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Wider World



1

TEACHER'S BOOK

Pearson

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See the Wider picture



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Persian

The curious Cube Houses, Rotterdam, the Netherlands

These strange houses were designed in the 1970s. They are made in cube shapes turned on their points. This gives space for people to walk underneath. From a distance they look like a forest and the people who live in them feel like they are living in a tree village.

Would you like to live in a house like this?

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WHAT IS *WIDER WORLD*?

Wider World is the portal to a wider world of English language knowledge and resources specially designed for teenage learners. It provides teenage students with the ability to communicate well in English and to pass exams at a good level. Just as importantly, it boosts their confidence to participate as educated citizens in the global community of the twenty-first century, with all its unique challenges and opportunities.

Wider World is the fruit of a collaboration between two leading companies in the fields of media and education: the BBC and Pearson. The BBC brand is synonymous worldwide with the concepts of trust and quality in their news and entertainment programmes, while Pearson is the world's leading education company for all ages and stages of learners.

Wider World is the direct result of extensive research and analysis of learners' needs and wants, translated into a comprehensive set of *authentic*, *interactive* and *reliable* materials in both print and digital formats. This wide ranging research revealed three key learning objectives that were common to all learners, their teachers and parents:

1 Success at school – students can move to the next level of their careers by passing exams.
2 Motivation – students can continue their English learning beyond school.
3 Confidence – students can acquire the skills which will help them make sense of the ever more pressurised digital world of the twenty-first century.

WHAT IS THE *WIDER WORLD* METHODOLOGY?

We all know that teenagers can present a special challenge for teachers and parents. They are transitioning from children to adults, at the same time as they are dealing with the competitive pressures of exams. They are coping with parental expectations as well as the distractions of social media and the digital age. This is a time when they need security and support as well as encouragement and inspiration. Bearing all this in mind, we designed the course to be:

***Authentic*:** language is presented through relevant and intriguing real-life content, from the humorous situations in the drama videos, through the real people interviewed for the Vox Pop videos to the clips taken from actual BBC programmes to create the BBC Culture videos. Content has been carefully chosen to inspire and challenge teenagers, and the style in which it is presented reflects the way that today's teens access information and entertainment: from the internet, using personal devices such as tablets, laptops and mobiles.

***Interactive*:** moving to a much more personalised and adaptive approach, *Wider World* does not just provide static content but also multiple opportunities to investigate and interact with that content through productive activities and projects. By interacting with the content rather than merely practising the target language, students acquire the language at a deeper cognitive level. English becomes the tool through which they access a wider world of knowledge, skills and experience rather than just another subject on the curriculum.

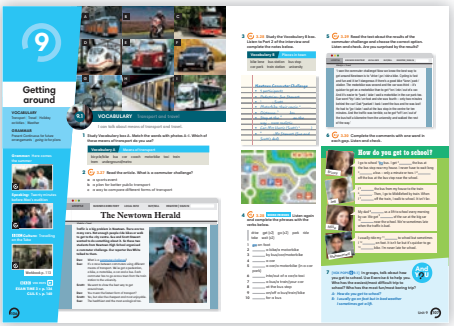
***Reliable*:** 'It's all very well to be inspired and have fun, but our students need to pass their exams!' we can hear teachers say, and passing the exam with a good score is *the* key learning outcome of *Wider World*. The rigorous syllabus built around the Global Scale of English (see page 11) provides the right language, at the right level, with the right amount of practice and the right sort of assessment along the way to bring students up to the level required to pass their end-of-school exams. Additional support is provided by the *Wider World Exam Practice* books which provide practice papers for the appropriate Cambridge and Pearson Test of English high-stakes exams.

Organised on the principle of ***Assessment for Learning*** (see page 11), the in-course testing and assessment package provides over 600 test activities per level, covering both language and skills.

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OVERVIEW OF THE COMPONENTS

STUDENTS' BOOK



- Ten units with 80–120 hours of teaching material
- Video (drama, BBC Vox Pops and BBC Culture clips) with every unit
- One lesson per page or opening, one skill focus per lesson
- Clear lesson objectives ('I can …') taken from the Global Scale of English (GSE)
- Wordlist with exercises activating key vocabulary and Revision for every unit
- Grammar Time: grammar reference and practice activities for every Grammar lesson
- Exam Time: the Listening and Speaking parts of the Cambridge English Key for Schools and Pearson Test of English General A1 exams
- 5 extra CLIL lessons
- 2 extra Culture lessons about the English speaking world

STUDENTS' ETEXT



- The full Students' Book in digital format
- All audio and video embedded into the exercises

WORKBOOK WITH EXTRA ONLINE HOMEWORK



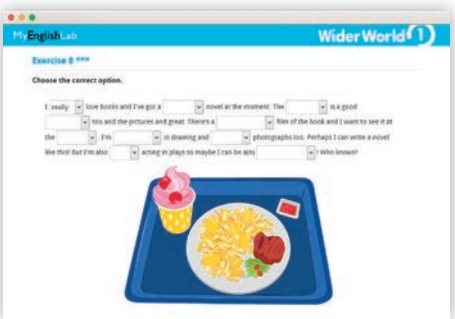
Workbook

- Additional grammar, vocabulary and skills practice to reinforce material in the Students' Book
- One lesson per unit dedicated to BBC Culture, plus full video scripts
- Exam Time: the Reading and Writing parts of the Cambridge English Key for Schools and Pearson Test of English General A1 exams

Extra Online Homework

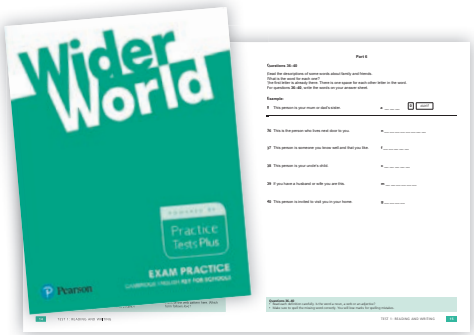
- Extra homework activities, based on the BBC Vox Pops, with embedded videos
- All Students' Book videos
- Downloadable Workbook audio
- Review and End-of-year tests assigned and released by the teacher
- Downloadable resources for teachers (Tests package, Exam Practice audio and answer key, Teacher's Resource Book)

MYENGLISHLAB



- Interactive Workbook with instant feedback; tips and remediation activities with grammar exercises
- Extra homework activities, based on the BBC Vox Pops
- All Students' Book videos
- Downloadable Workbook audio and Self-assessment pages
- Review and End-of-year tests assigned and released by the teacher
- Downloadable resources for teachers (Tests package, Exam Practice audio and answer key, Teacher's Resource Book)

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EXAM PRACTICE BOOKS

A series of books which provide additional, intensive practice and support for important international exams. These books work alongside the Level 1 Students' Book:

- Cambridge English Key for Schools
- Pearson Test of English General A1 and Level 1 (A2).

The audio and answer key are available on the Teacher's DVD ROM and MyEnglishLab.



TEACHER'S BOOK WITH TEACHER'S DVD-ROM

Teacher's Book

- Unit-by-unit teaching notes with audio scripts and answer key
- Interleaved with Students' Book pages
- Workbook audio scripts
- Workbook answer key

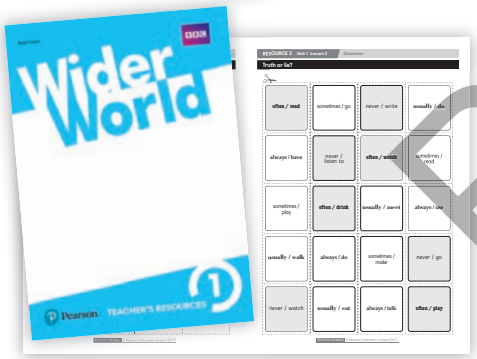
Teacher's DVD-ROM

- All Students' Book videos with subtitles
- Teacher's Resource Book, including instructions and answer key
- Class audio with audio scripts
- Workbook audio with audio scripts
- Exam Practice audio and answer key



CLASS AUDIO CDS

Audio material for use in class



TEACHER'S RESOURCE BOOK

- 120 pages of photocopiable resources
- One page for every lesson
- One extra page for every drama video
- One extra page of Vocabulary, Grammar and Culture activities with every unit
- Available as a printed book or downloadable from the ActiveTeach MEL and Teacher's DVD-ROM with instructions and answer keys



ACTIVETEACH

- Students' Book pages with embedded audio and video; interactive activities and 'Show answers' functionality
- Workbook pages with embedded audio; 'Show answers' functionality
- Teacher's Resource Book, including instructions and answer key
- Audio resources: Class and Workbook audio with audio scripts
- Video resources: all Students' Book videos with subtitles
- Phonetics chart
- Toolbox: Stopwatch and Scoreboard

WEBSITE

Additional information and support available on www.pearsonELT.com/widerworld

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A UNIT OF THE STUDENTS' BOOK

Clear summary of unit contents in terms of Vocabulary and Grammar

Video resources clearly referenced

Learning objective (Can-do statement) for every lesson

Key Vocabulary recorded

Vocabulary sets pulled out from reading text

Special focus on teaching collocations and chunks of vocabulary

Group and pair work in every lesson for real exchange of information and opinions



1

People are people

VOCABULARY
Nationalities | Family | Adjectives to describe people | Verbs | Personality adjectives | Clothes and footwear

GRAMMAR
can for ability | *have got*

Grammar: Welcome to my life!

Speaking: She's famous

BBC Culture: Child prodigies

Workbook p. 17

BBC VOX POPS

CLIL 1 > p. 136

1.1 VOCABULARY Nationalities, family, adjectives to describe people

I can talk about family and nationalities.

My multinational family

My name's Asha. I'm a teenager – I'm thirteen years old. I'm English and French, but my family is multinational.

My mum's name is Sonia. She's English. My dad's name is Henri. He's French. My granny Cara (my mum's mother) is Irish and my grandpa Abe is from the USA. My other grandfather, Gus (my dad's father), is Argentinian and my grandma Miyo is from Japan.

My auntie Rita (my mum's sister) is married. Her husband's name is Alex. He's Scottish. Their son's name is Tommy. He's my baby cousin – only nine months old. My uncle Antoine (my dad's brother) is married too. His wife's name is Ola. She's from Poland. Their daughter (my cousin Ana) is thirteen years old too. We're good friends.

1 1.13 Look at the photos. How many people are there in the family? Read the text and write the names of the people.

2 1.14 Complete the Vocabulary A box with countries and nationalities from the text. Listen and check. What nationality is Asha? Can you add more countries and nationalities to the list?

Vocabulary A Countries and nationalities

England – 1 English | Argentina – 5 | Germany – German
France – 2 | 6 – Japanese | Italy – Italian
Ireland – 3 | Scotland – 7 | Holland – Dutch
4 – American | 8 – Polish

3 1.15 Study the Vocabulary B box. Write the words in the correct group. One word can go in both groups. Listen and check.

Vocabulary B Family

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

♀ aunt, ____, ____, ____, ____, ____, ____
♂ brother, ____, ____, ____, ____, ____, ____

4 Find other words in the text on page 10 for these words. In pairs, use words from Exercises 2–4 to ask and answer questions about Asha and her family.

1 aunt auntie
2 mother ____
3 father ____
4 grandfather ____
5 grandmother ____

A: Is Asha's mum French?
B: No, she isn't.

5 Study the Watch out! box. Read the text on page 10 again and rewrite the sentences using 's. Who says these sentences?

Watch OUT!
Possessive 's
We use 's to talk about our family members, names, appearance and possessions.
Asha's mother is English.
My uncle's car is electric.
Gus's hair is grey.
My grandparents' home is in L.A.

1 The name of my mum is Sonia.
My mum's name is Sonia. (Asha)
2 The name of my brother is Antoine.
3 The name of my husband is Gus.
4 The son of my sister is a baby.
5 The mother of my husband is Japanese.
6 The names of my cousins are Asha and Tommy.
7 The sister of my wife is married to Henri.
8 The wife of my uncle is Polish.

6 1.16 WORD FRIENDS In pairs, check you understand the words below. Then write them in the correct column. Some words can go in more than one column. Listen and c

big blonde blue brown d
green grey long old red
short slim small tall youn

Eyes	Hair	Gener appea
big	*blonde*	*big*

7 Look at the photos on page 10 and correct the sentences.

1 Asha's hair is blonde.
Asha's hair isn't blonde. It's dark.
2 Asha's eyes are blue.
3 Ana is old.
4 Henri's hair is long.
5 Tommy is big.
6 Gus is young.

8 In pairs, ask and answer questions about the people in the photos on page 10. Use words from Exercise 6.

A: Is Cara's hair long?
B: No, it isn't. It's short. Is Rita old?

9 In pairs, take it in turns to say sentences about people in your family. Your partner guesses if your sentences are true or false.

And YOU

A: My aunt Justine, my mum's sister, is from Montreal. She's Canadian.
B: False.
A: No, it's true.

Unit 1

Reference to the scripts of the BBC Culture video in the Workbook

Reference to relevant sections in the back of the book (Exam Time and CLIL)

Vocabulary presented via listening and visuals

Personalisation in the *And You?* sections

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Clear grammar tables

21st century skill of critical thinking

One lesson per page or opening

BBC Vox Pop videos provide lots of real-life models for students' own speech

Reading texts in a variety of genres

Vocabulary set pulled out from reading text

Manageable texts about contemporary issues to engage students' attention

Everyday phrases and expressions pulled out of the presentation

Grammar presented through video

Group and pair work for real exchange of information and opinions

Reference to Grammar Time: full grammar tables and further grammar practice in the back of the book

Pearson

A UNIT OF THE STUDENTS' BOOK

English in use lessons in even numbered units focus on vocabulary and structures from the previous two units

Odd numbered units contain writing skills work covering a range of genres

Every functional dialogue is presented through a drama video

Regular class vote provides opportunities for group work and personalisation

Pronunciation activities work with vocabulary from the unit

All key language and functions are reviewed in a measureable way on this page

Every Revision page has a dictation on the class audio

Self-assessment backed up by full checklist and activities in the Workbook

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These lessons develop the 21st century skill of cultural awareness

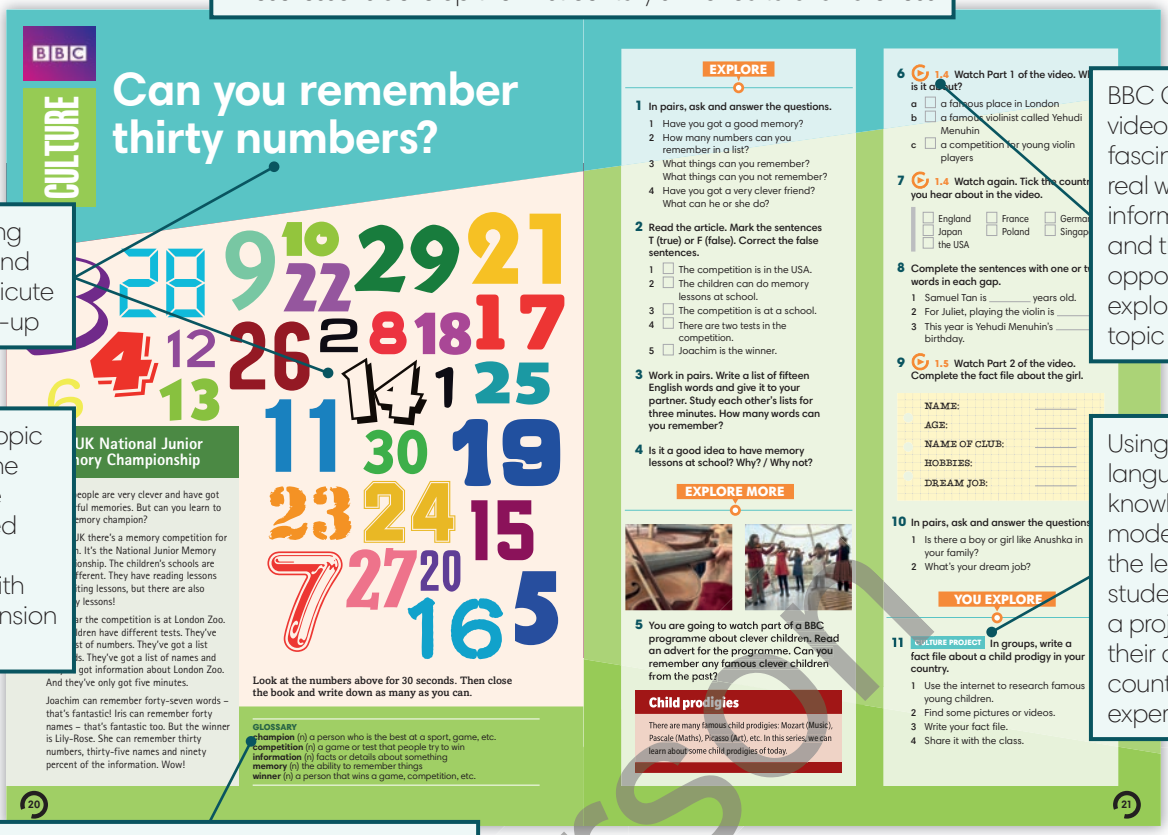
An intriguing question and photo or picute as a warm-up

A culture topic linked to the unit theme is presented through a reading, with comprehension exercises

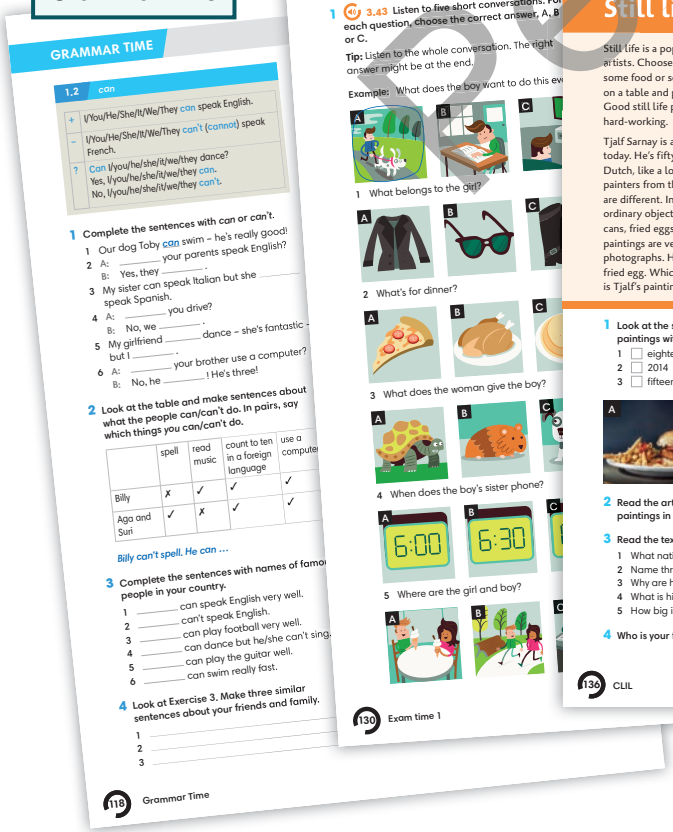
BBC Culture videos provide fascinating real world information, and the opportunity to explore the topic further

Using the language, knowledge and models from the lesson, students create a project about their own country or experience

Glossary for the most difficult words in the text

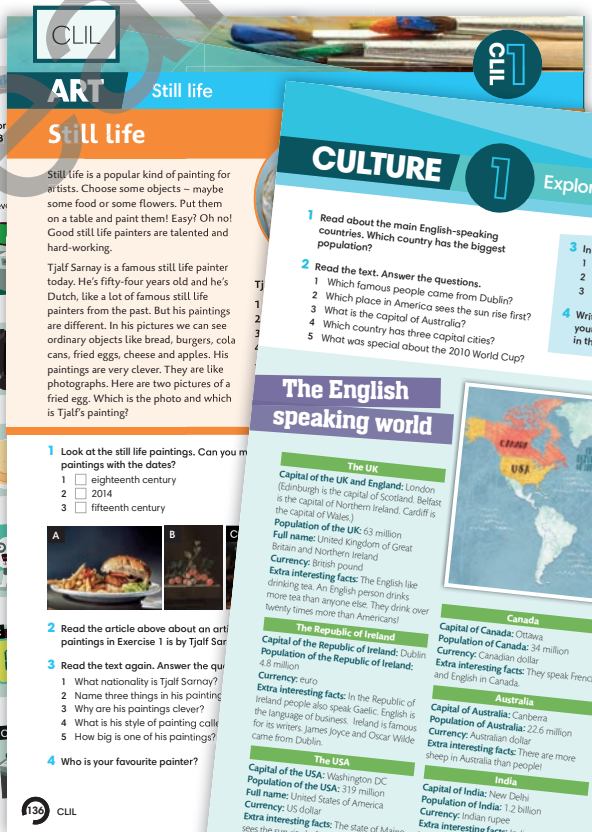


Grammar Time



Exam Time

CLIL



Culture

Pearson

WIDER WORLD VIDEOS

There are three types of video in *Wider World*.

1 *TO THE MAX* DRAMA SERIES



A specially shot, entertaining soap opera-type drama about a group of teenagers, their families and friends. Each video presents the key language of the lesson for one of the Grammar lessons in each unit.

All the video episodes are available in audio-only format on the Class audio for those classrooms where video is not readily available.

The purpose of this video is to present the target language of the lesson in a way that is truly engaging and meaningful. When new language is backed up by visual clues and context (the location, the action, the body language and facial expression), it transforms the learning experience so that language is *acquired* (in the long-term memory) rather than merely *learnt* (in the short-term memory). This will improve students' *receptive fluency*.

Detailed teaching notes for each video are provided in the lesson notes.

2 BBC VOX POPS



These are short clips of people filmed by the BBC on the streets of London, answering questions about their lives and opinions, following the topics and themes of the lesson.

The purpose of this type of video is to provide short, manageable chunks of language in a real-life context, which students can use as a model for their own speech, thus improving their *productive accuracy*.

Because the Vox Pops are unscripted, authentic, spontaneous speech, students are exposed to real language uttered by speakers of English from around the world. This helps them begin to develop compensation strategies for understanding new language. They will hear inaccuracies even from native speakers of English, so be prepared to mention and explain these mistakes to students. Encourage them not to worry about individual words they might not catch (which often happens even between native speakers) but to try to get the gist of the speech.

3 BBC CULTURE VIDEOS



An intriguing, wider world view of topic-related culture (e.g. appearance and personality, hobbies, likes and dislikes) which recycles the topics and language of the unit. Extracts of high-quality BBC documentary and news footage are re-voiced at an appropriate level for the learner. By the end of the lesson, students will be able to answer the intriguing question in the lesson heading and to explore the topic further if they wish.

The purpose of this type of high-quality authentic video is to spark students' imagination and curiosity about the wider world so that they are enthused to pursue their own interests and continue their English learning independently. This will improve students' *receptive fluency* as well as their overall confidence as they become accustomed to handling and interpreting a wider range of authentic content in English.

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KEY CONCEPTS BEHIND *WIDER WORLD*

THE GLOBAL SCALE OF ENGLISH

The Global Scale of English (GSE) is a standardised, granular scale that measures English language proficiency. Using the Global Scale of English, students and teachers can now answer three questions accurately: *Exactly how good is my English? What progress have I made towards my learning goal? What do I need to do next if I want to improve?*

Unlike some other frameworks that measure English proficiency in broad bands, the Global Scale of English identifies what a learner can do at each point on a scale from 10 to 90, across each of the four skills (listening, reading, speaking and writing) as well as the enabling skills of grammar and vocabulary. This allows learners and teachers to understand a learner's exact level of proficiency, what progress they have made and what they need to learn next.

The Global Scale of English is designed to motivate learners by making it easier to demonstrate granular progress in their language ability. Teachers can use their knowledge of their students' GSE levels to choose course materials that are precisely matched to their ability and learning goals. The Global Scale of English serves as a standard against which English language courses and assessments worldwide can be benchmarked, offering a truly global and shared understanding of language proficiency levels.

Visit www.english.com/gse for more information about the Global Scale of English.

Visit www.english.com/blog/download-gse-young-learners to download the GSE syllabus and descriptors.

ASSESSMENT FOR LEARNING

With the GSE as the solid framework for syllabus design and assessment, *Wider World* offers a uniquely sound and comprehensive Assessment for Learning package.

Any test can be used either as an assessment *of* learning or an assessment *for* learning. Assessment of learning usually takes place after the learning has happened and provides information about what the student is achieving by giving a mark or a grade. You can also use tests as assessment for learning, by providing specific feedback on students' strengths and weaknesses and suggestions for improvement as part of the continual learning process. It is the combination of both types of assessment which can provide a powerful tool for helping your students' progress.

Assessment for Learning is embedded throughout the *Wider World* materials.

In the Students' Book

Every lesson begins with a clear Can-do statement so that students and teachers know exactly what they are doing and why. Every unit has a Revision page which includes a Self-assessment check, followed up in more detail in the Workbook.

The goal of the exam practice section, entitled Exam Time, at the back of the book is to provide further examples of and practice in the specific tasks students are likely to face in the high-stakes tests, and focus on the relevant Cambridge English for Schools and Pearson Test of English General exams. Listening and Speaking sections are covered in the Students' Book and are suitable for class usage.

In the Workbook

Every unit contains a Self-assessment page where students assess how well they did in each lesson: in which areas they feel confident and where they feel they need more practice. This encourages students to reflect on their learning and helps them become independent learners. The Self-assessment page is followed by a Self-check page where students can do activities checking their knowledge of vocabulary, grammar and functional language from the unit. The key to these exercises is at the end of the Workbook so that students can check their answers. The Exam Time section at the back of the book provides further exam-type practice in reading and writing and is suitable for individual use at home.

In the in-course Test Package

There are downloadable tests in A and B versions as well as versions for dyslexic students (D).

- Placement test (A/B)
- Grammar lesson checks (A/B/D)
- Vocabulary lesson checks (A/B/D)
- Unit tests
  - Language tests: Vocabulary, Grammar, English for speaking and English in use/English for writing (A/B/D)
  - Skills tests: Dictation, Listening and Reading (A/B/D)
- Review tests
  - Vocabulary, Grammar and English in use (A/B/D)
  - Writing
  - Speaking (A/B/Teacher's notes)
- End-of-year test
  - Listening, Reading and English in use (A/B/D)
  - Writing
  - Speaking (A/B/Teacher's notes)

In MyEnglishLab

The gradebook function in the digital workbook collects all the students' results so that teachers can diagnose and adjust their teaching according to each individual or class performance.

These tests are provided (teacher view only) on MyEnglishLab and are graded automatically. They are assignable by the teacher for completion for homework.

- Review tests after every second unit (covering Units 1–2, 1–4, 1–6 and 1–8): Vocabulary, Grammar and English in use
- End-of-year test: Listening, Reading and English in use

Tests taken on MyEnglishLab offer students correct and wrong answer feedback.

The full assessment package is provided in the Teacher Resources section of MyEnglishLab and Extra Online Homework. They are designed to be downloaded and printed by the teacher and done by students in class. Files provided in Word format may be modified if needed.

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KEY CONCEPTS BEHIND *WIDER WORLD*

LEVELS AND EXAM PREPARATION

The table below shows the correlation between the language level of each part of the *Wider World* series and international exam requirements.

COURSE LEVEL	CEFR	GSE	EXAMS FOCUS
Wider World 0	<A1/A1	10–25	No Cambridge English tasks Pearson Test of English General A1
Wider World 1	A1/A2	22–34	Pre-Cambridge English Key for Schools Pearson Test of English General A1
Wider World 2	A2/A2+	32–42	Cambridge English Key for Schools Pearson Test of English General Level 1 (A2)
Wider World 3	A2+/B1	40–50	Cambridge English Key for Schools and pre-Cambridge English Preliminary for Schools Pearson Test of English General Level 1 (A2) and Level 2 (B1)
Wider World 4	B1/B1+	45–55	Cambridge English Preliminary for Schools Pearson Test of English General Level 2 (B1)

EXAM PRACTICE BOOKS

We suggest that students complete the Exam Practice books as indicated below. Answer keys, instructions and audio are available on the MEL, EOH and Teacher's DVD-ROM.

- Level 0: Pearson Test of English General A1
- Level 1: Cambridge English Key for Schools, Pearson Test of English General A1 and Level 1 (A2)
- Level 2: Cambridge English Key for Schools, Pearson Test of English General Level 1 (A2)
- Level 3: Cambridge English Preliminary for Schools, Pearson Test of English General Level 2 (B1)
- Level 4: Cambridge English Preliminary for Schools, Pearson Test of English General Level 2 (B1)

21ST CENTURY SKILLS

Today's learners require materials that will expose them to ideas and 'wider perspectives' – materials that create cultural awareness, materials that will inspire. *Wider World* provides students not just with English language skills, grammar and vocabulary, but also with the confidence they will need to become fully rounded citizens of the global community.

The key skills focused on in *Wider World* are the five 'C's: *Communication*, *Collaboration*, *Creativity*, *Cultural awareness* and *Critical thinking*; one 'D': *Digital literacy* and two 'A's: *Assessment for Learning* and *Autonomy*. The key 21st century skills and competences are listed in the unit contents boxes in the teaching notes, with examples of where they occur in the lessons.

As in any good language teaching methodology, the skills of ***communication***, ***collaboration*** and ***creativity*** are central guiding principles and are peppered throughout the activities in *Wider World*.

***Cultural awareness*:** in an increasingly globalised world, it is important that students gain an understanding of different cultures through the medium of English. This is done in two ways: firstly in the BBC Culture pages, which provide students with a wider perspective of cultural aspects linked to the unit topics, and secondly via the English Speaking World (ESW) Culture pages at the back of the Students' Book, which allow them to compare aspects of ESW culture with their own. In addition, the BBC Vox Pop videos feature people interviewed on the streets of London and expose students to a wide variety of native and foreign accents, which will develop their sensitivity to other cultures as well as listening skills.

***Critical thinking*:** problem solving and reasoning skills are developed throughout the course, especially via the reading and listening activities.

***Autonomy and personal initiative*:** students are encouraged to *Explore* and then *Explore More* via the intriguing content of the BBC Culture pages. In the *You Explore* sections they are given opportunities to choose and create their own projects so that they connect personally with the topic, often using the internet with their own mobile devices. A similar strategy is applied in the mini projects on the CLIL pages at the back of the Students' Book. Students are prompted to reflect on and take responsibility for their own progress through the regular Self-assessment sections in the Students' Book and Workbook.

***Assessment for Learning*:** see section above on page 11.

***Digital literacy*:** the content, as well as the means of delivery of the *Wider World* course, are rooted in today's digital environment and reflect the way today's teenagers already manage their lives: the topics cover up-to-date technology and media, while the projects suggested on the BBC Culture and CLIL pages encourage the use of digital tools to create their own projects whether presentations, reports or reviews, or even mini videos of their own. They will use the digital components of the course such as MyEnglishLab for homework, and watch the videos downloaded from the internet.

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HOW TO GET THE BEST OUT OF *WIDER WORLD*

We know that there are many different ways to teach English, which will be influenced by your specific teaching context and preferred teaching style, the number of students in your class, their level and background, amongst others. *Wider World* was designed to be easily customised for each unique teaching situation. Plus it is designed to make it easy and rewarding to integrate digital tools in your teaching – in a gradual, step-by-step way.

Here are a few possible ways to access the comprehensive set of materials that is *Wider World*:

1 CLASSIC

For the student	For the teacher
Students' Book	Teacher's Book
Workbook	Teacher's DVD-ROM
Extra Online Homework (Student view)	Extra Online Homework (Teacher view)
	Teacher's Resource Book
	Class audio CDs
	ActiveTeach DVD-ROM

This is the classic print option but with one simple additional digital element for the student (Extra Online Homework) and one offline tool for the teacher (Teacher's DVD-ROM). The Interactive Whiteboard software of ActiveTeach allows teachers to present the Students' Book pages on a large screen and to play the video and audio with one click from the page on screen.

This is the solution for those classrooms which are not connected to the internet, but where students would like a digital form of language practice for homework.

2 BLENDED

For the student	For the teacher
Students' Book	Teacher's Book
MyEnglishLab with Extra Online Homework (Student view)	Teacher's DVD-ROM
	Teacher's Resource Book
	Class audio CDs
	MyEnglishLab with Extra Online Homework (Teacher view)
	ActiveTeach DVD-ROM

Notice that with this combination, the student's print Workbook is replaced by the online digital workbook: MyEnglishLab. The student also has the digital Extra Online Homework (EOH) plus all the Vox Pops on which the EOH is based.

The teacher may not require the print version of the Teacher's Resource Book because all the photocopiable resources are also on MyEnglishLab and Teacher's DVD-ROM for download.

3 DIGITAL

For the student	For the teacher
Students' eText	ActiveTeach DVD-ROM
MyEnglishLab with Extra Online Homework (Student view)	MyEnglishLab with Extra Online Homework (Teacher view)

If you have a fully digital classroom and students have their own tablets, you can also use *Wider World* in its fully digital configuration, where the student has a Students' eText for use on his/her tablet and the teacher has all resources contained in the ActiveTeach or teacher's area of MyEnglishLab, where he/she can also maintain and view records of student progress via the LMS gradebook.

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STUDENTS' PACKS

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OPTION 2: BLENDED



Students' Book with MyEnglishLab and Extra Online Homework

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Pearson Test of English General A1
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ActiveTeach
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Extra activity

After Exercise 3, ask students to write three sentences about themselves or their family. Two sentences should be true and one sentence should be untrue, but not obviously untrue (e.g. *My mum is a teacher. My sister is seventeen. I am from Manchester.*).
In pairs, students take turns to say their sentences and to guess their partner's false sentence. When they have finished, elicit sentences from students.

Further practice

Workbook page 2

0



0.1 I'M ...

to be; subject pronouns; possessive adjectives; the alphabet; spelling

My world

VOCABULARY
Alphabet | Possessions | Colours | Classroom language | Cardinal and ordinal numbers | Days of the week | Months | Seasons | Dates | Telling the time

GRAMMAR
to be | Subject pronouns | Possessive adjectives | Demonstrative pronouns | Plural nouns | Imperatives | Object pronouns | *wh-* questions



Exercise 1

1 B
2 D
3 E
4 A
5 C

1 **Study the Grammar A box. In pairs, match sentences 1–5 with photos A–E. How do you say the underlined words in your language?**

Grammar A Subject pronouns

I you he she it we they

1 Karolina and Kasia are friends. <u>They</u>'re thirteen and they're from Krakow.
2 Here's Marie and George. <u>She</u>'s a doctor and <u>he</u>'s a teacher. They aren't at work today.
3 This is a photo of me and my friend Fraser. <u>We</u>'re from Edinburgh.
4 I'm Katie Skinner. <u>I</u>'m not from London. I'm here on holiday! <u>It</u>'s a great city.
5 A: Excuse me, are <u>you</u> really the Queen?
B: No, I'm not. I'm Mary Reynolds. I'm an actor!

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2 Study the Grammar B box. Find examples of *to be* in the sentences in Exercise 1.

Grammar B *to be*

+	–
I'm (am) Julie.	I'm not (am not) an actor.
You/We/They're (are) friends.	You/We/They aren't (are not) students.
He/She's (is) a teenager.	He/She isn't (is not) from London.
?	**Short answers**
Are you a student?	Yes, I am./No, I'm not.
Is she a teacher?	Yes, she is./No, she isn't.
Are they from Paris?	Yes, they are./No, they aren't.

3 Complete the sentences about the people in Exercise 1 with *is/isn't* or *are/aren't*.

1 Karolina and Kasia *aren't* from Edinburgh.
2 George _____ a doctor.
3 Marie _____ teacher.
4 Fraser and I _____ teenagers.
5 Katie _____ from London.
6 Mary _____ an actor.

4 Replace the words in bold in Exercise 3 with subject pronouns.

1 They are from Edinburgh.

5 Make questions with *to be*. In pairs, ask and answer the questions.

1 Karolina / thirteen / ?
A: Is Karolina thirteen?
B: Yes, she is.
2 Kasia / fifteen / ?
3 Marie and George / students / ?
4 Katie / in Paris / ?
5 Mary / at work now / ?

6 Study the Grammar C box. Choose the correct option.

Grammar C Possessive adjectives

I	you	he	she	it	we	they
my	your	his	her	its	our	their

1 My sister is ten. *His* / (*Her*) name is Kirsty.
2 We're at Greenwood School. *Your* / *Our* English teacher is Mrs. Smith.
3 A: Hi! What are *your* / *our* names?
B: I'm Todd and he's Dan.
4 Our two cats are great. *Our* / *Their* names are Fiona and Minka.
5 This is my friend from America. *His* / *Her* name is Tom.
6 Here's a photo of my dog. *Its* / *Their* name is Rocky.
7 Hi! *My* / *Our* name's Pierre Dubois and I'm from France.
8 This is Anna, my friend. And that's *his* / *her* brother, Louis.

7 1.02 Listen to the alphabet and repeat. Say the alphabet round the class from *A* to *Z*. Then from *Z* to *A*!



8 1.03 Study the Watch out! box. Listen and write down the names. Then spell your first name and your surname.

Spelling
Geeta = G-double E-T-A
Harry = H-A-double R-Y

Watch OUT!

1 _____ 4 _____
2 _____ 5 _____
3 _____ 6 _____

I'm _____.

9 Complete the sentences to make them true for you. Use the correct form of *to be*.

And YOU?

1 I _____ sixteen years old.
2 My best friend _____ fifteen.
3 My English teacher _____ from London.
4 Our school _____ great.
5 My parents _____ teachers.
6 My mobile phone _____ new.

10 Turn the sentences in Exercise 9 into questions. In pairs, ask and answer the questions.

A: Are you sixteen years old?
B: No, I'm not.

Exercise 3
2 isn't
3 isn't
4 are
5 isn't
6 is

Exercise 4
2 He isn't a teacher.
3 She isn't a teacher.
4 We are teenagers.
5 She isn't from London.
6 She is an actor.

Exercise 5
2 A: Is Kasia fifteen?
B: No, she isn't.
3 A: Are Marie and George students?
B: No, they aren't.
4 A: Is Katie in Paris?
B: No, she isn't.
5 A: Is Mary at work now?
B: No, she isn't.

Exercise 6
2 Our
3 your
4 Their
5 His
6 Its
7 My
8 her

Exercise 8
1 Javier
2 Krzys
3 Emma
4 Harley
5 Gillian
6 Eleanor
See page 245 for audio script.

Exercise 9
1 am/am not
2 is/isn't
3 is/isn't
4 is/isn't
5 are/aren't
6 is/isn't

Exercise 10
2 Is your best friend fifteen? Yes, he/she is./No, he/she isn't.
3 Is your English teacher from London? Yes, he/she is./No, he/she isn't.
4 Is your school great? Yes, it is./No, it isn't.
5 Are your parents teachers? Yes, they are./No, they aren't.
6 Is your mobile phone new? Yes, it is./ No, it isn't.

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Extra activity

After Exercise 6, divide the class into two groups. Choose one student from each group and ask them to stand in the middle of the classroom. Teach the meaning of the word *touch*. Tell the two students to touch something (for example) red. The first student to find and touch something red wins a point for their team. Choose two different students, one from each group, and repeat with a different colour.

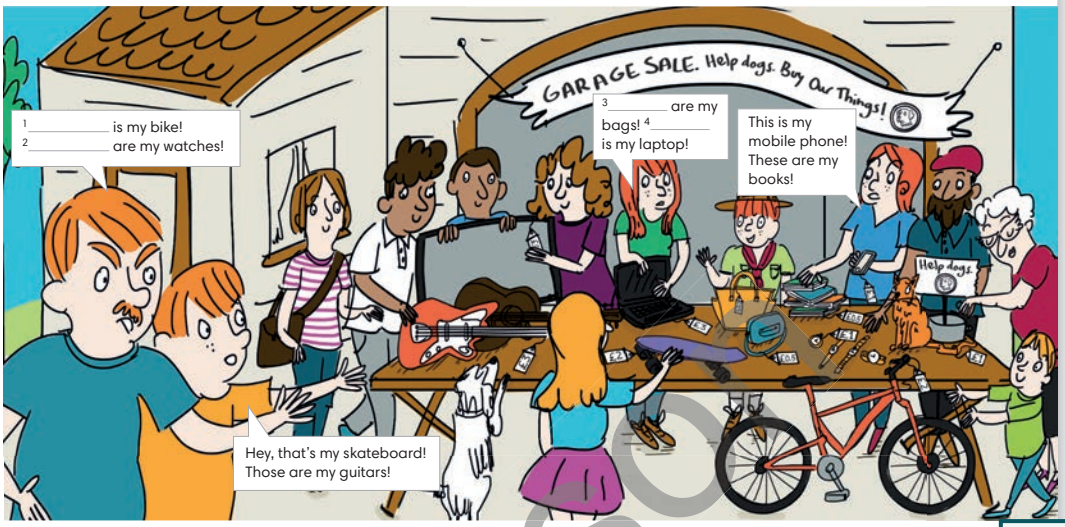
Further practice

Workbook page 3



0.2 MY THINGS

Possessions; plural nouns; demonstrative pronouns; colours



1 In pairs, look at the picture of a garage sale. What is the money for?

2 Study the Vocabulary box. Check that you understand the words. Which things can you see in the picture?

Vocabulary Possessions

bag bike book computer guitar key laptop mobile phone skateboard teddy TV wallet watch

3 Study the Grammar A box. Write the plural form of the words in the Vocabulary box.

bag – bags

Grammar A Plural nouns

Regular

cat → cats apple → apples class → classes match → matches baby → babies monkey → monkeys

Irregular

man → men woman → women child → children

4 Study the Grammar B box. Complete the speech bubbles in the picture with words from the box.

Grammar B Demonstrative pronouns

Singular		Plural	
↓ this	→ that	↓ these	→ those

5 Choose the correct option.

1 *This* / *These* films are very interesting.
2 *That* / *Those* book is great!
3 *This* / *These* men are our friends!
4 *That* / *Those* watches are old.
5 *That* / *Those* phone is new.
6 *That* / *Those* women are teachers.
7 *This* / *These* apples are good!

6 In pairs, look at the picture in Exercise 1 and find something:

1 red
2 yellow
3 blue
4 green
5 brown
6 black
7 orange

This T-shirt is blue. This …

7 Work in pairs. What are your favourite colours?

My favourite colours are …

And YOU

Exercise 1

It's for dogs.

Exercise 2

Everything is in the picture except *wallet* and *key*.

Exercise 3

bike – bikes, book – books, computer – computers, guitar – guitars, key – keys, laptop – laptops, mobile phone – mobile phones, skateboard – skateboards, teddy – teddies, TV – TVs, wallet – wallets, watch – watches

Exercise 4

1 That
2 Those
3 These
4 This

Exercise 5

2 That
3 These
4 Those
5 That
6 Those
7 These

Exercise 6

Possible answers:
1 T-shirt
2 bag
3 book
4 T-shirt
5 guitar
6 laptop
7 cat

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0.3 In my class

Further practice
Workbook page 4

Exercise 1
1 Talk
2 Write
3 Watch



0.3 IN MY CLASS

Imperatives; classroom language; object pronouns

1 Complete the classroom rules for an English class with the verbs below.

talk watch write

Our rules
- 1 _____ in English – don't talk in your language!
- 2 _____ in your exercise book. Don't write in your coursebook!
- Learn English at home too. Read websites in English. 3 _____ YouTube videos in English.



2 Study the Grammar A box. In pairs, find examples of imperatives in Exercise 1.

Grammar A Imperatives

\+
Watch this film!
Write the words in your books.

–
Don't eat in class!
Don't talk!

3 1.04 Match verbs 1–6 with pictures A–F. Listen and follow the instructions.

1 ☐ ask/answer
2 ☐ stand (up)
3 ☐ open/close your book
4 ☐ repeat
5 ☐ sit (down)
6 ☐ turn to page 93



4 1.05 Match questions 1–4 with answers a–d. Listen and check.

1 What's the English word for 'katastrofa'?
2 Excuse me, which page are we on?
3 What's the spelling of *exercise*?
4 What's the homework?

a Exercise 5 on page 4.
b Catastrophe.
c E-X-E-R-C-I-S-E.
d Page 9.

5 Study the Grammar B box. Complete the sentences with object pronouns.

Grammar B Object pronouns

I	you	he	she	it	we	they
me	your	him	her	it	us	them

1 Magda's a nice girl. Talk to *her*.
2 Excuse _____, is this your pen?
3 Mum and I are here now. Please phone _____.
4 Wow! Listen to _____! He's fantastic!
5 Don't look at your phone! Put _____ in your bag.
6 Thanks for your help. This present is for _____.
7 Look at _____ – they're great!

6 Ask your teacher two questions from Exercise 4.

What is the English word for 'chico'?

And YOU?

Exercise 1
1 E
2 B
3 F
4 A
5 D
6 C
See page 245 for audio script.

Exercise 4
1 b
2 d
3 c
4 a

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

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Extra activity

After Exercise 8, put students into groups of three. Ask the groups to discuss which dates they think are the most important ones for their country.

When the groups are ready, invite them to share their dates with the class. Be prepared to give students the English translation of the names of important days (e.g. Independence Day, Constitution Day).

Further practice

Workbook page 5



0.4 MY BIRTHDAY IS …

Days of the week; months, seasons; cardinal and ordinal numbers; dates

1 1.06 Write the missing days of the week. Listen and check your spelling.

1 Monday
2 _____
3 _____
4 _____
5 Friday
6 _____
7 Sunday

2 1.07 Complete the calendar with the months below. Listen and check.

August February May November



3 In pairs, write the months for each season. Use the pictures in Exercise 2 to help you.

Summer: *June*, _____, _____
Autumn: _____, _____, _____
Winter: _____, _____, _____
Spring: _____, _____, _____

4 Count around the class.

1 Count backwards from 30 to 0: *30, 29, …*
2 Count to 30 in twos: *2, 4, 6, …*
3 Count to 36 in threes: *3, 6, …*
4 Count to 50 in fives: *5, 10, …*

5 1.08 Study the Watch out! box. Listen and write the numbers you hear.

Watch OUT!

Saying numbers
300 = three hundred (**not** three hundreds)
511 = five hundred and eleven
4,000 = four thousand (**not** four thousands)
8,921 = eight thousand nine hundred and twenty-one

a *thirteen*
b _____
c _____
d _____
e _____
f _____
g _____
h _____

6 Write the ordinal numbers in words.

1st	*first*	15th	
2nd	second	20th	twentieth
3rd		21st	twenty-first
8th		26th	
10th	tenth	30th	thirtieth

7 1.09 Study the Watch out! box. Listen and choose the date you hear.

Watch OUT!

Saying dates
In British English, we write *1st November*. We say 'November the first' or 'the first of November'.

1	a	1st January	b	11th January
2	a	13th March	b	30th March
3	a	29th July	b	20th July
4	a	13th October	b	30th October
5	a	21st December	b	23rd December

8 In pairs, ask and answer the questions. **And YOU**

1 What day is it today?
2 What day is it tomorrow?
3 What's your favourite day of the week?
4 What's your favourite month and season?
5 When's your birthday?

Exercise 1

2 Tuesday
3 Wednesday
4 Thursday
6 Saturday

Exercise 2

(top to bottom) February, May, August, November

Exercise 3

Summer: *June*, July, August
Autumn: September, October, November
Winter: December, January, February
Spring: March, April, May

Exercise 4

1 28, 27, 26, 25, 24, 23, 22, 21, 20,19, 18, 17, 16, 15, 14, 13, 12, 11, 10, 9, 8, 7, 6, 5, 4, 3, 2, 1, 0
2 8, 10, 12, 14, 16, 18, 20, 22, 24, 26, 28, 30
3 9, 12, 15, 18, 21, 24, 27, 30, 33, 36
4 15, 20, 25, 30, 35, 40, 45, 50

Exercise 5

b thirty
c nineteen
d ninety
e one hundred and fifty-nine
f five hundred and twenty-seven
g seven hundred and sixty-three
h two thousand, three hundred and sixty-one

Exercise 6

3rd – third
8th – eighth
15th – fifteenth
26th – twenty-sixth

Exercise 7

1 b
2 a
3 a
4 b
5 a

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0.5 What's your … ?

Extra activity

Put students into pairs. One student should ask the questions from Exercise 3. The other student should answer the questions truthfully about themselves, without looking at their Students' Book. When all the questions have been asked and answered, tell them to swap roles. When both partners have had a turn to ask and answer, invite students to ask and answer questions in front of the class.



0.5 WHAT'S YOUR … ?

Telling the time; saying phone numbers; *wh*- questions



1 1.10 **In pairs, complete the times for the clocks in the picture. Listen and check.**

1 It's *eight* o'clock.
2 It's half past _____./It's seven thirty p.m.
3 It's a quarter to _____./It's _____ forty-five a.m.
4 It's ten _____ four.
5 It's _____ to _____.
6 It's twenty-five _____ _____./It's one _____ _____.

2 1.11 **Listen to six short dialogues and write the times.**

1 *3.00 p.m.*
2 _____
3 _____
4 _____
5 _____
6 _____

3 **Make questions.**

1 your / what / name / is / ?
What is your name?
2 where / you / from / are / ?
_____
3 is / when / birthday / your / ?
_____
4 who / best friend / your / is / ?
_____
5 are / how old / you / ?
_____
6 your / what / favourite thing / is / ?
_____
7 phone number / is / what / your / ?
_____

4 1.12 **Complete the interview with the questions in Exercise 3. Listen and check.**



A: [a] *1*
B: I'm Jake.
A: [b] _____
B: Fifteen.
A: [c] _____
B: Bolton, a big town near Manchester.
A: [d] _____
B: 6th November. I'm a Scorpio!
A: [e] _____
B: 038744 3219.
A: [f] _____
B: My mum, probably!
A: [g] _____
B: Probably my new skateboard.

5 **Study the Watch out! box. In pairs, take it in turns to say the phone numbers.**

Saying phone numbers
We write *038744 3219*.
We say 'oh three eight seven double four, three two one nine'.

Watch OUT!

1 69330 554
2 774 649 085
3 10 982 633
4 416 887 602

6 **In pairs, ask and answer the questions in Exercise 3. Tell the class three interesting things about your partner.**

And YOU?

Exercise 1

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

Exercise 2

2 1.45
3 5.10
4 8.40
5 7.30
6 11.15

See page 245 for audio script.

Exercise 3

2 Where are you from?
3 When is your birthday?
4 Who is your best friend?
5 How old are you?
6 What is your favourite thing?
7 What is your phone number?

Exercise 4

b 5
c 2
d 3
e 7
f 4
g 6

Exercise 5

1 six nine double three oh double five four
2 double seven four six four nine oh eight five
3 one oh nine eight two six double three
4 four one six double eight seven six oh two

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1



VOCABULARY Nationalities, family, adjectives to describe people

I can talk about family and nationalities.

People are people

VOCABULARY
Nationalities | Family | Adjectives to describe people | Verbs | Personality adjectives | Clothes and footwear

GRAMMAR
can for ability | *have got*

Grammar: Welcome to my life!



Speaking: She's famous



BBC Culture:
Child prodigies



Workbook p. 17

BBC VOX POPS

CLIL 1 > p. 136



My multinational family

My name's Asha. I'm a teenager – I'm thirteen years old. I'm English and French, but my family is multinational.

My mum's name is Sonia. She's English. My dad's name is Henri. He's French. My granny Cara (my mum's mother) is Irish and my grandpa Abe is from the USA. My other grandfather, Gus (my dad's father), is Argentinian and my grandma Miyo is from Japan.

My auntie Rita (my mum's sister) is married. Her husband's name is Alex. He's Scottish. Their son's name is Tommy. He's my baby cousin – only nine months old. My uncle Antoine (my dad's brother) is married too. His wife's name is Ola. She's from Poland. Their daughter (my cousin Ana) is thirteen years old too. We're good friends.

1 1.13 Look at the photos. How many people are there in the family? Read the text and write the names of the people.

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1.1 VOCABULARY Nationalities, family, adjectives to describe people

Lesson learning objective
Students can talk about family and nationalities.

Lead in: topic introduction

Write the word *family* on the board. Tell students to think about their family and to write in their notebooks the names of as many family members as possible. Set a time limit and, when the time has finished, elicit how many names students were able to write. Explain that later in the lesson they will work with their lists of family members.

Exercise 1 1.13

Before students open their Students' Books, write *family tree* on the board and ask if anyone knows what a family tree is and how we can draw it.

Tell students to look at the family tree and, before you play the audio, elicit the number of family members. Ask students to find Asha's mum and dad in the family tree (H and I).

Allow students to work in pairs to write the names of the family members. Elicit the answers for A–L and write key words and phrases on the board, e.g. *my mum*, *my dad*, *my granny*, *my mum's mother*, *my grandpa*, *my grandfather*, *my dad's father*, *my grandma*, *my auntie*, *my mum's sister*, *her husband*, *their son*, *my baby cousin*, *my uncle*, *my dad's brother*, *his wife*, *their daughter*, *my cousin*. Leave these words and phrases on the board for use during Exercises 4 and 5.

Answers:
There are thirteen people in the family.
A Abe **B** Cara **C** Gus **D** Miyo **E** Alex **F** Rita **G** Tommy **H** Sonia **I** Henry **J** Antoine **K** Ola **L** Ana

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Exercise 2 1.14

When students have completed the Vocabulary A box, put them into pairs and set a time limit of 2 minutes for them to think of the names of other countries and nationalities. At the end of the time limit, invite students to say the name of one of their countries, and see if anyone else in the class can give the correct nationality.

Answers:
2 French **3** Irish **4** America **5** Argentinian **6** Japan
7 Scottish **8** Poland
Asha is English and French.
More countries and nationalities: Russia – Russian, Mexico – Mexican, China – Chinese, India – Indian, etc.

Exercise 3 1.15

When students have put the words into the two groups, ask them which words go together in pairs, e.g. *brother and sister* (aunt and uncle, son and daughter, father and mother, grandfather and grandmother, husband and wife).

Answers:
Female: cousin, daughter, grandmother, mother, sister, wife
Male: cousin, father, grandfather, husband, son, uncle

Exercise 4

Remind students about the useful words they found during Exercise 1.

Before students ask and answer in pairs, elicit possible questions, one word at a time: ask one student to start a new question (e.g. *Is*); ask a second student for the next word (e.g. *Asha's*); ask a third student for the next word (e.g. *cousin*); ask a fourth student to finish the question (e.g. *Spanish*). Do the same for the answer, eliciting one word at a time (e.g. *No … she … isn't*).

Answers: **2** mum **3** dad **4** grandpa **5** granny, grandma

Language notes

The possessive *'s* comes at the end of the word.

- When the word ends in *-s*, we generally add a second, possessive *'s* (e.g. *Gus's wife*).
- After a plural ending in *-s*, the apostrophe comes after the plural *-s*. We don't add a second, possessive *'s* (e.g. *My cousins' names are …*).
- In a chain of possession, each noun needs to have the possessive *'s* (e.g. *my friend's sister's car*).
- Inanimate objects can also take the possessive *'s* (e.g. *my house's door*).

Exercise 5

Remind students about the phrases from Exercise 1 that contained the possessive *'s* and what each of the phrases mean. Look at the Watch out! box, and point out that we add *'s* after *Gus*, but that after the plural noun *grandparents* we only add the apostrophe, not a second *-s* (i.e. *grandparents'*, NOT *grandparents's*).

Answers:
2 My brother's name is Antoine. (Henri)
3 My husband's name is Gus. (Miyo)
4 My sister's son is a baby. (Sonia)
5 My husband's mother is Japanese. (Sonia)
6 My cousins' names are Asha and Tommy. (Ana)
7 My wife's sister is married to Henri. (Alex)
8 My uncle's wife is Polish. (Asha)

Exercise 6 1.16

When students have completed the table, elicit the answers and the meaning of the different words. Elicit the names of students in the class whose eyes are big/blue/etc., whose hair is blonde/long/etc., who is short/tall/etc.

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

Exercise 7

Before students start, point out that in English we refer to *hair*, not *hairs*, and we use the singular verb form *is*.

Answers:
2 Asha's eyes aren't blue. They're brown.
3 Ana isn't old. She's young.
4 Henri's hair isn't long. It's short.
5 Tommy isn't big. He's small.
6 Gus isn't young. He's old.

Exercise 8

Remind students how to form questions using the verb *to be* (we reverse the order of the subject and the verb *to be*).

When students have asked and answered their questions in pairs, invite them to ask a question to another student. Students take turns to ask and answer questions around the whole class.

Extra activity

Students work in pairs. Tell them to show each other the list of names that they wrote at the start of the lesson, to explain who each family member is and to describe them. If any of the family members are from a different country, students can also give their nationalities. When they have finished, invite students to tell the class about one of their partner's interesting family members.

Exercise 9

If the extra activity was used, put students into different pairs so that they talk to a student who doesn't know their family. When they have finished, invite students to tell the class about any true information their partner told them that they guessed was false.

Further practice

- Workbook pages 6–7
- Resource Pack
  Resource 1: Unit 1 Lesson 1 Vocabulary – My family tree

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2 1.14 Complete the Vocabulary A box with countries and nationalities from the text. Listen and check. What nationality is Asha? Can you add more countries and nationalities to the list?

Vocabulary A Countries and nationalities

England – [1] *English*	Argentina – [5] _____	Germany – German
France – [2] _____	[6] _____ – Japanese	Italy – Italian
Ireland – [3] _____	Scotland – [7] _____	Holland – Dutch
[4] _____ – American	[8] _____ – Polish	

3 1.15 Study the Vocabulary B box. Write the words in the correct group. One word can go in both groups. Listen and check.

Vocabulary B Family

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

♀ *aunt*, _____, _____, _____, _____, _____, _____

♂ *brother*, _____, _____, _____, _____, _____, _____

4 Find other words in the text on page 10 for these words. In pairs, use words from Exercises 2–4 to ask and answer questions about Asha and her family.

1 aunt *auntie*
2 mother _____
3 father _____
4 grandfather _____
5 grandmother _____

A: Is Asha's mum French?
B: No, she isn't.

5 Study the Watch out! box. Read the text on page 10 again and rewrite the sentences using 's. Who says these sentences?

Watch OUT!

Possessive 's
We use 's to talk about our family members, names, appearance and possessions.
Asha's mother is English.
My uncle's car is electric.
Gus's hair is grey.
My grandparents' home is in L.A.

1 The name of my mum is Sonia.
My mum's name is Sonia. (Asha)
2 The name of my brother is Antoine.
3 The name of my husband is Gus.
4 The son of my sister is a baby.
5 The mother of my husband is Japanese.
6 The names of my cousins are Asha and Tommy.
7 The sister of my wife is married to Henri.
8 The wife of my uncle is Polish.

6 1.16 **WORD FRIENDS** In pairs, check you understand the words below. Then write them in the correct column. Some words can go in more than one column. Listen and check.

~~big~~ ~~blonde~~ blue brown dark green grey long old red short slim small tall young

Eyes	Hair	General appearance
big	*blonde*	*big*

7 Look at the photos on page 10 and correct the sentences.

1 Asha's hair is blonde.
Asha's hair isn't blonde. It's dark.
2 Asha's eyes are blue.
3 Ana is old.
4 Henri's hair is long.
5 Tommy is big.
6 Gus is young.

8 In pairs, ask and answer questions about the people in the photos on page 10. Use words from Exercise 6.

A: Is Cara's hair long?
B: No, it isn't. It's short. Is Rita old?

9 In pairs, take it in turns to say sentences about people in your family. Your partner guesses if your sentences are true or false.

And YOU

A: My aunt Justine, my mum's sister, is from Montreal. She's Canadian.
B: False.
A: No, it's true.

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1.2 GRAMMAR *can*

I can use *can* to talk about abilities.

1 In pairs, match one of the words/phrases below with each photo (A–D). Read and check.

dance fly jump run stay under water
sing speak a foreign language swim

Aida's blog

Fantastic people

A



Tara Davis is a sixteen-year-old Californian athlete. She can't fly, but she can jump 6.41 metres!

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

B



C



Chen Liting and her friends are from Beijing. They can't walk, but they can dance in their wheelchairs.

Marlon Couto Ribeiro is a young man from Brazil. He can speak eleven languages, e.g. Spanish, Japanese and French.

D



Comments

Marilo, 19.17: Hi, Aida. Can you dance?
Aida, 19.20: No, I can't. ☹
Jma, 19.39: Can Marlon Couto Ribeiro speak Spanish?
Aida, 19.50: Yes, he can.
Jma, 19.54: How many languages can you speak, Aida?
Aida, 19.58: I can speak two languages – English and Arabic.

2 Study the Grammar box. Read the text again and complete the sentences with *can* or *can't*.

1 Marlon *can* speak Japanese.
2 Tom _____ stay under water for a long time.
3 Chen Liting and her friends _____ dance, but they _____ walk.
4 Tara _____ fly, but she _____ jump.

Grammar *can*

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

+	–
They can dance.	She can't fly.
?	
Can he speak English? Yes, he can. / No, he can't. How many languages can you speak?	

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3 1.17 Can you guess what famous people can or can't do? In pairs, make sentences with *can* or *can't*. Listen and check.

1 Katy Perry / sing / dance in a wheelchair
Katy Perry can sing but she can't dance in a wheelchair.
2 Beyoncé / speak Japanese / dance
3 Stephen Hawking / talk using a computer / walk
4 Ronaldo and Neymar / play football / jump six metres
5 Shakira / speak Italian / speak German

4 Write six questions with *can* and the words/phrases in A and B below.

A you your brother/sister your friend your parents

B dance jump three metres sing speak English speak three languages stay under water for one minute swim one kilometre

Can you dance?
Can your parents speak English?

5 [VOX POPS ▶ 1.1] In pairs, ask and answer the questions in Exercise 4.

A: Can you dance?
B: No, I can't but I can sing.

And YOU

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1.2 GRAMMAR *can*

Lesson learning objective

Students can use *can* to talk about abilities.

Lead in: review of family vocabulary

Put students into groups of four. Tell each group to write the following words on individual pieces of paper in large writing: *mother*, *brother*, *grandfather*, *father*, *sister*, *aunt*, *uncle*, *cousin*. Tell students that you are going to read out some sentences about different people and that they should choose and show the related word. The first group to show the correct word wins a point.

Sentences to read out:

He's my mother's brother. (uncle)
He's my parents' son. (brother)
He's my mum's husband. (father)
She's my parents' daughter. (sister)
She's my uncle's wife. (aunt)
He's my aunt's son. (cousin)
She's my sister's mother. (mother)
He's my father's father. (grandfather)

Exercise 1

Tell students to cover the texts next to the photos. Explain that the activities that match the photos aren't always obvious. Elicit guesses and then tell students to uncover the texts so that they can check their guesses.

Follow up by asking students how far they can jump, how many languages they can speak and how long they can stay underwater.

Answers: **A** jump **B** stay under water **C** dance **D** speak a foreign language

Exercise 2

Before students do the exercise, drill the pronunciation of *can* and *can't* to show the difference in the vowel sound (/æ/ in *can*, /ɑ:/ in *can't*).

Go through the Grammar box and point out the similarities between *can* and the verb *to be*:

- We reverse the order of the subject and the verb to form questions.
- We make the verb negative by adding *n't*.
- We make short answers by adding *Yes* + subject + the positive form of the verb or *No* + subject + the negative form of the verb.

Answers: **2** can **3** can, can't **4** can't, can **5** can, can't

Background notes

Katy Perry's real name is Katheryn Elizabeth Hudson. She was born in California on 25 October 1984. She became famous in 2008 and is one of the most successful female singers ever.

Beyoncé Giselle Knowles-Carter rose to fame in the late 1990s as the lead singer in Destiny's Child. She then became a very successful solo star and married the rapper Jay-Z.

Stephen Hawking is a British physicist and cosmologist. He first noticed his illness when he was twenty-one and doctors found he was suffering from motor-neurone disease, which gradually causes paralysis. They said he probably had two years left to live. That was in 1963.

There are two famous football players called Ronaldo. **Ronaldo Luís Nazário de Lima** is from Brazil and **Cristiano Ronaldo** is from Portugal. **Neymar** is also a Brazilian football player. All three played for part of their career in Spain, either for Barcelona or for Real Madrid. Ronaldo Luís Nazário de Lima played for both clubs, but spent more time playing for Real Madrid.

Shakira Isabel Mebarak Ripoll is a Colombian singer, songwriter, dancer and record producer. Shakira is also very talented at learning languages. She can speak Spanish, English, Italian, Portuguese, French and Arabic.

Exercise 3 1.17

Before students look at the exercise, ask them if they can name any celebrities who can do other things apart from acting, singing, etc. (e.g. *Johnny Depp can play the guitar.*).

Answers:

2 Beyoncé can't speak Japanese but she can dance.
3 Stephen Hawking can talk with a computer but he can't walk.
4 Ronaldo and Neymar can play football but they can't jump six metres.
5 Shakira can speak Italian but she can't speak German.

Exercise 4

Tell students to work individually. Explain that to form questions, they just need to write *Can* + a word or phrase from A + a word or phrase from B. Set a time limit and, if by the end of the time limit some students haven't yet written six questions, tell them that for the next exercise they should just use the questions they have written.

Exercise 5

Tell the pairs to take turns asking their questions. When they have finished, invite a student to read out a question and ask another student to answer it. Do this for a few questions.

Follow up the activity by asking students if they can do different tasks and then testing them to see if they really can (e.g. *Can you name six colours in English in ten seconds? Can you count from 20 down to 1? Can you say the alphabet backwards?*).

VOX POPS ▶ 1.1

Before watching, check that students understand the meaning of *ocean*, *probably* and *definitely*.

While students are watching, ask them to count the number of people who say they can/can't do each activity. (*swim 1 km – 1 can, 2 can't*; *stay under water for 1 minute – 0 can, 2 can't*; *dance – 3 can, 0 can't*; *jump 3 metres – 0 can, 1 can't*; *speak three languages – 1 can, 1 can't*)

Further practice

- Workbook page 8
- Grammar Time page 118
- Resource Pack
  Resource 2: Unit 1 Lesson 2 Grammar – I can …

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1.3 READING and VOCABULARY The different faces of Jennifer Lawrence

Lesson learning objective

Students can find specific detail in an article and talk about general appearance and personality.

Lead in: review of asking about the present

Remind students about state verbs and about how we talk about routines and things happening now or around now. Elicit an example question for each, e.g. *Do you like football?* (state verbs), *How often do you do exercise?* (talking about routines), *Are you reading a book at the moment?* (talking about things happening now or around now).

Ask students to work individually to write three questions of their own. Then tell them to mingle with their classmates and to ask and answer one another's questions.

Set a time limit and, when they have finished, invite students to share with the class their questions and any interesting answers they received.

Background notes

Jennifer Lawrence was born on 15 August 1990 in Louisville, Kentucky. She was spotted by a talent scout at the age of fourteen and began her acting career in television shows. Her first major role came on the sitcom *The Bill Engvall Show*. Her film debut was in *Garden Party* (2008). She won an Oscar for her performance in *Silver Linings Playbook* (2012) and was the second youngest actress to win a best actress award (the youngest actress was Tatum O'Neal, who was ten years old when she won an Oscar). Lawrence is a strong supporter of feminism and gender equality, and supports various charities through the Jennifer Lawrence Foundation.

Exercise 1

Before students open their Students' Books, ask the question and elicit ideas from the class. See if there is a particularly popular actor or actress, and find out which films students especially like. If students don't mention Jennifer Lawrence's name, find out if they have heard of her, what they know about her and whether or not they like her as an actress.

Exercise 2 1.18

Before you explain any difficult vocabulary, tell students to work in pairs to guess which photo matches each sentence. After students have read the text, elicit the meaning of *make-up*, *mutant* and *arrow*.

Answers: 1 A 2 B 3 D 4 C

Exercise 3

Check that students understand the meaning of *different* and *the same*. Elicit the answers and the related information in the text.

Answers: 1 ✓ 2 ✓ 3 ? 4 ✗ 5 ✗ 6 ✗

Exercise 4

Elicit the meaning of the words and then ask students to think of a different film character for each adjective, e.g. *James Bond is brave.*

Background notes

Bart and **Lisa Simpson** are brother and sister in the long-running cartoon series *The Simpsons*. Lisa is eight years old and very clever and caring. She is an environmentalist, a vegetarian and a feminist. Bart is ten years old and is most famous for being naughty, lazy and rebellious.

Mr Bean was a character created by the actor Rowan Atkinson. Mr Bean rarely says anything and there is almost no speaking in the TV series. Atkinson described his character as 'a child in a grown man's body'. Mr Bean's plans often cause problems for himself and for others, and his best friend is his teddy bear.

Exercise 5

Check that students know who Bart Simpson, Lisa Simpson and Mr Bean are. If they don't, replace these with the names of characters from cartoons or TV series that students do know.

Possible answers:
Lisa Simpson is clever. She isn't nervous.
Mr Bean is funny. He isn't brave.
Batman is brave. He isn't friendly.

Exercise 6

Other possible eye colours are grey and hazel (hazel is a light brown or brown-green colour). Other possible hair colours are red, ginger and chestnut (brown with a slight red colour).

When students have finished, ask them if they are 100 percent different from another student in their group.

VOX POPS ▶ 1.2

Before watching, check that students understand the meaning of *outgoing*, *easy-going*, *relaxed*, *sociable* and *artistic*.

Play the video once with the sound switched off. Students should describe each person and try to guess their personalities. Then play the video once more, this time with the sound on so that students can check their ideas.

Extra activity

Put students into groups of four. Tell them to think of a character from a film and to describe this character using the ideas in Exercise 6. Explain that they can add information about their character's age, nationality, abilities and anything else they know how to say in English.

When they are ready, each group should have a turn to present their character. The rest of the class should try to guess who the character is.

Further practice

- Workbook page 9
- Resource Pack
  Resource 3: Unit 1 Lesson 3 Reading and Vocabulary – Mime it!

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1.3 READING and VOCABULARY The different faces of Jennifer Lawrence

I can find specific detail in an article and talk about general appearance and personality.

1 CLASS VOTE **Who is your favourite actor?**

2 1.18 **Match photos A–D below with the sentences 1–4. Read the text and check.**

1 ☐ Her make-up is perfect.
2 ☐ She's poor.
3 ☐ She's a mutant.
4 ☐ She can shoot arrows.

3 **Read the text again. Mark the sentences ✓ (right), ✗ (wrong) or ? (doesn't say).**

1 ☐ Jennifer is American.
2 ☐ Ree is a teenager.
3 ☐ Rosalyn can't shoot arrows.
4 ☐ Katniss' hair is short.
5 ☐ Raven is a young woman.
6 ☐ Raven and Jennifer are 100 percent different.

4 **Study the Vocabulary box. Find the words in the text. How do you say the words in your language?**

Vocabulary Personality adjectives

brave clever friendly funny nervous nice quiet

5 **In pairs, write sentences about the people below. Use adjectives from the Vocabulary box.**

Bart Simpson Lisa Simpson Mr Bean
Batman my mum/dad my best friend

Bart Simpson is funny. He isn't quiet.

6 [VOX POPS ▶ 1.2] **Choose the correct options to make the sentences true for you. You can choose more than one option. In groups, compare your answers.**

- My eyes are *blue / brown / green / other* (_____).
- My hair is *long / short / not long or short.*
- My hair is *black / blonde / brown / other* (_____).
- I'm *short / tall.*
- I'm *brave / clever / nice / quiet / nervous / friendly / funny.*

A: My eyes are green. My hair is long and brown. I'm friendly and happy.
B: My eyes are green too, but my hair is short and black. I'm quiet and …

The different faces of Jennifer Lawrence

Jennifer Lawrence is twenty-six. She's from Kentucky, USA. She's friendly and funny. She's slim, tall (1.75 m) and pretty. Her eyes are blue and her hair is blonde. But Jennifer is an actor and actors can change their appearance.



In *Winter's Bone* Jennifer is Ree, a quiet seventeen-year-old girl from a poor family. She's unhappy. Her hair is long and dirty.

In *American Hustle* she's Rosalyn, a nervous woman with beautiful blonde hair and perfect make-up.

In *The Hunger Games* Jennifer is Katniss, a teenage girl with long dark hair and grey eyes. She's brave and strong and she can shoot arrows.

In *X-Men* Jennifer is the mutant Raven. Raven's clever, she can speak fourteen languages, but she isn't very nice. She's very different from Jennifer. She's over 100 years old. Her hair is red, her eyes are yellow and her skin is blue! But Raven and Jennifer are not completely different: Raven can change her appearance too.

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1.4 GRAMMAR *have got*

I can use *have got* to talk about possession.



VIDEO **WELCOME TO MY LIFE!**

Max: Hi and welcome to *To The Max*. I'm Max Gregg and I'm thirteen. My family and I are from Boston in the United States, but at the moment our hometown is Rye in England.

I'm a dance fanatic. I've got my own dance studio in our garage at home. I've also got a video blog about dance. It's got some great tips about how to do different kinds of modern dance. My video blog hasn't got any fans at the moment. It's a shame!

I've got a big sister, Lily. She's nineteen and she's at university. Has she got any hobbies? Well, her hobby is learning languages. She can speak four languages: English, German, Polish and Russian. She's really smart!

Rye has got a castle and lots of old houses, but it hasn't got much for teenagers. Our house is twenty minutes from the sea, but I can't swim!

I haven't got a big family. Just me, Lily and Dad. We haven't got any pets. Dad's got a job at a university near here. He's OK, but he's got a really uncool car and he can't drive very well, especially in London. Oh, and he can't cook.

Hi there! *It's a shame.*

OUT of class

1 **Look at the photo. What can Max do?**

2 1.3 1.19 **Watch or listen and answer the questions.**

1 What is Max's surname?
2 How old is Max?
3 Where does he come from?

3 **Study the Grammar box. Find examples of *have got* in the text.**

Grammar *have got*

+	–
I've got (have got) a sister.	He haven't got (have not got) a big family.
?	
Have they got a pet? Yes, they have./No, they haven't. What have you got?	

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4 1.20 **Complete the text about Max's best friend with the correct form of *have got*. Listen and check.**

Sol Gardner is English and he's my best friend. The Gardners [1]_____ a big flat in my street. Mr Gardner is an actor and his wife is a singer. Sol [2]_____ short hair and brown eyes. He [3]_____ two sisters, Carla and Nikki. They [4]_____ a Labrador, Charlie. The Gardners [5]_____ a car, but Mr Gardner has got a motorbike. Sol is an uncle now – his sister Carla is married and they [6]_____ a daughter, Ida.

5 **Make questions with *have got*. In pairs, ask and answer the questions.**

1 Max / a sister / ?
Has Max got a sister?
2 Max / a blog / ?
3 Max's dad / a job / ?
4 the Greggs / a garage / ?
5 Sol / any brothers / ?

A: Has Max got a sister? *B: Yes, he has.*

6 **In pairs, ask and answer the questions. Tell the class about your partner.**

And YOU

- Have you got any brothers or sisters/ a blog/friends in another country?
- Have you and your family got a house or a flat/a car?
- Has your best friend got a big family/a pet?

A: Have you got any brothers or sisters?
B: Yes, I have. I've got two brothers. Have you …

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1.4 GRAMMAR *have got*

Lesson learning objective

Students can use *have got* to talk about possession.

Lead in: review of adjectives

Put students into up to nine groups. Give each group a piece of paper with a word written on it and tell them not to show their word to any other group. Words: *brave*, *clever*, *friendly*, *funny*, *blonde hair*, *nervous*, *quiet*, *short hair*, *tall*.

Tell the groups to think of the names of different people who they can use their word to describe (e.g. someone who they can describe as *brave*). Encourage them to think of famous people as well as students in the class. When they are ready, tell each group to read out their list of names while the rest of the class try to guess their word.

Background notes

Rye is a small town in East Sussex, in the south-east of England, and has a population of about 9,000 people. It replaced New Romney as one of the historic 'cinque ports' when storms damaged New Romney and blocked its harbour. 'Cinque ports' were set up by the Normans and were important for trade with Europe and for defence. Rye was also an important centre of smuggling activity.

Exercise 1

Elicit the answer and ask other questions about Max, e.g. *What colour is his hair? How old do you think he is? Where do you think he is from?*

Answer: The correct answer is 'He can dance', but students might come up with different ideas as this is not obvious from the photo.

Exercise 2 1.3 1.19

When students have watched the video and answered the questions, ask them what they can remember about Max's family (e.g. *His sister Lily is nineteen and she can speak four languages. His dad works at a university. His dad can't drive very well and can't cook.*).

Look at the Out of class box with students. Point out that *hi* and *hi there* mean the same as *hello* but are more informal. We say *it's a shame* when something isn't as good as we wish it was (e.g. *It's a shame that it's raining. It's a shame that you can't come out today. It's a shame that we lost the match.*).

Answers: **1** Gregg **2** Thirteen **3** Boston (USA)

Exercise 3

When students have found the examples, elicit the rules for forming questions (we reverse the order of the subject and the verb *have/has*, but *got* stays in the same place as in positive sentences) and negatives (we add *n't* to the verb *have/has*, and *got* remains unchanged). Also elicit when we use *have* (with *I*, *you*, *we* and *they*) and when we use *has* (with *he*, *she* and *it*).

Extra activity

Tell students to work in pairs. The first student takes different things out of their bag and says what they have got, e.g. *I've got a pencil case. I've got a mobile phone. I've got some food. I've got eight books.*

They then put all the items back into the bag, and the second student tries to remember what they were. As the second student says what their partner has got (e.g. *You have got a pencil case.*), the first student takes these things out of their bag.

When the second student has remembered everything (or given up), the two students swap roles.

Exercise 4 1.20

When students have checked their answers, discuss why *have* or *has* was used in each answer (*1 The Gardners = they*, *2 Sol = he*, *3 He*, *4 They*, *5 The Gardners = they*, *6 they*).

Ask students how we know that the answer for 5 is negative. (The sentence contains *but*, which contrasts two things. We know that Mr Gardner *has got* a motorbike, so the contrast – or opposite – is that the Gardeners *haven't got* a car.)

If necessary, give students more examples using these structures: *I've got …, but I haven't got …*; *I can …, but I can't …*; *I'm …, but I'm not … .*

Answers: **1** have got **2** has got **3** has got **4** have got **5** haven't got **6** have got

Exercise 5

Before students start the exercise, ask them why question 4 will be different from the others. (It will start with *have* instead of *has* because it refers to the family and not just to one person.)

Answers:

2 Has Max got a blog? Yes, he has.
3 Has Max's dad got a job? Yes, he has.
4 Have the Greggs got a garage? Yes, they have.
5 Has Sol got any brothers? No, he hasn't.

Exercise 6

Tell students that they can ask any additional questions they can think of (e.g. *Have you got a computer? Have your parents got grey hair?*). Invite pairs to ask and answer the questions in front of the class.

Further practice

- Workbook page 10
- Grammar Time page 118
- Resource Pack
  Resource 4: Unit 1 Lesson 4 Grammar – Find someone who …
  Resource 5: Unit 1 Lesson 4 Video – Welcome to my life!

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1.5 LISTENING and VOCABULARY Fashion

Lesson learning objective

Students can identify specific detail in a conversation and talk about clothes.

Lead in: review of *have got*

Put students into groups of four. Students work together to find out something that three of them have got but that one of them hasn't got, or something that one of them has got and that three of them haven't got (e.g. a dog, a mobile phone, a blog, two sisters).

When they are ready, the groups take turns to say to the class: *One person has/hasn't got a … .* The rest of the class guess which student in the group is being referred to.

Exercise 1

Students keep their Students' Books closed. Check that they understand the meaning of the words *style* and *fashionable*. Ask them if they are interested in fashion.

Then ask them to think of a famous person who they think has got great style and elicit some ideas.

Put students into pairs and tell them to open their books and discuss the pictures.

Exercise 2 1.21

Before students listen to the audio, elicit words they think they might hear that would help them decide which person from the pictures is being described (e.g. *short skirt*, *white trousers*). When they have listened, elicit key words they heard that they hadn't thought of previously (e.g. *jacket*, *boots*).

Answers: 1 A 2 D 3 C 4 B

1.21

See page 245.

Exercise 3 1.21

Elicit the answers and ask students to identify what was said in the audio that helped them to decide on the answers.

Answers: 1 T 2 F 3 T 4 T 5 F 6 T

Exercise 4

Put students into pairs. Tell them to look at the pictures and to tick any items in the Vocabulary box that they can see. When students have completed the sentences, put them into different pairs. If possible, partner a girl with a boy. Students should take turns to ask and answer questions about items of clothing and footwear that they have got (e.g. *Have you got a dress? Yes, I've got three dresses. My favourite dress is red.*). When they have finished, invite students to tell the class one thing they found out about their partner (e.g. *Paul has got blue jeans and black jeans.*).

Answers: 1 jacket, shirt, trousers 2 skirt, shirt, sunglasses 3 jacket, jeans, boots 4 jeans, T-shirt

Extra activity

Look at students to see what items of clothing they are wearing. Explain that you are going to say the name of an item of clothing and that they should write the word and also the name of a student in the class who is wearing that particular item of clothing.

When you have finished, put students into groups of four. Tell them to compare their answers and to check that all the answers are correct. Examples could be (depending on what students are wearing) *a blue and white shirt*, *black jeans*, *brown boots*.

Exercise 5 1.22

At the end of the dictation, ask students to swap texts with a partner. Explain that they are going to mark their partner's work. They should award two points for a correct word, one point if there is incorrect punctuation (e.g. no apostrophe, no capital letter), one point if there is only one letter wrong in the spelling (e.g. *favorite* instead of *favourite*), and no points if the spelling has more than one letter wrong.

Write the text on the board one word at a time. When students have finished marking their partner's work, they should add up the points and tell their partner their score. Ask if anyone in the class got the maximum of 66 points.

Answer:
My name is Chrissy. I'm a student from Newport and I've got a blog about fashion. My favourite clothes are jeans and old sweaters. My favourite colours for clothes are grey and blue.

Exercise 6 1.23

Check that students understand the meaning of the word *compliment*. Ask them how often their friends compliment them on their clothes or their hair.

Focus students' attention on the positive adjectives *cool*, *great*, *fantastic* and *nice*, and ask them if they can think of any other positive adjectives (e.g. *beautiful*, *perfect* (from the Jennifer Lawrence text), *fashionable*).

Answers:
1 Your trainers are really cool!
2 You've got great style!
3 Your shirt is fantastic! It's a really nice colour.

Exercise 7

Encourage pairs to roleplay a situation where one of them is sitting relaxing outside somewhere; the other is taking photos for a blog and starts talking and complimenting them.

Students should swap roles so that they both have a chance to give and receive compliments. When they are ready, invite pairs to act out their roleplay in front of the class.

Further practice

- Workbook page 11
- Resource Pack
  Resource 6: Unit 1 Lesson 5 Listening and Vocabulary – Find my clothes

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1.5 LISTENING and VOCABULARY Fashion

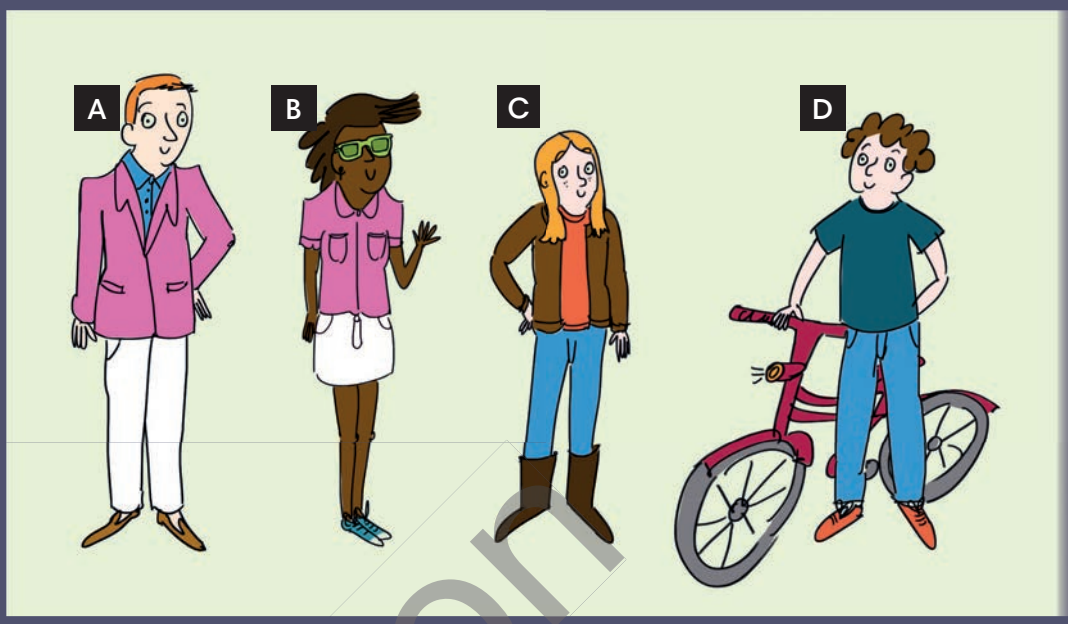
I can identify specific detail in a conversation and talk about clothes.

The Newport Look

3 May

NO RAIN TODAY. MAYBE SUMMER IS HERE! ☺

And here are some of the fantastic summer styles on the streets of Newport this morning. It's not true that Newport isn't a fashionable city! ;-)



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

2 1.21 **Listen and match the names with pictures A–D .**

1 ☐ Duncan
2 ☐ Marc
3 ☐ Sam
4 ☐ Donna

3 1.21 **Listen again. Mark the sentences T (true) or F (false).**

1 ☐ Chrissy is a fan of Donna's hair.
2 ☐ Donna's sunglasses are from a supermarket.
3 ☐ Sam is fifteen years old.
4 ☐ Sam's boots are Spanish.
5 ☐ Duncan is a student.
6 ☐ Marc's bike is from France.

4 **Study the Vocabulary box. Complete the sentences about the people in the photos.**

Vocabulary Clothes and footwear

Clothes: dress hat jacket jeans shirt shorts skirt sweater sweatshirt T-shirt tracksuit trousers
Footwear: boots shoes trainers
Other: hat (sun)glasses

1 Duncan has got a pink *jacket*, a blue _____ and white _____.
2 Donna has got a pink _____, a short _____ and green _____.
3 Sam has got a brown _____, blue _____ and brown _____.
4 Marc has got blue _____ and a blue _____.

5 1.22 **DICTATION** **Listen to a recording about Chrissy. Listen again and write down what you hear. Then make similar sentences about yourself.**

6 1.23 **Order the words to make compliments. Listen and check.**

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

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

A: Your sunglasses are great!
B: Thanks! Your sweater is really nice!

And YOU

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1.6 SPEAKING Greeting people

I can greet and introduce people.



AUDIO SHE'S FAMOUS

Max: Hey, Sol. That girl in the red T-shirt!
Sol: What about her?
Max: That's Clare Philips. She's famous. She's a TV presenter. Come on! … Excuse me! Hi!
Girl: Hello.
Max: How are you?
Girl: I'm fine, thanks. How are you?
Max: I'm good. I'm Max.
Girl: Pleased to meet you. I'm …
Max: This is my friend, Sol.
Sol: Hi. How's it going?
Girl: Fine, thanks, but …
Sol: Nice to meet you.
Girl: Yeah, nice to meet you too.
Max: Oh, this is really cool.
Girl: What is?
Max: The famous Clare Philips in the park in my town! I think you're wonderful.
Girl: Thanks, but I'm not Clare Philips. My name's Jenny Dobbs. I'm not famous.
Max: Oh. I'm sorry. I …
Girl: No worries! See you.
Max: Bye … Sorry!
Sol: Oh, Clare! You're wonderful!

What about her? *Come on!*
Excuse me! *Really cool!*
I'm sorry! *No worries!*

OUT of class

1 CLASS VOTE **Write a list of six famous people. Compare with your classmates. Who is popular in the class?**

2 1.24 **Look at the photo and choose the correct option. Read or listen and check.**

1 Max and Sol are *in the park* / *at school*.
2 The girl *is* / *isn't* Max's sister.
3 She *is* / *isn't* famous.

3 **Study the Speaking box. Find the phrases in the dialogue.**

Speaking Greeting people

Hello!/Hi!
How are you?/How's it going?
I'm fine/good, thanks.
My name's .../I'm ...
Pleased/Nice to meet you.
This is my friend, Sol.
Bye./Goodbye./See you (later).

4 **Complete the sentences with the words below.**

bye fine hi how I'm it meet ~~this~~

a *This* is my friend, Ian.
b Hi, Al. _____ Jo.
c I'm good. _____ are you?
d Nice to _____ you, too.
e I'm _____, thanks. My name's Al.
f _____, Ian. Nice to meet you.
g Oh! Look at the time! _____!
h Hi, how's _____ going?

5 1.25 **Complete the dialogue with sentences from Exercise 4. Listen and check.**

Jo: Hello!
Al: 1 *h*
Jo: 2 _____
Al: 3 _____
Jo: 4 _____
Al: This is my friend, Ian.
Jo: 5 _____
Ian: 6 _____
Jo: 7 _____
Al: Goodbye!
Ian: See you!

6 **In groups of three, practise the dialogue in Exercise 5.**

7 **In groups of three, have a conversation. Follow these steps. Then swap roles.**

And YOU

- You meet in a café.
- Student A, greet Student B.
- Student B, introduce Student C to Student A.
- Say goodbye.

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1.6 SPEAKING Greeting people

Lesson learning objective

Students can greet and introduce people.

Lead in: review of clothes vocabulary

Ask students: *What colour is my* (e.g. *shirt*)? *What colour are my* (e.g. *shoes*)? Check that students understand that the words for clothes which end in *-s* (e.g. *trousers*, *jeans*, *shoes*, *glasses*) generally take a plural verb. Point out that *dress* takes a singular verb.

Explain to students that they should walk around the classroom and look carefully at one another's clothes. When you say *stop*, they should find a partner and stand back to back. The pairs should take turns to ask and answer questions about their clothes (e.g. *What colour is/are my … ?*) to see if their partner can remember or guess correctly. When they have finished, they should walk around the classroom once more and repeat the process with another partner.

Exercise 1

Before students open their Students' Books, ask them the question and tell them to work on their own to write their list. Then put students into groups of three so that they can compare their lists. When they have finished, ask if any of the groups had the same famous person on all of their lists. Then find out which famous person appeared on the most lists and elicit the reason that person is famous.

Exercise 2 1.24

With Students' Books still closed, review with the class who Max is, what he is interested in (*dance*) and where he is from (*Boston*, *USA*). Then ask students to look at the photo and to describe the girl.

After you have played the video, go through the Out of class box. Check that the stress in *What about her?* is on the word *about*. Explain that we use this phrase to ask why the person you are speaking with has mentioned someone or something (e.g. *Do you see this pen? Yes, what about it?*).

Explain that *come on* means *come with me* or *let's go*.

Explain that we say *excuse me* to get someone's attention before we start talking to them.

Explain that *really cool* means *very cool*, and that we can use *really* before any adjective (e.g. *really good*, *really bad*).

Explain that we say *I'm sorry* to apologise for doing or saying something wrong (e.g. *I'm sorry I'm late.*) and that we can respond to *I'm sorry* by saying *No worries!*, which means *It's OK*, *Don't worry* or *It doesn't matter*.

Answers: **1** in the park **2** isn't **3** isn't

Exercise 3

When students have found the phrases in the dialogue, put them into groups of three and tell them to roleplay meeting someone. Two students should say *hello*, ask each other how they are and tell each other their names. One student then introduces the third student. Then they all say goodbye.

Extra activity

Divide the class equally into two groups. If there is space in the classroom, one group should stand in an inner circle and the other group should stand in an outer circle. The students in each group should face one another so that a student in the inner circle faces a student in the outer circle. The students should greet each other, introduce themselves, ask each other how they are and then say goodbye.

Then the students in the outer circle should all move one place clockwise, and repeat the same process with the next student in the inner circle. Students can continue for as long as is necessary.

Exercise 4

Tell students to complete the exercise on their own and to check their answers in pairs.

Answers: **b** I'm **c** How **d** meet **e** fine **f** Hi **g** Bye **h** it

Exercise 5 1.25

When students have finished, play the beginning of the audio, up to the point where Jo says *Hello*. Pause the audio and elicit the next line of the dialogue.

Play the audio to check and then pause again and elicit the next line. Continue for the rest of the dialogue.

Answers: **2** c **3** e **4** b **5** f **6** d **7** g

Exercise 6

Tell the groups to practise the dialogue three times, with students playing a different role each time. When they have finished, invite students to act out their dialogues in front of the class.

Exercise 7

Encourage the groups to think of ways of making their conversations more interesting (e.g. one of them could get a name wrong or they could find out that the other two already know each other). When they are ready, invite groups to act out their conversations in front of the class.

Further practice

- Workbook page 12
- Resource Pack
  Resource 7: Unit 1 Lesson 6 Speaking – Have you got my words?
  Resource 8: Unit 1 Lesson 6 Audio – She's famous

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1.7 WRITING A description

Lesson learning objective

Students can write a short description of a person.

Lead in: review of greeting people

Put students into groups of four and ask each group to choose one student to come to the front of the class. Explain that the student at the front is going to play the role of a new student in the class, and that the rest of the students in the group should greet them, introduce themselves and ask how they are. Then tell the 'new' students to join their groups and to have their conversations.

When the groups have finished, ask the 'new' students if they felt that they were greeted nicely and made to feel welcome in their new class.

Exercise 1

Check that students understand the meaning of *hero* and *difficult*. Elicit that the opposite of difficult is *easy*.

Ask students for opinions about what kinds of people they think can be heroes (e.g. *sports stars*, *actors*, *singers*). When students open their books, ask them to quickly read the two texts to find out why the two people are heroes (Jade is a student who is brave despite her problems. Lionel Messi is a famous footballer.). Then ask students to discuss in pairs why they think each person is or isn't a hero.

Exercise 2

Elicit the answers and the extracts from the text which helped students to decide on their answers.

Answers:
1 T (She has health problems.)
2 F (She's a good student.)
3 F (He's from Argentina.)
4 T (He's married and he's got two children.)

Exercise 3

Tell students that one example refers to both Jade and Lionel, meaning that there is a similarity between them. When students have found all the examples, ask what the similarity is (*They've both got dark hair.*).

Exercise 4

Tell students that for each topic they tick, they should list the related words the writers use in their descriptions (e.g. *personality: Jade – brave, happy, friendly, funny*).

Answers: 1, 2, 4, 5

Exercise 5

Discuss the phrases in the Writing box and ask students to think of other ideas for each heading. For example:

Introduce the person: *My hero is my mum's friend …*
Age/Occupation: *She's forty-five and she's a politician/businesswoman.*
Nationality/Languages/Family: *She's Brazilian. She's married with three children. She can speak four languages.*
Appearance: *He's got grey hair, blue eyes and glasses. He's quite tall. He's got a beard.*
Personality/Positive things about the person: *She's very clever and hard-working.*

Exercise 6

Remind students that we use *and* to add a second idea or fact, and *but* to contrast different ideas or facts. Point out that we don't use *and* when we are linking two negative facts in a sentence. Instead, we use *or* (e.g. *He can't dance or sing.*).

Answers:
2 He's got dark hair and (he's got) brown eyes.
3 She's quiet but she's very funny.
4 He's Italian but he can't speak Italian.

Extra activity

Students work on their own to write six sentences. Three sentences should use *and* and the verbs *to be*, *have got* and *can*, and three sentences should use *but* and the same three verbs. When students have finished, they should work in pairs to compare their ideas. Invite students to read out one of their sentences to the class.

Exercise 7

Elicit from students that the two descriptions contain two paragraphs. The first paragraph gives information about the person: their nationality, appearance, family, age, abilities, etc. The second paragraph gives reasons why the writer considers the person a hero.

Encourage students to write similar paragraphs and point out the importance of using paragraphs to make their writing easier to read. When students have finished, either invite some students to read their descriptions or put them on display so that students can read each other's work.

Homework

Each unit will contain a suggestion for homework in preparation for the BBC Culture lesson. This is to give students a chance to look up in a dictionary any unknown vocabulary and to raise their interest in the topic of the lesson.

Tell students to read the text on page 20 of the Students' Book. They should look up any words they don't know the meaning of and translate them into L1.

As an additional task, ask students to write example sentences illustrating the meaning of each of these words: *champion*, *competition*, *information*, *memory*, *winner*.

Further practice

- Workbook page 13
- Resource Pack
  Resource 9: Unit 1 Lesson 7 Writing – My hero

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1.7 WRITING A description

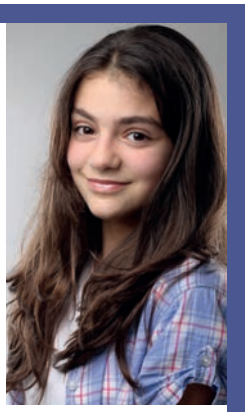
I can write a short description of a person.

1 CLASS VOTE **Read the texts quickly. In your opinion, are Jade and Lionel heroes?**

A

My hero

by Karin



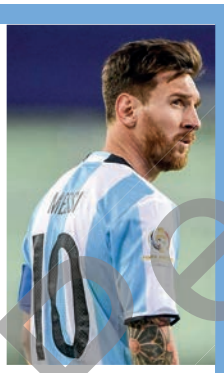
My hero is my friend Jade Pryce. She's thirteen years old and she's a student at my school. She's English but her mother is from Spain. Jade is short and she's got dark hair.

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

B

My hero

by Paulo



My hero is the sportsman Lionel 'Leo' Messi. He's about thirty and he's a footballer. Messi is from Argentina and he can speak Spanish and English. He's married and he's got two children. He's got dark hair and he isn't very tall.

Leo Messi is one of the world's top football players and he's got a lot of money. He's very rich but he's a very nice person. He's got a charity for children with problems. He's my favourite football player and my hero.

2 **In pairs, read the texts again. Mark the sentences T (true) or F (false).**

1 ☐ Jade hasn't got an easy life.
2 ☐ Jade isn't clever.
3 ☐ Leo Messi is Spanish.
4 ☐ He's got a wife and children.

3 **Underline the examples of *can* and *have got* in the texts in Exercise 1.**

4 **In pairs, tick the things Karin and Paulo mention in their descriptions in Exercise 1.**

1 ☐ personality
2 ☐ nationality/ languages
3 ☐ hobbies
4 ☐ appearance
5 ☐ age/job

5 **Study the Writing box and check your answers in Exercise 4.**

Writing A description of a person

Introduce the person
My hero is my friend .../ the singer ...
My favourite sports star/ actor is ...

Age/Occupation
She's thirteen and she's a student.
He's about thirty and he's a footballer.

Nationality/Languages/ Family
He's from Argentina.
She can speak three languages.
He's married and he's got two children.

Appearance
She's tall and slim.
She's got glasses.
He's got black hair and brown eyes.

Personality/Positive things about the person
She's got a difficult life but ...
He's got a lot of money but ...
She's brave/clever/friendly.
He's a great person.

and, but
She can dance. She can sing too. → She can dance **and** she can sing.
He can dance. He can't sing. → He can dance **but** he can't sing.

6 **Look at the examples in the Writing box. Join the sentences with *and* or *but*.**

1 She can run. She can't swim.
She can run but she can't swim.
2 He's got dark hair. He's got brown eyes.
3 She's quiet. She's very funny.
4 He's Italian. He can't speak Italian.

Writing Time

7 **Write a description of your hero. Use the texts in Exercise 1 and the Writing box to help you. Write about:**

- his/her age, job, nationality and appearance.
- his/her personality.

TIP

Connect your ideas with *and* or *but*.

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Wordlist and Vocabulary in action

Extra activity

Tell students to find in the wordlist the phonemic symbol for *i* in the words *wife* and *nice* (/aɪ/). Point out that in short words ending in *-e*, the letter *i* is almost always pronounced in this way. Explain that without the *-e*, the letter *i* is usually pronounced /ɪ/. Then write the following words on the board in two columns: Column 1: *white*, *write*, *drive*, *bike*, *five*, *mobile*, *exercise*; Column 2: *tip*, *pink*, *six*, *things*, *this*, *film*, *sit*.

Elicit the pronunciation of each word. Elicit that all the words in the column on the left have an /aɪ/ sound and all the words in the column on the right have an /ɪ/ sound.

Further practice

Workbook page 14

WORDLIST

Nationalities | Family | Appearance adjectives | Personality adjectives | Clothes and footwear

American /əˈmerɪkən/ adj
appearance /əˈpɪərəns/ n
Argentina /ˌɑːdʒənˈtiːnə/ n
Argentinian /ˌɑːdʒənˈtɪnɪən/ adj
aunt /ɑːnt/ n
auntie /ˈɑːnti/ n
big /bɪg/ adj
boots /buːts/ n
brave /breɪv/ adj
brother /ˈbrʌðə/ n
children /ˈtʃɪldrən/ n
clever /ˈklevə/ adj
clothes /kləʊðz/ n
cool /kuːl/ adj
country /ˈkʌntri/ n
cousin /ˈkʌzən/ n
dad /dæd/ n
dance /dɑːns/ n
daughter /ˈdɔːtə/ n
different /ˈdɪfərənt/ adj
dirty /ˈdɜːti/ adj
dress /dres/ n
easy /ˈiːzi/ adj
England /ˈɪŋglənd/ n
English /ˈɪŋglɪʃ/ adj
face /feɪs/ n
family /ˈfæməli/ n
famous /ˈfeɪməs/ adj
fashionable /ˈfæʃənəbəl/ adj
father /ˈfɑːðə/ n
footwear /ˈfʊtweə/ n
France /frɑːns/ n
French /frentʃ/ adj
friendly /ˈfrendli/ adj
funny /ˈfʌni/ adj
German /ˈdʒɜːmən/ adj
Germany /ˈdʒɜːməni/ n
(sun)glasses /ˈsʌnˌglɑːsɪz/ n
grandfather /ˈgrænd,fɑːðə/ n
grandma /ˈgrænmɑː/ n
grandmother /ˈgrænˌmʌðə/ n
grandpa /ˈgrænpɑː/ n
granny /ˈgræni/ n
happy /ˈhæpi/ adj
hat /hæt/ n
hobby /ˈhɒbi/ n
husband /ˈhʌzbənd/ n
Ireland /ˈaɪələnd/ n
Irish /ˈaɪərɪʃ/ adj
Italian /ɪˈtæliən/ adj
Italy /ˈɪtəli/ n
jacket /ˈdʒækət, ˈdʒækɪt/ n
Japan /dʒəˈpæn/ n
Japanese /ˌdʒæpəˈniːz/ adj
jeans /dʒiːnz/ n
make-up /ˈmeɪkʌp/ n
married /ˈmærid/ adj
mother /ˈmʌðə/ n
mum /mʌm/ n
nationality /ˌnæʃəˈnæləti, ˌnæʃəˈnælɪti/ n
nervous /ˈnɜːvəs/ adj
nice /naɪs/ adj
old /əʊld/ adj
personality /ˌpɜːsəˈnæləti, ˌpɜːsəˈnælɪti/ n
Poland /ˈpəʊlənd/ n
Polish /ˈpəʊlɪʃ/ adj
poor /pɔː/ adj
pretty /ˈprɪti/ adv
quiet /ˈkwaɪət/ adj
Scotland /ˈskɒtlənd/ n
Scottish /ˈskɒtɪʃ/ adj
shirt /ʃɜːt/ n
shoes /ʃuːz/ n
short /ʃɔːt/ adj
shorts /ʃɔːts/ n
sister /ˈsɪstə/ n
skirt /skɜːt/ n
slim /slɪm/ adj
small /smɔːl/ adj
smart /smɑːt/ adj
son /sʌn/ n
strong /strɒŋ/ adj
style /staɪl/ n
sweater /ˈswetə/ n
sweatshirt /ˈswetʃɜːt/ n
tall /tɔːl/ adj
teenager /ˈtiːneɪdʒə/ n
the USA /ðə juː es ˈeɪ/ n
tracksuit /ˈtræksuːt, -sjuːt/ n
trainers /ˈtreɪnəz/ n
trousers /ˈtraʊzəz/ n
T-shirt /ˈtiː ʃɜːt/ n
uncle /ˈʌŋkəl/ n
unhappy /ʌnˈhæpi/ adj
wife /waɪf/ n
young /jʌŋ/ adj

WORD FRIENDS

best friend
big/blue/brown/dark/green/small eyes
blonde/brown/dark/grey/long/red/short hair
dance fanatic
drive well
learn a language
play football
speak a foreign language

VOCABULARY IN ACTION

1 Use the wordlist to find:
1 ten nationalities *English, …*
2 seven personality adjectives
3 seven appearance adjectives

2 Complete the pairs with words from the wordlist.
1 father and *mother*
2 mum and _____
3 sister and _____
4 son and _____
5 husband and _____
6 grandma and _____
7 uncle and _____

3 Complete the table with clothes and footwear from the wordlist.

b o o t s	d _ e _ s
j _ _ k _ _	h _ _
j _ _ n s	s _ o _ t _
s _ e _ _ e _	s k _ _ t
s _ e _ t _ h _ r _	s _ _ _ l _ _ s _ s
t r _ c _ _ u _ _	T - _ _ _ r _

4 1.26 PRONUNCIATION Listen to how we pronounce the /ɪ/ sound. Listen again and repeat.

b**i**g E**n**glish ch**i**ldren

5 1.27 PRONUNCIATION In pairs, say the sentences. Listen, check and repeat.
1 My sister is pretty and slim.
2 It's different in Italy.

Exercise 1

1 Argentinian, French, German, Irish, Italian, Japanese, Polish, Scottish, American
2 brave, clever, friendly, funny, nervous, nice, quiet (also possible: cool, happy, unhappy)
3 big, old, short, slim, small, tall, young (also possible: pretty, strong)

Exercise 2

2 dad
3 brother
4 daughter
5 wife
6 grandpa (grandfather)
7 aunt (auntie)

Exercise 3

Cold: jacket, jeans, sweater, sweatshirt, tracksuit
Hot: dress, hat, shorts, skirt, sunglasses, T-shirt

Pearson

Exercise 1

2 brother
3 quiet
4 wife
5 English
6 famous
7 France
8 children
9 daughter
10 cousins

Exercise 5

2 Our English teacher's eyes are blue.
3 My best friend's name is Paul.
4 My dad's car is very old.
5 My sister's clothes are cool.

Further practice

- Workbook page 15
- Resource Pack
  Resource 10: Unit 1 Vocabulary – Find the letters
  Resource 11: Unit 1 Grammar – Complete the table

Revision

VOCABULARY

1 **Complete the text with the words below.**

~~American~~ brother children cousins daughter English famous France quiet wife

My uncle Mike is [1]*American* – he's from Oregon in the USA. He's my mother's [2]_____. He's a very [3]_____ person but I like him a lot. He's married. His [4]_____'s name is Diane. She's an [5]_____ woman from London. She's an actor but she isn't very [6]_____. Mike and Diane's home is in Paris, in [7]_____. They have got three [8]_____ – two sons and one [9]_____. They are my favourite [10]_____.

Exercise 2

2 old
3 slim
4 pretty
5 hair
6 skirt
7 shirt
8 shoes
9 sunglasses

2 **Look at the picture. Complete the words in the description of Emily.**



Emily is a very [1]**f**_*riendly*_ person. She's fourteen years [2]**o**_____. She's short and [3]**s**_____. She's got a [4]**p**_____ face and long, brown [5]**h**_____. Today she's got a white [6]**s**_____, a blue [7]**T-**_____, black [8]**s**_____ and pink [9]**s**_____.

Exercise 3

Possible answer: Richie is fifteen years old. He's a very clever person. He's tall and strong. He's got short blonde hair and blue eyes. Today he's got blue jeans, white trainers, a green T-shirt and a black jacket.

3 **Look at the picture in Exercise 2 and write a description of Richie. Write about his clothes, appearance and personality.**

Richie is fifteen years old. He's …

4 **Complete the questions with words from the Word Friends list. In pairs, ask and answer the questions.**

1 Are you a _____ fanatic?
2 Can your grandmother _____ football?
3 Can your dad drive _____? What about your mum?
4 How many foreign _____ can you speak?
5 Is it possible to _____ a language in a day?

Exercise 4

1 dance
2 play
3 well
4 languages
5 learn

GRAMMAR

5 **Order the words to make sentences. Use *be* and the possessive *'s*.**

1 grandma / grey / hair / my
My grandma's hair is grey.
2 blue / English teacher / eyes / our
3 best friend / my / name / Paul
4 car / dad / my / very old
5 clothes / cool / my / sister

6 **Make sentences about Janey. Use *can/can't*.**

1 dance well (✓) drive a car (✗)
Janey can dance well but she can't drive a car.
2 speak Spanish (✓) speak Polish (✗)
3 swim (✓) fly (✗)
4 cook (✓) jump six metres (✗)

Exercise 6

2 Janey can speak Spanish but she can't speak Polish.
3 Janey can swim but she can't fly.
4 Janey can cook but she can't jump six metres.

7 **Make sentences about Janey. Use *has got/ hasn't got*.**

1 two grannies (✓) a big family (✗)
Janey has got two grannies but she hasn't got a big family.
2 blonde hair (✓) blue eyes (✗)
3 a cool T-shirt (✓) a football shirt (✗)
4 an interesting hobby (✓) a pet (✗)

Exercise 7

2 Janey has got blonde hair but she hasn't got blue eyes.
3 Janey has got a cool T-shirt but she hasn't got a football shirt.
4 Janey has got an interesting hobby but she hasn't got a pet.

8 **In pairs, ask and answer questions about your best friend. Use *can*, *have got* and phrases from Exercises 6 and 7.**

A: Can your friend cook? B: Yes, he can.
A: Has he got a pet? B: No, he hasn't.

SPEAKING

9 **Work in pairs. You meet at a new school. Student A, follow the instructions below. Student B, go to page 128.**

Student A, have a conversation with Student B, using these phrases in the correct order. You start.

- My name's …
- Hello!
- Oh! Look at the time! Bye!
- This is my friend, Jim.
- I'm good. How are you?

DICTATION

10 1.28 **Listen. Then listen again and write down what you hear.**

Exercise 10

My brother's girlfriend is Italian. Her name is Maria. She's twenty-five years old. She's got big brown eyes. Her hair is short and blonde. She's very nice.

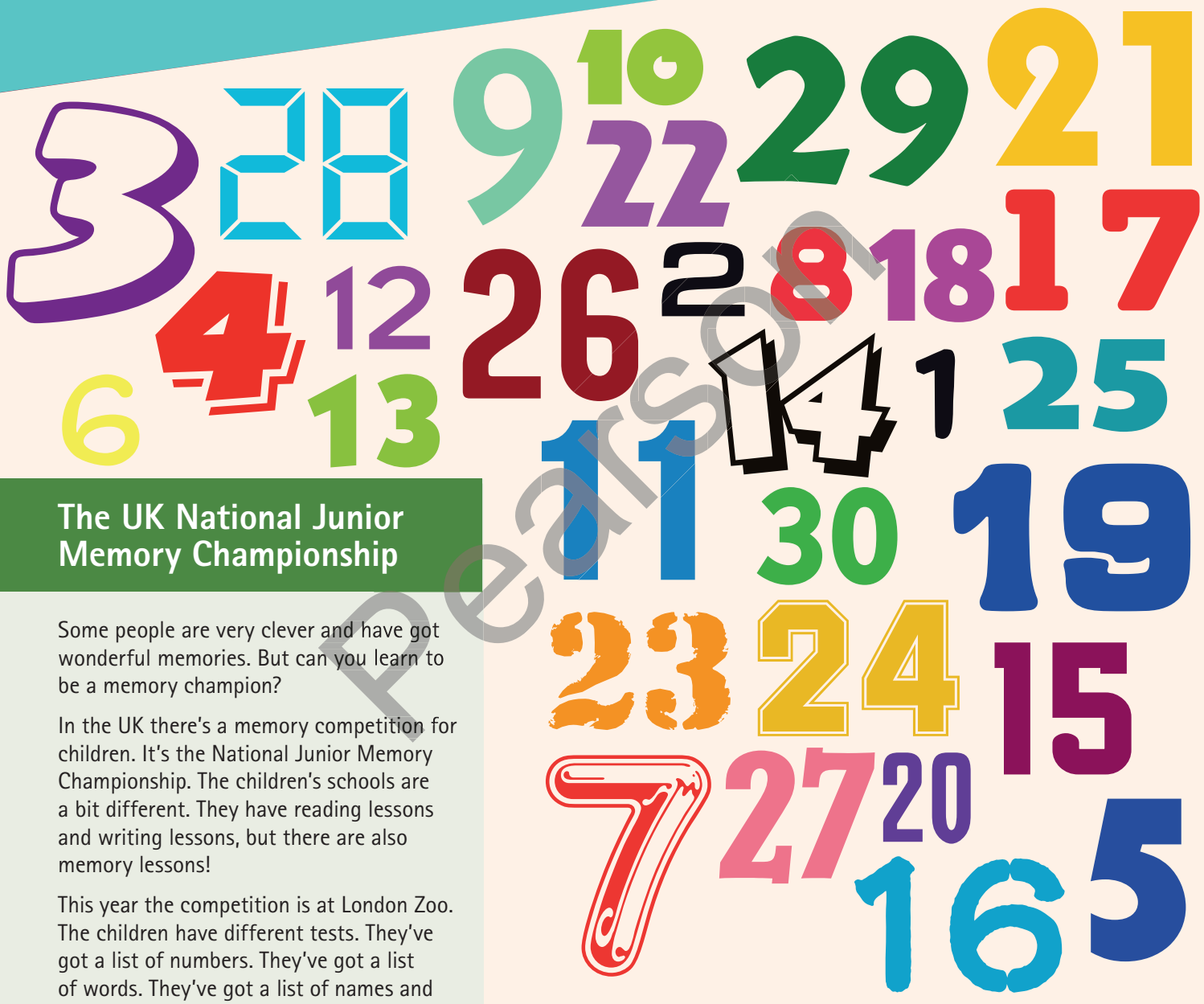
SELF-ASSESSMENT Think about this unit. What did you learn? What do you need help with? **WORKBOOK** p. 14

Pearson

BBC

CULTURE

Can you remember thirty numbers?



The UK National Junior Memory Championship

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

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

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

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

Look at the numbers above for 30 seconds. Then close the book and write down as many as you can.

GLOSSARY
champion (n) a person who is the best at a sport, game, etc.
competition (n) a game or test that people try to win
information (n) facts or details about something
memory (n) the ability to remember things
winner (n) a person that wins a game, competition, etc.

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Lead in: topic introduction

Tell students to keep their Students' Books closed and put them into groups of four. If you set the homework suggestion for the unit, ask the groups to discuss any vocabulary they found difficult, and also their example sentences if you set the additional task.

If students haven't done the homework, ask them to look at the glossary on page 20. Students should find the sentences that contain the glossary words in the text. They should rewrite the sentences using different words or phrases that have the same meaning (e.g. *But can you learn to have the best memory? But can you be the best at remembering things?*).

1.4

Child prodigies

Part 1

These young people are here in London for an important competition. They're violin players. They're all very young and very good. They come from different countries – from the USA, from Japan, from Germany and many more. Samuel Tan is only eleven years old. He's from Singapore and he's got lots of prizes from competitions. Can he win this competition? Maybe he can. Juliette Russe is English – from London – and she's nervous. She thinks playing the violin is hard work. This competition is difficult. There are lots of great players. It's called The Yehudi Menuhin Competition. This year It's the famous violinist's one hundredth birthday! Good luck, everyone. Great music and a great view of London!

1.5

Part 2

This is Anushka with her family. They're very proud. Anushka's got the results of a difficult test. Now she's in a special club. It's called Mensa and It's a club for very, very clever people. Anushka is only eleven, but she got top marks. Anushka can do lots of things. She's got a wonderful memory. She can answer very hard questions. She can play the violin. But her favourite hobbies are reading and writing stories. She's got a blog and maybe one day she can be a writer. It's her dream job.

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Exercise 1

Give students one minute to look at the numbers in the picture on page 20. Then tell them to close their books. Elicit the different numbers from the picture and write them on the board. When nobody in the class can remember any more numbers, count how many numbers were remembered in total. Explain that this lesson is going to be looking at *memory/remembering*.

Put students into pairs and give them a time limit to discuss the questions. Invite students to discuss their ideas with the rest of the class.

Exercise 2

Tell students to work on their own to read the text carefully, without looking at the questions. When they have finished, tell them to cover the text and to work in pairs or groups of three. The pairs/groups should read the sentences and discuss what they can remember from reading the text. While they are discussing, they shouldn't look at the text.

When they have discussed all the sentences, if there are any questions they weren't sure about, allow them to read the text once more to find the missing information.

Answers:
1 F (It's in the UK.)
2 T
3 F (It's at London Zoo.)
4 F (They've got four/different tests.)
5 F (Lily-Rose is the winner.)

Exercise 3

Give students a time limit to write their lists of words so that they don't spend too long on this. When they have finished memorising their partner's words, tell them to write down the words on a piece of paper (otherwise, if they take turns to say the words, the student who goes second will be at a disadvantage).

Exercise 4

Discuss with students what they think might be involved in a memory lesson (e.g. practise of memorising things, techniques to remember things more easily). Tell students to discuss their ideas in pairs, and then discuss as a class.

Exercise 5

Discuss ideas with the class. If students can't think of any examples, talk about the three child prodigies mentioned in the programme's advert and what students know about them.

Exercise 6 1.4

Start the video and then immediately pause it. Ask students if they know where the people in the video are (on the London Eye in central London).

Elicit the correct answer to the question, and ask students why they think the other two options are wrong (a: The London Eye is famous, but the narrator doesn't even mention its name, so this can't be what the video is about. b: The competition is named after Yehudi Menuhin but the narrator doesn't mention any details about his life except for the fact that he was a famous violinist and he was born 100 years ago.).

Answer: c

Exercise 7 1.4

Before you play the video again, tell students to read through the list and tick any countries they remember are mentioned in the video.

Answers: England, Germany, Japan, Singapore, the USA

Exercise 8

Ask students to complete the sentences. If necessary, play the video again for them to check/complete their answers.

Exercise 9 1.5

Play the video twice. When you play the video for the first time, tell students that they should listen carefully and not write anything down. Elicit anything students can remember, and tell them to look at Exercise 10 to see how to spell her name correctly. Play the video a second time so that students can check the answers and complete the fact file.

Answers:
Name: Anoushka
Age: eleven/11
Name of club: MENSA
Hobbies: violin, reading, writing stories
Dream job: writer

Exercise 10

Encourage students to think about all the young people in their families: their brothers, sisters and cousins, and to consider any special talents (e.g. musical, artistic, sporting or academic) that they might have. When the pairs have finished discussing, invite students to share their ideas with the class, discussing students' dream jobs and their reasons for why they would like to do them.

Exercise 11

Discuss with students how to write a fact file. Explain that they must not copy large chunks of text from the internet or use online translation programmes. The language in their fact files should be simple and written in the form of a profile, as has been done in Exercise 9. For example, students can write *Date of birth: 23/11/1983* but they shouldn't try to use past tenses that they haven't yet learned (e.g. *He was born on 23/11/1983.*).

If students want to include any new vocabulary that other students might not know, for monolingual classes they should provide a translation, or for multilingual classes they should provide a definition or a visual clue.

Encourage students to create a multimedia presentation for their fact file, and set a minimum and maximum number of slides so that their presentation is neither too long nor too short. Make sure that every student in a group is involved in the presentation and has the chance to present some of the facts to the class.

Tell students to have key information on the slides so that other students can read as the presenter is talking. The student making the presentation should refer to the key information on the slides, but using full sentences. They shouldn't read from their own notes, as it will make it difficult for other students to follow.

Further practice

- Workbook pages 16–17
- Resource Pack
  Resource 12: Unit 1 BBC Culture – What's missing?
  Resource 13: Unit 1 Culture – Multinational families

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EXPLORE

1 In pairs, ask and answer the questions.

1 Have you got a good memory?
2 How many numbers can you remember in a list?
3 What things can you remember? What things can you not remember?
4 Have you got a very clever friend? What can he or she do?

2 Read the article. Mark the sentences T (true) or F (false). Correct the false sentences.

1 ☐ The competition is in the USA.
2 ☐ The children can do memory lessons at school.
3 ☐ The competition is at a school.
4 ☐ There are two tests in the competition.
5 ☐ Joachim is the winner.

3 Work in pairs. Write a list of fifteen English words and give it to your partner. Study each other's lists for three minutes. How many words can you remember?

4 Is it a good idea to have memory lessons at school? Why? / Why not?

EXPLORE MORE





5 You are going to watch part of a BBC programme about clever children. Read an advert for the programme. Can you remember any famous clever children from the past?

Child prodigies

There are many famous child prodigies: Mozart (Music), Pascale (Maths), Picasso (Art), etc. In this series, we can learn about some child prodigies of today.

6 1.4 Watch Part 1 of the video. What is it about?

a ☐ a famous place in London
b ☐ a famous violinist called Yehudi Menuhin
c ☐ a competition for young violin players

7 1.4 Watch again. Tick the countries you hear about in the video.

☐ England ☐ France ☐ Germany
☐ Japan ☐ Poland ☐ Singapore
☐ the USA

8 Complete the sentences with one or two words in each gap.

1 Samuel Tan is _____ years old.
2 For Juliet, playing the violin is _____.
3 This year is Yehudi Menuhin's _____ birthday.

9 1.5 Watch Part 2 of the video. Complete the fact file about the girl.

NAME: _____
AGE: _____
NAME OF CLUB: _____
HOBBIES: _____
DREAM JOB: _____

10 In pairs, ask and answer the questions.

1 Is there a boy or girl like Anushka in your family?
2 What's your dream job?

YOU EXPLORE

11 CULTURE PROJECT In groups, write a fact file about a child prodigy in your country.

1 Use the internet to research famous young children.
2 Find some pictures or videos.
3 Write your fact file.
4 Share it with the class.

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2 It's delicious!

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

GRAMMAR
there is/there are + some/any | Countable and uncountable nouns | Quantifiers | *too much/too many, not enough*

Grammar: I'm starving!



Speaking: Anything else?



BBC Culture: Tomorrow's food



Workbook p. 29

BBC VOX POPS



2.1 VOCABULARY Food and drink, meals

I can talk about food and drink.

What is 200 calories?

Fruit is good for us. 200 calories is 385 grams of apples or 444 millilitres of orange juice. But other things aren't good for us. 200 calories is one small packet of crisps (37 grams) or only 34 grams of bacon.

What about the other things in the pictures?
How many grams or millilitres is 200 calories?

1 385 grams	2 444 millilitres	3 37 grams	4 34 grams
			
5 *290 / 570* grams	6 *290 / 570* grams	7 *28 / 1425* grams	8 *28 / 1425* grams
			
9 *75 / 150* grams	10 *75 / 150* grams	11 *333 / 496* millilitres	12 *333 / 496* millilitres
			

1 Look at the photos. Which things can you name?

2 1.29 Study the Vocabulary A box. Match photos 1–12 with the words. Listen and check.

Vocabulary A Food and drink

Fruit:	☐ apples	☐ grapes	
Vegetables:	☐ carrots	☐ celery	
Meat:	☐ bacon	☐ cheeseburger	
Drinks:	☐ cola	☐ orange juice	☐ milk
Other:	☐ butter	☐ crisps	☐ eggs

3 1.30 Add the words below to the correct group in the Vocabulary A box. Listen and check. Can you think of any more types of food and drink?

bananas biscuits breakfast cereal chicken milkshake muffins potatoes yoghurt

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Unit contents

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

Grammar
- *there is/there are + some/any*
- Countable and uncountable nouns
- Quantifiers
- *too much/too many, not enough*

Communication skills
Ordering food

Examples of 21st century skills/competencies
- Critical thinking: pages 32–33
- Collaboration: page 24 (Exercise 7), page 25 (Exercise 6), page 33 (Exercise 11)
- Digital literacy: page 33 (Exercise 11)
- Assessment for learning: page 31
- Autonomy and personal initiative: page 23 (Exercise 4)

2.1 VOCABULARY Food and drink, meals

Lesson learning objective
Students can talk about food and drink.

Lead in: review of vocabulary from the previous unit

Put students into two groups. Choose one student from each group to sit at the front of the class, facing their group. Explain that you are going to write a word from the previous unit on the board. Suggested words: *son*, *daughter*, *uncle*, *parents*, *France*, *Italian*, *trousers*, *trainers*, *jacket*, *hat*, *make-up*.

The two students sitting at the front of the class are not allowed to turn around to look at the word on the board, and the two groups are not allowed to say, spell or translate the word.

The two groups should take turns to try to define, give examples for or mime the word, and the two students at the front of the class should try to guess what the word is. When one of the two students guesses the word correctly, their group wins a point.

Repeat the process with a new word and two different students at the front of the class.

Exercise 1

Before students open their Students' Books, check that they understand the meaning of *fruit*, *vegetables*, *meat* and *drinks*.

Put students into pairs and tell them to discuss the different kinds of food in the photos and to say whether they are kinds of fruit, vegetables, meat, drinks or other things. When they have finished, ask pairs to say how many of the items they can name, but don't elicit the names yet.

Exercise 2 1.29

Students should mark the words they know. If they don't know some words, encourage them to try to match them against the headings and then guess.

Answers: **1** apples **2** orange juice **3** crisps **4** bacon **5** grapes **6** carrots **7** celery **8** butter **9** eggs **10** cheeseburger **11** milk **12** cola

Exercise 3 1.30

After listening, put students into groups of four. Set a time limit of 2 minutes for the groups to list as many items of food and drink as they can. When they have finished, elicit ideas and ask students to say which group each item belongs to (e.g. *onions – vegetables*).

Answers:
Fruit: bananas
Vegetables: potatoes
Meat: chicken
Drinks: milkshake
Other: biscuits, breakfast cereal, muffins, yoghurt

Extra activity

Draw on the board one of the food or drink items and elicit its name. Then invite a student to come to the board and draw a different food or drink item. Explain that they can draw any food or drink item from Exercises 1–3 or one of their own ideas from Exercise 3.

Repeat the process, giving different students a chance to come to the board, not just those students who are the first to recognise the items.

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Exercise 4

Put students into pairs to discuss the questions. Then carry out two class votes – one vote for students' favourite type of food or drink which is good for them, and one vote for students' favourite type of food or drink which is bad for them. Finally, have an overall vote for a favourite food or drink and ask students if they are surprised about the winner.

Exercise 5 1.31

Check that students understand the meaning of *calories*. Tell them to look at Exercise 1 and to read the text. Then ask them what the numbers above each photo represent (the amount of each food or drink that contains 200 calories). Students can work in pairs to guess the correct amounts for photos 5–12. Elicit students' ideas before playing the audio.

Answers: **5** grapes 290 **6** carrots 570 **7** celery 1,245 **8** butter 28 **9** eggs 150 **10** cheeseburger 75 **11** milk 333 **12** cola 496

1.31

What is 200 calories? Fruit is good for us. 200 calories is 385 grams of apples or 444 millilitres of orange juice. But other things aren't good for us. 200 calories is one small packet of crisps (37 grams) or only 34 grams of bacon. What about the other things in the pictures? How many grams or millilitres is 200 calories? 200 calories is 290 grams of grapes, 570 grams of carrots or a lot of celery – 1,425 grams! But 200 calories is only 28 grams of butter! It's three eggs – that's 150 grams – or half a cheeseburger – that's 75 grams. And what about drinks? For 200 calories, you can drink 333 millilitres of milk but you can drink almost half a litre of cola – 496 millilitres! That's surprising!

Exercise 6

Check that students understand the meaning of *meals*. Discuss where and at what times people eat meals. Ask students if these times are the same in every country. (In some countries people eat dinner much later than in other countries, e.g. people eat later in Spain than they do in England.)

Exercise 7 1.32

Before you play the audio, elicit how Ian might say the time he has breakfast (half past seven). After listening, explain that *a.m.* and *p.m.* are from the Latin words *ante meridiem* (before midday) and *post meridiem* (after midday).

Answers: **2** 7.00 a.m. **3** 1.15 p.m. **4** 6 p.m. **5** 1 p.m. **6** 6.30 p.m.

1.32

I = Ian L = Lee

L: Ian, what time is breakfast in your house?
I: Half past seven, usually.
L: In my house it's at seven o'clock. What about lunch?
I: Lunch is at a quarter past one and dinner is at six o'clock. What about you?
L: Lunch is at one o'clock in our house and dinner is at half past six. What's a typical breakfast for you?
I: A typical breakfast? Hmm … toast and butter, milk and breakfast cereal. What about you?

Exercise 8

Play the audio from Exercise 7 once more. Check that students understand that the questions *What about (lunch, dinner)?* or *What about you?* mean that the speaker doesn't need to repeat the original question. When the pairs have discussed the questions, invite them to ask and answer in front of the class.

Exercise 9 1.33

Ask students if they have a general idea about how many calories they should eat each day (approximately 2,000–2,500, depending on how active someone is. If you eat fewer calories, this doesn't necessarily mean that your diet is healthy.). Tell the class about the Olympic swimmer Michael Phelps, who won eight gold medals in the 2008 Olympics. Ask them to guess how many calories he ate every day when he was training hard. (In 2008 he claimed his calorie intake was about 12,500 calories a day. This is also the number of calories he used up during his training, so he didn't put on weight.)

Answers:
1 (breakfast) cereal with milk
2 (a) banana
3 (a) cheeseburger
4 (a small packet of) crisps
5 (three) biscuits
6 (a) fruit yoghurt
There are 2,400 calories in his menu. That's good because it's inside his calorie limit.

1.33

See page 245.

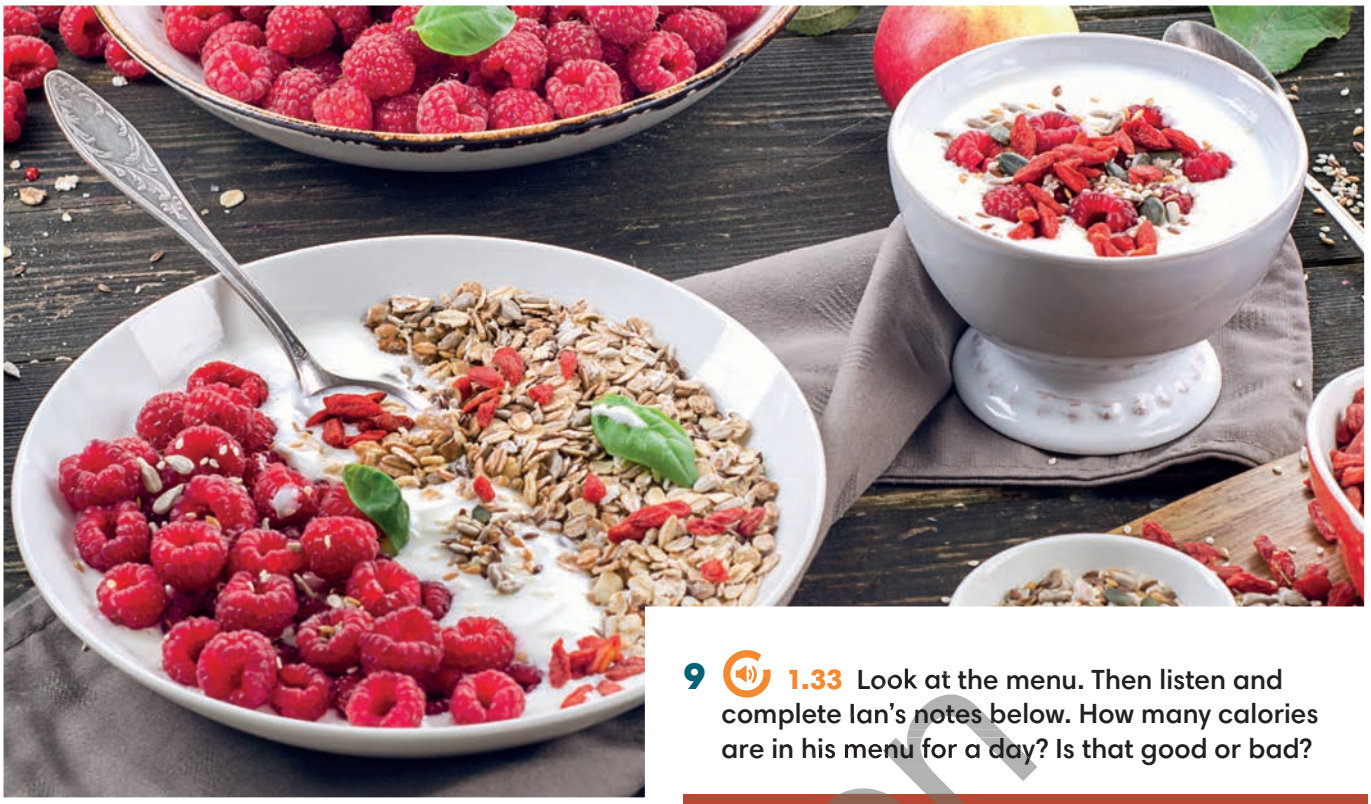
Exercise 10

When students have discussed their ideas in pairs, put them into groups of four. Tell the groups to think of a day's healthy menu that contains exactly 2,000 calories. Set a time limit for the groups to discuss and then invite them to share their ideas with the class. When all the groups have given their ideas, have a class vote for the best menu (apart from their own group's).

Further practice

- Workbook pages 18–19
- Resource Pack
  Resource 14: Unit 2 Lesson 1 Vocabulary – My meals

Pearson



4 CLASS VOTE What are your favourite types of food and drinks? Are they good or bad for you?

I like crisps but they're not very good for you.
My favourite drink is milk. It's good for you too.

5 1.31 Read the text on page 22 and look at the photos. Guess the correct option for photos 5–12. Listen and check.

6 Study the Vocabulary B box. How do you say the words in your language?

Vocabulary B Meals

breakfast lunch dinner

7 1.32 Listen to two friends talking and complete the times in the table.

	Breakfast	Lunch	Dinner
Ian	1 *7.30 a.m.*	3 _____	4 _____
Lee	2 _____	5 _____	6 _____

8 In pairs, ask and answer the questions.

1 What time is breakfast/lunch/dinner in your house?
2 What is a typical breakfast/lunch/dinner for you?

Breakfast in my house is at seven o'clock.
A typical breakfast for me is milk, breakfast cereal and …

9 1.33 Look at the menu. Then listen and complete Ian's notes below. How many calories are in his menu for a day? Is that good or bad?

Your menu for a day – choose from these options

0 calories	water
50 calories	an apple; two small carrots; some grapes
100 calories	toast and butter; a small glass of cola or orange juice; a large banana; one fruit yoghurt
200 calories	a large glass of milk; a small packet of crisps; a celery, apple and yoghurt salad; bacon and eggs; a small cheese sandwich; breakfast cereal with milk; three biscuits
400 calories	a muffin, a cheeseburger; a bacon sandwich; chicken with potatoes

Breakfast: orange juice; [1] _____; [2] _____; muffin
Lunch: [3] _____; celery, apple and yoghurt salad; [4] _____; cola
Dinner: bacon sandwich; [5] _____; [6] _____; water

10 And YOU

In pairs, use these prompts to choose food and drink from the menu in Exercise 9. Work out how many calories are in your menu. Go to page 128 and check.

- For breakfast …
- That's … calories for breakfast.
- What about lunch?
- Your menu for the day has … calories.

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2.2 GRAMMAR *there is/there are*

I can use *there is/there* are to talk about places to eat in town.

1 CLASS VOTE Study the Vocabulary box. Have you got these places in your country? Vote for your favourite place to eat.

Vocabulary Places to eat

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

My favourite place to eat is a …

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

Bibi's Brixton Eating out



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

FAQs

Q: Is there a McDonald's in Brixton Village Market?

A: No, there isn't, but there are some good fast food restaurants.

Q: Are there any vegetarian cafés in Brixton?

A: Yes, there are. There aren't any vegetarian cafés in the market but there's a place called The Veg Bar ££ about 1 km away.

cheap: ££££££ expensive: £££££

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

Grammar *there is/there are*

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

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

1 *There's* a café called Black and White. ✓
2 _____ some excellent burger bars. ✓
3 _____ a cheap vegetarian café. ✗
4 _____ an African restaurant. ✓
5 _____ any Polish restaurants. ✗
6 _____ a German sandwich bar? ?

5 1.34 Read the description of the market and choose the correct option. Listen and check.

In the market in my town there are [1]*some* / *any* great restaurants. [2]*There* / *There's* a café with delicious cakes. It's called The Savoy. There's [3]*a* / *an* Indian restaurant, Delhi Deli. It's very good. There [4]*aren't* / *isn't* a Japanese restaurant but [5]*it's* / *there's* a Chinese place called the Red Dragon. There [6]*are* / *is* two pizzerias, Mario's and Pomodoro. Mario's pizzas are brilliant. There's [7]*a* / *some* vegetarian café, Vegatastic. There aren't [8]*any* / *some* burger bars but there [9]*are* / *'s* a sandwich bar – Slices. It's cheap and the sandwiches are good.

6 Cover the text in Exercise 5. In pairs, take it in turns to ask and answer questions from the prompts. Look at the text and check.

1 an Indian restaurant?
2 a Japanese restaurant?
3 a Chinese restaurant?
4 any pizzerias?
5 any burger bars?
6 any sandwich bars?

7 In pairs, take it in turns to play the role of a tourist in your town. Ask about places to eat. Your partner answers your questions.

And YOU

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2.2 GRAMMAR *there is/there are*

Lesson learning objective

Students can use *there is/there are* to talk about places to eat in town.

Lead in: review of food vocabulary

Put students into groups of four and give each group a few pieces of paper. Explain that you are going to say a letter of the alphabet and that they have to think of a word from the last lesson that starts with this letter. They should write the word in large writing on a piece of paper and hold it up so that you can see it. The first group to write a suitable word correctly wins a point.

To determine the letter of the alphabet, explain that you will silently go through the letters of alphabet in your head. Invite a student to say *Stop!* whenever they choose, and then you say the letter of the alphabet that you have reached. (You can cheat a little and give students easier letters, e.g. *A*, *B*, *C*, *S*, *T*, *P*, rather than *Q*, *X*, *Z*.)

Exercise 1

Discuss with the class each of the places to eat that are listed in the Vocabulary box. Elicit differences between the places. For example, *burger bar* and *fast food restaurant* could both describe the same place, but a burger bar could also be more of a takeaway place that doesn't have a sit-down restaurant.

Put students into groups and tell them to discuss places to eat in their town and what word best describes each of these places. Then hold a class vote for the name of their favourite place to eat and what type of place it is.

Background notes

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

Exercise 2

Tell students that they should read the text very carefully as one of the places mentioned isn't actually in Brixton Village Market. (The vegetarian café is about 1 km away.)

Answers: restaurant, pizzeria, burger bar, café, fast food restaurant

Language notes

Students may confuse *there*, which denotes position, with *there is*, which denotes existence. It is useful to explain the different meanings. For example: *What is that building there?* (The building is away from us.) *There is a cool building in our town.* (A cool building exists.)

We may need both *there* and *there is*: *I like the shopping centre. There are some good shops there.*

Explain that with singular nouns, *there is* is always followed by *a/an* (e.g. *There is a pizzeria.*), and with plural nouns, *there are* is usually followed by *some* or by a specific number (e.g. *There are some cafés. There are three burger bars.*).

In questions, we can decide whether to use *Is there a/an … ?* or *Are there any … ?*, depending on whether we think there will be only one or more than one (e.g. *Is there a good café in your town? Are there any good cafés in your town?*).

Exercise 3

When students have found the examples, point out that the noun *wi-fi* is unusual because it isn't preceded by *a/an*. Explain to students that this is because the word is an uncountable noun and that they will learn more about uncountable nouns later on in this unit.

Exercise 4

Discuss which questions students need to consider when deciding which form to use: Is the noun singular or plural? Is the sentence positive, negative or a question?

Answers: **2** There are **3** There isn't **4** There's **5** There aren't **6** Is there

Exercise 5 1.34

Discuss the example with the class, and elicit why *some* is correct (because the sentence is positive). When students have checked their answers, elicit the reasons for each of the answers.

Answers: **2** There's **3** an **4** isn't **5** there's **6** a **7** It's **8** any **9** 's

Exercise 6

Encourage the pairs to include the names of the places to eat in their answers. When they have finished, elicit all the answers.

Answers:

1 Is there an Indian restaurant? – Yes, there is, the Delhi Deli.
2 Is there a Japanese restaurant? – No, there isn't.
3 Is there a Chinese restaurant? – Yes, there is, the Red Dragon.
4 Are there any pizzerias? – Yes, there are two – Mario's and Pomodoro.
5 Are there any burger bars? – No, there aren't.
6 Are there any sandwich bars? – Yes, there is one called Slices.

Extra activity

Tell students that they should each choose one type of place to eat. Encourage them to mingle and to take turns to ask and answer about whether or not their town or area has their chosen type of place to eat. When they are answering, they should give the name of the place and their opinion of it (e.g. *Is there a Chinese restaurant in your town? Yes, there is. The Shanghai. It's great.*). When students have finished, ask them if they found out about any places to eat that they hadn't known about previously.

Exercise 7

Set a time limit for the pairs to practise their roleplays. Then invite pairs to act out their roleplays in front of the class.

Further practice

- Workbook page 20
- Grammar Time page 119
- Resource Pack
  Resource 15: Unit 2 Lesson 2 Grammar – My perfect town

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2.3 READING and VOCABULARY What can you do with an egg?

Lesson learning objective

Students can find specific detail in a blog entry and talk about preparing food.

Lead in: review of *there is/are* with *some/any*

Tell students to work on their own and write five different places to eat on a piece of paper. Explain that they can write general words (e.g. *café*, *restaurant*, *pizzeria*) or they can write more specific places (e.g. *an Italian restaurant*, *a vegetarian restaurant*).

When students have finished, put them into pairs and tell them not to show each other their lists. They should take turns asking *Is there a … ?/Are there any … ?* about the places on their partner's list. The winner is the first student to find all five of their partner's places to eat.

Exercise 1

Before students open their Students' Books, ask the question to the class. If any students say *yes*, elicit what types of meals they can cook. Tell students to choose between the three options and to decide which one is closest to their own ability.

Exercise 2

When students have matched the words with the photos, ask them to say which items go together (e.g. *bowl* and *plate*, *salt* and *pepper*).

You could teach the categories *crockery*, *cutlery*, *spices* and *pans*, and encourage students to think of more words for each category (e.g. crockery: *cup*, *mug*, *saucer*, *glass*; cutlery: *spoon*, *knife*, *teaspoon*; spices: *chilli*, *paprika* (*red pepper*); pans: *saucepan*, *baking tray*, *pot*). Elicit ideas and write the words on the board so that all students can make a written record.

Answers: **C** fork **B** frying pan **E** pepper **F** plate **D** salt

Exercise 3 1.35

Discuss the photos with students and ask if they can say the names of any of the dishes. When students have read the text and answered the questions, ask them to say the names of each of the dishes (Spanish omelette, scrambled eggs, bacon and eggs, boiled egg).

Answers:

1 fried eggs (with bacon)
2 a boiled egg
3 English
4 six
5 seven: scrambled eggs, bacon and eggs, boiled egg, spaghetti carbonara, cake, chocolate mousse, Spanish omelette

Extra activity

Put students into groups of three. Read out each of the definitions below and ask students to find the word in the text:

instructions telling you how to cook something (recipe)
the different food items needed to make a meal (ingredients)
an adjective to describe food, meaning 'very nice' (delicious)
sweet food which you eat after your dinner (dessert)
an adjective meaning 'big' (large)

The first group to find each word wins a point.

Exercise 4 1.36

When students have listened, point out that some of the verbs can go with different nouns. For example: we can boil eggs and potatoes, meaning that we can cook them in water. We can bake a cake inside the oven. We can also bake potatoes 'in their jackets', which means with their skins on. We can cut up potatoes, meat or anything else that is solid. We can add anything (e.g. water, onions) to a mixture. We can fry eggs and onions. *Beat* is the only one of the verbs that doesn't have any other common collocations that would be useful for students at this level.

Answers: **3** cut up **4** beat **5** add **6** fry

Exercise 5 1.37

Put students into pairs to complete the recipe, and mime the actions for each of the verbs as a prompt to help them. When they have finished, elicit the answers and ask students to make a written record of the new words: *mix* (something with something else), *put* (something in/on something else), *take off* (e.g. the skin of a potato, the shell of an egg), *use* (something to do a task, e.g. *use a knife to cut up onions, use a spoon to add a little bit of water*).

Answers: **1** bowl **2** Cut **3** fork **4** Add **5** plate

Exercise 6

Before students discuss their favourite recipes in pairs, discuss with the class different kinds of dishes that are made with eggs, and give them some ideas if necessary (e.g. pancakes, brownies, cakes). When they are ready, invite pairs to share their ideas with the class.

VOX POPS ▶ **2.1**

While students are watching, tell them to decide which egg dish they like best.

After watching, put students into groups of four and tell them to compare their ideas and reasons (e.g. *I like the lemon cake. I love cakes.*).

Further practice

- Workbook page 21
- Resource Pack
  Resource 16: Unit 2 Lesson 3 Reading and Vocabulary – Our recipe

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2.3 READING and VOCABULARY What can you do with an egg?

I can find specific detail in a blog entry and talk about preparing food.

OLLIE
the teenage chef

What can you do with an EGG?

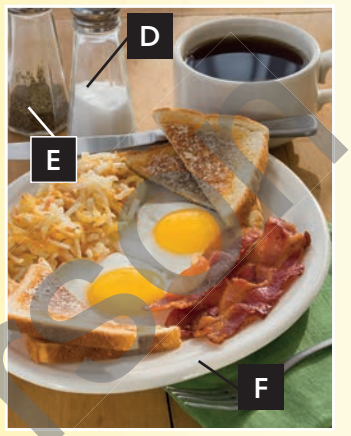
There are lots of great recipes with eggs. You can beat them with salt and pepper and make scrambled eggs. You can fry them in oil and have them for breakfast with bacon – it's not good for you, but it's delicious! You can boil an egg in water and eat it with toast. It's great and a boiled egg only has seventy-two calories! There's a fantastic Italian pasta meal with eggs: spaghetti carbonara. It's 'delizioso'! There are delicious egg desserts too: you can bake a cake or make a chocolate mousse.

I'm from London but my favourite egg recipe isn't English; it's Spanish omelette. It's very easy. The ingredients are potatoes (500 grams), one large onion, six eggs, oil, salt and pepper. Cut up the potatoes and onion and fry them in oil. Then beat the eggs in a bowl with a fork. Add the potatoes, onion, salt and pepper. Cook it in a frying pan with some oil. Then use a plate to turn the omelette over and cook the other side. Olé!











1 CLASS VOTE **Can you cook?**

☺ I'm an expert chef!	😐 I can cook a little.	☹ I can't make toast!

2 **Study the Vocabulary box. Match the words with A–F in the photos. Can you add more words to the box?**

Vocabulary Cooking

A bowl	☐ frying pan	☐ plate
☐ fork	☐ pepper	☐ salt

3 1.35 **Read the text and answer the questions.**

1 Which egg recipe is not very good for you?
2 What has seventy-two calories?
3 What nationality is Ollie?
4 How many eggs are there in the recipe for Spanish omelette?
5 How many ideas for cooking eggs are there in the text?

4 1.36 WORD FRIENDS **Complete the phrases with the highlighted verbs in the text. Listen and check.**

1 *boil* water	4 _____ an egg
2 *bake* a cake	5 _____ salt
3 _____ an onion	6 _____ potatoes

5 1.37 **Complete the recipe with words from Exercises 2 and 4. Listen and check.**

Egg-mayo sandwich

Boil two eggs. Take off the shells and put the eggs in a 1**b**_____. 2**C**_____ up a small onion. Use a 3**f**_____ to mix the onion with the eggs. 4**A**_____ salt and mayonnaise. Put two slices of bread on a 5**p**_____ and add the egg-mayo mixture. Enjoy!

6 [VOX POPS ▶ 2.1] **In pairs, talk about your favourite recipes with eggs.**

My favourite recipe is banana bread. The ingredients are bananas, eggs, sugar …

And YOU

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2.4 GRAMMAR Quantifiers

I can use countable and uncountable nouns and talk about quantities of food.



VIDEO **I'M STARVING!**

Sol: Are you hungry?
Max: Yes, I'm starving!
Sol: Are there any crisps?
Max: No, there aren't, and there aren't any biscuits. But there's a lot of celery and there's some ketchup.
Sol: No, thanks! Is there any cheese?
Max: Yes, there is.
Sol: How much cheese is there?
Max: Eh … Oh! There isn't much cheese. But there are some eggs. And there are a lot of potatoes.
Sol: How many eggs are there?
Max: Seven. Catch! Oops! Six!
Sol: OK, let's make a Spanish omelette!
Max: Can you do that?
Sol: Of course I can.
Max: There aren't many onions. Just two small ones.
Sol: That's fine.
Max: Oh no! There isn't any oil! Here it is.
Sol: OK, I've got the potatoes. Can you do the onions?
Max: Yeah.

Later:

Sol: Max, keep an eye on it! I've got a phone call.
Dad: Max! Where are you? Can you give me a hand?

I'm starving! Let's make … !
Of course. Keep an eye on it.
Can you give me a hand?

OUT of class

1 In pairs, look at the photo. Which of the ingredients below can you see?

biscuits celery cheese crisps eggs ketchup oil onions potatoes

2 2.2 1.38 Watch or listen. What's Sol's idea for a meal? Do they make it?

3 Study the Grammar A box. Mark the words in Exercise 1 C (countable) or U (uncountable).

Grammar A Countable and uncountable nouns

Countable nouns
Singular: a banana, an apple **Plural:** bananas, apples

Uncountable nouns
bread, milk

I've got three apples. ~~I've got three milks.~~

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4 Study the Grammar B box. Find examples of quantifiers in the dialogue.

Grammar B Quantifiers

	Countable nouns	Uncountable nouns
?	How many apples are there? Are there any bananas?	How much milk is there? Is there any milk?
+	There's an apple (a banana). There are some apples. There are a lot/lots of apples.	There's some milk. There's a lot/lots of milk.
-	There aren't any biscuits. There aren't many bananas.	There isn't any cola. There isn't much water.

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5 1.39 Choose the correct option. Listen and check.

Sol: OK, banana bread … Is there [1]*a / any* butter?
Max: Yes, there [2]*is / are.*
Sol: How [3]*any / much* butter is there?
Max: There's [4]*a lot of / many* butter – half a kilo. It's very hard.
Sol: [5]*Are / Is* there any bananas?
Max: Yes, [6]*are / there are.*
Sol: [7]*Are / How* many bananas are there?
Max: There aren't [8]*many / much* bananas – just three.

6 [VOX POPS ▶ 2.3] Write about the food and drink in your kitchen. Then, in pairs, ask and answer to find out what's in your partner's kitchen.

In my kitchen, there's some milk but there isn't …
Is there any … in your fridge?
How much … is there?

And YOU

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2.4 GRAMMAR Quantifiers

Lesson learning objective

Students can use countable and uncountable nouns and talk about quantities of food.

Lead in: review of cooking vocabulary

Divide the board into three columns. In the left column, elicit instruction verbs (e.g. *put*, *mix*, *add*, *boil*, *fry*, *bake*, *cut up*, *beat*). In the middle column, elicit food items that can be cooked (e.g. *an onion*, *eggs*, *potatoes*, *oil*, *cheese*, *pasta*). In the right column, elicit things that we use to cook and eat with, as well as the relevant prepositions (e.g. *in a bowl*, *with a fork*, *on a plate*, *in a frying pan*).

Put students into pairs and tell them to choose items from each column to write the instructions for an activity, adding any other words as necessary (e.g. *Mix some eggs with some cheese in a bowl.*).

Tell the pairs to swap their instructions with another pair. Invite pairs to mime the instruction they have been given in front of the class. Ask the rest of the class (but not the pair who wrote the instruction) to guess the instruction. Repeat the process with different pairs.

Exercise 1

When students have identified the correct ingredients in the photo, ask them to look at the title of the video (*I'm starving!*), and elicit what they think Max and Sol could make with these ingredients.

Answers: celery, ketchup, oil, onions, potatoes, eggs

Exercise 2 2.2 1.38

After you have played the video, go through the Out of class box with students. Point out that *I'm starving* means the same as *I'm very hungry*. Explain that we use *let's* when we are suggesting an idea (e.g. *Let's go out.*). Discuss that *of course* has a similar meaning to *yes*, and that we use it when the answer is obvious (e.g. *Can you read? Of course!*), and that we can also say *of course not* instead of *no*. Explain that *keep an eye on it* means the same as *watch it* or *look after it* (e.g. *Keep an eye on my bag.*), and *Can you give me a hand?* means the same as *Can you help me?*. Note that the video shows both ketchup and celery but the audio only refers to ketchup.

Answer: a Spanish omelette; no (they burn it)

Language notes

Countable nouns refer to items we can count (e.g. *one egg*, *two eggs*).

After *there is* we need *a/an* or the number *one* and the singular form (e.g. *There is* ***a/one*** *apple.*). After *there are* we need *some* or a number greater than one, and the plural form (e.g. *There are* ***some/three*** *apples.*).

Uncountable nouns are singular (e.g. *milk*, *cheese*). They don't have a plural form. Some nouns are always plural (e.g. *trousers*, *shorts*). They don't have a singular form. Both uncountable nouns and plural nouns are always preceded by *some* and never by *a/an* or a number (e.g. *There is* ***some*** *milk. There are* ***some*** *trousers.*).

Students may hear or see uncountable nouns being used as countable nouns, e.g. *Would you like* ***a*** *coffee?* This is because the speaker is really asking *Would you like* ***a cup of*** *coffee?* The noun *cups* is countable, which is why we use *a* in this instance.

Exercise 3

Point out that with food items we can spot the countable nouns because they have a plural form, usually ending in *-s*.

Elicit sentences about the photo at the top of the page, using *there is/isn't* and *there are/aren't* (e.g. *There aren't any biscuits. There is some celery. There isn't any cheese. There aren't any crisps. There are some eggs. There is some ketchup. There is some oil. There are some onions. There are some potatoes.*).

Answers:
Countable: biscuits, crisps, eggs, onions, potatoes
Uncountable: celery, cheese, ketchup, oil

Exercise 4

Explain the different quantifiers in the Grammar B box. Point out that we use *a lot of/lots of* in positive sentences, and that we can use both forms with countable and uncountable nouns. Explain that we use *much/many* in negative sentences and questions, and that we use *many* with countable nouns and *much* with uncountable nouns.

Exercise 5 1.39

Tell students to look at the example and elicit why any is the correct choice (because *butter* is an uncountable noun, so it isn't preceded by *a/an* or a number). When students have listened and checked, elicit reasons for the answers.

Answers: **2** is **3** much **4** a lot of **5** Are **6** there are **7** How **8** many

Exercise 6

Give students time to think about the food and drink in their kitchen. If they can't remember exactly, tell them not to worry and that their sentences don't have to be true. Set a time limit rather than giving students a specific number of sentences to write. When they ask and answer, set a target (e.g. try to be the first to find five items which are in your partner's kitchen).

VOX POPS ▶ 2.3

Before watching, check the meaning of *decaf* (*decaffeinated*) *coffee*.

While students are watching, ask them to listen out for three things that the speakers say which are also true for their own kitchen.

After watching, invite students to share their ideas with the rest of the class.

Further practice

- Workbook page 22
- Grammar Time page 119
- Resource Pack
  Resource 17: Unit 2 Lesson 4 Grammar – My fridge
  Resource 18: Unit 2 Lesson 4 Video – I'm starving!

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2.5 LISTENING and VOCABULARY Shopping for food

Lesson learning objective

Students can identify specific detail in a conversation and talk about shopping for food.

Lead in: review of countable and uncountable nouns.

Write on the board: *milk / in my kitchen*. Ask students to use this food and place to make a true sentence starting with *there is/isn't* or *there are/aren't* (e.g. *There is a lot of milk in my kitchen.*).

Put students into pairs and give each pair a piece of paper. Tell them to write on their piece of paper five similar combinations of food and places (e.g. *cheese / in my bag*, *potatoes / in this classroom*).

When they are ready, tell them to swap their papers with another pair. They should make five true sentences about the combinations, starting with *there is/isn't* or *there are/aren't*.

When they have written their sentences, the pairs should join with another pair to form a group of four. They then take turns to say their sentences. Invite groups to share one or two of their sentences with the class.

Exercise 1

Put students into pairs. Ask them to try to name the five food items or, if they don't know the correct words, to say what kind of food they are (e.g. *C are biscuits. D are made with fish.*). Don't elicit the answers just yet.

Exercise 2

When students have matched the items and answered the questions, make sure that they understand that *packet* and *tin* are countable nouns. Explain that we can ask *Can I have **a** packet of crisps? How **many** tins of beans are there?* Point out that even if a food item is uncountable, if we use the word *packet* or *tin,* it becomes countable (e.g. *a packet of rice*, *a tin of tuna*).

Answers:
B brownies **C** chocolate chip cookies **D** fish fingers **E** beans
1 Crisps, chocolate chip cookies, fish fingers and maybe brownies come in packets. Beans usually come in tins.

Exercise 3 1.40

Check that students understand the meaning of *shopping list*. When students have finished, elicit the answers and ask students if they can name other flavours of crisps. Have a class vote for the most popular flavour of crisps.

Answers: **1** chocolate chip cookies **2** fish fingers
3 cheese and onion crisps

1.40

See page 246.

Exercise 4 1.41

Drill the prices, including the alternative forms included in the Watch out! box but not given on the audio (using *pence* in each price).

Answers: **2** seventy p/pence **3** two pounds ten (pence)
4 two pounds twenty-eight (pence)
5 four pounds fifteen (pence)

Exercise 5 1.42

Before you play the audio, ask students to guess which price could match each item. When students have completed the activity, elicit the correct price for each item.

Answers: **B** £4.15 **C** £2.10 **D** £2.28 **E** 70p

1.42

See page 246.

Exercise 6 1.43

Tell students to complete the conversation in pairs and then to act it out to see if they think their word choices sound right. After listening, invite a pair to act out the conversation in front of the class.

Check that students understand the meaning of the adjectives *cheap* and *expensive*, and elicit different examples of food which could be described as either cheap or expensive.

Answers: **2** good **3** much **4** cheap **5** get **6** about **7** expensive

Exercise 7 1.44

Ask students to read the leaflet and elicit the number of prices (four) and food items (two) that they will be listening out for. Tell them to look at gap 5 and elicit if they think this refers to food or to drink (drink – *250 ml* tells us that it refers to liquid).

Answers: **1** 64 **2** 3.89 **3** ice cream **4** 2.20
5 orange juice **6** 89
They buy bananas, ice cream, muffins and cola.

1.44

See page 246.

Exercise 8

Get students started by giving them an example conversation. Say: *Let's get some crisps.* Write a question mark (*?*) on the board and elicit the question *How much are they?* Say: *They're cheap, only 26p a packet.*

Write *10* on the board. Elicit: *OK. Let's buy ten packets.*

Put students into groups of four and tell them to carry out similar conversations to create their shopping lists. When they are ready, invite groups to share their ideas with the class and to give the total cost of the items on their shopping list.

Further practice

- Workbook page 23
- Resource Pack
  Resource 19: Unit 2 Lesson 5 Listening and Vocabulary – How much are the onions?

Pearson

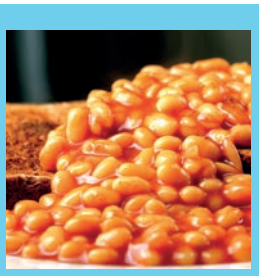


2.5 LISTENING and VOCABULARY Shopping for food

I can identify specific detail in a conversation and talk about shopping for food.







A 26p B C D E

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

2 Match photos A–E with the words in the Vocabulary box. Then answer the questions below.

Vocabulary Popular supermarket foods

- [ ] beans
- [ ] brownies
- [ ] fish fingers
- [A] cheese and onion crisps
- [ ] chocolate chip cookies

1 Which of the foods in the photos come in packets? Which come in tins?
2 Can you buy these things in your country?

3 1.40 Listen to Greg and his parents. Complete the shopping list with words from the Vocabulary box.

tea, bread, milk, apples, ice cream, yoghurt

1 _____
2 _____
3 _____

4 1.41 Study the Watch out! box. Listen to how we say prices. Then write the prices below in words.

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

Watch OUT!

1 26p *twenty-six pence*
2 70p _____
3 £2.10 _____
4 £2.28 _____
5 £4.15 _____

5 1.42 Greg and his parents are at a supermarket. Listen and match the prices in Exercise 4 with photos A–E above.

6 1.43 Greg and his friend Lucy are at the supermarket. Complete their conversation with the words below. Listen and check.

about ~~buy~~ cheap expensive get good much

Greg: Let's [1] *buy* some fruit.
Lucy: Yes, [2] _____ idea. I like bananas. How [3] _____ are they?
Greg: They're [4] _____. A kilo of bananas is only 64p!
Lucy: OK, let's [5] _____ some bananas.
Greg: What [6] _____ chocolate biscuits?
Lucy: No, they're [7] _____.

7 1.44 Listen to the whole conversation and complete the supermarket leaflet. Which things do Greg and Lucy buy?

Fantastic prices!

- 1 kg of bananas: [1] _____ p
- chocolate biscuits: [2] £_____
- [3] _____: £1.95
- muffins: [4] £_____
- 250 ml of [5] _____: £1.25
- 1 litre of cola: [6] _____ p

And YOU

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

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

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2.6 SPEAKING Ordering food

I can order food and drink.



AUDIO **ANYTHING ELSE?**

Max: Is it vegetarian here?
Lily: It's vegan. No meat, eggs or cheese. Just fruit and vegetables and …
Ginny: Hi. What would you like?
Lily: Thai noodles for me, please.
Max: A soya burger with chips, please. Can I have some ketchup with that?
Ginny: Of course.
Dad: Can I have a hamburger?
Lily: Dad! They haven't got any meat here!
Dad: Oh sorry! An omelette then.
Ginny: This is a vegan café, sir. There isn't any meat or eggs or …
Dad: A cheese sandwich?
Ginny: Or cheese!
Dad: Salad Surprise.
Ginny: OK. Anything else?
Lily: No, thanks.
Ginny: Can I get you some drinks?
Dad: Yes, please. A big glass of milk! Just joking!

At the table:

Ginny: Is everything OK?
Lily: It's delicious!
Dad: Excuse me, have you got any salt and pepper?
Ginny: Sure. Here you are.

Later:

Ginny: Any desserts?
Dad: I'd like some ice cream. Never mind!

Time to pay:

Dad: How much is that?
Ginny: That's £24.80, please.
Dad: Here you are.
Ginny: Everything OK?
Dad: Oh yes! Delicious!

Just joking! *Sure.* *Never mind!*

OUT of class

1 CLASS VOTE **Look at the snacks below. What are the three favourite snacks in your class?**

burger chips hot dog kebab noodles pizza sandwich

2 1.45 **Look at the photo. Listen and answer the questions.**

1 Max, Lily and Dad are in a café. What kind of café is it? What things are on the menu?
2 Is Max happy with his meal? Lily? Dad?

3 Study the Speaking box. Complete the gaps with the underlined phrases in the dialogue.

Speaking Ordering in a café

Waiter	Customer
What would you like?	[1] _____/A burger, please./ Can I have a burger?/I'd like some ice cream.
Of course.	
Anything else?	
Is that all?	Can I have some ketchup with that?
[2] _____	No, thanks./Yes, please./Yes, thanks.
Here you are.	[3] _____, have you got any salt?
(Is) everything OK?	It's delicious.
Any desserts?	How much is that?
That's £24.80, please.	[4] _____

4 1.46 **Complete the dialogue with words from the Speaking box. Listen and check. In pairs, practise reading the dialogue.**

Kezia: Hi! What [1]_____ you like?
Dad: A hot dog, [2]_____.
Kezia: [3]_____ else?
Dad: Yes, can I [4]_____ some chips?
Kezia: OK, a hot dog with chips. [5]_____ you are.
Dad: Thanks. Oh, [6]_____ I have some ketchup with that?
Kezia: Sure. Can I [7]_____ you a drink?
Dad: No, [8]_____. How [9]_____ is that?
Kezia: [10]_____ £2.95.
Dad: Here you [11]_____. Thanks.

5 In pairs, take it in turns to order food from Exercise 1. Use the dialogue in Exercise 4 to help you.

And YOU

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2.6 SPEAKING Ordering food

Lesson learning objective

Students can order food and drink.

Lead in: preview of prices

Tell students to think of food items that they sometimes buy in the supermarket or at local shops, including any details about weight or size. They should write the price that they pay for this food item on a piece of paper.

Put students into groups of four. They should take turns to ask one another about the price of their food item (e.g. *How much is a 150 g packet of crisps?*). The other three students should try to guess the price, and the student who guesses closest to the price on the piece of paper wins a point. When all four students have had a turn, elicit from each group their names of food items and prices.

Exercise 1

Before students open their Students' Books, check that they understand the meaning of *snacks*. Elicit examples of snacks and then tell students to open their Students' Books and to vote for the different snacks listed in Exercise 1.

Exercise 2 1.45

When students have answered the questions, ask them why they think Dad isn't happy (because he obviously likes meat and dairy products). Check that students understand the difference between *vegetarian* food (it doesn't contain meat) and *vegan* food (it doesn't contain any animal products at all). Have a show of hands to find out how many students are vegetarians or vegans.

Then go through the Out of class box with students. Explain that we say *Just joking!* when we want to make sure that other people know we weren't being serious about what we have just said. Point out that *Sure* means the same as *Of course*, and *Never mind!* means the same as *It doesn't matter*.

Elicit that towards the end of the text Dad knows they haven't got ice cream – he's making another joke.

Answers:
1 It's a vegan café. Food on the menu: Thai noodles, soya burger, chips, salad
2 Max and Lily are happy. Dad isn't.

Exercise 3

When students have found the phrases, point out that we say *Here you are* when we give something to someone. Elicit what the waiter is giving and what the customer is giving when they say *Here you are* (the waiter is giving food and the customer is giving money).

Answers
1 Thai noodles for me, please.
2 Can I get you some drinks?
3 Excuse me
4 Here you are.

Exercise 4 1.46

Put students into pairs and tell them to cover the Speaking box and the dialogue in the left-hand column while they try to work out the missing words in the exercise. Only allow them to look at the Speaking box and the dialogue after they have listened and checked their answers.

Answers: **1** would **2** please **3** Anything **4** have **5** Here **6** can **7** get **8** thanks **9** much **10** That's **11** are

Exercise 5

When both partners have had a turn to practise ordering food, tell the pairs to act out their roleplays, making them as realistic as possible. For example, the customer should sit at a table and the waiter should come to the table to ask what the customer wants, bring the food, ask if everything is OK and collect the money. Invite pairs to act out their roleplay in front of the class.

Extra activity

Divide the class into two halves. Tell one half of the class to stay seated. Explain that they are going to play the role of the customers and the other half of the class are going to play the role of the waiters.

Each waiter should find a customer and ask them what they would like to eat and drink. They should write down their order on a piece of paper. Collect all the orders and redistribute them amongst the waiters.

Explain that the waiters are now going to take the meals to the customers. The waiters have to match their food and drink order with the correct customer by asking customers what their order is until they find the right customer. Students can swap roles and repeat the process.

Further practice

- Workbook page 24
- Resource Pack
  Resource 20: Unit 2 Lesson 6 Speaking – What would you like?
  Resource 21: Unit 2 Lesson 6 Audio – Anything else?

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2.7 ENGLISH IN USE *too much/too many, not enough*

Lesson learning objective

Students can use *too much/too many* and *not enough* to talk about quantities.

Lead in: review of ordering food

Put students into groups of four. One student should play the role of a customer and one student the role of a waiter. Explain that these two are not allowed to speak. The other two students should play the role of interpreters.

The waiter goes to the customer and mimes asking what the customer would like to eat. Their interpreter tells the customer what the waiter has asked. The customer then mimes the type of food they want to eat. Their interpreter tells the waiter what the customer has said.

Students should develop their roleplay, with the interpreters doing all the talking. Encourage them to use their imagination. When they are ready, invite a group to perform their roleplay in front of the class.

Exercise 1

Put students into pairs to think about the questions. When they are ready, elicit the answer and ask why the woman hasn't got what she wants (everything is alright to begin with, but different cooks keep changing things so that the food is spoilt for the woman).

Elicit that the last picture gives us the answer to the questions – it is what the woman thinks that is important, not what the cooks think.

Answers: **1** not much **2** a lot **3** a lot **4** No, she isn't.

Exercise 2

Discuss the Language box with the class. Ask students why it might be unusual to say *There are too many chips on my plate* (usually we aren't unhappy if we have been given a lot of food – if we can't eat it, we can just leave it). However, we could say *There are too many chips for me* (this doesn't mean that we are unhappy, just that the quantity makes it impossible for us to eat all of the chips).

Answers: **2** is too much **3** aren't enough **4** are too many

Exercise 3 1.47

Discuss each item with students, and elicit whether it is *too much*, *too many* or *not enough*. Tell students to work on their own to write the sentences. When students have listened and checked their answers, ask how much of each item they think would be the right amount for twelve people (e.g. *500 g of celery*, *600 g of chocolate*, *6 melons*, *12 packets of crisps*, *24 sandwiches*, *12 boiled eggs*, *6 litres of cola*, *12 bottles of water*).

Answers:
There's too much celery.
There isn't enough chocolate.
There are too many melons.
There aren't enough crisps.
There aren't enough sandwiches.
There are too many boiled eggs.
There's too much cola.
There isn't enough water.

1.47

A: This is a terrible picnic. There's too much celery and there isn't enough chocolate.
B: Yes, and there are too many melons and there aren't enough crisps. And look – three sandwiches!
A: Yes, there aren't enough sandwiches and there are too many boiled eggs! I mean, seventy-two! That's ridiculous!
B: And the drinks! There's too much cola and there isn't enough water – one small bottle for twelve people! That's not enough.

Exercise 4

Tell students to make some deliberate mistakes on their lists, with too much of some types of food and drink and not enough of other types of food and drink. When the pairs have finished discussing, invite students to tell the class what is wrong with their partner's list.

Extra activity

Write these words on the board: *breaks*, *homework*, *tests*, *roleplays*, *writing*, *listening*, *grammar*, *videos*.

Put students into groups of three and ask them to write sentences about their English lessons using the words on the board and *too much/too many* and *not enough*. Invite students to share their ideas with the class.

Homework

Tell students to read the text on page 32 of the Students' Book. They should look up any words they don't know the meaning of and translate them into L1.

As an additional task, ask students to write an example sentence illustrating the meaning of each of these words: *blind*, *dark*, *memorabilia*, *royal*, *taste*.

Further practice

- Workbook page 25
- Resource Pack
  Resource 22: Unit 2 Lesson 7 English in use – Too much, not enough or just right?

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2.7 ENGLISH IN USE *too much/too many, not enough*

I can use *too much/too many* and *not enough* to talk about quantities.

Too many cooks spoil the broth



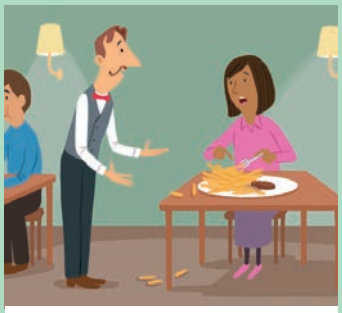
There's too much meat on that plate.



There aren't enough chips on that plate.



There isn't enough salt in that sauce.



There's too much salt!
There isn't enough meat!
There are too many chips!

1 **Read the cartoon and answer the questions.**

1 How much meat is there on the woman's plate – a lot or not much?
2 How many chips are there – a lot or not many?
3 How much salt is there in the sauce – a lot or not much?
4 Is the woman happy with her meal?

Language *too much/too many, not enough*

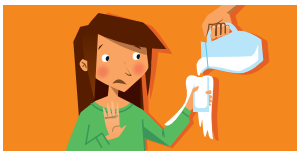
When we aren't happy because there is a lot of something, we use too much/too many.
There's too much salt in this sauce.
There are too many chips on my plate.

When we aren't happy because there isn't much of something, we use not enough.
There isn't enough meat on my plate.
There aren't enough chips on that plate.

2 **Study the Language box and look at the pictures. Complete the sentences with the correct form of *be* and *too much/too many* or *not enough*.**



1 There *isn't enough* milk in my glass!



2 There _____ milk in my glass!



3 There _____ grapes on my plate!



4 There _____ grapes on my plate!

3 1.47 **Look at the list for a picnic for twelve people. Write sentences with *too much/too many* and *not enough*. Listen and check.**

There's too much celery.

Food and drink for the picnic

- 12 kilos of celery
- 10 grams of chocolate
- 18 melons
- 2 packets of crisps
- 3 sandwiches
- 72 boiled eggs
- 50 litres of cola
- 1 bottle of water

4 **In pairs, write a list of eight types of food and drink for a picnic for your class. Say the quantity, e.g. *three bananas*. Then compare your lists with another pair. Use *not enough* and *too much/many* to comment on your classmates' lists.**

And YOU

A: There isn't enough fruit in your list.
B: Yes? Well, there's too much cheese in your list.
C: And there are too many biscuits. They're not good for you.
D: There aren't enough crisps and …

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Wordlist and Vocabulary in action

Extra activity

Put students into pairs. Tell them to find different food and drink items from the wordlist to replace the items in Exercise 2 (e.g. *Breakfast: yoghurt, scrambled eggs, a cup of tea*). When the pairs are ready, they should join together with a second pair to compare their meals. Invite students to share their ideas with the class.

Further practice

Workbook page 26

WORDLIST Food and drink | Snacks | Cooking | Places to eat | Meals

apple /ˈæpəl/ n
bacon /ˈbeɪkən/ n
banana /bəˈnɑːnə/ n
beans /biːnz/ n
biscuit /ˈbɪskət, ˈbɪskɪt/ n
bowl /bəʊl/ n
bread /bred/ n
breakfast /ˈbrekfəst/ n
breakfast cereal /ˈbrekfəst ˈsɪəriəl/ n
brownie /ˈbraʊni/ n
burger/hamburger /ˈbɜːgə/ ˈhæmbɜːgə/ n
burger bar /ˈbɜːgə bɑː/ n
butter /ˈbʌtə/ n
café /ˈkæfeɪ/ n
cake /keɪk/ n
carrot /ˈkærət/ n
celery /ˈselәri/ n
cheap /tʃiːp/ adj
cheese /tʃiːz/ n
cheeseburger /ˈtʃiːzbɜːgə/ n
chicken /ˈtʃɪkən, ˈtʃɪkɪn/ n
chips /tʃɪps/ n
chocolate /ˈtʃɒklət, ˈtʃɒklɪt/ n
chocolate chip cookie /ˈtʃɒklət tʃɪp ˈkʊki/ n
chocolate mousse /ˈtʃɒklət muːs/ n
cola /ˈkəʊlə/ n
cook /kʊk/ v
crisps /krɪsps/ n
delicious /dɪˈlɪʃəs/ adj
dessert /dɪˈzɜːt/ n
dinner /ˈdɪnə/ n
drink /drɪŋk/ v
egg /eg/ n
expensive /ɪkˈspensɪv/ adj
fast food restaurant /fɑːst fuːd ˈrestərɒnt/ n
fish fingers /fɪʃ ˈfɪŋ gəz/ n
food /fuːd/ n
fork /fɔːk/ n
fruit /fruːt/ n
frying pan /ˈfraɪɪŋ pæn/ n
grape /greɪp/ n
hot dog /hɒt dɒg/ n
hungry /ˈhʌŋgri/ adj
ice cream /aɪs kriːm/ n
kebab /kəˈbæb, kɪˈbæb/ n
ketchup /ˈketʃəp/ n
kitchen /ˈkɪtʃən, ˈkɪtʃɪn/ n
lunch /lʌntʃ/ n
mayonnaise /ˌmeɪəˈneɪz/ n
meal /miːl/ n
meat /miːt/ n
menu /ˈmenjuː/ n
milk /mɪlk/ n
milkshake /ˈmɪlkˌʃeɪk/ n
muffin /ˈmʌfən, ˈmʌfɪn/ n
noodles /ˈnuːdəlz/ n
oil /ɔɪl/ n
omelette /ˈɒmlət, ˈɒmlɪt/ n
orange juice /ˈɒrəndʒ dʒuːs/ n
pasta /ˈpæstə/ n
pepper /ˈpepə/ n
pizza /ˈpiːtsə/ n
pizzeria /ˌpiːtsəˈriːə/ n
plate /pleɪt/ n
potato /pəˈteɪtəʊ/ n
price /praɪs/ n
recipe /ˈresəpi, ˈresɪpi/ n
restaurant /ˈrestərɒnt/ n
salad /ˈsæləd/ n
salt /sɔːlt/ n
sandwich /ˈsænwɪdʒ/ n
sandwich bar /ˈsænwɪdʒ bɑː/ n
snack /snæk/ n
soup /suːp/ n
spaghetti /spəˈgeti/ n
sugar /ˈʃʊgə/ n
supermarket /ˈsuːpəˌmɑːkət, ˈsuːpəˌmɑːkɪt/ n
tea /tiː/ n
toast /təʊst/ n
tomato /təˈmɑːtəʊ/ n
vegetable /ˈvedʒtəbəl/ n
vegetarian café /ˌvedʒəˈteərɪən ˈkæfeɪ/ n
water /ˈwɔːtə/ n
yoghurt /ˈjɒgət/ n

WORD FRIENDS

add salt
bake a cake
beat an egg
boil water
boiled eggs
cut up (an onion, a potato)
fried eggs
fry potatoes
(a) glass of milk
(a) packet of crisps
scrambled eggs
(a) tin of beans

VOCABULARY IN ACTION

1 Use the wordlist to find:

1 seven types of fruit and vegetable *apple, ...*
2 seven places to eat
3 six drinks

2 Complete the names of meals a–c. Then complete gaps 1–8 with the food words below.

brownie ~~cereal~~ chips dessert milk salad sandwich tomato

My favourite meals

a B r e a k f a s t	fruit and 1 cereal, a glass of 2 _____
b L _ _ c _	3 _____ soup and a bacon 4 _____
c D _ _ _ _ r	chicken and 5 _____, a vegetable 6 _____ and cola; a 7 _____ with ice cream for 8 _____

3 Complete the sentences with words from the Word Friends list.

1 Can you give me a **g**_____ of milk?
2 Oh no! For lunch we've got two **p**_____ of crisps and a **t**_____ of beans.
3 You can have boiled eggs, fried eggs or **s**_____ eggs.
4 To make chips, **c**_____ up some potatoes, then **f**_____ them in a frying pan. **A**_____ salt and pepper. Enjoy!

4 1.48 PRONUNCIATION Listen to how we pronounce the /ɪ/ and /iː/ sounds. Listen again and repeat.

/ɪ/: chicken crisps /iː/: three meals

5 1.49 PRONUNCIATION In pairs, say the phrases. Listen, check and repeat.

1 milk in the kitchen
2 eat meat
3 cheap chips
4 fish for tea
5 a tin of beans
6 cheese and biscuits

Exercise 1

1 banana, carrot, celery, grape, potato, tomato
2 restaurant, burger bar, café, fast food restaurant, pizzeria, sandwich bar, vegetarian café
3 cola, milk, milkshake, orange juice, tea, water

Exercise 2

b Lunch
c Dinner
2 milk
3 tomato
4 sandwich
5 chips
6 salad
7 brownie
8 dessert

Exercise 3

1 glass
2 packets, tin
3 scrambled
4 cut, fry, Add

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Extra activity

Dictate these pairs of words: *muffin*, *brownie*; *breakfast*, *lunch*; *bread*, *toast*; *fruit*, *vegetable*; *ketchup*, *mayonnaise*; *café*, *restaurant*.

Put students into pairs and tell them to try to explain the difference between each of the words in a pair. When they are ready, elicit ideas from the class. In a monolingual class, allow students to use L1 to explain the differences if they can't do this in English.

Further practice

- Workbook page 27
- Resource Pack
  Resource 23: Unit 2 Vocabulary – Food and drink
  Resource 24: Unit 2 Grammar – Dominoes

Revision

VOCABULARY

1 **Choose the odd word out. Say why.**

1	apple	banana	grape	(yoghurt)
2	bread	carrot	celery	potato
3	bacon	burger	cheese	chicken
4	cola	egg	juice	milk
5	brownie	cake	ice cream	ketchup
6	bowl	fork	pepper	plate
7	hot dog	kebab	fish fingers	pizza
8	burger bar	café	lunch	restaurant

1 Yoghurt is different. It's not a fruit.

2 **Write the correct word for each definition.**

1 In this place you can eat vegetables but you can't eat meat. **v**_____ **r**_____
2 A big shop with lots of different food. **s**_____
3 A restaurant with a typical Italian meal. **p**_____
4 A room where you can cook. **k**_____
5 Fried potatoes in a packet. **c**_____
6 Hot fried potatoes on a plate. **c**_____
7 A type of chocolate cake. **b**_____
8 Hot bread for breakfast. **t**_____
9 You can read it in a restaurant. **m**_____

3 **Look at the picture. Name the ten things on the table. Use the wordlist to help you. Don't write the words down.**



4 **Look at the picture in Exercise 3 for one minute and then close your books. In pairs, write down the ten things on the table. Can you remember them all?**

three bananas, …

GRAMMAR

5 **Write sentences about the picture in Exercise 3. Use *there is/there are*.**

There are three bananas. There's …

6 **Complete the dialogue with one word in each gap.**

A: Are there [1]*any* fish fingers in the fridge?
B: No, [2]_____ aren't.
A: Is there [3]_____ ice cream?
B: Yes, there's [4]_____ chocolate ice cream.
A: How [5]_____ ice cream is there?
B: There's a [6]_____ of ice cream – two litres!
A: How [7]_____ apples are there?
B: There [8]_____ many apples – only two.

7 **Work in pairs. Write a list of six things in your fridge. Don't show the list to your partner. Ask questions to find out what is in your partner's fridge.**

Are there any fish fingers in your fridge?
How many …?

8 **Look at the pictures and complete the sentences. Use *not enough* and *too much/too many*.**



1 There _____ chips on my plate.



2 There _____ cola in the bottle.



3 There _____ apples in the bowl.



4 There _____ cheese in the sandwich.

SPEAKING

9 **Work in pairs. Student A, follow the instructions below. Student B, go to page 128. Student B starts. Then change roles and have the conversation again.**

Student A, you are in your favourite restaurant. Student B is your waiter.

- Order a big meal with drinks and a dessert.
- Ask for extras (e.g. ketchup or salt).
- Ask how much it is.

DICTATION

10 1.50 **Listen. Then listen again and write down what you hear.**

SELF-ASSESSMENT Think about this unit. What did you learn? What do you need help with? **WORKBOOK** p. 26

Exercise 1

2 Bread is different. It's not a vegetable.
3 Cheese is different. It's not meat.
4 Egg is different. It's not a drink.
5 Ketchup is different. It's not a dessert.
6 Pepper is different. It's not a utensil.
7 Fish fingers is different. It's not a fast food snack.
8 Lunch is different. It's not a place to eat.

Exercise 2

1 vegetarian restaurant
2 supermarket
3 pizzeria
4 kitchen
5 crisps
6 chips
7 brownie
8 toast
9 menu

Exercise 3

In any order: grapes, bread, muffin, chicken, yoghurt, cola, spaghetti, frying pan, (four) forks

Exercise 4

Suggested answers:
three bananas,
(some) grapes,
bread,
a (chocolate chip) muffin,
a chicken,
a bottle of cola,
a frying pan,
(a packet of) spaghetti,
two yoghurts,
four forks

Exercise 5

In any order:
There's some bread. There's some chicken. There's some cola.
There's a frying pan. There's some spaghetti
There's some yoghurt./There are two yoghurts. There's a muffin.
There are four/some forks. There are some grapes.

Exercise 6

2 there
3 any
4 some
5 much
6 lot
7 many
8 aren't

Exercise 8

1 aren't enough
2 isn't enough
3 are too many
4 is too much

Exercise 10

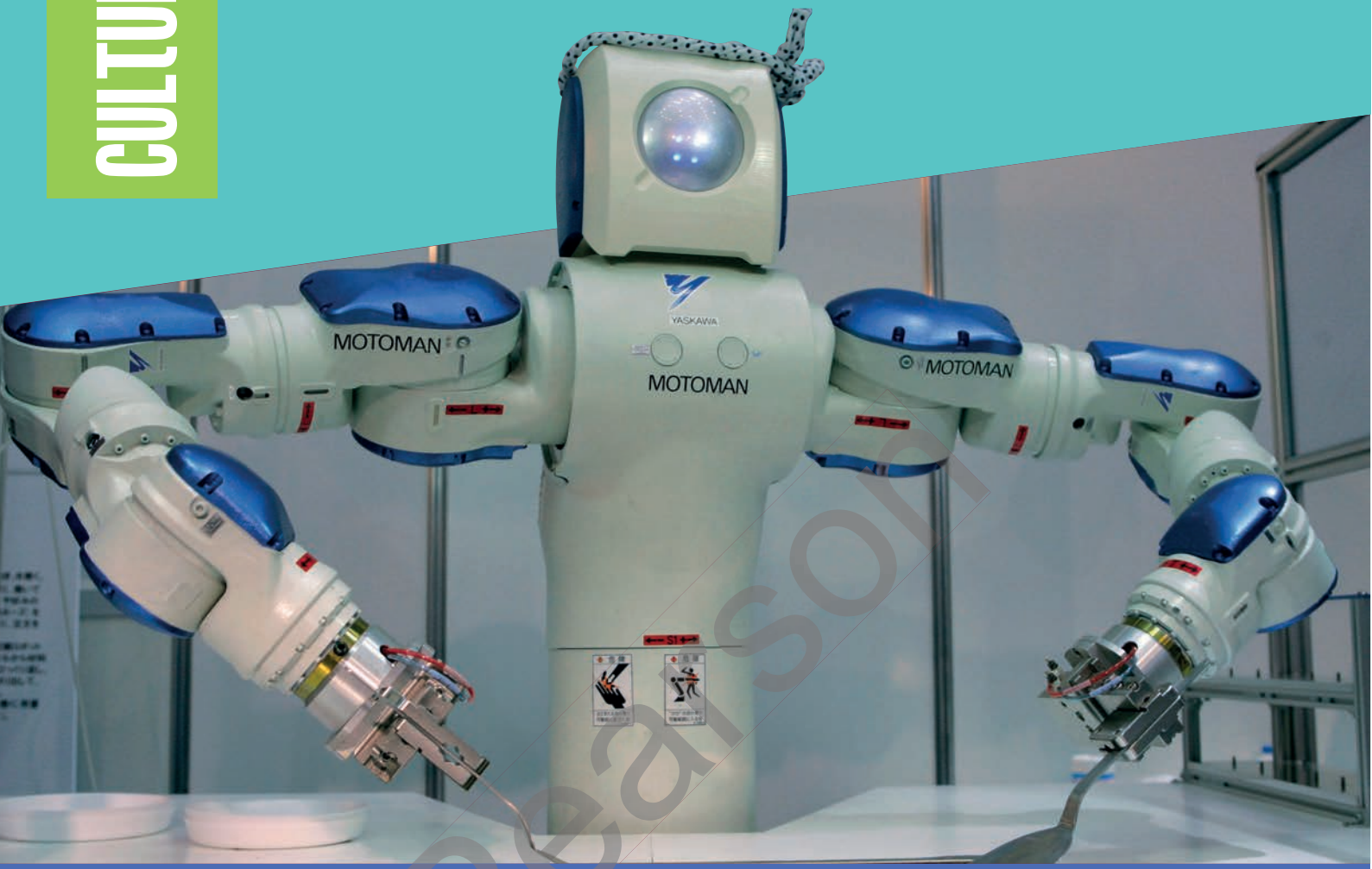
There are a lot of restaurants in my town. My favourite is a burger bar. The cheeseburgers are delicious. There aren't many desserts but the ice cream is good.

Pearson

BBC

CULTURE

Can a robot cook?



Pearson

Unusual restaurants in the UK

There are lots of cafés and fast food restaurants in the UK. We can eat cheap food there. But sometimes it's fun to eat in unusual places. Here are some very unusual restaurants in the UK.

1 The Bel Canto
Do you like music with your meal? Then the Bel Canto in London is the restaurant for you. The name is Italian, but the food here is French. What makes the Bel Canto special? Its food and its opera-singing waiters! At the Bel Canto, you can enjoy a delicious French meal while your waiter is singing opera for you.

2 The Tea Cosy
In Brighton there's a very special restaurant. It's called the Tea Cosy and it's a Tea Room. You can have a traditional English afternoon tea here with tea, some cakes and small sandwiches. It's an amazing place. There are a lot of pictures and memorabilia of the English Royal Family here.

3 Dans Le Noir ?
The name of this unusual London restaurant is French for 'In the Dark ?'. Here you can't see any food on the table – there aren't any lights! There aren't any menus to read and all the waiters are blind. Choose from fish, meat or vegetarian and your dinner is a surprise! You can't see your meal but you can smell and taste it, and guess the ingredients! It's delicious.

GLOSSARY
blind (adj) a person who is blind can't see
dark (n) without light
memorabilia (n) things you keep because they belonged to a famous person
royal (adj) belonging to the king or queen of a country
tea cosy (n) a cover that you put over a teapot to keep the tea hot
taste (v) have a particular flavour

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Lead in: topic introduction

Tell students to keep their Students' Books closed and put them into groups of four. If you set the homework suggestion for the unit, ask the groups to discuss any vocabulary they found difficult, and also their example sentences if you set the additional task.

If students haven't done the homework, ask them to look at the glossary on page 32. Students should find the words in the text and rewrite the sentences using different words or phrases which have the same meaning. For example: *There aren't any menus to read and all of the waiters can't see./There aren't any menus to read and none of the waiters can see.*

2.4

Tomorrow's food

Robots can do many things. They can walk and talk. They can make cars and play games. We've got them in lots of places. But what about in a restaurant? Can robots serve food? And can they cook good meals? Is that too difficult for a robot or is it science fiction? No, it isn't. In China there's an unusual restaurant. It's got robot waiters. They can bring food to your table. There's a long black line on the floor and the robot waiters can move on it and stop at tables. The robots have got plates with the meals on and they've all got pretty pink and blue aprons. They can talk too. 'Good luck to you, my customer!' And who's this? It's a robot chef. This robot can cook. But it can't put the food on the plates. This is fun. Thank you, robot.

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Exercise 1

Set a time limit for the pairs to discuss the questions. Then elicit the answers, starting with question 2 and, if their answer to this question is *yes*, ask students to say why they think the restaurant is unusual.

Have a class vote for students' favourite place to eat. Then ask pairs to list the following in order of importance: *food*, *price*, *decoration*, *friendliness of staff*.

Exercise 2

When students have matched correctly, elicit the key words from the text that helped them choose the correct photos (restaurant 1 – *music*, *Italian*; restaurant 2 – *tea*, *memorabilia*, *English*; restaurant 3 – *dark*).

Answers: **A** 3 **B** 1 **C** 2

Exercise 3

Ask students to work on their own and to write their answers in their notebooks. When they have finished, ask them if they know of a restaurant with live music, where you can get traditional food, where the name is misleading, etc.

Answers:
1 France
2 opera
3 tea, some cakes and (small) sandwiches
4 because there aren't any lights
5 fish, meat or vegetarian
6 They are blind.

Exercise 4

Put students into pairs and tell them to discuss each restaurant for only 30 seconds. Then tell them to decide together which of the three restaurants they think would be the best one to visit, giving reasons why.

Exercise 5

Discuss TV food programmes with the class. Elicit the names of the TV presenters and the kinds of food they cook or present.

Exercise 6 2.4

Elicit the answer and ask students in which country the restaurant is situated (China). Put students into pairs and tell them to discuss any details they can remember from the video.

Answer: Yes, they can.

Exercise 7 2.4

Keep students in pairs and tell them to work together to try to answer the questions before you play the video once more. When they have watched the video, elicit the answers.

Check that students understand the meaning of *apron* and ask them if they have got an apron at home.

Answers:
1 a long black line
2 Yes, they've got pink and blue aprons.
3 They can say, 'Good luck to my customer.'
4 It can steam dumplings.
5 They can't put food on the plates.

Exercise 8

Elicit reasons for and against, and write them on the board. For example: *Yes. The robot waiters always bring the right food./No. You can't ask the robot waiters questions about the food.*

Put students into groups and tell them to think of more reasons for and against. When they are ready, invite groups to share their ideas with the class.

Exercise 9

Provide students with some useful language to help them talk about their preferences (e.g. *It looks (cool). I think … I'd like to have … because …*). When the pairs have discussed the two robot chefs, have a class vote to find out which robot chef is the most popular, and elicit the reasons why.

Exercise 10

Remind students about the cooking verbs they learned earlier in the unit (e.g. *mix*, *cook*, *bake*). Put students into pairs and tell them to use their imagination to think about their robot chef and to make sentences starting: *Our robot can …*

Extra activity

Exercise 10 can be followed up by giving each pair of students a piece of blank paper. When the pairs have discussed their robot chef, tell them to draw a picture of it and to give it a name.

When they are ready, ask one student from each pair to stand and hold up their picture while the other student walks around the class looking at the other pictures of robot chefs and asking questions about them.

The pairs should then swap roles so that both partners have a chance to look at the different designs.

Exercise 11

Put students into groups of four and elicit ideas for their presentations. Discuss what sort of information students think could be interesting to include (e.g. where the restaurant is, what food it offers, why it is unusual, customer reviews), the order in which information could be presented and what kind of photos or videos could best help to illustrate their project (e.g. the restaurant's menu, what the inside of the restaurant will look like, what the outside will look like).

Tell groups to make sure that each student in their group has an equal role in researching and presenting a part of the presentation. Give the groups a time limit for creating their presentations and allocate a time in a future lesson for each group to show their presentations to the class.

Further practice

- Workbook pages 28–29
- Resource Pack
  Resource 25: Unit 2 BBC Culture – Unusual restaurants
  Resource 26: Unit 2 Culture – Flavours and toppings

Pearson

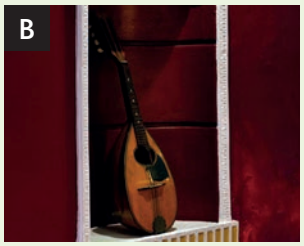
EXPLORE

1 In pairs, ask and answer the questions.

1 What's your favourite place to eat?
2 Are there any unusual restaurants in your town?

2 Read the article. Match photos A–C with restaurants 1–3 from the article.


A


B



C

3 Read the text again and answer the questions.

1 What country is the food at the Bel Canto from?
2 What do the waiters at the Bel Canto sing?
3 What's a traditional afternoon tea?
4 Why is the restaurant called 'In the Dark ?'?
5 What can you choose for a meal here?
6 Why are the waiters unusual?

4 Would you like to go to these restaurants? Why? / Why not?

EXPLORE MORE

5 You are going to watch part of a BBC programme called *Tomorrow's Food*. Read an advert for the programme. Have you got a favourite TV programme about food?

Tomorrow's food: Episode 1

Can robots cook and serve food in restaurants? Watch tonight's programme from the series.

6 2.4 Watch the video and answer the question in the advert in Exercise 5.

7 2.4 Watch again and answer the questions.

1 What's on the floor in the restaurant?
2 Have the robots got clothes?
3 What can the robots say?
4 What can the robot chef do?
5 What can the robots *not* do?

8 Would you like to have a robot waiter in a restaurant? Why? / Why not?

9 Look at the photos of two robot chefs. You can buy them for your kitchen. Which one would you like to have? Why? Discuss in pairs.


This robot chef can cook pancakes.


And this robot chef can cook anything, but you need to buy a digital recipe from an online shop.

10 Imagine another robot chef. What can it do? Tell the class.

YOU EXPLORE

11 CULTURE PROJECT In groups, write a presentation about an unusual restaurant in your country.

1 Use the internet to research an unusual restaurant.
2 Find some pictures or videos.
3 Write your presentation.
4 Share it with the class.

Pearson

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3

Every day

VOCABULARY
Verbs to describe routines | Verb collocations | Pets | Free time activities | Adjectives to describe feelings

GRAMMAR
Present Simple (affirmative and negative) | Present Simple (questions and answers)

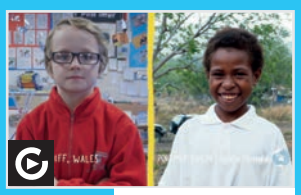
Grammar: Max's press conference



Speaking: Sol, meet Eva!



BBC Culture: A typical day?



Workbook p. 41

BBC VOX POPS

EXAM TIME 1 > p. 130
CLIL 2 > p. 137

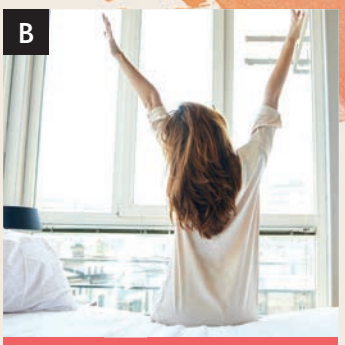
Vousphotos search

My day

posted on 2 March

63 posts **90** followers **159** following


A
Oh no, it's 11.30!


B
45 minutes later ...


C
12.30 p.m.


D
1 p.m.


E
1.30 p.m.
Ooh, that's better!


F
Many things to learn!
Not much time!


G
7 p.m. A nice time with friends ☺


H
10.00 p.m.
Tonight's dinner


I
10.30 p.m.
Can't be late!


J
11 p.m–3 a.m.
Busy at work!

MaryB: A typical busy Friday!

Michael: Great photos, Mary!

Preview



3.1 VOCABULARY Verbs to describe routines

I can talk about daily routines.

1 In pairs, match the times below with the time of day.

~~1 p.m.~~ 8 a.m. 8 p.m 12 a.m. (midnight)

1 in the morning _____
2 in the afternoon *1 p.m.*
3 in the evening _____
4 at night _____

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Unit contents

Vocabulary
- Verbs to describe routines
- Verb collocations
- Pets
- Free time activities
- Adjectives to describe feelings

Grammar
- Present Simple (affirmative and negative)
- Present Simple (questions and answers)

Communication skills
Talking about likes and dislikes

Examples of 21st century skills/competencies
- Critical thinking: page 35 (Exercise 3), pages 44–45
- Collaboration: page 36 (Exercise 8), page 37 (Exercise 7), page 45 (Exercise 9)
- Digital literacy: page 45 (Exercise 9)
- Assessment for learning: page 43
- Autonomy and personal initiative: page 35 (Exercise 10), page 41 (Exercise 5)

3.1 VOCABULARY Verbs to describe routines

Lesson learning objective
Students can talk about daily routines.

Lead in: review of vocabulary from the previous unit

Put students into two groups. Invite one student from each group to come to the front of the class and show them a food item (e.g. a banana). Explain to the two students that they should mime eating this food item for their group to guess. As soon as someone guesses the name of the food item, they should put up their hand. Elicit the name of the food item and award the group a point. Repeat the process with different students and with different food items (e.g. *egg*, *yoghurt*, *grapes*, *carrot*, *chips*, *crisps*, *a hamburger*, *noodles*, *spaghetti*).

Exercise 1

Elicit the answers and point out that sometimes the same time can be matched to different times of day, e.g. 2 a.m. is the morning but it may also be called night, and 6 p.m. may be called evening (especially in the winter, when it gets dark early) but it may also be called the afternoon.

Answers: **1** 8 a.m. **3** 8 p.m. **4** 12 a.m. (midnight)

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Exercise 2

After you have held the class vote, ask students to tell you what their least favourite time of day is, giving reasons why.

Exercise 3

Set a time limit and then ask students whether they found the photos or the times more important to help them choose the job. If students say it was the photos, ask them which photos they are referring to and what the photos show (e.g. the last photo shows lights in a disco or a club). Don't tell students whether they are right or wrong yet.

Answer: Mary is a DJ.

Exercise 4 1.51

After students have read the text, elicit the answer. Then discuss the three adverbs of frequency and what they mean. Tell students that they are going to talk about routines, things they often, sometimes or never do (e.g. *go to school*, *do homework*) in this and in other lessons during this unit.

Exercise 5

Discuss the difference between *wake up* and *get up*. Ask students to say how long they stay in bed after they wake up and how long before they get up.

Invite students to choose one of the two verbs and to mime it for the class to guess which verb is being mimed. Invite several students to do the same, to reinforce the meaning of each verb.

Point out some potential difficulties (e.g. *we* ***go to*** *school*, ***go to a*** *party*, ***go to the*** *cinema*, ***go*** *home*; *we* ***have a*** *shower* but *we* ***have*** *breakfast*).

Answers: exercise D get up B go to work/school F, I have a shower E have breakfast C have lunch/dinner H relax G wake up A work J

Exercise 6 1.52

Check that students understand the difference between *homework* and *housework*. Elicit the word friends and the meanings of the different phrases. Ask students to raise their hands if they go to the cinema on Saturdays, go shopping on Sundays, text friends in the evening, check Facebook at school, do yoga, do housework on Saturday mornings, etc.

Answers: meet/text check do do

Exercise 7

Make sure students understand that an adverb of frequency is positioned between the subject and the verb. Tell them to work on their own to write their sentences before they compare them with their partner.

Exercise 8

Point out that we say *in the morning/afternoon/evening* but ***at*** *night*. When the pairs have finished, invite students to share their sentences with the class.

Extra activity

Explain that we can say when we do routines by using *at* + [time]. Tell students: *I wake up at seven o'clock in the morning. I go to bed at 11 p.m.*

Put students into pairs and tell them to take turns to say what time they do their routine activities, distinguishing between school days and weekends. When they have finished, invite students to tell the rest of the class.

Exercise 9

Check that students understand the meanings of *before*, *late in the morning/afternoon/evening* and *late at night*. When the pairs have completed the quiz, discuss the first sentence and point out that we use the preposition *on* when we talk about the days of the week. Review all the prepositional time phrases that have been presented in this lesson: *in the morning*, *at night*, *at seven o'clock*, *on Saturday morning*.

Answers: **a** up **b** alarm **c** in **d** do

Exercise 10

Tell students to work on their own to decide if the sentences in Exercise 9 are true for them. Explain that they should write correct sentences for those that are false for them (e.g. *I I never wake up before 9 a.m. on Saturday morning.*). When they have finished, invite students to say which sentences are true for them and, for those sentences that are false, to give their own true sentences.

Further practice

- Workbook pages 30–31
- Resource Pack
  Resource 27: Unit 3 Lesson 1 Vocabulary – I never wake up at seven o'clock.

Pearson

2 CLASS VOTE What's your favourite time of day?

Morning is my favourite time of day.

3 In pairs, look at the photos of Mary's typical day on page 34. What do you think her job is? Choose from the ideas below.

actress DJ doctor teacher

4 1.51 Listen and read. Check your answer to Exercise 3. How do you say the underlined words in your language?

often
sometimes
never

Watch OUT!

A day in the life of ...

Mary Bailey (19)

I wake up at half past ten (I never wake up without an alarm!) I plan my day in bed. Then I get up and I do yoga for twenty minutes. After that I have a shower and have breakfast. Then I often check emails and Facebook or text friends. In the afternoon I study – I want to study Medicine at college. I have lunch at three o'clock and do a little housework. In the evening I relax. I sometimes meet friends or we go to the cinema. I have dinner late (half past ten) and then go to work on my skateboard! I'm a DJ at the Alcatraz club in Hoxton. See you there!

5 Study the Vocabulary box. Match the verbs with photos A–J on page 34.

Vocabulary Verbs to describe routines

exercise	have lunch/dinner
get up	have a shower
go home	relax
go to bed	study
go to work/school	wake up
have breakfast	work

6 1.52 WORD FRIENDS Complete the phrases with the verbs below. Use the text in Exercise 4 to help you. Listen and check.

check do (x2) ~~go~~ meet text

go to the cinema/shopping
_____ / _____ friends
_____ emails/Facebook
_____ yoga/karate/taekwondo
_____ homework/housework

7 Make true sentences about you. Say which things from Exercise 6 you often/sometimes/never do. In pairs, compare your sentences. Are any things the same? Tell the class.

I often do homework.
I never go to the cinema.
We often do homework.
We never go to the cinema.

8 Make sentences about your typical day. Use the verbs/phrases in the Vocabulary box and in Exercise 6. In pairs, compare your sentences.

- In the morning I ... , ... and ...
- In the afternoon I ... , ... and ...
- In the evening I ... , ... and ...

9 In pairs, complete the sentences in the quiz with one word in each gap.

ARE YOU AN early bird or night owl?

1 ☐ I often wake [a] _____ before 9 a.m. on Saturday morning.
2 ☐ I love breakfast!
3 ☐ I can wake up for school without an [b] _____.
4 ☐ I often exercise [c] _____ the morning.
5 ☐ I'm never in bed before midnight.
6 ☐ Don't speak to me at breakfast!
7 ☐ I often text friends late in the evening.
8 ☐ In my opinion, the best time to [d] _____ homework is late at night.

10 Do the quiz in Exercise 9. Tick the sentences that are true for you. In pairs, compare your answers. Go to page 128 and check.

And YOU

Pearson



3.2 GRAMMAR Present Simple (affirmative and negative)

I can use the Present Simple to talk about pets and their habits.

1 I KNOW! **In groups, study the Vocabulary box. How many more pets can you think of in two minutes? Have you got a family pet?**

Vocabulary	Pets
budgie	hamster
guinea pig	pony
tortoise	

2 **Read Lowri's post. Who is perfect in her family?**



A house, not a hotel!

by Lowri, 14

'You don't help at home!' 'You spend all your time with your friends – we never see you!' 'This is a house, not a hotel!' My parents often say these things to my sister Cara and me.

But they don't say anything about George's bad habits! George sleeps all day – he doesn't do anything! When my parents come home in the evening, George wakes up, washes and gets something to eat. After that he goes out and doesn't come back all night!

In the morning when I leave for school, George walks back into the house and falls asleep. But my parents never say to George, 'This is a house, not a hotel!' In fact, Mum says he's the perfect cat!

3 **Study the Grammar box. Find more examples of the Present Simple in the text in Exercise 2.**

Grammar	Present Simple (affirmative and negative)
+	-
I eat a lot.	We don't listen.
He goes to bed late.	She doesn't help us.
I never exercise.	~~I don't never exercise.~~

GRAMMAR TIME > PAGE 120

4 1.53 **Study the Watch out! box. Listen and repeat.**

play → plays wash → washes
cry → cries

Watch OUT!

5 1.54 **Write the third person form of the verbs below in the correct category. Listen, check and repeat.**

finish go help kiss make miss
stay study tidy worry

/s/ eats, _____, _____

/z/ plays, _____, _____, _____, _____, _____

/ɪz/ washes, _____, _____, _____

6 **Choose the correct option.**

1 I really *love* / *loves* my family but I don't *like* / *likes* their bad habits!
2 In the evening Dad *falls* / *fall* asleep in his chair. He never *go* / *goes* to bed. We *shouts* / *shout* at him but it *doesn't* / *don't* help.
3 My baby brother *cry* / *cries* at night. Sometimes we *doesn't* / *don't* sleep at all!
4 Our grandparents often *phone* / *phones* us when there's something good on TV!
5 My big sister often *take* / *takes* my laptop and doesn't *give* / *gives* it back.

7 **Complete the texts with the Present Simple form of the verbs in brackets.**

Sadie

My dog Petra sometimes [1] *tries* (try) to sleep on me and I [2] _____ (wake up). And after that I [3] _____ (not sleep) all night. She [4] _____ (not want) to sleep on my bed at weekends. She only [5] _____ (do) it on the night before an exam! ☹

Tom

We [6] _____ (have) a problem with our hamsters, Ben and Gerry. During the day, they're quiet and they [7] _____ (not come) out. But at night they [8] _____ (have) a big party! ☺

8 [VOX POPS ▶ 3.1] **In pairs, take it in turns to tell your partner about any bad habits your pets/people in your family have. Use Exercises 6 and 7 to help you.**

And YOU

A: Our dog eats my mum's shoes!
B: My cat sleeps on my laptop when I'm busy. In the morning my dad never stops talking!

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3.2 GRAMMAR Present Simple (affirmative and negative)

Lesson learning objective

Students can use the Present Simple to talk about pets and their habits.

Lead in: review of daily routines vocabulary

Tell students to look once more at the sentences in Exercise 9 on page 35. They should write a similar sentence which they think may be true or false for their classmates.

When students are ready, encourage them to mingle with their classmates. They should find a partner and then take turns to read out their sentence and to say whether their partner's sentence is true or false for them. They should make a note of their partner's response and then find another partner.

Set a time limit for students to talk to as many of their classmates as possible. When they have finished, invite students to share their sentences with the class. They should report how many students said the sentence was true for them and how many said it was false for them.

Exercise 1

Before students open their Students' Books, write the word *pet* on the board. Ask students to explain what a pet is and have a show of hands to find out who in the class has got a pet at home.

Put students into groups of three or four and tell them to open their books, study the Vocabulary box and work together to think of more names for pets. Set a time limit of 2 minutes and then elicit ideas from the groups and write names of pets on the board.

Suggested answers: cat, dog, fish, parrot, gerbil, snake, rabbit, rat, mouse

Exercise 2

Check that students understand the meaning of the adjective *perfect*. When they have found the answer to the question in the rubric, tell them to find sentences that use *often* and *never*, and to explain what these adverbs refer to in the text (Lowri's parents say they *never* see her, they *often* say this to her and her sister, they *never* say anything to the cat about treating the house like a hotel.).

Answer: George (the pet cat)

Exercise 3

When students have found the examples in the text, discuss how we form Present Simple affirmative and negative sentences. Explain that in Present Simple affirmative sentences the verb can have two forms: after the subject *I*, *you*, *we* and *they*, the verb form is the same as for the infinitive without *to*; after the subject *he*, *she* and *it*, we add *-s* or *-es* to the end of the verb.

Explain that in Present Simple negative sentences we need to add the auxiliary verb *don't* in front of the base form of the verb (e.g. *don't help*). Point out that we add the third person *-s* to the auxiliary verb (*doesn't*) and not to the main verb.

Exercise 4 1.53

Discuss the spelling rules for the Present Simple third person singular form. Ask students to think of more verbs which are followed by *-s*, *-es* and *-ies*.

Language note

Pronunciation of the third person *-s*:

- /s/: after unvoiced consonants (p, k, θ, f, s, ʃ, tʃ), e.g. *stops*, *takes*, *likes*
- /z/: after voiced consonants (b, g, ð, v, z, ʒ, dʒ, m, n, ŋ, r, l) and vowel sounds, e.g. *begs*, *calls*, *sees*
- /ɪz/: after *-ss*, *-ch*, *-x*, *-tch*, *-sh*, *-zz*, *-s*, *-c*, *-ge*, e.g. *races*, *closes*, *manages*

Exercise 5 1.54

Discuss the pronunciation rules for the Present Simple third person singular form. Drill voiced and unvoiced sounds. Tell students to put their fingers on their throats to see if they can feel the difference between the sounds, and explain that they should feel a vibration for a voiced sound but no vibration for the unvoiced sound.

Answers:
/s/: eats, helps, makes
/z/: plays, stays, studies, tidies, worries
/ɪz/: washes, finishes, kisses, misses

Exercise 6

When students have finished the exercise, elicit the answers and the reasons why each option is correct. (*1 We don't use -s after 'I'. 2 We use third person -s after 'Dad', but not after 'we'. 3 We use third person -s after 'my baby brother', but not after 'we'. 4 We don't use third person -s after 'grandparents'. 5 We use third person -s after 'sister', and in negatives the third person -s is only needed in the auxiliary verb.*)

Answers: **1** like **2** falls, goes, shout, doesn't **3** cries, don't **4** phone **5** takes, give

Exercise 7

Tell students to work on their own to complete the texts and then to compare their answers with a partner.

Answers: **2** wake up **3** don't sleep **4** doesn't want **5** does **6** have **7** don't come **8** have

Exercise 8

Elicit some bad habits from the class and give them any vocabulary they may need to do the exercise (e.g. *bite your nails*, *play with your hair*, *scratch the furniture*, *jump on the bed*). When the pairs have discussed their ideas, invite students to share their sentences with the class.

VOX POPS ▶ 3.1

Before students watch, check that they understand the meaning of *tobacco*, *curtains*, *furniture*, *towels* and *snore*.

While students are watching, they should write down which habit they think is the worst.

Further practice

- Workbook page 32
- Grammar Time page 120
- Resource Pack
  Resource 28: Unit 3 Lesson 2 Grammar – I eat, she eats

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3.3 READING and VOCABULARY Life on the International Space Station

Lesson learning objective

Students can find specific detail in an article and talk about free time activities.

Lead in: review of the Present Simple

Ask students to write one true sentence about themselves using the Present Simple affirmative or negative (e.g. *I get up/don't get up at seven o'clock in the morning.*) and tell them that they shouldn't show anyone their sentence.

Divide the class into four groups and tell the groups to stand together in a line. Explain that the first student in each group should whisper their sentence to the second student in the line. The second student should convert the sentence to the third person singular form (e.g. *Cathy gets up at seven o'clock in the morning.*) and then whisper this to the third student in the line.

Students take turns to listen to the sentence and to whisper it to the next student in the line. Explain that if they haven't heard the sentence clearly, they need to guess what was said, and that they can only whisper the sentence once.

When the sentence reaches the last student in the group, that student should say what they think the sentence is, and the first student should say whether or not the sentence is correct.

The last student then moves to the top of the line, and the process is repeated. Continue until all students in the groups have had a chance to whisper their sentence.

Background notes

Apollo 13 tells the true story of a spacecraft that was on its way to the moon. The spacecraft had technical problems and, for a while, the astronauts thought they wouldn't be able to get back to Earth. The film stars Tom Hanks.

Gravity stars Sandra Bullock and George Clooney, who work together to try to return to Earth after an accident. Bullock's character survives, but Clooney's character doesn't.

Star Wars is a series of films about the battle between the Rebel Alliance and the Empire, and about the Rebel Alliance's battle to destroy the Death Star. The first film in the series came out in 1977.

Avatar is a science fiction film set in a land called Pandora. Humans have gone there to mine for a mineral called unobtanium, but the local tribe fight against the humans to save their land. The film was directed by James Cameron and became the first film to earn $2 billion.

The Martian stars Matt Damon. After an accident, astronauts leave Damon's character behind on Mars and he is believed to be dead. However, Damon's character manages to survive and gets in contact with Earth. At the end of the film the astronauts return to Mars and rescue him.

Exercise 1

Before holding the class vote, have a class discussion about science fiction films and elicit titles of films. Then put students into groups and ask them to discuss any of the films listed that they know about.

Background notes

The **International Space Station (ISS)** was first launched in 1998. It is the largest man-made object in space and has been visited by astronauts and space tourists from 17 different countries.

Exercise 2

Before students discuss in pairs, elicit definitions for each of the underlined words. When the pairs have finished, elicit their ideas and, for any sentences students think are false, ask them what they think could make the sentence true (e.g. *1 I think it orbits the Earth once a day.*).

Exercise 3 1.55

When students have listened to the text, elicit the answers, and true sentences for any sentences which were false.

Answers: 1 F 2 T 3 T 4 F 5 F

Exercise 4

Put students into pairs and tell them to work together to do the matching exercise. When they have finished, elicit the answers and the related information in the text (*1 – problems sleeping, can't take a shower, washing is difficult, there isn't much fresh food; 2 – work eleven hours a day, do experiments, write reports, talk to scientists, do spacewalks, exercise, clean the station; 3 – time to relax, watch films, listen to music, browse the internet, chat with friends online, play cards*).

Answers: 1 C 2 D 3 A

Exercise 5

Set a time limit for pairs to discuss, then ask students to share their ideas with the class.

Exercise 6

When students have found the answers, ask them to think of other things they listen to (e.g. *listen to the teacher*, *listen to the radio*), other things they play (e.g. *play football*, *play basketball*), other things they watch (e.g. *watch people walking past*, *watch the news*), and other places and times when they can chat with friends (e.g. *chat with friends at school*, *chat with friends during breaks*).

Answers: 2 b 3 c 4 a 5 c

Exercise 7

Tell students to work on their own to write five sentences using each adverb of frequency at least once. When they are ready, the pairs should take turns to tell each other their sentences.

VOX POPS ▶ 3.2

Before students watch, check the meaning of *figure skating*. After watching, ask students which speaker they think they are most similar to, giving reasons.

Further practice

- Workbook page 33
- Resource Pack
  Resource 29: Unit 3 Lesson 3 Reading and Vocabulary – True for you?

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3.3 READING and VOCABULARY Life on the International Space Station

I can find specific detail in an article and talk about free time activities.

1 CLASS VOTE **Which of the space adventure films below is popular in the class?**

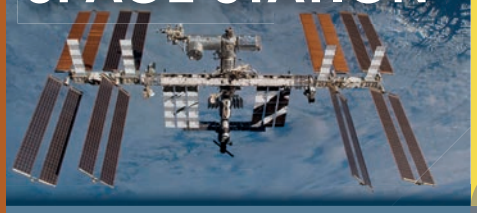
Apollo 13 *Gravity* *Star Wars* *Avatar* *The Martian*

2 **Check you understand the underlined words. What do you know about the International Space Station? In pairs, tick the sentences you think are true.**

1 ☐ The International Space Station orbits the Earth once every six months.
2 ☐ Astronauts are on the station for half a year.
3 ☐ Astronauts sleep in sleeping bags.
4 ☐ Life on the station is quiet.
5 ☐ Astronauts from different countries work on the station but never at the same time.

3 1.55 **Read the article and check your answers to Exercise 2.**

Life on the International SPACE STATION



The International Space Station orbits the Earth every ninety minutes. There are normally three to ten astronauts on the station and they work there for six months.

1 _____
Astronauts have very small cabins and they sleep in sleeping bags. Many astronauts have problems sleeping. It's noisy and it's hard to stop moving. Washing is also difficult – you can't take a shower. Astronauts eat three times a day. There isn't much fresh food and a lot of the food is instant – you just add hot water.

2 _____
Astronauts work about eleven hours a day. They do experiments, write reports and talk to scientists on Earth. Sometimes they do spacewalks to check the space station. They also exercise about two hours a day. At weekends astronauts clean the station.

3 _____
There is also time to relax. There are often astronauts from different countries on the station and the atmosphere is great. Astronauts watch films, read, listen to music, browse the internet, chat with friends online or play cards. But their favourite activity is watching our beautiful Earth. It's never boring!



4 **Match headings A–D with paragraphs 1–3 in the text. There is one extra heading.**

A Free time
B History of the station
C Not an easy life
D A busy routine

5 **Work in pairs. Which facts about life on the International Space Station are surprising to you?**

6 WORD FRIENDS **Check you understand the underlined phrases in the text. Then choose the correct answers.**

1 In the evenings I listen ___ music.
a at **b** the **c** to
2 When we have a long break at school, my friends and I often ___ cards.
a write **b** play **c** do
3 How often do you ___ TV or films on DVD?
a look **b** see **c** watch
4 I usually browse ___ for half an hour before breakfast.
a the internet
b TV
c the radio
5 My friends live far from me but I often ___ with them online.
a phone
b contact
c chat

7 [VOX POPS ▶ 3.2] **In pairs, say what you often/sometimes/never do. Tell the class about your partner. Use the Word Friends in Exercise 6 or your own ideas.**

I often watch TV in the evenings.
I sometimes play cards with my sister.
I never browse the internet in the mornings.
Dan often browses the internet. He sometimes reads but he never plays cards.

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3.4 GRAMMAR Present Simple (questions and short answers)

I can use the Present Simple to ask about routines.



VIDEO **MAX'S PRESS CONFERENCE (Part 2)**

Max imagines his life as a famous dancer.

Reporter: Where do you come from?
Max: I come from Boston, Massachusetts, but I live in England.
Reporter: You live in England! Do you know the Queen?
Max: No, I don't.
Reporter: Your show *Max on Ice* is awesome! How many hours do you practise?
Max: I practise three hours in the morning and …
Reporter: Do English people really drink tea at five o'clock?
Max: Well, I don't but …
Reporter: How do you exercise?
Max: Well, I do taekwondo and …
Reporter: Do other people in your family dance?
Max: No, they don't.
Reporter: Does your father come to your shows?
Max: No, he doesn't. He's in England.
Reporter: How do you relax?
Max: Um, I listen to music.
Reporter: Do you like New York?
Max: Yes, I do. It's great to be here.
Sol: Max … Max … Hey, mate, there's a question for you on your blog.
Max: What does it say?
Sol: 'Work from home for 500 dollars a day. Check our website for more information. Click on the link.'

awesome *Hey, mate!*

OUT of class

1 3.3 1.56 Watch or listen to Part 1. Why is Max unhappy?

2 3.4 1.57 Watch or listen to Part 2. In which city is Max in his daydream?

3 Study the Grammar box. Find examples of questions and short answers in the dialogue.

Grammar Present Simple (questions and short answers)

Questions	Short answers
Do you like hip-hop?	Yes, I do./No, I don't.
Does he help you?	Yes, he does./No, he doesn't.
***Wh-* questions**	**Answers**
Where do they live?	They live in Paris.
How does she relax?	She reads.

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4 Complete the questions with *do* or *does*. Match the questions (1–6) with the short answers (a–f).

1 c When *do* you watch TV?
2 ☐ Where _____ your best friend come from?
3 ☐ _____ you listen to the radio?
4 ☐ What time _____ you get up?
5 ☐ _____ your mum and dad play cards?
6 ☐ _____ your best friend have a pet?

a Yes, they do.
b At 7.30 a.m.
c In the evening.
d No, he doesn't.
e No, I don't.
f Poland.

5 In pairs, ask and answer the questions in Exercise 4. Tell the class about your partner.

6 Order the words to make questions.

1 relax / do / how / you / ?
How do you relax?
2 classmates / watch / your / TV / do / ?
3 any pets / have / your grandma / does / ?
4 do / do / when / your homework / you / ?
5 go / you / what time / do / to bed / ?
6 you / often go / to the cinema / do / ?

7 In pairs, take it in turns to ask and answer the questions in Exercise 6.

And YOU

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3.4 GRAMMAR Present Simple (questions and short answers)

Lesson learning objective

Students can use the Present Simple to ask about routines.

Lead in: review of questions and short answers

Write on the board: *He is French. You can sing. There is a pizzeria.* Elicit the negative form for each sentence: *He isn't French. You can't sing. There isn't a pizzeria.*

Then ask students to change the sentences into questions, and to add short answers:

Is he French? Yes, he is./No, he isn't. Can you sing? Yes, I can./No, I can't. Is there a pizzeria? Yes, there is./No, there isn't.

Point out that the word that takes *n't* in negative sentences is the same word that starts the question and is used in short answers.

Then ask students to write three affirmative sentences in the Present Simple (e.g. *They like school. He gets up at 7.15 a.m. I often chat with my friends.*).

Leave the information on the board and explain that students will look at these sentences again later.

Exercise 1 3.3 1.56

Play the video and pause at 32 seconds. Put students into pairs and tell them to discuss what they think is the problem. Elicit ideas and then play the rest of the video for students to check their ideas. Elicit what happens at the end of the video. (Max starts to daydream.)

Answer: Max is unhappy because his blog isn't very popular.

1.56

See page 246.

Exercise 2 3.4 1.57

Elicit the answer and ask for the related information given in the video (After being asked 'Do you like New York?', Max says, 'It's great to be here.').

Ask students about the message Max received on his blog and why he would be disappointed (He is disappointed because it's spam, an unwanted message that tries to trick someone into visiting a website.).

Go through the Out of class box with students. Ask them if they think *awesome* is positive or negative (positive), and which other adjectives have a similar meaning (e.g. *great*, *fantastic*, *brilliant*, *amazing*). Explain that we can use the informal language *Hey, mate!* to try to attract a friend's attention when they aren't listening.

Answer: New York

Exercise 3

When students have found the examples, ask them to look at the sentences they wrote in the Lead in activity. Ask them which words in negative sentences have *n't* added to them (*do* and *does*). Show how we use these words to form questions and short answers. Then ask students to use their three sentences to make questions and short answers. For example:

Do they like school? Yes, they do./No, they don't.
Does he get up at 7.15 a.m.? Yes, he does./No, he doesn't.
Do you often chat with your friends? Yes, I do./No, I don't.

Exercise 4

Elicit when we use *do* (with *I*, *you*, *we*, *they*) and when we use *does* (with *he*, *she*, *it*). When students have finished, elicit the answers, and ask for the full answers to questions 1, 2 and 4 (e.g. *1 I watch TV in the evening. 2 He/She comes from Poland. 4 I get up at 7.30 a.m.*).

Answers: **2** does, f **3** Do, e **4** do, b **5** Do, a **6** Does, d

Exercise 5

Encourage students to give additional information in their answers (e.g. *Do you listen to the radio? Yes, I do. I sometimes listen to Radio 1 at breakfast time and I listen to Radio X on the Internet in the evening.*).

Exercise 6

Elicit the correct word order in Present Simple sentences: (*question word*) + *do/does* + *subject* + *main verb* (+ *object*).

When students have finished, elicit the answers.

Answers:
2 Do your classmates watch TV?
3 Does your grandma have any pets?
4 When do you do your homework?
5 What time do you go to bed?
6 Do you often go to the cinema?

Exercise 7

Tell the pairs that only the student asking the questions can have their Students' Book open, and that the student answering the questions should keep their Students' Book closed. Explain that this will help them to listen more carefully. To make the exercise slightly more challenging, you could encourage students to ask the questions in a different order.

Extra activity

Ask each student to write one *Do/Does* question.

Get a blank piece of paper and crush it up into a ball. Invite one student to ask their question and give them the paper ball so that they can throw it to another student in the class. When the second student has caught the paper ball, they should answer the first student's question using the correct subject and auxiliary verb form.

Then the second student has a chance to ask their own question, and they throw the paper ball to a third student. The process continues until all students in the class have asked and answered one question.

Further practice

- Workbook page 34
- Grammar Time page 120
- Resource Pack
  Resource 30: Unit 3 Lesson 4 Grammar – Match and ask
  Resource 31: Unit 3 Lesson 4 Video – Max's press conference

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3.5 LISTENING and VOCABULARY Feelings

Lesson learning objective

Students can identify specific detail in a radio programme and talk about feelings.

Lead in: review of Present Simple questions

Write these headings in four columns on the board:
Question word *Auxiliary* *Subject* *Main verb*
Elicit examples of question words and write them in the first column (e.g. *when*, *where*, *how*, *what*, *why*, *how often*). Elicit the auxiliary verb forms for the Present Simple and write them in the second column (*do/does*). Elicit six different subjects and write them in the third column (e.g. *I*, *you*, *he*, *my parents*, *my best friend*, *my dog*). Elicit six main verbs and write them in the fourth column (e.g. *go*, *relax*, *do*, *exercise*, *have*, *eat*).
Put students into pairs and ask them to use the ideas on the board to make six different questions. Explain that three questions must use the auxiliary verb *do*, and three questions must use the auxiliary verb *does*, and that students should add their own endings where necessary. When they have finished, invite students to read out their six questions, and encourage other students in the class to answer them where possible.

Exercise 1

Before students open their Students' Books, check that they understand the meaning of the words *winter*, *snow* and *sledge*.
Then ask students to open their books and to describe the photos using *there is/there are* or *I can see*. When the pairs have finished the exercise, elicit the answers and ask students which of the four comments is the closest to their own view of winter.

Answers: **1** B **2** A **3** B **4** A

Exercise 2 1.58

When students have finished, elicit the answers and the relevant phrases from the audio (1 *on Radio 5*; 2 *the winter 'blues' – that's when you feel tired and sad*; 3 *in today's programme I want to ask you for your tips – things you do to feel excited about life again*).

Answers: **1** b **2** a **3** c

1.58

Hello and welcome to another *Over To You* here on Radio 5. Well, winter is here, the days are short, the weather is horrible, it's really cold and many of us are ill! It's often a time of year when you feel you don't have much energy. And many of us get the winter 'blues' – that's when you feel tired and sad. So in today's programme I want to ask you for your tips – things you do to feel excited about life again. Please phone us and give us your ideas. The number is 0893 …

Exercise 3 1.59

Put students into pairs. Before they listen, ask them to read the six options and to discuss which ideas they like best.

Answers: **1** d **2** f **3** e **4** b

1.59

See page 246.

Exercise 4

After students have discussed in their pairs, for each adjective in the Vocabulary box, elicit what could make students feel like this (e.g. *bored – on Sunday evening when there's nothing to do and I can't meet my friends*).

Answers: Words with a positive meaning: excited, happy, relaxed

Exercise 5

Ask students to look at the example sentence and to think about which other adjectives could replace *worried* (e.g. Sam may be *unhappy* or *sad* because he has got a lot of problems.). When students have finished, elicit the answers and any possible alternative adjectives.

Answers: **2** excited/happy **3** bored/sad/unhappy **4** happy/relaxed **5** tired **6** sad/unhappy

Exercise 6

Tell students that they should not only say how they feel but that they should also try to explain why they feel this way (e.g. *I'm excited. It's my birthday tomorrow. I'm worried. My exams start tomorrow.*).

Exercise 7

Check that students understand that a *paradox* is a statement that sounds logical but is actually self-contradictory. Tell students to look at the cartoon and to explain the paradox (The son is unhappy and happy at the same time.). Ask students if they can think of any paradoxes (e.g. *I always lie* – if the statement is true, then the speaker doesn't *always* lie because this time he is telling the truth.). When the pairs have discussed their ideas, invite them to share some of their ideas with the rest of the class.

Extra activity

Put students into groups of four. Explain that they should discuss good songs or bands to listen to when they are sad, and good websites to look at when they are bored. Set a time limit and then invite each group to present their ideas to the rest of the class.

Further practice

- Workbook page 35
- Resource Pack
  Resource 32: Unit 3 Lesson 5 Listening and Vocabulary – What do others do?

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3.5 LISTENING and VOCABULARY Feelings

I can identify specific detail in a radio programme and talk about feelings.





1 **What can you see in photos A and B? In pairs, match the photos with comments 1–4.**

1 ☐ I'm not a fan of winter. I feel tired and sad and I'm often ill.
2 ☐ Winter's great – I feel happy when I see the first snow of the year.
3 ☐ Winters here are cold, dark and grey. I often don't go out all day.
4 ☐ Winter is my favourite season – I love Christmas and I'm a big fan of winter sports!

2 **1.58** **Listen and choose the correct answers.**

1 *Over to You* is
  a a video blog on the internet.
  b a radio programme.
  c a TV programme.
2 'To get the blues' means to feel
  a cold and tired.
  b sad and ill.
  c tired and sad.
3 The topic today is about
  a how to feel good about life.
  b the weather.
  c energy.

3 **1.59** **Listen to Part 2 of the radio programme. Match the speakers (1–4) with the things they do to feel happy (a–f). There are two extra ideas.**

1 ☐ Mark
2 ☐ Tim
3 ☐ Lisa
4 ☐ Karen

a eat something delicious
b do something nice for another person
c have a shower
d drink hot chocolate
e read a book
f watch a sad film

4 **Study the Vocabulary box. How do you say the words in your language? Underline the words with a positive meaning.**

Vocabulary Feelings

bored excited happy relaxed sad tired unhappy worried

5 **Complete the sentences with words from the Vocabulary box. Sometimes more than one answer is possible.**

1 Sam is *worried*. He's got a lot of problems.
2 I'm so _____! I've got tickets to see my favourite band.
3 Tom feels _____. He says there's nothing to do here.
4 They feel _____. Everything in their life is great.
5 Sarah is really _____. She doesn't have much energy.
6 I'm _____. I want to cry.

6 **In pairs, say how you feel right now. Use an adjective from the Vocabulary box.**



7 **In pairs, talk about what you do when you're bored or unhappy. Use the ideas below and Exercise 3, or your own ideas.**

And You

go for a walk go to the shops listen to music
phone a friend play with a pet

A: What do you do when you're bored?
B: I chat with friends online.

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3.6 SPEAKING Talking about likes and dislikes

I can talk about likes and dislikes.



AUDIO SOL, MEET EVA!

Max is skateboarding in the park with friends when, suddenly, he hears loud hip-hop music.

Eva: I'm Eva. What do you think of my dancing?
Max: I really like it. You're a great dancer! Good music too!
Eva: Oh, do you like hip-hop?
Max: I like it a lot. It's my favourite music.
Eva: Do you like dance as well?
Max: Yes, I do. I like capoeira a lot – but it's a bit hard for me. I prefer breakdance. Like this …
Eva: Wow, you're really good!
Max: Oh, it's my best friend, Sol. Hey, Sol! He's a great guy. Sol, meet Eva. Eva's an amazing dancer! She's half-Brazilian, half-English, but she lives here in Rye now. Unfortunately, she doesn't go to our school.
Sol: Oh. What school do you go to?
Eva: Saint Alfred's.
Sol: Oh, my sister goes there. She really likes it. What do you think of it?
Eva: I don't mind it. Are you a dance fanatic like Max?
Sol: Er, no. I don't enjoy dancing.
Max: Actually, Sol can't stand dancing.
Eva: Oh, never mind!

a bit hard *guy*

OUT of class

1 **Work in pairs. Is there a skateboard park in your town? Is it popular?**

2 1.60 **Read or listen and answer the questions.**

1 Are both Eva's parents Brazilian?
2 What's her favourite music?
3 Does she go to Max and Sol's school?

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

Speaking Talking about likes and dislikes

What do you think of …? Do you like …?
What kind of … do you like?

☺ It's my favourite (music).
I like … but I prefer …
I love/I really enjoy/I really like …
I like … (a lot).

😐 I quite like …
I don't mind …/It's OK.

☹ I don't like/I don't enjoy …
I hate/I can't stand …

Be careful!

We often use verbs of like/dislike with the *-ing* form.
I love/enjoy/don't mind/can't stand dancing.

We also often use these phrases with pronouns (*it, him, her, them*, etc.).
A: Do you like dancing?
B: I love it!

4 **Complete the dialogues with phrases from the Speaking box. In pairs, compare your answers.**

1 A: What do you think of hip-hop?
B: 😐 *I don't mind it.*
C: ☺ _____
2 A: Do you like cats?
B: ☹ _____
C: ☺ _____
3 A: Do you like doing homework?
B: 😐 _____
C: ☹ _____

5 **In groups of three, practise the dialogues in Exercise 4. Use new phrases from the Speaking box.**

And YOU

6 **In pairs, take it in turns to ask and answer questions about the things below. Use phrases from the Speaking box.**

Adele Barcelona FC Chinese food chocolate grammar exercises guinea pigs Justin Bieber listening to jazz opera pizza playing tennis snow techno tidying your room watching basketball

A: What do you think of Adele?
B: I don't mind her. What about you?

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3.6 SPEAKING Talking about likes and dislikes

Lesson learning objective

Students can talk about likes and dislikes.

Lead in: review of adjectives of feelings

Divide the class into two groups. Ask one group to stand up and come to the front of the classroom. Ask the other group to stay seated, to choose an adjective that describes a feeling from the previous lesson and to act as if they feel this way. Explain that they can't say anything or stand up, but that they should show their emotion through their facial expressions and their body language.

Tell the students who are standing to walk around the classroom, to look at the students who are miming, and to guess which emotion they are trying to show.

Then put the guessing students into groups of three or four, and tell them to compare their ideas. When they are ready, the guessing students should say which emotion they think each of the miming students are showing, and the miming students should confirm whether the guessing students are correct or not. Then the two halves of the class should swap roles and repeat the activity.

Exercise 1

Tell students not to open their Students' Books. Put them into pairs and ask the question. Students discuss the question together. Ask them if anybody goes to a skateboard park and if so, how often.

Background notes

Hip-hop is a style of music which originated in the USA in the 1970s. It consists of stylised rhythmic music and is often accompanied by rapping. Originally, hip-hop culture had four key elements: DJ-ing, MC-ing (or rapping), breakdancing and graffiti writing.

Capoeira is a Brazilian martial art. It dates back to the sixteenth century and was developed by Africans who were taken to Brazil as slaves. Capoeira combines elements of dance, acrobatics and music.

Breakdance is also known as B-boying or breaking. It is a kind of street dance which started in the mid-1970s in the USA. The dancing is done mainly to hip-hop, funk and breakbeats. People who breakdance are called b-boys, b-girls or breakers.

Exercise 2 1.60

With Students' Books still closed, check that students understand the meaning of *hip-hop*, *capoeira* and *breakdance*. Then ask them to open their books and to read the questions before they listen. Go through the Out of class box with students and discuss the meaning of each phrase: *a bit hard* means that something is quite difficult; *guy* is an informal word that means *boy* or *man*, and can also be the English proper name *Guy*.

Answers:

1 No they aren't. (She's half-Brazilian, half-English.)
2 hip-hop
3 No, she doesn't.

Exercise 3

When students have found the phrases in the dialogue, ask them what they think about the different things mentioned (e.g. *What do you think of hip-hop? Do you like capoeira? Do you like skateboarding? What kind of music do you like? Do you like dancing?*).

Point out that the verbs *hate* and *can't stand* express a stronger negative opinion than the verbs *don't like* or *don't enjoy*.

Exercise 4

Tell students to look at what each question is about (hip-hop, cats, homework) and ask which pronoun they would use to talk about each one (*it*, *them*, *it*).

Exercise 5

When the pairs have compared their ideas, invite them to read out one of the dialogues and elicit alternative phrases that could have been used.

Tell the pairs to ask and answer once more; this time they should give true answers. Invite different pairs to share their true opinions with the class.

Exercise 6

Look at the first item listed (Adele) and ask who she is (a singer). Do the same with the second item (Barcelona – a football club).

Encourage students to follow up their first question (*What do you think of … ?*) with a question asking about favourites (e.g. *What do you think of Adele? Who is your favourite female singer? What do you think of Barcelona FC? What's your favourite football team?*). When the pairs have finished, invite them to tell the class their opinions about the people or things listed, and their favourites.

Extra activity

After Exercise 6, tell students to write five sentences about their partner using different expressions from the Speaking box. Remind them to use the third person *-s* in Present Simple sentences. For example:

Max loves Barcelona FC.
Max doesn't like Chinese food.
Max doesn't enjoy listening to jazz.
Max can't stand opera.
Max really enjoys playing tennis.

Further practice

- Workbook page 36
- Resource Pack
  Resource 33: Unit 3 Lesson 6 Speaking – Do you like … ?
  Resource 34: Unit 3 Lesson 6 Audio – Sol, meet Eva!

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3.7 WRITING Describing daily routine

Lesson learning objective

Students can write about a daily routine.

Lead in: review of talking about likes and dislikes

Write this response on the board: *Yes, I do.* Elicit different questions that could lead to this response (e.g. *Do you like football?*).

Then divide the class into two groups. Invite a representative from each group to come to the front and to sit down facing the rest of the class. Explain that they cannot turn around to look at the board and that the rest of the class can't tell them what is written on the board.

Then write this response on the board: *I love them!*

The groups should take turns to ask their own representative questions to try to elicit the response on the board. When one of the representatives gives the response, they win a point for their team.

Repeat the process with different representatives at the front of the class, and with a different response written on the board (e.g. *I can't stand it. I don't enjoy it. No, I don't. I hate him.*).

Exercise 1

Tell students to cover the two texts and just to look at the map and the photo. Ask them to identify the country where the red flag is situated (Norway), and to describe what they can see in the photo (the northern lights/the Aurora Borealis).

Ask students if they would like to travel there and why/why not. Then tell students to uncover the texts and to answer the questions about the first text.

Answer: **1** Erik is from Norway.

Exercise 2

When the pairs have finished discussing, invite students to say how their lives are different from Erik's. Then ask them what they like and dislike about Erik's routine (e.g. *I love cheese. I think his breakfast is great!*).

Exercise 3

Check students understand that we use *because* to give a reason why something happens: *X happens* ***because*** *Y is the situation* (e.g. *I get tired* ***because*** *I go to bed late.*), and *so* to talk about the result of a situation: *X is the situation,* ***so*** *X is the result* (e.g. *I go to bed late,* ***so*** *I get tired.*).

When students have found the words and phrases, point out that we use a comma before *so* but not before *because*. Discuss the use of *or* to talk about a choice of things (e.g. *meat or fish*, *we read or we chat*).

Exercise 4

Discuss the example sentence with students and elicit how it could be rewritten using *because* instead of *so* (*I watch DVDs on my computer because we don't have a TV.*). Fast finishers can rewrite other sentences in a similar way.

When students have finished, elicit the answers and discuss question 5. Explain that if there was no comma in the sentence, *because* would also make sense. (It depends on whether we think the speaker only gets up early because the dog needs walking or if he gets up early anyway and, as a result, he decides to take the dog for a walk.)

Answers: **2** because **3** because **4** so **5** so **6** so **7** because

Exercise 5

Tell students that they can use exactly the same ideas as Erik, with as many of his phrases as they can (e.g. *I wake up at … I have a shower at … and then have breakfast at … . After that, I go to school. School starts at … . We have lunch at … and at … we go home.*) or they can use their imagination to try to be more creative (e.g. *I wake up at … and check my phone …, write … . My mum shouts … . I'm always late because … .*). When students have finished, put them into pairs to compare their texts. Then invite students to read out their texts to rest of the class.

Homework

Tell students to read the text on page 44 of the Students' Book. They should look up any words they don't know the meaning of and translate them into L1.

As an additional task, ask students to write an example sentence illustrating the meaning of each of these words: *actor*, *matinée*, *show*, *theatre*.

Further practice

- Workbook page 37
- Resource Pack
  Resource 35: Unit 3 Lesson 7 Writing – *So* or *because*

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3.7 WRITING Describing daily routine

I can write about a daily routine.

Post by Erik, 19 November at 20.13

Hi, my name's Erik, I'm thirteen and I come from Tromsø in Norway. It's quite big (70,000 people) but it isn't a typical European city. We're 350 km north of the Arctic Circle, so from November to February it's dark, day and night. It's often very cold, even minus forty degrees. But we love winter – the sky is often a beautiful colour and we love skiing.





Post by Erik, 23 November at 21.12

My day

I wake up at seven o'clock, have a shower and then have breakfast: bread, cheese and yoghurt. After that I go to school.
School starts at eight thirty every day. We have lunch at eleven o'clock and at two o'clock we go home.
After school I do my homework – I'm in Grade 7, so there's a lot of homework now! My parents come home at four o'clock and then we have dinner – meat or fish and potatoes. After that I often meet my friends and we play computer games. In winter I usually stay at home because it's cold and dark. We read or we chat by the fire. I go to bed at ten o'clock.

1 **Read Erik's first post quickly. In pairs, answer the questions.**

1 Which country is Erik from?
2 In your opinion, is Tromsø a fun city to live in?

2 **Read Erik's second post. In pairs, say what things are different in your lives.**

In Norway school starts at eight thirty. In Poland it starts at eight o'clock.

3 **Study the Writing box. In pairs, find the words in blue in Erik's second post. How do you say them in your language?**

Writing Writing about your daily routine

Use the Present Simple to describe your routine.
I wake up/get up at ...
Then I ...
After that I ...
School starts/We go home at ...
After school I ...

Use conjunctions (e.g. *and, but, so, because*) to link sentences.
I don't have breakfast because I'm never hungry./
I'm never hungry, so I don't have breakfast.
I walk to school because it's very close./
I live near the school, so I walk.

4 **Complete the sentences with *so* or *because*.**

1 We don't have a TV, so I watch DVDs on my computer.
2 I often don't have breakfast _____ I don't have time.
3 I wake up early _____ my cat wants something to eat.
4 I often exercise, _____ I feel relaxed.
5 I take the dog for a walk in the morning, _____ I get up early every day.
6 I'm often tired in the evening, _____ I go to bed before 10 p.m.
7 My mum drives me to school _____ it's too far to walk.

Writing Time

5 **Write about your daily routine. Use Erik's second post, the vocabulary in Lesson 3.1 and the Writing box to help you.**

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Wordlist and Vocabulary in action

Extra activity

After Exercise 5, put students into groups of four. Write on the board four words which include the letter *a*, and ask students to choose the word that contains a different vowel sound for this letter. The first group to identify the correct word wins a point. Examples:

can, *have*, *can't*, *man* (*can't*) *bag*, *hat*, *cat*, *France* (*France*)
ham, *rabbit*, *what*, *sad* (*what*) *tall*, *chat*, *jazz*, *Max* (*tall*)

Ask groups to make their own 'odd one out lists' using words from the Starter unit and Units 1–3. Invite the groups to test one another with their lists.

Further practice

Workbook page 38

WORDLIST

Routine verbs | Verb collocations | Free time activities | Pets | Feelings

actor /'æktə/ n
afternoon /ˌɑːftə'nuːn/ n
amazing /ə'meɪzɪŋ/ adj
astronaut /'æstrənɔːt/ n
because /bɪ'kɒz, bɪ'kəz/ conj
bored /bɔːd/ adj
budgie /'bʌdʒi/ n
can't stand /kɑːnt stænd/ v
cat /kæt/ n
clean /kliːn/ adj
cold /kəʊld/ adj
cry /kraɪ/ v
DJ /ˌdiː 'dʒeɪ/ n
doctor /'dɒktə/ n
don't mind /dəʊnt maɪnd/ v
early /'ɜːli/ adj
Earth /ɜːθ/ n
enjoy /ɪn'dʒɔɪ/ v
evening /'iːvnɪŋ/ n
every (morning/day) /'evri 'mɔːnɪŋ deɪ/ det
excited /ɪk'saɪtəd, ɪk'saɪtɪd/ adj
exercise /'eksəsaɪz/ n
favourite /'feɪvərət, 'feɪvərɪt/ adj
(in your) free time /ɪn jə friː taɪm/ n
get up /get ʌp/ v
guinea pig /'gɪni pɪg/ n
(bad) habit /bæd 'hæbət/ n
hamster /'hæmstə/ n
happy /'hæpi/ adj
hard (= difficult) /hɑːd/ adj
hate /heɪt/ v
have a party /hæv ə 'pɑːti/ phr
have a shower /hæv ə 'ʃaʊə/ phr
hungry /'hʌŋgri/ adj
ill /ɪl/ adj
instant /'ɪnstənt/ adj
international /ˌɪntə'næʃənəl/ adj
kind (what kind of....?) /kaɪnd (wɒt kaɪnd əv)/ n
late /leɪt/ adj
like /laɪk/ v
love /lʌv/ v
morning /'mɔːnɪŋ/ n
never /'nevə/ adv
night /naɪt/ n
often /'ɒfən, 'ɒftən/ adv
pet /pet/ n
pony /'pəʊni/ n
prefer /prɪ'fɜː/ v
relax /rɪ'læks/ v
relaxed /rɪ'lækst/ adj
rich /rɪtʃ/ adj
sad /sæd/ adj
scientist /'saɪəntəst, 'saɪəntɪst/ n
shout /ʃaʊt/ v
sleeping bag /'sliːpɪŋ bæg/ n
so /səʊ/ adv
sometimes /'sʌmtaɪmz/ adv
study (Medicine) /'stʌdi 'medsən/ v
teacher /'tiːtʃə/ n
thirsty /'θɜːsti/ adj
tidy /'taɪdi/ adj
tired /taɪəd/ adj
tortoise /'tɔːtəs/ n
unfortunately /ʌn'fɔːtʃənətli/ adv
unhappy /ʌn'hæpi/ adj
wake up /weɪk ʌp/ v
wash /wɒʃ/ v
without /wɪð'aʊt/ prep
work /wɜːk/ v
worried /'wʌrɪd/ adj

WORD FRIENDS

browse the internet
chat with friends online
check emails/Facebook
do experiments
do homework
do housework
do karate/Taekwondo/yoga
early bird
fall asleep
get the blues
get up
go home
go shopping/to the shops
go to bed
go to the cinema
go to work/school
have breakfast/lunch/dinner
listen to music
listen to the radio
meet friends
night owl
phone a friend
play cards
play with a pet
stay at home
take (a dog) for a walk
text friends
watch films

VOCABULARY IN ACTION

1 Use the wordlist to find:

1 six jobs *astronaut, …*
2 six pets
3 four times of the day
4 eight feelings or emotions

2 Replace the words in bold with the words below to make sentences with the opposite meaning. In pairs, say which sentences are true for you.

bored early ~~hate~~ never
unhappy work worried

1 I **enjoy** sleeping in a sleeping bag.
I hate sleeping in a sleeping bag.
2 My dad **often** washes his car.
3 I'm always really **excited** at the start of the summer holidays.
4 I always arrive at school **late**.
5 I feel **relaxed** before I go to the dentist's.
6 My cat is always **happy** when I play with her.
7 Unfortunately, I've got too much **free time** at the moment!

3 Complete the Word Friends with one word in each gap. In pairs, say when you prefer to do these things.

1 *browse* the internet
2 go _____ the cinema
3 _____ a shower
4 listen _____ music
5 _____ homework

I usually … in the morning.

4 1.61 PRONUNCIATION Listen to how we pronounce the /æ/ sound. Listen again and repeat.

actor astronaut bag

5 1.62 PRONUNCIATION In pairs, say the sentences. Listen, check and repeat.

1 Unhappy cats have bad habits.
2 Harry's hamster is always happy.
3 Do astronauts relax in their sleeping bags?
4 Pamela does karate when she's sad.
5 I can't stand that actor.

Exercise 1

1 actor, DJ, doctor, scientist, teacher
2 budgie, cat, guinea pig, hamster, pony, tortoise
3 morning, afternoon, evening, night
4 eight from: bored, cold, excited, happy, hungry, ill, relaxed, thirsty, tired, unhappy, worried

Exercise 2

2 never
3 bored
4 early
5 worried
6 unhappy
7 work

Exercise 3

2 to
3 have
4 to
5 do

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Extra activity

After Exercise 2, tell students that the text is an extract from an email and that they need to write a reply answering the question *Do your parents ask you to do housework?* If the students' answer is *yes*, they should list the housework jobs that they do (and don't do). If their answer is *no*, they should write about how they spend their day during the school holidays (i.e. describe the free time activities that they do). When they have finished, invite students to read their texts to the rest of the class.

Further practice

- Workbook page 39
- Resource Pack
  Resource 36: Units 1–3
  Vocabulary – Add more
  Resource 37: Units 1–3
  Grammar – Complete it

Revision

VOCABULARY

1 **Complete the sentences with words from the Word Friends list.**

1 I *text* friends all the time!
2 I never _____ breakfast – I don't have time!
3 My parents often _____ asleep in front of the TV.
4 I'm a night owl. I often _____ films or _____ to the radio late at night.
5 I _____ stand getting up on winter mornings.
6 I always _____ a party on my birthday.
7 I _____ mind dogs but I prefer cats.

Exercise 1

2 have
3 fall
4 watch, listen
5 can't
6 have
7 don't

2 **Choose the correct option.**

It's the school holidays but I have jobs to do at home every day. Do your parents ask you to [1]*make* / *do* housework? I [2]*take* / *walk* the dog for a walk every morning. In the afternoon I [3]*make* / *go* shopping for my mum. After dinner I [4]*wake* / *wash* up. And of course, Mum tells me to [5]*wash* / *tidy* my room every day too!

Exercise 2

2 take
3 go
4 wash
5 tidy

3 **Complete the sentences with the words below to make them true for you. In pairs, compare your answers.**

bored cold excited happy hungry ill relaxed sad tired thirsty worried

1 I never feel _____ with my friends.
2 I often feel _____ after school.
3 I sometimes feel _____ on winter mornings.
4 I often feel _____ at school.
5 I often feel _____ in summer.

GRAMMAR

4 **Choose the correct option.**

George is a photographer for *The Richmond Gazette*. He [1]*get up* / *gets up* at six o'clock. He tries to be quiet because he [2]*don't* / *doesn't* want to wake up his wife, Ann. George and Ann [3]*live* / *lives* in Richmond but they [4]*don't* / *doesn't* have a car, so George walks to work. George usually [5]*has* / *have* breakfast at a café near the office. Photographers at the Gazette [6]*start* / *starts* work at 7 a.m. and they [7]*finish* / *finishes* at 2 p.m. George doesn't usually [8]*go* / *goes* home at 2 p.m. – he [9]*meet* / *meets* Ann in town and they [10]*have* / *has* lunch or go shopping.

Exercise 4

2 doesn't
3 live
4 don't
5 has
6 start
7 finish
8 go
9 meet
10 have

5 **Order the words to make questions. In pairs, answer the questions using the text in Exercise 4.**

1 George / does / what time / get up / ?
What time does George get up?
2 do / have / George and Ann / a car / ?
3 they / where / live / do / ?
4 have / does / breakfast / George / ?
5 start work / what time / does / George / ?
6 how many hours / work / the photographers / do / ?
7 in the afternoon / Ann and George / usually do / what / do / ?

Exercise 5

1 He gets up at six o'clock.
2 Do George and Ann have a car? No, they don't.
3 Where do they live? They live in Richmond.
4 Does George have breakfast? Yes, he does.
5 What time does George start work? He starts work at 7 a.m.
6 How many hours do the photographers work? They work seven hours.
7 What do Ann and George usually do in the afternoon? They have lunch and go shopping.

SPEAKING

6 **Work in pairs. How well do you know what your partner likes/ doesn't like? Complete the sentences with the words below so they are true for your partner. Read your sentences to him/her to check.**

love enjoy quite like don't mind don't like can't stand

1 You *don't like* getting up early.
2 You _____ hamsters.
3 You _____ listening to music.
4 You _____ browsing the internet.
5 You _____ having a shower.
6 You _____ going shopping.
7 You _____ feeling hungry.

A: You don't like getting up early.
B: It's true! I can't stand getting up early!
A: You love hamsters.
B: Yes, I do! But I prefer guinea pigs.

DICTATION

7 1.63 **Listen. Then listen again and write down what you hear.**

Exercise 7

My dad's an actor. He gets up at midday and goes to work in the afternoon. He comes home after we go to bed. Sometimes it's a problem for us.

SELF-ASSESSMENT Think about this unit. What did you learn? What do you need help with? **WORKBOOK** p. 38

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BBC

CULTURE

Do child actors go to school every day?



Child actors in London's West End

A lot of young people do the same things every day. They get up in the morning, go to school, play with friends, do homework and go to bed. But some children have a very different day.

Ezra Maye is eleven and he's a young actor. He acts in a show called *The Lion King*. He lives in London with his parents, but his day is often different from his friends. Every second Wednesday he finishes school at 12.00. His mum, dad or grandmother take him to the theatre. In the afternoon he acts in the matinée. He also acts in the show in the evening – two times every week. On those days he is at school all day. Then he eats dinner at a restaurant near the theatre. His favourite meal is burger and chips! After that he acts in the show. He's tired after school, but excited about the show. Sometimes he doesn't go to bed before midnight.

Some child actors don't live in London, but they are in shows there. They stay in London for the shows and then they go home for a few days. Then they come back to London again! They study with a special teacher in London. It's difficult and the children miss their friends and family at home. But they all think that they are very lucky because they love acting.

GLOSSARY
actor (n) sb who plays in films, television programmes or plays
matinée (n) an afternoon show of a play, film, etc.
show (n) sth you watch at the theatre or on TV
theatre (n) a building where you go to see plays

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Lead in: topic introduction

Tell students to keep their Students' Books closed and put them into groups of four. If you used the homework suggestion, ask the groups to discuss any vocabulary they found difficult, and also to discuss their example sentences if you set the additional task.

If students haven't done the homework, ask them to look at the glossary on page 44. Students should find the words in the text and rewrite the sentences using different words or phrases which have the same meaning (e.g. *Ezra Maye is eleven and he's a young person who plays in films, television programmes or plays.*).

3.5

A typical day?

What does a typical day of a school child look like? Do children around the world do the same things? Let's see! In the morning, they get up, wash their face, brush their teeth, and have breakfast. Then they go to school. Some take the bus, some walk, and some go by car. School is hard work everywhere, and there are different subjects for the students to learn. But school can be fun too and they can play with their friends in the breaks. After school, there is time to meet friends and family, play, relax, go to clubs and do sports. Some children help their parents with the housework. They help with shopping and preparing food. At the end of the day, it is time to have dinner and to go to bed. So, do children in different countries do the same things? Yes! Hmm, or maybe not?

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Exercise 1

Remind students about the prepositions we use with different time expressions (e.g. *in the morning/afternoon/evening*, *on Mondays/Tuesday afternoons*, *at night/seven o'clock*). Focus attention on question 3 and ask students what the time phrase *at the weekend* means (on Saturdays and/or on Sundays); they should make a note of the phrase. When the pairs have discussed the questions, invite them to share their ideas with the rest of the class.

Background notes

The Lion King was released in 1994 and was Disney's thirty-second full-length animated film. It featured songs written by Elton John and won two Oscars. The musical show of *The Lion King* opened in 1997 in the USA. The show came to London in 1999 and has been performed continually ever since.

It includes actors in animal costumes and puppets, and has made more money than any other entertainment production – over $6 billion worldwide, compared to the highest grossing film, *Avatar*, which has earned about $2.7 billion.

Exercise 2

Ask students if they have seen the film *The Lion King*, and elicit some of the main characters (e.g. Mufasa the lion, Simba the lion, Pumbaa the warthog, Timon the meerkat, Scar the lion, Rafiki the baboon/mandrill). When students have finished, elicit the answers with the references from the text.

Answers:

1 F (He's a child actor in the theatre.)
2 T
3 T
4 F (Sometimes his dad or his grandmother take him.)
5 F (He *sometimes* doesn't go to bed until midnight.)
6 F (Children come from all over the UK to act in London shows.)
7 T

Exercise 3

Put students into pairs and set a time limit for them to discuss the question. Encourage them to make a list of good things about Ezra's life and a list of bad things about it. When they have finished, invite pairs to share their ideas, and have a show of hands to find out who in the class would like to be a teen actor.

Extra activity

Put students into groups of three or four. Make sure that each group includes a student who has seen *The Lion King*. Tell the groups to imagine that their school is putting on a show of *The Lion King*.

Write a list of the main characters on the board: Mufasa, Sarabi, Simba, Nala, Scar, Pumbaa, Timon, Rafiki, Zazu and the three hyenas. The groups should discuss which student in the class should play each character, giving reasons (e.g. *Tom can be Mufasa. He's got a nice, deep voice.*).

Exercise 4

Check that students know where Papua New Guinea is. Put students into pairs and set a time limit for them to discuss their ideas. Elicit students' ideas in open class.

Exercise 5

Elicit pairs of countries on different continents (e.g. Mexico and Italy). Alternatively, put students into two groups. One group should name a country and then the other group should name another country on a different continent that starts with the same letter (e.g. Mexico and Mozambique).

Then put students into pairs and tell them to discuss the differences between the countries. Invite pairs to report their ideas to the class and to say in which country they would prefer to live, giving reasons.

Exercise 6 3.5

Invite students to guess which things at least one of the children will do. When students have watched the video, ask them which other things they think the children do (e.g. do homework, have a shower, go to bed).

Answers: 2, 4, 5, 8

Exercise 7 3.5

Put students into groups of four. Each student in the group should concentrate on a different child in the video and they should make notes about what that child does at the different times of day. Then students should compare ideas in their groups and find the similarities and differences.

Possible answers:

2 At school, some play outside, some inside.
3 Some do karate, some meet their family, some help with shopping.
4 Some have to prepare their own dinner, some buy dinner at the market.

Exercise 8

Put students into pairs and tell them to discuss the question. Discuss what kind of day the pairs should talk about – a school day, a weekend day or a day during the holidays. Alternatively, half the class could discuss school days and half the class could discuss a weekend day.

Set a time limit and then invite pairs to share their ideas with the class. Have a class vote for which day they think is the best.

Exercise 9

Discuss different kinds of unusual lifestyles that children may have (e.g. circus performer, musician, singer).

Put students into groups of four and tell them to discuss their ideas. They should think about how they would like to order their presentation in order to make it as eye-catching and interesting as possible. Tell groups to make sure that each student in the group researches and then gives an equal part of the presentation.

Set a time limit for groups to create their presentations. Allocate a time in a future lesson for the groups to present their work to the class.

Further practice

- Workbook pages 40–41
- Resource Pack
  Resource 38: Unit 3 BBC Culture – I like it!
  Resource 39: Unit 3 Culture – How about you?

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EXPLORE

1 **In pairs, ask and answer the questions.**

1 Write a list of the things you do every day. How many can you write in two minutes?
2 Which things are the same as your partner? Which are different?
3 What different things do you do at the weekend?

2 **Read the article. Mark the sentences T (true) or F (false).**

1 ☐ Ezra is a film star.
2 ☐ Ezra lives near the theatre.
3 ☐ Ezra goes to school every day.
4 ☐ Ezra's mum always takes him to the theatre.
5 ☐ Ezra always goes to bed after midnight.
6 ☐ Only children from London can act in a London show.
7 ☐ Being a child actor is sometimes difficult.

3 **Would you enjoy a life like Ezra's? Why? / Why not?**

EXPLORE MORE

4 **You are going to watch part of a BBC programme about a typical day of schoolchildren in England, Japan, Wales and Papua New Guinea. Read the advert for the programme. Do you think they do the same things as you?**

Your world

Life in different parts of the world is sometimes very different. Watch the programme and learn what children around the world do on a typical weekday.

5 **Think of two countries on two different continents. How do you think life is different in these countries? Discuss in pairs.**

6 3.5 **Watch the video and tick the things the children do not do.**

1 ☐ get up
2 ☐ make breakfast
3 ☐ do the shopping
4 ☐ do the cleaning
5 ☐ put out the rubbish
6 ☐ go to school
7 ☐ go to clubs
8 ☐ do homework

7 3.5 **Watch again and write how the day of these children is different to each other's.**

1 in the morning
Some take the bus, some walk and some go to school by car.
2 during the day
3 in the afternoon
4 in the evening

8 **Think of an ideal day. Write what you would like to do from morning to evening. Share it with the class.**

YOU EXPLORE

9 CULTURE PROJECT **In groups, write a presentation about a child (or children) with an unusual life in your country. You can write about a sports star, an actor, etc.**

1 Use the internet to research the child/ children.
2 Find some pictures or videos.
3 Write your presentation.
4 Share it with the class.



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4

Love to learn

VOCABULARY
Classroom objects | School subjects | Making friends | Learning

GRAMMAR
Present Continuous | Present Continuous and Present Simple | Prepositions of place

Grammar: No school today



Speaking: The Maths exam



BBC Culture: Byron Court School



Workbook p. 53

BBC VOX POPS



Laura and Nik



Some of Laura's favourite erasers

Back to school blues? Not for Laura and Nik!

It's the end of August and for thousands of teenagers that means the end of the summer holidays. But for Laura Smith and her friend Nik Jones, it's their favourite time of year. The pair, who are in Year 8 at Newlands school, say they love buying pens, pencils, erasers and exercise books for the new school year. 'We're stationery* fanatics!' says Nik. Laura has more than 300 erasers. 'I buy new ones all the time. I can't stop!' she says.

* pens and materials for writing



4.1 VOCABULARY School

I can talk about classroom objects and school subjects.

1 Read about Laura and Nik. Are you a big fan of pens and other writing materials?

2 I KNOW! Study the Vocabulary A box. In pairs, find four classroom objects in the text and add them to the list. How many more words can you think of in two minutes?

Vocabulary A Classroom objects

calculator | pencil case | poster | projector | ruler | sports bag | textbook | whiteboard

3 2.01 Listen to five dialogues and write the classroom objects you hear.

4 Study the Vocabulary B box. In pairs, match the words with photos A–L on page 47. Which are your favourite subjects?

Vocabulary B School subjects

D Art | ☐ Biology | ☐ Chemistry | ☐ English | ☐ Geography | ☐ History | ☐ Maths | ☐ Information Technology (IT) | ☐ Music | ☐ PE | ☐ Physics | ☐ Religious Education (RE)

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Unit contents

Vocabulary
- Classroom objects
- School subjects
- Making friends
- Learning

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- Present Continuous
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Polite requests

Examples of 21st century skills/competencies
- Critical thinking: page 47 (Exercise 6), pages 56–57
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4.1 VOCABULARY School

Lesson learning objective
Students can talk about classroom objects and school subjects.

Lead in: review of vocabulary from the previous unit

Choose a word from the wordlist on page 42 of the Students' Book (e.g. *actor*). To work out how to say the word backwards, write it on a piece of paper (e.g. *rotca*) before you say it, and ask students to guess the word.

When they have guessed, put students into pairs. One partner should look at the first column of the wordlist and the other partner should look at the second column of the wordlist. They should find five words each and write these backwards on a piece of paper.

When they are ready, students should take turns to say their words backwards and to guess their partner's words. Invite pairs to say some of their words backwards for the rest of the class to guess.

Exercise 1

Check that students understand the meaning of *stationery*. When students have read the text and discussed the question, ask when and where students buy their stationery. Elicit whether they buy it on their own or with their parents and how they feel when they buy school materials during a school holiday.

Exercise 2

When students have found four words for classroom objects in the text, elicit the meaning of each of the words in the Vocabulary box. Then ask students to think of more words.

When they are ready, elicit their new words and ask them to translate or explain each word. If they have the item with them in class, they can show it.

Answers:
From the text: eraser, exercise book, pen, pencil
Other suggestions: backpack/rucksack, bin, blackboard, bookcase, clock, crayon , desk, DVD player, felt-tip pen, highlighter pen, pencil sharpener, pencil case, ring binder (file)

Exercise 3 2.01

Elicit the answers. Then play the audio again and ask students to listen for other key vocabulary in the texts. Elicit the words and what they mean (e.g. 1 *divided by*; 2 *maps*; 3 *names and dates*, *American presidents*, *test*; 4 *football shirt*; 5 *Hamlet*, *writer*, *William Shakespeare*, *tragedy*).

Answers: **1** calculator **2** ruler **3** textbook (diary) **4** sports bag **5** whiteboard

2.01

See page 246.

Exercise 4

When students have finished the matching activity, elicit key words that relate to each subject (e.g. Art – *draw*, *paint*; Biology – *the body*, *animals*; Chemistry – *experiments*; English – *grammar*, *tenses*; Geography – *Earth*, *countries*; History – *wars*, *dates*; Maths – *numbers*, *adding*; IT – *computers*, *online*; Music – *instruments*, *notes*; PE – *games*, *sports*; Physics – *gravity*, *force*; RE – *Bible*, *prayers*).

Answers: Art D Biology G Chemistry E English K Geography A History L Maths C Information Technology (IT) J Music H PE B Physics I Religious Education (RE) F

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Exercise 5 2.01

Put students into pairs. Before they listen again, ask the pairs to try to remember what was discussed in the five dialogues.

Play the audio and then elicit the answers and the relevant words from the dialogues. Ask follow-up questions about the different subjects (e.g. *Can you use calculators in Maths? What countries do you study in Geography? What dates do you have to remember in History? What happens when you don't have your PE kit? Which writers and books do you study at school?*).

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

Exercise 6

Before students do the exercise, discuss the timetable and ask for their opinions on the times of lessons and breaks, and the times for starting and finishing the school day. When students have finished, elicit the answers.

Hold a class vote to find out which timetable the class likes best – their own timetable or the timetable for Newlands School.

Answers: Information about Newlands School (Answers will vary when students talk about their own school.)
2 nine o'clock **3** sixty **4** two **5** fifty

Exercise 7 2.02

When students have completed the exercise, elicit the subjects in Laura and Nik's timetable which weren't in the Vocabulary B box (*Drama*, *Presentation skills*).

Ask what these subjects teach students (Drama – acting, Presentation skills – how to make a speech or give a digital presentation). Ask students if there are any different subjects on their own timetable that haven't yet been mentioned in this lesson.

Answers:
Laura: likes Wednesday; doesn't like Monday
Nik: likes Tuesday; doesn't like Friday

2.02

L = Laura N = Nik

L: The worst day for me is Monday. I don't like Mondays anyway and this year we have PE at nine o'clock in the morning! And we have Physics in the afternoon. And my favourite day? It's Wednesday. I have all my favourite subjects that day: Drama, History and IT.

N: Tuesdays are great. The morning is really nice. The first lesson is Art. We're doing Photography this year. Then we have Music – I always enjoy Music. After the break we have RE. We have a really interesting teacher this year and we learn a lot about different religions. Fridays are terrible. After the morning break we have double Maths. Two hours of Maths! And then rugby in the afternoon!

Exercise 8 2.02

When students have completed the timetable, check that they understand the meaning of *double Maths* and ask if they have any double subjects in their own timetable.

Ask students to say which day of Laura and Nik's timetable they think they would like most and which they would like least, giving reasons.

Answers: **1** PE **2** Physics **3** Music **4** IT **5** Maths

Extra activity

Tell students to imagine that their school has decided to remove one lesson from the timetable and to replace it with a new subject.

Put students into groups of four and tell them to discuss which lesson they want to remove and which lesson they want to add. Explain that they could remove a subject they have only once a week, meaning that they would get rid of it completely, or they could remove a subject they have several times a week, meaning that they would reduce it by one lesson but not get rid of it completely. Explain that the subject they add could be anything they like (e.g. Journalism, Law, Financial Advice, Career Advice, Relationships). When the groups are ready, ask them to present their ideas to the rest of the class, giving reasons why the subject they want to add would be useful.

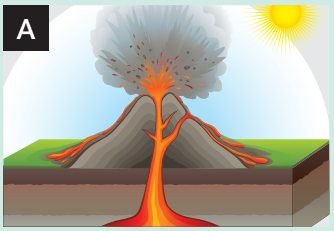
Exercise 9

When the pairs have finished, hold a class vote to find out the most popular day in the school timetable and elicit students' reasons for their preference.

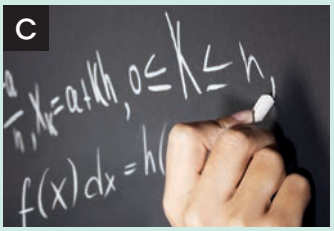
Further practice

- Workbook pages 42–43
- Resource Pack
  Resource 40: Unit 4 Lesson 1 Vocabulary – School

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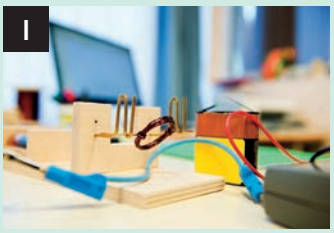


















5 2.01 Listen again and match dialogues 1–5 with school subjects a–e.

1 _____ 2 _____ 3 _____ 4 _____ 5 _____

a PE b English c Maths d History e Geography

6 In pairs, look at the timetable and complete the sentences about Newlands School and your school.

1 At Newlands School, they have *five* lessons every day. At our school, we have _____.
2 The first lesson starts at _____ o'clock. At our school, the first lesson _____.
3 Each lesson is _____ minutes long. At our school, lessons are _____ minutes long.
4 There are _____ breaks in a school day. At our school, there are _____.
5 There is a break of _____ minutes for lunch. At our school, _____.
6 At Newlands, French is the only foreign language. At our school you can learn _____.

Newlands School Class 8B Timetable

	Lesson 1 9.00–10.00	Lesson 2 10.00–11.00	11.00–11.20	Lesson 3 11.20–12.20	Lesson 4 12.20–13.20	13.20–14.10	Lesson 5 14.10–15.10
Mon	1 _____	Maths	Break	English	French	Lunch	2 _____
Tues	Art	3 _____		RE	Biology		French
Wed	Drama	English		History	4 _____		Geography
Thurs	French	Chemistry		Geography	English		History
Fri	English	Presentation skills		Maths	5 _____		PE

7 2.02 Listen to Laura and Nik talking about their timetable for this year. Complete the table.

	Day she/he likes	Day she/he doesn't like
Laura		
Nik		

8 2.02 Listen again and complete the timetable in Exercise 6 with the school subjects.

9 In pairs, talk about days you like/don't like at school. Say why.

I love Mondays because we have …
I don't like … because …

And YOU

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4.2 GRAMMAR Present Continuous

I can use the Present Continuous to talk about things happening now.

1 Look at the photo. Do you think the girls know each other?



2 2.03 Read and listen. Look at Alice's message on page 128 to find out why she doesn't want to talk to her friends.

Sara: Hi, Alice. How's it going?
Alice: [silence]
Sara: Alice. Hello! I'm talking to you!
Alice: [silence]
Sara: You aren't speaking to me. Why?
Alice: [silence]
Sara: Are you feeling OK, Alice?
Alice: [silence]
Caitlin: Hi, you two! How's it going?
Sara: I'm fine, but Alice isn't speaking to me. Is she speaking to you?
Caitlin: I don't know. Are you speaking to me, Alice?
Alice: [silence]
Caitlin: No, she isn't! What's wrong, Alice? Are we irritating you?
Alice: [silence]
Sara: Yes, we are! We're wasting our time! Are you coming with me to the snack bar now, Caitlin? Ted and Leo are waiting.
Caitlin: Yes, I am. Wait a minute. Now she's writing something. And why is she smiling?

3 Study the Grammar box. Find more examples of the Present Continuous in the dialogue.

Grammar Present Continuous

+	-
I'm talking. You're talking. He's talking.	I'm not talking. They aren't talking. She isn't talking.
?	**Short answers**
Are they talking? Is she talking?	Yes, they are./No, they aren't. Yes, she is./No, she isn't.
How's it going? Why are they smiling?	

Time expressions: now, at the moment

GRAMMAR TIME > PAGE 121

4 Make sentences in the Present Continuous. Decide if the sentences are true or false.

1 Alice / speak / to Sara
Alice is speaking to Sara. It's false!
2 Sara / feel / fine
3 Sara / write / a note
4 Caitlin / not speak / to Alice
5 Ted and Leo / go / to the snack bar
6 Sara and Caitlin / not wait / at the snack bar

5 2.04 What's happening? Listen and write sentences in the Present Continuous. Use the verbs below.

cry laugh rain run sleep type

It/Somebody is …
Some people are …

6 Complete the questions and short answers. Use the Present Continuous. In pairs, ask and answer the questions.

1 A: *Are you feeling* (you/feel) hungry?
B: *No, we aren't.* Gran always gives us a big breakfast!
2 A: _____ (you/feel) tired?
B: _____ I'm studying for a test!
3 A: _____ (it/rain) now?
B: _____ I hope it stops soon!
4 A: _____ (your parents/watch) TV?
B: _____ They're at work.
5 A: _____ (the teacher/wear) brown shoes today?
B: _____ They're black.

7 And YOU

In pairs, take it in turns to ask and answer about what people/animals in your life are doing now. Use the ideas below to help you.

- your best friend
- your brother/sister
- your grandparents
- your parents
- your pet
- your teacher

A: What's your pet doing now?
B: My dog, Felek, is sleeping.

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4.2 GRAMMAR Present Continuous

Lesson learning objective

Students can use the Present Continuous to talk about things happening now.

Lead in: review of vocabulary related to school

Put students into pairs. One of the partners should take classroom objects out of their school bag or pencil case one by one, and the other partner should name them.

Then they should swap roles so that they both have a chance to name classroom objects. When they have finished, they should put the items back into their school bags/pencil cases.

Then join two sets of pairs together. The pairs should take turns to say what is in their school bags/pencil cases.

When they are ready, invite groups to make sentences using *there is/there are* about the classroom objects in their school bags/pencil cases (e.g. *There is a ruler in my bag. There are some crayons in my pencil case.*).

Exercise 1

Before students open their Students' Books, revise clothes vocabulary. When they open their books, elicit which clothes items they can see in the photo (e.g. a hat, a black top, a yellow sweater).

Elicit the answer to the question and ask students which girl they think has a problem and what they think the problem might be (e.g. *The girl in the yellow sweater has the problem; maybe it's a problem with her parents or her boyfriend.*).

Answer: Yes, they do.

Exercise 2 2.03

Before students look on page 128 to read Alice's message, elicit their ideas about why they think she might be silent.

When they have read her message, check that they understand the meaning of *sponsored* and elicit other kinds of activities people can do to raise money (popular ways to raise money for a charity or for a school include a sponsored walk/swim – people raise money depending on how far they walk/swim; a sponsored dance – people raise money depending on how long they keep dancing).

Answer: Alice is doing a sponsored silence.

Exercise 3

When students have found the examples, use the dialogue to discuss when we use the Present Continuous, and to point out the spelling rule with *wasting*, *coming*, *writing* and *smiling* (drop the *-e* and add *-ing*). Check that students understand the verb *wear*, and ask them to make sentences about the three girls in the photo using the Present Continuous (e.g. *The girl on the left is wearing a white jacket.*).

Extra activity

Put students into pairs. The first partner should choose a student in the class and describe what that student is wearing to the second partner. The second partner should try to guess who the first partner is describing.

Then they should swap roles so that both partners have a chance to describe someone. When the pairs have finished, invite students to give their description while the rest of the class guess who they are describing.

Exercise 4

Tell fast finishers to rewrite the false sentences so that they are true (e.g. *1 Alice isn't speaking to Sara. 3 Alice is writing a note. 4 Caitlin is speaking to Alice. 5 Ted and Leo are waiting at the snack bar.*).

When students have completed the exercise, elicit the correct spelling of *writing* in sentence 3.

Answers:
2 Sarah is feeling fine. It's true.
3 Sara is writing a note. It's false.
4 Caitlin isn't speaking to Alice. It's false.
5 Ted and Leo are going to the snack bar. It's false.
6 Sara and Caitlin aren't waiting at the snack bar. It's true.

Exercise 5 2.04

Point out that when we don't know who is doing something, we can use the indefinite pronouns *someone* or *somebody*.

Explain that when we refer to more than one person, we can say *some people*. Check the correct spelling of *running* (double *-n*) and *typing* (no *-e*).

Answers:
1 Some people are laughing.
2 It's raining.
3 Somebody is typing.
4 Somebody is sleeping.
5 Somebody is running.
6 Somebody is crying.

Exercise 6

Revise how we form questions and short answers. When students have finished the exercise and have asked and answered in pairs, elicit the questions and short answers, and also students' own answers.

Answers:
2 Are you feeling, Yes, I am.
3 Is it raining, Yes, it is.
4 Are your parents watching, No, they aren't.
5 Is the teacher wearing, No, he/she isn't.

Exercise 7

Explain that students are not expected to know exactly what each of the people/animals are doing at this moment, and that it doesn't matter if the sentences are correct, but that they should try to guess. When they are ready, invite pairs to ask and answer the questions in front of the class.

Further practice

- Workbook page 44
- Grammar Time page 121
- Resource Pack
  Resource 41: Unit 4 Lesson 2 Grammar – A rainy break

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4.3 READING and VOCABULARY School days

Lesson learning objective

Students can find specific detail in a short story and talk about making friends.

Lead in: review of the Present Continuous

Write these three sentences on three small pieces of paper:
You are making a cake.
You are doing your homework.
You are eating a sandwich.

Invite two students to come to the front of the classroom. Show them the piece of paper with the first sentence and tell them to mime the activity. Tell the rest of the class to guess what activity the two students are miming. Remind them that we use the Present Continuous to describe what people are doing at this moment. Repeat the process with two different students for each of the other two sentences.

Then tell students to think of an activity that they can mime. When students are ready, put them into groups of four. Students should take turns to mime their activity for their group to guess.

Exercise 1

Before students open their Students' Books, ask them to put their hands up depending on whether their memories of their first day of school are good, bad or a mixture of good and bad.

Students then work in pairs and use two or three words to say what their main memory is, e.g. *a nasty boy*, *a kind teacher*, *the playground*, *school dinner*. Invite students to share their ideas with the class.

Exercise 2

Encourage students to look up the words in a dictionary.

When they have read the text, ask them to explain the 'happy ending' (The boy David is sitting next to is smiling and is wearing a Manchester City shirt – we imagine that David must be a Manchester City supporter – and David says, 'I already know we're best friends.').

Answer: The story does seem to have a happy ending.

Exercise 3 2.05

Point out that students can find clues in the sentences and in the text which will help them match the sentences and the gaps in the text. For example, discuss that sentence *a* starts with the word *he*, which is a clue that the writer mentions a male in the text before this sentence.

When students have finished the exercise, elicit the answers and the clues (in brackets in the answer key below).

Answers:
1 a (*He's* in the sentence refers to Mr Grey.)
2 e (*One of them* in the text after the gap: *them* refers back to the boys.)
3 b (*He* in the sentence refers to David.)
4 c (*walk* in the sentence links with *walking* in the text.)
(Sentence d doesn't match any of the gaps because of the pronoun *they*.)

Extra activity

Dictate some sentences to the class. For example:
She loves them. *It doesn't work.* *They didn't find it.*
It's really difficult. *He never uses them.*

Put students into pairs and tell them to decide who or what each of the pronouns could refer to (e.g. *She* (*my mum*) *loves them* (*chocolate cookies*).).

When they have discussed all of the sentences, the pairs should join together into groups of four so that they can compare their ideas. Invite students to read out their most interesting ideas to the rest of the class.

Exercise 4

Elicit the answers and the references in the text. (1 Students may say Mr Grey is friendly because he tells the other students to be nice to David. 2 David says, 'I'm really bad at Maths.' 3 'Tall, short, big, happy, sad.' 4 'Bad news!' 5 'Oh no! Why is he saying this?' 6 David only mentions Amrik's smile and he doesn't say whether he is also smiling.)

Answers: 1 ? 2 ✗ 3 ✗ 4 ✓ 5 ✓ 6 ?

Exercise 5

When students have found the phrases in the text and translated them, use the phrases to ask questions (e.g. *Who is your best friend? How do you get to know somebody? When do people make friends with somebody? Where can you meet somebody for the first time?*).

Exercise 6

When the pairs have discussed the sentences, hold a class vote to find out how many students agree and disagree with each statement.

Answers: **2** with **3** best **4** know

Exercise 7

After the pairs have discussed, have a class discussion about which other things they think might be important when making friends with someone (e.g. the same age, the same hobbies).

VOX POPS ▶ **4.1**

While students are watching, ask them to decide which of the qualities mentioned they think is the most important for each speaker. Elicit ideas from the class and reasons why.

Further practice

- Workbook page 45
- Resource Pack
  Resource 42: Unit 4 Lesson 3 Reading and Vocabulary – Making friends

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4.3 READING and VOCABULARY School days

I can find specific detail in a short story and talk about making friends.

1 CLASS VOTE **What memories do you have of your first day at your school?**

- good
- bad
- good and bad

2 **Check you understand the words below. Read the text. Does the story have a happy ending?**

bell classmates form tutor register



FIRST DAY

I'm meeting my form tutor for the first time – the two of us in a big classroom. Mr Grey has got glasses and he's wearing a grey jacket. [1]_____ I'm looking at the numbers on the board and thinking that he probably teaches Maths. I'm really bad at Maths.

The bell rings and boys are starting to come into the classroom. Tall, short, big, happy, sad. I'm standing at the front of the classroom with Mr Grey. [2]_____ One of them is the tall boy from the bus this morning. Bad news!

Now Mr Grey is talking about me to my new classmates. 'This is David. Be nice to him. [3]_____' Oh no! Why is he saying this? It's really difficult to make friends with people after that! I remember my first days at all the other schools.

'David, you can sit next to Amrik.' Now I'm walking to my new desk. [4]_____ Amrik is looking at me with a small, brave smile. He's wearing an old Manchester City shirt. I already know we're best friends.

3 2.05 **Read the text again. Complete gaps 1–4 in the text with sentences a–e. There is one extra sentence.**

a He's writing information about me in the register.
b He lives at the Children's Home.
c It's a very long walk.
d They've also got grey trousers and glasses.
e Some boys stop and look at me.

4 **Read the text again. Mark the sentences ✓ (right), ✗ (wrong) or ? (doesn't say).**

1 ☐ Mr Grey isn't friendly.
2 ☐ Maths is David's best subject.
3 ☐ The boys in David's class look the same.
4 ☐ David isn't happy to see the boy from the bus.
5 ☐ David doesn't like what Mr Grey says about him to the class.
6 ☐ David is smiling at Amrik.

5 WORD FRIENDS **Which of the phrases can you find in the text? How do you say these phrases in your language?**

best friend get to know somebody
make friends with somebody
meet somebody for the first time

6 **Complete the sentences with words from Exercise 5. In pairs, say which sentences are true for you.**

1 I sometimes feel nervous when I meet people for the first *time*.
2 It's easy for me to make friends _____ people.
3 My _____ friend and I chat for hours every evening.
4 I'm shy. People say it's difficult to get to _____ me.

7 [VOX POPS ▶ 4.1] **In pairs, say which things are important/not important to you when you make friends with someone. Use these ideas to help you.**

And YOU

- like the same fashion/style
- like the same music
- like the same football team
- live near me
- have a similar personality (funny, quiet etc.)

It's important/not important that my friends like the same music.

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4.4 GRAMMAR Present Simple and Present Continuous

I can talk about what usually happens and what is happening now.



VIDEO NO SCHOOL TODAY

On Mondays Max, Sol and Eva usually have a long day at school. But it's a holiday today and they're having a day in the countryside with their bikes.

Supervisor: Welcome to the mountain bike course. You guys are really lucky – it always rains on Monday mornings but it isn't raining today! Are you ready to start?

Max, Sol and Eva are exploring the mountain bike course.

Max: Wow! Isn't this fantastic? Just think, Sol. Usually at this time on a Monday, Mrs Jones gives us a really difficult Physics test, but today we're riding our bikes in the beautiful countryside! Are you enjoying it, Eva?

Eva: Yeah! I don't usually enjoy adventure parks but I'm really enjoying myself today!

You're (really) lucky.
Are you ready? Wow!

OUT of class

1 4.2 2.06 **Watch or listen. Where are Max, Sol and Eva spending the day?**

2 **Study the Grammar box. Find examples of the Present Simple and Present Continuous in the dialogue.**

Grammar Present Simple and Present Continuous

We use the Present Simple for things we do regularly.
I usually have lunch at twelve o'clock.

We use the Present Continuous for something happening now/at the moment.
I'm on holiday. It's twelve o'clock and I'm drinking cola in a café.

GRAMMAR TIME > PAGE 121

3 **Choose the correct option.**

1 *Do they ride / Are they riding* their bikes now?
2 Usually it *doesn't rain / isn't raining* all summer.
3 Sol's sleeping. He *doesn't watch / isn't watching* TV.
4 Max's dad *goes / is going* to the supermarket on Saturdays.
5 Excuse me, *do you use / are you using* this computer?
6 My grandad *doesn't drive / isn't driving* – he can travel by bus for free.

4 **Complete questions 1–6 with *is*, *are*, *do* or *does*. Match them with answers a–f.**

1 [d] *Are* you wearing jeans now?
2 [ ] _____ you wear jeans at the weekend?
3 [ ] _____ it raining now?
4 [ ] _____ you have lunch at school?
5 [ ] _____ you checking your phone?
6 [ ] _____ your best friend often check his/her phone?

a Yes, he does. About every five minutes!
b No, I'm not. I'm listening to the teacher!
c Yes, I do. I bring sandwiches from home.
d No, I'm not. I'm wearing shorts.
e No, it isn't.
f No, I don't. I wear tracksuit trousers.

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

6 **In pairs, talk about what you do on holiday and how it's different from now. Think about:**

- the clothes you wear.
- what you do.
- what you eat or drink.
- the people you spend time with.

On holiday I … At the moment I …

And YOU

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4.4 GRAMMAR Present Simple and Present Continuous

Lesson learning objective

Students can talk about what usually happens and what is happening now.

Lead in: review of vocabulary from the previous lesson

Put students into pairs. Explain that they are going to do three roleplays, and that each roleplay should last 1 minute.

- Roleplay 1: Student A and Student B are best friends meeting at school in the morning. Chat for a minute.
- Roleplay 2: Student A and Student B are meeting for the first time. Chat for 1 minute.
- Roleplay 3: Student A is new to the school. He/She wants to make friends with Student B and find out about the other students in the class. Chat for 1 minute.

After the pairs have done all three roleplays, invite them to act out one of their conversations in front of the class.

Exercise 1 4.2 2.06

Tell students to look at the photo and to describe what the three friends are doing and where they are. Elicit ideas and check that students understand the meaning of the words *cycling*, *helmets* and *countryside*.

When you have played the video, ask students why the characters aren't at school, and ask if the students' own town has somewhere similar to what was shown in the video.

Go through the Out of class box with students. Explain that we use *You're (really) lucky* when something good happens which doesn't usually happen (e.g. *You're lucky that you haven't got any homework today.*). Explain that we ask *Are you ready?* when someone is getting ready to do something (e.g. *Are you ready for dinner? Are you ready to start the exam?*). We say *Wow!* when something exciting happens or when we see something exciting (e.g. *Wow! Look at that bird!*).

Answer: They're spending the day at a mountain bike course/in the countryside.

Exercise 2

Tell students to find the examples before they look at the Grammar box. Elicit the sentences and the reasons why we use each tense (Present Simple for facts and routines; Present Continuous for activities happening now or around now).

Revise the adverbs of frequency that were introduced on page 35 (*often*, *sometimes*, *never*) and check that students understand the meaning of *always*, *usually* and *rarely*.

Exercise 3

Set a time limit for students to complete the exercise and then check answers with the class. For each answer, ask students which words helped them choose the correct option.

Answers: **2** doesn't rain **3** isn't watching **4** goes **5** are you using **6** doesn't drive

Exercise 4

Before students complete the questions, elicit which tense is needed for each question and ask students to explain their choice (2 Present Simple – routine; 3 Present Continuous – now; 4 Present Simple – routine; 5 Present Continuous – now; 6 Present Simple – routine).

Answers: **2** Do, f **3** Is, e **4** Do, c **5** Are, b **6** Does, a

Exercise 5

When the pairs have asked and answered the questions, invite them to ask and answer in front of the class.

Extra activity

Put students into groups of four. Tell each student to write two *yes/no* questions that they could ask the other students in the group: one question using the Present Simple and one question using the Present Continuous. Encourage them to think of questions like 3 and 6 in Exercise 4, asking not only *Are you/Do you* questions but also questions about different people and things. Students should also think about the possible answers that other students might give (e.g. *Are you wearing jeans? Yes, I am./No, I'm not.*) so that they can check that other students' answers are grammatically correct.

When they are ready, give each student a piece of paper and tell them to cut it into six pieces. One student in each group should start by asking one of their questions. The other students should write a short response on one of their pieces of paper. The first student in the group to write a grammatically correct short response wins a point. When all students in the group have asked both of their questions, the winner is the student with the most points. At the end of the activity, invite groups to share some of their questions and short responses with the class, to check they are grammatically correct.

Exercise 6

Before students start the activity, elicit two sentences about clothes (e.g. *On holiday I wear shorts and a T-shirt. At the moment I'm wearing trousers, a shirt and a sweater.*). Explain that for some of the situations (e.g. what you eat or drink), students can use either the Present Continuous (to say that they aren't eating or drinking now) or they can use the Present Simple (to talk about their routine for eating and drinking during the school year).

Further practice

- Workbook page 46
- Grammar Time page 121
- Resource Pack
  Resource 43: Unit 4 Lesson 4 Grammar – What are you wearing now?
  Resource 44: Unit 4 Lesson 4 Video – No school today

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4.5 LISTENING and VOCABULARY Famous schools

Lesson learning objective

Students can identify specific detail in a radio programme and talk about boarding schools.

Lead in: review of the Present Simple and Present Continuous

Divide the class into two groups. Tell students that you are going to write some short answers on the board and that they should think about related questions (e.g. Answer: *Yes, I am.* Question: *Are you wearing jeans?*).

Invite a representative from each group to come to the front of the class. Tell them to sit with their back to the board, facing the other students. Explain that they cannot turn around and the other students cannot tell them what is written on the board. Write on the board: *No, I don't*. The groups take turns to ask their representative questions to try to elicit the answer written on the board. The first group to elicit the correct answer wins a point.

Repeat the process with different students for each short answer. Suggested short answers:

No, I don't. Yes, she is. No, it isn't. No, I'm not. Yes, he does.

Exercise 1

Tell students to keep their Students' Books closed and ask the questions. If students can't think of any famous schools in their town/region/country, elicit the names of famous schools in books or films (e.g. Hogwarts in the Harry Potter stories) and any information students know about them.

Exercise 2 2.07

When the pairs have answered the questions, ask why they think children are sent to boarding schools (e.g. to get a good education, because their parents work overseas).

Answers:
1 It's in London.
2 No, it isn't. (It's very old.)
3 No, they don't. (only 200 out of 750)

2.07

Hello. In today's programme we're looking at life at a top boarding school. We're at Broadboard School, a famous private school in the centre of London. Like many famous private schools, it's very old – about 750 years old, in fact. The school has many very famous ex-pupils. It's maybe no surprise that you need a lot of money to study here – it costs about £35,000 for one year! At the moment Broadboard School has 750 pupils and about 200 of them actually live at the school. What's it like to live at school seven days a week?

Exercise 3 2.07

Before you play the audio, ask students to read the notes. Elicit the type of information they need to complete the notes, but tell them not to give the actual answers yet, even if they know them. (They need the following information: 1 the part of London where the school is located; 2 the age of the school; 3 a period of time; 4 the number of students who live at the school.)

Answers: **1** centre **2** 750 **3** year **4** 200

Exercise 4 2.08

After listening, elicit the answers and ask students to correct the false sentences. (1 Pupils have breakfast in College Hall. 3 Classes on Saturdays are only in the mornings.)

Answers: **1** F **2** T **3** F **4** T **5** T

2.08

See page 247.

Exercise 5 2.09

After students have listened to the audio and chosen the options, point out that we can say *parents visit* ***a/the*** *school* and that we can also say *study* ***for*** *exams*.

Explain that *revise* implies that students are looking at things that they have already learned, and that *study* can mean the same as *revise* but it can also mean learning new things.

Answers: **1** start **2** have **3** go to **4** revise for **5** do

2.09

See page 247.

Exercise 6

Elicit the missing words and, when the pairs have discussed the questions, have a class discussion so that students can share their ideas.

Answers: **2** go **3** classes **4** homework **5** for

Exercise 7

When the pairs have discussed their ideas, ask why each point may be thought of as a good thing or a bad thing (e.g. 1 *It's a good thing – you become more independent and when you go to university, you are more prepared. It's a bad thing – it's good to escape from school in the evenings and at the weekend.*).

Hold a class vote to find out whether students would like to be at a boarding school.

Extra activity

Put students into pairs to do a roleplay. Student A should play themselves and Student B should play the role of a student who goes to a boarding school. They should take turns to ask and answer questions about their school routine and how they feel about their school.

Set a time limit for practising the roleplays and then invite pairs to act out their roleplay in front of the class.

Further practice

- Workbook page 47
- Resource Pack
  Resource 45: Unit 4 Lesson 5 Listening and Vocabulary – My school

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4.5 LISTENING and VOCABULARY Famous schools

I can identify specific detail in a radio programme and talk about boarding schools.

1 Are there any famous schools in your town/region/country?

2 2.07 Listen to the first part of a radio programme about a famous boarding school. In pairs, answer the questions.

1 In which city is it?
2 Is it a new school?
3 Do all the pupils live in the school?
4 Are boarding schools popular in your country?

boarding school = a school where pupils live and study

Watch OUT!

3 2.07 Listen again and complete the notes.

Broadboard School

- private boarding school in the [1] _____ of London
- about [2] _____ years old
- costs £35,000 for one [3] _____
- has 750 pupils; about [4] _____ live at school seven days a week

4 2.08 Listen to the second part of the programme. Mark the sentences T (true) or F (false).

1 ☐ Pupils eat breakfast in their rooms.
2 ☐ Pupils don't have a long walk to their classrooms.
3 ☐ Classes finish at four o'clock, from Monday to Saturday.
4 ☐ Students study in the evenings from 7.15 p.m. to 9 p.m.
5 ☐ Students have an hour to relax before bed.

5 2.09 **WORD FRIENDS** Listen and choose the correct option.

1 *stop* / (*start*) school
2 *have* / *learn* classes
3 *go to* / *visit* school
4 *revise for* / *study* exams
5 *make* / *do* homework



6 Complete the questions with words from Word Friends in Exercise 5. In pairs, ask and answer the questions.

1 Do you think it's a good idea to start *school* at ten o'clock every day?
2 What time do you usually _____ to school?
3 Do students at your school have _____ on Saturday mornings?
4 When do you usually do your _____?
5 Do you enjoy revising _____ exams?

7 What are the good things about going to a boarding school like Broadboard School? Read the sentences and tick the ones you agree with. In pairs, compare your ideas.

And YOU

1 ☐ You live at school seven days a week.
2 ☐ You eat breakfast, lunch and dinner at school.
3 ☐ It's very expensive.
4 ☐ You have classes six days a week.
5 ☐ There's a lot of time to study.
6 ☐ It's not far to walk to school!
7 ☐ You're with your classmates all day.
8 ☐ You don't see you parents/sister/brother often.

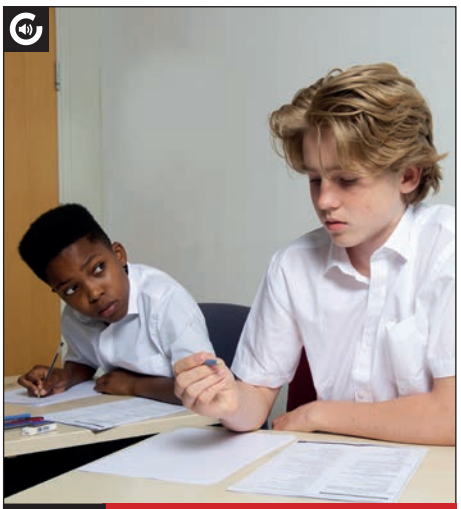
A: It's good that you're with your classmates all day.
B: For me it's a bad thing.

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4.6 SPEAKING Polite requests

I can make and respond to polite requests.



AUDIO THE MATHS EXAM

Teacher: Your Maths exam is starting now. You have three hours.
Max: Sol? Sol! Sol! Can I borrow your eraser?
Sol: Sure.
Max: Thanks, buddy! … Sol, can I borrow a pencil? This one's broken!
Sol: Yes, OK. Here you are.
Max: Sol, can I borrow your ruler?
Sol: I'm sorry, but I'm using it. You can have it in a minute, OK?
Max: OK, that's fine! Psst! Sol! Can you tell me the answer to question 3B? Is it 93?
Sol: Sorry, I can't! This is an exam! Can I have another piece of paper, please?
Teacher: Yes, of course.
Sol: Max, can you stop that?
Teacher: Sol Gardner! This is an exam! Why are you talking?

buddy
That's fine.

OUT of class

1 **CLASS VOTE** **Do you often borrow school things (pens, pencils, etc.) from your classmates?**

2 **2.10** **Read or listen. What three things does Sol ask to borrow?**

3 **Study the Speaking box. Find examples of polite requests and responses in the dialogue.**

Speaking Polite requests

Request	☹	☺
Can I borrow your pen/phone?	Sorry, I'm using it.	Sure.
Can I look at your exercise book?	Sorry, I need it.	Yes, OK.
Can I have a piece of paper/a glass of water?	Sorry, you can't.	Yes, of course.
Can you help me with this exercise/box?	Sorry, I can't.	Yes, no problem.
Can you tell me the answer/the time?		OK, just a second.

4 **2.11** **Complete the dialogues with one word in each gap. Listen and check. In pairs, practise reading the dialogues.**

1 A: Excuse me, can you tell me the time, please?
B: Yes, of _____. It's twenty to eight.
2 A: Sophie, can you help _____ with my homework?
B: _____, I can't. I'm really busy.
3 A: Hi! Sorry, can _____ help me with this box?
B: OK, _____ a second.
4 A: Can I _____ the keys to your car, Dad?
B: Sorry, you _____. 'Never again' means 'never again'!

5 **2.12** **Listen and choose the correct response for each request. In pairs, compare your answers. Then listen again.**

1	a	Yes, OK.	b	Sorry, I can't.
2	a	Yes, of course.	b	Sorry, you can't.
3	a	Sorry, I can't.	b	Sorry, I need it.
4	a	Sorry, I can't.	b	Sure.
5	a	Sorry, you can't.	b	Sorry, I can't.

6 **In pairs, take it in turns to make and respond to requests. Use these ideas or your own. Don't be shy to say no!**

And YOU

Can I …?	Can you …?
• borrow your phone/ dictionary/shoes	• tell me your address/ the password on your phone
• have some of your water/ your chair	• give me a piece of paper/£200/your watch
• look at your textbook/the texts on your phone	
• wear your glasses/jacket	

A: Can you make me lunch? *B: Sorry, I can't!*

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4.6 SPEAKING Polite requests

Lesson learning objective

Students can make and respond to polite requests.

Lead in: preview of polite requests

Check that students understand the meaning of *borrow*. Ask them to think of two examples of people who they borrow things from and two examples of people who borrow things from them. Then put them into groups of four to share their ideas.

When they are ready, invite a student from each group to come to the board to draw one of their borrowed items (e.g. a T-shirt). The other groups should try to guess what the item is, whether that student borrows this item or whether the item is borrowed by another person and who that person is (e.g. *It's a T-shirt. Your brother borrows it from you.*). The first group to guess correctly wins a point.

Exercise 1

Before students open their Students' Books, ask the question, which is a natural follow-up to the Lead in activity. Ask if anyone in the class needs to borrow any school things for today's lesson.

Exercise 2 2.10

Check that students understand *lend to* and *borrow from*.

Elicit the three school things that Max wants to borrow and ask which one Sol doesn't lend him (his ruler).

After students have watched the video, go through the Out of class box with them and check that they understand that *buddy* is a word you can call a friend. Explain that this is American English, it generally refers to a male friend, and that sometimes *buddy* is shortened to *bud*. Point out that British males would be more likely to call one another *mate*. *That's fine* means the same as *That's OK* or *No problem*.

Answers: an eraser, a pencil and a ruler

Exercise 3

When students have found the examples in the dialogue, point out that we can make the requests more polite by changing *can* to *could* and by adding *please* at the end of the request (e.g. *Could I borrow your phone, please?*).

Explain that when we make requests to friends, it sounds more natural to use *can*, but that if we are asking for a bigger favour, we usually try to be more polite (e.g. *Can I borrow your pen?* but *Could I borrow your phone to phone my mum, please?*).

Exercise 4 2.11

Ask students to cover the Speaking box and to try to complete the dialogues without looking at the Speaking box phrases. Invite pairs to read out one of the dialogues in front of the class.

Answers: **1** course **2** me, Sorry **3** you, just **4** borrow/have, can't

Exercise 5 2.12

Play the audio and ask students to listen and think about the responses without reading and choosing between the answers.

Then play the audio again and this time tell students to read the answers and choose the correct responses. Ask why the alternative is wrong. (1 The speaker asks *Can I … ?*, so the negative response would be *Sorry, you can't*. 2 The speaker asks *Can you … ?*, so the negative response would be *Sorry, I can't*. 3 It doesn't make sense to say *I need it* (the time). 4 The speaker asks *Can I have … ?*, so the negative form would be *Sorry, you can't*. 5 The speaker asks *Can I have … ?*, so the negative form is *Sorry, you can't*.)

Answers: **1** a **2** a **3** a **4** b **5** a

2.12

1 Excuse me. Can I look at your newspaper, please?
2 You! Yes, I'm talking to you over there! Can you help me with these desks?
3 Can you tell me the time, please?
4 Can I have a pen, please?
5 Can I have your laptop, please?

Exercise 6

Look at the negative responses in the dialogue and in the Speaking box. Point out that the speaker usually gives a reason why they are giving a negative response (e.g. *I'm sorry, but I'm using it. This is an exam. Sorry, I need it.*).

Look at the example in Exercise 6 and elicit what reason B could give (e.g. *I haven't got time./I'm going out./I haven't got any food.*). Ask students to try to give reasons whenever they give a negative response.

Extra activity

Put students into groups of four. Explain that each student should choose a different request from Exercise 6. When they have chosen, one student should start by making their request and the other three students should take turns to give a negative response, each giving a different reason. For example:

A: Can I borrow your phone?
B: Sorry, I'm using it.
C: Sorry, it doesn't work.
D: Sorry, I'm waiting for a call.

When all four students have made their requests, invite groups to say which requests they made and which reasons were given for negative responses.

Further practice

- Workbook page 48
- Resource Pack
  Resource 46: Unit 4 Lesson 6 Speaking – Can I … ? Can you … ?
  Resource 47: Unit 4 Lesson 6 Audio – The Maths exam

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4.7 ENGLISH IN USE Prepositions of place

Lesson learning objective

Students can use prepositions of place to describe position.

Lead in: review of polite requests

Divide the class into two groups. Students should work on their own to think of a request. All the Group A students should make a request starting *Can I … ?* All the Group B students should make a request starting *Can you … ?*

When they are ready, students in Group A should mingle with students in Group B and take turns to make their requests. If one student gives a positive response, the other student should give a negative response, and vice versa.

Set a time limit and encourage students to talk to as many of their classmates as possible.

Exercise 1

Check that students understand the meaning of *mouse* and *mice*. Set a time limit of 1 minute and ask them to find the mice in the picture. Elicit how many mice students were able to find, and ask the student who found the most mice to show the rest of the class where they all are in the picture.

Answers: There are twenty-three mice in the picture.



Exercise 2

Make sure that students understand the meaning of the different prepositions by drawing diagrams on the board or by using real examples in the classroom.

Exercise 3

Check that students understand the meaning of *skeleton*, *head*, *shoulder*, *bin*, *pocket* and *sink*.

When the pairs have written their sentences and compared them in groups of four, elicit their ideas. Explain that it may sometimes be confusing to decide whether something is *in front of* or *next to* an item (e.g. in the picture, the mouse and the bird), and point out that often both prepositions can be suitable.

Example answers:

There's a mouse:

- **behind** the girl with the red hair.
- **between** the bird and the board.
- **in** the bin/the sink/the teacher's pocket/the blue bag.
- **in front of** the boy on the left.
- **next to** the bird/the girl with the blonde hair.
- **on** the door/the yellow bag/a girl's back/a girl's shoulder.
- **under** a book on the right.

Extra activity

Put students into groups of four. Students take turns to close their eyes while the rest of the group moves an object to a different place. When they are ready, they ask the student: *What's new?* The student opens his/her eyes and says what has moved (e.g. *There's a pen on your head!*).

Explain that, to start with, the groups should move the object to quite an obvious place, but after a few times, they should try to move the object to a less obvious place (e.g. *Your books are under the desk!*).

Exercise 4

When students have chosen the sentences which are true for them, put them into pairs so that they can discuss the sentences.

Then ask students to work on their own to write three similar sentences about school or their home. When they are ready, tell them to compare their sentences with their partner. Invite students to tell their sentences to the rest of the class.

Answers: **2** between **3** on **4** in front of **5** under **6** in

Exercise 5

Before the pairs do the exercise, ask: *What have I got on my desk?* Students should look at your desk and name the items they can see on it.

When the pairs have discussed three of the locations given in the exercise, tell them to ask and answer about what they have got *in/on/under/next to* the other three locations given in the exercise. Invite pairs to say what they found out about each other.

VOX POPS ▶ **4.3**

Check that students understand the meaning of *couch* (sofa), *closet* (wardrobe), *hook*, *sports gear* and *socket*.

After students have watched the video, ask them if they keep anything on top of their wardrobe, anything on a hook somewhere in the house or anything permanently plugged into a socket.

Homework

Tell students to read the text on page 56 of the Students' Book. They should look up any words they don't know the meaning of and translate them into L1.

As an additional task, ask students to write an example sentence illustrating the meaning of each of these words: *creative*, *decide*, *furniture*, *meeting*, *rule*, *weave*, *primary school*, *secondary school*.

Further practice

- Workbook page 49
- Resource Pack
  Resource 48: Unit 4 Lesson 7 English in use – Where are the pens?

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4.7 ENGLISH IN USE Prepositions of place

I can use prepositions of place to describe position.

1 In pairs, look at the picture. How many mice can you see?

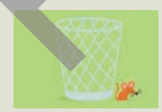
Panic in the Biology class!



2 Study the Language box. How do you say the prepositions in your language?

Language Prepositions of place

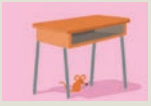

behind


next to


between


on


in


under


in front of

3 In pairs, write sentences about the mice in the picture. Write one sentence for each preposition in the Language box. Ask your teacher for any new words. Compare your answers with another pair.

There's a mouse on the teacher's head.

4 Choose the correct option. Are any of the sentences true for you?

1 In Maths lessons I always sit *between* / *next* to my best friend.
2 There's a nice park *under* / *between* my house and my friend's house.
3 I always have a lot of papers *on* / *between* my desk.
4 Our teacher always stands *in front of* / *under* the class.
5 There's a bin *between* / *under* my desk at home.
6 I always have an extra pencil *in front of* / *in* my pencil case.

5 [VOX POPS ▶ 4.3] Choose three locations from the list. In pairs, tell your partner one object you keep there.

And YOU

- in your pocket
- next to your bed
- on your desk
- under your bed
- in your pencil case
- in your school bag

I keep my keys in my pocket.

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Wordlist and Vocabulary in action

Extra activity

After Exercise 5, elicit the rule for when we use *a* and when we use *an* (We use *a* before a consonant sound and *an* before a vowel sound.). Point out that **/j/** is not a vowel sound, which is why we say *a uniform*, even though *u* is a vowel.

Dictate ten words to students and ask them to decide whether they should be preceded by *a* or *an*. Words to dictate: (*a*) *university*, (*an*) *hour*, (*a*) *one-man band*, (*an*) *animal*, (*an*) *orange*, (*an*) *island*, (*a*) *unicorn*, (*an*) *uncle*, (*an*) *aunt*, (*a*) *unit*.

Further practice

Workbook page 50

WORDLIST Classroom objects | School subjects | Learning | Prepositions of place

Art /ɑːt/ n
behind /bɪˈhaɪnd/ prep
(school) bell /(skuːl) bel/ n
between /bɪˈtwiːn/ adv
bin /bɪn/ n
Biology /baɪˈɒlədʒi/ n
blackboard /ˈblækbɔːd/ n
boarding school /ˈbɔːdɪŋ skuːl/ n
borrow /ˈbɒrəʊ/ v
box /bɒks/ n
break /breɪk/ v
broken /ˈbrəʊkən/ v
buddy /ˈbʌdi/ n
busy /ˈbɪzi/ adj
calculator /ˈkælkjəleɪtə, ˈkælkjʊleɪtə/ n
Chemistry /ˈkeməstri, ˈkemɪstri/ n
classmate /ˈklɑːsmeɪt/ n
classroom /ˈklɑːs-rʊm, -ruːm/ n
countryside /ˈkʌntrisaɪd/ n
(mountain bike) course /(ˈmaʊntɪn baɪk) kɔːs/ n
desk /desk/ n
dictionary /ˈdɪkʃənəri/ n
difficult /ˈdɪfɪkəlt/ adj
English /ˈɪŋglɪʃ/ n
eraser /ɪˈreɪzə/ n
exam /ɪgˈzæm/ n
exercise book /ˈeksəsaɪz bʊk/ n
ex-pupil /eks ˈpjuːpəl/ n
fantastic /fænˈtæstɪk/ adj
(for) free /(fə) friː/ adj
form tutor /fɔːm ˈtjuːtə/ n
Geography /dʒiˈɒgrəfi, ˈdʒɒg-/ n
(hard) work /(hɑːd) wɜːk/ n
History /ˈhɪstəri/ n
hope /həʊp/ v
in /ɪn/ prep
in front of /ɪn frʌnt əv/ prep
Information Technology (IT) /ˌɪnfəˈmeɪʃən tekˈnɒlədʒi (aɪ tiː)/ n
irritate /ˈɪrəteɪt, ˈɪrɪteɪt/ v
laugh /lɑːf/ v
lesson /ˈlesən/ n
lucky /ˈlʌki/ adj
Maths /mæθs/ n
memories (of sth) /ˈmeməriz/ n
Music /ˈmjuːzɪk/ n
need /niːd/ v
next to /nekst tə/ prep
(classroom) object /(ˈklɑːsrʊm) ˈɒbdʒɪkt/ n
on /ɒn/ prep
pen /pen/ n
pencil /ˈpensəl/ n
pencil case /ˈpensəl keɪs/ n
Physical Education (PE) /ˈfɪzɪkəl ˌedjʊˈkeɪʃən (piː iː)/ n
Physics /ˈfɪzɪks/ n
piece of paper /piːs əv ˈpeɪpə/ n
pocket /ˈpɒkət, ˈpɒkɪt/ n
poster /ˈpəʊstə/ n
private (school) /ˈpraɪvət (skuːl)/ n
(school) project /(skuːl) ˈprɒdʒekt/ n
projector /prəˈdʒektə/ n
pupil /ˈpjuːpəl/ n
ready /ˈredi/ adj
register /ˈredʒəstə, ˈredʒɪstə/ n
Religious Education (RE) /rɪˈlɪdʒəs ˌedjʊˈkeɪʃən (ɑːr iː)/ n
ruler /ˈruːlə/ n
run /rʌn/ v
school bag /skuːl bæg/ n
school year /skuːl jɪə/ n
sports bag /spɔːts bæg/ n
(school) subject /(skuːl) ˈsʌbdʒɪkt/ n
teach /tiːtʃ/ v
test /test/ n
textbook /ˈtekstbʊk/ n
timetable /ˈtaɪmˌteɪbəl/ n
under /ˈʌndə/ prep
usually /ˈjuːʒuəli, ˈjuːʒəli/ adv
whiteboard /ˈwaɪtbɔːd/ n

WORD FRIENDS

best friend
do homework
get to know sb
go to school
have classes
make friends with sb
meet sb for the first time
revise for exams/tests
start school
wear school uniform
write a note

VOCABULARY IN ACTION

1 **Use the wordlist to find:**

1 ten school subjects *Art, …*
2 eight things that pupils take to school every day *calculator, …*
3 seven prepositions of place *behind, …*

2 **In pairs, make five sentences about your classroom. Use the ideas below and the prepositions in Exercise 1.**

bin blackboard desk dictionary exercise book door pencil case poster projector school bag our teacher window

We're sitting next to/behind …
There's a … on the …
My school bag is …

3 **Complete the questions with one word in each gap. In pairs, answer the questions.**

1 Who is your form *tutor* this year?
2 Where do you _____ for tests – at home, with friends or in the library?
3 Who is your best _____? Do you _____ to the same school?
4 Do you wear a school _____? Do you think it's a good idea?
5 Do you _____ classes at the weekend? How do you feel about it?

4 2.13 PRONUNCIATION **Listen to how we pronounce the /j/ sound. Listen again and repeat.**

calculator menu music popular

5 2.14 PRONUNCIATION **In pairs, say the words. Listen, check and repeat.**

1 excuse me
2 tutor
3 pupil
4 student
5 uniform
6 usually

Exercise 1

1 ten from: Biology, Chemistry, English, Geography, History, Maths, Music, PE, Physics, RE
2 eight from: dictionary, eraser, exercise book, pen, pencil, pencil case, ruler, school bag, sports bag, textbook
3 between, in, in front of, next to, on, under

Exercise 3

2 revise
3 friend, go
4 uniform
5 have

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Extra activity

After Exercise 7, ask students to look at sentence 3. Elicit the question needed to elicit this answer: *What are you learning in History at the moment?*
Students work in pairs to ask and answer about different subjects. For subjects such as Maths or Science, they can answer in their own language if necessary (e.g. *In Chemistry we are learning about …*) or they can look up words in a dictionary.

Further practice

- Workbook page 51
- Resource Pack
  Resource 49: Unit 4 Vocabulary – Sink the words
  Resource 50: Unit 4 Grammar – Winter holidays

Revision

VOCABULARY

1 **Complete the school subjects.**

1 Art
2 M _ t _ s
3 H _ _ t _ r _
4 G _ _ _ r _ p _ y
5 B _ _ l _ _ y
6 M _ si _

2 **In pairs, ask and answer the questions.**

Which subject:
1 do you enjoy?
2 do you think is easy?
3 do you think is difficult?

3 **Match the words with the definitions.**

break classmate PE
~~register~~ timetable

1 a book with the names of all the pupils in a class *register*
2 a plan with all the lessons a class has in one week _____
3 a short time between lessons for pupils and teachers to relax _____
4 somebody who is in the same class as you _____
5 a school subject: you exercise or play sports _____

4 **Complete the words in the sentences. In pairs, say who you are like.**

1 Nina is always very quiet when she meets people for the *first* time.
2 Charlie's got a lot of friends. It isn't a problem for him to make friends **w**_____ people.
3 Jake has very happy **m**_____ of his first school.
4 Trudi's mum always waits for her in her car in **f**_____ of the school.
5 Brett thinks that learning a language is hard **w**_____.
6 Lara usually sits **n**_____ to her **b**_____ friend.
7 Toni often asks if he can borrow a pen or a **p**_____ of paper.

I'm like Brett – I think languages are difficult.

GRAMMAR

5 **Complete the text messages with the Present Continuous form of the verbs in brackets.**

I [1] *'m waiting* (wait) to see the doctor. What [2]_____ (you/do)?

I'm in a PE lesson with Mrs Wilson. We [3]_____ (play) hockey today.

So how [4]_____ (you/write) a text now?

I [5]_____ (not feel) very well, so I [6]_____ (not do) PE. Sara is with me. She [7]_____ (not feel) well either. We [8]_____ (watch) the hockey game from the window. It [9]_____ (rain) and Mrs Wilson and the girls [10]_____ (get) very wet!

6 **In pairs, complete the sentences with names of friends or classmates so that the sentences are true.**

1 *Paolo* is working hard at the moment.
2 _____ is wearing blue trainers today.
3 _____ always wears make-up.
4 _____ isn't feeling very well today.
5 _____ doesn't live far from the school.
6 _____ laughs a lot.
7 _____ is sitting next to the window.

7 **Choose the correct option.**

1 *Do you enjoy* / *Are you enjoying* this party?
2 Ella is a great student. She *works* / *is working* hard all year.
3 History is my favourite subject. We *learn* / *are learning* about Christopher Columbus at the moment.
4 Matt and Frank *aren't watching* / *don't watch* TV – they're revising for an exam.
5 My cat *usually sleeps* / *is usually sleeping* on my school bag!

SPEAKING

8 **In pairs, make and respond to polite requests. Student A, follow the instructions below. Student B, go to page 128.**

- Student A, you are in an English lesson. You don't have a pen. Ask Student B to lend you a pen. Thank Student B.
- Listen to Student B's problem. You have a dictionary but you're using it at the moment. Student B can borrow it in a minute.

DICTATION

9 2.15 **Listen. Then listen again and write down what you hear.**

SELF-ASSESSMENT Think about this unit. What did you learn? What do you need help with? **WORKBOOK** p. 50

Exercise 1

2 Maths
3 History
4 Geography
5 Biology
6 Music

Exercise 3

2 timetable
3 break
4 classmate
5 PE

Exercise 4

2 with
3 memories
4 front
5 work
6 next, best
7 piece

Exercise 5

2 are you doing
3 are playing
4 are you writing
5 am not feeling
6 am not doing
7 isn't feeling
8 are watching
9 is raining
10 are getting

Exercise 7

2 works
3 are learning
4 aren't watching
5 usually sleeps

Exercise 9

I'm standing with my friends in front of our school. We've got a break now. We're waiting for the school bell. Our next lesson is Maths.

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BBC

CULTURE

Can students learn without a timetable or classrooms?



Unusual schools

Every school has a timetable so students know what they are doing. Every school has classrooms so students know where to go. Every school gives the students homework and tests. Every school makes rules for its students. True or false? False! Some schools are very different.

1 Waldorf schools

There are primary and secondary Waldorf schools all over the world. These schools can decide about some of the things they teach, but they all teach art, social skills and critical thinking. Students do all sorts of creative play and practical activities, for example, painting, weaving and woodwork. Waldorf schools even have a special subject, Eurythmy. It is a very interesting drama and dance class. There are no tests in primary school, and secondary students take exams only if it is important for university. And there are no grades before students are fourteen or fifteen!

2 Vittra Telefonplan School, Stockholm

The Vittra Telefonplan School in Sweden wants children to learn languages, to learn to work together and to be creative. So in this school there are classrooms and spaces for different group, project and individual activities. The rooms are amazing, colourful places with wonderful furniture. And every student has a tablet or computer! Learning is fun here!

GLOSSARY
creative (adj) having a lot of new ideas or good at making new things
decide (v) choose what you are going to do after thinking about it
furniture (n) tables, desks, chairs, beds, etc.
practical (adj) about real things and situations, not about ideas, feelings, etc
rule (n) sth that tells you what you must or must not do
weave (v) make a basket

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Lead in: topic introduction

Tell students to keep their Students' Books closed and put them into groups of four. If you set the homework suggestion for the unit, ask the groups to discuss any vocabulary they found difficult, and also their example sentences if you set the additional task.

If students haven't done the homework, ask them to look at the glossary on page 56. Students should find the words in the text and rewrite the sentences using different words or phrases which have the same meaning (e.g. *Students do all sorts of activities where they have a lot of new ideas or they show that they are good at making things.*).

4.4

Byron Court School

Many schools have students of different nationalities. In the playground at one school in London you can hear not five languages, not fifteen, not thirty, but forty-two! Byron Court is a primary school with 600 children from five to eleven years old. They are from Somalia, Iraq, Poland, Romania, Nepal, the Philippines and many more. And, oh yes, of course, from England! This part of London has families from all over the world. They come to live and work in London.

Many children don't speak English when they start. It can be a problem. But with good teachers and friends they learn fast. Soon their English is good and their school work is good too. The children at this school get to know children from different countries. They're laughing and talking together. It's great for them to have friends from different countries.

At Byron Court the children don't only do school work. They learn about different cultures. They also learn to work together. A good example for everyone.

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Exercise 1

Before students open their Students' Books, put them into pairs and make sure that each student has a piece of paper and a pen. Dictate the first question and set a time limit of 2 minutes for the pairs to work together to answer the question. Explain that they should not look in their notebooks, their Students' Books or their Workbooks.

When they have finished, find out how many ideas each pair could think of. Ask the pair with the fewest ideas to read them out to the rest of the class. Invite other pairs to add more ideas.

Then ask students to open their books and to read the other two questions. Set a time limit for the pairs to write their ideas and then invite pairs to share their ideas with the class.

Exercise 2

Ask students to find key words in the texts which help them to distinguish between the two schools (A – *colourful*, *creative*, *wonderful furniture*, *fun*; B – *practical activities*, *woodwork*).

Answers: **1** B **2** A

Exercise 3

Elicit the answers and the references from the text (in brackets in the answer key below).

Answers:

1 WP (WS – students have exams but only if they are important for university)
2 VT (WP, WS – Eurythmy, and the text implies that all Waldorf schools offer this subject)
3 VT (WP, WS – *Students do all sorts of creative play* – and VT – *wants children … to be creative*)
4 WP (WP – *there are no grades before students are fourteen or fifteen*, which means there are grades in secondary school)
5 VT (VT – *The rooms are amazing, colourful places*)

Exercise 4

Elicit a list of the activities that the text says are done in Waldorf Schools (art, social skills, critical thinking, painting, weaving, woodwork, Eurythmy) and what the text tells us about the Vittra Telefonplan School (learn languages, work together, be creative, individual and group activities, tablets and computers, fun).

Have a class discussion about which school students think sounds the best and why they think it would be a good school to go to.

Exercise 5

Tell students to cover Exercises 7 and 8 so that they don't find any clues. Set a time limit of 1 minute for students to guess and then elicit their ideas.

Exercise 6 4.4

Before you play the video, ask students to see if they can hear an additional interesting fact said by the narrator in the video or if they can see an additional interesting thing.

When they have watched the video, elicit the answers and then invite students to say the interesting fact/thing they heard or saw in the video.

The narrator lists the countries that the students come from. These can be accepted as correct answers, and then the nationalities can also be given for students to note down.

Answers:

1 in London
2 forty-two/42
3 Somalia, Iraq, Poland, Romania, Nepal, the Philippines, England and many more

Exercise 7

Students should be able to do this exercise without watching the video again. Elicit the two countries.

Then ask students to write sentences using *There are some/There aren't any* and the different nationalities learned in the previous exercise (e.g. *There aren't any Bulgarian studentss*).

Answers: Bulgaria and China

Exercise 8 4.4

Tell students to read the sentences and try to remember which sentences are true. After they have watched the video once more, elicit reasons for students' answers.

Answers: **1** T **2** F **3** F **4** F **5** T

Exercise 9

Ask the pairs to make a list of the advantages and the disadvantages of the school before they make their decision. Invite pairs to share their ideas with the rest of the class.

Extra activity

Put students into groups of four. Tell them to choose a country – either a country mentioned in Exercise 7 or a country of their own choice.

When the group has chosen a country, tell them to think of five pieces of information they would like to learn about that country. If possible, encourage them to do online research during the lesson and then to report what they found out to the class. If this isn't possible, invite the groups to tell the class what they would like to know about their chosen country, and encourage the other students to say anything they may know about that country.

Exercise 10

Elicit ideas about what kind of information could be included in the presentation (e.g. the location of the school, what happens during the lessons, what other activities students do at the school, what makes the school unusual).

Put students into groups of four and tell them to discuss their ideas. They should think about how they would like to order their presentation and to make it as eye-catching and interesting as possible. Tell groups to make sure that each student in the group researches and then gives an equal part of the presentation.

Set a time limit for the groups to create their presentations. Allocate a time in a future lesson for the groups to present their work to the class.

Further practice

- Workbook pages 52–53
- Resource Pack
  Resource 51: Unit 4 BBC Culture – What's a free school?
  Resource 52: Unit 4 Culture – Our new school

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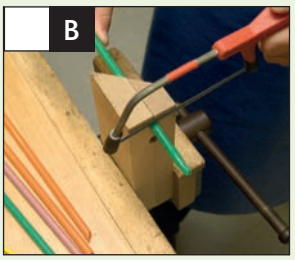
EXPLORE

1 **In pairs, discuss the questions.**

1 How many school subjects and activities can you name in two minutes?
2 Do you know someone who goes to an unusual school and does different things from you?
3 What's your perfect school?

2 **Read the article. Match photos A–B with schools 1–2 from the article.**


A


B

3 **Read the text again. Choose WP (Waldorf primary) WS (Waldorf secondary) or VT (Vittra Telefonplan). Sometimes more than one answer is possible.**

Which school:

1 does not have tests? *WP / WS / VT*
2 has a special subject? *WP / WS / VT*
3 teaches students to be creative? *WP / WS / VT*
4 doesn't have grades? *WP / WS / VT*
5 has interesting places for students to learn in? *WP / WS / VT*

4 **Would you like to go to one of these schools? Why? / Why not?**

EXPLORE MORE

5 **You are going to watch part of a BBC programme about unusual schools. Read an advert for the programme and look at the photo. In pairs, try to guess the answers to these questions.**

1 Where is this school?
3 How many different languages can you hear in this playground?
3 Which countries are the children from?

Byron Court School

This programme is about an unusual school. At Byron Court there are many nationalities and the children speak a lot of different languages.



6 4.4 **Watch the video and check your ideas from Exercise 5.**

7 **Watch again and tick the two countries which are *not* mentioned.**

☐ Bulgaria ☐ China ☐ Iraq
☐ Poland ☐ Romania ☐ Somalia
☐ the Philippines

8 4.4 **Watch again and mark the sentences T (true) or F (false).**

1 ☐ Children start this school when they are five.
2 ☐ There aren't any English children at the school.
3 ☐ The children's parents live in other countries.
4 ☐ All the children speak English when they start school.
5 ☐ The children learn about their classmates' countries.

9 **Would you like to study at a school like Byron Court? Why? / Why not? Discuss in pairs.**

Yes, because you have friends from different countries.
No, because some students don't understand.

YOU EXPLORE

10 CULTURE PROJECT **In groups, write a presentation about an unusual school in your country.**

1 Use the internet to research an unusual school.
2 Find some pictures or videos.
3 Write your presentation.
4 Share it with the class.

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5

The music of life

VOCABULARY
Musical instruments | Types of music
Opinion adjectives | Live music

GRAMMAR
Comparatives | Superlatives

Grammar: The best dancer



Speaking: What do you suggest?



BBC Culture: National Youth Orchestra of Iraq



Workbook p. 65

BBC VOX POPS

CLIL 3 > p. 138





Joe 90, Music Man

Joe Penna, or Mystery Guitar Man, is a Brazilian filmmaker and musician. He loves music. In one of his YouTube videos he visits the Musical Instrument Museum (MIM) in Phoenix, Arizona, USA. It's a museum with thousands of different instruments from all around the world. In the video, Joe plays ninety instruments from ninety countries in only ninety seconds!



5.1 VOCABULARY Music

I can talk about types of music and musical instruments.

1 Look at the photos and read the text. In pairs, answer the questions.

1 Who is Joe Penna?
2 What is the MIM?
3 What does Joe do in the video?
4 Do you like music?

2 Which instruments can you see in the photos?

Vocabulary A Musical instruments

☐ accordion	☐ drums	☐ harmonica	☐ saxophone
☐ bass guitar	☐ flute	☐ keyboards	☐ trumpet
☐ cello	☐ guitar	☐ piano	☐ violin

3 2.16 Listen and number the instruments in Vocabulary A in the order you hear them.

4 2.17 Listen and check your answers to Exercise 3.

5 Study the Vocabulary B box. In groups, write typical instruments for these types of music.

1 classical: *cello, flute,* _____
2 jazz: _____
3 pop, reggae, rock: _____
4 traditional: _____

Vocabulary B Types of music

classical country hip-hop jazz pop rap reggae rock techno traditional

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Unit contents

Vocabulary
- Musical instruments
- Types of music
- Opinion adjectives
- Live music

Grammar
- Comparatives
- Superlatives

Communication skills
Making suggestions

Examples of 21st century skills/competencies
- Critical thinking: page 58 (Exercise 5), pages 68–69
- Collaboration: page 59 (Exercise 8), page 62 (Exercise 7), page 69 (Exercise 10)
- Digital literacy: page 69 (Exercise 10)
- Autonomy and personal initiative: page 61 (Exercise 6)

5.1 VOCABULARY Music

Lesson learning objective
Students can talk about types of music and musical instruments.

Lead in: review of vocabulary from the previous unit
Choose an object from the wordlist on page 54 (e.g. ruler). Draw one line on the board and invite a student to guess the object. Stop drawing if their guess is correct, but if their guess is incorrect, draw a second line and invite a second student to guess. When the object has been guessed, invite a student to choose an object from the wordlist, draw it on the board one line at a time, and invite different students to guess the object.

Background notes
Joe Penna uploads one or two videos every month. His YouTube channel has millions of subscribers, and he is one of the most popular video makers in Brazil. In one video he performs the song *Miserlou* and plays ninety instruments. The video lasts ninety seconds but doesn't actually show him playing each instrument for one second each. Instead, it has a split screen that shows him playing up to five instruments at any one time. Even though the video only lasts ninety seconds, it must have taken a lot longer to film.

The Musical Instrument Museum (MIM) opened in April 2010 and is the largest museum of musical instruments in the world, with a collection of over 15,000 musical instruments from nearly 200 countries and territories.

Exercise 1
Tell students to keep their Students' Books closed. Have a show of hands to find out how many different kinds of instruments students can play. Then put students into pairs and tell them to open their books and discuss the questions.

For question 4, ask the pairs to discuss whether they like listening to music, making music (on a computer) or playing a musical instrument.

Answers:
1 He's a Brazilian film-maker and musician.
2 It's the Musical Instrument Museum in Phoenix, Arizona, USA.
3 He plays ninety instruments in ninety seconds.

Exercise 2
Keep students in pairs for this exercise. When they have finished, elicit the answers and go through the word stress for each word: *accordion*, *harmonica*, *saxophone*, *guitar*, *keyboards*, *trumpet*, *cello*, *piano*, *violin*.

Answers: piano, drums, harmonica, accordion, cello, trumpet, flute, saxophone

Exercise 3 2.16
For each instrument, play the piece of music and then pause the audio for students to write the number. Do not check or confirm answers yet – tell students that they will check their answers in the next exercise.

Exercise 4 2.17
Play the audio for students to check their answers to the previous exercise.

Answers: **1** piano **2** violin **3** accordion **4** saxophone **5** guitar **6** trumpet **7** flute **8** harmonica **9** drums **10** cello **11** bass guitar **12** keyboards

Exercise 5
Before students do the exercise, have a class discussion to elicit examples of composers, singers, bands or songs for each type of music. Point out to students that each of the types of music can use a range of instruments, but that they should try to think of the most typical instruments for each.

Possible answers:
1 cello, flute, piano, violin
2 bass guitar, drums, piano, saxophone, trumpet
3 bass guitar, drums, guitar, keyboards
4 accordion, flute, harmonica, violin

Extra activity
Put students into groups of four. They should choose one type of music from the Vocabulary B box and prepare a short presentation. Their presentation should contain a description of the type of music, information about important people associated with this type of music, and recommendations about which pieces of music people should to listen to, giving reasons why.

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Exercise 6

Ask students if they know any of the people in the photos and elicit what information they know about them. Then put them into pairs and tell them to complete the short texts. When they have finished, elicit the answers.

Answers: **2** pop **3** guitar **4** piano **5** hip-hop **6** keyboards **7** drums **8** classical **9** violin **10** bass guitar **11** rock **12** jazz **13** trumpet

Exercise 7 2.18

When students have finished the exercise, elicit the topics of the questions in the dialogue (gender, type of music, instruments played, solo artist or band, singer or not, nationality).

Answers: **1** classical **2** pop **3** guitar **4** piano **5** play **6** sing **7** British
(Penny is thinking of Adele.)

2.18

M = Mark P = Penny

P: OK, Mark, you've got twenty questions to guess the famous musician I'm thinking about.
M: OK, Penny. Um … Is it a woman?
P: Yes, it is.
M: Does she play classical music?
P: No, she doesn't.
M: Does she play pop music?
P: Yes, she does.
M: Can she play the guitar?
P: Yes, she can. She can play the piano and the bass guitar too.
M: Does she play in a group?
P: No, she doesn't. She's a solo artist.
M: Does she sing?
P: Yes, she does.
M: Is she British?
P: Yes, she is.
M: Is it … ?

Exercise 8

Before students do the exercise in pairs, elicit the name of a famous singer or musician and write it on the board. Tell students to imagine they didn't know the name and elicit *yes/no* questions that could be asked, and answers that could be given.

When the pairs have taken turns to ask and answer, invite a pair to answer *yes/no* questions in front of the class about one of the people they talked about. See if the rest of the class can guess who it is.

Exercise 9 2.19

Put students into groups of four to do the quiz. When they have discussed the questions, elicit each group's guesses and write them on the board.

After listening, check the answers against the guesses to find out which of the guesses are correct and which group is the winner.

Answers: **1** b **2** c **3** a **4** c **5** c **6** b **7** b **8** a

2.19

See page 247.

Exercise 10

Set a time limit for pairs to ask and answer the questions. When they have finished, have a class discussion about the questions. Ask students who play a musical instrument to say how long they practise each day and whether or not they enjoy learning to play their instrument.

If students follow singers, musicians or bands on social media, ask what sort of information they like to find out about.

VOX POPS ▶ **5.1**

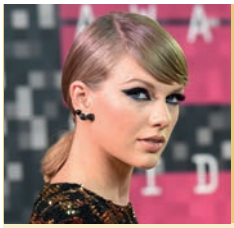
Before watching, put students into six groups. If they have access to the internet, ask each group to research one of the following: *tin whistle*, *kazoo*, *Highlife music*, *Hiplife music*, *Ozzie Osbourne*, *Sarkodie*. Set a time limit and then invite the groups to present what they have found out to the rest of the class.

Further practice

- Workbook pages 54–55
- Resource Pack
  Resource 53: Unit 5 Lesson 1 Vocabulary – Here are your clues

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6 Complete the information about musicians with words from Vocabulary A and B.



Taylor Swift is a [1]**c**_country_ singer and a [2]**p**_____ star. She can play the [3]**g**_____ and the [4]**p**_____.

Kanye West is a [5]**h**_____-**h**_____ singer and songwriter. He can play the [6]**k**_____ and the [7]**d**_____.





Nicola Benedetti is a [8]**c**_____ musician. She plays the [9]**v**_____.

Mike Dirnt plays the [10]**b**_____ **g**_____ in American [11]**r**_____ group Green Day.





Wynton Marsalis is a [12]**j**_____ musician. He plays the [13]**t**_____.

7 2.18 Listen and complete the dialogue with one word in each gap. Who is Penny thinking of? Go to page 128 and check.

Mark: Is it a woman?
Penny: Yes, it is.
Mark: Does she play [1]_____ music?
Penny: No, she doesn't.
Mark: Does she play [2]_____ music?
Penny: Yes, she does.
Mark: Can she play the [3]_____?
Penny: Yes, she can. She can play the [4]_____ and the bass guitar too.
Mark: Does she [5]_____ in a group?
Penny: No, she doesn't. She's a solo artist.
Mark: Does she [6]_____?
Penny: Yes, she does.
Mark: Is she [7]_____?
Penny: Yes, she is.

8 In pairs, think of a famous musician. Ask *yes/no* questions to find who your partner is thinking of. Use the dialogue in Exercise 6 to help you.

9 2.19 In groups, do the quiz. Listen and check.

The ABC of Music

1 Where is reggae music from?
a Argentina b Jamaica c South Africa

2 Which of these instruments is typical in country music?
a saxophone b cello c harmonica

3 What nationality are Sia Furler, Kylie Minogue and AC/DC?
a Australian b British c Canadian

4 What's the name of Pharrell Williams' 2014 hit song?
a *Happy* b *Hello* c *Sugar*

5 Which pop star is famous for the hit songs *Baby* and *Love yourself*?
a Ed Sheeran b Hozier c Justin Bieber

6 How long is a standard violin?
a 20.4 cm b 35.6 cm c 48.2 cm

7 Which pop star is famous for the hit songs *E.T.* and *Firework*?
a Amy Winehouse b Katy Perry c Madonna

8 Listen to this piece of classical music. Who is the composer?
a Beethoven b Mozart c Vivaldi



10 [VOX POPS ▶ 5.1] In pairs, ask and answer the questions.

And YOU

1 What instruments can you play?
2 What instrument do you want to learn to play?
3 Can any of your friends or family play an instrument?
4 What kind of music do you listen to?
5 Do you follow any singers, musicians or groups on Twitter or Facebook?

A: What instruments can you play?
B: I can play the flute but not very well. What about you?

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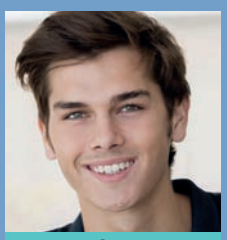
5.2 GRAMMAR Comparatives

I can make comparisons.

ALPHA BOYS

The number one fan page for the number one boy band!


Ali


Liam


Perry


Harry


Akira

Fun facts about the Alpha Boys

	Age	Height	Personality
Ali	17	1.84	friendly
Liam	18	1.81	funny
Perry	19	1.81	cool
Harry	17	1.67	quiet
Akira	16	1.73	intelligent

Who's your favourite? Reply

Rico4	Ali's a great dancer.
bluesky	Ali's a good dancer, but Harry's better. Harry's cuter than Ali too.
trikimiki	I agree Harry's better than Ali, but I like Akira. He's really cool and intelligent.
bluesky	What? Harry's cooler than Akira! He's more intelligent too.
Rico4	Harry can't dance. He's worse than me! And he's really small. Ali's bigger and stronger than him. Ali's friendlier too. Harry never smiles.

1 Look at the Alpha Boys fan page. Which members of the band do Rico4, bluesky and trikimiki like?

2 Study the Grammar box. Find comparative adjectives in the message board.

Grammar Comparative adjectives

Adjective	Comparative
quiet	quieter
brave	braver
sad	sadder
happy	happier
interesting	more interesting
good	better
bad	worse

Harry is quieter than Ali.

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3 2.20 In pairs, complete the text with the comparative form of the adjectives in brackets. Which member of the Alpha Boys is it? Listen and check.

He's [1] *funnier* (funny) than Akira. He's got a [2] _____ (good) sense of humour. He's [3] _____ (thin) than Akira and [4] _____ (tall) too but he's [5] _____ (short) than Ali. He's [6] _____ (old) than Ali but he's [7] _____ (young) than Perry.

4 Work in groups. How many comparative sentences can you write about the Alpha Boys? Use the adjectives below to help you.

bad big cool cute friendly funny good intelligent nice old quiet strong tall thin young

Perry's taller than Akira.

5 Make comparative sentences.

1 Sam Smith / young / James Bay
Sam Smith is younger than James Bay.
2 Taylor Swift / tall / Ed Sheeran
3 U2 / successful / AC/DC
4 Arcade Fire's music videos / good / Rebecca Black's
5 many pop songs / happy / rap songs
6 but some pop songs / sad / rap songs

6 In pairs, compare famous people and music groups. Use the Grammar box and the adjectives in Exercise 4 to help you.

And YOU

A: Avril Lavigne is cuter than Adele.
B: Yes, but Adele is a better singer.

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5.2 GRAMMAR Comparatives

Lesson learning objective

Students can make comparisons.

Lead in: review of types of music and preview of comparatives

Put students into pairs. Tell each pair to think of two different kinds of music. For each type of music, students should write adjectives to describe it (e.g. *classical – relaxing, beautiful*; *rock – exciting, noisy*). Set a time limit of 1 minute.

When the pairs have finished, invite them to read out one of their lists of adjectives and see if the rest of the class can guess what type of music is being described. Tell students that they will be using these lists later in the lesson.

Exercise 1

Tell students to keep their Students' Books closed. Have a class discussion about 'boy bands', eliciting examples (e.g. Take That, One Direction), and asking students if they know anything about any of the members of these 'boy bands'. Then ask students to open their books and to answer the question.

Answers:
Rico4 likes Ali.
bluesky likes Harry.
trikimiki likes Akira.

Language notes

Spelling rules for comparatives:

- Regular, one-syllable adjectives: + *-er* (e.g. *tall – taller*)
- One-syllable adjectives ending in one vowel and one consonant: double the last consonant + *-er* (e.g. *big – bigger*)
- Short adjectives ending in *-e*: + *-r* (e.g. *nice – nicer*)
- Two-syllable adjectives ending in consonant + *-y*: change *-y* to *-i* + *-er* (e.g. *happy – happier*)
- Other two-syllable adjectives sometimes add + *-er* (e.g. *quiet – quieter*), but usually sound better with *more* + adjective (e.g. *polite – more polite*). If students aren't sure which form to use, tell them to use *more* + adjective for two-syllable adjectives that don't end in *-y*.
- Adjectives with three or more syllables: *more* + adjective (e.g. *intelligent – more intelligent*)

Form rules for comparatives:

- To show what we are comparing the first item with, we usually need to add *than* + a second item. For example: *Taylor Swift is better than Kayne West*. However, if what we are comparing the item with is obvious or has already been mentioned, it isn't necessary to include it. For example: *Kayne West is great but Taylor Swift is better* (*than Kayne West*).
- We can follow *than* with a subject or object pronoun. For example: *He is taller than I/me*. The latter sounds much more natural nowadays. We could also say: *He is taller than I am*.

Exercise 2

When students have found the comparative adjectives in the text, elicit the spelling rules. Ask students to explain when we use comparatives (usually, to compare two things/people, e.g. *Ali is taller than Harry.*).

Discuss *better* and *worse*, and explain or elicit that they are irregular.

Exercise 3 2.20

When the pairs have completed the exercise, discuss the first two sentences with the class. Ask why the second sentence doesn't finish with *than* … . (It isn't necessary because the previous sentence tells us that the person is being compared with Akira.)

Answers: **2** better **3** thinner **4** taller **5** shorter **6** older **7** younger
It's Liam.

Exercise 4

Set a time limit. When students have finished, invite the groups to take turns to say one of their sentences, and see which group has the most sentences.

Example answers:
Harry is a worse dancer than Ali.
Ali is bigger than Harry.
Akira is cooler than Perry.

Exercise 5

Explain that to make comparative sentences from the prompts, students should use the correct form of the verb *to be*, select the correct comparative form and add *than*.

When students have finished, if they have access to the internet, ask them to research one of the people or bands mentioned in the sentences, and to present some facts about them to the class.

Answers:
2 Taylor Swift is taller than Ed Sheeran.
3 U2 are more successful than AC/DC.
4 Arcade Fire's music videos are better than Rebecca Black's.
5 Many pop songs are happier than rap songs.
6 But some pop songs are sadder than rap songs.

Extra activity

In pairs, students look at their lists from the Lead in activity and use the adjectives to make comparative sentences (e.g. *Classical music is more relaxing than rock music. Rock music is noisier than classical music.*). Invite pairs to read out their sentences to the class.

Exercise 6

Tell pairs to think of six people or bands that they both know. They should work on their own to make comparative sentences, and then work together to compare their ideas to see if they have the same opinions.

When they are ready, invite pairs to read out comparative sentences that they agree on and then one comparative sentence that they disagree on.

Hold a class vote to see whose opinion the rest of the class agrees with.

Further practice

- Workbook page 56
- Grammar Time page 122
- Resource Pack
  Resource 54: Unit 5 Lesson 2 Grammar – Compare them

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5.3 READING and VOCABULARY Musicals at the theatre

Lesson learning objective

Students can find specific detail in reviews and give opinions about musicals.

Lead in: review of comparatives

Tell students to work on their own to choose two singers or bands and to write a comparative sentence about them (e.g. *Eminem is better than Justin Bieber.*).

Then put students into groups of four. One student starts by saying their comparative sentence, leaving out the comparative adjective (e.g. *Eminem is … than Justin Bieber.*). The rest of the group try to guess the comparative adjective (e.g. *older*, *more talented*). Each student in the group can guess twice. If a student guesses correctly, they win a point. If none of the group can guess correctly, the speaker wins a point.

Exercise 1

Ask students to keep their Students' Books closed and check that they understand the meaning of the words *review* and *musicals*. Then put students into pairs to discuss the questions. When they have finished, hold a class vote and find out which review sites students use, why they prefer the cinema or the theatre, and why they like or dislike musicals.

Exercise 2 2.21

When students have read the reviews, ask them if they would like to see the show based on what they have read, i.e. which review would they believe?

Answers: 1 a 2 b

Exercise 3

When students have done the exercise and checked their answers, elicit why the other two options given cannot be correct (see suggested answers in brackets in the answer key below).

Answers:

1 b (a: *Her parents want her to be a doctor, but she wants to be a dancer*. c: The songs are really old.)
2 c (a: The film's OK, which isn't a strong enough statement to mean that he actually likes it. b: The use of *but* contrasts the length of the play with the fact that he says *it never feels boring*, meaning that he would expect three hours to be too long.)
3 a (b: *The actors are talented and the dance routines are alright*; c: She doesn't compare the length of *Emma Brown* and *The Music In You*.)

Exercise 4

Elicit the answers. Then tell students to look once more at the two reviews and to rate from 0 to 5 James's and Jo's opinions for each of the following: actors, dance routines, music. Elicit students' ideas and their reasons for their choices (e.g. actors: James 5/5 (brilliant), Jo 4/5 (talented); dance routines: James 5/5 (fantastic), Jo 3/5 (alright); music: James 4/5 (great), Jo 1/5 (terrible)).

Answers:

\+ cool, fantastic, funny, great, interesting
+/– OK
– boring, terrible

Extra activity

Tell students to work on their own to write the name of an object, person, activity or thing that they would describe with each of the adjectives in the Vocabulary box (e.g. *alright – school*, *brilliant – skiing*, *boring – jazz music*).

Then put students into groups of three. They should take turns to read out the name of one of their objects while the rest of the group guesses which adjective they think describes it (e.g. *school: boring? – no; interesting? – no; alright? – yes*). When they have finished, invite groups to share some of their ideas with the class.

Exercise 5

Point out that some of the adjectives in the box don't have comparative forms (*alright*, *great*, *OK* – we can't say that something is more alright/great/OK than something else). Explain that students should use these adjectives in their base form and that if they want to use a comparative form, they should use the adjectives *better* or *worse*, as in the example (*Jazz is better*). When they are ready, invite pairs to share their comparative sentences with the class.

Exercise 6

Elicit vocabulary that students might use in their review (e.g. *special effects*, *background music*, *story*, *lighting*, *sound*).

Set a time limit and encourage students to use *but* to contrast two ideas, as was done by James and Jo in their reviews.

When students have written their reviews and compared them with a partner, invite a few students to share their reviews with the rest of the class.

Further practice

- Workbook page 57
- Resource Pack
  Resource 55: Unit 5 Lesson 3 Reading and Vocabulary – What do you think of … ?

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5.3 READING and VOCABULARY Musicals at the theatre

I can find specific detail in reviews and give opinions about musicals.

1 CLASS VOTE **Answer the questions and count the votes.**

1 Do you read reviews on the internet, e.g. before you go to see a film or concert?
2 In your opinion, which is better: the cinema or the theatre?
3 Do you like musicals – yes or no?

2 2.21 **Read the reviews (1–2). Match them with these comments (a–b).**

a 'I love this show! Go and see it!'

b 'This show isn't very good.'

3 **Read the texts again and choose the correct answers.**

1 *Emma Brown*
   a is a story about a doctor.
   b is a film and a theatre show.
   c has got old and new songs.
2 James likes the show because
   a he likes the film.
   b it's three hours long.
   c the acting, dancing and music are good.
3 Jo doesn't like the show because
   a it's long and not very interesting.
   b the acting and dancing are very bad.
   c it's longer than *The Music In You*.

4 **Study the Vocabulary box. Find the adjectives in the texts and write them in the correct column in the table below. How do you say these adjectives in your language?**

Vocabulary	Opinion adjectives
alright brilliant boring cool fantastic funny great interesting OK terrible	

+	+/-	-
brilliant	*alright*	



BetterCheckIt!

Reviews of

Emma Brown, The Musical

Regal Theatre, London

1 You probably know the story because it's a film. Emma is a girl from London. Her parents want her to be a doctor, but she wants to be a dancer. The film's OK, but the musical is better. It's wonderful! It's three hours long, but it never feels boring. The actors are brilliant and the dance routines are fantastic! The music's cool too – the songs are old but they're great. And it's funny! I recommend it 100 percent. In fact, I want to see it again! *James, Durham*

2 I'm a big fan of musicals and I love dance shows, but this show really isn't much fun. The actors are talented and the dance routines are alright, but the story isn't very interesting and the music is terrible. The songs are really old – they're from the 1980s! The show is three hours long, but it seems longer. It's a bit boring, to be honest. *The Music In You* is better! *Jo, Watford*

5 **In pairs, compare these things. Use the adjectives in the Vocabulary box.**

1 jazz music – rock music
2 classical music – techno
3 the cinema – the theatre
4 CDs – live streaming
5 your favourite music – your parents' favourite music

A: I think rock music is boring. Jazz is better.
B: I prefer rock – it's cool. You can't dance to jazz music. I think it's terrible.

6 **Write a short review of your favourite film, theatre musical or music video. Use the reviews in Exercise 2 and the Vocabulary box to help you. In groups, compare your reviews.**

And YOU

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5.4 GRAMMAR Superlatives

I can use superlatives to compare more than two people or things.



VIDEO THE BEST DANCER

Before the ceremony:

Max: The Steps are the most important prizes for dancers in the USA.

Sol: Max is my best friend. He's the nicest guy. I hope he wins.

Lily: Max trains hard. He's the fittest person in our family.

Eva: Max is sweet. He's the sweetest guy I know.

In the theatre:

Max: This is the worst moment! I'm really nervous!

Jenny: The prize for the best breakdancer goes to Max!

Max: Thank you! This is the happiest moment of my life. I want to thank my biggest fans: my dad and my sister Lily. And my best friends, Sol and Eva. Thank you, thank you!

Jenny: The prize for the most original dance routine goes to Max!

Max: Thank you! This is the most fantastic day!

Jenny: The coolest dance move … Max! The cutest hairstyle … Max! The greatest person in the world … Max!

Back home:

Dad: Max!

Max: What? What's going on?

Dad: It's time to get up! Really, Max, you're the laziest boy in England!

He's sweet. It's time to … What's going on?

OUT of class

1 **Do you know these awards ceremonies? What are they for – cinema, music or TV?**

- the Brits
- the Emmys
- the Grammys
- the Oscars

2 5.2 2.22 **Watch or listen and answer the questions.**

1 Where are Max and the others?
2 Who thinks Max is fit? Sweet? Nice?
3 How many prizes does Max win?
4 Where is Max really?

3 **Study the Grammar box. Find examples of superlatives in the dialogue.**

Grammar Superlatives

Adjective	Comparative	Superlative
cool	cooler	the coolest
nice	nicer	the nicest
fit	fitter	the fittest
lazy	lazier	the laziest
original	more original	the most original
good	better	the best
bad	worse	the worst

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4 **In pairs, complete the sentences about the people in the photo with the comparative or the superlative form of the adjectives in brackets.**

1 Eva is *younger than* Sol. Max is *the youngest*. (young)
2 Max is _____ Sol. Eva is _____. (fit)
3 Max is _____ Eva. Sol is _____. (funny)
4 Sol is a _____ dancer _____ Lily. Dad is _____ dancer. (bad)
5 Lily has _____ eyes _____ Jenny. Eva has _____ eyes. (beautiful)

5 **Make similar sentences about the people in the photo with the words below.**

good dancer nice smile old small tall

Lily is older …

6 **In pairs, write superlative sentences for prizes in these categories.**

1 long hair
2 short hair
3 fit boy/girl
4 tall boy/girl
5 nice smile
6 original ideas
7 funny stories
8 cool style

The prize for the longest hair goes to …

7 **In groups, decide on the prize winners from your class for the categories in Exercise 6.**

And YOU

A: I think the prize for the longest hair in our class goes to Isabel.
B: No, I think Ella has longer hair than Isabel.
C: OK, the prize for the longest hair goes to Ella.

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5.4 GRAMMAR Superlatives

Lesson learning objective

Students can use superlatives to compare more than two people or things.

Lead in: review of comparatives

Write the names of three famous people on the board (e.g. George Clooney, Cristiano Ronaldo, Beyoncé). Put students into pairs and ask them to make comparative sentences about these famous people (e.g. *George Clooney is older than Cristiano Ronaldo. Beyoncé is a better singer than George Clooney.*). Set a time limit and then elicit comparative sentences from students.

Exercise 1

With Students' Books closed, check that students understand the meaning of the words *award* and *ceremony*, and elicit the name of a famous awards ceremony.

Then ask students to open their books and to read the names of the different awards ceremonies. Elicit the answers and ask students if they ever watch any of these ceremonies on television.

Answers: the Brits: music the Emmys: TV
the Grammys: music the Oscars: cinema

Exercise 2 5.2 2.22

Ask students to look at the photo and to try to name the characters from the dialogue (from left to right: Sol, Lily, Eva, Max, Max's dad, and the woman on the right is the presenter of the awards show).

When students have watched the video and found the answers to the questions, go through the Out of class box. Explain that we say *He/She/It is sweet* when we think that someone is cute or nice. Discuss that to hurry someone up, we can say *It's time to* + verb (e.g. *It's time to finish your breakfast. It's time to go to school.*), and that when we are confused or don't know what is happening, we can say *What's going on?* (e.g. If we get to school and there are three police cars outside the school gates, we can ask: *What's going on?*).

Answers:
1 They're at the Steps awards ceremony in New York.
2 Lily thinks he's fit. Eva thinks he's sweet. Sol thinks he's nice.
3 five
4 He's in his bed. It's a dream.

2.22

See page 247.

Exercise 3

When students have found the examples in the dialogue, review the spelling rules for comparatives, and show how the spelling rules for superlatives follow a similar pattern.

Point out that we usually use *the* before superlative forms (e.g. *the best film*), but that we don't use *the* with possessive pronouns (e.g. *my best friend*, not *my the best friend*).

Explain that we use superlatives to compare all the things in a group of three or more (e.g. *the tallest person in our class*, *the biggest country in the world*, *the most exciting activity*).

Exercise 4

Discuss the example with students. Elicit why the comparative is used for the first sentence (because it compares two people in the photo) and why the superlative is used for the second sentence (because it compares all the people in the photo).

Answers:
2 fitter than, the fittest
3 funnier than, the funniest
4 worse, than, the worst
5 more beautiful, than, the most beautiful

Exercise 5

Put students into pairs and ask them to make five comparative sentences and five superlative sentences about the people in the photo. When they have finished, invite them to share their sentences with the class.

Possible answers:
Eva is a better dancer than Sol. Max is the best dancer.
Max has a nicer smile than his dad. Sol has got the nicest smile.
Lily is older than Eva. Max's dad is the oldest.
Jenny is smaller than Max's dad. Eva is the smallest.
Lily is taller than Sol. Max's dad is the tallest.

Exercise 6

Give each pair of students a piece of paper. Explain that they should follow the example to write the sentence stems, and that they shouldn't yet write names at the end of the sentences. When they have finished, elicit the correct sentence stems.

Answers:
2 The prize for the shortest hair goes to …
3 The prize for the fittest boy/girl goes to …
4 The prize for the tallest boy/girl goes to …
5 The prize for the nicest smile goes to …
6 The prize for the most original ideas goes to …
7 The prize for the funniest stories goes to …
8 The prize for the coolest style goes to …

Exercise 7

Put students into groups of four. When the groups have agreed on the names of the winners, they should use one student's piece of paper to complete the sentences.

Collect the completed pieces of paper and read out sentences at random from different pieces of papers so that students don't know who wrote them.

Further practice

- Workbook page 58
- Grammar Time page 122
- Resource Pack
  Resource 56: Unit 5 Lesson 4 Grammar – Girl power
  Resource 57: Unit 5 Lesson 4 Video – The best dancer

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5.5 LISTENING and VOCABULARY World Music Day

Lesson learning objective

Students can identify specific detail in a radio programme and talk about live music.

Lead in: review of superlatives

Write on the board: *Who is the best … in the world? What is the most interesting … you study?*

Elicit ideas of words that could complete these questions (e.g. *Who is the best singer in the world? What is the most interesting subject you study?*).

Then ask students to write one question of their own using a superlative adjective.

When students have finished, invite them to mingle with their classmates. They should take turns to ask and answer each other's questions and to make a note of the different answers they receive to their own question. Set a time limit and, when they have finished, invite students to tell the rest of the class what they found out.

Exercise 1

After students have answered the questions, invite them to say which performance they think they would prefer to listen to and why.

Answers: They're playing keyboards, bass guitar and violin. In the top photo, they're on a stage. In the bottom photo, they're in a city street.

Exercise 2

Ask students to try to translate or explain each word in the Vocabulary box (e.g. *The people who watch a concert are the audience.*). Elicit which of the words could be used to describe people or things in each of the two photos (top photo: *audience*, *band*, *concert*, *group*, *stage* (possibly *singer*, as microphones are shown); bottom photo: *concert*, *group*, *street musician*).

Exercise 3 2.23

When students have checked their answers, ask them where in their town or area they could see a concert, street musicians or an orchestra, and where in their school there is a stage (if there is one).

Answers: **2** stage **3** audience **4** orchestra **5** street musicians

Exercise 4 2.24

Encourage students to read the sentences before they listen. When they have done the exercise, elicit the answers and the relevant extracts from the audio (in brackets in the answer key below).

Answers:
1 F ('from 1982')
2 F ('anyone who enjoys music')
3 T ('there are stages in streets and parks … at home')
4 T ('sometimes they're free')
5 T ('there's a lot happening')

2.24

See page 247.

Exercise 5 2.24

Ask students to read through the notes and to think about what kind of information they need (1 a date, 2 a year, 3 a place, 4 a number (of countries), 5 a phone number). They should already know some of this information from their explanations for the answers in Exercise 4.

Answers: **1** 21 June **2** 1982 **3** parks **4** 120 **5** 031632 576 994

Exercise 6

Set a time limit for pairs to discuss the questions.

Have a class discussion about question 2 and encourage pairs to share their information about events held on that day in their country/city. Then ask students to share their opinions about World Music Day.

Exercise 7 2.25

When students have checked their answers, elicit that when we talk about an activity, *enjoy* has a similar meaning to *like*. Point out that when we use *enjoy* to talk about our feelings about an activity, it is always followed by the *-ing* form of the verb.

Answers: **2** go **3** buy **4** see **5** play

Exercise 8

When the pairs are ready, invite them to ask and answer questions in front of the class.

Extra activity

Write question 1 from Exercise 7 on the board: *What kind of live music do you enjoy the most?* Cross out the words *live music*. Elicit other words that could complete the question (e.g. *holidays*, *films*, *computer games*). Do the same for question 2: *How often do you go to … ?* and for question 3: *Do you ever buy … online?*

Put students into pairs and tell them to work together to write three questions. When they are ready, join two pairs together and tell them to take turns to ask and answer one another's questions. Invite pairs to share their questions and answers with the rest of the class.

VOX POPS 5.3

While students are watching, ask them to find the answer for each question which is the most different from how they would answer the question.

After watching, invite students to share their ideas with the class (e.g. *1 The answer which is the most different from my own answer is musicals. I hate them!*).

Further practice

- Workbook page 59
- Resource Pack
  Resource 58: Unit 5 Lesson 5 Listening and Vocabulary – Draw the word

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5.5 LISTENING and VOCABULARY World Music Day

I can identify specific detail in a radio programme and talk about live music.

1 Look at the poster for World Music Day. What instruments are the musicians playing? Where are they?



2 Study the Vocabulary box. Check you understand the words.

Vocabulary Live music

audience band concert group
orchestra singer stage street musician

3 2.23 Choose the correct option. Listen and check.

In a typical pop [1]*audience* / *concert* the singer and the band play on a [2]*concert* / *stage*. They're higher up than the [3]*audience* / *group*. It's different for the [4]*band* / *orchestra* in a classical music concert, of course. And it's different for [5]*singers* / *street musicians* too. They're right next to the audience.

4 2.24 Listen to a radio programme about World Music Day. Mark the sentences true (T) or false (F).

1 ☐ World Music day is a new festival from France.
2 ☐ World Music Day is only for professional musicians.
3 ☐ On World Music Day you can enjoy music in many different places.
4 ☐ On World Music Day you don't always pay to go to a concert.
5 ☐ People celebrate World Music Day in Dublin.

5 2.24 Listen again and complete the notes.

World Music Day (WMD)

Date:	[1] _____
First WMD:	Country: France Year: [2] _____
People play music:	in streets, in [3] _____, at home
Takes place in:	more than 700 cities in [4] _____ countries
More information:	visit wmddub.com or phone [5] _____

6 In pairs, discuss the questions.

1 What do you like about World Music day?
2 What happens on World Music day in your country/ city?

7 2.25 **WORD FRIENDS** Complete the questions with the verbs below. Listen and check.

buy ~~enjoy~~ go play see

1 What kind of live music do you *enjoy* the most?
2 How often do you _____ to concerts?
3 Do you ever _____ concert tickets online?
4 Which group or singer do you most want to _____ in a live concert?
5 Where do street musicians _____ music in your town?

8 [VOX POPS ▶ 5.3] In pairs, ask and answer the questions in Exercise 6.

A: What kind of live music do you enjoy the most?
B: I really enjoy classical music concerts.

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5.6 SPEAKING Making suggestions

I can make and respond to suggestions.



AUDIO **WHAT DO YOU SUGGEST?**

Lily: It's really hard to get a birthday present for Dad.
Eva: Can I make a suggestion?
Max: Sure.
Lily: Yes, of course.
Eva: Why don't you get him a musical instrument?
Max: Yeah, great idea! Why don't we get him a trumpet?
Lily: Yes, why not? Or what about a harmonica?
Eva: I don't get it. What's so funny?
Lily: Dad can't play music. He's worse than me and I'm terrible.
Max: Sorry, Eva. Have you got any other suggestions?
Eva: How about a karaoke system? … What?
Lily: That's not a good idea. Dad loves music, but he's the worst singer in the world!
Eva: Oh! Well, what do you suggest?
Lily: Let's get him a CD.
Max: No!
Eva: Why not?
Max: Because he only listens to punk rock. Listen!
Eva: Wow!
Max: I know. It's terrible!
Eva: I've got an idea. Why don't you …

I don't get it. *What's so funny?* *Wow!* *I've got an idea.*

OUT of class

1 CLASS VOTE **Is it harder to find a birthday present for your mother, father, grandparents, brother, sister or best friend? Why?**

2 2.26 **Read or listen and answer the questions.**

1 What presents does Eva suggest?
2 Why do Max and Lily laugh?
3 Why does Max not like Lily's suggestion?

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

Speaking Making suggestions

What do you suggest?
Have you got any (other) suggestions?

Can I make a suggestion?	Sure./Yes, of course.
Why don't you/we …? How/What about …? Let's …	Yes, why not?/Great idea! Maybe./I'm not sure. No, that's not a good idea.

4 2.27 **Guess: what is Eva's final idea? Listen and check. Why is it a good present?**

5 2.28 **Complete the dialogue with phrases from the Speaking box. Listen and check.**

Sol: I want to get my grandma a present. What [1] *do you suggest*?
Max: Why [2] _____ get her a book?
Sol: I'm [3] _____. Have you got [4] _____?
Max: How [5] _____ a CD?
Sol: Hmm, [6] _____.
Max: Or [7] _____ some chocolates?
Sol: Yeah, [8] _____! [9] _____ go to the shops.
Max: Can I [10] _____?
Sol: [11] _____.
Max: [12] _____ we look online? It's easier.

6 2.29 **Listen to five suggestions. Respond with words or phrases from the Speaking box.**

And YOU

7 **Work in pairs. Student A, follow the instructions below. Student B, go to page 128.**

1 Read these situations to Student B. Respond to his/her suggestions.
- It's my father's/mother's birthday soon and I want to get him/her a present.
- I'm a little bit hungry.

2 Listen to Student B's situations. Make suggestions. Use the ideas below if you need to.
- go for a walk in the country/listen to music/read a book
- study with a friend/play a game to relax/watch YouTube videos in English

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5.6 SPEAKING Making suggestions

Lesson learning objective

Students can make and respond to suggestions.

Lead in: review of vocabulary from the previous lesson

Write the words from the Vocabulary box on page 63 on eight small pieces of paper. Put students into eight groups, and give one word to each group. Set a time limit for the groups to practise miming their word. Then invite each group to come to the front of the class to perform their mime while the rest of the class try to guess their word.

Exercise 1

Ask students to keep their Students' Books closed, and ask them the question in the rubric. Put students into pairs and tell them to discuss what presents they usually buy each person.

Exercise 2 2.26

Tell students to cover the dialogue in the Students' Book and look at the photo. They should discuss whose birthday they think it is. When students have listened to the audio and answered the questions, go through the Out of class box with them. Point out that *I don't get it* means the same as *I don't understand*. Explain that we ask *What's so funny?* when other people are laughing and we don't know why. Explain that we say *Wow!* when something surprising happens, and that it can be used for both good and bad surprises. Explain that we say *I've got an idea* when we want to share an idea with other people.

Answers:
1 a musical instrument and a karaoke system
2 Because Dad can't play music and he's a terrible singer.
3 Because Dad only listens to punk rock and Max thinks it's terrible.

Exercise 3

When students have found the examples in the dialogue, discuss Eva's first suggestion and the responses. Ask students if Max and Lily really think that Eva's idea is a good one and if their suggestions are serious (no). Explain that when we say the opposite of what we mean, with a certain intonation, this is called being sarcastic.

Exercise 4 2.27

Elicit ideas from students and write them on the board. Ask students which of the ideas on the board they think is the best idea, giving reasons why. When students have listened to the audio, ask them to give their opinions about Eva's idea.

Answer: Headphones. It's a good present because Dad can listen to his music and Max and Lily can't hear it.

2.27

See page 248.

Exercise 5 2.28

Tell students to cover the Speaking box and the dialogue, and to try to complete the exercise without referring to them. If there are any words or phrases they can't remember, tell them to leave the gaps blank and that they can complete them when they listen to the audio.

Answers: **2** don't you **3** not sure **4** any other suggestions **5** about **6** maybe/I'm not sure **7** what/how about **8** great idea **9** Let's **10** make a suggestion **11** Sure/Yes, of course **12** Why don't

Exercise 6 2.29

Tell students that for each suggestion, there may be more than one way of responding. Play the audio and pause after the first suggestion. Elicit all the possible ways of responding (e.g. *Yes, of course. Sure.*), and then allow students to hear what the actual response was. Repeat the process for all the suggestions.

2.29

See page 248.

Exercise 7

Go through the instructions with students. Point out that ideas have been given for making suggestions but that they should also try to think of their own ideas. When students have finished, invite pairs to roleplay one of the situations in front of the class.

Extra activity

Tell students to think of a different situation for which they may need suggestions from other people (e.g. *I'm going to a party on Friday and I don't know what to wear. I don't understand my Maths homework.*).

Ask students to work on their own to choose one situation. When they are ready, put them into groups of four. They should take turns to describe their situation and to ask for suggestions. The other three students should each give a different suggestion. When the groups have finished, invite students to describe their situations and the best suggestion that they were given.

Further practice

- Workbook page 60
- Resource Pack
  Resource 59: Unit 5 Lesson 6 Speaking – Give them a present
  Resource 60: Unit 5 Lesson 6 Audio – What do you suggest?

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5.7 WRITING Texts and tweets

Lesson learning objective

Students can write short messages (texts and tweets).

Lead in: review of making and responding to suggestions

Tell students to work on their own. Ask them to think of a situation in which they may need to ask for suggestions (e.g. *I need to think of a name for my pet dog.*). Tell them to write a note that explains their situation and asks for a suggestion.

When students are ready, put them into pairs and tell them to swap notes. They should read their partner's note and then write a suggestion below the note. Encourage students to include reasons for their suggestion (e.g. *Why don't you call him Messy? Your dog is messy and you really like Messi, the footballer.*).

When students have finished, they should swap notes once more and, below their partner's suggestion, write to say if they think the suggestion is helpful or not, giving reasons if possible (e.g. *I'm not sure. I don't want to shout 'Messy' in the park. People might laugh at me.*).

Tell students to hold onto their notes, and that they will be referring to them again later in the lesson.

Exercise 1

Put students into pairs to discuss the question, and then elicit the answers. Point out that the words *text* and *tweet* can be used as verbs or as nouns. When they are used as nouns, they can follow verbs such as *send*, *write*, *receive* and *share*.

Answers:

1 texting

2 Text: you send it to a specific person or group. You can't send it without a phone. Tweet: a lot of people can read it. You use the internet to send it. It can't be longer than 140 characters (letters and symbols).

Exercise 2

Have a show of hands to find out the answer to question 1. Then put students into small groups and ask them to discuss questions 2 and 3. Invite groups to share their ideas with the rest of the class.

Exercise 3

When pairs have found the answers, have a class discussion about the abbreviations in the texts and whether or not they know any other abbreviations.

Ask if there are any abbreviations that relate specifically to their L1 rather than English.

Answers:

1 Friday April 3 at 7.30 p.m.

2 £25

3 Isabel Ford likes Alpha Boys. BenJo doesn't like them.

Exercise 4

To save time, one student in each pair can rewrite the text messages and the other can rewrite the tweets. After you have elicited the answers, have a class discussion about whether or not students write texts and tweets in the same style, with more or fewer abbreviations, with more or fewer emojis, and so on.

Answers:

B

- Great news. There's an Alpha Boys concert at the Brighton Centre on Friday the third of April at seven thirty. The tickets are twenty-five pounds. You can buy the tickets online. Do you want to go?
- Yes, can you get tickets for me and my sister, please?
- OK, I can get them. See you later tonight. Bye for now.
- Thanks. You are the best! See you tomorrow.

C

- The new Alpha Boys tour starts in April. The first concert is in Brighton. Be there!
- I can't wait! Alpha Boys are the best boy band ever. I love you guys.
- I'm laughing out loud! Are you OK? You're joking, right? Alpha Boys are boring. One Direction are better.

Exercise 5

When students have done the exercise, put them into small groups. Ask them to work together to draw any other emojis that they know, and set a time limit. Then invite groups to draw one or two of their emojis on the board, and ask the rest of the class to say what they think each emoji means.

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

Exercise 6

When students have completed the exercise, invite six students to write, one at a time, one of their shortened messages on the board. The rest of the class try to see if the message can be shortened any further.

Answers: **2** Got tickets 4 concert **3** W8 4 me @ bus stop, pls **4** RU OK 2 C us 2MORO? **5** GR8! THX. BFN. **6** CU 2NITE! **7** Y RU L8?!

Exercise 7

Put students into groups of three. Assign a letter to each group, either A or B. Tell all the A groups to write a text or tweet about school and homework, and all the B groups to write a text or tweet about plans with friends.

When they have written their texts, the A groups should swap their texts with the B groups and write a response. Repeat the process, swapping topics between the A groups and the B groups.

Homework

Tell students to read the text on page 68 of the Students' Book. They should look up any words they don't know the meaning of and translate them into L1.

As an additional task, ask students to write an example sentence illustrating the meaning of each of these words: *brain*, *hearing*, *physical*, *rewarding*, *team*.

Further practice

- Workbook page 61
- Resource Pack
  Resource 61: Unit 5 Lesson 7 Writing – Texts and tweets

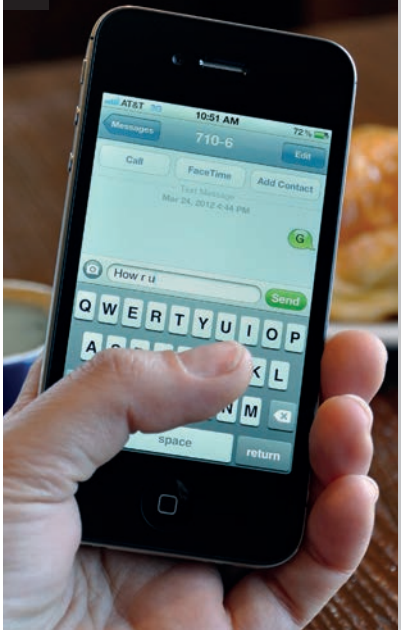
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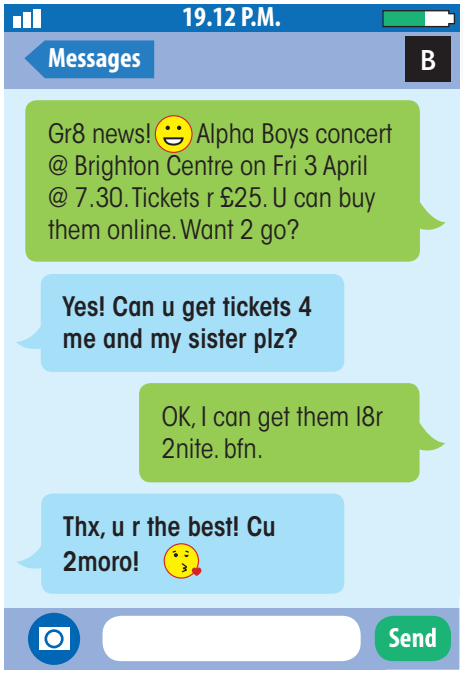
5.7 WRITING Texts and tweets

I can write short messages (texts and tweets).

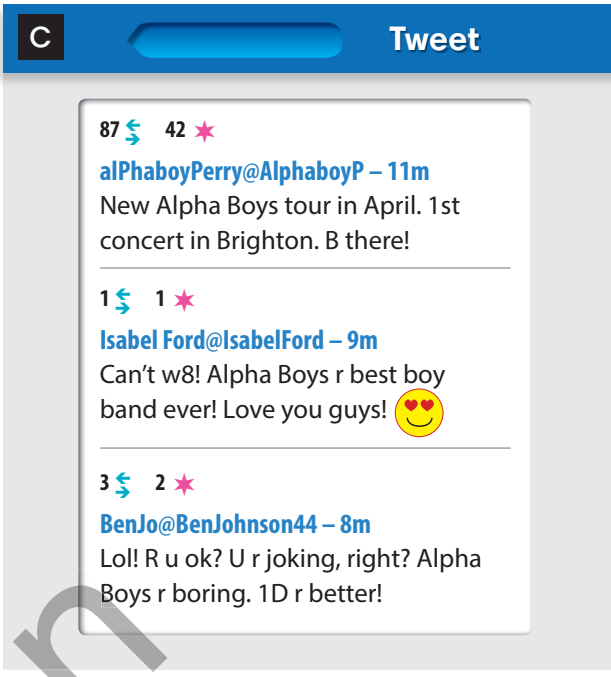
A



B



C



1 **Look at the pictures and answer the questions.**

1 What's the person doing in picture A?
2 How are texts different from tweets?

2 CLASS VOTE **Answer the questions.**

1 Are you on Twitter?
2 How often do you write texts or tweets?
3 What's better, texting or tweeting? Why?

3 **In pairs, read the texts and tweets in B and C and answer the questions.**

1 When is the Alpha Boys concert in Brighton?
2 How much are the tickets?
3 Who likes/doesn't like Alpha Boys?

4 **Study the Writing box. In pairs, write out the texts and tweets in pictures B and C with all the words.**

Great news! There's an Alpha Boys concert …

Writing Writing texts and tweets

To make texts and tweets short, you can:

- eliminate some words, e.g. *I*, *you*, *there*; *a/an*, *the*, *some*; *be*, *do*, *have*
- use symbols, abbreviations and acronyms, e.g.
  - @ = at; 2 = to/too; 4 = for
  - b = be; c = see; u = you; r = are; y = why
  - bfn = bye for now; lol = laughing out loud; plz = please; 2nite = tonight; 2moro = tomorrow
  - use emojis

1  2  3  4  5 

5 **Match emojis 1–5 in the Writing box with meanings a–e.**

a ☐ I'm sad.
b ☐ Kisses!
c ☐ I'm shocked.
d ☐ I love it/you!
e ☐ I'm happy.

6 **Make the sentences shorter. Use the Writing box to help you.**

1 Do you want to come here later?
Want 2 come here l8r?
2 I've got the tickets for the concert.
3 Wait for me at the bus stop, please.
4 Are you OK to see us tomorrow?
5 Great! Thanks. Bye for now.
6 See you tonight!
7 Why are you late?!

Writing Time

7 **In groups, write texts or tweets to other groups about the ideas below. Use the Writing box to help you make the texts and tweets shorter. Reply to the messages you receive.**

- school and homework
- plans with friends (TV, sport, shopping, music, cinema)

Maths homework difficult!
Want 2 study 2gether 2nite? 

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Extra activity

Put students into pairs. Tell them to find five words in the wordlist that haven't been tested so far in the exercises, and to write gapped words in the same way as has been done in Exercise 2. Explain that, depending on the length of the word, they can give up to three letters and that they don't have to give the first letter.

Then tell the pairs to close their Students' Books and to swap their gapped words with another pair. The pairs take turns to give clues about their gapped words and to try to guess the words (e.g. _ *l* _ _ *g* _ *t* – *It means OK* (alright).).

Further practice

Workbook page 62

WORDLIST Musical instruments | Musical genres | Opinion adjectives | Live music

accordion /əˈkɔːdiən/ n
acting /ˈæktɪŋ/ adj
alright /ˌɔːlˈraɪt/ adj
audience /ˈɔːdiəns/ n
awards ceremony /əˈwɔːdz ˈserəmənɪ/ n
ballet dancer /ˈbæleɪ ˈdɑːnsə/ n
band /bænd/ n
bass guitar /ˌbeɪs gɪˈtɑː/ n
boring /ˈbɔːrɪŋ/ adj
boy band /bɔɪ bænd/ n
break dancer /breɪk ˈdɑːnsə/ n
brilliant /ˈbrɪljənt/ adj
CD /ˌsiː ˈdiː/ n
cello /ˈtʃeləʊ/ n
cinema /ˈsɪnəmə, ˈsɪnɪmə/ n
classical music /ˌklæsɪkəl ˈmjuːzɪk/ n
composer /kəmˈpəʊzə/ n
concert /ˈkɒnsət/ n
cool /kuːl/ adj
country music /ˈkʌntri ˈmjuːzɪk/ n
cute /kjuːt/ adj
dance move /dɑːns muːv/ n
dance routine /dɑːns ruːˈtiːn/ n
dancer /ˈdɑːnsə/ n
dancing /ˈdɑːnsɪŋ/ n
drums /drʌmz/ n
fantastic /fænˈtæstɪk/ adj
film /fɪlm/ n
film-maker /ˈfɪlmˌmeɪkə/ n
fit /fɪt/ v
flute /fluːt/ n
fun /fʌn/ n
funny /ˈfʌni/ adj
great /greɪt/ adj
group /gruːp/ n
guitar /gɪˈtɑː/ n
harmonica /hɑːˈmɒnɪkə/ n
headphones /ˈhedfəʊnz/ n
hip-hop /ˈhɪp hɒp/ n
hit song /hɪt sɒŋ/ n
intelligent /ɪnˈtelədʒənt, ɪnˈtelɪdʒənt/ adj
interesting /ˈɪntrəstɪŋ, ˈɪntrɪstɪŋ/ adj
jazz /dʒæz/ n
keyboards /ˈkiːbɔːdz/ n
lazy /ˈleɪzi/ adj
live music /laɪv ˈmjuːzɪk/ n
message /ˈmesɪdʒ/ n
musical /ˈmjuːzɪkəl/ adj
musical instrument /ˈmjuːzɪkəl ˈɪnstrəmənt/ n
(street) musician /(ˈstriːt) mjuːˈzɪʃən/ n
OK /ˌəʊ ˈkeɪ/ interj
orchestra /ˈɔːkəstrə, ˈɔːkɪstrə/ n
original /əˈrɪdʒɪnəl, -dʒənəl/ adj
piano /piˈænəʊ/ n
pop music /pɒp ˈmjuːzɪk/ n
pop star /pɒp stɑː/ n
prize /praɪz/ v
punk rock /pʌŋk rɒk/ n
rap /ræp/ n
recommend /ˌrekəˈmend/ v
reggae /ˈregeɪ/ n
review /rɪˈvjuː/ n
rock music /rɒk ˈmjuːzɪk/ n
saxophone /ˈsæksəfəʊn/ n
sense of humour /sens əv ˈhjuːmə/ n
shocked /ʃɒkt/ adj
(dance) show /(dɑːns) ʃəʊ/ n
sing /sɪŋ/ v
singer /ˈsɪŋə/ n
solo artist /ˈsəʊləʊ ˈɑːtəst/ n
songwriter /ˈsɒŋˌraɪtə/ n
stage /steɪdʒ/ n
story /ˈstɔːri/ n
successful /səkˈsesfəl/ adj
talented /ˈtæləntəd, ˈtæləntɪd/ adj
techno /ˈteknəʊ/ n
terrible /ˈterəbəl, ˈterɪbəl/ adj
theatre /ˈθɪətə/ n
traditional /trəˈdɪʃənəl/ adj
trumpet /ˈtrʌmpət, ˈtrʌmpɪt/ n
typical /ˈtɪpɪkəl/ adj
violin /ˌvaɪəˈlɪn/ n
win /wɪn/ v
wonderful /ˈwʌndəfəl/ adj

WORD FRIENDS

be a big fan of something
buy tickets (online)
enjoy music
go to a concert
laugh at something
listen to music
look online

VOCABULARY IN ACTION

1 Use the wordlist to find:

1 eight musical instruments you play with your hands *accordion, …*
2 four musical instruments you play with your hands and mouth *flute, …*
3 ten people who work in music or dance *ballet dancer, …*

2 Complete the types of music.

1 p o p
2 r _ _
3 r _ c _
4 j _ _ z
5 h _ _-h _ _
6 c _ u _ _ r _
7 t _ _ h _ _
8 r _ g g _ _
9 c _ _ s _ i _ a _
10 t _ _ d _ _ i _ _ a _

3 In pairs, complete the sentences with words from the Word Friends list. Say if the sentences are true for you.

1 My grandparents often *listen* to music at home. They have a piano in their living room.
2 I'm a big _____ of One Direction. I want to _____ them in concert one day.
3 My dad _____ rock music, especially AC/DC. He sometimes _____ to concerts.
4 My mum _____ to reggae every day in the car. She loves Bob Marley.
5 It's quicker and easier to _____ tickets for concerts online.

4 2.30 PRONUNCIATION Listen to how we pronounce the /æ/ and /ʌ/ sounds. Look at the underlined letters and decide which sound you hear. Write the words in the correct column.

b<u>a</u>nd dr<u>u</u>ms f<u>a</u>n p<u>u</u>nk c<u>ou</u>ntry j<u>a</u>zz f<u>u</u>nny
r<u>a</u>p b<u>a</u>llet tr<u>u</u>mpet cl<u>a</u>ssical w<u>o</u>nderful

/æ/	/ʌ/
band	*drums*

5 2.31 PRONUNCIATION Listen, check and repeat.

Exercise 1

1 bass guitar, cello, drums, guitar, keyboards, piano, violin
2 harmonica, saxophone, trumpet
3 break dancer, composer, dancer, filmmaker, (street) musician, pop star, singer, solo artist, songwriter

Exercise 2

2 rap
3 rock
4 jazz
5 hip-hop
6 country
7 techno
8 reggae
9 classical
10 traditional

Exercise 3

2 fan, see
3 enjoys, goes
4 listens
5 buy

Exercise 4

/æ/: rap, band, fan, jazz, ballet, classical
/ʌ/: punk, drums, country, funny, trumpet, wonderful

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Extra activity

Put students into pairs and tell them to make five comparative sentences about themselves. Emphasise that their comparative sentences shouldn't include anything that could upset one of them (e.g. *I'm better looking than John.*). Explain that the sentences should be factual (e.g. *older*, *younger*, *taller*, *shorter*), or refer to traits that students don't mind admitting (e.g. *lazier*, *funnier*, *better behaved*). When they are ready, invite students to share their ideas with the class.

Further practice

- Workbook page 63
- Resource Pack
  Resource 62: Unit 5 Vocabulary – Guess it
  Resource 63: Unit 5 Grammar – Good, better, best

Revision

VOCABULARY

1 **Complete the questions with the words below. There are two extra words. In pairs, ask and answer the questions.**

artist award ballet classical fan hit instrument moves music show street

1 Do you like dancing? Have you got any good dance *moves*?
2 In your opinion, who's the best composer of _____ music?
3 Do you think it's more difficult to be a _____ dancer or a break dancer?
4 What's your favourite _____ song this year?
5 Where does the Oscar _____ ceremony take place?
6 Do your parents give money to _____ musicians?
7 What's the best place to listen to live _____ in your town?
8 Is your favourite singer a solo _____ or is he/she in a group?
9 Who in your family can play a musical _____?

2 **Complete the words in the text.**

In a typical rock [1]**g***roup* there is a [2]**s**_____, a drummer, two [3]**g**_____ players and a [4]**b**_____ guitarist. Sometimes there is a [5]**k**_____ player too. In a rock [6]**c**_____ the musicians stand on the [7]**s**_____. The [8]**a**_____ is in front of the group. If the concert is good, it's a lot of [9]**f**_____ and everyone is [10]**d**_____.

3 **In pairs, use these adjectives to guess your partner's opinion about the people and things below.**

alright boring brilliant cool fantastic funny great interesting OK terrible

1 musicals
2 boy bands
3 hip-hop
4 dance shows
5 awards
6 ballet dancing
7 break dancing
8 punk rock
9 music lessons
10 classical music

A: You think musicals are boring.
B: False – I think they're great.

GRAMMAR

4 **Study the fun facts and compare Stacey and Mo from the Go Girls.**

Fun facts about the Go Girls

	Age	Height	Good musician?	Personality
Stacey	17	1.78		friendly, nice
Mo	18	1.60		intelligent, quiet

Stacey is younger than Mo.

5 **Complete the questions with the superlative form of the adjectives in brackets. In pairs, ask and answer the questions.**

1 Who is *the worst* (bad) singer in your family?
2 Who is _____ (funny) person in your school ?
3 Who is _____ (talented) musician in your town?
4 Who has got _____ (nice) personality in your family?
5 Who is _____ (fit) person you know?
6 What is _____ (interesting) programme on TV right now?
7 What is _____ (good) pop group in the world?
8 Who is _____ (successful) singer your country?

A: Who is the worst singer in your family?
B: My dad! No, my little sister – she's terrible!

SPEAKING

6 **Work in pairs. Student A, follow the instructions below. Student B, go to page 128.**

- Student A, you have a ticket for a pop concert, but you can't go. You don't know what to do with the ticket. Ask Student B for suggestions.
- Listen and respond to Student B's suggestions. (Don't accept the first one!)
- Then listen to Student B's problem and make suggestions (e.g. throw the T-shirt away, wear it only in front of your grandmother, give it to a friend).

DICTATION

7 2.32 **Listen. Then listen again and write down what you hear.**

SELF-ASSESSMENT Think about this unit. What did you learn? What do you need help with? **WORKBOOK** p. 62

Exercise 1

2 classical
3 ballet
4 hit
5 Award
6 street
7 music
8 artist
9 instrument

Exercise 2

2 singer
3 guitar
4 bass
5 keyboards
6 concert
7 stage
8 audience
9 fun
10 dancing

Exercise 4

Mo is older than Stacey.
Stacey is taller than Mo.
Mo is shorter than Stacey.
Mo is a better musician than Stacey.
Stacey is a worse musician than Mo.
Stacey is friendlier than Mo.
Stacey is nicer than Mo.
Mo is more intelligent than Stacey.
Mo is quieter than Stacey.

Exercise 5

2 the funniest
3 the most talented
4 the nicest
5 the fittest
6 the most interesting
7 the best
8 the most successful

Exercise 7

The most talented street musician in my town is a young woman from Poland. She plays classical music. She plays the violin better than the cello. You can buy her CDs online.

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CULTURE

Why do we play musical instruments?



Why learn an instrument?

Many children learn to play an instrument when they are young. In the UK today, seventy-six percent of children aged five to fourteen play an instrument. That's a lot more than in 1999, when it was only forty-one percent. Today, for the first time, the electric guitar is more popular than the violin! The most popular instrument to learn is the keyboards. And playing a musical instrument is good for us. Why?

A Scientists think that people who play an instrument can get cleverer. It changes their brains. They have better memories and get better marks in intelligence tests. They're good at Maths and Science too!

B Playing an instrument also helps with physical things. Your hearing gets better and you can do sports like running and swimming better too. That's because when we learn to play an instrument, we use different parts of our brains.

C It's good for relaxing. When we play an instrument, we can put our feelings into the music. If we're worried, music helps us. We also become more creative.

D We can play with other people. It's good for meeting new friends. It's also good to learn how to work together in a team. That's important for our future job.

E It's fun! It's exciting and it's rewarding. People listen to music and they're happy. It's a great feeling to make people happy with music.

So why are you waiting? Learn to play an instrument and change your life!

GLOSSARY
brain (n) the part inside your head that makes you think and feel
hearing (n) the ability to hear
physical (adj) connected with your body, not your mind
rewarding (adj) making you feel happy because you can do something difficult or important
team (n) a group of people who work together or play a sport/ game together

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Lead in: topic introduction

Tell students to keep their Students' Books closed and put them into groups of four. If you set the homework suggestion for the unit, ask the groups to discuss any vocabulary they found difficult. They should also discuss their example sentences if you set the additional task.

If students haven't done the homework, ask them to look at the glossary on page 68. Students should find the words in the text and rewrite the sentences using different words or phrases which have the same meaning (e.g. *It [music] changes the part inside their heads that makes them think and feel.*).

5.4

National Youth Orchestra of Iraq

Tu'qa plays the cello in an orchestra. Together with other young musicians, she's in Scotland to play some concerts. Teenagers in an orchestra – is that unusual? No. But for these teenagers it is unusual. In their country they can't practise together. It's too dangerous. These teenagers haven't got teachers. They are all self-taught. They download music from the internet. They watch people with instruments online and they copy them. Then they practise and practise. Zuhal is seventeen and the orchestra is her idea. She wants the young people in her country to play together. To join the orchestra, the players make a video and put it online. Tu'qa is auditioning through YouTube. This is Waleed Ahmed Assi. He plays the flute. He's brilliant. This is Chia Sultan. He plays the double bass. He learns from YouTube and practises in his room. Now the teenagers are having a break from practice. It's time for a party. They're playing music and dancing. They love it. Here in Scotland they are having a wonderful time. They love music. And playing music together is easier now. They want to come again.

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Exercise 1

Put students into pairs and make the first question into a competition. Set a time limit for pairs to write the English names of as many instruments as they can. At the end of the time limit, ask how many names of instruments the pairs wrote, and elicit what they are. Then ask students the second question and encourage them to give reasons for their answers.

Exercise 2

Ask students to read the questions without looking at the text. Tell students that the questions all refer to children in the UK. Elicit their ideas, and then ask them if they think the answers would be the same in their country.

Exercise 3

When students are ready, elicit the answers to the questions and ask them if they found any of the information in the text surprising.

Answers: **1** 76 percent **2** the electric guitar **3** keyboards

Exercise 4

Put students into pairs. Ask them to read the sentences and to discuss anything they can remember from the text. When the pairs are ready, elicit the answers with the relevant information from the text.

Answers: **1** T **2** T **3** F **4** F **5** F **6** T

Exercise 5

Explain to students that this exercise is an opportunity for them to express their opinion, and that there are no correct answers. When the pairs have discussed and compared their ideas with a second pair, invite them to share their ideas with the rest of the class.

Extra activity

Put students into pairs: Student A and Student B. Student A plays the role of a parent and Student B plays the role of a child. They write a short roleplay in which the parent tries to encourage the child to learn to play a musical instrument and the child gives their reasons why they don't want to learn to play it. When the pairs are ready, encourage them to practise their roleplay, and then invite pairs to act out their roleplays in front of the class.

Background notes

Iraq is a country in the Middle East. Because of two rivers, the Tigris and Euphrates, Iraq has always been a fertile area. In ancient times the area was called Mesopotamia and was referred to as the 'cradle of civilisation'. It was in this area that people first began to read, to write, to create laws and to live in cities. In 2003 Iraq was invaded by a multinational force, and its leader, Saddam Hussein, was killed. Since then, the country has suffered attacks by many groups trying to overthrow the government, and parts of the country are beyond government control.

Exercise 6

Elicit anything that the students know about Iraq, and discuss reasons why students think that the National Youth Orchestra of Iraq may be special (e.g. *It is made up of people wounded in wars. It is made up of different groups of people who are usually enemies.*).

Exercise 7 5.4

When students have watched the video and matched the names with the photos, elicit the answer to the question from Exercise 6. (The orchestra is special because all the members taught themselves how to play musical instruments by watching videos on YouTube.)

Answers: **1** B **2** C **3** D **4** A

Exercise 8 5.4

Put students into pairs. Before you play the video once more, ask the pairs to read the questions and to discuss what they can remember. When they are ready, elicit the pairs' guesses, and then play the video so that they can check their answers.

Pause the video at 40 seconds and ask students if they know the name of the instrument that Zuhal is playing (the tambourine).

Answers:

1 to play some concerts
2 It's too dangerous.
3 They are self-taught./They teach themselves. They also watch people online and copy them.
4 They make a video and put it online.
5 Waleed Ahmed plays the flute. Chia Sultan plays the double bass.

Exercise 9

Give students a time limit of 30 seconds to think about the question. Then put them into pairs so that they can discuss their ideas.

When they have finished, have a class vote and elicit reasons to find out why students would or wouldn't like to go to a concert by the orchestra.

Exercise 10

Remind students:

- to make their presentation short and easy to follow.
- to have key information written on their slides so that their audience can read and listen at the same time.
- not to write detailed notes which they have to read during the presentation.
- not to use language that is too difficult for this level, i.e. students shouldn't use vocabulary that they have to look up, unless the vocabulary is essential, in which case they should provide translations or explain the meanings of the words.
- not to cut and paste long sections of text from the internet or use online translation programmes to translate text from their language into English.

Make sure that every student in a group is involved in preparation for the presentation and has the chance to present some of the facts to the class.

Give the groups a time limit for creating their presentations. Allocate a time in a future lesson for the groups to present their work to the class.

Further practice

- Workbook pages 64–65
- Resource Pack
  Resource 64: Unit 5 BBC Culture – Home-grown entertainment
  Resource 65: Unit 5 Culture – Music from around the world

Pearson

EXPLORE

1 In pairs, ask and answer the questions.

1 How many instruments can you name?
2 What's your favourite instrument?

2 In pairs, try to guess the answers to these questions.

1 What percentage of children in the UK play an instrument?
2 What's more popular – the electric guitar or the violin?
3 What's the most popular instrument for children to learn?

3 Read the article. Check your ideas from Exercise 2.

4 Read the text again. Mark the sentences T (true) or F (false).

1 ☐ More children play instruments than before.
2 ☐ People who play an instrument can remember more things.
3 ☐ All good sports stars also play instruments.
4 ☐ Worried people play better music.
5 ☐ People who play an instrument find jobs quicker.
6 ☐ Listening to music can help people feel better.

5 In pairs, order points A–E in the article (1 = most important, 5 = least important). Compare your ideas with another pair.

EXPLORE MORE

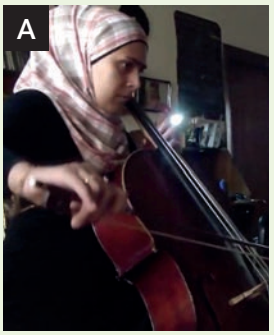
6 You are going to watch part of a BBC programme about an orchestra. Read an advert for the programme. Why do you think the orchestra is special?

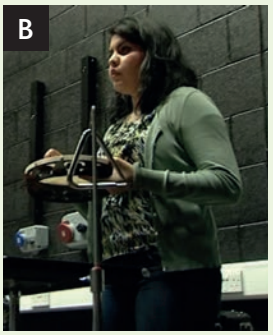
National Youth Orchestra of Iraq

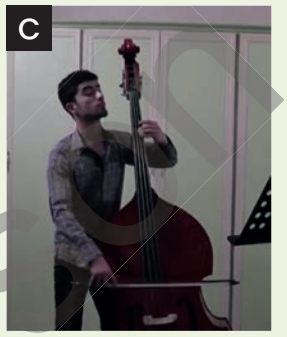
This programme is about a special orchestra of young people from Iraq. Why is it special? Watch and learn!

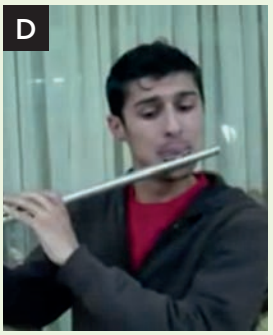
7 5.4 Watch the video and match names 1–4 with photos A–D.

1 ☐ Zuhal
2 ☐ Chia Sultan
3 ☐ Waleed Ahmed
4 ☐ Tu'qa


A


B


C


D

8 5.4 Watch again and answer the questions.

1 Why is the orchestra in Scotland?
2 Why can't they practise in their country?
3 How do they learn to play instruments?
4 How do they join the orchestra?
5 What instrument does Waleed Ahmed play? Chia Sultan?

9 Would you like to go to a concert by this orchestra? Why? / Why not?

YOU EXPLORE

10 CULTURE PROJECT In groups, write a presentation about an interesting orchestra in your country.

1 Use the internet to research an orchestra.
2 Find some pictures, videos and audio.
3 Write your presentation.
4 Share it with the class.

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6

A question of sport

VOCABULARY
Sports | Sportspeople | Collocations: *score a goal, win a match*, etc. | Sports competitions | Interests and hobbies: collocations with *go*, *do* and *play*

GRAMMAR
was/were | *there was/there were* | Past Simple affirmative (regular and irregular verbs) | *ago*

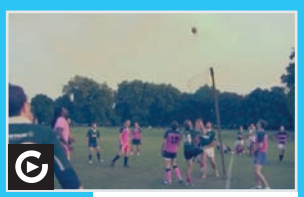
Grammar: A funny thing happened to me



Speaking: What do you do in your free time?



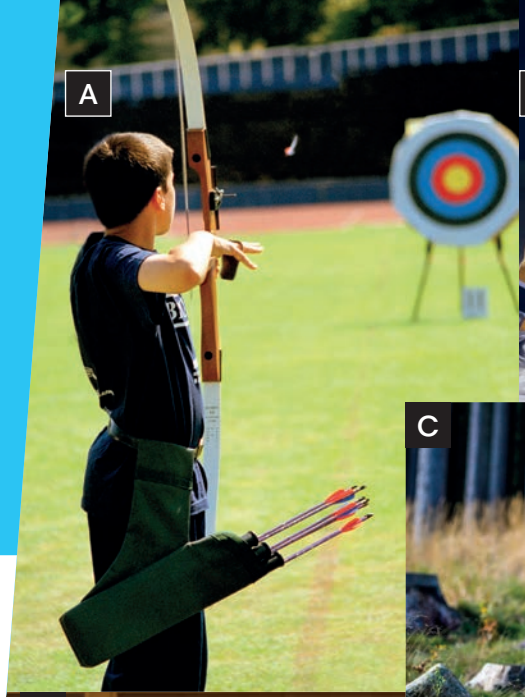
BBC Culture: Rugbynet



Workbook p. 77

BBC VOX POPS

EXAM TIME 2 > p. 132















6.1 VOCABULARY Sports

I can talk about sports and sportspeople.

1 Study the Vocabulary A box. In pairs, ask and answer the questions.

1 Which sports can you see in the photos?
2 Which are team sports and which are usually individual sports?

Vocabulary A Sports

archery baseball basketball cycling football ice hockey judo running swimming tennis

2 CLASS VOTE What's your favourite sport to watch? To play?

My favourite sport to watch is …

3 Study the Vocabulary B box. Match the sportspeople with the right sports in the Vocabulary A box. Which word can go with more than one sport?

Vocabulary B Sportspeople

cyclist player runner swimmer

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Unit contents

Vocabulary
- Sports
- Sportspeople
- Collocations: *score a goal*, *win a match*, etc.
- Sports competitions
- Interest and hobbies: collocations with *do*, *go* and *play*

Grammar
- *was/were*
- *there was/there were*
- Past Simple affirmative (regular and irregular verbs)
- *ago*

Communication skills
Talking about hobbies and interests

Examples of 21st century skills/competencies
- Critical thinking: page 70 (Exercise 1), pages 80–81
- Collaboration: page 71 (Exercise 9), page 75 (Exercise 7), page 81 (Exercise 9)
- Digital competence: page 81 (Exercise 9)
- Assessment for learning: page 79
- Autonomy and personal initiative: page 74 (Exercise 7)

6.1 VOCABULARY Sports

Lesson learning objective
Students can talk about sports and sportspeople.

Lead in: review of vocabulary from the previous unit

Put students into groups. Explain that you are going to choose a word from the previous unit and spell it backwards. The groups should work together to try to guess the word. As soon as a group thinks they have guessed the word, they should put up their hands and say the word. If their guess is correct, they win a point, but if their guess is incorrect, the other groups should continue to try to guess the word. Repeat the process a few times. Suggested words: *noidrocca* (*accordion*), *tnaillirb* (*brilliant*), *resopmoc* (*composer*), *citsatnaf* (*fantastic*), *naicisum* (*musician*).

Exercise 1

When students have matched the words in the Vocabulary A box with the sports in the photos, ask what they know about the four sports that are not shown in the photos (*baseball*, *basketball*, *football*, *swimming*).

Ask students to think of other sports that they know about and enjoy, and encourage them to look up the name of these sports in a dictionary if necessary. Invite students to teach their new words to the rest of the class. Write the new words on the board, and tell students to make a written record in their notebooks.

Answers:
1 A archery, B ice hockey, C cycling, D judo, E running, F tennis
2 team sports: ice hockey, cycling, judo, running, tennis; individual sports: archery, cycling, running, tennis, judo

Exercise 2

Put students into pairs to discuss the questions. Find out how many students chose the same sport as their favourite both to watch and to play, and then elicit students' favourites.

Extra activity

Keep students in pairs. Tell them that they are going to create their own 'living photo' of a sport by posing. Explain that a pose is like a mime but without moving. The pairs should choose a sport that is not shown in the photos, and they should choose a pose that demonstrates doing the sport. When the pairs are ready, invite them to demonstrate their 'living photo' in front of the class, and ask the class to try to guess the sport.

Exercise 3

When students have finished the exercise, point out that we can say *footballer* instead of *football player*. Explain, however, that we can't form words like this for all sports (e.g. we can't say *baseballer* or *hockeyer*) and advise them that they should use (*sport*) + *player* unless they are certain they are correct.

Answers:
cyclist: cycling
player: baseball, basketball, football, ice hockey, tennis, volleyball
runner: running
swimmer: swimming

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Background notes

Wimbledon is the oldest major tennis tournament in the world and was first held in 1877. It is one of the four major 'grand slam' tennis tournaments and the only tournament that is held on grass.

The number of teams in the football **World Cup** has grown steadily. In the first tournament in 1930, there were 13 teams. The number of teams grew from 16 to 24, and now there are 32 teams. There are plans to increase the number even further in future, to allow more countries to take part in the World Cup.

The full names of the Bulls, the Celtics and the Bullets are: the **Chicago Bulls**, the **Boston Celtics** and the **Houston Rockets**.

The **Tour de France** usually takes place in France, but sometimes sections of the race are held in neighbouring countries. For example, in 2016 it crossed into Switzerland and northern Spain, and in 2017 it included western Germany and Belgium.

The **50 km swimming freestyle** event is a women's race. The longest swimming event at the Olympics is the 10 km running marathon.

Robert Lewandowski moved from the Polish team Lech Poznan in 2010. His first team in Germany was Borussia Dortmund and he then moved teams to Bayern Munich in 2014. Lewandowski became the first non-German player to score 100 goals in Germany.

Exercise 4 2.33

Set a time limit for students to read the questions and to try to guess the answers. Elicit ideas, but don't confirm answers until students have listened to the audio and found out for themselves.

Answers: **1** a **2** c **3** b **4** a **5** b **6** b

Exercise 5

Elicit the answers to complete the questions. Then discuss the use of plural forms in questions 7 and 9. Explain that in question 7 we could either use a singular form if we are talking about a specific cyclist or we could use a plural form if we are talking about cyclists in general. Point out that in question 9 we have to use a plural form because the use of *usually* shows that we are talking generally, and if we used a singular form, we would have to say *comes from* and not *come from*.

Answers: **7** cyclists **8** player **9** runners **10** swimmer

Background notes

In 2013, **Francois Pervis**, a French cyclist, broke the 1 km cycling world record with a time of 56.303 seconds.

Steph Curry plays basketball for the Golden State Warriors in Oakland, California. In the 2015–2016 season he scored an average of 30 points per game in the regular season, and won the Most Valuable Player award for the second time.

The first Ethiopian marathon-world-record-holder was **Abebe Bikila**, who won the title in 1964. From 2003 to 2016, there have been six more African world record holders, four runners from Kenya and two runners from Ethiopia.

Katie Ledecky is an American swimmer. By the time she had reached the age of 20, she had won five Olympic gold medals, nine world championship gold medals, and had held world records for the 400 m, 800 m and 1,500 m events. Her 400 m time was actually less than 4 minutes, at 3 minutes and 56.46 seconds.

Exercise 6 2.34

Elicit scores from each group, and ask the winning group how many of their answers they were sure of and how many answers they guessed.

Ask the groups to work together to think of any more sporting facts they know. When they are ready, invite groups to share their ideas with the rest of the class.

Answers: **7** a **8** b **9** b **10** c

2.34

See page 248.

Exercise 7 2.35

Elicit the answers and check that students know the opposite of *win* (*lose*). If students are interested in tennis and volleyball, give them some extra vocabulary: *games* (e.g. *tennis*) and *sets* (e.g. after 25 points in volleyball or after six games in tennis).

Answers: play a match/sport; win a match/medal/race; score a goal/point

Exercise 8

Explain that sometimes the sentences may refer to more than one sport.

When students have completed the exercise, elicit the completed sentences and the sports they refer to, and ask students to explain their thinking (1 football – *score a goal*, other sports we score goals in are difficult to play in the park; 2 both running or swimming involve races of 100 m; 3 the number of players in the team, and while this could be basketball or volleyball, officially a volleyball team has six players; 4 the number of players in a match).

Answers: **2** race, win (running) **3** sport, points (basketball) **4** play, match (tennis)

Exercise 9

When the groups have asked and answered the questions, ask students to work alone to think of another sports-related question that they could ask other students (e.g. *Are you in a school sports team?*).

Set a time limit for students to mingle and ask as many of their classmates as possible their question. When they have finished, invite students to say their question and what they found out.

VOX POPS ▶ **6.1**

Before students watch the video, ask them to guess which sports the speakers might talk about. They should listen carefully while watching the video. Then elicit any sports they can remember.

After watching, check that students understand the meaning of *darts* and *pool* (the game).

Further practice

- Workbook pages 66–67
- Resource Pack
  Resource 66: Unit 6 Lesson 1 Vocabulary – Odd one out

Pearson

CRAZY FOR SPORTS



PART 1

1 In which city can you play a tennis match at Wimbledon?
a London b New York c Paris

2 How many teams are there in the football World Cup finals?
a 8 b 16 c 32

3 What sport do the Bulls, the Celtics and the Rockets play?
a baseball b basketball c American football

4 To win this race, cyclists go about 3,500 km in July. In which country?
a France b Italy c Spain

5 In the Olympics, what's the shortest race for a swimmer to win a gold medal?
a 25m b 50 m c 100 m

6 22 September 2015, Bayern Munich vs.* Wolfsburg. A Polish football player scores five goals in nine minutes! What's his surname?
a Klose b Lewandowski c Podolski

*vs. = versus – it means 'against'



PART 2

7 The fastest _____ can cycle 1 kilometre in what time?
a 1 minute b 1 minute 30 seconds c 2 minutes

8 US basketball _____ Steph Curry scores a lot of points and wins a lot of matches. How tall is he?
a 1.61 m b 1.91 m c 2.21 m

9 The fastest marathon _____ usually come from two African countries. Ethiopia is one; what's the other?
a Egypt b Kenya c Nigeria

10 Katie Ledecky is a fast _____. How far can she swim in 4 minutes?
a 100 m b 200 m c 400 m

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4 2.33 **In groups, do Part 1 of the quiz. Listen and check.**

5 **Complete the questions in Part 2 of the quiz. Use the correct form of the words in the Vocabulary B box.**

6 2.34 **In the same groups as in Exercise 4, do Part 2 of the quiz. Listen and check. What's your group's score? Which group got the most points?**

7 2.35 **WORD FRIENDS** **Find the words below in the quiz. Use them to complete the phrases. Listen and check.**

goal ~~match~~ medal
race sport

play a *match* /_____
win a match /_____ /_____
score a _____ /point

8 **In pairs, complete the sentences with the correct form of words from the Word Friends in Exercise 7. Identify the sports.**

1 I play with my friends in the park. I *score* a lot of goals.
2 I don't think I can win the 100-metre _____, but I think I can _____ a medal.
3 We often play this _____ in PE. There are five players in each team. You score _____, not goals.
4 In my favourite sport, two or four players can _____ a match. To win a _____, you need to score more points than the other player(s).

1 football

9 [VOX POPS ▶ 6.1] **In groups, ask and answer the questions. Who is the sportiest person in your group?**

And YOU

1 How often do you play/do your favourite sport? How often do you win?
2 What other sports do you play/do?
3 Do you play any sports video games? If so, which ones and how often?
4 Do you ever watch sports live? If so, which ones?



6.2 GRAMMAR *was/were*

I can use *was/were* to talk about events in the past.

1 2.36 **Read and listen to the interview. Find information about the things below.**

date country number of teams
final match crowd champions

date – 1991

Leetown High School
School Magazine Issue 5

What do you know about women's football?

An interview with our PE teacher, Ms Schmidt *by Heather Tremblay*

Q: When was the first Women's Football World Cup?
A: It was in 1991.
Q: Was it in Europe?
A: No, it wasn't. It was in China.
Q: How many teams were there?
A: There were twelve teams.
Q: Which teams were in the final?
A: It was Norway vs. the USA.
Q: Was there a big crowd?
A: Yes, there was. There were 63,000 people in the stadium.
Q: What was the final score?
A: It was 2–1 to the USA.
Q: Were you there?
A: No, I wasn't! I was born in 1985. I was only six years old in 1991!

2 **Study the Grammar box. Find examples of *was/were* and *there was/there were* in the interview.**

Grammar *was/were*

+	-
I was in China. We were happy.	She wasn't in Brazil. They weren't sad.
?	
Where was the match? Were you there? Yes, I was./No, I wasn't.	
there is/isn't → there was/wasn't there are/aren't → there were/weren't	

GRAMMAR TIME > PAGE 123

3 2.37 **Complete the second part of the interview with the correct form of *was* or *were*. Listen and check.**

Q: Who's the best female footballer in the world?
A: The American Carli Lloyd. She [1]was the best player in the 2015 World Cup.
Q: [2]_____ the 2015 World Cup in the USA?
A: No, it [3]_____. It [4]_____ here in Canada.
Q: Which teams [5]_____ in the final?
A: The USA vs. Japan. The Japanese [6]_____ bad, but the Americans [7]_____ better. After sixteen minutes the score [8]_____ 4–0 to the USA! The final score [9]_____ 5–2.

4 **Complete the dialogue between Lisa and her gran with the correct form of *there was* or *there were*.**

Lisa: [1]*Was there* a girls' football team at your school, Gran?
Gran: No, [2]_____. But [3]_____ a hockey team.
Lisa: [4]_____ any boys in the hockey team?
Gran: No, [5]_____. And [6]_____ any girls in the football team. But every year [7]_____ a hockey match – girls vs. boys.
Lisa: [8]_____ a football match with girls vs. boys too?
Gran: Yes, [9]_____. It was great fun!

5 2.38 **In pairs, choose the correct option to complete the questions about a sports match. Listen and check.**

1 What sport (*was*) / *were* it?
2 *The match was* / *Was the match* in a stadium?
3 How many players *was* / *were* there in each team?
4 *There was* / *Was there* a big crowd?
5 What *was* / *wasn't* the final score?
6 *Was* / *Were* you the best player?

6 **In pairs, use the questions in Exercise 5 to talk about a time when you were a player in a sports match.**

And YOU

A: What sport was it?
B: It was volleyball.
A: Was the match in a stadium?
B: No, it wasn't. It was in a PE class at school.

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6.2 GRAMMAR *was/were*

Lesson learning objective

Students can use *was/were* to talk about events in the past.

Lead in: review of vocabulary from the previous lesson

Write the word *SPORTS* vertically on the board, and add words to the first two letters. For example:

baSeball
Player
O
R
T
S

Put students into pairs and tell them to add words to the rest of the letters in the word.

Set a time limit and then elicit students' words. Write the words on the board.

Exercise 1 2.36

Ask students to keep their Students' Books closed. Have a class discussion about football. Find out who likes watching football on TV, and ask about the World Cup and the names of the current world champions. If students naturally start talking about men's football, ask if they ever watch women's football, and if they know any names of women's football world champions.

Tell students they are going to listen to a recording about the first World Cup for women's football. Play the audio and then ask students to open their books.

Put students into pairs. Ask them to look at the words in the wordpool and to try to remember any information they know about each of the words. Then ask the pairs to read the text and check answers. When they have finished, elicit the meanings of the words *stadium* and *crowd*.

Answers: country: China; number of teams: 12; final match: Norway vs USA; crowd: 63,000; champions: USA

Exercise 2

When students have found the examples in the interview, ask which verb *was/were* comes from (the verb *to be*). Point out that *was* is the past form of *is* (and *am*) and that *were* is the past form of *are*. Elicit the correct forms for *I*, *you*, *he*, *she*, *it*, *we* and *they*.

Exercise 3 2.37

When students have finished the exercise, ask them to cover the interview. Ask questions to check what information they can remember:

Which World Cup is the text about? (the 2015 World Cup)
Where was it? (Canada)
Which countries' teams were in the final? (USA and Japan)
What was the score? (USA 5, Japan 2)

Answers: **2** Was **3** wasn't **4** was **5** were **6** weren't **7** were **8** was **9** was

Exercise 4

Review *there is/there are*. Elicit some statements about the classroom or about the students' own town (e.g. *There is a computer. There are some good shops.*). Then elicit how we would make these sentences refer to the past (e.g. *There was a computer. There were some good shops.*).

Answers: **2** there wasn't **3** there was **4** Were there **5** there weren't **6** there weren't **7** there was **8** Was there **9** there was

Extra activity

Put students into pairs. Tell them to imagine that they are asking their grandparents about their own schooldays. The pairs should work together to think of five questions using *Was there/Were there … ?* (e.g. *Were there any breaks? Was there a gym?*).

When the pairs have written their five questions, join pairs together into groups of four to do a roleplay. One pair should roleplay themselves and ask their five questions, and the other pair should roleplay their grandparents and answer the five questions. When they have finished, the pairs should swap roles.

Invite pairs to share some of their questions with the rest of the class. Encourage a class discussion about what students think their grandparents' schooldays were like.

Exercise 5 2.38

Elicit students' choices before they listen to check. Then elicit the completed questions and invite students to answer them with the correct information from the audio (e.g. 1 football; 2 Yes, it was.; 3 eleven; 4 Yes, there was. *There were 63 000 people in the stadium.*; 5 *It was 2–1 to the USA.*; 6 *No, I wasn't! I was only six years old in 1991!*).

Answers: **2** Was the match **3** were **4** Was there **5** was **6** Were

Exercise 6

When the pairs have taken turns to ask and answer the questions, tell them to imagine that one student is an interviewer on TV and that the other student is a sportsperson. They should then practise a roleplay. When they are ready, invite pairs to perform their roleplays in front of the class.

Further practice

- Workbook page 68
- Grammar Time page 123
- Resource Pack
  Resource 67: Unit 6 Lesson 2 Grammar – The football match

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6.3 READING and VOCABULARY Young sports stars

Lesson learning objective

Students can find specific detail in a text and talk about places to play sport.

Lead in: review of *was/were*

Ask about a student's location in the classroom: *Where is (Stephen)?* Elicit a full sentence: *(Stephen) is next to (John).* Then tell that student (e.g. Stephen) to swap places with another student. Ask *Where is (Stephen)?* and elicit *He/She is next to (Helen).* Then ask *Where* ***was*** *(Stephen)?* and elicit the answer *He/She* ***was*** *next to (John).*

Put students into two groups. Invite one student from each group to come to the front of the class and to face away from the rest of the students. Quietly, so that the students at the front don't hear you, tell two students in the class to swap places. Tell the two students at the front to turn around and to look at the rest of the students. They should work together to decide which students have changed places and where they were previously, and give a grammatically correct sentence (e.g. *Tom was next to Steph and Helen was next to Debbie.*). Then swap students and repeat the process.

When you repeat the process for the third time, four students in the class should swap places. The students at the front of the class should try to remember where all four students were previously.

As the final stage of the activity, invite two students to come to the front of the class, and quietly get everyone else in the class to swap places. When the two students turn around, see if they can say where each student in the class was previously.

Exercise 1

With Students' Books closed, ask the question in the rubric. Tell students to imagine there is going to be an award on TV for their country's Sportsperson of the Year. Elicit the names of sportspeople students think would win such an award. Then hold a class vote to find out which sports star wins.

Exercise 2 2.39

Elicit the sports shown in the photos before students do the exercise. When they have finished, put them into pairs to check their answers. (The ages of the sportspeople will vary, depending on the year the lesson is being taught.)

Answers:

	Country	Sport	Age
Adam Peaty	Britain	swimming	[will vary]
Garbiñe Muguruza	Spain	tennis	[will vary]
Dina Asher-Smith	Britain	running	[will vary]
Kristaps Porziņģis	Latvia	basketball	[will vary]

Exercise 3

Tell students that they should look for information in the text which shows whether the sentences are true or false. Explain that if they can't find the information in the text, the correct answer is probably *doesn't say*. When they are ready, elicit the answers and the references from the text.

Answers: 1 ✗ 2 ✓ 3 ? 4 ✓ 5 ✗ 6 ? 7 ✓ 8 ?

Extra activity

Put students into groups of three and tell them to choose a sports star they all know. They should work together as a group to think of facts they know about him/her and to find out more information online.

When they are ready, ask the groups to tell the class their facts, and encourage the class to try to guess the name of the sports star. For example: *He was born in Funchal on the island of Madeira in 1985. His real surname is dos Santos Aveiro. He has two first names. His second name is Ronaldo because Ronald Reagan was his mother's favourite actor. In 2009 he was the most expensive footballer in the world.* (Cristiano Ronaldo)

Exercise 4

When students have matched the words in the Vocabulary box with the photos, ask them to translate the words into their own language. Ask if their language has more words for different places where sports are held, and whether they can translate English words directly into their language (e.g. *In my language we say 'kort' for 'court' when we are talking about tennis, but we use 'boisko' for a basketball court, a baseball field and a football pitch. So 'kort' is 'court' and 'boisko' is 'pitch, court* or *field'.*).

Answers: **A** swimming pool **B** tennis court **C** running track **D** basketball court

Exercise 5

Set a time limit for students to do the exercise. Elicit the answers and then have a class discussion about the sports facilitiesat the students' own school(s). Help students with extra vocabulary if necessary (e.g. *volleyball court*, *badminton court*, *rugby pitch*, *table tennis table*, *boxing ring*).

Answers: **2** track **3** courts **4** court **5** pool

Exercise 6

Before the pairs discuss the questions, point out that they can use this structure to talk about how their abilities have changed: *I was good at … but now I'm better at … .*

To start with, ask the pairs to discuss only the first two questions. When they have finished, invite the pairs to share their ideas with the class. Then discuss the third question with the class and elicit reasons why it would or wouldn't be good to be a sports star. List students' reasons on the board. For example:

Good: *Sports stars earn a lot of money. They are very popular.*

Bad: *Sports stars work very hard. They can get injured.*

Ask the pairs to discuss the question further and then to share their ideas with the class.

Further practice

- Workbook page 69
- Resource Pack
  Resource 68: Unit 6 Lesson 3 Reading and Vocabulary – Draw it

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6.3 READING and VOCABULARY Young sports stars

I can find specific detail in a text and talk about places to play sport.

Young sports stars

A



Adam Peaty was scared of water when he was a child, but now he loves the swimming pool. British swimmer Adam was born in October 1994. In 2015 he was the first man to win the 50 m and 100 m breaststroke in one world championship.

B



Tennis player Garbiñe Muguruza was born in Caracas, Venezuela, in October 1993. Her mother is Venezuelan but her father is Spanish. So which country does she represent? It wasn't an easy decision. But now when she's on the tennis court, she's Spanish.

C



When Dina Asher-Smith was eight, her dream was to run on the track in the Olympics. Now she's the fastest British female runner in history. Dina was born in December 1995. In July 2015 she was the first British woman to run 100 metres in under eleven seconds.

D



Kristaps Porziņģis is was born in Latvia in August 1995. When he was fifteen years old, he was 2.03 m tall! Now he's 2.21 m tall. So where do you think he plays sport? On a basketball court, of course. Kristaps is one of the best players in the NBA.

1 CLASS VOTE Who is the most popular sports star in your country?

2 2.39 Read the texts and complete the table. If you can't find the information in the texts, try to guess the answers from the photos.

	Country	Sport	Age
Adam Peaty			
Garbiñe Muguruza			
Dina Asher-Smith			
Kristaps Porziņģis			

3 Read the texts again. Mark the sentences ✓ (right), ✗ (wrong) or ? (doesn't say).

1 ☐ Adam doesn't like water.
2 ☐ 2015 was a good year for him.
3 ☐ Garbiñe's father is from Madrid.
4 ☐ It wasn't easy for her to choose a country to play for.
5 ☐ Dina was in the Olympics when she was eight years old.
6 ☐ In 2015 she was the fastest woman in the world.
7 ☐ Kristaps was very tall when he was fifteen.
8 ☐ He's the tallest basketball player in the NBA.

4 Study the Vocabulary box. Which places can you see in the photos?

Vocabulary Places to play sport

basketball court tennis court football field/pitch
swimming pool running track

5 In pairs, complete the text with one word in each gap.

Our school is great for sport. There's a good football [1]*pitch* with a 400-metre-long running [2]_____ around it. There are two outdoor tennis [3]_____, there's a basketball [4]_____ in the gymnasium and there's a small indoor swimming [5]_____ too.

6 In pairs, ask and answer the questions.

And YOU

1 When you were younger, what was your favourite sport? Who was your favourite sports star?
2 What's your favourite sport now? Who's your favourite sports star?
3 Do you want to be a professional sportsperson? Why? / Why not?

When I was younger, my favourite sport was … and my favourite star was …, but now …

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6.4 GRAMMAR Past Simple affirmative (regular and irregular verbs)

I can use the Past Simple to talk about events in the past.



VIDEO A FUNNY THING HAPPENED TO ME

Max: Good shot!
Eva: Thanks! I did archery at a sports camp last year. I had a great time. I won a medal!
Sol: Hi.
Max: Sol, what's wrong?
Sol: I went jogging yesterday.
Max: You went jogging?
Sol: Yes. It started well, but then I got something in my shoe, so I stopped. I took my shoe off and put it on a car. Then the car moved away. I tried to catch it. I ran after it but … I walked home – two miles with one shoe!
Eva: Wow! Poor you!
Max: A funny thing happened to me this morning. I wanted to do some skateboarding, so I came here. A reporter from South Radio saw me. She asked me lots of questions. It's for a show about young people and sport.
Eva: When's it on?
Max: Sunday.

Good shot!
What's wrong? *Poor you!*
When's it on?

OUT of class

1 6.2 2.40 **Look at the photo. What sport is Sol doing? Watch or listen and check.**

2 **Study the Grammar A box. Write the Past Simple form of the verbs below. Find them in the dialogue and check.**

ask happen move start stop
try walk want

Grammar A Past Simple affirmative (regular verbs)

call – called like – liked jog – jogged carry – carried

I called you yesterday.

Time expressions: this morning, yesterday, last night, last week, last month, last year

GRAMMAR TIME > PAGE 123

3 2.41 **Look at the table. Listen and repeat.**

/d/	/t/	/ɪd/
called	watched	ended
jogged	danced	waited

4 2.42 **Write the verbs from Exercise 2 in the correct column in the table above. Listen and check.**

5 2.43 **Find the Past Simple form of these verbs in the dialogue and complete the Grammar B box. Listen and check.**

Grammar B Past simple affirmative (irregular verbs)

come – *came* put – _____
do – _____ run – _____
get – _____ see – _____
go – _____ take – _____
have – _____ win – _____

GRAMMAR TIME > PAGE 123

6 2.44 **Complete Lily's story with the Past Simple form of the verbs in brackets. Listen and check.**

'I [1]*went* (go) for a run yesterday. In the park I [2]_____ (stop) to drink some water. There was a newspaper on a bench. I [3]_____ (start) to read it. I [4]_____ (find) two tickets for a tennis match! I was really happy. But then I [5]_____ (see) a young man. He [6]_____ (ask) me a question: 'Are they your tickets?' I [7]_____ (say) no and then [8]_____ (give) him the tickets. He [9]_____ (smile).'

7 **Go to page 128. In pairs, take it in turns to make a sentence in the Past Simple. Your partner guesses if it's true or false.**

A: I went jogging in the park yesterday.
B: False!
A: No, it's true. One point for me!

And YOU

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6.4 GRAMMAR Past Simple affirmative (regular and irregular verbs)

Lesson learning objective

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

Lead in: preview of the Past Simple

Tell students to think about all the activities they do before they get to school (e.g. *get up*, *have a shower*, *have breakfast*, *get dressed*, *brush teeth*, *walk to school*). Ask them to write as many sentences as they can, using adverbs of frequency where possible (e.g. *I usually get dressed before breakfast.*). When students are ready, put them into groups of three. They should compare their sentences and try to find activities which they all do at the same time or with the same frequency. Invite groups to share their findings with the class. Explain that these sentences will be used again later in this lesson.

Exercise 1 6.2 2.40

Ask students to look carefully at the photo in relation to what has happened so far in the video story. Elicit ideas, and then play the video for students to check their ideas. Go through the Out of class box with students. Explain that we can use the expression *Good shot!* when someone kicks or hits a ball well (e.g. in football). We can ask *What's wrong?* when someone is sad, or looks ill or in pain. We can use *Poor you!* to show sympathy. We can ask *When's it on?* to find out about the time of a film at the cinema, a programme on TV or a show on the radio.

Answer: Sol is jogging/running.

Exercise 2

Explain to students that there are two types of Past Simple verbs: regular verbs and irregular verbs, and that regular verbs add *-ed* to the base form of the verb. Point out the spelling rules in the Grammar Time section (page 123). Go through the examples in the Grammar box with students. Ask them to try to work out how to spell the past forms in the exercise without looking at the dialogue. When they are ready, go through the correct spelling for each past form and elicit the spelling rules they correspond to.

Answers: asked, happened, moved, started, stopped, tried, walked, wanted

Exercise 3 2.41

Discuss the pronunciation rules with students. Ask them to put their fingers against their throats to feel the difference between the vibrations that accompany voiced consonants and the lack of vibrations that accompany voiceless consonants. Point out that there is often an overuse of /ɪd/, especially with endings which should use /t/. Drilling and correction will help students to remember the correct pronunciation for the different past form verbs.

Answers:
/d/: called, jogged
/t/: watched, danced
/ɪd/: ended, waited

Exercise 4 2.42

Put students into pairs and ask them to work together to say the past forms of the verbs, and to work out which pronunciation sounds correct for each verb. After students have listened to the audio, drill the past form verbs with the whole class.

Answers:
/d/: happened, moved, tried
/t/: asked, stopped, walked
/ɪd/: started, wanted

Exercise 5 2.43

When students have found the verbs, explain that there are no real patterns for irregular verbs; they just need to learn them as individual vocabulary items.

Answers: come – came, do – did, get – got, go – went, have – had, put – put, run – ran, see – saw, take – took, win – won

Extra activity

Remind students about their sentences from the Lead in activity. Ask them to rewrite the sentences referring to the activities they did this morning. When they have finished, put them into pairs to compare their sentences.

Exercise 6 2.44

Tell students that if there are any verbs they don't know the past form of, they can refer to the irregular verbs list on pages 128–129. Explain that if they can't find the verb in this irregular verb list, they should assume that the verb is a regular verb. When students have listened to the audio, elicit the correct answers, check the pronunciation of the *-ed* endings, and elicit the correct spelling of *stopped* and *smiled*.

Answers: **2** stopped **3** started **4** found **5** saw **6** asked **7** said **8** gave **9** smiled

Exercise 7

When the pairs have finished, elicit their sentences and ask the rest of the class to say which sentences are true for them.

Answers:
I ate some crisps at home this morning.
I went jogging at school last night.
I played football in the town centre yesterday.
I ran 5 kilometres in the park last week.
I saw a tennis match on the bus last month.
I won a medal on TV last year.

Further practice

- Workbook page 70
- Grammar Time page 123
- Resource Pack
  Resource 69: Unit 6 Lesson 4 Grammar – Pairs
  Resource 70: Unit 6 Lesson 4 Video – A funny thing happened to me

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6.5 LISTENING and VOCABULARY Sporting moments

Lesson learning objective

Students can identify specific details in a radio sports programme and talk about a sports match.

Lead in: review of Past Simple

Put students into pairs. Ask them to write down ten past forms that they learned in the previous lesson. They can look at their Students' Books if necessary. When the pairs have written their lists, ask them to close their Students' Books.

Join two sets of pairs together into groups of four. Pair A should turn over their list so that they can't see it, and Pair B should keep their list face up. Set a 1-minute time limit for Pair A to say as many past form verbs as they can. If any of these are on Pair B's list, Pair B should tick them off one by one. Pair A's goal is to say all ten of Pair B's verbs within the time limit. At the end of the time limit, Pair B should say how many of the verbs on the list Pair A has guessed and if there are any verbs that they didn't guess. Then the pairs swap roles.

When they have finished, ask the pairs if any of them guessed all ten past form verbs and, if not, how many past form verbs they were able to guess.

Exercise 1

When students have answered the question, ask them which other emotions they experience when they are watching their favourite player or team (e.g. *anger*, *shock*). Discuss football crowds which 'boo' their own team or players, and ask students why think the crowds do this.

Exercise 2

Elicit the answers to the questions, checking that students understand the difference between a *cup* and a *league*. (The rules are different. In a cup, if you lose a match, a team or a player has to leave the competition. In a league, a team or a player wins points for either a win or a draw, and the points are added up over a number of matches before the winner is decided. Some sports competitions now use a combination of both, with a small league competition followed by a knock-out cup competition, for example, the football World Cup.)

Ask how many players or teams take part in a final (two) and in a semi-final (four).

Elicit the names of different sports tournaments (e.g. *the Olympic Games*, *the World Cup*, *Wimbledon tennis*).

Exercise 3 2.45

When students done the exercise, elicit the answers and any relevant references in the audio. (1 The interviewer says *2016*. 2 Emma says the word *race*. 3 Sam lost some tickets. 4 Jim mentions lots of sports which he does.)

Answers: **1** c **2** a **3** d **4** b

2.45

See page 248.

Exercise 4 2.45

Before students listen again, ask them to read the questions and to look carefully at the pictures so that they know what they are listening out for.

When they have done the exercise, elicit the answers and what was said that might have made the question difficult to answer. (1 The interviewer asks Keith if he was at the tennis match, and Keith says that he watched it on TV at the tennis club, not at home. 2 Emma's time in the race was 39.14 and 32.40 was the winning time. 3 The original cup final tickets cost 45 pounds, and the replacement tickets cost 75 pounds. 4 Jim goes jogging every morning, and he only does judo and plays badminton at the weekends.)

Answers: **1** C **2** C **3** B **4** A

Exercise 5 2.46

When students have completed the exercise, check that they understand the rules for using the various verbs. Explain that we usually use *play* for team or ball sports (e.g. *play + football/tennis/badminton*). We usually use *go* with activities ending in *-ing* (e.g. *go + swimming/cycling/jogging*). We generally use *do* with other activities (e.g. *do + judo/archery/exercise*). We can also *play for* a school, our country, etc.

Review the verbs *win* and *lose*, and check that students understand what it means to *beat someone* (e.g. *Germany won the World Cup. They beat Italy.*).

Answers: **2** goes, won **3** lost **4** goes, plays, does, plays

Exercise 6 2.47

Tell students to work on their own to complete the exercise. Point out that they can use the word friends in Exercise 5 to help them. When they have finished, put them into pairs to compare their answers. Then play the audio so that they can check their answers.

Answers: **2** do **3** play **4** play for **5** won **6** scored **7** lost

Exercise 7

Tell students that if they can't think of a real example, they can use their imagination to make up a story about a sporting moment. Give them a minute to think of their ideas and then put them into groups of three.

Set a time limit for each student to tell their group about their chosen sporting moment. When the time is up, invite one student from each group to tell the class about one of the sporting moments that one of the other students in their group described.

VOX POPS ▶ **6.3**

Before students watch the video, check that they understand *versus* (*vs.*) and *nil* (e.g. in football, the score 1–0 is pronounced *one nil*).

After watching, ask students how many speakers talked about sad occasions (one) and how many speakers talked about happy occasions (five).

Further practice

- Workbook page 71
- Resource Pack
  Resource 71: Unit 6 Lesson 5 Listening and Vocabulary – Add three

Pearson



6.5 LISTENING and VOCABULARY Sporting moments

I can identify specific details in a radio sports programme and talk about a sports match.

1 CLASS VOTE **Are you more often happy or sad when you watch your favourite sports player or team?**

2 **Study the Vocabulary box. Check you understand the words. In pairs, answer the questions below.**

Vocabulary Sports competitions

cup league tournament
final semi-final

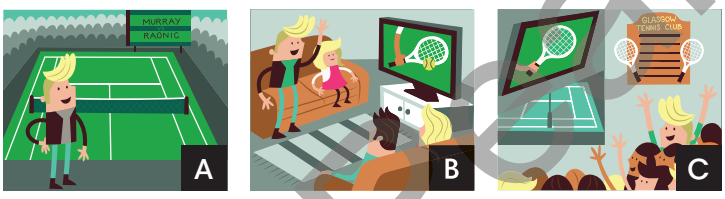
1 Is there an international tennis tournament in your country?
2 Who were the football league champions in your country last year? Who won the cup?

3 2.45 **Listen to a radio phone-in and match the sentence halves to make true sentences about the speakers.**

1	Keith	a	ran in a race.
2	Emma	b	is a sports fanatic.
3	Sam	c	talks about 2016.
4	Jim	d	tells a sad story.

4 2.45 **Listen again and choose the correct answers.**

1 Where was Keith when Andy Murray won Wimbledon?



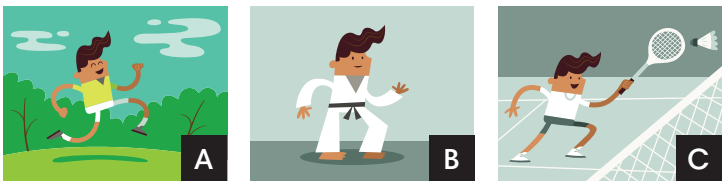
2 What was Emma's best time for ten kilometres before last Sunday?



3 How much were the train tickets that Sam bought?



4 What does Jim do every day?



5 2.46 WORD FRIENDS **Complete the sentences with the correct form of the verbs below. Listen and check.**

do aerobics/exercise/judo
go cycling/jogging/running/swimming
play badminton/football/tennis
play for a team
win/lose a game/match/race/tournament

1 Andy Murray ***won*** the Wimbledon tennis tournament in 2016.
2 Emma often _____ running. Her friend _____ the race last Sunday.
3 Liverpool were in the cup final but they _____ the game 2–1.
4 Jim _____ jogging every morning. At weekends he _____ badminton and _____ judo. He _____ for the school football team.

6 2.47 **Choose the correct option. Listen and check.**

I love sport. I often [1]*do* / *go* cycling and I [2]*do* / *play* gymnastics after school but my favourite sport is basketball. I [3]*go* / *play* basketball a lot. I [4]*play for* / *win* my school team. This year we [5]*scored* / *won* our first three matches in the national tournament. In the semi-final I [6]*lost* / *scored* twenty points! I was really happy. In the final we [7]*played for* / *lost* the game by one point.

7 [VOX POPS ▶ 6.3] **In groups, talk about a sporting moment when you were really happy or sad. Use these ideas and the Word Friends in Exercise 5 to help you.**

And YOU

- I saw it on TV./I was there in the stadium.
- I played in a tournament.
- I scored a goal/won the match.
- The final score was …
- It was surprising/fantastic/great/crazy/terrible.
- I was really happy/sad.

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6.6 SPEAKING Talking about hobbies and interests

I can talk about hobbies and interests.



AUDIO **WHAT DO YOU DO IN YOUR FREE TIME?**

Vicky: So, Greg, what do you do in your free time?
Max: I hang out with my friends and I do a lot … I dance. I mean, I do a lot of dancing.
Vicky: Dancers need to be fit. Do you do much sport? Do you go running, for example?
Max: No, I'm not very keen on running. It's boring.
Vicky: But you like sport, right?
Max: Not really. I play football sometimes but to be honest, I'm not really into sport. I love dancing.
Vicky: Do you play for a football team?
Max: No, I'm not interested in team sports. I go cycling with my friend Dad, I mean, Sol. I'm a big fan of skateboarding. Is that a sport?
Vicky: I don't think so, no. OK, thanks. That was twelve-year-old Greg Marks.

To be honest, … **OUT of class**

1 **Look at the photo and answer the questions. Go to page 129 and check.**

1 Where is Max?
2 Who is he talking to?

2 2.48 **Read or listen. Does Max do well or badly in the radio interview? Why?**

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

Speaking Talking about hobbies and interests

What are your hobbies and interests?
What do you do in your free time?
I go running/cycling.
I do a lot of judo/sport/dancing.
I play video games/football.
I hang out with my friends.
Are you into sport?
I'm a big fan of skateboarding/mountain biking.
I love/I'm interested in/I'm really into extreme sports.
Not really./I'm not very keen on/I'm not really into sport.

4 **In pairs, complete the text with one verb in each gap.**

Rob is a sports fanatic. He [1] *plays* basketball for a team. He [2] _____ a lot of judo. He [3] _____ swimming every evening. He [4] _____ really into racket sports – he [5] _____ a big fan of squash. He always [6] _____ out with his friends at the sports centre.

5 2.49 **Complete the dialogue with sentences a–h. There are three extra sentences. Listen and check.**

Jay: What do you do in your free time?
Kay: [1] c
Jay: What sports do you do?
Kay: [2] ___
Jay: Yes, mountain biking is cool.
Kay: [3] ___
Jay: I hang out with my friends.
Kay: [4] ___
Jay: Not really. I'm not very keen on sport. But I'm really into sports video games.
Kay: [5] ___

a Are you into sport?
b I did judo when I was younger.
c I do a lot of sport.
d I go swimming, I play football and I'm a big fan of cycling.
e I'm not into team sports.
f My sister's a great football player.
g Really? I'm not interested in video games. I prefer real-life sports.
h What about you? What are your hobbies?

6 **In pairs, talk about your hobbies and interests. Tell the class about your partner.**

And YOU

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6.6 SPEAKING Talking about hobbies and interests

Lesson learning objective

Students can talk about hobbies and interests.

Lead in: review of sports word friends

Put students into groups of three. Give each group three pieces of paper and tell them to write one of the verbs *do*, *play* and *go* on each of the pieces of paper. Explain that the words they write should be big enough to be seen across the classroom.

Each student in a group should hold one of the pieces of paper. Explain that you are going to say various words and that they should hold up the verb that usually accompanies that word. Nobody is allowed to talk. Each group starts with ten points. The last group in the class to hold up the correct verb loses one point. Any group holding up two or more verbs at the same time loses one point. Any group holding up the wrong verb loses one point. Suggested words: *judo*, *swimming*, *football*, *ice hockey*, *badminton*, *exercise*, *archery*, *running*, *jogging*, *basketball*, *aerobics*, *cycling*. (*do: judo, exercise, archery, aerobics*; *play: football, ice hockey, badminton, basketball*; *go: swimming, running, jogging, cycling*)

Exercise 1

When students have answered the questions, ask if anyone in the class has ever been interviewed for a radio show or by a newspaper reporter. If any student has been interviewed, ask them to describe how they felt. If no students have ever been interviewed, ask how they think they would feel if they were interviewed (e.g. *nervous*, *excited*).

Answers:
1 Max is in the skateboard park.
2 He's talking to a reporter from South Radio.

Exercise 2 2.48

Elicit the answer to the question. Then play the audio again and ask students to make a note about which activities Max does and doesn't do. (He hangs out with friends, dances, plays football, goes cycling and goes skateboarding. He doesn't go running or play for a football team.)

Ask students to look at the Out of class box, and explain that we use *To be honest, …* when we are giving our opinion and know that it might not be what the other person wants to hear (e.g. *A: Hey, guess what? I've got two tickets to see Justin Bieber. Do you want to come? B: To be honest, I don't really like Justin Bieber's music.*).

Answer:
He does badly because he's very nervous and makes mistakes.

2.48

See page 249.

Exercise 3

When students have found the phrases in the dialogue, point out that they should learn which prepositions we use in each phrase as this is often tested in exams (e.g. *interested in*, *keen on*, *to be* (*really*) *into*).

Exercise 4

Before students do the exercise, elicit what they have to remember to add when using the Present Simple with *he*, *she*, *it* (the third person *-s*). When students have finished, ask if anyone in the class is a sports fanatic, and ask them to tell the class which sports they do during the week.

Answers: **2** does **3** goes **4** is **5** is **6** hangs

Exercise 5 2.49

Put students into pairs and tell them to cover the sentences a–h. Ask the pairs to read what Jay says before and after each of Kay's responses, and tell them to work together to guess the responses. When they are ready, elicit their ideas. Then tell the pairs to uncover the sentences and to do the matching activity.

Answers: **2** d **3** h **4** a **5** g

Exercise 6

Tell the pairs to ask and answer questions in a similar way to what was done in Exercise 5. Encourage them to think of more questions if possible (e.g. *How often do you … ? Do you play/go/do … ? Are you into … ?*).

Extra activity

Tell students to think of questions which they could ask others about their free time activities (e.g. *What do you do in your free time? Do you do a lot of exercise? Do you play for a school team?*).

Set a time limit for them to mingle with their classmates, taking turns to ask and answer each other's questions. When they have finished, invite students to say their question and the most interesting answer they received.

Further practice

- Workbook page 72
- Resource Pack
  Resource 72: Unit 6 Lesson 6 Speaking – Complete the conversations
  Resource 73: Unit 6 Lesson 6 Audio – What do you do in your free time?

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6.7 ENGLISH IN USE *ago*

Lesson learning objective

Students can use *ago* to talk about events in the past.

Lead in: review of talking about hobbies and interests

Tell students they are going to find out who in their class shares their interests. Tell them to write a question using *Are you interested in … ?*, *Are you into … ?* or *Are you keen on … ?* and completing the question with an activity they are interested in.

When they are ready, encourage them to mingle with their classmates and to note down the number of students who say *Yes* in answer to their question. When they have finished, invite students to tell the rest of the class what their question was and how many people answered *Yes*.

Background notes

In 1865 the British government passed a law saying road traffic couldn't travel faster than four miles an hour (6.4 kilometres an hour) in the country and two miles an hour (3.2 kilometres an hour) in the city, and that a man carrying a red flag had to walk in front of road vehicles pulling multiple wagons.

Exercise 1

Ask students to keep their Students' Books closed and check that they understand the meanings of the words *prehistoric*, (*Ancient*) *Romans* and (*Ancient*) *Egyptians*.

Then ask them to open their books and to do the matching exercise. When they have finished, elicit the answers, and discuss the jokes in the cartoons. (A – People are running away from a bear. B – People are pulling stones to build the pyramids. C – The teams are gladiators or slaves fighting against wild animals. D – The cars are travelling very slowly, following the man with the red flag.)

Answers: **1** C **2** D **3** A **4** B

Exercise 2

Point out the times given in the cartoons, and elicit another way of saying *ago* (e.g. *A shows 100,000 years* ***before now***.). Discuss the Language box and then ask students to use *ago* to say when they were born.

Exercise 3

Set a time limit for the exercise and, when students have finished, elicit the answers.

Elicit some more sentences about things that happened less than a year ago (e.g. *When did you wake up this morning? When did this school year start? When did this lesson start?*).

Answers: Answers depend on the year now.

Extra activity

Put students into groups of four. Tell each group to think of a famous historic event in their country or in the world, along with the year in which this event took place (e.g. the first moon landing in 1969). When the groups are ready, tell them to take turns to test the other groups by asking how many years ago the event took place. The first group to guess the event wins a point.

Exercise 4

Put students into groups of three and turn the exercise into a race. When a group has found all the answers, they should put up their hands. Make a note of the order in which the groups finish.

When all groups have finished, invite the fastest group to give the answers. Check their answers, but don't say which are correct or incorrect. If they are correct, they are the winners. If not, tell them how many answers they got correct, and invite the second fastest group to give their answers. Continue until one group has got all the answers correct. The winners are the fastest group to get all the answers correct.

Answers:
Answers depend on the year now. The events happened in:
1 2015 **2** 1991 **3** 1993 **4** 2015 **5** 2016

Exercise 5 2.50

Put students into pairs and tell them to work together to try to think of the missing words. Explain that the missing words could be grammatical (e.g. a time expression or a verb form) or they could be prepositions or vocabulary items relating to the topic of sports.

Answers: **2** do **3** ago **4** medal **5** Last **6** court **7** was **8** for **9** match **10** goals **11** of

Exercise 6

When the pairs have finished, ask them to think of three more sports-related activities that they can talk about (e.g. play in a final, score a goal in a football match, go jogging).

Homework

Tell students to read the text on page 80 of the Students' Book. They should look up any words they don't know the meaning of and translate them into L1.

As an additional task, ask students to write an example sentence illustrating the meaning of each of these words: *ban*, *bladder*, *fight*, *support*, *war*.

Further practice

- Workbook page 73
- Resource Pack
  Resource 74: Unit 6 Lesson 7 English in use – Truth or lie?

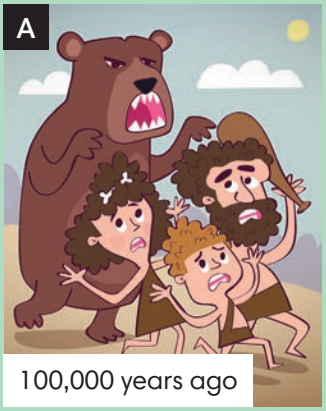
Pearson

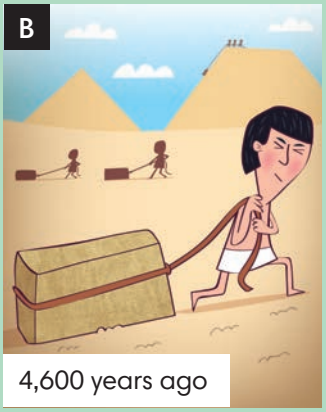


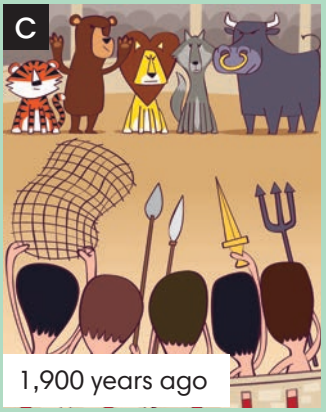
6.7 ENGLISH IN USE *ago*

I can use *ago* to talk about events in the past.

The history of sport









1 **Match pictures A–D with captions 1–4.**

1 ☐ The Ancient Romans loved team sports.
2 ☐ In the early years of the twentieth century, motor racing was a popular sport. It was very exciting.
3 ☐ In prehistoric times, people were big sports fans. Sometimes they ran very fast.
4 ☐ The Ancient Egyptians were keen on sport. They did a lot of weight training.

2 **Study the Language box. How do you say the phrases in your language?**

Language *ago*

To talk about when something happened, we use a time expression + ago.

ten seconds ago	twenty minutes ago
an hour ago	a few days ago
three weeks ago	six months ago
many years ago	a long time ago

3 **In pairs, work out how long ago these things happened.**

1 The first Tour de France was in 1903 – _____ ago.
2 Women first swam in the Olympic Games in 1912 – _____ ago.
3 Basketball legend Michael Jordan was born in 1963 – _____ ago.
4 Serena Williams won Wimbledon for the first time in 2002 – _____ ago.
5 Spain won the Football World Cup in South Africa in 2010 – _____ ago.
6 The Olympic Games were in Rio do Janeiro in 2016 – _____ ago.

4 **In groups of three, look back at this unit and work out how long ago these things happened.**

1 Robert Lewandowski scored five goals in nine minutes _____.
2 The first Women's Football World Cup was _____.
3 Garbiñe Muguruza was born _____.
4 Dina Asher-Smith ran 100 metres in under eleven seconds _____.
5 Andy Murray won Wimbledon _____.

5 **2.50 Complete the text with one word in each gap. Listen and check.**

I'm very keen [1]*on* sport. I [2]_____ a lot of exercise. Two weeks [3]_____ I ran in a ten-kilometre race and I won a gold [4]_____! [5]_____ week I played tennis on a beautiful tennis [6]_____ at Wimbledon. I lost, but it [7]_____ a great game. Yesterday I played [8]_____ England in the football World Cup. We won the [9]_____ 4–2 and I scored all four [10]_____. Yes, I'm a big fan [11]_____ sports video games!

6 **In pairs, say how long ago you did these things.**

And YOU

- go swimming
- have a PE lesson
- look at your phone
- play basketball
- watch sport on TV
- win a video game
- play in a tournament
- do aerobics

I went swimming three months ago. How about you?

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Wordlist and Vocabulary in action

Extra activity

In pairs, students choose one word from the wordlist that they can draw and work together to draw a picture. Then they mingle and show their picture to other pairs. They should take turns to guess which word the other pair's picture represents.

Pairs should sit down when they have shown their picture to every other pair. When all the pairs are sitting down, ask each pair to show their picture and to say how many other pairs were able to guess which word their picture represented.

Further practice

Workbook page 74

WORDLIST Sports | Sportspeople | Places to play sports | Sports competitions

archery /'ɑ:tʃəri/ n
badminton /'bædmɪntən/ n
baseball /'beɪsbɔ:l/ n
basketball /'bɑ:skətbɔ:l, 'bɑ:skɪtbɔ:l/ n
basketball court /'bɑ:skətbɔ:l kɔ:t/
breaststroke /'breststrəʊk/ n
champion /'tʃæmpiən/ n
the Champions' League /ðə 'tʃæmpiənz li:g/ n
crowd /kraʊd/ n
cup /kʌp/ n
cycle /'saɪkəl/ n
cycling /'saɪklɪŋ/ n
cyclist /'saɪkləst, 'saɪklɪst/ n
dream /dri:m/ n
exciting /ɪk'saɪtɪŋ/ adj
final /'faɪnəl/ adj
fit /fɪt/ v
football /'fʊtbɔ:l/ n
football field (pitch) /'fʊtbɔ:l fi:ld (pɪtʃ)/ n
footballer /'fʊtbɔ:lə/ n
gymnasium /dʒɪm'neɪziəm/ n
hobby /'hɒbi/ n
hockey /'hɒki/ n
ice hockey /aɪs 'hɒki/ n
individual sport /ˌɪndə'vɪdʒuəl spɔ:t/ n
indoor /'ɪndɔ:/ adj
interests /'ɪntrəsts/ n
interview /'ɪntəvju:/ n
jog /dʒɒg/ v
jogging /'dʒɒgɪŋ/ n
judo /'dʒu:dəʊ/ n
league /li:g/ n
marathon /'mærəθən/ n
(gold) medal /(gold) 'medl/ n
motor racing /'məʊtə 'reɪsɪŋ/ n
mountain biking /'maʊntən 'baɪk ɪŋ/ n
the NBA /ðɪ ˌen bi: 'eɪ/ n
the Olympics /ðɪ ə'lɪmpɪks/ n
outdoor /ˌaʊt'dɔ:/ adj
player /'pleɪə/ n
professional /prə'feʃənəl/ adj
racket sports /'rækət spɔ:ts/ n
reporter /rɪ'pɔ:tə/ n
runner /'rʌnə/ n
running /'rʌnɪŋ/ n
running track /'rʌnɪŋ træk/ n
(final) score /('faɪnəl) skɔ:/ n
semi-final /ˌsemi'faɪnl/ n
sports centre /spɔ:ts 'sentə/ n
sports fan /spɔ:ts fæn/ n
sports fanatic /spɔ:ts fə'nætɪk/ n
sports star /spɔ:ts stɑ:/ n
sportsman/woman /'spɔ:tsmən/ 'spɔ:tsˌwʊmən/ n
squash /skwɒʃ/ v
stadium /'steɪdiəm/ n
swimmer /'swɪmə/ n
swimming /'swɪmɪŋ/ n
swimming pool /'swɪmɪŋ pu:l/ n
table tennis /'teɪbəl ˌtenəs/ n
team /ti:m/ n
team sport /ti:m spɔ:t/ n
tennis /'tenəs, 'tenɪs/ n
tennis court /'tenəs kɔ:t/ n
ticket /'tɪkət, 'tɪkɪt/ n
tournament /'tʊənəmənt/ n
video game /'vɪdiəʊ geɪm/ n
volleyball /'vɒlibɔ:l/ n
weight training /weɪt 'treɪnɪŋ/ n
world championship /wɜ:ld 'tʃæmpiənʃɪp/ n
the World Cup /ðə wɜ:ld kʌp/ n

WORD FRIENDS

be interested in sth
be into something
be keen on sth
be scared of sth
do aerobics/archery/exercise/ judo/ skateboarding
go cycling/jogging/running/swimming
great fun
hang out with friends
have a great time
lose a game/match/tournament
play a match / a sport
play badminton/football/tennis
play for a team
run in a race
run on the track
score a goal/point
watch sports live
win a cup/game/match/ (gold) medal/ race/tournament

VOCABULARY IN ACTION

1 Use the wordlist to find:

1 eleven people *champion, ...*
2 eight places *basketball court, ...*
3 eight ball sports *baseball, ...*
4 five sports with races *cycling, ...*

2 Match pictures 1–8 with words from the wordlist.


1 *team*

2 _____

3 _____

4 _____

5 _____

6 _____

7 _____

8 _____

3 In pairs, complete the sentences with words from the Word Friends list. Say if the sentences are true for you. If not, change them to make them true.

1 I'm not interested *in* football.
2 My mum runs _____ marathons.
3 My brother's really keen _____ mountain biking.
4 I don't like swimming. I'm scared _____ water.
5 I often _____ cycling with my friends.
6 My grandma _____ aerobics every morning.
7 My friend plays hockey _____ a team.
8 My football team won their _____ 6–2 last week.

1 I am interested in football. It's my favourite sport.

4 2.51 PRONUNCIATION In pairs, listen and find one word in each group with a different pronunciation from the others. Use the underlined letters to help you.

1 final	fit	live (adj)	time
2 cycling	exciting	ice hockey	the Olympics
3 badminton	biking	swimming	win

5 2.52 PRONUNCIATION Listen, check and repeat.

Exercise 1

1 cyclist, footballer, player, reporter, runner, sports fan, sports fanatic, sports star, sportsman/woman, swimmer
2 football field/pitch, gymnasium, running track, sports centre, stadium, swimming pool, tennis court
3 basketball, football, hockey, squash, table tennis, tennis, volleyball
4 motor racing, mountain biking, running, swimming

Exercise 2

2 badminton
3 judo
4 weight lifting/ weight training
5 archery
6 cup
7 ice hockey
8 medal

Exercise 3

2 into
3 on
4 of
5 go
6 does
7 for
8 match

Exercise 4

1 fit
2 the Olympics
3 biking

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Extra activity

After Exercise 4, ask students to write four more sentences using four different past form verbs. Three of the sentences should be true and one should be false.

In their pairs, students should take turns to read their partner's sentences and to try to guess which sentence is false.

Then elicit sentences from students and for each sentence ask the rest of the class to guess if it is true or false.

Further practice

- Workbook page 75
- Resource Pack
  Resource 75: Units 4–6
  Vocabulary – Draw the clues
  Resource 76: Units 4–6
  Grammar – Follow the instructions

Revision

VOCABULARY

1 **In pairs, match events 1–4 with definitions a–d. Do you find these events boring, OK or exciting?**

1 ☐ the Champions' League
2 ☐ the NBA
3 ☐ the Olympics
4 ☐ the World Cup

a An international football tournament that happens every four years.
b The best football teams in Europe try to win this every year.
c It happens every four years; there are lots of different sports.
d A basketball competition in North America.

A: What do you think of the World Cup?
B: It's exciting. I love it.

2 **Choose the correct option.**

1 My uncle Jim is a sports *fanatic* / *player* / *star* – he watches sports on TV all day long.
2 There was a big *crowd* / *team* / *ticket* at the match – 60,000 people.
3 Volleyball is a(n) *individual* / *racket* / *team* sport.
4 Let's go to the swimming *court* / *pool* / *track*.
5 Did you see the match? What was the final *champion* / *goal* / *score*?
6 I was first in the race. I *lost* / *scored* / *won* the gold medal!
7 Do you want to *do* / *go* / *play* tennis on Saturday?
8 On sports day I ran in the 100-metre *goal* / *point* / *race*.

GRAMMAR

3 **Choose the correct option.**

A: Where [1]*was* / *were* the final of the football World Cup in 1950?
B: It [2]*was* / *were* in the Maracana stadium in Rio de Janeiro, Brazil.
A: Which teams [3]*was* / *were* in the final?
B: Brazil and Uruguay.
A: How many people [4]*there were* / *were there* in the stadium?
B: [5]*There were* / *Were* almost 200,000 people!
A: [6]*Was* / *Were* there a surprise?
B: Yes, [7]*there* / *it* was. On paper, the Uruguayan team [8]*wasn't* / *weren't* so good. The Brazilian players [9]*was* / *were* better. But the final score [10]*there was* / *was* Uruguay 2, Brazil 1.
A: Oh! The Brazilian fans [11]*wasn't* / *weren't* very happy!

4 **Make sentences in the Past Simple. In pairs, guess if your partner's sentences are true or false.**

1 get up / five hours ago
2 watch / TV / this morning
3 run / five kilometres / yesterday
4 call / a friend / last night
5 find / some money / a few days ago
6 see / a good film / last week

A: I got up five hours ago.
B: True.
A: No, it's false. I got up about three hours ago.

5 **Complete the text with the Past Simple form of the verbs in brackets.**

My family [1]*had* (have) a really sporty weekend. My mum [2]_____ (take) part in a race. My dad [3]_____ (win) a tennis tournament. My sister [4]_____ (do) something new: she [5]_____ (try) ice hockey for the first time and she [6]_____ (love) it! My little six-year-old brother [7]_____ (jog) two miles and [8]_____ (play) football in the park. My grandparents [9]_____ (come) for lunch on Sunday – they [10]_____ (walk) six miles from their house! And me? Well, I [11]_____ (make) a cake and then we all [12]_____ (eat) it. I don't like sport!

SPEAKING

6 **Work in pairs. How well do you know what your partner does in his/her free time? Complete the sentences so they are true for him/her. Read your sentences to him/her to check.**

1 You often go *cycling*.
2 You do a lot of _____.
3 You play _____.
4 You often hang out with your friends in _____.
5 You're a big fan of _____.
6 You're interested in _____.
7 You're really into _____.
8 You're not very keen on _____.

A: In your free time you often go cycling.
B: That's right – I'm really into cycling.

DICTATION

7 2.53 **Listen. Then listen again and write down what you hear.**

SELF-ASSESSMENT Think about this unit. What did you learn? What do you need help with? **WORKBOOK** p. 74

Exercise 1

1 b
2 d
3 c
4 a

Exercise 2

2 crowd
3 team
4 pool
5 score
6 won
7 play
8 race

Exercise 3

2 was
3 were
4 were there
5 There were
6 Was
7 there
8 wasn't
9 were
10 was
11 weren't

Exercise 4

2 I watched TV this morning.
3 I ran five kilometres yesterday.
4 I called a friend last night.
5 I found some money a few days ago.
6 I saw a good film last week.

Exercise 5

2 took
3 won
4 did
5 tried
6 loved
7 jogged
8 played
9 came
10 walked
11 made
12 ate

Exercise 7

He is a great tennis player. He's from Scotland but when he was a teenager, he went to live in Spain. He won the Wimbledon tournament in twenty thirteen and twenty sixteen.

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BBC

CULTURE

When did football begin?

The UK's national sport

1 How many people in the world play football? Over 270 million. And there are about 3.5 billion fans! That's a lot of people! In the UK there are about 8 million players and it's the national sport. Every Saturday people play in matches or support their teams. But where did football start and when? Where was the first game?

2 Some people think it started in China two or three thousand years ago. Others think it was in Greece, Italy or Japan. But it probably started in England, many hundreds of years ago. In 1170 some young men went to a field 'for a game of ball'. They made a ball from an animal bladder with air inside! The game got more and more popular. The King was worried because too many people played football and stopped doing archery. And at that time archery was important for wars! There was a football ban!

3 But football continued. At first, football was a game for working people. It was fun, but there weren't many rules. Players had lots of fights. Sometimes there were 1,000 players on the pitch! In the eighteenth century boys at expensive schools (public schools) started to play football too. In 1848 there was a meeting to make better rules for the game. We still use a lot of those rules today.

4 The British took modern football to other countries. The first game outside Europe was in Argentina in 1867. Some Englishmen worked there and took the game with them. Now it's in every country, in every town and nearly every street!



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GLOSSARY
ban (n) a rule that someone must not do something
bladder (n) a part inside your body that is like a bag and keeps water that your body does not need
fight (n) when people try to hurt each other because they disagree
support (v) to think that sb or sth is the best
war (n) when two or more countries fight

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Lead in: topic introduction

Tell students to keep their Students' Books closed and put them into groups of four. If you set the homework suggestion for the unit, ask the groups to discuss any vocabulary they found difficult, and their example sentences if you also set the additional task.

If students haven't done the homework, ask them to look at the glossary on page 80. Students should find the words in the text and rewrite the sentences using different words or phrases which have the same meaning (e.g. *There was a rule that people must not play football.*).

6.4

Rugbynet

There are many ball sports. In football, the players kick the ball. In netball, they throw the ball. In rugby, they run with the ball. Sometimes they push players to get the ball. There is another interesting ball sport. It's got a very big net, but the players use a rugby ball. There are some rules from netball and some rules from rugby. It's called rugbynetball or rugbynet. People think this is a completely new sport, but it isn't. It started about a hundred years ago. It's a fast game and rugby players like it a lot. The presenter wants to try. He joins the game. Some of the players are very big, but he's very small. It's hard. They run, they throw. Is it a goal? No, it isn't. There aren't many rules, and players can run everywhere. And they can try to take the ball. It's like a fight. Now the presenter's got the ball. He runs, he throws. He's fast, he's good. Rugbynet is fast and dangerous. The players get tired and they sometimes get hurt. But they love it and say It's fun!

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Exercise 1

Students should keep their Students' Books closed. Put them into pairs and give each pair a blank piece of paper. Ask the first question and tell the pairs to write the answers on their piece of paper. Stop them after 2 minutes and elicit how many words each pair has written.

Ask the pairs to explain any sports that they have included in their lists that haven't been presented in the unit.

Then ask students to open their Students' Books and to answer the other two questions.

Exercise 2

Discuss the photos with students and ask them to describe what they can see (e.g. A shows an early football match. B shows the inside of a traditional football. C shows some children playing football in a playground, and the graffiti suggests this is in a Spanish-speaking country. D shows a group of people who are watching a match on TV in the street.). When students have done the exercise, elicit the answers and the references in the text.

Answers: **A** 1 **B** 2 **C** 3 **D** 4

Exercise 3

Tell students to write the answers as full sentences in their notebooks. Discuss the first number with the class. Elicit where the relevant information can be found in the text (line 2), elicit a full sentence, and write it on the board: *Over 270 million people in the world play football.*

Then put students into pairs and ask them to work together to do the exercise.

Suggested answers:

1 the number of people in the world who play football
2 the number of football players in the UK
3 the date of the first football game in England
4 the number of players in old matches
5 the date of the meeting to make better rules for the game
6 the date of the first game of football outside Europe

Exercise 4

Ask students to continue working in pairs. Set a time limit for the pairs to make a list of the advantages of each way of watching football (e.g. *on TV*: *more comfortable*, *free*, *good view*, *safe*; *at the stadium*: *exciting*, *more memorable*). When they have finished, elicit their ideas.

Then have a class vote to find out which way to watch football is the most popular with students.

Exercise 5

Ask students if they know anything about rugby (e.g. in rugby, you are allowed either to kick or to carry the ball, the ball is oval shaped, the goal is shaped like a capital H, you score points for carrying the ball over the line at one end of the pitch or for kicking the ball into the top section of the goal, i.e. above the horizontal bar and between the two vertical bars).

Check that students understand the meaning of *net*, and ask them which sports have a net (e.g. football has a net in the goal, tennis/badminton/volleyball have a net in the middle of the court for the ball to go over).

Put students into groups of three and set a time limit for them to discuss the question. When they have finished, invite groups to share their ideas with the rest of the class.

Exercise 6 6.4

Before you play the video, ask students to look at the list of sports and to explain each sport. If students aren't sure about netball, explain that it is similar to basketball but that when someone is holding a ball, they are not allowed to move.

When students have watched the video, elicit which sports were mentioned.

Put students into pairs and ask them to think about how they would explain *rugbynet* to someone who doesn't know the sport (e.g. *Rugbynet is a combination of rugby and netball. You run and throw the rugby ball like you do in rugby, but you score points by throwing the ball into a net.*).

When the pairs are ready, invite one pair to share their ideas with the rest of the class.

Answers: football, netball, rugby

Exercise 7 6.4

Put students into pairs. Ask them to read through the sentences and to try to remember information in the video.

Then play the video once more, and elicit the answers as well as any references from the video that helped students to decide. (1 We can see players throwing the ball. 2 It started about 100 years ago. 3 Rugby players like it a lot. 4 There aren't many rules. 5 He runs … He's fast … 6 There's no mention of his name. 7 It's dangerous but they love it.)

Answers: **1** T **2** F **3** F **4** T **5** T **6** F

Exercise 8

Put students into groups of three. Set a time limit for them to discuss the question, and then invite groups to share their ideas with the rest of the class.

Discuss different sports that students play at their school, either during PE lessons or in extra-curricular activities. Ask students to say which sports they do and don't enjoy playing, and encourage them to give reasons (e.g. *I don't like playing … because it's quite dangerous./I get very tired.*).

Exercise 9

Put students into groups of four. Remind them:

- to make their presentation short and easy to follow.
- to write key information on the slides so that others can read and listen at the same time.
- not to make written notes which they have to look at and read.
- not to use language that is too difficult for this level.

Make sure that every student in a group is involved in the presentation and has the chance to present some information to the class (e.g. the history of the sport, the rules of the sport, who plays the sport, good and bad things about the sport).

Give the groups a time limit for creating their presentations. Allocate a time in a future lesson for the groups to give their presentations to the class.

Further practice

- Workbook pages 76–77
- Resource Pack
  Resource 77: Unit 6 BBC Culture – Sporting heroes
  Resource 78: Unit 6 Culture – A new sport

Pearson

EXPLORE

1 In pairs, ask and answer the questions.

1 How many sports can you name in two minutes?
2 What's the national sport in your country?
3 What do you think is the most popular sport in the world?

2 Read the article. Match paragraphs 1–4 with photos A–D.

A


B


C


D


3 Read the text again. What do these numbers refer to?

1 270 million _____
2 8 million _____
3 1170 _____
4 1,000 _____
5 1848 _____
6 1867 _____

4 Is it better to watch football on TV or live at the stadium? Why?

EXPLORE MORE

5 You are going to watch part of a BBC programme about a new sport. Read an advert for the programme. What do you think happens in this sport?

Rugbynet

Do you want to try an interesting, exciting sport? Perhaps this is the answer! Watch the next programme in the BBC series about new sports.

6 6.4 Watch the video and check your ideas from Exercise 5. Tick the sports you hear about.

1 ☐ badminton
2 ☐ football
3 ☐ netball
4 ☐ rugby
5 ☐ tennis

7 6.4 Watch again and mark the sentences T (true) or F (false).

1 ☐ In rugbynet the players can throw the ball.
2 ☐ The game started ten years ago.
3 ☐ Real rugby players don't play this game.
4 ☐ Rugbynet doesn't have many rules.
5 ☐ The presenter can run fast.
6 ☐ The players don't like the game because it's dangerous.

8 Would you like to play rugbynet? Why? / Why not?

YOU EXPLORE

9 CULTURE PROJECT In groups, write a presentation about a new or unusual sport in your country.

1 Use the internet to research a new or unusual sport.
2 Find some pictures or videos.
3 Write your presentation.
4 Share it with the class.

Pearson

7 The time machine

VOCABULARY
Talking about history | Technology, internet and computers | Everyday technology

GRAMMAR
Past Simple negative (regular and irregular verbs) | Past Simple questions and short answers (regular and irregular verbs)

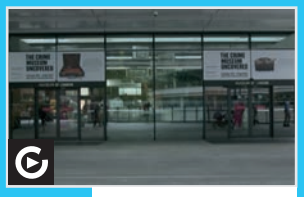
Grammar: When I was your age, …



Speaking: The picnic



BBC Culture: The Black Museum



Workbook p. 89

BBC VOX POPS

CLIL 4 > p. 139

The Great !deas Competition

Last week we asked you to choose one great idea and say how it changed our lives for the better. Here are the first of your suggestions.





1 Laura, 15, Bristol
Before the invention of the bicycle in the nineteenth century, most people never travelled more than fifty kilometres all their lives. Thanks to the bicycle, it became easier for people to change where they lived or worked.





2 Ed, 16, Stoke-on-Trent
Today's hairdryers aren't very different from the first ones from 100 years ago. Thanks to the hairdryer, people began to wash their hair more often (a good thing!). There was also an explosion of new hairstyles in the 1920s, which continues to this day.



7.1 VOCABULARY History and technology

I can talk about technology and important moments in the past.

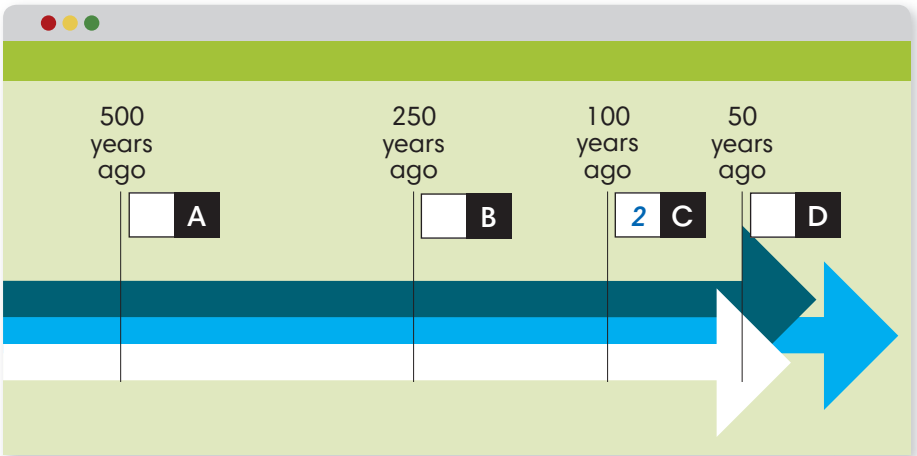
1 CLASS VOTE Are you interested in history?

2 Study the Vocabulary A box. How do you say the phrases in your language? Order the phrases (1 = the oldest, 6 = the most recent).

Vocabulary A Talking about history

☐ in 2012 ☐ in the 1700s ☐ in the 1970s [1] in the Middle Ages
☐ in the nineteenth century ☐ seventy years ago

3 Read the texts on the website and put the ideas on this timeline. In pairs, say which idea you think was the most important.



4 In pairs, find regular verbs in the Past Simple in the texts.

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Unit contents

Vocabulary
- Talking about history
- Technology, internet and computers
- Everyday technology

Grammar
- Past Simple negative (regular and irregular verbs)
- Past Simple questions and short answers (regular and irregular verbs)

Communication skills
Agreeing and disagreeing

Examples of 21st century skills/competencies
- Critical thinking: page 82 (Exercise 3), pages 92–93
- Collaboration: page 83 (Exercise 9), page 84 (Exercise 6), page 93 (Exercise 9)
- Digital literacy: page 93 (Exercise 9)
- Assessment for learning: page 91
- Autonomy and personal initiative: page 89 (Exercise 6)

7.1 VOCABULARY History and technology

Lesson learning objective
Students can talk about technology and important moments in the past.

Lead in: review of vocabulary from the previous unit

Put students into two groups and explain that they are going to try to guess words by asking for either vowels or consonants. Choose a word from the previous unit (e.g. *archery*), and tell students that the word has seven letters: two vowels and five consonants.

Group A should choose a type of letter (e.g. a consonant). Write on the board one of the consonants in the word (e.g. *c*), and explain that this is not necessarily the first letter of the word. Group A should try to guess the word based on this consonant clue.

Group B follows the same process. They should choose a type of letter (e.g. a vowel). Write on the board one of the vowels from the word (e.g. *e*). Group B should try to guess the word based on this vowel clue.

Continue the process until one of the groups guesses the word correctly and wins a point.

Repeat with other words from the wordlist on page 78. Elicit the meaning of each of the guessed words.

Exercise 1

Ask students to keep their Students' Books closed. Ask the question and ask for a show of hands to find out which students in the class are interested in history.

Put students into groups which contain at least one student who likes history and one student who doesn't like it. Tell the groups to discuss their reasons for liking or not liking history.

When they have finished, invite groups to share their opinions with the rest of the class. Then have a class vote.

Background notes

The 1700s are from 1700 to 1799. The nineteenth century officially started in 1801 and finished at the end of 1900, but most people think of centuries as starting from the year '00 and finishing in the year '99. The Middle Ages is the period in European history from the collapse of the Roman civilisation in the fifth century to the period of the Renaissance (this is variously interpreted as beginning in the thirteenth, fourteenth or fifteenth century).

Exercise 2

When students have ordered the phrases, elicit which dates each phrase refers to (see background notes above).

Answers: **1** in the Middle Ages **2** in the 1700s **3** in the nineteenth century **4** seventy years ago **5** in the 1970s **6** in 2012

Background notes

The bicycle in the top right photo was known as a **penny farthing**; the name reflects the size of its wheels: at the time a penny was a large coin and a farthing (¼ of a penny) was a small coin. The penny farthing was popular in the mid- to late-nineteenth century, until it was replaced in the 1880s by bikes similar to those we have today.

Nicolaus Copernicus (1473–1543) was a Polish astronomer and mathematician. He worked for many years on his theory that the Earth orbits the Sun, but although his work explaining his theory, *De Revolutionibus Orbium Coelestium*, was completed by about 1532, Copernicus delayed its publication because he was worried about how the Church would react. Just before he died, he finally sent his work to be published.

The first portable computer was the IBM 5100, released in September 1975. It weighed about 25 kg and had 64 KB of RAM. The first commercially successful portable computer was the Osborne 1, released in 1981. This computer only weighed 10.7 kg and cost $1,795.

Exercise 3

When students have ordered the events on the timeline, set a time limit for the pairs to discuss which they think was the most important event. When they have finished, invite pairs to share their ideas, giving reasons why.

Answers: **A** 3 (1543) **B** 1 (1865) **C** 2 (c. 1910) **D** 4 (1981)

Exercise 4

When the pairs have done the exercise, elicit the answers and ask students to say which verb is pronounced differently from the other verbs (*worked* has a /t/ sound and the other regular past verbs have a /d/ sound).

Answers: **1** travelled, lived, worked **3** changed

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Exercise 5

When students have matched the verbs, ask them to choose three verbs and to make Present Simple and Past Simple sentences (e.g. Present Simple: *I usually* ***eat*** *toast for breakfast*. Past Simple: *Today I* ***ate*** *cereal.*).

When they have finished, invite students to share their ideas with the rest of the class.

Answers: become – became, begin – began, buy – bought, sell – sold, think – thought, understand –understood, write – wrote

Background notes

Jimmy Wales and Larry Sanger launched **Wikipedia** on 15 January 2001. The name *Wikipedia* was created by Sanger by combining the words *wiki* (a website that allows people to modify its content directly) and *encyclopedia*.

Exercise 6

When students have completed the text, elicit the answers. Have a class discussion about which date students think is the most important, giving reasons.

Answers: **2** became **3** became **4** began **5** wrote **6** could **7** sold **8** bought **9** could

Exercise 7

When students have discussed the words in the Vocabulary B box, put them into groups of three to do a roleplay. One student should play the role of someone who knows nothing about the internet or technology and who can only speak English. The other two students should try to explain to them what each of the words means.

Give students an example of how they can do this by describing the internet: *The internet is the worldwide connection of computer networks, which means that we can look at the same websites anywhere in the world.*

When the groups have discussed all the words, invite them to share their explanations with the class.

Exercise 8

Keep students in the same groups as for Exercise 7. Set a time limit for them to think of examples. When they have finished, elicit the examples, but don't discuss their opinions of each yet.

Possible answers:
Search engine: Yahoo, DuckDuckGo, Bing
Web browser: Chrome, Explorer, Edge, Opera
Social networking sites: Facebook, MySpace, Instagram

Exercise 9

For each question, set a time limit for the pairs to discuss. They shouldn't move onto to the next question until you tell them to. When the pairs have discussed all six questions, elicit their answers, and ask for their opinions about why some web browsers or search engines are better than others.

Extra activity

Divide the class into six groups. Give each group a number (1–6) and tell them to look at the question with their number in Exercise 9.

Tell students to imagine that you have never used the internet or a smartphone. Group 1 should discuss one website that they think you should visit. Group 2 should discuss the best web browser to use. Group 3 should discuss an interesting webcam. Group 4 should discuss the best search engine. Group 5 should discuss the best smartphone. Group 6 should discuss the best social networking site.

When the groups are ready, they should present their ideas to the rest of the class, giving reasons. After each group has presented their ideas, ask them relevant follow-up questions, and encourage class discussion.

Further practice

- Workbook pages 78–79
- Resource Pack
  Resource 79: Unit 7 Lesson 1 Vocabulary – History quiz

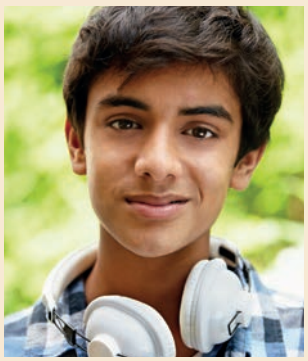
Pearson





3 Elly, 16, London

Before the 1500s, people thought that the Earth was the centre of the universe. Then Copernicus wrote his theory that the Earth goes around the Sun. It completely changed how we understood our world.





4 Amadip, 16, Birmingham

When IBM sold its first personal computer, it was a revolution! After this computers were for everyone, not just computer programmers. Millions of people bought their first computers in the 1980s.

Remember to vote here. Four more of your ideas next week!

5 Look at the highlighted irregular Past Simple forms in the texts. Match them with the infinitives below. How do you say the verbs in your language?

become begin buy sell think
understand write

become – became

6 Complete the blog post with the Past Simple form of the verbs in brackets. Which of the dates was most important in your opinion?



Randolph's guide to internet history

1990 British scientist Sir Timothy Berners-Lee [1]thought (think) of the first internet web browser, the World Wide Web.

1993 Scientists at Cambridge University connected a camera to the internet. They wanted to check when their coffee was ready. It [2]_____ (become) the first webcam.

1998 The birth of the Google search engine. It quickly [3]_____ (become) one of the most popular websites on the internet.

2001 The Wikipedia website [4]_____ (begin). Jimmy Wales [5]_____ (write) the first words: 'Hello, world!'

2006 Anyone with an email address [6]_____ (can) join the social networking site Facebook.

2007 The first iPhones. Apple [7]_____ (sell) 1 million in seventy-four days!

2008 Millions of people [8]_____ (buy) their first smartphone. People [9]_____ (can) use their phones to get on the web, play games, take photos and watch videos. Smartphones changed millions of lives.

7 Study the Vocabulary B box. How do you say the words in your language? Use the highlighted words in Exercise 6 to help you.

Vocabulary B Computers and Information Technology

search engine smartphone
social networking site web browser
webcam website

8 In groups, think of as many examples of these things as you can.

- search engine: *Google, …*
- web browser: *Firefox, …*
- social networking sites: *Pinterest, …*

9 In pairs, ask and answer the questions.

1 Which three websites do you visit most?
2 Which web browser do you use?
3 Is there a webcam that you often check?
4 What's your favourite search engine?
5 Have you got a smartphone? Do you get on the internet with it?
6 Are you a member of a social networking site?

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7.2 GRAMMAR Past Simple (negative)

I can use the Past Simple negative to talk about events in the past.



Peoplechat

Nottingham in the fourteenth century

Posts | Photos | Discussions | Reviews

Ivor: OMG! Guys, look at this picture from a website about the history of Nottingham! Nottingham had a castle in the Middle ages but it didn't have a station! 😯

Bea: Also people wore shoes or boots in the Middle Ages but they didn't wear trainers. And people didn't say 'cool' in the Middle Ages! 😀

Nathan: Children ate cakes in the fourteenth century but they didn't eat chocolate bars!

Smiffy: LOL! You saw dogs and pigs in towns in the fourteenth century but you didn't see Chihuahuas.

1 In pairs, talk about the oldest buildings in your town. What are they? When do they date from?

The Old Town dates from the Middle Ages.
I think the castle dates from the fourteenth century.

2 In pairs, look at the picture above. What is strange about it? Read the comments and check.

3 Study the Grammar box. Find more examples of Past Simple negatives in the comments.

Grammar Past Simple (negative)

They didn't wear jeans.
They didn't watch satellite TV.
People wore boots but they didn't wear trainers.
They played football but they didn't play basketball.

GRAMMAR TIME > PAGE 124

4 In pairs, make more sentences about the mistakes in the picture. Use the ideas below to help you.

bananas buses cameras computer games
helicopters MP3 players phones plastic bottles
sunglasses tractors trainers T-shirts TVs

People didn't wear/eat/use/play … in the Middle Ages.
You didn't have … in the fourteenth century.

5 Complete the sentences with the Past Simple form of the verbs in brackets.

1 I *walked* (walk) to the shops but I _____ (not buy) anything.
2 Ola _____ (have) a shower this morning but she _____ (not wash) her hair.
3 Last night Dan _____ (go) to bed early but he _____ (not sleep) well.
4 We _____ (work) hard yesterday but we _____ (not feel) tired.
5 They _____ (come) to the party on Saturday but they _____ (not stay) long.
6 Marion _____ (tell) me what to do but I _____ (not understand).
7 I _____ (want) to go to the concert but I _____ (not have) enough money for a ticket.

6 [VOX POPS ▶ 7.1] In pairs, talk about what you did/didn't do last night. Use the ideas below or your own.

And YOU

do homework go to bed early
have a cup of coffee have a shower
listen to music see a film stay at home
talk to friends watch TV

Last night I did homework. I didn't see a film …

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7.2 GRAMMAR Past Simple (negative)

Lesson learning objective

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

Lead in: preview of Past Simple negative forms

Tell students to look at the Vocabulary B box on page 83. Ask them to work on their own to make true negative sentences using the vocabulary and the examples they thought of during Exercise 8, as well as true positive sentences (e.g. *I don't use Internet Explorer. I don't send any messages to my parents on Facebook.*).

Set a time limit, and when students have finished, put them into groups of three to compare their sentences. Invite groups to share some of their sentences with the rest of the class. Tell students that they will use these negative sentences later in the lesson.

Exercise 1

Ask students to keep their Students' Books closed. Put them into pairs, ask the questions and tell them to discuss.

When they are ready, have a class discussion to find out how much students know about the history of their town.

Exercise 2

Before students open their Students' Books, explain that they are going to look at a picture that shows a street in the Middle Ages. In pairs, they should try to find fifteen mistakes in the picture. Set a time limit and then tell the pairs to open their books and to begin the exercise.

At the end of the time limit, ask students to name the mistakes mentioned in the comments (station, trainers, cool clothes sign, chocolate bars, Chihuahuas) and elicit the other ten mistakes (Ramones T-shirt, computer game, earphones/MP3 player, plastic bottle, CCTV camera, tractor, helicopter, sunglasses, banana, satellite dish).

Language notes

Negative forms in the Past Simple follow the same rules as the negative forms for the Present Simple and other tenses: subject + auxiliary verb + *n't* + main verb (base form in Present Simple and Past Simple).

Exercise 3

When students have found the examples in the comments, discuss the Past Simple negative form and compare it with the Present Simple negative form. Point out that the Past Simple is easier as the auxiliary verb is always *didn't*, whereas in the Present Simple we have *don't* and, for third person singular forms, *doesn't*.

Remind students that during the last lesson they learned that the past form of *can* is *could*. Elicit how we make *could* negative (*couldn't*).

Extra activity

Tell students to look once more at the sentences they wrote during the Lead in activity. Explain that the sentences can be changed to the Past Simple by changing the auxiliary verb (*do*) to its past form (*did*).

Point out that with the Past Simple we also usually add a time expression (e.g. *I ~~don't~~ didn't use Internet Explorer last night. I ~~don't~~ didn't send any messages to my parents on Facebook yesterday.*).

Ask students to work on their own to change their sentences to the Past Simple. Then put them in pairs to compare sentences. Invite students to share their sentences with the rest of the class.

Exercise 4

Set a time limit for the pairs to write sentences. They should divide up the items in the box, with Student A writing sentences starting with the first item (*bananas*) and Student B writing sentences starting with the last item (*TVs*).

When pairs have written about all the items in the box, they should take turns to read their sentences. Invite students to share their sentences with the rest of the class.

Example answers:
People didn't eat bananas (in the Middle Ages/fourteenth century).
People didn't use plastic bottles (in the Middle Ages/fourteenth century).
People didn't have helicopters/tractors (in the Middle Ages/fourteenth century).
People didn't have MP3 players/TVs/cameras/mobile phones (in the Middle Ages/fourteenth century).
People didn't wear sunglasses/T-shirts/trainers (in the Middle Ages/fourteenth century).
People didn't play computer games (in the Middle Ages/fourteenth century).

Exercise 5

Put students into pairs and ask them to work together to complete the sentences. Encourage fast finishers to write a new sentence that links two contrasting ideas using *but* (e.g. *I sent my friend a text **but** he didn't reply.*).

Answers: **1** didn't buy **2** had, didn't wash **3** went, didn't sleep **4** worked, didn't feel **5** came, didn't stay **6** told, didn't understand **7** wanted, didn't have

Exercise 6

Discuss the rubric with students and ask each pair to try to think of three more things they did or didn't do last night. When the pairs have finished, invite them to share sentences using their own ideas with the rest of the class.

VOX POPS ▶ **7.1**

While watching, ask students to work with their partner to write down three verbs that they hear being used by the speakers.

After watching, students should swap their verbs with another pair and try to remember what the speakers said. Invite students to share their sentences with the class.

Play the video a second time so that students can check if they remembered correctly.

Further practice

- Workbook page 80
- Grammar Time page 124
- Resource Pack
  Resource 80: Unit 7 Lesson 2 Grammar – No, I didn't.

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7.3 READING and VOCABULARY Living without technology

Lesson learning objective

Students can find specific detail in an article and talk about everyday technology.

Lead in: review of Past Simple negative

Put students into pairs. Tell them to find out about things that one partner did in the past but the other partner didn't do. For example:

Student A: I went to Spain last year.
Student B: I didn't. I went to Greece.

Student A: I watched a film last night.
Student B: I didn't. I played computer games.

When the pairs have found out a few facts, teach them the phrase *one of us*. Then invite pairs to use the phrase to say a negative sentence about one of the partners. They shouldn't say which partner the sentence refers to. For example:

One of us didn't go to Spain last year.
One of us didn't watch a film last night.

The rest of the class should try to guess which partner did the activity and which partner didn't do the activity.

Exercise 1

Ask students to describe what they can see in the photo (e.g. *I can see that one girl is playing a computer game.*) and what they think is happening (e.g. *I think it's a party.*). Elicit students' ideas.

Exercise 2 3.01

Ask students to read the introduction to the article. In Exercise 1, did they guess correctly what is happening in the photo? Before students read the rest of the article, ask them to guess the best title, and to give reasons for their guess (e.g. *Title A is the best because I think it would be boring and difficult to live without electricity.*).

When students have read the whole article, elicit the answer and the relevant information from the text. (The article says *it was fun* and *It was cool*, so title A isn't correct. The text refers to some problems and there is no reference to it being a dream come true, so title B isn't correct. The article says *we're lucky to have it* (electricity), so title C is correct.)

Answer: C

Exercise 3

Tell students that for each sentence they should try to find information in the text to explain why the sentence is right or wrong. If they can't find information in the text, the correct answer will be ? (*doesn't say*).

When students have finished, elicit the answers and relevant information from the text. When eliciting the answer to question 5, check that students understand the difference between *electricity* and *gas*.

Answers: 1 ? 2 ✓ 3 ✓ 4 ✗ 5 ✗

Culture notes

In many British homes (houses or flats), the washing machine is usually in the kitchen. In some houses, however, the washing machine is in the utility room; this is a room that contains large pieces of equipment such as a washing machine, a freezer, etc.

Exercise 4

Elicit the meaning of each of the words in the Vocabulary box, and ask further questions. For example: *What do we have chargers for?* (e.g. for mobile phones, MP3 players, games consoles, cameras) *What kind of food do we put in a fridge?* (e.g. milk, butter, cream – things that need to be kept quite cold) *What do we put in a kettle?* (water) *What do we put in a washing machine?* (dirty clothes)

Answers:
1 Becky talks about the cooker and charger.
2 kitchen: cooker, fridge, kettle, washing machine; bathroom: electric toothbrush, washing machine

Exercise 5

As a lead in to the exercise, teach students these phrases: (*we went*) *camping*, (*there was a*) *power cut*. Ask students to discuss if they have experienced these things and how they may have dealt with not having electricity. Encourage them to describe any problems they had because of a power cut (e.g. *We couldn't watch TV.*). When they are ready, invite pairs to share their stories with the rest of the class.

Further practice

- Workbook page 81
- Resource Pack
  Resource 81: Unit 7 Lesson 3 Reading and Vocabulary – What do I need?

Pearson



7.3 READING and VOCABULARY Living without technology

I can find specific detail in an article and talk about everyday technology.

1 In pairs, look at the photo in the article. Do you think the girls are having a good time?

2 3.01 Check you understand the words below. Then read the article and choose the best title.

candle experiment take part

A The worst month of my life
B A schoolgirl's dream comes true
C We don't know how lucky we are!

3 Read the text again. Mark the sentences ✓ (right), ✗ (wrong) or ? (doesn't say).

1 ☐ Only people from Birmingham took part in The Big Switch Off.
2 ☐ Becky plays a musical instrument.
3 ☐ It was quite difficult for Becky to live without the internet.
4 ☐ The Carters often ate at the table before the experiment.
5 ☐ The Carters couldn't cook during The Big Switch Off.

4 Study the Vocabulary box. In pairs, say which of the things in the box:

1 Becky talks about in the article.
2 you usually find in the kitchen/bathroom.
3 you think are most useful.

Vocabulary Everyday technology 1

charger cooker electric toothbrush fridge kettle washing machine

Pearson

The Birmingham Mail

Last month Birmingham schoolgirl Becky Carter and her family took part in The Big Switch Off, an experiment to live without electricity for a month. Becky talked to us about the experiment.

Q: Was it difficult to live without electricity?

A: No, not really – it was fun! Sometimes we all played cards. My sister and I gave little concerts – we played guitars. Often we just sat with candles and read or talked. We also went to the cinema a lot! But it was a bit hard without the internet at home. At the beginning I used my phone but then the battery died and I couldn't use my charger!

Q: What were the best things?

A: It was cool to eat together at the table every day. Before The Big Switch Off we always had dinner in front of the TV.

Q: What were the lessons you learned from the experiment?

A: First, it's great we have a gas cooker! Most important, I learned that electricity is awesome! Man lived for hundreds of thousands of years without electricity – we're lucky to have it.



5 In pairs, talk about the last time you/your family were without electricity. How was it?

Last winter we had no electricity for twenty-four hours after some bad weather. It was exciting/boring/fun!

And YOU



7.4 GRAMMAR Past Simple (questions and short answers)

I can use the Past Simple to ask and answer questions about the past.



VIDEO **WHEN I WAS YOUR AGE, …**

Dad: Twelve o'clock and you're having breakfast! When I was your age, I got up at five o'clock!
Max: Seriously? Did you really get up at five o'clock every day?
Dad: Yes, I did.
Lily: Why did you get up so early?
Dad: I had a job. Did I never tell you about it?
Max: No, you didn't. What did you do?
Dad: I worked at a gas station. I got pocket money for washing cars!
Lily: So, did you leave school when you were thirteen?
Dad: No, I didn't. Of course not! I worked before school every morning.
Max: Did Grandma drive you to school?
Dad: No, she didn't. I cycled ten miles to school – and it always rained in 1995! And I was busy after school.
Lily: What did you do after school?
Dad: Well, I helped Grandpa in his shop for four hours. Then I took Daisy for a walk – another hour.
Max: Half past four, half past eight, half past nine …
Dad: And I helped in the kitchen for an hour. And I had three or four hours of homework.
Max: Half past ten, half past two … Dad, did you have longer days in 1995? Dad?

Seriously? *Of course not!*

OUT of class

1 In pairs, look at the photo. What do you think Max's dad is saying?

2 7.2 3.02 Watch or listen. Why did Max's dad get up early when he was a teenager?

3 Study the Grammar box. Find examples of Past Simple questions and short answers in the dialogue.

Grammar Past Simple (questions and short answers)

Did you get up early? Yes, I did./No, I didn't.
Did they cycle to school? Yes, they did./No, they didn't.
Where did he work?

GRAMMAR TIME > PAGE 124

4 In pairs, order the words to make questions. Ask and answer questions about your morning.

1 you / have / a good sleep / did / ?
2 get up early / you / did / ?
3 did / you / for breakfast / have / what / ?
4 have / did / a shower / you / ?
5 walk / you / did / to school / ?
6 arrive / what time / you / at school / did / ?

A: Did you have a good sleep?
B: No, I didn't! I …

5 Complete the questions with the Past Simple form of the verbs below.

come do go have ~~learn~~ live

1 *Did* you *learn* English at primary school?
2 Which primary school ___ you ___ to?
3 ___ your mum ___ a job when you were little?
4 ___ your family ___ in a different town when you were little?
5 What ___ your grandad ___?
6 Where ___ your grandparents ___ from?

6 Match questions 1–6 in Exercise 5 with answers a–f.

a ☐ I went to the primary school in Aston.
b [1] No, we didn't. But we learned Spanish.
c ☐ Yes, she did. She worked as an engineer.
d ☐ I think they came from Portugal.
e ☐ Yes, we did. We lived in London.
f ☐ He was a teacher.

7 In pairs, ask and answer the questions in Exercise 5. Tell the class about your partner.

Jacob's grandparents came from the Lake District. …

And YOU

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7.4 GRAMMAR Past Simple (questions and short answers)

Lesson learning objective

Students can use the Past Simple to ask and answer questions about the past.

Lead in: preview of Past Simple questions

Write on the board: *What do you do in the evening? I do my homework and go online.*

Put students into pairs and give each pair two pieces of paper. Ask them to write five Present Simple questions on one piece of paper and the answers on the other piece of paper.

When they have finished, tell them to swap the papers with the answers with another pair. The pairs should read the other pair's answers and try to guess the questions.

The two sets of pairs should then join together and take turns to say the questions they have guessed to see if they were correct.

Invite each group to share their questions and answers with the rest of the class. Tell the pairs that they will be using their questions again later in the lesson.

Exercise 1

Ask students to cover the dialogue. When the pairs have discussed what the people in the photo are doing and what they think the children are thinking, invite them to share their ideas with the rest of the class.

Then tell students to close their books and play the video so that they can find out if their ideas were correct.

Answer: Answers will vary, but Dad is probably annoyed that Max and Lily are having breakfast late.

Exercise 2 7.2 3.02

Keep students in pairs and ask them to discuss the question. Then play the video again and ask them if they think Max's dad is telling the truth. Check that students know the meaning of to *exaggerate*, and ask them if their parents or grandparents ever exaggerate about what life was like when they were young.

Answer: Max's dad got up early because he had a job.

Exercise 3

When students have found the examples in the dialogue, elicit how we form Past Simple questions (we use the auxiliary *did* + the base form of the verb) and how we form short answers (*Yes/No* + subject + *did*(*n't*)).

Extra activity

Ask students to look at the questions they wrote during the Lead in activity again. Elicit what they need to change to turn the sentences from Present Simple questions into Past Simple questions (*do/does* changes to *did*, and we have to add a past time expression).

In their pairs, students should rewrite their five questions. When they have finished, tell them to get together with another pair and to take turns to ask and answer the questions.

Exercise 4

Tell the class that if someone asks them a *yes/no* question, it is more usual to say more than just *Yes, I did./No, I didn't.* Discuss the example with the class and elicit ideas about how B could have continued his/her answer (e.g. *I woke up at 4 a.m. and couldn't go to sleep again./I had a terrible dream about exams.*).

Tell the pairs to start by ordering the words to make questions. For the closed (*yes/no*) questions, they should give the correct short answer and then follow up with extra information. When they are ready, invite pairs to ask and answer one of their questions in front of the class.

Answers:
2 Did you get up early?
3 What did you have for breakfast?
4 Did you have a shower?
5 Did you walk to school?
6 What time did you arrive at school?

Exercise 5

When students have done the exercise, elicit the answers. Then ask what the question *What did your grandad do?* is asking about (a job). Elicit how we say this in the Present Simple. (*What does your granddad do?*)

Put students into pairs and ask them to take turns to ask *What does your mother/father do? What do you want to do in the future?*

Answers: **2** did, go **3** Did, have **4** Did, live **5** did, do **6** did, come

Exercise 6

Tell students to cover Exercise 6. Ask them to look at Exercise 5 and to say which three questions they think will have a *yes/no* answer (questions 1, 3 and 4). Elicit the pronouns needed for the answers to the questions (1 I, 2 I, 3 she, 4 they, 5 he, 6 they).

Answers: **2** a **3** c **6** d **4** e **5** f

Exercise 7

Encourage students to think of one more similar question to ask their partner. When they are ready, invite students to tell the class the most interesting fact they have found out about their partner.

Further practice

- Workbook page 82
- Grammar Time page 124
- Resource Pack
  Resource 82: Unit 7 Lesson 4 Grammar – Make your own questions
  Resource 83: Unit 7 Lesson 4 Video – When I was your age, …

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7.5 LISTENING and VOCABULARY The noughties

Lesson learning objective

Students can identify specific detail in a radio interview and talk about their childhood.

Lead in: review of Past Simple questions and short answers

Ask students to think of a *yes/no* Past Simple question that they could ask their classmates. Remind them to add a time expression (e.g. *last night*, *yesterday*). Students should write their question on a small piece of paper. Collect the pieces of paper and redistribute them so that each student has a new question.

Invite students to mingle and to take turns to ask their question to as many of their classmates as possible. Tell them to make a note of how many students reply positively.

Set a time limit and when students have finished, invite them to read out the question and to say how many students replied positively to it.

Background notes

Most decades can be referred to easily – *the twenties*, *the thirties*, *the forties*, etc. However, the first decades of a century aren't so easily referred to. In the twentieth century, we had *the nineteen hundreds* for 1900–1909, but in the twenty-first century we have *the noughties* for 2000–2009. This term comes from the word *nought* (meaning *zero*), and it is pronounced in the same way as *naughty*, which makes it sound as if it was a slightly scandalous decade (which, in fact, it wasn't!). There is no clear way to refer to the current decade (2010–2019) although some people use the term *the twenty tens*.

Exercise 1

Ask students to keep their Students' Books closed. Ask them if they can remember anything that happened before 2010. Elicit ideas and then tell them to open their books. Elicit students' opinions of each of the things or people in the photos.

Exercise 2 3.03

Discuss the rubric with students and make sure they understand that they should try to match the speakers' answers with the questions in the exercise. Explain that they don't yet need to pay attention to the detail of the answers.

Answers: Speaker 1: a, e Speaker 2: b, c Speaker 3: d, f

3.03

See page 249.

Exercise 5 3.03

Put students into pairs. Tell them to discuss what they can remember and to write any answers they definitely know.

Play the audio again so that they can complete their answers. Check that students realise that the speakers are talking about the items shown in the photos, and check the meaning of *sheepskin*.

Answers:
Speaker 1: His favourite toy was his fingerboard. His idol was Harry Potter.
Speaker 2: Her favourite group was Destiny's Child. Her favourite cartoon was *Clifford*.
Speaker 3: Her first phone was a small Nokia phone. She remembers Ugg boots from when she was younger.

Exercise 4

Go through the words in the Vocabulary box with students. Ask them how many of the items they have now and how many they had when they were younger (and how many they don't have or don't use now).

Exercise 5

Elicit the gapped words and ask students if they have films or music on any other device. Check the meaning of *external hard drive*, *records* (*vinyl*), *cassettes*.

Students then ask and answer the questions using the extra vocabulary as well as the words in the Vocabulary box.

Answers: **1** MP3 player **2** DVDs **3** CDs **4** earphones **5** ringtone **6** games console

Exercise 6

Discuss the rubric with students and let them decide which age they should refer to during this activity. The age should be a time that students can still remember but long enough ago for their tastes to have changed so that they can have an interesting discussion.

When both partners have had a chance to ask and answer the questions, give each student a piece of paper and ask them to write down their partner's answers in note form (e.g. *idol – Spiderman*, *favourite singer – Jennifer Lopez*).

Collect the pieces of paper and read them out at random. Invite students to try to guess whose answers they are.

VOX POPS 7.3

Before watching explain that the video will contain a lot of references to people or things that they may not know.

After watching, put students into six groups. If they have access to the internet, ask each group to research one of the following: Jerry John Rawlings, Mr Spock, Jimmy Cliff, Woody Woodpecker, Meccano, bell bottoms.

Set a time limit and then invite the groups to present what they have found out to the class.

Further practice

- Workbook page 83
- Student activities
- Resource Pack
  Resource 84: Unit 7 Lesson 5 Listening and Vocabulary – Questions

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7.5 LISTENING and VOCABULARY The noughties

I can identify specific detail in a radio interview and talk about my childhood.

Noughties nostalgia

The best website about growing up in the first decade of the twenty-first century!

Did you enjoy being young in the noughties*? Share your memories here!

A



Who didn't love Clifford, 'the big red dog'?

B



LOL small!

C



With a fingerboard, the fun never ended!

D



Harry, our hero!

E



Ah, these boots! I wanted some but Mum always said no!

F



Hannah Montana was the best!

*a popular name for the years 2000–2009

1 In pairs, look at the webpage. How many of the things/people from the noughties do you know?

2 3.03 Listen and match the speakers (1–3) with the questions they are answering (a–f). There are two questions for each speaker.

a ☐ Who was your idol when you were seven or eight?
b ☐ Did you have a favourite singer or group when you were little?
c ☐ Which cartoons did you like?
d ☐ What was your first phone like?
e ☐ What toys did you like best?
f ☐ Do you remember any fashion from when you were younger?

3 3.03 Listen again and write down the speakers' answers to the questions in Exercise 2.

4 Study the Vocabulary box. How do you say the words in your language?

Vocabulary Everyday technology 2

CDs DVDs earphones games console
MP3 player ringtone tracks (songs)

5 Complete the questions with words from the Vocabulary box. In pairs, ask and answer the questions.

1 How many music *tracks* do you have on your phone or _____ ?
2 Does your family have any film _____ ? If yes, which ones?
3 Who has the biggest collection of music _____ in your family?
4 Do you listen to music on _____ ? What colour are they?
5 How often do you change the _____ on your phone?
6 Do you have a _____ ? What's your favourite game?

6 [VOX POPS ▶ 7.3] In pairs, talk about when you were younger. Ask and answer the questions in Exercise 2.

And YOU

My idol when I was six was Spiderman!
My favourite singer was Jennifer Lopez. I had all her CDs!

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7.6 SPEAKING Agreeing and disagreeing

I can agree and disagree with statements.



AUDIO THE PICNIC

Max, Dad and Eva are having a picnic. Dad is telling funny stories.

Dad: You're not listening to me – you're checking your phones! People don't talk or listen any more – they just check their phones.

Eva: That's not fair! We are listening. You can have a conversation and check your phone at the same time.

Dad: Sorry, but I disagree. It's rude. Smartphones are terrible. They're bad for your eyes and the microwaves can't be good for your brain.

Max: Maybe you're right, but smartphones are really useful for checking information. Train times, for example. Remember when you could only get information at the station? It was a pain in the neck!

Eva: I agree. Smartphones are great. And a phone is more than a phone. It's an alarm clock, an MP3 player, an address book, a camera …

Dad: That's true, but I still think smartphones are dangerous. People don't look where they're going because they look at their smartphones all the time. Max! You're looking at your phone again!

That's not fair!
a pain in the neck

OUT of class

1 CLASS VOTE **How often do you check your phone?**

☐ sometimes ☐ often ☐ very often

2 3.04 **Read or listen to Part 1. Who is/ isn't a fan of smartphones?**

3 3.05 **Listen to Part 2. Tick the things Max and Eva do with their smartphones.**

1 ☐ phone the police
2 ☐ phone for an ambulance
3 ☐ take a selfie with a police officer
4 ☐ take a photo of the car
5 ☐ check where they are on a map

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

Speaking Agreeing and disagreeing

Agreeing
I agree.
I think so too.
That's right.

Maybe
Maybe you're right, but …
Perhaps that's true, but …
I'm not sure.

Disagreeing
(Sorry, but) I don't agree/I disagree.

5 3.06 **Complete the dialogue with one word in each gap. Use the Speaking box to help you. Listen and check.**

A: History is a really interesting subject.
B: I think [1]so too.
A: We're lucky to have Mrs Brown this year. She's a great teacher.
B: Yes, I [2]_____. But she gives us too much homework.
A: Maybe you're [3]_____, but homework is a great way to learn.
B: Sorry, [4]_____ I don't agree. The best way to learn is to have fun!
A: Perhaps that's [5]_____.

6 **In pairs, take it in turns to read these statements to your partner. Does he/ she agree with you?**

And YOU

- The computer is the most important invention of the last 150 years.
- Smartphones are very useful.
- People don't have conversations anymore because of smartphones.
- Homework is a bad idea.

A: The computer is the most important invention of the last 150 years.
B: I'm not sure. Perhaps the car is the most important invention.

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7.6 SPEAKING Agreeing and disagreeing

Lesson learning objective

Students can agree and disagree with statements.

Lead in: review of vocabulary for everyday technology

Put students into two groups. Choose one student from each group to sit at the front of the class, facing their group and with their back to the board. Explain that you are going to write a word from the previous lesson on the board. The two students at the front cannot turn around to look at the word, and the rest of the students cannot say, spell or translate the word.

The two groups take turns to try to explain the word on the board, and the two students at the front of the class try to guess the word.

When one of the two students has guessed the word correctly, their group gets a point.

Repeat the process a few times with different students and new words. Suggested words: *CD*, *DVDs*, *earphones*, *games console*, *MP3 player*, *ringtone*, *tracks*. (Use other words from lesson 7.3 as well if necessary: *charger*, *cooker*, *fridge*, *kettle*, *washing machine*.)

Exercise 1

Ask students to keep their Students' Books closed and draw three speech bubbles on the board. In the first speech bubble, write: *I check my phone very often*. In the second speech bubble, write: *I often check my phone*. In the third speech bubble, write: *I sometimes check my phone*.

Ask students to say how many times a day they think each speech bubble refers to and write their ideas on the board (e.g. *very often*: 20+ times a day; *often*: 10–20 times a day; *sometimes*: <10 times a day).

After the class vote, write on the board: *I never check my phone*. Find out if this is true for any students in the class.

Exercise 2 3.04

Put students into pairs. Tell them to work together to describe the photo at the top of the page. They should talk about where they think the three people are (in a park) and what they are doing (having a picnic; Max's dad is talking to Eva).

Before you play the audio, ask students to try to guess the answer to the question.

After listening, have a class discussion about whether or not students have similar conversations with their parents, and if people in their family ever use smartphones during meals or family meetings.

Answer: Max and Eva are fans of smartphones. Dad isn't.

Exercise 3 3.05

Elicit the answers and then encourage students to say the events in the correct sequence (e.g. *There was an accident. A car hit a woman on her bike. The car didn't stop. Max took a photo of the car's number plate. Eva phoned for an ambulance. She used a map app to tell them where the accident happened. Max phoned the police.*).

Answers: 1, 2, 4, 5

3.05

D = Dad E = Eva M = Max

The picnic, Part 2

D: Max! You're looking at your phone again! Oh my God! That car just hit that lady. Her bike's lying in the road!
E: Quick, Max! Take a photo of the car number plate!
M: Got it! Eva, phone for an ambulance. I'm phoning the police!
E: OK! … Hi, we need an ambulance. One moment, I'm just checking the map app on my phone. … OK, we're on the A2478, about a mile from Littlehampton. Yes, that's right.
M: Hello, is that the police? Yes, I want to report a road accident. A car hit a lady on her bike. The driver didn't stop, but we got a photo of the number plate. On the A2478, about a mile …
D: OK, so I now agree with you both. Smartphones are amazing!

Exercise 4

When students have found the examples in the dialogue, discuss the first two phrases under the *Maybe* heading. Point out that sometimes we can both agree and disagree with what someone says. Write a sentence on the board and elicit responses from students. For example:

Exams are important.

Perhaps that's true but we have too many of them./Maybe you're right but we should also get a mark for project work./ I'm not sure. Exams aren't necessary until students are fourteen years old.

Exercise 5 3.06

When students have completed the exercise and checked their answers, ask them how they would reply if someone said the following sentence to them: *History is a really interesting subject*. Encourage students to give reasons for their answer (e.g. *I think so too. I love learning about explorers and scientists.*).

Answers: **2** agree **3** right **4** but **5** true

Extra activity

Ask students to work on their own to think of their favourite subject at school. Then put them into groups of four and tell them to take turns to complete the statement: *… is a really interesting subject*. The rest of their group should agree or disagree, giving reasons.

When the groups have discussed all four school subjects, invite them to tell the rest of the class which subjects they find interesting, giving reasons.

Exercise 6

When the pairs have discussed all four statements, have a class discussion. Invite students not only to give their opinion but also to give reasons. Encourage as many students as possible to give their opinion.

Further practice

- Workbook page 84
- Resource Pack
  Resource 85: Unit 7 Lesson 6 Speaking – I think …
  Resource 86: Unit 7 Lesson 6 Audio – The picnic

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7.7 WRITING An email

Lesson learning objective

Students can write a personal email with news.

Lead in: review of agreeing and disagreeing

Tell students to work on their own to write a statement that other students could agree or disagree with. When they are ready, join students together into groups of four. Students should take turns to say their statement while the rest of the group uses suitable phrases to agree or disagree. When they have finished, invite each group to share one sentence for the whole class to discuss.

Exercise 1

When the pairs have discussed the questions, ask how emails differ from texts and other messages (e.g. emails are often longer and their language is usually more grammatically correct).

Background notes

Rochester Castle stands on River Medway in north Kent, to the east of London. The twelfth-century stone tower in the photo is one of the best-preserved towers in England. The castle began to be built at the end of the eleventh century and although some parts of it have been altered, other parts of the original castle still survive.

Exercise 2

When students have answered the questions, ask them what the photo shows (Rochester Castle) and what Max thought of it (it was boring).

Answers:
1 Max wrote the email.
2 He wrote to Lily because she didn't answer when he phoned her.
3 Max's grandma is staying with Max and his Dad.

Exercise 3

After the pairs have ticked the things Max writes about, ask them to cover the email and to discuss what Max did yesterday (he went to Rochester Castle; he had lunch in a restaurant; his grandma bought him two T-shirts for his birthday) and what funny or surprising news he received (Max's grandma told him that his father had lost his job at the gas (petrol) station after only three days because he was late for work every day).

Answers: 1, 3

Exercise 4

Before students do the exercise, tell them to look at the section with the heading *Give your news from the last few days*. Ask students to look in the email for sequencers (e.g. *then*, *after that*, *later*, *next*) and for time expressions (e.g. *yesterday*, *this morning*).

When students have found the words and phrases, elicit that we usually put sequencers at the start of a sentence (e.g. ***Then*** *we had lunch.*), and that other time expressions can go either at the start of a sentence (e.g. ***This morning*** *we went …*) or at the end of a sentence (e.g. *Grandma came to stay* ***yesterday****.*).

Exercise 5

Elicit the examples of Past Simple verbs from the email. Elicit the base forms and ask students to make them Past Simple negative forms (e.g. *tried – try – didn't try*; *came – come – didn't come*).

Extra activity

Put students into groups of three. Give each student in the group a number: 1, 2 or 3. Tell students with the number 1 that they should ask the other two students to give some news. Tell student with the number 2 that they should think of some news from the last few days. Tell the student with the number 3 that they should think of some funny or surprising news.

When the groups are ready, students with the number 1 start by asking the other two students how they are and what their news is. They should say how they are. Next, students with the number 2 give their news. Finally, students with the number 3 give some funny or surprising news.

Exercise 6

Before students start the exercise, elicit some of the questions asked and news given from the extra activity. If students didn't do the extra activity, elicit examples of news students usually ask their friends ask about (e.g. *How was your party? Did you win the basketball match?*) as well as examples of funny or surprising news (e.g. *Guess what! I woke up on Saturday and thought it was a school day. I came down to breakfast in my school uniform!/Guess what! I won the tennis tournament!*).

When students have finished writing their emails, ask them to swap emails with a partner. They should read the email as if it was an email written specifically to them.

Homework

Tell students to read the text on page 92 of the Students' Book. They should look up any words they don't know the meaning of and translate them into L1.

As an additional task, ask students to write an example sentence illustrating the meaning of each of these words and phrases: *come alive*, *exhibit*, *sculpture*, *skeleton*, *tool*, *whale*.

Further practice

- Workbook page 85
- Resource Pack
  Resource 87: Unit 7 Lesson 7 Writing – An email with news

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7.7 WRITING An email

I can write a personal email with news.

1 In pairs, ask and answer the questions.

1 Do you often send emails? Who do you write to?
2 Who do you get emails from?

I sometimes write thank-you emails to aunts and uncles after Christmas.
Most of the emails I get are spam!

2 In pairs, read the email and answer the questions.

1 Who wrote the email?
2 Who did he write to? Why?
3 Who is staying with Max and his dad at the moment?

Hi Lily,

How are you? I tried to phone but there was no answer. Did your first exam go OK?

Grandma came to stay yesterday. This morning we went to Rochester Castle. Then we had lunch in a restaurant next to the river. The castle was boring but lunch was nice! After that Grandma bought me two T-shirts for my birthday. Lucky me!

Guess what! I asked Grandma about Dad's job at the gas station. She said that he lost his job after only three days because he was late for work every morning! 😐

Phone me!

Lots of love,

Max
xxx



3 In pairs, tick the things Max writes about in his email.

1 ☐ what he did yesterday/today
2 ☐ plans for the future
3 ☐ funny or surprising news

4 Study the Writing box. Find examples of the phrases in Max's email.

Writing An informal email with personal news

Greetings
Hi Lily,/Hi Auntie Lynne,

Ask for news
How are you?
Did your exam go OK?
Did you have a nice Christmas?
How was your week?

Give your news from the last few days
yesterday/at the weekend/this morning
next/then/after that
I went to/saw/visited/met/bought/made/played/stayed ...

Add some funny or surprising news
Guess what! Jen told me that Keira likes me!

Closing sentence
See you soon./Write back soon./Phone me.

Ending
Love,/Lots of love,/Love and hugs,/Kisses,

5 In pairs, find examples of the Past Simple in Max's email.

Writing Time

6 Write an email to a good friend with your news from last week. Use Max's email and the Writing box to help you. In your email, you should:

- include a greeting.
- ask for news.
- give your news.
- add some funny or surprising news.
- include a closing sentence and an ending.

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Wordlist and Vocabulary in action

Extra activity

Remind students that in previous units, they found several words in the wordlist which were linked by topic (e.g. musical instruments, names of countries). Put students into pairs and ask them to look in the wordlist to find at least two words which are linked by topic. When the pairs have found a set of words, they should join together with another pair. The pairs take turns to read out their words and name the topic that links them (e.g. *bathroom, kitchen – they are both rooms*). Invite pairs to share their words with the class.

Further practice

Workbook page 86

WORDLIST History | Internet and computers | Everyday technology

address book /əˈdres bʊk/ n
(seventy years) ago /(ˈsevənti jɪəz) əˈgəʊ/ adv
agree /əˈgriː/ v
at the same time /ət ðə seɪm taɪm/
bathroom /ˈbɑːθrʊm, -ruːm/ n
battery /ˈbætəri/ n
become /bɪˈkʌm/ v
begin /bɪˈgɪn/ v
buy /baɪ/ v
candle /ˈkændl/ n
cartoon /kɑːˈtuːn/ n
CD /ˌsiː ˈdiː/ n
(in the nineteenth) century /(ɪn ðə ˌnaɪnˈtiːnθ) ˈsentʃəri/ n
change /tʃeɪndʒ/ v
charger /ˈtʃɑːdʒə/ n
collection (of DVDs) /kəˈlekʃən (əv ˌdiː viː ˈdiːz)/ n
computer game /kəmˈpjuːtə geɪm/ n
computer programmer /kəmˈpjuːtə ˈprəʊgræmə/ n
(gas) cooker /(gæs) ˈkʊkə/ n
dangerous /ˈdeɪndʒərəs/ adj
disagree /ˌdɪsəˈgriː/ v
DVD /ˌdiː viː ˈdiː/ n
earphones /ˈɪəfəʊnz/ n
electric toothbrush /ɪˈlektrɪk ˈtuːθbrʌʃ/ n
electricity /ɪˌlekˈtrɪsəti, ɪˌlekˈtrɪsɪti, ˌelɪk-/ n
email address /ˈiːmeɪl əˈdres/ n
engineer /ˌendʒəˈnɪə, ˌendʒɪˈnɪə/ n
experiment /ɪkˈsperəmənt, ɪkˈsperɪmənt/ n
fridge /frɪdʒ/ n
games console /geɪmz kənˈsəʊl/ n
gas station /gæs ˈsteɪʃən/ n (US)
grandparents /ˈgrænd ˌpeərənts/ n
hairdryer /ˈheəˌdraɪə/ n
helicopter /ˈheləkɒptə, ˈhelɪkɒptə/ n
idol /ˈaɪdl/ n
invention /ɪnˈvenʃən/ n
kettle /ˈketl/ n
kitchen /ˈkɪtʃən, ˈkɪtʃɪn/ n
little (=young) /ˈlɪtl/ adj
map /mæp/ n
member (of a site) /ˈmembə (əv ə saɪt)/ n
MP3 player /ˌem piː ˈθriː ˈpleɪə/ n
Old Town /əʊld taʊn/ n
personal computer (PC) /ˈpɜːsənəl kəmˈpjuːtə (piː siː)/ n
plastic bottle /ˈplæstɪk ˈbɒtl/ n
pocket money /ˈpɒkət ˈmʌni/ n
police /pəˈliːs/ n
primary school /ˈpraɪməri skuːl/ n
remember /rɪˈmembə/ v
ringtone /ˈrɪŋtəʊn/ n
rude /ruːd/ adj
satellite /ˈsætəlaɪt, ˈsætɪlaɪt/ n
search engine /sɜːtʃ ˈendʒən/ n
sell /sel/ v
smartphone /ˈsmɑːtfəʊn/ n
social networking site /ˈsəʊʃəl ˈnetwɜːkɪŋ saɪt/ n
sunglasses /ˈsʌnˌglɑːsɪz, ˈsʌnˌglɑːsəz/ n
tech deck /tek dek/ n
the noughties /ðə nɔːtɪz/ n
theory /ˈθɪəri/ n
think /θɪŋk/ v
toy /tɔɪ/ n
track (=song) /træk/ n
tractor /ˈtræktə/ n
travel /ˈtrævəl/ v
TV /ˌtiː ˈviː/ n
understand /ˌʌndəˈstænd/ v
universe /ˈjuːnəvɜːs, ˈjuːnɪvɜːs/ n
useful /ˈjuːsfəl/ adj
washing machine /ˈwɒʃɪŋ məˈʃiːn/ n
web browser /web ˈbraʊzə/ n
webcam /ˈwebkæm/ n
website /ˈwebsaɪt/ n
World Wide Web /wɜːld waɪd web/ n
write back /raɪt bæk/ v

WORD FRIENDS

check your phone/information/ location
date from
get on the web/internet
have a conversation
have a cup of coffee
have a good sleep
have a job
have fun
in the Middle Ages/1970s/1700s
join a website
lose your job
phone for (an ambulance)
take a photo/selfie
take part in (an experiment)
work as (a doctor)

VOCABULARY IN ACTION

1 Complete the words for things you can get for your mobile phone.

1 r*i*ngt*o*n*e*
2 b_ _t_r_
3 c_ _r_ _r
4 e_ _p_ _n_s

2 Match pictures 1–5 with words from the wordlist. In pairs, say which you think was the most important invention.





1 *fridge* 2 _____ 3 _____




4 _____ 5 _____

3 Match words 1–6 with words a–f. In pairs, choose three word pairs and make sentences with them.

1	[f] pocket	a	bottle
2	[ ] web	b	engine
3	[ ] primary	c	browser
4	[ ] search	d	cooker
5	[ ] plastic	e	school
6	[ ] gas	f	money

4 3.07 PRONUNCIATION Listen to the words below and write them in the correct group according to the word stress.

address agree become begin
cartoon coffee email kitchen photo
police smartphone website

1 Oo *coffee, …*
2 oO *address, …*

5 3.08 PRONUNCIATION Listen, check and repeat.

Exercise 1

2 battery
3 charger
4 earphones

Exercise 2

2 games console
3 hairdryer
4 kettle
5 fridge

Exercise 3

2 c
3 e
4 b
5 a
6 d

Exercise 4

Oo: email, kitchen, photo, smartphone, website
oO: agree, become, begin, cartoon, police

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Extra activity

After Exercise 4, put students in new pairs. Explain that they should write five similar sentences about things they think their partner did when he/she was ten years old. They should not show their sentences to their partner.

Set a time limit for students to write their sentences. Students then take turns to read their sentences to their partner, and he/she confirms whether they are true or false.

Further practice

- Workbook page 87
- Resource Pack
  Resource 88: Unit 7
  Vocabulary – Get rid of your card
  Resource 89: Unit 7
  Grammar – Chinese whispers

Revision

VOCABULARY

1 **Replace the words in bold with the words below to make sentences with the opposite meaning.**

begin disagree join lose ~~remember~~ rude sell

1 I never **forget** my email address.
I never remember my email address.
2 Last year I decided to **leave** a popular social networking site.
3 The people who work in that phone shop are very **friendly**.
4 It was a good idea to **buy** that smartphone.
5 Piotr and I always **agree** about which computer games we like.
6 When did she **get** her job?
7 What time did the race **end**?

Exercise 1

2 join
3 rude
4 sell
5 disagree
6 lose
7 begin

2 **Complete the words in the sentences. Use the wordlist to help you.**

1 Leonardo da Vinci lived in the fifteenth **c**_____.
2 I wrote her an email but she never wrote **b**_____.
3 The first satellite **d**_____ from the 1950s.
4 My dad has got a very big **c**_____ of CDs.
5 My dad always has a **c**_____ of coffee at breakfast.
6 I don't use social **n**_____ sites very often.

Exercise 2

1 century
2 back
3 dates
4 collection
5 cup
6 networking

3 **In pairs, say when you/your family first got these things.**

1 your first smartphone
2 your first PC
3 your first colour TV

I got my first smartphone four years ago.
I think we got our first PC in the noughties.
I'm not sure, but I think we got our first colour TV in the 1970s.

GRAMMAR

4 **Think about your life when you were ten years old. Make sentences about what you did/didn't do using the Past Simple form of the verbs below. In pairs, compare your answers.**

buy eat have like listen to play

I bought lots of computer games when I was ten.
I didn't …

5 **Complete the dialogue with the Past Simple form of the verbs in brackets.**

Where [1]*were you* (you/be) yesterday? I [2]_____ (not see) you online.

My phone [3]_____ (stop) working and I couldn't get on the web.

Oh! What [4]_____ (you/do)?

I [5]_____ (go) for a walk with my brother.

Really? Where [6]_____ (you/go)?

We [7]_____ (visit) the old town. And we [8]_____ (have) dinner at a lovely restaurant.

Nice! [9]_____ (your brother/enjoy) it?

Yes, he [10]_____! He [11]_____ (take) a lot of photos – he [12]_____ (not want) to go home! We're planning to have another day without the internet tomorrow! 😂

Cool!

Exercise 5

2 didn't see
3 stopped
4 did you go
5 went
6 did you go
7 visited
8 had
9 Did your brother enjoy
10 did
11 took
12 didn't want

SPEAKING

6 **In pairs, follow the instructions below. Then swap roles.**

- Student A, make a sentence that is true for you using the ideas below.
  I think the noughties were cool.
- Student B, do you agree with Student A's opinion?

electric toothbrushes	is	useful
plastic bottles		dangerous
social networking sites	are	brilliant
the noughties		cool
games consoles	were	expensive
smartphones		boring
the World Wide Web		exciting
the twenty-first century		

DICTATION

7 3.09 **Listen. Then listen again and write down what you hear.**

Exercise 7

Simon was the first person we knew with the internet at home. He always had the newest games console or the coolest smartphone. Now he works as a computer programmer.

SELF-ASSESSMENT Think about this unit. What did you learn? What do you need help with? **WORKBOOK** p. 86

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BBC

CULTURE

Are museums boring?



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Are museums boring? I don't think so!

Museums are often very boring places to visit, but a few years ago some big museums started to get more visitors, especially young people. Why? There was a series of three very funny Hollywood films called *Night at the Museum*. In the films, the exhibits at the museums come alive at night! People started to get more interested in history. They wanted to visit the museums from the films.

1 American Museum of Natural History, New York

This is where they made the first film. The year after the film, twenty percent more people visited the museum. There were more than five million visitors. They wanted to see exhibits like the statue of Theodore Roosevelt, the US president from the film. The museum first opened in 1869. Roosevelt's father started it. It's a wonderful place. They've got the skeleton of a very old woman – she's over three million years old! And there are very big African elephants, lots of dinosaurs and a blue whale that is more than twenty-eight metres long!

2 British Museum, London

They filmed the third film in London. This museum opened in 1759. It was the first free museum in the UK and it's still free today. It's got more than seven million things to see. There are sculptures from Egypt and Italy, like in the film, and the oldest exhibit is nearly two million years old. It's a stone – one of the first human tools. More than six million people visit this museum every year. Because of the film, they are hoping to get more and more visitors.

Maybe the exhibits don't come alive, but they're certainly not boring!

GLOSSARY
come alive (phr) start to move, speak, etc., like you are a real person or animal
exhibit (n) sth you can see in a museum
sculpture (n) a model of a person or animal made from stone, wood, etc.
skeleton (n) all the bones of a dead person or animal
tool (n) a thing that you can hold and use to do a particular job
whale (n) a very large animal that lives in the sea

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Lead in: topic introduction

Tell students to keep their Students' Books closed and put them into groups of four. If you set the homework suggestion for the unit, ask the groups to discuss any vocabulary they found difficult, and their example sentences if you also set the additional task.

If students haven't done the homework, ask them to look at the glossary on page 92. Students should find the words in the text and rewrite the sentences using different words or phrases which have the same meaning (e.g. … *the exhibits at the museums start to move and speak like they are a real person or animal at night*).

6.4

The Black Museum

Everyone knows the name New Scotland Yard. It's the home of the London Police. It's also the home of a special museum called The Crime Museum. People also call it The Black Museum. There are things in here from the most terrible crimes of the last one hundred and fifty years. A policeman called Percy Neame started this strange museum in 1875. He wanted new policemen to learn from the exhibits. The Crime Museum is usually only for policemen, but today people can see six hundred exhibits from The Crime Museum here at the Museum of London. There are lots of guns. But there are also some unusual things. Here are the gloves of a terrible murderer. And this champagne is very old. The police found it in 1963 after the Great Train Robbery. There are some horrible weapons. And this is how some murderers died. Many exhibits are very old, but some are more modern. There's a police car from 1996. This isn't a mobile phone – It's a stun gun. It stops people with electricity. This laptop is from a fire at an airport in 2007. And look at this big diamond – cost: about two hundred million pounds! The police stopped a robbery in 2000. They changed the real diamond with this one. It's a fake. These exhibits are certainly not boring.

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Background notes

In the first ***Night at the Museum*** film, Ben Stiller plays a character called Larry Daley, who gets a job as night security guard at the American Museum of Natural History. The main museum exhibits that come to life in the film are a Tyrannosaurus skeleton called Theodore Roosevelt, a monkey called Dexter, a mini cowboy, a Roman general called Attila the Hun, a statue from Easter Island, a group of cavemen and a native American woman called Sacagawea. Ben Stiller's character finds out that the exhibits have come alive every night since the Golden Tablet of Pharaoh Akhmenrah arrived at the museum back in 1952, and he has to try to control the exhibits and to protect the Golden Tablet from being stolen.

Exercise 1

Before the pairs discuss the questions, ask them to look at the photo and to describe what they can see. Ask them if they know which film the photo is from (*Night at the Museum*) and who the actors are (Ben Stiller and Owen Wilson). When they have discussed the questions, invite pairs to share their ideas with the rest of the class.

Exercise 2

Put students into pairs and ask them to describe the photos. Elicit their ideas and ask which museum students think is in New York and which they think is in Britain, giving reasons why (e.g. *New York has yellow taxis, so Photo A is the American Museum of Natural History. Photo B shows the British flag, so Photo B has to be the British Museum*). Tell students the answers, and then point out that the statue in front of the American Museum of Natural History is of Theodore (Teddy) Roosevelt, played by Robin Williams in the film.

Answers: **A** 1 **B** 2

Exercise 3

Elicit the answers and the relevant information from the text. (1 BM opened in 1759, AM opened in 1869; 2 BM seven million exhibits, AM doesn't say; 3 AM three million years old, BM two million years old; 4 BM it's still free today; 5 AM five million, BM six million)

Answers: **1** BM **2** BM **3** AM **4** BM **5** BM

Exercise 4

Set a time limit for the pairs to discuss the questions and then elicit their ideas. Ask students if they have ever visited a place that they recognised from a film. If they have, ask about their experiences and how they felt.

Exercise 5

Elicit answers and then ask students why they think people can't visit The Black Museum and what sort of exhibits they think they will see in the programme.

Exercise 6 7.4

Pause the video after 7 seconds, just after the narrator says: *Everyone knows the name New Scotland Yard.* Ask students to read the information on the blue plaque. Ask: *When did Scotland Yard first become the headquarters of the Metropolitan Police?* (in 1829) *Why is Scotland Yard so famous?* (e.g. because of the Sherlock Holmes stories.) Then play the rest of the video so that students can answer the question in the advert for the programme.

Answers: because there are things in it from the most terrible crimes of the last 150 years

Exercise 7 7.4

Put students into pairs. Ask them to work together to discuss the sentences and to try to complete the gaps. When they have finished, ask them which of the crimes and incidents mentioned they would like to learn more about (the Great Train Robbery, the airport fire or the diamond robbery). If possible, allow them to do some online research to find out information, and then invite them to report back to the rest of the class.

Answers: **1** 1875 **2** 600 **3** 1963 **4** 1996 **5** 2007 **6** 200 **7** 2000

Exercise 8

Ask students why they think most of the exhibits in the Crime Museum are kept away from public view (e.g. the exhibits may be too frightening for people to see or the police may still be trying to solve the crimes). When the pairs have discussed the questions, invite them to share their ideas with the rest of the class.

Extra activity

Tell students to imagine that there is a crime museum in their country. Ask them to name the sorts of exhibits they think might be shown in it.

Then put students into groups of four and ask them to discuss famous crimes that have been committed in their country.

When they have finished, have a class discussion so that the groups can share their ideas.

Exercise 9

Remind students about the tips given in the previous unit that will help to make their presentation interesting and easy for others to follow.

Make sure that every student in a group is involved in the presentation and has the chance to present some of the facts to the class. For example, they can each present one exhibit or a set of exhibits from the museum.

Give the groups a time limit for creating their presentations. Allocate a time in a future lesson for the groups to present their work to the class.

Further practice

- Workbook pages 88–89
- Resource Pack
  Resource 90: Unit 7 BBC Culture – A cool museum
  Resource 91: Unit 7 Culture – British history

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EXPLORE

1 **In pairs, ask and answer the questions.**

1 Can you name any famous museums in the world?
2 Do you like going to museums? Why? / Why not?
3 Do you know the *Night at the Museum* films? What are they about?

2 **Read the article. Match photos A–B with museums 1–2 from the article.**

A



B



3 **Read the text again. Choose AM (American Museum of Natural History) or BM (British Museum).**

Which museum:

1 is the oldest? *AM / BM*
2 has the most exhibits? *AM / BM*
3 has the oldest exhibit? *AM / BM*
4 is free to visit? *AM / BM*
5 has the most visitors? *AM / BM*

4 **In pairs, ask and answer the questions.**

1 Why are more people visiting these museums?
2 Which museum would you like to visit? Why?

EXPLORE MORE

5 **You are going to watch part of a BBC programme about a special museum in London. Read an advert for the programme. Have you ever watched a TV programme about a museum?**

The Black Museum

There is a museum in London that you can't visit! Some people call it The Black Museum. Why? Watch this amazing programme to find out.

6 7.4 **Watch the video and answer the question in the advert in Exercise 5.**

7 7.4 **Watch again and complete the sentences with the numbers below.**

200 600 1875 1963 1996
2000 2007

1 The Crime Museum opened in _____.
2 There are _____ exhibits at the Museum of London.
3 The Great Train Robbery was in _____.
4 The police car is from _____.
5 The airport fire was in _____.
6 The cost of the diamond was _____ million pounds.
7 People tried to take the diamond in _____.

8 **In pairs, ask and answer the questions.**

1 Which exhibit do you think is the most interesting? Why?
2 Is it a good idea to have exhibits from crimes like this? Why? / Why not?

YOU EXPLORE

9 CULTURE PROJECT **In groups, write a presentation about an interesting museum in your country.**

1 Use the internet to research a museum.
2 Find some pictures or videos.
3 Write your presentation.
4 Share it with the class.

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8



8.1 VOCABULARY Geography

I can talk about different countries.

What's special about ...?

Young people around the world tell us what's special about their countries.

Talking to the world

VOCABULARY
Geography | Learning languages | Communicating | Verb + preposition collocations

GRAMMAR
Modal verbs: *have to/don't have to, mustn't* | Articles: first and second mention

Grammar: A mystery prize



Speaking: What do you mean?



BBC Culture: The Penguin Post Office



Workbook p. 101

BBC VOX POPS



Jessica, 21 years old

#1 New Zealand

'New Zealand isn't the most important country in the world but it's one of the most beautiful. It's a land of islands and mountains, lakes and rivers. The highest mountains are on the South Island. That's where they filmed *Lord of the Rings*. Aoraki/Mount Cook is 3,724 metres high! Most people live on the North Island, especially in Auckland, the biggest city. The longest river, the Waikato, is on the North Island too. It's 425 kilometres long.

What's special about New Zealand? Well, it's very far away from other countries. It's in the South Pacific Ocean, about 10,000 kilometres west of South America. And it's 1,500 kilometres east of Australia across the Tasman Sea.

Another special thing is that there are only 4.6 million people but there are about 30 million sheep!



New Zealand has spectacular mountains and beautiful rivers and lakes.



Fact box

Population:	4.6 million
Languages:	English/Maori
Capital city:	Wellington
Money:	New Zealand dollar
Flag:	



Did you know?

- In 1893 New Zealand became the first country in the world where women could vote.
- Film-maker Peter Jackson, actor Russell Crowe and opera singer Kiri Te Kanawa are from New Zealand.
- The national sport of New Zealand is rugby.

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Unit contents

Vocabulary
- Geography
- Learning languages
- Communicating
- Verb + preposition collocations

Grammar
- Modal verbs: *have to/don't have to, mustn't*
- Articles: first and second mention

Communication skills
Understanding

Examples of 21st century skills/competencies
- Critical thinking: page 101 (Exercise 2), pages 104–105
- Collaboration: page 95 (Exercise 8), page 100 Exercise 5, page 105 (Exercise 11)
- Digital competence: page 105 (Exercise 11)
- Assessment for learning: page 103
- Autonomy and personal initiative: page 96 (Exercise 6)

8.1 VOCABULARY Geography

Lesson learning objective
Students can talk about different countries.

Lead in: review of the Past Simple

Tell students that you are going to write the answers to some questions on the board. Explain that for each answer they should think of a suitable Past Simple question and write it down. For example:

1945 – When did the Second World War finish?
At 9.45.a.m. – What time did this lesson start?

Put students into groups of three. Write some answers on the board. The groups should work together to think of suitable questions. When the groups have finished, invite them to share their questions with the rest of the class.

Suggested answers:
Yesterday.
Last summer.
Yes, he did.
By car.
Toast and a cup of coffee.

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Exercise 1 3.10

Tell students to keep their Students' Books closed. Have a class vote for each question.

If you would like to test students' listening skills, you could play the audio while students still have their books closed, and then elicit what information about New Zealand students have heard.

Answers: **1** T **2** F **3** T **4** F

Exercise 2

For this activity, you may wish to play the audio again and allow students to read the text at the same time.

Answers: It's very far from other countries. There are more sheep than people.

Background notes

Russell Crowe was born in Wellington, New Zealand, in 1964. When he was four years old, his family moved to Australia. He lived in Australia until he was fourteen years old, when his family returned to New Zealand, and when he was 21, he moved back to Australia again to attend drama school.

Peter Jackson was born in 1961, also in Wellington, New Zealand. *The Lord of the Rings* and *The Hobbit* trilogies were both filmed in New Zealand. Peter Jackson was the director, writer and producer of these trilogies, and he appears in them in small, uncredited parts.

Kiri Te Kanawa's real name is Claire Mary Teresa Rawstron. She was born in Gisborne, on New Zealand's North Island. Her early career was as a pop star, but in 1965 she won a song competition, singing *Vissi d'arte* from Puccini's opera *Tosca*, and received a grant to study opera in London.

The New Zealand Rugby Union team is known as the **All Blacks**. Before each match the All Blacks perform the *Haka*, a traditional Maori war dance.

The continent of **Australia** includes the country of Australia, as well as the island of New Guinea. However, it doesn't include New Zealand or other Pacific Islands. Because of this, some people refer to the continent of Oceania, which includes New Zealand and all these smaller countries, as well as Australia and New Guinea.

Exercise 3

When students have found the words in the text, check that they understand the difference between ***in the west*** *of New Zealand* and (***to the***) ***west*** *of New Zealand*. For example: *Gisborne is* ***in the west*** *of New Zealand, but South America is* (***to the***) ***west*** *of New Zealand*. Practise the difference between *in the west* and (*to the*) *west*, using examples of towns in the students' own country and examples of neighbouring countries.

Exercise 4

Tell the pairs to cover the text on page 94. Explain that they should take turns to try to answer each of the questions and to write down each other's answers. When they have finished, tell them to uncover the text to check their answers.

Answers: **1** 4.6 million **2** red, white and blue
3 in the Pacific Ocean between Australia and South America
4 Wellington **5** Aoraki/Mount Cook 3,724 m high
6 the Waikato, 425 km long **7** English and Maori
8 the New Zealand dollar
9 Peter Jackson, Russell Crowe, Kiri Te Kanawa **10** rugby

Exercise 5 3.11

Before students start the exercise, ask them what they know about Ireland. Elicit ideas.

Answers: **1** Europe **2** island **3** Ocean **4** Sea **5** north
6 east **7** population **8** languages **9** capital **10** flag
Two special things: It's very green. Irish people love music.

Exercise 6

Put students into groups of three for the quiz. When the groups have finished, ask if there were any surprising answers (e.g. The Amazon starts in Peru, not in Brazil. Switzerland has four official languages.).

Answers: **1** Tokyo **2** Spain **3** Asia **4** Egypt
5 Italian **6** Amazon **7** dollar **8** mountain
9 four (French, German, Italian, Romansh) **10** island

Exercise 7 3.12

Pause the audio after each of the girl's sentences and ask students if they can guess which country she comes from. Do not tell students if their answers are correct.

When the audio has finished, and students know the answer, ask them which pieces of information gave the most obvious clues (e.g. Salma Hayek comes from there. They use pesos. It's to the south of the United States; the capital is Mexico City.).

Answer: Mexico

3.12

See page 249.

Extra activity

Put students into groups of three. Ask them to think of similar kinds of clues about different countries (e.g. Russell Crowe is from this country. (New Zealand). The capital is Washington DC (the USA). The flag is red with a white cross. (Switzerland)). When they are ready, invite groups to say one of their clues, and ask the other groups to guess which country is being referred to.

Exercise 8

As a follow up, ask pairs to write a fact box and a *Did you know?* box for their country, similar to the ones on page 94. Invite pairs to share their ideas for these boxes with the rest of the class.

VOX POPS ▶ **8.1**

Before students watch the video, tell them that there are two pieces of incorrect information given by the speakers. Explain that while they watch, they should try to guess which pieces of information are incorrect.

After watching, elicit ideas (the wrong answers are the population of Japan, which is about 127 million, and the longest river in the UK, which is the Severn).

Further practice

- Workbook pages 90–91
- Resource Pack
  Resource 92: Unit 8 Lesson 1 Vocabulary – Geography test

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1 3.10 **CLASS VOTE** **What do you know about New Zealand? Are these sentences true or false? Count your votes. Read the text on page 94 and check.**

1 They filmed *Lord of the Rings* there.
2 It's in the Atlantic Ocean.
3 It's 10,000 kilometres from South America.
4 6 million people live there.

2 **Read the text again. What two special things about her country does Jessica mention?**

3 **Study the Vocabulary box. Which of the words can you find in the text? How do you say them in your language?**

Vocabulary Geography

Compass points
east north south west

Continents
Africa Antarctica Asia Australia
Europe North America South America

Countries
capital city flag language money
population

Nature
island lake mountain ocean river sea

4 **In pairs, take it in turns to ask and answer the questions about New Zealand. Check what your partner knew.**

1 What's the population?
2 What are the colours of its flag?
3 Where is it?
4 What is the capital city? Is it the biggest city?
5 What's the name of its highest mountain? How high is it?
6 What's the name of its longest river? How long is it?
7 What languages do the people speak?
8 What money do they use?
9 What famous people come from there?
10 What's the most popular sport?

A: What's the population of New Zealand?
B: Four point six million.
A: Did you know that?
B: Yes, I did./No, I didn't.

5 3.11 **In pairs, use the Vocabulary box to complete Brendan's text about Ireland. What are the two special things he mentions? Listen and check.**





'Ireland's a beautiful country in the west of [1]**E u r o p e** . It's an [2]**i** _ _ _ _ _ between the North Atlantic [3]**O** _ _ _ _ and the Irish [4]**S** _ _ . Our nearest neighbours are Northern Ireland to the [5]**n** _ _ _ _ and Wales to the [6]**e** _ _ _ _. It's a small country – the [7]**p** _ _ _ _ _ _ _ _ is 6.4 million. There are two official [8]**l** _ _ _ _ _ _ _ , Irish and English, but most people speak English. The [9]**c** _ _ _ _ _ city is Dublin and the [10]**f** _ _ _ is green, white and orange. But what's special about Ireland?

1 It's very green because it rains a lot.
2 Irish people are crazy about music!'

6 **In groups, do the quiz. Go to page 129 and check. Did you get all the answers right?**

What do you know about the world?

1 The capital city of Japan is *Beijing / Cairo / Tokyo.*
2 The country to the south of France is *Belgium / Italy / Spain.*
3 China is in *Africa / Asia / Europe.*
4 The population of *China / Egypt / France* is ninety million.
5 The *Chinese / French / Italian* flag is green, white and red.
6 The Amazon / Danube / Nile river starts in Peru.
7 The money in Canada is the Canadian *dollar / franc / pound.*
8 Mont Blanc is a *mountain / river / sea* between France and Italy.
9 In Switzerland there are *two / three / four* official languages.
10 Madagascar is a(n) *island / lake / ocean* to the east of Africa.

7 3.12 **Listen to a girl talking about her country. Where is she from?**

8 [VOX POPS ▶ 8.1] **In pairs, ask and answer the questions in Exercise 4 about your country or another country you know well.**

And YOU

A: What's the population of your country?
B: … million. What are the colours of its flag?

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8.2 GRAMMAR Modal verbs: *have to/don't have to, mustn't*

I can use *have to/don't have to* and *mustn't* to talk about cultural rules.

1 3.13 **Check you understand the phrases below. Read paragraph A of the text. Which country has the most surprising rule?**

accept a present jump the queue wait in a queue



A When you travel, you have to know about the cultural rules in the countries you visit. For example, in China you have to take a present with two hands, but in the USA you don't have to use two hands to accept a present – one is fine. In Spain, in the summer, you mustn't be noisy after lunch. You don't have to sleep a siesta, but you have to be quiet. And in Britain you have to wait in a queue for everything and you mustn't jump the queue.

B In Japan you [1]*have to / mustn't* take off your shoes when you visit someone's home. But in France you [2]*have to / don't have to* take off your shoes – you can keep them on. Austrians are very punctual, so you [3]*don't have to / mustn't* be late for a meeting in Vienna. In Germany you [4]*have to / don't have to* wait for the green light to walk across the street, but in Egypt you [5]*have to / don't have to* wait – you can cross any time! And in Singapore you [6]*have to / mustn't* chew gum in public.

2 **Study the Grammar box. Find examples of *have to*, *don't have to* and *mustn't* in paragraph A of the text.**

Grammar Modal verbs: *have to/don't have to, mustn't*

You have to be quiet. = It's necessary.
You don't have to sleep a siesta. = It isn't necessary.
You mustn't be noisy. = Don't do it!

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3 3.14 **Read paragraph B of the text and choose the correct option. Listen and check.**

4 3.15 **In pairs, complete the sentences with *have to*, *don't have to* or *mustn't*. Listen and check.**

In Britain:

1 you _____ queue at the bus stop when you're the only person there.
2 you _____ say 'please' and 'thank you' a lot.
3 you _____ forget to say 'thank you' when someone opens a door for you.

In Spain:

4 you _____ say 'please' or 'thank you' in a café.
5 you _____ give a friend two kisses when you meet.
6 you _____ forget to kiss everyone goodbye.

5 **Match sentences 1–5 with notices A–E.**

1 You have to walk here.
2 You don't have to eat here, but you can if you want.
3 You mustn't use your phones in class.
4 You have to talk in English all the time.
5 You mustn't say anything at this time.

A Don't use Spanish in the English class!

B NO RUNNING IN THE CORRIDORS!

C Why not try the school cafeteria today?

D Turn off your mobiles!

E DO NOT TALK DURING THE EXAM.

6 **Complete the sentences with *have to*, *don't have to* or *mustn't* so they are true for you. In pairs, compare your answers.**

And YOU

1 I _____ get up at 6 a.m. every day.
2 I _____ forget to do my homework.
3 I _____ do my homework before I go to bed.
4 I _____ do housework every day.

I don't have to get up at 6 a.m. every day. What about you?

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8.2 GRAMMAR Modal verbs: *have to/don't have to, mustn't*

Lesson learning objective

Students can use *have to/don't have to* and *mustn't* to talk about cultural rules.

Lead in: review of vocabulary from the previous lesson

Write *Everest* on the board. Elicit possible questions that could have this answer (e.g. *What is the highest mountain in the world?*). Then write *China* on the board and again, elicit possible questions that could have this answer (e.g. *Which country has got the biggest population?*).

Put students into groups of three and give each group two pieces of paper. Tell the groups to work together to think of five questions and answers relating to facts about the world. They should write the five questions on one piece of paper and the five answers on the other piece of paper.

When the groups are ready, they should swap their answers with another group and try to guess the questions which match these answers. Then the two groups should share their ideas and find out how many questions they guessed correctly. Invite groups to share some of their answers and questions with the rest of the class.

Exercise 1 3.13

Ask students to keep their Students' Books closed. Tell them to quickly draw something that represents London for them. Set a time limit and when they have finished, ask them to explain what they drew.

Then tell students to open their Students' Books and ask them to describe what they can see in the picture (a double-decker bus, Big Ben, the Houses of Parliament (behind the bus)).

Discuss the phrases in the box and elicit what they mean before students read paragraph A of the text. Elicit which rule students found the most surprising, giving reasons why.

Language notes

There may be some confusion about the function of different modal verbs:

must = obligation; *mustn't* = prohibition

have to = obligation; *don't have to* = lack of obligation

The 'opposite' of prohibition = permission. We express permission by using, for example, *be allowed to* and *can*.

Exercise 2

Discuss the Grammar box with students. Talk about school rules. Ask students to think of one rule about something they have to do at school (e.g. *We have to do homework.*), one rule which some schools have but their school doesn't (e.g. *We don't have to keep quiet in the playground.*) and one rule which means they mustn't do something at school (e.g. *We mustn't use our mobile phones during lessons.*).

Exercise 3 3.14

Put students into pairs and tell them to work together to choose the correct options in paragraph B. After they have checked their answers, ask about rules in their own country. For example: *Do you have to take off your shoes when visiting someone's house? Do you have to be punctual for meetings? Do you have to wait for the green light before crossing the street? Do you have a rule that says you mustn't chew gum in public?* Point out that a simpler way to ask this would be: *Can you/Are you allowed to chew gum in public?*

Answers: **1** have to **2** don't have to **3** mustn't **4** have to **5** don't have to **6** mustn't

Exercise 4 3.15

When the pairs have completed the sentences, elicit their ideas before you play the audio so that they can check their answers.

You may wish to introduce the word *should* for advice. Explain that sentence 2 does not refer to a rule but to behaviour which is considered polite in English. Point out the difference in meaning between *have to* and *should*: *You **have to** go to school because it is the law and you will get into trouble if you don't. You **should** say please and thank you because this expected.*

Answers: **1** don't have to **2** have to **3** mustn't **4** don't have to **5** have to **6** mustn't

3.15

See page 249.

Exercise 5

When students have done the matching activity, ask about their schools or their lessons: *Can you speak L1 during English lessons? Are you allowed to run in the school corridors? Do you have to switch off your mobile phones during lessons? Can you talk in exams? Do you have to eat in the school cafeteria?*

Answers: **1** B **2** C **3** D **4** A **5** F

Extra activity

Put students into pairs. Ask them to write two more notices that might be found at their school. They should be similar to the notices in Exericse 5, i.e. they should *not* use the modal verbs, but they should correspond to either *You mustn't …* or *You have to …* (e.g. *Don't eat in class!* for *You mustn't eat in class. Be quiet!* for *You have to be quiet.*) When the pairs are ready, invite them to write their notices on the board, for the class to transform them into 'You mustn't …' or 'You have to …' sentences.

Exercise 6

Tell students that if the rule doesn't apply for them, they should give more details (e.g. *I don't have to get up at 6 a.m. every day. On school days, I have to get up at 7 a.m., and at the weekend I don't have to get up until 10 a.m.*). When they are ready, invite students to share their sentences with the rest of the class.

Further practice

- Workbook page 92
- Grammar Time page 125
- Resource Pack
  Resource 93: Unit 8 Lesson 2 Grammar – Rules

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8.3 READING and VOCABULARY Esperanto

Lesson learning objective

Students can find specific detail in an article and talk about learning languages.

Lead in: review of modal verbs for obligation, prohibition and lack of obligation

Remind students of the notices showing rules in Exercise 5 on page 96. Explain that they are going to create similar notices that don't include any writing (e.g. a sign showing a picture of a cigarette with an X drawn through it, showing the rule: *You mustn't smoke*).

Give each student a piece of paper and tell them to draw a sign of their own which shows a rule starting *You mustn't …* or *You have to …* . Set a time limit and invite students to mingle with their classmates and to take turns to show their sign and to guess what a sign means.

When students have finished, them students to show their signs to the rest of the class and to explain what they mean.

Exercise 1

Ask students to keep their books closed. Write the word *Esperanto* on the board. Ask students if they know what this word refers to. Elicit that *Esperanto* is a language, and write some basic Esperanto words and phrases on the board: *Bonvenon*; *Mi estas de …* ; *jes*; *ne*.

Ask students if they can guess what each of these words and phrases mean (*Hello*; *I'm from …* ; *yes*; *no*). Then put students into pairs, and tell them to discuss the statements.

Answers: **1** T **2** F **3** T **4** F **5** T

Background notes

In 1795, Poland was partitioned; one part was ruled by Russia, one part by Prussia, and one part by Austria. After this, Poland didn't exist as an independent country until the end of the First World War, on 11 November 1918. Ludwik Zamenhof was born in the Russian part of the land, where the Polish language was restricted by the Russian authorities, and this is why Russian was one of his native languages.

Exercise 2 3.16

Check that students understand the meaning of *Holocaust* (the killing of millions of Jews by the Nazis in the 1930s and 1940s) and *survive* (to continue to live or exist).

When students have read the text, put them into pairs. Tell them to cover the text and to discuss what they can remember about Ludwik Zamenhof.

Answer: He was a man from Poland who invented Esperanto.

Exercise 3

For question 1, ask students to list the names of the languages.

Answers:

1 six (Russian, Yiddish, French, Hebrew, Polish, German)
2 because he believed an international language could help to create a world without war
3 Ludwik Zamenhof – it was his pseudonym.
4 Lingvo internacia
5 in 1917
6 in the 1920s and 1930s

Exercise 4

Go through the Vocabulary box with the class. Find out if any students are bilingual and, if so, which languages they speak.

Have a class vote to find out which foreign language students would most like to study and which piece of English grammar they find most difficult.

Answers: Words/Phrases in text: bilingual, native languages, spoke (French and Hebrew) fluently, foreign languages, understand

Exercise 5

After students have completed the sentences, put them into pairs and tell them to compare their answers. Ask them in which countries the 360 million English native speakers live (e.g. the UK, Ireland, Australia, New Zealand, Canada, the USA, South Africa).

Have a class discussion to find out if students agree or disagree with sentence 7, and ask them to give a reason for their opinion (e.g. *I agree. If people understand me, it doesn't matter if I speak fluently.*).

Answers: **1** native language **2** bilingual **3** native speakers **4** foreign language **5** understand **6** grammar **7** speak fluently

Extra activity

Put students into groups of three. Explain that they are going to create a new language. They should give their language a name and decide how to say a few simple phrases in their new language.

Then they should choose some useful verbs (e.g. *have*, *be*, *go*, *take*) and decide on simple forms for the present, past and future so that the language can be easy to learn.

Set a time limit and when the groups are ready, invite them to present their language to the rest of the class.

Exercise 6

When the pairs have discussed the questions, join pairs together into groups of four and tell them to compare their ideas. When they are ready, invite each group to tell the class what they discussed and whether they agreed or disagreed with one another.

VOX POPS ▶ 8.3

Before students watch the video, put them into five groups and allocate a different speaker to each group: Lara, Smith, Matt, Anya, Akwasi. Explain that they should listen closely to what the speaker says in the video.

After watching, ask the groups to discuss what they heard their speaker say. Then invite the groups to report their findings to the class.

Further practice

- Workbook page 93
- Resource Pack
  Resource 94: Unit 8 Lesson 3 Reading and Vocabulary – Match the words

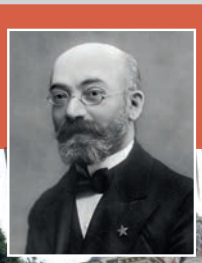
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8.3 READING and VOCABULARY Esperanto

I can find specific detail in an article and talk about learning languages.

What do you know about Esperanto?





In 1873 a fourteen-year-old schoolboy in Warsaw began to invent a language.

Ludwik Zamenhof was born in Bialystok, Poland. He was bilingual: his native languages were Russian and Yiddish. He spoke French and Hebrew fluently too. He had to learn two other foreign languages, Polish and German, to understand the different ethnic groups in his home town.

Esperanto: Mondo sen milito*

Ludwik believed that there were conflicts in the world because people spoke different languages. He wanted a world without war. So he decided to invent a universal language. In 1887 he published the book *Unua Libro* under the pseudonym Doktoro Esperanto. He called his new language Lingvo Internacia, but people preferred the name Esperanto.

After Ludwik's death in 1917, Esperanto became more popular. In some countries children had to study it at school. In the 1920s and 1930s many people shared Ludwik's dream of a peaceful world with a universal language. Unfortunately, the Second World War started. Ludwik's children died in the Holocaust and so did Ludwik's dream of a world without war. Esperanto, however, didn't die. Perhaps it is not the world language, but it survived.

**a world without war*

1 **In pairs, decide if these sentences about Esperanto are true or false. Go to page 129 and check.**

1 ☐ Esperanto is an invented language with simple grammar and vocabulary.
2 ☐ Esperanto is more difficult to learn than English.
3 ☐ Esperanto is the language of a country called Esperanti.
4 ☐ There are more than a million native speakers of Esperanto in the world.
5 ☐ You can read articles on Wikipedia in Esperanto.

2 3.16 **Read the text quickly. Who was Ludwik Zamenhof?**

3 **Read the text again. In pairs, answer the questions.**

1 How many languages did Ludwik Zamenhof speak?
2 Why did he invent a language?
3 Who was Doktoro Esperanto?
4 What name did Zamenhof give to his language?
5 When did Zamenhof die?
6 When was Esperanto very popular?

4 **Study the Vocabulary box. Which words/phrases can you find in the text? How do you say them in your language?**

Vocabulary Learning languages

bilingual foreign language grammar native language native speaker speak fluently understand vocabulary

5 **Complete the sentences with the correct form of words and phrases from the Vocabulary box.**

1 Your _____ is the language you learn at home when a child.
2 She can speak two languages fluently; she's _____.
3 There are about 360 million _____ of English in the world.
4 French is the most popular _____ in Britain.
5 For me it's easier to speak English than to _____ English people.
6 I like learning vocabulary but I don't like learning _____.
7 You don't have to _____ to have a conversation in a foreign language.

6 [VOX POPS ▶ 8.2] **In pairs, ask and answer the questions.**

And YOU

1 What's your native language?
2 Are you bilingual? Do you know any bilingual people?
3 How many native speakers of your language are there?
4 What are the two most popular foreign languages in your country?
5 Do you think English is easy? Is it easier to speak or to understand?

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8.4 GRAMMAR Articles: first and second mention

I can use *a/an* and *the* to talk about places in town.



VIDEO A MYSTERY PRIZE (Part 2)

Sol: Read that clue again.
Max: 'Look for a woman with wings.'
Eva: Is there a statue of **an angel** here?
Max: Look, under the angel's feet! There's **a note**!
Eva: Take a photo of the note. Has your camera got **a zoom**? Use the zoom. What does it say?
Max: 'William entered here B4!'
Eva: I don't get it.
Max: 'William entered here before.' Is it a door? Or **a gate**?
Sol: Got it! William is King William IV! Let's go to the Pavilion!

Later:

Sol: Here's the gate – the William IV gate!
Max: And there's the clue: 'Iri al la bibilioteko'? Is that French?
Eva: No, and it isn't Spanish. I think it's Esperanto.
Max: What does it mean?
Eva: *Biblioteca* is library in Spanish. Is there **a library** near here? Let's go to the library.

Got it! *What does it mean?*

OUT of class

1 3.17 **In pairs, check you understand the words below. Use a dictionary if necessary. Listen to Part 1 and complete the advert.**

charity clue mystery prize treasure hunt

Charity Treasure Hunt

Where and when: Brighton, [1]_____ 10 May, 10 a.m.
Prize: You can win a [2]_____!
Entry fee: [3]£_____ per person

Make money for [4]_____ *in the World!*

2 8.3 3.18 **Watch or listen to Part 2 and choose the correct option.**

1 'A woman with wings' is *a pop star* / *a statue of an angel.*
2 William IV is the name of *a gate* / *the Pavilion in Brighton.*
3 In Esperanto, 'bibilioteko' means *'book'* / *'library'.*
4 The prize is *a dictionary* / *a language course.*

3 **Study the Grammar box. Look at the words in bold in the dialogue. Find and underline the second time these things are mentioned in the dialogue.**

Grammar Articles: first and second mention

The first time we mention something, we use *a* or *an*.
You have to find a place.
Is there an island here?

The second time we mention something, we use *the*.
Then you go to the place.
Let's go to the island.

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4 **Complete the sentences with *a/an* or *the*.**

1 There's a dance studio in Max's garage. He dances in _____ studio every day. Mr Gregg has got _____ car, but he never puts _____ car in _____ garage.
2 Sol has got _____ smartphone and _____ tablet. He uses _____ phone more than _____ tablet. He bought _____ phone from _____ shop in London. _____ shop is really big.
3 There's _____ interesting city in the south of England. _____ city is called Brighton. There's _____ palace there. _____ palace is fantastic.

5 **Complete the questions with *a/an* or *the*. In pairs, ask and answer the questions.**

And YOU

1 Have you got _____ smartphone? Where did you buy _____ phone? What do you use _____ phone for?
2 Is there _____ statue of _____ famous person in your city? Where is _____ statue? Who's _____ famous person?
3 Think of _____ interesting city. What is the name of _____ city? Where is _____ city? Is there _____ palace in _____ city? How old is _____ palace?
4 Think of _____ country. Where is _____ country? Do you know _____ famous person from this country? Who is _____ famous person?

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8.4 GRAMMAR Articles: first and second mention

Lesson learning objective

Students can use *a/an* and *the* to talk about places in town.

Lead in: review of learning languages vocabulary

Put students into two groups. Explain that you are going to think of a word from the previous lesson and draw short lines on the board to represent each letter in the word.

The groups should take turns to try to guess which letters the word contains. Each time a group guesses a correct letter, they win a point. If a group thinks that they can guess the whole word correctly, they should say the word and, if they are correct, they win a point for each missing letter. For example:

Think of a word (*bilingual*) and write gaps to represent each letter: _ _ _ _ _ _ _ _ _ _ .

Group 1 guesses *a*, so write the letter *a* and give them 1 point: _ _ _ _ _ _ _ *a* _ .

Group 2 guesses *e*, so give them 0 points.

Group 1 guesses *i*, so write the letter *i* (*x2*) and give them 2 points: _ *i* _ *i* _ _ _ *a* _ .

Group 2 guesses *bilingual*, so give them 6 points (because there were six gaps left).

If the group who guessed the word can give the meaning of the word, they win another 2 points. If not, the other group can win 2 points if they can define the word.

Suggested words: *bilingual*, *foreign*, *grammar*, *native language*, *native speaker*, *fluently*, *understand*, *vocabulary*

Exercise 1 3.17

When students have checked the words in the box, elicit the definitions. Explain that to complete the text, they should check the words in the box and also think of other words that could be suitable.

Answers: **1** Sunday **2** mystery prize **3** £5 **4** Children

3.17

See page 249.

Background notes

Work on the **Brighton Pavilion** started in 1787 for the Prince of Wales (who later became King George IV). In 1815, the architect John Nash started to extend the building, and he added domes and minarets. In 1850, Queen Victoria sold the building to the town of Brighton because she preferred taking her seaside holidays on the Isle of Wight.

The statue of the angel is called the **Peace Statue**. It stands on the border between the towns of Brighton and Hove, and is on the seafront. The statue is approximately 10 metres high, and shows a winged angel of peace standing on a globe that represents the universe. It was built as a memorial to King Edward VII, who visited Brighton several times to try to recover from ill health before he died.

Exercise 2 8.3 3.18

Ask students to describe the photo. They should say what the children are wearing and where the children are (in front of the Brighton Pavilion).

Tell students that the answer to the last question is in the video but not in the dialogue on the page, so they will have to watch the end of the video carefully. After students have watched the video, elicit the correct option for each of the sentences and ask them for details of the language course they have won (a three-week intensive course in Esperanto).

Go through the Out of class box. Explain that we use *Got it!* when we have worked out the answer to something – in this case, a clue. For example, we could use this when someone gives us instructions about how to do something. We can ask *What does it mean?* when we don't understand something (e.g. a clue, something written in a different language).

Answers: **1** a statue of an angel **2** a gate **3** 'library' **4** a language course

8.3 **3.18**

See page 249.

Exercise 3

When students have found the examples in the dialogue, point out that English has a few rules for using articles but generally we use *a* when the listener doesn't know exactly which thing we are referring to and *the* when the listener does know exactly which thing we are referring to. Therefore, we usually use *a* when we first mention something and *the* afterwards.

Exercise 4

When students have completed the exercise, elicit the answers with accompanying reasons for choosing between *a* and *the*.

Answers:

1 *a* (first mention of dance studio), the (second mention of dance studio), a (first mention of car), the (second mention of car), the (second mention of garage)

2 a (first mention of smartphone), a (first mention of tablet), the (second mention of smartphone), the (second mention of tablet), the (third mention of smartphone), a (first mention of shop), The (second mention of shop)

3 an (first mention of city), The (second mention of city), a (first mention of palace), The (second mention of palace)

Exercise 5

Elicit the answers before the pairs ask and answer the questions.

Answers: **1** a, the, the **2** a, a, the, the **3** an, the, the, a, the, the **4** a, the, a, the

Further practice

- Workbook page 94
- Grammar Time page 125
- Resource Pack
  Resource 95: Unit 8 Lesson 4 Grammar – Find the missing articles
  Resource 96: Unit 8 Lesson 4 Video – A mystery prize

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8.5 LISTENING and VOCABULARY Communication

Lesson learning objective

Students can identify specific detail in a conversation and talk about communication.

Lead in: review of articles

Tell students to think of something they have bought recently and write a sentence: *I bought a … last week/yesterday*, etc.

Then put students into groups of four and ask them to take turns to tell one another what they bought, giving more details using *the* + the name of the item (e.g. *I bought a new T-shirt last week. The T-shirt is black. The T-shirt cost £10. I bought the T-shirt at Fun Fashions.*).

When everyone in the group has had a turn to say what they bought, invite groups to tell the class about one of the items they discussed.

Exercise 1

Put students into pairs. Tell them to work together to describe the pictures and to complete the table. When they have finished, elicit the answers and teach the phrase *face-to-face conversation*.

Answers:
Photos:
A a (face-to-face) conversation
B someone writing a text message
C someone talking on a mobile phone
Table:
Speaking: conversation, phone call, Skype call
Writing: email, (Facebook) post, letter, postcard, text message, tweet

Exercise 2

Tell students to write in their notebooks their three types of communication in order of frequency. Have a class vote for the most popular type of communication; then for the second most popular type; and finally, for the third most popular type.

Ask students to give reasons for their choices (e.g. *I use conversation most because I am with my friends all day at school.*).

Exercise 3 3.19

When students have listened to the audio, elicit the correct answer and ask why the other two options are not correct. (The options a and c refer to some of the stories mentioned – about emails and messages, and about false friends between English and other foreign languages. Option b refers to all of the stories mentioned, i.e. they are all communication problems.)

Answer: b

3.19

See page 250.

Exercise 4 3.19

Before playing the audio again, ask students to read the sentences and options. Elicit the answers and the relevant extracts from the audio (e.g. 1 *I called someone*; 2 *W-A-T-T*; 3 *I meant a ham sandwich, not jam*; 4 *I used the wrong word*; 5 *I wanted to write 'My dog is very noisy'*).

Answers: **1** c **2** b **3** c **4** b **5** a

Extra activity

Tell students to imagine that they are in the same English language class as the students in the audio. Put them into pairs and tell them to think of another example of a communication problem.

When the pairs are ready, invite them to tell their stories to the rest of the class.

Exercise 5 3.20

Put students into pairs and tell them to try to guess or remember the word friends.

When students have listened to the audio and checked their answers, check that they understand the word *mime*.

Tell students that you are going to give them some instructions and that they should mime the different activities. Say:

Have a conversation with the person next to you.
Make a phone call. *Chat online.*
Post a message on Facebook. *Send a text.*
Ask someone a question. *Call someone.*

Watch students as they perform each mime to make sure they are showing the correct activity.

Answers: **1** have a conversation **2** make a phone call **3** call someone **4** ask someone a question **5** chat online **6** post a message on Facebook **7** send a text

3.20

See page 250.

Exercise 6

Before students start the exercise, point out that they should pay attention to the use of verb forms and plurals. When they have finished, elicit the answers, and ask them to explain how we know that sentences 1, 4 and 5 use past forms (time expressions: *this morning*, *last night*, *last night*) and how we know that 2 is a plural (*a lot of*).

Answers: **1** had **2** questions **3** chat **4** posted **5** called **6** phone, text (message)

Exercise 7

Discuss the example dialogue with students and ask what other kind of information A could have given (e.g. who he/she had the conversation with, what they discussed about music).

Set a time limit for the pairs to practise their dialogues and then invite pairs to act out their dialogue in front of the class.

Further practice

- Workbook page 95
- Resource Pack
  Resource 97: Unit 8 Lesson 5 Listening and Vocabulary – Communicate

Pearson



8.5 LISTENING and VOCABULARY Communication

I can identify specific detail in a conversation and talk about communication.







1 Study the Vocabulary box. What types of communication can you see in the photos? Write the words from the Vocabulary box in the correct column in the table below.

Vocabulary	Types of communication
conversation email (Facebook) post letter phone call postcard Skype call text message tweet	

Speaking	Writing
conversation	*email*

2 CLASS VOTE Which three types of communication do you use the most with your friends?

3 3.19 Listen to a class of English language students in the UK. What is the class about?

a how to write emails and messages
b communication problems
c foreign languages

4 3.19 Listen again and choose the correct answers.

1 The teacher tells a story about
a a phone call. b a Facebook post.
c a Skype call.
2 The teacher's surname is
a What. b Watt. c Wedd.
3 Sonia wanted to eat
a a jam sandwich. b some strawberries.
c a ham sandwich.
4 Mario
a lives in the US. b made a mistake.
c did something brave.
5 Ania's
a dog is noisy. b father is noisy.
c father sleeps in the garden.

5 3.20 WORD FRIENDS Complete the Word Friends with the verbs below. Listen and check.

ask call chat have
make post send

1 _____ a conversation
2 _____ a phone call
3 _____ someone
4 _____ someone a question
5 _____ online
6 _____ a message on Facebook
7 _____ a text

6 Complete the sentences with one word in each gap.

1 I _____ a good conversation at breakfast this morning.
2 My mum asks me a lot of _____ about school. I don't always answer her.
3 My best friend lives in New Zealand. We often _____ online.
4 I _____ a message on Facebook last night.
5 I _____ a friend on the phone last night. We talked for hours.
6 I don't like making _____ calls. It's quicker and cheaper to send a _____.

7 In pairs, say if the sentences in Exercise 6 are true for you.

And YOU

A: I had a good conversation about music at breakfast this morning. What about you?
B: No, I didn't have a good conversation. I never talk to anyone at breakfast!

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8.6 SPEAKING Understanding

I can check if people understand me and say if I understand.



AUDIO WHAT DO YOU MEAN? (Part 1)

Grandma: Hey, sweetie, can I use the phone to call Marta in Miami?
Dad: Sure, Mom.
Max: Why don't you use my tablet?
Grandma: Skypee. What's that?
Max: It's not 'Skypee', it's 'Skype'. It's an application for video chats.
Grandma: I don't understand. What do you mean?
Max: You can make free video calls.
Grandma: Oh, I see!
Max: To join, you have to fill in your profile, right?
Grandma: I'm not sure I understand. Do you mean my name?
Max: Yeah, personal details. Your name, date of birth – know what I mean? Have you got an email address?
Grandma: Sure, I use email a lot.
Max: OK, then you have to choose a Skype name. Do you understand?
Grandma: No. I'm sorry, I don't get it.
Max: It's a name to identify you on Skype. Look, that's my name – you see?
Grandma: Oh, right. Now I get it.

Hey, sweetie! **OUT of class**

1 3.21 **Look at the photo. What is Max explaining? Does his grandma understand? Read or listen to Part 1 and check.**

2 **Study the Speaking box. Find the phrases in the dialogue.**

Speaking Understanding

Check people understand
(Do you) know what I mean? (Do) you see?
(Do you) get it/understand? ..., right?

Say you don't understand
I'm sorry, I don't get it/understand.
I'm not sure I get it/understand.

Ask for clarification
What do you mean? Do you mean ...?

Say you understand
Now I get it/understand. I see. Oh, right!

3 3.22 **Listen to Part 2. Why is Dad surprised? Who does Grandma call in the end?**

4 3.23 **Complete the dialogue with one word in each gap. Listen and check.**

Grandad: What are you doing, Kirsty?
Kirsty: I'm writing a tweet on Twitter.
Grandad: I'm not [1] *sure* I understand. What's Twitter?
Kirsty: It's a social networking service.
Grandad: I'm [2]_____, I don't [3]_____. What do you [4]_____?
Kirsty: Tweets are like texts, but you can only use 140 characters.
Grandad: [5]_____ you mean 140 words?
Kirsty: No, 140 characters – letters or numbers, [6]_____? Look.
Grandad: Oh, right. Now I see.

And YOU

5 **Work in pairs. Student A, follow the instructions below. Student B, go to page 129.**

1 Explain how to connect to wi-fi with a smartphone. Use the Speaking box to help you.

switch on your phone → go to settings → check that the wi-fi is on → go into wi-fi and choose a network → write in the password

OK, to connect to wi-fi with your phone, first you have to switch on your phone, right? Then you have to …

2 When Student B explains, say you understand or don't understand and ask for clarification if necessary. Use the Speaking box to help you.

I'm sorry. I don't get it. What's …?

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8.6 SPEAKING Understanding

Lesson learning objective

Students can check if people understand them and say if they understand.

Lead in: review of types of communication

Put students into pairs. Tell each pair to write a short dialogue which they could share with the class. When they are ready, invite pairs to come to the front of the class, and then invite another student to say how the pair should have the conversation (e.g. face to face, on Skype, by mobile phone). The pair should act out their dialogue accordingly. Repeat the process with a few pairs.

Exercise 1 3.21

Put students into pairs. Ask them to describe the photo. They should say where the people are and what they are doing. (They are in a living room. Max's dad is looking at a laptop. Max has got a laptop or tablet and is showing it to his grandma.)

Before students read and listen, elicit ideas about what Max could be explaining.

When students have finished, discuss the Out of class box. Explain that *Hey, sweetie!* is an expression of affection, like *Hello dear*, and is usually used by someone older to someone younger. Point out that students would probably only use this expression if they were speaking to someone younger than them (e.g. when speaking to a very young cousin).

Answers: Max is showing his grandmother how to make video calls. In the end, she understands how to do it.

Exercise 2

Discuss the phrases in the Speaking box. Ask students for examples of when they have to explain something to someone else, and when they have to ask someone to explain something to them.

Exercise 3 3.22

When students have listened to the audio, ask follow-up questions:

What doesn't Grandma like about England? (the coffee)

How many calls has she made? (six).

Discuss Skype or other video calls with the class. Ask if they or their family use them to talk to friends or family in different countries and, if so, find out how often.

Answers: Dad is surprised because Grandma is using Skype a lot. She calls her sister in Chicago and the President of the USA/the White House.

3.22

D = Dad G = Grandma M = Max

What do you mean? Part 2

M: Hi, Dad.
D: Hi, Max. Where's Grandma?
M: Come and see.
G: … and they drink tea all the time. And the coffee is terrible!
D: What's she doing?
M: She's talking to Auntie Davina in Chicago.
G: OK, Davina, bye darling.
M: That's her sixth conversation this afternoon.
D: I don't get it.
M: She's crazy about Skype! … You see?
D: Gee! I wonder who she's calling now.
G: Hello, is that the White House? Yes, good morning. This is Darlene Gregg. I'd like to speak to the President. I'm calling from England.

Exercise 4 3.23

When students have finished the exercise, find out if anyone in the class uses Twitter. Ask questions about Twitter (e.g. *Can you explain what # (hashtag) means?*).

Encourage students to check that you understand as they give their explanations. Ask for clarification where possible.

Answers: **2** sorry **3** understand **4** mean **5** Do **6** right

Exercise 5

Encourage students to ask twice for clarification while their partner is giving instructions, and to use a different way of asking each time (e.g. the first time they could ask *What do you mean?* and the second time they could ask *Do you mean … ?*). When the pairs have finished, invite them to act out one of their conversations in front of the class.

Extra activity

Ask students if there is anything relating to computers or technology that they don't know how to do (e.g. how to add up a column of numbers on Excel, how to resend a tweet). If students can't think of anything, tell them to think of problems they have with school subjects (e.g. how to find the area of a circle, how to form questions in English in the Past Simple).

When each student has thought of something that they need help with, put students into groups of four. Each student should say what they need help with and the rest of the group should give instructions. Students should use phrases from the Speaking box to ask for clarification, to check understanding and to say that they understand or don't understand.

When they have finished, invite groups to tell the class about the problems they were able to help one another with.

Further practice

- Workbook page 96
- Resource Pack
  Resource 98: Unit 8 Lesson 6 Speaking – Explain
  Resource 99: Unit 8 Lesson 6 Audio – What do you mean?

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8.7 ENGLISH IN USE Verbs and prepositions

Lesson learning objective

Students can use verb + preposition collocations to talk about successful vlogging.

Lead in: review of understanding

Put students into groups of four. Tell them to imagine that one of them is an alien from outer space who can speak perfect English but who doesn't understand much about Earth. The alien should ask the other students how to do something simple (e.g. *How do I buy food?*), and the other students should help with instructions.

Explain that whenever a new noun is mentioned, the alien should ask for clarification (e.g. *What do you mean* supermarket*? I'm sorry, I don't understand what* money *is.*).

Set a time limit, and make sure that each student in the group has a turn to play the role of the alien.

Exercise 1

Before students open their Students' Books, ask them to explain what a vlog is. Ask clarification questions as students explain. Then tell them to open their Students' Books, and set a time limit for pairs to discuss the questions. When they have finished, invite pairs to share their ideas with the rest of the class.

Exercise 2

Tell students to work on their own to answer questions 1 and 2, and to work in pairs to discuss the answer to question 3. Point out that the answers to questions 1 and 2 can be found in the text and that the answer to question 3 should be their own opinion. When they have finished, invite students to share their ideas with the rest of the class.

Answers: **1** flags **2** No, he hasn't. He's got four viewers.

Exercise 3

When students have found all the Language box verbs and prepositions in the cartoon, discuss the use of *ask for*. Point out that verb + preposition combinations can sometimes be split by a direct object, e.g. ***Ask*** *your friends and family* ***for*** *help*. ***Talk about*** can also be split when we add *to*: *Talk* ***to*** *someone about … .* However, explain that these are the only verb + preposition combinations in this lesson that can be split by an object.

Exercise 4

When the pairs have finished, ask them to use the same combinations of verb + preposition to make new sentences that are true for them (e.g. *I always* ***worry about*** *what to wear. My sister sometimes* ***shouts at*** *me.*).

Answers: **2** at **3** at **4** about **5** in

Exercise 5

Explain to students that not all of the missing words are from the Language box, but all relate to a verb + preposition combination except one which is an adjective + preposition combination.

When they have finished, elicit the answers and encourage students to add the following to the Language box: *interested in*, *come from*.

Put students into groups of four and give them a time limit to think of any more verb + preposition combinations they know (e.g. from Unit 7: *date from*, *work as*, *phone for*).

Answers: **2** from **3** about **4** interested **5** in **6** at **7** at **8** to **9** about **10** for

Exercise 6

Ask students to work on their own to complete the gaps, and elicit the missing words before they ask and answer with a partner. When the pairs have finished, invite students to answer questions in front of the class.

Answers: **2** look **3** ask **4** look **5** think

Extra activity

Keep students in pairs. Explain that they are going to work together to create ideas for a vlog.

First, they should decide on the topic of the vlog (e.g. *how to do well in exams*). Then they should think about advice to include in their vlog (e.g. ***ask*** *your teacher* ***for*** *help*, ***talk about*** *what you have learnt*, ***think about*** *how much revision you need to do*). Point out that students should use at least three verb + preposition combinations from the Language box.

Set a time limit, and when the pairs are ready, invite them to present their vlog to the rest of the class. Have a class vote for the best vlog.

Homework

Tell students to read the text on page 104 of the Students' Book. They should look up any words they don't know the meaning of and translate them into L1.

As an additional task, ask students to write an example sentence illustrating the meaning of each of these words: *complete*, *rare*, *reply*, *volcano*.

Further practice

- Workbook page 97
- Resource Pack
  Resource 100: Unit 8 Lesson 7 English in use – Choose and ask

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8.7 ENGLISH IN USE Verbs and prepositions

I can use verb + preposition collocations to talk about successful vlogging.

How to make a vlog

A



Prepare well.
You don't have to be original, but you have to talk about something interesting. Learn about your subject. Look for fascinating facts. And find a good name for your vlog.

B



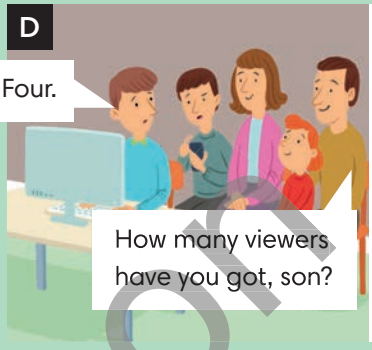
Look good.
Think about your clothes, your hair, the room and the lighting. Ask your friends and family for help. And don't forget to edit your videos.

C



Be happy.
Look at the camera and smile at your audience. You mustn't shout at your viewers – talk to them.

D



Don't worry.
Not an instant internet success? Don't worry about it. Believe in yourself!

1 **In pairs, ask and answer the questions.**

1 What kind of video blogs (vlogs) do you watch?
2 Do you know any vloggers?
3 Have you got a vlog? Would you like to make one?
4 Do you think it's easy or difficult to make a vlog?

2 **Look at the cartoon and answer the questions.**

1 What is Todd's vlog about?
2 Has he got a lot of viewers?
3 What is the best suggestion in the cartoon?

3 **Study the Language box. Find the verbs and prepositions in the cartoon.**

Language Verbs and prepositions

learn about	look at	ask for
talk about	shout at	look for
think about	smile at	talk to
worry about	believe in	

4 **In pairs, complete the sentences with prepositions. Are the sentences true for you?**

1 I never worry *about* exams.
2 My dad never shouts _____ me.
3 My mum smiles _____ me every day.
4 It's difficult to learn _____ vlogging.
5 I believe _____ life on other planets.

5 **Complete the text with one word in each gap.**

My favourite vlogger [1]*is* Tyrannosauruslexxx. Her real name is Lex Croucher and she comes [2]_____ the UK. On her vlog she talks [3]_____ beauty. But she's [4]_____ in politics too. She believes [5]_____ social media and says it can change the world. She never shouts [6]_____ her viewers. She looks [7]_____ the camera, talks [8]_____ you and tells you what she thinks [9]_____ things. If you're looking [10]_____ an interesting vlogger to follow, check her out.

6 **Complete the questions with a verb in each gap. In pairs, ask and answer the questions.**

And YOU

1 Do you *talk* about school with your parents?
2 Do you _____ at your school books at the weekend?
3 Do you ever _____ for help with your homework? Who do you ask?
4 Does your mum/dad have to _____ for the car keys every morning?
5 How often do you _____ about your appearance?

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Wordlist and Vocabulary in action

Extra activity

Put students into pairs. Half the pairs are A pairs and the other half are B pairs. Ask the A pairs to look through the wordlists for previous units and to find words which include the sound /ʃ/. Ask the B pairs to look through the wordlists for previous units and to find words which include the sound /tʃ/. Set a time limit, and then join pairs together so that an A pair joins with a B pair. Ask them to share their words with each other. When they have finished, invite the groups to share their words with the class.

Further practice

Workbook page 98

WORDLIST Geography | Learning languages | Types of communication | Verbs and prepositions

Africa /ˈæfrɪkə/ n
Antarctica /ænˈtɑːktɪkə/ n
Asia /ˈeɪʃə, -ʒə/ n
ask for /ɑːsk fə/ v
Australia /ɒˈstreɪliə/ n
believe in /bəˈliːv ɪn/ v
bilingual /baɪˈlɪŋgwəl/ adj
camera /ˈkæmərə/ n
capital city /ˈkæpətl ˈsɪti/ n
charity /ˈtʃærəti, ˈtʃærɪti/ n
clue /kluː/ n
communication /kəˌmjuːnəˈkeɪʃən, kəˌmjuːnɪˈkeɪʃən/ n
communication problem /kəˌmjuːnəˈkeɪʃən ˈprɒbləm/ n
compass point /ˈkʌmpəs pɔɪnt/ n
conflict /ˈkɒnflɪkt/ n
continent /ˈkɒntənənt, ˈkɒntɪnənt/ n
conversation /ˌkɒnvəˈseɪʃən/ n
country /ˈkʌntri/ n
culture shock /ˈkʌltʃə ʃɒk/ n
east /iːst/ n
email /ˈiːmeɪl/ n
Europe /ˈjʊərəp/ n
flag /flæg/ n
foreign language /ˈfɒrən ˈlæŋgwɪdʒ/ n
forget /fəˈget/ v
free /friː/ adj
funny sketch /ˈfʌni sketʃ/ n
gate /geɪt/ n
geography /dʒiˈɒgrəfi/ n
grammar /ˈgræmə/ n
intensive course /ɪnˈtensɪv kɔːs/ n
invented language /ɪnˈventid ˈlæŋgwɪdʒ/ n
island /ˈaɪlənd/ n
join /dʒɔɪn/ v
lake /leɪk/ n
language /ˈlæŋgwɪdʒ/ n
language course /ˈlæŋgwɪdʒ kɔːs/ n
learn about /lɜːn əˈbaʊt/ v
letter /ˈletə/ n
library /ˈlaɪbrəri, -bri/ n
look at /lʊk ət/ v
look for /lʊk fə/ v
money /ˈmʌni/ n
mountain /ˈmaʊntən, ˈmaʊntɪn/ n
mystery prize /ˈmɪstəri praɪz/ n
native language /ˈneɪtɪv ˈlæŋgwɪdʒ/ n
native speaker /ˈneɪtɪv ˈspiːkə/ n
nature /ˈneɪtʃə/ n
north /nɔːθ/ n
North America /nɔːθ əˈmerəkə/ n
ocean /ˈəʊʃən/ n
official /əˈfɪʃəl/ n
original /əˈrɪdʒɪnəl, -dʒənəl/ adj
palace /ˈpæləs, ˈpælɪs/ n
password /ˈpɑːswɜːd/ n
personal details /ˈpɜːsənəl ˈdiːteɪlz/ n
phone call /fəʊn kɔːl/ n
population /ˌpɒpjəˈleɪʃən, ˌpɒpjʊˈleɪʃən/ n
(Facebook) post /(ˈfeɪsbʊk) pəʊst/ n
postcard /ˈpəʊstkɑːd/ n
queue /kjuː/ n
river /ˈrɪvə/ n
sea /siː/ n
shout at /ʃaʊt ət/ v
Skype call /skaɪp kɔːl/ n
smile at /smaɪl ət/ v
south /saʊθ/ n
South America /saʊθ əˈmerəkə/ n
speak (fluently) /spiːk (ˈfluːəntli)/ v
statue /ˈstætʃuː/ n
survive /səˈvaɪv/ v
talk about /tɔːk əˈbaʊt/ v
talk to /tɔːk tə/ v
text message /tekst ˈmesɪdʒ/ n
think about /θɪŋk əˈbaʊt/ v
travel /ˈtrævəl/ v
treasure hunt /ˈtreʒə hʌnt/ n
tweet /twiːt/ v
understand /ˌʌndəˈstænd/ v
video blog/vlog /ˈvɪdiəʊ blɒg vlɒg/ n
vlogger /ˈvlɒgə/ n
video call /ˈvɪdiəʊ kɔːl/ n
video chat /ˈvɪdiəʊ tʃæt/ n
viewer /ˈvjuːə/ n
vocabulary /vəˈkæbjələri, vəˈkæbjʊləri, vəʊ-/ n
war /wɔː/ n
west /west/ n
wi-fi /ˈwaɪ faɪ/ n
world /wɜːld/ n
worry about /ˈwʌri əˈbaʊt/ v
zoom /zuːm/ v

WORD FRIENDS

accept a present
ask sb a question
call sb
chat online
edit a video
fill in your profile
have a conversation
jump the queue
learn a language
make a phone call/video call
post a message on Facebook
send a text
sleep a siesta
take off your shoes
visit someone's home
wait in a queue

VOCABULARY IN ACTION

1 Write the correct word for each definition.

1 The opposite of south. **n** o r t h
2 The opposite of east. **w** _ _ _
3 Every country has one. **f** _ _ _
4 You need this to buy things. **m** _ _ _ _
5 The continent to the east of Europe. **A** _ _ _

2 Complete the questions with words from the Word Friends list.

1 Do you believe *in* love at first sight?
2 Do you know how to edit a _____?
3 When was the last time you shouted _____ your computer?
4 When did you last _____ online with a friend? What did you talk _____?
5 How often do you think _____ your future?
6 What foreign _____ would you most like to learn?

3 In pairs, ask and answer the questions in Exercise 2.

4 3.24 PRONUNCIATION Listen to how we pronounce the /ʃ/ and /tʃ/ sounds. In pairs, say the words.

/ʃ/: shoe, conversation, ocean, _____, _____, _____, _____
/tʃ/: chat, nature, question, _____, _____, _____

5 3.25 PRONUNCIATION Write the words below in the correct group in Exercise 4. Use the underlined letters to help you. Listen, check and repeat.

charity official population
shock shout sketch statue

Exercise 1

2 west
3 flag
4 money
5 Asia

Exercise 2

2 video
3 at
4 chat, about
5 about
6 language

Exercise 4

/ʃ/: official, population, shock, shout
/tʃ/: charity, sketch, statue

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Extra activity

Put students into pairs. Tell them to imagine that someone from another country is coming to visit them. They should work together to think of important rules to tell their visitor about their country (e.g. *You mustn't drop litter in the streets.*). Set a time limit and then invite pairs to share their ideas with the rest of the class.

Further practice

- Workbook page 99
- Resource Pack
  Resource 101: Unit 8
  Vocabulary – Find the words
  Resource 102: Unit 8
  Grammar – Correct or not?

Revision

VOCABULARY

1 **Look at the map. Complete the text about Peru with one word in each gap.**



Peru is in [1]*South* America. It has five neighbours: Ecuador and Colombia to the [2]_____, Brazil and Bolivia to the [3]_____ and Chile to the [4]_____. To the west is the Pacific [5]_____. The highest [6]_____, Huascarán Sur, is 6,768 metres high. Peru has a [7]_____ of thirty-one million people. Its [8]_____ is red and white. The [9]_____ is Lima. There are three official [10]_____: Spanish, Quechua and Aymara.

2 **Write about your country. Use the text in Exercise 1 to help you.**

3 **Complete the sentences with the words below. In pairs, say if you agree.**

bilingual call fluently ~~foreign~~ grammar vocabulary

1 To get a good job in this country, you have to speak two *foreign* languages.
2 English _____ is easy – except for the irregular verbs.
3 It's a good idea to study new _____ just before you go to sleep.
4 You can learn to speak a language _____ in two years.
5 _____ people speak two languages fluently.
6 It's easier to write a letter in English than to make a phone _____.

4 **Choose the correct option.**

1 I *asked* / *had* an interesting conversation with Joe.
2 You don't have to take *off* / *on* your shoes in the kitchen.
3 You have to put your hand up to *ask* / *make* the teacher a question.
4 You mustn't worry *about* / *for* the exam – it's next week.
5 You have to *fill* / *look* in your profile to join this group.

GRAMMAR

5 **Complete the sentences with the correct form of *have to*, *don't have to* or *mustn't*. Write two similar sentences about your country.**

1 In many African countries you *have to* use your right hand to eat – you _____ eat with your left hand.
2 In some countries, like Germany, you _____ cross the road when the light is red. You _____ wait for the green light. In other places you can cross the road when you like – you _____ wait for the green light.
3 In Switzerland you _____ throw things on the street – you _____ put them in a bin.

6 **Complete the questions with *a*, *an* or *the*. In pairs, ask and answer the questions.**

1 Have your parents got *a* car? What colour is ___ car? Is there ___ computer in ___ car?
2 Did you get ___ postcard from ___ friend last summer? Where was ___ postcard from? Who was ___ friend?
3 Is there ___ river in your town? What's the name of ___ river? Does ___ river go into ___ lake? What's the name of ___ lake?

SPEAKING

7 **Work in pairs. Student A, follow the instructions below. Student B, go to page 129.**

- Student A, explain to Student B how to send a text message from your phone. Use these phrases to make sure Student B understands you.

(Do you) know what I mean? Do you get it? You see?

- Swap roles. Student B tries to explain something to you. Use at least three of these phrases to say you understand/don't understand and ask for clarification.

I'm sorry, I don't get it. I'm not sure I understand. What do you mean? Now I get it. I see. Oh right!

DICTATION

8 3.26 **Listen. Then listen again and write down what you hear.**

SELF-ASSESSMENT Think about this unit. What did you learn? What do you need help with? WORKBOOK p. 98

Exercise 1

2 north
3 east
4 south
5 Ocean
6 mountain
7 population
8 flag
9 capital city
10 languages

Exercise 3

2 grammar
3 vocabulary
4 fluently
5 Bilingual
6 call

Exercise 4

2 off
3 ask
4 about
5 fill

Exercise 5

1 mustn't
2 mustn't, have to, don't have to
3 mustn't, have to

Exercise 6

1 the, a, the
2 a, a, the, the
3 a, the, the, a, the

Exercise 8

Wales is a small country to the west of England. Its population is about three million. It has two official languages, English and Welsh. The national sport is rugby.

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BBC

CULTURE

Can you send postcards from Antarctica?

Writing to the World

1 We love to visit different countries for holidays and to learn about different cultures. In the past, people often sent picture postcards of the places on their holidays to friends back home. These were very popular and showed different parts of the world. In the 1880s the most popular picture postcard was the Eiffel Tower in Paris.

2 Now we have email and social media, and postcards are rare. But there is one young boy from the UK, Toby Little, who had the idea for a brilliant project. When he was five, he decided to write to someone in every country in the world! He wanted people to write to him, send him postcards and tell him about their cultures. He called his project Writing to the World. At first, he sent letters to his mum's friends. The first letter was to a woman in Hawaii. She lived in a town called Volcano. His first question was, 'Do you really live in a town called Volcano?' She sent him a reply.

3 Today Toby gets messages from people all over the world who want him to write to them. He completed his project. He wrote to every country and he's got replies from nearly all of them. Last year he got one from Antarctica. It told him about life for the scientists there. But Toby is continuing. Every week he writes about ten more letters! He usually asks, 'How are you?' 'What's your favourite place?' and 'Can you send me a recipe?' Toby's dream is to visit some of those countries. He wants to start with Gambia!



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GLOSSARY
complete (v) finish
rare (adj) if sth is rare, you don't see it or it doesn't happen very often
reply (n) answer
volcano (n) a mountain that sometimes explodes and sends out fire and hot rocks

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Lead in: topic introduction

Tell students to keep their Students' Books closed and put them into groups of four. If you set the homework suggestion for the unit, ask the groups to discuss any vocabulary they found difficult, and their example sentences if you also set the additional task.

If students haven't done the homework, ask them to look at the glossary on page 104. Students should find the words in the text and rewrite the sentences using different words or phrases which have the same meaning (e.g. *He finished his project.*).

8.4

The Penguin Post Office

Antarctica is a very cold place for a holiday. It's seven hundred miles south of Argentina and Chile, but thousands of people come here every year. One of the most popular places to visit is Port Lockroy. They come here to see the Gentoo penguins and visit a very unusual British post office – the Penguin Post Office. There is a population of three thousand penguins! The visitors take photos of some of them. They're very cute. Then they go inside. There's a gift shop and everything has got penguins on it. You can buy T-shirts, cups, toys and lots of other things. There are eighteen thousand visitors every summer. All the visitors want to tell their friends about the Penguin Post Office, so they write postcards. They write about the cold and the snow, and of course, they write about the penguins. Then they can post them in a real British post box. The postcards go all around the world. You have to put a stamp on a postcard. And what have the stamps got on them? Penguins, of course! The penguins are real stars.

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Exercise 1

Before students start the exercise, check that they understand the meaning of *postcard* and ask them about the last postcard they or their family received. Set a time limit for the pairs to discuss the questions. When they have finished, invite students to share their ideas with the rest of the class.

Exercise 2

When students have read the text, put them into pairs. The pairs take turns to ask each other one of the questions from Exercise 1 and to answer them imagining they are Toby (e.g. 1 *I don't write and send postcards when I'm on holiday. I write letters to people asking for postcards from them. It's for a project.*).

Ask students what they think about Toby's project and what they think he can learn from it.

Exercise 3

Ask students to describe what they can see in the three photos. When they have done the matching activity, ask what the text says that relates to each photo. (A a boy with a globe and some postcards – the text mentions Toby and his project; B a map showing Antarctica – the text mentions that Toby received a reply from Antarctica; C the Eiffel Tower in Paris – the text mentions that the most popular picture postcard in the 1880s showed the Eiffel Tower)

Answers: **A** 2 **B** 3 **C** 1

Exercise 4

When you have elicited the answers to the questions, ask students to imagine that they have received a letter from Toby. Have a class discussion to find out what students would write back to him.

Answers:
1 because they use email and social media
2 to write to someone in every country in the world
3 to a woman in Hawaii
4 He wants to visit some of those countries.

Exercise 5

Set a time limit for students to work on their own to think about the question. Then put students into groups of three or four so that they can share their ideas. When the groups are ready, invite them to share some of their ideas with the rest of the class.

Extra activity

Put students into groups of four. Tell them to think of places that they all know – in other countries or their own. For each place, they should think of a good postcard to send – something that would represent the place but also be interesting and a bit unusual, e.g. *From Paris – a postcard from the top of the Eiffel Tower. The view is more interesting than the tower itself.* Invite students to share some of their ideas with the class.

Exercise 6

When students have watched the video and answered the question in the advert, ask where else in the world we can find penguins (in the southern hemisphere – not only in Antarctica, but also in South America, Australia, New Zealand and South Africa).

Answer: The Penguin Post Office is in Antarctica.

Exercise 7 8.4

Elicit the answers and ask students if they would like to visit Antarctica. Elicit students' reasons and ask if there are any other activities that they would like to do if they visited there.

Answers: 2, 3, 5, 6

Exercise 8 8.4

Put students into pairs. Ask them to read the sentences and to discuss any answers they can remember. Then play the video and elicit the answers.

Answers: **1** 700 **2** Gentoo **3** 3,000 **4** T-shirts **5** penguins **6** all countries

Exercise 9

Check the meaning of *souvenirs*. Elicit which souvenirs were mentioned or shown in the video (e.g. cups, toys, postcards). Pause the video at 40 seconds and elicit which items students can see (cushions/pillows, photos, towels, pens, possibly notebooks).

Put students into pairs and tell them to discuss which souvenir they would like to buy from the Penguin Post Office; they may choose something not shown in the video but which the shop might sell (e.g. a penguin jigsaw puzzle). When they are ready, invite students to share their ideas with the rest of the class.

Exercise 10

Ask students to look at page 89 in the Students' Book to remind themselves about giving news. Elicit that because there is not much space, they might not start a postcard with lots of questions about the other person. Discuss ideas that students might use in their postcard (e.g. *We arrived on … The hotel is … Guess what! Yesterday, I saw …*). Discuss the most likely closing sentence for a postcard (*See you soon.*).

Set a time limit and also a word limit. Students should write their postcards on their own. If there is time, display the texts so that students can read what other students have read.

Exercise 11

Remind students about the tips from previous units to help make their presentation interesting and easy to follow.

To make the presentation more interesting, elicit the places which students would like to present, and make sure that all the groups will be presenting different places.

Make sure that every student in a group is involved in the presentation and has the chance to present some of the facts to the class (e.g. where the place is, what you can see and do there, an interview with a 'tourist').

Give students a time limit for creating their presentations. Allocate a time in a future lesson for the groups to present their work to the class.

Further practice

- Workbook pages 100–101
- Resource Pack
  Resource 103: Unit 8 BBC Culture – Unusual attractions
  Resource 104: Unit 8 Culture – Three places

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EXPLORE

1 In pairs, ask and answer the questions.

1 Do you write and send postcards when you're on holiday? Why? / Why not?
2 Imagine you are writing to a new friend in any country. You can ask three questions about the country. Which country do you choose? What questions do you ask?

2 Read the article. Compare your questions from Exercise 1 with Toby's.

3 Read the text again. Match photos A–C with paragraphs 1–3.







4 Read the article again and answer the questions.

1 Why don't people send many postcards today?
2 What was Toby's project?
3 Where did he send his first letter?
4 What does he want to do in the future?

5 Which country would you like to visit? Why?

EXPLORE MORE

6 You are going to watch part of a BBC programme from a series called *The Natural World*. Read an advert for the programme. Answer the question in the advert.

The Penguin Post Office

Where is the Penguin Post Office? The answer is in the next programme in the series *The Natural World*.

7 8.4 Watch the video and check your ideas from Exercise 6. Tick the things the visitors do.

1 ☐ go swimming
2 ☐ take photos
3 ☐ go shopping
4 ☐ have coffee
5 ☐ write postcards
6 ☐ send postcards
7 ☐ go skiing

8 8.4 Watch again and choose the correct option.

1 Antarctica is *700* / *7000* miles from Argentina.
2 There are a lot of *Gentoo* / *Emperor* penguins here.
3 *18,000* / *3,000* penguins live here.
4 The visitors can buy *coats* / *T-shirts*.
5 They send postcards of *penguins* / *mountains*.
6 The postcards go to *the UK only* / *all countries*.

9 Would you like to buy something from the Penguin Post Office?

10 Imagine you are visiting the Penguin Post Office. Write a postcard to a friend.

YOU EXPLORE

11 CULTURE PROJECT In groups, prepare a digital presentation about an unusual and interesting place in your country.

1 Use the internet to research the unusual place.
2 Find some pictures or videos.
3 Write a short script and record your presentation.
4 Share it with the class.



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9

Getting around

VOCABULARY
Transport | Travel | Holiday activities | Weather

GRAMMAR
Present Continuous for future arrangements | *going to* for plans

Grammar: Here comes the summer



Speaking: Twenty minutes before Max's audition



BBC Culture: Travelling on the Tube

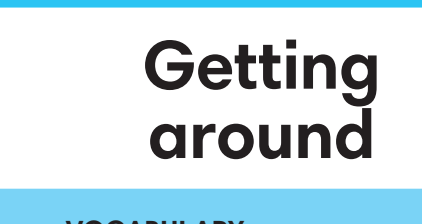


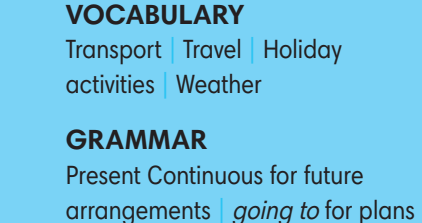
Workbook p. 113

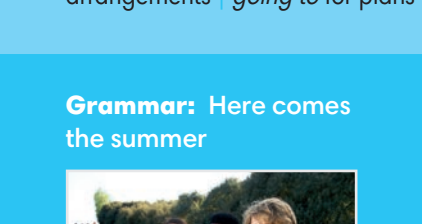
BBC VOX POPS

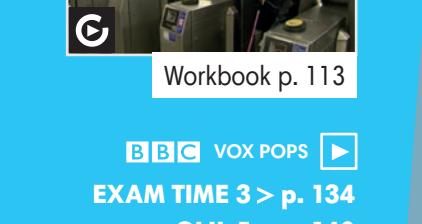
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CLIL 5 > p. 140













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9.1 VOCABULARY Transport and travel

I can talk about means of transport and travel.

1 Study Vocabulary box A. Match the words with photos A–I. Which of these means of transport do you use?

Vocabulary A Means of transport

bicycle/bike bus car coach motorbike taxi train tram underground/metro

2 3.27 Read the article. What is a commuter challenge?

a a sports event
b a plan for better public transport
c a way to compare different forms of transport

LIFESTYLE | BUSINESS DIRECTORY | LOCAL INFO | BUY/SELL | REGISTER | SIGN IN

The Newtown Herald

Lifestyle > Travel

Traffic is a big problem in Newtown. There are too many cars. Not enough people ride bikes or walk to get to the city centre. Sue and Scott Stewart wanted to do something about it. So these two students from Newtown High School organised a commuter challenge. Our reporter Dev White talked to them.

Dev: What is a commuter challenge?
Sue: It's a race between commuters using different means of transport. We've got a pedestrian, a bike, a motorbike, a car and a bus. Each commuter has to go across town from the train station to the university.
Scott: We want to show the best way to get around town.
Dev: You mean the fastest form of transport?
Scott: Yes, but also the cheapest and most enjoyable.
Sue: The healthiest and the most ecological too.



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Unit contents

Vocabulary
- Transport
- Travel
- Holiday activities
- Weather

Grammar
- Present Continuous for future arrangements
- *going to* for plans

Communication skills
Directions

Examples of 21st century skills/competencies
- Critical thinking: page 106 (Exercise 1), pages 116–117
- Collaboration: page 107 (Exercise 7), page 108 (Exercise 6), page 117 (Exercise 9)
- Digital competence: page 117 (Exercise 9)
- Assessment for learning: page 115
- Autonomy and personal initiative: page 113 (Exercise 5)

9.1 VOCABULARY Transport and travel

Lesson learning objective
Students can talk about means of transport and travel.

Lead in: review of vocabulary from the previous unit

Divide students into two groups. Write three gapped words on the board (e.g. _ _ _ _ _ _ = *island*) and explain that the groups should take turns to guess the missing letters. They win a point for each letter they guess correctly.

Do this for a few rounds. The winner is the team with the most points after the last round. Suggested words:

First round: *north*, *south*, *west*
Second round: *Antarctica*, *Europe*, *Africa*
Third round: *island*, *ocean*, *mountain*
Fourth round: *email*, *conversation*, *tweet*

Final round: However many previous rounds you do, finish with the three words: *means of transport*. Elicit what this phrase means and explain that they will be discussing different means of transport in this lesson.

Exercise 1

Put students into pairs to match the words with the photos. Then write these two questions on the board: *How often do you use a/an … ? When did you last use a/an … ?* The pairs should use these question stems to take turns to ask and answer about the different means of transport.

When they have finished, invite pairs to share any interesting answers they received (e.g. *David uses a bike every day. The last time Sara used a tram was on holiday in Prague last year.*).

Answers: **A** tram **B** motorbike **C** bus **D** train **E** taxi **F** car **G** bicycle/bike **H** underground/metro **I** coach

Exercise 2 3.27

Check that students understand the meaning of *commuter*. When they have read the article, elicit the answer and ask why *a* and *b* are wrong. (a – Although it is a race, it isn't really a sports event. It is a race to see which form of transport is the quickest, not a race to see which person is the fittest, fastest, most athletic. b – They don't mention changing public transport. They want to encourage people to cycle or walk more.)

Answer: c

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Exercise 3 3.28

Elicit the meaning of the words in the Vocabulary B box and ask for examples of each in the students' own town (or in a nearby larger town or city).

Before you play the audio, ask students to read the notes and to decide what kind of information they should listen out for. (1 a form of transport; 2 the name of their cousin; 3 a number; 4 a place; 5 a relationship – aunt, friend, teacher, etc.; 6 a form of transport)

Answers: **1** Bike **2** Tom **3** 5 **4** bus station **5** teacher **6** Bus

3.28

D = Dev S = Scott Su = Sue

D: So Sue, you're walking?
Su: Yes, I'm the pedestrian – I'm going on foot. Scott's riding his bike – he goes everywhere on his bike! And our cousin Tom is going by motorbike.
D: What's the distance? How far is this commuter challenge?
S: It's five kilometres from the train station to the university. But we have to stop at the bus station on the way.
D: Why do you have to stop at the bus station?
Su: Because it's more realistic. It's normal when you travel in town to stop somewhere on the way.
S: My teacher, Mrs Harris, is driving her car. Right, so she has to park her car, get out of the car, walk to the bus station, walk back to the car park and get into her car again.
Su: And our dad – he's taking the bus. Well, he has to wait at the bus stop, get on the bus, get off the bus near the post office, post a letter and then wait for another bus.
D: Who is going to win?
Su/S: I am! / Me!

Exercise 4 3.29

Put students into pairs and tell them to think about which verbs in the box could match the phrases below.

When the pairs have listened to the audio and completed the word friends, re-elicit students' sentences from Exercise 1. Ask how students could say their sentences using the Word friends (e.g. *David uses a bike every day. – David* ***rides a bike*** *every day. The last time my grandmother used a car was last year. – The last time my grandmother* ***drove a car*** *was last year.*).

Answers: **2** ride **3** go **4** drive **5** park **6** get **7** take **8** wait **9** get **10** wait

Extra activity

Put students into groups of three. Tell them to imagine a journey that needs at least five different means of transport. Encourage them to use their imagination to think of an interesting journey (e.g. *Go on foot from the school to the bus stop. Take bus number 30 to the bus station. Get a taxi from the bus station to the railway station. Get a train to the city. Use the underground to go to the city centre.*).

Set a time limit and then invite groups to describe their journey to the rest of the class.

Exercise 5 3.29

Before students read the text, ask them to imagine a commuter challenge in their own town (e.g. from their school to the railway station or any similar journey). Ask students which means of transport they think would win the challenge, giving reasons for their opinion.

When students have completed the exercise, have a class discussion about whether they think the results of the challenge would be the same or different in their own town.

Answers: **1** ride **2** lane **3** into **4** park **5** on **6** took **7** wait **8** off

Exercise 6 3.30

When students have completed the text, ask which of the four journeys is most like their own journey to school and why.

Answers: **2** on **3** for **4** get **5** take **6** station **7** get **8** gives **9** out **10** car **11** bike **12** go **13** by

Exercise 7

Review useful phrases that students might use, and write them on the board: *I have to …* ; *I never have to …* ; *It isn't far*; *I'm never/sometimes/always late*.

Put students into groups of three or four. When everyone in the groups has had a chance to talk, invite each group to tell the class about one of the journeys they described.

VOX POPS ▶ **9.1**

Before students watch the video, ask them to listen closely to find out which two means of transport are mentioned the most often.

After watching, elicit the answer. (The tube (underground) is mentioned by six speakers; the train is mentioned by four speakers.)

Further practice

- Workbook pages 102–103
- Resource Pack
  Resource 105: Unit 9 Lesson 1 Vocabulary – Transport test

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3 3.28 Study the Vocabulary B box. Listen to Part 2 of the interview and complete the notes below.

Vocabulary B Places in town

bike lane bus station bus stop
car park train station university

Newtown Commuter Challenge

- 5 participants
- Pedestrian: Sue Stewart
- [1]_____: Scott
- Motorbike: their cousin [2]_____
- Distance: [3]_____ km
- Stop at the [4]_____ on the way – more realistic
- Car: Mrs Harris (Scott's [5]_____)
- [6]_____: Mr Stewart (Sue and Scott's dad)



4 3.28 **WORD FRIENDS** Listen again and complete the phrases with the verbs below.

drive get (x2) go (x2) park ride
take wait (x2)

1 go on foot
2 _____ a bike/a motorbike
3 _____ by bus/car/motorbike
4 _____ a car
5 _____ a car/a motorbike (in a car park)
6 _____ into/out of a car/a taxi
7 _____ a bus/a train/your car
8 _____ at the bus stop
9 _____ on/off a bus/train/bike
10 _____ for a bus

5 3.29 Read the text about the results of the commuter challenge and choose the correct option. Listen and check. Are you surprised by the results?

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Lifestyle > Travel

'I won the commuter challenge! Now we know the best way to get around Newtown is to [1]*drive / go / ride* a bike. Cycling is fast and fun and it isn't dangerous if there's a good bike [2]*lane / park / station*. The motorbike was second and the car was third – it's quicker to get on a motorbike than to get [3]*on / into / out of* a car. And it's easier to [4]*park / take / wait* a motorbike in the car park too. Sue went [5]*by / into / on* foot and she was fourth – only two minutes behind the car! Dad [6]*parked / took / went* the bus and he was last! He had to [7]*go / take / wait* at the bus stop in the centre for ten minutes. And the traffic was terrible, so he got [8]*off / on / out of* the bus half a kilometre from the university and walked the rest of the way.'

6 3.30 Complete the comments with one word in each gap. Listen and check.

How do you get to school?



I go to school [1]*by* bus. I get [2]_____ the bus at the bus stop near my house. I never have to wait long [3]_____ a bus – only a minute or two. I [4]_____ off the bus at the bus stop near the school.



I [5]_____ the bus from my house to the train [6]_____. Then, I go to Middleford by train. When I [7]_____ off the train, I walk to school. It isn't far.



My dad [8]_____ us a lift to school every morning by car. We get [9]_____ of the car at the big car [10]_____ near the school. We're sometimes late when the traffic is bad.



I usually ride my [11]_____ to school but sometimes I [12]_____ on foot. It isn't far but it's quicker to go [13]_____ bike. I'm never late for school.

7 [VOX POPS ▶ 9.1] In groups, talk about how you get to school. Use Exercise 6 to help you. Who has the easiest/most difficult trip to school? Who has the most fun/most boring trip?

A: How do you get to school?
B: I usually go on foot but in bad weather I sometimes get a lift.

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9.2 GRAMMAR Present Continuous for future arrangements

I can use the Present Continuous to talk about future arrangements.

1 Do you know the person in the photo? Read the posts and check.

Fanpages



Ed Sheeran in Bristol!

Posts | Latest photos | Discussions | Reviews

edfan1: Wow! Ed Sheeran is playing in Bristol on 22 June! Are you guys going?

Jimbo: I'm not going. We're going on holiday that day.

Cara: Yes, I am! I'm going with Pablo. His mum is giving us a lift from Cardiff. What about you, edfan1?

edfan1: Yes, I'm going too. I live in Bristol, so I'm taking the bus. You're lucky you're going with Pablo – I don't know any fans in Bristol!

Pablo: Why don't we meet before the concert? We're going to Perfect Pizza on Broad Street first – my mum's got us a table for seven o'clock. You're welcome to join us.

edfan1: Great! Thanks, Pablo! BTW, what are you guys wearing to the concert?

Pablo: We're wearing our new Ed-Sheeran-With-Cat T-shirts, of course!

2 Read the posts again. In pairs, answer the questions.

1 When is the Bristol concert?
2 Who plans to go to the concert by car?
3 Where do they agree to meet? What time?

3 Study the Grammar box. Find examples of the Present Continuous in the posts.

Grammar Present Continuous for arrangements

We're going to the Bristol concert on 22 June.
He isn't going. He's going on holiday.
Are you coming with us tomorrow? Yes, we are.

GRAMMAR TIME > PAGE 126

4 Complete the text with the Present Continuous form of the verbs in brackets.

Fanpages

Ed Sheeran – December concerts!

Posts | Latest photos | Discussions | Reviews

edfan1: Ed Sheeran [1] *is giving* (give) a Christmas concert in Bristol on Thursday. I [2] _____ (go) – I've got a ticket already. Anybody else?

Cara: I can't go. My sister and I [3] _____ (sing) in the school Christmas concert that evening. What about you, Pablo?

Pablo: I [4] _____ (not go) but my mum is. She [5] _____ (see) Ed in Bristol on Thursday. And she [6] _____ (go) to his Birmingham concert on Saturday. On Sunday he [7] _____ (play) in Manchester – she's buying a ticket for that too! She's crazy about him! I'm sorry, but I don't like Ed Sheeran now!

5 In pairs, plan an afternoon in town. Student A, follow the instructions below. Student B, go to page 129.

Student A

- Start the conversation. Ask Student B if he/she is doing anything on Friday.
- On Saturday you and your family are travelling to the capital city to see a musical. Ask Student B if he/she is doing anything on Sunday evening.
- Suggest going to the cinema at 6 p.m. on Sunday.

6 In pairs, talk about what's in your diary for the next few weeks. Say at least three things. Use these ideas or your own.

And YOU

I	meet
My family and I	visit
My friend(s) and I	watch
	have lunch with
	go to (the dentist/doctor)
	see (a film)
	take the train/bus to
	have a party

My family and I are having lunch with my grandparents on Sunday.
I'm meeting Adrian to play tennis next week.

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9.2 GRAMMAR Present Continuous for future arrangements

Lesson learning objective

Students can use the Present Continuous to talk about future arrangements.

Lead in: review of vocabulary related to means of transport and travel

Write the words for different means of transport on small pieces of paper (*bike*, *bus*, *car*, *coach*, *motorbike*, *taxi*, *train*, *tram*, *underground*).

Divide the class into nine groups and give one word to each group. They should not show their word to the other groups.

Invite the groups to take turns to draw their item on the board. The other groups should race to be the first group to write a true sentence which includes the word (e.g. if the picture on the board shows a bike, they could write: *I often ride my bike to school.*). When a group has written their sentence, they should put their hands up. The first group to put their hands up wins a point.

The winning group is the one that has won the most points.

Background notes

Ed Sheeran is an English singer. He was born in Yorkshire, in the north of England, in 1991, and started singing in a church choir from the age of four. Sheeran released his first tracks in 2011 and soon signed with a major record company and released his first album. His track *The A Team* won an Ivor Novello Award for the best song, both musically and lyrically, and the following year, his music won two Brit Awards.

Sheeran has worked with other musicians such as Taylor Swift and Elton John.

The *Ed-Sheeran-With-Cat* T-shirt is popular because Ed is famously fond of cats. His cat, named Graham, has its own Twitter account.

Exercise 1

Before students open their Students' Books, ask if they know the singer Ed Sheeran. If they do, elicit any information students know about him.

Then tell students to open their books and to read the posts to find out who is going to the concert (edfan1, Cara, Pablo) and who isn't going to the concert (Jimbo).

Answer: The person in the photo is the singer Ed Sheeran.

Exercise 2

When the pairs have answered the questions, ask why edfan1 isn't going with Pablo's mum. (He already lives in Bristol, so he can take the bus to the concert.)

Answers: **1** 22 February **2** Cara, with Pablo and his mum **3** Perfect Pizza, at 7 o'clock

Exercise 3

Review the Present Continuous, discussing how we form it (verb *to be* + verb + *-ing*) and what we use it for (things happening now or around now).

When students have found the examples in the text, ask if the sentences refer to now or to the future (they refer to the future). Explain that we use this form to discuss future arrangements. Point out that when we use the Present Continuous for future arrangements, we usually state the time of the arrangement.

Exercise 4

When students have completed the exercise, elicit the answers and ask them to identify the future time that each of the different events refer to (gaps 1–5 refer to Thursday evening; gap 6 refers to Saturday; gap 7 refers to Sunday).

Answers: **2** am going **3** are singing **4** am not going **5** is seeing **6** is going **7** is playing

Extra activity

Put students into groups of three and give each student a piece of paper. Students should work on their own to think of an exciting future event (e.g. a concert, a show). Ask them to use their imagination to write a post about the future event.

When students have finished, tell them to pass their piece of paper to the student on their left in their group. Tell them to read the post they have been given and to write a response, saying either that they are going or that they aren't going to the event, giving reasons. When they have finished, they should pass the piece of paper with their response to the student on their left.

They should read the next piece of paper they have been given, which will now have two posts, and write a response post. Explain that if the second post says that the writer is going to the event, their response (the third post) should say that they aren't going to the event, giving a reason. Point out that if the second post says that the writer isn't going to the event, their response (the third post) should say that they are going to the event.

When they have finished, students should pass the piece of paper back to the writer of the first post. They should then read the three posts to find out what they say.

Invite groups to tell the class what their plans were for one of the future events they wrote about.

Exercise 5

Discuss the instructions and elicit how students could suggest doing something (e.g. *Let's …* ; *Why don't we … ?*; *How about … -ing?*). When the pairs have finished, invite them to perform their roleplays in front of the class.

Exercise 6

Discuss the examples and point out that they include information about who the arrangement is with and the time when the arrangement is taking place. Elicit more examples (e.g. *I'm going to the hairdresser tonight. I'm flying to Australia tomorrow.*). When the pairs have discussed, invite them to share their ideas with the rest of the class.

Further practice

- Workbook page 104
- Grammar time
- Resource Pack
  Resource 106: Unit 9 Lesson 2 Grammar – Make arrangements

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9.3 READING and VOCABULARY Holidays

Lesson learning objective

Students can find specific detail in a text and talk about holidays.

Lead in: review of the Present Continuous for future arrangements

Elicit questions we could ask about someone's future arrangements (e.g. *What are you doing on Sunday?*; *What are you doing in July/the summer?*; *What are you doing at 5 p.m./the weekend?*).

Tell students to decide on a question and then ask them to mingle with their classmates. They should take turns to ask as many classmates as possible their question. Tell students that when they answer a question, they don't have to give a true answer. Encourage them to use their imagination. (e.g. *What are you doing this summer? Er … I'm going to India with my friends.*)

Set a time limit, and when students have finished, invite them to say their question and the most interesting answer which they received.

Exercise 1

Ask students to read the six choices. Elicit the meaning of the words *mountains*, *village*, *city*, *beach* and *lake*. For each of the choices, ask students to give examples from their own country.

Have a show of hands for each choice to find out which would be the most popular place for a holiday.

Exercise 2 3.31

After students have read the descriptions, elicit the answer to the question and also what each of the people either can't do or doesn't like. (1 Kirsty and Evan can't go on holiday with their parents. 2 Julia doesn't like flying. 3 The Darlings don't like staying in one place on holiday.)

Ask the class about things that they enjoy or that they don't like doing on holiday.

Answers: Kirsty and Evan like trying new things. Damon and Julia love the sea. The Darlings love nature.

Exercise 3 3.32

Before students read the holiday adverts, ask them to suggest a holiday for each of the people in Exercise 2 (e.g. 1 Kirsty and Evan could find things to do near their home or they could go on an organised camp for children. 2 Damon and Julia could go camping in England or they could travel to France or Spain by boat, car or train. 3 The Darlings could drive from place to place by car or they could go on an organised coach tour.). When you have elicited the answers, ask students how close each of the ideas were to their own choices.

Answers: **1** B **2** D **3** A

Extra activity

Keep students in pairs. Tell them to look at the extra advert (C) and to write a description of someone who they think would enjoy this type of holiday. Explain that they shouldn't copy the information in the advert (e.g. *I like sunbathing, swimming and surfing.*) but they should use their imagination to try to refer to the information in a different way (e.g. *I love beach holidays, just lying in the sun and enjoying the ocean.*). When the pairs are ready, invite them to read out their descriptions to the rest of the class.

Background notes

Switzerland has some all-year skiing resorts at very high altitudes, for example near Zermatt, at an altitude of 3,800 metres.

Exercise 4

Put students into pairs. Encourage them to guess the meaning of the words in the Vocabulary box using the context or the accompanying photos. When they are ready, elicit the translations, and ask them which activities they can do in their own area.

Point out that in the sentence *There is lots of time to go skiing or sailing on Lake Geneva*, *skiing* doesn't refer to skiing on snow; it means people go water-skiing on the lake.

Exercise 5

Elicit possible reasons for the suggestions in the example (e.g. *Naples is a good place for sightseeing. There are a lot of beautiful buildings and interesting streets. The Alps are good for skiing. The mountains are high and there is always snow in the winter.*).

Encourage students to think of similar reasons for each of the suggestions they discuss in their groups. When they are ready, invite the groups to share their ideas with the rest of the class.

Exercise 6

Review different means of transport that could be used on holiday. Elicit which tense students should use when they present their holiday to the class (the Present Continuous because they will be talking about future arrangements).

Further practice

- Workbook page 105
- Resource Pack
  Resource 107: Unit 9 Lesson 3 Reading and Vocabulary – Collect the set

Pearson



9.3 READING and VOCABULARY Holidays

I can find specific detail in a text and talk about holidays.

1 CLASS VOTE **Where do you prefer to spend your holidays?**

- in the mountains
- in a quiet village
- visiting a city
- on the beach
- by a lake
- at home

2 3.31 **Read the descriptions of people looking for a holiday. What do they like?**

1 ☐
Kirsty, fourteen, and her brother Evan, thirteen, like trying new things. This year their parents don't have time to take them on holiday, so Kirsty and Evan are looking for other options.

2 ☐
Damon and his girlfriend Julia are eighteen and from London. They love the sea but Julia doesn't like flying.

3 ☐
The Darlings are a couple with two teenage children. They love nature but don't like staying in one place on holiday.

3 3.32 **Read the holiday adverts (A–D) and match them with the people in Exercise 2 (1–3). There is one extra advert. In pairs, say which holiday sounds most interesting to you.**

4 **Study the Vocabulary box. In pairs, find the words in the adverts. How do you say them in your language? In your opinion, which holiday activities are most fun?**

Vocabulary Holiday activities

hiking sailing shopping sightseeing skiing sunbathing surfing swimming walking

5 **In groups, suggest a city, town or region in your country for people who want to try the activities in the Vocabulary box.**

Naples is a good place for sightseeing.
The Alps are good for skiing.

6 **Work in groups. You're going on holiday together for four days. Choose your location and plan your holiday. Tell the class. Decide:**

And YOU

- where you are going.
- how you are getting there.
- which activities you are doing each day.

This week's TOP HOLIDAY TIPS



A Go hiking through the beautiful mountains of the Mercantour National Park in the south of France – with a donkey! A family holiday to remember! Don't worry, we teach you how to make friends with your donkey!



B Intensive three-week Esperanto courses in beautiful Switzerland. Learn a new language and make friends with people your own age from across the world. There is also lots of time to go skiing or sailing on Lake Geneva! The price includes accommodation and all meals. Our next course for teens is starting on 19 June.



C Rockaway Beach is great for sunbathing, swimming and surfing. At the same time, you're only forty-five minutes away from central New York – just take the A train to go shopping or sightseeing in Manhattan. We recommend the fun, inexpensive Freeland Hotel near the beach.



D Are you looking for an unusual place to stay? The 180-year-old West Usk Lighthouse has dramatic views of the Bristol Channel but is only two hours by car from London. Great for walking – the sunsets over the sea are spectacular. Ideal for families or perhaps a special weekend for two?

Pearson



9.4 GRAMMAR *going to* for plans

I can use *going to* to talk about future plans.



VIDEO **HERE COMES THE SUMMER!**

Eva: It's the end of school year soon. Any plans for the summer?
Sol: I'm not going to do anything for a week! I'm really tired!
Eva: Yeah, tell me about it! What are you going to do, Max?
Max: Well, I've got that big audition at the National Youth Theatre in London.
Eva: How are you going to get there?
Max: Believe it or not, Dad's going to take me!
Sol: Your dad? But he hates driving in London.
Max: I know. But we're going to leave really early, just to be safe. What about you, Eva? Any plans?
Eva: We're going to spend most of the summer in Brazil, with my grandparents. So I'm not going to be here much.
Max: Lucky you!
A text arrives on Sol's phone.
Sol: That's my mum. It's time to go – we promised to be back at eight thirty.

Tell me about it!
Believe it or not, …
Lucky you!

OUT of class

1 In pairs, look at the photo. What do you think Max, Sol and Eva are thinking about? How do you think they are feeling?

2 9.2 3.33 Watch or listen. Why is Max planning to go to London this summer?

3 Study the Grammar box. Find examples of *going to* in the dialogue.

Grammar *going to* for plans

I'm going to get up late every morning!
They're not going to tell anyone.
What are you going to do after you leave school?
Are you going to live abroad in the future? Yes, I am./No, I'm not.

GRAMMAR TIME > PAGE 126

4 3.34 Complete the sentences with the correct form of *going to* and the verbs in brackets. Listen and check.

1 I'm tired. I *'m going to go* (go) to bed early.
2 Your exam results are terrible. You _____ (work) harder next year, son.
3 Nadia says she _____ (not go) to university.
4 I'm worried about you. When _____ (you/go) to the doctor's?
5 Next year we _____ (travel) around Europe by train.
6 I _____ (not buy) him a birthday present – he never buys one for me!

5 Look at the table and make five sentences about the people's plans for the summer. Use *going to*.

	get up early	help in the garden	visit family
Sol	✗	✗	✗
Max and Lily	✓	✓	✗
Eva	✓	✗	✓

6 In pairs, ask and answer about your plans for the near future.

A: What are you going to do this evening/this weekend/ this summer/this Christmas?
B: I'm/My family is/My friends and I are (not) going to …

And YOU

7 In pairs, take it in turns to talk about your plans for the next ten years. Use these ideas or your own.

- learn to drive
- get married
- move to another country
- start a business
- study at university
- write a novel/make a film
- be a famous musician/actor/sports star

I'm going to be a famous actor but I'm not going to move to another country.

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9.4 GRAMMAR *going to* for plans

Lesson learning objective

Students can use *going to* to talk about future plans.

Lead in: review of holiday activities

Put students into groups of four. They take turns to mime activities from the Vocabulary box on page 109. The rest of the group should guess the activity. Each student should mime two activities. When they have finished, invite students to mime the activities in front of the class for the other students to guess.

Exercise 1

When the pairs have discussed the questions, elicit their ideas and ask them to give reasons. Ask where they think the three characters are (e.g. in a park, near the beach) and what season it is (e.g. summer because they are wearing T-shirts and shorts).

Exercise 2 9.2 3.33

Ask students to close their Students' Books. Explain that you are going to play the audio and that they should listen carefully to find out the answer to the question in Exercise 1. (They are thinking about the summer, they are relaxed and happy, but also a little thoughtful and unsure about what is going to happen.)

Play the video and then elicit not only Max's plans, but also Eva's and Sol's plans. (Sol isn't going to do anything for a week; Eva is going to visit her grandparents in Brazil.)

Discuss the Out of class box with students. Explain that *Tell me about it!* is an informal expression that means you understand what someone is complaining about (e.g. *'My parents are really unfair.' 'Tell me about it!'* (= *Mine too.*)).

Explain that we start a sentence with *Believe it or not, …* when we introduce surprising and usually positive news (e.g. *Believe it or not, I got an A in English!*).

We say *Lucky you!* when someone tells us about something good that has happened or is going to happen to them (e.g. *My parents bought me a new laptop. Lucky you!*).

Answer: Max is planning to go to London because he's got an audition at the National Youth Theatre.

Language notes

It is often possible to use either *going to* (for plans) or the Present Continuous (for future arrangements). This is because an arrangement always involves a plan (and either structure can be used in this case), but a plan doesn't always involve an arrangement (and only *going to* can be used in this case).

- In the dialogue, when Sol says, 'I'm not **going to do** anything for a week,' he is referring to a plan and not an arrangement because he hasn't arranged this with anyone. In this case, *going to* is the best structure to use.
- When Eva and Max talk about Max going to London, they could also use the Present Continuous because they are referring to an arrangement between Max and his father:
  *Eva: How **are** you **getting** there?*
  *Max: Believe it or not, Dad**'s taking** me.*
  *… we**'re leaving** really early, just to be safe.*
  The more definite the arrangement, the more natural the Present Continuous sounds because we know it will happen.
- We can't use the Present Continuous with state verbs, so we have to use *going to* to refer to arrangements.

Exercise 3

When students have found the examples in the dialogue, check which of the examples could also be written in the Present Continuous (because the plan involves an arrangement), and which of the examples can only be written with *going to* (because the plan doesn't involve an arrangement or because there is a state verb).

Exercise 4 3.34

When students have completed the exercise, ask them to identify which sentence could also be written in the Present Continuous, and in which situations. (4 If the person being spoken to has made a doctor's appointment, the speaker should use Present Continuous. If he/she hasn't, *going to* is the correct structure.)

Answers: **2** 're going to work **3** isn't going to go
4 are you going to go **5** are going to trave
6 am not going to buy

Exercise 5

In order to get students to practise the form with both *is* and *are*, ask them to write one positive sentence for either Sol or Eva (using *is*), one negative sentence for either Sol or Eva (using *isn't*), one positive sentence for Max and Lily (using *are*), one negative sentence for Max and Lily (using *aren't*), and one last sentence about any of the characters that can be either positive or negative.

Answers:
Sol isn't going to get up early. He isn't going to help in the garden. He isn't going to visit family.
Max and Lily are going to get up early. They're going to help in the garden. They aren't going to visit family.
Eva is going to get up early. She isn't going to help in the garden. She's going to visit family.

Exercise 6

Review the use of the Present Continuous for future arrangements and remind students that arrangements usually refer to a specific time. When the pairs are ready, invite them to ask and answer in front of the class.

Exercise 7

Elicit that *going to* is the only correct tense for these ideas because they are all plans rather than arrangements. Tell the pairs that when they have discussed all of the ideas, they should choose one idea and give more details about it (e.g. *I'm going to learn to drive when I'm eighteen. I'm going to buy a cheap car and I'm going to drive across Europe with my friends.*).

Further practice

- Workbook page 106
- Grammar time
- Resource Pack
  Resource 108: Unit 9 Lesson 4 Grammar – Holiday planning
  Resource 109: Unit 9 Lesson 4 Video – Here comes the summer

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9.5 LISTENING and VOCABULARY World weather

Lesson learning objective

Students can identify specific detail in conversations and talk about the weather.

Lead in: review of *going to* for plans

Elicit the meaning of *New Year's resolutions*. Then ask students to think about their next year at school and tell them to make three resolutions about what they are and aren't going to do (e.g. *I'm going to do my homework every day. I'm going to start revising a month before exams. I'm not going to talk to my friends during lessons.*). When students are ready, put them into groups of four so that they can discuss their ideas. Elicit the most interesting resolutions from each group.

Exercise 1

Before students open their Students' Books, say each of the words in the Vocabulary box and ask students to translate them into their own language.

Then put students into pairs and ask them to open their books. Ask them to take turns to describe the photos using the words from the Vocabulary box.

Answers: cloudy E foggy A hot F rainy D snowy B sunny C

Exercise 2 3.35

Before you play the audio, ask students if they recognise any of the cities in the photos. When they have completed the exercise, elicit the answers and discuss that *two feet* (*of snow*) is approximately 60 centimetres of snow.

Answers: **1** New York, B **2** Hong Kong, D **3** Mexico City, C

3.35

See page 250.

Extra activity

Put students into pairs and ask them to choose one of the photos in Exercise 1 that was not mentioned in Exercise 2. Tell them to imagine that they have taken the photo. They should work together to write a short text, similar to the audio, which describes where they are, what the weather is like and what they did or saw this morning.

When the pairs are ready, invite them to read their text to the rest of the class. The other students should guess which photo they chose.

Exercise 3 3.36

When students have listened to the audio, elicit the answers and any other information the they can remember (e.g. the speed of the aircraft (470 miles per hour – about 750 kilometres per hour), where Kitty's mum is (Birmingham), what item of clothing Struan has to put on (boots)).

Answers: **1** 10,000 metres **2** She's visiting the Acropolis. **3** He's going hiking in the mountains.

3.36

P = Pilot M = Mum K = Kitty P = Pilot S = Straun G = Grandad

1

P: Ladies and gentlemen, this is your captain speaking. We're flying at about 10,000 metres, at a speed of 470 miles per hour. We're arriving in London in just under an hour. Believe it or not, it's quite sunny at our destination but it's just three degrees, so not very warm. It is quite windy at the moment, so please stay in your seats …

2

M: Hi, Kitty. How are you enjoying your holiday?

K: Well, Athens is great and there's so much to do here. We're going to the Acropolis after lunch. But the weather's terrible. It was very foggy last night. And we wanted to go to the beach today but it's really cold. What's it like in Birmingham?

M: Oh, it's lovely here. It stopped raining just after you left and now it's really sunny!

3

S: It's raining again! I hate living in Scotland. The weather's the same 365 days a year!

G: That isn't true, Struan. In Scotland there is a wonderful poetry to our seasons. The summer is warm and rainy. Autumn is rainy and windy. In winter our weather is cold and rainy. Spring is rainy and windy. We are lucky to live here. Now put your boots on – we're going hiking in the mountains!

Exercise 4 3.36

When you elicit the answers, ask why the other options are not correct. (1 a It is sunny. c It is windy in the air but not in London. 2 a Athens is great, but the weather is terrible. b It was foggy last night. 3 a Struan says this, and his grandfather says that it isn't true. b The summer is warm.)

Answers: **1** b **2** c **3** c

Exercise 5

When the pairs have taken turns to ask and answer the questions, ask them about different hot or cold places that they have visited. Elicit past simple sentences (e.g. *I went to Iceland last year. It was –10°C. I went to Spain last summer. One day, it was 40°C.*).

VOX POPS ▶ 9.3

Before students watch the video, check the meaning of *autumnal* and *crisp* (*weather*).

Ask students to guess which three months they think will be most popular for their weather with the speakers.

After watching, ask them if their guesses were correct (three speakers – July; two speakers – August; two speakers – October).

Further practice

- Workbook page 107
- Resource Pack
  Resource 110: Unit 9 Lesson 5 Listening and Vocabulary – Here's the weather

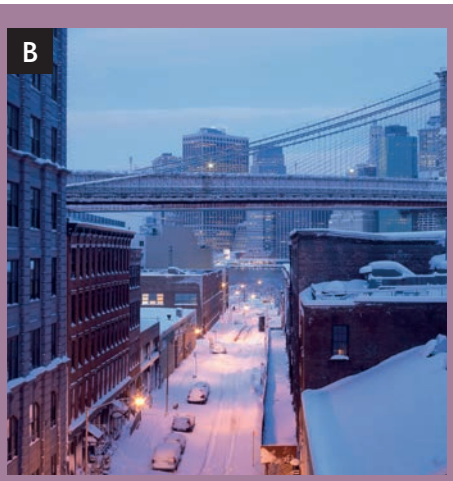
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9.5 LISTENING and VOCABULARY World weather

I can identify specific detail in conversations and talk about the weather.













1 Study the Vocabulary box. Match the underlined words with the photos. How do you say these words in your language?

Vocabulary Weather

☐ cloudy	☐ hot	☐ sunny
cold	☐ rainy	☐ warm
☐ foggy	☐ snowy	windy

2 3.35 Listen to three people talking about today's weather in their city. Write the names of the cities and match them with the photos.

Speaker	Name of city	Photo
1		
2		
3		

3 3.36 Listen to three recordings and answer the questions.

1 How high are the passengers flying at the moment?
2 What is Kitty doing after lunch?
3 Where is Struan going with his grandfather?

4 3.36 Listen again and choose the correct answers.

1 The weather in London is
   a cloudy.
   b cold.
   c windy.
2 The weather in Athens at the moment is
   a great.
   b foggy.
   c cold.
3 Struan's grandfather thinks that in Scotland
   a the weather never changes.
   b it's never warm.
   c it often rains.

5 [VOX POPS ▶ 9.3] In pairs, ask and answer the questions.

And YOU

1 What's the weather like today?
2 What was the weather like yesterday?
3 What's your favourite month for the weather?

I like May because it's often warm and sunny.

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9.6 SPEAKING Directions

I can ask for and give directions.



AUDIO **TWENTY MINUTES BEFORE MAX'S AUDITION (Part 2)**

Max: There's one problem with this plan. We don't know where to go.

Sol: Just a sec! I've got a map app on my phone. Oh no, the GPS on my phone isn't working!

Eva: It's probably all these tall buildings. Why don't we ask somebody for directions?

Max: Good thinking! Excuse me. Where's the National Youth Theatre, please?

Woman: Go to the end of the road. Then turn left at the traffic lights into Holloway Road. Go past the Odeon Cinema. Then take the first turning on the left. That's Windsor Road. The theatre's on the right. You can't miss it! It's not far.

Max: Great, thank you. So, go straight on, turn left, then take the first turning on the right…

Sol/Eva: Left!

Just a sec! *Good thinking!* **OUT of class**

1 3.37 **Listen to Part 1. Why do Max, Eva and Sol decide to get out of the car?**

2 3.38 **Read or listen to Part 2. Are they far from the theatre?**

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

Speaking **Asking for and giving directions**

Excuse me. Where's the …?/How do I get to …?/
Is there a … near here?

There's a … in Windsor Street.
Go to the end of the road.
Go straight on.
Go past the cinema/station.
Turn left/right.
Turn left at the crossroads/traffic lights, into …
Take the first/second turning on the left.

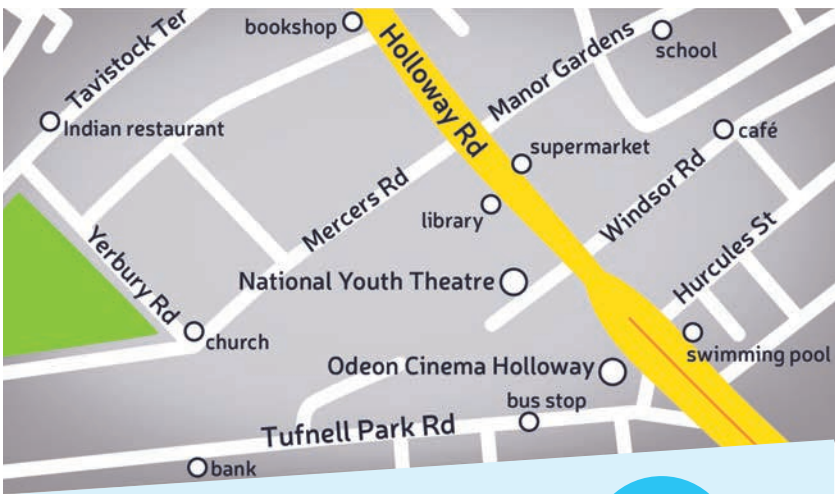
It's next to/opposite the …
It's on the left/right.
It's not far.
You can't miss it.

4 3.39 **Complete the dialogue with words from the Speaking box. Listen and check.**

Eva: Excuse me, Mr Gregg. Where's the car? I left my phone there.

Dad: Go to the [1] *end* of the road. [2] _____ left into Holloway Road. Go [3] _____ the library. [4] _____ the third turning on the left. My car's [5] _____ the left. It's [6] _____ far. Here's the key!

5 3.39 **You're outside the National Youth Theatre. Find it on the map. Listen again. Where did Dad park his car?**



6 **In pairs, look at the map in Exercise 5. You're at the school on Manor Gardens. Ask for and give directions. Use the Speaking box to help you.**

And YOU

Student A, ask for directions from the school to:
- the swimming pool.
- the Indian restaurant.

Student B, ask for directions from the school to:
- the bookshop.
- the bank.

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9.6 SPEAKING Directions

Lesson learning objective

Students can ask for and give directions.

Lead in: review of *going to* for plans

Discuss with students how we talk about plans for the future (*going to*). Tell them to write down one plan they have for the holidays using *going to*.

When students are ready, ask them to mingle and to tell as many of their classmates as possible their plan. Ask them to try to remember the names of classmates who have the same or similar plans to theirs.

Set a time limit, and when students have finished, invite them to tell the class their plan for the holidays and any details they can give about it.

Exercise 1 3.37

Check that students understand the meaning of *audition*. Then ask them to look at the photo and to try to guess what the three characters are looking at and what could be happening. When students have listened to the audio, elicit the answer to the question and what is happening in the photo. (They are looking for the theatre.)

Answer: They decide to get out of the car because the sat-nav isn't working (and they don't have much time before Max's audition).

3.37

See page 250.

Exercise 2 3.38

When students have listened to the audio, check that they understand *left*, *right* and *traffic lights*.

Discuss the Out of class box with students. Ask if they can guess what *sec* is short for (second) and elicit other phrases that are similar to this (e.g. *just a minute*, *just a moment*).

Ask students when they think they would say *Good thinking!* to someone (e.g. when someone has had a good idea).

Answer: no

3.38

See page 250.

Exercise 3

Go through the different phrases in the Speaking box. Discuss what each of the phrases means, and the use of prepositions (e.g. *Turn left* ***at*** *the crossroads*, *Turn left* ***into*** *…*, ***on*** *the left*). Point out that we say *Take the* (*first turning on the left*) but *Turn left*.

Tell students to look at the map in Exercise 5 and read the instructions in the dialogue. Elicit where the three characters could be (in Tufnell Park Road, because if you go to the end of that road and turn left into Holloway Road, you will go past the Odeon Cinema).

Exercise 4 3.39

Elicit the answers and then invite a student to come to the board. Give an instruction: *Go to the end of the road.* The student draws a road which comes to an end at a T-junction. They draw arrows to show the direction of movement.

Invite a second student to come to the boardand give another instruction: *Turn left*. The student draws an arrow turning left from the first road into the second one.

Repeat the process with different students and these instructions: *Go past the library* (the student draws a library and an arrow going past it). *Take the third turning on the left* (the student draws three roads on the left and an arrow pointing down the third) and *on the left* (the student should draw a cross on the left of the road they are in).

Answers: **2** Turn **3** past **4** Take **5** on **6** not

Exercise 5 3.39

Play the audio again and ask students to follow the instructions on the map. When they have finished, elicit the answer. If any students have a different answer, ask a student with the correct answer to use the phrases in the Speaking box to explain how they found Dad's car.

Answer: The car is on Tavistock Terrace.

Exercise 6

Teach *cross the road* and explain that students will be using it in this exercise. Before the pairs begin, tell them that as they are giving the instructions, they should rotate their books so that their direction of travel is always upwards. Explain that this will make it easier for them to decide whether to use *left* or *right*.

When the pairs have finished, invite pairs to give individual instructions and tell the rest of the class to follow the instructions on the maps in their books.

Possible answers:

To the swimming pool: Come out of the school and turn left. Go to the end of the road and turn left into Holloway Road. Go past the supermarket. The swimming pool is on the left opposite the Odeon Cinema.

To the Indian restaurant: Come out of the school and turn left. Go to the end of the road and turn right into Holloway Road. Take the second turning on the left. The Indian restaurant is on the right.

To the bookshop: Come out of the school and turn left. Go to the end of the road and turn right into Holloway Road. The bookshop is on the left. It is after the first turning on the left.

To the bank: Come out of the school and turn left. Go to the end of the road and turn left into Holloway Road. Take the second turning on the right then turn right into Tufnell Park Road. Go past the bus stop. The bank is on the left.

Further practice

- Workbook page 108
- Resource Pack
  Resource 111: Unit 9 Lesson 6 Speaking – Excuse me, where's the … ?
  Resource 112: Unit 9 Lesson 6 Audio – Twenty minutes before Max's audition

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9.7 WRITING An invitation

Lesson learning objective

Students can write an invitation email.

Lead in: review of directions

Put students into groups of four. Tell the groups to think of an interesting place that is near their school. When they have decided on a place, they should work together to think of how to get there from the school. Explain that they should start their directions with: *Come out of the school and …*

Invite one group to give their directions slowly. Tell the rest of the class to close their eyes and to try to follow the directions in their mind, as if they were using Google Street View. When the group has finished giving their instructions, ask the rest of the class where they think they are, and ask the group if they were correct.

Repeat the process with other groups giving directions.

Exercise 1

Check that students understand the difference between *to celebrate* (verb) and *a celebration* (noun). Set a time limit for the pairs to discuss their stories of celebrations, and then invite pairs to share their stories with the rest of the class.

Exercise 2

Elicit the answers and ask students to look in the email to find an example of something that happened in the past (*Max passed his audition*), a future plan (*I'm going to invite Lily and Max's dad*), a suggestion (*Let's meet under the bus station clock*), and text language (*BTW*, which means 'by the way').

Answers: **1** Eva **2** Max passed his audition. **3** Sol, Lily and Max's dad **4** at a quarter to six, on Friday **5** a card

Exercise 3

Elicit examples of the Writing box phrases that are used in the email, and go through the different tenses that are used in the invitation: 1 Past Simple to give recent news; 2 Present Continuous to say what is happening now; 3 *going to* to talk about plans; 4 Present Continuous to talk about arrangements; 5 *Let's* to make suggestions; 6 *Would you like* to invite.

Extra activity

Put students into groups of four. Ask the groups to discuss activities that they have done for their own birthday or during someone else's celebration. Students should take turns to say which activities they enjoyed most, giving reasons why. When the groups are ready, invite them to share their ideas with the class and ask individual students to say which activity they would like to do on their next birthday.

Exercise 4

Before students do the exercise, discuss the photo with the class and find out if anyone has ever been go-karting. If any students have, ask them to tell the class where and when they went go-karting, and any other information they would like to share.

When students have done the exercise, elicit the answers and check that students understand the difference between *minimum* and *maximum*.

Answers: **1** 10 a.m. **2** thirteen (years old) **3** 2.30 **4** food or drink

Exercise 5

Before students begin writing, elicit ideas for possible news that they could include at the start of their email. Set a time limit for students to write their email.

When they have finished, put students into pairs and ask them to swap emails. They should read their partner's email as if it was written specifically to them. The pairs should take turns to thank each other for the birthday invitation, say whether or not they can come, and ask any other questions about the birthday celebration that they would like to know the answers to.

Homework

Tell students to read the text on page 116 of the Students' Book. They should look up any words they don't know the meaning of and translate them into L1.

As an additional task, ask students to write an example sentence illustrating the meaning of each of these words: *ghost*, *line*, *overalls*, *scream*, *track*.

Further practice

- Workbook page 109
- Resource Pack
  Resource 113: Unit 9 Lesson 7 Writing – Hi Leo,

Pearson



9.7 WRITING An invitation

I can write an invitation email.

1 **In pairs, talk abut the last good news you celebrated. How did you celebrate?**

2 **In pairs, read the email quickly and answer the questions.**

1 Who wrote the email?
2 What is the good news?
3 Who is she going to invite?
4 What time is Eva planning to meet Sol?
5 What is she going to buy for Max?

Hi Sol,

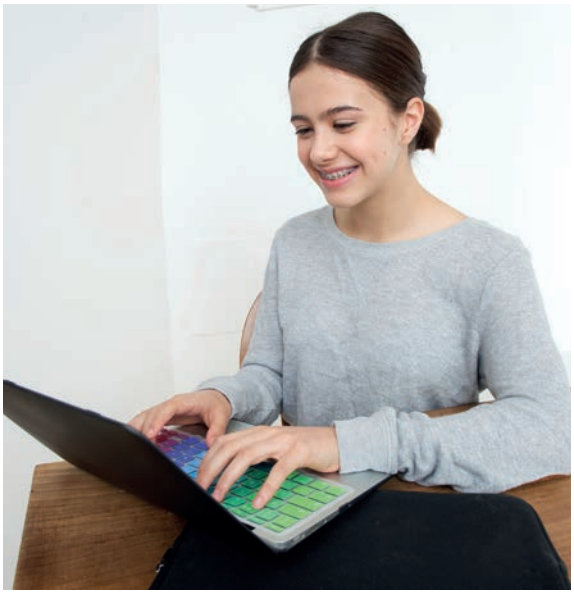
How are you? Did you hear the good news? Max passed his audition to the National Youth Theatre!

I'm planning a surprise for Max to celebrate his success and, of course, I'd like to invite you too! I'm going to invite Lily and Max's dad as well.

I reserved a table at Viva, the vegan café in the Arcade, for six o'clock on Friday. Let's meet under the bus station clock at quarter to six. I'm going to buy a card and ask everyone to sign it before we get to the restaurant. BTW, I'm not going to say anything to Max about this yet – it's a secret!

What do you think of my plan? Write back soon!

Love,
Eva



3 **Study the Writing box. Find examples of the phrases in Eva's email.**

Writing An invitation email

Greetings/News
How are you? I'm fine. Did you hear the news?

Invitation
I'm celebrating (my birthday on) ...
We're going to the cinema./I'm having a party./I'm planning a surprise.
... and I'd like to invite you./Can you come?/I hope you can come.

Meeting arrangements
The bus is leaving at ...
My dad can give us a lift to ...
Let's meet outside ...

Other plans/More information
I'm going to bring/wear ...
You don't have to bring/wear/buy ...

4 **Read the advert and complete the sentences. Write no more than three words in each gap.**

ACE Go-karts for teenagers

We're the most popular go-karting track in town! We're open every weekend from 10 a.m. to 6.30 p.m. Please note all group members must be thirteen years old or more.

A session is two and a half hours long. Prices start at £45. We have a good choice of food and drinks in our café.



Click here to reserve a session.

1 On Saturdays Ace Go-karts opens at _____.
2 The minimum age is _____.
3 A session starting at twelve probably finishes at _____.
4 You don't have to bring _____.

Writing Time

5 **You're celebrating your birthday this Saturday and you're inviting some friends to a go-karting session. Write an email inviting a friend to come. Use Eva's email, the Writing box and your answers in Exercise 4 to help you. In your email, you should:**

- include greetings/news.
- invite your friend to the go-karting session and arrange how to meet.
- mention what he/she doesn't have to bring.

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Wordlist and Vocabulary in action

Extra activity

Put students into pairs. Each pair finds four more word friends and writes similar questions to those in Exercise 3 (e.g. visit a city – *Which city would you like to visit?*). When pairs have written their questions, they join another pair to form a group of four. They then take turns to ask and answer their questions. Invite groups to ask one or two of their questions to the class.

Further practice

Workbook page 110

WORDLIST Transport | Travel | Holiday activities | The weather

bank /bæŋk/ n
bicycle/bike /ˈbaɪsɪkəl baɪk/ n
bike lane /baɪk leɪn/ n
bookshop /ˈbʊkʃɒp/ n
building /ˈbɪldɪŋ/ n
bus /bʌs/ n
bus stop /bʌs stɒp/ n
car /kɑː/ n
car park /kɑː pɑːk/ n
celebrate /ˈseləbreɪt, ˈselɪbreɪt/ v
(town) centre /(taʊn) ˈsentə/ n
cloudy /ˈklaʊdi/ adj
coach /kəʊtʃ/ n
cold /kəʊld/ adj
commuter /kəˈmjuːtə/ n
crazy about (sb) /ˈkreɪzi əˈbaʊt/ v
crossroads /ˈkrɒsrəʊdz/ n
cyclist /ˈsaɪkləst, ˈsaɪklɪst/ n
family holiday /ˈfæməli ˈhɒlədi/ n
far /fɑː/ adv
foggy /ˈfɒgi/ adj
get around /get əˈraʊnd/ v
hike/hiking /haɪk ˈhaɪkɪŋ/ v
hot /hɒt/ adj
invite /ɪnˈvaɪt/ v
metro /ˈmetrəʊ/ n
motorbike /ˈməʊtəbaɪk/ n
national park /ˈnæʃənəl pɑːk/ n
on the left/right /ɒn ðə left raɪt/ prep
opposite /ˈɒpəzət, ˈɒpəzɪt/ prep
pedestrian /pəˈdestriən, pɪˈdestriən/ n
plan /plæn/ n
promise /ˈprɒməs, ˈprɒmɪs/ v
public transport /ˌpʌblɪk ˈtrænspɔːt/ n
rainy /ˈreɪni/ adj
reserve (a table) /rɪˈzɜːv (ə ˈteɪbəl)/ v
sail/sailing /seɪl ˈseɪlɪŋ/ v
secret /ˈsiːkrət, ˈsiːkrɪt/ adj
shop/shopping /ʃɒp ˈʃɒpɪŋ/ v
sightseeing /ˈsaɪtˌsiːɪŋ/ v
sign (a card/letter) /saɪn ə kɑːd ˈletə/ v
ski/skiing /skiː ˈskiːɪŋ/ v
snowy /ˈsnəʊi/ adj
special /ˈspeʃəl/ adj
success /səkˈses/ n
sunbathe/sunbathing /ˈsʌnbeɪð ˈsʌnbeɪðɪŋ/ v
sunny /ˈsʌni/ adj
surf/surfing /sɜːf sɜːfɪŋ/ v
swim/swimming /swim swimɪŋ/ v
taxi /ˈtæksi/ n
traffic /ˈtræfɪk/ n
traffic lights /ˈtræfɪk laɪts/ n
train /treɪn/ n
tram /træm/ n
underground /ˈʌndəgraʊnd/ n
university /juːnəˈvɜːsəti, ˌjuːnɪˈvɜːsəti/ n
unusual /ʌnˈjuːʒuəl, -ʒəl/ adj
view /vjuː/ n
walk/walking /wɔːk wɔːkɪŋ/ v
warm /wɔːm/ adj
weather /ˈweðə/ n
windy /ˈwɪndi/ adj

WORD FRIENDS

get a lift
get into a car/taxi
get married
get off a bus/train/bike
get on a bus/train/bike
get out of a car/taxi
give sb a lift
go by bus/car/bike
go on foot
go past (a place)
go straight on
go to the end of the road
in the mountains
late for (school)
learn to drive
live abroad
make a film
means of transport
move to (another country)
on the beach
park a car/motorbike
ride a bike/motorbike
start a business
study at university
take sb on holiday
take the (first) turning
take the bus/train (to)
turn left/right
visit a city
wait at the bus stop
wait for a bus
write a novel

VOCABULARY IN ACTION

1 Use the wordlist to find:

1 eight holiday activities *sightseeing, …*
2 eight means of transport *bike, …*
3 three words to talk about temperature *cold, …*

2 Match the pictures 1–6 with words from the wordlist.








1 *windy* 2 _____ 3 _____
4 _____ 5 _____ 6 _____

3 Complete the words in the questions. In pairs, ask and answer the questions.

1 What's the cheapest way to **get** around your town?
2 Do you travel by public **t**_____?
3 At what age do people usually **l**_____ to drive in your country?
4 Would you like to live **a**_____?

4 3.40 PRONUNCIATION Listen to how we pronounce the /eɪ/ and /ɑː/ sounds. Look at the underlined letters and decide which sound you hear. Write the words in the correct column.

accommodation bike lane car
car park celebrate dangerous make
past place rainy

/eɪ/	/ɑː/
accommodation	*car*

5 3.41 PRONUNCIATION In pairs, say the sentences. Listen, check and repeat.

1 We started walking to the car park.
2 Is this place dangerous?
3 Is it far to the car?
4 We're waiting for a train.
5 What's the name of this place?
6 Public transport can be faster than a car.

Exercise 1

1 eight from: hiking, sailing, shopping, sightseeing, skiing, sunbathing, surfing, swimming, walking
2 eight from: bus, car, coach, motorbike, metro (underground), taxi, train
3 hot, warm

Exercise 2

2 foggy
3 rainy
4 sunny
5 snowy
6 cloudy

Exercise 3

2 transport
3 learn
4 abroad

Exercise 4

/eɪ/: accommodation, bike lane, celebrate, dangerous, make, place, rainy
/ɑː/: car, car park, past

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Extra activity

Put students into pairs. Tell them to make an arrangement together (e.g. meet in the town centre on Saturday). Then tell them to make plans relating to their arrangement (e.g. travel by bus, eat pizza, go shopping).
When they are ready, invite pairs to share their arrangement (e.g. *We're meeting in the town centre on Saturday.*) and plans (e.g. *We're going to eat pizza. We're going to get to the town centre by bus. We're going to go shopping.*) with the rest of the class.

Further practice

- Workbook page 111
- Resource Pack
  Resource 114: Units 7–9
  Vocabulary – Compouds and collocations
  Resource 115: Units 7–9
  Grammar – Grammar-go-round

Revision

VOCABULARY

1 **Complete the text with one word in each gap. In pairs, take it in turns to tell your partner how you get to school.**

Sometimes Mum gives me a [1]*lift* to school but I usually go [2]_____ bus. I'm lucky – the bus [3]_____ is opposite my house. Sometimes the eight o'clock bus is really busy and I can't get [4]_____ it, so I have to wait [5]_____ the bus at ten past, but it's OK – I'm never late [6]_____ school. The bus takes about twenty minutes and I get [7]_____ in Duke Street, next to the school.

2 **In pairs, explain the words below. Choose the two activities that you like best.**

hiking shopping sightseeing
skiing sunbathing

3 **In pairs, complete gaps 1–3 with prepositions. Then complete gaps a–e with the activities in Exercise 2.**

Place	Activity
[1]*in* the town centre	[a]*shopping*, b_____
[2]___ the mountains	c_____, d_____
[3]___ the beach	e_____

4 **In pairs, take it in turns to tell your partner about your best holiday ever. Use these ideas.**

- Where did you go?
- How did you travel there?
- What activities did you do?
- What was the weather like?

Last summer my family went to the mountains. We went by train to …

GRAMMAR

5 **Iza and Tom are planning a day in London this Saturday. Look at the table and write about their arrangements. Use the Present Continuous.**

7 a.m.	take a taxi to Newport bus station
7.30 a.m.	get the coach to London
5 p.m.	leave London
8 p.m.	arrive back in Newport

At 7 a.m. they're taking …

6 **Look at the list of what Iza and Tom want to do in London. Write about their plans. Use *going to*.**

- visit the British Museum
- meet Polly for lunch
- go shopping in Oxford Street – don't spend too much money!
- go sightseeing in Camden Town

They're going to visit …

7 **Order the words to make questions. In pairs, take it in turns to choose five questions to ask your partner.**

1 what / today / having for lunch / are / you / ?
What are you having for lunch today?
2 getting / are / you / a lift home from school / this afternoon / ?
3 how / going to / are / celebrate your next birthday / you / ?
4 you / going to / are / this evening / do homework / ?
5 where / you / this year / going on holiday / are / ?
6 who in your family / celebrating a birthday / is / soon / ?
7 this weekend / what / your parents / doing / are / ?
8 in the future / you / going to / are / learn to drive / ?

SPEAKING

8 **In pairs, take it in turns to ask for and give directions.**

Student A
- Ask Student B for directions from the bus/train station in your town to your school.
- Give Student B directions from your school to the town centre.

Student B
- Give Student A directions from the bus/train station in your town to your school.
- Ask Student A for directions from your school to the town centre.

DICTATION

9 3.42 **Listen. Then listen again and write down what you hear.**

SELF-ASSESSMENT Think about this unit. What did you learn? What do you need help with? WORKBOOK p. 110

Exercise 1
2 by
3 stop
4 on
5 for
6 for
7 off

Exercise 3
2 in
3 on
b sightseeing
c hiking
d skiing
e sunbathing

Exercise 5
At 7 a.m. they're taking a taxi to Newport bus station.
At 7.30 a.m. they're getting the coach to London.
At 5 p.m. they're leaving London.
At 8 p.m. they're arriving back in Newport.

Exercise 6
They're going to visit the British Museum.
Then they're going to meet Polly for lunch.
Then they're going to go shopping in Oxford Street.
They aren't going to spend too much money!
They're going to go sightseeing in Camden Town.

Exercise 7
2 Are you getting a lift home from school this afternoon?
3 How are you going to celebrate your next birthday?
4 Are going to do homework this evening?
5 Where are you going on holiday this year?
6 Who in your family is celebrating a birthday soon?
7 What are your parents doing this weekend?
8 Are you going to learn to drive in the future?

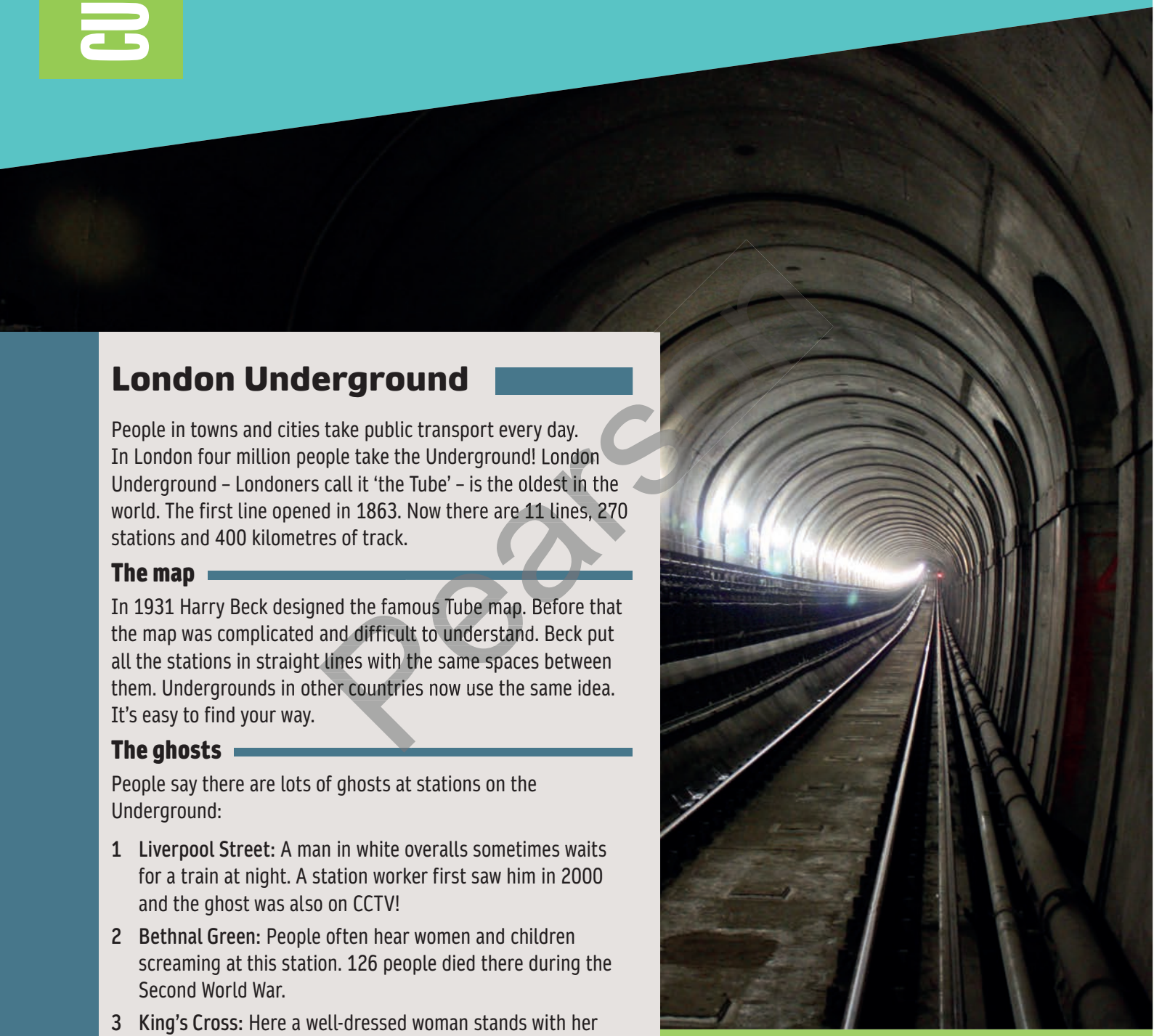
Exercise 9
This Sunday we're flying to Paris for our family holiday. We're driving to the station, leaving the car in the car park and then going by train to the airport.

Pearson

BBC

CULTURE

Are there ghosts in the Underground?



London Underground

People in towns and cities take public transport every day. In London four million people take the Underground! London Underground – Londoners call it 'the Tube' – is the oldest in the world. The first line opened in 1863. Now there are 11 lines, 270 stations and 400 kilometres of track.

The map

In 1931 Harry Beck designed the famous Tube map. Before that the map was complicated and difficult to understand. Beck put all the stations in straight lines with the same spaces between them. Undergrounds in other countries now use the same idea. It's easy to find your way.

The ghosts

People say there are lots of ghosts at stations on the Underground:

1 **Liverpool Street:** A man in white overalls sometimes waits for a train at night. A station worker first saw him in 2000 and the ghost was also on CCTV!

2 **Bethnal Green:** People often hear women and children screaming at this station. 126 people died there during the Second World War.

3 **King's Cross:** Here a well-dressed woman stands with her hands out and screams. Then she disappears!

4 **Covent Garden:** Workers often leave this station because they see the ghost. It's a tall man in a hat and coat with gloves. People say it's an actor. Someone killed him a long time ago.

5 **Aldgate:** 100 years ago an electrician nearly died. He fell onto the track. But he lived. His friends saw an old woman beside him. She touched his head. Then she disappeared!

GLOSSARY
ghost (n) the form of a dead person that some people think they can see
line (n) a track that trains travel on
overalls (n) a piece of clothing that covers your legs and body
scream (v) shout very loudly because you are angry, afraid or excited
track (n) metal lines that trains travel on

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Lead in: topic introduction

Tell students to keep their Students' Books closed and put them into groups of four. If you set the homework suggestion for the unit, ask the groups to discuss any vocabulary they found difficult, and their example sentences if you also set the additional task.

If students haven't done the homework, ask them to look at the glossary on page 116. Students should find the words in the text and rewrite the sentences using different words or phrases which have the same meaning (e.g. *Now, there are 11 tracks that trains travel on, 270 stations, and 400 kilometres of metal lines that trains travel on*).

9.4

Travelling on the Tube

Underground stations are sometimes difficult to use. There are lots of platforms and escalators. One station sometimes has lots of different lines. Usually there are signs and maps to help us. But imagine that you're blind – you can't see. It's very difficult to find your way. Lauren can't see very well. When she gets off a train, she doesn't know where to go. But today a voice in her ear tells her, 'Turn right.' Today Lauren is testing some new technology. It's to help people find their way on the London Underground. Lauren has a special smartphone. 'The up escalator is on your right.' Lauren is happy. Usually a journey on the Underground is very scary. She can't see the maps and she can't read the signs. Today she's more confident. Tom is also testing the technology. 'Go up the escalator and turn left.' He thinks It's going to help a lot of people. The technology can also help tourists and people who can't read or understand English. Lauren and her friends helped to design the new system. It's the end of the journey and the end of the test. It works. A great success!

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Exercise 1

When students discuss the means of transport in question 1, ask them to give an example of where these forms of transport exist (e.g. *There's an underground in …*; *There are ferries at …*). Find out how many students have travelled on an underground train, and ask them to say in which country.

Exercise 2

Before students read the text, ask them to describe what they can see in each picture. When they have matched the pictures and the numbered texts, elicit any new words they found in the descriptions of the ghosts (e.g. *overalls*, *scream*, *disappear*, *electrician*), and ask them to try to explain their meanings.

Answers: **A** 2 **B** 4 **C** 1 **D** 5 **E** 3

Exercise 3

Tell students to work on their own to find the numbers (which could be either in words or in figures). Then put them into pairs and ask them to compare their answers before you check them as a class.

Answers:

1 the number of people who take the Underground every day
2 the number of stations on the Underground
3 the year the first line opened
4 the number of kilometres of track on the Underground
5 the year a station worker first saw the ghost in white overalls
6 the number of people who died at Bethnal Green Underground station
7 how many years ago an electrician fell onto the track at Aldgate Underground Station and nearly died

Exercise 4

Put students into groups of three and set a time limit for their discussion. When they have finished, elicit ideas from each group. If there are students who don't believe in ghosts, have a class discussion about why people think they have seen ghosts.

Extra activity

If students have internet access, ask them to search for a map of the London Underground and find the five stations mentioned in the text. Ask students to name which lines these stations are on (some stations may be on more than one line, so ask students to name all the lines for each station).

Then put students into pairs and ask them to choose any two stations on the London Underground which are on different lines. Tell them to swap stations with another pair, and ask them to find the best way to get from one station to the other (e.g. from Seven Sisters to Leicester Square: *Take the Victoria Line south from Seven Sisters to Kings Cross. Change to the Piccadilly Line south. Leicester Square is the third station.*).

Exercise 5

Check that students understand the meaning of *blind*. Then put students into groups of three and ask them to discuss the question. Set a time limit and then elicit ideas from different groups.

Exercise 6 9.4

Go through the sentences with students, and check that they understand *platform*, *escalator* and *ticket barrier*.

Then play the first 24 seconds of the video with the sound switched off. While the video is playing, ask students to describe what they can see (e.g. People are getting off a train. They are walking along a platform. They are going up an escalator. A girl is looking at a map.).

Then play the whole video with the sound switched on and tell students not to tick any of the items until the video has finished.

Put students into pairs and tell them to work together to decide which of the items they didn't see in the video.

Answers: 1, 5, 7, 9

Exercise 7 9.4

Keep students in pairs. Before they watch the video again, ask the pairs to read the questions and to discuss what they can remember.

After watching, elicit exactly what the technology is and how it works (people carry a smartphone which tells them where to go).

Answers:

1 Because she can't see very well. She can't see the maps and she can't read the signs.
2 It can also help tourists and people who can't read or understand English.
3 Lauren and her friends

Exercise 8

Set a time limit for the pairs to discuss the question. Tell them to think about which means of transport the technology would be most useful for, giving reasons why (e.g. air travel because in large airports it can be difficult to know where to go and to read the information boards). When they have finished, invite pairs to share their ideas with the rest of the class.

Exercise 9

Put students into groups of four. Remind them of the tips in previous units to help make their presentation interesting and easy to follow. To make the presentation more interesting, elicit different means of transport and allocate one means of transport to each group so that every group researches something different.

Make sure that each student in a group is involved in the presentation and has the chance to present some of the facts to the class (e.g. where the means of transport is used, the history of the means of transport in the country, facts and figures (e.g. passenger numbers), problems and advantages of the means of transport).

Set a time limit for students to create their presentations. Allocate a time in a future lesson for the groups to present their work to the class.

Further practice

- Workbook pages 112–113
- Resource Pack
  Resource 116: Unit 9 BBC Culture – Metros and subways
  Resource 117: Unit 9 Culture – Technology and transport

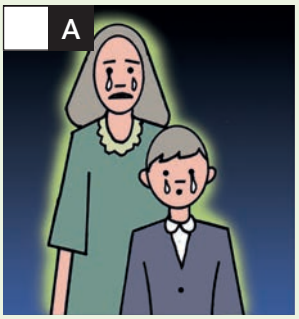
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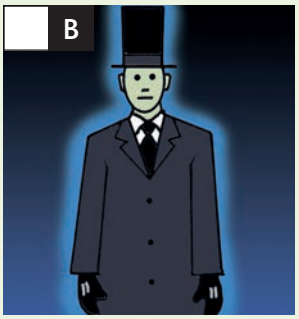
EXPLORE

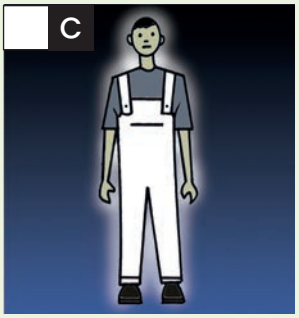
1 In pairs, ask and answer the questions.

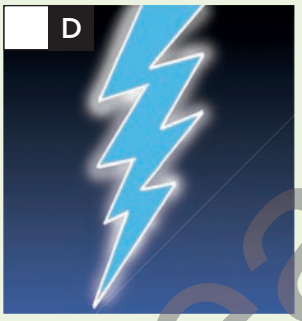
1 How many means of transport are there in your country?
2 How many did you use last week?
3 Do you like travelling on the underground? Why? / Why not?

2 Read the article. Match pictures A–E with ghosts 1–5 from the article.


A


B


C


D


E

3 Read the text again. What do these numbers refer to?

1 4,000,000 _____
2 270 _____
3 1863 _____
4 400 _____
5 2,000 _____
6 126 _____
7 100 _____

4 Do you believe there are ghosts on the London Underground?

EXPLORE MORE

5 You are going to watch part of a BBC programme about travelling on the Underground. Read an advert for the programme. What might the new technology be?

Tube Travel

New technology is helping blind people to travel on the Tube. Watch the programme on Tuesday!

6 9.4 Watch or listen and tick the things Lauren does *not* do on her journey.

1 ☐ get on a train
2 ☐ get off a train
3 ☐ walk along a platform
4 ☐ go up an escalator
5 ☐ go down an escalator
6 ☐ go through a ticket barrier
7 ☐ buy a ticket
8 ☐ walk with a friend
9 ☐ go up some stairs

7 9.4 Watch or listen again and answer the questions.

1 Why is a journey on the Underground usually scary for Lauren?
2 Who can the new technology also help?
3 Who helped design the new system?

8 Do you think this technology is a good idea for other means of transport? Discuss in pairs.

YOU EXPLORE

9 CULTURE PROJECT In groups, prepare a digital presentation about a means of transport in your country.

1 Use the internet to research a means of transport.
2 Find some pictures or videos.
3 Write a short script and record your presentation.
4 Share it with the class.

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Exercise 1

2 Can, can
3 can't
4 Can, can't
5 can, can't
6 Can, can't

Exercise 1

2 They haven't got any pets.
3 We have got new books.
4 He hasn't got a wallet.
5 Have they got a cat? Yes, they have.
6 I have got lots of friends.

GRAMMAR TIME

1.2 *can*

+	I/You/He/She/It/We/They **can** speak English.
–	I/You/He/She/It/We/They **can't** (**cannot**) speak French.
?	**Can** I/you/he/she/it/we/they dance? Yes, I/you/he/she/it/we/they **can**. No, I/you/he/she/it/we/they **can't**.

1 **Complete the sentences with *can* or *can't*.**

1 Our dog Toby *can* swim – he's really good!
2 A: _____ your parents speak English?
B: Yes, they _____ .
3 My sister can speak Italian but she _____ speak Spanish.
4 A: _____ you drive?
B: No, we _____ .
5 My girlfriend _____ dance – she's fantastic – but I _____ .
6 A: _____ your brother use a computer?
B: No, he _____ ! He's three!

2 **Look at the table and make sentences about what the people can/can't do. In pairs, say which things *you* can/can't do.**

	spell	read music	count to ten in a foreign language	use a computer
Billy	✗	✓	✓	✓
Aga and Suri	✓	✗	✓	✓

Billy can't spell. He can …

3 **Complete the sentences with names of famous people in your country.**

1 _____ can speak English very well.
2 _____ can't speak English.
3 _____ can play football very well.
4 _____ can dance but he/she can't sing.
5 _____ can play the guitar well.
6 _____ can swim really fast.

4 **Look at Exercise 3. Make three similar sentences about your friends and family.**

1 _____
2 _____
3 _____

1.4 *have got*

+	I/You/We/They**'ve got** (**have got**) blue eyes. He/She/It**'s got** (**has got**) blue eyes.
–	I/You/We/They **haven't got** (**have not got**) blue eyes. He/She/It **hasn't got** (**has not got**) blue eyes.
?	**Have** I/you/we/they **got** blue eyes? Yes, I/you/we/they **have**. No, I/you/we/they **haven't**.
	Has he/she/it **got** blue eyes? Yes, he/she/it **has**. No, he/she/it **hasn't**.

1 **Order the words to make sentences.**

1 A: a pen / got / she / has / ?
Has she got a pen?
B: hasn't / no / she
No, she hasn't.
2 got / any pets / haven't / they
3 have / new / got / books / we
4 a wallet / hasn't / he / got
5 A: they / got / have / a cat?
B: yes / have / they
6 got / have / lots of friends / I

2 **Make questions with *have got*. In pairs, ask and answer the questions.**

1 you / a laptop / ?
Have you got a laptop?
2 your parents / brown eyes / ?
3 Beyoncé / blond hair / ?
4 you / a TV in your bedroom / ?
5 your friends / skateboards / ?
6 your mum / a mobile phone / ?
7 Homer Simpson / a small family / ?
8 you / a watch / ?

A: Have you got a laptop?
B: No, I haven't. Have you got …?

3 **Write a short description of your best friend using *have got*.**

Amy's tall. She's got long hair and green eyes.

Exercise 2

Billy can't spell. He can read music. He can count to ten in a foreign language. He can use a computer.
Aga and Suri can spell. They can't read music. They can count to ten in a foreign language. They can use a computer.

Exercise 2

2 Have your parents got brown eyes?
3 Has Beyoncé got blond hair?
4 Have you got a TV in your bedroom?
5 Have your friends got skateboards?
6 Has your mum got a mobile phone?
7 Has Homer Simpson got a small family?
8 Have you got a watch?

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Exercise 1

2 There aren't any muffins.
3 There are three boiled eggs.
4 There's a glass of cola.
5 There's a hot dog.
6 There are some crisps.
7 There's a banana.
8 There's some toast.
9 There isn't any ice cream.
10 There are some grapes.

Exercise 1

Countable nouns, Singular: brownie, glass, kebab, tomato
Countable nouns, Plural: crisps, noodles
Uncountable nouns: mayonnaise, salt, spaghetti, water

GRAMMAR TIME

2.2 *there is/there are*

With *there is/there are*, before plural and uncountable nouns, we use:
- *some* in affirmative sentences.
- *any* in negative sentences and questions.

	Singular	Plural
+	There's (is) an apple. There's (is) a banana. There's (is) some water.	There are four carrots. There are some drinks.
–	There isn't (is not) a pizza. There isn't any pasta.	There aren't (are not) any noodles.
?	Is there a plate? Yes, there is./ No, there isn't.	Are there any forks? Yes, there are./ No, there aren't.

1 **Look at the notes and make sentences about Layla's menu for her mum's birthday meal. Use *there is/there are*.**

A special menu for mum's birthday

1 *a cheese sandwich* ✓
2 *two muffins* ✗
3 *three boiled eggs* ✓
4 *a glass of cola* ✓
5 *a hot dog* ✓
6 *crisps* ✓
7 *a banana* ✓
8 *toast* ✓
9 *ice cream* ✗
10 *grapes* ✓

1 There's a cheese sandwich on the menu.

2 **Make questions with *there is/there are*. In pairs, ask and answer the questions.**

1 a table / your kitchen / ?
Is there a table in your kitchen?
2 fish fingers / your fridge / ?
3 a café / your school / ?
4 vegetarian meals / your school café / ?
5 a fridge / your bedroom / ?
6 a pizzeria / your street / ?
7 muffins / a pizza / ?
8 eggs / an omelette / ?

A: Is there a table in your kitchen?
B: Yes, there is.

2.4 Countable and uncountable nouns | Quantifiers

Some nouns are countable (e.g. *bananas*) but other nouns are uncountable (e.g. *bacon*).
Countable nouns can be singular (e.g. *a/one banana*) or plural (e.g. *bananas*). Uncountable nouns have no plural form.
I've got three bananas. NOT ~~I've got three bacons~~.

		Uncountable nouns
Singular	Plural	
a burger an egg	burgers eggs	bread, butter, cheese, cola, ketchup, soup

With uncountable nouns and plural countable nouns we use *some/any* instead of *a/an*.
I've got some bacon. NOT ~~I've got a bacon~~.

	Countable nouns	Uncountable nouns
+	There's a burger. There's an egg. There are some chips. There are a lot/lots of chips.	There's some cheese. There's a lot/lots of soup.
–	There aren't any cookies. There aren't many beans.	There isn't any bread. There isn't much butter.
?	Are there any forks? How many forks are there?	Is there any cola? How much cola is there?

1 **Write the words below in the correct place in the table.**

~~apple~~ brownie crisps glass kebab mayonnaise noodles salt spaghetti tomato water

	Countable nouns	Uncountable nouns
Singular	*apple*	
Plural		

2 **Write sentences with the words in Exercise 1. Use *there is/there are* and *a/an* or *some*.**

There's an apple.

3 **Choose eight words from Exercise 1 and make a shopping list. Write the quantities. In pairs, ask questions to find out what is on your partner's list.**

A: Are there any apples on your shopping list?
B: Yes, there are.
A: How many apples are there?

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Exercise 2

2 Are there any fish fingers in your fridge?
3 Is there a café in your school?
4 Are there any vegetarian meals in your school café?
5 Is there a fridge in your bedroom?
6 Is there a pizzeria in your street?
7 Are there any muffins in a pizza?
8 Are there any eggs in an omelette?

Exercise 2

There's a brownie.
There are some crisps.
There's a glass.
There's a kebab.
There's some mayonnaise.
There are some noodles.
There's some salt.
There's some spaghetti.
There's a tomato.
There's some water.

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Exercise 2

2 wakes
3 don't have
4 starts
5 doesn't stop
6 don't like
7 watches
8 shouts
9 knows

Exercise 1

2 Do
3 Does
4 Do
5 Does
6 Do

GRAMMAR TIME

3.2 Present Simple (affirmative and negative)

We use the Present Simple to talk about routines and habits.

+	I/You/We/They get up late. He/She/It gets up late.
–	I/You/We/They don't (do not) eat breakfast. He/She/It doesn't (does not) eat breakfast.

Spelling rules: *he/she/it*
Most verbs add *-s*: eat – eats
Verbs ending in *-ch*,*-o*, *-sh* and *-x* add *-es*: wash – washes
Verbs ending in consonant + *-y* cut *-y* and add *-ies*: study – studies

Time expressions
never, often, usually, sometimes, once a week, every three weeks

Adverbs of frequency (*never, often*, etc.) usually go before the main verb, but after the verb *to be*.
They sometimes complain.
They don't often go to the cinema.
She is often tired.

Longer phrases usually come at the end.
I go to the cinema once a week.

We don't use *not* with *never* because *never* already has a negative meaning.
She never eats meat. NOT ~~She doesn't never eat meat.~~

1 In pairs, say how often you do these things. Use a time expression from the box above.

- go to the cinema
- have breakfast
- help in the kitchen
- tidy your room
- browse the internet
- write long letters

I go to the cinema once a month. I usually …

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

Cody
Every morning my budgie Cody [1] *tells* (tell) us he's happy to see the sun and [2] _____ (wake) us up! We [3] _____ (not have) a problem with this in winter. But in summer he [4] _____ (start) at 4 a.m. and he [5] _____ (not stop) – we [6] _____ (not like) it at all! When Dad [7] _____ (watch) football on TV, Cody sometimes gets very excited and Dad [8] _____ (shout) at him.
Cody [9] _____ (know) many words. He can say, 'Pretty boy!' and 'Lovely celery!' but his favourite words are 'Shut up, Cody!'

3 Think of a person you know very well. Write eight sentences about what he/she does/doesn't do on a typical day.

3.4 Present Simple (questions and short answers)

***Yes/No* questions and short answers**

Do	I/you/we/they	go to school?	Yes, I/you/we/they do. No, I/you/we/they don't.
Does	he/she/it	get up early?	Yes, he/she/it does. No, he/she/it doesn't.

***Wh-* questions**
What time does he get up?
Where does she come from?
How often do you visit your grandparents?
Which languages do they speak?

1 Complete the questions with *do* or *does*. In pairs, ask and answer the questions.

1 *Does* your best friend live near you?
2 _____ your grandparents often visit you?
3 _____ your dad like sport?
4 _____ you like Mondays?
5 _____ your mum work in a bank?
6 _____ your parents speak a foreign language?

2 Complete the questions with the question words below. In pairs, ask and answer the questions.

~~how often~~ what what time where which

1 *How often* do you text your friends?
2 _____ do your cousins live?
3 _____ do you usually do on Sunday's?
4 _____ do you go to bed on Friday's?
5 _____ countries do you want to visit in the future?

3 In pairs, write questions for these answers. Sometimes there is more than one possible answer.

1 I usually watch TV in the evening.
When do you usually watch TV?
What do you usually do in the evening?
2 My mum works in an office.
3 My brothers go to bed at ten.
4 I see my grandparents once a month.
5 No, we don't! We hate The Beatles!

4 Choose a favourite musician or sports star. Write six questions you would like to ask him/her about his/her life.

How often do you go to parties?

Exercise 2

2 Where
3 What
4 What time
5 Which

Exercise 3

Suggested answers:
2 Where does your mum work?/What does your mum do?
3 When/What time do your brothers go to bed?
4 How often/When do you see your grandparents?
5 Do you like/listen to The Beatles?

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Exercise 1

1 is browsing
2 are running
3 are they working, aren't
4 am shopping
5 Are you having, are, are dancing
6 Aren't making, are watching

Exercise 1

Gwen usually feels happy but she isn't feeling well at the moment.
Jack doesn't usually work hard at school but he is doing (his) homework at the moment.
Luke and Seb usually wear tracksuits but they're wearing white shirts at the moment.
Cara and I don't usually enjoy classes but we're having fun at the moment.

GRAMMAR TIME

4.2 Present Continuous

We use the Present Continuous to talk about what is happening now.

+	–
I'm (am) working. You/We/They're (are) working. He/She/It's (is) working.	I'm not (am not) sleeping. You/We/They aren't (are not) sleeping. He/She/It isn't (is not) sleeping.
?	**Short answers**
Am I working? Are you/we/they working? Is he/she/it working?	Yes, I am./No, I'm not. Yes you/we/they are./ No, you/we/they aren't. Yes, he/she/it is./ No, he/she/it isn't.
What are you doing? Why are they smiling?	

Spelling rules: *-ing*
Most verbs add *-ing:* eat – eating
Verbs ending in *-e* cut the *-e* and add *-ing*: make– making
One-syllable verbs ending in vowel + consonant double the final consonant: sit – sitting

Time expressions
now, at the moment

1 **Complete the sentences with the correct form of the Present Continuous.**

1 Dana *isn't studying* (not study) – she _____ (browse) the internet.
2 Look! Two men _____ (run) out of that shop!
3 A: _____ (they/work?) hard?
B: No, they _____.
4 I can't speak to you now. I _____ (shop).
5 A: _____ (you/have?) a good time?
B: Yes, we _____. It's a great concert. All my friends _____ (dance)!

2 **In pairs, take it in turns to mime one of the actions below for your partner to guess.**

check your email drive a tractor eat spaghetti
feel bored have a shower make a pizza
play a computer game play with a cat
walk in the rain

A: Are you making a pizza?
B: No, I'm not. I'm playing a computer game!

3 **Think about a famous person in your country. What do you think they are doing at the moment? Write five sentences.**

The President is having an English lesson.

4.4 Present Simple and Present Continuous

We use the Present Simple to talk about habits and routines.
I usually go to bed after midnight.
Jack never watches TV in the morning.

We use the Present Continuous to talk about something happening now/at the moment.
I'm playing a computer game at the moment.
Noah can't come to the phone right now – he's having a shower.

1 **Read the information and make sentences about the people. Use the Present Simple and Present Continuous.**

	Usually	At the moment
Jim	not eat meat	eat a hamburger
Gwen	feel happy	not feel well
Jack	not work hard at school	do homework
Luke and Seb	wear tracksuits	wear white shirts
Cara and I	not enjoy classes	have fun

Jim doesn't usually eat meat but he's eating a hamburger at the moment.

2 **Make questions in the Present Continuous or Present Simple. In pairs, ask and answer the questions.**

1 you / wear / trainers / at the moment / ?
Are you wearing trainers at the moment?
2 your friends / usually / wear / trainers to parties / ?
3 when / you / usually / do / your homework / ?
4 your classmates / have / fun / now / ?
5 your parents / often / listen / to music / ?
6 how often / you / speak / English / after school / ?

A: Are you wearing trainers at the moment?
B: Yes, I am.

3 **Choose three classmates you know well. Write sentences about what they often/ usually do in English classes. Use the Present Simple.**
Igor usually sits next to the window.
Gabi always works hard.

4 **Write sentences about what the people from Exercise 3 are doing now. Use the Present Continuous.**

Igor is looking out the window.
Gabi is doing an exercise.

Exercise 2

2 Do your friends usually wear trainers to parties?
3 When do you usually do your homework?
4 Are your classmates having fun now?
5 Do your parents often listen to music?
6 How often do you speak English after school?

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Exercise 1

braver, cooler, fitter, funnier, better, happier, lazier, nicer, older, more original, quieter, sadder, shorter, more successful, more talented, thinner, younger

Exercise 1

the bravest, the coolest, the fittest, the funniest, the best, the happiest, the laziest, the nicest, the oldest, the most original, the quietest, the saddest, the shortest, the most successful, the most talented, the thinnest, the youngest

GRAMMAR TIME

5.2 Comparative adjectives

We use comparative adjectives to compare people, things or places. To form them, we use adjective + *-er* + *than* or *more* + adjective + *than*.
I'm taller than my mum.
English is more interesting than Maths.

Adjective	Comparative
Short adjectives: + *-er*	
strong	stronger
Short adjectives ending in *-e*: + *-r*	
cute	cuter
Short adjectives ending in vowel + consonant: double final consonant + *-er*	
big	bigger
Adjectives ending in *-y*: cut *-y* + *-ier*	
friendly	friendlier
Long adjectives: *more*	
intelligent	more intelligent
Irregular adjectives	
good	better
bad	worse

1 **Write the comparative form of the adjectives.**

bad – *worse*	happy –	sad –
brave –	lazy –	short –
cool –	nice –	successful –
fit –	old –	talented –
funny –	original –	thin –
good –	quiet –	young –

2 **In pairs, compare these people, places and things. Use the adjectives in brackets.**

1 Canada / Ireland (small/big)
Ireland is smaller than Canada. Canada is bigger than Ireland.
2 Jennifer Lawrence / Brad Pitt (young/old)
3 rap / reggae (good/bad)
4 Beyoncé / Lily Allen (successful)
5 Harry Potter / Homer Simpson (funny)
6 Batman / Spider-Man (nice)

3 **Write ten sentences about you and a friend. Use comparative adjectives.**

I'm older than my friend Sarah. She's got longer hair than me.

5.4 Superlative adjectives

To form superlative adjectives, we use *the* + adjective + *-est* or *the most* + adjective.
I'm the tallest person in my family.
English is the most interesting subject at school.

Adjective	Superlative
Short adjectives: + *-est*	
strong	the strongest
Short adjectives ending in *-e*: + *-st*	
cute	the cutest
Short adjectives ending in vowel + consonant: double final consonant + *-est*	
big	the biggest
Adjectives ending in *-y*: cut *-y* + *-iest*	
friendly	the friendliest
Long adjectives: *most*	
intelligent	the most intelligent
Irregular adjectives	
good	the best
bad	the worst

1 **Write the superlative form of the adjectives.**

bad – *the worst*	happy –	sad –
brave –	lazy –	short –
cool –	nice –	successful –
fit –	old –	talented –
funny –	original –	thin –
good –	quiet –	young –

2 **Make sentences with superlative adjectives. In pairs, compare your sentences.**

1 big / city / our country
The biggest city in our country is …
2 cool / person on TV
3 interesting / film this year
4 happy / person I know
5 good / football team / world
6 bad / pop group / world
7 brave / person / history

3 **Write ten sentences about your family. Use superlative adjectives.**

The oldest person in my family is my great-grandfather – he's eighty-five.
The person with the biggest nose in my family is …

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Exercise 2

2 Jennifer Lawrence is younger than Brad Pitt. Brad Pitt is older than Jennifer Lawrence.
3 Answers will vary. X is better than Y. Y is worse than X.
4 Beyoncé is more successful than Lily Allen.
5 Homer Simpson is funnier than Harry Potter.
6 Spider-Man is nicer than Batman.

Exercise 2

Suggested answers:
2 The coolest person on TV is …
3 The most interesting film this year is …
4 The happiest person I know is …
5 The best football team in the world is …
6 The worst pop group in the world is …
7 The bravest person in history is …

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Exercise 1

2 were
3 weren't
4 were
5 were
6 Was
7 wasn't
8 was
9 Were
10 wasn't

Exercise 1

did, saw, ended, tried, went, jogged, put, danced, won, came, wanted

GRAMMAR TIME

6.2 was/were

The past form of the verb *to be* is *was* or *were*.

+	I/He/She/It	was in China.
	You/We/They	were at the match.
	There	was one team.
	There	were two teams.
–	I/He/She/It	wasn't (was not) in the team.
	You/We/They	weren't (were not) happy.
	There	wasn't (was not) a big crowd.
	There	weren't (were not) any goals.
?	Was he at the match? Yes, he was./No, he wasn't.	
	Were they good? Yes, they were./No, they weren't.	
	Was there a winner? Yes, there was./No, there wasn't.	
	Were there many goals? Yes, there were./No, there weren't.	

Time expressions
in 1991 (nineteen ninety-one), in 2016 (twenty sixteen)

1 **Complete the dialogue with the correct form of *was* or *were*. In pairs, practise reading the dialogue.**

A: Where [1]*were* the Olympic Games in 2012?
B: They [2]_____ in Rio, in Brazil, I think.
A: No, the 2012 Olympics [3]_____ in Rio. They [4]_____ in London.
B: So when [5]_____ the Games in Brazil?
[6]_____ it in 2014?
A: No, it [7]_____ in 2014. It [8]_____ in 2016.
B: [9]_____ you there?
A: No, I [10]_____.

2 **Complete the dialogue about the 2014 World Cup semi-final with the correct form of *there was* or *there were*. In pairs, practise reading the dialogue.**

A: [1]*There were* five goals in the first half – all for Germany!
B: Wow! How many goals [2]_____ in the second half?
A: Three – the final score was Germany 7 Brazil 1.
B: [3]_____ a big crowd?
A: Yes, [4]_____. [5]_____ exactly 58,141 people in the stadium.
B: That's a lot! And [6]_____ any red cards?
A: No, [7]_____.

Exercise 2

2 were there
3 Was there
4 there was
5 There were
6 were there
7 there weren't

6.4 Past Simple (affirmative)

Regular verbs
To form the Past Simple of regular verbs, we usually add *-ed* to the verb.
I/You/He/She/It/We/They walked home.

Spelling rules
Most verbs add *-ed*: play – played
Verbs ending in *-e* add *-d*: move – moved
Verbs ending in vowel + consonant double the consonant and add *-ed*: stop – stopped
Verbs ending in consonant + *-y* cut *-y* and add *-ied*: carry – carried

Irregular verbs
Many common verbs are irregular in the Past Simple.
come – came do – did win – won (See page 127.)
I/You/He/She/It/We/They ran five miles yesterday.

Time expressions
this morning, yesterday, last night, last week, last month, last summer, last year

1 **Write the Past Simple form of the verbs.**

ask – *asked*	try –	dance –
do –	go –	win –
see –	jog –	come –
end –	put –	want –

2 **Complete the text with the Past Simple form of the verbs in brackets.**

Last Sunday I [1]*woke up* (wake up) at 6.30 a.m., [2]_____ (eat) an apple and [3]_____ (drink) some juice. Then I [4]_____ (take) a bag with some food and water and [5]_____ (run) to my friend Danny's house. His dad [6]_____ (drive) us to a mountain called Ben Nevis. We [7]_____ (arrive) there at 8 a.m. We [8]_____ (have) a snack and then we [9]_____ (start) walking. We [10]_____ (walk) for three hours and then we [11]_____ (stop) for lunch. We were tired when we [12]_____ (get) to the top but the view was fantastic!

3 **In pairs, talk about what you did last Sunday. Use the text in Exercise 2 to help you.**

4 **Write two true Past Simple sentences for each of the time expressions below: one with a regular verb and one with an irregular verb.**

last night last week last month
last year this morning

My mum asked me a question this morning.
I had breakfast in a café this morning

Exercise 2

2 ate
3 drank
4 took
5 ran
6 drove
7 arrived
8 had
9 started
10 walked
11 stopped
12 got

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GRAMMAR TIME

Exercise 1

2 didn't like
3 didn't finish
4 didn't get up
5 didn't start
6 didn't call

GRAMMAR TIME

7.2 Past Simple (negative)

To form negative sentences in the Past Simple, we use *didn't* (*did not*) + infinitive.
I slept. – I didn't sleep.
She laughed. – She didn't laugh.

I/You/He/She/It/We/They didn't work.
I/You/He/She/It/We/They didn't go to school.

1 **Complete the sentences with the Past Simple form of the verbs in brackets.**

1 We *didn't go* (not go) to the park today.
2 Liz _____ (not like) her present.
3 You _____ (not finish) your breakfast.
4 I _____ (not get up) early yesterday.
5 The game _____ (not start) at six.
6 Tim _____ (not call) me last night.

2 **Make the sentences negative.**

1 We understood.
We didn't understand.
2 She wrote to me.
3 They walked home.
4 We ate breakfast.
5 I bought a magazine.
6 He sold his laptop.

3 **In pairs, correct the sentences.**

1 William Shakespeare came from Canada.
William Shakespeare didn't come from Canada. He came from England.
2 J.K. Rowling wrote *Game of Thrones*.
3 The British invented karate.
4 David Beckham played basketball.
5 Bill Gates started Apple.
6 Coca Cola came from Russia.
7 Leonardo Da Vinci lived in France.
8 Albert Einstein lived in the eighteenth century.

4 **Write five sentences about the differences between your life and your parents' lives when they were your age. Use the Past Simple.**

My parents didn't go on holiday abroad.
They didn't learn English at school.

Exercise 2

2 She didn't write to me.
3 They didn't walk home.
4 We didn't eat breakfast.
5 I didn't buy a magazine.
6 He didn't sell his laptop.

7.4 Past Simple (questions and short answers)

To form questions in the Past Simple, we use *did* + subject + infinitive.
Did I/you/he/she/it/we/they go to school?
Yes, I/you/he/she/it/we/they did.
No, I/you/he/she/it/we/they didn't.

Where did you go yesterday?
When did you see her?
What time did you get up?

1 **Complete the questions with the Past Simple form of the verbs in brackets. Then match questions 1–8 with answers a–h.**

1 *Did you see* (you/see) Tom yesterday?
2 _____ (they/like) the party?
3 _____ (you/enjoy) the concert?
4 _____ (what/she/buy)?
5 _____ (they/go) to the shops?
6 _____ (what time/you/get up)?
7 _____ (you/wear) a dress?
8 _____ (where/he/stay)?

a [1] No, I didn't, but I texted him.
b [ ] I got up at six o'clock.
c [ ] No, I didn't. I wore jeans.
d [ ] Yes, they did – they really enjoyed it.
e [ ] No, they didn't. They went to the cinema.
f [ ] She bought a birthday present for her dad.
g [ ] He stayed in a hotel.
h [ ] No, I didn't. It was boring.

2 **Complete the questions with the Past Simple form of the verbs below. In pairs, ask and answer the questions.**

buy eat get up go rain wash watch

1 *Did you see* (you) any good films last week?
2 When _____ (you) to bed last night?
3 _____ (it) yesterday?
4 _____ (you) your hair this morning?
5 _____ (you) anything yesterday?
6 What time _____ (your parents) this morning?
7 What _____ (your family) for dinner last night?

3 **In pairs, imagine that you work as reporters for a lifestyle magazine. Write an interview with your favourite music/sports star about his/her life. Write at least five questions.**

Q: When did you start playing football?
A: I started playing football in …

Exercise 1

2 Did they like
3 Did you enjoy
4 What did she buy
5 Did they go
6 What time did you get up
7 Did you wear
8 Where did he stay

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

Exercise 2

2 did you go
3 Did it rain
4 Did you wash
5 Did you buy
6 did your parents getup
7 did your family eat

Exercise 3

Example answers:
2 J.K. Rowling didn't write *Game of Thrones*. She wrote *Harry Potter*. / George R.R. Martin wrote *Game of Thrones*.
3 The British didn't invent karate. The Chinese invented it. / The British invented cricket/rugby/etc.
4 David Beckham didn't play basketball. He played football.
5 Bill Gates didn't start Apple. He started Microsoft. / Steve Jobs started Apple.
6 Coca Cola didn't come from Russia. It came from the United States.
7 Leonardo Da Vinci didn't live in France. He lived in Italy.
8 Albert Einstein didn't live in the eighteenth century. He lived in the twentieth century.

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Exercise 1

2 don't have to
3 have to
4 have to
5 mustn't
6 don't have to

Exercise 1

2 the
3 a
4 the
5 some
6 a
7 The
8 an
9 The
10 the
11 the
12 a
13 The
14 a
15 the

GRAMMAR TIME

8.2 Modal verbs: *have to/don't have to, mustn't*

Modal verbs come before other verbs.
When it is necessary to do something, we use *have to*.
When it is not necessary to do something, we use *don't have to*.
When it is important not to do something (e.g. it's a bad idea or it's against the law), we use *mustn't*.

I/You/We/They	have to	work harder.
He/She/It	has to	get up early.
I/You/We/They	don't have to	worry.
He/She/It	doesn't have to	come.
I/You/He/She/It We/They	mustn't	shout. be late.

1 **Read the instructions for an exam and complete the sentences below with the correct modal verb.**

Geography Exam: Room 4B, Tuesday 2 May, 9 a.m.

- Switch off your mobile phones.
- There are four questions. Answer three of them.
- Answer the questions with a pen, not a pencil.
- The exam ends at 11 a.m. You can leave before the end if you like.

1 You *have to* switch off your mobile phones.
2 You _____ answer all the questions.
3 You _____ answer three questions.
4 You _____ use a pen.
5 You _____ use a pencil.
6 You _____ stay until the end of the exam.

2 **In pairs, write sentences about your school. Use the ideas below and *have to*, *don't have to* or *mustn't*.**

ask the teacher questions do a lot of homework
eat during a class run in the corridor shout
stand up when a teacher enters a room
study two languages wear a uniform

In our school you have to study two languages.

3 **Complete the sentences so they are true for you.**

1 Every morning before breakfast, I have to …
2 Every night before I go to bed, I have to …
3 At breakfast in my house, we don't have to …
4 When I'm on holiday, I don't have to …
5 At meals in our house, you mustn't …

Every morning before breakfast, I have to get dressed.

8.4 Articles: first and second mention

The first time we mention something, we use *a* or *an* for countable singular nouns, and *some* for plural and uncountable nouns.
The second time we mention something, we use *the*.
There's a lake near our town. There's an island on the lake. There are some trees on the island.
We go swimming in the lake. You can swim to the island. The trees are very old.

1 **Complete the text with *a/an*, *some* or *the*.**

In my room there's [1] *a* cupboard. In [2] _____ cupboard there's [3] _____ red suitcase. In [4] _____ suitcase there are [5] _____ books. In one of the books there is [6] _____ map. [7] _____ map shows [8] _____ island. [9] _____ island is in the Pacific Ocean. On [10] _____ map, in the centre of [11] _____ island, there is [12] _____ big red cross – like this: X. [13] _____ cross shows the location of [14] _____ box. In [15] _____ box there's a treasure!

2 **In pairs, take it in turns to describe an object in your room. Use the text in Exercise 1 to help you.**

3 **In pairs, order the sentences to make a text about Edinburgh.**

a ☐ The bridge is about 130 years old.
b ☐ On top of the hill there is a famous castle.
c ☐ There's a railway bridge over the river.
d ☐ The city has some ancient buildings.
e ☐ One of the buildings is a palace – Holyrood.
f ☑ 1 Scotland is a small country to the north of England.
g ☐ From the palace, a road – The Royal Mile – goes up a hill.
h ☑ 2 In the east of the country there is an amazing city – Edinburgh.
i ☐ From the castle there's a great view of a river – the Forth.

4 **Write sentences about a place you know well. Use the sentences in Exercise 3 to help you.**

Valencia is a city in the east of Spain. In the centre of the city there are some …

125

Exercise 3

3 d
4 e
5 g
6 b
7 i
8 c
9 a

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GRAMMAR TIME

Exercise 1

1 is Rafael Nadal playing
2 are you doing, are having
3 Are you coming, are taking
4 is Jenny doing, is spending
5 is seeing

Exercise 1

2 aren't going to stay, are going to find
3 am not going to play, am going to revise
4 Are you going to see, aren't, are going to watch
5 are going to go
6 Is Tom going to go, is, is going to buy
7 are going to visit

GRAMMAR TIME

9.2 Present Continuous for arrangements

We use the Present Continuous to talk about arrangements. We often mention a time and/or a place.
We're meeting at six o'clock.
Dad's taking me to London on the fifteenth.
They aren't coming with us – they're going on holiday.
Are you coming to my party on Sunday?
Yes, I am./No, I'm not.

Time expressions
this afternoon, tonight, tomorrow, next weekend

1 **Complete the sentences with the Present Continuous form of the verbs in brackets.**

1 Andy Murray *is playing* (play) Roger Federer on Saturday. Who _____ (Rafael Nadal/play)?
2 A: What _____ (you/do) on 30 October?
We _____ (have) a Halloween Party!
B: Oh that's a pity! We _____ (go) to a concert that evening.
3 A: _____ (you/come) with me and Jake to the cinema tomorrow evening?
B: I can't. We _____ (take) our cat Rocky to the vet's.
4 A: What _____ (Jenny/do) for the Easter weekend?
B: She _____ (spend) time with her dad.
5 Mike is very nervous – he _____ (see) the dentist this afternoon.

2 **Complete your diary for the weekend with four arrangements. Use the ideas below or your own. In pairs, ask and answer questions about your weekend.**

go swimming go to a birthday party go to a disco
go to the hairdresser's have coffee with ...
meet a friend watch a football match

FRIDAY	evening
SATURDAY	morning
	afternoon
	evening
SUNDAY	morning

A: What are you doing on Friday evening?
B: I'm going to a party! And what are you doing on...?

9.4 *going to* for plans

We use *going to* to talk about intentions and plans. (These plans can change in the future.)

+	I'm going to live abroad.
	You/We/They're going to live abroad.
	He/She/It's going to live abroad.
-	I'm not going to tell him.
	You/We/They aren't going to tell him.
	He/She/It isn't going to tell him.
?	Are you/we/they going to come? Yes, I am./Yes, you/we/they are. No, I'm not./No, you/we/they aren't.
	Is he/she/it going to come? Yes, he/she/it is./No, he/she/it isn't.
	Where are you going to stay? When are you going to visit us?

1 **Complete the sentences with the correct form of *going to* and the verbs in brackets.**

1 I'*m going to go* (go) skiing with my family next winter.
2 The youth hostel in Venice was terrible. Next time we _____ (not stay) at the youth hostel – we _____ (find) a cheap hotel.
3 I _____ (not play) football tomorrow. I _____ (revise) for my exams all weekend.
4 A: _____ (you/see) *Shrek 6* this weekend?
B: No, we _____. We _____ (watch) the new Harry Potter film.
5 They _____ (go) to New York next summer.
6 A: _____ (Tom/go) to the new shopping centre?
B: Yes, he _____. He _____ (buy) some new clothes.
7 We _____ (visit) my gran in hospital at the weekend.

2 **In pairs, take it in turns to say what you are going to do in the next holidays. Use the ideas in below to help you.**

go to the seaside learn a new language
meet friends read a lot of books
sleep until noon watch a lot of films

In the Christmas holidays I'm not going to read a lot of books but I'm going to watch a lot of films.

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IRREGULAR VERBS LIST

INFINITIVE	PAST SIMPLE
be [bɪː]	**was/were** [wɒz/wɜː]
become [bɪˈkʌm]	**became** [bɪˈkeɪm]
begin [bɪˈgɪn]	**began** [bɪˈgæn]
break [breɪk]	**broke** [brəʊk]
bring [brɪŋ]	**brought** [brɔːt]
build [bɪld]	**built** [bɪlt]
burn [bɜːn]	**burned** [bɜːnd]/**burnt** [bɜːnt]
buy [baɪ]	**bought** [bɔːt]
can [kæn]	**could** [kʊd]
catch [kætʃ]	**caught** [kɔːt]
choose [tʃuːz]	**chose** [tʃəʊz]
come [kʌm]	**came** [keɪm]
cost [kɒst]	**cost** [kɒst]
cut [kʌt]	**cut** [kʌt]
do [duː]	**did** [dɪd]
draw [drɔː]	**drew** [druː]
dream [drɪːm]	**dreamed** [drɪːmd]/**dreamt** [dremt]
drink [drɪnk]	**drank** [drænk]
drive [draɪv]	**drove** [drəʊv]
eat [ɪːt]	**ate** [et, eɪt]
fall [fɔːl]	**fell** [fel]
feed [fɪːd]	**fed** [fed]
feel [fɪːl]	**felt** [felt]
fight [faɪt]	**fought** [fɔːt]
find [faɪnd]	**found** [faʊnd]
fly [flaɪ]	**flew** [fluː]
forget [fəˈget]	**forgot** [fəˈgɒt]
forgive [fəˈgɪv]	**forgave** [fəˈgeɪv]
get [get]	**got** [gɒt]
give [gɪv]	**gave** [geɪv]
go [gəʊ]	**went** [went]
grow [grəʊ]	**grew** [gruː]
hang [hæŋ]	**hung** [hʌŋ]
have [hæv]	**had** [hæd]
hear [hɪə]	**heard** [hɜːd]
hit [hɪt]	**hit** [hɪt]
hold [həʊld]	**held** [held]
hurt [hɜːt]	**hurt** [hɜːt]
keep [kɪːp]	**kept** [kept]

INFINITIVE	PAST SIMPLE
know [nəʊ]	**knew** [njuː]
learn [lɜːn]	**learned** [lɜːnd]/**learnt** [lɜːnt]
leave [lɪːv]	**left** [left]
lend [lend]	**lent** [lent]
let [let]	**let** [let]
lie [laɪ]	**lay** [leɪ]
lose [luːz]	**lost** [lɒst]
make [meɪk]	**made** [meɪd]
meet [mɪːt]	**met** [met]
pay [peɪ]	**paid** [peɪd]
put [pʊt]	**put** [pʊt]
read [rɪːd]	**read** [red]
ride [raɪd]	**rode** [rəʊd]
ring [rɪŋ]	**rang** [ræŋ]
run [rʌn]	**ran** [ræn]
say [seɪ]	**said** [sed]
see [sɪː]	**saw** [sɔː]
sell [sel]	**sold** [səʊld]
send [send]	**sent** [sent]
set [set]	**set** [set]
show [ʃəʊ]	**showed** [ʃəʊd]
sing [sɪŋ]	**sang** [sæŋ]
sit [sɪt]	**sat** [sæt]
sleep [slɪːp]	**slept** [slept]
speak [spɪːk]	**spoke** [spəʊk]
spend [spend]	**spent** [spent]
stand [stænd]	**stood** [stʊd]
steal [stɪːl]	**stole** [stəʊl]
sweep [swɪːp]	**swept** [swept]
swim [swɪm]	**swam** [swæm]
take [teɪk]	**took** [tʊk]
teach [tɪːtʃ]	**taught** [tɔːt]
tell [tel]	**told** [təʊld]
think [θɪnk]	**thought** [θɔːt]
understand [ˌʌndəˈstænd]	**understood** [ˌʌndəˈstʊd]
wake [weɪk]	**woke** [wəʊk]
wear [weə]	**wore** [wɔː]
win [wɪn]	**won** [wʌn]
write [raɪt]	**wrote** [rəʊt]

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STUDENT ACTIVITIES

Unit 1 Revision SPEAKING Exercise 9

Student B

Have a conversation with Student A, using these phrases in the correct order. Student A starts.

- Hi, … . I'm …/My name's …
- I'm fine, thanks.
- Hi, how's it going?
- See you!
- Hi, … . Pleased to meet you.

Unit 2 Lesson 2.1, Exercise 10

Is your menu inside your calorie limit?

Calorie limits per day

Teenagers		
Age	**Girls**	**Boys**
13	2,223	2,414
14	2,342	2,629
15	2,390	2,820

Adults	
Women	**Men**
2,000	2,500

Unit 2 Revision SPEAKING Exercise 9

Student B

You are a waiter in Student A's favourite restaurant.

- Say hello and ask him/her, 'What would you like?'
- Take his/her order.
- Ask him/her, 'Anything else?'
- Ask him/her if everything is OK.

Unit 3 Lesson 3.1, Exercise 10

Quiz results

If your sentences are mainly from 1–4, you are definitely an early bird. If they're from 5–8, you are definitely a night owl. Many people are a mix of the two.

Unit 4 Lesson 4.2, Exercise 2

I'm fine, you idiots! 😀 But I can't speak! Today is 5 March – the day of my sponsored silence for Sian's operation. Remember?! You're paying me 50p an hour to not speak! PS: Can I come with you to the snack bar too?

Unit 4 Revision SPEAKING Exercise 8

Student B

- You're in a Maths lesson. Listen to Student A's problem. You have a pen and you're not using it at the moment.
- You don't have a dictionary. Ask Student A to lend you a dictionary. Thank Student A.

Unit 5 Lesson 5.1, Exercise 6

Penny is thinking of Adele.

Unit 5 Lesson 5.6, Exercise 7

Student B

1 Listen to Student A's situations. Make suggestions. Use the ideas below if you need to.
   - buy a ticket for a concert/get a CD/pay for a meal in a restaurant
   - make a sandwich/buy a packet of crisps/eat an apple

2 Read these situations to Student A. Respond to his/her suggestions.
   - It's a boring Sunday afternoon. I feel sad.
   - I've got an English exam tomorrow.

Unit 5 Revision SPEAKING Exercise 6

Student B

- Listen to Student A's problem and make suggestions (e.g. give the ticket to a friend (me!), ask for your money back, sell the ticket online).
- Then ask Student A for suggestions for this problem: Your grandmother gives you a Miley Cyrus T-shirt for your birthday. You don't like Miley Cyrus. What do you do?
- Listen and respond to Student A's suggestions. (Don't accept the first one!)

Unit 6 Lesson 6.4, Exercise 7

What	Where	When
eat some crisps	at home	this morning
go jogging	at school	last night
play football	in the town centre	yesterday
run 5 kilometres	in the park	last week
see a tennis match	on the bus	last month
win a medal	on TV	last year

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STUDENT ACTIVITIES

Unit 6 Lesson 6.6, Exercise 1

1 Max is in the skateboard park.
2 He's talking to a reporter from South Radio.

Unit 8 Lesson 8.1, Exercise 6

Answers

1 Tokyo
2 Spain
3 Asia
4 Egypt
5 Italian
6 Amazon
7 dollar
8 mountain
9 four – French, German, Italian, Romansh
10 island

Unit 8 Lesson 8.3, Exercise 1

Esperanto: fact file

- Esperanto is an invented language with simple grammar and vocabulary.
- Esperanto is easy. You can learn it quickly. You don't have to study irregular verbs!
- Esperanto isn't the language of any country.
- There are only a few thousand native speakers of Esperanto but there are probably about two million Esperanto speakers in the world.
- On Facebook there are over 300,000 people who have Esperanto as one of their languages and there's a Wikipedia site with about 230,000 articles.

Unit 8 Lesson 8.6, Exercise 5

Student B

1 When Student A explains, say you understand or don't understand and ask for clarification if necessary. Use the Speaking box to help you.

I'm not sure I understand. What do you mean?

2 Explain how to download a song from a music site. Use the Speaking box to help you.

switch on your computer or tablet → connect to the internet → search for a music site that has the song you want → join the site → download the song

OK, to download a song from a music site, first you have to switch on your computer or tablet. Do you understand? Then you have to …

Unit 8 Revision SPEAKING Exercise 7

Student B

- Student A tries to explain something to you. Use at least three of these phrases to say you understand/don't understand and ask for clarification.

> I'm sorry, I don't get it.
> I'm not sure I understand.
> What do you mean?
> Now I get it. I see. Oh right!

- Swap roles. Explain to Student A how to post a message on your favourite social networking site. Use these phrases to make sure Student A understands you.

> (Do you) know what I mean?
> Do you get it? You see?

Unit 9 Lesson 9.2, Exercise 5

Student B

- You are visiting a family member in hospital on Friday. Ask Student A if he/she is doing anything on Saturday.
- You don't have any plans for Sunday.
- You think Student A's suggestion is a good idea.

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Exercise 1

1 A
2 C
3 A
4 A
5 B

Exercise 2

1 B
2 B
3 C
4 C
5 B

EXAM TIME 1 Listening and Speaking

1 3.43 **Listen to five short conversations. For each question, choose the correct answer, A, B or C.**

Tip: Listen to the whole conversation. The right answer might be at the end.

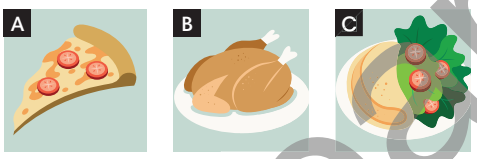
Example: What does the boy want to do this evening?



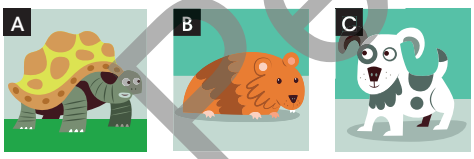
1 What belongs to the girl?



2 What's for dinner?



3 What does the woman give the boy?



4 When does the boy's sister phone?



5 Where are the girl and boy?



2 3.44 **Listen to Katy talking to her friend Robby about the weekend. For each question, choose the correct answer, A, B or C.**

Tip: All the words in options A–C are in the dialogue but only one is correct. Listen carefully.

Example:

Which day does Robby play football?
A Friday
B Saturday
C Sunday

1 How much are the trainers?
A £50
B £30
C £20

2 Where do they agree to eat?
A the burger bar
B the café
C the new restaurant

3 What can they eat there?
A chicken
B burger
C pizza

4 What time does Katy want to come home?
A 12.30
B 1.00
C 5.00

5 Who goes to the same university as Katy's sister?
A Dan
B Helen
C Sally

3 3.45 **Listen to a boy, Jed, talking to a friend about a meeting in town. Complete the gaps with the missing information.**

Tip: Sometimes you need to write down a word that is spelled. Listen carefully and write it correctly.

New café

When?	*Saturday*
Name of café:	1 _____
Where?	2 _____
Time:	3 _____
Meet where?	4 _____
Phone number:	5 _____

Exercise 3

1 Mamas
2 High Street
3 3.00
4 outside
5 037896784582

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EXAM TIME 1 Listening and Speaking

4 **Tip: In Part 1 you have to answer personal questions about you. You know the answers, so don't worry!**

Students A and B, answer the questions below.

1 What's your name? How do you spell that?
2 Where do you come from?
3 What are your favourite school subjects?
4 What other subjects do you study?

Student A, answer the questions below.

1 What do you do at the weekend?
2 Where do you go with your friends?
3 Do you go to music concerts?
4 Have you got a favourite T-shirt?

Student B, answer the questions below.

1 When do you do your homework?
2 What food do you like?
3 Tell me about your family.
4 Who is your favourite band or singer?

5a **Tip: If you can't think what to say, pause and say, 'OK, just a moment,' and read your card again.**

Student A, turn to page 133 for some information about a cookery course. Answer Student B's questions about it.

Student B, you don't know anything about the cookery course, so ask Student A some questions about it.

COOKERY COURSE

Who for? _____
Learn? _____
Where? _____
When? _____
Cost? _____

5b **Student B, turn to page 133 for some information about a fashion show. Answer Student A's questions about it.**

Student A, you don't know anything about the fashion show, so ask Student B some questions about it.

Fashion Show

Name/show? _____
Where? _____
When? _____
Phone? _____
Wear? _____

Exam Time 3, Listening and Speaking, Exercise 5a, Student A (page 135)

History of music
EAST GATE MUSEUM

Learn about songs, music and singers from the last 100 years.

Times: daily, 9.00–5.30

Prices: adults: £5; children: free

No cameras, please.



Exam Time 3, Listening and Speaking, Exercise 5b, Student B (page 135)

Adventure holiday

Do you want an exciting hiking holiday in the Black Mountains?

Choose July, August or September.

Each holiday is five days.

Price: £150



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Exercise 1

1 C
2 A
3 B
4 B
5 A

Exercise 2

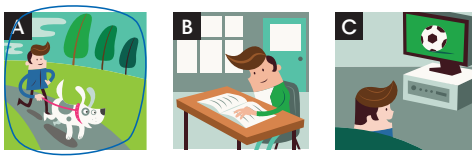
1 E
2 B
3 G
4 D
5 F

EXAM TIME 2 Listening and Speaking

1 3.46 **Listen to five short conversations. For each question, choose the correct answer, A, B or C.**

Tip: Read the questions and look at the pictures carefully before listening. Try to guess the words the speakers might use.

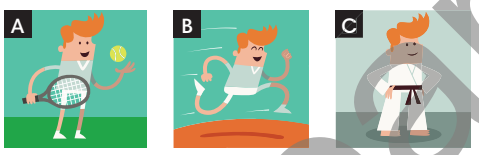
Example: What does the boy want to do this evening?



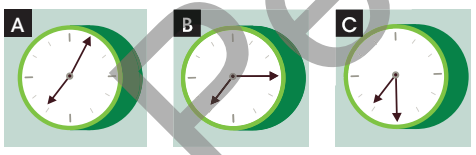
1 What subject was on the timetable today?



2 Which competition was the boy in last year?



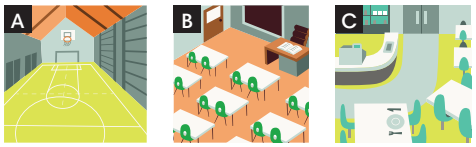
3 What time is it?



4 How many people are in the guitar club?



5 Where is Eva?



2 3.47 **Listen to Tommy talking to his friend Alison about his birthday. What did each person have? Match people 1–5 with dishes A–H.**

Tip: The speakers talk about all the things in the list but only six things match the people.

PEOPLE	DISHES
Example:	A spaghetti
G Tommy	B egg salad
1 ☐ sister	C fish and chips
2 ☐ mum	D carrot soup
3 ☐ dad	E hot dog and chips
4 ☐ Mike	F fish fingers
5 ☐ Timmy	G kebabs
	H omelette

3 3.48 **Listen to a boy, Stuart, talking to a friend about a meeting for the school play. Complete the gaps with the missing information.**

Tip: Think about what you need to write. For example, is it a name or a number?

Play meeting

When?	*Friday*
Name of play:	1 _____
Where?	2 _____
Time:	3 _____
Teacher:	4 _____
Prepare what?	5 _____

Exercise 3

1 *Cats*
2 Room 103
3 6.30
4 Miss Smith
5 a song

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EXAM TIME 2 Listening and Speaking

4 **Tip:** Try to say more than one sentence. For example, if the question is, 'What's your favourite sport?', you can say, 'Football. I play football every weekend.'

Student A, answer the questions below.

1 What do you usually do after school?
2 What's your favourite sport?
3 Do you watch a lot of television?
4 What new film do you want to see?

Student B, answer the questions below.

1 What music do you like?
2 Do you like cooking?
3 Can you play a musical instrument?
4 What's your favourite day at school?

5a **Tip:** If you don't understand your partner, you can say, 'Can you repeat that, please?'

Student A, turn to page 135 for some information about a photo competition. Answer Student B's questions about it.

Student B, you don't know anything about the photo competition, so ask Student A some questions about it.

PHOTO COMPETITION

Who for? _____
What photos? _____
Website? _____
Date? _____
Win? _____

5b **Student B, turn to page 135 for some information about a music school. Answer Student A's questions about it.**

Student A, you don't know anything about the music school, so ask Student B some questions about it.

Music School

Name/school? _____
Which instruments? _____
When? _____
How much? _____
Email? _____

Exam Time 1, Listening and Speaking, Exercise 5a, Student A (page 131)

COOKERY COURSE

Beginners' course

Learn some easy meals and surprise your friends!

Barton's Hotel, East Road

Mondays, 8.00–9.30

Cost: £20 for an eight-week course. You pay for the ingredients and eat the food!



Exam Time 1, Listening and Speaking, Exercise 5b, Student B (page 131)

Fashion Show

Do you like clothes? Come to our fashion show, The Story of Fashion. Hilton School's fashion show is at the school, on Saturday 9 October.

You can see clothes from the last 200 years! Phone 02456783912 for tickets.

Wear clothes from the past.
Ask your mum to help!
See you there!



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Exercise 1

1 C
2 C
3 B
4 A
5 A

Exercise 2

1 H
2 F
3 E
4 A
5 C

Exercise 3

1 C
2 C
3 A
4 B
5 B

EXAM TIME 3 Listening and Speaking

1 3.49 **Listen to five short conversations. For each question, choose the correct answer, A, B or C.**

Tip: You hear each conversation twice, so you can check your answers.

Example: What does the boy want to do this evening?



1 Where is the girl?



2 How did the girl travel home from Scotland?



3 What present did the girl get today for her birthday?



4 What's the weather like this afternoon?



5 What's the password?



2 3.50 **Listen to Karen talking to her dad about what happened at school this week. What did they do in each lesson? Match lessons 1–5 with activities A–H.**

Tip: Read both lists carefully before you listen so you know what you are listening for.

LESSONS	ACTIVITIES
Example:	A play a game
G English	B write a story
1 ☐ Geography	C do homework
2 ☐ History	D do a test
3 ☐ Art	E make a poster
4 ☐ Maths	F read a textbook
5 ☐ Biology	G watch a film
	H revise for exam

3 3.51 **Listen to Danny having a video call with his friend Kathy. For each question, choose the correct answer, A, B or C.**

Tip: The information in the recording comes in the same order as the questions.

Example:

Which city is Danny in at the moment?
A Rome
B Milan
C Venice

1 Where is the house?
A by the river
B in the city centre
C by the station

2 Who's in the photo in Danny's room?
A Salvo
B Salvo's mum
C Salvo's dad

3 What is Danny eating tonight?
A spaghetti
B pizza
C eggs and bacon

4 What's the time in Italy?
A four o'clock
B five o'clock
C eight o'clock

5 What language do they all speak?
A English
B Italian
C French

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EXAM TIME 3 Listening and Speaking

4 **Tip: Try to use different tenses in your answers if possible.**

Student A, answer the questions below.

1 What's your favourite website?
2 Do you prefer to travel by bus or by train?
3 Do you watch a lot of sport on television?
4 What are you going to do tomorrow?

Student B, answer the questions below.

1 What do you do in the school holidays?
2 Who's your best friend?
3 Do you play video games?
4 What's your favourite television programme?

5a **Tip: If you give your partner a name, spell it for him/her.**

Student A, turn to page 131 for some information about a museum exhibition. Answer Student B's questions about it.

Student B, you don't know anything about the museum exhibition, so ask Student A some questions about it.

MUSEUM EXHIBITION

Name/museum? _____
What/learn? _____
When? _____
Cost? _____
Take photos? _____

5b **Student B, turn to page 131 for some information about an adventure holiday. Answer Student A's questions about it.**

Student A, you don't know anything about the adventure holiday, so ask Student B some questions about it.

Adventure holiday

Type of holiday? _____
Where? _____
Which months? _____
How long? _____
How much? _____

Exam Time 2, Listening and Speaking, Exercise 5a, Student A (page 133)

PHOTO COMPETITION

For teenagers 12–16 years old

Our magazine wants your photos of animals!
Send them to www.teen-mag.co.uk before 18 September.
Win a new camera!



Exam Time 2, Listening and Speaking, Exercise 5b, Student B (page 133)

Top Class Music School

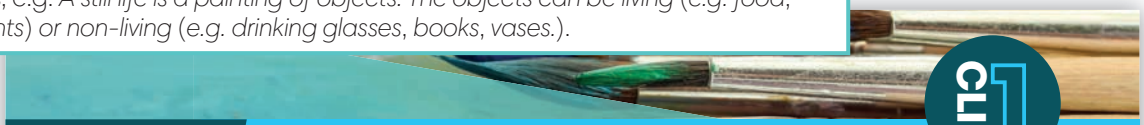
Want to learn piano, guitar or flute?
Classes every evening, 5.00–9.00
Prices: £10 a lesson
Contact mark@tcms.com.



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Extra activity

Before students open their Students' Books, have a class discussion about art. Elicit the names of as many different kinds of art as possible. If students don't mention still life, write this on the board and ask students to write a brief definition of what they think still life art is, e.g. *A still life is a painting of objects. The objects can be living (e.g. food, flowers, plants) or non-living (e.g. drinking glasses, books, vases.).*



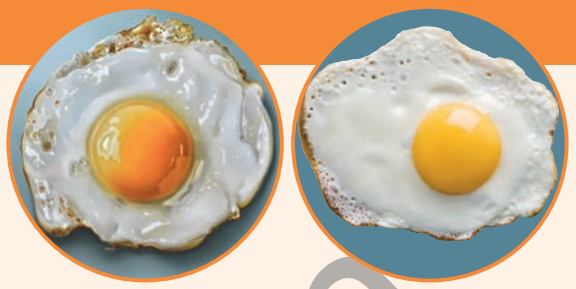
CLIL 1

ART Still life

Still life

Still life is a popular kind of painting for artists. Choose some objects – maybe some food or some flowers. Put them on a table and paint them! Easy? Oh no! Good still life painters are talented and hard-working.

Tjalf Sarnay is a famous still life painter today. He's fifty-four years old and he's Dutch, like a lot of famous still life painters from the past. But his paintings are different. In his pictures we can see ordinary objects like bread, burgers, cola cans, fried eggs, cheese and apples. His paintings are very clever. They are like photographs. Here are two pictures of a fried egg. Which is the photo and which is Tjalf's painting?



Tjalf has got four ideas:

1 Paint pictures like very good photographs.
2 Paint ordinary things.
3 Make those things beautiful.
4 Paint very big pictures.

Tjalf's paintings are called 'Megarealism'. They're very big and very real. One painting, of a burger with salt, pepper and ketchup is 823 x 550 cm! One look at Tjalf's paintings and you're very hungry!

Exercise 1

1 C
2 A
3 B

1 **Look at the still life paintings. Can you match the paintings with the dates?**

1 ☐ eighteenth century
2 ☐ 2014
3 ☐ fifteenth century



2 **Read the article above about an artist. One of the paintings in Exercise 1 is by Tjalf Sarnay. Which one?**

3 **Read the text again. Answer the questions.**

1 What nationality is Tjalf Sarnay?
2 Name three things in his paintings.
3 Why are his paintings clever?
4 What is his style of painting called?
5 How big is one of his paintings?

4 **Who is your favourite painter?**

5 **In pairs, follow the instructions below.**

- Student A, choose one of these still life paintings and describe it to your partner. Can your partner guess the painting?
- Student B, cover the pictures on this page. How many items from the paintings can you remember in two minutes?



6 **PROJECT** **Use the internet to research a famous still life artist from your country. Make notes about:**

- what is in his/her paintings.
- what is special about them.
- any other interesting information.

7 **PROJECT** **Write a paragraph about the artist and add some pictures. Show your project to the class.**

Exercise 2

A

Exercise 3

1 Dutch
2 any three of the following: bread, burgers, coca cola tins, fried eggs, cheese, apples
3 They are like photographs.
4 Megarealism
5 823 x 550 cm

Pearson

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Extra activity

Before students open their Students' Books, ask them to think of any poems they know. Put students into groups of three and tell them to decide on a poem and to try to remember two or three lines from it. When the groups are ready, they should read their lines of poetry. The rest of the class should try to identify the name of the poem and the name of the poet.

CLIL 2

LITERATURE Poetry

The thin old man with snow white hair
Sits by the window frame
He sits there quite a lot, you know
Again and again and again

He looks across the hills and fields
The big wide-open plain
He sees it every day, you know
Again and again and again

He watches fat white cows go past
Their heads all wet with rain
They go by every day, you know
Again and again and again

In his head he walks the paths
And cycles down the lane
It's just a dream he has, you know
Again and again and again



1 Can you remember a poem from school?

2 Read the poem above and choose the best title.

a Country life
b My favourite day
c The window

3 Read the poem again. Answer the questions.

1 Where do you think the writer lives?
2 How do you think the old man feels? Why?
3 The word *frame* rhymes with *again*. Find two more words in the poem that rhyme (or nearly rhyme) with *again*.
4 There are four lines in a verse. How many verses are there in the poem?
5 Find two examples of repetition in the poem – where the writer repeats a word or phrase.
6 Is the punctuation in the poem correct?

4 Do you like reading poetry? Why? / Why not?

5 In pairs, think of some words which rhyme (or nearly rhyme) with *again*. Then write another verse for the poem. Share it with the class.

- *pain* , _____ , _____ , _____
- *game* , _____ , _____ , _____

6 PROJECT Prepare a short presentation about a famous poem from your country.

- Copy the poem onto a piece of paper.
- Draw a picture to go with it.
- Make notes about what it means.
- Make notes about the rhymes, repetition and punctuation.

7 PROJECT Read your poem to the class. Use your notes to explain the poem to your classmates and say why you like it.

Exercise 2

c

Exercise 3

1 in the countryside
2 Answers will vary.
3 any two of the following: plain, rain, lane
4 four
5 *Again and again and again, you know*
6 Punctuation is flexible in a poem, so answers will vary.

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Extra activity

Before students open their Students' Books, put them into groups of four. Ask the groups to write a list of places in their town where people can exercise, either inside or outside (e.g. *gyms*, *running tracks*, *bike paths*). Set a time limit of 2 minutes and then elicit ideas from each group.

CLIL 3

BIOLOGY Exercise

Aerobic and anaerobic exercise

Everyone knows that exercise is good for us. But there are different kinds of exercise and they are good for different reasons.

Aerobic exercise
Aerobic exercise is when we use our arms and legs to do exercise. We move our whole body and use lots of different muscles. The word *aerobic* means 'with oxygen (O_2)'. We need lots of energy to do this kind of exercise. Oxygen burns fat and carbohydrates to give us energy. Aerobic exercise isn't always fast or difficult. Walking and jogging (even climbing stairs!) are examples of easy aerobic exercise. Then there is harder exercise, like dancing or swimming and the hardest aerobic exercise is when we do skilled sports like volleyball or tennis. This exercise is good for our hearts and can also help us get thinner.

Anaerobic exercise
When we do anaerobic exercise, we don't jump around a lot. We only use some muscles because we want them to get stronger. We don't use a lot of oxygen and we only burn carbohydrates. A lot of gym exercises and exercises we can do at home are anaerobic. Weightlifting, sit-ups and push-ups are examples of this. Anaerobic exercise is good for some muscles and also for our bones and joints.



Exercise 2
A A
B A
C AN
D A
E AN

1 In pairs, ask and answer the questions.
1 What kind of exercise do you do?
2 Do you know the difference between aerobic and anaerobic exercise?

2 Read the article above and check your ideas from Exercise 1. Label the photos (A–E) A (aerobic) or AN (anaerobic).

3 Read the article again. Choose A (aerobic), AN (anaerobic) or B (both).

Which type of exercise:

1	doesn't need a lot of oxygen?	*A / AN / B*
2	is good for our heart?	*A / AN / B*
3	is usually inside?	*A / AN / B*
4	burns fat?	*A / AN / B*
5	burns carbohydrates?	*A / AN / B*
6	is good for our bones?	*A / AN / B*

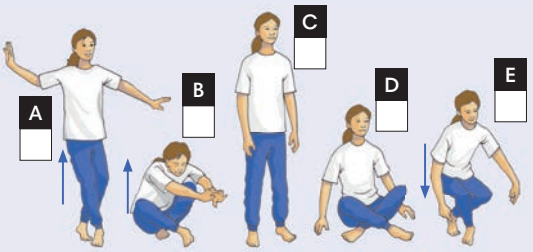
Exercise 3
1 AN
2 A
3 AN
4 A
5 B
6 AN

4 What kind of exercise do you like – aerobic or anaerobic? Why?

5 In pairs, read the text on the right about a test and order the pictures (1–5).

How flexible are you?

Exercise is important for our flexibility and our balance. Here's a quick test. It shows how good your flexibility and balance are. Stand in the middle of the room. Cross your legs. Sit down but don't use your arms or knees. Then stand up. Again, don't use your hands, arms or knees. Can you do it? Don't try if you've got a bad leg or back!



6 PROJECT Use the internet to research a useful exercise or fitness test. Make notes about:
- what and how you do the test/exercise.
- why it is good for you.
- who can and can't do it.

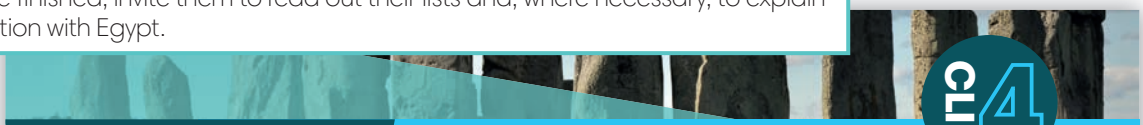
7 PROJECT Write a paragraph about the exercise or test. Add some pictures. Show your project to the class.

Exercise 5
1 C
2 E
3 D
4 B
5 A

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Extra activity

Write *Egypt* on the board and put students into groups of four. Tell the groups to write a list of ten words which they connect with Egypt. Explain that they can use proper nouns (e.g. *Nile*, *Cairo*, *Red Sea*) or other words (e.g. *pyramid*, *snorkelling*, *desert*). When the groups have finished, invite them to read out their lists and, where necessary, to explain the connection with Egypt.



CLIL 4

HISTORY Mummies

What is a mummy?

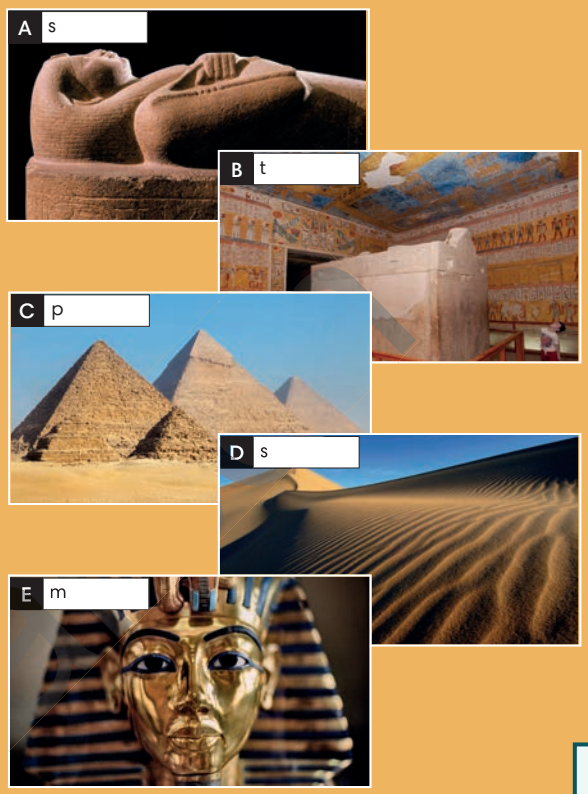
The Ancient Egyptians buried dead people in an interesting way. They prepared the body with special oils and put it in a stone or wooden box called a sarcophagus. These bodies lasted a long time and we can look at them in museums today. The bodies are called mummies. They also put food and valuable things with the bodies. Sometimes they put the dead person's pet cat there!

Why did they do this?

The Ancient Egyptians believed in an afterlife. They thought that the spirit of the dead person went to another world. They needed their body and lots of their things to use in this afterlife. They needed food and drink for the journey there.

Where did they put the sarcophagus?

They put poor people in the sand, but they buried rich people in tombs. They painted the walls with pictures from their lives. Between 2628 and 1638BC, the pharaohs (the kings) went into special tombs. They were great stone pyramids. This was to protect them. They painted the sarcophagus with a picture of the pharaoh, often with expensive gold paint. Very important pharaohs had gold masks on their faces.



Exercise 2

A sarcophagus
B tomb
C pyramid(s)
D sand
E mask

1 Do you know what an Egyptian mummy is?

2 Read the article above quickly and complete the labels for photos A–E.

3 Read the text again. Mark the sentences T (true) or F (false).

1 ☐ They buried animals with the people.
2 ☐ They thought that dead people had another life.
3 ☐ They buried all Egyptians in tombs.
4 ☐ They painted the bodies gold.

Exercise 3

1 T
2 T
3 F
4 F

4 Read about the steps for 'mummification'. It took seventy days to prepare a body! In pairs, order the steps (1–6).

a ☐ They stuffed the body.
b ☐ They wrapped special cloth round the body.
c ☐ They put a special salt all over the body. This dried it.
d ☐ They put the body in the sarcophagus.
e ☐ After fifty days it was dry and they took out the old stuffing and put in new stuffing.
f [1] They washed the body and took out everything from inside.

Exercise 4

1 f
2 a
3 c
4 e
5 b
6 d

5 PROJECT Use the internet to research a famous Egyptian mummy. Make notes about:

- who the person was.
- what things were with the mummy.
- where we can see it.
- any other interesting information.

6 PROJECT Write a paragraph about the mummy. Add some pictures. Show your project to the class.

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Extra activity

Before students open their Students' Books, write on the board: *first passenger flight in history*. Put students into pairs and ask them to guess where the flight took off from and where it landed, and also when the flight took place. Elicit students' ideas and then explain that they will find out the answers during the lesson.

CLIL 5

SCIENCE Hot-air balloons

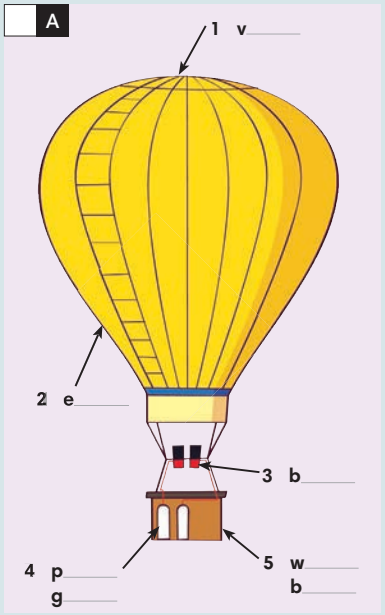
1 The hot-air balloon is not the fastest way to fly and it isn't the most direct. It depends on the wind. But the hot-air balloon was the first form of flying that carried people. It was a long time before aeroplanes. The first passengers were a sheep, a duck and a chicken! Then a few weeks later, on 21 November 1783 in France, a balloon carried two people.

2 The hot-air balloon uses science in a very easy but clever way. Hot air rises in colder air because it is lighter and less dense. Think about floating on water; our body floats because water is denser than we are.

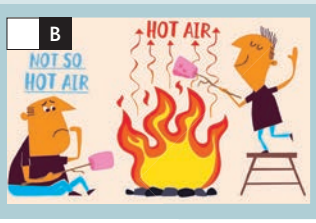
3 The hot-air balloon has three main parts. There is a balloon envelope – this holds the air. The material is nylon and has sections called 'gores'. There is a valve at the top. Under the envelope there is a burner. This uses propane gas to heat the air in the balloon. There is a wicker basket to carry passengers. Wicker is strong and quite light.

4 When the pilot wants the balloon to go higher, he turns up the gas. This makes the air hotter and the balloon rises. To go down, he opens the valve at the top of the balloon. Some hot air leaves the balloon and it goes down. To go in the right direction, the pilot goes up or down to ride on the wind. Very clever!

A



B

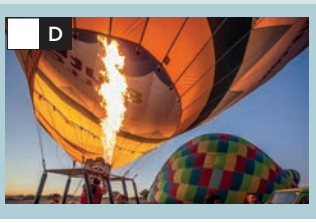


C



First balloon flight

D



Exercise 1

A 3
B 2
C 1
D 4

1 **Read the article above. Match pictures A–D with paragraphs 1–4.**

2 **Complete the labels in picture A.**

3 **Read the article again. Answer the questions.**

1 Who were the first passengers in a hot-air balloon?
2 When did the first hot-air balloon carry people?
3 Why do hot-air balloons rise?
4 Why do hot-air balloons have wicker baskets?
5 How do hot-air balloons go down?

4 **Would you like to travel in a hot-air balloon? Why? / Why not?**

5 **Work in pairs. Take turns to tell each other about the hot-air balloon. Talk about:**

- Student A: the first hot-air balloon.
- Student B: the science behind the balloon.
- Student A: the parts of the balloon.
- Student B: how it goes up and down.

6 PROJECT **Use the internet to research a famous airship (an aircraft that used hot gas). Make notes about:**

- its name and when it flew.
- how it moved.
- if it was safe.
- any other interesting information.

7 PROJECT **Write a paragraph about the airship. Add some pictures. Show your project to the class.**

Exercise 2

1 valve
2 envelope
3 burner
4 propane gas
5 wicker basket

Exercise 3

1 a sheep, a duck and a chicken
2 21 November 1783
3 because hot air is lighter and less dense than cold air
4 to carry passengers/because wicker is strong and light
5 The pilot opens the valve at the top of the balloon. Some hot air leaves the balloon and it goes down.

Extra activity

Before students open their Students' Books, explain that they are going to be reading about English-speaking countries around the world. Put students into groups of four. Tell them to work together to name as many English-speaking countries as they can, and then to draw a rough map of the world and to show these countries on their map. When they have finished, they can open their Students' Books to compare their maps with the map on page 141.

CULTURE 1 Explore the English-speaking world

Exercise 1

India

1 **Read about the main English-speaking countries. Which country has the biggest population?**

2 **Read the text. Answer the questions.**

1 Which famous people came from Dublin?
2 Which place in America sees the sun rise first?
3 What is the capital of Australia?
4 Which country has three capital cities?
5 What was special about the 2010 World Cup?

3 **In pairs, answer the questions.**

1 What is the capital of your country?
2 What is the population and currency?
3 What is interesting about your country?

4 **Write a short fact file about your country. Use your answers to Exercise 3 and the examples in the text to help you.**

Exercise 2

1 James Joyce and Oscar Wilde – writers
2 Maine
3 Canberra
4 South Africa (Pretoria, Cape Town, Bloemfontein)
5 It was the first played in Africa.

The English speaking world



The UK

Capital of the UK and England: London (Edinburgh is the capital of Scotland. Belfast is the capital of Northern Ireland. Cardiff is the capital of Wales.)
Population of the UK: 63 million
Full name: United Kingdom of Great Britain and Northern Ireland
Currency: British pound
Extra interesting facts: The English like drinking tea. An English person drinks more tea than anyone else. They drink over twenty times more than Americans!

The Republic of Ireland

Capital of the Republic of Ireland: Dublin
Population of the Republic of Ireland: 4.8 million
Currency: euro
Extra interesting facts: In the Republic of Ireland people also speak Gaelic. English is the language of business. Ireland is famous for its writers. James Joyce and Oscar Wilde came from Dublin.

The USA

Capital of the USA: Washington DC
Population of the USA: 319 million
Full name: United States of America
Currency: US dollar
Extra interesting facts: The state of Maine sees the sun rise before the other states!

Canada

Capital of Canada: Ottawa
Population of Canada: 34 million
Currency: Canadian dollar
Extra interesting facts: They speak French and English in Canada.

Australia

Capital of Australia: Canberra
Population of Australia: 22.6 million
Currency: Australian dollar
Extra interesting facts: There are more sheep in Australia than people!

India

Capital of India: New Delhi
Population of India: 1.2 billion
Currency: Indian rupee
Extra interesting facts: India makes between 800 and 1,000 Bollywood films every year.

New Zealand

Capital of New Zealand: Wellington
Population of New Zealand: 4.5 million
Currency: New Zealand dollar
Extra interesting facts: It is the first country in the world to see the sun rise!

South Africa

Capital of South Africa: Pretoria, Cape Town and Bloemfontein
Population of South Africa: 53 million
Currency: South African rand
Extra interesting facts: The Football World Cup was in South Africa in 2010. This was the first Football World Cup in Africa.



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Extra activity

Before students open their Students' Books, tell them that they are going to be reading about the UK. Put students into groups of four and explain that they are going to write a short paragraph about the UK for someone who has, somehow, never heard of the country. They can write any information relating to the UK, as long as this information is true and correct (e.g. *'The UK' stands for 'the United Kingdom'. The UK flag is the Union Jack.*). When they are ready, invite each group to read out their paragraph to the class and encourage them to compare how similar or different their paragraphs are.

CULTURE 2 Explore the UK



Exercise 1

1 B (Scotland)
2 C (Northern Ireland)
3 A (Wales)
4 D (England)

1 **Read the text and look at the map. Match the fact files (A–D) with the countries (1–4).**

2 **Read the text again. Answer the questions.**

1 What languages do people speak in the UK?
2 Where are the following cities?
   a Aberdeen
   b Derry
   c Leeds
   d Cardiff

3 **In pairs, answer the questions.**

1 How many official languages are there in your country?
2 What are the main ethnic groups?
3 Write a fact file for your country. Include this information
   - location
   - population
   - main cities
   - languages

And YOU



A	
Location:	_____ is in the west of the UK.
Area:	20,780 km²
Population:	3 million
Capital:	Cardiff
Main cities:	Cardiff, Swansea and Newport
Languages:	English and Welsh (Cymraeg – 21% of the population)

B	
Location:	_____ is in the north of the UK.
Area:	78,789 km²
Population:	5.3 million
Capital:	Edinburgh
Main cities:	Edinburgh, Glasgow and Aberdeen
Languages:	English and Scottish Gaelic (1.4% of the population)

The United Kingdom: facts and figures

C	
Location:	_____ is in the north-east of Ireland.
Area:	13,576 km²
Population:	1.8 million
Capital:	Belfast
Main cities:	Belfast, Derry and Lisburn
Languages:	English and Irish Gaelic (7% of the population)

The United Kingdom is England, Wales, Scotland and Northern Ireland. The government of the UK is in London. The Prime Minister is the head of the government. Queen Elizabeth II is the Head of State. The United Kingdom is a multicultural society. There are many different ethnic groups. People from India, Bangladesh, the Caribbean, Africa and China live in the UK.

D	
Location:	_____ is in the south of the UK.
Area:	130,410 km²
Population:	53 million
Capital:	London
Main cities:	London, Birmingham and Leeds
Language:	English

142 Culture

Exercise 2

1 English, Welsh, Scottish Gaelic, Irish Gaelic
2 a Scotland
   b Northern Ireland
   c England
   d Wales

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1.03 Unit 0, 0.1, Exercise 8

1 My name's Javier. That's J-A-V-I-E-R.
2 Hi, I'm Krzys. That's K-R-Z-Y-S.
3 My name's Emma. That's E-double M-A.
4 My surname is Harley. That's H-A-R-L-E-Y.
5 I'm Gillian. That's G-I-L-L-I-A-N.
6 I'm Eleanor. That's E-L-E-A-N-O-R.

1.04 Unit 0, 0.3, Exercise 3

Stand up!
Sit down!
Stand up!
Don't sit down!
Ask your partner, 'What's your favourite music artist?'.
Don't answer your partner!
Sit down!
Turn to page 8 in your Student's Book.
Read the first sentence on page 8.
Don't close your book!
Open your exercise book!
Write your name!
Don't write with your right hand!
No, don't write your surname!
Close your books!
Sit on your desk!
Don't talk!
Put your Student's Book on your head!
Repeat these words after me: 'Don't worry, be happy!'
Don't laugh!

1.11 Unit 0, 0.5, Exercise 2

1
A: Excuse me, what's the time?
B: It's three p.m.

2
A: Excuse me, what's the time?
B: It's a quarter to two.

3
A: Excuse me, what's the time?
B: It's ten past five.

4
A: Excuse me, what's the time?
B: It's twenty to nine.

5
A: Excuse me, what's the time?
B: It's half past seven.

6
A: Excuse me, what's the time?
B: It's a quarter past eleven.

1.21 Unit 1, 1.5, Exercises 2 and 3

C = Chrissy Do = Donna Du = Duncan M = Marc S = Sam

1
C: Excuse me? I'm Chrissy and I've got a blog about fashion. Your hair's really nice.
Do: Oh, thanks.
C: Is it OK to take a photo for my blog?
Do: Yes, OK.
C: Cool sunglasses too!
Do: Thanks! They're just cheap glasses from the market!
C: They're great! What's your name?
Do: I'm Donna. Tell me about your blog.

2
C: Hi. Can I take a photo for my blog? Your style is just perfect!
S: Yes, sure.
C: What's your name?
S: I'm Sam.
C: How old are you, Sam?
S: I'm seventeen.
C: You've got great style. Your boots are fantastic.
S: Thanks! They're from Spain.

3
C: Wow! Really cool jacket! Can I take a photo for my blog?
Du: Which blog is this?
C: It's about fashion in Newport.
Du: Oh, OK then.
C: Great!
C: You've got great style!
Du: Thank you!
C: What's your name? I'm Chrissy.
Du: I'm Duncan.
C: Are you a student?
Du: No, I've got a job in a shop.

4
C: Wow! Can I take a photo of you for my blog?
M: Um, sure!
C: It's a beautiful bike!
M: Thanks! It's French.
C: What's your name? I'm Chrissy.
M: I'm Marc. What's the name of your blog?
C: It's *The Newport Look*.

1.33 Unit 2, 2.1, Exercise 9

I = Ian L = Lee

L: Hey, Ian. This is a really interesting article about food and drink and the calories they have.
I: About what?
L: 200 calories is 37 grams of crisps, but it's 385 grams of apples.
I: That is interesting, Lee.
L: Look, you can choose a menu for a day and check the number of calories.
I: Cool!
L: Come on, choose your menu.
I: OK. What's on the menu?
I: Well, for breakfast, a small glass of orange juice, some breakfast cereal with milk, a banana and a muffin.
L: OK, that's 800 calories. What about lunch?
I: For lunch, um … a cheeseburger, a celery, apple and yoghurt salad, a small packet of crisps and a glass of cola.
L: Right, that's 900 calories.
I: And for dinner, um … a bacon sandwich, three biscuits and a fruit yoghurt.
L: And to drink?
I: Um, water hasn't got any calories, right?
L: No.
I: OK, so water to drink.
L: OK, so your menu for a day is 2,400 calories.
I: Is that good or bad?
L: Well, let's see … You're a boy, and you're thirteen years old, so your calorie limit per day is 2,414 calories. So congratulations! Your menu for a day is inside your calorie limit. But crisps and cola? They aren't very good for you and …
I: OK. It's your turn now.

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1.40 Unit 2, 2.5, Exercise 3

G = Greg T = Tom Y = Yvonne

T: What's on the shopping list?
Y: Tea, bread, milk and apples. Oh, and ice cream!
G: Yoghurt?
Y: Um, it's not on the list. Good idea! Yoghurt.
T: Beans?
Y: No, we've got lots of beans.
T: Oh yes! We haven't got many biscuits!
G: Can we get chocolate chip cookies?
Y: OK. Chocolate chip cookies. Anything else?
G: Fish fingers!
T: What about hamburgers? They're my favourite.
Y: OK, fish fingers or hamburgers?
G/T: Fish fingers! / Hamburgers!
T: OK, fish fingers.
G: Crisps!
T: We've got lots of crisps!
G: There aren't any cheese and onion crisps.
T: Yes, there are. Oh … no, there aren't.
Y: OK, cheese and onion crisps. Right, let's go.

1.42 Unit 2, 2.5, Exercise 5

A = Announcer G = Greg T = Tom Y = Yvonne

G: Here are the crisps.
Y: 26p a packet – that's a great price!
A: It's a great day for fish fingers! Get delicious fish fingers – only two pounds twenty-eight a packet.
G: Look, Mum – I've got the fish fingers.
Y: That's good.
G: Oh! Brownies! A special price, only four pounds fifteen!
Y: No, Greg! No brownies. We've got chocolate chip cookies.
T: How much are the cookies?
Y: Two pounds ten.
T: That's a good price.
A: Today we have a special price for baked beans. Only seventy pence a tin!
Y: How much?
T: Seventy p a tin. That's really cheap. How many tins?
Y: Four.
G: OK.
Y: OK, let's go!

1.44 Unit 2, 2.5, Exercise 7

G = Greg L = Lucy

G: How much money have you got, Lucy?
L: Five pounds fifty.
G: I've got four pounds fifty, so we have ten pounds to buy food for the party. Let's buy some fruit.
L: Yes, good idea. I like bananas. How much are they?
G: They're cheap. A kilo of bananas is only 64p!
L: OK, let's get some bananas.
G: What about chocolate biscuits?
L: No, they're expensive. Look, they're three pounds eighty-nine for a packet!
G: Yes, that's expensive. Let's buy some ice cream. It's only one pound ninety-five. And these muffins are cheap. They're two pounds twenty pence for four. Let's get them.
L: OK. What about drinks?
G: Orange juice?
L: No, it's expensive. It's one pound twenty-five. The cola is only eighty-nine pence.
G: OK, let's get the cola then.

1.56 Unit 3, 3.4, Exercise 1

M = Max S = Sol

S: Hi, Max!
M: Alright, Sol?
S: Is everything OK?
M: Yeah! Well, actually, no. It's my blog. My last video has only got two likes. And I tell people to leave their questions under the video but nobody does!
S: Oh don't worry, mate. It's only your second video. I'm sure your blog is the start of something really big … big …

1.59 Unit 3, 3.5, Exercise 3

K = Karen L = Lisa M = Mark T = Tina Ti = Tim

T: Welcome to our first caller, Mark. What do you do when you're sad?
M: When I'm unhappy, I put on some old clothes and then I make myself a big mug of delicious hot chocolate. Then I feel relaxed again.
T: Oh, OK! And next we have Tim.
Ti: My tip is to watch a sad film. You watch the film, cry and then you feel happy again.
T: Really?
Ti: Yes, try it.
T: Yes, maybe. Thanks! Next we have Lisa.
L: Hi. When I feel worried, I read a book about History. Then problems suddenly aren't very important.
T: An interesting philosophy, thank you. I usually have a hot shower when I feel blue! And who do we have now?
K: Hi, it's Karen. When you feel bored or sad, do something nice for somebody else. Phone to say you love them.
T: Sorry, Karen. Can you be quick? We've only got ten seconds.
K: Make them a cake. Buy a present for them.
T: Thanks, Karen. Those are great ideas. And now, traffic news …

2.01 Unit 4, 4.1, Exercise 3

B = Boy G = Girl T = Teacher

1
T1: A hundred and forty-four divided by nine. No, without using a calculator! Millie?
G1: Sixteen, Miss.
T1: That's right. Excellent!

2
B1: Hey, Dan! That's my ruler!
B2: Not it's not, Scott Wilson!
T2: Now what's going on, boys? Why aren't you working on your maps?
B1: Dan's got my ruler!
T2: Is that right, Dan?
B2: No, I haven't.
T2: Now calm down! You don't need a ruler to colour a map. Please just get on with your work!

3
T3: OK. There's a test tomorrow. I want you to learn the names and dates of all the American presidents. The list is in your text books.
G2: Eh? What? All the presidents?
T3: All of them.
G3: Names and dates? For tomorrow?
T3: Yes. Write it in your homework diaries. A test tomorrow – the second of April!

4
T4: Stephen Brown! Where's your football shirt?
B3: It's at home, sir.
T4: Again? Are you sure it's not in your sports bag?
B3: Yes, sir. It isn't there.
T4: Well, you know what you can do?
B3: Yes, sir. Help in the library.

5

B4: *Hamlet* is a famous work by the great English writer William Shakespeare. It's a tragedy and it …
T5: Leo! Don't look at the projector all the time. Look at your classmates. That's right. Try again.
B4: *Hamlet* is a famous work by the great English writer William Shakespeare.
T5: Yes, that's much better!
B4: It's a tragedy and it tells the story of Hamlet, Prince of Denmark …

2.08 Unit 4, 4.5, Exercise 4

Well, here we are in College Hall at Broadboard School. It's eight a.m. and about 200 pupils are having breakfast. It's very noisy! Students start classes in about an hour but we've got time – the classrooms aren't far away!

Well, pupils are walking to their first class of the day. Here at Broadboard School, students start school at nine o'clock and they have classes until four o'clock from Monday to Friday, but they also go to school on Saturday mornings.

It's now half past seven in the evening and we're in the library. From quarter past seven until nine o'clock, all the pupils who live in the school have Study Time. All around me young people are sitting at desks. Some are reading, some are here to revise for exams or do homework. It's a long day with many hours of study, but later students have an hour to meet friends, chat or play table tennis before bed at ten o'clock.

2.09 Unit 4, 4.5, Exercise 5

Here at Broadboard School, students start school at nine o'clock and they have classes until four o'clock from Monday to Friday, but they also go to school on Saturday mornings.

All around me young people are sitting at desks. Some are reading, some are here to revise for exams or do homework.

2.19 Unit 5, 5.1, Exercise 9

C = Cilla G = Graham J = James

G: Welcome to *The ABC of Music*, the quiz show that asks how much you know about music. Here's Cilla!
C: Thanks, Graham. And our contestant today is James Hardy from Leicester. Hi, James. Welcome to the show!
J: Hi, Thilla … Cilla, thanks.
C: It's OK, James. Don't be nervous.
C: Do you like reggae music, James?
J: Yes.
C: That's great because our first question is: Where is reggae music from? Is it a) Argentina, b) Jamaica or c) South Africa?
J: That's easy, Cilla. Reggae music is from Jamaica. The answer is b.
G: That's the correct answer!
C: Well done, James. Question two. Which of these instruments is typical in country music? Is it a) the saxophone, b) the cello or c) the harmonica?
J: I'm not sure, but I think it's the harmonica? The answer is c?
G: That's the correct answer! The harmonica is a typical instrument in country music.
C: Well done, James. Question three. What nationality are Sia Furler, Kylie Minogue and AC/DC? Are they a) Australian, b) British or c) Canadian?
J: The answer is a. They are all Australian.
G: That's the correct answer!
C: Well done, James. Question four. What's the name of Pharrell Williams' 2014 hit song? Is it a) Happy, b) Hello or c) Sugar?
J: I don't know. I can't remember. Um … a – Happy?
G: That's the correct answer!
C: Well done, James. Question five. Which pop star is famous for the hit songs Baby and Love yourself? Is it a) Ed Sheeran, b) Hozier or c) Justin Bieber?
J: That's easy. He's one of my favourite singers. It's c, Justin Bieber.
G: That's the correct answer!
C: Well done, James. You've got five questions right. Now, question six. How long is a standard violin? Is it a) 20.4 cm, b) 35.6 cm or c) 48.2 cm?
J: Oh, I have no idea. Sorry. I really don't know. Is it b – 35.6?
G: That's the correct answer!
C: Well done, James. You're lucky! Now, question seven. Which pop star is famous for the songs E.T. and Firework? Is it a) Amy Winehouse, b) Katy Perry or c) Madonna?
J: I know it isn't Madonna. I think it's Katy Perry. Yes, it's b again. Katy Perry.
G: That's the correct answer!
C: Well done, James. Seven correct answers! Now, last question – question eight. Get this right and you win the big prize. Good luck, James.
J: Thanks, Cilla.
C: Listen to this classical music. Who is the composer? Is it a) Beethoven, b) Mozart or c) Vivaldi?
J: Classical music! Oh no! I don't know anything about classical music. I know the music but I don't know the composer. Beethoven? No! Mozart.
C: Mozart? Is that your final answer?
J: Yes, Mozart, b.
G: That's not the correct answer!
C: Oh James! Bad luck. The last question wrong. So you get nothing! I'm so sorry. Maybe try again next time.

2.22 Unit 5, 5.4, Exercise 2

A = Announcer D = Dad E = Eva J = Jenny L = Lily M = Max S = Sol

J: Hello and welcome to The Steps! We've got a great show for you tonight! Now, to our first nominee.
M: The Steps are the most important prizes for dancers in the USA.
S: Max is my best friend. He's the nicest guy. I hope he wins.
L: Max trains hard. He's the fittest person in our family.
E: Max is sweet. He's the sweetest guy I know.
D: Max is … Max is … Sorry.
M: This is the worst moment! I'm really nervous!
A: Max Gregg, two minutes.
J: The prize for the best break dancer goes to … Max!
M: Thank you! This is the happiest moment of my life. I want to thank my biggest fans: my dad and my sister Lily. And my best friends, Sol and Eva. Thank you, thank you!
L: Shh, listen.
J: The prize for the most original dance routine goes to … Max!
M: Thank you! This is the most fantastic day!
J: The coolest dance move … Max! The cutest hairstyle … Max! The greatest person in the world … Max!
D: Max! Max!
M: What? What's going on?

2.24 Unit 5, 5.5, Exercises 4 and 5

A = Aidan V = Vanessa

A: Tomorrow's the twenty-first of June, World Music Day. And here to tell us about it is Vanessa. Hi.
V: Hi.
A: What is World Music Day?
V: It's a French invention from 1982. It's a day for people to make music.
A: Only professional musicians?
V: No, anyone who enjoys music: children, old people, street musicians, classical orchestras, jazz bands, opera singers …
A: Great!
V: In many places there are stages in streets and parks. People also play music at home. They open their windows and play

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to the audience in the street outside. You can also go to concerts and see fantastic groups. And sometimes they're free – you don't need to buy tickets.
A: Is it popular?
V: Yes, it takes place in more than 700 cities in 120 countries.
A: What about World Music Day here in Dublin?
V: Well, there's a lot happening. You can get information on the website wmddub.com or call the helpline: 031632 576 994.
A: OK, thanks, Vanessa. That phone number is 031632 576 994 and the website …

2.27 Unit 5, 5.6, Exercise 4

D = Dad L = Lily M = Max

D: That's a delicious birthday cake. Thanks very much.
L: OK, Dad, it's time to open your presents.
D: Oh! Presents for me! Thanks.
M: Here's the first present. It's Eva's idea.
D: Oh! Great! What is it? A T-shirt?
L: No, Dad, it isn't a T-shirt.
D: Cookies?
M: Dad, just open it.
D: Oh! Headphones! Cool!
M: Now you can listen to your music and we can't hear it!
D: Thanks, guys.

2.29 Unit 5, 5.6, Exercise 6

1
A: Can I make a suggestion?
B: Yes, of course.

2
A: Why don't we finish school early today?
B: No, that's not a good idea.

3
A: Why don't you do your homework before breakfast?
B: Hmm, maybe. I'm not sure.

4
A: Let's go to the cinema this afternoon.
B: Yes, why not?

5
A: What about a Spanish omelette for lunch?
B: Great idea!

2.33 Unit 6, 6.1, Exercise 4

A = Amy B = Bob

A: OK, Bob. You always say you know a lot about sport. Well, there's a sports quiz in this magazine. Want to try?
B: Sure, Amy.
A: Question one: In which city can you play a tennis match at Wimbledon? Is it a) London, b) New York or c) Paris?
B: Wimbledon? It's in the UK, in London.
A: Correct. How many teams are there in the football World Cup finals – a) eight, b) sixteen or c) thirty-two?
B: There are thirty-two teams in the World Cup finals – eight groups of four teams.
A: Yes. What sport do the Bulls, the Celtics and the Rockets play? Is it a) baseball, b) basketball or c) American football?
B: That's easy for an American. The Bulls, the Celtics and the Rockets are all basketball teams.
A: To win this race, cyclists go about 3,500 km in July. In which country – a) France, b) Italy or c) Spain?
B: It's a. It's the most famous cycling race in the world – the Tour de France.
A: Correct. That's four correct answers. In the Olympics, what's the shortest race for a swimmer to win a gold medal – a) 25 metres, b) 50 metres or c) 100 metres?
B: The shortest race? Fifty metres?
A: Yes, that's right. 22 September 2015, Bayern Munich vs. Wolfsburg. A Polish football player scores five goals in only nine minutes. What's his surname – a) Klose, b) Lewandowski or c) Podolski?
B: Lewandowski, Robert Lewandowski. Five goals in nine minutes! Fantastic!
A: And it's fantastic for you too, Bob. Six correct answers out of six! Oh wait! There are some more questions here …

2.34 Unit 6, 6.1, Exercise 6

A = Amy B = Bob

A: OK, next question: the fastest cyclists can cycle one kilometre in what time – a) one minute, b) one minute thirty seconds or c) two minutes?
B: One minute. In fact, it's under one minute, I think.
A: Correct. US basketball player Steph Curry scores a lot of points and wins a lot of matches. How tall is he – a) 1.61 m, b) 1.91 m or c) 2.21 m?
B: I know he's small for a basketball player, so I guess he's only one metre ninety-one?
A: That's right. The fastest marathon runners usually come from two African countries. Ethiopia is one; what's the other – a) Egypt, b) Kenya or c) Nigeria?
B: Kenya.
A: Good! OK, last question: Katie Ledecky is a fast swimmer. How far can she swim in four minutes – a) one hundred metres, b) two hundred metres or c) four hundred metres?
B: Um … four hundred metres?
A: Well done, Bob! Ten points out of ten! You know a lot about sport!

2.45 Unit 6, 6.5, Exercises 3 and 4

E = Emma G = Gwen J = Jim K = Keith S = Sam

1
G: We want you to tell us about a day you were happy or sad because of sport. And our first caller is Keith from Glasgow. Hi, Keith.
K: Hi. I was really happy when Andy Murray won the Wimbledon tennis tournament.
G: That was in 2016, right?
K: Yes, he played Milos Raonic in the final.
G: Were you at the match?
K: No, I wasn't. I saw it on TV at my tennis club. It was fantastic!

2
G: Our next caller is Emma.
E: I often go running but last Sunday I ran in a ten-kilometre race for the first time. My time was thirty-nine minutes fourteen seconds! Before that my best time for 10K was forty minutes thirty seconds.
G: Were you the winner?
E: No, I wasn't, but my friend won the race. His time was thirty-two minutes forty.

3
G: And the next caller has a story for us about football. Is that right, Sam?
S: Yes. My favourite team is Liverpool. Last year we were in the cup final! The tickets were expensive – forty-five pounds! We took the train to London – that cost fifty-seven pounds! Then I lost the tickets.
G: Oh no!
S: We bought more tickets outside the stadium – seventy-five pounds! And we lost the game 2–1!

4
G: Our last caller is Jim.
J: Hi. Sport makes me happy.
G: How?
J: I wasn't fit before. But now I go jogging every morning. I go swimming three times a week. At weekends I go cycling, I play badminton and I do judo. And I play for the school football team. Life's great!

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2.48 Unit 6, 6.6, Exercise 2

D = Dad Da = Dale E = Eva L = Lily M = Max S = Sol V= Vicky

What do you do in your free time?

M: I don't know why you're all here. They only asked me a few questions.
D: We want to listen to the radio star!
M: Dad!
L: Shh! It's starting!
Da: … and so our reporter Vicky Love went to interview some young people about the sports they enjoy.
V: So, Greg, what do you do in your free time?
M: I hang out with my friends and I do a lot … I dance. I mean, I do a lot of dancing.
V: Dancers need to be fit. Do you do much sport? Do you go running, for example?
M: No, I'm not very keen on running. It's boring.
V: But you like sport, right?
M: Not really. I play football sometimes but to be honest, I'm not really into sport. I love dancing.
V: Do you play for a football team?
M: No, I'm not interested in team sports. I go cycling with my friend Dad, I mean, Sol. I'm a big fan of skateboarding. Is that a sport?
V: I don't think so, no. OK, thanks. That was twelve-year-old Greg Marks. And now back to the studio.
D: Is that it? That wasn't very good.
M: I know but I …
S: Skateboarding! Is that a sport?
L: I do a lot … I dance!
M: I was nervous. I …
S: I go cycling with my friend Dad!
M: It's not easy talking on the radio. You …
E: And they got your name wrong! Greg Marks!
D: Greg Marks.
S: And your age! Twelve years old!

3.03 Unit 7, 7.5, Exercises 2 and 3

1 My favourite thing when I was eight was my fingerboard. It's a very small skateboard but you didn't put your feet on it – you put your fingers on it and did tricks! I played with it all the time! My big hero was Harry Potter, of course! I had all the books and DVDs!

2 I love music from the noughties! Number one for me was Hannah Montana. I loved the series and I had all her albums. I always had one of her songs as the ringtone for my phone! My favourite programme was *Clifford* – a red cartoon dog. I thought he was wonderful.

3 I was seven when I got my first one. It was a small red phone. I remember you could have 140 tracks – you know, songs – on it. I was really happy because I didn't have an MP3 player! I listened to music on little red earphones. Popular clothes? Well, my big sister had sheepskin boots. They were awesome: very big but warm and soft. I asked my mum for a pair on my birthday one year but she got me trainers instead.

3.12 Unit 8, 8.1, Exercise 7

My country is the fourteenth largest in the world. It has a population of 125 million.
Our flag is green, white and red. The actor Salma Hayek is from my country. There are many different languages but most people speak Spanish. We don't use dollars or euros, we use pesos. My country's in North America. It's to the south of the United States. The Pacific Ocean is to the west. The capital is Mexico City.

3.15 Unit 8, 8.2, Exercise 4

K = Katy L = Lola

L: Spain is very different from Britain. I mean, in Britain you have to queue everywhere. In Spain we don't queue so much.
K: Yeah, that's right.
L: I mean, you have to queue at the bus stop when you're the only person there. That's crazy!
K: No, you don't! That's not true.
L: And in Britain you have to say 'please' and 'thank you' all the time. For example, in a café you have to say, 'A cup of coffee, please.' And then when you get your coffee, you have to say 'Thank you.' And when someone opens a door for you, you mustn't forget to thank them.
K: Yes, well, it's polite, isn't it?
L: In Spain you don't have to say 'please' or 'thank you' in a café. You don't have to say 'por favor' or 'gracias' to the waiter. It's his job to give you a cup of coffee.
K: Really?
L: Yes. And another difference: in Spain you have to kiss your friends when you meet them. British people don't do that.
K: No, we don't.
L: You have to give two kisses – one on each side of the face. When you're at a party or with a lot of friends, it can take a long time to say goodbye because you mustn't forget to kiss everyone goodbye. I usually start saying goodbye half an hour before I want to go!

3.17 Unit 8, 8.4, Exercise 1

E = Eva M = Max S = Sol

S: There's a treasure hunt in Brighton on Sunday.
E: A what?
S: A treasure hunt – you know, you have to work out the meaning of a clue to find a place. Look! Then you go to the place and find another clue, and so on. You can win a mystery prize.
M: What prize can you win?
S: It's a mystery prize, Max. We don't know what it is.
M: Oh yeah.
S: It costs five pounds to enter and the money goes to Children in the World.
E: What's that?
S: Children in the World? It's a charity that helps children around the world. Do you want to go?
E/M: Sure. / Yeah, why not?

8.3 3.18 Unit 8, 8.4, Exercise 2

E = Eva M = Max S = Sol W = Woman

A mystery prize, Part 2

S: Open it. What does it say?
M: 'Look for a woman with wings.'
E: Let's go that way.
S: OK.
M: So, 'look for a woman with wings.'
S: Read that clue again.
M: 'Look for a woman with wings.'
E: Is there a statue of an angel here?
M: Look, under the angel's feet! There's a note!
E: Take a photo of the note. Has your camera got a zoom? Use the zoom. What does it say?
M: 'William entered here B4!'
E: I don't get it.
M: 'William entered here before.' Is it a door? Or a gate?
S: Got it! William is King William IV! Let's go to the Pavilion!
S: Here's the gate – the William IV gate!
M: And there's the clue: 'Iri al la biblioteko'? Is that French?
E: No, and it isn't Spanish. I think it's Esperanto.
M: What does it mean?

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E: *Biblioteca* is library in Spanish. Is there a library near here? Let's go to the library.
S: There's the library.
W: You made it. Congratulations!
E/M/S: Thank you.
S: What's the prize?
M: An intensive course of Esperanto for three people.
E: Tre bona!

3.19 Unit 8, 8.5, Exercises 3 and 4

A = Ania M = Mario St = Steve S = Sonia

St: We often have problems when we write emails or text messages or when we have a conversation or make a phone call. For example, one time I called someone and she asked me my name. I said, 'Watt'. She asked me the question again: 'What's your name?' 'Watt,' I said. 'WHAT'S YOUR NAME?' 'Watt. Mr Watt! W-A-T-T!' Then she understood.
S: I had a problem last summer. I was in a café and I asked the waiter for a jam sandwich. He asked, 'Strawberry?' and I said, 'No, jam! Cold meat!' And he started laughing. I meant a ham sandwich, not jam.'
St: Mario?
M: I have a friend in the US. We often chat online. One day he jumped in a river and saved a girl's life! So I posted a message on his Facebook page. I wrote 'You are very bald.' He wasn't happy because in English *bald* means you haven't got any hair. But in Italian *baldo* means you are brave. I used the wrong word.
St: Ania?
A: One day I sent a text to a friend. I wrote 'My dad is very noisy at night, so he has to sleep in the garden.'
St: Your dad sleeps in the garden?
A: No, it was the autotext – you know, the automatic writing on my phone. I wanted to write 'My dog is very noisy', not 'my dad'.

3.20 Unit 8, 8.5, Exercise 5

A = Ania M = Mario S = Steve

S: … when we have a conversation or make a phone call. For example, one time I called someone and she asked me my name. I said, 'Watt'. She asked me the question again. 'What's your name?'
M: I have a friend in the US. We often chat online. So I posted a message on his Facebook page.
A: One day I sent a text to a friend.

3.35 Unit 9, 9.5, Exercise 2

1 I woke up this morning and looked out the window to see two feet of snow! I love New York but the winters here are really bad some years! One of my teachers skied to school!
2 This afternoon I met my friends in the city centre to go shopping. It started raining hard but luckily, we all had umbrellas. When you're in Hong Kong in June, that's always a good idea – the weather can change really fast.
3 It's a holiday today in our country and the weather's perfect – a beautiful blue sky, no clouds at all, the sun is shining and everywhere people are sunbathing. Mexico City looks wonderful!

3.37 Unit 9, 9.6, Exercise 1

D = Dad E = Eva M = Max S = Sat-Nav

Twenty minutes before Max's audition, Part 1

S: At the – next crossroads – turn – left.
D: What is she saying now?
S: At the – next crossroads – turn – left.
D: What is she talking about? Which crossroads?
S: Turn – left – turn – left.
D: Where? There's no road!
M: I think we're lost.
S: Go – back to the – crossroads and turn – right.
E: The Sat-Nav isn't working. We're driving in circles. Max, your audition is starting in twenty minutes. Mr Gregg, why don't you try and park the car somewhere? Max, Sol and I can get out and try to get to the theatre ourselves.
M: How?
E: We run!
S: Turn – left – turn – left.

3.38 Unit 9, 9.6, Exercise 2

E = Eva M = Max S = Sol W = Woman V = Voice

M: There's one problem with this plan. We don't know where to go.
S: Just a sec! I've got a map app on my phone. Oh no, the GPS on my phone isn't working!
E: It's probably all these tall buildings. Why don't we ask somebody for directions?
M: Good thinking! … Excuse me. Where's the National Youth Theatre, please?
W: Go to the end of the road. Then turn left at the traffic lights into Holloway Road. Go past the Odeon Cinema. Then take the first turning on the left. That's Windsor Road. The theatre's on the right. You can't miss it! It's not far.
M: Great, thank you.
M: So, go straight on, turn left, then take the first turning on the right …
S/E: Left!
S: Quick, let's cross the road! Oh no! The road's totally blocked!
E: Hurry up! Before the lights change!
M: Come on, Sol! My audition starts in five minutes!
S: Sorry! I'm running as fast as I can!
V: Attention!
S: Oh no!
V: Attention! Vehicle reversing. Attention! Vehicle reversing.
E: Look! There it is! National Youth Theatre!

3.43 Exam Time 1, Exercise 1

Example

A: Do you want to take the dog for a walk? It's a nice afternoon.
B: Good idea. I've got some homework but I can do it this evening.
A: I haven't got any homework today! I can watch television. There's a good football match.
B: I don't like football. It's boring.
A: Homework is boring too! OK. Where's the dog?

1

A: Are these boots yours?
B: No, they're my mum's. They're really nice! I want exactly the same ones for my birthday. But this black jacket is mine. It's new. It's a present from my Aunt. I love it.
A: I've got a black jacket too. And those sunglasses are really cool!
B: Yes, they are my brother's.

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2

A: I'm really hungry, Mum. Is it chicken tonight?
B: There isn't any chicken, sorry.
A: Is there any pizza from yesterday? I love cold cheese and tomato pizza!
B: No, there isn't. Tonight we've got cheese omelette and salad – nice and healthy.
A: Mm … Are you sure there isn't any pizza?

3

A: I've got a surprise for you. Close your eyes.
B: This is interesting! What is it?
A: It's a new pet. And … it isn't a dog. Put your hand here.
B: Ah! It's hard and cold. It's a tortoise!
A: Yes. He's called Henry. And we've got a hamster for your sister too.
B: Wonderful! The hamster can run around the tortoise!

4

A: Ben, do you want to go to the cinema? There's a good new film on.
B: Good idea. What time does it start?
A: 6.30 I think.
B: My sister phones me from Canada at 6.00 on Fridays. Is the film on again later – like 8.00?
A: I can phone and see.
B: Great!

5

A: Does that café have ice cream?
B: I don't know. Do you want to sit here in the sun and I can go and look?
A: And you can get a hot dog. I know you're hungry!
B: It's a long walk! But I really like the park.
A: Yes, it is. And I don't want to go home because then it's homework!
B: I know!

3.44 Exam Time 1, Exercise 2

K = Katy R = Robby

K: It's Friday! Yes! Have you got any plans for the weekend?
R: Well, homework on Saturday morning and football on Sunday, but that's it.
K: Great, you can come shopping with me on Saturday morning. I've got £50.
R: £50?
K: Birthday money.
R: OK, £30 on trainers and £20 on a meal for you and me at the new restaurant!
K: I don't think so! Maybe a burger at Big Mac's or a sandwich at the café! If you carry my shopping bags!
R: OK, the café's good. I want a chicken sandwich.
K: No, it's a vegetarian café now. We can have a pizza!
R: OK, pizza. We can walk into town or take the bus. What do you think?
K: No, my dad can drive us. Is 12.30 OK for you?
R: Can we say 1.00? I need to finish my homework project.
K: Sure. And I want to be back by 5.00. My sister Sarah leaves for university Saturday afternoon and I want to say goodbye.
R: Of course. Is it the same university where Sally is?
K: No, Sally is in London. And Sarah's in Cambridge. But Dan's sister, Helen, is there too.
R: I hope she has fun! OK, Katy, see you tomorrow at 1.00.
K: Bye, Robby.

3.45 Exam Time 1, Exercise 3

A = Anna J = Jed

J: Hi, Anna. Are you and Tim in town on Saturday?
A: Yes, Tim wants to buy a present for his mum. Why?
J: Well, the new café opens tomorrow. Diana and I want to try it. Do you want to meet us there?
A: Great idea. What's it called?
J: It's Mamas. M-A-M-A-S.
A: OK. Is it in the shopping centre?
J: No, it's in the High Street.
A: I know – near the bank?
J: That's right. It's got red and white tables outside.
A: OK. What time does it open?
J: Three o'clock, I think. We can meet outside. If it's really busy, we can go to the shopping centre for a snack.
A: Great. I can call you if we're late. Have you got the same phone number?
J: Oh, no – now it's 037896784562. Have you got a pen? 037896784562.
A: Great! See you then.

3.46 Exam Time 2, Exercise 1

Example

A: Do you want to take the dog for a walk? It's a nice afternoon.
B: Good idea. I've got some homework but I can do it this evening.
A: I haven't got any homework today! I can watch television. There's a good football match.
B: I don't like football. It's boring.
A: Homework is boring too! OK. Where's the dog?

1

A: Hi, Sarah! How was your day?
B: The first day after the holidays is always hard! But I like our new timetable.
A: Good. Which is the best day?
B: I like Thursdays! We've got Art in the morning and English in the afternoon. Today was OK, but we had a *long* Maths lesson after lunch!
A: And have you got any homework?
B: On our first day? No!

2

A: It's our school sports day on Saturday. I'm in the judo competition.
B: Oh. Last year you were in the tennis tournament. I remember I watched Marie on the running track and then I watched you in the tennis final.
A: And I won!
B: You were very good. Perhaps another cup this year?
A: I'm not sure. It's a hard competition.

3

A: Oh no, I'm late! It's Maggie's concert this evening at 7.30.
B: You were on your computer for a long time! It's 7.15 now!
A: I know. I wanted to finish my game.
B: It's OK. It's five minutes to the school by car. Are you ready?
A: Can I phone Brian?
B: No! Not now! Hurry up!

4

A: Do you go to any after-school clubs?
B: Yes, I go to the guitar club. It's cool but there are a lot of people. Last year there were ten students but now there are twenty!
A: I go to the cookery club. There are twenty people there too. But it's better than the art club. There are thirty people there! That's too many, I think. I never speak to the teacher.

5

A: Hi! I'm looking for Eva. Is she in your classroom?
B: No, there aren't any students in the classroom now.
A: Oh. I looked in the cafeteria but she wasn't there.
B: She often goes to the gym at lunchtime.
A: Oh yes, I remember now. She said she wanted to meet at the gym! Thanks!

3.47 Exam Time 2, Exercise 2

A = Alison T = Tommy

A: Hi, Tommy! Is it your birthday today or was it yesterday?
T: It was yesterday. It was great. We went out for dinner to The Three Hats restaurant.
A: Wow! Nice restaurant! I'm sure you had fish and chips, as always!
T: No, you're wrong! It wasn't on the menu. So I ordered kebabs. They were good.
A: I love kebabs. I ate at The Three Hats last month. The hot dogs are good there.
T: Yes, my sister had that with chips. Mum usually has spaghetti when we're at a restaurant but yesterday she had an egg salad. She said it was good.
A: And your dad? I know he likes burgers.
T: Mum says he eats too many burgers, so he had an omelette. It was OK but he prefers burgers!
A: And was Mike with you? Or is he at university in London?
T: No, he finished last week. He always has soup! Last night it was carrot soup. Ugh!
A: Carrot soup and … ?
T: Carrot soup with bread. He doesn't each much and he's vegetarian. And my little brother Timmy had fish fingers. So he was happy!

3.48 Exam Time 2, Exercise 3

J = Jacky S = Stuart

S: Hi, Jacky! There's a meeting about the next school play on Friday. Do you want to come?
J: That's interesting. Which play is it?
S: It's a musical – *Cats*.
J: Oh I love that! Where's the meeting?
S: It's in Room 10. It starts at 6.30.
J: OK. Which teacher is organising the play?
S: Miss Smith. She's very good. She did the school play last year. Oh, and we need to prepare a song.
J: Yes. I know lots of songs from *Cats*.
S: And you're a very good singer! Cool! See you on Friday.

3.49 Exam Time 3, Exercise 1

B = Boy G = Girl M = Mum

Example

B: Do you want to take the dog for a walk? It's a nice afternoon.
G: Good idea. I've got some homework but I can do it this evening.
B: I haven't got any homework today! I can watch television. There's a good football match.
G: I don't like football. It's boring.
B: Homework is boring too! OK. Where's the dog?

1

G: Hi! I'm using my new phone. You're my first call.
B: Did you lose the old phone?
G: No. It didn't work very well. I couldn't use it in my room. It worked in the garden, when it wasn't raining!
B: Ah, that's why you didn't phone me from home.
G: Yes, this works everywhere. Dad's driving me to school at the moment but I can call you again this evening from the house.

2

B: You're tired this morning.
G: Yes, we came back from Scotland very late last night.
B: Was it a long journey?
G: Yes. Mum doesn't like planes, so we got the train. It was six hours!
B: We went to Scotland by coach last year and that journey was ten hours! Horrible!

3

B: Happy birthday, Josie! Did you get a lot of presents for your birthday?
G: Well, my brother Tom gave me his present this morning. It was a hairdryer! Really useful, because my old one broke! Mum and Dad are getting me a guitar but I have to choose it.
B: And your sister?
G: She forgot it was my birthday! She says she's going to buy me tickets for a concert.
B: Well, here's my present!
G: Thank you!

4

G: Can we take the dog for a walk this afternoon?
B: It's going to rain this afternoon. Perhaps tomorrow.
G: But it's really hot and sunny now.
B: Yes, but the man on television said it's going to be rainy later. Tomorrow is better. It's going to be windy but that's OK. We can walk along the river with the dog.
G: OK.

5

M: I can't get online! I can't remember my password!
B: Oh, Mum! You always forget it.
M: I thought it was '1 234' but it doesn't work.
B: Mum, that's too easy. You need a good password.
M: Perhaps it's 'ABCD'. No, that doesn't work.
B: I know. Try '1981'.
M: You're right. That works!

3.50 Exam Time 3, Exercise 2

D = Dad K = Karen

D: Did you have a good week at school, Karen?
K: English was good. We usually do a test on Fridays but not this week. We watched a film. It was in English – it was good!
D: I know you've got a Geography exam soon. Did you revise for that in class?
K: Yes, we did. There's a History exam soon too but we've got to revise for that at home. We read some pages in our textbook about the nineteenth century. Boring!
D: I saw a poster in your room. It's very good!
K: Thanks! Yes, we made posters in Art on Thursday. Next week we're going to write some stories about famous artists. I like learning about them. Maths was fun today.
D: Maths was never fun for me at school!
K: We played some games with numbers. Jack and I won. It was cool. But our last lesson today was really boring. In Biology the teacher was ill and we did our homework in class. But now I don't have any homework to do at the weekend. You can take me shopping!

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3.51 Exam Time 3, Exercise 3

D = Danny K = Kathy

K: Hi! It's good to see you! Are you enjoying your holiday?
D: Oh, it's great! My Italian friend Salvo is very nice and his family are lovely. They drove me to Venice yesterday. It's beautiful. We're in Rome now for a few days and later this week we're driving down to Milan. They are so kind!
K: Are you in the city centre? When I was there, our hotel was right by the river.
D: The centre is quite near but we're in the east of the city, by the station. I can't see the river – but I can hear the trains!
K: Is that a photo of Salvo on the wall?
D: No, that's his dad when he was young. His mum took it when they met at university!
K: And I'm sure the food is excellent! Do you eat a lot of pizza?
D: Not every evening. Tonight Salvo is cooking – spaghetti. It's a famous meal in this area. And tomorrow I'm going to make an English meal – eggs and bacon!
K: That's good! I'm getting hungry now. It's a long time to dinner!
D: Remember the time here is different. It's four o'clock in England but it's five o'clock here.
K: Nearly time for spaghetti!
D: No, they eat later – at about eight o'clock.
K: What a shame! Tell me, do you speak Italian to all the family?
D: Yes, Salvo's mum doesn't speak English. She speaks a little French, so sometimes we practise that. My Italian is getting very good.
K: I'm sure it is!

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05 Unit 1, Lesson 1.5, Exercises 4 and 5

D = Dan T = Tara J = Jo L = Lee

D: Good morning! This programme is *Have You Got Style?* and on our screens we've got three people. Hello, screen A! What's your name?
T: Hi! I'm Tara and I'm from London.
D: How old are you, Tara?
T: I'm fifteen.
D: You've got great style, Tara. That's a really nice T-shirt. Is that a picture of a dog?
T: Thanks! Yes, it's my family's dog, Mitsy.
D: And I really like your hair. The colours are great!
T: It's a different colour every week!
D: Cool! Now, screen B. What's your name and where are you from?
J: Hi, Dan. I'm Jo and I'm from Manchester. I'm twenty-five.
D: Hello, Jo. Can you tell me about your favourite clothes?
J: Yeah – all my clothes are black. I've got black trousers, black sweatshirts and black boots!
D: OK! And a black hat too! It's great!
J: Thanks. I've got a job in a market. All my clothes are from there.
D: I like your style! Screen C, hello!
L: Hi! I'm Lee. I'm from Scotland.
D: Hi, Lee! Your sunglasses are fantastic! And your jacket is a great colour.
L: Thanks. My favourite clothes are old – from my grandmother's house!
D: It's a cool style.
L: Thanks. I've got long dresses and beautiful shoes. I haven't got any jeans or boots!
D: Well, you've certainly got style, Lee!

07 Unit 2, Lesson 2.5, Exercise 3

A = Annie T = Tom

A: Tom, you aren't busy. Come shopping with me – to the supermarket. You can help.
T: OK. No problem. What's on the list? The fridge is empty!
A: Yeah, we haven't got any milk or butter. And there isn't any bread.
T: Yeah, no toast for breakfast!
A: There are some eggs and there's a packet of cereal.
T: Cereal but no milk – ugh!
A: Mmm … OK, I've got all that on the list. And some yoghurt – fruit yoghurt. Anything else?
T: Put fish fingers on the list – they're quick and easy.
A: They aren't good for you.
T: Look, you've got ice cream – and it isn't good for you!
A: OK, OK!
T: We haven't got any cheese. And maybe some tins of baked beans.
A: Good idea. We can have a cheese omelette tonight.
T: With fish fingers!
A: Tom! Let's go.

08 Unit 2, Lesson 2.5, Exercise 5

A = Annie T = Tom

A: We've got everything on the shopping list. Let's pay.
T: Can we get some bananas?
A: No, we can't. They're expensive – £3.50. We haven't got a lot of money.
T: OK. How much are the chocolate chip cookies?
A: They're £1.75. Let's get some.
T: Great! What about crisps?
A: The big packet of cheese and onion crisps is £2.40. It's a special price today.
T: Cool. Now let's pay.
A: Have we got the bread? No we haven't! The brown bread is £1.20 and the white is £1.65. Brown is good for you!
T: But white is good for toast!
A: OK!

10 Unit 3, Lesson 3.5, Exercises 3 and 4

I = Interviewer L = Liam D = Debbie M = Mark A = Anna

I: Hi, everyone! Today I'm at the Arts Theatre and here with me are some actors from the play *A Happy Life*. Liam March, can I talk to you first?
L: Sure. What do you want to know?
I: Do you get nervous before the play? Do you have any routines – things that you always do?
L: Oh yes. I think we all get nervous. I'm always worried about my words. So before the play I spend a long time practising my words. I sit in a quiet room and say all the words.
I: OK, I can understand that. You've got a lot of words to remember in this play! How about you, Debbie?
D: Well, I try to relax. I listen to some music and maybe read a magazine. I don't like to think about my words!
I: And Mark, what do you do before the play?
M: I'm a bit like Debbie. It's important to be relaxed. I usually go to sleep! Sometimes Debbie wakes me and says, 'Mark, you've got five minutes!' Then I'm nervous!
I: You can sleep? That's amazing! And Anna, do you relax?
A: Oh no, I'm like Liam. I feel really nervous. I walk round the car park again and again! Oh yes, and I eat chocolate. Lots of chocolate. At the end of a play I'm very fat!
I: Well, thanks, everyone. And good luck with the play!

11 Unit 4, Lesson 4.5, Exercise 2

P = Presenter K = Katherine

P: Good morning, everyone. This morning on *School Report* Katherine James is visiting her old school. Hi there, Katherine!
K: Hi! Yes, here I am at my old school, Park Street School. It's quite a big school and at the moment 635 students are studying here. They're aged from eleven to eighteen. It's an old school too – 340 years old! Park Street is a day school and a boarding school. Lots of students come here every day to study, but 200 girls and boys live here at the school.

12 Unit 4, Lesson 4.5, Exercises 3 and 4

P = Presenter K = Katherine E = Ella D = Dixie

P: Good morning, everyone. This morning on *School Report* Katherine James is visiting her old school. Hi there, Katherine!
K: Hi! Yes, here I am at my old school, Park Street School. It's quite a big school and at the moment 635 students are studying here. They're aged from eleven to eighteen. It's an old school too – 340 years old! Park Street is a day school and a boarding school. Lots of students come here every day to study, but 200 girls and boys live here at the school. At the moment I'm in the cafeteria and it's very noisy! I'm sitting with two girls, Ella and Dixie. They're in Year 10. That means they're revising for exams at the moment. How's it going, girls?
E: Hard work! I spend three hours every night with my books! But these exams are important.
K: And Dixie, you're a boarder – you sleep at the school. Do you like that?
D: Oh yes, it's great fun! Like Ella, I'm revising too. It's not too hard when you're boarding. We've got a special room and a special time when we can study.

E: That's good. When I'm revising at home, I can hear my family! My sister usually listens to music and my mum and dad watch TV. It's sometimes hard to work!
K: And when you haven't got exams, do you do a lot of sports and hobbies here?
E: Oh yes. We don't have classes on Wednesday afternoons. We do sports like swimming and football.
D: I'm really lucky. I'm a boarder, so we can do sports at school every evening if we want. I play tennis a lot in the summer.
K: So, would you like to be a boarder, Ella?
E: Mmm … no, I like living with my family!
K: Well, thank you girls. Oh I can see my old teacher, Miss Rivers. She's walking towards me! Oh dear – I'm feeling like a little girl again!

14 Unit 5, Lesson 5.5, Exercises 3 and 4

P = Presenter A = Annie

P: Hi, Annie. Can you tell us something about the concert at Green Park?
A: Yes, this is really exciting. It's the first live concert in Green Park.
P: That's great news. When is it?
A: It's on Saturday 15 August.
P: OK. Brilliant! Which bands and singers can we see?
A: Well, the organisers don't know all the bands. But Jackson are definitely playing and maybe Tom O'Dell. They want the Six Cats to play but they aren't sure.
P: And what time is the concert? Is it all day or just the evening?
A: It's in the afternoon – 2.00 until 5.00, and then more bands from 7.00 until 11.00.
P: Are the tickets expensive?
A: They're quite expensive. They're £15.00. But the first 100 people to buy tickets only pay £7.50!
P: Brilliant! What's the website, Annie?
A: It's greenparkconcert.com. Or you can phone 02335678567.
P: Thanks, Annie. That's 02335678567. So, everyone, get on the computer or the phone *now*!

15 Unit 6, Lesson 6.5, Exercises 3 and 4

G = Girl B = Boy

1

G: Hi! How are you?
B: OK, but I'm really bored. I went swimming this morning but there's nothing to do now. My brother's watching a film about ice hockey but it isn't very good.
G: Do you want to play tennis later? Or are you too tired after swimming?
B: No, that's a great idea. How about 4.30?

2

G: Hiya. Where were you last week?
B: Ah, I was in New York with my parents – for a week! We came back on Sunday.
G: Lucky you!
B: Yeah! We saw a fantastic baseball game last Monday.
G: Wow! The New York Yankees?
B: Yes – amazing! Then on Tuesday we went to an American football match. Crazy!

3

G: Do you go jogging every day?
B: Yeah – every morning before breakfast. I usually jog for about forty-five minutes.
G: That's good. I only do thirty minutes and then I get tired!
B: But this morning the weather was terrible. I stopped after fifteen minutes.
G: Yeah. Jogging in the rain isn't very nice!

4

B: Are you enjoying the new judo club?
G: It's brilliant. Why don't you join too?
B: I think it's really expensive.
G: Oh no, not really. It's cheap to join. Only twenty pounds for a year.
B: Yes, but what about lessons?
G: Mmm … it's ten pounds a lesson. If you do competitions, it's ten pounds for the day. And the clothes are twenty-five pounds.
B: See? Expensive. Swimming's cheaper!

16 Unit 7, Lesson 7.5, Exercises 3 and 4

B = Beth Be = Becky C = Charlie L = Lisa

1

B: Eva was a really pretty girl in my class at primary school. Everyone wanted to be her friend. But she chose me to be her best friend! I was so happy, but then I got better marks than her in some tests and she chose another best friend. We weren't really good friends. She liked sports and I liked books.

2

Be: Yes, best friends at five years old and best friends today. We liked different singers and bands then and today! Gwen was a big pop fan – she loved Mika! But I preferred rock, like my dad's old Queen tracks. Oh it was terrible – Gwen played Mika tracks again and again!

3

C: Ben's family had the house next to ours when we were in Manchester. We were always together. We looked like brothers! We had the same red T-shirts and caps, the same trainers … We were really good friends.

4

L: We both really liked boys' things, not girls'. So we didn't play with dolls, but we had lots of small cars and we spent a lot of time racing them round the bedroom! My young brother had a small garage. He never played with it because we did! One thing I remember was Tina's mum always made us cheese sandwiches. Tina loved cheese but I hated it! But I didn't tell her. I always put the cheese in my pocket!

17 Unit 8, Lesson 8.5, Exercises 3 and 4

L = Lenny B = Beth O = Owen

L: Hi! Good to see you! Are you in your bedroom? There's a strange picture on the wall behind you!
B: No, this is my brother's room. And that strange poster is his favourite new band – they're terrible. They look like vampires. They played in Victoria Gardens a couple of months ago and he loved them.
L: So why are you in your brother's room?
B: Oh, it's crazy. This new house is lovely – lots of grass and trees and a river, but the wi-fi signal is rubbish. This is the best place in the house! In my room I can't phone and I can't get online. Or if I do, then everything stops after a few seconds.
L: So everyone wants to use your brother's room!
B: Yes. He isn't very happy about it! The phone company is doing something soon – very soon, I hope. There's some signal at the end of the garden. So, I sometimes take my phone down there to call people. Anyway, how about you? Is everything OK?
L: Yeah, I got a new tablet for my birthday. It's lighter than my smartphone and it can do lots of things. I sent you some photos I took with it yesterday.
B: Yes, they're cool. Oh no, my brother's here! … Oh Owen, please – just five minutes?
O: It's always five minutes! I want to listen to some music!
B: You can listen to music downstairs.

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O: I want to listen to it in my room, while I'm on my bed.
B: Please? You can go in my room.
O: Oh yes, and look at pretty pictures of horses and Justin Bieber – I don't think so. Can't you call your friend back?
B: I have my guitar lesson soon, so I only need a couple of minutes.
L: Owen, it's me, Lenny. Come on, mate.
O: Oh Lenny, it's you. OK, five minutes. Then … can I ask you some questions about my Maths homework?
L: Sure. Bye! See you later. Now, Beth, when can I visit …

18 Unit 9, Lesson 9.5, Exercises 3 and 4

G = Girl B = Boy

1

G: Hi! How are things?
B: Oh, busy, busy. I got back from the shops five minutes ago. I'm getting the food ready for the party. Are you OK?
G: The snow is terrible here.
B: Really? It stopped here half an hour ago.
G: There is so much snow here that dad can't drive up the hill. I'm really sorry, but I can't come to the party!
B: What a shame! Maybe you can stay at home and not go to school?
G: Maybe! But enjoy your party!

2

G: It's me, Fran. I'm going to spend a day in the garden. Why don't you come over? We can have a barbecue later. It's really hot today, so don't forget your sun cream. Yesterday it got cloudy at lunchtime. Then it was rainy in the afternoon. And they say it's going to happen again today, so bring an umbrella too! See you later.

3

G: Did you have a good walk yesterday?
B: It was brilliant, thanks. In the morning it was very windy, so we didn't leave until lunchtime. We walked ten kilometres along the sea. It was perfect – there weren't any clouds and we looked all the way across to Bear Island. We got home at 5.30 and it started to get foggy, but we were lucky on the walk. And the dogs loved it! You have to come next time. Maybe in the autumn when it's a bit windy – the sea is great then.

Workbook answer key

Starter Unit

0.1

Exercise 1
1 E 2 F 3 D 4 B 6 C

Exercise 2
2 are 3 is 4 am 5 are 6 are

Exercise 3
2 They aren't good friends.
3 She isn't a doctor.
4 I'm not fifteen.
5 We aren't English students.
6 You aren't from Paris.

Exercise 4
2 Are they good friends? Yes, they are.
3 Is she a doctor? No, she isn't.
4 Am I fifteen? Yes, I am.
5 Are we English students? Yes, we are.
6 Are you from Paris? No, you aren't.

Exercise 5
2 our 3 your 4 their 5 His

Exercise 6
2 Portsmouth 3 Ella 4 Jean
5 Manchester

0.2

Exercise 1
2 E 3 B 4 C 5 I 6 J 7 F 8 H
9 G 10 A 11 L 12 K

Exercise 2
2 keys 3 women 4 watches 5 men
6 children 7 teddies 8 mobile phone

Exercise 3
3 These 4 This 5 That 6 This 7 That
8 Those

Exercise 4
2 blue 3 brown 4 black 5 orange
6 yellow 7 green

0.3

Exercise 1
2 Put your books in your bags.
3 Turn to page fifteen.
4 Look at exercise five.
5 Open your books.
6 Ask your partner a question.

Exercise 2
2 Don't stand up.
3 Don't open your books.
4 Don't ask a question.
5 Don't sit down.
6 Don't write the answers.

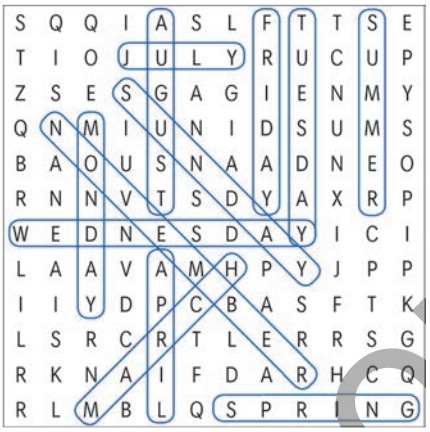
Exercises 3 and 4
2 a, iv 3 c, i 4 b, iii

Exercise 5
2 her 3 them 4 me 5 him 6 us

0.4

Exercise 1
2 seven thousand five hundred and eighty-four
3 two hundred and fifty-nine
4 three hundred and fifty-four
5 twenty-second
6 fifty-third
7 eleventh
8 ninety-ninth

Exercise 2



Exercise 3
2 17th August 3 22nd July 4 8th May
5 11th January 6 3rd March

Exercise 4
2 06846923425
3 06652146052
4 07785391441
5 07252905421
6 02781507823

Exercise 5
2 B 3 A 4 F 5 C 6 D 7 G 8 H

Exercise 6
2 What 3 How 4 What 5 Where
6 When 7 What

Exercise 7
b 7 c 3 d 2 e 5 f 4 g 6

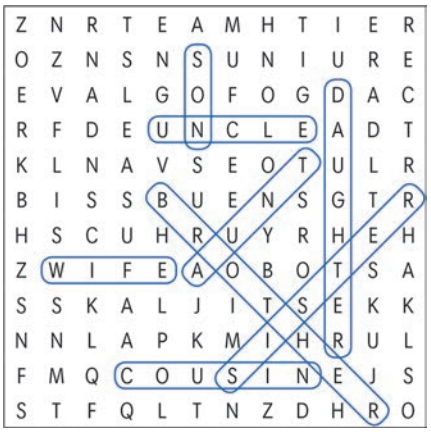
Unit 1

1.1

Exercise 1
2 Ireland 3 Scotland 4 Germany
5 Poland 6 Japan 7 Italy 8 England
9 Argentina 10 France

Exercise 2
2 Irish 3 Scottish 4 German 5 Polish
6 Japanese 7 Italian 8 English
9 Argentinian 10 French

Exercise 3



Exercise 4
2 grandmother 3 Gary's 4 Kate's
5 aunt 6 cousin 7 grandfather
8 daughter

Exercise 5
2 Jack's dad's 3 James'/James's
4 Ella's 5 brothers'

Exercise 6
2 blonde 3 blue 4 slim 5 short

Exercise 7
2 Hans is **German**/from Germany.
3 My granny is **old**.
4 **Luke's** car is from the USA
5 Your hair is **short**.
6 My **sister's** husband is Charlie.
7 Eva is **Argentinian**/from **Argentina**.

Exercise 8
2 French 3 grey 4 Ireland 5 long
6 brother 7 wife 8 Japanese 9 tall
hidden word: Argentina

Exercise 9
2 old 3 French 4 from 5 is 6 sister
7 tall 8 blonde

1.2

Exercise 1
2 I can swim a kilometre.
3 Keiko can write a letter in English.
4 Jim can drive a car.
5 Pat's brothers can fly a plane.
6 Gemma's baby can say 'mama' and 'dada'.

Exercise 2
2 I can't swim a kilometre.
3 Keiko can't write a letter in English.
4 Jim can't drive a car.
5 Pat's brothers can't fly a plane.
6 Gemma's baby can't say 'mama' and 'dada'.

Exercise 3
2 Can Mark drive a car?
3 Can they learn French at school?
4 Can your sister understand Italian?
5 Can Tina's baby walk?
6 Can your brother play football?
7 How many kilometres can you swim?

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Exercise 4
2 No, he can't.
3 No, they can't.
4 Yes, she can.
5 No, he/she can't.
6 Yes, he can't.

Exercise 5
2 e 3 a 4 c 5 d

Exercise 6
2 can 3 can 4 can 5 can
6 can't 7 can't 8 can

1.3

Exercise 1
a 3 b 4 c 2

Exercise 2
a 4 b 3 c 2 d 1

Exercise 3
1 ✗ 2 ? 3 ✗ 4 ✓ 5 ✗ 6 ✗

Exercise 4
2 nervous 3 quiet 4 brave

1.4

Exercise 1
2 have got 3 have got 4 have got
5 has got 6 has got 7 has got

Exercise 2
2 We haven't got a small house.
3 My cousin hasn't got a selfie stick.
4 The students haven't got homework today.
5 Katy's dad hasn't got a job.
6 Ella hasn't got a baby brother.
7 I haven't got a laptop.

Exercise 3
2 Have we got an Art lesson today?
3 Have Paul and Helen got a big house?
4 Has your brother got an interesting job?
5 Have you got a good dictionary?
6 Has your teacher got children?
7 Has your laptop got a camera?

Exercise 4
2 No, we haven't.
3 Yes, they have.
4 Yes, he has.
5 No, I haven't.
6 Yes, he/she has.
7 No, it hasn't.

Exercise 5
1 Yes
2 got, haven't
3 Has, hasn't
4 many / He's
5 Have, I've, haven't
6 Has, No

Exercise 6
2 I've 3 he's 4 have 5 hasn't 6 got
7 can't 8 you

1.5

Exercise 1
2 H 3 D 4 E 5 F 6 J 7 K 8 B
9 C 10 A 11 I

Exercise 2
2 trousers 3 shirt 4 boots 5 sweater
6 skirt

Exercise 3
2 really 3 your 4 Thanks 5 nice

Exercise 4
1 B 2 C 3 A

Exercise 5
1 T 2 F 3 F 4 F 5 T 6 T 7 F 8 F

1.6

Exercise 1
2 d 3 a 4 b 5 c

Exercise 2
2 What about her?
3 Excuse me.
4 really cool
5 No worries!

Exercise 3
2 How's it going?
3 I'm fine.
4 I'm good, thanks.
5 My name's Kim.
6 I'm Lee.
7 Pleased to meet you.
8 This is my friend, Di.
9 See you later.
10 Nice to meet you, Emma.

Exercise 4
2 b 3 c 4 b 5 b

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

1.7

Exercise 1
2 sixteen 3 long 4 style 5 friendly
6 speak 7 but 8 famous 9 different

Exercise 2
1 long blonde hair, blue eyes, lovely clothes, great style, a special electric chair
2 speak four languages, sing
3 walk

Exercise 3
2 e 3 b 4 a 5 c 6 d

Exercise 4
2 Annie can't walk but she isn't sad.
3 Tim can sing but he can't dance.
4 She can speak French but she can't speak German.
5 She's clever and (she's) funny.
6 She can play the guitar and (she can play) the piano.

BBC Culture: Can you remember thirty numbers?

Exercise 1
2 F 3 D 4 E 5 B 6 A

Exercise 2
2 junior 3 competition 4 fantastic
5 champion

Exercise 3
2 prize 3 prodigy 4 view 5 writer
6 nervous 7 birthday

Exercise 4



Exercise 5
2 list 3 information 4 birthday
5 competition, nervous 6 prodigy

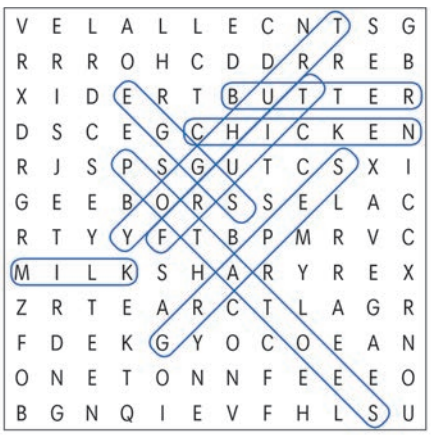
Unit 2

2.1

Exercise 1
Fruit: grapes
Vegetables: carrots, celery
Meat: bacon, burger
Drinks: milk, orange juice
Other: butter, crisps

Exercises 2 and 3
2 chicken M 3 muffin O 4 potatoes V
5 milkshake O 6 yoghurt O
7 bananas F 8 eggs O 9 cola O

Exercise 4



Exercise 5
2 eggs 3 butter 4 potatoes 5 milk
6 grapes 7 fruit 8 yoghurt

Exercise 6
1 C breakfast 2 B lunch 3 A dinner

Exercise 7
2 sandwich, apple 3 milk, cola
4 breakfast 5 chicken, dinner
6 Muffins 7 juice, milkshake
8 carrots, celery

Exercise 8
2 breakfast 3 eggs 4 bacon
5 cereal 6 calories 7 delicious
8 lunch 9 apple 10 cheese
11 dinner 12 Chicken 13 vegetables
14 yoghurt 15 biscuits

2.2

Exercise 1
2 café 3 fast food restaurant
4 sandwich bar 5 vegetarian café
6 restaurant 7 pizzeria

Exercise 2
2 are 3 is 4 are 5 are 6 is 7 is
8 are

Exercise 3
2 There aren't any cheap cafés.
3 There isn't a nice pizzeria.
4 There aren't any fast food restaurants.
5 There aren't any Chinese restaurants.
6 There isn't a big burger bar.
7 There isn't a vegetarian restaurant.
8 There aren't any French restaurants.

Exercise 4
2 Are there any cheap cafés?
Yes, there are.
3 Is there a nice pizzeria? Yes, there is.
4 Are there any fast food restaurants?
Yes, there are.
5 Are there any Chinese restaurants?
No, there aren't.
6 Is there a big burger bar?
No, there isn't.
7 Is there a vegetarian restaurant?
Yes, there is.
8 Are there any French restaurants?
No, there aren't.

Exercise 5
2 There aren't any biscuits in the box.
3 Is there a vegetarian café in the town centre?
4 Is there a pizza in the fridge?
5 There isn't a burger bar near our school.
6 There aren't any potatoes in the kitchen.
7 There aren't any Italian restaurants in my town.
8 Are there any eggs in the fridge?

Exercise 6
2 Is 3 isn't 4 any 5 are 6 some
7 there 8 It's

2.3

Exercise 1
2 plate 3 fork 4 frying pan 5 salt
6 pepper

Exercise 2
2 Add 3 Bake 4 Boil 5 Cut, fry

Exercise 3
1 grate 2 mix 3 squeeze

Exercise 4
1 four
2 Switzerland
3 (two) potatoes, (half an) onion
4 ten minutes
5 four (meat, eggs, salad, cheese)

2.4

Exercise 1
Countable nouns: *banana*, biscuit, burger, carrot, crisp, egg, omelette, onion
Uncountable nouns: *bacon*, bread, cheese, cola, juice, ketchup, milk, yoghurt

Exercise 2
2 any 3 a 4 any 5 some 6 an
7 some 8 any

Exercise 3
2 many, are 3 many, are 4 much, is
5 much, is 6 many, are 7 many, are
8 much, is

Exercise 4
2 b 3 b 4 b 5 c

Exercise 5
2 Let's 3 course 4 give 5 Keep

Exercise 6
2 Let's make an omelette.
3 Can you give me a hand?
4 Keep an eye on it.
5 Of course.

2.5

Exercise 1
2 cream 3 fingers 4 onion
5 cookies
hidden word: brownies

Exercise 2
2 idea 3 else 4 about
5 let's 6 price 7 special 8 much

Exercise 3
1, 2, 3, 6, 7, 8, 9 10

Exercise 4
2 b 3 d 4 a 5 f 6 e

Exercise 5
1 £3.50 2 £1.75 3 £2.40 4 £1.20
5 £1.65

2.6

Exercise 1
2 G 3 A 4 B 5 E 6 H 7 F 8 C

Exercise 2
2 A burger with chips, please.
3 A cheese sandwich for me, please.
4 Can I have an orange juice, please?
5 Anything else?
6 Is that all?
7 Can I get you some drinks?
8 Here you are.
9 Is everything OK?
10 Any desserts?
11 That's £5.75, please.

Exercise 3
Waiter: Anything else?, Is that all?, Can I get you some drinks?, Here you are., Is everything OK?, Any desserts?, That's £5.75, please.
Customer: A burger with chips, please., A cheese sandwich for me, please., Can I have an orange juice, please?, Here you are.

Exercise 4
2 Anything else?
3 Can I get you some drinks?
4 Can I have an orange juice?
5 Any desserts?
6 Is everything OK?
7 That's £5.75, please.

Exercise 5
1 Just joking 2 Sure 3 Never mind

2.7

Exercise 1
2 There's too much sugar in my tea.
3 We haven't got enough glasses.
4 There aren't enough plates for dinner.
5 There are too many crisps for two people.
6 I've got too many chips with my burger.

Exercise 2
2 b 3 c 4 c 5 c 6 a

Exercise 3
2 too 3 are 4 isn't 5 much 6 there
7 much 8 too

Exercise 4
2 bottle 3 packets 4 tins 5 kilo
6 grams

Exercise 5
2 too 3 too 4 lots 5 packets
6 bottles 7 bottles 8 enough
9 some 10 kilos 11 aren't 12 many
13 enough 14 there 15 enough

BBC Culture: Can a robot cook?

Exercise 1
2 charity 3 dark 4 taste 5 opera

Exercise 2
2 special 3 unusual 4 royal 5 blind

Exercise 3



Exercise 4
2 Good 3 serve 4 cook 5 steam
6 make 7 black 8 science

Exercise 5
2 dumpling 3 opera 4 cook 5 waiter
6 apron 7 plate
hidden word: special

Unit 3

3.1

Exercise 1
2 in 3 in 4 at 5 at

Exercise 2
2 relax 3 get up 4 wake up
5 go home 6 study 7 have breakfast
8 work 9 have a shower 10 go to bed
11 go to school 12 have dinner

Exercise 3
2 get up 3 have a shower
4 have breakfast 5 go to school
6 work 7 go home 8 relax 9 exercise
10 have dinner 11 study 12 go to bed

Exercise 4
1 never 2 sometimes 3 often

Exercise 5
2 a 3 e 4 b/c 5 c/b

Exercise 6
2 check my emails
3 do karate
4 meet (my) friends
5 do (my) homework

Exercise 7
Across
2 evening 4 exercise 7 housework
8 often 10 yoga 11 text 12 wake
Down
3 check 5 study 6 sometimes
7 homework 9 meet

Exercise 8
2 get 3 have 4 have 5 go
6 have 7 go 8 exercise 9 do
10 sometimes/often 11 check
12 never

3.2

Exercise 1
2 C 3 E 4 A 5 B

Exercise 2
1 exercises, finishes, relaxes
2 cries, does, goes, has, studies
3 gets, makes, meets

Exercise 3
2 go 3 spends 4 goes 5 get
6 give 7 has

Exercise 4
2 We don't go shopping at the weekend.
3 My brother doesn't spend a lot of time on his computer in the evening.
4 Eva doesn't go to the cinema every Saturday.
5 You don't get good marks in English.
6 The teachers don't give us lots of homework on Fridays.
7 My cousin doesn't have a big lunch every day.

Exercise 5
2 We don't have English on Mondays.
3 My sister doesn't help my mum with the housework.
4 Our cat doesn't sleep a lot.
5 Mike often watches TV in the evening.
6 You never eat crisps.
7 My friends go to yoga on Thursdays.

Exercise 6
2 sleeps 3 doesn't eat 4 goes
5 goes 6 don't see 7 meets 8 has
9 likes 10 doesn't finish 11 visits
12 give

3.3

Exercise 1
2 chat 3 the internet 4 play 5 watch

Exercise 2
1 c 2 b 3 a

Exercise 3
1 F 2 F 3 F 4 F 5 T 6 T 7 T 8 T

Exercise 4
2 trip 3 dictionary 4 translator
5 certificate 6 culture

3.4

Exercise 1
1 mate 2 Awesome

Exercise 2
2 Does Pete like pop music?
3 Do we have a History test every week?
4 Do Jo and Lee go to the cinema on Saturday?
5 Does Jenny always watch TV in the evening?
6 Do you understand German?

Exercise 3
2 No, he doesn't.
3 No, we don't.
4 Yes, they do.
5 Yes, she does.
6 No, I don't.

Exercise 4
2 What do you watch (on TV)?
3 How do you travel to town?
4 Where does she go swimming?
5 What time/When do your mum and dad get up?
6 What do you do in your free time?
7 Where does your brother work?

Exercise 5
2 Where does Mike play football?
3 Do you have lunch at school?
4 No, I don't.
5 correct
6 What time do we finish school on Monday?

Exercise 6
2 when 3 Do 4 don't 5 Where
6 Does 7 Yes 8 speak 9 No
10 Do 11 I

3.5

Exercise 1
2 bored 3 sad 4 tired 5 excited
6 worried

Exercise 2
2 d 3 b 4 f 5 a 6 e

Exercise 3
1 b 2 c 3 a

Exercise 4
1 c 2 f 3 e 4 b

3.6

Exercise 1
1 I like learning Japanese. It's a bit difficult but it's interesting.
2 Do you know the guy over there? He wants to talk to us.

Exercise 2
2 What do you think of Sam Smith?
3 Do you like Coldplay?
4 I love watching sad films.
5 What kind of books do you like?
6 I really like chocolate.
7 I like football a lot.
8 I quite like tennis.
9 I don't mind cycling to school.
10 I don't like Adele.
11 I don't enjoy Maths.
12 I can't stand onions.
13 I like lemonade but I prefer cola.

Exercise 3
1 🙂 4, 6, 7, 8
2 😐 9, 13
3 ☹ 10, 11, 12
4 ? 2, 3, 5

Exercise 4
1 really 2 kind, quite, prefer 3 favourite
4 stand 5 mind 6 lot

Exercise 5
2 What do you think of the new French restaurant?
3 correct
4 I quite like going to the cinema.
6 I love it.

Exercise 6
2 c 3 c 4 b

3.7

Exercise 1
2 lot 3 so 4 don't 5 Then 6 at
7 After 8 finish 9 Then 10 After
11 do 12 because 13 because

Exercise 2
2 5.30
3 8.00
4 have breakfast
5 lessons finish/finish school
6 go swimming again
7 6.15
8 watch (some) TV or play (some) computer games
9 go to bed

Exercise 3
2 a We have Maths. Then we have English.
b We have Maths. After that we have English.
c After (we have) Maths, we have English.
3 a I have dinner. Then I play on my computer.
b I have dinner. After that I play on my computer.
c After (I have) dinner, I play on my computer.
5 a My friend isn't very good at English, so I help her with her English homework.
b I help my friend with her English homework because she isn't very good at English.
6 a I live near my school, so I walk to school in the morning.
b I walk to school in the morning because I live near my school.

BBC Culture: Do child actors go to school every day?

Exercise 1
1 C 2 B 3 E 4 A 5 D 6 F

Exercise 2
2 act 3 lucky 4 miss 5 different
6 relax

Exercise 3
2 midnight 3 act 4 miss 5 theatre
6 actor

Exercise 4
2 d 3 b 4 f 5 e 6 a

Exercise 5
2 ill 3 normal 4 rubbish 5 busy

Exercise 6
2 doesn't act, acts 3 don't do, put out
4 play 5 relaxes, watches 6 helps

Unit 4

4.1

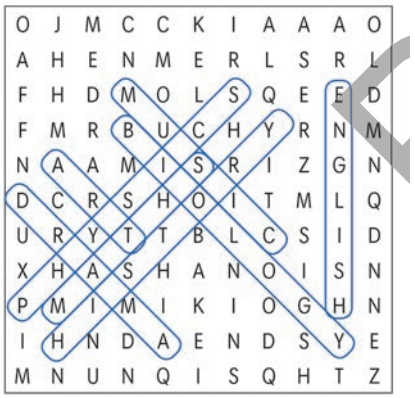
Exercise 1
2 A 3 D 4 B 5 H 6 C 7 E 8 F

Exercise 2
2 book 3 text 4 sports

Exercise 3
1 eraser 2 calculator 3 sports bag
4 text, exercise 5 whiteboard 6 poster
7 pencil case 8 projector

Exercise 4
2 Geography 3 Biology 4 History
5 English 6 Maths 7 Physics 8 Music
9 Drama 10 Chemistry

Exercise 5



Exercise 6
2 a 3 b 4 c

Exercise 7
2 IT 3 History 4 Drama 5 English
6 Art 7 Biology

Exercise 8
2 a 3 c 4 b 5 a 6 a 7 c

Exercise 9
2 Lessons 3 Art 4 Music 5 PE
6 breaks 7 pencil case 8 erasers
9 calculator 10 subject

4.2

Exercise 1
2 I am crying.
3 We are laughing.
4 She is doing yoga.
5 He is walking.
6 She is smiling.
7 You are listening to music.
8 It is listening to music.

Exercise 2
2 I'm 3 We're 4 She's 5 He's
6 She's 7 You're 8 It's

Exercise 3
2 I'm not crying.
3 We aren't laughing.
4 She isn't doing yoga.
5 He isn't walking.
6 She isn't smiling.
7 You aren't listening to music.
8 It isn't sleeping.

Exercise 4
2 What are you watching on TV?
3 Is your dad working today?
4 Are the students doing a test?
5 Why is Hannah running?
6 Which subject is your sister studying at university?

Exercise 5
b 1 c 4 d 2 e 6 f 3

Exercise 6
2 Are you watching 3 I'm not
4 am doing 5 am not doing
6 am listening 7 is cooking
8 is she cooking 9 is making
10 am feeling

4.3

Exercise 1
2 get 3 for 4 make

Exercise 2
a

Exercise 3
1 e 2 a 3 d 4 b

Exercise 4
1 smile 2 classmates 3 closed
4 garden 5 bed 6 strange

Exercise 5
1 ? 2 ✗ 3 ✗ 4 ✓ 5 ✗ 6 ✓

4.4

Exercise 1
1 ready 2 lucky 2 Wow

Exercise 2
2 R 2 N 2 N 2 R 2 R

Exercise 3
2 wears, is wearing
3 works, is working
4 wait, are waiting
5 watches, is watching
6 learn, are learning

Exercise 4
2 What are you reading?
3 Does Kenny like Chinese food?
4 Where is Jim going?
5 What is the teacher writing?
6 Do Mark and Angela study French on Fridays?

Exercise 5
2 I **haven't got /don't have** many T-shirts.
3 We **usually go** to the shopping mall …
4 My sister **buys** all her clothes there.
5 She **works** there every Saturday.
6 She **says** that it's really good.
7 … she **isn't working** now.

4.5

Exercise 1
2 D, start 3 E, revise 4 A, do 5 C, have

Exercise 2
b

Exercise 3
1 635 2 11, 18 3 340 4 200 5 10
6 Wednesday 7 Rivers

Exercise 4
1 F 2 F 3 T 4 F 5 T 6 F

4.6

Exercise 1
2 Sorry, you can't.
3 Sorry, I need it.
4 Can I have some water please?
5 Yes, no problem.
6 Can you tell me your phone number?
7 OK, just a second.
8 Can you help me with my computer?
9 Yes, of course.
10 Sorry, I'm using it.

Exercise 2
2 you 3 just 4 tell 5 course
6 I, need 7 have

Exercise 3
2 d 3 a 4 c 5 b

Exercise 4
2 b 3 a 4 a

Exercise 5
1 c 2 a 3 e 4 b 5 d

4.7

Exercise 1
2 on 3 between 4 behind 5 next to
6 under

Exercise 2
2 The T-shirt is on the bed.
3 The girl is between his parents.
4 The apple is next to the banana.
5 The cat is in front of the dog.
6 Eva is behind the tree.

Exercise 3
2 Mum's putting the scrambled eggs **on** the plate now.
3 The teacher is **in front of** the whiteboard.
4 What's **between** your desk and your bed in your room?
5 Go **behind** me for the photo.
6 No, it's **under** the cat!

Exercise 4
2 between 3 in 4 next to 5 behind
6 on 7 under 8 on

BBC Culture: Can students learn without a timetable or classrooms?

Exercise 1
2 D 3 B 4 C 5 A 6 E

Exercise 2
2 lie 3 choose 4 talk 5 decide
6 make

Exercise 3
2 playground 3 primary 4 culture
5 laugh

Exercise 4
Across
5 laugh 6 furniture 7 rule
Down
2 playground 3 culture 4 creative

Exercise 5
1 are having
2 don't speak, speak
3 aren't talking, are talking
4 works, doesn't work
5 doesn't give, gives
6 is listening, is playing

Unit 5

5.1

Exercise 1
2 keyboards 3 drums 4 trumpet
5 violin 6 piano 7 accordion
8 cello 9 guitar
hidden word: harmonica

Exercise 2
2 harmonica 3 cello 4 accordion
5 piano 6 violin

Exercise 3
2 D 3 B 4 A 5 E 6 C 7 G 8 H

Exercise 4

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

Exercise 5
2 techno 3 classical 4 country
5 reggae 6 traditional

Exercise 6
2 guitar 3 guitar 4 bass 5 kind
6 rock 7 rock 8 classical 9 jazz
10 violin 11 saxophone 12 drums
13 keyboards 14 keyboards

5.2

Exercise 1
braver/richer: *cheaper*, cuter, darker, nicer
sadder: bigger, slimmer, thinner
happier: easier, friendlier, funnier, prettier
more interesting: more difficult, more excited, more expensive, more successful

Exercise 2
2 Tony is richer than Ben. Ben is poorer than Tony.
3 Eddie has (got) shorter hair than Trent./ Eddie's hair is shorter than Trent's. Trent has (got) longer hair than Eddie./ Trent's hair is longer than Eddie's.
4 Grace is younger than Barb. Barb is older than Grace.
5 The laptop is more expensive than the (smart)phone. The (smart)phone is cheaper than the laptop.
6 Question 1 is easier than question 2. Question 2 is more difficult than question 1.

Exercise 3
3 Anna is a better artist than Brian.
4 Brian is a better student than Anna.
5 Anna is a better driver than Brian.
6 Brian is a worse dancer than Anna.
7 Anna is a worse singer than Brian.
8 Brian is a better swimmer than Anna.

Exercise 4
2 taller 3 thinner 4 more intelligent
5 higher 6 worse 7 faster
8 more expensive 9 funnier
10 friendlier

5.3

Exercise 1
2 alright, boring
3 brilliant, funny, fantastic
4 great, terrible
5 cool
6 OK, interesting

Exercise 2
2 I'm a big fan of hip-hop music.
3 I recommend it 100 percent.
4 It's a bit boring.
5 To be honest, I think it's terrible.

Exercise 3
2 ballet dancer 3 musical 4 fan
5 talented 6 routine

Exercise 4
1 A 2 B

Exercise 5
1 c 2 b 3 a

5.4

Exercise 1
1 sweet 2 going 3 time

Exercise 2
the fittest the cutest the funniest
the most important the longest
the most interesting the most intelligent
the easiest

Exercise 3
2 the youngest 3 the most intelligent
4 the most expensive 5 the best
6 the smallest 7 the biggest
8 the busiest 9 the worst

Exercise 4
2 more 3 prettiest 4 best 5 hardest
6 longer

Exercise 5
2 most beautiful 3 quietest 4 newest
5 most expensive 6 cheapest
7 biggest 8 worst 9 nearest

5.5

Exercise 1
2 band 3 stage 4 street musician
5 audience 6 concerts 7 singer

Exercise 2
2 see 3 live 4 to 5 enjoy

Exercise 3
1 F 2 T 3 F

Exercise 4
1 Green Park
2 (Saturday) 15 August
3 (The) Six Cats
4 5.00
5 11.00
6 £7.50
7 02335678567

5.6

Exercise 1
2 so 3 Wow 4 idea

Exercise 2
2 What do you suggest?
3 Let's go to the cinema.
4 Have you got any other suggestions?
5 Yes, why not?
6 How about a new jacket?
7 Can I make a suggestion?
8 No, that's not a good idea.
9 I'm not sure.

Exercise 3
2 What, about 3 got 4 don't, sure
5 Let's, good

Exercise 4
2 c 3 a 4 b 5 b

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

5.7

Exercise 1
2 I'm, I'll 3 I'm, Do, you 4 This, is, I
5 The, is

Exercise 2
2 e 3 g 4 f 5 d 6 h 7 b 8 a

Exercise 3
2 laughing out loud 3 great 4 wait
5 later 6 thanks 7 please 8 tonight
9 tomorrow

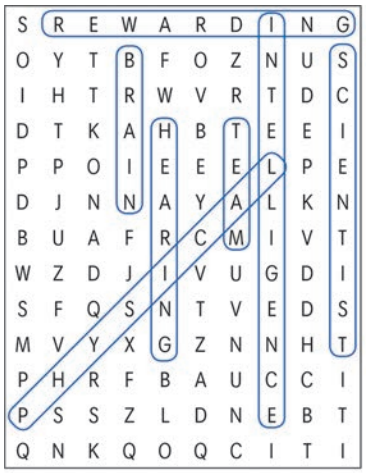
Exercise 4
2 happy 3 shocked 4 love 5 Kisses

Exercise 5
2 Are you OK? Come round later. Bye for now.
3 I got my/the test results today. Great! I'm so happy!
4 Why are you not at school? Call me. Kisses.
5 Great present. I love it! Thanks.
6 Can you get a ticket for me for the concert, please?

Exercise 6
Gr8 2 c u 2day. Thx 4 help with homework! 🙂 Can u come 2 my party @ Benny's café 2moro? C u there. ❤️😘

BBC Culture: Why do we play musical instruments?

Exercise 1



Exercise 2
2 physical 3 brain 4 scientist
5 rewarding 6 intelligence 7 team

Exercise 3
2 with 3 for 4 aged 5 with

Exercise 4
2 download 3 copy 4 practise
5 make 6 audition

Exercise 5
1 E 2 C 3 D 4 A 5 B

Unit 6

6.1

Exercise 1
2 B 3 I 4 J 5 C 6 D 7 F 8 A 9 G
10 H

Exercise 2
2 swimming 3 ice hockey 4 judo
5 basketball 6 cycling

Exercise 3
2 a runner 3 a cyclist 4 a player
5 a player 6 a player 7 a swimmer
8 a player

Exercise 4
2 play 3 win 4 win 5 score

Exercise 5
2 match 3 winning 4 win 5 point
6 scores 7 win

Exercise 6
Across
3 cyclist 5 point 7 individual
10 match 13 archery 14 running
15 ice
Down
2 goal 4 swimming 6 hockey 8 race
9 score 11 team 12 tennis

Exercise 7
2 team 3 match 4 win 5 score
6 individual 7 cycling 8 cyclist
9 race

6.2

Exercise 1
2 were 3 was 4 was 5 were 6 were
7 was

Exercise 2
2 were 3 was 4 were 5 was 6 was
7 was 8 was

Exercise 3
2 There wasn't any milk in the fridge
3 There weren't many people at the match
4 My answers weren't correct and the teacher wasn't happy!
5 Jim's birthday party wasn't on Saturday.
6 Last time the coffee here wasn't very good
7 The football players weren't very fit and the result wasn't very good.
8 My brother and I weren't at home yesterday morning.

Exercise 4
2 Where were you yesterday?
3 Who was your teacher in Year 9?
4 Were you in the team last year?
5 Was your dad a good student?
6 Which was your favourite film last year?/ Which film was your favourite last year?

Exercise 5
2 were 3 was 4 wasn't 5 weren't
6 was 7 was 8 was 9 weren't
10 were 11 were 12 Were 13 were
14 wasn't

6.3

Exercise 1
2 field, pitch 3 court 4 pool 5 track

Exercise 2
2 court 3 swimming pool 4 track
5 court

Exercise 3
2 Romanian 3 1961 4 1976
5 Canada 6 Montreal 7 uneven bars 8 1.00 9 10.00 10 7/seven

Exercise 4
1 ? 2 ✗ 3 ✓ 4 ✗ 5 ✗ 6 ?

6.4

Exercise 1
2 on 3 Poor 4 wrong

Exercise 2
2 jogged 3 played 4 emailed
5 kissed 6 painted

Exercise 3
2 I tried to make an omelette but it was terrible.
3 correct
4 Janine walked to school this morning.
5 We went to the park after school and I took some photographs on my phone.
6 Katy found an old exercise book from Year 5.
7 correct

Exercise 4
2 went 3 played 4 watched 5 took
6 saw 7 relaxed 8 had 9 cooked
10 ate 11 did 12 listened

6.5

Exercise 1
2 league 3 semi-final, final 4 cup

Exercise 2
2 go 3 for 4 play 5 did 6 do

Exercise 3
a 4 b 3 c 1 d 2

Exercise 4
1 B 2 B 3 B 4 C

6.6

Exercise 1
honest

Exercise 2
2 extreme 3 centre 4 fanatic
5 games

Exercise 3
2 What are you interests and hobbies/ your hobbies and interests?
3 What do you do in your free time?
4 Are you into sport?

Exercise 4
a 2 b 4 c 3

Exercise 6
2 c 3 a 4 b 5 c 6 a 7 b 8 b
9 b 10 c

Exercise 7
2 b 3 a 4 f 5 d 6 c

6.7

Exercise 1
2 Three years **ago** I went to the USA with my parents.
3 We started our lesson **at** 9.30 and we finished half an hour **ago**.
4 My friend arrived in England a week **ago** and she leaves tonight **at** nine o'clock.
5 It started to rain an hour **ago** and we've got a football match **at** 3.15!

Exercise 2
2 We moved to this town five years ago.
3 The film started two minutes ago.
4 I went to the football match three days ago.
5 The Romans built the Colosseum centuries ago.

Exercise 3
2 … years ago (depends on current year)
3 ten minutes ago
4 fifteen minutes ago
5 three days ago
6 three months ago

Exercise 4
2 courts 3 play 4 ago 5 keen
6 fan 7 games/matches 8 final
9 ago 10 lost 11 into 12 win/wins

BBC Culture: When did football begin?

Exercise 1
2 B 3 A 4 D 5 E

Exercise 2
2 pitch 3 billion 4 national 5 street

Exercise 3
2 national 3 fan 4 pitch 5 presenter
6 Netball

Exercise 4
2 throw the ball 3 get tired 4 get hurt
5 join the game 6 kick the ball

Exercise 5
2 supported 3 continued 4 got
5 took 6 made 7 was

Unit 7

7.1

Exercise 1
2 ten years 3 in 2016
4 in the twentieth century 5 in the 1990s
6 in the 1900s

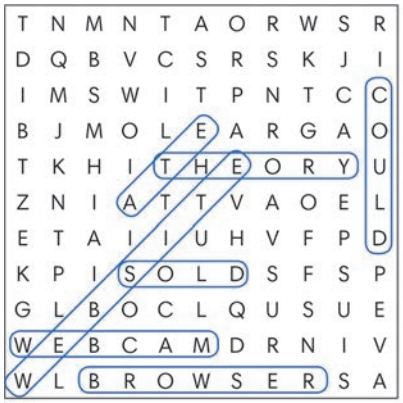
Exercise 2
2 theory 3 universe
4 personal computer 5 explosion

Exercise 3
2 understood 3 wrote 4 ate 5 could
6 bought 7 began 8 became

Exercise 4
2 webcam 3 browser 4 engine
5 smartphone
hidden word: website

Exercise 5
2 search engine 3 webcam 4 website
5 smartphone 6 web browser

Exercise 6
2 sold 3 browser 4 website 5 ate
6 webcam 7 could



Exercise 7
2 the 3 computers 4 website
5 webcam 6 smartphone 7 Thanks
8 networking

7.2

Exercise 1
2 A 3 F 4 D 5 B 6 E

Exercise 2
2 Jack didn't go to the USA on holiday.
3 My parents didn't buy an expensive TV last week.
4 We didn't have a test in class this morning.
5 I didn't chat to my friends on a social networking site last night.
6 Tanya didn't lose her smartphone at the weekend.

Exercise 3
3 He didn't do his homework.
4 He went shopping.
5 He didn't hang out with his friends.
6 He played a computer game.
7 He didn't have dinner with his parents.
8 He didn't stay up late.

Exercise 4
2 stayed 3 took 4 didn't go 5 went
6 saw 7 had 8 didn't see
9 didn't have 10 bought
11 didn't spend 12 walked
13 watched 14 ate 15 liked
16 didn't like

7.3

Exercise 1
2 kettle 3 charger
4 electric toothbrush 5 cooker
6 washing machine

Exercise 2
c

Exercise 3
1 ✗ 2 ✓ 3 ✗ 4 ✗ 5 ? 6 ✓

7.4

Exercise 1
1 Seriously? 2 Of course not!

Exercise 2
2 Did all the students pass the test?
3 Did Maria find her essay?
4 Did they make a lot of noise last night?
5 Did Mick wake his parents up when he got home?
6 Did Chris and Sandy buy a new computer at the weekend?
7 Did Gary lose his smartphone at the concert?

Exercise 3
2 No, they didn't.
3 Yes, she did.
4 No, they didn't.
5 Yes, he did.
6 Yes, they did.
7 No, he didn't.

7.5

Exercise 1
2 B 3 G 4 C 5 A 6 F 7 D

Exercise 2
2 games console 3 tracks 4 CDs
5 earphones 6 DVDs 7 MP3 player

Exercise 3
1 Beth a, c 2 Becky h, d 3 Charlie b, g
4 Lisa e, f

Exercise 4
1 primary 2 different 3 still
4 didn't like 5 lived 6 similar 7 boys'
8 different

7.6

Exercise 1
1 fair 2 pain

Exercise 2
a 1 b 2

Exercise 3
2 I think so too.
3 Sorry but I don't agree.
4 I'm not sure.
5 I don't agree.
6 That's right.
7 Maybe you're right.
8 Sorry but I disagree.
9 Perhaps that's true.

Exercise 4
2 right 3 so 4 that's/you're 5 true
6 sure 7 disagree

Exercise 5
2 e 3 b 4 d 5 a

7.7

Exercise 1
3, 5, 7

Exercise 2
2 How 3 go 4 At 5 went 6 Then
7 Guess 8 See 9 love

Exercise 3
Greetings: Hi Katya!
Ask for news: How are you?, Did your test go OK?
Give your news: Then we went round a museum., I stayed with my friend.
Give some surprising news: Guess what!
Endings: Kisses, Phone me!, Lots of love, Love and hugs, Write back soon!, See you soon.

BBC Culture: Are museums boring?

Exercise 1
2 dinosaur 3 million 4 whale
5 skeleton 6 sculpture

Exercise 2
2 alive 3 free 4 stone 5 president
6 visitor

Exercise 3
2 E 3 D 4 B 5 C 6 A

Exercise 4
2 weapon 3 policeman 4 fake
5 murderer 6 crime

Exercise 5
2 stun 3 die 4 laptop 5 exhibits

Unit8

8.1

Exercise 1
b 3 south c 1 north d 4 west

Exercise 2
2 south 3 west 4 north 5 west
6 south 7 east 8 south 9 west
10 north

Exercise 3
2 F 3 C 4 B 5 A 6 D 7 G

Exercise 4
2 river 3 lake 4 island 5 sea

Exercise 5
2 river 3 sea 4 island
hidden word: ocean

Exercise 6
2 d 3 e 4 a 5 b

Exercise 7
2 population 3 language
4 capital city 5 flag

Exercise 8
2 North 3 population 4 flag
5 ocean 6 Antarctica

Exercise 9
2 Europe 3 south 4 sea 5 mountains
6 river 7 lake 8 capital 9 population

8.2

Exercise 1
2 F 3 D 4 B 5 A 6 E

Exercise 2
2 a have to b don't have to
3 a has to b doesn't have to
4 a have to b don't have to

Exercise 3
2 have to 3 don't have to
4 don't have to 5 have to

Exercise 4
2 have to 3 mustn't 4 don't have to
5 have to 6 don't have to 7 mustn't
8 don't have to

Exercise 5
2 mustn't 3 mustn't 4 mustn't
5 have to 6 don't have to 7 have to
8 don't have to 9 have to

8.3

Exercise 1
2 foreign 3 native 4 bilingual
5 fluently 6 grammar

Exercise 2
1 F 2 F 3 T 4 T 5 F

Exercise 3
1 over 100,000
2 in 1970
3 at the Royal College for Deaf People
4 more than 7,000
5 Tony Cornforth
6 (the first letters of) the researchers' names

8.4

Exercise 1
1 What does it mean? 2 Got it!

Exercise 2
2 a 3 an 4 an 5 a 6 an 7 an
8 a

Exercise 3
2 The card has a picture of **a** mountain.
3 The office has **a** big window …
4 We're having **a** test in class today.
5 … but I don't know **the** woman.
6 … it has **a** long and strange name.
7 I tried to clean **the** mark but it was impossible.
8 I found a pencil case and **a** calculator at school yesterday.

Exercise 4
1 The 2 a, The, a, a, the 3 a, The, a, a
4 a, a, The, the 5 a, a, The

Exercise 5
2 The 3 a 4 The 5 a 6 a 7 an
8 a 9 the 10 the 11 the 12 a
13 The 14 a 15 the

8.5

Exercise 1
2 conversation 3 postcard 4 letter
5 Skype calls 6 tweet

Exercise 2
2 sent 3 made 4 asked 5 posted
6 chatted 7 called

Exercise 3
C

Exercise 4
1 b 2 c 3 a 4 c 5 b

8.6

Exercise 1
sweetie

Exercise 2
2 What do you mean?
3 I'm not sure I get it.
4 I understand now./Now I understand.
5 Do you get it?
6 Do you know what I mean?
7 I'm sorry, I don't understand
8 I see.
9 Oh, right.
10 Do you mean 'email'?

Exercise 3
2 know, right 3 see 4 mean
5 understand 6 What

Exercise 4
2 c 3 a 4 c 5 a 6 b 7 c

8.7

Exercise 1
2 looking at 3 learning about
4 shouting at 5 thinking about
6 smiling at

Exercise 2
2 d 3 e 4 f 5 c 6 a

Exercise 3
2 c 3 c 4 a 5 b 6 a

Exercise 4
2 about 3 at 4 about 5 for 6 for
7 about 8 at

BBC Culture: Can you send postcards from Antarctica?

Exercise 1
2 rare 3 unusual 4 popular 5 real
6 brilliant

Exercise 2
2 a 3 c 4 b 5 e 6 d

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

Exercise 4
2 to 3 with 4 around 5 about 6 of

Exercise 5
2 rare 3 volcano 4 gift 5 cruise
6 replies 7 scientist
hidden word: penguin

Unit 9

9.1

Exercise 1

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

Exercise 2
2 university 3 bike lane 4 train station
5 car park 6 bus stop

Exercise 3
2 bike lanes 3 car park 4 train station
5 bus stop 6 universities

Exercise 4
2 ride 3 at 4 on 5 on 6 for 7 drive

Exercise 5
2 d 3 f 4 b 5 e 6 a

Exercise 6
2 c 3 b 4 a 5 b 6 c 7 b

Exercise 7
2 station 3 train 4 by 5 for 6 drive
7 park 8 ride 9 stop

9.2

Exercise 1
2 is flying 3 are going 4 is coming
5 is playing 6 am cooking
7 are planning

Exercise 2
2 My friend isn't flying to France tomorrow.
3 We aren't going to London by train to see the concert next week.
4 Bob isn't coming round this evening to play video games.
5 Stuart isn't playing tennis every day next week.
6 I'm not cooking dinner tonight for my parents.
7 Katy's mum and dad aren't planning a surprise party for her birthday next month.

Exercise 3
2 She's playing tennis with Leo (at 5.30) on Tuesday afternoon.
3 She isn't going to the art club (at 7.30) on Tuesday evening.
4 She's having dinner at Gary's (at 8.45) on Wednesday evening.
5 She's going to Salford Museum with her/the class (at 8.15) on Thursday morning.
6 She's arriving back at school (at 5.00) on Thursday afternoon.
7 She isn't going to the cinema with her mum and dad/her parents on Thursday evening.
8 Mike is taking part in a hockey competition (at 4.30) on Friday afternoon.

Exercise 4
2 Is Hannah going on holiday soon? Yes, she is.
3 Are you playing football on Saturday? No, I'm not./No, we aren't.
4 Are Mike and Sue leaving next week? No, they aren't.
5 Are you having dinner with Jen tonight? Yes, I am./Yes, we are.

Exercise 5
2 are playing 3 am not going
4 are flying 5 is having
6 Are you going 7 aren't staying
8 are staying 9 is taking

9.3

Exercise 1
2 skiing 3 hiking 4 sailing 5 surfing
6 sightseeing

Exercise 2
2 sunbathing 3 sightseeing 4 surfing
5 skiing 6 hiking

Exercise 3
1, 2, 5, 7, 9

Exercise 4
A 3 C 2 D 1

9.4

Exercise 1
1 Tell me about it 2 Believe it or not
3 Lucky you

Exercise 2
2 I'm going to tidy my bedroom.
3 I'm going to wash my hair.
4 I'm going to buy some books online.
5 I'm going to play with my brother
6 I'm going to relax in the garden.

Exercise 3
2 We are not going to stay in the park for long.
3 Are Cathy and Mark going to get married soon?
4 I'm not going to eat a lot at the restaurant.
5 Lyn isn't going to drink coffee for a month.
6 Are they going to book a hotel in the city centre?

Exercise 4
2 aren't going to stay
3 are going to visit
4 Are you going to go
5 are going to drive
6 are going to look
7 am going to show
8 are going to go
9 Is your German friend going to come
10 am going to visit

9.5

Exercise 1
Across
1 cold 2 warm 4 sunny 5 snowy
8 foggy
Down
1 cloudy 3 rainy 6 windy 7 hot

Exercise 2
2 rainy 3 Warm 4 sunny 5 foggy
6 windy 7 cloudy 8 cold 9 hot

Exercise 3
1 C 2 A 3 B

Exercise 4
1 b 2 c 3 c

9.6

Exercise 1
1 Good thinking! 2 Just a sec!

Exercise 2
1 c 2 b 3 a

Exercise 3
2 Go to the end of the road.
3 Go past the café.
4 Turn left at the crossroads.
5 Take the second turning on the right.
6 It's next to the bank.
7 It's on the right.
8 It's opposite the station.

Exercise 4
1 end, straight, the
2 near, Go, at
3 get, Take, past, miss
a bank b chemist's c shopping mall

9.7

Exercise 1
2 How 3 hear 4 going 5 celebrate
6 invite 7 can 8 like 9 on 10 at
11 at 12 come 13 hope 14 back

Exercise 2
2 He took part in a swimming competition.
3 Sara's sister, Wendy, is going to get married.
4 at university
5 Sara's parents
6 on Saturday 11 July
7 at Sara's house
8 at 7.30
9 lots of Wendy and Jake's friends, some of Sara's friends (Many, Sasha and possibly Dave)

Exercise 3
2 How are you?
3 It's my birthday on Sunday.
4 I'd like to invite you to my party.
5 Can you come?
6 Did you hear the news?
7 The party starts at 7.30.
8 I passed my exams.
9 Let's meet outside the café.

BBC Culture: Has the London Underground got ghosts?

Exercise 1
2 E 3 C 4 D 5 A

Exercise 2
2 dressed 3 complicated 4 straight
5 confident 6 blind

Exercise 3
2 are going to fall
3 isn't going to take, is going to drive
4 am going to scream
5 are going to design
6 am going to touch

Exercise 4
2 A 3 C 4 E 5 B

Exercise 5
2 e 3 d 4 a 5 b

Exercise 6
Across
2 escalator 5 tube 6 track
8 platform
Down
3 sign 4 overalls 7 ghost

Exam Time 1

Exercise 1
2 C 3 B 4 H 5 G 6 A

Exercise 2
2 B 3 A 4 C 5 B 6 C

Exercise 3
2 B 3 A 4 C 5 B 6 A

Exercise 4
2 H 3 G 4 D 5 C 6 E

Exercise 5
2 B 3 C 4 A 5 C 6 B 7 A 8 A

www.avasshop.ir

Exercise 6
2 A 3 C 4 C 5 A 6 C 7 C 8 B
9 B

Exercise 7
2 hat 3 tracksuit 4 dress 5 shorts
6 sunglasses

Exercise 8
2 Do 3 got 4 with 5 is 6 from
7 her 8 there 9 lots 10 is 11 much

Exercise 9
2 2 November
3 Brownswood School
4 2.00
5 car
6 camera
5 to wear hoodies
6 have/'ve been ill

Exam Time 2

Exercise 1
2 E 3 C 4 G 5 F 6 A

Exercise 2
2 B 3 C 4 A 5 C 6 B

Exercise 3
2 C 3 B 4 C 5 A 6 A

Exercise 4
2 D 3 A 4 E 5 B 6 G

Exercise 5
2 A 3 A 4 C 5 B 6 B 7 C 8 B

Exercise 6
2 B 3 A 4 C 5 B 6 C 7 C 8 A
9 C

Exercise 7
2 classical 3 orchestra 4 headphones
5 review 6 audience

Exercise 8
2 for 3 many 4 enough 5 than
6 lots 7 better 8 went 9 last 10 to
11 any

Exercise 9
2 Anne Jones
3 Manchester Road
4 an hour and a half
5 £10
6 ben@mathsteacher.com

Exam Time 3

Exercise 1
2 E 3 A 4 D 5 G 6 C

Exercise 2
2 C 3 A 4 C 5 C 6 A

Exercise 3
2 C 3 A 4 C 5 C 6 B

Exercise 4
2 B 3 H 4 A 5 F 6 D

Exercise 5
2 A 3 B 4 A 5 C 6 C 7 A 8 B

Exercise 6
2 C 3 C 4 B 5 A 6 C 7 B 8 B

Exercise 7
2 hairdryer 3 ringtone 4 electricity
5 smartphone 6 website

Exercise 8
2 got 3 enough 4 When 5 there
6 them 7 Last 8 it 9 Can 10 My
11 am

Exercise 9
2 Sunday
3 Kidz
4 9.45
5 0789689563421
6 (some) water

Notes

Notes

Notes

Notes

Notes

www.frenglish.ru

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