

OXFORD

Project Explore

Teacher's Pack

2

Zoltán Rézműves

Teacher's Guide

DVD-ROM

Classroom Presentation Tool

Teacher's Resource Centre with Online Practice

Project Explore

Teacher's Guide

2

Zoltán Rézműves

OXFORD
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Based on an original concept
by Tom Hutchinson

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Introduction and methodology

Overview

Project Explore is a five-level course aimed at international English language students aged 10–14/15 years old. The course combines the tried and trusted, successful methodology and structure from previous editions of *Project* with 100% brand-new content from a new author team. It offers clearly structured, bright, dynamic lessons, and exciting new characters and stories.

Project Explore engages students with its diverse, motivating topics and realistic, relatable contexts. It systematically develops students' linguistic and 21st century skills, to help prepare them for the world beyond school.

Methodology

Project Explore is an easy-to-use course, with a syllabus based on a traditional structural progression. It guides and supports both students and teachers, by providing a highly structured learning environment. In each unit, grammar and vocabulary is broken down into manageable chunks and presented through engaging, meaningful tasks. The language acquired is then assembled and applied to a real-world, communicative outcome: the project. The focus on progressive language development is coupled with a systematic focus on skills development. The lesson contexts are contemporary, diverse and entertaining, which ensure that student interest and involvement are maximized.

A flexible approach

Project Explore is designed to include a high level of flexibility to help meet the individual needs of all students. Each component of the Student's Book has a tangible outcome, meaning that you can choose what to include, in which order, and also which elements may be better suited to homework tasks.

To supplement the Student's Book, there is a wide range of additional material to select from, such as the closely integrated Workbook exercises, varied photocopyable worksheets, online practice material and extensive video content.

Improved grammar and vocabulary support

The vocabulary and grammar input in the course is structured in a way that allows students to gradually progress from understanding to acquiring and finally to using the language with confidence. Each Vocabulary section starts with visual and audio input, often accompanied by a short task, followed by a communicative activation task. In the Grammar sections, the target language is first seen in a real context. The subsequent exercises then encourage students to take an active role and discover the grammar for themselves. Students then complete tasks which allow for controlled and freer practice of the new language.

Skills development

From the outset, a high profile is given to the development of skills. To recreate authentic usage of language, skills are often integrated. For example, students read and complete a quiz and then listen to check their answers. Not only is this blending of skills more natural, but it also helps keep students curious and engaged.

A systematic approach has been taken to developing written and oral skills. Students first spend time on the 'Get ready to...' stage, working with a model or preparing notes. This support and preparation means students are then able to accomplish the main productive task effectively and confidently. With the writing tasks, students also have the option to complete Workbook exercises, which provide further guidance and practice, prior to writing their own text. In addition to the main speaking tasks, there are numerous opportunities to practise oral skills and, to further enhance spoken language, each unit has a dedicated pronunciation focus in the form of an entertaining, memorable chant.

Revision, Project, Culture and Learn through English

Revision

These pages serve to review and consolidate each unit's Vocabulary, Grammar and Everyday English expressions. The exercises can either be integrated into class time or assigned as homework. They can be used as an indicator of how well students have assimilated the new language and highlight any areas which may require further reinforcement.

Project

These pages give students the opportunity to use the unit's language to complete a personalized, creative task. The projects focus on a variety of means of presenting information and call upon students to exercise research, IT, written and oral communication skills.

Culture

Each Culture page centres on an aspect of the English-speaking world connected to the topic of the unit. These sections aim to broaden students' knowledge and understanding of diverse cultures and invite them to draw comparisons with their own. There are also related short films for extension purposes.

Learn through English

These pages provide a cross-curricular focus and give students the chance to learn about a range of other school subjects through English.

Student's Book and Workbook integration

The Workbook provides extensive additional write-in activities to reinforce and consolidate the content of the Student's Book. The course is designed so that the two books can be used in close tandem in the classroom. The Workbook exercises mirror not only the unit and section structure of the Student's Book, but also each discrete stage of the lesson.

To ensure a seamless transition between the two resources, at the appropriate points, there is clear signposting in the Student's Book to direct learners to the relevant Workbook exercises. Once they have completed these exercises, there is signposting back to the Student's Book.

To support differentiation, the Workbook tasks are graded by difficulty and clearly marked with between one and three stars, with one being the easiest. This ensures that in a mixed-ability class, all students can tackle a task and gain a sense of accomplishment.

Characters and context

In *Project Explore* Level 2, there are two sets of characters who appear regularly throughout the course.

Students will quickly get to know the Australian student Jed and his new English friends Alfie, Elsa and Lily. We encounter them in the unit photostories, whose function is to present Everyday English language in contexts students can comfortably relate to, such as making new friends, or having a barbecue.

Students will also grow familiar with the characters in the three-part comic detective story *The Best Detective in Town?*. The episodes appear at the end of every two units and consolidate the language students have learned. The fact that the story is told in parts adds to students' feelings of anticipation and excitement.

Tour of the Teacher's Guide

For ease of use, the Teacher's Guide notes are interleaved with the corresponding Student's Book pages. In addition to task instructions, answer keys and audio scripts at the back of the book, the Teacher's notes also include the following features for each unit.

Unit objectives

The main aims of each unit are clearly stated at the start. This allows you to see at a glance what your students will be working towards in the coming lessons and will be able to do on completion of the unit.

Language summary

This is a clear list of the grammatical structures, vocabulary and Everyday English expressions which are presented in the unit. Also outlined here are the themes for the Project, Culture and Learn through English pages.

► Reference to supplementary materials

A list of the related Workbook pages and photocopiable worksheets and online practice material are supplied at the beginning of each lesson to help you prepare all the material you need for class. There are also further references within the notes, to indicate at what stages in the lesson these exercises and activities may best be used.

EXTRA IDEAS These notes include practical suggestions for how a task may be extended, to allow for further practice of the focal language point or vocabulary. There are also ideas for how some tasks could be approached in an alternative way and some suggestions for ways to encourage students to respond personally to the input.

In addition, after each Writing and Project task there is a suggestion for what could be done with the work the students have produced. Ensuring that students' writing has a readership is important, as it gives them a real purpose and can motivate them to try harder. Seeing their work on display in the classroom or elsewhere can give students a sense of achievement and pride.

EXTRA SUPPORT These notes offer tips on how to stage, adapt or follow up a task to cater to the needs of weaker students or classes. In a mixed-ability class, these graded tasks will help lower-level students to participate more actively and confidently.

EXTRA CHALLENGE These notes suggest ways in which a task may be exploited to ensure that more able students or classes remain engaged and challenged. In a mixed-ability class, these tasks will help to ensure that stronger students maximize their potential and, by keeping them actively involved, will also limit the possibility of boredom and disruption to the lesson.

LANGUAGE NOTE These notes provide clear explanations and support for dealing with grammatical, lexical or pronunciation points which students may find difficult or confusing.

CULTURE NOTES These comprehensive notes provide additional background information related to the content of each Culture page. They can be used to further broaden students' knowledge and understanding of aspects of culture in the English-speaking world, with which they may be unfamiliar.

There are also shorter notes at times which highlight potential cultural differences between the way things are said or done in English-speaking countries and in your students' home country.

Additional grammar notes

These are extended grammar explanations which fine-tune or supplement those given in the grammar summary pages of the Workbook. They will be useful when addressing the problem areas of particular grammar points and also provide something additional for higher-level, more aspirational classes.

Additional pronunciation notes

These are extended explanations which focus on the discrete pronunciation point being taught. They offer practical advice on how to assist students in understanding and correctly producing the relevant sounds.

Additional subject notes

These in-depth notes are included in the page corresponding to the cross-curricular Learn through English lessons. They expand on the school subject the page relates to and equip the teacher with extra knowledge of and useful lexis related to the focal subject area.

Suggested activities for using the video in class

1. When playing the video through for the first time, pause it at appropriate moments and ask students to predict what's going to happen next. You could divide the class into teams to discuss the options, watch the next scene, and then award a point to the team with the closest prediction to what actually happened. This is a good way to focus students' attention and generate interest in the story.
2. Get students to sit in pairs, one facing the screen and the other with their back to the screen. Turn the sound off and play a section of the video. The person facing the screen describes to their partner what's happening. Students then swap places, so they both get a turn at describing and listening. They can then watch the whole section and see how good their partner's description was. This is a fun activity and a great way to practise present continuous verb forms.
3. Play the video and get the students to say 'Stop!' every time a new character appears. Pause the video and get students in pairs to describe what the character looks like and what he/she is wearing. This is a good way to review appearance language and clothes.
4. Pause the video after each section and give a false sentence, e.g. *The Best Detective in Town 1*: 'Mike Mallet lives in a village.' 'It's a cold, windy day.' Students have to correct the false information. With stronger classes, this could be done as a pair activity.
5. Pause the video at intervals and get students in pairs to ask and answer questions.
6. Students work in a group and choose a scene from the video to act out. Give them time to practise and then get each group to present to the class. Alternatively, allocate a different scene to each group and then the class acts out the whole story. This is a dynamic, creative activity and a good way for students to practise some of the key language and grammar from the previous two units.

Mixed-ability support

In every class, students learn at varying paces and present a range of learning styles, needs, interests and motivations. In classes where the scope of abilities is broad, this can pose a challenge for the teacher. For this reason, *Project Explore* offers strategies and materials to help teachers tailor lessons to meet the needs of individual students.

In the Student's Book, at the end of every A, B and C lesson in each unit, there is an *Extra* task. These can be given to fast finishers in class and can mostly be done either individually or in pairs as a communicative addition. Alternatively, these tasks can be set as homework. At the end of lesson D, students are signposted to an extended Reading page and related exercises in the Workbook. Similarly, these could be assigned to fast finishers, while slower students focus on completing the Student's Book tasks.

In addition to the core material, the course also includes supplementary worksheets and online practice with reinforcement and extension activities, to be used as and when required.

The Project pages in every unit are also very well suited to classes with mixed-ability learners. Students can work at their own pace, in their own way, towards an achievable goal and produce something purposeful and personalized.

The Tour of the Teacher's Guide section on page Tvii outlines further how mixed-ability classes are supported.

21st Century skills

In addition to academic knowledge and understanding, students these days require a broad spectrum of skills which they can apply to a wide range of real-life situations. The tasks in *Project Explore* are designed to help students develop some of these vital skills, such as collaboration, creativity, communication and critical thinking. The Level Planners indicate the tasks and activities in each unit which require these skills to be utilized.

Special Educational Needs in the ELT classroom

Adapted from the original material by Marie Delaney

What is SEN?

Special Educational Needs (SEN) is the term used to refer to the requirements of a student who has a difficulty or disability which makes learning harder for them than for other students their age. Note that gifted and talented students are also considered to have special needs as they require specialized, more challenging materials.

Strengths, not just weaknesses

Of course, students make progress at different rates and vary widely in how they learn most effectively. Although students with special needs may have difficulties in some areas, there will also be areas of strength. Recognizing and utilizing these strengths is important to the students' academic development as well as their self-esteem. Your daily contact with these students will help you understand what works best for each individual student and determine your choice of the most appropriate techniques.

You can do it!

You might be worried about trying to include students with SEN in your class. It can feel like it requires specialist knowledge and extra work for you, the teacher. This does not have to be the case. As a teacher, you are used to dealing with different personalities and abilities in your class. You are probably continually adapting to the widely differing needs of your students each day. Students with SEN are simply part of this variety and challenge. In addition, the teaching techniques which help to support students with SEN are good, practical techniques which will benefit all the learners in your class.

Top tips for creating an inclusive classroom

You do not need to be an expert in SEN to teach students with SEN. You do need to want to work with these students and to be prepared to learn from them.

Tip 1: Be a role model

Students will take their lead from their teacher. It is important to show that you respect and celebrate differences between people. For example, if you notice some students do not want to work with a particular member of the class, ensure you talk to those students privately about their behaviour. Draw attention to appropriate behaviour by giving positive reinforcement to students who are working well together.

Tip 2: See the person not the label

It is very important to get to know each student individually and to not label them according to their SEN. If you have students who wear glasses in your class, you do not assume that they have all got the same personality. In the same way, you should not assume every student with SEN is the same. Find out their interests and their strengths. Remember also that the range of SEN is wide, so take time to find out the level of a student's difficulty. Do not assume, for example, that a visually impaired person cannot see anything – they may have some sight.

Tip 3: Avoid judgements of behaviour

Do not label a student as lazy or not trying. Students with SEN are often trying really hard and get criticized unfairly by teachers. They might look like they are daydreaming in class, but their brains might be overloaded with information which they cannot process and they need a short brain break. These students also need positive feedback on appropriate behaviour, so make sure that you notice when they are behaving appropriately. Many students with SEN and behavioural difficulties only get noticed negatively by the teacher.

Tip 4: Celebrate difference and diversity

The classroom and the world would be a boring place if everyone was the same. You can use the differences between students to learn from each other and about each other.

Tip 5: Cater to different learning styles

As students with SEN tend to find it difficult to learn in traditional ways, it is important to integrate different approaches into lessons to help each student maximize their potential. Visual learners relate well to illustrated tasks, picture stories, video input and clear board work. Those who favour an auditory style benefit from listening to the teacher, as well as varied audio input, such as dialogues, stories and songs. Kinaesthetic learners are innately active students, who tend to find it difficult to sit still for extended periods. They respond well to hands-on involvement in activities like role-plays and mime games.

Tip 6: Plan ways to adapt your lesson plan

You will need to sometimes adapt your lesson plans. This is called 'differentiation'. Differentiation means planning and teaching to take account of all students in the class, whatever their level or capability. The students can make progress in their learning wherever they start from. All students should achieve the same main aim, but may do this in different ways.

Tip 7: Work on classroom management

Clear, consistent classroom management is a key consideration for students with SEN. They often have problems understanding and following rules and instructions, so it is important to think about the best way to present these. For example, considering your seating plan carefully can help with general class discipline.

Tip 8: Work cooperatively with adults and students

Teamwork is the best approach to teaching students with SEN. It is particularly important to work with parents/carers, as they know their child best and will often have helpful strategies to suggest. Other people who can help you include school psychologists, counsellors, speech and language therapists, occupational therapists, and SEN organizations and charities. Try to find out what's available in your local area and keep a list of useful contacts.

Tip 9: Work with students' strengths

Try to find out what each student's strengths and interests are and include these where possible in your teaching. Students who have problems reading may have strong creative skills and excel at project work. Students who find it difficult to sit still might be good at role-play or problem-solving activities. Learners who are struggling academically might be very kind and helpful to other students. Identifying and exploiting individuals' strengths can help boost motivation and self-esteem and also create a cooperative, productive classroom environment.

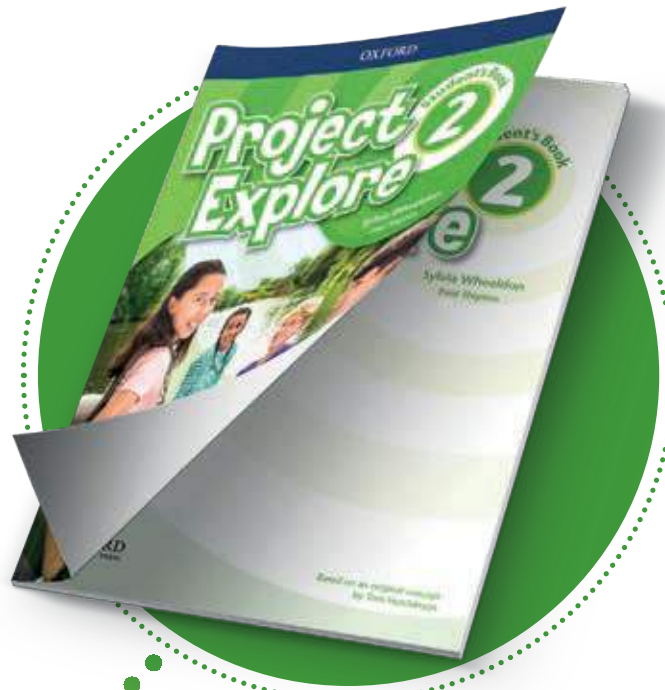
Course overview

For students

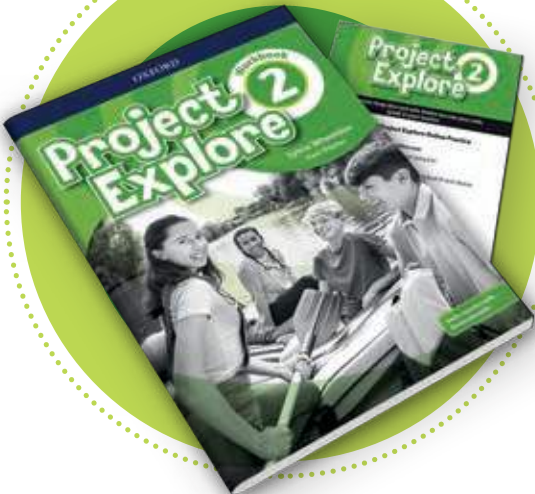
Welcome to **Project Explore**. Here's how you can link learning in the classroom with meaningful preparation and practice outside.

Student's Book

All the language and skills your students need to improve their English, with grammar, vocabulary and skills work in every unit. Also available as an e-book.



AUDIO ACTIVITIES VIDEO WORDLISTS



Workbook

Exclusive practice to match the Student's Book, following the grammar, vocabulary and Everyday English sections for each unit. Students can use their Workbook for homework or for self-study to give them new input and practice.

Workbook audio

Full Workbook audio is available on the Online Practice.



Online Practice

Extend students' independent learning. They can do extra **Grammar, Vocabulary** and **Skills** activities, and **Test yourself** with instant feedback. Students can also access all the Workbook audio on the Online Practice.



projectexploreonline.com

For teachers

Teacher's Guide

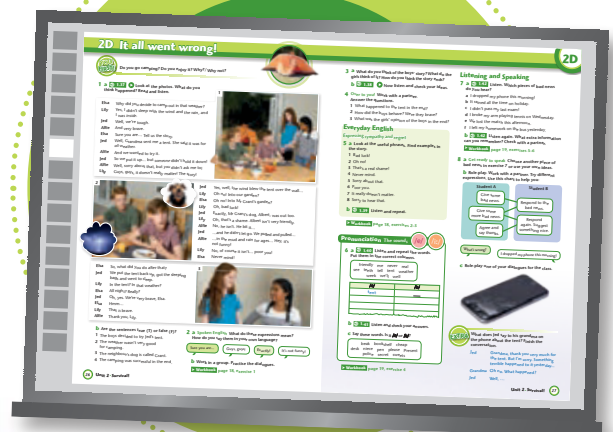
Prepare lessons with full teaching notes for each unit and get ideas on how to adapt and extend the Student's Book material, access photocopiable activities, and deal with potential problems.



DVD-ROM

All the videos and songs, plus photocopiable activities to help you exploit the songs and videos.

ACTIVITIES TESTS TRACKING RESOURCES



Teacher's Resource Centre

All your *Project Explore* resources, stored in one place to save you time. Resources include:

Student's Book and Workbook audio, videos, scripts, photocopiable activities, tests, wordlists and more.

Use the Learning Management System to track your students' progress.



To log in for the first time, teachers use the Access Card in the front of the Teacher's Guide for the Teacher's Resource Centre, and students use the Access Card in the front of the Workbook for Online Practice.

Classroom Presentation Tool

Use in class to deliver heads-up lessons and to engage students. Class audio, video and answer keys are available online or offline, and updated across your devices.

Class Audio



Full course audio is available on the Teacher's Resource Centre, and on audio CDs.



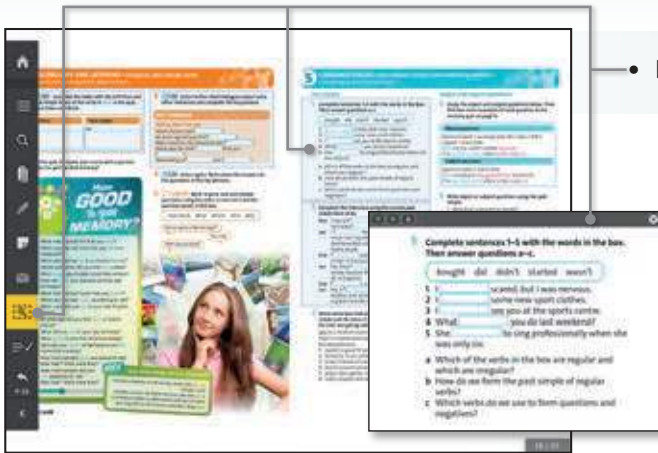
Project Explore Classroom Presentation Tool

Deliver heads-up lessons

Engage students in your blended learning classroom with easy-to-use digital features. Download to your tablet or computer, connect to an interactive whiteboard, projector or screen, and teach lessons that run smoothly – every time.

Play audio and video at the touch of a button, launching activities straight from the page. Answer keys reveal answers one by one or all at once to suit your teaching style. Capture your students' attention with the Focus tool – activities fill the screen so that everyone can participate, even in large classes.

Take your classroom presentation tool with you and plan lessons online or offline, across your devices. Save your weblinks and make notes directly on the page – all with one account.

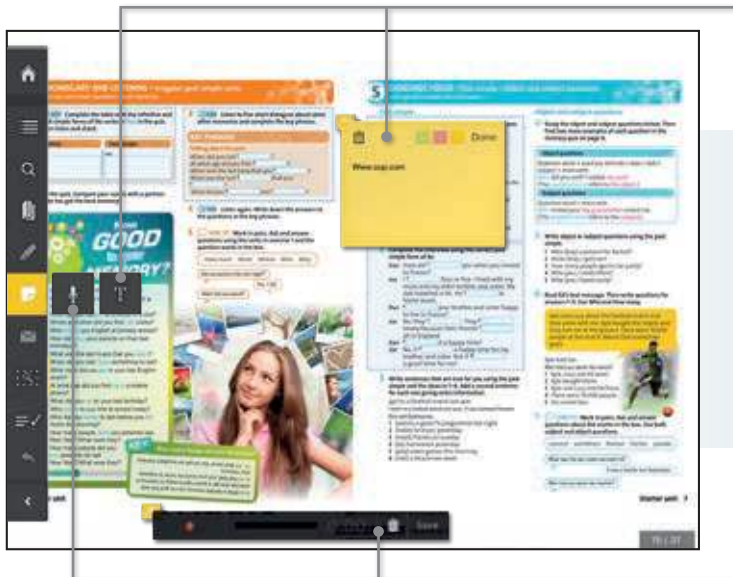
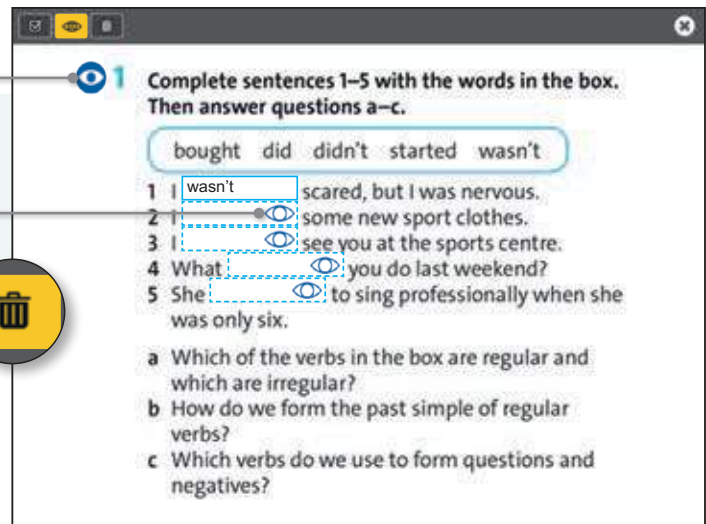


- Focus your students' attention on a single activity.

- Play audio and video at the touch of a button.
- Speed up or slow down the audio to tailor lessons to your students' listening level.



- Save time in class and mark answers all at once.
- Reveal answers after discussing the activity with students.
- Try the activity again to consolidate learning.



- Save your weblinks and other notes for quick access while teaching.
- Save your notes, and access across devices using one account so that you can plan your lessons wherever you are.
- Work on pronunciation in class: record your students speaking and compare their voices to Project Explore audio.

Introduction

Curriculum	Outcomes	Topics, Culture overlap with other subjects, competencies
<p>Vocabulary</p> <ul style="list-style-type: none"> • plurals • dates and months <p>Grammar</p> <ul style="list-style-type: none"> • <i>have got</i> • <i>like / don't like / hate + -ing</i> • <i>can / can't</i> • subject / object / possessive pronouns <p>Text types</p> <ul style="list-style-type: none"> • dialogues • photo story <p>Communication</p> <ul style="list-style-type: none"> • talking about activities • talking about famous people you like 	<p>Receptive skills</p> <ul style="list-style-type: none"> • listen to and understand short dialogues • understand the main points and ideas from reading or listening to a dialogue • find information in reading and listening texts and use it to answer questions • check predictions by reading and listening to a text • listen to information and use it to answer questions • read and listen to decide whether statements about what you have heard are true or false <p>Productive skills</p> <ul style="list-style-type: none"> • listen to and repeat words, phrases and dialogues using the correct pronunciation • complete sentences with the missing words • write questions about personal information • complete the chart with the missing pronouns • listen and complete missing information • listen to a conversation and complete the table with the missing information • make questions from prompts <p>Interactive skills</p> <ul style="list-style-type: none"> • ask and answer questions about activities • ask and answer questions about personal information • ask and answer questions about abilities 	<p>Collaboration</p> <ul style="list-style-type: none"> • practise dialogues with a partner • interview someone about another person <p>Critical thinking</p> <ul style="list-style-type: none"> • analyse input to determine grammar rules <p>Creativity</p> <ul style="list-style-type: none"> • talk about objects in an imaginary bag

Unit 1

Curriculum	Outcomes	Topics, Culture overlap with other subjects, competencies
<p>Vocabulary</p> <ul style="list-style-type: none"> describing people school and school subjects <p>Grammar</p> <ul style="list-style-type: none"> order of adjectives present simple adverbs of frequency present continuous present simple and continuous stative verbs <p>Pronunciation</p> <ul style="list-style-type: none"> /s/ /z/ <p>Text types</p> <ul style="list-style-type: none"> dialogue text messages webpage forum photo story <p>Communication</p> <ul style="list-style-type: none"> talking about friends describing people describing people's actions discussing places to live in interviewing and being interviewed talking about whether it is easy or difficult to make new friends asking for and giving permission 	<p>Receptive skills</p> <ul style="list-style-type: none"> listen to and check predicted answers listen to information and use it to answer questions listen to and understand a description of a famous person or a classmate understand the main points from reading or listening to a dialogue understand the difference between present simple and present continuous read and listen to decide whether statements about what you have heard are true or false <p>Productive skills</p> <ul style="list-style-type: none"> listen to and repeat words using the correct pronunciation complete sentences with the missing words make questions from prompts complete tables with the correct forms of words complete the chart with adverbs of frequency write a description of a famous person or a classmate match school subjects to the definitions write sentences about what people are doing listen to a text and complete the table with the missing information write a dialogue asking for permission <p>Interactive skills</p> <ul style="list-style-type: none"> discuss what the best things about school are ask and answer questions about your school timetable ask and answer questions about what people are doing ask questions about your partner's text 	<p>Collaboration</p> <ul style="list-style-type: none"> test each other on new vocabulary work with a partner to find the differences between two pictures practise dialogues with a partner <p>Critical thinking</p> <ul style="list-style-type: none"> analyse input to determine grammar rules project – analyse and evaluate others' work to understand what makes a good project <p>Creativity</p> <ul style="list-style-type: none"> write a description of a person take part in role-play activities project – write about important moments in your life <p>Civic studies / critical thinking</p> <ul style="list-style-type: none"> famous homes: the White House and Buckingham Palace – comparison between American and British and own culture <p>Art</p> <ul style="list-style-type: none"> artists' self-portraits <p>Learning to learn</p> <ul style="list-style-type: none"> using a dictionary

Unit 2

Curriculum	Outcomes	Topics, Culture overlap with other subjects, competencies
<p>Vocabulary</p> <ul style="list-style-type: none"> weather extreme weather and natural disasters <p>Grammar</p> <ul style="list-style-type: none"> past simple regular <i>there was / were</i> prepositions of time past simple <i>be</i> past simple irregular past simple questions and negatives: regular and irregular verbs question words adverbs of time <p>Pronunciation</p> <ul style="list-style-type: none"> /e/ /i:/ <p>Text types</p> <ul style="list-style-type: none"> news report magazine article article interview photo story fact file cartoon story <p>Communication</p> <ul style="list-style-type: none"> discussing what you like doing in various weather conditions describing pictures talking about holidays talking about storms and natural disasters discussing news stories about extreme weather or natural disasters expressing sympathy and regret 	<p>Receptive skills</p> <ul style="list-style-type: none"> listen to and check predicted answers listen to information and use it to answer questions understand the main points and ideas from reading or listening to a text read a text and complete the gaps with the missing sentences read and listen to decide whether statements about what you have heard are true or false <p>Productive skills</p> <ul style="list-style-type: none"> complete sentences with missing words describe pictures both in speaking and in writing make questions from prompts listen to and repeat words and phrases using the correct pronunciation listen to conversations and complete the table with the missing information write a newspaper report <p>Interactive skills</p> <ul style="list-style-type: none"> ask and answer questions about holidays and trips ask and answer questions about last week discuss how to survive a natural disaster discuss which country you would really like to visit 	<p>Collaboration</p> <ul style="list-style-type: none"> test each other on new vocabulary describe and order pictures to create a story practise dialogues with a partner <p>Critical thinking</p> <ul style="list-style-type: none"> analyse input to determine grammar rules project – analyse and evaluate others' work to understand what makes a good project <p>Creativity</p> <ul style="list-style-type: none"> imagine a holiday and activities take part in role-play activities project – create a fact file about an interesting country <p>Civic studies / critical thinking</p> <ul style="list-style-type: none"> two British explorers – comparison between British and own culture <p>Geography</p> <ul style="list-style-type: none"> Antarctica <p>Learning to learn</p> <ul style="list-style-type: none"> using a dictionary

Unit 3

Curriculum	Outcomes	Topics, Culture overlap with other subjects, competencies
<p>Vocabulary</p> <ul style="list-style-type: none"> • food and drink nouns • quantities <p>Grammar</p> <ul style="list-style-type: none"> • countables / uncountables • <i>some</i> and <i>any</i> • <i>How much...? / How many...?</i> • <i>a lot (of) / not much / not many</i> <p>Pronunciation</p> <ul style="list-style-type: none"> • /ɑ:/ /æ/ <p>Text types</p> <ul style="list-style-type: none"> • list • menu • dialogues • quiz • interview • food diary <p>Communication</p> <ul style="list-style-type: none"> • talking about your favourite foods and drinks • talking about going shopping • exchanging ideas about eating healthily • talking about your favourite place to eat • giving instructions and polite requests 	<p>Receptive skills</p> <ul style="list-style-type: none"> • listen to and check predicted answers • understand the main points and ideas from reading or listening to a dialogue • find information in listening texts and use it to answer questions • listen to and understand short dialogues • read and understand a quiz • listen to and understand a short text • read and listen to decide whether statements about what you have heard are true or false <p>Productive skills</p> <ul style="list-style-type: none"> • listen to conversations and complete the table with the missing information • complete sentences with missing words • listen to and repeat words and phrases using the correct pronunciation • write a food diary • write a summary about your partner's diet • rewrite sentences to make polite requests <p>Interactive skills</p> <ul style="list-style-type: none"> • ask and answer questions about food and drink • exchange opinions and personal responses to listening text content • ask and answer questions about food diary 	<p>Collaboration</p> <ul style="list-style-type: none"> • test each other on new vocabulary • practise dialogues with a partner <p>Critical thinking</p> <ul style="list-style-type: none"> • analyse input to determine grammar rules • analyse someone's diet • project – analyse and evaluate others' work to understand what makes a good project <p>Creativity</p> <ul style="list-style-type: none"> • take part in role-play activities • create a food diary • write a summary of someone's diet • project – think of six tips for healthy living <p>Civic studies / critical thinking</p> <ul style="list-style-type: none"> • health hero: Jamie Oliver – comparison between British and own culture <p>Science</p> <ul style="list-style-type: none"> • health education <p>Learning to learn</p> <ul style="list-style-type: none"> • how to remember words

Unit 4

Curriculum	Outcomes	Topics, Culture overlap with other subjects, competencies
<p>Vocabulary</p> <ul style="list-style-type: none"> the internet and computers technology / inventions <p>Grammar</p> <ul style="list-style-type: none"> <i>will</i> for future <i>be going to</i> <i>will</i> for decisions <p>Pronunciation</p> <ul style="list-style-type: none"> /v/ /w/ <p>Text types</p> <ul style="list-style-type: none"> web article interview web report picture story photo story cartoon story <p>Communication</p> <ul style="list-style-type: none"> talking about using the internet making predictions about the future making predictions about your home in the future talking about your future plans talking about computer games talking about using computers and phones offering help 	<p>Receptive skills</p> <ul style="list-style-type: none"> listen to and check predicted answers listen to information and use it to answer questions understand the main points and ideas from reading or listening to a text read and understand a short text about an invention seek detailed information from reading or listening texts read and listen to decide whether statements about what you have heard are true or false <p>Productive skills</p> <ul style="list-style-type: none"> listen to and repeat words and phrases using the correct pronunciation match computer words to their definitions complete sentences with missing words listen to conversations and complete the table with the missing information write sentences using the given verbs <p>Interactive skills</p> <ul style="list-style-type: none"> ask and answer questions about your internet habits discuss predictions about how technology and the internet will change things in the future discuss what gadgets you use 	<p>Collaboration</p> <ul style="list-style-type: none"> work with a partner to match words and definitions practise dialogues with a partner <p>Critical thinking</p> <ul style="list-style-type: none"> analyse input to determine grammar rules evaluate technology items for their usefulness project – analyse and evaluate others' work to understand what makes a good project <p>Creativity</p> <ul style="list-style-type: none"> take part in role-play activities imagine what you want to do in the future project – develop a business plan for your new invention <p>Civic studies / critical thinking</p> <ul style="list-style-type: none"> the story of the computer – comparison with other famous inventors and inventions <p>ICT</p> <ul style="list-style-type: none"> the internet <p>Learning to learn</p> <ul style="list-style-type: none"> how to search on the internet

Unit 5

Curriculum	Outcomes	Topics, Culture overlap with other subjects, competencies
<p>Vocabulary</p> <ul style="list-style-type: none"> city places prepositions of place <p>Grammar</p> <ul style="list-style-type: none"> comparative adjectives (not) <i>as...as...</i> superlative adjectives definite and indefinite articles: <i>the, a / an</i> <p>Pronunciation</p> <ul style="list-style-type: none"> sounding polite <p>Text types</p> <ul style="list-style-type: none"> dialogues quiz blog email fact file <p>Communication</p> <ul style="list-style-type: none"> talking about your favourite city comparing two cities describing what is happening in photos exchanging opinions on the best music, the nicest meal, the most exciting film, and the funniest TV programme discussing whether it is better to live in the city or in the country talking about getting around in a city and following directions asking for and giving directions discuss what the most famous national parks are in your country 	<p>Receptive skills</p> <ul style="list-style-type: none"> listen to and check predicted answers understand the main points and ideas from reading or listening to a dialogue understand quiz questions and choose the correct answers seek detailed information from reading texts listen to directions in order to find places on the map listen and complete missing information read and listen to decide whether statements about what you have heard are true or false listen to information and use it to answer questions <p>Productive skills</p> <ul style="list-style-type: none"> listen to and repeat words and phrases using the correct pronunciation write sentences comparing cities complete sentences with missing words write a short text about your favourite place make correct sentences using comparatives write sentences comparing cities make questions using superlative adjectives listen to dialogues and complete the table with the missing information make dialogues at the tourist office <p>Interactive skills</p> <ul style="list-style-type: none"> ask and answer questions about cities ask and answer questions about the best place in the world direct your partner to a specific place 	<p>Collaboration</p> <ul style="list-style-type: none"> work with a partner and complete the sentences test each other on new vocabulary by asking about places on a map work with a partner and write dialogues practise dialogues with a partner <p>Critical thinking</p> <ul style="list-style-type: none"> analyse input to determine grammar rules compare information about two places project – analyse and evaluate others' work to understand what makes a good project <p>Creativity</p> <ul style="list-style-type: none"> imagine an amazing city write about your favourite place take part in role-play activities project – create a leaflet for visitors to your hometown <p>Civic studies / critical thinking</p> <ul style="list-style-type: none"> two national parks – comparison between American and British and own culture <p>History</p> <ul style="list-style-type: none"> early civilizations <p>Learning to learn</p> <ul style="list-style-type: none"> improving your speaking skills

Unit 6

Curriculum	Outcomes	Topics, Culture overlap with other subjects, competencies
<p>Vocabulary</p> <ul style="list-style-type: none"> phrasal verbs adverbs with <i>-ly</i> <p>Grammar</p> <ul style="list-style-type: none"> <i>should / shouldn't</i> <i>must / mustn't</i> <i>have to / don't have to</i> <p>Pronunciation</p> <ul style="list-style-type: none"> silent letters <p>Text types</p> <ul style="list-style-type: none"> forum signs photo story dialogues fact file cartoon story <p>Communication</p> <ul style="list-style-type: none"> discussing who you can talk to when you have a problem discuss what advice adults give to teenagers discuss what rules are important at home and at school talking about making a difficult choice talking about trying new things persuading and encouraging 	<p>Receptive skills</p> <ul style="list-style-type: none"> listen to information and use it to answer questions understand the main points and ideas from reading or listening to a text find information in reading and listening texts and use it to answer questions listen to and check predicted answers seek detailed information from reading or listening texts <p>Productive skills</p> <ul style="list-style-type: none"> listen to and repeat words and phrases using the correct pronunciation make dialogues giving advice write sentences using <i>must</i> and <i>mustn't</i> listen to conversations and complete the table with the missing information make sentences from prompts complete sentences with missing words write sentences using the prompts correct the false sentences <p>Interactive skills</p> <ul style="list-style-type: none"> give your own and listen to others' opinions ask and answer questions about your diary think of some new fun rules for school 	<p>Collaboration</p> <ul style="list-style-type: none"> work with a partner and write dialogues test each other on new vocabulary agree on imaginary rules for a school work with a partner to make arrangements for the following week practise dialogues with a partner <p>Critical thinking</p> <ul style="list-style-type: none"> analyse input to determine grammar rules evaluate two stories to decide which is more surprising project – analyse and evaluate others' work to understand what makes a good project <p>Creativity</p> <ul style="list-style-type: none"> take part in role-play activities think of advice for some problems mime some actions create a noticeboard with new rules project – write a story <p>Civic studies / critical thinking</p> <ul style="list-style-type: none"> Australia – comparison between different countries <p>Science</p> <ul style="list-style-type: none"> renewable energy <p>Learning to learn</p> <ul style="list-style-type: none"> how to learn best

Introduction

A Moving house



Imagine your dream house. What rooms has it got? What's in your bedroom? Tell the class.

1 a 1.02 Read and listen. Where do you think Jed is from?

Jed Hi Grandma. We're here in the UK. Finally!
 Grandma How was your flight?
 Jed It was very long. 23 hours.
 Grandma It's a long way, Jed!
 Jed What time is it there?
 Grandma It's nine o'clock in the evening.
 Jed It's ten o'clock in the morning here. Weird!
 Grandma I know!...Are you OK, love?
 Jed No, I'm not OK, Grandma. I don't like moving house. I really don't like leaving my school and my friends. And I hate leaving you!



Grandma I know, love. But you can make new friends.
 Jed I hope so.
 Grandma Have you got a nice bedroom?
 Jed It's big. Look.
 Grandma You've got a great room there. That's a lot of boxes and empty shelves!
 Jed I know! That's another reason why I can't stand moving.
 Grandma What's the house like?
 Jed It's very different. Come on, let's have a tour.
 Grandma Ooh, exciting!



Jed So this is the living room...
 Grandma Nice. It's...
 Jed Oh, we've got a visitor. There's a girl outside the front door!
 Grandma Interesting! How old?
 Jed Not sure. I think she's my age.
 Grandma Even better! Go and see who she is.
 Jed Grandma!
 Grandma Go on! Call me back later.

2 a **Spoken English** What do these expressions mean? How do you say them in your own language?

- Finally!
- Weird!
- I hope so.
- Ooh, exciting!
- Not sure.

b Work with a partner. Practise the dialogues.

3 a Who do you think the girl is?

b 1.03 Listen and check.

Introduction

Unit objectives

- describe your dream home
- talk about activities you like or dislike doing
- talk about abilities
- say when your birthday is
- give and ask for personal information

Language

Grammar: *like / don't like / hate + -ing*; subject / object / possessive pronouns; *can / can't*, questions

Vocabulary: plurals; dates and months

A Moving house

Supplementary materials

Photocopiable worksheets: Grammar and Vocabulary, Communication

Online Practice

Note

The story can be used in class as a reading and listening task, a video task or both.

You First

Set a time limit, e.g. two minutes, for Sts to make notes. Allow them to compare ideas in pairs before you get class feedback. Write words for rooms and furniture on the board, then elicit definitions or examples to check meaning. Use choral repetition to practise pronunciation of any tricky items.

1a 1-02

- Play the audio for Sts to listen and read, then elicit ideas. Alternatively, show the class the video of the story from the DVD-ROM. Ask the class to agree or disagree with the suggestions.

Students' own answers.

b

- Give Sts time to complete the task. Allow them to compare in pairs before checking answers as a class.

- 1 He's in his new house.
- 2 It's ten o'clock in the morning.
- 3 He isn't happy about moving house, making new friends, or starting a new school.
- 4 She wants Jed to make a new friend.

EXTRA CHALLENGE Sts cover the dialogue on the page and answer the questions only through listening.

2a

- Sts find the expressions in the dialogue. Who says them? Check answers.
- In pairs, Sts discuss ideas about the meanings. Elicit translations.

Finally! = We say this to show something was difficult or took a long time. (informal)

Weird! = That's weird / strange. (very informal)

I hope so. = I want this to happen. (informal)

Ooh, exciting! = 'Ooh' expresses surprise or happiness. (informal)

Not sure. = I'm not sure. (informal)

b

- Sts practise in pairs.
- Get one or two volunteering pairs to perform the dialogue in front of the class.

EXTRA SUPPORT Sts can read out the dialogue.

EXTRA CHALLENGE Encourage Sts to perform the dialogue from memory.

3a 1-03 Audio script pT86

- Elicit Sts' ideas about the girl. Don't confirm answers yet.

b

- Play the audio again to check Sts' answers. Alternatively, show the class the video of the story from the DVD-ROM.

The girl is Lily, Jed's new neighbour.

EXTRA IDEA Write 'next door', 'fairy cakes', 'Lily likes...', 'meet', 'tomorrow' on the board, and ask Sts to tell the story as accurately as they can recall it. Then play the audio again to check.

Note

To further exploit the video in class, you could use some or all of the suggested activities from page Tviii.

4

- Sts can discuss their ideas for the questions in pairs or in groups, or you could lead a whole-class discussion.
- Invite the class to comment on suggestions as you elicit them for feedback.

Students' own answers.

- Give Sts time to read the **Look!** box and complete the task.
- Check answers.

Have you got a nice bedroom?

We've got a visitor.

The forms are *have got* / *has got*. We use *have got* to talk about possession, characteristics, illnesses and relationships.

5

- Read the examples together as a class to check comprehension of the rules of the game.
- Give Sts time to do the activity in groups. Keep it going so each student has at least two chances to contribute.
- Make a note of any errors in the use of *have got* to review at the end of the activity as a whole class.

Grammar *like / don't like / hate + -ing*

6a

- Give Sts time to complete the task, then check answers.

I **don't like moving** house. I really **don't like leaving** my school and my friends. And I **hate leaving** you!
That's another reason why I can't stand moving.

b

- Elicit the rule.

hate, can't stand

Additional grammar notes

The subject of the verb and the *-ing* form must be the same.

EXTRA IDEA Sts work in pairs. They write one sentence about themselves with each verb in the rule – some true, some false. Their partner must guess which statements are true and which are false. Check the correct use of the verb + *-ing* structure. Get a few volunteers to report back to the class something interesting or surprising they learned about their partners.

Vocabulary Plurals

7a

- Sts copy the table and complete the plural forms, then scan the dialogues to check their answers.

hours, friends, shelves, boxes

b

- Give Sts time to complete the task. Allow them to compare answers in pairs before checking as a class.

cakes, dictionaries, glasses, leaves, visitors, watches

EXTRA SUPPORT Sts first identify which examples in exercise 7a each word is similar to. Check ideas, then Sts can complete the task.

c

- Give Sts time to think of further examples. Elicit them as a whole class. Ask the class to check and confirm or correct each suggestion.

EXTRA IDEA Do the activity as a race. The first person to write a correct example for each of the five types of plural wins.

Speaking

8a

- Give Sts time to do the matching task, then check answers. Then remind Sts to choose the activities they like.

1 b 2 a 3 d 4 g 5 e 6 c 7 h 8 f 9 j 10 i

b

- Give Sts time to do the activity so each of them have a chance to talk about all ten items.

EXTRA SUPPORT Remind Sts to make a note of their partner's answers. Point out that they don't have to write them down, only if doing so will help them during the next task.

c

- Sts swap partners and do the activity in new pairs.

EXTRA SUPPORT Sts can look at their notes from exercise 8b.

d

- Elicit ideas. Ask the class to decide which facts surprised them the most.

Extra

Sts can do this task as homework. Feedback in pairs could be done in the next lesson.

► **Photocopiable** Grammar and vocabulary

- 4 Over to you!** Work with a partner. Answer the questions.
- 1 Why does Lily mention a fairy?
 - 2 What does Jed think about Lily?
 - 3 Who are you close to in your family? Why?

Look! Revision have got

Find this example in the story, then find two more examples.
You've got a great room there.
 What are the forms of *have got*? When do we use it?

- 5** Imagine useful or strange things that you have in your bag. Work in groups and add one thing every time.

In my bag I've got a sandwich, but I haven't got a hairdryer.

In my bag I've got a sandwich and a hairdryer, but I haven't got a skateboard.

In my bag I've got a sandwich, a hairdryer and a skateboard, but I haven't got an umbrella...

Grammar like / don't like / hate + -ing

- 6 a** Complete these sentences from the text. Find one more example.
 I ___ house! I really ___ my school and my friends.
 And I ___ you!

b Read and complete the rule with verbs from the story.

We use the *-ing* form after *like, love, ___, ___, don't mind* and *prefer*.

Vocabulary plurals

- 7 a** Write the plurals. Find examples in the text.

Singular		Plural
fairy	-y → -ies	<u>fairies</u>
hour	+ -s	___
friend		___
shelf	-f → -ves	___
box	sh / ch / x / s / ss + -es	___

b Make these nouns plural.
 cake dictionary glass leaf visitor watch

c Think of another noun for each plural ending.

Speaking

- 8 a** Get ready to speak Match the activities to the pictures. Which do you like?



- 1 cycling
- 2 running
- 3 cooking
- 4 taking photographs
- 5 dancing
- 6 camping
- 7 surfing
- 8 painting
- 9 playing football
- 10 playing video games

b Now ask and answer questions with your partner about the activities. Which do you both like doing? Ask why or why not.

Do you like cycling? No, I don't.
 Why not? I don't like doing exercise!

c Change partners. Ask and answer questions about your previous partners.

Does Anya like running? No, she doesn't.
 Why not? It isn't fun.

d Tell the class one or two interesting facts about your partner or your partner's partner.



Complete these sentences with your own examples. Tell a partner.

I quite like... I love... I really hate...

B Neighbours



Which famous person from another country do you like?
Why? Where are they from? Tell the class.

1 a 1.04 Read and listen. What more do you find out about Jed?

Lily Hey Jed. This is Alfie and this is Elsa.
Alfie Wow! Is that your surfboard?
Jed Yes, my parents gave it to me for my 14th birthday.
Alfie Cool. When was your birthday?
Jed It was on 22nd April.
Lily Happy birthday – for last month.
Elsa So you'll be in our year at school?
Jed I guess so.



Jed Can you guys surf?
Alfie No, we can't. But you obviously can.
Jed Yes, I can. I love it. I don't know where I can surf in England.
Elsa Not in Oxford. But you can surf in Cornwall.
Jed OK! How can I get to Cornwall?
Elsa You can go by train. It takes about five hours.
Jed Oh.
Lily Her memory's great for weird facts...
Hey, let's show Jed an Oxford kind of water sport.

Jed What is *that*?
Lily *That* is punting.
Elsa You stand at the back of the punt and push it with a pole.
Alfie It's very relaxing.
Lily Well, relaxing for *us*. We sit in the boat and you push.
Jed Oh, very funny...
Elsa Can you stand on a surfboard?
Jed Of course I can!
Elsa Then you can stand on a punt.
Jed OK. I hope you guys can swim, that's all I can say!



b Are the sentences true (T) or false (F)?

- 1 Jed is the same age as Lily and her friends.
- 2 Jed wants to surf in England.
- 3 He can surf near Oxford.
- 4 He loves punting.

2 a **Spoken English** What do these expressions mean? How do you say them in your own language?



b Work in a group. Practise the dialogues.

B Neighbours

You First

Give Sts some time to think about the questions, then elicit ideas from volunteers.

Students' own answers.

1a 1•04

- Elicit what Sts remember about Jed and Lily in the story. Sts write some questions about what else they would like to learn about them.
- Play the audio for Sts to listen and follow the story, and check if their questions are answered. Alternatively, show the class the video of the story from the DVD-ROM. Check what they have learned from the story.

Jed is 14 and his birthday is on 22nd April. He likes surfing.

b

- Give Sts time to complete the task, then check answers.

1 T 2 T 3 F 4 F

EXTRA CHALLENGE Sts correct the false statements. (3 *He can surf in Cornwall.* 4 *He doesn't know anything about punting.*)

EXTRA IDEA Sts write four more true or false statements about the dialogue to test their partner.

2a

- Sts find the expressions in the dialogue. Who says them? Check answers.
- In pairs, Sts discuss ideas about the meanings. Elicit translations.

Hey! = Hi (friendly / informal)

I guess so. = I agree, but not 100% (informal)

Oh. = You say this to express surprise (informal)

Oh, very funny. = You actually mean the opposite – you don't think it's funny (informal)

...that's all I can say! = You can say this when you want to emphasize your point (informal)

b

- Sts practise in closed groups of four, each taking the role of one of the four speaking characters: Jed, Lily, Elsa and Alfie.
- Get one or two groups to perform the dialogue in front of the class.

Additional pronunciation notes

Pay special attention to the pronunciation of the vowels in *surfboard* /'sɜːfboɪd/ and the diphthong (a combination of two vowel sounds) in *weird* /weɪəd/.

3a

- Use the Think–Pair–Share technique: give Sts a few moments to think of Jed's opinions and feelings, then give them time to compare ideas in pairs before eliciting suggestions as a whole class.

b  1-05  Audio script pT86

- Play the audio or video for Sts to check if they were right.

Jed likes his new friends. He's feeling a bit better.

EXTRA IDEA As you play back the audio or video, ask Sts to shout 'stop' when they hear the information supporting their answers, and play back the relevant section again to confirm.

4

- Sts can discuss their ideas for the questions in pairs or groups, or you could lead a whole-class discussion.
- Invite the class to comment on suggestions.
- Give Sts time to read the **Look!** box and complete the task.
- Check answers.

Jed says the sentence in the second part of the dialogue.
No, we can't. But you obviously can. / Yes, I can. / I don't know where I can surf in England. / But you can surf in Cornwall. / How can I get to Cornwall? / You can go by train. / Can you stand on a surfboard? / Then you can stand on a punt. / I hope you guys can swim, that's all I can say!
Can / can't only have one form, which we use with all subjects. We use *can / can't* to talk about ability, possibility or permission.

5

- Give Sts time to complete the task. Monitor the correct use of *can / can't*.
- Invite a few Sts to share with the class something surprising they found out about their partners.

Grammar Revise pronouns

6a

- Give Sts time to complete the task and compare answers in pairs before you check as a whole class.

your (P), us (O), We (S), you (S)

EXTRA SUPPORT Before Sts begin, clarify what each type of pronoun is by eliciting a translation of the grammar terms.

b

- Give Sts time to copy and complete the chart, then check answers as a whole class.

me, my / you, your / he, his / her / it / us, our / they

Vocabulary Dates and months

7a

- Pick Sts at random to say the months, and keep going until each student has said at least one month.

b  1-06 Audio script pT86

- Play the audio for Sts to listen and respond to the questions.

1 June 2 April 3 July 4 February 5 September
 6 March 7 December 8 August 9 October 10 May
 11 November 12 January

c

- Sts scan the text quickly to find the answer.

It was on 22nd of April. / It was on the 22nd of April.

- Read the rule in the **Look!** box as a whole class and check understanding. Revise ordinal numbers as a class before starting exercise 7d if necessary.

d

- Monitor the use of question and answer forms as Sts organize themselves in a line. Check Sts' positions are correct by asking *When's your birthday?*

Listening and Speaking

8a

- Give Sts time to complete as much of the table as they can from memory, then compare ideas in pairs.

b  1-07  Audio script pT86

- Ask Sts to copy the table, then play the audio or video for them to listen or watch and complete the information.
- Play the audio again and check answers.

	Lily	Jed
Hometown	Oxford	Mornington
Age	14	14
Birthday	3rd April	22nd April
Brothers/Sisters	Tom (9)	no siblings
Grandparents	grandparents	grandma
Favourite hobbies	reading, making cakes, films	playing and watching sports, camping, films, video games
Favourite sports	gymnastics, squash	surfing, football, swimming

9a

- Give Sts time to write the questions, then check.

1 What's his name? 2 Where is he from? 3 How old is he?
 4 When's his birthday? 5 Has he got any brothers or sisters?
 6 Has he got any grandparents? 7 What does he like doing?
 8 What sports can he do?

b

- Sts ask and answer about Jed in pairs, using information from the table. Remind them that there may not be an answer for every question.

c

- Give Sts time to rewrite the questions in the second person. Allow them to compare in pairs.
- Sts ask and answer about each other. They can give real answers or invent things. Encourage them to make notes of their partner's answers.

EXTRA SUPPORT Elicit the second person question forms as a whole class before Sts move on to the pairwork stage.

d

- Elicit some of the interesting (real or invented) facts from exercise 9c.

Extra

Give Sts time to complete the task in pairs. Get feedback from a few pairs.

1

Me and my life

1A New friends



Who is your oldest friend? What does he or she look like? Tell a partner or the class.

Hi Grandma! These are my new friends!

Vocabulary Describing people

1 a Who are the people in the photo? Which is the funniest?



a beard brown blue clever curly dark fair funny
freckles friendly glasses kind long medium height
medium length nice nice smile quite tall quite small red
short shy sporty straight wavy

b In pairs, put the words and phrases in the box in the correct columns. Some can go in more than one column.

hair	eyes	face	body	personality
fair	dark			

c 1.08 Listen and repeat. Find as many of the words as you can in the photos.

2 a Complete the beginning of Jed's conversation with Grandma with words from the box.



b 1.09 Listen and compare your answers.

Look! Order of adjectives

Describing hair: length, type, colour
She's got long, wavy, dark-brown hair.

Describing eyes: type, colour
He's got big, green eyes.

c Describe the real Alfie and Elsa. Work with a partner and write the descriptions.

d 1.10 Listen to the rest of the conversation and compare your ideas.

3 Describe a famous person that your partner should know. Your partner can ask three Yes/No questions to guess who it is.

She's got long, straight, dark hair and brown eyes. She's medium height with a nice smile. She's funny.

Is she a pop star?

No, she isn't.

▶ Workbook page 2, exercises 1–4

1 Me and my life

Unit objectives

describe people in speech and in writing
talk about activities you do
talk about your school subjects and timetable
describe and compare pictures
describe the place where you live

Language

Grammar: present simple; adverbs of frequency; present continuous; stative verbs

Vocabulary: describing people, school and school subjects; classroom objects

Everyday English: asking for and giving permission

Project: My life in pictures

Culture: Famous homes

Learn through English: Artists' self-portraits (Art)

1A New friends

Supplementary materials

Workbook: pages 2–3, exercises 1–9

Workbook: Grammar summary Unit 1

Photocopiable worksheets: Grammar and Vocabulary, Communication

You First

Clarify the meaning of *oldest friend* by eliciting or explaining that the expression refers to the friend you have known the longest, not to the friend with the most advanced age. Give Sts time to talk about their friend in pairs, or elicit some responses as a whole class.

Vocabulary Describing people

1a

- Discuss the questions as a whole class.

Jed's friends: Alfie, Lily, Elsa
Students' own answers.

b

- Give Sts time to complete the table in pairs, then check answers.

hair: (fair), (dark), brown, short, medium length, red, straight, curly, long, wavy

eyes: (dark), blue, brown, glasses

face: nice smile, glasses, freckles, a beard

body: medium height, short, quite small, sporty, quite tall

personality: funny, kind, friendly, clever, shy, nice

EXTRA SUPPORT Sts could use a dictionary to check the meaning of words to help them complete the task.

c 1-08

- Play the audio for Sts to listen and check answers.
- Play the audio again with pauses for Sts to practise pronunciation.
- Get Sts to say items from the table and to point to the corresponding details in the photos.

EXTRA IDEA Sts add as many items to each column as they can think of. You could do this as a race and set a time limit. The student with the most correct words added wins. When eliciting suggestions, build up a list on the board and drill pronunciation as necessary.

2a

- Give Sts time to complete the task. Get them to compare their ideas in pairs.

b 1-09 Audio script pT86

- Play the audio for Sts to listen and check their answers.
- Focus attention on the advice in the **Look!** box. To check comprehension, ask Sts to use the words from the answers to make one sentence about a person's hair and one about a person's eyes, using at least two adjectives in each example.

glasses, medium, straight, fair, brown, tall, kind, funny

c

- Give Sts time to complete the task in pairs. Remind them to use the adjectives in the correct order.
- Get them to compare their answer with another pair's.

d 1-10 Audio script pT86

- Play the audio for Sts to listen and check their answers.

Karim's quite short with short, straight, fair hair. He's very friendly. And Jed thinks he's very clever!
Elsa's got long, dark, wavy hair, and a nice smile.

3

- Give Sts a minute or so to think of a famous person they could describe.
- In pairs, Sts give their descriptions and answer their partner's three questions. Can any of the Sts guess the identity of the famous person?

EXTRA IDEA Sts could swap partners, and repeat the activity. Can their new partners do better?

► **Workbook** page 2, exercises 1–4

Grammar Present simple + adverbs of frequency

4a 1•11

- Play the audio for Sts to listen and follow the dialogue. Elicit the answer from the class.

She knows that Jed lives next door to Lily, that he's from Australia, that he's friendly, and that he likes surfing.

EXTRA IDEA Play the audio again, and get Sts to read along, trying to copy the rhythm, intonation and pronunciation of the speakers as closely as possible.

b

- Check comprehension of the term *verbs* by eliciting a translation or a few examples of the word class.
- Give Sts time to complete the task, then elicit answers. Build up a list on the board.

know, lives, looks, surfs, runs, catches, (hardly ever) sleep, stays, does he do, he doesn't, believe

c

- Give Sts time to complete the chart, then check answers.

1 knows 2 (don't) know 3 doesn't 4 know 5 Do
6 Does 7 know

EXTRA CHALLENGE Sts could refer back to the list of verb forms from exercise 4b and identify which of the model forms in the chart they are like.

d

- Sts complete the rule. Check the answer as a whole class.

b

EXTRA SUPPORT Before Sts complete the rule, elicit a translation for each option to clarify their meaning.

Additional grammar notes

When a verb ends in *-s*, *-sh*, *-ch*, *-x* or *-o*, we add *-es* in the third person singular. When it ends in *-y* (that follows a consonant, like in *try*), we change it to *-ie-*, then add *-s*. (When *-y* follows a vowel, we don't make this change, e.g. *play* → *plays*.)

5a

- Give Sts time to find the adverbs in the dialogue and complete the chart.
- Sts compare ideas in pairs before checking as a class.

hardly ever, sometimes, often, usually

EXTRA SUPPORT Get Sts to find the adverbs in the dialogue first. Elicit the adverbs and ask for translations to check meaning. Sts then complete the chart.

b

- Give Sts time to write the questions, then check answers.

1 Do you play football?
2 Does your mum or dad drive to work?
3 Do your friends listen to music?
4 Does your teacher give you homework?

c

- Focus on the example and elicit the rule for short answers (we don't normally just say *yes* or *no*, we also add an appropriate pronoun and the auxiliary). If necessary, check the rule in the Grammar summary at the back of the book.
- Give Sts time to complete the task in pairs. Monitor the correct use of the present simple.

Students' own answers.

EXTRA CHALLENGE In their pairs, Sts could write another two questions each, using the present simple, then ask and answer them to extend their discussion.

► **Workbook** page 3 exercises 5–7

► **Photocopiable** Grammar and Vocabulary

Writing

6a

- Give Sts time to complete the task.
- Allow them to compare answers in pairs before checking as a class.

1 medium 2 hair 3 eyes 4 smile 5 good 6 usually
7 music 8 concerts

► **Workbook** page 3, exercises 8–9

b

- Sts write a description using the text in exercise 6a as the model.
- Exercise 6b could be done as homework, leaving exercise 6c for the next lesson.

LANGUAGE NOTE Point out the difference in meaning and grammatical structure between *be like* (has a similar personality) and *look like* (has a similar appearance). The collocation *look like* is used the same way as a single verb.

c

- In pairs, Sts swap their descriptions or read them aloud for their partner to guess the person.


Students' own answers.

Extra

Before Sts begin, check that they understand the task by demonstrating it first yourself. Draw a face, describe it, and get Sts to draw their own versions from the description. Sts do the task in pairs.

EXTRA IDEA Bring photos to class of famous people Sts are likely to be familiar with. Make copies so each group of Sts can have one. Cut up the photos to show different features of the person in them. Mix up the pieces of a number of photos, and give a set to each group. Begin describing a person from the original photo. Sts must select the correct piece from the jumbled collection. As soon as they identify a person, they must raise their hands and call out the name. Each famous person that is correctly identified wins a point. The team with the most points after all the people have been identified wins the game.

Grammar Present simple + adverbs of frequency

4 a  1.11 Read and listen to the dialogue. What does Elsa know about Jed?

- Fred Hey Elsa. Do you know that boy? The tall one with the short, fair hair?
- Elsa That's Jed. I don't know him very well. He lives next door to Lily. He's from Australia.
- Fred Cool. He looks sporty.
- Elsa Oh, he's a surfing champion. In Australia he always surfs every day, in summer and winter. And he often runs with kangaroos, and he sometimes catches crocodiles at weekends. Oh, and he hardly ever sleeps in a bed. He usually stays outside in a tent.
- Fred Wow! Does he really do all of that?
- Elsa No, of course he doesn't. You believe anything, Fred.
- Fred No, I do not!
- Elsa He's funny and friendly. Go and talk to him. Or are you shy?
- Fred No, I'm not!



b Write the questions in the correct form.

- 1 you / play football?
- 2 your mum or dad / drive / to work?
- 3 your friends / listen / to music?
- 4 your teacher / give / you homework?

c Ask and answer the questions with a partner. Use adverbs of frequency.

Do you play football?

No, I don't. I never play football!

► Workbook page 3, exercises 5-7

Writing

6 a Get ready to write Complete the description with the words in the box.

concerts eyes good hair medium
music smile usually

One of my best friends is Rvan. He's ¹ height with dark, straight ² and brown ³. He's got freckles and a nice ⁴. He's very friendly. He's a ⁵ student and he ⁶ works hard at school. He loves ⁷ and in his free time he plays the drums. He sometimes plays in ⁸ at school.



► Workbook page 3, exercises 8-9

b Write a description of a famous person or classmate. Do not include their name.

- 1 What does he / she look like?
- 2 What is he / she like?
- 3 What does he / she do?

c Can your partner guess who it is?

b Find the present simple verbs in the dialogue.

c Complete the chart with the correct forms of know.

+	I / you / we / they	know	him.
	He / she / it	¹ _____	
-	I / you / we / they	don't ² _____	him.
	He / she / it	³ _____ ⁴ _____	
?	⁵ _____ I / you / we / they	⁷ _____	him?
	⁶ _____ he / she / it		

d Choose the correct alternative to complete the rule.

 We use the present simple to talk about:

- a things happening now.
- b habits and regular activities.

5 a Complete the chart with adverbs of frequency from the dialogue.

0%	→	100%
never	_____	always



 Work with a partner.

Student A Draw a funny face in your notebook. Don't let your partner see it! Describe your drawing.

Student B Draw the face you hear your partner describe.

Look at your pictures. Are they the same? Now swap!

1B New school



What are the best things about school?

Vocabulary School and school subjects

- 1 a** Look below. How many things in the picture can you name in one minute?
b Match the words in the box to the picture. Which words are new for you?

bookshelf clock coursebook dictionary interactive whiteboard
 notebook paint pen pinboard projector ring binder ruler tablet
 timetable waste-paper basket

c 1.12 Listen and check. Listen again and repeat.

d Work with a partner. Point to something in the picture or the room. Your partner says the word.



- 2** 1.13 Match the school subjects to the definitions. Listen and check.

Art Biology Chemistry English
 Geography History IT Maths
 PE Physics

In this subject, you learn about...

- 1 the language of the UK and USA.
- 2 how numbers work.
- 3 countries of the world.
- 4 important periods in the past.
- 5 the natural world.
- 6 sport and health.
- 7 computers.
- 8 painting and design.
- 9 what everything is made of.
- 10 how things move and make energy.

- 3** 1.14 Listen to the conversation. Whose timetable is this? Sarah's or Scott's?

	9.00	10.30	12.00	1.00	2.00
Monday	English	Maths	Lunch	Biology	Chemistry
Tuesday	History	Geography		Physics	Chemistry
Wednesday	IT	Maths		PE	Art
Thursday	English	Geography		Art	Biology
Friday	History	IT		PE	Physics

- 4 a** Draw a timetable like the one above. Put each subject from exercise 2 in twice. Do not show your partner.

b Now ask and answer questions with your partner. If you have the same class at the same time, shout *Snap!*

What have you got on Monday at nine o'clock?

I've got Maths at nine o'clock. What about you?

▶ **Workbook** page 4, exercises 1-3

1B New school

Supplementary materials

Workbook: pages 4–5, exercises 1–6

Workbook: Grammar summary Unit 1

Photocopiable worksheets: Grammar and Vocabulary, Communication

You First

You could do the activity as a brief discussion in pairs, groups or with the whole class. Alternatively, you could do it as a poll. Sts each write what they think are the three best things about school. Collate results, and record the tally for each thing mentioned on the board to find out which things got the most votes.

Vocabulary School and school subjects

1a

- Do it as a race. Set the time limit and get Sts to write a list. The person who mentioned the most correct items wins.

b

- Give Sts time to complete the matching task, then compare their answers in pairs.

c 1-12

- Play the audio for Sts to listen and check their answers.
- Play the audio again for Sts to repeat the words and practise pronunciation.

1 clock 2 projector 3 interactive whiteboard
4 timetable 5 bookshelf 6 dictionary 7 ruler
8 pinboard 9 waste-paper basket 10 pen 11 paint
12 tablet 13 notebook 14 ring binder 15 coursebook

Additional pronunciation notes

Compound nouns (*bookshelf, coursebook, notebook, pinboard, ring binder, timetable, whiteboard*) are often pronounced with only one main stress on the first component word.

d

- In pairs, Sts take turns to point and to name things.
- You could do exercise 1d as a game. Give one point for correctly naming an item. Play an equal number of rounds. The student with the most points wins.

2 1-13

- Sts read the definitions, and ask you about any unfamiliar words. Elicit an example, definition, or translation from the rest of the class in case any Sts know before you give your own response.
- Give Sts time to do the matching task.
- Play the audio for Sts to listen and check answers.
- Quickly drill the pronunciation of all the subjects.

1 English 2 Maths 3 Geography 4 History 5 Biology
6 PE 7 IT 8 Art 9 Chemistry 10 Physics

EXTRA IDEA Sts cover the definitions. You name a subject, and call on a student to give a definition in their own words. Ask the rest of the class to check and confirm or correct the response. Continue with all the subjects in exercise 2. Alternatively, this could be done in pairs with Sts taking turns to test each other.

3 1-14 Audio script pT86

- Play the audio for Sts to listen and check the data in the timetable against the information they hear. Elicit the answer, and also what information helped.

Sarah's (she has Art on Thursday afternoon, but Scott has IT)

4a

- Give Sts time to draw a timetable and complete it with the names of subjects. Check that each timetable is completed before proceeding to the next task.

b

- Sts do the task in pairs.

EXTRA CHALLENGE To extend the pool of school subjects, elicit the names of any subjects Sts are studying which were not covered in exercise 2. If they don't know the subject in English, give them the word to record in their notebooks, and quickly drill its pronunciation, too.

EXTRA IDEA You could use the timetables Sts have completed exercise 4a to play Bingo as a class. Complete a timetable yourself, then start describing the subjects in it. Sts listen and mark the items that match their own timetables (same subject in the same time slot). The first person to mark five subjects in matching positions shouts *Bingo!* (If you want to keep the activity running for longer, continue until someone makes six matches, or seven and so on.)

➡ **Workbook** page 4, exercises 1–3

Grammar Present continuous

5a 1-15

- Play the audio for Sts to listen and read. Check answers.

Alfie is bored. He's trying to write about Shakespeare and he's not feeling very well. His pen isn't working. He's feeling very hungry.

b

- Give Sts time to find the correct verb forms to complete the sentences. Allow them to compare their answers in pairs before checking as a class.

1 'm 2 're 3 's 4 'm not 5 aren't 6 isn't 7 Are 8 are

c

- Sts complete the table with the correct forms. Allow them to compare answers in pairs before checking as a class.

1 'm (am) 2 're (are) 3 's (is) 4 aren't (are not)
5 isn't (is not) 6 Are

EXTRA CHALLENGE Sts write down all the possible forms of the present continuous for all the pronouns (using any main verb). Get them to complete the full table for the verb tense on the board for the class to check and copy.

Additional grammar notes

We use full forms (*I am studying, You are not concentrating, etc.*) in more formal writing, and contracted forms in speech and less formal writing (*I'm studying, You aren't concentrating*).

In questions, we only use contracted forms if the auxiliary is negative (*Aren't you coming?*).

In negative sentences, there are two different ways to contract the verb + *not* (*You aren't concentrating; You're not concentrating*) except with *I*, which only has one possible contracted form (*I'm not studying*).

We always use full forms in positive short answers (*Yes, I am.*) but we can use both forms in negative short answers (*No, we are not; No, we aren't / No, we're not*).

d

- Elicit the answer.

a

6a

- Monitor the two-minute limit as Sts memorize details. Remind them not to take notes!

b

- Give Sts time to recall as many details as they can in pairs.
- You could ask them to write down each sentence in the present continuous about the details they remember.
- Elicit answers and ask Sts to confirm, reject or correct details.
- Sts look at the picture to check their ideas. What, if any, details did they get wrong?

EXTRA SUPPORT In each pair, one of the Sts looks at the book and tests the other's memory for a minute, then they swap roles to cover the remaining details.

➡ **Workbook** page 5, exercises 4–5

➡ **Photocopiable** Grammar and Vocabulary

Listening

7 1-16 Audio script pT86

- Play the audio for the Sts to listen and complete the notes, then compare ideas with a partner.
- Elicit answers. Invite Sts to comment on, correct or confirm each suggestion offered.

Possible answers

- History: they're looking at the clock / waiting for lunch break
- Science: they're doing an experiment wrong / mixing two liquids with a ruler / making a mess
- Art: they're making a mess / throwing paint
- Maths: they're trying to borrow a ruler / sleeping

EXTRA SUPPORT Play the dialogues one by one, with Sts comparing ideas immediately after each one. You could also do the first dialogue together as a class to provide a model.

➡ **Workbook** page 5, exercise 6

Speaking

8a

- Check that Sts understand the instructions before they start preparing for the speaking task. Remind them to make notes about their own image. Ask them to cover their partner's image as they prepare.

b

- Check comprehension of the verbs in the box by asking a volunteer to mime each one.
- Give Sts time, in pairs, to complete the comparison activity, without looking at each other's image.

Possible answers

- A** Josh and Sam are cleaning the board.
B Josh and Sam are writing on the board.
A Emma is closing the window.
B Emma is opening the window.
A Rona and Fred are organizing the contents of their pencil case together.
B Rona is organizing the contents of her pencil case alone.
A Dan is pinning a picture on the noticeboard.
B Dan is pinning some rules on the noticeboard.
A Alex is putting a book on the shelf.
B Alex is taking a book off the shelf.
A Henry is throwing something in the bin.
B Nobody is throwing anything in the bin.
A Kristen and Celina are tidying their bags.
B Ian, Henry and Celina are tidying their bags.

EXTRA IDEA Sts mime various activities for their partners to guess what they are doing. e.g.:

- A** Are you sending a text message?
B No, I'm not.
A Are you posting something on Facebook?
B No, I'm not.
A Are you playing a game on your phone?
B Yes, I am.

Extra

You might like to set a concrete target for the number of sentences to write, or a time limit for writing, before Sts compare ideas in pairs.

Grammar Present continuous

5 a **1.15** Read and listen to the text messages. What are Alfie's problems?



b Find the present continuous forms in the text messages. Complete the sentences with the correct forms.

- 1 I ___ studying Maths.
- 2 You ___ interrupting me!
- 3 My teacher ___ watching me!
- 4 I ___ feeling well.
- 5 You ___ concentrating.
- 6 My pen ___ working.
- 7 ___ they cooking pizza?
- 8 What ___ you doing?

c Complete the table with the correct forms.

+	I	1 ___	studying.
	You / We / They	2 ___	interrupting.
	He / She / It	3 ___	watching me.
-	I	'm not	feeling well.
	You / We / They	4 ___	concentrating.
	He / She / It	5 ___	working.
?	Am	I	interrupting you?
	6 ___	you / we / they	cooking pizza?
	Is	he / she / it	working?

d Choose the correct alternative to complete the rule.

We use the present continuous to talk about:

- a activities happening now.
- b habits and regular activities.

6 a Look at the picture of the classroom on page 10 for two minutes. Close your books.

b Work with a partner. Remember what the students are doing. Then look and check.

Two students / Celina and Amy are playing cards.

► **Workbook** page 5, exercises 4-5

Listening

7 **1.16** Listen to four dialogues. What subjects are the students studying? What are they doing? Make notes and compare with a partner.

	subject	doing?
1		
2		
3		
4		

► **Workbook** page 5, exercise 6

Speaking

8 a **Get ready to speak** Work with a partner. What are the differences between these two pictures?

Student A Go to page 86.

Student B Go to page 87.

Look at your picture and make notes about what the people are doing.

b Ask and answer questions to find the differences. These verbs might be useful:

clean close organize pin put
throw tidy write

What are Josh and Sam doing in your picture?

They're writing the date on the whiteboard. Are they doing the same in your picture?

No, they aren't. In my picture, they're...



What are people in your class or in the school doing right now? Write sentences. Compare ideas with a partner.

1C New home



Imagine your ideal place to live. What's it like? What are you doing right now in this place? Tell your partner.

Reading and Speaking

1 a Look at the webpage posts. What places do you think you can see in the photos?

b Look at the words in the box below. Can you connect any of the words to the places in the text? Look quickly at the posts to check.

cold dangerous mountains
old rainforest wildlife

2 a Work with a partner.

Student A Read the text about Chantal.

Student B Read the text about Dwayne.

b Ask and answer the questions about your partner's text.

1 Where is he/she from? What is it like?

2 Where does he/she live now?

3 What are the differences between the places?

4 In the photo, what activity is he/she doing?

5 How does he/she feel about the move?

6 Can you give one more piece of information from the text?

c Which of the four places do you think is the best and the worst to live in? Why? Discuss with a partner.

► **Workbook** page 6, exercise 1



Kids on the move

Are you living in a new place? How does it compare to your old home? Share your experiences here!

A

Hello, I'm Chantal and I'm from Falaise in the north of France – most of my family live there. It's small, friendly and very old. But now I'm living in Panama City, South America. It's on the other side of the world! It's a huge, modern city. We're staying here for two years because my parents have good jobs. They work in a big bank in the centre and I go to a French school.

This city has got a forest! Today, we're visiting the Rainforest Discovery Center and at the moment I'm taking photos of all the colourful birds that are flying around in the trees. I often take photos of the amazing wildlife. I miss France, but I like it here – I think it's exciting.



B

I'm Dwayne from Chicago, USA. You can see that Chicago is a huge, busy city and the people are always rushing around. It's very noisy and some parts can be dangerous.

My new home is in Bergen, Norway. My dad has a new job at the university. The winter here is usually very cold and the nights are very long. In this photo, I'm skiing to school! Weird! It's relaxed and quiet here. Most people speak English, but I'm learning Norwegian in my new school because I need to understand it. I have lessons every day. At the moment, I really miss my old home – the way of life is so different here. But it's starting to feel normal. I really want to go to the mountains to learn to snowboard!



1C New home

Supplementary materials

Workbook: pages 6–7, exercises 1–7

Workbook: Grammar summary Unit 1

Photocopiable worksheets: Grammar and Vocabulary, Communication

You First

Set a time limit, e.g. two minutes, for Sts to make notes about their ideal place to live before they begin sharing ideas in pairs. Ask some volunteers to share something interesting they heard from their partners.

Reading and Speaking

1a

- Elicit Sts' ideas. Ask the rest of the class if they agree or disagree.

a small town, a jungle / rainforest, a big city, mountains

b

- Ask Sts to scan the text quickly to find out what four places are mentioned (*Falaise, Panama City, Chicago and Bergen*). Give them time to match the words to each place.
- Elicit ideas as a class and invite comments from the Sts.

cold: Bergen
dangerous: Chicago
mountains: Bergen
old: Falaise
rainforest: Panama City
wildlife: Panama City

2a

- Give Sts time to read their text. Remind them to notice the key pieces of information.

EXTRA SUPPORT Allow Sts to take notes and to look ahead at the questions in exercise 2b to decide what details are important.

b

- Sts ask the questions from the exercise, and give answers about their own texts. Ask them to make notes of their partner's answers.

- A**
- Chantal's from Falaise, in France. It's small, friendly and very old.
 - She lives in Panama City, in Panama, South America.
 - Panama City is on the other side of the world from Falaise. It's huge and modern, while Falaise is small and friendly.
 - She is taking pictures of birds.
 - She misses France, but she thinks Panama City is exciting.
 - There is a forest in the city.
- B**
- Dwayne's from Chicago, in the USA. It's a huge, busy city. It's noisy and sometimes dangerous.
 - He lives in Bergen, in Norway.
 - Bergen is relaxed and quiet, while Chicago is noisy, busy, huge and sometimes dangerous. The way of life is very different.
 - He is skiing to school.
 - He really misses his old home, but he's getting used to it.
 - He's learning Norwegian at school.

EXTRA CHALLENGE Encourage Sts to answer from memory, without looking back at the text.

CULTURE NOTE **Norway** is a country in Northern Europe, situated along the Western and Northern shore of the Scandinavian Peninsula. It has a population of 5.3 million. The capital city is Oslo. **Bergen** is the second largest city, with 252,000 inhabitants. Norwegian is the official language of Norway. It has two official written forms, Bokmal and Nynorsk – and many spoken dialects.

Panama is a country in Central America, lying between Costa Rica and Colombia. It has a population of just over 4 million, nearly half of whom live in the capital, **Panama City**. The official language is Spanish, but English is also widely spoken.

Falaise is a small town with only around 8,000 inhabitants in the Normandy region of north-western France.

Chicago is the third largest city of the United States by population, with over 2.6 million inhabitants. It lies in the state of Illinois, on the southern shore of Lake Michigan.

c

- Give Sts time to discuss the questions in pairs. Elicit suggestions and ask Sts to give reasons.
- Alternatively, assign each corner of the classroom to one of the four places. Ask Sts to stand in the corner representing the place they prefer. In each corner, ask Sts to come up with three reasons why the place is the best, and one why it might not be. Then form groups that ideally have representatives of each of the four places, and give them two or three minutes to come to an agreement about which place is best, and why. Get some feedback as a whole class.

➡ **Workbook** page 6, exercise 1

Grammar Present simple and continuous; stative verbs

3a

- Give Sts time to complete the task.
- Get them to look back at the text on page 12 to check their answers.

're visiting (present continuous); work, go (present simple)

b

- Give Sts time to find the examples, then compare their answers in pairs before checking as a class.
- If necessary, point out that *to understand*, *to learn* and *to snowboard* are *to* infinitives which have the same spelling as the present simple.

present simple: live, have, work, go, has got, take, miss, like, think, (can) see, (can) be, speak, need, want

present continuous: 're staying, 're visiting, 'm taking, are flying, are...rushing, 'm skiing, 'm learning, 'm getting

c

- Sts complete the rule and compare ideas in pairs before checking as a class.

habits, regular, now

EXTRA SUPPORT Before Sts complete the rule, check or clarify the meaning of *habits*, *regular* and *temporary* by eliciting or providing a definition, example or translation.

d

- Sts do the task individually, then compare ideas in pairs before you check answers.

present simple: usually, every day, always, often

present continuous: today, now, in this picture, at the moment

Possible answers

Now I'm living in Panama City. Today, we're visiting the Wildlife Discovery Center. At the moment I'm taking photos of all the colourful birds that are flying around in the trees. In this picture, I'm skiing to school!

EXTRA SUPPORT Before Sts work on their own, find one example time expression for each tense as a class.

EXTRA CHALLENGE Sts come up with further adverbials that usually go with either tense, e.g. *sometimes*, *regularly*, *never* and *these days*, *right now*, and so on.

4a

- Elicit the answers as a whole class.

They are all in the present simple. The verbs *love* and *know* don't appear in the text.

b

- Sts complete the rule, and compare ideas in pairs before checking as a class.
- Check comprehension of the rule by eliciting a translation.

a state, an activity

5

- Give Sts time to complete the task. Allow them to compare answers in pairs before checking as a class.

- | | | | |
|-----|-------------|---|------------|
| 1 a | works | b | 's working |
| 2 a | are...going | b | go |
| 3 a | 'm taking | b | takes |
| 4 a | play | b | 's playing |

► **Workbook** page 6, exercises 2–4

► **Photocopiable** Grammar and Vocabulary

Listening

6a **1-17** Audio script pT87

- Play the audio twice for Sts to listen and record the missing information. When playing it the second time, pause after each segment to give Sts a chance to confirm and write down their answers.
- Sts compare ideas in pairs before checking as a class.

8.15	he walks to school	he's waiting at the bus stop
12.00	he eats outside	he's eating in the school cafeteria
4.30	he goes surfing and swimming	he's playing squash
7.00	they eat barbecue outside	they're eating fish and chips in a café

EXTRA SUPPORT To make the task easier, work with each of the four segments, checking answers after each stage.

b

- Elicit any further details Sts can recall. Ask Sts to confirm or correct suggestions.
- Play the audio once more to check whether the Sts' suggestions were correct.

Students' own answers.

EXTRA CHALLENGE Get Sts to work in groups to try and reconstruct the entire text as accurately as possible from their notes. Once each group is satisfied with their text, play the audio again to check. Discuss any details that caused difficulties.

► **Workbook** page 7, exercises 5–7

Speaking

7

- Before they begin groupwork, demonstrate the task to the Sts. Once they have read through the example, get them to guess an activity you have thought of.
- Sts repeat the task in groups, making sure each person has a chance to think of an activity. Who needed the fewest guesses?

Extra

Give Sts a few minutes to write up to eight questions they would like to ask Jed.

In pairs, Sts take turns to play Jed and the interviewer. Monitor the correct use of the present tenses and make a note of any persistent errors in form or usage to go over at the end of the activity – but refrain from interrupting the conversations.

EXTRA SUPPORT If Sts find it difficult to improvise answers, allow pairs to swap their lists of questions for a minute – to allow those playing Jed to think of possible answers before the role-play.

Grammar

Present simple and continuous; stative verbs

- 3 a Complete the sentences from the web posts. Which is present simple and which is present continuous?

Today we ___ the Rainforest Discovery Center.

They ___ in a big bank in the centre and I ___ a French school.

- b Find all the examples of these tenses in the web posts.

- c Complete the rules with *now*, *habits*, and *regular*.

We use the present simple to talk about ___ and ___ activities.

We use the present continuous to talk about activities happening ___ and temporary activities.

- d Match these expressions to the two tenses. Find some examples in the text.

today now usually every day

present simple

present continuous

always often in this photo at the moment

- 4 a Find these verbs in the text again. Which tense are they? Which verbs can you *not* find?

Stative verbs:

have got know like love need
think want

- b Complete the rule with *an activity* and *a state*.

We don't normally use the continuous tense with these verbs because they describe ___ not ___.

- 5 Complete the sentences with the same verb in the correct form.

1 a My mum ___ (work) in a bank. She enjoys it.

b At the moment, he ___ (work) hard for his exams.

2 a Where ___ you ___ (go) now? Can I come?

b They often ___ (go) by bus to school.

3 a I ___ (take) the dog for a walk now. I'll be back soon.

b My dad ___ (take) me to drama club every Saturday.

4 a In the summer, I ___ (play) tennis every day.

b She ___ (play) really well in this match. I think she's going to win!

▶ **Workbook** page 6, exercises 2-4



Listening

- 6 a 1.17 Listen. What does Jed usually do in Australia at these times? What is Jed doing now in England? Complete the table.

	Usually in Australia	Now in England
8.15		
12.00		
4.30		
7.00		

- b What other information do you remember? Tell the class.

▶ **Workbook** page 7, exercises 5-7

Speaking

- 7 **Get ready to speak** Work in a group. Imagine you're doing an activity but do not say what it is. The group asks Yes/No questions to guess the activity. How many questions do you need?

Do you do it often?

Yes, I do.

Do you do it in the morning?

Yes, I do.

Are you having breakfast?

No, I'm not.

Do you do it at home?

No, I don't.

Are you going to school?

Yes, I am!



Role-play. Work with a partner. Pretend you are interviewing Jed for the school magazine. Ask him questions. Take turns.

1D Getting on



Do you find it easy or difficult to make new friends?

1 a 1.18 Read and listen.
How do you think Jed feels?

Lily Hi Jed! How are you getting on?
Jed OK, thanks, Lily. What are you up to?
Lily I'm going to the café.
Jed Can I tag along?
Lily Sure! How was school today?
Jed It was... OK.
Lily Come on. I'll buy you a milkshake.
Jed Thanks, Lily.



Lily Hi, Mr Clarke. This is Jed. From Australia. He's new here.
Mr Clarke Nice to meet you, Jed. How are you getting on?
Jed Erm, good, thanks.
Lily Could I have a strawberry milkshake, please?
Mr Clarke Of course. Same for you, Jed?
Jed Actually, it's a bit cold for milkshakes! May I have a hot chocolate, please?
Mr Clarke No problem.
Alfie Guys! Want to join us?

Lily This is Fred. ...Sorry, guys, could I get this?
Jed Go right ahead.
Lily Oops!
Fred Awesome!
Alfie Nice save, Jed!
Fred Hey, Jed, do you play football?
Jed A little bit. I play more rugby. But I love football.
Alfie Can you play tomorrow morning? We need another player.
Jed Sure!



b Are the sentences true (T) or false (F)?

- Jed asks if he can go with Lily to the café.
- Mr Clarke is Jed's new school teacher.
- He orders a strawberry milkshake.
- He doesn't like football.

2 a **Spoken English** What do these expressions mean? How do you say them in your own language?

Can I tag along?

Want to join us?

A little bit.

Awesome!

What are you up to?

b Work in a group. Practise the dialogues.

Workbook page 8, exercise 1

1D Getting on

Supplementary materials

Workbook: pages 8–9, exercises 1–7

Workbook: Grammar summary Unit 1

Photocopiable worksheets: Everyday English, Pronunciation

Online practice

Note

The story can be used in class as a reading and listening task, a video task or both.

You First

Sts could discuss the question in pairs or small groups, or you could lead a brief class discussion, eliciting contributions from volunteers and comments from the rest of the class.

1a 1•18

- Elicit any details Sts can recall from the beginning of the story about Jed in Britain. Ask the rest of the class to amend or add to the suggestions they hear.
- Play the audio for Sts to listen and follow the story. Alternatively, show the class the video of the story from the DVD-ROM.
- Ask Sts to share their answers, and invite agreement or disagreement from the rest of the class.

Jed feels homesick and misses his old school.

EXTRA IDEA Elicit suggestions from Sts what they might do to help a friend who is feeling like Jed in the story. Invite the rest of the class to comment on the suggestions.

b

- Give Sts time to complete the task, then compare ideas in pairs before checking as a class.

1 T 2 F 3 F 4 F

EXTRA CHALLENGE Sts correct the false statements. (2 Mr Clarke works at the café. 3 Jed orders a hot chocolate. 4 He loves football.)

2a

- Sts find the expressions in the dialogue. Who says them? Check answers.
- In pairs, Sts discuss ideas about the meanings. Elicit translations.

Can I tag along? = Can I come with you? (informal)

Want to join us? = Do you want to join us? (informal)

A little bit. = Not very well. (informal)

Awesome! = Great! (informal)

What are you up to? = What are you doing? (informal)

b

- Sts practise in closed groups of five so each person takes a role.
- Get one or two volunteering groups to perform the dialogue in front of the class.

► **Workbook** page 8, exercise 1

3a

- Use the Think–Pair–Share technique: give Sts a few moments to think about their answers, then ask them to compare ideas in pairs before eliciting suggestions.

b 1-19 Audio script pT87

- Play the audio for Sts to listen and check their ideas.

Possible answer

Jed plays on the football team as the goalie and helps to win the match by saving a penalty. Playing football helps him to make friends.

4

- Give Sts time to discuss the questions in pairs, then elicit some ideas and comments from the class.

Students' own answers.

EXTRA IDEA Ask Sts how someone could make new friends more easily. Decide on the most effective as a class.

Everyday English Asking for and giving permission

5a

- Give Sts time to study the structures, then find examples in the text. Check answers.

Can I tag along? Sure.
Could I have a strawberry milkshake, please? Of course.
May I have a hot chocolate, please? No problem.
Can I take this? Go right ahead.

EXTRA CHALLENGE Sts write mini-dialogues featuring all the forms of asking for and giving / refusing permission, then practise saying the dialogues in pairs.

b 1-20

- Play the audio for Sts to practise pronunciation.

➡ **Workbook** page 8, exercises 2–3

➡ **Photocopiable** Everyday English

Pronunciation The sounds /s/ /z/

6a 1-21

- Sts look through the list and decide which letters might indicate where /s/ or /z/ sounds are pronounced.
- Play the audio for Sts to practise pronunciation and to check their predictions.
- Give Sts time to complete the table. Allow them to compare answers in pairs.

b 1-22

- Play the audio for Sts to check their answers.

/s/: thanks, of course, us, miss, outside, homesick
/z/: (please), guys, lives, plays, amazing

c

- Sts practise saying the words in pairs, correcting each other's errors, then group the words.
- Check answers as a class.

/s/: ask, Australia, fantastic, possible, sorry
/z/: easy, friends, girls, refuse

➡ **Workbook** page 9, exercise 4

➡ **Photocopiable** Pronunciation

Listening and Speaking

7a 1-23 Audio script pT87

- Ask Sts to copy the table, then play the first dialogue for Sts to listen and decide what the person is asking permission for and what the response was.
- Play the remaining two dialogues for the Sts to complete the task individually. Allow them to compare their ideas in pairs before checking as a class.

- 1 use Sam's mobile; yes
- 2 go out (to see the game); no
- 3 more time for homework; yes

b 1-23 Audio script pT87

- Play the audio again for Sts to try and memorize some further details, then make notes in the table.
- Get them to compare ideas in pairs.

EXTRA IDEA In pairs, Sts try to reconstruct one of the dialogues as accurately as possible, then practise role-playing it. Get a few pairs to perform the dialogue in front of the class. Play the audio again for Sts to check how closely they managed to reconstruct the dialogue.

➡ **Workbook** page 8, exercises 5–7

8a

- Sts go through the list and decide how formal the situations are. Give them time to compare ideas in pairs.
- Sts prepare to ask for permission by selecting appropriate phrases from exercise 5a.

Suggested answers

- 1 informal
- 2 informal
- 3 formal
- 4 formal
- 5 informal
- 6 informal

EXTRA SUPPORT Sts could be allowed to write down their requests before they begin the role-play in exercise 8b.

b

- In pairs, Sts take turns to ask for and to give or reject permission, covering different situations from exercise 8a.
- To randomize the practice of responses, Student B could toss a coin for each request to decide whether to grant it or to reject it.

EXTRA CHALLENGE Sts could be encouraged to speak without referring to any notes or to the list in exercise 5.

c

- Get some volunteering pairs to perform a dialogue in front of the class.

d

- Sts can do the writing task during class or as homework.

Students' own answers.

EXTRA IDEA Sts work in pairs and choose one of their dialogues to practise role-playing.

Extra

Before Sts begin this activity, elicit what Sts have found out about Jed's school and his friends in the story so far.

You could set the dialogue writing task as homework. Sts could then practise role-playing their dialogues in the next lesson.

3 a What do you think happens with Jed and the football team? How can it help Jed?

b 1.19 Now listen and check your ideas.

4 **Over to you!** Work with a partner. Answer the questions.

- 1 How is Jed feeling at the moment?
- 2 Is it normal to feel like that?
- 3 Is joining a sports team a good way to make friends? Why?/Why not?

Everyday English

Asking for and giving permission

5 a Look at the information. Which of the examples below can you find in the story?

Asking for permission

Informal	More formal
Can I...?	Could I..., please?
Could I...?	May I..., please?

Giving permission

Informal	More formal
Sure.	Of course.
Go right ahead.	No problem.

Refusing permission

I'm sorry, no.
I'm sorry, that's not possible.

b 1.20 Listen and repeat.

Workbook page 8, exercises 2–3

Pronunciation The sounds



6 a 1.21 Listen and repeat the words. Put them in the correct column.

amazing guys homesick lives miss
of course outside plays please thanks us

/s/	/z/
—	please

b 1.22 Listen again and check your answers.

c Say these words. Is it /s/ or /z/?

ask Australia easy fantastic
friends girls possible refuse sorry

Workbook page 9, exercise 4

Listening and Speaking

7 a 1.23 Listen to three conversations. What are people asking permission for? Do they get it?

	Permission for what?	Yes or no?	Extra information
1			
2			
3			

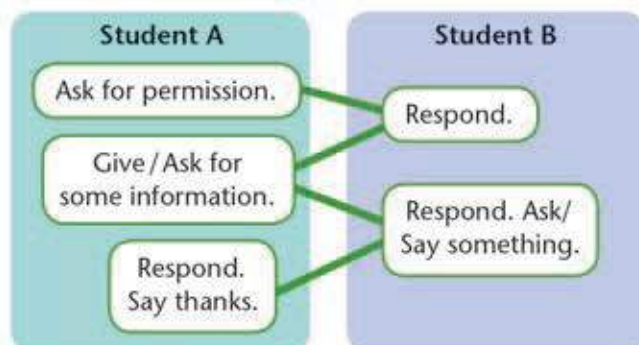
b 1.23 Listen again. What extra information can you remember? Check with a partner.

Workbook page 9, exercises 5–7

8 a **Get ready to speak** Ask permission for these things. Decide if you should be formal or informal.

- 1 go out on a weekday evening with friends
- 2 use your parent's bike for the day
- 3 use the teacher's computer
- 4 miss school for a day
- 5 play someone's guitar
- 6 borrow someone's homework

b **Role-play with a partner.** Try different expressions. Use this chart to help you:



Can I...?

I'm sorry, no.

c **Role-play one of your dialogues for the class.**

d **Write a new dialogue asking for permission.** Use another situation from exercise 8 or use your own ideas. Use one of the Spoken English expressions.

Could I borrow your computer for my homework, please?

Sure. But what's wrong with your laptop?



Jed's mum is asking him about school. Work with a partner. Role-play the conversation.

Mum What's school like, Jed? How are you getting on?

Jed Fine, Mum. It's...

1 Revision

Vocabulary Describing people

- 1 Look at the photo and complete the description.

This is my sister.
She's ¹ medium height.
She's got ² ____, straight,
³ ____ hair and big
⁴ ____ eyes. She's got
a ⁵ ____ smile.
She's kind and friendly.



School subjects

- 2 Read the definitions and give the school subjects.

- 1 I'm studying the kings and queens of England.
- 2 I'm learning how to play basketball.
- 3 I'm learning about computer programming.
- 4 I'm learning how to paint a portrait.
- 5 I'm studying how plants grow.

Classroom objects

- 3 Complete the dialogues with the words in the box.

bookshelf coursebook dictionary ruler whiteboard

- 1 Can you lend me your ____, please? I need to draw a straight line.
- 2 Can I look at your ____ for this lesson? I left mine at home.
- 3 I need to look up a word. Where's the ____?
- 4 It's on the ____. I'll get it down for you.
- 5 Class, look at the ____ and copy the words in your notebooks, please.

Grammar Present simple + adverbs of frequency

- 4 Rewrite the sentences with the verbs in the correct form and the adverbs in the correct place.

- | | |
|--|-----------|
| 1 I/have/toast/for breakfast. | often |
| 2 what/do/you/do/on Saturdays? | usually |
| 3 he/get up/early/at the weekend | never |
| 4 she/play tennis/with me/on Sundays | sometimes |
| 5 do/they/go swimming/at the leisure centre? | always |

Present simple and continuous

- 5 Complete the sentences with the correct form of the verbs in brackets.

- 1 It's really hot now so I ____ ice cream. (have)
- 2 My dad ____ me at drama club every Saturday. (watch)
- 3 In the summer I ____ to the beach every day. (go)
- 4 Look! Anna ____ really well at the moment. (play)
- 5 Paul ____ big green glasses in this photo. He is very funny. (wear)
- 6 I can't go to the cinema. I ____ my homework now. (do)

Present continuous; stative verbs

- 6 Complete the dialogue with the verbs in the correct tense.

- A What ¹ ____ you ² ____ in this shop? (look for)
B I ³ ____ to find a pair of shoes. (want)
A Hey, these trainers are nice. ⁴ ____ you ⁵ ____ them? (like)
B Yes, I ⁶ ____ they're nice. (think) But I ⁷ ____ boots. (need)

Everyday English

Asking for and giving permission

- 7 Complete the dialogue with the words in the box.

~~can~~ kind OK problem right ahead

- A Hi Sam, can I please borrow your tablet for a moment?
B Sure, no ____. Here you are. What for?
A I need to check the weather. Is that ____?
B Go ____.
A Thanks! You're very ____.

Learning to learn Using a dictionary 1

- 8 a A dictionary is in alphabetical order. Put these words in alphabetical order.

school personality friend
tablet Geography curly

- b If the first letter is the same, look at the second letter. If they are the same, look at the third letter. Check your answers in a dictionary.

school suitcase study
standing Science straight

► Workbook pages 10–11, exercises 1–8

Revision

Supplementary materials

Workbook: pages 10–11, exercises 1–8

Online Practice

Unit test 1

Vocabulary Describing people

1

- 2 short
- 3 fair
- 4 brown
- 5 nice

2

- 1 History
- 2 PE
- 3 IT
- 4 Art
- 5 Biology

3

- 1 ruler
- 2 coursebook
- 3 dictionary
- 4 bookshelf
- 5 whiteboard

Grammar Present simple + adverbs of frequency

4

- 1 I often have toast for breakfast.
- 2 What do you usually do on Saturdays?
- 3 He never gets up early at the weekend.
- 4 She sometimes plays tennis with me on Sundays.
- 5 Do they always go swimming at the leisure centre?

Present simple and continuous

5

- 1 'm having
- 2 watches
- 3 go
- 4 's playing
- 5 's wearing
- 6 'm doing

Present continuous; stative verbs

6

- 1 are
- 2 looking for
- 3 want
- 4 Do
- 5 like
- 6 think
- 7 need

Everyday English

7

(can), problem, OK, right ahead, kind

Learning to learn Using a dictionary 1

8a

curly friend Geography personality school tablet

b

school Science standing straight study suitcase

► **Workbook** pages 10–11, exercises 1–8

► When Sts have finished the **Revision** page, tell them to go to the **Workbook Progress Check** p.11 and complete the **Your progress** table.

My project

Project checklist

Before the lesson

- If you can arrange for computer access, Sts can create their presentations using Microsoft Office PowerPoint (or a similar programme). You will also need a digital camera to photograph and upload Sts' self-portraits. Alternatively, prepare large pieces of paper for Sts to use.
- Ask Sts to bring in photographs of important times in their lives. These should be printed or digital photographs, depending on whether Sts are using computers or not.

Materials for the lesson

- Computers with internet access, a programme to make a slide presentation, a digital camera, drawing paper and coloured pens or pencils (for portraits).
- Without computer access, you will need large sheets of paper (for timelines), small sticky notes, rough paper (for draft presentations) and glue (optional).

OPTIONAL LEAD-IN Bring into class three or four photos of yourself at key moments in your life. Ask Sts, in pairs or small groups, to speculate about what the pictures might show, and make notes of their predictions. Then invite Sts to ask you questions about each photo to confirm or amend their ideas. Finally, share your stories about each photo briefly. Did any Sts guess things about your life?

You First

Give Sts time to make notes about their own key life moments.

1

- Give Sts time to draw their own timelines.

2a

- Sts use their lists from the **You First** activity to write events on sticky notes. Then they match these to the timeline.

b

- Sts read Antonia's timeline and compare it to their own.
- Take some feedback from a few volunteers. Try to find out who has the most events in common with Antonia's life.

CULTURE NOTE The Guide Association in the UK was started in 1909. Similar to the Scout association (which was at the time only for boys), Girl Guides learned new skills to earn 'badges' in subjects like sailing, gardening, first aid and cookery, and spent time volunteering in their communities. Today, Girl Guides still volunteer and raise money for causes, and there are lots of new badges to reflect today's society, e.g. geocaching, film fan, human rights and vlogging.

3a

- Sts look at Antonia's portrait and read her description.
- Elicit the things she mentions from the class.

her appearance: hair, eyes, face; her personality

b

- Give Sts time to draw their self-portraits and write their descriptions.

EXTRA SUPPORT Help Sts with any vocabulary for the descriptions that was not covered in the unit. Alternatively, provide dictionaries for Sts to use.

4

- Before the next stages in the preparation of their projects, Sts should bring in their personal photos.
- Sts select their photos and match them to their timelines, adding a sticky note where necessary.
- Elicit what tense is normally used when describing activities in a picture (present continuous).
- Sts write their descriptions.

EXTRA SUPPORT Allow Sts to check each other's work in pairs and correct any errors together.

5a

- Give Sts some time to discuss, in pairs or small groups, what they think makes a good presentation. Encourage them to share ideas and make it clear there are no right and wrong answers.
 - Tell Sts to look at Antonia's project and decide what they like about it, and what they would do differently.
 - Ask them to brainstorm different ways to present their projects, e.g. as a poster, as a slide presentation on the computer, as a webpage – or anything else they like. Stress that there isn't just one way of putting together an impressive project, and each person may like to do it a different way.
 - Sts prepare a draft plan for their presentations. Remind them to decide how to arrange the various details (timeline, pictures, text, etc.). Monitor and give help as necessary, but avoid giving too much advice on how to approach the project – this should be left to each student to decide for themselves.
 - Remind them to make sure that any text they are adding to the project is reasonably free of errors, clearly and legibly written and attractively presented.
 - When Sts are happy with their drafts, they put together the elements, and add any decorative details they want.
 - Give Sts some time to practise presenting their projects. Help with any language issues, and give a lot of encouragement, as public speaking can be very stressful.
- b
- Sts present their projects, following the steps suggested in the task.
 - Reinforce the importance of active listening. Remind Sts to think of at least one question to ask about each presentation.

EXTRA SUPPORT To help Sts come up with questions to ask, give them half a minute or so to discuss possible questions in pairs, before moving on to the presenter taking the questions.

- The rest of the class ask questions about further details, and the presenters answer them. Help with any difficult grammar or vocabulary – but limit your involvement to the necessary minimum.
- If feasible, display all the finished projects around the classroom.



What are some important moments in your life so far? Think and make a list.

My life in pictures

This is a picture of me. As you can see, I've got curly dark hair, brown eyes and freckles. I'm smiling in this picture. I think I'm friendly, but sometimes I'm a bit shy. I'm not very sporty.



In this picture, I'm holding my baby brother Emilio. I'm four and he's a day old. He's very big with a lot of dark hair.

Age 4
my baby brother Emilio's first day!

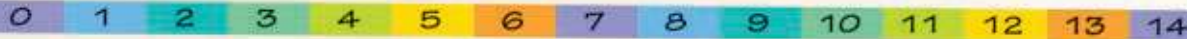


Age 7
my first bike

In this photo, I'm seven years old. It's my birthday. I'm riding my new bike! It's a present from my grandparents and I love it.

Age 13
third place in school cross country race

AGE



Age 5
first day at school

In this photo, I'm going to school for the first time. I'm very nervous! I'm holding Mum's arm very tightly. I'm wearing my new school uniform, but I don't like it very much! And I'm carrying my new schoolbag.

Age 9
first day at Girl Guides

Age 11
secondary school

Age 12
holiday in America

In this photo, I'm 12 years old. I'm with my family and we're on holiday in America. Here we're at a theme park and I'm having a wonderful time!



- Find a large piece of paper. Draw a timeline from 0 and mark all the years to now.
- Write notes for important times in your life. Try and think of at least six things. Match the notes to the ages on the timeline.
 - Read Antonia's timeline. Do you have any of the same things? Are they in the same years?
- Look at Antonia's self-portrait. What things does she mention about herself?
 - Draw a portrait of yourself and write a description.

- Look at Antonia's photos. Find three or four photos of you at important times. Then write what you are doing in each of the photos.
- Put your project together.
 - Present your project to the class. Show your photos and read out the captions. You can use a computer if you prefer. Answer questions from the class.

1 Culture



What famous homes do you know? Discuss with a partner.

FAMOUS HOMES

THE WHITE HOUSE IS THE HOME OF THE PRESIDENT OF THE USA AND HIS FAMILY.



The White House is in Washington DC and is more than 200 years old. It is very big with 132 rooms and 35 bathrooms. The president's apartment is on two floors. Presidents live there with their families.



The White House is also a place for government work. A lot of the rooms are offices. 6,000 people visit it every day!

The ground floor looks like a shopping centre! It has a flower shop, a dentist's, a cinema, a theatre, a games room and even a bowling lane. Outside, the gardens are beautiful. There are a lot of vegetable gardens and there is a famous rose garden. There is also a tennis court, a swimming pool, and even a running track!

BUCKINGHAM PALACE IS THE LONDON HOME OF THE BRITISH ROYAL FAMILY.

Buckingham Palace is more than 300 years old. It is very big with 775 rooms, including 240 bedrooms and 78 bathrooms. There are also 92 offices. About 450 people work at the palace. There are chefs, electricians, gardeners, drivers, cleaners and two people who look after the 350 clocks! Every year over 50,000 people visit the Queen for dinners and garden parties.

Inside the palace there's a cinema, a swimming pool, a doctor's surgery, a post office and a police station. On the walls, there is an amazing collection of art. Underneath the palace, there are a lot of secret tunnels! Outside, the gardens are huge and beautiful. There are tennis courts, a boating lake, and also a helicopter pad.



1 a Work with a partner.

Student A Read about the White House.

Student B Read about Buckingham Palace.

b Ask and answer the questions about your famous home.

- | | |
|------------------|----------------------------|
| Where is it? | What happens there? |
| How old is it? | What is there inside? |
| Who lives there? | What are the gardens like? |
| How big is it? | |

c What was the most interesting fact in each text?

d Which one would you like to live in? Why?

2 Over to you! Which famous homes or buildings are there in your country? Do people still live or work there?



Culture

Supplementary materials

Photocopiable worksheets: Culture, Culture video

CULTURE NOTES Below are some additional details about the content of the lesson if you want to give your Sts some more information.

The official address for the **White House** is 1600 Pennsylvania Avenue, Washington DC. It has been the residence of all American Presidents since 1800, and it took eight years to build. Washington DC is so called because it is located in the District of Columbia, which is an area created in 1790 that does not belong to any other state. Speakers use the abbreviation to differentiate between the capital and the state of Washington, which is in the northwest of the country.

Buckingham Palace in the Westminster area of London was not originally built for the King or Queen of England. In 1703, it was the home of the Duke of Buckingham, and known as Buckingham House. King George III bought it in 1761 for the private use of the Queen. The building has been modified and extended several times since then. The first royal ruler who moved into Buckingham Palace as her official residence was Queen Victoria in 1837.

You First

Sts could discuss the question in pairs or small groups, or you could lead a brief class discussion, eliciting contributions from volunteers and comments from the rest of the class. (You may like to do this activity with books closed.)

Ask about each famous home mentioned: *Who lives there? What else do they do there?*

OPTIONAL LEAD-IN Alternatively, ask Sts to cover the texts and focus on the photos only. (or show the photos with the books closed). Elicit what Sts already know about each place. Ask them to think of at least one thing they are sure they know, one thing they think they know but aren't certain about, and one thing they would like to find out. Sts compare these ideas in pairs. Elicit some ideas from a number of Sts.

1a

- Sts do the jigsaw reading task. Ask each of them to cover their partner's text and only read their own.

EXTRA SUPPORT Allow the use of dictionaries to look up any unfamiliar words. Alternatively, you could ask Sts to quickly look through their own texts and ask you about any unfamiliar words they spot. Elicit or provide a definition, example or translation.

b

- Give Sts time, in pairs, to ask and answer questions about the texts they have read.
- When all the questions have been covered by each pair, get some class feedback to confirm the correct answers.

A (White House)

- 1 It's in Washington DC.
- 2 It's more than 200 years old.
- 3 The President of the USA lives there.
- 4 It's very big. It has 132 rooms and 35 bathrooms.
- 5 It is a place for government work.
- 6 Inside there is a flower shop, a dentist's, a cinema, a theatre, a games room and a bowling lane.
- 7 The gardens are beautiful. There are vegetable gardens and a rose garden. There is also a tennis court, a swimming pool and a running track.

B (Buckingham Palace)

- 1 It's in London.
- 2 It's more than 300 years old.
- 3 The British Royal Family lives there.
- 4 It's very big. It has 775 rooms, with 240 bedrooms and 78 bathrooms.
- 5 Every year over 50,000 people visit the Queen for dinners and garden parties.
- 6 Inside the palace there's a cinema, a swimming pool, a doctor's surgery, a post office and a police station. On the walls there is an amazing collection of art. And, underneath the palace there are lots of secret tunnels!
- 7 The gardens are huge and beautiful. There are tennis courts, a boating lake, and also a helicopter pad.

c

- Elicit some suggestions from a few Sts about which fact they found most interesting.

Students' own answers.

d

- Sts decide about the two homes, then discuss their ideas in pairs. Ask for a show of hands to find out which home would be more popular among Sts in the class.

Students' own answers.

2

- Give Sts time to discuss the questions in pairs or small groups. Elicit ideas, and invite comments from other Sts.

EXTRA CHALLENGE Sts could do some research on the history and current-day status of one of the famous homes mentioned in the discussion and do a five-minute mini-presentation for the class.

Video *An Unusual Home*

As an extension to the Culture topic, watch a short film about unusual homes and do the accompanying photocopiable exercises. You can either do this in class or set it as optional homework. The film is available on the Teacher's Resource Disc or on the Online Practice.

Learn through English

Supplementary materials

Photocopiable worksheet: Song

Additional subject notes

Below are some more details about the art styles and artists on the page.

Vincent van Gogh (1853–1890) was a Dutch Post-Impressionist painter. He only sold one painting in his lifetime, but he painted over 2,000 pictures. His style had an enormous influence on artists everywhere. He died young, aged only 37.

Post-Impressionism is normally used to describe the work of artists such as Paul Cezanne, Paul Gauguin and Vincent van Gogh who worked during the late 19th century. These artists still painted real-life subjects like the earlier Impressionist artists, but they experimented with shapes and colours to represent their subjects in new, bolder ways.

Marie Spartali Stillman (1844–1927) was a British artist, often regarded as the most important female Pre-Raphaelite painter of her time. She was a model for many Pre-Raphaelite paintings before deciding to become an artist herself in 1864. She produced over 150 paintings in over 60 active years as an artist.

The **Pre-Raphaelite** movement started as a brotherhood of artists, poets and art critics. It was founded in England in 1848 by William Holman Hunt, John Everett Millais and Dante Gabriel Rossetti. They rejected the industrialization of the age and wanted to revive the natural themes found in Italian Renaissance art of the 15th century. Pre-Raphaelite art is known for its complex compositions, strong colours and patterns inspired by the natural world.

Rik Wouters (1882–1916) was a Belgian Fauvist painter and sculptor. He began working in a more realistic style with strong bold colours, but after 1911 he changed his style to use more muted colours and adopted the more abstract approach of Fauvism.

Fauvism (named after the French expression *les fauves*, 'the wild ones') is a style that emerged in France in the early years of the 20th century. Its most prominent artists were Henri Matisse and André Derain. Fauvist art uses simplified shapes and forms with bright, strong colours that suggest emotions rather than being true to nature.

OPTIONAL LEAD-IN Write the following on the board: 'landscape', 'still life', 'portrait', 'self-portrait', 'abstract'. Elicit explanations or translations for the different types of paintings. Bring in examples of the five types of paintings and ask Sts to match each painting with the correct term.

You First

Sts could discuss the questions in pairs or small groups, or you could lead a brief class discussion, eliciting contributions from volunteers and comments from the rest of the class.

1a

- Give Sts time to try and match the paintings. Ask them to compare ideas in pairs before checking as a class.

1 b 2 a 3 c

b

- Point out that the three painters lived at the turn of the 19th and 20th centuries, and that each of them used their own distinctive style.
- Read out six facts from the additional subject notes, and ask Sts to try to guess which artist they are about.

2a

- Sts quickly scan the texts for any unfamiliar words. Elicit or provide definitions or translations to help with comprehension.
- Give Sts time to complete the description of pictures A (Wouters's self-portrait with black eye patch) and B (Van Gogh's self-portrait with bandaged ear). Allow them to compare answers in pairs.

b 1.24

- Play the audio for Sts to listen and check their answers.

1 light blue 2 hair 3 eye 4 Japanese 5 winter 6 ear
7 window

3a

- Check or pre-teach *balcony* and *fan*.
- Give Sts time to write a short description of the painting (Stillman's portrait on a balcony). Monitor, and provide help with language as necessary.

EXTRA SUPPORT Sts could be allowed to collaborate in pairs to write the description.

EXTRA CHALLENGE Stronger Sts could prepare to describe the picture orally.

b 1.25 Audio script pT87

- Play the audio for Sts to listen and check if their own descriptions are similar.
- Elicit any obvious differences in the descriptions and discuss the reasons for them.

4

- Give Sts time to write a description using the questions for guidance, and the previous descriptions as model texts.
- Get them to check each other's work in pairs for errors.
- Ask one or two volunteers to read their descriptions. Ask the rest of the class to check if they missed out any key details, and suggest improvements for the descriptions.

Students' own answers.

5

- Give Sts time to discuss the questions in pairs or small groups, then get some feedback as a whole class. Find out which paintings are most and least popular.

Students' own answers.

EXTRA IDEA Sts bring in their own favourite portrait or self-portrait. Ask some Sts to present their pictures, describing some key details (focusing on the person in the portrait / self-portrait) and explaining why they like the picture.

1.26 Song Ugly

- Play the audio for Sts to listen to the song and complete the Song photocopiable worksheet.
- Check answers.



Is there any style of art or painting that you like?
Which famous artists do you know of?

Artists' self-portraits

A The artist is 33 years old in this self-portrait, but he/she doesn't look very well. He/She's wearing ¹___ pyjamas and sitting in front of a red curtain. He/She has got dark ²___ and a moustache and he/she's looking to the right. The artist has also got a black patch over his/her left ³___. It's a strange picture.

B This artist is 41 years old in this self-portrait. He/She is sitting in his/her room next to a ⁴___ picture. He/She has got very green eyes and is wearing ⁵___ clothes. He/She has got a bandage on his/her right ⁶___ and looks ill. Behind on the right is a ⁷___ and on the left is an empty painting. It's a sad picture.



1 a Look at these three famous artists and their self-portraits. Can you match the artists to their paintings and the titles and their styles?

- 1 Vincent van Gogh 1853–1890 (Dutch)
- 2 Marie Spartali Stillman 1844–1927 (British)
- 3 Rik Wouters 1882–1916 (Belgian)
- a Self-portrait on a balcony 1874 (Pre-Raphaelite)
- b Self-portrait with bandaged ear 1889 (Post-Impressionist)
- c Self-portrait with a black eye patch 1915 (Fauve)

b Do you know anything about any of these artists? Can you find out anything about them?

2 a Complete the descriptions with the words in the box.

ear eye hair light blue
Japanese window winter

b 1.24 Listen and check.

3 a Look at the third painting. Try and describe it. Use these words.

balcony dress fan red smiling

b 1.25 Listen and compare your ideas.

4 Write a short description of the painting below (or choose a picture that you like). Answer the questions.

- Who is in the picture?
- How old is the artist in this picture?
- Where are they?
- What are they wearing?
- What is the artist doing?
- What's the feeling in this picture?

Elisabeth Le Brun
1755–1842 (French)



Self-portrait with daughter Julie (age 6)
1786 (Neoclassical)

5 Over to you! What do you think? Discuss with your class.

- 1 Which painting do you find the most interesting? Why?
- 2 Which style of painting do you prefer?
- 3 Which painting do you like best and least? Why?

2

Survival!

2A What's the weather like?



What do you like doing when it's sunny and when it's snowing? Make a list and compare with your partner.



Vocabulary Weather

1 a Look at the picture. How many types of weather can you find and name?

b Match the words to the correct weather. How many did you know?

It's cloudy. It's cold. It's foggy. It's freezing.
It's hailing. It's hot. It's raining. It's snowing.
It's stormy. It's sunny. It's warm. It's wet.
It's windy. There's a rainbow.

c 1.27 Listen and check, then repeat.

d Work with a partner. Cover the words. Point to a number. Ask and answer the questions.

What's the weather like?

It's hot.

2 1.28 Listen to the conversations and write the correct weather.

3 a Make weather flashcards. Draw the 14 different types of weather on pieces of paper. Place the flashcards face down.

b Work with a partner. Take turns to turn over a flashcard and start a conversation.

It's snowing...

Let's go swimming!

Let's make a snowman!

No way! My turn!

Great idea! Your turn again!

► Workbook page 12, exercises 1-2

2 Survival!

Unit objectives

- describe the weather
- tell a story
- talk about holiday activities
- write a newspaper report
- respond to other people's personal news

Language

Grammar: past simple regular, irregular, questions and negatives; *there was / were*; prepositions of time; past simple *be*; question words; adverbs of time; *ago*

Vocabulary: weather phrases; extreme weather and natural disasters

Everyday English: expressing sympathy and regret

Project: A country fact file

Culture: Two British explorers

Learn through English: Antarctica (Geography)

2A What's the weather like?

Supplementary materials

Workbook: pages 12–13, exercises 1–7

Workbook: Grammar summary Unit 2

Photocopiable worksheets: Grammar and Vocabulary, Communication

You First

Give Sts a moment to write their own lists of activities, then compare their answers in pairs.

Get some feedback as a whole class to find out what the most popular activities are for sunny and snowy weather.

Vocabulary Weather

1a

- Do the task as a race. Set a time limit of one minute. The person with the most correctly named types of weather in the picture wins.

Students' own answers.

b

- Give Sts time to complete the matching task. Allow them to compare their answers in pairs.

c 1•27

- Play the audio for Sts to check their answers.
- Play the audio again for pronunciation practice, focusing on how the diphthongs are pronounced in *cloudy* /aʊ/, *snowing* /əʊ/ and *rainbow* /əʊ/.

- | | |
|----------------------|-------------------|
| 1 It's cloudy. | 8 It's rainy. |
| 2 It's stormy. | 9 It's windy. |
| 3 There's a rainbow. | 10 It's freezing. |
| 4 It's sunny. | 11 It's cold. |
| 5 It's hailing. | 12 It's wet. |
| 6 It's snowing. | 13 It's hot. |
| 7 It's foggy. | 14 It's warm. |

d

- Quickly drill the pronunciation of the question form.
- Get Sts to cover exercise 1b. Give Sts time, in pairs, to test each other.

EXTRA SUPPORT Do a practice round before pairwork. Pick the items yourself, and get volunteers to respond.

LANGUAGE NOTE In English, there is no single question word for asking what something is like. Check if this is similar or different in the Sts' first language. The word order may also be difficult for Sts – the object of the question must split the phrase, e.g. *What's the weather like?* NOT *What's like the weather?*

2 1•28 Audio script pT87

- Tell Sts they will hear four conversations. Play the audio, pausing after each dialogue for Sts to write their answers. In some cases, there may be more than one type of weather mentioned!
- Get Sts to compare their answers in pairs, then play the audio again for them to check.
- Check answers as a class.

- 1 It's sunny.
- 2 It's raining.
- 3 It's cloudy. It's warm.
- 4 It's raining. It's windy. It's stormy.

EXTRA SUPPORT Do the first dialogue together as a class. Weaker classes could do the whole task as pairwork.

LANGUAGE NOTE To avoid repetition, we can use the conjunction *and*: *It's cloudy and warm*. However, it is unusual to combine sentences that are different in structure: *It's raining*. (verb) *It's windy and stormy*. (adjectives)

EXTRA IDEA Assign a different dialogue to each pair of Sts. Play the audio again at normal speed. Sts take notes if they want. Give them time to try to reconstruct the text from memory as faithfully as possible. Sts then practise their reconstructed dialogues. Get volunteers to perform in front of the class. Ask the rest of the class to check how accurate they think the reproduction is. At the end, play the audio again to check and confirm.

3a

- Give Sts time to prepare their weather and activity flashcards. Monitor and provide support as necessary.
- Quickly drill the structure *Let's + activity*.

b

- Sts work in pairs, taking turns to reveal a card and start a conversation. Monitor the correct use of the weather phrases.

EXTRA CHALLENGE If two or more pairs finish their sets of cards earlier than others, ask Sts to swap partners and have conversations in their new pairs.

➡ **Workbook** page 12, exercises 1–2

Reading and Grammar Past simple regular

4 1-29

- Elicit / pre-teach *survived, jeep, turn over, tyre, rescuers*.
- Play the audio for Sts as they read, and elicit the answer as a whole class.

James made a fire from a car tyre, and warmed rocks in the fire to keep the family warm all night.

5a

- Ask Sts to find the answer in the text to the question *When did it happen? (Sunday 6th December 2013)*
- Sts complete the rule, and compare their ideas in pairs before checking as a class.

past

b

- Ask Sts to copy the table and add in all of the highlighted verbs from the text in column two.
- Ask Sts to write down the base form of each past verb in column one. Allow them to compare their lists in pairs before checking as a class.

survive, want, travel, stop, use, stay, worry

- Point out the example: *survived*. Ask *What is the difference between the base form and the past simple form? How are the other verbs different?* Elicit the spelling rules, and write them up on the board as a chart for Sts to copy.

verbs ending in -e: + -d
 verbs ending in short vowel + consonant: double the final consonant + -ed
 verbs ending in consonant + -y: replace -y with -ied
 verbs ending in vowel + -y: + -ed

EXTRA SUPPORT Sts can describe the rules in their own language before you write them on the board in English.

c

- Give Sts time to complete the task.
- Check answers as a whole class and elicit the base form and which spelling rule is used in each case.

changed, turned (over), warmed, started, listened, tried, arrived

There was / were

6a

- Sts complete the sentences and find the negative form. Check as a class.
- Elicit the rule about how we form the negative of *there was / were* (we add *not / n't* to the verb).

There was; There were
 there wasn't a phone signal

b

- Elicit the rule for making questions with *there was / were* (we swap *there* and the verb).
- Get Sts to respond in complete sentences to practise the *there was / were* structure.

- How many people **were (there)** in the jeep? There were six people in the jeep.
- How many people **were (there)** in the rescue team? There were 200 people in the rescue team.

Prepositions of time

7a

- Sts do the task and compare their ideas in pairs.
- Elicit the rules, and ask the rest of the class to check and amend them as necessary.

On, at, in
 Other examples: *In 2013, In December 2013, on Sunday 6th, in the morning, in the afternoon, On Monday morning at 8 a.m., in winter*
 Rules: *on* + days and dates, months with dates
at + exact time, times of meals, *at night*
in + months, years, seasons, periods of time, parts of the day (except *night*)

EXTRA SUPPORT Sts could draw a three-column table with *on, at and in*, then sort the extra examples into the correct columns to help them spot the patterns.

b

- Give Sts time to do the task individually, then compare answers in pairs before checking as a class.

in autumn, in February, on 16th February, in July, on 12th July, at lunchtime, at midday, on 20th, on Wednesday, in 2017

➡ **Workbook** pages 12–13, exercises 3–7

➡ **Photocopiable** Grammar and Vocabulary

Speaking and Listening

8a

- Give a minute for Sts to study their respective pages.
- In pairs, Sts take turns to describe their pictures.

b

- Give Sts time to do the ordering task in pairs. Check their answer before Sts move on to the writing stage.

Suggested answers

- 3** It was a sunny day. Jack, Jane and Boxer decided to hike in the mountains.
- 1** They walked through the forest. The weather was cloudy.
- 2** It started to rain. They waited next to a bush. They wanted the rain to stop.
- c** The storm was scary and dangerous. Boxer barked because he wanted to show them something.
- b** They followed Boxer to a cave. They stayed in the cave because it was safe.
- a** When the storm finished, they hurried home.

c 1-30 Audio script pT87

- Get a few volunteering pairs to read their versions of the story for the class.
- Play the audio for Sts to listen and compare their ideas.

Extra

Sts take turns in pairs to make up a sentence with one of the verbs from the box and to make guesses about their partner's sentences.

Elicit one or two interesting or surprising things Sts found out about their partners during the activity.

Reading and Grammar

Past simple regular

- 4 1.29 Read and listen. How did the family survive?

MISSING FAMILY FOUND ALIVE IN THE SNOW

In 2013 in Nevada, USA, two adults and four children **survived** for two nights in the freezing mountains.

In December 2013, the weather in Nevada was cold but sunny. So, on Sunday 6th, James and Christina Glanton **wanted** to take their two children and cousins to play in the snow. Early in the morning, they **travelled** by jeep into the mountains.

But in the afternoon the weather changed. There was a huge snowstorm and the road was dangerous. The Glanton's jeep suddenly **stopped** in the snow and then it turned over! The family couldn't move, there wasn't a phone signal, and it was freezing. The temperature was -16 degrees! But James had an idea. He **used** a tyre from the jeep to make a fire. Then they warmed rocks in the fire. At night they all **stayed** with the warm rocks in the turned-over jeep.

On Monday morning at 8 o'clock, 200 people started to look for the missing family. There were a lot of jeeps and two helicopters. The rescuers were very **worried**. People usually can't survive one night in the mountains in winter. The rescuers listened for tiny mobile phone signals. Then they tried to follow the signals.

On Tuesday at 4 o'clock in the afternoon, the rescuers finally arrived. They were very happy to find the family alive and well!



- 5 a Look at the highlighted verbs. Complete the rule with *past* or *present*.

We use the ___ simple to talk about events which happened at a time before now.

- b Look at the highlighted verbs again. What are the spelling rules?

Base verb	Past simple regular	Spelling rule
survive	survived	+ -d

- c Find more examples of past simple regular verbs in the text.

There was / were

- 6 a Complete the sentences from the text. Find a negative form.

_____ a huge snowstorm and the road was dangerous.
_____ a lot of jeeps and two helicopters.

- b Write the questions. Then answer them.

- How many people ___ in the jeep?
- How many people ___ in the rescue team?

Prepositions of time

- 7 a Complete these sentences from the text. Find more examples. What are the rules?

___ Tuesday ___ 4 p.m. ___ the afternoon, the rescuers finally arrived.

- b Do these dates and times take *at*, *in* or *on*?

autumn February 16th February July 12th July
lunchtime midday 20th Wednesday 2017

► **Workbook** pages 12–13, exercises 3–7

Speaking and Listening

- 8 a **Get ready to speak** Work with a partner.

Student A Go to page 86.

Student B Go to page 87.

Look at the pictures for one minute. Then, close your books and describe the pictures to your partner.

There was a...and there were two...

- b Work together to put the six pictures in order. Write sentences for each picture. Use the words and the correct form of the past simple. Add details if you can.

- c 1.30 Listen to the story and check your ideas.

EXTRA

Make a sentence about last weekend. Your partner decides if it is true (T) or false (F).

arrived liked listened played stopped
travelled tried waited wanted watched

2B The lost tribe



What do you think daily life is like in the jungle?
Who lives there?

Reading

- 1 Describe what you can see in the photos.
What do you think the text is about?
- 2 a Read the text. Complete the gaps (1–5) with the correct sentences (A–E).

b 1.31 Listen and check the order.
What do you think of the story?

- A In Brazil in 2014, two men came out of the Amazon jungle.
- B But life wasn't exactly the same.
- C Did life improve for the tribe outside the jungle?
- D But why did they leave the jungle?
- E After that, 23 more adults and 12 children left the jungle.

The lost tribe

1 _____ Who were they? They didn't have clothes and they didn't speak Portuguese. This was their first visit to our modern world. The photographs of them went viral on the internet.

2 _____ They were all from the Sapanahua tribe. A translator spoke to them, and a Brazilian doctor took care of them. They needed medicine because our illnesses are dangerous to them.

3 _____ Well, they were scared of wild animals and thunderstorms. But they were most scared of other people, because there were a lot of dangerous criminals in the Amazon jungle. So, the Brazilian government gave the tribe new homes beside the river. There they could live in the same way.

4 _____ For the first time, the tribe had clothes, shoes, and other modern things – and they loved them! At first, they didn't understand a camera. Then, minutes later, a ten-year-old boy learned to take photos.

5 _____ Yes and no. They weren't hungry or frightened any more. But they missed the freedom of life in the jungle.

And there are more of these tribes in the Amazon.
Are they in danger, too?



2B The lost tribe

Supplementary materials

Workbook: pages 14–15, exercises 1–7

Workbook: Grammar summary Unit 2

Photocopiable worksheets: Grammar and Vocabulary, Communication

You First

Give Sts half a minute or so to think about the questions before eliciting ideas from the class. Ask the other Sts if they have similar or different ideas. Alternatively, you could get Sts to discuss their ideas in pairs or small groups before you get whole-class feedback.

Reading

1

- Elicit descriptions of the pictures from the class. If Sts have any ideas they don't yet have the vocabulary for, allow them to make suggestions in their own language, then supply a translation and write up the new words on the board for Sts to copy and use.
- Elicit predictions.

2a

- Pre-teach *tribe* by providing an explanation or translation, or eliciting one from Sts.
- Get Sts to read the text quickly to check their predictions.
- Give Sts time to read the text again more carefully to do the task. Allow them to compare answers in pairs.

EXTRA SUPPORT You could also elicit or pre-teach *went viral, translator, take care, medicine, illness, scared of, take photos* before Sts read the text.

b  1-31

- Play the audio for Sts to check their answers.
- Elicit Sts' responses to the story. Ask the rest of the class if they agree or disagree, giving reasons.

1 A 2 E 3 D 4 B 5 C

CULTURE NOTE The **Sapanahua** tribe is believed to be part of the Yaminahua ethnic group living in the Amazon rainforest along the border of Brazil with Peru and Bolivia. In total, there are only 2,600 Yaminahuan people. Today, less than 1,600 of them can still speak their tribal language. As they have little contact with the outside world, we know very little about their lifestyle or traditions.

Survival International, and other organizations that try to protect hidden tribes like the Sapanahua, estimate that today there are over 100 tribes who have no contact with the outside world. The encounter with the Sapanahua was special because no one has died as a result of the contact, through illness or violence on either side, but it does not always end so well. Governments, scientists, corporations and campaigners are still debating how best to protect these hidden communities.

Grammar Past simple be

4a

- Get Sts to complete the sentence from memory, then check in the text and find further examples.
- Check answers with the class.

were
Who were they? This was their first visit... They were scared of wild animals. But they were most scared of other people. There were a lot of dangerous criminals... But life wasn't exactly the same. They weren't hungry or frightened any more.

b

- Give Sts time to complete the rules. Ask them to compare their ideas in pairs before checking as a class.

was, were; weren't; Was

Past simple irregular

c

- Give Sts time to find the verbs, then compare answers in pairs before checking as a class.

could, came, gave, went, had, left, spoke, took

Past simple questions and negatives: regular and irregular verbs

5a

- Give Sts time to find the examples, then complete the rule. Check the answer as a class.
- Elicit the affirmative verb forms (*had, spoke, understood*) and make sure Sts notice that even if the verb is irregular, the negative follows the same pattern: *didn't* + base verb.

didn't have, didn't speak, didn't understand; *didn't*

b

- Get Sts to complete the questions from memory, then check by looking back at the text.

did, leave; Did, improve

c

- Elicit the rule.

Did (+ subject)

► **Workbook** page 14, exercises 1–3

6

- Set a time limit, and do the task as a competition. The person with the most correct past forms wins.
- Alternatively, give Sts time to look up the correct forms in a dictionary, before checking as a class.
- Drill the pronunciation, focusing on the long vowel sound in *bought, thought, saw* /ɔː/, and *heard* /ɜː/. Check *said* /sed/ is pronounced with a short vowel.

bought, ate, found, heard, ran, said, saw, thought

7

- Give Sts time to write their questions. Then get them to do their pairwork.
- Check answers as a class.

- 1 Did 37 people come out of the jungle? Yes, they did.
- 2 Did they have clothes? No, they didn't.
- 3 Did they speak Portuguese? No, they didn't.
- 4 Why did a doctor see them? Because they needed medicine.
- 5 Were they frightened in the jungle? Yes, they were.
- 6 Was life the same outside the jungle? No, it wasn't.
- 7 What did the government give them? The government gave them a new home beside the river.
- 8 Did they like the clothes and cooking things? Yes, they did.

EXTRA SUPPORT Check that all the questions are correctly formed before Sts move on to the pairwork stage.

► **Workbook** pages 14–15, exercises 4–5

► **Photocopiable** Grammar and Vocabulary

Listening and Speaking

8a **1•32** Audio script pT88

- Give Sts time to study the photos and speculate together what places and activities they show.
- Play the audio for Sts to do the matching task.
- Play the audio again to check answers.

Bob: 2, c **Cleo:** 3, d **Anton:** 4, b **Maria:** 1, a

b

- Give Sts time to discuss their impressions in pairs.
- Ask for a show of hands to find out which destination is most popular. Elicit some reasons for Sts' choices and ask others to express agreement or disagreement.

Students' own answers.

► **Workbook** page 15, exercises 6–7

9a

- Give Sts time to prepare their notes.

b

- Give Sts time to write the questions.
- Check answers quickly as a class and check that Sts have correctly placed the preposition in question 4.
- Get Sts to add their own questions, then elicit a few examples to check verb forms and word order.

- 1 Where were you on holiday?
- 2 What was the weather like?
- 3 What did you do?
- 4 Who did you do it with?
- 5 Did you see anything interesting?

c

- Give Sts time to do the conversation task. Monitor, and make a note of interesting ideas to elicit during class feedback.

d

- Elicit some ideas from Sts as a whole class, then ask the Sts to respond.

Extra

Sts could write their questions as homework. The pairwork could be done in the next class.

Grammar Past simple be

- 4 a Complete the sentence from the text. Then find all the *was* / *were* examples in the story.

They ___ all from the Sapanahua tribe.

- b How do we form negatives and questions? Complete the rules.

To make the past form of *be*, we use ___ or ___.

For negatives, we use *wasn't* or ___.

To make questions, we use ___ or *Were...?*

Past simple irregular

- c Find the past simple irregular forms of these verbs in the story.

can come give go have
leave speak take

Past simple questions and negatives: regular and irregular verbs

- 5 a Find three negative forms in the past simple. Complete the rule.

To make negatives, we use ___ + base verb.

- b Complete the questions from the story.

But why ___ they ___ the jungle?

___ life ___ for the tribe outside the jungle?

- c Complete the rules.

To make past simple questions, we use ___ + base verb.

► **Workbook** page 14, exercises 1–3

- 6 Give the irregular past simple form of these verbs.

buy eat find hear run say see think

- 7 Write the questions about the story. Work with a partner. Ask and answer the questions.

- ...37 people/come/out of the jungle?
- ...they/have/clothes?
- ...they/speak/Portuguese?
- Why/a doctor/see them?
- ...they/frightened in the jungle?
- ...life/the same outside the jungle?
- What/the government/give them?
- ...they/like/clothes and cooking things?

► **Workbook** pages 14–15, exercises 4–5

Listening and Speaking

- 8 a **1.32** Listen to people talking about their amazing holidays. Match the names with the places (1–4) and activities (a–d).



Bob



1



a



Cleo



2



b



Anton



3



c



Maria



4



d

- b Work with a partner. Discuss which trip you think is interesting.

► **Workbook** page 15, exercises 6–7

- 9 a **Get ready to speak** Choose one of these places and activities. Imagine you went there. You are now back from your trip. What was it like? Make notes.

I went...

windsurfing at the beach. horse riding in the country.
swimming in the lake. shopping in the city.
climbing in the mountains. trekking in the jungle.

- b Write the questions. Write two more questions.

- were Where on holiday you ?
- weather the like was What ?
- you What do did ?
- did with you do Who it ?
- Did interesting anything you see ?

- c Invent more details about your trip in 9a. Work with a partner. Ask and answer the questions above.

- d Tell the class an interesting thing that your partner did.

Jonah saw a tiger in the jungle!



Write questions to ask your partner about their best holiday. Ask and answer.

Where did you go on your best holiday?

I went to...



Do you like storms? Are they exciting? Why?/Why not?

Vocabulary

Extreme weather and natural disasters

1 a Look at the words. Which do you know? Match them to the definitions.

an avalanche an earthquake
a flood a hurricane lightning
a snowstorm a tornado
a tsunami a volcanic eruption

- a a huge wave of water
- b a volcano exploding
- c wind that travels in a circle
- d electricity in the sky
- e too much water
- f a lot of snow and wind
- g rocks or snow falling down a mountain
- h very strong winds
- i the earth moving and breaking

b Look at the photos. Match the words to the photos.

c 1.33 Listen, check and repeat.

d Work with a partner. Take turns pointing to a photo or saying a definition. Your partner says the word.

2 a 1.34 Listen to three conversations. Complete the first column of the chart.

b 1.34 Listen again. Write the information for the second and third column.

	Disaster	Where	When
Conversation 1			
Conversation 2			
Conversation 3			



3 Look at the map. Where in the world do these natural disasters happen? Can you remember any news stories about extreme weather or natural disasters? Discuss with the class.

> **Workbook** page 16, exercise 1



2C Young survivors

Supplementary materials

Workbook: pages 16–17, exercises 1–7

Workbook: Grammar summary Unit 2

Photocopiable worksheets: Grammar and Vocabulary, Communication

You First

Sts could discuss the question in pairs or small groups, or you could lead a brief class discussion, eliciting contributions from volunteers and comments from the rest of the class.

Vocabulary Extreme weather and natural disasters

1a

- Give Sts a moment to consider the words in the box. Then get them to do the matching task with the words they are certain of, without looking at the photos. Ask them to compare answers in pairs before checking as a class.

a a tsunami **b** a volcanic eruption **c** a tornado
d lightning **e** a flood **f** a snowstorm **g** an avalanche
h a hurricane **i** an earthquake

b

- Give Sts time to match the images with the words and definitions in exercise 1a.

c 1-33

- Play the audio for Sts to check their answers.
- Drill the pronunciation of the words. Pay special attention to the vowel sound in *flood* /flʌd/ and the pronunciation of the loan words *tsunami* /tsu:'na:mi/ and *avalanche* /'avələ:nʃ/.

1 d 2 h 3 e 4 f 5 c 6 a 7 i 8 g 9 b

d

- Give Sts time to test each other using definitions or photos, then swap roles. Each student should do four of the words.

2a 1-34 Audio script pT88

- Give Sts time to draw the chart, leaving lots of space for answers in each column. You could draw a similar table on the board to help with answer check.
- Play the audio for Sts to complete the first column. Check answers.

Conversation 1: hurricane

Conversation 2: tsunami

Conversation 3: avalanche

b 1-34 Audio script pT88

- Play the audio again, pausing after each dialogue to give Sts time to complete both remaining columns.
- Get Sts to compare answers in pairs before checking as a class.

Conversation 1: (coast of) America yesterday
Conversation 2: Asia this morning
Conversation 3: (mountains of) Scotland last night

EXTRA IDEA Elicit any further details from the news stories that Sts can recall. Get the rest of the class to comment on, add to, amend or confirm the suggestions elicited. Continue until the class is satisfied they have all the details down. Play the audio again to check and confirm.

3

- Give Sts time to discuss some ideas in pairs or small groups.
- Lead a class discussion about extreme weather and natural disasters.

EXTRA IDEA Get Sts to do some internet research to find out about an extreme weather event in their own country or in the neighbouring region. What happened? When did it happen? What did people in the area do? How did others try to help? Sts could either write up a paragraph about their findings or prepare a short presentation. Ask some volunteers to share their research with the class, and invite comments.

➡ **Workbook** page 16, exercise 1

Grammar

4 1-35

- Elicit Sts' suggestions for the subject of the interview.
- Get Sts to read the text as they listen to the audio to check their ideas. Who guessed correctly?

The article is about a boy who survived a tornado.

Question words

5a

- Ask Sts to complete the examples from memory, then look back at the interview to check.

When, where; happened

b

- Give Sts time to find the words and compare their answers with a partner before checking as a class.
- In the same pairs, give Sts time to role-play the interview, taking turns to play Scott.

Who, What, How (often / long), Why

Additional grammar notes

We can form compound question words using *How* + adverb / adjective: *how old* (age), *how long* (duration), *how much / how many* (quantity), *how often* (frequency), etc. We use these words the same way as we would use single question words, so they are followed by auxiliary + subject + verb, e.g. *How long did you stay? We stayed for a week.*

EXTRA IDEA Sts use the question words in the dialogue to write as many further questions about the information Scott gives as they can, e.g. *Where were you alone?*

Adverbs of time

6

- Check comprehension of the adverbs by eliciting a translation or an explanation with reference to the current calendar where this is possible.
- Give Sts time to complete the lists of examples. Check answers as a class.

two years ago; a lot; for half an hour

➡ **Workbook** pages 16–17, exercises 2–4

7a

- Give Sts time to write the questions from the prompts. Check as a class.
- Get Sts to add their own questions.

- 1 How often did you speak English in class last week?
- 2 When did you do (your) homework last week?
- 3 How long did you study in the evenings last week?

b

- Give Sts time to do the task in pairs. Monitor their use of the past simple, question forms and adverbs of time.
- For feedback, elicit any interesting or surprising facts Sts have heard from their partners.

➡ **Workbook** page 17, exercise 5

➡ **Photocopiable** Grammar and Vocabulary

Listening and writing

8a

- Remind Sts about the first half of the interview in exercise 4. Tell them to use the prompts to prepare more questions.
- Get Sts to compare their questions in pairs.

- 1 What did you do after the tornado stopped?
- 2 Why did you do that?
- 3 When did your family come back?
- 4 How did they feel?
- 5 Where did you all live after that?
- 6 How long did you stay there?

EXTRA IDEA Sts could work in pairs to try to predict Scott's answers by writing what they think he would say. Then, after they listen, they can check how accurate their predictions were.

b 1-36 Audio script pT88

- Play the audio once for Sts to check that their questions were correct. Then play it again for Sts to note down the answers. Check answers as a class.

- 1 He didn't move. He just waited.
- 2 He was in shock. He wanted to feel safe where he was.
- 3 They came back an hour later.
- 4 They felt amazed and happy to see Scott.
- 5 They went to stay with Scott's aunt and uncle.
- 6 They stayed there for about four months.

c

- Sts role-play the first half of the interview in pairs.
- Get a few pairs to perform in front of the class. Ask the other Sts to check that all the factual details are correct.

EXTRA CHALLENGE Sts can also role-play the second half of the interview, so they should try to reconstruct as much of the dialogue as they can from their notes.

➡ **Workbook** page 17, exercise 6–7

9a

- You could set this as a homework task.
- In the next lesson, Sts could compare their answers in pairs before checking as a class.

Possible answers

- 1 years
- 2 Oklahoma
- 3 at home alone
- 4 windy
- 5 a huge tornado came
- 6 to the bathroom
- 7 could hold on to the toilet
- 8 survived
- 9 was connected underground
- 10 didn't move
- 11 for half an hour
- 12 hurt
- 13 lucky


b

- You could also set this as homework task, and remind Sts to use their answers from exercises 8a and 8b to help them.
- Check answers as a class.

Extra

Get Sts to discuss their ideas in pairs and make notes. Alternatively, Sts could research some advice online as homework and discuss what they found with their partner. In their pairs, Sts decide on the best advice, then ask them to compare their ideas with another pair. Elicit some of the most popular suggestions, and invite comments from the class.

Grammar

- 4  1.35 Look at the photo. What do you think the article is about? Read and listen to the interview and check your ideas.



TEEN SURVIVES DISASTER

Interview with Scott Gilbert


Interviewer: When and where did the disaster happen?

Scott: It happened two years ago in Oklahoma, USA.

- | | |
|---|---|
| I: Who were you with? | S: So I could hold on to the toilet! |
| S: I was at home...alone. | I: And how did you survive the tornado? |
| I: What happened? | S: Well, the toilet is connected underground, so it didn't move. |
| S: It was extremely windy, and then a huge tornado came. | I: How long were you in the bathroom? |
| I: How often do you have tornados in Oklahoma? | S: I was there for half an hour, I think. |
| S: We have them a lot. | I: Oh no! Were you hurt? |
| I: What did you do? | S: No, I was very lucky! |
| S: Well, I ran to the bathroom. | |
| I: Why did you do that? | |

Adverbs of time

- 6 Complete the rules with adverbs from the interview.

 Adverbs of time tell you when, how long, or how often actions happen.

When? Today, yesterday, later, last year, a long time ago, ___

How often? Every day, once or twice, sometimes, never, ___

How long? Not long, all day, for a while, for a week, ___

► **Workbook** pages 16–17, exercises 2–4

- 7 **a** Write questions about last week. Add two more.

- 1 How often / you / speak English in class / last week?
- 2 When / you / do / homework / last week?
- 3 How long / you / study / in the evening / last week?


b Ask and answer the questions with a partner.

► **Workbook** page 17, exercise 5

Listening and Writing

- 8 **a** Write more questions for Scott.

- 1 What / you / do / after the tornado stopped?
- 2 Why / you / do that?
- 3 When / your family / come / back?
- 4 How / they / feel?
- 5 Where / you all / live / after that?
- 6 How long / you / stay there?

b  1.36 Listen to the interview and check your questions. Make notes on the answers.

c Role-play the dialogue with a partner.

► **Workbook** page 17, exercises 6–7

- 9 **a** **Get ready to write** Complete the first paragraph of the newspaper report with information from Scott's interview in exercise 4.

Two ¹ ___ ago, in ² ___, USA, teenager Scott Gilbert was ³ ___. It was ⁴ ___ and then ⁵ ___. He ran ⁶ ___, so he ⁷ ___. He ⁸ ___ because the toilet ⁹ ___, so it ¹⁰ ___! He was there ¹¹ ___, but he wasn't ¹² ___. He was very ¹³ ___!


b Now write a second paragraph about what happened after that. Use information from exercise 8.



Choose an extreme weather event or natural disaster. Work with a partner. Discuss how to survive in that situation.

Question words

- 5 **a** Complete the question and answer from the interview. What are the question words?

 **I:** ___ and ___ did the disaster happen?
S: It ___ two years ago in Oklahoma, USA.

b Find all of the question words in the interview. Take turns practising the interview with a partner.

 **When** **Where** _____

2D It all went wrong!



Do you go camping? Do you enjoy it? Why?/Why not?



1 a 1.37 Look at the photos. What do you think happened? Read and listen.

Elsa Why did you decide to camp out in that weather?
 Lily Yes, I didn't sleep with the wind and the rain, and I was *inside*.
 Jed Well, we're tough.
 Alfie And very brave.
 Elsa Sure you are... Tell us the story.
 Jed Well, Grandma sent me a tent. She said it was for *all* weather.
 Alfie And we wanted to try it.
 Jed So we put it up... but *someone* didn't hold it down!
 Alfie Well, sorry about that, but *you* didn't ask me to!
 Lily Guys, guys, it doesn't really matter! The story!



Jed Yes, well, the wind blew the tent over the wall...
 Lily Oh no! Into our garden?
 Elsa Oh no! Into Mr Grant's garden?
 Lily Oh, bad luck!
 Jed Exactly, Mr Grant's dog, Albert, was out too.
 Lily Oh, that's a shame. Albert isn't very friendly.
 Alfie No, he isn't. He bit it...
 Jed ...and he didn't let go. We pulled and pulled...
 Alfie ...in the mud and rain for ages... Hey, it's not funny!
 Lily No, of course it isn't... poor you!
 Elsa Never mind!

Elsa So, what did you do after that?
 Jed We put the tent back up, got the sleeping bags and went to sleep.
 Lily In the tent? In that weather?
 Elsa All night? Really?
 Jed Oh, yes. We're very brave, Elsa.
 Elsa Hmm...
 Lily That *is* brave.
 Alfie Thank you, Lily.



b Are the sentences true (T) or false (F)?

- The boys decided to try Jed's tent.
- The weather wasn't very good for camping.
- The neighbour's dog is called Grant.
- The camping was successful in the end.

2 a Spoken English What do these expressions mean? How do you say them in your own language?

Sure you are...

Guys, guys!

Exactly!

It's not funny!

b Work in a group. Practise the dialogues.

Workbook page 18, exercise 1

2D It all went wrong!

Supplementary materials

Workbook: pages 18–19, exercises 1–6

Photocopiable worksheets: Everyday English, Pronunciation

Online Practice

Note

The story can be used in class as a reading and listening task, a video task or both.

You First

Sts could discuss their experiences of camping in pairs or small groups, or you could lead a brief class discussion, eliciting contributions from volunteers and comments from the rest of the class. You may like to build up a list of pros and cons of camping on the board.

1a 1:37

- Elicit any details Sts can recall from the story about Jed and his friends on previous pages. Ask the rest of the class to amend or add to the suggestions they hear.
- After looking at the photos, elicit suggestions for what happens in this episode. Accept any ideas, no matter how far-fetched.
- Play the audio for Sts to listen and follow the story and check their predictions. Alternatively, show the class the video of the story from the DVD-ROM. Did anyone guess correctly?

b

- Give Sts time to complete the task, then compare ideas in pairs before checking as a class.

1 T

2 T

3 F (Mr Grant's dog is called Albert. / The neighbour is called Mr Grant.)

4 T

2a

- Sts find the expressions in the dialogue. Who says them? Check answers.
- In pairs, Sts discuss ideas about the meanings. Elicit translations.

LANGUAGE NOTE *Guy* in the singular form is always used to refer to males, but the plural form *guys* is often used in informal language to refer a group of people without specifying male or female gender.

Sure you are... = I don't believe you are (sarcastic)

Guys, guys! = You say this to grab your friends' attention (friendly / informal)

Exactly! = I completely agree (informal)

It's not funny! = You say this when you aren't happy that people laughing at something you have said (informal)

b

- Sts practise the dialogue in closed groups of four. Encourage sts to copy the intonation as much as possible.
- Get one or two volunteering groups to perform the dialogue in front of the class.

➡ **Workbook** page 18, exercise 1

3a

- Elicit Sts' responses and suggestions. Invite the rest of the class to comment on the suggestions.
- b** 1-38 Audio script pT88
 - Play the audio for Sts to listen and check their ideas. Alternatively, show the class the video of the story from the DVD-ROM. Did anyone guess correctly?

Lily thinks the boys were brave, but Elsa isn't sure.

4

- Sts discuss their answers in pairs. Check as a class.

- The boys brought it back inside. It was very wet.
- The boys weren't brave. They came back in the house at eight o'clock and slept there.
- Students' own ideas.

EXTRA IDEA Elicit Sts' opinions about how the characters behaved in this episode. Ask what they would do in Jed and Karim's situation. (At this level, it's OK for Sts not to use the conditional structure.)

Everyday English Expressing sympathy and regret

5a

- Ask Sts to find what each expression is used in response to. Elicit the exchanges from the class.

b 1-39

- Play the audio for Sts to listen and practise the pronunciation. Encourage them to copy the rhythm and intonation as well as the sounds.

Workbook page 18, exercises 2–3

Photocopiable Everyday English

EXTRA IDEA Sts write their own mini-dialogues featuring the useful phrases – individually or in pairs – then practise saying the dialogues in pairs.

Pronunciation The sounds /e/ /i:/

6a 1-40

- Sts work in pairs to look through the list and decide where /e/ or /i:/ vowels might be pronounced.
- Play the audio with pauses for Sts to listen to each word, practise its pronunciation and check their predictions.
- Give Sts time to complete the table.

b 1-41

- Play the audio for Sts to check their answers.

/e/: (tent), friendly, never, tell, weather, well
/i:/: me, real, see, teeth, week, we'll

Additional pronunciation notes

The normal spelling for both sounds /e/ and /i:/ is e. However, not all e letters are pronounced /e/ or /i:/. Unstressed syllables have the schwa /ə/ sound, and are often written as e, e.g. *never, weather*. Note that the final y in *friendly* is actually a shorter /i/ sound. There are also silent vowel letters in *friendly* and *weather* which don't affect pronunciation.

c

- Sts work in pairs to read the words aloud and decide which sound is used.
- Elicit answers as a class. Ask Sts if they agree or disagree.

/e/: bookshelf, desk, pen, present
/i:/: beak, cheap, niece, please, police, secret, sweets

Workbook page 19, exercise 4

Photocopiable Pronunciation

Listening and Speaking

7a 1-42 Audio script pT88

- Tell Sts they will hear three dialogues. Play the audio for Sts to identify which sentence is used in each one.
- Check answers as a class.

Dialogue 1: c **Dialogue 2:** d **Dialogue 3:** e

b 1-42 Audio script pT88

- Play the audio again for Sts to listen for more detail in each dialogue.
- Sts work in pairs to recall any further details about the situations that they can remember. As a whole class, elicit what expressions are used to express sympathy in each dialogue.

Workbook page 19, exercises 5–6

8a

- Give Sts time to think about what situation they would like to talk about. Suggest that they look at the flowchart in exercise 8b to see what they might be expected to say as Student A.

b

- Demonstrate the task with a stronger student, or ask a stronger pair to do this.
- Sts work in pairs to practise role-playing both of their pieces of bad news using the chart. Monitor, and help with any expressions. Encourage them to use a variety of phrases for expressing sympathy and regret.

c

- Get a few volunteering pairs to perform in front of the class. Ask the rest of the class to make a note of Student A's bad news and what Student B suggested.

EXTRA SUPPORT Weaker Sts could write down their dialogues and use this to help them as they perform.

EXTRA CHALLENGE Stronger Sts should speak without referring to their notes.

Extra

Sts could write the rest of the dialogue as a homework task. Get Sts to share their dialogues with each other in groups in the next lesson, and vote on which dialogue they liked the best.

Get the Sts with the most popular dialogues to share them with the class.

3 a What do you think of the boys' story? What do the girls think of it? How do you think the story ends?

b 1.38 Now listen and check your ideas.

4 **Over to you!** Work with a partner. Answer the questions.

- 1 What happened to the tent in the end?
- 2 How did the boys behave? Were they brave?
- 3 What was the girls' opinion of the boys in the end?

Everyday English

Expressing sympathy and regret

5 a Look at the useful phrases. Find examples in the story.

- 1 Bad luck!
- 2 Oh no!
- 3 That's a real shame!
- 4 Never mind.
- 5 Sorry about that.
- 6 Poor you.
- 7 It really doesn't matter.
- 8 Sorry to hear that.

b 1.39 Listen and repeat.

Workbook page 18, exercises 2-3

Pronunciation The sounds

/e/

/i:/

6 a 1.40 Listen and repeat the words. Put them in the correct columns.

friendly me never real
see teeth tell tent weather
week we'll well

/e/	/i:/
tent	—

b 1.41 Listen and check your answers.

c Say these words. Is it /e/ or /i:/?

beak bookshelf cheap
desk niece pen please present
police secret sweets

Workbook page 19, exercise 4

Listening and Speaking

7 a 1.42 Listen. Which pieces of bad news do you hear?

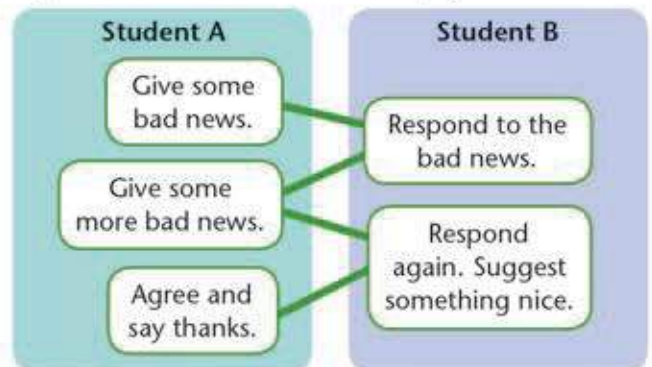
- a I dropped my phone this morning!
- b It rained all the time on holiday.
- c I didn't pass my last exam!
- d I broke my arm playing tennis on Wednesday.
- e We lost the match this afternoon.
- f I left my homework on the bus yesterday.

b 1.42 Listen again. What extra information can you remember? Check with a partner.

Workbook page 19, exercises 5-6

8 a **Get ready to speak** Choose another piece of bad news in exercise 7 or use your own ideas.

b **Role-play.** Work with a partner. Try different expressions. Use this chart to help you:



What's wrong?

I dropped my phone this morning!

c **Role-play** one of your dialogues for the class.



EXTRA

What does Jed say to his grandma on the phone about the tent? Finish the conversation.

Jed Grandma, thank you very much for the tent. But I'm sorry. Something terrible happened to it yesterday...

Grandma Oh no. What happened?

Jed Well, ...

2 Revision

Vocabulary Weather

1 Look at the pictures and write the weather.



1 ____



2 ____



3 ____



4 ____



5 ____



6 ____

Extreme weather and natural disasters

2 Complete the sentences with the words in the box.

avalanche flood hurricane
lightning volcanic eruption

- The ____ blew the tree down because the wind was so strong.
- The storm was amazing – the ____ lit up the sky.
- Mount Etna had another small ____ – there was noise and smoke, but no damage.
- It rained so much that there was a ____ in the town.
- There was an ____ in the mountains next to the ski resort and no one could ski.

Grammar Past simple

3 Complete the dialogue with the past simple form of the verbs in brackets.

- A Hi Josh! ¹ ____ you ² ____ your holiday? (enjoy)
 B Yes, thanks, I ³ ____ . It was great. (do)
 A ⁴ ____ you ⁵ ____ good weather? (have)
 B Yes, but one day we ⁶ ____ a storm. (have)
 A ⁷ ____ you ⁸ ____ any photos? (take)
 B Lots. I ⁹ ____ you some while I was away. (send)
 A Oh no! I ¹⁰ ____ them. I ¹¹ ____ my phone last week! (not see, lose)

Prepositions of time

4 Choose the correct prepositions to complete the sentences.

- His birthday was last week ____ the 22nd.
- I told you to be here ____ seven o'clock!
- Did we go on holiday ____ June or July?
- The garden looks best ____ spring.
- I sent the email ____ Tuesday, 11th February.
- He's always busy ____ weekends.

Question words

5 Complete the questions, then choose a suitable adverb / adjective to answer them.

how long often when where

- A How ____ did you play football last week?
B I played *every day* / *many years ago*.
- A ____ did you finish your homework?
B I finished it *later* / *last night*.
- A ____ were you yesterday? I didn't see you at school.
B I was *at home* / *last year*.
- A How ____ was the film?
B It was so long! It was *every day* / *three hours long*.
- A ____ was your holiday?
B It was *brilliant* / *two weeks long*.

Everyday English

Expressing sympathy and regret

6 Complete the dialogue with the words in the box.

finish for you have to
never mind to hear that wrong

- A What's ¹ ____ ?
 B I didn't ² ____ my homework and I have to stay in school this afternoon!
 A Oh, no. Very sorry ³ ____ .
 B I ⁴ ____ do it all again.
 A ⁵ ____ . I can wait ⁶ ____ .
 B Thanks!

Learning to learn

Using a dictionary 2

It's a good idea to use a dictionary to help you with new words.

Look at this dictionary extract. Find these things:

the word the meaning
another meaning
the type of word that it is an example
the spellings in different forms

crawl ¹
verb (crawls, crawling, crawled) ³
² 1 to move along on your hands and knees
 2 to move slowly ⁵
⁴ *a slug was crawling across the path* ⁶

▶ Workbook pages 20–21, exercises 1–7

Revision

Supplementary materials

Workbook: pages 20–21, exercises 1–7

Online Practice

Unit test 2

Vocabulary Weather

1

- 1 (It's) stormy
- 2 (It's) windy
- 3 (It's) snowy
- 4 (It's) warm
- 5 (It's) freezing
- 6 (There's a) rainbow

Extreme weather and natural disasters

2

- 1 hurricane
- 2 lightning
- 3 volcanic eruption
- 4 flood
- 5 avalanche

Grammar Past simple

3

- 1 Did
- 2 enjoy
- 3 did
- 4 Did
- 5 have
- 6 had
- 7 Did
- 8 take
- 9 sent
- 10 didn't see
- 11 lost

Prepositions of time

4

- 1 on 2 at 3 in 4 in 5 on 6 at

Question words

5

- 1 A often
B every day
- 2 A When
B last night
- 3 A Where
B at home
- 4 A long
B three hours long
- 5 A How
B brilliant

Everyday English Expressing sympathy and regret

6

- 1 wrong
- 2 finish
- 3 to hear that
- 4 have to
- 5 Never mind
- 6 for you

Learning to learn Using a dictionary 2

7

- 1 the word
- 2 the type of word that it is
- 3 the spellings in different forms
- 4 the meaning
- 5 another meaning
- 6 an example

► **Workbook** pages 20–21, exercises 1–8

► Unit test 1

► When Sts have finished the **Revision** page, tell them to go to the **Workbook Progress Check** p.21 and complete the **Your progress** table.

My project

Project checklist

Before the lesson

- Arrange for Sts to be able to use computers with access to the internet and Microsoft Office PowerPoint (or a similar programme) to make a presentation with slides.
- If you cannot arrange for computer access, Sts can do internet research about their chosen country as homework before the lesson. Alternatively, they can bring books, magazines or other resources to the lesson.

Materials for the lesson

- Computers with internet access and a programme to make a slide presentation.
- Without computer access, Sts can create their presentations on paper. You will need A3 paper (one sheet per 'slide' for each presentation), coloured pens and pencils.

You First

Give Sts time to think about countries they want to visit. Allow Sts to compare ideas in pairs before eliciting suggestions as a whole class. You could keep a tally on the board to see which is the most popular choice.

1a

- Pre-teach *mind map* and, if necessary, draw an example on the board for Sts to use as a reference.
- Get Sts to choose a country to write about, then start a mind map with notes about the country.

EXTRA SUPPORT If Sts need help focusing their research, you could get them to add the headings from exercise 2 to their mind maps while still in class so they can concentrate on these topics.

b

- Set aside time for Sts to find facts and photos of their chosen country. Alternatively, Sts could complete the research part of the project as a homework task.

c

- Sts find the information and add it to their mind maps.

2a

- Read the list of topics with the class and elicit examples to check understanding.
- Give Sts time to look at all of the information they have collected on their mind maps. Are there any topic areas from the list which they have lots of facts for?
- Sts choose their topics from the list and plan which facts and information they can use in each paragraph.

b

- Give Sts time to read Anton's fact file and list the information he included in the correct order. Allow Sts to compare answers in pairs before checking as a class.
- Give Sts time to discuss in pairs or small groups what they think makes a good fact file. Encourage them to share ideas about content, organization and presentation, and make it clear there are no right and wrong answers.

3

- Read the **Look!** box with the class.
- In pairs, Sts find examples of the time expressions and linkers in the model fact file, before checking answers as a whole class.

Between two points in time: ... from June to August,
Duration: ...lasts for three months... / For a long time... / ...during the 15th century.
Relationship in time: Then Europeans from... / Eventually, in 1822...
Linkers: ...and long Amazon... / It also has... / That's why it is... / rainforest is disappearing because...

4a

- In pairs or small groups, Sts brainstorm different ways to present their projects. Stress that there isn't just one way of putting together an impressive fact file.
- Sts prepare a draft plan for their presentations. Remind them to decide how to organize the information and arrange the various details. It is best to make a draft in pencil, so any details can be modified. Monitor, but keep advice to a minimum.

b

- Give Sts time to turn their information into full sentences in the three topic paragraphs they chose in exercise 2a.

c

- Encourage Sts to use at least one or two of the time expressions in their text.

5a

- When Sts are happy with their drafts, they put together the elements, and add any decorative details they want.
- Remind them to make sure that any text they add to the project is reasonably free of errors, clearly and legibly written and attractively presented.
- Give Sts some time to practise presenting their projects.

b

- Sts present their projects, following the steps suggested in the task.
- Reinforce the importance of active listening. Remind Sts to think of at least one question to ask at the end of each presentation.

EXTRA SUPPORT To help Sts come up with questions to ask, allow them half a minute or so to discuss possible questions in pairs, before moving on to the presenter taking the questions.

- If feasible, display the finished projects in the classroom.

EXTRA IDEA Give Sts three or four sticky notes each. Ask Sts to think of any facts they know about the countries other Sts have presented which weren't included in the presentations. Sts write each fact on a sticky note and stick them under the relevant posters on the wall. You could pick out any interesting facts Sts have added and ask how they learned the information.



Which country would you really like to visit? Why?

A country fact file

Brazil

Flag:

Capital: Brasilia

Population: 207.8 million

Currency: Brazilian real

Language: Portuguese

Weather: warm and dry or warm and rainy



BRAZIL is a very large country in South America. It is famous for its huge Amazon rainforest and long Amazon River. It also has a lot of beautiful beaches.

Winter in Brazil lasts for three months from June to August, but it is rarely cold at any time of year. That's why it is such a popular place for holidays. Rio de Janeiro is Brazil's most famous city, and everyone recognizes Sugarloaf Mountain.

For a long time there were only native tribes in Brazil. Then Europeans from Portugal and Spain arrived in Brazil during the 15th century. Eventually, in 1822, it became an independent country.

The Amazon rainforest is disappearing because people are building farms and making fields. More than 20% of the rainforest is now gone. Now people are trying to save the rainforest.



3 Read the Look! box. Find examples in the text.

Look! Time expressions

There are many different expressions to tell us when things happen. Look at the examples. Find them in the text.

Between two points in time, e.g. *from July to September*

Duration, e.g. *for a long time, during, lasts*

Relationship in time, e.g. *then, eventually*

Linkers, e.g. *and, because, also, that's why*

- 1 **a Get ready to write** Choose an interesting country. What interests you about it?
- b** Find facts and photos of your chosen country – from home, on the internet, or from books and magazines.
- c** Find out these facts:

Flag: _____ Currency: _____

Capital: _____ Language: _____

Population: _____ Weather: _____

- 2 **a Plan three short paragraphs.** Choose some of the information below to include.

Size

Which continent

What it's famous for

Famous natural features

Famous places

Weather and seasons

Some important dates in its history

- b** Read the text from Anton's project. Which information has he chosen to include? In which order?

- 4 **a Start writing** Decide how you are going to organize your information and how you are going to lay out your text and pictures.

b Put your information into sentences and paragraphs.

c Try to use one or two time expressions.

- 5 **a Complete your project** Arrange your information as a large poster with pictures, or make a PowerPoint presentation. Make sure your information is bright and colourful.

b Put your project on the class wall or show your presentation in class. Read them and discuss. Which country did you learn something new about?



What famous explorers do you know? Tell the class.

Two British EXPLORERS



DAVID LIVINGSTONE

was the first European to explore all of Africa.

David Livingstone was a missionary and explorer, born in Scotland in 1813. His family was very poor, and from the age of ten he worked from 8 until 6 in a factory. But he studied hard at night and became a doctor. However, he was fascinated by other countries. So, when he was 27, he went to Africa, because no one knew much about it. For 15 years, he travelled on foot all over the country, usually with some servants. He found waterfalls and jungles and made the first maps of the African continent. The expeditions were extremely hard and sometimes he only ate insects. Livingstone was very interested in native tribes. When he returned to Britain, he spoke against slavery. He went back to Africa and died there from malaria when he was 60 years old.

GERTRUDE BELL

was the first European to explore all of the Arabian desert.

Gertrude Bell was an English adventurer, historian and spy. She was born in 1868 into a rich family and was the first woman to get a first-class degree in history from Oxford University. When she was 24, she made her first trip to the Middle East, and was fascinated by its history and people. For 15 years until 1914, she made trips through the deserts of Arabia with a servant and a tent. She travelled by camel or horse and made the first maps of the region. During WWI she was the first female spy for British Intelligence. After the war she worked for the British government and supported the new nation of Iraq. She always spoke for Arab independence and against British colonialism. She died in Baghdad when she was 57 years old.



1 a Work with a partner.

Student A Read about David Livingstone.

Student B Read about Gertrude Bell.

b Ask and answer the questions about your explorer.

- 1 When and where was (s)he born?
- 2 What was his/her childhood like?
- 3 What was (s)he really interested in?
- 4 How old was (s)he when (s)he left Britain to explore?
- 5 How did (s)he usually travel when (s)he was there?
- 6 How many years (s)he travel for?
- 7 What did (s)he speak against back in Britain?
- 8 Where and when did (s)he die?

c What was the most interesting fact in each text?

d Would you like to be an explorer? Why?/Why not?

2 Over to you! Who are the famous historical figures in your country? What are they famous for?



Culture

Supplementary materials

Photocopiable worksheets: Culture, Culture video

CULTURE NOTES Below are some additional details about the content of the lesson if you want to give your Sts some more information.

While he was exploring central and southern Africa and creating his maps of the region, **David Livingstone** helped to find a route from the upper Zambezi River (which has its source in modern-day Zambia) to the mouth of the river on the coast in modern-day Mozambique. He was the first European to visit the waterfalls known as Mosi-o-Tunya (or 'the river that thunders'), which he named Victoria Falls.

Gertrude Bell was already a traveller and adventurer by the time she began her travels in the Middle East. She travelled around western Europe and spent several years climbing in the Alps between 1899 and 1904. She also travelled widely in Turkey and the surrounding areas, where she wrote about her experiences with local people. In the last few years of her life, she combined her interest in archaeology and the country of Iraq by raising funds and establishing a new museum of archaeology in Baghdad in 1923.

You First

Sts could discuss what they know in pairs or small groups, or you could lead a brief class discussion, eliciting contributions from volunteers and comments from the rest of the class. (You may like to do this activity with books closed.)

OPTIONAL LEAD-IN Alternatively, ask Sts to cover the texts and focus on the photos only. Ask them to speculate when each person lived and what their achievement was. Elicit any ideas and invite comments from the rest of the class. Then ask Sts if they know anything about explorers David Livingstone and Gertrude Bell, and if they do, to share it with the class.

1a

- Sts work in pairs. Before they begin, ask each student to read the introductory paragraph in bold before their text. If time permits, give them half a minute to think of a question about their explorer that they would like to know the answer to.
- Sts do the jigsaw reading task. Ask each of them to cover their partner's text and only read their own.

EXTRA SUPPORT Allow the use of dictionaries to look up any unfamiliar words. Alternatively, you could ask Sts to quickly look through their own texts and ask you about any unfamiliar words they spot. Elicit or provide a definition, example or translation.

b

- Give Sts time to ask and answer questions in pairs about the texts they have read.
- When all the questions have been covered by each pair, get some class feedback to confirm the correct answers.

A (David Livingstone)

- 1 He was born in Scotland in 1813.
- 2 His family was very poor. He worked in a factory from the age of ten.
- 3 He was really interested in other countries.
- 4 He was 27.
- 5 He usually travelled on foot.
- 6 He travelled for 15 years.
- 7 He spoke against slavery in Britain.
- 8 He died in Africa when he was 60 years old.

B (Gertrude Bell)

- 1 She was born in 1868.
- 2 She came from a rich family.
- 3 She was fascinated by the history and people of the Middle East.
- 4 She was 24.
- 5 She travelled by camel.
- 6 She travelled for 15 years.
- 7 She spoke against British colonialism.
- 8 She died in Baghdad when she was 57 years old.

EXTRA IDEA If Sts wrote questions about their explorer, you could check whether Sts' own questions have been answered by the text. If not, you could set this as an internet research task for Sts to find out the missing fact if they can, then share it with the rest of the class.

c

- Elicit some suggestions from a few Sts about which fact they found most interesting and why.

d

- Give Sts time to discuss the questions in pairs or small groups. Elicit ideas from the class, and invite comments from other Sts.

EXTRA CHALLENGE In pairs, Sts could discuss what they think being an explorer would be like today, and how it would be different to the experiences of Livingstone and Bell.

2

- Brainstorm the names of some famous people to give Sts ideas. Focus especially on any explorers, inventors or people who travelled the world for any reason and became famous.
- Elicit some facts about them.

EXTRA CHALLENGE Sts could do some internet research and prepare a five-minute presentation about a famous person from their country's history. They can use the texts in the book as models, and search online for photos and information about the main achievements of the famous person. In the next lesson, allocate some time for volunteers to give their presentations.

Video *Robert Falcon Scott*

As an extension to the Culture topic, watch a short film about Robert Falcon Scott and do the accompanying photocopiable exercises. You can either do this in class or set it as optional homework. The film is available on the Teacher's Resource Disc or on the Online Practice.

Learn through English

Additional subject notes

Below are some more details about Antarctica.

Antarctica is the world's southernmost continent. Its area covers 14 million square kilometres, which means it is more than twice the size of Australia. 98% of the continent is covered by ice nearly two kilometres thick on average. This means that it holds 90% of all the ice on the planet, and, in the form of ice, 70% of all fresh water on Earth! Under the ice layer, there are several rivers and at least seventy lakes.

Despite being covered in ice, Antarctica is the driest continent, with the smallest amount of rain or snow. This means that Antarctica is actually a desert. It is also the coldest continent in the world, and the windiest.

Seven countries (the UK, Australia, New Zealand, Norway, Chile, Argentina, and France) have claimed parts of the continent. Since 1959, an international treaty prohibits any further countries from making a claim.

You First

Sts could discuss what they know about Antarctica in pairs or small groups before making some notes of their ideas under the topic headings in exercise 1a. Elicit some of the ideas as a class, and invite comments from the other Sts.

1a

- Give Sts time to read the text and check their ideas.
- Get them to do the matching task, then compare answers in pairs before checking as a class.

- 1 weather, d
- 2 population, f
- 3 sea life, e
- 4 animals and birds, a
- 5 history of exploration, c
- 6 tourism, b

b

- Use the Think–Pair–Share technique: give Sts a few moments to think about their answers, then give them time to compare ideas in pairs before eliciting suggestions from the class.

EXTRA IDEA Write the following on the board: 'rain', 'polar bears', 'Amundsen', 'Argentina', 'temperature'. Ask volunteers to explain how the words are connected to what they learned about Antarctica.

2a 1-43 Audio script pT88

- Play the audio for Sts to listen and write their answers.
- Allow them to compare ideas in pairs before playing the audio again to check the answers as a class. If some Sts have not listed population as one of the topics, explain that the scientists at the research station would be considered part of the population.

Possible answers

- 1 history of exploration
- 2 tourism
- 3 weather
- 4 animals and birds
- 5 population
- 6 sea life

EXTRA CHALLENGE While Sts listen, ask them to note an example for each topic mentioned in the audio. You could elicit the examples while checking the order of topics in exercise 2a.

Possible answers

- 1 (history of exploration) Dad wanted to follow in the footsteps of the first explorers...
- 2 (tourism) we took a tourist ship called the Sea Explorer...
- 3 (weather) It was freezing even though it was summer...
- 4 (animals and birds) We visited places with lots of seals and penguins.
- 5 (population) There were ten scientists there...
- 6 (sea life) We saw a whole family of humpback whales!

b

- Set this task as homework.
- You could get Sts to brainstorm ideas in pairs or small groups before they do the writing at home.
- In the next lesson, put Sts in groups to read their journal entries to each other, and in each group, vote on the best one.
- Get a few volunteers to share their writing with the rest of the class as well.

EXTRA CHALLENGE Sts could do some internet research and put together a similar fact file for the North Pole – or another remote region of the planet. Sts could present their findings by writing a similar fact file or creating a poster, or by preparing a short slideshow presentation on the computer.



What do you know about Antarctica? Look at the headings in exercise 1 and write your ideas for each one.

Antarctica

1 a Read and check your ideas. Match the photos and headings to the correct paragraphs.

animals and birds history of exploration
population sea life tourism weather

b What new information did you learn? Which two pieces of information do you think are the most interesting?



1 _____

Antarctica is the **COLDEST** continent on Earth. There isn't much rain, but there is a lot of snow and wind. The lowest temperature was on 21 July in 1983 at **-89.2°C!**

2 _____

Nobody lives in Antarctica all the time! The first people to stay there for a while were fishermen in 1786. Now there are about **5,000 SCIENTISTS** and researchers there in the summer.

3 _____

Blue whales, humpback whales, killer whales, penguins and seals live in the sea around Antarctica. **18 TYPES OF PENGUIN** live there. Penguins only live at the South Pole, not the North Pole.

4 _____

There aren't any large animals in Antarctica. Polar bears live at the North Pole. But there are some big snails and a lot of insects. Every spring there are over **100 MILLION SEABIRDS** in Antarctica.



5 _____

During 1907-9, British explorer Ernest Shackleton explored the continent on foot. In 1911, two explorers – a British man named Scott and a Norwegian named Amundsen – raced 1,400 kilometres to the South Pole. Amundsen arrived first. Scott and his team died on the way back.



6 _____

People started to visit Antarctica in 1950. Then the first tourist ships sailed from Argentina in 1969. Now, over **34,000 VISITORS** arrive there every summer.



2 a **1.43** Listen to Allie talking about her holiday to Antarctica. Which of the topics from the infographic does she talk about? Number the headings from exercise 1 in the order you hear them.

b Imagine you lived in Antarctica for a week to study wildlife. What did you take with you? What did you see and do? Write a journal entry.

The Best Detective in Town? Episode 1

1 1.44 Read and listen to the story.

Agatha and her brother Ollie were at the train station. They were in the city to visit their uncle.

Where is he?

I don't know. He's quite tall, but I can't see him anywhere.

Because a good detective knows how to hide.

Suddenly

Pssst!

Why are you hiding behind a newspaper?

Uncle Mike!

Excuse me. I was on the 2.30 train. Now I can't find my phone. Someone on the train stole it!

Don't worry. I can find your phone for you.

But how?

Because I'm Mike Mallet, the best detective in town.

A good detective can see more than other people can.

What are you doing, Uncle Mike?

I'm looking for clues.

It's a warm, sunny day but that man is wearing a big coat!

Stop, thief!

But Mr Mallet. Nobody on my train had a beard.

The Best Detective in Town? Episode 1

Supplementary materials

Workbook pages 32–33, exercises 1–9

Online Practice

Progress test 1

Note

The story can be used in class as a reading and listening task, a video task, or both.

1 1•44

- Tell Sts the title of the story. Get them to speculate about what might happen in it, and how it might be linked to the title. If they don't notice it, point out the question mark, and ask them to say why they think it is used. Accept any plausible suggestions.
- Play the audio or video for Sts to listen and follow the story.
- Ask Sts how similar their predictions were to what actually happens.
- With books closed, ask Sts to say what they have found out about the main characters (Agatha, Ollie and Uncle Mike) and elicit the main events in the story.

EXTRA IDEA Read out sentences spoken by various characters in the story, then get Sts to guess who said them.

- Give Sts time to retell the whole episode in pairs.

EXTRA SUPPORT Sts listen to the audio or watch the video a second time before they do the task.

- Elicit parts of the story from different pairs.

➔ **Workbook** pages 22–33, exercises 1–9

Notes

The story can be further exploited by doing the tasks from these pages in the **Workbook**. These can be done in class or set as homework.

The tasks in the **Workbook** review the following language points covered in Units 1–2 of the **Student's Book**:

- Describing people vocabulary (p. 8)
- Present simple + adverbs of frequency (p. 9)
- Present continuous (p. 11)
- Present simple and continuous (p. 13)
- Weather vocabulary (p. 20)
- Past simple: *be* and regular and irregular verbs (pp. 21–23)
- Question words (p. 25)

1

2 beard 3 handbag 4 station 5 uncle

The secret word is **train**.

EXTRA CHALLENGE Sts complete the crossword without looking back at the story.

EXTRA IDEA Sts work in pairs to test each other. Get them to take turns to say a definition or a sentence from which they leave out a word from the story, for their partner to try and guess the word.

2

2 was 3 had 4 have 5 had 6 was

EXTRA SUPPORT Elicit the different positive and negative forms of the past tense of *be* and *have* for each personal pronoun before Sts complete the task.

EXTRA IDEA Get Sts to make other true statements about the story using past forms of *be* or *have*.

3

- 3 F (The big man with the beard didn't steal the woman's phone.)
- 4 F (The big man didn't have a disguise.)
- 5 T
- 6 T
- 7 F (Agatha didn't call the woman's phone. / Ollie called the woman's phone.)
- 8 T

- Remind Sts that there may be more than one way to correct the false statements.
- Elicit Sts' corrections, and ask the rest of the class to check, confirm or correct the suggested answers.

EXTRA SUPPORT Suggest that Sts first find the information about each statement in the text, then read this carefully before they decide about their answers.

EXTRA CHALLENGE Get Sts to do the task without looking back at the story.

4

2 b 3 a 4 c 5 d

EXTRA CHALLENGE Ask Sts to say which speaker says each sentence in the story.

5

- 2 Why; Mike was behind a newspaper.
- 3 Who; Mike had sunglasses.
- 4 What; The big man did judo.

6 12 Workbook audio script pT105

a 2 b 3 c 1 d 4

- Before you play the audio, get Sts to describe each picture in their own words, and say what they think happens in each scene and what characters say.
- Play the audio for Sts to check their predictions and to do the ordering task.

EXTRA IDEA Get Sts to retell the story in their own words, using the pictures to guide them. Encourage them to use their imagination and add whatever they think might make the story more engaging.

7 12 Workbook audio script pT105

1 b 2 c 3 a 4 c 5 a 6 c

EXTRA SUPPORT Pause playback of the audio to give Sts time to decide about their answer for each question.

EXTRA CHALLENGE Get Sts to answer the questions before you play the audio again. Then play it for Sts to check their ideas.

8a

- 2 's got / has got; C
- 3 's got / has got; A
- 4 's wearing / is wearing; C
- 5 's playing / is playing; A
- 6 's eating / is eating; C
- 7 's wearing / is wearing; B
- 8 's got / has got; B
- 9 's got / has got; B

- Get Sts to cover the sentences, and ask them to describe the person in each picture (A–C) in their own words. Then get them to do the task in the **Workbook**.

b

- Get Sts to take turns to make a statement about one of Uncle Mike's disguises for their partner to guess.

EXTRA SUPPORT Give Sts some time to make notes to prepare their statements before they begin the pairwork task.

9

- Check / clarify that the task involves imagining a different, new disguise for Uncle Mike.
- Give Sts time to draw their pictures. Monitor their progress.
- Get Sts to write their three sentences about Mike.
- Alternatively, instead of getting Sts to write sentences about their own drawings, you could get them to swap drawings in pairs and write sentences about their partner's suggested disguise.
- Elicit a few examples for feedback, and check the correct use of verbs and words describing people's appearance.

Note

To further exploit the video in class, you could use some or all of the suggested activities from page Tviii.



3

Food and health

3A Food and drink



What are your favourite foods? What's your favourite drink? Tell a partner. Do you like the same things?

Vocabulary Food and drink nouns

1 a Cover the words in the box. In pairs, how many items of food and drink can you name?

b Match the words and the pictures. Compare answers with the class. Which five foods are not in the pictures?

bananas carrots cheese chicken chocolate
coffee cola crisps eggs fish fruit juice
grapes ham lamb lemonade milk pasta
potatoes rice sandwiches sausages strawberries
tea tomatoes wholegrain bread yoghurt



2 a Put the words above under the correct headings.

drink	fruit/vegetables	snacks	meat/fish	other
lemonade	grapes	yoghurt	ham	pasta

b Listen, check and repeat.

3 a Listen to three conversations. Which food or drink do these people really like? Which do they really dislike?

	Likes	Dislikes	Extra info
Joe			
Ava			
Simon			

b Can you remember one piece of extra information about the food they like?

4 Look at the food and drink in exercise 1. Ask and answer questions with your partner.

Do you like fish?

No, I don't. I never eat it. What about you?

Yes, I like it.

Do you like strawberries?

Yes, I really like them.

▶ Workbook page 24, exercises 1-2

3 Food and health

Unit objectives

- say what food and drink you like or dislike
- order food and drink from a menu
- express quantities
- ask and answer about the availability of things
- discuss healthy and unhealthy eating habits
- write a food diary
- give instructions and make and accept / reject requests

Language

- Grammar:** countables / uncountables; *some* and *any*; *How much / How many? a lot (of) / not much / not many*; imperatives
- Vocabulary:** food and drink nouns; quantities
- Everyday English:** giving instructions / polite requests
- Project:** Six tips for healthy living
- Culture:** Health hero Jamie Oliver
- Learn through English:** Tips to keep you healthy! (PHSE)

3A Food and drink

Supplementary materials

- Workbook pages 24–25, exercises 1–7
- Workbook: Grammar summary Unit 3
- Photocopiable worksheets: Grammar and Vocabulary, Communication

You First

Give Sts time to think of their favourite foods and drinks before they discuss and compare in pairs. Elicit responses and find out the most popular food and drink.

EXTRA SUPPORT Sts write lists of their likes / dislikes before the pairwork stage. Allow the use of dictionaries or offer help with unfamiliar vocabulary.

Vocabulary Food and drink nouns

1a

- In pairs, Sts take turns to name items in the pictures.

EXTRA IDEA Do the activity as a contest. Set a tight time limit. The pair with the most correctly named items wins.

b

- Elicit answers and ask Sts to confirm or correct the words.
- Present any remaining unfamiliar words from the box by giving an explanation or a translation.

- 1 fruit juice 2 tea 3 coffee 4 lemonade 5 cola 6 milk
7 bananas 8 grapes 9 strawberries 10 sandwiches
11 yoghurt 12 chocolate 13 crisps 14 eggs 15 cheese
16 ham 17 chicken 18 lamb 19 pasta 20 rice
21 potatoes
Carrots, fish, sausages, tomatoes and wholegrain bread are not in the pictures.

2a

- Give Sts time to complete the task with the words in the box from exercise 1b.

b 2-02

- Play the audio for Sts to listen and check their answers.
- Play the audio again with pauses to drill pronunciation.

drink: (lemonade), cola, coffee, fruit juice, milk, tea

fruit / vegetables: (grapes), bananas, carrots, potatoes, strawberries, tomatoes

snacks: (yoghurt), chocolate, crisps

meat/fish: (ham), chicken, fish, lamb, sausages

other: (pasta), cheese, eggs, rice, sandwiches, wholegrain bread

PRONUNCIATION NOTE Pay special attention to the number of syllables in *chocolate* /'tʃɒklət/, the silent *h* in *yoghurt* /'jɒgət/, the pronunciation of *sausages* /'sɒsɪdʒɪz/, the silent *i* in *fruit* /fru:t/, and the silent *b* in *lamb* /læm/.

LANGUAGE NOTE The words *tomatoes* /tə'ma:təʊz/ and *potatoes* /pə'teɪtəʊz/ don't rhyme in British English, but they do in American English where *tomatoes* can also be pronounced /tə'meɪtəʊz/.

3a 2-03 Audio script pT89

- Give Sts time to copy the table, then play the audio for Sts to listen and complete the first two columns.
- Allow Sts to compare answers in pairs before checking as a class.

Joe likes sausages, but dislikes fish.

Ava likes smoothies, but dislikes tomatoes.

Simon likes crisps and he likes vegetables, but he dislikes fruit.

b

- Give Sts some time to discuss, in pairs, what they can recall from the listening. Remind them to write down at least one piece of information for each speaker.
- Get Sts to compare their answers with another pair.
- Check possible answers as a class. Ask the rest of the class to confirm or correct ideas offered.

Possible answers

- Too many sausages aren't good for you. / Joe's mum buys the sausages from a farm. Fish is healthy.
- Ava has got her own smoothie machine. / She can make smoothies with fruit and vegetables.
- Simon knows crisps aren't healthy, but he also does a lot of sport.

EXTRA IDEA Ask Sts to decide in pairs or groups which of the three speakers eats the healthiest / unhealthiest food. Elicit some ideas from the class.

4

- Give Sts time to do the task in pairs.
- Ask a few Sts about their likes / dislikes, making them respond to each other's statements (using *What about you?*).

► **Workbook** page 24, exercises 1–2

Grammar Countables / uncountables

5a

- Elicit guesses, and ask Sts to agree or disagree.

It's a list for food and drink planned for an outdoor picnic.

b 2-04 Audio script pT89

- Play the audio for Sts to listen and check their answer to exercise 5a.
- Sts copy the list. Play the audio for Sts to listen and check the items they have / don't have. Ask them to compare ideas in pairs, then play the audio again for Sts to check.
- Check answers as a whole class.

Have: 1 crisps, 3 fruit juice, 4 bread, 5 ham, 6 cheese, 7 tomatoes (8 sandwiches)

Don't have: 2 chocolate, 9 fruit, 10 bananas, 11 apples, 12 a cake

c

- Sts match list items to the rules. Check as a whole class.

Countable: 1 crisps, 7 tomatoes, 8 sandwiches, 10 bananas, 11 apples, 12 a cake

Uncountable: 2 chocolate, 3 fruit juice, 4 bread, 5 ham, 6 cheese, 9 fruit

Additional grammar notes

We can only use indefinite articles (*a / an*) before singular countable nouns. Uncountable nouns never follow an indefinite article. (The definite article *the* can be used before any noun.)

Uncountable nouns have no plural form. We can use nouns for containers or measurements + *of* to express their quantity (*two bars of chocolate, five litres of milk*).

d

- Sts write the answers. Check as a whole class.

uncountable, countable

6

- Give Sts time to copy the lists from exercise 5d and add the new items.
- Allow Sts to compare answers in pairs before checking as a class.

Uncountable: coffee, rice, tea

Countable: carrot, grape, potato

EXTRA IDEA Set a time limit for Sts to add other food / drink nouns they know to the appropriate list. Check answers.

7

- To check Sts understand the rules, demonstrate with a stronger student or ask for a translation of the instructions. Remind Sts not to make any notes.
- Give Sts time to play the game until each list is at least ten or twelve words long.

EXTRA CHALLENGE Add a rule that if someone gets the order wrong, they have to repeat the entire list again until the order has been corrected before they are allowed to add another item.

➡ **Workbook** pages 24–25, exercises 3–5

➡ **Photocopiable** Grammar and Vocabulary

Listening and Speaking

8a 2-05 Audio script pT89

- Focus on the menu. Ask *Where is Jed? (In a café.) What is he doing? (He's having / ordering lunch.)*
- Play the audio for Sts to identify the items ordered.
- Allow them to compare ideas in pairs before checking as a class.

Fish and chips, strawberry yoghurt, and fruit juice.

- Elicit ideas about why Lily is surprised. Invite agreement or disagreement from other Sts.

Possible answer

Lily is surprised because they are having a picnic lunch in the park in an hour.

EXTRA SUPPORT Tell Sts that Jed orders three items before they listen so they know how many to identify.

b 2-05 Audio script pT89

- Give Sts time to complete the dialogue from memory, then compare answers before you play the audio again for them to check.

1 help 2 fish and chips 3 dessert 4 strawberry yoghurt
5 fruit juice 6 £8.75 7 £1.25 8 lunch 9 picnic
10 two lunches

LANGUAGE NOTE Write 'lunch' and 'picnic' on the board. Elicit which word is countable and which uncountable. Ask *How can you tell? (indefinite article before 'picnic')*. Write 'have breakfast / lunch / tea / dinner / supper' and 'have a picnic / a snack' to clarify the distinction.

CULTURE NOTE In some parts of England, people often use *have tea* to refer to the evening meal – not the hot drink. If you want to clarify that you are only talking about a hot drink, use *have some tea* or *have a cup of tea*.

➡ **Workbook** page 25, exercises 6–7

c

- Give Sts time, in pairs, to prepare their own dialogues, selecting three different items from the café menu. Monitor and offer help with language as necessary.
- Check that each pair has worked out their dialogue before giving them some more time for practice.
- Ask a few volunteering pairs to perform their dialogue in front of the class. Ask the class to listen and identify the items ordered and to check the calculation of the bill.

EXTRA SUPPORT Allow Sts to read their lines during role-play.

EXTRA CHALLENGE Ask Sts to perform their dialogue from memory, referring only to the menu to work out the bill and the change if necessary.

Extra


Repeat the role-play activity with the new parameters for review at the start of the next lesson.

You can make the task more challenging by assigning each pair a restriction at random rather than allowing them to choose.


Grammar Countables/uncountables

5 a Read the list. What is it for?

- | | |
|---------------|--------------|
| 1 crisps | 7 tomatoes |
| 2 chocolate | 8 sandwiches |
| 3 fruit juice | 9 fruit |
| 4 bread | 10 bananas |
| 5 ham | 11 apples |
| 6 cheese | 12 a cake |

b  2.04 Listen to Lily and Alfie to check your ideas. Which items have they got already? Which items do they need to get?

c Read the rules. Look at the list. Match each word to a rule.

 A countable noun has a singular and a plural form:

an egg → two eggs 

You can count it with numbers.


An uncountable noun usually hasn't got a plural form, because you can't count it with numbers:

milk → milk 

d Look at the food lists. Write *countable* and *uncountable* at the top of the correct list.

cheese chocolate ham lemonade milk

banana egg sandwich strawberry

6  Add these items to the correct food lists in exercise 5d.

carrot coffee grape
potato rice tea


7 Work with a partner. Imagine you are going shopping. Take it in turns to add items to your shopping bag. Remember everything in order!

In my shopping bag there's fruit juice and there are strawberries.

In my shopping bag there's fruit juice, strawberries, and there is cheese.

► **Workbook** pages 24–25, exercises 3–5

Listening and Speaking

8 a  2.05 Read the menu. Listen. What does Jed order? Why is Lily surprised?

Hot food

Fish and chips	£6.50
Chicken and chips	£5.20
Ham and eggs	£4.99
Pizza	£6.99

Sandwiches

Ham	£3.50
Egg	£2.99
Cheese	£2.99

Desserts

Chocolate cake	£2.25
Strawberry yoghurt	£0.75
Ice cream	£1.75

Parkside CAFE

Drinks

Fruit juice	£1.50
Lemonade	£1.25
Cola	£1.25
Cup of tea	£1.50
Cup of coffee	£2.00
Strawberry/chocolate milkshake	£2.50

b  2.05 **Get ready to speak** Complete the dialogue. Listen again and check.

Waitress Can I ¹ ___ you?

Jed Yes please. Can I have ² ___, please?

Waitress Anything for ³ ___?

Jed Yes, ⁴ ___, please.

Waitress OK. And do you want anything to drink?

Jed Yes, umm, ⁵ ___, please.

Waitress Sure. Is that everything?

Jed Yes, thanks.

Waitress That's ⁶ ___.

Jed Here you are.

Waitress That's ⁷ ___ change, thank you.

Lily Jed? What are you doing here?

Jed I'm having ⁸ ___. I'm really hungry.

Lily But we're having a ⁹ ___ in the park in an hour!

Jed Don't worry. I can easily eat ¹⁰ ___.

Lily Well, I want to see that!

► **Workbook** page 25, exercises 6–7

c Now role-play café conversations with your partner.

Can I help you?

Yes, please. Can I have..., please?



Imagine you are vegetarian / very hungry / don't eat anything made with milk. Make more dialogues with your partner.

3B Going shopping



Do you help with the shopping for your family? Why? / Why not?



Vocabulary Quantities

1 a Look at the picture. What food and drink can you see?

b Match the correct words from the box with the food and drink in the picture.

a bag a bar a bowl a box a can a carton
a cup a glass a kilo a loaf a packet a plate
a pot a slice a tin

c 2.06 Listen and check. Practise saying the words.

d Test a partner. Your partner covers exercise 1b. Take turns pointing to something in the picture. Your partner says what it is.

2 2.07 Listen. What does each person get?

3 a Draw a table. Put six things from exercise 1 on your table. Do not show your partner.

b Now ask and answer Yes / No questions with your partner. The first person to guess all of the things on their partner's table is the winner.

Have you got a bag of crisps?

Yes, I have. Have you got a plate of sandwiches?

No, I haven't.

c Compare your table with your partner's. Have you got any of the same things?

► **Workbook** page 26, exercises 1-3

3B Going shopping

Supplementary materials

Workbook: pages 26–27, exercises 1–6

Workbook: Grammar summary Unit 3

Photocopiable worksheets: Grammar and Vocabulary, Communication

You First

Sts could discuss shopping for food in pairs or small groups, or you could lead a brief class discussion, eliciting contributions from volunteers and comments from the rest of the class.

Vocabulary Quantities

1a

- Give Sts time, in pairs, to try and name the items in the picture. Who can name the most items?

1 cake 2 tea 3 fruit juice 4 cereal 5 sandwiches
6 yoghurt 7 cola 8 apples 9 cocoa powder 10 milk
11 crisps 12 bread 13 eggs 14 sweets 15 chocolate

b

- Give Sts time to match the words they know. Allow them to compare ideas in pairs.

EXTRA SUPPORT Sts could work in pairs to look up any unfamiliar words in the box before doing the task.

c 2-06

- Play the audio for Sts to listen and check their answers.
- Play it again with pauses for pronunciation practice. Remind Sts to try to copy the rhythm and stress in the phrases, not just the individual sounds. Pay attention to the pronunciation of the diphthongs in *cocoa powder* /'kəʊkəʊ,pəʊdə(r)/ and *bowl* /bəʊl/.

1 a slice of cake 2 a cup of tea 3 a glass of fruit juice
4 a bowl of cereal 5 a plate of sandwiches
6 a pot of yoghurt 7 a can of cola 8 a kilo of apples
9 a tin of cocoa powder 10 a carton of milk
11 a bag of crisps 12 a loaf of bread 13 a box of eggs
14 a packet of sweets 15 a bar of chocolate

Additional grammar notes

We normally use quantity nouns (usually referring to containers or measurements) + *of* before uncountable nouns or plural countable nouns: *a bag / a kilo of rice / apples*. We can also use these quantity nouns with numbers: *two bags / two kilos of rice / apples*.

Note the irregular plural form of *loaf* → *loaves*.

d

- Sts cover the box in exercise 1b, and take turns to test each other. Remind them to use the complete phrase: quantity noun + *of* + food / drink item. The person in each pair with the most correct answer wins.
- For feedback, display or hold up the image to the class, point to items and elicit the phrases from different individuals.

2 2-07 Audio script pT89

- Tell Sts they are going to hear three dialogues. Remind them each speaker may talk about more than one item.
- Play the audio for Sts to listen and make a note of the food / drink item the speaker asks for – including any quantity words they hear.
- Play it again for Sts to compare their ideas in pairs and confirm answers before checking as a class.

- a bag of (salted) crisps, a packet of sweets (Fruit Bombs)
- a plate of ham sandwiches, a glass of milk, a bowl of fruit salad, a bar of chocolate
- 500 grams of ham, 500 grams of (Cheddar) cheese, a loaf of (sliced) wholegrain bread

CULTURE NOTES **Cheddar** is the most popular type of cheese in England, accounting for more than half of all the cheese people eat there! It was originally made in the village of Cheddar, in the west of England, but nowadays it is made in many different locations in the UK and other countries.

Fruit Bomb sweets are usually made with fruit flavouring rather than real fruit. There are many different brands.

3a

- Give Sts time to draw a table with six items on it.

b

- Focus on the example dialogue, and make sure Sts understand that they should take turns to ask and answer the questions about their tables.
- Remind Sts they are not only competing with their partner, but also with other Sts in the class. Give a signal to start the race, and monitor its progress.
- Declare an overall winner, then keep the activity going until you have a winner in each pair.

c

- Give Sts time to compare their tables.
- For feedback, get a few Sts to report back about their partner's table.

➡ **Workbook** page 26, exercises 1–3

Grammar *some* and *any*

4a 2-08

- Play the audio for Sts to follow the dialogue as they read. Elicit suggestions, and ask Sts to say why they think so. Invite comments from the rest of the class.

Possible answer

They want to make a banana and chocolate milkshake.

b

- Give Sts some time to decide about the nouns, then elicit answers from the class. Ask Sts to justify their answers: *How do you know a noun is countable?* (Possible answers: follows a number, has an indefinite article or appears in plural form.)

Countable: carton, bananas, tin, straws

Uncountable: ice cream, milk, chocolate, cocoa powder

c

- Give Sts time to find the words and complete the rule, then find examples.
- Sts compare their answers and examples in pairs. Check as a class.

We use **some** with positive sentences, e.g. *There's some ice cream in the freezer. Let's buy some milk. We need some straws.*

We use **any** with negative sentences, e.g. *...there isn't any milk,* and with questions, e.g. *And are there any bananas at your house? Do we need any cocoa powder?*

Additional grammar notes

We use *some* or *any* when we don't know, don't care, or can't say exactly how much or how many we are talking about. It usually refers to an unknown or indefinite but not very large number or amount.

➡ **Workbook** page 27, exercise 4

➡ **Photocopiable** Grammar and Vocabulary

Listening

5 2-09 Audio script pT89

- Play the audio for Sts to listen to the dialogue. Elicit answers, and ask the rest of the class to agree or disagree, giving reasons.
- Play the audio again to confirm answers.

Lily and Elsa are making British banana milkshakes for Jed so he can taste them. They're successful because everyone loves them.

6a

- Point out that all the sentences appear in the dialogue in exercise 5. Give Sts time to complete the task.
- Allow them to compare answers in pairs. Don't check answers as a class at this point.

LANGUAGE NOTE We use *some* or *any* + *of* before articles (*a / an, the*), demonstratives (*this, those*), subject and object pronouns (*it, you, them*) or possessives (*their, theirs*).

b 2-09 Audio script pT89

- Play the audio (with pauses if necessary) for Sts to check their answers.

1 some 2 any 3 some 4 some 5 any 6 any 7 some

EXTRA IDEA Sts write down any other examples of sentences with *some* or *any* that they recall from the dialogue. Play the audio again to check if they remembered correctly (*he's not sure about British milkshakes, so we're making some; pass me some cocoa powder; I can put some ice cream in*).

➡ **Workbook** page 27, exercises 5–6

Speaking

7a

- Give Sts time, in pairs, to study the picture and make sure they know all the vocabulary they will need.

Possible answers

There are some pots of yoghurt, bottles of water, cans of cola and cartons of fruit juice. There are some loaves of bread and boxes of eggs. There are some bars of chocolate and boxes of strawberries. There are some apples and some carrots.

b

- Give Sts time to prepare their notes for the items on their shopping lists. Monitor and provide help with language as necessary.

c

- Give Sts time to do the role-play task in pairs. Monitor, and make a note of any repeated errors in the use of the countable and uncountable nouns, *some* and *any* to go over with the class at the end of the activity.
- Ask one or two volunteering pairs to perform their dialogue in front of the class. Ask the other Sts to make a note of what each customer ends up buying.

Extra


Refer Sts back to Lily and Alfie's list for the picnic on page 35. In pairs, Sts prepare a similar list for their own event.

Allow the use of dictionaries or offer help with unfamiliar language.

Ask one or two volunteering pairs to present their plans. Ask the rest of the class to suggest one or two further items they think should be included in each plan.

EXTRA IDEA Sts look up the recipe for a simple, well-known dish that they like, and make a list of the ingredients and approximate quantities needed. If there are any unfamiliar words, Sts must bring along pictures to illustrate the item – or, if this isn't feasible, you can supply a translation as necessary. Without revealing what dish they are for, Sts present their lists in groups and the other Sts try to guess what the food might be.

Grammar *some and any*

- 4 a  2.08 Read and listen to the dialogue. What do they want to make?




- Elsa OK, what's in the recipe?
First, **ice cream** and **milk**.
There's some ice cream in the freezer, but there isn't any milk.
- Lily OK. Let's buy some.
- Elsa One **carton** or two?
- Lily One carton, I think.
- Elsa And are there any **bananas** at your house?
- Lily A couple. We probably need some more.
- Elsa OK. What else do we need?
Do we need any **cocoa powder**?
- Lily Yes, a small **tin**. Is that everything?
- Elsa No, we need some **straws**!
- Lily Oh, good idea!

b Which highlighted nouns are countable and which are uncountable?

c Find the words *some* and *any* in the dialogue. Then complete the rules with *some* and *any*. Find examples from the dialogue.

some and any

We use *some* and *any* with countable nouns in the plural and with uncountable nouns.


 We use *some/any* with positive sentences, e.g. ____

We use *some/any* with...

- negative sentences, e.g. ____
- questions, e.g. ____


▶ **Workbook** page 27, exercise 4

Listening

- 5  2.09 Listen. What are the girls making? Why? Is it successful?

- 6 a Complete the sentences with *some* or *any*.

- 1 We're making ____ banana milkshake.
- 2 Is there ____ milkshake for me?
- 3 We need ____ banana pieces first.
- 4 Then, pour in ____ milk.
- 5 Have you got ____ ice cream?
- 6 I didn't spill ____ of it.
- 7 Here's ____ milkshake for everyone.

- b  2.09 Listen again and check your sentences.

▶ **Workbook** page 27, exercises 5–6

Speaking

- 7 a **Get ready to speak** Go shopping! Look at the picture. What can you see?



- b** Look at your shopping list. Decide the quantities you need.

Student A Go to page 86. Student B Go to page 87.

- c** One person is the shopkeeper. Use the picture. Role-play the dialogue in the shop. Take turns being the shopkeeper.

Good morning. How can I help?

Hello. Have you got any water?

Yes, I have.

Can I have three bottles, please?
Thank you. Have you got any milk?

No, I haven't got any milk, but I've got some juice.

No, thanks. I needed some milk for tea. Have you got any...?



Work with a partner. Plan your dream party. What food do you need?

3C Eating well



What did you have for breakfast this morning?
Compare with a partner.

Reading and Listening

1 a What can you see in the photos?



b Read the quiz and match the photos (a-d) to the correct questions.

c Ask and answer the quiz questions in pairs. Choose the answer nearest to your daily habits.

2 a Look at the scores at the end of the quiz and count up your total. Tick the box that shows the amount you scored.

b 2.10 Listen to the explanation for your score. Do you agree with the advice?

c Compare with your partner's quiz score. Compare results with the class. Who are the healthiest people in the class?

Scores

20 19 0 a b 8
00 19 2 a b 7
00 29 1 a b 6
10 00 2 a b 5
00 19 2 a b 4
00 19 2 a b 3
20 00 2 a b 2
01 02 1 a b 1

0-7

8-12

13-16

Healthy Eating Quiz

Do you know how to eat healthily?

Or could you improve?

Find out by doing this quiz.

1 You are late for school and it's breakfast time. You...

- A skip breakfast – you regularly do.
- B have some sliced banana on cereal with milk and eat it before you go.
- C make two slices of white toast and eat them on the way.



2 At school, it's time for your morning break. You choose...

- A a cup of tea or fruit juice and two wholegrain biscuits.
- B a can of cola and a chocolate bar.
- C a glass of water and an apple.

3 How many portions of fruit and vegetables do you eat a day?

- A A lot – 6 or more.
- B Some – between 3 and 5.
- C Not many – less than 2.



4 When you get a drink, what do you usually buy?

- A A juice drink.
- B A bottle of water, a smoothie or some fresh juice.
- C A fizzy soft drink, like cola.



5 You're having lunch in a café. What do you choose?

- A Grilled fish, potatoes and green salad.
- B A ham sandwich, coffee and cake.
- C A chicken pizza with tomatoes.

6 What do you usually prefer when choosing a dessert?

- A Some home-made apple pie with custard.
- B Some fresh fruit salad with yoghurt.
- C A slice of chocolate cake with ice cream.

7 How much water do you drink a day?

- A A lot – 5 to 10 glasses.
- B Some – 3 to 5 glasses.
- C Not much – 0 to 2 glasses.

8 How many sugary snacks do you eat a day?

- A A lot. I like chocolate, sweets and ice cream.
- B Some – I like them, but I don't always choose them.
- C Not many – I try not to eat them most of the time.



3C Eating well

Supplementary materials

Workbook: pages 28–29, exercises 1–6

Workbook: Grammar summary Unit 3

Photocopiable worksheets: Grammar and Vocabulary, Communication

You First

Give Sts some time to think about what they had for breakfast and to look up any unfamiliar words. Sts discuss in pairs to find similarities and differences.

EXTRA IDEA Alternatively, Sts could do this as a mingle activity, speaking to as many people as they can within a given time limit to find the person whose breakfast is most similar to their own.

Reading and Listening

1a

- Ask Sts to work in pairs to describe the four dishes shown in as much detail as they can.
- Elicit ideas, and ask the rest of the class to add any missing details.
- Elicit or explain *toast, grilled, apple pie, custard* and *fizzy drink*.

Students' own answers.

CULTURE NOTE **Custard** is a sweet sauce made from milk or cream with egg yolk or cornflour, and usually flavoured with vanilla.

b

- Give Sts time to read the quiz quickly, then match the photos and questions. Check as a class.


a 1 b 5 c 6 d 4

EXTRA SUPPORT Sts could complete the matching task in pairs.

c

- Elicit or pre-teach the meaning of *sliced, cereal, morning break, wholegrain, biscuit, portion, smoothie, dessert, home-made*, and quickly drill pronunciation, paying special attention to the diphthong in *cereal* /'sɪərɪəl/, the silent *u* in *biscuit* /'bɪskɪt/ and how *dessert* /dɪ'zɜ:t/ is clearly distinguished from *desert* /'dezət/ by the stress pattern.
- Give Sts time, in pairs, to complete the quiz and note down their own answers.

2a

- Give Sts time to calculate their scores.
- b**  **2-10** Audio script pT89
- Play the audio for Sts to listen to the descriptions.
- Give Sts time to discuss the results in their pairs before sharing reactions as a class. If Sts disagree, ask which description they think would fit better, and why.
- c**
- Give Sts time, in pairs, to decide who has the healthier eating habits.

- Ask for a show of hands around the class to find out how many of them belong in each category according to the quiz.

EXTRA IDEA Instead of selecting from the three options, Sts could write their own response to each of the quiz questions. This could be done as homework. In the next class, ask Sts to compare their answers in pairs or small groups, and decide whether their actual eating habits are more or less healthy than what their quiz results showed.

Grammar

How much...? / How many...?; a lot (of) / not much / not many

3a

- Sts complete the questions from memory before they check back in the text. Confirm answers as a class.

How much; How many

b

- Give Sts time to complete the rules, and compare their answers in pairs before checking as a class.
- Elicit or point out that we use *How many / How much* to ask about the quantity of something. We use the plural forms of countable nouns after *How many (apples)* or *a lot of (apples)*. Remind Sts that uncountable nouns don't have plural forms, e.g. *How much (milk)*.
- Explain that we use *a lot* to express an indefinite but relatively large number or amount. *A lot* can be used on its own, but always with *of* before nouns.

how much; how many; a lot; not many; not much

4

- Give Sts time to complete the questions. Check answers.
- Get Sts to take turns to ask and answer the questions. Monitor the use of the newly learned phrases, making a note of any errors to go over at the end.
- Ask Sts to compare their answers and discuss which of them has the healthier eating habits.
- Elicit some ideas Sts have found out about their partners.

1 How many 2 How many 3 How much 4 How many
5 How much 6 How much

➡ **Workbook** page 28, exercises 1–4

➡ **Photocopiable** Grammar and Vocabulary

Listening

5a 🎧 2•11 Audio script pT90

- Read the topics and ask Sts to write the order in which they think the topics will appear in Mia's food diary.
- Play the audio for Sts to listen and check their answers.

1 breakfast 2 lunch 3 dinner 4 dessert 5 snacks
6 drinks

b 🎧 2•11 Audio script pT90

- Play the audio twice more for Sts to listen and write notes under each heading. On the second listen, get them to confirm their notes and add any more details they hear.
- Ask Sts to compare their notes in pairs before you check answers as a class.

Possible answers

Breakfast: a cup of tea, two slices of wholegrain toast with butter and jam and a carrot

Lunch: chicken, rice, a small portion of green salad and a cake

Dinner: a lot of pasta and cheese with four sausages on top and an apple

Drinks: two biscuits and a carrot

Snacks: three glasses of water and fruit juice with dinner

EXTRA SUPPORT On the second listen, you could play the audio in segments. Pause the audio after 'I ate it on the school bus' for Sts to note down the answers for breakfast. Do the same for lunch (pause after 'A small portion of green salad!'), dinner (pause after 'Yes, an apple!'), then give Sts time to finish snacks and drinks.

c

- Use the Think–Pair–Share technique: give Sts a few moments to think about their answers.
- Give Sts time to compare ideas in pairs using the prompt phrases before eliciting suggestions as a class.

Students' own answers.

➡ **Workbook** page 29, exercise 5

Speaking and Writing

6a

- Give Sts time to write a food diary like Mia's in exercise 5. You could set this as homework, with the discussion in the following lesson.

b

- Give Sts time to do the discussion task and write notes. Monitor their progress and help with any language issues as necessary. Make a note of any useful extra vocabulary, then present the words at the end of the speaking task on the board and give or elicit definitions or translations.

c

- Get some Sts to report back about their partners. Elicit information about those Sts they considered to be the healthiest, and invite agreement or disagreement from the class.

7a

- Sts use their notes from exercise 6 to write their partner's food diary. When they have completed the information under each heading, ask them to check each other's work.

➡ **Workbook** page 29, exercise 6

b

- Set the summary writing task for homework. Ask Sts to write in full, connected sentences and include answers for the questions as well.
- Collect the summaries for marking. Check the texts for task completion (Have Sts included information about every meal?), grammar, vocabulary and spelling. Avoid marking minor errors too heavily and write short, constructive feedback about how Sts can improve their writing in the future.
- Alternatively, you could ask Sts to check each other's work, giving feedback on the above points.

Extra

Give Sts time, in pairs, to write the food diary.

Ask some volunteers to read their texts to the class. Ask Sts *What do you think about this person's eating habits? How are their habits different from yours?*

Alternatively, you could give Sts a type of sportsperson, e.g. marathon runner or rugby player, and get them to research a typical diet. Sts could present their findings in groups and discuss the differences.

Grammar *How much...? / How many...?; a lot (of) / not much / not many*

3 a Complete these questions from the quiz.

- ___ water do you drink a day?
___ sugary snacks do you eat a day?

b Complete the rules with *How much...?*, *How many...?*, *a lot of*, and *not much, not many*.

- We use ___ to ask about uncountable things.
We use ___ to ask about countable things.
We use ___ to talk about both uncountable and countable quantities.
We use ___ to talk about small countable quantities.
We use ___ to talk about small uncountable quantities.

4 Complete the questions with *How much...?* or *How many...?* Then ask and answer the questions with a partner. Use these words to reply.

A lot. Some. Not much. / Not many.

- ___ sweets do you have a day?
- ___ cans of fizzy drink do you have a day?
- ___ fruit do you eat a day?
- ___ bags of crisps do you eat a week?
- ___ fish do you eat a week?
- ___ meat do you eat a week?

► **Workbook** page 28, exercises 1–4

Listening

5 a 2.11 Look at the topics in the box. Listen to the interview. Number the topics in the order that you hear them.

breakfast dessert dinner drinks lunch snacks

b 2.11 Listen again and take notes.

Yesterday

Breakfast

Lunch

Dinner

Drinks

Snacks



c What do you think of Mia's diet? Can she improve it? Discuss with a partner, then tell the class.

Mia's diet is quite... She eats... She needs to...

► **Workbook** page 29, exercise 5

Speaking and Writing

6 a Get ready to speak Write a food diary for yesterday.

b Ask and answer questions about your diary with a partner. Make notes about your partner's diary.

What did you have for breakfast?

Toast and butter.

How many slices of toast did you have?

Two slices.

c Who was the healthiest yesterday?

7 a Get ready to write Write your partner's food diary using your notes from exercise 6.

Breakfast	two slices of toast and butter
Lunch	
Dinner	
Drinks	
Snacks	

► **Workbook** page 29, exercise 6

b Now write a short summary about your partner's diet. What does he / she do well? Can he / she improve it?

Ali's diet is... He eats... but he doesn't eat...
He needs to...



Imagine the food diary of a very healthy sportsperson. What do they eat and drink? Work with a partner to write the sportsperson's food diary for one day.



3D Eating out



Where's your favourite place to eat? Home? At a relative's house? At your favourite restaurant? Why?



1 a 2.12 Read and listen.

Jed Hey Lily! Elsa! Listen. I wanted to do something Australian for you guys.
Lily That sounds good. What?
Jed A barbie.
Lily A what?
Jed A barbecue! You know – cooking outside and all that. Some nice food, some music...
Elsa Sounds good! Can you cook?
Jed Elsa, every Aussie knows how to do a barbecue. Come at lunchtime on Saturday.
Elsa The weather forecast isn't very good.
Jed Weather forecasts! What do they know?



2 Saturday



Jed's dad Here. Give me your umbrellas.
Lily Thank you. And here's some potato salad.
Jed's dad That's very kind. Could you take it to the kitchen, please? Jed is barbecuing there.
Elsa Can you barbecue inside?
Jed's dad I guess you can!
Lily Wow!
Elsa This looks amazing.
Jed Welcome! Aussie barbecue – English style!

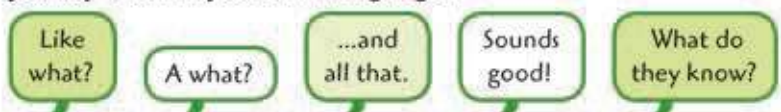
Jed's mum Hi girls! Jed, could you get drinks for Elsa and Lily?
Jed No problem! Two special cocktails on their way!
Jed's mum Is Alfie coming?
Lily Yes, he is. He went home to get something first. What are we having?
Jed Lamb burgers and snags coming up!
Elsa Snags?
Jed It's an Aussie word for sausages! Now, put some of everything on your plates!
Lily Happy to. I'm very impressed.
Alfie Hey, don't laugh. I thought: the weather is English, but I can dress Australian.



b Are the sentences true (T) or false (F)?

- Jed invites his friends for dinner.
- The weather is nice.
- Jed is barbecuing in the garden.
- Alfie is dressed like an Australian.

2 a Spoken English What do these expressions mean? How do you say them in your own language?



b Work in a group. Practise the dialogues.

Workbook page 30, exercise 1

3D Eating out

Supplementary materials

Workbook: pages 30–31, exercises 1–5

Photocopiable worksheets: Everyday English, Pronunciation

Online Practice

Note

The story can be used in class as a reading and listening task, a video task or both.

You First

Give Sts some time to consider the questions, then ask them to compare their ideas in pairs or small groups before you elicit some suggestions.

You could write up the most common answer options on the board ('home', 'grandma's house', 'the corner café', 'the ice cream stand in the park', etc.), then have a show of hands to find out which one is most popular among the class.

1a 2-12

- Elicit any details Sts can recall from the story about Jed and his friends so far. Ask the rest of the class to amend or add to the suggestions they hear.
- Sts study the photos. Elicit ideas for what happens in this episode. Accept any ideas, no matter how far-fetched.
- Play the audio for Sts to listen and follow the story and check their predictions. Did anyone guess correctly?

b

- Give Sts time to complete the task, then compare ideas in pairs before checking as a class.

1 F 2 F 3 F 4 T

EXTRA CHALLENGE Sts correct the false statements with information from the story. (1 *Jed invites them for a barbecue lunch.* 2 *The weather isn't very good (it's raining).* 3 *Jed is barbecuing in the kitchen.*)

2a

- Sts find the expressions in the dialogue. Who says them? Check answers.
- In pairs, Sts discuss ideas about the meanings. Elicit translations from the class.

Like what? = Give me a similar example (informal)

A what? = Can you repeat that? (informal)

...and all that. = ...and so on (informal)

Sounds good! = I like the idea (friendly / informal)

What do they know? = I don't trust what they say (informal)

b

- Sts practise in groups of six (one person can take the roles of Jed's mum and Alfie).
- Get one or two volunteering groups to perform the dialogue in front of the class.

➡ **Workbook** page 30, exercise 1

3a

- Elicit some ideas and invite comments from the class.
- b** 🎧 2•13 🎧 Audio script pT90
- Play the audio for Sts to listen and check their ideas.

They're all quite impressed.

4

- Give Sts time to discuss the questions in pairs.
- Elicit some ideas and invite comments from the class.

Everyday English Giving instructions and polite requests

5a

- Give Sts time to study the phrases under each heading, then find examples in the dialogue.
- Check answers as a whole class.

Giving instructions: Listen. / Give me your umbrellas. / Now, put some of everything on your plates!
Polite requests: Could you take it to the kitchen, please? / Could you get drinks for Elsa and Lily?
Agreeing: No problem! / Happy to.
Refusing: (no examples)

EXTRA CHALLENGE There are two more examples of *Can you...?* in the story, but these are not requests. Ask Sts to find them and say what their function is.

Can you cook? (ability) Can you barbecue inside? (possibility)

b 🎧 2•14

- Play the audio for Sts to listen and repeat the phrases.
- Focus Sts' attention on the instructions and requests and elicit the verb forms and structures used for each.

Additional grammar notes

We use the base form of a verb to give instructions to other people. The spelling doesn't change with different people, and we use *don't* + base form to make instructions negative.

We use the structure *Can you...? / Could you..., please?* with the base form of the verb to ask someone politely to do something. We don't use *May...?*

➡ **Workbook** pages 30–31, exercise 2

➡ **Photocopiable** Everyday English

Pronunciation /ɑː/ /æ/

6a 🎧 2•15

- Sts look through the list and decide which letter is usually used to spell /ɑː/ or /æ/ (the letter *a*).
- Play the audio with pauses for Sts to practise pronunciation and to predict which sound is used.
- Sts complete the table, then compare answers in pairs.

b 🎧 2•16

- Play the audio for Sts to check their answers.

/ɑː/: (are), ask, barbie, can't, hard, starting
/æ/: (and), can, fantastic, grab, having, lamb, snag

c

- Sts list the words under the correct sound. Allow them to compare answers in pairs.

- Check answers as a whole class.

/ɑː/: arm, aunt, bath, dance, dark, guitar, moustache, start
/æ/: ankle, ant, attic, family, lamp, map, stand

➡ **Workbook** page 31, exercise 3

➡ **Photocopiable** Pronunciation

Listening and Speaking

7a 🎧 2•17 Audio script pT90

- Play the first dialogue, then elicit what Dad's request is. Ask Sts to confirm or correct the ideas shared.
- Play the rest of the audio for the Sts to listen to the two other dialogues and complete the first column. Ask them to record the exact words used.
- Check answers with the class.

- 1 Could you please hold this for a minute?
- 2 Oh, please could you lend it to me?
- 3 Could you please help me with my homework? Could you explain this Maths problem to me?

b 🎧 2•17 Audio script pT90

- Play the audio again for Sts to make a note of any instructions used in each dialogue.
- Get Sts to compare answers in pairs, then check as a class.

- 1 Now, hold the end of this while I hammer it. Don't hit your finger!
- 2 Please give it back. Don't spill anything on it!
- 3 Add them together. Do that first.

EXTRA IDEA In pairs, Sts complete the second column of the table in exercise 7a with a sentence summarizing the result of the request in each dialogue. Elicit sentences and, if necessary, play the audio again to confirm the result.

➡ **Workbook** page 31, exercises 4–5

8a

- Give Sts time to rephrase the requests politely.
- Check answers as a class.

We make each request polite by adding *Could / Can you* at the start to make questions, and *please* at the end or after *Could / Can you*, e.g. *Could you help me wash the car, please?*

b

- Demonstrate the task by reading the example dialogue with a student, or get a stronger pair to do this.
- Get Sts to practise role-playing in pairs, taking turns to make the polite request.

c

- Get a few volunteering pairs to perform in front of the class. Ask the rest of the class to make a note of the requests made and what the responses were.

Extra

Give Sts time, in pairs, to prepare their dialogues. Remind them to use the chart in exercise 8b to help. Get a few volunteering pairs to perform for the class.

EXTRA SUPPORT Weaker Sts could write down their dialogues and use this to help them as they perform.

EXTRA CHALLENGE Stronger Sts should speak without referring to their notes.

- 3 a What do Jed and his parents think of Alfie's outfit?
 b 2.13 Now listen and check your ideas.

- 4 **Over to you!** Work with a partner. Answer the questions.
 1 What do you think of Jed's barbecue?
 2 Do people in your country like eating outside?
 3 How often do you have picnics or barbecues?

Everyday English

Giving instructions and polite requests

- 5 a Look at the useful phrases. Find examples in the dialogue in exercise 1.

Giving instructions – Imperatives

Come at lunchtime on Saturday. Don't laugh!

Polite requests

Can you...?

Could you..., please?

Agreeing

Happy to.

No problem.

Refusing

No, I can't. I'm sorry. Sorry, I can't at the moment.

- b 2.14 Listen and repeat.

> **Workbook** page 30–31, exercise 2

Pronunciation

/ɑ:/

/æ/

- 6 a 2.15 Listen and repeat the words. Put them in the correct columns.

and are ask barbie can
 can't fantastic grab hard
 having lamb snag starting

/ɑ:/	/æ/
are	and

- b 2.16 Listen and check.

- c Say these words. Is it /ɑ:/ or /æ/?

ankle ant arm attic aunt bath
 dance dark family guitar lamp
 map moustache stand start

> **Workbook** page 31, exercise 3

Listening and Speaking

- 7 a 2.17 Listen to three conversations. What are the people asking others to do?

People	Request	Result
Dad and Tom		
Issy and Ali		
Joe and Ella		

- b 2.17 Listen again. What were the instructions? Can you remember any? Check with a partner.

> **Workbook** page 31, exercises 4–5

- 8 a **Get ready to speak** Look at the requests. How do you make them polite?

- come to my party
- lend me some money
- let me use your computer
- help me wash the car
- show me your homework
- carry some shopping for me

- b **Role-play with a partner.** Use the prompts from 8a and take turns making polite requests. Use this chart to help you:

Student A	Student B
Ask someone politely to do something.	Respond. Ask a question.
Give an instruction.	Agree or disagree. Give a reason.
Give an instruction.	

Can you come to my party? I'm not sure. When is it?

Come at 8 on Saturday. Sure. I'm free then. Thanks.

That's great!

- c **Role-play one of your dialogues for the class.**



Invite your partner to a birthday party. Tell them what food you are making. Your partner asks questions.

Can you come to my birthday party?

Sounds great, thanks. What are you...?

I'm making some...

3 Revision

Vocabulary Food and drink nouns

1 Look at the pictures. Write the words.



Quantities

2 Complete the sentences with the words in the box.

kilo box carton cup packet pot slice

- 1 Could I have a ___ of tea and a ___ of cake, please?
- 2 Is that your ___ of sweets?
- 3 I sometimes have a ___ of yoghurt for breakfast.
- 4 Could I have a ___ of green apples, please?
- 5 Can you buy a ___ of milk and a ___ of eggs, please?

Grammar Countable/uncountable nouns

3 Put *a*, *an* or nothing (-) in front of the nouns.

- 1 Do you like ___ chocolate?
- 2 Would you like ___ apple or ___ banana?
- 3 I don't like ___ grapes.
- 4 I always have ___ cheese sandwich for lunch.
- 5 I never drink ___ coffee. I don't like it.

some and any

4 Complete the dialogue with *some* and *any*.

- A There isn't ¹ ___ butter in the fridge.
 B OK. I can buy ² ___ at the shops later. Do we need ³ ___ milk?
 A No, but we didn't buy ⁴ ___ bread yesterday.
 B OK. And I'll get ⁵ ___ apples. Do we need ⁶ ___ vegetables?
 A Yes, get ⁷ ___ carrots, please.

How much...? / How many...?

5 Write the questions.

- 1 We've got some eggs. How many eggs have we got?
- 2 She eats a lot of sweets. ___?
- 3 We need some chicken. ___?
- 4 They've got some bottles of lemonade. ___?
- 5 I drink a carton of milk every day. ___?

Everyday English

Giving instructions and polite requests

6 Complete the dialogue with the words in the box.

~~can you~~ could you find it
happy problem sure

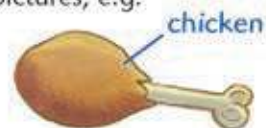
- A Can you give me my tablet back?
 B ¹ ___ to. I just need to find it.
 A You've lost it? ² ___ now, please.
 B No ³ ___. And it isn't lost. I just don't know where it is in my room.
 A ⁴ ___ hurry up, please?
 B ⁵ ___. Phew, here it is.

Learning to learn

How do you remember words?

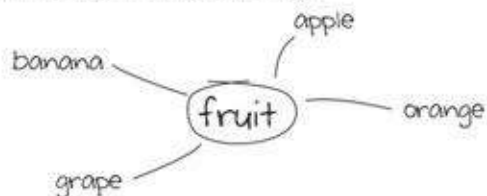
7 Look at these ways of remembering words and discuss them with a partner. Which do you do? Which do you not do? Which could you try to do in future?

1 Labelling pictures, e.g.



2 Listing word families, e.g. to cook [v]
 - a cook [n person]
 - a cooker [n thing]

3 Drawing spidergrams e.g.



4 Making a topic list, e.g. Going shopping:
 Can I have...? Is there any...? Have you got any...?
 5 Writing your own dictionary, e.g. lamb [n]
 a type of meat, from a baby sheep

► **Workbook** pages 32-33, exercises 1-7

Revision

Supplementary materials

Workbook: pages 32–33, exercises 1–7

Online Practice

Unit test 3

Vocabulary Food and drink

1

1 yoghurt 2 sandwich 3 banana 4 crisps 5 fruit juice
6 chicken 7 pasta 8 salad 9 grapes 10 tea

Qualities

2

1 cup, slice
2 packet
3 pot
4 bag
5 carton, box

Grammar Countable / uncountable nouns

3

1 – 2 an; a 3 – 4 a 5 –

some and any

4

1 any
2 some
3 any
4 any
5 some
6 any / some
7 some

LANGUAGE NOTE Note that although we normally use *any* in questions, in certain cases *some* is also possible. We use *some* in questions when we can reasonably expect the answer to be yes – e.g. when offering something (*Would you like some coffee?*).

How much...? / How many...?

5

2 How many sweets does she eat?
3 How much chicken do we need?
4 How many bottles of lemonade have they got?
5 How much milk do you drink every day?

Everyday English Giving instructions and polite requests

6

1 Happy
2 Find it
3 problem
4 Could you
5 Sure

Learning to learn How do you remember words?

7

- Give Sts time, in pairs or small groups, to discuss the various ways of recording vocabulary. Ask them to give reasons for their preferences.
- Elicit some ideas, and invite comments from the Sts.
- Elicit any further methods for recording and recalling vocabulary that Sts have tried and heard about (e.g. using a vocabulary app, creating flashcards) and discuss how effective they would be.
- As a class, try to cover the pros and cons of each method. Point out that there is no single effective way that works for everyone, and that Sts should try to discover what works best for them personally.

► **Workbook** pages 32–33, exercises 1–7

► Unit test 3

► When Sts have finished the **Revision** page, tell them to go to the **Workbook Progress Check** p.33 and complete the **Your progress** table.

My project

Project checklist

Before the lesson

- Arrange for Sts to be able to use computers with access to the internet so they can research healthy living tips.
- If you cannot arrange for computer access, Sts can do internet research as homework before the lesson. Alternatively, they can bring books, magazines or other resources to the lesson.

Materials for the lesson

- Computers with internet access.
- Paper or card (one sheet per student), scissors, glue, coloured pens and pencils.

LEAD-IN Tell Sts five or six activities you do or dishes you eat regularly (e.g. *drive to work at the school, stay up late, have pizza for dinner*), and ask them to comment on whether or they consider these things healthy or unhealthy. Encourage them to say why.

You First

Give Sts a few moments to think about their answers. Ask them to write down at least three things that they do which they consider healthy, and three that they don't. Then give Sts time to compare ideas in pairs before eliciting suggestions.

1

- Ask Sts to draw the outline of the cube on the large sheet of paper.
- Monitor and check that they have done this correctly (or ask them to check each other's work).
- Sts cut the paper into shape.

2

- Ask Sts, in pairs, to look at the instructions on the cube and match each suggestion to the pictures.
- Ask them to consider which ideas they like best, and which they don't like so much – and to say why.
- Elicit some opinions in class, and invite comments from the rest of the class.

1 b 2 a 3 c

3a

- Write the following headings on the board: 'Eating well' and 'Staying active'. Elicit one or two ideas from Sts for each heading and add them to the board as models.
- Ask Sts to brainstorm some further ideas for each heading in pairs or small groups. Remind them to choose the ones they personally like best – they don't have to choose the same ideas.

b

- Give Sts time to write one suggestion on each square of the cube template. Ask them to write in pencil, and leave enough space for a picture or photo to illustrate the idea.
- Get them to check each other's writing for grammar or spelling errors and correct these before finalizing the cubes.

c

- Give Sts time to draw pictures to illustrate their suggestions, or if time allows, ask them to find suitable photos on the internet or in old magazines as homework, and finish preparing their cubes, using colour pens to write the advice.

4a

- Ask Sts to make a final check of their cubes. Are all six sentences correct? Do they represent their ideas about healthy living? Is there a picture to illustrate each piece of advice?
- Give Sts time to glue the pictures onto the template, then fold their template along the dotted lines and glue the edges together to make their cubes.

b

- Get Sts, in pairs or small groups, to roll their cubes and look at the advice on them. Ask them to discuss the ideas and choose the one they are willing to try today. Encourage them to give reasons for their choice.
- Sts try the suggestion. In the next lesson, ask some Sts to report back on what the selected advice was and how well it worked.

c

- For the following week, ask Sts to use the cube each day, and set aside five minutes at the start of the lesson for them to report back.
- When the week is finished, discuss Sts' experiences. Which advice did they find the most / least useful?

EXTRA IDEA Give Sts some sticky notes each. Ask each person to place their cube on their desk for the others to look at. Set a time limit. Get Sts to mingle and look at the others' projects. Ask them to write brief positive feedback on the suggestions they like, and attach it to the desk of the person who made that particular cube. Sts then read comments about their own projects.

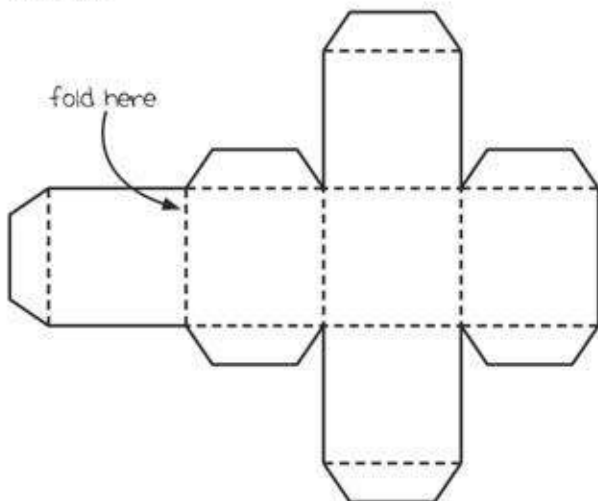


Do you have a healthy life? What do you do that is good? What do you do that is not so good?

6 six tips for healthy living



1 Find a large piece of paper. Cut it into a shape like this.



2 Look at the cube above. Are the tips for diet or staying active? Match the tips and pictures.

3 a Think of some healthy living tips: three tips for eating well and three tips for staying active.

b Write instructions on your cube for healthy living. *Walk to school today!*

c Find some photos or draw some pictures on each side of your cube.

4 a Now put your cube together.

b With a partner, roll your cubes. Compare the instructions. Choose the best one. Do it today!

c Use your cube. Roll it once every day for a week. Do what it says each day. Report back to class.

3 Culture



Do you like cooking or watching cooking programmes? Why? / Why not?

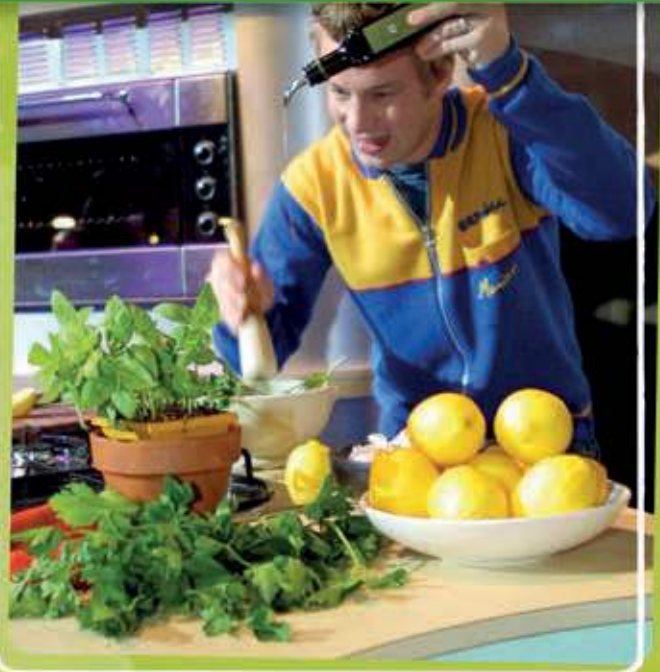
HEALTH HERO

JAMIE OLIVER

1 Jamie Oliver has a lot of energy – he is a chef, cookbook writer, and a TV food and health activist, as well as a father of five children. He wants everybody to eat well and live well, especially children. He was born north of London in Essex in 1975 and made his first TV programme at the age of 23. His relaxed, friendly style makes him very popular. In 2003, the Queen gave him an award for his contribution to the British food industry.

2 He regularly makes TV programmes and documentaries about food and society. He hates junk food and worries about children's health. In his TV programme *Jamie's School Dinners*, he worked in schools to try to make better lunches for pupils. He only used fresh food and taught the school cooks some healthy recipes. After the programme, the British government decided to improve school meals.

3 Jamie is dyslexic and can't read very well, so he had some problems at school and left at 16. But fortunately he loved cooking, so he studied to become a chef. He wanted to help young people. He believed that schools didn't help students who have problems. So he made a TV programme called *Jamie's Dream School* and tried to teach students who weren't doing well. He helped a lot of young people.



1 a Look at the photos. What do you learn about the person? Read paragraph 1 and answer the questions.

- 1 When and where was he born?
- 2 What is his job?
- 3 How many children has he got?
- 4 When did he first appear on TV?
- 5 What did he get an award for?

b Work with a partner.

Student A Read paragraph 2 about Jamie's TV cooking programme.

Student B Read paragraph 3 about Jamie's TV school programme.

Remember the information. Tell your partner. Do not look at your book!

c Discuss the questions.

- 1 What was the most interesting fact in each paragraph?
 - 2 Why do you think Jamie does all of these things?
- 2 Over to you! Are there any famous TV chefs in your country? Are there any popular health programmes? Do you watch them? Why? / Why not?



Culture

Supplementary materials

Photocopiable worksheets: Culture, Culture video

CULTURE NOTES Below are some additional details about the content of the lesson if you want to give your Sts some more information.

Jamie Oliver is an English celebrity chef. He was born on 27 May 1975 in the county of Essex outside London. His first job after completing his studies was making pastries at a famous Italian restaurant in London. His TV cooking show *The Naked Chef* started on BBC in 1999 and became a massive worldwide success. Since then he has written numerous best-selling books and presented popular TV programmes. In 2003 he launched the TV series *Jamie's Kitchen*, where he trained a group of disadvantaged young people in catering to give them jobs at his restaurant, Fifteen, and in 2005 he started a new show, *Jamie's School Dinners*, along with a campaign to increase the amount of healthy food UK schools provided in their lunches. In recognition of his services for the promotion of healthy lifestyle habits, he was given an MBE (Member of the Order of the British Empire) – a prestigious award, presented by Queen Elizabeth II.

You First

Sts could discuss cooking and cooking programmes in pairs or small groups, or you could lead a brief class discussion, eliciting contributions from volunteers and comments from the rest of the class.

OPTIONAL LEAD-IN Ask Sts to cover the text and look at the photos. Elicit who the person is. (Sts will probably recognize Jamie Oliver easily.) Ask Sts to write down two things they know about him for certain, two things they think they know but are not sure about, and two more things they would like to find out about him. Get Sts to compare their ideas in pairs or small groups before moving on to the activities in the **Student's Book**.

1a

- Give Sts time to look at the photos and elicit descriptions as a whole class.
- Sts read the first paragraph and answer. Allow them to compare answers in pairs before checking as a class.

- 1 He was born in 1975 in Essex (north of London).
- 2 He is a chef, cookbook writer, and a TV food and health activist.
- 3 He's got five children.
- 4 He first appeared on TV at the age of 23 (in 1999).
- 5 His contribution to the British food industry.

b

- Sts do the jigsaw reading task. Ask each of them to cover their partner's text and only read their own.
- After they have finished reading, give Sts time to tell each other all they can remember from their own texts.
- You could also refer Sts back to their notes from the lead-in and check if they can find out the answers to the information they didn't know or weren't sure about.

EXTRA SUPPORT Allow the use of dictionaries to look up any unfamiliar words. Alternatively, you could ask Sts to quickly look through their own texts and ask you about any unfamiliar words they find. Elicit or provide a definition, example or translation.

c

- Give Sts time, in pairs or small groups, to discuss the two questions and write their answers.
- Alternatively, lead a class discussion, inviting Sts to agree or disagree with each other's suggestions, giving reasons.

2

- Brainstorm some famous TV chefs from the Sts' own country as a class. Elicit a few facts about them.
- Elicit examples of popular health programmes Sts know and what healthy actions they suggest.
- Get Sts to discuss their personal preferences in pairs or small groups, then get some volunteers to report back to the class and invite comments from other Sts.

EXTRA IDEA Sts could do some internet research to write a brief biography of one of their country's famous TV chefs – including some details about how they started their careers, their most popular shows, and their main activities or interests outside their TV shows. Ask Sts to write up their findings in a short report (using the text about Jamie Oliver as a model) or prepare a brief slideshow presentation on the computer, illustrated by pictures or clips from the person's show. Set aside some time in a later lesson for Sts' presentations, and get some volunteers to present their research. Invite comments from the class, and have a vote on the presentation they enjoyed the best.

▶ Video *Healthy food*

As an extension to the Culture topic, watch a short film about healthy food and do the accompanying photocopiable exercises. You can either do this in class or set it as optional homework. The film is available on the Teacher's Resource Disc or on the Online Practice.

Learn through English

Supplementary materials

Photocopiable worksheet: Song

Additional subject notes

Below are some more details about health and exercise.

Aerobic exercises (also known as cardio exercises) range from light to moderate in intensity. The main aims are improving breathing and stamina, so the activities can be continued for extended periods of time, during which the body is able to maintain a steady supply of oxygen for the muscles. Jogging, swimming, walking and cycling are examples of aerobic exercises.

Anaerobic exercises are activities that promote speed, strength or power. They are high-intensity exercises, so anaerobic activities can only be maintained for brief periods of time, up to no more than two minutes. (Intense activities exceeding two minutes are a combination of aerobic and anaerobic exercise.) Examples of anaerobic exercises involve sprinting or weightlifting.

A **fitness tracker** is a piece of technology that records fitness-related data such as distance covered (running or walking), calorie consumption, heartbeat, blood pressure, or sleep patterns. Fitness-tracking technology can be built into smartwatches or devices that can be linked to a computer or smartphone. Fitness-tracking technology also exists as mobile phone and social media apps.

You First

Sts could discuss the questions in pairs or small groups, or you could lead a brief class discussion, eliciting contributions from volunteers and comments from the rest of the class.

1

- Elicit descriptions as a whole class. Alternatively, ask Sts to describe the pictures in pairs or small groups first, adding to and correcting each other's ideas before eliciting descriptions as a class.

Possible answers

- Someone exercising with a skipping rope.
- Two teenagers playing a (virtual reality) video / computer game.
- Someone using a fitness tracker gadget.
- Someone walking.

2a

- Give Sts time to read the text quickly and do the matching task, then check answers as a class.

1 D 2 B 3 A 4 C

b

- Give Sts time to complete the gap-fill task. Allow them to compare their answers in pairs.

EXTRA CHALLENGE You could ask Sts to cover the box and try to complete the information with what they consider likely. Then they could uncover the box and check if any of their predictions match the options available – then go on to finalize their answers.

EXTRA SUPPORT Sts could do the task in pairs and check answers with another pair.

c **2.18**

- Play the audio for Sts to check their answers. If necessary, pause playback after each paragraph to help them revise any answers they got wrong. Did any of the facts surprise them?

- 12,000
- 3,000–4,000
- seven hours
- eight kilometres
- one minute
- one hour
- two or three times a week

3

- Give Sts time to discuss the questions in pairs or small groups, then do whole-class feedback.

4a **2.19** Audio script pT90

- Give Sts time to copy the table, then play the audio, twice if necessary, for them to complete the information.
- Allow them to compare responses in pairs before checking as a class.
- Elicit Sts' answers. How healthy do they think Orin's lifestyle is? Why?

Monday	(PE for 1 hour)
Tuesday	walk to school, play football at lunchtime
Wednesday	PE for 1 hour
Thursday	play handball
Friday	walk to school, play football at lunchtime
Saturday	go cycling with friends
Sunday	walk to swimming pool, swim for 40 minutes

EXTRA IDEA As an optional lead-in to exercise 4b, brainstorm some popular physical activities for Sts to consider for their exercise plans later. Remind them about the sports they discussed at the start of the lesson.

b

- Give Sts time to write their exercise plans from Monday to Sunday. Encourage them to include at least one physical activity for each day. Remind them to take school activities into account and think of any opportunities to walk or cycle from one place to another instead of getting a lift or using public transport.

c

- Ask Sts to be prepared to report back to class in a week's time.
- In the follow-up session, take a show of hands of who was able to complete everything on their plan and who had to make some changes. How well have they managed to complete their plan?
- Encourage them to modify their plans as necessary, and try again for another week.

2.20 Song Celebration

- Play the audio for Sts to listen to the song and complete the Song photocopiable worksheet.
- Check answers.



What sports do you watch / play?
Do you like sports? Why? / Why not?

Some steps to keep you healthy!



A Apps that count the number of steps you take are very popular. Experts say young people need to walk ¹ steps a day to keep healthy. The average adult only walks around ² steps a day, but many teenagers play sports, so they take many more steps.



B However, the average teen can also spend over ³ a day on various media, including watching TV, surfing online, and playing video games. And they also study hard for exams.



C So, how much exercise do you get? 10,000 steps are the same as ⁴. It only takes about ⁵ to walk 100 steps. So, in 30 minutes, young teens can take about 3,300 steps. How many steps do you take each day?

D And look at the time you spend on exercise. Teenagers need ⁶ a day – some aerobic exercise for a healthy heart and some strength training ⁷ for strong muscles and bones. This includes running, jumping and skipping.

- 1** Look at the photos. What can you see?
2 a Read the paragraphs (A–D) and match them to the photos (1–4).

b Put the numbers in the correct places.

3,000–4,000 12,000 eight kilometres
one hour one minute seven hours
two or three times a week

c 2.18 Listen and check.

3 Over to you! What do you think? Discuss with your partner.

- How much exercise do you get a week? How many hours? Work out an average.
- Can you work out approximately how many steps you take a day?
- Compare with the class. Who takes the most steps?

4 a 2.19 Listen to Orin talking about his ideal exercise plan for the week. Copy and complete the timetable.

Monday PE for 1 hour
Tuesday
Wednesday
Thursday
Friday
Saturday
Sunday

b Write your ideal exercise plan for the next week. Try to stick to it!

c Report back to the class at the end of the week.

4

High-tech

4A Online



How often do you use the internet? What do you use it for? Compare with a partner, then discuss as a class.

Vocabulary The internet and computers

1 a Match the words in the box to the photos.

camera charger games console
keyboard laptop printer and scanner
touchscreen wireless router

b 2.21 Listen and repeat.



2 a Work with a partner. Match these words and definitions.

download go online post upload

Verbs

- 1 connect to the internet
- 2 take a file from the internet and put it on your computer
- 3 put a file from your computer on the internet
- 4 publish a message online

blog password social media site virus vlog Wi-fi

Nouns

- 5 a secret word that you use to open files
- 6 a hidden program that can break your computer
- 7 a journal you keep on the Web
- 8 a video diary you keep on the Web
- 9 a website where you can meet other people
- 10 a wireless connection to the internet

b 2.22 Listen and check.

c 2.23 Listen and repeat.

3 2.24 Listen to three conversations and match the topics. There is one extra.

Conversation 1 ___ 2 ___ 3 ___

- a remembering passwords
- b making a vlog
- c looking at social media sites
- d a possible virus

4 Work with a partner. Ask and answer the questions about your internet habits. Give more information.

- What device do you use to go online?
- Do you ever download music or movies?
- Do you ever upload videos or photos?
- How do you remember passwords?
- Do you use any social networking sites?

What do you use to go online?

Usually my phone.

➤ **Workbook** page 34, exercises 1–3

4 High-tech

Unit objectives

- talk about online habits
- make predictions about the future
- discuss experiences with gadgets and video games
- write about ambitions
- make plans and arrangements

Language

Grammar: *will* for future; *be going to*; *will* for decisions

Vocabulary: the internet; technology / inventions

Everyday English: offering help

Project: My invention

Culture: The story of the computer

Learn through English: The internet (IT)

4A Online

Supplementary materials

Workbook: pages 34–35, exercises 1–7

Workbook: Grammar summary Unit 4

Photocopiable worksheets: Grammar and Vocabulary, Communication

You First

Give Sts half a minute to think about their internet usage before they compare their experiences in pairs. You could elicit responses and build up a list on the board of the most common online activities around the class.

EXTRA SUPPORT Sts could write down their lists of online activities before the pairwork stage. Suggest they write at least three things they do on the internet.

Vocabulary The internet and computers

OPTIONAL LEAD-IN Sts cover the box in exercise 1a and name as many of the eight items as they can. They could do this as a contest in pairs, writing down their answers. The person with the most correctly named items wins. (Ignore spelling errors at this point.)

1a

- Give Sts time to do the matching task and compare their ideas in pairs.

b 2-21

- Play the audio for Sts to listen and check their answers.
- Play the audio again and pause after each item for Sts to practise their pronunciation. Pay special attention to the vowel sound in *keyboard* /'ki:bɔ:d/ and *router* /'ru:tə/. Both are pronounced with a long vowel, not a diphthong, in British English.

- 1 games console 2 touchscreen 3 printer and scanner
4 laptop 5 camera 6 keyboard 7 wireless router
8 charger

EXTRA IDEA Sts can test each other by covering the box and taking turns to point at a picture and ask their partner to name the item.

2a

- Give Sts time to complete the task in pairs.
- Ask them to compare answers with another pair.

b 2-22

- Play the audio for Sts to check their answers.

- 1 go online 2 download 3 upload 4 post 5 password
6 virus 7 a blog 8 a vlog 9 social media site 10 Wi-fi

c 2-23

- Play the audio with pauses for Sts to practise the pronunciation of the words and phrases, focusing on *download* /daʊn'ləʊd/, *upload* /ʌp'ləʊd/, *social media* /,səʊʃ(ə)l 'mi:diə/, *virus* /'vaɪrəs/ and *Wi-fi* /'waɪfaɪ/.

3 2-24 Audio script pT90

- Play the audio for Sts to match the topics.
- Allow Sts to compare ideas in pairs before checking as a class. Play the audio again to confirm answers.

- 1 d 2 c 3 a

EXTRA SUPPORT Do the first conversation together as a class. Sts then match the other two conversations individually before checking answers.

4

- Elicit or pre-teach the meaning of *device*. Ask Sts to read through the questions and check comprehension.
- Give Sts time to ask and answer the questions in pairs or small groups, adding some extra details.
- Elicit some interesting things Sts have learned about their partners, and invite comments from the class.

EXTRA IDEA Allow Sts to interview you about your own internet habits. Ask Sts to make notes, then summarize what they found out at the end. Alternatively, Sts could ask members of their family and summarize their answers as a homework task.

► **Workbook** page 34, exercises 1–3

Grammar *will* for future

5a

- Elicit what Sts think the two phones can do and write their suggestions on the board.

b 2-25

- Play the audio for Sts to listen to the text as they follow it in the book.
- Elicit Sts' opinions, and invite the rest of the class to agree or disagree and say why.
- Get Sts to find the predictions for future functions, and write them in note form on the board. Point out that we use *will* to express such predictions.

c

- Give Sts time to complete the examples from memory, then check back in the text before checking as a class.
- Elicit further examples for each form.

- + will, be
- won't use
- ? will, have

Possible answers

- + Connectivity will become constant. The Universal Internet will become a reality. The things we own will talk to each other. Even our own bodies will be connected to the internet. Our lives will be completely connected. I think that other people will see absolutely everything we do.
- They won't be any easier.
- ? What will the internet be like in 15 or 20 years? Will that be a good thing?

d

- Give Sts time to look at the negative sentences with *won't* from the text, then elicit answers from the class.

won't is short for *will not*

Additional grammar notes

When we express a negative prediction, we don't use *I think...won't*, but *I don't think...will NOT* ~~I think we won't have any privacy.~~ BUT *I don't think we will have any privacy.*

6a

- Give Sts time to complete the task.
- Sts compare ideas in pairs before checking as a class.

- 1 will have 2 won't need 3 will, get 4 won't go
- 5 will study 6 will upload

b

- Give Sts time, in pairs, to discuss the predictions in exercise 6a. Where they disagree, ask them to make a different prediction.
- Elicit some of the Sts' ideas for whole-class feedback.

➡ **Workbook** page 35, exercise 4

➡ **Photocopiable** Grammar and Vocabulary

Speaking and Listening

7a

- Before Sts do the matching task, elicit brief descriptions in their own words for each image. Accept any suggestions, even if they later turn out to be wrong.
- Give Sts time to do the matching task, then compare their ideas in pairs before checking as a class.

- 1 farming 2 health 3 factory production 4 transport

b

- Give Sts time, in pairs or small groups, to discuss each of the four topics, using the guiding questions. Encourage them to make notes of their ideas. Monitor and help with any language they need.
- Elicit suggestions for each topic as a class, and invite Sts to comment, agree or disagree with the ideas offered. Encourage them to agree on at least one prediction for each topic.
- Alternatively, split the class into four groups and give each group two minutes to discuss one of the four topics you assign to them. Sts make notes of the ideas. Monitor as above. After the time is up, make new groups of four, with one student from each previous topic group. Get them to report back on their topic to their new group, commenting on each other's ideas. Share ideas as a class.

➡ **Workbook** page 35, exercise 5 –7

8a 2-26 Audio script pT91

- Play the audio, twice if necessary, for Sts to make notes of the expert's suggestions.
- Sts compare the expert's ideas with their own.

b 2-26 Audio script pT91

- Play the audio again, pausing after each sentence is heard, for Sts to record the exact words used. Check answers as a class.

- 1 driverless, safer
- 2 computers, check, health, problems
- 3 factories, 3D printers, things
- 4 farms, computers

c

- Give Sts time, in pairs or small groups, to discuss their opinions about the expert's predictions. Monitor and help with any language problems. Keep error correction to a minimum – only intervene when mistakes hinder comprehension.
- Elicit some of their ideas, and invite agreement or disagreement from other Sts.

EXTRA IDEA For homework, you could ask Sts to suggest some further topics, then have them write predictions for any choice of four topics instead. Elicit predictions in the next lesson, and invite comments from the class.


Extra

Ask Sts to make five or six predictions about their future home, then discuss ideas in pairs.

You could set the preparation part as homework, and do the pairwork discussion in the following lesson.

Grammar will for future

5 a Look at the two phones below. What do you think these phones can do?

b  2.25 Read and listen to the web article. Is the Universal Internet a good idea? Why?/Why not?

The Universal Internet

Look at the first smartphone. Our technology changes fast, doesn't it? So, what will the internet be like in 15 or 20 years?


Experts agree that connectivity will become constant. In the future we won't use a password to go online because we will always be online.

The Universal Internet will become a reality: the things we own will talk to each other. Our houses, our cars, our fridges, our watches, even our own bodies, will be connected to the internet. Our lives will be completely connected, but perhaps they won't be any easier.

In this future world, will we have any privacy, any secrets? No, I don't think we will. I think that other people will see absolutely everything we do. Will that be a good thing? What do you think?



c Read the rules. Complete the examples from the text. Find one more example of each.

 We use *will* to make predictions about the future.

+ We ___ always ___ online.

- We ___ a password.

? ___ we ___ any privacy?

I think... will... is for personal predictions.

d What is *won't* short for?

6 a Complete the sentences with the correct form of *will*.

In the future...

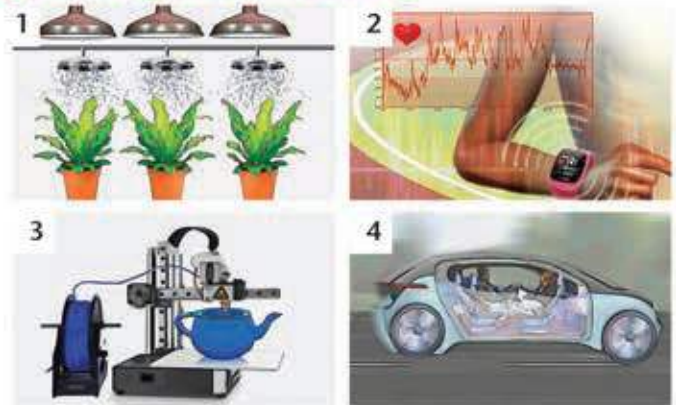
- all tablets ___ virtual keyboards. (have)
- we ___ a charger for our computers. (not need)
- ___ we ___ computer viruses all the time? (get)
- students ___ to school. (not go)
- students ___ online and do homework in chatrooms. (study)
- everyone ___ blogs and vlogs to the internet. (upload)

b Discuss the ideas with a partner using *I (don't) think...will*.

I think tablets will have virtual keyboards.

► **Workbook** page 35, exercise 4

Speaking and Listening



7 a **Get ready to speak** Match the pictures with the topics in the box. What do you think they show?


factory production farming health transport


b Work with a partner. What will these be like in the future? How will technology and the internet change things? Discuss ideas for each topic.

I think that robots will work on farms in the future.

I don't think they will.

► **Workbook** page 35, exercises 5–7

8 a  2.26 Listen to the interview with an internet expert. Were your ideas in exercise 7b the same?

b  2.26 Listen again and complete the sentences with the correct words from the listening.

- Dr Paterson thinks that ___ cars will be much ___.
- We'll wear small ___ all the time and they'll ___ our ___ and tell us about any ___.
- We won't build big ___ any more. We'll use ___ to make the ___ we need.
- We'll grow our food in vertical ___. We can use ___ to control the weather.

c What do you think of these ideas? Discuss with a partner.

Dr Paterson thinks that people won't drive anymore. But I think that people like driving.

Yes, but I think that people will...



Imagine your home in the future. Make predictions about what you think it will have. Tell a partner.

I think my house will be under the sea. It will have a...

4B Great ideas

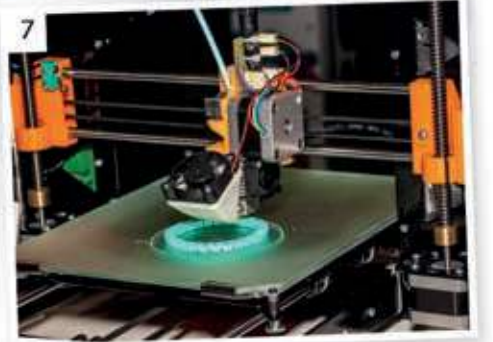


How many gadgets have you used today?
Which is your favourite?

Vocabulary Technology/inventions

1 a Look at the photos and match the correct words from the box.

3D printer driverless car drone e-reader earphones electric car
games console smartphone smartwatch virtual reality headset



b 2.27 Listen, check and repeat.

c Discuss the questions.

Which gadgets do you see in everyday life?
Which ones do you know how to use?

2 a 2.28 Listen to four conversations.
Which invention are the people talking about?

1 ___ 2 ___ 3 ___ 4 ___

b 2.28 Listen again and answer.

Which invention...

- | | |
|-------------------|----------------|
| 1 ...can fly? | 3 ...is quiet? |
| 2 ...isn't heavy? | 4 ...is tiny? |

3 a Work with a partner. Choose your favourite five inventions from exercise 1. Give your reasons.

b Write your top five technology items in order, from most to least useful. Discuss with your partner.

I think the most useful invention is...

I don't agree. I think it's...

OK. I don't mind. What do you think is number two?

c Now write the items in order of which you would most like to have, from most to least wanted. Are they in the same order?

► Workbook page 36, exercises 1-2

4B Great ideas

Supplementary materials

Workbook: pages 36–37, exercises 1–6

Workbook: Grammar summary Unit 4

Photocopiable worksheets: Grammar and Vocabulary, Communication

You First

Pre-teach *gadget* if necessary. Give Sts half a minute to make a list of gadgets before they discuss and compare their experiences in pairs.

EXTRA IDEA Tell the class briefly about the gadgets you have used today. Get them to try to guess which is your favourite gadget.

Vocabulary Technology / inventions

1a

- Before they begin matching, ask Sts to cover the box and try to name or describe the gadgets in the pictures.
- Give Sts time to do the matching task.
- Allow Sts to compare answers in pairs.

1 virtual reality headset 2 earphones 3 e-reader
4 drone 5 smartwatch 6 smartphone 7 3D printer
8 games console 9 electric car 10 driverless car

b 2-27

- Play the audio for Sts to check their answers.
- Play the audio again with pauses to practise pronunciation. Pay special attention to the pronunciation of *virtual reality* /vɜːtʃʊ(ə)l rɪ'æli:ti/ and the diphthong in the second, stressed syllable of *console* /kɒnsəʊl/.

c

- Give Sts time to discuss the questions in pairs or small groups. Monitor the activity, making a note of the most interesting ideas to elicit at the end.
- Invite comments from the class on the ideas elicited from the discussions.

2a 2-28 Audio script pT91

- Play the audio for Sts to identify the inventions. Play the audio a second time if necessary, then check answers as a class, replaying the audio if necessary.
- For each dialogue, elicit what information or what words helped Sts decide on the answers.

1 e-reader 2 earphones 3 drone 4 electric car

EXTRA SUPPORT You could complete the activity as a class. Play each conversation one by one and elicit suggestions as a whole class. Ask the rest of the class to confirm, correct or reject suggested answers. Move on to the next conversation once the answer has been agreed for each conversation.

b 2-28 Audio script pT91

- Play the audio again for Sts to listen as they write their answers. If necessary, point out that each invention can only be used once.
- Ask Sts to compare their answers in pairs before eliciting ideas with examples from the audio to support their answers.

1 drone 2 e-reader 3 electric car 4 earphones

OPTIONAL LEAD-IN Before starting exercise 3, you may like to brainstorm some phrases Sts will be able to use to express agreement (e.g. 'I agree!' 'I think you're right!' 'That's true!') or disagreement (e.g. 'I disagree!' 'I don't agree!' 'I think you're wrong!' 'That's not true!'), and write these up on the board for reference.

3a

- Give Sts time, in pairs, to discuss the inventions and agree on their choices. Monitor their discussions and check they are giving reasons for their choices.

b

- In their pairs, get Sts to rank their chosen gadgets in order of usefulness. Encourage them to use the dialogue diagram to get started and monitor their discussions.
- Elicit suggestions, and ask Sts to give reasons. Invite the rest of the class to agree or disagree.

c

- In their pairs, get Sts to rank the same five items in order of desirability, then compare their two lists.
- Elicit ideas from a few pairs and ask them to try to explain why the rankings might be different. Help with any difficult language.

► **Workbook** page 36, exercises 1–2

Reading and Grammar *be going to*

4a

- Use the Think–Pair–Share technique: give Sts a few moments to look at the photo and think about their answers, then give them time to compare ideas in pairs before eliciting suggestions.

b

- Elicit or pre-teach *wings, hold a record, distance, improve* and *crash*. Quickly drill pronunciation of any problem words. Draw attention to the stress on the first syllable in *record* as a noun /'rekɔ:d/, and how a long vowel sound, not a diphthong, is used in *improve* /ɪm'pru:v/.
 - Give Sts time to read the text and check their ideas.
 - Ask for a show of hands on Sts' willingness to try the gadget. Elicit a few reasons from those for and those against it, and invite comments from other Sts.

c

- Give Sts time to complete the examples from memory, then check back in the text and add the two extra examples before checking as a class.

Positive: are going to
Negative: aren't going to
Question: are (we) going to
 He is going to improve his design. He's also going to improve safety.

LANGUAGE NOTE Remind Sts that in this structure the verb *go* is not used in its primary sense, but as an auxiliary. When *go* is also the main verb, we use *(be) going to go*.

5a

- Give Sts time to read the rule.

b

- Ask Sts to write their predictions for each picture using the verbs. Give Sts a few moments to think about their sentences, then elicit answers.

Possible answers
 Franky's going to put on his suit.
 Franky's going to fly on his board.
 Franky's going to crash.

➡ **Workbook** page 37, exercises 3–4

➡ **Photocopiable** Grammar and Vocabulary

Listening

6a 2-29 Audio script pT91

- Play the audio for Sts to match the names and gadgets.
- Elicit answers from the class.

Mia: electric car **Harry:** smartwatch **Chrissie:** VR headset

b 2-29 Audio script pT91

- Play the audio again, twice if necessary, for Sts to complete the table with their notes.
- For feedback, ask Sts to report back on the teenagers to the class using full sentences with *be going to*.
- Alternatively, get Sts to do the task in groups of three. Assign each person one of the columns. After playing back the audio, give Sts time to share their answers in their groups and complete the table together.

	after school	future career	ambition
Mia	university	marine biology	save our environment
Harry	no college	app designer	start his own company
Chrissie	art college	video game designer	become first world-famous VR artist

EXTRA SUPPORT You could do the task speaker by speaker, checking all the answers as a class before moving on to the next part of the audio.

EXTRA SUPPORT Sts could do the task in pairs. Play the audio speaker by speaker. Give them time after playing back each speaker to discuss what they understood before moving on to the next part.

➡ **Workbook** page 37, exercises 5–6

Speaking and Writing

7a

- Give Sts time to complete the questions, then allow them to compare these in pairs before checking as a class.
- Give Sts some more time to write true answers.

- What **are** you **going to** do when you leave school?
- Where **are** you **going to live**?
- What **are** you **going to buy** when you have enough money?
Students' own answers.

b

- Give Sts time to ask and answer the questions from exercise 7a in pairs. Monitor the correct use of *(be) going to*, making a note of any persistent errors to review with the class at the end of the activity.
- For feedback, get a few volunteers to report back on something interesting they learned about their partners.

8a

- Give Sts time to write brief notes about their partner's answers to the questions from memory. They could swap their notes and check their partner has remembered correctly.

b

- In class, or as a homework task, Sts use their notes to write a paragraph about their partner's future plans.
- Collect their compositions for marking, checking mainly for grammar and spelling. Alternatively, you could get Sts to check each other's writing in pairs.

Extra

Sts could write about their plans for homework, then compare their plans in pairs in the following lesson. Get a few volunteers to share something interesting they found out about their partners with the class.

Reading and Grammar *be going to*

- 4 a Look at the photo. What's happening?
 b Read the text about one person's invention. Would you like to try it?

Franky's Plan

Franky Zapata has got an amazing plan for us. In the future, humans are going to fly through the air. And we aren't going to need wings, just a small board. How are we going to do this? Well, Franky is the inventor of the Flyboard Air, and he holds the Guinness World Record for the longest distance on a travelling board. He's going to improve his design so that he can travel for longer. At the moment, the Flyboard Air isn't safe for everyone to use, but Franky and his team are going to improve safety so that anyone can fly on it.



- c Read the rule and complete the examples from the text. Find two more examples.

We use *be going to* to talk about future plans and intentions.

Positive

Humans fly through the air.

Negative

We need wings.

Question

How we do this?

- 5 a Look at the pictures and read the rule.

We also use *be going to* for things we can see will happen.



- b What is Franky going to do? Make sentences. Use these verbs.

crash put on fly

▶ **Workbook** page 37, exercises 3–4

Listening

- 6 a 2.29 Listen. Match the gadgets to the teenagers.



Mia



Harry



Chrissie

electric car smartwatch VR headset

- b 2.29 Listen again and complete the table. Then tell the class.

	after school	future career	ambition
Mia			
Harry			
Chrissie			

After school, Mia's going to go to... She's going to be a...

▶ **Workbook** page 37, exercises 5–6

Speaking and Writing

- 7 a **Get ready to speak** Complete the questions with *be going to* and the correct verb from the box. Write true answers.

buy do live

- What you when you leave school?
- Where you ?
- What you when you have enough money?

- b **Work with a partner.** Ask and answer questions about your future.

What are you going to do when you leave school?

- 8 a **Get ready to write** Make notes on your partner's answers from exercise 7a.

- b Write about your partner's future plans.

When leaves school, he's / she's going to go to university. He's / She's going to study...



What are you going to do this evening / tomorrow / this weekend / this summer? Work with a partner. Tell them your plans.

4C Computer games



Do you like computer games?
If so, which ones? If not, why not?

BadTech is an evil organization that rules the world now. The boss of BadTech is called Malware. He uses a computer virus to control everybody through their laptops, smart phones and watches. Most of the people on the planet are now under remote control. They are called the Humanoids. Malware controls the Humanoids to hunt a secret group called the Freedom Guardians. He also uses special drones.

Your name is SmartTech. You are a Freedom Guardian. You are trying to get into Malware's top secret control room. Your mission is to find the main computer hard drive and destroy the virus. You need to:

- Look after the other Freedom Guardians.
- Get past the Humanoids. You can't touch them or you will become infected with the computer virus.
- Find Malware's secret headquarters within the main computer.

When you make a good decision, you will win lasers, secret information or medicine.

BadTech Empire



Scene 1

A drone is coming towards you. It can see your heartbeat. Your shield will hide your heart, but your friend hasn't got a shield. You can:

- a escape from the drone to look for the secret door.
- b try and rescue your friend.



Scene 2

A group of Humanoids is coming towards you. You:

- a try and scare them with your new laser.
- b run away, because the Humanoids mustn't touch you.

Scene 3

You're in Malware's control room. You:

- a organize everyone and go straight for Malware.
- b use the shields to move quietly and use the medicine to turn the Humanoids into Freedom Guardians.

Reading and Listening

1 a Look at the video game pictures. What can you see?

b Read the story introduction. Discuss with a partner.

1 What is BadTech?

2 Who are these characters?

Malware SmartTech Humanoids Freedom Guardians

3 What is your mission?

2 a Read the scenes. Choose a decision.

b 2.30 Listen to the players. What do they decide? What happens? Compare your answers.

▶ **Workbook** pages 38–39, exercise 1

4C Computer games

Supplementary materials

Workbook: pages 38–39, exercises 1–3

Workbook: Grammar summary Unit 4

Photocopiable worksheets: Grammar and Vocabulary, Communication

You First

Sts could discuss computer games in pairs or small groups, or you could lead a brief class discussion, eliciting contributions from volunteers and comments from the rest of the class.

Reading and Listening

1a

- Give Sts some time to look at the game scene images and briefly discuss their ideas in pairs or groups before you elicit suggestions.

b

- Elicit or pre-teach *empire, evil, rule* (verb), *remote control, destroy, infected* and *headquarters* (pronounced /hed'kwɔ:təz/ and used as both a singular or a plural noun).
- Sts work in pairs to read the text carefully and answer the questions. Check ideas as a class, and invite comments or corrections from the Sts.

- 1 BadTech is an evil organization that rules the world.
- 2 **Malware** is the boss of BadTech.
SmartTech is a Freedom Guardian – the game's hero.
Humanoids are people under remote control.
Freedom Guardians are a secret group fighting Malware.
- 3 To get into Malware's top secret control room, to find the main computer hard drive and destroy the virus.

2a

- Elicit or pre-teach *towards, shield, hide, rescue, scare* and *turn into*.
- Give Sts time to read the whole text, then think about their descriptions of the game scene images in exercise 1a. How similar / different were their ideas?
- Give Sts time to study each scene and make their decisions.

EXTRA IDEA Sts compare their decisions in pairs. Did they make similar / different choices? Ask them to give reasons.

b 2-30 Audio script pT91

- Play the audio for Sts to identify the speakers' decisions. Check answers with the class.
- Ask Sts to discuss in pairs whether they made similar or different decisions from the players in the audio.

Scene 1: b **Scene 2:** a **Scene 3:** b

➡ **Workbook** pages 38–39, exercise 1

Grammar will for decisions

3a

- Get Sts to complete the examples from memory.
- Allow them to compare answers in pairs.

b **2-30** Audio script pT91

- Play the audio again to check answers.

1 'll, won't 2 'll, won't 3 'll

c

- Give Sts time to complete the examples for the rule.

'll; won't

Additional grammar notes

We use *will* (or its short form: *'ll*) for all persons. Some speakers prefer to use *shall* (also shortened to *'ll*) after *I* or *we*, but this is considered old-fashioned nowadays. However, we must still use *Shall*, not *Will*, when making a polite offer or suggestion: *Shall I open the window? Shall we go?* (Saying *Will I open the window?* or *Will we go?* is correct grammatically, but it suggests you are asking the other person to predict whether or not you will carry out the action.)

4

- Give Sts time to consider the situations and write an appropriate sentence with the verbs. There may be many possible solutions.
- Get them to compare their ideas in pairs before checking as a class.

EXTRA CHALLENGE Sts could do the task orally, without writing down their sentences. Elicit sentences as a whole class, or ask Sts to work in pairs and take turns to say the sentences.

Suggested answers

- 2 We'll go out for a nice dinner. / I'll buy her a good book.
- 3 I'll go to the supermarket. / I'll buy more food.
- 4 I'll invite my friend to come over. / I'll go to my friend's house to play.
- 5 I won't play tennis. / I'll invite some friends over.

EXTRA IDEA Invent a few similar situations. Elicit similar sentences from Sts using *will / won't*. You may like to provide different verbs to use, or ask Sts to use the options in the box.

➡ **Workbook** page 39, exercises 2–3

➡ **Photocopiable** Grammar and Vocabulary

Listening

5a

- Give Sts some time to think about the game scene, then briefly discuss their ideas in pairs before you elicit suggestions. Sts then interpret the scene in their own words.

Suggested answer

A person's hand with a photo of a man and a young boy.

b **2-31** Audio script pT92

- If necessary, teach the meaning of *twist* in this context.
- Play the audio for Sts to check their ideas about the scene. Did they guess the twist in the story?

The player is Malware's child.

c

- Give Sts time to choose the correct alternatives from memory.
- Get them to compare their answers in pairs.

d **2-31** Audio script pT92

- Play the audio for Sts to check their answers.

1 'll 2 'll 3 'll 4 won't 5 'll

EXTRA IDEA Play track 2.31 again, pausing after each decision. Sts could discuss as a class if they would have made different / similar decisions, and give reasons why.

Speaking

6a

- Give Sts time, in pairs, to discuss the two game scenes and describe them, before completing the matching task.

Student A

1 castle 2 desert 3 forest 4 lake

Student B

1 jungle 2 mountain 3 palace 4 sea

b

- Check that the task is clear.
- Each student looks only at their assigned picture, then makes a choice.
- Their partner tells them the consequence of their decision.
- They do the same with alternatives before deciding which of them was best / worst.
- For feedback, elicit Sts' opinions, and invite comments from the rest of the class.

Student A will find

1 a wizard 2 a treasure chest 3 a dragon 4 a monster

Student B will find

1 an alien 2 a giant 3 a crown signal
4 a pirate ship / pirates

EXTRA IDEA Sts could choose a path from exercise 6 and write a short story of around 120 words based on the what they find on their journey. Ask Sts to share their stories with the class or in groups. Have the other Sts respond to the stories, saying what they liked most about them or what they would have done differently.

Extra

Sts could write four to eight sentences (one or two decisions for each of the four situations) using *will / won't* as a homework task.

EXTRA CHALLENGE Instead of writing practice, you could do this task as oral practice in class – with Sts making up their responses without writing their sentences down.

Grammar *will for decisions*

3 a Can you remember the decisions the players make? Can you complete them?

- I ___ rescue you! I ___ run away.
- I ___ stop them! I ___ let them touch us.
- We ___ move forward slowly.

b **2.30** Listen again and check.

c Look at the rule. Complete the examples from the dialogue.

We often use *will* for immediate decisions, e.g. Look out – a drone robot!

I ___ cover us both with a shield.

We can also use the negative.

We ___ make a noise.

4 Look at these situations. Think of a quick decision. What do you say? Use the verbs given.

buy go invite play tennis ~~take~~

- The dog wants to go out.
I'll **take the dog for a walk**.
- It's Mum's birthday next week.
- There's no food in the fridge.
- You want to play a video game, but not on your own.
- It's raining and you want to stay in.

▶ **Workbook** page 39, exercises 2–3

Listening

5 a Look at the image from the video game. What can you see?

b **2.31** Listen to the players playing more of the game. What's the twist in the story? Did you guess?

c What decisions do they make? Choose the correct ones.

- I 'll/won't follow him.
- I 'll/won't look.
- I 'll/won't try the password.
- We 'll/won't close the door.
- We 'll/won't look for the control room.

d **2.31** Listen again and check.



Speaking

6 a **Get ready to speak** Work with a partner. Look at your video game scenes. What can you see? Match the words and pictures.

castle desert forest lake
mountain jungle sea palace

Student A



Student B



b Take it in turns to decide which way you will take. Your partner will tell you what you will find. Which decision is the best / worst?

Student A Look at picture A, then go to page 86 to see what will happen to your partner.

Student B Look at picture B, then go to page 87 to see what will happen to your partner.

I'll go through the forest.

Then you will find a...!



Write quick decisions for these situations.

You're hungry, bored, thirsty, tired.

I'll...

4D First-time vlogger



Are you good with computers and phones? Who do you ask when you don't know how to do something?

1 a 2.32 Read and listen. What does Jed talk about in his vlog?



Lily Jed needs our help. He wants to make a vlog.
Alfie Cool! You don't look very excited, Jed.
Jed I don't like being in front of a camera, but it's for family and friends back home.
Elsa Don't worry about that. Lily can do most of the talking.
Lily Hey!
Jed Do I need a camera?
Alfie Your phone should be fine, but you should edit your videos before you upload them.
Lily You should ask Elsa to edit them.
Jed Elsa, can you do some editing?
Elsa Sure, I'll help you with that.
Jed Thanks, guys. That's really kind of you.



Jed Now, I know you'll find this amazing, but my friends can't surf!



Jed But they are really nice and very kind to me. Let's go and see where I live ... Ow!
Lily Let me help you with that.
Alfie And ... cut!

2 Later



Alfie All set, everyone? And ... action!
Jed Hi everyone in Australia. Welcome to my vlog about my life on the opposite side of the world ... the cold and rainy side.
Lily, Alfie, Elsa Boo!
Jed Now let me introduce my British friends. First, here's Lily.
Lily Hi, everyone in Australia. How are you doing?
Jed There's Alfie, who's filming me. And Elsa, who's editing these vlogs.

b Are the sentences true (T) or false (F)?

- Jed is excited about his first vlog.
- Jed offers to help his friends make a vlog.
- Jed asks if Elsa can help him.

2 a Spoken English What do these expressions mean? How do you say them in your own language?

All set, everyone?

And ... action!

And ... cut!

Boo!

I know you'll find this amazing.

b Work in a group. Practise the dialogues.

Workbook page 40, exercise 1

4D First-time vlogger

Supplementary materials

Workbook: pages 40–41, exercises 1–8

Photocopiable worksheets: Everyday English, Pronunciation

Online Practice

You First

Sts could discuss the people they go to for information in pairs or small groups, or you could lead a brief class discussion, eliciting contributions from volunteers. You could write the different sources of information on the board and end the discussion with a class vote on the most common source of information.

1a 2-32

- Elicit any details Sts can recall from the the story about Jed and his friends so far. Ask the rest of the class to amend or add to the suggestions they hear.
- Ask Sts to look at the photos, then elicit suggestions for what happens in this episode. Accept any ideas, no matter how far-fetched.
- Play the audio for Sts to listen and follow the story and check their predictions. Alternatively, show the class the video of the story from the DVD-ROM. Did anyone guess correctly?
- Give Sts a moment to summarize the subject of Jed's blog from memory.
- Play the audio or video again for Sts to check their answers.

Suggested answers

He talks about life on the opposite side of the world / life in Britain.

b

- Give Sts time to complete the task, then compare ideas in pairs.
- Check answers as a whole class and ask Sts to quote the relevant part of the story to support their answers.

1 F (He isn't excited because he doesn't like being in front of the camera.)

2 F (His friends offer to help him make a vlog.)

3 T

2a

- Sts find the expressions in the dialogue. Who says them? Check answers.
- In pairs, Sts discuss ideas about the meanings. Elicit translations.

All set, everyone? = Is everyone ready? (informal)

And...action! = You say this when you begin filming

And...cut! = You say this when you finish filming

Boo! = You say this when you want to frighten or surprise someone (informal)

I know you'll find this amazing. = I know you might not believe me. (informal)

b

- Sts practise the dialogue in closed groups of four, with each person taking one role.
- Get one or two volunteering groups to perform the dialogue in front of the class.

➡ **Workbook** page 40, exercise 1

3a

- Give Sts time to make predictions, then elicit their ideas. Invite the rest of the class to comment on the ideas.

EXTRA SUPPORT Sts could discuss their ideas in pairs or small groups before you elicit their suggestions as a class.

b 2-33 Audio script pT92

- Play the audio for Sts to listen and check their ideas. Did anyone guess correctly?

4

- Sts discuss the questions in pairs or small groups.
- Elicit answers, inviting comments from the class.

EXTRA IDEA Discuss what makes the most popular vlogs appealing to so many people. Ask *Do vloggers have an influence on people's opinions? Why? / Why not?*

Everyday English Offering help

5a

- Ask Sts to find the examples and identify the characters who say them.
- Allow Sts to compare their answers in pairs before checking as a class.

Sure we'll help. (Alfie) You should edit your videos before you upload them. (Alfie) You should (ask Elsa to edit them). (Lily) I'll help you with that. (Elsa) Thanks (guys), that's really kind of you. (Jed) Let me help you with that. (Lily)

b 2-34

- Play the audio with pauses for Sts to practise pronunciation. Encourage them to copy the rhythm and intonation of the expressions as well as the pronunciation of individual sounds.

➡ **Workbook** page 40, exercise 2–4

➡ **Photocopiable** Everyday English

Pronunciation The sounds /v/ /w/

6a 2-35

- Sts look through the list and decide where /v/ or /w/ might be pronounced.
- Play the audio with pauses for Sts to practise pronunciation and to check their predictions.
- Sts complete the table and compare answers in pairs.

b 2-36

- Play the audio again for Sts to check their answers.

/v/: (vlog), love, very /w/: will, with, why

Additional pronunciation notes

There are words where /w/ isn't pronounced despite their spelling, e.g. *who* /hu:/ and *how* /haʊ/, and words in which we pronounce a /w/ sound even though the spelling doesn't include a *w* letter, e.g. *quick* /kwɪk/.

EXTRA CHALLENGE Ask Sts to work in pairs and write at least three more examples for each sound. Encourage Sts to try and find one word using the /w/ sound without the letter *w*. Elicit ideas from the class and write new examples on the board for Sts to add to their notebooks.

➡ **Workbook** page 41, exercises 5–6

➡ **Photocopiable** Pronunciation

Listening and Speaking

7a 2-37 Audio script pT92

- Work on the first conversation together. Play the audio, and elicit suggestions about what the offer of help was for. Ask the other Sts to confirm or correct suggestions.
- Play the other two conversations, pausing after each for Sts to complete the first column individually.
- Check answers, replaying the conversations as necessary to confirm them.

- 1 help to find missing trainers
- 2 help to use a map app on a mobile
- 3 help to fix internet connection / to find out about routers

b 2-37 Audio script pT92

- Play the audio again, pausing after each conversation for Sts to complete the second column.

c

- Get Sts to compare their answers in pairs before checking as a class.

- 1 look in the kitchen
- 2 switch on 'locations'
- 3 search online (for information)

8a

- Give Sts time to decide which three situations to talk about. Suggest that they look at the flowchart in exercise 8b to see what they might be expected to say as Student A.

b

- Use the example dialogue to demonstrate the task with a student, or ask a stronger pair to do this.
- Get Sts to role-play both of their selected dialogues in pairs. Monitor and help with any expressions they need. Encourage them to use the chart and a variety of phrases for making suggestions and offering and accepting help.

c

- Get a few pairs to perform in front of the class. Ask the rest of the class to make a note of what Student A needs help with and what Student B suggests.

EXTRA SUPPORT Sts could write down their dialogues and use this to help them as they perform.

EXTRA CHALLENGE Sts should use one of the remaining ideas from exercise 8a to write two dialogues: one where Student B is able to help, and one where Student B can't help, but makes a helpful suggestion.

EXTRA IDEA Tell the class about a situation (real or invented) in which you need help, and ask them to respond appropriately to your questions with suggestions. Encourage Sts to comment on each other's suggestions.

Extra

Sts could write the rest of the dialogue as a homework task. Get Sts to share their dialogues in groups in the next lesson, and vote on which dialogue they liked the best.

Get the Sts with the most popular dialogues to share them with the class.

- 3 a** Do you think Jed's vlog will be a success? Will other people like it?
- b** **2.33** Now listen and check your ideas.
- 4 Over to you!** Work with a partner. Answer the questions.
- 1 Is Jed's vlog a good idea? Why?/Why not?
 - 2 Do you vlog? Why?/Why not?
 - 3 Do you watch vlogs on social media? Are they interesting?

Everyday English

Offering help

- 5 a** Look at the useful phrases. Which examples below can you find in the story?

Offering help

Let me help you with (that)... Can I help you?

Making helpful suggestions

Why don't you... You should...

Will for offers

I'll help you with that. Sure we'll help.

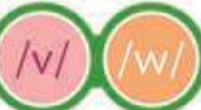
Accepting help

That's great, thanks! That's really kind of you.

- b** **2.34** Listen and repeat.

Workbook page 40, exercises 2–4

Pronunciation The sounds



- 6 a** **2.35** Listen and repeat the words. Put them in the correct columns.

love very vlog will with why

/v/	/w/
vlog	—
—	—

- b** **2.36** Listen again and check your answers.

Workbook page 41, exercises 5–6

Listening and Speaking

- 7 a** **2.37** Listen to three conversations. What are people offering to help with? Complete the first column of the table.

	What is the offer of help?	How does he / she help?
1		
2		
3		

- b** **2.37** Listen again. How do they help? Complete the second column of the table.

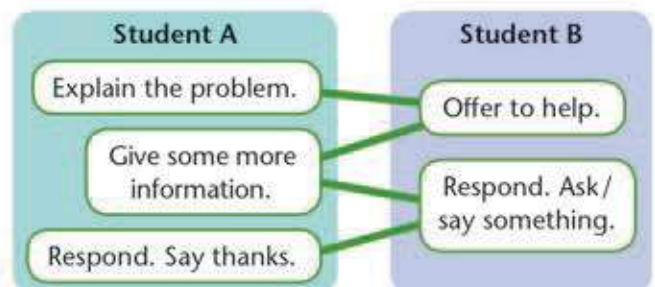
- c** Work with a partner. Compare your answers.

Workbook page 41, exercises 7–8

- 8 a** **Get ready to speak** Offer to help or make suggestions for three of these situations.

- 1 make dinner
- 2 look for someone's phone
- 3 fix someone's computer
- 4 a lift to school
- 5 upload a video
- 6 help someone with their homework

- b** Role-play. Work with a partner. Try different expressions. Use this chart to help you:



This homework is really difficult! I'll help you.

Really? Thanks. I can't understand this geography...

Why don't you ask your teachers? They can help you.

OK. I will speak to them tomorrow. Thanks!

- c** Role-play one of your dialogues for the class.



Role-play. Work with a partner. Jed can't find something. Offer to help him. What is he looking for? Write the conversation.

Jed I can't find my phone!

You It's OK, I'll help you. Where...?



4 Revision

Vocabulary The internet and computers

1 Look at the photos and write the words.



2 Choose the correct alternatives in the sentences.

- 1 Go *online* / *Upload* and see what the weather is like tomorrow.
- 2 I *post* / *download* photos on social media every day.
- 3 I'm writing a *vlog* / *blog* about my hobbies.
- 4 I want to listen to this music. Can you *download* / *password* it for me, please?
- 5 I have a lot of friends on *social media sites* / *Wi-fi*.

Technology / inventions

3 Read the descriptions and write the gadgets.

- 1 An aircraft without a pilot, controlled from the ground. ____
- 2 A small computer that you wear on your wrist. ____
- 3 A gadget to play computer games on TV with. ____
- 4 A machine connected to a computer that can make objects. ____
- 5 Something you wear over your ears to listen to music. ____

Grammar will for future

4 Complete the sentences with *will* and the verbs in the box.

become not be not drive not play watch

- 1 The weather's bad, so we ____ our match this afternoon.
- 2 Computers ____ even smaller in the future.
- 3 People ____ cars in the future.
- 4 She's going to visit relatives, so she ____ at your party on Saturday.
- 5 I've downloaded a great film so we ____ it tonight.

be going to

Dave's
Diary

	Tues	Wed	Thurs	Fri	Sat
	finish homework	play football	buy birthday present	go with friends to the cinema	no homework - hurrah!

5 Look at Dave's diary. Complete the sentences about his plans for the week.

- 1 On Tuesday, he ____ his friends.
- 2 On Wednesday, he ____ football.
- 3 On Thursday, he ____ a present for his sister.
- 4 On Friday, he and his friends ____ to the cinema.
- 5 On Saturday, he ____ any homework.

will for decisions

6 Complete the dialogues with the verbs in the box in the correct forms.

answer close make walk

- 1 'It's cold in here.' 'I ____ the window.'
- 2 'There's no bus this morning.' 'We ____ to school.'
- 3 'The phone's ringing.' 'I ____ it.'
- 4 'We're hungry.' 'I ____ some sandwiches.'

Everyday English

Offering help

7 Complete the dialogue with the words in the box.

I can't I'll help problem really kind Why don't you

- A ____ finish my homework. It's too difficult.
 B ____ tell me what the ____ is?
 A I don't understand this question.
 B ____ you with that.
 A Thanks, that's ____ of you.

Learning to learn

How do you search on the internet?

8 Look at this list and discuss them with a partner. Which do you already do? Which will you try?

- Use quotes ("") to look for an exact phrase, e.g. 'best films of 2019'.
- Use an asterisk (*) for words you can't remember in a phrase, e.g. as cold as *.
- Use 'vs.' to compare information on two types of foods, e.g. burger vs. pizza.
- Use define: to learn the meaning of words, e.g. define: wizard.
- Use the base word, e.g. bird, not birds.

► Workbook pages 42-43, exercises 1-8

Revision

Supplementary materials

Workbook: pages 42–43, exercises 1–8

Online Practice

Unit test 4

Vocabulary The internet and computers

1

- a laptop
- b keyboard
- c charger
- d wireless router
- e printer and scanner
- f games console
- g touchscreen
- h camera

2

- 1 Go online
- 2 post
- 3 blog
- 4 download
- 5 social media sites

Technology

3

- 1 drone
- 2 smartwatch
- 3 games console
- 4 3D printer
- 5 earphones

Grammar *will* for future

4

- 1 won't play
- 2 will become
- 3 won't drive
- 4 won't be
- 5 'll watch

LANGUAGE NOTE We normally only use the contracted form *'ll* after a pronoun, but the full form after a noun as subject.

be going to

5

- 1 isn't going to meet
- 2 's going to play
- 3 's going to buy
- 4 are going to go
- 5 isn't going to do

will for decisions

6

- 1 'll close
- 2 'll walk
- 3 'll answer
- 4 'll make

Everyday English Offering help

7

I can't
Why don't you, problem
I'll help
really kind

Learning to learn How do you search on the internet?

8

- Give Sts time, in pairs, to discuss the suggestions in the list and answer the questions.
- Ask them to decide which suggestion they use the most / least often and why.
- Give Sts a few minutes to think of some advice of their own.
- Elicit opinions and suggestions from the class, inviting comments from other Sts.

EXTRA IDEA In pairs or small groups, get Sts to imagine something they might want to find out by searching online. Then, in pairs or small groups, Sts present their question for the other Sts to suggest the best search methods for answering their question.

► **Workbook** pages 42–43, exercises 1–8

► Unit test 4

► When Sts have finished the **Revision** page, tell them to go to the **Workbook Progress Check** p.43 and complete the **Your progress** table.

My project

Project checklist

Before the lesson

- Arrange for Sts to be able to use computers with Microsoft Office PowerPoint (or a similar programme) to make a presentation of their business plan with slides.
- If you cannot arrange for computer access, Sts can prepare their presentations on paper.

Materials for the lesson

- Computers with internet access and a programme to make a slideshow presentation.
- Without computer access, Sts can create their presentation on paper. You will need A3 paper (one sheet per 'slide' for each presentation), colour pens and pencils, drawing paper (for pictures / diagrams), and small sticky notes.

You First

Give Sts a few moments to think about inventions and possible improvements. Then give Sts time to compare ideas in pairs before eliciting examples from the class.

OPTIONAL LEAD-IN Tell Sts about your favourite invention. Ask them to speculate what it is that you like about it. Can they guess? Then elicit what their favourite inventions are, and their reasons for liking them.

1a

- Elicit or pre-teach *toothbrush*, *hold* (verb), *solar-powered engine* and *personal*.
- In groups, give Sts a few minutes to consider and discuss the five suggestions. Remind them to choose one of them or come up with their own.
- When the time is up, check that each group has decided on a specific invention to work on.

b

- Give groups time to discuss all the questions and to make notes about their decisions. Monitor and provide help with language as necessary.

2a

- Elicit or pre-teach *shine* (*in the dark*).
- Give Sts time to read the business plan and answer the questions about James, Sara and Alex's planned invention.
- Elicit answers and opinions from the class, inviting comments from other Sts.

Suggested answer

The invention is going to be a folding bicycle helmet.

b

- Ask Sts to match the parts of the model business plan to the questions.
- Check answers as a class.

- 1 new product
- 2 purpose
- 3 purpose / future prediction
- 4 product design

- Get Sts to read the rule in the **Look!** box and find further examples of *will* and *be going to* in the business plan.

This helmet is going to be for people who don't usually wear helmets. It will keep more people safe.
The helmet is going to be made of plastic. It will shine in the dark.

c

- Tell Sts to look at the model project and decide what they like about it, and what they would do differently.
- Give Sts time to discuss what they think makes a good business plan in pairs or small groups. Encourage them to share ideas and make it clear there are no right and wrong answers.
- Ask Sts to brainstorm different ways to present their projects, e.g. as a written report, as a slideshow presentation on the computer, as a webpage, etc. Encourage Sts to think about who will read the plans, and stress that there are many ways of putting together an impressive project.
- Sts write a draft business plan for their presentations in pencil so they can be modified later. Remind them to decide how to arrange the various details (pictures, text, and any useful elements they want to add). Monitor and give help as necessary, but avoid giving too much advice on how to approach the project.
- Remind Sts to make sure that any text they are adding to the project is reasonably free of errors, clearly and legibly written and attractively presented.
- When Sts are happy with their drafts, they put together the elements, and add any decorative details they want.
- Give Sts time to practise presenting their projects. Help with any language issues, and give a lot of encouragement, as public speaking can be stressful.

3a

- Sts present their projects. If there are any Sts presenting using a computer, make sure the equipment works well before they start.
- Reinforce the importance of active listening. Remind Sts to think of at least one question to ask about each presentation.

EXTRA SUPPORT To help Sts come up with questions, give them time to discuss possible questions in pairs, before moving on to the presenter taking the questions.

- The rest of the Sts ask questions about the inventions for the presenters to answer. Help with any difficult grammar or vocabulary, but limit your involvement to the necessary minimum.

b

- Display all the finished projects around the classroom.
- Take a class vote on the most useful and the most fun idea. You may also like to get the class to vote on which presentation they found most persuasive, and elicit reasons why.

EXTRA IDEA Give Sts some sticky notes each. Set a time limit. Get Sts to mingle and look at the others' projects. They write brief positive feedback on the projects they like, and attach it to the presentation, or leave it by the computer. Sts then read comments about their own projects.



Do you know any inventions that aren't useful? How could you make them better?

My invention

Business Plan

by James, Sara and Alex

NEW PRODUCT

We are going to make a new kind of bicycle helmet. It will be a folding helmet.

PURPOSE

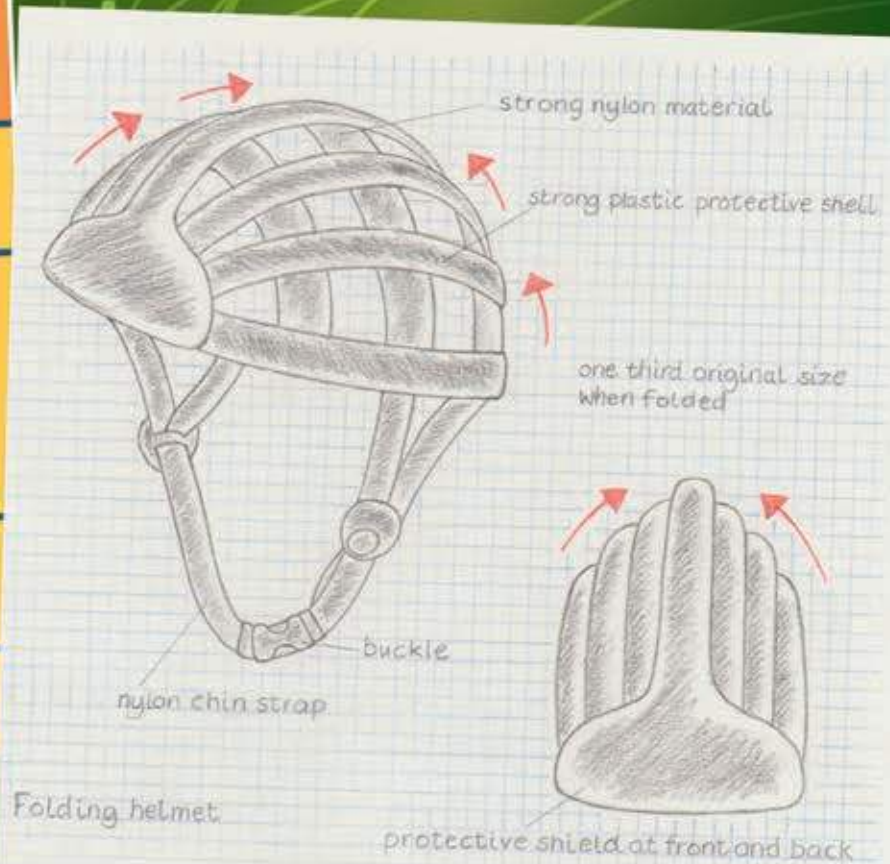
This helmet is going to be for people who don't usually wear helmets. It will keep more people safe. A lot of people don't wear a helmet because they are difficult to carry during the day. Our folding helmet will fit into a bag easily!

PRODUCT DESIGN

The helmet is going to be made of plastic. It will shine in the dark. It will fit everybody.

FUTURE PREDICTION

More people are cycling to school and work. So everybody will want to have one.



1 a Work in a group. You are inventors. What are you going to invent next? Choose an idea from the list below or use your own ideas.

- A flying toothbrush that you don't need to hold
- A skateboard with a solar-powered engine
- A classroom robot
- A personal drone
- A driverless car for children

b Discuss your invention. Answer these questions.

- 1 What are you going to make?
- 2 Who is it going to be for? Who is it not going to be for?
- 3 What things is it going to do? How will it be useful?
- 4 What is it going to look like? Draw a picture.
Size? Colour? Made of?

2 a Look at the business plan above. What is the invention going to be? Do you think it will be useful?

b Look at the questions in exercise 1b. Which part of the plan answers which question?

Look!

We use *going to* to talk about plans and intentions. But we don't repeat *going to* all the time. We can use *will* as well as *going to* to show certainty about future intentions.

We are going to make a new kind of bicycle helmet. It will be a folding helmet.

Find two more examples in the business plan.

c Write your business plan. You can use these phrases to help you.

a new kind of _____ for people who
will be made of _____

3 a Present your business plan to the class. Answer questions from the class.

This is our business plan for a new...

b Which invention is the most useful? Which is the most fun? Vote as a class.

4 Culture

YOU FIRST!

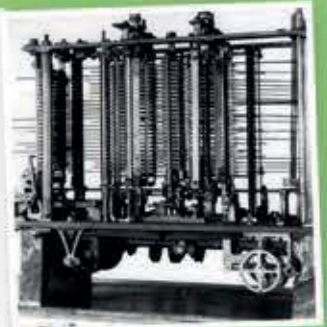
How will computers change in the next 20 years?

The story of the computer

A computer is any machine that can be programmed with a set of instructions.

1837

In Britain, the first machine with a program was designed by Charles Babbage and his pupil Ada Lovelace. Charles wanted a machine to add up big numbers, but Ada realized that a computer program could do a lot more. She was the first computer programmer.



1935

British scientist Alan Turing read Ada's ideas and invented the design for modern computers, with different programs to do different things. The Hollywood film *The Imitation Game* is about his brilliant mind.

1940s

Scientists built early computers in England and Germany. They were the size of a room!



1971

Ted Hoff, at US company Intel, was the main inventor of the microprocessor, or 'microchip'. After that, computers got faster and smaller very quickly.



1981

US company IBM designed the first PC (personal computer) for the general public. Experts didn't believe that anybody wanted a computer at home. But in two years people bought thousands of them.



1990s = 2000s

Smartphones – phones with a computer program – arrived!



The future

Scientists think that computers will be tiny. They will be everywhere, in our environment, in our clothes, and they will even be inside us!

1 a Work with a partner.

Student A Read from 1837 to the 1940s.

Student B Read from 1971 to the future.

b Ask and answer the questions.

Student A Ask Student B these questions.

- 1 What did Ted Hoff do?
- 2 What happened after his invention?
- 3 What did the IBM company do?
- 4 What happened in the 2000s?
- 5 What is the future of computers?

Student B Ask Student A these questions.

- 1 What did Charles Babbage do in 1837?
- 2 What did Ada Lovelace realize?
- 3 Who was Alan Turing?
- 4 Who built the early computers?
- 5 What did the early computers look like?

c What was the most surprising fact that you learned?

- 2 Over to you!** Do you know any other famous inventors to do with computers? Do you know any other great inventions? Tell your partner.



Culture

Supplementary materials

Photocopiable worksheets: Culture, Culture video

CULTURE NOTES Below are some additional details about the content of the lesson if you want to give your Sts some more information.

The British mathematician **Charles Babbage** was born in London in 1791. In the 1820s, he started designing a 'Difference engine' which could do mathematical calculations. He then started work on an 'Analytical engine', a computing machine which would be able to do any calculations based on instructions and have a memory to store numbers. He worked with **Ada Lovelace** (born in 1815) in the early 1840s. She suggested formulas that could be used to give instructions the machine, essentially the first computer programs.

Alan Turing was a British mathematician who built on Babbage and Lovelace's ideas and designed a 'universal computing machine' which could solve complex calculations. He worked for the British Government during World War II. Along with his colleague Gordon Welchman, he is widely known for developing a machine that could decrypt coded messages written on the Enigma enciphering machine.

There are many other inventors who contributed to the development of computers, and the examples below represent just a small selection of recent leading figures.

Bill Gates is an American entrepreneur who in 1975 started Microsoft with his colleague Paul Allen. The various editions of Microsoft's Windows operating system have long been among the most popular operating systems in the world.

Tim Berners-Lee is an English engineer and computer scientist, credited with the invention of the World Wide Web in 1989, and the first browser program in 1990.

Steve Jobs, together with his friend Steve Wozniak, founded Apple Inc., one of the world's leading computer companies. Jobs wasn't an engineer, so his main contribution was designing the user experience (the look and feel of the product), which made Apple's products design icons.

Sergey Brin is a Russian-born American entrepreneur who founded the search engine Google with his colleague Larry Page in 1998.

Mark Zuckerberg is an American programmer who, while still a student at Harvard University, launched a social network that later became Facebook.

You First

Give Sts a minute to think about what computers were like when they were younger compared to today, and how much they have already changed in their lifetime.

Sts could discuss the question in pairs or small groups, or you could lead a brief class discussion, eliciting contributions from volunteers and comments from the rest of the class.

OPTIONAL LEAD-IN Get Sts to cover the text and look at the pictures. Ask them say in their own words who and what they think the pictures show. Ask the rest of the class to add to or amend the suggestions offered.

1a

- Sts do the jigsaw reading task. Ask each of them to cover their partner's part of the text and only read their own.

EXTRA SUPPORT Allow the use of dictionaries to look up any unfamiliar words. Alternatively, you could ask Sts to quickly look through their own texts and ask you about any unfamiliar words they spot. Elicit or provide a definition, example or translation.

b

- Give Sts time, in pairs, to ask and answer questions about the texts they have read.
- When all the questions have been covered in each pair, get some class feedback to confirm the correct answers.

Student A answers (1837 to the 1940s)

- 1 He invented the first machine with a program.
- 2 She realized that a computer program could do a lot more than add up big numbers.
- 3 Alan Turing was a British scientist who invented the design for modern computers.
- 4 Scientists built the early computers.
- 5 They were the size of a room.

Student B answers (1971 to the future)

- 1 Ted Hoff invented the microprocessor and the microchip.
- 2 Computers got faster and smaller.
- 3 They designed the first personal computer.
- 4 Smartphones arrived in the 2000s.
- 5 Scientists think they will be tiny. They will be everywhere, in our environment, in our clothes and even inside us.

c

- Elicit some suggestions from a few Sts about which fact they found most interesting.

Students' own answers.

2

- Brainstorm the names of some other inventors and computer developers Sts could discuss. (Use examples from the culture notes if Sts have trouble coming up with ideas.)
- Elicit what Sts know about the people they mentioned.
- Ask them to find out more about their inventions online, and what happened as a result of their inventions.
- Get a few volunteers to present their findings to the class. Invite comments and opinions from the class.

▶ Video Colossus

As an extension to the Culture topic, watch a short film about the Colossus computer and do the accompanying photocopiable exercises. You can either do this in class or set it as optional homework. The film is available on the Teacher's Resource Disc or on the Online Practice.

Learn through English

Additional subject notes

Below are some more details about the internet.

The internet is a network of information and communication networks. Using a shared global protocol for data (the so-called TCP/IP protocol) allows computers to share their resources through this network.

TCP/IP stands for Transmission Control Protocol/Internet Protocol. It is a system for organizing and labelling digital data so it can reach its intended recipient over the internet.

The **World Wide Web** is only one of the many internet services. It is a resource space for sharing interconnected documents (web pages) and uploaded materials.

You First

Lead a brief class discussion about what Sts know about the internet. Elicit an explanation of what they think the internet is, and how it all started. Accept any suggestions, even if inaccurate, and invite comments or corrections from the rest of the class.

The internet

1a

- Give Sts time to read the texts, ignoring the gaps, and check their ideas. Were they surprised by any of the information they read?

b

- Give Sts time to do the task.
- Allow them to compare their answers in pairs before checking as a class.

- 1 **1** computer language **2** under the water **3** wireless connection
2 **4** two US scientists **5** became the internet **6** everybody in the world

c

- Give Sts time, in pairs, to take turns to explain the terms to each other.

broadband: When the internet comes to us on wires running underground or under the sea.

TCP/IP: A language written by Kahn and Cerf in the 1970s to link more networks to ARPANET.

Wi-fi: When the internet comes to us on radio waves.

World Wide Web: The first web browser computer program.

EXTRA SUPPORT Sts read the text and find the relevant information about each term before giving their explanations.

EXTRA CHALLENGE Sts use their own words and what they remember from reading the text to give their explanations.

d

- Give Sts time to match the items. Allow them to compare answers in pairs before checking as a class.

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

EXTRA IDEA Sts cover the exercise, and take turns to test each other in pairs by pointing at elements in the picture, asking their partner to give the word or expression for it and also to explain what it means.

2a

- Give Sts time to do the task. Allow them to compare ideas in pairs.

EXTRA SUPPORT Sts could do the task together in pairs.

b 2.38 Audio script pT92

- Play the audio for Sts to check their answers.

- a the internet
 b internet service provider
 c router
 d web browser

c

- Elicit details about the conversation as a whole class. Ask the rest of the class to confirm or correct any answers suggested. At the end, you may like to play the audio again to confirm the correct answers.

Lucy's helping her grandmother.

Lucy gives detailed instructions about setting up an internet connection: Find the Wi-fi icon at the top. Click on it and look down. Find the name of your router. Now you enter your password. Go to your web browser. Type in 'wireless printers'.

d

- Give Sts time, in pairs, to write their dialogue and practise role-playing it. Monitor their preparation and help with any language they need. Alternatively, you could allow Sts to use dictionaries and look up information on the internet.
- Get one or two volunteering pairs to perform their dialogue in front of the class. Get the rest of the class to check whether the instructions are accurate and suggest corrections if necessary.

EXTRA IDEA Sts could put together a 'how to' poster or slideshow presentation on using a computer or mobile technology. You may like to brainstorm possible topics in class before Sts do their own research at home and produce their posters or presentations. The topics may include: downloading and installing apps on a mobile phone, running a virus check, sharing files over the internet, uploading materials to a social network. Once Sts have selected their topic, they should draw up a step-by-step procedure. Get volunteers to present their advice to the class. Ask the class to say how useful and / or accurate they found the suggestions.



You use the internet every day, but how much do you know about it? Discuss as a class.

The internet

1 a Look at the text on the right. Read the first two paragraphs and check your ideas.

b Complete the paragraphs with the words in the boxes.

1 computer language under the water
wireless connection

2 became the internet
everybody in the world two US scientists

c Can you explain these things?

broadband TCP/IP Wi-fi World Wide Web

d Look at the pictures (a–f). Match the technologies to the pictures.

Technologies and services available over the internet include:

- 1 Webpages – opened with a browser
- 2 Apps – opened without a browser, usually on smartphones
- 3 Email
- 4 File sharing
- 5 Voice calls
- 6 Streaming audio and video

2 a Imagine you are helping an English friend to use the internet. Label the diagram with these words.

internet service provider router the internet web browser

1 What is the internet?

The internet is a global network of computers that any computer can join. It uses a special "protocol", a kind of ¹ ____, to connect different networks of computers, so that they can all talk to each other.

The internet comes to us on wires running underground, overhead and ² ____. It also comes to us on radio waves and through satellite connections. To connect to the internet, you can use a phone line, or any cable connection. You also need a modem or router, which connects your computer to the network. This type of connection is a broadband connection. If you use a wireless router, you can also connect through radio waves without using cables. This is called a ³ ____ or 'Wi-fi'.

2 How did it happen?

In the 1960s, the US Army wanted to link all of its computers on one network. It was called ARPANET. Then, in the 1970s, ⁴ ____, Robert Kahn and Vinton Cerf, tried to link more networks to ARPANET. They developed a system called 'TCP/IP'. Using this method, the army network ⁵ ____ we know today.

In 1990, in the UK, Tim Berners-Lee invented the World Wide Web. With this, ⁶ ____ could see and use the internet. All you needed was a web browser and a network connection.



b **2.38** Listen to the conversation and check your answers.

c Who is Lucy helping? What instructions does she give? Can you remember them?

d Role-play. Work with a partner. Role-play a dialogue between you and your English friend. Take it in turns to explain how to connect a laptop to a wireless router.

The Best Detective in Town? Episode 2

1 2.39 Read and listen to the story.

Agatha and Ollie were in the city with their uncle.

Let's have a drink in the café.

Wait. There's a new café across the street. Can we go there, please?

OK.

What are you doing, Uncle Mike?

I'm watching people. A good detective never rests.

Can I have some hot chocolate, please?

Me, too.

And I'd like tea, please. Strong tea.

Are you OK, Arthur?

HIC! HIC!

YUCK! This tea tastes disgusting!

Oh no! Uncle Mike is thinking again.

What's he going to do now?

STOP! You put poison in the tea.

What? What are you talking about?

STAFF ONLY

The Best Detective in Town? Episode 2

Supplementary materials

Workbook pages 44–45, exercises 1–8

Online practice

Progress test 2

Note

The story can be used in class as a reading and listening task, a video task, or both.

OPTIONAL LEAD-IN To recap on Episode 1 of the story from pages 32–33, do a team quiz. Ask a question, e.g. *What is the relationship between Mike Mallett and the two children? Where do Ollie and Agatha meet Mike? What is the title of the newspaper Mike is reading? What is the man with the big beard wearing? What is the big man carrying?* If a team knows the answer, one person stands up as quickly as possible. If he / she gives a correct answer, the team gets a point. If the answer is wrong, the team loses a point and another team has the chance to answer. The team with the most points in the end wins the quiz.

As an alternative to a team quiz, write questions on the board for Sts to discuss in pairs, then do class feedback.

1 2-39

- Ask Sts to look at the first picture, then try to predict what is going to happen in Episode 2.
- Play the audio or video for Sts to listen and follow the story.
- Ask Sts how similar their predictions were to what actually happens.
- Write the following prompts on the board: 'across the street', 'strong tea', 'watching', 'disgusting', 'poison', 'Nick's plan', 'nobody', 'wavy', 'twin', 'hiccups', 'salt'. With books closed, get Sts to use the prompts to re-tell the story.

EXTRA SUPPORT Sts listen to the audio or watch the video a second time before they do the task.

EXTRA TASK Sts work in groups of five or more to role-play the story. Encourage them to say their lines from memory rather than read them.

➔ **Workbook** pages 44–45 exercises 1–8

Notes

The story can be further exploited by doing the tasks from these pages in the **Workbook**. These can be done in class or set as homework.

The tasks in the **Workbook** review the following language points covered in Units 3–4 of the **Student's Book**:

- Food and drink vocabulary (p. 34)
- Countables/uncountables (p. 35)
- Quantities (p. 36)
- *some* and *any* (p. 37)
- *a lot* (p. 39)
- Polite requests (p. 41)

1

2 b 3 c 4 a 5 b

EXTRA CHALLENGE Sts complete the multiple-choice task without looking back at the story.

EXTRA IDEA Ask questions expanding on the questions in exercise 1 for Sts to answer: *Who wanted to go to Nick's Café? (Mike) What did Agatha and Ollie order? (hot chocolate) What did Mike think was in his tea? (poison) Where did the two waitresses work? (one in Nick's Café, one in the new café) Who was in the café with Arthur? (his wife)*

2

2 was 3 made 4 got 5 put 6 wanted 7 drank

EXTRA SUPPORT Elicit the past simple forms of each word in the box before Sts complete the task.

EXTRA IDEA Get Sts to cover Mike's story and use only the verbs in the box to help them re-tell it.

3

2 No, she didn't. 3 No, they didn't. 4 Yes, he did.
5 No, he didn't. 6 No, he didn't. 7 Yes, she did.

EXTRA IDEA Get Sts to correct the statements where the answer was *No*, using information from the story.

Suggested answers

- Agatha asked for a hot chocolate. / Mike asked for a tea.
- Nick and the waitress didn't make a plan to put poison in the tea.
- Arthur ate too many biscuits.
- Mike put salt in his tea.

4a

- What's he going to do now?
- Can I have some hot chocolate, please?
- That's a lot of money.

b

b 2 c 1 d 4

EXTRA CHALLENGE Before they do the task, get Sts to cover the pictures and say which character says each sentence in exercise 4a.

1 the waitress 2 Ollie 3 Agatha 4 Mike

EXTRA SUPPORT Before they do exercise 5a, elicit as many words for containers as Sts can remember, and write these on the board.

5a

2 plates 3 slices 4 bowls 5 cups

- Give Sts time to look at the picture then correct the questions.

b

1 four 2 one 3 five 4 two 5 three

- Give Sts half a minute to look at the picture, then have them cover the picture and answer the questions.
- Allow Sts to check their answers against the picture before you confirm them as a whole class.

6 25 Workbook Audio Script pT107

3 1 2 4

- Before you play the audio, get Sts to describe each picture in their own words, and say what they think happens in each scene and what characters might be saying.
- Play the audio for Sts to listen and check their predictions and to do the ordering task.

EXTRA IDEA Get Sts to retell the story in their own words, using the pictures to guide them.

7 25 Workbook Audio Script pT107

2 b 3 a 4 b 5 b

EXTRA SUPPORT Pause playback of the audio to give Sts time to decide on their answer for each question.

EXTRA CHALLENGE Get Sts to cover the three options and answer each question in their own words before they check the available options and choose their answers.

8

- Get Sts to read their role cards in pairs. To check understanding, get them to cover the exercise, then ask task-checking questions. Ask Sts to think of the answer silently – they shouldn't say them, so their partner doesn't hear the information. Ask *Who are you? Where are you? What are you doing?* Check that Sts know the answers to all three questions before they begin.
- Sts practise their role-plays. Monitor and help with language as necessary, but keep error correction to a minimum in this creative fluency task.
- Get some volunteering pairs to perform in front of the class. Ask the class to make notes of the witnesses' answers.

EXTRA IDEA Ask Student Bs to decide if they are going to tell the truth or lie before they begin the task.

EXTRA SUPPORT You could give Student As some time to make notes about the questions they want to ask.

Note

To further exploit the video in class, you could use some or all of the suggested activities from page Tviii.



5

City and country

5A In the city

YOU FIRST!

What's your favourite city? Why? Describe it to your partner.



Vocabulary City places

1 a Look at the map. Which places in the city can you name?

b Match the words in the box with the places on the map.

art gallery bridge cathedral clock fountain
monument museum palace park river
square stadium station statue tower tunnel

c 3.02 Listen and check, then repeat.

2 Complete the table. Put the words from exercise 1 under the correct headings.

buildings and sights	open spaces	other
cathedral	square	bridge

3 a 3.03 Listen to the tour bus guide. Number the words in the table in exercise 2 in the order that you hear them.

b 3.03 Work with a partner. Compare your answers. Listen again and check.

4 a Work with a partner. Imagine an amazing city. Complete the text of a city tour guide with your own ideas. Include words from exercise 1. Use these phrases.

in front of you in this street
look left/right and you can see

Good morning and welcome to the ¹ ___ city tour. We're starting our tour here in/at ² ___. Look left and you can see ³ ___. Look right and you can see the famous ⁴ ___. Now, we're turning into ⁵ ___ Street where you can see the beautiful...

b Find a different partner. You are the tour guide. Role-play your city tour for your partner. He/She writes down the sights. Now listen to your partner's tour and write down the sights. Whose tour is more interesting?

Good morning and welcome to the ___ city tour. We're starting our tour here in the main square. Look left and you can see...

► **Workbook** page 46, exercises 1–3

5 City and country

Unit objectives

- describe and compare cities and the country
- talk and write about your favourite places
- give your opinion about outstanding experiences
- follow maps
- ask for and give directions and tourist information

Language

Grammar: comparatives; superlative adjectives; (not) as...as...; superlative adjectives; definite and indefinite articles: *the, a / an*

Vocabulary: city places; prepositions of place

Everyday English: asking for and giving directions

Project: A tour of your hometown

Culture: Two national parks

Learn through English: Sumer, Mesopotamia: the world's earliest civilization (History)

5A In the city

Supplementary materials

Workbook pages 46–47, exercises 1–7

Workbook: Grammar summary Unit 5

Photocopiable worksheets: Grammar and Vocabulary, Communication

You First

Give Sts half a minute to think of their favourite city and reasons why before they discuss their answers in pairs. You could elicit responses and build up a list on the board of the most popular cities in the class.

Vocabulary City places

1a

- Elicit Sts' ideas as a whole class. Ask the rest of the class to confirm or correct suggestions.

b

- Give Sts time to find and name the places. They could do this in pairs, then compare their answers with another pair.

c 3-02

- Play the audio for Sts to check their answers. Then play it again with pauses to practise pronunciation. Pay special attention to the vowel sounds in *fountain* /'faʊntɪn/, the stress on the second syllable in *museum* /mju:'ziəm/ and the diphthongs in *square* /skweə(r)/ and *tower* /'taʊə(r)/.

1 stadium 2 fountain 3 monument 4 statue 5 square
6 art gallery 7 palace 8 park 9 tower 10 clock
11 bridge 12 tunnel 13 station 14 cathedral 15 river
16 museum

2

- Ask Sts to copy the table, then give them time to categorize the words.

- Allow them to compare their answers in pairs before checking as a class.

buildings and sights: (cathedral), art gallery, museum, palace, stadium, station, tower, clock, fountain, monument, statue

open spaces: (square), park, river

other: (bridge), tunnel

3a 3-03 Audio script pT92

- Play the audio for Sts to identify which words from exercise 1 are mentioned. Ask them to add numbers to the places in their tables from exercise 2 to show the order in which they hear the word. Each word only needs to be numbered the first time it is mentioned.
- Pause the audio after every couple of sentences to give Sts time to write their answers.

EXTRA SUPPORT You could tell Sts before they start that 11 words are mentioned from exercise 1.

EXTRA SUPPORT Sts could do the first couple of items together as a class, then the rest of the task individually.

b 3-03 Audio script pT92

- Get Sts to compare their answers in pairs.
- Play the audio again to confirm the answers as a class.

1 square 2 art gallery 3 monument 4 statues
5 fountains 6 park 7 palace 8 tower 9 clock
10 river 11 bridge

4a

- Elicit or pre-teach *in front of you, look left / right*. You could play the first part of the audio, or write the sentences from the tour on the board, to show how they were used by the guide.
- Give Sts a few minutes to imagine, in pairs, what is in their city and complete the first section of the tour with the places a visitor would see on the tour.

EXTRA CHALLENGE Still in their pairs, Sts can extend the tour using the other city places in exercise 1 and the phrases. Monitor and help with language as necessary.

b

- Ask Sts to work with a different partner.
- Sts role-play their city tour. One student gives their presentation as the tour guide. Their partner listens and writes down names of sights the guide mentions.
- Ask Sts to swap and repeat the activity with the other person's tour.
- Give Sts a minute to compare their tours and decide whose was the most interesting and why. Elicit answers and reasons from each pair.

EXTRA IDEA Sts write a guide for a bus tour in their own hometown, planning the route and giving some information about the most important places. Get volunteers to role-play their descriptions as a bus tour guide. Ask the rest of the class to make notes of the places visited.

► **Workbook** page 46, exercises 1–3

Grammar Comparatives adjectives

5 3•04

- Play the audio for Sts to listen as they follow the conversation. Elicit the answer.

Jed prefers Oxford to Mornington (because the neighbours are better).

6a

- Give Sts time to complete the example from memory, then check back in the text. Elicit the completed rule.

older than; than

b

- Give Sts time to copy the table and write the examples.
- Check as a whole class.

bigger nicer busier more beautiful better

EXTRA CHALLENGE Sts could cover the conversation in exercise 5 and complete the table from memory.

c

- Give Sts time to write the comparative forms, then compare answers in pairs before checking as a class.

more famous hillier hotter more interesting taller wider

EXTRA SUPPORT Before they begin, first elicit which example in the table Sts think each adjective in the box resembles most closely.

(not) as...as...

7a

- Ask Sts to complete the example from memory.
- Check answers.

as nice as

- 1 Yes, he is.
- 2 Mornington isn't as busy as Oxford.

Additional grammar notes

Although a comparative structure, we use the base adjective form with (not) as...as..., not the comparative form, e.g. *as busy as*, NOT *as busier as*.

b

- Give Sts time to think about their answers before they share opinions. How many points do pairs agree on?
- For feedback, elicit both possible forms.

- 1 Cats are / aren't as friendly as dogs.
- 2 History is / isn't as interesting as Geography.
- 3 Spring is / isn't as nice as autumn.

EXTRA IDEA Ask Sts to rephrase the negative statements using comparative forms + *than*. Elicit answers as a class.

- 1 Cats / Dogs are friendlier than dogs / cats.
- 2 History / Geography is more interesting than Geography / History.
- 3 Spring / Autumn is nicer than autumn / spring.

➡ **Workbook** page 47, exercises 4–6

➡ **Photocopiable** Grammar and Vocabulary

Listening and Speaking

8a

- Give Sts time to do the quiz in pairs.

b 3•05 Audio script pT92

- Play the audio for Sts to check their quiz answers. How many did they get right?

1 B 2 B 3 B 4 B 5 A

c

- Give Sts time to write five sentences using the comparative with *than*.
- Allow them to compare answers in pairs before checking as a whole class. There may be more than one correct answer.

- 1 Athens is (much) older / more ancient than Rome.
- 2 Tokyo is more modern than San Francisco.
- 3 Prague's clock is older than London's.
- 4 The Empire State Building in New York is taller than The Eiffel Tower in Paris.
- 5 Barcelona has a bigger football stadium than London.

Additional grammar notes

To emphasize the difference, we can use an adverb of degree before a comparative: *Rome is much / a lot older than Budapest*.

EXTRA IDEA Ask Sts to rewrite their statements from exercise 8c with the same meaning, but using (not) as...as... Check as a class.

- Rome is not as old / ancient as Athens.
- San Francisco is not as modern as Tokyo.
- London's clock is not as old as Prague's.
- The Eiffel Tower in Paris is not as tall as the Empire State Building in New York.
- London's football stadium is not as big as Barcelona's.

➡ **Workbook** page 47, exercise 7

9a

- Give Sts time to study the information. Check that they understand what each line refers to (population, foundation date, highest temperature, lowest temperature, tallest building).

b

- Give Sts time to take turns to make comparisons in pairs, asking and answering questions. Monitor the use of the comparative forms. Continue the activity until all the adjectives have been used.

c

- You could get Sts to make sentences orally or in writing, in class or as a homework task. Ask them to make at least five comparative sentences, like the one in the example.

Extra

Ask Sts to make comparisons about two cities in their own country. They could use the categories from exercise 9b, or think of their own.

Elicit some statements, and ask Sts to check, confirm or correct the language (and the facts, if they know the answers).

Grammar Comparative adjectives


- 5  3.04 Read and listen.
Which town does Jed prefer?



- Lily How does Oxford compare with your hometown?
- Jed Well, Oxford is much **older** than Mornington, and **bigger**, obviously.
- Lily Is Mornington beautiful?
- Jed It's beside the sea, which is great, but Oxford is **more beautiful**. It's **busier** here, though. I hate the traffic!
- Lily Yes, I'm sure Mornington isn't as busy as Oxford. But which do you prefer? Is Oxford **nicer** than Mornington?
- Jed It's difficult! I think Oxford is as nice as Mornington ... but here the neighbours are **better**!

- 6 a Complete the example, then complete the rule.

Oxford is much ___ Mornington.

 We use a comparative adjective + ___ to compare two people, places, animals or objects.

- b Look at the highlighted adjectives in the dialogue. Copy and complete the table with examples.

Comparative adjectives		
regular	near	nearer
short vowel and one consonant	big	
-e ending	nice	
-y ending	busy	
two or more syllables (not -y)	beautiful	
irregular	good	

- c Make the comparatives of these adjectives.

famous hilly hot interesting tall wide

(not) as...as...

- 7 a Complete the sentence from the dialogue. Then answer the questions.

Oxford is ___ Mornington.

- Is Jed saying that both places are the same?
- Can you find a negative form in the dialogue?

- b In pairs, give your opinion using (not) as...as.

- cats/friendly/dogs
- History/interesting/Geography
- spring/nice/autumn


> **Workbook** page 47, exercises 4-6

Listening and Speaking

- 8 a In pairs, do the city quiz. Guess if you do not know the answer.

- Which city is more ancient?**
A Athens, Greece
B Rome, Italy
- Which city is more modern?**
A San Francisco, USA
B Tokyo, Japan
- Which city's clock is older?**
A Big Ben, London
B The Astronomical Clock, Prague
- Which city's monument is taller?**
A Empire State Building, New York
B Eiffel Tower, Paris
- Which city's football stadium is bigger?**
A Camp Nou, Barcelona, Spain
B Wembley Stadium, London, UK



- b  3.05 Listen to the conversation. Check your answers.

- c Make correct sentences using comparatives.

Athens is much older than Rome.

> **Workbook** page 47, exercise 7

- 9 a Get ready to speak Look at the information.

Mumbai	New York
over 20 million people	over 8 million people
started 1507	started 1626
32°C in summer	25°C in summer
20.5°C in winter	2°C in winter
Imperial Towers 256 m	One World Trade Centre 541 m

- b In pairs, ask and answer questions about the cities using these adjectives.

beautiful big busy cold hot interesting old tall

Which city is bigger?

- c Write sentences comparing the cities.

The One World Trade Centre in New York is taller than the Imperial Towers in Mumbai.



Work with a partner. Compare two cities in your country.

5B In the country



Do you prefer the city or the country? Why? Give reasons. Have a class vote.

Reading

- 1 a What can you see in the photos?
- b Match the photos to the correct blog entry.
- c Work with a partner. Complete the sentences.
 - 1 Jen has got two...
 - 2 She lives...
 - 3 In summer she always...
 - 4 One of her favourite things is...
 - 5 To get to school she...
 - 6 She and her brother don't like...



Hello from the Hebrides!

A

Living in the wild

1 20th May

Hi! I'm Jen and these are my brothers. Alec is 15 and is the oldest. Tom is the youngest.

We are ordinary teenagers. The most interesting thing about us is that we live on the Isle of Rum off the west coast of Scotland. It's wild here! Rum is the biggest island in the Inner Hebrides. But there are only about 30 people on it. There's only one shop, a tiny harbour, not many cars, and no mobile signal! But we can get the internet, so I'm writing this blog...



B



2 22nd July

It's the summer holidays. July and August are the hottest and nicest months of the year, but they are also the busiest. There is always work to do on the farm and the island, so everybody has more than one job. But the best thing is that my brothers and I have also got a lot of freedom. We go all over the island in any weather. I love watching dolphins from my kayak, riding my pony, and climbing the highest hills of the island where you get the most amazing view.

3 4th September

Alec and I are going back to school in Glasgow tomorrow. The worst thing is we have to travel by boat to the mainland with all our clothes and books. We are the students who live the furthest away from the school, so we need to stay there. We only come home once a month. We love school, but the most difficult thing is being away from our family. We can talk to everybody online, so it's OK. According to a survey, the people living in the islands off Scotland are the happiest people in the UK. I agree. It's the best place in the world!

C



5B In the country

Supplementary materials

Workbook: pages 48–49, exercises 1–5

Workbook: Grammar summary Unit 5

Photocopiable worksheets: Grammar and Vocabulary, Communication

You First

Give Sts half a minute to think about their preference before they discuss their opinions and reasons in pairs, or you could lead a brief class discussion instead. Get the class to vote on their preference. Encourage Sts to give reasons.

EXTRA IDEA Ask Sts to try to guess whether you prefer the city or the country, and why they think so. Encourage the rest of the class to react to or comment on any suggestions. Reveal your preference, and explain your own reasons. Did anyone guess correctly?

Reading

1a

- Get Sts to brainstorm some ideas in pairs or small groups before you elicit descriptions for each picture from the class. Accept any suggestions, even if they are later proven wrong.

b

- Give Sts time to read the blog entries quickly and do the matching task.
- Allow them to compare answers in pairs before checking as a class.

1 B 2 A 3 C

c

- Give Sts time to do the task in pairs. Point out that there may be more than one correct way to complete each sentence.
- Check as a class. Ask Sts to quote the relevant part of the blog entries that supports their answer.

Possible answers

- 1 brothers.
- 2 on the Isle of Rum.
- 3 has a lot of work to do on the farm.
- 4 watching dolphins from her kayak / riding her pony / climbing the highest hills.
- 5 has to travel by boat.
- 6 being away from their family.

EXTRA CHALLENGE Get Sts to do the task in exercise 1c individually, and only check their answers in pairs afterwards.

Grammar Superlative adjectives

2a

- Get Sts to discuss the questions in pairs or small groups, then elicit ideas or lead a whole-class discussion.
- Ask who would like to live on Rum. Why? / Why not?

b

- Give Sts time to complete the example from memory, then complete the rule. Check as a whole class.

biggest; *the*

c

- Give Sts time to copy and complete the table.
- In pairs Sts find more superlative forms in the text.

the hottest, the nicest, the happiest, the most interesting, the furthest / the farthest

Examples: the oldest, the youngest, the biggest, the busiest, the best, the highest, the most amazing, the worst, the most difficult

d

- Ask Sts to find the examples, then elicit the spelling rule.

the oldest; the youngest; -est

- Elicit the rule for longer adjectives.

the most amazing; the most difficult; *the most*

- Give Sts time to find the superlative form of each adjective in the text.
- In pairs, Sts compare answers and discuss the spelling rules used. Check answers as a class.

For short adjectives that end with a vowel and consonant, we double the consonant and add *-est*. (*big* → *the biggest*)
 For adjectives ending in *-y*, we replace the *y* with *i*, then add *-est*. (*busy* → *the busiest*)
 For adjectives that end in *-e*, we add *-st*. (*nice* → *the nicest*)
 Irregular adjectives have irregular superlative forms. (*good* → *the best*, *bad* → *the worst*)

Additional grammar notes

Irregular comparative and superlative forms can't normally be deduced from the adjective form, and must be learned by heart.

3a

- Give Sts time to prepare their questions. Check as a class.

- 1 Which is the coldest place in the world?
- 2 Which is the biggest city in the world?
- 3 Which is the tallest building in the world?
- 4 Which is the smallest country in the world?
- 5 Which is the most dangerous animal in the world?

- Sts do the pairwork task. When all questions have been discussed, check answers as a class.

- 1 Antarctica (lowest recorded temperature ever, -89.2°C)
- 2 Tokyo, Japan (by population, 37.9 million)
- 3 Burj Khalifa, in Dubai, UAE (since 2008, 828 metres)
- 4 Vatican City (population of 1,000 people in 2017)
- 5 Mosquitoes (mostly through malaria)

b

- Give Sts time to write their questions (and answers). This could be done as homework.
- Put Sts in small groups to test each other. Who gets the most answers right?

► **Workbook** page 48, exercises 1–3

► **Photocopiable** Grammar and Vocabulary

Listening

4a 3-06 Audio script pT93

- Explain that Jen from the blog is talking to Magnus, a friend. Ask Sts to read through the statements quickly.
- Play the audio for Sts to identify the speaker and write the correct letter(s). Check as a class.

1 M 2 M 3 J 4 M 5 J 6 J / M

b

- Sts make notes about speakers' reasons from memory.
- Elicit the reasons from the class.
- If necessary, play the audio again with pauses to check answers. How many could they remember?

Possible answers

- 1 Country life is boring and quiet.
- 2 There are lots of interesting places to go.
- 3 There are exciting things to do in both places.
- 4 The people in Glasgow are the friendliest people in Scotland.
- 5 Glasgow is the friendliest city, but Rum is the friendliest island.
- 6 Jen thinks it's the best place for a holiday, and Magnus would love to see the island.

c

- Get Sts to discuss their opinions and preferences in small groups before eliciting ideas as a whole class.

Speaking and Writing

5a

- Give Sts enough time to make their notes.

b

- Sts do the task in pairs.
- For feedback, ask some Sts to share something interesting or surprising that they found out about their partners.

► **Workbook** page 49, exercises 4–5

6

- Sts use the framework and their notes from exercise 5 to write their paragraphs – in class or as a homework task.
- Ask Sts to swap their paragraphs with a partner and check if all the points from the framework have been included correctly and that there are no grammar or spelling errors.

EXTRA CHALLENGE You could ask Sts to make notes of all their partner's answers in exercise 6b, then use these to write about their partner's favourite place as well as their own.

Extra

Give Sts time to discuss their preferences. Encourage them to give reasons.

Elicit some suggestions for each topic, inviting opinions from the class.

Write any new comparative or superlative forms on the board for Sts to copy.

Grammar Superlative adjectives

2 a What is the most interesting thing you learned about Jen's life on Rum? Would you like to live there? Why? / Why not?

b Complete the example sentence. Then complete the rule.

Superlative adjectives

Rum is the ___ island in the Inner Hebrides.

We use ___ + superlative adjective to compare a person, animal, place or thing with all of the group they are in.

c Copy and complete the table with examples. Check the text for the superlative adjectives.

Superlative adjectives		
regular	high	the highest
short vowel and one consonant	hot	
-e ending	nice	
-y ending	happy	
two or more syllables (not -y)	interesting	
irregular	far	

d Complete the examples from the text. Then complete the rules.

the old ___ the young ___

To make superlatives we normally add - ___ to the adjective.

the ___ amazing the ___ difficult

For adjectives with two syllables or more (not -y), we use ___ in front of the adjective.

What are the spelling rules for these adjectives?

big busy nice good bad

3 a Work with a partner. Make questions using superlative adjectives and ask and answer the questions. If you don't know – guess! Your teacher has the answers.

- Which / cold / place / in the world?
- Which / biggest / city / in the world?
- Which / tall / building / in the world?
- Which / small / country / in the world?
- Which / dangerous / animal / in the world?

b Write two more questions. Test your friends.

▶ Workbook page 48, exercises 1–3



Listening

4 a 3.06 Listen to Jen and Magnus talking about the best place to live. Write J and / or M for each sentence.

- ___ think(s) city life is best.
- ___ think(s) city life is more interesting.
- ___ think(s) country life is as exciting as city life.
- ___ think(s) Glasgow is the best and friendliest city.
- ___ think(s) Glasgow isn't as friendly as Rum.
- ___ think(s) Rum is the best place for a holiday.

b What reasons do they give for their opinions?

c Who do you agree with most? Would you prefer a busier city life or a quieter country life?



Speaking and Writing

5 a Get ready to speak Make notes about the best place in the world for you.

- Where is it? In the city or the country?
- What does it look like? What has it got?
- What is it best for? Write three things using superlatives.
- Compare it to somewhere else using (not) as...as...
- Why is it your favourite place?

b Work with a partner. Ask and answer questions about your place.

Where is the best place in the world for you?

It's Paris. Where is the best place for you?

It's my grandparents' house!

▶ Workbook page 49, exercises 4–5

6 Get ready to write Use your notes from exercise 5a. Write about your favourite place.

My favourite place is ___ .
 It's in ___ . It's got ___ . It's very ___ .
 It's the ___ est place in the world, because ___ .
 It's got the ___ people. They ___ .
 It isn't as ___ as ___ , but I love it.

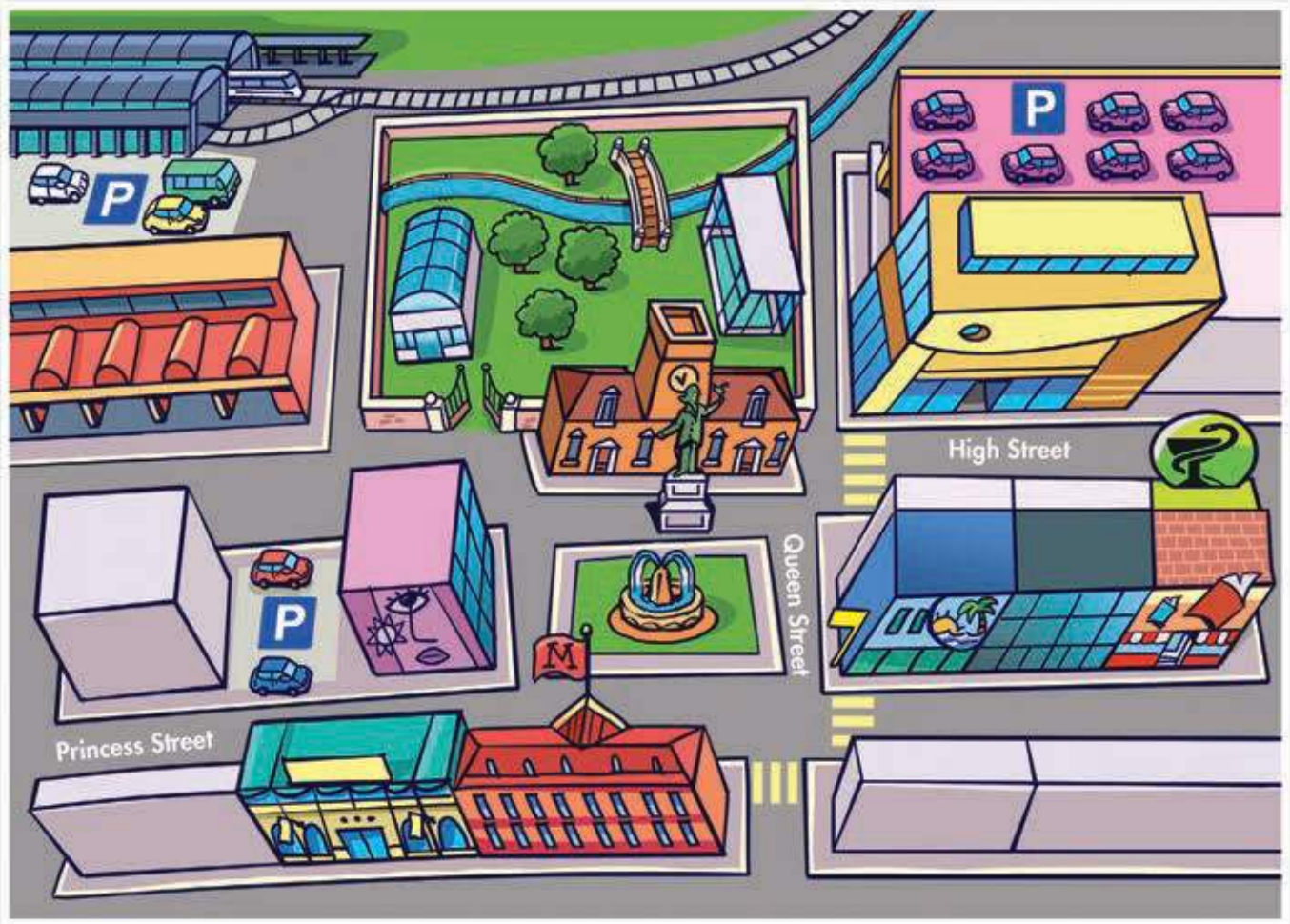


Work with a partner. Tell them your opinions on the best music, the nicest meal, the most exciting film, and the funniest TV programme.

5C Out and about



Do you like reading maps? Do you use your phone for directions? Why?/Why not?



Vocabulary Prepositions of place

1 a Look at the street plan of a town centre. Complete the sentences with the words in the box.

behind between in front of
in the middle of near next to
on the corner of opposite over through

- There's a fountain ___ the square.
- There's a statue ___ the Town Hall.
- There's a museum ___ the Town Hall.
- There's a park ___ the Town Hall.
- The river goes ___ the park.
- The bridge goes ___ the river.
- The train station is ___ the park.
- The tourist office is ___ Queen Street and Princess Street.
- There's a bus stop ___ the Tourist Office.
- There's a car park ___ the train station and the bus station.

b 3.07 Listen and check, then repeat.

c Work with a partner. Test their memory. Your partner covers the picture. Ask questions with 'Where's...?'

Where's the fountain?

It's in the middle of the square.

2 3.08 Listen to the directions. Find the places on the map.

3 Decide where these places are on the map. Do not tell your partner. Ask and answer questions about the places.

café cinema leisure centre
newsagent's sports shop

Where's your café?

It's in the middle of the park. Where's your café?

My café is in the square.

▶ Workbook page 50, exercises 1–2

5C Out and about

Supplementary materials

Workbook: pages 50–51, exercises 1–6

Workbook: Grammar summary Unit 5

Photocopiable worksheets: Grammar and Vocabulary, Communication

You First

Give Sts half a minute to think about their answers before they discuss their experiences in pairs or small groups. Ask for a show of hands for each question, then elicit arguments in favour of and against using the phone for directions.

Vocabulary Prepositions of place

1a

- Ask Sts to read the sentences in pairs, then find and point to the ten places on the map. They could take turns to see who can find the next place more quickly.
- Give Sts time to complete the sentences and allow them to compare answers in pairs.

b 3-07

- Play the audio for Sts to check their answers.
- Play the audio again with pauses to practise pronunciation. Pay special attention to the pronunciation of *opposite* /'ɒpəzɪt/, the stress on the second syllable in *between* /bɪ'twi:n/ and the initial vowel sound in *over* /'əʊvə(r)/.

- 1 in the middle of
- 2 in front of
- 3 opposite
- 4 behind
- 5 through
- 6 over
- 7 near
- 8 on the corner of
- 9 next to
- 10 between

c

- Give Sts time to cover the picture and test each other. Each person should ask about five things, then change roles. Who had the most correct answers?

2 3-08 Audio script pT93

- Tell Sts they are going to hear six mini-dialogues.
- Play the audio for Sts to use the descriptions to find the new places on the map.
- Allow Sts to compare answers before checking as a class.

EXTRA SUPPORT Find the first place together as a class.

Allow Sts to do the rest of the task in pairs.

- 1 swimming pool
- 2 art gallery
- 3 bus station
- 4 bank
- 5 shopping centre
- 6 The Royal Hotel

3

- Check that Sts understand the task. Explain if necessary that they should use the blank spaces on the map as their places.
- Give Sts time to decide on the location of their places. Check that they have all made a decision before moving on.
- Give Sts time to compare their maps in pairs. Without looking at each other's maps, Sts should note the position of the places from their partner's description.

EXTRA CHALLENGE Rather than telling their partners, Sts should make their comparisons by asking each other questions:

A Is your café in the middle of the park?

B No, it isn't.

To make the activity more competitive, count the number of guesses. The person who works out where all five places are located with the fewest guesses wins!

EXTRA IDEA Sts can repeat the activity with the same or a different partner by locating their places on a different part of the map.

► **Workbook** page 50, exercises 1–2

Grammar Definite and indefinite articles: *the, a / an*

4a

- Give Sts time to read the text. Elicit the answer.

The tourist guide mentions a harbour, art galleries, museums, shops, cinemas, cafés and an aquarium.

b

- Ask Sts to find and complete the examples from the tourist guide.
- Sts use the examples to complete the rules.
- Allow them to compare their answers in pairs before checking as a class.

an; the
 1 a / an 2 the 3 the

LANGUAGE NOTE Remind Sts that we use *an* before a vowel sound (NOT vowel letter, e.g. *a university*, NOT *an university*) and *a* before a consonant sound.

5a

- Give Sts time to complete the email.
- Allow Sts to compare their answers in pairs.

b 3•09

- Play the audio for Sts to check their answers.

1 – 2 – 3 a 4 the 5 a 6 – 7 the 8 the 9 an
 10 the 11 the 12 The 13 the 14 The 15 the

c

- Elicit the answers as a whole class. Ask the rest of the class to correct or confirm the rules.

1 No
 2 No – except for those with Republic, Kingdom or States in their names.
 3 Yes

LANGUAGE NOTE We can use the definite article with some countries, e.g. *(the) Netherlands, (the) Ivory Coast*. We use the definite article with countries whose names are given in plural form to indicate that the country is made up of islands, e.g. *the Philippines, the Seychelles, the Bahamas*. There are also a number of countries that some speakers traditionally say with the definite article, e.g. *the Gambia, the Sudan, the Ukraine* – but this is sometimes considered old-fashioned, and, in the case of Ukraine, politically incorrect.

➡ **Workbook** pages 51, exercises 3–4

➡ **Photocopiable** Grammar and Vocabulary

Listening and Speaking

6a 3•10 Audio script pT93

- Play the audio, and pause after the first dialogue to elicit the answer.
- Play the last part of the audio, and do the same for the second dialogue.

1 A river sightseeing tour.
 2 Visit the London Eye.

b 3•10 Audio script pT93

- Give Sts time to copy the chart, then play the audio again, pausing after the each dialogue for them to complete the information about the chosen place / tour.
- Ask them to compare their answers in pairs before checking as a class. You could play the audio again to confirm the answers.

1	river sightseeing	the River Thames	£16.88 pp
2	the London Eye	the River Thames	£26

CULTURE NOTES **The Shard** is a 95-storey skyscraper designed by Italian architect Renzo Piano, which stands in East London. The building was completed in 2012. It is 309 metres tall. The attraction ‘View from the Shard’ opened to the public in 2013.

The London Eye is a giant Ferris wheel on the South Bank of the River Thames in London, diagonally opposite the Houses of Parliament. The entire structure stands 135 metres tall, and the wheel has a diameter of 120 metres. It was completed in 2000. More than 3.75 million people visit it annually.

➡ **Workbook** page 51, exercises 5–6

7a

- Give Sts time to study the information. Remind them to prepare to answer their partner’s questions by deciding which pieces of information may be most important.

b

- Give Sts time to ask the questions and note down their partner’s answers, before they swap their roles and repeat the activity with the other attraction.
- Monitor the activity, and help Sts self-correct any language errors.

c

- Give Sts time to compare the two places in pairs.
- Elicit some ideas from a few volunteers. For the first two questions, ask the class to confirm or correct the information. For the third question, ask for a show of hands, then ask one or two Sts to give their reasons for preferring each attraction.

Possible answers

The 3D planetarium is cheaper than the aquarium.
 The aquarium is open longer than the planetarium (because it also open at weekends).
 Students’ own answers.

EXTRA IDEA Put Sts in groups of five. Assign each of the attractions from exercises 6 and 7 to one person in each group. Their task will be to persuade the other Sts in their group that their assigned attraction is the best one for them do together. Set a time limit and monitor the discussions. At the end, check which attraction each group decided on, and elicit the arguments that persuaded them.

Extra

Give Sts some time to think about where each place is where they live (or a town nearby). Ask Sts to take turns to tell their partner where one of the places is. Their partner should listen, check and correct the information as necessary.



VISIT BRISTOL!

WELCOME TO BRISTOL!

The city of Bristol is near the sea on the River Avon in the south-west of England.

Bristol was one of the United Kingdom's biggest ports, so there's an old harbour in the middle of the city. Now the harbour is the best place for art galleries, museums, shops, cinemas and cafés – and an aquarium!

Grammar Definite and indefinite articles: *the, a/an*

4 a Read the tourist guide. What city places does it mention?

b Complete the sentences from the guide. Then complete the rules.

...there's ___ old harbour.

Now ___ harbour is the best place for shops.

- 1 We use ___ to talk about something for the first time.
- 2 We use ___ when we refer to something again. We know what it is.
- 3 We always use ___
- with positions, e.g. in the middle, on the left.
 - when there is only one possibility, e.g. the south-west of England (there's only one).
 - with superlative adjectives, e.g. the best.
 - with countries using Republic, Kingdom, States, e.g. the United Kingdom.

5 a Complete Paul's email with *a, an, the* or nothing.

Dear Carlos,

My name's ¹ ___ Paul and I'm your exchange student. I'm looking forward to welcoming you to ² ___ England!

Let me tell you about my home. I live in Bristol, ³ ___ city in ⁴ ___ south-west of England. We live in ⁵ ___ flat in ⁶ ___ Limerick Road. It's behind my school and about 25 minutes from ⁷ ___ centre of ⁸ ___ city.

There's ⁹ ___ old harbour in ¹⁰ ___ middle of ¹¹ ___ city. ¹² ___ harbour is ¹³ ___ best area to visit.

¹⁴ ___ Aquarium and ¹⁵ ___ 3D Planetarium are there. They're fantastic places. I'll take you!

Paul

b 3.09 Listen and check.

c Read the email and answer the questions.

- 1 Do we use *the* with street names and people's names?
- 2 Do we use *the* with countries and cities?
- 3 Do we use *the* with rivers and well-known buildings?

► Workbook page 51, exercises 3–4

Listening and Speaking

6 a 3.10 Listen to two dialogues in a London tourist office. What do the students choose to do?

b 3.10 Listen again and complete the chart.

	Tourist attraction	Where?	Cost?
1			
2			

► Workbook page 51, exercises 5–6

7 a Get ready to speak Work with a partner. You work in the Bristol tourist office. Look at the information.

Student A Go to p86.

Student B Go to p87.

b Make dialogues at the tourist office. Ask these questions to get the information you need.

- 1 What exactly is it?
- 2 What can I see there?
- 3 When is it open?
- 4 How much is it?
- 5 Where is it?
- 6 How do I get there?

Student A Answer your partner's questions about the Planetarium.

Student B Answer your partner's questions about the Aquarium.

Good morning.
How can I help you?

Can I ask some questions
about the Aquarium?

c Now use the information to compare the tourist attractions. Which is:

- cheaper?
- open longer?
- more interesting to you?



Work with a partner. Ask about these places. Describe where they are in your town.

a bank the nearest bus station a park
a supermarket the Town Hall

5D A tour of the city



Are you good or bad at following directions? Can you remember a time when you got some directions wrong?



1 a 3.11 Read and listen.



Jed Excuse me.
Passerby 1 Yes?
Jed Could you tell me how to get to Lincoln College?
Passerby 1 I'm really sorry. I'm not from around here.
Jed No problem. Thanks anyway... Excuse me, could you give me directions to Lincoln College?
Passerby 2 Certainly. Just go up this street and, at the top, turn right into the High Street. After about thirty metres, turn left into Turl Street. Go along Turl Street for about a hundred metres and Lincoln College is on your left.
Jed That's great. Thanks a lot!
Passerby 2 You're welcome.

b Are the sentences true (T) or false (F)?

- 1 Jed knows the way to Lincoln College.
- 2 Jed is shopping in Oxford.
- 3 Alfie doesn't know a lot about Oxford.
- 4 Lily gives Jed a prize.

2 a Spoken English What do these expressions mean? How do you say them in your own language?

Thanks anyway. I know this!
 I'm not from around here. You made it.
 Easy peasy. Trick question!

b Work in a group. Practise the dialogues.

Workbook page 52, exercise 1

2 Later



Jed Hi guys!
Alfie Jed! You made it!
Jed Yeah. Easy peasy. And I didn't use an app.
Lily Here's your prize.
Jed Awesome. I'm a proper tourist now!
Alfie So what do you know about Oxford University?
Jed It's old... very old.
Elsa Excellent start.
Alfie Give him a chance. Oxford is one of the oldest universities in the world. It started in 1096.
Jed Wow! That is old.



Lily Pay attention, Jed! That's just fact one.
Alfie This is Lincoln College. It began in 1427.
Elsa Fact two...
Jed How many facts am I getting?
Alfie Right, Jed. Last question for you. Which is the oldest university college?
Jed I know this! It's a trick question. There are three very old colleges, but no one knows which one is the oldest.
Elsa Not bad, Jed.
Jed Thank you.

5D A tour of the city

Supplementary materials

Workbook: pages 52–53, exercises 1–5

Photocopiable worksheets: Everyday English, Pronunciation

Online Practice

Note

The story can be used in class as a reading and listening task, a video task or both.

You First

Give Sts time to share their experiences of giving and following directions in pairs or small groups. Elicit some of the most interesting or surprising stories Sts have heard from their partners. You may also like to share a similar story (real or invented) of your own.

CULTURE NOTES **Oxford** is a city in the south-east of England, about 82 kilometres from London. With a population of around 170,000, it is most famous for the colleges of the University of Oxford. Oxford is also an industrial city, with a number of companies active in car manufacturing, book publishing and printing, and food production. Many famous people have connections to Oxford. The University has the distinction of supplying more prime ministers in history than any other place of higher learning. Numerous artists, scientists, media personalities and sportspeople have made Oxford their home. The University of Oxford is the oldest university in the English-speaking world. There is no one 'university' building. The university is made up of 38 colleges and a number of teaching and research institutions shared by the entire university which are spread across the city.

Lincoln College was founded by the Bishop of Lincoln Cathedral in 1427. Today the college has over 600 undergraduate and postgraduate students.

The three oldest colleges in the university are University College, Merton College and Balliol College, all founded in the mid-1200s.

1a 3-11

- Elicit any details Sts can recall from the the story about Jed and his friends so far. Ask the rest of the class to amend or add to the suggestions they hear.
- Ask Sts to look at the photos then elicit suggestions for what happens in this episode. Accept any ideas, no matter how far-fetched.
- Play the audio for Sts to listen and follow the story and check their predictions. Alternatively, show the class the video of the story from the DVD-ROM. Did anyone guess correctly?

b

- Give Sts time to complete the task, then compare ideas in pairs before checking as a class.
- Ask Sts to give evidence from the story to support their answers.

- 1 F (Jed doesn't know the way to Lincoln College.)
- 2 F (Jed isn't shopping in Oxford. He's looking for Lincoln College.)
- 3 F (Alfie knows a lot about Oxford.)
- 4 T

2a

- Sts find the expressions in the dialogue. Who says them? Check answers.
- In pairs, Sts discuss ideas about the meanings. Elicit translations.

Thanks anyway. = You say this when you ask a question and the other person doesn't know the answer (informal)

I know this! = I know the answer! (informal)

I'm not from around here. = I don't live here; I'm a visitor. (informal)

You made it. = You say this when someone managed to reach a place in time, especially when this was difficult to do (informal)

Easy peasy. = That was really easy. (informal)

Trick question! = A question that is difficult because it can trick you into giving the wrong answer (informal)

b

- Sts practise the dialogue in groups of six, with each person taking one role.
- Get one or two volunteering groups to perform the dialogue in front of the class.

➡ **Workbook** page 52, exercise 1

3a

- Elicit Sts' responses and suggestions. Again, accept any ideas, no matter how far-fetched. Invite the rest of the class to comment on the suggestions.

EXTRA SUPPORT Sts could discuss their ideas in pairs or small groups before you elicit their suggestions as a whole class.

b **3-12** Audio script pT93

- Play the audio for Sts to listen and check their ideas. Alternatively, show the class the video of the story from the DVD-ROM. Did anyone guess correctly?

4

- Sts discuss their answers in pairs or small groups.
- Elicit ideas, inviting comments from the other Sts.

Possible answers

- He learned that no one knows which college is the oldest.
- A question that doesn't have a definite answer.
- Students' own answers.

Everyday English Asking for and giving directions

5a

- Ask Sts to find the examples.
- Allow Sts to compare their answers in pairs before checking as a class.

Could you tell me how to get to Lincoln College?
 I'm really sorry. I'm not from around here.
 No problem.
 Excuse me. Could you give me directions to Lincoln College?
 Certainly.
 Go up this street and, at the top, turn right.
 Thanks a lot.
 You're welcome.

b **3-13**

- Play the audio with pauses to help Sts practise the pronunciation. Encourage them to copy the rhythm and intonation of the expressions as well as the pronunciation of individual sounds.

➡ **Workbook** page 52, exercise 2

➡ **Photocopiable** Everyday English

Pronunciation Sounding polite

6a **3-14**

- Get Sts to read the information, and check comprehension by eliciting a translation or an explanation in Sts' own words.
- Play the audio for Sts to hear the examples. Then play it again with pauses for Sts to repeat. Ask Sts to copy the rhythm and intonation of the expressions.

b

- Give Sts time to practise the pronunciation in pairs. Monitor, and prompt Sts to self-correct as necessary.

c **3-14**

- Play the audio again for Sts to check their pronunciation, then play it once more with pauses to drill the intonation.

- To practise this point, it may be helpful to get Sts to say the expression together, in sync with the audio (rather than after hearing them). They should try to match the speed, rhythm and intonation as closely as possible.

➡ **Workbook** page 52, exercise 3

➡ **Photocopiable** Pronunciation

7a

- Give Sts time to do the matching task.

b **3-15**

- Play the audio for Sts to check their answers.
- Play the audio again with pauses for Sts to repeat the pronunciation and intonation of the expressions.

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

➡ **Workbook** page 53, exercises 4–5

Listening and Speaking

8 **3-16** Audio script pT93

- Tell Sts they are going to hear three people asking for directions in the town shown on the map on page 64.
- Play the first dialogue, twice if necessary, for Sts to note the destination and follow the route. Check the answer.
- Play the audio for Sts to do the remaining two dialogues individually.
- Allow them to compare answers in pairs before checking as a class.

1 from Princess Street outside the bookshop to the shopping centre
 2 from the other end of Princess Street to the train station
 3 from the High Street outside the bus station to the bank

➡ **Workbook** page 53, exercises 4–5

9a

- Sts use the map on page 64 to pick a few starting points and destinations.

b

- In pairs, one student chooses a starting point and destination (e.g. *I'm at the museum. Can you tell me how to get to the park?*), and the other gives walking directions, using the expressions from exercise 7a.
- Sts take turns to practise role-playing asking for and giving directions, using the chart to help them. Monitor and check for the correct use of the expressions for asking for and giving directions.
- You might like to ask them to imagine asking for and giving directions over the phone, which means they can't show the route on the map but have to describe it.

c

- Get a few volunteering pairs to perform one of their dialogues in front of the class.
- Ask the class to make a note of the starting point and the destination.

Extra

Give Sts time to play the game twice – once each way, so both of them get a chance to give directions and to guess the destination. Who could guess their destination more easily?

3 a Do you think Jed knows where the sights are in Oxford at the end of the tour? Does he pay attention?

b 3.12 Now listen and check your ideas.

4 **Over to you!** Work with a partner. Answer the questions.

- 1 What did Jed learn on his tour of the city?
- 2 What's a trick question?
- 3 Have you ever shown a visitor around your town? Where did you go? What did they think?

Everyday English

Asking for and giving directions

5 a Look at the useful phrases. Which examples below can you find in the story?

Asking for directions

- Excuse me, could you tell me how to get to..., please?
- Excuse me, could you give me directions to...?
- Excuse me, how do I find (the nearest)...?

Responding

- No problem. Certainly.
- Thanks a lot. You're welcome.
- I'm really sorry. I'm not from around here.

Giving directions

- Can you see that ... over there?
- Go up this street and, at the top,...
- Turn left/right at the end of the road.

b 3.13 Listen and repeat.

Workbook page 52, exercise 2

Pronunciation Sounding polite

To sound polite, you start high and lift your voice again at the end for questions and requests. Generally use a wide voice range.

6 a 3.14 Listen and repeat.

- Excuse me? Can I help you?
- Could you tell me how to get to... Lincoln College, please?
- Certainly.
- You're welcome.

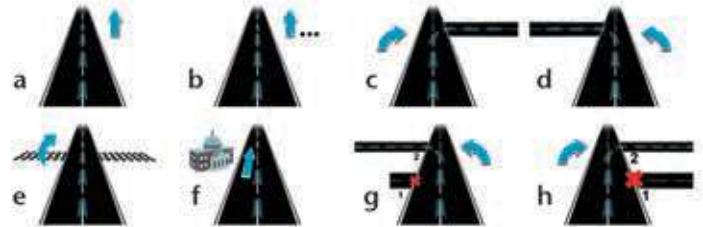
b Work with a partner. Say the phrases in 6a and practise sounding polite.

c 3.14 Listen again and repeat.

Workbook page 52, exercise 3

7 a Match the directions (1–8) to the pictures (a–h).

- | | |
|--|---------------------------------------|
| 1 go along the road until... | 5 go straight ahead |
| 2 go over the... | 6 turn left |
| 3 go past the... | 7 turn right |
| 4 take the second turning on the right | 8 take the second turning on the left |



b 3.15 Listen and check, then repeat.

Workbook page 53, exercises 4–5

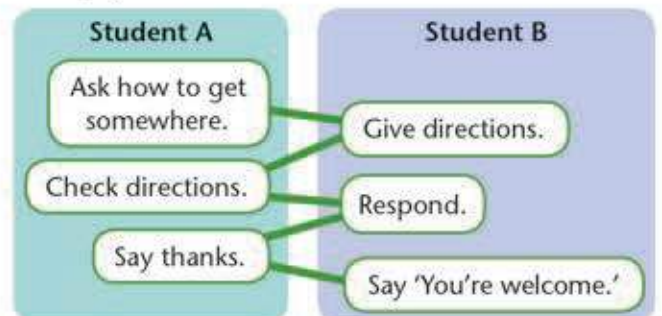
Listening and Speaking

8 3.16 Listen to the directions. Look at the map on page 64. Where is each person going? Can you work out where they are starting from?

Workbook page 53, exercises 4–5

9 a **Get ready to speak** Look at the map on page 64. Choose some different places to start from and to go to.

b Role-play with a partner. Ask for directions to the places. Try different expressions. Use this chart to help you:



Excuse me, could you tell me how to get to...?

Certainly. You go along...

So, I go along...is that right?

Yes, that's it.

c Role-play one of your dialogues for the class.



Direct your partner to a place from your classroom or from the school gate. Can your partner guess from the directions?

So, you go out of the school and turn left. You go along the road until you get to the corner... Is it the park?

5 Revision

Vocabulary City places

1 Write the places.



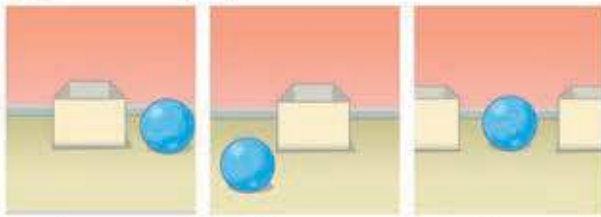
1 ___ 2 ___ 3 ___



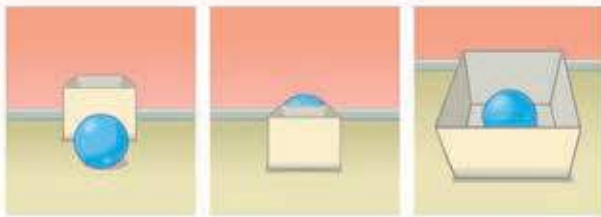
4 ___ 5 ___ 6 ___

Prepositions of place

2 Write the prepositions.



1 ___ 2 ___ 3 ___



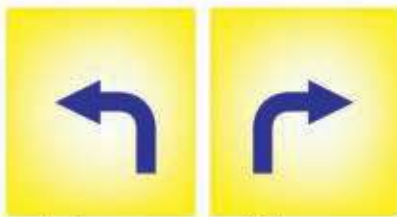
4 ___ 5 ___ 6 ___

Directions

3 Write the directions.



1 go ___ 2 go ___ the... 3 go ___ the...



4 turn ___ 5 turn ___

Grammar Comparative and superlative adjectives

4 Write the sentences, comparing two or more things.

- 1 My brother / short / me
- 2 Our dog / good / dog in the whole world
- 3 Maths / interesting / Science
- 4 Arturo / funny / boy in the class

(not) as...as...

5 Read each sentence. Complete the second sentence with (not) as...as... and the words in brackets so it has the same meaning as the first sentence.

- 1 Simon and Sam are the same height. Simon...Sam. (tall)
- 2 Yesterday was windier than today. Today...yesterday. (not windy)
- 3 Jen's phone is two years old and mine is, too. My phone...Jen's. (old)
- 4 Gold is heavier than silver. Silver...gold. (not heavy)

Definite and indefinite articles: the, a / an

6 Write a, an, the or nothing in the gaps.

- 1 I went to ___ Japanese restaurant. ___ restaurant was fantastic. It was on ___ Black Street on ___ corner.
- 2 ___ John travelled to ___ Mexico last month.
- 3 I'm going to ___ park in ___ centre of ___ city.
- 4 I finished ___ amazing book last night.

Everyday English

Asking for and giving directions

7 Complete the dialogue with the words in the box.

certainly excuse me is that right until yes, that's it

- A ¹ ___, could you tell me how to get to the station?
 B ² ___. You go along this road ³ ___ you come to a bridge. Turn left and it's at the end of that road.
 A So, I go along this road in this direction, ⁴ ___?
 B ⁵ ___.
 A Thank you very much.

Learning to learn Improving your speaking skills

8 Try these things to help your speaking.

- 1 Always try to speak English in class with your partner and the teacher.
- 2 When you are doing homework, read it out loud to yourself.
- 3 Find 'listen and repeat' exercises online.
- 4 In your everyday life, ask yourself, 'How could I say that in English?'
- 5 Don't worry about making mistakes!

► Workbook pages 54–55, exercises 1–9

Revision

Supplementary materials

Workbook: pages 54–55, exercises 1–9

Online Practice

Unit test 5

Vocabulary City places

1

- 1 monument
- 2 statue
- 3 fountain
- 4 train station
- 5 stadium
- 6 cathedral

2

- 1 next to
- 2 opposite
- 3 between
- 4 in front of
- 5 behind
- 6 in the middle of

Directions

3

- 1 straight ahead
- 2 over
- 3 past
- 4 left
- 5 right

Grammar Comparative and superlative adjectives

4

- 1 My brother is shorter than me.
- 2 Our dog is the best dog in the whole world.
- 3 Maths is more interesting than Science.
- 4 Arturo is the funniest boy in the class.

(not) as...as...

5

- 1 is as tall as
- 2 isn't as windy as
- 3 is as old as
- 4 isn't as heavy as

the, a / an

6

- 1 a, The, –, the
- 2 –, –
- 3 a / the, the, the
- 4 an

Everyday English Asking for and giving directions

7

- 1 Excuse me
- 2 Certainly
- 3 until
- 4 is that right
- 5 Yes, that's it

Learning to learn Improving your speaking skills

8

- Sts look through the list with a partner and discuss. Ask *Which ideas have they already tried? Did it help?*
- In their pairs, ask Sts to try and think of another piece of advice they have tried or would like to try. You could elicit some ideas in a whole-class discussion.

► **Workbook** pages 54–55, exercises 1–9

► Unit test 5

► When Sts have finished the **Revision** page, tell them to go to the **Workbook Progress Check** p.55 and complete the **Your progress** table.

My project

Project checklist

Before the lesson

- Arrange for Sts to be able to use computers with access to the internet with Microsoft Office Word (or a similar programme) to make a leaflet.
- If you cannot arrange for computer access, Sts can do internet research about their hometown as homework before the lesson and prepare their leaflets on paper.

Materials for the lesson

- Computers with internet access and a programme to make a leaflet.
- Without computer access, Sts can create their leaflets on paper. You will need A4 paper, coloured pens and pencils, photographs and maps (of attractive places in the Sts' hometown) and small sticky notes.

You First

Give Sts a few moments to think about the best places to visit nearby. Then give Sts time to compare ideas in pairs before eliciting suggestions from the class. Build up a list of the nearby attractions on the board.

OPTIONAL LEAD-IN To follow the **You First** task, ask Sts to try to guess your favourite place in town, and why you like it. Then tell them where else you would recommend to a visitor and why.

1a

- Sts work in small groups to collect information and images for their chosen town or city.
- Sts could complete their research as homework to use in the next class.

b

- Give Sts some time to discuss, in pairs or small groups, what they think makes a good leaflet. Encourage them to share ideas and make it clear that there are no right and wrong answers. Encourage them to start by looking at the pieces of Ania's project to decide what they like about it, and what they would do differently.
- Sts fold the paper for their leaflet as shown.
- Ask them to read the design notes and brainstorm some ideas for presenting their project. Stress that there are many ways of putting together an impressive project, and each person may like to do it a different way.
- Sts prepare a draft plan for their presentations. Remind them to decide how to arrange the various details (headings, descriptions, photos, maps, any other elements). It is best to make a draft in pencil, so any details can be modified later without having to start again from scratch. Monitor and give help as necessary, but avoid giving too much advice on how to approach the project – Sts should be left to decide for themselves.

c

- Look at the photos again and explain that Ania is putting together a leaflet about her hometown of Kingsbridge.
- Get Sts to read the step-by-step instructions in exercise 1b again. Elicit where each piece of information (1–3) should go, according to the instructions.

a 2 (front page)

b 3 (inside)

c 1 (back page)

2a

- Remind them to make sure that any text they add is reasonably free of errors, clearly and legibly written and attractively presented.
- When Sts are happy with their drafts, they put together the elements and add any decorative details they want.
- Give Sts some time to practise presenting their projects. Remind them to talk about the design and features they included that are helpful to tourists. Offer help with any language queries, and give a lot of encouragement, as public speaking can be stressful.

b

- Sts present their leaflets to the class.
- After all the presentations have been given, ask Sts to vote on the best for each of the three categories.
- If feasible, display all the finished projects around the classroom.

EXTRA IDEA Give Sts some sticky notes. Set a time limit and get Sts to mingle and look at the others' projects. They write brief positive feedback on the projects they like, and attach it to the leaflets. Sts then read comments about their own projects.



Imagine you have some exchange students coming to visit you. What are the best places to visit near you? Make a list.

A tour of your



hometown

1 Kingsbridge is a small town in Devon in the south west of England.



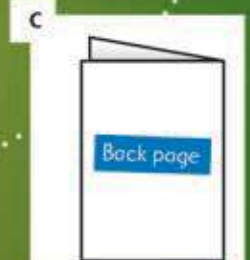
Things to see and do:

- Take a boat trip along the wonderful Devon coast.
- Go shopping along Fore Street in the old part of town.
- Spend a day at one of the most beautiful beaches in Devon.
- Have the best Devon tea – scones, cream and jam!

2 Kingsbridge



Welcome to sunny Kingsbridge for a wonderful holiday in Devon!



1 a Work in small groups. Choose where you live (or a town or city you know well) and collect information about interesting things to do and see there.

b Find a large piece of paper. Fold it to make a leaflet. Design it like this:

Front page:

Name of place in colourful letters

Nice photograph with a caption

An inviting strapline, e.g. Welcome to sunny...! You'll have a wonderful time!

Inside:

Find or draw a simple map of the centre.

Highlight some of the important places.

Write a note for each place.

Back page:

Write sentences about the place.

Write a list of some things to see and do.



c Look at Ania's pieces of information (1–3). Which pages of her leaflet (a–c) should they go on?

2 a Put your leaflet together.

b Show your leaflet to the class. Discuss the questions.

1 Which is the most colourful?

2 Which is the most informative?

3 Which is the most helpful for a tourist?



What is a national park? What national parks do you know of?

Two National Parks

Yellowstone, USA



Yellowstone became a park in 1872 and is the oldest national park in the world. It is huge – 8,983 km². A lot of the park sits in the middle of an active supervolcano, which is 72 km wide! It has four mountain ranges, and the highest mountain, Eagle Peak, is 3,466 m high. The park has 2,000,000 visitors every year.

What to see and do:

- › Visit the volcanic hot springs and watch the geysers.
- › Ride a horse or llama in summer or snowmobile in winter!
- › Watch amazing wildlife: bears, wolves and bison.
- › Go climbing, kayaking in the lakes, cycling or hiking. Explore!



Snowdonia, Wales, UK



It's Wales' oldest and largest national park. It became a park in 1951. It's 2,130 km² in size and it has nine mountain ranges. Mount Snowdon is 1,085 m high. It's a dead volcano and the highest mountain in England and Wales. The park is in one of the wettest parts of the UK, but that doesn't stop more than 3,000,000 visitors every year.

What to see and do:

- › Climb to the top of Mount Snowdon for incredible views.
- › Travel by horse in summer or mountain train in winter!
- › Watch amazing wildlife: otters, eagles and polecats.
- › Go climbing, kayaking along the rivers, cycling or hiking. Explore!



1 a Work with a partner. Decide who will read which fact file.

Student A Read about Yellowstone.

Student B Read about Snowdonia.

b Discuss the questions and compare the parks.

- 1 Which park is older?
- 2 Which park is bigger?
- 3 Which park has the higher mountain?
- 4 Which park has more visitors?
- 5 What is there to see and do?

c What was the most interesting fact in each text?

d Which park would you prefer to visit? Why?

2 Over to you! What are the most famous national parks in your country? What do tourists like to see and do there? Make a list.



Culture

Supplementary materials

Photocopiable worksheets: Culture, Culture video

CULTURE NOTES Below are some additional details about the content of the lesson if you want to give your Sts some more information.

National parks are areas of land protected for the purpose of preserving them in their natural, wild state for the future. The Yellowstone National Park, located in the states of Wyoming, Montana and Idaho, was the first national park in the world when it was established in 1872. The largest national park in the world is the *Kalaallit Nunaanni nuna eqqissimatitaa* – the Northeast Greenland National Park, which measures 972 square kilometres, but only has a population of 30–40 people.

You First

Sts could discuss national parks in pairs or small groups, or you could lead a brief class discussion, eliciting contributions from volunteers and comments from the rest of the class.

OPTIONAL LEAD-IN Get Sts to cover the text and look at the pictures. Ask them say in their own words what they think the pictures show and how they are connected to the topic. Ask the rest of the class to add to or amend the suggestions offered.

1a

- Sts describe the photos in pairs and guess what they think each one shows.
- Sts do the jigsaw reading task. Ask each of them to cover their partner's text and only read their own. Sts check their predictions about the photos.

EXTRA SUPPORT Allow the use of dictionaries to look up any unfamiliar words. Alternatively, you could ask Sts to quickly look through their own texts and ask you about any unfamiliar words they spot. Elicit or provide a definition, example or translation.

b

- Give Sts time to compare the two places they have read about by discussing the questions in pairs.
- Elicit answers as a whole class.

- 1 Yellowstone
- 2 Yellowstone
- 3 Yellowstone
- 4 Snowdonia
- 5 Yellowstone: You can visit the volcanic springs and watch the geysers; you can ride a horse or llama in summer or snowmobile in winter; you can go climbing, kayaking, cycling or hiking.
Snowdonia: You can climb to the top of Mount Snowdon; you can ride a horse in summer or mountain train in winter; you can watch amazing wildlife; you can go climbing, kayaking, cycling or hiking.

EXTRA IDEA Ask Sts, in pairs, to identify the things that are the same for both national parks (e.g. both have a volcano, you can travel by horse).

c

- Elicit some opinions from around the class, and invite comments from the other Sts. Ask Sts to give reasons for their choices.

d

- Ask for a show of hands to find out which park is more popular.
- Ask one or two Sts who chose either park to give reasons for their preference.

2

- You might like to ask Sts to do some internet research as homework to find out about national parks in their country, before they brainstorm activity ideas in pairs or small groups in the next class.
- Ask each pair or group to agree on a list of four things to see and do, using the lists for Yellowstone and Snowdonia as models.

EXTRA IDEA Sts could work in pairs or small groups to put together a tourist leaflet for their chosen national park. They could use some of the ideas for preparing a leaflet on page 69. In the following lesson, get Sts to present their projects. Hold a class vote for the most impressive and for the most informative leaflet.

▶ Video *The Grand Canyon*

As an extension to the Culture topic, watch a short film about the Grand Canyon and do the accompanying photocopiable exercises. You can either do this in class or set it as optional homework. The film is available on the Teacher's Resource Disc or on the Online Practice.

Learn through English

Supplementary materials

Photocopiable worksheet: Song

Additional subject notes

Below are some more details about ancient civilizations.

Although Sumer in **Mesopotamia** is considered by many to be the world's earliest civilization, early societies also emerged elsewhere in the world, including in the Ganges–Indus valley in today's India, the valley of Huang He (Yellow River) in China, in Central America and South America.

The ancient **Egyptian** civilization grew around the fertile banks of the River Nile and lasted for over 3,000 years. Originally two kingdoms (Upper and Lower Egypt), they became one nation in around 3100 BC. The ancient Egyptians gods were often pictured as people with the heads of different animals. Egyptians in the Old Kingdom period built big pyramids as tombs for important citizens, such as the Great Pyramid at Giza, which today is one of the seven wonders of the ancient world.

The **Incan** civilization began as a small tribe in the Andes mountains in South America. They grew under a ruler called 'The Inca', and became a large empire by the mid-15th century. Machu Picchu was a big Incan city high up in the mountains. After the civilization fell, Machu Picchu was abandoned and wasn't discovered again until 1911.

The **Mayan** people lived in Central America. The civilization developed in around 2000 BC. and lasted into the 16th century, when invaders from Spain arrived in the region. The Mayans all shared a common culture and the same religious beliefs, but the cities had their own rulers and they never developed into an empire.

You First

Discuss what Sts already know about these early civilizations. Encourage Sts to think about buildings, languages, religions, etc. to prompt discussion.

If you have a map of the modern world available, ask Sts to show where they think each of these three civilizations existed in the past.

Ask them to write down one thing they know for certain, one thing they think they know but would need to check, and one more thing they would like to find out. Get them to compare these lists quickly in pairs or small groups.

1a

- Sts read the text quickly, then match the headings.
- Allow Sts to compare ideas in pairs, then check answers.

1 B 2 D 3 C 4 A

b

- Give Sts time to do the task, then compare answers in pairs.

c 3-17

- Play the audio for Sts to check their answers.

A rivers B towns C cities D transport

2

- Ask Sts to find the numbers from the timeline in the text. If necessary, remind them that there is one time on the timeline that they won't need.
- Get Sts to study the information given about each time to work out their answers.
- Allow Sts to compare their ideas in pairs before checking as a class.

8000 BC: humans travelled in small groups to look for food; people in Mesopotamia became some of the earliest farmers

4000 BC: Sumer had several cities with governments

3200 BC: Mesopotamians invented / were the first to use the wheel

3000 BC: Mesopotamians invented a number system based on 60

3a 3-18 Audio script pT94

- Focus on the picture, and ask Sts to speculate where they think each of the places mentioned in the box may be located within the city.
- Play the audio for Sts to check their predictions and, if necessary, play it once more for them to complete the task.
- Check answers as a class.

1 ziggurat 2 royal palaces 3 shops and offices
4 poorest homes 5 city walls

b 3-18 Audio script pT94

- Play the audio again for Sts to make notes of any other facts they can remember.
- Give Sts time to compare ideas in pairs or small groups.
- Elicit answers from a few pairs or groups, and ask the class to add to them until they run out of ideas.
- Play the audio again for Sts to check whether they have remembered the details correctly.

EXTRA SUPPORT To make the comprehension task easier, you could scaffold it by asking specific questions about the content:

- 1 How often did people come to the ziggurat? (*Every week.*)
- 2 Who were the most important people after the royal family? Why? (*Government workers, because they could read and write. Craftsmen, because they made useful things to sell in the shops.*)
- 3 Where did people who worked in the offices or shops live? (*In the same area where they worked.*)
- 4 What was the purpose of the walls? (*To protect the city.*)

4

- Give Sts time to brainstorm some ideas in pairs about historical sites in their country.
- Elicit ideas from volunteers, inviting the rest of the class to correct or add to the information they hear.
- For homework, you could ask Sts to do some internet research to find out about a historical site and write a short paragraph about it. Get a few volunteers to share their paragraphs, and elicit what else Sts in the class know about the places.

3-19 Song *Destination Anywhere*

- Play the audio for Sts to listen to the song and complete the Song photocopiable worksheet.
- Check answers.



What do you know about these early civilizations?
Egyptian Incan Mayan

Sumer, Mesopotamia: the world's earliest civilization

FACT FILE

A 'civilization' means several cities with a shared culture, government, language, technology and writing.

A ____

The region of Mesopotamia began in Iraq. It had two ____ – the Euphrates and the Tigris – so it was very green. Mesopotamia means 'land between two rivers'.

B ____

Before 8000 BC, humans travelled around in small groups to look for food. But in 8000 BC people in Mesopotamia became some of the earliest farmers, because the land was so good. They started to live in the same place. Slowly, villages and ____ began to grow.

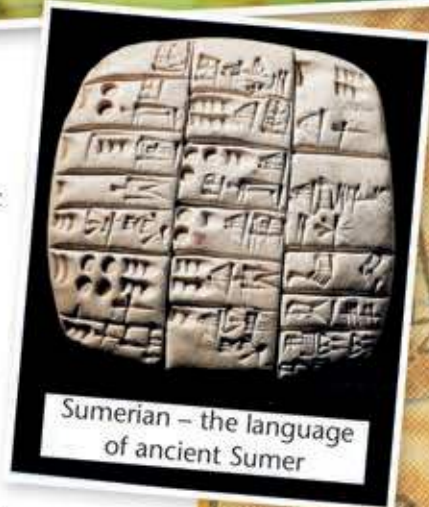
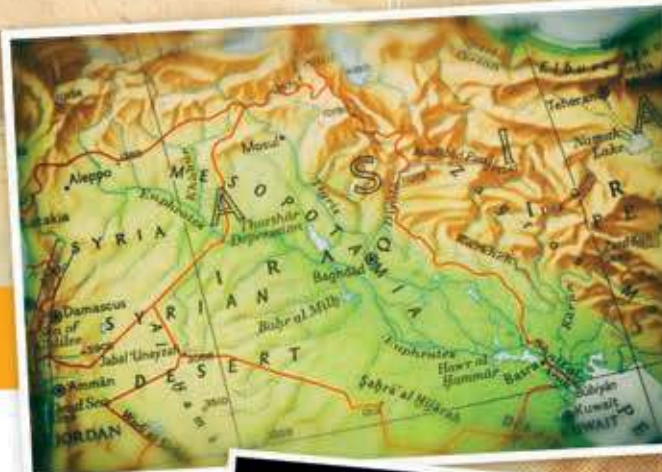
C ____

Around 4000 BC, Sumer in southern Mesopotamia had several ____ with governments. A written language called Sumerian began between the cities. Uruk was the largest city with about 680,000 people. It is considered to be the earliest city in the world.

D ____

The Mesopotamians invented new technology. They were the first to use the wheel in 3200 BC. They could ____ food anywhere. They also invented a number system based on 60 from 3000 BC. That's why we have 60 seconds in a minute and 60 minutes in an hour.

The civilization of Sumer lasted for over 1,200 years.



1 a Look at the Fact file. Match the headings (1–4) to the relevant paragraphs (A–D).

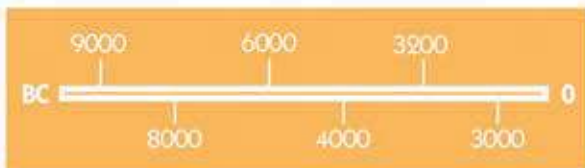
- 1 Why did it start?
- 2 What did it achieve?
- 3 When did it become a civilization?
- 4 Where did it start?

b Complete the text with these words.

cities rivers towns transport

c 3.17 Listen and check your answers.

2 Complete the timeline. What happened at these times? There is one date on the timeline you do not need.



3 a 3.18 What did the earliest cities look like? Listen to the description. Complete the diagram with the words in the box.

city walls
poorest homes
royal palaces
shops and offices
ziggurat

b 3.18 What extra information can you remember? Listen again. Compare your ideas.

4 **Over to you!** What are the most famous historical sites in your country? Discuss with a partner.



A ziggurat in Iraq – rebuilt

6

What's the matter?

6A Problems



Who are the people you talk to when you have a problem? Why?



Vocabulary Phrasal verbs

1 a Look at the pictures. What can you see?

b Match each phrasal verb with its opposite. Then match them to the correct pictures.

look at look for pick up put down
put on sleep in switch off switch on
take off turn down turn up wake up

c 3.20 Listen, check and repeat.

2 3.21 Listen to three conversations. What are the problems? Do you ever have these problems? When? Tell a partner.

Look!

If we use an object pronoun, it goes between the two parts of the phrasal verb:

Pick up *the pen*. → Pick *it* up.
Take off *your gloves*. → Take *them* off.

3 a Work with a partner. Look at pictures 1–6. Read a line from A and your partner answers with the correct response. Take turns.

A	B
1 It's hot in here.	a Wow! Can I look at it?
2 I had a busy week and I'm tired.	b Turn on the fan.
3 It's so cold outside!	c I'll turn it up for you.
4 I have found a glass shoe!	d Put on your warm jacket.
5 We have a new pet spider for sale.	e Pick it up! It looks expensive!
6 I can't hear the music.	f It's the weekend. Sleep in!

b Look at pictures 1–6. Work with your partner to describe the situations and come up with appropriate responses. When you're finished, act out the dialogues for the class!

This shoe smells bad!

Quick! Put it down!

▶ Workbook page 56, exercise 1

6 What's the matter?

Unit objectives

describe problems
ask for and give advice
explain and devise rules
write school rules
write a story

Language

Grammar: *should / shouldn't; must / mustn't; have to / don't have to*

Vocabulary: phrasal verbs; adverbs with *-ly*

Everyday English: persuading and encouraging

Project: Writing a story

Culture: Australia

Learn through English: Renewable energy (Science)

6A Problems

Supplementary materials

Workbook: pages 56–57, exercises 1–4

Workbook: Grammar summary Unit 6

Photocopiable worksheets: Grammar and Vocabulary, Communication

You First

You may first like to tell the class about who you go to with problems. Use the Think–Pair–Share technique: give Sts half a minute to think about who they talk to, then give them time to discuss answers in pairs before eliciting them in a whole-class discussion.

Vocabulary Phrasal verbs

LANGUAGE NOTE Phrasal verbs are made up of a verb and a particle, which may be a preposition (e.g. *put on*) or an adverb (e.g. *take off*). The meaning of the phrasal verb is different from the meaning of the main verb – the meaning is sometimes clearly related, but in other cases only very indirectly. Some phrasal verbs consist of a verb and two particles (e.g. *look out for*).

1a

- Make sure Sts notice each picture contains two connected situations. Get them to take turns to describe the images in pairs or small groups.
- Elicit some descriptions for each picture and ideas about what is happening.

b

- Give Sts time to find the six pairs of phrasal verbs, then match them to the pictures.
- Allow them to compare ideas in pairs.

c 3•20

- Play the audio for Sts to check their answers. Point out that the opposite of a phrasal verb is not always formed using the same main verb (e.g. *put on / take off*).

- Play the audio again with pauses for Sts to practise the pronunciation. Make sure they put the main stress on the particle rather than the main verb.

- | | |
|--------------------------|-----------------------|
| 1 switch on / switch off | 4 pick up / put down |
| 2 sleep in / wake up | 5 look at / look for |
| 3 put on / take off | 6 turn up / turn down |

EXTRA IDEA In pairs or small groups, Sts take turns to mime the actions for each phrasal verb from exercise 1b and their partners try to guess which verb it is.

2 3•21 Audio script pT94

- Play the three conversations, and elicit what the problems are in each one as a whole class. Play the audio again for Sts to confirm or correct their answers.
- Give Sts time, in pairs, to discuss the situations they heard and if they ever have the same problems. Encourage them to give details about how they solve the same problems.

- | |
|--|
| 1 the computer is not working / the screen is frozen |
| 2 weather isn't good for going out to the park |
| 3 there is a mess on the bedroom floor |

- Read the information in the **Look!** box as a class and write the examples on the board with arrows to reinforce the changes when using an object pronoun.
- You could also take a few minutes to quickly revise other object pronouns and elicit examples as a whole class, e.g. *pick up the cat* → *pick him / her up*.

3a

- Get Sts to work in pairs and consider pictures 1–6, then decide on the appropriate response for each. Remind Sts to only consider the top half of each picture.
- Monitor progress. When most pairs have finished, elicit the correct pairs from the class.

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

b

- Focus on pictures A–F (the lower half of each picture).
- Get Sts to work in pairs again to discover what the new problems are and to come up with appropriate responses. Monitor and help with language as necessary.
- Ask some volunteering pairs to perform their mini-dialogues for the whole class. Ask other Sts to say what they think of the responses given, and suggest better alternatives where appropriate.

Possible answers

- | |
|---|
| A This fan is too strong. / Quick! Switch it off. |
| B I woke up too early. / Pull down the shade and go back to sleep. |
| C My jacket is too warm to wear inside. / Take it off. |
| D This shoe smells bad! / Put it down! |
| E I've dropped my spider! / Can you help me look for my spider? |
| F The music is too loud. / Turn it down! |

- **Workbook** page 56, exercise 1

Grammar *should / shouldn't*

4a

- Give Sts time to read the text. Elicit the problem from the class. Ask Sts to confirm or correct the suggestions.
- Sts think about the advice given. Ask which advice Sts consider the best. Ask a few volunteers to say what, if anything, they have tried themselves in a similar situation.

He has a lot of trouble getting up early in the morning for school.

Possible answers

switch on a bright light; play some lively music (and turn up the volume); have a shower; go to bed early (with a hot drink); switch off your mobile phone

b

- Sts complete the examples from memory, then check back in the text to confirm their answers.

1 should 2 shouldn't

EXTRA SUPPORT Sts could find the examples in the text first, then complete the sentences in the exercise.

EXTRA CHALLENGE Ask Sts to find more examples of *should / shouldn't* in the text. (Mark *should go to bed early with a hot drink. He shouldn't stay up late. Schools should start later.*)

c

- Give Sts time to study the examples in exercise 4b, then elicit the answers.

the base form; No, the form is the same for all persons.

5

- Give Sts time to study the examples in the advice forum, then elicit the answer as a whole class.

a

Additional grammar notes

We use *should / shouldn't* to give advice in a similar way to the imperative. However, the modal verb expresses a less strong suggestion – saying what we think would be the right thing to do, but leaving the decision about it to the recipient of the advice.

6

- Give Sts time to complete the sentences and check answers with a partner before checking as a class.

1 should, shouldn't
2 should, shouldn't
3 shouldn't, should

- Get Sts to practise the mini-dialogues in pairs. Monitor for the correct use of *should / shouldn't* and prompt Sts to self-correct when necessary.

EXTRA IDEA Ask Sts, in pairs, to cover exercises 1–3 and make similar mini-dialogues giving advice for three or four of the pictures on page 72. Remind Sts to use *should / shouldn't*. Get a volunteering pair to perform their dialogue to the class for each picture. Ask the rest of the class to check and comment on the advice given.

➡ **Workbook** pages 56–57, exercises 2–3

➡ **Photocopiable** Grammar and Vocabulary

Listening and Speaking

7a 3•22 Audio script pT94

- Get Sts to copy the table, with plenty of space for notes.
- Play the first part of the audio (up to Jenna saying, 'OK, thanks. I'll do that.')
- Play the rest of the dialogue, and ask Sts to identify the remaining problems. Get them to compare their ideas in pairs before checking as a class.

Jenna: Her best friend is very quiet and seems sad. She won't tell Jenna what's wrong.

Jake: He's having trouble with Maths. He doesn't understand anything. He looks for answers on the internet and ask his friends, but he can't do it. He needs to pass his Maths exam.

Dora: She's not very organized. She sometimes forgets to do things.

b 3•22 Audio script pT94

- Play the audio again for Sts to make notes about the advice given. Remind them that more than one suggestion may be made for each problem.
- Get Sts to compare their answers in pairs before checking as a class.

(To Jenna): You should sit her down and say that you are going to call a helpline or speak to an adult about her. Tell her she really should talk to someone.

(To Jake): You really should try talking to your teacher. You shouldn't be nervous. You can ask a parent to speak to him, if that's easier.

(To Dora): You shouldn't use different pieces of paper. You should get a small diary. Write what you need to do and the day you need to do it. Leave it by your bed, pick it up, and check it every day. Or you can use your phone for notes.

c

- Put Sts in pairs or small groups to evaluate the advice. Check progress and help with language as necessary.
- Elicit some opinions as a class and encourage them to include a reason. Invite comments from the other Sts.

d

- In their pairs or groups, Sts write their own advice for one of the problems.
- Ask some Sts to share their advice with the class, and invite comments. Vote on the most helpful advice.

➡ **Workbook** page 57, exercise 4

8a

- Get Sts to brainstorm advice for the situations in pairs. They should consider how advice from adults or friends may be different.

b

- In the same pairs, Sts expand two or three of their problems and advice into dialogues.
- Ask a few Sts to perform their dialogue for the class.

Extra

In pairs, Sts imagine situations and the advice they receive from an adult.

Sts write their dialogues. Monitor and check they use *should / shouldn't* correctly.

If time allows, Sts could role-play one of their dialogues for the class.

Grammar *should/shouldn't*

- 4 a Read the online advice forum. What's Mark's problem? What's the best advice?



Teen Help Online

Mark 11/11 18.17 pm

Does anybody else have this problem? I have a lot of trouble getting up early in the morning for school. Does anybody have any advice or suggestions for me?

1 Liam 19.02 pm

You should switch on a bright light, play some lively music and turn up the volume. Then go and have a shower immediately. It's impossible not to feel awake after that.

2 Emmy 19.03 pm

I think Mark should go to bed early with a hot drink and switch off his mobile phone. He shouldn't stay up late. If he gets enough sleep he can wake up no problem.

3 Daisy 19.06 pm

It isn't your fault! Scientists say that all teenagers have this problem because they are growing, and that schools should start later. They say that teenagers shouldn't start to study until 10 or 11 o'clock.

- b Complete the sentences from the dialogue in exercise 4a.

- You ___ switch on a bright light.
- Teenagers ___ start to study until 10 or 11 o'clock.

c What form of the verb do we use after *should*? Do we add *-s* with *he/she/it*?

- 5 When do we use *should/shouldn't*? Choose the correct answers.

We use *should/shouldn't* to:

- give advice.
- check instructions.
- make quick decisions.

- 6 Complete the advice using *should* or *shouldn't*. Work with a partner and practise the dialogues.

- I'm tired.
You ___ sit down and have a rest.
You ___ stay up late on your computer.
- I'm late for school.
You ___ wake up earlier.
You ___ switch off your alarm.
- I don't understand my homework.
You ___ work with the TV on. Switch it off.
You ___ ask someone for help.

I'm tired.

You should sit down and have a rest.

► Workbook pages 56–57, exercises 2–3

Listening and Speaking

- 7 a 3.22 Listen to the teen radio programme. What are the problems? Copy the table and make notes in the first column.

Problem	Advice

- b 3.22 Listen again. What advice does Tom give?

- What's your opinion on each piece of advice?
- Work with a partner. Choose one of the problems. Write some more advice for the person. Compare with the class.

► Workbook page 57, exercise 4

- 8 a Get ready to speak Read the problems and think of some advice. What would a friend say? What would an adult say?

- I'm hungry.
- I'm bored.
- I don't feel well.
- I'm a bit depressed.
- I don't like doing exercise.
- I had an argument with my friend yesterday.

- b Work with a partner. Make dialogues giving advice. Use *should/shouldn't* and *I think you should/I don't think you should*.

Mum, I'm hungry.

You should have a snack. But you shouldn't eat too much. Dinner will be soon.

Can I make a sandwich?

I think you should have some fruit.



What advice do adults give to teenagers? Discuss with a partner. Make sentences with *should/shouldn't*. How do you answer? Role-play the dialogues.

I feel tired.

You should go to bed earlier on schooldays.

6B Rules



Think of examples of rules at home / at school. Compare with a partner. Which rules are most important? Why?



Vocabulary Adverbs with -ly

1 a Look at the words in A and match them to their opposites in B. Which can you see in the pictures (a-f)?

A badly carelessly
dangerously loudly
quickly sadly

B carefully happily
nicely quietly
safely slowly

b 3.23 Listen and check. Practise saying the words.

Look!

- We usually make adverbs by adding *-ly* to an adjective: *quick* → *quickly*
- An adverb describes a verb. Look at the position of the adverb. It often goes at the end of the sentence.
The boy is cycling quickly.

2 Write the sentences and match them to the pictures (a-f).

- cycle / quick The boy is cycling quickly. - b
- open present / happy
- do Maths / careless
- skate / bad
- skateboard / dangerous
- bang drum / loud

3 3.24 Listen. Choose the correct adverb to describe the action.

4 a Choose one of these actions. Then choose an adverb and mime the action in that way. Your partner guesses the action and the adverb.

brush your teeth cook something drive a car
play the guitar say something sit down on a chair
switch on the TV write something

Are you brushing your teeth carelessly?

Yes, I am.

b Play again. Choose your own actions.

> Workbook page 58, exercises 1-2

6B Rules

Supplementary materials

Workbook: pages 58–59, exercises 1–5

Workbook: Grammar summary Unit 6

Photocopiable worksheets: Grammar and Vocabulary, Communication

You First

Give Sts time to think about different rules before they discuss which is the most important in pairs, or you could lead a brief class discussion instead.

Vocabulary Adverbs with *-ly*

OPTIONAL LEAD-IN Give Sts time to look at the pictures. Can they identify what the people are doing? Elicit the activities and write them on the board, e.g. 'She is skating.'

1a

- Give Sts time to match the adverbs in **A** with their opposites in **B**. Allow them to compare their answers in pairs.

b 3•23

- Play the audio for Sts to check their answers. Then play it again with pauses to practise their pronunciation.

badly – nicely
carelessly – carefully
dangerously – safely
loudly – quietly
quickly – slowly
sadly – happily

Suggested answers

a badly **b** quickly **c** carelessly **d** loudly **e** dangerously
f happily

- Give Sts time to read the **Look!** box and check understanding by asking Sts to give the adjective of each adverb in exercise 1a.
- Write 'happy' and 'happily' on the board and elicit the spelling rule (adjectives ending in *-y* = *-i* + *-ly*). Elicit or give other examples, e.g. *angry* → *angrily*, *easy* → *easily*.

LANGUAGE NOTE Some adjectives have an irregular adverb form. We don't add *-ly* to make an adverb out of: *fast*, *late*, *early*. (Note also that *early* is the adjective form as well, despite the ending.)

b

- With books closed, give Sts some time to test each other by taking turns to say the adjective and reply with the adverb. Who got the most words right?

2

- Give Sts some time to read the sentence prompts and match them to the pictures (a–f).
- Sts write the sentences describing the picture using the correct adverb. Get them to compare their ideas in pairs before checking as a class.

2 (The girl is opening a present happily.) – f

3 (The boy is doing Maths carelessly.) – c

4 (The girl is skating badly.) – a

5 (The boy is skateboarding dangerously.) – e

6 (The boy is banging the drum loudly.) – d

EXTRA CHALLENGE Sts cover exercise 4a and write negative sentences about the pictures, using any adverb from group A in exercise 2a.

3 3•24 Audio script pT94

- Tell Sts they are going to hear 12 short clips. Play the first one and elicit the adverb from the class.
- Play the rest of the audio for Sts to write the adverbs individually, then compare answers in pairs.
- Check answers as a class, and play the audio again to confirm.

1 loudly **2** quietly **3** nicely **4** badly **5** dangerously

6 quickly **7** slowly **8** happily **9** sadly **10** carefully

11 carelessly **12** safely

EXTRA CHALLENGE Elicit a full sentence with an adverb with *-ly* about each situation. Accept any plausible suggestions as long as the grammar is correct.

4a

- Demonstrate the game with a stronger student using the example dialogue. Get them to mime the action, make an incorrect guess first, then the correct one to show the possible responses.
- Put Sts in pairs to play. They take turns to choose and mime an action, and to guess. They are allowed to repeat actions with a different adverb.
- Who guessed all the actions correctly?

b

- Demonstrate the game extension by miming an action yourself and getting the whole class to try and guess both the action and the manner in which you are doing it (e.g. riding a motorbike carelessly).
- Give Sts some time to think about their own actions.
- Continue the guessing game until each student in a pair has had an equal number of turns at guessing or miming.
- Who guessed the most actions correctly?

► **Workbook** page 58, exercises 1–2

Grammar *must/mustn't*

5a

- Give Sts time to match the signs to the places. Elicit ideas and check answers as a whole class.

a at school **b** on a road **c** at a road crossing
d in a museum **e** in a zoo **f** on a pavement

b

- Sts match the signs to the rules. Check answers as a class.

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

c

- Get Sts to read the first part of the rule, and elicit a translation to check understanding.
- Sts look at the example sentences and complete the rule. Elicit the answers and a translation to check understanding.
- Elicit what form of the verb is used after *must / mustn't* (the base form).

must; mustn't

d

- Give Sts time to complete the task.
- Allow them to compare answers in pairs before checking as a class.

1 mustn't 2 must 3 mustn't, must 4 must

EXTRA IDEA Ask Sts to make up similar rules with *must* or *mustn't* for four of the pictures on page 74.

➡ **Workbook** page 58, exercise 3

➡ **Photocopiable** Grammar and Vocabulary

Listening

6a 3•25 Audio script pT94

- Tell Sts they are going to hear four conversations. Play the first conversation, and ask Sts to identify the sign.
- Play the remaining three conversations for Sts to do the matching task, then compare answers with a partner.

1 e 2 b 3 a 4 d

b

- Sts write out the sentences from the prompts. Play the audio again with pauses if necessary.
- Get them to compare their answers in pairs.

c 3•25 Audio script pT94

- Play the audio again for Sts to check their answers.

1 You must talk quietly.
 2 You mustn't play music loudly.
 3 You must climb down safely.
 4 You mustn't throw rubbish away carelessly.

EXTRA IDEA Elicit where each sign might appear. Sts can refer to contextual clues in the audio or use their own ideas.

Possible answers

1 a library 2 a bus 3 sports centre / climbing wall
 4 a park

d

- Give Sts time, in pairs, to write their sentences for the remaining signs.
- Get a few volunteering sts to read out their sentences. Ask the rest of the class to confirm or correct the answers suggested.

Possible answers

You mustn't skateboard on this pavement.
 You mustn't walk your dog in this area.

EXTRA IDEA Sts can work in pairs to expand their corrected sentences into mini-dialogues.

Speaking and Writing

7a

- Give Sts time to think of a rule for each place. Monitor progress and provide help if necessary.
- Remind Sts to use an adverb with *-ly* wherever possible.

EXTRA CHALLENGE Ask Sts to come up with two rules for each place: one with *must* (something the rule requires you to do) and one with *mustn't* (something the rule requires you to avoid doing).

EXTRA SUPPORT Sts could write rules together with a partner. They can then do the guessing activity in exercise 7b with another pair.

b

- Sts work in pairs and take turns to say a rule and guess the place. Who can guess the most correctly?

➡ **Workbook** page 59, exercise 4–5

8a

- In pairs, Sts brainstorm new rules for their school. Monitor and help with language as necessary, or allow the use of dictionaries.
- Encourage Sts to use the ideas on the page, but explain that they can be as imaginative as they like. The rules do not have to be realistic.

b

- In the same pairs, Sts write up their new rules on an A4 (or larger) sheet of paper.
- Ask a few pairs to present their rules to the class.
- For feedback, you could ask for a show of hands to find out which rules are approved by the majority and which are not so popular. Alternatively, you may like to ask all pairs to display their noticeboard posters on their desks. Hand out five small stickers or sticky notes to each student. Ask the class to mingle and mark their favourite five rules on others' posters with the stickers. At the end, count the stickers to find out what the most popular rules are.

Extra

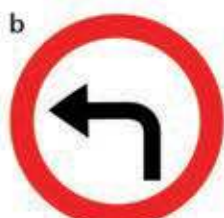
Give Sts time, in pairs, to role-play the situation. Ask the person playing the parent to introduce at least three new house rules (no matter how far-fetched) and the person playing the child to respond.

Get some volunteering pairs to perform their dialogue for the class. Invite comments on the rules, e.g. *How realistic are they? Would you like them in your own house?*

Grammar *must/mustn't*

5 a Where can you see these signs? Match the signs to the places.

at a road crossing at school in a museum
in a zoo on a pavement on a road



b Match the rules (1–6) to the signs (a–f).

- 1 You mustn't ride a bike here. ____
- 2 You mustn't feed the animals. ____
- 3 You must turn left here. ____
- 4 You mustn't pick up anything in here. ____
- 5 You must wait to cross the road. ____
- 6 You must switch off your mobile phone. ____

c Look at the example sentences. Complete the rules with *must* and *mustn't*.

You must turn left here.

You mustn't feed the animals.

We use *must* and *mustn't* to talk about rules and to give strong advice.

We use ____ to say it is a rule.

We use ____ to say it is against the rules.

d Complete the sentences with *must* or *mustn't*.

- 1 We ____ skateboard on the tennis courts.
- 2 You ____ cycle safely and wear a helmet.
- 3 You ____ run next to the swimming pool. You ____ walk slowly.
- 4 We ____ work quietly in an exam.

▶ **Workbook** page 58, exercise 3

Listening

6 a 3.25 Listen to four conversations and match them to the signs. There are two signs you don't need.



b What do they say? Write the sentences.

- | | |
|-------------------|-------------------------------|
| 1 talk/quiet | 3 climb down/safe |
| 2 play music/loud | 4 throw rubbish away/careless |

c 3.25 Listen again and check.

d Work with a partner. Write sentences using *must/mustn't* to explain the two extra signs.

Speaking and Writing

7 a **Get ready to speak** Make some rules for each of these places.

a park a playground a shopping centre
a swimming pool a train station library

b Work with a partner. Give your partner a rule for one of the places. Your partner guesses the place.

You mustn't run around dangerously.

A playground?

▶ **Workbook** page 59, exercises 4–5

8 a **Get ready to write** Work with a partner. Think of some new fun rules for school. Use these ideas:

birthdays clothes food holidays
things schools must give to students
things teachers must do for students

b Complete the noticeboard with six or more new fun rules. Use *must* and *mustn't*. Show the class.

NEW SCHOOL RULES – FOR FUN!

- 1 All students must wear bright colours.
- 2 Teachers must allow picnics in the classroom.
- 3



Role-play. Work with a partner. Pretend you are your partner's parent! Give them some new rules.

6C Dilemmas



Can you remember the last time you needed to make a difficult choice? What did you decide? Think and tell your partner.

Reading and Listening

1 a Look at the photos and answer the questions.

- 1 What can you see in the photos?
 - a Losing money
 - b Finding money
- 2 What do you think the second story will involve?
 - a Escaping from lions
 - b Saving some lions

b 3.26 Read and listen to the real-life dilemmas and check your ideas.

c Imagine yourself in the situations. Choose a response. Then discuss with the class.

d Do you think the stories will have a happy ending? Why?/Why not?

2 a 3.27 Now listen to the endings to the real-life stories and compare your ideas. What did each person decide to do?

b 3.27 Listen again and answer the questions.

- 1 What did the Boston police do for Glen?
- 2 How did Ethan Whittington hear about Ben?
- 3 What did he do for Glen?
- 4 Why did the safari park workers want Helen and her children to stay in the car?
- 5 How did they get out of the lion enclosure?

3 Which story was the more surprising? Did you like the stories? Why?/Why not?

▶ Workbook pages 60–61, exercises 1–2

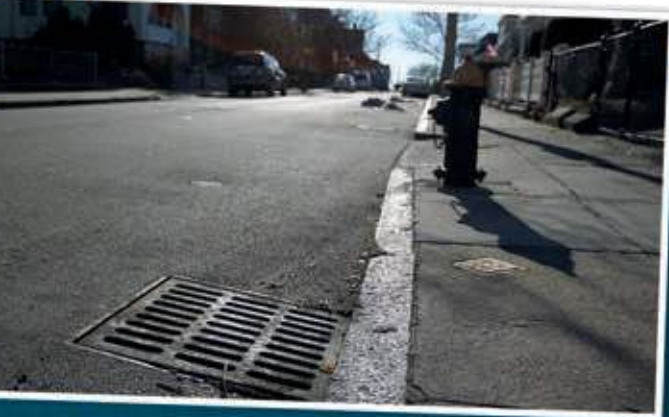
1 The story of Glen James



He was a homeless person who lived on the streets of Boston, USA, for over seven years. One day, he slowly walked into a shopping centre. It was warm and dry so he sat down. He saw a man with a rucksack. Later, he looked up – there was no man, but the rucksack was still there. He picked up the rucksack and opened it quickly, to see what was inside. He found over \$2,000 in cash and \$40,000 in traveller's cheques.

What do you think?

- 1 He doesn't have to give the bag to the police. He can keep it and stop living on the streets in the cold and wet. He can even help other homeless people with the money.
- 2 He has to take the bag to the police station. It isn't his and it isn't his money. It's wrong to take another person's money.



Real-life DILEMMAS



2 The story of Helen Clements

She was taking her children to Longleat Safari Park in the UK. It was a hot day and she was driving through the lion area. Then, her car caught fire. Smoke was coming into the car. She and her children couldn't breathe very well. She sounded the car horn, but no one came. She switched the engine off. The car could explode! The lions came to see what was happening. The children were crying.

What do you think?

- 1 She has to get out of the car with her children immediately. The burning car is much more dangerous. She has a better chance of survival with the lions.
- 2 She doesn't have to get out of the car. She can open the doors so the smoke goes out. She can't run away from lions with two children. It's better to wait for help.



6C Dilemmas

Supplementary materials

Workbook: pages 60–61, exercises 1–5

Workbook: Grammar summary Unit 6

Photocopiable worksheets: Grammar and Vocabulary, Communication

You First

Give Sts half a minute to think about difficult choices they have made before they discuss their experiences in pairs or small groups.

Get some volunteers to share their ideas with the class, and invite comments, e.g. *What advice would you give in this situation?*

Reading and Listening

1a

- Focus Sts' attention on the small photos next to the two stories and elicit a description of each.
- Elicit answers to the questions and reasons for their choices. Accept any reasonable answers at this stage.

b 3-26

- Play the audio for the Sts to listen as they read the two stories, and check their predictions. Did anyone guess correctly?

1 b 2 a

c

- Sts read the two alternative endings for Glen's story, and consider their own response.
- Give Sts some time to discuss their decisions in small groups of three or four.
- Ask for a show of hands for each option, then elicit some ideas for each alternative.
- Follow the same procedure for Helen's story as well.

d

- Elicit ideas as a whole class, asking Sts to give reasons.

EXTRA IDEA Ask Sts, in pairs or small groups, to brainstorm ideas about what they think happens next – after either alternative is chosen. Elicit the most interesting suggestions as a whole class.

2a 3-27 Audio script pT95

- Play the audio for Sts to listen to the ending of both stories.
- Discuss what each person did together as a whole class.

1 Glen took the bag to the police.
2 Helen opened the car doors to shout for help.

b 3-27 Audio script pT95

- Ask Sts to read the questions first so they know what information to listen for.
- Play the audio again, then give Sts time to compare their answers in pairs before checking as a class.

- 1 The police gave him an award.
- 2 A newspaper wrote about Glen's story.
- 3 Ethan organized a collection and raised \$150,000 for Glen.
- 4 Because they thought the lions were more dangerous than the burning car.
- 5 The safari park workers drove their jeep into the enclosure and made a lot of noise to keep the lions away while the family moved from their burning car into the jeep to escape.

EXTRA SUPPORT Before playing the audio, look at each question as a class and elicit the key words to help Sts listen for the correct information.

3

- Give Sts some time to discuss their opinions in pairs or small groups before eliciting opinions from the class. Encourage Sts to give reasons, and invite comments from the rest of the class, expressing agreement or disagreement.

EXTRA IDEA Lead a brief class discussion on the dilemmas. Ask *Did Glen and Helen make the right decision, in your opinion? Why? / Why not? What would you decide in their place? Were there any alternatives they didn't think of? What could they also have done?*

➡ **Workbook** pages 60–61, exercises 1–2

Grammar *have to / don't have to*

4a

- Ask Sts to complete the sentences from memory, then check back in Glen's story.

1 doesn't have to give 2 has to take

b

- Sts study the examples and write the rules. Check answers.

have to / has to
don't have to / doesn't have to

c

- Give Sts time to find the examples.
- Ask them to compare their answers in pairs before checking as a class.

She has to get out of the car with her children.
She doesn't have to get out of the car.

LANGUAGE NOTE Although *have to* is used similarly to a modal verb, it is not a modal auxiliary. It has a different form for the third person singular: *he / she / it has to / doesn't have to*. Like modals, we use a base form after *have to*.

5

- Elicit or pre-teach *dishwasher*.
- Give Sts time to complete the task.
- Allow Sts to compare answers in pairs, then check answers.

- 2 Sally has to tidy her room.
- 3 They don't have to go school today.
- 4 We have to take the dog for a walk.
- 5 Bob doesn't have to wash the dishes.
- 6 I have to go to bed early.

- Read the **Look!** box together and explain that we use both *must* and *have to* to express obligation. However, the meaning of their negative forms is very different. We use *mustn't* to express a strong negative obligation, i.e. a prohibition (*You mustn't smoke here.* = *Smoking is prohibited here.*); we use *don't have to* to express a lack of obligation (*You don't have to wear a swimming cap.* = *It's not necessary for you to wear a swimming cap.*).

6

- Read the example together to check understanding.
- Give Sts time to rewrite the remaining sentences.
- Allow Sts to compare ideas in pairs, then check answers.
- Elicit answers, and get Sts to confirm / correct them. Elicit why we use *mustn't* or *don't have to* in each case.

- 2 You don't have to finish the exercise if you don't want to.
- 3 You mustn't get up. You're not well.
- 4 He doesn't have to turn down the music.
- 5 Shh! You mustn't talk in here!

EXTRA IDEA To revisit the topic of rules from **6B**, ask Sts to write four school rules, using *have to* or *must*. These could be actual rules at their school, or rules for the imaginary ideal school.

7

- Read the example together to check understanding.
- Give Sts time to complete the matching task, then write sentences using the situations and actions.

- Allow them to compare their ideas in pairs before whole-class feedback.
- Elicit possible answers, and elicit why we use *mustn't* or *don't have to* in each case.

Possible answers

You don't have to be rich to be happy.
You don't have to go to bed early on Saturday night.
You mustn't tell the secret to anyone.
You mustn't touch the animals at the zoo.

➡ **Workbook** page 61, exercises 3–5

➡ **Photocopiable** Grammar and Vocabulary

Listening and Speaking

8a **3-28** Audio script pT95

- Get Sts to copy the table. Tell them to draw an extra column in their table for exercise 8b.
- Play the audio, and elicit what Claire and Jake want to do together. (*They want to finish their History project.*)
- Play the audio again with pauses for Sts to complete the table for Claire.
- Allow them to compare answers in pairs before checking as a class.

Mon: swim training at 4 p.m. **Tue:** dentist at 3.30 p.m.
Wed: Grandma's for dinner **Thur:** – **Fri:** football training
Sat: football match, 2 p.m. kick off **Sun:** –

b **3-28** Audio script pT95

- Play the audio again for Sts to complete their tables with information about Jake.
- Allow Sts to compare answers in pairs before checking as a class.
- Elicit when Claire and Jake meet up. Play the audio again for Sts to check their answers.

Mon: – **Tue:** – **Wed:** – **Thur:** Art club **Fri:** football training
Sat: football match, 2 p.m. kick off **Sun:** –

Claire and Jake meet up on Wednesday at Claire's grandma's house to have dinner together and finish the project.

EXTRA SUPPORT Sts can do the task in pairs, then check their answers with another pair instead.

9a

- Give Sts time to study the information on their respective pages.

b

- Sts use the information in the diaries to role-play conversations like the one between Claire and Jake.
- Monitor and help with language as necessary. Avoid correcting errors unless they hinder comprehension. Note any persistent errors to review after the activity.
- Get some pairs to perform their dialogue to the class. Ask Sts to note what activities the speakers mention.

Extra

Sts write their lists, then compare their answers with a partner. Are they similar or different?

Ask some volunteers to share the most interesting or surprising thing they found out about their partners.

Grammar *have to / don't have to*

4 a Complete these sentences from the reading.

- 1 He ___ the bag to the police.
- 2 He ___ the bag to the police station.

b Complete the rules with the correct option.

- a *don't have to / doesn't have to*
- b *have to / has to*

We use ___ to say what is necessary to do.

We use ___ to say what is not necessary to do.

c Find more examples of each form in the text.

5 Write the sentences. Use the correct form of *have to*.

- 1 Sam ___ finish his homework. He will be in trouble if he doesn't.
Sam has to finish his homework.
- 2 Sally ___ tidy her room. Her mum told her to.
- 3 They ___ go to school today. It's Sunday.
- 4 We ___ take the dog for a walk. It's one of my jobs.
- 5 Bob ___ wash the dishes. His family has a dishwasher.
- 6 I ___ go to bed early. My parents will be angry if I don't.

Look!

You *mustn't* go out today. (It is forbidden.)

You *don't have to* go out today. (You can if you want, but it isn't necessary.)

6 Rewrite the sentences using *mustn't / don't have to*.

- 1 Don't switch that on! It's dangerous.
You mustn't switch that on...
- 2 You can finish the exercise if you want to.
- 3 Don't get up. You're not well.
- 4 He doesn't need to turn down the music. I like it.
- 5 Shh! Be quiet in here!

7 Match the actions to the situations. Make two sentences using *mustn't* and three sentences using *don't have to*.

Actions

be rich
go to bed early
tell the secret
touch the animals
use a knife and fork

Situations

at the zoo
on Saturday night
to anyone
to eat pizza
to be happy

You *don't have to* use a knife and fork to eat pizza.

▶ **Workbook** page 61, exercises 3–5

Listening and Speaking

8 a 3.28 Listen. Copy the table below and complete the gaps in Claire's diary. Choose from these words to help you:

a match Art club dentist
football nothing to do Grandma's
swim training training visiting family

Claire's Diary	
Monday	___ at 4 p.m.
Tuesday	___ at 3.30 p.m.
Wednesday	___ for dinner
Thursday	___
Friday	football ___
Saturday	___ match, 2 p.m. kick off
Sunday	___



b 3.28 Listen again and make a diary for Jake. When do they meet up?

9 a Get ready to speak Look at your diary for next week.

Student A Go to page 86.

Student B Go to page 87.

b Look at what you want to arrange with your partner. Ask and answer questions about your diary with your partner. What can you arrange for next week?

What are you doing on Monday after school?

I have to go to the dentist at 4.00.
Why don't we get together after that?

Hmm...I think that'll be difficult
because I... What about...?



Write down three things that:

- 1 you have to do during the week.
- 2 you don't have to do on Sundays.

Compare with a partner.

6D Go on. Give it a try!



Are you good at trying new things? Why?/
Why not? What sort of things will you try out?

1 a 3.29 Read and listen. What does Lily ask Jed to do?



Elsa Do you like living here now, Jed?
Jed Yeah, I really like it here, even the weather.
Elsa You don't miss the Aussie weather?
Jed We have to put on raincoats in Australia, too...
 In the winter. And I've got football here.
Lily And punting...remember?
Jed Oh, sure...
Lily Hey, do you know what you have to do?
 You really have to give a class presentation
 on Australia.
Jed I so don't have to do that!

b Correct the false sentences.

- 1 Jed says Australia has bad weather, too.
- 2 Jed likes Lily's presentation idea.
- 3 Alfie agrees with Jed.
- 4 Jed knows his grandma is coming to visit him.

2 a Spoken English What do these expressions mean? How do you say them in your own language?

I so don't have to.

...remember?

I'll think about it.

Too late!

No way!

b In groups, practise reading out the dialogue.

Workbook page 62, exercise 1

2



Lily Alfie, tell Jed to give the class a talk.
Alfie Jed, you must give the class a talk – what about?
Jed Australia. Alfie, tell the girls it isn't a good idea.
Alfie No way. I really think you should do it.
 What have you got to lose?
Jed My cool! I'll be embarrassed.
Elsa You're not that cool, Jed.
Lily Come on, you can do it!
Jed Well, I'll think about it...
Lily Anyway, it's too late. I told the teacher
 this morning.
Jed Lily!

3



Jed's mum What's the problem? Go on. Give it a try.
Jed Oh, Mum.
Jed's mum Don't give up now, before you start.
Jed I don't know enough to do a presentation.
Jed's mum You don't know enough about Australia
 to give a presentation to your class?
Jed But they want to hear about kangaroos,
 spiders and snakes...
Jed's mum Your grandma can help. She grew up in
 the outback.
Jed OK. I'll call her later. [Doorbell]
Jed's mum I think you should go and answer that.
Grandma Hi Jed. Surprise!
Jed Grandma!

6D Go on. Give it a try!

Supplementary materials

Workbook: pages 62–63, exercises 1–7

Photocopiable worksheets: Everyday English, Pronunciation
Online Practice

Note

The story can be used in class as a reading and listening task, a video task or both.

You First

Give Sts time to share their experiences of trying new things in pairs or small groups. Elicit some of the most interesting or surprising things Sts have heard from their partners. You may also like to tell the class about yourself.

1a 3-29

- Elicit any details Sts can recall from the the story about Jed and his friends so far. Ask the rest of the class to amend or add to the details shared.
- Elicit suggestions for what happens in this episode. Accept any ideas, no matter how far-fetched.
- Play the audio for Sts to listen and follow the story, then write their answer. Alternatively, show the class the video of the story from the DVD-ROM. Sts can compare their answer with a partner.
- Elicit the answer for the question.

Lily asks Jed to give a class presentation on Australia.

b

- Give Sts time to complete the task, then compare ideas in pairs before checking as a class. Ask Sts to quote the relevant part of the story to support their answers.

- 1 T
- 2 F (He says 'I so don't have to do that!')
- 3 F (Alfie really thinks Jed should do the presentation.)
- 4 F (It is a surprise for Jake.)

EXTRA CHALLENGE Sts correct the false statements with information from the text.

- 2 He says 'I so don't have to do that!'
- 3 Alfie really thinks Jed should do the presentation.
- 4 It is a surprise for Jake.

2a

- Sts find the expressions in the dialogue. Who says them? Check answers.
- In pairs, Sts discuss ideas about the meanings. Elicit translations.

I so don't have to. = I definitely don't have to do that. (informal)
...remember? = Don't you remember? (informal)
I'll think about it. = I'm not sure, so I'll make a decision later. (informal)
Too late! = You say this when you or someone else didn't do something quickly enough. (informal)
No way! = I'm definitely not doing that. (informal)

b

- Sts practise the dialogue in closed groups of five or six, with each person taking a role.
- Get one or two volunteering groups to perform the dialogue in front of the class.

CULTURE NOTE The word *Outback* refers to the enormous interior regions of Australia. It is one of the largest remaining areas of the planet preserved in its natural state, mostly without any human constructions. Indigenous Australians have been living in the Outback for at least 50,000 years, and retain a very close cultural link to the wilderness to this day.

TEACHING NOTE You can find Jed's presentation about Australia in the Culture lesson on page 82.

► **Workbook** page 62, exercise 1

3a

- Elicit Sts' ideas and their reasons. Invite the rest of the class to comment on the suggestions.

EXTRA SUPPORT Sts could discuss their ideas in pairs or small groups before you elicit suggestions as a class.

b 3-30 Audio script pT95

- Play the audio for Sts to listen and check their ideas. Alternatively, show the class the video of the story from the DVD-ROM. Did anyone guess correctly?

4

- Sts discuss the questions in pairs or small groups.
- Elicit ideas as a class, inviting Sts to share comments.

Everyday English Persuading and encouraging

5a

- Get Sts to find the expressions. Elicit who says each one.

Persuading: You really have to give a class presentation on Australia. (Lily) You must give the class a talk. (Alfie) I really think you should do it. (Alfie) Go on. Give it a try. (Jed's mum)

Encouraging: Come on, you can do it! (Lily) Don't give up. (Jed's mum)

b 3-31

- Play the audio with pauses for Sts to practise pronunciation. Encourage Sts to copy the rhythm and intonation.

➡ **Workbook** pages 62–63, exercises 2–3

➡ **Photocopiable** Everyday English

Pronunciation Silent letters

6a 3-32

- Play the audio for Sts to listen for the silent letters.
- Get them to compare ideas in pairs before you play the audio again to check answers.

answer know right school should talk what when
while who would

b

- Give Sts time to repeat the words in pairs and decide which words have silent letters.

c 3-33

- Play the audio for Sts to check their answers.
- Play it again with pauses for Sts to practise the pronunciation.

friend mustn't night walk weather

Additional pronunciation notes

In question words and conjunctions with *wh-*, we normally only pronounce *w*, with the *h* silent. The exceptions are *who* and *whose* (and formal *whom*).

In standard British English, the *-r* sound at the end of a syllable or word isn't normally pronounced (unless followed by a vowel sound). In Standard American English, however, it is always pronounced.

➡ **Workbook** page 63, exercise 4

➡ **Photocopiable** Pronunciation

Listening and Speaking

7a 3-34 Audio script pT95

- Tell Sts they are going to listen to three conversations. Play the first conversation, and elicit the situation as a class.
- Play the remaining two conversations for Sts to decide individually, then give them time to compare ideas in pairs before checking as a class.

- Steve's friend wants him to play the piano in the school concert.
- The dad wants his son to keep running and finish the race.
- Her teacher wants Sally to finish the painting.

b 3-34 Audio script pT95

- Play the audio again, pausing after each conversation, then ask Sts to decide who is persuading or encouraging, and if they were successful.
- Give Sts time to discuss their answers in pairs or small groups.
- Elicit details from the class. When you have gone through all three conversations, play the audio again to confirm answers.

- Steve's friend is encouraging him. But he's unsuccessful.
- The dad is encouraging his son. He is successful.
- Her teacher is encouraging Sally. She is successful.

➡ **Workbook** page 63, exercises 5–7

8a

- Give Sts time to think about ways to persuade or to encourage someone to try each activity. Remind Sts to think of the phrases used to persuade and encourage in exercise 5 and provide language help as necessary.

EXTRA SUPPORT Spend a few minutes talking through one of the activities as a class, and elicit phrases for either purpose from Sts to write on the board.

b

- Give Sts time to plan and write their dialogues in pairs, using the chart. Monitor and help with language as necessary. Encourage Sts to use a variety of phrases to encourage or persuade.
- Give Sts time to role-play some of their dialogues. They should take turns playing the two different roles in each conversation.

c

Get some volunteering pairs to perform one of their dialogues in front of the class. Ask the other Sts to note what Student A is trying to persuade Student B to do, and what expressions are used for this.

Extra

Sts work in pairs to make up some short dialogues using the expressions provided and the chart in exercise 8b.

Get some volunteers to perform their dialogues in front of the class. Ask the other Sts to make a note of what the speakers are trying to persuade / encourage each other to do.

- 3 a What do you think Jed does next and why?
 b 3.30 Now listen and check your ideas.

- 4 **Over to you!** Work with a partner. Answer the questions.
 1 Would you be happy to give a talk to your class or school? Why?/Why not?
 2 Was it bad that Lily made Jed do it?
 3 Would you like a surprise visit from someone? Who?

Everyday English

Persuading and encouraging

- 5 a Look at the useful phrases. Find examples in the story.

Persuading

Go on. Give it a try.
 I (don't) think you should (do it).
 You (really) must do it.
 You (really) have to...
 What have you got to lose?

Encouraging

Come on, you can do it!
 Don't give up!

- b 3.31 Listen and repeat.

► **Workbook** page 62, exercises 2–3

Pronunciation Silent letters

- 6 a 3.32 Listen and repeat the words. Which letters are silent?

answer know right
 school should talk what
 when while who would

- b Which of these words have silent letters?

fault friend must
 mustn't night walk
 want weather will

- c 3.33 Listen and check your answers.

► **Workbook** page 63, exercise 4

Listening and Speaking

- 7 a 3.34 Listen to three conversations. What are the situations?

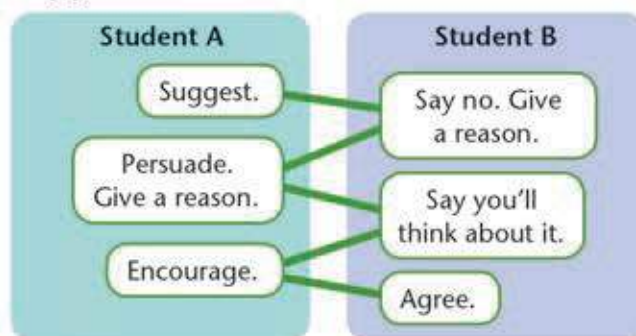
- b 3.34 Listen again. Who is persuading or encouraging? Are they successful? Check with a partner.

► **Workbook** page 63, exercises 5–7

- 8 a **Get ready to speak** Look at this list. How can you persuade or encourage your partner to try these things?

- enter a photography competition
- perform a rap song
- make a huge cake
- try spicy or unusual food
- learn to play squash
- finish a long race

- b **Work in pairs.** Take turns to persuade/encourage each other. Role-play with a partner. Try different expressions. Use this chart to help you:



I think you should...

I really don't want to do that. I don't like that sort of thing.

Go on, what have you got to lose?

- c Role-play one of your dialogues for the class.



Persuade your family and friends to try out interesting new things. Give good reasons! Make short dialogues.

We really must try windsurfing! What do you think?

I'm not sure I fancy it.

Please... What have you got to lose?

Well, OK, but you have to help me!

6 Revision

Vocabulary Phrasal verbs

1 Complete the sentences with the correct particle from the box.

down for off on up

- 1 It's hot in here. I'll take ___ my coat.
- 2 I can't see my book. Could you switch ___ the light?
- 3 Can you see Mum's glasses? She put them ___ somewhere in the room.
- 4 I'll turn ___ the volume. I can't hear it very well.
- 5 Help me look ___ my dictionary. I can't find it.

Adverbs -ly

2 Complete the sentences with the adjectives from the box in the correct form.

careful dangerous happy quiet sad

- 1 He was crying and he said goodbye ___.
- 2 The children played on the beach ___.
- 3 'Shh!' she said, and she opened the door ___.
- 4 I wrote the birthday card ___.
- 5 They drove round the corner ___.

Grammar should/shouldn't

3 Write advice for these problems using *should/shouldn't* and the words in brackets.

- 1 I'm so tired. (bed)
- 2 I missed the bus. (sleep in)
- 3 I've got no money. (spend it all)
- 4 We're hungry. (sandwich)
- 5 I'm angry with my best friend. (talk to)

must/mustn't

4 Look at the signs and write the rules using *must/mustn't*.



have to/don't have to

5 Complete the dialogues with *have to* in the correct form.

- 1 A What ¹ ___ you ² ___ do this evening?
B I ³ ___ write my History essay.
- 2 A Why ⁴ ___ he ⁵ ___ go home so soon?
B He ⁶ ___ look after his little sister.
- 3 A ⁷ ___ we ⁸ ___ finish the exercise now?
B No, you ⁹ ___ do it now, but you ¹⁰ ___ finish it tomorrow.
- 4 A It's Sunday. We ¹¹ ___ wake up early. Hurray!
B Yes, and we ¹² ___ go to school!

Everyday English

Persuading and encouraging

6 Complete the dialogue with the words in the box.

give up must think so to lose

- A I can't do this work. I'm going to fail.
B Don't ¹ ___! You're doing really well. You'll pass the exam.
A I don't ² ___. I'm no good at remembering things.
B You ³ ___ do it.
A Do you think I can pass?
B Yes, if you keep working. What have you got ⁴ ___?

Learning to learn

How do you learn best?

- 7 Look at this list and discuss it with a partner. Which do you do? Which do you not do? Which should you try to do in future?
- 1 Working by yourself in a quiet room.
 - 2 Working with other students.
 - 3 Going online and using a website or computer game.
 - 4 Playing language games.
 - 5 Learning rules.
 - 6 Trying to always speak the language in class.

► Workbook pages 64–65, exercises 1–7

Revision

Supplementary materials

Workbook: pages 64–65, exercises 1–7

Online Practice

Unit test 6

Vocabulary Phrasal verbs

1

- 1 off
- 2 on
- 3 down
- 4 up
- 5 for

Adverbs -ly

2

- 1 sadly
- 2 happily
- 3 quietly
- 4 carefully
- 5 dangerously

should / shouldn't

3

Possible answers

- 1 You should go to bed (early / earlier).
- 2 You shouldn't sleep in.
- 3 You shouldn't spend it all.
- 4 You should eat a sandwich / some sandwiches.
- 5 You should talk to him / her.

must / mustn't

4

- 1 You must turn right.
- 2 You mustn't take photographs here.
- 3 You mustn't eat or drink here.
- 4 You must stop.
- 5 You mustn't step on the grass.

have to / don't have to

5

- 1 do
- 2 have to
- 3 have to
- 4 does
- 5 have to
- 6 has to
- 7 Do
- 8 have to
- 9 don't have to
- 10 have to
- 11 don't have to
- 12 don't have to

Everyday English Persuading and encouraging

6

- 1 give up 2 think so 3 must 4 to lose

Learning to learn How do you learn best?

7

- Give Sts time, in pairs, to discuss the advantages and disadvantages of each approach as well as their personal preferences.
- Ask them to identify the things they don't yet do but find useful. Sts make a note of the things to try in the future.
- There is no need to check answers in class. This is a task for personal development – and the best approaches to studying will be different for each student, depending on their personality and the subject they are studying.

EXTRA IDEA You could extend the discussion about study habits by eliciting any ideas that Sts use or have heard of which don't appear in exercise 7.

► **Workbook** pages 64–65, exercises 1–7

► Unit test 6

► When Sts have finished the **Revision** page, tell them to go to the **Workbook Progress Check** p.65 and complete the **Your progress** table.

My project

Project checklist

Before the lesson

- Arrange for Sts to be able to use computers with access to Microsoft Office Word (or a similar programme) to write a story.
- If you cannot arrange for computer access, Sts can write their stories on paper.

Materials for the lesson

- Computers with a programme to write a story.
- Without computer access, Sts can write their stories on paper. You will need A4 sheets of paper and pens or pencils.

You First

Give Sts a few moments to think about different stories they have watched or read. Then give Sts time to compare ideas in pairs before eliciting suggestions from the class.

OPTIONAL LEAD-IN Bring in a story which you feel would appeal to your Sts. Read it to them (or get a volunteer to read it aloud), then elicit responses, e.g. *What was the story about? How did you feel about it? What made the story interesting to you? How could the writer make it more interesting? What else would you like to find out about the story?*

1a

- Explain that Sts will be writing a story based on a series of pictures and text.
- For each picture, elicit a description from the class: *Who or what is in the picture? What is happening? / What are the people doing? Why do you think this is happening / they are doing this?* Accept any suggestions, no matter how far-fetched. At this point, Sts don't have to come up with a coherent story to connect all the pictures; they just need to interpret each one on its own.
- Explain that the six pictures tell a single story. Give Sts time, in pairs, to figure out what the story is, then order the pictures.
- Elicit suggestions as a whole class, and invite comments from the other Sts. There may be different interpretations at this point.

Possible answer

b, f, a, c, e, d

b

- Give Sts time to match the sentences and pictures.
- Check answers as a class.

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

c

- Sts work in pairs to name the characters and start writing more about each picture in the story. Monitor and provide help as necessary. Allow the use of dictionaries.
- Alternatively, this stage of the project could be done as homework or as a collaborative writing task.

d

- Sts can continue expanding their stories in class or as homework. Encourage them to include adjectives and adverbs.

EXTRA IDEA You may like to encourage Sts to look up other short stories to see what features work well in maintaining the readers' interest and what techniques they could try to use in their own stories.

e

- Sts review the drafts of their stories. Remind them to make sure that any text is reasonably free of errors, clearly and legibly written and attractively presented.
- When Sts are happy with their drafts, they finalize the text and add their preferred ending.

f

- In groups, Sts read their stories aloud to each other.
- Get each group to discuss each of the four points, and vote to choose the best story for each category.
- Ask their authors to share the stories each group chose as their best. Have a vote on the overall best story.

EXTRA IDEA Ask Sts to write a story of their own about something that happened in their lives, in their neighbourhood, region or country. Encourage Sts to choose a plot idea that involves solving a problem in some way. Ask them to use the story from the lesson as a model for structure, and to write about 120–180 words. If appropriate, they should also find photos (or draw their own illustrations) to accompany the story. Arrange a session for presenting these stories, and have the class vote on the best story.



What kind of stories do you watch or read? Why? Make a list and compare with the class.

Writing a story



1 More than one hundred students marched down to the beach.

2 'Let's look up "plastic pollution" online.'

3 It was a lovely sunny day.

4 'This is terrible. We have to do something!'

5 The next day there was an article in the local newspaper.

6 They felt a bit nervous before the talk.

- 1 **a** You are going to write a story based on some pictures and text. Look at the pictures. Can you tell what the story is? Work with a partner and put the pictures in the correct order.
- b** Look at the sentences from Atish's project (1–6). Match them to the correct picture.
- c** Give the characters in the pictures names. Now write at least three sentences for each picture. You can use all or any of Atish's sentences, if you like.
- d** Add more detail to your story. Try to use adjectives and adverbs, and include interesting information, dialogue or description.

e How do you think the story ends? Write the end of the story. Choose any of these endings or make up your own.

- They appear in the national news.
- They start a website to organize beach clean-ups all over the country.
- They start a website to raise money for plastic pollution projects.
- They win an award.
- A celebrity comes to visit them.

f Read everyone's stories. Which one has the best...
 adverbs? descriptions? dialogue? ending?

6 Culture



What is Australia famous for?
Make notes in pairs. Tell the class.



FACT FILE

Name: The Commonwealth of ¹ ____
Flag: The Southern Cross
Capital: ² ____
Largest city: ³ ____
Population: ⁴ ____
Currency: Australian ⁵ ____
Language: ⁶ ____
Weather: Summer – hot and sunny. Winter – ⁷ ____
 and ⁸ ____
Sport: Australian ⁹ ____

AUSTRALIA

Jed's 'A Bit of Geography'

Australia is the sixth largest country in the world. It's the only country that is also a continent.

A third of Australia is desert. We call it the 'outback'. But we also have tropical rainforests.

Australia's wildlife is unusual. Australia is the world's largest island continent, so we have animals that are completely different to the rest of the world, e.g. kangaroos and koala bears. We also have the best collection of poisonous animals and insects – we have 36 types of poisonous spider, and 20 types of poisonous snake!

Two famous natural places are Uluru, also known as Ayer's Rock, one of the biggest rocks in the world, and the Great Barrier Reef – the world's biggest coral reef.

Jed's 'A Bit of History'

Aboriginal people arrived in Australia about 50,000 years ago. They came from Asia when sea levels were lower. They learned to live in the hot weather of the outback.

Explorers from the Netherlands first landed in Australia in 1606. The British arrived in 1770 and were the first to live there in 1788. The British government sent a lot of prisoners there! At first, the new people lived peacefully with the Aboriginal people. But then they had fights over land.

In 1851, people discovered gold in Australia. So, thousands of new people arrived to try to find gold and become rich. In 1901 the six separate regions in Australia all joined together as one country with the new national flag.

1 a Work with a partner. Look at the fact file. Which information can you complete before you listen to Jed's talk?

b **3.35** Listen to Jed's talk and complete the fact file.

2 a Work in pairs. Read your information. Make notes under the correct headings and share with your partner.

Student A Read Jed's 'A Bit of Geography'.

Student B Read Jed's 'A Bit of History'.

Size

Continent

Wildlife

Famous natural places

Aboriginal people

Explorers landed

When the British arrived

Finding gold

b What was the most interesting fact in each text? What new things did you learn about Australia?

3 Over to you! Write a short presentation with information about your country or your favourite country. Work in groups. Discuss as a class.



Culture

Supplementary materials

Photocopiable worksheets: Culture, Culture video

CULTURE NOTES Below are some additional details about the content of the lesson if you want to give your Sts some more information.

The country of **Australia** occupies the entire mainland of the Australian continent as well as the island of Tasmania and a number of other small islands. It is entirely surrounded by the Pacific Ocean. The Australian continent was formed millions of years ago, and because it has existed in isolation since that time, the plant and animal life that evolved in Australia is very different from other parts of the world. Australia today has very strict policies about bringing plants or animals into the country from elsewhere to help protect its native species. The head of state is the Queen of the United Kingdom, as Queen of Australia, but it is a federal constitutional parliamentary monarchy, meaning that the country is divided into six states and two mainland territories, each with its own state governors and elected administration. The country has no official language. Today, English is used in all areas of life, although Australia also has significant communities of Chinese, Arabic, Vietnamese and Italian speakers. Of the over 500 Aboriginal languages that existed at the time the Europeans established their colonies in Australia, only around 20 remain spoken in daily use today.

You First

Sts could discuss the question in pairs or small groups, or you could lead a brief class discussion, eliciting contributions from volunteers and comments from the rest of the class. Build up a list of famous Australian things on the board. If Sts have lots of ideas, you could group them together in categories, e.g. food, animals, people, etc.

1a

- Give Sts a few minutes to try and complete the missing information, using their own general knowledge.
- Allow them to compare ideas in pairs.

b 3•35 Audio script pT95

- Elicit what happened in the last episode of the photostory. Remind Sts about Jed's presentation about Australia.
- Play the audio of Jed's presentation for Sts to complete the fact file.
- Check answers as a class. Elicit the facts Sts already knew.

1 Australia 2 Canberra 3 Sydney 4 24 million
5 dollar 6 English 7 cold 8 rainy 9 football

2a

- Sts do the jigsaw reading task. Ask each of them to cover their partner's text and only read their own.
- Sts share the information they have read in pairs.
- Check answers as a class.

Student A's answers

Size: sixth largest country in the world

Continent: Australia

Wildlife: kangaroos, koalas, 36 types of poisonous spiders, 20 types of poisonous snakes

Famous natural places: Uluru / Ayer's Rock, Great Barrier Reef

Student B's answers

Aboriginal people: arrived in Australia 50,000 years ago from Asia

Explorers landed: from the Netherlands in 1606

When the British arrived: 1770

Finding gold: in 1851 people found gold in Australia

EXTRA SUPPORT Allow the use of dictionaries to look up any unfamiliar words. Alternatively, you could ask Sts to quickly look through their own texts and ask you about any unfamiliar words they spot. Elicit or provide a definition, example or translation.

b

- Elicit some responses from around the class, and invite comments from the other Sts. Ask Sts to give reasons for their choices.
- Get some feedback on what new facts Sts have learned from a few volunteers.

3

- You might like to ask Sts to do some internet research to find out about their chosen country, before they brainstorm ideas in small groups in the next class.
- Ask them to brainstorm different ways to present their information, e.g. as a poster, as a slideshow presentation on the computer, as a webpage – or anything else they like. Stress that there are many ways of presenting information, and that each person may like to do it a different way.
- When Sts are happy with their draft presentations, remind them to check the text for language errors and then put together the elements and add any decorative details they want.
- Allow some time for groups to practise giving their presentations. Give a lot of encouragement, as public speaking can be very stressful.
- Ask each group to give their presentations. If there are any Sts presenting using a computer, make sure the equipment works well before they start.
- Reinforce the importance of active listening. Remind Sts to think of at least one question to ask about each presentation after each group has finished.

EXTRA SUPPORT To help Sts come up with questions to ask, allow them half a minute or so to discuss possible questions in pairs, before moving on to the presenter taking the questions.

- The rest of the class ask questions about further details, and the presenters answer them. Help with any difficult grammar or vocabulary – but limit your involvement to the necessary minimum.

Video *New Zealand*

As an extension to the Culture topic, watch a short film about New Zealand and do the accompanying photocopiable exercises. You can either do this in class or set it as optional homework. The film is available on the Teacher's Resource Disc or on the Online Practice.

Learn through English

Additional subject notes

Below are some more details about renewable energy.

Renewable energy is energy that is collected from renewable resources, which can never be exhausted through human consumption.

Biofuels are usually made from plants that have just been harvested, but animal fats, manure and other types of waste can also be used. There are three main types of biofuel: ethanol (used in petrol engines and often sold mixed with regular petrol) is often made from grains like corn, wheat or sugar cane; biodiesel (used in diesel engines) is usually made from vegetable oils and other types of fat; and biojet fuel is used in planes.

Geothermal energy uses water heated naturally below the surface of the Earth. In countries with hot springs and reservoirs, people can pipe the hot water to their homes for bathing and heating. The steam and hot water these water sources provide can be piped into factories that can use it to generate electricity.

Hydropower creates electricity by using flowing water to turn turbines within a generator inside a dam. These dams are normally found on large rivers or between two reservoirs. Hydropower plants on reservoirs are very efficient because the water can be used again and again. Tidal power is similar to hydropower, but uses the motion of the sea tides to charge the generators.

Solar power is energy created from the heat of the sun. Heat is absorbed by the materials inside solar panels which create an electrical charge that can be stored inside a battery to use when needed. Solar panels are available in many different sizes; small panels can be used to charge your smartphone, and large panels can be fixed to roofs to power homes. One of the biggest solar power farms in the world is in Kamuthi in India, which has 2.5 million solar panels and creates enough power for 750,000 people.

Wind power has been used by humans for thousands of years. Today, we use wind turbines to move the pieces of a generator to make electricity. Industrial wind turbines need to be very big and very tall to generate the most power. They are normally placed on high land or out in the sea, but as wind farms need a lot of turbines, people sometimes complain that they spoil natural landscapes.

You First

Sts could discuss the types of renewable energy that they know in pairs or small groups, or you could lead a brief class discussion, eliciting contributions from volunteers and comments from the rest of the class.

1a

- Elicit Sts' ideas as a whole class. Can they work out how the five photos are connected to renewable energy?
- Accept any suggestions as long as Sts are prepared to justify it. Tell them they are going to check their ideas in exercise 1b.

b

- Give Sts time to complete the definitions and match them to the pictures.

- Allow them to compare their ideas in pairs before checking as a class.

1 solar power, C 2 wind power, E 3 hydropower, D
4 geothermal energy, B 5 biofuel, A

2a

- Ask Sts to read the text quickly, without worrying about the gaps. Allow them to ask you about any unfamiliar vocabulary – but first try to elicit a definition, explanation or translation from the rest of the class before giving the information yourself.
- Get Sts to try to guess which country each paragraph is about, then compare ideas in pairs or small groups. Encourage them to think about what they already know about the countries and use a process of elimination.

b

- Ask Sts to brainstorm ideas in pairs or small groups about what the missing numbers might be.

c 3•36

- Play the audio for Sts to check their answers for both tasks.

1 Australia	a 200 (million)
2 Britain	b 29
3 China	c 10
4 Iceland	d 30(%)
5 The USA	e 10(%)

EXTRA SUPPORT Play the audio twice so that Sts focus on checking the countries first, then the numbers on the second listen.

d

- Elicit Sts' responses to the text.

Students' own answers.

3

- Ask Sts to do some internet research to find out about the types of renewable energy used in their country, as well as issues associated with each type. Ask them to write up their findings in a short paragraph.
- In the next lesson, get Sts to discuss their findings in groups.
- Alternatively, form five groups, assigning each one a type of renewable energy. Groups then focus on finding out if and how their assigned type of renewable energy is used in their country, and write up their findings. For feedback, form new groups of five, with one student from the groups for each type of renewable energy, to share the information.
- Get some feedback from each group, inviting comments from the rest of the class.

EXTRA CHALLENGE Ask Sts to work in small groups to put together a poster about one of the five types of renewable energy in exercise 1. They should research and explain how the energy is produced and include the pros and cons of producing it. Get groups to present their posters, or display all posters around the class. Elicit some feedback and invite comments from the rest of the class.



What types of renewable energy do you know?
Do you know anyone who uses any of them?

RENEWABLE ENERGY

ENERGY SOLUTIONS

THE NUMBERS

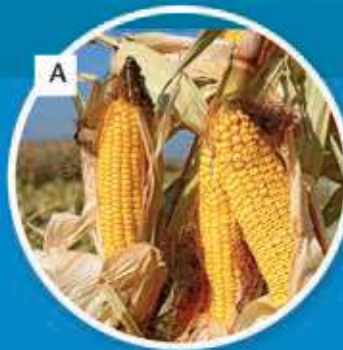
In ¹ ____, the biggest solar farm in the country is on a sheep farm. Thousands of solar panels make ^a ____ million hours of electricity a year. They also protect the sheep from sun and rain!

The world's biggest wind turbines are off the coast of ² ____. Their blades are bigger than the London Eye! One turn powers a house for ^b ____ hours!

³ ____'s Three Gorges dam is the biggest dam in the world. It took ^c ____ years to build. It is the country that makes the most electricity from hydropower.

⁴ ____ has a lot of volcanoes which produce hot water and air. So ^d ____ % of the country's electricity comes from geothermal energy. It's very cheap!

⁵ ____ grows the most biofuels, usually corn. Most cars there can use ^e ____ % vegetable fuel mixed with oil. Many cars can just use biofuel.



C

RENEWABLE ENERGY

We use mostly oil, gas and coal for our energy around the world. This causes pollution and global warming. These are two huge problems. So, we have to change our energy supply. The world's scientists have given us renewable energy and we should use more of it.

1 a What types of renewable energy can you see in the photos?

b Complete the definitions with the words below and match them to the photos (A–E).

biofuel geothermal energy
hydropower solar power wind power

Types of Renewable Energy

- 1 ____ – using heat from the sun to make electricity
- 2 ____ – using wind to make electricity or to make machines work
- 3 ____ – using water to make electricity
- 4 ____ – using heat from the earth to make electricity or to make hot water
- 5 ____ – using plants, not oil, to make machines work

2 a Read about different countries using renewable energy and try to complete gaps 1–5 with the countries in the box.

Australia Britain China Iceland The USA

b Complete gaps a–e with the numbers in the box.

10 10 29 30 200

c **3.36** Listen and check. Write the numbers you hear for the correct country.

d Which information do you find the most interesting?

3 Over to you! What renewable energies does your country use? Find out and tell the class. Do you know any problems with renewable energy? Discuss.

The Best Detective in Town? Episode 3

1 3.37 Read and listen to the story.



The Best Detective in Town? Episode 3

Supplementary materials

Workbook pages 66–67, exercises 1–8

Online Practice

Progress test 3

End-of-course test

Note

The story can be used in class as a reading and listening task, a video task, or both.

OPTIONAL LEAD-IN Recap on Episode 1 (pages 32–33) and Episode 2 (pages 58–59), to give a quick summary of the story so far, but with some mistakes. Get Sts to listen carefully and, when you have finished, to work in pairs to discuss the errors they noticed. Elicit the mistakes, and get Sts to correct them.

1 3•37

- Ask Sts to look at the pictures quickly (without reading the story in detail) and try to predict what happens in Episode 3.
- Play the audio or video for Sts to listen and follow the story.
- Elicit from Sts how similar their predictions were to what actually happens.
- Get Sts to work together in pairs and, with books closed, try to retell the story in their own words in as much detail as they can.

EXTRA SUPPORT Sts listen to the audio or watch the video a second time before they do the task.

- Elicit parts of the story from different pairs.

EXTRA IDEA Sts work in groups of five to role-play the story. Encourage them to say their lines from memory rather than read them.

➡ **Workbook** pages 66–67

Notes

The story can be further exploited by doing the tasks from these pages in the **Workbook**. These can be done in class or set as homework.

The tasks in the **Workbook** review the following language points covered in Units 5–6 of the **Student's Book**:

- City places vocabulary (p. 60)
- Comparatives and superlatives, (*not*) *as...as* (p. 61 and p. 63)
- Prepositions of place (p. 64)
- Definite and indefinite articles (p. 65)
- Asking for and giving directions (p. 67)

1

- 2 (Agatha wanted) an ice cream.
- 3 (There was a car outside) the bank.
- 4 (The man in the car had) a newspaper (in his hands.)
- 5 (There was) an ice cream van (near the statue.)
- 6 (Mike stopped) the criminals (with the ice cream van.)
- 7 (The bank robbers were the most dangerous criminals) in the city.
- 8 (The police officer called Mike a good) detective.

EXTRA CHALLENGE Ask Sts to explain why the indefinite (*a / an*) or definite (*the*) article is used in each sentence.

EXTRA IDEA Ask Sts to write *wh*- questions about each statement, then cover the exercise, and take turns to test each other by asking their questions and eliciting the correct answer from their partner.

2

- 2 You shouldn't park here.
- 3 Where's the nearest ice cream shop?
- 4 How did you know?
- 5 You don't have to be a detective all the time.

EXTRA SUPPORT Before they begin the task, ask Sts to decide which items are questions and which are statements. Elicit what Sts remember about the correct word order for statements and for questions in English.

3

- 1 the man in the car
- 2 Ollie
- 4 the police officer
- 5 Agatha

EXTRA CHALLENGE Get Sts to say who the characters say these sentences to in the story.

4

- Before they begin the matching task, ask Sts to read the eight rules, and to prepare to explain in their own words how they could use the advice.
- Elicit explanations, and invite comments from the Sts. Don't give away correct answers at this point.
- Finally, get Sts to read the paragraphs and do the matching task. Allow them to compare their answers in pairs before you check them as a class.

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

EXTRA SUPPORT Before they begin the matching task, allow Sts to scan the text for unfamiliar words and ask the class for definitions or explanations. Alternatively, you could allow the use of dictionaries for this task.

EXTRA CHALLENGE Get Sts to read the eight rules, then cover the box, read the paragraphs and try to recall each matching rule from memory. Only allow Sts to check the options after they have recalled a rule of their own for every paragraph – then complete the task in the **Workbook**.

5

- Before they begin the pairwork, give Sts two minutes or so to consider each paragraph, and mark the rules they consider the most important.
- Form pairs, then get them to do the discussion task to agree on a list of their top three rules.
- For feedback, elicit some suggestions from volunteers. Ask them to give reasons. Invite the class to say if they agree or disagree, and why.

6 33 Workbook Audio Script pT107

- Before you play the audio, ask a few Sts to describe each picture in their own words, and say what they think happens in each scene and what characters might be saying.
- Play the audio for Sts to check their predictions and to do the ordering task.

2 4 (1) 5 3

EXTRA IDEA Get Sts to retell the story in their own words, using the pictures to guide them.

7 33 Workbook Audio Script pT107

Possible answers

- 2 He asks for Mike's autograph.
- 3 He runs (away).
- 4 He stole / took Mike's wallet.
- 5 A good detective should have a clever niece (like Agatha)!

EXTRA SUPPORT Allow Sts to discuss answers in pairs.

EXTRA CHALLENGE Get Sts to try to answer each question before you play the audio again.

8

- Use the Think–Pair–Share technique. Give Sts some time to consider the questions independently, then put them in pairs to discuss the questions. Finally, for feedback, elicit ideas from volunteering pairs, and invite comments from other Sts.
- Allow plenty of time for the pairwork discussions. Monitor, making a note of the most interesting ideas to try to elicit for the feedback stage, but avoid correcting errors unless they hinder comprehension.

EXTRA IDEA Elicit the names of famous detectives from literature or from the media (e.g. Sherlock Holmes, Columbo, Miss Marple, Hercule Poirot, Veronica Mars, Philip Marlowe, Tony Petrocelli, and so on).

Ask Sts to describe each person: their appearance, their personality and their behaviour. If they can recall a famous story about them, elicit a brief summary of what happens.

BACKGROUND INFORMATION Below are some details about fictional detectives and detective stories if you want to give your Sts some more information to help with the discussion in exercise 8.

Sherlock Holmes is a fictional private investigator in novels and short stories by Scottish author Arthur Conan Doyle. There have been many film, television and stage adaptations of his stories, and new, original stories involving the detective and his assistant, Dr Watson.

Miss Marple and **Hercule Poirot** are two detectives invented by crime author Agatha Christie. They appear in many different stories as well as numerous media adaptations.

Columbo is a Los Angeles police officer from the American television series created by William Link and Richard Levinson. He was played in the series by Peter Falk.

Veronica Mars is a teenage crime fighter in the American television series of the same name. In the stories, she is the daughter of a famous private investigator.

Philip Marlowe is a private investigator in a series of noir crime novels by Raymond Chandler. Marlowe first appeared in the story *The Big Sleep*, adapted for the cinema in 1941 / 1942 (two different versions exist) starring Humphrey Bogart.

Tony Petrocelli is an American lawyer based in the fictitious town of San Remo, Arizona, in a 1970s television series in which he was played by Barry Newman.

Note

To further exploit the video in class, you could use some or all of the suggested activities from page Tviii.



Student's Book audio scripts

Introduction

1.03 p4 Exercise 3b

Lily Hi.
Jed Hi.
Lily I'm Lily. From next door. Welcome to our street. This is for you.
Jed Thanks. I'm Jed. Er, what is it?
Lily They're fairy cakes.
Jed Fairies what?
Lily Fairy cakes. I like making cakes.
Jed Thanks! I like...
Lily Have you got some time tomorrow? You can come and meet my friends.
Jed I think so. I don't...
Lily Great. See you at about eleven tomorrow morning! Bye!
Jed Er...Bye!

1.05 p7 Exercise 3b

Jed Can you see the photos, Grandma?
Grandma Yes, I can. What is that?
Jed It's punting.
Grandma It looks difficult. How was it?
Jed It was fun, but I think I prefer surfing.
Grandma Can the pole get stuck?
Jed Yes, it can, very easily!
Grandma But it was fun?
Jed Yes.
Grandma And you have nice new friends?
Jed Yes.
Grandma See? I was right.
Jed Yes, Grandma. I'm feeling a bit better now.
Grandma That's great, love.

1.06 p7 Exercise 7b

- 1 Which is the sixth month?
- 2 Which is the fourth month?
- 3 Which is the seventh month?
- 4 Which is the second month?
- 5 Which is the ninth month?
- 6 Which is the third month?
- 7 Which is the twelfth month?
- 8 Which is the eighth month?
- 9 Which is the tenth month?
- 10 Which is the fifth month?
- 11 Which is the eleventh month?
- 12 Which is the first month?

1.07 p7 Exercise 8b

Lily Jed, tell me, have you got any brothers or sisters?
Jed Nope. It's just me. I'm an only child and an only grandchild, too!
Lily Really? I've got a little brother, Tom. He's nine. So, are you close to your grandparents?

Jed I've only got my Grandma back in Oz, but yes, I'm really close to her. We talk a lot.

Lily That's nice. My grandparents are quite far away. Where exactly are you from in Australia?

Jed I'm from a town called Mornington. It's on the coast near Melbourne.

Lily So that's why you can surf, obviously. What other sports can you do?

Jed Well, students at my school in Mornington play rugby. We've got a good school team. But I prefer football, actually. I can swim quite well. I like doing most sports, really. What about you?

Lily I do gymnastics and squash.

Jed Squash? That's a new one! I can't play that one.

Lily Well, not yet! I can teach you. It was my fourteenth birthday last month too – the third of April – and I got a new squash racquet, so you can use my old one!

Jed That sounds great! What else do you do like doing?

Lily Reading. Making cakes. Watching films. That's about it. You?

Jed Mostly sports, really! Playing and watching them. And I like camping. But I like movies and video games, too.

Lily Good. You need winter hobbies here!

Unit 1

1.09 p8 Exercise 2b

Grandma Very funny, Jed, but I still don't know who your friends are! Which one is your neighbour, Lily?

Jed Well, Lily's the girl with the rabbit ears and glasses. She's actually got long, straight, red hair and brown eyes. And she's quite tall.

Grandma Oh, OK. And what's she like? She's very kind, isn't she?

Jed Yes, she is. And she's funny, too.

1.10 p8 Exercise 2d

Grandma Who's the boy with the big eyes and the beard?

Jed That's Alfie. He's our neighbour, too. He's actually quite small with short, straight, fair hair.

Grandma What's he like?

Jed He's very friendly. And I think he's very clever! Not like me!

Grandma Don't be silly. You're clever, too. And who's the one with the green hair? Is that a boy or a girl?

Jed That's Elsa. She's actually got long, dark, wavy hair. And a nice smile! She's Lily's friend.

Grandma Well, I'm very happy that you've met some nice friends, dear. But can you PLEASE send me some real photos next time??

Jed Sure, Grandma!

1.14 p10 Exercise 3

Scott Hi Sarah.

Sarah Hi Scott.

Scott Have you got your timetable?

Sarah Yes, I have. Is it similar to yours?

Scott Hmm, let's see. What time have you got English?

Sarah Well, I've got English at nine o'clock on Monday and Thursday.

Scott Me too! Good.

Sarah And I've got Maths at half past ten on Monday and Wednesday. And PE on Wednesday and Friday afternoons.

Scott Same as me. What about Geography and History?

Sarah I've got History on Tuesday and Friday at nine o'clock. And Geography on Tuesday and Thursday at half past ten.

Scott OK. Same here. What about Art?

Sarah It's on Wednesday afternoon and Thursday afternoon.

Scott Oh, I've got IT then. Have you got Science on Monday and Tuesday afternoons?

Sarah Yes, I have.

Scott Great. We've got a lot of the same classes.

Sarah Yes, great, but what I really want to know is – when can we play football?

Scott Lunchtime?

Sarah Awesome!

1.16 p11 Exercise 7

1

Teacher Open your course books at page 28 and look at the whiteboard. I'll just start the projector. Now pay attention, please... Look at the picture of Henry VIII. He became king when he was just eighteen!

Girl 1 Why are you looking at the clock, Ally?

Girl 2 I'm just waiting for the lesson to finish... I really want my lunch!

Girl 1 Here, have a sweet.

Girl 2 Hey, thanks!

2

Boy 1 What are you doing?

Boy 2 I'm mixing these two liquids together.

Boy 1 Don't use your ruler to mix it! That doesn't look right. Oh dear!

Boy 2 Oh, help...I'm making a mess. Shall we throw it in the wastepaper basket?

Boy 1 No! I don't think that's a good idea.

Teacher Boys, boys! Stop the experiment immediately!

Boys Oops...

3

Boy Hey, Anna, can you pass me that blue paint, please?

Girl Sure. Here you are...What on earth is that? What a mess!

Boy It's a new painting style – and it's abstract!

Girl Well, that's one way to describe it. Hey! Stop throwing paint! Look at your ringbinder – now it's abstract, too!

Boy Uh-oh...

4

Teacher Now if you add these two numbers together and then divide the total by this number, then you can work out the answer in your notebooks...

Boy 1 Mark, can I borrow your ruler? Hey, Mark, psst...Mark...Are you sleeping?

Mark (snoring)

1.17 p13 Exercise 6a

1

Presenter On weekday mornings in Australia, Jed often walks to school. He wears a school uniform. He meets his friends and they go in together.

Jed Well, it's 8.15 and I'm here at the bus stop in Oxford. I'm waiting for a bus to take me to school. It's raining really hard at the moment. It's terrible! Hey! I'm completely wet!

2

Presenter In Australia Jed and his friends usually take their own lunches to school. They eat outside on the grass and chat. They aren't allowed to be in the classrooms at lunchtime.

Jed It's twelve o'clock and today I'm eating in the school cafeteria in my new school. It's a big room and we carry our lunch on trays to a table. I'm sitting with my new friends and we're chatting. Oh no! I'm making a mess! How embarrassing...

3

Presenter After school in Australia, Jed and his friends often go to the beach. They go surfing and swimming. Fortunately, there are hardly ever any sharks in the sea there!

Jed It's four o'clock now and I'm in the leisure centre. I'm playing squash with Lily at the moment. It's a new game for me and it's fast and difficult! Ow! I'm not playing very well!

4

Presenter At dinner time in Australia Jed and his family often cook and eat outside. They have a barbecue – they call it a 'barbie'. Jed's dad cooks on the barbie, so his mum likes that!

Jed It's 7 p.m. – dinner time! I'm eating in a café in the centre of Oxford. I'm with my parents and we're having fish and chips. They're fantastic! Cheers, everybody!

1.19 p15 Exercise 3b

Lily How was the match?

Alfie It was great. We won!

Lily Glad to hear it! But you never win.

Fred We don't usually have an Australian goalie. He saved a penalty!

Lily No!

Jed It was lucky.

Alfie Lucky? You made some great saves.

Fred Yeah, you're part of the team now.

1.23 p15 Exercises 7a & b

1

Jack Hi Sam. Can I please use your mobile for a moment?

Sam Sure, no problem. Here you are.

Jack Thanks. It will only be a minute or two.

Sam Take your time. No rush.

Jack Thanks!

2

Son Dad, can I go out tonight?

Father It's a school night! I'm sorry, that's not possible.

Son Why not? Dad, all my friends are going to the game!

Father I'm sorry, no. Your homework isn't finished.

Son Ah, Dad, come on! Let me go!

Father Sorry, son, no is no.

3

Student Could I please have a bit more time for my homework?

Teacher Of course.

Student Thank you very much.

Teacher No problem. Do you have any questions?

Student Uh, no. I think it's quite difficult so I'm not very fast.

Teacher OK. Well, come to me if you need help.

Student Thank you.

1.25 p19 Exercise 3b

In this self-portrait the artist is twenty-seven years old. She's got long, red hair and dark eyes, and she's wearing an orange dress. She's sitting on a balcony and holding a fan in her left hand. Behind her is a window with curtains and a big plant. She isn't smiling, but she doesn't look sad. It's a calm picture.

Unit 2

1.28 p20 Exercise 2

1

Boy 1 Can you see outside? Is it sunny?

Boy 2 Yes, it is.

Boy 1 Do you want to play football at lunchtime?

Boy 2 Awesome idea!

Teacher Sshh! Finish the exercise, boys! Or you can stay in at lunchtime and do it then.

Boy 1 (gasps)

Boy 2 Quick. Hurry!

2

Girl 1 Do you want to go for a walk?

Girl 2 What's the weather like?

Girl 1 It's raining a bit.

Girl 2 Hmm. I don't like walking in the rain. Shall we watch a film?

Girl 1 Mmm, OK. What films are on?

Girl 2 Well! We can watch *Singing in the Rain* or *The Perfect Storm*!

3

Boy What's the weather like?

Girl It's cloudy. But it isn't raining. And it's warm.

Boy Do you want to play tennis?

Girl Yeah, great. And I'm going to win this time!

Boy You said that last time! And the time before that!

4

Boy Is it still raining?

Girl Yes, and it's very windy. I think there's a storm coming.

Boy Oh, I love storms! Let's watch from the window.

Girl Oh, I don't! They're scary. Let's play cards.

Boy Oh, but that's boring...

Boy Oh, help!

Girl Now that's exciting!

1.30 p21 Exercise 8c

1

Jane and Jack hiked in the mountains with their dog, Boxer. The weather was sunny and warm.

2

In the afternoon, the weather changed. It was cloudy and cold. They were halfway up the mountain.

3

Then it started to rain. So they stopped under a bush and waited.

4

But then there was a huge storm. A mountain is very dangerous in a storm and it was scary. But Boxer barked and barked at them. He wanted them to follow him.

5

So, they followed Boxer and he showed them a tiny cave in the mountainside. They all stayed in the cave for an hour. They were safe there.

6

When the storm finished, they climbed down the mountain and hurried home.

1.32 p23 Exercise 8a

1

Girl Hi Bob, did you have a good holiday? Where did you go?

Boy I was in Egypt with my family.

Girl Wow! What was the weather like?

Boy It was really hot. Sometimes it was over forty degrees.

Girl That is hot! So, what did you do there?

Boy We all travelled by boat down the River Nile.

Girl That sounds fantastic. What did you see?

Boy We stopped and visited all the famous Egyptian monuments. Do you want to see some photos?

Girl I'd love to.

2

Boy Hi Cleo, where were you on holiday this winter?

Girl I was in Poland in the Tatra mountains! I went with my cousin and my aunt and uncle.

Boy Really? What did you do there?

Girl We went hiking in the mountains. It was hard work!

Boy I believe you! I don't like hiking at all! Was it snowing a lot?

Girl Yes, and it was freezing, too! But it was lovely when it was sunny.

Boy And what did you see?

Girl The mountains were wonderful with lots of wildlife. We saw an eagle!

Boy Sounds amazing. Lucky you!

3

Girl Hi, Anton, did you go on holiday this summer?

Boy Yes, I did. I went with my family to Paris for a week.

Girl How fantastic! What did you do there?

Boy We went sightseeing. We wanted to visit everything.

Girl I'm sure! And what did you see?

Boy Lots! The Arc de Triomphe, Notre Dame, the Louvre...but my favourite was the Eiffel Tower. The view from the top was amazing.

Girl Lucky you! I'd love to see Paris one day. Have you got any photos?

Boy Lots!

4

Boy Hi, Maria. Nice to see you back. Where did you go on holiday?

Girl I visited Peru!

Boy Really? Wow! Why Peru?

Girl My aunt lives there. I stayed with my cousins.

Boy I didn't know that. So what did you do there?

Girl The best thing was our trip to the Amazon! We went canoeing down the Amazon River through the jungle! Look, I've got some photos on my phone.

Boy Wow! That looks fantastic. Was it very hot?

Girl Yes, it was hot, but rainy, too.

Boy And what did you see in the jungle?

Girl Look... We saw lots of parrots and monkeys. It was amazing.

Boy But you didn't see any crocodiles?

Girl No! Fortunately not!

1.34 p24 Exercise 2a & b

1

A Did you hear this morning's news? There was another hurricane on the coast of America yesterday.

B What happened?

A The hurricane destroyed houses and it caused floods.

B Oh dear. That's terrible.

2

C I heard the news in the car today.

D Oh yes? What happened?

C There was a tsunami in Asia this morning.

D Oh no! Not another one!

C Yes, it destroyed some villages.

D Oh, that's awful.

3

E Did you see that family on the news last night?

F No, I didn't. What happened?

E They were caught in an avalanche in the mountains of Scotland.

F What happened?

E Rescuers found them.

F That was lucky!

1.36 p25 Exercise 8b

Interviewer So, what did you do after the tornado stopped?

Scott Nothing! I just waited.

Interviewer Why did you do that?

Scott I think I was in shock. I didn't want to move. I was safe where I was.

Interviewer Of course. When did your family come back?

Scott They came back an hour later.

Interviewer How did they feel?

Scott They were amazed and so happy to see me, because the tornado completely destroyed the house. Just the bathroom in the middle of the house survived. With me in it, of course!

Interviewer So, where did you all live after that?

Scott We went to stay with my aunt and uncle.

Interviewer And how long did you stay there?

Scott About four months! A long time. But then we moved back home, which was great.

Interviewer How often do you think about the tornado now?

Scott I never really think about it now. Tornadoes happen a lot here. But I know I'm lucky!

1.38 p27 Exercise 3b

Jed's mum Hi, girls. How are you?

Elsa Fine, thank you, Mrs Marshall.

Lily Mrs Marshall?

Jed's mum Yes, Lily.

Lily The boys were very brave last night.

Jed's mum Were they?

Lily They slept in the tent.

Elsa In the wind and the rain.

Lily What's wrong?

Jed's mum In fact, they came back in at eight o'clock. They both had hot chocolate and then they went to bed... upstairs. The tent was completely wet.

Alfie Right, everyone. Let's go!

Jed What?

1.42 p27 Exercise 7a & b

1

A What's wrong?

B I didn't pass my last exam!

A Oh, no. Sorry about that.

B I have to take it again.

A Never mind. I'm sure you'll pass next time. I can help you!

B Thanks.

2

A What happened?

B I broke my arm playing tennis on Wednesday.

A That's terrible! What a shame!

B It will take six weeks to get better.

A Sorry to hear that. Come round to my house. I'll cheer you up.

B Thanks, I will!

3

A What's wrong?

B We lost the match this afternoon.

A Oh, bad luck. Sorry to hear that.

B Yes, we didn't play well.

A That's a shame. Never mind. Let's watch a film.

B Good idea.

1.43 p31 Exercise 2a

Two months ago, my family and I had the holiday of a lifetime. We went to Antarctica. It was my dad's dream holiday, but we all wanted to go. Dad wanted to follow in the footsteps of the first explorers like Ernest Shackleton and Robert Scott.

It took a long time to get there. First, we flew to the south of Argentina. Then we took a tourist ship called the Sea Explorer to Antarctica. It was small, but comfortable. We spent two days crossing the sea to the South Shetland Islands.

Then we arrived at the top of Antarctica. It was freezing even though it was summer there. From there we made little trips. Hundreds of seabirds followed the ship! We visited places with lots of seals and penguins. We saw seven different types of penguins, big and small. They were so funny and cute!

We also saw some amazing icebergs. They were white and blue and silver in the sun. Antarctica is so beautiful. Finally, we stopped at a scientific base. There were ten scientists there and we talked to them. It was really interesting.

Then we sailed back to Argentina. But on the journey back we saw the best thing of all. We saw a whole family of humpback whales! There were five huge whales and two baby whales. They were wonderful! It was the best part of a fantastic, incredible trip.

Unit 3

2.03 p34 Exercise 3a

- 1
 - A What's your favourite food, Joe?
 - B That's easy. Sausages! I love them.
 - A Really? Too many sausages aren't good for you, Joe.
 - B I know, but my mum buys them from a farm and they're the best sausages I know!
 - A Really? I want to try them! What food don't you like?
 - B Fish. I can't stand it. I know it's healthy, but I just don't like it.
- 2
 - A Ava, what are you drinking?
 - B It's a strawberry and banana smoothie. I think smoothies are my favourite food ever. Or are they a drink? I don't know!
 - A I like them too, but where did you get that from?
 - B I make them myself! I've got a machine at home. Try it.
 - A Cool! Lucky you. Hey, it's delicious.
 - B Thanks. I can make smoothies with fruit and vegetables. Except tomatoes.
 - A Why not tomatoes? Can't they go in the machine?
 - B No, I just hate tomatoes!
- 3
 - A Simon, you're eating crisps again!
 - B I know. They're my favourite food.
 - A But they're not very healthy.
 - B I know that, too! Luckily I do a lot of sport.
 - A Yes, but it's still not healthy to eat so many crisps. Why don't you have fruit as a snack sometimes?

- B I just don't like fruit. I never eat it.
- A That's terrible. Do you eat anything healthy?
- B Hey, I like vegetables!
- A Thank goodness!

2.04 p35 Exercise 5b

- Lily** How are we doing with the picnic?
Alfie Well, we've got crisps and fruit juice. And we've got bread, ham, cheese and tomatoes, so we can make sandwiches.
Lily OK. Sounds good. What else do we need?
Alfie Well, we also need dessert.
Lily Fruit or chocolate?
Alfie Ooo, let's get fruit and chocolate! I love chocolate. Oh, and for fruit I prefer bananas.
Lily OK. And I like apples – let's get those too. So, we don't need cakes?
Alfie Yes, we do. We always need cakes. And we know you like making them!
Lily Umm... I've got flour, eggs and butter at home. OK. I can make some fairy cakes, no problem.
Alfie Excellent!

2.05 p35 Exercise 8a & b

- Waitress** Can I help you?
Jed Yes, please. Can I have fish and chips, please?
Waitress Anything for dessert?
Jed Yes, umm, strawberry yoghurt, please.
Waitress OK. And do you want anything to drink?
Jed Yes, fruit juice, please.
Waitress Sure. Is that everything?
Jed Yes, thanks.
Waitress That's £8.75.
Jed Here you are.
Waitress That's £1.25 change, thank you.
Lily Jed? What are you doing here?
Jed I'm having lunch. I'm really hungry.
Lily But we're having a picnic in the park in an hour!
Jed Don't worry. I can easily eat two lunches.
Lily Well, I want to see that!

2.07 p36 Exercise 2

- 1
 - A What else do we need?
 - B We need to get some bags of crisps.
 - A OK. What flavour?
 - B Just salted. Everybody likes those.
 - A OK. Here they are. Oh, and can I get a packet of sweets?
 - B Which ones?
 - A Fruit Bombs! Look, they've got fruit in them.
 - B Oh, ha, ha. Well, OK. But only because you're helping me with the shopping.
 - A Great, thanks, Dad.

- 2
 - A Mum, I'm hungry! What's for lunch?
 - B There's a plate of ham sandwiches in the fridge. Help yourself. And have a glass of milk and a bowl of fruit salad. I'm working in the study.
 - A OK, and can I have a bar of chocolate? A small one?
 - B Well, if you eat all of that and you're still hungry, then yes!
 - A I'm always hungry, Mum.
 - B That's very true.
- 3
 - A Hello. Please could I have 500 grams of ham?
 - B In slices?
 - A Yes, please, and 500 grams of cheese.
 - B Cheddar cheese?
 - A Yes, please, and a big loaf of wholegrain bread.
 - B Certainly. Would you like it sliced?
 - A Yes, please. Then I can make sandwiches faster!

2.09 p37 Exercises 5 & 6b

- Alfie** What are you doing, girls?
Lily We're making some banana milkshake!
Alfie Excuse me?
Elsa Yes, it's for Jed. He's not sure about British milkshakes, so we're making some. Then he has to taste it and tell us if he likes it!
Alfie Hey, is there any milkshake for me?
Lily Of course! We already know you like our milkshakes!...OK. So we need some banana pieces first. Let's put them in. Then, pour in some milk, Elsa.
Elsa OK. Is that enough?
Lily Yep. Alfie, pass me some cocoa powder, please.
Alfie Sure. Hey, have you got any ice cream?
Lily Of course. It's in the freezer. Can you get it?
Alfie Sure. I can put some ice cream in.
Elsa I'll get it.
Jed Hi, you look busy.
Lily We're nearly finished. Are you ready for the taste test?
Lily ...Oh, the lid isn't on. Stop!
Jed Hey! Do you want me to taste this milkshake or wear it?
Lily Very funny... I didn't spill any of it, thank goodness!
Lily Right. Here's some milkshake for everyone. What do you think?
All (A/E/J) It's awesome / delicious / great.

2.10 p38 Exercise 2b

If you have a score from zero to seven... you need to improve your diet! A diet high in fat, salt and sugar and low in wholegrain bread, fruit and vegetables is bad for your

health. Try to make some changes: eat more fruit and vegetables – five portions a day. A third of your daily food needs to be potatoes, pasta, wholegrain bread or rice. Don't have so many sugary drinks, sweets and cakes. And have good meat like lamb and chicken, not ham or sausages. Oh, and drink lots of water – eight glasses a day! If you have a score from eight to twelve... your diet is quite good. But try to make some small changes. First, try to eat five portions of fruit and vegetables a day. Fruit is a good snack. Yoghurt is another. Second, have some meals with pasta, rice or potatoes. Wholegrain bread is great, too. Choose good meat like chicken, and try to eat two portions of fish a week. Make sure you drink enough water. If you have a score from thirteen to sixteen... Well done, you're a healthy eater! You don't eat too much fat, salt or sugar, and you eat a lot of fruit and vegetables. It's keeping your heart healthy and protecting you from illness. If you're a vegetarian, remember to eat enough eggs, milk, cheese, nuts, beans, and soya. Remember to drink eight glasses of water a day.

2.11 p39 Exercise 5a & b

- A** Hi, Mia! We're interested in people's daily diets. Can we ask you about what you ate yesterday?
- B** Of course.
- A** Great. OK, starting with breakfast – what did you have yesterday morning?
- B** I had some toast and a cup of tea.
- A** How many slices did you have?
- B** Two slices, and it was wholegrain. With butter and jam. Oh, and I had a carrot.
- A** A carrot??
- B** I like carrots. I ate it on the school bus.
- A** Oh, OK! So, what did you have for lunch?
- B** I had some chicken, rice and salad, and a cake.
- A** How much salad did you have?
- B** A small portion of green salad.
- A** OK. And what about dinner?
- B** I had some pasta and cheese. With some sausages on the top.
- A** That's an interesting dinner...
- B** I made it myself!
- A** Well done. How many sausages did you have and how much pasta?
- B** Four big sausages and a lot of pasta. I was very hungry.
- A** Did you have any dessert?
- B** Yes, an apple.
- A** And did you have any snacks yesterday?
- B** Yes, I had two biscuits at eleven o'clock and a carrot after school.
- A** You really like carrots!
- B** I do. And they're healthy!
- A** True. How much water did you drink yesterday?

- B** About three glasses. And fruit juice with dinner.
- A** Not carrot juice?
- B** Oh, ha ha. Very funny.

2.13 p41 Exercise 3b

- Elsa** Where did you get that outfit?
- Jed** I like it, mate!
- Jed's mum** Yes. You deserve an extra burger.
- Lily** And we're having snags!
- Jed's dad** That's Aussie for sausages. Can I take your surfboard, sir?
- Alfie** Thank you. That's very kind.
- Jed's dad** Sure! And give me your suntan lotion. I don't think you need it.
- Lily** Mrs Marshall, could you take a photo of us?
- Jed's mum** Sorry, I can't at the moment. I'm carrying a special Aussie pudding: Pavlova!
- Jed's dad** I can take a photo. Smile, everybody!

2.17 p41 Exercise 7a & b

1

- Dad** Tom, could you please hold this for a minute? I need to fix the cupboard.
- Tom** Sure, Dad, no problem.
- Dad** Thanks. Now, hold the end of this while I hammer it.
- Sam** Happy to... I think? Careful, Dad. Don't hit your finger!
- Dad** Ow! Too late!
- 2
- Issy** Hey! That's my top. Please give it back.
- Ali** Oh, please could you lend it to me? Please?? I'm going to a party this afternoon.
- Issy** No, I can't. You didn't ask, you just took it!

Ali I know, I'm sorry. I just wanted to try it on. Please. Go on.

Issy Oh, OK. Don't spill anything on it!

Ali I won't. Thanks, you're a great big sister!

3

Joe Could you please help me with my homework?

Ella Happy to. What's the problem?

Joe Could you explain this Maths problem to me?

Ella Sure. First, of all, you need to put these numbers in this column. Then add them together.

Joe OK. Then what?

Ella Do that first, then I can explain the rest.

Joe OK, thanks.

2.19 p45 Exercise 4a

Do I do some exercise every day? I need to think about that. I quite like some sports. I do PE at school, and I sometimes play football. I like swimming, too, but I don't do any sports regularly. So, I want to try to plan some exercise every day. On Mondays, I do PE. I don't know how many steps I take, but that's one hour's exercise. On Tuesdays, I don't usually do any exercise. I usually take the bus to school, but I can walk. That takes half an hour so that's about three thousand steps. Then, I can play some football with my friends at lunchtime. That's about twenty minutes, so add that to my walk to school and that's about five thousand steps. I'm sure that walking around school and walking back home will make about ten thousand steps. I can use the app on my phone to count my steps. That will be interesting! On Wednesday, I have PE again in the afternoon, so that's enough exercise for Wednesday.

On Thursday, I can go to a handball club with some friends.

On Friday, I can do the same as Tuesday – walk to school and organize a game of football with my friends at lunchtime. I can use my app again.

On Saturday, I don't usually do any sport, but I can meet my friends and we can ride on our bikes for an hour.

On Sunday morning, I can walk to the swimming pool. That takes about fifteen minutes, so that's about one thousand five hundred steps each way. If I swim for forty minutes, that will be enough exercise.

And on Sunday afternoon I can relax after a very active week! Oh, and do my homework, I suppose...

Unit 4

2.24 p46 Exercise 3

1

- A** There's something wrong with my laptop. It's not working very well. It's really slow.
- B** Try turning it off and then on again.
- A** I've tried that. It doesn't help.
- B** Is it the charger?
- A** No, that's working fine.
- B** You should check your internet connection.
- A** That seems fine – look.
- B** Oh, yes. Hey, I think you've got a virus!
- A** Oh, I hope not!
- B** Let me see... no, that doesn't look right. It looks like a virus. Take your laptop to the doctor's!
- A** Oh ha ha, very funny.

- 2
A (laughs)
B What are you laughing at?
A Someone's posted a funny video online. Look.
B No, thanks. And why are you on social media sites? You said you were doing your homework!
A I am!
B Well, it doesn't look like it.
A I'm taking a break!
B Come on. Stop watching rubbish. How about finishing your work, then watching videos?
A OK, Mum.
B You spend too much time on that computer. And not in a good way! You're always watching glogs and things.
A It's vlogs, not glogs, Mum.
B Whatever, darling. Just do your homework.
- 3
A Oh no, not again...
B What's the matter?
A I've forgotten it.
B Forgotten what?
A Is it my cat's name or my grandma's name?
B Whose name? Are you sending an email to your cat?
A No, of course not, silly! I'm trying to remember my password for this website. I've got too many.
B You should use a password manager.
A You mean you?
B No! It's an app that remembers and stores passwords for you.
A I've never heard of that. Sounds fantastic. I'll search for one online.

2.26 p47 Exercise 8a & b

- A** Dr Paterson, you're interested in how the internet will change our lives.
B Yes, I am. Life will be very different in twenty years when everything is connected to the internet.
A Can you give us some examples?
B Certainly. For example, transport will be different. We won't drive any more. We'll have driverless cars. I think they'll be much safer.
A Wow! What about health?
B We'll wear small computers all the time, and they'll check our health and tell us about any problems. I think we will look after our health better.
A Great!
B And we won't build big factories anymore. We'll use 3D printers to make the things that we need. It will be better for the environment.
A That's good to know. Will we improve the environment in any other ways?

- B** Yes! We'll grow our food in vertical farms. That means we can grow food in tall buildings, to save space. And inside the buildings, we can use computers to control the weather, so everything will grow perfectly. We won't need to use chemicals that harm the environment.
A That's amazing. And will this all be possible?
B Yes, it will. We've already started doing some of these things!

2.28 p48 Exercise 2a & b

- 1
A Oh, what's that? Is it new?
B Yes, it's great. I can take it everywhere with me. It's not heavy. See?
A No, it isn't. Do you like using it?
B Yes! It's great for holidays. And I can read it in the dark!
A How many books have you got on it?
B Lots. And they're really cheap to download, too.
A Yeah, but what happens when you drop it in the bath?
 2
A Oh, they're tiny! You could lose them easily.
B Well, I try not to! But they're great. They're the best ones I've had.
A Really?
B Yes, the sound is really good. And they don't fall out of your ears!
A Can I try them?
B Eurgh...No!
 3
A Oh, what's that?
B Where?
A Can you hear that noise?
B Oh yes. Where's it coming from?
A Behind the trees, I think.
B What is it? I can't see anything.
A Look! There it is! Up there!
 4
A Let's cross the road here.
B OK.
A Hey, stop! Don't cross now!
B Oh my goodness! I didn't see it coming.
A And you didn't hear it coming either! They don't make a lot of noise, so you have to be careful.
B That's right. Thanks for saving my life!
A Just call me Superwoman!

2.29 p49 Exercise 6a & b

- 1
Mia I'm going to go to university when I leave school. I'm going to be a scientist. I want to study biology – marine biology. I want to study the oceans and the things that live in them. My ambition is to save our environment. I think it's really important to look after our environment and at the moment, we are destroying the water on our planet. When I'm older,

I'm going to buy an electric car. We need transport that doesn't harm the environment.

2
Harry I don't think I'm going to go to college after school. My ambition is to start my own company. To achieve that I really need to work hard on my dreams: I want to be a smartphone – and smartwatch-app designer. Technology is going to get smaller and smaller, so app design is very important. I'm going to use the internet to learn all about it by myself. And I'm going to save up my money for a smartwatch, of course!

3
Chrissie When I leave school, I'm going to go to art college. I love drawing, painting and design. I want to have a career as an artist, but I want to achieve something really great: I want to be the first world-famous VR artist! Using virtual reality headsets, people can experience my artwork in 3D! In the virtual world, my artwork can be as big, or as small as I want it to be. It's really exciting!

2.30 p50 Exercises 2b & 3b

- 1
A Look out, a drone robot! Use your shield!
B I'll rescue you. I won't run away. I'll cover us both with the shield.
A Hey, look! Good decision. You've got a laser now!
B Cool.
- 2
A Oh, look, Humanoids! What are we going to do? We haven't got any weapons and they'll infect us with their virus!
B I've got this laser, remember: we can use this!
A Be careful!
B Stand behind me. I'll stop them! I won't let them touch us.
A Yay!!! Look, they're scared of the laser. They're running away! And we've got more shields and medicine now! Hey, the medicine also makes Humanoids into Freedom Guardians.
B Great! Come on.
- 3
A Oh, dear. How are we going to get past all of them?
B We'll move forward slowly. We won't make a noise. We'll use our shields to protect us from the drones and we'll use the medicine to change the Humanoids.
A OK, good plan. Let's go!
B Yes, we're nearly there! Malware, we're going to catch you!

2.31 p51 Exercise 5b & d

- A** Oh, a Humanoid gave me a secret password after I changed it to a Freedom Guardian!
- B** Great, but a password for what? Hey, quick! Malware's getting away! I'll follow him.
- A** I'll join you! Run! Fast!... I think we're safe. But where did he go? What are we going to do now?
- B** I don't know. Is there another secret door?
- A** I'll look. Not there, not here... It's here! Come on!
- B** How will we get in?
- A** I'll try the password. Let's see if it works.
- B** We're in! OK, it's asking if we want to close the door. I say 'no'. We won't close the door because it could be dangerous in here... Where are we? Where's Malware?
- A** I don't know. What is this place? It looks like a child's room.
- B** Yes, it's weird... Look at these things on this table. Hey – here's a photograph...
- A/B** What!?
- A** You're the child of Malware!?
- B** Wow! That's a crazy twist! What's the story?
- A** I'm sure we're going to find out! So that's why your character always survives. Let's get out of this room.
- B** We'll look for the control room... This way!

2.33 p53 Exercise 3b

- Jed** Grandma. Did you see my vlog? Did you like it?
- Grandma** We loved it! It's gone viral.
- Jed** Viral?
- Grandma** Well, not really viral, but your cousins all love it, and my neighbours.
- Jed** Great!
- Grandma** We especially like the bit where you hit your leg.
- Jed** I asked Elsa to edit that out and she said no!
- Grandma** Don't worry, Jed. Your vlog has got information – and entertainment! For a first-time vlogger, you're a natural.

2.37 p53 Exercise 7a & b

- 1**
- A** I can't find my trainers! And I'm late for tennis!
- B** I'll help you. When did you last have them?
- A** I can't remember. Oh, I went jogging yesterday.
- B** I'll look in the kitchen. Here they are!
- A** Thanks! You're a star!
- 2**
- A** How do I use this app? I can't do it.
- B** Let me help you with that.

- A** Thanks, that's really kind of you. I'm trying to use 'maps'. But it won't show me how to get to a place.
- B** You should switch on 'locations' on your phone. Here... Let me show you. Now your phone knows where you are.
- A** That's great, thanks!
- 3**
- A** I've lost my internet connection again!
- B** Why don't you check the router? Try switching it on and off.
- A** I know. But I need to do it a lot. It's very old. I think I need to buy a new one. But I don't know which one to get.
- B** I can help you with that. I'll search online for you.
- A** Thanks! That's kind of you.

2.38 p57 Exercise 2b

- A** Look, Gran, I'm going to connect your laptop to your new router for you. Then you can sit here on the sofa and use it.
- B** Great! Thanks, Lucy.
- A** Let me explain how this works.
- B** OK.
- A** Right, your router is connected to the internet through your broadband connection, OK?
- B** Yes.
- A** So your internet service provider gives you your broadband connection, right? You pay them through your broadband bill.
- B** I do know that!
- A** Good. Now we need to connect your laptop to your new wireless router. So, find the Wi-fi icon at the top.
- B** This one?
- A** Yes. Click on it and look down. Find the name of your router.
- B** But what is it?
- A** Look – I named it for you before. It's called The Sofa Network!
- B** Ha, ha, very funny. OK, so I click on that?
- A** Yes, and now you enter your password. Look – you can find it here on the router. See all these numbers and letters? Type them in. Let me do that for you.
- B** Thanks.
- A** Now click on OK.
- B** OK.
- A** And now you're connected! Go to your web browser and let's test it.
- B** OK.
- A** And type something in. I know! Type in 'wireless printers'. You'll need one of those.
- B** OK.
- A** Yay! You're connected to the internet. Sorted!
- B** And now I can email you from the sofa! You're a very sweet granddaughter, thank you. We'll get some tea and cake and do some shopping online. I'm going to buy you a present.

- A** Yay! Thanks! Next we'll do the same with your new tablet. You can keep that by your bed. You're getting very high-tech, Gran!
- B** I know! It's great!

Unit 5

3.03 p60 Exercise 3a & b

- Good morning, ladies and gentlemen – we're starting from here at Trafalgar Square. Look right and you can see the National Art Gallery.
- In front of you, you can see the famous – and very tall – monument, Nelson's Column. It's fifty-two metres tall. At the bottom of the monument are four famous statues. They are statues of huge lions. There are also two big fountains in Trafalgar Square.
- Now we're going to Green Park. And at the end of Green Park you can see Buckingham Palace – the city home of the Queen. The Union Jack flag is flying today, which means the Queen is not at home.
- Now we're going round St James's Park and from here you can see the famous government buildings – the Houses of Parliament. You can also see the tower with the clock known as Big Ben. Big Ben is actually the name of the bell inside the tower. You can hear it in five minutes. We're going to stop here so that you can walk to the River Thames and stand on Westminster Bridge for a wonderful view. Back at the bus in twenty minutes, please!

3.05 p61 Exercise 8b

- A** OK, let's try to do this quiz.
- B** Well, I'm great at quizzes! So, what's the first question?
- A** OK. Which city is more ancient – Rome or Athens?
- B** No idea!
- A** Great start... Come on, try harder! Let's think, Athens is definitely very old.
- B** Yes, but I think Rome is probably older than Athens. And the Romans built a lot of other cities in Europe.
- A** Mmm, maybe you're right. OK, let's click on Rome. Wrong! Rome began in the eighth century BC. Athens was more than two thousand years earlier in 3000 BC.
- B** Wow! That is ancient. OK, next one, which city is more modern, San Francisco or Tokyo? Again, no idea! Let's guess. So, in San Francisco they design expensive computers that aren't as good as cheaper ones. And there are lots of high-tech companies there.
- A** Yes, but that's in Silicon Valley, south of the city. I think Tokyo has more technology everywhere.

- B** Mmm, I don't agree. All the new computers come from America. Let's click on San Francisco. Oh, wrong! Sorry, you were right – it's Tokyo. They've got amazing trains, better smartphones and more robots!
- A** OK. Next one. Which city's clock is older? Big Ben in London or the Astronomical Clock in Prague?
- B** Hmm. Well, Big Ben is old, but the clock in Prague looks older.
- A** I agree. Yes, it's Prague. It was built in the fifteenth century. Big Ben was built in the nineteenth century. Now, which city's monument is taller? The Eiffel Tower in Paris or the Empire State Building in New York? I think it's the Empire State Building.
- B** I agree. I don't think the Eiffel Tower is as tall as the Empire State. Yes, we're right! The Eiffel Tower is three hundred and twenty-four metres tall and the Empire State is only a little bit taller – it's three hundred and eighty-one metres, but it's got an antenna which makes it four hundred and forty-three metres tall.
- A** Good. Last one. Which stadium is bigger? Wembley, in London, or Camp Nou, in Barcelona?
- B** I'm pretty sure that Wembley isn't as big as Camp Nou.
- A** OK. Yes, you're right. Camp Nou has seats for ninety-nine thousand people. Wembley has seats for ninety thousand people. Hey, we've got three out of five. We made some good guesses!

3.06 p63 Exercise 4a

- Magnus** Do you like living in Glasgow, Jen?
- Jen** Yes. But I really miss my family.
- Magnus** Do you like living on an island?
- Jen** I love it. It's the best place in the world.
- Magnus** I don't mean to be rude, but it looks very quiet and boring!
- Jen** Boring? I find the country the most interesting place to spend time in.
- Magnus** Really? Why?
- Jen** Because of the wildlife! And at home I have more freedom to go out and explore. I've got a pony and a kayak. In fact, I think living in Glasgow is more boring because I spend more time inside.
- Magnus** But it's the most exciting city ever! It's got sports centres, swimming pools, a big football stadium, cinemas, shopping centres – lots of interesting places to go!
- Jen** How funny, that's what I think about Rum!
- Magnus** I know. Do you think that country life is as exciting as city life?

- Jen** That's right, I do. I agree that Glasgow's the best city in Scotland. But it's also the busiest.
- Magnus** Yes, and I prefer busy. I have a big family and we live in the centre of the city. And people from Glasgow are the friendliest people in Scotland. Everyone is happy to talk to strangers and share a joke.
- Jen** Well, I agree that Glasgow is the friendliest city. But it isn't as friendly as Rum! On Rum everybody knows each other. Actually, you should come and visit me there. It's the best place for a holiday. It's very relaxing.
- Magnus** I agree! I'd love to see the island. And you should come and visit my family here in Glasgow one weekend. But they are the noisiest family ever!
- Jen** I like noisy families! Sounds great. Thanks.
- Magnus** It's a deal!

3.08 p64 Exercise 2

- 1**
- A** Where's the swimming pool?
- B** It's in the corner of the park on the right.
- A** OK. Thanks.
- 2**
- B** Where's the art gallery?
- A** It's on the left of the square opposite the bus stop.
- B** Thank you very much.
- 3**
- A** Where's the bus station?
- B** It's on the left of the park near the train station.
- A** Great, thanks.
- 4**
- A** Where's the bank?
- B** It's between the tourist office and the bookshop.
- A** Thank you.
- 5**
- A** Where's the shopping centre?
- B** It's on the High Street opposite the chemist's.
- A** Thanks!
- 6**
- A** Where's the Royal Hotel?
- B** It's on Princess Street next to the museum.
- A** Thank you very much.

3.10 p65 Exercise 6a & b

- 1**
- A** Good afternoon. Can I help you?
- B** Yes, please. We'd like to do a river sightseeing tour.
- A** Certainly. The nearest one is from Tower Bridge. You travel through London on a boat. You can buy a day ticket and you can get on and off the boat when you like. On the boat you can hear about all the famous places you are passing.

- B** How much is the ticket?
- A** It's £16.88 per person for a day.
- B** That sounds great. Where do we go?
- A** Go down to the River Thames and you'll see the boat next to the bridge. You'll recognize Tower Bridge. It's famous. I'll mark it on the map.
- B** Thank you very much for your help.
- 2**
- A** Can I help you?
- B** Yes, I'd like to go somewhere with the best views of the city.
- A** OK. The two best places are the London Eye and the Shard building.
- B** Can you tell us about both places?
- A** Certainly. The Shard is on London Bridge Street. It's London's tallest building. You can buy a ticket and go up to the top. You can see everything from there.
- B** How much does the ticket cost?
- A** It's £29.95 per person.
- B** And what about the London Eye?
- A** The London Eye is the big wheel you can see on the River Thames. It isn't as tall as the Shard, but you can see everything from the top of the wheel. The journey takes 30 minutes.
- B** How much is it?
- A** It's cheaper – £26 for a ticket.
- B** What do you recommend?
- A** They're both great. The London Eye is nearer, but it can get busier.
- B** OK. I'll go on the Eye. Could I please have a ticket?
- A** Certainly.

3.12 p67 Exercise 3b

- Alfie** Well done, Jed! Tour over. Right, guys. Let's get some ice cream.
- Jed** Yes, I deserve it! But I just want one more picture of you guys.
- Passerby 3** Excuse me. How do we find the Natural History Museum?
- Jed** Alfie, I've got this. Can you see Parks Road over there?
- Passerby 4** Yes.
- Jed** You go along Parks Road – past two sets of traffic lights and it's on your right.
- Passerby 3** Thank you.
- Jed** No problem. You'll love it – it's the best museum in Oxford.
- Passerby 4** Thanks a lot.
- Passerby 3** I like this place.
- Passerby 4** Me too. Even the tourists are helpful.

3.16 p67 Exercise 8

- 1**
- Jack** Excuse me, can you tell me how to get to the shopping centre from here, please?
- Sam** Sure, no problem. Just go along this road and turn right at the square.

Go along Queen Street and turn right, and the shopping centre's on the left.

Jack How far is that?

Sam About five minutes.

Jack Great. Thanks!

2

Sia Excuse me, could you give me directions to the train station from here, please?

Man Certainly. Go along this road until the art gallery and turn left.

Then walk to the High Street and turn left.

Then you turn right and go along the road between the bus station and the park.

Go past the bus station, and the train station is on the left.

Sia Is it near?

Man Yes, just two or three minutes.

Sia Thanks a lot.

Man You're welcome.

3

John Excuse me, how do I find the nearest bank from here?

Woman Ah, that's in Princess Street.

To get there walk along the High Street and go past the town hall on the left.

Turn right and go past the bus stop.

Then turn left, go past the tourist office, and the bank is on the left.

John How long will it take to walk?

Woman About ten minutes.

John That's great, thanks.

Woman No problem.

3.18 p71 Exercise 3a & b

What did the earliest cities look like?

People organized them in a circle. At the centre of each city was the most important building. This was a religious building called a ziggurat. Everybody came to the ziggurat every week.

The richest and most powerful people lived nearest the ziggurat. So, around the ziggurat there were palaces for the king and all of the royal family.

After the royal family, the most important people were the government workers, because they could read and write. They worked in offices. As important as the government workers were the craftsmen. They made useful things and sold them in shops.

So, around the palaces there were lots of offices and shops. The workers lived there, too.

On the outside of the city were more houses. These were homes for the poorest people, and they were the smallest houses in the most crowded areas.

Around everything were the city walls. These walls were made of the strongest materials. They were to protect the city.

Unit 6

3.21 p72 Exercise 2

1

A I can't get my computer to work! The screen is frozen!

B Switch your computer off, then switch it on again.

A I tried that! It doesn't help.

B I don't know what else to suggest. Buy a new one?

A Great advice, thanks so much...

2

A Mum, I'm going to the park now.

B OK, but put on your jacket. The weather doesn't look good.

A OK.

B And take off your new shoes! They will get dirty. Put your boots on instead.

3

A Look at the mess in your room! Can you please put down your tablet and pick your clothes up off the floor?

B In a minute, Mum. I'm just finishing this game.

A Leo, do it now, please. I'm not waiting. I let you sleep in today!

B OK. Let me look for a save point in this game and I'll do it.

A Leo!

B OK! Sorry, Mum.

3.22 p73 Exercise 7a & b

Presenter Hello, and welcome. On today's programme we've got a special guest with us, Tom, and he's ready to help you with any problems you have today. Just send us a text and we'll invite you onto the show.

Presenter Here's our first caller, Jenna from Birmingham. Hi Jenna. What's your problem?

Jenna Hi. I just wanted some help for a friend.

Presenter Go on.

Jenna Susie is my best friend, but she moved to a new school a month ago. Now she's sad and quiet. She won't tell me what's wrong. I'm really worried about her.

Presenter Tom, can you suggest anything?

Tom Hi Jenna. Your friend's behaviour is worrying. You should look for somewhere quiet to talk to her and say that she should speak to an adult. Tell her she really should talk to someone.

Jenna OK, thanks. I'll do that.

Presenter Who's our next caller? Yes, it's Jake from Bristol. Jake, what's your problem?

Jake Well, I'm having trouble with Maths at school this year. I don't understand anything. I look for answers on the

internet and ask my friends, but I can't do it. What else can I try?

Presenter Thanks, Jake. So Tom, what advice have you got?

Tom Hi Jake. Don't worry, everybody has trouble with some subjects sometimes. You should try talking to your teacher about this. You shouldn't be nervous. Your teacher is there to help you.

Jake Thanks. OK, I'll ask.

Presenter Finally, we have Dora from Oxford. What's your question, Dora?

Dora Well, I'm not very organized. I sometimes forget to do things.

Presenter Thanks, Dora. Tom, can you help?

Tom Sure. Hi Dora! Do you make lists?

Dora Umm, sometimes. But then I put them down somewhere and lose them.

Tom OK, well, you shouldn't use different pieces of paper. You should get a small diary to write everything in. Then you should pick it up and check it every day. Or you can use your phone for notes.

Dora Actually, I prefer the idea of a diary. I'll try that. Thank you.

Presenter That's all we have time for now. Call in tomorrow! Bye for now and we'll talk again soon!

3.24 p74 Exercise 5

1 Can you hear me?!

2 Can you hear me?

3 [a voice singing or guitar playing well]

4 [guitar / piano being played badly]

5 **A** Whoa!

B Be careful!

6 1 times 3 is 3, 2 times 3 is 6, 3 times 3 is 9, 4 times 3 is 12

7 1 times 3 is 3, 2 times 3 is 6, 3 times 3 is 9, 4 times 3 is 12

8 Wow! I really enjoyed that film. It was fantastic!

9 What a depressing ending to that film... I feel terrible now.

10 Look! I can carry a box of eggs on my head! Ta dah!

11 Oops! Oh dear! I should look where I'm going next time!

12 **A** There's a clothes shop across the road. Let's go there!

B The road is busy here. Let's use the bridge to cross the road.

3.25 p75 Exercise 6a & c

1

Alfie Hey, are you using that dictionary? I need to look up some words.

Elsa Shhh!

Alfie Excuse me?

Elsa Look. It says you must talk quietly in here. People are trying to study.

Alfie OK. Are you using that?

Elsa Sorry? I can't hear you!

2

A Excuse me!

B Yes?

A Can you turn that down? The sign says you mustn't play music loudly here. It's annoying for other people.

B Where is it? I didn't see it.

A Over there.

B Huh. Oh, OK then. I'll use headphones.

A Thanks.

3

C Excuse me. Can you wait a minute, please?

D I'm sorry?

C The sign says that you must climb down safely. You mustn't go down when another person is on the climbing wall.

D Oh, OK. Sorry. I'll wait here and look down. Give me a thumbs up sign when you're finished.

C Thanks. I'll do that.

4

Alfie Oh, Elsa. Pick that up. You mustn't throw rubbish away carelessly like that. Look at the sign!

Elsa Hey, it was an accident. I didn't mean to. I always throw rubbish in the bin.

Alfie OK, OK. I'm sorry I said anything!

3.27 p76 Exercise 2a & b

1

Glen James decided to take the bag and the money to the police station. 'There was never any choice really,' he said. 'It's not my money.' The police gave Glen James a special award and the story went into the newspapers. Glen thought that was the end of the story. But a young man, Ethan Whittington, read Glen's story in the paper. He was so impressed by Glen that he put up a website about Glen and raised \$150,000 online for him. Ethan gave Glen the money. Glen was amazed by people's kindness.

2

Helen Clements and her children decided to open the car doors, because the car was now dangerously hot. They shouted for help. The safari park workers were still far away. The workers shouted loudly, 'You have to stay inside the car. The lions are too dangerous.' Helen shouted, 'We have to get out. The car's too dangerous!' The lions were standing round the car and watching. They were quite close now. The workers arrived and drove their jeep quickly into the area. They made a lot of noise to keep the lions away. The family got into the jeep as their car burnt and they got safely out of the lion area.

3.28 p77 Exercise 8a & b

Jake Hi Claire, it's Jake. We have to finish our History project this week. When shall we do it?

Claire Oh, yes. We should meet after school this week. This week's quite busy though.

Jake What about tomorrow? I don't usually have to do anything after school on Mondays.

Claire Sorry. I have to do swim training at four.

Jake Oh, of course. Tuesday then.

Claire Should be fine. ...let me check my diary. Oh no! I have to go to the dentist after school at half past three. Oh yuck. Oh and on Wednesday, I have to go to my grandma's for dinner. Mum and Dad are going out. What about Thursday? I don't have to do anything that day.

Jake I can't on Thursday. It's Art club. And on Friday we both have to do football training.

Claire And there's a match at the weekend. Kick-off is at two o'clock. We mustn't be late.

Jake And on Sunday I'm visiting family. But we really must finish this project. We need a few hours. We could do some work after the match, but that isn't enough time.

Claire I know! Come to my Grandma's house with me on Wednesday. We can work there and you can have dinner with us, too.

Jake Are you sure that's OK?

Claire I'll ask her. But it won't be a problem. She likes you!

3.30 p79 Exercise 3b

Lily See? I told you! That was great!

Jed Thanks. I'm just glad it's over. I think Grandma was the star, though.

Alfie Yeah, awesome, Mrs Marshall.

Grandma Thank you, Alfie.

Alfie So, Mrs Marshall, this red-back spider. How dangerous is it?

Grandma Well, the female spiders can be very dangerous. And they come into houses a lot when it's cold outside, so you have to be careful.

Lily Really?

Grandma Yes, I once found a red-back when I was putting on my shoes.

Lily Yuck! What did you do?

Grandma Well, I didn't want to touch it because they bite when they're angry, so...

Elsa Your grandma is cool, Jed.

3.34 p79 Exercise 7a & b

1

James Hi Steve, you play the piano so well. You really should play in the school concert this year.

Steve Oh, no. I really don't want to do that!

James Go on. Give it a try.

Steve I don't think so. I'm too shy.

Jack What have you got to lose? You'll enjoy it in the end.

Steve No, I won't! But maybe next year.

2

Son I can't run any more.

Father Don't give up now. Keep going! You only have one more kilometre.

Son Really?

Father Yes! You can do it!

Son OK. See you at the finish line.

Father Well done! You're doing so well!

3

Sally I can't finish this painting. It's terrible.

Teacher No, it isn't. It's looking good.

Sally Really?

Teacher Yes. Keep going. You have another hour.

Sally But the colours are all wrong!

Teacher No, just that one. Come on, you really have to finish it. Don't give up now.

Sally OK, then. Thanks.

3.35 p82 Exercise 1b

Hi, class. I'm going to introduce you to my home country in this little talk. My friends persuaded me to do this! So – welcome to Australia!

Here are some facts and figures for you.

The official name of my country is 'The Commonwealth of Australia.'

The Australian flag is called the Southern Cross because of the stars on it. We can always see these stars in the night sky in Australia. We also have the British flag in the corner.

The capital city is not Sydney! And it's not Melbourne. It's...? Any idea? Didn't think so! It's Canberra. But Sydney is the largest city in Australia.

The population is nearly twenty-four million. That's not many people for such a big space!

We use the Australian dollar for money.

The official language is English – of course! But Australian English is a bit different!

Instead of saying 'Hello', we often say 'G'day, mate!'

The weather isn't always sunny! It can be cold and rainy in winter. And remember – our winter is your summer. We have Christmas on the beach in summer!

Now: sports! We love our sports – team sports and water sports. In fact, we have our own sport called Australian Football.

And finally – what is Australia most famous for? Lots of things, obviously! But, what do you think?

Read my handout on Australian geography and history and you decide!

Workbook answer key

Unit 1 Me and my life

1A New friends

1 2 Andy 3 Cassie 4 Andy 5 Andy 6 Bill 7 Cassie
8 Andy 9 Bill

2 a Tom b Mel c Ben d Izzy

3 1 tall 2 curly 3 short 4 straight 5 fair 6 smile
7 clever

4 Students' own answers.

5 2 does 3 doesn't go 4 plays 5 like 6 do (you) do
7 get up 8 have 9 listen 10 take 11 Do (you) go
12 don't like

6 2 I hardly ever play computer games.
3 My mum and dad often go shopping at the weekend.
4 They don't usually listen to music.
5 My brother sometimes takes the dog for a walk after school.

7 2 What do you sometimes have for breakfast?
3 What do you never do at school?
4 When do you usually see your friends?
5 What do you always do in the evening?

8a 2 always 3 often 4 sometimes 5 never

8b 2 F
3 T
4 T
5 F His favourite sports include kayaking and surfing.
6 F One of his favourite sports is football.

9a 2 hair 3 eyes 4 smile 5 good 6 usually 7 plays

9b Students' own answers.

1B New school

1 1 timetable 2 tablet 3 ruler 4 dictionary
5 pinboard 6 waste-paper basket 7 bookshelf
8 notebook 9 clock 10 projector
missing word: interactive whiteboard

2 2 History 3 Biology 4 Geography 5 PE 6 Art
7 Chemistry 8 Maths

3 Students' own answers.

4 2 No, he isn't. He's texting.
3 No, they aren't. They're running.
4 Yes, she is.
5 Yes, they are.
6 Students' own answers.

5a 2 is showing 3 'm watching 4 's looking 5 'm waiting

5b B popcorn C sister

6a 2 Dad is cooking.
3 Mum is gardening.
4 Sandra is texting on her phone / using her phone.
5 The dog is eating.

6b Students' own answers

1C New home

1 2 F They normally get up at 7 a.m., but today they aren't.
3 T
4 T
5 T

2 2 At the moment 3 usually 4 today 5 In this picture
6 regularly

3 2 do you go to the sports centre
3 are you making
4 does he play tennis
5 is she watching / doing
6 do they do their homework

4 2 is making, wants 3 drive, have got 4 am studying,
know 5 is looking, needs 6 play, think

5 2 Chantal 3 Chantal 4 both 5 both 6 Dwayne

6 2 're staying 3 think 4 has got 5 am learning
6 want 7 have 8 am eating

7 Students' own answers.

1D Getting on

1 2 Can I tag along?
3 Want to join us?
4 A little bit.
5 What are you up to?

2 2 d 3 a 4 c

3 1 Can I make a sandwich?
Go right ahead. There's ham in the fridge.
2 Could I have a look at your coursebook, please?
Sure. We're on page 17.
3 Could I speak to Cathy, please?
No problem. Just a minute. Cathy, there's someone at the door for you!
4 May I use your phone for a minute, please?
I'm sorry, that's not possible at the moment. I'm just making a quick call.

4b 2 present, /z/ 3 please, /z/ 4 friends, /z/ 5 start, /s/
6 upstairs, /z/ 7 use, /z/ 8 thinks, /s/

5a 1 c 2 a 3 b

5b a ✓ b ✓ 3 x

6 4, 3, 7, 3, (1), 6, 5

7 Students' own answers.

Progress check

- 1 2 straight 3 glasses 4 friendly
- 2a 2 dictionary 3 notebook 4 paint 5 coursebook
6 pen 7 waste-paper basket 8 ruler
- 2b 2 Sophie is putting a picture on the pinboard.
3 Sue is using a projector.
4 Tom is using a / his tablet.
5 Jenny is drawing her picture in her ring binder.
6 She's using a pencil.
- 3 2 Chemistry 3 Biology 4 Physics 5 English
6 History 7 Maths
- 4 2 Sue and Ted never drink cola.
3 Amy sometimes plays tennis.
4 I usually / often go to the sports centre on Saturdays.
5 Ross hardly ever watches TV in the evenings.
6 We always visit our grandparents on Sundays.
- 5 2 are (you) reading 3 am finishing
4 Are (you) having 5 'm / am not doing
- 6 1b is walking 2a am playing 2b play 3a takes
3b am taking
- 7 2 'm writing 3 Do you like 4 make 5 want 6 hope
- 8 2 Sure 3 right ahead 4 Thanks 5 problem

Unit 2 Survival!

2A What's the weather like?

- 1 2 cold, snowing 3 freezing, hailing 4 sunny, raining,
rainbow 5 hot, sunny 6 warm, cloudy 7 foggy
- 2 Students' own answers.
- 3b 2 helped 3 decided 4 walked 5 started 6 slipped
7 injured 8 tried 9 watched 10 stayed 11 looked
12 started 13 used 14 listened 15 barked, barked
16 arrived
- 4 2 How much rain was there? There was a lot of rain.
3 How many dogs were there? There were three dogs.
4 How many rescuers were there? There were hundreds of
rescuers.
5 How many helicopters were there? There were two
helicopters.
- 5 2 worked, in, listened, in 3 On, arrived, at, in
4 stayed, in 5 wanted, at
- 6 2 on, I was born on 3 in, I was born in 4 at, I was
5 at, I was 6 on, I was
- 7 2 The weather was cloudy, but warm.
3 The weather wasn't good in the afternoon.
4 The boys stopped because of the weather.
5 The boys weren't safe under the tree.
6 Ben's dad used his phone to find them.

2B The lost tribe

- 1 2 Were, No, we weren't. We were at the beach.
3 Was, No, she wasn't. She was in the garden / at home.
4 Were, Yes, I was.
5 Were, No, they weren't. They were at a party.
6 Was, Yes, I was.
7 Was, No, she wasn't. She was in the park.
8 Was, No, he wasn't. He was happy.
- 2 2 took 3 saw 4 went 5 ran 6 found 7 did
8 ate
- 3 Students' own answers.
- 4a 2 feed 3 practise 4 pack 5 eat 6 make
- 4b 2 Yes, I did. I fed the dog at four o'clock.
3 No, I didn't.
4 No, I didn't.
5 Yes, I did. I ate a ham sandwich and an apple.
6 Yes, I did.
- 5 Students' own answers.
- 6 2 went 3 went 4 walked 5 travelled 6 climbed
7 wanted 8 wore 9 took 10 drank
- 7 Students' own answers.

2C Young survivors

- 1 2 volcanic eruption 3 hurricane 4 avalanche 5 flood
6 snowstorm 7 tornado 8 earthquake 9 tsunami
- 2 2 g 3 f 4 d 5 b 6 h 7 a 8 e
- 3 2 did, watch, for four hours
3 did, go, for two weeks
4 did, do, on Monday 12th
5 did, get, every day
6 did, see, yesterday evening
- 4 2 How often did you speak English in class last week?
Student's own answer.
3 When did you do homework last week? Student's own
answer.
4 How long did you study in the evening last week?
Student's own answer.
5 What else did you do last week? Student's own answer.
- 5 2 F He was in the river.
3 F He likes swimming a lot.
4 F He saw a wall of water.
5 T
6 T
- 6 1 D 2 B 3 A 4 C
- 7 Students' own answers.

2D It all went wrong!

- 1 2 Exactly 3 It isn't funny 4 Guys, guys
- 2 2 g 3 e 4 a 5 f 6 h 7 b 8 c
- 3 2 poor you 3 That's a real shame 4 Oh no
5 bad luck 6 Sorry about that 7 Never mind
8 It really doesn't matter

4a

	Same	Different
1 tennis never	✓	
2 weather tea		✓
3 week meal	✓	
4 friendly test	✓	
5 mend when	✓	
6 bell she'll		✓
7 complete head		✓
8 cheek beach	✓	
9 field fell		✓

4c

/e/	/i:/
never	tea
weather	week
friendly	meal
test	she'll
mend	complete
when	cheek
bell	beach
head	field
fell	

5a 1 a 2 b 3 a

5b

	Who helps?	Suggestion?
1 Tina	Mum	watch TV
2 Kylie	Emma	send a text to say sorry
3 Fred	Grandpa	mend it

6 Students' own answers.

Progress check

- 1 2 e 3 f 4 d 5 h 6 g 7 a 8 c
 2 2 a flood 3 a tsunami 4 a blizzard 5 an avalanche
 6 an earthquake 7 a hurricane

- 3 2 Did Anna go to bed at 9.00?
 3 I saw that film last week.
 4 We did all our homework last night.
 5 You didn't visit Grandma on Saturday.
 6 He didn't go to the match yesterday.
- 4 1 was 2 wasn't, was 3 were, weren't 4 was
 5 was, weren't 6 was
- 5 2 at 3 in 4 in 5 on 6 at 7 in 8 at 9 on
 10 in 11 at 12 on
- 6 2 When did they meet? They met last year.
 3 Why did she learn the guitar? She wanted to play in a band.
 4 Did you play video games yesterday? No, I didn't. I went to the park.
 5 How did you come to school today? I came by car.
 6 How often did he go to the cinema last week? He went every day!
 7 What did you get for your birthday? I got a new phone.
 8 When did they visit China? They visited China last summer.
- 7 2 finish 3 you 4 Oh no 5 Never mind

The Best Detective in Town? Episode 1

- 1 2 beard 3 handbag 4 station 5 uncle
 The secret word is train.
- 2 2 was 3 had 4 have 5 had 6 was
- 3 3 F The big man with the beard didn't steal the woman's phone.
 4 F The big man didn't have a disguise.
 5 T
 6 T
 7 F Agatha didn't call the woman's phone. / Ollie called the woman's phone.
 8 T

4a 2 b 3 a 4 c 5 d

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

- 5 2 Why, Mike was behind a newspaper.
 3 Who, Mike had sunglasses.
 4 What, The big man did judo.

6 a 2 b 3 c 1 d 4

7 1 b 2 c 3 a 4 c 5 a 6 c

- 8a** 2 's got / has got; C
 3 's got / has got; A
 4 's wearing / is wearing; C
 5 's playing / is playing; A
 6 's eating / is eating; C
 7 's wearing / is wearing; B
 8 's got / has got; B
 9 's got / has got; B

8b Students' own answers.

9 Students' own answers.

Unit 3 Food and health

3A Food and drink

1 2 rice 3 cheese 4 lamb 5 yoghurt 6 crisps
7 coffee 8 eggs 9 chicken 10 fish 11 pasta
12 wholegrain bread 13 milk 14 fruit juice 15 ham
16 sausages 17 cola 18 potatoes 19 sandwiches
20 tea 21 carrots 22 grapes 23 strawberries
24 bananas 25 lemonade 26 tomatoes

2 2 cheese 3 ham 4 an apple 5 A cup of tea

3 2 U 3 C 4 C 5 C 6 U 7 U 8 U 9 U 10 C
11 U 12 U 13 C 14 U 15 U 16 U

4 2 - 3 - 4 - 5 a 6 - 7 - 8 a 9 -
10 - 11 - 12 - 13 - 14 - 15 an

5 Students' own answers.

6 2 cheese 3 sausages 4 crisps 5 strawberry
6 lemonade

7 Students' own answers.

3B Going shopping

1 2 a loaf of 3 a glass of 4 a cup of 5 a bowl of
6 a carton of 7 a box of 8 a tin of 9 a kilo of

2 2 plate 3 cup 4 pot 5 bag 6 bar

3 2 In picnic A there are some grapes / there's a kilo of grapes, but in picnic B there are some strawberries / there's a kilo of strawberries.

3 In picnic A there are two bars of chocolate, but in picnic B there are three bars of chocolate.

4 In picnic A there are two yoghurts, but in picnic B there are three yoghurts.

5 In picnic A there is one slice of cake, but in picnic B there are three slices of cake.

4 3 Yes, there's a loaf of bread.

4 No, there aren't any sandwiches.

5 No, there isn't any juice.

6 Yes, there's a cup of coffee.

7 No, there aren't any strawberries.

5a 2 cereal 3 two packets of 4 eggs 5 two bottles of
6 three loaves of 7 butter

5b 2 A 3 some 4 A 5 any 6 packet 7 any
8 some 9 a 10 a 11 some 12 a

5c They need two cartons of milk, not one.
They need two packets of ham, not one.

6a Students' own answers.

6b Students' own answers.

3C Eating well

1 How much?: milk, lamb, food, cheese, fruit, ham,
lemonade, pasta

How many?: sausages, grapes, people, books, children,
carrots, pencils

2 2 a 3 How much 4 Not much 5 How much
6 a lot 7 some 8 How many 9 How much
10 some

3 2 How many apples are there? There are a lot of apples.

3 How many eggs are there? There aren't any eggs.

4 How much bread is there? There's a lot of bread.

5 How much orange juice is there? There's some orange juice.

6 How many bananas are there? There are some bananas.

7 How much butter is there? There isn't any butter.

8 How much water is there? There's a lot of water.

4 2 How many 3 How many 4 How much

5 How much 6 How much 7 How many

Students' own answers.

5a 2 food 3 some 4 cheese 5 wholegrain 6 water

5b 1 Teenage athletes need to eat a lot of food.

2 How much, They need to eat some meat, milk and cheese.

3 How many, They need to eat a lot of vegetables every day.

4 How many, They need to eat some good fat every day.

5 How much, They need to drink a lot of water.

6 How many, They need to drink at least 12 glasses of water a day.

6a **Breakfast:** (cereal with) milk, a glass of orange juice

Lunch: a cheese sandwich, a banana, a bar of chocolate, some diet cola

Dinner: some beef stew with carrots and potatoes, cooked apple and ice cream, a glass of water

Snacks: crisps and biscuits

6b **Breakfast:** eggs with wholegrain toast, fruit (not juice)

Lunch: chicken and salad, water

Snacks: one or two unhealthy snacks are OK if you eat healthily at mealtimes

6c 1 vegetables 2 sugar 3 breakfast 4 eggs

5 wholegrain 6 chicken 7 salad 8 water

9 fruit juice 10 cola

3D Eating out

1 2 A what? 3 Like what? 4 What do they know?

5 ...and all that.

2 2 Sure. I'll open it now.

3 No, I can't. I'm busy. Why can't you make them?

4 Happy to. When's the party?

5 Of course. I'll wash the dishes.

6 No, I can't, I'm sorry. I'm too busy. Here's some money for the bus.

7 No problem. But I need them back for football later.

3b /ɑ:/: hard, can't, banana, party, car, carton

/æ/: pasta, thanks, lamb, carrot, packet

- 3d 2 carrot 3 ham 4 carton 5 apple 6 bar 7 bag
8 tomato 9 snack

/ɑː/	/æ/
carton	carrot
bar	ham
tomato	apple
	bag
	snack

- 4 2 Do your homework.
3 Write milk on the list.
4 Tidy up.
5 Feed the dog.
6 Don't text in class.
- 5 2 Sure 3 can 4 problem 5 sit down 6 Can you
7 can't 8 sorry 9 Take 10 Thank 11 Could you
12 please 13 Happy 14 No

Progress check

- 1 2 strawberries 3 lamb 4 potatoes 5 chocolate
6 sausages 7 carrots 8 fruit juice
- a strawberries b chocolate d potatoes e carrots
f fruit juice g sausages h lamb
- 2 2 d 3 a 4 g 5 e 6 c 7 f 8 b
- 3

Countable	Uncountable
2 an egg	5 cheese
3 a sandwich	6 ham
4 a sausage	7 pasta
	8 water

- 4 1 some 2 some, any 3 any, any 4 some, some
5 some, some, some, any 6 any, some 7 some, any
8 any, some
- 5a 2 many 3 much 4 much 5 many 6 much
- 5b 1 f 2 d 3 a 4 b 5 c 6 e
- 6 2 any, a lot of 3 some 4 a 5 a lot of 6 much
- 7 2 Sure 3 Thanks 4 could you 5 Happy 6 Put them
7 problem 8 Could you help 9 Of course
10 Can you 11 No 12 Thank you

Unit 4 High-tech

4A Online

1

parts of a computer	the internet	other
keyboard	password	laptop
printer and scanner	search engine	tablet
touchscreen	virus	wireless router
camera	Wi-fi	

- 2 1 camera 2 laptop 3 keyboard 4 charger
- 3 2 post 3 go online 4 tablet 5 Wi-fi 6 upload
7 vlog 8 vlogs 9 website 10 online 11 laptop
12 password 13 video game 14 online
15 downloaded
- 4a 2 Buses and trains won't disappear.
3 Every family will drive an electric car.
4 Students won't go to school.
5 We will grow food in the centre of cities.
6 We won't have cures for all illnesses.
- 4b Students' own answers.
- 5b 2 will (they) work 3 will tell 4 will know 5 will show
6 will have 7 won't have 8 won't use 9 will be
10 will (only) come 11 will operate 12 will collect
13 won't be 14 will be
- 6 2 Will (robots) do 3 Will (we) live 4 Will (aliens) travel
5 Will (you) be 6 Will (we) use
- 7 Students' own answers.

4B Great ideas

- 1a 2 e 3 f 4 d 5 c 6 h 7 g 8 i 9 a 10 b
- 2 drone 3 smartwatch 4 e-reader 5 earphones
6 3D printer 7 smartphone 8 games console
9 electric car
- 1b virtual reality headset

2

	first choice	second choice
Ollie	drone	smartwatch
Bella	driverless car	virtual reality headset

- 3 2 's going to fall.
3 're going to miss the bus.
4 's going to win (the race).
5 're going to eat (dinner).
6 'm going to see a film.

- 4 2 No, she isn't going to get the bus to school. She's going to walk to school.
 3 No, she isn't going to be untidy. She's going to tidy her bedroom.
 4 No, she isn't going to eat sweets. She's going to eat healthy food.
 5 No, she isn't going to be a lazy student. She's going to finish all her homework.
- 5 2 a, b 3 a, b 4 b, c 5 a, c 6 a, b
- 6 Students' own answers.

4C Computer games

- 1a 1 will 2 won't 3 will 4 will 5 will 6 will
 7 will 8 won't
- 1b 2 T
 3 F Andra doesn't do what Joel says.
 4 T
 5 F Joel is annoyed with Andra.
- 2 2 'll phone my mum and ask 3 won't be late 4 won't forget
 5 'll have pizza 6 'll watch it later
- 3 Students' own answers.

4D First-time vlogger

- 1 2 All set, everyone? 3 Boo! 4 I know you'll find this amazing.
- 2 1 b 2 c 3 d 4 a 5 e
- 3 1 B Let me help you with that box.
 A Are you sure? It's heavy!
 2 B Can I help you with that tablet?
 A Yes, please! I can't download this film.
- 4 2 online 3 Let 4 Why 5 I'll 6 website 7 course
 8 should
- 5a 2 wine 3 waste 4 vent 5 west 6 vale 7 wet
 8 while 9 verse

5c

/v/	/w/
vine	went
vast	whale
vest	worse
vet	
vile	

- 6b 1 went, vent 2 vest, very, wet 3 verse, worse
 4 whale, west
- 7 2 Shall I make you a cup of tea?
 3 Would you like to have something to eat?
 4 Shall I take the dog for a walk?
 5 Shall I help you with that?
 6 Why don't I ask a friend to help?
- 8 Students' own answers.

Progress check

- 1 2 charger 3 keyboard 4 laptop 5 printer and scanner
 6 tablet 7 touchscreen 8 wireless router
- 2 2 password 3 virus 4 blog, go online
 5 social media sites 6 download
- 3 2 h 3 a/c 4 f 5 a/c 6 g 7 e 8 b
- 4 2 won't play 3 will get 4 won't go 5 will be
 6 Will (you) come 7 will (you) arrive
- 5 1 will win
 2 I think / I don't think, will rain
 3 I think / I don't think, will pass
 4 I think / I don't think, will replace
 5 I think / I don't think, will discover
- 6 2 Are Beth and Harriet going to play football? Yes, they are.
 3 Is Dave going to play football? No, he isn't.
 4 Are Beth and Dave going to go online? Yes, they are.
 5 Is Harriet going to go online? No, she isn't.
 6 Are Beth and Harriet going to visit a chatroom?
 No, they aren't.
 7 Is Dave going to visit a chatroom? Yes, he is.
- 7 2 won't go 3 'll carry 4 'll buy 5 won't tell 6 'll try
- 8 2 really kind of you 3 should 4 Why don't you
 5 That's great

The Best Detective in Town? Episode 2

- 1 2 b 3 c 4 a 5 b
- 2 2 was 3 made 4 got 5 put 6 wanted 7 drank
- 3 2 No, she didn't. 3 No, they don't. 4 Yes, he did.
 5 No, he didn't. 6 No, he didn't. 7 Yes, she did.
- 4a 2 What's he going to do now?
 3 Can I have some hot chocolate, please?
 4 That's a lot of money.
- 4b b 2 c 1 d 4
- 5a 2 plates 3 slices 4 bowls 5 cups
- 5b 1 four 2 two 3 four 4 two 5 three
- 6 a 3 b 1 c 2 d 4
- 7 2 b 3 a 4 b 5 b
- 8 Students' own answers.

Unit 5 City and country

5A In the city

- 1 2 fountain 3 bridge 4 stadium 5 clock
 6 monument 7 tower 8 palace 9 tunnel
 10 cathedral
- 2 2 Park 3 Museum 4 art gallery 5 Station 6 Bridge
 7 River 8 Statue
- 3 2 stadium 3 tunnel 4 station 5 river

4

Adjective	Comparative
beautiful	more beautiful (than)
Friendly	friendlier (than)
nice	nicer (than)
big	bigger (than)
famous	more famous (than)
easy	easier (than)
wonderful	more wonderful (than)
sunny	sunnier (than)
hot	hotter (than)
bad	worse (than)
tall	taller (than)
old	older (than)

- 5 2 Brooklyn Bridge is wider than Tower Bridge.
 3 Mumbai is hotter than Oslo.
 4 A drone is more expensive than earphones.
 5 Elephants are heavier than lions.
 6 English / Science is more difficult than Science / English.
 7 Dogs / Cats are better than cats / dogs.
- 6 2 Britain isn't as cold as Iceland.
 3 K2 isn't as high as Everest.
 4 A horse isn't as fast as an ostrich.
 5 John is as happy as Ted.
 6 Texas is as hot as Florida.
- 7 Students' own answers.

5B In the country

1

Adjective	Comparative	Superlative
quiet	quieter	the quietest
loud	louder	the loudest
happy	happier	the happiest
hard	harder	the hardest
fast	faster	the fastest
far	further	the furthest
good	better	the best
bad	worse	the worst

- 2 2 London is the biggest 3 Asia is the largest 4 Yuma, Arizona, is the sunniest 5 Bangkok is the most popular

- 3 2 the most popular 3 the tallest 4 the most famous
 5 the longest 6 the sunniest 7 the wettest
 8 the best

- 4a 2 the most amazing 3 hilliest 4 most beautiful
 5 largest 6 liveliest 7 best 8 most fantastic

- 4b 2 Waiheke 3 beaches 4 Auckland 5 ferry
 6 bungee jump 7 Sky Tower

- 5 2 square 3 summer 4 prettiest 5 best

5C Out and about

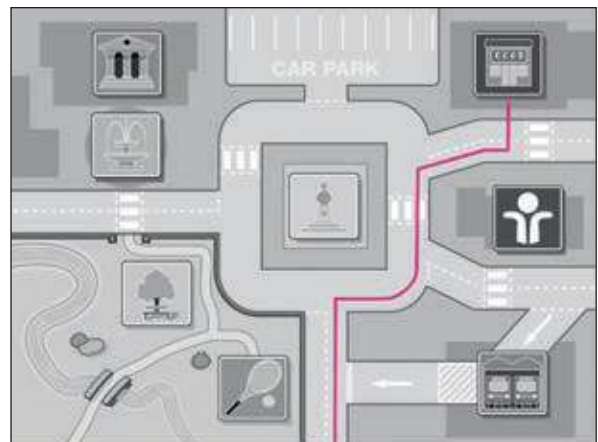
- 1 2 next to 3 in the middle of 4 over
 5 between 6 behind 7 on the corner 8 opposite
 9 in front of 10 through

- 2b 1 museum 2 car park 3 bank 4 fountain 6 river
 7 park 8 leisure centre 9 footbridge 10 tennis court
 11 bus station

- 3 2 the 3 the 4 an 5 a 6 The 7 a 8 the 9 an
 10 the 11 the

- 4 1 the 2 the, - 3 -, the, - 4 The, the, the 5 the, the
 6 the, The 7 a 8 a, an, an, the

5a



- 5b 2 Italy 3 Florence 4 knows 5 cathedral

- 6b 2 The 3 the 4 the 5 a 6 the 7 a 8 the 9 -
 10 the 11 an 12 the 13 the 14 - 15 -

5D A tour of the city

- 1 2 I'm not from around here. 3 Thanks anyway.
 4 I've got this. 5 You made it! 6 trick question

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

- 4 1 Turn right, turn left
 2 Go along, Go over the, Go past the, turn left, Go along
 3 turn right, go straight ahead, take the second turning on the left

- 5 Students' own answers.

Progress check

- 1** 2 stadium 3 museum 4 palace 5 art gallery
6 tower
- 2** 2 next to 3 behind 4 in front of 5 in the middle
6 between
- 3** 2 more exciting than 3 longer than 4 hotter than
5 better than
- 4** 2 Poppy is the biggest.
3 Rover is the most dangerous.
4 Riley is the friendliest.
5 Riley is the oldest.
- 5** 2 isn't as busy as Susan
3 isn't as difficult as Maths
4 isn't as hot as Rome
5 weren't as bad as mine
5 isn't as wide as the Pacific Ocean
- 6** 1 a, The, the 2 a, The 3 a, a, The, the 4 a, The
5 a, the, the, the, the 6 the, the, an
- 7** 1 - 2 The, - 3 -, the 4 the, -, - 5 -, the, -, the
6 -, the, - 7 -, -, the
- 8** 2 You're welcome.
3 Could you give me directions to the park, please?
4 How long will it take to walk there?
5 It's opposite the tower on the right.
- 9** 1 Could you give me directions to the park, please
2 take the first turning on the right
3 It's opposite the tower on the right
4 How long will it take to walk there
5 You're welcome

Unit 6 What's the matter?

6A Problems

- 1** 2 pick up 3 put on 4 Take off 5 turn up
6 switch (it) off 7 Look at 8 look for 9 Turn down
10 put down 11 Wake up 12 sleep in
- 2** 2 shouldn't 3 should 4 should 5 shouldn't
6 shouldn't
- 3** 2 **A** Andy's a bit sad.
B You should ask him what the matter is. You shouldn't leave him alone.
3 **A** Tom likes Christine.
B He should speak to her. He shouldn't be shy.
4 **A** Jill wants a new bike.
B She should buy the cheap one. She shouldn't buy the expensive one.
5 **A** We're really bored.
B You should read a book. You shouldn't use social media.

4a Advice 1 B **Advice 2** A

- 4b A** Should talk to parents & teachers / shouldn't be afraid to explain problems / should see a doctor.
B Shouldn't spend all the time studying / should do some sport/should eat fruit / shouldn't eat a lot of biscuits and chocolate.

4c Students' own answers.

6B Rules

- 1** 2 tidily 3 dangerously 4 slowly 5 badly 6 carefully
- 2** Students' own answers.
- 3** 2 You must stop here.
3 You mustn't enter here.
4 You mustn't turn right.
5 You must queue here.
6 You mustn't play with a ball here.
7 You mustn't eat or drink here.
8 You must wear a seatbelt.
- 4** 2 must, D 3 must, A 4 mustn't, 5 must, C
6 mustn't, F
- 5** Students' own answers.

6C Dilemmas

- 1** 2 We have to make an emergency landing.
3 We have to land in the Hudson river!
4 Everyone has to leave the aircraft!
5 We have to help them!
- 2** 2 T
3 F The plane had to land in the Hudson River.
4 F A lot of passengers jumped into the freezing water because they were scared.
5 F By 3.55 p.m., all of the passengers were going to hospital.
6 T
- 3** 2 have to play 3 don't have to do 4 have to look after 5 have to write 6 don't have to finish
7 have to bake 8 have to visit
- Alice**
Tuesday – look after little brother
Thursday – bake birthday cake
- Sara**
Monday – play the piano at music club
Wednesday – write History essay
Friday – visit cousins
- 4** Students' own answers.
- 5** Students' own answers.

6D Go on. Give it a try!

1 2 I so don't have to. 3 I'll think about it. 4 No way!
5 remember?

2 2 f 3 d 4 a 5 c 6 e

3 2 You shouldn't 3 Give it a try 4 don't give up
5 you can do it 6 have you got to lose

4b 2 online 3 happy 4 begin 5 lucky 6 must
7 suppose 8 swim

5

	Problem	Suggestion
Sonya	'I can't do all these exams.'	You really must go to bed early.
Andrew	'I can't make this table.'	Just fix one leg and paint it.

6 2 on 3 to lose 4 Go 5 a try 6 Maybe

7 Students' own answers.

Progress check

1 2 took 3 put 4 Switch 5 turn 6 pick 7 look
8 wake 9 switch 10 Put 11 Look 12 sleep

2 2 carefully 3 safely 4 quickly 5 carelessly 6 loudly
7 quietly 8 nicely

3 2 shouldn't go 3 should have 4 shouldn't go out
5 should ask

4 2 mustn't 3 mustn't 4 must 5 must 6 mustn't
7 mustn't 8 must 9 mustn't

5 2 don't have to go 3 have to stay 4 don't have to go
5 have to take 6 has to study 7 don't have to eat
8 has to hurry 9 don't have to go

6 2 Come on, you can do it! – E
3 What have you got to lose? – P
4 I don't think you should do it. – P
5 Don't give up! – E
6 Go on. Give it a try. – P
7 You really must do it. – P

7 2 think so 3 can 4 going 5 to lose 6 problem

The Best Detective in Town? Episode 3

1 2 Agatha wanted an ice cream.
3 There was a car outside the bank.
4 The man in the car had a newspaper in his hands.
5 There was an ice cream van near the statue.
6 Mike stopped the criminals with the ice cream van.
7 The bank robbers were the most dangerous criminals in the city.
8 The police officer called Mike a good detective.

2 2 You shouldn't park here.
3 Where's the nearest ice cream shop?
4 How did you know?
5 You don't have to be a detective all the time.

3 the man in the car 1 Ollie 2 Agatha 5
the police officer 4

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

5 Students' own answers.

6 a 2 b 4 d 5 e 3

7 2 asks for Mike's autograph.
3 runs (away).
4 stole / took Mike's wallet.
5 detective should have a clever niece (like Agatha)!

8 Students' own answers.

Workbook audio scripts

02 p2 Exercise 2

- A** Who are these people?
B These are my friends. Tom's my best friend. He's the one with short, blond hair and a nice smile.
A He looks friendly.
B Yes, and he's funny, too.
A Who's the girl?
B Which one?
A The girl with long, straight hair, glasses and the nice smile.
B That's Mel. She's nice. She's kind and friendly.
A She looks clever.
B Yes, she is.

03 p5 Exercise 5

- Jack** Hi, Dan. What are you doing at the moment? Do you want to see a film with me in half an hour? The cinema is showing the new Spiderman one and it's half price with free popcorn! Ask Eddie, too.
Dan Hi, Jack. I'm watching TV at Eddie's house. Yes, I can come, but Eddie can't.
Jack Why can't he?
Dan He's looking after his sister.
Jack OK. I'm waiting at the corner of Church Road for you. See you in a minute.
Dan OK.

05 p9 Exercise 5

- 1**
Joe Hi, Henry. Can I please borrow your skateboard this afternoon?
Henry Um, I'm sorry, no.
Joe What? Why not?
Henry Because you aren't very careful with it. You always break things.
Joe No, I don't! ... Dad! Henry says I can't borrow his skateboard!
2
Edith Excuse me, is this seat free?
Jenna Yes, I think so.
Edith May I take it, please? I want to join my friends.
Jenna Sure. Go right ahead.
Edith Thank you.
3
Isaac Mum, could I go on the school trip next month, please?
Mum Of course. Where are you going?
Isaac To London. It's a trip to the Science Museum.
Mum No problem. Sounds great! How much is it?

Isaac I'm not sure. The school is sending more information soon.

Mum OK. Well, I'm sure it won't be expensive.

Isaac Thanks, Mum.

07 p13 Exercise 7

I've got a new bike and I love it! Last weekend, I decided to go for a long bike ride with my friend Alex. We started early in the morning when the weather was cloudy, but warm. We packed some sandwiches, snacks, and some drinks.

The bike ride was great fun! But soon the weather changed and it started to rain. We stopped and changed our clothes, and then we continued. We don't mind the rain!

Later, it was very windy. It's difficult to cycle in the wind, so we stopped under a tree to have lunch.

Suddenly, there was a huge storm with a lot of rain and wind. Being under a tree is very dangerous in a storm and it was scary, but there was nowhere to go!

I called my dad and he was really worried. He asked us exactly where we were. I tried to give directions, but my dad used his phone to find us. He can find all of the family with his phone! Very soon he arrived in his car. We were really happy to see him. We were really wet too!

08 p17 Exercise 5

Interviewer So, Darren, when and where did the disaster happen?

Darren It happened last year in my home state of Illinois.

Interviewer And where were you?

Darren I was in the river with my brother and a friend.

Interviewer Why were you there?

Darren Because we like swimming a lot!

Interviewer What happened?

Darren Well, there was a storm in the next town up the river. Then there was a big flood down the river. We saw a wall of water ten metres high!

Interviewer Wow! What did you all do?

Darren My brother and my friend got out of the river, but I didn't. The water was too strong.

Interviewer Oh no! So how did you survive the flood?

Darren I held on to a tree!

Interviewer And how long were you there?

Darren I was there all night.

Interviewer Oh no! Were you hurt?

Darren No, I wasn't. I only had a few cuts. I was very lucky!

11 p19 Exercise 5

- 1**
Mum What's wrong, Tina?
Tina I had a terrible day at school.
Mum Oh, no. Poor you. Sorry to hear that. What was wrong?
Tina Everything. It was just a really bad day.
Mum Never mind. Watch some TV and relax. I'll make you a sandwich and we can talk about school later.
Tina That's great. Thanks, Mum!

- 2**
Emma Kylie, you look upset. What's wrong?
Kylie I had an argument with Maria.
Emma That's a real shame! What was it about?
Kylie Nothing much. It was silly. I said something stupid.
Emma Oh no. Never mind. Get your phone now and text her and say you're sorry.
Kylie Yes, you're right. Thanks, Emma. I'll do it now.

- 3**
Grandpa What's the matter, Fred?
Fred I broke Dad's bike. Look.
Grandpa Oh, bad luck.
Fred It was an accident. I was moving it in the garage and it fell over. What can I do?
Grandpa Give it to me. It's not that bad. I can mend it.
Fred Really, Grandpa? That's awesome. Thanks!

12 p23 Exercises 6 & 7

- Police Officer** What happened, Mrs Primrose? Please tell me everything.
Mrs Primrose Everything? OK, my name is Evelyn Primrose. I was born in nineteen-thir- ...
Police Officer No, please tell me everything about this afternoon. What happened?
Mrs Primrose Well I always come to the city on the two-thirty train, every Thursday afternoon. I like to go to the shops. But today I couldn't find my phone when I arrived at the station. Two very nice young people helped me.
Police Officer And what about this man? Did he help you?
Mrs Primrose No, not really. He wanted to go running with his friend, I think.
Police Officer What happened after the man called you a thief, Mr Gripper?
Gripper Then he pulled my beard. I ... was a little bit angry.

Police Officer A little bit?

Gripper OK. I was very angry. I wanted to...tell him that, but he ran away.

Police Officer Did you want to do some judo on him, too?

Gripper Erm...maybe.

Police Officer And did you catch him?

Gripper No. He was quite fast. First he ran behind the train station. Then he ran back into the station again. And then he went into the station shop and hid. I couldn't see him.

Police officer And tell me again. What did he look like? ...

Police Officer Excuse me, sir. Were you at the station at three o'clock today?

Mike Yes, I was.

Police Officer Did you see a tall man in a hat?

Mike Yes. Yes, I did. He had a nice friendly smile and kind eyes. Who is he?

Police Officer We don't know his name yet. He's a detective.

Mike Wow! He's probably very clever.

Police Officer Hmm. I'm not sure... If this man's really a detective, he's a terrible one!

Mike Don't worry, children. It's me. I'm wearing a disguise.

Agatha Yes, Uncle Mike. We know.

Ollie Can we go now, please?

13 p25 Exercise 6

A Can I help you?

B Yes please. Can I have a cheese and tomato sandwich, please?

A Sure. Wholegrain or white bread?

B Wholegrain, please.

A OK. One cheese and tomato wholegrain sandwich. Anything to drink?

B Yes, a strawberry milkshake, please.

A And one strawberry milkshake. OK. And what would you like?

C A sausage roll, please.

A Sure. Any snacks?

C Oh, and some crisps.

A And to drink?

C Cola, please. No, sorry. Lemonade, please.

A OK. So that's one cheese and tomato sandwich, a strawberry milkshake, a sausage roll, crisps and lemonade. That's...£8.25, please.

B Thank you.

C Here's £10.

A That's £1.75 change. Thanks.

14 p27 Exercise 5

Joe Right, Tom. We're going shopping!

Tom Oh...great...Why?

Joe Because we need to make a big breakfast after the football match tomorrow! Remember?

Tom Oh, yeah! OK...So what do we need?

Joe Well, we need some milk. There isn't any in the fridge, so let's get two cartons of milk.

Tom OK.

Joe And we need some cereal. One box.

Tom OK. What about some ham and eggs?

Joe Yes, of course! Write down two packets of ham and let's see...We've got some eggs already, so let's just buy one box of eggs.

Tom OK. And what about some fruit juice? Have we got any fruit juice in the fridge?

Joe Erm...no, we haven't. Let's get two bottles of fruit juice. Oh, and some bread!

Tom Yes, we need a lot of bread.

Joe OK, let's get three loaves of bread.

And some butter, of course.

Tom OK, a packet of butter. What else?

Joe I just need one more thing!

Tom What's that?

Joe Some money! I haven't got any money!

15 p29 Exercise 6b

Ben So, Cody, your swimming is going really well, but we also need to think about your diet and see if we can improve that.

Cody OK.

Ben So what did you have for breakfast yesterday?

Cody Well, I had cereal with milk and a glass of orange juice.

Ben OK. They both have a lot of sugar. I'd like you to try eggs in the morning with wholegrain toast. And have some fruit, not juice. This will give you more energy.

Cody OK.

Ben And what did you have for lunch?

Cody Umm, I had a cheese sandwich and a banana with some diet cola and a bar of chocolate. Is that not OK?

Ben Well, the fruit is good. But so far, there are no vegetables! Can you please try something like chicken and salad? And try to drink water. Now, what did you have for dinner?

Cody I had some beef stew with carrots and potatoes. And then some cooked apple and ice cream. And I had a glass of water.

Ben Great. There's nothing to change there! What snacks did you have during the day?

Cody Erm... crisps and biscuits...I know what you want to say about that!

Ben Well, snacks are necessary, and one or two unhealthy snacks are OK, if you eat well at mealtimes!

Cody OK. Thanks. I'll try your suggestions.

19 p36 Exercise 2

Bella Hey, Ollie. What are you looking at?

Ollie It's a technology website with the latest gadgets. Look. Which one would you choose? I'd love to have a drone! I could make brilliant films.

Bella Yes, my uncle's got a drone. It's fun. But I'd like a virtual reality headset. I think they look amazing.

Ollie Yes, they do look cool.

Bella In the future, I think everyone will have one.

Ollie OK. But is that your first choice? Which of these inventions do you like best?

Bella Mmm...let's see. I know – I think the very best thing would be...a driverless car! Imagine going to school in that! That's my first choice!

Ollie Yeah! You could put a bed in it and sleep on the way to school if you didn't need a seat for the driver.

Bella What about you? Is a drone your first choice?

Ollie Yes, I think so. I really want one. But my second choice is a smart watch. I think they look awesome. Imagine – you can phone someone, send emails, and watch videos – all on your watch!

Bella Yes, they are pretty cool.

20 p39 Exercise 1b

Andra I'm going to get out of the space buggy. And you can watch me on the computer. OK?

Joel I'll tell you when to get back to the space buggy. You'll only have fifteen minutes outside the space buggy. After that, it will be too cold and you won't survive.

Andra But I need to move the robot. I'll use my...

Joel You need to be careful! That's the most important thing.

Andra OK. OK... I'm getting out of the buggy...I'm walking to the robot... The rock is quite big...

Joel Oh, this isn't going to work! Get back to the buggy!

Andra Just wait... I'm opening my oxygen pack...Wow! I'm moving the rock. It's moving...I'm feeling quite cold now. This planet is freezing!

Joel Andra! Your temperature is going down. Your heart is going too slowly. You're going to be asleep soon!

Joel Andra, Andra! Get back to the buggy! Robot 251, can you hear me? Astronaut emergency! Astronaut emergency!

Robot Robot 251 reporting for duty. Astronaut out of danger.

Joel Thank you, 251. Andra? Andra? Are you OK?

Andra Joel? I'm fine. Relax!

Joel Don't ever do that again! Now, hurry back.

Andra OK, OK. On my way.

25 p45 Exercises 6 & 7

Mike Stop! You put poison in the tea!

Kid 1 Oh, this is great! Where's my phone?

Kid 2 Sit down and drink your coffee! What are you doing?

Kid 1 I'm filming this with my phone, of course. I'll post it online and all our friends can watch it!

Kid 2 Oh, yes! That's going to be brilliant! That evening...

Ollie Can I use your laptop, Agatha? I want to play some games.

Agatha Sorry, Ollie. I want to check my emails.

Ollie You're not checking emails. You're watching funny cat videos again!

Agatha OK, you got me. Let me just watch one more. Perhaps it'll be a cat playing the piano! Cat videos are my favourite.

Ollie What's the matter?

Agatha This is terrible. Someone's posted a video of Uncle Mike at the café this afternoon. Look at this.

Mike (voice from the laptop) Nobody can drink the tea!

Ollie Oh no. Uncle Mike won't be happy if he sees this.

Mike What's that? I won't be happy if I see what?

Agatha Nothing! I... I haven't got a good internet connection.

Mike (voice from the laptop) I said NOBODY!

Mike Wait a minute! Is that me? Let me see the screen.

Agatha OK, Uncle Mike, but you aren't going to like this...

Mike What do you mean? I love it! Look at me. I look fantastic. And just think – if lots of people watch this, they'll learn all about good detective work.

26 p50 Exercise 2

There's a statue in the middle of the square. There's a fountain in front of the museum. There's a park opposite the museum and the fountain. Through the park there's a small river and there's a footbridge over the river. There's a tennis court near the footbridge. On the right of the square there's a leisure centre and opposite the leisure centre there's a bus station. There's a bank on the corner of the square, and between the bank and the museum there's a car park.

27 p51 Exercise 5

Tourist Officer Can I help you?

Sofia Is there a bank near here?

T0 The nearest one is in Queen Square. Go outside and turn right. Go along the road and you'll see a bus station on the right and a tennis court in the park on your left. You'll see a square in front of you. Turn right, when you get to the square. Go around the square, past the leisure centre. The bank is on the corner of the square, next to the car park.

Sofia Great! Thank you.

T0 You're welcome. By the way, where are you from?

Sofia I'm from Italy, from a town near Florence.

T0 Oh, I love Florence. I stayed on the River Arno, and my favourite building was the cathedral, the Duomo! I hope you enjoy your stay here.

Sofia Thanks very much!

30 p57 Exercise 4a & b

1

I think you should try two things. First, you shouldn't spend all your time studying – it isn't healthy. Some regular exercise can help you to concentrate better. You should do a sport or go for a run two or three times a week. Second, if you need snacks then you should eat some fruit. You shouldn't eat a lot of biscuits and chocolate.

2

I think you should do two things. First of all, you should talk to your parents and teachers about this. They can help you. You shouldn't be afraid to explain your problems. Then you should go to the doctor. If you are always tired, it's possible there's a problem with your health. Your doctor will do tests. Teenagers sometimes need extra vitamins.

32 p63 Exercise 5

1

Sonya I can't do all these exams.

Father Oh Sonya. You're doing really well. Don't give up now. It'll soon be over.

Sonya But I'm so tired. I'm not studying very well this evening.

Father Then you really must go to bed early tonight.

Sonya Do you think so?

Father Yes. I don't think you should study every minute. It isn't good for you. Relax a bit this evening and keep going tomorrow.

Sonya Thanks, Dad.

2

Andrew I can't make this table. It looks terrible.

Rachel No, it doesn't. It looks good.

Andrew Really?

Rachel Yes. Keep going. Your mum will love it.

Andrew But the table legs are all wrong!

Rachel No, just that one. Just fix that leg. Then it'll be fine. Then paint it a nice colour. Come on, you really have to finish it. Don't give up now.

Andrew OK, then. Thanks.

33 p67 Exercises 6 & 7

DJ You're listening to the big breakfast show here on Radio 109 FM. Our guest today is 'the best detective in town', Mike Mallet.

Mike Hi, Fearne.

DJ So tell us, Mike? If any of our listeners want to be detectives, what's the most important rule?

Mike Hmm. Well, Fearne, it's this. A good detective should watch everything. He-

DJ Or she.

Mike Yes, he or she must watch everything carefully all the time.

DJ Fantastic. And now here's the latest song by my favourite new band, The Delusionals...

Ollie I liked your interview on the radio, Uncle Mike.

Mike Thanks, Ollie. I was good, wasn't I?

Man Excuse me. Can I have your autograph, please?

Mike Yes, of course.

Ollie Why is that man running?

Mike He probably wants to be a detective. Remember Rule 4 – a good detective must be fit and healthy.

Agatha Stop!

Mike Agatha, you have to be more careful.

Agatha Sorry, Uncle Mike, but I had to stop him.

Mike Why?

Agatha Because he just stole your wallet. Look – he stole lots of wallets.

Ollie There's one other rule of being a good detective, Uncle Mike.

Mike Oh yes? What's that?

Ollie A good detective should have a clever niece like Agatha!

Project Explore Serbian edition

Student's Book 2

Teaching notes for Unit 1-6: new content

Page 34

Grammar

Requests: *will, would, can, could*

1

- Elicit the meaning of 'request' (a question, when you are asking to have something, or asking someone to do something).
- Have sts look at the pictures, and ask sts if they have made requests in some of these situations. Which ones?
- Give sts time to complete the activity and then check answers.
- Ask sts to look at the requests again. Elicit what words we use at the beginning of requests (*will, would, can, could + you or I/we*).
- Ask sts which they think are more polite and formal (*would* and *could*).
- Give sts time to read the information in the grammar box.

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

2

- Remind sts that both options are possible in some sentences. In these sentences, they should circle both options.
- Give sts time to complete the activity and then check answers.

2 Will/Can 3 Would/Will 4 Would/Could 5 Can/Would 6 you 7 Can 8 Could

Page 35

Grammar

Countables / uncountables

3a

- Elicit guesses, and ask sts to agree or disagree.

It's a list for food and drink planned for an outdoor picnic.

3b [AUDIO 2.04] Audio script pT89

- Play the audio for sts to listen and check their answer to exercise 3a.
- Sts copy the list. Play the audio for sts to listen and check the items they have / don't have. Ask them to compare ideas in pairs, then play the audio again for sts to check.
- Check answers as a whole class.

Have: 1 crisps, 3 fruit juice, 4 bread, 5 ham, 6 cheese, 7 tomatoes (8 sandwiches)

Don't have: 2 chocolate, 9 fruit, 10 bananas, 11 apples, 12 a cake

3c

- Sts match list items to the rules. Check as a whole class.

Countable: 1 crisps, 7 tomatoes, 8 sandwiches, 10 bananas, 11 apples, 12 a cake

Uncountable: 2 chocolate, 3 fruit juice, 4 bread, 5 ham, 6 cheese, 9 fruit

Additional grammar notes

We can only use indefinite articles (*a / an*) before singular countable nouns. Uncountable nouns never follow an indefinite article. (The definite article *the* can be used before any noun.)

Uncountable nouns have no plural form. We can use nouns for containers or measurements + *of* to express their quantity (*two bars of chocolate, five litres of milk*).

3d

- Sts write the answers. Check as a whole class.

uncountable, countable

4

- Give sts time to copy the lists from exercise 3d and add the new items.
- Allow sts to compare answers in pairs before checking as a class.

Uncountable: coffee, rice, tea

Countable: carrot, grape, potato

EXTRA IDEA

Set a time limit for sts to add other food / drink nouns they know to the appropriate list. Check answers.

5

- To check sts understand the rules, demonstrate with a stronger student or ask for a translation of the instructions. Remind sts not to make any notes.
- Give sts time to play the game until each list is at least ten or twelve words long.

EXTRA CHALLENGE

Add a rule that if someone gets the order wrong, they have to repeat the entire list again until the order has been corrected before they are allowed to add another item.

Listening and Speaking

6a [AUDIO 2.05] Audio script pT89

- Focus on the menu. Ask Where is Jed? (*In a café.*) What is he doing? (*He's having / ordering lunch.*)
- Play the audio for sts to identify the items ordered.
- Allow them to compare ideas in pairs before checking as a class.

Fish and chips, strawberry yoghurt, and fruit juice.

- Elicit ideas about why Lily is surprised. Invite agreement or disagreement from other sts.

Possible answer

Lily is surprised because they are having a picnic lunch in the park in an hour.

EXTRA SUPPORT

Tell sts that Jed orders three items before they listen so they know how many to identify.

6b [AUDIO 2.05] Audio script pT89

- Give sts time to complete the dialogue from memory, then compare answers before you play the audio again for them to check.

1 help 2 fish and chips 3 dessert 4 strawberry yoghurt 5 fruit juice 6 £8.75 7 £1.25 8 lunch
9 picnic 10 two lunches

LANGUAGE NOTE

Write 'lunch' and 'picnic' on the board. Elicit which word is countable and which uncountable. Ask *How can you tell?* (*indefinite article before 'picnic'*). Write 'have breakfast / lunch / tea / dinner / supper' and 'have a picnic / a snack' to clarify the distinction.

CULTURE NOTE

In some parts of England, people often use *have tea* to refer to the evening meal – not the hot drink. If you want to clarify that you are only talking about a hot drink, use *have some tea* or *have a cup of tea*.

6c

- Give sts time, in pairs, to prepare their own dialogues, selecting three different items from the café menu. Monitor and offer help with language as necessary.
- Check that each pair has worked out their dialogue before giving them some more time for practice.
- Ask a few volunteering pairs to perform their dialogue in front of the class. Ask the class to listen and identify the items ordered and to check the calculation of the bill.

EXTRA SUPPORT

Allow sts to read their lines during role-play.

EXTRA CHALLENGE

Ask sts to perform their dialogue from memory, referring only to the menu to work out the bill and the change if necessary.

EXTRA IDEA

Repeat the role-play activity with the new parameters for review at the start of the next lesson.

You can make the task more challenging by assigning each pair a restriction at random rather than allowing them to choose.

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Revision

Vocabulary

Quantities

1

1 cup, slice 2 packet 3 pot 4 bag 5 carton, box

Grammar

Requests: *will, would, can, could*

2

2 Would you help me carry the glasses?

3 Can I have some water, please?

4 Will you put the carton in the bin?

5 Could you give me a kilo of bananas?

Countable / uncountables

3

1 – 2 an; a 3 – 4 a 5 –

some and any

4

1 any 2 some 3 any 4 any 5 some 6 any / some 7 some

LANGUAGE NOTE

Note that although we normally use *any* in questions, in certain cases *some* is also possible. We use *some* in questions when we can reasonably expect the answer to be yes – e.g. when offering something (*Would you like some coffee?*).

How much...? / How many...?

5

- 2 How many sweets does she eat?
- 3 How much chicken do we need?
- 4 How many bottles of lemonade have they got?
- 5 How much milk do you drink every day?

Everyday English

Giving instructions and polite requests

6

- 1 Happy
- 2 Find it
- 3 problem
- 4 Could you
- 5 Sure

Learning to learn

How do you remember words?

7

- Give sts time, in pairs or small groups, to discuss the various ways of recording vocabulary. Ask them to give reasons for their preferences. Elicit some ideas, and invite comments from the sts.
- Elicit any further methods for recording and recalling vocabulary that sts have tried and heard about (e.g. using a vocabulary app, creating flashcards) and discuss how effective they would be.
- As a class, try to cover the pros and cons of each method. Point out that there is no single effective way that works for everyone, and that sts should try to discover what works best for them personally.

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You First

Pre-teach *gadget* if necessary. Give sts half a minute to make a list of gadgets before they discuss and compare their experiences in pairs.

EXTRA IDEA

Tell the class briefly about the gadgets you have used today. Get them to try to guess which is your favourite gadget.

Vocabulary

Technology / inventions

1a

- Before they begin matching, ask sts to cover the box and try to name or describe the gadgets in the pictures.
- Give sts time to do the matching task.
- Allow sts to compare answers in pairs.

1 virtual reality headset 2 earphones 3 e-reader 4 drone 5 smartwatch 6 smartphone
7 3D printer 8 games console 9 electric car 10 driverless car

1b [AUDIO 2.27]

- Play the audio for sts to check their answers.
- Play the audio again with pauses to practise pronunciation. Pay special attention to the pronunciation of *virtual reality* /vɜːtʃ(ə)l riːˈlɪti/ and the diphthong in the second, stressed syllable of *console* /kɒnsəʊl/.

1c

- Give sts time to discuss the questions in pairs or small groups. Monitor the activity, making a note of the most interesting ideas to elicit at the end. Invite comments from the class on the ideas elicited from the discussions.

2a [AUDIO 2.28] Audio script pT91

- Play the audio for sts to identify the inventions. Play the audio a second time if necessary, then check answers as a class, replaying the audio if necessary.
- For each dialogue, elicit what information or what words helped sts decide on the answers.

1 e-reader 2 earphones 3 drone 4 electric car

EXTRA SUPPORT

You could complete the activity as a class. Play each conversation one by one and elicit suggestions as a whole class. Ask the rest of the class to confirm, correct or reject suggested answers. Move on to the next conversation once the answer has been agreed for each conversation.

2b [AUDIO 2.28] Audio script pT91

- Play the audio again for sts to listen as they write their answers. If necessary, point out that each invention can only be used once.
- Ask sts to compare their answers in pairs before eliciting ideas with examples from the audio to support their answers.

1 drone 2 e-reader 3 electric car 4 earphones

OPTIONAL LEAD-IN

Before starting exercise 3, you may like to brainstorm some phrases sts will be able to use to express agreement (e.g. 'I agree.' 'I think you're right.' 'That's true.') or disagreement (e.g. 'I disagree.' 'I don't agree.' 'I think you're wrong.' 'That's not true.'), and write these up on the board for reference.

3a

- Give sts time, in pairs, to discuss the inventions and agree on their choices. Monitor their discussions and check they are giving reasons for their choices.

3b

- In their pairs, get sts to rank their chosen gadgets in order of usefulness. Encourage them to use the dialogue diagram to get started and monitor their discussions.
- Elicit suggestions, and ask sts to give reasons. Invite the rest of the class to agree or disagree.

3c

- In their pairs, get sts to rank the same five items in order of desirability, then compare their two lists.
- Elicit ideas from a few pairs and ask them to try to explain why the rankings might be different. Help with any difficult language.

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Grammar

Relative pronouns: *who, which, that, where, whose*

4

- Have sts look at the sentences in the grammar presentation. Explain that *who, which, that, where* and *whose* are used to introduce extra information. For example, in *The boy who....* the part of the sentence after *who* gives us more information about the boy.
- Have sts look at the first two sentences and elicit the fact that the sentences are about people. Point out that we can use *who* or *that* when we are talking about people. We could change the words in the sentences and say *He's the boy **that** won...* or *The people **who** live....*
- Have sts look at the next two sentences and elicit the fact that the sentences are about things or animals. Point out that we can use *which* or *that* when we are talking about things or animals.
- Have sts look at the fifth sentence and elicit the fact that it is about a place. Point out that we use *where* when we are talking about places. We can't use *that* instead.
- Have sts look at the sixth sentence and elicit the fact that it is about a person. Point out that we use *whose* when we are talking about a thing or person that "belongs" to someone. We can't use *that* instead.
- Give sts time to read the rest of the grammar presentation and complete the exercise.

- 2 Exploratorium is a museum where you can learn about science and technology.
- 3 A drone is a flying robot which can take photos and videos.
- 4 A submarine is a ship that goes under the sea.
- 5 Alexander Fleming was the person who discovered penicillin.
- 6 A charging station is a place where you can get electricity for an electric car.
- 7 A microscope is an instrument which you can use to see very small things.
- 8 Thomas Edison was an inventor whose work changed the world.
- 9 An app developer is a person who makes apps for computers, smartphones and tablets.

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Reading

1

- Elicit or pre-teach *design/designer, instructions* and *puzzles*.
- Give sts time to read about the three computer games. Have a show of hands to see how many sts like Ava's, Sam's and Lina's game best.
- Elicit brief reasons for their preference from more confident sts – these can be one-word answers such as *relaxing, surprising* or *scary*.

2

- Give sts time to read the text again more slowly and answer the questions. Then check answers.

1 B 2 A 3 B 4 C 5 A 6 C

3

- Give sts time to find the adjectives in the text. They need to find at least three more adjectives ending with *-ing* and three more adjectives ending with *-ed*.
- Check answers.

Possible answers	
<i>-ing</i>	<i>-ed</i>
surprising	excited
relaxing	relaxed
tiring	frightened
exciting	
frightening	

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Grammar

Adjectives with *-ed* and *-ing*

4

- Point to the picture of the ghost and elicit / check understanding of *ghost*.
- Give sts time to read the first part of the grammar presentation.
- Ask *Who was frightened?* (Noah) and *What was frightening?* (the ghost).
- Check that sts understand that *-ing* adjectives describe how somebody *feels*, and *-ed* adjectives describe the person or thing that *causes* the feeling.
- Give sts time to complete the activity, and check answers.

1 confusing, confused 2 boring, bored 3 frightening, frightened 4 relaxing, relaxed
5 interested, interesting 6 surprising, surprised

5

- Give sts time to look at the text quickly and elicit what it's about (a new computer game).
- Give sts time to complete the activity, and check answers.

1 amazing 2 surprised 3 excited 4 disappointed 5 interesting 6 bored 7 annoyed 8 surprising

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Revision

Vocabulary

The internet and computers

1

a laptop b keyboard c charger d wireless router e printer and scanner f games console
g touchscreen h camera

2

1 Go online 2 post 3 blog 4 download 5 social media sites

Technology / inventions

3

1 drone 2 smartwatch 3 games console 4 3D printer 5 earphones

Grammar

will for future

4

1 won't play 2 will become 3 won't drive 4 won't be 5 'll watch

LANGUAGE NOTE

We normally only use the contracted form 'll after a pronoun, but the full form after a noun as subject.

Relative pronouns: *who, which, that, where, whose*

5

1 where 2 that/which 3 that 4 that/who 5 whose

Adjectives with *-ed* and *-ing*

6

1 ed 2 ing 3 ing 4 ed

Everyday English

Offering help

7

I can't

Why don't you, problem

I'll help

really kind

Learning to learn

How do you search on the internet?

8

- Give sts time, in pairs, to discuss the suggestions in the list and answer the questions.
- Ask them to decide which suggestion they use the most / least often and why.
- Give sts a few minutes to think of some advice of their own.
- Elicit opinions and suggestions from the class, inviting comments from other sts.

EXTRA IDEA

In pairs or small groups, get sts to imagine something they might want to find out by searching online. Then, in pairs or small groups, sts present their question for the other sts to suggest the best search methods for answering their question.

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You First

Give sts time to think about different rules before they discuss which is the most important in pairs, or you could lead a brief class discussion instead.

Vocabulary

Adverbs with *-ly*

OPTIONAL LEAD-IN

Give sts time to look at the pictures. Can they identify what the people are doing? Elicit the activities and write them on the board, e.g. 'She is skating.'

1a

- Give sts time to match the adverbs in **A** with their opposites in **B**. Allow them to compare their answers in pairs.

1b [AUDIO 3.23]

- Play the audio for sts to check their answers. Then play it again with pauses to practise their pronunciation.

badly – nicely

carelessly – carefully

dangerously – safely

loudly – quietly

quickly – slowly

sadly – happily

Suggested answers

a badly **b** quickly **c** carelessly **d** loudly **e** dangerously **f** happily

- Give sts time to read the Look! box and check understanding by asking sts to give the adjective of each adverb in exercise 1a.
- Write 'happy' and 'happily' on the board and elicit the spelling rule (adjectives ending in *-y* = *-i* + *-ly*). Elicit or give other examples, e.g. *angry* > *angrily*, *easy* > *easily*.

LANGUAGE NOTE

Some adjectives have an irregular adverb form. We don't add *-ly* to make an adverb out of: *fast*, *late*, *early*. (Note also that *early* is the adjective form as well, despite the ending.)

- With books closed, give sts some time to test each other by taking turns to say the adjective and reply with the adverb. Who got the most words right?

2

- Give sts some time to read the sentence prompts and match them to the pictures (a–f).
- Sts write the sentences describing the picture using the correct adverb. Get them to compare their ideas in pairs before checking as a class.

2 (The girl is opening a present happily.) – f

3 (The boy is doing Maths carelessly.) – c

4 (The girl is skating badly.) – a

5 (The boy is skateboarding dangerously.) – e

6 (The boy is banging the drum loudly.) – d

EXTRA CHALLENGE

Sts cover exercise 2 and write negative sentences about the pictures, using any adverb from group A in exercise 1a.

3 [AUDIO 3.24] Audio script pT94

- Tell sts they are going to hear 12 short clips. Play the first one and elicit the adverb from the class.
- Play the rest of the audio for sts to write the adverbs individually, then compare answers in pairs.
- Check answers as a class, and play the audio again to confirm.

1 loudly 2 quietly 3 nicely 4 badly 5 dangerously 6 quickly 7 slowly 8 happily 9 sadly

10 carefully 11 carelessly 12 safely

EXTRA CHALLENGE

Elicit a full sentence with an adverb with *-ly* about each situation. Accept any plausible suggestions as long as the grammar is correct.

4a

- Demonstrate the game with a stronger student using the example dialogue. Get them to mime the action, make an incorrect guess first, then the correct one to show the possible responses.
- Put sts in pairs to play. They take turns to choose and mime an action, and to guess. They are allowed to repeat actions with a different adverb.
- Who guessed all the actions correctly?

4b

- Demonstrate the game extension by miming an action yourself and getting the whole class to try and guess both the action and the manner in which you are doing it (e.g. riding a motorbike carelessly).
- Give sts some time to think about their own actions.
- Continue the guessing game until each student in a pair has had an equal number of turns at guessing or miming.
- Who guessed the most actions correctly?

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Reading

5

- Tell sts to look at the letters and Kate's replies quickly so they can work out which reply is for which person.
- Check answers.

Kate's first letter is to Esme; her second letter is to Olly

6

- Give sts time to read the problems and advice again, and check answers.
- Ask sts if they think Kate's advice is good. What other advice would they give to Olly and Esme?

1 T 2 F 3 F 4 F 5 T 6 T

Grammar

less and the least

7

- Remind sts that they looked at positive comparative and superlative adjectives in Unit 5. Elicit the fact that comparatives use *more* or *-er* and superlatives use *the most* or *the ...-est*.
- Have sts look at the table and ask what the + and – signs mean (positive and negative).
- Give sts time to find the adjectives in the text. Remind them that for comparatives, they are not only looking for words with *more* but also words with *-er*. Tell sts they need to find three more adjectives to go under *more exciting*, one more adjective to go under *less interested*, and two more adjectives to go under *the least healthy*.

	Comparative	Superlative
+	more exciting fitter better more interesting	the best
-	less interested less difficult	the least healthy the least expensive the least exciting

The adjectives with *less* and *the least* have a negative meaning.

8

- Have sts look at the rubric, photo and the table and ask what *Sun World*, *Funland* and *Star Town* are (theme parks).
- Check understanding of the table: *Does *** mean Sun World is expensive, or not expensive? (expensive).*
- Give sts time to complete the activity, and check answers.

1 more **2** the least **3** the most **4** less **5** less **6** the least **7** more

9

- Have sts look at the first sentence. Where does the adjective go in this sentence? (on the middle line, after *less*). Brainstorm adjectives that might go on this line; for example, *interesting, funny, healthy, difficult, fun, dangerous, quiet*, etc.
- Tell sts to choose one of the adjectives they brainstormed and then fill in the other two gaps in the sentence, based on their own opinion.
- Tell sts to choose another adjective and do the same for the second sentence. Remind them that this time the sentence should be about a TV programme or computer game.

Sts' own answers.

Page 80

Revision

Vocabulary

Phrasal verbs

1

1 off 2 on 3 down 4 up 5 for

Adverbs -ly

2

1 sadly 2 happily 3 quietly 4 carefully 5 dangerously

Grammar

should / shouldn't

3

Possible answers

- 1 You should go to bed (early / earlier).
- 2 You shouldn't sleep in.
- 3 You shouldn't spend it all.
- 4 You should eat a sandwich / some sandwiches.
- 5 You should talk to him / her.

less and the least

4

- 2 Wake Up is **the least** funny book.
- 3 Dolphin Island is **less funny** than The Statue.
- 4 The Statue is **the least** interesting book.

Have to / don't have to

5

- 1 do 2 have to 3 have to 4 does 5 have to 6 has to 7 Do 8 have to 9 don't have to
- 10 have to 11 don't have to 12 don't have to

Everyday English

Persuading and encouraging

6

- 1 give up 2 think so 3 must 4 to lose

Learning to learn

How do you learn best?

7

- Give sts time, in pairs, to discuss the advantages and disadvantages of each approach as well as their personal preferences.
- Ask them to identify the things they don't yet do but find useful. Sts make a note of the things to try in the future.
- There is no need to check answers in class. This is a task for personal development – and the best approaches to studying will be different for each student, depending on their personality and the subject they are studying.

EXTRA IDEA

You could extend the discussion about study habits by eliciting any ideas that sts use or have heard of which don't appear in exercise 7.

Teaching notes for Unit 7: Even More English! (Pages 86–107)

Page 86

Reading

1

- Ask sts what countries the following cities are in: Delhi, San Francisco, Tokyo, Sydney. (India, the USA, Japan, Australia). If there is a world map in the classroom, ask sts to point to the places.
- Give sts time to read the text and complete the activity.

2 c 3 d 4 b

Grammar

Past continuous

2a

- Sts think about the sentence and answer the question.

James started writing an email some time before 12 o'clock and finished some time after 12 o'clock.

2b

- Sts copy and complete the table.
- Elicit the spelling rules for adding *-ing*.

1 wasn't 2 were 3 watching 4 having 5 getting

3a

- Sts find examples of each thing in the texts.

1 What was she dreaming about? 2 Was Rakesh doing his homework? Were Olivia and Ethan getting ready for bed? 3 No, he wasn't. Yes, they were.

3b

- Elicit the rule about question formation.

(question word, if any) + *was / were* + subject + *-ing*

4

- Sts expand the cues into sentences. Remind them to write two sentences for each person. Then they check answers in pairs before you check with the class.

2 Olivia and Ethan weren't going to the beach. They were getting ready for bed.

3 James wasn't taking photographs. He was writing an e-mail to his friends.

4 Rakesh wasn't getting dressed. He was watching TV with his sister.

5 Paige wasn't having breakfast. She was sleeping.

Speaking

5a

- Read the context together and check understanding.
- Sts find the people and make notes on what they were doing. Sts can do this in pairs. They will check answers together in exercise 5b.

2 Georgia was taking a photograph.

3 Nathan and Sam were swimming.

4 Zach and Damien were playing with a ball.

5 Gabriel was sleeping.

6 Maisie and Beth were eating ice-creams.

5b

- Sts check their answers to exercise 5a by taking turns to ask and answer questions about the people in the picture.

Page 87

Reading

1

- Elicit or pre-teach: *lake, go fishing, dam, crack, come through, flood (as a verb), as fast as possible, run indoors, past (as a preposition), go past, pick up, damage*.
- Read the four questions together.
- Play the recording for sts to read and listen at the same time. Play again if necessary.
- Sts compare answers in pairs before you check them with the class.

1 He was going to a lake / dam near his town to go fishing.

2 He saw a crack in the dam.

3 He cycled back to town and shouted 'The dam's breaking!'

4 He is happy because everybody is safe, but he is sad because he can't go fishing.

2

- Ask sts to look at pictures a–h and use their own words to say what's happening in each one.
- Sts read the interview again, more carefully this time, and put the events in the correct order.
- Sts compare answers in pairs before you check with the class.

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

Page 88

Grammar

Past continuous and past simple

3a

- Sts try to complete the sentence from memory, then they look at the interview to check their answer.

1 was cycling 2 saw

3b

- Sts study the diagram and identify the two tenses.

I was cycling past the dam: past continuous

I saw a crack: past simple

3c

- Sts decide when the two things happened.

at the same time

3d

- Sts try and complete the sentence from memory, then they check their answer in the interview.

1 saw 2 turned 3 cycled

3e

- Sts identify the tense and when the things happened.

All three verbs are in the past simple. The three things happened one after the other.

3f

- Sts look back at the interview and circle the verbs.

got out, dropped, carried, threw

4

- Read the instructions together. Make sure sts understand that they will read two stories about the same incident, but each from a different point of view. Elicit or explain *incident*.
- Sts complete the gaps on their own, then compare answers in pairs.
- Check answers with the class.

1 was sitting 2 was pushing 3 were having 4 heard 5 took 6 ran 7 was running 8 dropped
9 carried 10 were driving 11 saw 12 was coming 13 saw 14 got 15 ran 16 picked up 17 threw

Revision idea

Sts choose one of the two stories in exercise 4 and write an interview with Lily or Mr and Mrs Payne. Give them these questions to use: *Where were you? What were you doing? What did you do when you found out what was happening? What happened next?*

In pairs sts write, then practise their dialogues. Walk around and monitor.

Ask some pairs to perform their interviews in front of the class. Have a class vote on the best performance.

EXTRA IDEA

For an extra challenge, stronger sts could invent another person who was in Cranford when the flood came, and write a short paragraph about where they were and what they were doing before the flood, what they did when the flood came, and what happened at the end. Volunteering sts can share their stories with the class. Alternatively, they could work in pairs and take turns to conduct an interview (using the questions from the Revision idea above) with the invented person, as a role-play. Volunteering pairs could then perform in front of the class.

Writing and Speaking

5a

- Tell sts to read the Look! box.
- To check sts have understood, write two more example sentences on the board without any commas (e.g. *'My friend phoned me while I was walking the dog.'* and *'While I was talking to my friend the dog ran away.'*). Elicit from students where any commas should be added (no comma in the first sentence, comma after *friend* in the second sentence) and why (the second sentence begins with *While*).
- Give sts time to do the task, then check answers.

Possible answers

- 1 I was reading a book. / I was watching TV.
- 2 she met her brother. / she found a £10 note on the street.
- 3 my dad was cooking dinner. / I started to do my homework.
- 4 Tom fell into the river. / it started raining.
- 5 I was in Paris. / I looked through the microscope.
- 6 the cat jumped onto the bed. / someone stole our car.

5b

- Sts ask and answer the questions.
- Monitor and make sure sts are using the correct tenses and forms.
- Ask different pairs to say their questions and answers in front of the class. Sts can compare their different answers.

6

- Tell sts that if they don't know or can't remember what they or other people were doing at that time, they can make something up.
- If time allows, sts could swap sentences with a partner and decide if the sentences are true or made up.

Page 89

Grammar

Possessive 's and s'

1

- Tell sts to look at the first sentence in the grammar presentation. Ask *Who does the cat belong to?* (Ella); *Is Ella one person or more than one person?* (one person); *Who does the garden belong to?* (the neighbours); *Are the neighbours one person or more than one person?* (more than one person)
- Give sts time to read the rest of the grammar presentation.
- Check understanding that regular plurals end in *s*, and we write *s'* instead of writing *s's*. Elicit the fact that irregular plural nouns don't end in *s*. Explain that this is why we write *'s*.
- Give sts time to complete the activity, and check answers.

2 Mrs Clark's 3 the girls' 4 the children's 5 Sam's 6 my grandparents' 7 my friend's

2

- Allow the class to mingle, either by having all sts stand up and walk around, or by having half the class stay seated while the other half stand up and circulate amongst the seated sts.
- Sts should ask a different question to each person they talk to, and make a note of their answers.
- Allow time for sts to ask and answer all the questions. Then ask for volunteers to report back to the class with the answers they received.

3

- Put sts in groups of 3–4. One person says a fact that they found out about somebody in exercise 2 (but they don't say the person's name); for example 'Her dog's name is Fluffy'. The rest of the group then have to guess who it is. Sts take it in turns to say the facts.
- Alternatively, this could be done as a whole class activity, with sts playing in teams.

Page 90

Possessive adjectives and pronouns

4

- Explain that we use possessive pronouns instead of *my/your/his* etc + noun. We use it when we already know what the noun is, so we don't have to say it again. E.g. *Is that her book? No, it isn't. It's mine. (= It's my book.)*
- Give sts time to read the grammar presentation and complete the activity. Then check answers.

2 e 3 a 4 f 5 d 6 b

5

- Explain that the second sentence should mean the same as the first sentence, but it should be shorter.
- Give sts time to complete the activity, then check answers.

2 mine 3 hers 4 ours 5 yours 6 theirs 7 mine 8 theirs 9 yours 10 hers

6

- Explain that sts should look at the possessive 's and s' (see Student's Book page 89) and the possessive pronouns to find the mistakes.
- Remind sts to write the full (correct) sentence when they find a mistake. If the underlined words are right, they just need to put a tick.
- Give sts time to complete the activity, then check answers.

3 ✓

4 ✗ His brother's name is David.

5 ✗, ✓ The boys' shirts are blue and ours are white.

6 ✓

7 ✗ My sisters' names are Ann and Jenny.

8 ✗, ✓ It's my friend's birthday today. She's thirteen.

Page 91

Reading

1

- Focus on the two photos. Can sts recognize the people? Tell sts they will read an article to find out who they are.
- Check answers with the class.

1 Keira Knightley, British actor 2 Sebastian Vettel, German Formula 1 driver

Background information

- Keira Knightley is an English actress. She is best known for her role in the first three *Pirates of the Caribbean* films, alongside Orlando Bloom and Johnny Depp.
- Sebastian Vettel is a German Formula One driver. He won the World Championship in 2010, 2011 and 2012 and broke many records, including youngest-ever champion.

2

- Elicit or pre-teach *ambition*, *hero* and *heroine*. Drill the pronunciation of *hero* /'hɪərəʊ/ and *heroine* /'herəʊɪn/.
- Sts copy out the chart, then read the texts again more carefully to find the information. In weaker classes, you may like to allow sts to do the task in pairs.
- Elicit answers and write them on the board.

Name	Tilda	Brett
Wants to be	an actress	a Formula One driver
Hero / Heroine	Keira Knightley	Sebastian Vettel
Reason	She's Tilda's favourite actress. She hasn't done anything silly. She's done a lot of work for charities, and she's given them some of her own money, too.	He started with driving go-karts and went to on to become a Formula One world champion.

EXTRA IDEA

In groups of four, sts tell each other what their ambition is, who their personal hero / heroine is and why. Get feedback on the most interesting information each group found out.

Grammar

Present perfect

3a

- Sts complete the sentences from the texts without re-reading them, then check their answers against the texts.

1 've seen 2 hasn't done 3 's won 4 haven't seen

3b

- Read the explanation together. Check that sts understand it by asking for a translation of the rule.
- Study the two examples. Ask: *When was she in some plays at the theatre?* (We don't know, and it's not important.) *When was she in the school play?* (Last year.)

3c

- Study the instruction together.
- Sts identify the two parts of the present perfect in the sentences in exercise 3a. Elicit the short forms ('ve or 's) and the negative forms (*haven't* or *hasn't*).
- Explain that English verbs have three forms: the base form, the simple past tense form and the past participle. Tell them the past participle is used in the present perfect tense, but later they will learn other uses for the form, so it is important to write down and memorize all three forms of every new verb they learn.

3d

- Say that the examples are all regular forms of the past participle. Elicit the rule for making the regular past participle: the regular past participle is the same as the regular past simple form. We add *-ed* to the base form, and the same spelling rules apply.
- Ask sts to find a sentence with a regular past participle in the text (*I've only watched them on TV*).

3e

- Read the instructions together. Sts look through the texts, and underline the present perfect sentences. Then they study the verbs in these more carefully to find examples of irregular past participles.
- When you check the answers, elicit the base form, the past simple form and the past participle – and write all three on the board for sts to copy.

be – was – been

see – saw – seen

do – did – done

give – gave – given

drive – drove – driven

win – won – won

4

- Tell sts to look at the verbs in exercises 3d and 3e and choose six verbs. Then they should write a sentence for each of the verbs: three about things they have done and three about things they haven't done.
- Choose volunteers to feed back to the class with their sentences. Have sts raise their hands if they agree (i.e. they also have/haven't done the thing in the sentence).

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Reading

Have you ever...?

1

- Focus on the pictures. Tell sts that the people in the story are called Sue and Alec. Ask where they are (*in the street*) and what they are doing (*talking to each other*).
- Read the title of the lesson. Ask sts who they think has climbed a mountain. Don't reveal the answer, just tell them to read the story to find out.
- Give sts time to read the text. Elicit the answer to the prediction question (*Alec has climbed a mountain, Sue hasn't*).
- Ask: *Why is Sue happy at the end?* Elicit sts' own interpretations.

Possible answer

Because Alec falls into a hole. He is too busy talking about all the things he's done to look where he's going.

EXTRA IDEA

- Ask sts to make a list of all the activities and sports that Alec mentions he has done. There are five sports and four other activities: play golf, play tennis, play football, play basketball, play ice hockey and climb a mountain, travel to every continent, fly in a balloon, ride a camel.
- Sts might also include *win lots of prizes*, and although winning is not really an 'activity', you may like to allow them to use the expression in the follow-up task. At a stretch, you may also like to allow them use *fall into a hole in the pavement*.

- In groups of four, sts use the activities to write true sentences about themselves. Tell them to use the phrases *One / Two / Three of us ...*, *Everybody ...*, *Nobody ...* and the correct form of the present perfect. For example: *Nobody has played golf. Three of us have played tennis.*
- Have groups report back about their most interesting or most unexpected findings.

Page 93

2

- Sts work on their own to complete the sentences with the names and verbs.
- Ask them to compare answers in pairs before you check with the class.

1 Sue, flown 2 Sue, played 3 Alec, won 4 Sue, climbed 5 Alec, travelled 6 Sue, played
7 Alec, fallen

Grammar

Present perfect: questions

3a

- Sts complete the questions and short answers, then they check their answers against the text.

1 Have you 2 have 3 Has he 4 hasn't

3b

- Elicit the rule for question formation: we use *Have / Has* + subject + past participle.
- Elicit the rule for short answers: we use *Yes*, (subject pronoun) + *have / has* or *No*, (subject pronoun) + *haven't / hasn't*. We don't repeat the main verb.

3c

- Sts scan the text again for further examples of questions in the present perfect.

Have you ever played golf?

Have you ever climbed a mountain?

Present perfect: *ever* and *never*

4a

- Sts complete the dialogue without re-reading the text, then they check their answer against the story.

1 ever 2 never

4b

- Explain that we use *ever* in questions and in negative sentences. We use *never* in affirmative sentences with a negative meaning (that is, the form of the verb remains positive). We can't use negative verb forms with *never*.
- Write the question and sentence on the board.
- Elicit the correct position of *ever* and *never*, and ask a student to come to the board to write them in the correct positions. Both words come before the past participle.

1 Have you ever flown in a balloon? 2 I've never played basketball.

5

- Explain that sts need to write *ever*, *never* or *X* in the blank. If *ever* or *never* is possible in the sentence, sts should write it. If neither is possible they should write *X*. (This means no word in the blank.)
- Give sts time to complete the activity and check answers.

1 ever 2 never 3 X 4 X 5 ever 6 X 7 never

Speaking

6a

- Look at 1–10 and quickly elicit the past participles of each verb, to revise them as a class. (ride – ridden, win – won, climb – climbed, be – been, meet – met, play – played, see – seen, drive – driven, have – had)
- Sts work in pairs and say whether they have or have never done the things in 1–10.

6b

- Sts then work in a different pair to ask and answer the questions.

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Grammar

Present perfect: *just*, *already* and *yet*

1

- Explain that we use *just*, *already* and *yet* with the present perfect. Pre-teach/Check understanding of *affirmative*, *negative* and *recently*, and give sts time to read the grammar presentation.
- Elicit the past participles of the verbs in exercise 1 (*arrived*, *broken*, *finished*, *left*). Then give sts time to complete the activity, and check answers.

2 has just broken 3 just finished 4 has just left

2

- Elicit the past participles of the verbs in the box (*spilt, dropped, won, missed, got, seen, bought, broken, finished*).
- Put sts in pairs and give them time for Student B to say at least five sentences. Then tell sts to switch roles so Student A makes the sentences.

3

- Give sts time to complete the activity, and check answers.

2 yet 3 yet 4 already 5 yet 6 already 7 yet

4

- Remind sts that they will need to change the verb into the present perfect, and add *already* or *yet*.
- Give sts time to complete the activity, and check answers.

2 We've already seen that film.

3 Have you had breakfast yet?

4 he's already cleaned his bedroom

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Vocabulary

Experiences

1

- Tell sts to look at the pictures and decide where each of the activities are taking place, e.g. in a plane, on the beach, at a fair, at home, etc.
- Tell sts to complete the task and check their answers with a partner.

EXTRA SUPPORT

Quickly check sts know the past forms of the verbs. Check they can spell and pronounce them correctly, e.g. travel – travelled /'trævlɪd/; fly – flew /fluː/; ride – rode /rəʊd/; win – won /wʌn/; climb – climbed /klaɪmd/; act – acted /æktɪd/.

2 go 3 go 4 fly 5 be 6 win 7 climb 8 travel 9 sleep 10 take 11 act 12 ride

Reading

2

- Tell sts to read the comments and discuss the question in pairs.
- Check answers.

go on a rollercoaster, climb a mountain, sleep in a tent, do a parachute jump, take a selfie with a celebrity, travel to foreign countries, go snorkelling, fly in a plane, ride a horse, act in a play

3a

- Give sts time to do the task individually.

3b

- In pairs, sts compare lists and agree on three things they want to do.
- Monitor and check they are using the expressions correctly. Ask sts to give feedback about their partners.

EXTRA SUPPORT

Tell sts to write three sentences based on the example.

EXTRA CHALLENGE

Ask sts to explain why they want or don't want to have these experiences.

EXTRA IDEA

You could do a class survey and find the five most popular things sts in the class want to do. Ask sts to find out how many people want to do each activity. They can then make a poster for the classroom. Ask them to find photos of the activities for the poster and put it up on the noticeboard.

Page 96

Grammar

Present perfect and past simple

4a

- Give sts time to complete the task, then elicit answers.

1 I've also **climbed** a mountain.

2 My sister **has done** a parachute jump.

3 I **haven't met** one (a celebrity) yet.

4 I can't believe you've never **travelled** to a foreign country.

5 I've already **ridden** a horse.

6 Have you ever **held** a snake?

7 I **went** on a rollercoaster a few days ago.

8 She **didn't like** it at all.

9 I **flew** to Australia last summer.

10 Last month, I **held** a snake.

We form the present perfect with *have / has* + past participle.

We form the past simple with the past form of the verb. It can be regular or irregular.

4b

- Sts decide which expressions go with each tense.
- Check answers.

Present perfect: *yet, ever, never, already*

Past simple: *last (month), (a few days) ago*

4c

- Give sts time to work out the rules. Tell them to look at the examples.
- Check answers.

We use the **past simple** when we know when a past action happened.

We can use past time expressions with the **past simple** to say when things happened.

We use the **present perfect** when we don't know when a past action happened.

We can use *ever* and *never* with the **present perfect** to talk about experiences.

5

- Tell sts to complete the task, then check answers.

be – been; climb – climbed; do – done; go – been / gone; hold – held; ride – ridden; sleep – slept;
take – taken; travel – travelled

Irregular verbs: be – been; do – done; go – been / gone; hold – held; ride – ridden; sleep – slept;
take – taken

6

- Tell sts to read the Look! box. Remind sts that *go* has two past participle forms and their use depends on the situation.

EXTRA SUPPORT

- Check sts understand the difference. You could ask some questions about example sentences, e.g.: *Peter's gone to London. Where's Peter now? (in London) Alex has been to Rome. Is he still in Rome? (No, he isn't.)*
- Give sts time to complete the task and check their answers with a partner.
- Check answers as a class.

1 Have you ever visited / haven't / 've been / did you go / went

2 Have they ever been / have / went / were / Did they enjoy / loved

7

- Sts use the example speech bubbles to ask and answer questions about their experiences.
- Check answers as a class.

Writing

8

- Sts write down the activities they have done, including any extra information.

9

- Sts write their blog post, taking care to ensure all they have included all the information they need to. Sts can use the blog posts on page 95 as examples.

Page 97

Grammar

Irregular plurals

1

- Tell sts to look at the pictures and elicit what kinds of plural we can see here. (First group: they are all plurals but they don't end in s. Other letters in the words change. Second group: *mice*, *geese* and *people* work in the same way as the first group. For *fish* and *sheep*, the plural is the same as the singular. Third group: the words all end in o and the plurals all end in os.)
- Give sts time to complete the activity, and check answers.

2 mice 3 photos 4 children 5 teeth 6 fish 7 women 8 people 9 radios 10 feet 11 sheep

Grammar

One and ones

1

- Explain that we use *one* or *ones* instead of a noun, so we don't say the noun twice.
- Give sts time to read the grammar presentation and complete the activity. Then check answers.

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

Grammar

Prefixes

1

- Explain that prefixes are groups of letters that we add to the beginning of words. Here we are looking at negative prefixes. They change the word so it has the opposite meaning.
- Tell sts to look at the words in the box and elicit what the words are without the prefixes (*appear, honest, legal, possible, correct, comfortable, happy*). Check sts understand their meaning, and explain any that they don't understand.
- Allow sts time to complete the activity, and check answers.

1 uncomfortable 2 unhappy 3 illegal 4 impossible 5 incorrect 6 disappear 7 dishonest

2

- Allow sts time to complete the activity, and check answers.

2 Hannah **disagrees** with her sister about a lot of things.

3 Lots of people are **unhappy** about the plans to build a new shopping centre.

4 The information on their website was **incorrect**.

5 Burgers and chips are very **unhealthy**.

6 You just click on this button and the comment box **disappears**.

3

- Remind sts that the words they need are in exercise 1.
- Allow sts time to complete the activity, and check answers.

2 uncomfortable 3 dishonest 4 illegal 5 incorrect 6 impossible

Vocabulary

The environment

1

- Tell sts to look at the pictures and discuss what they can see.
- Sts do the task, and check answers with a partner.
- Check answers as a class.

1 recycling bank 2 climate change 3 fossil fuel 4 carbon dioxide 5 pollution 6 rubbish

7 global warming 8 packaging

EXTRA CHALLENGE

Tell sts to use their dictionaries to find words that go with *rubbish*:

1 noun + *rubbish* – *garden rubbish, household rubbish*

2 noun + *of rubbish* – *a bag of rubbish, a pile of rubbish*

3 *rubbish* + noun – *rubbish bag, rubbish bin, rubbish tip*

4 verb + *rubbish* – *put out the rubbish, collect the rubbish*

5 *rubbish* + verb – *rubbish rots, rubbish decays*

To do this task, tell sts to make a mind map. They can write an example sentence for each.

EXTRA SUPPORT

Elicit or pre-teach some useful vocabulary:

aluminium, a rubbish tip / landfill site, leave on standby, eco-friendly, etc.

EXTRA IDEA

In pairs, sts think of one thing they can do for each of these ways of helping to improve the environment:

1 something they can reduce, reuse and recycle

2 a way they could use less electricity

3 a way they could save water

4 a way they could use less fuel when they travel

When they have read the article, ask them if any of their ideas were mentioned.

Reading

2a

- Sts do the task and compare their answers with a partner.
- Check answers as a class.

1 The 3 Rs – reduce, reuse, recycle **2** Save electricity **3** Save water **4** Transport

Language note

Traditionally ‘the 3 Rs’ are ‘Reading, wRiting and aRithmetic’ (they all sort of begin with the /r/ sound), and they were considered to be the basic skills necessary for a reasonable education.

2b

- Sts do the task and compare their answers with a partner.
- Check answers as a class.

1 We need to reduce fossil fuels because huge amounts of carbon dioxide gas go into the air when burning fossil fuels. This gas heats up the planet and causes global warming, climate change and pollution.

2 Most of our rubbish comes from packaging.

3 You should turn off the TV at the wall in order to save electricity.

4 You can save water by taking short showers or by turning off the tap while you're brushing your teeth.

5 Cars are bad for the planet because they cause global warming and air pollution.

3

- Tell sts to discuss the question. Ask them if they will do more after reading the article, and to tell you what they have decided to do to become more eco-friendly.

EXTRA IDEA

Put sts into small groups. Ask each group to come up with a list of at least five things they will do as a class to become more eco-friendly. Sts can then make a poster and sts can tick when they have done anything from the list. The poster with the final list should go up on the wall and should be big enough for everyone to see which activities they have ticked. At the end of one month, you could check what the sts have done, and ask whether they think they have become more eco-friendly.

Page 99

Grammar

Zero conditional

4a

- Give sts time to complete the task, then check answers.

1 save, recycle **2** have, take

4b

- Tell sts to complete the task and check answers.

1 *If* + present simple, + **present simple**.

OR

Present simple + *if* + **present simple**.

2 We use a comma at the end of the *if* clause to separate it from the following clause. We use the comma when we start the sentence with an *if* clause.

4c

- Give sts time to do the task and check the answer.

always

5

- Tell sts to do the task.
- Check answers.

2 If we have short showers, we save water.

3 I don't walk to school if I get up late.

4 If we turn off the light, we save electricity.

5 If you don't revise, you don't get good marks.

Page 100

Grammar

First conditional

1a

- Tell sts to complete the task, then check answers with a partner.
- Check answers as a class.

1 do, will make 2 take, won't have to 3 'll be, walk, ride

1b

- Tell sts to read the examples and complete the rules.

We make the first conditional with:

If + present simple, + **will / won't** + verb.

OR

will / won't + verb + *if* + present simple.

1c

- Tell sts to complete the task.
- Check the answer as a class.

We use a comma at the end of the *if* clause to separate it from the following clause. We don't use a comma when the *if* clause comes second.

1d

- Tell sts to look at the rule and elicit the answer. Look at the sentences in 1a to confirm that the answer is correct. Ask *Are the sentences about the future? (yes) Are they real situations? (yes) Do the sentences include a result? (yes).*

The first conditional describes a real future situation and its result.

2

- Tell sts to match the sentence halves. Remind them about using a comma where necessary.

1 *f* I'll be sick if I eat all that chocolate.

2 *c* If Tom doesn't revise for the test, he won't get a good mark.

3 *a* If we go on the next bus, we'll get home at 6 p.m.

4 *e* She won't go running if it rains tomorrow.

5 *d* If you make a noise, you'll wake the baby.

6 *d* They'll be late if they don't leave soon.

3

- Tell sts to look at the expressions in the box, and the pictures. Explain that the pictures on the left show the 'if' clause and the pictures on the right show the 'result' clause.

The expressions in the box can be used in the 'if' clause – note that not all of the expressions are needed. Sts will need to think of what to write in the 'result' clause themselves.

- Give sts time to complete the task and check answers.

Possible answers

b If you don't revise for the test, you'll get a bad mark.

c If you go to bed late, you'll be tired tomorrow.

d If you miss breakfast, you'll be hungry later.

Page 101

Grammar

Can and could for ability

1

- Give sts time to read the grammar presentation and complete the task.
- Check answers.

1 could 2 couldn't 3 can't 4 could 5 can

Questions and short answers

2

- Give sts time to read the grammar presentation and complete the task.
- Check answers.

1 Could, couldn't 2 can't 3 Could, could

3

- Put sts in pairs to ask and answer the questions.
- Feed back as a class. Could anyone in the class do all of those things when they were five?

Page 102

Reading

We used to be rivals

1

- Focus attention on the lesson title. Elicit the meaning of *rival*.
- Ask if Sue and Alec are still rivals today (no) and if they were rivals in the past (yes). Don't get into a detailed explanation of the *used to* structure at this point.
- Ask sts to read the questions silently to find out what information they will be looking for.
- Tell sts to read the story and find the answers to the questions.

1 Jack Snoop, a TV reporter.

2 Yes, they do.

3 No, they don't.

4 He says he used to be a builder, and he can build a wall to make two offices.

EXTRA IDEA

In groups of three, sts act the story. Ask for two or three volunteering groups to perform in front of the class. Have a vote on the best performance.

EXTRA IDEA

With stronger groups, you may like to develop vocabulary by discussing the feelings Sue and Alec might have towards their situation, and how they show them in their actions and in the way they speak.

Page 103

2

- Sts complete the sentences, and then read the story again quickly to check their answers.
- Check answers with the class.

1 Newstime TV

2 one big office

3 cotton tops, Alec likes the window open

4 practise golf

5 anything, Alec tidies everything

6 white is boring

7 be a builder

8 a wall

Grammar

used to

3a

- Sts complete the sentence from memory, and then scan the story again to check their answers.
- Check the answer, and then read the rule together. Elicit what form of the verb follows *used to* (the base form) and point out that we don't use *s* for the third person singular. Also make it clear that the *used to* structure has no present form and can never be used to refer to a present habit. We say *I go swimming on Saturdays*, not *I use to go swimming on Saturdays*.

used to be

3b

- Sts scan the story for the negative and question forms of *used to*. Elicit the rules.

Sue didn't use to put things away.

We use *didn't + use to + base form of the main verb*. The form is the same for all persons.

Did you use to have your own offices?

We use (question word +) *did + subject + use to + base form of main verb* for questions.

4

- Sts work individually to expand the cues into sentences with *used to* or *didn't use to*.
- Ask them to compare answers in pairs before you check them with the class.

2 She used to have her own office.

3 She didn't use to leave the window open.

4 She didn't use to wear thick jumpers.

5 She used to leave things on the floor.

6 She used to work in a warm office.

7 She didn't use to put things away.

8 She used to have yellow walls in her office.

Writing and Speaking

5a

- Sts look at the pictures, note the differences and write the sentences individually.
- Alternatively, sts could work in pairs. Each student covers up a different picture, and then describes the picture they are looking at to their partner to find the differences before writing the sentences together.

Possible answers

- 1 He used to wear glasses, but he doesn't now.
- 2 He used to have a girlfriend with brown hair, but he is single now.
- 3 He used to have long hair, but he has got short hair now.
- 4 He used to have a beard / a goatee, but he doesn't now.
- 5 He used to wear casual clothes, but he wears smart clothes now.
- 6 He used to play the guitar, but he plays the piano now.
- 7 He used to live in Sydney / Australia, but he lives in London now.
- 8 He used to be a bit overweight, but he's slim now.
- 9 He used to go surfing and play rugby, but he goes skiing and plays golf now.
- 10 He used to listen to pop music, but he doesn't now.

5b

- Sts work in pairs to use their answers and role-play the interview with Alec. Walk around and monitor the correct use of *used to*.

6a

- In class or for homework, sts work individually to write twelve sentences about themselves. If done in class, monitor their writing and correct errors as necessary.

6b

- Sts use their sentences from exercise 6a to work in pairs and take turns to ask and answer questions about what they used to and didn't use to do. Get one or two volunteering pairs to do this in front of the class.

Revision idea

For further practice of *used to*, and to add personal interest, bring into class some photos of yourself at a younger age (for example, showing you at the age your sts are), preferably with details that are different from your life at the moment. Ask sts to write or say six to eight sentences about the differences – like they did in exercise 5a.

You can continue by getting sts to ask you further questions with *used to* about you at a younger age, and give true (or invented, but funny) answers. Alternatively, give some true and some false answers, and ask sts to guess (in full affirmative or negative sentences with *used to*) which answers were true and which false.

Grammar

Prepositions in questions

1

- Tell sts to read the questions. Remind them that they only have to answer three of the questions, not all of them.
- Give sts time to write their answers.
- Tell sts to share their answers with the person next to them, then feed back as a class. Did anyone have the same answer as their partner?

Sts own answers.

2

- Check sts understand what a preposition is. Elicit some examples of prepositions (*for, with, in, on, to, etc.*).
- Give sts time to underline the prepositions in exercise 1, and then check answers. Explain that a clause is a part of a sentence that contains a subject and a verb.

Who do you travel to school with?

What is the last book you read? What is it about?

What is your town/city/region famous for?

Who is your favourite present from?

What did you dream about last night?

Who did you talk to this morning?

The prepositions are at the end of the question, or at the end of the first clause.

3

- Explain that sts will need to move one word in each question. They don't need to add, remove or change any words.
- Give sts time to complete the task and check answers.

2 Which class is she **in**? **3** Who is this film directed **by**? **4** Who did he buy a present **for**? **5** What are they looking **at**? **6** What did you learn **about** at school today? **7** What sports are you good **at**? **8** Who are they going on holiday **with**?

4

- Give sts time to complete the task and check answers.

Possible answers

1 Which school do they go to? **2** What is the teacher talking about? **3** Who is he going to the cinema with? **4** Where does this cheese come from? **5** What is she looking for?

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Grammar

Adjectives + prepositions

1

- Explain that certain prepositions go after certain adjectives and before a noun. We need to learn which prepositions go after which adjectives.
- Give sts time to read the grammar presentation and complete the task. Then check answers.

1 at 2 for 3 about 4 of 5 with 6 of 7 to

2

- Remind sts that they need to use a preposition as well as a word from the box.
- Give sts time to complete the task and check answers.

2 crazy about 3 bored with 4 good at 5 bad at 6 frightened of 7 famous for 8 interested in

Page 106

Reading

1a

- Focus on the six pictures illustrating the story. Ask sts to describe who or what they think is in each picture and what they think is happening.
- Pre-teach the words: *taylor, oak tree, treasure, dig, spade, gold* and *silver*. Elicit ideas from sts to use the words to speculate on what the story might be about.

1b

- Read the instructions and check that sts understand their task.
- Tell sts to read the story. As they read, sts put the events in the pictures in order. In weaker classes, they could do this in pairs. In stronger classes, ask sts to do the ordering task individually, then compare answers in pairs at the end.

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

Page 107

2

- Sts read the text again carefully and answer the questions individually.
- Check answers with the class.

1 He had five children.

2 Because he had a dream that he would find treasure there.

3 Four days.

4 Nothing happened. Nobody spoke to him. He didn't find anything.

5 Two boys stole it.

6 He didn't believe in dreams and he thought the tailor was silly.

7 He dreamt he found treasure under an oak tree in Swaffham.

8 It was under the tree in the tailor's garden.

Vocabulary

Indefinite pronouns

3a

- Sts complete the chart with the missing forms. Then they find the words in the text and check their answers.
- Elicit translations for each word.
- Explain that we use *somebody* and *something* in affirmative sentences, and *anything* and *anybody* in questions or negative sentences. Also point out that *everybody* and *everything* are followed by a singular verb, not plural. Elicit if this is different in sts' language.
- You may also need to explain that in English we don't use negative verbs with *nobody* and *nothing*. We say *Nothing happened*, not *Nothing didn't happen*.

-body	-thing
everybody	everything
somebody	something
anybody	anything
nobody	nothing

3b

- Tell sts to read the examples and complete the rules.

We use *some-* in **positive** sentences.

We use *any-* in **negative** sentences and **questions**.

We use *no-* with the **positive** form of the verb.

Language note

You may like to explain that the meaning of *I haven't got anything to do* and *I've got nothing to do* is the same.

3c

- Tell sts to complete the task.
- Check answers.

1 Yes, we can. 2 singular verb

4

- Sts work individually to use the pronouns and complete the sentences.
- Check answers with the class.

1 something 2 somebody 3 nothing 4 anybody 5 anything 6 nobody 7 Everybody 8 anything
9 somebody 10 Nobody 11 anything 12 anybody 13 nothing 14 somewhere 15 something

5

- Sts read the questions and think about their answers.
- Ask two or three sts to give an answer to each question. Encourage them to give their answers in full sentences.

Answer key for Workbook

Unit 1-6: new content

Page 24

Grammar

Requests: *will, would, can, could*

1

Possible answers

- 2 Can/Will you close the door? 3 Could/Would you fill in this form, please?
4 Can/Will you do the washing-up? 5 Can/Will you tidy your room?
6 Could/Would you put these gloves on, please?

Grammar

Countables / uncountables

2

2 U 3 C 4 C 5 C 6 U 7 U 8 U 9 U 10 C 11 U 12 U 13 C 14 U 15 U

Page 25

3

2- 3- 4- 5 a 6- 7- 8 a 9- 10- 11- 12- 13- 14- 15 an

4

Sts' own answers.

Listening and Writing

5 [AUDIO 13]

2 cheese 3 sausages 4 crisps 5 strawberry 6 lemonade

6

Sts' own answers.

Page 32

Progress check

Vocabulary

Quantities

1

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

Grammar

Requests: *will, would, can, could*

2

1 Can you tidy 2 Would you open 3 Could I have 4 Will you give 5 Can we see

Countables / uncountables

3

Countable	Uncountable
1 (a carrot)	5 cheese
2 an egg	6 ham
3 a sandwich	7 pasta
4 a sausage	8 water

some and any

4

1 any, some 2 some, any 3 any, any 4 some, some 5 some, some, some, any 6 any, some

7 some, any 8 any, some

Page 33

How much...? / How many...?

5a

2 many 3 much 4 much 5 many 6 much

5b

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

6

2 any, a lot of 3 some 4 a 5 a lot of 6 much

Everyday English

Giving instructions and polite requests

7

2 Sure 3 Thanks 4 could you 5 Happy 6 Put them 7 problem 8 Could you help

9 Of course 10 Can you 11 No 12 Thank you

Page 36

Vocabulary

Technology / inventions

1a

2 e 3 f 4 d 5 c 6 h 7 g 8 i 9 a 10 b

1b

2 drone 3 smartwatch 4 e-reader 5 earphones 6 3D printer 7 smartphone

8 games console 9 electric car 10 virtual reality headset

2 [AUDIO 19]

	first choice	second choice
Ollie	drone	smartwatch
Bella	driverless car	virtual reality headset

Page 37

Grammar

Relative pronouns: *who, which, that, where, whose*

3

1 c 2 a 3 d 4 b

4

2 who 3 where 4 which 5 which 6 who 7 whose

5

2 which/that 3 where 4 who 5 whose 6 which/that 7 where 8 whose

6

- 2 It's a thing which/that plays music.
- 3 It's a shop which/that sells fruit and vegetables.
- 4 They're people who/that come from Scotland.
- 5 He or she is the person whose house is next to yours.
- 6 He's a writer who/that wrote plays.
- 7 It's a machine which/that does the washing up.
- 8 He or she is a person whose brother or sister was born on the same day.
- 9 It's a place where scientists work and do experiments.

7

- 2 She's the teacher who/that teaches us history.
- 3 That's the film which/that makes my mum cry.
- 4 There's a shop where we can buy chocolate.
- 5 The number 7 is the bus which/that goes to our school.
- 6 I know a boy whose dad is an artist.
- 7 Jodie is a girl who/that loves animals.

Page 38

Reading

1

Possible answers

- 1 Brazil, Italy, Spain, Germany, France, England
- 2 penguin, whale, seal
- 3 USA, Japan, Russia, Mexico, Kenya
- 4 Sts' own answers
- 5 Sts' own answers
- 6 bears, hedgehogs, mice
- 7 Brazil, Vietnam, Colombia
- 8 Answers will vary depending on the year.

2

Sts' own answers.

Page 39

Grammar

-ed / -ing adjectives

3

Tired describes how someone feels. *Tiring* describes a thing or a situation.

4

2 exciting 3 surprised 4 disgusting 5 boring 6 tired

5

2 boring 3 disappointing 4 surprised 5 annoyed 6 confusing

Page 42

Progress check

Vocabulary

The internet and computers

1

2 charger 3 keyboard 4 laptop 5 printer and scanner 6 tablet 7 touchscreen

8 wireless router

2

2 password 3 virus 4 blog, go online 5 social media sites 6 download

Technology / inventions

3

2 h 3 a/c 4 f 5 a/c 6 g 7 e 8 b

Grammar

will for future

4

2 won't play 3 will get 4 won't go 5 will be 6 Will (you) come 7 will (you) arrive

5

1 I don't think / will win

2 I think / I don't think, will rain

3 I think / I don't think, will pass

4 I think / I don't think, will replace

5 I think / I don't think, will discover

Page 43

Relative pronouns: *who, which, that, where, whose*

6

1 A, B 2 B, C 3 B 4 B 5 A, C

Adjectives with *-ed* and *-ing*

7

1 relaxing 2 surprised 3 boring 4 surprising 5 bored 6 relaxed

Everyday English

Offering help

8

1 Can I help you 2 really kind of you 3 should 4 Why don't you 5 That's great

Page 58

Vocabulary

Adverbs with *-ly*

1

1 loudly 2 tidily 3 dangerously 4 slowly 5 badly 6 carefully

2

Sts' own answers.

Grammar

less and the least

3

No, there isn't any difference. They all have the same meaning.

4

2 This chair is less comfortable than that one.

3 Niš is not as big as Belgrade.

4 Kate is the least friendly of the three girls.

5 I think Srđan Dragojević is less famous than Emir Kusturica.

6 This exercise is not as easy as the first one.

7 The blue T-shirt is the least expensive T-shirt.

8 Today is less sunny.

Page 59

5

2 My tablet was less expensive than my laptop.

3 I think Maths is the least difficult school subject.

4 Your shoes are less dirty than my boots.

5 The car is less slow than the bus.

6 Our hotel was on the least quiet street in the city.

6

Sts' own answers.

Page 64

Progress check

Vocabulary

Phrasal verbs

1

2 took 3 put 4 Switch 5 turn 6 pick 7 look 8 wake 9 switch 10 Put 11 Look 12 sleep

Adverbs with *-ly*

2

2 carefully 3 safely 4 quickly 5 carelessly 6 loudly 7 quietly 8 nicely

Grammar

should / shouldn't

3

2 shouldn't go 3 should have 4 shouldn't go out 5 should ask

Page 65

less and the least

4

1 less popular than 2 the least expensive 3 less rainy than 4 the least frightening

have to / don't have to

5

2 don't have to go 3 have to stay 4 don't have to go 5 have to take

6 has to study 7 don't have to eat 8 has to hurry 9 don't have to go

Everyday English

Persuading and encouraging

6

2 Come on, you can do it! – E

3 What have you got to lose? – P

4 I don't think you should do it. – P

5 Don't give up! – E

6 Go on. Give it a try. – P

7 You really must do it. – P

7

1 give up 2 think so 3 can 4 going 5 to lose 6 problem

Unit 7: Even more English! (Pages 68–83)

Page 68

Past continuous

1

2 was sending

3 was putting on

4 was throwing

2

2 We were brushing our teeth.

3 I was doing my homework.

4 We were watching TV.

5 We were taking photos / photographs.

6 I was putting on my coat.

7 We were studying for an exam.

8 We were having dinner.

Page 69

3

2 Was Tom playing the guitar? No, he wasn't.

3 What was Alice doing? She was doing her homework.

4 What were Mr and Mrs Payne doing? They were watching TV.

5 What were Matt and Celine doing? They were taking photos / photographs.

6 What was Gary putting on? He was putting on his coat.

7 Who was sitting on the sofa? Mr and Mrs Payne were sitting on the sofa.

8 Who was wearing a hat and glasses? Gary was wearing a hat and glasses.

9 What were you doing? Sts' own answers.

10 Were you sitting at a computer? Sts' own answers.

4

2 was raining / wasn't raining

3 was sending / wasn't sending

4 was wearing / wasn't wearing

5 were going / weren't going

6 was eating / wasn't eating

5

2 Mr Ball was eating (a sandwich).

3 Ollie was swimming.

4 Jane was reading (a magazine).

5 Toby was throwing a ball. / Toby was playing with the dog.

6 A man was running.

Page 70

Past simple and continuous

1

2 We were crossing a bridge when we met an elephant.

3 We were having a picnic when a horse ate our food.

4 We were cycling through the town when it started to rain.

5 Helen was sending a text message when she dropped her phone in the river.

6 Jeremy was taking a photograph when a ball hit him.

2

2 heard 3 saw 4 was coming 5 was driving 6 was running 7 was running 8 ran 9 opened
10 jumped 11 was 12 was moving 13 stopped

3

Possible answers

2 We were shopping. 3 He was running behind a car. 4 We ran up to it.

5 I jumped in it and stopped the car. 6 The car was moving.

Page 71

Possessive 's and s'

1

2 [cross] 3 [cross] 4 [tick] 5 [cross] 6 [tick] 7 [cross]

2

2 parents' 3 Jelena's 4 cousins' 5 children's 6 John and Mary's

Possessive adjectives and pronouns

1

The book belongs to Milica. The dictionaries belong to Bogdan.

2

Subject pronouns	Possessive adjectives	Possessive pronouns
I	my	mine
you	your	yours
he	his	his
she	her	hers
we	our	ours
they	their	theirs

3

2 b 3 c 4 b 5 c 6 a

Page 72

Present perfect

1

2 have 3 have 4 has 5 have 6 has 7 has

2

- 2** We've helped them in the house.
- 3** They've given us some money.
- 4** Aimee's washed the windows.
- 5** I've cleaned their car.
- 6** Ben's hoovered the floor.
- 7** He's taken their dog for a walk, too.

3a

2 a 3 e 4 c 5 f 6 b

3b

Sts' own answers.

4

2 has been **3** 've visited **4** haven't won **5** has driven **6** haven't seen

Page 73

5

- 2** have found gold
- 3** has gone fishing
- 4** have seen a ghost
- 5** has flown in a plane
- 6** has got a new car

6

Sts' own answers.

Page 74

Present perfect

1

Across: **5** climbed **7** met **10** done **11** played **13** seen **14** travelled **15** flown

Down: **1** ridden **2** written **3** read **4** stopped **6** visited **8** been **9** gone **12** fallen

2

- 2** A spaceship has / hasn't landed in our street.
- 3** We've seen / We haven't seen a Grand Prix.
- 4** I've / I haven't used the internet.
- 5** Our class has / hasn't visited a museum.
- 6** My friends have / haven't flown in a helicopter.

Present perfect: questions

1

2 Has Kate played

3 Have they eaten

4 Have James and Flora done

5 Have you met

6 Has your friend ridden

Page 75

Present perfect: *ever* and *never*

1

2 Have you ever written to a magazine or newspaper?

3 Have you ever sent a Valentine's card?

4 Have you ever phoned a radio station?

5 Have you ever had a party in your house?

6 Have you ever washed your own clothes?

7 Have you ever asked somebody out?

8 Have you ever cooked dinner?

Sts' own answers.

2

2 Has Adam ever spoken to someone from the USA or Britain? Yes, he has.

3 Has Adam ever written an e-mail in English? No, he hasn't.

4 Has Adam ever visited Britain or the USA? No, he hasn't.

5 Has Adam ever read an English magazine? Yes, he has.

6 Has Adam ever watched a film in English? Yes, he has.

3

Sts' own answers.

Page 76

Present perfect: *just, already and yet*

1

3 Sarah has already done a maths test.

4 Robert hasn't done a maths test yet.

5 Sarah has already finished dinner.

6 Robert hasn't watched TV yet.

7 Sarah and Robert haven't brushed their teeth yet.

2

2 yet 3 already 4 yet 5 just 6 yet 7 just

Present perfect and past simple

1

2 already 3 last night 4 ever 5 yesterday 6 yet 7 three times 8 two days ago

2

2 ridden 3 gone 4 went 5 met 6 been 7 held

Page 77

3

1 b PS

2 a PP b PS

3 a PP b PS

4 a PP b PS

5 a PP b PS

4

2 PS 3 PP 4 PP 5 PS

5

2 I've never seen an elephant.

3 Have you ever won a competition?

4 My sister has read all of Branko Ćopić's books.

5 Two years ago, Milica went on holiday to Spain.

6 Have you ever met a famous person?

7 Alex can't play football because he's broken his leg.

8 When did Filip and Ana get married?

9 We've never visited Africa, but we've travelled to Asia several times.

10 This is the most delicious soup I've ever eaten.

6

2 Have you done your homework yet?

3 Did you go to a café last week?

4 When did your mum get home yesterday?

5 What new things have you tried this year?

6 Have you ever climbed a mountain?

Sts' own answers.

Page 78

Irregular plurals

1

2 one person **3** one woman **4** four fish **5** four children **6** four feet **7** lots of teeth **8** one sheep

one and ones

1

2 one **3** one **4** ones **5** one

2

2 red one **3** those ones **4** big one **5** black one **6** old ones **7** This one

Prefixes

1

2 impolite **3** incorrect **4** irregular **5** dishonest **6** illegal

2

2 impatient **3** unhealthy **4** illogical **5** impossible **6** irresponsible **7** uncomfortable **8** inefficient
9 unusual **10** unkind

Page 79

Zero conditionals

1a

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

1b

1 We produce carbon dioxide if we burn fossil fuels.

2 I always take a book if I go on a long journey.

3 If we recycle our rubbish, we reduce pollution.

4 If we burn rubbish, we pollute the air.

5 If I have a headache, I usually take an aspirin.

6 Water boils if you heat it.

2

2 miss, have 3 are, take 4 press, come 5 stays, gets 6 don't go, have

3

Possible answers

1 If you go out in the rain without an umbrella, you get wet.

2 If you have a toothache, you go to the dentist.

3 If plants don't get enough water, they die.

4 If you mix blue and red, you get purple.

First conditional

1

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

2

2 rains, 'll go 3 'll give, do 4 won't have, don't get 5 I finish, 'll watch 6 will be, go

Page 80

3

2 If I arrive home late, Dad will be angry.

3 If you don't wear a coat, you'll feel cold.

4 If you haven't got any money for the cinema, I'll lend you some.

5 If the bus doesn't arrive soon, we'll be late for school.

6 If you leave your mobile there, someone will steal it.

4

1 go, won't be 2 agree, 'll get 3 won't come, don't invite 4 is, won't go 5 'll miss, don't hurry up

6 'll make, start 7 don't eat, won't be

5

Sts' own answers.

Page 81

Can and could for ability

1

2 couldn't 3 Can, can 4 could 5 can 6 Can, can't 7 can 8 can't 9 couldn't

2

Sts' own answers.

Prepositions in questions

1

2 What is this book about?

3 Who did you play tennis with?

4 Where do you come from?

5 Who were you waiting for?

Page 82

used to

1

2 used to go skiing

3 used to play rugby

4 used to live in New York

5 used to work in a shop

6 used to share a bedroom

2

2 used to live

3 didn't use to have

4 did you use to have

5 didn't use to drive

6 used to ride

7 did you use to go

8 didn't use to go

9 used to stay

10 did you use to do

11 used to meet

12 didn't use to do

13 used to have

14 didn't use to have

15 used to have

16 used to be

Page 83

Adjectives + prepositions

1

2 at **3** about **4** of **5** for **6** with **7** at

Indefinite pronouns

1

2 somebody **3** nothing **4** anybody **5** anything **6** everybody

2

2 body **3** body **4** thing **5** body **6** thing

3

2 something

3 Everything

4 somebody

5 nobody

6 somebody

7 anything

8 anything

9 anything / anybody

4

2 c **3** c **4** b **5** a **6** a