

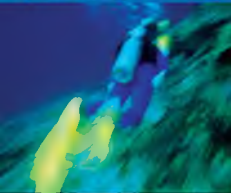


CAMBRIDGE

Discovery
Education

Eyes Open 2

TEACHER EDITION



Go to www.cambridge.org/eyesopen2

Contents

Introduction	4
Starter Unit	37
Unit 1	42
Unit 2	52
Unit 3	62
Unit 4	72
Unit 5	82
Unit 6	92
Unit 7	102
Unit 8	112
Language focus	122
CLIL video activities and key	130
CLIL	138
Projects	146
Reviews key	149
Grammar reference key	151
Vocabulary Bank key	153
Workbook key	155
WB Speaking extra key	168
Language focus extra key	173
Workbook audioscript	175

Welcome to *Eyes Open*

Eyes Open is a four-level course for lower-secondary students, which will give you and your students all the tools you need for successful and enjoyable language teaching and learning. Teaching secondary students can be challenging, even for the most experienced of teachers. It is a period of great change in young teenagers' lives, and it sometimes seems that their interests lie anywhere but in the classroom. It is the teacher's demanding task to engage students in the learning process, and *Eyes Open*'s mission is to help them as much as possible to achieve this. After extensive research and investigation involving teachers and students at secondary school level, we've come to a clear conclusion: sparking students' curiosity and desire to learn is one of the main driving forces which can enhance and facilitate the learning process. The aim of *Eyes Open* is to stimulate curiosity through interesting content via impactful video, visual images and 'real world' content on global themes.

How *Eyes Open* will benefit you and your students

Engaging real world content

Eyes Open contains a wealth of fascinating reading texts and informative Discovery Education™ video clips. The two-page *Discover Culture* sections bring global cultures to the classroom, greatly enhancing the students' learning experience whilst simultaneously reinforcing target language. The texts and three Discovery Education™ video clips per unit often revolve around teenage protagonists. The wide variety of themes, such as natural history, inspiring personal stories, unusual lifestyles, international festivals and customs, teach students about the world around them through the medium of English, whilst also promoting values such as cultural awareness and social responsibility. Each unit also has an accompanying CLIL lesson (with accompanying Discovery Education™ video) which contains a reading text and activities. Each unit's texts, together with the videos, encourage the students to reflect on, discuss and explore the themes further. For more information on culture in *Eyes Open* go to page 19. For more information on the CLIL lessons please go to page 25. For specific extension activity ideas please see the relevant video lesson pages of the Teacher's Book.

Easier lesson preparation

Everything you need to prepare your lessons is available on the *Presentation Plus* discs which, once installed, allow you to access everything easily and from one place. The package contains digital versions of the Student's Book and Workbook, with interactive activities for class presentation, all audio (Student's Book, Workbook and tests), video clips, tests and additional practice activities, which include video worksheets, grammar, vocabulary, communication activities and a link to the Cambridge Learner Management System for the Online Workbook and Online Extra.

Clear goals to build confidence

Eyes Open has been designed to provide a balance between exciting, real-world content and carefully guided and structured language practice to build both confidence and fluency.

Students of this age also need to know exactly what their learning goals are if they are to become successful learners. In *Eyes Open*, this is addressed in the following ways:

- The unit presentation page at the beginning of each unit clearly lays out the contents and objectives of the unit, so students know from the beginning what they will be studying in the coming lessons. More detailed objectives, together with CEFR relevance, are given in the relevant opening page of the Teacher's Book notes.
- Clear headings guide students to key content. Target language is displayed in easy-to-identify tables or boxes.
- Each page builds to a carefully controlled productive stage, where students are asked to use relevant language and often expand on the topics and themes of the lesson.

Extra support for speaking and writing

Most learners find speaking and writing particularly challenging, and so the Speaking and Writing pages in the Student's Book and the Workbook are structured in such a way as to lead the students step by step through the tasks necessary to reach the final goal of that page. This approach has been designed to help build students' confidence and fluency. In addition, the guided *Your turn* sections at the end of lessons give students the opportunity to activate new language. For more information, see page 20.

Visual impact

Youth culture today is visually oriented and teenagers are easily bored by material that is not visually attractive. In addition to the video content, images in *Eyes Open* have been chosen to appeal to young students. Each unit begins with a large impactful image designed to attract the students' attention and encourage them to engage with the content of the unit. Reading texts are accompanied by artwork which draws the students into the page and stimulates them to want to know what the text is about. For more information on use of visuals in *Eyes Open* see page 18.

A personalised approach

Secondary students also need to see how the world they are reading about, watching or listening to relates to them and their own world in some way. They also need ample opportunity to practise new language in a safe environment. *Eyes Open* offers multiple opportunities for students to personalise the topics via the carefully structured *Your turn* activities which appear at the end of lessons. These sections add a relevance to the subjects and themes which is central to their successful learning. In *Eyes Open* students are encouraged to talk about themselves and their opinions and interests, but care is taken to avoid them having to reveal personal information which they may be uncomfortable discussing.

Graded practice for mixed abilities

Teaching mixed-ability classes creates more challenges for the busy teacher, and with this in mind we've provided a wealth of additional practice activities, including:

- Two pages of grammar and vocabulary activities per unit available to download from *Presentation Plus*. These are graded to cater for mixed abilities, 'standard' for the majority of students and 'extra' for those students who need or want more challenging practice.
- Graded unit progress and end- and mid-year tests ('standard' and 'extra' as above). Available from *Presentation Plus*.
- Graded exercises in the Workbook, with a clear one- to three-star system.
- Additional grammar and vocabulary practice in the *Vocabulary Bank* and *Grammar reference* section at the back of the Student's Book.
- Suggestions for alternative approaches or activities in the Teacher's Book notes for stronger / weaker students.

Common European Framework compatibility

The content in *Eyes Open* has also been created with both the Common European Framework (CEFR) and Key Competences in mind. Themes, topics and activity types help students achieve the specific objectives set out by The Council of Europe. These have been mapped and cross-referenced to the relevant parts of the course material. More information on this can be found on pages 32–36, and on the first page of each unit in the Teacher's Notes.

Relevant content

For *Eyes Open*, research was carried out on the language syllabus using the Cambridge Learner Corpus. The results of this research became the starting point for the selection of each error to be focused on. By using the Cambridge Learner Corpus, we can ensure that the areas chosen are based on real errors made by learners of English at the relevant levels. In addition, the authors of *Eyes Open* have made extensive use of the English Vocabulary Profile to check the level of tasks and texts and to provide a starting point for vocabulary exercises. For more information on the Cambridge Learner Corpus and English Profile please see pages 23 and 32.

Thorough recycling and language reinforcement

New language is systematically recycled and revised throughout the course with:

- A two-page *Review* section every two units in the Student's Book,
- A two-page *Review* after every unit in the Workbook, plus a Cambridge Learner Corpus informed *Get it Right* page, with exercises focusing on common errors,
- Unit progress tests,
- Mid and End of Year progress tests.

In addition, the *Vocabulary Bank* at the back of the Student's Book provides further practice of the core vocabulary.

For more information on the review sections, including ideas for exploitation please go to page 30.

Flexibility for busy teachers

Eyes Open is designed to be flexible in that it can meet the needs of teachers with up to 150 hours of class time per school year, but is also suitable for those with fewer than 90 hours. (There are also split combo editions with half of the Student's Books and Workbooks for those with fewer than 80 hours of class time, please see www.cambridge.org/eyesopen for a full list of components). If you're short of time, the following sections can be left out of the Student's Books if necessary, without affecting the input of core grammar and vocabulary which students will encounter in the tests. However, it's important to note the video activities in particular are designed to reinforce new language and provide a motivating and enjoyable learning experience:

- The Starter Unit (the diagnostic test will allow you to assess your students' level of English before the start of term, please see page 31 for more information).
- *Review* pages: these could be set for homework if need be.
- The *Discover Culture* video pages: though we believe this is one of the most engaging features of the course, no new grammar is presented and the content of these pages doesn't inform the tests.
- The *CLIL* pages at the back of the Student's Book.
- The *Project* pages at the back of the Student's Book, and on the Cambridge Learner Management System (please see page 26 for more information).
- The *Vocabulary Bank* at the back of the Student's Book: many of the activities can be set for homework, or can be done by 'fast finishers' in class.
- The video clips on the *Language Focus* and *Speaking* pages: though these are short and there are time-saving 'instant' video activities available in the Teacher's Book (see pages 122–137).
- The additional exercises in the *Grammar reference*: these can be set for homework if need be.

Course Components

Eyes Open provides a range of print and digital learning tools designed to help you and your students.



Student's Book

The Student's Book contains eight units, plus a Starter section to revise basic grammar and vocabulary. High interest topics, including 24 Discovery Education™ video clips and additional vox pop-style videos motivate learners and spark their curiosity. Each lesson is accompanied by guided, step-by-step activities and personalised activities that lead to greater fluency and confidence.

Workbook with Online Practice

The Workbook provides additional practice activities for all the skills presented in the Student's Book. The Workbook also includes free online access to the Cambridge Learning Management System for Workbook audio, wordlists, extra writing practice, vocabulary games and interactive video activities.



Student's Book with Online Workbook and Online Practice

The Student's Book with Online Workbook provides access to full workbook content online, with all audio content. It also provides online access to the Cambridge Learning Management System so teachers can track students' progress.

Digital Student's Book with complete video and audio programme

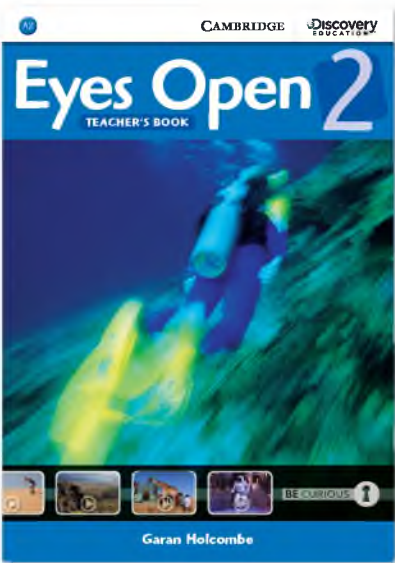
Digital Student's Books and Workbooks are available for iOS and Android devices and include activities in interactive format, as well as full video and audio content for each level. The Digital Books can be downloaded to a computer, tablet or other mobile device for use offline, anytime.



Combo A and B Student's Books with Online Workbooks and Online Practice

Student's Books are available as split combos, with the entire contents of the combined Student's Book and Workbook for Units 1–4 (Combo A) and 5–8 (Combo B). The Combos include access to the Cambridge Learning Management System with Online Workbooks, embedded audio and video content and access to Online Practice.

Teacher's Resources



Teacher's Book

The Teacher's Book includes full CEFR mapping, complete lesson plans, audio scripts, answer keys, video activities, optional activities, tips for mixed ability classes and a *Games Bank*.

Cambridge/Discovery Education™ Video DVD

Compelling, high interest Discovery Education™ video clips spark students' interest and help develop language abilities. 32 videos per level, including 24 Discovery Education™ clips, reinforce each unit's target language through a variety of video types:

- Engaging explorations of cultures, people, and locations from around the globe
- Interviews with native language speakers discussing topics of interest to teens
- CLIL-based content to accompany the eight-page *CLIL* section.



Presentation Plus Digital Classroom Pack

Presentation Plus is a complete planning and presentation tool for teachers. It includes class presentation software, fully interactive Student's Book and Workbook, answer keys and full video and audio content, with scripts for each level. The digital Teacher's Book and Teacher's Resources, including the Test Centre, and additional graded practice activities, allow easy and fast lesson planning. A link to the online learning management platform enables teachers to track pupils' progress.

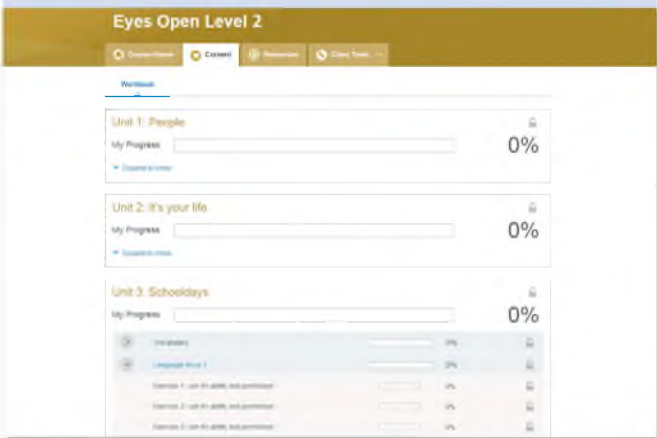
Class Audio CDs

The Class Audio CDs include the complete audio programme of the Student's Book and Workbook to support listening comprehension and build fluency.



Cambridge Learning Management System

The CLMS is a simple, easy-to-use platform that hosts the Online Workbook, extra Online Practice resources for students and teachers, and progress monitoring in one user-friendly system. Students can access their online workbooks and extra online practice and receive instant feedback, while teachers can track student progress and manage content. There is also a free online Professional Development module to help teachers take advantage of the latest classroom techniques.



Unit tour

Student's Book

Each unit starts with an impactful image designed to spark curiosity and discussion, and introduce the unit topic.

The four unit video clips are summarised on this page.



The second page of each unit focuses on vocabulary, which is presented in a memorable way.

Your turn activities at the end of every lesson give students the opportunity to practise new language in a personalised, communicative way.

Vocabulary, grammar and unit aims are clearly identified so that students and teachers can easily follow the syllabus progression.

A short *Be Curious* task encourages students to speak and engage with both the image and with the theme of the unit.

Through the listen, check and repeat task, students are given the opportunity to hear how the target vocabulary is pronounced and to practise it themselves.

The third page of each unit features a reading text which provides a natural context for the new grammar. All reading texts are recorded.

The *Language Focus* pages in *Eyes Open* highlight examples that are contextualised in the preceding reading and listening passages. Students are encouraged to find the examples for themselves.

Many of the *Language Focus* pages include a *Get it Right* feature, where corpus-informed common learner errors are highlighted.

The *Reading* pages include *Explore* features where students are encouraged to notice vocabulary from the text. Often the focus is on lexico-grammatical sets. Other times, collocation or word formation is focused on. In levels 3 & 4, students are also encouraged to understand the meaning of above-level words.

A short *Fact Box* imparts a snippet of interesting information related to the topic of the reading text.



The grammar is presented in a clear, easy-to-read format.

The *Grammar reference* at the back of the book contains more detailed examples and explanations, plus additional practice exercises.

Many *Language Focus* pages contain a *Say it Right* feature, where common pronunciation difficulties associated with the *Language Focus* are dealt with. In levels 2–4, these appear at the back of the book.

A Discovery Education™ video complements the reading topic, and provides further exposure to the target grammar, in the context of a fascinating insight into different cultures around the world.

The listening passage provides a natural context for the new grammar and vocabulary items.

The *Language Focus 2* page features examples from the preceding listening passage.

[illegible]

Your turn sections at the end of every lesson provide speaking practice and enable students to revise, personalise and activate the language taught, for more effective learning.


The *Discover Culture* spread expands on the unit topic and provides a motivating insight into a variety of cultures around the world.

Discover Culture

1 Work with a partner. Look at the picture and answer the questions.

1. The person will participate (take) in the Pumpkin Chunkin' competition.

2. I must also do this event (participate) to win a pumpkin.



Find out about a pumpkin competition in Bradenton, USA.

Discovery
NATIONAL GEOGRAPHIC

2 You are going to watch a video about the 'Pumpkin Chunkin' competition in Bradenton, Florida. What do you think happens in this competition?

3 Watch the video and check your answers to Exercise 2.

4 Watch the video again and complete the text with the words in the box.

(champion, festival, hat, pumpkin, shoes, muscle, shirt)

Some people call it a sport. Some call it a ... but neither is right. ... The rules are simple. First, like a ... then build a machine to ... it as far as you can. John Balfour tried to compete (use) his first 'Pumpkin Chucker' ... in 1976, but the record book says ... pumpkin. And in 1996, he lost. In 2008 he won the world ... and kept it for 2 years. Now pumpkin fans from all over the world ...

Reading An article

1 Work with a partner. Read the quiz and guess the answers.

2 Read the article. Check your answers to the quiz.

3 **Match:** making nouns from verbs

4 Look at the article again. Find the noun from the verb phrase. What do we add to the verb to make the noun?

5 Complete the sentences with the correct form of the verbs in the box.

have a party play games take photos
use the Internet play an instrument watch films

6 **Play/like** on 1 April is still normal in English-speaking countries.

7 **mean** ... you're better than going to the cinema

8 **is** your birthday is a good time to send all your friends and have fun

9 **with your mobile** is easier than with a camera

10 **in a hard** is hard work if you have to stay a constant weight every weekend

11 **is** a very useful computer course for adults

12 **is** a very useful computer course for adults

13 **is** a very useful computer course for adults

14 **is** a very useful computer course for adults

15 **is** a very useful computer course for adults

16 **is** a very useful computer course for adults

17 **is** a very useful computer course for adults

18 **is** a very useful computer course for adults

19 **is** a very useful computer course for adults

20 **is** a very useful computer course for adults

21 **is** a very useful computer course for adults

22 **is** a very useful computer course for adults

23 **is** a very useful computer course for adults

24 **is** a very useful computer course for adults

25 **is** a very useful computer course for adults

26 **is** a very useful computer course for adults

27 **is** a very useful computer course for adults

28 **is** a very useful computer course for adults

29 **is** a very useful computer course for adults

30 **is** a very useful computer course for adults

31 **is** a very useful computer course for adults

32 **is** a very useful computer course for adults

33 **is** a very useful computer course for adults

34 **is** a very useful computer course for adults

35 **is** a very useful computer course for adults

36 **is** a very useful computer course for adults

37 **is** a very useful computer course for adults

38 **is** a very useful computer course for adults

39 **is** a very useful computer course for adults

40 **is** a very useful computer course for adults

41 **is** a very useful computer course for adults

42 **is** a very useful computer course for adults

43 **is** a very useful computer course for adults

44 **is** a very useful computer course for adults

45 **is** a very useful computer course for adults

46 **is** a very useful computer course for adults

47 **is** a very useful computer course for adults

48 **is** a very useful computer course for adults

49 **is** a very useful computer course for adults

50 **is** a very useful computer course for adults

51 **is** a very useful computer course for adults

52 **is** a very useful computer course for adults

53 **is** a very useful computer course for adults

54 **is** a very useful computer course for adults

55 **is** a very useful computer course for adults

56 **is** a very useful computer course for adults

57 **is** a very useful computer course for adults

58 **is** a very useful computer course for adults

59 **is** a very useful computer course for adults

60 **is** a very useful computer course for adults

61 **is** a very useful computer course for adults

62 **is** a very useful computer course for adults

63 **is** a very useful computer course for adults

64 **is** a very useful computer course for adults

65 **is** a very useful computer course for adults

66 **is** a very useful computer course for adults

67 **is** a very useful computer course for adults

68 **is** a very useful computer course for adults

69 **is** a very useful computer course for adults

70 **is** a very useful computer course for adults

71 **is** a very useful computer course for adults

72 **is** a very useful computer course for adults

73 **is** a very useful computer course for adults

74 **is** a very useful computer course for adults

75 **is** a very useful computer course for adults

76 **is** a very useful computer course for adults

77 **is** a very useful computer course for adults

78 **is** a very useful computer course for adults

79 **is** a very useful computer course for adults

80 **is** a very useful computer course for adults

81 **is** a very useful computer course for adults

82 **is** a very useful computer course for adults

83 **is** a very useful computer course for adults

84 **is** a very useful computer course for adults

85 **is** a very useful computer course for adults

86 **is** a very useful computer course for adults

87 **is** a very useful computer course for adults

88 **is** a very useful computer course for adults

89 **is** a very useful computer course for adults

90 **is** a very useful computer course for adults

91 **is** a very useful computer course for adults

92 **is** a very useful computer course for adults

93 **is** a very useful computer course for adults

94 **is** a very useful computer course for adults

95 **is** a very useful computer course for adults

96 **is** a very useful computer course for adults

97 **is** a very useful computer course for adults

98 **is** a very useful computer course for adults

99 **is** a very useful computer course for adults

100 **is** a very useful computer course for adults

APRIL FOOLS' DAY

How much do you know about April Fools' Day?

1 **April Fools' Day** people ...

2 **April Fools' Day** people ...

3 **April Fools' Day** people ...

4 **April Fools' Day** people ...

5 **April Fools' Day** people ...

6 **April Fools' Day** people ...

7 **April Fools' Day** people ...

8 **April Fools' Day** people ...

9 **April Fools' Day** people ...

10 **April Fools' Day** people ...

11 **April Fools' Day** people ...

12 **April Fools' Day** people ...

13 **April Fools' Day** people ...

14 **April Fools' Day** people ...

15 **April Fools' Day** people ...

16 **April Fools' Day** people ...

17 **April Fools' Day** people ...

18 **April Fools' Day** people ...

19 **April Fools' Day** people ...

20 **April Fools' Day** people ...

21 **April Fools' Day** people ...

22 **April Fools' Day** people ...

23 **April Fools' Day** people ...

24 **April Fools' Day** people ...

25 **April Fools' Day** people ...

26 **April Fools' Day** people ...

27 **April Fools' Day** people ...

28 **April Fools' Day** people ...

<

In levels 3 & 4, students are also encouraged to understand the meaning of above-level words.

The second lesson in the *Discover Culture* spread focuses on a reading text which is thematically linked to the cultural angle of the video.

Discovery Education™ video clips throughout the course bring high-interest global topics to life for students.

If you don't have access to video in class, the students can access this video, together with the interactive activities, via the Online Practice.

The *Your turn* sections on these pages encourage learners to compare their lives with the lives of the people featured in the reading texts and video clips.

Speaking and writing skills are carefully developed through a progression of easy-to-follow activities which guide students towards written and spoken fluency.

The optional *Real Talk* video features English and American teenagers answering a specific question linked to the language or unit topic.

All *Writing* pages include a model text from the featured genre.

After a short comprehension activity, students are encouraged to answer the same question as the teenagers in the clip.

Both Speaking and Writing lessons present Useful Language in chunks to develop fluency.

A clear model is provided for the speaking task.

Writing lessons broadly follow a Process Writing methodology, where students are encouraged to plan and check their writing.

There are two pages of *Review* after every two units. The exercises are grouped under *Vocabulary* and *Language focus* (grammar). These can be set for homework if time is short in class.

Useful Language sections on these pages highlight specific linguistic features from the model writing text and dialogue which will help build students' writing and speaking skills.

7-8 Review

Vocabulary

- Match the sentences halves.
- Write the name of each part of the body in the picture.
- Match the verbs with the nouns.
- Complete the sentences with the verbs in the box.

Explore vocabulary

- Complete the sentences with *get* or *have* and one of these words.
- Read the descriptions of some compound nouns. What is the word for each one?
- Complete the sentences with the verbs in the box.

Language focus

- Complete the sentences with the present perfect simple form of the verbs in brackets.
- Write questions with the present perfect and the words below.
- Choose the correct answers.
- Complete the sentences with *could* or *would*.
- Choose the correct answers.
- Complete the sentences with *enough* and the adjective in brackets.

Language builder

- Choose the correct answers.
- Complete the conversations with the words in the box.

Language builder sections revise the target grammar from all the previous units.

Each CLIL lesson is linked to the topic of the corresponding unit. They give students the opportunity to study other subjects through the medium of English.

8 CLIL

Geography Functional zones

1 Match the photos with the different zones in a city.

Industrial zone residential zone CBD (central business district)

2 Read and listen to the text and check your ideas for Exercise 1.

FUNCTIONAL ZONES

Functional zones in a city are the areas where people go to do different things. There are three main functional zones in a city: the CBD, the residential zone and the industrial zone.

The CBD (Central Business District) is the central area of a city. It has most of the shops, banks, offices, hotels, theatres, and other important buildings. It is usually the busiest part of the city.

The residential zone is the area where people live. It has houses, flats, and other types of homes. It is usually the largest part of the city.

The industrial zone is the area where factories and other businesses are located. It is usually the least developed part of the city.

3 Complete the table with the words in the box.

shops factories offices warehouses parks swimming pools shopping centre banks schools

CBD	Industrial zone	Residential zone

4 Which zone(s) ...

- has got the cheapest land?
- has got the most expensive land?
- has got the most houses?
- are out of the city centre?
- is usually the busiest?

5 Work with a partner. Can you name the functional zones in your nearest city?

Find out about urban planning online.

Discovery Education

An ancient river

If you want to make fuller use of the video, you will find a complete lesson plan at the back of the TB and photocopiable worksheets on the Presentation Plus software.

The third Discovery Education™ video clip brings high-interest global topics to life for students.

Grammar reference

Unit 8

1 Complete the sentences with one of the words in the box.

1 I haven't got ... to do today.
2 I haven't got ... to do today.
3 ... called me on the phone but I don't know who.
4 I'm so hungry. I can't wait ... all day.
5 If you're tired, I can give you ... to do.
6 ... is going to the park tomorrow. Why don't you come, too?

2 Complete the sentences with one of the words in the box.

1 I haven't got ... to do today.
2 I haven't got ... to do today.
3 ... called me on the phone but I don't know who.
4 I'm so hungry. I can't wait ... all day.
5 If you're tired, I can give you ... to do.
6 ... is going to the park tomorrow. Why don't you come, too?

3 Complete the sentences with one of the words in the box.

1 I haven't got ... to do today.
2 I haven't got ... to do today.
3 ... called me on the phone but I don't know who.
4 I'm so hungry. I can't wait ... all day.
5 If you're tired, I can give you ... to do.
6 ... is going to the park tomorrow. Why don't you come, too?

4 Complete the sentences with one of the words in the box.

1 I haven't got ... to do today.
2 I haven't got ... to do today.
3 ... called me on the phone but I don't know who.
4 I'm so hungry. I can't wait ... all day.
5 If you're tired, I can give you ... to do.
6 ... is going to the park tomorrow. Why don't you come, too?

The Grammar reference provides more detailed explanations with clear examples.

Additional grammar exercises provide even more practice.

The Vocabulary Bank contains all the new vocabulary from each unit. Activities revise and consolidate the language.

Vocabulary Bank

1 Log your memory!

2 Look at the words in the box. Write them in the correct column.

3 Choose one of the words that don't tell your partner. Write the word. Can your partner guess what word it is?

4 Explore expressions

5 Explore making nouns from verbs

6 Study tip

Vocabulary Bank 115

There are three optional projects in the Student's Book, and more ideas for additional projects available via Presentation Plus.

Project 1

A sponsored event

SIXFIELDS ANIMAL HOSPITAL Charity Day

Join the fun and help us reach our total of £5,000

Saturday 20th August 1 pm

Raffle

Food and drink

Sponsored events:

- fun run
- dance marathon
- music from local band, The Singers
- Hot dog eating contest

Look

1 Look at the poster about the charity day and answer the questions.

- What is the charity?
- Where is the charity day?
- What day is it?
- What time does it start?
- What sponsored events are there?
- What entertainment is there?
- How much money do they need to raise?

Prepare

2 Work in groups of three. Plan a charity day in your class and make a poster. Use the questions in Exercise 1 to help you and find photos to put on your poster.

Present

3 Present your poster to the rest of the class. Give extra details about the charity, how friends and family can sponsor you, and the amount of money you want to raise. Which charity day is the class's favourite?

Students are given a clear model to guide them.

Each page includes a study tip to help students record and remember new words and encourage autonomy.

Three clearly laid out stages provide clear guidance.

Workbook

The first page of each unit practises the vocabulary from the opening pages of the unit in the Student's Book.

The second page practises the first *Language Focus* section.

Every unit contains a listening activity.

8 Having fun

Vocabulary

1. Complete the table with the correct word from the box.

2. Match the words with the pictures.

3. Write the words in the correct column.

4. Write the words in the correct column.

5. Write the words in the correct column.

6. Write the words in the correct column.

7. Write the words in the correct column.

8. Write the words in the correct column.

9. Write the words in the correct column.

10. Write the words in the correct column.

Language focus 1

1. Complete the sentences with the correct word from the box.

2. Complete the sentences with the correct word from the box.

3. Complete the sentences with the correct word from the box.

4. Complete the sentences with the correct word from the box.

5. Complete the sentences with the correct word from the box.

6. Complete the sentences with the correct word from the box.

7. Complete the sentences with the correct word from the box.

8. Complete the sentences with the correct word from the box.

9. Complete the sentences with the correct word from the box.

10. Complete the sentences with the correct word from the box.

Listening and vocabulary

1. Listen to the audio and complete the table.

2. Listen to the audio and complete the table.

3. Listen to the audio and complete the table.

4. Listen to the audio and complete the table.

5. Listen to the audio and complete the table.

6. Listen to the audio and complete the table.

7. Listen to the audio and complete the table.

8. Listen to the audio and complete the table.

9. Listen to the audio and complete the table.

10. Listen to the audio and complete the table.

The vocabulary from the *Explore* sections on the Student's Book reading pages is practised here

Activities are given one to three stars, depending on the level of difficulty.

Language Focus 2 provides further practice of the target grammar from the Student's Book.

The model writing text includes more useful language, which is extended from the Student's Book.

There is a double-page *Writing* section in every unit.

The organisation and contents of the model text are highlighted.

Language focus 2

1. Complete the sentences with the correct word from the box.

2. Complete the sentences with the correct word from the box.

3. Complete the sentences with the correct word from the box.

4. Complete the sentences with the correct word from the box.

5. Complete the sentences with the correct word from the box.

6. Complete the sentences with the correct word from the box.

7. Complete the sentences with the correct word from the box.

8. Complete the sentences with the correct word from the box.

9. Complete the sentences with the correct word from the box.

10. Complete the sentences with the correct word from the box.

Writing

1. Read the text and complete the table.

2. Read the text and complete the table.

3. Read the text and complete the table.

4. Read the text and complete the table.

5. Read the text and complete the table.

6. Read the text and complete the table.

7. Read the text and complete the table.

8. Read the text and complete the table.

9. Read the text and complete the table.

10. Read the text and complete the table.

A broad Process Writing model is followed, as in the Student's Book.

Each unit includes *Writing Tips*.

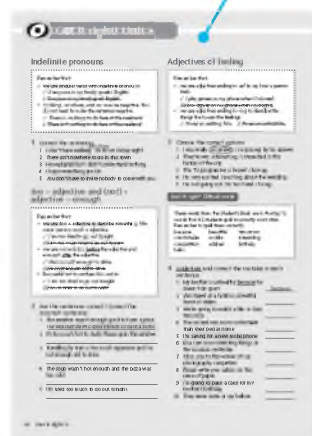
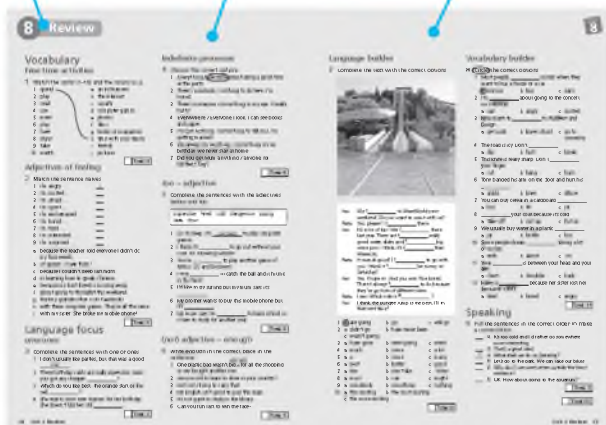
Other features of the genre are presented.

The first page of the *Review* section focuses on the grammar and vocabulary of the unit.

Each unit is followed by a two-page *Review* section.

The second page revises the grammar, vocabulary and functional language from all units to this point.

Each unit finishes with a *Get it Right* page where common learner errors are focused on, including spelling errors. The errors are informed by the Cambridge Learner Corpus.

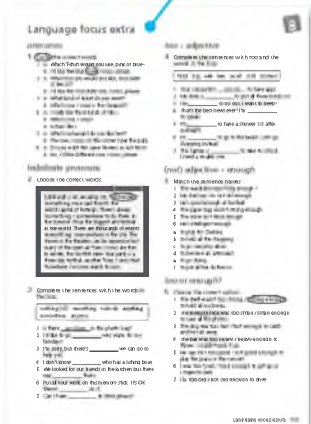
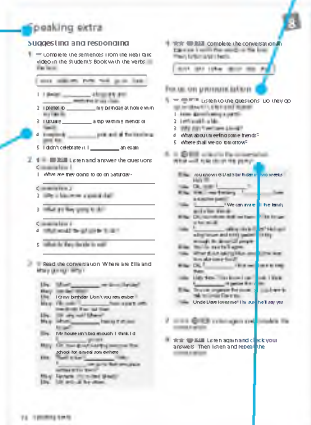


Focus on pronunciation sections provide more extensive practice of pronunciation features such as word and sentence stress and intonation.

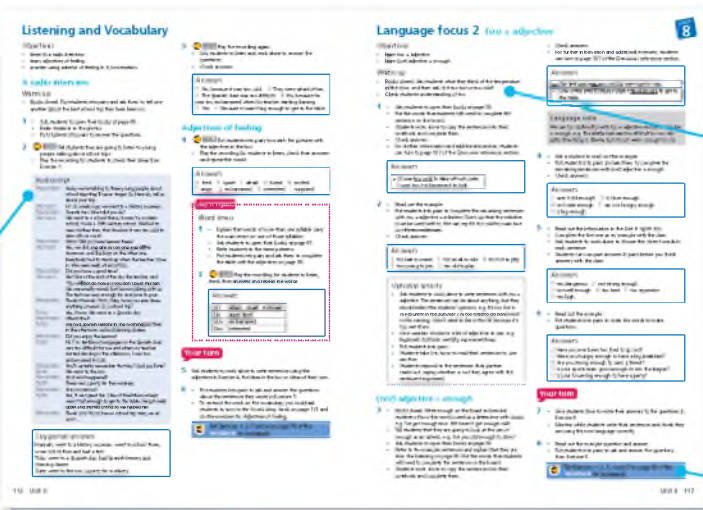
The *Speaking extra* pages practise the *Useful Language* from the Speaking pages in the Student's Book.

The *Language focus extra* pages provide even more practice of the grammar in the Student's Book.

There is plenty of listening practice to contextualise the language.



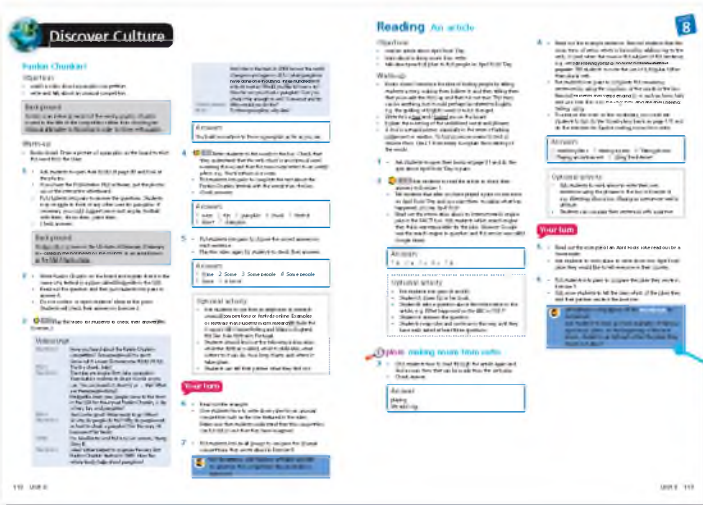
Whenever students are asked to listen, they are given an opportunity to listen for gist first.



Audio and video scripts are embedded within the teacher's notes.

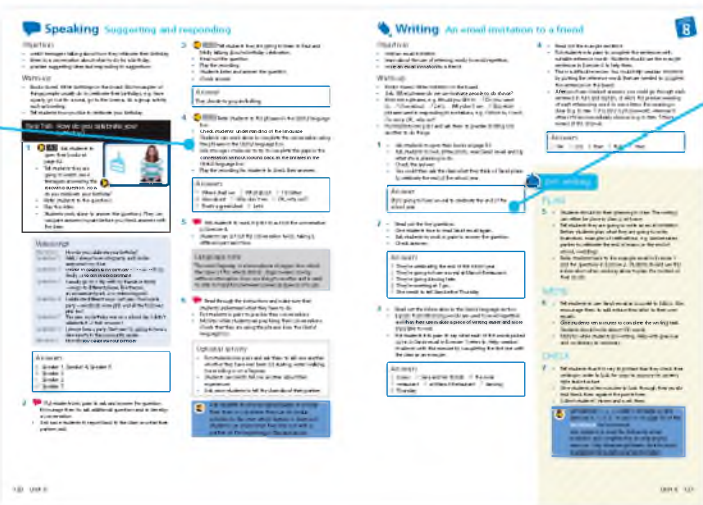
Teaching notes include 'off the page' activities with Student's Books closed.

Homework suggestions point teachers to the relevant workbook pages, but also offer creative, learner-centred alternative ideas.



The *Discover Culture* video lesson contains step-by-step lesson notes, as well as the video script. Video self-study activities for students are available on the Cambridge Learning Management System (CLMS), accessible via the Workbook.

Homework suggestions point teachers to the relevant workbook pages, but also offer creative, learner-centred alternative ideas.



There are suggestions for dealing with stronger or weaker students throughout the notes.

Answer keys are embedded within the notes, in the appropriate place.

Presentation Plus digital classroom software

Engage students with lively multimedia content including easy access to all the videos with subtitles.

Extra teacher's resources such as the Teacher's Book, tests and photocopiable activities

A link to the Cambridge Learner Dictionary

The zoom feature allows you to zoom anywhere on the page.

Access this content via the *Presentation Plus* DVD-ROM, available separately.

Presentation Plus gives you easy access to digital versions of all the teaching resources you need in one place.

Fully interactive Workbook

Fully interactive Student's Book

Check students' answers with the answer key.

Listen to the audio with the option to show the script.

Each page in each unit features interactive activities.

Online Workbook with Online Practice on the Cambridge Learning Management system

Click on the Resources tab to open the Online Practice.

The Cambridge Learning Management system gives students extra language practice with even more games and activities.

Click on the Content tab to open the Online Workbook.

You and your students can see how much of each unit, section or exercise has been attempted.

The teacher decides when to unlock content.

The Workbook gives free access to the *Resources* area, where students will find the Workbook audio and Wordlists.

The teacher view also has access to a full online teacher training programme.

In the gradebook, students and teachers can see scores by unit or section for individual students or the whole class.

Using video in *Eyes Open*

Using video in the classroom can often appear to be something of a challenge, especially if the necessary equipment isn't always available. But teachers who use video report increased levels of motivation and enthusiasm in students.

Eyes Open offers four video clips per unit, a total of 32 sequences in the course. These high-quality clips have been produced in collaboration with Discovery Education™. The Discovery Education™ footage has been edited by Cambridge University Press to meet the needs of the secondary classroom and the audio has been specially written to fit the syllabus and level of the students.

The clips maintain the appeal and exciting content of all Discovery Education™ videos, featuring a wide variety of countries from around the world (both English and non-English speaking). The themes have been carefully selected to appeal to learners in the target age range. They often focus on aspects of teenagers' lives around the world and inspire learners to continue to explore the topics in the videos outside the classroom.

The videos can be used as much or as little as the teacher chooses. In the Teacher's Book, each video is accompanied by a number of suggested exercises which can be completed in a short time within the course of a normal class. The Student's DVD-ROM, which accompanies the Student's Book, contains all 32 videos from the course as well as interactive exercises which students can complete while watching the videos. Extra ideas for building on the content and themes of the videos are provided in the Teacher's Book. If the teacher prefers to make a full lesson out of the video, he/she can print out the corresponding worksheets from the *Presentation Plus* software.

Video in the classroom

Why video?

Video is becoming the primary means of information presentation in digital global media. Recent statistics suggest that 90% of internet traffic is video-based. Because of this, teaching a language through text and image alone may not completely reflect how many of today's teenagers communicate and receive and transmit information. Due to the increasing prevalence of video in all walks of life, being visually literate and knowing how to process visual data is an increasingly necessary skill in today's digital world. So why not use video in the language classroom?

How to exploit video

Video can be exploited in a variety of ways in the language classroom. Primarily, teachers may use video for listening skills practice. Video is an ideal tool for practising listening comprehension. The obvious advantage it has over audio alone is the visual support it can offer the viewer. Students are sometimes able to see the speaker's mouth, facial expressions and gestures, as well as being able to see the context clearly and any visual clues which may aid comprehension. All of the essential micro-skills such as listening for specific information, predicting and hypothesising can be taught very effectively through this medium.

Video can also act as visual stimulus. Here the moving image acts as a way to engage interest and is a catalyst for follow-up classroom tasks, such as summarising the video content or post-viewing discussions. Teachers can also make use of the visual image alone to practise prediction or encourage students to invent their own soundtrack based on what they see rather than what they hear.

Finally, video can be a great source of information and provides learners with the content for subsequent tasks such as project work. The factual nature of Discovery Education™ provides a very useful tool when teaching CLIL (Content and Language Integrated Learning), in which students learn academic subjects in English. For more detailed information about use of videos in *Eyes Open* and extra worksheets, see pages 122–137.

Videos in *Eyes Open*

Our approach to integrating video into Cambridge's new secondary course, *Eyes Open*, was to adapt authentic material from Discovery Education™. The content and subject matter of these videos is ideal for the secondary school classroom. Learners of this age are curious about the world and keen to learn about different cultures, natural history and people of their own age around the globe. Many teenagers also watch similar documentary-style programmes outside the classroom. The videos in *Eyes Open* are short and fast-paced, with plenty to engage the teenage viewer without overloading them with information.

The voiceovers in the videos are delivered in a clear, concise manner with language specially graded to match the syllabus and to reflect what students have learned up to each point on the course. By providing subtitles in a simplified storyboard format, we have added an extra aid to student comprehension which teachers can make use of should the need arise.

There are four videos in each unit of *Eyes Open*. Video sections can be found on the *Language focus 1* page, the *Discover Culture* page, the *Speaking* page and the *CLIL* page at the back of the book. Discovery Education™ video supplements and extends the unit themes throughout the course. With a strong cultural focus and a variety of topics from countries around the world, these videos act as a way to encourage intercultural awareness and lead students to seek out similarities and differences between their own culture and other cultures around the world.

The videos which accompany the *CLIL* pages at the back of the book are an ideal complement to the content being taught in class. Subjects such as Science, Maths and History are brought to life in informative and highly educational videos which are a natural progression from the lesson on the page.

Of the four videos, the only one not to feature documentary material is on the *Speaking* page. These *Real Talk* videos include interviews with British, American and Australian teens in which the young people talk to camera on a variety of subjects both relevant to the topic on the page and to teenagers' own lives. These voices are fresh and act as sympathetic role models for the learners.

The future of video in class

Who knows where we will end up with video? New video genres are being born all the time. Software offering the latest innovations in interactive video work is constantly being developed, and, before long, it will be possible to show a video in class that your students will be able to change as they watch.

We are living in an age in which digital video reigns supreme. For this reason, try to make video a central part of your lessons, not just an added extra. Hopefully, courses with integrated video content such as *Eyes Open* will make it easier for teachers to do this. It's hoped that working with video in this way will bring the world of the classroom a little closer to the world our learners are experiencing outside the classroom walls. That must surely be motivating.

The use of image in *Eyes Open*

Using images in the language classroom is something we take for granted. However, although our classroom materials are full of images, most of these are used as a support with written or spoken texts. As text provides the main focus of our attention in class, the images used alongside often perform a secondary role or are simply decorative.

The information of the digital age in which we live is highly visual. These days, people often communicate through images and video, or through a combination of image and text. We therefore believe it appropriate to rethink the role of images in learning materials and place more emphasis on 'the visual'. This brief introduction outlines the different roles that images can have in our teaching practice and what we have done in *Eyes Open* to make the image more central to the course and to more fully exploit image.

High-impact images

In *Eyes Open*, we provide high-impact photos on the opening page of each unit. These images have multiple functions. Firstly, they provide an engaging link with the unit content, stimulating the students to take an interest in the topic. An image is a more efficient and impactful way of conveying a message. In this sense, a picture can really be worth 'a thousand words'. Secondly, the *Be Curious* section beside the image poses specific questions related directly to the image. Thirdly, the image often acts as a cultural artefact which is open to multiple readings. In the *Be Curious* section, students are often encouraged to hypothesise about the image in question. For example, looking at the photo of a busy street market, they might be asked, 'Where do you think it is?' Students should feel confident here that they can provide their own answers, using their imagination as much as possible providing they can justify their opinions.

The images in both these opening pages and in others have been selected because they offer an original angle on a well-known topic, or show a different perspective.

Intercultural awareness and critical thinking

The topics and images have also been carefully selected to encourage intercultural awareness and critical thinking. For example, in Level 2 Unit 5 (Visions of the future) one of the images shows a boy in an unconventional classroom environment, sitting at home in rural Australia as he learns online. This would be something different from the classrooms that many of our students are familiar with. The students can be encouraged to find differences and similarities between this and their own experience. In this context, this classic task has a clear intercultural angle. At the same time, students may be asked what conclusions they can draw about school life from reading the text and looking at the image. For example, they are asked to write down the good and bad things about using technology for learning. To answer this, students must look for evidence there to support their argument but also think beyond this context to come to general conclusions about education technology. The important concern again here is that students can provide their own answers rather than simply second-guess a 'correct' answer from the answer key. This is, in fact, the essence of critical thinking.

Teaching tips for exploiting images in class

If your class has problems analysing the images, consider three different ways of responding to them: the *affective* response – how does the image make you feel, the *compositional* response – how is the image framed (i.e. what is in the foreground/background, where the focus is, etc.), and the *critical* response – what message does the image communicate; what conclusions can we draw from it? This can be a useful framework for discussing any image.

Moving on: selecting your own images and student input

Taking this further, you could select your own images for use in class to supplement those found in the course. Some criteria for selecting images could be: *impact* (will the images be able to stimulate or engage the learner on an imaginative level?), *opportunity for personalisation* (how can the students make these images their own?) and *openness to multiple interpretation* (how many different readings can be drawn from a certain image?).

There are a number of great websites and image-sharing platforms where you can access high-quality and high-impact copyright-free images to be used in class. These include:

<http://unsplash.com>

<http://littlevisuals.co>

<http://www.dotspin.com>

<http://www.lifeofpix.com>

You can also then allow students to take a more active role by inviting them to bring their own images to class. Thus, images provide an even more central focus, functioning both as objects for analysis in their own right and as a clear way for students to provide their own input. This can be easily achieved digitally. Why not set up an Instagram page with your class, or a blog, or even a class website? This will allow students to upload their own images and interact with them by sending posts or messages describing or commenting on the images. In this way, they get extra practice at writing and even speaking. This interaction can then inform the face-to-face classroom to create a blended learning environment, as you prompt face-to-face discussion and negotiation of ideas based on what you view online. It is a truism that language and culture are inseparable and yet this is something that is often overlooked in English language teaching materials which focus exclusively on a linguistic agenda. For this reason, each unit of *Eyes Open* includes a *Discover Culture* spread which clearly emphasizes culture. These spreads include a video-based page and an extended reading which are related in topic. The Discovery videos and accompanying texts have been carefully chosen to offer insights into life and realities across the planet. Unlike other textbooks, *Eyes Open* offers a truly global focus, concentrating both on the English-speaking world and also on other countries. Why have we chosen to do this?

Role of culture in *Eyes Open*

English as an international language

Due to globalisation, English is spoken in more places in the world than ever before and the number of proficient non-native speakers of English now outnumbers natives by approximately five to one. For this reason, it is likely that your students will speak English in later life in global contexts with a majority of non-native speakers present. This has obvious repercussions for pronunciation. For example, is it now desirable for learners to sound native-like? But it also has an effect on the cultural input that we present in class. It may be counter-productive to present only examples of native-speaker culture if your learners will rarely find themselves in a purely native-speaker environment.

For this reason, in its *Discover Culture* spread (and throughout the units) *Eyes Open* features cultural input from many different societies. For example, Level 3 Unit 3 features a video focusing on characteristic musical styles from three different countries: Australia (where English is spoken as a first language), India (where it is spoken as a second language) and Mexico (where it is learnt as a foreign language). This is not to say that target culture is ignored. One advantage of this approach, of course, is that the students' own country may appear in these pages thus engaging learners even further and offering an opportunity to use students' real-world knowledge and experience to analyse a text critically.

An intercultural 'glocal' approach

Eyes Open is a course that will be used in many different countries. Therefore the topics chosen are global in reach and appeal. However, they are also sufficiently familiar to students for you to 'localise' them. Put simply, this means that you could seek out local angles on global topics. For example, if the unit discusses a subject such as graffiti (a truly global phenomenon), you could get students to find examples of graffiti from their local context. This is, of course, facilitated by the *Your turn* sections which always attempt to bring out the students' own views on a particular subject and allow them to reflect on their own world. Such an approach is very much in line with the Common European Framework's principles in which intercultural awareness predominates. Such an approach encourages learners to reflect on their own culture and identity and seek out differences and similarities between that and the target culture. As a consequence learners will see that their own culture is plural and diverse, and they may begin to challenge stereotypes and misconceptions about how their own culture is seen by others.

Challenging stereotypes

While featuring topics which are familiar to teachers and students, *Eyes Open* also offers an alternative vision of certain widely-established cultural traditions. Cultural phenomena are truly representative of different countries rather than merely reiterating cultural clichés and stereotypes which may no longer be true.

For example, rather than focus on well-known British sports like rugby or cricket, Level 1 Unit 8 focuses on Scotland's lesser-known Highland Games. Likewise, the course features exciting and teen-relevant material such as the Burning Man music and culture festival in the USA (Level 3 Unit 3), rather than more established traditional music festivals like the Proms in the UK.

How have we implemented our approach to culture?

Discover Culture sections

Video exploitation

As in other parts of *Eyes Open*, the visual aspect is taken very seriously. After a series of warmer questions to activate the learners' schemata, students watch the video for gist and specific comprehension, but there are also questions which focus on visual stimuli. For example, students might be asked to test their memory on the images that they have or have not seen in the clip. Likewise, before watching, students might be asked to imagine which images they think would appear in the clip and then watch and check their answers. Students in the *Your turn* are then asked to find a personal connection with the topic shown in the video and/or give an extended opinion about it. As explained above, the approach embraces all cultures in which English is spoken as first, second or foreign language, from entrepreneurs in Mexico, to Maths lessons in Singapore to winter survival in Alaska. Very often, different countries' cultures are compared within the same video such as one clip which focuses on the distinct animals which live in the world's cities. In this way, students are learning about world culture through English but via the dynamic and motivating medium of Discovery Education™ video.

Reading exploitation

As in the video section of *Discover Culture*, images play a key part in activating students' interest in the topic. Images have been chosen specifically to trigger a response, encouraging students to hypothesise about what they are about to read. Once again, the topics here offer interesting focuses and contrasts on a topic related to the previous video spread. For example, in Level 3 Unit 2 two different schooling traditions are highlighted: The Royal Ballet in London is compared to La Masia, FC Barcelona's football academy for teens, which provides many of the team's best players. This is in line with the approach taken to culture in the series. By exploring world contexts (such as Spain here) where English is spoken as a foreign language, it is hoped that that teachers and students will feel able to localise the material to suit their own context. For example in the case above, the follow-up question after the reading could then be "Is there a football academy that functions in a similar way in your country?" At the same time, connections between target and world culture can be forged. For example, students might be asked if they have ever stopped to reflect on the similarities between training to be a ballet dancer or a footballer.

Ideas for further exploitation

If a *Discover Culture* spread has proved popular with your class, why not get students to produce a mini project on a similar topic? This could either feature a local context similar to the one in the spread or describe a related personal experience. Encourage them to use digital resources to research the project. These projects can be showcased in class by way of student presentations using digital tools for added effect. The Teacher's Book has an *Extension Activity* box at the end of each *Discover Culture* section, with specific ideas for further exploitation of the topics.

Speaking and writing in *Eyes Open*

Speaking and writing use vocabulary and grammar that learners have already internalised, or are in the process of internalising. They both allow the writer or speaker to be creative, but often use formulaic phrases and expressions such as functional language, which can become automated and prepare the listener to expect predictable content. However, although similar in that they are both productive skills, in many ways speaking and writing are very different and need a different pedagogical approach.

Writing

Writing is a skill that students often find difficult, even in their L1. It involves thinking about vocabulary, grammar, spelling and sentence structure, as well as how to organise content, and of course register is important too.

How does *Eyes Open* help students improve their writing skills?

Motivation through real life tasks

It helps a writer to have an idea of who the reader is (as opposed to the teacher!) and what the purpose of the writing is. In real-life tasks this is easier to see.

Genre (type of text) is important here too, so in *Eyes Open* a range of appropriate text types have been selected, using the CEFR for guidance, and the type of text is always indicated for students. Genre tells us what kind of language is used, be it set formulae or functional language, vocabulary, and formal or informal register, all related to the purpose of the text and its expected content. On each writing page the *Useful language* box focuses learners on an integral aspect of that type of text. The *Eyes Open* syllabus has been carefully planned across the four levels to deal with a range of relevant language issues related to the different genres.

The writing page starts with a **model text**. This serves to show students what kind of text they are aiming for. It is also designed to focus attention on how the useful language is used in the text, which allows for a process of noticing and discovery learning. This useful language often includes appropriate functional expressions. Writing in one's own language is a process involving planning, drafting and redrafting, and checking for mistakes. Within this process you have time to think, look things up and so on. The way writing is dealt with in *Eyes Open* encourages learners to follow the same process. The workbook then provides more work on the same genre, with another model text and exercises which recycle and extend the highlighted features from the SB, before suggesting another title for further practice.

TIPS:

- With some genres, get students to predict what they expect to find in the model text.
- As well as focusing on the Useful language, ask students to underline phrases in the model they could use for their own text.
- Brainstorm ideas and do the planning stage in pairs. The drafting can also be done collectively.
- Write the SB text in class and the WB pages individually for homework.
- Get students to use the checklist on each other's work to raise their awareness. Then allow students to write a final draft.
- Using a digital device for writing makes the whole process easier and more like the modern world, and so is more motivating.

Speaking

Speaking is challenging, and can be daunting (it involves thinking and speaking at the same time, and listening and responding to someone else). Teenagers may lack confidence or feel embarrassed when speaking English. *Eyes Open* takes a **step-by-step approach**, where students are provided with sufficient **support** and a structure to enable them first to practise in a controlled way but later to create their own conversations. As with writing, speaking can involve set phrases or functional language used in the context of a particular genre. The more these phrases can be practised and memorised, the easier creating a new conversation will be. This is known as automatization. To try and mirror speaking outside a classroom, there is no written preparation. Instead, *Eyes Open* starts with a model conversation in a clear, **real-life context**, to motivate students and highlight useful language. Students **listen first** to answer a simple question designed to focus on content rather than language. The focus then shifts to the useful language, which may be complete fixed phrases or functional exponents to begin a sentence. Students use these to complete the conversation and listen again to check. They then read the model conversation in pairs, and often do a follow-up exercise using some of the useful language as well, in order to give them confidence and prepare them for developing their own conversation, either by adapting the model (at lower levels) or by creating their own. In both cases prompts are provided, and students are encouraged to use the phrases from the useful language box in their own conversations.

TIPS:

- Students can read the model conversation several times; after they have done this once or twice, encourage one of them to read and the other to respond from memory. Then they swap, and finally they see if they can both remember the conversation.
- Use the model and audio to concentrate on pronunciation, drilling at natural speed. Students can look for features of speech (eg. words being joined together, or sounds disappearing in connected speech).
- Get students to "act" the model conversations in character. This helps lessen embarrassment, and can be fun.
- Encourage students to do the final task several times with different partners.

Your turn

Throughout the SB there are *Your turn* sections on every page (except the Speaking and Writing sections). These are included to practise writing and speaking – the writing stage often helps to scaffold a subsequent speaking activity – linked with new vocabulary and grammar, or listening and reading. Students are encouraged to actively use new language in a **personalisation activity**. This approach has been shown to help learners activate and relate new language to their own lives, i.e. in a relevant and familiar context.

TIPS:

- In class, students can compare what they have written in the Student's Book or the Workbook for homework. They could then tell the class if they are "similar or different".
- Doing the speaking activities in pairs or small groups makes them feel more confident. After this "rehearsal" they could be asked about what they said in an open class report back stage.
- Turn sentences into questions as the basis of a class "survey" in a milling activity.

Managing teenage classes

Classroom management is one of the main everyday anxieties of teachers of teenage classes. Classroom management involves discipline, but it also involves lesson planning, time management and responsiveness to the needs of teenage pupils.

Tips for the first lessons

The first few lessons with any new group of teenage pupils will set the stage for the rest of the year. New pupils will invariably put us to the test so it is important to be prepared and well-equipped from day one.

It is best not to let pupils sit where they want. If possible, speak to other teachers who know your new pupils and get advice on who should and should not be seated together. Have a seating plan prepared. This will also help learn pupils' names quickly. We rarely feel 100% in control until we know our pupils' names!

Prepare a number of class rules and consequences which apply to your personal expectations and suggest these to the class. Invite pupils to discuss each rule and the possible reasons behind them. Pupils may adapt your suggestions or change the wording. Type out the final 'contract' and ask everyone to sign it and sign it yourself. Pupils may even take it home to show their parents.

The greatest source of real communication in any language classroom is the day-to-day interaction between teacher and pupils. It is essential to work on and develop the language that they will be using for the next few years at school. It is the key to establishing a classroom atmosphere of confidence, security and motivation.

Recommended approaches and *Eyes Open*

Although they would probably never admit it, teenagers want and need structure in the classroom because it gives them a sense of security. If the lesson is not organised, instructions are not clear, the material or tasks too difficult (or too easy!), then discipline problems are sure to arise.

If lesson aims are made clear to pupils, this can help. *Unit aims* are summarised on the first page of each unit in the Student's Book expressed as *I can ...* statements. These aims are clear and simple for pupils to understand. For more detailed aims, the Teacher's Book starts each page with *Objectives* for the lesson. Use the accompanying exercises and tasks which have been designed to determine if pupils are able to achieve these objectives.

At the beginning of the lesson you might write a summary of your lesson plan on the board in the form of bullet points. At the end of the lesson draw your pupils' attention back to these points, ask them to reflect on the lesson and tick off each point covered.

Young teens do not have a one-hour attention span so we try to include variety in lesson plans. The *Eyes Open* Student's Book has been developed to help here. For example, each section ends with a communicative *Your turn* section, where students are offered quiet time to plan before they are given the opportunity to speak with a partner or in a small group. The optional activities in the Teacher's Book provide you with additional ideas to have up your sleeve to use when you need to vary the pace of the lesson.

Motivation is key. All teenagers are talented at or interested in something and have varied learning styles, so incorporate your pupils' interests into your lessons, exploit their skills and cater to their different learning styles. The themes, videos and images in *Eyes Open* have been carefully chosen to maintain pupils' interest and motivation throughout the year. These features of the course should especially appeal to visual learners. The *CLIL* section brings other school subjects into the English lesson and includes one of the three Discovery Education™ videos which appear in each unit. The *Discover Culture* section in each unit features an integrated video page and a reading page and aims to raise awareness of and interest in global cultures. The *Speaking* sections offer further communicative practice and include the fourth video sequence, this time featuring teens modelling language.

Mixed ability

Another challenge we face in the teen classroom is the issue of mixed ability. Mixed ability refers to stronger and weaker pupils, but teenagers are different in a variety of other ways too: adolescent pupils have different levels of maturity and motivation; work at different speeds; possess different learning styles; have different attention spans and energy levels; and are interested in different things. The challenge for us as teachers is to prepare lessons which take all these differences into account and to set achievable goals so that at the end of a lesson, every pupil leaves the classroom feeling that they have achieved something.

Practical ideas for teaching mixed-ability classes

Working in groups

In large classes there is not much opportunity for individual pupils to participate orally. Most pages in *Eyes Open* end with a *Your turn* activity which offers pupils the opportunity to talk in pairs and small groups. By working together, pupils can benefit from collaborating with classmates who are more proficient, or who have different world experiences. When working in groups there is always the risk that one or two pupils end up doing all the work. Avoid this by assigning each pupil with an individual task or specific responsibility.

Preparation time

Give pupils time to gather their ideas and let them make notes before a speaking activity. This 'thinking time' will give less proficient pupils the chance to say something that is interesting, relevant and comprehensible. In a similar way, give pupils time to rehearse interviews and role plays before 'going live' in front of the class. Similarly, let students compare and discuss their answers before feeding back to the class. This provides all students with confidence and allows weaker students the opportunity to take part.

Task repetition

After giving feedback on a speaking activity, get pupils to do it again. By getting a second, or even a third opportunity to do something, pupils become more self-assured and are therefore more likely to succeed. Practice makes perfect! Pupils will be able to use these multiple attempts to develop accuracy and fluency, while stronger students can also be encouraged to build complexity into later attempts.

Teacher's notes

The unit-specific Teacher's notes also offer further differentiated activities for each lesson so that you can tailor your lesson according to the abilities of each of your students.

Fast finishers

Prepare extra tasks for fast finishers to reward them for their effort and/or to challenge them more. Place these tasks in numbered or labelled envelopes to increase their curiosity. These envelopes should not be seen as punishments so their contents should be activities which are interesting, relevant and straightforward enough that they can be done without teacher support. Fast finishers can create self-access materials (wordsearches, crosswords, vocabulary cards, jumbled sentences, quizzes) that could be used by the rest of the class in future lessons. *Eyes Open* also provides a wealth of ready-made fast finisher activities in the Teacher's notes. The Student's Book also includes a *Vocabulary Bank* for fast finisher revision.

Homework

The Workbook has graded vocabulary, language focus, listening and reading exercises: basic (one star), standard (two stars) and higher (three stars). Teachers can direct pupils to the appropriate exercises. These exercises could also be used in class.

What is a corpus?

A corpus is a very large collection of natural, real-life language, held in a searchable electronic form.

We use corpora to analyse and research how language is used. Using a corpus we can rapidly and reliably search through millions of words of text, looking for patterns and exploring how we use English in a range of different contexts and situations.

We can use a corpus to look at which words often go together, which words are the most common in English, and which words and phrases learners of English find most difficult. This can inform both **what** we teach to learners, **when** we teach it, and **how** we present it in our materials.

We use information from corpora to improve and enhance our materials for teachers and learners.

The Cambridge English Corpus

The Cambridge English Corpus is a multi-billion word collection of contemporary English.

The Cambridge English Corpus has been put together over a period of 20 years. It's collected from a huge range of sources – books, magazines, lectures, text messages, conversations, emails and lots more!

The Cambridge English Corpus also contains the Cambridge Learner Corpus – the world's largest collection of learner writing. The Cambridge Learner Corpus contains more than 50 million words of exam answers written by students taking Cambridge English exams. We carefully check each exam script and highlight all errors made by students. We can then use this information to see which words and structures are easy and difficult for learners of English.

The Cambridge Learner Corpus allows us to see how students from particular language backgrounds, achievement levels and age groups perform in their exams. This means that we can work out how best we can support and develop these students further.

Why use a corpus to develop an ELT course?

Using research and information from a corpus in our ELT material allows us to:

- Identify words and phrases that occur most **frequently** – these are words that learners need to know.
- Look at **word patterns** and make sure we teach the most useful phrases and collocations.
- Include language that is **up-to-date** and relevant to students.
- **Focus on certain groups of learners** and see what they find easy or hard.
- Make sure our materials contain **appropriate content** for a particular level or exam.
- Find mistakes which are universal to English language learning, and those which are a result of **first-language interference**.
- Find plenty of **examples** of language used by students and use this to help other students.

At Cambridge, we use the Cambridge English Corpus to inform most of our English Language Teaching materials, making them current, relevant, and tailored to specific learners' needs.

How have we used the Cambridge English Corpus in *Eyes Open*?

In *Eyes Open*, we've used the Cambridge Learner Corpus in order to find out how best we can support students in their learning.

For the grammar and vocabulary points covered in each unit, we've investigated how students perform – what they find easy and what they find difficult. Using this information, we've raised further awareness of the particular areas that learners make errors with; in the form of *Get it right!* boxes in the Student's Book containing tips and *Get it right!* pages in the Workbook containing short exercises. These tips and exercises highlight and test particular areas that previous students have found difficult. For example, you'll find exercises which focus on spelling in order to help learners avoid common errors made by other students at each level.

Using this information, we've developed activities and tasks that provide practice for students in those areas where we've proven that they need the most help. This customised support will allow students to have a better chance at avoiding such errors themselves.

How could you use corpora in your own teaching?

There are lots of corpora that are accessible online – why not try typing 'free online corpora' into your search engine to see what is available? Alternatively, you don't necessarily need to use a corpus in order to use corpus principles in your classroom – corpora involve using real examples of language, so why not type your search word or phrase directly into your search engine to see examples of that word or phrase in use online?

Whichever method you decide to use, there are a number of ways in which you can use corpus-type approaches in your teaching. Here are three examples:

- 1 Choose two similar words (why not try, for example, *say/tell* or *make/do*) and search for these either in a corpus or in your search engine. Choose sentences with these examples in and paste them into a document. Then, remove these search words from the sentences and ask students to fill in the correct word. As an extension activity, you could also ask them to discuss why each example is *say* and not *tell*, for example.
- 2 Choose a word (why not try *at* or *in* for example) and paste some examples into a short text. Ask students to describe when you would use each one, by looking at the context the examples are found in (e.g. *in* is used with parts of the day; *in the morning*; *at* is used with a particular time; *at five o'clock*)
- 3 Choose a word or phrase and paste some examples into a short text. Make changes to the examples to introduce errors and ask students to spot and correct them.



Remember – look out for this symbol to see where corpus research has been used in our other materials!

Using the *Review* sections in *Eyes Open*

In *Eyes Open*, the *Review* sections appear after every two units. They are designed to provide students with the opportunity to test themselves on the vocabulary, language focus and speaking sections which they have studied in those units.

When to use the *Review* sections

It is advisable that you make use of the *Review* sections at the end of every two units. Doing this will not only allow you to keep a check on students' progress, but will also enable you to find out which areas are presenting students with difficulties.

Using the *Review* sections in the classroom

If you choose to do the *Review* sections in class, we suggest that you follow a set procedure so that students know what to expect.

- Tell students the vocabulary or grammar that is to be practised.
- Revise the language needed by putting example sentences on the board.
- Pair **stronger students** with **weaker students**.
- Give each pair two minutes to note down what they know about the particular vocabulary area, grammar point or function, for example grammar rules, spelling changes, how particular vocabulary is used in a sentence, what function certain phrases are used for, etc.
- Elicit ideas from the class. At this point deal with any uncertainty or confusion, but do not go into great detail.
- Read out the example in the exercise and check students understand what they have to do.
- Set a time limit for the completion of the exercise: 3–4 minutes for the shorter exercises and 5–6 minutes for the longer ones.
- Students work alone to complete the exercise.
- Ask students to swap their work with a partner.
- Check answers. Students mark their partner's work and give it a mark. For example, if there are five questions in an exercise, students could record anything from 0 to 5 marks.
- Put students into pairs to act out the conversation in the *Speaking* section.

Keeping track of marks

- Encourage students to keep a note in their notebooks of their overall mark in each *Review* section.
- Challenge them to improve their mark each time.
- If students are dissatisfied with their original mark, encourage them to do the exercises on the *Review* section again at home in a few days' time with the aim of improving their mark.

Alternative ways of using the *Review* sections

Language gym

- Designate different parts of the classroom 'Vocabulary 1', 'Vocabulary 2' and 'Vocabulary 3'.
- Put students into groups and tell each group to go to one of the designated areas.
- Set each group different exercises to do from the Vocabulary part of the *Review* section. Set 1–2 exercises per group.
- Set a five-minute time limit per exercise.
- Photocopy the answers from the Teacher's Book and give one copy to each group. Name one student in each group 'Answer Master' and explain that it is that student's job to read out the answers to the group once the group has completed the exercises. Alternatively, if you have the *Presentation Plus* software, put the answers on the interactive whiteboard.

- Groups may finish at different times. Keep an eye on the progress each group is making. Go over to groups that finish early and ask them about the exercises they have just done. Did they find them easy or difficult? What marks did they get on the exercises? Is there anything they didn't understand or would like to do more work on?
- Once students have completed the exercises in their area, they move on to the next one.
- You could then do the same thing with the *Language focus* sections.
- Remember that this activity can only be done if exercises in one part of the *Review* section do not refer to exercises in another part.

Review quiz

- Put students into groups.
- Make one student in each group the captain.
- If you have the *Presentation Plus* software, put the *Review* section on the interactive whiteboard.
- Go through each exercise in turn, eliciting answers.
- All answers must go through the captain.
- The first captain to raise his or her hand gets the chance to answer the question.
- Groups receive one point for each correct answer.
- If the answer is incorrect, the next captain to raise his or her hand gets the chance to answer the question and so on.
- The group with the most points at the end wins.

Review football

- Split the class into two teams.
- Appoint **weaker students** as team captains. This means that it is their job to tell you their team's answer to a question.
- Draw a football pitch on the board divided into segments, which could correspond to the number of questions there are in a particular exercise.
- Draw a picture of a football on a piece of paper, cut the ball out, put Blu-Tack on the back of it and attach it to the centre circle on the pitch you have drawn on the board.
- Toss a coin in the air and ask teams to choose 'heads' or 'tails'. The team which guesses correctly gets possession of the ball.
- If that team then answers its first question correctly, it moves forward on the pitch and gets to answer another question. If it answers incorrectly, it loses possession of the ball.
- After an initial game with the whole class, students can play this in small teams, with **weaker students** acting as referees.

Review language throughout the course

- The most successful language students continue to review what they have learnt long past the point at which they might be said to have learnt it. Make the review of language a feature of your lessons.
- At the end of every lesson, set homework.
- At the beginning of the following week, do a classroom activity making use of some or all of the new language introduced the previous week. For example, students could play the *Correct the sentence* game (see *Games Bank*, page 28).
- At the beginning of the next month, do a classroom activity making use of some or all of the new language introduced the previous month. For example, students could write a conversation based on a theme from a recent unit in which they try to use all of the new language they have learnt.
- At the end of each unit, put students into groups and ask them to write their own *Review* section quiz, which they can then share with another group.

CLIL explained

Content and Language Integrated Learning (CLIL) is a matrix where content learning, language fluency and cognitive agility develop together. Students are given the opportunity to acquire both knowledge and language. At the same time, they develop a range of cognitive skills and social competences required inside and outside the classroom.

CLIL is an educational response to the demands and resources of the 21st century. Students are increasingly aiming to use English in a dynamic, fast-paced workplace where they will be expected to analyse and create material in English. CLIL's unique emphasis on cognitive agility in addition to content and language learning introduces students to creative and analytical thinking in a foreign language at a young age.

There are two possible scenarios in a CLIL classroom. CLIL classes can be English language classes in which the topic material used corresponds with content objectives from another subject such as biology or technology. Alternatively, the CLIL class could be a subject class, such as History or Geography, taught in English. Either way, the objectives of the CLIL classroom are much broader than a traditional English class or a traditional subject class. As a consequence of these broad learning objectives, learning styles are vitally important and must be taken into consideration when planning a CLIL class. In order to attain all the learning objectives, a CLIL class is required to be more interactive or practical than a traditional one.

CLIL classes break down the barriers between subjects, generating an experience more representative of the real world. Motivation and confidence improve as students become accustomed to carrying out both creative and analytical work in an English-speaking environment.

Methods and Tips

When planning a CLIL lesson it is vital to keep in mind the principles of CLIL: content learning, language fluency and cognitive agility.

Content Learning

Content learning is foremost in the CLIL classroom. So that language is not a barrier to learning, classes should be both dynamic and visually rich. The graphics and videos used in *Eyes Open* help teachers to achieve this environment. The interactive style of learning promoted in the *CLIL* pages enables students to understand concepts quickly and avoid frustration.

The learning objectives of each CLIL class must be clear. Each *CLIL* page in the *Eyes Open* series has been specifically designed to meet a particular content learning objective from subjects such as History, Technology and Geography.

Multiple activities should be used to check content comprehension. The unique nature of the CLIL classroom requires multiple activities to check students' comprehension. *Eyes Open CLIL* pages use a wide variety of styles so as not to seem repetitive and to appeal to all levels in the classroom.

Language Fluency

CLIL classes must develop all four skills. It is fundamental that all four basic skills are developed: reading, writing, speaking and listening. A range of engaging activities is provided in the *CLIL* pages of *Eyes Open* so that all these skills can be addressed.

Introduction activities should be used to refresh vocabulary. Before starting on content material, introduction activities should be used to refresh vocabulary as well as to check content knowledge. Every *CLIL* page in the *Eyes Open* series starts with an introduction activity.

Cognitive Agility

Tasks should reflect mixed learning styles of students. There has to be a flexible approach to learning in any CLIL classroom so that all students are given the opportunity to thrive. *Eyes Open* allows teachers to create this atmosphere by including open activities where the students are asked either to do a creative piece of work or to share their reflections and opinions. Students are not restrained to right or wrong answers but rather are encouraged into critical and creative thinking.

Student-led learning. Students should be encouraged to support each other's learning through teamwork and feedback activities, with teachers, at times, taking a backseat. Teachers should encourage students to use and share their technological skills and global knowledge to enrich the class. This allows students to gain confidence in language fluency and content presentation. Students also learn to adapt their language and content knowledge to a variety of situations. Teachers can use the wide range of teamwork tasks provided in *Eyes Open CLIL* pages to create an inspiring classroom and to encourage student-led learning.

Challenging activities and material which invite students to think and discover for themselves. Students should be given plenty of opportunities to contemplate the content material. The *CLIL* videos and *Your turn* activities provided in the *Eyes Open* series challenge students to make the cognitive leap into dynamic learning by encouraging them to view the content theory in real-life scenarios.

Eyes Open CLIL pages

In this unique series of English text books, each *CLIL* page has been specially designed to meet a specific learning objective from a content subject. Teachers will find it both straightforward and enjoyable to teach content material included in the *CLIL* pages thanks to the well-planned exercises and attractive presentation.

The *Eyes Open CLIL* pages use a wide range of procedurally rich activities to enhance learning, with an emphasis on promoting critical and creative thinking. Developed to stimulate learning in a way which is attractive to all students in the classroom, every student in the class should be able to find something appealing in the *CLIL* pages, be it the *CLIL* video, the *Your turn* activity, a curious fact or the introduction activity.

Eyes Open prides itself on its use of authentic video material which teachers can use to extend content learning and to make a meaningful connection with the world outside the classroom. Teachers can use these videos to encourage students to draw on their knowledge of the world around them and share it in the classroom. This shared extended learning can be as simple as teachers encouraging students to bring in newspaper cuttings or as demanding as group projects on topics related to the *CLIL* page.

The *Eyes Open CLIL* pages provide a competence-based education; suited to the 21st century and in line with the learning patterns of the internet generation and the global citizen. English taught through integrated material which stimulates critical thinking pushes each individual student to participate in a meaningful manner in classroom activities. The content material in *Eyes Open* can be used to stimulate each student's curiosity and allow students to exploit their individual interests in order to reach their potential as critical and creative English speakers. Teachers can use the model developed in the *Eyes Open CLIL* pages as a platform for further learning, thus ensuring that students remain engaged in their own learning both inside the classroom and out.

Introduction to project work in *Eyes Open*

Project work can provide several advantages for learners by helping them to gain valuable skills which can benefit them in all areas of the curriculum, not just in English language learning. The following are just some of the many advantages project work can provide. It can:

- be highly motivating, as students can harness their own curiosity about a particular topic, giving them greater ownership of what they're learning and how it can be presented.
- encourage students to work independently, to research information, plan work, organise and present it.
- provide a contrast to standard lessons and give students the opportunity to have fun with English.
- build team-working skills by encouraging discussion and collaboration with peers in order to achieve a successful outcome.
- reinforce and consolidate new language that has been presented in class.
- help struggling students improve their language skills by collaborating closely with stronger peers.
- encourage stronger students to develop their skills further, by giving them the freedom to experiment with language.
- build speaking and writing confidence and fluency, for example via writing and conducting surveys and presenting written work in easy-to-read formats.
- improve presentation skills, both spoken and written.

Projects in the Student's Book

Eyes Open Student's Book contains three projects, which can be used at any point in the school year. The topics are based on selected units from the Student's Book. The project pages are designed to be used in class, but in a simple and easy to follow format to allow students to work as independently as possible.

Each project page is divided into three sections: *Look* provides a visual stimulus of some kind which serves as a model for students to help them create their own work; the *Prepare* section contains step-by-step instructions for students working in pairs or groups; and the final *Present* section tells students how to display their information. See pages 123–125 of the Student's Book for each project, and pages 146–148 of the Teacher's Book for detailed teaching notes on them.

Projects on the Cambridge Learner Management System

In addition to the Student's Book projects, *Eyes Open* includes a number of ideas for projects utilising technology. These are available via the Cambridge Learner Management System (CLMS) in the resources section. The CLMS can be accessed via a link from the *Presentation Plus* software.

The digital projects enable students not only to engage in language practice, but to use and develop their digital skills and digital literacy through researching a topic and presenting their work in a digital format. Options include picture collages, audio slideshows and videos. For the teacher, there is a connection between these projects and the Secondary Digital Teacher Training Course, which is designed to introduce teachers to various type of digital project. Students interested in using technology will be particularly motivated by producing work using digital devices and applications.

Guidance on using projects in *Eyes Open*

The success of project work can greatly depend on how carefully a project is set up, and how motivated your students are to do projects. If your time is limited, you might decide you only have time for one or two projects, so you'll need to assess each one to decide which you think would benefit your students the most. Consider your students' particular interests and strengths, in addition to which topics are areas of language they need most practice in. Depending on how much time you have available, you might want to spend two lessons working on a project, or just one, with students doing most of the preparation and writing for homework. Once you've selected a project you're going to do, you'll need to prepare your students carefully.

Motivating students to do a project

It's important to get students interested in the topic before launching into the project work itself as motivated students are, of course, much more likely to produce good work and enjoy it. Before asking students to turn to a particular project in the Student's Book, you could show them an authentic example of a poster (for *Projects 1* and *2*) or an information leaflet (for *Project 3*). Then explain that you'd like them to produce something similar (if you anticipate difficulties sourcing examples in English, use L1 examples). You could ask them if they think the format is the best way to present the information that's there, and ask them if they can think of any other ways the information could be shown (for example, perhaps a poster for *Project 3* or a TV report for *Project 1*). You could also brainstorm any other ways that information is often presented (for example, PowerPoint presentations, short video clips, etc). Encourage them to think broadly at this stage, as they may be inspired by their own ideas. The students could choose whether to produce work in a digital or paper-based format.

Preparing for a project

Once students understand the goal they need to achieve, you can then turn to the project page in the Student's Book. Ask them to critically assess the way the material is presented. For example, in *Project 3* do they think the leaflet is visually appealing? Can they think of an alternative way of presenting similar information? Encouraging students to be creative and think beyond what's on the page is important, as it will help them take ownership of the task. You'll then need to ask students what stages will be needed to produce their end result, and what equipment may be needed. Write these up so the whole class can see as you elicit the details from them. You'll also need to set a clear time limit for each stage, depending on how much time you've allocated for the whole task.

Once students have understood the goal and the individual steps needed to achieve it, you can put them into small groups. Groups of three or perhaps four students are ideal, depending on the nature of the project. Any more than this and it's more likely that quiet or weaker students will be left out and dominated by more confident members of the group. You might want to mix weaker students with stronger students to allow the weaker ones to learn from the stronger, or you might prefer to group according to ability, with weaker students grouped together.

Managing the project work in class

Depending on the abilities of the groups, you might want to encourage students to consider alternative sub-topic areas to those given in addition to alternative ways to present the information if they prefer. For example, in *Project 1* students may think of additional or replacement sub-topics to include in their poster. For *Project 3*, students might want to include extra paragraphs with more detailed information. For a project that requires research beyond the classroom (for example *Project 2*), ask students what sources they're going to use to gather the information they need. If necessary, provide guidance by suggesting some yourself in the form of useful websites or books, for example. You may need to provide them with the facilities they'll need to access them; for example if they don't have a computer at home they'll require access to one at school, or another alternative. They can then note these down in their groups, in addition to the specific information they need to find out and, if they have the facilities, start the research in class together. If they have to do the research outside class, they'll need to decide who is going to research which pieces of information. You'll also need to ask them to consider what visual material they'll want to include in their presentation, and where they will source it.

The teacher's role as facilitator

Whilst students are working on the stages of the project, you'll need to take the role of facilitator, moving round the groups and encouraging students to work things out for themselves by asking questions. More confident individuals are likely to take on the role of leader within each group, and you might have to encourage quieter students to contribute more by asking them questions and giving them specific tasks. When required, help students with the necessary language, but try to encourage as much autonomy as possible at this stage. Monitor the time, and periodically remind students how much time they have left. Students are likely to lapse into L1. This is probably unavoidable at lower levels, but it's also a good opportunity to encourage them to use English when they should be familiar with the language they need, or could provide valuable opportunities for extending their language. By asking 'How can you say that in English?' and encouraging them to note down useful language you give them, they can gradually build up their fluency.

The presentation stage

Once the preparation stage is complete and students are happy with the information they have gathered, they'll need to present it in a format that is attractive and easy to understand. At this stage you might want to take on more of a supporting role. Ask them to assign responsibilities within their groups. Who is going to write up the information? Can it be shared within the group? What is the best way to organise the information? They'll need to be provided with any necessary equipment, and given a clear time limit if the project is to be done in class. If this is to be done for homework, establish what equipment they have at home, and what may need to be given to them to take home. Once students have finished their presentations, check it and elicit or make any corrections necessary to improve their work. It's important to strike a balance so as not to discourage students and potentially demotivate them. If you have time, and if motivation is unlikely to be an issue in your class, you might want them to produce a second, or even a third draft incorporating any corrections or suggestions you might have. Once you and your students are satisfied with the outcome, they can either present the project themselves in groups, perhaps by taking turns to present different pieces of information, and/or by displaying the projects. How they are displayed will obviously depend on the facilities you have, and the type of project. If you have classroom space, you might wish to display posters on the wall. If students have created work in a digital format, this material could be uploaded to the CLMS.

Games Bank

Board race and wipeout

(10 minutes)

- Draw a vertical line down the middle of the board.
- Divide the class into two teams. Tell them to form two lines so the two students who are first in line face the board.
- Give each student at the front of the line a different colour board pen.
- Choose a category, e.g. jobs, and tell them they have two minutes to write as many words as possible from this category on the board. The students at the front of the line write the first word, then pass the pen to the student behind them and join the back of the queue, repeating the process until the two minutes are up.
- Each team wins a point for each correctly spelt word that they wrote on the board.
- Tell students to sit down and, while they do this, wipe your board rubber over the board randomly so that most letters of all of the words are erased but some remain. The first team to remember and write down all of the words wins a point for each word.

Correct the sentence

(5–10 minutes)

- Put students into teams of four or five.
- Write a sentence on the board, e.g. *We mustn't send text messages in class.*
- Students confer in their teams and quickly decide if the sentence is correct or incorrect. The sentence may be incorrect in terms of its content or its grammar.
- If the sentence is incorrect, students must come up with the correct sentence.
- The first team to tell you the right answer wins a point.
- Repeat with further sentences.
- The team with the most points at the end of the game wins.

Could you spell that, please?

(5 minutes)

- Put students into pairs (A and B).
- Student B closes his/her book.
- Student A reads out a word from a particular vocabulary list, then asks *Could you spell that, please?* Student B tries to spell the word.
- Students swap roles and the game continues until all the words have been covered.
- Students win a point for correctly spelt words.
- The student who spells the most words correctly is the winner.

Expanding sentences

(5–10 minutes)

- Divide students into two or more teams.
- Write the beginning of a sentence on the board, e.g. *If...*
- Tell the teams that they have to add one or more words to what you have written on the board.
- One member of each team comes to the board in turn to add words to the sentence, e.g.
If ...
If we ...
If we go ...
If we go to ...
If we go to Mars ...
- Teams win a point if the words they add are correct.

Guess the question

(5 minutes)

- Put students into groups of four or five.
- Read out answers to questions, e.g. *I was eating a cheese sandwich.*
- Ask students to guess what the question is, e.g. *What were you eating?*
- Teams win a point for a correct question and the team with the most points at the end of the game wins.

Guess the story

(15 minutes)

- Divide the class into groups of two or three.
- Give each group a list of five words that they have studied. These should be different for each group. The students shouldn't tell anyone else their words.
- You could give more words if you feel that five is not enough. Eight words would be a good upper limit.
- Each group must invent a story which incorporates all of these five words but tell them they must include them in their story naturally so they don't stand out as being obvious.
- Put two groups together to tell each other their stories. Afterwards, they guess which words the other group had been given. The group with the least correct guesses about their words wins.

Hangman

(5 minutes)

- Choose one student to come to the front of the class and draw dashes on the board to represent the letters of a word.
- The other students call out letters to try to guess the word.
- For every incorrect guess, the student draws a part of the hanged man on the board.
- The student who guesses the correct word comes to the board and chooses the next word.
- Students can also play this game in pairs or small groups.

Head dictation

(5 minutes)

- Give each student a blank piece of paper and a pen.
- Tell the students that you're going to give them three topics they have covered over the last few weeks / the course, and they'll need to draw pictures of words within those categories. You will tell them where on the paper to draw them and how many things.
- Now tell students to each put the piece of paper on their heads. Tell students not to look at their piece of paper or tell anyone what they have drawn until you say they can.
- Whilst they are holding the paper on their heads, read out instructions of what the students should draw, e.g. *On the left of your piece of paper draw one type of shop, in the middle of your piece of paper draw two household appliances, on the right of your piece of paper draw three parts of the body.*
- Now tell students to swap their piece of paper with their partner's. They ask questions to try and find out what their partner has drawn, e.g. Student A: *Is it a knee?* Student B: *No, it isn't. Try again!*

Pelmanism

(5 minutes)

- Before you do this activity you will need to do some preparation.
- On a piece of paper, draw a table with ten numbered spaces in it. Write pairs of associated words in the ten spaces (e.g. *big/enormous, go/went, do/done*.)
- Draw your table on the board, but leave the spaces empty.
- Students choose number pairs in order to try to reveal the associated words. Write the two words which correspond to those numbers on the board.
- If students have chosen a pair, they say *Match!* If not, rub off the words they have revealed.
- Students work as a class to reveal all the matches.

Pictionary

(5–10 minutes)

- Divide students into two teams.
- A member of each group comes to the front of the class in turn. Draw a line down the middle of the board.
- Write a word or a phrase on a piece of paper and show it to the two students at the board, but not the others.
- The two students then draw a picture of the word or phrase on their side of the board. The rest of the class tries to guess what the word or phrase is.
- Teams win a point for a correct answer and the team with the most points at the end of the game wins.
- Students can also play this game in pairs.

Stop the bus

(10 minutes)

- Divide the class into teams of three or four.
- Draw a table on the board with four columns. Write a category in each column, e.g. *adjectives, countries, things in the home, sports and activities* etc.
- Choose a letter of the alphabet and tell students to write down one word beginning with the chosen letter for each category. Do an example together first.
- The first team to write one word for each of the categories shouts *Stop the Bus!*
- Write their answers on the board and award a point if all the answers are correct.
- If it's taking a long time to think of a word for each of the categories because it's too difficult with one of the letters, reduce the number of categories for that round. Give the point to the team who have different words from the other teams as this will encourage them to think of more difficult words.

The ball game

(5 minutes)

- Play this game with the whole class.
- Students take it in turns to hold a ball. While holding the ball they say a word, e.g. *go*.
- They then throw the ball to another student who has to use that word in a sentence or with a phrase, e.g. *go sailing*.
- If this student makes a correct sentence, he or she then chooses the next word and throws the ball to a new student. If not, he or she drops out and the ball passes to his or her neighbour.
- The last students left is the winner.

The chain game

(5–10 minutes)

- Start the chain by saying a sentence, e.g. *I've done my History homework, but I still haven't studied for my Maths test.*
- Students then continue the chain in groups, taking the last noun or the last verb from the previous sentence as their starting point, e.g. *I still haven't studied for my Maths, but I've already studied for my English test.*
- On it goes until you bring the game to an end. (Students should, ideally, have a chance to make three or four sentences each.)
- At the end students make notes on what they can remember about what was said by different students in the chain, e.g. *Carlo still hasn't studied for his Maths test.*

The memory game

(5 minutes)

- Put students into groups of four or five.
- One student in the group begins by making a sentence using a new item of vocabulary and/or grammar structure, e.g. *I must send my grandmother a birthday card.* or *I should do my homework.*
- The next student repeats what the first student says and adds a sentence of his or her own.
- The game continues in this way, with each student in the group repeating what the others have said before adding to it.
- If a student cannot recall everything that has been said before, he or she drops out.
- The last student left is the winner.

The mime game

(5 minutes)

- Put students into pairs.
- Students take it in turns to mime words, phrases or sentences, e.g. *dinner, have dinner, you're having dinner*, for their partner to guess.
- Students win a point if they guess the correct word, phrase or sentence.
- The student who guesses the most words, phrases or sentences is the winner.

The thirty-seconds game

(5 minutes)

- Put students into pairs.
- Students have thirty seconds to speak on a theme of their choice using a particular grammatical structure (e.g. *present continuous, present simple, be going to, the present simple passive*) as often as they can.
- Students win one point for each correct sentence using that structure, but get stopped and have a point taken away for each incorrect sentence.

Revision and recycling

Teachers can control what is taught in class but we cannot control what is actually learned by our pupils. Teachers provide pupils with a certain amount of input during a lesson but that input does not necessarily transform itself into output. According to experts, unless we review or re-read what we have studied in a lesson, we forget 50%-80% of it within 24 hours! (Reference: *Curve of forgetting*, University of Waterloo <https://uwaterloo.ca/counselling-services/curve-forgetting>). This high rate of forgetting clearly has implications for language teaching. In order to ensure that what we teach will be permanently retained in our pupils' long term memory, language needs to be reviewed as soon as possible in subsequent lessons and recycled on a regular basis. Unless language is taught in a memorable way and then seen and understood on a number of occasions, this language will fade from our pupils' memory and disappear. Therefore, teachers need to allocate class time to revision and to create regular opportunities for recycling previously taught language and vocabulary. Frequent recycling is essential for effective language learning.

For each unit in *Eyes Open* there is a *Vocabulary Bank* at the back of the Student's Book which can be used to jog pupils' memories. In addition, pupils can go over both the vocabulary and language covered in class in the *Reviews* which can be found after every two units. The Workbook also provides pupils with plentiful opportunities for revision: every unit ends with a *Review* and, at the back of the Workbook, there is a *Language focus extra* for every unit. Online, on the Cambridge Learning Management System (CLMS), students can also revise vocabulary and grammar through playing arcade-style games at the end of each unit. Finally, the presentation software disc (*Presentation Plus*) includes video worksheets for teachers to use, and these include activities to practise grammar points from the unit.

A good start to the English lesson can set the tone for the rest of the lesson. A warmer is an activity designed to get the lesson rolling and to awaken pupils' brains, to prepare their ears, eyes and mouths for English! Warmers should be short, interactive, competitive and fun. They should get pupils thinking and speaking in English. They are an effective way of revising and recycling previously taught language; motivating pupils and making them feel positive about the lesson from the start. Most warmers can be used as fillers too at the end of a lesson. Pupils review what has been covered in the lesson and leave the class in a positive frame of mind and with a sense of achievement.

Vocabulary warmers

Six things

Divide the class into small groups. Prepare one sheet of paper for each group. Each sheet of paper should have different headings beginning with *Six things ...*. Possible headings could be *Six things ... that are yellow / that are round / that you find in the bathroom / that are battery-operated*, etc. Pupils have one minute to write down their six ideas in secret. Once finished, each group reads out their heading and the rest of the class have a time limit in which to guess the six things on their list.

Last man standing

Give each pupil a slip of paper. Give the class a lexical set (for example, ball sports, wild animals, vegetables, etc) and each pupil secretly writes down a word belonging to that lexical set on the slip of paper. Once finished, pupils fold their slips of paper, put them away in their pocket or under their books and stand up. When the whole class is standing, the teacher makes the first guess and writes it on the board for reference. Any pupil who wrote that word is eliminated and sits down. Eliminated pupils take turns to guess the words of those standing. Write each guess on the board so that pupils do not repeat words. The winner is the last person left standing because no-one has been able to guess his/her word.

Word swap

Give each pupil a slip of paper on which they must write down a word or phrase that they have learned in class. They must remember what it means! Once finished, pupils stand up and move around the classroom while music is played. When the music stops, pupils quickly get into twos with the person nearest to them. Give the pupils enough time to explain or define their words to one another. When the music starts again, they must swap slips of paper and move around the classroom again. The same process is repeated, but this time each pupil has another word/phrase to explain to a new partner. Repeat several times.

Stories from the bag

Vocabulary bags (or boxes) are a simple way of keeping a written record of vocabulary studied in class and they provide an immediate selection of words/phrases for revision activities. For this writing activity, invite 10–15 pupils to take a word from the bag. Write these words on the board in the order that they are picked from the bag. When you have the complete list, pupils work in pairs or small groups to invent a story which must include all the words, and they must appear in the story in the same order as they appear on the board. The first word on the list should appear near the start of the story and the last word on the list should appear near the end of the story. Set a time limit of ten minutes. Groups read out their stories and vote for the best one.

Grammar warmers

Disappearing text

This activity can be used whenever you have a short text on the board. Pupils take turns to read out part of the text aloud. Each time someone finishes reading the text, rub out or delete three or four words. You can draw a line in its place or you can leave the first letter of the missing words. Pupils continue taking turns to read out the complete text remembering to include all the missing words. Challenge pupils to see how much of the text they can remember when most of it has disappeared. Pupils work in pairs and reconstruct the original text, thinking carefully about how each sentence is formed grammatically. This can be done either orally or in writing.

Assessment in *Eyes Open*

Introduction to the tests

A wide range of tests is available on our *Presentation Plus* software in the Cambridge Test Centre. There are *Diagnostic*, *Unit*, *Mid* and *End-year Progress* tests, as well as *Speaking* tests for every unit, which are all available to download as editable PDFs, with the answer keys and audio. The tests author is an expert test writer and has ensured that the tests are valid, in that they:

- measure what they are meant to measure, in this case, students' understanding of the items in the *Eyes Open* syllabus,
- have been written to match the learning objectives of each level of *Eyes Open*,
- are aligned to the CEFR.

Diagnostic test

The *Diagnostic* test is designed for use at the beginning of the course, and, like the Starter unit in the Student's book, revises the core grammar and vocabulary which most students will have studied previously. You might want to use this test to assess which parts of the Starter unit need special remedial work with your class, before starting Unit 1.

Unit tests

Each *Unit* test is divided into a number of sections to reflect the contents of the corresponding unit: *Language focus* (grammar), *Vocabulary*, *Useful language* (expressions from the *Speaking* page), *Listening*, *Reading* and *Writing*. There is also an accompanying *Speaking Test* for each unit. This is independent of the main Unit test so that you can decide when or if you want to use it, depending on your classroom context.

Mid and End-year Progress tests

The *Mid-year* and *End-year Progress* tests have been developed for use at the mid and end points of the course (after Units 4 and 8), in order to assess students' grasp of the language covered in the previous units of the corresponding level of *Eyes Open*.

Cambridge Exams

If you are preparing your students for **Key (for Schools)**, **Preliminary (for Schools)**, then you will find that many of the *Unit* tests, the *Speaking* tests, and all of the *Mid* and *End-year Progress* tests include question types which reflect those found in those exams.

Adapting the tests

All of the above tests are provided as editable PDF documents to make it easy for you to make changes at question level, add or cut whole exercises, or move questions from one test to another if you have covered the syllabus in a different order. The Answer Key will also need to be updated of course. Please note that you'll need Adobe Acrobat Pro in order to make changes to the PDFs.

Mixed Abilities

Both the *Unit* tests and *Mid* and *End-year Progress* tests are available at two levels: *Standard* and *Extra*. This allows you to challenge and extend the learning of those students who need it, whilst still providing a degree of achievability for those students who require more support. However, the same audio is used in both versions of the test, but with a different set of questions for each version, to help make classroom management easier.

Preparing your students for tests

One of the principal reasons for testing our students is to promote revision and deeper learning before the test. Each level of *Eyes Open* offers a wide range of material which can be used with students to prepare for tests. The Student's book contains a two-page *Review* section after every two units, and a *Vocabulary Bank* at the back of the book, containing activities which cover the full lexical syllabus of each. The Workbook also contains a three-page *Review* section at the end of each unit, together with *Get it right!* pages which focus on common learner errors, based on real examples of learner errors from the Cambridge Learner Corpus (for more information please see page 23). There is also extra grammar practice in the *Language focus extra* section at the back of the Workbook. Finally, online on the Cambridge Learning Management System, there is a variety of self-study vocabulary and grammar games, further writing practice and additional grammar-based interactive video activities.

Using the results

The score of each test, including the corresponding *Speaking* test, totals 100 marks. This will make it easy to store results, translate then into whichever grading system is used in your context, and to communicate them both within the school and to parents. Such summative assessment is sometimes referred to as Assessment of Learning.

The results will help you to assess where individuals are struggling and where the whole class needs further practice and this, in turn, should help inform your teaching for the coming lessons.

Online Workbook

The Online workbook offers similar opportunities for formative assessment (Assessment for Learning). Because most work in the Online Workbook is marked automatically, this frees up time for you to focus on your students' learning. The gradebook in the Cambridge Learning Management System (CLMS) will allow you to see quickly and clearly where individuals need extra personalised support and guidance on a particular area of grammar, or in a skill, such as listening. You can also see where a large part of the group is finding a learning objective challenging.

The CEFR

The Common European Framework of Reference for Languages (abbreviated to CEFR, or CEF) is a description of language ability. It is divided into six main levels, ranging from A1 (beginner) to C2 (advanced). It is ‘language neutral’ and describes what learners can do in terms of the different language **skills** like speaking or reading, as well as looking at language **competencies** like the learners’ vocabulary range, and **communication strategies** – how learners use their resources to communicate.

It was envisaged as something which could provide a common language for describing objectives, methods and assessment in language teaching. Put simply, if a learner says ‘I am B1 in French’ or ‘I have passed a C1 exam in English’, people like employers or teachers should have a good chance of understanding what this means. The different educational systems and qualifications in different countries might otherwise make this more difficult. As the CEFR authors write, “*the Framework will enhance the transparency of courses, syllabuses and qualifications*”. (Council of Europe, 2001: 1)

The levels are described through illustrative descriptors, and you will find the descriptors for each level of *Eyes Open* on the next page. Part 1 of this guide describes the general degree of proficiency achieved at this level as an overview, while Parts 2 and 3 shows how the CEFR descriptors relate to each unit of *Eyes Open* Student’s Books. Part 2 is organised by skill. Part 3 is organised by unit and appears at the beginning of each unit as a table showing a breakdown of how each of the lessons relates to the CEFR goals.

English Profile and the CEFR

Since the CEFR is language neutral, each language needs a ‘profile’ project which will detail what learners can do in each specific language. English Profile is the official English language profiling project, registered with the Council of Europe. It aims to provide descriptions of the grammar, vocabulary etc. required at each level of the CEFR by learners of English that will give the ELT ‘community’ a clear benchmark for learner progress.

The authors of the CEFR emphasise that: “We have NOT set out to tell practitioners what to do or how to do it. We are raising questions not answering them. It is not the function of the CEF to lay down the objectives that users should pursue or the methods they should employ.” (Council of Europe, 2001: xi) English Profile follows this philosophy, and aims to **describe** what learners can do at each level. EP researchers are looking at a wide range of course books and teacher resources to see what learners are being taught, but crucially they are also using the Cambridge Learner Corpus (CLC), a multi-billion word expert speaker corpus of spoken and written current English, covering British, American and other varieties. This allows researchers to analyse what learners are actually doing with the English language as they progress through the levels and use their findings to produce resources like the English Vocabulary Profile.

The English Vocabulary Profile

The English Vocabulary Profile offers reliable information about which words (and importantly, which meanings of those words), phrases and idioms are known and used by English language learners at each level of the CEFR. It is a free online resource available through the English Profile website, (www.englishprofile.org), invaluable for anyone involved in syllabus design as well as materials writers, test developers, teachers and teacher trainers. The authors of *Eyes Open* have made extensive use of it to check the level of tasks and ‘input texts’ for example listening or reading texts, and also to provide a starting point for vocabulary exercises.

The Common European Framework of Reference for Languages (CEFR)

The Global Scale descriptors for CEFR levels [Council of Europe 2001:24]

C2	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
C1	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics, which are familiar, or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.
A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

PART 1

The level of *Eyes Open* Level 2 covers level A2 of the CEFR. The table below describes the general degree of skill achieved by learners at this level.

Skill	Learners will be able to:
Listening	understand phrases and very high frequency vocabulary related to areas of the most immediate personal relevance (e.g. very basic personal and family information, shopping, local geography, employment); catch the main point in short, clear, simple, messages and announcements.
Reading	read short simple texts, including short, simple personal letters and emails; find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables.
Speaking	communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities; handle very short social exchanges; use a series of phrases and sentences to describe in simple terms their family and other people, living conditions, their educational background, and their present or most recent job
Writing	write short simple notes, messages, and emails relating to matters in areas of immediate need; write a simple personal letter, for example thanking someone for something.
Communicative language competence	use basic sentence patterns and phrases, groups of a few words and formulae in order to communicate limited information in everyday situations; use some simple grammatical structures correctly; speak with a clear enough pronunciation to be understood; perform and respond to basic language functions such as information exchange, requests, and invitations, and can express opinions and attitudes in a simple way; socialise simply but effectively using common expressions and using everyday polite forms of greeting and address.
Communication strategies	initiate, maintain and close simple conversations, guessing some unknown words from the context (in simple, short texts and utterances) and asking for clarification or repetition; indicate when they are following.

PART 2

How the goals of the CEFR are realised in *Eyes Open* Level 2.

LISTENING

At A2, learners are expected to be able to understand speech that is:

- clearly and slowly articulated.
- concerns predictable everyday matters.

OVERALL LISTENING COMPREHENSION								
Can understand phrases and expressions related to very familiar topics, e.g. very basic personal and family information, shopping, local geography, employment.								
Starter	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
1 p4				1–3 p44				

UNDERSTANDING INTERACTION								
Can generally identify the topic of discussion around them that is conducted slowly and clearly.								
Starter	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
2 p6	1–4 p16	1–3 p22	1–3 p34	1–4 p48	1–3 p56	1–3 p66	1–4 p82	1–4 p92
		1–4 p26	1–4 p38		1–4 p60	1–4 p70		

LISTENING TO MEDIA AND RECORDINGS								
Can understand and extract the essential information from short recorded passages Can identify the main point of TV news items reporting events, accidents, etc., where the visual supports the commentary.								
Starter	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
	1–3 p12	1–4 p24	1–5 p36	1–5 p46	1–6 p58	1–6 p68	1–3 p78	1–3 p88
	1–4 p14						1–4 p80	1–5 p90

READING

At A2, learners can understand short, simple texts on familiar topics which use high frequency vocabulary.

READING CORRESPONDENCE								
Can understand basic types of standard routine letters, emails, short simple personal letters, etc.								
Starter	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
	1–3 p17					1–3 p71	1–2 p83	1–2 p93

READING FOR INFORMATION AND ARGUMENT								
Can identify specific information in simple written material such as letters, brochures and short newspaper or online articles.								
Starter	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
	1–3 p10	1–3 p20	1–3 p32	1–3 p42	1–3 p54	1–3 p64	1–3 p76	1–3 p86
	1–3 p15	1–3 p25	1–3 p37	1–3 p47	1–3 p59	1–3 p69	1–3 p81	1–2 p91
		1–2 p27	1–2 p39	1–2 p49	1–2 p61			

SPEAKING

OVERALL SPOKEN INTERACTION

At A2, learners can manage simple, routine exchanges fairly easily, but would struggle with an extended conversation and often need help with understanding. They can:

- ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.
- handle very short social exchanges and simple transactions.
- Mostly understand speech in a standard accent directed at them which is delivered slowly and clearly, provided they can ask for repetition or reformulation from time to time.

CONVERSATION								
Can use simple everyday polite forms of greeting, address, farewells, introductions, giving thanks. Can participate in short conversations in routine contexts on topics of interest. Can express how they feel in simple terms. Can make and respond to invitations, invitations and apologies. Can say what they like and dislike.								
Starter	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
	6 p13		6–7 p38			8 p67	6 p82	

INFORMAL DISCUSSION (WITH FRIENDS)								
Can participate in a discussion about everyday practical issues in a simple way Can make and respond to suggestions. Can agree and disagree with others. Can discuss what to do, where to go and make arrangements to meet.								
Starter	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
			5–6 p32	7 p42	7 p58	8 p68	5–6 p80	
			6 p36	7 p47	6–7 p59	4–7 p70		
			5 p37					

GOAL-ORIENTED COOPERATION (e.g. Repairing a car, discussing a document, organising an event)								
Can manage simple, routine tasks, e.g.: <ul style="list-style-type: none">asking for and providing things.getting simple information.discussing what to do next.making and responding to suggestions.asking for and giving directions.								
Starter	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
					5–6 p56	6–7 p69		
					6–7 p60			

TRANSACTIONS TO OBTAIN GOODS AND SERVICES								
Can deal with common aspects of everyday living such as shopping, buying tickets, simple transactions in shops, post offices or banks. Can give and receive information about quantities, numbers, prices, etc.								
Starter	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
	4–6 p16							

INFORMATION EXCHANGE								
Can ask for and provide personal information e.g. about habits, routines, pastimes and past activities. Can give and follow simple directions and instructions e.g. explain how to get somewhere. Can communicate in simple and routine tasks requiring a simple and direct exchange of information. Can exchange limited information on familiar and routine operational matters.								
Starter	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
6 p5	3–4 p9	4 p19	6 p33	6 p44	3–4 p53	3–4 p63	6 p78	3–4 p85
3 p7	6 p10	6–7 p20	6–7 p34		6 p57	6 p65	8 p79	6 p88
7 p7	7 p12	8 p23	6–7 p35					2 p92
	5–6 p14	5–6 p24	4 p35					
	6 p15	6 p25						
		2 p26						
		6 p26						

OVERALL SPOKEN PRODUCTION

At A2, learners can give simple descriptions or presentations about everyday things as a short series of simple phrases and sentences linked into a list.

SUSTAINED MONOLOGUE: Describing Experience								
Can tell a story as a simple list of points Can give short, basic descriptions of <ul style="list-style-type: none"> events and activities plans and arrangements, habits and routines, past activities and personal experiences. their family, living conditions, educational background, present or most recent job. people, places and possessions. 								
Starter	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
			6–7 p38	4 p41				
				6–7 p43				

WRITING

OVERALL WRITTEN PRODUCTION AND INTERACTION

At A2 learners can write a series of simple phrases and sentences linked with simple connectors like *and*, *but* and *because*.

OVERALL WRITTEN PRODUCTION								
Can write short, simple formulaic notes relating to matters in areas of immediate need.								
Starter	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
6 p7					5 p56	7 p68		
					8 p58			

CORRESPONDENCE								
Can write very simple personal letters or emails, etc.								
Starter	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
	1–8 p17					5–7 p71	4–6 p83	5–7 p93

CREATIVE WRITING								
Can write very short, basic descriptions of events, past activities and personal experiences. Can write a series of simple phrases and sentences about everyday/personal matters e.g. family, people, places, a job or study experience, living conditions, educational background, present or most recent job.								
Starter	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
	7 p21	4–6 p27	4–5 p31	6 p42	6–7 p54	6–7 p64	3–4 p75	6–7 p86
			5–7 p39	6 p46	6–7 p59	6 p66	6–7 p76	5 p88
				6–8 p49	4–6 p61		5–7 p77	6–7 p90
							5 p78	5–6 p91
							6–7 p81	

COHERENCE

Can use the most frequently occurring connectors to link simple sentences and phrases in order to tell a story or describe something as a simple list of points.

Starter	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
		3 p27	2–4 p39					

COMMUNICATIVE LANGUAGE COMPETENCE**VOCABULARY RANGE**

Can understand high frequency everyday or job-related language.

Has sufficient vocabulary to conduct routine, everyday transactions and express basic communicative and survival needs.

Starter	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
2 p4	1–4 p9	1–4 p19	1–3 p31	1–4 p41	1–2 p53	1–2 p63	1–2 p75	1 p85
1–2 p5	4–5 p10	4–5 p20	4 p32	4–5 p42	4–5 p54	4–5 p64	4–5 p76	4–5 p86
1 p6	4–7 p12	4–6 p22	4–7 p34	4–6 p44	4 p56	4–6 p66	4–5 p78	4–6 p88
	4–5 p15	4–5 p25	4 p37	4–7 p47	4–5 p59	4–5 p69		2–4 p93
		3 p27		3–5 p49	3 p61	4 p70		

GRAMMATICAL ACCURACY

Can use some simple structures correctly, but still systematically make basic mistakes, e.g. tend to mix up tenses and forget to mark agreement.

Starter	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
3–6 p4	1–6 p11	1–6 p21	1–6 p33	1–5 p43	1–7 p55	1–6 p65	1–7 p77	2 p85
3–6 p5	1–6 p13	1–7 p23	1–7 p35	1–9 p45	1–6 p57	1–8 p67	1–8 p79	1–6 p87
3–5 p6						3–4 p71		1–8 p89
1–7 p7								4 p91

PHONOLOGICAL CONTROL

Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time.

Starter	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
	1 p9	1 p19	2 p31	1 p41	1 p53	1 p63	1 p75	1 p85
	5 p16	5 p26	5 p34	4 p44	4 p56	4 p66	4 p78	4 p88
			5 p38	5–6 p48	5 p60	5 p70	5 p82	5–6 p92

SOCIOLINGUISTIC APPROPRIATENESS

Can handle very short social exchanges, using everyday polite forms of greeting and address.

Starter	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
	3–5 p17		4 p38		4 p60			2–6 p83

COMMUNICATION STRATEGIES**IDENTIFYING CUES AND INFERRING**

Can use an idea of the overall meaning of short texts on everyday topics to guess the probable meaning of unknown words.

Starter	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
	4–5 p10	4–5 p20	4 p32	4–5 p42	4–5 p54	4–5 p69	4–5 p76	4–5 p86
	4–5 p15	4–5 p25		4–5 p47	4 p59	4 p64	4–5 p81	3 p9125
					3 p61			3–4 p93



Starter Unit

Unit contents

Vocabulary	Family, school subjects, sports and activities
Language focus	<i>Be</i> , subject pronouns, possessive <i>'s</i> , <i>there is/are</i> , <i>some</i> and <i>any</i> , <i>have got</i> + <i>a/an</i> , present simple affirmative, negative and questions, adverbs of frequency

CEFR

SKILL AREA	GOAL	EXERCISE
Listening	OVERALL LISTENING COMPREHENSION	1 p4
	UNDERSTANDING INTERACTION	2 p6
Speaking	INFORMATION EXCHANGE	6 p5 3 p7 7 p7
Writing	OVERALL WRITTEN PRODUCTION	6 p7
Communicative language competence	VOCABULARY RANGE	2 p4 1–2 p5 1 p6
	GRAMMATICAL ACCURACY	3–6 p4 3–6 p5 3–5 p6 1–7 p7

Objectives

- revise family vocabulary, subject pronouns and *be*, possessive 's.

Family

- Books closed. Put students into small groups and give them 30 seconds to brainstorm as many family words as they can. Find out which group came up with the most words.
 - Ask students to open their books at page 4.
 - Check that students understand that a family-tree diagram shows the relationships between several generations in a family.
 - Play the recording.
 - Students complete Nathan's family tree.
 - Check answers.

Audioscript

Nathan: Hi, I'm Nathan. Let me tell you about my family. It isn't very big. We're from Liverpool in England. Well, my dad Dave isn't from Liverpool, he's from Newcastle. My mum's name is Marie. My parents are both teachers but they don't teach at my school. I've got a sister and a brother. My sister's name is Sophie and my brother's name is Ben. We've got two cousins. Their names are Lucy and Tom. Lucy and Tom's dad is my mum's brother, or my uncle. His name's Phil and my aunt's name is Anne. They aren't teachers like my parents – Phil's a police officer and Anne's a nurse. Then, my grandparents' names are Henry and Diana – they're my mum's parents. And what about you? Where are you from? Is your family big?

Answers

a Henry b Diana c Dave d Marie e Anne f Phil
g Ben h Nathan i Sophie j Lucy k Tom

- Read out the examples.
 - Ask students to work in pairs to put the words in the box in the correct columns in the table. Make sure they understand each of the symbols used in the table.
 - Check answers with the class.

Answers

		
aunt, sister, grandma, wife	husband, dad, uncle, granddad	cousin, grandparents

Game

- Play *Could you spell that, please?* using the family vocabulary.
- See **Games Bank** on pages 28–29.

Subject pronouns and *be*

- Books closed. Write *be* on the board. Elicit its different forms in the present simple. Write these forms on the board.
 - Ask students to open their books at page 4.
 - Refer them to the gapped sentences in the table and explain that the sentences are from the listening in Exercise 1.

- Ask students to copy and complete the sentences with the correct form of *be*.
- For further information and exercises, ask students to turn to page 98 of the **Grammar reference** section.

Fast finishers

Students can write sentences about two members of their family, e.g. *Olga is my aunt. She is 42 years old.*

Answers

	I	you / we / they	he / she / it
+	I'm Nathan.	You're 13.	He's from Newcastle.
–	I'm not Matthew.	You aren't 12.	My dad isn't from Liverpool.
?	Am I right?	Are you from Scotland?	Is your family big?

- Ask a student to read out the example question and answer.
 - Ask students to work alone to complete the sentences.
 - Check answers with the class.

Answers

2 is, It 3 Are, I, I 4 is, He 5 Are, they

Possessive 's

- Hold up an object belonging to a student, e.g. a notebook. Write the following sentence on the board: *This is Mila's notebook.* Highlight the possessive 's in the sentence and check that students understand how it is used.
 - Put students into pairs. Then ask them to copy the sentences and put the apostrophe in the correct place.
 - For further information and exercises, ask students to turn to page 98 of the **Grammar reference** section.

Answers

- My mum's name is Marie.
- My grandparents' names are Henry and Diana.

Optional activity

- Ask students to draw their own family trees.
- Put students into pairs to ask and answer questions about the relationships between the family members, e.g. Student A asks: *Who is Rico?* Student B answers: *Rico is my mother's brother.*

Your turn

- Read out the example.
 - Ask students to write questions using words from each of the boxes. With **weaker students**, elicit questions and write these questions on the board.
 - Put students into pairs to ask and answer the questions.
 - Ask some students to tell the class something they found out about their partner.



Set Exercises 1, 2, 3, 4, 5 and 6 on page 3 of the **Workbook** for homework.

Objectives


- revise school subjects, *there is/are* and *some* and *any*, *have got + a/an*.

School subjects

- Ask: *What is your favourite school subject?*
 - Elicit answers from the class and write them on the board.
 - Ask students to work alone to complete the school subjects with the correct vowels before matching the subjects with the pictures.
 - Check answers.

Answers

- 1 French (picture c) 2 English (picture b)
3 Music (picture a) 4 Science (picture h)
5 ICT (picture e) 6 PE (picture d) 7 Geography (picture g)
8 Maths (picture f) 9 History (picture i)

-  1.02 Tell students they are going to listen to Nathan (see Exercise 1 on page 4) talking to his cousin about his school.
 - Play the recording for students to note down which of the subjects in Exercise 1 Nathan refers to. Encourage **stronger students** to note down what Nathan says about those subjects.
 - Check answers.

Audioscript

- Lucy:** Is your school big, Nathan?
Nathan: Yes, it is. I think there are 750 students in my school.
Lucy: Wow! That's big. How many classrooms has it got?
Nathan: I'm not sure. There are some classrooms in the main building and there are some behind the sports hall.
Lucy: Have you got a big sports hall?
Nathan: Yes, we have. We do PE there and there's a playing field for team sports like football.
Lucy: I've got PE tomorrow. What about you?
Nathan: We've got ICT in the IT room at 9 o'clock and then it's Science.
Lucy: Oh really? We haven't got an IT room because there are laptops in every classroom.
Nathan: Lucky you! There aren't any laptops in our classroom but the teacher's got a computer.
Lucy: Are there any Science labs at your school?
Nathan: Yes. My school's got four labs, I think. Are you hungry?
Lucy: No, not really. I'm thirsty. Is there any orange juice?
Nathan: No, there isn't but there's some cola in the fridge. Would you like some?
Lucy: Yes, please!

Answers

PE, ICT, Science

Optional activity

- Ask students to make two lists: their three favourite and least favourite school subjects.
- Put students into pairs to compare their lists.
- Students say why they like and dislike their subjects in their lists.

there is/are and some and any

- Refer students to the gapped sentences in the table. Explain that the sentences are from the listening in Exercise 2.
 - Ask students to copy and complete the sentences with the correct form of *be*.
 - Check answers.
 - Use the example sentences to elicit when *some* and *any* are usually used.
 - For further information and exercises, ask students to turn to page 98 of the **Grammar reference** section.

Answers

	Singular	Plural
+	There's some cola in the fridge.	There are some classrooms in the main building.
-	There isn't any orange juice.	There aren't any laptops in our classroom.
?	Is there any orange juice?	Are there any science labs at your school?

We use *some* in affirmative sentences.

We use *any* in negative sentences and in questions.

- Revise the meaning of the words in the box and then read out the example sentence.
 - Ask students to write sentences about their school using *there is/are*, *some/any* and the words in the box.
 - Monitor while students do this writing task. Check students are forming sentences correctly.

have got + a/an

- Refer students to the gapped sentences in the table.
 - Ask students to copy and complete the sentences with the correct form of *have got*.
 - Check answers.
 - For further information and exercises, ask students to turn to page 99 of the **Grammar reference** section.

Answers

	I / you / we / they	he / she / it
+	I ve got PE tomorrow.	My school's got four labs.
-	We haven't got an IT room.	It hasn't got any laptops.
?	Have you got a big sports hall?	Has Lucy got a laptop?

Game

- Play *Correct the sentence* to practise *there is/are*, *some* and *any* and *have got + a/an*.
- See **Games Bank** on pages 28–29.

Your turn

- Read out the example question and answer.
 - Ask students to work alone to write questions with *have got* using the information in the boxes or their own ideas.
 - Put students into pairs to ask and answer their questions.



Set Exercises 1, 2 and 3 on page 4 and Exercises 1 and 2 on page 5 of the **Workbook** for homework.

Objectives


- revise sports and activities, present simple affirmative and negative.

Sports and activities

- Books closed. Tell students which sports and activities you enjoy doing or watching. Put students into pairs and ask them to tell one another about the sports they do or watch.
 - Write the verbs *go*, *do* and *play* on the board and elicit sports and activities that are used with each of the verbs. If students can't think of examples, introduce one for each verb, e.g. *go jogging*, *do kung fu*, *play tennis*.
 - You could also introduce the general distinction between the verbs in this context: *go* is used with sports and activities ending in *-ing*, *play* with ball sports and *do* with the rest.
 - Ask students to open their books at page 6.
 - Students work alone to match the pictures with the sports in the box.
 - Check answers.

Answers

a judo b karate c yoga d snowboarding e cycling
f swimming g surfing h skateboarding i skiing
j bowling k basketball l volleyball

-  10 Tell students they are going to listen to Nathan and Lucy talking about their free time.
 - Read out the two questions.
 - Play the recording for students to answer the questions. Encourage **stronger students** to note down as much as they can about what Nathan and Lucy say.
 - Check answers.
 - You could then play the recording again and ask students to note down what Nathan and Lucy say about members of their families.

Audioscript

Lucy: There's a new adventure film at the cinema. Do you want to come?
Nathan: I'm sorry, I can't. I've got basketball practice.
Lucy: Do you play in the school team?
Nathan: Yes, I do. What sports do you do?
Lucy: My friends and I usually go cycling on Saturday afternoons and then I sometimes go swimming with Mum and Dad. Do you go swimming?
Nathan: No, I don't. The water's always cold but I like surfing.
Lucy: But you don't live near the sea. How often do you go surfing?
Nathan: When we go on holiday.
Lucy: Does your sister go surfing too?
Nathan: Yes, she does. Dad likes it too.
Lucy: Does your dad still go bowling?
Nathan: No, he never goes now. What about your dad?
Lucy: He sometimes goes bowling with granddad but he says he doesn't like it very much.

Answers

Nathan: basketball, surfing
Lucy: cycling, swimming

Game

- Play *The mime game* to practise the sports and activities vocabulary.
- See **Games Bank** on pages 28–29.

Present simple: affirmative and negative

- Put the verbs on the board that students will need to complete the sentences from the listening. The verbs are: *live*, *go*, *do*.
 - Put students into pairs. Then ask them to copy and complete the sentences.
 - Check answers.
 - Remind students that the present simple is used to talk about habits and routines.
 - For further information and exercises, ask students to turn to page 99 of the **Grammar reference** section.

Answers

	I / you / we / they	he / she / it
+	I like surfing. My friends and I usually go cycling.	He sometimes goes bowling with granddad.
-	You don't live near the sea.	He doesn't like it very much.

- Complete the first sentence as an example.
 - Ask students to work alone to complete the remaining sentences using the present simple form of the verbs in brackets.
 - Check answers.

Fast finishers

Students can write two sentences in the present simple about the sports and activities that people usually do in their country.

Answers

1 go 2 have 3 don't play 4 does 5 doesn't play
6 ride 7 don't live, don't go

- Read out the example sentence.
 - Ask students to rewrite the sentences in Exercise 4 so that they are true for them.
 - Monitor while students rewrite their sentences. Check students are using the present simple correctly.
 - Ask some students to read out one or two of their sentences to the class.
 - You could then encourage the rest of the class to ask the students who read sentences out the questions about the sports and activities they do. For example, when a student reads out the sentence *I play football in the summer*, the other students could ask: *Where do you play?* *Who do you play with?* *How often do you play?* (Students do not revise present simple questions until page 7, but they should be able to form some questions as they will have learnt and practised the form before.)



Set Exercises 3, 4 and 5 on page 5 of the **Workbook** for homework.

Objectives

- revise present simple questions and adverbs of frequency.

Preparation

- Bring a small soft ball.

Present simple: questions

- Books closed. Write the following question words on the board: *why, where, what, when* and *who*.
 - Elicit example questions in the present simple using these questions. Make sure you elicit questions with both *do* and *does*.
 - Write the questions on the board. Highlight the auxiliary verb (*do* or *does*) and explain that these are words used to form questions in the present simple in English.
 - Ask students to open their books at page 7.
 - Refer students to the table.
 - Explain that the gapped sentences are from the listening on page 6.
 - Put students into pairs. Then ask them to copy and complete the questions and short answers with *do* or *does*.
 - Check answers.
 - For further information and exercises, ask students to turn to page 99 of the **Grammar reference** section.

Answers

	I / you / we / they	he / she / it
Wh-?	What sports <u>do</u> you <u>do</u> ? When <u>do</u> they <u>go</u> bowling?	How often <u>does</u> he <u>go</u> snowboarding?
Y/N?	<u>Do</u> you <u>go</u> swimming?	<u>Does</u> your sister <u>go</u> surfing too?
Short answers	Yes, I <u>do</u> . No, I <u>don't</u> .	Yes, she <u>does</u> . No, he <u>doesn't</u> .

- Read out the example.
 - Ask students to work alone to write questions. Encourage **weaker students** to identify the subject of each question and whether that subject is singular or plural. They should also check the questions they write against the examples in the table in Exercise 1.

Fast finishers

Students can write two questions in the present simple. They can then ask them in Exercise 3.

Answers

- When do your friends have training?
- Do you play volleyball?
- Does your sister do drama after school?
- What sports and activities does your uncle do?
- How often do you and your friends go to school?
- Do you go surfing?

Your turn

- Put students into pairs to ask and answer the questions from Exercise 2.
 - Ask some students to tell the class something they found out about their partner.

Adverbs of frequency

- Write *always, usually, sometimes* and *never* on the board. Elicit that these words are example of adverbs of frequency and that we use them when we want to talk about how frequently we do something.
 - Refer students to the gapped sentences. Explain that they come from the listening on page 6.
 - Play the recording again.
 - Students listen and complete the sentences with the correct adverb of frequency.
 - Students then answer the two questions.
 - Check answers.
 - For further information and exercises, ask students to turn to page 99 of the **Grammar reference** section.

Answers

- My friends and I usually go cycling on Saturday afternoons.
- I sometimes go swimming with Mum and Dad.
- The water's always cold.
- He never goes now.
- The adverb of frequency goes after the verb *be*.
- The adverb of frequency goes before other verbs.

- Ask a student to read out the example sentence.
 - Ask students to work in pairs to rewrite the sentences by putting the adverbs of frequency in the correct place in the sentences.
 - Check answers.

Answers

- My friends sometimes play basketball at school.
- I never do yoga at school.
- My grandparents sometimes go bowling.
- My cousin often does judo at the weekend.
- I always go cycling on Sunday morning.

Game

- Play *The ball game* to practise adverbs of frequency and the present simple.
- See **Games Bank** on pages 28–29.

Your turn

- Make one or two example sentences that are true for you using the information in the list. Write the examples on the board.
 - Give students time to write sentences of their own.
 - Monitor while students do this. Check that students are using adverbs of frequency and that they are forming their sentences correctly.
- Review *How often ...?* questions to help **weaker students**.
 - Put students into pairs to ask and answer questions about the sentences students wrote in Exercise 6.
 - Ask some students to tell the class something they found out about their partner.



Set Exercises 1, 2, 3, 4, 5 and 6 on page 6 of the **Workbook** for homework.



Money matters

Unit aims

I can ...

- talk about shops and shopping centres.
- talk about the things I'm doing now and the things I do every day.
- understand a conversation about how young people spend their money.
- describe things I want to, would like to, or would prefer to do.
- understand information about charities.
- ask for things in shops.
- write an email asking for advice.

Unit contents

Vocabulary	Shops Extreme adjectives Money verbs Adjective prefixes
Reading	A blog ▶ Unusual fun An article
Language focus	Present continuous Present simple vs. continuous (don't) want to, would(n't) like to, would prefer to (not) enough + noun
Listening	A radio programme
Discover culture	▶ Tiger sanctuary
Speaking	Shopping ▶ Real talk: <i>How do you spend your money?</i>
Pronunciation	/f/
Writing	An email Imperatives
CLIL	Maths: Percentages ▶ What does Zero mean?

Be curious

- Books closed. Put the following on the board: _ _ _ _ _ . Elicit letters until the word *money* is spelt out.
- Introduce the verb *spend* and tell students what you spend most of your money on.
- Ask some students to tell the class what they spend most of their money on.
- Ask students to open their books at page 8.
- Elicit sentences to describe the photo. Alternatively, give students 30 seconds to study the photo, then ask them to close their books and say what they remember about it.
- Give students a couple of minutes to answer the three questions.
- Students can then compare their answers in pairs before you check answers with the class.
- Tell students that the theme of Unit 1 is money.

Suggested answers

- You can buy clothes, shoes and bags at this market. I think you can buy other nice accessories, too.
- I think it's in the Middle East or in northern Africa, maybe in Morocco or Egypt.
- Most Saturdays we go to a big supermarket and we buy a lot of food there. There's a small shop in my street – we can buy milk and bread there. I go to a shopping centre to buy new clothes and shoes.

CEFR


SKILL AREA	GOAL	EXERCISE
Listening	UNDERSTANDING INTERACTION	1–4 p16
	LISTENING TO MEDIA AND RECORDINGS	1–3 p12 1–4 p14
Reading	READING CORRESPONDENCE	1–3 p17
	READING FOR INFORMATION AND ARGUMENT	1–3 p10 1–3 p15
Speaking	CONVERSATION	6 p13
	TRANSACTIONS TO OBTAIN GOODS AND SERVICES	4–6 p16
	INFORMATION EXCHANGE	3–4 p9 6 p10 7 p12 5–6 p14 6 p15
Writing	CORRESPONDENCE	1–8 p17
	CREATIVE WRITING	7 p21
Communicative language competence	VOCABULARY RANGE	1–4 p9 4–5 p10 4–7 p12 4–5 p15
	GRAMMATICAL ACCURACY	1–6 p11 1–6 p13
	PHONOLOGICAL CONTROL	1 p9 5 p16
	SOCIOLINGUISTIC APPROPRIATENESS	3–5 p17
Communication strategies	IDENTIFYING CUES AND INFERRING	4–5 p10 4–5 p15

Objectives

- learn vocabulary for shops.
- talk about shops I go to.

Warm-up

- Books closed. On the board, write the names of famous shops in the country in which your students live.
- Refer to what you have written on the board, elicit the words *shop* and *shopping*, and write them on the board.

- 1 •  1.00 Ask students to open their books at page 9.
- Put students into pairs to do the matching exercise.
 - **Weaker students** can look up the meanings of the words in a dictionary.
 - If you have the *Presentation Plus* software, put the photos on the board and ask students to come up to the board to do the matching exercise.
 - Play the recording for students to check their answers and repeat the words.

Answers

- a department store b bookshop c newsagent
d supermarket e music shop f chemist g shoe shop
h electronics shop i clothes shop j sports shop

Language note

The word for *shop* in American English is *store*. When *store* is used in British English, it tends to refer either to a large shop selling many different types of goods or a small shop such as might be found in a village.

When *shop* forms part of a word or phrase such as *shoe shop*, *clothes shop*, *bookshop*, etc., the stress is placed on the first part of the word or phrase.

- 2 •
- Read out the questions.
 - Put students into pairs to answer the questions.
 - When checking answers, ask students to name a local example for each of the shops in question.

Suggested answers

- 1 supermarket, newsagent, department store
2 bookshop, newsagent, supermarket
3 clothes shop, department store, shoes shop, sports shop
4 electronics shop, department store
5 music shop 6 chemist

Optional activity

- Using the questions in Exercise 2 as a model to follow, students write 3–4 questions about the shops in Exercise 1.
- Put students into pairs to ask and answer their questions.

Game

- Play *Pictionary* using the shops vocabulary.
- See **Games Bank** on pages 28–29.

Your turn

- 3 •
- Ask one student to read out the four questions and another student to read out the example answer.
 - Ask students to work alone to answer the questions.
Stronger students need only write notes to the questions.
Weaker students should write full answers to the questions as it will help them in the speaking exercise which follows.
 - Monitor while students do this. Help as necessary.

Fast finishers

Students can write two additional questions about shops and shopping, which they can then ask in Exercise 4.

- 4 •
- Put students into pairs to ask and answer the questions in Exercise 3.
 - Ask some students to tell the class about their partner.
 - To **extend** the work on the vocabulary, you could ask students to turn to the **Vocabulary Bank** on page 108 and do the exercises for *Shops*.

Optional activity

- Ask students to work in small groups to design their own shop.
- Students should decide what the shop sells, how big it is, where it is located and its name.
- Students present their design for the class to decide which is its favourite.



Set Exercises 1, 2, 3, 4 and 5 on page 7 of the **Workbook** for homework.

In the following lesson, students will read about the Dubai Mall. As preparation for this, ask students to research malls online. Students can find out about the biggest malls, the malls which have the largest numbers of shops, malls located in unusual places or buildings, etc.

Reading A blog

Objectives

- read a blog post about a day at the Dubai Mall.
- learn extreme adjectives.
- talk about shopping centres.

Background

The **United Arab Emirates** is a country in the Middle East made up of seven *emirates*. An *emirate* is a state or territory headed by an *Emir*, which is the name given to the head of state in some Islamic countries. **Dubai** is a city in the emirate of Dubai, known internationally for its wealth.

Warm-up

- Books closed. Elicit examples of famous shopping centres in the students' countries. (Students will talk about shopping centres where they live in Exercise 6, so don't go into details at this point.)


- 1
- Ask students to open their books at page 10.
 - Ask students to look at the photos of the Dubai Mall. Help **weaker students** answer the question by eliciting or teaching the following vocabulary: *theme park, aquarium, ice rink and skating*

Suggested answers

You can go to a theme park, go skating, see a beautiful fountain or go to an aquarium / underwater zoo.

Language note

The word **mall**, pronounced /mal/ or /mɔ:l/ in British English and /mɒl/ in American English, is a word used chiefly in North America to denote a large covered area containing many shops. **Shopping centre** is the phrase used in British English.

- 2
-  1.05 Ask students to work alone to read Liam's blog.
 - Put students into pairs to check their ideas to Exercise 1 and to match the photos with the places in bold in the blog.
 - Check answers and then refer students to the information in the **FACT!** box. Ask: *Which do you prefer: a small shop or an enormous shopping centre?*

Answers

- b Olympic-size ice rink c Dancing Fountain
d Underwater Zoo

- 3
- Refer students to the numbers in the box. Check students are able to say the larger numbers: 120 is read *one hundred and twenty*; 1,200 is read *one thousand two hundred*; *million* is pronounced /'mɪljən/.
 - Put students into pairs and ask them to find out what the numbers refer to in the text.
 - Check answers.

Suggested answers

The Dubai Mall has got about 1,200 shops, 22 cinemas and 120 cafés and restaurants.
More than 50 million people visit it every year.
The Sega Republic has got 150 games and rides.

Explore extreme adjectives

- 4
- Teach the meaning of *extreme* by writing *excellent* on the board. Explain that the word means *very good* and that it is an example of an 'extreme' adjective, i.e. an adjective that intensifies the meaning of a 'normal' adjective such as *good*.
 - Read out the adjectives in the box. Check students are able to pronounce them.
 - Put students into pairs. Ask them to look at the adjectives in context to decide whether they mean *very good* or *very bad*.

Answers

very good: great, wonderful, brilliant, amazing
very bad: awful

- 5
- Read out the information, then give students time to look for the three adjectives in the text
 - Once students have found the adjectives in the text, elicit that we use *absolutely* with them.
 - Divide the board into two columns, one labelled *very*, the other *absolutely*. Elicit adjectives to go under each column, e.g. *very – good, bad; absolutely – brilliant, awful*.
 - Then elicit example sentences to check students understand the difference between the adjective types.
 - To **extend** the work on the vocabulary, you could ask students to turn to the **Vocabulary Bank** on page 108 and do the exercises for *Explore extreme adjectives*.

Answers


very hot = boiling
very cold = freezing
very big = huge
We use *absolutely* before them.

Your turn

- 6
- Ask a student to read out the questions.
 - Put students into pairs to ask and answer the questions.


You can show this video as either a lead-in or a follow-up to the Language focus 1 lesson.



-  Ask: *What do you do to have fun?* Elicit students' answers and then read out the information about the video.
- Play the video.
- Students watch it and answer the three questions.
- Check answers.
- Then ask: *Would you like to try snowboarding indoors?*
- See page 122 for further activities you can do with this video.

Answers

- In the desert.
- At the mall of the Emirates in Dubai.
- The sports shop.

 Set Exercise 6 on page 8 and Exercises 1, 2, 3, 4 and 5 on page 11 of the **Workbook** for homework.

Language focus 1 Present continuous

Objectives

- learn the present continuous and present simple.
- talk about what I am doing now and what I usually do.

Warm-up

- Books closed. On the board write:
I'm writing on the board. I write on the board every day.
- Ask students to identify the tenses (present continuous and present simple) and then ask them to say what they know about each of them.

- Ask students to open their books at page 11.
 - Tell them that the sentences in the table are from the text on page 10.
 - Ask students to look back at the text and then copy and complete the sentences.
 - Check answers.
 - For further information and additional exercises, students can turn to page 100 of the **Grammar reference** section.
 - Encourage students to think of the difference in grammatical forms between their language and English.

Answers

	I	he / she / it	you / we / they
+	I'm spending the day in Dubai Mall.	My friend is shopping .	My dad and my sister are watching the fish.
-	I'm not going to the zoo.	Liam's mum isn't shopping .	Liam's dad and sister aren't skating .
?	Why am I wearing a sweater?	Is Liam wearing a sweater?	What are my mum and aunt doing ?

Game

- Play *The mime game* to practise the present continuous.
- See **Games Bank** on pages 28–29.

- Refer students to the information in the **Get it right!** box about spelling rules.
 - Put students into pairs to complete the sentences.
 - Check answers.

Answers

- 2 isn't listening 3 'm making 4 aren't watching
5 is running

- Read out the example question and answer.
 - Ask students to work alone to complete the exercise.
 - Check answers.
 - To **extend** the work on this exercise, ask students to ask and answer the questions in pairs.

Answers

- 2 Where are you sitting now?
3 Why are you learning English?
4 Are you listening to music at the moment?
5 Are your friends playing football now?

Present simple vs. continuous

- Put students into pairs to answer the questions about the use of the present simple and present continuous.
 - Check answers.
 - For further information and additional exercises, students can turn to page 100 of the **Grammar reference** section.

Answers

- 1 sentence a 2 sentence b

We use the **present simple** to talk about facts, habits and routines and the **present continuous** to talk about action in progress.

Language note

In some languages, the present simple tense can be used for actions happening now. However, in English the present continuous must be used.

Your turn

- Ask students to work alone to complete the questions.
 - Encourage **weaker students** to look for key words which will lead them to the correct tense, e.g. *now, usually*.
 - When checking answers, **stronger students** can say why one tense is used in the question rather than another.

Fast finishers

Students write two additional questions (one in the present simple, one in the present continuous) to ask a partner in Exercise 6.

Answers

- 1 are, doing 2 are doing 3 do, do 4 do, go
5 are, doing 6 do, go 7 Are, reading

- Refer students to the example question and answer.
 - Put students into pairs to ask and answer the questions in Exercise 5.



Set Exercises 1, 2, 3, 4 and 5 on page 8 of the **Workbook** for homework.

Students can also do the exercises on the present simple and present continuous here:
<http://learnenglishteens.britishcouncil.org/grammar-vocabulary/grammar-videos/present-simple>
<http://learnenglishteens.britishcouncil.org/grammar-vocabulary/grammar-videos/present-continuous>

Listening and Vocabulary


Objectives

- listen to a radio programme.
- learn money verbs.
- talk about saving money and buying things.

A radio programme

Warm-up

- Books closed. Put students into pairs and ask them to tell each other what things they buy regularly.
- Ask some students to report back to the class on their partner.

- 1 • Ask students to open their books at page 12.
 - Students look at the photos and say which of things they have got. Students can do this in pairs.
- 2 •  1.06 Tell students they are going to listen to a radio programme.
 - Play the recording.
 - Students listen and say which of the things in Exercise 1 Josh and Megan have got in their bags.
 - Check answers.

Audioscript

Reporter: I'm here in a busy shopping centre to find out about young people and shopping. Hi! What's your name?

Josh: It's Josh.

Reporter: Hi Josh! You're live on radio! Can I ask you some questions? Are you shopping today?

Josh: Yes, I am.

Reporter: What do you want to buy?

Josh: I'd like to buy a new games console but I haven't got enough money.

Reporter: Oh really? Do you usually get pocket money from your parents?

Josh: I do but today I'm spending my birthday money.

Reporter: And what have you got in your bag?

Josh: I've got a new cap and a T-shirt.

Reporter: Do you usually spend your money when you get it or do you sometimes save it?

Josh: I usually spend it. I like buying new things!

Reporter: Do you ever buy clothes online?

Josh: No. My mum thinks it's important to try things on in the shop but I'd prefer to buy them on the Internet!

Reporter: OK, thanks Josh. And is this your friend? What's your name?

Megan: Megan.

Reporter: Hi Megan! What have you got in your bag?

Megan: I've got a football and some sunglasses.

Reporter: And do you get pocket money?

Megan: No, but I often get money for my birthday.

Reporter: Do you like getting money or would you prefer to get a present?

Megan: I like getting money so I can buy what I want.

Reporter: And do you usually spend your money when you get it like Josh?


Megan: No, I don't. I'm saving for a new mobile phone. I've nearly got enough money.

Reporter: Oh well done! OK, thanks to both of you! Back to Tom in the studio ...

Answers

Josh: a cap and a T-shirt


Megan: a football and sunglasses

- 3 •  1. Play the recording again.
 - Put students into pairs to choose the correct answers.
 - Encourage **stronger students** to note down as much information as they can about the things that Josh and Megan talk about.
 - Check answers.

Answers

- 1 a games console 2 his birthday money 3 don't buy
4 his friends 5 doesn't get 6 likes

Money verbs

- 4 •  Explain the meaning of each verb in the box.
 - Put students into pairs and ask them to complete sentences about the pictures.
 - Play the recording for students to listen, check their answers and repeat the sentences.

Answers

- 1 's selling 2 's saving 3 's buying 4 's spending
5 's earning 6 's borrowing

Game

- Play *The memory game* using the money verbs.
- See **Games Bank** on pages 28–29.

- 5 • Ask students to work alone to complete the sentences.
 - While checking answers, challenge **stronger students** by asking them to justify their choice of verb.

Answers

- 1 buy 2 spend 3 saving 4 sell 5 earn 6 borrow

Optional activity

- Put students into pairs (A and B).
- Student A defines a verb from Exercise 4 for their partner to guess, e.g. *this means to make money by working*.
- Student B says what he or she thinks the verb in question is, e.g. *earn*.
- Students swap roles and continue in this way until all the verbs in the box have been defined.

Your turn

- 6 • Give students time to rewrite the sentences in Exercise 5 so that they are true for them.
 - Monitor while students do this. Help as necessary.
- 7 • Ask students to form question using the verbs from Exercise 4 and the beginnings of questions in the box.
 - With **weaker students**, do this as a whole-class activity and put the completed questions on the board.
 - Put students in pairs to ask and answer the questions.
 - To **extend** the work on the vocabulary, you could ask students to turn to the **Vocabulary Bank** on page 108 and do the exercises for *Money verbs*.



Set Exercises 1, 2, 3, 4 and 5 on page 9 of the **Workbook** for homework.

Language focus 2 (don't) want to, would(n't) like to, would prefer to

UNIT
1

Objectives

- learn (don't) want to, would(n't) like to, would prefer to.
- learn (not) enough + noun.
- rewrite conversations using the new language.


Warm-up

- Books closed. On the board write:
A: Do you _____ to go to the cinema?
B: Yes, I do. I _____ like to see the new Pixar film.
- Ask students to complete the gaps. Elicit: *want, would*.

- 1 • Ask students to open their books at page 13.
• Tell students that the example sentences are from the listening on page 12. Ask them to copy the table and complete the sentences in pairs.
• Check answers.
• For further information and additional exercises, students can turn to page 100 of the **Grammar reference** section.

Answers

Question	Answer
What do you want to buy?	I want to / don't want to buy some new shoes.
What would you like to buy?	I'd like / wouldn't like to buy a new games console.
Would you prefer to get a present?	I'd prefer to get some money.

- 2 •  1.10 Read out the information in the **Get it right!** box.
• Complete the first sentence as an example.
• Ask students to work alone to complete the rest of the exercise. Encourage **weaker students** to check their answers against the examples in Exercise 1.
• Play the recording for students to check their answers.

Language note

In English spoken at a normal conversational pace, *do you want to* becomes *d'you wanna* /dʒuː ,wɒnə/.

Answers

1 Would 2 would 3 do 4 'd 5 'd 6 Would
7 would 8 wouldn't

(not) enough + noun



- 3 • Books closed. Pick up two pens on your desk. Say: *I need four pens, but I've only got two pens*. Then say: *I haven't got enough pens*. Write this last sentence on the board and underline *enough*. Check students understand that *enough* means *the necessary amount*.
• Ask students to open their books at page 13.
• Ask students to work alone to put *enough* into the correct place in the sentences.
• Check answers.
• For further information and additional exercises, students can turn to page 100 of the **Grammar reference** section.

Answers

- 1 I'd like to buy a new games console but I haven't got **enough** money.
- 2 I've nearly got **enough** money.

Get it right!

/f/

- 1 •  1.09 Ask students to turn to page 96.
• Play the recording. Students listen and repeat.
- 2 • Put students into pairs to identify which of the words in the box have the /f/ sound.
• Monitor and help as necessary.
- 3 •  1.09 Play the recording for students to check their answers to Exercise 2.

Answers


laugh elephant coffee phone off

- 4 • Put students into pairs to write down words that have the /f/ sound. Challenge **stronger students** to come up with more than ten.
• Monitor while students do this.
- 5 • Put students into pairs.
• Students should look back at the words in Exercise 2 and Exercise 4 and then write a list of the different ways that the /f/ sound can be spelt, e.g. *f, ff, ph, agh*.
• Check answers.

- 4 • Read out the example.
• Ask students to work alone to rewrite the remaining sentences with *enough*.
• Check answers.

Answers

- 2 I'd like to watch a film but I haven't got enough time.
- 3 We'd like to make hot chocolate but there isn't enough milk.
- 4 My dad thinks I don't do enough homework.
- 5 My brother is unhealthy because he doesn't do enough sport.
- 6 We want to start a football team but we haven't got enough players.

- 5 •  1.11 Put students into pairs and ask them to complete the two short conversations with the words in the box.
• Play the recording for students to check their answers.
• Students can practise the conversations in pairs.

Answers

1 like 2 enough 3 want 4 prefer

Your turn

- 6 • Read out the information as well as the example.
• Check that students understand that they have to rewrite the conversations in Exercise 5 using the words in the box or their own ideas.
• Students can practise the new conversations in pairs.



Set Exercises 1, 2, 3, 4, 5 and 6 on page 10 of the **Workbook** for homework.



Discover Culture

Tiger sanctuary

Objectives

- watch a video about a tiger sanctuary in Thailand.
- talk about how people help animals in my country.

Background

Thailand is a country in Southeast Asia. Its capital is Bangkok and until 1939 it was known as Siam. The country is a popular tourist destination, with its tropical beaches and Buddhist temples being among the attractions.

Warm-up

- Books closed. Write the noun *sanctuary* on the board. Check that students understand the meaning of this word. (An animal *sanctuary* is a place where injured or unwanted animals are taken care of). Use L1 if necessary to explain its meaning.

Language note

The word **sanctuary** comes from the Latin *sanctus*, meaning *holy*, and originally referred to a fugitive who was given asylum when faced with arrest.

- Ask students to open their books at page 14 and look at the images.
 - If you have the *Presentation Plus* software, put the photos up on the interactive whiteboard.
 - Ask the questions and elicit answers from the class.
- Ask a student to read out the three questions.
 - Play the video for students to answer the questions.
 - Students can compare answers in pairs before you check answers with the class.

Videoscript

Narrator: This is Thailand. A lot of different kinds of wild animals live here. Some of these animals are endangered, like the tiger for example. This is a wildlife sanctuary. Jeff Corwin is a special guest here. This sanctuary is a safe home for a lot of animals, especially tigers. Tigers come here because they are ill and cannot live in the wild, or because people are hunting them. These men take care of the tigers. They are volunteers – they don't earn money for their work. When people around Thailand heard about the tigers they gave money to the sanctuary. The men use the money to help the tigers. They buy food and medicine. They work here because they want to be with the animals and help to protect them. They are not interested in making money. Here, the men respect the tigers. The tigers are safe. They would prefer to see the tigers in the wild but it's too dangerous.

Jeff: So basically, what your monastery does is, when a tiger is sick, and someone has a tiger they bring it to the monastery?

Monk: Yeah.

Jeff: And how many tigers do you have now?

Monk: Ah, we have ten now.

Jeff: Ten tigers. Are they a lot of work?
Monk: Yeah. Every day they eat a lot!
Narrator: But the tigers are not pets. They are wild!
Jeff: Oh! Oh! ... No Cows! ... Oh yes ... Happy tiger!
Narrator: The men work hard to protect the tigers. While there are volunteers to run the sanctuary, the tigers will always have a safe home.

Suggested answers

1 They are volunteers. 2 People give money to the sanctuary. 3 They have ten tigers now.

- Refer students to the animals listed in the box.
 - Ask students to write down which of the animals in the box are seen in the video. Encourage **stronger students** to note down as much as they can about the animals that feature in the video. With **weaker groups**, revise the words in the box first.
 - Students can compare their answers in pairs before you check answers with the class.

Answers

monkey elephant owl snake bat deer buffalo

- Put students into pairs to complete the sentences about the tigers in the video with the correct words.
 - Check answers.

Answers

1 ill 2 hunting 3 can't 4 are not 5 eat

Your turn

- Read out the four questions.
 - Give students time to write answers to the questions.
 - Encourage students to use their smartphones to check if there are any sanctuaries in their own countries.
- Put students into pairs to ask and answer the questions in Exercise 5.
 - Ask some students to report back to the class on what their partner said.

Optional activity

- Put students into small groups and ask them to think of ways that animals can be protected from human beings.
- Students should write a short list of ideas (three or four items) and then share their list with the class.
- Decide with the class as a whole, which of the ideas the students came up with are the best.



For homework, ask students to imagine that they work as a volunteer in the tiger sanctuary featured in the video. Students can write a brief description of their daily routine. Collect and check students' work in the next lesson.

Objectives

- read an article about the Red Nose Day charity event in the UK.
- learn adjective prefixes.
- talk about charity events.

Background

Red Nose Day was founded in the UK in 1985 by the screenwriter and director Richard Curtis and the comedian and actor Lenny Henry. Curtis is known internationally as the writer of the popular 1994 romantic comedy *Four Weddings and a Funeral*, a film which made Hugh Grant a global star.

Warm-up

- Books closed. Write the noun *charity* on the board. Check students understand the meaning of the word. (A *charity* is an organisation established to offer financial and other help to people in need.) Use L1 to explain this concept if necessary and give local examples of charities if possible.

- 1 • Ask students to open their books at page 15.
• Put students into pairs to look at the photos and say what they think happens on Red Nose Day.

- 2  1.12 Ask students to read the text to check their answers to Exercise 1.

Suggested answer

It's a charity day when people in the UK wear a red nose and do something funny to raise money.

- 3 • Give students time to read through the text again.
• Students then work alone to decide whether the sentences are true or false. They correct the sentences they think are false.
• Encourage students to highlight the words in the exercise which help them find the information in the text. In the first statement in this exercise, students should highlight *every year* and then look for that phrase, or at least the word *every*, in the text. Students should, however, be aware of ellipsis. In the second statement we read the phrase *give the same money*, but this is referred to in the text as *say how much they would like you to give* with the word *money* to be inferred by the reader.
• Ask students to compare their answers in pairs before you check answers with the whole class.
• Read out the information about Red Nose Day in the **FACT!** box. Ask students if they donate money to charities or if they would like to donate money to a charity.

Fast finishers

Students who finish quickly can write some more true or false sentences based on the text. You can then use these with the class as further practice.

Answers

- 2 F (People decide how much money they want to give.)
3 T 4 T 5 T 6 F (It's over 25 years old.)

Explore adjective prefixes

- 4 • Tell students that a prefix is a something that goes before a word and which changes that word's meaning, e.g. *unhappy*, with *un-* being the prefix that we put before some positive adjectives to make them negative.
• Ask students what the opposite of *usual* is, elicit the answer, then ask them to find the word in the text.

Answer

unusual

We add *un-* at the beginning of the word.

- 5 • Ask students to work in pairs to complete the sentences with the negative forms of the adjectives in the box.
• Check answers.
• To **extend** the work on the vocabulary, you could ask students to turn to the **Vocabulary Bank** on page 108 and do the exercises for *Explore prefixes*.

Answers

- 2 unhappy 3 untidy 4 unhelpful 5 unfriendly
6 unfair

Game

- Play *Could you spell that, please?* using the negative adjectives in Exercise 5.
- See **Games Bank** on pages 28–29.

Your turn

- 6 • Read out the questions.
• Put students into pairs to ask and answer the questions.
• Ask some students to tell the class about which events their partner would like to do on Red Nose Day.

Optional activity

- Put students into small groups to design their own charity day.
- Students give their charity day a name, explain what charities it supports, come up with a programme of events and design a poster advertising their charity day using software such as PowerPoint, PosterMyWall, Picasa or Photoshop.
- Students present their poster to the class.
- Display the posters on the wall and ask the class to vote for its favourite.



Set Exercise 7 on page 10 of the **Workbook** for homework.

Ask students to write a profile of a charity event in their country. Students can include the following information in their profiles: the name of the event, where it takes place, what charities it supports. Students can read out their profile to a partner in the next class.

Speaking Shopping



Objectives

- watch teenagers talking about how they spend their money.
- listen to a teenager talking to a shop assistant.
- practise giving my opinion.

Warm-up

- Books closed. Elicit the money verbs that students learnt on page 12 and write them on the board: *earn, sell, borrow, buy, save, spend*.
- Briefly define the verbs in turn and ask students to say which one is being defined in each case.

Real Talk: How do you spend your money?

- 1  1.13 Ask students to open their books at page 16.
- Tell students they are going to watch some teenagers answering the following question: *How do you spend your money?*
 - Refer students to the speakers as well as the words in the box.
 - Tell students that they are going to match the words with the speakers 1–6.
 - Play the video or the recording.
 - Students work alone to complete the exercise. They can compare answers in pairs before you check answers with the class.
- 

Videoscript

Narrator: How do you spend your money?

Speaker 1: I usually spend my money on food. I buy lunch in the canteen every day.

Speaker2: Hmm... clothes. I wear a uniform at school, but I love going shopping for clothes with my friends.

Speaker3: My cell phone. Well, my parents and I pay for it. They pay the phone bill. I pay for new covers, apps, stuff like that.

Speaker4: I use my money to go out with friends – to the cinema, to a café, or to go shopping.


Speaker5: I usually spend my money on comic books ... or maybe a new video game.


Speaker6: I love buying new music. I spend a lot of money on concert tickets, too.

Narrator: How do you spend your money?

Answers


2 clothes 3 phone 4 going out with friends
5 comic books, video games 6 music, concert tickets

- 2  Put students into pairs to ask and answer the question. Encourage them to ask additional questions, e.g. *Do you spend a lot of money on clothes?*
- Ask some students to report back to the class on what their partner said.

- 3  1.13 Tell students they are going to listen to Matt talking to a shop assistant.
- Read out the question. Check that students understand that *trainers* are sports shoes that are worn casually.
 - Play the recording.
 - Students listen and answer the question.
 - Check answer.

Answer

blue



- 4  1.13 Refer students to the phrases in the *Useful language* box. Check students' understanding of the language, particularly the phrasal verb *try on* (which means *putting an item of clothing on to see if it is the right size*) and the phrase *I'll take them* (which means *I'll buy them*).
- Students can work alone to complete the conversation using the phrases in the *Useful language* box.
 - Ask **stronger students** to try to complete the gaps in the conversation without looking back at the phrases in the *Useful language* box.
 - Play the recording for students to check their answers.

Fast finishers

Students can write a short gapped conversation based on the one in Exercise 4. You can then use this as further practice with the class.

Answers

1 I'd like to buy 2 I'd prefer 3 How much are they?
4 Can I try them on? 5 What size are you?
6 I'll take them.

- 5  Ask students to work in pairs to act out the conversation in Exercise 4.
- Students can act out the conversation twice, taking a different part each time.
- 6  Put students in pairs to practise their conversations.
- Monitor while students are practising their conversations. Check that they are using the phrases from the *Useful language* box.

Optional activity

- Put students into groups of three (A, B, C).
- Students A and B role play a conversation in a shop.
- Student C records the conversation on their smartphone.
- Students can then swap roles and record two further roleplays.
- Students can then watch back what they recorded and analyse their performance.



For homework, students take a photograph of an object they bought that means the most to them. This could be anything from an expensive tablet computer to a cheap pair of shoes. At the beginning of the next lesson, students can tell their partner about the object, explaining where and when they bought it, and why it means so much to them.

Objectives

- read an email in which one friend asks another for a recommendation.
- learn the use of imperatives to give recommendations.
- write an email in which I recommend something to someone.

Warm-up

- Books closed. Write the following on the board:
Buy the new iPhone.
Don't buy a cheap smartphone.
- Introduce the idea of recommendations, i.e. suggestions that something is suitable for a particular purpose. Use L1 to explain the concept if necessary.

- Ask students to open their books at page 17.
 - Ask students to look at the photo, read Joey's response to Annie's question, and say what Joey recommends.
 - Check the answer.

Answer

He explains to her how to choose a tablet.

- Give students time to read Joey's email again.
 - Ask students to work in pairs to order the information in the list in Exercise 2 according to how it appears in Joey's email.
 - Check answers.

Answers

- make a suggestion 3
- begin the email 1
- give some information 4
- end the email 5
- respond to the previous email 2

- Read out the example.
 - Put students into pairs to find the words Joey uses to do the things in Exercise 2.
 - Check answers.

Suggested answers

- I know the problem!
- First, decide how much money you want to spend ...
- Remember that some tablets are better for playing games ...
- See you soon,

- Read out the information in the *Useful language* box.
 - Ask students to work alone to find examples of imperatives in the text in Exercise 1.
 - Check answers.

Answers

Think about what you'd like to do with your tablet.
Remember some tablets are better for playing games ...
Ask them!
Try it so you can see which one you'd like.
Don't forget to look online.

- Read out the example sentence.
 - Put students into pairs to complete the remaining sentences with the words in the box.
 - Check answers.

Answers

- Try
- Go
- Read
- Save
- Don't buy



Get Writing

PLAN

- Students should do their planning in class. The writing can either be done in class or at home.
 - Tell students they are going to write an email to Danny offering him help with which laptop to buy.
 - Refer students back to the example email in Exercise 1 and the order of information in Exercise 2. Students should use this information when working alone to plan the content of their emails.

WRITE

- Tell students to use Joey's email as a model to follow. Encourage them to add information, e.g. a description of their laptop and what they think of it.
 - Give students ten minutes to complete the writing task. Students should write around 100 words.
 - Monitor while students are writing. Help with grammar and vocabulary as necessary.
 - Encourage students to produce at least two drafts of their description. If students are doing this at home, ask them to write their descriptions on their computers as it will allow them to change the text more easily.

CHECK

- Tell students that it is very important that they check their writing in order to look for ways to improve its content, style and structure.
 - Give students a few minutes to look through their descriptions and check them against the points here.
 - Collect students' descriptions and mark them.
 - Use students' written work as a means of finding common errors. You can then use these as a basis for revision in the next lesson (but do not refer to who made the mistake.) Also remember to share good sentences from students' work with the rest of the class.

Optional activity

- Put students into pairs to take it in turns to be tech experts and customers.
- The student who is the customer texts the name of a smartphone, laptop or tablet computer.
- The student who is the tech expert texts back their recommendation, e.g. *Buy it. It's great!*
- Students should use a free app for this activity.



Set Exercises 1, 2, 3 and 4 on page 12 and Exercises 5, 6, 7, 8, 9, 10 and 11 on page 13 of the **Workbook** for homework.



Our heroes

Unit aims

I can ...

- talk about different jobs.
- describe events in the past.
- understand information about present and past heroes.
- ask and answer questions about things in the past.
- give an opinion about something I'm not sure about.
- write a description of a person.

Unit contents

Vocabulary	Jobs Expressions with <i>make</i> Adjectives of character The suffix <i>-ness</i>
Reading	A magazine quiz ▶ Wildlife hero A blog
Language focus	<i>was/were</i> Past simple and time expressions <i>was/were</i> : questions Past simple: questions
Listening	A conversation
Discover Culture	▶ The Chilean Mine Rescue
Speaking	Speculating ▶ Real talk: <i>Who's your role model and why?</i>
Pronunciation	Irregular verbs
Writing	A description of a person you admire Connectors
CLIL	History: The feudal system ▶ Amelia Earhart, famous flyer

Background

The concept of the **hero** can be traced back to ancient Greece. In Greek mythology a hero was someone of semi-divine origin who possessed extraordinary qualities. Heroes such as Achilles became the subject of cults. The idea of admiring such individuals remains a central part of Anglophone culture, regularly reflected in movies in which the heroes often have special powers, e.g. Superman.

Be curious

- Ask students to look at and describe the photograph. Elicit or teach the verb *rescue* and explain that it is always used with an object, e.g. *she rescued the dog* rather than ~~*she rescued*~~.
- Ask students what people who rescue others from danger are usually called. Elicit the words *life saver*, *lifeguard* and *hero*. You could then elicit adjectives which are typically used to describe such people, e.g. *brave*, *fast*, *strong* or *intelligent*.
- Give students a couple of minutes to answer the three questions.
- Students can then compare answers in pairs before you check answers with the class.
- Tell students that the theme of Unit 2 is people who make or have made a difference.

Suggested answers

- The woman probably went climbing in the mountains. I think that she had an accident there. Maybe the weather got worse suddenly.
- The hero in the photo is trying to rescue the woman. He probably works in the mountains with other life savers. I'm sure they know the mountains very well.
- My uncle Bob is my hero. He's a firefighter and he often helps people. Last month he saved a whole family when their house was on fire.

CEFR

SKILL AREA	GOAL	EXERCISE
Listening	UNDERSTANDING INTERACTION	1–3 p22 1–4 p26
	LISTENING TO MEDIA AND RECORDINGS	1–4 p24
Reading	READING FOR INFORMATION AND ARGUMENT	1–3 p20 1–3 p25 1–2 p27
Speaking	INFORMATION EXCHANGE	4 p19 6–7 p20 8 p23 5–6 p24 6 p25 2 p26 6 p26
Writing	CREATIVE WRITING	4–6 p27
	COHERENCE	3 p27
Communicative language competence	VOCABULARY RANGE	1–4 p19 4–5 p20 4–6 p22 4–5 p25 3 p27
	GRAMMATICAL ACCURACY	1–6 p21 1–7 p23
	PHONOLOGICAL CONTROL	1 p19 5 p26
Communication strategies	IDENTIFYING CUES AND INFERRING	4–5 p20 4–5 p25

Objectives

- learn the words for different jobs.
- talk about which jobs I would and would not like to do.

Warm-up

- Books closed. Write the word *jobs* on the board. Elicit any jobs that students know the English words for and then write these words on the board.
- Alternatively, ask the class: *What do I do?* Elicit the word *teacher*, and then elicit the fact that *teacher* is an example of a *job*.

1



Ask students to open their books at page 19.

- Put students into pairs to match the words and phrases in the box with the photos. You could turn this into a game by asking pairs to compete to be the first to complete the matching exercise correctly.
- **Weaker students** can look up the meanings of the words in a dictionary.
- If you have the *Presentation Plus* software, put the photos on the board and ask students to come up to the board to match the words with the photos.
- Play the recording.
- Students listen to it, check their answers and repeat the words.

Answers

a dancer b actor c scientist d firefighter
e police officer f musician g astronaut h artist
i nurse j vet

Language note

In English, the indefinite article must be used with a job title, e.g. *My mum's a scientist* not *My mum's scientist*.

Game

- Play *Hangman* to practise the vocabulary for jobs.
- See **Games Bank** on pages 28–29.

2

- Refer students to the table.
- Ask students to work alone to complete the table by putting the jobs in Exercise 1 into the correct place in the table. Explain the meaning of the headings if necessary.
- Students can compare answers in pairs before you check answers with the class.

Answers

Science: astronaut
Artistic/Creative: dancer, musician, actor, artist
Life savers: police officer, nurse, vet, firefighter

Game

- Play *Hangman* to practise the vocabulary for jobs.
- See **Games Bank** on pages 28–29.

Optional activity

- Put students into pairs.
- Ask them to access the following activity on their smartphones: <http://learnenglishteens.britishcouncil.org/skills/reading-skills-practice/finding-job>
- Students read the job advertisements and then complete the accompanying exercises.

Your turn

3

- Ask a student to read out the two questions. Elicit or introduce some examples of why people may like or dislike different jobs, e.g. people may like the hours, the money, the people they work with; people may dislike the uniform, the time of day they have to work, the amount of work they have to do.
- Give students time to make notes in response to the questions.
- Monitor and help with vocabulary as necessary.
- Encourage **stronger students** to write full sentences in their answers. **Weaker students** can write in note form if they find that easier.

4

- Read out the example question and answer.
- Put students into pairs to ask and answer the questions in Exercise 3.
- Ask some students to report their partner's answers to the class.
- To **extend** the work on the vocabulary, you could ask students to turn to the **Vocabulary Bank** on page 109 and do the exercises for *Jobs*.

Optional activity

- Ask students to work alone to write (in bullet points) a short description of their dream job. They should include the following information:
what: name of job
where: location of job
hours: number of hours they have to do
responsibilities: the tasks they have to do
money: the amount they earn
- Students can then tell their partner about their dream job.



Set Exercises 1, 2, 3 and 4 on page 17 of the **Workbook** for homework.

Ask students to record interviews with any English-speaking friends or family members asking the question: *What do you do?* The people interviewed should say the job they do and a little bit about it, e.g. *I'm a nurse. I work in a big hospital. My job is not easy, but I enjoy it.* Students can play the videos to a partner in the next lesson.

Reading A magazine quiz

Objectives

- read a quiz about people who made history.
- learn expressions with *make*.
- talk about a famous person from my country.

Background

Although **Christopher Columbus** was born in the Republic of Genoa, in what today is Italy, he undertook his famous voyages under the patronage of the Catholic monarchs of Spain.


Anne Frank's diary was first published in 1947. It was published in English in 1952 and became a bestseller. Anne's father, Otto, was the only member of the Frank family to survive the war and was instrumental in getting his daughter's diary into print.

Tim Berners-Lee was working at the European Organization for Nuclear Research (known as CERN) in Geneva, Switzerland, when he invented the World Wide Web.

Warm-up

- Books closed. Write *people who make history* on the board. Check that students understand the meaning of this phrase (it refers to people whose actions are not only remembered, but which influence the course of history in some way).
- Put students into small groups and ask them to make a list of people who have made history.
- Ask one student from each group to read out their list to the class.

- 1 • Ask students to open their books at page 20 and look at the photos of the three famous people.
 - Read out the two questions and then put students into pairs to answer them.
 - Elicit students' ideas, but neither confirm nor reject them at this point. Students will check their ideas in Exercise 2.

- 2  1.15 Ask students to read the magazine quickly to check the ideas they came up with in Exercise 1.

Suggested answers

- 1 Christopher Columbus sailed to America.
- 2 Anne Frank wrote a famous book about her life.
- 3 Tim Berners-Lee invented the World Wide Web.

- 3 • Ask students to read the magazine quiz again. Students work alone to answer the three questions.
 - Students can compare answers in pairs before you check them with the class.
 - Refer students to the information in the **FACT!** box and then ask students if they know anyone who has ever saved someone's life.

Answers

- 1 A 2 C 3 B

Explore expressions with *make*

- 4 • Ask students to find three expressions with *make* in the text.
 - Elicit the fact that nouns (e.g. *a cake, friends, money*) and adjectives (e.g. *sure*) come after *make*.

Answers

- make a difference make a mistake make history

- 5 • Read out the example.
 - Put students into pairs to complete the remaining sentences with *make* and one of the words in the box.
 - Check answers.
 - To **extend** the work on the vocabulary, you could ask students to turn to the **Vocabulary Bank** on page 109 and do the exercises for *Explore expressions with make*.

Answers


- 2 make friends 3 make history 4 make a cake
5 make sure 6 make a suggestion

Your turn

- 6 • Give students time to think of a famous person from their country. While it is better for the students to choose someone whose life they know something about, students can make use of their smartphones and find out any information they do not know online.
 - Give students a few minutes to answer the five questions.
 - Monitor while students do this task.
- 7 • Put students into pairs to ask and answer questions about the famous person they choose in Exercise 6.
 - Ask some students to tell the class about which famous person their partner chose to write and talk about.


You can show this video as either a lead-in or a follow-up to the Language focus 1 lesson.



-  Ask: *What do vets do?* Elicit students' answers and then read out the information about the video.
- Play the video.
- Students watch it and answer the three questions.
- Check answers.
- Then ask students: *Would you like to do Yanna's job?*
- See page 123 for further activities you can do with this video.

Suggested answers

- Because it's very dangerous.
- Because her father took her to a wildlife park when she was five.
- To make it fall asleep

-  Set Exercise 7 on page 18 and Exercises 1, 2, 3, 4 and 5 on page 21 of the **Workbook** for homework. Ask students to choose someone who is significant in the world. They should write a profile of this person, including the following information: name, age, job, place of work. At the beginning of the next lesson, students show their profile to a partner.

Language focus 1 *was/were*

Objectives

- learn *was* and *were*.
- learn past simple and time expressions.
- write about things people I know did in the past.

Warm-up

- Books closed. Write the following sentence on the board:
I was at home.
- Ask students to put the sentence into the present simple:
I am at home.

- Ask students to open their books at page 21.
 - Tell students that the example sentences in the table are from the text on page 20.
 - Ask students to copy and complete the sentences.
 - Check answers.
 - For further information and additional exercises, students can turn to page 101 of the **Grammar reference** section.

Answers

	I / he / she / it	you / we / they
+	Anne Frank was a young Jewish girl.	They were there for two years.
-	America wasn't on Columbus' map.	Amazingly, the students weren't hurt.

- Complete the first one as an example.
 - Ask students to work alone to complete the exercise.
 - Check answers.

Answers

1 was 2 were 3 was 4 were 5 wasn't, was 6 was

Past simple and time expressions

- Books closed. Elicit common past simple verb forms and put them on the board, e.g. *had, did, went*.
 - Ask students to open their books at page 21.
 - Students copy and complete the sentences.
 - Check answers.
 - For further information and additional exercises, students can turn to page 101 of the **Grammar reference** section.

Answers

+	He started his journey in 1492.
-	He didn't arrive in Asia.

Say it right!

Irregular verbs

- 1.16 Ask students to turn to page 96.
 - Play the recording.
 - Students listen and repeat the irregular past simple verbs.
- Read out each of the example words and ask students to repeat them. Drill the four vowel sounds.
 - Put students into pairs to identify which sounds the irregular verbs in Exercise 1 have.

- 1.17 Play the recording for students to check their answers to Exercise 2.

Answers

/e/ red: read left said
/ɔ:/ four: thought saw taught
/æ/ cat: had drank sat
/ei/ train: came ate gave

- Read out the example.
 - Put students in pairs to talk about what they did yesterday using the irregular verbs in Exercise 1.

- Read out the example.
 - Ask students to work alone to complete the sentences in the past simple with the words in brackets.
 - Check answers.

Answers

2 we had our lunch at home 3 I swam in the lake
4 I visited my grandparents on Saturday
5 she taught at my school
6 studied in the library once a week

- Ask students to read the gapped text quickly. Check understanding by asking questions, e.g. *Who is the text about?* (Marie Curie).
 - Put students into pairs to complete the text.
 - Check answers.

Answers

1 was 2 lived 3 wasn't 4 was 5 met
6 discovered 7 didn't want 8 made 9 became

- Read out the time expressions commonly used with the past simple.
 - Put students into pairs to order the expressions, starting with the most recent.
 - Check answers.

Suggested answers

this morning yesterday last weekend four days ago
when I was little

Language note

Time expressions with the past simple are often implied by context rather than used directly, e.g. you do not need to add *last night* to the question *Did you have a good time at the party?* if both speakers know when the party took place.

Your turn

- Give students time to think of a person to write about.
 - Students then write four or five sentences about what that person did using the ideas in the box.
 - Put students into pairs to compare their sentences.



Set Exercises 1, 2, 3, 4, 5 and 6 on page 18 of the **Workbook** for homework.

Listening and Vocabulary

Objectives


- listen to a radio programme about young heroes.
- learn adjectives of character.
- describe people I know using adjectives of character.

A conversation

Warm-up

- Books closed. Write *young heroes* on the board.
- Ask students if they know any young people who have done extraordinary things.

- 1
- Ask students to open their books at page 22 and look at the advertisement.
 - Read out the question.

- 2
- 
- 1.1 Tell students they are going to listen to two friends.
- Play the recording.
 - Students listen and check the ideas they came up with in Exercise 1.

Audioscript

Laura: Did you watch TV last night?

Harry: No. What was on?

Laura: *Young Heroes*.

Harry: What's that?

Laura: They give prizes to young musicians, artists and sportspeople.

Harry: So why's it called *Young Heroes*?

Laura: Because they also give a prize to three young heroes.

Harry: How did they choose them?

Laura: Well, their friends and family sent their names to the programme. Then, a group of famous people chose three.

Harry: Who were the winners? What did they do?

Laura: Well, the first winner was Mike. He started helping a charity when he was nine. This charity wants to build more schools in poor countries.

Harry: Cool!

Laura: He's a really funny person. Last year he made a TV programme which made everyone laugh and so they gave more money to his charity.

Harry: Who else won a prize?

Laura: Then there was Lisa. When she first started secondary school, she was very quiet and she had a difficult time.

Harry: So what did she do?

Laura: She decided to make a website for other students who felt the same. She finds friends for them.

Harry: What a kind person! Who was the third hero?

Laura: That was Alan. When he was younger, he was very ill and he nearly died.

Harry: Is he OK now?

Laura: Yes, he spent several years in hospital. He's better now but he still has problems walking. The amazing thing is that he's always cheerful.

Harry: And very brave!

Laura: In his free time he gets money for the hospital.

Harry: Wow! I'd like to give my mum a prize. She's my hero!

Suggested answer

a TV programme with prizes for young heroes


- 3
- 
- 1.18 Read out the questions.

- Play the recording again.
- Students listen and answer the questions. Encourage **stronger students** to note down as much information as they can about the things that Laura and Harry talk about.
- Students can compare answers in pairs before you check answers with the class.

Suggested answers

- 1 To young musicians, artists and sportspeople.
- 2 First, their friends and family sent their names to the programme. Then, a group of famous people chose three winners.
- 3 He made a TV programme which made everyone laugh.
- 4 She finds friends for students who are quiet and have a difficult time.
- 5 No. 6 He gets money for the hospital.

Adjectives of character

- 4
- 
- 1.19 Read out the adjectives and explain or elicit the meaning of each.

- Put students into pairs and ask them to complete the sentences using the adjectives in the box.
- Check answers.

Answers

- 1 quiet 2 funny 3 serious 4 brave 5 cheerful
6 calm 7 friendly 8 kind

Language note

Fun and *funny* are often confused. *Fun* is a noun or adjective used to say that things or people are enjoyable, e.g. *Nico's a lot of fun. We had a fun time.* *Funny*, however, is an adjective used to say that something or someone makes us laugh, e.g. *Nico's very funny. It's a funny film.*

Game

- Play *Could you spell that, please?* using the adjectives of character.
- See **Games Bank** on pages 28–29.

Your turn

- 5
- Ask a student to read out the example sentence.
 - Give students time to rewrite sentences about five people they know using the adjectives of character in Exercise 4.
 - Monitor while students do this. Help as necessary. **Weaker students** may need additional support with the forming of sentences.
- 6
- Refer students to the example.
 - Put students into pairs to read out their sentences and guess the adjective.
 - To **extend** the work on the vocabulary, you could ask students to turn to the **Vocabulary Bank** on page 109 and do the exercises for *Adjectives of character*.



Set Exercises 1, 2, 3 and 4 on page 19 of the **Workbook** for homework.

Language focus 2 *was/were*: questions

Objectives

- learn *was/were* question forms.
- learn past simple questions.
- ask and answer questions in the past simple.

Warm-up

- Books closed. On the board write:
Was he happy to see you?
- Highlight the structure of the question by underlining the verb and the pronoun. Elicit the short answers *Yes, he was. / No, he wasn't*. Write them on the board. Point out that short answers are the formal way of answering a Yes/No question.
- Ask students if they can add a question word to the question on the board, e.g. *Why was he happy to see you?*

- Ask students to open their books at page 23.
 - Tell students that the example sentences are from the listening on page 22. Ask them to complete the questions in pairs.
 - Check answers.
 - For further information and additional exercises, students can turn to page 101 of the **Grammar reference** section.

Answers

	I / he / she / it	you / we / they
Wh-?	Who <u>was</u> the third hero?	Who <u>were</u> the winners?
Y/N?	<u>Was</u> the show good?	<u>Were</u> you at school?
Short answers	Yes, it <u>was</u> . No, it <u>wasn't</u> .	Yes, we <u>were</u> . No, we <u>weren't</u> .

- Complete the first question as an example.
 - Check students understanding of *ago*, which is used to refer to a time in the past. Translate the word into their own language and then ask them to say how the word is used and where it goes in the sentence.
 - Ask students to work alone to complete the rest of the exercise. Encourage **weaker students** to check their answers against the examples in Exercise 1.
 - Students can compare their answers in pairs before you check answers with the class.

Answers

- 1 Where were you at this time yesterday?
- 2 What time were you at school this morning?
- 3 Who were your friends at primary school?
- 4 Where were you born?
- 5 Who was your first English teacher?
- 6 What was your favourite TV programme five years ago?

- Students ask and answer the questions in Exercise 2 in pairs.

Past simple: questions

- Refer students to the gapped questions in the table.
 - Complete the questions with the class as a whole and ask students to copy them into their notebooks.
 - Read out the information in the **Get it right!** box. Test students' understanding of the way past simple questions and negative sentences are formed by eliciting further example questions. Write these examples on the board.
 - For further information and additional exercises, students can turn to page 101 of the **Grammar reference** section.

Answers

	I / he / she / it	you / we / they
Wh-?	What did she <u>do</u> ?	How <u>did</u> they <u>choose</u> them?
Y/N?	<u>Did</u> he <u>win</u> ?	<u>Did</u> you <u>watch</u> TV last night?
Short answers	Yes, he <u>did</u> . No, he <u>didn't</u> .	Yes, you <u>did</u> . No, you <u>didn't</u> .

- Ask students to work in pairs to complete the questions. Point out to **weaker students** that they need to look at the answer to find out which verb they need to put into the question.
 - Check answers.

Answers

- 2 did, buy 3 did, come 4 did, walk 5 did, live 6 did, study

- Ask a student to read out the example.
 - Ask students to work alone to write questions in the past simple using the information.
 - Check answers.

Fast finishers

Students can write two past simple questions of their own, which they can then ask their partner in Exercise 8.

Answers

- 2 Who did you meet at the weekend?
- 3 Where did you go on holiday last summer?
- 4 What did your family watch on TV last night?
- 5 How did you get to school this morning?
- 6 What sports did you play yesterday?

Game

- Play *Guess the question* to practise the past simple question form.
- See **Games Bank**, pages 28–29.

Your turn

- Give students time to answer the questions in Exercise 6.
 - Monitor while students do this task. Check they are forming their sentences correctly.
- Put students into pairs to ask and answer the questions in Exercise 6.
 - Ask some students to tell the class something they found out about their partner.

Optional activity

- Put students into small groups.
- Ask students to write five questions in the past simple to ask you.
- Students ask you their questions in turn. Encourage them to ask you further questions in the past simple based on the answers you give.



Set Exercises 1, 2, 3, 4 and 5 on page 20 of the **Workbook** for homework.



Discover Culture

The Chilean mine rescue

Objectives

- watch a video about the rescue of miners in Chile.
- roleplay an interview between a journalist and a miner.


Background

Chile is a country in the west of South America. Its capital is Santiago. The Atacama Desert is in the north of the country.

Warm-up

- Books closed. Test students' memory of words and phrases introduced at the beginning of this unit, e.g. *to rescue someone*, *hero*, *life saver*.
- Ask students if they can think of any famous examples from their country of people who have been rescued from accidents.

- 1 • Ask students to open their books at page 24 and look at the images.
 - If you have the *Presentation Plus* software, put the photos up on the interactive whiteboard.
 - Ask the questions and elicit answers from the class. Do not confirm or reject ideas at this stage. Students will check their ideas in Exercise 2.

- 2  Play the video for students to check their answers to Exercise 1.
 - Students can then work in pairs to complete the text by choosing the correct options.
 - Check answers.

Videoscript

Narrator: This is the Atacama Desert in Chile. Thousands of people work here in the mines. In 2010, there was a terrible accident. A huge 700,000-ton rock fell and blocked the exit to the San José mine. 33 miners were inside and they couldn't get out. This is the story of how these brave men became national heroes.

Their families came to the mine and made a camp. They called it Esperanza – Hope. They all waited there together and created a kind of community. Luckily, 700 metres under the ground, there was a safe place – a refuge – with a little food. The families were very worried, but together they tried to keep calm and stay cheerful. Doctors and psychologists also helped the families.

At the same time, rescue workers made a very deep hole with a drill...

Man: It's necessary to get the hole to the miners as fast as possible.

Narrator: It was hard to find the refuge, even with all the holes they made. The families didn't give up hope. After 17 days, they found the refuge. The miners were down there. There was a message from them on the drill. They were alive and well! The rescuer workers gave the miners a phone. All 33 of them were safe. The families couldn't believe it!

Man: Hello? Attention mine. Hello? Yes, I can hear you.

Narrator: They gave them a camera too. The miners' families were very happy to see them! But that wasn't the end. The families had to wait for weeks and weeks.

There was only one drill in South America that was big enough. Finally the hole was big enough to bring up the miners. At last, the first miner came out after 69 days in the mine. A billion people all over the world watched the final rescue.

In the end, all 33 men were safe with their families again. The men became international heroes and now everyone knows their story.

Answers to Exercise 1

These people rescued miners from a Chilean mine.


Answers to Exercise 2

1 2010 2 33 3 700 4 69 5 international

- 3 • Put students into pairs to complete the sentences.
 - Check answers.

Answers

1 Desert 2 exit 3 Hope 4 note 5 camera
6 rescue

- 4  Read out the description of images from the video.
 - Ask students to work alone to decide the order in which the images are seen in the video.
 - Check answers.

Answers

2 – 4 – 6 – 1 – 5 – 3

Your turn

- 5 • Read out the information and the example questions.
 - Give students time to write four or five questions in the past simple using the words in the boxes and their own ideas.
- 6 • Put students into pairs to ask and answer their questions from Exercise 5.

Optional activity

- Ask students to write a description of the mine rescue.
- Brainstorm information that students know about the rescue from watching the video and could include in their descriptions, e.g. *In 2010 there was a terrible accident in a mine in the Atacama Desert in Chile. A rock fell and closed the exit to the mine.*
- Collect and check students' work.



For homework, ask students to find out about the Atacama Desert in Chile where the San José Mine is located. Brainstorm the kind of information students could look for, e.g. the way of life of the people who live in the desert, the size of the desert, the temperature of the desert by day and night. Students can share the ideas with a partner in the next lesson.

Objectives

- read a blog about Jamaica.
- learn the suffix *-ness*.
- talk about my favourite sportsperson and musician.

Background

Jamaica is an island in the Caribbean Sea, located to the southeast of Cuba. It is well-known for its music, particularly reggae.

Bob Marley (1945–1981) was a Jamaican musician who took his country's music to the world. He formed his band, *The Wailers*, in the 1960s and became internationally successful in the 1970s.

Usain Bolt is an athlete. He was born in Jamaica in 1986. He won three gold medals at the Beijing Olympics in 2008 and three more at the London Olympics in 2012.

Warm-up

- Books closed. On the board write the following words: *athlete* /'aθli:t/ and *musician* /mjuːʒɪ(ə)n/.
- Check students are able to pronounce the words.
- Ask students who the most famous athletes and musicians in the world are.

- Ask students to open their books at page 25.
 - Put students into pairs to look at the map and photos and say who they think the people in the photos are and which country is featured.
- Ask students to read the text to check their answers to Exercise 1.
 - Check students are able to pronounce *Jamaica* /dʒə'meɪkə/.

Answers

Jamaica is an island in the Caribbean.
Usain Bolt is a sportsman.
Bob Marley was a musician.

- Give students time to read through the text again.
- Students then work alone to answer the questions. Encourage **stronger students** to offer as much detail as they can in response to the questions.
- Ask students to compare their answers in pairs before you check answers with the whole class.
- Refer students to the information about the Jamaican bobsleigh team in the **FACT!** box. Tell students that they might like to watch the 1993 film *Cool Runnings*, which is loosely based on this story.

Fast finishers

Students can write two additional comprehension questions about the text on Jamaica, which you can then ask the class for them to answer.

Answers

- 1 3 million
- 2 sports and music heroes
- 3 at a very young age
- 4 school athletics championship
- 5 reggae
- 6 Jamaican life and culture

Optional activity

- Put students into pairs.
- Ask students to search for Bob Marley's music on YouTube.
- Students can listen to two or three songs by Bob Marley before you bring the class back together and ask for responses to the music students have heard.

Explore the suffix *-ness*

- Tell students that a suffix is a something that goes after a word and which changes that word's meaning, e.g. *musician*, with *-ian* being the suffix that we put after some nouns to form other nouns.
- Ask students to look at the article again to find the noun forms of *happy* and *sad*.
- Students can then answer the two questions in pairs.
- Check answers.

Answer

happiness sadness

- 1 *-ness*
- 2 *y* becomes *i*

- Read out the example sentences.
- Ask students to work in pairs to complete the sentences with the noun forms of the adjectives in brackets.
- Check answers.
- To **extend** the work on the vocabulary, you could ask students to turn to the **Vocabulary Bank** on page 109 and do the exercises for *Explore the suffix -ness*.

Answers

- 2 tidiness
- 3 happiness
- 4 weakness
- 5 illness
- 6 kindness

Your turn

- Read out the questions and then give students time to answer them. Monitor while students write their answers. Help with vocabulary as necessary. Encourage **weaker students** to write full answers, which they can then refer to in the speaking part of the exercise.
- Put students into pairs to ask and answer the questions.
- Alternatively, put students into small groups to do this task. If you choose to do this, each student should take it in turns to answer questions about their chosen sportsperson and musician. The other students in the group should think of additional questions to ask.
- Ask some students to report to the class on what their partner or the people in their group said.



Set Exercises 6 and 7 on page 20 of the **Workbook** for homework.

Ask students to find out five things about Jamaica. They could research famous people, food, music, culture, etc. At the beginning of the next lesson, students can share what they find out with a partner.

Speaking Speculating



Objectives

- watch teenagers talking about their role models.
- listen to two teenagers speculating about the job someone does.
- practise speculating about the jobs people do.

Warm-up

- Books closed. Write *role model* on the board.
- Check that students understand the meaning of this phrase (a *role model* is someone whom others admire and whose example they seek to follow in some way).

Real Talk: Who's your role model and why?

- 1  **2.3** Ask students to open their books at page 26.
- Tell students they are going to watch some teenagers answering the following question:
Who is your role model and why?
 - Refer students to the speakers in a–f and sentences 1–6.
 - Tell students they are going to match the sentences with the speakers.
 - Play the video.
 - Students work alone to complete the exercise.
 - Check answers.
- 

Videoscript

Narrator: Who is your role model and why?

Speaker 1: My role model is Usain Bolt because he can run faster than anyone on the planet!

Speaker 2: My big sister's my role model. She's 20 and she's an amazing dancer.

Speaker 3: My role model is Anne Hathaway because she's a good actress. She also helps a lot of children's charities.

Speaker 4: My grandfather is my role model because he's kind and wise. His family was very poor but he worked hard and went to college.


Speaker 5: My role model is a boy in my school because he saved his little sister from a burning house.

Speaker 6: My History teacher is my role model because her lessons are really interesting and fun. I learn so much in her class.

Narrator: Who is your role model and why?

Answers

a 4 b 6 c 2 d 5 e 1 f 3


- 2  Put students into pairs to ask and answer the question.
- Ask some students to report back to the class on what their partner said.

Optional activity

- Put students into small groups.
- Ask students to write a list of character adjectives to describe someone who is the perfect role model.
- Ask one member of each group to read out their list to the class, e.g. *We think role models should be intelligent and friendly.*


Background

Dian Fossey (1932–1985) was an American zoologist and environmental campaigner who worked with the mountain gorillas of Rwanda from the 1960s to the 1980s. Her story is told in the film *Gorillas in the Mist*.

- 3  **1.21** Tell students they are going to listen to Darren and Louise talking about the person in the photo. Explain that the teenagers are speculating about the job that the person in the picture does. Check that students understand that the verb *speculate* means *to guess the answer to something when you do not possess enough information to be certain about it*.
- Read out the question.
 - Play the recording.
 - Students listen and answer the question.
 - Check answer.


Answer

a vet or a scientist

- 4  **1.21** Refer students to the phrases in the *Useful language* box. Check students' understanding of the language, particularly the verb *reckon*, which means *think*.
- Students can work alone to complete the conversation using the phrases in the *Useful language* box.
 - Ask **stronger students** to try to complete the gaps in the conversation without looking back at the phrases in the *Useful language* box.
 - Play the recording for students to check their answers.

Answers

1 She looks 2 She may be 3 that's possible
4 She definitely 5 I reckon she's


- 5  Ask students to work in pairs to act out the conversation in Exercise 4.
- Students can act out the conversation twice, taking a different part each time.

Background

Phil Beadle is an award-winning British teacher who trains and inspires other teachers.

Gabby Douglas is an American gymnast who won gold medals in the individual, all-round and team competitions at the 2012 Olympics.

Sir Winston Churchill (1874–1965) was a politician who was prime minister of Britain from 1940 to 1945 and from 1951 to 1955. He was also a writer and an artist.

- 6  Put students in pairs to practise their conversations.
- Monitor while students are practising their conversations. Check that they are using the phrases from the *Useful language* box.



Writing A description of a person you admire

Objectives

- read a description of a person the writer admires.
- learn how connectors are used.
- write a description of a person I *admire*.

Warm-up

- Books closed. Write the verb *admire* on the board.
- Check that students understand the meaning of this verb (*admire* means *to respect or approve of someone*).
- Briefly tell students about a person you admire.

- 1 • Ask students to open their books at page 27.
• Ask students to look at the photo, read Jennifer's description and answer the question.
• Check the answer.

Answer

no

- 2 • Give students time to read Jennifer's description again.
• Ask students to work in pairs to answer the five questions.
• Check answers. Encourage **stronger students** to give as much information as they can when offering answers to the questions.

Answers

- 1 It's her granddad. 2 He lived in Manchester.
3 He was a vet. 4 He worked hard to achieve his dream.
5 He's funny, friendly and kind to everyone.

- 3 • Read out the information about connectors in the *Useful language* box.
• Ask students to translate these words into their own language and to consider how they are used grammatically. You may then want to elicit further example sentences using these words as a means of testing students' understanding of not only of the meaning of each of the words but also their difference from one another.
• Put students into small groups and ask them to complete the sentences with the correct connector.
• Check answers. Encourage **stronger students** to give reasons for their choice of word, e.g. *although* is the correct word in number 4 because the sentence requires a word with the meaning of *but* to go in the gap. Allow students to communicate their ideas in L1.

Answers

- 1 because 2 as well 3 so 4 although 5 because
6 although

Optional activity

- Ask students to work alone to write a list of famous people whom they admire.
- Students should write one or two sentences giving the reason for their admiration.
- Put students into pairs.
- Students compare lists and say whether they also admire the people on their partner's list.



Get Writing

PLAN

- 4 • Students should do their planning in class. The writing can either be done in class or at home.
• Tell students they are going to write a description of someone they admire. Tell them that this can be anyone from a family member to a close friend.
• Refer students back to the example email in Exercise 1 and the questions in Exercise 2. Students should use this information when working alone to plan the content of their descriptions.

WRITE

- 5 • Tell students to use Jennifer's description as a model to follow. Also encourage them to add extra information to their own description that they feel is necessary, e.g. what the person looks like, where the person lives.
• Give students ten minutes to complete the writing task. Students should write around 100 words.
• Monitor while students are writing. Help with grammar and vocabulary as necessary.
• Encourage students to produce at least two drafts of their description. If students are doing this at home, ask them to write their descriptions on their computers rather than in their notebooks as it will allow them to change the text more easily.

CHECK

- 6 • Tell students that it is very important that they check their writing in order to look for ways to improve its content, style and structure.
• Give students a few minutes to look through their descriptions and check them against the points here.
• Collect students' descriptions and mark them.
• Use students' written work as a means of finding common errors. You can then use these as a basis for revision in the next lesson (but do not refer to who made the mistake.) Also remember to share good sentences from students' work with the rest of the class.



Set Exercises 1, 2, 3, 4, 5 and 6 on page 22 and Exercises 7, 8, 9, 10, 11 and 12 on page 23 of the **Workbook** for homework.

Ask students to find out who the members of their family admire and why. Students should write a short description of their heroes that their family have and can compare their descriptions with a partner at the beginning of the next lesson.



Strange stories

Unit aims

I can ...

- tell a story using action verbs.
- understand strange stories.
- talk about my activities in the past.
- describe how I do things.
- talk about the things I could and couldn't do when I was younger.
- tell someone my news.
- write a story.

Unit contents

Vocabulary	Action verbs Expressions with <i>look</i> Adverbs of manner Nouns with -er
Reading	A newspaper article ▶ Mystery in the mountains An article
Language focus	Past continuous: affirmative and negative Past continuous: questions Past simple vs. continuous <i>could(n't)</i>
Listening	A strange story
Discover Culture	▶ A story from under the sea
Speaking	Telling someone your news ▶ Real talk: <i>What's an interesting or unusual thing that happened to you recently?</i>
Pronunciation	<i>was/were</i>
Writing	A story Sequencing language 1
CLIL	Art: Making a comic ▶ Behind the scenes

Background

The **Nazca Lines** found on the coast near the city of Nazca in Peru are a series of abstract designs, the full shape of which can only be seen clearly from the air. It is believed that they belong to a pre-Inca culture, but their purpose is unknown.

Be curious

- Books closed. If you know any unexplained stories, mysteries such as the disappearance of aeroplanes in the Bermuda Triangle, briefly tell students about them and elicit the adjectives *strange* and *unusual*.
- Ask students to open their books at page 30. Elicit sentences to describe the photo. If necessary introduce vocabulary such as *sand*, *hill*, *shape* or *line*. If students do not know that the pictures shows the famous Nazca lines in Peru, you can tell them a little about this, and perhaps ask them to do further research online using their smartphones.
- Give students a couple of minutes to answer the three questions.
- Students can then compare their answers in pairs before you check answers with the class.
- Tell students that the theme of Unit 3 is strange stories.

Suggested answers

- In my opinion, it's a real photo. I think that someone made these strange lines and shapes on the ground and took photo of them.
- Sometimes people can hear some strange noises in their house and they're afraid of them because they think there's a ghost. I don't think they're right.
- I believe that there's always a logical explanation, but sometimes we can't see it easily.

CEFR

SKILL AREA	GOAL	EXERCISE
Listening	UNDERSTANDING INTERACTION	1–3 p34 1–4 p38
	LISTENING TO MEDIA AND RECORDINGS	1–5 p36
Reading	READING FOR INFORMATION & ARGUMENT	1–3 p32 1–3 p37 1–2 p39
Speaking	CONVERSATION	6–7 p38
	INFORMAL DISCUSSION (WITH FRIENDS)	5–6 p32 6 p36 5 p37
	INFORMATION EXCHANGE	6 p33 6–7 p34 6–7 p35 4 p35
	SUSTAINED MONOLOGUE: Describing Experience	6–7 p38
Writing	CREATIVE WRITING	4–5 p31 5–7 p39
	COHERENCE	2–4 p39
Communicative language competence	VOCABULARY RANGE	1–3 p31 4 p32 4–7 p34 4 p37
	GRAMMATICAL ACCURACY	1–6 p33 1–7 p35
	PHONOLOGICAL CONTROL	2 p31 5 p34 5 p38
	SOCIOLINGUISTIC APPROPRIATENESS	4 p38
Communication strategies	IDENTIFYING CUES AND INFERRING	4 p32

Objectives

- learn action verbs.
- reconstruct a story from pictures.



Warm-up

- Books closed. Write *thief* /θi:f/ and *steal* /sti:l/ on the board.
- Check students' understanding of these words (a *thief* is someone who steals someone else's things; the verb *steal* means to take something that does not belong to you).
- Check students are able to pronounce the words. Drill the pronunciation if necessary.

- Ask students to open their books at page 31.
 - Refer students to the picture story. If you have the *Presentation Plus* software, put the picture on the board and ask students to describe what each panel in the picture story shows.
 - Ask the question and then elicit the answer from the class.
 - Play the recording for students to check their answers and repeat the words.

Answers

a bag with money

-   Read out the verbs in the box. Check that students are able to pronounce the verbs, particularly *catch* /kætʃ/, *climb* /klaɪm/ and *throw* /θrəʊ/.
 - Put students into pairs to match the verbs with the pictures in the story.
 - Check answers.
 - Encourage students to make recordings of new words using their smartphones. They could record the word, an example of the word in a sentence and a translation of the word into their language. They could then listen to this regularly as another way of revising new vocabulary.

Answers

a run away b chase c jump d throw e climb
f hide g fall over h catch

Game

- Play the *The mime game* to practise the action verbs.
- See **Games Bank** on pages 28–29.

Optional activity

- Put students into small groups.
- Define the verbs in the box in Exercise 2.
- If a student in a group knows which verb is being defined, he or she puts their hand up and says the answer. If the answer is correct, award the group a point. If the answer is incorrect, give the other groups a chance to answer.
- The group with the most points at the end wins.

- Ask one student to read out the example sentence.
 - Ask students to work alone to complete the sentences with the past simple form of the verbs. Refer students to the irregular verb list on page 127 if necessary.
 - Students can compare answers in pairs before you check answers with the class.
 - Check that students are able to pronounce the verbs in their past simple form, particularly *caught* /kɔ:t/, *hid* /hɪd/ and *threw* /θru:/.

Fast finishers

Students can write two gapped sentences using the verbs in Exercise 2. You can then use these as further practice with the class.

Answers

2 chased 3 jumped 4 threw 5 climbed 6 hid
7 fell over 8 caught

Optional activity

- Put students into pairs.
- Ask students to use their smartphones to go onto this website and play the game to practise action verbs: <http://englishflashgames.blogspot.co.uk/2010/11/action-verbs-game.html>

Your turn

- Read out the information about the exercise as well as the example question and answer.
 - Put students into pairs to ask and answer the questions about the pictures. Make sure students are not peeking at the sentences they completed in Exercise 3.
 - Once students have described each of the pictures, they can uncover them and check how accurate their descriptions were.
- Ask students to close their books.
 - Give students a few minutes to write a sentence for each of the pictures in Exercise 1. Encourage **stronger students** to write as much as they can for each of the sentences. Allow **weaker students** to look at the verb box in Exercise 2.
 - To extend the work on the vocabulary, you could ask students to turn to the **Vocabulary Bank** on page 110 and do the exercises for *Action verbs*.

Optional activity

- Ask students to work in small groups to write their own story about a thief using the action verbs from this page.
- Ask one member of each group to read out their group's story to the class.



Set Exercises 1, 2, 3 and 4 on page 27 of the **Workbook** for homework.

Reading A newspaper article


Objectives

- read a newspaper article about a finding treasure.
- learn expressions with *look*.
- speculate on the story in the newspaper article.

Warm-up

- Books closed. Write *treasure* /'treʒə/ on the board.
- Check that students can pronounce it and that they understand its meaning (it refers to valuable objects, often in the form of money or precious objects).
- You could introduce the idea of *finding buried treasure*, which would serve as an introduction to the story in Exercise 2.

- 1
- Ask students to open their books at page 32.
 - Ask students to look at the pictures. Help **weaker students** by eliciting or teaching the following vocabulary which they can then use when thinking about what story the pictures show: *passport*, *train carriage* and *police officer*.
 - Either elicit ideas from the class as a whole or put students into small groups to brainstorm ideas about the story.

- 2
- 
- Ask students to work alone to read the newspaper article to check the ideas they came up with in Exercise 1.

Suggested answers

Pupils from Parkland School in Leeds found a large bag full of expensive objects.

- 3
- Refer students to the six questions.
 - Put students into pairs and ask them to read the text again and answer the questions.
 - Check answers. Encourage **stronger students** to give as much detail as possible in their answers.
 - Refer students to the information in the **FACT!** box. Find out if any students have ever found anything that someone else had lost.

Answers

- 1 To Parkland School in Leeds.
- 2 By the lake.
- 3 She phoned the police immediately.
- 4 The police opened the bag.
- 5 There were lots of expensive watches and clocks, some gold, some old photos, a Hungarian passport, two train tickets and an old newspaper.
- 6 To police in Hungary.

Explore expressions with look

- 4
- Books closed. Write the verb *look* on the board, then elicit any expressions that students know using this verb. Students may know phrasal verbs such as *look for*, *look after* or *look at something/someone*.
 - Ask students to open their books at page 32 and find four examples of *look* + preposition in the text.
 - Check that students have found the expressions, then go through the meaning of each. Do this by asking students to use the context of each expression in the text to determine the meaning.
 - Put students in pairs to complete the sentences with the expressions with *look*.

- Check answers. Emphasise the importance of learning complete phrases such as *look for* and noticing which words commonly go together.
- To **extend** the work on the vocabulary, you could ask students to turn to the **Vocabulary Bank** on page 110 and do the exercises for *Explore expressions*.

Answers

2 in 3 after 4 like

Optional activity

- Ask students to work alone to write four gapped sentences for their partner to complete with the four phrasal verbs with *look* introduced in Exercise 4.
- Check that the gapped sentences that students write are appropriate for the phrasal verbs.
- Put students into pairs.
- Students take it in turns to read out their gapped sentences for their partner to complete.

Your turn

- 5
- Refer students to the three questions in the text about finding objects in a park.
 - Ask students to work alone to write their own answers to those questions. Emphasise that there are no correct answers to these questions.
- 6
- Read out the example conversation
 - Put students into small groups.
 - Ask students to compare the answers they came up with in Exercise 5.

You can show this video as either a lead-in or a follow-up to the Language focus 1 lesson.



- Ask: *What do archaeologists do?* Elicit that they study history and prehistory through excavating sites and studying artefacts. Use L1 if necessary to explain this.
- Read out the information about the video.
- Play the video.
- Students watch it and answer the three questions.
- Check answers.
- Then ask students if they know of any other mysteries.
- See page 124 for further activities you can do with this video.

Suggested answers

- They found some bones
- The woman was young. She wasn't from there.
- Maybe she had to leave her village and hide in the mountains.



Set Exercise 5 on page 28 and Exercises 1, 2, 3 and 4 on page 31 of the **Workbook** for homework. Ask students to look online for examples of similar 'finds', such as the story of the bag on page 32. Students should write a brief summary of the story, including the following information: what happened, where it happened and what happened afterwards.

Language focus 1 Past continuous: affirmative and negative

UNIT
3

Objectives

- learn the past continuous.
- learn past continuous questions.
- learn the pronunciation of *was/were*.
- ask and answer questions in the past continuous.

Warm-up

- Books closed. Write the following sentence on the board: *I'm reading a book.*
- Ask students to put this sentence into the past. Elicit the sentence *I was reading a book* and put this sentence on the board.
- Draw students' attention to the similarity of form: the *am/is/are* of the present continuous only needs to be changed to *was/were* to make the past continuous.

- Ask students to open their books at page 33.
 - Tell students that the example sentences in the table are from the text on page 32.
 - Ask students to look back at the text and then copy and complete the sentences.
 - Check answers.
 - For further information and additional exercises, students can turn to page 102 of the **Grammar reference** section.

Answers

	I / she / he / it	you / we / they
+	I was looking after their bags.	They were looking for rubbish.
-	I wasn't watching the children.	They weren't laughing.

- Check that students understand that a *police report* is a document setting out the known facts in an incident written up by the officer sent to investigate what happened.
 - Put students into pairs and ask them to complete the police report with the past continuous form of the verbs in brackets.
 - Check answers.

Answers

2 was hiding 3 was chasing 4 was standing
5 weren't helping 6 weren't playing 7 were looking
8 were throwing

Past continuous: questions

- Refer students to the gapped questions in the table.
 - Elicit the words needed to complete the questions.
 - Write the completed questions on the board and ask students to copy them into their notebooks.
 - For further information and additional exercises, students can turn to page 102 of the **Grammar reference** section.

Answers

	I / she / he / it	you / we / they
Wh-?	What was Danny doing ?	What were they doing there?
Y/N?	Was she looking after the bag?	Were the children still talking about it?
Short answers	Yes, she was . No, she wasn't .	Yes, they were . No, they weren't .

4



Read out the example in the conversation.

- Put students into pairs and ask them to complete the conversation using the past continuous forms of the verbs in brackets.
- Play the recording for students to check their answers.

Answers

2 was looking 3 were ... studying 4 were ... sitting
5 Were ... talking 6 was doing

Say it right!

was/were

- Ask students to turn to page 96.
 - Play the recording of the conversation.
 - Students listen and then say how *was* and *were* are pronounced.
- Play the recording again
 - Students listen and repeat each line of the dialogue. If necessary, drill the pronunciation of *was* and *were*.
- Ask students to work in pairs to practise reading the dialogue.
 - Monitor to check that students pronounce *was* and *were* correctly.

Your turn

- Read out the example questions.
 - Elicit another example from the class and write this example on the board.
 - Ask students to work alone to write the remaining questions.
 - Monitor and help as necessary.

Fast finishers

Students can write two additional questions to ask a partner in Exercise 6.

- Read out the example question and answer.
 - Put students into pairs to ask and answer the questions from Exercise 5.



Set Exercises 1, 2, 3 and 4 on page 28 of the Workbook for homework.

Listening and Vocabulary

Objectives



- listen to someone telling a strange story.
- learn adverbs of manner.
- practise using adverbs of manner in a conversation.

A strange story

Warm-up

- Books closed. Tell students something about you that is not true. Make the story believable. Then tell students that the story is not true.
- Teach the phrase *trick/fool* someone and put it into a sentence, e.g. *I tricked/fooled you into believing my story.*

- 1 • Ask students to open their books at page 34.
• Read out the status update and ask students to look at the pictures.
• Elicit ideas about the meaning of the message from the class as a whole.

- 2   Tell students they are going to listen to Liz telling her friend Mel about something unusual that happened to her.
• Play the recording.
• Students listen and check the ideas they came up with in Exercise 1.

Audioscript

Mel: Hi Liz! You don't look happy. What's the matter?

Liz: Something strange happened today while I was shopping.

Mel: What?

Liz: Well, you know tomorrow's my brother's birthday.

Mel: Is it?

Liz: Yes, well, my mum asked me to buy him a cake. When I got to the cake shop, four people were waiting. And an old lady was standing quietly in front of me. She smiled and asked 'Can you play the piano?' The others were talking loudly so I couldn't hear her very well at first so she asked me again.

Mel: How strange! What did you say?

Liz: I said I could play it well when I was younger. And then she said 'My granddaughter plays the piano. You look like her! Her name's Cathy. She lives in Australia and I miss her so much.' She even showed me a photo.

Mel: And do you look like her granddaughter?

Liz: No, not really. Anyway, next she said: 'Can you do something for me? When I leave the shop, can you say 'Goodbye Granny!'? That'll make me so happy!'

Mel: And what happened next?

Liz: After the lady took her cake, she said 'Goodbye Cathy, see you tonight.' So I said 'Goodbye Granny.' Then, I got to the front and I asked for a birthday cake. And when I asked how much it cost, the shop assistant said '£75 altogether.'

Mel: £75? That's an expensive cake.

Liz: Well, I wasn't only paying for my brother's cake.

Mel: What?

Liz: That old lady told the shop assistant that I was her granddaughter and that I had the money to pay for her cakes too!

Mel: So that's why she asked you to say 'Goodbye Granny!'

Liz: Yes!

Answers

Because an old lady asked her to say it.

- 3   1.25 Play the recording again.

- Ask students to listen and then work alone to decide whether the sentences are true or false. Tell students to correct the false ones.
- Check answers.

Answers

- 1 F (It's tomorrow.)
- 2 F (When she got to the shop, four people were waiting.)
- 3 F (She was inside the cake shop.)
- 4 F (She paid £75.)
- 5 T

Adverbs of manner

- 4 • Put students into pairs to answer the questions.
• When checking answers, explain that adverbs of manner tell us how someone does something, e.g. *She sings beautifully.*
• Read out the information in the **Get it right!** box about irregular forms.

Answers

- 1 adverbs
- 2 -ly

Language note

Adjectives are used to describe a noun or a pronoun.

Adverbs are used to describe a verb, an adjective, another adverb or a phrase.

- 5   1.26 Read out the example.

- Ask students to work alone to complete the remaining sentences by putting the adjectives in brackets into their adverbial form.
- Check answers. Explain that adjectives ending in -y (e.g. *lucky, happy*) take -ily (e.g. *luckily, happily*).

Answers

- b** slowly **c** carefully **d** happily **e** quickly **f** easily
g well **h** quietly

Your turn

- 6 • Ask students to work alone to answer the questions.
• Monitor and help as necessary.
- 7 • Put students into pairs to ask and answer the questions from Exercise 6.
• To **extend** the work on the vocabulary, you could ask students to turn to the **Vocabulary Bank** on page 110 and do the exercises for *Adverbs of manner*.

Optional activity

- Put students into pairs.
- Ask students to mime things that they were doing yesterday afternoon, e.g. *eating quickly*, for their partner to guess.



Set Exercises 1, 2, 3, 4 and 5 on page 29 of the **Workbook** for homework.

Language focus 2 Past simple vs. continuous

Objectives

- learn past simple and continuous.
- learn *could(n't)*.
- write and talk about what I could and couldn't do at primary school.

Warm-up

- Books closed. Write the phrases *past continuous* and *past simple* as headings on the board.
- Elicit example sentences in these tenses and put the sentences under the correct heading.
- Ask students to say what the difference between the tenses is. Elicit ideas, but do not confirm or reject them at this point.

- 1
- Ask students to open their books at page 35.
 - Tell students that the example sentences are from the listening on page 34. Ask them to complete the rules in pairs.
 - Check answers.
 - Focus attention on the essential difference between the tenses: the past simple is used to describe the main action or event in a story, whereas the past continuous is used to give background detail, something which is incidental to the main action or event but which adds some colour to the story.
 - For further information and additional exercises, students can turn to page 102 of the **Grammar reference** section.

Answers

1 past continuous 2 past simple

- 2
- Read out the information in the **Get it right!** box.
 - Write the first sentence out on the board as an example.
 - Ask students to work alone to complete the rest of the exercise. Encourage **weaker students** to check their answers against the examples in Exercise 1. Explain that more than one answer is possible.
 - Check answers.

Suggested answers

- 1 I was watching TV when my best friend called. / While I was watching TV, my best friend called.
- 2 My dad was driving home from work when the car suddenly stopped. / While my dad was driving home from work, the car suddenly stopped.
- 3 I was walking home from school when it started raining. / While I was walking home from school, it started raining.
- 4 When I saw you, you were waiting at the bus stop. / I saw you while you were waiting at the bus stop.
- 5 My mum was reading a book when my brother came home. / While my mum was reading a book, my brother came home.

- 3
- Ask a student to read out the example.
 - Remind **weaker students** how questions are formed in the past simple tense.
 - Put students into pairs and ask them to complete the remaining sentences with either the past continuous or the past simple form of the verbs in brackets.
 - Check answers.

Answers

2 Did ... ring 3 Did ... happen 4 were ... playing
5 was ... writing 6 were ... looking (also possible: did ... look)

Your turn

- 4
- Read out the example question and answer.
 - Put students into pairs to ask and answer the questions from Exercise 3.
 - Ask some students to report back to the class on their partner.

Optional activity

- Put students into small groups.
- Give each group a different set of verbs, e.g. group 1 has *go, see, buy and leave*; group 2 has *run, jump, fall and break*, etc.
- Ask students to write a very short story in the past simple and past continuous using the verbs they have been given.
- Monitor and check that students are using the tenses correctly.
- One member of each group can then read their story to the class.

could(n't)

- 5
- Complete the examples from the listening with the class.
 - Point out that *could* is a modal verb and that it is used to refer to past abilities. Explain that it is different from non-modal verbs like *go, play* and *read* in that it doesn't take *to* (*I could swim* not ~~*I could to swim*~~) and has a negative formed with *not* rather than *did not* (*he couldn't do it* not ~~*he didn't could do it*~~).
 - For further information and additional exercises, students can turn to page 102 of the **Grammar reference** section.

Answers

+	I could play it well when I was younger.
-	I couldn't hear her very well.

- 6
- Read out the example sentence.
 - Ask students to work alone to write sentences about the things they could and couldn't do at primary school using *could* or *couldn't*, adverbs, and the phrases in the box.

Your turn

- 7
- Read out the example question and answer.
 - Put students into pairs to ask and answer the questions from Exercise 6.
 - Ask some students to report back to the class on their partner.



Set Exercises 1, 2, 3, 4 and 5 on page 30 of the Workbook for homework.



Discover Culture

A story from under the sea

Objectives

- watch a video about a discovery made in Japan.
- talk about life in cities and on islands.

Background

Yonaguni is the westernmost island of Japan and part of a chain of islands called Yaeyama. It is a popular place with divers.

Warm-up

- Books closed. Write *Atlantis* on the book. Ask students if they know anything about the place. Explain that Atlantis is the name of a legendary island, first mentioned by the Greek philosopher Plato in his dialogues *Timaeus* and *Critias*, which was supposed to have sunk under the Atlantic Ocean.
- Ask students if they know any stories about other lost civilisations.

- 1 • Ask students to open their books at page 36 and look at the images.
• If you have the *Presentation Plus* software, put the photos up on the interactive whiteboard.
• Ask the questions and elicit answers from the class.
- 2 Play the first part of the video for students to check their answers to Exercise 1 and note down the names of the two places.
• Check answers.

Videoscript

This is Japan. And this is Tokyo, the capital. It's a busy, modern city. But far to the southwest there is a very different part of Japan. Not many people live on these islands, so it's quiet and calm. One of these islands is Yonaguni. About a thousand people live here. Yonaguni is part of Japan, but it has its own language and culture. The people of Yonaguni tell stories to their children. Their stories are from long ago about another time in Yonaguni's past. But maybe Yonaguni has more stories, ancient stories from under the sea.

This is Kihachiro Aratake. He's a diver. In the 1980s, he was diving near the island of Yonaguni when he found something amazing – a giant stone structure. It looked like a small city under the water. It had streets, steps, and tall towers. While Kihachiro was diving, he noticed strange marks on one of the stones. Was it ancient writing? Some scientists think the structure is over ten thousand years old. They say it was once above the water. Who were the people who built this structure? Did they tell stories too? What were their stories about?

Suggested answers

Tokyo is a busy, modern city. Lots of people live there. The island of Yonaguni is quiet and calm because not many people live there.

- 3 Refer students to the gapped text about Kihachiro Aratake.
• Play the rest of the video.
• Students watch the video and then work in pairs to complete the text.
• Check answers.

Answers

1 diver 2 island 3 city 4 streets 5 scientists

- 4 • Ask students to work alone to decide whether the sentences are true or false. They should correct the sentences they think are false.
• Students can compare answers in pairs before you check answers with the class.

Answers

1 F (It's far from the main islands of Japan.)
2 F (An old woman is telling stories.)
3 F (Some people are fighting.) 4 F (He's alone.)
5 T 6 T

- 5 Read out the summaries.
• Put students into pairs and ask them to choose the summary they think best fits the video.
• Check answers.

Answers

3

Optional activity

- Ask students to use their smartphones to access the following website: <http://www.touropia.com/lost-cities/>
- Students can then talk to their partner about which of the 'lost cities' they would most like to visit and why.
- Ask some students to tell the class about what their partner said.

Your turn

- 6 • Read out the questions.
• Put students into pairs to ask and answer the questions.
• If students do not know of any *mysterious* places in their country, ask them to use their smartphones to do some research online. Point out that *mysterious* in this context is to be understood as *places most people don't know of*. Alternatively, you could ask them if they know any mysterious places in other countries.
• Ask some students to report back to the class on what their partner said.



For homework, ask students to find out as much as they can about the discovery that the diver Kihachiro Aratake made in the 1980s. Students should then come to a decision as to what they the stones are. They can share their ideas with a partner in the next lesson.

Objectives

- read an article about Easter Island.
- learn nouns with -er.
- talk about Easter Island.

Background

Easter Island (known as *Rapa Nui* by the people of the island, who are also called *Rapa Nui*) has been a part of Chile since 1888. The island is in a region of the central Pacific Ocean known as *Polynesia*, with that word being made of two Greek words, *poly* meaning *many* and *nēsos* meaning *island*. Hawaii and Samoa are both in Polynesia.

Moai is the name given to the monolithic stone statues found on Easter Island. In the language of the Rapa Nui people the word means *statue* or *figurine*.


Warm-up

- Books closed. Put students into small groups.
- Give students one minute to make a list of islands.
- Make this competitive by telling student that the group which comes up with the most islands wins.

1. Ask students to open their books at page 37.
Put students into pairs to look at the map and the photo and to answer the three questions.
Check answers. Make sure that students are able to pronounce *statue* /'statju/.

Suggested answers

Easter Island is in the Pacific Ocean.
The photo shows very big statues on Easter Island.

2.  1.27 Read out the four questions.
 - Ask students to read the text and then work in pairs to match the questions with the paragraphs.
 - Encourage students to look for the key words from the questions in the text, e.g. the key words in A are *life* and *easy*.
 - Check answers.
 - Read out the information about the statues on Easter Island in the **FACT!** box. Ask students whether or not they would like to visit the island.

Answers

1 d 2 b 3 a 4 c

3.
 - Give students time to read through the text again.
 - Students then work alone to order the events.
 - Ask students to compare their answers in pairs before you check answers with the whole class. Try to vary how you ask students to give you answers. On this occasion, for instance, invite one student to give all the answers to the exercise. Other students listen and say if they agree or disagree with each of the answers given.

Answers

c – d – a – f – b – e

Explore nouns with -er

4.
 - Remind students that suffixes refer to something that goes after a word and which changes that word's meaning, e.g. *footballer*, with -er being the suffix that we put after some nouns to make names of professions.
 - Refer students to the table and then ask them to complete it in pairs by looking for the nouns with -er in the text.
 - Ask students to complete items 2–4 first, which are in the text. Check the answers to these, before students move on to items 5–8.
 - To **extend** the work on the vocabulary, you could ask students to turn to the **Vocabulary Bank** on page 110 and do the exercises for *Explore nouns with -er*.

Answers

2 farmer 3 islander 4 swimmer 5 painter 6 builder
7 shopper 8 photographer

Game

- Play *Could you spell that, please?* to practise the nouns ending in -er.
- See **Games Bank** on pages 28–29.

Your turn

5.
 - Read out the questions.
 - Put students into pairs to ask and answer the questions.
 - Ask some students to report back to the class on what their partner said.

Optional activity

- Put students into small groups.
- Ask students to think of an event or a person in their country that they think deserves to be celebrated with a statue.
- Students choose the event or person, think of a basic design for the statue, and then decide where the statue should go.
- Ask one student from each group to report to the class.



Set Exercise 6 on page 30 of the **Workbook** for homework.

Ask students to research famous statues around the world. They should find out about some facts about each of the statues, e.g. what the statue commemorates or represents, who designed it, when it was put up, where it is located. At the beginning of the next lesson, students can compare what they found out with a partner.

Speaking Telling someone your news


Objectives

- watch teenagers taking about an interesting or unusual thing that has happened to them recently
- listen to one teenager telling another an interesting story
- practise telling someone my news.

Warm-up

- Books closed. Write the phrase *telling someone your news* on the board. Explain that this phrase refers to telling someone about the things that have recently happened in your life.

Real Talk: What's an unusual or interesting thing that happened to you recently?

- 1  3.3 Ask students to open their books at page 38.
- Tell students they are going to watch some teenagers answering the following question:
What's an unusual or interesting thing that happened to you recently?
 - Refer students to the list of sentences.
 - Tell students that they are going to put the sentences in the correct order.
 - Play the video.
 - Students work alone to complete the exercise.
 - Check answers.



Videoscript

Narrator: What's an unusual or interesting thing that happened to you recently?

Speaker 1: I brought my lunch to school last Wednesday, like I always do. I put it in my locker and went to class. Before lunch, I went to my locker to get it ... but it wasn't there! I still don't know what happened to it.

Speaker 2: A couple of weeks ago, my cat Jasper escaped. Then, on Saturday, I was hanging out at the park with my friends, and he came out of the woods and ran towards me!

Speaker 3: I locked my bike at school. When I came back to get it, the bike was still there but the lock wasn't!

Speaker 4: Actually, something unusual happened in my class yesterday. Everybody in the class found a bar of chocolate on their desks. Then the teacher came in and told us it was her birthday!


Speaker 5: Last week, my soccer team was playing the best team in the league, and I scored the winning goal during the last five minutes of the game. It was awesome. And it was my first goal of the season!


Speaker 6: Well, last weekend, I wore a new shirt to my friend's birthday party – and she was wearing the same one! It was really embarrassing!

Narrator: What's an unusual or interesting thing that happened to you recently?

Answers


2 a 3 f 4 c 5 b 6 e

- 2  Put students into pairs to ask and answer the question.
- Ask some students to report back to the class on what their partner said.

- 3  1.28 Tell students they are going to listen to Alice telling Lisa an interesting story.
- Read out the question.
 - Play the recording.
 - Students listen and answer the question.
 - Check answer.



Answer

a digital camera

- 4  1.28 Refer students to the phrases in the *Useful language* box.
- Check students' understanding of the language, particularly the adjective *weird* (which is used to describe something or someone that is very strange) and the fact that *really* tends to be said when someone is surprised by what has been said (with a high pitch).
 - Students can work alone to complete the conversation using the phrases in the *Useful language* box.
 - Ask **stronger students** to try to complete the gaps in the conversation without looking back at the phrases in the *Useful language* box.
 - Play the recording for students to check their answers.

Answers

1 Something strange happened 2 Really? What?
3 What did you do? 4 What happened next?
5 What did you say? 6 How weird!

- 5
 - Ask students to work in pairs to act out the conversation in Exercise 4.
 - Students can act out the conversation twice, taking a different part each time.
- 6  Read through the instructions and make sure that students understand what they have to do.
- Ask students to work alone to come up with their stories. Students can invent one if they prefer.
 - Put students in pairs to practise their conversations.
 - Monitor while students are practising their conversations. Check that they are using the phrases from the *Useful language* box.
- 7  Ask students to find a different partner to tell their story
- Alternatively, when students find a new partner to work with in Exercise 7, they could talk about their previous partner's story rather than their own.

Objectives

- read a story about something unusual that happened to someone.
- learn about sequencing language.
- write a story about something unusual that happened to me.

Preparation

- Bring one piece of paper for each student in the class.

Background

An **urban legend** is a kind of modern folk tale. The subject matter is often humorous or horrific, and the teller of the tale usually has no evidence for its veracity.

Bill Gates is an American businessman, computer programmer and philanthropist. He co-founded Microsoft in 1976 and was its chief executive officer until 2000.

Warm-up

- Books closed. Write *urban legend* on the board. Explain the meaning of the phrase, and then ask students if they know any urban legends that they can tell the class.

- Ask students to open their books at page 39.
 - Ask students to look at the picture, read Stacey's story, and say who the man in the picture is and what he is doing.
 - Check the answer. Explain that the story is an urban legend.

Answer

The man is Bill Gates. He's changing the wheel.

- Read out the questions.
 - Give students time to read Stacey's story again.
 - Ask students to work in pairs to answer the question.
 - Check answers.

Answers

- 1 one day last summer 2 in the USA
- 3 Mickey and Bill Gates
- 4 In the beginning, Mickey stopped to help a man. In the middle, Mickey helped the man change the wheel. They talked about their families and he gave the man his address. In the end, Mickey got a letter and a cheque.

- Read out the information in the *Useful language* section.
 - Explain that sequencing words provide stories with a structure that is easy to follow.
 - Ask students to work alone to find examples of sequencing words and phrases in Stacey's story in Exercise 1.

Answers

Mickey was driving slowly along a quiet road in the USA **when** he saw a car next to the road.
While they were changing the wheel, they talked about their families.
Then, the man asked Mickey for his address.
One week later, Mickey got a letter.

- Read out the example.
 - Put students into pairs to complete the text.
 - Check answers.

Answers

2 when 3 first 4 then 5 While 6 Finally



Get Writing

PLAN

- Students should do their planning in class. The writing can either be done in class or at home.
 - Tell students they are going to write a story about something strange or unusual that happened to them recently. It does not have to be true.
 - Refer students back to the example story in Exercise 1 and the questions in Exercise 2. Students should use this information when working alone to plan the content of their stories.

WRITE

- Tell students to use Stacey's story as a model to follow. Also encourage them to add extra information to their own stories, e.g. describe the place or the weather.
 - Give students ten minutes to complete the writing task. Students should write about 100 words.
 - Monitor while students are writing. Help with grammar and vocabulary as necessary.

CHECK

- Tell students that it is very important that they check their writing in order to look for ways to improve its content, style and structure.
 - Give students a few minutes to look through their stories and check them against the points here.
 - Collect students' stories and mark them.
 - Use students' written work as a means of finding common errors. You can then use these as a basis for revision in the next lesson (but do not refer to who made the mistake.) Also remember to share good sentences from students' work with the rest of the class.

Optional activity

- Put students into two groups.
- Ask the students in group to swap the stories they wrote in Exercise 6 with the students in the other group.
- The groups then read out the stories in turn and try to guess which member of the other group each story is about.
- Teams get a point for a correct guess. The highest score wins.



Set Exercises 1, 2, 3, 4 and 5 on page 32 and Exercises 6, 7, 8, 9 and 10 on page 33 of the **Workbook** for homework.

Ask students to find out some examples of urban legends that are common in their country. At the beginning of the next lesson, students can share the stories with the class.



4 At home

Unit aims

I can ...

- describe things in my house.
- compare things.
- understand information about different places to stay or live.
- talk about things I need to do and things which are a good idea to do.
- ask for and offer help.
- write a description of my dream house.

Unit contents

Vocabulary	Things in the home Expressions with <i>do</i> Household appliances Verbs with <i>up</i> or <i>down</i>
Reading	An online forum ▶ Moving house A blog
Language focus	Comparatives Superlatives <i>must/mustn't, should/shouldn't</i>
Listening	An interview
Discover culture	▶ A cool life
Speaking	Asking for and offering help ▶ Real talk: <i>Which do you prefer – houses or flats?</i>
Pronunciation	<i>schwa</i>
Writing	A description of a house Order of adjectives
CLIL	Art: The Bauhaus Movement ▶ The seventh wonder of the world

Be curious

- Books closed. Elicit or introduce examples of unusual places to live in, e.g. houseboat, treehouse or motorhome.
- Ask students to open their books at page 40.
- Elicit sentences to describe the photo, e.g. *There is a house on the edge of a cliff. It looks dangerous.* Ask students if they know of any houses like this in their country.
- Give students a couple of minutes to answer the three questions.
- Students can then compare their answers in pairs before you check answers with the class.
- Tell students that the theme of Unit 4 is places to live in and stay at.

Suggested answers

- I think an elderly couple live in this house.
- I think that they live there because it's their family home. Their parents and grandparents lived there, too. And their children probably moved to a big city.
- The view from this house is great, but I wouldn't like to live there. I like living in a flat. It's near my school and a park.

CEFR

SKILL AREA	GOAL	EXERCISE
Listening	OVERALL LISTENING COMPREHENSION	1–3 p44
	UNDERSTANDING INTERACTION	1–4 p48
	LISTENING TO MEDIA AND RECORDINGS	1–5 p46
Reading	READING FOR INFORMATION AND ARGUMENT	1–3 p42 1–3 p47 1–2 p49
Speaking	INFORMAL DISCUSSION (WITH FRIENDS)	7 p42 7 p47
	INFORMATION EXCHANGE	6 p44
	SUSTAINED MONOLOGUE: Describing Experience	4 p41 6–7 p43
Writing	CREATIVE WRITING	6 p42 6 p46 6–8 p49
Communicative language competence	VOCABULARY RANGE	1–4 p41 4–5 p42 4–6 p44 4–7 p47 3–5 p49
	GRAMMATICAL ACCURACY	1–5 p43 1–9 p45
	PHONOLOGICAL CONTROL	1 p41 4 p44 5–6 p48
Communication strategies	IDENTIFYING CUES AND INFERRING	4–5 p42 4–5 p47

Vocabulary Things in the home

Objectives

- learn vocabulary for things in the home.
- draw a picture of my bedroom and describe my bedroom.

Warm-up

- Books closed. Put students into small groups.
- Give students a minute to make a list of words connected to the home. Items could include rooms as well as objects.
- Make this competitive by telling students that the group that comes up with the most words wins.

1



Ask students to open their books at page 41.

- Use the pictures to revise the names of rooms in a house before students do the matching exercise. Students could also check how many of the words they mentioned in the warm-up are shown in the pictures.
- Put students into pairs to do the matching exercise.
- **Weaker students** can look up the meanings of the words in a dictionary.
- If you have the *Presentation Plus* software, put the pictures on the board and ask students to come up to the board to do the matching exercise.
- Play the recording for students to check their answers and repeat the words. Pay particular attention to students' pronunciation of the following words: *carpet* /'kɑ:pɪt/, *curtains* /'kɜ:t(ə)nz/, *wardrobe* /'wɔ:drəʊb/ and *cupboard* /'kʌbəd/.

Answers

a curtains b blanket c wardrobe d pillow e shelf
f desk g mirror h towel i cupboard j sink
k carpet

2

- Read out the questions.
- Put students into pairs to answer the questions.
- Check answers.
- You could **extend** this by putting students into small groups and asking them to write three questions similar to those in Exercise 2. You could then give those questions to different groups to answer them.

Answers

1 pillow, blanket 2 wardrobe, cupboard 3 shelf, desk
4 curtains 5 mirror 6 carpet

Game

- Play *Pictionary* with the vocabulary for things in the home.
- See **Games Bank** on pages 28–29.

Optional activity

- Put students into pair or small groups.
- Ask students to look for images of unusual beds online (such as the ones which can be found here: <http://www.boredpanda.com/cool-and-unusual-bed-designs/>).
- Students say what they think of the beds and then pick their favourites, which they can then share with the class.

Your turn

3

- Ask students to describe the plan of the bedroom shown alongside Exercise 3. Elicit the words and phrases that students might need to use for this task and write them on the board, e.g. *there is/are*, *on the left/right*, *next to*, *in front of*, *between*, *in*, *on*, etc.
- Draw a plan of your own bedroom on the board as a model for students to follow.
- Give students time to draw a plan of their own bedroom.

4

- Put students into pairs to ask and answer questions.
- Students describe their bedroom for their partner to draw.
- Students can then compare the drawing they did in Exercise 3 with the drawing their partner did.
- To **extend** the work on the vocabulary, you could ask students to turn to the **Vocabulary Bank** on page 111 and do the exercises for *Things in the home*.

Optional activity

- Put students into small groups.
- Ask students to draw a plan of the perfect bedroom.
- Students should decide what items of furniture are in the room, and how those items are arranged, as well as the shape and size of the room.
- Students present their plan for the class to decide which is its favourite.



Set Exercises 1, 2, 3 and 4 on page 37 of the **Workbook** for homework.

Ask students to do the following vocabulary exercises to learn and practise words for things found in the bedroom:
<http://learnenglishteens.britishcouncil.org/grammar-vocabulary/vocabulary-exercises/bedroom>
Students can also do the following exercises practising words for rooms in the home as well as things found in the home:
<http://learnenglishteens.britishcouncil.org/grammar-vocabulary/vocabulary-exercises/home>

Reading An online forum

Objectives

- read an online forum about unusual hotels.
- learn expressions with *do*.
- describe an idea for an unusual hotel.


Warm-up

- Books closed. Write *hotel* on the board.
- Elicit examples of famous hotels or hotel chains, e.g. the Ritz in Paris, The Beverly Hills in Los Angeles, the Savoy or Claridges in London, the Hilton chain.
- You could then ask some students to briefly tell the class about the most interesting hotel they have ever stayed at or heard about.

- 1
- Ask students to open their books at page 42.
 - Students look at the photos and say what is unusual about each of the hotels pictured. Help students with vocabulary as necessary, but do not confirm or reject students' ideas as they will read the text in Exercise 2 to check them.

Answers

Hotel 1 is the coldest hotel in the world.
Hotel 2 has got underwater rooms.
Hotel 3 is a treehouse hotel.

- 2
-  1.30
- Ask students to read the online forum to check the ideas they came up with in Exercise 1. Students then match the posts with the pictures.
 - Check answers and then refer students to the information in the **FACT!** box. Check that students understand that a *capsule* refers to a small case or a container. Ask students to find some photos of capsule hotels online and then ask: *Would you like to stay in one of these rooms? Why? Why not?*

Answers

1 c 2 a 3 b

- 3
- Ask students to read the forum again.
 - Put students into pairs and ask them to decide which of the three hotels described in the forum each of the sentences refers to.
 - Check answers.

Answers

2 Hotel 1 3 Hotel 3 4 Hotel 3 5 Hotel 2 6 Hotel 1

Explore expressions with *do*

- 4
- Ask students to find two examples of phrases with *do* in the text.
 - Check answers.

Answers

do sports, do nothing
nouns

- 5
- Refer students to the words in the box. Explain that all the words are used with the verb *do*.
 - Read out the example sentence.
 - Ask students to write their sentences about themselves and their families using *do* and the words in the box.
 - To **extend** the work on the vocabulary, you could ask students to turn to the **Vocabulary Bank** on page 111 and do the exercises for *Explore expressions with do*.

Language note


Students may confuse the words *homework* and *housework*. *Homework* refers to exercises and tasks that teachers ask students to do after school. *Housework* refers to chores that need to be done in the home such as the washing-up.

Your turn

- 6
- Ask students to work alone to think of an idea for an unusual hotel. Encourage students to do some research online to help them think of their own ideas.
 - Give students time to write a short description. Make sure that students understand what they have to do in this exercise – they should write a description of a stay at the unusual hotel that they have imagined.
 - If students have actually stayed in an unusual hotel, they could write about that instead.
- 7
- Put students into groups so that they can compare the ideas they came up with in Exercise 6.
 - Each group decides its favourite hotel.
 - One member of each group then describes the hotel to the class.
 - The class can then decide its favourite hotel.


You can show this video as either a lead-in or a follow-up to the Language focus 1 lesson.



-  Ask: *Why is moving house difficult?* Elicit students' answers, then read out the information about the video.
- Play the video.
- Students watch it and answer the three questions.
- Check answers.
- Then ask students: *Would you like to live in a log cabin?*
- See page 125 for further activities you can do with this video.

Answers

- Because he wanted his own house.
- It was far from his family and friends.
- He decided to move it.

 Set Exercise 6 on page 38 and Exercises 1, 2, 3 and 4 on page 41 of the **Workbook** for homework. Ask students to research hotels in their town or city. Students should choose three hotels they would like to stay at and write a brief explanation of why this is the case. At the beginning of the next lesson, students can tell their partner about the hotels they chose.

Language focus 1 Comparatives

Objectives

- learn comparatives and superlatives.
- describe a picture of my dream hotel room.

Preparation

- Bring a tennis ball.

Warm-up

- Books closed. Draw a picture of two people on the board. Make the people different, e.g. one can be tall, one short.
- Give the people names and then ask students to compare them.
- Doing this will allow you to find out what students know about the comparative form.




- Ask students to open their books at page 43.
 - Tell students that the example sentences in the table are from the text on page 42.
 - Ask students to look back at the text and then copy and complete sentences 1–4.
 - Check answers.
 - For further information and additional exercises, students can turn to page 103 of the **Grammar reference** section.

Answers

		Comparatives
short adjectives	soft	The pillows were softer .
long adjectives	comfortable	The ice bed was more comfortable than their bed at home!
irregular adjectives	good	It was much better than being in the city.
adverbs	slowly	We did everything more slowly .

Say it right!

schwa

-  1.31 Play the recording.
 - Ask students to listen to the pronunciation of the letters in bold.
 - Explain that the sound heard in the sentences is called the *schwa*.
-  1.31 Play the recording again for students to listen and repeat the sentences.
- Put students into pairs to underline the schwa sounds.
-  1.32 Play the recording for students to check their answers to Exercise 3.

Answers

- 1 Mark is **older** than Julia, but Peter is the oldest in the class.
- 2 The River Nile is **longer** than the River Danube.
- 3 The weather is **warmer** in Spain than in England.

- Read out the example.
 - Ask students to work in pairs to complete the sentences by putting the adjective or adverb into the comparative.
 - Check answers.

Answers

- 2 more exciting 3 better 4 bigger 5 more easily 6 is noisier

Superlatives

- Tell students that the example sentences in the table are from the text on page 42.
 - Ask students to look back at the text and then copy and complete sentences 5–7.
 - Check answers.
 - For further information and additional exercises, students can turn to page 103 of the **Grammar reference** section.

Answers

		Superlatives
short adjectives	strange	Tell us about the strangest hotels in the world.
long adjectives	beautiful	... and saw the most beautiful fish in the world ...
irregular adjectives	bad	But the worst thing?
adverbs	quietly	I spoke the most quietly .

- Read out the example.
 - Ask students to work alone to write superlative sentences.

Answers

- 1 (T)
- 2 Kilimanjaro is the highest mountain in the world. (F)
- 3 Death Valley in California is the hottest place in the world. (T)
- 4 The Atlantic is the largest ocean in the world. (F)
- 5 The Vatican is the smallest country in the world. (T)
- 6 The cheetah is the fastest animal in the world. (F)
- 7 The elephant is the heaviest animal in the world. (F)

- Ask students to describe the photo.
 - Put students into pairs to choose the correct options in the text.
 - Check answers.

Answers

- 1 most 2 strangest 3 oldest 4 larger 5 more 6 more

Your turn

- Give students time to write some notes.
 - Ask students to draw a picture of their dream hotel room.
- Put students into pairs to compare the pictures they drew in Exercise 6.



Set Exercises 1, 2, 3, 4 and 5 on page 38 of the workbook for homework.

Listening and Vocabulary


Objectives

- listen to an interview with a teenager who has an unusual home.
- learn household appliances.
- talk about using household appliances.

An interview

Warm-up

- Books closed. Tell students about someone you know who has either an unusual life or home. Then ask students to tell the class about someone they know.

- 1 • Ask students to open their books at page 44.
• Students look at the photos and answer the questions.
- 2  1:33 Tell students they are going to listen to an interview with Theo.
• Play the recording for students to listen and check the ideas they come up with in Exercise 1.

Audioscript

Sara: Welcome back to *Different Lives*. I'm talking today to Theo Hanson, who probably has one of the most unusual home lives for a teenager. So, Theo, where do you live?

Theo: Well, most of the year I live on a circus train which travels across the USA.

Sara: How is life on the train?

Theo: It's great. We have all the modern appliances like a dishwasher, a washing machine, a microwave and even a computer with Internet. We lived in a caravan before but this is a lot more comfortable.

Sara: And what about school?

Theo: A teacher travels with us. We have lessons five days a week in a special classroom on the train and like regular school, we mustn't miss a class. I want to go to college and become a vet so I must study a lot. But the teacher still says I should work harder! He's quite strict.

Sara: What other jobs do you do around the circus?

Theo: Everyone helps out, even the youngest member of the circus. I usually clean the field every morning after a show, you know, pick up empty bottles and packets. Oh, and my dad's the tiger trainer so I sometimes help him clean the tigers and then we play with them too.

Sara: Should you do that?

Theo: Some people say we shouldn't play with them but the tigers are a part of the family. I know them all very well. I think some dogs are more dangerous than our tigers!

Sara: Do you learn how to be a circus performer?

Theo: Yes, of course. I do circus practice every day. We train for two hours before school and we sometimes train in the afternoon too. It's a long day.


Sara: It sounds like you work hard, but you must enjoy it, too.

Theo: Yes, I love it. I often think I'm the luckiest teenager in the world!

Sara: Thanks a lot for talking to us today, Theo. And good luck with your studies!

Answer


He lives on a circus train.

- 3  1:33 Give students time to read through the questions.
 - Play the recording.
 - Students listen and answer the questions.
 - Encourage **stronger students** to note down as much information as they can about Theo's life.
 - Students can compare answers in pairs before you check answers with the class.

Answers

- 1 He has classes on the train because a teacher travels with them.
- 2 He cleans the field every morning after a show. He sometimes helps his father clean the tigers and plays with them.
- 3 He's the tiger trainer.
- 4 They have circus practice every day, two hours before school and sometimes in the afternoon.
- 5 He loves it.

Household appliances

- 4  1:54 Refer students to the words in the box.
 - **Weaker students** can look up the meanings of the words in a dictionary.
 - Put students into pairs and ask them to match the words with the pictures.
 - Play the recording for students to listen, check their answers and repeat the words.

Answers

a dishwasher b fridge c hairdryer d cooker
e heater f freezer g iron h lamp
i washing machine

Game

- Play *Could you spell that, please?* to practise the words for household appliances.
- See **Games Bank** on pages 28–29.

Your turn

- 5 • Read out the questions.
 - Ask students to work alone to write answers to the questions.
 - Encourage **stronger students** to write full sentences in response to the questions. It is all right for **weaker students** to simply make notes.
- 6 • Put students into pairs to ask and answer the questions in Exercise 5.
 - Ask some students to tell the class about their partner.
 - To **extend** the work on the vocabulary, you could ask students to turn to the **Vocabulary Bank** on page 111 and do the exercises for *Household appliances*.



Set Exercises 1, 2, 3, 4 and 5 on page 39 of the **Workbook** for homework.

Language focus 2 *must/mustn't, should/shouldn't*

Objectives

- learn *must/mustn't* and *should/shouldn't*.
- write sentences about my obligations.

Warm-up

- Books closed. Write *obligations* on the board. Check that students understand the meaning of this word (an *obligation* is something you do out of duty). Ask students if they know how obligation is expressed in English. Elicit or introduce the verbs *must*, e.g. *You must study for your exam*.
- Elicit the negative form of the verb (*mustn't*) and write it on the board.
- Explain that *mustn't* is used to say that you are not allowed to do something. Put an example on the board, e.g. *We mustn't wear jeans to school*.

- Ask students to open their books at page 45.
 - Tell students that the example sentences are from the listening on page 44.
 - Ask them to copy the sentences into their notebooks and complete them with *must* or *mustn't*.
 - Check answers.

Answers

+	I must study a lot.
-	We mustn't miss a class.

Language note

Care must be taken when writing *mustn't*. Given that the first *t* in the word is not pronounced, students may forget to write it.

- Complete the rules with the class as a whole.
 - Check that students understand the distinction between the words. You can do this by eliciting example sentences with *must* and *mustn't*.
 - For further information and additional exercises, students can turn to page 103 of the **Grammar reference** section.

Answers

We use **must** to say you need to do something.
We use **mustn't** to say that you can't do something.

- Ask students to work alone to choose the correct word in each sentence.
 - Check answers.

Answers

1 must 2 must 3 mustn't 4 must 5 mustn't
6 must

- Tell students that the example sentences are from the listening on page 44.
 - Ask them to copy the sentences and complete them with *should* or *shouldn't*.
 - Check answers.

Answers

+	The teacher says I should work harder.
-	Some people say we shouldn't play with them.

Language note

Whereas *must* is used to express an order or a command, something obligatory rather than negotiable, *should* is used to express advice. However, if you wish to give a command but believe that *must* is too direct, you can use *should* and pronounce it in such a way as to make it clear that you are doing more than giving advice.

- Complete the rules with the class and then check that students understand the distinction between the words.
 - For further information and additional exercises, students can turn to page 103 of the **Grammar reference** section.

Answers

- 1 We use *should* to say something is a good idea.
- 2 We use *shouldn't* to say something isn't a good idea.

- Read out the example.
 - Ask students to work in pairs to complete the sentences.
 - Check answers.

Answers

- 2 should put 3 should visit 4 shouldn't swim
5 should help 6 should do 7 shouldn't go

- Read out the information in the **Get it right!** box.
 - Write *laws* and *advice* on the board and check that students understand the meaning of both words.
 - Read out the example sentence and ask students whether it is a law or a piece of advice (it's a law).
 - Put students into pairs to complete the remaining sentences with *must/mustn't* or *should/shouldn't*. Explain that sometimes more than one answer is correct.
 - Check answers with the class.

Suggested answers

- 2 must 3 should 4 mustn't/shouldn't 5 should
6 should 7 shouldn't 8 shouldn't/mustn't

Your turn

- Refer students to the example sentences.
 - Ask students to work in pairs to write similar sentences about the places in the box.
- Put students together in groups.
 - Students take it in turns to read out the sentences they wrote in Exercise 8 for the rest of the group to decide which place is being referred to.

Optional activity

- Put students into small groups.
- Students write a list of things you *should*, *shouldn't*, *must* or *mustn't* do when learning English.
- Ask one member of each group to tell the class about their group's ideas.



Set Exercises 1, 2, 3, 4 and 5 on page 40 of the **Workbook** for homework.



Discover Culture

A cool life

Objectives

- watch a video about living in Coober Pedy.
- compare living in my country in the summer and winter.

Background

Coober Pedy is a small town in the south of Australia. It is known internationally for its opals, which have been mined in the town since the second decade of the 20th century.

Opals are semi-transparent gemstones, which are found mostly in Australia.

Warm-up

- Books closed. Ask students to make a list of environments in which it could be very difficult to live in, e.g. in the desert or in the Arctic.
- Elicit students' ideas and write them on the board.

- 1 • Ask students to open their books at page 46 and look at the images.
• If you have the *Presentation Plus* software, put the photos up on the interactive whiteboard. Ask students to describe the images in as much detail as possible.
• Put students into pairs to answer the questions.

- 2 Play the video for students to check their answers from Exercise 1.

Videoscript

The town of Coober Pedy is in the south of Australia. It isn't an easy place to live. In summer, it's really hot – about 35 to 45 degrees Celsius. It's one of the hottest places in Australia. You should stay out of the sun!

This is Candice White. She loves living in Coober Pedy. But her house is unusual. It's underground! Candice and her husband live in an old mine.

It's a lovely house, with a big living room, kitchen, dining room and two bedrooms. It can be 35 degrees outside, but inside it's much cooler – only 20 degrees!

About 1,500 people live here – but why? Well, years ago, people found something very valuable in the ground – opals! These stones are quite rare – and they're worth a lot of money. So people built mines and collected them. A lot of people in Coober Pedy work in these mines.

It's very dark in the mines, of course. Special machines help to find the opals but people can work for days and not find anything. They must be very patient.

Sometimes they're lucky. An opal like this one is very expensive – about 40,000 euros. But the most valuable opals are black!

So people live underground and they work underground, too. But what do they do for fun? Well, a lot of people in Coober Pedy love to go outside at night and play golf!

Yes, golf! Because it's much cooler at night.

What do you think of life underground?

Answers

- 1 People live underground.
- 2 It's really hot there in the summer.

- 3 • Ask students to look at the words in the box.
• Put students into pairs to decide which of the things referred to in the box can be seen in the video.
• Check answers.
• To **extend** this activity, ask students to say something about the context in which each of the things is shown.

Answers

golf cave mines trucks diggers precious stones
bedroom

- 4 Play the video again.
• Put students into pairs to complete the sentences with the correct words. Make sure that students understand that they can use up to, but not more than, three words to fill each gap.
• Check answers.

Answers

2 old mine 3 only 20°C 4 1,500 5 opals
6 underground

- 5 • Ask students to work alone to decide whether the sentences are true or false. They should correct the sentences they think are false.
• Students can compare answers in pairs before you check answers with the class.
• Play the video again if necessary.

Suggested answers

1 F (Opals in the video are green.) 2 T
3 F (People use torches in the mine.)
4 F (The golf ball is green.) 5 T

your turn

- 6 • Refer students to the words in the box and then read out the example sentences.
• Ask students to work alone to write sentences comparing life in their town in winter and in summer.
• Monitor while students do this task. Help as necessary.
- 7 • Put students into pairs.
• Ask students to compare the sentences they wrote in Exercise 6 and then say whether they prefer living in their town in the winter or in the summer.



For homework, ask students to research mines and caves in their country and find out if anyone lives in them. At the beginning of the next lesson students can share what they find out with the class.

Objectives

- read an article about a town in Alaska.
- learn verbs with *up* or *down*.
- talk about best and worst things about living in my town.


Background

Barrow is a small town in the far north of the US state of Alaska. The town is situated above the Arctic Circle.

Warm-up

- Books closed. Ask students to name some of the most remote towns and cities in their country. Students could briefly describe these places, focusing on the following: location, typical weather experienced there, any festivals or celebrations the places are known for. Students could also say whether or not they have ever visited these places or whether they would one day like to visit.
- Alternatively, write *Alaska* on the board and elicit everything that students know about the US state.

- 1 • Ask students to open their books at page 47.
• Put students into pairs to look at the photos and answer the two questions. Do not confirm or reject students' ideas at this point. Students will check their answers in Exercise 2.

- 2  1.35 Ask students to read the blog to check their answers to Exercise 1.

Answers

Barrow is in Alaska. It's very cold and dark there.

- 3 • Give students time to read through the text again.
• Put students into pairs to choose the correct answer in each sentence.
• Check answers.
• Read out the information in the **FACT!** box. Ask students to say the coldest temperature they have ever experienced and where it was they experienced it. Students could also say whether they would rather live in extreme cold or extreme heat.

Answers

1 any other town in the USA 2 lower than 0°C 3 light
4 stay in Barrow 5 a festival

Explore verbs with *up* or *down*

- 4 • Ask students to find two phrasal verbs in the text with *up* or *down*. Then ask students if they can work out the meaning of these verbs by looking at the context.
• Check answers and then remind students that phrasal verbs are a common feature of informal spoken and written English.

Answer

go down = (about the sun) move down so that it cannot be seen
come up = appear, rise

- 5 • Read out the example sentence.
• Ask students to work in pairs to complete the sentences with the verb in brackets and *up* or *down*.
• Check answers.
• To **extend** the work on the vocabulary, you could ask students to turn to the **Vocabulary Bank** on page 111 and do the exercises for *Explore verbs with up or down*.

Answers

2 put up 3 lie down 4 go up 5 Come down

Game

- Play *Correct the sentence* to practise the phrasal verbs with *up* and *down*.
- See **Games Bank** on pages 28–29.

Optional activity

- Put students into small groups.
- Ask students to use their smartphones to research what life is like above the Arctic Circle online.
- Students should find out about different places and people, about the temperature, about the difficulty of living in an extreme climate, and about what it is that people most enjoy about living in such a place.
- Students should compile a short *Fact File* about life above the Arctic Circle.
- One member of each group can tell the class about what they found out.

Your turn

- 6 • Read out the question and the example.
• Ask students to work alone to write sentences about their town using the words in the box or their own ideas. You could help **weaker students** by introducing some ideas relating to each of the words in the box and writing these ideas on the board.
• Monitor while students do this task. Help as necessary.
• Encourage **stronger students** to write as much as they can. It is all right for **weaker students** to simply make notes.
- 7 • Put students into small groups.
• Students can use the sentences they wrote in Exercise 6 while discussing the question of whether they would prefer to live in their own town or somewhere else.
• Ask one student from each group to report back to the class.



Set Exercise 6 on page 40 of the **Workbook** for homework.

Ask students to find out about the settlement of Oymyakon (referred to in the **FACT!** box as *the coldest inhabited place on Earth*). Students can share what they find out with a partner at the beginning of the next lesson.

Speaking Asking for and offering help


Objectives

- watch teenagers talking about whether they prefer houses or flats.
- listen to a teenager talking to his dad about housework.
- practise asking for and offering help.

Warm-up

- Books closed. Write *houses* and *flats* on the board.
- Put students into small groups and give them one minute to write a short list comparing flats and houses.
- Ask one member of each group to report back to the class.

Real Talk: Which do you prefer – houses or flats?

- 1  4.3 Ask students to open their books at page 48.
- Elicit a description of the photo, e.g. *A father and son are in their kitchen. The father is cooking. The son is laying the table.*
 - Tell students they are going to watch some teenagers answering the following question: *Which do you prefer – flats or houses?*
 - Tell students that they are going to note down which speakers prefer flats, which houses, and which like both.
 - Play the video.
 - Students can compare answers in pairs before you check answers with the class.



Videoscript

Narrator: Which do you prefer – houses or flats?

Speaker 1: I think I prefer houses because they're usually bigger so there's more space. That's important for a big family.

Speaker 2: Hmm, I'm not sure. I think houses because they can be quieter. We live in an apartment and our neighbours are really noisy. I often hear them listening to music or watching TV late at night.

Speaker 3: I prefer houses. My mum wants to move to a flat nearer her work, but our house is perfect. Flats are small and they sometimes don't get much light.

Speaker 4: I like both. We live in a house, but my best friend has a really big apartment – it's bigger than our house. It has a lot of rooms and it's really comfortable.


Speaker 5: Houses are better than flats in my opinion. Houses usually have a garden, but there isn't usually a garden with a flat.


Speaker 6: I definitely prefer flats to houses. I think flats are better because you can live nearer to the city centre. Houses near the centre of big cities are very expensive!

Narrator: Which do you prefer – houses or flats?

Answers


- b** H quieter **c** H flats are small, don't get much light
d B **e** H usually have a garden
f F you can be nearer to the city centre

- 2  Put students into pairs to ask and answer the question.
- Ask some students to report back to the class on what their partner said.

- 3  Tell students they are going to listen to Josh talking to his dad about housework.
- Read out the question.
 - Play the recording.
 - Students listen and answer the question.
 - Check answer.



Answer


put the plates in the dishwasher

- 4  Refer students to the phrases in the *Useful language* box. Check students' understanding of the language, particularly the idioms *to give someone a hand* (which means *to help someone with something*) and *to do someone a favour* (which means *to do something for someone because you want to help them rather than because there will be any benefit to you in doing it*).
- Students can work alone to complete the conversation using the phrases in the *Useful language* box.
 - Ask **stronger students** to try to complete the gaps in the conversation without looking back at the phrases in the *Useful language* box.
 - Play the recording for students to check their answers.

Answers

- 1 Can you give me a hand? 2 Shall I
3 Can you do me a favour? 4 I'll do it.
5 I'll give you a hand 6 Yes, of course.

- 5  Ask students to work in pairs to act out the conversation in Exercise 4.
- Students can act out the conversation twice, taking a different part each time.
- 6  Read through the instructions and make sure that students understand what they have to do.
- Put students in pairs to practise their conversations.
 - Monitor while students are practising their conversations. Check that they are using the phrases from the *Useful language* box.

 For homework, ask students to keep a diary in which they record all the household tasks they perform between this lesson and the next one. At the beginning of the next lesson, students can tell their partner about what they did (and didn't) do at home.



Writing A description of a house

UNIT
4

Objectives

- read a description of a dream house.
- learn about the order of adjectives.
- write a description of my dream home.

Warm-up

- Books closed. Briefly describe your dream home, but do not begin the description by telling students that that is what you are about to do.
- When you finished, ask students what they think you have just described.
- Elicit the fact that you described your dream home.

- 1 • Ask students to open their books at page 49.
• Ask students to look at the picture, read Kevin's description of his dream home, and say whether they would like to live in it.

- 2 • Give students time to read Kevin's description again.
• Ask students to work in pairs to answer the questions.
• Check answers.

Answers

- 1 It's a modern house. 2 It's in the city centre.
- 3 His bedroom is upstairs. It's got its own bathroom with jacuzzi. There's a huge white bed with pillows. There's a window above his bed.
- 4 He can see the city and make fresh juice.

- 3 • Read out the information in the *Useful language* box.
• Ask students to work alone to find examples of adjectives in the text in Exercise 1.
• Students can compare answers in pairs before you check answers with the class.

Answers

dream home large modern house huge white bed
fresh juice large window

- 4 • Read out the example.
• Put students into pairs to complete the box with the adjectives in the box.
• Check answers.

Answers

- 1 beautiful 2 small 3 old 4 green and yellow

- 5 • Ask a student to read out the example sentence.
• Ask students to work alone to rewrite the sentences using the adjectives in brackets.
• Encourage **weaker students** to check each of their sentences against the information in the box in Exercise 4.
• Check answers.

Fast finishers

Students can write two sentences, both of which should contain at least two adjectives referring to opinion, size, age or colour. Collect these sentences and check that students have put the adjectives in the correct order.

Answers

- 2 I'm sitting in my modern white kitchen.
- 3 My grandparents have got a comfortable red sofa in their living room.
- 4 We've got a huge silver fridge.
- 5 There was a strange red and black carpet on the floor.
- 6 I'd like to buy a smaller, more modern laptop.

Game

- Play *Correct the sentence* to practise the order of adjectives.
- See **Games Bank** on pages 28–29.



Get Writing

PLAN

- 6 • Students should do their planning in class. The writing can either be done in class or at home.
• Tell students they are going to write a description of their dream home.
• Refer students back to the example description in Exercise 1 and the questions in Exercise 2. Students should use this information when working alone to plan the content of their descriptions.

WRITE

- 7 • Tell students to use Kevin's description as a model to follow. Also encourage them to add extra information to their own descriptions, e.g. the colour of the walls, biggest/smallest room, etc.
• Give students ten minutes to complete the writing task. Students should write about 100 words.
• Monitor while students are writing. Help with grammar and vocabulary as necessary.
• Encourage students to produce at least two drafts of their description. If students are doing this at home, ask them to write their descriptions on their computers rather than in their notebooks as it will allow them to change the text more easily.

CHECK

- 8 • Tell students that it is very important that they check their writing in order to look for ways to improve its content, style and structure.
• Give students a few minutes to look through their descriptions and check them against the points here.
• Collect students' descriptions and mark them.
• Use students' written work as a means of finding common errors. You can then use these as a basis for revision in the next lesson (but do not refer to who made the mistake). Also remember to share good sentences from students' work with the rest of the class.



Set Exercises 1, 2, 3, 4, 5 and 6 on page 42 and Exercises 7, 8, 9, 10 and 11 on page 43 of the **Workbook** for homework.



Visions of the future

Unit aims

I can ...

- talk about computers and technology.
- make predictions about the future.
- understand information about what the future will be like.
- talk about what will happen if I do something.
- ask for and give instructions.
- write an opinion essay.

Unit contents

Vocabulary	Computer words Suffixes <i>-ful</i> and <i>-less</i> Technology verbs + prepositions Phrasal verbs 1
Reading	A magazine article ▶ Pizza problems A blog
Language focus	<i>will/won't, may/might</i> First conditional
Listening	An interview
Discover Culture	▶ Learning to share
Speaking	Asking for and giving instructions ▶ Real talk: <i>How important is your mobile to you?</i> <i>won't/want</i>
Pronunciation	An opinion essay
Writing	Sequencing language 2
CLIL	ICT Supercomputers ▶ Who's real?

Be curious

- Books closed. Give students a few minutes to draw a picture of how they imagine the city of the future will look.
- Ask students to open their books at page 52, look at and describe the picture, which shows an artist's depiction of what a city might look like at some point in the future. If necessary, introduce vocabulary that students could use when describing the picture, e.g. *flying cars, skyscrapers*.
- You could then ask students to compare their own town or city with the futuristic one in the picture.
- Give students a couple of minutes to answer the three questions.
- Students can then compare answers in pairs before you check answers with the class.
- Tell students that the themes of Unit 5 are technology and the future.

Suggested answers

- I hope people will live in cities like these. But I don't think it will be very soon.
- I think that students won't have heavy bags any more. They'll have all their books on their laptops or tablets. But teachers will be still important in the future.
- I think that people will work less and will have more free time than today. We will meet friends and family in our free time. We'll do sports and go to the cinema, too.

CEFR


SKILL AREA	GOAL	EXERCISE
Listening	UNDERSTANDING INTERACTION	1–3 p56 1–4 p60
	LISTENING TO MEDIA AND RECORDINGS	1–6 p58
Reading	READING FOR INFORMATION & ARGUMENT	1–3 p54 1–3 p59 1–2 p61
Speaking	INFORMAL DISCUSSION (WITH FRIENDS)	7 p58 6–7 p59
	GOAL-ORIENTED COOPERATION (e.g. repairing a car, discussing a document, organising an event)	5–6 p56 6–7 p60
	INFORMATION EXCHANGE	3–4 p53 6 p57
Writing	OVERALL WRITTEN PRODUCTION	5 p56 8 p58
	CREATIVE WRITING	6–7 p54 6–7 p59 4–6 p61
Communicative language competence	VOCABULARY RANGE	1–2 p53 4–5 p54 4 p56 4–5 p59 3 p61
	GRAMMATICAL ACCURACY	1–7 p55 1–6 p57
	PHONOLOGICAL CONTROL	1 p53 4 p56 5 p60
	SOCIOLINGUISTIC APPROPRIATENESS	4 p60
Communication strategies	IDENTIFYING CUES AND INFERRING	4–5 p54 4 p59 3 p61

Objectives

- learn computer words.
- talk about what I use computers to do at home and in school.

Warm-up

- Books closed. Write *computers* on the board. Elicit any related vocabulary that students know such as *technology*, *digital*, *Internet* and *website* and write these words on the board.
- Alternatively, you could introduce the topic by putting the logos of the world's biggest technology companies on the interactive whiteboard for the students to name and say something about each one. You could put the logos up of the following companies: Apple, Samsung, Google, Microsoft and Sony.
- You could also ask students whether they own or use any of the products and services these companies offer.

- 1  Ask students to open their books at page 53.
- Put students into pairs to match the words and phrases in the box with the photos. You could turn this into a game by asking pairs to compete to be the first to complete the matching exercise correctly.
 - **Weaker students** can look up the meanings of the words in a dictionary.
 - If you have the *Presentation Plus* software, put the photos on the board and ask students to come up to the board to match the words with the photos.
 - Play the recording.
 - Students listen to it, check their answers and repeat the words.

Answers

a laptop b keyboard c memory stick d tablet
e mouse f printer g touchscreen h smartphone
i microchip

Game

- Play *Pictionary* to practise the computer words.
- See **Games Bank** on pages 28–29.

- 2
- Refer students to sentences 1–6.
 - Ask students to work alone to complete the sentences by choosing the correct word in each case.
 - Students can compare answers in pairs before you check answers with the class.

Answers

1 a keyboard 2 a memory stick 3 A tablet
4 a smartphone 5 a mouse 6 laptop

Optional activity

- Ask students to work alone to write definitions of the words in Exercise 1. Students can use online dictionaries to help them with the writing of their definitions.
- Put students in pairs. Pair students who are not sitting next to one another.
- Students take it in turns to text each other their definitions and guess the words being defined.

Your turn

- 3
- You may need to help **weaker students** with this exercise by revising or teaching some phrases, e.g. *check/write/send email*, *log in to Facebook*, *sign up for a website*, *surf the Internet*, *watch videos*.
 - Read out the questions.
 - Give students time to make notes in response to the questions.
 - Monitor and help with vocabulary as necessary.
 - Encourage **stronger students** to write full sentences in their answers. **Weaker students** can write in note form if they find that easier.
- 4
- Put students into pairs to ask and answer the questions in Exercise 3.
 - Ask some students to report their partner's answers to the class.
 - To **extend** the work on the vocabulary, you could ask students to turn to the **Vocabulary Bank** on page 112 to do the exercises for *Computer words*.

Optional activity

- Put students in pairs to talk about their most and least favourite item of technology. Students explain why they like and dislike the particular objects they talk about. Encourage them to go into as much detail as they can.
- Ask some students to tell the class about their partner.



Set Exercises 1, 2, 3 and 4 on page 47 of the *Workbook* for homework.

You could also ask students to do a short technology survey. They could ask family members and friends the following questions: 1) How many hours a day do you spend on the Internet? 2) What do you use your smartphone for? 3) What is your favourite item of technology? Students can report the results of their survey to a partner at the beginning of the next lesson.

You could also ask students to do the following exercises to practise technology vocabulary:
<http://learnenglishteen.britishcouncil.org/grammar-vocabulary/vocabulary-exercises/technology>

Reading A magazine article

Objectives

- read an article about the past, present and future of computers.
- learn the suffixes *-ful* and *-less*.
- talk about what I'd like my computer to do in the future.

Background


The Small-Scale Experimental Machine, which was known as **Baby**, was built at the University of Manchester by English engineers Freddie Williams and Tom Kilburn. The machine, which was the first modern computer, ran its first program in 1948. A replica can be seen at the Museum of Science and Industry in Manchester.

One of the reasons computers are so much smaller than they once were is the **transistor**. Now found in their billions on silicon chips, transistors are electrical on-off switches, whose invention at Bell Laboratories in Chicago in 1948 by William Shockley, John Bardeen and Walter Brattain, helped bring about the late-twentieth-century revolution in computing.

Warm-up

- Books closed. Tell students which technological devices you own, e.g. laptops, smartphones, tablet computers. You could also say how frequently you use them and which is your favourite.
- Put students into pairs and ask them to tell one another about the technological devices they own.
- Ask some students to tell the class about their partner.

- 1
- Ask students to open their books at page 54 and look at the photos.
 - Ask the question and elicit students' ideas. Do not confirm or reject ideas at this point. Students will check them in Exercise 2.

- 2
- 
- Ask students to read the magazine article quickly to check the ideas they came up with in Exercise 1.

Suggested answer

It was bigger and less powerful than modern computers.

- 3
- Refer students to the multiple-choice exercise. Explain that the questions will not always use exactly the same language as that which is in the text. For example, in number 1, the correct answer is *very big*, but in the text the adjective *huge* is used, which means that students must first identify that word as meaning *very big* and then check to see what noun it describes.
 - Ask students to read the magazine again.
 - Put students into pairs to choose the correct words or phrases to complete the sentences.
 - Check answers.
 - Read out the information in the **FACT!** box and then ask students to look online for more examples of things which can be created using 3D printers.

Answers

1 b 2 c 3 b 4 a



Explore suffixes *-ful* and *-less*

- 4
- Ask students to look at the article to find how power is made into adjectives by adding different suffixes to it.
 - Check answers.

Answers

-ful and *-less*

- 5
- Read out the example.
 - Put students into pairs to complete the remaining sentences with the correct adjective form of the noun in brackets.
 - Check answers.
 - To **extend** the work on the vocabulary, you could ask students to turn to the **Vocabulary Bank** on page 112 and do the exercises for *Explore suffixes -ful and -less*.

Answers

2 useless 3 wonderful 4 painful 5 careless
6 hopeful

Language note


Not every adjective ending in the suffix *-ful* has a corresponding *-less* adjective. While *useful/useless*, *careful/careless*, *painful/painless* and *hopeful/hopeless* exist, we do not use either *wonderless* or *beautifulless*.

Your turn

- 6
- Give students a few minutes to think of three things that they would like their computer to be able to do in the future.
 - Monitor while students do this task. Help with vocabulary as necessary.
- 7
- Put students into pairs to compare the ideas they wrote down in Exercise 6.
 - Ask some students to tell the class about which of the ideas they and their partner came up with are best.

You can show this video as either a lead-in or a follow-up to the Language focus 1 lesson.



-  Ask: *How can technology help us solve problems?* Elicit students' answers and then read out the information about the video.
- Play the video.
- Students watch it and answer the three questions.
- Check answers.
- Then ask students: *What do you think of the robot the men built?*
- See page 126 for further activities you can do with this video.

Answers

- They use a robot to get it.



Set Exercise 6 on page 48 and Exercises 1, 2, 3 and 4 on page 51 of the **Workbook** for homework.

Language focus 1 *will/won't, may/might*

Objectives

- learn *will/won't* and *may/might*.
- make predictions.

Warm-up

- Books closed. Write the following on the board: *What will life in the future be like?*
- Encourage students to think of how we'll travel, where we'll live, etc. Write their ideas on the board.

- Ask students to open their books at page 55.
 - Tell students that the example sentences in the table are from the text on page 54.
 - Ask students to copy and complete the sentences.
 - Check answers.
 - For further information and additional exercises, students can turn to page 104 of the **Grammar reference** section.

Answers

+	Computers will be smaller. They may even think like humans. They might decide for themselves.
-	We won't need extra things like a keyboard. We may not need to tell computers what to do. We might not need a mouse.
?	How will computers change in the future? Will computers be more powerful?

- Put students into pairs to answer the question.
 - Check answers.

Answers

will won't

Say it right!

won't/want

- Tell students that *won't* and *want* can be confused if they are not pronounced distinctly.
 - Play the recording. Students listen and repeat.

- Focus on the pairs of sentences.
 - Play the recording.
 - Students decide which of the sentences they hear.

Answers

1 a 2 b

- Play the recording again for students to repeat the sentences. Check that students are pronouncing *won't* and *want* correctly.
- Ask students to work alone to write two sentences, one with *won't* and the other with *want*.
- Put students into pairs.
 - Students read out their sentences, but do not show them to their partner. Their partner listens, writes down what he or she has heard, before checking to see if what they wrote down is correct.

- Read out the information in the **Get it right!** box. Explain that *will* is a modal verb and is therefore grammatically similar to *must* and *should*.
 - Put students in pairs to complete the sentences with *will* or *won't* and the verbs in the box.
 - Check answers.

Answers

2 will be 3 will call 4 won't cook, will buy 5 will live
6 won't wait, will eat

- Ask students to say which of the predictions made by the engineer in 1900 were accurate. Students can look up information on their smartphones if they need to.

Suggested answer

All the predictions are true now.

- Read out the example.
 - Ask students to work alone to write sentences using *will*, *won't*, *may*, *might*. Make sure that students understand that the sentences they write should be based on their own opinions with regard to the future.
 - Check answers.

Fast finishers

Students can write some predictions of their own about the year 2040. They can share these with the class when you check answers to Exercise 4.

Your turn

- Read out the example prediction.
 - Ask students to work alone to write their own predictions using the things in the box or their own ideas.
 - You could also ask students to offer some evidence for their predictions, e.g. *I think I'll be a scientist. Physics and Chemistry are my favourite subjects.*
- Put students into pairs to compare the predictions they wrote in Exercise 6.
 - Ask some students to tell the class the three best predictions they and their partner came up with.



Set Exercises 1, 2, 3, 4 and 5 on page 48 of the **Workbook** for homework.

Listening and Vocabulary

Objectives

- listen to an interview.
- learn technology verbs with prepositions.

Background


The **Raspberry Pi** was developed by computer scientists at the Cambridge University Computer Laboratory. They wanted to build an affordable computer to encourage young people to become producers rather than consumers.

An interview

Warm-up

- Books closed. Ask: *What can you do on a computer?*
- Put students into small groups.
- Give students one minute to write down ideas.
- Make this competitive by telling students that the group with the most ideas wins.

1 Ask students to open their books at page 56 and look at the photo, and say what they think it shows.

- 2**  **2.05** Tell students they are going to listen to an interview on a technology programme.
- Play the recording.
 - Students listen and check the ideas they came up with in Exercise 1.

Audioscript

Judy: Hi, welcome to *The future's in our hands*. Paul's got something interesting with him today. What is it, Paul?

Paul: Hi Judy. It's a Raspberry Pi.

Judy: A Raspberry Pi? What's that?

Paul: If we turn it on here, you'll see it's a computer.

Judy: But it doesn't look like a computer at all and it's really small.

Paul: Well, it is one of the world's smallest computers.

Judy: And, how will I use it if it hasn't got a mouse or a screen?

Paul: You don't need a screen. You plug it into the television. If you use a TV screen, you'll have a bigger screen than most computers! And you plug the mouse and keyboard in here.

Judy: So what's different about it?

Paul: Well, first it's cheap – it costs 35 dollars – and second it's simple. Very simple! You can programme it yourself.

Judy: But programming computers is very difficult!

Paul: Not with the Raspberry Pi. That's why scientists made it. They want to teach kids in British schools how computers work.

Judy: So, what do they do with the kids?

Paul: Schools and clubs in the UK are using these computers to teach children how to write code.

Judy: Code?

Paul: Yes, code, spelt C-O-D-E, is what people write to programme computers. I'll show you how the computer works if you've got time.

Judy: Oh yes, please!

Paul: OK ... Plug the keyboard in here ...

Judy: Like this?

Paul: Careful! If you push it too hard, you may break it but if you put it in like this, you won't.

Judy: Oh wow! ...

Paul: Look here's a simple computer game we wrote yesterday ... click here ... turn up the volume ... that's it ... now you can play!

Answer

a computer called Raspberry Pi

3



2.05

Give students time to read the sentences.

- Play the recording again for students to decide if the sentences are true or false. Students should correct the false sentences.
- Check answers.

Answers

1 T **2** F (This computer hasn't got a screen.)
3 F (The computer is cheap and easy to use.) **4** T **5** T
6 F (Paul made a computer game yesterday with the computer.)

Technology verbs + prepositions

4



2.06

Ask students to work in pairs to match the pictures with the sentences.

- Check answers.

Answers

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

Optional activity

- Put students into pairs.
- One student says a technology verb, e.g. *click*, the other student says which preposition is used with it, e.g. *on*.
- Students swap roles and continue in this way until they have used all of the verbs in Exercise 4.

Your turn

5

- Ask students to write sentences explaining how to do the things in the box by using the vocabulary in Exercise 4.
- Monitor while students do this. Help as necessary. **Weaker students** may need additional support with the forming of sentences.

6

- Put students into pairs (A and B).
- Student A tells Student B how to do one of the things in the box in Exercise 5, using the sentences they wrote. Student B writes down the technology verbs used and the order in which they are used.
- Students swap roles.
- To **extend** the work on the vocabulary, you could ask students to turn to the **Vocabulary Bank** on page 112 and do the exercises for *Technology verbs + prepositions*.



Set Exercises 1, 2, 3 and 4 on page 49 of the **Workbook** for homework.

Language focus 2 First conditional

Objectives

- learn the first conditional.
- ask and answer questions using the first conditional.

Preparation

- Bring photocopies of the audioscript from the previous lesson.

Warm-up

- Books closed. Write the following on the board:
If I finish my homework, ...
- Ask students if they can complete the sentence. Either elicit or introduce a way of finishing the sentence, e.g. *I'll go to the cinema.*
- Explain that the sentence on the board is an example of the first conditional.

- Ask students to open their books at page 57.
 - Tell students that the example sentences are from the listening on page 56.
 - Give out photocopies of the audioscript from page 56, which students can use to help them complete the sentences.
 - For further information and additional exercises, students can turn to page 104 of the **Grammar reference** section.

Answers

action/situation	result
If we turn it on here,	you'll see it's a computer.
If you put it in like this,	you won't .
result	action/situation
I'll show you how the computer works	if you've got time.
Questions	
How will I use it	if it hasn't got a mouse?

If and *will* don't go in the same part of the sentence.

Language note

The first conditional can be written with the *if*-clause in the first or the second part of the sentence. A comma is needed only when the sentence begins with the *if*-clause, e.g. we write *If I study hard, I'll pass my exam* or *I'll pass my exam if I study hard*.

- Complete the first sentence as an example. Check students' understanding of the phrasal verb *plug in*, which means *to insert a plug into a socket*.
 - Ask students to work alone to complete the rest of the exercise. Encourage **weaker students** to check their answers against the examples in Exercise 1.
 - Students can compare their answers in pairs before you check answers with the class.

Answers

- 1 learns, will get 2 get, won't buy
3 won't work, don't plug 4 will buy, get
5 Will we watch, finish 6 rains, will go
7 decide, will you call

Game

- Play *Expanding sentences* to practise the first conditional.
- See **Games Bank** on pages 28–29.

- Ask students to read the text.
 - Read out the question and elicit the correct answer.

Answer

He will start his own YouTube channel.

Language note

The word *ifs* is a noun which is used to refer to the existence of conditions which cause uncertainty, e.g. *I'd like to take the job, but there are so many ifs* (e.g. what if it doesn't work out, what if I don't like my colleagues?) It is often seen in the idiom *ifs and buts*, which is used to say you do not want an argument about something you have asked someone to do, e.g. *Do your homework, and no ifs or buts*.

- Put students into pairs to complete the text in Exercise 3 with the correct form of the verbs in brackets.
 - Play the recording for students to check their answers.

Answers

- 1 pass 2 will buy 3 get 4 will/'ll start 5 will/'ll post
6 get 7 will be 8 see 9 like 10 will/'ll be

Optional activity

- Put students into pairs to play text tennis.
- Student A texts the beginning of a first conditional sentence to Student B.
- Student B texts back an end to that sentence.
- Student A then texts the beginning of a new sentence and on it goes, with students trying to text as quickly and as accurately as possible.

Your turn

- Complete two or three of the sentences so that they are true for you.
 - Ask students to work alone to complete the sentences so that they are true for them.
 - Monitor while students do this task. Check that students are forming their first conditional sentences correctly.

Fast finishers

Students can write some first conditional sentences which they then read out to their partner in Exercise 5.

- Read out the example question and answer.
 - Put students into pairs to ask and answer questions based on the sentences in Exercise 5.
 - Ask some students to tell the class about their partner.

Optional activity

- Put students into small groups to write five questions in the first conditional.
- Ask students to find a partner from another group.
- Students ask and answer the questions they wrote.



Set Exercises 1, 2, 3, 4 and 5 on page 50 of the **Workbook** for homework.



Discover Culture

Learning to share

Objectives

- watch a video about the file sharing website Napster.
- talk about downloading and streaming music.

Background

Napster went online in 1999. It was closed down as a peer-to-peer file sharing service in 2001 due to complaints of copyright infringement, but later reopened as an online music store.

Warm-up

- Books closed. Put students into pairs. Ask them to briefly tell each other about the music they like and how frequently they listen to music.
- Ask some students to tell the class about their partner.

- 1**
- Ask students to open their books at page 58.
 - Put students into pairs to match the pictures with the words and phrases in the box.
 - Check answers.

Answers

a downloading **b** cassettes **c** music streaming
d records **e** CDs **f** file sharing


- 2**
- Put students into pairs to order the ways of listening to music from Exercise 1 from oldest to newest.
 - Check answers.

Answers

records – cassettes – CDs – streaming – downloading – file sharing

Other ways of listening to music: going to a concert, playing a musical instrument

- 3**
- Read out the title of the video and then ask students what they think Napster is.
 - Elicit ideas, but do not confirm or reject them at this stage. Students will watch the video in Exercise 4 to check their answers.

- 4**  Play the recording for students to check their answer to Exercise 3.

Videoscript

What will our digital world be like in ten years? What part will music play? Was it always possible to listen to music through a computer?

In 1999, it wasn't easy to get music. When your favourite band wrote a new song you went to the music shop, found the CD and bought it.

Then you went home and listened to it ... by yourself. You might like it, you might not!


Then, an 18-year-old American, Shawn Fanning had an idea. Shawn loved music. He and his friends were always looking for different ways to download and listen to songs.

It was a long, difficult job.

So Shawn created a computer programme to make it easy. The songs went from one computer to another very quickly. He gave this programme to his friends for free. And they gave it to their friends. In one week, more than 10,000 people had it! Shawn called it Napster. Soon a million students had it and Napster became a big business. Now the music industry was *really* changing. Soon music shops were empty. Record companies and bands weren't happy because they weren't getting money for their music from Napster and this wasn't fair. So they closed Napster down. But now the idea was everywhere. They stopped one company... but not file sharing or social media. If file sharing continues, what form will it take? Maybe *you* will have the next big idea!

Answer

It was a file-sharing programme.

- 5**
- Put students into pairs.
 - Ask students to order the events a–f according to how they appear in the video.
- 6**  Play the video again for students to check their answers to Exercise 5.
- Once you have played the video, find out how students did on the ordering exercise. Did anyone put all the events in the correct order?

Answers

c – e – d – f – a – b

Your turn

- 7**
- Give students time to both read through the questions and consider their responses to them.
 - Put students into small groups to discuss the questions. Encourage students to give their own opinions.
- 8**
- Put the phrases *some of us*, *all of us* and *none of us* on the board.
 - Elicit example sentences using these phrases and put the examples on the board.
 - Read out the example sentence.

Language note

The phrase *none of us* can be used with both a singular and plural verb, e.g. *none of us listens to cassettes* or *none of us listen to cassettes*. If the focus is on the individuals within a group then it would be better to use the singular verb, but if the emphasis is on the group as a whole, the plural.



Ask students to do a survey among their friends and family members about file sharing. Students should find out whether the people in their social circle think it is acceptable to share files in the way that Napster originally did. Students can share the results of their survey at the beginning of the next lesson.

Objectives

- read a blog about studying in the School of the Air.
- learn phrasal verbs.
- talk about technology and learning.


Background

The **School of the Air**, which allows children living in remote areas in Australia to get an education, is based in Alice Springs, a town in the Northern Territory in Australia.

Warm-up

- Books closed. Ask students if they have ever had a class online, studied anything using their computer or done homework online. If any students have ever done a course online, ask them to briefly tell the class about their experience.

- 1 • Ask students to open their books at page 59.
• Put students into pairs to look at the map and photos and answer the questions.

- 2  2.08 Ask students to read the text to check their answers to Exercise 1.
• You could then check students' understanding of the adjective *tiring*, which means *something which makes you tired*, e.g. *speaking in another language is tiring*.

Answers

Riley lives in Australia. He studies at home.

- 3 • Give students time to read through the blog again.
• Tell students to find the part of the text for each question. Students should then determine whether or not the information in the sentences appears in the text. Remind them that paraphrase or different words may be used. For example, item 1 says *Riley cleans the chicken house before breakfast*, whereas the text says *After cleaning the chicken house, I have breakfast*.
• Students then work alone to choose the correct answer in each case. Help **weaker students** by completing the first one as an example.
• Ask students to compare their answers in pairs before you check answers with the whole class.
• Read out the information about the *School of the Air* in the **FACT!** box. Ask students if they would enjoy learning by having classes online rather than going to a school.

Answers

1 A 2 B 3 B 4 A 5 C 6 A

Explore phrasal verbs 1

- 4 • Tell students that phrasal verbs are formed by connecting a verb with a preposition or adverb, e.g. *get up*. You could also point out that phrasal verbs are a common feature of informal English. Elicit any phrasal verbs that students know and put them on the board.
• Ask students to look at the article again to find two phrasal verbs. Elicit definitions of these phrasal verbs.

Answers

get up = go out of bed
sit down = to sit e.g. on a chair or a sofa

- 5 • Ask students to work in pairs to match the beginning of the sentences with the endings of the sentences.
• Check answers.
• To **extend** the work on the vocabulary, you could ask students to turn to the **Vocabulary Bank** on page 112 and complete the exercises for *Explore phrasal verbs 1*.

Answers

1 b 2 e 3 d 4 c 5 a

Game

- Play *Correct the sentence* to practise the phrasal verbs.
- See **Games Bank** on pages 28–29.

Optional activity

- Put students into small groups to write definitions for each of the phrasal verbs in Exercise 4.
- Ask one student from each group to read their definitions out to the class.
- Then, with the class as a whole, choose the best definitions.

Your turn

- 6 • Put students into pairs to write down what they think the good and the bad things about using technology for learning are. You could help **weaker students** by introducing a few ideas to get them started. If you choose to do this, write the ideas on the board, e.g. *bad: technology can be distracting; good: technology gives you the chance to find things out very quickly*.
• Monitor while students do this task. Help with vocabulary as necessary.
- 7 • Put students into groups to compare the ideas they came up with in Exercise 6.
• You could then open this up and have a discussion with the class as a whole about the role of technology in learning.



Set Exercise 6 on page 50 of the **Workbook** for homework.
Students can find out more about the School of the Air by taking a look at its website:
<http://www.asso.nt.edu.au/>

Speaking Asking for and giving instructions


Objectives

- watch teenagers talking about how important their mobile is to them.
- listen to a girl talking to her grandmother about a smartphone.
- practise asking for and giving instructions.

Warm-up

- Books closed. Show students the mobile phone you have and briefly tell them how important it is to you. If you do not have a mobile phone, tell the class why.

Real Talk: How important is your mobile to you?

- 1**  **5.3** Ask students to open their books at page 60.
- Tell students they are going to watch some teenagers answering the following question: *How important is your mobile to you?*
 - Tell students they are going to decide how important mobile phones are to the Speakers 1–6. Point out the symbols that students should use and explain the meaning of each.
 - Play the video or the recording.
 - Students work alone to complete the exercise. They can compare answers in pairs before you check answers with the class.





Videoscript

Narrator: How important is your mobile phone to you?
Speaker 1: I don't have my own phone – so it's not important to me at all!
Speaker 2: My phone's quite important to me, but it's more important to my mum so she can call me any time she wants!
Speaker 3: It's not really important to me. I usually leave it at home!
Speaker 4: My phone's very important to me – I use it for the games and the apps, and I watch my favourite TV programmes on it.
Speaker 5: Very important! My mom tells me to take it with me whenever I go out.
Speaker 6: My phone is quite important to me. I use it to phone my mum and dad and to text my friends.
Narrator: How important is your mobile phone to you?

Answers


b ✓ c x d ✓✓ e ✓✓ f ✓

- 2**  Put students into pairs to ask and answer the question. Encourage students to ask their partner additional questions, e.g. *How often do you use your mobile? Do you think you could spend one day without your mobile?*
- Ask some students to report back to the class on what their partner said.

- 3**  **2.08** Tell students they are going to listen to Keira talking to her grandmother.
- Read out the question.
 - Play the recording.
 - Students listen and answer the question.
 - Check answer.



Answer

She wants to borrow Keira's phone to make a phone call.

- 4**  **2.09** Refer students to the phrases in the *Useful language* box. Check students' understanding of the language, particularly the phrase *I see*, which means *I understand*, and *That's it!*, which means *That's right*.
- Students can work alone to complete the conversation using the phrases in the *Useful language* box.
 - Ask **stronger students** to try to complete the gaps in the conversation without looking back at the phrases in the *Useful language* box.
 - Play the recording for students to check their answers.

Answers

1 How does it work? 2 First, you need to
 3 Yes! That's it! Now 4 How do I 5 You have to
 6 and then 7 OK, here it is. 8 I see! Thanks!

- 5**  Ask students to work in pairs to act out the conversation in Exercise 4.
- Students can act out the conversation twice, taking a different part each time.
- 6**
- Put students into pairs.
 - Give students time to write instructions for someone who can't use a smartphone. Encourage students to use the ideas in the box as well as the *Useful language* from Exercise 4.
 - Monitor and help with vocabulary as necessary.
- 7**  Ask students to change partners for this exercise.
- Read through the instructions and make sure that students understand what they have to do.
 - Put students in pairs to practise their conversations. Students should use the instructions they wrote in Exercise 6.
 - Monitor while students are practising their conversations. Check that they are using the phrases from the *Useful language* box.

Optional activity

- Put students into small groups.
- Ask students to write a list of advantages and disadvantages of having a smartphone.
- Ask one member of each group to report their group's ideas to the class.



For homework, ask students to think of advice to offer a smartphone addict. Students should think of how they could help someone who used their phone too much to use it far less. At the beginning of the next lesson, students can share their ideas with a partner.

Objectives

- read an essay about music technology.
- learn about sequencing language.
- write an opinion essay.

Background

An **essay** is a short written composition in which the writer sets out to discuss a particular subject or put forward an argument without going into the detail associated with a formal academic text. The sixteenth century French writer Michael de Montaigne produced the first modern examples of the form.

Warm-up

- Books closed. Elicit the means by which people can access and listen to music and then ask them how they think this will change in the future.

1.
 - Ask students to open their books at page 61.
 - Ask students to read the competition advert as well as Marcus's essay.
 - Put students into pairs to answer the question.
 - Check the answer.

Answer

He thinks technology will change the way we buy and listen to music.

2.
 - Give students time to read Marcus's essay again.
 - Ask students to work alone to answer the questions.
 - Students can compare answers in pairs before you check answers with the class.

Answers

2 b 3 c 4 a

3.
 - Read out the information about sequencing language in the *Useful language* box. Ask students to translate these words and phrases into their own language and to consider how they are used grammatically.
 - You may then want to elicit further example sentences using these words as a means of testing students' understanding of not only the meaning of each of the words but also their difference from one another.
 - Put students into pairs and ask them to match the words in bold with the functions 1–4.
 - Check answers.

Answers

1 However 2 Firstly 3 In conclusion 4 Secondly

Optional activity

- Put students into small groups.
- Ask students to discuss Marcus's essay on the topic of the technology of music. Students should say whether or not they agree with the points which Marcus makes and why.
- Ask one member of each group to report back to the class on the discussion that their group had.



Get Writing

PLAN

4.
 - Students should do their planning in class. The writing can either be done in class or at home.
 - Tell students they are going to write an essay. Tell students to choose one of the titles in the list. Students who chose the same topic could be put into groups to discuss their ideas at this planning stage.
 - Refer students back to the example essay in Exercise 1 and the organisation of information in an essay in Exercise 2. Students should use this information when working alone to plan the content of essays.

WRITE

5.
 - Tell students to use Marcus's essay as a model to follow.
 - Give students ten minutes to complete the writing task. Students should write about 100 words.
 - Monitor while students are writing. Help with grammar and vocabulary as necessary.
 - Encourage students to produce at least two drafts of their essay. If students are doing this at home, ask them to write their essays on their computers rather than in their notebooks as it will allow them to change the text more easily.

CHECK

6.
 - Tell students that it is very important that they check their writing in order to look for ways to improve its content, style and structure.
 - Give students a few minutes to look through their essays and check them against the points here.
 - Collect students' essays and mark them.
 - Use students' written work as a means of finding common errors. You can then use these as a basis for revision in the next lesson (but do not refer to who made the mistake.) Also remember to share good sentences from students' work with the rest of the class.



Set Exercises 1, 2, 3, 4 and 5 on page 52 and Exercises 6, 7, 8, 9, 10, 11 and 12 on page 53 of the **Workbook** for homework.

Ask students to make their own music using technology online:

<http://boowakwala.uptoten.com/kids/boowakwala-club-animation-music.html>
<http://www.buttonbass.com/>

6 Life choices

Unit aims

I can ...

- talk about important life events.
- talk about my future plans and make predictions about my future.
- understand information about important events in our lives.
- make plans for next week with my friends.
- agree or disagree with someone's opinion.
- write a thank you email.

Unit contents

Vocabulary	Life events Phrasal verbs 2 Containers and materials Verbs with prepositions
Reading	A magazine quiz ▶ A school at home An article
Language focus	<i>be going to</i> <i>will vs. be going to</i> Present continuous for future
Listening	A conversation
Discover Culture	▶ Time for an adventure
Speaking	Agreeing and disagreeing ▶ Real talk: <i>What are you going to do when you leave school?</i>
Pronunciation	Contractions: <i>will</i>
Writing	A thank you email Verb patterns
CLIL	Science: Lifecycle of a plastic bag ▶ Go green!

Be curious

- Books closed. Write the phrase *life choices* on the board. Elicit or explain the meaning of this phrase. Elicit an example of a life choice, e.g. whether or not to get married, what to study at university, what job to do.
- Ask students to open their books at page 62. Elicit sentences to describe the photo.
- Give students a couple of minutes to answer the three questions.
- Students can then compare their answers in pairs before you check answers with the class.
- Tell students that the themes of Unit 6 are important events in life, making choices and big decisions.

Suggested answers

- I think the boy is in a library because I can see a lot of books.
- He's probably trying to decide what subject or book is most interesting.
- I'll have to choose a good university when I finish secondary school.

CEFR

SKILL AREA	GOAL	EXERCISE
Listening	UNDERSTANDING INTERACTION	1–3 p66 1–4 p70
	LISTENING TO MEDIA AND RECORDINGS	1–6 p68
Reading	READING CORRESPONDENCE	1–3 p71
	READING FOR INFORMATION AND ARGUMENT	1–3 p64 1–3 p69
Speaking	CONVERSATION	8 p67
	INFORMAL DISCUSSION (WITH FRIENDS)	8 p68 4–7 p70
	GOAL-ORIENTED COOPERATION (e.g. repairing a car, discussing a document, organising an event)	6–7 p69
	INFORMATION EXCHANGE	3–4 p63 6 p65
Writing	OVERALL WRITTEN PRODUCTION	7 p68
	CORRESPONDENCE	5–7 p71
	CREATIVE WRITING	6–7 p64 6 p66
Communicative language competence	VOCABULARY RANGE	1–2 p63 4–5 p64 4–6 p66 4–5 p69 4 p70
	GRAMMATICAL ACCURACY	1–6 p65 1–8 p67 3–4 p71
	PHONOLOGICAL CONTROL	1 p63 4 p66 5 p70
Communication strategies	IDENTIFYING CUES AND INFERRING	4–5 p69 4 p64

Objectives


- learn vocabulary for different life events.
- talk about what I'd like to do in the future.

Preparation

- Bring a tennis ball.

Warm-up

- Books closed. Ask: *Do you like taking photos at important moments in your life? How often do you look back at the photos you take? Do you have an Instagram account? How often do you update it?*
- You might also want to ask students what they think of the modern phenomenon of the *selfie*, which refers to taking a photo of yourself with a webcam or smartphone and uploading it to a social network.

- 1  2-10 Ask students to open their books at page 63.
- Refer students to the photos.
 - Read out the life events in the box and make sure that students understand them all. Students then work in pairs to match the photos with the life events.
 - If you have the *Presentation Plus* software, put the photos on the board and ask students to come up to the board to do the matching exercise.
 - Play the recording for students to check their answers and repeat the words.
 - Emphasise the importance of learning complete phrases in English, e.g. *go to school*, *get married*, etc., and noticing which words commonly go together.
 - To **extend** the exercise, put students into pairs and ask them to take it in turns to cover the box and point to one of the pictures for their partner to say the right phrase.

Answers

a get a job b leave home c start school d be born
e get married f take a year out g learn to drive
h have children i go to university j leave school

Language note

I was born is a passive construction. If we wish to refer to the action of giving birth rather than the fact of having been born, we use the phrase *give birth to* e.g. *Susan had to give birth to her daughter in a hospital in another city because her local one was full.*

Optional activity

- Put students into small groups.
- Ask students to think of other life events that could be added to the list in Exercise 1, e.g. *buy a house*, *fall in love*, *celebrate your 18th birthday*.
- Ask one member of each group to read out their group's list to the class.

- 2
- Ask students to work alone to order the life events from Exercise 1.
 - Students can then compare their answers in pairs before you check answers with the class.
 - There are no correct answers to this exercise (other than *be born* being placed first), so you should accept different orders from the students. You could ask some students to explain the particular order of events that they chose.

Game

- Play *The ball game* to practise the vocabulary for life events.
- See **Games Bank** on pages 28–29.

Your turn

- 3
- Ask students to decide which of the things in Exercise 1 they would like and not like to do. At this stage, they should also think about why they want and don't want to do them.
- 4
- Read out the example sentences.
 - Ask students to write sentences of their own about the things they'd like to do.
 - Students can use the information in Exercise 1 as well as their own ideas. Encourage **stronger students** to give reasons for the things they'd like to do, e.g. *I'd like to study Maths at university because it's my favourite subject and I'm very good at it.*
- 5
- Read out the example question and answer.
 - Put students into pairs.
 - Ask students to ask and answer questions about the things they'd like to do.
 - Ask some students to tell the class something they found out about their partner.
 - To **extend** the work on the vocabulary, you could ask students to turn to the **Vocabulary Bank** on page 113 and do the exercises for *Life events*.



Set Exercises 1, 2, 3 and 4 on page 57 of the **Workbook** for homework.

Reading A magazine quiz


Objectives

- do a magazine quiz.
- learn phrasal verbs.
- talk about what I want to do when I grow up.

Warm-up

- Books closed. Tell students what you wanted to do when you were young. If there were many different things you wanted to be, tell students that. If you actually wanted to be a teacher, tell them that too. The important thing at this point is that whatever it is you have to say to the class should get them thinking about what they will do when they grow up.

- 1 • Ask students to open their books at page 64.
• Put students into pairs to tell one another about what they want to be when they grow up. Encourage students to go into as much detail as they can about their ideas.
• Ask some students to report back to the class on their partner.

- 2  11 Refer students to the four quiz questions.
• Ask students to work alone to read and complete the quiz.
• Students can compare their answers in pairs. Encourage students to explain the answers they gave to each of the questions in the quiz.

Fast finishers

Students can write an additional question for the quiz. They can then ask their partner this question after they have compared their answers to the four quiz questions.

- 3 • Tell students to look at the key on page 97 to find out what the quiz says about them.
• Ask some students to tell the class whether they agree with what the key says.
• Refer students to the information in the **FACT!** box. Explain that a *gap* is a space between two things and that the word is famously seen on the London Underground where passengers are told to *mind the gap*, i.e. be aware of the space between the train and the platform. Ask students if young people in their countries usually take a year out between school and university.

Explore phrasal verbs 2

- 4 • Ask students to find three phrasal verbs in the text.
• Put students into pairs and ask them to work out the meaning of each of the phrasal verbs from the context.
Weaker students can look up a definition or a translation of the phrasal verbs on their smartphones.

Answers

grow up – become an adult
find out – discover, get some information
look after – take care of somebody

- 5 • Complete the first sentence as an example.
• Ask students to work alone to complete the remaining sentences with the phrasal verbs in the box.
• Students can compare answers in pairs before you check answers with the class.
• Encourage students to find ways of grouping phrasal verbs as a means of learning them more easily. For example, phrasal verbs could be paired: *get on, get off*. Or they could be grouped according to preposition: *go out, find out*.
• To **extend** the work on the vocabulary, you could ask students to turn to the **Vocabulary bank** on page 113 and do the exercises for *Explore phrasal verbs 2*.

Answers


1 grow up 2 go out 3 get on, get off 4 write down
5 try on 6 find out

Your turn

- 6 • Give students time to rewrite the sentences in Exercise 5. Make sure that students understand that most of the sentences they write must be true, but some must be false.
• Monitor while students write their sentences. Help as necessary.
- 7 • Put students into pairs.
• Ask students to compare their sentences with a partner they don't usually work with and to guess which of their partner's sentences are false.
• Ask some students to tell the class whether they guessed correctly.

You can show this video as either a lead-in or a follow-up to the Language focus 1 lesson.



-  Ask: *What are the best and worst things about going to school?* Elicit students' ideas and put them on the board.
- Read out the information about the video.
- Play the video.
- Students watch it and answer the three questions.
- Check answers.
- Then ask students if they would like to have classes at home.
- See page 127 for further activities you can do with this video.

Answers

- She's 13 years old.
- Because their oldest son has some special needs and school didn't work out for him.
- She wants to be a scientist.



Set Exercise 5 on page 58 and Exercises 1, 2, 3 and 4 on page 61 of the **Workbook** for homework. You could also ask students to find out what their friends (away from their English class) want to be when they grow up. At the beginning of the next lesson, ask students to share what they found with the rest of the class. You can then find out what the most popular jobs are.

Language focus 1 *be going to*

Objectives

- learn *be going to*.
- learn *will vs. be going to*.
- ask and answer questions about the future using *will* and *be going to*.

Warm-up

- Books closed. Write *plans* on the board. Ask students how we talk about future plans in English. Elicit the phrase *be going to*.

- Ask students to open their books at page 65.
 - Tell students that the example sentences in the table are from the text on page 64.
 - Ask students to look back at the text and then copy and complete the sentences.
 - For further information and additional exercises, students can turn to page 105 of the **Grammar reference** section.

Answers

	I	we / you / they	he / she / it
+	I'm going to stay at home.	You are going to study in London.	She is going to get a job.
-	I'm not going to think about university until ...	They aren't going to take a year out.	He isn't going to go to university.
?	Am I going to get married?	Are you going to have a party?	Is he going to take a year out?

- Ask students to write positive or negative sentences about themselves using the information in 1–6.

Answers

- We are(n't) going to watch a film in class tomorrow.
- My parents are(n't) going to go to the cinema at the weekend.
- My friends and I are(n't) going to travel around the world before we go to university.
- I am (not) going to buy a sports car when I grow up.
- My aunt is(n't) going to come to stay with us next week.

will vs. be going to

- Refer students to the gapped sentences in the table.
 - Ask students to look back at the text on page 64 to help them complete the sentences.
 - For further information and additional exercises, students can turn to page 105 of the **Grammar reference** section.

Answers

3 Predictions
Perhaps I'll take a year out.
4 Intentions
I'm going to stay at home and study.

- 2.12 Read out the information in the **Get it right!** box.
 - Put students into pairs to complete the conversation.
 - Play the recording for students to check their answers.

Answers

- 1 is going to go 2 'm not going to go
- 3 are ... going to do 4 'm going to take 5 'll have
- 6 'm going to go 7 'm going to study 8 'll pass

Say it right!

Contractions: *will*

- 2.13 Ask students to turn to page 97.
 - Play the recording.
 - Students listen and repeat the contractions.
- 2.14 Play the recording.
 - Students listen and choose the correct words.

Answers

- 1 I'll pass 2 You'll 3 They play 4 We'll study
- 5 I'll go 6 We see

- Ask students to read the dialogue.
 - Put students into pairs to write in the contractions.
- 2.15 Play the recording for students to check.

Audioscript

- Kate:** Did you see Stuart this morning? He doesn't look very happy.
- Paul:** **He'll** be OK. He's upset because he didn't pass his driving test.
- Kate:** Oh well, **he'll** pass it next year. What about you? Do you think **you'll** take your test one day?
- Paul:** **I'll** probably take it next year. If I pass, **I'll** buy a car.
- Kate:** Lucky you! I think **I'll** be an old woman before I pass!
- Paul:** **We'll** probably both be retired!

Your turn

- Read out the example sentence.
 - Ask students to work alone to complete the remaining sentences.
- Read out the example question and answer.
 - Put students into pairs to ask and answer the questions from Exercise 5.



Set Exercises 1, 2, 3 and 4 on page 58 of the **Workbook** for homework.

Listening and Vocabulary

Objectives


- listen to a conversation about a gap year.
- learn vocabulary for containers and materials.
- talk about alternative uses for containers.

A conversation

Warm-up

- Books closed. Write *to be on a gap year* on the board. Remind students that this phrase refers to taking time out of education or employment, often after leaving school and before going to university. You could also revise the phrase *to take a year out*.

- 1
- Ask students to open their books at page 66.
 - Read out the question, then elicit answers to it. Do not confirm or reject students' ideas at this point as students will check their ideas in Exercise 2.


- 2
-  2.16 Tell students they are going to listen to Lisa and Olivia talking about the photo.
- Play the recording.
 - Students listen and check the ideas they came up with in Exercise 1.

Audioscript

- Olivia:** Hey Lisa! Look at this photo that my brother Matt sent me.
- Lisa:** Let's have a look. Where is he?
- Olivia:** He's in Kenya
- Lisa:** Kenya? Really? What's he doing there?
- Olivia:** He's taking a year out, you know, before he goes to university.
- Lisa:** Wow! Lucky him!
- Olivia:** Yeah, I'm going to do it too when I'm 18!
- Lisa:** What's his job exactly?
- Olivia:** He's working on an eco-project – you know, for the environment. He phoned last night and told us all about it. He was really excited.
- Lisa:** What kind of project is it?
- Olivia:** Well, they're collecting and recycling plastic bags from the beaches in Kenya ...and then local people make them into handbags and they sell them to tourists.
- Lisa:** Cool! How long's he staying?
- Olivia:** Well, he's going to be on the project there for another three months and then he's flying to South Africa...
- Lisa:** South Africa?
- Olivia:** Yeah, we've got family there, he's staying with our cousins in Cape Town. He wants to try to find a job. Is he going to do any surfing?
- Lisa:** Yes, definitely! He loves surfing! He wants to get a job in a beach bar or something. Then he can surf every day!
- Lisa:** It sounds amazing. He'll have a great time!
- Olivia:** Yeah, it's an adventure ... I think it's great. I'm definitely going to take a year out in the future.
- Lisa:** Where are you going to go?
- Olivia:** I want to go around Europe. You know, all the big cities, Paris, Rome. What about you?
- Lisa:** Oh I don't know. It's a long way in the future. I want to finish school first, then I can think about that. I'd definitely like to help people, like your brother's doing.
- Olivia:** Well, you can do something positive now and help me finish my homework!

Answers


He's working on an eco-project in Kenya.

- 3
-  2.16 Play the recording again.
- Ask students to listen and then work alone to complete the sentences. Encourage **stronger students** to note down as much additional information as they can.
 - Check answers with the class.

Answers

2 plastic bags 3 their cousins 4 beach bar 5 Europe
6 help people

Containers and materials

- 4
-  2.17 Books closed. Write *containers* and *materials* on the board. Check that students understand that the former is an object that you put other things in to and that the latter refers to what something is made of.
- Ask students to open their books at page 66 and match the pictures with the words in the box.
 - Play the recording to listen, check their answers and repeat the words.

Answers

a cardboard box b plastic bottles c cans d glass jars
e paper bag f plastic bag g cartons h crisp packets

Your turn

- 5
- Read out the example sentences. Plastic bottles could be used in bowling as they could replace the bowling pins.
 - Put students into pairs to write sentences about how the containers in Exercise 4 can be reused.
 - Monitor and help as necessary.
- 6
- Put students into pairs to compare their sentences from Exercise 5 and to think of unusual ways to reuse the containers.
 - Find out which group came up with the most ideas.
 - To **extend** the work on the vocabulary, you could ask students to turn to the **Vocabulary Bank** on page 113 and do the exercises for *Containers and materials*.



Set Exercises 1, 2, 3 and 4 on page 59 of the **Workbook** for homework.

Language focus 2 Present continuous for future

UNIT
6

Objectives

- learn the present continuous for future arrangements.
- complete a diary and talk about future arrangements.

Warm-up

- Books closed. Write the following on the board:
I'm playing tennis tomorrow
- Elicit the tense used in sentence (Answer: the present continuous) and then ask students whether the sentence refers to the present or the future. Elicit the fact that it refers to the future.


- 1
- Ask students to open their books at page 67.
 - Tell students that the example sentences are from the listening on page 66. In order for the students to complete the sentences, you could either play the listening again or write the words that they will need to fill the gaps on the board. Once students have completed the sentences, ask them to answer the question.
 - Check answers.
 - For further information and additional exercises, students can turn to page 105 of the **Grammar reference** section.

Answers

- 1 He's **flying** to South Africa.
2 We've got family there, he's **staying** with our cousins.
1 These sentences talk about the future.

Language note

The use of *be going to* suggests that a decision has been made to do something in the future, but that not all the necessary arrangements have been made yet, e.g. *I'm going to meet Pablo tomorrow, but haven't decided where or when*. The use of the present continuous suggests that a decision has been made to do something and that all the necessary arrangements have been made, e.g. *I'm meeting Pablo outside the café at 6*.

- 2
-  2-18 Ask a student to read out the example.
- Ask students to work alone to complete the conversations with the present continuous.

Fast finishers

Students can write an additional gapped line of dialogue to two of the conversations in Exercise 2. You can then collect these sentences, write them on the board and use them as further practice with the class.

Answers

- 1 she's asking 2 Are you going, I'm staying
3 Is Jonathan working, he isn't working, He's studying
4 is Mel starting 5 are they leaving, They're flying
6 are you saving, I'm going

- 3
- Read out the two questions and elicit the correct answers from the class. Guide **weaker students** to the correct answers by asking them to look for time phrases such as *next week*, which will indicate which sentences refer to the future.

Answers

Conversations 1, 3 and 6 (question) talk about the present.
Conversations 2, 4, 5 and 6 (answer) talk about the future.

Game

- Play *The chain game* to practise the present continuous for future.
- See **Games Bank** on pages 28–29.

- 4
- Ask student to look at the photo and say what job they think the young woman does. To help **weaker students** with this you could put the following sentence beginning on the board: *I think she's a/an*
 - Do not confirm or reject students' ideas at this point. They will read the text in Exercise 5 to find out about the woman in the photo.
- 5
- Ask students to read the text to check their ideas to Exercise 4.
 - Check answer.

Answer

She's a journalist.

- 6
- Put students into pairs and ask them to complete the text in Exercise 5 with the present continuous form of the verbs in brackets.
 - Check answers.

Answers

- 1 is working 2 is asking 3 is flying 4 is speaking
5 are going 6 is meeting 7 are flying 8 isn't staying
9 is coming

Your turn

- 7
- Refer students to the diary and the example entry. Students can either copy the diary into their notebooks or use one on their smartphones.
 - Ask students to work alone to complete their diaries for next week using the phrases in the box or their own ideas.
 - Students should only write five activities in the diary.
 - Monitor and help as necessary.
- 8
- Read out the example question and answer.
 - Put students into pairs to talk about their plans for next week.
 - Ask some students to report back to the class on their partner.



See Exercises 1, 2, 3, 4, 5 and 6 on page 60 of the
Workbook for homework.



Discover Culture

Time for an adventure!

Objectives

- watch a video about a plan for a gap year.
- talk about what people can do on a gap year in my country.

Background

Italy is a country in southern Europe. It is celebrated around the world for its cuisine, fashion houses and coffee.

South Africa is a country in the south of Africa. It is famed for its extraordinary landscape, from the Kalahari desert to Cape Town's Table Mountain.

Madagascar is an island to the east of Africa. Many of its animals and plant species can only be found here.

Warm-up

- Books closed. Tell students which countries you are most interested in visiting and why.
- Put students into pairs to talk about which countries they are most interested in visiting.

- Ask students to open their books at page 68 and look at the images.
 - If you have the *Presentation Plus* software, put the photos up on the interactive whiteboard.
 - Put students into pairs to ask and answer the questions.
- Put students into pairs to write down three things they think they will see in the three countries in the video.
 - The answers students will give here are dependent on their knowledge of the countries in question. If students do not know much about the countries, they can use their smartphones to do some research online.
- Play the recording without sound.
 - Students watch the video to check their answers to Exercise 2.
 - Find out how many images students correctly predicted would appear in the video.

Suggested answers

Italy – food, historical towns

South Africa – beautiful places, wild animals, small villages

Madagascar – strange animals, archaeologists

- Read out the activities in the box.
 - Ask students to work alone to put the activities in the correct place in the table.
 - This exercise is a test of students' memory and some will do better at it than others. Help guide those students who struggle with this to the correct answers.

Videoscript

I'm going to leave school soon and I want to have an adventure. So I'm taking a year out after secondary school. What will I see and do? I don't know. Maybe I'll go to Italy. I love cooking. They've got a young chef's programme in Rome and I'll learn to cook Italian food.

There are also lots of historical towns and cities to visit. Perhaps I'll go to Siena and be a volunteer. I can help to repair old historical buildings. Some buildings in Siena are 700 years old! Or perhaps I'll go to South Africa. There's a lot to do there. It has wide open spaces and green forests. Maybe I'll go hiking there. Or I'll visit a village and meet people my age. There are lots of different animals in South Africa. I love animals, so perhaps I'll help hurt or sick animals. Or maybe I'll go to Madagascar for my adventure. There are amazing animals there too and lots of dinosaur bones. Maybe I'll help an archaeologist look for a T-Rex! So, Italy, South Africa or Madagascar? Which one is the best for me? I'm not sure, but I do know that it'll *all* be exciting!

- Play the recording again, this time with the sound on, for students to check their answers to Exercise 4.

Answers

Italy	South Africa	Madagascar
learn to cook help to repair old buildings	go hiking visit a village and meet people my age	help look for dinosaur bones

- Read out the summaries.
 - Put students into pairs and ask them to choose the summary they think best fits the video.
 - Check answers.

Answer

3

Your turn

- Ask students to work alone to write down three things that young people can do on a gap year in the students' country.
 - Encourage students to think of things that are particular to their country and which young people might only be able to do there.
- Put students into small groups to compare the ideas they wrote down in Exercise 7.
 - Once students have chosen the three best ideas, ask a member of each group to report them to the class.



For homework, ask students to choose one of the countries featured in the video and plan a trip there. Students should write about where they will go, who they will go with and what they will see. At the beginning of the next lessons, students can compare the plans they have made with a partner.

Objectives

- read an article about volunteering in Goa.
- learn verbs with prepositions.
- plan a trip to work on a project in India.


Background

Goa is a state on the west coast of India. It became part of the 'hippie trail' of the 1960s and 1970s and remains a popular destination for Westerners seeking enlightenment through yoga, meditation and alternative therapies.

Warm-up

- Books closed. Write *volunteer* and *volunteering* on the board. Teach or elicit the meaning of these words and then ask if anyone has ever done any volunteering. If any students have had any experience of volunteering, ask them to briefly tell the class about what they did. If no one has done any volunteering, you could ask students to say if there are any volunteering projects that they would like to take part in.

- 1 • Ask students to open their books at page 69.
• Students look at the photos and map and say where Goa is. Do not confirm or reject students' answers at this point. They will read the text and check their answers in Exercise 2.

- 2  2:19 Ask students to read the magazine article to check their answers to Exercise 1.

Answer

Goa is in India.

- 3 • Read out the six questions.
• Ask students to read the text again.
• Put students into pairs to answer the six questions.
• Check answers. Encourage **stronger students** to give as much detail as they can in their answers.
• Read out the information in the **FACT!** box. Check that students are able to pronounce *curry* /'kʌrɪ/ and then ask students if they have ever eaten curry, which dishes they have tried, and what they thought of them.

Answers

- 1 She's working in an orphanage.
- 2 She arrived two weeks ago.
- 3 She had Hindi classes and learned about Indian culture and the project.
- 4 She helps children with English, reading and Maths. She plays games and sings songs, too.
- 5 They usually have chicken or vegetable curry with rice and chapatti.
- 6 She's going to learn how to put on a sari.

- 5 • Complete the first sentence as an example.
• Put students into pairs and ask them to complete the remaining sentences by choosing the correct preposition in each case.
• To **extend** the work on the vocabulary, you could ask students to turn to the **Vocabulary Bank** on page 113 and do the exercises for *Explore verbs with prepositions*.

Answers

1 about 2 for 3 on 4 for 5 to 6 about

Optional activity

- Ask students to work alone to write sentences about what they'd like to learn about, what they last spent a lot of money on, what they last listened to on the radio and what they dreamt about last night.
- Put students into pairs and ask them to compare the sentences they wrote.
- Ask some students to report back to the class on their partner.

Your turn

- 6 • Put students into pairs and ask them to imagine that they are going to take a year out to work on a project in India.
• Students can use the ideas in the box, or their own ideas, to write a list of the things that they will need to do before they go to India.
• Monitor while students write their lists. Help with vocabulary as necessary.
- 7 • Put students into small groups.
• Ask students to compare the lists they wrote with a partner in Exercise 6.
• With the class as a whole, discuss how important it is to make plans before you go on a trip. Find out which students like to be very organised and which are more relaxed about such things.



Set Exercise 7 on page 60 of the **Workbook** for homework.

Ask students to research India online. Encourage them to look into the culture and history of the country. Students should find three places in India that they would like to visit, e.g. this could be anything from a city to a monument. At the beginning of the next lesson students can compare their ideas with a partner.

Explore verbs with prepositions

- 4 • Ask students to look at the text again to find out which prepositions are used with the verbs *wait* and *learn*.
• Check answers.

Answers

wait for learn about

Speaking Agreeing and disagreeing



Objectives

- watch teenagers talking about what they are going to do when they leave school.
- listen to a conversation between a teenager and a reporter.
- practise agreeing and disagreeing.

Warm-up

- Books closed. Write *leaving school* on the board.
- Elicit examples of things people do when they leave school and write them on the board, e.g. *go to university, get a job, leave home*.

Real Talk: What are you going to do when you leave school?

- 1  6.3 Ask students to open their books at page 70.
- Tell students they are going to watch some teenagers answering the following question: *What are you going to do when you leave school?*
 - Refer students to items a–j.
 - Tell students that they are going to decide which of the things the students are going to do when they leave school.
 - Play the video or the recording.
 - Students work alone to complete the exercise. They can compare answers in pairs before you check answers with the class.
- 

Videoscript

Narrator: What are you going to do when you leave school?

Speaker 1: I don't know what I'm going to do yet, but I like science. Who knows? Maybe I'll cure the common cold!

Speaker 2: When I leave school, I'm going to go to university and study Chinese.

Speaker 3: I'm going to be a professional football player.

Speaker 4: When I finish school, I'm going to buy a motorcycle and ride around the world with a friend.


Speaker 5: When I leave school, I'm not going to go to university. I'm going to get a job.


Speaker 6: I'm going to be a politician. Maybe I'll even be the president one day!

Narrator: What are you going to do when you leave school?

Answers


Speaker 2 c Speaker 3 f Speaker 4 a Speaker 5 g
Speaker 6 i

- 2  Put students into pairs to ask and answer the question. Encourage them to ask additional questions and to develop a conversation.
- Ask some students to report back to the class on what their partner said.

- 3  2.20 Tell students they are going to listen to a teenager talking to a reporter.
- Read out the question.
 - Play the recording.
 - Students listen and answer the question.
 - Check answer.



Answer

She wants to interview some young people.

- 4  2.20 Refer students to the phrases in the *Useful language* box.
- Check students' understanding of the verb *suppose*, which means *to think or assume something is true without proof or knowledge*.
 - Students can work alone to complete the conversation using the phrases in the *Useful language* box.
 - Play the recording for students to check their answers.


Answers

1 Do you agree? 2 Absolutely! 3 do you think
4 Maybe, but I also think 5 I suppose you're right.
6 What's your opinion? 7 I disagree.

- 5  Ask students to work in pairs to act out the conversation in Exercise 4.
- Students can act out the conversation twice, taking a different part each time.
- 6
- Refer students to the statements.
 - To help **weaker students**, you could brainstorm ideas and put these on the board. Students could then use these ideas in their conversations.
 - Give students time to form their opinions with regard to the statements. Monitor while students write their opinions. Help with vocabulary as necessary.
- 7  Put students into pairs to practise conversations based on three ideas from Exercise 6.
- Monitor while students are practising their conversations. Check that they are using the phrases from the *Useful language* box.
 - Choose the statement you find most interesting and encourage a further debate on it with the whole class.

Optional activity

- Put students into small groups.
- Ask students to write two statements similar to the ones in Exercise 6. The statements should be related to the themes of education or leaving school or home.
- Ask one member of each group to read their statements out to the class.
- Write the statements on the board.
- Put students into pairs and ask them to choose one of the statements you wrote on the board to talk about.

 Ask students to find out what their friends plan to do after leaving school. Students should keep a record of what their friends say, which they can then share with a partner at the beginning of the next lesson.

Objectives

- read a thank you email.
- learn about verb patterns.
- write a thank you email.

Preparation

- Bring one piece of paper for each student.

Warm-up

- Books closed. Tell students about a present you received for your last birthday.
- Put students into pairs to tell one another about the best present they received for their last birthday.
- Ask some students to report back to the class on their partner.

- 1 • Ask students to open their books at page 71.
• Ask students to read Tom's email and answer the questions.
• Check answers.

Answers

He's going to Paris.

- 2 • Read out the questions.
• Give students time to read Tom's email again.
• Ask students to work in pairs to answer the question.
• Check answers.

Answers

- 1 He's writing to his grandmother. He wants to thank her.
- 2 She gave him some money.
- 3 He's going to save it for the school trip.
- 4 He promises to send his grandmother some photos from the trip.

- 3 • Read out the information in the *Useful language* box.
• Ask students to work alone to find examples of the two verb patterns in Tom's email in Exercise 1.

Answers

- 1 The teachers are **planning to take** us to Paris.
- 2 I **promise to send** you some photos from the trip!
- 3 I really **enjoy visiting** new cities so I'm very excited.
- 4 I must **finish doing** my homework before dinner.

- 4 • Read out the example.
• Put students into pairs to complete the sentences with the verbs in brackets and the correct verb pattern.
• Check answers.

Answers

2 getting up 3 to learn 4 to be 5 cooking 6 tidying



Get Writing

PLAN

- 5 • Students should do their planning in class. The writing can either be done in class or at home.
• Ask students to imagine that they have received a present from someone in their family and to think of something they are going to do with the present they have received, e.g. *My uncle gave me a new pair of trainers. I am going to wear them when I play tennis next week.*
• Tell students they are going to write an email to this family member, thanking them for the present they received.
• Refer students back to the example email in Exercise 1 and the questions in Exercise 2. Students should use this information when working alone to plan the content of their emails.

WRITE

- 6 • Tell students to use Tom's email as a model to follow.
• Give students ten minutes to complete the writing task. Students should write about 100 words.
• Monitor while students are writing. Help with grammar and vocabulary as necessary.

CHECK

- 7 • Tell students that it is very important that they check their writing in order to look for ways to improve its content, style and structure.
• Give students a few minutes to look through their emails and check them against the points here.
• Collect students' stories and mark them.
• Find good examples of each key point/section in students' thank you emails. Copy them onto separate sheets and stick the sheets onto the board in random order. Ask students to put them in order to create a model thank you letter.



Set Exercises 1, 2, 3 and 4 on page 62 and Exercises 5, 6, 7, 8, 9, 10 and 11 on page 63 of the **Workbook** for homework.



Look out!

Unit aims

I can ...

- talk about accidents and injuries.
- talk about the things I have and haven't done in my life.
- understand information about accidents and danger.
- ask and answer questions about the things I have done and say how it happened.
- react to both good and bad news.
- write an email to refuse an invitation.

Unit contents

Vocabulary	Accidents and injuries Expressions with <i>get</i> The body Compound nouns
Reading	A magazine article ▶ Danger in our food An article
Language focus	Present perfect: affirmative and negative Present perfect: questions Past simple vs. present perfect A radio interview
Listening	▶ A deadly job
Discover culture	Reacting to news
Speaking	▶ Real talk: <i>Have you ever had an accident?</i> <i>have/has</i>
Pronunciation	An email refusing an invitation
Writing	Polite language for refusing
CLIL	Science: Foodborne illness ▶ Medical myths

Background

Films such as Steven Spielberg's 1975 classic film *Jaws* and well-publicised stories in the media about **shark** attacks has led to the animals being seen as among the most dangerous in nature. In reality, shark attacks are rare.

Be curious

- Ask students to look at and describe the photo, which shows two sharks in the sea. Elicit or teach the nouns *shark* and *fin* (a *fin* is the part of the shark's body that can be seen in the picture, which it, and other sea creatures such as dolphins and whales, use to push and steer themselves through the water). Ask students to say what they know about sharks.
- You could also ask students what associations they have with these animals.
- Give students a couple of minutes to answer the three questions.
- Students can then compare answers in pairs before you check answers with the class.
- Refer students to the unit's title and explain that the imperative *look out* is used to warn someone who is in imminent danger. It means *be aware and take notice*.
- Tell students that the themes of Unit 7 are accidents and dangerous situations.

Suggested answers

- Many big animals can be dangerous, for example lions, tigers, rhinos and elephants. Small animals like spiders and insects can hurt you, too.
- My uncle was in a car accident. It looked serious, but he wasn't badly hurt.
- The stairs in my house are dangerous. You have to be really careful when you go up and down.

CEFR

SKILL AREA	GOAL	EXERCISE
Listening	UNDERSTANDING INTERACTION	1–4 p82
	LISTENING TO MEDIA AND RECORDINGS	1–3 p78 1–4 p80
Reading	READING CORRESPONDENCE	1–2 p83
	READING FOR INFORMATION AND ARGUMENT	1–3 p76 1–3 p81
Speaking	CONVERSATION	6 p82
	INFORMAL DISCUSSION (WITH FRIENDS)	5–6 p80
	INFORMATION EXCHANGE	6 p78 8 p79
Writing	CORRESPONDENCE	4–6 p83
	CREATIVE WRITING	3–4 p75 6–7 p76 5–7 p77 5 p78 6–7 p81
Communicative language competence	VOCABULARY RANGE	1–2 p75 4–5 p76 4–5 p78
	GRAMMATICAL ACCURACY	1–7 p77 1–8 p79
	PHONOLOGICAL CONTROL	1 p75 4 p78 5 p82
Communication strategies	IDENTIFYING CUES AND INFERRING	4–5 p76 4–5 p81

Objectives

- learn vocabulary for accidents and injuries.
- write and talk about accidents and injuries.

Warm-up

- Books closed. Write the nouns *accident* and *injury* on the board. Explain that an *accident* is an unfortunate event, such as a car crash, which often occurs unexpectedly, and which results in an *injury*, e.g. *Maria broke her arm in a car crash*.
- Model the pronunciation of *accident* /'æksɪd(ə)nt/ and *injury* /'ɪndʒ(ə)rɪ/ and ask students to repeat the words after you.

1



Ask students to open their books at page 75.

- Put students into pairs to match the words and phrases in the box with the pictures. You could turn this into a game by asking pairs to compete to be the first to complete the matching exercise correctly.
- **Weaker students** can look up the meanings of the verbs in a dictionary.
- If you have the *Presentation Plus* software, put the pictures on the board and ask students to come up to the board to match the words with the pictures.
- Play the recording.
- Students listen to it, check their answers and repeat the words.
- Given that students might confuse the past simple verbs *felt* and *fell*, point out that *felt* is the past simple of *feel* whereas *fell* is the past simple of *fall*. E.g. *I felt terrible after my football team lost the final of the Champions League. Last week my sister fell off her bike and broke her leg.*

Answers

- a crash your car b bang your head c trap your finger
d hurt your back e break your leg f cut your finger
g fall off your bike h burn your hand
i trip over the dog j slip on ice

Optional activity

- Put students into pairs (A and B).
- Student A covers the word box in Exercise 1 and points to one of the pictures.
- Student B says the appropriate phrase.
- Students swap roles and continue in this way until all the vocabulary has been used.

Game

- Play *The mime game* to practise the vocabulary for accidents and injuries.
- See **Games Bank** on pages 28–29.

2

- Read out the example sentence.
- Ask students to work alone to complete the remaining sentences with the phrases in Exercise 1 in the correct form.
- Students can compare answers in pairs before you check answers with the class.

Answers

- 2 cut ... finger 3 burn ... hand 4 hurt ... back
5 broke ... leg 6 bang ... head

Optional activity

- Ask students to write a follow-up sentence for each of the items in Exercise 2. E.g. in item 1 they could write *She paid £250,000 for it.*
- Collect and check students' sentences.

Your turn

3

- Ask a student to read out the example sentences.
- Give students time to write sentences about the last time they experienced any of the accidents and injuries from Exercise 1.
- Monitor and help with vocabulary as necessary.
- Encourage **stronger students** to write full sentences in their answers. **Weaker students** can write in note form if they find that easier.

4

- Put students into pairs to compare the sentences they wrote in Exercise 3.
- Ask some students to report their partner's answers to the class.
- To extend the work on the vocabulary, you could ask students to turn to the **Vocabulary Bank** on page 114 and do the exercises for *Accidents and injuries*.

Optional activity

- Put students into small groups.
- Ask students to use the vocabulary from Exercise 1 to write a short story about or a description of an accident-prone person (*accident-prone* is an adjective to describe someone who tends to be involved in more accidents than most people).
- Students take it in turns to read out their stories to the class.



Set Exercises 1, 2, 3, 4 and 5 on page 67 of the *Workbook* for homework.


Reading A magazine article

Objectives

- read an article about a man who has had lots of accidents.
- learn expressions with *get*.
- write true and false sentences with expressions with *get*.

Warm-up

- Books closed. Write the following idiom on the board: *an accident waiting to happen*.
- Explain that this is a common idiom and that it refers to a dangerous situation in which an accident is very likely to occur, e.g. if a wheel is not properly secured on a car, then the wheel may come off, which will more than likely cause a crash.

- 1 • Ask students to open their books at page 76.
• Ask students to look at the photo of Mick as well as the other photos. Elicit the names of the animals and objects shown in Exercise 1 (*horse, cat, stairs, hammer, tractor and potatoes*).
• Read out the question and then put students into pairs to answer it.
• Elicit students' ideas, but neither confirm nor reject them at this point. Students will check their ideas in Exercise 2.
- 2  Ask students to read the magazine quickly to check the ideas they came up with in Exercise 1.
• You could then ask students if they know of anyone who is as unlucky or as accident-prone as Mick Wilary. Students could briefly tell the class something about this person.

Answer

Mick Wilary has had injuries and accidents involving all these things.

- 3 • Ask students to read the magazine article again. Then ask them to work alone to do the true/false exercise.
• Students can compare answers in pairs before you check answers with the class.
• Read out the information in the **FACT!** box. Ask students to say how it might be possible to avoid slipping on or tripping over something, e.g. wear comfortable shoes, look where you are going, pay attention to what is in front and around you, walk more slowly.

Answers

- 1 F (he has broken fifteen different bones over the last 30 years)
- 2 T
- 3 T
- 4 T
- 5 F (he has never complained or got angry)

Optional activity

- Put students into pairs (A and B).
- Student A says a sentence about the magazine article, e.g. *When he was a boy, Mick fell off a cow*.
- Student B says if this sentence is true or false, correcting the sentence if they believe it to be false.
- Students then swap roles and continue in this way until each student has said at least three sentences about the magazine article.



Explore expressions with get

- 4 • Ask students to find three expressions with *get* in the article. They should then look at the context of the expressions and say what the meaning of *get* is.
• Check answers.

Answers

get hurt get angry get better
It means *become*.

- 5 • Read out the example.
• Put students into pairs to complete the remaining sentences with *get* and one of the words in the box.
• Check answers.
• To extend the work on the vocabulary, you could ask students to turn to the **Vocabulary Bank** on page 114 and do the exercises for *Explore expressions with get*.

Answers


2 get married 3 get injured 4 get sick 5 get worried
6 get better

Your turn

- 6 • Read out the example sentence. Check students' understanding of *run away*, which means to *escape from a person*.
• Give students time to write three sentences using *get* and the words in the box. Make sure that students understand that some of the sentences should be true, and some false. Monitor while students write their sentences. Help as necessary.
- 7 • Put students into pairs to read out the sentences they wrote in Exercise 6.
• Ask some students to tell the class whether they guessed which of their partner's sentences were false.

You can show this video as either a lead-in or a follow-up to the Language focus 1 lesson.



-  Ask: *What is food poisoning?* Elicit the answer and then read out the information about the video.
- Play the video.
- Students watch it and answer the three questions.
- Check answers.
- Then find out if any students have been the victims of food poisoning.
- See page 128 for further activities you can do with this video.

Answers

- It's a very dangerous type of bacteria.
- You can find it in food and water.
- They all ate ready-made cookie dough.



Set Exercise 6 on page 68 and Exercises 1, 2, 3 and 4 on page 71 of the **Workbook** for homework.

Language focus 1 Present perfect: affirmative and negative

Objectives

- learn the present perfect (affirmative and negative).
- learn the distinction between *been* and *gone*.
- write and talk about things I have and haven't done in my life.

Warm-up

- Books closed. Write the following sentences on the board:
I have had an accident.
She has broken two bones.
- Tell students that these sentences are in the present perfect tense.
- Ask: *Are these sentences about the past, present or future?*
- Elicit the fact that the present perfect is used to talk about the past.

- Ask students to open their books at page 77.
 - Tell students that the example sentences in the table are from the text on page 76.
 - Ask students to copy and complete the sentences.
 - Check answers.
 - For further information and additional exercises, students can turn to page 106 of the **Grammar reference** section.


Answers

	I / we / you / they	he / she / it
+	I've had more than 30 serious injuries.	He has broken fifteen different bones.
-	I haven't stopped working on the farm.	He hasn't only had accidents with machines.

- Write a series of common verbs on the board, e.g. *go, do, see, be, write, read, play, fly, eat, drink, swim*. Elicit the past participle forms of these verbs and write them on the board.
 - Complete the first sentence as an example.
 - Ask students to work alone to complete the remaining sentences by choosing the correct verb form in each case.
 - Check answers.
 - To **extend** this activity, ask students to tell their partner which of the sentences in Exercise 2 are true for them.

Answers

- 1 have eaten 2 has seen 3 haven't swum
4 haven't broken 5 have flown 6 hasn't hurt

-  2.25 Read out the information in the **Get it right!** box. Ask students to translate *been* and *gone* into their language and say if there is a similar distinction in meaning.
 - Read out the example and then check students' understanding of *never*, which means *not ever* or *not once*. Point out that *I've never done* has a similar meaning to *I haven't done*, e.g. *I've never been to Iceland*.
 - Ask students to work alone to complete the sentences in the present perfect with the words in brackets.
 - Play the recording to check answers.
 - To **extend** this, put students into pairs to practise reading the completed conversations.

Answers

- 2 've sung 3 've played 4 has had 5 hasn't broken
6 has broken 7 've never met 8 've played
9 've never been 10 've been

- Put students into pairs to write sentences using the words.
 - Check answers.

Answers

- 1 I haven't been to hospital.
- 2 My parents have visited 20 countries.
- 3 London has had the Olympic Games three times.
- 4 Patrick hasn't read many books.
- 5 Anna has lived in the USA.
- 6 You haven't met my cousin Sam.

Your turn

- Read out the example sentence.
 - Tell the class about your own experiences using the words in the box. Make some of your sentences true and some false. Ask students to say which are true and which false.
 - Ask students to work alone to write sentences about what they have and haven't done in their life.
 - Monitor while students write their sentences. Help as necessary.
- Read out the example conversation.
 - Put students into pairs to compare the sentences they wrote in Exercise 5.
 - Ask some students to tell the class whether they and their partner have done any of the same activities.
- Ask students to write five sentences about their partner based on the conversations they had in Exercise 6.



Set Exercises 1, 2, 3, 4 and 5 on page 68 of the **Workbook** for homework.

Listening and Vocabulary


Objectives

- listen to a radio interview about accidents in the home.
- learn words for parts of the body.
- write and talk about parts of the body I have injured.

A radio interview

Warm-up

- Books closed. Brainstorm rooms in the house.
- Ask students which room they think most accidents happen in.

- 1 • Ask students to open their books at page 78.
• Students look at the photos and answer the question.
- 2  2:24 Tell students they are going to listen to an interview with a Health and Safety expert.
 - Play the recording.
 - Students listen and check the ideas they came up with in Exercise 1.

Audioscript

Presenter: This year more than two million people in the country have had a serious accident at home. Today I'm talking to Angela Headley, a Health and Safety expert. She's written a book about safety at home. So, Angela, what is the most dangerous room in the house?

Angela: Well, this year more accidents have happened in the living room than anywhere else, but I don't think the living room is more dangerous than other rooms. I think we need to be most careful in the kitchen.

Presenter: Yes, and especially when I'm cooking!

Angela: Ha, ha. Seriously, have you ever had an accident in the kitchen?

Presenter: Yes, I have. I've cut my fingers a few times, and I've burnt my hand with very hot water. It's usually safer if I don't do the cooking.

Angela: Well, over 100,000 people go to hospital every year because they've got burned. And thousands of people cut themselves with a knife or an open tin can.

Presenter: So be careful when you're cutting and cooking. Let's talk about the bathroom.

Angela: Many people slip in the shower or bath and break a leg or an arm, especially when they get old. And you must never leave a child alone in or near water.

Presenter: That's very important. What else?

Angela: Well, if you've got stairs in your home, accidents can often happen there. The most common accidents at home are slips, trips and falls. And more of these accidents have happened on the stairs than anywhere else this year.

Presenter: One last question, have you had any trips or falls at home this year?

Angela: No, I haven't but my husband isn't very careful.

Presenter: Oh. Has he had any accidents this year?

Angela: Yes, he has. He fell off a chair last week when he was cleaning the windows.

Presenter: Ouch!

Suggested answers

In the kitchen, people often get burnt and cut themselves.
In the bathroom, people often slip in the shower or the bath and they break a leg or an arm.
On the stairs, people often slip, trip and fall.

- 3  2:24 Play the recording again.

- Students decide which of the sentences are true and which false. Students should correct the false sentences.
- Check answers.


Answers

- 1 T
- 2 F (This year more accidents have happened in the living room, but she doesn't think it's a very dangerous place.)
- 3 F (He's cut his fingers and he's burnt his hand.)
- 4 T
- 5 F (The most common accidents at home are slips, trips and falls.)
- 6 F (He fell off his chair.)

Optional activity

- Put students into small groups to design a *Be Safe At Home* guide.
- Students should write specific advice for people to follow, e.g. *Be careful with sharp knives!*
- Students can present their guides to the class.

The body

- 4  2:25 Put students into pairs to match the parts of the body with the words in the box.
 - Play the recording for students to listen, check their answers and repeat the words.

Answers

a shoulder b neck c chest d back e wrist
f knee g ankle h elbow

Language note

Possessive adjectives rather than definite articles are normally used when referring to parts of our own body, e.g. *I've hurt my knee* not ~~*I've hurt the knee.*~~

Your turn

- 5 • Give students time to write sentences about parts of their body they have injured using the words in the box or ideas of their own.
- 6 • Put students into pairs to guess the injuries their partner has had.
 - Ask some students to report back to the class on the injuries their partner has had.
 - To **extend** the work on the vocabulary, you could ask students to turn to the **Vocabulary Bank** on page 114 and do the exercises for *The body*.



Set Exercises 1, 2, 3 and 4 on page 69 of the **Workbook** for homework.

Language focus 2 Present perfect: questions

Objectives

- learn present perfect questions.
- learn the difference between the past simple and the present perfect.
- ask and answer questions in the present perfect.

Warm-up

- Books closed. Write *He's been to New York* on the board.
- Ask: *Can you make a question out of the sentence on the board?*
Elicit or introduce the question: *Has he been to New York?*

- Ask students to open their books at page 79.
 - Tell students that the example sentences are from the listening on page 78. Ask them to copy the sentences and complete them with *have*, *haven't*, *has* or *hasn't*.
 - Check answers.
 - For further information and additional exercises, students can turn to page 106 of the **Grammar reference** section.

Answers

	I / we / you / they	he / she / it
Wh-?	Where have most accidents happened ?	What has he injured ?
Y/N?	Have you ever had an accident in the kitchen?	Has he had any accidents this year?
Short answers	Yes, I have . No, I haven't .	Yes, he has . No, he hasn't .

- Read out the example.
 - Ask students to work alone to write questions with the correct form of the present perfect and *ever*. Check students' understanding of *ever*, which means *at any time*.
 - Check answers.

Answers

- Have your parents ever lived in another city?
- Has your best friend ever been to another country?
- Have you ever slipped on anything?
- Has your dad ever won a competition?
- Have you ever watched an important sports match in a stadium?

your turn

- Put students into pairs to ask and answer the questions in Exercise 2.
 - Tell students to respond to the questions by using short answers, e.g. *Yes, I have* / *No, I haven't*. If a student answers *Yes, I have*, their partner can ask them further questions. Point out that these additional questions will need to be in the past simple as the conversation will then be about definite rather than indefinite time.
 - Ask some students to tell the class something they found out about their partner.

Past simple vs. present perfect

- Refer students to the example sentences.
 - Put students into pairs to copy and complete the rules.
 - Check answers.
 - For further information and additional exercises, students can turn to page 106 of the **Grammar reference** section.

Answers

present perfect	I've cut my fingers a few times, and I've burnt my hand with boiling water.
past simple	He fell off a chair last week.

We use the **past simple** to say when something happened. We use words like *last week*, *yesterday*, *two weeks ago*.

We use the **present perfect** if we don't know when something happened or it's not important when something happened. We use words like *ever*, *never*, *in the last ten years*, *in my life*, etc.

Say it right!

have/has

- Tell students that *have* and *has* are usually used in their contracted forms in informal English.
 - Play the recording for students to listen and decide which sentence they hear.

Answers

1 a 2 b 3 a

- Play the recording for students to listen, check their answer and repeat the sentences.

- Complete the first sentence with the class as an example.
 - Ask students to work alone to choose the correct words in the remaining sentences.
 - Check answers.

Answers

- 's stopped 2 haven't tried 3 read 4 did you start 5 Have you ever had 6 finished

- Refer students to the photo and ask them to describe it.
 - Put students into pairs to complete the text with the present perfect or past simple form of the verbs in brackets.
 - Play the recording for students to check their answers.

Answers

- have climbed 2 started 3 've never had 4 have travelled 5 've seen 6 went 7 've never climbed

Your turn

- Read out the example question.
 - Give students time to write questions with the present perfect and *ever*.
- Read out the example question and answer.
 - Put students into pairs to ask and answer the questions they wrote in Exercise 7.



Set Exercises 1, 2, 3 and 4 on page 70 of the **Workbook** for homework.



Discover Culture

A deadly job

Objectives

- watch a video about snake catchers in Australia.
- talk about dangerous jobs.

Warm-up

- Books closed. Write *dangerous animals* on the board. Elicit examples of dangerous animals, e.g. the polar bear or African lion.
- Then ask students if they can think of any jobs that involve working with dangerous animals, e.g. zookeeper.

- 1 • Ask students to open their books at page 80 and look at the photos.
• If you have the *Presentation Plus* software, put the photos up on the interactive whiteboard.
• Put students into pairs to answer the questions. Do not confirm or reject ideas at this stage. Students will check their ideas in Exercise 2.

- 2 Play the video for students to check their answers to Exercise 1.
• Students can then work in pairs to answer the two questions.
• Check answers.

Videoscript

Narrator: Australia has got many incredible animals like kangaroos and, of course, koalas. But some are really dangerous animals, like this crocodile. Or this animal – the funnel web spider. It's small – but toxic. And the taipan snake. It's the deadliest snake in the world. People have died in 45 minutes from one snake bite! Here, in Adelaide, on the south coast of Australia, snakes are a big problem for the people who live there. In particular, the brown snake. Brown snakes – like these here – are the second most dangerous snakes in the world. They have killed more people in Australia than any other kind of snake.

So, where do these snakes like to live? In people's homes! There's plenty of food for them there. That's bad for most people – but good for these people. Their job is to catch snakes. They've got a business called Snake-Away. They help the local people to live more safely in their homes by removing the snakes. They've just received a call ...

Ian: Hi, it's Ian from Snake-Away.

Woman: Oh, thank you!

Ian: You've a problem with a snake?

Woman: Yeah.

Ian: Yeah, OK.

Narrator: The woman has heard sounds in her cupboard.

Mike: That is NOT Cool, man. NOT COOL.

Narrator: They must be very careful. These snakes are fast – and this one is really angry. He must catch the snake by its head and hold it, so it can't bite him and then put it in a bag.

Mike: Ah! I don't know where its head is!

Ian: Slowly! Slowly!

Narrator: This has been a great success! And now, they must take the snake to the countryside. In Australia, you can't kill snakes – it's against the law. So people must learn to live with them. Are there snakes in your country? Have you ever seen one?

Answers to Exercise 1

- 1 the taipan snake 2 in 45 minutes 3 both

Answers to Exercise 2

Other animals: kangaroos, koala, crocodile, spider.
The crocodile and the spider are dangerous.

- 3 • Check students' understanding of the verb *yawn* (which is the involuntary opening of the mouth due to boredom or tiredness). Also make sure that students can pronounce the verb /jɔ:n/.
• Put students into pairs to match the animals with the actions.
- 4 Play the recording for students to check their answers to Exercise 3.
• Play the recording again for students to choose the best options to complete the sentences.
• Check answers.

Answers to Exercise 3

- 1 e 2 a 3 c 4 d 5 b

Answers to Exercise 4

- 1 Adelaide 2 for food 3 bag 4 head
5 against the law

Your turn

- 5 • Read out the example sentence and check students know each of the jobs in the box. You could discuss what each job involves to give students some ideas for the writing of their sentences.
• Give students time to write about whether or not they would like to do each of the jobs.
- 6 • Put students into small groups to compare the sentences they wrote in Exercise 5 and find out if they agree with each other.

Optional activity

- Ask students to work alone to make a list of the animals they would least like to find in their house.
- Once students have made the lists, put students into pairs to compare them.



For homework, ask students to find out about a dangerous animal. Brainstorm the kind of information students could look for, e.g. its habitat and size, what it eats, what makes it so dangerous. Students can present what they find out to a partner in the next lesson.

Objectives

- read an article about tigers in Bangladesh.
- learn compound nouns.
- talk about dangerous animals in my country.


Background

Bangladesh is a country in south Asia. Once a part of the Indian Raj, the name given to British rule in India, it became an independent state in 1971. **The Sundarbans** is an area in Bangladesh, known for its large mangrove forest.

Warm-up

- Books closed. Write *big cats* on the board. Elicit or explain that the phrase refers to the larger members of the cat family. Elicit examples, e.g. *lion, tiger, leopard, jaguar*.
- Find out if any students have seen big cats in the wild or in zoos.

1. Ask students to open their books at page 81.
Put students into pairs to look at the photo and answer the questions.
Do not confirm or reject students' ideas at this point. Students will check their answers in Exercise 2.

2.  Ask students to read the text to check their answers to Exercise 1.

Answers

- 1 In forests. 2 Bangladesh 3 Because they can kill people.

3. Give students time to read through the text again.
Students then work alone to answer the questions. Encourage **stronger students** to offer as much detail as they can in response to the questions.
Ask students to compare their answers in pairs before you check answers with the whole class.
Read out the information about tigers in the **FACT!** box. Tell students that when there are so few animals left in a particular species that species is said to be *endangered* /ɪnˈdɛndʒəd/, which means that it could become *extinct* /ɪkˈstɪŋkt/, i.e. disappear altogether.

Answers

- 1 They fish, hunt and look for honey and firewood.
- 2 Because the forests are home to lots of wild animals.
- 3 They killed about 50 people.
- 4 It's teaching them how to live and work close to tigers.
- 5 You should look at it and make lots of noise.
- 6 The people sing songs about tigers and tell stories about tiger gods.

Optional activity

- Put students into pairs.
- Ask students to read the tiger facts on the following website: <http://www.ngkids.co.uk/did-you-know/10-tiger-facts>
- Discuss the facts with the class. Find out which facts surprised the students and which ones they were most interested in.

Explore compound nouns

4. Tell students that a compound noun is formed from two words, which can either be separated (e.g. *charity workers*) or joined (e.g. *wildlife*).
Ask students to look at the compound nouns in the article, which are picked out in bold.
Put students into pairs and ask them to use the context to work out the meaning of each of the compound nouns. Pair **stronger** and **weaker students** for this task.
Ask students to share their definitions of the compound nouns with the class. Do not confirm or reject students' ideas at this point. Students will read definitions of the compound nouns in Exercise 5.

5. Read out the words in the box.
Ask students to work in pairs to match the words with the definitions.
Check answers.
To **extend** the work on the vocabulary, you could ask students to turn to the **Vocabulary Bank** on page 114 and do the exercises for *Explore compound nouns*.

Answers

- 1 firewood 2 fishing boat 3 charity worker
4 forest floor 5 wildlife

Optional activity

- Ask students to work in small groups.
- Students should think of three ways that the tigers of the Sundarbans region of Bangladesh can be protected.
- Ask one member of each group to share their group's ideas with the class.

Your turn

6. Read out the questions.
Ask students to work alone to answer the questions. Students can research the answer to the first question on their smartphones.
7. Put students into small groups to compare the answers they gave to the questions in Exercise 6.
Ask some students to tell the class about a bad experience their partner may have had with an animal.



Set Exercises 5 and 6 on page 70 of the **Workbook** for homework.

Ask students to find out more about the Sundarbans region. Students should research the geography, climate, people and culture of the region. Students can share what they find out with a partner at the beginning of the next lesson.

Speaking Reacting to news


Objectives

- watch teenagers talking about whether they have ever had an accident.
- listen to two people talking about their news.
- practise reacting to news.

Warm-up

- Books closed. Tell students if you have ever had an accident. Briefly explain how and where it happened, and what the consequences were for you.

Real Talk: Have you ever had an accident?

- 1**  **7.3** Ask students to open their books at page 82.
- Tell students they are going to watch some teenagers answering the following question: *Have you ever had an accident?*
 - Refer students to the table.
 - Tell students they are going to complete the table with the information they hear in the video.
 - Play the video.
 - Students work alone to complete the exercise. They can compare answers in pairs before you check answers with the class.





Videoscript

Narrator: Have you ever had an accident?
Speaker 1: I've never broken any bones, but I fell out of a tree and sprained my ankle when I was five.
Speaker 2: Yes, I've broken my leg twice, but I can still run faster than all my friends!
Speaker 3: I've never had a serious accident, but I cut my hand on a broken glass last week and it still hurts.
Speaker 4: No I haven't. I'm always careful – or lucky!
Speaker 5: Yes, I've sprained my wrist a lot of times playing volleyball.
Speaker 6: Yes, I have. I was playing in the kitchen and I burned my hand on the stove.
Narrator: Have you ever had an accident?


Answers

Speaker 2	Speaker 3	Speaker 4	Speaker 5	Speaker 6
Yes	Yes	No	Yes	Yes
my leg	my hand		my wrist	my hand

- 2**  Put students into pairs to ask and answer the question. Encourage students to ask additional questions to develop a conversation, e.g. *Where did it happen? How did it happen? Who were you with? How did you feel? What happened afterwards?*
- Ask some students to report back to the class on what their partner said.
- 3**  **2.12** Tell students they are going to listen to Holly talking to Theo.
- Read out the question.
 - Play the recording.
 - Students listen and answer the question.
 - Check answer.



Answer

Holly

- 4**  **2.12** Refer students to the phrases in the *Useful language* box.
- Check students' understanding of the language.
 - Explain that the phrase *What have you been up to?* is an informal way of asking the question *What have you done recently?*
 - You could also explain that phrases such as *Oh no!* and *What a shame!* tend to be delivered emphatically so as to emphasise the speaker's emotional involvement with whatever it is that they have heard.
 - Students can work alone to complete the conversation using the phrases in the *Useful language* box.
 - Ask **stronger students** to try to complete the gaps in the conversation without looking back at the phrases in the *Useful language* box.
 - Play the recording for students to check their answers.

Answers

1 How is it going? **2** I've **3** That's fantastic!
4 What have you been up to? **5** Oh no!
6 What a shame! **7** I'm sorry to hear that.
8 How amazing!

- 5**  Ask students to work in pairs to act out the conversation in Exercise 4.
- Students can act out the conversation twice, taking a different part each time.
- 6**  Point out that each photo in the exercise is accompanied by three situations, good ones alongside the first photo, bad ones alongside the second.
- Put students in pairs and ask them to use these situations to practise conversations in which they tell each other good and bad news.
 - Monitor while students are practising their conversations. Check that they are using the phrases from the *Useful language* box.

Optional activity

- Put students into groups of three.
- One student uses their smartphone to record the other two having a conversation in which there is an exchange of news, either good or bad.
- The students then watch the video back and check on their use of the phrases in the *Useful language* box.
- Another student then records a conversation and students continue in this way until each student in the group has both done a roleplay and recorded one.



For homework, ask students to find out from friends and family members the best news they have had recently. At the beginning of the next lesson, students can share what they find out with a partner.



Writing An email refusing an invitation

Objectives

- read an email refusing an invitation.
- learn about the use of polite language for refusing.
- write an email refusing an invitation.

Warm-up

- Books closed. Ask students how they usually invite friends to special occasions, e.g. by email, by calling them, by texting them, by talking to them face-to-face.
- Elicit or teach the verbs *accept* and *reject*, both of which are used with the noun *invitation*.

- Ask students to open their books at page 83.
 - Ask students to look at the photo, read Gemma's email and answer the question.
 - Check the answer.
 - You could then teach the noun *crutches*, which Gemma can be seen in the photo having to use to get about and explain that it is used in the phrase *to be on crutches*.

Answer

To tell him she can't come on the trip to the amusement park.

- Give students time to read Gemma's email again.
 - Ask students to work in pairs to answer the four questions.
 - Check answers. Encourage **stronger students** to give as much information as they can when offering answers to the questions.

Answers

- 1 To the amusement park.
- 2 Because she's had an accident.
- 3 She has to rest for the next eight weeks.
- 4 She has invited Ted to come round for lunch on Sunday.

Optional activity

- Put students into small groups.
- Ask students to write a list of the least convincing reasons people might give for refusing an invitation.
- Ask one member of each group to report their ideas to the class.
- You could then ask if any students have friends who are always refusing invitations.

- Read out the information about polite language for refusing in the *Useful language* box.
 - Put students into pairs to add the phrases in the box to the *Useful language*.
 - Check answers.

Answers

- 1 Sorry for not telling you before.
- 2 I would love to go but I can't.
- 3 How about another day?
- 4 Enjoy yourselves!



Get Writing

PLAN

- Students should do their planning in class. The writing can either be done in class or at home.
 - Ask students to read the email from their friend. Ask: *What is Lisa inviting you to?* (Answer: her birthday party).
 - Tell students they are going to write an email refusing this invitation.
 - Refer students back to the example email in Exercise 1 and the questions in Exercise 2. Students should use this information when working alone to plan the content of their emails.

WRITE

- Tell students to use Gemma's email as a model to follow.
 - Give students ten minutes to complete the writing task. Students should write about 100 words.
 - Monitor while students are writing. Help with grammar and vocabulary as necessary.
 - Encourage students to produce at least two drafts of their email. If students are doing this at home, ask them to write their emails on their computers rather than in their notebooks as it will allow them to change the text more easily.

CHECK

- Tell students that it is very important that they check their writing in order to look for ways to improve its content, style and structure.
 - Give students a few minutes to look through their emails and check them against the points here.
 - Collect students' emails and mark them.
 - Use students' written work as a means of finding common errors. You can then use these as a basis for revision in the next lesson (but do not refer to who made the mistake.) Also remember to share good sentences from students' work with the rest of the class.



Set Exercises 1, 2, 3, 4 and 5 on page 72 and Exercises 6, 7, 8, 9 and 10 on page 73 of the **Workbook** for homework.

Ask students to write a response from Lisa to the email in which you refused her invitation. Encourage students to use some of the language from the *Useful language* box on page 82, e.g. *What a shame!*, *Oh no!*, *I'm sorry to hear that*. Collect and check students' work at the beginning of the next lesson.



Having fun!

Unit aims

I can ...

- talk about my free-time activities.
- talk about people, things and places without repeating the same words.
- understand information about how people have fun around the world.
- talk about things which are too big, small, cold, etc. or not big, small, cold, etc. enough.
- make suggestions and respond to them.
- write an email invitation to a friend.

Unit contents

Vocabulary	Free time activities Expressions with <i>have</i> Adjectives of feeling Making nouns from verbs
Reading	An online forum ▶ A New York City food tour
Language focus	An article <i>one/ones</i> Indefinite pronouns <i>too + adjective</i> <i>(not) adjective + enough</i>
Listening	A radio interview
Discover Culture	▶ Punkin Chunkin!
Speaking	Suggesting and responding ▶ Real talk: <i>How do you celebrate your birthday?</i>
Pronunciation	Word stress
Writing	An email invitation to a friend Referencing words
CLIL	Geography: Functional zones ▶ An ancient answer

Background

The modern **rollercoaster** was invented by an American inventor and businessman called LaMarcus Adna Thompson. Known as a *Switchback Railway*, it opened at Coney Island in New York in 1884.

Be curious

- Books closed. Write *theme park* on the board. Check that students understand that this is a park with lots of rides which has a particular theme or setting, e.g. Disneyworld in Florida.
- Find out which theme parks they have been to and what they thought of them.
- Ask students to open their books at page 84.
- Elicit sentences to describe the photo, which shows people going round the loop of a rollercoaster. Find out who enjoys going on rollercoasters and who dislikes them. Also find out why students hold their opinions.
- Give students a couple of minutes to answer the three questions.
- Students can then compare their answers in pairs before you check answers with the class.
- Tell students that the theme of Unit 8 is the different ways that people enjoy themselves.

Suggested answers

- I think that they are excited about the ride, but they must be scared, too.
- I usually hang out with my friends after school or at the weekend. We often meet at home and play video games. Sometimes we go to the cinema.
- The best day out I've ever had is my last birthday. My parents took me and my sister to a theme park. I got great presents, too.

CEFR

SKILL AREA	GOAL	EXERCISE
Listening	UNDERSTANDING INTERACTION	1–4 p92
	LISTENING TO MEDIA AND RECORDINGS	1–3 p88 1–5 p90
Reading	READING CORRESPONDENCE	1–2 p93
	READING FOR INFORMATION AND ARGUMENT	1–3 p86 1–2 p91
Speaking	INFORMATION EXCHANGE	3–4 p85 6 p88 2 p92
Writing	CORRESPONDENCE	5–7 p93
	CREATIVE WRITING	6–7 p86 5 p88 6–7 p90 5–6 p91
Communicative language competence	VOCABULARY RANGE	1 p85 4–5 p86 4–6 p88 2–4 p93
	GRAMMATICAL ACCURACY	2 p85 1–6 p87 1–8 p89 4 p91
	PHONOLOGICAL CONTROL	1 p85 4 p88 5–6 p92
	SOCIOLINGUISTIC APPROPRIATENESS	2–6 p83
Communication strategies	IDENTIFYING CUES AND INFERRING	4–5 p86 3 p91 25 3–4 p93

Vocabulary Free time activities

Objectives

- learn phrases for free time activities.
- talk about the free time activities that I enjoy doing.

Warm-up

- Books closed. Write *free time activities* on the board.
- Put students into small groups. Ask students to brainstorm as many different free time activities in their groups as they can.
- You can make this competitive by telling students that the group which comes up with the most activities wins.

1



2.30

Ask students to open their books at page 85.

- Put students into pairs to match the pictures with the words in the box.
- If you have the *Presentation Plus* software, put the photos on the board and ask students to come up to the board to do the matching exercise.
- Play the recording for students to check their answers and repeat the words.
- To **extend** this exercise, ask students to order the free time activities in the box in Exercise 1 from most to least favourite. Students can then compare the order of activities with a partner.

Answers

a meet friends b have a party c play computer games
d draw pictures e use the Internet f watch films
g read books or magazines h take photos
i play an instrument j spend time with your family

Optional activity

- Put students into pairs (A and B).
- Student A points to one of the pictures on page 85.
- Student B says which free time activity the picture shows.
- Students then swap roles and continue until all of the free time activities have been referred to.

2

- Refer students to the eight incomplete questions.
- Complete the first question as an example and then write the completed question on the board.
- Ask students to work alone to complete the questions with the correct form of verbs in Exercise 1. Monitor while students do this. Help as necessary.
- Check answers.

Fast finishers

Students can write additional questions about free time activities, which they can then ask each other in Exercise 4.

Answers

1 play 2 have 3 read 4 spend 5 use 6 play
7 meet 8 take

Game

- Play *Pictionary* to practise the phrases for free time activities.
- See **Games Bank** on pages 28–29.

Optional activity

- Put students into pairs.
- Ask students to read the following adverts for things to do when going out: <http://learnenglishteenso.org.uk/skills/reading-skills-practice/going-out>
- Students can then complete the comprehension exercises.

Your turn

3

- Read out the example sentence.
- Ask students to work alone to write answers to the questions in Exercise 2.
- Encourage **stronger students** to write as much as they can in response to each of the questions.

Language note

The indefinite article *an* is used in the phrase *play an instrument*, but when we talk about a particular instrument, we use the definite article *the* – e.g. *play the guitar*. This means that the question *Do you play an instrument?* might be answered with the sentence *Yes, I play the piano*.

4

- Read out the example question and answer.
- Put students into groups to ask and answer the questions. Encourage students to ask additional questions related to free time activities.
- Ask one student from each group to report back to the class.
- To **extend** the work on the vocabulary, you could ask students to turn to the **Vocabulary bank** on page 115 and do the exercises for *Free time activities*.

Optional activity

- Students can take it in turns to ask you the questions about free time activities from Exercise 2.
- Encourage students to ask you additional questions as appropriate.



Set Exercises 1, 2, 3 and 4 on page 77 of the **Workbook** for homework.

Ask students to do a survey among their friends and family members to find out which of the free time activities on page 85 are the most and least favourite. At the beginning of the next lesson, students can compare their results in pairs.

Reading An online forum

Objectives


- read an online forum about a long weekend.
- learn expressions with *have*.
- talk about what people can do in my town on a long weekend.

Background

A long weekend is the phrase used to describe a weekend in which either the Friday or the Monday is a public holiday. Long weekends in the UK are associated with what are known as *bank holidays*, that is, a public holiday which is so named due to the banks being legally obliged to close on those days.

Warm-up

- Books closed. Ask: *Do you go out with your friends or family on public holidays? Where do you go and what do you do?*
- Elicit students' ideas and write them on the board, e.g. *meet friends in a café, have a picnic, go for a walk, visit relatives or do activities*.

- 1 • Ask students to open their books at page 86.
• Ask students to look at and describe the photos. Help **weaker students** with this by eliciting or teaching the following vocabulary: *open-air swimming pool, concert, museum, exhibition*.
• Read out the questions.
• Put students into pairs to ask and answer them.
- 2  Ask students to work alone to read the online forum to check the ideas they came up with in Exercise 1.
• You could then ask students whether they have long weekends in their country and when the next long weekend is. **Stronger students** could say what the next holiday is called and what it marks.

Answer

a weekend in which either the Friday or the Monday is a holiday

- 3 • Refer students to the six questions.
• Put students into pairs and ask them to read the text again and answer the questions. Ask students to underline phrases in the text that contain the answers, e.g. in answering the question in item 1 students would underline the phrase *lunch with my grandparents*, which can be found in the paragraph about Michele Green.
• Check answers. Encourage **stronger students** to give as much detail as possible in their answers.
• Refer students to the information in the **FACT!** box. Ask students to say if there are any open-air swimming pools in their area and what they are like.

Answers

1 M 2 S 3 R 4 M 5 S 6 R

Explore expressions with *have*

- 4 • Books closed. Write the verb *have* on the board, then elicit any expressions that students know using this verb. Students may know phrases such as *have breakfast, have a drink* and *have a bath*.
• Ask students to open their books at page 86 and find three expressions with *have* in the text.
• Check that students have found the expressions, then go through the meaning of each. Do this by asking students to use the context of each expression in the text to determine the meaning.

Answers

have a good time
have something to drink
have a party


- 5 • Ask a student to read out the example sentence.
• Ask students to work alone to write sentences using *have* and the words and phrases in the box.
• Students can read their sentences to a partner.
• Ask some students to tell the class about their partner. To extend the work on the vocabulary, you could ask students to turn to the **Vocabulary bank** on page 115 and do the exercises for *Explore expressions*.

Your turn

- 6 • Read out the example.
• Give students time to think of three things that people can do in their town on a long weekend.
- 7 • Put students into pairs to compare the ideas they wrote in Exercise 6.
• Give students time to write a short paragraph of their own for the online forum. Monitor while students write their paragraphs. Help with vocabulary as necessary.
• Collect and check students' work.

You can show this video as either a lead-in or a follow-up to the Language focus 1 lesson.



-  Ask: *Do you enjoy going to cafés and restaurants?* Put students into pairs to ask and answer the question.
- Read out the information about the video.
- Play the video.
- Students watch it and answer the three questions.
- Check answers.
- Then ask students to name some of the best cafés and restaurants in their town.
- See page 129 for further activities you can do with this video.

Answers

- Very large sandwiches.
- No, it serves American-style dishes.
- Their desserts, e.g. frozen hot chocolate or ice cream sundae.



Set Exercise 6 on page 78 and Exercises 1, 2, 3 and 4 on page 81 of the **Workbook** for homework.

Language focus 1 *one/ones*

Objectives

- learn *one* and *ones*.
- learn indefinite pronouns.

Warm-up

- Books closed. Offer some pens to a student. Ask: *Which one would you like?*
- Write the question on the board and underline the word *one*.
- Explain that *one* is a pronoun and that it is used when we wish to avoid repeating a noun (in the example *one* refers to whichever pen would be chosen by the person offered a choice of three).

- Ask students to open their books at page 87.
 - Tell students that the example sentences in the box are from the text on page 86.
 - Ask students to look back at the text and then copy and complete the sentences.
 - Check answers.
 - For further information and additional exercises, students can turn to page 107 of the **Grammar reference** section.

Answers

Singular object	No school on Monday so this weekend's going to be a long one !
Plural object	Misha's taken some amazing ones of our school trip.

Language note

While *one* can be used on its own, *ones* cannot. We can say *I've got three bars of chocolate. Would you like one?* but we cannot say *I've got lots of tennis balls. Would you like ones?* In place of *ones*, we use *some* or *any*, e.g. *I've got lots of tennis balls. Would you like some?* *I haven't got any pencils. Have you got any?*

- Refer students to the conversations. To help **weaker students**, complete the first gap with the class as an example.
 - Ask students to complete the conversations with *one* or *ones*.
 - Play the recording for students to check their answers.
 - Ask students to practise reading the conversations in pairs.

Answers

1 one 2 one 3 one 4 ones 5 ones 6 ones
7 one 8 ones

Answers

	People	Things	Places
affirmative	There's something for everyone .	You can have something to drink at the café.	There's always somewhere to put your towel.
Negative	There is nobody from school at the concert.	If you haven't got anything better to do.	We don't usually go anywhere special at the weekend.

Language note

Indefinite pronouns take a singular rather than a plural verb, e.g. we say *Is everyone coming to the party?* not *Are everyone coming to the party?*

- Put students into pairs to replace the words in bold with an indefinite pronoun.
 - Check answers.

Answers

2 somewhere 3 everywhere, anywhere 4 nothing
5 something 6 nowhere

Your turn

- Give students time to write their ideas down. Make sure that they write them in a different order to one in the exercise.
- Put students into pairs to take it in turns to guess what the information their partner wrote in Exercise 5 refers to.
 - Ask some students to tell the class about their partner.

➡ Set Exercises and 1, 2, 3, 4 and 5 on page 78 of the **Workbook** for homework.

Indefinite pronouns

- Books closed. Write the following on the board: *I'd like to live somewhere hot.* Refer students to the underlined word. Explain that it is an example of an indefinite pronoun. Elicit that indefinite pronouns are used to refer to people or things without saying exactly who or what they are.
 - Ask students to open their books at page 87.
 - Tell students that the example sentences in the table are from the text on page 86.
 - Ask students to look back at the text and then copy and complete the sentences.
 - Check answers and then read out the information in the **Get it right!** box.
 - For further information and additional exercises, students can turn to page 107 of the **Grammar reference** section.

Listening and Vocabulary

Objectives


- listen to a radio interview.
- learn adjectives of feeling.
- practise using adverbs of feeling in a conversation.

A radio interview

Warm-up

- Books closed. Put students into pairs and ask them to tell one another about the best school trip they have been on.

- 1 • Ask students to open their books at page 88.
• Refer students to the photos.
• Put students into pairs to answer the questions.

- 2  2.33 Tell students they are going to listen to young people talking about school trips.
• Play the recording for students to check their ideas from Exercise 1.

Audioscript

Presenter: Today we're talking to three young people about school trips they'll never forget. So Hannah, tell us about your trip.

Hannah: Hi! Six weeks ago we went to a History museum.

Presenter: Sounds fun. What did you do?

Hannah: We went to a school there. It wasn't a modern school, it was a 19th century school. We had to wear clothes from that time but it was too cold to take off our coats!

Presenter: Wow! Did you have lessons there?

Hannah: Yes, we did. The girls sat on one side of the classroom and the boys on the other one. Everybody had to stand up when the teacher came in. We were really afraid of him.

Presenter: Did you have a good time?

Hannah: Yes! But at the end of the day the teacher said 'You will not go home if you don't pass this test.' We were really scared, but he was joking with us. The test was easy enough for everyone to pass.

Presenter: Thanks Hannah. Now, Toby, have you ever done anything unusual on a school trip?

Toby: Yes, I have. We went to a Spanish day.

Presenter: What's that?

Toby: We had Spanish lessons in the morning and then in the afternoon we had dancing classes.

Presenter: Did you enjoy the lessons?

Toby: No! I'm terrible at languages so the Spanish class was too difficult for me and when my teacher started dancing in the afternoon, I was too embarrassed to look.

Presenter: You'll certainly remember that day! And you Kate?

Kate: We went to the zoo.

Presenter: And what happened?

Kate: There was a party for the monkeys.

Presenter: Are you serious?

Kate: Yes, it was great fun. One of the little monkeys wasn't tall enough to get to the table. He got really upset and started crying so we helped him.

Presenter: Thank you! If you have a school trip story, email us at ...

Suggested answers

Hannah: went to a History museum; went to school there, wore old clothes and had a test

Toby: went to a Spanish day; had Spanish lessons and dancing classes

Kate: went to the zoo; a party for monkeys


- 3  2.33 Play the recording again.

- Ask students to listen and work alone to answer the questions.
- Check answers.

Answers

- 1 No, because it was too cold. 2 They were afraid of him.
3 The Spanish class was too difficult. 4 No, because he was too embarrassed when his teacher started dancing.
5 Yes. 6 Because it wasn't big enough to get to the table.

Adjectives of feeling

- 4  2.34 Put students into pairs to match the pictures with the adjectives in the box.

- Play the recording for students to listen, check their answers and repeat the words.


Answers

a tired b upset c afraid d bored e excited
f angry g embarrassed h interested i surprised

Say it right!

Word stress

- 1 • Explain that words of more than one syllable carry the main stress on one of those syllables.
• Ask students to open their books at page 97.
• Refer students to the stress patterns.
• Put students into pairs and ask them to complete the table with the adjectives on page 88.

- 2  2.35 Play the recording for students to listen, check their answers and repeat the words.

Answers

oO	afraid upset surprised
Oo	angry tired
oOo	embarrassed
Ooo	interested

Your turn

- 5 Ask students to work alone to write sentences using the adjectives in Exercise 4, the ideas in the box or ideas of their own.
- 6 • Put students into pairs to ask and answer the questions about the sentences they wrote in Exercise 5.
• To **extend** the work on the vocabulary, you could ask students to turn to the **Vocabulary bank** on page 115 and do the exercises for *Adjectives of feeling*.



Set Exercises 1, 2, 3 and 4 on page 79 of the **Workbook** for homework.

Language focus 2 *too + adjective*

Objectives

- learn *too + adjective*.
- learn *(not) adjective + enough*.

Warm-up

- Books closed. Ask students what they think of the temperature in the room and then ask: *Is it too hot or too cold?*
- Check students understanding of *too*.

- Ask students to open their books at page 89.
 - Put the words that students will need to complete the sentence on the board.
 - Students work alone to copy the sentences into their notebook and complete them.
 - Check answers.
 - For further information and additional exercises, students can turn to page 107 of the **Grammar reference** section.

Answers

- | | |
|---|--|
| + | It was too cold to take off out coats.
I was too embarrassed to look. |
|---|--|

- Read out the example.
 - Put students into pairs to complete the remaining sentences with *too + adjective + infinitive*. Point out that the infinitive must be used with *to*. We can say *It's too cold to swim* but not *It's too cold swim*.
 - Check answers.

Answers

- 2 too late to watch 3 too small to ride 4 too hot to play
5 too young to join 6 too old to play

Optional activity

- Ask students to work alone to write sentences with *too + adjective*. The sentences can be about anything, but they should reflect the students' opinions, e.g. *It's too hot in my country in the summer. I'm too tired to do homework in the evening. I don't want to live in the UK because it's too wet there.*
- Give **weaker students** a list of adjectives to use, e.g. *big/small, hot/cold, wet/dry, expensive/cheap*.
- Put students into pairs.
- Students take it in turns to read their sentences to one another.
- Students respond to the sentences their partner reads out, saying whether or not they agree with the sentiment expressed.

(not) adjective + enough

- Books closed. Write *enough* on the board and remind students of how this word is used as a determiner with nouns, e.g. *I've got enough time. We haven't got enough milk.*
 - Tell students that they are going to look at the use of *enough* as an adverb, e.g. *Are you old enough to drive?*
 - Ask students to open their books at page 89.
 - Refer to the example sentences and explain that they are from the listening on page 88. Put the words that students will need to complete the sentence on the board.
 - Students work alone to copy the sentences into their notebook and complete them.

- Check answers.
- For further information and additional exercises, students can turn to page 107 of the **Grammar reference** section.

Answers

- | | |
|---|--|
| + | The test was easy enough for everyone to pass. |
| - | One of the little monkeys wasn't tall enough to get to the table. |

Language note

We use *for me/him/her* with *too + adjective* and *(not) adjective + enough*, e.g. *The Maths test was too difficult for me. My sister likes living in Siberia, but it's not warm enough for me.*

- Ask a student to read out the example.
 - Put students into pairs and ask them to complete the remaining sentences with *(not) adjective + enough*.
 - Check answers.

Answers

- 2 aren't old enough 3 is close enough
4 isn't safe enough 5 am not hungry enough
6 is big enough

- Read out the information in the **Get it right!** box.
 - Complete the first one as an example with the class.
 - Ask students to work alone to choose the correct words in each sentence.
 - Students can compare answers in pairs before you check answers with the class.

Answers

- 1 too dangerous 2 not strong enough
3 not well enough 4 too tired 5 too expensive
6 too high

- Read out the example.
 - Put students into pairs to order the words to make questions.

Answers

- 2 Have you ever been too tired to go out?
3 Were you hungry enough to have a big breakfast?
4 Are you strong enough to carry a friend?
5 Is your sports team good enough to win the league?
6 Is your house big enough to have a party?

Your turn

- Give students time to write their answers to the questions in Exercise 6.
 - Monitor while students write their sentences and check they are using the new language correctly.
- Read out the example question and answer.
 - Put students into pairs to ask and answer the questions from Exercise 6.



Set Exercises 1, 2, 3, 4 and 5 on page 80 of the **Workbook** for homework.



Discover Culture

Punkin Chunkin!

Objectives

- watch a video about a pumpkin competition.
- write and talk about an unusual competition.

Background

Punkin is an informal variant of the word *pumpkin*. **Chunkin** is used in the title of the competition rather than *chucking* (an informal alternative to throwing) in order to rhyme with *punkin*.

Warm-up

- Books closed. Draw a picture of a pumpkin on the board to elicit the word from the class.

- Ask students to open their books at page 90 and look at the photos.
 - If you have the *Presentation Plus* software, put the photos up on the interactive whiteboard.
 - Put students into pairs to answer the questions. Students may struggle to think of any other uses for pumpkins. If necessary, you could suggest some such as play football with them, throw them, paint them.
 - Check answers.

Background

Bridgeville is a town in the US state of Delaware. Delaware is located in the northeast of the country, in an area known as the Mid-Atlantic states.

- Write *Punkin Chunkin* on the board and explain that it is the name of a festival in a place called Bridgeville in the USA.
 - Read out the question and then put students into pairs to answer it.
 - Do not confirm or reject students' ideas at this point. Students will check their answers in Exercise 3.
- Play the video for students to check their answers to Exercise 2.

Videoscript

Narrator: Have you heard about the Punkin Chunkin competition? Some people call it a sport. Some call it a mess. But everyone thinks it's fun. That's a chunk, baby!

Man: The rules are simple. First, take a pumpkin. Then build a machine to chuck it as far as you can. You can launch it, shoot it, or ... this! What are these people doing?

Narrator: Bridgeville. Every year, people come to this town in the USA for the annual Punkin Chunkin, a day of sun, fun, and pumpkins!

Man: Yea! Looks good! We're ready to go. Whoo!

Narrator: So why do people do this? Why do people work so hard to chuck a pumpkin? For this man, it's because of his family.

Jake: I'm Jake Burton and this is my air cannon, Young Glory III.

Narrator: Jake's father helped to organise the very first Punkin Chunkin festival in 1986. Now the whole family helps shoot pumpkins!

And Jake is the best. In 2008 he was the world champion and again in 2012. Jake's pumpkins have gone one thousand, three hundred and sixty-six metres. Would you like to have a try? How far can you chuck a pumpkin? Can you chuck it far enough to win? Come out and try.

Interviewer: Why would you do this?

Man: To throw pumpkins, why else?

Answers

You build a machine to throw a pumpkin as far as you can.

- Refer students to the words in the box. Check that they understand that the verb *chuck* is an informal word meaning *throw*, and that the noun *mess* refers to an *untidy place*, e.g. *Your bedroom is a mess*.
 - Put students into pairs to complete the text about the Punkin Chunkin festival with the words from the box.
 - Check answers.

Answers

1 mess 2 fun 3 pumpkin 4 chuck 5 festival
6 shoot 7 champion

- Put students into pairs to choose the correct answers in each sentence.
 - Play the video again for students to check their answers.

Answers

1 Some 2 Some 3 Some people 4 Some people
5 Some 6 A lot of

Optional activity

- Ask students to use their smartphones to research unusual competitions or festivals online. Examples of festivals that students might research include the Cooper's Hill Cheese-Rolling and Wake in England, the São João festival in Portugal.
- Students should find out the following information: what the festival is called, what it celebrates, what visitors to it can do, how long it lasts, and where it takes place.
- Students can tell their partner what they find out.

Your turn

- Read out the example.
- Give students time to write down rules for an unusual competition such as the one featured in the video. Make sure that students understand that this competition can be real or one that they have imagined.
- Put students into small groups to compare the unusual competitions they wrote about in Exercise 6.



For homework, ask students to make a poster to advertise the competition they invented in Exercise 6.


Objectives

- read an article about April Fools' Day.
- learn about making nouns from verbs.
- talk about practical jokes to fool people on April Fools' Day.

Warm-up

- Books closed. Introduce the idea of fooling people by telling students a story, making them believe it, and then telling them that you made the story up and that it is not true. This story can be anything, but it could perhaps be related to English, e.g. the spelling of English words is to be changed.
- Write *he's a fool* and *I fooled you* on the board.
- Explain the meaning of the underlined words and phrases.
- A *fool* is a *stupid person*, especially in the sense of lacking judgement or wisdom. To *fool someone* means to *trick* or *deceive them*. Use L1 if necessary to explain the meaning of the words.

- 1 • Ask students to open their books at page 91 and do the quiz about April Fools' Day in pairs.

- 2  Ask students to read the article to check their answers to Exercise 1.
- Tell students that after you have played a joke on someone on April Fools' Day and you want them to realise what has happened, you say *April Fool!*
 - Read out the information about an Internet search engine joke in the **FACT!** box. Ask students which search engine they think was responsible for the joke. (Answer: Google was the search engine in question and the service was called Google Nose).

Answers

1 b 2 a 3 c 4 c 5 b

Optional activity

- Put students into pairs (A and B).
- Student A closes his or her book.
- Student B asks a question about the information in the article, e.g. *What happened on the BBC in 1957?*
- Student A answers the question.
- Students swap roles and continue in this way until they have each asked at least three questions.

- 4 • Read out the example sentence. Remind students that the noun form of verbs, which is formed by adding *-ing* to the verb, is used when the noun is the subject of the sentence, e.g. we say *Playing jokes is popular* not *Play jokes is popular*. Tell students to note the use of a singular rather than plural verb.
- Put students into pairs to complete the remaining sentences by using the *-ing* form of the words in the box. Remind students that verbs ending in *-e* such as *have*, *take* and *use*, lose the *-e* in the *-ing* form and are spelt *having*, *taking*, *using*.
 - To **extend** the work on the vocabulary, you could ask students to turn to the **Vocabulary bank** on page 115 and do the exercises for *Explore making nouns from verbs*.

Answers

2 watching films 3 Having a party 4 Taking photos
5 Playing an instrument 6 Using the Internet

Optional activity

- Ask students to work alone to write their own sentences using the phrases in the box in Exercise 4, e.g. *Watching films is fun. Playing an instrument well is difficult.*
- Students can compare their sentences with a partner.

Your turn

- 5 • Read out the example of an April Fools' joke read out by a newsreader.
- Ask students to work alone to write down two April Fools' jokes they would like to tell everyone in their country.
- 6 • Put students into pairs to compare the jokes they wrote in Exercise 5.
- Ask some students to tell the class which of the jokes they and their partner wrote is the best one.



Set Exercise 6 on page 80 of the **Workbook** for homework.

Ask students to look up more examples of famous April Fools' jokes. At the beginning of the next lesson, students can tell each other the jokes they found out about.

Explore making nouns from verbs

- 3 • Give students time to read through the article again and find a noun form that can be made from the verb *play*.
- Check answer.

Answer

playing
We add *-ing*.

Speaking Suggesting and responding


Objectives

- watch teenagers talking about how they celebrate their birthday.
- listen to a conversation about what to do for a birthday.
- practise suggesting ideas and responding to suggestions.

Warm-up

- Books closed. Write *birthdays* on the board. Elicit examples of things people usually do to celebrate their birthdays, e.g. have a party, go out for a meal, go to the cinema, do a group activity such as bowling.
- Tell students how you like to celebrate your birthday.

Real Talk: How do you celebrate your birthday?

- 1  8.3 Ask students to open their books at page 92.
- Tell students they are going to watch some teenagers answering the following question: *How do you celebrate your birthday?*
 - Refer students to the questions.
 - Play the video.
 - Students work alone to answer the questions. They can compare answers in pairs before you check answers with the class.





Videoscript

- Narrator:** How do you celebrate your birthday?
- Speaker 1:** Well, I always have a big party, and I invite everyone in my class.
- Speaker 2:** I prefer to celebrate my birthday at home with my family – I've got five big brothers!
- Speaker 3:** I usually go on a trip with my friends or family – we go to different places, like the zoo, an amusement park, or a swimming pool.
- Speaker 4:** I celebrate different ways. Last year, I had a pink party – everybody wore pink and all the food was pink too!
- Speaker 5:** This year, my birthday was on a school day. I didn't celebrate it – I took an exam!
- Speaker 6:** I always have a party. Next year I'm going to have a dance party in the community centre.
- Narrator:** How do you celebrate your birthday?

Answers


- a Speaker 1, Speaker 4, Speaker 6
- b Speaker 3
- c Speaker 2
- d Speaker 5

- 2  Put students into pairs to ask and answer the question. Encourage them to ask additional questions and to develop a conversation.
- Ask some students to report back to the class on what their partner said.

- 3  2.37 Tell students they are going to listen to Paul and Molly talking about a birthday celebration.
- Read out the question.
 - Play the recording.
 - Students listen and answer the question.
 - Check answer.


Answer

They decide to go paintballing.

- 4  2.37 Refer students to the phrases in the *Useful language* box.
- Check students' understanding of the language.
 - Students can work alone to complete the conversation using the phrases in the *Useful language* box.
 - Ask **stronger students** to try to complete the gaps in the conversation without looking back at the phrases in the *Useful language* box.
 - Play the recording for students to check their answers.


Answers

- 1 Where shall we 2 What about 3 I'd rather
4 How about 5 Why don't we 6 OK, why not?
7 That's a great idea! 8 Let's

- 5  Ask students to work in pairs to act out the conversation in Exercise 4.
- Students can act out the conversation twice, taking a different part each time.


Language note

The word **Segway**, is a homophone of *segue*, from which the name of the vehicle derives. *Segue* means *moving without interruption from one thing to another* and is used to refer to transitions between scenes and pieces of music.

- 6  Read through the instructions and make sure that students understand what they have to do.
- Put students in pairs to practise their conversations.
 - Monitor while students are practising their conversations. Check that they are using the phrases from the *Useful language* box.

Optional activity

- Put students into pairs and ask them to tell one another whether they have ever been ice skating, water walking, horse riding or on a Segway.
- Students can briefly tell one another about their experiences.
- Ask some students to tell the class about their partner.

 Ask students to find out about places in or near their town or city where they can do similar activities to the ones which feature in Exercise 6. Students can share what they find out with a partner at the beginning of the next lesson.



Writing An email invitation to a friend

Objectives

- read an email invitation.
- learn about the use of referring words to avoid repetition.
- write an email invitation to a friend.

Warm-up

- Books closed. Write *invitation* on the board.
- Ask: *What phrases do we use to invite people to do things?*
- Elicit some phrases, e.g. *Would you like to ...? Do you want to ...? How about ...? Let's ... Why don't we ...?* Also elicit phrases used in responding to invitations, e.g. *I'd love to, I can't, I'm sorry, OK, why not?*
- Put students into pairs and ask them to practise inviting one another to do things.

- 1
- Ask students to open their books at page 93.
 - Ask students to look at the photo, read Sara's email and say what she is planning to do.
 - Check the answer.
 - You could then ask the class what they think of Sara's plans to celebrate the end of the school year.

Answer

She's going to have a meal to celebrate the end of the school year.

- 2
- Read out the five questions.
 - Give students time to read Sara's email again.
 - Ask students to work in pairs to answer the question.
 - Check answers.

Answers

- 1 They're celebrating the end of the school year.
- 2 They're going to have a meal at Mario's Restaurant.
- 3 They're going dancing later.
- 4 They're meeting at 7 pm.
- 5 She needs to tell Sara before Thursday.

- 3
- Read out the information in the *Useful language* section.
 - Explain that referencing words are used to avoid repetition and that their use makes a piece of writing easier and more enjoyable to read.
 - Put students into pairs to say what each of the words picked out in in Sara's email in Exercise 1 refers to. Help **weaker students** with this exercise by completing the first one with the class as an example.

Answers

- 2 exams
- 3 Sara and her friends
- 4 the meal
- 5 restaurant
- 6 at Mario's Restaurant
- 7 dancing
- 8 Thursday

- 4
- Read out the example sentence.
 - Put students into pairs to complete the sentences with suitable reference words. Students should use the example sentences in Exercise 3 to help them.
 - This is a difficult exercise. You could help **weaker students** by putting the reference words that are needed to complete the sentences on the board.
 - After you have checked answers, you could go through each sentence in turn and explain, or elicit, the precise meaning of each referencing word. In some items the meaning is clear (e.g. in item 1 *it* means *my homework*), whereas in others it's less immediately obvious (e.g. in item 5 *there* means *at the cinema*).

Answers

- 2 We
- 3 one
- 4 that
- 5 there
- 6 then



Get Writing

PLAN

- 5
- Students should do their planning in class. The writing can either be done in class or at home.
 - Tell students they are going to write an email invitation. Before students plan what they are going to write, brainstorm examples of celebrations, e.g. anniversaries, parties to celebrate the end of exams or the end of school, weddings.
 - Refer students back to the example email in Exercise 1 and the questions in Exercise 2. Students should use this information when working alone to plan the content of their emails.

WRITE

- 6
- Tell students to use Sara's email as a model to follow. Also encourage them to add extra information to their own emails.
 - Give students ten minutes to complete the writing task. Students should write about 100 words.
 - Monitor while students are writing. Help with grammar and vocabulary as necessary.

CHECK

- 7
- Tell students that it is very important that they check their writing in order to look for ways to improve its content, style and structure.
 - Give students a few minutes to look through their emails and check them against the points here.
 - Collect students' stories and mark them.



Set Exercises 1, 2, 3, 4 and 5 on page 82 and Exercises 6, 7, 8, 9, 10 and 11 on page 83 of the **Workbook** for homework.

Ask students to read the following email invitation and complete the accompanying exercises: <http://learnenglishteens.britishcouncil.org/skills/writing-skills-practice/invitation>



Language focus 1 video activities and key

1 Unusual fun

Summary

Malls around the world often have their own unique features, but this mall in Dubai is more impressive than most. Why? In addition to a wide variety of shops that feature expensive sunglasses and skateboards, it has an indoor ski slope! In the heat of Dubai, you can enjoy the coolness of the shops and then ski in man-made snow. Now that's an exciting day out!

Background

The **Dubai Mall** opened in November 2008. It is owned by Emaar Properties, a real estate development company based in the United Arab Emirates.

Before you watch

1 Answer the question.

- Write the following question on the board: *What is the best shop in your area?*
- Put students into pairs to ask and answer the question. Encourage students to say as much as they can about why they like the shop.
- Ask some students to report back to the class on what their partner said.

While you watch

2 Watch without sound.

- Tell students they are going to watch a video about the famous shopping centre in Dubai.
- Put students into pairs (A and B).
- Turn the sound off on the video.
- Student A sits with his/her back to the screen.
- Student B watches the video and describes the images. Encourage students to use the present continuous to describe what they see.
- Students swap roles at the halfway point in the video (minute 0.58)
- Students then watch the video with the sound on to check their ideas.

3 Write a description.

- Play the video again.
- Ask students to make notes on the Dubai Mall.
- Put students into pairs.
- Ask students to write a description of the Dubai Mall using the information from the video and any other information they can find out, e.g. *The Dubai Mall is in Dubai in the United Arab Emirates. It is an enormous place. It has 1,200 shops and lots of cinemas.*
- Collect and check students' work.

After you watch

4 Find out about other shopping centres.

- Put students into small groups.
- Ask students to use their smartphones to research online some information out about other enormous shopping centres, e.g. the New South China Mall in Dongguan, China, the West Edmonton Mall in Edmonton, Canada, the Metro Centre in Gateshead, UK.
- Wikipedia has a list of the largest malls in the world. Students could choose one of the places on that list: http://en.wikipedia.org/wiki/List_of_largest_shopping_malls_in_the_world
- Brainstorm the kind of information that students could look for, e.g. when the shopping centre opened, its size and location of the mall, the number of shops, restaurants and cinemas it has or any unusual things in the shopping centre.
- Groups take it in turns to present what they find out to the class.

At home

5 Design a mini-mall.

- Ask students to design a very small mall. It can only have five shops.
- Students should think of the following: a name for their mall, a location for it, which five shops it will have, something unusual about it that will make it stand out from its competitors.
- Students should use their computers at home for this task to create a short presentation which they can then give to the class at the beginning of the next lesson.



Unusual fun

What can you do in a city like Dubai, in the United Arab Emirates? Most of the time, it's very hot here – about 45 degrees Centigrade! So, what do people do? Well, some people go snowboarding... in the desert! But some people prefer indoor activities. So they built an enormous place. This mall is enormous, with more than 1,200 shops, 120 restaurants, 22 cinemas and... skiing! Here in the middle of the Arabian Desert is an indoor ski slope, with real snow! Some people come here just to ski or snowboard. But there's more to do at the mall. Some people prefer to go shopping in the amazing shops. A lot of kids come here to have fun with their friends. These kids love this sports shop! Is there a mall near you? What fun things can you do there?

2 Wildlife hero

Summary

What does it take to be a vet in the wild? We meet Yanna Pretorius, a wildlife vet whose job is to track down sick or injured animals and bring them back to health. Yanna's role is an important one as she leads her team in South Africa. We get to ride alongside Yanna as she follows a rhino and takes him through the proper steps to recovery.

Background

South Africa is known for its wildlife. Many visitors to the country go there specifically to go on a safari to see what has become known as *the big five*, i.e. the rhinoceros, the Cape buffalo, the African leopard, the African lion and the African elephant.

Before you watch

1 Brainstorm ideas about animals Africa.

- Write *animals in Africa* on the board.
- Put students into small groups. Give students one minute to write down as many animals found in Africa as they can.
- Ask one student from each group to report back to the class.

Suggested answers

lions, tigers, elephants, gazelles, buffaloes, leopards, rhinoceroses, gorillas, giraffes, cheetahs, zebras, crocodiles

While you watch

2 Listen for the information you hear about Yanna.

- Tell students they are going to watch a video about a South African vet.
- Play the first part of the video (up to 01.04) for students to watch and note down everything they hear about Yanna.
- Students can compare answers in pairs before you check answers with the class.

Suggested answer

Yanna is a vet. She moves animals away from hunters. Her job is dangerous. She works with wild animals. Her father took her to a wildlife park when she was five. After that she wanted to be a vet.

3 Watch and write questions.

- Play the second part of the video (from 01.05).
- Students watch and write four questions about the video to ask their partner. Monitor while students do this task and help **weaker students** to form their questions.
- Put students into pairs to ask and answer the questions.

Suggested questions

- 1 Where does Yanna work?
- 2 What animal is Yanna looking for today?
- 3 Where is she going to take it?
- 4 Why does Yanna do her job?

After you watch

4 Talk with a partner.

- Write the following questions on the board:
 - a What do you think of the job Yanna does?
 - b Would you like to do Yanna's job? Why? Why not?
- Put students into pairs.
- Ask students to ask and answer the questions.
- Ask some students to report back to the class on the discussion they had with their partner.

At home

5 Find out about other endangered animals in South Africa.

- Ask students to find out about other endangered animals in South Africa.
- Students can find out about the animals' habitat, size, what they eat, and interesting facts about them. They should also find out why the animals are endangered as well as any efforts made to protect them.
- Students can then share what they find out with their partner at the beginning of the next lesson.



Wildlife hero

This is South Africa. It has hundreds of different kinds of animals. Meet Yanna Pretorius. She's a special kind of vet. She moves animals from places where they are in danger from hunters. Yanna's job is very dangerous because the animals are wild. But it's a very important job.

Why did Yanna become a vet?

When she was five years old, her father took her to a wildlife park. From that moment, she knew! Today, Yanna's looking for a rhino. She's going to take it to a new home. To do this Yanna shoots the rhino with a sedative and it falls asleep. But something is wrong. Was the sedative too strong? Yanna gives the rhino another type of medicine. Yanna and her team wait. Finally, the rhino wakes up. He's OK... and ready to go to his new home.

Why does Yanna do this dangerous job?

It's because the black rhino is an endangered species. That means there is a very small number of them in the world. Once there were just one hundred of them in South Africa. But because of people like Yanna, now there are one thousand. Yanna loves her job. She says that each animal is different and special in its own way, and she wants to help them all.

3 Mystery in the mountains

Summary

Archaeologist, Scotty Moore, takes us on an adventure to the mountains of Bolivia where he is examining the remains of the Tiwanaku tribe. During the dig, they discover human bones and, upon careful analysis, realise that the bones were not from the area. Scotty and his team pose some possibilities for how the bones happened to be buried there.

Before you watch

1 Answer the question.

- Write the following question on the board: *What do archaeologists do?*
- Elicit that they study history and prehistory through excavating sites and studying artefacts. Introduce the noun *dig* (a *dig* is another way of saying archaeological excavation).

While you watch

2 Watch and find out what happened to the woman.

- Tell students they are going to watch a video about some archaeologists.
- Ask students to watch the video to find out what happened to the woman whose bones were found in Bolivia.
- Play the video.
- Check the answer.

Answer

The archaeologists don't know.

3 Watch and retell the story.

- Write the following on the board:
Scotty Moore last year bones dig study earth corn Bolivian mountains
- Tell students that they will put the information on the board into full sentences to retell the story of the dig in Bolivia.
- Play the video again.
- Put students into groups to write sentences using the information on the board.
- At the end, reconstruct the story with the whole class, asking one member from each group in turn to expand on the words, numbers and phrases on the board.

Suggested answer

Scotty Moore is an archaeologist. Last year, Scotty and his team went to the mountains of Bolivia. He and his team found some bones. They studied the bones and decided the bones belonged to a woman. Scotty also studied the earth next to the bones. He found that there was corn in the earth. But corn doesn't grow in the Bolivian mountains!

After you watch

4 Work with a partner. Answer the question.

- Put students into pairs to answer the following question:
What do you think happened to the woman?
- Ask some students to report back to the class on their ideas.

Background

Gertrude Bell (1903–1941) was an English archaeologist who was involved in the creation of the modern state of Iraq.

Sir Arthur Evans (1882–1919) was an English archaeologist whose excavations at Knossos in the north of Crete led to the discovery of the island's Bronze Age civilisation.

Heinrich Schliemann (1910–1980) was a German archaeologist whose excavations on the northeast coast of Turkey led to the discovery of what was believed to be Homer's Troy.

At home

5 Find out about famous archaeologists.

- Ask students to find out about the following archaeologists:
 - a Gertrude Bell
 - b Sir Arthur Evans
 - c Heinrich Schliemann
- Brainstorm the kind of information students could look for, e.g. when and where the person was born, the work he/she did, what he/she discovered.
- Students can share what they learn with a partner at the beginning of the next lesson.



Mystery in the mountains

This is Scotty Moore. He's an archeologist. He studies human activity from the past. An archeologist is like a detective. They look for clues and answers to questions: How did people live long ago? What happened to their civilizations?

Last year, Scotty went to the mountains of Bolivia. He was studying the Tiwanaku people. They lived here in the mountains about a thousand years ago. Scotty and his team of archeologists were working on a dig when they found some bones. They knew these were human bones, but they were very small.

The archeologists studied the bones very carefully and they also looked at the teeth. The bones were strong, and the teeth were healthy, so this was probably a young woman. But Scotty wanted to know more. He took some earth from next to the bones.

He wanted to look at it closely under a microscope. What did he find?

Corn! But corn doesn't grow here in the Bolivian mountains... It only grows hundreds of kilometres away. So this woman wasn't from here! Maybe she was living in another place, a place where they could grow corn, when something happened. But – what? Who knows? Maybe Scotty and his team can find out.

4 Moving house

Summary

What happens when young Joey Zuray decides he's ready to live on his own? He finds a house in his price range but then has the monumental task of moving it to another location so he's not so far from his family. Together with his dad and others, they use heavy equipment to successfully move an existing house so he can live in his chosen location.

Background

A **log cabin** is a hut built from logs which are either whole or which have been split.

Before you watch

1 Brainstorm places to live.

- Put students into small groups and ask them to write a list of the types of dwellings people live in.
- Make this competitive by telling students that the group which comes up with the most items wins.

Suggested answers

house, flat, hotel, motorhome, houseboat

While you watch

2 Watch and find the information.

- Tell students they are going to watch a video about a young man moving a house with his father.
- Write the following on the board:
21 a year ago \$1,000 family and friends
- Play the first part of the video (up to 00.40).
- Students watch to find out what the information on the board refers to. Encourage **stronger students** to note down as much information as they can.
- Check answers with the class.

Answers

Joey is 21 years old.
Until a year ago Joey lived with his father.
Joey can buy the house for \$1,000.
Joey wants to live closer to his family and friends.

3 Watch and write questions.

- Play the second part of the video (from 00.41).
- Students watch and write four questions about the video to ask their partner. Monitor while students do this task and help **weaker students** to form their questions.
- Put students into pairs to ask and answer the questions.

Suggested questions

- Who does Joey ask to help him move the house?
- What is the special machine called?
- Why must they be careful?
- How long does it take to move the house?

After you watch

4 Talk with a partner.

- Write the following question on the board:
 - Would you like to live in a log cabin? Why? Why not?
 - What are the advantages and disadvantages of living in a log cabin?
- Put students into pairs.
- Ask students to ask and answer the questions.
- Ask some students to report back to the class on the discussion they had with their partner.

At home

5 Find out about Tanana.

- Tell students to find out about life in the town of Tanana.
- Brainstorm information that students could look for, e.g. where Tanana is, the size of the town, its population.
- Students can compare their information with their partner in the next class.

6 Write about a place.

- Ask students to write about where in the world they would like to live and why they would like to live there.
- They can then share their ideas with their partner in the next class.



Moving house

Narrator: This is 21-year-old Joey Zuray. He lives in the town of Tanana, Alaska. Until a year ago, he lived with his father, Stan Zuray. But Joey decided he should move out. He wants his own house. He hasn't got much money, but then he finds something. Joey can buy this house for only \$1,000 ... but he wants to live closer to his family and friends. Can he buy the house ... and move it? Joey asks his father to help him. They decide to move the cabin with logs – big pieces of wood – and a special machine called a bulldozer. So first, they must get the logs. They must be careful because this is very dangerous.

Joey: Keep going!

Narrator: Can they do it? Success! They did it!

Joey: Hey, Dad, thanks!

Stan: Yeah.

Joey: Thank you!

Stan: Yeah?

Narrator: Then, Joey's father drives the bulldozer, and his friends move the logs. It's really hard work – and very slow.

Man: Just keep it moving.

Narrator: After nine hours, they arrive.

Stan: Yahoo!

Joey: I'm excited!

Stan: Boy, that's nice, man!

Joey: All this work, it's definitely worth it... just happy I have a house up here and, uh, this is awesome! Look good?

Stan: It's perfect!

Joey: Alright!

Narrator: Joey's finally home!

5 Pizza problems

Summary

Ordering a pizza is easy, but if you're in an awkward location, it's not always possible to have it delivered. A group of hungry men take on the task of figuring out the best way to get their pizza. They try everything from flying a blimp to programming an actual robot, called Luigi. After testing Luigi on a course, he's ready for the real thing and succeeds!

Before you watch

1 Brainstorm famous robots.

- Write *robot* on the board.
- Put students into small groups to brainstorm famous examples of robots from films and books.
- Make this competitive by telling students that the group which comes up with the most robots wins.

Suggested answers

R2-D2, C-3PO, Wall-E, Robocop

While you watch

2 Watch the video and answer the question.

- Tell students they are going to watch a video about a group of inventors trying different ways of getting a pizza delivered to an island.
- Ask students to watch the video to answer the following question: *What name do they give the robot?*
- Play the video.
- Check the answer.

Answer

Luigi

3 Watch and find out.

- Write the following questions on the board:
 - 1 Why can't they get a pizza easily?
 - 2 What is wrong with the blimp and the driverless car?
- Play the video again.
- Put students into pairs to answer the questions.
- Check answers.

Answers

- 1 The inventors work on an island near San Francisco. Restaurants do not deliver food to the island.
- 2 The blimp is too expensive and the pizza is not hot. The 'driverless' car can't turn corners.

After you watch

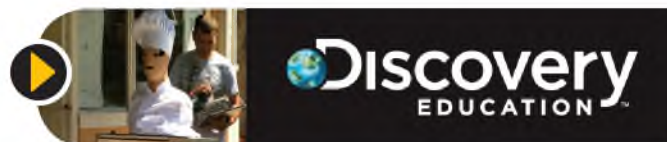
4 Discuss the statement.

- Write the following statement on the board: *Robots will be more intelligent than human beings one day.*
- Elicit or introduce language used in discussions, e.g. *I think, I agree, I disagree, What do you think?*
- Put students into small groups.
- Ask students to discuss the statement.
- Ask one member of each group to report back to the class on the discussion they had.

At home

5 Design your own robot.

- Tell students to design a simple robot to do something practical.
- Students can use the Internet to research different types of robot and then design their own robot based on the others that they have read about.
- They must give their robot a name and say what it can do, e.g. *My robot is called Richard and it can wash the dishes. You press a button on its head to make it work.*
- Students can present their design to a partner at the beginning of the next lesson.



Pizza problems

Narrator: These men work on an island near San Francisco, in the USA. They really want a pizza, but there's nowhere on the island that delivers.

Man: No one does. OK, thank you.

Narrator: So how will they get pizza like this ... without going to a restaurant? First, they try a blimp. But it's expensive. And there's another problem.

Man 1: Is it still hot?

Man 2: No.

Narrator: So they think again. What about a robot car? It 'learns' where to go ... and drives itself.

Man: Look, ma, no hands!

Narrator: Now the car must bring pizza to the island without a driver! The car has problems at first ... but then all is OK. It crosses the bridge but when it turns, it hits the wall. Maybe a car isn't the best answer. How about a smaller robot? This one doesn't look very friendly. But everybody likes a pizza cook. So people will love Luigi the robot.

Man: Luigi, it's you!

Narrator: A computer teaches Luigi the way. Now, it's time for a test. Luigi must take a pizza to a customer. In the future, robots will use a city map, but Luigi only needs to go to one place. A car stops in front of Luigi, but he goes round it without a problem. The test is going well. Our friends are excited. Luigi finds the house!

Man: Hey, my pizza arrived!

Narrator: The customer uses his credit card to open Luigi's oven. Here's his special order: a hot pizza ready to eat! Finally, they have their answer!

6 A school at home

Summary

Through the experience of the Botros family and their child, Maggy, we get a taste of what homeschooling is really like. Maggy and her brothers and sisters study at home with their mother as their teacher. However, Maggy also does science projects outside of the house at national competitions where she performs just as well as children who study in more traditional school settings.

Background

The US Department of Education's National Center for Statistics published a report on homeschooling in 2013, which found that 1.8 million students are being taught at home in the USA, a number which is more than double the one published in the Department's first report on the phenomenon in 1999, which revealed that 850,000 students were being homeschooled.

Before you watch

1 Make a list.

- Write *going to school* on the board.
- Put students into small groups and ask them to write a list of the best and the worst things about going to school, e.g. best: *seeing friends, learning new things*; worst: *getting up early, doing exams*.
- Ask one member of each group to report their ideas to the class.

While you watch

2 Watch and find out.

- Tell students they are going to watch a video about a girl who studies at home rather than in a school.
- Play the video.
- Students watch to find out what competition Maggy enters and how she does in it.

Answer

Maggy has to do scientific experiments in the competition. She wins.

3 Watch and write questions.

- Play the video.
- Students watch and then write four questions about the video to ask their partner. Monitor while students do this task and help **weaker students** to form their questions.
- Put students into pairs to ask and answer the questions.

Suggested questions

- 1 Where is Maggy from?
- 2 How many children are in the family?
- 3 Who teaches Maggy?
- 4 What project is Maggy working on?

After you watch

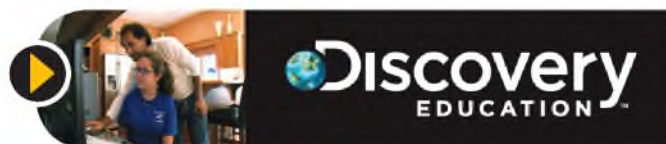
4 Talk with a partner.

- Write the following questions on the board:
 - a Would you like to be home-schooled?
 - b What do you think the advantages and disadvantages of being home-schooled are?
- Put students into pairs.
- Ask students to ask and answer the questions.
- Ask some students to report back to the class on the discussion they had with their partner.

At home

5 Find out about homeschooling.

- Ask students to find out about home schooling in their country. They should find out the number of children being home-schooled and whether the numbers are going up or down.
- Students can also ask their friends about whether they would like to be home-schooled.
- Students can share what they find out with a partner at the beginning of the next lesson.



A school at home

Narrator: This is the city of Wichita, Kansas, in the United States. And this is the home of the Butros family. There are seven kids in the family, so their parents have a big job! Maggy is 13 years old.

Maggy: Dad, can you help me?

Narrator: Maggy is homeschooled. She and her brothers and sisters don't go to school. They have lessons at home. Their mum is their teacher and she teaches them everything, like Science, English and History. Homeschooling works well for some families.

Mother: We homeschool because my oldest son, um, has some special needs, and, uh, school just didn't work out for him.

Narrator: Maggy is really close to her brothers and sisters.

Maggy: I like being homeschooled because I get a lot more attention than, like, I would in a large public school.

Narrator: Sometimes Maggy studies away from home. Here she is working on a science project with a team of students from all over the United States. She really wants to be a scientist. Maggy and her team must do one experiment together, and one alone. Maggy loves doing these experiments and competitions. What will the judges say? Will she win?

Man: We do. We have a winner. A round of applause, everyone, for Maggy.

Narrator: Homeschooling works for Maggy. Would you like to study at home?

7 Danger in our food

Summary

We rarely think about food as being dangerous, but in some cases it can be lethal or even fatal if it contains certain bacteria. Recently, some people in the US got sick from a bacteria called E. coli 0157. When you contract E. coli 0157, you become very sick and often need to be hospitalised. After rigorous investigation, scientists discover that the culprit of the illnesses was an unsuspected food item.

Background

E. coli (escherichia coli) lives in the intestines of humans and animals. Many types of E. coli are harmless, but some cause sickness. The worst type is E. coli 0157.

Before you watch

1 Think about vocabulary.

- Write the following words on the board: *salmonella* /səlmə'neɪlə/ and *listeria* /lɪ'stɪərɪə/.
- Drill the pronunciation of the two words and then tell students that salmonella and listeria are examples of bacteria that cause food poisoning. Drill the pronunciation of *poisoning* /'pɔɪznɪŋ/.
- You could then find out if anyone in the class has ever had the misfortune to become ill after eating contaminated food.

While you watch

2 Watch and find out what happened to Madison.

- Tell students they are going to watch a video about E. coli.
- Ask students to watch the video to find out what happened to Madison.
- Play the video.
- Check the answer.

Answer

She was very ill. She had E. coli, but in the end she was OK.

3 Watch and find the information.

- Write the following on the board:
Colorado all over the US cookie dough 71
- Play the video again.
- Students watch to find out what the words refer to. Encourage **stronger students** to note down as much information as they can.
- Check answers with the class.

Answers

The little girl in the video is from Colorado.
People all over the US became ill.
Everyone who got E. coli ate the same cookies.
71 people got E. coli.

After you watch

4 Think about food poisoning.

- Tell students they are going to think about ways we can get food poisoning.
- Put students into small groups to think of ideas. Students can do some research on their smartphones.
- Ask one student from each group to report back to the class.

Suggested answers

not washing a chopping board that you've chopped raw chicken on before you use it to chop food that you won't cook such as tomatoes
not cooking food properly
leaving cooked food out of the fridge for more than an hour
eating food that an ill person has touched
not storing food at the right temperature

At home

5 Write a description.

- Tell students to write a description of the E. coli outbreak shown in the video. Brainstorm information students know from watching the video, e.g. *In the US state of Colorado 71 people became ill. Madison was one of them. She was only six years old. The people became ill because they ate cookie dough. The cookie dough had a kind of bacteria in it.*
- Collect students' work in the next class and check it.



Danger in our food

In the state of Colorado, in the US one little girl is very ill. Before her illness, 6-year-old Madison was like many children her age. She enjoyed dancing and playing with her friends. But now she is in hospital. And the doctors know why. She's caught something called E. coli 0157.

E. coli 0157 is a kind of bacteria. And it's very dangerous. Inside the body, E. coli 0157 damages cells in our blood. How did Madison get E. coli? The doctors need to know.

Sometimes there is E. coli in food and water. The doctors test many different kinds of food.

All over the US, people have caught the same illness. A lot of them are young. The doctors are worried. They interview the patients. Have they all eaten the same food?

Soon over 70 people are ill with E. coli. And then the doctors finally find it! Everyone is ill because they've eaten this! Ready-made cookie dough, the stuff people use to make cookies.

The E. coli was in the cookie dough!

Seventy-one people got E. coli 0157 from this cookie dough, but nobody died, including Madison. Everyone was very lucky and Madison was OK.

8 A New York City food tour

Summary

New York City is known for many things, but one of its biggest highlights is the variety of delicious food you can find there. We tour three renowned restaurants in this exciting city that include everything from roast beef sandwiches to some of the biggest chocolate sundaes you have ever seen. You won't go hungry here!

Background

Delicatessens are shops selling cooked meats, cheeses and other foods, which require little preparation for serving. In Europe, such shops tend to be for the luxury market. In the US, however, delicatessens or *delis*, as they are more commonly known, are a type of fast-food restaurant where customers go for breakfast and sandwiches made to order.

Before you watch

1 Answer the questions.

- Write the following question on the board:
 - Do you enjoy eating out in cafés and restaurants?
 - What are the best cafés and restaurants where you live?
- Put students into pairs to ask and answer the question.
- Ask some students to report back to the class on what their partner said.

While you watch

2 Listen without watching.

- Tell students they are going to watch a video about a food tour of New York.
- Ask students to face away from the screen.
- Play the video for students to make notes on what images they think will be used.
- Students can compare their ideas in pairs.

3 Watch and check.

- Play the recording again.
- Students tick any images they correctly predicted would appear in the video.
- At the end, find out which students predicted the most images.

After you watch

4 Find out about the three places in New York.

- Divide the class into three groups.
- Give each group one of the places from the video to find out about: *Katz's Delicatessen*, *Sylvia's Restaurant* or *Serendipity*.
- Tell the students in each group to visit the website of the place you assigned them. Students can investigate the history of the place, how much food costs there, exactly where it is located, any famous people that have visited it, etc.
- Then ask students to form new groups of three, i.e. a student who looked at the website of Katz's forms a group with a student who looked at Sylvia's Restaurant and one who looked at Serendipity.
- Students can then share what they found out about the famous New York eateries.

At home

5 Plan a food tour of your town or city.

- Ask students to imagine that a friend of theirs from the UK is going to visit their town or city.
- Students should plan a food tour for their friend.
E.g. *We're going to go to Luca's Café first. The croissants there are great!*
- Students can tell a partner about their tour in the next lesson.



A New York City food tour

Narrator: New York City – the busiest city in America. There's a lot to do there... But most of all there's a lot to eat!

Albinder: Part of what makes New York food New York food has to do with a lot of immigrants coming from different parts of the world and bringing their specialties with them.

Narrator: Robert Albinder is the manager of this place: Katz's Delicatessen. When you come to New York City, Katz's is the number one stop. It opened in 1888 and it's the oldest deli in New York. Katz's is famous all over the world for its very large sandwiches.

Customer: The meat is fresh. It's nice and soft. And it's delicious!

Narrator: The next stop on our New York food tour is Sylvia's Restaurant. Sylvia Woods opened her restaurant in 1962. Sylvia serves delicious American-style dishes.

Customer: The food is great. From the glass of water to the cup of tea and anything else you eat in this place. It's delicious.

Narrator: After lunch at Katz's Deli and dinner at Sylvia's, how about something... sweet for dessert? Serendipity is famous for delicious desserts – everyone loves their frozen hot chocolate or ice cream sundae.

Manager: It's so traditional. It's so American.

Girl: Ice cream and fudge. Lots of fudge.

Woman: It's chocolatey. It's rich. It's delicious!

Girl: That whole thing is fudge.

Narrator: That ends a great day of restaurants in New York City. Tomorrow we can try some more. There's something for everyone!



CLIL video activities and key

1 CLIL What does Zero mean?

Summary

Numbers are an essential part of everyday life and we depend on them to do many daily activities, including shopping, driving and telling time. But where did numbers come from? How did it all start? We discover the origins of zero and our current numbering system and how they play a crucial role in today's computing.

Background

Zero was originally a placeholder, i.e. something to mark a place where there was no number. The transformation of zero into an actual number changed mathematics as it allowed for the rapid and efficient calculation of large numbers.

Language note

The digit 0 is commonly called *zero* /'zi:əʊ/, *nought* /nɔ:t/ or *o* /əʊ/ in English. However, when used in football it is referred to as *nil* and when used in tennis – *love*.

Suggested answer

The ancient Indians used words for quantities. For example, they used *arms* to mean *two*. But in around 10 B.C. they invented symbols. They created the system of ten digits that we use today.

After you watch

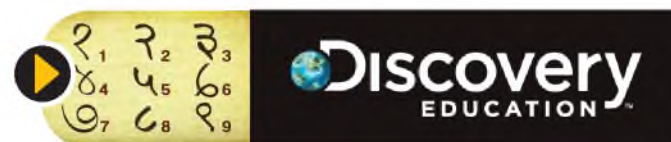
4 Discuss the questions.

- Write the following questions on the board:
 - Do you find Maths easy or difficult?
 - Can you think of any ways to make learning Maths easier or more enjoyable?
- Put students into pairs.
- Ask students to ask and answer the questions.
- Ask some students to report back to the class on the discussion they had with their partner.

At home

5 Find out more about Mayan numerals system.

- Ask students to do some research into the Mayan number system, which used dots, bars and a symbol for zero.
- Students can investigate the system developed, as well as the differences between it and the system we use.
- As this is a complex area, tell students that they can do the research in L1, but that the notes they make on it must be in English.
- At the beginning of the next lesson, students can compare what they found out with a partner.



What does Zero mean?

How did the world begin? In ancient India, people said that first there was nothing – *shunya*, or *zero*. From nothing – or zero – came everything – the ocean, the sun, the earth, the sky. Our number system comes from these ancient Indians. But these ancients used words, not numbers, for quantities. For example, they used the word 'arms' for the number two – because people have got two arms. But it was difficult to do maths with words. So, around 10 B.C., they invented symbols.

They created a system of ten digits – zero plus the numbers 1 to 9. The word *digit* comes from the Latin word for *finger*. We have ten fingers – and ten numbers in our system. It works quite well! Can you imagine life without numbers? We use them every day to say how much or how many of something we want.

We use numbers with zero to nine to measure speed, time, weight and length. Zero is also important in another number system – computing. In computing, there are two digits: zero and one. No zero, no computers!

Think about zero the next time you go shopping. It's a very important number, don't you think?

Before you watch

1 How do we say zero?

- Draw a zero on the board.
- Ask students how to say the number in English.
- Go through the different pronunciations of zero referred to in the language note above.

While you watch

2 Watch and find out.

- Tell students they are going to watch a video about the number zero.
- Ask students to watch the video and write down four things we use numbers to measure.
- Play the video.
- Check answers.

Answers

speed, time, weight, length

3 Watch and write a summary.

- Tell students they are going to write a summary of the video script.
- Write the following words on the board: *quantities*, *symbols*, *system*, *digits*. Check students' understanding of these words by defining each of the words in turn or asking students to look them up on their smartphones.
- Play the first part of the video again (up to 01:01).
- Ask students to watch and make notes about the way the ancient Indians developed system that we still use today.
- Put students into pairs to write a description of how this was done.
- Monitor and help as necessary.
- Collect and check students' work.

2 CLIL Amelia Earhart, famous flyer

Summary

As the first female pilot to fly across the Atlantic Ocean, Amelia Earhart was a trailblazer in her own right. She was admired all over the world for her talent and tremendous courage. We follow the flight plan of her final journey and trace her final moments before her sudden disappearance.

Before you watch

1 Brainstorm vocabulary.

- Put students into pairs to brainstorm vocabulary associated with flying.
- Make this competitive by telling students that the pair with the most correct words wins.

Suggested answers

pilot, plane, flight, airport, passenger, navigator

While you watch

2 Watch without sound.

- Tell students they are going to watch a video about Amelia Earhart.
- Put students into pairs (A and B).
- Turn the sound off on the video.
- Student A sits with his/her back to the screen.
- Student B watches the video and describes the images.
- Students swap roles at the halfway point in the video (1.01).
- Students then watch the video with the sound on to check their ideas.

3 Watch and find the information.

- Write the following on the board:
1920s 1932 1937 2001
- Play the video again.
- Students watch to find out what the years refer to. Encourage **stronger students** to note down as much information as they can.
- Check answers with the class.

Answers

1920s: When Amelia was a girl she played baseball, climbed trees and went fishing. This was unusual for a girl at this time.

1932: She became the first woman to fly alone across the Atlantic Ocean.

1937: She began a journey flying around the world, but disappeared before she finished it.

2001: A team searched for clues near a place people think Amelia went to.

After you watch

4 Work with a partner. Discuss the question.

- Put students into pairs to answer the following question:
What do you think happened to Amelia Earhart?
- Ask some students to report back to the class on their ideas.

Background

Amy Johnson (1903–1941) was an English pilot who flew both solo and accompanied and set many records. She crashed into the Thames Estuary and drowned in 1941.

Raymonde de Laroche (1882–1919) was a French pilot who became the first woman to obtain a pilot's licence. She was killed in a crash in 1919.

Jaqueline Cochran (1910–1980) was an American pilot who became the first woman to fly faster than the speed of sound.

At home

5 Find out about other female pilots.

- Ask students to find out about the following female pilots:
 - a Amy Johnson
 - b Raymonde de Laroche
 - c Jacqueline Cochran
- Students can share what they learn with a partner at the beginning of the next class.



Amelia Earhart, famous flyer

Narrator: Amelia Earhart was a famous pilot. She was one of the first female pilots. She flew long distances and broke records. Amelia was different. When she was a young girl, she played baseball, climbed trees and went fishing. This was unusual for a girl in the 1920s. Later, she learned to fly. In 1932, Amelia became the first woman to fly alone across the Atlantic Ocean. Amelia was in all the newspapers. She became very famous and everyone loved her! Young girls heard about Amelia on the radio. They wanted to be like her. She was their hero. Amelia had a dream to fly around the world, and in 1937 she started the long journey. She travelled with a navigator. His name was Fred Noonan. They began their journey in San Francisco. First, they flew east over the USA and then down to South America. Next, they went across North Africa and South Asia. A month later they arrived at Lae in New Guinea. Here, they planned for the next flight, to Howland Island in the Pacific Ocean. But the island was very small, and difficult to find. And before Amelia and Fred found the island, they disappeared. Ships nearby tried to call Amelia, but there were problems with her radio.

Amelia: We are on the line 157–337. 157–337.
Narrator: These were her last words to the men on the ship. Navy ships continued to look for Amelia but they didn't find her. Some people think Amelia landed on this island, Nikumaroro. In 2001, a team looked for clues. They found some things like buttons and shoes, but were they Amelia's? We don't know. So what happened to Amelia Earhart? It's still a mystery.

3 CLIL Behind the scenes

Summary

What's involved in making a nature documentary? Watch American presenter and producer, Jeff Corwin, and his film crew, working together to track down Arctic animals in Kaktovik, Alaska. It looks like great fun, but how easy is it to film Arctic seals and polar bears in one of the coldest places on the planet?

Background

Jeff Corwin is a naturalist and biologist who presents nature programmes on American television.

Before you watch

1 Answer the question.

- Ask: *What is a documentary?*
- Elicit that it is a factual TV or radio report about a particular subject. Point out that documentaries can deal with different topics, e.g. history, politics, art, sport, entertainment and famous people.
- Elicit examples of documentaries that students have watched and enjoyed.

While you watch

2 Listen without watching.

- Tell students they are going to listen to a video about a TV crew making a nature documentary. Ask students to face away from the screen.
- Play the video for students to make notes on what images they think will be used to accompany this video about making a nature documentary.
- Students can compare their ideas in pairs.

3 Watch and check.

- Play the recording again.
- Students tick any images they correctly predicted would appear in the video.
- At the end, find out which students predicted the most images.

After you watch

4 Write a list.

- Ask students to name the animals that Jeff and his crew wanted to see (seals and polar bears).
- Tell students which animals a TV crew filming in the UK might be interested in seeing, e.g. the buzzard (the most common large bird of prey in the UK), the tawny owl (the country's most common owl), the badger (the largest carnivore on land in the UK) and the Muntjac deer (introduced to the UK from China at the beginning of the twentieth century).
- Ask students to produce a list of animals in their own country that they think a TV crew filming a nature documentary would be interested in seeing.
- Students must write why they think the animals would be interesting to film.
- Students can compare their list with a partner.

At home

5 Plan a documentary.

- Tell students to plan a nature documentary.
- Students decide which part of the world they are going to travel to, which animals they are going to film, and why, e.g. *I'm going to the Galápagos Islands to film the iguanas because I think they are very interesting animals.*
- Students can then compare their plan with their partner's in the next lesson.



Discovery
EDUCATION™

Behind the scenes

Narrator: Do you like watching nature documentaries on TV? Do you know how they make these programmes? Jeff Corwin travels around the world to make his TV show. But he can't do it alone! His film crew always goes with him. They all work together and it's often fun, but it's never easy!

For this show, Jeff and the crew travel to Kaktovik in Alaska. They are here to film Arctic animals.

Jeff: Well, here we are! We finally made it. We're finally in Kaktovik. Let me tell you, Kaktovik is so cold. It's, it's one of the coldest places on the planet and it just makes me absolutely miserable.

Narrator: To start with, they were looking for an Arctic seal. But there was a big problem: The seals were hiding under two metres of ice! It was very difficult to cut the ice, and it took a long time. They finished the hole and dived into the water. Diving under the ice is very dangerous. While they were looking under the ice for seals, they found a lot of small animals, but no seals. The crew knows this sometimes happens. They can't always find the animals easily. Next, the crew looked for polar bears.

Pilot: There's a track. You see it, Glen? Right there?

Glen: Oh, I see it!

Narrator: While they were leaving the scene, one of Jeff's crew noticed a family of polar bears. A mother and her two cubs were running across the ice. So they went back to film them. It was a fantastic opportunity. And a find like this is good for the crew. It's the reason they love their job.

4 CLIL The seventh wonder of the world

Summary

Looming in the distance of Egypt's capital city, Cairo, are three magnificent structures: the pyramids of Giza. A tremendous amount of time and effort went into building these giant pyramids, which stand tall after 4,000 years. To this day, we still don't know how the workers were able to construct them, but they continue to attract visitors from all over the world.

Background

Giza /'gi:zə/ is the third largest city in Egypt, and, due to its pyramids and temples, a popular destination for tourists.

Before you watch

1 Name the Ancient Wonders.

- Ask: *Can you name the Seven Wonders of the Ancient World?*
- Put students into pairs to answer the question. Students will probably need to use their smartphones to come up with the names of the Ancient Wonders. The winning pair is the one which can come up with the list of Wonders most quickly.
- Accept answers in L1.
- Tell students that the Great Pyramid at Giza is the only Wonder that still exists.

Answers

The Great Pyramid of Giza, Hanging Garden of Babylon, Colossus of Rhodes, Lighthouse of Alexandria, Statue of Zeus at Olympia, Temple of Artemis at Ephesus, Mausoleum at Halicarnassus

While you watch

2 Watch and find out.

- Tell students they are going to watch a video about the pyramids in Egypt.
- Ask students to watch the video and find out what scientists would like to know about the pyramids.
- Play the video.
- Check answer.

Answers

How the pyramids were built.

3 Watch and complete.

- Teach *tomb* /tu:m/ and check that students are able to pronounce this word.
- Write the following on the board:
 - 1 There are ____ giant pyramids near Cairo.
 - 2 ____ million people live in Cairo.
 - 3 The pyramid of Khufu is ____ metres tall.
 - 4 The workers worked for ____ years to build each pyramid.
 - 5 The pyramids were not ____, they were tombs.
 - 6 The four ____ of the pyramids are exactly the same size.
- Play the video again for students to watch and complete the sentences.
- Check answers.

Answers

1 three 2 Eight 3 147 4 twenty 5 homes 6 sides

After you watch

4 Find out about the building of the pyramids.

- Put students into small groups.
- Tell students to investigate some of the theories about how the pyramids were built.
- Students can make a list of the commonest theories and then decide which is the most likely to be true.
- One student from each group can then tell the class its idea.

At home

5 Build your own pyramid.

- Students can pretend to be *viziers* (the most important official in ancient Egypt, whose job was to serve the pharaoh) and build their own pyramid by playing this game on the BBC website: http://www.bbc.co.uk/history/ancient/egyptians/launch_gms_pyramid_builder.shtml

6 Find out about the Seven Wonders.

- Give each student two of the Seven Wonders of the Ancient World to find out about.
- Students can then work in small groups in the next class and share what they have found out.



The seventh wonder of the world

There are three giant pyramids near the city of Cairo in Egypt. Cairo is a busy place. Eight million people live here. But the pyramids are in a more peaceful area, away from the busy city. They are the largest pyramids in Egypt and they are called the Pyramids of Giza. Builders worked for twenty years all day and all night to build each pyramid.

The tallest is the Pyramid of Khufu. It is 147 metres tall.

Four thousand years ago, the builders covered the top with gold. The Pyramid of Khufu is made of more than two million stone blocks. Each block is heavier than a small car!

The pyramids were not homes. They were the tombs of the pharaohs of Ancient Egypt. A tomb is a place for a dead body. When the pharaoh died, they put his body in a tomb.

The four sides of each pyramid face north, south, east, and west. The sides are exactly the same size. No one knows how the workers built the pyramids.

Where did they get the huge stone blocks? And how did they get the blocks so high? Where can we find the answers to these questions? It's the secret of the pyramids.

5 CLIL Who's real?

Summary

What would it be like to have an identical twin? Not a real twin, but a robot twin. A professor in Japan has figured out how to create an exact replica of himself in order to reduce his travel time. His 'twin' conducts classes while he manages his actions and speech from a remote location so he can essentially be in two places at once.

Background

Research and development in **artificial intelligence**, in particular the manufacture of humanoid robots, is a significant aspect of contemporary Japanese technological innovation.

Before you watch

1 Make a list.

- Ask students to work alone to write a list of five things they have to do, e.g. *tidy my room, do my homework*, that they would prefer a robot to do for them.
- Students can compare their lists with a partner's.
- Ask some students to report back to the class on their partner's list.

While you watch

2 Watch without sound.

- Tell students they are going to watch a video about a robot in Japan.
- Put students into pairs (A and B).
- Turn the sound off on the video.
- Play the video up to 0.48.
- Students take it in turns to describe what they can see.
- Play the first part of the video again with the sound on to check their ideas.

3 Watch and find out.

- Play the second part of the video with sound (from 0.49).
- Ask students to take notes on what is said about the professor and the robot. You could help **weaker students** by putting some vocabulary on the board: *professor, classes, students, technology, computers, different city*.
- Put students into small groups to compare their notes.
- Ask one member of each group to report back to the class.

Suggested answers

The professor created a robot twin. He created the robot so he could travel less. The robot can teach classes in other countries and cities. The professor knows a lot about technology. He communicates with the robot using computers. Today, the robot is teaching a class in a different city. The professor uses a computer to tell the robot what to do.

After you watch

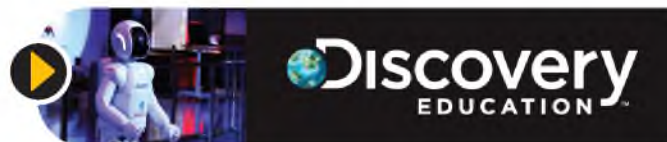
4 Discuss the questions in pairs.

- Write the following questions on the board:
 - a What do you think of the robot in the video? Does it scare or excite you?
 - b Do you think robots will make the world better or worse?
- Put students into pairs.
- Ask students to ask and answer the questions.
- Ask some students to report back to the class on the discussion they had with their partner.

At home

5 Find out about robots.

- Ask students to find out about how robots are used in the world. Students can restrict their search to their own country or look further afield.
- Students should write a brief profile of each of the robots they find out about, including the name of the robot, when it was built, who built it and what it is used for.
- Students can share what they find out with their partner at the beginning of the next lesson.



Who's real?

Look at these two men. What looks the same? What looks different?

Now look at their faces. And look at their hair – it's the same colour, isn't it? And they both have glasses... So, what do you think: are they twins? OK, now watch how they move. What's strange here? This man isn't talking. Is he very shy?

Here are the facts: The man on the left is a professor in Japan and the other man ... is a robot!

Yes, that's right, this is a robot. A machine. And Professor Ishiguro created him.

He thought: 'I know! I'll create a robot like me so I can travel less. There will be two of me! If I'm too busy to travel, he'll teach classes to my students in other cities and countries.'

Professor Ishiguro is really clever – and he knows a lot about technology. He created a great robot. A robot with his face and body. He designed a way to communicate with the robot, using computers.

Here, the robot is teaching a class in a different city. The professor can't be there today. So he uses a computer and tells the robot what to say.

Today, robots can do many of the things people can do. What do you think? Will we have a lot more robots in the future?

Would you like to have a twin robot like Professor Ishiguro?

6 CLIL Go green!

Summary

After a tornado hits the state of Kansas in the USA and destroys many of its buildings, a class of university architecture students get together to design a new community arts centre. They decide to make it environmentally friendly but it's a huge challenge. What materials should the building be made of? What energy will it use? And, will the community think it's a success?

Before you watch

1 Check vocabulary.

- Write the following words on the board:
tornado environment recycled material insulation
- Elicit definitions for the words. Accept answers in L1.

Suggested answers

A *tornado* is a very strong and dangerous wind that destroys buildings.

The *environment* is the natural world in which animals, plants and people live.

Recycled material is material such as paper, wood, glass, etc., that has been used before.

Insulation is something used to stop heat escaping from a building.

While you watch

2 Watch without sound.

- Tell students they are going to watch a video about the building of a 'green' community arts centre.
- Put students into pairs (A and B).
- Turn the sound off on the video.
- Student A sits with his/her back to the screen.
- Student B watches the video and describes the images.
- Students swap roles at the halfway point in the video (minute 1.20).
- Students then watch the video with the sound on to check their ideas.

3 Watch and find the information.

- Write the following on the board:
tornado destroy art centre green wood glass doors insulation all night
- Play the video again.
- Students watch to find out what the words refer to. Encourage **stronger students** to note down as much information as they can.
- Check answers with the class.

Suggested answers

A tornado hit the state of Kansas and destroyed everything.

The students want to build a new art centre.

They want it to be green, i.e. friendly to the environment.

They use wood from an old building.

The building has big glass doors.

They use newspaper for insulation.

They work all night to finish the building.

After you watch

4 Talk with a partner.

- Write the following question on the board:
How can you make a building friendly to the environment?
- Put students into pairs to answer the question.
- If students struggle to think of any ideas, ask them to do some research online using their smartphones.
- Check answers.

Suggested answers

by installing solar panels on the roof

by using energy-saving light bulbs

by insulating it properly

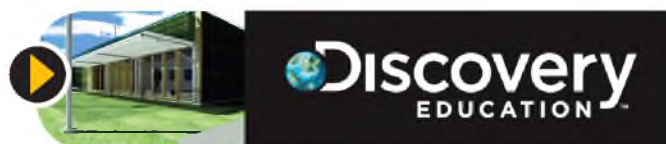
by collecting and using rainwater from the roof

by planting trees around it

At home

5 Find out about your own home.

- Ask students to investigate how 'green' their own home is.
- Students should find out in what ways their home is friendly to the environment. They could then look for ways to make it greener.
- Students can share what they find out with a partner at the beginning of the next lesson.



Go green!

The University of Kansas in the US has a famous school of architecture. And this class of architecture students has a big challenge after a tornado hit the state of Kansas.

The tornado destroyed almost everything. So, the students want to build a new community art centre – and they want it to be green. 'Green' means that the building won't be bad for the environment. They're going to use clean energy for the building. They want to use recycled materials, so they take wood from this old building. Then they build the walls. They must work together – and work fast. It's now January, and the art centre is going to open on the first of May.

The building will have big, glass doors. The sun will shine into the building in winter, but not in summer. The roof will have special windows that'll open to cool the building in summer. The building will have insulation to keep it warm in the winter without using too much energy. The insulation is going to be recycled newspaper!

The building is almost complete – but they must open the centre tomorrow and there is more work to do! They work all night, putting down a special type of grass that needs very little water. By morning, everything is ready. The community comes to the art show and everyone loves the building. So, congratulations to the students of the University of Kansas!

7 CLIL Medical myths

Summary

How many decibels are the sounds we encounter each day? And, can these noises really damage our hearing? New Zealand physician, Dr Paul Trotman, and his friend Gary, carry out experiments on volunteers Grant, Annie and Shep to separate the myth from reality.

Before you watch

1 Answer the questions.

- Write the following question on the board:
 - a Do you like listening to music through headphones?
 - b What kind of music do you listen to?
 - c Do you like listening to very loud music?
- Put students into pairs to ask and answer the questions.
- Ask some students to report back to the class on what their partner said.

While you watch

2 Watch and find the information.

- Tell students they are going to watch a video about hearing loud noises.
- Write the following on the board:
 - 1 aeroplane
 - 2 fire engine
 - 3 saw
 - 4 drill
 - 5 rock concert
- Explain that sound measurements are in *decibels*. Write this word on the board.
- Ask students to match the things on the board to the sound measurements shown in the video. Tell students that two of the things on the board are shown as having the same sound measurement.
- Play the video.
- Check answers.

Answers

1 110 decibels 2 100 decibels 3 110 decibels
4 95 decibels 5 120 decibels

3 Watch and write questions.

- Play the video again.
- Students watch and then write five questions about the video to ask their partner. Monitor while students do this task and help **weaker students** to form their questions.
- Put students into pairs to ask and answer the questions.

Suggested questions

- 1 What does Dr Trotman do?
- 2 At what level can decibels hurt your ears?
- 3 Whose hearing is normal after the concert?
- 4 Whose hearing is not normal after the concert?
- 5 What does Dr Trotman's friend say about listening to loud music?

After you watch

4 Find out about loud noises.

- Put students into small groups.
- Ask students to use their smartphones to research online what produces decibel levels higher than the ones shown in the video, e.g. fireworks, gunfire, space shuttle launches.
- Groups take it in turns to present what they find out to the class.

At home

5 Find out about other medical myths.

- Ask students to find out some medical myths, e.g. *We only use 10% of our brains* or *Eating carrots is good for your vision*. Ask students to find out where the myth came from and what the truth of the matter actually is.
- Students can share what they find out with a partner in the next class.

6 Watch more videos.

- Students could watch more videos featuring Dr Trotman, otherwise known as Doctor Know:
<http://www.discoveryfitandhealth.com/tv-shows/specials/videos/dr-know-intro-to-dr-know.htm>



Medical myths

Narrator: Have you ever heard that: loud music hurts your ears? Is it true? Let's find out. This is Dr Trotman. He studies medical myths. Are they true or false? Can a loud rock concert hurt your ears?

Trotman: Wow, that is so loud. My ears are still ringing.

Narrator: We measure sound in decibels. Dr Trotman's friend Gary explains.

Trotman: Hey Gary. How's it going?

Gary: All right. A decibel is a measurement of sound. You and I right now, we're talking at about 45 to 50 decibels.

Narrator: Sounds over 85 decibels can hurt your ears. Let's check some sounds.

Trotman: Wow! That one was 110! That's about 100 decibels. It's 110! 95.

Narrator: So how loud is a rock concert?

Trotman: That was reading over 120 decibels!

Narrator: How much can this hurt our ears? Let's watch these three people: Grant, Annie and Shep. First, we test their hearing. Then we give Grant special earplugs and Annie, normal earplugs. But Shep doesn't get any earplugs. Let's see what happens. Grant and Annie wear earplugs. Their hearing is still normal. It hasn't changed. But what about Shep?

Gary: Oh boy.

Trotman: Serious?

Gary: Yeah. You'll see.

Narrator: This is Shep's hearing before the concert. This line is after. The loud music has damaged his hearing.

Trotman: And now to answer our question: Is listening to loud music harmful to your hearing?

Gary: Yes, it is.

8 CLIL An ancient answer

Summary

Have irrigation systems really changed that much since ancient times? By looking at a region in India where wet and dry seasons are experienced every year, we see how the ancient 'step wells' were designed specially to capture the water so there would be plenty during the hot dry season. These were so effective that people in the region still apply similar strategies and have made their own modern step wells.

Before you watch

1 Find definitions.

- Write the following words on the board:
monsoon well steps
- Elicit definitions of the words from the class.

Suggested answers

monsoon – a strong wind in South Asia that brings heavy rain
well – a hole in the ground that people get water from
steps – what we put our feet on when we walk up and down stairs

While you watch

2 Watch and find out.

- Tell students they are going to watch a video about the building a well.
- Ask students to watch the video and find out how much rainwater the well collects. Tell students the answer is not a number.
- Play the video.
- Check answer.

Answers

It collects enough for everyone in the area.

3 Watch and complete.

- Write the following sentences on the board:
 - 1 For ____ months every year it rains a lot in northern India.
 - 2 During the other months it is very ____.
 - 3 ____ of years ago, Indians used a system for collecting water.
 - 4 They looked for ____ trees.
 - 5 They made a ____ near the tree and built a well inside it.
 - 6 The water at the bottom is ____.
 - 7 The modern well collects water for people and ____.
- Play the video again for students to watch and complete the sentences.
- Check answers.

Answers

1 three 2 dry 3 Hundreds 4 tall 5 hole 6 cool
7 animals

After you watch

4 Describe the building of a well.

- Ask students that they live in India and must explain to visitors how to build a well.
- Help students by putting the following vocabulary on the board for them to use, e.g. *tree, water, underground, hole and steps*.
- Put students into pairs to write a short description of how to build a well such as the one seen in the video.
- Collect and check students' work.

Suggested answers

First you find a tall tree. Trees need water to grow so we can find water underground near trees. Then you make a hole near the tree to find the water. Finally, you build steps so you can walk down into the hole.

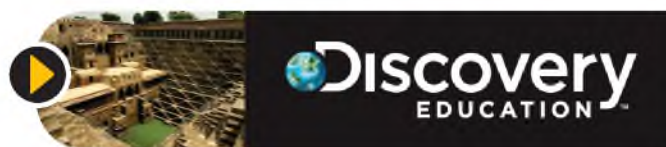
At home

5 Find out about collecting and using water.

- Ask students to find out about different ways of collecting water in the home. They can do this by doing research online.
- Students can share what they find out with a partner at the beginning of the next lesson.

Suggested answers

Collect rainwater from the roof by running a pipe from the gutter to a special barrel (called a *water butt*). Keep a bucket in the shower to collect water when you shower. Use this to water your plants indoors. Don't throw ice away. You can spread it on your plants.



An ancient answer

Water! It is so important to everyone especially to the people here, in northern India. For three months every year, it rains a lot here. It's called the monsoon season. But during the other nine months, it is very dry. There is no water anywhere. So what do people do? Well, let's look at what people have done in the past. Hundreds of years ago, Indians used a system for collecting water. They built a *step well*, like this one. At the bottom of the steps, there is water. The water comes from below the earth. But how did they find it?

First, they looked for a tall tree. A tall tree needs a lot of water to grow, so this showed them that there was water underground. They made a hole somewhere near the tree to find the water and then they built the step well inside the hole. The water at the bottom is cool – cool enough to drink on a hot day. People climbed up and down these stairs to get water every day.

Today, the weather in India is the same. So they still collect water during the monsoon. This modern step well collects enough rain for everybody in the area. There's also enough water for the animals. Sometimes, an ancient answer to a problem is still the right one after hundreds of years.

Maths Percentages

Objectives

- learn about percentages.
- calculate the percentage of chocolates that different people eat.

Background

The **decimal numeral system** employs ten as its base and requires ten numerals (0–9) and a dot for decimal fractions. Developed by Hindu mathematicians in the early centuries of the first millennium, it was adopted by Persian and Arabic mathematicians in the 9th century, and later spread to the West in the Middle Ages.

Language note

In the UK *per cent* is usually how the word is written, but in American English it is spelt as one word (*percent*). *Percentage* is written as one word in both the US and UK.


Warm-up

- Books closed. Ask students whether they usually do sums in their head or whether they work them out using a calculator. You could tell students that doing calculations in your head is referred to as *mental arithmetic*.
- You could then ask students to list advantages and disadvantages of using a calculator, e.g. *advantages*: can calculate quickly, can calculate using large numbers; *disadvantages*: you don't think for yourself.
- At this point, it is a good idea to find out who in the class enjoys Maths and who is less keen on it, as you can then pair those that like the subject with those that don't in the pairwork exercises below.

- 1 • Ask students to open their books at page 116.
• Read out the words from the first box and check that students are able to pronounce them: *minus* /'maɪnəs/, *divide* /dɪ'vaɪd/, *plus* /plʌs/, *per cent* /pə'sent/, *equals* /'iːkw(ə)ls/, *multiply* /'mʌltɪplaɪ/.
• Ask students to copy the second box into their notebooks. Students then complete it with the correct mathematical name for each of the symbols.
• Check answers.

Answers

1 plus 2 minus 3 multiply (by) / times 4 divide (by)
5 per cent 6 equals

- 2  1.37 Tell students they are going to read a text about percentages.
• Ask students to read the text and then make a note of which mathematical symbols are used to calculate a percentage.
• Students can compare answers in pairs before you check answers with the class.

Answers

÷, =, x, %

- 3 • Before students read the text again, check their understanding of *fraction* /'frakʃ(ə)n/, which means a numerical quantity that is not a whole number, e.g. $\frac{1}{2}$. Use L1 if necessary.
• Give students time to read the six questions.
• Ask students to read the text again.
• Put students into pairs to answer the six questions.
• Check answers.

Answers

1 It comes from Latin. 2 They come from the ancient Arab world. 3 We use them to calculate how much a part of a whole is. 4 It's equal to 100%. 5 The whole is 12 cakes. 6 We multiply it by 100.

Your turn

- 4 • Read out the information.
• With **weaker students**, do the first one as an example, slowly taking students through the steps described in the text for the calculating of percentages.
• Put students into pairs to complete the exercise. Students can use the calculators on their smartphones to work out the percentages.
• Check answers. Write 33.3. on the board and explain that this can be read in two ways: *thirty-three point three* or *thirty-three and a third*.

Answers

1 20% 2 10% 3 25% 4 33.3%





1.4 What does Zero mean?

See page 130 for activities you can do with this video.



For homework, ask students to try the fractions activities here:
http://www.bbc.co.uk/schools/teachers/ks2_activities/maths/percentages.shtml

History The feudal system

Objectives

- learn about the feudal system.
- talk about the feudal system, famous knights and the Middle Ages.

Background

The **Middle Ages** is the period in European history from the fall of the Roman Empire in the West, which took place in the 5th century, to the end of the 15th century.


Warm-up

- Books closed. Write *feudal system* on the board. Explain that it refers to the social system in the Middle Ages in Europe. If necessary, explain the meaning of *Middle Ages* or translate it into L1.
- Drill the pronunciation of *feudal* /'fju:d(ə)l/.

- Ask students to open their books at page 117.
 - Read out the words in the box and check that students are able to pronounce: *knight* /naɪt/, *noble* /'nəʊb(ə)l/ and *peasant* /'pi:z(ə)nt/. Draw particular attention to the silent *k* in *knight*.
 - Put students into pairs to match the words in the box with the pictures.
 - Check answers.

Answers

a knight b king c noble d peasants

-  **1.30** Tell students they are going to read about the feudal system.
 - Ask students to work alone to complete the text with the words from Exercise 1.
 - Alternatively, divide students into groups of four and ask the students in each group to read and complete one of the four numbered paragraphs in the text (students can decide in their groups who will read what).
 - Students can then come together in their group of four to share not only the word from Exercise 1 which completes the particular paragraph they read, but what the paragraph in question says.
 - Check answers. Challenge **stronger students** to give as much information as they can about what the text has to say about kings, knights, nobles and peasants.

Answers

1 king 2 nobles 3 knights 4 peasants

- Give students time to read the six sentences. Help students with the meaning of vocabulary.
 - Drill the pronunciation of *fief* /fi:f/.
 - Ask students to read the text again.
 - Put students into pairs to choose the correct option in each of the sentences.
 - Check answers.

Answers

1 to look after 2 his son 3 in battles 4 sometimes
5 at the bottom 6 nobles

Your turn

- Read out the questions.
 - Check that students understand the meaning of *fair*, e.g. a *fair system* refers to one in which everyone is treated equally.
 - Put students into pairs to ask and answer the questions.
 - Students may struggle to think of examples of famous knights. You could therefore put some examples on the board and ask students to research them online using their smartphones. The following list of famous knights include real as well as fictions examples: El Cid, Don Quixote, Sir Galahad, Richard the Lionheart.

Background

Joan of Arc (c. 1412–1431) led the French army in the Hundred Years' War. She was captured by the English and executed as a witch.

The marriage of **Ferdinand II** (1452–1516) of Aragon and **Queen Isabella I** (1451–1504) of Castille led to a unified Spain. The Catholic Monarchs, as they were known, expelled the Moors from Spain and were the patrons of the explorer Christopher Columbus.

Charlemagne was the King of the Franks (768–814) and the Holy Roman Emperor (800–814). Known as Charles the Great in English, his reign was notable for a flourishing of art and education. (The *Franks* were a Germanic people who lived in an area known as Gaul, which corresponds with modern France and Belgium, as well as parts of the Netherlands, Germany and Italy.)

Optional activity

- Put the following names on the board: *Joan of Arc*, *Ferdinand and Isabella*, *Charlemagne*.
- Tell students that these people are all famous figures of the Middle Ages in Europe.
- Ask students to use their smartphones to find out about the famous people.
- Students can compare what they find out with a partner, before you discuss it with the class as a whole.





2.4 Amelia Earhart, famous flyer

See page 131 for activities you can do with this video.



For homework, ask students to do some research into life in the Middle Ages. They should find out how people lived, what they ate, what their homes were like, etc. At the beginning of the next lesson, they can share what they found out with a partner.

Art Making a comic

Objectives


- learn about making a comic.
- design my own comic.

Background

Comics or **comic books** are magazines with stories told in panels of pictures known as comic strips. Comics were at their most popular in the mid-twentieth century, before their popularity was undermined by the rise of television and computer games. The term **graphic novel** is preferred for comic strips published in book rather than periodical magazine form.

Warm-up

- Books closed. Write *comic* on the board.
- Elicit or introduce the meaning of the word. Use L1 if necessary.
- Ask students if they read comics and then find out which are their favourites. Encourage students to tell the class a little bit about any comic they read, e.g. the title, the main characters, what the comic is about.
- Encourage students to think about what makes comic books enjoyable, e.g. the stories are usually exciting, the artwork is often interesting and the characters memorable, you can read a comic quickly.

- 1 • Ask students to open their books at page 118.
• Put students into pairs to match the comic words with the definitions.
- 2  Play the recording.
• Students listen to the recording, read the text and check their answers in Exercise 1.

Answers

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

Optional activity

- Put students into pairs (A and B).
- Student A closes his or her book.
- Student B reads out one of the definitions of the words in Exercise 1.
- Student A guesses the word.
- Students swap roles and continue in this way until they have defined all the words in the exercise.

- 3 • Give students time to read the six sentences.
• Ask students to read the text again and decide if the sentences are true or false. Students should correct the false sentences.
• Students can then compare answers in pairs before you check answers with the class.

Answers

- 1 F (A comic usually begins with the plot.) 2 T
- 3 F (The artist pencils the artwork before inking it.)
- 4 T 5 T
- 6 F (The colourist uses a special computer programme to colour the images.)

Optional activity

- Ask students to go online to research the history of comics.
- Students could explore famous example of comic books, e.g. the Tintin stories, Spider-Man, X-Men, the Hulk, the Fantastic Four, Japanese Manga, Alan Moore's *Watchmen*, Art Spiegelman's *Maus* or Neil Gaiman's *The Sandman*.
- Once students have done some research online, put them into small groups.
- Ask students to say which features they think are important for a comic to work well, e.g. impressive artwork, an exciting plot, interesting dialogue, memorable characters.
- Ask one student from each group to report back to the class.

Your turn

- 4 • Put students into pairs to design their own comic.
• Before students begin, they will need to decide what their comic will be called, who the character are, and what the story is.
• The idea here should be for students to produce a short comic strip which tells a complete story.
• As they will design their comics by hand rather than on computers, remind students not to start inking until they are satisfied with what they have done in pencil.
• Monitor and help as necessary.
• Students can display their finished comics on the classroom wall.



Art The Bauhaus movement

Objectives

- learn about the Bauhaus movement.
- talk about buildings in my town or city


Background

Bauhaus /'baʊhaʊs/ is a German word meaning *house of architecture*, formed out of the words *bau*, meaning *building* and *haus*, meaning *house*. The Bauhaus school was part of a wider cultural movement known as *modernism*, which, after the First World War, rejected classical traditions and emphasized the significance of function.

Warm-up

- Books closed. Write *architecture* and *architects* on the board.
- Check that students understand the meaning of the words and then ask: Are there any buildings in your country or around the world that you are interested in?

- Ask students to open their books at page 119.
 - Read out the adjectives in the box and make sure that students can pronounce them: *old-fashioned* /əʊld ˈfæʃ(ə)nd/, *practical* /'præktɪk(ə)l/, *comfortable* /'kʌmf(ə)təb(ə)l/, *functional* /'fʌŋ(k)(ə)n(ə)l/ and *attractive* /ə'træktɪv/.
 - Students can check the meaning of the adjectives by looking them up online using their smartphones.
 - Put students into pairs and ask them to decide which of the adjectives in the box can be used to describe the buildings in the photos. Check answers.

-  1.30 Ask students to read the text about the Bauhaus movement.
 - Put students into pairs to answer the question.
 - Check answers. Encourage students to give reasons for the answer they give.


Answer

building a

- *Form* and *function* are not only important words when it comes to architecture, but vital when it comes to understanding Bauhaus. Check that students understand the distinction between these words. *Form* refers to the shape of a building whereas *function* refers to what the building is used for.
 - Give students time to read the four sentences.
 - Ask students to work alone to read the text again and decide if the sentences are true or false. They should correct the false sentences.
 - Students can compare answers in pairs before you check answers with the class.

Answers

- 1 T 2 F (Bauhaus buildings are practical and simple.)
3 T 4 F (There is also furniture in the Bauhaus style.)

-  1.41 Give students time to read the four sentences.
 - Play the recording.
 - Students listen and choose the correct answer in each of the four sentences.
 - Students can compare answers in pairs before you check answers with the class.

Audioscript

The Bauhaus art School in Weimar wasn't open for very long. In 1925 it moved to Dessau, another German town and then to Berlin in 1932. The school finally closed in 1933 because of problems and disagreements with the new leaders in Germany. Bauhaus had a big influence on modern architecture all around the world as many of its former students moved to other countries during World War Two and took their ideas with them. Examples of the style can still be seen in the buildings and architecture of today. Famous examples are the Seagram building in New York, the United Airlines Terminal in the O'Hare International Airport in Chicago and the Williams tower in Houston, Texas. Spain also has some good examples of buildings in the Bauhaus style like Casa Bloc in Barcelona, designed by Josep Lluís Sert in 1930, and the Joan Miró foundation building in Balears.

Answers

- 1 twice 2 the world 3 Chicago 4 Josep Lluís Sert

Optional activity

- Put students into pairs.
- Ask them to search online for examples of Bauhaus buildings.
- Students can give their opinions of what they see.

Your turn


- Read out the questions.
 - Put students into pairs to ask and answer the questions.
 - Ask some students to report back to the class on their partner.





4.4 The seventh wonder of the world

See page 133 for activities you can do with this video.

 For homework, ask students to read about furniture through history. Students should choose the period in design that they like the most. They can tell their partner which they prefer and why at the beginning of the next lesson.

ICT Supercomputers

Objectives

- learn about supercomputers.
- talk about how supercomputers might be useful in different areas.

Warm-up

- Books closed. Write *PC* on the board. Ask students what the technological acronym stands for (*personal computer*). Elicit types of computer, e.g. *tablet, laptop, smartphone, desktop*.
- Ask students what computers they have and which they most enjoy using. Encourage students to say as much as they can about the computers they own.
- You could also introduce the words *technophobe* (a person who fears, dislikes and avoids using technology) and *technophile* (a person who enjoys using and is enthusiastic about technology) and find out which category the students fit into.

- 1 • Ask students to open their books at page 120.
• Read out the three questions
• Put student into pairs to answer the questions. Do not confirm or reject students' ideas at this point. Students will check their answers in Exercise 2.

Language note

PC, CPU and *ICT* are examples of **acronyms**, i.e. words formed from the initial letters of other words. The plural is formed in the usual way by adding an *-s*, e.g. *PCs, CPUs*. Note that the *-s* is written in lower rather than upper case.

- 2  2.38 Play the recording for students to read and listen and check their ideas to Exercise 1.

Suggested answers

- 1 Supercomputers are huge and are much faster than personal computers.
- 2 People use them to understand the world around us.
- 3 Central Processing Unit

- 3 • Ask students to read the text again.
• Put students into pairs to answer the six questions.
• Check answers.

Suggested answers

- 1 Scientists do experiments that might be difficult or dangerous in the real world.
- 2 More than one quadrillion.
- 3 Having many CPUs.
- 4 They help them with research.
- 5 They show how aeroplanes can save fuel by flying with the wind and how the weather is going to change.
- 6 It will think and act just like human brains

Your turn

- 4 • Read out the words in the box.
• Put students into pairs to discuss how supercomputers might be useful in each of the fields, e.g. health: to recreate diseases in the hope of finding a cure and diagnose patients more effectively; education: to allow students to do more advanced mathematics or to make comparative studies by comparing data across time and space; environment: to predict environmental conditions and simulate weather patterns.
• Encourage students to use their smartphones to do some research online.
• Check answers.


Optional activity

Elicit phrases that are commonly used in discussions and put these phrases on the board, e.g. *I think, What do you think?, In my opinion, I agree with you, I disagree with you*. Write the following statement on the board: *We depend on computers too much*.

Check that students' understand the adjective *dependent*. This adjective means *unable to do without*. Use L1 if necessary.

Put students into small groups and give them a few minutes to discuss the statement on the board. It might be a good idea to give students time to prepare ideas before they begin their discussion. This will be particularly beneficial to **weaker students**.



 For homework, you could ask students to take a look at the website of the Centre for Computing History, a museum based in Cambridge: <http://www.computinghistory.org.uk/> There are a number of things of interest on the site, from adverts for computers from the 1980s to a list of significant dates in the history of computer technology.


Science Lifecycle of a plastic bag

Objectives

- learn about plastic bags.
- listen to an interview with an expert on plastic.
- talk about alternatives to plastic and what I do to help the environment.

Warm-up

- Books closed. Write *plastic* on the board.
- Put students into groups. Ask them to brainstorm objects that are made of plastic, e.g. *bags, bottles, pens or toys*.
- Make this competitive by telling students that the group which comes up with the most number of objects wins.

- Ask students to open their books at page 121.
 - Explain that a *raw material* is what a material is before it is processed or used to make something, e.g. *Wood is a raw material that is used to make paper*.
 - Ask students to look at the photos and decide which shows a raw material used in the manufacturing of plastic bags. Do not confirm students' ideas at this point.
-  Tell students they are going to listen to the first part of an interview with an expert on plastic.
 - Play the recording.
 - Ask students for students to check their answers to Exercise 1.

Audioscript

Interviewer: Good afternoon, everybody. Today we are going to talk about plastic bags with Louise Fowler, an expert on plastics. Good afternoon, Louise.

Ms Fowler: Good afternoon, Phil. It's nice to be here.

Interviewer: Louise, somebody told me that on average each of us uses around 200 plastic bags a year...

Ms Fowler: Yes, that's right. But the big problem is what we do with them at the end of their life cycle...

Interviewer: ... life cycle?


Ms Fowler: Yes, we produce plastic bags, use them and then throw them away. The process starts with the extraction of oil: the material we use to make plastic bags. From the oil we make polyethylene, a type of plastic, and with this we make plastic bags. On average, we use each plastic bag for just one day and then we throw it away....

Interviewer: ... by putting it in a recycling bin?

Ms Fowler: Yes, the life cycle ends with recycling... This means using old plastic bags to make new ones.

Answers

oil

-  Before students listen to the interview again, check they can pronounce *polyethylene* /,pɒlɪ'ɛθɪli:n/, which is a substance used in plastic bags. Also check students understanding of the verb *extract*, which means to *remove something from somewhere, usually by force*.
 - Play the interview again.
 - Students listen and complete the diagram by putting the words and phrases in the right order
 - Check answers.

Answers

- 1 extract oil 2 make polyethylene 3 make plastic bags
4 use 5 recycle

-  Play the second part of the recording.

- Students listen and choose the correct answer in each of the five sentences.
- Check answers.

Audioscript

Interviewer: What are the most important things we can do to help the environment?

Ms Fowler: Good question. It's probably the three Rs.

Interviewer: The three Rs? Er, recycling?

Ms Fowler: Yes, that's one. The other two are reducing and reusing. Reducing means decreasing the number of plastic bags we use, for example by using paper bags instead or by making people pay for bags in supermarkets. The third R is reusing which means using plastic bags more than once. Unfortunately, we only usually use plastic bags once for an average of 20 minutes before we throw them away. The three Rs – reduce, reuse, recycle – are important because they are ways of reducing plastic waste.

Interviewer: What problems can plastic bags cause?

Ms Fowler: Well, we think that each year plastic bags kill more than a million seabirds and 100,000 marine animals.

Interviewer: Yes ... and most plastic bags are non-biodegradable, right? What does that mean exactly?

Ms Fowler: It means they don't get smaller or disappear. They stay in the environment for a long time. It can take up to 1,000 years for a plastic bag to decompose!

Answers

- 1 three 2 once 3 100,000 4 non-biodegradable
5 1,000

Your turn

- Read out the questions.
 - Put students into pairs to ask and answer the questions.
 - Ask some students to tell the class about their discussion



6.4 Go green!

See page 135 for activities you can do with this video.

Science Foodborne illness

Objectives

- learn about foodborne illnesses.
- listen to a Food Technology teacher talking about food safety
- talk about the ways bacteria and infections can spread.

Warm-up

- Books closed. Elicit the phrase *food poisoning*.
- Briefly tell students if you have ever been made ill by eating something and then tell students they are going to learn about foodborne illness.

Language note

The *borne* of *foodborne* is the past participle of the verb *bear*, which, in this context, means *carried by*.

- Ask students to open their books at page 122.
- Put students into pairs to ask and answer the questions.
- Tell students look up definitions of the words in the box on their smartphones.
- Ask students to work in pairs to complete the text.
- Play the recording for students to check their answers.
- Focus on the pronunciation of the words, particularly *raw* /rɔ:l/, *surface* /'sʌ:fɪs/, *intestines* /ɪn'testɪns/ and *spread* /spred/.

Answers

- 1 illness 2 bacteria 3 intestines 4 symptoms
5 headaches 6 raw 7 spread 8 surface

- Ask students to read the text again to decide if the sentences are true or false. Students should correct the false sentences.
- Check answers.

Answers

- 1 F (Bacteria, viruses and parasites are common causes of foodborne illness.)
2 F (Campylobacter and salmonella are bacterial foodborne illnesses.)
3 T 4 T

- Tell students they are going to listen to a Food Technology teacher talking about food safety.
- Play the recording for students to listen to it and put the food safety terms in the order in which the teacher mentions them.
- Check answers.

Audioscript

OK, quiet everyone. Today we are going to talk about food safety and how to avoid foodborne illness. There are things which you should do before, during and after food preparation. These are called the four Cs. First of all cleaning: possibly the most important thing is always to wash your hands before touching food – especially with raw meat like chicken. Dirty hands can carry bacteria, which we can transfer onto food and from one food to another and also into our own bodies. Always wash kitchen

equipment like knives, plates, pans, chopping boards and surfaces with hot water and detergent before and after you use them again, especially after using them with raw meat. Next cooking: always make sure that you cook meat and poultry properly, this will kill bacteria. Food should be very hot all the way through and shouldn't be pink in the middle. This is especially important when cooking food from frozen as it can take longer to cook and sometimes will still be raw in the middle if you're not careful. Next chilling: we need to keep some food at the correct temperature to prevent bacteria from multiplying. If food that needs to be chilled is left at room temperature, bacteria can grow and multiply to dangerous levels. Always read the cooking instructions on food labels to see how you should keep it after cooking. You should put food in a fridge between 0–5°. The final C, cross contamination, this happens when we transfer bacteria between food. Always keep raw and cooked food apart in a fridge and never put raw meat with liquid at the top of a fridge above other foods as the liquid can fall down onto food below. Keep raw meat at the bottom of the fridge in a container. It's also a good idea to use different surfaces or chopping boards for raw food and cooked food or vegetables and salad etc. OK, are there any questions?

Answers

cleaning – cooking – chilling – cross contamination

- Play the recording again for students to make a note of what the teacher says about each of the food safety terms in Exercise 4.
- Check answers.

Answers

See the audioscript above.

Your turn

- Put students into pairs to think of other ways that bacteria and infections can go from person to person, e.g. by coughing and sneezing, touching when hands are dirty.
- Students may struggle to think of ways bacteria and infections can be spread from person to person. If they do, encourage them to do some research online.



Discovery
EDUCATION

7.4 Medical myths

See page 136 for activities you can do with this video.



For homework, you could ask students to take a look at the website of the Centre for Computing History, a museum based in Cambridge: <http://www.computinghistory.org.uk/> There are a number of things of interest on the site, from adverts for computers from the 1980s to a list of significant dates in the history of computer technology.


Geography Functional zones

Objectives

- learn about the different zones within a city.
- talk about the functional zones in the nearest city to me.

Warm-up

- Books closed. Write *functions* on the board and then ask students: *What different functions does a city have?* Make sure that students understand that the word function refers to the use or purpose of something.
- Elicit students' ideas and put them on the board, e.g. cities provide transport links, are centres for business and entertainment
- Tell students that the adjectival form of *function* is *functional* /'fʌŋkʃənəl/ and ask students to repeat it after you.

- 1 • Ask students to open their books at page 123 and look at the photos.
• Explain that *zone* /zəʊn/ is another word for area.
• If you have the Presentation Plus software, put the photos on the interactive whiteboard and match the photos with the words for different zones in a city activity with the class as a whole.
• Alternatively, put students into pairs to do the matching exercise.
• Do not confirm or reject students' ideas at this point as they will check their answers in Exercise 2.
- 2  2.13 Tell students they are going to read a text about functional zones in cities to check their ideas from Exercise 1.
• Check answers with the class.

Answers

- 1 industrial zone
- 2 CBD (central business district)
- 3 residential zone

Optional activity

- Put students into small groups.
- Ask students to take another look at the photos in Exercise 1.
- Students should then discuss the impression they have of each of the places from what they can see of them in the photo.
- One student from each group can then report back to the class, e.g. *We think that the city in Photo 3 is a small, quiet city and that lots of rich people live there.*

- 3 • Ask students to use their smartphones to look online for the meaning of any words in the box that they don't know.
• Put students into pairs and ask them to complete the table with the words in the box.
• Check answers as well as the pronunciation of the words in the box. Pay particular attention to *warehouse* /'weɪ:həʊs/ and *skyscrapers* /'skaɪ:skreɪ.pər/.

Answers

CBD	industrial zone	residential zone
shops banks offices skyscrapers swimming pools	factories warehouses	schools parks

- 4 • Read out the questions.
• Ask students to read the text again and then put them in pairs to answer the questions. Help **weaker students** by pointing out that the verb in item 4 suggests that more than one answer is needed here.
• Check answers.

Answers

- 1 residential zone
- 2 CBD
- 3 residential zone
- 4 industrial zone and residential zone
- 5 industrial zone

- 5 • Put students into pairs to identify functional zones in their nearest city.
• Ask one member from two or three pairs to share their ideas with the class.

Optional activity

- Put students into pairs.
- Ask them to read the following text about the city of Liverpool and then complete the accompanying exercises: <http://learnenglishteens.britishcouncil.org/skills/reading-skills-practice/my-city>
- You could then ask students to do some research into Liverpool online, say whether they would like to visit the city and what they would like to see there.





8.4 An ancient answer

See page 137 for activities you can do with this video.



For homework, ask students to write a description of the different functional zones within their city. Students should include the following in the descriptions: the names of the zones, number of people living in each zone, what each particular zone is known for. Collect students' work in the next lesson and check it.



Project

A sponsored event

Objectives

- look at a poster about a charity day.
- plan a charity day.
- make a poster advertising a charity day.

Preparation

- Bring paper or card, a pair of scissors and a glue stick for each group.

Background

Raising money for charities by getting involved in sponsored events such as marathons, growing moustaches in November in an event called *Movember* (a portmanteau word formed from *mo*, an abbreviated form of the word *moustache*, and *November*) or donating money on one particular day of the year such as *Red Nose Day* (which features on page 15 in Unit 1) has become a significant part of life in the United Kingdom over the past few decades.

Warm-up

- Books closed. Write *charity* on the board and ask students to say what type of organisation this is (one which provides money, food or some other type of help to people or animals in need). You could refer students back to the tiger charity that featured on page 18 in Unit 1.
- Ask students to name some examples of famous charities, e.g. Oxfam, Save the Children or UNICEF.

Look

- Ask students to open their books at page 124 and look at the poster of the charity day.
- Check that students understand the meaning of the following:
 - raffle*: a kind of lottery in which people buy a ticket with a number on it; if the number on the ticket is called out they win a prize.
 - sponsored event*: an event, such as a run, in which money has been donated for the participants to pass on to a particular charity once the event is over.
 - raise*: to collect money from people in order to do something.
- Put students into pairs to answer the questions.
- Check answers with the class.

Answers

- 1 Sixfields Animal Hospital 2 at the Village Hall
 3 Saturday 20th August 4 at 1 pm
 5 fun run, dance marathon, hot dog eating contest
 6 music from local band 'The Singrazers' 7 £5,000

Optional activity

- Put students into small groups and ask them to write a list of sponsored events for a charity day.
- Encourage students to be imaginative.
- Ask one member of each group to report back to the class.

Prepare

- Put students into groups of three and give them time to think of some sponsored events that they want to include in their charity day.
- Students can look on the Internet to find images to use for their poster. Alternatively, they could illustrate the poster with their own drawings.
- Give students sufficient time to make their posters, making sure they include the following information: the name of the charity they are supporting, when the charity day takes place (Should it be on a weekday or at the weekend? Should it be in the morning, afternoon or evening? Should it take place in summer or winter?), where it takes place, which sponsored events are being held, what entertainment is on offer, and how much money they want to raise (this is usually referred to as *the target* or *the target amount*).
- Monitor and help as necessary.

Present

- Ask students to take it in turns to present their posters to the class.
- At the end of each presentation, the group can ask the class questions on what has been presented to them to see how much they can remember of what they have heard.
- The class then decides which charity day is its favourite.



For homework, ask students to find out about charities in their country. Students should choose two charities that they are most interested in and write a brief explanation of why they are interested in those charities. Students can tell one another about the charities they chose at the beginning of the next lesson.



Project

A plan of my ideal house

Objectives

- read a description of an ideal house.
- design a simple plan for an ideal house.

Preparation

- Bring paper or card for each group.

Warm-up

- Books closed. Write *ideal* on the board and make sure that students understand that the word refers to something regarded as being perfect or the best possible example of something, e.g. *What would your ideal bedroom look like?*
- Put students into pairs to discuss the question of their ideal bedroom.
- Ask some students to report back to the class on their partner.

Look

- Ask students to open their books at page 125 and look at the picture of an ideal house. Make sure that students understand that the picture shows two floors of a house rather than two flats.
 - Use the picture to revise basic vocabulary, including both rooms and objects commonly found in the home.
 - Refer students to the words in the box.
 - Ask students to work alone to complete the description with the correct words.
 - Students can compare answers in pairs before you check answers with the class.
 - As a preparation for Exercise 2, check students' understanding of the following words and phrases from the text: *gym, garden, games room*.

Answers

- 1 bathrooms 2 kitchen 3 wardrobe 4 shelf
5 armchairs 6 fridge

Optional activity

- Brainstorm types of dwelling, e.g. *terraced house, detached house, semi-detached house, mansion, flat, cottage and log cabin*.
- Put students into pairs and ask them to tell one another which type of dwelling they would prefer and why.
- Ask some students to tell the class about their partner.

Prepare

- Write the adjective *luxury* /'lʌkʃ(ə)ri/ on the board. Say the word and ask students to repeat it after you. Check that students understand the meaning of the word, which refers to inessential items which we desire to have because they bring us pleasure, e.g. a toilet is a *necessity*, but a Jacuzzi is a *luxury*.
 - Put students into groups of three and ask them to imagine that they live together. Give students time to think of and draw a simple plan of an ideal house. Students could draw their designs on paper or they could do them on computers by using software on the Internet. They could use the following software: <http://www.homestylar.com/designer> <http://www.smartdraw.com/software/house-design-software.htm> <http://www.nchsoftware.com/design/>
 - Students could also look on the Internet to find examples of interesting houses, which might act as inspiration.
 - Make sure that every student in each group does something at this stage. As there are three things to think about (rooms, furniture, luxury items), students could divide these things up amongst themselves, come up with some ideas about them, and then share their ideas with the group as a whole.
 - Monitor while students design and draw their ideal house. Help as necessary.

Present

- Ask students to take it in turns to present their posters to the class.
 - At the end of each presentation, the group can ask the class questions on what has been presented to them to see how much they can remember of what they have heard.
 - The class then decides which house is its favourite.



For homework, ask students to find out about the houses that people lived in at different times and in different places in history, e.g. in ancient Greece, Rome or Egypt, in the Middle Ages, in Renaissance Italy or in Victorian London. Students can tell one another about the places and houses they found out at the beginning of the next lesson. You could also ask **stronger students** to write a short description of their ideal house. Collect and check these descriptions in the next lesson.



Project

Information leaflet about a festival

Objectives

- read a leaflet about the traditional festival of May Day.
- produce a leaflet about a festival in my country.

Preparation

- Bring paper or card, a pair of scissors and a glue stick for each group.

Warm-up

- Books closed. Write *festival* on the board. Ask students if they know the names of any famous British festivals, e.g. *New Year*, *Harvest Festival*, *Bonfire Night*, and what happens during each of them.
- If students are unable to provide any examples, give them a few minutes to use their smartphones to do a search for information online. Alternatively, write the names of the three festivals referred to above on the board and ask students to find out as much as they can about them online.

Background

May Day is also known as Early May Bank Holiday in the UK. It is celebrated on the first Monday in May, which means that it is only celebrated on the 1st of May when that date happens to fall on a Monday.

Look

- Ask students to open their books at page 126 and look at the poster about the festival.
 - Check that students understand the meaning of the following vocabulary:
pole: a long rounded piece of wood or metal placed in the ground, usually to provide support for something, e.g. *We've put the tent poles in.*
ribbon: a long narrow piece of fabric used as decoration or for tying things, e.g. *The little girl had a beautiful ribbon in her hair.*
decorative: making something appear attractive, e.g. *We need a more decorative frame for the painting.*
accordion: a musical instrument played by moving bellows in and out with the hands, with chords and notes played by pressing buttons, e.g. *The accordion is used in French folk music.*
procession: an organised and orderly movement of people or vehicles along a street as part of a ceremony, e.g. *There was a beautiful torchlight procession through the streets of Edinburgh on New Year's Eve.*
 You could either do this by teaching them the meaning of each word or asking them to look up the meanings online.
 - Put students work in pairs to complete the information in the table.
 - Check answers and then ask students if May Day is celebrated in their country, and, if it is, how it is celebrated.
 - You could then tell the class that while events such as the ones described in the text do take place on May 1st in the UK, for most people it is merely a day off work or school.

Suggested answers

name	May Day
location	across Europe and the USA
date	1 st of May
history	a Roman festival
activities	May pole dancing, morris dancing, making displays with flowers, decorating houses with flowers, special processions
traditional food	traditional British cakes, biscuits and desserts fast food

Optional activity

- Ask students to do a search on YouTube for videos of people morris dancing.
- You could then put students into pairs and ask them to tell one another what they think about what they have seen.

Prepare

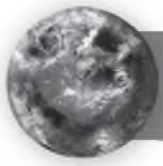
- Put students into groups of three.
 - Give students time to think of a festival from their own country to write about. If necessary, give them some ideas or ask them to look for information online.
 - Make sure each group chooses a different festival to make a leaflet about.
 - Encourage students to use the example in Exercise 1 to help them organise their information in their own leaflet. Students should give their leaflet a title offering the reader a quick and easy way of understanding what the leaflet is about.

Present

- Ask students to take it in turns to present their leaflets to the class.
 - At the end of each presentation, the group can ask the class questions on what has been presented to them to see how much they can remember of what they have heard.
 - The class then decides which festival is its favourite.

Optional activity

- Put students into small groups and ask them to create a festival to celebrate one particular day in the year.
- Students should give a reason for the choice of day and then choose activities to celebrate the day. They could also give their festival a name.
- Ask one member of each group to tell the class about their group's festival.



Reviews key

Review 1 and 2

Vocabulary

1

a clothes shop b newsagent c sports shop d music shop
e electronics shop f chemist

2

1 buy 2 sell 3 borrow 4 spend 5 earn 6 save

3

1 scientist 2 dancer 3 vet 4 firefighter 5 artist 6 actor

4

1 brave 2 serious 3 calm 4 funny 5 quiet 6 cheerful

Explore vocabulary

5

1 freezing 2 huge 3 awful 4 boiling 5 brilliant

6

1 unhelpful 2 unfair 3 kindness 4 happiness 5 unusual
6 tidiness

7

1 make sure 2 make a suggestion 3 make mistakes
4 make a cake 5 make friends 6 make history

Language focus

1

1 aren't studying 2 're shopping 3 're looking 4 is trying
5 isn't trying 6 's taking

2

1 are studying 2 does ... go 3 watch 4 are shopping
5 Are ... eating 6 don't go

3

1 like 2 enough time 3 don't 4 prefer 5 enough money
6 want

4

1 was 2 didn't live 3 was 4 moved 5 bought 6 went
7 wasn't 8 was 9 left 10 studied 11 were 12 wanted

5

1 were 2 did 3 did 4 Did 5 Was 6 Were

6

1 an hour ago 2 yesterday 3 at the weekend 4 last night
5 when I was little

Language builder

7

2 a 3 a 4 a 5 a 6 b 7 b 8 a 9 a 10 b

Speaking

8

1 think 2 sure 3 may 4 looks 5 reckon 6 possible

Review 3 and 4

Vocabulary

1

1 b 2 d 3 e 4 f 5 a 6 c

2

1 quickly 2 quietly 3 easily 4 slowly 5 happily 6 carefully

3

1 wardrobe 2 mirror 3 blanket 4 desk 5 towel 6 sink

4

a cooker b freezer c washing machine d dishwasher
e hairdryer

Explore vocabulary

5

1 up 2 for 3 down 4 like 5 after

6

2 islanders 3 swimmer 4 builder 5 farmer 6 explorer

7

1 do the shopping 2 do housework 3 do the washing
4 do Maths 5 do ... sports 6 do ... homework

Language focus

1

1 was ... doing 2 was playing 3 Was ... playing 4 No ... wasn't
5 was swimming 6 were ... doing 7 were studying

2

2 We were having a picnic when it started to rain.
3 Tara broke her glasses while she was playing tennis.
4 I was reading a magazine when the window broke.
5 The film started while they were buying tickets.

3

2 Sam could swim ten metres when he was six.
3 Marta could ride a skateboard when she was seven.
4 Sam couldn't use a computer when he was seven.
5 Marta could play the violin when she was ten.
6 Sam couldn't make a cake when he was ten.

4

1 Our new house is bigger than our old house.
2 This small hotel is more comfortable than a large hotel.
3 These laptops are better than desktop computers.
4 My class is noisier than your class.
5 Your friends are more interesting than my friends.

5

1 the tallest 2 the wettest 3 the most active 4 the fastest
5 the windiest

6

1 mustn't 2 mustn't 3 shouldn't 4 should 5 mustn't

Reviews key

Language builder

7

1 b 2 b 3 b 4 a 5 a 6 b 7 a 8 b

Speaking

1 Something strange happened 2 What 3 How
4 Can you give me 5 Yes, of course 6 Shall I

Review 5 and 6

Vocabulary

1

memory stick keyboard smartphone laptop touchscreen

2

1 log 2 click 3 sign 4 scroll 5 turn 6 turn 7 shut

3

1 start school 2 learn to drive 3 leave home 4 take a year out
5 get a job 6 was born

4

glass bottle, glass jar; paper bag; plastic bottle, plastic bag;
cardboard box

Explore vocabulary

5

1 hopeful 2 painful 3 careless 4 useless 5 beautiful
6 wonderful

6

1 up 2 up, on 3 on, off 4 for 5 out, down 6 on

7

1 for 2 on 3 about 4 to 5 about 6 for

Language focus

1

1 will work 2 might have 3 will travel 4 won't eat 5 might be

2

1 c 2 a 3 d 4 b

3

1 Is ... going to visit 2 isn't 3 's going to visit
4 are ... going to get 5 aren't going to have

4

1 are you going to 2 is going to 3 are going to 4 will 5 will

5

1 are going 2 are ... going 3 Is ... doing 4 is watching
The first dialogue is about the future.
The second dialogue is about the present.

Language builder

6

1 a 2 c 3 b 4 b 5 b 6 b 7 a 8 b 9 b 10 c

Speaking

7

1 b 2 d 3 e 4 a 5 c

Review 7 and 8

Vocabulary

1

1 e 2 c 3 d 4 b 5 f 6 a

2

a back b chest c shoulder d neck e wrist f elbow

3

1 b 2 e 3 f 4 a 5 c 6 d

4

1 tired 2 afraid 3 angry 4 bored 5 excited 6 embarrassed

Explore vocabulary

5

1 get injured 2 get worried 3 have a rest 4 have a good time
5 get sick 6 have a shower

6

1 charity workers 2 wildlife 3 fishing boat 4 forest floor
5 firewood

7

1 Watching films 2 having a party 3 Playing an instrument
4 Taking photos 5 Playing jokes 6 Using the Internet

Language focus

1

2 He's broken his arm, but he hasn't broken his leg.
3 She's been skiing, but she hasn't been surfing.
4 We've read a lot of magazines, but we haven't read many books.

2

1 Have you ever played an instrument in a concert?
2 Have your parents visited a lot of countries?
3 Has your brother ever climbed a mountain?
4 Has your sister ever won a competition?
5 Have you ever found money on the floor?

3

1 Have you ever burnt 2 have 3 burnt 4 did you do 5 put

4

1 one 2 ones 3 ones

5

1 anything 2 somewhere 3 anyone 4 somewhere

6

1 too late 2 not strong enough 3 not warm enough
4 too big 5 not tall enough

Language builder

7

1 b 2 a 3 c 4 c 5 b 6 c 7 a 8 a 9 b 10 a

Speaking

8

1 How's it going? 2 That's amazing! 3 What a shame!
4 Where shall we 5 Why don't we 6 I'd rather
7 That's a great idea.



Grammar reference key

Starter Unit

1

- 2 Is your best friend in your class?
- 3 Where are your friends?
- 4 Is your pencil case on your desk?
- 5 When is your next Maths class?
- 6 Are you and your friends from Colombia?

2

- 2 My best friend's dog is very big.
- 3 My parents' car is new.
- 4 My cousins' names are Jack, Will and Frances.
- 5 My teacher's cats are black.
- 6 My friends' skateboards are under their desks.

3

- 1 Are there any; there aren't; there are some
- 2 There aren't any; there are
- 3 Is there any; there isn't; there is some
- 4 Is there; there isn't; there are some

4

- 1 haven't got; have got
- 2 has got; hasn't got
- 3 Have ... got
- 4 hasn't got; has got
- 5 have got; have got
- 6 has ... got

5

- 2 My mum has lunch at work. She doesn't have lunch at home.
- 3 My cousins don't live near me. They live in Glasgow.
- 4 My best friend does his homework. He doesn't watch TV.
- 5 My brother doesn't study French. He studies English.

6

- 1 Do ... play
- 2 does ... go
- 3 Do ... watch
- 4 does ... live
- 5 do ... go

7

- 1 We sometimes do English in the library.
- 2 My dad often goes cycling after work.
- 3 My brother is always happy.
- 4 I usually have lunch in the canteen.
- 5 My grandparents never go skiing.

Unit 1

1

- 1 am visiting 2 are studying 3 isn't playing 4 are ... watching
- 5 aren't cooking 6 Are ... shopping; are

2

- 1 is looking 2 play 3 do ... go 4 Is ... buying 5 are eating

3

- 1 I would like to visit the zoo.
- 2 My brother doesn't want to go to the theme park.
- 3 We would prefer to watch a funny film.
- 4 Does your cousin want to sell his old games console?
- 5 My friends wouldn't like to live in another town.
- 6 Would you like to have dinner with us?

4

- 1 I haven't got enough money for a tablet.
- 2 Have you got enough time to help me?
- 3 It isn't warm enough to wear a T-shirt.
- 4 There are enough oranges for orange juice.
- 5 We haven't got enough chairs for everyone.
- 6 Our car isn't big enough for six people.

Unit 2

1

- 1 were 2 were 3 weren't 4 was 5 wasn't 6 wasn't

2

- 1 Marie Curie lived in Paris.
- 2 My dad flew to New York five days ago.
- 3 I won a race at school yesterday.
- 4 We didn't buy anything at the shopping centre on Saturday.
- 5 My sister found some money on the floor.

3

- 1 Where was she born?
- 2 What was her first film?
- 3 What were her favourite subjects at school?
- 4 Were you interested in acting at school?
- 5 Was your father a film director?
- 6 Were your parents interested in films?

4

- 1 were you 2 did you see 3 did your parents go 4 Were you
- 5 Did you study 6 did you write

Grammar reference key

Unit 3

1

- 2 The dog wasn't sleeping. It was running in the garden.
3 I wasn't writing a letter. I was reading an email.
4 The children weren't watching TV. They were doing (their) homework.
5 You weren't studying. You were playing computer games.
6 It wasn't raining. It was snowing.

2

- 1 were ... doing; was listening; wasn't listening
2 Was ... watching; wasn't; was tidying
3 were ... chasing; were chasing; weren't running
4 Were ... studying; was; was working

3

- 1 broke; was climbing
2 was doing; rang
3 caught; was jumping
4 got; weren't doing
5 was taking; saw
6 were swimming; started

4

- 1 could read 2 couldn't run 3 couldn't see 4 Could Tony play
5 could understand 6 Could you ride

Unit 4

1

- 1 smaller than 2 the worst 3 faster than 4 the most quickly
5 the best 6 more boring than

2

- 1 must go 2 must wear 3 mustn't swim 4 mustn't talk
5 must stop 6 mustn't forget

3

- 2 should we eat? 3 should he go to bed? 4 should I visit?
5 should they try? 6 should she go

Unit 5

1

- 1 will ... live 2 will be 3 won't buy 4 Will ... study
5 won't use 6 will need

2

- 1 will 2 will 3 may; might 4 won't 5 may 6 may not

3

- 2 If John buys a computer, he won't read many books.
3 If you scroll down, you will see an amazing photo.
4 If Mia and Sara watch TV all evening, they won't finish their homework.
5 If we turn down the music, we won't hear the singer.
6 If my parents get a new laptop, they will give me their old computer.

Unit 6

1

- 1 aren't going to play 2 Are ... going to get married
3 am not going to leave 4 are going to have 5 is going to learn
6 is ... going to stay

2

- 1 'll 2 's going to 3 'll 4 's going to 5 aren't going to
6 won't

3

- 2 'm having a guitar lesson
3 're visiting our grandparents
4 'm playing basketball
5 is having a party
6 are eating at Mario's Pizza

Unit 7

1

- 1 has cut 2 have crashed 3 haven't seen 4 have met
5 has had 6 hasn't burnt

2

- 1 I haven't
2 Has Louisa ever fallen off her bike?
she has
3 Has Tim hurt his wrist?
he hasn't
4 Have your parents lived in Africa?
they haven't
5 Has your best friend lost something important?
he/she has
6 Have your friends won a sports competition?
they haven't

3

- 1 c 2 a 3 b 4 c 5 b 6 a

Unit 8

1

- 1 ones 2 one 3 one 4 ones 5 ones 6 one

2

- 1 anything 2 anywhere 3 Someone 4 nothing
5 something 6 Everyone

3

- 1 too high 2 not old enough 3 not tall enough 4 too hot
5 not good enough 6 too slow



Vocabulary Bank key

Unit 1

Explore extreme adjectives

1

very good	very bad	other
brilliant great wonderful	awful horrible terrible	boiling freezing huge

Money verbs

1

spend, borrow, save, earn + *money*
buy, sell + *clothes, shoes, books, etc.*

Explore prefixes

1

un-

Unit 2

Explore the suffix -ness

1

-ness
friendliness
happiness
illness
kindness
quietness
sadness
tidiness
weakness

Unit 3

Explore verb + preposition

1

- 1 look after
- 2 look through
- 3 look for
- 4 look like
- 5 Look out
- 6 look ... up

Explore nouns with -er

1

builder
explorer
farmer
islander
photographer
shopper
swimmer
painter

Unit 4

Things in the home

1

Suggested answers

bedroom	bathroom	living room	kitchen
desk carpet curtains pillow shelf wardrobe	mirror towel shelf	carpet curtains	cupboard shelf

Explore verbs with *up* or *down*

1

- 1 get up; comes up
- 2 stand up; sit down
- 3 put up
- 4 go up; go down
- 5 Put down

Unit 5

Computer words

1

Suggested answers

- hold in one hand: memory stick, microchip, mouse, smartphone
- connect to a computer: keyboard, memory stick, mouse, printer, smartphone
- use instead of a computer: laptop, smartphone, tablet
- find on or inside a computer: microchip, touchscreen

Explore suffixes *-ful* and *-less*

1

careless
colourless
painless
powerless
useless

2

hopeful = with hope
hopeless = very bad at

Vocabulary Bank key

Unit 6

Containers and materials

1

Suggested answers

paper	plastic	glass	metal
cartons cardboard box	crisp packet bottles	jars bottles	cans

Explore verbs with prepositions

1

ask about
belong to
dream about
learn to
listen to
spend (money) on
pay for
talk to
wait for

Unit 7

Accidents and injuries

1

bang your head
break your leg
burn your hand
crash your car
cut your finger
fall off your bike
hurt your back
slip on ice
trap your finger
trip over the dog

Explore compound nouns

1

- firewood
- fishing boat
- charity worker
- forest floor
- wildlife

Unit 8

Explore expressions

1




have

2

make	do	have
a bed a cake a suggestion	homework a favour shopping	fun a swim

Adjectives of feeling

1

		
interested	surprised	afraid upset tired bored angry embarrassed

Explore making nouns from verbs

1

meeting friends
playing an instruments
playing a joke
reading books
taking photos
using the Internet
watching films



Workbook key

Starter Unit

- 1** 2 dad 3 grandma 4 parents 5 uncle 6 brother
7 wife 8 sister 9 aunt 10 cousin 11 granddad
12 husband
- 2** 2 aunt 3 granddad 4 mum 5 sister
- 3** 2 uncle 3 grandma 4 cousins 5 grandparents 6 mum
7 brother or sister
- 4** 2 Are 3 is; He 4 is 5 are; They're 6 are; We
7 am; you; be
- 5** 2 is 3 are 4 Are 5 is 6 am 7 Are 8 is
- 6** 2 Our cousin's house is in the city.
3 Is this your grandad's piano?
4 What's your dad's name?
5 My best friend's birthday is in October.
6 His sister's dance classes are on Monday.
7 Is our dog's nose brown?
8 Where is my brother's T-shirt?
- 1** **Down:** 2 Science 4 History 6 ICT
Across: 3 Maths 5 French 7 Music
8 English 9 Geography
- 2** 2 French 3 PE 4 ICT 5 Music 6 Science 7 Maths
8 Geography 9 English
- 3** **Suggested answers:**
2 In Picture A there is one bed. In Picture B there are two.
3 In Picture A there's a T-shirt on the chair. In Picture B there's a skirt on the chair.
4 In Picture A there aren't any trainers under the bed. In Picture B there are some trainers under the bed.
5 In Picture A there's a lamp on the table. In Picture B there isn't a lamp on the table.
6 In Picture A there are two chairs. In Picture B there is one.
- 1** 2 Are; any 3 Are there; any 4 is; some 5 aren't; any
6 Is there; any 7 are; some 8 isn't; any
- 2** 2 Have 3 has 4 've 5 Has 6 've 7 hasn't 8 's
9 haven't
- 3** 2 do yoga 3 go skiing 4 play volleyball 5 does judo
6 go surfing 7 go swimming 8 go skateboarding
9 go bowling 10 go cycling
- 4** 1 watch 2 finishes 3 don't 4 doesn't
- 5** 2 play 3 plays 4 goes 5 does 6 do 7 go 8 plays
9 trains 10 go 11 don't watch 12 don't like
- 1** 1 Do you 2 do; don't 3 Does he 4 does; doesn't
- 2** 2 Do; don't 3 Does; doesn't 4 Do; do 5 Do; don't
6 Does; does 7 Does; doesn't
- 3** 2 object/thing 3 time 4 place 5 person 6 reason
- 4** 2 What 3 How often 4 Who 5 Why 6 Where
7 When
- 5** 1 is always 2 sometimes go

- 6** 2 Football matches are sometimes very long.
3 My dad never plays chess with me.
4 We often go cycling on Saturdays.
5 We usually use dictionaries in English class.
6 His books are always really interesting.

Unit 1

Vocabulary

- 1** **Across:** bookshop; clothes; supermarket; newsagent
Down: electronics; music; shoe; chemist; department
- 2** 1 clothes; electronics; music, shoe
2 department
3 bookshop; supermarket; newsagent; chemist
- 3** 2 chemist 3 newsagent 4 clothes shop
5 electronics shop 6 bookshop 7 supermarket
8 music shop
- 4** 2 clothes shops 3 department store 4 shoe shop
5 electronics shop 6 music shop
- 5** Students' own answers.

Language focus 1

- 1** 2 aren't buying 3 Are you coming 4 I am; aren't
5 simple 6 continuous
- 2** 2 'm sitting 3 are waiting 4 isn't going 5 're not staying
6 's coming
- 3** 2 Are you selling; I am
3 Are they buying; they aren't
4 Are we having; we aren't
5 Is Lisa waiting; she isn't
6 Are you spending; I am
- 4** 2 gives 3 go 4 are shopping 5 'm writing 6 have
7 wear 8 are putting 9 are doing
- 5** 2 Are you reading a good book at the moment?;
Students' own answers.
3 Where do you usually buy your clothes?;
Students' own answers.
4 Do you listen to music? What do you listen to?;
Students' own answers.
- 6** 1 wonderful; amazing; brilliant [in any order] 2 boiling
3 huge 4 freezing 5 awful

Listening and vocabulary

- 1** 2 borrow 3 sell 4 buy 5 spend 6 save
- 2** 2 sell 3 borrow 4 spend 5 earn 6 buy
- 3** 2 I'm saving for a new bike.
3 I'm borrowing her dress.
4 I'm buying new trainers.
5 I'm spending five pounds on sweets!
6 I'm earning some money for a new phone.
- 4** b
- 5** 2 £30 3 Gemma's brother 4 she's older 5 £10
6 get a babysitting job 7 likes 8 more money

Workbook key

Listening script

Narrator: Listen and choose.
Gemma: Hey Mum. I want to buy some jeans online. Can I borrow your credit card?
Mum: No, of course not.
Gemma: Please! I really need some new clothes and these jeans are really cheap.
Mum: No Gemma. You have your pocket money to buy things like this.
Gemma: Yes, I know, but thirty pounds a month isn't very much.
Mum: What do you spend it on, then?
Gemma: Oh, I don't know. Going to the cinema, make-up, accessories, sweets, milkshakes. I usually spend it all in two weeks.
Mum: I'm not surprised! You spend it on a lot of little things! You need to be responsible. Your brother always puts his pocket money in his money bank.
Gemma: Yes, but he doesn't need to buy things, and he's only 11. He spends all his time on the Playstation. He doesn't go to the cinema or out shopping with his friends, but I'm fourteen! I can't buy clothes AND have fun with thirty pounds. The cinema is really expensive.
Mum: Mmm. Isn't it about £5?
Gemma: No, it's £10 with a drink or some popcorn!
Mum: Ten pounds? I see. So thirty pounds a month isn't that much then.
Gemma: No. I'd like to get a job but it's impossible when you're 14.
Mum: What about babysitting? You have some experience with your cousins. You can ask our neighbours. Some of them have young children so maybe they need a babysitter.
Gemma: Mum, that's a great idea!
Mum: And maybe we can give you more pocket money. How about fifty pounds a month?
Gemma: Great! Can I have twenty pounds now to buy the jeans, then?
Mum: Oh, OK. But first, go and tidy your bedroom!

Language focus 2

- 1 2 prefer 3 like 4 doesn't want 5 like 6 wouldn't like
2 2 e 3 a 4 f 5 b 6 d
3 2 to earn 3 to spend 4 to buy 5 to play
4 Students' own answers.
5 2 c 3 d 4 a 5 f 6 b
6 2 I've got enough money for these jeans.
3 There aren't enough parks for the children in this town.
4 We haven't got enough bottles of water for 100 people.
5 She's got enough time to do this exercise before her class.
6 We haven't got enough slices of bread to make sandwiches for 30 people.
7 2 unusual 3 unfriendly 4 unhelpful 5 unfair 6 untidy

Reading

- 1 It is different because you use your phone to go shopping and pay for what you buy.
2 2 advertisements 3 app 4 delivers 5 shopping trolley
3 2 You can buy food and drinks.
3 You need a smartphone.
4 The supermarket delivers the food to your house.
5 They don't have enough time to go to the supermarket because they work very hard.
4 2 barcode 3 shopping trolley 4 Pay; phone 5 delivers
5 Students' own answers.

Writing

1 She spends it all and can't save.

2

Do	Don't
make a sandwich put some money in your box when you get it ask for £1 coins try to earn some money from your family	spend money on things you don't need buy sweets every day

- 3 2 Don't 3 Don't buy 4 Ask 5 Be
4 2 Do some work at home to earn extra money.
3 Don't spend money on silly things.
4 Try selling things to get extra money.
5 Don't borrow money from your friends.
5 2 or 3 and 4 or 5 but
6 2 for 3 from 4 to 5 for
7 2 U 3 U 4 GL 5 GL
8 All the information is included in the email.

Review

- 1 2 medicine 3 comics 4 trainers 5 guitars 6 laptops
7 food and drink 8 shoes 9 has got 10 shirts
2 2 buy 3 save 4 spend 5 earn 6 borrow
3 2 'm buying 3 'm drinking 4 's eating 5 's not answering
6 isn't working 7 's walking 8 'm leaving
4 2 doesn't go 3 goes 4 aren't going 5 're/are staying
6 's/is making 7 'm/am writing 8 's/is listening
9 don't spend 10 talk 11 're/are doing
5 1 prefer 2 like; want 3 want; like 4 like; want
5 like; prefer
6 2 enough money 3 enough time 4 enough people
5 enough cheese 6 enough homework
7 2 b 3 a 4 a 5 a 6 a 7 b 8 b 9 a 10 b
11 b

8

Sports	Shops	Money verbs
bowling skiing cycling yoga basketball skateboarding karate	newsagent bookshop chemist supermarket department store	save borrow earn buy sell

- 9 2 size 3 prefer 4 are 5 much 6 'll take

Get it right!

- 1 2 correct
3 Alex isn't here – **he's visiting** a friend at the moment.
4 correct
5 In my country, we **drink** a lot of tea.
2 2 to buy 3 don't 4 would 5 prefer 6 to go
7 would

Workbook key

3 2 e 3 d 4 a 5 b 6 c

4 2 writing 3 swimming 4 playing 5 listening
6 shopping 7 buying 8 saving

Unit 2

Vocabulary

1 **Across:** police officer; vet; nurse; artist
Down: dancer; musician; firefighter; actor; astronaut

2 2 vet 3 musician 4 actor 5 nurse 6 artist

3 2 police officer 3 musician 4 actor 5 nurse 6 artist
7 vet 8 astronaut 9 scientist 10 firefighter

4 Students' own answers.

Language focus 1

1 1 was 2 were 3 wasn't 4 weren't

2 1 were; wasn't 2 weren't; were 3 was; was
4 was; was; were; was

3 1 stayed 2 didn't stay 3 didn't go

4 2 looked 3 wasn't 4 didn't find 5 picked 6 took
7 had 8 phoned 9 went 10 opened 11 saw
12 said 13 was 14 didn't have

5 2 He lost it last Friday.
3 He left it on the bus.
4 Yes, he did. The driver picked it up.
5 He went to the bus station and got it.

6 2 a 3 d 4 e 5 c

7 2 f 3 a 4 d 5 b 6 e

Listening and vocabulary

1 **Across:** 1 funny 4 serious 6 cheerful
Down: 2 kind 3 quiet 5 brave 6 calm

2 2 serious 3 cheerful 4 quiet 5 friendly 6 kind
7 brave 8 calm

3 c

4 2 Alaska 3 camping 4 after 5 didn't do 6 fast
7 in the morning 8 a student

Listening script

Presenter: Welcome to the programme. Last month we reported on a group of teenagers attacked by a black bear in Alaska. Today I'm talking to one of the boys. Jonah, you and two other friends were seriously injured. How are you now?

Jonah: We're all out of hospital, thanks.

Presenter: Good. So how did the attack happen?

Jonah: We were on a survival course in Alaska. We had three weeks with our instructors and then we were on our own for five days.

Presenter: And when did this happen?

Jonah: On the second evening. We were camping near a river and we were tired so we had dinner early. I was in my tent when somebody screamed. When I ran out I saw the bear.

Presenter: What did you do?

Jonah: Well, the teachers on the survival course gave us clear instructions. Don't run away from the bear. Lie on the ground so the bear thinks you're dead. Some people in the group did that, but I didn't. I screamed and ran down to the river.

Presenter: And did the bear come after you then?

Jonah: Yes, it attacked me and then the others. After a few minutes, it disappeared. It all happened really fast.

Presenter: Did the rescue service come?

Jonah: No, we phoned them, but they couldn't fly the helicopter at night.

Presenter: So what did you do?

Jonah: We waited till morning. I was badly hurt on my head, neck and stomach, but I was lucky. Tracey Smith, one of the other teenagers, had special training with the ambulance service. She stayed calm and knew exactly what to do. She looked after us all night in the camp.

Presenter: So she saved your life?

Jonah: Yes, she was incredible! I'd like to say 'Thanks Tracey!'

Language focus 2

1 1 Were; was 2 Were; weren't

2 2 Where was Anne Frank during the Second World War? In Amsterdam.
3 What was Tim Berners-Lee's job? He was an engineer.
4 Who were Anne Frank and her family afraid of? They were afraid of the German army.
5 Where was Columbus in 1492? In the Caribbean Islands.
6 What was the name of Tim Berners-Lee's invention? The World Wide Web.

3 2 How long did the trip take?
3 How many hours did you sleep at night?
4 Did you see a lot of sharks?
5 What did you do all day?
6 Where did you finish the trip?

4 2 When did Christopher Columbus make his fourth and final voyage?
3 How long did Anne Frank and her family live in those small rooms?
4 Where did Tim Berners-Lee study (from 1973 to 1976)?
5 Where was Marie Curie born?
6 What did the USA do in 1937?

5 2 Where did you study Engineering?
3 Why did you call it the 'World Wide Web'?
4 Did you make mistakes in your life?

6 favourite; funny; brilliant; big

7 2 tidiness 3 kindness 4 sadness 5 weakness
6 happiness

Reading

1 children; teenagers; brave people; heroes

2 2 verb 3 noun 4 noun 5 verb 6 noun

3 2 tractor 3 disability 4 inspires 5 celebrate 6 performs

4 2 b 3 b 4 c 5 a 6 b

5 Students' own answers.

Writing

1 Because she was walking her dog.

2 1 She's in his sister's class and swimming club.
2 Because he fell in the river and couldn't swim.
3 She jumped in the river to rescue him.
4 The boy disappeared under the water, but Judith stayed calm and pulled him out.
5 She says it was nothing special.

Workbook key

- 3** 2 so; middle of ideas 3 although; beginning of ideas
4 because; middle of ideas
- 4** 2 We live in the same street and we go to the same school as well.
3 We both like music so we decided to start a band together.
4 The man couldn't get up the stairs because he was in a wheelchair.
- 5** 2 sister's 3 they're 4 couldn't 5 She's
- 6** 2 She's a real hero because she saved the boy's life.
3 We're in the same class together so we're the same age.
4 Life wasn't easy for her and she didn't have a lot of money.
5 I'd like to be like him when I'm older.
- 7** 2 to find out 3 to become 4 to earn 5 to rescue
6 to make
- 8** Sentence 4
- 9** 2 how you know the person
3 what the person did
4 why you admire them
5 the person's character
6 what other people think of him/her

Review

- 1** 2 actor 3 police officer 4 scientist 5 nurse 6 artist
7 firefighter 8 dancer 9 musician 10 vet
- 2** 2 cheerful 3 quiet 4 kind 5 calm 6 serious 7 funny
- 3** 1 went 2 studied; wasn't 3 sailed; wrote
4 didn't study; became 5 was; didn't want
- 4** 2 What did she study? 3 Were they good at sport?
4 Did we play tennis at school? 5 What was your book about?
- 5** 2 b 3 a 4 a 5 b 6 b 7 a 8 b 9 a
10 a 11 b
- 6** 2 a 3 b 4 c 5 b 6 b 7 c 8 c
- 7** 2 sure 3 might 4 look 5 maybe 6 That

Get it right!

- 1** 2 were 3 was 4 were 5 were 6 was
- 2** 2 Where was the party?
3 Were you late?
4 How many people were at the party?
5 Were Peter and his brother at the party?
6 How long were you at the party?
7 Were all the people at the party happy?
- 3** My friend James has got two brothers. Their dad is **a** famous artist and their mum is a vet. But the brothers don't want to be artists or vets. James wants to be **an** actor because he loves the theatre. His brother Paul would like to be **a** firefighter or **an** astronaut, but he isn't tall enough, so he wants to be **a** police officer. And his younger brother, Michael, loves music, but he can't be **a** singer, because he can't sing! But he plays the piano very well, so, maybe he will be **a** musician.
- 4** 2 make 3 do 4 do 5 make 6 make 7 do
8 make

Unit 3

Vocabulary

- 1** **Across:** fall over; run away; climb
Down: catch; jump; chase; hide
2 run away 3 jump 4 climb 5 chase 6 fall over
7 hide 8 catch
- 2** 2 fell over 3 chased 4 caught 5 climbed 6 ran away
7 jumped 8 hid
- 3** 2 catch 3 jumped 4 ran 5 fell 6 hid 7 climbed
8 threw
- 4** Students' own answers.

Language focus 1

- 1** 2 was 3 Was 4 was 5 wasn't 6 were 7 weren't
8 Were 9 were 10 weren't
- 2** 2 ... my friend was catching a ball.
3 ... my sister was climbing a tree.
4 ... my mum was talking to a friend on the phone.
5 ... a car was driving down the street.
6 ... our dog was chasing the car.
7 ... my neighbour was cutting the grass.
8 ... the police officers were helping an old lady.
- 3** 2 Were you watching; I was
3 Were the men carrying; they weren't
4 Was the man driving; he wasn't
5 Were you and your friends playing; we were
- 4** 2 What were you doing at eight o'clock this morning?
Students' own answers
3 Who were you talking to on the phone all afternoon?
Students' own answers
4 Were you listening to music an hour ago? Students' own answers
- 5** 2 b 3 e 4 a 5 d

Listening and vocabulary

- 1** 2 easily 3 well 4 happily 5 quickly 6 quietly
7 badly 8 slowly
- 2** 2 badly 3 quickly 4 carefully 5 well 6 quietly
7 happily 8 easily
- 3** 2 slowly 3 quietly 4 badly 5 happily 6 well
- 4** Option a
- 5** 2 a 3 b 4 a 5 a 6 b 7 a 8 b

Listening script

- Mel:** What were you doing yesterday, Vicky? I thought you were coming to my house.
- Vicky:** Oh, yes. Sorry, Mel! I was reading and I forgot.
- Mel:** Reading? That's an unusual excuse! What were you reading?
- Vicky:** *The Thief Lord* by Cornelia Funke. I couldn't stop reading it, it was really exciting. I finished it at midnight!
- Mel:** Wow! What was it about?
- Vicky:** Well, it was a bit complicated. There were two boys, Prosper and Bo, and when their mother died they went to live with their Aunt Esther. But she only wanted Bo, not Prosper, so they decided to run away to Venice.
- Mel:** Venice! Why did they go there? That's a strange place to choose.
- Vicky:** Because their mum loved the city. She said Venice was a magical

Workbook key

place. Anyway, Prosper and Bo made friends with some street children there.

Mel: Did the children live on the streets?

Vicky: No, they lived in an old abandoned cinema. Bo and Prosper moved in there. Their leader was someone called the Thief Lord. He went to the houses of rich people and took things and then gave them to the children to sell to a man called Barbarossa.

Mel: It doesn't sound very magical!

Vicky: Well, there were some great descriptions of Venice in the book, and I liked it because when you thought one thing was going to happen another thing happened instead. There were lots of surprises and adventures.

Mel: So what happened in the rest of the story?

Vicky: It's a secret! I've got the book for you to read, so I'm not telling you the end.

Mel: You know I don't like reading. Is there a film of it?

Language focus 2

- 1** 1 b 2 a
- 2** 2 saw 3 told 4 was travelling 5 found out
6 was going 7 was making 8 left 9 was sitting
10 didn't know
- 3** 1 past 2 subject 3 could; couldn't
- 4** 2 could 3 could 4 couldn't 5 couldn't 6 could
7 couldn't
- 5** 2 Why were you driving? 3 What could you see?
4 Did you see anyone else?
- 6** 2 photographer 3 farmer 4 explorer 5 builder
6 shopper 7 swimmer 8 painter

Reading

- 1** A tugboat
- 2** 2 confirm 3 coast 4 false alarm 5 report 6 crash
- 3** a 6 b 2 c 5 d 3 e 1 f 4
- 4** Students' own answers.

Writing

- 1** He found a bag with money in it and gave it all to the police.
- 2** 1 He was walking around in a shopping centre in Boston.
2 \$40,000. 3 The police. 4 They raised over \$140,000.
- 3** 2 while 3 At first 4 when 5 then 6 Later 7 Finally
- 4** 2 when 3 At first 4 Then 5 while 6 Later 7 Finally
- 5** 2 was; were 3 had 4 got 5 bought 6 tried 7 drove
8 gave 9 found 10 caught
- 6** 2 angry 3 sad 4 happy 5 frightened

7

when the story happened	last year
where the story happened	in a park, in the woman's house
people in the story	a woman, her son, doctors
what they were doing	walking in the park, working in a garden,
events of the story	Woman walked in park, found a dog, made posters and put them up, she was working in garden, dog made noise, woman followed dog into house, found son, son almost died, dog saved him, woman decided to keep dog
how the story ended	woman decided to keep dog
the people's feelings in the story	sad, frightened, happy, lucky

Review

- 1** 2 climbed 3 chased 4 fell over 5 hid 6 threw
- 2** 2 quickly 3 easily 4 well 5 quietly 6 happily
7 slowly 8 badly
- 3** 2 was 3 were; wearing 4 was wearing 5 Was; carrying
6 was carrying 7 Were; running 8 weren't
9 were walking
- 4** 1 went 2 were sleeping; broke 3 fell; was running
4 found; were searching 5 drove; weren't looking
- 5** 2 couldn't swim 3 could ride 4 could play
5 couldn't play
- 6** 2 a 3 c 4 c 5 a 6 b 7 a 8 c 9 b 10 b
- 7** 2 a 3 b 4 c 5 b 6 c 7 b 8 a
- 8** 2 What 3 next 4 did 5 do 6 weird

Get it right!

- 1** 2 was raining 3 were driving 4 wanted 5 decided
6 enjoyed
- 2** 2 correct
3 It was great to see you. I'm so happy that you could ~~to~~ come.
4 We couldn't **go** to the beach because it was raining.
5 In the past, you couldn't to travel from London to Paris by train.
6 The exam was very difficult. I **couldn't** understand the questions.
- 3** 2 well 3 quiet 4 badly 5 carefully 6 quickly 7 easily

Unit 4

Vocabulary

1

living room	bedroom	bathroom	other rooms
blanket carpet shelf curtains	pillow desk wardrobe blanket carpet shelf curtains	sink cupboard towel shelf curtains carpet	sink cupboard carpet curtains desk

Workbook key

2 1 shelf 2 pillows 3 blanket 4 carpet 5 mirror
6 wardrobe 7 cupboard 8 curtains

3 2 carpet 3 cupboard 4 towel 5 curtains
6 blankets; pillows 7 desk; shelf 8 sink

4 Students' own answers.

Language focus 1

1 2 -er 3 more 4 -ier 5 better; worse 6 more

2 2 Buckingham Palace is bigger than the White House.
3 His desk is more expensive than all our furniture!
4 A bed is more comfortable than a sofa.
5 The hotel in Santiago is better than the hotel in Buenos Aires.
6 Gail's room is tidier than Kerry's, but it's worse than my room.

3 2 most 3 -iest 4 the best; the worst

4 2 the most expensive 3 the tallest 4 the biggest
5 the ugliest 6 the most unusual

5 2 This pillow is softer than that pillow.
3 The library is the quietest place in the school.
4 The beach is the most relaxing place to go in the summer.
5 A holiday in New York is better than a holiday at home.
6 My dad's car is smaller than my mum's car.

6 2 f 3 d 4 a 5 e 6 b

Listening and vocabulary

1 2 lamp 3 heater 4 washing machine 5 dishwasher
6 freezer 7 cooker 8 hairdryer 9 iron

2 2 washing machine 3 fridge 4 lamp 5 heater
6 dishwasher 7 iron 8 cooker 9 freezer

3 2 washing machine 3 dishwasher 4 fridge 5 freezer
6 iron 7 lamp 8 heater 9 hairdryer

4 Their new flat

5 2 F 3 T 4 F 5 F 6 T 7 F 8 T

Listening script

Nick: Dad says dinner is in ten minutes, Ella.

Ella: Great! Which flat did you like best? The one we visited today, or the one from yesterday?

Nick: I liked the one we saw yesterday. The bedrooms were bigger and it was more modern. The second flat is really old. Mum says it needs a lot of work, especially the kitchen and the bathrooms. They're really ancient!

Ella: Yes, true, but it has got two bathrooms. The first flat only had one. You spend hours in the bathroom sometimes even when you know I'm in a hurry.

Nick: I do not! I always shower really quickly. But two bathrooms is a good idea – one for us, and one for Mum and Dad.

Ella: I liked the flat today. It's a lot more interesting because it's older. Modern flats like the one we saw yesterday all look the same.

Nick: Well, maybe. The other thing is, now I think about it, the flat today is closer to our school. We can walk there in about five minutes. That's good. I'm bored of catching the bus every day.

Ella: Me too. Just think, I could sleep longer every day!

Nick: Yeah! Me too! Which flat did Mum and Dad like, do you think?

Ella: Oh, the one from today. I heard Mum say it was special, and she can make it really nice, I'm sure. She and Dad were planning a new kitchen while you were deciding which bedroom you wanted.

Nick: I wasn't! I was trying to imagine all our stuff in that flat. It's a bit small.

Ella: Well, it's bigger than the one we live in now. I think there's enough space for my things, but you've got a lot of rubbish. You should throw things away!

Dad: Ella? Nick? Where are you? Dinner's ready! And we've decided which flat to buy.

Language focus 2

1 1 + verb 2 must 3 mustn't 4 to give advice

2 2 mustn't do 3 must put 4 mustn't leave
5 must remember/mustn't forget 6 must learn
7 mustn't forget/must remember 8 mustn't eat

3 2 shouldn't 3 should 4 should 5 should 6 shouldn't
7 should 8 shouldn't

4 2 shouldn't do her homework in the kitchen.
3 must wear your slippers inside.
4 should put your desk under the window.
5 You mustn't touch that because it's very dangerous.

5 Students' own answers.

6 2 put up 3 come up 4 lie down 5 Go up

Reading

1 1 David 2 Joey 3 Abigail

2 2 round 3 ceiling 4 sails 5 fill 6 furniture

3 2 Abigail 3 Joey 4 Abigail 5 David 6 Joey 7 David
8 Abigail

4 Students' own answers.

Writing

1 She's on holiday.

2 2 floors 3 weeks 4 years old 5 metres high

3 1 tall; old; white 2 big; modern 3 small; new 4 big; old

4 2 The living room has got a small, modern, yellow lamp.
3 My bedroom has got a large, old bed.
4 The bed's got four big, new, red and blue pillows.
5 There's a tiny, old, black and white photo on his desk.

5 2 the largest 3 bigger than 4 more modern than
5 the most beautiful

6 Students' own answers

7 Sentence 3

8 a; b; e; f

Review

1 2 curtains 3 pillow 4 towel 5 mirror 6 wardrobe
7 cupboard 8 blanket 9 shelf 10 desk 11 sink

2 2 heater 3 freezer 4 fridge 5 cooker 6 hairdryer
7 dishwasher 8 iron 9 lamp

3 2 Cheetahs are faster than elephants.
3 The Amazon is longer than the Danube.
4 The Arctic is colder than Iceland.
5 Sharks are more dangerous than dolphins.
6 Hawaii is warmer than Alaska.
7 Hotels are more expensive than youth hostels.

Workbook key

- 4** 2 The cheetah is the fastest animal in the world.
3 The *Mona Lisa* is the most famous painting in the world.
4 The University of Al-Karaouine in Morocco is the oldest university in the world.
5 The Himalayas are the highest mountains in the world.
6 The Australian box jellyfish is the most poisonous creature in the world.
- 5** 2 should be 3 mustn't eat 4 shouldn't talk and eat
5 mustn't use
- 6** 2 b 3 c 4 b 5 b 6 c 7 b 8 a 9 a 10 a 11 c
- 7** 2 a 3 c 4 c 5 b 6 c 7 a 8 b 9 b 10 c
- 8** 2 Shall 3 can 4 can't 5 I'll 6 I'll 7 Shall

Get it right!

- 1**
Louisa: What do you think of my new bedroom? It's ~~more~~ **bigger** bigger than my old room.
Izzie: It's great! I love the big windows. It's ~~more~~ lighter than your old room too.
Louisa: Yes. And I've got some new furniture. Do you like it?
Izzie: Yes, it's **more** modern, isn't it? The old stuff was ... well, more traditional.
Louisa: I know, it was awful! I had the ~~most~~ **oldest** wardrobe in the world!
Izzie: This one's much ~~more~~ nicer. You've got loads of space for all your clothes.
Louisa: And come look at the view from the window. It's the **most** beautiful ~~est~~ view in town.
- 2** 2 You must ~~getting~~ at least 8 hours of sleep every night.
3 correct
4 You must ~~to~~ remember to take a break.
5 You should ~~going~~ for a walk every day.
6 correct
7 You should ~~to~~ drink a lot of water.
- 3** 2 at 3 on 4 on 5 on 6 in
- 4** 2 more expensive 3 tidier 4 more comfortable 5 smaller
6 more relaxing 7 higher 8 easier

Unit 5

Vocabulary

- 1** **Across:** touchscreen; laptop; tablet; smartphone
Down: microchip; mouse; keyboard; printer
- 2** 2 keyboard 3 touchscreen 4 smartphone 5 tablet
6 printer 7 laptop 8 mouse 9 microchip

3

Jack has got ...	Jack hasn't got ...
a smartphone	a tablet
a memory stick	a printer
a microchip	

- 4** Students' own answers.

Language focus 1

- 1** 1 predictions 2 possibilities 3 infinitive without *to*
4 *will*; infinitive
- 2** 1 will study 2 will live; will celebrate 3 won't need; will use
4 will find 5 won't be; will be

- 3** 2 What type of car will you buy?
3 Will the team win any trophies this season?
4 How many goals will you score this season?
5 Where will you be ten years from now?
- 4** a 'll
b might score; 4
c might buy; won't spend; 'll save; 1
d 'll win; will win; 3
e might get; won't decide; 2
- 5** 2 won't produce 3 might not eat 4 might produce
5 will find 6 might catch 7 will eat 8 will; eat
- 6** 2 painful 3 hopeless 4 useless 5 Beautiful
6 Wonderful

Listening and vocabulary

- 1** 2 scroll down 3 turn on 4 click on 5 shut down
6 turn up 7 log on 8 sign in
- 2** 2 click on 3 shut down 4 turn down 5 turned; on
- 3** The programme was about smart homes.
1 Mark 2 Mark 3 Liz 4 Liz
- 4** 2 can 3 smart home 4 on 5 living room 6 don't need
7 simple

Listening script

- Mark:** I watched a programme last night about smart homes. They're amazing!
- Liz:** What are smart homes?
- Mark:** Smart homes connect the appliances in your house so they can communicate with you and each other.
- Liz:** How?
- Mark:** You put everything in the house that uses electricity on the home network in your computer. You can control everything by voice, remote control or computer, or your smartphone if you're not at home! Everything is connected by Wi-fi, I think. Bill Gates spent \$100 million on his smart home.
- Liz:** Wow! That's a lot of money. What kind of things can you do?
- Mark:** Well, for example, the lights turn on automatically when you walk into a room, and off again when you leave, or you can turn up the volume on the TV by speaking to it, or turn on the bathroom shower from the living room.
- Liz:** That's crazy! What's wrong with using switches? It's not difficult to turn on the shower in the bathroom!
- Mark:** OK, but smart homes are safer too. You don't need a key to get into the house. Sensors on the door recognise your fingerprint and let you in automatically! And then the house plays your favourite song to welcome you home. It's like science fiction!
- Liz:** Yes, but it will use a lot more energy. We should save energy, not use more!
- Mark:** OK, but if the computer turns off appliances when you're not using them, it *will* save energy.
- Liz:** Maybe, but won't everything be on standby? That uses more electricity than you think.
- Mark:** Well, maybe.
- Liz:** Anyway, what if there's a power cut? Without electricity, nothing in your smart home will work, and you won't even be able to open the front door! Personally, my ideal home is as simple as possible.
- Mark:** Well, smart homes are the future, you'll see!

Language focus 2

- 1** 1 future 2 present simple; *will* +infinitive
- 2** 2 d 3 c 4 f 5 e 6 a

Workbook key

- 3** 2 don't practise; will we do
3 will be; buy
4 won't finish; don't find
5 Will you remember; go
6 doesn't turn down; will be; won't be; puts
7 will they get; aren't
- 4** 2 e 3 a 4 d 5 b
- 5** 2 The touchscreen won't work if you wear gloves.
3 If you turn off the TV, you might study better.
4 If you don't turn down the music, the neighbours will be angry.
5 If we don't buy the tickets soon, we won't get seats at the concert.
- 6** 2 sat down 3 looked for 4 put; on 5 took off

Reading

- 1** They don't have a driver; they can go on the pavement.
- 2** 2 science fiction 3 navigate 4 environment 5 pollution
- 3** 2 F; The computer drives. 3 F; They will be on the pavement.
4 T 5 F; They don't cause pollution. 6 T 7 T
- 4** Students' own answers.

Writing

- 1** The writer disagrees.
- 2** 1; 4; 5
- 3** 2 In 3 Some 4 Most 5 Others 6 In 7 For 8 sure
- 4** 2 Other people say that 3 most people agree that
4 I'm sure that 5 However, 6 In my opinion,
7 In conclusion, 8 However,
- 5** 2 the most adventurous 3 more difficult 4 more quickly
5 taller
- 6** 2 when 3 If/When 4 when 5 If/When
- 7** For example, I'm sure that I will go to university, like my parents.;
Some people say that the world is a smaller place because of the Internet.
- 8** Sentence 4
- 9** A2 B1 C4 D3

Review

- 1** 2 touchscreen 3 keyboard 4 laptop 5 keyboard
6 mouse 7 touchscreen 8 printer
- 2** 2 on to 3 on 4 down 5 on 6 up 7 down
- 3** 2 won't 3 may not/might not 4 will 5 will 6 will
7 won't 8 will 9 may/might
- 4** 2 will 3 use 4 don't 5 get 6 bring 7 Will
- 5** 2 Frank won't go 3 he will put 4 she will be angry
5 the teacher will give
- 6** 2 c 3 b 4 a 5 c 6 b 7 b 8 a 9 b
10 b 11 c

- 7** 2 b 3 c 4 c 5 a 6 a 7 b 8 a 9 c
10 c 11 c
- 8** 2 First 3 Now 4 How do I 5 You have to

Get it right!

1

- Juan:** What are you going to do in the summer?
Marta: I'm not sure, but I might **visit** my pen friend in Ireland. What about you?
Juan: I'll definitely travelled to Europe.
Marta: Oh, where will you go?
Juan: I'll probably **flew fly** to England, and I might **studied study** English there.
Marta: That's a great idea! Well, I might **saw see** you in London if I go there. That would be fantastic!

- 2** 2 correct
3 Lucy will be angry with me if she will finds out.
4 correct
5 If I **won't don't** finish my homework, I'll be in trouble.
- 3** I got **a** new computer for my birthday. I needed **the** computer because I like using **the** Internet and playing games. **A** computer is useful for homework and there are lots of useful programs **in on** the computer too. I've put the computer in my bedroom. When my friend visits me, we can play games **with on** the computer. That's great, because he hasn't got **a** computer at home.
- 4** 2 It was cold outside, so he put **on** his hat.
3 Remember to turn **off** the lights when you leave.
4 She took **off** her coat because it was wet.
5 They turned the music **down** because it was too loud.
6 Please turn the TV **up**, it's not loud enough.

Unit 6

Vocabulary

- 1** 2 learn to drive 3 be born 4 go to university 5 get a job
6 take a year out 7 get married 8 start school
9 have children 10 leave home
- 2** 2 drive 3 university 4 took 5 married 6 left 7 job
8 children 9 school 10 left
- 3** 2 left school.
3 have children.
4 left home when I was 21 years old.
5 started school at five/when I was five.
6 got married 10 years ago.
7 went to university at 18/when I was 18.
8 was born on 8 June.
9 I took a year out
10 got a job at a computer company.
- 4** Students' own answers.

Language focus 1

- 1** 1 future intentions 2 to have 3 We aren't
4 Are you going to 5 I am; isn't
- 2** 2 's not/isn't going to get married
3 isn't/is not/s not going to have
4 aren't/are not/re not going to visit 5 's/is going to study
6 're/are going to go 7 isn't/ is not/s not going to work
- 3** 2 is going to 3 are going to 4 are going to 5 will
6 won't 7 is going to 8 will

Workbook key

- 4** 2 Sarah's not/isn't going to play tennis with Danny.
3 Sinead's going to study for her exam.
4 Phil's going to invite Sinead to the cinema.
5 Glen's not/isn't going to tidy his room.
6 Mike's not/isn't going to call Sarah.
- 5** 2 go out 3 get on 4 get off 5 try on 6 grow up
7 writing; down

Listening and vocabulary

- 1** 2 crisp packet 3 carton 4 cardboard box 5 plastic bottle
6 glass jar 7 paper bag 8 can
- 2** 2 cardboard box 3 cartons 4 plastic bag 5 glass jar
6 paper bag 7 plastic bottles
- 3** Yes
- 4** Sentences 1, 2, 3, 5 and 7 should be ticked

Listening script

I'd like to talk about taking a year out from studying, sometimes called a gap year. This is usually the year between leaving school and going to university or college, or looking for a job. I'm definitely going to take a gap year, and in this presentation I'm going to explain why I think it's a good idea.

Firstly, a year out can give you the opportunity to see more of the world and experience different cultures. A lot of organisations offer young people opportunities to teach, work with wildlife, volunteer with children or work on eco projects in countries such as Australia, Costa Rica, China or Cambodia. Living in a different culture can be difficult, but it's also very interesting and exciting.

Secondly, in your gap year you can do something relevant to your future, something that's connected with your future studies at university or a job you're interested in. That way, you get some useful practical experience to put on your CV. For example, one of my friends is going to Ecuador next year to improve her Spanish. She wants to study modern languages at university.

Another reason for a gap year is to improve important life skills. It will teach you how to be more independent, live and work with other people, and manage your money. This will give you more self-confidence in the future. Finally, universities often *like* students to take a gap year. They think it's good preparation for a university degree, especially a long course like Medicine, the one I want to do, which is five years. A year of *not* studying will give you a break between your final school exams and all the hard work at university. You can still apply to university in your last year at school, explain that you want to take a gap year, and most universities will give you a place a year later.

Language focus 2

- 1** 1 future
- 2** 2 I'm not seeing Sonia after school.
3 We're meeting tomorrow morning at eight.
4 Two of my teachers are leaving in June.
5 He isn't staying at this school next year.
6 She's taking her driving test this afternoon.
- 3** 2 is bringing 3 is taking 4 aren't staying 5 are driving
6 aren't taking
- 4** 2 are we meeting 3 'm not coming 4 are going
5 are you getting 6 's/is driving
- 5** 2 Dad's coming home for lunch.
3 Brenda's meeting Freddy.
4 Johnny's driving Freddy to the cinema.
5 Freddy's going to the cinema.
- 6** Students' own answers

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

Reading

- 1** Option b
- 2** 2 career 3 launches 4 Dairy 5 rewarding
6 demanding
- 3** 2 Kirsty 3 Kirsty 4 Mike 5 Mike 6 Mike 7 Kirsty
- 4** Students' own answers.

Writing

- 1** She helped her to choose a birthday present for her mum.
- 2** 1 She's 50.
2 She bought some earrings.
3 They're going to Venice.
4 She's Hayley's best friend.
5 She's going to stay with Nicole while her parents are on holiday.
- 3** 2 to go for two weeks 3 to sleep on her sofa 4 doing that
5 to help with the dinner tonight 6 doing my homework
- 4** 2 playing 3 to study 4 watching 5 to buy 6 helping
- 5** 2 where 3 when 4 how 5 how many
- 6** 2 to 3 of 4 about 5 to
- 7** Phrase 4
- 8** 1; 2; 3; 5; 6

Review

- 1** 2 d 3 g 4 b 5 a 6 e 7 f
- 2** 2 plastic bag 3 paper bag 4 plastic bottle 5 can
6 carton 7 cardboard box 8 crisp packet
- 3** 2 'm going to work 3 Are you doing
4 'm not going to work 5 Are you going to travel?
6 is going to sail 7 's/is going to take
- 4** 2 'm/am going to do 3 'll/will play 4 won't use
5 are going to move 6 aren't going to watch
- 5** 2 She's doing a Maths exam at 3 o'clock on Tuesday.
3 She's going to Tom's party at 7 o'clock on Wednesday.
4 She's going to the cinema with Katrina at 8 o'clock on Thursday.
5 She's going swimming after school on Friday.
6 She's doing yoga in the afternoon on Saturday.
- 6** 2 c 3 b 4 b 5 a 6 a 7 c 8 b
- 7** 2 b 3 a 4 c 5 b 6 c 7 b 8 a 9 c
10 a 11 b
- 8** 2 A: Do you think university students should get a weekend job?
4 B: Maybe, but I also think they need that time to study.
3 A: I suppose you're right. Do you think they should get a job in the holidays?
1 B: Absolutely. That's a much better idea.

Get it right!

- 1** 2 we're going to 3 we're going to 4 will 5 won't
6 will

Workbook key

- 2 2 correct
3 John **plays is playing** the piano in the school concert this year.
4 My friends **have are having** a party next Saturday.
5 correct

- 3 2 They were listening **to** the radio this morning.
3 If you haven't got any money, I will pay **for** the tickets.
4 Young people often dream **about** flying.
5 Do you spend a lot of money **on** books?
6 correct

4

Rory: Hi, Karen, what are you doing?

Karen: I'm going to the dentist **at** 10 o'clock. Then, ~~on~~ this afternoon, I'm meeting Sarah to talk about our holiday. We're going to Italy with her parents ~~on~~ **in** July!

Rory: Wow! That's exciting. What are you doing this evening?

Karen: I'm going to the cinema. The film begins ~~on~~ **at** 8 o'clock. Do you want to come with us?

Rory: Oh, thank you, but I can't. I've got an exam **at** next week, so I have to study. The exam's on Tuesday. Maybe we can go to the cinema ~~on~~ next Saturday? I think there's usually a film at about 2 o'clock.

Karen: Great! See you there! Good luck with your exam.

Unit 7

Vocabulary

- 1 **Across:** crash; fall; bang
Down: trip; burn; trap; break
Diagonal: slip; cut
2 trip 3 crash 4 hurt 5 bang 6 fall 7 slip
8 break 9 burn 10 trap
- 2 1 broke 2 banged 3 tripped 4 crashed 5 burned
6 slipped; hurt 7 cut
- 3 2 hurt 3 tripped 4 chest 5 fell 6 the house
- 4 2 cut her finger 3 burned her hand 4 tripped over
5 banged his head 6 fell off her bike 7 crashed his car
- 5 Students' own answers.

Language focus 1

- 1 1 when 2 have; has 3 haven't; hasn't
- 2 2 ridden 3 fallen 4 taught 5 met 6 broken
7 slipped 8 gone/been
- 3 2 've/have broken 3 've/have been 4 haven't ridden
5 's/has crashed 6 's/has slipped 7 haven't fallen
8 hasn't taught
- 4 2 haven't had 3 've/have watched 4 haven't met
5 've/have seen 6 's/has held 7 's/has sung
8 haven't done
- 5 2 She's/has done something dangerous.
3 She hasn't broken her leg.
4 She hasn't met anyone famous.
5 She's/has ridden a horse.

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

Listening and vocabulary

- 1 2 shoulder 3 chest 4 back 5 elbow 6 wrist 7 knee
8 ankle

- 2 2 back 3 chest 4 wrist 5 neck 6 shoulders 7 knees
8 feet

- 3 Canyoning, kite-surfing, rafting, snowboarding, climbing, parkour and windsurfing.

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

Listening script

Rob: What are you doing at the weekend, Sophie?

Sophie: I'm going canyoning again.

Rob: Canyoning! Isn't that dangerous?

Sophie: Yes, definitely, but I've been lots of times and I haven't had an accident. Anyway, I love extreme sports!

Rob: Aren't you frightened you'll hurt yourself?

Sophie: Actually, that's why I do it. Not to have an accident I mean, but to feel scared! It's really exciting to feel that you're taking a risk. When you do extreme sports you get something called an adrenaline rush. Your body produces adrenaline and you feel fantastic!

Rob: Well, I've done a lot of sports like running, tennis and volleyball. They make you feel good too, but not because you're scared.

Sophie: Well, I don't enjoy those. They're boring!

Rob: Oh! So what other sports have you done?

Sophie: I've been climbing, rafting, and snowboarding. And I've been kite-surfing and wind-surfing.

Rob: Wow! That's a lot! Which is your favourite?

Sophie: Kite-surfing is exciting. It's quite difficult as well. I haven't been bungee-jumping or hang-gliding, though. I'd like to go, but my parents say I'm too young. At the moment, my favourite sport is parkour! There's a real adrenaline rush!!

Rob: What's parkour?

Sophie: It's a sport that started in France, in the 1980s, I think. Anyway, it's all about getting from one place in a city to another in the quickest way you can. You run in a straight line and jump, climb or swing over things. You imagine the city is an obstacle course and you try to move really fast, without stopping. Here, have a look at this video. What do you think? Isn't it amazing!

Rob: Wow! It looks really difficult. Can you do that?

Sophie: No, I'm not that good. When you start you need to do a lot of training low-down. Only really good people can go high up, like this video.

Rob: What about broken bones?

Sophie: Oh, I've had quite a few! I've broken both ankles, my wrist, and my elbow. And last year I broke my shoulder when my snowboard crashed into a tree.

Rob: Right!

Language focus 2

- 1 1 past 2 Have; been; Has; started 3 whole life; after
4 ever tried; have
- 2 2 Has it snowed a lot?; f
3 Have your parents ever crashed their car?; c
4 Has Helen cut her hand?; e
5 Have we ever seen this film about a plane crash?; d
6 Have you ever broken your arm?; a
- 3 2 Have you ever been to Brazil?
3 Have you ever been to a concert?
4 How many books have you read in your life?
5 Have you ever had an accident/fallen off your bike?
6 Have you ever had a pet?
- 4 2 's/has broken 3 've/have never eaten 4 got 5 went
6 's/has bought 7 got up 8 've/have been
- 5 2 c 3 d 4 e 5 a
- 6 2 fishing boat 3 firewood 4 wildlife 5 forest floor

Workbook key

Reading

- 1** Trying to make bears frightened of people so they won't go into the town and attack them.
- 2** 2 co-existence 3 alert 4 starving 5 inhabitants
6 encounters
- 3** 2 It has made it more difficult for them to live together.
3 Yes, two people.
4 Make the bears scared of people/scare them away from the town without killing them.
5 A pistol/gun with blanks, firecrackers, an air horn and a paintball gun.
6 Put them in a special 'bear jail' and then take them by helicopter out of the town.
- 4** Students' own answers.

Writing

- 1** He can't go camping because his cousin's getting married.
- 2** 1 She told him about it months ago.
2 He lost his phone.
3 It's going to be on the beach.
4 He hasn't seen them since last summer.
5 He'll send him some photos.
- 3** 2 Enjoy yourselves! 3 Sorry again!
4 So how about another weekend?
- 4** 2 My cousins are having a party.
3 I have to study for an exam on Monday.
4 I fell off my bike and I broke my arm.
5 It's my grandmother's 70th birthday and we're having a surprise party.
- 5** 2 Helen showed me the photos of the party.
3 We gave my dad a surprise.
4 Jeff sent me the video.
5 Aidan lent me his bike for the weekend.
6 My mum found me some tickets.
- 6** Sentence 2
- 7** 2 Say why you can't go to the event.
3 Suggest another time to meet.
4 Apologise again.
5 Close the email.

Review

- 1** 2 c 3 a 4 g 5 e 6 d 7 f
- 2** 2 chest 3 shoulder 4 back 5 elbow 6 wrist 7 knee
8 ankle
- 3** 2 's/has hurt 3 've/have been 4 've/have had
5 's/has tried
- 4** 2 Has your brother ever won a competition?
3 Have you ever eaten shark?
4 Have you ever broken your ankle?
5 Have your parents ever visited Australia?
6 Has your sister ever played a violin in a concert?
- 5** 2 Has your country ever had 3 walked 4 invented
5 have travelled
- 6** 2 b 3 a 4 b 5 a 6 b 7 b 8 a 9 a
10 b 11 a

- 7** 2 b 3 b 4 c 5 a 6 c 7 c 8 a 9 b 10 c
- 8** 2 shame 3 terrible 4 sorry 5 How 6 no

Get it right!

- 1** Hi Tim, I can't come to the picnic this afternoon! My dad can't drive me to the park because he **has** hurt his back. My brother can't bring me because he **'s/has** injured his foot. My sister fell off her bike and she thinks she **'s/has** broken her arm. And I have to stay at home because my dog **'s/has** eaten something bad. As for Martin, I ~~not~~ **haven't** heard from him. ~~You have~~ **Have you** seen him this week? I hope he ~~not~~ **hasn't** had an accident too!
- 2** 2 It was the best party I have ~~never~~ ever been to.
3 **Have** you ~~have~~ ever travelled on an aeroplane?
4 correct
5 He's had a lot of accidents, but he hasn't ~~never~~ **ever** broken any bones./ He's had a lot of accidents but ~~hasn't~~ **he's/has** never broken any bones.
6 He told us he has ~~ever~~ **never** spoken English outside class.
7 Have they ~~never~~ **ever** been in hospital?

3

eat	ate	eaten
see	saw	seen
swim	swam	swum
fly	flew	flown
sing	sang	sung
write	wrote	written
speak	spoke	spoken
break	broke	broken
fall	fell	fallen
have	had	had
take	took	taken

Unit 8

Vocabulary

- 1** 2 play 3 read 4 meet 5 watch 6 spend 7 play
8 use 9 draw 10 take
- 2** 2 meet 3 draw 4 using 5 took 6 Reading 7 having
- 3** 2 was using 3 don't play 4 played 5 draws 6 reading
7 had 8 Did; take 9 spend 10 watch
- 4** 2 She's/is reading a book.
3 They're/are going to have a party.
4 He's/is playing computer games.
5 They're/are going to meet friends.
6 She spends time with her family.
7 They watched a film.

Language focus 1

- 1** 1 noun 2 one 3 one 4 ones 5 ones
- 2** 2 I love the photos of the party, especially the ~~photos~~ **ones** of us dancing!
3 I don't want a small wedding. I want a big ~~wedding~~ **one**!
4 A: Can you pass me my jacket?
B: Which ~~jacket~~ **one** is it?
A: The black ~~jacket~~ **one** with a grey hood.
5 A: Do you want a glass of water?
B: No, I've got a ~~glass of water~~ **one**, thanks.

Workbook key

- 3** 1 people 2 things 3 places 4 affirmative 5 negative
- 4** 2 any 3 no 4 no 5 no 6 Every 7 some 8 any 9 Some
- 5** 2 There's nothing to eat.
3 There's nowhere to go shopping.
4 No one I know lives in a house.
5 I can't hear anything.
- 6** 2 f 3 a 4 d 5 e 6 c

Listening and vocabulary

- 1 Across:** tired; upset; angry; bored
Down: embarrassed; surprised; excited; interested
- 2** 2 tired 3 upset 4 bored 5 embarrassed 6 excited
7 surprised 8 angry 9 interested
- 3** They played a joke on the teacher.
- 4** 2 on the Internet 3 classroom 4 break time 5 come in
6 worried 7 didn't tell

Listening script

- Grace:** You'll never guess what happened in my class today!
Karla: What?
Grace: Well, it's April Fools' Day, so we played a joke on our Biology teacher.
Karla: Really? Why her?
Grace: Because she's the only one with a good sense of humour.
Karla: Right, you don't want an angry teacher! So what did you do?
Grace: Well, we planned it last week. We looked on the Internet for April Fools' jokes, and decided to create a crime scene in the biology classroom.
Karla: What? A what?
Grace: A crime scene. You make it look like there was a murder there, in the classroom. We had Biology after morning break, so some of us prepared it at break time.
Karla: OK. And what did you do?
Grace: One of the boys lay down on the floor like a dead body, and we got some white chalk and drew a line around him, like you see the police do in films.
Karla: I see. And then did you wait for your teacher to come in?
Grace: No, we left the classroom. Someone brought some thick tape, you know, the kind of tape the police use. So we put it across the door opening to stop anyone going into the class. It was yellow, so it looked very realistic! And when the teacher arrived, we were all waiting outside the classroom. We told her that no-one could go in because it was a crime scene!
Karla: What did she say?
Grace: Well, she looked worried. She wanted to go and ask for another classroom!
Karla: So she believed you?
Grace: I suppose so, yes! Then everyone said 'April Fool!'.
Karla: Did she laugh?
Grace: Yes, she thought it was really funny! But at the end of the class she told us to prepare for an exam on Tuesday.
Karla: Was that her joke for April Fools'?
Grace: I'm afraid not. We *do* have an exam on Tuesday ...

Language focus 2

- 1** 1 more 2 negative
- 2** 2 Noel was too surprised to say anything.
3 Adam was too upset to call me.
4 This bag is too heavy to carry.
5 My mum says I'm too young to get married.
6 This cardboard box is too small to carry everything.
- 3** 1 after 2 as much as

- 4** 2 strong 3 cool 4 fast 5 warm 6 tall
- 5** 2 This work isn't good enough to pass the exam.
3 My flat is too small to have a party.
4 We're not old enough to watch this film.
5 He wasn't strong enough to hold the books.
- 6** 2 Going 3 Swimming 4 Going 5 Having

Reading

- 1** Six Flags Magic Mountain.
- 2** 2 roller coaster 3 ride 4 monument 5 aquarium
6 battle
- 3** 2 CC 3 SF 4 U 5 WW 6 CC 7 U
- 4** Students' own answers.

Writing

- 1** He's going to try a new sport called power kiting at the beach.
- 2** 1 His birthday party.
2 It's a combination of skateboarding and flying a kite.
3 On Saturday 16 May.
4 Martin and Alex.
5 They're meeting at Andy's house.
6 At a fast food restaurant next to the beach.
- 3** 2 a birthday party
3 power kiting
4 skateboarding
5 the day out with friends
6 the beach
- 4** 1 him 2 that 3 there 4 one 5 they; they 6 one/ones
- 5** 2 zoo 3 aquarium 4 water park 5 adventure sports centre
- 6** 2 are having 3 're/are taking 4 are coming; 're/are going
5 are leaving
- 7** Sentence 4
- 8** 2 Invites Nina 3 Gives the reason for the celebration
4 Explains the activity 5 Explains arrangements
6 Finishes the email

Review

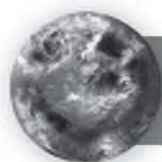
- 1** 2 a 3 g 4 b 5 i 6 d 7 c 8 j 9 e 10 f
- 2** 2 f 3 b 4 e 5 a 6 h 7 c 8 d 9 g
- 3** 2 ones 3 one 4 ones
- 4** 2 nothing 3 something 4 Everywhere 5 something
6 something 7 anything
- 5** 2 too cold 3 too tired 4 too slow 5 too dangerous
6 too expensive 7 too young
- 6** 2 Are you old **enough** to learn to drive in your country?
3 He's not strong **enough** to carry that.
4 My English isn't good **enough** to pass the exam.
5 It's not quiet **enough** to study in the library.
6 Can you run fast **enough** to win the race?
- 7** 2 b 3 c 4 b 5 a 6 b 7 c 8 c 9 b 10 b
- 8** 2 c 3 c 4 a 5 a 6 c 7 a 8 c 9 b 10 b
11 b 12 c

Workbook key

- 9 1 A: What shall we do on Saturday?
2 B: Let's go to the park. We can take our bikes.
3 A: It's too cold and I'd rather go somewhere more interesting.
4 B: OK. How about going to the aquarium?
5 B: Why don't we meet at ten outside the front entrance?
6 A: That's a great idea!

Get it right!

- 1 2 There isn't ~~nowhere~~ **anywhere** to go in this town.
3 He explained, but I didn't understand ~~nothing~~ **anything**.
4 I hope everything ~~are~~ **is** OK.
5 You don't have to invite ~~nobody~~ **anybody** to come with you.
- 2 2 It's too ~~much~~ hot to study. Please open the window.
3 Travelling by train is too ~~much~~ expensive and I'm not old enough to drive.
4 correct
5 I'm **too** tired ~~too much~~ to go out tonight.
- 3 2 interested 3 boring 4 excited 5 tired
- 4 2 beautiful 3 tomorrow 4 comfortable 5 mobile
6 interesting 7 competition 8 address 9 birthday
10 hello



Speaking extra key

Unit 1

- 1 1 How do you spend your money?
2 I usually spend my money on food.
3 I love going shopping with my friends.
4 I use my money to go out with friends.
5 I spend a lot of money on concert tickets.
- 2 1 trainers 2 medium 3 black 4 jeans 5 colour

Listening script

Conversation 1

Girl: Excuse me, how much are these trainers?

Assistant: They're £99.99.

Girl: Hmm ... I haven't got enough money.

Conversation 2

Boy: Hello. I'd like to buy a T-shirt.

Assistant: OK, what size are you?

Boy: Err ... medium.

Assistant: What colour? We've got white, blue, black, red and grey.

Boy: The red one's nice, but I think I'd prefer the black one.

Conversation 3

Girl: Hi. Have you got these jeans in a size 6?

Assistant: Yeah, sure. Here you are.

Girl: Can I try them on?

Assistant: Of course. Just in here.

Girl: Thanks.

Assistant: So, how are they?

Girl: They're nice but I'd prefer them in black, I think.

Assistant: We haven't got them in black, sorry.

Girl: OK. Thanks anyway.

3 MegaZoo 5

- 4 1 like 2 much 3 prefer 4 play 5 How 6 take

Listening script

Oliver: Excuse me, I'd like to buy the new *MegaZoo 5* video game.

Assistant: Sure, it's over there.

Oliver: How much is it?

Assistant: It's £26.99.

Oliver: And how much is the *Doghouse* game?

Assistant: It's £45.99.

Oliver: OK, I think I'd prefer *MegaZoo 5*, then. Can I play the game first?

Assistant: Yes, it's in this machine here.

Oliver: Thanks.

Assistant: How is it?

Oliver: It's great! I'll take it.

- 5 1 one ninety-nine
2 fifteen pounds
3 one hundred and eighty pounds
4 fifty-six pounds ninety-nine
5 ten pounds fifty

- 6 brown

- 7 1 I'd like 2 I prefer 3 How much 4 Can I try
5 What size 6 take

Listening script

Emily: Excuse me, I'd like to buy some boots.

Assistant: Sure. What about these or those ones over there?

Emily: I think I'd prefer them in black.

Assistant: OK, over here. Do you like these?

Emily: Yes, they're quite cool. How much are they?

Assistant: They're £65.99.

Emily: Can I try them on?

Assistant: Of course. What size are you?

Emily: I'm usually a size 7.

Assistant: Here you are. How are they?

Emily: I like them but have you got anything cheaper?

Assistant: What about these? They're almost the same but they're £45.75 and they're brown.

Emily: Yes, they're great! I'll take them.

Unit 2

- 1 1 e 2 b 3 a 4 c 5 d

- 2 1 someone famous 2 museum 3 don't agree 4 History

Listening script

Conversation 1

Boy: Hey, look at that woman over there with all the photographers around her. Who do you think it is?

Girl: I'm not sure but she looks famous.

Boy: Maybe that's why everyone wants to take her photo.

Conversation 2

Girl: That's a funny picture. The guide says it's by Joan Miró – he's Spanish.

Boy: What do you think it is?

Girl: I don't know. It could be the moon and some stars.

Boy: Yes, those things are definitely stars. But I'm not sure what that is.

Girl: What's this next picture?

Boy: I reckon it's by the same artist.

Conversation 3

Teacher: OK, look at this photo everyone. Who do you think it is?

Boy: She looks very serious. Is she someone important?

Teacher: Yes, she was an important person in history.

Girl: I'm not sure but she could be a famous artist.

Teacher: An artist? No.

- 3 1 firefighter 2 dancer 3 scientist 4 musician

- 4 1 think 2 looks 3 could 4 reckon 5 sure 6 possible
7 definitely

Listening script

Boy: So what do we have to do?

Girl: You never listen, do you? We have to look at these photos and decide what jobs they do.

Boy: Just by looking at the photos.

Girl: Yes. So what do you think he is?

Boy: Well, he looks very strong ... and brave, I think. So a firefighter, something like that.

Girl: Yeah, I agree. This guy looks very serious but he's got a friendly face. He could be an artist.

Boy: Yes, but look at the way he's standing. I reckon he's a dancer.

Girl: Oh yeah. You're right. What about this woman?

Boy: I'm not sure.

Girl: Well, she's wearing a white coat so could be either a scientist or a nurse.

Boy: That's possible.

Girl: She definitely works in a laboratory so she's a scientist.

Boy: Right. What about this woman?

Girl: I reckon she's a musician.

Boy: OK, write it down. Come on, let's check our answers.

Speaking extra key

5 Voice starts high and goes down at the end of the sentences.

6 It's Vanessa's phone.

Listening script

Mark: Look! A mobile phone.

Olivia: Oh yeah! Whose do you think it is?

Mark: I'm not sure. It's definitely someone from our class because it's in our classroom.

Olivia: It looks very new. Do you think it's the teacher's phone?

Mark: That's possible. But I reckon it's a student's phone. Look at the photo here.

Olivia: Oh yeah. She's definitely not in our class.

Mark: She could be someone's sister or cousin.

Olivia: You're right. Hold on. I reckon it's Vanessa's – I've seen Vanessa with that dress on so that could be her sister.

Mark: Right, let's go and find her.

7 1 do you think it is 2 not sure 3 definitely 4 It looks
5 That's possible 6 But I reckon/think 7 She could be
8 I reckon/think

Unit 3

1 1 my cat 2 the lock 3 the winning goal 4 a new shirt

2 1 May 2 Studying for his English test. 3 a bird 4 a film

Listening script

Conversation 1

Boy: Something strange happened this morning where I live.

Girl: Really? What?

Boy: Well, it started snowing.

Girl: That's weird. It's almost June.

Boy: I know! Snow! In May!!

Conversation 2

Boy: Something strange happened last night.

Girl: Really? What?

Boy: Well, I was studying for my English test when a bird flew into my window. And then it fell into the garden.

Girl: Oh, no! What did you do?

Boy: Well, I went outside to look for it but I couldn't find it anywhere.

Girl: How weird!

Boy: I know!

Conversation 3

Girl A: And what did she say?

Girl B: She said: 'It was you. You stole the painting!'

Girl A: What did he do?

Girl B: He started running but the police were there.

Girl A: So did they catch him?

Girl B: Yes!

Girl A: What happened next?

Girl B: The film ended!

3 a mobile phone

4 1 unusual 2 what 3 do 4 next 5 weird

Listening script

Andy: Did you hear about this morning?

Louise: No, what?

Andy: Something unusual happened while we were walking to school. We heard a baby crying in the park. But we couldn't see anyone.

Louise: So, what did you do?

Andy: We started looking for it – the sound got louder and louder. It was coming from a park bench.

Louise: So did you find it?

Andy: No because it wasn't a baby! It was a mobile phone! I answered it and a man started shouting at me!

Louise: What did you do?

Andy: At first, I didn't know what to say, and then I said: 'I'm sorry. You've got the wrong number.'

Louise: What happened next?

Andy: Another man ran up to us and said it was his phone, so we gave it to him. He said something about his boss being really angry. And then he ran off again.

Louise: How weird!

5 Voice goes up at the end of the words/phrases.

6 Mrs Carter, Ben's History teacher.

Listening script

Peter: What?

Ben: I was walking out of the school and I saw lots of photographers waiting at the door.

Peter: That's weird.

Ben: I know. I didn't understand what they were doing there.

Peter: So what did you do?

Ben: Well, I waited on the other side of the street. Then Mrs Carter, our History teacher, came out. And all the photographers started taking photos of her.

Peter: Really? Your History teacher? What happened next?

Ben: Well, they started asking her questions about money.

Peter: Money? And what did she say?

Ben: She said she was really happy.

7 1 Something strange 2 That's weird 3 what did you do
4 What happened next 5 what did she say

9 Mrs Carter was on a game show and won a million pounds.

Listening script

Peter: So what was it all about?

Ben: Well, Mrs Carter was on a TV game show and she won a million pounds!!

Peter: A million pounds?! Wow!

Unit 4

1 1 space/rooms 2 quieter 3 light 4 space/rooms
5 garden 6 expensive

2 1 He carries her bag. 2 Her English book.
3 To Sarah's house. 4 tidy up
5 The biggest piece of birthday cake.

Listening script

Conversation 1

Woman: Excuse me, young man.

Boy: Yes?

Woman: This bag is very heavy.

Boy: I'll give you a hand.

Woman: Oh, thank you. My car's just outside.

Conversation 2

Sarah: Hi, Helen

Helen: Hi, Sarah.

Sarah: Can you do me a favour?

Helen: Sure.

Sarah: Can I borrow your English book? I left mine at school.

Helen: OK, but I have to finish my homework first. Shall I bring it to your house later?

Sarah: Great. Thanks. See you later.

Conversation 3

Girl: That was a great party. Come on, let's go to the park.

Boy: I can't. I have to help tidy up.

Girl: OK, I'll give you a hand.

Boy: Great. Thanks. We should put all the plates and glasses in the dishwasher.

Girl: I'll do it.

Boy: OK, and I'll throw all this rubbish out.

Girl: Shall I keep the birthday cake?

Boy: Oh, yes please. We can have some later.

Speaking extra key

Girl: Can you do me a favour?

Boy: Sure.

Girl: Can you give me the biggest piece?!

Boy: Haha! OK. Come on, let's get started.

3 A blanket and a pillow.

4 1 give 2 I'll 3 do 4 course 5 hand 6 Shall

Listening script

Connor: My mum says I should tidy my room before I go out.

Jonas: Well, she's right. I'll give you a hand.

Connor: OK, let's see. The books shouldn't be on the floor. I should put them all up on that shelf.

Jonas: Here, I'll do that. Oh look, *The Lord of the Rings*. Did you like it?

Connor: Yes, it's really good. Can you do me a favour?

Jonas: Yes, of course.

Connor: Can you give me a hand and put this blanket in the wardrobe?

Jonas: Shall I put this pillow in there as well?

Connor: Yes, please!

5 Voice starts high and goes down at the end.

6 Ice cream and pizzas.

Listening script

Nick: Come on, the computer's ready. Let's play

Lisa: Hang on. I can't. My dad did the shopping and he wants me to put it all away.

Nick: OK, I'll give you a hand.

Lisa: Great. That way we'll finish sooner.

Nick: Shall I put the milk and cheese in the fridge?

Lisa: Yes, please!

Nick: Anything else?

Lisa: We should put the ice cream and the pizzas in the freezer.

Nick: Yes, of course!

Lisa: And I need to wash all this fruit. Can you give me a hand?

Nick: Sure. Put it all in the sink and I'll do it.

Lisa: Oh and another thing. Can you do me a favour?

Nick: Sure.

Lisa: Can you start making lunch? I'm hungry!

Nick: Ha ha ha! Come on. Mario is waiting!

7 1 a hand 2 Shall I 3 Yes, of course
4 Can you give 5 I'll do it 6 a favour

Unit 5

1 1 d 2 a 3 e 4 b 5 c

2 1 the photos from last night
2 Sign in with her email and password.
3 Click start at the top of the screen.
4 Log on to the wifi.

Listening script

Conversation 1

Girl: Can I see the photos on your phone from last night?

Boy: Sure. Here you are.

Girl: How do you unlock it?

Boy: You have to press the button at the top.

Girl: I see. Thanks.

Conversation 2

Girl: Is this the games website you were telling me about? How does it work?

Boy: Well, first you need to sign in with your email and a password to get on the website.

Girl: OK, that's easy.

Boy: Then, if you log onto one of these games, you'll be able to play with other people.

Girl: How do I start the game?

Boy: Just click on 'Start' at the top of the screen!

Girl: Cool. Thanks!

Conversation 3

Boy A: Can I borrow your laptop to check my email?

Boy B: Sure, but you have to log onto the wi-fi here at the café.

Boy A: How do I do that?

Boy B: Well, First, you need to click on this icon here.

Boy A: OK.

Boy B: Now, you scroll down here to find the network.

Boy A: Right. And if I click on this, will it work?

Boy B: Yes, it will. The network's called 'SmartCoffee'.

Boy A: Yes! That's it. Thanks.

3 Turn it on, turn on the apps and turn the music down.

4 1 work 2 First 3 that's 4 have 5 here 6 how

Listening script

Granddad: That looks exciting. What is it?

Daniel: It's a tablet. It's a kind of computer.

Granddad: Oh, I see. How does it work?

Daniel: It's easy. First, you need to press the button on the top.

Granddad: This one?

Daniel: Yes, that's it. Now, if you swipe your finger across the touchscreen, it'll turn on the apps.

Granddad: Apps?

Daniel: Yes, look, you just have to touch one with your finger.

Granddad: Oh but, what is it?

Daniel: It's a game. It's called *Dogs in Space*.

Granddad: Oh no! How do I turn the music down?

Daniel: Find the button on the side.

Granddad: OK, here it is.

Daniel: Then press it a few times.

Granddad: So how do I stop it?

Daniel: Press the button at the top again.

Granddad: Oh, what's that noise?

Daniel: I just got an email.

5 Voice goes up at the end except for sentence 5 where it goes down.

6 To say hello to his friends.

Listening script

Dad: I want to get on this social network. How does it work?

Hugh: Let's see. First, you need to create a profile.

Dad: Err ... a profile. OK, how do I do that?

Hugh: Click here and put in your name and all your information.

Dad: All this?

Hugh: No. You only have to put in the things with the red stars: your name, your email and a password. Now, scroll down and just click on 'Create Profile'.

Dad: Oh, I see. Like this?

Hugh: Yes! That's it. If you click here, you'll get an email.

Dad: OK, here it is. It says 'confirm your profile'. How do I confirm my profile?

Hugh: Just click on the link in the email.

Dad: I see! Thanks!

Hugh: And then if you put your hand on the screen and say 'Hello', your friends will say 'Hello' too.

Dad: OK ... 'Hello'?

Hugh: Haha! Very good, dad, but you don't really have to do that!

Dad: Hey!

7 1 does it work 2 need to 3 how do I 4 Like this
5 then if you

Unit 6

1 1 I don't know what I'm going to do yet.
2 I'm going to go to university and study Chinese.
3 I'm going to be a professional football player.
4 I'm going to buy a motorcycle and ride around the world.

2 1 It should be free. 2 No, he doesn't. 3 boring
4 fast food

Speaking extra key

Listening script

Conversation 1

Boy: Do you think parents should pay for their children to go to school?

Girl: Maybe, but I also think that not everybody can pay for school.
Education should be free for everybody who wants it.

Boy: I suppose you're right.

Conversation 2

Girl: Children should only have 30 to 40 minutes of homework every day.

Boy: I disagree. I don't think we should have any homework at all.

Girl: I'm not sure I agree. I think we have to practise things we learn in class.

Boy: I suppose you're right, but most homework is really boring.

Girl: Maybe, but I also think it's very useful.

Conversation 3

Adult: Excuse me, have you got a minute to give us your opinion about a topic?

Boy: Yes, sure.

Adult: Great. Thanks. OK. The topic is children eat a lot of food that isn't good for them. Do you agree?

Boy: Absolutely! I think we eat a lot of fast food.

Adult: Now, do you think children should have cooking lessons at school?

Boy: Maybe, but I think we should also learn about why some food is bad for us.

Adult: OK, last one: There isn't enough information about food. What's your opinion?

Boy: I agree. I think we should study more about food at school.

Adult: Thanks for your time.

3 three

4 1 agree 2 sure 3 opinion 4 disagree 5 with
6 suppose

Listening script

Alex: OK, I want you to give me your opinion about some different topics.

Julie: Sure. What topics?

Alex: Well, I have some statements about young people's lives and I need you to tell me if you agree or disagree with them.

Julie: OK. Go on then.

Alex: Let's see, first statement: Young people should get married later, for example, after university or when they have a job. Do you agree?

Julie: I'm not sure I do agree. I think young people should get married when they want or when they're old enough to get married in their country.

Alex: OK, next one: Too many young people go to university. What's your opinion?

Julie: No, I disagree. I think young people should be able to continue their studies when they leave school if they want to.

Alex: I agree with you. And here's the last statement. Going to university helps you get a better job.

Julie: Absolutely! Young people who go to university can get better jobs because they know more things.

Alex: Yes, I suppose you're right. But they should be able to get a job when they leave school if that's what they want to do.

5 Voice starts high and ends low.

6 home

Listening script

Reporter: Excuse me! Can you give us five minutes? We'd like to know your opinion on some different topics.

Jessica: OK. What are the topics?

Reporter: Well, here's the first one. Life is more difficult now than it was for your parents. Do you agree?

Jessica: No, I disagree. I think life is easier now, especially because of technology.

Reporter: OK. Do you think life will be easier in the future than it is now?

Jessica: Maybe, but I also think we'll have a lot of problems ... especially with the environment.

Reporter: Thanks. Next one: We'll probably live on other planets in the future. What's your opinion?

Jessica: Absolutely! There are too many of us here on Earth!

Reporter: I suppose you're right. But where would we go?

Jessica: I don't know but right now, I'm going home.

Reporter: Oh, yes, thanks for your time. Bye!

7 1 you agree 2 I disagree 3 Do you 4 think
5 your opinion 6 Absolutely 7 I suppose

Unit 7

1 1 e 2 c 3 b 4 a 5 d

2 1 He sprained his ankle. 2 She lost her phone yesterday.
3 New York 4 She burned/burnt her hand this morning.

Listening script

Conversation 1

Peter: Hi, David. Did you hear? My team won the Cup.

David: Cool! Well done!

Peter: Did you play?

David: No, I sprained my ankle last week.

Peter: Oh no! What a shame!

Conversation 2

Emily: Hi, Lisa. How are you?

Lisa: I'm OK, I suppose.

Emily: What's the matter?

Lisa: Well, I lost my phone yesterday. I think I left it on the bus.

Emily: Oh no! I'm sorry to hear that.

Lisa: Yeah, and I only got it a few weeks ago for my birthday.

Conversation 3

Charlie: Hi, Anne, how's it going?

Anne: Oh, hi, Charlie, not bad thanks. How about you?

Charlie: I'm fine. I've just come back from holiday.

Anne: Really? Where did you go?

Charlie: New York.

Anne: Really? That's amazing!

Charlie: Yeah, it was cool. Anyway, what have you been up to?

Anne: Not a lot really.

Charlie: Are you still coming swimming tomorrow?

Anne: I can't because I burned my hand this morning.

Charlie: Oh no! What a shame. Can't you come with us anyway?

Anne: I suppose I could just come and watch.

Charlie: Yeah, go on! Then, I can tell you all about New York.

Anne: OK!

3 Abby

4 1 going 2 fantastic 3 up 4 shame 5 hear

Listening script

Abby: Hi, Liam. How's it going?

Liam: Fine thanks, Abby. How about you?

Abby: Yeah, not bad. I've got a place at university. I'm going to study Physics.

Liam: Well done! That's fantastic!

Abby: Thanks. I'm really excited. What have you been up to?

Liam: Well, I cut my knee while I was playing football at school. Look!

Abby: Oh no! How did you do that?

Liam: I don't know really – I fell over and another boy kicked me with his boot. When I got home, I couldn't move my leg.

Abby: What a shame! When did it happen?

Liam: Last Monday. It's getting better now but I can't play football for a few weeks.

Abby: I'm sorry to hear that.

Liam: So, tell me about your new university...

Speaking extra key

5 1–3 voice starts high and goes down and 4–5 voice goes high in the middle.

6 He's taking his Maths exam again.

Listening script

Lucy: Hi, Matthew. How's it going?
Matthew: Oh, hi, Lucy. Fine thanks. How about you?
Lucy: Not bad, yeah. I've just been in that shop over there. I was trying on dresses for a wedding.
Matthew: That's cool! Are you getting married?
Lucy: No! It's my brother. He's getting married in June ... in London.
Matthew: In London? How exciting!
Lucy: So ... err, Matthew, what have you been up to?
Matthew: Not a lot really. Studying, you know. I didn't pass my Maths exam so I have to do it again in June.
Lucy: Oh no! In June?
Matthew: Yeah, I'm going to take the exam on the 5th of June.
Lucy: The 5th? What a shame!
Matthew: Why?
Lucy: Well, that's the day my brother's getting married and ... well, I wanted to invite you to come to London with me.
Matthew: Me? Really? Oh ... sorry. I have to do my Maths exam!
Lucy: Well, I'm sorry to hear that, Matthew.
Matthew: Yes. Me too.

7 1 how's it going 2 That's cool 3 How exciting
4 what have you been up to 5 Oh no 6 What a shame
7 I'm sorry to hear that

Unit 8

1 1 have; invite 2 celebrate 3 go on 4 wore 5 took
2 1 Stay in and watch some films. 2 The summer holidays start.
3 Go to the beach and have a party in the evening.
4 Stay at home. 5 pizza

Listening script

Conversation 1

Boy: What shall we do this weekend?
Girl: I think it's going to rain on Saturday so how about staying in and watching some films?
Boy: OK, why not?

Conversation 2

Boy A: The summer holidays start tomorrow. What shall we do?
Boy B: Let's have a party.
Boy A: That's a great idea!
Boy B: How about going to the beach for the day and then having a party at my house in the evening?
Boy A: Cool!

Conversation 3

Girl: What shall we do on Friday night?
Boy: I don't know. How about going to the cinema?
Girl: There's nothing on that I want to see. I think I'd prefer to stay at home.
Boy: Well, what about playing computer games at your house?
Girl: OK, why not?
Boy: And let's get some pizza.
Girl: That's a great idea!

3 To the new pizza restaurant in town, because it's Ella's birthday.

4 1 shall 2 Let's 3 about 4 rather 5 idea 6 don't

Listening script

Mary: Sunday? Why?
Ella: It's my birthday. Don't you remember?
Mary: Oh, yeah! Let's have a party with everybody from our class.
Ella: OK, why not? Where?
Mary: What about having it at your house?
Ella: My house isn't big enough. I think I'd rather go out.
Mary: OK, how about meeting everyone from school for a meal somewhere?
Ella: That's a nice idea! Why don't we go to that new pizza restaurant in town?
Mary: Fantastic. I'm excited already!
Ella: OK, let's call the others.

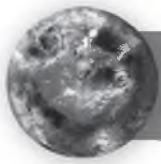
5 Voice starts high and finishes low.

6 organise the music

Listening script

Mike: You know it's Dad's birthday in two weeks? He's 55.
Julie: Oh, yeah! What shall we do?
Mike: Well, I was thinking ... Why don't we have a surprise party?
Julie: That's a great idea! We can invite all the family and a few friends.
Mike: OK, but where shall we have it? Our house is too small.
Julie: What about calling Uncle Dave? He's got a big house and a big garden. It's big enough for about 20 people.
Mike: Yes, I'm sure he'll agree.
Julie: What about asking Mum and Auntie Jean to make some food?
Mike: OK, why not? But we'll have to help them.
Julie: Help them? You know I can't cook. I think I'd rather organise the music.
Mike: You can organise the music but you have to talk to Uncle Dave too.
Julie: Uncle Dave loves me! I'm sure he'll say yes.

7 1 What shall we do 2 Why don't we 3 That's a great idea
4 What about 5 why not 6 I'd rather



Language focus extra key

Starter

- 1 2 Are; a 3 is; e 4 is; b 5 Are; d
- 2 2 My best friend's bike is in the sports hall.
3 My parents' names are Cristina and Robbie.
4 My cousin's friends are in my class.
5 My three friends' books are on the floor.
- 3 2 d 3 e 4 b 5 a
- 4 2 No, she hasn't.
3 Have Ben and Tom got a dog or a cat? No, they haven't.
4 Have Ben and Tom got a laptop? Yes, they have.
5 Have you got a dog or a cat? Students' own answer.
6 Have you got a laptop? Students' own answer.
- 5 2 My friends play basketball in the school team.
3 My teacher goes swimming in the sea every day.
4 We don't have lunch at home.
5 My dad doesn't work near here.
- 6 (suggested answers)
2 Do you and your friends go snowboarding? Students' own answer.
3 What time do you have lunch? Students' own answer.
4 Does your mum go skiing? Students' own answer.
5 Does your dad watch TV after dinner? Students' own answer.
- 7 2 usually do 3 am sometimes 4 sometimes go 5 is never

Unit 1

- 1 2 'm/am looking 3 is reading 4 isn't drinking
5 is playing 6 aren't spending
- 2 2 Where are they going?
3 Who is she meeting?
4 What is Jenny watching?
5 Why are we waiting?
6 What is Joe wearing?
- 3 2 Is Maria studying grammar? Yes, she is.
3 Are Judy and Tim visiting the mall? Yes, they are.
4 Are Judy and Tim studying grammar? No, they aren't.
5 Are you visiting the mall? No, I'm not.
6 Are you studying grammar? Yes, I am.

4

Add -ing	Remove the -e and add -ing	Double the consonant and add -ing
1 doing	3 making	5 getting
2 looking	4 writing	6 running

- 5 2 'm/am not doing 3 visit 4 buys 5 isn't talking
- 6 2 prefer 3 like 4 like 5 prefer
- 7 2 enough money 3 enough chairs 4 enough time
5 enough milk

Unit 2

- 1 2 was 3 were 4 weren't 5 was 6 was

- 2 2 Joanna went skiing last winter.
3 Gina and Tony grew up in Canada.
4 We didn't want to practise the piano last weekend.
5 I didn't play tennis at school when I was little.
6 Nicky didn't win the singing contest last week.

- 3 2 made 3 became 4 wrote 5 got 6 saw

4

Add -ed	Add -d	Remove the last letter and add -ied	Double the last consonant and add -ed.
1 waited	2 danced 3 liked	4 studied 5 tried	6 stopped

- 5 2 Was; Yes, he was. 3 Were; No, they weren't.
4 Was; No, he wasn't. 5 Was; Yes, she was.
6 Were; Yes, they were.

- 6 2 Where did he go?
3 When did they start school?
4 Who did she meet?
5 What did you eat?
6 Why did you stay at home?

- 7 2 Did Helen go shopping? Yes, she did.
3 Did Sam and Abby eat pizza? Yes, they did.
4 Did Sam and Abby go shopping? No, they didn't.
5 Did you eat pizza? Students' own answers.
6 Did you go shopping? Students' own answers.

Unit 3

- 1 2 was talking 3 were cooking 4 were watching
5 was drinking 6 were stealing 7 were buying
8 was chasing
- 2 2 wasn't writing 3 weren't sitting 4 weren't riding
5 wasn't eating 6 weren't making 7 weren't walking
8 wasn't running
- 3 2 Where were they going?
3 Who was she talking to?
4 Why was he leaving?
5 Where was Jacky sitting?
6 What were your friends watching?
7 Why were they going?
8 Who was she meeting?
- 4 2 Was Jessica doing homework? Yes, she was.
3 Were Luke and Nina watching TV? Yes, they were.
4 Were Luke and Nina doing homework? No, they weren't.
5 Were you doing your homework? Students' own answers.
6 Were you watching TV? Students' own answers.
- 5 1 heard
2 was watching; broke
3 disappeared; were having
4 were watching; went
5 were looking; entered
6 were counting; caught
- 6 2 couldn't swim 3 couldn't reach 4 Could Tony play
5 couldn't hear 6 Could you ride

Language focus extra key

Unit 4

1

Add -r or -er	more + adjective
nicer	more comfortable
safer	more expensive
taller	more interesting

2 2 tidier than 3 better than 4 more comfortable than
5 more expensive than

3 2 Vostok in Antarctica is the coldest place on Earth.
3 My bedroom is the best room in the house.
4 This is the most comfortable chair.
5 I'm not the worst student in our class.

4 1 more exciting 2 safer; the safest
3 the most expensive; more expensive

5 2 must do 3 mustn't eat 4 mustn't copy
5 mustn't stand 6 must listen

6 2 should meet 3 should take 4 should go
5 shouldn't stay 6 should phone

7 2 What should I wear to the party?; should wear
3 Should I use my calculator in the exam?; you shouldn't
4 When should we meet?; should meet
5 Should I book a hotel?; you should
6 What should I do this afternoon?; should do

Unit 5

1 2 will study 3 will be 4 will have 5 will do 6 will work

2 2 will 3 will 4 will/won't 5 won't 6 will

3 2 Will all countries speak one language? No, they won't.
3 Will aeroplanes be faster? Yes, they will.
4 Will the climate be warmer? No it won't.
5 Will people live longer? Yes, they will.
6 Will the world be more peaceful? Yes, it will.

4 2 We may put a new desk in your room.
3 My mum might not do the shopping before lunch.
4 I may lie down because I'm tired.
5 Do you think Jenny may be unhappy?

5 2 might/may 3 will 4 won't 5 might not 6 will

6 2 a 3 e 4 f 5 d 6 b

7 2 Will you go home if class finishes early?
3 How will Stacy check her email if she doesn't have a computer?
4 Will they call us if they miss the train?
5 What will Danny do if he doesn't get the job?
6 Will Jessica buy a car if she passes her driving test?

Unit 6

1 2 is going to work 3 is going to take 4 are going to buy
5 are going to get 6 are not going to go

2 2 is Tina going to work
3 are your parents going to arrive
4 Are they going to visit Canada; aren't.
5 Are you going to learn to drive; am.
6 Is your sister going to study; is.

3 2 will 3 won't 4 are going to 5 is going to 6 will

4 2 won't 3 'm/am going to 4 Are you going to
5 aren't going to 6 are; going to do

5 2 Hilary is looking after her sister tomorrow.
3 My dad is making a cake for my birthday.
4 He is selling his car next week.
5 We are playing basketball on Friday.
6 They are doing the shopping this afternoon.

6 2 What are Danny and Suzanne doing this weekend?;
're/are watching a football match.
3 Is Leila visiting her aunt this weekend?; No, she isn't.
4 Are Danny and Suzanne watching a football match this weekend?; Yes, they are.
5 Are you studying for a test tonight? Students' own answers.
6 Are you watching a football match tonight? Students' own answers.

Unit 7

1 2 's/has visited 3 haven't eaten 4 's/has invented
5 haven't seen 6 have bought 7 've/have been
8 have read

2

Add -d or -ed	Remove the last letter and add -ied	Double the consonant and add -ed
1 jumped	3 studied	5 slipped
2 liked	4 tried	6 tripped
		7 stopped

3 2 fallen 3 felt 4 written 5 eaten 6 seen 7 begun
8 broken

4 2 Has Annie ever fallen off her bike?; has.
3 Has Tony broken his leg?; hasn't.
4 Have they ever won the lottery?; haven't.
5 Has she burned/burnt her finger?; has.
6 Has the dog ever bitten you?; hasn't.

5 2 broke 3 crashed 4 haven't eaten 5 didn't ride
6 haven't done

6 2 put on 3 walked 4 slipped 5 've/have (never) broken
6 thought 7 fell 8 stood up 9 fell 10 cut

Unit 8

1 2 ones 3 one 4 ones 5 one 6 ones

2 2 something 3 everywhere 4 ones 5 one 6 no one

3 2 somewhere 3 nothing 4 anyone 5 nobody
6 nothing 7 something

4 2 too small 3 too tired 4 too excited 5 too late
6 too cold 7 too big

5 2 c 3 a 4 b 5 e 6 d

6 2 too small 3 too fast 4 too heavy 5 not good enough
6 too tired 7 not old enough



Workbook audioscript

Track 1 Unit 1, page 9

- Gemma:** Hey Mum. I want to buy some jeans online. Can I borrow your credit card?
- Mum:** No, of course not.
- Gemma:** Please! I really need some new clothes and these jeans are really cheap.
- Mum:** No Gemma. You have your pocket money to buy things like this.
- Gemma:** Yes, I know, but thirty pounds a month isn't very much.
- Mum:** What do you spend it on, then?
- Gemma:** Oh, I don't know. Going to the cinema, make-up, accessories, sweets, milkshakes. I usually spend it all in two weeks.
- Mum:** I'm not surprised! You spend it on a lot of little things! You need to be responsible. Your brother always puts his pocket money in his money bank.
- Gemma:** Yes, but he doesn't need to buy things, and he's only 11. He spends all his time on the Playstation. He doesn't go to the cinema or out shopping with his friends, but I'm fourteen! I can't buy clothes AND have fun with thirty pounds. The cinema is really expensive.
- Mum:** Mmm. Isn't it about £5?
- Gemma:** No, it's £10 with a drink or some popcorn!
- Mum:** Ten pounds? I see. So thirty pounds a month isn't that much then.
- Gemma:** No. I'd like to get a job but it's impossible when you're 14.
- Mum:** What about babysitting? You have some experience with your cousins. You can ask our neighbours. Some of them have young children so maybe they need a babysitter.
- Gemma:** Mum, that's a great idea!
- Mum:** And maybe we can give you more pocket money. How about fifty pounds a month?
- Gemma:** Great! Can I have twenty pounds now to buy the jeans, then?
- Mum:** Oh, OK. But first, go and tidy your bedroom!

Track 2 Unit 2, page 19

- Presenter:** Welcome to the programme. Last month we reported on a group of teenagers attacked by a black bear in Alaska. Today I'm talking to one of the boys. Jonah, you and two other friends were seriously injured. How are you now?
- Jonah:** We're all out of hospital, thanks.
- Presenter:** Good. So how did the attack happen?
- Jonah:** We were on a survival course in Alaska. We had three weeks with our instructors and then we were on our own for five days.
- Presenter:** And when did this happen?
- Jonah:** On the second evening. We were camping near a river and we were tired so we had dinner early. I was in my tent when somebody screamed. When I ran out I saw the bear.
- Presenter:** What did you do?
- Jonah:** Well, the teachers on the survival course gave us clear instructions. Don't run away from the bear. Lie on the ground so the bear thinks you're dead. Some people in the group did that, but I didn't. I screamed and ran down to the river.
- Presenter:** And did the bear come after you then?
- Jonah:** Yes, it attacked me and then the others. After a few minutes, it disappeared. It all happened really fast.
- Presenter:** Did the rescue service come?
- Jonah:** No, we phoned them, but they couldn't fly the helicopter at night.
- Presenter:** So what did you do?
- Jonah:** We waited till morning. I was badly hurt on my head, neck and stomach, but I was lucky. Tracey Smith, one of the other teenagers, had special training with the ambulance service. She stayed calm and knew exactly what to do. She looked after us all night in the camp.
- Presenter:** So she saved your life?
- Jonah:** Yes, she was incredible! I'd like to say 'Thanks Tracey!'

Track 3 Unit 3, page 29

- Mel:** What were you doing yesterday, Vicky? I thought you were coming to my house.
- Vicky:** Oh, yes. Sorry, Mel! I was reading and I forgot.
- Mel:** Reading? That's an unusual excuse! What were you reading?
- Vicky:** *The Thief Lord* by Cornelia Funke. I couldn't stop reading it, it was really exciting. I finished it at midnight!
- Mel:** Wow! What was it about?
- Vicky:** Well, it was a bit complicated. There were two boys, Prosper and Bo, and when their mother died they went to live with their Aunt Esther. But she only wanted Bo, not Prosper, so they decided to run away to Venice.
- Mel:** Venice! Why did they go there? That's a strange place to choose.
- Vicky:** Because their mum loved the city. She said Venice was a magical place. Anyway, Prosper and Bo made friends with some street children there.
- Mel:** Did the children live on the streets?
- Vicky:** No, they lived in an old abandoned cinema. Bo and Prosper moved in there. Their leader was someone called the Thief Lord. He went to the houses of rich people and took things and then gave them to the children to sell to a man called Barbarossa.
- Mel:** It doesn't sound very magical!
- Vicky:** Well, there were some great descriptions of Venice in the book, and I liked it because when you thought one thing was going to happen another thing happened instead. There were lots of surprises and adventures.
- Mel:** So what happened in the rest of the story?
- Vicky:** It's a secret! I've got the book for you to read, so I'm not telling you the end.
- Mel:** You know I don't like reading. Is there a film of it?

Track 4 Unit 4, page 39

- Nick:** Dad says dinner is in ten minutes, Ella.
- Ella:** Great! Which flat did you like best? The one we visited today, or the one from yesterday?
- Nick:** I liked the one we saw yesterday. The bedrooms were bigger and it was more modern. The second flat is really old. Mum says it needs a lot of work, especially the kitchen and the bathrooms. They're really ancient!
- Ella:** Yes, true, but it has got two bathrooms. The first flat only had one. You spend hours in the bathroom sometimes even when you know I'm in a hurry.
- Nick:** I do not! I always shower really quickly. But two bathrooms is a good idea – one for us, and one for Mum and Dad.
- Ella:** I liked the flat today. It's a lot more interesting because it's older. Modern flats like the one we saw yesterday all look the same.
- Nick:** Well, maybe. The other thing is, now I think about it, the flat today is closer to our school. We can walk there in about five minutes. That's good. I'm bored of catching the bus every day.
- Ella:** Me too. Just think, I could sleep longer every day!
- Nick:** Yeah! Me too! Which flat did Mum and Dad like, do you think?
- Ella:** Oh, the one from today. I heard Mum say it was special, and she can make it really nice, I'm sure. She and Dad were planning a new kitchen while you were deciding which bedroom you wanted.
- Nick:** I wasn't! I was trying to imagine all our stuff in that flat. It's a bit small.
- Ella:** Well, it's bigger than the one we live in now. I think there's enough space for my things, but you've got a lot of rubbish. You should throw things away!
- Dad:** Ella? Nick? Where are you? Dinner's ready! And we've decided which flat to buy.

Track 5 Unit 5, page 49

- Mark:** I watched a programme last night about smart homes. They're amazing!
- Liz:** What are smart homes?
- Mark:** Smart homes connect the appliances in your house so they can communicate with you and each other.
- Liz:** How?

Workbook audioscript

Mark: You put everything in the house that uses electricity on the home network in your computer. You can control everything by voice, remote control or computer, or your smartphone if you're not at home! Everything is connected by Wi-fi, I think. Bill Gates spent \$100 million on his smart home.

Liz: Wow! That's a lot of money. What kind of things can you do?

Mark: Well, for example, the lights turn on automatically when you walk into a room, and off again when you leave, or you can turn up the volume on the TV by speaking to it, or turn on the bathroom shower from the living room.

Liz: That's crazy! What's wrong with using switches? It's not difficult to turn on the shower in the bathroom!

Mark: OK, but smart homes are safer too. You don't need a key to get into the house. Sensors on the door recognise your fingerprint and let you in automatically! And then the house plays your favourite song to welcome you home. It's like science fiction!

Liz: Yes, but it will use a lot more energy. We should *save* energy, not use more!

Mark: OK, but if the computer turns off appliances when you're not using them, it *will* save energy.

Liz: Maybe, but won't everything be on standby? That uses more electricity than you think.

Mark: Well, maybe.

Liz: Anyway, what if there's a power cut? Without electricity, nothing in your smart home will work, and you won't even be able to open the front door! Personally, my ideal home is as simple as possible.

Mark: Well, smart homes are the future, you'll see!

Track 6 Unit 6, page 59

I'd like to talk about taking a year out from studying, sometimes called a gap year. This is usually the year between leaving school and going to university or college, or looking for a job. I'm definitely going to take a gap year, and in this presentation I'm going to explain why I think it's a good idea.

Firstly, a year out can give you the opportunity to see more of the world and experience different cultures. A lot of organisations offer young people opportunities to teach, work with wildlife, volunteer with children or work on eco projects in countries such as Australia, Costa Rica, China or Cambodia. Living in a different culture can be difficult, but it's also very interesting and exciting.

Secondly, in your gap year you can do something relevant to your future, something that's connected with your future studies at university or a job you're interested in. That way, you get some useful practical experience to put on your CV. For example, one of my friends is going to Ecuador next year to improve her Spanish. She wants to study modern languages at university.

Another reason for a gap year is to improve important life skills. It will teach you how to be more independent, live and work with other people, and manage your money. This will give you more self-confidence in the future. Finally, universities often like students to take a gap year. They think it's good preparation for a university degree, especially a long course like Medicine, the one I want to do, which is five years. A year of not studying will give you a break between your final school exams and all the hard work at university. You can still apply to university in your last year at school, explain that you want to take a gap year, and most universities will give you a place a year later.

Track 7 Unit 7, page 69

Rob: What are you doing at the weekend, Sophie?

Sophie: I'm going canyoning again.

Rob: Canyoning! Isn't that dangerous?

Sophie: Yes, definitely, but I've been lots of times and I haven't had an accident. Anyway, I love extreme sports!

Rob: Aren't you frightened you'll hurt yourself?

Sophie: Actually, that's why I do it. Not to have an accident I mean, but to feel scared! It's really exciting to feel that you're taking a risk. When you do extreme sports you get something called an adrenaline rush. Your body produces adrenaline and you feel fantastic!

Rob: Well, I've done a lot of sports like running, tennis and volleyball. They make you feel good too, but not because you're scared.

Sophie: Well, I don't enjoy those. They're boring!

Rob: Oh! So what other sports have *you* done?

Sophie: I've been climbing, rafting, and snowboarding. And I've been kite-surfing and wind-surfing.

Rob: Wow! That's a lot! Which is your favourite?

Sophie: Kite-surfing is exciting. It's quite difficult as well. I haven't been bungee-jumping or hang-gliding, though. I'd like to go, but my parents say I'm too young. At the moment, my favourite sport is parkour! There's a real adrenaline rush!!

Rob: What's parkour?

Sophie: It's a sport that started in France, in the 1980s, I think. Anyway, it's all about getting from one place in a city to another in the quickest way you can. You run in a straight line and jump, climb or swing over things. You imagine the city is an obstacle course and you try to move really fast, without stopping. Here, have a look at this video. What do you think? Isn't it amazing!

Rob: Wow! It looks really difficult. Can you do that?

Sophie: No, I'm not that good. When you start you need to do a lot of training low-down. Only really good people can go high up, like this video.

Rob: What about broken bones?

Sophie: Oh, I've had quite a few! I've broken both ankles, my wrist, and my elbow. And last year I broke my shoulder when my snowboard crashed into a tree.

Rob: Right!

Track 8 Unit 8, page 79

Grace: You'll never guess what happened in my class today!

Karla: What?

Grace: Well, it's April Fools' Day, so we played a joke on our Biology teacher.

Karla: Really? Why her?

Grace: Because she's the only one with a good sense of humour.

Karla: Right, you don't want an angry teacher! So what did you do?

Grace: Well, we planned it last week. We looked on the Internet for April Fools' jokes, and decided to create a crime scene in the biology classroom.

Karla: What? A what?

Grace: A crime scene. You make it look like there was a murder there, in the classroom. We had Biology after morning break, so some of us prepared it at break time.

Karla: OK. And what did you do?

Grace: One of the boys lay down on the floor like a dead body, and we got some white chalk and drew a line around him, like you see the police do in films.

Karla: I see. And then did you wait for your teacher to come in?

Grace: No, we left the classroom. Someone brought some thick tape, you know, the kind of tape the police use. So we put it across the door opening to stop anyone going into the class. It was yellow, so it looked very realistic! And when the teacher arrived, we were all waiting outside the classroom. We told her that no-one could go in because it was a crime scene!

Karla: What did she say?

Grace: Well, she looked worried. She wanted to go and ask for another classroom!

Karla: So she believed you?

Grace: I suppose so, yes! Then everyone said 'April Fool!'.

Karla: Did she laugh?

Grace: Yes, she thought it was really funny! But at the end of the class she told us to prepare for an exam on Tuesday.

Karla: Was that her joke for April Fools'?

Grace: I'm afraid not. We do have an exam on Tuesday ...

Track 9 Speaking Extra page 87 Exercise 2

Conversation 1

Girl: Excuse me, how much are these trainers?

Assistant: They're £99.99.

Girl: Hmm ... I haven't got enough money.

Conversation 2

Boy: Hello. I'd like to buy a T-shirt.

Assistant: OK, what size are you?

Boy: Err ... medium.

Assistant: What colour? We've got white, blue, black, red and grey.

Boy: The red one's nice, but I think I'd prefer the black one.

Workbook audioscript

Conversation 3

Girl: Hi. Have you got these jeans in a size 6?
Assistant: Yeah, sure. Here you are.
Girl: Can I try them on?
Assistant: Of course. Just in here.
Girl: Thanks.
Assistant: So, how are they?
Girl: They're nice but I'd prefer them in black, I think.
Assistant: We haven't got them in black, sorry.
Girl: OK. Thanks anyway.

Track 10 Speaking Extra page 87 Exercise 4

Oliver: Excuse me, I'd like to buy the new *MegaZoo 5* video game.
Assistant: Sure, it's over there.
Oliver: How much is it?
Assistant: It's £26.99
Oliver: And how much is the *Doghouse* game?
Assistant: It's £45.99.
Oliver: OK, I think I'd prefer *MegaZoo 5*, then. Can I play the game first?
Assistant: Yes, it's in this machine here.
Oliver: Thanks.
Assistant: How is it?
Oliver: It's great! I'll take it.

Track 11 Speaking Extra page 87 Exercise 5

- 1 one ninety-nine
- 2 fifteen pounds
- 3 one hundred and eighty pounds
- 4 fifty-six pounds ninety-nine
- 5 ten pounds fifty

Track 12 Speaking Extra page 87 Exercise 6

Emily: Excuse me, I'd like to buy some boots.
Assistant: Sure. What about these or those ones over there?
Emily: I think I'd prefer them in black.
Assistant: OK, over here. Do you like these?
Emily: Yes, they're quite cool. How much are they?
Assistant: They're £65.99.
Emily: Can I try them on?
Assistant: Of course. What size are you?
Emily: I'm usually a size 7.
Assistant: Here you are. How are they?
Emily: I like them but have you got anything cheaper?
Assistant: What about these? They're almost the same but they're £45.75 and they're brown.
Emily: Yes, they're great! I'll take them.

Track 13 Speaking Extra page 88 Exercise 2

Conversation 1

Boy: Hey, look at that woman over there with all the photographers around her. Who do you think it is?
Girl: I'm not sure but she looks famous.
Boy: Maybe that's why everyone wants to take her photo.

Conversation 2

Girl: That's a funny picture. The guide says it's by Joan Miró – he's Spanish.
Boy: What do you think it is?
Girl: I don't know. It could be the moon and some stars.
Boy: Yes, those things are definitely stars. But I'm not sure what that is.
Girl: What's this next picture?
Boy: I reckon it's by the same artist.

Conversation 3

Teacher: OK, look at this photo everyone. Who do you think it is?
Boy: She looks very serious. Is she someone important?
Teacher: Yes, she was an important person in history.
Girl: I'm not sure but she could be a famous artist.
Teacher: An artist? No.
Boy: I reckon she's a scientist because she's holding that glass bottle.

Teacher: Good.

Girl: She's definitely from a long time ago because the photo is black and white.

Teacher: OK, good. This is Marie Curie. She was the first woman to win a Nobel Prize...

Track 14 Speaking Extra page 88 Exercise 4

Boy: So what do we have to do?
Girl: Yes. So what do you think he is?
Boy: Well, he looks very strong ... and brave, I think. So a firefighter, something like that.
Girl: Yeah, I agree. This guy looks very serious but he's got a friendly face. He could be an artist.
Boy: Yes, but look at the way he's standing. I reckon he's a dancer.
Girl: Oh yeah. You're right. What about this woman?
Boy: I'm not sure.
Girl: Well, she's wearing a white coat so could be either a scientist or a nurse.
Boy: That's possible.
Girl: She definitely works in a laboratory so she's a scientist.
Boy: Right. What about this woman?
Girl: I reckon she's a musician.
Boy: OK, write it down. Come on, let's check our answers.

Track 15 Speaking Extra page 88 Exercise 5

- 1 I'm not sure.
- 2 That's possible.
- 3 She could be a vet.
- 4 I reckon she's an artist.

Track 16 Speaking Extra page 88 Exercise 6

Mark: Look! A mobile phone.
Olivia: Oh yeah! Whose do you think it is?
Mark: I'm not sure. It's definitely someone from our class because it's in our classroom.
Olivia: It looks very new. Do you think it's the teacher's phone?
Mark: That's possible. But I reckon it's a student's phone. Look at the photo here.
Olivia: Oh yeah. She's definitely not in our class.
Mark: She could be someone's sister or cousin.
Olivia: You're right. Hold on. I reckon it's Vanessa's – I've seen Vanessa with that dress on so that could be her sister.
Mark: Right, let's go and find her.

Track 17 Speaking Extra 3 page 89 Exercise 2

Conversation 1

Boy: Something strange happened this morning where I live.
Girl: Really? What?
Boy: Well, it started snowing.
Girl: That's weird. It's almost June.
Boy: I know! Snow! In May!!

Conversation 2

Boy: Something strange happened last night.
Girl: Really? What?
Boy: Well, I was studying for my English test when a bird flew into my window. And then it fell into the garden.
Girl: Oh, no! What did you do?
Boy: Well, I went outside to look for it but I couldn't find it anywhere.
Girl: How weird!
Boy: I know!

Conversation 3

Girl A: And what did she say?
Girl B: She said: 'It was you. You stole the painting!'
Girl A: What did he do?
Girl B: He started running but the police were there.
Girl A: So did they catch him?
Girl B: Yes!
Girl A: What happened next?
Girl B: The film ended!

Workbook audioscript

Track 18 Speaking Extra page 89 Exercise 4

Andy: Did you hear about this morning?
Louise: No, what?
Andy: Something unusual happened while we were walking to school. We heard a baby crying in the park. But we couldn't see anyone.
Louise: So, what did you do?
Andy: We started looking for it – the sound got louder and louder. It was coming from a park bench.
Louise: So did you find it?
Andy: No because it wasn't a baby! It was a mobile phone! I answered it and a man started shouting at me!
Louise: What did you do?
Andy: At first, I didn't know what to say, and then I said: 'I'm sorry. You've got the wrong number.'
Louise: What happened next?
Andy: Another man ran up to us and said it was his phone, so we gave it to him. He said something about his boss being really angry. And then he ran off again.
Louise: How weird!

Track 19 Speaking Extra page 89 Exercise 5

- 1 Really?
- 2 What?
- 3 How weird!
- 4 I know!
- 5 Cool!

Track 20 Speaking Extra page 89 Exercise 6

Ben: Something strange happened yesterday.
Peter: What?
Ben: I was walking out of the school and I saw lots of photographers waiting at the door.
Peter: That's weird.
Ben: I know. I didn't understand what they were doing there.
Peter: So what did you do?
Ben: Well, I waited on the other side of the street. Then Mrs Carter, our History teacher, came out. And all the photographers started taking photos of her.
Peter: Really? Your History teacher? What happened next?
Ben: Well, they started asking her questions about money.
Peter: Money? And what did she say?
Ben: She said she was really happy.

Track 21 Speaking Extra page 89 Exercise 9

Peter: So what was it all about?
Ben: Well, Mrs Carter was on a TV game show and she won a million pounds!!
Peter: A million pounds?! Wow!

Track 22 Speaking Extra page 90 Exercise 2

Conversation 1:

Woman: Excuse me, young man.
Boy: Yes?
Woman: This bag is very heavy.
Boy: I'll give you a hand.
Woman: Oh, thank you. My car's just outside.

Conversation 2:

Sarah: Hi, Helen
Helen: Hi, Sarah.
Sarah: Can you do me a favour?
Helen: Sure.
Sarah: Can I borrow your English book? I left mine at school.
Helen: OK, but I have to finish my homework first. Shall I bring it to your house later?
Sarah: Great. Thanks. See you later.

Conversation 3

Girl: That was a great party. Come on, let's go to the park.
Boy: I can't. I have to help tidy up.
Girl: OK, I'll give you a hand.
Boy: Great. Thanks. We should put all the plates and glasses in the dishwasher.
Girl: I'll do it.
Boy: OK, and I'll throw all this rubbish out.
Girl: Shall I keep the birthday cake?
Boy: Oh, yes please. We can have some later.
Girl: Can you do me a favour?
Boy: Sure.
Girl: Can you give me the biggest piece?!**Boy:** Haha! OK. Come on, let's get started.

Track 23 Speaking Extra page 90 Exercise 4

Connor: My mum says I should tidy my room before I go out.
Jonas: Well, she's right. I'll give you a hand.
Connor: OK, let's see. The books shouldn't be on the floor. I should put them all up on that shelf.
Jonas: Here, I'll do that. Oh look, *The Lord of the Rings*. Did you like it?
Connor: Yes, it's really good. Can you do me a favour?
Jonas: Yes, of course.
Connor: Can you give me a hand and put this blanket in the wardrobe?
Jonas: Shall I put this pillow in there as well?
Connor: Yes, please!

Track 24 Speaking Extra page 90 Exercise 5

- 1 Can you give me a hand?
- 2 Can you put this on the shelf?
- 3 Can you do me a favour?
- 4 Can you help me with this?

Track 25 Speaking Extra page 90 Exercise 6

Nick: Come on, the computer's ready. Let's play.
Lisa: Hang on. I can't. My dad did the shopping and he wants me to put it all away.
Nick: OK, I'll give you a hand.
Lisa: Great. That way we'll finish sooner.
Nick: Shall I put the milk and cheese in the fridge?
Lisa: Yes, please!
Nick: Anything else?
Lisa: We should put the ice cream and the pizzas in the freezer.
Nick: Yes, of course!
Lisa: And I need to wash all this fruit. Can you give me a hand?
Nick: Sure. Put it all in the sink and I'll do it.
Lisa: Oh and another thing. Can you do me a favour?
Nick: Sure.
Lisa: Can you start making lunch? I'm hungry!
Nick: Ha ha ha! Come on. Mario is waiting!

Track 26 Speaking Extra page 91 Exercise 2

Conversation 1

Girl: Can I see the photos on your phone from last night?
Boy: Sure. Here you are.
Girl: How do you unlock it?
Boy: You have to press the button at the top.
Girl: I see. Thanks.

Conversation 2

Girl: Is this the games website you were telling me about? How does it work?
Boy: Well, first you need to sign in with your email and a password to get on the website.
Girl: OK, that's easy.
Boy: Then, if you log onto one of these games, you'll be able to play with other people.
Girl: How do I start the game?
Boy: Just click on 'Start' at the top of the screen!
Girl: Cool. Thanks!

Workbook audioscript

Conversation 3

Boy A: Can I borrow your laptop to check my email?
Boy B: Sure, but you have to log onto the wi-fi here at the café.
Boy A: How do I do that?
Boy B: Well, First, you need to click on this icon here.
Boy A: OK.
Boy B: Now, you scroll down here to find the network.
Boy A: Right. And if I click on this, will it work?
Boy B: Yes, it will. The network's called 'SmartCoffee'.
Boy A: Yes! That's it. Thanks.

Track 27 Speaking Extra page 91 Exercise 4

Granddad: That looks exciting. What is it?
Daniel: It's a tablet. It's a kind of computer.
Granddad: Oh, I see. How does it work?
Daniel: It's easy. First, you need to press the button on the top.
Granddad: This one?
Daniel: Yes, that's it. Now, if you swipe your finger across the touchscreen, it'll turn on the apps.
Granddad: Apps?
Daniel: Yes, look, you just have to touch one with your finger.
Granddad: Oh but, what is it?
Daniel: It's a game. It's called *Dogs in Space*.
Granddad: Oh no! How do I turn the music down?
Daniel: Find the button on the side.
Granddad: OK, here it is.
Daniel: Then press it a few times.
Granddad: So how do I stop it?
Daniel: Press the button at the top again.
Granddad: Oh, what's that noise?
Daniel: I just got an email.

Track 28 Speaking Extra page 91 Exercise 5

- 1 First, click on this icon.
- 2 Now, look for the name of the person.
- 3 Now, you have to scroll down the list.
- 4 Then, you click on the name.
- 5 And just click on the green button. [instruction intonation goes down]

Track 29 Speaking Extra page 91 Exercise 6

Dad: I want to get on this social network. How does it work?
Hugh: Let's see. First, you need to create a profile.
Dad: Err ... a profile. OK, how do I do that?
Hugh: Click here and put in your name and all your information.
Dad: All this?
Hugh: No. You only have to put in the things with the red stars: your name, your email and a password. Now, scroll down and just click on 'Create Profile'.
Dad: Oh, I see. Like this?
Hugh: Yes! That's it. If you click here, you'll get an email.
Dad: OK, here it is. It says 'confirm your profile'. How do I confirm my profile?
Hugh: Just click on the link in the email.
Dad: I see! Thanks!
Hugh: And then if you put your hand on the screen and say 'Hello', your friends will say 'Hello' too.
Dad: OK ... 'Hello'?
Hugh: Haha! Very good, dad, but you don't really have to do that!
Dad: Hey!

Track 30 Speaking Extra page 92 Exercise 2

Conversation 1

Boy: Do you think parents should pay for their children to go to school?
Girl: Maybe, but I also think that not everybody can pay for school. Education should be free for everybody who wants it.
Boy: I suppose you're right.

Conversation 2

Girl: Children should only have 30 to 40 minutes of homework every day.
Boy: I disagree. I don't think we should have any homework at all.
Girl: I'm not sure I agree. I think we have to practise things we learn in class.

Boy: I suppose you're right, but most homework is really boring.

Girl: Maybe, but I also think it's very useful.

Conversation 3

Adult: Excuse me, have you got a minute to give us your opinion about a topic?
Boy: Yes, sure.
Adult: Great. Thanks. OK. The topic is children eat a lot of food that isn't good for them. Do you agree?
Boy: Absolutely! I think we eat a lot of fast food.
Adult: Now, do you think children should have cooking lessons at school?
Boy: Maybe, but I think we should also learn about why some food is bad for us.
Adult: OK, last one: There isn't enough information about food. What's your opinion?
Boy: I agree. I think we should study more about food at school.
Adult: Thanks for your time.

Track 31 Speaking Extra page 92 Exercise 4

Alex: OK, I want you to give me your opinion about some different topics.
Julie: Sure. What topics?
Alex: Well, I have some statements about young people's lives and I need you to tell me if you agree or disagree with them.
Julie: OK. Go on then.
Alex: Let's see, first statement: Young people should get married later, for example, after university or when they have a job. Do you agree?
Julie: I'm not sure I do agree. I think young people should get married when they want or when they're old enough to get married in their country.
Alex: OK, next one: Too many young people go to university. What's your opinion?
Julie: No, I disagree. I think young people should be able to continue their studies when they leave school if they want to.
Alex: I agree with you. And here's the last statement. Going to university helps you get a better job.
Julie: Absolutely! Young people who go to university can get better jobs because they know more things.
Alex: Yes, I suppose you're right. But they should be able to get a job when they leave school if that's what they want to do.

Track 32 Speaking Extra page 92 Exercise 5

- 1 Absolutely.
- 2 I agree with you.
- 3 I suppose you're right.
- 4 Maybe, but I also think it's difficult.
- 5 I disagree.

Track 33 page 92 Speaking Extra Exercise 6

Reporter: Excuse me! Can you give us five minutes? We'd like to know your opinion on some different topics.
Jessica: OK. What are the topics?
Reporter: Well, here's the first one. Life is more difficult now than it was for your parents. Do you agree?
Jessica: No, I disagree. I think life is easier now, especially because of technology.
Reporter: OK. Do you think life will be easier in the future than it is now?
Jessica: Maybe, but I also think we'll have a lot of problems ... especially with the environment.
Reporter: Thanks. Next one: We'll probably live on other planets in the future. What's your opinion?
Jessica: Absolutely! There are too many of us here on Earth!
Reporter: I suppose you're right. But where would we go?
Jessica: I don't know but right now, I'm going home.
Reporter: Oh, yes, thanks for your time. Bye!

Workbook audioscript

Track 34 Speaking Extra page 92 Exercise 2

Conversation 1

Peter: Hi, David. Did you hear? My team won the Cup.

David: Cool! Well done!

Peter: Did you play?

David: No, I sprained my ankle last week.

Peter: Oh no! What a shame!

Conversation 2

Emily: Hi, Lisa. How are you?

Lisa: I'm OK, I suppose.

Emily: What's the matter?

Lisa: Well, I lost my phone yesterday. I think I left it on the bus.

Emily: Oh no! I'm sorry to hear that.

Lisa: Yeah, and I only got it a few weeks ago for my birthday.

Conversation 3

Charlie: Hi, Anne, how's it going?

Anne: Oh, hi, Charlie, not bad thanks. How about you?

Charlie: I'm fine. I've just come back from holiday.

Anne: Really? Where did you go?

Charlie: New York.

Anne: Really? That's amazing!

Charlie: Yeah, it was cool. Anyway, what have you been up to?

Anne: Not a lot really.

Charlie: Are you still coming swimming tomorrow?

Anne: I can't because I burned my hand this morning.

Charlie: Oh no! What a shame. Can't you come with us anyway?

Anne: I suppose I could just come and watch.

Charlie: Yeah, go on! Then, I can tell you all about New York.

Anne: OK!

Track 35 Speaking Extra page 93 Exercise 4

Abby: Hi, Liam. How's it going?

Liam: Fine thanks, Abby. How about you?

Abby: Yeah, not bad. I've got a place at university. I'm going to study Physics.

Liam: Well done! That's fantastic!

Abby: Thanks. I'm really excited. What have you been up to?

Liam: Well, I cut my knee while I was playing football at school. Look!

Abby: Oh no! How did you do that?

Liam: I don't know really – I fell over and another boy kicked me with his boot. When I got home, I couldn't move my leg.

Abby: What a shame! When did it happen?

Liam: Last Monday. It's getting better now but I can't play football for a few weeks.

Abby: I'm sorry to hear that.

Liam: So, tell me about your new university...

Track 36 Speaking Extra page 93 Exercise 5

1 Oh no!

2 What a shame!

3 I'm sorry to hear that!

4 How amazing!

5 That's fantastic!

Track 37 Speaking Extra page 93 Exercise 6

Lucy: Hi, Matthew. How's it going?

Matthew: Oh, hi, Lucy. Fine thanks. How about you?

Lucy: Not bad, yeah. I've just been in that shop over there. I was trying on dresses for a wedding.

Matthew: That's cool! Are you getting married?

Lucy: No! It's my brother. He's getting married in June ... in London.

Matthew: In London? How exciting!

Lucy: So ... err, Matthew, what have you been up to?

Matthew: Not a lot really. Studying, you know. I didn't pass my Maths exam so I have to do it again in June.

Lucy: Oh no! In June?

Matthew: Yeah, I'm going to take the exam on the 5th of June.

Lucy: The 5th? What a shame!

Matthew: Why?

Lucy: Well, that's the day my brother's getting married and ... well, I wanted to invite you to come to London with me.

Matthew: Me? Really? Oh ... sorry. I have to do my Maths exam!

Lucy: Well, I'm sorry to hear that, Matthew.

Matthew: Yes. Me too.

Track 38 Speaking Extra page 94 Exercise 2

Conversation 1

Boy: What shall we do this weekend?

Girl: I think it's going to rain on Saturday so how about staying in and watching some films?

Boy: OK, why not?

Conversation 2

Boy A: The summer holidays start tomorrow. What shall we do?

Boy B: Let's have a party.

Boy A: That's a great idea!

Boy B: How about going to the beach for the day and then having a party at my house in the evening?

Boy A: Cool!

Conversation 3

Girl: What shall we do on Friday night?

Boy: I don't know. How about going to the cinema?

Girl: There's nothing on that I want to see. I think I'd prefer to stay at home.

Boy: Well, what about playing computer games at your house?

Girl: OK, why not?

Boy: And let's get some pizza.

Girl: That's a great idea!

Track 39 Speaking Extra page 94 Exercise 4

Ella: What shall we do on Sunday?

Mary: Sunday? Why?

Ella: It's my birthday. Don't you remember?

Mary: Oh, yeah! Let's have a party with everybody from our class.

Ella: OK, why not? Where?

Mary: What about having it at your house?

Ella: My house isn't big enough. I think I'd rather go out.

Mary: OK, how about meeting everyone from school for a meal somewhere?

Ella: That's a nice idea! Why don't we go to that new pizza restaurant in town?

Mary: Fantastic. I'm excited already!

Ella: OK, let's call the others.

Track 40 Speaking Extra page 94 Exercise 5

1 How about having a party?

2 Let's watch a film.

3 Why don't we have a meal?

4 What about meeting some friends?

5 Where shall we go tomorrow?

Track 41 Speaking Extra page 94 Exercise 6

Mike: You know it's Dad's birthday in two weeks? He's 55.

Julie: Oh, yeah! What shall we do?

Mike: Well, I was thinking ... Why don't we have a surprise party?

Julie: That's a great idea! We can invite all the family and a few friends.

Mike: OK, but where shall we have it? Our house is too small.

Julie: What about calling Uncle Dave? He's got a big house and a big garden. It's big enough for about 20 people.

Mike: Yes, I'm sure he'll agree.

Julie: What about asking Mum and Auntie Jean to make some food?

Mike: OK, why not? But we'll have to help them.

Julie: Help them? You know I can't cook. I think I'd rather organise the music.

Mike: You can organise the music but you have to talk to Uncle Dave too.

Julie: Uncle Dave loves me! I'm sure he'll say yes.