfast?
- (...) (you/leave) home before your parents?
- How (...) (you/come) to school?
- Where (...) (you/go) after school yesterday?

- 7 **CHALLENGE** Think about your life when you were eight years old. Write four sentences about what you did/didn't do.

When I was eight years old, I played with my dog in the park. I didn't ...



DICTATION

- 8 7.13 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





The living past

When you think of museums, what image do you see? Lots of old things behind glass? Well, maybe it's time to look again!

1 In the past, people went to museums just to look at exhibits and to read information. It was quite serious – and maybe a little boring too! But museums in the twenty-first century are changing. People still want to learn about the past, but now they want to really experience it too!

2 Some museums are 'living museums'. When you go there, you can walk down streets from the past, visit old shops and have conversations with people from history (well, actors in costumes!). Sleepovers are popular at museums too – bring a sleeping bag, listen to stories of the past, then sleep among the dinosaurs!

3 Other museums have the latest technology. In the past, museums only used 'audio guides', but now some of them can offer their visitors a special app. When you look through your phone or tablet at an exhibit, you can see what it looked like when it was new. You can also find games and quizzes on museum apps.

exhibit (n) an object that people go to see in a museum

experience (v) when you experience something, it happens to you

sleeping bag (n) a long, soft bag you can sleep in

sleepover (n) when a group of young people stay all night and sleep at someone's house

1 In pairs, discuss the questions.

- 1 What are some famous museums in your country?
- 2 Can you name any other museums in the world?
- 3 When was the last time you went to a museum? Where was it? What did you see?

2 Look at the photo. What do you think is special or different about this museum?

3 **7.14** Read the article and match headings a–d with paragraphs 1–3. There is one extra heading.

- a Going digital **3**
- b Museums then and now **1**
- c Museums in crisis
- d Getting close to history **2**

4 **VISIBLE THINKING** Follow these steps.
THINK

- 1 What do you think of museums in general? Make notes. Use these adjectives to help you. Then do the same for a museum you know.

amazing boring exciting
fun interesting unusual

I think most museums are boring because you can't touch anything.

PAIR

- 2 In pairs, tell each other what you think and why.

SHARE

- 3 Share your opinions with the class and listen to other students' ideas. Are they similar to yours?

Lesson aim

- Students learn about museums of the past and the future.

Lead-in

Tell the class they are going to create a museum of the future. Put them into small groups and ask them to discuss and decide on what five present-day objects they want to put in their museum. Explain that the objects can be everyday technology items, books, etc. Set a time limit. When the time is up, ask each group what their objects are and, depending on the level of the class, why.

-  **Setting lesson goals:** Ask students to study the lesson and discuss with their partner what they think it is about. Elicit ideas. Then say and write on the board: *Today you will learn about museums of the past and the future.*

Exercise 1

- Focus students on the first and second questions and get them to name museums they know. Write the museums on the board and ask: *What can you see in these museums? Have you been to any of them? Would you like to?*
- Give students a minute to look at the third question and to plan their answers. Then ask them to present the information to a partner.
- **NEED SUPPORT?** Pair more confident students with less confident students so that they can help them understand the exercises and find the right words in English to express their opinions.

Exercise 2

- Focus students on the photo on page 100. Ask the class to say what they can see, and to say what type of museum they think it is. Do not confirm any answers at this point.

Exercise 3 7.14

- Ask: *What type of museum is in the photo?* Then give students one minute to read the article quickly and check their answers. Do not encourage them to read the article in great detail at this point.
- Give students up to five minutes to read the article again and match the headings with the paragraphs. Before confirming the answers, students check their answers in pairs.

Exercise 4

- Go through the task with students. Give students two minutes to deal with the first step, and to make notes on their opinions. Encourage them to ask you for help with any other adjectives they would like to know. Tell students to think of reasons for their opinions, as well as examples from their own experience.
- Put students into pairs to share their opinions. Encourage them to ask follow-up questions to find out more about their partner's opinions and experiences.
- Get feedback from the whole class. Nominate pairs to summarise what they talked about, and find out if the rest of the class agrees.

Exercise 5

- Students look at the photo. Explain that they are going to watch a video about different museums in the UK and this is one of them.
- Read the questions with the class. Students discuss in pairs and then share their ideas with the class.

Exercise 6 38 videoscript page 291

- **With video:** Play the video for students to watch and answer the questions. Check answers as a class.
- **Without video:** Print out copies of the videoscript for students to read and answer the questions.

Answers:

- 1 It's an outdoor museum, with old buildings.
- 2 around 2,000 years ago/in the Iron Age
- 3 There's a fire inside.

Background note

St Fagans National Museum of History is part of the National Museum of Wales in St Fagans, near Cardiff. This is an open-air museum with recreations of typical buildings with traditional architectural styles from around Wales.

The Iron Age is a period of European history, which lasted for two thousand years from 1200 BCE to 800 BC. This is when humans first started to make tools from a metal called iron.

HMS Caroline was originally a Royal Navy ship that saw combat in the First World War. Based in Belfast in Northern Ireland, the ship has been preserved and it is now a museum.

The Pitt-Rivers Museum is located in the city of Oxford. Visitors can see a collection of ancient and modern-day artefacts from different cultures around the world, such as traditional weapons, costumes and toys.

The London Motorcycle Museum had a collection of more than 200 classic motorcycles, but it closed in 2019 as the owners couldn't afford the rent of the museum's premises.

Exercise 7

- Students work in pairs. Remind them that they can use *because* to give reasons.

Exercise 8 38 videoscript page 291

- **With video:** Play the video again while students work individually. Check answers as a class.
- **Without video:** Students complete the task using the videoscript from Exercise 6.

Exercise 9

- Students discuss in pairs. Then they share their ideas with 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.
- Remind students that museums are not only about the past. There are lots of special museums which focus on things that people love. Ask students to give you examples.
- Explain that they are going to research and present information about an interesting museum. The museum can be about anything that interests them. Go through the steps of the project with the class before putting students into groups to carry out the project.



Sustainable Goal

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

- Put students into pairs. Ask: *How does public transport make people's lives easier?* Give them a few minutes to answer before getting feedback from the class.
- Read out the statement. In groups, students make a list of possible ideas about what we can do to solve the problem. They should then select their best ideas, and try to back up their opinions with reasons and examples.
- Arrange the class into new groups, so that one person from each group in the previous stage sits with students from other groups. Ask them to take turns to present their ideas from the previous stage. Then students agree on the best idea they heard.
- Ask each group to present their favourite idea to the rest of the class.
-  **Reviewing lesson goals:** Ask students to read the lesson aim again. Then they write down some true and false facts from the lesson and share them in groups: *The Pitt-Rivers Museum is in Wales.* The rest of the group has to identify and correct the false fact.



- 5 Look at the photo from a video about museums in the UK. In pairs, discuss the questions.
- 1 What sort of museum do you think this is?
 - 2 When did people live in houses like this?
 - 3 What do you think is inside?
- 6 38 Watch the video and check your answers to Exercise 5.
- 7 Which of the museums from the video would you like to visit? Why?
- 8 38 Watch the video again. Match the museums with the descriptions.
- 1 HMS Caroline
 - 2 London Motorcycle Museum
 - 3 Pitt Rivers Museum
 - 4 St Fagans
- a a traditional museum in Oxford 3
 - b a museum in London that closed 2
 - c a ship from the First World War 1
 - d an outdoor museum in Wales 4
- 9 'Museums are looking at the past in new ways.' What does this mean? Discuss in pairs.

PROJECT TIME

In groups of three, create a digital presentation about an interesting museum. Follow these steps.

- 1 In your group, choose a museum and find out information about it.
- 2 Individually, create your part of the presentation.
- 3 In your group, create your presentation. You can use a presentation program.
- 4 Share your presentation with the class.

SUSTAINABLE
DEVELOPMENT
GOALS

11 SUSTAINABLE CITIES
AND COMMUNITIES

To make cities inclusive, safe, resilient and sustainable.

What can we do?

Discuss this statement:
Only half the world's urban population has access to public transport.

For the teacher

• Videoscript, page 291

On the Portal

• Resource 7.10



Our world

8

VOCABULARY

Geography | Learning languages | Types of communication |
Communication collocations

GRAMMAR

Modal verbs: *have to/don't have to, mustn't* | Articles: first and second mention

COMMUNICATION

Checking understanding and clarifying | 'How to' tips

FUTURE SKILLS

Critical Thinking (World languages) | Collaboration (Clarifying ideas) |
Social Responsibility and Critical Thinking (Green positivity cards)

VIDEOS

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

Teen travel guide

COUNTRIES

CONTINENTS

GAMES AND COMPETITIONS

FUN FACTS

Join our competition! Tell us about an unusual place you know.

A

Crater Lake, the USA



Crater Lake is one of the most beautiful lakes in North America and the deepest lake in the United States (around 350 m). It sits at the top of a mountain, Mount Mazama, which is also a volcano. The lake formed approximately 7,700 years ago, when the top of the volcano fell in and the hole filled with water. Because it is so deep and its waters are so clear, the lake is an amazing dark blue colour. I really want to go there one day!

Angie, 14

B

Büsingen, Switzerland/Germany



I'm from Büsingen, a German village. What is unusual about it? Büsingen is not in Germany. It's in Switzerland! So, although our village belongs to one country (Germany), it is geographically inside another country (Switzerland). In Büsingen, we've got two postcodes (Swiss and German), we use both German and Swiss money (euros and Swiss francs) and our phone numbers are German or Swiss. There's even a street where one side is in Germany and the other side is in Switzerland!

Elias, 13

C

Tashirojima, Japan



Tashirojima is an unusual island in Japan because its cat population is about six times bigger than the human population! People believe that cats bring good luck, so they feed them and look after them. My family and I went there two years ago. We stayed in a place in the south – there are holiday houses in the shape of a cat!

Izumi, 12

Unit 8 102

Unit contents

Vocabulary

- Geography
- Learning languages
- Types of communication
- Communication collocations

Grammar

- Modal verbs: *have to*/*don't have to*, *mustn't*
- Articles: first and second mention

Reading

- A newspaper article about world languages

Listening

- Conversations about communication problems

Speaking

- Checking understanding and clarifying

Writing

- 'How to' tips

Future skills

- Critical Thinking (World languages)
- Collaboration (Clarifying ideas)
- Social Responsibility and Critical Thinking (Green positivity cards)

Pronunciation

- Silent letters
- The /f/ and /tʃ/ sounds

Exams

- International Certificate Levels A1/1
- A2 Key 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 different places around the world.

Lead-in

Write the following categories on the board: *countries, cities, mountains, oceans, rivers*. Put students into pairs and set a time limit for them to think of as many places as they can in each category. Then put students into different pairs and ask them to compare their lists. Elicit examples of each category from the class and write them on the board.

-  **Setting lesson goals:** Show students photos of different geographical features, e.g. mountains, a river, a city and the ocean. Alternatively, tell students to study the photos on page 102. Ask them what they think the lesson is about. Elicit ideas. Then say and write on the board: *Today you will learn to talk about different places.*

Exercise 1

- Have a class vote to find out the most interesting place.
-  **Peer learning:** Use the think-pair-share technique.

Exercise 2

- Pre-teach: *fall in* (collapse), *hole*, *fill*, *deep*, *postcode*, *luck*, *look after*.
- Put students into groups of three and they each read one of the texts. Then ask them to explain what their text is about to the rest of their group and answer the questions together.
- Check answers with the class.

Answers:

1 Elias 2 Izumi 3 Angie

Exercise 3 8.01

- Read the words in the Vocabulary box as a class. Check that students understand the new words. Then play the audio for students to listen and repeat the words. Pause after each word to check students' pronunciation.
- Set a time limit for students to find the words in pairs.
- Ask students what there is in the north, south, east and west of their country. Encourage them to say the names of towns, cities and villages, and any of the nature words from the Vocabulary box.
- **NEED SUPPORT?** Prepare copies of the photocopiable *Need support?* worksheet 8.1 from the Teacher's Resource File. This is an exercise to help students remember the continents.
-  **Independent learning:** Remind students to use the visual dictionaries they started in Unit 1. Encourage them to draw pictures or find images in magazines or online that represent the words in the Vocabulary box. Ask them to add more words to their visual dictionaries as they work their way through the unit. They can create different semantic fields to group words.

Exercise 4

- Elicit what a *fact* is (a piece of information that is true). When groups have finished, ask them which true facts surprised them.

Answers:

- 1 F – The capital of Brazil is Brasília.
- 2 F – The word for Mexican money is *peso*.
- 3 F – The Japanese flag is white with a red circle.
- 4 T
- 5 T
- 6 F – Antarctica is south of Australia.
- 7 F – The Niger River is in (West) Africa.
- 8 T
- 9 F – The Pacific is the biggest ocean on Earth.
- 10 T

Exercise 5

- Ask students what they know about Canada. Elicit ideas. Do the example with the class. Ask students to read the answer and elicit what the question is asking about (location). Then direct them to the Vocabulary box and elicit the words that refer to location (the four compass points).
- Check answers with the class.
- NEED SUPPORT?** You can either follow the procedure above for each question or you can write the following randomly on the board for students to choose from: *mountain, capital, language, flag, river, money, population*.

Exercise 6

- CHALLENGE** Allow students time to choose their country and think of the answers to the questions in Exercise 5.
- Invite some pairs of students to ask and answer their questions in front of the class.
- FINISHED EARLY?** Ask students to use the information from Exercise 5 to write as many sentences as they can about their own country.

Background note

The United Kingdom technically doesn't have an official flag. However, the Union Flag (which is sometimes called the Union Jack) is considered to be the national flag of the four nations that together make up the UK (England, Scotland, Wales and Northern Ireland). Three of the four nations have their own official flag: England has the cross of St George, Scotland has the cross of St Andrew and Wales has the Flag of Wales. There are several non-official flags for Northern Ireland.

Extra activity

Explain that the video contains some false facts. Write the following information from the video on the board and ask students to either use an encyclopaedia or go online to find which of the facts are false: 1 *Berlin is the capital city of Germany.* (T) 2 *The longest river in the UK is the Thames.* (F – The longest river in the UK is the Severn.) 3 *The population of Ghana is twenty-six million.* (F – It's thirty-one million.) 4 *Accra is the capital city of Ghana.* (T) 5 *Japan has got a population of 12 million people.* (F – The population of Japan is about 126 million.) 6 *The longest river in the USA is the Mississippi.* (F – It seems the Missouri River with 3,768 km is longer than the Mississippi River with 3,544 km; the Missouri River is a tributary of the Mississippi River.). Tell students to correct the false facts. This can be done either in the classroom or at home.

- Reviewing lesson goals:** Ask students to read the lesson aim again. Then write the following on the board and ask them to complete the sentence with information from the lesson: *The most surprising thing I learnt today is that ...* Invite students to share their ideas.

BBC VIDEO

STREET TALK

▶ 39 videoscript page 291

- Pre-teach: *politician, currency*.
- Direct students to the five flags and elicit which country each belongs to (a Ghana, b the USA, c Germany, d the UK, e Japan).
- Play the video. Then ask: *What's the video about?* (people talking about their country).
- Play the video again and ask students to match the speakers with the five flags. Pause the video between each speaker. Elicit answers as a class.

- 1 **I KNOW** Look at the photos. What natural features can you see? Which place looks most interesting to you? Why?
- 2 Read the travel website and answer the questions.
- Who lives in the place he/she writes about?
 - Who visited the place in the past?
 - Who would like to visit the place in the future?
- 3 **8.01** Study and listen to the Vocabulary box. Which of these words can you find in the travel website?
Text A: lake, ...

VOCABULARY Geography**Compass points**

east north south west

ContinentsAfrica Antarctica Asia Australia Europe
North America South America**Countries**

capital city flag language money population village

Nature

island lake mountain ocean river sea volcano

- 4 In groups, decide if the sentences are true or false. Go to page 156 and check.

FAST GEOGRAPHY FACTS

True or false?



- The capital of Brazil is Rio de Janeiro. *false*
- The word for Mexican money is *real*.
- The Japanese flag is red with a white circle.
- Switzerland has four official languages.
- Australia is both a country and a continent.
- Antarctica is north of Australia.
- The Niger River is in South America.
- There are no mountains in Denmark.
- The Atlantic is the biggest ocean on Earth.
- Vesuvius is a volcano in Italy.



- 5 Complete the online post with the correct form of words from the Vocabulary box.

I come from Canada. My friends in the UK often ask me lots of questions about it. Here are some of them (with answers).

Where is Canada?

It's in North America, ¹ *north* of the USA.What's the ² (...)?*population*

It's about 38 million.

What's the ³ (...) of Canada? Is it the biggest city?*capital*

It's Ottawa. The biggest city is Toronto.

What are the colours of the Canadian ⁴ (...)?*flag*

Red and white.

What's the official ⁵ (...)?*language*

We've got two: English and French.

What ⁶ (...) do you use in Canada?*money*

We use Canadian dollars.

What's the name of the highest ⁷ (...)?*mountain*Mount Logan.
It's 5,956 m high.What's the longest ⁸ (...)?*river*

The Mackenzie. It's 4,241 km long.

- 6 **CHALLENGE** In pairs, ask and answer the questions in Exercise 5 about your country or another country you know well. Go online to find out any answers you don't know.

BBC VIDEO**STREET TALK**

39 Watch five people talking about their countries. Match names 1–5 with flags a–e.

1 Lara *c*3 Akwasi *a*5 Renae *b*2 Matt *d*4 Junko *e*

a



c



e



b



d



Vocabulary Extension > p. 110

103 Unit 8

For the teacher

- Videoscript, page 291

On the Portal

- Vocabulary Memory Game
- Resource 8.1
- Need support?* worksheet 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

- 1 8.02 Read and listen to paragraph A of the article. Which country has got the most surprising rule?



Cultural dos and don'ts

A

When you travel, you have to know about the cultural rules in the countries you visit. For example, in China, you have to take a present with two hands, but in the USA, you don't have to use two hands to accept a present – one is fine. In Spain, in the summer, many people have a siesta after lunch. You don't have to sleep, but you have to be quiet. And in Britain, you have to wait in a queue for everything and you mustn't go in front of other people.

B

In Japan, you ¹have to / mustn't take off your shoes when you visit someone's home. But in France, you ²have to / don't have to take off your shoes – you can keep them on. Austrians are very punctual, so you ³don't have to / mustn't be late for a meeting in Vienna. In Germany, you ⁴have to / don't have to wait for the green light to walk across the street, but in Egypt, you ⁵have to / don't have to wait – you can cross any time! And in Singapore, you ⁶have to / mustn't chew gum in public.

- 2 Study the Grammar box. Find more examples of *have to*, *don't have to* and *mustn't* in paragraph A of the article.

GRAMMAR

Modal verbs: *have to*/*don't have to*, *mustn't*

You have to be quiet. = It's necessary.

You don't have to sleep. = It isn't necessary.

You mustn't be late. = Don't do it!

VIDEO 40 Grammar Animation

- 3 8.03 Read paragraph B of the article and choose the correct option. Listen and check.

- 4 8.04 Listen and complete the sentences with *have to*, *don't have to* or *mustn't*.

- In Italy, you (...) leave food on your plate.
In China, you (...) leave food on your plate.
- In Italy, you (...) be on time for parties.
In Germany, you (...) arrive on time.
- In Japan, you (...) make a call on the train.
In the UK, you (...) put your phone on silent mode on the train.

- 5 Match sentences 1–5 with notices A–E.

- You have to walk here. **B**
- You don't have to eat here, but you can if you want. **C**
- You mustn't use your phones in class. **D**
- You have to talk in English all the time. **A**
- You mustn't say anything at this time. **E**

A Don't use Spanish in the English class!

B NO RUNNING IN THE CORRIDORS!

C Why not try the school cafeteria today?

D Turn off your mobiles!

E DO NOT TALK DURING THE EXAM.

- 6 Write six sentences about the rules at your school and at home. Use these ideas to help you. Then, in pairs, compare your answers.

- get up at 6 a.m. every day
- use my smartphone in class
- do homework before I go to bed

I don't have to get up at 6 a.m. every day.

- 7 **CHALLENGE** Use the information from Exercise 6 to write about your partner.
Manuel has to get up at 7 a.m. He doesn't have to ...

For the teacher

- Audioscript, page 292

On the Portal

- Grammar Presentation
- Grammar Animation 40
- Resource 8.2
- Need support?* worksheet 8.2
- Test: Grammar Check

For the student

- Workbook, page 84
- Grammar Extension, Students' Book, pages 146–147

On the Portal

- Extra Practice Activities: Grammar 8.2

Lesson aim

- Students can use *have to/don't have to* and *mustn't* to talk about cultural rules.

Lead-in

Tell students that someone is arriving from a different country and starting at their school tomorrow. In pairs, ask them to discuss and make a list of all the things that it is important to do and not do at school. Tell students to keep their list for later in the lesson.

-  **Setting lesson goals:** Write on the board some cultural rules from different countries, e.g. *Take off your shoes when you enter somebody's house.* or *Arrive on time for meetings with other people.* (these will change depending on the country you are in). Ask students what they think the lesson is going to be about. Elicit ideas. Then say and write on the board: *Today you will learn to use have to/don't have to and mustn't to talk about cultural rules.*

Exercise 1 8.02

- Pre-teach: *queue, wait in a queue* and *jump the queue*. Ask students to study the photo and discuss in pairs what they think is happening and where they think the people are. Students listen and read paragraph A to check their answers. Then ask them which rule the students found most surprising and why.

Exercise 2

- Ask students to look at the examples in the Grammar box. Then they find more examples of the modal verbs in paragraph A of the article. Check understanding by explaining the difference between *have to*, *don't have to* and *mustn't*. Do this by talking about school rules: *You have to do your homework* (it is an obligation). *You mustn't talk while the teacher is talking* (you can't do this). *You don't have to keep quiet in the playground* (you can keep quiet if you want, but there is no obligation). Point out that we can express permission using *be allowed to* and *can*.
- If you play the Grammar Animation video, note that it includes information regarding the modal verb *should*, which is not included in this lesson.
- If you did the Lead-in, elicit a few ideas from students and write them on the board. If necessary, make sentences with the ideas using *have to*, *don't have to* and *mustn't* as a class. You may also be able to make sentences with *be allowed to* and *can*.
- NEED SUPPORT?** Prepare copies of the photocopiable *Need support?* worksheet 8.2 from the Teacher's Resource File. This is an exercise to help students understand the difference in meaning between the modal verbs.

Exercise 3 8.03

- In pairs, students choose the correct options in paragraph B. Play the audio for them to listen and check their answers. Then ask about rules in the students' own country: *Do you have to take your shoes off when visiting someone's house? Do you have to be punctual for meetings? Do you have to wait for the green light before crossing the street? Can you chew gum in public?*

Exercise 4 8.04 audioscript page 292

- Check answers as a class.
-  **Peer learning:** Ask students to work in pairs and check each other's work. If they spot any errors, ask them to circle the mistakes for their partner to correct.

Answers:

- 1 mustn't, have to 2 don't have to, have to
3 mustn't, don't have to

Exercise 5

- Ask students about their schools or their lessons: *Are you allowed to speak your own language during English lessons? Can you run in the school corridors? Do you have to turn off your mobile phones during lessons? Can you talk during exams? Do you have to eat in the school cafeteria?*

Exercise 6

- Encourage students to give more details in their sentences if necessary, e.g. *I don't have to get up at 6 a.m. every day. At the weekend, I can get up at 8 a.m.* Invite students to share their sentences with the rest of the class.
- FINISHED EARLY?** Students write as many sentences as they can to describe rules in their school in a set time limit.

Exercise 7

- CHALLENGE** Ask students to write a paragraph and present it to the person they have written about for comment. Remind them to use the third person singular form of *have to* (*has to*).
-  **Reviewing lesson goals:** Ask students to read the lesson aim again. Then tell them to write three sentences using *have to*, *don't have to* and *mustn't*. Ask students how confident they feel about the modal verbs. Check answers using emoji response cards. If there are lots of neutral or sad emojis, find time to review the lesson.

Lesson aim

- Students can understand a newspaper article about world languages.

Lead-in

Write the word *languages* on the board and ask students to add words they know in English to it, e.g. from *L* they can write *love* and from *A* they can add *east*, etc. Set a time limit and then elicit words from the class.

-  **Setting lesson goals:** Ask students to study Lesson 8.3 and discuss in pairs what they think the lesson is about. Elicit ideas. Then say and write on the board: *Today you will understand a newspaper article about world languages.*

Exercise 1 **8.05 audioscript page 292**

- Ask students what languages they speak other than their own and, if necessary, ask them to demonstrate by saying: *Hello, how are you?* Then direct students to the list of languages and ask if they know any words in them.
- Play the audio for students to listen and complete the task.

Exercise 2

- Ask students to read the text quickly and only focus on answering the question.

Answer:

Chinese, Hindi

Exercise 3 **8.06**

- Go through the list with the class and elicit the key words and phrases in each sentence (1 *languages, 2021*; 2 *disappeared, 1900 and 1999*; 3 *Tehuelche*; 4 *Chinese, first language*; 5 *total number, English speakers*). Explain that this can help students to find the information they need to complete the exercise. Check answers as a class.

Exercise 4 **8.07**

- Read the words in the Vocabulary box. Play the audio for students to listen and repeat the words. Pause after each word to check students' pronunciation.
- Set a time limit, then check answers as a class.

Exercise 5

- Put students into pairs to check their answers.
- Write on the board: *It is more important to speak a language fluently than correctly.* Check that students understand the difference between *fluently* and *correctly*. Point out that when you speak a language fluently, you can express yourself easily. However, you may not necessarily be speaking the language correctly. Allow students time to think about the sentence on the board before they discuss it in pairs. Then have a class discussion.
- FINISHED EARLY?** Ask students to write as many definitions of the words and phrases in the Vocabulary box as they can.
-  **Monitor learning:** Walk around the class and listen to students. Use an observation form to take notes on each student's strengths and weaknesses. Find the right time to give feedback to students.

Answers:

2 bilingual 3 grammar 4 fluently 5 understand
6 foreign 7 vocabulary

THINKING TIME

EVALUATE: Ask students to tell each other any new facts. Ask them also whether any of the facts surprised them.

EXPLORE: Students can do online research in class time or for homework. They can share information referring to a world map.

CREATE: In groups, students brainstorm some ideas. Ask them to appoint one person to write them up. Then make a final list of advantages on the board collecting ideas from the different groups.

Extra activity

Put students into groups of three. Explain that they are going to create a new language. They should give their language a name and decide how to say a few simple phrases in their new language, such as *Hello, How are you?, My name is ...* and *Bye*. Set a time limit. Invite students to present their language to the rest of the class.

-  **Reviewing lesson goals:** Ask students to read the lesson aim again. Then encourage them to write a number from 1–5 on a piece of paper to say how they feel about the lesson (1 – easy to 5 – difficult). Look at the results and if there are lots of 4s and 5s, find time to review the lesson.

- 1 8.05 Listen to people saying, 'Hello, how are you?' in different languages. What languages are they? Choose the correct option.

- 1 Turkish / Portuguese
- 2 Swahili / Chinese
- 3 German / French
- 4 Hindi / Korean

- 2 Read the article quickly. Which languages from Exercise 1 does it mention?

- 3 8.06 Read again and listen to the article. Complete the information with a number or short phrase.

- 1 total number of languages in 2021 **7,139**
- 2 how many languages disappeared between 1900 and 1999 **110**
- 3 where Tehuelche came from **South America**
- 4 number of people who speak Chinese as their first language **921 million**
- 5 total number of English speakers in the world **1.348 billion**

- 4 8.07 Study and listen to the Vocabulary box. Which words/phrases can you find in the text?

VOCABULARY Learning languages

bilingual foreign language grammar
native language native speaker speak fluently
understand vocabulary

- 5 Complete the sentences with the correct form of words and phrases from the Vocabulary box.

- 1 The native language in the Netherlands is Dutch, but most people can speak English too.
- 2 My friend Agnes is from Sweden and she is (...) – she speaks Swedish and English.
- 3 Be careful with your (...). You can't say, 'I working at the moment.' It's, 'I'm working at the moment.'
- 4 Mark speaks Italian (...) because he spends all his holidays there.
- 5 I can (...) Spanish people when they speak slowly.
- 6 We have to learn two (...) languages at school: English and German.
- 7 My English (...) is getting better – I learn new words every day.

Talking about world languages



How many languages are there in the world?

The correct answer is fewer than there were last year. A study shows that, in 2021, there were 7,139 languages, but the number changes every year. That's because languages are a living thing; when people stop using them, they die. In the twentieth century alone, we lost 110 languages.

One example is Tehuelche, a South American language. It disappeared when its last speaker died in 2019.

Which language has the largest number of speakers in the world?

That is a difficult question to answer. If we think of countries and populations, surely, the country with the largest number of people has the most speakers. Well, not exactly. If we count native speakers only, the four top languages are Mandarin Chinese (921 million), Spanish (471 million), English (370 million) and Hindi (342 million). But if we count native speakers together with people who speak the language fluently as a foreign language the numbers change. English becomes the top language (1.348 billion speakers) and Mandarin Chinese comes second (1.120 billion speakers). For Mandarin Chinese, that's around eighty-two percent native speakers. But for English, the native speakers are only around eighteen percent!

THINKING TIME

EVALUATE

Which facts in the article are new for you?

EXPLORE

Research online. Find and share four countries where English is the official language.

CREATE

Make a list of the advantages of learning English.

Vocabulary Extension > p. 110

105 Unit 8

For the teacher

- Audioscript, page 292

On the Portal

- Resource 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



1 41 8.08 Watch or listen. What mistake did Mia make at the end?

2 41 8.08 Watch or listen again. Answer the questions.

- 1 What is the game about? *British culture*
- 2 Who is the presenter of the game? *Lena*
- 3 How long has Mateo got? *30 seconds*
- 4 Does he remember all the photos? *yes*

3 Read an extract from the dialogue in Exercise 1. Look at the words in blue. Find the second time they are mentioned. What is different?

Mateo: There was a blue bag ...

Lena: What was on the bag?

Mateo: The UK flag.

Lena: Correct!

Mateo: A British bulldog, a plate of fish and chips ...

Lena: Was there anything else on the plate?

4 Study and complete the Grammar box. Choose the correct option.

GRAMMAR Articles: first and second mention

The ¹ *first* second time we mention something, we use *a* or *an*.
There was a photo.

The ² *first* *second* time we mention something, we use *the*.
Who was in the photo?

VIDEO 42 Grammar Animation

5 Choose the correct option to complete the dialogue.



A: You've got five seconds to memorise this picture. Time's up! Let's see what you remember about ¹ *a* / *an* / *the* picture.

B: There was ² *a* / *an* / *the* island in the middle of ³ *a* / *an* / *the* lake.

A: What was on ⁴ *a* / *an* / *the* lake?

B: There was ⁵ *a* / *an* / *the* orange boat.

A: Who was on ⁶ *a* / *an* / *the* boat?

B: There was ⁷ *a* / *an* / *the* man fishing.

6 Close your book. In pairs, ask and answer questions about the picture in Exercise 5.

7 Complete the sentences with *a/an* or *the*.

- 1 We made *a* video about British culture and wrote (...) article about British food. Three *an* hundred people watched (...) video last week *the* and seventy-eight people read (...) article. *the*
- 2 I've got (...) camera and (...) smartphone. *a, a* I don't use (...) camera very often, but I use *the* (...) smartphone every day. *the*
- 3 Johan made (...) joke, but no one laughed. *a* (...) joke wasn't funny. *The*
- 4 I ordered (...) omelette and (...) cookie for *an, a* lunch. (...) omelette was good, but (...) cookie was awful. *The, the*

8 Complete the questions with *a/an* or *the*.

- 1 Do you have *a* favourite book by (...) author *an* from your country? What is the title of (...) *the* book? Who is (...) author? *the*
- 2 When was the last time you watched (...) *an* exciting film? Did you talk about (...) film with *the* your friends?
- 3 Is there (...) famous museum in your city? *a* What is the name of (...) museum? *the*
- 4 I'm thinking of (...) famous actor. Ask me some *a* questions. Can you guess (...) actor? *the*

9 **CHALLENGE** In pairs, ask and answer the questions in Exercise 8.

For the teacher

- Audioscript, page 292

On the Portal

- Grammar Presentation
- Grammar Animation 42
- 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: *The culture vlog* video; Grammar 8.4

Lesson aim

- Students can use *a/an* and *the* to refer to things.

Lead-in

Set a time limit for students to make a list of as many nouns as possible. They swap lists with a partner. Then ask them to decide if we use *a* or *an* with each of the nouns. Invite students to read out some of the words, using *a* or *an*. Elicit when we use *a* and when we use *an*. Point out that *a* is before nouns that start with a consonant and *an* is before nouns that begin with a vowel.

- 🎯 **Setting lesson goals:** Write on the board: *There is ___ apple on the table. ___ apple is red.* Ask students to complete the sentences with the missing words. Then ask them what they think the lesson is going to be about. Elicit ideas. Then say and write on the board: *Today you will learn to use a/an and the to refer to things.*

Exercise 1 🎧 41 🗣️ 8.08 audioscript page 292

- Students look at the photo and describe with a partner who they can see (Mateo, Lena and Mia) and what they think is happening.
- Elicit what a *vlog* is (a blog in video format that people post online). Play the video or audio. Then explain that Mia is showing the pictures of the items on a screen while Lena reads out the words and Mateo tries to remember them. Check the answer as a class.
- NEED SUPPORT?** Play the video or audio again and pause after key moments to ask students questions, e.g. *What is the name of the vlog?* (International Schools Culture vlog). *What is the topic of the memory game?* (British culture). *What colour was the cup?* (white, gold and pink).

Answer:

She showed a photo of her and Noah with animal faces superimposed instead of the photo of the five-pound note.

Background note

Black cabs are the traditional taxis that you can find in London and many other cities in the UK.

Fish and chips is a popular takeaway food of fried fish, such as haddock or cod, and chips. You can buy it at a fish and chip shop or *chippy* for short.

A **British bulldog** is a small but very strong breed of dog. It used to be a hunting dog, but now it's just a pet. Some people believe that this dog typifies the national character of the British people.

Exercise 2 🎧 41 🗣️ 8.08 audioscript page 292

- Play the audio or video again. Students compare their answers in pairs.
- NEED SUPPORT?** Give students a copy of the script to read the dialogue while they watch and listen. Then tell them to answer the questions.

Exercise 3

- Read through the rubric and the dialogue as a class. Ask volunteers to read the lines. Elicit the differences between the sentences.

Answer:

The second time the words are mentioned, they are introduced with *the* (the definite article).

Exercise 4

- Discuss the Grammar box with the class. Explain that English has a few rules for using articles, but generally we use *a* or *an* when the listener doesn't know exactly which thing we are referring to, and *the* when the listener does know what we are referring to. Therefore, we usually use *a* or *an* when we first mention something and *the* afterwards.
- NEED SUPPORT?** Write the following on the board and ask students to complete the sentences with *a/an* and *the*:
1 ___ man is at the door. ___ man is called Peter. (*A, The*);
2 I ate ___ egg. ___ egg was delicious. (*an, The*);
3 There is ___ new shop in the centre. ___ shop is called Tom's. (*a, The*)

Exercise 5

- Elicit the answers and ask students to give reasons for choosing between *a/an* and *the*.

Exercise 6

- Ask students to have a good look at the picture before they close their books.

Exercise 7

- Students work in pairs before comparing answers with another pair.

Exercise 8

- Students do the exercise individually. Then ask them to think about how they would answer the questions.

Exercise 9

- CHALLENGE** Ask students to tell the class something about their partner.
- FINISHED EARLY?** Students write their answers to the questions in Exercise 8.
- 🎯 **Reviewing lesson goals:** Ask students to read the lesson aim again. Then ask them to take out their traffic light cards. Ask them to look again at the Grammar box in Exercise 4 and hold up a green, yellow or red card depending on how they feel about the grammar. If there are lots of yellow and red cards, find time to review the grammar.

Lesson aim

- Students can understand conversations about communication problems.

Lead-in

Divide the class into two teams and ask each team to stand in line, facing the board. Give the person at the end of each line a short word, e.g. *cat*, *eat*, *walk*, etc. Tell them to write the word on the back of the person in front of them with their finger. That student then writes the word on the back of the next student. The word continues along the line until it gets to the person at the front, who writes the word on the board. The team that writes the word on the board correctly first is the winner.

-  **Setting lesson goals:** Ask students to study Lesson 8.5 and discuss in pairs what they think the lesson is about. Elicit ideas. Then say and write on the board: *Today you will understand conversations about communication problems.*

Exercise 1

- Read the words in the Vocabulary box as a class. Check that students understand the new words. Then play the audio for students to listen and repeat the words. Pause after each word to check students' pronunciation.
- Set a time limit for students to match the three photos with three of the words in the box. Then direct them to the table and make sure students understand *Speaking* and *Writing* before they complete it. Check answers as a class.

Exercise 2

- Tell students to write in their notebooks their three types of communication in order of frequency. Have a show of hands to vote for the most popular type of communication, then the second most popular type and, finally, for the third most popular type.
- Encourage students to give reasons for their choices, e.g. *I use conversation most because I am with my friends at school all day.*

Exercise 3 **8.10 audioscript page 292**

- Pre-teach: *laugh*, *order*, *wrong word*.
- Elicit the correct answer and ask why the other two options are incorrect. Point out that a and c refer to some of the stories mentioned – about emails and messages, and about false friends between English and other foreign languages. Option b refers to all the stories mentioned – they are all communication problems.
- Teach *false friend* and give some examples between English and the students' own language.

Exercise 4 **8.10 audioscript page 292**

- Play the audio again. Students choose the correct option to complete the sentences. Read the sentences and possible options together. In sentence 2, spell out each of the surnames. This will help students to identify the correct answer.
- Check answers with the class.
- NEED SUPPORT?** Prepare copies of the photocopyable *Need support?* worksheet 8.5 from the Teacher's Resource File. This is an exercise that will help students to answer the comprehension questions.

Exercise 5 **8.11**

- In pairs, students guess or remember the word friends. Check answers.
- Give students some instructions for them to mime the different activities. Say: *Have a conversation with the person next to you. Make a phone call. Chat online. Post a message. Send a text. Ask someone a question. Call someone.*
- Watch students as they perform each mime to make sure they are showing the correct activity.
- FINISHED EARLY?** Ask students to write as many sentences as they can about the communication that they use. Encourage them to also describe in their sentences who they communicate with and how often.

Exercise 6

- Before students start the exercise, point out that they should pay attention to the use of verb forms and plurals. Elicit the answers and ask them to explain how we know that sentences 1, 4 and 5 use past forms (because of the time expressions *this morning*, *yesterday* and *last night*), and how we know that sentence 2 is plural (*a lot of*).

Exercise 7

- CHALLENGE** Discuss the example dialogue with students and ask what other kind of information Student A could have given (what they talked about with their dad at breakfast, what they had for breakfast). Set a time limit for the pairs to practise their dialogues and then invite pairs to act out their dialogue in front of the class.
-  **Reviewing lesson goals:** Ask students to read the lesson aim again and ask how they feel about the lesson. Check answers using emoji response cards. If there are lots of neutral or sad emojis, find time to review the lesson.



video call



email



text message

- 1 8.09 Study and listen to the Vocabulary box. What types of communication can you see in photos A–C? Complete the table with these words.

VOCABULARY Types of communication

conversation email letter phone call
(social media) post text message tweet video call

Speaking	Writing
conversation phone call, video call	email letter, (social media) post, text message, tweet

- 2 Which three types of communication do you use the most with your friends?

- 3 8.10 Listen to a class of English language students in the UK. What is the class about?
- how to write emails and messages
 - communication problems
 - foreign languages

- 4 8.10 Listen again and choose the correct answers.

- The teacher tells a story about ...
☒ a phone call. ☐ a text message.
☐ a social media post.
- The teacher's surname is ...
☐ What. ☒ Watt.
☐ Wott.
- Sonia wanted to eat ...
☐ a ham sandwich. ☐ some strawberries.
☒ a jam sandwich.
- Mario ...
☐ lives in the US. ☒ made a mistake.
☐ did something brave.
- Ania's ...
☒ dog is noisy. ☐ father is noisy.
☐ father sleeps in the garden.

- 5 8.11 **WORD FRIENDS** Complete the collocations with these verbs. Listen and check.

ask call chat have make post send

- have* a conversation
- (...) a phone call *make*
- (...) someone *call*
- (...) someone a question *ask*
- (...) online *chat*
- (...) a message on social media *post*
- (...) a text *send*

- 6 Complete the sentences with the correct form of words from Exercise 5.

- My dad and I *had* a good conversation at breakfast this morning.
- My mum asks me a lot of (...) about school. *questions*
- My best friend lives in New Zealand. We often (...) online. *chat*
- I (...) a message on Facebook yesterday and I got thirty-six likes! *posted*
- I (...) a friend on the phone last night. We talked for hours. *called*
- I don't like making phone (...). It's quicker and cheaper to send a (...). *calls, text*

- 7 **CHALLENGE** In pairs, say if the sentences in Exercise 6 are true for you.

A: *I had a good conversation with my dad at breakfast this morning. We talked about music. What about you?*

B: *No, I didn't have a good conversation. I never talk to anyone at breakfast!*

Vocabulary Extension > p. 110

107 Unit 8

For the teacher

- Audioscript, page 292

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



- Noah: Look, this is a game I designed. Would you like to play?
- Mateo: Uh huh.
- Mia: OK.
- Mateo: What's the name of the game?
- Noah: *Dragons and Volcanoes.*
- Mia: Cool!
- Noah: We have two dice – one green, one red. The green one is for moving your dragon forward; the red one is for moving another dragon back.
- Mateo: Do you mean moving another player's pawn back?
- Noah: That's right.
- Mia: I'm not sure I get it.
- Noah: Look. For example, green is four, so I move my dragon forward four squares: one, two, three, four, right? Red is five, so I choose, let's say, Mateo's dragon, and move it back five squares. Do you get it now?
- Mia: Oh, right! Can you do the opposite if it's a better move for you? Like this. Do you understand what I mean?
- Noah: Oh, I see. Yes, we can do that. That's a very good idea, Mia. Now, are we ready to play?
- Later ...
- Mia: Yes!
- Noah: What's the score?
- Mateo: Mia four, Mateo two, Noah zero!
- Noah: I don't believe it! I designed this game!

SOUNDS GOOD!

Let's say ... • What's the score? •
I don't believe it!

1 43 8.12 Watch or listen. Who won the game? *Mia*

2 What does Mia do when she does not understand the rules of the game? *She says she doesn't understand.*

FUTURE SKILLS



What do you do when you do not understand something? Discuss in pairs. Use these ideas. What is the best thing to do?

- I ask for an explanation.
- I say it's not my fault that I don't understand.
- I try to find the answer online.

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

SPEAKING

Checking understanding and clarifying

Check people understand

Do you know/understand what I mean? (Do) you see?
Do you get it/understand? ... , right?

Say you don't understand

I'm sorry, I don't get it/understand.
I'm not sure I get it/understand.

Ask for clarification

What do you mean? Do you mean ...?

Say you understand

Now I get it/understand. I see. Oh, right!

4 8.13 Complete the dialogue with one word in each gap. Listen and check.

- Grandpa: Can you help me order this game online?
- Chris: OK, first put the game in your basket.
- Grandpa: I'm not ¹ sure I understand.
- Chris: See this? It says 'Add to basket'. Just click on it.
- Grandpa: I'm ² (...), I don't ³ (...). *sorry, understand*
- Chris: Let me show you. You do this ... and then this. Do you get ⁴ (...) now? *it*
- Grandpa: I ⁵ (...)! So it's like putting your shopping in a basket at the supermarket! *see*
- Chris: That's right.

SPEAKING TIME

Work in pairs.

Student A: Explain the rules of your favourite video/board game. Check Student B understands what you're saying.

Student B: Say you understand/don't understand. Ask for clarification.

For the teacher

On the Portal
• Resource 8.6



For the student

• Workbook, page 88

On the Portal

• Extra Practice Activities: *Do you understand?* video



Lesson aim

- Students can check people understand them, ask for clarification and say if they understand.

Lead-in

Put students into groups of four. Tell them to imagine that one of them is an alien from outer space who can speak perfect English but doesn't understand much about Earth. The alien should ask the other students how to do something simple and the other students should help with instructions. Aliens can ask how to do the following: buy food in a supermarket, play tennis, send a text message and buy a train/bus ticket. Then ask another student to play the role of the alien.

-  **Setting lesson goals:** In pairs, students discuss what the instructions were for the Lead-in. Encourage them to think about all the steps they had to follow to complete the task. Ask questions to check understanding: *Are you in groups of three or groups of four? Does the alien speak perfect English or no English?* Then ask them what they think the lesson is going to be about. Elicit ideas. Then say and write on the board: *Today you will learn to check if people can understand you, ask for clarification and say if you understand.*

Exercise 1 43 8.12

- Elicit what students remember from the video in Lesson 8.4.
- Play the video or audio. Explain that Mateo and Mia aren't enthusiastic about playing the game and they seem unsure of the rules. However, by the end of the game, they are enjoying themselves. Check the answer as a class.
- Direct students to the Sounds Good! box and ask them to find the words and expressions in the dialogue. Then elicit or teach that *Let's say ...* is an informal way of saying *for example*; *What's the score?* is a question to ask about a game in progress and *I don't believe it!* is an expression we use when something happens that we didn't expect.

Exercise 2

- Check the answer as a class.
- NEED SUPPORT?** Students read the dialogue before they answer the question.

**Collaboration (Clarifying ideas)**

This task helps students to develop useful communication strategies in situations they do not fully understand.

- Students discuss the question in pairs and agree on the best thing to do on the list. Have a class discussion.
- NEED SUPPORT?** Allow students to discuss in their own language if necessary. Elicit and summarise their key points in English.

Exercise 3

- Students study the Speaking box and discuss the meaning of the phrases as a class. Explain that *get* means the same as *understand* in these phrases, but it is more informal. Then ask them to find examples in the dialogue. Check answers as a class.

Exercise 4 8.13

- Play the audio for students to check the answers. Then they act out the dialogue in pairs. Encourage them to use different phrases when they check understanding and clarify things.

SPEAKING TIME

- Encourage students to ask twice for clarification while their partner is explaining the rules, and to use a different way of asking each time. Then invite pairs to act out one of their conversations in front of the class.
- FINISHED EARLY?** Ask students to write sentences to describe how to play their favourite video or board game.

Extra activity

Ask students if there is anything related to learning English that they have difficulties with (e.g. when to use the Past Simple). Then, in groups of four, students say what they need help with and the rest of the group should give instructions. Students should use phrases from the Speaking box to check understanding, to ask for clarification and to say that they understand or don't understand. Invite groups to tell the class about the problems they were able to help one another with.

-  **Reviewing lesson goals:** Ask students to read the lesson aim again. Then write the following sentences on the board: *I can check that people understand. I can say that I don't understand something. I can ask for clarification. I can say that I understand.* Read aloud the sentences and ask students to hold up their traffic light cards to show how they feel about the statements. If there are lots of yellow and red cards, find time to review the lesson.

Lesson aim

- Students can write 'how to' tips.

Lead-in

Put students into pairs and ask them to write brief instructions for something they both know how to do, e.g. play football, make a cup of coffee or play a specific video game. Then ask them to work with a different partner to compare instructions.

-  **Setting lesson goals:** Write on the board: *Study the subject of the exam. Get enough sleep the night before the exam. Eat before the exam.* Elicit that they are suggestions for how to prepare for an exam. Ask the class what they think the lesson is going to be about. Then say and write on the board: *Today you will learn to write 'how to' tips.*

Exercise 1

- Elicit what a vlog is (a blog where the medium is the video). Then ask what is the name of someone who has got a vlog (*vlogger*). Students discuss the questions in pairs.
- Ask students to imagine that they are about to make a vlog for the first time, and they ask an experienced vlogger for tips. Students discuss in pairs what tips the vlogger will give them. Elicit and write them on the board.

Exercise 2

- Pre-teach: *untidy, lighting, edit, audience, viewers.*
- Students read the tips and check if the tips are the same as the ones they discussed in Exercise 1. Students then discuss the question in pairs.
- **FINISHED EARLY?** Ask students to imagine that they are creating a new vlog. Tell them to write a sentence to describe what it is going to be about. If necessary, write the following on the board to help them: *My new vlog is going to be about ...*

Exercise 3

- Go through the phrases in the Writing box together and check for understanding. Elicit that we use imperatives in the tip headings. If necessary, review imperatives.
- Give students time to complete the task, then check answers.

Exercise 4

- Ask students to look at the Language box and explain that some verbs need a preposition, such as *at, in, about, for* or *to*. Tell them that there aren't rules that determine which prepositions go with the different verbs. Also explain that different prepositions can go with the same verb but have a different meaning.
- Ask students to look at Tod's tips in Exercise 1 and find examples of verbs with prepositions.

Extra activity

Play verb-preposition bingo. Ask students to draw a 4x4 grid in their notebooks and complete it with five of the prepositions from the Language box. Explain that they can use a single preposition multiple times. Ask them to close their books. Then say at random the verbs in the Language box. If students have the preposition that belongs with that verb, they cross it out on their grid. The winner is the student who crosses out all their prepositions correctly first.

Exercise 5

- Set a time limit for students to complete the task, then check answers as a class.
- **NEED SUPPORT?** Prepare copies of the photocopiable *Need support?* worksheet 8.7 from the Teacher's Resource File. This is an exercise to help students use prepositions correctly.

WRITING TIME

- Explain that students will write four 'how to' tips on their own in their notebooks. Discuss the steps as a class and allow students to ask questions about them.
- Give students time to make notes about their tips in their notebooks. Tell them to refer to the model text in Exercise 2 and to the Writing box in Exercise 3. Remind them about the use of verbs and prepositions. While students are writing, encourage them to use a dictionary and ask questions about anything they don't understand.
- Ask students to work in pairs and give each other feedback on their drafts. You can list on the board any common mistakes that students have made for whole class discussion.
- Students write their final draft in their notebooks or you can set the task for homework.
- **NEED SUPPORT?** Allow students to write only two 'how to' tips.

-  **Reviewing lesson goals:** Ask students to read and think about the lesson aim and reflect on their learning. Give them questions to answer in their notebooks, e.g. *Do you know how to write 'how to' tips? Do you know some verbs and prepositions?* Then ask students to hold up their emoji response cards to show their answers to each question. If there are lots of neutral and sad cards, find time to review the lesson.

- 1 Do you follow any vloggers? Who are they? What do you like about their vlogs?
- 2  Read Tod's 'how to' tips. Are they good tips? Discuss in pairs.

Tod's top tips: how to make a vlog



1 Prepare well.

You don't have to be original, but you have to talk about something interesting. Learn about your subject. Look for fascinating facts. And find a good name for your vlog.

2 Look good.

Think about your clothes and your hair. You don't have to wear anything special, but you mustn't look untidy. Check the room and the lighting. Ask your friends and family for help. And don't forget to edit your videos.

3 Be happy.

Look at the camera and smile at your audience. You mustn't shout at your viewers – talk to them.

4 Don't worry.

Not an instant internet success? Don't worry about it. Believe in yourself and try again next time.

- 3 Study the Writing box. Find more examples of imperatives and modal verbs in Tod's top tips.

WRITING 'How to' tips

Number your tips and give them short headings.

1 Prepare well. 4 Don't worry.

Use imperatives to give advice.

Learn about your subject. Don't worry about it.

Use the modal verbs *have to*, *don't have to* and *mustn't* to show what is or isn't necessary.

You have to talk about something interesting.

You don't have to be original.

You mustn't shout at your viewers.

- 4 Study the Language box. Find examples of verbs and prepositions in Tod's tips.

LANGUAGE Verbs and prepositions

ask for believe in learn about look at
look for shout at smile at talk about
talk to think about worry about

- 5 Complete sentences 1–5 with the correct prepositions. Then match them with 'how to' topics a–e.
- 1 Never worry *about* exams. *e*
 - 2 Smile (...) people and introduce yourself. *at, f*
 - 3 Learn (...) recording and editing. *about, b*
 - 4 Talk (...) a parent before you give information online. *to, c*
 - 5 Think (...) your characters. Who are they? What do they do? *about, a*
 - 6 Look (...) texts and materials on topics that you find interesting. *for, d*
- a how to write a short story
 - b how to make an online video
 - c how to be safe on the internet
 - d how to learn a foreign language
 - e how to enjoy school
 - f how to make new friends

WRITING TIME



Write four 'how to' tips for one of the topics a–f in Exercise 5.

FIND IDEAS

Make notes for your tips. Think about:

- what tips you want to give
- what equipment you need
- what you have to/don't have to/mustn't do

PLAN

Organise your tips into short headings. Use the tips in Exercise 2 to help you.

WRITE AND SHARE

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

CHECK

- Check language: are the prepositions after verbs correct?
- Check grammar: are the imperatives and modal verbs correct?

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

8.14

Geography

Africa (n)
Antarctica (n)
Asia (n)
Australia (n)
capital city (n)
east (n)
Europe (n)
flag (n)
island (n)
lake (n)
language (n)
money (n)
mountain (n)
north (n)
North America (n)
ocean (n)
population (n)
river (n)
sea (n)
south (n)
South America (n)
village (n)
volcano (n)
west (n)

Learning languages

bilingual (adj)
foreign language (n)
grammar (n)
native language (n)
native speaker (n)
speak fluently (phr)
understand (v)
vocabulary (n)

Types of communication

conversation (n)
email (n)
letter (n)
phone call (n)
(social media) post (n)
text message (n)
tweet (n)
video call (n)

Word friends

(communication collocations)
ask someone a question (phr)
call someone (phr)
chat online (phr)
have a conversation (phr)

make a phone call (phr)
post a message on social media (phr)
send a text (phr)

EXTRA WORDS

accept a present (phr)
arrive on time (phr)
author (n)
believe in (v)
black cab (n)
border (n)
bring good luck (phr)
chew gum (phr)
clear (adj)
continent (n)
count (v)
cross the street (phr)
cultural rules (n)
deep (adj)
die (v)
disappear (v)
in public (phr)
learn about (v)
look at (v)

look for (v)
make a joke (phr)
make a mistake (phr)
official language (n)
original (adj)
phone number (n)
place (n)
postcode (n)
punctual (adj)
second language (n)
shout at (v)
side (n)
smile at (v)
take off (your shoes) (phr)
talk about (v)
talk to (v)
top (of a mountain) (n)
untidy (adj)
unusual (adj)
vlog (n)
wait in a queue (phr)
worry about (v)
wrong (adj)

1 Complete the sentences with words from the wordlist.

- The opposite of *south* is *north*.
- You need (...) to buy things.
- A (...) can explode with hot lava.
- The UK (...) is red, white and blue.
- I send lots of text (...) to my friends every day.

2 In pairs, complete the world facts with words from the wordlist. Then, go to page 157 and check your answers.

WORLD FACTS

- The Amazon is a *river* in South America.
- Iceland is an (...) in the Atlantic Ocean.
- The Pacific is the world's largest (...).
- The (...) of Wales is white and green with a red dragon.
- Nine of the ten highest (...)s in the world are in the Himalayas.
- Canberra is the (...) city of Australia.
- The continent of Asia is to the (...) of Europe.
- Loch Ness is a cold water (...) in Scotland.



3 Make a quiz for a partner. Write five true or false sentences about places in the world. Use the sentences in Exercise 2 and the wordlist to help you. Then swap with your partner and do his/her quiz.

4 Complete the questions with words from the wordlist. Then, in pairs, ask and answer the questions.

- When did you last *chat* online with a friend?
- How often do you make (...) calls? Who do you call?
- Do you post (...) on Twitter?
- What foreign (...) would you like to learn?
- Can you speak English (...)?

5 CHALLENGE Find words and phrases from the Extra words list which are similar to these words.

- taxi *black cab*
- messy
- address area
- be punctual
- frontier
- make an error
- incorrect
- say something funny

Exercise 1

- 2 money
- 3 volcano
- 4 flag
- 5 messages

Exercise 2

- 2 island
- 3 ocean
- 4 flag
- 5 mountain
- 6 capital
- 7 east
- 8 lake

Exercise 3**Suggested answers:**

- 1 The Tagus is the longest river in the Iberian Peninsula. (T)
- 2 The capital of Mexico is Tijuana. (F – It's Mexico City.)
- 3 The German flag is black, red and white. (F – It's black, red and yellow.)
- 4 The Teide is the highest mountain in Spain. (T)
- 5 There are three official languages in Switzerland.
(F – There are four: German, French, Italian and Romansh.)

Exercise 4

- 2 phone/video
- 3 messages/tweets
- 4 language(s)
- 5 fluently

Exercise 5

- 2 untidy
- 3 postcode
- 4 arrive on time
- 5 border
- 6 make a mistake
- 7 wrong
- 8 make a joke

Exercise 1

- 1 north
- 2 west
- 3 east
- 4 south
- 5 Ocean
- 6 population
- 7 capital
- 8 language

Exercise 2

- 1 native
- 2 foreign
- 3 fluently
- 4 bilingual
- 5 grammar

Exercise 3

- 1 make
- 2 post
- 3 ask, questions
- 4 conversation
- 5 letter

Exercise 4**Suggested answers:**

- 2 The Belgian flag is black, yellow and red.
- 3 My uncle Antonio and my aunt Ana live on the Spanish island of Mallorca.
- 4 I think I have never written a letter on paper.
- 5 The population of Germany is about 83 million.
- 6 I don't understand your message. It's confusing.
- 7 La Palma volcano was active for 85 days.

Exercise 5

- 1 have to
- 2 have to
- 3 don't have to
- 4 mustn't
- 5 have to
- 6 don't have to

Exercise 6

- 1 a, the, a
- 2 a, a, a, the
- 3 a, a, the
- 4 a, a, the

Exercise 7

- 1 have to
- 2 a
- 3 an
- 4 The
- 5 the
- 6 mustn't
- 7 don't have to

Exercise 8**Suggested answer:**

My ideal uniform would be a pair of jeans, a white T-shirt, a black hoodie and white trainers.

Exercise 9 **8.15**

Monaco is a small country in Europe. The official language is French, but some people also speak Italian. The flag is red and white. There aren't any mountains, rivers or lakes in Monaco, but it's next to the sea!



VOCABULARY

- 1 Look at the map. Complete the description about Ghana with one word in each gap.



Ghana is a country in West Africa. It has three neighbours: Burkina Faso to the ¹ (...), Ivory Coast to the ² (...) and Togo to the ³ (...). To the ⁴ (...) is the Atlantic ⁵ (...). Ghana has a ⁶ (...) of thirty million people. The ⁷ (...) city is Accra. The official ⁸ (...) is English.

- 2 Complete the sentences with these words.

bilingual fluently foreign grammar native

- It's impossible for me to pronounce English words like a (...) speaker.
- To get a good job, you have to speak a (...) language.
- You can learn to speak a language (...) in two years.
- I'd like to be (...) and speak English and my own language fluently.
- English (...) is easy – except for irregular verbs.

- 3 Complete the sentences with these words.

ask conversation letter make post questions

- I need to (...) a phone call.
- Do you and your friends (...) funny messages on Facebook?
- My grandparents always (...) me a lot of (...) about my friends.
- We had an interesting (...) about all the places we'd like to visit.
- My cousin in Australia always sends me a (...) on my birthday.

- 4 **CHALLENGE** Write seven sentences. Each sentence must include one of these words.

capital city flag island letter population understand volcano

- 1 The capital city of Italy is Rome.

GRAMMAR

- 5 Complete the rules with *have to*, *don't have to* or *mustn't*.

School rules around the world

- In Brazil, students ¹ (...) get up very early because school starts at 7 a.m.
- In France, some schoolchildren only ² (...) go to school for four days a week. They ³ (...) go to school on Wednesdays.
- In Thailand, children ⁴ (...) wear shoes in the classroom. They ⁵ (...) take their shoes off before they enter school.
- In the USA, most students ⁶ (...) wear a uniform. They can wear their own clothes.

- 6 Complete the questions with *a*, *an* or *the*.

- Is there (...) park near your house? What's (...) park called? Is there (...) café there?
- Did you have (...) holiday last summer? Did you stay in (...) nice place? Did it have (...) swimming pool? Did you use (...) pool a lot?
- Is there (...) shopping centre in your town? Has it got (...) sports shop? How often do you go to (...) shopping centre?
- Did you get (...) text from (...) friend yesterday? What did (...) text say?

- 7 Complete the description with these words.

a an don't have to have to mustn't the (x2)

At my school, we ¹ (...) wear ² (...) school uniform and ³ (...) orange and blue tie. ⁴ (...) uniform is a pair of navy blue trousers, a jacket and a white shirt. I don't wear ⁵ (...) jacket in the summer. And one very important rule: you ⁶ (...) wear trainers ever, but you can wear black or brown shoes. We ⁷ (...) have any special type of school bag, so you can take what you like. I take a black rucksack.



- 8 **CHALLENGE** Write a description of your ideal uniform. Use words and phrases from Exercise 7.

DICTATION

- 9 **CHALLENGE** 8.15 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

Context:
Social/Personal

Make green positivity cards



Step 1 Think

- 1 Match these activities with the picture. Which of these things do you usually do? Which don't you do?

grow your food

protect nature

recycle

save energy

save water

use public transport

- 2 Read the forum posts and answer the questions in pairs.

- Who is most eco-friendly, Leila or Greg?
- Which green activities from Exercise 1 do they do?
- Who are you most similar to and why?
- How are you different from them?

GREEN LIFE FORUM

How green are you? Share your ideas!

Leila



I recycle everything: glass, light bulbs, used batteries, etc. 😊 I never turn the tap off while I'm having a shower! 😞 I cycle to school or I use public transport when it rains. I sometimes leave my smartphone charger plugged in all night, but I always switch off my laptop before going to bed. When it's cold, we put the heating on more.

Greg



That's not that bad, Leila! 😊 I want to recycle like you, but we haven't got any space at home to sort out glass, plastic, paper, food, etc. 😞 And I always forget to take my shopping bags, so I have to buy plastic ones at the supermarket. But I always have showers instead of baths – that's eco-friendly, isn't it? OK, it's really because I haven't got a bathtub at home! 😊 usually forget to switch off the lights when I leave a room. 😞

Learning Experience 4

Lesson aim

- Take personal responsibility for planet sustainability

Lesson product

- Green positivity cards

Context

- Social/Personal

Future skills

- Social Responsibility
- Critical Thinking

Sustainable goal

- To promote sustainable cities and communities

Resources

- A concept map (Teacher's Resource File, Resource 8.10)

Lead-in

In pairs, students look at the illustration on page 112 of the Students' Book. Write the following questions on the board and ask pairs to answer them: *Who or what can you see in the picture? Where do you think it is? What is it? What are they doing?* Set a time limit. In groups of four students, discuss their answers. Invite students to share their ideas with the rest of the class.

-  **Setting lesson goals:** Write the lesson aim on the board and read it out with students. Check for understanding and elicit what the students know about the topic.



Social Responsibility and Critical Thinking (Green positivity cards)

This lesson focuses on planet sustainability and getting students to become knowledgeable about the main issues and what personal measures they can take to contribute to planet sustainability. It will also enable them to become aware of their current behaviour.

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

- Read with the class the activities listed and ask students to find them in the picture.

Exercise 2

- Students read the forum posts and answer the questions in pairs.

Answers:

- 1 Leila because she does more things than Greg: she recycles everything, she cycles or uses public transport and she always switches off her laptop at night.
- 2 **Leila:** recycle, use public transport, save energy
Greg: save water

Learning Experience 4

Step 2 Analyse

Exercise 3

- Read the cards as a class. Encourage students to ask questions about anything they don't understand.
- In pairs, students match the cards to Leila or Greg, according to what they should do to be more green.

Answers:

Leila: B, D, F

Greg: A, C, E

Step 3 Prepare

Exercise 4

- In groups, students prepare some green positivity cards. Ask them for ideas about how they should behave when they do group work and make decisions together.
- Read through the Useful Tips, which students can use when discussing ideas.
- Read through the Useful Phrases getting students to repeat them.
- Form small groups of four to six students.
- **NEED SUPPORT?** Mix less confident students with more confident students when forming groups.
- Introduce and hand out copies of the concept map. Elicit how it can be used in the task.
- Allow students time to complete the task and check their work.

Step 4 Present

Exercise 5

- Ask students to display their cards.
- Students read all the cards and make notes about which ones they like.
- In a class feedback session, read out each set of cards and ask students to give their opinions explaining why they like particular ideas.
- **PEER REVIEW** Write the questions below on the board. Students should think about these questions when they look at each other's cards, and use them when giving feedback. Encourage students to say positive things about each other's cards, and not just point out problems. Remind them to be polite when giving their opinions.
 - Is the design clear and attractive?
 - Is it clear what all the cards are asking you to do?
 - Is the advice on each card helpful?
 - Can you see any language mistakes?

REFLECTION TIME

Ask students to read the questions and answer them individually. Ask some volunteers to share their thoughts on each question.



Sustainable Goal

- Focus students' attention on the Sustainable Goal statement. Elicit what sustainable means (able to continue for a long time without causing damage to the environment). Ask: *What are some of the things we do that are not very sustainable?* Elicit ideas.
- Ask: *Why is it important that cities are sustainable?* Elicit ideas and write them on the board. Ideas could include because natural resources like water are limited; the population of the world is growing; the consequences of global warming are dangerous to all life forms; sharing common objectives can help us behave better towards each other and our environment; we need to protect our planet.
- Ask: *How can we make sure that our cities are more sustainable?* Put students into small groups to share their ideas.
- Ask each group to summarise what they discussed for the rest of the class.
- **Reviewing lesson goals:** Ask students to read the lesson aim again. Then give them one minute to write a list of as many positivity ideas from the lesson that they can remember. Then students compare their lists in pairs.



Try to understand other people's ideas

Step 2 Analyse

3 Read the green positivity cards and match them with Leila or Greg. There is an extra one.

A Turn off the lights when you leave a room.



B Save water by closing the tap.



C Don't buy plastic bags. Take reusable ones.



D At home, put on warmer clothes instead of putting on the heating.



E Reduce, reuse and recycle as much as you can.



F Unplug electrical devices and chargers at night.



G Use your bike or walk when possible.



Step 3 Prepare

Resource: a concept map



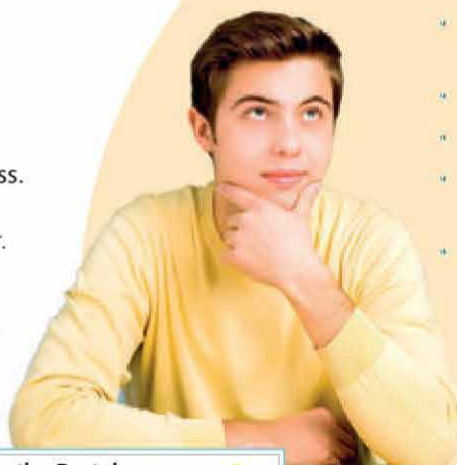
4 Make six green positivity cards to display in your school. Follow these instructions.

- Complete the concept map with your ideas for do's and don'ts.
- In small groups, discuss and choose six of the ideas. Use expressions from the Useful Phrases box.
- Prepare your green positivity cards. Use different shapes and colours.

Step 4 Present

5 Share your cards with the class.

- Display the cards in the classroom or in the corridor.
- **PEER REVIEW** Read all the cards. Which of them do you like the most and why?



USEFUL TIPS

People can have different ideas from yours. It's important to try to understand different ways of looking at things.

Be open to other people's ideas.

Listen to people carefully before giving your opinion.

Remember that we all share a lot of things too.

Ask for an explanation if you don't understand an idea.

Be polite when giving your opinion.

USEFUL PHRASES

- I (completely) agree with you because we have to/don't have to/mustn't ...
- I disagree/don't agree with you because we have to/don't have to/mustn't ...
- I understand what you're saying, but I think ...
- In my opinion, we have to/don't have to/mustn't ...
- I would/wouldn't choose this idea because ...
- That seems reasonable.
- What do you mean by that?

REFLECTION TIME

Think about the task and answer the questions.

- What's the most important thing you learned from doing this task?
- Did you learn any new green ideas?
- Can you give your opinion and justify it?
- Can you listen carefully to other people's ideas?
- Did you use language from units 7 and 8? Give examples.

For the teacher

- Resource: a concept map, Teacher's Resource File (Resource 8.10)

On the Portal

- Resource 8.10



On the go 9

VOCABULARY

Means of transport | Getting around | Travel collocations |
Holiday activities | Weather

GRAMMAR

Present Continuous for future arrangements | *be going to*

COMMUNICATION

Asking for and giving directions | An invitation email

FUTURE SKILLS

Critical Thinking (Holidays and activities) | Self-management (Setting goals) | Creativity (A travel plan)

VIDEOS

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

CITY LIFE

How we choose to travel around the city is important. When there are fewer cars in the streets, there is less traffic and the air is cleaner. In some cities, it is easy to get around without a car. Let's have a look.



A Berlin, Germany

One of the cities with the best public transport in the world is Berlin. Its underground (U-Bahn) and train network (S-Bahn) take you anywhere around the German capital. At busy times, there's a train every five minutes.



B Melbourne, Australia

The Australian city of Melbourne has the largest tram network in the world. What makes this even more attractive is the Free Tram Zone. If you travel only in this part of the city, you don't have to buy a ticket!



C Copenhagen, Denmark

Copenhagen is one of the top cities for bikes. Cycling is easy, fast and safe, so more than sixty percent of its people choose it as their main form of transport.

Unit contents

Vocabulary

- Means of transport
- Getting around
- Travel collocations
- Holiday activities
- Weather

Grammar

- Present Continuous for future arrangements
- *be going to*

Reading

- A forum about holiday experiences

Listening

- Three personal accounts about local weather

Speaking

- Asking for and giving directions

Writing

- An invitation email

Future skills

- Critical Thinking (Holidays and activities)
- Self-management (Setting goals)
- Creativity (A travel plan)

Pronunciation

- Intonation in questions
- The /eɪ/ and /ɑː/ sounds

Exams

- International Certificate Levels A1/1
- A2 Key for Schools
- Exam correlation tables showing detailed alignment available on the Portal



Check your progress with **Benchmark Test A** on completing Progress Check 7-9.

For Online Classroom, go to the Portal.

Lesson aim

- Students can talk about means of transport and travel.

Lead-in

Write the names of some means of transport on different pieces of paper, e.g. *car, bike, plane, train*. Put students into groups and give each group a piece of paper. Make sure students understand the words. Invite a member of each group to come to the front of the class to draw their word. The first person to raise a hand and say what it is wins a point for their group. If it isn't correct, invite another group to say what it is.

-  **Setting lesson goals:** Write the lesson aim on the board and read it out with the class. Show students photos of different methods of transport or allow them to study the photos on page 114 and ask questions, e.g. *What is this/are these?*

Exercise 1

- Elicit adverbs of frequency and Past Simple time expressions and write them on the board (*always, often, sometimes, never, last weekend, yesterday*, etc.). Also write the question prompts: *How often do you use a/an ...?* and *When did you last use a/an ...?* on the board. In pairs, students make a list of all the means of transport that they know. Then they ask and answer questions using the information on the board. Invite students to share their information.

Exercise 2 9.01

- Write *public transport* on the board and elicit what this is (transport that anybody can use, but you normally have to buy a ticket and the transport follows a specific route). Then explain that *private transport* is only for personal use and not available to the general public.
- Read the words in the Vocabulary A box as a class. Then play the audio for students to listen and repeat the words. Pause after every word to check students' pronunciation.
- Explain that some means of transport can be both public and private.
-  **Independent learning:** Remind students to use the visual dictionaries they started in Unit 1. Encourage them to create a spider diagram with the words in the Vocabulary A box and on the board. Ask them to add more words to their visual dictionaries as they work their way through the unit. They can create different semantic fields to group words.

Answers:

Public: aeroplane/plane, bicycle/bike, boat, bus, coach, taxi, train, tram, underground/metro

Private: aeroplane/plane, bicycle/bike, boat, car, motorbike
A train **B** tram **C** bicycles/bikes

Exercise 3

- Elicit the answer and ask students to explain why the other two options are not possible.

Exercise 4 9.02

- Read the words in the Vocabulary B box as a class. Play the audio for students to listen and repeat the words and phrases. Pause after each word and phrase to check students' pronunciation. Ask for examples of each in their own town, city or region.

Exercise 5 9.03 audioscript page 293

- Explain that students may have to use the plural of the nouns in the Vocabulary B box to complete the sentences. Then ask students to identify which of the nouns in the box is uncountable (*traffic*).
- Play the audio. Elicit the correct answers and ask students to explain why a plural noun is needed in sentence 3 (*a few*).
- NEED SUPPORT?** Prepare copies of the photocopiable *Need support?* worksheet 9.1 from the Teacher's Resource File. This is an exercise to help students use the getting around vocabulary.

Exercise 6 9.04

- In pairs, students think about which verbs in the box could match the phrases.
- Re-elicite students' sentences from Exercise 1. Ask how they can rephrase their sentences using the word friends, e.g. *I always go by car. I last went by bike last weekend.*

Exercise 7

- Check answers as a class.
- NEED SUPPORT?** Put students into groups of three and ask them to choose a city each. Students read about their city and choose the correct options before telling the rest of their group about what they have just read.

Exercise 8 9.05

- Direct students to the question at the top of the comments and explain that *get to* is similar to *travel to* (*How do you get to school? = How do you travel to school?*).
- Ask students which of the two journeys is most like their own journey to school.

Answers:

2 into 3 of 4 take 5 for 6 at

Exercise 9

- CHALLENGE** Allow students time to think about how they travel to the different places. Ask them to also consider how long each journey takes and if they normally see anything interesting while they are travelling.
- Students work in pairs. Then invite them to tell the rest of the class about any interesting journeys they heard about.
- NEED SUPPORT?** Encourage students to give answers using only words or short phrases if they can't find the language to make complete sentences.
- FINISHED EARLY?** Ask students to write a short summary of the article in Exercise 3.

BBC VIDEO

STREET TALK

 44 videoscript page 293

- Play the video. Then ask: *What's the video about?* (people talking about how they get to school or work). Then ask which means of transport was mentioned the most (the Tube).
- Play the video again and ask students to make a note of all the means of transport mentioned. Pause the video between each speaker. Elicit answers as a class.

Answers:

Lara: the Tube, bicycle/bike (She says she cycles.)

Kate: train, car (Kate says she would drive.)

Karen: the Tube, train, bus

Matt: train, the Tube

Anya: train

Noelle: the Tube

Paula: the Tube

-  **Reviewing lesson goals:** Ask students to read the lesson aim again. Then encourage them to write a number from 1–5 on a piece of paper to say how they feel about the lesson (1 – easy to 5 – difficult). Look at the results and if there are lots of 4s and 5s, find time to review the lesson.

1 **I KNOW** What means of transport do you often use? In pairs, make a list.

2 **9.01** Study and listen to the Vocabulary A box. Which means of transport are public and which are private? Which can you see in photos A–C?

VOCABULARY A Means of transport

airplane/plane bicycle/bike boat bus car coach
motorbike taxi train tram underground/metro

3 **9.02** Read the *City Life* article and choose the best summary.

- a Fast public transport
- b Alternatives to car travel
- c The cheapest way to travel

4 **9.02** Study and listen to the Vocabulary B box. Which word is not a place? *traffic*

VOCABULARY B Getting around

bus/metro/train/underground station bus stop
car park cycle lane traffic

5 **9.03** Listen and complete the sentences with the correct form of words from the Vocabulary B box.

- 1 Paul is annoyed with the (...). *traffic*
- 2 There's a (...) next to them. *cycle lane*
- 3 Paul's idea is to have a few big (...) around the town. *car parks*
- 4 He thinks that there has to be a (...) or a (...) next to the car parks. *bus station, metro station*
- 5 Beth often has to wait at the (...) for twenty minutes or more. *bus stop*

6 **9.04 WORD FRIENDS** Complete the collocations with these verbs. Listen and check.

drive get get go (x2) park ride take wait (x2)

- 1 *get* into/out of a car/a taxi
- 2 (...) a car *drive*
- 3 (...) on foot *go*
- 4 (...) by bike/bus/car/motorbike *go*
- 5 (...) a bike/a motorbike *ride*
- 6 (...) a car/a motorbike (in a car park) *park*
- 7 (...) a bus/a train/your car *take*
- 8 (...) at the bus stop *wait*
- 9 (...) on/off a bus/a train/a bike *get*
- 10 (...) for a bus *wait*

7 Choose the correct option.

FACTS FOR TRAVELLERS

London

- 1 When you get *into* / on or off / *out of* the train in the London Underground, or Tube, you often hear the message, 'Mind the gap'. It tells you to be careful because there's a gap between the train and the platform.
- 2 You can't wait / *park* your car on double yellow lines.
- 3 If you *drive* / ride your car into the city centre, you have to pay £15 or more.

Amsterdam

- 4 There are 513 km of cycle *lanes* / streets in the city.

Prague

- 5 You can travel / *take* the bus, tram and metro using the same ticket.
- 6 You can see some of the city's most beautiful sights *by* / with boat.

8 **9.05** Complete the comments with one word in each gap. Listen and check.

How do you get to school?



Jude

My friend's mum ¹ *drives* us to school. He's got two sisters, so there are four of us. I get ² (...) the car last, so there's never enough room! I can't wait to get out ³ (...) the car when we get to school!

I ⁴ (...) the 8.15 bus. Sometimes I'm late and I have to wait ⁵ (...) the 8.30 bus. I try to be on time because I hate waiting ⁶ (...) the bus stop!



Cara

9 **CHALLENGE** In pairs, talk about which means of transport you use to get to school, to go on holidays and to visit friends in another town.
I usually cycle to school. How do you get to school?

BBC VIDEO

STREET TALK

44 Watch seven people talking about how they get to school or work. Write down the means of transport they mention.

Vocabulary Extension > p. 122

115 Unit 9

For the teacher

- Audioscript, page 293
- Videoscript, page 293

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; BBC Street Talk video
- The Vocabulary App

Present Continuous for future arrangements

- 1 9.06 Do you know the person in the photo? Read and listen to the posts and check.

Harry Styles fan page

HARRY STYLES AT THE O2 ARENA!

1derboy: Wow! Harry Styles is playing at The O2 in London on 22 June! Are you guys going?

Ron08: I'm not going. We're going on holiday that day.

AnnaBL: Yes, I am! 😊 I'm going with Andy. His mum is giving us a lift from Southend. What about you, 1derboy?

1derboy: Yes, I'm going too. I live in London, so I'm taking the bus. You're lucky you're going with a friend – I'm going on my own. 😞

Andy: Why don't we meet before the concert? We're going to Perfect Pizza on Berner Street first – my mum got us a table for seven o'clock. You're welcome to join us.

1derboy: Great, thanks, Andy! BTW, what are you guys wearing to the concert?

Andy: We're wearing our Harry Styles T-shirts, of course! 😊

- 2 Read the posts again. In pairs, answer the questions.
- When is the Harry Styles concert? *on 22 June*
 - Who plans to go to the concert by car? *Andy and AnnaBL*
 - Where do they agree to meet? What time? *at Perfect Pizza (on Berner Street), at seven o'clock*
- 3 Study the Grammar box. Find examples of the Present Continuous in the posts.

GRAMMAR Present Continuous for future arrangements

We're going to the concert on 22 July.
He isn't going. He's going on holiday.
Are you coming with us tomorrow?
Yes, we are./No, we aren't.

- 4 Complete the posts with the Present Continuous form of the verbs in brackets.

HARRY STYLES – December concerts

- 1derboy:** Harry Styles ¹ *is giving* (give) a concert in Birmingham on Thursday. I ² (...) (go) – I've got a ticket already.
- MeGirl:** I can't go. My sister and I ³ (...) (sing) in the school concert that evening. 😞 What about you, Andy?
- Andy:** I ⁴ (...) (not go), but my mum is. She ⁵ (...) (see) Harry in Birmingham on Thursday. And she ⁶ (...) (go) to his Sheffield concert on Saturday. On the twenty-eighth, he ⁷ (...) (play) in Manchester – she's got a ticket for that too!

- 5 Make sentences in the Present Continuous. Which sentences are true for you? Compare with a partner.

- My father / make / dinner tonight / .
My father is making dinner tonight.
- I / not go / to the shopping centre this evening / .
- I / meet / my friends tomorrow / .
- I / not have / lunch today / .
- My family / visit / relatives this weekend / .
- My favourite singer / give / a concert next Friday / .

- 6 Complete the description with the Present Continuous form of the words in brackets.

Birthday arrangements

It's my birthday tomorrow. I ¹ *'m having* (have) a picnic in Regent's Park. All my friends ² (...) (come). Today, I ³ (...) (make) some sandwiches, but I ⁴ (...) (not make) cake. Mum ⁵ (...) (buy) it from a bakery this afternoon. Oh, and my friend Paul ⁶ (...) (bring) his guitar! I ⁷ (...) (not wear) anything special for my birthday – it's a picnic. My mum ⁸ (...) (give) me a lift there, and my friends ⁹ (...) (take) the underground. I can't wait!

- 7 **CHALLENGE** In pairs, ask and answer questions about your arrangements for the next few weeks.

- A: *What are you doing tonight/this weekend/next week?*
B: *My friends and I are going to a concert.*

For the teacher

On the Portal

- Grammar Presentation
- 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 use the Present Continuous to talk about future arrangements.

Lead-in

Revise the Present Continuous with the class. Elicit how it is formed (*am/is/are + verb + -ing*) and why it is used (to talk about an action in progress at the moment of speaking). In groups, students take turns to mime an action for the rest of the group to name the action using the Present Continuous.

-  **Setting lesson goals:** Write on the board: *I'm meeting Anna tonight. We're eating at the new restaurant in town.* Ask students what they think the lesson is going to be about. Elicit ideas. Then say and write on the board: *Today you will learn to use the Present Continuous to talk about future arrangements.*

Exercise 1 9.06

- Ask students what they know about the singer Harry Styles.

Background note

Harry Styles is an English singer who was born in 1994. In 2010, the organisers of the TV talent show *The X Factor* put him together with four other singers to form the group One Direction. The group released many successful singles and albums in the UK and the USA. In 2016, the group split up and Styles became a solo artist.

Exercise 2

- Ask why Ron08 isn't going to the concert (he is going on holiday).

Exercise 3

- Students look at the examples in the Grammar box and find more examples of the Present Continuous in the posts.
- Ask them if the sentences refer to the present or the future (the future). Explain that we also use this verb tense to talk about future arrangements and that we usually state the time of the arrangement, e.g. *I'm visiting my grandparents tomorrow.*
- Ask students to write a sentence describing a future arrangement that they have. Invite them to share their sentences with the rest of the class.

Exercise 4

- Elicit answers and ask students to identify the future time that each of the different events refer to (1–5 Thursday, 6 Saturday, 7 the twenty-eighth).

Answers:

- 2 'm/am going 3 are singing 4 'm/am not going
5 's/is seeing 6 's/is going 7 's/is playing

Extra activity

In groups of three, each student writes a sentence about an exciting future event on a piece of paper, e.g. *I'm going to a cool concert this weekend.* Students pass their piece of paper to the student on their left, read the sentence and write a response saying if they are going or not going. If they're not going, they should give a reason. Then they pass the piece of paper to the student on their left and repeat the process one more time. Then they read to find out what the other two posts say. Invite groups to tell the class about their plans.

Exercise 5

- Students can work individually and compare with a partner.

Answers:

- 2 I'm not going to the shopping centre this evening.
3 I'm/am meeting my friends tomorrow.
4 I'm not having lunch today.
5 My family is/are visiting relatives this weekend.
6 My favourite singer is giving a concert next Friday.

Exercise 6

- Ask students if anyone has a birthday coming up and if they have made any arrangements to do anything to celebrate it. Write up an example on the board.
- Pre-teach: *bakery, give someone a lift.*
- Students work in pairs to complete the description.

Answers:

- 2 are coming 3 'm/am making 4 'm not making
5 's/is buying 6 's/is bringing 7 'm not wearing
8 's/is giving 9 are taking

Exercise 7

- CHALLENGE** Give students some thinking time to come up with ideas. Encourage them to make notes. Students tell the class about any unusual or exciting arrangements their partner has mentioned.
- FINISHED EARLY?** Students write sentences to describe any future arrangements they have.
-  **Reviewing lesson goals:** Ask students to read the lesson aim again. Then write on the board: *I can use the Present Continuous to talk about future arrangements.* Ask students how confident they feel about the statement. Check answers using emoji response cards. If there are lots of neutral and sad emojis, find time to review the lesson.

Lesson aim

- Students can understand a forum about holiday experiences.

Lead-in

Write on the board: *I went to ...* and *I travelled by ...*
In pairs, students use the sentence prompts to discuss their latest holiday.

- 🎯 **Setting lesson goals:** Write *go to the beach* on the board and elicit what the lesson is about. If nobody guesses correctly, add *suitcase* to the board and draw one if necessary. Ask students if they know what the lesson is about. If nobody has guessed correctly, add another holiday-themed word to the board, such as *airport* or *aeroplane*. Continue until you elicit what the lesson is about. Say and write on the board: *Today you will understand a forum about holiday experiences*. Elicit what a *forum* is (a public space, on a website for example, where people can discuss issues or share stories and experiences).

Exercise 1

- Go through the six destinations together and check for understanding by asking students to give examples from their own country. Have a vote to find out which is the most popular destination in the class.

Exercise 2 🎧 9.07

- Direct students to the first question in the forum and the word *ever*. Elicit or explain that this word means 'at any time in your life before the present'.
- Play the audio. In pairs, students discuss the question and give reasons.
- NEED SUPPORT?** Ask students to underline any words they don't understand. Then ask them to either look up the words in a dictionary or ask other students to explain.

Exercise 3

- Go through the questions together and ask students to identify the key information/words in each one (1 *doesn't like being active*, 2 *two different places*, 3 *return to a place*, 4 *bad shock*, 5 *remember a great holiday*, 6 *excited*, 7 *ill*). Explain that the text might not feature these words, so students need to think how else this information could be described. Do the first two together as an example and ask students to tell you the information that helped them (1 *Anna – doing absolutely nothing*; 2 *Oliver – we're visiting ... and then ...*).
- Students check answers in pairs.
- NEED SUPPORT?** Prepare copies of the photocopiable *Need support?* worksheet 9.3 from the Teacher's Resource File. This is an exercise that helps students understand the forum.

Exercise 4 🎧 9.08

- Read the words in the Vocabulary box as a class. Play the audio for students to listen and repeat the words. Pause after each word to check students' pronunciation.
- In pairs, students find the vocabulary words in the forum. Then ask them to use the context to think about what each word means. Check as a class.

Extra activity

- Choose one of the holiday activities in the Vocabulary box that students can do in their own country and write a sentence on the board, e.g. *The Sierra Nevada is a good place for hiking. The Pyrenees are a good place for skiing*. Elicit possible reasons why.
- Encourage students to use the sentence structure on the board to make a list of places and activities to share with the rest of the class.
- NEED SUPPORT?** Students can write sentences about four of the holiday activities in Exercise 4.

THINKING TIME

EVALUATE: In groups, students rank the activities. One student should record the results. Remind them to respect other people's opinions and that a show of hands can help students to vote on options.

APPLY: Ask students to discuss and produce a poster or chart to show to other groups. If necessary, allow them to check information online.

CREATE: Ask students to answer the questions in order to design their plan, which they will have to present to the whole class. Encourage them to use the Present Continuous for arrangements. Students can vote on the best plan.

- 🎯 **Reviewing lesson goals:** Ask students to read the lesson aim again. Then ask them to hold up their traffic light cards to show how they feel about Exercise 3. Look at the results and if there are lots of red and yellow cards, find time to practise paraphrasing and identifying information in texts.

TEENMATTERS

[Home](#)
[News](#)
[Forum](#)
[Gallery](#)
[Links](#)

Hi, guys!! It's almost holiday time! What is the best holiday you ever had? What is your worst holiday ever? What are your plans for this summer? Please send in your posts.

A Anna
Last year we went to a Greek island and I spent two weeks on the beach swimming, sunbathing and, the best part, doing absolutely nothing! We all loved it, so we're going to another Greek island this summer. My worst holiday? Camping in Scotland when I was nine. I found a snake in my tent! I was so scared that I slept in the car for the rest of the holiday!



B Oliver
We travel a lot in the summer. This year, we're visiting family in Sweden and then we're going hiking in the Peak District in the north of England. I can't wait! My best holiday was in London. I was five and my parents took me to a huge toy shop. I was so excited! When it was time to leave, I didn't want to go, so I hid inside a play tent. My parents and the shop manager looked for me everywhere. When they found me, the manager was so happy that she gave me the play tent as a present!



C Claire
I love activity holidays, so I'm going sailing in Croatia for two weeks. I'd like to go on a city holiday too because I love sightseeing and shopping. My last holiday in Paris, however, was a disaster. We only went for the weekend, but I got a really bad cold on the first day. I spent the biggest part of the holiday in my hotel room, in bed. I'd like to go back one day and do all the fun things I missed.



1  Work in pairs. Where do you usually spend your holidays?

- in a quiet village • by a lake
- visiting a city • at home
- on a beach • in the mountains

2   **9.07**  Read and listen to the forum. In pairs, say which holiday sounds the most interesting.

3 Read the forum again. Match questions 1–7 with people A–C.

- 1 Who doesn't like being active on holiday? **A**
- 2 Who is going to two different places this summer? **B**
- 3 Who wants to return to a place he/she went to before? **C**
- 4 Who had a bad shock on holiday? **A**
- 5 Who remembers a great holiday when he/she was young? **B**
- 6 Who is very excited about his/her next holiday? **B**
- 7 Who became ill on his/her holiday? **C**

4  **9.08** Study and listen to the Vocabulary box. Which activities can you find in the forum?

VOCABULARY

Holiday activities

hiking sailing shopping sightseeing skiing
sunbathing surfing swimming walking

THINKING TIME

EVALUATE

Rank the activities mentioned in the forum (1 = the most interesting, 6 = the least interesting).

APPLY

Where in your country can you do these activities? Make a list.

CREATE

Plan a three-day holiday for your class.

- Where are you going?
- How are you getting there?
- What activities are you doing each day?

Vocabulary Extension > p. 122

117 Unit 9

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



VIDEO



GRAMMAR IN ACTION



- 1 45 9.09 Watch or listen. In your opinion, which of the friends is going to have the best holiday? Why?
- 2 What plans have the friends got? Why do you think these plans are important to them? Discuss in pairs.

FUTURE SKILLS



What personal goals have you got? Do you think the ideas below can help you achieve a goal? Why?/Why not? Discuss in pairs.

- Choose a realistic goal.
- Plan what you need to do to meet your goal.
- Take small steps.
- Set a timetable and follow it.

- 3 Study sentences 1–4 with *be going to* from the dialogue in Exercise 1. Decide if options a–c are true or false.
- a We use *be going to* to talk about future plans. **T**
- b To form the affirmative, we use *be (am, is or are) + going to + main verb + -ing*. **T**
- c The word order doesn't change in questions. **F**
- 1 I'm **going to** work for my aunt.
- 2 What about Lena? Do you know what she's **going to** do?
- 3 What **are** you **going to** do, Mateo?
- 4 We **aren't going to** go on a family holiday.

- 4 Study and complete the Grammar box with the words in blue from Exercise 3.

GRAMMAR

be going to

+	–
I ¹ <i>'m going to</i> get a job.	We ³ (...) go to Cornwall.
She ² (...) learn Spanish.	He <i>isn't going to</i> get up early.
<i>'s going to</i>	<i>aren't going to</i>
?	Short answers
Are you <i>going to</i> spend the whole summer there?	Yes, I <i>am</i> ./No, I'm <i>not</i> .
	Yes, she <i>is</i> ./No, she <i>isn't</i> .
What ⁴ (...) you (...) study?	<i>are, going to</i>

VIDEO



46 Grammar Animation

- 5 Complete the sentences with the correct form of *be going to* and the verbs in brackets.
- 1 I'm *going to stay* (stay) with my family in the USA.
- 2 You (...) (finish) this project next week. *'re going to finish*
- 3 Tim (...) (not come) on holiday with us. *isn't going to come*
- 4 When (...) (we/meet) again? *are we going to meet*
- 5 They (...) (have) a video call to talk about their school project. *'re going to have*
- 6 Next summer, I (...) (get) a job. *'m going to get*
- 6 Order the words to make questions.
- 1 this summer / where / you / go / are / going to / ?
Where are you going to go this summer?
- 2 a job / going to / are / get / you / ?
- 3 are / going to / have / they / a video call / ?
- 4 going to / shopping / is / go / when / she / ?
- 5 get up early / you / going to / are / ?
- 6 he / going to / is / tennis / play / where / ?

- 7 Look at the table and make sentences about the people's plans for next weekend. Use *be going to*.

	Ann	Jo and Leo	Jason
get up early	✓	✗	✓
go shopping	✓	✗	✗
watch TV	✗	✓	✓

Ann is going to get up early. She ...

- 8 **CHALLENGE** In pairs, ask and answer questions about your plans for this summer. Use these ideas or your own.

- paint my room
- play (a sport)
- get a job
- learn (a language/a musical instrument)

A: *What are you going to do this summer?*

B: *I'm going to paint my room.*

For the teacher

- Audioscript, page 293

On the Portal

- Grammar Presentation
- Grammar Animation 46
- 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: *Summer plans* video; Grammar 9.4

Lesson aim

- Students can use *be going to* to talk about future plans.

Lead-in

In pairs, students plan their ideal summer holiday. Encourage them to think about where they would like to go and what they would like to do. Elicit ideas.

- 🎯 **Setting lesson goals:** Write on the board: *I'm going to go to the cinema at the weekend.* Ask students if they think the sentence refers to the past, the present or the future (the future). Then ask them what they think the lesson is going to be about. Elicit ideas. Then say and write on the board: *Today you will learn to use be going to to talk about future plans.*

Exercise 1 🎧 45 📄 9.09 audioscript page 293

- Play the video. Students discuss the question in pairs and encourage them to explain why. Invite students to share their answer with the rest of the class.
- NEED SUPPORT?** Play the video or audio again and pause after key moments to ask students comprehension questions, e.g. *Why does Mia want to save money?* (to buy a new bike). *Who is Mia going to work for?* (her aunt). *What language is Lena going to study?* (Spanish).

Exercise 2

- Students discuss the questions in pairs.
- 🗣️ **Peer learning:** Use the think-pair-share technique.

Answers:

Mia: get a summer job/save money for a new bike

Noah: do some art workshops

Lena: do a Spanish course

Mateo: go on tour in South Europe with his dad's band

**Self-management (Setting goals)**

This task helps students develop effective strategies to set realistic goals or plans and estimate the time needed to complete them. Students break down the goals into smaller sub-tasks and learn to prioritise.

- Pre-teach: *achieve, realistic, meet a goal, step, set.*
- Encourage students to agree on the best idea on the list. Have a class discussion.
- NEED SUPPORT?** Elicit examples of personal goals and write them on the board.

Exercise 3

- Students read sentences 1–4. Elicit who said them in the video. Check answers as a class.

Exercise 4

- Write on the board: *I'm going to go to the cinema.* and *I'm going to the cinema with Matt.* Elicit or explain the difference between the two sentences (the first is a future plan and the second is a future arrangement you have made with someone). Tell the class that we can often use both *be going to* and the Present Continuous with arrangements we have made with other people, but we can only use *be going to* with plans when there is no arrangement made with other people.

Exercise 5

- Ask which of the sentences could also be written in the Present Continuous (1, 3, 4, 5), and which can only be written with *be going to* (2, 6).
- NEED SUPPORT?** Prepare copies of the photocopiable *Need support?* worksheet 9.4 from the Teacher's Resource File. This is an exercise to help students understand how to use *be going to*.

Exercise 6

- Elicit how questions are formed with *be going to*.
- Students check answers in pairs.

Answers:

2 Are you going to get a job?

3 Are they going to have a video call?

4 When is she going to go shopping?

5 Are you going to get up early?

6 Where is he going to play tennis?

Exercise 7

- Students check answers in pairs.
- NEED SUPPORT?** Students only make sentences about Ann.

Answers:

Ann: She's going to go shopping. She isn't going to watch TV.

Jo and Leo: Jo and Leo aren't going to get up early. They aren't going to go shopping. They're going to watch TV.

Jason: Jason is going to get up early. He isn't going to go shopping. He's going to watch TV.

Exercise 8

- CHALLENGE** Invite students to think about their future plans and share them with the class.
- FINISHED EARLY?** Ask students to write sentences with either *be going to* or the Present Continuous to describe their future plans and arrangements.
- 🎯 **Reviewing lesson goals:** Ask students to read the lesson aim again. Ask: *Can you use be going to to talk about future plans?* Ask them to take out their emoji response cards and hold up the appropriate card. If there are lots of neutral or sad emojis, find time to review the language.

Lesson aim

- Students can understand personal accounts about local weather.

Lead-in

Elicit or teach the following words: *hot, cold, sunny, wet*. In pairs, students discuss what the weather is like in their country in summer and winter. Make sure students use the following structure: *It's ... in summer/winter*.

-  **Setting lesson goals:** Write the lesson aim on the board and read it out with the class. Show students photos of different types of weather or ask them to study the photos on page 119 and ask the question: *What's the weather like?* Elicit and write on the board, correcting students if necessary, e.g. *It is sun* or *It is rain* should be *It is sunny* or *It is raining*.

Exercise 1

- Students discuss the questions in pairs. Elicit some ideas from the class.

Exercise 2 **9.10**

- Read the words in the Vocabulary box as a class. Check that students understand the new words. Then play the audio for students to listen and repeat the words. Pause after each word to check students' pronunciation.
- Set a time limit for students to complete the activity before you check answers with the class.
- NEED SUPPORT?** Prepare copies of the photocopiable *Need support?* worksheet 9.5 from the Teacher's Resource File. This is an exercise to help students understand the new vocabulary.

Answers:

B foggy (and cold) **C** snowy (and cold) **D** sunny/warm
E rainy **F** cloudy

Exercise 3 **9.11** audioscript page 293

- Check answers as a class.

Answers:

Speaker 1: New York, C
Speaker 2: Hong Kong, E
Speaker 3: Sydney, D

Exercise 4 **9.12** audioscript page 293

- Ask students why the other options are not correct
(1 *a It's quite sunny. b It's just three degrees.*
2 *a The weather's terrible. b It was foggy last night.*
3 *b The summer is warm, the autumn is windy, the winter is cold. c The summer is warm.*).

Exercise 5

- Ask students about different hot or cold places that they have visited. Elicit Past Simple sentences, e.g. *I went to Iceland last year. It was very cold. I went to Australia two years ago. It was very hot.*
- NEED SUPPORT?** Encourage students to give answers using only words or short phrases if they can't find the language to make complete sentences.
- FINISHED EARLY?** Students can write a sentence describing what the weather is like today and what it was like yesterday.
-  **Reviewing lesson goals:** Ask students to read the lesson aim again. Then ask them a question about the lesson to check their understanding, e.g. *What words can you use to describe the weather?* Students write their answers on a piece of paper. Analyse the results and find time to review the lesson if they didn't write many words.



- 1 In pairs, look at the photos. What do they show? Where in the world do you think these places are?

- 2 9.10 Study and listen to the Vocabulary box. Use the words to describe the weather in photos A–F.
In photo A, it's cloudy and windy.

VOCABULARY Weather

cloudy cold foggy hot rainy snowy
sunny warm windy

- 3 9.11 Listen to three people talking about today's weather in their city. Write the names of the cities and match them with photos A–F.

Speaker	Name of city	Photo
1		

- 4 9.12 Listen to three different situations and choose the correct answer.

- The weather in London is ...
a cloudy.
b warm.
☒ c windy.
- The weather in Athens at the moment is ...
a great.
b foggy.
☒ c cold.
- Ian's grandfather says that in Scotland ...
☒ a it often rains.
b the weather never changes.
c it's never warm.



- 5 In pairs, ask and answer the questions.
- What's the weather like today?
 - What was the weather like yesterday?
 - What's your favourite month for the weather?

Vocabulary Extension > p. 122

119 Unit 9

For the teacher

- Audioscript, page 293

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
- The Vocabulary App

VIDEO



EVERYDAY ENGLISH

- Noah: Excuse me, how do I get to Bank Sports Centre?
- Girl: Oh, erm, let me think ... Go straight on and then turn left at the traffic lights. Go past the Tube station and then take the second turning on the right. It's at the end of the street, on the right. You can't miss it.
- Noah: Thanks. (to himself) Was it the second turning on the right or on the left?
- Later, at the sports centre ...
- Noah: Sorry I'm late!
- Mateo: Finally! Why didn't you answer my texts?
- Noah: My phone's dead! Where's Mia?
- Mateo: Good question. Oh, that's her. Hello? Where are you?
- Mia: I'm in Berner Street, but I can't find the sports centre.
- Mateo: That's because it's in Barker Street, Mia!
- Mia: Oh! And how do I get to Barker Street?
- Mateo: It's not far. Go to the end of Berner Street, then turn right at the crossroads.
- Mia: Mateo, listen, I haven't got much bat- ...
- Mateo: Hello? Mia?
- Noah: What happened?
- Mateo: I think her battery's dead too! What a day!



SOUNDS GOOD!

Sorry I'm late! • Finally!
• My phone's dead!

4 9.14 Complete the dialogue with words from the Speaking box. Listen and check.

- Girl: Excuse me, where's Bank Sports Centre?
- Woman: Go to the ¹ end of the road. Turn right ² (...) Maple Street. Go ³ (...) the Odeon Cinema. Then ⁴ (...) the second turning on the left. The sports centre is ⁵ (...) the right. You can't ⁶ (...) it.

5 9.15 You are outside the Tube station. Listen and follow the directions on the map. Where do they take you? *to the CocoNut Café*



- 1 Look at the photo. What is the girl doing?
- 2 47 9.13 Watch or listen. Why is Noah late?
- 3 Study the Speaking box. Find examples of some of the phrases in the dialogue.

SPEAKING Asking for and giving directions

Asking for directions

Excuse me, where's the ...?

How do I get to the ...?

Is there a ... near here?

Giving directions

There's a ... in Barker Street.

Go to the end of the road/Berner Street.

Go straight on.

Go past the Tube station/cinema.

Turn left/right (into Barker Street).

Turn left/right at the crossroads/traffic lights.

Take the first/second turning on the left/right.

It's next to/opposite the ...

It's on the left/right.

It's not far. You can't miss it.

SPEAKING TIME



In pairs, look at the map in Exercise 5. You are at the Plaza Cinema. Ask for and give directions.

Student A: Ask for directions to the Curry Palace and then to Young's Theatre.

Student B: Ask for directions to the A-Z Bookshop and then to the library.

Go out of the cinema and ... Then ...

For the teacher

- Audioscript, page 294

On the Portal

- Resource 9.6



For the student

- Workbook, page 98

On the Portal

- Extra Practice Activities: *Lost in the city* video



Lesson aim

- Students can ask for and give directions.

Lead-in

Review prepositions of place (*next to, opposite, on the left, on the right*). Elicit either by drawing on the board or demonstrating with objects on your desk. In pairs, students write a sentence describing the classroom using prepositions of place. However, ask them to replace the object they are describing with *This*, e.g. *This is next to the door*. Students take turns to read out their sentences for the rest of the class to guess what object is being described.

- 🎯 **Setting lesson goals:** Think of a place in your town or city and write on the board: *How do I get to (the swimming pool) from the school?* Ask students what the lesson is going to be about. Elicit ideas. Then say and write on the board: *Today you will learn to ask for and give directions.*

Exercise 1

- Elicit ideas and write them on the board.

Answer:

She's giving directions.

Exercise 2 🎥 47 🎧 9.13

- Elicit what students remember from the video in Lesson 9.4.
- Play the video or audio. Explain that Noah can't remember the directions to the sports centre, so he is late when he meets Mateo. Mia can't find the sports centre either and the battery in her phone runs out when she calls Mateo for directions. Check answers as a class. Ask students if they have been in a similar situation. Encourage them to tell the class about it.
- Direct students to the Sounds Good! box and ask them to find the words and expressions in the dialogue. Then elicit or teach that *Sorry I'm late!* is something you say when you apologise for arriving late for something; *Finally!* is an expression when something happens later than you wanted/expected; and *My phone's dead!* means that your phone has run out of battery.

Answer:

Noah is late because he couldn't remember the turning and he couldn't use his phone.

Exercise 3

- Ask students to study the Speaking box and discuss the meaning of the phrases as a class. Then ask them to find examples of the phrases in the dialogue. Check answers as a class. Point out the use of prepositions, e.g. *Turn left into...*, *on the left*, and explain that we say *Take the (first turning on the left)* but *Turn left*.

Exercise 4 🎧 9.14

- In pairs, students complete the task. Then play the audio for them to check their answers.

Answers:

2 into 3 past 4 take 5 on 6 miss

Extra activity

In groups of four, students write directions on how to get to an interesting place from the school. They should start their directions with: *Come out of the school and ...* Invite one group to read their directions slowly to the rest of the class. Tell the rest of the class to close their eyes and follow the directions in their mind. At the end, ask the class where they think they are.

Exercise 5 🎧 9.15 audioscript page 294

- Play the audio while students follow the directions on the map. Encourage them to use their finger to follow the route on the map. Then elicit the answer. If any students have a different answer, ask a student with a correct answer to use the phrases in the Speaking box to explain how they arrived at the location.

SPEAKING TIME

- Teach the phrase *cross the road* and explain that students will be using it in this exercise. Explain that they should rotate their books so that their direction of travel is always upwards. This will make it easier for them to decide whether to use left or right.
- Invite pairs to give instructions and tell the rest of the class to follow them on the maps in their books.
- FINISHED EARLY?** Ask students to write directions to somewhere close to where they live.

- 🎯 **Reviewing lesson goals:** Ask students to read the lesson aim again. Then encourage them to write a number from 1–5 on a piece of paper to say how they feel about asking for and giving directions (1 – easy to 5 – difficult). Look at the results and if there are lots of 4s and 5s, find time to review the lesson.

Lesson aim

- Students can write and respond to an invitation email.

Lead-in

Elicit what an *invitation* is (something you send to someone to invite them to an event) and the verb form (*invite*). Ask the class if they have ever sent an invitation or received one. If so, ask them what the event was and who they invited.

-  **Setting lesson goals:** Write the lesson aim on the board and say: *Today you will learn to write and respond to an invitation email.* Check understanding by asking students if they send emails and, if so, to whom.

Exercise 1

- Allow students time to read the emails and answer the questions. Elicit answers. Then ask them to find an example of a future arrangement (*My cousin is coming to stay with us. I'm going away on holiday next Friday.*), an action in progress at the time of writing (*I'm planning a surprise welcome party for her. I'm really looking forward to it.*) and a future plan (*I'm going to invite Josh and Maisie.*).

Answers:

- 1 Anna, Nick's cousin from Canada
- 2 Josh and Maisie
- 3 at 7 p.m. at Nick's house
- 4 Dylan can go to the party, but Maisie can't.

Exercise 2

- Go through the phrases in the Writing box together and check for understanding. Draw students' attention to the phrase in Nick's email: *The party starts at 7 p.m.* Elicit what the verb tense is (the Present Simple) and ask students why we use this tense to talk about a future event (because we are talking about something that is scheduled to happen at a future time).

Exercise 3

- Write *on*, *in* and *this* on the board. In pairs, students think of more future time expressions (*on Sunday, on Monday, in July, in December, in 2027, this morning, this afternoon*, etc.). Elicit and write on the board.
- NEED SUPPORT?** Ask students to choose three of the words in the box and write sentences with them describing any future plans or arrangements.

WRITING TIME

- Explain that students will write an invitation email on their own in their notebooks. Discuss the steps as a class and allow students to ask questions about them.
- Give students time to make notes about their email in their notebooks. Tell them to refer to the model emails in Exercise 1 and to the Writing box in Exercise 2. Remind them about the use of *be going to*, the Present Continuous and the Present Simple, and future time expressions.
- Once they have made their notes, students start writing their drafts. Walk around the classroom to monitor their work.
- Ask students to work in pairs and give each other feedback on their drafts. You can list on the board any common mistakes that students have made for whole class discussion.
- Students write their final draft in their notebooks or you can set the task for homework.
- FINISHED EARLY?** Ask students to imagine they were invited to Anna's welcome party. Ask them to write a short email accepting or refusing the invitation, explaining why they cannot attend.

-  **Reviewing lesson goals:** Ask students to read the lesson aim again. Then ask them to think about the lesson and reflect on their learning. Give them questions to answer in their notebooks, e.g. *Do you know how to write an invitation email? Do you know when to use future time expressions?* Walk around the classroom and check students' answers. Find time to review the lesson if necessary.

To: Dylan From: Nick

- 1 Hi Dylan,
How are things? Anna, my cousin from Canada, is coming to stay with us
2 for the summer. I'm planning a surprise welcome party for her on Saturday
and I'd like to invite you. 😊 I'm going to invite Josh and Maisie too.
3 The party is at my house and it starts at 7 p.m.
I hope you can come.
4 Take care,
Nick



To: Nick From: Dylan

- Hi Nick,
Thank you for inviting me.
5 I'd love to come! I'm really looking forward to it.
See you soon,
Dylan



To: Nick From: Maisie

- Hi Nick,
Thanks for the invitation. I'm sorry,
5 but I can't come. 😞 I'm going away on holiday next Friday.
I hope you have a lovely time!
Take care,
Maisie



1 🎯 In pairs, read the emails quickly and answer the questions.

- Who is the welcome party for?
- Who else is Nick going to invite?
- What time and where is everyone meeting?
- Can Dylan and Maisie go to the party?

2 Study the Writing box. Find examples of the phrases in the emails.

3 Study the Language box. Find examples of future time expressions in the emails.

LANGUAGE Future time expressions

in June next week/month/year on Saturday
this evening/week/month/year today tomorrow tonight

WRITING An invitation email

Greetings

- 1 Hi Dylan,
How are you? How are things?

Invitation

- 2 I'm celebrating (my birthday) on ...
We're going to the cinema.
I'm having a party.
I'm planning a surprise/welcome party for ...
... and I'd like to invite you.

Meeting arrangements

- 3 Let's meet ... The train leaves at ...
We're all meeting at ... The party starts at ...

Ending

- 4 I hope you can come.
See you soon, Take care, Lots of love,

Responding to an invitation

- 5 Thanks for the invitation.
(+) I'd love to come! I'm really looking forward to it.
(-) I'm sorry, but I can't come. I hope you have fun!

WRITING TIME

🎯 You are celebrating your birthday next Saturday. Write an email inviting a friend to come. Swap invitations with a partner and write a reply.

FIND IDEAS

Make notes for your invitation email. Think about:

- what type of celebration it is
- the time and place
- special instructions

PLAN

Organise your email into paragraphs. Use the invitation email in Exercise 1 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: are the future time expressions correct?
- Check grammar: did you use the Present Continuous for arrangements and *be going to* for plans?

For the teacher

On the Portal
• Resource 9.7



For the student

- Workbook, page 99
- Writing Extension, Workbook, page 122

WORDLIST

9.16

Means of transport

aeroplane/plane (n)
bicycle/bike (n)
boat (n)
bus (n)
car (n)
coach (n)
motorbike (n)
taxi (n)
train (n)
tram (n)
underground/metro (n)

Getting around

bus station (n)
bus stop (n)
car park (n)
cycle lane (n)
metro station (n)
traffic (n)
train station (n)
underground station (n)

Word friends

(travel collocations)

drive a car (phr)
get into a car/taxi (phr)

get off a bike/bus/train (phr)
get on a bike/bus/train (phr)
get out of a car/taxi (phr)
go by bike/bus/car/
motorbike (phr)
go on foot (phr)
park a car/motorbike
(in a car park) (phr)
ride a bike/motorbike (phr)
take a bus/train (phr)
take your car (phr)
wait at the bus stop (phr)
wait for a bus (phr)

Holiday activities

hiking (n)
sailing (n)
shopping (n)
sightseeing (n)
skiing (n)
sunbathing (n)
surfing (n)
swimming (n)
walking (n)

Weather

cloudy (adj)
cold (adj)

foggy (adj)
hot (adj)
rainy (adj)
snowy (adj)
sunny (adj)
warm (adj)
windy (adj)

EXTRA WORDS

activity holiday (n)
be late (phr)
by a lake (phr)
camping (n)
city centre (n)
city holiday (n)
clean air (n)
cloud (n)
crossroads (n)
destination (n)
do a course (phr)
drive (v)
get a cold (phr)
get a job (phr)
give someone a lift (phr)
go on holiday (phr)
go straight on (phr)
go past (phr)

in the mountains (phr)
invitation (n)
invite (v)
on a beach (phr)
on tour (phr)
pack (v)
platform (n)
public transport (n)
safe (adj)
sky (n)
snow (n)
summer break (n)
tent (n)
ticket (n)
traffic lights (n)
train/tram/underground
network (n)
travel (v)
turn left/right (phr)
Tube station (n)
umbrella (n)
visit a city (phr)
visit family (phr)

1 Use the wordlist to find these things.

- four words to describe winter weather *cold*, ...
- two holiday activities you can do in the mountains
- six means of road transport

2 Look at the chart. Write sentences about the weather. Then, in pairs, say what the weather is like where you are today.

It's hot in Athens.

Today's weather in Europe		
Athens	Berlin	Dublin
London	Madrid	Moscow
Paris	Rome	Warsaw

3 In pairs, take it in turns to tell your partner about your best holiday ever. Use words from the wordlist and these ideas.

- Where did you go?
- How did you travel there?
- What activities did you do?
- What was the weather like?

4 CHALLENGE Add one more word from the Extra words list to each group.

- fresh air, unpolluted air, *clean air*
- go straight ahead, turn right, (...)
- station, track, (...)
- hat, raincoat, (...)
- tent, sleeping bag, (...)
- receipt, boarding pass, (...)
- drop someone off, pick someone up, (...)
- not on time, not punctual, (...)
- junction, roundabout, (...)
- departure, journey, (...)

Exercise 1

1 (any three of) cloudy, foggy, rainy, snowy, windy

2 (any two of) hiking, skiing, sightseeing, walking

3 bicycle/bike, bus, car, coach, motorbike, taxi

Exercise 2

It's rainy in Berlin.

It's windy in Dublin.

It's foggy in London.

It's sunny in Madrid.

It's cold in Moscow.

It's warm in Paris.

It's cloudy in Rome.

It's snowy in Warsaw.

Exercise 3**Suggested answers:**

I went to the Picos de Europa, in Asturias.

I went by car.

I went hiking.

The weather was sunny, but a bit cold and windy.

Exercise 4

2 (either of) go past, turn left

3 platform

4 umbrella

5 camping

6 ticket

7 give someone a lift

8 be late

9 crossroads

10 destination

Exercise 1

- 1 bus stop
- 2 underground/metro
- 3 car park
- 4 cycle lane
- 5 coach
- 6 motorbike

Exercise 2

- 1 foot
- 2 by
- 3 stop
- 4 on
- 5 for
- 6 get
- 7 ride
- 8 lanes

Exercise 3

On Monday, she's sightseeing and (going) shopping.

On Tuesday, she's hiking.

On Wednesday, she's swimming and surfing.

On Thursday, she's sunbathing and sailing.

Exercise 4**Suggested answers:**

There are a lot of cycle lanes in my city, so I ride my bike to school every day.

My mum always parks the car in the station car park and takes the train to work.

A city sightseeing tour is included during our stay in London.

Exercise 5

On Saturday morning, she's playing tennis.

On Saturday afternoon, she's going shopping.

On Saturday evening, she's going to Katie's party.

On Sunday morning, she's making a cake.

On Sunday afternoon, she's visiting Grandpa.

On Sunday evening, she's doing homework.

Exercise 6

- 1 'm/am going to go
- 2 aren't going to stay, 're/are going to find
- 3 'm not going to go, 'm/am going to revise
- 4 aren't going to go, 's/is going to be
- 5 isn't going to take, 're/are going to go

Exercise 7

- 1 Where are you going to go in the summer? b
- 2 How are you going to get there? d
- 3 What are you going to do? e
- 4 Where are you going to stay? a
- 5 What are you going to buy? c

Exercise 8**Suggested answers:**

- 1 I'm going to go to Portugal.
- 2 I'm going to go by coach.
- 3 I'm going to go surfing.
- 4 I'm going to stay at a youth hostel.
- 5 I'm going to buy some souvenirs.

Exercise 9 **9.17**

I'm going on holiday next week. We're taking the train to the south of France. What are we going to do there? My mum's going to go sailing, my dad's going to go surfing, and I'm going to relax by the pool!



VOCABULARY

- Write the words for the definitions.
 - People wait here for a bus.
 - People use this to travel fast under a city.
 - People leave their cars here – for example, when they go shopping.
 - It's a good idea to use this when you ride your bike in a city.
 - It's a type of bus that people use for long journeys.
 - It's got two wheels like a bicycle, but it's much faster.
- Complete the description with one word in each gap.

I sometimes go to school on ¹ (...), but usually I go ² (...) bus. I'm lucky because there's a bus ³ (...) in front of my house. The eight o'clock bus is often busy and I can't get ⁴ (...) it, so I have to wait ⁵ (...) the next bus. I ⁶ (...) off the bus at the park – it's next to my school. Some of my friends ⁷ (...) their bikes to school. There are cycle ⁸ (...) everywhere, so it's very safe.

- What is Abby doing on holiday next week? Write sentences using the Present Continuous.

On Monday, she's ...



- CHALLENGE** Write four sentences. Each sentence must include a word or phrase from the box.

cycle lane foggy park a car sightseeing

We can't go hiking because it's foggy.

GRAMMAR

- What is Bella doing this weekend? Write sentences using the Present Continuous.

On Saturday morning, she's ...

Saturday	morning	play tennis
	afternoon	go shopping
	evening	go to Katie's party
Sunday	morning	make a cake
	afternoon	visit Grandpa
	evening	do homework

- Complete the sentences with the correct form of *be going to* and the verbs in brackets.
 - I (...) (go) skiing with my family next winter.
 - The youth hostel in Venice was terrible. Next time, we (...) (not stay) at a youth hostel – we (...) (find) a cheap hotel.
 - I (...) (not go) swimming tomorrow. I (...) (revise) for my exams all weekend.
 - They (...) (not go) hiking in the mountains on Saturday because the weather (...) (be) rainy and windy.
 - My father (...) (not take) us to school today. We (...) (go) by bus.
- Make questions with *be going to*. Then match questions 1–5 with answers a–e.
 - where / you / go / in the summer / ?
 - how / you / get / there / ?
 - what / you / do / ?
 - where / you / stay / ?
 - what / you / buy / ?
 - With an English family.
 - To London.
 - A Chelsea football shirt!
 - By train.
 - I'm going to do an English course and go sightseeing.
- CHALLENGE** Answer the questions in Exercise 7 that are true for you. Write full sentences.

DICTATION

- 9.17** 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. 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



Around the world

These days there are many different ways to travel around the world. The record for the fastest journey around the world by plane is just forty-seven hours.

In the nineteenth century planes didn't exist, but the idea of travelling around the world was still exciting. The French writer Jules Verne published *Around the World in 80 Days* in 1872. In the book, Phileas Fogg has to travel from London through Egypt, India, Japan and the USA, and be back in London eighty days later. Travelling by steam trains and boats, he wins the challenge!

Sadly, it's very difficult to make Fogg's journey today. For example, if you want to go from Japan to the USA by sea, you have to go on a cruise ship. The cruise can take twenty days! And passenger ships from New York to England only sail about twelve times a year.

One part of the journey is still the same. Fogg travelled on the Indian railway from Mumbai to Kolkata – a journey of 2,000 kilometres and three days. These days it only takes thirty hours!

So, to explore the world and find adventure, who needs planes?

challenge (n) a difficult situation that tests you

cruise (n) a holiday on a ship, visiting different places

steam (n) the gas that water changes into when it is hot



1 Look at the map and the photo. In pairs, discuss the questions.

- 1 When in history do you think the train is from?
 - a the 1700s
 - b the 1800s**
 - c the 1900s
- 2 The map shows a journey from a famous book. How long was the journey?
 - a eighty days**
 - b eight weeks
 - c eight months

2 **9.18** Read the article and check your answers to Exercise 1.

3 Read the article again and answer the questions. Find the correct numbers and dates.

- 1 How long was the fastest journey around the world by plane?
- 2 When did Jules Verne publish *Around the World in 80 Days*?
- 3 How long can it take to travel from Japan to the USA on a cruise ship?
- 4 How many ships are there between New York and England every year?
- 5 How far is Mumbai from Kolkata?
- 6 How long does the train journey from Mumbai to Kolkata take today?

4 Would you like to travel around the world? What countries would you like to see? How would you travel? Discuss in pairs.

Lesson aim

- Students learn about traditional and modern means of transport.

Lead-in

In small groups, students plan a trip around the world. Encourage them to think about what countries and cities they will visit and what means of transport they will use to travel. Write the following sentence prompts on the board to help students: *We're going to go to ... We're going to visit ...* and *We're going to travel ...* Then elicit ideas from each group. Have a class vote to find out the best plans.

-  **Setting lesson goals:** Say and write the lesson aim on the board: *Today you will learn about traditional and modern means of transport.*

Background note

Jules Verne was a French author who was born in the city of Nantes in 1828. He published his first novel, *Five Weeks in a Balloon* in 1863. This was about a journey to explore Africa, but his most famous novel was *Around the World in 80 Days* (1872). The book has been adapted into several films and theatre plays. Many people have also recreated the famous itinerary around the globe.

Exercise 1

- Ask students to cover the article on page 124 and look only at the map. Elicit what the map shows (a journey around the world from London back to London). Ask: *Do you think it's possible to do this journey without taking a plane? How long do you think this journey takes?*
- In pairs, students discuss the questions. Get feedback from the class, but do not confirm answers at this point.
- NEED SUPPORT?** Pair more confident students with less confident students so that they can help them understand the exercises and find the right words in English to express their opinion.

Exercise 2 9.18

- Give students one minute to read the article quickly and check their answers to Exercise 1. Do not encourage them to read the article in great detail at this point.
- Ask: *Do you think it's possible to travel around the world by train in just eighty days?*

Exercise 3

- Go through the task with students. Give students five minutes to find the correct information in the article. They compare their answers in pairs before checking as a class.
- Ask: *Do you think it's possible to travel around the world by train and boat now in just eighty days? Would you like to?*

Answers:

- 1** 47/forty-seven hours **2** in 1872 **3** 20/twenty days
4 (about) 12/twelve **5** 2,000 km **6** 30/thirty hours

Exercise 4

- Go through the questions with students. Give them two minutes to think of their answers and to make notes. Encourage them to ask you for help with any words in English they do not know.
- In pairs, students share their opinions, giving reasons. Encourage them to ask follow-up questions to find out more about their partner's opinions.
- Get feedback from the whole class. Nominate pairs to summarise what they talked about and to find out if the rest of the class has similar ideas.

Exercise 5

- Point out that the photo shows some information for passengers on the front of an intercity train. Students discuss the questions in pairs.
- Get feedback from the whole class and find out who travels by train the most, and who travelled by train the most recently.

Exercise 6 48 videoscript page 294

- **With video:** Pre-teach: *eco-friendly, high-speed, check in*. Play the video while students watch. Elicit the answer.
- **Without video:** Pre-teach the words listed above. Give students the videoscript and ask them to answer the question. Check the answer as a class.

Exercise 7 48 videoscript page 294

- **With video:** Elicit the answers. Ask students if they would like to make the six-day journey between Moscow and Beijing by train. Encourage them to give reasons.
- **Without video:** Set a time limit for students to answer the questions on their own. Then give them the videoscript and ask them to find the answers. Check answers as a class. Ask students if they would like to make the six-day journey between Moscow and Beijing by train. Encourage them to give reasons.

Exercise 8

- Read as a class the stages of the task. Set a time limit.
- Ask different pairs to share their opinions with the class.



Sustainable Goal

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

- Encourage students to think about how important electricity is to our lives. Write their ideas on the board.
- Ask: *What would you do without electricity? What things would be impossible?* In pairs, students discuss the questions. Then nominate a few students to share their opinions with the class.
- Read out the statement. Point out that around 940 million people don't have access to electricity. In groups, students make a list of possible ideas to solve this problem. They should then select their best ideas, and try to back up their opinions with reasons and examples.
- Arrange the class into new groups, so that one person from each group in the previous stage sits with students from other groups. Ask them to take turns to present their ideas from the previous stage. Then students agree on the best idea they heard.
- Ask each group to present their favourite idea to the rest of the class.
-  **Review lesson goals:** Ask students to read the lesson aim again. Then ask them to write down three true facts and one false fact about the lesson, e.g. *The journey between London and Paris by train takes six days*. Students swap sentences and ask them to identify their partner's lie. Encourage them to correct the false fact.

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.
- Write the word *sustainable* on the board. Explain that it has a similar meaning to *eco-friendly* (causing no damage to the environment). Ask: *What do you think sustainable travel is?* Elicit some ideas from the class.
- Write on the board: *My last holiday or trip*. Encourage students to think about the last time they went somewhere for more than a day. In small groups, students talk about their experiences, and say how eco-friendly their trip was, and what impact they might have had on the environment or other people. Encourage them to think about how they could have made their trip more eco-friendly or what other activities they could have done. Then invite each group to summarise what they said for the rest of the class.
- Explain that they are going to research and create a plan for a sustainable trip that the whole class can go on. The trip can be anywhere, but should only have a small impact on the environment and other people. Go through the steps of the project with the class before putting students into groups to carry out the project.



5 In pairs, look at the photo and discuss the questions.

- 1 What is happening in the photo?
- 2 How often do you travel by train?
- 3 When was the last time you travelled by train?

6 **48** Watch the video about two different train journeys. Which cities do the two journeys start from? *London and Moscow*

7 **48** Watch the video again. Find out:

- 1 the three cities you can travel to from the UK on the Eurostar. *Paris, Brussels and Amsterdam*
- 2 three countries the Trans-Siberian Express travels through. *Russia, Mongolia and China*
- 3 the length of the journey from Moscow to Beijing on the Trans-Siberian Express. *6 days*

8 **VISIBLE THINKING** Follow these steps.

WHY DO YOU SAY THAT?

- 1 Study the discussion question and choose your answer.

Question: Which means of transport do you think is the most eco-friendly?

Answer: *bikes / trains / cars*

- 2 Tick the reason(s) you can use to support your opinion. Can you add two more reasons?
 - They carry many people.
 - They're the healthiest.
 - They can use clean energy.
- 3 In pairs, discuss the question. Give your opinion and all your reasons.

Bikes are the most eco-friendly.

B: Why do you say that?

A: Because they're the healthiest ...

PROJECT TIME

In groups of four, create a travel plan for a sustainable school trip of a few days. Follow these steps.

- 1 In your group, find out about ecotourism. Then talk about your sustainable school trip.
- 2 Individually, prepare your part of the travel plan.
- 3 In your group, complete your travel plan and prepare a map. You can also create a digital map of the trip.
- 4 Share your travel plan with the class.

**SUSTAINABLE
DEVELOPMENT
GOALS**

7 AFFORDABLE AND
CLEAN ENERGY

To ensure that everyone has access to affordable, reliable, sustainable and modern energy.

What can we do?

Discuss this statement:

Thirteen percent of the global population doesn't have access to electricity.

For the teacher

- Videoscript, page 294

On the Portal

- Resource 9.10





EXAM

Exercise 1

A2 Key for Schools,
Reading and
Writing, Part 4,
(multiple-choice
cloze)

VOCABULARY AND GRAMMAR

1 Choose the correct option.

Phones before and now

My gran was a teenager

¹ (...) the 1970s.

Back then, people

² (...) smartphones.

Gran's family had

³ (...) phone, but

it was in the living

room, so everybody

listened to her conversations! I'm happy that

I've got my own smartphone so I can text my

friends and ⁴ (...) calls in my bedroom. Life

is easier with a smartphone. For example, on

Saturday, I'm going ⁵ (...) with some friends in

the mountains. We're going by train. Nowadays,

you ⁶ (...) wait to buy tickets at the station, you

can buy them on your phone like I did.



- | | | |
|--------------------------|-----------------|----------------------|
| 1 a at | b in | c to |
| 2 a have | b aren't having | c didn't have |
| 3 a a | b an | c the |
| 4 a use | b make | c do |
| 5 a sightseeing | b hiking | c shopping |
| 6 a don't have to | b have to | c mustn't |

2 Complete the text with one word in each gap.

What are you ¹ (...) to do this summer? I'm going to study English in Oxford. Oxford is a beautiful old city in the south of England. In summer, the weather is warm, but it's often cloudy. If you like sightseeing, you can ² (...) a red sightseeing bus. You can ³ (...) on and off at 20 different bus stops. You can also ⁴ (...) a bike around the city, but there are some basic rules: for example, you have to ride on the left on roads and cycle lanes and you ⁵ (...) use your phone when you're riding.

My brother says London is the best city in England, but I went last summer and I ⁶ (...) like it. There was a lot of traffic, and the underground was very busy and hot.

1 going 2 take 3 get 4 ride 5 mustn't 6 didn't

3 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.

1 She was born in Italy, so she speaks Italian.

NATIVE

She was born in Italy, so Italian *is her native language*.

2 On Saturday, we're going for a swim in the lake.

SWIMMING

On Saturday, (...) in the lake.

3 You can find a new word in the dictionary. **UP**

You can (...) a new word in the dictionary.

4 Can I use your phone to call my mum? **MAKE**

Can I (...) to my mum from your phone?

5 I texted her yesterday, but she didn't reply. **TEXT**

I (...) yesterday, but she didn't reply.

6 It always rains here in February. **IS**

The weather (...) here in February.

2 we're going swimming 3 look up 4 make a (phone) call
5 sent (her) a text 6 is always rainy

SPEAKING

4 Choose the correct response.

1 Do you know what I mean?

a No, I'm not sure I get it. b That's true.

c I think so too.

2 How do I get to the post office?

a I'm sorry. I don't get it.

b You can't miss it.

c Take the first turning on the left.

3 Talking is better than texting.

a Do you see?

b Maybe you're right.

c Don't worry about it!

4 Do you get it now?

a Oh, I see. Yes.

b That's true.

c It's not far.

5 I think that film was great.

a I'm sorry.

b Now I get it.

c I agree.

5 In pairs, do the speaking task. Go to page 158.

LISTENING

6 Do you agree with the statements?

Why?/Why not? In pairs, compare your ideas.

1 I don't like school trips. I prefer holidays with my family.

2 I don't want to learn any new things during my holidays. I just want to do nothing.

3 The best holiday is at home. You save money on hotels and travel!

EXAM

Exercise 2

A2 Key for Schools,
Reading and
Writing, Part 5,
(open cloze)

EXAM

Exercise 5
International
Certificate
Level A1,
Speaking,
Section 13,
(role play)

7 9.19 Listen and choose the correct answer.

- Who is Ryan going to go on holiday with?
a his friends b his parents
c his cousins
- Which sport is Ryan going to learn?
a sailing b swimming
c surfing
- How long is Tina's holiday in France?
a a weekend **b a week**
c a month
- How does she prefer to travel around Paris?
a on the metro b by bus
c on foot

READING

- 8 Describe the photos. What are the people doing? Read the posts quickly and match paragraphs 1–3 with people A–C.

Amazing people

There are lots of famous people who do amazing things. But what about people we know? Who do you think is great?

1 I admire my teacher Mr Kelly. Last month, he took part in the London Marathon for the first time. It was hard, but he didn't stop and he completed the race in four and a half hours. Next year, he's going to run a marathon in Asia. He always tells us that we have to work hard to achieve our goals. He really inspires me! **B**

2 My grandma Rose is amazing. She's ninety, but she can use a computer and a mobile phone. She takes great photos and then posts them on her Facebook page. We live far away, so we have to do video calls with my grandma, but she loves it. She says she's going to start a vlog about using technology! **C**

3 My cousin Matt knows a lot about South America and he speaks Spanish fluently. Last year, he didn't have a typical summer holiday. He went to Ecuador. He took a bus from the capital city, Quito, to a village in the mountains. He worked with the population and learned their native language. He didn't use his phone or the internet for four weeks! Can you imagine that? **A**

9 Read the posts again and match people in photos A–C with questions 1–5.

Who ...

- learned to use technology? **C**
- speaks a foreign language well? **A**
- tried a new activity recently? **B**
- had a different kind of holiday? **A**
- has got plans for next year? **B**

10 Read the posts again and answer the questions.

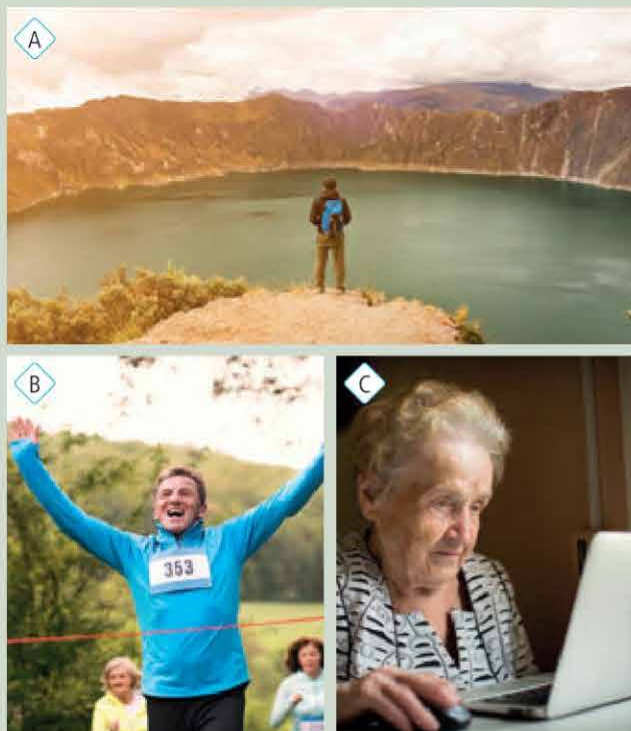
- How long did it take Mr Kelly to run the marathon?
- What is Rose very good at doing?
- What new thing does Rose want to do?
- How did Matt get to the village?
- What did Matt do in the village? What didn't he do?

WRITING

- 11 Make a list of five things that you enjoy doing with friends. In pairs, compare your lists. Do you enjoy the same things?

- 12 You would like to spend Saturday with a friend. Write an email to him/her about your plans and invite him/her to go with you. Write about these things.

- what you're doing on Saturday and how you're getting there
- where your friend can meet you
- directions for getting there



EXAM

Exercise 7

A2 Key for Schools, Listening, Part 3, (three-option multiple choice)

EXAM

Exercise 9

A2 Key for Schools, Reading and Writing, Part 2, (matching)

EXAM

Exercise 10

International Certificate Level A1, Reading, Section 6, (open-ended questions)

Exercise 10

- four and a half hours
- taking photos
- start a vlog about using technology
- by bus
- He worked with the population and learned their language. He didn't use his phone or the internet.

Progress Check 127

For the teacher

- Exercise 7, audioscript, page 294
- Note:** In question 3, "Tina" should be "Hannah".

On the Portal

- Exam correlation tables

For the student

- Workbook: Progress Check 3, pages 102–103

Starter Unit

Subject pronouns

I	he	you	we
you	she	it	they

Use

- We use subject pronouns to replace the names of people and things. They represent the subject of the sentence.

I am French.

She is happy.

It is big.

We are friends.

Form

- We can never omit the subject pronoun.

This is Elsa. She is British. ✓

This is Elsa. Is British. ✗

1 Choose the correct option.

- Maria is thirteen years old. (She) / I is from Italy.
- Jack and Lucas are in my class. He / (They) are my friends.
- You and I are from London. (We) / They are British.
- My name is Lucy. (I) / We am Mexican.
- Paris is the capital of France. They / (It) is very big.
- This is Leo. (He) / You is from Granada.

2 Replace the underlined words with these subject pronouns.

he she it we you they

- You and Sonia are happy. *you*
- Joe is from the USA. *He*
- Sarah is good at music. *She*
- Friday is my favourite day. *It*
- You and I are good at football. *We*
- Ben and Michael are friends. *They*

3 Write three new sentences with different subject pronouns.

My name is Paula and I am from Huesca.

to be

+

I'm (am) fourteen.
He/She/It's (is) fourteen.
You/We/They're (are) fourteen.

-

I'm not (am not) fourteen.
He/She/It isn't (is not) fourteen.
You/We/They aren't (are not) fourteen.

Am I fourteen?	Yes, I am. No, I'm not.
Is he/she/it fourteen?	Yes, he/she/it is. No, he/she/it isn't.
Are you/we/they fourteen?	Yes, you/we/they are. No, you/we/they aren't.

How old am I?
How old is he/she/it?
How old are you/we/they?

Use

- We use *to be* to describe people and things.
She's very clever.
The film is boring.
We're hungry.

Form

- To form the affirmative (I): subject + *am*/'m.
- I'm Scottish.
- To form the affirmative (he/she/it): subject + *is*/'s.
- She's British.
- To form the affirmative (you/we/they): subject + *are*/'re.
- They're in the same class.
- To form the negative, we add *not* after *am*/'m/*is*/'s/*are*/'re.
- I'm not (am not) American.
The dog isn't (is not) hungry.
- In questions, the word order changes: *Am/Is/Are* + subject + ?
A: *Are you thirteen?*
B: *Yes, I am./No, I'm not.*
A: *Is he in your class?*
B: *Yes, he is./No, he isn't.*

1 Choose the correct option.

- 1 I (m) / 's Mexican.
- 2 They's (re) from Portugal.
- 3 (Are) / Is you from Germany?
- 4 She aren't (isn't) in my class.
- 5 Am (Is) the cat hungry?
- 6 Yes, we is (are).

2 Order the words to make sentences.

- 1 A: your sister / she / is / ?
B: isn't / no / , / she / .
Is she your sister?
No, she isn't.
- 2 video games / good at / aren't / they / .
- 3 are / good at / sports / we / .
- 4 happy / isn't / he / .
- 5 they / are / how old / ?
- 6 am / Russian / I / .

3 Make questions with *to be*. Then answer the questions.

- 1 you / a musician / ?
Are you a musician?
No, I'm not. / Yes, I am.
- 2 you and Danny / in the same class / ?
- 3 Jessica / tall / ?
- 4 you / good at / skateboarding / ?
- 5 your friends / good at / music / ?
- 6 your mum / an artist / ?
- 7 Harry / your brother / ?
- 8 you / happy today / ?

4 Complete the text with the correct affirmative (+) or negative (-) form of *to be*.

Enrique is (+) my best friend. We ¹ (...) (+) at the same school, but we ² (...) (-) in the same class. Enrique ³ (...) (+) from the USA. I ⁴ (...) (-) from the USA, I ⁵ (...) (+) British.
¹re/are ²aren't ³'s/is ⁴'m not ⁵'m/am

Possessive adjectives

Subject pronoun	Possessive adjective
I	my
you	your
he	his
she	her
it	its
we	our
they	their

Use

- We use possessive adjectives to say who things belong to.
My name is Lucas.
His eyes are blue.

Form

- We can use possessive adjectives before a noun or an adjective.
Our car is red.
Her new phone is white.

1 Choose the correct option.

- 1 He (His) name is Pablo.
- 2 I (My) mum is Mexican.
- 3 (She) / Her is from the USA.
- 4 We (Our) teacher is strict.
- 5 You (Your) new phone is cool.
- 6 Clara is they (their) sister.

2 Complete the text with these words.

I He His My Their They

Hello. ¹ My name is Emily and ² (...) am 12. ³ (...) I, He is my brother. ⁴ (...) name is Harry. ⁵ (...) are my His, They mum and dad. ⁶ (...) names are Laura and Tom. Their

3 Write a new text like the text in Exercise 2.

Hello. My name is Oscar and ...

to be

Exercise 2

- 2 They aren't good at video games.
- 3 We are good at sports.
- 4 He isn't happy.
- 5 How old are they?
- 6 I am Russian.

to be

Exercise 3

- 2 Are you and Danny in the same class?
Yes, we are. /
No, we aren't.
- 3 Is Jessica tall?
Yes, she is. /
No, she isn't.
- 4 Are you good at skateboarding?
Yes, I am. /
No, I'm not.
- 5 Are your friends good at music?
Yes, they are. /
No, they aren't.
- 6 Is your mum an artist?
Yes, she is. /
No, she isn't.
- 7 Is Harry your brother?
Yes, he is. /
No, he isn't.
- 8 Are you happy today?
Yes, I am. /
No, I'm not.

Plural nouns

- To form the plural of most nouns, we add -s to the singular form:
apple – apples
- To form the plural of nouns that end in *ch, o, s, ss* or *x*, we add -es:
watch – watches
tomato – tomatoes
class – classes
box – boxes
- To form the plural of nouns that end in consonant + *y*, we drop the *y* and add -ies:
baby – babies
- Some nouns have irregular plural forms:
child – children

Plural nouns

Exercise 1

- 2 beaches
- 3 bikes
- 4 buses
- 5 cameras
- 6 diaries
- 7 dresses
- 8 men
- 9 people/persons
- 10 potatoes
- 11 taxes
- 12 women

1 Write the plural form of these nouns.

bag – 1 <i>bags</i>	bus – 4 (...)	dress – 7 (...)	potato – 10 (...)
beach – 2 (...)	camera – 5 (...)	man – 8 (...)	tax – 11 (...)
bike – 3 (...)	diary – 6 (...)	person – 9 (...)	woman – 12 (...)

2 Do you know the plural form of these irregular nouns?

~~feet~~ fish mouse sheep wolf tooth

*foot – feet fish – fish, mouse – mice, sheep – sheep,
wolf – wolves, tooth – teeth*

Demonstrative pronouns

Singular	Plural
<i>This is my book.</i>	<i>These are my books.</i>
<i>That is my book.</i>	<i>Those are my books.</i>

Use

- We can use *this* and *these* to talk about things that are near us (↓).
This is my new watch.
These are my keys.
- We can also use *this* and *these* to introduce people.
A: *This is Elena.* B: *Hi, Elena. Nice to meet you.*
A: *These are my brothers, Matt and Adam.*
- We can use *that* and *those* to talk about things that are not near us (↗).
My name is Lucas.
His eyes are blue.

1 Choose the correct demonstrative pronoun.

- 1 *This / These* are my keys.
- 2 Is *this / these* your wallet?
- 3 Is *this / these* your phone?
- 4 *That / Those* shoes are cool.
- 5 *That / Those* girl is my classmate.
- 6 *That / Those* children are very noisy!

2 Complete the sentences with *this*, *these*, *that* or *those*.

- 1 ↓ *This* phone is good.
- 2 ↗ *That* phone isn't good.
- 3 ↓ (...) computers are old. *These*
- 4 ↓ (...) city is big. *This*
- 5 ↗ (...) T-shirt is cool. *That*
- 6 ↓ (...) video game is difficult. *This*
- 7 ↗ (...) watch is cheap. *That*
- 8 ↗ (...) are my keys. *Those*

Possessive pronouns

Possessive adjective	Possessive pronoun
my	mine
your	yours
his	his
her	hers
its	its
our	ours
their	theirs

Use

- We use possessive pronouns to say who things belong to.
This T-shirt is mine.
Those keys are hers.
- We can use possessive pronouns to avoid repeating nouns.
A: *Is this Jack's phone?*
B: *No, it's mine. (= my phone)*

Demonstrative pronouns

Please note that there is a mistake in the SB.
The last two sentences should be as follows:
That boy over there is my cousin.
Those buildings are very old.

1 Rewrite the sentences with possessive pronouns.

- This is my wallet.
This wallet is mine.
- That is his laptop. *That laptop is his.*
- These are our keys. *These keys are ours.*
- Those are your desks. *Those desks are yours.*
- These are her shoes. *These shoes are hers.*
- That is their classroom. *That classroom is theirs.*

2 Choose the correct option.

- This watch is mine / my.
- These are our / ours keys.
- Those T-shirts are your / yours
- A: Whose is this camera?
B: It's her / hers
- A: Are these our / ours books?
B: No, they're their / theirs
- A: Is this Jack's phone?
B: Yes, it's his / hers.

Classroom language

Affirmative

Open your book.
Sit down!
Stand up!
Look at the board.
Put your hand up.

Negative

Don't talk.
Don't write in your textbook.

1 Order the words to make sentences.

- partner / to / your / talk / .
Talk to your partner.
- the / at / text / look / .
- books / your / open / .
- in / phones / your / put / bags / your / .
- in / Workbooks / your / write / the answers / .
- hands / up / your / put / .

2 Write the negative forms of the sentences in Exercise 1.

- Don't talk to your partner.*

Object pronouns

Subject pronoun	Object pronoun
I	me
you	you
he	him
she	her
it	it
you	you
we	us
they	them

Use

- We use object pronouns to replace the names of people and things. They represent the object of the sentence.
I am Australian. Speak to me in English.
She is happy. Look at her!
The cat is hungry. Give it some food.
The children are bored. Read them a story.

1 Choose the correct option.

- Please phone I / me tonight.
- My dad's American. I speak to he / him in English.
- Excuse me / my! Is this your bag?
- This is Luisa. I play tennis with her / she.
- Mr Brown is our / us English teacher.
- Our History teacher is very happy with we / us today.

2 Complete the sentences with the correct object pronouns.

- This is his number. Call him.
- I'm bored. Send (...) a text message! me
- Tamara is a good singer. Listen to (...). her
- We're at the beach. Our friends are with (...). us
- Danny and Sandy are happy. Look at (...)! them
- Put your books on the desk and open (...) on page 26. them

Classroom language

Exercise 1

- Look at the text.
- Open your books.
- Put your phones in your bags.
- Write the answers in your Workbooks.
- Put your hands up.

Classroom language

Exercise 2

- Don't look at the text.
- Don't open your books.
- Don't put your phones in your bags.
- Don't write the answers in your Workbooks.
- Don't put your hands up.

Object pronouns

Exercise 1

Please note that there is a mistake in the SB.
Sentence 5 should be as follows:

- Tom and Ella are there. Let's go and see them / their.

Unit
1**can**

+	I/You/He/She/It/We/They can speak English.
-	I/You/He/She/It/We/They can't (cannot) speak French.
?	Can I/you/he/she/it/we/they dance? Yes, I/you/he/she/it/we/they can . No, I/you/he/she/it/we/they can't .

Use

- We use *can* to talk about ability.
I can speak English.

Form

- To form the affirmative, we use *can* + main verb without *to* for all subjects.
We can swim.
- To form the negative, we add *not* after *can*. The short form of *cannot* is *can't*.
She cannot/can't dance.
- The word order changes in questions:
– *Can* + subject + main verb?
Can you sing?
- In short answers we do not repeat the main verb; we only use *can/can't*.
A: *Can it fly?*
B: *Yes, it can./No, it can't.*

Common mistakes

He can skate. ✓
He can to skate. ✗

have got

+	I/You/We/They've got (have got) blue eyes. He/She/It's got (has got) blue eyes.
-	I/You/We/They haven't got (have not got) blue eyes. He/She/It hasn't got (has not got) blue eyes.
?	Have I/you/we/they got blue eyes? Yes, I/you/we/they have . No, I/you/we/they haven't . Has he/she/it got blue eyes? Yes, he/she/it has . Yes, he/she/it hasn't .

Use

- We use *have got* to talk about possession.
You've got a lot of books.

Form

- To form the affirmative, we use:
– subject (I/you/we/they) + *have've got*.
They've got a camera.
– subject (he/she/it) + *has's got*.
She's got a pet.
- To form the negative, we add *not* after *have/has*.
I haven't (have not) got a watch.
The car hasn't (has not) got a CD player.
- The word order changes in questions:
– *Have/Has* + subject + *got*?
Have you got the comics?
Has he got a laptop?
- In short answers we do not repeat *got*; we only use *have/haven't/has/hasn't*.
A: *Has she got a guitar?*
B: *Yes, she has./No, she hasn't.*

Common mistakes

He's got an MP3 player. ✓
He've got an MP3 player. ✗
They haven't got any posters. ✓
They not have any posters. ✗

Unit 1

can

- 1 ● Order the words to make sentences with **can** or **can't**.

- 1 speak / can / English / I / .
I can speak English.
- 2 French / speak / they / can't / .
They can't speak French.
- 3 dance / can / you / ? *Can you dance?*
- 4 can't / they / , / no / . *No, they can't.*
- 5 can / we / , / yes / . *Yes, we can.*
- 6 your / sing / can / sister / ? *Can your sister sing?*

- 2 ● Complete the sentences with **can** or **can't**.

- 1 Our dog Toby can swim – he's really good!
- 2 A: (...) your parents speak English? *Can*
B: Yes, they (...). *can*
- 3 My sister can speak Italian, but she (...) speak Spanish. *can't*
- 4 A: (...) you drive? *Can*
B: No, we (...). *can't*
- 5 My girlfriend (...) dance – she's fantastic – but I (...). *can, can't*
- 6 A: (...) your brother use a computer? *Can*
B: No, he (...)! He's three! *can't*

- 3 ● Look at the table and make sentences about what the people **can/can't** do.

	Spell	Read music	Count to ten in a foreign language	Use a computer
Billy	✗	✓	✓	✓
Aga and Suri	✓	✗	✓	✓

Billy can't spell. He can ...

- 4 ● Complete the sentences with names of famous people in your country.

- 1 (...) can speak English very well.
- 2 (...) can't speak English.
- 3 (...) can play football very well.
- 4 (...) can dance, but he/she can't sing.
- 5 (...) can play the guitar well.
- 6 (...) can swim really fast.

- 5 ● Look at Exercise 4. Make three similar sentences about your friends and family.

have got

- 1 ● Choose the correct option.

- 1 I ve got / *has got* blue eyes.
- 2 They *hasn't got* / haven't got blue eyes.
- 3 Have / *Has* you got a laptop?
- 4 She *haven't got* / hasn't got a car.
- 5 *Have* / Has Dave got a new phone?
- 6 Yes, we *has* / have.

- 2 ● Order the words to make sentences.

- 1 A: a pen / got / she / has / ?
B: hasn't / no / , / she / .
Has she got a pen?
No, she hasn't.
- 2 got / any pets / haven't / they / .
- 3 have / new / got / books / we / .
- 4 a wallet / hasn't / he / got / .
- 5 A: they / got / have / a cat / ?
B: yes / , / have / they / .
- 6 got / have / lots of friends / I / .

- 3 ● Make questions with **have got**. Then answer the questions.

- 1 you / a laptop / ?
Have you got a laptop?
Yes, I have./No, I haven't.
- 2 your parents / brown eyes / ?
- 3 Beyoncé / blonde hair / ?
- 4 you / a TV in your bedroom / ?
- 5 your friends / skateboards / ?
- 6 your mum / a mobile phone / ?
- 7 Homer Simpson / a small family / ?
- 8 you / a watch / ?

- 4 ● Complete the text with these words.

's got 've hasn't got got have have you got

My mother likes music and she ¹ 's got a lot of musical instruments: a violin, a guitar and a trumpet, but she ² (...) a piano. I ³ (...) got a guitar, too, but I haven't ⁴ (...) a trumpet.

What about you? ⁵ (...) a trumpet? And ⁶ (...) your brothers and sisters got musical instruments?

² hasn't got ³ 've/have ⁴ got ⁵ Have you got ⁶ have

- 5 ● Write a short description of your best friend using **have got**.

Martina's tall. She's got long hair and green eyes.

can

Exercise 3

Billy can read music. He can count to ten in a foreign language. He can use a computer.

Aga and Suri can spell.

They can't read music. They can count to ten in a foreign language. They can use a computer.

have got

Exercise 2

- 2 They haven't got any pets.
- 3 We have got new books.
- 4 He hasn't got a wallet.
- 5 Have they got a cat?
Yes, they have.
- 6 I have got lots of friends.

have got

Exercise 3

- 2 Have your parents got brown eyes?
Yes, they have./ No, they haven't.
- 3 Has Beyoncé got blond hair?
No, she hasn't.
- 4 Have you got a TV in your bedroom?
Yes, I have./ No, I haven't.
- 5 Have your friends got skateboards?
Yes, they have./ No, they haven't.
- 6 Has your mum got a mobile phone?
Yes, she has./ No, she hasn't.
- 7 Has Homer Simpson got a small family?
Yes, he has.
- 8 Have you got a watch?
Yes, I have./ No, I haven't.

Unit
2

there is/there are

	Singular	Plural
+	There's (is) an apple. There's (is) a banana. There's (is) some water.	There are four carrots. There are some drinks.
-	There isn't (is not) a pizza. There isn't any pasta.	There aren't (are not) any noodles.
?	Is there a plate? Yes, there is. No, there isn't.	Are there any forks? Yes, there are. No, there aren't.

Use

- We use *There are* and *There aren't* with plural nouns.
There are six shops in the square.
There aren't any trains today.
- We use *some* in affirmative sentences.
There are some tickets for the concert.
- We use *any* in negative sentences and questions.
There aren't any books in my backpack.
Are there any bananas in the fridge?

Form

- To form the affirmative, we use *There + is/are*.
There's a swimming pool in the sports centre.
There are some beautiful parks in the city.
- To form the negative, we add *not* after *There is/are*.
There isn't a café at the station. (= There is not)
There aren't any French students in our class. (= There are not)
- The word order changes in questions: *Is/Are + there*.
Is there a hospital near here?
Are there any keys on the table?

Common mistakes

There's a cat in the tree. ✓
~~*Is a cat in the tree.*~~ ✗
There isn't a laptop on the desk. ✓
~~*There no is a laptop on the desk.*~~ ✗

Countable and uncountable nouns

Countable nouns		Uncountable nouns		
Singular	Plural	Singular		
a burger	burgers	bread	butter	cheese
an egg	eggs	cola	ketchup	soup

Form

- Countable nouns can be singular or plural.
egg eggs vegetable vegetables
- Uncountable nouns have no plural form.
ham, cheese, water

Quantifiers

	Countable nouns	Uncountable nouns
+	There's a burger. There's an egg. There are some chips. There are a lot of/lots of chips.	There's some cheese. There's a lot of/lots of soup.
-	There aren't any cookies. There aren't many eggs.	There isn't any bread. There isn't much milk.
?	Are there any forks? How many forks are there?	Is there any cola? How much cola is there?

Use

- We use *a* before singular countable nouns starting with a consonant sound.
a potato, a sandwich
- We use *an* before singular countable nouns starting with a vowel sound.
an apple, an orange
- We can use *some*, *a lot of* and *many* before plural countable nouns.
some apples, a lot of apples, many apples
- We can use *some*, *a lot of* and *much* before uncountable nouns.
some pasta, a lot of pasta, much pasta
- We use *How many ...?* (countable nouns) and *How much ...?* (uncountable nouns) to ask about quantities.
How many friends have you got?
How much water is there?
- We usually use *a lot of* in affirmative sentences.
There are a lot of books on the table.
- We usually use *much* and *many* in negative sentences and questions.
There isn't much juice. Have you got many pets?

Unit 2

there is/there are

- Choose the correct option.
 - There is / There are a carrot.
 - There is / There are four apples.
 - There isn't / There aren't any noodles.
 - There isn't / There aren't an egg.
 - Is there / Are there any bananas?
 - Is there / Are there a fork?
 - There is any / some pizza.
 - There aren't any / some plates.
- Look at the notes about Layla's menu for her mum's birthday meal. Make sentences with *there is/there are*.

A special menu for Mum's birthday

- | | |
|-----------------------|---------------|
| 1 a cheese sandwich ✓ | 6 crisps ✓ |
| 2 two muffins ✗ | 7 a banana ✓ |
| 3 three boiled eggs ✓ | 8 toast ✓ |
| 4 a glass of cola ✓ | 9 ice cream ✗ |
| 5 a hot dog ✓ | 10 grapes ✓ |

- There's a cheese sandwich on the menu.
- Make questions with *there is/there are*. Then answer the questions.
 - a table / your kitchen / ?
Is there a table in your kitchen?
Yes, there is./No, there isn't.
 - fish fingers / your fridge / ?
 - a café / your school / ?
 - vegetarian meals / your school café / ?
 - a fridge / your bedroom / ?
 - a pizzeria / your street / ?
 - muffins / a pizza / ?
 - eggs / an omelette / ?
- Think of your fridge. Write five sentences about what *there is* or *there isn't*. Use the correct form of *there is/there are* and *a/an, some* or *any*.
In my fridge, there are some cola.
In my fridge, there isn't any milk.

Countable and uncountable nouns | Quantifiers

- Are the underlined nouns countable or uncountable? Write C (countable) or U (uncountable).
 - There's a burger. C
 - There's some cheese. U
 - There isn't any bread. U
 - There are lots of chips. C
 - There aren't any cookies. C
 - There isn't any cola. U
 - Is there any soup? U
 - Are there any eggs? C
- Copy and complete the table with these words.

apple brownie crisps glass kebab mayonnaise
noodles salt spaghetti tomato water

	Countable nouns	Uncountable nouns
Singular	apple brownie, glass, kebab, tomato	mayonnaise, salt, spaghetti, water
Plural	crisps, noodles	

- Choose the correct option.
 - Are there any / some bananas?
 - There is a lot of / many ham.
 - There isn't much / many water.
 - There is an / some egg.
- Write sentences with the words in Exercise 2. Use *there is/there are* and a quantifier.
There's an apple./There are some crisps.
- Choose eight words from Exercise 2 and make a shopping list. Write the quantities. Write and answer questions about your list.

Shopping list

four apples

- A: Are there any apples on the shopping list?
B: Yes, there are.
A: How many apples are there?
B: There are four apples.

there is/there are

Exercise 2

- There aren't any muffins.
- There are three boiled eggs.
- There's a glass of cola.
- There's a hot dog.
- There are some crisps.
- There's a banana.
- There's some toast.
- There isn't any ice cream.
- There are some grapes.

there is/there are

Exercise 3

- Are there any fish fingers in your fridge?
Yes, there are./
No, there aren't.
- Is there a café in your school?
Yes, there is./
No, there isn't.
- Are there any vegetarian meals in your school café?
Yes, there are./
No, there aren't.
- Is there a fridge in your bedroom?
Yes, there is./
No, there isn't.
- Is there a pizzeria in your street?
Yes, there is./
No, there isn't.
- Are there any muffins on a pizza?
No, there aren't.
- Are there any eggs in an omelette?
Yes, there are.

Countable and uncountable nouns

Exercise 4

There's a brownie/
glass/kebab/
tomato.
There are some
crisps/noodles.
There's some
mayonnaise/salt/
spaghetti/water.

Unit
3

Present Simple (affirmative and negative)

Affirmative	Negative
I get up late.	I don't (do not) eat breakfast.
You get up late.	You don't (do not) eat breakfast.
He gets up late.	He doesn't (do not) eat breakfast.
She gets up late.	She doesn't (do not) eat breakfast.
It gets up late.	It doesn't (do not) eat breakfast.
We get up late.	We don't (do not) eat breakfast.
You get up late.	You don't (do not) eat breakfast.
They get up late.	They don't (do not) eat breakfast.

Use

We use the Present Simple to talk about:

- routines and habits.
He gets up at 7.00 a.m. every day.
- things that are true in general.
We live in a small town.

Form

- To form the third person singular (with *he, she* and *it*), we add *-s*, *-es* or *-ies* to the verb. (See Spelling rules.)
She speaks Spanish.
- To form the negative, we use *do not (don't)* with *I, you, we* and *they*. We use *does not (doesn't)* with *he, she* and *it*.
We don't have dinner together.

Spelling rules: verb + -s

Most verbs: add -s	<i>read</i> → <i>reads</i> <i>play</i> → <i>plays</i>
Verbs that end with -ss, -ch, -sh, -x and -o: add -es	<i>kiss</i> → <i>kisses</i> <i>watch</i> → <i>watches</i> <i>wash</i> → <i>washes</i> <i>fix</i> → <i>fixes</i> <i>go</i> → <i>goes</i>
Verbs that end with a consonant + y: drop the y and add -ies	<i>study</i> → <i>studies</i>

Common mistakes

He goes to bed early. ✓
He go to bed early. ✗
She doesn't eat pizza. ✓
She doesn't eats pizza. ✗

Present Simple (questions and short answers)

Yes/No questions	Short answers
Do I go to school?	Yes, I do ./No, I don't .
Do you go to school?	Yes, you do ./No, you don't .
Does he go to school?	Yes, he does ./No, he doesn't .
Does she go to school?	Yes, she does ./No, she doesn't .
Does it go to school?	Yes, it does ./No, it doesn't .
Do we go to school?	Yes, we do ./No, we don't .
Do you go to school?	Yes, you do ./No, you don't .
Do they go to school?	Yes, they do ./No, they don't .

Wh- questions

What time **does** he **get up**?
Where **does** she **come** from?

Form

- To form questions, we use *do/does*. The word order also changes:
 - *Do* + subject (*I/you/we/they*) + main verb?
Do they walk to school?
 - *Does* + subject (*he/she/it*) + main verb?
Does she ride her bike to school?
 - *Wh-* + *do/does* + subject + main verb?
What does she like?
- In short answers we do not repeat the main verb. We only use *do/don't/does/doesn't*.
A: Does he clean his teeth in the morning?
B: Yes, he does./No, he doesn't.

Unit 3

Present Simple (affirmative and negative)

- 1 ● Write these Present Simple sentences in the negative.
- I get up early. *I don't get up early.*
 - I eat breakfast. *I don't eat breakfast.*
 - You eat meat. *You don't eat meat.*
 - She tidies her room. *She doesn't tidy her room.*
 - He helps in the kitchen. *He doesn't help in the kitchen.*
 - We go to the cinema. *We don't go to the cinema.*

- 2 ● Order the words to make sentences.

- meat / never / eat / I / .
I never eat meat.
- is / often / He / tired / .
- complain / They / always / .
- go / once a week / to / the / I / gym / .
- has / He / breakfast / usually / .
- to / the / We / cinema / go / sometimes / .

- 3 ● Write sentences to say how often you do these things. Use a time expression or adverbs of frequency.

- go to the cinema
- have breakfast
- help in the kitchen
- tidy your room
- browse the internet
- write long letters

I go to the cinema once a month. I usually ...

- 4 ● Complete the text with the Present Simple form of the verbs in brackets.

Cody

Every morning my parrot Cody ¹ *tells* (tell) us he's happy to see the sun and ² (...) (wake) us up! We ³ (...) (not have) a problem with this in winter. But in summer, he ⁴ (...) (start) at 4 a.m. and he ⁵ (...) *doesn't stop* (not stop) – we ⁶ (...) (not like) it at all! *don't like* When Dad ⁷ (...) (watch) football on TV, Cody *watches* sometimes gets very excited and Dad ⁸ (...) (shout) *shouts* at him. Cody ⁹ (...) (know) many words. He can say, 'Pretty *knows* boy!' and 'Lovely celery!' but his favourite words are 'Shut up, Cody!'

- 5 ● Think of a person you know very well. Write eight sentences about what *he/she does/ doesn't do* on a typical day.

Present Simple (questions and short answers)

- 1 ● Complete the short answers with *do* or *does*.

- Do you tidy your room? Yes, I *do*.
- Do you like music? No, I (...). *don't*
- Does he like sport? Yes, he (...). *does*
- Does she speak French? No, she (...). *doesn't*
- Do they live here? Yes, they (...). *do*
- Do we play tennis on Tuesdays? No, we (...). *don't*

- 2 ● Complete the questions with *do* or *does*. Then answer the questions.

- Does* your best friend live near you?
Yes, he does./No, he doesn't.
- (...) your grandparents often visit you? *Do*
- (...) your dad like sport? *Does*
- (...) you like Mondays? *Do*
- (...) your mum work in a bank? *Does*
- (...) your parents speak a foreign language? *Do*

- 3 ● Complete the questions with these words. Then answer the questions.

how often what what time where which

- How often* do you text your friends?
I usually text my friends in the afternoon.
- (...) do your cousins live? *Where*
- (...) do you usually do on Sundays? *What*
- (...) do you go to bed on Fridays? *What time*
- (...) countries do you want to visit in the future? *Which*

- 4 ● Write questions for these answers. Sometimes there is more than one possible question.

- I usually watch TV in the evening.
When do you usually watch TV?
What do you usually do in the evening?
- My mum works in an office.
- My brothers go to bed at ten.
- I see my grandparents once a month.
- No, we don't! We hate The Beatles!

- 5 ● Choose a favourite musician or sports star. Write six questions you would like to ask him/her about his/her life.

How often do you go to parties?

Affirmative and negative

Exercise 2

- He is often tired.
- They always complain.
- I go to the gym once a week.
- He usually has breakfast.
- We sometimes go to the cinema.

Questions and short answers

Exercise 2

- Yes they do./ No, they don't.
- Yes, he does./ No, he doesn't.
- Yes, I do./ No, I don't.
- Yes, she does./ No, she doesn't.
- Yes they do./ No, they don't.

Questions and short answers

Exercise 4

- Where does your mum work?/ What does your mum do?
- When/What time do your brothers go to bed?
- How often/When do you see your grandparents?
- Do you like/listen to The Beatles?

Unit
4

Present Continuous

Affirmative	Negative
I'm (am) working. You/We/They're (are) working. He/She/It's (is) working.	I'm not (am not) sleeping. You/We/They aren't (are not) sleeping. He/She/It isn't (is not) sleeping.
Yes/No questions	Short answers
Am I working? Are you/we/they working? Is he/she/it working?	Yes, I am./No, I'm not. Yes, you/we/they are./ No, you/we/they aren't. Yes, he/she/it is./ No, he/she/it isn't.
Wh- questions	
What are you doing? Why are they smiling?	
Use	
We use the Present Continuous to talk about actions that are happening now. <i>She's playing the guitar at the moment.</i>	
Form	
- We form the Present Continuous with <i>to be</i> (am, is or are) + main verb + <i>-ing</i>. <i>They're making a cake.</i> - To form the negative, we add <i>not</i> after <i>am</i>, <i>is</i> or <i>are</i>. <i>The dog isn't (is not) swimming in the sea.</i> - The word order changes in questions: <i>Am/Is/Are</i> + subject + main verb + <i>-ing</i>. <i>Are you painting a picture of your sister?</i> - In short answers we do not repeat the main verb. We only use the correct form of <i>to be</i>. A: <i>Is he climbing that mountain?</i> B: <i>Yes, he is.</i>	

Spelling rules: verb + *-ing*

Most verbs: add <i>-ing</i>	<i>play</i> <i>playing</i>
Verbs that end in <i>-e</i> : drop the <i>-e</i> and add <i>-ing</i>	<i>come</i> <i>coming</i>
Verbs that end in one vowel + one consonant: double the consonant and add <i>-ing</i>	<i>sit</i> <i>sitting</i>

Common mistakes

He's dancing. ✓
~~*He dancing.*~~ ✗
Are they talking? ✓
~~*They are talking?*~~ ✗
We're watching a film. ✓
~~*We're watch a film.*~~ ✗

Present Simple and Present Continuous

Use

- We use the Present Simple to talk about routines and habits.
I usually go to bed after midnight.
- We use the Present Continuous to talk about things that are happening now.
I'm playing a computer game at the moment.

Common mistakes

I usually do gymnastics on Mondays, but today I'm playing football. ✓
~~*I usually am doing gymnastics, but today I play football.*~~ ✗

Unit 4

Present Continuous

1 Write the -ing form of these verbs.

sit – ¹ <i>sitting</i>	make – ⁵ (...)	play – ⁹ (...)
eat – ² (...)	run – ⁶ (...)	go – ¹⁰ (...)
work – ³ (...)	have – ⁷ (...)	write – ¹¹ (...)
cry – ⁴ (...)	sleep – ⁸ (...)	rain – ¹² (...)

² eating ³ working ⁴ crying ⁵ making ⁶ running ⁷ having ⁸ sleeping
⁹ playing ¹⁰ going ¹¹ writing ¹² raining

2 Choose the correct option.

- I (m) / are working.
- She are / (is) reading.
- They (aren't) / isn't eating.
- (Is) / Are Dana studying?
- (Are) / Is you listening?
- A: Are they sitting?
B: No, they isn't / (aren't).
- Tom (isn't) / aren't sleeping.
- A: Are you coming?
B: No, I aren't / (am) not.

3 Complete the sentences with the Present Continuous form of the verbs in brackets.

- Dana isn't studying (not study) – she is browsing (browse) the internet.
- Look! Two men (...) (run) out of that shop! *are running*
- A: (...) (they/work) hard? *Are they working*
B: No, they (...). *aren't*
- I can't speak to you now. I (...) (shop). *'m shopping*
- A: (...) (you/have) a good time? *Are you having*
B: Yes, we (...). It's a great concert. All my *are* friends (...) (dance)! *are dancing*

4 Complete the dialogue with the Present Continuous form of the verbs in brackets.

- A: What ¹ *are you reading* (you/read)?
B: I ² (...) (not read). I ³ (...) (look) for a word in this dictionary. ² *'m not reading* ³ *'m looking*
A: What subject ⁴ (...) (you/do)? ⁴ *are you doing*
B: I ⁵ (...) (do) English at the moment. We ⁶ (...) (learn) the words for different outdoor activities and I ⁷ (...) (write) about my favourite activities. ⁵ *'m doing* ⁶ *'re learning* ⁷ *'m writing*

5 Think about a famous person in your country. What do you think they are doing at the moment? Write five sentences.

The President is having an English lesson.

Present Simple and Present Continuous

1 Read the sentences. Decide if the sentence talks about a) habits and routines or b) things happening now.

- She's playing a computer game at the moment. a (b)
- I never watch TV in the morning. (a) b
- Are you enjoying the film? a (b)
- He's speaking on the phone. a (b)
- I usually get up early. (a) b

2 Read the information and make sentences about the people. Use the Present Simple and Present Continuous.

	Usually	At the moment
Jim	not eat meat	eat a hamburger
Gwen	feel happy	not feel well
Jack	not work hard at school	do homework
Luke and Seb	wear tracksuits	wear white shirts
Cara and I	not enjoy classes	have fun

Jim doesn't usually eat meat, but he's eating a hamburger at the moment.

3 Make questions in the Present Simple or Present Continuous. Then answer the questions.

- you / wear / trainers / at the moment / ?
Are you wearing trainers at the moment?
Yes, I am./No, I'm not.
- your friends / usually / wear / trainers to parties / ?
- when / you / usually / do / your homework / ?
- your classmates / have / fun / now / ?
- your parents / often / listen / to music / ?
- how often / you / speak / English / after school / ?

4 Choose three classmates you know well. Write sentences about what they often/usually do in English classes. Use the Present Simple.

Ángel usually sits next to the window.
Marta always works hard.

5 Write sentences about what the people from Exercise 4 are doing now. Use the Present Continuous.

Ángel is looking out the window.

Present Simple and Continuous

Exercise 2

Gwen usually feels happy, but she isn't feeling well at the moment.
Jack doesn't usually work hard at school, but he's doing (his) homework at the moment.
Luke and Seb usually wear tracksuits, but they're wearing white shirts at the moment.
Cara and I don't usually enjoy classes, but we're having fun at the moment.

Present Simple and Continuous

Exercise 3

- Do your friends usually wear trainers to parties?
Yes, they do./
No, they don't.
- When do you usually do your homework?
In the evening.
- Are your classmates having fun now?
Yes, they are./
No, they aren't.
- Do your parents often listen to music?
Yes, they do./
No, they don't.
- How often do you speak English after school?
Not very often.

Unit
5

Comparatives

Adjective	Comparative
cool	cooler <i>than</i>
nice	nicer <i>than</i>
fit	fitter <i>than</i>
lazy	lazier <i>than</i>
original	more original <i>than</i>
good	better <i>than</i>
bad	worse <i>than</i>

Use

- We use comparative adjectives to compare two people or things.
The café is cheaper than the restaurant.

Form

- We use *than* after comparative adjectives.
Tennis is more exciting than golf.

Short adjectives	Comparatives	
Most adjectives: add -er	<i>strong</i>	<i>stronger</i>
Adjectives that end in -e: add -r	<i>cute</i>	<i>cuter</i>
Adjectives that end in one vowel + one consonant: double the consonant and add -er	<i>big</i>	<i>bigger</i>
Adjectives that end in -y: drop the y and add -ier	<i>friendly</i>	<i>friendlier</i>
Long adjectives	Comparatives	
Add <i>more</i>	<i>intelligent</i>	<i>more intelligent</i>
Irregular adjectives	<i>good</i> <i>bad</i>	<i>better</i> <i>worse</i>

(not) as ... as

Use

- We use *(not) as ... as* to say that two people or things are the same or not the same.
The film is (not) as good as the book.

Form

- We form the structure with *(not) as + adjective + as*.
The cinema is (not) as interesting as the theatre.

Superlatives

Adjective	Comparative
cool	<i>the coolest</i>
nice	<i>the nicest</i>
fit	<i>the fittest</i>
lazy	<i>the laziest</i>
original	<i>the most</i> original
good	<i>the best</i>
bad	<i>the worst</i>

Use

- We use superlative adjectives to compare one person or thing to others in a group.
Liz's got the shortest hair in the class.

Form

- We use *the* before superlative adjectives.
Jack is the funniest boy in the class.

Short adjectives	Superlatives	
Most adjectives: add <i>the + -est</i>	<i>strong</i>	<i>the strongest</i>
Adjectives that end in -e: add <i>the + -st</i>	<i>cute</i>	<i>the cutest</i>
Adjectives that end in one vowel + one consonant: double the consonant and add <i>the</i> and -est	<i>big</i>	<i>the biggest</i>
Adjectives that end in -y: drop the y and add <i>the</i> and -iest	<i>friendly</i>	<i>the friendliest</i>
Long adjectives	Superlatives	
Add <i>the + most</i>	<i>intelligent</i>	<i>the most intelligent</i>
Irregular adjectives	<i>good</i> <i>bad</i>	<i>the best</i> <i>the worst</i>

Unit 5

Comparatives | (not) as ... as

1 Write the comparative form of these adjectives.

²braver ³cooler ⁴fitter ⁵funnier ⁶better ⁷happier ⁸lazier ⁹nicer ¹⁰older

bad – ¹ worse	happy – ⁷ (...)	sad – ¹³ (...)
brave – ² (...)	lazy – ⁸ (...)	short – ¹⁴ (...)
cool – ³ (...)	nice – ⁹ (...)	successful – ¹⁵ (...)
fit – ⁴ (...)	old – ¹⁰ (...)	talented – ¹⁶ (...)
funny – ⁵ (...)	original – ¹¹ (...)	thin – ¹⁷ (...)
good – ⁶ (...)	quiet – ¹² (...)	young – ¹⁸ (...)

¹¹more original ¹²quieter ¹³sadder ¹⁴shorter ¹⁵more successful
¹⁶more talented ¹⁷thinner ¹⁸younger

2 Which sentence is correct? Choose a or b.

- ☒ a John is shorter than Tom.
b John is more shorter than Tom.
- ☐ a Lola is more intelligent as Karen.
☒ b Lola is more intelligent than Karen.
- ☐ a He is more cuter than his brother.
☒ b He is cuter than his brother.
- ☒ a She's not as friendly as her sister.
b She is not more friendly than her sister.
- ☒ a My phone is as good as your phone.
b My phone is better as your phone.
- ☒ a English is better than Maths.
b English is more good than Maths.

3 Complete the sentences with the correct comparative form of the adjectives in brackets.

- My brother is a *better* (good) singer than me.
- Biology is (...) (interesting) than Physics. *more interesting*
- Sara is not as (...) (tall) as her mum. *tall*
- Tom is (...) (bad) at Maths than Alex. *worse*
- My dog is (...) (friendly) than my neighbour's dog. *friendlier*

4 Write sentences to compare these people, places and things. Use the adjectives in brackets.

- Canada / Ireland (small/big)
Ireland is smaller than Canada. Ireland is not as big as Canada.
- Jennifer Lawrence / Brad Pitt (young/old)
- rap / reggae (good/bad)
- Beyoncé / Lily Allen (successful)
- Homer Simpson / Harry Potter (funny)

5 Write ten sentences about you and a friend. Use comparative adjectives.

I'm older than my friend Ela. She's got longer hair than me.

Superlatives

1 Write the superlative form of these adjectives.

bad – ¹ the worst	happy – ⁷ (...)	sad – ¹³ (...)
brave – ² (...)	lazy – ⁸ (...)	short – ¹⁴ (...)
cool – ³ (...)	nice – ⁹ (...)	successful – ¹⁵ (...)
fit – ⁴ (...)	old – ¹⁰ (...)	talented – ¹⁶ (...)
funny – ⁵ (...)	original – ¹¹ (...)	thin – ¹⁷ (...)
good – ⁶ (...)	quiet – ¹² (...)	young – ¹⁸ (...)

2 Which sentence is correct? Choose a or b.

- ☐ a Bill is the taller in the class.
☒ b Bill is the tallest in the class.
- ☐ a He is the worse person on TV.
☒ b He is the worst person on TV.
- ☒ a She is the most intelligent in the group.
b She is the more intelligent in the group.
- ☐ a This is the biggest park in London.
☒ b This is the biggest park in London.
- ☐ a Geography is most interesting subject in school.
☒ b Geography is the most interesting subject in school.
- ☒ a Who is the best player in the team?
b Who is the goodest player in the team?

3 Complete the sentences with the correct superlative form of the adjectives in brackets.

- My brother is *the best* (good) singer in our family.
- Biology is (...) (interesting) subject at school.
- Sara is (...) (short) person in our class.
- Maths is (...) (hard) subject for me.
- My dog is (...) (friendly) dog in the park.

4 Make sentences with superlative adjectives.

- big / city / our country
The biggest city in our country is ...
- cool / person on TV
- interesting / film this year
- happy / person I know
- good / football team / world

5 Write ten sentences about your family. Use superlative adjectives.

The oldest person in my family is my great-grandfather. He's eighty-five.

Comparatives

Exercise 4

- Jennifer Lawrence is younger than Brad Pitt. Brad Pitt is older than Jennifer Lawrence.
- Rap is better than reggae. Reggae is worse than rap.
- Beyoncé is more successful than Lily Allen. Lily Allen is not as successful as Beyoncé.
- Homer Simpson is funnier than Harry Potter. Harry Potter is not as funny as Homer Simpson.

Superlatives

Exercise 1

- the bravest
- the coolest
- the fittest
- the funniest
- the best
- the happiest
- the laziest
- the nicest
- the oldest
- the most original
- the quietest
- the saddest
- the shortest
- the most successful
- the most talented
- the thinnest
- the youngest

Superlatives

Exercise 3

- the most interesting
- the shortest
- the hardest
- the friendliest

Superlatives

Exercise 4

- The coolest person on TV is ...
- The most interesting film this year is ...
- The happiest person I know is ...
- The best football team in the world is ...

Unit
6*was/were, there was/there were*

+	I/He/She/It	was in China.
	You/We/They	were at the match.
-	I/He/She/It	wasn't (was not) in the team.
	You/We/They	weren't (were not) happy.
?	Was he at the match? Yes, he was./No, he wasn't.	
	Were they good? Yes, they were./No, they weren't.	

Use

- We use the Past Simple to talk about states or actions that started and finished in the past.
They were at home yesterday.

Form

- To form the affirmative, we use subject + *was/were*.
I was at the library. We were on the train.
- To form the negative, we add *not* after *was/were*.
It wasn't very expensive. (= was not)
- The word order changes in questions: *Was/Were* + subject.
Was he happy? Were they late?

+	There	was one team.
	There	were two teams.
-	There	wasn't (was not) a big crowd.
	There	weren't (were not) any goals.
?	Was there a winner? Yes, there was./No, there wasn't.	
	Were they many goals? Yes, there were./No, there weren't.	

Use

- We use *there was/there were* to say something existed or didn't exist in the past.
There was colour TV twenty years ago.
There weren't any interactive whiteboards in 1990.
- We use *there was* and *there wasn't* with singular and uncountable nouns.
There was a cinema next to the shopping centre.
There wasn't any pasta in the shops.
- We use *there were* and *there weren't* with plural nouns.
There were some good shows on TV last week.
There weren't many cars in our street fifty years ago.

Form

- To form the affirmative, we use *there* + *was/were*.
There was a poster of The Beatles on his wall.
There were some famous models in the 1960s.
- To form the negative, we add *not* after *was/were*.
There wasn't a phone box near our house.
There weren't any mobile phones in the 1960s.
- The word order changes in questions: *Was/Were* + *there*.
Was there a school trip to England last year?
Were there any mobile phones in the 1960s?

Past Simple affirmative (regular and irregular verbs)

I/You/He/She/It/We/They	walked	home.
-------------------------	--------	-------

Use

- We use the Past Simple to talk about states or actions that started and finished in the past.
She listened to the radio.

Form

- To form the Past Simple of regular verbs, we add *-ed*, *-d* or *-ied* to the verb. (See Spelling rules below.)
- Some of the most frequently used verbs in English are irregular. (See page 159.)

Spelling rules

Most verbs: add <i>-ed</i>	<i>play</i> <i>played</i>
Verbs that end in <i>-e</i> : add <i>-d</i>	<i>move</i> <i>moved</i>
Verbs that end in one vowel + one consonant: double the consonant and add <i>-ed</i>	<i>stop</i> <i>stopped</i>
Verbs that end in consonant and <i>y</i> : drop the <i>y</i> and add <i>-ied</i>	<i>cry</i> <i>cried</i>

Time expressions

- We use time expressions to say when we did something:
 - this morning*
 - yesterday*
 - last night/week*
 - last month/summer/year*
 - in (1998)*
 - ago*
- The time expression goes at the beginning or the end of the sentence.
They travelled to Paris last night.
Last night, they travelled to Paris.
Peter ran a marathon two years ago.
Two years ago, Peter ran a marathon.

Unit 6

was/were, there was/there were

1 ● Choose the correct option.

- 1 She was / were in Paris.
- 2 Were / Was they at the match?
- 3 Where were / was you last night?
- 4 I wasn't / weren't at home.
- 5 We weren't / wasn't very happy.
- 6 Harry was / were 2 years old in 2008.

2 ●● Make sentences in the past using was/were.

- 1 I / be / at the beach / last summer.
I was at the beach last summer.
- 2 You / not be / late / for school / yesterday.
- 3 It / be / very cold / last winter.
- 4 They / not be / at the party / last Saturday.
- 5 She / be / the best player of the match.

3 ●● Complete the dialogue with the correct form of was or were.

- A: Where ¹ were the Olympic Games in 2012?
B: They ² (...) in Rio, in Brazil, I think. were
A: No, the 2012 Olympics ³ (...) in Rio. They ⁴ (...) in London. ³ weren't ⁴ were
B: So when ⁵ (...) the Games in Brazil? ⁶ (...) it in 2014? ⁵ were ⁶ Was
A: No, it ⁷ (...) in 2014. It ⁸ (...) in 2016. ⁷ wasn't ⁸ was
B: ⁹ (...) you there? Were
A: No, I ¹⁰ (...). wasn't

4 ●● Complete the dialogue about the 2014 World Cup semi-final with the correct form of there was or there were.

- A: ¹ There were five goals in the first half.
B: Wow! How many goals ² (...) in the second half? were there
A: Three – the final score was Germany 7 Brazil 1.
B: ³ (...) a big crowd? Was there
A: Yes, ⁴ (...). ⁵ (...) 58,141 people in the stadium.
B: That's a lot! And ⁶ (...) any red cards?
A: No, ⁷ (...).
⁴ there was ⁵ There were ⁶ were there ⁷ there weren't

5 ●●● Write five sentences with was/were and there was/there were about a sports event.

I was with my brother. There were two teams.

Past Simple affirmative (regular and irregular verbs)

1 ● Write the Past Simple form of these verbs.

ask – ¹ <u>asked</u>	try – ⁵ (...)	dance – ⁹ (...)
do – ² (...)	go – ⁶ (...)	win – ¹⁰ (...)
see – ³ (...)	jog – ⁷ (...)	come – ¹¹ (...)
end – ⁴ (...)	put – ⁸ (...)	want – ¹² (...)

² did ³ saw ⁴ ended ⁵ tried ⁶ went ⁷ jogged ⁸ put ⁹ danced
¹⁰ won ¹¹ came ¹² wanted

2 ●● Complete the sentences with the Past Simple form of the verbs in brackets.

- 1 I tried (try) to learn Spanish.
- 2 They (...) (stop) working at 8 p.m. stopped
- 3 He (...) (win) the tennis match. won
- 4 We (...) (jog) in the park yesterday. jogged
- 5 David (...) (want) to buy some chocolate. wanted
- 6 The film (...) (end) at 10 p.m. ended

3 ●● Complete the text with the Past Simple form of the verbs in brackets.

Last Sunday I ¹ woke up (wake up) at 6.30 a.m.,
² (...) (eat) an apple and ³ (...) (drink) some juice.
Then I ⁴ (...) (take) a bag with some food and water
and ⁵ (...) (run) to my friend Danny's house. His
dad ⁶ (...) (drive) us to a mountain called Ben Nevis.
We ⁷ (...) (arrive) there at 8 a.m. We ⁸ (...) (have) a
snack and then we ⁹ (...) (start) walking. We ¹⁰ (...) (walk)
for three hours and then we ¹¹ (...) (stop) for lunch.
We were tired when we ¹² (...) (get) to the top, but the view was fantastic!

4 ●● Write about what you did last Sunday. Use the text in Exercise 3 to help you.

Last Sunday I woke up at 10 o'clock, ate some biscuits and ...

5 ●● Order the words to make sentences with ago.

- 1 went / shopping / ago / two days / I / .
- 2 called / me / Sam / ago / three hours / .
- 3 Mark / two years / the championship / ago / won / .

6 ●●● Write two true Past Simple sentences for each of these time expressions: one with a regular verb and one with an irregular verb.

last night last week last month
last year this morning

*My mum asked me a question this morning.
I had breakfast in a café this morning.*

*was/were,
there was/there
were*

Exercise 2

- 2 You weren't late for school yesterday.
- 3 It was very cold last winter.
- 4 They weren't at the party last Saturday.
- 5 She was the best player of the match.

Past Simple affirmative

Exercise 3

- 2 ate
- 3 drank
- 4 took
- 5 ran
- 6 drove
- 7 arrived
- 8 had
- 9 started
- 10 walked
- 11 stopped
- 12 got

Past Simple affirmative

Exercise 5

- 1 I went shopping two days ago.
- 2 Sam called me three hours ago.
- 3 Mark won the championship two years ago.

Unit
7

Past Simple (negative)

Regular and irregular verbs

They **didn't wear** jeans.
 They **didn't watch** satellite TV.
 People **wore** boots, but they **didn't wear** trainers.
 They **played** football, but they **didn't play** basketball.

Use

- We use the Past Simple to talk about states or actions that started and finished in the past.
*They **didn't listen** to the radio.*
*He **didn't understand** the question.*

Form

- To form the Past Simple negative of regular and irregular verbs, we use *didn't (did not)* + the main verb in the infinitive.
*She **didn't answer** the phone.*
*We **didn't go** to school yesterday.*

Past Simple (questions and answers)

Yes/No questions

Did I/you/he/she/
 it/we/they **go** to
 school?

Short answers

Yes, I/you/he/she/it/we/they **did**.
 No, I/you/he/she/it/we/they **didn't**.

Wh- questions

Where did you **go** yesterday?
When did you **see** her?
What time did you **get up**?

Form

- To form *yes/no* questions, we use *Did* + the main verb in the infinitive. The word order also changes: *Did* + subject + main verb.
Did they sail to Spain?
Did she lose her ticket?
- In short answers we do not repeat the main verb. We only use *did/didn't*.
A: Did you enjoy the film?
B: Yes, I did./No, I didn't.
- To form *Wh-* questions, we use *Wh-* + *did* + the main verb in the infinitive.
What did they do?

Common mistakes

Did they like the film? ✓
~~*Did they liked the film?*~~ ✗

Unit 7

Past Simple (negative)

1 ● Complete the sentences with the Past Simple form of the verbs in brackets.

- We *didn't go* (not go) to the park today.
- Liz (...) (not like) her present. *didn't like*
- You (...) (not finish) your breakfast. *didn't finish*
- I (...) (not get up) early yesterday. *didn't get up*
- The game (...) (not start) at six. *didn't start*
- Tim (...) (not call) me last night. *didn't call*
- She (...) (not tidy) her room last night. *didn't tidy*
- They (...) (not sleep) all night. *didn't sleep*

2 ●● Order the words to make sentences.

- didn't / my / this / buy / father / computer / .
My father didn't buy this computer.
- to / didn't / yesterday / Tom / the / cinema / go / .
- that / she / write / didn't / email / .
- at / up / didn't / a.m. / we / get / 8.00 / .
- study / last / I / Maths / week / didn't / .

3 ●● Make the sentences negative.

- We understood.
We didn't understand.
- She wrote to me. *She didn't write to me.*
- They walked home. *They didn't walk home.*
- We ate breakfast. *We didn't eat breakfast.*
- I bought a magazine. *I didn't buy a magazine.*
- He sold his laptop. *He didn't sell his laptop.*
- You bought a new bike. *You didn't buy a new bike.*
- Jane had dinner. *Jane didn't have dinner.*

4 ●● Correct the sentences.

- William Shakespeare came from Canada.
William Shakespeare didn't come from Canada. He came from England.
- J.K. Rowling wrote *Game of Thrones*.
- The British invented karate.
- David Beckham played basketball.
- Bill Gates started Apple.
- Coca Cola came from Russia.
- Leonardo da Vinci lived in France.
- Albert Einstein lived in the eighteenth century.

5 ●●● Write five sentences about the differences between your life and your parents' lives when they were your age. Use the Past Simple.

*My parents didn't go on holiday abroad.
They didn't learn English at school.*

Past Simple (questions and answers)

1 ● Order the words to make questions in the Past Simple.

- time / you / up / did / get / what / ?
What time did you get up?
- to / the / did / go / they / park / ?
- see / when / him / you / did / ?
- football / watch / the / you / match / did / ?
- yesterday / you / did / go / where / ?

2 ●● Complete the questions with the Past Simple form of the verbs in brackets. Then match questions 1–8 with answers a–h.

- Did you see* (you/see) Tom yesterday? *a*
- (...) (they/like) the party? *Did they like, d*
- (...) (you/enjoy) the concert? *Did you enjoy, h*
- (...) (what/she/buy)? *What did she buy, f*
- (...) (they/go) to the shops? *Did they go, e*
- (...) (what time/you/get up)? *What time did you get up, b*
- (...) (you/wear) a dress? *Did you wear, c*
- (...) (where/he/stay)? *Where did he stay, g*

- No, I didn't, but I texted him.
- I got up at six o'clock.
- No, I didn't. I wore jeans.
- Yes, they did. They really enjoyed it.
- No, they didn't. They went to the cinema.
- She bought a birthday present for her dad.
- He stayed in a hotel.
- No, I didn't. It was boring.

3 ●● Complete the questions with the Past Simple form of these verbs. Then answer the questions.

see eat get up go rain wash watch

- Did you see* (you) any good films last week?
- When (...) (you) to bed last night?
- (...) (it) yesterday?
- (...) (you) your hair this morning?
- (...) (you) anything on TV yesterday?
- What time (...) (your parents) this morning?
- What (...) (your family) for dinner last night?

4 ●●● Imagine that you work as a reporter for a lifestyle magazine. Write an interview with your favourite music/sports star about his/her life. Write at least five questions.

Q: When did you start swimming?

A: I started swimming in ...

Negative

Exercise 2

- Tom didn't go to the cinema yesterday.
- She didn't write that email.
- We didn't get up at 8.00 a.m.
- I didn't study Maths last week.

Negative

Exercise 4

- J.K. Rowling didn't write *Game of Thrones*. She wrote *Harry Potter*.
- The British didn't invent karate. The Chinese invented it.
- David Beckham didn't play basketball. He played football.
- Bill Gates didn't start Apple®. He started Microsoft®.
- Coca Cola® didn't come from Russia. It came from the United States.
- Leonardo Da Vinci didn't live in France. He lived in Italy.
- Albert Einstein didn't live in the eighteenth century. He lived in the twentieth century.

Questions and answers

Exercise 1

- Did they go to the park?
- When did you see him?
- Did you watch the football match?
- Where did you go yesterday?

Questions and answers

Exercise 3

- did you go
- Did it rain
- Did you wash
- Did you watch
- did your parents get up
- did your family eat

Unit
8Modal verbs: *have to/don't have to*

I/You/We/They	have to	work harder.
He/She	has to	get up early.
I/You/We/They	don't have to	worry.
He/She	doesn't have to	come.

Use

- We use *have to* to talk about present obligation.
I'm sorry, but we have to leave now.
- We use *don't have to* to talk about a lack of present obligation.
You don't have to come if you don't want to.

Form

- Have to/Don't have to* is always followed by the infinitive of the main verb.
We have to go.
- To form the affirmative (I/You/We/They), we use subject + *have to* + main verb.
I have to be quiet.
- To form the affirmative (He/She/It), we use subject + *has to* + main verb.
She has to hurry home.
- To form the negative (I/You/We/They), we use subject + *don't have to* + main verb.
I don't have to be quiet.
- To form the negative (He/She/It), we use subject + *doesn't have to* + main verb.
She doesn't have to hurry home.

Modal verbs: *mustn't*

I/You/He/She/It/We/They	mustn't	shout. be late.
-------------------------	---------	--------------------

Use

- We use *mustn't* to talk about things we are not allowed to do.
You mustn't eat in class.

Form

- Subject + *mustn't* + infinitive of the main verb without *to*.
We mustn't step on the grass.

Articles: first and second mention

- When we mention something for the first time, we use:
 - a/an* with singular countable nouns.
There's a lake near our town.
 - some* with plural countable nouns and uncountable nouns.
There are some trees on the island.
- When we mention something for the second time, we use *the* with both singular and plural countable nouns and uncountable nouns.
You can swim in the lake.
The trees are very old.

Unit 8

Modal verbs: *have to*/*don't have to*; *mustn't*

1 ● Match sentences 1–5 with their functions a–b.

- 1 You mustn't shout. *c*
- 2 I don't have to study today. *b*
- 3 She has to get up early. *a*
- 4 You don't have to come. *b*
- 5 They mustn't be late for class. *c*

- a necessary to do something
- b not necessary to do something
- c important not to do something

2 ●● Read the instructions for an exam. Complete with *have to*, *don't have to* or *mustn't*.

History exam: Room 4B, Friday 2 May, 9 a.m.

- Switch off your mobile phone.
- There are four questions. Answer three of them.
- Answer the questions with a pen, not a pencil.
- The exam ends at 11 a.m. You can leave before the end if you like.

- 1 You *have to* switch off your mobile phone.
- 2 You (...) answer all the questions. *don't have to*
- 3 You (...) answer three questions. *have to*
- 4 You (...) use a pen. *have to*
- 5 You (...) use a pencil. *mustn't*
- 6 You (...) stay until the end of the exam. *don't have to*

3 ●●● Write sentences about your school. Use these ideas and *have to*, *don't have to* or *mustn't*.

ask the teacher questions do a lot of homework
eat during a class run in the corridor shout
rest at break time study two languages

In our school, you have to study two languages.

4 ●●● Complete the sentences so they are true for you.

- 1 Every morning before breakfast, I have to ...
Every morning before breakfast, I have to get dressed.
- 2 Every night before I go to bed, I have to ...
- 3 On Sundays, we don't have to ...
- 4 When I'm on holiday, I don't have to ...
- 5 At meals in our house, you mustn't ...

Articles: first and second mention

1 ● Complete the rules with *a*, *an*, *some* or *the*.

- 1 The first time we mention something we use *a* or (...). *an*
- 2 The first time we mention something with plural and uncountable nouns we use (...). *some*
- 3 The second time we mention something we use (...) *the*

2 ● Complete the text with *a/an*, *some* or *the*.

In my room there's ¹ *a* cupboard. In ² (...) *the* cupboard there's ³ (...) *a* red suitcase. In ⁴ (...) *a* ⁴ *the* suitcase there are ⁵ (...) books. In one of the *some* books there is ⁶ (...) map. ⁷ (...) map shows ⁸ (...) *a* ⁷ *The* island. ⁹ (...) island is in the Pacific Ocean. *an* ⁹ *The* On ¹⁰ (...) map, in the centre of ¹¹ (...) island, *the* ¹⁰ *the* ¹¹ *the* there is ¹² (...) big red cross – like this: *X*. ¹³ (...) *a* ¹² *The* cross shows the location of ¹⁴ (...) box. *a* In ¹⁵ (...) box there's treasure! *the*

3 ●● Describe an object in your room. Use the text in Exercise 2 to help you.

In my room there's a ...

4 ●● Order the sentences to make a text about Edinburgh.

- a The bridge is about 130 years old. *9*
- b On top of the hill there is a famous castle. *6*
- c There's a railway bridge over the river. *8*
- d The city has some ancient buildings. *3*
- e One of the buildings is a palace – Holyrood. *4*
- f Scotland is a small country to the north of England. *1*
- g From the palace, a road – The Royal Mile – goes up a hill. *5*
- h In the east of the country there is an amazing city – Edinburgh. *2*
- i From the castle there's a great view of a river – the Forth. *7*

5 ●●● Write sentences about a place you know well. Use the sentences in Exercise 4 to help you.

Valencia is a city in the east of Spain.

In the centre of the city there are some ...

Unit
9

Present Continuous for future arrangements

+	We're going to the Bristol concert on 22 June.
-	He isn't going. He's going on holiday.
?	Are you coming with us tomorrow? Yes, we are./No, we aren't.

Use

- We use the Present Continuous to talk about future arrangements.
Dad's taking me to London on the fifteenth.

Form

- Future time expressions used with the Present Continuous include:
 - *this afternoon*
 - *tonight*
 - *tomorrow*
 - *next weekend**We're meeting this afternoon.*

going to

	I'm going to live abroad.
+	You/We/They're going to live abroad. He/She/It's going to live abroad.
	I'm not going to tell him.
-	You/We/They aren't going to tell him. He/She/It isn't going to tell him.
	Are you/we/they going to come? Yes, I am./Yes, you/we/they are. No, I'm not./No, you/we/they aren't.
?	Is he/she/it going to come? Yes, he/she/it is./No, he/she/it isn't.
	Where are you going to stay? When are you going to visit us?

Use

- We use *going to* to talk about plans and intentions for the future.
She's going to take a memory stick to school.

Form

- To form the affirmative, we use *be (am, is or are) + going to + main verb + -ing*.
I'm going to write an email this evening.
- To form the negative, we add *not* after *am, is or are*.
We aren't going to watch TV. (= are not)
- The word order changes in questions: *am/is/are + subject + going to + main verb + -ing*.
Is he going to buy a netbook tomorrow?
- In short answers we do not repeat the main verb. We only use the correct form of *to be*.
A: *Are you going to ask about broadband?*
B: *No, I'm not.*

Unit 9

Present Continuous for future arrangements

1 ● Choose the correct option.

- He is meeting / are meeting us at 8 p.m.
- Are is she coming to the picnic?
- We aren't playing / isn't playing football tomorrow.
- Are / Is you coming to my party next weekend?
- She aren't arriving / isn't arriving this afternoon.

2 ●● Complete the sentences with the Present Continuous form of the verbs in brackets.

- Andy Murray is playing (play) Roger Federer on Saturday. Who is Rafael Nadal playing (Rafael Nadal/play)?
- A: What (...) (you/do) on 30 October? are you doing
We (...) (have) a Halloween party! 're/are having
B: Oh, that's a pity! We (...) (go) to a concert that evening. 're/are going
- A: (...) (you/come) with me and Jake to the cinema tomorrow evening? Are you coming
B: I can't. We (...) (take) our cat Rocky to the vet's. 're/are taking
- A: What (...) (Jenny/do) for the Easter weekend? is Jenny doing
B: She (...) (spend) time with her dad. 's/is spending
- Mike is very nervous – he (...) (see) the dentist this afternoon. 's/is seeing

3 ●●● Complete your diary for the weekend with four arrangements. Use these ideas or your own. Ask and answer questions about your weekend.

go swimming go to a birthday party go to a disco
go to the hairdresser's have coffee with ...
meet a friend watch a football match

FRIDAY	evening	
	morning	
SATURDAY	afternoon	
	evening	
SUNDAY	morning	

A: What are you doing on Friday evening?
B: I'm going to a party!

going to

1 ● Order the words to make sentences.

- on holiday / to / isn't / going / she / go / .
She isn't going to go on holiday.
- live / going / are / to / abroad / they / .
- to / you / come / going / are / ?
- stay / to / you / are / going / where / ?
- tomorrow / to / isn't / going / he / play / football / .
- get married / aren't / going / to / they / .

2 ●● Complete the sentences with the correct form of going to and the verbs in brackets.

- I 'm going to go (go) skiing with my family next winter.
- The youth hostel in Venice was terrible. Next time we (...) (not stay) at the youth hostel – we (...) (find) a cheap hotel.
- I (...) (not play) football tomorrow. I (...) (revise) for my exams all weekend.
- A: (...) (you/see) *Shrek 6* this weekend?
B: No, we (...). We (...) (watch) the new *Harry Potter* film.
- The clouds have gone and the sky is clear. It (...) (not rain).
- Your father (...) (read) your school report after lunch.
- They (...) (visit) their cousins in New York next summer.
- A: (...) (Tom/go) to the new shopping centre?
B: Yes, he (...). He (...) (buy) some new clothes.
- We (...) (visit) my grandmother in hospital at the weekend.

3 ●●● Write five sentences about what you are going to do in the next holidays. Use these ideas to help you.

go to the seaside learn a new language
meet friends read a lot of books sleep until noon
watch a lot of films

In the winter holidays I'm not going to read a lot of books, but I'm going to watch a lot of films.

going to

Exercise 1

- They are going to live abroad.
- Are you going to come?
- Where are you going to stay?
- He isn't going to play football tomorrow.
- They aren't going to get married.

going to

Exercise 2

- aren't going to stay, 're/are going to find
- 'm/am not going to play, 'm/am going to revise
- Are you going to see, aren't, 're/are going to watch
- isn't going to rain
- 's/is going to read
- 're/are going to visit
- Is Tom going to go, is, 's/is going to buy
- 're/are going to visit

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 /'sɪkssti/ <i>sixty</i> | 4 /mɑ:tʃ/ <i>March</i> |
| 2 /naɪnθ/ <i>ninth</i> | 5 /'bɜ:θdeɪ/ <i>birthday</i> |
| 3 /'brɪndʒ/ <i>orange</i> | 6 /'jeləʊ/ <i>yellow</i> |

- 3 Write the words in the phonetic alphabet.

- | | |
|------------------------|--------------------|
| 1 sixteen /'sɪkssti:n/ | 4 spring /sprɪŋ/ |
| 2 hobby /'hɒbi/ | 5 Monday /'mʌndeɪ/ |
| 3 children /'tʃɪldrən/ | 6 those /ðəʊz/ |

Tip

In the phonetic alphabet, the symbol ' appears before the stressed syllable in a word. Compare: *present* (n) /'prezənt/ and *present* (v) /prɪzent/

Unit 1 Strong and weak forms of *can*

can

- can* has a strong form in questions and short answers in the affirmative:
Can he speak English? /kæn/
Yes, he can. /kæn/
- can* has a weak form in affirmative sentences:
They can dance. /kən/
- can't* has a longer vowel sound in negative sentences:
She can't fly. /kɑ:nt/
No, I can't. /kɑ:nt/

- 1 10.02 Study the Pronunciation box. Listen to how we pronounce *can* in different sentences.

Tip

The schwa /ə/ sound is the most common sound in English. It can be spelt with the letters *a*, *e*, *i*, *o* or *u*. Practise saying these words with schwa: *again*, *seven*, *cousin*, *occur*, *support*.

- 2 10.03 Copy the table. Listen to sentences 1–6 and complete with the correct pronunciation of *can*.

/kən/	/kæn/	/kɑ:nt/
3, 5	1, 4	2, 6

- 3 10.03 Listen again, check and repeat.

The /ɪ/ sound

- 4 10.04 Listen to how we pronounce the /ɪ/ sound. Listen again and repeat.

big Brazilian confident quickly

- 5 10.05 In pairs, say the sentences. Listen, check and repeat.

- My *sister* is slim.
- This *jacket* is from Italy.
- In my class, there are American, Spanish and British students.

Unit 2

Linking with *there is/there are*

there is/there are

- The consonant *r* in *there* links with the vowel beginning the next word:
there is /ðeərɪz/ *there is n't* /ðeərɪznt/
there are /ðeərə:/ *there aren't* /ðeərə:nt/
Is there a ...? /ɪzðeərə/ *Are there any ...?* /ɑ:ðeəreni/
- In British English, the *r* is silent in the contracted form of the affirmative singular:
there's /ðeəz/

1 10.06 Study the Pronunciation box. Listen to how we pronounce *there is/there are* in sentences.

2 10.07 Listen to sentences 1-6. Do you hear *a* or *b*?

- ☐ a There is a café called Coffee and Tea.
☐ b There isn't a café called Coffee and Tea.
- ☐ a There are some great restaurants.
☐ b There aren't any great restaurants.
- ☐ a There is a sandwich bar.
☐ b There isn't a sandwich bar.
- ☐ a Is there a pizzeria? Yes, there is.
☐ b Is there a pizzeria? No, there isn't.
- ☐ a There's a fast-food restaurant.
☐ b There is a fast-food restaurant.
- ☐ a Are there any cakes? Yes, there are.
☐ b Are there any cakes? No, there aren't.

3 10.07 Listen again, check and repeat.

The /ɪ/ and /i:/ sounds

4 10.08 Listen to how we pronounce the /ɪ/ and /i:/ sounds. Listen again and repeat.
 /ɪ/ chicken, crisps /i:/ three, meals

Tip

In English, there are many pairs of words that differ only in the vowel sound /ɪ/ or /i:/. Can you distinguish between these pairs?

ship – sheep fill – feel live – leave

5 10.09 In pairs, say the phrases. Listen, check and repeat.

- milk for dinner
- eat meat
- delicious pizza
- fish for tea
- a tin of beans
- cheese and biscuits

Unit 3

Third person singular verb endings

/s/, /z/, /ɪz/

There are three different pronunciations of third person singular verb endings:

- /s/ after verbs ending in the sound /f/, /k/, /p/, /t/ or /θ/, e.g. surfs, talks, stops, eats
- /z/ after verbs ending in the sound /b/, /d/, /g/, /l/, /m/, /n/, /ŋ/, /r/, /v/, /w/ or /ð/, or after verbs ending in a vowel sound, e.g. studies, worries, plays
- /ɪz/ after verbs ending in the sound /s/, /z/, /ʒ/, /ʃ/, /tʃ/ or /dʒ/, e.g. watches, washes, uses, chooses

1 10.10 Study the Pronunciation box. Listen to how we pronounce third person singular verb endings.

2 10.11 Copy the table. Listen and complete with the correct pronunciation of the verb endings.

chats does exercises gets up listens
relaxes works watches

/s/	/z/	/ɪz/
chats gets up, works	does, listens	exercises, relaxes, watches

3 10.11 Listen again, check and repeat.

The /æ/ sound

4 10.12 Listen to how we pronounce the /æ/ sound. Listen again and repeat.

chat happy have relaxed travel

5 10.13 In pairs, say the sentences. Listen, check and repeat.

- Unhappy cats have bad habits.
- Harry's hamster is always happy.
- Does Alex relax when he travels?
- Pamela exercises when she's sad.
- I can't stand chatting online at that time.

Unit 4

Present Continuous -ing ending

-ing ending

The -ing ending on present participles is pronounced /ɪŋ/. /ŋ/ is a nasal sound.

do – **doing** have – **having** make – **making**
start – **starting**

- 1 10.14 Study the Pronunciation box. Listen to how we pronounce the -ing ending.

Tip

You can practise the /ŋ/ sound by pronouncing these pairs of words:

thin /θɪn/ – **thing** /θɪŋ/
ran /ræn/ – **rang** /ræŋ/
win /wɪn/ – **wing** /wɪŋ/

- 2 10.15 Listen and complete the sentences.

- We're **studying** the Romans in History. **studying**
- They're (...) for a Maths exam. **revising**
- He's (...) to know his new classmates. **getting**
- Jim's (...) a new school this week. **starting**
- Are you (...) your best friend? **texting**
- Why isn't Alice (...) to us? **speaking**

- 3 10.15 Listen again, check and repeat.

The /ju:/ sound

- 4 10.16 Listen to how we pronounce the /ju:/ sound. Listen again and repeat.

computer music **you**

- 5 10.17 In pairs, say the words. Listen, check and repeat.

- review
- Tuesday
- using
- student
- uniform
- usually

Unit 5

Stressed words in sentences

Sentence stress

- Some words in sentences are more stressed than others. We normally stress content words like nouns, verbs, adjectives and adverbs.
*That **boyband** is the **best**.*
- Grammatical words like articles, pronouns, prepositions and auxiliary verbs are not usually stressed.
*He's as **tall** as his **dad**.*
- Negative words are often stressed.
*Ali isn't as **old** as Liam. Henry never **smiles**.*

- 1 10.18 Study the Pronunciation box. Listen to how we stress words in sentences.

Tip

To practise sentence stress in English, choose a paragraph from a text in your book. Underline the content words that should be stressed. Then practise reading it aloud.

- 2 10.19 Copy the sentences. Listen and underline the stressed words.

- Rap is cooler than jazz.
- Tom is quieter than his brother. He rarely talks.
- She isn't as funny as her cousin.
- That orchestra is the largest in the world.
- Is their new album better than the last one?
- Henry's the most interesting guy in the band.

- 3 10.19 Listen again, check and repeat.

The /æ/ and /ʌ/ sounds

- 4 10.20 Listen to how we pronounce the /æ/ and /ʌ/ sounds. Listen again and repeat.
/æ/ **fantastic**, **band** /ʌ/ **fun**, **drums**

- 5 10.21 Copy the table. Listen and complete with the correct pronunciation of the underlined vowels.

<u>actor</u>	classical	<u>country</u>	drums	<u>funny</u>	<u>jazz</u>
<u>judge</u>	<u>money</u>	<u>rap</u>	<u>saxophone</u>	<u>talent</u>	<u>trumpet</u>

/æ/

actor
classical, jazz, rap,
saxophone, talent

/ʌ/

country, drums, funny,
judge, money, trumpet

- 6 10.21 Listen again, check and repeat.

Unit 6

Regular Past Simple verb endings

/t/, /d/, /ɪd/

There are three different pronunciations of the *-ed* ending of regular Past Simple verbs:

- /t/ after verbs ending in the sound /f/, /k/, /p/, /s/, /θ/, /ʃ/ or /tʃ/, e.g. look**ed**, help**ed**, watch**ed**
- /d/ after verbs ending in the sound /b/, /g/, /l/, /m/, /n/, /r/, /v/, /w/, /z/, /dʒ/ or /ð/, or after verbs ending in a vowel sound, e.g. jog**ged**, worr**ied**, stay**ed**
- /ɪd/ after verbs ending in *t* or *d*, e.g. start**ed**, end**ed**, download**ed**

- 1 10.22 Study the Pronunciation box. Listen to how we pronounce the *-ed* ending of regular Past Simple verbs.

Tip

Make sure you pronounce the final /t/ and /d/ sounds correctly. Practise the difference with these pairs of words:

hat – had at – add
write – ride plate – played

- 2 10.23 Copy the table. Listen and complete with the correct pronunciation of the *-ed* endings.

finished followed hated jogged liked
played scored stopped walked wanted

/t/	/d/	/ɪd/
finished		

- 3 10.23 Listen again, check and repeat.

The /aɪ/ and /ɪ/ sounds

- 4 10.24 Listen to how we pronounce the /aɪ/ and /ɪ/ sounds. Listen again and repeat.

/aɪ/ cycle, bike /ɪ/ running, tennis

- 5 10.25 Look at the highlighted letters. Listen and identify the odd one out.

- final **pitch** live (adj) time
- cycling exciting ice hockey **jogging**
- badminton **biking** swimming win

- 6 10.25 Listen again, check and repeat.

Unit 7

Word stress

- 1 10.26 Copy the table. Listen and complete with the correct word stress.

ago charger cooker design invent machine
nineteenth photo social speaker

Oo	oo
charger, cooker, photo, social, speaker	ago design, invent, machine, nineteenth

- 2 10.26 Listen again, check and repeat.

Tip

The meaning of a word can change if you stress a different syllable. Try pronouncing these pairs of words correctly:

perfect (adj) – perfect (v)
contract (n) – contract (v)
content (n) – content (adj)

Compound nouns

A compound noun is a noun made up of two or three words. The stress is normally on the first word or on the usually stressed syllable of the first word. There are two types of compound noun:

- Open, e.g. *living room*, *video game*
- Closed, e.g. *headphones*, *smartphone*

- 3 10.27 Study the Pronunciation box. Listen to how we pronounce compound nouns.

- 4 10.28 Match to make compound nouns. Check if they are open or closed. Then listen and repeat.

computer game (open)

A	B
computer	brush
games	machine
smart	game
key	site
sun	watch
tooth	console
washing	glasses
web	board

Unit 6

Exercise 2

/t/: liked,
stopped,
walked
/d/: followed,
jogged,
played,
scored
/ɪd/: hated,
wanted

Unit 7

Exercise 4

games console (open),
smartwatch (closed),
keyboard (closed),
sunglasses (closed),
site (closed),
toothbrush (closed),
washing machine (open),
website (closed)

Unit 8

Words with silent letters

Silent letters

- Some words have silent letters which we don't pronounce, e.g. *island* /'aɪlənd/, *listen* /'lɪsən/, *walk* /wɔːk/
- In British English, *r* is silent before a consonant sound, e.g. *north* /nɔːθ/. *r* is also silent when there is no sound after it, e.g. *river* /'rɪvə/.
- For the modal verb *must*, we pronounce the *t* in the affirmative, but not in the negative:
You must follow the instructions carefully. /mʌst/
You mustn't be noisy. /mʌsnt/

- 1 10.29 Study the Pronunciation box. Listen to how we pronounce words with silent letters.
- 2 10.30 Listen and complete the sentences. Then circle the letter that is silent in each missing word.
 - 1 Would you like to live on an *island*?
 - 2 You (...) use your phone here. *mustn't*
 - 3 I have to do (...) this evening. *homework*
 - 4 You don't have to (...) to him. *talk*
 - 5 The grammar in that sentence is (...). *wrong*
 - 6 Did you get my (...) *letter*
- 3 10.30 Listen again, check and repeat.

The /ʃ/ and /tʃ/ sounds

- 4 10.31 Listen to how we pronounce the /ʃ/ and /tʃ/ sounds. Listen again and repeat.
/ʃ/ *shop*, *conversation*, *ocean*
/tʃ/ *chat*, *nature*, *question*

Tip

/ʃ/ is the sound we make when we want to ask for silence: *Shhhh!*

- 5 10.32 Copy the table. Listen and complete with the correct pronunciation of the underlined letters.

<u>ch</u> ew	cult <u>u</u> ral	offic <u>ia</u> l	populati <u>o</u> n
punct <u>u</u> al	<u>sh</u> out	so <u>ci</u> al	

/ʃ/	/tʃ/
<i>official, population, shout, social</i>	<i>chew, cultural, punctual</i>

- 6 10.32 Listen again, check and repeat.

Unit 9

Intonation in Present Continuous questions

Intonation in questions

- For Yes/No questions in the Present Continuous, we generally use rising intonation at the end of the question:
Is he coming with us tomorrow? ↗
Are you playing basketball on Saturday? ↗
- For Wh- questions in the Present Continuous, we generally use falling intonation at the end of the question:
When are you having lunch? ↘
When is he going on holiday? ↘

- 1 10.33 Study the Pronunciation box. Listen to the intonation in Yes/No and Wh- questions.
- 2 10.34 Listen and draw ↗ or ↘.
 - 1 Is it raining? ↗
 - 2 Are you doing anything on Friday? ↗
 - 3 When are they going to the concert? ↘
 - 4 Where's she meeting her mum? ↘
 - 5 Is he taking the bus? ↗
 - 6 Who's coming to the café? ↘
- 3 10.34 Listen again, check and repeat.

The /eɪ/ and /ɑː/ sounds

- 4 10.35 Listen to how we pronounce the /eɪ/ and /ɑː/ sounds. Listen again and repeat.
/eɪ/ *train station*, *take* /ɑː/ *park* a *car*
- 5 10.36 Copy the table. Listen and complete with the correct pronunciation of the underlined letters.

<u>bus</u> station	cycle <u>l</u> ane	<u>f</u> ar	<u>f</u> ast	holid <u>a</u> y
<u>pl</u> ace	<u>r</u> ainy	<u>s</u> ail	sun <u>b</u> athing	<u>w</u> ait

/eɪ/	/ɑː/
<i>bus station</i>	<i>far, fast</i>
<i>cycle lane, holiday, place, rainy, sail, sunbathing, wait</i>	

- 6 10.36 Listen again, check and repeat.
- 7 10.37 In pairs, say the sentences. Listen, check and repeat.
 - 1 We started walking to the car park.
 - 2 Is this place dangerous?
 - 3 Is it far to the car?
 - 4 We're waiting for a train.
 - 5 What's the name of this place?
 - 6 Public transport can be faster than a car.

Students' Activities

Unit 1 Vocabulary Extension Exercise 2

Around the world

- | | |
|------------|-----------|
| 2 Turkey | 5 Italian |
| 3 Japanese | 6 China |
| 4 American | |



Unit 3 Lesson 3.1 Exercise 7

How healthy is your life?

QUIZ

Results

Mostly a: You've got a very healthy lifestyle! Well done!

Mostly b: Oh dear! You haven't got a very healthy lifestyle. What can you change?

Progress Check Units 1-3 Exercise 5

Student A

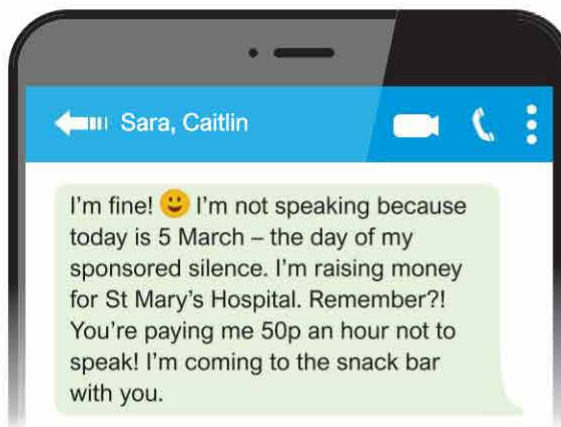
You are Student B's friend and you meet him/her at a restaurant. Follow these steps.

- Greet Student B and ask how he/she is.
- Ask him/her what food he/she likes/doesn't like.
- Ask what he/she would like to eat and drink.
- Use the phrases below to help you.

Hi! How's it going? What food do/don't you like?
What would you like to eat? Do you want a drink?

- Swap roles and repeat the role play with different ideas.

Unit 4 Lesson 4.2 Exercises 2 and 6



Unit 5 Lesson 5.1 Exercise 6

Mia is thinking of Ed Sheeran.

Unit 5 Lesson 5.1 Exercise 7

The Big Music Quiz

- | | | | |
|-----|-----|-----|-----|
| 1 b | 2 a | 3 b | 4 c |
| 5 c | 6 a | 7 a | 8 c |



Unit 5 Lesson 5.6 Speaking Time

Student B

- 1 Listen to Student A's situations. Make suggestions. Use these ideas or your own.
 - study with a friend/watch YouTube videos in English
 - make an omelette/eat an apple
- 2 Read these situations to Student A. Respond to his/her suggestions.
 - It's a boring Sunday afternoon. I feel sad.
 - It's my friend's birthday soon and I want to get him/her a present.

Students' Activities

Unit 6 Lesson 6.1 Exercise 6

SPORTS QUIZ

- 1 b 2 a 3 c
4 a 5 c 6 a



Unit 6 Lesson 6.4 Exercise 10

In pairs, take it in turns to make sentences in the Past Simple. Your partner guesses true or false.

What	Where	When
eat some crisps	at home	this morning
go jogging	at school	last night
play football	in the town centre	yesterday
run six kilometres	in the park	last week
see a tennis match	on the bus	last month
win a medal	on TV	last year

Progress Check Units 4–6 Exercise 5

Student A

Describe the photo below. Use these questions to help you.

- Where are they?
- What are they doing?
- What are they wearing?
- How are they feeling?

Then ask Student B these questions.

- Are you into team sports? Why?/Why not?
- Which is more fun: playing sports or watching sports? Why?



156 Students' Activities

Unit 6, 6.1

Exercise 6

NOTE: The correct answer to 1 is c.

Unit 7 Lesson 7.1 Exercise 4

THE HISTORY OF COMPUTERS

- 1 c 2 b 3 a 4 a 5 a 6 c 7 b 8 c

Unit 8 Lesson 8.1 Exercise 4

FAST GEOGRAPHY FACTS

True or false?

- F – The capital of Brazil is Brasília.
- F – The word for Mexican money is *peso*.
- F – The Japanese flag is white with a red circle.
- T
- T
- F – Antarctica is south of Australia.
- F – The Niger River is in (West) Africa.
- T
- F – The Pacific is the biggest ocean on Earth.
- T

Unit 8 Vocabulary Extension Exercise 2

WORLD FACTS

- 1 river
- 2 island
- 3 ocean
- 4 flag
- 5 mountain
- 6 capital
- 7 east
- 8 lake



Progress Check Units 1-3 Exercise 5

Student B

You are Student A's friend and you meet him/her at a restaurant. Follow these steps.

- Answer Student A's questions.
- Use the phrases below to help you.

I'm fine, thanks. And you? I like (pasta). I hate (fish)!
I'd like (a burger/an orange juice), please. What about you?

- Swap roles and repeat the role play with different ideas.

Progress Check Units 4-6 Exercise 5

Student B

Describe the photo below. Use these questions to help you.

- 1 Where are they?
- 2 What are they doing?
- 3 What are they wearing?
- 4 How are they feeling?

Then ask Student A these questions.

- 1 Which sport is the most fun: volleyball or table tennis? Why?
- 2 Do you think it's better to play an individual sport or a team sport? Why?



Students' Activities

Progress Check Units 7–9 Exercise 5

- 1 Look at the holiday activities in photos A–E. Do you like them? Why?/Why not?
- 2 In pairs, ask and answer the questions. Give reasons to explain your answers.
Do you think:
 - sightseeing is interesting?
 - shopping is boring?
 - skiing is hard?
 - surfing is fun?
 - hiking is cool?
- 3 In pairs, take it in turns to ask and answer the questions.
 - Do you prefer summer or winter holidays? Why?
 - What activities did you do on your last holiday?
 - Where are you going to go on your next holiday?
 - What are you going to do there?



Irregular Verbs

10.38

Infinitive	Past Simple	Past Participle
be /bi:/	was/were /wɒz/ /wɜ:/	been /bi:n/
become /bɪ'kʌm/	became /bɪ'keɪm/	become /bɪ'kʌm/
begin /bɪ'gɪn/	began /bɪ'gæn/	begun /bɪ'gʌn/
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 /tʃu:z/	chose /tʃəʊz/	chosen /tʃəʊzn/
come /kʌm/	came /keɪm/	come /kʌm/
cost /kɒst/	cost /kɒst/	cost /kɒst/
cut /kʌt/	cut /kʌt/	cut /kʌt/
do /du:/	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 /drɪnk/	drank /drænk/	drunk /drʌnk/
drive /draɪv/	drove /drəʊv/	driven /drɪvn/
eat /i:t/	ate /et/	eaten /i:tn/
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 /flu:/	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 /lu:z/	lost /lɒst/	lost /lɒst/
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 /tuk/	taken /'teɪkən/
teach /ti:tʃ/	taught /tɔ:t/	taught /tɔ:t/
tell /tel/	told /təʊld/	told /təʊld/
think /θɪnk/	thought /θɔ:t/	thought /θɔ:t/
understand /ʌndə'stænd/	understood /ʌndə'stʊd/	understood /ʌndə'stʊd/
wake /weɪk/	woke /wəʊk/	woken /'wəʊkən/
wear /weə/	wore /wɔ:/	worn /wɔ:n/
win /wɪn/	won /wʌn/	won /wʌn/
write /raɪt/	wrote /rəʊt/	written /rɪtn/

Irregular Verbs 159

Students' book audioscripts and videoscripts

STARTER UNIT

0.02 Starter Unit, S.1, Exercise 10

- 1 Hi, I'm Ellie. That's E-double L-I-E.
- 2 My name's Jerry. J-E-double R-Y.
- 3 I'm Vicky. V-I-C-K-Y.
- 4 Our teacher is Mr Davies. Yes, with an E: D-A-V-I-E-S.
- 5 My favourite name is Kailee. You spell it: K-A-I-L-double E.
- 6 My surname is Hendon. H-E-N-D-O-N.

0.03 Starter Unit, S.3, Exercise 8

- 1 It's eleven o'clock.
- 2 It's half past seven. It's seven thirty a.m.
- 3 It's a quarter to ten.
- 4 It's ten past one.
- 5 It's five to six.
- 6 It's twenty-five past five.

UNIT 1

1.05 Unit 1, 1.2, Exercise 4

- 1 Katy Perry can sing, but she can't fly a plane.
- 2 Beyoncé can't speak Japanese, but she can dance.
- 3 Mo Salah and Kylian Mbappé can play football, but they can't jump six metres.
- 4 Leonardo DiCaprio can't speak Chinese, but he can speak German.
- 5 Lady Gaga can cook Italian food, but she can't stay under water for twenty-two minutes.

2 Unit 1, 1.2, Street Talk

**P = Presenter A = Agata C = Catherine J = Jerry
L = Lara S = Sian**

- 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. Can you swim one kilometre?
- C:** I can't swim one kilometre, but I can swim about fifty metres.
- A:** I can't swim one kilometre.
- L:** I think I can swim one kilometre, depending on where it is. I can swim one kilometre in a swimming pool, but I guess I can't in the ocean.
- P:** Can you stay under water for one minute?
- L:** I haven't tried it in a while, but I think I can't stay under water for a minute. I definitely can stay under water for thirty seconds.
- C:** I can't stay under water for one minute. I can probably stay under water for about thirty seconds.
- P:** Can you dance?
- J:** I can dance.
- A:** I can dance.
- L:** I can dance sometimes, but I definitely can't sing.
- P:** Can you jump three metres?
- C:** I can't jump three metres. I can jump about thirty centimetres.
- P:** Can you speak three languages?
- L:** I can speak three languages. I can't speak Chinese, for example.
- J:** I cannot speak three languages.

3 1.08 Unit 1, 1.4, Exercises 1 and 8

**M = Mia MT = Mrs T N = Noah Ma = Mateo
E = Everybody L = Lena**

The surprise party

- M:** Hello, Mrs Taylor.
- MT:** Hi, come in! Have you got everything for the party?
- M:** Yes, we have. Where's Lena?
- MT:** She's at her guitar lesson. She's usually back by 6.00, so you haven't got much time. Oh, and she hasn't got her key with her, so listen for the doorbell!

- M:** OK. I've got the present. Have you got the drinks, Noah?
- N:** Yes, I have. I've got the balloons too.
- M:** Great!
- N:** What about food?
- M:** Mateo's got an app for a pizza delivery restaurant.
- Ma:** Pizza-To-Your-Door. Their pizzas are amazing! So, one extra large Margherita ... to 14 Park Street. Ready in 20 minutes. Perfect!
- M:** Good teamwork, guys!
- M:** That's Lena. Quick, everybody, get ready.
- N:** I'm nervous!
- Ma:** Shh, be quiet.
- E:** Surprise!
- L:** Hello, everybody.
- Ma:** Oh. Hi, Lena. Happy birthday!
- M:** Sorry about the pizza!
- L:** Never mind – I've got my friends! What a lovely surprise!

1.09 Unit 1, 1.4, Exercise 6

Lena Taylor's got blonde hair and blue eyes. She hasn't got a sister, but she's got a brother, Adam. The Taylors have got a nice house. Her friends are there now because it's Lena's birthday today. They haven't got a cake, but they've got a present for her.

1.10 Unit 1, 1.5, Exercises 2 and 3

- 1**
- C = Chrissy D = Donna**
- C:** Excuse me? I'm Chrissy and I've got a blog about fashion. Your hair's really nice.
- D:** Oh, thanks.
- C:** Is it OK to take a photo of you for my blog?
- D:** Yes, OK.
- C:** Cool sunglasses too! Are they from an expensive shop?
- D:** No, they're just cheap glasses from a market. My friend's also got a pair.
- C:** They're great! What's your name?
- D:** I'm Donna.
- C:** Nice to meet you, Donna, and thanks.
- 2**
- C = Chrissy E = Elisa**
- C:** Hi. Can I take a photo of you for my blog? Your style is just perfect!
- E:** Yes, sure.
- C:** What's your name?
- E:** I'm Elisa.
- C:** Where are you from, Elisa?
- E:** I'm from Italy, but my home now is in Britain.
- C:** You've got great style. Your boots are fantastic.
- E:** Thanks! They're from Spain.
- 3**
- C = Chrissy D = Duncan**
- C:** Wow! That's a really cool hat! Can I take a photo?
- D:** Erm, what's it for?
- C:** It's for my blog about fashion. I'm a student. My name's Chrissy.
- D:** Hi, Chrissy. I'm Duncan.
- C:** You've got great style, Duncan! What's your job? Are you an actor or a singer?
- D:** Ha ha, you're funny! No, I'm a student too!
- 4**
- C = Chrissy M = Marc**
- C:** Hello there! My name's Chrissy. Can I take a photo of you for my blog?
- M:** No problem! I'm Marc.
- C:** That's a beautiful bike, Marc!
- M:** Thanks! It's American. Or is it German? No, wait ... it's American.
- C:** Cool. And where are you from, Marc?
- M:** I'm French. I'm here on holiday.

1.12 Unit 1, 1.5, Exercise 5

My name is Chrissy. I'm a student from Bristol and I've got a blog about fashion. My favourite clothes are jeans and old sweaters. My favourite colours are grey and blue.

1.13 Unit 1, 1.5, Exercise 6

- 1 Your trainers are really cool!
- 2 You've got great style!
- 3 Your shirt is fantastic!
- 4 It's a really nice colour!

5 Unit 1, BBC Culture, Exercise 5

Part 1

These young people are here in London for an important competition. They're violin players. They're all very young and very good. They come from different countries – from the USA, from Japan, from Germany and many more. Samuel is only eleven years old. He's from Singapore and he's got lots of prizes from competitions. Can he win this competition? Maybe he can. Juliette is English – from London – and she's nervous. She thinks playing the violin is hard work. This competition is difficult. There are lots of great players. It's called The Yehudi Menuhin Competition. Good luck, everyone. Great music and a great view of London!

6 Unit 1, BBC Culture, Exercise 6

Part 2

This is Anushka with her family. They're very proud. Anushka's got the results of a difficult test. Now she's in a special club. It's called Mensa and it's a club for very, very clever people. Anushka is only eleven, but she got top marks. Anushka can do lots of things. She's got a wonderful memory. She can answer very hard questions. She can play the violin. But her favourite hobbies are reading and writing stories. She's got a blog and maybe one day she can be a writer. It's her dream job.

UNIT 2

2.03 Unit 2, 2.1, Exercises 6 and 7

Hello and welcome to my video blog. It's Meat-Free Monday and it's half past seven in the morning. What's for breakfast today? A typical breakfast for me is cereal with milk, but today it's toast with a banana, and orange juice. Mmm, not bad! Time for lunch. It's a quarter to one and I'm with my friends in the school canteen. Lunch on Meat-Free Monday is always really good. Today there are vegetarian burgers with chips. My favourite!

It's seven o'clock. What is there for dinner tonight? My dad's a really good cook, and tonight we've got pasta with mushrooms and tomatoes. It's Dad's secret recipe and it's delicious! Well, that's the end of my day. See you tomorrow!

2.04 Unit 2, 2.1, Exercise 8

G = Girl B = Boy

- G:** What's for lunch at school next week?
B: I'm not sure. Let's look on the school website ... Just a minute, ah yes, here it is: 'School lunch menu'.
G: So, what's for lunch on Monday?
B: It's Meat-Free Monday, so it's cheese and tomato pizza. And for dessert, it's rice pudding.
G: Cool! What about Tuesday?
B: On Tuesday, it's vegetable lasagne with salad. And for dessert, it's – wait for it – chocolate cake!
G: Mmm, delicious! What have we got on Wednesday?
B: On Wednesday, we've got chicken curry with rice.
G: Mmm, I love curry.
B: And for dessert, it's fruit: apple or banana.
G: Not bad. So, what about Thursday?
B: On Thursday, it's Spanish omelette with salad. Then, for dessert, fruit salad with yoghurt.

- G:** Hmm, Spanish omelette with salad – not my favourite. So, what have we got on Friday?
B: It's fish and chips on Friday. And then, for dessert, it's everybody's favourite: fresh strawberries with ice cream.
G: Oh, lovely! I can't wait! Right, so then, what about ...

2.07 Unit 2, 2.2, Exercise 6

In my town there are some great restaurants. There are three Indian restaurants – they're all good. There isn't a Japanese restaurant, but there's a Chinese place called the Red Dragon. There are two pizzerias, Mario's and Pomodoro. Mario's pizzas are brilliant. There aren't any burger bars, but there's a sandwich bar – Slices. The sandwiches are good.

2.10 Unit 2, 2.3, Exercise 4

- 1 boil an egg boil water
- 2 cut an onion cut bread
- 3 add vegetables add salt
- 4 mix everything together mix eggs with milk
- 5 fry an onion fry some bacon
- 6 bake a potato bake a cake

2.11 Unit 2, 2.3, Exercise 5

Spaghetti with chicken and mushroom sauce

Cut an onion and some mushrooms with a knife. Fry them in a pan with some chicken, then add cream. Boil the spaghetti and mix it with the sauce. Serve with cheese and eat with a fork and spoon. Delicious!

7 2.12 Unit 2, 2.4, Exercise 1

MG = Mrs Garcia N = Noah Ma = Mateo Mu = Mum
The picnic

- MG:** Right, boys. Have you got everything?
N: I've got the drinks and the picnic blanket.
MG: Good. The food's in a backpack in the hall, Mateo. There are some sandwiches, there's some fruit, ...
Ma: How many sandwiches are there?
Mu: Don't worry, Mateo. There are lots of sandwiches!
Ma: Great! Are there any strawberries?
Mu: No, there aren't any strawberries, but there are some apples and bananas.
N: Cool.
Ma: Is there any cake?
Mum: No, but there's lots of chocolate!
N: Thanks for the picnic, Mrs Garcia.
Ma: Yes, thanks, Mum. So, where's the backpack again?
MG: It's in the hall. Bye now. Have fun!
Ma: Let's stop here for our picnic.
N: Good idea! I'm really hungry.
Ma: Oh, no!
N: What's the matter?
Ma: There are some trainers, a water bottle and some socks, but there isn't any food. This isn't the picnic bag! It's my mum's gym bag!
N: Oh, no!

2.13 Unit 2, 2.4, Exercise 5

F = Freya L = Lily

- F:** Have you got any food in your bag, Lily?
L: I've got some biscuits.
F: How many biscuits are there?
L: Just two!
F: How much water have you got?
L: I've got lots of water – two bottles. I've got some cake, but it's a bit old and hard. It's from my school lunch last Monday. Do you want it?
F: Erm, no, thanks! I don't want any cake!

10 Unit 2, 2.4, Street Talk

P = Presenter A = Agata C = Catherine E = Ed

J = Junko L = Lara

- P:** What food and drink is there in your kitchen?
C: In my kitchen, there is lots of coffee. There are some tea bags, but there isn't any decaf coffee.
A: There are some bananas in my kitchen. There is some meat in my kitchen. There isn't any milk in my kitchen. There aren't many vegetables in my kitchen. And there aren't any cans in my kitchen.
J: In my kitchen, there is a lot of rice and some noodles.
E: There is a lot of cereal. There is a lot of tea and coffee. There is a lot of milk. There are not many bananas in my kitchen, no.
L: Well, in a typical German kitchen, I would say there is a lot of bread, different types of bread, and so also a lot of cheese and just things you can eat with bread, 'cause that's what Germany's quite famous for. Also there are vegetables and fruit, and not that many biscuits like there are in England, I guess. And not much tea, but we drink definitely more coffee than we do drink tea.

2.15 Unit 2, 2.5, Exercise 3

T = Tom Y = Yvonne G = Greg

- T:** What's on the shopping list?
Y: Tea, bread, milk and apples. Oh, and ice cream!
G: Yoghurt?
Y: Um, it's not on the list. Good idea! Yoghurt.
T: Beans?
Y: No, we've got lots of beans.
T: Oh, yes! We haven't got many biscuits!
G: Can we get chocolate chip cookies?
Y: OK. Chocolate chip cookies. Anything else?
G: Fish fingers!
T: What about burgers? They're my favourite.
Y: OK, fish fingers or burgers?
G/T: Fish fingers! / Burgers!
T: OK, fish fingers.
G: Crisps!
T: We've got lots of crisps.
G: There aren't any cheese and onion crisps.
T: Yes, there are. Oh ... no, there aren't.
Y: OK, cheese and onion crisps. Right, let's go!

2.17 Unit 2, 2.5, Exercise 5

G = Greg Y = Yvonne A = Announcer T = Tom

- G:** Here are the crisps.
Y: Twenty-six p a packet – that's a great price!
A: It's a great day for fish fingers! Get delicious fish fingers – only two pounds twenty-eight a packet!
G: Look, Mum – I've got the fish fingers.
Y: That's good.
G: Oh, brownies! A special price: only three pounds fifteen!
Y: No, Greg! No brownies. We've got chocolate chip cookies.
T: How much are the cookies?
Y: One pound forty.
T: That's a good price.
A: Today we have a special price for baked beans. Only sixty pence a tin!
Y: How much?
T: Sixty p a tin. That's cheap. How many tins?
Y: Four.
G: OK.
Y: OK, let's go!

2.18 Unit 2, 2.5, Exercise 6

G = Greg Ga = Gary

- G:** Let's buy some fruit.
Ga: Yes, good idea. I like bananas. How much are they?
G: They're cheap. A kilo of bananas is only sixty-four p!
Ga: OK, let's get some bananas.
G: What about chocolate biscuits?
Ga: No, they're expensive.

2.19 Unit 2, 2.5, Exercise 7

G = Greg O = Oscar

- G:** How much money have you got, Oscar?
O: Five pounds fifty.
G: I've got four pounds fifty, so we have ten pounds to buy food for the party. Let's buy some fruit.
O: Yes, good idea. I like bananas. How much are they?
G: They're cheap. A kilo of bananas is only sixty-four p!
O: OK, let's get some bananas.
G: What about chocolate biscuits?
O: No, they're expensive. Look, they're three pounds eighty-nine for a packet!
G: Yes, that's expensive. Let's buy some ice cream. It's only one pound ninety-five. And these muffins are cheap. They're two pounds twenty pence for four. Let's get them.
O: OK. What about drinks?
G: Orange juice?
O: No, it's expensive. It's one pound twenty-five for one bottle. The cola is only eighty-nine pence.
O: OK, let's get the cola then.

UNIT 3

3.04 Unit 3, 3.1, Exercise 6

- 1 go swimming go shopping go to the cinema
- 2 meet a friend at the park meet a friend at the bus stop
- 3 message friends on social media
- 4 check social media check emails
- 5 do homework do housework

3.07 Unit 3, 3.2, Exercise 5

- /s/ helps makes
 /z/ plays goes stays studies tidies worries
 /tʃ/ washes finishes kisses misses

13 Unit 3, 3.2, Street Talk

**Pr = Presenter Ak = Akwasi An = Anya B = Bruce
 J = Jim K = Karen Ka = Kate N = Noelle P = Paula**

Pr: Do your family members or pets have any bad habits?

An: My dog sometimes chews the furniture.

J: My cat climbs up the curtains.

N: My sister smokes. That's a bad habit.

P: My kids bite their nails.

B: Well, at Christmas the cats like to climb the tree and they topple it over, so it's not very good for the ornaments.

K: My dog barks at the TV at animals, and whether it's a real animal or an animation, she just recognises them all.

Ka: Yes, several! My husband snores. My dogs snore. My children leave wet towels on the bathroom floor, clothes everywhere, but they're teenagers, that's it, what can I expect?!

Ak: Yeah, my sister likes to get on the phone and talk endlessly. Talks my ears off until I have to literally beg her to just get off the cell phone.

3.09 Unit 3, 3.3, Exercise 5

- 1 In the evenings I listen to music.
- 2 How often do you watch TV or movies?
- 3 I often play games video games to relax.
- 4 I always have a lot of fun with my cousins.
- 5 I often chat with my friends online.

14 3.10 Unit 3, 3.4, Exercise 1

Ma = Mateo L = Lena N = Noah

Do you go bowling?

Ma: Wow! Lena, you're really good at bowling. Do you come here a lot?

L: Yes, I do. I really like it.

N: You're good too, Mateo! How often do you play?

Ma: Once or twice a year, perhaps. Your turn now, Noah!

N: Wow, these balls are heavy! Oh, that's a terrible throw!

L: Never mind.

Ma: Another good throw, Lena! Does your brother like bowling too?

L: Yes, he does. We often play together.

Ma: What other sports do you do?

L: I'm not very sporty, but I like watching basketball. Nice one, Mateo!

Ma: Right, Noah, it's your turn again. Noah?

L: What's the matter, Noah?

N: Nothing. I'm not very good at bowling.

L: It doesn't matter, Noah. It's only a bit of fun. Do you want some help? We can give you a lesson.

N: OK. Thanks.

L: Right, are you ready for your turn now, Noah?

N: OK ... Yes!

Ma: Great throw, Noah!

L: Well done!

N: Thanks for your help, guys!

3.11 Unit 3, 3.5, Exercise 2

Hello and welcome to another *Over To You* here on Radio 5. Well, winter is here, the days are short, the weather is horrible, it's really cold and many of us are tired and ill! It's often a time of year when you feel you don't have much energy. And many of us get the winter 'blues' – that's when you feel sad. So in today's programme, I want to ask you for your tips – things you do to feel excited about life again. Please phone us and give us your ideas. The number is 0893 ...

3.12 Unit 3, 3.5, Exercise 3

T = Tina C = Cody L = Lisa Z = Zara Ti = Tim

T: Welcome to our first caller, Cody. So, Cody, what do you do when you're sad?

C: When I'm unhappy, I put on some old clothes and then I make myself a big mug of delicious hot chocolate. Then, I feel relaxed again.

T: Oh, OK! And next we have Tim.

Ti: My tip is to watch a sad film. You watch the film, cry and then you feel happy again.

T: Really?

Ti: Yes, try it.

T: Yes, maybe. Thanks! Next, we have Lisa.

L: Hi. When I feel worried, I read a book about history. Then, problems suddenly aren't very important.

T: An interesting philosophy, thank you. I usually have a hot shower when I feel blue! And who do we have now?

Z: Hi, it's Zara. When you feel bored or sad, do something nice for somebody else. Phone to say you love them.

T: Sorry, Zara. Can you be quick? We've only got ten seconds.

Z: Make them a cake. Buy a present for them.

T: Thanks, Zara. Those are great ideas. And now, traffic news ...

17 Unit 3, BBC Culture, Exercises 6 and 7

What does a typical day of a schoolchild look like? Do children around the world do the same things? Let's see! In the morning, they get up, wash their face, brush their teeth, and have breakfast. Then, they go to school. Some take the bus, some walk, and some go by car. School is hard work everywhere, and there are different subjects for the students to learn. But school can be fun too and they can play with their friends in the breaks. After school, there is time to meet friends and family, play, relax, go to clubs and do sports. Some children help their parents with the housework. They help with shopping and preparing food. At the end of the day, it is time to have dinner and to go to bed. So, do children in different countries do the same things? Yes! Hmm ... or maybe not?

PROGRESS CHECK UNITS 1-3

3.18 Progress Check Units 1-3, Exercises 6 and 7

- 1
R = Ralph M = Maya
R: Hi, Maya. Look, I've got a new guinea pig!
M: It's so cute, Ralph. What's its name?
R: Hammy.
M: That's a funny name! It's a hamster name: Hammy the hamster!
R: I know! It's my brother's idea. Have you got any pets?
M: Yes, I have, actually. But it isn't a small one like a guinea pig or a hamster. I've got a pony.
R: A pony? Wow, that's cool!

- 2
A = Ada M = Martha
A: Hi, Martha. It's Ada. I'm at a supermarket. I want to buy some food for the party. Have you got any brownies?
M: No, but I can bake them. Are there any crisps?
A: Well, yes. But there are only cheese and onion crisps.
M: Hm ... I'm not sure. I don't like them.
A: What about chocolate chip cookies?
M: Fine. Get those.

- 3
D = Dad F = Finn
D: Look, Finn. These T-shirts are nice. Do you like this blue and yellow T-shirt?
F: No, Dad. I don't really like yellow, and I've got a lot of T-shirts. But I like these tracksuits.
D: I like them too. Do you prefer blue or black?
F: Blue, I think. What about these trainers? They're cool.
D: Your old trainers are fine. And ... I don't really like these trainers.
F: OK ... let's take the tracksuit then.

- 4
P = Phil B = Brad
P: Do you want to go shopping on Saturday?
B: Sure. But I've got a taekwondo class in the morning. It finishes at twelve.
P: OK. How about after lunch?
B: Sure. I can meet you at two.
P: That's fine. I sometimes go swimming at four on Saturday, but not this Saturday.
B: Cool! Message me to tell me where to meet. Bye for now!

UNIT 4

4.04 Unit 4, 4.1, Exercises 7 and 8

- 1
N = Narrator T = Teacher
N: It's ten past nine on Monday.
T1: Today I have a video to show you about King Henry VIII and life in the sixteenth century. Where's my laptop? Oh, it's on the chair!
- 2
N: It's half past one on Monday.
T2: ... and then Germany is in the North and Italy is in the South, so Switzerland is between these two countries.
- 3
N: It's ten past nine on Tuesday.
T3: Who can spell accommodation? Erm ... the girl behind Kate? Sophie – that's right! I'm so sorry, I don't know all your names yet, but I'm working on it!
- 4
N: It's half past eleven on Tuesday.
T4: So if a five-pack of T-shirts costs eleven pounds eighty pence, the unit price is ... eleven eighty ... divided by five ... equals ... two thirty-six ... that's two pounds thirty-six pence. Sam, for the last time, put that chocolate bar in your bag! No eating in the classroom! Yes, I can see it – it's under your desk!

- 5
N: It's half past two on Tuesday.
T5: Come on, come on! We haven't got all day! Dylan, come to the front ... Yes, yes, in front of Louie. Good ... here, take the ball. Emilia, go to the back ...
- 6
N: It's three o'clock on Wednesday.
T6: That's quite good, Marcus. I love the colours. Only the apple is next to the cup, not behind it ... and it's bigger. As they are now, the cup and the apple are the same size ... Can you work on that a little?

18 Unit 4, 4.1, Street Talk

- Pr = Presenter Ag = Agata An = Annika E = Ed J = Jerry L = Lazar N = Noelle P = Paula R = Russell**
Pr: Where do you keep your things?
R: I keep my keys in my pocket.
Ag: I keep my slippers under my bed.
E: I keep my phone in my pocket.
L: I keep my keys on the door.
N: I keep my TV remote on the arm of the couch.
P: I keep my TV remote on the side table.
An: I keep my phone in the bag.
J: I keep my keys on a hook above the kitchen sink.
E: I keep my keys on a desk, on a small desk that's next to my bed.
R: I keep my phone charger on my desk.
Ag: I keep my suitcase on top of the wardrobe.
L: I keep my phone charger in a socket.
E: I keep my credit card in my wallet.
N: I keep my sports gear in the wardrobe.
P: I keep my sports gear in the closet.
An: I keep my phone in my handbag.
R: I keep my passport out in the open where everyone can see it and steal it.
J: I keep my money in a bank.
L: I keep my sports gear in a wardrobe.
An: My money is always in my wallet in my handbag.
N: I keep my passport in a safe place.
P: I keep my passport in a drawer.
An: Well, my keys, I always keep them in my handbag.
E: I keep my money in my wallet.

20 4.09 Unit 4, 4.4, Exercise 1

- Mu = Mum D = Dad L = Lena M = Mia**
Don't panic!
Mu: Ah, it's raining! Why does it always rain at the weekend?
D: Would you like a cup of hot chocolate?
Mu: Yes, please. Wait, why are you making chocolate? You always have tea at breakfast. You don't even like chocolate!
D: It's for Lena. She's working on her school project.
Mu: But it's 9 o'clock. On a Sunday. Lena never gets up before 11 at the weekend. And then she spends all morning watching her favourite series online.
D: Well, she isn't watching anything now. She really is doing her homework.
L: Mia? I'm late with my History project and it's due tomorrow and I don't usually panic, but now I'm panicking! There's so much to do!
M: Poor you! Are you ready for the test, at least?
L: Wait! What test?
M: The Geography test? Tomorrow?
L: What? The test is tomorrow? No!

4.10 Unit 4, 4.5, Exercises 3 and 4

Hello. In today's programme we're looking at life at a top boarding school. We're at Broadboard School, a famous private school in the centre of London. Like many famous private schools, it's very old – about seven hundred and fifty years old, in fact. The school has many very famous ex-students. Maybe it's no surprise that you need a lot of money to study here – it costs about thirty-five thousand pounds for one year! At the moment, Broadboard School has seven hundred and fifty students and about two hundred of them actually live at the school. What's it like to live at school seven days a week?

4.11 Unit 4, 4.5, Exercise 5

It's nearly eight o'clock and students are coming into the school dining room for their breakfast. They get up at around seven a.m. to have a shower and get dressed. There's one bathroom for every six students, so some students choose to get up at half past six so that they are first in! Classes start in about an hour, but we've got time – the classrooms aren't far away! Here at Broadboard School, classes are nine to four, Monday to Friday. Lessons are fifty minutes long and there is a twenty-minute break after every two lessons. At half past twelve there's an hour's break for lunch. After the last class of the day, students have fifteen minutes to get ready for activities like sport, art or music practice. It's now half past six in the evening and we're in the library. From a quarter past six, all the students who live in the school have Study Time. It's a long day, but after dinner at eight, students have an hour to meet friends, chat or play games before bed at ten o'clock.

4.12 Unit 4, 4.5, Exercise 6

Here at Broadboard School, students start school at nine o'clock and they have classes until four o'clock from Monday to Friday, but they also go to school on Saturday mornings. All around me, young people are busy with schoolwork. Some are reading, and some are here to revise for exams or do homework.

4.15 Unit 4, 4.6, Exercise 4

- 1
Excuse me. Can I have the wi-fi code, please?
- 2
You! Yes, I'm talking to you over there! Can you help me with these desks?
- 3
Can you tell me the time, please?
- 4
Can I have a pen, please?
- 5
Can I borrow your laptop, please?

UNIT 5

5.04 Unit 5, 5.1, Exercise 6

- Mia:** OK, Ali, you've got ten questions to guess the famous musician I'm thinking about.
Ali: OK, Mia. Um ... Is it a man?
Mia: Yes, it is.
Ali: Does he play jazz?
Mia: No, he doesn't.
Ali: Does he play pop?
Mia: Yes, he does.
Ali: Does he sing?
Mia: Yes, he does.
Ali: Can he play the guitar?
Mia: Yes. He can also play the piano.
Ali: Does he play in a group?
Mia: No, he doesn't. He's a solo artist.
Ali: Is he British?
Mia: Yes, he is.

23 Unit 5, 5.1, Street Talk

- P = Presenter A = Akwasi B = Bruce L = Lazar R = Renae Se = Seosamh Sm = Smith**
P: What instruments can you play?
L: I cannot play any music instruments.
Sm: I play guitar. I play drum. I play harmonica a little bit. I play flute a little bit. I play a little bit of many things, without real learning.
B: OK, I play the kazoo.
A: I can't play any musical instrument, but I can beat out a good rhythm on a bucket turned upside down.
R: I play the guitar, but I learned it in the '60s, so you wouldn't wanna hear me now.
Se: I don't play many instruments. I do play the tin whistle. I can play *Twinkle, Twinkle, Little Star*, but that's the extent of it.
P: What instrument do you want to learn to play?
Sm: Now I'm learning piano.
B: I'd like to learn to play the guitar.
A: I want to learn to play a guitar.
R: I've always wanted to play the piano.
P: Can any of your friends or family play an instrument?
R: All of my children – I have six – play an instrument. And I have many friends that play piano, mostly.
Se: My brothers play the guitar, the bass. My father plays the piano.
B: My brother is a jazz drummer.
P: What kind of music do you listen to?
Sm: I listen to everything.
A: Oh! Hip hop, jazz, R&B, reggae, pop, highlife, hiplife, indie. I could go on forever! I listen to everything!
R: I like classical music, but I love music that's from different cultures, and I love most music unless it's too loud.
P: Do you follow any singers, musicians or groups on Twitter or Facebook?
L: I don't follow anyone on Facebook or Twitter or Instagram or ...
R: I do not follow anyone in music on Facebook; however, I do follow Facebook.
Sm: No, I never follow anybody on Twitter or Facebook. I hardly use that kind of media.
A: Kanye West, Beyoncé, a Ghanaian musician called Sarkodie. A whole lot of stuff, but I can't remember their names now, sorry, I'm on a spot!
B: I don't follow anybody on Facebook.
Se: I normally keep an eye out for Rod Stewart as much as I possibly can as I do love his music.

25 5.08 Unit 5, 5.4, Exercise 2

Ma = Mateo L = Lena

The coolest guitar

Ma: Thanks for your help, Lena. I really need a guitar – I've got my first lesson next week.

L: No problem.

Ma: This is the cheapest guitar, but I think it's a child's guitar.

L: Yes, it is. You need something bigger.

Ma: What about this?

L: That's the most expensive guitar in the shop!

Ma: It's also the coolest! So, what's the best guitar for beginners?

L: Probably this one. It's easier to play than other guitars. It's £150.

Ma: That's still expensive.

L: I've got an idea: borrow my guitar! The worst thing is to buy a guitar now. You aren't sure it's the instrument for you. When you're sure, you can look on the internet – the lowest prices are often online.

Ma: Good advice. Thanks, Lena.

L: Right, let's go home!

Ma: Before we go, can I play this guitar – the really cool one?

L: No, Mateo! Come on!

5.10 Unit 5, 5.5, Exercise 3

In a typical pop concert, the singer and the band play on a stage. They're higher up than the audience. It's different for the orchestra in a classical music concert, of course. And it's different for street musicians too. They're right next to the audience.

5.11 Unit 5, 5.5, Exercises 4 and 5

A = Aidan V = Vanessa

A: Tomorrow's the twenty-first of June, Make Music Day. And here to tell us about it is Vanessa. Hi.

V: Hi.

A: What is Make Music Day?

V: It's a French invention from 1982. It's a day for people to make music.

A: Only professional musicians?

V: No, anyone who enjoys music: children, old people, street musicians, classical orchestras, jazz bands, opera singers ...

A: Great!

V: In many places there are stages in streets and parks. People also play music at home. They open their windows and play to the audience in the street outside. You can also go to concerts and see fantastic groups. And sometimes they're free – you don't need to buy tickets.

A: Is it popular?

V: Yes, it takes place in more than one thousand cities in one hundred and twenty countries.

A: What about Make Music Day here in Portland, Maine?

V: Well, there's a lot happening. You can get information on the website, makemusicday.org, or by email.

A: OK, thanks, Vanessa. So, if you want to find out more ...

5.12 Unit 5, 5.5, Exercise 7

- 1 What kind of live music do you enjoy the most?
- 2 How often do you go to concerts?
- 3 Do you ever buy concert tickets online?
- 4 Which group or singer do you most want to see in a live concert?
- 5 Where do street musicians play music in your town?

5.14 Unit 5, 5.6, Exercise 3

M = Mark S = Sue

M: It's Make Music Day tomorrow. What can we do? Have you got any suggestions?

S: Hmm ... Why don't we have a party in your garden?

M: OK, why not? Emma can play her guitar, and we can all sing!

S: Great idea! Let's invite Holly too.

M: Sure! What about a barbecue? We can buy some food.

S: What do you suggest?

M: Chicken, baked potatoes, salad, ...

S: Cool. Why don't you ask your parents tonight?

M: Oh, yes, of course!

5.15 Unit 5, 5.6, Exercise 4

- 1 Can I make a suggestion?
- 2 Why don't we go swimming today?
- 3 Why don't you do your homework before breakfast?
- 4 Let's go to the cinema this afternoon.
- 5 What about a Spanish omelette for lunch?

28 Unit 5, BBC Culture, Exercises 6 and 7

K = Kyungho N = Narrator V = Vahakn

N: If you love music, maybe this is one of your dreams. Playing on stage in front of a big audience. The best musicians know how to work as a team. They listen to the other musicians, and they always watch the conductor. But this can be a problem for some musicians. Kyungho is a fantastic musician, but he's blind – he can't see. He's sad because he can't play in an orchestra. Vahakn and his father Rolf make instruments for disabled musicians. Their new idea is an electronic baton. It can help blind musicians like Kyungho. When the conductor moves the baton, it sends information to the musicians. They know what the conductor is doing.

V: Kyungho, I've got a present for you.

K: Thank you. It's braille?

V: Yeah.

K: Whoa, whoa, nice!

N: Kyungho is trying the baton.

V: I give you four beats.

K: Yeah.

V: And then you can begin.

N: He's working with a conductor for the first time. He's very excited. This orchestra is practising for the first concert with the electronic baton. There are twelve musicians. Some of them can see and some can't. Concert day. The audience is arriving. They're very excited. The concert is a big success. The audience love the orchestra! Let's hope that the new electronic baton can help many more blind musicians to play in orchestras like this.

UNIT 6

6.03 Unit 6, 6.1, Exercise 7

play a match play a sport win a gold medal win a race
score a goal score a point

6.04 Unit 6, 6.1, Exercise 8

C = Chris E = Erika B = Beth K = Kerry

What role does sport play in your life?

- C:** Sport is in our family! I play basketball at school. I often score points for my team. My brother is a professional footballer. He's brilliant! He usually scores one or two goals in a match!
- E:** I'm an ice-skater. I train every day – early in the morning before school and then again after school. My dream is to win a gold medal in the Olympics!
- B:** Cycling is my life! I really want to win a big race one day, like the UCI Women's World Tour.
- K:** I'm new to sport. My cousin is teaching me how to play tennis. It's quite hard, but I'm learning fast.

6.06 Unit 6, 6.2, Exercise 3

J = Jo Ms Dilks = MD

- J:** Who's the best female footballer in the world?
- MD:** The American Megan Rapinoe, in my opinion. She was the best player in the 2019 World Cup.
- J:** Was the 2019 World Cup in the USA?
- MD:** No, it wasn't. It was in France.
- J:** Which teams were in the final?
- MD:** The USA versus the Netherlands. The final score was 2–0.

6.07 Unit 6, 6.2, Exercise 5

- 1 What sport was it?
- 2 Was the match in a stadium?
- 3 When was the match?
- 4 How many players were there?
- 5 Was there a big crowd?
- 6 What was the final score?
- 7 Were you the best player?
- 8 Was there a prize?

30 6.10 Unit 6, 6.4, Exercise 1

MH = Mr Harris N = Noah M = Mia

The running competition

- MH:** Well done, Noah! You won the race!
- N:** What? No, Mr Harris, that's not right!
- MH:** Excuse me for a moment.
- N:** Wait, please. I wasn't ...
- M:** I saw you, Noah! We all followed the signs and went round the park, but you ran through the park!
- N:** It was a mistake! I got lost! I saw a man running, so I followed him. I tried to tell Mr Harris.
- M:** Really?
- N:** Yes, but the man wasn't a runner. He wanted to take photos for the school website and he ran through the park to be at the finish line before anyone else! That's him, over there!
- M:** Oh, I see. Look, he's taking a photo of us now.
- N:** Come on, let's find Mr Harris and tell him.
- M:** Cheer up, Noah. At least you were a winner for ... a minute!

6.13 Unit 6, 6.4, Exercise 9

I went for a run in the park yesterday. I finished forty-five minutes later and then I sat on a bench. There was a book on it. Inside it, I found two tickets for a tennis match. Then I saw a young man. 'That's my book!' he said. 'Were there any tickets inside it?' I smiled and I gave him the tickets. 'Do you like this book?' he asked. 'You can keep it!' I looked at the title of the book. It was *Not Your Lucky Day!*

6.15 Unit 6, 6.5, Exercises 3 and 4

- 1**
- G = Gwen F = Finn**
- G:** We want you to tell us about a day you were happy or sad because of sport. And our first caller is Finn from Glasgow. Hi, Finn.
- F:** Hi. I was really happy when Andy Murray won the Wimbledon tennis tournament.
- G:** That was in 2016, right?
- F:** Yes, he played Milos Raonic in the final.
- G:** Were you at the match?
- F:** No, I wasn't. I saw it on TV at my tennis club. It was fantastic!

- 2**
- G = Gwen E = Emma**
- G:** Our next caller is Emma.
- E:** I often go running, but last Sunday I ran in a ten-kilometre race for the first time. My time was thirty-nine minutes fourteen seconds! Before that my best time for 10K was forty minutes thirty seconds.
- G:** Were you the winner?
- E:** No, I wasn't, but my friend won the race. His time was thirty-two minutes forty seconds.

- 3**
- G = Gwen S = Sam**
- G:** And the next caller has a story for us about football. Is that right, Sam?
- S:** Yes. My favourite team is Liverpool. Last year, we were in the cup final. My friend had tickets, and they were expensive – forty-five pounds! We took the train to London – that cost fifty-seven pounds! Then I lost the tickets.
- G:** Oh, no!
- S:** We bought more tickets at the stadium – seventy-five pounds! And we lost the game 2–1!

- 4**
- G = Gwen M = Mason**
- G:** Our last caller is Mason.
- M:** Hi. Sport makes me happy.
- G:** How?
- M:** I wasn't fit before. But now I go jogging every morning. I go swimming three times a week. At weekends, I go cycling, I play badminton and I do judo. And I play for the school football team. Life's great!

6.16 Unit 6, 6.5, Exercise 5

- 1 win a game win a match win a tournament
- 2 lose a game lose a match lose a tournament
- 3 do aerobics do exercise do judo
- 4 go cycling go jogging go running go swimming
- 5 play badminton play football play tennis
- 6 play for a team

6.17 Unit 6, 6.5, Exercise 7

I love sport. I often go cycling and I do gymnastics after school, but my favourite sport is basketball. I play basketball a lot. I play for my school team. This year we won our first three matches in the national tournament. In the final, I scored twenty points! I was really happy.

31 Unit 6, 6.5, Street Talk

P = Presenter A = Agata C = Catherine J = Junko
L = Lara S = Seosamh T = Tomasz

- P:** Can you remember a sporting moment when you were really happy or sad?
- C:** A sporting moment that made me really sad was when I was in the pub watching a football match with my friends, and England got knocked out of the European Championship by Iceland. I was sad, everybody was sad, some people were even crying.
- A:** I watched a volleyball match. It was the Polish national team playing at the National Stadium in Warsaw. It was Volleyball Championship, European Championship. I felt very excited because it was the first time that I saw a sporting event live. And the Polish team won, so everyone was very happy and the atmosphere was very enthusiastic, and everyone was cheering and it was a great experience.
- L:** I really enjoyed watching the Brazil–Germany match at the World Cup because Germany won 7–0, 7–1 and that was just really surprising and, yeah, it was just, everyone was really excited about it because we didn't expect it to happen like that.
- T:** Last time we were very happy when FC Barcelona came to our town and they are playing with our team in handball competition. Very happy because we have won.
- J:** When I watched figure skating, Sochi Olympic Games, two years ago, a favourite Japanese skater performance, very good performance, so I was very happy at that time.
- S:** Last year I was at an Ireland vs Germany World Cup qualifier in Dublin. Ireland were not expected to win, but they won 1–0 thanks to a Shane Long goal. I was in the stadium at the time. It was the best sporting moment I have ever been at.

PROGRESS CHECK UNITS 4–6

6.22 Progress Check Units 4–6, Exercise 7

Welcome, everyone, to the new school year. I hope you all had a good summer. Welcome to our students in Years 8 and 9. There are more students with us this year because there are four, not three, Year 8 classes. There are over three hundred students in our school now, and one hundred and thirteen students in Year 8. School starts at eight forty-five as last year, but the lunch break is now fifteen minutes longer. It starts at twelve fifteen so everyone has got time to eat and relax. Please remember to tell your parents that lunches in the school canteen are three pounds fifty pence this year, not three pounds.

Now for some really good news. The new gym building is ready, so we have two gyms now. Judo is still in the old gym, but you can play basketball and volleyball in the new gym building now. Of course, football and running are outside! There are lots of after-school activities too – please put your name on the list before the twentieth of September to join a course. The courses will start on the third of October. That's all. Have a good year!

UNIT 7

7.05 Unit 7, 7.3, Exercise 4

- turn on or off: a computer, a cooker, an electric toothbrush, a hairdryer, a heater, the lights, a phone, a printer, a speaker
- charge: an electric toothbrush, a phone, a speaker

34 7.07 Unit 7, 7.4, Exercise 1

L = Lena D = Dad Mu = Mum Al = All A = Adam

How strange!

- L:** Dad, I can't find my hairdryer.
D: Well, don't look at me. I haven't got it.
L: Can you help me find it? I'm late for school!
D: OK. When did you last use it?
L: Yesterday morning. It was next to my bed.
D: Did you look under the bed?
L: Yes, I did. I searched my whole room. It's not there.
D: Did Mum take it?
L: I don't know. She's in the shower.
Mu: No, I'm here now. What is it?
L: Did you take my hairdryer?
Mu: No, I didn't. But that's funny. I can't find my hairdryer either. Did you put it somewhere, Alex?
D: Your hairdryer? No, I didn't. How strange! Who's taking all the hairdryers?
Al: Adam!
L: Adam, did you take our hairdryers?
A: Er, yes, I did. I'm using them.
L: But why, Adam? What did you do?
A: I dropped a cup of tea on my trousers, so I'm drying them! Here you are – all finished! Right, time for school. Don't be late, Lena!
L: Aargh!

7.08 Unit 7, 7.5, Exercises 2 and 3

- G = Girl B = Boy**

G1: My favourite toy was my smartwatch. You could play games on it, and take photos and videos. It also counted my steps. It was really cool. My idol was Usain Bolt. He won gold medals at the Olympics in London and Rio. He's the fastest runner ever!
- B1:** Yes, my favourite singer was Camila Cabello, and my favourite song was *Havana*. I listened to that song all the time. Fashion? Hmm ... yes – high-top trainers. I loved them! They were very comfortable, and they looked really cool with my jeans and with my sports clothes. I wore them everywhere!
- G2:** I think I was nine when I got my first phone. It was a child's phone, but it was really good. I could play games, make calls and text friends with it. I couldn't use the internet or watch movies, but that was OK. My favourite cartoon was *The Penguins of Madagascar*. When my sister and I got home from school, we always turned on the TV and watched the penguins! I loved the characters, and the stories were really funny.

7.09 Unit 7, 7.5, Exercise 4

- look up information
- get directions
- text a friend
- count steps
- make a call
- download games
- use the internet
- take a selfie take a photo

36 Unit 7, 7.5, Street Talk

**P = Presenter A = Akwasi An = Annika J = Jim
L = Lazar S = Seosamh**

- P:** Who was your idol when you were seven or eight?
L: When I was a child, my hero was David Beckham.
S: When I was younger, my idol was Mr Spock from *Star Trek*. Being a half Vulcan, half human, he was a different person, but he was accepted within society.
An: When I was maybe ten years old or so, I really liked the Spice Girls.
P: Did you have a favourite singer or group when you were little?
L: When I was little, my favourite band was Blue.
A: Jimmy Cliff. 'Cause I used to listen to my mum's LPs, records, when I was growing up, she'd be playing them the whole time, and I, so I grew up listening to Jimmy Cliff.
S: When I was younger, my favourite band was Bon Jovi. I loved the fact that they had long hair, which I did too when I was younger, and they also played really good music.
P: Which cartoons did you like?
L: When I was a child, my favourite cartoon was *Woody Woodpecker*.
J: My favourite cartoon was *Scooby-Doo*.
A: *Tom and Jerry*.
S: When I was younger, my favourite cartoon was *Transformers*, mainly because there was a lot of toys around and they were easy to get.
An: I liked to watch Japanese cartoons.
P: What was your first phone like?
J: My first phone? Like a brick. Very large and heavy.
A: It was a Nokia 62A, what we now call 'the brick.' Practically didn't have any other fancy functions we have today on our mobile phones. You could just make your phone call, send a text message, receive text messages.
S: My first phone was a Nokia 3210. It was a very powerful phone mainly because if you ran over it in a car, it wouldn't break.
P: What toys did you like best?
L: When I was a child, my favourite toy was a horse.
J: When I was a boy, I really liked Meccano.
A: My mum got me a Lego set and that was the best thing ever.
S: My favourite toy was an Optimus Prime Transformer, which I still actually have at home. He doesn't have his right hand though.
An: So when I was little I liked to play with my stuffed animals.
P: Do you remember any fashion from when you were younger?
J: When I was a child, '70s clothes were in fashion, flared trousers, bright colours. Awful, really.
A: Now, that's a tough one. I never thought about fashion and clothes when I was young, really. Bell-bottoms? Yeah, I'm an old man, I know!
S: Back in the 1980s, it was all hand-me-downs. My brothers would wear their clothes and when they would get too small for them, I would wear them. I wouldn't say they were very good fashionable clothes though.
An: When I was younger, people were wearing rather ugly clothes, I think, like bootcut jeans and like long sweaters with like a logo on them.

38 Unit 7, BBC Culture, Exercises 6 and 8

A = Anna N = Narrator

- N:** What is your idea of a museum? There are around 2,000 museums in the UK. Some are more unusual than others. This is St Fagans near Cardiff, in Wales. It isn't a traditional museum. At St Fagans, you can visit over forty buildings from different times in Welsh history – farms, shops, schools, public buildings and homes. Two thousand years ago, in the Iron Age, people lived in houses like this.
A: Hi! My name's Anna Olshansky. I'm a volunteer at St Fagan's and I'm standing in the middle of an Iron Age farmstead called Bryn Eryr.
N: Volunteers like Anna helped to build the house and a lot of the other buildings from the Iron Age. This museum is a ship from the First World War. Its name is HMS Caroline and it's in Belfast in Northern Ireland. When you go inside the ship, it's like going back in time. Everything is the same as it was over a hundred years ago. This is the Pitt Rivers Museum in Oxford. It's a more traditional museum, where you can see half a million things! But this isn't an easy time for all museums. Some close because of money problems. This was the London Motorcycle Museum. The museum closed and sold all of its classic British motorbikes. These days, our ideas about 'What is a museum?' are changing. Museums are looking at the past in new ways. They want to make it interesting for all their visitors.

UNIT 8

39 Unit 8, 8.1, Street Talk

**P = Presenter A = Akwasi J = Junko L = Lara
M = Matt R = Renae**

- P:** Tell us about your country.
L: I'm from Germany. The population of Germany is about eighty-five million people. Colours of the German flag are black, red, gold. Germany is in Europe. The capital city of Germany is Berlin. Famous people from Germany? There's a lot of famous football players, like Franz Beckenbauer. Well, Angela Merkel, I guess, everyone knows her. She's our main politician.
M: I am from the UK. The population of the UK is about seventy million. The UK's flag is red, white and blue. The UK is in Europe. The capital city of the UK is London. The UK's highest mountain is Ben Nevis. The UK's longest river is the Thames, probably. Famous people from the UK include the Queen, Winston Churchill, David Beckham, and many others. The UK's most popular sport is football.
A: I am Ghanaian. I am from Ghana. The population of Ghana is twenty-six million and counting. The colours of the Ghanaian flag are red, gold and green, and then there's a black star as well. Ghana is along the Gulf of Guinea in West Africa. The capital city of Ghana is Accra. I think the name of the highest mountain in Ghana is the Afadjato. It's in the Volta region of Ghana. There are over a hundred Ghanaian languages. I speak six of them. The Ghanaian currency is the Cedi, spelt C-E-D-I. Famous people from Ghana? Kofi Annan, the former UN Secretary General; André Ayew, plays football with Swansea City; there's Sarkodie, the big hiplife musician.
J: I'm from Japan. The population of Japan is twelve million. The Japanese flag is red and white. The capital city of Japan is Tokyo. Tokyo is the biggest city in Japan. The highest mountain in Japan is Mount Fuji. The longest river is Shinano River.
R: I'm from the United States. Our flag is red, white and blue with stars up in the corner. Washington, D.C. is the capital of the United States of America. The people in United States speak mainly English, but a number of them are speaking Spanish, and then we're getting a lot of people from different countries that speak Russian or Romanian,

and, especially in my area. I think the most popular sport in the United States is football right now, because that's what's going on, or basketball. I believe the longest river in the United States is the Mississippi River, and I would say it's probably a thousand miles.

8.04 Unit 8, 8.2, Exercise 4

1

A = Anna H = Han

A: Most of my family live in Italy. We don't see them very often, but when we do, we have the biggest, most delicious meals! My grandparents are not happy if we don't eat all the food on our plate! They say it is very rude.

H: In China, it is exactly the opposite: it is rude to eat everything on your plate because it means that there wasn't enough food and you're still hungry – we always have to leave a little on the plate.

A: Really? I thought that ...

2

J = Johan D = Daniele

J: Good evening, Daniele. Am I early? The invitation was for eight o'clock, right?

D: Yes it was, but don't worry. In Italy, people are usually late. When we say eight o'clock, guests usually arrive twenty–thirty minutes later.

J: I'm so sorry – I didn't know that. In Germany, eight o'clock is eight o'clock. We are never late.

D: No worries. Can I offer you something to ...

3

K = Keiko N = Nick

K: ... And in the UK, people talk really loudly on their phones on the train. In Japan, you have to put your phone on silent mode and you never, ever make a call while you're on the train. In the UK, everyone is on their phone!

N: Well, it can be annoying ... and it's not very polite here, either, but that's what a lot of people do here.

K: Yes, but ...

8.05 Unit 8, 8.3, Exercise 1

1

TS = Turkish Speaker

TS: Merhaba, nasılsın?

2

CS = Chinese Speaker

CS: Hā o, nǐ hǎo ma?

3

FS = French Speaker

FS: Salut, comment ça va?

4

KS = Korean Speaker

KS: Annyeong, jal jinae?

41 8.08 Unit 8, 8.4, Exercises 1 and 2

N = Noah L = Lena Ma = Mateo M = Mia

The culture vlog

N: Action!

L: Welcome to the International Schools Culture vlog. Today we're playing a memory game. The topic is British culture. Mateo, to win the game you have thirty seconds to remember the objects in detail.

Ma: OK, I'm ready.

L: Let's start!

L: A cup of tea. A London bus. A black cab. A plate of fish and chips. A bag with the UK flag. A British bulldog. An umbrella. A five-pound note. Your time begins ... now!

Ma: Uh, there was a black cab, a cup of tea ...

L: What colour was the cup?

Ma: White, gold and pink?

L: Correct!

Ma: There was a blue bag ...

L: What was on the bag?

Ma: The UK flag.

L: Correct!

Ma: A British bulldog, a plate of fish and chips ...

L: Was there anything else on the plate?

Ma: Ketchup?

L: Correct!

Ma: An ... umbrella and a ... five-pound note?

L: Cor... What? This is not the five-pound note! That's Mia and Noah!

M: Oops! Sorry! My mistake!

N: Mia!

Ma: Noah is a very cute dog!

N: Cut!

8.10 Unit 8, 8.5, Exercises 3 and 4

S = Steve So = Sonia M = Mario E = Emary

S: We often have problems when we write emails or text messages or when we have a conversation or make a phone call. For example, one time I called someone and she asked me my name. I said, 'Watt'. She asked me the question again: 'What's your name?' 'Watt,' I said. 'WHAT'S YOUR NAME?' 'Watt. Mr Watt! W-A-T-T!' Then she understood! Right ... who wants to share their story with the class? Yes, Sonia.

So: Last summer, I was at a café and I ordered some tea and a strawberry *jam* sandwich. The waiter brought me a ham sandwich with strawberries in it! I said, 'I didn't order this!' He said, 'Yes, you did! You asked for a strawberry ham sandwich!' I started laughing. I said, 'I'm sorry! I meant strawberry jam – with a 'j'.' You see, I'm from Spain, and in Spanish, we write 'j', but we say 'h'.

S: Thanks, Sonia. Mario?

M: I have a friend in the US. We often chat online. One day he jumped in a river and saved a girl's life! So I posted a message on his Facebook page. I wrote 'You are very bald.' He wasn't happy because in English *bald* means you haven't got any hair. But in Italian *baldo* means you are brave. I used the wrong word.

S: Himari?

E: One day I sent a text to a friend. I wrote 'My dad is very noisy at night, so he has to sleep in the garden.'

S: Your dad sleeps in the garden?

E: No, it was the autocorrect – you know, the automatic writing on my phone. I wanted to write 'My dog is very noisy', not 'my dad'.

8.11 Unit 8, 8.5, Exercise 5

S = Steve M = Mario E = Emary

S: We often have problems when we have a conversation or make a phone call. For example, one time I called someone and she asked me my name. I said, 'Watt'. She asked me the question again. 'What's your name?'

M: I have a friend in the US. We often chat online. So, I posted a message on his Facebook page.

E: One day I sent a text to a friend.

UNIT 9

9.03 Unit 9, 9.1, Exercise 5

P = Paul B = Beth

- P:** Look at this traffic! It's faster to get out of the car and walk!
- B:** You can't stop people from driving their cars.
- P:** Why not? What's wrong with going on foot? Or going by bike? Look! There's a cycle lane right here!
- B:** You can't walk or ride a bike everywhere!
- P:** That's why we need a Park and Ride system, like they have in York. We can build three or four big car parks around the town where people can park their cars for free. If we make sure there's a bus station or ... or a metro station next to each car park, people can use public transport to get into town. Simple!
- B:** I'm not so sure. I take the bus every day and I usually have to wait at the bus stop for more than twenty minutes. And then when the bus comes, it's full. If no one gets off, I can't get on!
- P:** Yes, but without cars, there's no traffic! We can have a bus every ... three minutes. Three minutes isn't too long to wait for a bus, is it?
- B:** Well, I suppose it will do, but ...

9.04 Unit 9, 9.1, Exercise 6

- | | |
|--------------------------------|------------------------|
| 1 get into a car | 7 take a bus |
| get into a taxi | take a train |
| get out of a car | take your car |
| get out of a taxi | 8 wait at the bus stop |
| 2 drive a car | 9 get on a bus |
| 3 go on foot | get on a train |
| 4 go by bike | get on a bike |
| go by bus | get off a bus |
| go by car | get off a train |
| go by motorbike | get off a bike |
| 5 ride a bike | 10 wait for a bus |
| ride a motorbike | |
| 6 park a car | |
| park a car in a car park | |
| park a motorbike | |
| park a motorbike in a car park | |

9.05 Unit 9, 9.1, Exercise 8

R = Reporter J = Jude C = Cara

- R:** How do you get to school?
- J:** My friend's mum drives us to school. He's got two sisters, so there are four of us. I get into the car last, so there's never enough room! I can't wait to get out of the car when we get to school!
- C:** I take the eight fifteen bus. Sometimes I'm late and I have to wait for the eight thirty bus. I try to be on time because I hate waiting at the bus stop!

44 Unit 9, 9.1, Street Talk

Pr = Presenter A = Anya K = Kate Ka = Karen

L = Lara M = Matt N = Noelle P = Paula

- Pr:** How do you get to school or work?
- L:** Well, I do either catch the Tube to get to work or I cycle. Usually I cycle, but it depends on weather.
- K:** Well, I don't actually work, but I would get a train or drive.
- Ka:** I get the Tube or the train, or the bus.
- M:** Well, every day I come into work on the train, so the Overground train, and then I get the Tube.
- A:** I get to work by train every day.
- N:** I get to work on the Tube.
- P:** I take the Tube also.

45 9.09 Unit 9, 9.4, Exercise 1

N = Noah M = Mia Ma = Mateo

Summer plans

- N:** It's the last week of school! Can you believe it?
- M:** I can't wait for the summer break! I want to save money for a new bike, so I'm going to get a job.
- N:** What do you think you will do?
- M:** Well, my aunt's got an ice cream shop in Cornwall, so I'm going to work for her.
- N:** Are you going to spend the whole summer there?
- M:** No, only four weeks. How about you?
- N:** I'm going to do some art workshops.
- M:** That sounds great. I'm sure you'll have a great time.
- N:** What about Lena? Do you know what she's going to do?
- M:** She's going to do a Spanish course. She's packing her bags now, I think.
- N:** Oh, she'll love it! She's great at languages. What are you going to do, Mateo?
- Ma:** Well, we aren't going to go on a family holiday because Dad's on tour in South Europe with his jazz band, but I'm going to join him for a month.
- N:** Poor Mateo! He's going to have such a horrible time: music, sea and sun! All the things he hates!
- Ma:** Well, I hope it won't rain. I'm going to help the band. You know, pack and carry stuff. I'm also going to ...

9.11 Unit 9, 9.5, Exercise 3

- 1**
I woke up this morning and looked out the window to see two feet of snow! I love New York, but the winters here are really bad some years! One of my teachers skied to school!
- 2**
This afternoon, I met my friends in the city centre to go shopping. It started raining hard, but luckily, we all had umbrellas. When you're in Hong Kong in June, that's always a good idea – the weather can change really fast.
- 3**
It's early January in Sydney and the weather's perfect – a beautiful blue sky, no clouds at all, the sun is shining, and people are swimming and sunbathing!

9.12 Unit 9, 9.5, Exercise 4

- 1**
Ladies and gentlemen, this is your captain speaking. We're flying at about ten thousand metres, at a speed of seven hundred and fifty kilometres per hour. We're arriving in London in just under an hour. Believe it or not, it's quite sunny at our destination, but it's just three degrees, so not very warm. It's also quite windy. Please stay in your seats ...
- 2**
M = Mum I = Ivy
M: Hi, Ivy. How are you enjoying your holiday?
I: Well, Athens is great and there's so much to do here. We're going to the Acropolis after lunch. But the weather's terrible. It was very foggy last night. And we wanted to go to the beach today, but it's really cold. What's it like in Birmingham?
M: Oh, it's lovely here. It stopped raining just after you left and now it's really sunny!
- 3**
I = Ian G = Grandad
I: It's raining again! I hate living in Scotland. The weather's the same three hundred and sixty-five days a year!
G: That isn't true, Ian. In Scotland there is a wonderful poetry to our seasons. The summer is warm and rainy. Autumn is rainy and windy. In winter our weather is cold and rainy. Spring is rainy and windy. We are lucky to live here. Now put your boots on – we're going hiking in the mountains!

9.15 Unit 9, 9.6, Exercise 5

Go to the end of Viner Street. Turn left into Daisy Street.
Go past the supermarket and turn right at the crossroads.
Go straight on and turn right into Hall Street. It's on the right.
You can't miss it.

48 Unit 9, BBC Culture, Exercises 6 and 7

N = Narrator Pr = Presenter P = Passenger

- N:** Is train travel the method of transport of the future?
Modern trains use electricity, so they are much more eco-friendly than cars or planes. But most people choose the train because it's quick and comfortable. The Eurostar is a high-speed train between London and the rest of Europe. It goes under the sea! You can travel to Paris, Brussels or Amsterdam. The journey from London to Paris is only two and a half hours. You don't have to check in and then wait for hours, like you do at an airport. Slower, more traditional trains are still very popular too. This station is Ulaanbaatar, the capital city of Mongolia. And this is the famous Trans Siberian Express. It goes from Moscow in Russia, through Mongolia, to Beijing in China. That's a journey of six days! There are views from the windows of towns, mountains and desert. Mongolia is very big! Some people travel by train just because they love trains!
- Pr:** Hello. How are you?
- All:** Good.
- Pr:** So tell me. Where are you from?
- P1:** We are from Singapore.
- P1&2:** Yes.
- P3:** ... to travel on this train for one night.
And it is something very, very different.
- P1:** Twenty-some hours on a train!
- P3:** Yes, it's very different, very different. And I think it's good. It's a very good experience for us.
- N:** Maybe train travel is the future! It doesn't matter if you're travelling between Moscow and Beijing or between London and Amsterdam. Sit down, relax and enjoy the quick, comfortable and eco-friendly journey!

PROGRESS CHECK UNITS 7-9

9.19 Progress Check Units 7-9, Exercise 7

H = Hannah R = Ryan

- H:** What are you going to do this summer, Ryan?
- R:** I'm going to go on a sports holiday for two weeks.
- H:** That's cool. Are you going with your mum and dad?
- R:** No, my uncle has a summer sports camp for teenagers, so I'm going there with my cousins. Their friends are going to be there too.
- H:** Nice! So what sports can you do there?
- R:** Well, it's mostly water sports, so there's surfing, sailing and swimming. I'm going to learn how to sail.
- H:** Aren't you going to surf and swim too?
- R:** Well, yes, but I already know how to do those – so they're for fun. What about you, Hannah? Do you have any holiday plans?
- H:** We're going to go to France for a week next month. We planned it last weekend. I'm going with mum and my two sisters.
- R:** Awesome! Are you going to go to Paris?
- H:** Yes, for sightseeing and shopping – and lots of walking so we can see the city. We prefer walking to taking the bus or metro. I can't wait!
- R:** That's going to be amazing.

STARTER UNIT

0.01 Starter Unit, S.1, Exercise 6

- 1 Brian Banks is my English friend. That's B-R-I-A-N B-A-N-K-S.
- 2 My friend is from Portsmouth. That's P-O-R-T-S-M-O-U-T-H.
- 3 Her first name is Ella. That's E-double L-A.
- 4 My French friend is Jean. That's J-E-A-N.
- 5 My town is Farnborough. That's F-A-R-N-B-O-R-O-U-G-H.

0.02 Starter Unit, S.3, Exercise 8

- 1 0782 5541 923
- 2 06846 923 425
- 3 06652 146 052
- 4 07785 391 441
- 5 07252 905 421
- 6 02781 507 823

0.03 Starter Unit, S.3, Exercise 9

- 1 the first of November
- 2 the seventeenth of August
- 3 the twenty-second of July
- 4 the eighth of May
- 5 the eleventh of January
- 6 the third of March

UNIT 1

1.01 Unit 1, 1.5, Exercises 4 and 5

D = Dan T = Tara J = Jo L = Leigh

- D:** Good morning! This programme is *Have You Got Style?* And on our screens, we've got three people. Hello, screen A! What's your name?
- T:** Hi! I'm Tara and I'm from London.
- D:** How old are you, Tara?
- T:** I'm fifteen.
- D:** You've got great style, Tara. That's a really nice T-shirt. Is that a picture of a dog?
- T:** Thanks! Yes, it's my family's dog, Mitsy.
- D:** And I really like your hair. The colours are great!
- T:** It's a different colour every week!
- D:** Cool! Now, screen B. What's your name and where are you from?
- J:** Hi, Dan. I'm Jo and I'm from Manchester. I'm twenty-five.
- D:** Hello, Jo. Can you tell me about your favourite clothes?
- J:** Yeah – all my clothes are black. I've got black trousers, black sweatshirts and black boots!
- D:** OK! And a black hat too! It's great!
- J:** Thanks. It's from a market. All my clothes are from there.
- D:** I like your style! Screen C, hello!
- L:** Hi! I'm Leigh. I'm from Scotland and I'm eighteen.
- D:** Hi, Leigh! Your sunglasses are fantastic! And your jacket is a great colour.
- L:** Thanks. My favourite clothes are old – from my grandmother's house!
- D:** It's a cool style.
- L:** Thanks. I've got long dresses and beautiful shoes. I haven't got any jeans or boots!
- D:** Well, you've certainly got style, Leigh!

UNIT 2

2.01 Unit 2, 2.5, Exercise 3

A = Annie T = Tom

- A:** Tom, you aren't busy. Come shopping with me – to the supermarket. You can help.
- T:** OK, no problem. What's on the list? The fridge is empty!
- A:** Yeah, we haven't got any milk or butter. And there isn't any bread.
- T:** Yeah, no toast for breakfast!
- A:** There are some eggs and there's a packet of cereal.
- T:** Cereal but no milk – ugh!
- A:** Mmm ... OK, I've got all that on the list. And some yoghurt – fruit yoghurt. Anything else?
- T:** Put fish fingers on the list – they're quick and easy.
- A:** They aren't good for you.
- T:** Look, you've got ice cream on the list – and it isn't good for you!
- A:** OK, OK!
- T:** We haven't got any cheese. And maybe some tins of baked beans.
- A:** Good idea. We can have a cheese omelette tonight.
- T:** With fish fingers!
- A:** Tom! Let's go.

2.02 Unit 2, 2.5, Exercise 5

A = Annie T = Tom

- A:** We've got everything on the shopping list. Let's pay.
- T:** Can we get some bananas?
- A:** No, we can't. They're expensive – £3.50 per kilo. We haven't got a lot of money.
- T:** OK. How much are the chocolate chip cookies?
- A:** They're £1.75. Let's get some.
- T:** Great! What about crisps?
- A:** The big packet of cheese and onion crisps is £2.40. It's a special price today.
- T:** Cool. Now let's pay.
- A:** Have we got the bread? No, we haven't! The brown bread is £1.20 and the white is £1.65. Brown is good for you!
- T:** But white is good for toast! And look – those beans are a special price today too. Only 89p. We can have beans on toast.
- A:** OK! Now, let's pay.

UNIT 3

3.01 Unit 3, 3.5, Exercises 4 and 5

I = Interviewer L = Liam D = Debbie M = Mark

A = Anna

- I:** Hi, everyone! Today I'm at the Arts Theatre and here with me are some actors from the play *A Happy Life*. Liam March, can I talk to you first?
- L:** Sure. What do you want to know?
- I:** Do you get nervous before the play? Do you have any routines – things that you always do?
- L:** Oh yes. I think we all get nervous. I'm always worried about my words. So before the play, I spend a long time practising my words. I sit in a quiet room and say all the words.
- I:** OK, I can understand that. You've got a lot of words to remember in this play! How about you, Debbie?
- D:** Well, I try to relax. I listen to some music and maybe read a magazine. I don't like to think about my words!
- I:** And Mark, what do you do before the play?
- M:** I'm a bit like Debbie. It's important to be relaxed. I usually go to sleep! Sometimes Debbie wakes me and says, 'Mark, you've got five minutes!' Then, I'm nervous!
- I:** You can sleep? That's amazing! And Anna, do you relax?
- A:** Oh no, I'm like Liam. I feel really nervous. I walk round the car park again and again! Oh yes, and I eat chocolate. Lots of chocolate.
- I:** Well, thanks, everyone. And good luck with the play!

PROGRESS CHECK 1: UNITS 1-3

3.04 Progress Check 1, Exercise 1

1

B1 = Boy 1 B2 = Boy 2

B1: Do you want to take the dog for a walk? It's a nice afternoon.

B2: Good idea. I've got some homework, but I can do it this evening

B1: I haven't got any homework today! I can watch television. There's a good football match.

B2: I don't like football. It's boring.

B1: Homework is boring too! OK. Where's the dog?

2

G1 = Girl 1 G2 = Girl 2

G1: Are these boots yours?

G2: No, they're my mum's. They're really nice! I want exactly the same ones for my birthday. But this black jacket is mine. It's new. It's a present from my aunt. I love it.

G1: I've got a black jacket too. And those sunglasses are really cool!

G2: Yes, they are my brother's.

3

B = Boy M = Mum

B: I'm really hungry, Mum. Is it chicken tonight?

M: There isn't any chicken, sorry.

B: Is there any pizza from yesterday? I love cold cheese and tomato pizza!

M: No, there isn't. Tonight, we've got cheese omelette and salad – nice and healthy.

B: Mm ... Are you sure there isn't any pizza?

4

G = Girl B = Boy

G: Hey, how are you?

B: I'm great, thanks. Are you OK? Are you worried about the exam tomorrow?

G: No, I'm not. I'm just a bit tired today. Do you want to study with me after school?

B: No, I'm going home for a rest. You study too hard! You need to have a break sometimes.

G: Well, we can't all be relaxed like you!

5

G = Girl B = Boy

G: Ben, do you want to go to the cinema? There's a good new film on.

B: Good idea! What time does it start?

G: 6.30, I think.

B: My sister phones me from Canada at 6.00 on Fridays. Is the film on again later – like 8.00?

G: I can phone and see.

B: Great!

3.05 Progress Check 1, Exercise 2

To cook pasta, first boil some water. Then, put the pasta in the pan. Add some salt and vegetables. Mix everything together and put it on a plate.

3.06 Progress Check 1, Exercise 3

L = Laura N = Naz

L: Hi, Naz! Can we work on our project tonight?

N: Hi, Laura. No, sorry, I can't tonight. I have football practice on Thursdays.

L: OK, well, can we meet tomorrow? You can come to my house after school.

N: Ah, sorry, I always cook for my family on Fridays, so I need to go home to get some food ready.

L: Well, are you free at the weekend? I have a gymnastics class on Saturday morning, but I have got time in the afternoon.

N: No, I need to take my sister to the cinema at 2 p.m.

L: Sunday then? Or do you just relax all day on Sundays?

N: No, on Sunday, we always go to my grandparents' house all day. And on Monday afternoons, I always chat online with my cousins. I'm free on Tuesday afternoon?

L: Yay! Me too! Let's do it then.

3.07 Progress Check 1, Exercise 4

J = Jed A = Anna

J: Hi, Anna. Are you and Tim in town on Saturday?

A: Yes, Tim wants to buy a present for his mum. Why?

J: Well, the new café opens tomorrow. Diana and I want to try it. Do you want to meet us there?

A: Great idea. What's it called?

J: It's Julius. That's J-U-L-I-A-S.

A: OK. Is it in the shopping centre?

J: No, it's in Station Road. It's got red and white tables outside.

A: OK. What time does it open?

J: Three o'clock, I think. We can meet outside the café then. If it's really busy, we can go to the shopping centre for a snack.

A: OK, great. I can call you if we're late. Have you got the same phone number?

J: Oh, no – have you got a pen? Now it's 03389 678 458.

A: Is that 03389 678 458?

J: That's it!

A: Great! See you on Saturday.

UNIT 4

4.01 Unit 4, 4.5, Exercise 2

P = Presenter K = Katherine

P: Good morning, everyone. This morning on *School Report* Katherine James is visiting her old school. Hi there, Katherine!

K: Hi! Yes, here I am at my old school, Park Street School. It's quite a big school and at the moment 635 students are studying here. They're aged from eleven to eighteen. It's an old school too – 340 years old! Park Street is a day school and a boarding school. Lots of students come here every day to study, but 200 girls and boys live here at the school. At the moment, I'm in the cafeteria and it's very noisy! I'm sitting with two girls, Ella and Dixie. They're in Year 10.

4.02 Unit 4, 4.5, Exercise 3

P = Presenter K = Katherine E = Ella D = Dixie

P: Good morning, everyone. This morning on *School Report* Katherine James is visiting her old school. Hi there, Katherine!

K: Hi! Yes, here I am at my old school, Park Street School. It's quite a big school and at the moment 635 students are studying here. They're aged from eleven to eighteen. It's an old school too – 340 years old! Park Street is a day school and a boarding school. Lots of students come here every day to study, but 200 girls and boys live here at the school. At the moment, I'm in the cafeteria and it's very noisy! I'm sitting with two girls, Ella and Dixie. They're in Year 10. That means they're revising for exams at the moment. How's it going, girls?

E: Hard work! I spend three hours every night with my books! But these exams are important.

K: And Dixie, you're a boarder – you sleep at the school. Do you like that?

D: Oh yes, it's great fun! Like Ella, I'm revising too. It's not too hard when you're boarding. We've got a special room and a special time when we can study.

E: That's good. When I'm revising at home, I can hear my family! My sister usually listens to music and my mum and dad watch TV. It's sometimes hard to work!

K: And when you haven't got exams, do you do a lot of sports and hobbies here?

E: Oh, yes! We don't have classes on Wednesday afternoons. We do sports like swimming and football.

- D:** I'm really lucky. I'm a boarder, so we can do sports at school every evening if we want. I play tennis a lot in the summer.
- K:** So, would you like to be a boarder, Ella?
- E:** Mmm ... no, I like living with my family!
- K:** Well, thank you, girls. Oh, I can see my old teacher, Miss Rivers.

UNIT 5

6.01 Unit 5, 5.5, Exercises 4 and 5

P = Presenter A = Annie

- P:** Hi, Annie. Can you tell us something about the concert at Green Park?
- A:** Yes, this is really exciting. It's the first live concert in Green Park.
- P:** That's great news. When is it?
- A:** It's on Saturday the fifteenth of August.
- P:** OK. Brilliant! Which bands and singers can we see?
- A:** Well, the organisers don't know all the bands. But Jackson are definitely playing and maybe Tom O'Dell. They want the Six Cats to play, but they aren't sure.
- P:** And what time is the concert? Is it all day or just the evening?
- A:** It's in the afternoon – 2.00 until 5.00, and then more bands from 7.00 until 11.00.
- P:** Are the tickets expensive?
- A:** They're quite expensive. They're £15.00. But the first 100 people to buy tickets only pay £7.50!
- P:** Brilliant! What's the website, Annie?
- A:** It's greenparkconcert.com. Or you can phone 02335 678 567.
- P:** Thanks, Annie. That's 02335 678 567. So, everyone, get on the computer or the phone now!

UNIT 6

6.01 Unit 6, 6.5, Exercises 3 and 4

G = Girl B = Boy

1

- G:** Hi! How are you?
- B:** OK, but I'm really bored. I went swimming this morning, but there's nothing to do now. My brother's watching a film about ice hockey, but it isn't very good.
- G:** Do you want to play tennis later? Or are you too tired after swimming?
- B:** No, that's a great idea. How about four thirty?

2

- G:** Hiya. Where were you last week?
- B:** Ah, I was in New York with my parents – for a week! We came back on Sunday.
- G:** Lucky you!
- B:** Yeah! We saw a fantastic baseball game last Monday.
- G:** Wow! The New York Yankees?
- B:** Yes – amazing! Then, on Tuesday, we went to an American football match. Crazy!

3

- G:** Do you go jogging every day?
- B:** Yeah – every morning before breakfast. I usually jog for about forty-five minutes.
- G:** That's good. I only do thirty minutes and then I get tired!
- B:** But this morning the weather was terrible. I stopped after fifteen minutes.
- G:** Yeah. Jogging in the rain isn't very nice!

4

- B:** Are you enjoying the new judo club?
- G:** It's brilliant. Why don't you join too?
- B:** I think it's really expensive.
- G:** Oh no, not really. It's cheap to join. Only twenty pounds for a year.
- B:** Yes, but what about lessons?
- G:** Mmm ... it's ten pounds a lesson. If you do competitions, it's ten pounds for the day. And the clothes are twenty-five pounds.
- B:** See? Expensive. Swimming's cheaper.

PROGRESS CHECK 2: UNITS 1-6

6.05 Progress Check 2, Exercise 1

1

A = Anna S = Sarah

- A:** Hi, Sarah! How was your day?
- S:** The first day after the holidays is always hard! But I like our new timetable.
- A:** Good. Which is the best day?
- S:** I like Thursdays! We've got Art in the morning and English in the afternoon. Today was OK, but we had a long Maths lesson after lunch!
- A:** And have you got any homework?
- S:** On our first day? No!

2

J = James T = Tim

- J:** It's our school sports day on Saturday. I'm in the judo competition.
- T:** Oh! Last year, you were in the tennis tournament. I remember I watched Marie on the running track and then I watched you in the tennis final.
- J:** And I won!
- T:** You were very good. Perhaps another cup this year?
- J:** I'm not sure. It's a hard competition.

3

G = Girl B = Boy

- G:** Wow, that song was amazing! I loved the guitar on it. Do you still play the guitar?
- B:** No, I stopped playing it last year and started learning the trumpet. I love it!
- G:** Oh, that's cool! You were so good at the guitar though. I tried to learn to play the piano, but I was really bad at it.
- B:** You just need to practise lots! Keep trying, we can make a band!
- G:** No, I don't think playing music is for me.

4

B = Boy M = Mum

- B:** Muuum! Do you know where my pencil case is?
- M:** Is it in your bag?
- B:** I don't think so. I had it in my bedroom last night.
- M:** Well, is it on your desk then?
- B:** No, I looked there first, but I didn't find it.
- M:** Under your bed then?
- B:** Maybe ... no, not there. Ah, here it is, in my bag!
- M:** I think you need to tidy your room!

5

C = Colin M = Mike

- C:** Was basketball club good last night?
- M:** Yes, it was. Where were you?
- C:** Oh, I needed to help my dad at home. Was it fun?
- M:** It was OK, but very busy.
- C:** How many people were there?
- M:** I think there were about 30. There were lots of new people.
- C:** Wow, that is a lot! Last week there were only 15. It was really fun.

6.06 Progress Check 2, Exercise 2

Sorry, you can't borrow my calculator. I'm using it to do my Maths homework. But I'm not using my computer at the moment. You can use it.

6.07 Progress Check 2, Exercise 3

1

G = Girl B = Boy

G: Is that your brother over there?

B: Where? The boy in the black jumper?

G: Yeah.

B: No! My brother is much taller and he has longer brown hair. That boy has black hair.

2

D = Dad G = Girl

D: Hello, how were the shops?

G: They were great! I wanted to buy some new shoes, but the ones I liked were too small. Then I went to the bookshop, but there wasn't anything I wanted. So, I just got a packet of these. Would you like one?

D: Oh, yum! Yes please. They're delicious!

3

E = Ellie B = Boy

E: What was that music? It was terrible!

B: Hey, that's my favourite band! I love that type of music.

E: It was so noisy with all those guitars and drums, and you can't dance to it.

B: Ellie! You sound just like Mum!

4

J = Jen R = Ricky

J: Hello?

R: Hi Jen, it's Ricky.

J: Oh, hi Ricky.

R: Are you near the shopping centre?

J: Well, the next stop is mine and I think the shops are about a five-minute walk from the station.

R: Yes, that's right. OK, I'm waiting outside the Spanish café on the corner.

J: See you soon!

5

G = Girl B = Boy

G: What time do you want to meet tonight?

B: I'm not sure. What time does the concert start? Is it at eight?

G: I think so, let me check on the ticket ... No, it's at half past seven.

B: OK, so how about we meet at twenty past seven in front of the building?

G: Sounds good. See you then!

6

G = Girl SA = Shop assistant

G: Excuse me?

SA: Yes, how can I help you?

G: Do you have a larger one of these red jumpers, please?

SA: Let me look. No, sorry, we don't have a larger red one. We have it in blue?

G: Oh, no, thank you. I like the red one. It is much brighter, but it's too small.

SA: Yes, it is lovely and it is on sale, that's why we don't have many left.

G: Oh, well, thank you for your help.

6.08 Progress Check 2, Exercise 4

A = Alison T = Tommy

A: Hi, Tommy! Is it your birthday today or was it yesterday?

T: It was yesterday. It was great. We went out for dinner to The Three Hats restaurant.

A: Wow! Nice restaurant! I'm sure you had fish and chips, as always!

T: No, you're wrong! It wasn't on the menu. So, I ordered kebabs. They were good.

A: I love kebabs! I ate at The Three Hats last month. The hot dogs are good there.

T: Yes, my sister had that with chips. Mum usually has spaghetti when we're at a restaurant, but yesterday she had an egg salad. She said it was good.

A: And your dad? I know he likes burgers.

T: Mum says he eats too many burgers, so he had an omelette. It was OK, but he prefers burgers!

A: And was Mike with you? Or is he at university in London?

T: No, he finished last week. He always has soup! Last night it was carrot soup. Ugh!

A: Carrot soup and ...?

T: Carrot soup with bread. He doesn't eat much and he's a vegetarian. And my little brother Adam had fish fingers. So, he was happy!

UNIT 7

7.01 Unit 7, 7.5, Exercises 3 and 4

1

B = Beth

B: Eva was a really nice girl in my class at primary school. Everyone wanted to be her friend, but she chose me to be her best friend! I was so happy, but then I got better marks than her in some tests and she chose another best friend. We weren't really good friends. She liked sports and I liked books.

2

Be = Becky

Be: Yes, best friends at five years old and best friends today. We liked different singers and bands then ... and today. Gwen was a big pop fan – she loved Mika! But I preferred rock, like my dad's old Queen tracks. Oh, it was terrible – Gwen played Mika tracks again and again!

3

C = Charlie

C: Ben's family had the house next to ours when we were in Manchester. We were always together. We looked like brothers! We had the same red T-shirts and caps, the same trainers ... We were really good friends.

4

L = Lisa

L: We both really liked boys' things, not girls' things. So we didn't play with dolls, but we had lots of small cars and we spent a lot of time racing them round the bedroom! My younger brother had a small garage. He never played with it because we did! One thing I remember was Tina's mum always made us cheese sandwiches. Tina loved cheese, but I hated it! But I didn't tell her. I always put the cheese in my pocket!

UNIT 8

8.01 Unit 8, 8.5, Exercises 3 and 4

L = Lenny B = Beth O = Owen

L: Hi! Good to see you! Are you in your bedroom? There's a strange picture on the wall behind you!

B: No, this is my brother's room. And that strange poster is his favourite new band – they're terrible. They played in Victoria Gardens a couple of months ago and he loved them.

L: So why are you in your brother's room?

B: Oh, it's crazy. This new house is lovely – lots of grass and trees and a river, but the wi-fi signal is rubbish. This is the best place in the house! In my room, I can't phone and I can't get online. Or if I do, then everything stops after a few seconds.

L: So, everyone wants to use your brother's room!

B: Yes. He isn't very happy about it! The phone company is doing something soon – very soon, I hope. There's some signal at the end of the garden. So, I sometimes take my phone down there to call people. Anyway, how about you? Is everything OK?

L: Yeah, I got a new tablet for my birthday. It's lighter than my smartphone and it can do lots of things. I sent you some photos I took with it yesterday.

- B:** Yes, they're cool. Oh no, my brother's here! ... Oh, Owen, please – just five minutes?
- O:** It's always five minutes! I want to listen to some music!
- B:** You can listen to music downstairs.
- O:** I want to listen to it in my room, while I'm on my bed.
- B:** Please? You can go in my room.
- O:** Oh yes, and look at pretty pictures of horses and Justin Bieber, Ed Sheeran – I don't think so. Can't you call your friend back?
- B:** I have my guitar lesson soon, so I only need a couple of minutes.
- L:** Owen, it's me, Lenny. Come on, mate.
- O:** Oh, Lenny, it's you. OK, five minutes. Then ... can I ask you some questions about my Maths homework?
- L:** Sure. Bye! See you later. Now, Beth, when can I visit ...

UNIT 9

9.01 Unit 9, 9.5, Exercises 3 and 4

1

T = Tina J = Joe

- T:** Hi, Joe! How are things?
- J:** Hiya, Tina. Oh, busy, busy. I got back from the shops five minutes ago. I'm getting the food ready for the party. Are you OK?
- T:** The snow is terrible here!
- J:** Really? It stopped here half an hour ago.
- T:** There is so much snow here that Dad can't drive up the hill. I'm really sorry, but I can't come to the party!
- J:** What a shame! Maybe you can stay at home and not go to school?
- T:** Maybe! But enjoy your party! Bye for now!
- J:** Bye!

2

F = Fran

- F:** It's me, Fran. I'm going to spend a day in the garden. Why don't you come over? We can have a barbecue later. It's really hot today, so don't forget your sun cream. Yesterday it got cloudy at lunchtime, then it was rainy in the afternoon. And they say it's going to happen again today, so bring an umbrella too! See you later.

3

G = Girl B = Boy

- G:** Did you have a good walk yesterday?
- B:** It was brilliant, thanks. In the morning, it was very windy, so we didn't leave until lunchtime. We walked ten kilometres along the coast. It was perfect – there weren't any clouds and we looked all the way across to Bear Island. We got home at five thirty and it started to get foggy, but we were lucky on the walk. And the dogs loved it! You have to come next time. Maybe in the autumn when it's a bit windy – the sea is great then.

PROGRESS CHECK 3: UNITS 1–9

9.04 Progress Check 3, Exercise 1

OK class, don't forget that on Friday it is our school trip to the local History Museum. The museum is not near a train station, so we're going by bus. It's arriving at 8.30 a.m., but you need to meet outside the school at 8 a.m. Please don't be late! We are going to arrive back at school at around 4.30 p.m. Please bring some lunch and a drink with you. You also need a notebook and a pen. You can bring some money for the museum shop if you want. Remember you are looking for information you can use for your project on local artists in the museum. Please work with the group you are doing your project with. If you still need to pay, then please give me the money by tomorrow afternoon. It is £10 for the transport and £5 for entry to the museum, so £15 in total, please.

9.05 Progress Check 3, Exercise 2

D = Danny K = Kathy

- K:** Hi! It's good to see you! Are you enjoying your holiday?
- D:** Oh, it's great! My Italian friend Salvo is very nice and his family are lovely. They drove me to Venice yesterday. It's beautiful. We're in Rome now for a few days and later this week we're driving up to Milan. They are so kind!
- K:** Are you in the city centre? When I was there, our hotel was right by the river.
- D:** The centre is quite near, but we're in the east of the city, by the station. I can't see the river, but I can hear the trains!
- K:** Is that a photo of Salvo on the wall?
- D:** No, that's his dad when he was young. His mum took it when they met at university!
- K:** And I'm sure the food is excellent! Do you eat a lot of pizza?
- D:** Not every evening. Tonight Salvo is cooking – spaghetti with cheese and pepper. It's a famous meal in this area. And tomorrow I'm going to make an English meal – eggs and bacon!
- K:** That's good! I'm getting hungry now. It's a long time to dinner!
- D:** Remember the time here is different. It's four o'clock in England but it's five o'clock here.
- K:** Nearly time for dinner then!
- D:** No, they eat later – at about eight o'clock.
- K:** What a shame! Tell me, do you speak Italian to all the family?
- D:** Yes, Salvo's mum doesn't speak English. She speaks a little French, so sometimes we practise that. My Italian is getting very good.
- K:** I'm sure it is!

9.06 Progress Check 3, Exercise 3

There is going to be a sightseeing trip next week. We will take a lot of nice photos. Do you want to go on the trip with us?

9.07 Progress Check 3, Exercise 4

1

G = Girl B = Boy

- G:** Last week of school! Are you happy to finish?
- B:** Oh, I can't wait! No more studying!
- G:** What about when you start college?
- B:** Oh yes, of course, but at college I can draw and paint all the time and I won't have to read all those books and learn about science and things. I can learn about what I'm interested in!

2

W = Woman B = Boy

- W:** Excuse me, can you tell where the train station is, please?
- B:** Yes, of course. You need to go down this street, North Gate Street, and then turn left at the end. When you go around the corner, you will see it by the river. There's a big supermarket in front of it.
- W:** Got it. Thank you.

3

G = Girl B = Boy

- B:** Is that a new phone?
- G:** Yeah. Do you like it?
- B:** It looks good. Did you break your old one?
- G:** Not really. I just bought it years ago and it was a bit slow, so I wanted a new one.
- B:** Cool, I want to get a new one too. I need a better camera!

4

G = Girl B = Boy

- G:** Do you speak Japanese, Kye?
- B:** No, my mum never spoke to me in Japanese. I can speak two languages though.
- G:** Can you? What other language do you speak?
- B:** I can speak French.
- G:** Really? Why?
- B:** I lived in Paris for three years. My French classes now are so boring and easy!

5

G = Girl B = Boy

G: Oh, wow, look at my terrible hair! It's crazy!

B: The weather is wild out there, isn't it? There is so much rubbish flying around and I'm worried that tree is going to fall down too.

G: Oh no, I hope not!

6

C = Customer SA = Shop assistant

C: Could you help me, please?

SA: Yes, of course, what's the matter?

C: I bought these headphones yesterday, but I would like to change them.

SA: Of course. What's the problem? Are they broken?

C: I bought them for my brother, but he wants white ones and not black. He didn't tell me that before!

READING EXTENSION

🔊 10.02 Reading Extension 1, Exercise 8

D = Duncan N = Narrator R = Roxanne

D: Look at Jock.

N: Duncan says. Jock is under the bed. He has a mouse in his mouth.

R: A mouse!

N: Roxanne says. She screams again.

🔊 10.04 Reading Extension 2, Exercise 8

C = Carla

C: The girl went to the window with the coins. The coins went into the flute player's hat!

🔊 10.06 Reading Extension 3, Exercise 8

N = Narrator H = Holly P = Pere

T: There are a lot of people and cars in front of the cathedral.

H: It's a beautiful building.

N: Holly thinks. Then she remembers Fred Burns.

P: Look – there he is!

N: Pere says.

P: He's getting out of the taxi.

Workbook answer key

STARTER UNIT

S.1

Exercise 1

2 The United Kingdom (The UK) 3 French
4 Germany 5 Mexican 6 Spain

Exercise 2

B 3 C 6 D 4 E 1 F 2

Exercise 3

2 aren't 3 is 4 am 5 aren't 6 is

Exercise 4

2 Are they good friends? Yes, they are.
3 Is she a doctor? No, she isn't.
4 Am I fifteen? Yes, I am.
5 Are we English students? Yes, we are.
6 Is it a big school? No, it isn't.

Exercise 5

2 our 3 your 4 their 5 His
6 Her 7 Its

Exercise 6

2 Portsmouth 3 Ella 4 Jean
5 Farnborough

Exercise 7

2 t 3 v 4 k 5 o 6 s

S.2

Exercise 1

2 F 3 C 4 E 5 A 6 B

Exercise 2

2 key 3 wallet 4 diary 5 camera
6 skateboard

Exercise 3

2 blue 3 brown 4 black 5 orange
6 yellow 7 green 8 white

Exercise 4

2 keys 3 women 4 watches 5 men
6 children 7 babies 8 mobile phones

Exercise 5

3 These 4 This 5 That 6 This

Exercise 6

2 Those keys are yours.
3 This car is ours.
4 That house is theirs.
5 This phone is mine.
6 These books are hers.

S.3

Exercise 1

2 talk to your classmate / Don't talk to
your classmate.
3 look at your phone / Don't look at
your phone.
4 be late / Don't be late.
5 eat in class / Don't eat in class.
6 write on the desk / Don't write on the desk.

Exercise 2

2 Open your books.
3 Turn to page fifteen.
4 Look at exercise five.
5 Talk in English, please.
6 Put your books in your bags.

Exercise 3

2 a 3 c 4 b

Exercise 4

a 3 b 1 c 4 d 2

Exercise 5

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

Exercise 6

2 Wednesday
3 Friday
4 Sunday
5 April
6 June
7 September
8 November
9 summer
10 winter

Exercise 7

2 seven thousand, five hundred and
eighty-four
3 two hundred and fifty-nine
4 three hundred and fifty-four
5 twenty-second
6 fifty-third
7 eleventh
8 ninety-ninth

Exercise 8

2 06846 923 425
3 06652 146 052
4 07785 391 441
5 07252 905 421
6 02781 507 823

Exercise 9

2 17 August 3 22 July 4 8 May
5 11 January 6 3 March

Exercise 10

B 2 C 5 D 6 E 1 F 4 G 8 H 7

Exercise 11

2 What 3 How 4 What 5 Where
6 When 7 What

Exercise 12

b 7 c 3 d 2 e 5 f 4 g 6

UNIT 1

1.1 Vocabulary

Exercise 1

Z	N	R	T	E	A	M	H	T	I	E	R
O	Z	N	S	N	S	U	N	I	U	R	E
E	V	A	L	G	O	F	O	G	D	A	C
R	F	D	E	U	N	C	L	E	A	D	T
K	L	N	A	V	S	E	O	T	U	L	R
B	I	S	S	B	U	E	N	S	G	T	R
H	S	C	U	H	R	U	Y	R	H	E	H
Z	W	I	F	E	A	O	B	O	T	S	A
S	S	K	A	L	J	I	T	S	E	K	K
N	N	L	A	P	K	M	I	H	R	U	L
F	M	Q	C	O	U	S	I	N	E	J	S
S	T	F	Q	L	T	N	Z	D	H	R	O

Exercise 2

2 grandfather 3 mother 4 parents
5 grandmother 6 husband

Exercise 3

2 grandma 3 sister 4 husband
5 parents 6 cousin 7 grandpa
8 daughter

Exercise 4

2's 3's 4's 5' 6'

Exercise 5

2 Germany 3 Poland 4 China
5 Japan 6 Turkey 7 Italy 8 France
9 Spain 10 Brazil 11 the USA

Exercise 6

2 German 3 Polish 4 Chinese
5 Japanese 6 Turkish 7 Italian
8 French 9 Spanish 10 Brazilian
11 American

Exercise 7

2 blonde 3 blue 4 slim 5 short
6 dark 7 grey 8 old

Exercise 8

2 small 3 grey 4 French 5 wife
6 cousin 7 Japanese 8 Poland

Hidden word: American

Exercise 9

2 a 3 b 4 a 5 c 6 a 7 b 8 b

Exercise 10

2 old 3 Spanish 4 from 5 is 6 sister
7 tall 8 blonde

1.2 Grammar

Exercise 1

2 I can swim one kilometre.
3 Keiko can stay under water for one minute.
4 Jim can jump four metres.
5 Pat's brothers can fly a plane.
6 Gemma's baby can say 'mama'.

Exercise 2

2 I can't swim one kilometre.
3 Keiko can't stay under water for one minute.
4 Jim can't jump four metres.
5 Pat's brothers can't fly a plane.
6 Gemma's baby can't say 'mama'.

Exercise 3

2 Can Tina's baby brother walk?
3 Can they run five kilometres?
4 Can your sister speak Italian?
5 Can you and Mark cook French food?
6 Can your brothers play football?

Exercise 4

2 No, he can't.
3 No, they can't.
4 Yes, she can.
5 No, we can't.
6 Yes, they can.

Exercise 5

2 well 3 slowly 4 fast 5 fluently

Exercise 6

2 e 3 a 4 c 5 d

Exercise 7

2 can 3 can 4 can 5 can 6 can't
7 can't 8 can 9 can 10 can

1.3 Reading

Exercise 1

2 nervous 3 quiet 4 brave
5 confident 6 kind

Exercise 2

b

Exercise 3

c

Exercise 4

2 F 3 T 4 T 5 T 6 F

1.4 Grammar

Exercise 1

2 have got 3 have got 4 have got
5 has got 6 has got

Exercise 2

2 We haven't got a small house.
3 My cousin hasn't got blue eyes.
4 The brothers haven't got a pet.
5 Ella hasn't got a baby brother.

Exercise 3

2 Have we got a lot of balloons for the party?
3 Have Paul and Helen got a big house?
4 Has your brother got a funny costume?
5 Have you got a nice present?
6 Has Gemma got a guitar lesson today?

Exercise 4

- 2 No, we/you haven't.
 3 Yes, they have.
 4 No, he hasn't.
 5 No, I/we haven't.
 6 Yes, she has.

Exercise 5

- 1 Yes
 2 got, haven't
 3 Has, hasn't
 4 What's/has, He's/has
 5 Have, I haven't
 6 Has, No

Exercise 6

- 2 I've 3 have 4 hasn't 5 got
 6 can't 7 you

1.5 Listening and Vocabulary**Exercise 1**

- 2 H 3 D 4 E 5 F 6 J 7 K
 8 B 9 C 10 A 11 I

Exercise 2

- 2 trousers 3 shirt 4 tracksuit
 5 sweater 6 skirt

Exercise 3

- 2 really 3 fantastic 4 colour

Exercise 4

- 1 B 2 C 3 A

Exercise 5

- 1 a 2 b 3 b

1.6 Speaking**Exercise 2**

- 2 it 3 thanks 4 to

Exercise 3

- 2 How's it going?
 3 I'm fine.
 4 And you?
 5 I'm good, thanks.
 6 My name's Kim.
 7 I'm Lee.
 8 Good to meet you.
 9 This is my friend, Mark.
 10 See you later.

Exercise 4

- 2 a 3 c 4 b 5 b

Exercise 5

- 2 a 3 f 4 e 5 c 6 b

1.7 Writing**Exercise 1**

- 2 cousin 3 speak 4 tall 5 long
 6 style 7 friendly 8 but 9 easy 10 great

Exercise 2

- 2 T 3 F 4 F 5 T 6 F

Exercise 3

- 2 c 3 b 4 a 5 e 6 d

Exercise 4

- 2 Mary can't dance, but she isn't sad.
 3 Tom has got short hair, but his sister has got long hair.
 4 She can speak French and (she can speak) German.
 5 He's got a difficult life, but he's happy.

Revision**Exercise 1**

- 1 British 2 American 3 Italy
 4 Polish 5 France 6 Germany
 7 Japanese 8 Brazilian

Exercise 2

- 1 aunt 2 daughter 3 wife 4 cousin
 5 parents 6 grandma/grandmother

Exercise 3

- 1 slim 2 hat 3 sunglasses 4 dress
 5 brave 6 grey

Exercise 4

- 1 Can you speak German?
 2 My sister can't walk ten kilometres.
 3 We can't stay under water for one minute.
 4 Can your brother play football?
 5 They can't help us.
 6 Our uncle can speak two languages.
 7 Can you do this exercise?

Exercise 5

- 1 She hasn't got a nice dress for the party.
 Has she got a nice dress for the party?
 2 You haven't got two brothers.
 Have you got two brothers?
 3 They haven't got a new car.
 Have they got a new car?
 4 He hasn't got a black jacket.
 Has he got a black jacket?

Exercise 6

- 1 Ronald can speak German fluently
 2 Her mum's father is Turkish.
 3 You speak English well.
 4 Is that your brother's jacket?
 5 I can run very fast.

UNIT 2**2.1 Vocabulary****Exercise 1**

- 2 carrot 3 egg 4 burger 5 strawberry
 6 butter 7 mushroom 8 fish
 9 cheese 10 chicken

Exercise 2

- 1 D 2 V 3 Other 4 M 5 F 6 D 7 V
 8 Other 9 D 10 M

Exercise 3

Fruit: bananas

Vegetables: potatoes

Meat: beef

Drinks: lemonade, orange juice

Exercise 4**Exercise 5**

- 2 cereal 3 pasta 4 strawberries 5 Eggs
 6 rice 7 mushrooms 8 Carrots

Exercise 6

- 1 breakfast 2 lunch 3 dinner
 A 3 B 2 C 1

Exercise 7

- 2 strawberries 3 carrots 4 pasta
 5 fish 6 tomatoes 7 pasta 8 dinner

Exercise 8

- 2 cheese, banana
 3 milk, butter
 4 breakfast
 5 chicken, rice
 6 Strawberries
 7 juice, lemonade
 8 carrots, potatoes
 9 vegetable, orange juice
 10 apples

Exercise 9

- 2 breakfast 3 eggs 4 cereal 5 fruit
 6 lunch 7 orange 8 cheese 9 dinner
 10 rice 11 vegetables 12 yoghurt

2.2 Grammar**Exercise 1**

- 2 vegetarian café
 3 fast food restaurant 4 café

Exercise 2

- 2 are 3 is 4 are 5 are 6 is 7 is

Exercise 3

- 2 There aren't any cheap cafés.
 3 There isn't a nice pizzeria.
 4 There aren't any fast food restaurants.
 5 There aren't any Chinese restaurants.
 6 There isn't a big burger bar.
 7 There isn't a vegetarian restaurant.

Exercise 4

- 2 Are there any cheap cafés? No, there aren't.
 3 Is there a nice pizzeria? Yes, there is.
 4 Are there any fast food restaurants?
 Yes, there are.

- 5 Are there any Chinese restaurants?
 No, there aren't.

- 6 Is there a big burger bar? No, there isn't.

- 7 Is there a vegetarian restaurant?

Yes, there is.

Exercise 5

- 2 There are some biscuits in the box.
 3 Are there any vegetarian cafés in the town centre?
 4 Is there any toast for breakfast?
 5 There are some burger bars near our school.
 6 There aren't any potatoes in the kitchen.
 7 There are some Italian restaurants in my town.
 8 Are there any eggs in the fridge?

Exercise 6

- 2 Is 3 a 4 isn't 5 any 6 are 7 some
 8 there 9 It's 10 an

2.3 Reading**Exercise 1**

- 2 fork 3 pan 4 plate 5 knife 6 spoon

Exercise 2

- 2 Add 3 Bake 4 Boil 5 Cut, fry

Exercise 3

- 1 ✓ 2 ✓ 3 ✓ 4 - 5 ✓ 6 -

Exercise 4

- 2 12/twelve 3 Italian
 4 No/No, she isn't. 5 mushroom pasta
 6 MasterChef Junior

2.4 Grammar**Exercise 1**

Countable nouns: biscuit, burger, carrot, egg, omelette, onion

Uncountable nouns: bread, cheese, cereal, juice, milk, pasta

Exercise 2

2 any 3 a 4 any 5 some

Exercise 3

2 there 3 is 4 bread 5 are

Exercise 4

2 many, are 3 many, are
4 much, is 5 much, is
6 many, are 7 many, are 8 much, is

Exercise 5

2 b 3 a 4 b 5 c 6 b

2.5 Listening and Vocabulary

Exercise 1

2 cream 3 fingers 4 onion 5 cookies

Hidden word: brownies

Exercise 2

2 list 3 expensive/much 4 about
5 let's 6 only 7 special 8 much/expensive

Exercise 3

1, 2, 3, 6, 7, 8, 9, 10

Exercise 4

2 b 3 d 4 a 5 f 6 e

Exercise 5

1 3.50 2 1.75
3 (cheese and onion) crisps 4 1.20
5 1.65 6 beans

2.6 Speaking

Exercise 2

B 5 C 1 D 7 E 6 F 3 G 4

Exercise 3

2 A burger with chips, please.
3 Can I get you any drinks?
4 Can I have an orange juice, please?
5 Here you are.
6 Anything else?
7 That's all, thank you.
8 How much is that?
9 That's £5.75, please.

Exercise 4

Waiter: 3, 5, 6, 9
Customer: 2, 4, 7, 8

Exercise 5

1 Anything
2 I get, please, Anything else?, thank you
3 much, Here you

2.7 Writing

Exercise 1

2 bowl 3 Then 4 spoon 5 Add
6 Finally 7 Serve

Exercise 2

b 4 c 2 d 1

Exercise 3

A 3 B 5 D 4 E 2

Revision

Exercise 1

1 butter 2 eggs 3 milk 4 orange juice
5 carrots 6 cheese 7 rice

Exercise 2

1 b 2 e 3 a 4 c 5 d

Exercise 3

1 c 2 a 3 c 4 b 5 a 6 c 7 a 8 a

Exercise 4

1 There's 2 Are 3 a 4 some 5 Is
6 aren't 7 Is there 8 an

Exercise 5

1 much 2 any 3 many 4 any 5 some
6 aren't 7 some 8 aren't

UNIT 3

3.1 Vocabulary

Exercise 1

2 relax 3 get up 4 wake up
5 go home 6 get dressed 7 have breakfast
8 have a shower 9 go to bed
10 go to school 11 have dinner

Exercise 2

2 get up 3 have a shower
4 get dressed 5 have breakfast
6 go to school 7 go home 8 exercise
9 relax 10 have dinner 11 go to bed

Exercise 3

2 a 3 b 4 c

Exercise 4

2 sometimes 3 often 4 always 5 usually

Exercise 5

2 a 3 e 4 c 5 b 6 f

Exercise 6

2 check my emails
3 meet a friend
4 go swimming
5 message friends (on social media)

Exercise 7

Across:

4 exercise 7 homework
9 meet 11 often 12 never

Down:

2 relax 3 check 5 shopping
6 sometimes 8 get 10 go

Exercise 8

2 get 3 have 4 have 5 go 6 have
7 go 8 exercise 9 message 10 always
11 check 12 never

3.2 Grammar

Exercise 1

B 5 C 1 D 4 E 3

Exercise 2

1 exercises, finishes, messages, relaxes
2 cries, goes, has, plays
3 gets, makes, meets

Exercise 3

2 don't go 3 spends 4 doesn't give
5 get

Exercise 4

2 We don't have English on Mondays.
3 My sister doesn't help my mum with the shopping.
4 Our cat doesn't sleep a lot.
5 Mike often does his homework in the evening.
6 You never eat crisps.
7 My friends go swimming on Thursdays.

Exercise 5

2 sleeps 3 doesn't eat 4 goes
5 goes 6 don't see 7 meets 8 has
9 likes 10 doesn't finish 11 goes 12 give

3.3 Reading

Exercise 1

2 chat 3 TV 4 play 5 have

Exercise 2

2 a 3 b 4 d

Exercise 3

2 c 3 c 4 c 5 b 6 b 7 a

Exercise 4

Lisa: starts school at 8.15 a.m., goes home at 2 p.m., prefers school where she lives
Ahmet: often cold in October, starts school at 8.15 a.m., goes home at 3.30 p.m., prefers school where he is from

3.4 Grammar

Exercise 1

2 Does Pete like orange juice?
3 Do we have toast for breakfast every day?
4 Do Joe and Lee go to the cinema on Saturdays?
5 Does Alison always watch TV in the evening?
6 Do you speak German?

Exercise 2

2 No, he doesn't.
3 No, we don't.
4 Yes, they do.
5 Yes, she does.
6 No, I don't./No, we don't.

Exercise 3

2 Where 3 Do 4 How 5 What time

Exercise 4

2 What do you watch on TV?
3 How do you travel to town?
4 Where does she go swimming?
5 What time do your mum and dad get up?
6 What do you do in your free time?

Exercise 5

2 when 3 Do 4 don't 5 Where
6 Does 7 Yes

3.5 Listening and Vocabulary

Exercise 1

2 bored 3 sad 4 tired 5 excited
6 worried

Exercise 2

1 sad 2 worried

Exercise 3

2 d 3 b 4 f 5 a 6 e

Exercise 4

1 b 2 c 3 a

Exercise 5

1 c 2 f 3 e 4 b

3.6 Speaking

Exercise 2

2 I really like chocolate.
3 I quite like tennis.
4 I can't stand cutting onions.
5 I don't mind cycling to school.
6 What do you think of Ed Sheeran?
7 What kind of books do you like?
8 I like lemonade, but I prefer orange juice.

Exercise 3

2 I don't enjoy doing vocabulary exercises.
3 I quite like eating Japanese food.
4 I can't stand watching tennis on TV.
5 I love listening to Ed Sheeran songs.

Exercise 4

2 of 3 getting 4 going 5 it

Exercise 5

1 really 2 kind, quite, prefer
3 favourite 4 stand 5 mind 6 lot

Exercise 6

2 a 3 b 4 b 5 a

3.7 Writing

Exercise 1

2 get 3 don't 4 Then 5 at 6 After
7 finish 8 do 9 because

Exercise 2

2 5.30 3 8.00 4 have breakfast
5 4.30 6 go swimming 7 6.15
8 watch TV 9 9.00

Exercise 3

- 2 a We aren't very good at tennis, so we practise a lot.
b We practise a lot because we aren't very good at tennis.
- 3 a He lives near his school, so he walks to school in the morning.
b He walks to school in the morning because he lives near his school.
- 4 a I want to be a famous singer, so I sing every day.
b I sing every day because I want to be a famous singer.
- 5 a She isn't very good at French, so she always needs help with her French homework.
b She always needs help with her French homework because she isn't very good at French.

Revision

Exercise 1

1 get 2 has 3 watch 4 go 5 up
6 check 7 to 8 with

Exercise 2

1 budgies 2 hamster 3 pony
4 tortoise 5 guinea pig

Exercise 3

1 excited 2 tired 3 unhappy 4 sad
5 relaxed 6 worried 7 bored

Exercise 4

1 has 2 don't like 3 exercise
4 doesn't relax 5 does 6 speak
7 don't go 8 prefers

Exercise 5

1 do you go out
2 does your teacher give
3 does your dad go
4 does your brother speak
5 do you meet
6 does your mum get
7 do your friends wake up

PROGRESS CHECK 1: UNITS 1-3

Listening

Exercise 1

1 C 2 A 3 C 4 B 5 A

Exercise 2

To cook pasta, first boil some water. Then, put the pasta in the pan. Add some salt and vegetables. Mix everything together and put it on a plate.

Exercise 3

1 e 2 b 3 g 4 c 5 a

Exercise 4

2 Julia 3 Station Road 4 3 o'clock/p.m.
5 outside 6 03389 678 458

Reading and Writing

Exercise 5

1 b 2 a 3 b 4 a 5 c 6 a 7 c

Exercise 6

1 c 2 c 3 a 4 b 5 a

Exercise 7

Suggested answer:

Hi Jason,
My favourite day of the week is Sunday because I don't go to school. I can relax all day in the garden. We often eat Chinese food for dinner. I love noodles!
Write soon.
Dan

UNIT 4

4.1 Vocabulary

Exercise 1

1 A 2 B 3 I 4 E 5 F 6 G 7 C 8 D
9 J 10 H

Exercise 2

2 bin 3 sports 4 text 5 book 6 white

Exercise 3

2 rubber 3 sports bag
4 textbook, notebook

Exercise 4

2 behind 3 between 4 next to 5 on
6 under 7 in front of 8 in

Exercise 5

O	C	H	E	M	I	S	T	R	Y	O
A	H	E	N	M	E	R	L	S	R	L
F	H	D	M	O	L	S	Q	E	E	D
F	M	R	B	U	C	H	Y	R	N	M
N	A	A	M	I	S	R	I	Z	G	N
D	C	R	S	H	O	I	T	M	L	Q
U	Z	Y	T	T	B	L	C	S	I	D
X	H	A	S	H	A	N	O	I	S	N
P	M	I	M	I	K	I	O	G	H	N
I	H	N	D	A	E	N	D	S	Y	E
G	E	O	G	R	A	P	H	Y	T	Z

Exercise 6

2 Physics 3 Information Technology
4 History 5 Maths 6 Chemistry
7 Art 8 Music

Exercise 7

2 IT 3 History 4 English
5 Art 6 Biology

Exercise 8

2 a 3 c 4 c 5 a 6 a 7 c

Exercise 9

2 Lessons 3 Art 4 Music 5 PE
6 pencil case 7 in 8 calculator 9 subject

4.2 Grammar

Exercise 1

2 am crying 3 are laughing
4 is walking 5 is writing
6 are listening to music

Exercise 2

2 You're 3 He's 4 We're 5 It's 6 She's

Exercise 3

2 I'm not crying.
3 We aren't laughing.
4 He isn't walking.
5 She isn't writing.
6 You aren't listening to music.

Exercise 4

2 Why is Hannah running?
3 Is your dad working today?
4 Are the students doing a test?
5 What are you watching on TV?

Exercise 5

a 2 c 4 d 5 e 3

Exercise 6

2 Are you watching 3 I'm not
4 'm/am doing 5 'm not doing
6 'm/am listening 7 's/is cooking
8 is she cooking 9 she is
10 's/is baking 11 'm/am feeling

4.3 Reading

Exercise 1

2 get 3 for 4 with 5 for
6 group 7 make

Exercise 2

b

Exercise 3

1 b 2 a 3 c

Exercise 4

2 Because lots of students are new, they aren't feeling happy.
3 I'm having lunch now with another new boy in my class.
4 I'm sitting in the library and writing this.
5 I'm looking at the list of after-school clubs and sports. Why don't you do the same thing?
6 How can I make new friends here?

4.4 Grammar

Exercise 1

2 R 3 N 4 N 5 R 6 N

Exercise 2

2 a 3 f 4 b 5 c 6 e

Exercise 3

2 PS 3 PS 4 PS 5 PS 6 PC 7 PS
8 PS 9 PC

Exercise 4

2 wears, 's/is wearing
3 works, 's/is working
4 watches, 's/is watching
6 learn, 're/are learning

Exercise 5

2 What are you reading?
3 Does Kenny like Chinese food?
4 Where's/is Jim going?
5 What's/is the teacher writing?
6 Do Mark and Angela study French on Fridays?

Exercise 6

2 go 3 usually 4 works 5 says
6 Does 7 working 8 isn't

4.5 Listening and Vocabulary

Exercise 1

2 start, D 3 revise, E 4 do, A 5 have, C

Exercise 2

1 635 2 11/eleven 3 18/eighteen 4 340
5 200 6 10/Ten

Exercise 3

1 b 2 a 3 b 4 b 5 c

4.6 Speaking

Exercise 2

2 Sorry, you can't.
3 Yes, no problem.
4 Sorry, I need it.
5 Sorry, I'm using it.
6 Can I have some water, please?
7 Can you help me with my computer?
8 Can you tell me your phone number?

Exercise 3

2 course 3 tell 4 problem 5 please
6 using 7 see/have

Exercise 4

2 b 3 a 4 c 5 b

Exercise 5

2 a 3 e 4 b 5 d

4.7 Writing

Exercise 1

2 on 3 on 4 at 5 join 6 bring

Exercise 2

2 d 3 a 4 b

Exercise 3

2 Tuesdays and Fridays 3 4.30

4 library 5 website 6 form 7 email

Exercise 4

2 at 3 once 4 Every 5 a

Revision

Exercise 1

1 calculator 2 rubber 3 pencil case

4 notebook 5 textbook 6 poster

7 ruler 8 scissors

Exercise 2

1 Geography 2 Art 3 Maths 4 History

5 IT 6 Biology 7 English 8 PE

Exercise 3

1 next 2 make 3 revise 4 front

5 get 6 there 7 under 8 in

Exercise 4

1 'm/am laughing 2 are you talking

3 isn't working 4 Is Pete going

5 's/is wearing

Exercise 5

1 do you have, are looking

2 isn't raining, never rains

3 work, am working

4 paints, Is she painting

5 Are you doing, am talking

UNIT 5

5.1 Vocabulary

Exercise 1

2 keyboards 3 drums 4 trumpet

5 violin 6 piano 7 harp 8 cello

9 guitar 10 bass guitar 11 flute

Exercise 2

2 e 3 a 4 c

Exercise 3



Exercise 4

2 guitar 3 cello 4 flute 5 piano

6 violin 7 saxophone

Exercise 5

2 H 3 B 4 A 5 G 6 C 7 E 8 D

Exercise 6

2 R&B 3 rock 4 classical

5 folk

Exercise 7

2 c 3 c 4 b 5 a 6 b

Exercise 8

2 guitar 3 bass 4 type 5 rock

6 country 7 jazz 8 violin 9 saxophone

5.2 Grammar

Exercise 1

shyer/braver: nicer, quieter

sadder: bigger, hotter, slimmer

happier: easier, friendlier, funnier

more expensive: more confident,

more difficult, more exciting

Exercise 2

3 Anna is a better piano player than Brian./

Brian is a worse piano player than Anna.

4 Brian is a better student than Anna./

Anna is a worse student than Brian.

5 Anna is a better classical musician than Brian./ Brian is a worse classical musician than Anna.

6 Brian is a worse dancer than Anna./

Anna is a better dancer than Brian.

Exercise 3

2 Ben is not/isn't as rich as Tony.

3 Grace is not/isn't as old as Barb.

4 Question 1 is not/isn't as difficult as question 2.

Exercise 4

2 older 3 taller 4 slimmer 5 better

6 worse 7 darker 8 not as funny as

9 not as confident as 10 friendlier

5.3 Reading

Exercise 1

2 alright, boring

3 brilliant, fantastic, fun

4 great, terrible

5 cool

6 OK, interesting

Exercise 2

b

Exercise 3

2 The challenge takes place today.

3 Ann is performing in front of students from different classes in the school playground.

4 She thinks the challenge is hard because her classmates are in the audience.

5 She feels the challenge is more exciting than her music lessons.

6 The students in her class like rock more than jazz.

Exercise 4

2 DS 3 F 4 T

5.4 Grammar

Exercise 1

the hottest

the bravest

the funniest

the most important

the worst

the most interesting

the most unusual

the easiest

Exercise 2

2 more 3 prettiest 4 best 5 hardest

6 longer 7 the most famous 8 the best

9 worse 10 the most unusual

Exercise 3

2 most beautiful 3 quietest 4 newest

5 most expensive 6 cheapest

7 biggest 8 worst 9 nearest

5.5 Listening and Vocabulary

Exercise 1

2 orchestra 3 stage 4 street musicians

5 audience 6 concerts 7 singer 8 group

Exercise 2

2 see 3 play 4 go 5 enjoy

Exercise 3

2 a 3 c 4 a 5 a

Exercise 4

1 F 2 T 3 F 4 T 5 F

Exercise 5

1 Green Park 2 15(th) August

3 Six Cats 4 5.00 5 11.00 6 7.50

7 02335 678 567

5.6 Speaking

Exercise 2

2 suggest 3 Let's 4 suggestions

5 why 6 How 7 Can 8 sure 9 Maybe

Exercise 3

2 What, about 3 got

4 Why, not 5 idea

Exercise 4

2 a 3 a 4 c 5 c

Exercise 5

2 c 3 h 4 a 5 f 6 i 7 b 8 g 9 e

5.7 Writing

Exercise 1

1 There's a, the, Do you

2 I can 3 I'm, out 4 I

Exercise 2

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

Exercise 3

2 okay 3 I don't know 4 can't

5 thanks 6 please 7 I have to go

Exercise 4

2 happy 3 love 4 OK

Exercise 5

2 Are you OK?

3 I don't know what to do.

4 Why are you not at school?

5 I'm having a great time at the party!

Exercise 6

Gr8 2 c u 2day. Thx 4 (ur) help with

homework! [smiley emoji] Can u come 2 party

@ Benny's café 2moro? [please emoji]

C u there!

Revision

Exercise 1

1 piano 2 flute 3 violin 4 guitar

5 saxophone 6 trumpet

Exercise 2

1 fantastic 2 brilliant 3 great

4 terrible 5 boring 6 cool 7 interesting

Exercise 3

1 band 2 audience 3 stage

4 orchestra 5 techno 6 hard

Exercise 4

1 better 2 cheaper 3 more excited

4 worse

Exercise 5

2 Jazz isn't/is not as popular as rock.

3 Sue isn't/is not as old as Jenny.

4 English isn't/is not as difficult as Chinese.

Exercise 6

1 b 2 b 3 a 4 b

UNIT 6

6.1 Vocabulary

Exercise 1

2 cycling 3 football 4 ice-skating
5 roller skating 6 volleyball 7 skiing

Exercise 2

B 2 C 5 D 6 E 1 F 4

Exercise 3

2 runner 3 cyclist 4 player 5 player
6 player 7 swimmer 8 player
9 skier 10 skater

Exercise 4

2 swimming 3 ice hockey 4 judo
5 volleyball 6 cycling 7 skiing 8 football

Exercise 5

2 play 3 win 4 win 5 score

Exercise 6

Across:

3 point 4 cyclist 6 skiing
8 match 11 running

Down:

2 race 5 swimming 7 score
9 tennis 10 hockey

Exercise 7

2 match 3 winning 4 wins 5 point
6 scores 7 win

Exercise 8

2 play 3 match 4 win 5 score
6 cycling 7 cyclist 8 race

6.2 Grammar

Exercise 1

2 were 3 was 4 was 5 were 6 were

Exercise 2

2 were 3 was 4 were 5 were
6 was 7 were

Exercise 3

2 There wasn't a lot of milk in the fridge
this morning.
3 There weren't many people at the match
yesterday.
4 My answers weren't correct and the teacher
wasn't happy!
5 Jim's birthday party wasn't on Saturday.

Exercise 4

2 Where were you yesterday?
3 Who was your teacher in Year 9?
4 Were you in the team last year?
5 Was your dad a good student?
6 Which film was on TV last night?

Exercise 5

2 were 3 was 4 wasn't 5 weren't
6 was 7 was 8 was 9 weren't
10 were 11 were 12 Were
13 were 14 wasn't

6.3 Reading

Exercise 1

2 field/pitch 3 court 4 pool 5 track

Exercise 2

2 court 3 pool 4 track 5 court

Exercise 3

1 b 2 c 3 a

Exercise 4

2 23 May 2017
3 19/nineteen
4 cyclists from all over the world
5 medals in competitions
6 the countries with the best ice hockey teams
in the world

6.4 Grammar

Exercise 1

2 jogged 3 watched 4 sent
5 carried 6 painted

Exercise 2

2 won 3 gave 4 swam 5 told

Exercise 3

2 tried 3 made 4 walked
5 went, rode 6 found

Exercise 4

2 went 3 played 4 watched 5 took
6 saw 7 relaxed 8 had 9 cooked 10 ate

6.5 Listening and Vocabulary

Exercise 1

2 league 3 semi-final, final 4 cup

Exercise 2

2 go 3 for 4 play 5 did 6 do
7 go 8 won, win 9 did 10 play

Exercise 3

a 4 b 3 c 1 d 2

Exercise 4

1 B 2 B 3 A 4 C

6.6 Speaking

Exercise 2

2 What are your interests?
3 Are you into sports?
4 What do you do in your free time?

Exercise 3

b 1 c 4 d 2

Exercise 4

2 go 3 into 4 like 5 fan 6 Not

Exercise 5

2 b 3 c 4 b 5 a 6 c

Exercise 6

2 b 3 a 4 f 5 d 6 c

6.7 Writing

Exercise 1

2 were 3 badminton 4 match
5 exciting 6 very 7 best 8 was
9 enjoyed

Exercise 2

2 F 3 F 4 T 5 T 6 F

Exercise 3

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

Exercise 4

2 N, The dancing wasn't very good.
3 P, The tickets were quite cheap.
4 N, The day was really boring.
5 N, The food was not very good.

Revision

Exercise 1

1 skiing 2 players 3 field
4 Basketball 5 final 6 exercise 7 cycling

Exercise 2

1 Cup 2 scored 3 points 4 swimmer
5 pitch 6 medals 7 lost 8 court

Exercise 3

1 a 2 c 3 a 4 b 5 a

Exercise 4

1 wasn't 2 weren't 3 Were 4 was
5 Was 6 wasn't 7 Were 8 weren't

Exercise 5

1 saw 2 watched 3 taught 4 went
5 ran 6 took 7 finished 8 gave

PROGRESS CHECK 2: UNITS 1-6

Listening

Exercise 1

1 C 2 A 3 B 4 A 5 B

Exercise 2

Sorry, you can't borrow my calculator.
I'm using it to do my Maths homework.
But I'm not using my computer at the
moment. You can use it.

Exercise 3

1 b 2 c 3 a 4 b 5 b 6 a

Exercise 4

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

Reading and Writing

Exercise 5

1 F 2 R 3 F 4 R 5 D 6 D

Exercise 6

1 new players 2 children and teenagers
3 friends 4 local competitions
5 (national) competition/medal
6 year 7 small café

UNIT 7

7.1 Vocabulary

Exercise 1

2 computer 3 mouse 4 laptop
5 headphones 6 printer 7 games console
8 smartphone 9 keyboard 10 tablet

Exercise 2

2 mouse 3 headphones 4 printer
5 smartphone 6 tablet

Exercise 3

2 computer 3 printer 4 mouse
5 keyboard 6 laptop 7 tablet

Hidden word: console

Exercise 4

Students circle: become, build, buy, have,
make

Past Simple: appeared, became, built, bought,
designed, had, invented, made, used

Exercise 5

2 in the 3 ago 4 twentieth
5 2020 6 In the

Exercise 6

2 ten years ago
3 in the twentieth century
4 in the nineteenth century/200 years ago
5 in the 1990s
6 in 2016/ ... years ago

Exercise 7

2 bought 3 ago 4 screen
5 headphones 6 had 7 invented

Q	B	V	C	S	R	S	K	J	I
M	S	W	I	T	B	N	T	C	N
J	C	O	L	B	A	R	G	A	V
K	R	I	C	O	N	S	O	L	E
N	E	A	T	U	V	G	O	E	N
T	E	I	I	G	A	V	F	P	T
P	N	S	O	H	D	S	F	S	E
L	H	O	C	T	Q	U	S	U	D
H	E	A	D	P	H	O	N	E	S
L	B	R	D	W	S	E	R	S	A

Exercise 8

2 the 3 weren't 4 sent/wrote 5 in
6 smartphone 7 headphones

7.2 Grammar

Exercise 1

B 5 C 1 D 4 E 6 F 3

Exercise 2

3 He didn't do his homework.

4 He went shopping.

5 He didn't hang out with his friends.

6 He wrote an email.

7 He didn't have dinner with his parents.

8 He didn't stay up late.

Exercise 3

2 stayed 3 took 4 didn't go 5 saw

6 had 7 didn't see 8 didn't have

9 didn't spend 10 walked

11 watched 12 ate 13 didn't like

7.3 Reading

Exercise 1

2 hairdryer 3 charger

4 electric toothbrush 5 cooker

6 washing machine 7 speaker 8 toaster

Exercise 2

c

Exercise 3

2 the first toaster was in the shops in 1909

3 computers for shopping

4 fridges were more expensive

5 cheaper

6 post offices and railway stations

7 lasted for years

7.4 Grammar

Exercise 1

2 Did all the students pass the test?

3 Did Maria find her essay?

4 Did they make a lot of noise last night?

5 Did Mick wake his parents up when he got home?

6 Did Chris and Sandy buy a new computer yesterday?

7 Did Gary lose his smartphone at the concert?

Exercise 2

2 No, they didn't. 3 Yes, she did.

4 No, they didn't. 5 Yes, he did.

6 Yes, they did. 7 No, he didn't.

Exercise 3

2 d 3 a 4 c 5 f 6 e

Exercise 4

2 What did Sarah do after school yesterday?

3 When did they build this house?

4 Where did you live in 2020?

5 Who did you email this morning?

6 What did Jenna watch on TV last night?

Exercise 5

2 did you move 3 did he do

4 Did you like 5 Did you enjoy

6 did you live

7.5 Listening and Vocabulary

Exercise 1

2 download 3 make 4 use, look up

5 texted 6 get 7 count

Exercise 2

2 take a selfie 3 get directions

4 text a friend 5 make a call

6 count steps 7 look up information

Exercise 3

1 a, c 2 d, h 3 b, g 4 e, f

Exercise 4

1 primary 2 different 3 still 4 didn't like

5 lived 6 similar 7 cars 8 different

7.6 Speaking

Exercise 2

2 That's true. Maybe you're right.

3 I don't agree. I'm not sure.

4 Sorry, but I disagree. Perhaps that's true.

Exercise 3

1 b Maybe you're right.

c Sorry, but I disagree.

2 a That's true./You're right.

b I'm not sure.

c I don't agree.

Exercise 4

2 right 3 so 4 you're 5 true 6 sure

Exercise 5

2 e 3 b 4 d 5 a

7.7 Writing

Exercise 1

2 How 3 go 4 At 5 went 6 Then

7 Guess 8 See 9 love

Exercise 2

Tick: 3, 5, 7

Exercise 3

2 days 3 On 4 last 5 Yesterday

Exercise 4

2 Did your test go OK?

3 We went to a science museum.

4 Guess what!

5 Call me!

6 Lots of love,

Revision

Exercise 1

1 laptop 2 screen 3 smartphone

4 keyboard 5 in 6 headphones

7 in the 8 forty years ago

Exercise 2

1 hairdryer 2 speaker

3 washing machine 4 electric toothbrush

5 toaster 6 cooker

Exercise 3

1 got 2 looked 3 took 4 texted

5 downloaded 6 used

Exercise 4

1 didn't do, did 2 ate, didn't eat

3 enjoyed, didn't enjoy

4 had, didn't have

5 didn't learn, learned/learnt

Exercise 5

1 Did you go to London?/ Did you go to England/the UK?

2 Who did you meet?

3 Did you spend a lot of money?

4 Did Jack buy a new jacket?/Did Jack buy any (new) clothes?/Did Jack go shopping?

5 How did you travel home?

UNIT 8

8.1 Vocabulary

Exercise 1

2 Europe 3 Asia 4 South America

5 Africa 6 Australia 7 Antarctica

Exercise 2

3 south 1 north 4 west

Exercise 3

2 east 3 south 4 west 5 north

6 south 7 west

Exercise 4

2 volcano 3 river 4 lake 5 sea

6 island 7 ocean

Exercise 5

2 volcano 3 river 4 sea 5 island

Hidden word: ocean

Exercise 6

2 e 3 f 4 a 5 b 6 d

Exercise 7

2 population 3 language 4 capital city

5 flag 6 village

Exercise 8

2 North 3 population 4 flag 5 ocean

6 Antarctica 7 money 8 Australia

9 village 10 lake

Exercise 9

2 Europe 3 flag 4 money 5 language

6 south 7 sea 8 mountains 9 river

10 lake 11 capital 12 population

8.2 Grammar

Exercise 1

2 F 3 D 4 B 5 A 6 E

Exercise 2

2 have to, don't have to

3 has to, doesn't have to

Exercise 3

2 have to 3 mustn't 4 don't have to

5 have to 6 don't have to 7 mustn't

8 don't have to

Exercise 4

2 mustn't 3 mustn't 4 mustn't 5 have to

6 don't have to 7 have to 8 don't have to

9 have to

8.3 Reading

Exercise 1

2 foreign 3 native 4 bilingual 5 fluently

6 grammar 7 language 8 understand

Exercise 2

2 T 3 T 4 F

Exercise 3

2 2010 3 native speakers

4 English learners/beginners 5 10,000

6 Welsh 7 Scotland 8 London

8.4 Grammar

Exercise 1

2 a, The, a, the

3 a, The, a, The

4 a, The

5 a, the, a, a, the, the

6 a, The, a, The

7 a, a, the, the

8 a, a, The, a, a, The

Exercise 2

1 The

2 an, The, a, a, the

3 a, The, a, a

4 a, a, The, the

5 a, a, The

Exercise 3

2 The 3 a 4 The 5 a 6 an 7 a

8 the 9 the 10 the 11 a 12 The

13 a 14 the

8.5 Listening and Vocabulary

Exercise 1

2 conversation 3 email 4 letter

5 video calls 6 post 7 text messages

Exercise 2

2 sent 3 made 4 asked 5 posted

6 chatted 7 called

Exercise 3

They're having a video call (C).

Exercise 4

1 b 2 c 3 a 4 c 5 b

8.6 Speaking

Exercise 2

2 a 3 e 4 c 5 b

Exercise 3

2 what 3 see 4 mean 5 understand
6 do 7 Now

Exercise 4

2 c 3 a 4 c 5 a 6 b 7 c

8.7 Writing

Exercise 1

2 for 3 about 4 for

Exercise 2

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

Exercise 3

2 b 3 a 4 b 5 a

Revision

Exercise 1

1 population 2 flag 3 mountain
4 Antarctica 5 ocean 6 north
7 island 8 capital

Exercise 2

1 fluently 2 foreign 3 grammar 4 native
5 bilingual 6 understand 7 speaker

Exercise 3

1 message 2 had 3 post 4 chats
5 emails 6 ask 7 conversation

Exercise 4

1 don't have to 2 have to 3 mustn't
4 don't have to 5 have to 6 have to
7 mustn't

Exercise 5

1 a, The 2 an, The
3 a, the 4 an, the

UNIT 9

9.1 Vocabulary

Exercise 1

2 bus station 3 traffic 4 cycle lane
5 train station 6 car park 7 bus stop
8 metro station

Exercise 2

2 underground 3 plane 4 bike 5 car

Exercise 3



Exercise 4

Bikes: bike, bicycle, motorbike

Cars: bus, car, coach, taxi

Planes: plane

Trains: metro, train, tram, underground

Extra word: boat

Exercise 5

2 cycle lanes 3 car park 4 train station
5 bus stop 6 traffic

Exercise 6

2 ride 3 at 4 on 5 on 6 Wait 7 park

Exercise 7

2 d 3 f 4 b 5 e 6 a

Exercise 8

2 c 3 b 4 a 5 b 6 c 7 b

Exercise 9

2 station 3 train 4 by 5 traffic
6 for 7 drive 8 park 9 stop 10 ride

9.2 Grammar

Exercise 1

2 isn't flying 3 're/are going 4 isn't playing
5 'm/am cooking 6 're/are planning

Exercise 2

3 She's/is playing tennis with Leo
on Tuesday.

4 She isn't having dinner at Gary's
on Wednesday.

5 Her mum and dad aren't going to
the cinema on Thursday.

6 Mike and Sam are taking part in a hockey
competition on Friday.

Exercise 3

2 Is Hannah going on holiday soon? she is

3 Are you playing football on Saturday?
I'm not/we aren't

4 Are David and Sue leaving next weekend?
they aren't

5 Are you having dinner with Beth tonight?
I am/we are

Exercise 4

2 are playing 3 'm not going 4 're/are flying

5 Are you going 6 aren't staying

7 're/are staying 8 's/is taking

9.3 Reading

Exercise 1

2 sunbathing 3 sightseeing 4 walking
5 swimming 6 shopping 7 surfing
8 skiing 9 hiking

Exercise 2

sightseeing, shopping, hiking, camping,
sailing, surfing, skiing, swimming, sunbathing

Exercise 3

2 C 3 B 4 A 5 C 6 A 7 B

9.4 Grammar

Exercise 1

2 I'm/am going to tidy my bedroom.

3 I'm/am going to wash my hair.

4 I'm/am going to buy some books online.

5 I'm/am going to play with my brother.

6 I'm/am going to relax in the garden.

Exercise 2

2 We aren't going to stay in the park for long.

3 Are Cathy and Mark going to visit their
family soon?

4 I'm not going to eat a lot at the restaurant.

Exercise 3

2 aren't going to stay 3 're/are going to visit

4 Are you going to go 5 're/are going to drive

6 're/are going to look 7 'm/am going to take

8 're/are going to go

9 Is your German friend going to come

10 'm/am going to visit

9.5 Listening and Vocabulary

Exercise 1

Across:

2 warm 4 sunny 5 snowy 8 foggy

Down:

3 rainy 6 windy 7 hot 9 cloudy

Exercise 2

2 rainy 3 Warm 4 sunny 5 foggy

6 windy 7 cloudy 8 cold 9 hot

Exercise 3

1 b 2 c 3 c

Exercise 4

1 half an hour ago

2 sun cream and an umbrella

3 five thirty/5.30

9.6 Speaking

Exercise 2

1 c 2 b 3 a

Exercise 3

2 to the, turn 3 past, at the
4 Take, turning on 5 can't, to
6 on the, the 7 a, in

Exercise 4

1 straight, the

2 Go, at

3 get, Take, past, miss

Exercise 5

[a] bank

[b] cinema

[c] shopping centre

9.7 Writing

Exercise 1

2 How 3 next 4 invite 5 Saturday
6 starts 7 hope

Exercise 2

2 to 3 See 4 sorry 5 have

Exercise 3

2 Sara's parents

3 on Saturday at Sara's house

4 at 7.30 5 Dave

Exercise 4

2 d 3 e 4 c 5 a

Exercise 5

2 this 3 in 4 tonight 5 tomorrow

Revision

Exercise 1

1 car park 2 underground 3 bus stop
4 cycle lane 5 coach 6 boat

Exercise 2

1 by 2 for 3 into 4 off 5 on 6 at

Exercise 3

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

Exercise 4

1 rainy 2 snowy 3 foggy 4 sunny
5 windy 6 hot

Exercise 5

1 'm/am meeting 2 're/are having

3 isn't swimming 4 Are you going

5 're/are catching 6 aren't flying

8 Is Ellen coming

Exercise 6

1 'm/am not going to go 2 's/is going to call

3 's/is going to visit 4 'm/am going to work

5 aren't going to buy

6 Is our teacher going to correct

7 Are you going to ride

PROGRESS CHECK 3: UNITS 1-9

Listening

Exercise 1

1 Friday 2 bus 3 8/8.00 4 notebook
4 artists 5 15

Exercise 2

1 a 2 c 3 c 4 a 5 b 6 b

Exercise 3

There is going to be a sightseeing trip next
week. We will take a lot of nice photos.
Do you want to go on the trip with us?

Exercise 4

1 b 2 a 3 c 4 b 5 b 6 b

Reading and Writing

Exercise 5

1 b 2 c 3 a 4 b 5 c 6 b

Exercise 6

1 France 2 sunny 3 in a tent

4 a castle 5 Friday

READING EXTENSION 1

Before you read

Exercise 1

A 2 B 4 C 1 D 3

While you read

Exercise 3

1 Duncan 2 likes 3 cold
4 isn't any 5 doesn't like

Exercise 4

1 c 2 c 3 b

Exercise 5

1 T 2 T 3 F 4 F 5 F 6 T

After you read

Exercise 6

1 d 2 b 3 c 4 a

Exercise 7

very: They're very late.

It's very dark.

I'm very sorry.

only: It's only an old castle.

too: And Bobo wants a bath too.

Exercise 8

b

Exercise 9

Title: *Island for Sale*

Type: funny story

Main characters: Duncan, Leaping Larry,
Roxanne

Important animals: Jock, Bobo, a mouse

My opinion: Students' own answers

READING EXTENSION 2

Before you read

Exercise 1

A 2 B 1 C 4 D 3

While you read

Exercise 3

1 some 2 a shop 3 stamps
4 old 5 isn't

Exercise 4

1 b 2 a 3 c

Exercise 5

1 T 2 F 3 F 4 T 5 T 6 F

After you read

Exercise 6

1 c 2 a 3 d 4 b

Exercise 7

1 good 2 valuable 3 little 4 old

5 interesting 6 beautiful 7 happy

8 friendly

Exercise 8

b

Exercise 9

Title: *The Missing Coins*

Type: crime story

Main characters: Carla, Pete

Important object: coins

My opinion: Students' own answers

READING EXTENSION 3

Before you read

Exercise 1

A 3 B 2 C 4 D 1

While you read

Exercise 3

1 bag 2 a lot of 3 boy 4 taxi 5 rides

Exercise 4

1 a 2 c (think, ask, shout, answer) 3 b

Exercise 5

1 F 2 T 3 F 4 F 5 T 6 F

After you read

Exercise 6

1 c 2 a 3 d 4 b

Exercise 7

1 Put on 2 drive away 3 Look across

4 run out

Exercise 8

b

Exercise 9

Title: *The Barcelona Game*

Type: adventure story

Main characters: Holly, Pere

Important object: bag

My opinion: Students' own answers

Pearson Educación S.A.

Ribera del Loira 16-18
28042 Madrid
Spain

The right of Mark Roulston to be identified as author of this Work has been asserted by him in accordance with the Copyright, Designs and Patents Act, 1988.

Original edition © Pearson Education Limited 2022
This edition for Spain 2022

The publisher would like to thank Tim Roberts for his contribution to the development of this Work.

All rights reserved. Any form of reproduction, distribution, public communication or modification of this work is strictly forbidden without the prior authorization of the intellectual property copyright holders, unless otherwise stated by Law. The infringement of said copyright may constitute an offence against intellectual property legislation (articles 270 et seq. of the Penal Code). Should you need to photocopy or scan any part of this work, contact CEDRO (Spanish Reproduction Rights Centre: www.conlicencia.com; 91 702 19 70/ 93 272 04 47).

ISBN: 978-84-205-7458-5

Legal deposit: M-9019-2022

Set in Frutiger Next Pro

Printed in Spain

Acknowledgements

The publishers would like to thank the following teachers and institutions for their feedback and comments during the development of the material:

María Isabel Sánchez Martín **IES Carlos III**, Aguadulce, Almería; Karmen Irizar **Ikastetxea**, Azpeitia, Guipúzcoa; Fina Felip Sabaté **Institut Caldes de Malavella**, Caldes, Girona; Gonzalo Temprano Maraño **IES José María de Pereda**, Santander, Cantabria; Marta Ortells Miralles **Colegio Unión Cristiana**, Sueca, Valencia; Iera Zinkunegi **Herrikide Eskolapioak**, Tolosa, Guipúzcoa; Blanca Aguilera Ruiz **IES Severo Ochoa**, San Juan de Aznalfarache, Sevilla; Agustín Miró Santos **IES Antoni Llidó**, Jávea, Alicante; Luis Meroño Vivancos **IES Alquibla**, La Alberca, Murcia; Beatriz Lalinde Fernaud **Colegio Mare Nostrum**, Tarragona; Eva Ruiz Hernández **Institut de L'Arboç**, L'Arboç, Tarragona; M.^a Josep Figuerol Roca **IES Martí l'Humà**, Montblanc, Tarragona; Esmeralda Rodríguez Galache **IES Caderón de la Barca**, Pinto, Madrid; Inmaculada Huertas López **IES José María Infantes**, Utrera, Sevilla; Elena Alegre Zafra **IES María Bellido**, Bailén, Jaén; Virginia Cabello Porras **IES Las Lagunas**, Mijas, Málaga.

Students' Book photo acknowledgements

The publishers would like to thank the following for their kind permission to reproduce their photographs:

123RF.com: aberration 52, adiruch 107, Aleksandar Kitanovic 81, Aleksandr Strela 26, Alex Fagaras 117, arthurhidden 76, attaphong 11, Baiba Opule 50, BlueOrange Studio 38, David Tiberio 112, dikobrazik 71, Dimaberkut 127, Dmitri Stalnuhin 26, Dzmitry Sakalowski 113, Edvard Molnar 31, Ensup 91, erichsacco 76, freeartist 117, Gennadiy Poznyakov 69, George Tsartsianidis 52, georgerrudy 50, Georgii Boronin 65, Graham Oliver 121, Iakov Filimonov 83, Ian Allenden 4, 89, 93, Igor Kardasov 19, Igor Terekhov 52, Ira Taskova 33, Jacek Chabraszewski 77, 158, Jeanette Brown 51, Kakigori 55, kazitsyn 52, kubko 116, Ladislav Krajca 22, 155, lightfieldstudios 38, 59, luckybusiness 158, Michael Fair 31, mylisa 11, napoleonka 13, Natika 26, Olga Yastremka 38, omgimages 156, opicobello 8, 103, Pafan Julsakrisakul 102, piksel 4, 93, 113, pixpack 3, 36, Przemyslaw Koch 91, rawpixel 71, 116, 121, serezhniy 26, 35, 54, Sergey Galushko 52, Sergey Sikhharulidze 52, shsphotography 103, sirikorn thamniyom 41, Tawesit Werawattanachai 87, thevisualsyouneed 62, tobi 26, Valentin Valkov 91, Valentyna Zhukova 102, Viktor Moroziuk 71; **Alamy Stock Photo**: Barry Diomedes 14, 14, CTK 79, Cultura RM 45, Dale O'Dell 65, dpa picture alliance 102, Farhad Ibrahimzade 95, Frédéric de Laminne 16, Historic Collection 85, Joshua Windsor 28, Michael Kemp 100, Pictorial Press Ltd 79, 90, Stock Foundry Images 77, WENN Rights Ltd 64, 64, 73, 116, Zoonar GmbH 124; **Getty Images**: Alex Potemkin/E+43, Anthony Dibon 16, appleuzr/DigitalVision Vectors 123, 123, Bettmann 79, borchee/E+ 119, bubaone/DigitalVision Vectors 123, Cavan Images/

Cavan 77, Chesnot 87, Daniel Sannum Lauten/AFP 48, Dave Kotinsky/Getty Images Entertainment 95, David Benito 87, David Madison/DigitalVision 76, Denis Doyle/Getty Images Entertainment 21, Dobrila Vignjevic/E+62, Eduardo Parra 87, Emma McIntyre 87, Endai Huedl 110, 157, Fabio Camandona/EyeEm 14, Fabrice Coffrini 87, fcafotodigital/E+ 26, Fuse/Corbis 55, Gareth Cattermole-MTV 87, Halfpoint Images/Moment 127, Hill Street Studios/DigitalVision 89, Hiroyuki/Hulton Archive 65, Inti St Clair 71, isitsharp/E+ 78, Johnner Images 77, Jon Hicks/Stone 97, Jose Luis Pelaez Inc 157, Jose Luis Pelaez Inc/DigitalVision 74, JoSon/Stone 104, Kyodo News/Kyodo News Stills 95, Lorado/E+ 4, 17, Margot Hartford/Design Pics 19, Maskot 62, mbbirdy/E+ 117, miodrag ignjatovic/E+ 88, mixetto/E+ 74, NurPhoto 64, Oli Scarff/AFP 79, Patrick Smith/Getty Images Sport 16, Paul Bradbury/OJO Images 71, Pavliha/E+ 119, Peter Dazeley/The Image Bank 99, Pollyana Ventura/E+ 14, Prasit photo/Moment Unreleased 57, Rattana Rattananawan/EyeEm 38, Rattanakun Thongbun/EyeEm/ 26, Riot Games 65, Satoshi-K/E+ 76, SDI Productions/E+ 109, Sean Zanni 78, skynesher/E+ 2, 14, SSPL 90, Suzy Spieldenner/Bongarts 16, technotr/E+ 76, Tetra Images 38, Tim Roberts/Stone 107, Victor Coscaron/EyeEm 3, 24, Vincent Besnault/The Image Bank 66, Westend61 19, Yuichiro Chino/Moment 90, 156; Pearson Education Ltd: Amit John / Pearson India Education Services Pvt. Ltd 113, Gareth Boden 115, 121, Jon Barlow 12, 18, 20, 30, 32, 42, 44, 56, 58, 68, 70, 80, 82, 94, 96, 106, 108, 118, 120, Jules Selmes 3, 37, Miguel Dominguez Muñoz 9, PDQ Digital Media Solutions Ltd 11, Sanjay Charadva / Pearson India Education Services Pvt. Ltd 34, Sophie Bluy 9; Shutterstock: 111, Africa Studio 27, 38, 89, AG-Photos 91, Agung Saputra 113, Aleksandar Todorovic 119, Aleksandr Bryliaev 11, Almix 26, Andrew Lipovsky/Cavan Images-Offset 127, Andrey Mertsalov 5, 95, 155, Andrey Popov 95, Anna Frajtova 122, Artco 5, axily 103, BW Folsom 26, coonlight 3, 36, cristovao 112, Cynthia Farmer 41, dates249 ilham 53, davorana 11, DeawSS 113, DGLimages 115, EmBaSy 13, EpicStockMedia 158, Evgeny Atamanenko 55, Evgeny Karandaev 26, f11photo 119, Farknot Architect 38, fizkes 107, fotolupa 67, Fresnel 76, Gerardo Vieyra/NurPhoto 64, givaga 31, GoodStudio 105, Granger 124, ifong 26, Indigo Fish 9, Iryna Tiumentseva 91, JB illustration 14 113, JethroT 31, Jill Battaglia 27, Jiri Hera 26, jovic 35, Justin Berken 5, Ken McKay/ITV 29, Kiselev Andrey Valerevich 66, Kite_rin 47, Kong Vector 30, Konstantin Faraktinov 13, Lana Langlois 29, Leszek Glasner 92, Luna Vandoorne 19, M.Stasy 13, Macrovector 13, Maksim Shmeljov 3, 36, MaraZe 26, 26, margouillat photo 27, Marharyta Kovalenko 31, Mariyana M 31, Marusya Palkina 83, Matt Leane 114, Melica 35, Mike_shots 38, MikhailSh 126, momoforsale 113, Mr. Aesthetics 5, Nataliia K 52, Nattika 26, naum 63, New Africa 26, 27, nicostock 4, 93, nimito 21, nito 13, norikko 29, Noushad Thekkayil 61, Oleksii Sidorov 69, Ollyy 55, Oscar Gonzalez/NurPhoto 64, 64, 64, Ozanuyal 91, pathdoc 63, Peter Hermes Furian 111, PR Image Factory 158, RAStudio 5, Razym 77, 156, Rido 3, 24, Rob Latour 65, RomanSlavik.com 119, romiri 52, Sam of Art 114, Scanrail 91, Sergey Eremin 95, Sergey Novikov 43, Shutterstock 95, Skeleton Icon 5, tassell78 11, Tomasz Warszawski 114, Tracy Whiteside 121, Tyler Olson 8, 62, unguryanu 99, Vadym Lesyk 4, 17, Valentyn Volkov 35, Valentyn Volkov 35, Vera Kailova 40, Versta 103, Volodymyr Krasnyuk 26, William Perugini 114, 158, Winston Link 52, Wonder Life 119, Wong Yu Liang 27, YanLev 39, Yellow Cat 52, Yellowj 35.

Cover image: Front: Shutterstock: Justin Berken

All other images © Pearson Education

In some instances, we have been unable to trace the owners of copyright material and we would appreciate any information that would enable us to do so.

Students' Book illustration acknowledgements

Tim Bradford (IllustrationX); Amber Day (IllustrationX); The Boy Fitz Hammond; Carl Harrison (Beehive); John Lund (Beehive); Maguma AKA Marcos Guardiola Martin (IllustrationX); May Van Millingen (IllustrationX); Martin Sanders (Beehive); Amit Tayal (Beehive); Rupert Van Wyk (Beehive); Jose Rubio.

Every effort has been made to trace the copyright holders and we apologise in advance for any unintentional omissions. We would be pleased to insert the appropriate acknowledgement in any subsequent edition of this publication.

www.un.org/sustainabledevelopment

The content of this publication has not been approved by the United Nations and does not reflect the views of the United Nations or its officials or Member States.