FOCUS 1

SECOND EDITION

TEACHER'S BOOK

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BARTOSZ MICHAŁOWSKI

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Introduction

DEAR TEACHER,

We are writing to you to introduce the new edition of *Focus*, our five-level course for upper secondary students. As writers, it is always a privilege to be invited to 'have another go' and we are grateful to our publisher Pearson for giving us this opportunity. At the same time, we are particularly wary of introducing change for change's sake. 'If it ain't broke, don't fix it' is a maxim we set great store by. In our own classrooms, we are still using ideas and teaching techniques that we learnt early on in our careers. Why? Because they still work.

Consequently, the changes you will find in this new edition have been influenced by three important factors:

1) Your feedback, which we are happy to say has been overwhelmingly positive and extremely helpful in identifying areas to focus on.

2) Changing circumstances, where we have responded to the continuing evolvement of some exams – for instance: a stronger focus on Use of English tasks.

3) New opportunities, in particular the strategic partnership between our publisher Pearson and the BBC. This has enabled us to include some delightful BBC clips in each unit, adding an exciting new dimension to the course.

All that said, we still believe that writing language learning materials is not an exact science. A 'one size fits all' set of materials just doesn't exist. It can't. There are too many variables:

- The students – number, age, personality, attitude, life and learning experience, home support, class dynamic …
- The school – syllabus, timetable, policies, Ministry reforms, classroom environment, equipment …

And most importantly, you:

- The teacher – your experience, your training, your beliefs, your motivation …

So we accept that everybody's teaching context is unique and the perfect English course is an unattainable dream. However, our own experience in the classroom has taught us to value three things above all when using teaching and learning materials: reliability, flexibility and credibility.

Reliability

Quite simply, we want the materials to work. We don't want the course to let you down in the classroom. So we continue with our clean design, clear, easy-to-understand instructions and a wide variety of engaging topics, texts and tasks that have been combined in a logical way that will make sense to you and to your students. We are pragmatic. We've made it clear when a lesson starts and when a lesson ends. We don't want to give you any nasty surprises. We don't want to overcomplicate things. The less time you spend setting activities up, the more time your students spend practising the language. And maximising language practice time is key – particularly for the core skills. Students learn by doing. They learn reading by reading more; listening by listening more; writing by writing more; and speaking by speaking more. Let's give them more time to 'do'.

Needless to say, the course covers all the necessary language work appropriate for the level and follows the Common European Framework of Reference (CEFR). We hope you will appreciate the stimulating and memorable way in which each carefully selected grammar structure and vocabulary item is presented. But we are well aware that presenting language is not even half the story. We have designed these materials so that they systematically recycle the language that has been presented. 'Use it or lose it' is our motto. You will discover that this course, with all its supporting print-based and digital materials, provides your students with the repeated exposure and practice they require. Reliability = trust. We are confident you will be able to trust *Focus Second Edition*.

Flexibility

One of the things we learnt early on in our careers is that you teach the students, not the lesson plan. There is no point in slavishly following a prescribed 'teaching path' through a set of materials if the students are not with you. Your ability to react to emerging classroom situations and adapt your lesson accordingly is a vital teaching skill. So while a course might provide you with a reliable framework that you feel comfortable with, you will always need options, you will always need variety, you will always need alternative ways of presenting and practising language. We strongly believe that a rigid unit structure does NOT have to be a teaching straitjacket. The lessons themselves are brimful of different ideas, task types and interesting information. Then the supplementary material we have developed, both print-based and digital, offers you almost limitless flexibility. You can give extra multiple choice grammar exercises, do a communicative A/B information-gap activity or watch a specially selected BBC clip. Flexibility = choice. We think you will appreciate the range of choice in *Focus Second Edition*.

Credibility

So, while we are sure that a reliable and flexible course will help you, it's this third characteristic that really counts. You have to believe in the materials. You have to understand and assess the broad educational and methodological principles that underpin our materials and decide: are the ideas and the approach credible? Do they reflect your own views of how languages are learned? We'd like to take this opportunity to summarise our thinking on this and explain what lies at the heart of *Focus Second Edition*. We can do this by grouping our thoughts under three words beginning with 'M': Motivation, Memory and Meaning.

Motivation

The American linguist and philosopher Noam Chomsky once said that almost everything in the education process was about getting the students' interest in what they're being taught. This is our starting point: students learn best when they are interested in the material. It's as simple as that. We may not have got it right every time for your particular teaching context, but our overriding concern has been to select topics, texts and tasks that engage students both emotionally and intellectually. You need to organise the learning around things your students can relate to – things that are part of their life experience or things that they aspire to. An engaged learner is a more successful learner. We think course materials can play a big part in this key area of engagement.

Memory

'Learning is remembering', or so the adage goes. With the pressure all teachers are under to cover the syllabus, complete the course and finish the book, we worry that not enough time is spent on recycling. Too much presentation, not enough practice. Systematic recycling of new language is a core feature of *Focus Second Edition*. There is a particular emphasis on vocabulary. The linguist David Wilkins noted back in the 1970s that while we can convey very little without grammar, we can convey nothing without vocabulary. Words are the basic building blocks of any language, but how many times do you need to see a new word before you truly acquire it? Ten? Twenty? Thirty times? It's definitely more than once! In the new Word Store sections, students using *Focus Second Edition* will devote valuable time to new vocabulary, as well as learning a variety of ways of recording it.

Meaning

As the linguist and academic Rod Ellis reminds us, motivation in second language learning is derived from getting meanings across successfully. We are strongly opposed to mechanistic practice and drills where form dominates and meaning is irrelevant. If you ask your students to choose the correct quantifier in the question: *How much/ many petrol is there in the car?* I'm sure most of them will correctly choose *much*. But they might also legitimately wonder whose car we are talking about. And then think, 'But I don't have a car. I've never bought petrol in my life. I can't even drive …' Why not ask them to choose the correct quantifier in this question: *How much/many water do you drink?* Then, when they have chosen the correct quantifier, they can at least ask their partner the question. Information is exchanged; students practise their speaking; the exercise is meaning*ful*, not meaning*less*. This is one tiny example of an approach to learning that we passionately believe in. Don't practice language for the sake of it. Language exists to make meanings, and our learning materials should reflect this.

These are some of the more important ideas that we hold dear. Over the years, they have influenced our teaching and our writing. Credibility = belief. We want you to believe in *Focus Second Edition*.

So, now it's over to you. We'd like to take this opportunity to wish you and your students every success.

Our warmest regards,

Sue and Vaughan



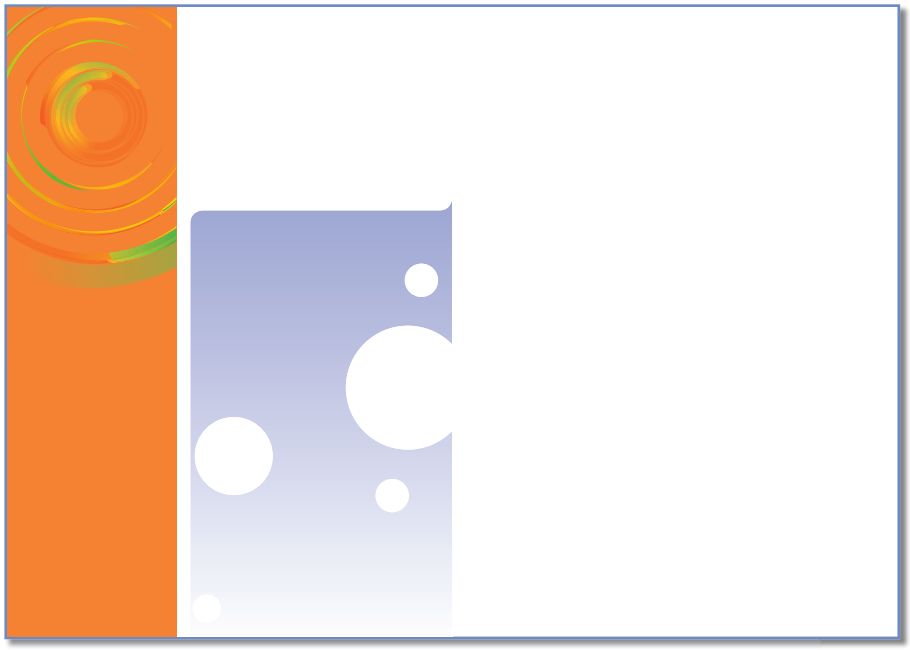
Focus 1 Unit walkthrough

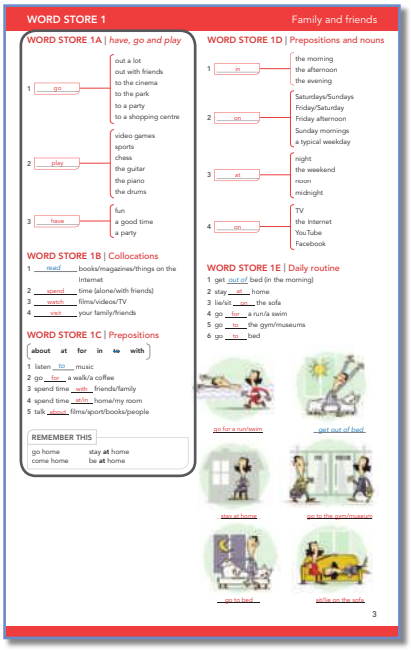
VOCABULARY LESSONS

Inspiring quotations to be used as conversation starters or to find out what students already know

The SHOW WHAT YOU KNOW boxes revise vocabulary students should already know, thus enabling all the students in the class to start at the same level.

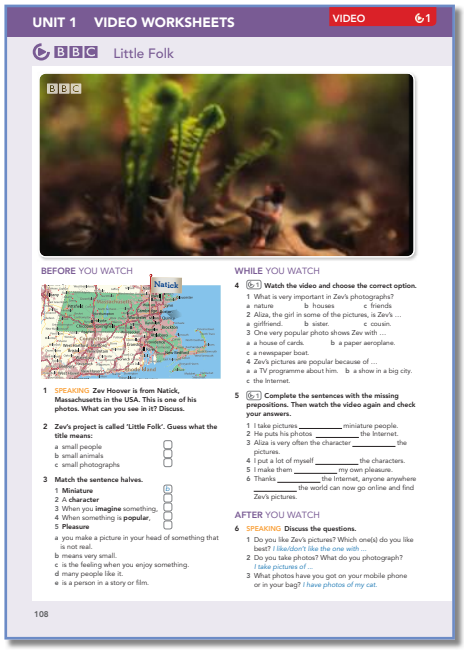
The WORD STORE booklet attached to the back of the Student's Book includes additional vocabulary exercises. Sections A, B and C accompany the Vocabulary lessons.





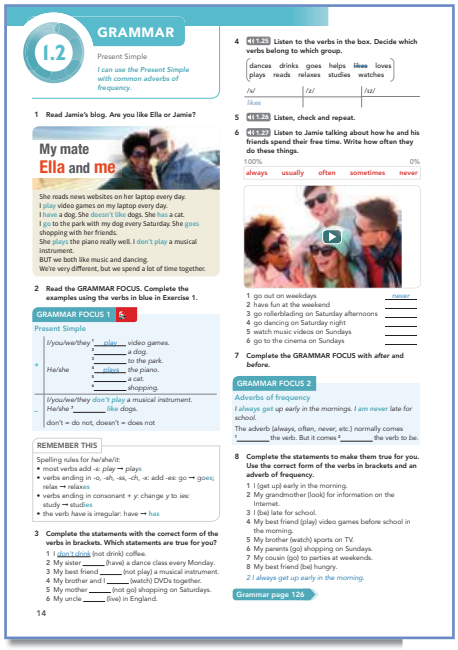
Highlighted target vocabulary items

Contextualised vocabulary presentation (listening or reading tasks)

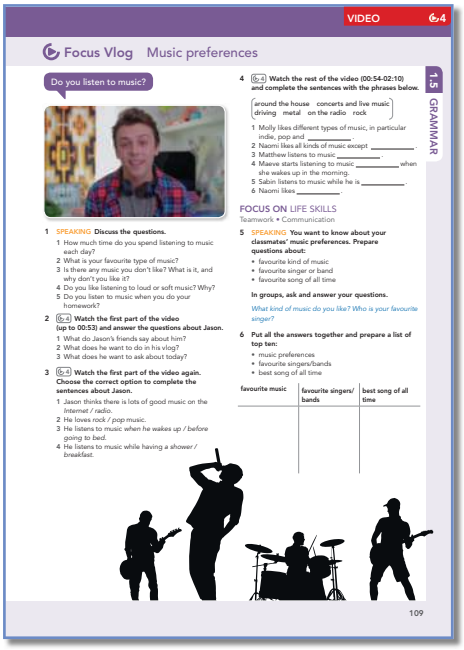


GRAMMAR LESSONS

The grammar in each lesson is presented in context and highlighted, to make it easily identifiable.



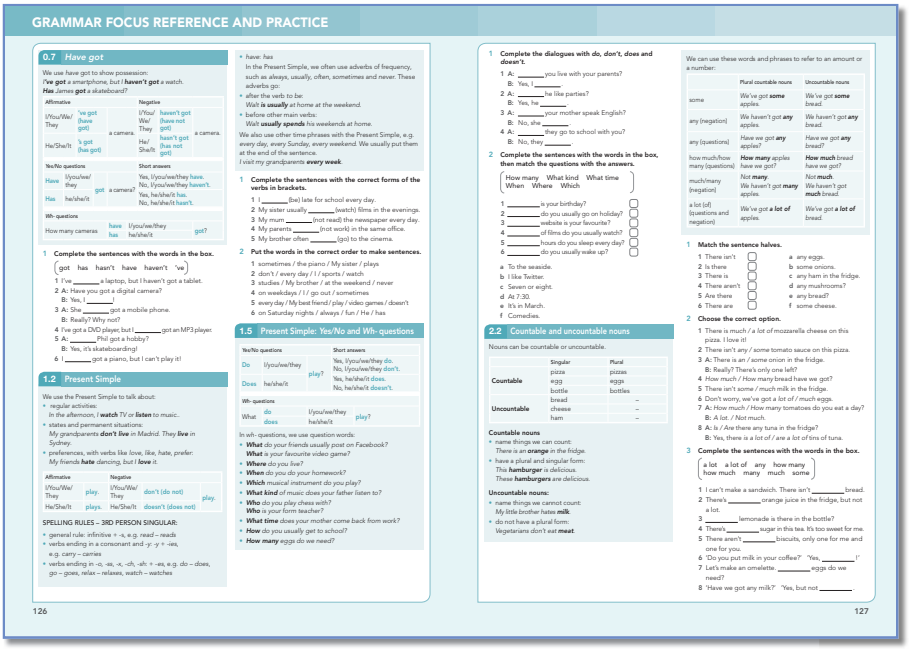
Personalised grammar activities



Focus Vlog videos presenting target grammar in context, with a corresponding video worksheet at the back of the book

The grammar animation videos can be used for presenting new structures, for reinforcement after the teacher has presented the grammar point or as a general tool for review.

The GRAMMAR FOCUS REFERENCE AND PRACTICE can be used for review at the end of a Grammar lesson or during unit review. It can also be used by fast finishers or students who require extra practice. Each structure presented in the Grammar lessons has its own section in GRAMMAR FOCUS REFERENCE AND PRACTICE, which includes a detailed explanation of the structure and additional practice exercises.

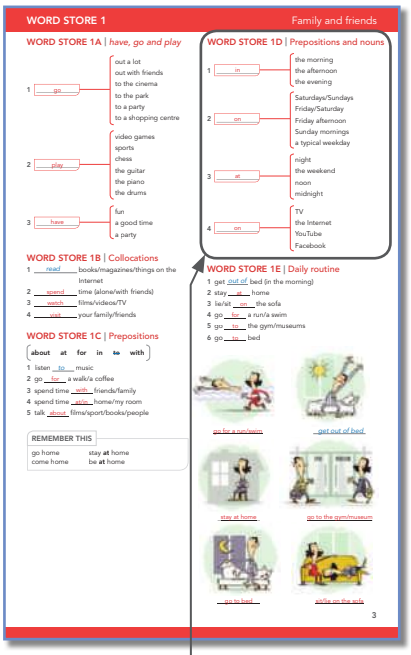


LISTENING LESSONS

The listening lessons offer varied tasks and opportunities for students to practise listening skills with new vocabulary, as well as with graded exam-type tasks.

The PRONUNCIATION FOCUS activities focus students' attention on different aspects of pronunciation (sounds, stress, etc.) and help them improve their pronunciation.





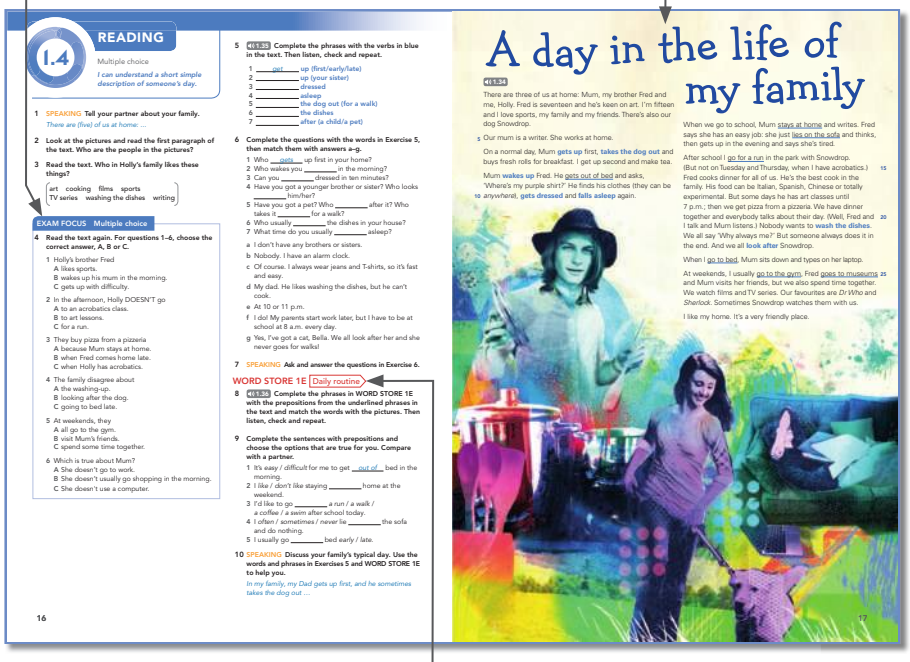
Exam-like listening tasks in the EXAM FOCUS

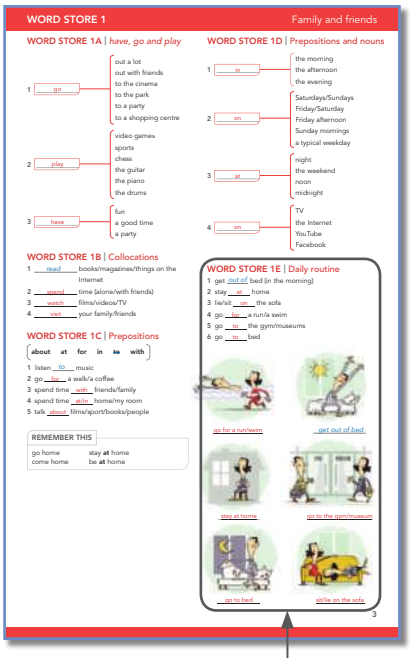
More practice of the vocabulary sets from the lesson in the Student's Book

READING LESSONS

Exam-like reading tasks in the EXAM FOCUS

The Reading lessons feature a variety of reading texts, which also present factual information that is interesting and relevant to teenagers.



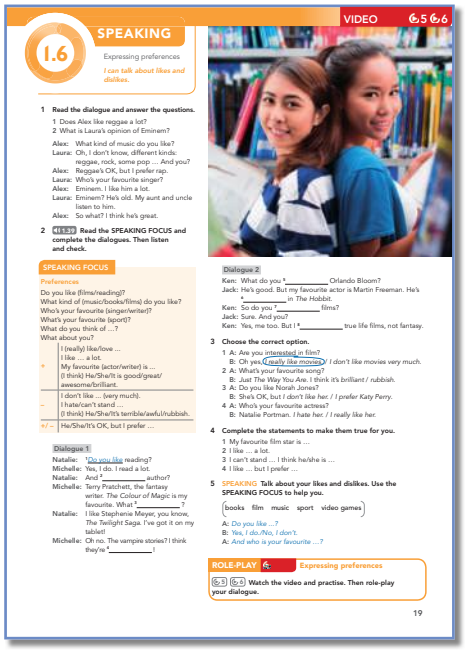


More practice of the vocabulary sets from the lesson in the Student's Book

SPEAKING LESSONS

Exercises in the Speaking lesson focus students' attention on how functional language is used.

Pairwork activities encourage students to practise the functional language from the lesson and increase their confidence in using the language.



SPEAKING

1.6

Expressing preferences

I can talk about likes and dislikes.

VIDEO 6.5 6.6

1 **Read the dialogue and answer the questions.**

1 Does Alex like reggae a lot?
2 What is Laura's opinion of Eminem?

Alex: What kind of music do you like?
Laura: Oh, I don't know, different kinds: reggae, rock, some pop … And you?
Alex: Reggae's OK, but I prefer rap.
Laura: Who's your favourite singer?
Alex: Eminem. I like him a lot.
Laura: Eminem? He's old. My aunt and uncle listen to him.
Alex: So what? I think he's great.

2 6.3 6.4 **Read the SPEAKING FOCUS and complete the dialogues. Then listen and check.**

SPEAKING FOCUS

Preferences

Do you like (films/reading)?
What kind of (music/books/films) do you like?
Who's your favourite (singer/writer)?
What's your favourite (sport)?
What do you think of …?
What about you?

\+ I (really) like/love …
I like … a lot.
My favourite (actor/writer) is …
(I think) He/She/It is good/great/awesome/brilliant.

– I don't like … (very much).
I hate/can't stand …
(I think) He/She/It's terrible/awful/rubbish.

+/– He/She/It's OK, but I prefer …

Dialogue 1

Natalie: *Do you like reading?
Michelle: Yes, I do. I read a lot.
Natalie: And *_____ author?
Michelle: Terry Pratchett, the fantasy writer. *The Colour of Magic* is my favourite. What *_____?
Natalie: I like Stephenie Meyer, you know, The Twilight Saga. I've got it on my tablet!
Michelle: Oh no. The vampire stories? I think they're *_____!

Dialogue 2

Ken: What do you *_____ Orlando Bloom?
Jack: He's good. But my favourite actor is Martin Freeman. He's *_____ in The Hobbit.
Ken: So do you *_____ films?
Jack: Sure. And you?
Ken: Yes, me too. But I *_____ true life films, not fantasy.

3 **Choose the correct option.**

1 A: Are you interested in film?
B: Oh yes, I really like movies/*I don't like movies very much.*
2 A: What's your favourite song?
B: *Just The Way You Are. I think it's brilliant / rubbish.*
3 A: Do you like Norah Jones?
B: *She's OK, but I don't like her. / I prefer Katy Perry.*
4 A: Who's your favourite actress?
B: *Natalie Portman. I hate her. / I really like her.*

4 **Complete the statements to make them true for you.**

1 My favourite film star is …
2 I like … a lot.
3 I can't stand … / I think he/she is …
4 I like … but I prefer …

5 SPEAKING **Talk about your likes and dislikes. Use the SPEAKING FOCUS to help you.**

(books film music sport video games)

A: *Do you like …?*
B: *Yes, I do./No, I don't.*
A: *And who is your favourite …?*

ROLE-PLAY 6.5 Expressing preferences

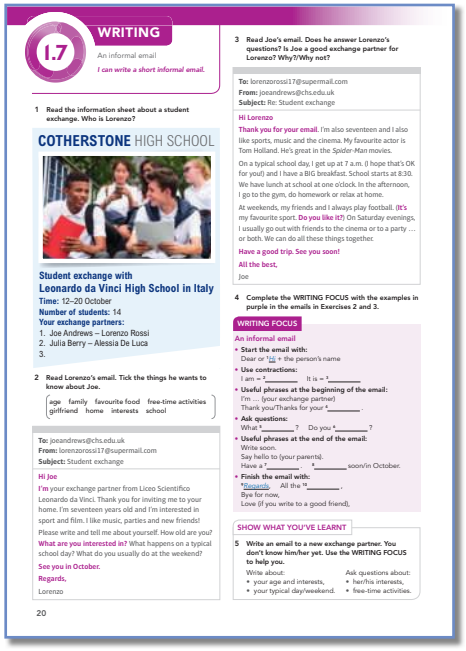
6.5 6.6 **Watch the video and practise. Then role-play your dialogue.**

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The SPEAKING FOCUS boxes with the target language from the lesson

WRITING LESSONS

Useful language for the writing task is presented through varied and relevant texts.



WRITING

1.7

An informal email

I can write a short informal email.

1 **Read the information sheet about a student exchange. Who is Lorenzo?**

COTHERSTONE HIGH SCHOOL

Student exchange with Leonardo da Vinci High School in Italy
Time: 12–20 October
Number of students: 14
Your exchange partners:
1. Joe Andrews – Lorenzo Rossi
2. Julia Berry – Alessia De Luca
3.

2 **Read Lorenzo's email. Tick the things he wants to know about Joe.**

(age family favourite food free-time activities girlfriend home interests school)

To: joeandrews@chs.edu.uk
From: lorenzorossi17@supermail.com
Subject: Student exchange

Hi Joe

I'm your exchange partner from Liceo Scientifico Leonardo da Vinci. Thank you for inviting me to your home. I'm seventeen years old and I'm interested in sport and film. I like music, parties and new friends!

Please write and tell me about yourself. How old are you?

What are you interested in? What happens on a typical school day? What do you usually do at the weekend?

See you in October.

Regards,

Lorenzo

3 **Read Joe's email. Does he answer Lorenzo's questions? Is Joe a good exchange partner for Lorenzo? Why?/Why not?**

To: lorenzorossi17@supermail.com
From: joeandrews@chs.edu.uk
Subject: Re: Student exchange

Hi Lorenzo

Thank you for your email. I'm also seventeen and I also like sports, music and the cinema. My favourite actor is Tom Holland. He's great in the *Spider-Man* movies.

On a typical school day, I get up at 7 a.m. (I hope that's OK for you!) and I have a BIG breakfast. School starts at 8:30. We have lunch at school at one o'clock. In the afternoon, I go to the gym, do homework or relax at home.

At weekends, my friends and I always play football. **(It's** my favourite sport. **Do you like it?)** On Saturday evenings, I usually go out with friends to the cinema or to a party … or both. We can do all these things together.

Have a good trip. See you soon!

All the best,

Joe

4 **Complete the WRITING FOCUS with the examples in purple in the emails in Exercises 2 and 3.**

WRITING FOCUS

An informal email

- **Start the email with:**
  Dear or* + the person's name
- **Use contractions:**
  I am = *_____ It is = *_____
- **Useful phrases at the beginning of the email:**
  I'm … (your exchange partner)
  Thank you/Thanks for your *_____ .
- **Ask questions:**
  What *_____? Do you *_____?
- **Useful phrases at the end of the email:**
  Write soon.
  Say hello to (your parents).
  Have a *_____ . *_____ soon/in October.
- **Finish the email with:**
  *Regards All the *_____ .
  Bye for now,
  Love (if you write to a good friend),

SHOW WHAT YOU'VE LEARNT

5 **Write an email to a new exchange partner. You don't know him/her yet. Use the WRITING FOCUS to help you.**

Write about:
- your age and interests,
- your typical day/weekend.

Ask questions about:
- her/his interests,
- free-time activities.

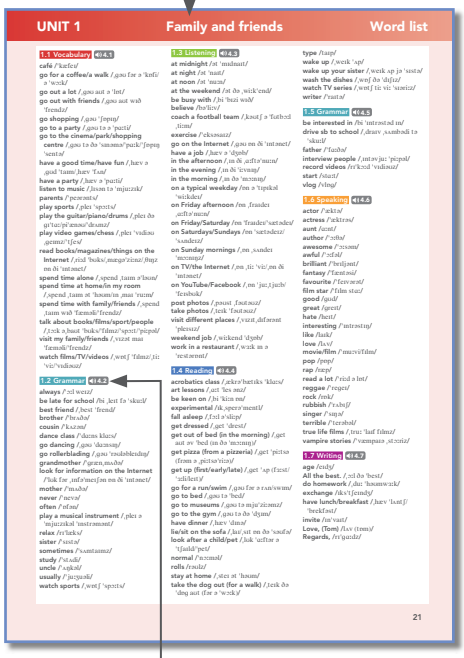
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The WRITING FOCUS boxes with key phrases and step-by-step guidelines on how to write a given type of text

Exam-style writing tasks provide students with realistic opportunities to practise their writing skills.

WORD LISTS

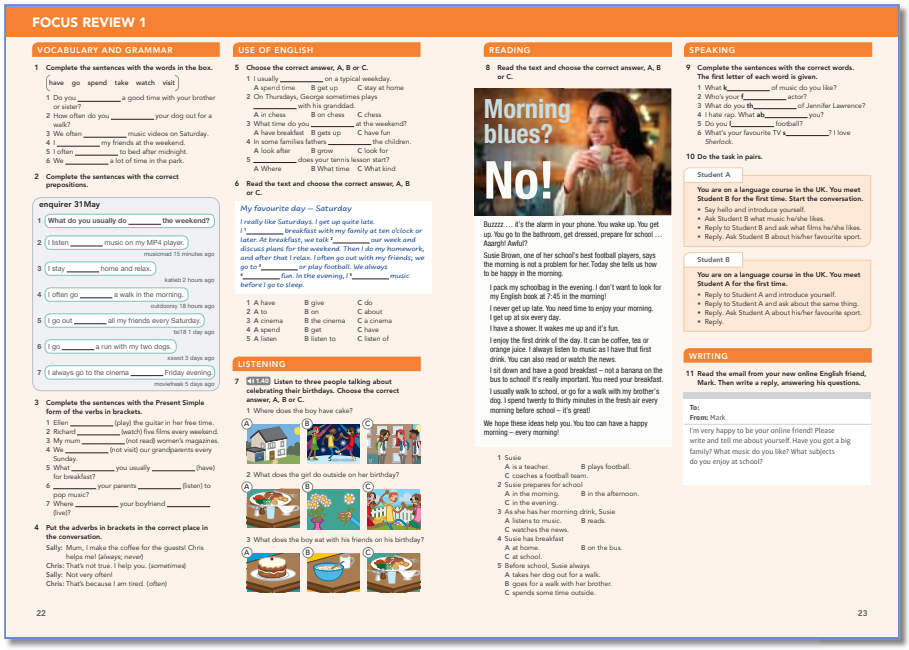
Glossary of vocabulary items from the unit with pronunciation, divided into lessons



Downloadable students' MP3 recordings specially designed to practise vocabulary

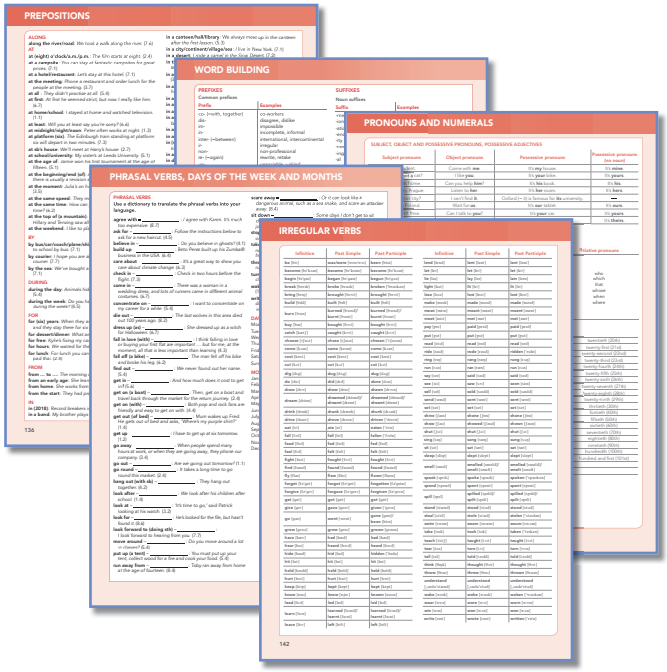
FOCUS REVIEW

Revision of vocabulary and grammar from the unit as well as Use of English, Reading, Listening, Speaking and Writing tasks in an exam format



BACK OF THE BOOK

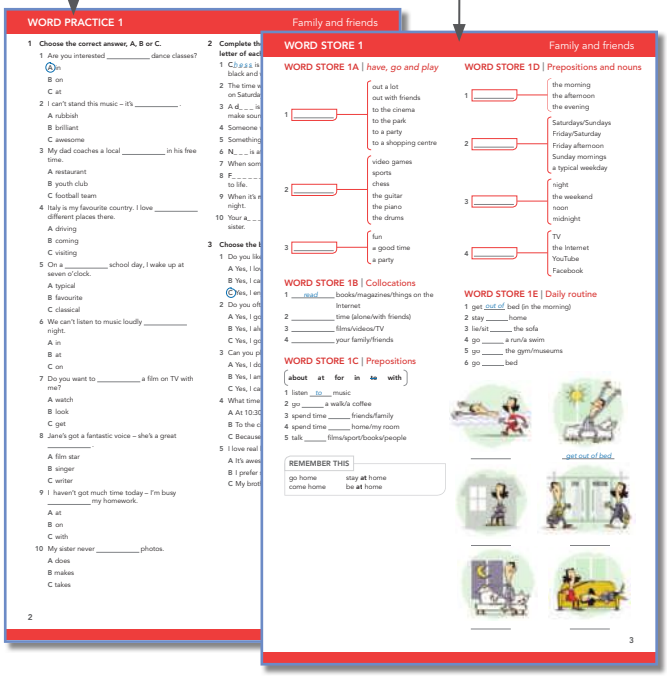
Lists of prepositions, phrasal verbs, days of the week and months, pronouns and numerals, prefixes and suffixes (word building), and irregular verbs at the end of the Student's Book



WORD STORE BOOKLET

The WORD PRACTICE sections review language from the current and previous unit(s). They can be used as part of the unit review.

All the WORD STORE activities are tied into the Vocabulary, Listening and Reading lessons, giving students additional practice of new vocabulary. By completing the exercises in the WORD STORE, students compile their own mini dictionaries of the most important words and phrases from the unit.



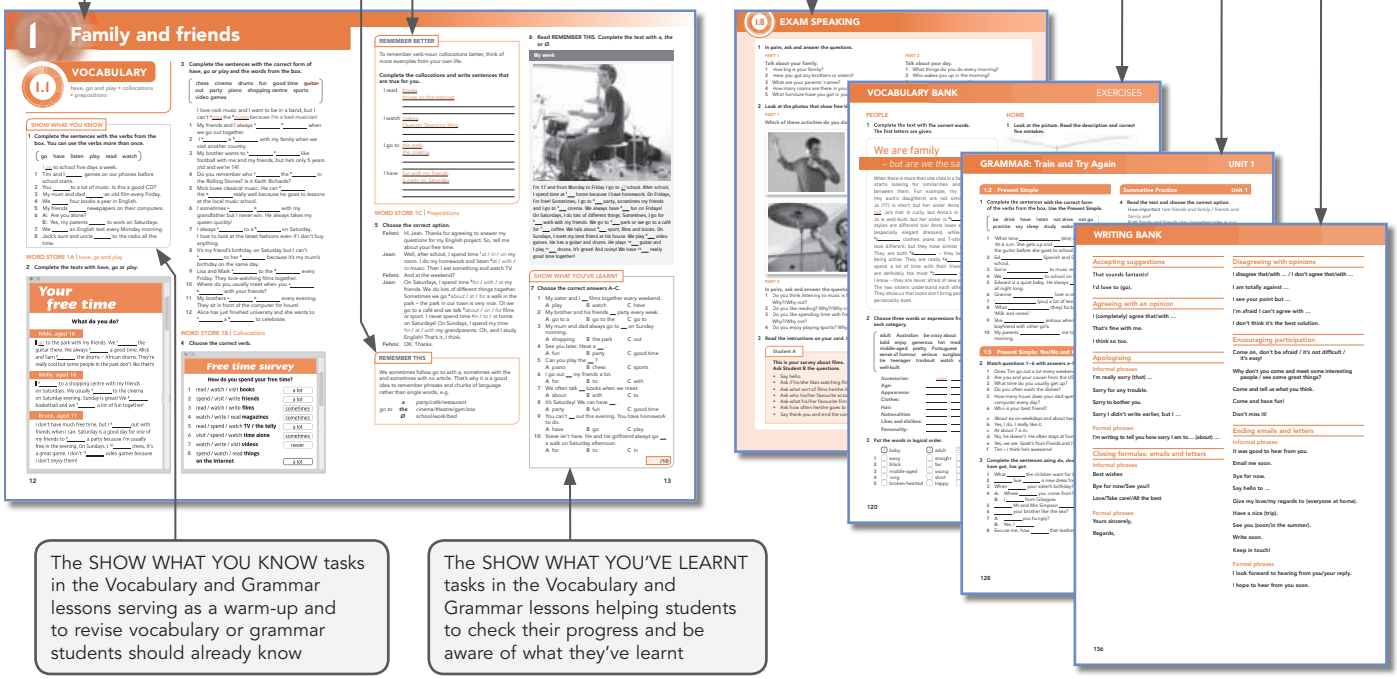
WORKBOOK

A corresponding Workbook lesson for each lesson in the Student's Book

The REMEMBER THIS and REMEMBER BETTER boxes containing useful strategies for memorising words and structures

The Exam Speaking sections helping students prepare for their oral exams

Additional vocabulary and grammar practice as well as the Writing Bank



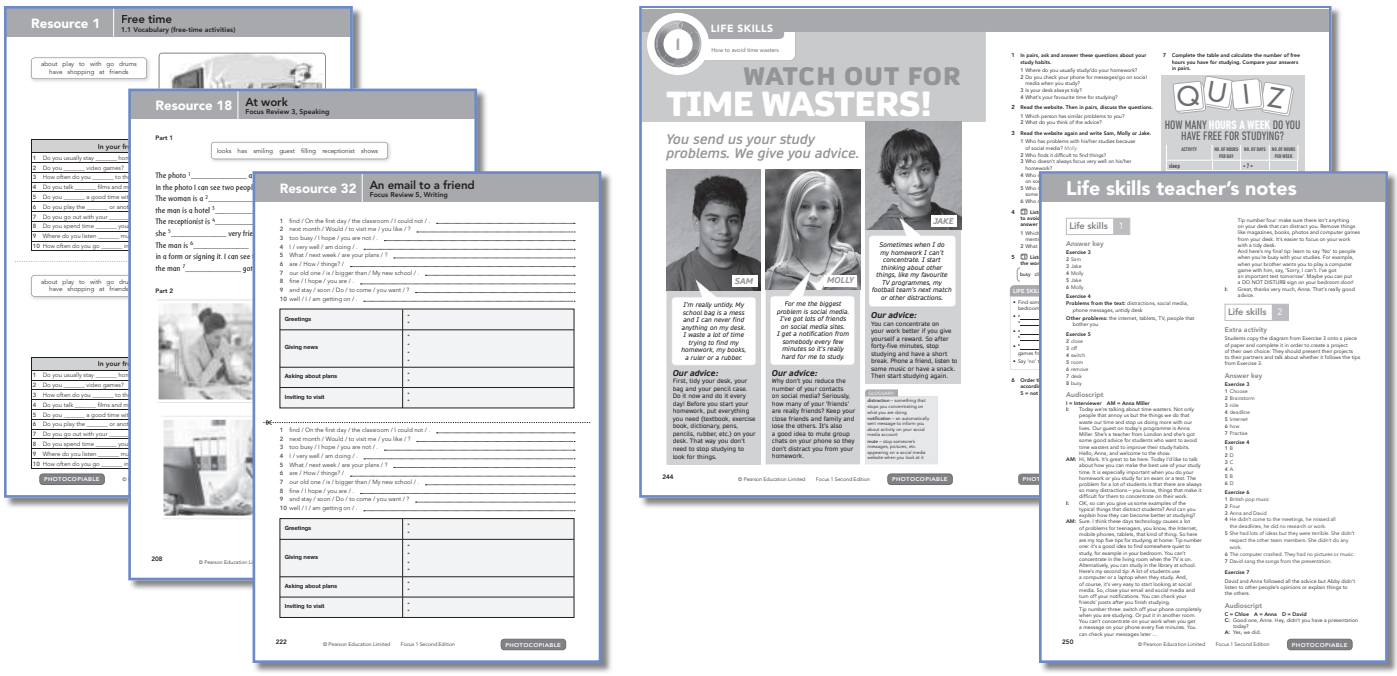
The SHOW WHAT YOU KNOW tasks in the Vocabulary and Grammar lessons serving as a warm-up and to revise vocabulary or grammar students should already know

The SHOW WHAT YOU'VE LEARNT tasks in the Vocabulary and Grammar lessons helping students to check their progress and be aware of what they've learnt

PHOTOCOPIABLE RESOURCES

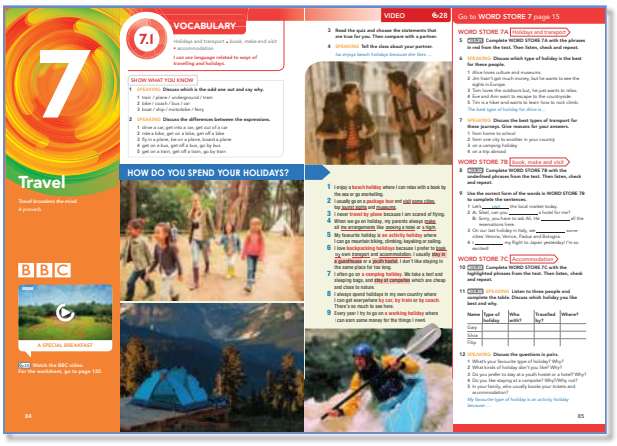
Photocopiable vocabulary, grammar, writing and speaking activities in the Teacher's Book

Life skills photocopiable resources teaching competencies indispensable to success in 21st-century society



Focus 1 Component overview

STUDENT'S BOOK and WORD STORE



- Introduction unit revising basic vocabulary and grammar, and 8 topic-based units divided into 7 main teaching lessons: Vocabulary, Grammar (2 lessons), Listening, Reading, Speaking and Writing
- Video (BBC videos, Focus Vlogs, Grammar animations, Role-play videos) in every unit – see references in the Teacher's Book at the top of the page and next to the exercises
- Word list at the end of each unit
- Focus Reviews after every unit: Vocabulary and Grammar practice; Use of English and skills in an exam format
- Clear lesson objectives ('I can…') taken from the Global Scale of English (GSE)
- Video worksheets for the BBC clips and Focus Vlogs
- Grammar Reference and Practice: detailed explanations of all the grammar topics covered in the units
- Lists of countries and nationalities, parts of a house, dependent prepositions, phrasal verbs, days of the week and months, pronouns & numerals, suffixes and prefixes (word building) as well as irregular verbs
- WORD STORE booklet with additional vocabulary practice

Access code to EXTRA DIGITAL ACTIVITIES AND RESOURCES

- Grammar and Vocabulary Checkpoints to help students check how ready they are for class tests and to monitor their progress
- Reading, Listening and Use of English banks of texts and exercises
- All audio and video resources

Access code to PEARSON PRACTICE ENGLISH APP

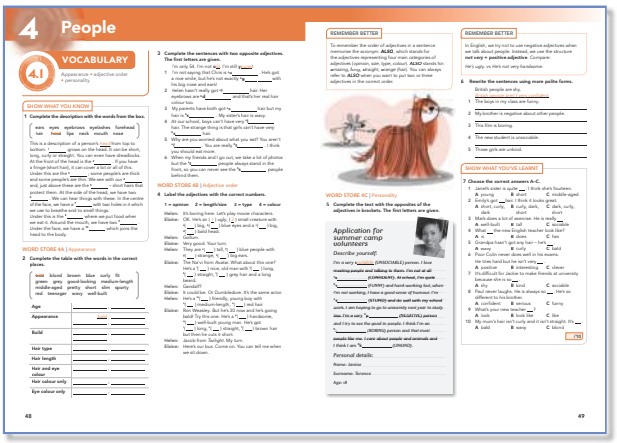
- Student's Book audio
- Word lists with audio
- Video

STUDENT'S BOOK and WORD STORE with ONLINE PRACTICE

This version of the Student's Book contains everything described above (Student's Book and WORD STORE, extra digital activities and resources, Pearson Practice English app) PLUS:

- **Interactive Workbook** with instant feedback
- Gradebook to review students' performance

WORKBOOK

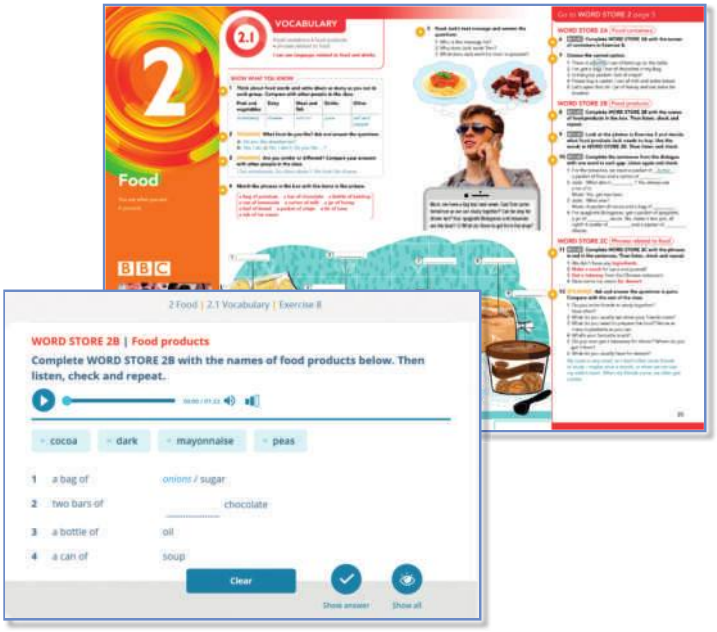


- Mirrors the Student's Book unit structure and pagination
- REMEMBER THIS boxes drawing attention to tricky language
- REMEMBER BETTER boxes with tips on remembering new language
- Speaking Bank with useful phrases in the Speaking lessons
- Exam Speaking sections in each unit with speaking tasks in an exam format
- Self-check after each unit with Vocabulary, Grammar and Use of English exercises
- Vocabulary Bank – a topic-based word list with vocabulary from all units, followed by exercises
- Grammar: Train and Try Again – additional grammar activities
- Writing Bank with phrases from the WRITING FOCUS boxes in the Student's Book
- Answer keys to the Self-check and Grammar: Train and Try Again sections

TEACHER'S BOOK and WORD STORE

- Unit-by-unit Student's Book pages with overprinted answer key
- WORD STORE pages with overprinted answer key
- Ideas for extra activities and projects
- References to additional resources and the course assesssment
- Teacher's Book pagination mirrors the Student's Book pagination
- Workbook answer key
- Culture notes
- Student's Book audioscript and videoscripts
- 52 photocopiable resources with instructions and answer key
- 3 Life skills photocopiable resources with instructions and answer key

Access code to:



PRESENTATION TOOL

- Front-of-class teacher's tool with fully interactive version of Student's Book and Workbook activities with integrated audio and video
- Easy navigation via either book page or lesson flow

ONLINE PRACTICE, EXTRA DIGITAL ACTIVITIES AND RESOURCES

- Teacher view of Online Practice and extra digital activities
- Access to the Gradebook and student's performance area
- Assigning tasks to the whole class, groups or individual students
- Automatic marking to save time

TEACHER'S RESOURCES

- Photocopiable resources with instructions and answer key
- Life skills photocopiable resources with instructions and answer key
- Culture notes
- Student's Book and Workbook answer keys
- Audio and video with scripts
- Word lists with audio recordings
- Assessment Package consisting of ready-made tests in versions A and B
- Lesson plans
- A series of video clips on how to use the course material

CLASS AUDIO CDS

Audio material for use in class (Student's Book)

EXAM PRACTICE BOOKS

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

- Cambridge English Key
- Pearson Test of English General Level 1

The audio recordings and answer keys are available in the Teacher's Resources.

Additional information and support available at www.english.com/focus

Using videos in the classroom

There are four types of videos in *Focus Second Edition*:

1 BBC VIDEOS

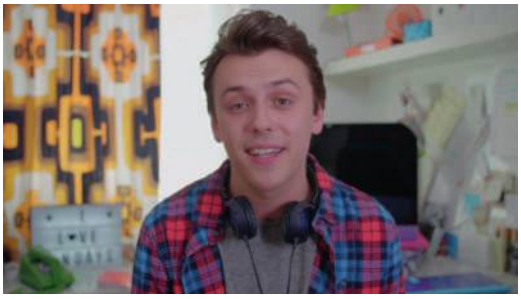


These are short (2–3 minutes) video clips produced by the BBC. As an extension of the topics covered in all vocabulary lessons, the authentic, natural-language BBC videos give students an opportunity to hone their reception skills while further enhancing their vocabulary. Each video is accompanied by a Video worksheet for students to practice comprehension and use the extra vocabulary. For the Video worksheets, go to the back of the Student's Book. Students are also prompted to discuss the topics covered in the videos and relate them to their own experiences, improving their critical thinking skills.

You can use the BBC at the beginning or at any other time in the unit.

No. of videos: 8 (1 per unit)

2 FOCUS VLOGS (VOX POPS)



These short clips have been given the form of a vlog. Filmed on the streets of London, they feature real people answering questions that touch upon their lives and opinions, while following the topics and themes covered in the lesson they appear in. They present the target grammar structures in a real context in small, easy-to-manage chunks for the students to model their own speech on, helping them improve their productive accuracy. The vlogs feature unscripted, authentic, spontaneous speech of speakers of English from the UK as well as from other countries and as such, they expose students to real language they can encounter in their lives. Each vlog is accompanied by a Vlog worksheet at the back of the Student's Book.

You can use the vlogs at the end of the Grammar lesson that they appear in.

No. of videos: 8 (1 per unit)

3 GRAMMAR ANIMATIONS



Each of these videos features two parts: an animated cartoon presenting the grammar structure in context and a teacher's explanation with the purpose of reinforcing students' understanding and learning of the structure. You can use all or only part of the video to help your students learn grammar in an engaging and attractive way.

Not being part of the lesson, these videos can be used independently as an introduction to the Grammar lesson, as its summary or even mid-lesson as an extra resource to facilitate students' learning.

No. of videos: 14

4 ROLE-PLAY VIDEOS



The function of these short videos is to present the key Speaking lesson language provided in the SPEAKING FOCUS box by showing it used in real-life situations. They enable students to not only learn, but acquire language by offering them visual clues such as location, body language and facial expressions, which help to improve students' communication skills in terms of both reception and speaking fluency. Each video has an A and B version for the students to role-play available on Pearson English Portal only.

Use the role-play videos at the end of the Speaking lessons.

No. of videos: 21

Assessment Package

Test type	Quantity	Total marks	Timing
Placement Test	1	100	60 mins
Grammar Quiz	16	15–20	10–20 mins
Vocabulary Quiz	8	15–20	10–20 mins
Unit Tests			
Vocabulary, Grammar and Use of English (A/B)	8	30	25–35 mins
Dictation, Listening and Reading (A/B)	8	30	20–30 mins
Writing	8	30	30–45 mins
Review Tests			
Vocabulary, Grammar, Use of English and Reading (A/B)	4	50–60	40–45 mins
Writing	4	30	30–45 mins
Speaking (A/B/Teacher's notes)	4	20	8–10 mins per pair
End-of-year Test			
Listening, Use of English and Reading (A/B)	1	60	40–55 mins
Writing	1	20	30–45 mins
Speaking (A/B/Teacher's notes)	1	20	12–15 mins per pair

Overview of the Package

The *Focus Second Edition* Assessment Package provides a wide range of tests which can be used at different points in the course. Level 1 has:

- 1 Placement Test
- 16 A and B Grammar Quizzes
- 8 A and B Vocabulary Quizzes
- 8 A and B Unit Tests
- 4 A and B Review Tests
- 1 A and B End-of-year Test

Assessment of learning or assessment for learning?

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

It is a combination of both types of assessment which can provide powerful tools for helping your students' progress.

Marking Writing and Speaking tests

Writing and Speaking tests have detailed mark keys to help you mark consistently and give students meaningful feedback. If you have the mark scheme for the exam your students will ultimately take, you may prefer to refer to this.

Whichever mark scheme you use, it can be very useful to go through it with your students before they take the test so they know what they are going to be marked against. You can then refer back to these marking criteria in your feedback.

Versions of tests

Most tests, except Placement Test and Writing sections, have two versions: A and B. Versions A and B are designed to be at exactly the same level of difficulty and feature the same task types; however, the test items in each are different. For listening tests, the test items are different but the audio is the same in both A and B versions, making it easy to administer.

You can use the A/B tests in two ways:

- give half of the class A versions and half of the class B versions – this helps to deter cheating,
- give all students the A test and then use the B test either for students who missed the test or as a re-test or remedial work for students whose score shows they need a little more work on the unit objectives.

Exam preparation

As your students are going to be working towards their exam, the tests also provide regular opportunities for them to try exam-style tasks in a low-stakes test environment, which should help them feel more confident going into the final exam.

We would recommend using past papers or practice papers in addition as you get close to the date of the exam.

Expected outcomes

We would expect all students who have completed the instructional material to score at least 50 percent, and the best students to score 90–100 percent on any given test. We have deliberately included more challenging questions in each test so as to help you identify students performing above the level.

Tests on paper

The tests are provided in both PDF and editable format. We recommend using the PDF versions as they are. However, if you do need to edit the tests, this should be possible. When you are marking Listening and Reading tests, there is an extended answer key to help you explain why a question is right or wrong, or which part of the text an answer can be found in. There are also assessment criteria for Speaking and Writing tests.

Placement Test

The *Focus Second Edition* Placement Tests are designed to help the teacher to place students at the right level of the *Focus Second Edition* series. Each test contains 100 multiple-choice questions and is designed to last for an hour.

For placing students, we would suggest the following approach according to scores:

- 10 and under correct: Consider starting the student at the level below. In the case of level 1, consider providing extra remediation before the student starts the course and extra support through the course.
- 10–40 correct: Start the student at the expected level (1) and monitor progress to check whether remediation or extra support is required.
- 50–75 correct: Consider an extra oral interview to determine whether the student should start at the expected level (1) or could start at the level above (2) with extra support.
- More than 75 correct: Start the student at the level above (2).

Vocabulary Quizzes

There are eight A and B Vocabulary Quizzes, which test the vocabulary taught in each Vocabulary lesson in the Student's Book. Depending on the quiz, they should take between ten and twenty minutes each.

Grammar Quizzes

There are sixteen short A and B Grammar Quizzes (two per unit), which test the grammar taught in each Grammar lesson in the Student's Book. The Grammar Quizzes can be used at the end of a lesson, for homework, as a review at the beginning of the next lesson or later in the unit as quick revision.

Unit Tests

There are eight Unit Tests, which test the learning objectives from each unit. These should be administered after each respective unit review.

Each test has three parts: Vocabulary, Grammar and Use of English; Dictation, Listening and Reading; Writing. The Vocabulary, Grammar and Use of English part and Dictation, Listening and Reading part have A and B versions. There is only one version of the Writing task.

You can assign all or none of these, depending on the time available. If you are including the Listening test, it is best to do the listening first, and then students can do the other sections in their own time.

Review Tests

There are four Review Tests (one every two units). These are cumulative achievement tests, and so test the learning objectives from all units so far:

Review Test 1: Units 1–2

Review Test 2: Units 1–4

Review Test 3: Units 1–6

Review Test 4: Units 1–8

Depending on your school year, you may wish to do all of these or just some of them.

Each test has three parts: Vocabulary, Grammar, Use of English and Reading; Writing; Speaking. The Vocabulary, Grammar, Use of English and Reading part has A and B versions. There is only one version of the Writing task. Students do the Speaking tasks in pairs and there are separate materials for Students A and B, as well as the answer key which includes notes for the teacher with questions.

As with the Unit Tests, you can assign all or none of the parts of the test, depending on the time available.

End-of-year Test

The End-of-year Test provides a skills-based test covering learning objectives from the whole course.

The test has three parts: Listening, Use of English and Reading; Writing; Speaking. The Listening, Use of English and Reading part has A and B versions. There is only one version of the Writing task. Students do the Speaking tasks in pairs, and there are separate materials for Students A and B, as well as the answer key which includes notes for the teacher with questions.

You can assign all or none of the parts of the test, depending on the time available.

Assessment for Learning, GSE and 21st-century skills

ASSESSMENT FOR LEARNING

Focus Second Edition includes elements of Assessment for Learning methodology. The aim is to enhance learning by supporting students in understanding what they know and what they need to do next, making them active in their own learning. At the same time, using Assessment for Learning helps teachers to understand where their students are in their learning and make decisions about how to help students improve.

When we talk about Assessment for Learning, we're really talking about assessing students formatively, watching and listening to our students to see how far they understand and using this to help decide what we need to do next. This can be during any activity in class or using a test from the Assessment Package.

In *Focus Second Edition*, a handful of Assessment for Learning techniques and activities have been integrated into each unit to give students an awareness of what and how they are learning and give you, the teacher, lots of opportunities to assess how each student is doing.

Each unit starts with a thought-provoking quote linked to the topic of the unit to get students thinking about the theme as a whole, as well as help them remember any topic vocabulary that they already know. The SHOW WHAT YOU KNOW section at the start of the unit reinforces this and helps all students start from a confident beginning.

Throughout the unit, you can use class activities and/or the quizzes in the Assessment Package to check students' learning and deal with any misunderstandings or areas of weakness during the cycle of learning. Consider using the quizzes and other tests in alternative ways: have students work on them together or mark each other's papers. Ask them to highlight areas for revision or further work. Rather than marking papers right or wrong, indicate how many answers are wrong and ask students to work together to find the errors, using their classmates' feedback, the Internet, or reference books to help make the corrections.

In addition, the vocabulary and grammar lessons in the Workbook finish with SHOW WHAT YOU'VE LEARNT exercises which help students be aware of their own learning. The Self-check sections at the end of each Workbook unit give students an opportunity to revise the grammar and vocabulary from the unit and check their progress.

The GLOBAL SCALE OF ENGLISH

The Global Scale of English is a standardised, granular scale from 10 to 90, which measures English language proficiency. Unlike other benchmarks that describe attainment in broad bands, it identifies what a learner can do at each point on the scale across speaking, listening, reading, and writing skills. For instance, a person who has a speaking ability of 47 'can describe their dreams, hopes, and ambitions.'

The scale is designed to motivate learners by demonstrating incremental, step-by-step progress in their language ability. Teachers can use their knowledge of their students' Global Scale of English level to choose materials that are precisely matched to ability and learning goals.

The Global Scale of English serves as a standard against which English language courses and assessments worldwide can be benchmarked, offering a truly global and shared understanding of language proficiency levels.

Visit www.english.com/gse to learn more about the Global Scale of English.

21ST-CENTURY SKILLS

Focus Second Edition provides students with an opportunity to develop the skills they need to be successful in a 21st-century community, with its increased need for the efficient use of the information the students have learnt.

Discussion and role-play activities throughout the course encourage students to practise their communication and collaboration skills, which they develop further while working together on the projects found at the end of each unit (see the teacher's notes to the Focus Review sections). The projects are aimed at developing both students' personal skills and their creativity. The Focus Vlog videos expose students to various native and foreign accents of English as the speakers talk about their personal experience and the cultures of their home countries. Moreover, the Focus Vlog worksheets include the Focus on Life Skills sections with activities designed to develop creativity and teamwork as well as collaboration, communication and digital skills. The BBC videos featuring engaging stories from various cultures expand students' cultural awareness, encouraging them to discuss the ideas presented and to compare them with their own experiences, providing an opportunity to hone their critical thinking skills.

The Life skills photocopiable resources at the back of the Teacher's Book develop students' future career, social and personal development skills, focusing on such topics as: giving effective presentations, choosing a career, taking part in a debate, setting achievable goals and using online resources.

Mediation in *Focus Second Edition*

In 2017, the Council of Europe released the **CEFR Companion Volume with New Descriptors** – a set of new *Can Do statements* to complement the original 2001 publication. A key focus for this new set of descriptors is **Mediation**.

When most people think of Mediation, they either think about disputes (resolving conflict between two parties) or, in the context of language, they think of translation and interpreting. Both are true, but the term is used more broadly to cover spoken and written language functions in which the learner is conveying and interpreting meaning. Mediation descriptors may be new to the CEFR, but mediation itself is not new – within the same language (*intralingual*) or from one language to another (*interlingual*). It combines reception, production and interaction and is a common part of everyday language use – making communication possible between people who, for whatever reason, are unable to communicate successfully with each other: they may speak different languages and require a translation, they may not have the same subject knowledge information and need an explanation or simplification, they may not be of the same opinion and need someone to identify common ground. Mediation can also involve written texts – with the reader summarising, paraphrasing or interpreting the information for a different audience.

How is Mediation organised in the CEFR?
The scales (categories) for mediation are presented in three groups, reflecting the way in which mediation tends to occur.

1 **Mediating a text** consists of passing on to another person (in speech or writing) the content of a text which is, for various reasons, inaccessible to them. It includes:
- relaying specific information (e.g. listening to or reading something and then passing the information on to a third party). This may not be an explicit activity at the lower levels of the course, but this skill is practised whenever learners are asked to listen for information or scan the text and then tell the teacher/classmate what they have understood;
- explaining data (e.g. in graphs, diagrams, charts);
- processing text (e.g. summarising a text or set of texts, making a technical text understandable to a non-specialist, passing on key information from an announcement or set of instructions);
- translating a written text;
- note-taking (lectures, seminars, meetings);
- expressing a personal response to creative texts (including literature) (e.g. explaining why you like a story/film, interpreting a character's reactions, describing how a creative text makes you feel);
- analysis and criticism of creative texts (including literature) (e.g. critically evaluating the success of a creative text, comparing different approaches to a subject in different creative texts, explaining the techniques used by the author to create emotions, atmospheres).

2 **Mediating concepts** involves facilitating access to knowledge and concepts for others. It includes:
- collaborating in a group (e.g. asking for other people's opinions, inviting others into the discussion, saying why you agree or disagree with an opinion, asking questions to keep the discussion going, highlighting the main issues that need to be discussed);
- leading group work (e.g. allocating turns in a discussion, keeping the discussion on topic, asking questions to clarify meaning, asking others to explain their reasoning behind an opinion, encouraging others to elaborate on what they have said).

3 **Mediating communication** facilitates understanding and successful communication between users who may have individual, sociocultural, sociolinguistic or intellectual differences. It includes:
- facilitating pluricultural space (e.g. supporting inter-cultural exchanges, understanding cultural differences, demonstrating an understanding of different perspectives);
- acting as intermediary in informal situations (with friends and colleagues);
- facilitating communication in delicate situations and disagreements.

Where is Mediation in *Focus Second Edition*?

Plenty of Mediation activities can be found in *Focus Second Edition* – both for mediating the texts intralingually and interlingually. Look out for all open reading and listening comprehension tasks, translation and transformation tasks, gapped summaries, rewriting texts in a different register (formal/informal), picture description, speculating or drawing conclusions.
There are also numerous tasks which cater for mediating concepts and communication – look out for communicative pairwork or groupwork tasks, projects or problem-solving activities.

Source: *Common European Framework of Reference for Languages, Learning, Teaching, Assessment, CEFR Companion Volume with New Descriptors*

How to teach with projects

THE BENEFITS OF TEACHING WITH PROJECTS

The benefits

Projects help students to work together to produce a presentation, a poster, etc. in English. They usually require students to do research and present the information in a creative way. Projects in the English language classroom provide several benefits:

1 **Authentic use of language**
Students work on a task which requires them to use English authentically. Projects also often develop all four skills: reading, writing, listening and speaking.

2 **Development of personal skills**
Projects often require learners to collaborate, enabling them to develop skills such as the ability to cooperate, solve problems and communicate.

3 **Development of autonomy**
As project work involves students making decisions about how to achieve their learning objective, they are able to develop learner autonomy with support and guidance from their teacher.

4 **Development of critical thinking skills**
Students can develop information literacy and media literacy when doing research online, determining what information is useful, biased, false, etc. They can also develop critical thinking skills when analysing that information, evaluating it and deciding how to use it.

5 **Development of creativity**
Many projects require learners to be creative in some way. Creativity, along with collaboration, communication and critical thinking skills are considered to be key skills for 21st-century learning.

6 **Increased motivation**
Project work adds variety to lessons and gives students an opportunity to use English in contexts close to their lives. Students' motivation increases when they make their own decisions regarding what exactly their project will focus on and then have a chance to present it to others.

It is important to note that while project work provides many development opportunities, students are likely to need support in exploiting those opportunities, such as advice from their teacher on how to work independently or feedback on their communication skills.

HOW TO EXTEND *FOCUS* PROJECTS

The teacher's notes to each Focus Review lesson include a topic for a project. We encourage teachers to acquaint their students with the project at the beginning of the unit so that they can work on it over a longer period of time. Here is one of the topics from *Focus 1 Second Edition*:

> Work in groups. Think of your ideal school. What are the rules? What can you do there? What don't you have to do? Do some research and prepare a presentation or video about this place. Then present it to your class.

To expand the project, students' work on it could be divided into a few stages:

1 **In class:** After the first lesson of the unit, students are given the topic of the project.
Homework: Each student thinks about some ideas for their ideal school.

2 **In class:** Students share their research with their groups and then select the best ideas for the ideal school.
Homework: Students go away and make more detailed plans for the ideas they have selected. They take notes. They plan a presentation about it.

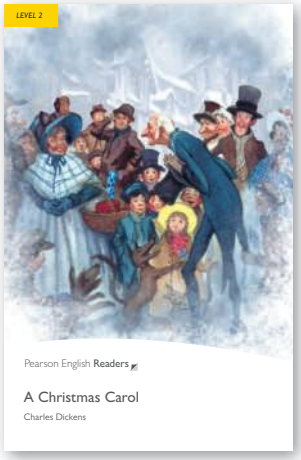
4 **In class:** Groups work together and give each other oral feedback and suggestions on their plans.
Homework: Then they prepare their presentations.

5 **In class:** Students present their work to the class. Then they vote on their favourite ideal school and discuss why.

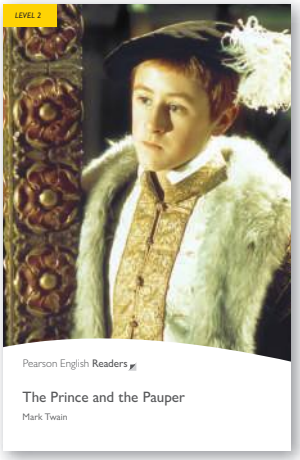
Focus Second Edition and Readers

In order to help students achieve greater fluency in English and gain confidence and pleasure in learning the language, we have carefully selected a list of Pearson English Readers to accompany each level of *Focus Second Edition*.

Level 1

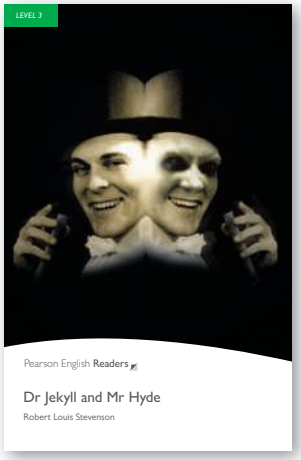


ISBN 9781405842822

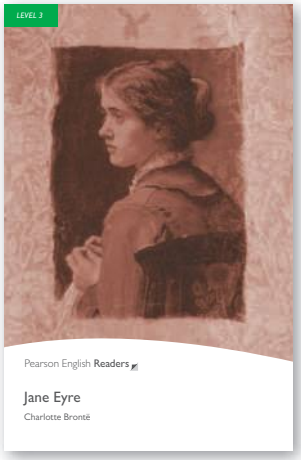


ISBN 9781405842907

Level 2

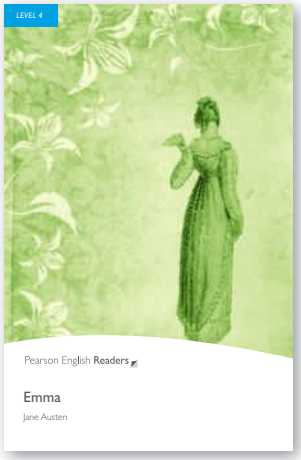


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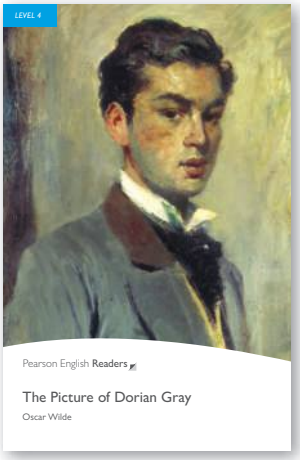


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Level 3

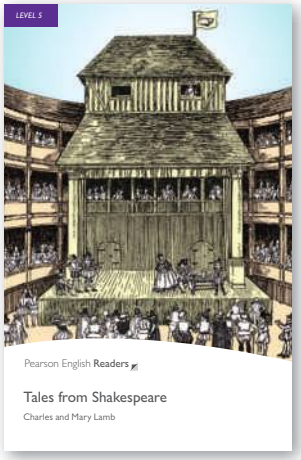


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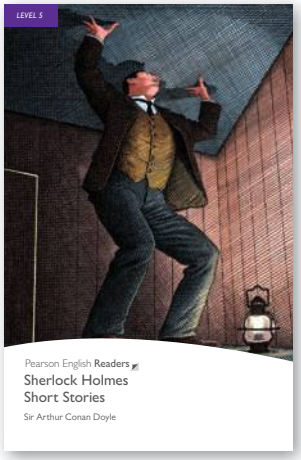


ISBN 9781405882293

Level 4

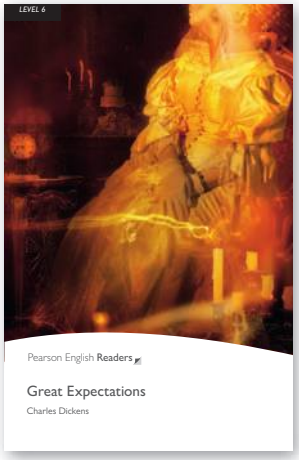


ISBN 9781405865227



ISBN 9781405865234

Level 5



ISBN 9781405865289



ISBN 9781405882767

How to flip the classroom with *Focus*

The flipped classroom is an approach where classroom instruction is given to students at home via a video, tasks are usually given for homework and then completed in class with the teacher's support. Teachers who flip their classrooms believe that the approach allows students to become more independent in their learning: rather than receive information in the classroom, they take more control and ensure they learn outside the classroom. In class, students have time to ask the teacher questions if they still do not understand and they choose when they need support. This autonomy can motivate students and may result in a higher level of engagement. What is more, they gain more practice time and receive more feedback from the teacher on performance.

In English language learning, flipping the classroom means students listen to or read information about language at home before a lesson, leaving more time for practice of that language in the classroom. Alternatively, it could be information about an exam technique or how to write a specific type of text. Students can tackle the same tasks or collaborate in groups on different tasks to ensure they work at a level suitable for them.

In the lesson, the teacher begins by checking students' understanding of the material that was set as homework (video, reading, listening or a grammar explanation), then gives several practice tasks to complete. Finally, at the end of the lesson, students reflect on what they have learnt to help them identify progress and areas where they still need to improve. This reflection allows students to gain a greater understanding of their strengths and weaknesses, and encourages them to set achievable learning goals for future lessons.

Focus provides the following resources that will help flip the classroom:

VOCABULARY: SHOW WHAT YOU KNOW AND WORD LISTS

The teacher can start a unit by revising vocabulary students should already know. The SHOW WHAT YOU KNOW sections at the beginning of each Vocabulary lesson serve this purpose. In addition, in order to check students' knowledge of the unit vocabulary, identify the areas which need more focus and maximise student's exposure to the new words, the teacher can ask students to analyse the word lists at the end of each unit.

VIDEO

The teacher can ask students to watch any of the wide variety of videos at home. This allows the teacher to check understanding before the lesson and adjust their lesson plan if students have found the language particularly easy or difficult.

READING AND LISTENING TEXTS

The teacher can also set a reading text (and its recorded version) or a listening text in a lesson as homework for the next class. By doing this, the time in class can be spent on checking comprehension and actually discussing the text rather than reading it or listening to it for the first time, which usually takes a lot of time. Another advantage of this approach is that students' involvement with the text will be greater if they have seen it several times, which accelerates the learning process.

GRAMMAR REFERENCE AND PRACTICE

The Grammar Reference and Practice section at the back of the Student's Book contains detailed information about the meaning, function and form of the target language, with examples and practice exercises. These can be used by the teacher in class when explaining language, but they can also be set as homework for students.

WORKBOOK SUPPORT

Similarly to the Student's Book, the Workbook contains SHOW WHAT YOU KNOW exercises in the Vocabulary lessons. Moreover, there are SHOW WHAT YOU KNOW exercises in the Grammar lessons too, which can be used as homework prior to the Grammar lesson to check what students already know. Alternatively, the Workbook exercises can be completed in class to provide as much practice as possible while the teacher is available to offer support and clarify any confusing aspects of the language.

ONLINE PRACTICE

Similarly to the printed Workbook, some of the exercises can be completed online prior to the lesson to maximise learning. This is particularly beneficial as the interactive Workbook exercises have an instant feedback functionality, which enables students to quickly check their answers.

EXTRA DIGITAL ACTIVITIES

The extra digital activities contain grammar, vocabulary and Use of English checkpoints which help students prepare for class tests, check their progress and check whether they are ready for the exam(s). A teacher may choose to ask students to complete them before the class.

0	0.1	0.2	0.3
	p. 4 **Grammar:** Imperatives **Vocabulary:** The alphabet; classroom language	p. 5 **Grammar:** *to be*; subject pronouns **Vocabulary:** Numbers; countries and nationalities; age	p. 6 **Grammar:** Demonstrative pronouns; plural nouns **Vocabulary:** Colours; adjectives; objects
	VOCABULARY	**GRAMMAR**	**LISTENING**
1 Family and friends BBC 1 p. 108 Little Folk	pp. 12–13 *have*, *go* and *play*; collocations; prepositions **Quiz:** Free time questionnaire p. 21 Word list	p. 14 Present Simple GRAMMAR ANIMATION 2	p. 15 People's typical weekends **Vocabulary:** Nouns and verbs; prepositions and nouns **Exam Focus:** Multiple choice **Pronunciation Focus:** The letter *c*
2 Food BBC 7 p. 110 What's for lunch?	pp. 24–25 Food containers; food products; phrases related to food **Listening:** A dialogue about food shopping p. 33 Word list	p. 26 Countable and uncountable nouns GRAMMAR ANIMATION p. 111 FOCUS VLOG 8 9	p. 27 Food and recipes **Vocabulary:** Cooking verbs **Exam Focus:** Note completion **Pronunciation Focus:** /iː/ and /ɪ/
3 Work BBC 12 p. 112 Growing furniture	pp. 36–37 Jobs; *work* and *job*; prepositions **Listening:** Descriptions of jobs p. 45 Word list	p. 38 Present Continuous GRAMMAR ANIMATION 13	p. 39 Peace Corps Volunteers **Vocabulary:** *learn* and *teach* **Exam Focus:** True/False **Pronunciation Focus:** Silent letters
4 People BBC 16 p. 114 Super siblings	pp. 48–49 Appearance; adjective order; personality **Reading:** Me and Buddy p. 57 Word list	p. 50 Comparative and superlative adjectives GRAMMAR ANIMATION 17	p. 51 The most important events in people's lives **Vocabulary:** Life events **Exam Focus:** Multiple choice **Pronunciation Focus:** Numbers
5 Education BBC 20 p. 116 The Chinese school experiment	pp. 60–61 Types of school; at school; exams **Reading:** Education in Britain p. 69 Word list	p. 62 *must/mustn't*, *should/shouldn't* GRAMMAR ANIMATION 21	p. 63 Different parts of a school **Vocabulary:** Places at school; nouns and verbs **Exam Focus:** Note completion **Pronunciation Focus:** /ð/ and /θ/
6 Health and sport BBC 25 p. 118 Bouldering	pp. 72–73 Sports; *go*, *do* and *play*; sportspeople **Listening:** Summer camps for all! p. 81 Word list	p. 74 Past Simple GRAMMAR ANIMATION 26	p. 75 Expressing an opinion **Vocabulary:** Likes and dislikes **Exam Focus:** Multiple choice **Pronunciation Focus:** The letter *a*
7 Travel BBC 28 p. 120 A special breakfast	pp. 84–85 Holidays and transport; *book*, *make* and *visit*; accommodation **Quiz:** How do you spend your holidays? p. 93 Word list	p. 86 Present Perfect with *ever/never* GRAMMAR ANIMATION p. 121 FOCUS VLOG 29 30	p. 87 Travel conversations **Vocabulary:** Travel **Exam Focus:** Multiple choice **Pronunciation Focus:** The letter *o*
8 Nature BBC 33 p. 122 Scottish Highlands	pp. 96–97 Geography; animals; collocations **Quiz:** Nature quiz p. 105 Word list	p. 98 Future with *will* GRAMMAR ANIMATION 34	p. 99 The weather **Vocabulary:** The weather; word-building **Exam Focus:** Matching **Pronunciation Focus:** Weather nouns and adjectives

pp. 108–123 Video worksheets pp. 124–135 Grammar reference and practice pp. 136–138 Prepositions

WORD STORE BOOKLET Word Stores 0–8, Word practice

0.4	0.5	0.6	0.7	0.8
p. 7 **Grammar:** Possessive adjectives; possessive *'s* **Vocabulary:** Family	**p. 8** **Grammar:** *can/can't* **Vocabulary:** Common verbs	**p. 9** **Grammar:** Prepositions; *there is/there are* **Vocabulary:** Rooms and furniture	**p. 10** **Grammar:** *Have got* **Vocabulary:** Gadgets	**p. 11** **Vocabulary:** Days of the week; months and seasons; times; ordinal numbers
READING	**GRAMMAR**	**SPEAKING**	**WRITING**	**FOCUS REVIEW**
pp. 16–17 A day in the life of my family **Vocabulary:** Phrasal verbs and verb collocations; daily routine **Exam Focus:** Multiple choice	**p. 18** Present Simple: *Yes/No* and *Wh-* questions GRAMMAR ANIMATION **p. 109** FOCUS VLOG 3 4	**p. 19** Expressing preferences ROLE-PLAY 5 6	**p. 20** **Writing Focus:** An informal email	**pp. 22–23**
pp. 28–29 Food markets **Vocabulary:** Collocations; food adjectives **Exam Focus:** Multiple matching	**p. 30** Articles GRAMMAR ANIMATION 10	**p. 31** Ordering food ROLE-PLAY 11	**p. 32** **Writing Focus:** An email of invitation	**pp. 34–35**
pp. 40–41 Work or hobby? **Vocabulary:** Work; collocations **Exam Focus:** Multiple matching	**p. 42** Present Simple and Present Continuous GRAMMAR ANIMATION **p. 113** FOCUS VLOG 14 15	**p. 43** Describing a photo	**p. 44** **Writing Focus:** An email of request	**pp. 46–47**
pp. 52–53 What does your favourite music say about you? **Vocabulary:** Clothes; adjectives; personality **Exam Focus:** Open-ended questions	**p. 54** *have to/don't have to* GRAMMAR ANIMATION **p. 115** FOCUS VLOG 18 19	**p. 55** Going to the hairdresser's **Vocabulary:** Hair	**p. 56** **Writing Focus:** A personal profile on a blog	**pp. 58–59**
pp. 64–65 To the stars! **Vocabulary:** Phrasal verbs; collocations **Exam Focus:** True/False	**p. 66** Past Simple: *was/were, could* GRAMMAR ANIMATION **p. 117** FOCUS VLOG 22 23	**p. 67** Asking for and giving information ROLE-PLAY 24	**p. 68** **Writing Focus:** A personal email	**pp. 70–71**
pp. 76–77 The lucky accident **Vocabulary:** Fitness; collocations **Exam Focus:** Note completion	**p. 78** Past Simple negatives and questions GRAMMAR ANIMATION **p. 119** FOCUS VLOG 26 27	**p. 79** Asking for and giving advice	**p. 80** **Writing Focus:** A description of an event	**pp. 82–83**
pp. 88–89 The greatest cities in the world? **Vocabulary:** Adjectives; tourism **Exam Focus:** Multiple choice	**p. 90** Present perfect + *just/ yet/already* GRAMMAR ANIMATION 29	**p. 91** Asking for and giving directions ROLE-PLAY 31 32	**p. 92** **Writing Focus:** An email of enquiry	**pp. 94–95**
pp. 100–101 Astonishing animals **Vocabulary:** The natural world; word families **Exam Focus:** Multiple choice	**p. 102** *be going to* GRAMMAR ANIMATION **p. 123** FOCUS VLOG 35 36	**pp. 103** Agreeing and disagreeing ROLE-PLAY 37	**p. 104** **Vocabulary:** Environment protection **Writing Focus:** Expressing an opinion, presenting arguments	**pp. 106–107**

p. 139 Phrasal verbs, days and months **p. 140 Pronouns and numerals** **p. 141 Word building** **p. 142 Irregular verbs**

0.1 IN CLASS

Grammar: Imperatives
Vocabulary: The alphabet
• classroom language

1 1.2 **Listen and repeat the alphabet.**

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

2 1.3 **Complete the letters for the sounds in the table. Then listen, check and repeat.**

/eɪ/	/iː/	/e/	/aɪ/	/uː/	/əʊ/	/ɑː/
A, H	B, C	F, L	I	Q	O	R

3 1.4 **Listen and choose the word you hear. Then listen again and repeat.**

1 a pin (b) pen
2 (a) book b back
3 a disc (b) desk
4 (a) poster b pasta
5 (a) bin b pin

4 **Look at the classroom language poster. Translate the verbs in red.**

In the classroom



1 **Think** of a sport. **Tell** the group your idea. **Speak** English.



2 **Read** the text and **choose** the correct answers. **Don't use** a dictionary.



3 **Work** in pairs. **Ask** and **answer** the questions.



4 **Listen** to the conversation and **complete** the table.



5 **Tick** (✓) / **Underline** the answers.



6 **Look** at the photos. **Don't look** at the board.

5 **Read REMEMBER THIS. Find more examples in Exercise 4.**

REMEMBER THIS

You use the imperative to give instructions.
✓ *Use a dictionary.* ✗ *Don't use a dictionary.*

Grammar page 124

6 **Make sentences with the correct form of the imperative.**

1 ✓ work in groups of three / ✗ speak your language
2 ✗ use a pen / ✓ use a pencil
3 ✓ write in your notebooks / ✗ write in the book
4 ✗ talk / ✓ read the text
5 ✓ repeat the words / ✗ repeat the sentences

1 Work in groups of three.

7 **Read REMEMBER THIS.**

REMEMBER THIS

You use *let's* to make suggestions.



Grammar page 124

8 **Complete the dialogues with *let's* and the verbs in the box.**

~~ask~~ do finish listen read use

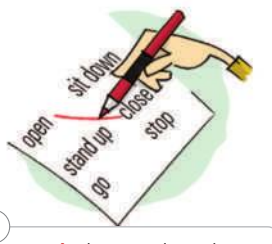
1 A: I don't know this word. *Let's ask* the teacher.
B: No, let's use a dictionary.
2 A: Let's do Exercise 2 now.
B: No, let's finish Exercise 1 first!
3 A: Let's read the dialogue.
B: Let's listen to the dialogue before we read it. OK?

9 SPEAKING **Take turns to make suggestions.**

A: *Let's go to the cinema today.*
B: *Let's …*



7 **Put** the words in the correct order. Then **write** the answers.



8 **Match** the words with opposite meanings. Then listen, **check** and **repeat**.

Exercise 2
/eɪ/
J K
/iː/
D E G P T V
/e/
M N S X Z
/aɪ/
Y
/uː/
U W

Exercise 6
1 Don't speak your language.
2 Don't use a pen. Use a pencil.
3 Write in your notebooks. Don't write in the book.
4 Don't talk. Read the text.
5 Repeat the words. Don't repeat the sentences.

EXTRA ACTIVITIES

• Play *Bingo* with vocabulary and alphabet. Ask students to make grids of squares (e.g. 4x4) and to write one letter or vocabulary item in each square. Read out letters or vocabulary items. Students listen and cross out the letters or words on their grids that you call out. When a student has crossed out all the items, they shout out *Bingo* and have won the game.
• Students make six more instructions in pairs to read out to the class: three affirmative imperatives and three negative imperatives.

WORKBOOK

p. 4

NEXT CLASS

Ask students to write as many countries and nationalities as they can.

0.2 I'M FROM ...

Grammar: *to be* • subject pronouns
Vocabulary: Numbers • countries and nationalities • age

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We're students at the Caledonia School of English.

A



I'm **Andrea**. I'm 19 years old. I'm Spanish. I'm from Valencia.

Wolfgang is 21. He's German. He's from Hamburg.

B



C



Boris and **Daria** are Russian. They're from St. Petersburg.

Mei is Chinese. She's 23. She's from Beijing.

D



E



Teachers

Andrew isn't a student. He's a teacher. He's Scottish. He's 34 years old.

1 **Write the numbers.**

1 nineteen – *19*
2 twenty-one – 21
3 twenty-three – 23
4 thirty-four – 34

2 1.5 **Go to page 140. Listen and repeat the cardinal numbers.**

3 **Read the website. Match the people in the photos with the countries.**

1 Spain A 2 Scotland E 3 Germany B 4 Russia C 5 China D

WORD STORE 0.2 Countries and nationalities

4 1.6 **Complete WORD STORE 0.2 with the names of nationalities. Then listen, check and repeat.**

5 **Complete REMEMBER THIS with the short forms. Use the website to help you.**

REMEMBER THIS

to be

+	I am = [1] *I'm* You are = [2] *You're* He is = [3] *He's* She is = [4] *She's* It is = It's	We are = [5] *We're* You are = You're They are = They're
–	I am not = I'm not You are not = You're not = You aren't He is not = He's not = He isn't She is not = She's not = She isn't It is not = It's not = It isn't	We are not = We're not = We aren't You are not = You're not = You aren't They are not = They're not = They aren't
?	Am I? [6] *Are* you? Is he/she/it? Are we/you/they?	Yes, I am./No, I'm not. Yes, you are./No, you aren't. Yes, he/she/it is./No, he/she/it isn't. Yes, we/you/they are./ No, we/you/they aren't.

6 SPEAKING **Ask and answer the questions in pairs. Use the nationalities in the box.**

American Brazilian German Swiss Portuguese Russian ~~Spanish~~

A: *What nationality is Penélope Cruz?*
B: *She's Spanish.*

1 Penélope Cruz
2 Paulo Coelho
3 Cristiano Ronaldo
4 Angela Merkel
5 Garry Kasparov
6 Roger Federer
7 Dakota and Elle Fanning

Exercise 6
2 He's Brazilian.
3 He's Portuguese.
4 She's German.
5 He's Russian.
6 He's Swiss.
7 They're American.

7 SPEAKING **Read REMEMBER THIS. Then ask and answer the questions in pairs.**

REMEMBER THIS

You can say: *I'm nineteen years old.* or *I'm nineteen.*

1 How old are you?
2 How old is your brother/sister?
3 How old is your best friend?
4 How old are your parents?

Grammar page 124

REFERENCES

Culture notes **p. 152**

EXTRA ACTIVITIES

• After ex. 6, students choose three more famous people and use the verb *to be* and the nationalities from the lists prepared at home to describe the people to the class. Class listens and tries to guess who they are.
• In pairs, students compare their lists of countries and nationalities prepared at home and then make an alphabetical list on the board.

WORKBOOK

p. 5

NEXT CLASS

Ask students to write down three things that belong to them and three things that belong to another member of their family.

0.3 FAVOURITES

Grammar: Demonstrative pronouns • plural nouns
Vocabulary: Colours • adjectives • objects

1 **Match the words in the box with the colours. Think about other colours you know. Compare with a partner.**

black blue brown green grey
orange pink purple red yellow



2 **Match adjectives in A with their opposites in B.**

A beautiful big fantastic fast new ~~old~~

B old small slow terrible ugly ~~young~~

old – young new – old fast – slow big – small beautiful – ugly fantastic – terrible

3 **Look at the photos. Which four things do you think belong to Amy? Which belong to Mike? Make two lists.**



Amy has got: a beanbag, … *Mike has got: …*

4 1.7 **Listen and check which things belong to Amy.**

5 1.7 **Listen again and complete the sentences with the words in Exercise 3.**

1 This is my *beanbag*. It's old and brown. I love it!
2 These are my holiday photos . They're beautiful.
3 That's my new watch on the table over there. It's my favourite thing.
4 Those are my headphones over there too. They're expensive. They are great.

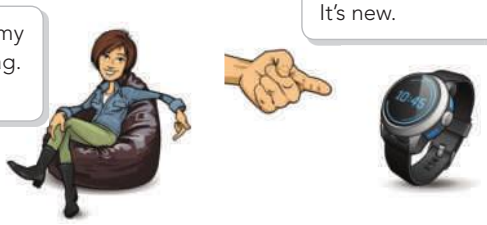
6 1.8 **Read REMEMBER THIS. Complete the sentences about Mike's things with *this, that, these* and *those*. Then listen and check.**

REMEMBER THIS

Singular demonstrative pronouns

This is my beanbag. It's old.

That is my watch. It's new.



Plural demonstrative pronouns

These are my holiday photos. They're great.

Those are my headphones. They're expensive.



Grammar page 124

Look at [1] *these* comics. My favourite is Spider-Man. And [2] this is my favourite T-shirt. It's really old but I love it! [3] Those are my sunglasses over there. They're cheap, but they're really cool. And [4] that is my skateboard under the sunglasses. It's expensive and it's really fast. It's great!

7 1.9 **Complete the gaps with *it's* or *they're*. Then listen and check.**

1 Look at those posters over there! *They're* terrible.
2 Listen to this CD. It's fantastic.
3 Are your headphones blue? No, they're red.
4 What is that over there? I think it's a bicycle.
5 Look at this skateboard. It's really cool!
6 These are my holiday photos. They're great.

REMEMBER THIS

You add *s/es* to make nouns plural.
skateboard → *skateboard**s*** *watch* → *watch**es***
Some words don't have a singular form, e.g. *sunglasses, headphones.*
Some nouns have irregular plural forms:
man – men *woman – women* *child – children*

Grammar page 124

8 SPEAKING **Draw four things that are yours and two things that are not yours. Describe them to your partner. Can your partner guess which are not yours?**

A: *These are my headphones. They're blue. That is my beanbag. It's big and heavy. This is my favourite comic. It's old.*
B: *I think 'the beanbag' is not your beanbag.*
A: *Wrong! It is my beanbag!*

Exercise 4
Amy: beanbag, photos, watch, headphones
Mike: comics, T-shirt, sunglasses, skateboard

REFERENCES
Audioscript **p. 160**

EXTRA ACTIVITIES
• In pairs, students listen to the lists of belongings they wrote at home. They guess which items belong to their partner.
• Students think of five sentences to dictate to their partner to draw, e.g. *Draw an old orange T-shirt. Draw a small blue skateboard.*

WORKBOOK
p. 6

NEXT CLASS
Bring in pictures of different people, animals and objects from magazines or ask students to bring in magazines to cut up.




?!
Ann

0.5 ABILITIES

Grammar: *can/can't*
Vocabulary: Common verbs

1 **In pairs, match the verbs in the box with the photos in the questionnaire in Exercise 5.**

cook dance paint rollerblade sing
speak swim

2 **1.11 Listen. Tick what Jon and Mia can do and cross what they can't do.**

	rollerblade	speak a foreign language	sing	dance
Jon	✓	✓	✗	✓
Mia	✓	✓	✗	✗

3 **Complete the sentences with *can* or *can't*.**

Jon [1] *can* rollerblade. He [2] *can* speak a foreign language. He [3] *can't* sing. He [4] *can* dance. Jon's sister, Mia, [5] *can* rollerblade too. She [6] *can* speak a foreign language. She [7] *can't* sing. She [8] *can't* dance.

4 **Read REMEMBER THIS and complete the cartoon.**

REMEMBER THIS

You use *can* to talk about abilities.

+	I/You/He/She/We/They **can** sing.
–	I/You/He/She/We/They **can't** sing.
?	**Can** you sing? Yes, I **can**./No, I **can't**.



Grammar page 125

5 **Do the questionnaire. Answer *Yes, I can* or *No, I can't*.**



6 SPEAKING **In pairs, ask and answer the questions in the questionnaire. Then tell the class about your partner.**

Teresa can dance, but she can't paint. She …

7 **Write five questions. Use the ideas in the box or your own ideas.**

dance the tango draw comics play *Halo*
run ten kilometres ski speak three languages
swim a kilometre use the Internet

Can you run ten kilometres?

8 SPEAKING **In pairs, ask and answer your questions. Then tell the class about your partner.**

A: *Can you run ten kilometres?*
B: *Yes, I can./No, I can't. Can you …?*

A: *Maria can run ten kilometres. She …*

REFERENCES
Audioscript **p. 160**

EXTRA ACTIVITIES
- Students write about their best friends and tell the class what they can and can't do.
- Students write about a famous person they researched at home and tell the class what they can and can't do or class asks them questions to find out.

WORKBOOK
p. 8

NEXT CLASS
Ask students to find pictures in a magazine or on their phones of their ideal rooms or draw them and to be ready to describe them to the class.

0.6 AT HOME

Grammar: Prepositions, *there is/there are*
Vocabulary: Rooms and furniture

1.12 WORD STORE 0.6 Rooms and furniture

1 **Complete WORD STORE 0.6. Label the picture with the words in the box. Then listen, check and repeat.**

2 **Where is the cat? Label the pictures with the prepositions in the box.**

above behind between in in front of next to ~~on~~ opposite under



1 on
2 above
3 in
4 in front of
5 opposite
6 under
7 between
8 behind
9 next to

3 **Mia and John work in the Upside-Down House. Read what they say about it. Can people live in this house? Why?/Why not?**
No, because everything is upside down.

Upside Down

This house is in Germany. In the living room there's a big sofa, a table and a picture. There are two beds in the bedrooms, but you can't sleep in them! There's a big kitchen. In the kitchen there's a cooker, a fridge, a dishwasher, a table and chairs. In the bathroom there's a toilet, a bath and a shower, but you can't use them. Everything in the house is upside down!



4 **Read REMEMBER THIS. Complete the cartoon with *there is* or *there are*.**

REMEMBER THIS

Singular
There is *a cooker in the kitchen.*
There is *an armchair in the living room.*
there is = there's

Plural
There are *four chairs in the kitchen.*



Grammar page 125

5 **Complete the text with *there is* or *there are*. Then read the text again and draw the room.**

My bedroom is my favourite room in the house! It's small, but I love it. 1 *There is* a bed. Next to the bed 2 *there is* a carpet. Opposite the bed 3 *there are* two small wardrobes. Between the wardrobes 4 *there is* a desk with a chair. 5 *There are* two posters above the bed. 6 *There is* a guitar under the bed. Under the window 7 *there is* a small table. 8 *There are* some CDs on the table and 9 *there is* a CD player too.

6 **SPEAKING** **Work in pairs and follow the instructions.**

1 Draw a picture of your bedroom, but DON'T show your partner!
2 Describe your bedroom for your partner to draw. Then listen to your partner's description and draw his/her bedroom. Ask questions to help you, e.g. *Where is the bed? How many posters are there?*
3 Compare your drawings.

7 **Write five sentences about your flat/house, four true and one false. Read your sentences to your partner. Can your partner guess which sentence is false?**

There are three rooms in my house/flat. There is a living room, …

EXTRA ACTIVITIES

- Students use their photos or drawings to describe their ideal rooms.
- In pairs or small groups, students design (and draw) the perfect room and then the class decides which room is the best and why.

WORKBOOK

p. 9

NEXT CLASS

Ask students to think what gadgets they would like to have in the future and why.

0.7 GADGETS

Grammar: *Have got*
Vocabulary: Gadgets

1 SPEAKING **Look at the photos. Which gadgets can you see? What is your favourite gadget? Discuss with a partner.**

CD player digital camera e-book reader games console laptop memory stick mobile phone MP3 player smartphone tablet



My favourite gadget is my tablet.

2 1.13 **Listen to the dialogue. Are the statements true (T) or false (F)?**

1 Ellen has got a new games console. ☐
2 Ellen and her brother **haven't got** the same mobile phones. F
3 Ellen's mobile phone **hasn't got** a good camera. F
4 Ellen **has got** a computer and a laptop. F
5 All the students in Ellen's class **have got** tablets. T
6 Ellen hasn't got a favourite gadget. F

3 **Complete REMEMBER THIS with the words in blue in Exercise 2.**

REMEMBER THIS

have got

+	I/You/We/They **have got** a laptop. He/She/It [1] has got a laptop.
–	I/You/We/They [2] haven't got a tablet. He/She/It **hasn't got** a tablet.
?	**Have** I/you/we/they **got** a camera? Yes, I/you/we they **have**./ No, I/you/we/they **haven't**. **Has** he/she/it **got** a camera? Yes, he/she/it **has**./No, he/she/it **hasn't**. **What** gadgets **have** you **got**?

Grammar page 126

4 **What gadgets have they got? Read about three people and complete the table.**

	digital camera	smartphone	MP3 player	tablet	laptop
Phil	✓	✓			✓
Kate		✓			
Steve			✓	✓	

5 **Complete the sentences with the correct forms of *have got*.**

1 Phil *has got* a digital camera, but he hasn't got a tablet.
2 Kate hasn't got an MP3 player, but she has got a mobile phone.
3 Steve hasn't got a digital camera, but he has got a tablet.
4 Phil and Kate have got mobile phones, but they haven't got tablets.
5 Steve has got an MP3 player, but he hasn't got a laptop.
6 Phil hasn't got an MP3 player, but he has got a laptop.

6 SPEAKING **Find out what gadgets you partner has got. Ask and answer questions.**

A: *Have you got an MP3 player?*
B: *Yes, I have./No, I haven't. Have you got …*

7 SPEAKING **Tell the class about your partner.**

Tomek has got an MP3 player. He hasn't got a tablet.

10

0.8 TIMES AND DATES

Vocabulary: Days of the week • months and seasons • times • ordinal numbers

1 1.14 **DAYS OF THE WEEK**
Complete the names of the days of the week. and put them in the correct order. Then go to page 139, listen, check and repeat.

T u e s day F r i day M o n day S u n day Th u r s day
S a t u r day W e d n e s day

2 1.15 **MONTHS AND SEASONS**
Listen and repeat the names of the months on page 139. Then match the months with the seasons in your country.

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

3 1.16 **TELLING THE TIME**
Look at the clocks. Listen and repeat the times.



three o'clock half past six ten past four



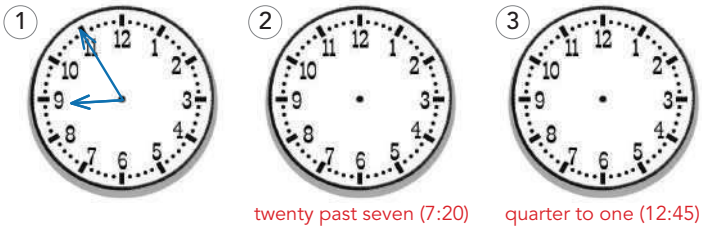
quarter past seven quarter to five twenty to two

REMEMBER THIS

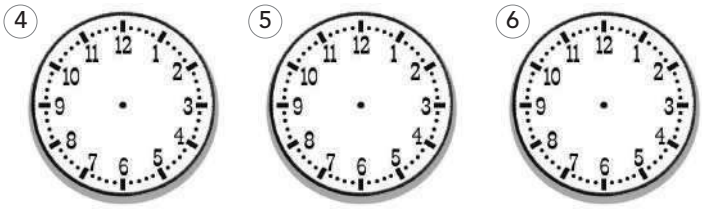
quarter to five = a quarter to five
quarter past six = a quarter past six

4 1.17 **What time is it? Listen and write the times.**

1 8:55



twenty past seven (7:20) quarter to one (12:45)



eleven o'clock (11:00) half past five (5:30) quarter past three (3:15)

5 1.18 **ORDINAL NUMBERS**
Listen and repeat the ordinal numbers.

1st 2nd 3rd 4th 5th 6th 7th 8th 9th 10th 11th 12th
13th 14th 15th 16th 17th 18th 19th 20th 21st 22nd
23rd 24th 25th 26th 27th 28th 29th 30th 31st

6 1.19 **Listen and choose the dates you hear.**

1	a 10 January	(b) 1 January
2	(a) 6 March	b 16 March
3	(a) 21 May	b 20 May
4	a 12 December	(b) 2 December
5	a 19 July	(b) 9 July
6	(a) 30 August	b 13 August
7	a 3 April	(b) 23 April

7 1.20 **Read REMEMBER THIS. Then listen and write the dates.**

REMEMBER THIS

Days
You write: *6 January* or *6th January*
You say: *the sixth of January* or *January the sixth*

Years
1863 – *eighteen sixty-three*
1900 – *nineteen hundred*
1603 – *sixteen oh three*
2014 – *two thousand and fourteen* or *twenty-fourteen*

8 1.21 **Say the dates. What are these dates famous for? Then listen and check.**



9 SPEAKING **Ask and answer the questions with a partner.**

1 What's the date today?
2 When is your birthday?
3 When is your best friend's birthday?
4 When is the first day of the summer holidays?
5 When is Valentine's Day?
6 When is New Year's Day?
7 When is Halloween?

Exercise 7

1 22/22nd January 1901
2 3/3rd September 1939
3 6/6th August 1957
4 14/14th July 1782
5 12/12th April 1961

Exercise 8

the eleventh of September 2001 – the attack on the World Trade Center in New York
the fourth of July 1776 – the United States Declaration of Independence
the twenty-first of July 1969 – the first man on the Moon
the eighth of May 1945 – the end of World War II in Europe
the ninth of November 1989 – the fall of the Berlin Wall

REFERENCES
Culture notes **p. 152**

EXTRA ACTIVITIES
• Students think of five different times, days and dates which are important to them, tell the class and the class has to guess why the dates are important.
• Students discuss their least favourite day of the week, their least favourite month of the year and the times they get up, have lunch and go to bed at the weekend.

WORKBOOK
p. 11

NEXT CLASS
Ask students to do *Show What You Know* in the WB, p. 12

1 Family and friends

If you want a friend, be a friend.
A proverb

BBC



LITTLE FOLK

1 Watch the BBC video.
For the worksheet, go to page 108.

UNIT 1 VIDEOS

BBC Little folk 1

GRAMMAR ANIMATION
Lesson 1.2 2 Lesson 1.5 3

FOCUS VLOG Music Preferences
Lesson 1.5 4

ROLE-PLAY
Lesson 1.6 5 Lesson 1.6 6

1.1 VOCABULARY

have, go and *play* • collocations • prepositions

I can talk about hobbies and interests using simple language.

SHOW WHAT YOU KNOW

1 **Think about free-time activities and write down as many as you can in one minute. Compare with other people in the class.**

go to the cinema
go for a walk
listen to music

2 **Do the questionnaire. Which statements are true for you? Which activities are your favourite? Compare with a partner.**



REFERENCES

Culture notes **p. 152**
Videoscript **p. 169**
Using videos in the classroom **p. T14**

EXTRA ACTIVITIES

- Photocopiable resource 1 *Free Time* (10 min.) pp. 177, 191
- Photocopiable resource 2 Test yourselves (10 min.) pp. 177, 192
- Extra digital activities: Vocabulary Checkpoint
- Students write true/false sentences about Nikki, Molly and Bruce from ex. 2 in the WB, p. 12, exchange with a partner. They mark the sentences T/F and then check in pairs.

Go to **WORD STORE 1** page 3

Free Time Questionnaire



Part 1

In my free time …

1 I **go out** a lot.
2 I listen to music.
3 I **go to the cinema** or watch films at home.
4 I **play video games.**
5 I sometimes go for a walk.
6 I **play sports.**
7 I read books.
8 I **play the guitar/piano/drums/** …
9 I visit my family.
10 I **have fun** with my friends.

Part 2

I spend a lot of time …

1 at home.
2 in my room.
3 with my friends.
4 with my family.
5 alone.

Part 3

My friends and I talk about …

1 films.
2 sport.
3 books.
4 people.



WORD STORE 1A *have, go and play*

3 1.22 **Complete WORD STORE 1A with the verbs in red in the questionnaire. Then listen, check and repeat.**

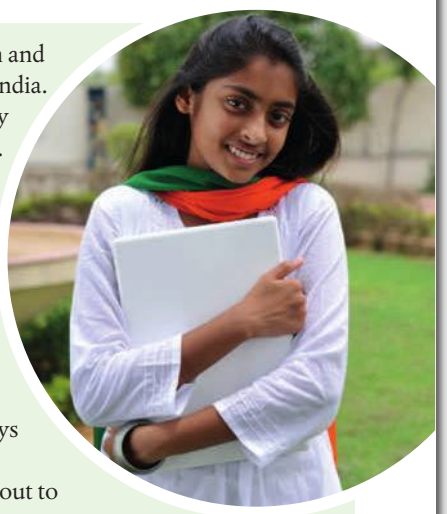
4 **Use *have, go* or *play*. Then decide if the statements are true for you. Compare with a partner.**

1 I can ___play___ the piano.
2 I ___go___ to parties every weekend.
3 I ___play___ chess with my friends.
4 I can ___have___ fun when I'm alone.
5 I ___go___ shopping with my family at the weekend.
6 I always ___have___ a party for my birthday.

WORD STORE 1B Collocations

5 1.23 **Complete WORD STORE 1B with the underlined verbs in the questionnaire. Then listen, check and repeat.**

6 **Use the verbs in WORD STORE 1A and 1B to complete the text. Is the way you spend your free time similar or different?**



I'm Alefeya. I'm seventeen and I'm from Kolkata in East India. I like to [1] ___spend___ my free time with my friends. Traditionally in India, if you want to do that, you [2] ___visit___ your friends at home. That's OK, you can talk or [3] ___play___ video games together or [4] ___watch___ videos. But your parents are always there. So my friends and I prefer to [5] ___go___ out to Forum, which is a shopping centre in Kolkata. There we can sit in a café, [6] ___go___ to the cinema or just walk around. We always [7] ___have___ a good time. I also spend some of my free time alone. Then I usually [8] ___read___ books or [9] ___play___ the piano.

WORD STORE 1C Prepositions

7 1.24 **Complete WORD STORE 1C with the prepositions in the box. Then listen, check and repeat.**

8 SPEAKING **Tell your partner about the things you do in your free time. Use the words and phrases in WORD STORE 1A, 1B and 1C.**

I spend time with …
I/We play …
We talk about …

WORKBOOK

pp. 12–13, including *Show What You've Learnt*

NEXT CLASS

- Ask students to prepare for a 10–20-minute Vocabulary Quiz: Assessment Package, Unit 1.1, Vocabulary.
- Ask students to do *Show What You Know* in the WB, p. 14.
- Ask students to choose a day of the week (not the weekend) and think about what they do and don't do on that day to discuss in the next class.

1.2 GRAMMAR

Present Simple

I can use the Present Simple with common adverbs of frequency.

1 **Read Jamie's blog. Are you like Ella or Jamie?**



She reads news websites on her laptop every day.
I play video games on my laptop every day.
I have a dog. She doesn't like dogs. She has a cat.
I go to the park with my dog every Saturday. She goes shopping with her friends.
She plays the piano really well. I don't play a musical instrument.
BUT we both like music and dancing.
We're very different, but we spend a lot of time together.

2 **Read the GRAMMAR FOCUS. Complete the examples using the verbs in blue in Exercise 1.**

GRAMMAR FOCUS 1 2

Present Simple

+	*I/you/we/they*	1 play	*video games.*
		2 have	*a dog.*
		3 go	*to the park.*
	He/she	4 plays	*the piano.*
		5 has	*a cat.*
		6 goes	*shopping.*
–	*I/you/we/they*	*don't play*	*a musical instrument.*
	He/she 7 doesn't	*like*	*dogs.*

don't = do not, doesn't = does not

REMEMBER THIS

Spelling rules for *he/she/it*:
- most verbs add *-s*: *play* → *plays*
- verbs ending in *-o*, *-sh*, *-ss*, *-ch*, *-x*: add *-es*: go → goes; relax → relaxes
- verbs ending in consonant + *y*: change *y* to *ies*: study → studies
- the verb *have* is irregular: have → has

3 **Complete the statements with the correct form of the verbs in brackets. Which statements are true for you?**

1 I *don't drink* (not drink) coffee.
2 My sister has (have) a dance class every Monday.
3 My best friend doesn't play (not play) a musical instrument.
4 My brother and I watch (watch) DVDs together.
5 My mother doesn't go (not go) shopping on Saturdays.
6 My uncle lives (live) in England.

4 1.25 **Listen to the verbs in the box. Decide which verbs belong to which group.**

dances drinks goes helps ~~likes~~ loves plays reads relaxes studies watches

/s/	/z/	/ɪz/
likes helps, drinks	plays, goes, reads, loves, studies	watches, relaxes, dances

5 1.26 **Listen, check and repeat.**

6 1.27 **Listen to Jamie talking about how he and his friends spend their free time. Write how often they do these things.**

100% 0%

always usually often sometimes never



1 go out on weekdays — never
2 have fun at the weekend — always
3 go rollerblading on Saturday afternoons — usually
4 go dancing on Saturday night — often
5 watch music videos on Sundays — sometimes
6 go to the cinema on Sundays — sometimes

7 **Complete the GRAMMAR FOCUS with *after* and *before*.**

GRAMMAR FOCUS 2 2

Adverbs of frequency

I always get up early in the mornings. I am never late for school.

The adverb (*always*, *often*, *never*, etc.) normally comes 1 before the verb. But it comes 2 after the verb *to be*.

8 **Complete the statements to make them true for you. Use the correct form of the verbs in brackets and an adverb of frequency.**

1 I (get up) early in the morning.
2 My grandmother (look) for information on the Internet.
3 I (be) late for school.
4 My best friend (play) video games before school in the morning.
5 My brother (watch) sports on TV.
6 My parents (go) shopping on Sundays.
7 My cousin (go) to parties at weekends.
8 My best friend (be) hungry.

1 I always get up early in the morning.

Grammar page 126

REFERENCES

Audioscript **p. 160**
Using videos in the classroom **p. T14**

EXTRA ACTIVITIES

- Grammar animation
- Photocopiable resource 3 Test yourselves (10 min.) pp. 177, 193
- Extra digital activities: Grammar Checkpoint
- Students discuss the days of the week they chose and what they do and don't do on those days.

WORKBOOK

p. 14, including *Show What You've Learnt*

NEXT CLASS

- Ask students to prepare for a 10–20-minute Grammar Quiz: Assessment Package, Unit 1.2, Grammar.
- Ask students to bring in a picture of a person from a magazine to use in the next class.

1.3 LISTENING

Multiple choice

I can understand information about people's weekend routines.


Simon


Lena


Mesut

1 SPEAKING Talk about your typical weekend.

1 Are you always busy or do you prefer to relax?
2 Do you like to spend time at home or go out?
3 Do you have a weekend job at home?

2 1.28 Complete phrases 1–3 with the verbs in the box. Listen, check and repeat. Which person in the photos does each thing?

coach take work

1 work in a restaurant Mesut
2 take photos Lena
3 coach a football team Simon

3 1.29 Read statements 1–3 and match them with Simon (S), Lena (L) or Mesut (M). Then listen and check.

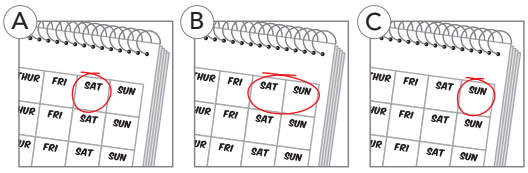
1 I don't have time to relax at the weekend. I have to work. M
2 In the evening, I post the best photos on Facebook. L
3 My weekends are busy with football. S

4 SPEAKING Which person has the best weekend? Why?

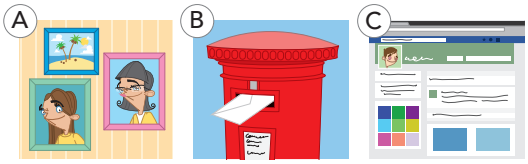
EXAM FOCUS Multiple choice

5 1.29 Listen again. For questions 1–3, choose the correct answer, A, B or C.

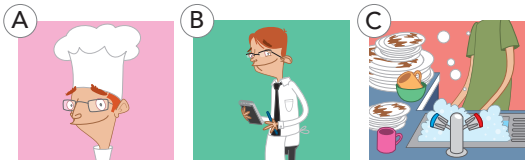
1 When does Simon play football? C



2 What does Lena do with her photographs? C



3 What does Mesut do at the restaurant? A



PRONUNCIATION FOCUS

6 1.30 In English the letter c is pronounced in different ways. Listen and repeat.

/k/	/s/	/tʃ/
describe typical, picture, club	city place, exercise, Facebook	children watch, kitchen, coach

7 1.31 Listen and decide which group in Exercise 6 the words in the box belong to.

club coach exercise Facebook kitchen
picture place typical watch

8 1.32 Listen, check and repeat.

WORD STORE 1D Prepositions and nouns

9 1.33 Look at the examples in green in Exercise 3. Complete WORD STORE 1D with *at*, *in* or *on*. Then listen, check and repeat.

10 SPEAKING Discuss your typical weekend.

Well, (on Friday evening/Saturday morning) I often … Then I …

REFERENCES

Audioscript **p. 160**

EXTRA ACTIVITIES

• In pairs, students tell their partners about what a member of their family does and doesn't do on Saturdays.

• Students use an invented character from a magazine picture and describe their life at the weekend. The class vote on which character has the most interesting life.

WORKBOOK

p. 15

NEXT CLASS

Ask students to prepare a list of things that have to be done in the family home.

1.4 READING

Multiple choice

I can understand a short simple description of someone's day.

1 SPEAKING **Tell your partner about your family.**

There are (five) of us at home: ...

2 **Look at the pictures and read the first paragraph of the text. Who are the people in the pictures?**

Holly, Mum, Fred

3 **Read the text. Who in Holly's family likes these things?**

art cooking films sports
TV series washing the dishes writing

Exercise 3
art: Fred
cooking: Fred
films: everybody
sports: Holly
TV series: everybody
washing the dishes: nobody
writing: Mum

EXAM FOCUS Multiple choice

4 **Read the text again. For questions 1–6, choose the correct answer, A, B or C.**

1 Holly's brother Fred
A likes sports.
B wakes up his mum in the morning.
C gets up with difficulty.

2 In the afternoon, Holly DOESN'T go
A to an acrobatics class.
B to art lessons.
C for a run.

3 They buy pizza from a pizzeria
A because Mum stays at home.
B when Fred comes home late.
C when Holly has acrobatics.

4 The family disagree about
A the washing-up.
B looking after the dog.
C going to bed late.

5 At weekends, they
A all go to the gym.
B visit Mum's friends.
C spend some time together.

6 Which is true about Mum?
A She doesn't go to work.
B She doesn't usually go shopping in the morning.
C She doesn't use a computer.

5 1.35 **Complete the phrases with the verbs in blue in the text. Then listen, check and repeat.**

1 ___get___ **up (first/early/late)**
2 ___wake___ **up (your sister)**
3 ___get___ **dressed**
4 ___fall___ **asleep**
5 ___take___ **the dog out (for a walk)**
6 ___wash___ **the dishes**
7 ___look___ **after (a child/a pet)**

6 **Complete the questions with the words in Exercise 5, then match them with answers a–g.**

1 Who ___gets___ up first in your home? f
2 Who wakes you ___up___ in the morning? b
3 Can you ___get___ dressed in ten minutes? c
4 Have you got a younger brother or sister? Who looks ___after___ him/her? a
5 Have you got a pet? Who ___looks___ after it? Who takes it ___out___ for a walk? g
6 Who usually ___washes___ the dishes in your house? d
7 What time do you usually ___fall___ asleep? e

a I don't have any brothers or sisters.
b Nobody. I have an alarm clock.
c Of course. I always wear jeans and T-shirts, so it's fast and easy.
d My dad. He likes washing the dishes, but he can't cook.
e At 10 or 11 p.m.
f I do! My parents start work later, but I have to be at school at 8 a.m. every day.
g Yes, I've got a cat, Bella. We all look after her and she never goes for walks!

7 SPEAKING **Ask and answer the questions in Exercise 6.**

WORD STORE 1E Daily routine

8 1.36 **Complete the phrases in WORD STORE 1E with the prepositions from the underlined phrases in the text and match the words with the pictures. Then listen, check and repeat.**

9 **Complete the sentences with prepositions and choose the options that are true for you. Compare with a partner.**

1 It's *easy* / *difficult* for me to get ___out of___ bed in the morning.
2 I *like* / *don't like* staying ___at___ home at the weekend.
3 I'd like to go ___for___ *a run* / *a walk* / *a coffee* / *a swim* after school today.
4 I *often* / *sometimes* / *never* lie ___on___ the sofa and do nothing.
5 I usually go ___to___ bed *early* / *late*.

10 SPEAKING **Discuss your family's typical day. Use the words and phrases in Exercises 5 and WORD STORE 1E to help you.**

In my family, my Dad gets up first, and he sometimes takes the dog out …

EXTRA ACTIVITIES

• Students discuss who does what on their lists of chores in the home.
• In pairs or groups, students write five true/false questions about the text from the WB, p. 16. They exchange and answer the questions and then they check the answers. If you like, ask some pairs to read out their questions and answers.

WORKBOOK

pp. 16–17

NEXT CLASS

Ask students to do *Show What You Know* 1.5 in the WB, p. 18.

16

A day in the life of my family

1.34

There are three of us at home: Mum, my brother Fred and me, Holly. Fred is seventeen and he's keen on art. I'm fifteen and I love sports, my family and my friends. There's also our dog Snowdrop.

Our mum is a writer. She works at home.

On a normal day, Mum **gets up** first, **takes the dog out** and buys fresh rolls for breakfast. I get up second and make tea.

Mum **wakes up** Fred. He gets out of bed and asks, 'Where's my purple shirt?' He finds his clothes (they can be *anywhere*), **gets dressed** and **falls asleep** again.

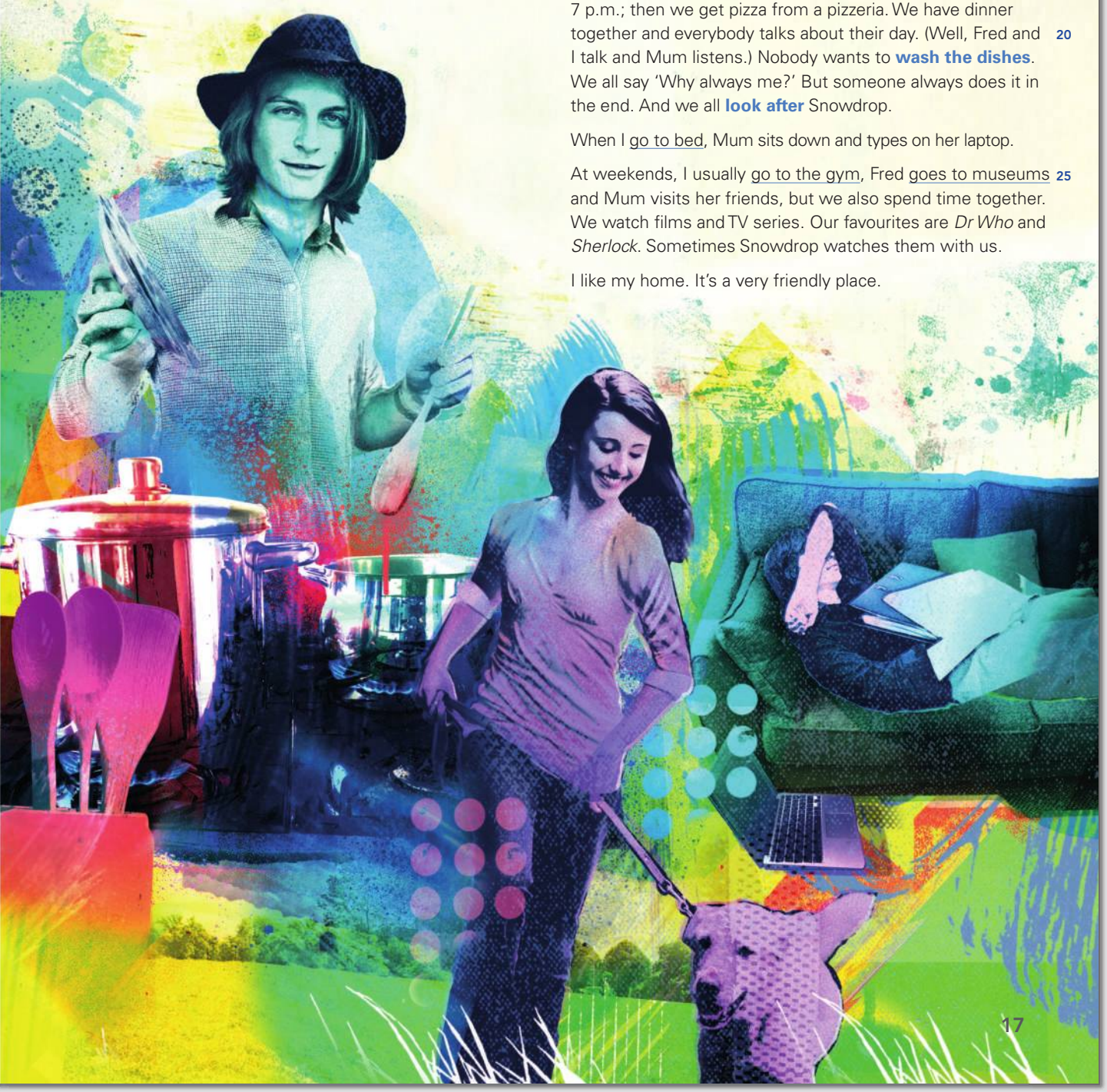
When we go to school, Mum stays at home and writes. Fred says she has an easy job: she just lies on the sofa and thinks, then gets up in the evening and says she's tired.

After school I go for a run in the park with Snowdrop. (But not on Tuesday and Thursday, when I have acrobatics.) Fred cooks dinner for all of us. He's the best cook in the family. His food can be Italian, Spanish, Chinese or totally experimental. But some days he has art classes until 7 p.m.; then we get pizza from a pizzeria. We have dinner together and everybody talks about their day. (Well, Fred and I talk and Mum listens.) Nobody wants to **wash the dishes**. We all say 'Why always me?' But someone always does it in the end. And we all **look after** Snowdrop.

When I go to bed, Mum sits down and types on her laptop.

At weekends, I usually go to the gym, Fred goes to museums and Mum visits her friends, but we also spend time together. We watch films and TV series. Our favourites are *Dr Who* and *Sherlock*. Sometimes Snowdrop watches them with us.

I like my home. It's a very friendly place.



17

1.5 GRAMMAR

Present Simple: *Yes/No* and *Wh-* questions

I can ask and answer questions in the Present Simple.



1 **Look at the photo and the headline. What does Jason do?**
He's a vlogger.

2 1.37 **Listen to Part 1 of an interview with Jason. Match questions a–c with answers 1–3.**

a Does your friend help you with your vlog?
b Where do you prepare the videos?
c Do you live with your parents?

Journalist: ___c___
Jason: [1]No, I don't. I live with a friend from art school.
Journalist: ___a___
Jason: [2]Sometimes he does, but not very often. He isn't interested in technology! But my sister loves computers and she helps me.
Journalist: ___b___
Jason: [3]At home, on my computer! Sometimes I can't use my room, when my friend has music practice. I go to see my parents then.

3 **Complete the GRAMMAR FOCUS with the verbs in blue in Exercise 2.**

GRAMMAR FOCUS 3

Present Simple questions

You use the verb ***do*** to form questions and short answers in the Present Simple.

- **Yes/No questions and short answers**

[1]*Do you live with your parents?* *Yes, I do./No, I* [2]___don't___.
[3]___Does___ *your father help you?* *Yes, he* [4]___does___./ *No, he doesn't.*

- **Wh- questions**

Where [5]___do___ *you practise your music?*

4 **Put the words in the correct order to make questions.**

1 parties / you / Do / like? *Do you like parties?*
2 do / What kind of / like / you / music?
3 to school / your mother / Does / drive / you?
4 speak / your father / English / Does?
5 clothes / you / Where / buy / do / your?
6 your parents / like / Do / pop music?
7 first / does / What time / start / lesson / your?

Exercise 4
2 What kind of music do you like?
3 Does your mother drive you to school?
4 Does your father speak English?
5 Where do you buy your clothes?
6 Do your parents like pop music?
7 What time does your first lesson start?

5 SPEAKING **Ask and answer the questions in Exercise 4.**

A: *Do you like parties?*
B: *Yes, I do.* or *No, I don't.*

6 1.38 **Match Jason's answers a–f with questions 1–6. Then listen to Part 2 of the interview and check.**

1 Where do you interview people? c
2 What time does your day start? b
3 What kind of people do you interview? a
4 When do you record your videos? e
5 Do you follow other vloggers? f
6 Who is your favourite blogger? d

a All kinds of people! Young, old … I just like people. I like talking to them and I'm interested in what they say.
b Around 7 on a school day. Much later at the weekend!
c In the street. Usually in the centre of London, where there are a lot of people.
d Hmmm, maybe my friend Tom. He takes great photos of people, houses, animals … everything, really.
e When I have time, so usually at the weekend.
f Not really. I prefer reading blogs or, even better, books!

7 **Complete the *My life* questionnaire with the question words in the box.**

How many What (x2) What kind
What time ~~When~~ Which Who (x2)

MY LIFE

1 ___When___ is your birthday?
2 ___What kind___ of music do you like?
3 ___Who___ is your best friend?
4 ___What time___ do you wake up at the weekend?
5 ___How many___ hours do you spend on your computer every day?
6 ___What___ do you like doing with your friends at the weekend?
7 ___Who___ do you go on holiday with?
8 ___Which___ websites do you visit every week?
9 ___What___ is your favourite film?

8 SPEAKING **Do the *My Life* questionnaire with a partner.**

A: *When is your birthday?*
B: *My birthday is on the nineteenth of January.*

FOCUS VLOG 4 Music preferences

4 **Watch the Focus Vlog. For the worksheet, go to page 109.**

Grammar page 126

REFERENCES

Culture notes **p. 152**
Videoscript **p. 169**
Using videos in the classroom **p. T14**

EXTRA ACTIVITIES

- Grammar animation
- Photocopiable resource 4 *My life* (10 min.) pp. 177, 194
- Extra digital activities: Grammar Checkpoint

WORKBOOK

p. 18, including *Show What You've Learnt*

NEXT CLASS

- Ask students to prepare for a 10–20-minute Grammar Quiz: Assessment Package, Unit 1.5, Grammar.
- Ask students to make likes and dislikes lists with films, books, music and sports.

18

1.6 SPEAKING

Expressing preferences

I can talk about likes and dislikes.

VIDEO 5 6



1 Read the dialogue and answer the questions.

1 Does Alex like reggae a lot? No.
2 What is Laura's opinion of Eminem? He's old.

Alex: What kind of music do you like?
Laura: Oh, I don't know, different kinds: reggae, rock, some pop … And you?
Alex: Reggae's OK, but I prefer rap.
Laura: Who's your favourite singer?
Alex: Eminem. I like him a lot.
Laura: Eminem? He's old. My aunt and uncle listen to him.
Alex: So what? I think he's great.

2 1.39 Read the SPEAKING FOCUS and complete the dialogues. Then listen and check.

SPEAKING FOCUS

Preferences

Do you like (films/reading)?
What kind of (music/books/films) do you like?
Who's your favourite (singer/writer)?
What's your favourite (sport)?
What do you think of …?
What about you?

+	I (really) like/love ... I like … a lot. My favourite (actor/writer) is ... (I think) He/She/It is good/great/awesome/brilliant.
–	I don't like ... (very much). I hate/can't stand … (I think) He/She/It's terrible/awful/rubbish.
+/ –	He/She/It's OK, but I prefer …

Dialogue 1

Natalie: [1] *Do you like* reading?
Michelle: Yes, I do. I read a lot.
Natalie: And [2] who's your favourite author?
Michelle: Terry Pratchett, the fantasy writer. *The Colour of Magic* is my favourite. What [3] about you ?
Natalie: I like Stephenie Meyer, you know, *The Twilight Saga*. I've got it on my tablet!
Michelle: Oh no. The vampire stories? I think they're [4] awful !

Dialogue 2

Ken: What do you [5] think of Orlando Bloom?
Jack: He's good. But my favourite actor is Martin Freeman. He's [6] awesome in *The Hobbit*.
Ken: So do you [7] like films?
Jack: Sure. And you?
Ken: Yes, me too. But I [8] prefer true life films, not fantasy.

3 Choose the correct option.

1 **A:** Are you interested in film?
B: Oh yes, *I really like movies.* / *I don't like movies very much.*
2 **A:** What's your favourite song?
B: *Just The Way You Are.* I think it's *brilliant* / *rubbish.*
3 **A:** Do you like Norah Jones?
B: She's OK, but *I don't like her.* / *I prefer Katy Perry*.
4 **A:** Who's your favourite actress?
B: Natalie Portman. *I hate her.* / *I really like her.*

4 Complete the statements to make them true for you.

1 My favourite film star is …
2 I like … a lot.
3 I can't stand … I think he/she is …
4 I like … but I prefer …

5 SPEAKING Talk about your likes and dislikes. Use the SPEAKING FOCUS to help you.

books film music sport video games

A: *Do you like ...?*
B: *Yes, I do./No, I don't.*
A: *And who is your favourite …?*

ROLE-PLAY 5 6 Expressing preferences

5 6 **Watch the video and practise. Then role-play your dialogue.**

REFERENCES

Culture notes **pp. 152–153**
Using videos in the classroom **p. T14**

EXTRA ACTIVITIES

Students discuss their *likes* and *dislikes* lists.

WORKBOOK

p. 19

NEXT CLASS

Ask students to think about characteristic features of informal emails/letters.

Exercise 3
Yes, he does.
Yes, he is, because he likes the same things and is the same age.

1.7 WRITING

An informal email

I can write a short informal email.

1 **Read the information sheet about a student exchange. Who is Lorenzo?**
Lorenzo is an exchange student from Italy/Joe's exchange partner.

COTHERSTONE HIGH SCHOOL



Student exchange with Leonardo da Vinci High School in Italy

Time: 12–20 October
Number of students: 14
Your exchange partners:
1. Joe Andrews – Lorenzo Rossi
2. Julia Berry – Alessia De Luca
3.

2 **Read Lorenzo's email. Tick the things he wants to know about Joe.**

age ✓ family favourite food free-time activities ✓
girlfriend home interests ✓ school ✓

To: joeandrews@chs.edu.uk
From: lorenzorossi17@supermail.com
Subject: Student exchange

Hi Joe

I'm your exchange partner from Liceo Scientifico Leonardo da Vinci. Thank you for inviting me to your home. I'm seventeen years old and I'm interested in sport and film. I like music, parties and new friends!

Please write and tell me about yourself. How old are you? **What are you interested in?** What happens on a typical school day? What do you usually do at the weekend?

See you in October.

Regards,

Lorenzo

3 **Read Joe's email. Does he answer Lorenzo's questions? Is Joe a good exchange partner for Lorenzo? Why?/Why not?**

To: lorenzorossi17@supermail.com
From: joeandrews@chs.edu.uk
Subject: Re: Student exchange

Hi Lorenzo

Thank you for your email. I'm also seventeen and I also like sports, music and the cinema. My favourite actor is Tom Holland. He's great in the *Spider-Man* movies.

On a typical school day, I get up at 7 a.m. (I hope that's OK for you!) and I have a BIG breakfast. School starts at 8:30. We have lunch at school at one o'clock. In the afternoon, I go to the gym, do homework or relax at home.

At weekends, my friends and I always play football. (**It's** my favourite sport. **Do you like it?**) On Saturday evenings, I usually go out with friends to the cinema or to a party … or both. We can do all these things together.

Have a good trip. See you soon!

All the best,

Joe

4 **Complete the WRITING FOCUS with the examples in purple in the emails in Exercises 2 and 3.**

WRITING FOCUS

An informal email

- **Start the email with:**
  Dear or [1] *Hi* + the person's name
- **Use contractions:**
  I am = [2] I'm It is = [3] It's
- **Useful phrases at the beginning of the email:**
  I'm … (your exchange partner)
  Thank you/Thanks for your [4] email .
- **Ask questions:**
  What [5] are you interested in ? Do you [6] like it ?
- **Useful phrases at the end of the email:**
  Write soon.
  Say hello to (your parents).
  Have a [7] good trip . [8] See you soon/in October.
- **Finish the email with:**
  [9] *Regards*, All the [10] best ,
  Bye for now,
  Love (if you write to a good friend),

SHOW WHAT YOU'VE LEARNT

5 **Write an email to a new exchange partner. You don't know him/her yet. Use the WRITING FOCUS to help you.**

Write about:
- your age and interests,
- your typical day/weekend.

Ask questions about:
- her/his interests,
- free-time activities.

REFERENCES
Culture notes p. 153

EXTRA ACTIVITIES
Students imagine that their partner is an exchange student and write to them. Students then reply to each other.

WORKBOOK
p. 20, including *Show What You've Learnt* and *Show That You've Checked*

NEXT CLASS
Ask students to study the Word list on p. 21.

1.1 Vocabulary 4.1

café /'kæfeɪ/
go for a coffee/a walk /ˌgəʊ fər ə 'kɒfi/ ə 'wɔːk/
go out a lot /ˌgəʊ aʊt ə 'lɒt/
go out with friends /ˌgəʊ aʊt wɪð 'frendz/
go shopping /ˌgəʊ 'ʃɒpɪŋ/
go to a party /ˌgəʊ tə ə 'pɑːti/
go to the cinema/park/shopping centre /ˌgəʊ tə ðə 'sɪnəmə/'pɑːk/'ʃɒpɪŋ 'sentə/
have a good time/have fun /ˌhæv ə ˌgʊd 'taɪm/ˌhæv 'fʌn/
have a party /ˌhæv ə 'pɑːti/
listen to music /ˌlɪsən tə 'mjuːzɪk/
parents /'peərənts/
play sports /ˌpleɪ 'spɔːts/
play the guitar/piano/drums /ˌpleɪ ðə gɪ'tɑː/pi'ænəʊ/'drʌmz/
play video games/chess /ˌpleɪ 'vɪdiəʊ ˌgeɪmz/'tʃes/
read books/magazines/things on the Internet /ˌriːd 'bʊks/ˌmægə'ziːnz/ˌθɪŋz ɒn ði 'ɪntənet/
spend time alone /ˌspend ˌtaɪm ə'ləʊn/
spend time at home/in my room /ˌspend ˌtaɪm ət 'həʊm/ɪn ˌmaɪ 'ruːm/
spend time with family/friends /ˌspend ˌtaɪm wɪð 'fæməli/'frendz/
talk about books/films/sport/people /ˌtɔːk əˌbaʊt 'bʊks/'fɪlmz/'spɔːt/'piːpəl/
visit my family/friends /ˌvɪzət maɪ 'fæməli/'frendz/
watch films/TV/videos /ˌwɒtʃ 'fɪlmz/ˌtiː 'viː/'vɪdiəʊz/

1.2 Grammar 4.2

always /'ɔːl weɪz/
be late for school /bi ˌleɪt fə 'skuːl/
best friend /ˌbest 'frend/
brother /'brʌðə/
cousin /'kʌzən/
dance class /'dɑːns klɑːs/
go dancing /ˌgəʊ 'dɑːnsɪŋ/
go rollerblading /ˌgəʊ 'rəʊləbleɪdɪŋ/
grandmother /'grænˌmʌðə/
look for information on the Internet /'lʊk fər ˌɪnfə'meɪʃən ɒn ði 'ɪntənet/
mother /'mʌðə/
never /'nevə/
often /'ɒfən/
play a musical instrument /ˌpleɪ ə 'mjuːzɪkəl 'ɪnstrəmənt/
relax /rɪ'læks/
sister /'sɪstə/
sometimes /'sʌmtaɪmz/
study /'stʌdi/
uncle /'ʌŋkəl/
usually /'juːʒuəli/
watch sports /ˌwɒtʃ 'spɔːts/

1.3 Listening 4.3

at midnight /ət 'mɪdnaɪt/
at night /ət 'naɪt/
at noon /ət 'nuːn/
at the weekend /ət ðə ˌwiːk'end/
be busy with /ˌbi 'bɪzi wɪð/
believe /bə'liːv/
coach a football team /ˌkəʊtʃ ə 'fʊtbɔːl ˌtiːm/
exercise /'eksəsaɪz/
go on the Internet /ˌgəʊ ɒn ði 'ɪntənet/
have a job /ˌhæv ə 'dʒɒb/
in the afternoon /ˌɪn ði ˌɑːftə'nuːn/
in the evening /ˌɪn ði 'iːvnɪŋ/
in the morning /ˌɪn ðə 'mɔːnɪŋ/
on a typical weekday /ɒn ə 'tɪpɪkəl 'wiːkdeɪ/
on Friday afternoon /ɒn ˌfraɪdeɪ ˌɑːftə'nuːn/
on Friday/Saturday /ɒn 'fraɪdeɪ/'sætədeɪ/
on Saturdays/Sundays /ɒn 'sætədeɪz/ 'sʌndeɪz/
on Sunday mornings /ˌɒn ˌsʌndeɪ 'mɔːnɪŋz/
on TV/the Internet /ˌɒn ˌtiː 'viː/ˌɒn ði 'ɪntənet/
on YouTube/Facebook /ˌɒn 'juːˌtjuːb/ 'feɪsbʊk/
post photos /ˌpəʊst ˌfəʊtəʊz/
take photos /ˌteɪk 'fəʊtəʊz/
visit different places /ˌvɪzɪt ˌdɪfərənt 'pleɪsɪz/
weekend job /ˌwiːkend 'dʒɒb/
work in a restaurant /ˌwɜːk ɪn ə 'restərɒnt/

1.4 Reading 4.4

acrobatics class /ˌækrə'bætɪks 'klɑːs/
art lessons /ˌɑːt 'les ənz/
be keen on /ˌbi 'kiːn ɒn/
experimental /ɪkˌsperə'mentl/
fall asleep /ˌfɔːl ə'sliːp/
get dressed /ˌget 'drest/
get out of bed (in the morning) /ˌget aʊt əv 'bed (ɪn ðə 'mɔːnɪŋ)/
get pizza (from a pizzeria) /ˌget 'piːtsə (frəm ə ˌpiːtsə'riːə)/
get up (first/early/late) /ˌget 'ʌp (fɜːst/ 'ɜːli/leɪt)/
go for a run/swim /ˌgəʊ fər ə rʌn/swɪm/
go to bed /ˌgəʊ tə 'bed/
go to museums /ˌgəʊ tə mjuˈziːəmz/
go to the gym /ˌgəʊ tə ðə 'dʒɪm/
have dinner /ˌhæv 'dɪnə/
lie/sit on the sofa /ˌlaɪ/ˌsɪt ɒn ðə 'səʊfə/
look after a child/pet /ˌlʊk 'ɑːftər ə 'tʃaɪld/'pet/
normal /'nɔːməl/
rolls /rəʊlz/
stay at home /ˌsteɪ ət 'həʊm/
take the dog out (for a walk) /ˌteɪk ðə 'dɒg aʊt (fər ə 'wɔːk)/
type /taɪp/
wake up /ˌweɪk 'ʌp/
wake up your sister /ˌweɪk ʌp jə 'sɪstə/
wash the dishes /ˌwɒʃ ðə 'dɪʃɪz/
watch TV series /ˌwɒtʃ tiː viː 'sɪəriːz/
writer /'raɪtə/

1.5 Grammar 4.5

be interested in /bi 'ɪntrəstəd ɪn/
drive sb to school /ˌdraɪv ˌsʌmbədi tə 'skuːl/
father /'fɑːðə/
interview people /ˌɪntəvjuː 'piːpəl/
record videos /rɪ'kɔːd 'vɪdiəʊz/
start /stɑːt/
vlog /vlɒg/

1.6 Speaking 4.6

actor /'æktə/
actress /'æktrəs/
aunt /ɑːnt/
author /'ɔːθə/
awesome /'ɔːsəm/
awful /'ɔːfəl/
brilliant /'brɪljənt/
fantasy /'fæntəsi/
favourite /'feɪvərət/
film star /'fɪlm stɑː/
good /gʊd/
great /greɪt/
hate /heɪt/
interesting /'ɪntrəstɪŋ/
like /laɪk/
love /lʌv/
movie/film /'muːvi/fɪlm/
pop /pɒp/
rap /ræp/
read a lot /'riːd ə lɒt/
reggae /'regeɪ/
rock /rɒk/
rubbish /'rʌbɪʃ/
singer /'sɪŋə/
terrible /'terəbəl/
true life films /ˌtruː 'laɪf fɪlmz/
vampire stories /'væmpaɪə ˌstɔːriz/

1.7 Writing 4.7

age /eɪdʒ/
All the best. /ˌɔːl ðə 'best/
do homework /ˌduː 'həʊmwɜːk/
exchange /ɪks'tʃeɪndʒ/
have lunch/breakfast /ˌhæv 'lʌntʃ/ 'brekfəst/
invite /ɪn'vaɪt/
Love, (Tom) /lʌv (tɒm)/
Regards, /rɪ'gɑːdz/

WORD LIST ACTIVITIES

- Write jumbled words on the board e.g. *tfnaays* (fantasy). In teams students have to un-jumble them and put them and explain their meaning.
- Divide the class into teams. Dictate sentences using verb phrases with missing words. The teams have to write down and complete the sentences, e.g. *Wake [up] your sister.*

FOCUS REVIEW 1

VOCABULARY AND GRAMMAR

1 Complete the sentences with the words in the box.

have go spend take watch visit

1 Do you ___have___ a good time with your brother or sister?
2 How often do you ___take___ your dog out for a walk?
3 We often ___watch___ music videos on Saturday.
4 I ___visit___ my friends at the weekend.
5 I often ___go___ to bed after midnight.
6 We ___spend___ a lot of time in the park.

2 Complete the sentences with the correct prepositions.

enquirer 31May

1 **What do you usually do ___at___ the weekend?**

2 I listen ___to___ music on my MP4 player.
musicmad 15 minutes ago

3 I stay ___at___ home and relax.
katieb 2 hours ago

4 I often go ___for___ a walk in the morning.
outdoorsy 18 hours ago

5 I go out ___with___ all my friends every Saturday.
tsi18 1 day ago

6 I go ___for___ a run with my two dogs.
xswot 3 days ago

7 I always go to the cinema ___on___ Friday evening.
moviefreak 5 days ago

3 Complete the sentences with the Present Simple form of the verbs in brackets.

1 Ellen ___plays___ (play) the guitar in her free time.
2 Richard ___watches___ (watch) five films every weekend.
3 My mum ___doesn't read___ (not read) women's magazines.
4 We ___don't visit___ (not visit) our grandparents every Sunday.
5 What ___do___ you usually ___have___ (have) for breakfast?
6 ___Do___ your parents ___listen___ (listen) to pop music?
7 Where ___does___ your boyfriend ___live___ (live)?

4 Put the adverbs in brackets in the correct place in the conversation.

Sally: Mum, I always make the coffee for the guests! Chris never helps me! (*always*; *never*)
Chris: That's not true. I sometimes help you. (*sometimes*)
Sally: Not very often!
Chris: That's because I am often tired. (*often*)

USE OF ENGLISH

5 Choose the correct answer, A, B or C.

1 I usually _____ on a typical weekday.
A spend time B get up C stay at home
2 On Thursdays, George sometimes plays _____ with his granddad.
A in chess B on chess C chess
3 What time do you _____ at the weekend?
A have breakfast B gets up C have fun
4 In some families fathers _____ the children.
A look after B grow C look for
5 _____ does your tennis lesson start?
A Where B What time C What kind

6 Read the text and choose the correct answer, A, B or C.

My favourite day – Saturday

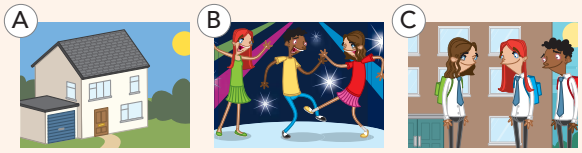
I really like Saturdays. I get up quite late. I [1]_____ breakfast with my family at ten o'clock or later. At breakfast, we talk [2]_____ our week and discuss plans for the weekend. Then I do my homework, and after that I relax. I often go out with my friends; we go to [3]_____ or play football. We always [4]_____ fun. In the evening, I [5]_____ music before I go to sleep.

1	A have	B give	C do
2	A to	B on	C about
3	A cinema	B the cinema	C a cinema
4	A spend	B get	C have
5	A listen	B listen to	C listen of

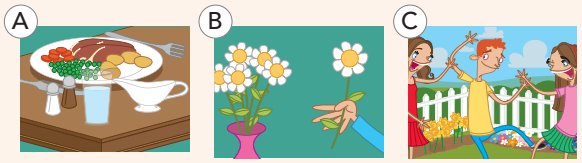
LISTENING

7 1.40 Listen to three people talking about celebrating their birthdays. Choose the correct answer, A, B or C.

1 Where does the boy have cake? C



2 What does the girl do outside on her birthday? A



3 What does the boy eat with his friends on his birthday? A



REFERENCES

Audioscript **pp. 160–161**

EXTRA ACTIVITIES

- Word Practice 1, WORD STORE booklet, p. 2
- Photocopiable resource 5 *Our interests* (speaking; 15 min.) pp. 178, 195
- Photocopiable resource 6 *Who are you?* (writing; 10 min.) pp. 178, 196
- Extra digital activities: Reading and Use of English

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READING

8 Read the text and choose the correct answer, A, B or C.



Buzzzz … it's the alarm in your phone. You wake up. You get up. You go to the bathroom, get dressed, prepare for school … Aaargh! Awful?

Susie Brown, one of her school's best football players, says the morning is not a problem for her. Today she tells us how to be happy in the morning.

I pack my schoolbag in the evening. I don't want to look for my English book at 7:45 in the morning!

I never get up late. You need time to enjoy your morning. I get up at six every day.

I have a shower. It wakes me up and it's fun.

I enjoy the first drink of the day. It can be coffee, tea or orange juice. I always listen to music as I have that first drink. You can also read or watch the news.

I sit down and have a good breakfast – not a banana on the bus to school! It's really important. You need your breakfast.

I usually walk to school, or go for a walk with my brother's dog. I spend twenty to thirty minutes in the fresh air every morning before school – it's great!

We hope these ideas help you. You too can have a happy morning – every morning!

1 Susie
A is a teacher. (B) plays football.
C coaches a football team.

2 Susie prepares for school
A in the morning. B in the afternoon.
(C) in the evening.

3 As she has her morning drink, Susie
(A) listens to music. B reads.
C watches the news.

4 Susie has breakfast
(A) at home. B on the bus.
C at school.

5 Before school, Susie always
A takes her dog out for a walk.
B goes for a walk with her brother.
(C) spends some time outside.

SPEAKING

9 Complete the sentences with the correct words. The first letter of each word is given.

1 What **k**ind of music do you like?
2 Who's your **f**avourite actor?
3 What do you **th**ink of Jennifer Lawrence?
4 I hate rap. What **ab**out you?
5 Do you **l**ike football?
6 What's your favourite TV **s**how ? I love *Sherlock*.

10 Do the task in pairs.

Student A

You are on a language course in the UK. You meet Student B for the first time. Start the conversation.

- Say hello and introduce yourself.
- Ask Student B what music he/she likes.
- Reply to Student B and ask what films he/she likes.
- Reply. Ask Student B about his/her favourite sport.

Student B

You are on a language course in the UK. You meet Student A for the first time.

- Reply to Student A and introduce yourself.
- Reply to Student A and ask about the same thing.
- Reply. Ask Student A about his/her favourite sport.
- Reply.

WRITING

11 Read the email from your new online English friend, Mark. Then write a reply, answering his questions.

To:
From: Mark

I'm very happy to be your online friend! Please write and tell me about yourself. Have you got a big family? What music do you like? What subjects do you enjoy at school?

NEXT CLASS

- Ask students to do Self-check 1.9, WB pp. 22–23, as homework.
- Ask students to prepare for Unit Test 1: Assessment Package, Unit 1.

PROJECT

- How to teach with projects p. T19
- Work in groups or pairs. Think about an interesting person (writer, blogger, artist, etc.). Describe their typical day. Do some research and prepare a presentation or poster about this person. Then present it to your class.

2 Food

You are what you eat.
A proverb

BBC



WHAT'S FOR LUNCH?

7 Watch the BBC video.
For the worksheet, go to page 110.

UNIT 2 VIDEOS

BBC What's for lunch? 7

GRAMMAR ANIMATION
Lesson 2.2 8 Lesson 2.5 10

FOCUS VLOG Things you eat
Lesson 2.2 9

ROLE-PLAY
Lesson 2.6 11

2.1 VOCABULARY

Food containers • food products • phrases related to food

I can use language related to food and drinks.

SHOW WHAT YOU KNOW

1 **Think about food words and write down as many as you can in each group. Compare with other people in the class.**

Fruit and vegetables	Dairy	Meat and fish	Drinks	Other
strawberry	*cheese*	*salmon*	*juice*	*salt and pepper*

2 SPEAKING **What food do you like? Ask and answer the questions.**

A: *Do you like strawberries?*
B: *Yes, I do.* or *No, I don't. Do you like …?*

3 SPEAKING **Are you similar or different? Compare your answers with other people in the class.**

I like strawberries, but Anna doesn't. We both like cheese.

4 **Match the phrases in the box with the items in the picture.**

a bag of potatoes · a bar of chocolate · a bottle of ketchup · a can of lemonade · a carton of milk · a jar of honey · a loaf of bread · a packet of crisps · a tin of tuna · a tub of ice cream



REFERENCES

Culture notes **p. 153**
Audioscript **p. 161**
Videoscript **p. 169**
Using videos in the classroom **p. T14**

EXTRA ACTIVITIES

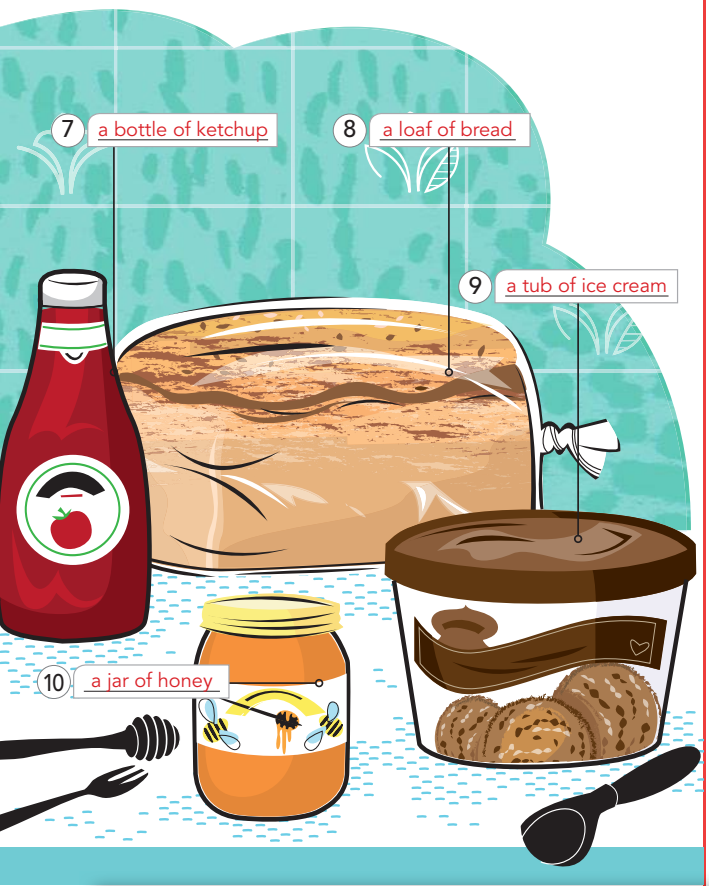
- Photocopiable resource 7 *Shopping game* (15 min.) pp. 178, 197
- Photocopiable resource 8 Test yourselves (10 min.) pp. 179, 198
- Extra digital activities: Vocabulary Checkpoint
- Students close their books and work in teams of 3–4. In their notebooks, they write headings in columns: *tins*, *cartons*, *packets*, *bags* and *jars*. Give them three minutes to write as many items for each category as they can. The team with most correct items in each category is the winner.

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5 Read Jack's text message and answer the questions.

1 Who is the message for? Jack's mum.
2 Why does Jack invite Tom?
He wants to study together with Tom for the test.
3 What does Jack want his mum to prepare?
Spaghetti Bolognese and brownies.





Go to **WORD STORE 2** page 5

WORD STORE 2A Food containers

6 1.41 Complete WORD STORE 2A with the names of containers in Exercise 4.

7 Choose the correct option.

1 There is a *bottle* / *can* of ketchup on the table.
2 I've got a *bag* / *bar* of chocolate in my bag.
3 Is that your *packet* / *tub* of crisps?
4 Please buy a *carton* / *can* of milk and some bread.
5 Let's open that *tin* / *jar* of honey and eat some for breakfast.

WORD STORE 2B Food products

8 1.42 Complete WORD STORE 2B with the names of food products in the box. Then listen, check and repeat.

9 1.43 Look at the photos in Exercise 5 and decide what food products Jack needs to buy. Use the words in WORD STORE 2B. Then listen and check.

10 1.43 Complete the sentences from the dialogue with one word in each gap. Listen again and check.

1 For the brownies, we need a packet of *butter*, a packet of flour and a carton of *eggs*.
2 **Jack:** What about *chocolate*? You always use a lot of it.
Mum: Yes, get two bars.
3 **Jack:** What else?
Mum: A packet of cocoa and a bag of *sugar*.
4 For spaghetti Bolognese, get a packet of spaghetti, a jar of *tomato* sauce. No, make it two jars, all right? A bottle of *oil* and a packet of *Parmesan* cheese.

Exercise 9
Jack needs to buy: a packet of butter, a packet of flour, a carton of eggs, two bars of dark chocolate, a packet of cocoa, a bag of sugar, a packet of spaghetti, two jars of tomato sauce, a bottle of oil, a packet of Parmesan cheese, a bag of onions

WORD STORE 2C Phrases related to food

11 1.44 Complete WORD STORE 2C with the phrases in red in the sentences. Then listen, check and repeat.

1 We don't have any **ingredients**.
2 **Make a snack** for Lena and yourself.
3 **Get a takeway** from the Chinese restaurant.
4 Have some ice cream **for dessert**.

12 SPEAKING Ask and answer the questions in pairs. Compare with the rest of the class.

1 Do you invite friends to study together?
How often?
2 What do you usually eat when your friends come?
3 What do you need to prepare the food? Name as many ingredients as you can.
4 What's your favourite snack?
5 Do you ever get a takeaway for dinner? Where do you get it from?
6 What do you usually have for dessert?

My room is very small, so I don't often invite friends to study – maybe once a month, or when we can use my sister's room. When my friends come, we often get a pizza.

WORKBOOK
pp. 24–25, including *Show What You've Learnt*

NEXT CLASS
- Ask students to prepare for a 10–20-minute Vocabulary Quiz: Assessment Package, Unit 2.1, Vocabulary.
- Ask students to do *Show What You Know* in the WB, p. 26.

2.2 GRAMMAR

Countable and uncountable nouns

I can talk about quantities using countable and uncountable nouns and some/any/much/many/a lot.

1 Read the text. Are the sentences true (T) or false (F)?

1 A real Italian pizza has always got mushrooms. F
2 A classic pizza has got four ingredients. T
3 A traditional pizza hasn't got olive oil on it. F

How many ingredients are there on top of a typical pizza?

Well, on my favourite pizza, there are five different things: there's some cheese, some tuna and a lot of tomato sauce. There are also some onions and a lot of mushrooms. But a classic Italian pizza hasn't got many ingredients; it's got only two main ingredients – tomato sauce and mozzarella cheese, and it's also got some olive oil and some basil. There isn't any tuna or seafood and there aren't any mushrooms. It's called a Margherita and it's great!



2 Read the GRAMMAR FOCUS. Complete the examples in the table using the words in blue in Exercise 1.

GRAMMAR FOCUS 1 8

Countable		Uncountable
Singular	Plural	3 *cheese*
an onion	1 *onions*	4 tomato sauce
a mushroom	2 mushrooms	5 olive oil
		6 tuna

Note: Uncountable nouns are always singular.

3 Think of more names of food and add them to the table. Look at page 24 to help you. Compare with a partner.

4 Read the GRAMMAR FOCUS and find more examples of *some* and *any* in the text.

GRAMMAR FOCUS 2

some and *any*

- You use *some* in affirmative sentences.
- You use *any* in negative sentences and questions.

	Uncountable nouns	Plural countable nouns
+	*There is some cheese.*	*There are some onions.*
–	*There isn't any cheese.*	*There aren't any onions.*
?	*Is there any cheese?*	*Are there any onions?*

5 Complete the dialogue with *some* and *any*. What do Sue and Tom decide to have? They decide to have pizza.

Sue: I'm hungry.
Tom: Me too. Let's make some sandwiches. Is there [1] *any* bread?
Sue: Yes, there's [2] *some* bread.
Tom: But there isn't [3] *any* cheese or ham in the fridge.
Sue: That's OK. I don't like cheese or ham. Are there [4] *any* eggs?
Tom: Yes, there are [5] *some* eggs.
Sue: And tuna? Are there [6] *any* tins of tuna? Tuna and egg sandwiches are my favourite.
Tom: No, there aren't [7] *any* tins of tuna.
Sue: But I can see a packet of cornflakes. Have we got [8] *any* milk?
Tom: No, we haven't got [9] *any* milk!
Sue: Oh well, let's get a takeaway. We can get [10] *some* pizzas!
Tom: Good idea!

6 Read the GRAMMAR FOCUS and complete the questions with *how much* and *how many*.

GRAMMAR FOCUS 3

much, many and *a lot of*

Uncountable nouns

How much cheese is there?
There isn't much cheese./Not much.
There's a lot of cheese./A lot.

Plural countable nouns

How many onions are there?
There aren't many onions./Not many.
There are a lot of onions./A lot.

1 *How much* water do you drink a day?
2 *How many* pizzas do you eat a month?
3 *How much* bread do you eat a day?
4 *How much* cola do you drink a week?
5 *How much* milk do you drink a day?
6 *How many* hamburgers do you eat a year?

7 SPEAKING Ask and answer the questions in Exercise 6.

A: *How much water do you drink a day?*
B: *I drink a lot of water.* or *A lot.*
C: *I don't drink much water.* or *Not much.*

8 SPEAKING What's on your favourite pizza? Use *some, any* and *a lot of*.

On my favourite pizza, there's some cheese ...

FOCUS VLOG 9 Things you eat

9 **Watch the Focus Vlog. For the worksheet, go to page 111.**

Grammar page 127

REFERENCES

Videoscript **p. 170**
Using videos in the classroom **p. T14**

EXTRA ACTIVITIES

- Grammar animation
- Photocopiable resource 9 *What's the difference?* (10–15 min.) pp. 179, 199
- Extra digital activities: Grammar Checkpoint

WORKBOOK

p. 26, including *Show What You've Learnt*

NEXT CLASS

- Ask students to prepare for a 10–20-minute Grammar Quiz: Assessment Package, Unit 2.2, Grammar.
- If you have access to the Internet, find a video clip of someone making a simple recipe. Write five short comprehension questions.

26

2.3 LISTENING

Note completion

I can understand key phrases in a radio programme on a familiar topic.

1 SPEAKING **Do you like fast food? Why?/Why not?**

2 1.45 **Listen to Part 1 of a radio programme. What is it about?**

1 unhealthy fast food ☐
2 healthy fast food recipes ☑
3 a famous fast food chef ☐

3 1.46 SPEAKING **Look at the photo of the Spanish omelette and discuss what the main ingredients are. Then listen to Part 2 and check.**

eggs, potatoes and olive oil

WORD STORE 2D Cooking verbs

4 1.47 **Complete WORD STORE 2D with the verbs in the box. Then listen and check.**

5 **Work in pairs. How many different verbs can you use with each of these foods?**

1 eggs
2 potatoes
3 meat
4 cheese

1 You can boil eggs. You can fry eggs …

6 1.48 **Look at the photo of the fruit pancakes. Read the recipe and try to complete it with a partner. Then listen to Part 3 and check.**



Spanish omelette

EXAM FOCUS Note completion

7 1.49 **Listen to the complete programme and complete the information with up to four words in each gap.**

1 The radio programme is called Food Today .
2 The Spanish omelette recipe is for four people.
3 Kate suggests we eat the omelette with some salad .
4 The presenter wants to know a healthy recipe for pancakes .
5 Kate thinks it's a good idea to eat fruit and ice cream with the pancakes.

8 SPEAKING **Which healthy fast food recipe from the programme would you like to try? Why?**

9 **Write the instructions for your favourite recipe.**

PRONUNCIATION FOCUS

10 1.50 **Listen and repeat.**

/iː/	seat	feel	teen	heat	eat
/ɪ/	sit	fill	tin	hit	it

11 1.51 **Listen and choose the word you hear.**

1 a seat b sit
2 a feel b fill
3 a teen b tin
4 a heat b hit
5 a eat b it

Fruit Pancakes

GOOD FOR BREAKFAST, LUNCH OR DESSERT.

Ingredients

some fruit (bananas and strawberries)
1 cup of flour, 1 cup of milk,
1 egg, some oil

Instructions

- 1 Chop the fruit.
- 2 Mix the flour, milk and egg together.
- 3 Put some oil into a pan.
- Put some of the mixture into the pan, make a pancake and 4 fry it on both sides.
- Take the pancake out of the pan.
- 5 Put fruit on top of the pancake.



Fruit pancakes

REFERENCES

Culture notes **p. 153**
Audioscript **p. 161**

EXTRA ACTIVITIES

- In groups, students invent recipes for delicious meals and then vote for the best one.
- Students watch a clip or clips of people making simple recipes and answer the questions. Students then ask and answer the questions in pairs.

WORKBOOK

p. 27

NEXT CLASS

Ask students to think about the best or most unusual food markets they have ever been to.

2.4 READING

Matching

I can identify specific information in a short article on a familiar topic.

1 SPEAKING **Look at the photos. Think of two typical food items for each place. Discuss with a partner.**

2 **Read texts A–C quickly. Do they mention any of the food you talked about?**

3 **Match texts A–C with text types 1–3.**

1 An extract from a tourist information book C
2 An advertisement for an activity A
3 An informal email to a friend B

EXAM FOCUS Matching

4 **Read the texts again. Match questions 1–7 to places A–C. There is one extra question.**

1 Which market can you visit every day? C
2 Where do you have to pay to visit the market? A
3 Where can you walk round the market or take another form of transport? A
4 In which text does the writer mention food for people who don't eat meat? C
5 In which text does the writer describe his/her food? B
6 Which market is very expensive but good to visit? ☐
7 Which market is the best place to visit if you like seafood? B

5 SPEAKING **Discuss the questions.**

1 Which place would you most like to visit? Why?
2 Which food sounds most interesting? Why?

1.52

A

TALING CHAN



Come and visit the Taling Chan Floating Market here in Bangkok. The visit lasts a few hours and is available only at the weekend.

Meet your tour guide at 11 a.m. and go by bus to the floating market. Walk round and hear about the history of the area. See the boats, full of fresh fruit and vegetables, and then stop to eat. For lunch you can try traditional Thai dishes like *pad thai* (noodles) and *tom yum goong* (a spicy soup with a hot, strong taste). Then, get on a boat and travel back through the market for the return journey. Don't forget your camera!

Prices start from £20 per person and include a full meal (lunch). Contact the office to buy your ticket.

B

Hi Sam!

How are you? I'm still in Finland. Today we're at Kauppatori Market – it's right next to the sea! It's one of the best places in the world to eat fresh fish. The cooks all use local ingredients, of course. The market's got around thirty food stalls and some have got covered areas where you can sit. We can watch the boats from our table! I've got grilled salmon with potatoes and it's really delicious (better than fast food!!). Later, I want to buy some fruit from the food market – I hope they speak English!

Love, Anna



REFERENCES

Culture notes **pp. 153–154**

EXTRA ACTIVITIES

- Elicit ideas about what makes a food market unusual or special. Students describe the best or most unusual food market they have been to. The class listen and ask questions.
- Students read the texts again carefully and then work in teams. They close their books. Ask teams questions in turn, e.g. *What kind of market is there in Bangkok? (floating market), How many food stalls are there at Kauppatori Market? (around thirty),* etc. If nobody can answer, allow them to look in their books. The first team to answer gets an extra point.

WORKBOOK

pp. 28–29

WORD STORE 2E Food adjectives

6 1.53 **Complete WORD STORE 2E with the words in blue in texts A–C. Then listen, check and repeat.**

7 **Complete the statements with the words in WORD STORE 2E.**

1 I like *vegetarian* food because it doesn't have any meat or fish in it.
2 I always say food is ___delicious___ when it tastes very good.
3 Pizza is a ___traditional___ Italian food. It's a recipe from that country.
4 I don't like ___spicy___ food because it has a hot strong taste.
5 I only eat ___grilled___ fish. It's the best way to cook it!
6 I enjoy eating ___fresh___ fruit because it isn't old.
7 My parents never buy ___local___ food from places near our home.

8 SPEAKING **Are the sentences in Exercise 7 true for you? Tell a partner.**

No, I don't like like vegetarian food because …

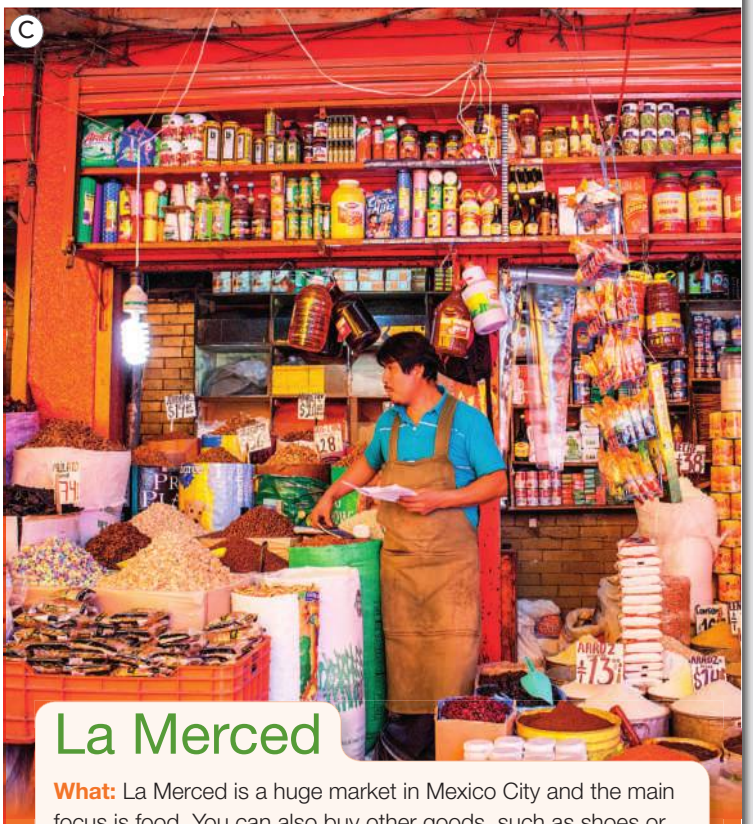
9 1.54 **Match the underlined words in texts A–C with the definitions. Then listen, check and repeat.**

1 an occasion when you eat food, e.g. breakfast = *meal*
2 fresh food that people prepare and serve on the street = ___street food___
3 food prepared and cooked in a certain way = ___dish___
4 a food or drink that a person or restaurant is well known for, that you can't always get in other places = ___speciality___

10 SPEAKING **Discuss the questions.**

1 Where do you usually go out for a meal with your family?
2 What's your mum's speciality?
3 What's your favourite dish?
4 Do you like street food?





La Merced

What: La Merced is a huge market in Mexico City and the main focus is food. You can also buy other goods, such as shoes or kitchen equipment. This is not a place to visit in a hurry – the market is inside a huge building and it's easy to get lost. There are plenty of places to eat street food inside. It's cheap and popular with local people as well as tourists.

Don't miss: Try specialities like *mole* (a sauce) and *quesadillas* (a type of thin bread filled with cheese). You can get **vegetarian** or meat *quesadillas*.



How to get there: It's a short walk from the main tourist area or take the metro to Merced (line 1).

When: Open daily 5 a.m. – 7 p.m.

29

NEXT CLASS

- Ask students to do *Show What You Know* in the WB, p. 30.
- Look at the three texts on page 30 and write sentences to give clues about the festivals, e.g. *It happens in August. People throw about 265,000 kilos of food. People go to the main square. You can't buy the food at this festival in a supermarket*, etc.

2.5 GRAMMAR

Articles

I can use articles to refer to specific nouns and to make generalisations.

1 Read the text and complete the table.



The Tomatina is a festival in Spain. The festival happens every August in Buñol – on the last Wednesday in August. Buñol is a small town near Valencia. Thousands of people go to the festival every year. At the Tomatina, people go to the main square and they throw tomatoes! They squash the tomatoes first, so they don't hurt anyone. It's messy but lots of fun!

The Tomatina Festival

What	[1] A Spanish festival
Where	[2] In Buñol in Spain
When	[3] On the last Wednesday in August

2 Read the GRAMMAR FOCUS and underline the articles in the text.

GRAMMAR FOCUS 10

Articles

You use ***a/an***:

- with a singular noun when it is one of many things/ people:
  Buñol is a small town. (There are many towns in Spain)
- when you mention something for the first time:
  It's a festival in Spain.

You use ***the***:

- when you talk about a specific thing that everybody knows:
  People go to the main square. (= a specific place)
- when you mention something for the second time:
  It's a festival in Spain. The festival happens every August.

There's **no article (Ø)**:

- when you speak in general:
  Do you like tomatoes? I hate cheese.
- with days of the week or months, names of places or countries: *in Buñol, in August.*

3 1.55 Read the text and choose the correct option. Then listen and check.



The Battle of the Oranges is [1]*the* / (a) food festival. It happens every year in [2](Ø) / *an* Ivrea. Ivrea is [3]*a* / *the* town in the north of Italy. At [4]*the* / *a* festival, nine teams of people throw [5](Ø) / *the* oranges. Thousands of people take part! [6]Ø / *The* oranges are not from Ivrea – they are from the south of Italy. Each year, people throw about 265,000 kilos of [7](Ø) / *the* oranges!

4 Complete the text with *a/an, the* or *Ø*.



The Hokitika is [1]*a* festival in [2]___Ø___ New Zealand. It takes place every year in [3]___Ø___ March. [4]___The___ festival is about [5]___Ø___ wild food – food you find in [6]___The___ countryside. You can't buy wild food in [7]___a___ supermarket! At [8]___the___ festival, you can try [9]___Ø___ different kinds of wild food, for example, crocodile. It's [10]___a___ popular festival and thousands of people go!

5 SPEAKING **Discuss the questions.**

1 Which festival would you like to go to? Why?
2 Do you know any other food festivals? What happens there?

Grammar page 128

REFERENCES

Using videos in the classroom **p. T14**

EXTRA ACTIVITIES

- Grammar animation
- Photocopiable resource 10 Test yourselves (10 min.) pp. 179, 200
- Extra digital activities: Grammar Checkpoint
- After students have read all three texts, read out the sentences you prepared earlier. Students identify the festival.

WORKBOOK

p. 30, including *Show What You've Learnt*

NEXT CLASS

Ask students to prepare for a 10–20-minute Grammar Quiz: Assessment Package, Unit 2.5, Grammar.

2.6 SPEAKING

Ordering food

I can use simple phrases to order a meal.

1 1.56 **Look at the photo and the menu. Listen and repeat the prices.**

1 twenty-five p/pence
2 thirty-five p/pence
3 two pounds forty-five
4 one pound fifty
5 seventy-five p/pence
6 two pounds ninety-nine

2 1.57 **Listen to the prices and say which you hear. Then listen again and repeat.**

1 a £2.15 b £2.50
2 a €3.45 b €2.45
3 a €4.85 b £4.85
4 a 70p b 17p
5 a €0.99 b €0.90
6 a 25c b 35c

3 1.58 **Read and listen. Then complete the sentences. What does Ben have to eat and drink?**

Amy: Hi. Are you ready to order?
Ben: Yes. I'd like a [1] *cheese* sandwich with [2] tomato .
Amy: OK. What would you like to drink?
Ben: Can I have a [3] cola , please?
Amy: Large or small?
Ben: Small, please.
Amy: Anything else?
Ben: Yeah … Can I have a banana?
Amy: Anything else?
Ben: No, thanks. That's it. How much is it?
Amy: It's [4] £4.90 .
Ben: Here you are.
Amy: Enjoy your meal.
Ben: Thanks.

4 1.58 **Read the SPEAKING FOCUS. Put B (Ben) and A (Amy) next to the sentences. Then listen again and check.**

SPEAKING FOCUS

Ordering food

Are you ready to order?	A
I'd like a/an/some … /Can I have a/an/some …?	B
What would you like to drink?	A
Large or small?	A
Anything else?	A
No, thanks. That's it.	B
How much is it?	B
It's … (+ price)	A
Here you are.	B
Enjoy your meal.	A



5 **Match questions 1–6 with responses a–f.**

1 How much is it? c
2 Are you ready to order? f
3 What would you like to drink? a
4 Anything else? b
5 Large or small? d
6 Enjoy your meal. e

a A bottle of mineral water, please.
b No, thanks, that's it.
c It's four pounds sixty-five.
d Large, please.
e Thanks.
f Yes, can I have a burger?

6 SPEAKING **Follow the instructions below to order food. Use the SPEAKING FOCUS to help you.**

Student A: You work at the café.
Student B: Look at the menu and decide what you want.

ROLE-PLAY 11 **Ordering food**

11 **Watch the video and practise. Then role-play your dialogue.**

REFERENCES

Audioscript **pp. 161–162**
Using videos in the classroom **p. T14**

EXTRA ACTIVITIES

In pairs, students prepare a short dialogue with missing expressions and pass it to another pair to complete and read out.

WORKBOOK

p. 31

NEXT CLASS

Ask students to think about planning a party and consider what type of party it is, the type of food and drink they are going to have and what type of music they will listen to.

2.7 WRITING

An email of invitation

I can write a simple informal email of invitation.

1 SPEAKING **Discuss the questions.**

1 How often do you go to parties?
2 Do you bring anything with you? If yes, what?

2 **Read the email. Does Emma mention any of the things you bring to parties?**

3 **Read the email again. Match parts of the email A–F with descriptions 1–6.**

1 Making the invitation C
2 Finishing the email F
3 Asking for confirmation E
4 Giving the details (where? when? what kind of party?) D
5 Greeting A
6 Opening the email B

To: Anna
Subject: Party

[A] Hi Anna,

[B] How are you?

[C] Would you like to come to my party? [D] It's on Saturday at my house at 7:30 p.m. It's a 'bring-your own' party – everyone makes some food and brings a drink. Then we all eat the food together! You can make any recipe you want. Your pizzas are fantastic and you always make delicious salads, too. Or you can bring an interesting dessert. ☺

[E] Can you come? What can you make? Email or text me and let me know!

[F] Love,

Emma xxx



Exercise 6

2 Your sandwiches are delicious.
3 After dinner I listen to my favourite music.
4 The music is fantastic.
5 You can make an easy recipe.

4 **Complete the WRITING FOCUS with the headings in Exercise 3.**

WRITING FOCUS

An email of invitation

A *Greeting*
Hi John,/ Hello!

B Opening the email
How are you?
How are things?

C Making the invitation
Would you like to come to my party?
Do you want to come to a party?

D Giving the details
It's on Friday. It's at 8 p.m./It's on Friday at 8 p.m.
It's at my house/at Moon Club.
It's a birthday/fancy-dress/bring-your-own/post-exam party.

E Asking for confirmation
Can you come?
Email or text me and let me know.
I hope you can come! Let me know!

F Finishing the email
Love,/Lots of love,
Best wishes,

5 **Read the example sentences in the tables and choose the correct option in the sentences below.**

Subject	Verb	Article	Adjective	Object (noun)
Everyone	makes	Ø	Ø	food.
You	make	a	delicious	salad.

Subject	to be	Article	Adjective	Noun
Your pizzas	are	Ø	fantastic!	Ø
It	is	a	bring-your-own	party.

1 The subject comes *before*/*after* the verb.
2 The adjective usually comes *before*/*after* the noun.
3 When there is no object, the adjective comes *before*/*after* the verb 'to be'.

6 **Put the words in the correct order to make sentences.**

1 fancy-dress / party / a / It's
It's a fancy-dress party.
2 Your sandwiches / delicious / are
3 listen to my / After dinner / I / music / favourite
4 The music / fantastic / is
5 make an / recipe / easy / You can

SHOW WHAT YOU'VE LEARNT

7 **Write an email of invitation to a friend. Use the WRITING FOCUS to help you. Write about:**

- what kind of party it is,
- the details – where, what date and time,
- what you want your friend to bring.

Ask for confirmation.

EXTRA ACTIVITIES

- Elicit different ideas for parties from the students and write them on the board.
- In pairs, students plan a party. They design the invite and write it as an email. The class votes on the most 'fun' party or the one they would most like to attend.

WORKBOOK

p. 32, including *Show What You've Learnt* and *Show That You've Checked*

NEXT CLASS

Ask students to study the Word list on page 33.

32

2.1 Vocabulary 4.8

a bag of onions /ə ˌbæg əv ˈʌnjənz/
a bag of potatoes /ə ˌbæg əv pəˈteɪtəʊz/
a bag of sugar /ə ˌbæg əv ˈʃʊgə/
a bottle of ketchup /ə ˌbɒtl əv ˈketʃəp/
a bottle of oil /ə ˌbɒtl əv ˈɔɪl/
a can of lemonade /ə ˌkæn əv ˌlemәˈneɪd/
a can of soup /ə ˌkæn əv suːp/
a carton of eggs /ə ˌkɑːtn əv ˈegz/
a carton of milk /ə ˌkɑːtn əv ˈmɪlk/
a carton of orange juice /ə ˌkɑːtn əv ˈɒrəndʒ ˌdʒuːs/
a jar of honey /ə ˌdʒɑːr əv ˈhʌni/
a jar of mayonnaise /ə ˌdʒɑːr əv ˌmeɪəˈneɪz/
a jar of tomato sauce /ə ˌdʒɑːr əv təˈmɑːtəʊ ˈsɔːs/
a loaf of bread /ə ˌləʊf əv ˈbred/
a packet of butter /ə ˌpækɪt əv ˈbʌtə/
a packet of cocoa /ə ˌpækɪt əv ˈkəʊkəʊ/
a packet of crisps /ə ˌpækɪt əv ˈkrɪsps/
a packet of flour /ə ˌpækɪt əv flaʊə/
a packet of Parmesan cheese /ə ˌpækɪt əv ˌpɑːmɪˈzæn ˈtʃiːz/
a packet of spaghetti /ə ˌpækɪt əv spəˈgeti/
a tin of peas /ə ˌtɪn əv ˈpiːz/
a tin of tuna /ə ˌtɪn əv ˈtjuːnə/
a tub of ice cream /ə ˌtʌb əv ˌaɪs ˈkriːm/
bread /bred/
brownie /ˈbraʊni/
crisps /krɪsps/
(dark/milk) chocolate /ˌdɑːk/ˌmɪlk ˈtʃɒklət/
dessert /dɪˈzɜːt/
egg /eg/
favourite /ˈfeɪvərət/
flour /ˈflaʊə/
for dessert /fə dɪˈzɜːt/
freezer /ˈfriːzə/
get a takeaway /ˌget ə ˈteɪkəweɪ/
honey /ˈhʌni/
ingredients /ɪn ˈgriːdiənts/
juice /dʒuːs/
ketchup /ˈketʃəp/
lemonade /ˌlemәˈneɪd/
make a snack /ˌmeɪk ə ˈsnæk/
mayonnaise /ˌmeɪəˈneɪz/
milk /mɪlk/
oil /ɔɪl/
on the way back /ɒn ðə ˌweɪ ˈbæk/
onion /ˈʌnjən/
pepper /ˈpepə/
potato /pəˈteɪtəʊ/
prepare /prɪˈpeə/
salt /sɔːlt/
sauce /sɔːs/
snack /snæk/
soup /suːp/
spaghetti Bolognese /spəˌgeti bɒlәˈneɪz/
strawberry /ˈstrɔːbəri/
take out /ˌteɪk ˈaʊt/
tomato /təˈmɑːtəʊ/
tuna /ˈtjuːnə/
(two) bars of chocolate /tuː ˌbɑːrz əv ˈtʃɒklət/
(vanilla) ice cream /(vəˈnɪlə) ˌaɪs ˈkriːm/

2.2 Grammar 4.9

a packet of cornflakes /əˌpækɪt əv ˈkɔːnfleɪks/
basil /ˈbæzəl/
classic /ˈklæsɪk/
cola /ˈkəʊlə/
(egg and tuna) sandwich /(eg ən ˈtjuːnə) ˈsænwɪdʒ/
fridge /frɪdʒ/
ham /hæm/
hamburger/burger /ˈhæmbɜːgə/ˈbɜːgə/
hungry /ˈhʌŋgri/
(mozzarella) cheese /(ˌmɒtsəˌrelə) ˈtʃiːz/
mushroom /ˈmʌʃruːm/
olive oil /ˈɒlәv ɔɪl/
pizza /ˈpiːtsə/
seafood /ˈsiːfuːd/
typical /ˈtɪpɪkəl/

2.3 Listening 4.10

a cup of (flour) /ə ˌkʌp əv (ˈflaʊə)/
banana /bəˈnɑːnə/
boil (potatoes) /ˌbɔɪl (pəˈteɪtəʊz)/
chop (fruit) /ˌtʃɒp (ˈfruːt)/
fantastic /fænˈtæstɪk/
fast food /ˌfɑːst ˈfuːd/
for breakfast /fə ˈbrekfəst/
fry (meat/an omelette) /ˌfraɪ (ˈmiːt/ən ˈɒmlət)/
healthy /ˈhelθi/
heat /hiːt/
mix eggs with (potatoes) /mɪks ˌegz wɪð (pəˈteɪtəʊz)/
mixture /ˈmɪkstʃə/
omelette /ˈɒmlət/
on both sides /ɒn ˌbəʊθ ˈsaɪdz/
pan /pæn/
pancake /ˈpænkeɪk/
put on top of /ˌpʊt ɒn ˈtɒp əv/
recipe /ˈresəpi/
recommend /ˌrekəˈmend/
salad /ˈsæləd/
slice (cheese) /ˌslaɪs (ˈtʃiːz)/
take out of the pan /ˌteɪk ˌaʊt əv ðə ˈpæn/
try /traɪ/
unhealthy /ʌnˈhelθi/
yummy /ˈjʌmi/

2.4 Reading 4.11

chef/cook /ʃef/kʊk/
delicious (food) /dɪˌlɪʃəs (ˈfuːd)/
dish /dɪʃ/
expensive /ɪkˈspensɪv/
experience /ɪkˈspɪəriəns/
floating /ˈfləʊtɪŋ/
fresh food /ˌfreʃ ˈfuːd/
go out for a meal /ˌgəʊ ˌaʊt fər ə ˈmiːl/
grilled (salmon) /ˌgrɪld (ˈsæmən)/
guide /gaɪd/
hot/spicy /hɒt/ˈspaɪsi/
kitchen equipment /ˌkɪtʃɪn ɪˈkwɪpmənt/
local food /ˌləʊkəl ˈfuːd/
meal /miːl/
noodles /ˈnuːdlz/
office /ˈɒfəs/
per person /pə ˈpɜːsən/
price /praɪs/
serve /sɜːv/
speciality /ˌspeʃiˈæləti/
spicy food /ˌspaɪsi ˈfuːd/
stalls /stɔːlz/
street food /ˈstriːt fuːd/
strong /strɒŋ/
take the metro /ˌteɪk ðə ˈmetrəʊ/
taste /teɪst/
traditional food /trəˈdɪʃənəl fuːd/
vegetarian food /ˌvedʒəˈteəriən fuːd/

2.5 Grammar 4.12

crocodile /ˈkrɒkədaɪl/
(food) festival /(ˈfuːd) ˌfestəvəl/
happen /ˈhæpən/
main square /ˌmeɪn ˈskweə/
orange /ˈɒrəndʒ/
squash /skwɒʃ/
supermarket /ˈsuːpəˌmɑːkət/
team /tiːm/
throw /θrəʊ/
wild /waɪld/

2.6 Speaking 4.13

Anything else? /ˌeniθɪŋ ˈels/
Enjoy your meal! /ɪnˌdʒɔɪ jə ˈmiːl/
Here you are. /ˈhɪə juː ɑː/
large /lɑːdʒ/
menu /ˈmenjuː/
(mineral) water /(ˈmɪnərəl) ˌwɔːtə/
order /ˈɔːdə/
pence /pens/
pound /paʊnd/
small /smɔːl/

2.7 Writing 4.14

birthday party /ˈbɜːθdeɪ ˌpɑːti/
bring-your-own party /ˌbrɪŋ jər ˈəʊn ˌpɑːti/
fancy-dress party /ˌfænsi ˈdres ˌpɑːti/
post-exam party /pəʊst ɪgˌzæm ˈpɑːti/

WORD LIST ACTIVITIES

- Divide the class into teams. Students study the list for a few minutes, then close their books. Play *Snowman* with words from the list. Give points for the first team to guess the word and say the correct category.
- Divide the class into four or five teams. They have to give definitions of *vegetarian food, snack, street food* and *dessert* and then give examples of food for each category.

FOCUS REVIEW 2

VOCABULARY AND GRAMMAR

1 Complete the sentences with the words in the box. There are two extra words.

bar bottle carton jar loaf packet tin tub

1 We've got a ___tub___ of ice cream for dessert.
2 I want to buy a ___packet___ of crisps for the party.
3 Can you buy a ___loaf___ of bread at the supermarket?
4 That ___jar___ of honey is almost empty. We need to buy a new one.
5 Please can you pass me that ___bottle___ of ketchup?
6 There's a ___carton___ of juice on the table.

2 Complete the sentences with the correct form of the words in capitals.

1 My father makes delicious omelettes. They are his ___speciality___ . **SPECIAL**
2 Fish and chips are a ___traditional___ food in Britain. Many people eat them. **TRADITION**
3 The food in that restaurant is ___local___ . It is from farms near to the town and it's very good. **LOCATION**
4 I usually have ___grilled___ fish and salad for lunch. **GRILL**
5 I don't eat meat. I'm a ___vegetarian___ . **VEGETABLE**
6 Curry can be very ___spicy___ – it's often too hot for me to eat. **SPICE**

3 Choose the correct option.

1 There isn't (*much*) / *many* bread.
2 I drink *any* / (*a lot of*) water every day.
3 There's *any* / (*some*) orange juice in the fridge.
4 How *much* / (*many*) pizzas do you eat a month?
5 Are there (*any*) / *some* mushrooms on the pizza?
6 There isn't (*any*) / *some* cheese in my sandwich.

4 Complete the sentences with *a/an*, the or Ø (no article).

1 Do you like ___Ø___ mushrooms?
2 Let's go out for ___a___ meal tonight.
3 Please can I have ___an___ apple?
4 Dino's is a restaurant near my house. ___The___ restaurant is popular with young people.
5 We always have an omelette for breakfast on ___Ø___ Sunday.
6 Cheese is ___an___ ingredient for pizzas.

USE OF ENGLISH

5 Choose the correct answer, A, B or C.

1 **X:** Hi, Mum. I'm hungry!
Y: Good morning! Do you want sausages for ___ ?
A dinner (B) breakfast C dessert
2 **X:** Do you want anything from the shops?
Y: Yes, I'd like ___ bar of chocolate, please.
A the B Ø (C) a
3 **X:** A mushroom pizza. Is that everything?
Y: Yes. How ___ is it?
X: It's £6.50, please.
(A) much B many C any
4 **X:** What do you want to drink?
Y: Some ___ , please.
A honey B ham (C) juice
5 **X:** Can I have a sandwich?
Y: Sorry, we haven't got ___ bread.
A some (B) any C a
6 **X:** Do you want to go to a restaurant tonight?
Y: No, let's get a ___ .
A street food (B) takeaway C fast food

6 Read the text and choose the correct answer, A, B or C.

FOOD FOR SUMMER

Salad is the perfect food for summer. It's easy to [1]_____ and it's very good for you. Salads usually have [2]_____ tomatoes, onions and lettuce. But, you can put any ingredients you want [3]_____ your salads! For example, you can add fruit such as strawberries or apples. You can add a [4]_____ of tuna or some ham too. You can also make a salad with rice – it's [5]_____ ! So next time you want to make a meal or a [6]_____ , remember – try a salad.

1 A makes B making (C) make
2 (A) some B any C many
3 (A) into B with C at
4 A bag B packet (C) tin
5 A favourite (B) delicious C strong
6 A tea (B) snack C dessert

LISTENING

7 1.59 Listen to a conversation between Beth and Katie. Complete the information with up to four words in each gap.

1 Date of meeting: ___Friday (afternoon)___
2 Place: ___Katie's home___
3 Food: ___Spaghetti with vegetables/tomatoes and mushrooms___
4 Dessert: ___Strawberry ice cream___
5 Time of meeting: ___3:30 p.m.___

REFERENCES

Audioscript **p. 162**

EXTRA ACTIVITIES

- Photocopiable resource 11 Vocabulary and grammar check 1 (15 min.) pp. 179, 201
- Word Practice 2, WORD STORE booklet, p. 4
- Photocopiable resource 12 *In a café* (speaking; 8 min.) pp. 179–180, 202
- Photocopiable resource 13 *Food festival* (writing; 11–12 min.) pp. 180, 203
- Extra digital activities: Reading and Use of English

34

READING

8 What does each notice say? Read notices A–C and match them with questions 1–7. There is one extra question.

1 Where can you learn some new recipes? B
2 At which food festival can you listen to live music? C
3 Which festival has got food from only one area of Britain? B
4 Which festival is free for everybody? A
5 Where can you buy clothes as well as food? C
6 At which festival can you try out your own recipes?
7 Where can you try food from other countries? A

A

The Loch Lomond Food & Drink Festival

is one of the most popular festivals in Scotland. It brings over 20,000 people to the area to enjoy the delicious food and drink. It takes place every year in September and lasts two days. You can try and buy local food and traditional Scottish food. There is a Continental Market with foods from many different countries in Europe too. You can also watch top chefs prepare food. It's free!

B

The Cheshire Food Festival

is a celebration of all the different foods from Cheshire in the north of England. The festival also supports local restaurants, farmers and food producers. You can try some fantastic food and watch some cooking demonstrations. There are also cooking classes so you can prepare some dishes. It takes place in the gardens of Walton Hall and only costs £2 per person. It's free for children under 12 years old.

C

THE GREAT BRITISH FOOD FESTIVAL

is a fantastic event for all the family. Watch top chefs cook, try amazing food from all over the country and enjoy the many bands that play there. There are several competitions, such as the famous Cake Off. There's entertainment for children too, including a magician. There's also a market with crafts and T-shirts, tops and trousers. A family ticket is £20 (two adults + two children). Don't miss it!

SPEAKING

9 Put C for Customer or S for Server next to each sentence.

1 I'd like a small pizza, please. C
2 Anything else? S
3 Are you ready to order? S
4 No, thanks. That's it. C
5 Enjoy your meal. S
6 How much is it? C

10 Do the task in pairs.

Menu

Main course		**Drinks**			
Chicken salad	4.50	Cola	*small* 0.60	*large*	1.45
Burger and chips	4.25	Juice	*small* 0.80	*large*	1.70
Pizza	3.75	Lemonade	*small* 0.50	*large*	1.10
Cheese omelette	3.80	Tea	1.20		
Dessert					
Chocolate cake	2.50				
Ice cream	1.25				
Pancakes	2.45				

Student A

You work in a café.

- Greet Student B and ask for his/her order (*ready/order?*) for food and drink (*what/drink? what/size? anything else?*).
- Use the menu to help you.
- Give price and thank Student B.

Student B

You are a customer in a café.

- Ask Student A for something to eat and drink.
- Use the menu to help you.
- Choose your drink size.
- Ask how much it costs and pay for your order.

WRITING

11 Read the writing task. Match sentences a–d to points 1–4 in the task. Then do the task.

a It's a Festival of Spicy Food. It's next weekend and it's free.
b Can you come? Email or text me and let me know.
c Would you like to come to a fantastic food festival with me?
d How are you?

You are interested in healthy food and you like trying dishes from different countries. You're going to a food festival and want to invite your friend. Write an email to him/her and include these points:
1 Greet him/her and ask how he/she is. d
2 Say where and when the festival is. c
3 Say what you can see and do there. a
4 Invite him/her to come. b

NEXT CLASS

- Ask students to do Self-check 2.9, WB pp. 34–35, as homework.
- Ask students to prepare for Unit Test 2: Assessment Package, Unit 2.
- Ask students to prepare for Review Test 1: Assessment Package, Unit 2.

PROJECT

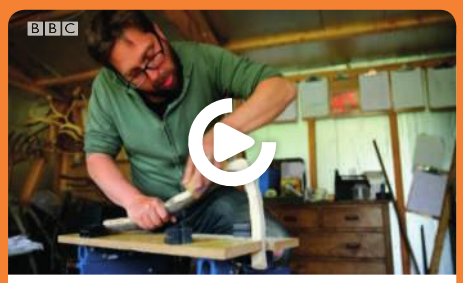
- How to teach with projects p. T19
- Think about your favourite food. What ingredients do you need to make it? When do you eat it? Do some research and prepare a presentation or video about it. Then present it to your class.

3 Work

I like work: it fascinates me. I can sit and look at it for hours.

Jerome K. Jerome, *Three Men in a Boat: To Say Nothing of the Dog!*

BBC



GROWING FURNITURE

12 Watch the BBC video.
For the worksheet, go to page 112.

UNIT 3 VIDEOS

BBC Growing furniture 12

GRAMMAR ANIMATION
Lesson 3.2 13 Lesson 3.5 14

FOCUS VLOG A typical day
Lesson 3.5 15

3.1 VOCABULARY

Jobs • *work* and *job* • prepositions

I can use language related to jobs and types of work.

SHOW WHAT YOU KNOW

1 **Think about jobs and write down as many as you can in one minute. Compare with other people in the class.**

2 **Look at the list of jobs in the box and translate them into your own language.**

accountant ☐ architect 4 artist ☐ astronaut 8
builder ☐ dentist ☐ doctor ☐ engineer 7
factory worker ☐ farmer ☐ gardener 6 hairdresser 9
journalist ☐ lawyer ☐ mechanic ☐ nurse 2
plumber ☐ receptionist ☐ scientist ☐ shop assistant ☐
soldier ☐ taxi driver 10 teacher 5 vet 3 waiter 1



REFERENCES

Audioscript **p. 162**
Videoscrcipt **p. 170**
Using videos in the classroom **p. T14**

EXTRA ACTIVITIES

- Photocopiable resource 14 *Guess my job!* (13–15 min.) pp. 180, 204
- Photocopiable resource 15 Test yourselves (10 min.) pp. 180, 205
- Extra digital activities: Vocabulary Checkpoint
- Make two lists on the board under the headings *jobs we would like to do* and *jobs we wouldn't like to do*. Elicit different jobs and have students decide which column the jobs should go in and why.

WORKBOOK

pp. 36–37, including *Show What You've Learnt*

NEXT CLASS

36

3 **Match photos 1–10 with ten of the words in Exercise 2.**

4 SPEAKING **Which job would you not like to do? Why?/Why not? Discuss.**

5 2.1 **Listen to five people talking about their jobs. Match speakers A–E to five of the photos.**

A 2 B 10 C 6 D 4 E 5

6 2.1 **Listen again and match speakers A–E with sentences 1–12.**

1 He/She works with children. E
2 He/She has **a badly-paid job**. A
3 He/She likes this job but wants a different one. B
4 He/She doesn't work for a company. D
5 He/She works in a school. E
6 He/She has **a part-time job** now and would like **a full-time job**. C
7 He/She sometimes works in a team with others. D
8 He/She says he/she **works hard**. A
9 He/She works with his/her hands. C
10 He/She sometimes **works long hours** and sometimes **works only two hours a day**. B
11 He/She works in a hospital. A
12 He/She works on small projects. D





Go to **WORD STORE 3** page 7

WORD STORE 3A Jobs

7 2.2 **Complete WORD STORE 3A with the jobs in Exercise 2. Then listen, check and repeat.**

8 **Complete the sentences with the jobs in WORD STORE 3A.**

1 A ___nurse___ works in a hospital.
2 In a restaurant, the ___waiter___ brings you the menu.
3 A ___hairdresser___ cuts people's hair.
4 I need a ___mechanic___ because there's a problem with my car.
5 A ___journalist___ usually works for a newspaper or a TV station.
6 Maria works at that hotel as a ___receptionist___ .
7 An ___accountant___ works with numbers and financial documents.
8 Jorge is a ___teacher___ in the local school. There are fifteen students in his class.

WORD STORE 3B *work* and *job*

9 2.3 **Look at the phrases in red in Exercise 6 and complete WORD STORE 3B with *work* and *job*. Then listen, check and repeat.**

10 **Think about the people you know. Complete the sentences and compare with a partner.**

1 _____ works hard. He/She is a …
2 _____ has got a part-time job. He/She is a …
3 _____ works long hours, sometimes ___ hours a day. He/She is a …
4 _____ has got a well-paid job. He/She is a …
5 _____ works full-time. He/She is a …
6 _____ has got a badly-paid job. He/She is a …

WORD STORE 3C Prepositions

11 2.4 **Complete WORD STORE 3C with the prepositions in the underlined phrases in Exercise 6. Then listen, check and repeat.**

12 SPEAKING **Complete the questions with the prepositions in WORD STORE 3C. Then ask and answer.**

1 Would you prefer to work ___for___ a company or to be your own boss? Why?
2 Would you like to work ___with___ children? Why?/Why not?
3 Would you like to work ___in___ a café?
4 Do you like to work ___with___ your hands?
5 Would you like to work ___from___ home? Why?/Why not?
6 Do you prefer to work ___on___ a project alone or ___in___ a team?

I would prefer to be my own boss. You work hard then, but you decide when to work.
I would like to work with children. They are fun and interesting.

- Ask students to prepare for a 10–20-minute Vocabulary Quiz: Assessment Package, Unit 3.1, Vocabulary.
- Ask students to do *Show What You Know* in the WB, p. 38.

VIDEO 13

3.2 GRAMMAR

Present Continuous

I can use the Present Continuous to talk about events happening at the time of speaking.

"Hi Sarah, how are you? What are you doing? Oh. No, sorry, I can't help you, I'm very busy. I'm chopping the vegetables for salads … Are Maria and Anna working? Yes, they are – Maria is making coffee and there are a lot of customers! Anna is busy too, she's washing the dishes. And Gomez is talking to a man at the back door. I think they're having an argument … No, Adam isn't looking at his phone as usual, he's taking money from the customers! We're really all very, VERY busy! Oh, wait, Gina isn't doing anything. She's just standing there. GINA! What are you doing?!"





1 SPEAKING **Look at the people in the picture. Where do they work? What do they do?**

Sally is a cook. She prepares food.

2 2.5 **Read and listen to Sally's telephone conversation with Sarah. Look at the picture. Does she tell her the truth?** Yes.

3 **Complete the GRAMMAR FOCUS with the verbs in blue in Exercise 2.**

GRAMMAR FOCUS 13

Present Continuous: *am/are/is + -ing* form

You use the Present Continuous to talk about actions at the time of speaking.

+	*I* [1] *'m chopping vegetables.* *Gomez* [2] *is talking to a man.* *They* [3] *'re having an argument.*
–	*Gina* [4] *isn't doing anything.* *Adam* [5] *isn't looking at his phone.*
?	*What* [6] *are you doing ?* [7] *Are Maria and Anna working ?* *Yes, they are./No, they aren't.*

Exercise 5

1 What is the teacher doing?
2 Is anyone sitting near a window?
3 Is anybody wearing something black?
4 Are any students writing?
5 Are all the students doing this exercise?

REMEMBER THIS

To form the *-ing* form:
- add *-ing* to the verb: *stand* → *standing*, *work* → *working*
- if the verb ends in *-e*, drop *-e*: *make* → *making*
- if the verb ends with a short vowel + a consonant, double the last letter: *fit* → *fitting*, *chop* → *chopping*

4 **Complete the sentences about the picture. Use the positive or negative form of the verbs in the box.**

~~cook~~ chop discuss have make talk wash work

1 Sally *isn't cooking*. She is talking to Sarah on the phone.
2 Maria isn't washing the dishes. She is making coffee.
3 Gomez isn't chopping vegetables. He is discussing something with a man at the back door.
4 Adam and Maria aren't having an argument. They are busy and they are working hard.

5 **Write questions from the prompts.**

1 doing / is / the teacher / What?
2 near / anyone / Is / a window / sitting?
3 anybody / black / wearing / something / Is?
4 any / writing / Are / students?
5 this / Are / doing / all the students / exercise?

6 SPEAKING **Ask and answer the questions in Exercise 5.**

A: *What is the teacher doing?*
B: *He/She is writing on the board.*

Grammar page 128

REFERENCES

Using videos in the classroom **p. T14**

EXTRA ACTIVITIES

- Grammar animation
- Photocopiable resource 16 Test yourselves (10 min.) pp. 181, 206
- Extra digital activities: Grammar Checkpoint

WORKBOOK

p. 38, including *Show What You've Learnt*

NEXT CLASS

- Ask students to prepare for a 10–20-minute Grammar Quiz: Assessment Package, Unit 3.2, Grammar.
- Ask students to write a description of what is happening in one of the photos on page 39.

38

3.3 LISTENING

True/False

I can identify key details in a simple radio programme.

1 Read about Peace Corps and answer the questions.

1 Which country is the Peace Corps from?
2 What does the Peace Corps do?
3 What do the volunteers do?

US TODAY

Peace Corps is a US government programme. It sends American volunteers to work abroad. Peace Corps promotes peace and friendship in the world. Volunteers work with children and adults. They teach them subjects such as English, Business Skills and Information Technology. The local people also learn practical skills. Volunteers can work in health, education or agriculture.







2 What kind of information is missing in each gap? Match gaps 1–6 with definitions a–f.

1 More than __c__ Peace Corps Volunteers are working around the world today.
2 The first speaker, Amy, is in __a__ .
3 Amy is helping to build a new __f__ .
4 Terri and her co-workers are producing fresh __b__ for people in hospital.
5 Richard is learning __d__ from the children.
6 Peace Corps Volunteers meet people who are __e__ .

a the name of a country
b a kind of food
c a number
d something you can learn
e an adjective
f a type of building

3 2.6 Listen to a radio programme. Complete sentences 1–6 in Exercise 2.

EXAM FOCUS True/False

4 2.6 Listen again. Are statements 1–6 true (T) or false (F)?

1 Peace Corps Volunteers live and work in 57 countries. F
2 Amy likes the place where she's living. T
3 Terri doesn't like physical work. F
4 Some patients work in the hospital garden. T
5 The children learn more than to make bread. T
6 Richard says being a volunteer is easy. F

5 SPEAKING Would you like to work as a volunteer abroad? Which statements do you agree with? Discuss with a partner.

I would like to do voluntary work abroad because:
- I love travelling.
- I want to learn about the world.
- I would like to teach English to children in Africa.

I wouldn't like to work abroad because:
- I don't like foreign food.
- I'm rubbish at learning languages.
- I'm scared of new places.

PRONUNCIATION FOCUS

6 2.7 Listen, identify and circle the silent letter in each word. Then listen again and repeat.

1 p l u m b e r
2 l a w y e r
3 w r i t e r
4 g o v e r n m e n t
5 c l i m b e r
6 l i s t e n
7 k n o w

WORD STORE 3D *learn* and *teach*

7 2.8 Look at the phrases in Exercises 4 and 5 and complete WORD STORE 3D with *learn* or *teach*. Then listen, check and repeat.

8 SPEAKING What are you learning this week? What is your teacher teaching you?

This week we are learning about the history of Europe.
Our teacher is teaching us about World War II.

Exercise 1
1 The USA.
2 It sends volunteers abroad and promotes peace and friendship.
3 They work in health, education and agriculture.

Exercise 3
1 9,000
2 Tanzania
3 school
4 vegetables
5 (street) Spanish
6 different

REFERENCES

Audioscript **pp. 162–163**

EXTRA ACTIVITIES

- Students read out their descriptions for the rest of the class to identify the photo. Ask how they think the photos are related to Peace Corps. Listen to their ideas.
- Divide the class into two. One group is responsible for describing the advantages of doing volunteer work. The other is responsible for describing the disadvantages. A spokesperson is appointed for each group and a vote is taken at the end on who had the better argument.

WORKBOOK

p. 39

NEXT CLASS

Ask students to think of their dream job and make notes about it for discussion in the next class.

39

3.4 READING

Matching

I can read a simple article and identify specific information.

1 SPEAKING **Look at the photos and discuss the questions with a partner.**

1 Think of two things each person can do in his or her job.
2 Which job do you think is the most interesting?

2 **Read the article and check your ideas in Exercise 1.**

EXAM FOCUS Matching

3 **Read the article again and answer the questions. Write M (Monica), P (Paul) and T (Tom).**

1 Who says his/her job is well paid? P
2 Who helps busy people? M
3 Who has a well-paid job? Which person works with his/her hands? T
4 Who sometimes works outdoors? M
5 Who follows plans prepared by someone else? T
6 Who meets people he/she likes? M
7 Who uses a special object in his/her work? P
8 Who would like to have a higher position in his/her job? T

4 SPEAKING **Discuss the questions.**

1 Do you know anybody who does the jobs in the article?
2 Which of these jobs would you most like to do? Why?
3 Which one would you not like to do? Why not?

My cousin is a pet sitter in summer.
I love ice cream, so I would like to be an ice cream taster.

5 2.10 **Complete the sentences with the words in blue in the article. Then listen, check and repeat.**

1 A *factory* is a big place where they produce things.
2 If a job is *demanding*, you work hard in it.
3 A *customer* is a person who buys a product or service.
4 The *quality* of a product means how good the product is.
5 If you are *responsible* for something, it is your duty or your job to take care of it.
6 Your *salary* is the money you get regularly for work (usually every month).

6 SPEAKING **Complete the advertisement with the words in Exercise 5. Would you like to do this job? Why?/Why not? Tell your partner.**

SWEET JOB

Cindy's Chocolate® needs energetic, young Activity Leaders to work with young children who come to visit our [1] *factory*. As an Activity Leader you are [2] *responsible* for organising activities for groups of ten children. The work is [3] *demanding* but fun.

- Do you communicate well with children?
- Can you make our young [4] *customers* feel welcome?
- Do you care about the [5] *quality* of your work?

If the answer is yes, reply today to www.cindyschocolate.co.uk!

Starting [6] *salary* £960 per month (full-time) plus 1 kilogram of chocolate products.

WORD STORE 3E Collocations

7 2.11 **Complete WORD STORE 3E with the underlined words in the article. Then listen, check and repeat.**

8 **Choose the correct option.**

1 Ana earns a good *salary* / *job*.
2 I want to change my job. I don't like working in a restaurant and I don't earn *some* / *enough*.
3 How does he earn *his living* / *a lot*?
4 Lucas has a new job. He doesn't earn a *week* / *a lot*, but he's very happy.
5 Do you want to earn *some* / *lot* money? Join our team now!

9 SPEAKING **Discuss the statements with a partner.**

A good job: what does it mean?

1 You earn a lot.
2 You earn enough for your needs.
3 It is interesting and demanding.
4 It is not very demanding.
5 It is useful to other people.
6 You meet a lot of people.

REFERENCES

Culture notes **p. 154**

EXTRA ACTIVITIES

- In groups, students describe their dream jobs without saying what they are. The other members of the group listen and try to guess what the jobs might be.
- In pairs, students choose one of the people (Monica, Paul or Tom). They write five questions to try and find out who their partner has chosen, e.g. *Is your job demanding?, Do you work on the beach?, Do you understand animals?*. They ask their questions.

WORKBOOK

pp. 40–41

40

WORK OR HOBBY?

2.9

Can you really earn your living by eating ice cream, building with Lego or walking a dog? Yes, you can!

PET SITTER

Monica looks after other people's dogs.

When people spend many hours at work, or when they are going away, they phone our company. We look after the dog for them. I go to the customer's house. First I talk to the dog, and when it knows me and isn't afraid, I take it for a walk. I play with it and give it food.

I don't earn a lot, but I like the job because I like dogs. I have three myself. I understand them, I know how to take care of them and communicate with them. Meeting a new dog is interesting to me, almost like meeting a person. And I also meet people – my favourite kind: dog lovers!

ICE CREAM TASTER

Paul tastes ice cream for a living.

I like my job, but it's not the same as eating ice cream on the beach! I'm responsible for the quality of our product. I need to know the small difference between 'good' and 'amazing' ice cream. When I come to the factory, thirty samples are waiting for me in a fridge. I take them out and wait: I can taste the ice cream better when it's not too cold. I always use a gold spoon. Other metals change the taste. My personal favourites are mango in the summer, chocolate in winter and vanilla at any time! I enjoy the work, I earn a good salary, but on some days I think: I never want to eat another spoonful of ice cream in my life!

LEGO® MODEL BUILDER

Tom gets paid for building with Lego bricks.

Some people don't believe me when I tell them what I do. They ask, 'They pay you to play with Lego?' Well, almost. But I can't build what I like. When we are working on a model – it can be a castle, a helicopter, a dinosaur - the Master Builder makes the plans and the team puts the model together. It's fun, I earn enough, but it's also quite demanding. The most difficult part is moving the models – they can break and then we have extra work. My favourite project? A three-metre model of Big Ben in London: 61,200 bricks! My ambition is to become a Master Builder and work on my own ideas.

NEXT CLASS

- Ask students to do *Show What You Know* in the WB, p. 42.
- Ask students to write three true and three false sentences about themselves using the Present Simple and Present Continuous.

3.5 GRAMMAR

Present Simple and Present Continuous

I can use the Present Simple and Present Continuous to talk about present actions.

1 Read the text and answer the questions.

1 What is the girl's job? She is a receptionist.
2 What are the hotel staff doing today? They are preparing for a big party.



Every summer, I work as a receptionist in the local hotel. I like it. It's usually quiet and I don't have a lot of work. When guests arrive, I give them their keys. At 11 a.m., I always have coffee and a cake.

But this summer everything's different. Our town is organising an arts festival. A hundred people are staying at the hotel. Today we're preparing for a big party! At the moment, the waiters are bringing more tables and the manager is telling me to do three different jobs. I hate it when it is like this! No coffee for me today!

2 Complete the GRAMMAR FOCUS with the verbs in blue in Exercise 1.

GRAMMAR FOCUS 14

Present Simple and Present Continuous

You use the **Present Simple** to talk about facts, habits and routines.
When guests [1] *arrive*, *I* [2] *give* *them their key.*
At 11 a.m., I always [3] *have* *coffee and a cake.*
Time expressions: *always, usually, every day/morning/summer, on Saturdays*, etc.

You use the **Present Continuous**:

- to talk about activities at the moment of speaking:
  The waiters [4] *are bringing* *more tables. The manager* [5] *is telling* *me to do three different jobs.*
- to talk about temporary actions:
  Our town [6] *is organising* *an arts festival. (this summer)*
  Time expressions: *at the moment, now, right now, today, this month, this summer*, etc.

REMEMBER THIS

These verbs do not have the Present Continuous form: *believe, hate, know, like, love, mean, need, prefer, understand, want.*

Exercise 6

2 Are you learning to play a musical instrument at the moment?
3 Does your best friend live near you?
4 Do your parents work in a big company?
5 Do you go on holiday abroad every year?
6 Is your English teacher talking at the moment?

3 Complete the sentences with the Present Simple or the Present Continuous form of the verbs in brackets.

1 I *work* (work) as a mechanic for SuperCars.
2 Jane *is working* (work) as a waitress in a café this summer.
3 Please don't talk to me now. I *am finishing* (finish) an email.
4 I *finish* (finish) work at five.
5 We *go* (go) to the cinema on Saturdays, but today we *are going* (go) to the theatre.

4 Complete Freddie's email with the correct form of the verbs in brackets.

Hi Emily,

Guess where I am? At the moment, I [1] *'m looking* (look) at the Atlantic!

I've got a holiday job as an au pair with a Spanish family. They're on holiday in Vigo just now, and I [2] *'m looking* (look) after the children.

I usually [3] *play* (play) with the kids, but at the moment they [4] *are sleeping* (sleep). It's their siesta. I usually [5] *relax* (relax) too, but today I [6] *'m writing* (write) to you.

My 'working' day [7] *starts* (start) early; I [8] *take* (take) the children for a swim. They [9] *love* (love) the water! After dinner, I [10] *read* (read) stories to them. The sun [11] *is shining* (shine) and life [12] *is* (be) perfect! I [13] *believe* (believe) I've got the best job in the world.

What about you? How's your holiday job going?

Love,

Freddie

5 Write true statements from the prompts. Use the Present Simple or the Present Continuous.

1 I / do / a lot of sports
I do a lot of sports or *I don't do a lot of sports.*
2 I / learn / to play a musical instrument / at the moment
I'm (not) learning to play a musical instrument at the moment.
3 My best friend / live / near me
My best friend lives/doesn't live near me.
4 My parents / work / in a big company
My parents (don't) work in a big company.
5 We / go / on holiday abroad / every year
We (don't) go on holiday abroad every year.
6 My English teacher / talk / at the moment
My English teacher is talking/isn't talking at the moment.

6 Write questions for the statements in Exercise 5. Then ask and answer with a partner.

A: *Do you do a lot of sports?*
B: *Yes, I do* or *No, I don't.*

FOCUS VLOG 15 A typical day

15 **Watch the Focus Vlog. For the worksheet, go to page 113.**

Grammar page 129

REFERENCES

Culture notes **p. 154**
Videoscript **p. 170**
Using videos in the classroom **p. T14**

EXTRA ACTIVITIES

- Grammar animation
- Photocopiable resource 17 *Question Time* (15 min.) pp. 181, 207
- Extra digital activities: Grammar Checkpoint
- In pairs, students exchange the sentences they have prepared and guess if their partner's sentences are true or false.

WORKBOOK

p. 42, including *Show What You've Learnt*

NEXT CLASS

- Ask students to prepare for a 10–20-minute Grammar Quiz: Assessment Package, Unit 3.5, Grammar.

3.6 SPEAKING

Describing a photo

I can describe everyday things, basic activities and events in a photo.

1 SPEAKING **Look at Photo A and discuss the questions with a partner.**

1 Who is in the photo?
2 Where are they?
3 What are they doing?

2 2.12 **Listen to a student describing Photo A. Compare his answers with yours.**

3 2.12 **Listen again. What other questions does the student answer?**

1 What are the people wearing?
2 How old are they? ✓
3 Are they working alone or in a team? ✓
4 Is the work hard? ✓
5 How are they feeling? ✓
6 What are they thinking?
7 Do you think they like their job? ✓

4 2.12 **Read the SPEAKING FOCUS. Then listen again. Which phrases do you hear?**

SPEAKING FOCUS

Describing a photo

Who? Where? What are they doing?
The photo shows (a person/people) in a (place). ✓
In the photo there is/there are (a person/people) in a (place).
He/She is … /They are … + *ing* ✓

Details of the picture
On the left/On the right … ✓
In the background …
We can also see …
He/She's wearing …

What you think
Perhaps …/Maybe … ✓
I think he is …/they are … ✓

REMEMBER THIS

You use the **Present Continuous** to say what people are doing in a photo.

5 SPEAKING **Follow the instructions below to talk about Photos B and C. Use the SPEAKING FOCUS to help you.**

1 Say who is in the photo and where they are.
2 Say what the people are doing.
3 Choose two questions from Exercise 3 and answer them.

6 SPEAKING **Would you like to do the job in your photo? Why?/Why not?**

A



Exercise 1

1 There are two people in the photo. They are mechanics.
2 They are in a garage.
3 They are repairing or servicing a car.

B



C



REFERENCES

Audioscript **p. 163**

WORKBOOK

p. 43

EXTRA ACTIVITIES

• Students write a description of a job they would like to do and read it out to the class.

3.7 WRITING

An email of request

I can write a short email of request.



1 2.13 **Listen to the conversation between Rose and her boss, Jeremy. What does Jeremy want Rose to do? Complete the missing information.**

- phone a [1] restaurant
- order [2] lunch for [3] twelve people (for the meeting)
- remember to order something for [4] vegetarians
- need lunch by [5] 12:30
- prepare bags of [6] presents for customers

2 **What's Rose's problem? What do you think she decides to do?** She has an exam and has to leave the office.

3 **Read Email 1. What is wrong with it?**

1 There is not enough information. ✓
2 There is too much information.
3 The message is not clear.
4 The request is not polite. ✓
5 The message is too long.

To: Greg Sutter
From: Rose Orton
Subject: Tomorrow's meeting

Greg,

Phone a restaurant and order lunch for the people at the meeting. Order something for vegetarians, too. Prepare bags of presents for everyone. Use the pens in my desk.

Rose

4 **Read Email 2. Why is it better?**
There is more information, it's more polite.

To: Greg Sutter
From: Rose Orton
Subject: Tomorrow's meeting

Greg,

[A] I've got a problem and I need your help with tomorrow's meeting. I've got an exam in half an hour and I haven't got the time to do this.

[B] Please could you phone a good restaurant and order lunch for twelve people for tomorrow's meeting at 12:30? Could you order some vegetarian dishes, too? Also, we need to prepare bags of presents for the customers. There are twenty expensive pens in a box in my desk and you could use those. The receptionist has got company bags to put them in.

[C] Sorry to bother you, but I just don't have the time.

Thanks a lot,
Rose

5 **Read Rose's Email 2 again. Match explanations 1–3 with parts A–C of the email.**

1 Rose asks Greg to do some things. B
2 Rose introduces her problem. A
3 Rose thanks Greg and says she's sorry for the trouble. C

6 **Complete the WRITING FOCUS with words and phrases in Rose's Email 2.**

WRITING FOCUS

An email of request

- **Introduction**
  I've got a [1] problem.
  I need your/some [2] help .
  Could you help me?
  Could you do me a favour?
- **Requests**
  Please [3] could you …?
  Could you please …?
  Do you think you could …?
  Could you also …?
- **Conclusion**
  (So) Sorry to [4] bother you.
  Thanks [5] a lot . / Thank you very much.

7 **Rewrite sentences 1–4 as polite requests. Use the words in brackets.**

1 Take this letter to the post office. (could/please)
Could you please take this letter to the post office?
2 Phone the plumber. (think/could)
3 Give these papers to Mr Flynn. (please/favour)
4 Ask him to sign them. (also/please)

SHOW WHAT YOU'VE LEARNT

8 **Write an email to a colleague. Ask him/her to do the things you cannot do. Use the WRITING FOCUS to help you.**

You work in a small music shop. You don't feel well and you're going home.
Things you haven't got time to do:
- send the three CDs on the desk to Mr L. Henderson (the address is on a piece of paper with the CDs),
- email Mrs Young and tell her we've got the old Beatles LP for her,
- phone the computer man. The system isn't working well.

Exercise 7
2 Do you think you could phone the plumber?
3 Could you do me a favour and give these papers to Mr Flynn, please?
4 Could you also ask him to sign them, please?

REFERENCES
Audioscript **p. 163**

EXTRA ACTIVITIES
• Students choose from *doing homework, walking the dog, organising a party, painting* and *reorganising their bedroom* and write an email to a friend asking for their help. They use the language from the WRITING FOCUS.

WORKBOOK
p. 44, including *Show What You've Learnt* and *Show That You've Checked*

NEXT CLASS
Ask students to study the Word list on page 45.

3.1 Vocabulary 4.15

accountant /ə'kaʊntənt/
architect /'ɑːkətekt/
artist /'ɑːtɪst/
astronaut /'æstrənɔːt/
badly-paid/well-paid job /ˌbædli 'peɪd / ˌwel peɪd 'dʒɒb/
boss /bɒs/
builder /'bɪldə/
dentist /'dentɪst/
do projects /ˌduː 'prɒdʒekts/
do sth useful /ˌduː ˌsʌmθɪŋ 'juːsfəl/
doctor /'dɒktə/
drive around /ˌdraɪv ə'raʊnd/
engineer /ˌendʒə'nɪə/
factory worker /'fæktəri ˌwɜːkə/
farmer /'fɑːmə/
full-time/part-time job /ˌfʊl taɪm/ˌpɑːt taɪm 'dʒɒb/
gardener /'gɑːdnə/
hairdresser /'heəˌdresə/
journalist /'dʒɜːnəlɪst/
lawyer /'lɔːjə/
mechanic /mɪ'kænɪk/
nurse /nɜːs/
patient /'peɪʃənt/
plumber /'plʌmə/
profession /prə'feʃən/
receptionist /rɪ'sepʃənɪst/
scientist /'saɪəntɪst/
shop assistant /'ʃɒp əˌsɪstənt/
soldier /'səʊldʒə/
taxi driver /'tæksi ˌdraɪvə/
teacher /'tiːtʃə/
vet /vet/
waiter/waitress /'weɪtə/'weɪtrəs/
work (eight) hours a day /ˌwɜːk (eɪt) ˌaʊəz ə 'deɪ/
work for a company /ˌwɜːk fər ə 'kʌmpəni/
work from home /ˌwɜːk frəm 'həʊm/
work full-time/part-time /ˌwɜːk ˌfʊl 'taɪm/ˌpɑːt 'taɪm/
work hard /ˌwɜːk 'hɑːd/
work in a (supermarket/hospital) /ˌwɜːk ɪn ə ('suːpəˌmɑːkɪt/'hɒspɪtl)/
work in a team /ˌwɜːk ɪn ə 'tiːm/
work long hours /ˌwɜːk lɒŋ 'aʊəz/
work on a project/the details /ˌwɜːk ɒn ə 'prɒdʒekt/ðə 'diːteɪlz/
work with people/children /ˌwɜːk wɪð 'piːpəl/'tʃɪldrən/
work with your hands /ˌwɜːk wɪð jə 'hændz/
worker /'wɜːkə/

3.2 Grammar 4.16

discuss /dɪ'skʌs/
have an argument /ˌhæv ən 'ɑːgjəmənt/
make coffee /ˌmeɪk 'kɒfi/
serve customers /ˌsɜːv 'kʌstəməz/
talk on the phone /ˌtɔːk ɒn ðə 'fəʊn/
work in the kitchen /ˌwɜːk ɪn ðə 'kɪtʃɪn/

3.3 Listening 4.17

agriculture /'ægrɪˌkʌltʃə/
be scared of /ˌbi 'skeəd əv/
build /bɪld/
co-worker /ˌkəʊ'wɜːkə/
difficult /'dɪfɪkəlt/
do voluntary work /ˌduː 'vɒləntəri wɜːk/
easy /'iːzi/
education /ˌedjʊ'keɪʃən/
exciting /ɪk'saɪtɪŋ/
fascinating /'fæsəneɪtɪŋ/
foreign /'fɒrən/
government programme /'gʌvəmənt ˌprəʊgræm/
health /helθ/
learn a new language /ˌlɜːn ə njuː 'læŋgwɪdʒ/
learn about yourself/the world /ˌlɜːn əˌbaʊt jɔː'self/ðə 'wɜːld/
learn practical skills /ˌlɜːn 'præktɪkəl skɪlz/
learn Spanish from a friend /ˌlɜːn ˌspænɪʃ frəm ə'frend/
learn to make bread /ˌlɜːn tə meɪk 'bred/
life choices /'laɪf ˌtʃɔɪsɪz/
life experience /'laɪf ɪkˌspɪəriəns/
make money /ˌmeɪk 'mʌni/
meet people /ˌmiːt 'piːpəl/
Peace Corps /'piːs kɔː/
physical work /'fɪzɪkəl ˌwɜːk/
produce (fresh) vegetables /prəˌdjuːs (freʃ) 'vedʒtəbəlz/
promote peace and friendship /prəˌməʊt ˌpiːs ən 'frendʃɪp/
rubbish at /'rʌbɪʃ ət/
run (a bakery) /ˌrʌn (ə 'beɪkəri)/
run a vegetable garden /ˌrʌn ə 'vedʒtəbəl ˌgɑːdn/
send volunteers to work /ˌsend ˌvɒlən'tɪəz tə 'wɜːk/
subject /'sʌbdʒɪkt/
teach children Spanish/teach Spanish to children /ˌtiːtʃ ˌtʃɪldrən 'spænɪʃ/ ˌtiːtʃ ˌspænɪʃ tə 'tʃɪldrən/
teach Spanish /ˌtiːtʃ 'spænɪʃ/
teach them about Spain /ˌtiːtʃ ðəm əˌbaʊt 'speɪn/
teach them to make bread /ˌtiːtʃ ðəm tə ˌmeɪk 'bred/
village /'vɪlɪdʒ/
volunteer /ˌvɒlən'tɪə/
work abroad /ˌwɜːk ə'brɔːd/
work in education/health /ˌwɜːk ɪn ˌedjʊ'keɪʃən/'helθ/
work outside /ˌwɜːk aʊt'saɪd/

3.4 Reading 4.18

bricks /brɪks/
customer /'kʌstəmə/
demanding /dɪ'mɑːndɪŋ/
dog lover /'dɒg ˌlʌvə/
duty /'djuːti/
earn (350) pounds a week /ˌɜːn (ˌθriː ˌhʌndrəd ən ˌfɪfti) paʊndz ə 'wiːk/
earn a good salary /ˌɜːn ə ˌgʊd 'sæləri/
earn a lot /ˌɜːn ə lɒt/
earn enough (for your needs) /ˌɜːn ɪ'nʌf (fə jə 'niːdz)/
earn some money /ˌɜːn səm 'mʌni/
earn your living /ˌɜːn jə 'lɪvɪŋ/
extra work /ˌekstrə 'wɜːk/
factory /'fæktəri/
go away /ˌgəʊ ə'weɪ/
meeting /'miːtɪŋ/
organise activities /'ɔːgənaɪz æk'tɪvətiz/
phone /fəʊn/
product /'prɒdʌkt/
put (a model) together /ˌpʊt (ə ˌmɒdl) tə'geðə/
quality /'kwɒləti/
responsible /rɪ'spɒnsəbəl/
salary /'sæləri/
sample /'sɑːmpəl/
service /'sɜːvɪs/
spoonful /'spuːnfʊl/
take care of /ˌteɪk 'keər əv/
work on a model /ˌwɜːk ɒn ə'mɒdl/

3.5 Grammar 4.19

au pair /əʊ 'peə/
finish work at (five) /ˌfɪnɪʃ ˌwɜːk ət ('faɪv)/
guest /gest/
holiday job /'hɒlədeɪ dʒɒb/
manager /'mænɪdʒə/
play with the kids /ˌpleɪ wɪð ðə 'kɪdz/
prepare for /prɪ'peə fə/

3.6 Speaking 4.20

explain /ɪk'spleɪn/
garage /'gærɪdʒ/
repair /rɪ'peə/
service a car /ˌsɜːvɪs ə 'kɑː/

3.7 Writing 4.21

bother /'bɒðə/
colleague /'kɒliːg/
do a favour /ˌduː ə 'feɪvə/
(not) work well /(nɒt) ˌwɜːk 'wel/
sign /saɪn/

WORD LIST ACTIVITIES

- Divide the class into teams and have a race against the clock for jobs with the suffixes *-er, -ist, -or, -ant*. Allow a minute for each category and then a further two minutes for other suffixes. The team with the most jobs with the correct suffix is the winner.
- Students choose words from the list and write anagrams. They exchange with a partner and write the words. Then they explain the meaning.

FOCUS REVIEW 3

VOCABULARY AND GRAMMAR

1 Complete the sentences with the words in the box. There are two extra words.

hairdresser journalist lawyer nurse mechanic receptionist waiter vet

1 Megan is a __receptionist__ at the Hilton Hotel. She writes down guests' details and gives them their keys.
2 Claire's mum is a __nurse__ . She looks after children in a hospital.
3 Josh is a __waiter__ in a Mexican restaurant.
4 Helen is a __vet__ . She looks after animals.
5 Mrs Grant is a __hairdresser__ . She cuts people's hair.
6 Luke has a problem with his car. He is taking it to a __mechanic__ .

2 Complete the second sentence so that it has the opposite meaning to the first sentence.

1 He has got a well-paid job.
His job is __badly__ paid.
2 She works part-time.
She's got a __full-time__ job.
3 Their working day is quite short.
They work __long__ hours.
4 Her job is easy.
She has got a __demanding__ job.
5 He works in an office.
He works from __home__ .

3 Complete the text with the Present Continuous form of the verbs in the box.

have help not/work phone prepare talk wait

Our hotel is very busy today. A big group of people [1] __are having__ a conference. One of them [2] __is preparing__ equipment for his presentation. The receptionist [3] __is helping__ him. Two taxi drivers [4] __are waiting__ for their customers. Dan, the manager, [5] __is talking__ on the phone. He [6] __is phoning__ his friend, because our computer [7] __isn't working__ .

4 Complete the sentences with the Present Simple or Present Continuous form of the verbs in brackets.

1 Matt's got a great job. He __earns__ (earn) a good salary.
2 Alex and Rachel are engineers. They __work__ (work) in a team for an electronics company. They __are working__ (work) on a new smartphone at the moment.
3 I __travel__ (travel) a lot in my job. This week I __am travelling__ (travel) to South Africa.
4 Lucy __loves__ (love) her job. She (believe) __believes__ it's perfect.
5 I __send__ (send) about a hundred emails every day. This is the last one I __am sending__ (send) today.
6 Sarah __hates__ (hate) her job and she __wants__ (want) to find a different one.

USE OF ENGLISH

5 Read the text and choose the correct answer, A, B or C.

My cousin Helena has a good job. She [1]_____ in a computer shop. She knows a [2]_____ about computers and she [3]_____ help customers to choose the right one. Her boss likes her very much. He says that she works well [4]_____ a team and she's good at selling. She [5]_____ a lot of computers every week! At the moment, her young sister, Magda, [6]_____ in the same shop. But it's only a summer job for her. Magda [7]_____ work long hours. She starts at 9:30 and finishes at 12:30. Today Helena is teaching Magda about [8]_____ new computers they have in the shop.

1	A does work	(B) works	C is working
2	A much	(B) lot	C many
3	A is	B does	(C) can
4	A on	B at	(C) in
5	A is selling	B sell	(C) sells
6	A works	B working	(C) is working
7	(A) doesn't	B isn't	C don't
8	(A) some	B any	C many

6 Choose the correct answer, A, B or C, to complete both sentences.

1 We all _____ long hours at the end of the month.
Journalists often _____ from home.
A write B do (C) work
2 A builder works _____ his hands.
My father works _____ people from different countries.
A for (B) with C on
3 Paul's got a part-time _____ .
I'm looking for a holiday _____ .
A work B salary (C) job
4 Would you like to work _____ an international company?
I'm responsible _____ answering the phone.
A in (B) for C to
5 How do you _____ your living?
She doesn't _____ a lot.
(A) earn B make C spend

LISTENING

7 2.14 Listen to two friends talking about Charlie's new job. Are the statements true (T) or false (F)?

1 Charlie works for a newspaper. F
2 The job is interesting. T
3 Charlie works part-time. F
4 He has got a well-paid job. F
5 Charlie likes his co-workers. T

REFERENCES

Audioscript **p. 163**

EXTRA ACTIVITIES

- Word Practice 3, WORD STORE booklet, p. 6
- Photocopiable resource 18 *At work* (speaking; 12–14 min.) pp. 181, 208
- Photocopiable resource 19 *Can you help me, please?* (writing; 10 min.) pp. 181, 209
- Extra digital activities: Reading and Use of English

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READING

8 Read the text and match paragraphs A–D with questions 1–7.

1 In which job do you serve customers? B
2 Which two jobs are for sporty people? A D
3 In which job do you work with your hands? C
4 Which job is abroad? B
5 In which job do you look after children? A
6 In which job do you work in your city? D
7 Which job is good for someone who plays the guitar? A

SUMMER JOBS

Are you looking for a summer job? Here are some ideas!

A

Summer camps are looking for young, energetic, responsible activity leaders. The activity leaders work with children and young teenagers. Are you good at sports? Can you sing, dance or play an instrument? If the answer is yes, you are ideal for this job!

B

Every summer holiday resorts in Spain and Greece need extra waiters and waitresses. These are not very well-paid jobs and you work long hours, but you're in a nice place, the food is great and you can go swimming in your free time!

C

If you like being outside and can do physical work, there are always jobs in agriculture in the summer. The work is hard but healthy. You can pick strawberries in July and apples in August – yummy!

D

Perhaps you don't like children, you can't speak foreign languages, and you want to stay in your home town anyway? Well, can you ride a bike really well? Get a job as a bicycle courier! The work is quite demanding – you're on your bike all day. But in the evening, you can go out with your friends.

SPEAKING

9 Describe the photos. Use the words in the box and the prompts.

buy clothes shop computer customer help office pay for shop assistant smile talk work

A



B



The photo shows …
They are in …
The woman/man on the left/on the right is …

WRITING

10 Read the information and write an email to a colleague. Ask him/her to help you.

You're a new employee in an office. You're not sure how to do some things. Ask a colleague for help with a few things:

- You should send some leaflets to the customers, but you can't find the leaflets;
- You can't find the customers' addresses;
- You have an email for a client ready, but you're not sure it's correct.

NEXT CLASS

- Ask students to do Self-check 3.9, WB pp. 46–47, as homework.
- Ask students to prepare for Unit Test 3: Assessment Package, Unit 3.

PROJECT

- How to teach with projects p. T19
- Work in groups or pairs. Think of somebody who has an interesting job (it can be somebody you know). What do they do? Where do they work? Do some research and prepare a presentation or video about this person. Then present it to your class.

4 People

You can't judge a book by its cover.
A proverb

BBC



SUPER SIBLINGS

16 Watch the BBC video.
For the worksheet, go to page 114.

UNIT 4 VIDEOS

BBC Super siblings 16

GRAMMAR ANIMATION
Lesson 4.2 17 Lesson 4.5 18

FOCUS VLOG Things to do
Lesson 4.5 19

4.1 VOCABULARY

Appearance • adjective order • personality

I can use language related to appearance and personality.

SHOW WHAT YOU KNOW

1 **Think about adjectives to describe parts of the face and write down as many as you can in one minute. Compare with a partner.**

hair	eyes	ears	nose
red, light, …	*big, …*	*small, …*	*long, …*

2 SPEAKING **Describe your face. Compare with a partner.**

I've got red hair and big green eyes. My ears are small.

Home | Me and Buddy | Interests | Favourites

Me and Buddy

People say that Buddy looks exactly like me. I think they're right. What do you think?

What do we look like?

We've both got a lot of **long** dark **curly** hair. I am **tall** and he's really big for a dog. You can say we're both **well-built**. We're **young** (he's only one year old), fit and **sporty**, and we always go jogging together. But we've got different eyes: his are small and brown and mine are big and green. And, of course, we're both VERY **good-looking**! ;-)

What are we like?

Buddy's very sociable and he's got lots of friends :). When we go for a jog, he runs up to every dog we meet. I'm not unfriendly but I don't talk to people I don't know. He's really clever and he understands everything that I say to him. He also knows how to open the fridge when he's hungry. But he's a little shy when people come to see me and prefers to hide under the table.

What have we got in common?

We're both really interesting and funny and have a great sense of humour. I love telling jokes and he loves playing jokes on me, like hiding my slippers … and food. We're both very positive and we smile a lot. He's my best friend.

So what about you? Does *your* dog look like you? Upload your photo and write about you.

REFERENCES

Videoscript **pp. 170–171**
Using videos in the classroom **p. T14**

EXTRA ACTIVITIES

- Photocopiable resource 20 *What do they look like?* (10 min.) pp. 182, 210
- Photocopiable resource 21 Test yourselves (10 min.) pp. 182, 211
- Extra digital activities: Vocabulary Checkpoint
- Elicit ways of describing people from students. Write the words and expressions on the board and ask students to describe someone in the class. Class listens and guesses who it is.

3 **Read the text about Buddy and his owner, Rob. Then complete the answers with one word in each gap.**

1 **In what ways are Rob and Buddy similar in looks? In what ways are they different?**
They've both got long [1] *dark curly* hair. Rob's got [2] big/green eyes. Buddy's eyes are [3] small and brown. Rob's very [4] tall. Buddy's quite [5] big. They're both well-built, [6] fit and [7] sporty. They're both very good-[8] looking.

2 **How are Rob and Buddy similar in character? How are they different?**
Sometimes Rob and Buddy are both a little [9] shy. Rob doesn't talk to people he doesn't know and Buddy hides under the table when they have visitors. Buddy is very [10] sociable – he's got lots of friends. They're both [11] interesting and [12] funny and have a great sense of humour.

4 SPEAKING **Do you know anybody who's like their pet? In what ways are they similar/different?**



Go to **WORD STORE 4** page 9

WORD STORE 4A Appearance

5 2.15 **Complete the WORD STORE 4A with the adjectives in red in the text. Then listen, check and repeat.**

6 **Complete the text about Ginger and her owner, Leyla with the words in WORD STORE 4A.**

Ginger and Leyla look similar: they've both got red h*air*, only Leyla's is medium-length and Ginger's is short. They've both got green eyes. Ginger's got a wide nose, but Leyla's is narrow. They are both slim, but Leyla isn't very fit – she doesn't like sport very much (Ginger loves acrobatics). Ginger thinks Leyla is quite good-looking for a human, and Leyla thinks Ginger is a very pretty cat!

WORD STORE 4B Adjective order

7 2.16 **Analyze the order of adjectives in the table in WORD STORE 4B. Listen and repeat.**

8 **Complete the sentences with the adjectives in brackets in the correct order.**

1 She's got (*black/long/straight*) *long straight black* hair and (*brown/small*) small brown eyes.
2 He's got (*very big/green*) very big green eyes and (*wavy/brown/medium-length*) medium-length wavy brown hair.
3 He's got (*short/red/wavy*) short wavy red hair and (*blue/beautiful/big*) beautiful big blue eyes.
4 She's got (*fair/medium-length*) medium-length fair hair, (*small/blue*) small blue eyes and a (*narrow/long*) long narrow nose.
5 She's got (*grey/curly/short*) short curly grey hair and (*black/big/tired*) tired big black eyes.

9 SPEAKING **Describe somebody you know to the class. Can they guess who you described?**

He's tall, slim, fit and well-built. He's got short curly black hair and beautiful big blue eyes.

WORD STORE 4C Personality

10 2.17 **Complete WORD STORE 4C with the underlined adjectives in the text. Then listen, check and repeat.**

11 **Complete the statements with the correct adjectives in WORD STORE 4C.**

1 I always believe in myself. I'm really *confident*.
2 My father never smiles. He always looks serious.
3 My best friend loves people. He/She is very sociable/friendly.
4 My sister is doing well at English because she's clever.
5 My brother loves telling jokes; he's funny.
6 I don't like going to parties. I'm a little shy/unsociable.

12 SPEAKING **Which statements in Exercise 11 are true for you? Tell your partner.**

WORKBOOK

pp. 48–49, including *Show What You've Learnt*

NEXT CLASS

- Ask students to prepare for a 10–20-minute Vocabulary Quiz: Assessment Package, Unit 4.1, Vocabulary.
- Ask students to do *Show What You Know* in the WB, p. 50.
- Ask students to think of different adjectives to describe their appearance and personalities, e.g. *I'm short with blue eyes and I'm shy.*

4.2 GRAMMAR

Comparative and superlative adjectives

I can use comparative and superlative adjectives to make comparisons.

1 SPEAKING **Look at the photos. Choose one of the people and discuss the questions.**

1 What does he/she look like?
2 What do you think he/she is like?

2 **Read the text. What is important to Natalie, Martin and Danny? Who do you agree with most?**

What is the **most** important?



Natalie, 16

Money is not the most important thing! I like nice clothes and I love my new mobile phone, but they're just things. Money is less important than your family or friends. I think people are happier when they spend time with their friends and family.



Martin, 18

Sports! I love playing and watching sports. I also like hanging out with my friends. For me, my friends are more important than my family. Health is important too. I hate being sick! It's worse than exams!



Danny, 21

A good job is the best thing. Then you can buy everything you need. I don't think the poorest people in the world are happy. Their lives are harder than ours.

Exercise 2
Natalie: family, friends
Martin: sports, friends, health
Danny: good job

3 **Read the GRAMMAR FOCUS. Complete the examples with the comparative and superlative adjectives in blue in Exercise 2.**

GRAMMAR FOCUS 17

Comparative and superlative adjectives

	Adjectives	Comparative	Superlative
Short	hard	[1]harder	the hardest
	nice	nicer	the nicest
	big	bigger	the biggest
	happy	[2]happier	the happiest
Long	important	[3] more important	the [4] most important
Irregular	good	better	the [5] best
	bad	[6] worse	the worst
	far	further	the furthest

My friends are more important [7] than my family.

Exercise 8
2 What is the most expensive thing you have?
3 Who is the oldest person you know?
4 Are you more serious than your …?
5 Who is a better actor than …?
6 Who is the best sportsperson in the world?

4 **Complete the statements with the comparative form of the adjectives in brackets.**

1 My best friend is kinder (kind) than me.
2 I'm thinner (thin) than my father.
3 I'm more intelligent (intelligent) than my brother/sister.
4 I'm funnier (funny) than all my other friends.
5 My mother is slimmer (slim) than her sister/brother.
6 I am taller (tall) than my mother.
7 My best friend is prettier (pretty) than me.

5 SPEAKING **Guess which statements in Exercise 4 are true for your partner. Then ask and answer the questions.**

A: *Is your best friend kinder than you?*
B: *Yes, he/she is* or *No, he/she isn't.*

6 **Complete the questions with the superlative form of the adjectives in brackets. Then do the quiz. Compare your answers with a partner.**

RECORD BREAKERS IN 2019!

1 How tall is the tallest (tall) person in the world?
a 2m 72 cm b 2m 60.3 cm (c) 2m 51.4 cm

2 What nationality is Skye Broberg, one of the most flexible (flexible) people in the world?
a American (b) Australian c English

3 Nick Stoeberl has got the longest (long) tongue in the world. How long is it?
a 7.1 cm b 9.1 cm (c) 10.1 cm

4 How many books are there in the largest (large) private collection?
(a) 1.5 million b 500 c 160

5 How old is the oldest (old) university student in Britain?
a 70 b 83 (c) 92

6 Who are the most famous (famous) people on social media?
a film stars (b) pop stars c sports stars

7 2.18 **Listen and check your answers in Exercise 6.**

8 SPEAKING **Complete the statements with the correct form of the adjectives in brackets. Then ask and answer questions following the example.**

1 The fittest (fit) person I know is …
2 The most expensive (expensive) thing I have is …
3 The oldest (old) person I know is …
4 I'm more serious (serious) than my …
5 I think … is a better (good) actor than …
6 I think … is the best (good) sportsperson in the world.

A: *Who is the fittest person you know?*
B: *The fittest person I know is Ann.*

Grammar page 130

REFERENCES

Culture notes **p. 154**
Audioscript **p. 163**
Using videos in the classroom **p. T14**

EXTRA ACTIVITIES

- Grammar animation
- Photocopiable resource 22 *My family, friends and me* (15 min.) pp. 182, 212
- Extra digital activities: Grammar Checkpoint

WORKBOOK

p. 50, including *Show What You've Learnt*

NEXT CLASS

- Ask students to prepare for a 10–20-minute Grammar Quiz: Assessment Package, Unit 4.2, Grammar.
- Ask students to think about what the most important events in people's lives are.

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4.3 LISTENING

Multiple choice

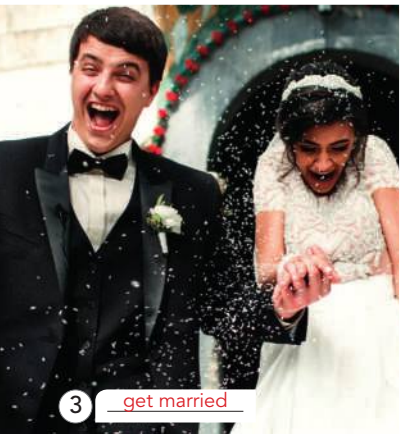
I can identify key details in a simple recording about life events.



1 learn to drive



2 get your first job



3 get married



4 go on your first date

1 **In pairs, label the four life events in the photos with the correct phrases below.**

buy your first flat/house/home fall in love get married
get your first job go on your first date ~~learn to drive~~
leave home

2 SPEAKING **When do the life events in Exercise 1 happen in your country?**

In my country, people usually leave home when they are twenty. You can learn to drive when you are ...

3 2.19 **Listen to four people and tick the life events they mention.**

	Sara	Mike	Grace	Simon
1 buy your first flat	✓	✓		
2 fall in love		✓	✓	
3 get married	✓		✓	
4 get your first job	✓			✓
5 go on your first date			✓	
6 learn to drive		✓		✓
7 leave home	✓			

4 2.19 **Listen again. Match sentences a-f with people 1–4. There are two extra sentences.**

1 Sara [c]
2 Mike [a]
3 Grace [f]
4 Simon [e]

a thinks learning to drive helps you get a better job.
b wants to get married now.
c doesn't want to continue his/her education.
d would like to leave home now.
e wants to use the money from his/her job to learn to drive.
f is in love, but doesn't want to get married yet.

EXAM FOCUS Multiple choice

5 2.19 **Listen again and choose the correct answer, A, B or C.**

1 Sara thinks the best age to leave home is
A seventeen.
B eighteen.
C twenty.
2 Mike wants to learn to drive because
A his parents never collect him from friends' houses.
B he needs to drive for his job.
C then he can come home later.
3 Grace says it's better to get married when you are about
A thirty. B eighteen. C eighty.
4 Simon has got
A his own car.
B a job in a shop.
C a driving lesson today.

PRONUNCIATION FOCUS

6 2.20 **Listen and repeat the numbers.**

1 sixteen – sixty
2 seventeen – seventy
3 eighteen – eighty
4 thirteen – thirty
5 fourteen – forty
6 thirteen – fourteen – fifteen
7 thirty – forty – fifty

7 2.21 **Listen and decide which numbers you hear in Exercise 6.**

WORD STORE 4D Life events

8 2.22 **Complete WORD STORE 4D with the collocations from Exercise 1. Then listen, check and repeat.**

9 SPEAKING **What is the most important life event for you? Tell your partner.**

REFERENCES

Audioscript **pp. 163–164**

EXTRA ACTIVITIES

Elicit important life events from the students and write them on the board. In pairs or groups, students number the events according to what they believe is most/least important. Then students discuss their different answers.

WORKBOOK

p. 51

NEXT CLASS

Ask students to think about their favourite items of clothing. Why are they their favourite items? Students could even bring the items or photos on their phones to class.

4.4 READING

Open-ended questions

I can identify key details in a short article and make basic conclusions.

WORD STORE 4E Clothes

1 2.23 **Complete WORD STORE 4E with the words in the box. Then listen, check and repeat.**

2 SPEAKING **Discuss the questions.**

What do you ...
1 most often/sometimes/never wear?
2 wear when you go out with friends?
3 wear when you go to school?

3 SPEAKING **Read the title of the article. What do you think it is about? Discuss with a partner.**

4 **Read the article to check your ideas. Were you right?**

EXAM FOCUS Open-ended questions

5 **Read the article again and answer the questions.**

1 What kind of clothes do hip hop and rap fans love?
Casual clothes like trainers, tracksuits and jeans.
2 What do hip hop and rap fans like trying?
They like trying things for the first time.
3 What kind of clothes do heavy metal fans wear? Tight black trousers, black T-shirts and black jackets.
4 What do studies show about heavy metal fans? They are usually kind and generous.
5 What two things do pop and rock fans like the most? They like comfortable clothes and listening to happy music.
6 What kind of clothes do classical music fans wear? Stylish and smart clothes that are trendy.

6 **Look at the words in green in the text. What do they refer to?**

7 **Read the article again. Complete gaps 1–4 with sentences a–e. There is one extra sentence.**

a But studies show they aren't negative or unsociable.
b It's one of the most interesting fashions at the moment.
c The sociable side of music attracts them.
d Although they are happy, they often worry about things.
e It means they feel the emotion of the music.

Exercise 6

A
1 they = hip hop and rap fans
2 they = hip hop and rap fans
B
3 they = heavy metal fans
C
4 They = rock fans
D
5 Their = the clothes of classical music fans
6 them = classical music fans

WHAT DOES YOUR FAVOURITE MUSIC SAY ABOUT YOU?

2.24

A HIP HOP AND RAP

You probably think hip hop and rap fans are energetic and sporty because **they** love **casual** clothes such as trainers, **baggy** tracksuits and jeans – and **they** are! [1] *c* They love dancing and singing to music with others. They like meeting new people and trying things for the first time. They are confident but they sometimes speak before they think. That can get them into trouble, but they are always quick to say 'sorry'.

B HEAVY METAL

Heavy metal fans often wear black clothes – tight black trousers, black T-shirts and black jackets. Dyed* hair and make-up are popular. Perhaps some heavy metal fans prefer black because **they** want to look scary. [2] *a* They are usually kind and generous with their time and money. They are often shy too.

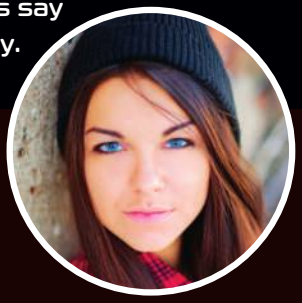


EXTRA ACTIVITIES

- Elicit different items of clothing from the students or use the items/photos they have brought in. Ask them to divide the clothes into groups e.g. *what they would wear at the weekend, all the time, to a party or going out with friends*. In groups, students tell each other about the clothes in the categories.
- Write the adjectives in ex. 8 on the board. Divide the class into groups and ask them to write the type of clothes they think would be good examples of these adjectives: *comfortable – tracksuit*. Students then compare their lists.

52

Do you think the music you love is part of your identity? Well, you could be right! It seems our music tastes say a lot about our personality. Art Rock presents the results of a university questionnaire with more than 2,000 replies.



C POP AND ROCK

Pop and rock fans love comfortable clothes such as jeans and a T-shirt. Rock fans are relaxed, positive people. **They** work hard too and work very well in a team. Pop fans love listening to happy music. They are confident and cheerful. [3] ___d___ When this happens, they know they can talk about the problem with their friends and family. Both pop and rock fans are friendly and easy to get on with.

D CLASSICAL MUSIC

Fans of classical music are usually clever and can be quite serious. **Their** clothes reflect* this – they like stylish clothes and it is not unusual to see them in **smart** clothes such as suits. This doesn't mean their clothes are **old-fashioned**; they can be very **trendy**! Classical music fans are interesting people. They are creative and talented and successful at lots of things. For **them**, listening to music is a theatrical experience. [4] ___e___ They think deeply about things.



8 2.25 **Look at the list below. Match adjectives 1–4 with their opposites a–d. Use the article to help you. Then listen, check and repeat.**

1 stylish/trendy (b)
2 tight (c)
3 uncomfortable (d)
4 sporty/casual (a)

a smart
b old-fashioned
c baggy
d comfortable

9 SPEAKING **Discuss your style. Use the words in Exercise 8 to help you.**

I often wear baggy jeans. I don't have any old-fashioned clothes.

10 2.26 **Find the adjectives in the article and translate them with a partner. Then listen and repeat.**

creative relaxed generous talented
energetic cheerful

11 Complete the sentences with the words in Exercise 10.

1 She always has good ideas. She is very ___creative___ .
2 He gives a lot of money to charity. He's very ___generous___ .
3 They love being active. They're very ___energetic___ .
4 They're always calm and never worried. They're ___relaxed___ .
5 Ella can sing, dance and play the piano well. She's very ___talented___ .
6 Grace is always smiling. She's a ___cheerful___ person.

12 Rewrite the sentences in Exercise 11 so they are true for people you know. Compare with a partner.

Rami is very creative. My uncle is very generous ...

13 SPEAKING **Discuss the questions.**

1 Which type of music fan in the article has the best style? Why?
2 Clothes say a lot about a person's personality. Do you agree?

I think heavy metal fans are the most stylish, because black is my favourite colour.

WORKBOOK
pp. 52–53

NEXT CLASS
- Ask students to do *Show What You Know* in the WB, p. 52.
- Ask students to find out about laws for young people in their country, e.g. when they can marry/leave school/buy a house, etc.

4.5 GRAMMAR

have to/don't have to

I can use have to to talk about laws, obligation and necessity in the present and near future.

1 SPEAKING **In your country, can you do these things when you are sixteen?**

get married learn to drive

2 **Read the text below. At what age can you do the things in Exercise 1 in the UK?**
Get married: sixteen Learn to drive: seventeen

DID YOU KNOW?

A young person in the UK can get married when he or she is sixteen, but he or she has to get permission from his or her parents.





In the UK you can learn to drive a car when you are seventeen. You don't have to take lessons at a driving school, your parents can teach you! You don't have to be seventeen if you want to ride a moped – you can start learning when you are sixteen years old.

3 **Read the GRAMMAR FOCUS. Then underline examples of *have to/has to* and *don't have to/ doesn't have to* in Exercise 2.**

GRAMMAR FOCUS 18

have to

You use *have to/has to* to talk about:

- laws and obligation:
  You don't have to be seventeen to ride a moped.
  She has to get permission to get married.
- necessity:
  He doesn't have to do homework today – it's for next week.

+	*I/You/We/They have to go to school.* *He/She has to go to school.*
–	*I/You/We/They don't have to go to school.* *He/She doesn't have to go to school.*
?	*Do I/you/we/they have to go to school?* *Yes, I/you/we/they do. /No, I/you/we/they don't.* *Does he/she have to go to school?* *Yes, he/she does./No, he/she doesn't.* *What do you have to do?* *Where does she have to go?*

Exercise 6

2 Do you have to do the washing-up?
3 Do you have to be home by 11 p.m. at the weekend?
4 Do you have to tell your parents who you are going out with?
5 Do you have to go to bed by 10 p.m. during the week?
6 Do you have to babysit your younger brother or sister?

4 **Complete the text with the correct forms of *have to*.**

FIND OUT MORE

Read our FAQs about eighteen-year-olds



- An eighteen-year-old [1] *doesn't have to* ask his/her parents for permission to buy a house. It's not the law.



- An eighteen-year-old can ride a motorbike above 125cc* with an L-plate, but he/she [2] has to get a licence within two years.



- Can you vote in an election? Yes, but you [3] don't have to vote. You decide.



- Can you drive a bus? Yes, but you [4] have to to pass special tests first and have a full driving licence, of course! Also, you can't drive it everywhere.



- [5] Do you have to (you) get your parents' permission to have a tattoo? No, [6] you don't .



- Can you buy an alcoholic drink in a pub when you are eighteen? Yes, but you [7] have to show your identity card if the owner asks.

*cc = cubic centimetres (engine size)

5 **What do your parents say you *have to* do or *don't have to* do?**

1 make your bed
2 do the washing-up
3 be home by 11 p.m. at the weekend
4 tell your parents who you are going out with
5 go to bed by 10 p.m. during the week
6 babysit your younger brother or sister

I have to … or *I don't have to …*

6 SPEAKING **Ask and answer the questions about the activities in Exercise 5.**

A: *Do you have to make your bed?* **B:** *Yes, I do.*

7 SPEAKING **Tell the class about your partner.**

Asha has to make her bed, but she doesn't have to …

FOCUS VLOG 19 Things to do

19 **Watch the Focus Vlog. For the worksheet, go to page 115.**

Grammar page 130

REFERENCES

Culture notes **p. 154**
Videoscript **p. 171**
Using videos in the classroom **p. T14**

EXTRA ACTIVITIES

- Grammar animation
- Photocopiable resource 23 Test yourselves (10 min.) pp. 182, 213
- Extra digital activities: Grammar Checkpoint
- Elicit the rules about laws in students' countries. Write them on the board using *can*, *have to* and *don't have to*.

WORKBOOK

p. 54, including *Show What You've Learnt*

NEXT CLASS

Ask students to prepare for a 10–20-minute Grammar Quiz: Assessment Package, Unit 4.5, Grammar.

4.6 SPEAKING

Going to the hairdresser's

I can ask for everyday services.

1 SPEAKING Discuss the questions.

1 Do you go to the hairdresser's? How often? Do you like it?
2 Do you change your hairstyle, or do you just have a haircut?

2 2.27 Look at the photos. Match 1–6 with the words in the box. You can use a dictionary to help you. Then listen, check and repeat.

dyed hair 5 | fringe 3 | shaved hair 1
shoulder-length hair 4 | spiky hair 6
ponytail 2



3 SPEAKING Discuss the questions.

1 Which haircut or hairstyle do you like best and why?
2 Which haircut or hairstyle would be best for your friend? Why?

4 2.28 Read and listen. Then complete the conversation with the words in the box. Is Simon happy with his new haircut?

fringe | hairstyle | longer | ~~shorter~~

Hairdresser: Hi. How can I help?
Simon: I'd like a haircut. Can you do it now?
Hairdresser: Yes, sit here please. Do you want the same, only [1] *shorter* ?
Simon: No, I'm thinking of a new hairstyle.
Hairdresser: OK, how would you like it?
Simon: I'm not sure … I'd like something totally different.
Hairdresser: What about shoulder-length hair with a [2] *fringe* ? You can put it in a ponytail.
Simon: No, I'd like a short [3] *hairstyle* that's easy to look after.
Hairdresser: OK … Look at these pictures. How about this one?
Simon: No, I don't want spiky hair. I'd like the sides shaved, though.
Hairdresser: OK … What about shaving the sides and having it [4] *longer* on top? Like this picture.
Simon: Yes, that looks cool.
Hairdresser: OK, take a look. What do you think?
Simon: Perfect!

Yes, Simon is happy with his haircut.

5 2.28 Read the conversation again and the SPEAKING FOCUS. Put S (Simon) or H (Hairdresser) next to the sentences. Then listen again and check.

SPEAKING FOCUS

Going to the hairdresser's

How would you like it?	H
I'd like a haircut.	S
I'm thinking of (having) a new hairstyle.	S
What about/How about (having a fringe/this style/spiky hair)?	H
I'm not sure.	S
I'd like (shorter hair/a different style).	S
How about this style?	H
That looks cool/fantastic/perfect.	S
Do you want the same, only shorter?	H
Take a look. What do you think?	H
Sit here, please.	H

6 Match questions 1–5 with answers a–e.

1 Take a look. What do you think? b
2 Would you like your hair the same, but shorter? e
3 How about having spiky hair? a
4 What about shaving the sides? c
5 How would you like your hair? d

a No, I don't like spiky hair. It's not what I want.
b It looks cool! Thanks!
c Shaving the sides? That sounds good.
d I'm not sure. Have you got any pictures I can look at?
e No, I'd like to change my hairstyle.

7 SPEAKING Follow the instructions below to ask for a new haircut. Use the SPEAKING FOCUS to help you.

Student A: You are the hairdresser.
Student B: You are the customer. Look at the photos and decide which hairstyle you want.

EXTRA ACTIVITIES

• Elicit vocabulary items from lesson 4.4, ex. 1 and different hair styles and write them on the board. In groups, students describe one person from the group using the vocabulary on the board. The other groups have to guess who the person is.

• Write one of the dialogues from the WB, p. 55 on the board and ask two students to read it out. Then rub out one word in each line and ask a new pair to read out the dialogue. Rub out another word in each line, and ask a new pair to read it out. Continue until there are no words left. Can a pair 'read' out the whole dialogue?

WORKBOOK

p. 55

NEXT CLASS

Ask students to look for a personal profile online and make notes about the information which is included. They will use this in the next class.

4.7 WRITING

A personal profile on a blog

I can write a short basic personal profile.

1 What information do you need to describe yourself? Choose three topics.

1 Information about your family
2 A physical description
3 Information about your favourite band
4 Description of your personality
5 A list of your ambitions

2 Read Emily's profile. Match three topics in Exercise 1 with paragraphs A–C.

Exercise 2
A A physical description
B Description of your personality
C Information about your family

BLOG



Hi! I'm Emily.

[A] I'm sixteen years old. I'm not very tall – I'm 1.65 m – and I'm slim. I've got long wavy brown hair and green eyes.

[B] I'm a positive person and I'm very sociable – I've got lots of friends. I like going out with my friends and having fun. I really enjoy sports, too, but I'm not very fit. My friends say I'm kind and I've got a good sense of humour. I like laughing a lot.

[C] I've got a brother and a sister. My brother is fourteen, but he's taller than me. He's got short dark hair and blue eyes. He's really funny! My sister is ten. She's quite tall, but she isn't taller than me. She's very clever. She's got long straight blond hair and green eyes.

So, now you know all about me!

3 Read the profile again and complete the table about Emily. Use the photo on the right and your imagination to complete it about Tiago.

	Emily	Tiago
Age	16	
Height	1.65 m	
Build	slim	
Hair and eyes	long wavy brown hair and green eyes	
Personality	positive, sociable, good sense of humour	
Interests	going out with friends, sports	
Family	brother (14) and sister (10)	

4 Complete the WRITING FOCUS with the examples from Emily's profile.

WRITING FOCUS

A personal profile on a blog

- Start your profile with a physical description:
  [1] *I'm not very tall.*
- Write one paragraph about your personality:
  [2] I'm a positive person.
- Write one paragraph about your family and friends:
  [3] I've got a brother and a sister.
- Use adverbs (*really, quite, very, not very, not really*, etc.) to make your writing more interesting.
  – With adjectives:
  [4] I'm very sociable.
  – With *like/enjoy*:
  [5] I really enjoy sports.
- Notice the position of adverbs with adjectives and with verbs: *very clever, really enjoy*.
- Don't use *not* with *quite* + personality adjective.

5 Rewrite the sentences with the adverbs in brackets.

1 He's got short red hair. (very)
He's got very short red hair.
2 I'm serious. (not very) I'm not very serious.
3 I like video games. (quite) I quite like computer games.
4 I enjoy watching films. (not really)
I don't really enjoy watching films.
5 I've got long blond hair. (really)
I've got really long blond hair.
6 My best friend is fit. (very) My best friend is very fit.

6 Rewrite the sentences with the adjectives and adverbs in brackets.

1 I've got black hair (short/wavy). *I've got short wavy black hair.*
2 I've got wavy hair (beautiful/blond).
I've got beautiful wavy blond hair.
3 He's got eyes (blue/big). He's got big blue eyes.
4 I'm tall (not very), but I'm well-built (quite).
I'm not very tall but I'm quite well-built.
5 She's got brown hair (curly/long) and a smile (big/lovely).
She's got long curly brown hair and a lovely big smile.

Tiago and his family



SHOW WHAT YOU'VE LEARNT

7 Write about Tiago and his family. Use the WRITING FOCUS and notes in Exercise 3 to help you.

EXTRA ACTIVITIES

- Elicit ideas from students about the types of things that should be included in a personal profile and write them on the board.
- Using the WRITING FOCUS, students write a personal profile for their partner. In pairs, students discuss if the profiles are accurate or not and make necessary corrections. The profiles can then be written up as a wall display.

WORKBOOK

p. 56, including *Show What You've Learnt* and *Show That You've Checked*

NEXT CLASS

Ask students to study the Word list on page 57.

56

4.1 Vocabulary 4.22

bald /bɔːld/
big/green/round/tired eyes /ˌbɪg/ˌgriːn/ ˌraʊnd/ˌtaɪəd 'aɪz/
boring /'bɔːrɪŋ/
brown/dark/fair/red hair /ˌbraʊn/ˌdɑːk/ ˌfeə/ˌred 'heə/
clever /'klevə/
confident /'kɒnfədənt/
curly/long/medium-length/short/ straight/wavy hair /'kɜːli/lɒŋ/ˌmiːdiəm 'leŋθ/ʃɔːt/ streɪt/'weɪvi/ 'heə/
ear /ɪə/
fat /fæt/
fit /fɪt/
flat/narrow/wide/straight/thin nose /ˌflæt/ˌnærəʊ/ˌwaɪd/ˌstreɪt/ˌθɪn 'nəʊz/
friendly /frendli/
funny /'fʌni/
go jogging /ˌgəʊ 'dʒɒgɪŋ/
good-looking /ˌgʊd 'lʊkɪŋ/
have a sense of humour /ˌhəv ə ˌsens əv 'hjuːmə/
interesting /'ɪntrəstɪŋ/
kind /kaɪnd/
look /lʊk/
middle-aged /ˌmɪdəl 'eɪdʒd/
negative /'negətɪv/
old /əʊld/
person /'pɜːsən/
play jokes on sb /ˌpleɪ 'dʒəʊks ɒn ˌsʌmbədi/
positive /'pɒzətɪv/
pretty /'prɪti/
serious /'sɪəriəs/
short /ʃɔːt/
shy /ʃaɪ/
similar in looks /ˌsɪmələr ɪn 'lʊks/
slim /slɪm/
slippers /'slɪpəz/
smile /smaɪl/
sociable /'səʊʃəbəl/
sporty /'spɔːti/
stupid /'stjuːpɪd/
tall /tɔːl/
tell jokes /ˌtel 'dʒəʊks/
thin /θɪn/
ugly /'ʌgli/
unfriendly /ʌn'frendli/
unkind /ˌʌn'kaɪnd/
unsociable /ʌn'səʊʃəbəl/
well-built /ˌwel 'bɪlt/
young /jʌŋ/

4.2 Grammar 4.23

be sick /ˌbi 'sɪk/
elastic /ɪ'læstɪk/
flexible /'fleksəbəl/
hang out with friends /ˌhæŋ aʊt wɪð 'frendz/
social media /ˌsəʊʃəl 'miːdiə/
tongue /tʌŋ/

4.3 Listening 4.24

buy your first flat/house/home /ˌbaɪ jə ˌfɜːst 'flæt/'haʊs/'həʊm/
collect/fetch /kə'lekt/fetʃ/
driver's/driving licence /'draɪvəz/ 'draɪvɪŋ ˌlaɪsəns/
driving lessons /'draɪvɪŋ ˌlesənz/
fall in love /ˌfɔːl ɪn 'lʌv/
get married /ˌget 'mærid/
get your first job /ˌget jə ˌfɜːst 'dʒɒb/
go on your first date /ˌgəʊ ɒn jə ˌfɜːst 'deɪt/
learn to drive /ˌlɜːn tə 'draɪv/
leave home /ˌliːv 'həʊm/
life event /ˌlaɪf ɪ'vent/
save money /ˌseɪv 'mʌni/

4.4 Reading 4.25

baggy /'bægi/
boots /buːts/
calm /kɑːm/
casual /'kæʒuəl/
cheerful /'tʃɪəfəl/
coat /kəʊt/
comfortable /'kʌmftəbəl/
creative /kri'eɪtɪv/
dress /dres/
dyed /daɪd/
energetic /ˌenə'dʒetɪk/
generous /'dʒenərəs/
get on with /ˌget ɒn wɪð/
hat /hæt/
identity /aɪ'dentəti/
jacket /'dʒækət/
jeans /'dʒiːnz/
jumper /'dʒʌmpə/
make-up /'meɪkʌp/
music taste /'mjuːzɪk teɪst/
old-fashioned /ˌəʊld 'fæʃənd/
personality /ˌpɜːsə'næləti/
reflect /rɪ'flekt/
relaxed /rɪ'lækst/
scarf /skɑːf/
shirt /ʃɜːt/
shoes /ʃuːz/
skirt /skɜːt/
smart /smɑːt/
socks /sɒks/
studies /'stʌdiz/
stylish /'staɪlɪʃ/
successful /sək'sesfəl/
suit /suːt/
talented /'tæləntəd/
think deeply /ˌθɪŋk 'diːpli/
tie /taɪ/
tight /taɪt/
top /tɒp/
tracksuit /'træksuːt/
trainers /'treɪnəz/
trendy /'trendi/
trousers /'traʊzəz/
T-shirt /'tiː ʃɜːt/
uncomfortable /ʌn'kʌmftəbəl/
wear /weə/
worried /'wʌrid/
worry /'wʌri/

4.5 Grammar 4.26

engine size /'endʒɪn saɪz/
get permission from /ˌget pə'mɪʃən frəm/
identity card /aɪ'dentəti kɑːd/
owner /'əʊnə/
permission /pə'mɪʃən/
ride a moped /ˌraɪd ə 'məʊped/
take lessons at a driving school /ˌteɪk ˌlesənz ət ə 'draɪvɪŋ skuːl/
tattoo /tə'tuː/
vote in an election /ˌvəʊt ɪn ən ɪ'lekʃən/

4.6 Speaking 4.27

fringe /frɪndʒ/
haircut /'heəkʌt/
hairstyle /'heəstaɪl/
ponytail /'pəʊniteɪl/
shaved hair /ˌʃeɪvd 'heə/
shoulder-length hair /ˌʃəʊldəˌleŋθ 'heə/
spiky hair /ˌspaɪki 'heə/

4.7 Writing 4.28

blond /blɒnd/
laugh /lɑːf/

WORD LIST ACTIVITIES

- Dictate short definitions of the adjectives from the wordlist about appearance, personality, clothes and style, leaving a gap at the end of the definition. The students then complete the definition with the correct adjective. They can continue this in pairs or small groups.
- In groups, students play *Snowman* with the vocabulary from the wordlist.

FOCUS REVIEW 4

VOCABULARY AND GRAMMAR

1 Choose the correct option.

1 Jane has got curly (hair) / *eyes*.
2 My grandma doesn't like wearing *trainers* / (trousers). She usually wears a skirt or dress instead.
3 I can walk a long distance in those boots. They're really *generous* / (comfortable).
4 He's forty-five years old on his next birthday – he's (middle-aged) / *medium-length*.
5 Simon has got beautiful green *ears* / (eyes).
6 Ruth wears great clothes. She's very *spiky* / (stylish).

2 Read the descriptions and complete the adjectives.

1 Dan is very s e r i o u s. He's a student now, but he wants to have his own business before he's twenty-five.
2 Lisa is so f u n n y! She's got a great sense of humour.
3 Amy always has lots of ideas and she's great at art. She's very c r e a t i v e .
4 Sam is a k i n d person. He helps everyone.
5 Mike does very well in tests and exams. He's c l e v e r .
6 Ellen is very s o c i a b l e. She has lots of friends.

3 Complete the sentences with the correct form of the adjectives in brackets.

1 I think Roger Federer is the ___best___ (good) tennis player in the world.
2 Rob is ___taller___ (tall) than me.
3 Do you think films are more interesting (interesting) than books?
4 Sarah is the ___funniest___ (funny) person in our class.
5 Katie is one of the most successful (successful) people I know.
6 Matt is usually ___calmer___ (calm) than his brother.

4 Complete the sentences with the correct form of *have to*.

1 ___Does___ Steve ___have to___ make his bed in the morning?
2 I ___have to___ get home by eleven o'clock during the week, but I can stay out later at the weekend.
3 Tim doesn't have to tidy his room every week, but he likes it and he's happy to do it.
4 In many countries you don't have to vote. You can decide if you want to vote or not.
5 ___Do___ you ___have to___ wear a helmet when you ride a motorcycle in your country?
6 In the UK, you don't have to be eighteen if you want to get married. You can do it if you are sixteen, but you need your parents' permission.

USE OF ENGLISH

5 Choose the correct answer, A, B or C, to complete both sentences.

1 What _____ of music do you listen to?
My sister is very _____ . She looks after me when our parents aren't home.
A shy B good (C) kind
2 Look! Stuart's cat is sitting on _____ of his head!
I like your skirt and _____ . Are they new?
(A) top B shirt C boots
3 John is _____-looking, but his brother has a nicer smile.
Spiky hair? Yes, that sounds _____ .
A well B fit (C) good
4 Jack is only 1.60 m – he's quite _____ .
I don't wear that skirt in winter. It's _____ , so my legs get cold.
(A) short B ugly C stylish
5 I don't want to _____ married until I'm in my thirties.
I'm having lessons because I want to _____ my driving licence.
A be (B) get C take
6 He's got a _____ nose.
My _____ is quite small. There are two rooms.
A thin (B) flat C house

6 Choose the correct answer, A, B or C.

1 X: What does Jamie look like?
Y: He's _____ , and he's very sporty.
A fat (B) fit C positive
2 X: What have you got on your feet?
Y: Two pairs of _____ . My boots are a bit big.
(A) socks B trainers C shoes
3 X: Why are you wearing that old tracksuit?
Y: It's my favourite! I want to feel _____ because I'm studying for my exams.
(A) comfortable B energetic C baggy
4 X: Is that John's friend Mark over there?
Y: No, Mark has got dark _____ .
A lips (B) hair C ears
5 X: Sally is very _____ .
Y: Yes, she always says good things about everyone.
A talented B relaxed (C) positive
6 X: Do you fancy going to the gym?
Y: No, I'm not very _____ .
A creative (B) sporty C tall

LISTENING

7 2.29 Listen to Hayley talking to a friend about her sister, Sara, and choose the correct answer, A, B or C.

1 How many brothers and sisters does Hayley have?
A two (B) three C four
2 Sara's birthday is in
A March. (B) June. C November.
3 Sara's hair is
A short and dark. B long and blond.
(C) short and blond.
4 Hayley and Sara do not both like the same
A music. B jokes. (C) sports.
5 Where does Sara go with Hayley?
(A) to the shops B to the cinema C to parties

REFERENCES

Audioscript **p. 164**

EXTRA ACTIVITIES

- Photocopiable resource 24 Vocabulary and grammar check 2 (15 min.) pp. 183, 214
- Word Practice 4, WORD STORE booklet, p. 8
- Photocopiable resource 25 *A very different hairstyle* (speaking; 15 min.) pp. 183, 215
- Photocopiable resource 26 *All about me* (writing; 10–12 min.) pp. 183, 216
- Extra digital activities: Reading, Listening and Use of English

58

READING

8 Read the text and complete gaps 1–3 with sentences A–E. There are two extra sentences.

YOUNG AUSTRALIA

Life for young people in Australia can be quite different now to just a few decades ago.
Today, young people have better qualifications. More people are going to university than ever before. Why? One reason is that there are more courses than before. [1] B Finally, you can get a much better job if you have a degree. Job training is also more popular now.
Nowadays, over 70 percent of young people have a job. A lot of young people don't wait until after they finish studying to get a job. Many work part-time while they are studying.
[2] D Now 69 percent of young women have jobs, compared to 54 percent then.
More young people live in the biggest cities in Australia than in the countryside – just 16 percent live outside cities. They live at home for longer – most don't leave home until they are in their twenties. After getting their first house, they move more often than before. Often, they move to a different city to get a better job. It seems that young people are happier about the idea of changing cities for a job than before.
Young people are also delaying the age they get married. [3] C One reason for this is that more young people live together before they get married.

A More women are going to university nowadays, which means they have better jobs.
B Another reason is that you don't have to pay for your university studies until you are working.
C On average, men are six years older and women are seven years older.
D The number of women who work is also different to forty years ago.
E The number of young people that vote is much higher than before.

WRITING

9 Read the information and write a blog post.

You have a new personal blog. Write the first post with your personal profile.

- Describe your appearance and personality.
- Write about your likes and dislikes.
- Introduce your family and friends.

SPEAKING

10 Complete the questions, then ask and answer with a partner.

1 What kind of clothes do you like and why?
2 What does your best friend look like ?
3 What do you have to do at home every day?
4 How often do you change your hairstyle?

11 Choose the correct answer, A or B.

1 **X:** Hi. How can I help?
Y: _____
(A) I'd like a haircut.
B No, you can't.
2 **X:** Would you like your hair the same, but shorter?
Y: _____
A Yes. I'm sure I would.
(B) I'm not sure.
3 **X:** What about having a fringe?
Y: _____
(A) That sounds good.
B It looks cool! Thanks.
4 **X:** How about this hairstyle?
Y: _____
A No, I'd like to change my hairstyle.
(B) No, I don't like it.
5 **X:** I'd like a haircut.
Y: _____
A OK. You can put it in a ponytail.
(B) OK. Would you like it the same, but shorter?
6 **X:** Take a look. What do you think?
Y: _____
A Yes, you can do it now.
(B) It's perfect!

12 Do the task in pairs.

Student A

You are a hairdresser. Start the conversation.

- Greet Student B and ask how you can help him/her.
- Suggest a hairstyle and show Student B a photo.
- Ask for Student B's opinion (*how about? what about?*).
- Then ask for Student B's opinion about the new hairstyle.

Student B

You're a customer at the hairdresser's.

- You want a new haircut or hairstyle.
- Describe what you want and ask to see some photos.
- Agree to Student A's suggestion.
- Say you are happy with the new cut/style.

NEXT CLASS

- Ask students to do Self-check 4.9, WB pp. 58–59, as homework.
- Ask students to prepare for Unit Test 4: Assessment Package, Unit 4.
- Ask students to prepare for Review Test 2: Assessment Package, Unit 4.

PROJECT

- How to teach with projects p. T19
- Work in groups. Think about some famous people you all like. Do some research and prepare a presentation or poster describing these people's looks and personality. Then present it to your class.

5 Education

Learn to walk before you run.
A proverb

BBC



THE CHINESE SCHOOL EXPERIMENT

20 Watch the BBC video.
For the worksheet, go to page 116.

UNIT 5 VIDEOS

BBC The Chinese school experiment 20

GRAMMAR ANIMATION
Lesson 5.2 21 Lesson 5.5 22

FOCUS VLOG School memories
Lesson 5.5 23

ROLE-PLAY
Lesson 5.6 24

5.1 VOCABULARY

Types of school • at school • exams

I can use language related to types of school, exams and tests.

SHOW WHAT YOU KNOW

1 Complete the table with the words in the box. Think about more words to add to each group. Compare with a partner.

Chemistry coursebook desk Geography head teacher
IT (Information technology) form teacher
IWB (interactive whiteboard) Maths PE (Physical Education)
Physics pupil Science ~~whiteboard~~

Classroom objects	Subjects	People
whiteboard coursebook, desk, IWB	Chemistry, Geography, IT, Maths, PE, Physics, Science	head teacher, form teacher, pupil

2 Finish the statements to make them true for you. Compare with a partner.

1 My favourite subject is …
2 My worst subject is …
3 The best thing about my school is …
4 The worst thing about my school is …

UK TODAY

Education in **Britain**

The text describes the school system in England and Wales. Scotland and Northern Ireland have different systems.

In England and Wales nowadays many children go to **nursery school** when they are three or four. When they are five, they go to **primary school** and they stay there for six years. At the age of eleven, they start **secondary school**. Students have to study between the ages of five and eighteen. Most students study at the same secondary school for seven years, but some leave school at the age of sixteen and, for example, study at **college** or train for a job for two more years.

At the age of eighteen or nineteen students can go to **university**, which usually lasts three or four years.

Some parents pay for their children to go to a **private school**, but most students go to **state schools**. Most state schools are **mixed** – they are for boys and girls – but some are **single-sex** for either boys or girls only.

Exams

There are different types of exams in British schools. All students have to study English, Maths and Science until Year Eleven. At the end of that year, at the age of sixteen, students take GCSE exams*. Students usually take GCSEs in five to ten subjects, so they have to revise a lot before their exams. If students want to go to university, they take A level exams*. Most students take two or three A levels, but some do four. If students don't pass their exams or don't do well and get bad marks, they can always retake the exams.

GCSE exams (GCSEs) – General Certificate of Secondary Education
A level exams (A levels) – Advanced Level (end-of school exams)

REFERENCES

Culture notes **p. 154**
Videoscript **pp. 171–172**
Using videos in the classroom **p. T14**

EXTRA ACTIVITIES

- Photocopiable resource 27 *So, how is school?* (15 min.) pp. 184, 217
- Photocopiable resource 28 Test yourselves (10 min.) pp. 184, 218
- Extra digital activities: Vocabulary Checkpoint
- Students compare their schools and education with the school in the text and discuss how it is different and how they would feel if they went to a school like this.
- In pairs, students write sentences using the underlined expressions and the words in red in the text and read them out to the class.

Go to **WORD STORE 5** page 11

3 **Read about education in Britain. Are the sentences true (T) or false (F)? Read the text and check your answers.**

1 All children start their education when they are three years old. F
2 Students have to continue education until the age of eighteen. T
3 In British schools boys and girls always study together. F
4 Students have to study three subjects until they are sixteen. T
5 Students take exams only once. F



Pupils in a Science class



A level results



University Graduation

WORD STORE 5A Types of school

4 2.30 **Complete WORD STORE 5A with the names of school types in red in the text. Then listen, check and repeat.**

5 SPEAKING **Discuss what schools there are in your country.**

6 **Choose the correct option.**

1 My cousin goes to a *private* / *state* school. It's very expensive.
2 Lucy's little brother is six years old and he's in *nursery* / *primary* school.
3 I go to a *single-sex* / *mixed* school, but there are more boys than girls.
4 Hanif wants to leave school when he's sixteen and get a job, but I think he should go to *college* / *secondary* school.

WORD STORE 5B At school

7 2.31 **Complete WORD STORE 5B with the underlined phrases in the text. Then listen, check and repeat.**

8 SPEAKING **Complete the statements with the words or phrases in WORD STORE 5B. Discuss which statements are true for you.**

1 I have to work hard if I want to do *well in* the exams.
2 I am always *on time for* lessons, I am never late!
3 I work very hard in English lessons, but I still do *badly in* the tests.
4 I would like to study at university when I *leave* school.
5 I love Maths and always get *good marks/grades* in the tests.
6 I love Biology lessons and I always try not to *miss* a class.
7 I am not sporty and often get *bad marks/grades* in PE lessons.
8 I usually *come* to classes five minutes early.

WORD STORE 5C Exams

9 2.32 **Complete WORD STORE 5C with the highlighted phrases in the text. Then listen, check and repeat.**

10 SPEAKING **Discuss the questions about your school.**

1 How many tests do you usually take every week? In what subjects?
2 How many times can you retake a test/an exam if you fail it the first time?
3 What do you do to revise well for an exam?
4 What can happen if you fail an exam?
5 What is the highest grade you can get when you pass a test or an exam?
6 Are there special entrance exams for universities in your country? What are they?

I usually take two tests a week, sometimes three.

11 **Prepare a short text about the schools in your country. How similar are they to the schools in Britain?**

WORKBOOK

pp. 60–61, including *Show What You've Learnt*

NEXT CLASS

- Ask students to prepare for a 10–20-minute Vocabulary Quiz: Assessment Package, Unit 5.1, Vocabulary.
- Ask students to do *Show What You Know* in the WB, p. 52.

5.2 GRAMMAR

must/mustn't, should/shouldn't

I can express obligation, prohibition and give advice in the present and future.

1 SPEAKING **Do you know any unusual schools? What do people learn there?**

2 **Look at the photo of an unusual school. What do you think children do there? Read and check your ideas.**



UNUSUAL SCHOOLS

1 You **must** start learning when you are two years old.
2 You **must** practise every day.
3 You **mustn't** sit very close to the snakes.
4 You **must** learn to play music for the snakes.
5 You **mustn't** touch the snakes when the teacher is not there.

3 **Read the GRAMMAR FOCUS. Complete the rules for becoming a stunt performer with *must* or *mustn't*.**

GRAMMAR FOCUS 1 21

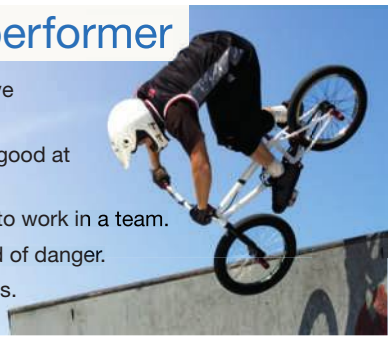
must/mustn't

- You use ***must*** to say that something is a rule or is necessary.
- You use ***mustn't*** when you want to say, 'don't do this'.

+	*I/You/He/She/We/They **must** practise.*
–	*I/You/He/She/We/They **mustn't** touch the snakes.*

Note:
To say that it is not necessary, we say '*you **don't have to** do it*', NOT ~~mustn't~~.
*He **doesn't have to** practise if he doesn't want to.* (It's not necessary.)
*It's late. He **mustn't** practise at this time of night.* (They don't allow him.)

To be a stunt performer



1 you *must* be very fit and love outdoor activities.
2 you ___must___ be very good at different kinds of sports.
3 you ___must___ be able to work in a team.
4 you ___mustn't___ be afraid of danger.
5 you ___mustn't___ take risks.

4 2.33 **Now listen and check your answers in Exercise 3.**

5 **Complete the statements with *mustn't* or *don't have to* make them true for you. Then compare with a partner.**

1 I _____ be at school before eight.
2 I _____ wear a school uniform.
3 I _____ use my mobile phone during lessons.
4 I _____ be at home after nine in the evening.

6 **Read the dialogue. Does Person B give good advice?**

1 **A:** I'm good at sports and I'm not afraid of danger. Where **should** I study?
B: You **should** go to a stunt school.
2 **A:** I love films and TV, but I'm not very fit and I hate danger. **Should** I go to a stunt school?
B: No! You **shouldn't**. You should go to a film school.

7 **Read the GRAMMAR FOCUS. Then complete the dialogues with *should* or *shouldn't* and the words in brackets.**

GRAMMAR FOCUS 2 21

should/shouldn't

You use ***should/shouldn't*** to give advice.

+	*I/You/He/She/We/They **should** go to a film school.*
–	*I/You/He/She/We/They **shouldn't** go to a stunt school.*
?	***Should** I study there?* *Yes, you **should**./No, you **shouldn't**.* *Where **should** I go?* *You **should** go to a film school.*

1 **A:** I want to be an actor. [1] *Should I leave* (I/leave) school now and go to Hollywood?
B: No, you [2] shouldn't leave (leave) school yet. You [3] should go (go) to theatre school after you finish school.
2 **A:** I love working with animals. My parents want me to get an office job. What [4] should I do (I/do)?
B: Well, you [5] shouldn't work (work) in an office! You [6] should train (train) to become a vet.
3 **A:** I'm scared of heights. [7] Should I go (I/go) walking with the class this weekend?
B: Yes, you [8] should, but you [9] should tell (tell) the leader and you [10] shouldn't climb (climb) any mountains.

8 **What is your school like? Use the words in the box to make statements that are true for you. Compare with a partner.**

be friendly and helpful cheat in exams
do extra activities do your homework
run inside the school
use a mobile phone in class
use a tablet wear a uniform

At my school ...
1 you must _____ .
2 you mustn't _____ .
3 you don't have to _____ .
4 you should _____ .
5 you shouldn't _____ .

Grammar page 131

REFERENCES

Culture notes **p. 155**
Audioscript **p. 164**
Using videos in the classroom **p. T14**

EXTRA ACTIVITIES

- Grammar animation
- Photocopiable resource 29 Test yourselves (10 min.), pp. 184, 219
- Extra digital activities: Grammar Checkpoint

WORKBOOK

p. 62, including *Show What You've Learnt*

NEXT CLASS

- Ask students to prepare for a 10–20-minute Grammar Quiz: Assessment Package, Unit 5.2, Grammar.
- Ask students to think about their favourite parts of the school.

5.3 LISTENING

Note completion

I can identify key details in a simple recorded dialogue about places at school.

1 2.34 **Match the places in the box with the photos. Then listen and repeat.**

canteen classroom corridor gym hall library playground Science lab sports field staff room

A 
Science lab

B 
canteen

C 
corridor

D 
library

E 
sports field

F 
staff room

2 2.35 **Jane is showing Mark round the school. Listen to Part 1 of their conversation. Where are they? How do you know?**
They are in a Science lab because Jane talks about special equipment and about Chemistry and Physics lessons.

3 **Read the conversation. What kind of information is missing in each gap? Match gaps 1–3 with descriptions a–c.**

a It is something you wear on top of your clothes. 3
b It is something students do in Science classes. 2
c It is something students use in Science classes. 1

Jane: There is a lot of special [1] equipment here. Students do [2] experiments in Chemistry and Physics lessons. You mustn't touch anything until the teacher tells you to.
Mark: What are all those books?
Jane: We keep all the Science books here so everyone can use them in the lessons. You have to wear an [3] overall in here too, over your school uniform, to protect it.

4 2.35 **Complete the sentences from Jane and Mark's conversation in Exercise 3 with the words in the box. Then listen again and check.**

experiments overall equipment

5 2.36 **Listen to the rest of the conversation. What other four places does Jane describe?**
She describes a canteen, a library, a hall and a sports field.

EXAM FOCUS Note completion

6 2.36 **Listen again and complete the information with up to three words in each gap.**

1 When the weather is fine, Jane eats in the playground
2 Borrowing time for books: three days
3 Number of people in school: three hundred
4 Lesson in hall : drama
5 Sports competitions take place in the sports field

WORD STORE 5D Nouns and verbs

7 2.37 **Complete WORD STORE 5D with the words in the box and match the words with the pictures. Then listen, check and repeat.**

8 **Complete the sentences with the correct form of the phrases in WORD STORE 5D.**

1 Let's *have a meeting* to discuss our summer holiday.
2 I want to borrow *The Lord of the Rings* from the school library.
3 On Thursdays, we do experiments in our Science lesson.
4 Do you use schoolbooks in your English classes?
5 I'm going to give a speech about students' rights in front of the whole school.
6 I always meet friends for a drink in the canteen.

9 SPEAKING **Do you do the activities in WORD STORE 5D at your school? When? How often? Discuss with a partner.**

PRONUNCIATION FOCUS

10 2.38 **Listen to the *th* sound and put the words in the box in the correct column.**

/ð/ (the)	/θ/ (think)
the then; they; together; mother; there; those; this; other; father	**th**ink three; bathroom; thin; thousand; thing; tooth; author; thanks; Thursday

author bathroom father mother other thanks then there they thin thing this those thousand three Thursday together tooth

11 2.39 **Listen and check.**

REFERENCES

Audioscript **p. 164**

EXTRA ACTIVITIES

• Elicit favourite parts of the school from students and write them on the board. In pairs, students write a short description of three of the places on the board. They read out the descriptions. The class has to guess which place they are referring to.
• Dictate some sentences using the verbs and expressions in ex. 7 in WORD STORE 5D, missing out the verbs. Students have to complete the sentences with the correct verb. Students can continue the activity in pairs.

WORKBOOK

p. 63

NEXT CLASS

Ask students to find out about another unusual school and bring pictures to the class.

5.4 READING

True/False

I can identify specific information in a simple article.

1 SPEAKING Look at the photos and the words in the box. Which activities do you think students do at the summer school?

camping doing experiments doing tests
hiking meeting scientists observing the night sky
scuba diving taking photos visiting London

2 Read the the first seven lines of the article. What does it describe?

1 a school where students study to become scientists
2 a short course for students who're interested in space
3 a research centre for space scientists

3 In which paragraph can you find this information? Read the article and match paragraphs A–F with the information 1–6.

1 activities in the swimming pool C
2 a trip to a building to find out more about space E
3 general description of what students do at the summer school A
4 an experience of flying F
5 the classes at the university B
6 looking at the night sky D

EXAM FOCUS True/False

4 Read the article again. Are the sentences true (T) or false (F)?

1 Students do classes during the day and in the evenings. F
2 All the students help to build a rocket. T
3 Students learn to scuba dive because it's important for astronauts to be able to swim. F
4 On the camping trip, students don't have to help at all. F
5 There is an opportunity to see scientists at the Space Centre. T
6 The skydiving teachers show students their skills. T

5 2.41 Match the phrasal verbs in blue in the article with the definitions. Then listen, check and repeat.

1 go from one place to another = *move around*
2 learn a fact or piece of information = find out
3 build something, e.g. a tent = put up
4 focus on something = concentrate on

6 Complete the sentences with the phrasal verbs in Exercise 5.

1 I don't know much about rockets. I want to *find out* more.
2 I can't talk to you now. This text isn't easy and I need to concentrate on it.
3 The tent is still in the bag, so we need to put it up.
4 I have to move around a lot for my job, so I never spend much time in one city.

7 SPEAKING Discuss the questions.

1 Do you move around a lot in classes?
2 Do you have to concentrate on any school projects at the moment?
3 What do you want to find out more about?
4 Can you put up a tent?

WORD STORE 5E Collocations

8 2.42 Complete WORD STORE 5E with the underlined nouns in the article. Then listen, check and repeat.

9 Complete the statements with the verbs in WORD STORE 5E.

1 I think summer schools are a good way to *make* new friends.
2 I never take part in projects at school.
3 I always try to improve my language skills when I can.
4 I'd like to do a course abroad next summer.
5 I often win prizes at sports.

10 Which statements in Exercise 9 are true for your partner?

You think summer schools are a good way to make new friends … I think it's true.

Yes! I think number 2 is false … You always take part in projects at school.

Correct! You …

11 SPEAKING Discuss in groups.

1 What do you like doing in your summer holidays?
In my summer holidays, I like relaxing: swimming, reading books, meeting my friends …
2 Do many young people you know do summer courses?
3 What things do you think are interesting to study at a summer school?
4 Would you like to do a course? What skills would you like to improve?

REFERENCES
Culture notes **p. 155**

EXTRA ACTIVITIES
In groups, students show their pictures and describe the unusual schools they have found out about. This can be a mini-project for a wall display. The students can vote for the school they would most like to attend.

WORKBOOK
pp. 64–65

64

2.40

TO THE STARS!



Do you dream of learning more about space and meeting some amazing scientists? Do you want to learn new skills and make some great friends? Well, you can do all these things and much more at Senior Space School UK!

A

Senior Space School UK is a summer school at the University of Leicester in England. It's for sixteen- to eighteen-year-olds and is eight days long. You do a mix of classes and practical activities and it's a fun way to improve your science skills. In the evenings, you can relax and there are quizzes, karaoke and a disco too.

B

You spend three of the eight days at the university. First, there are lectures – special classes – in Maths, Physics and other subjects. Then, you concentrate on exciting practical projects in the Science labs. For example, you have to build a rocket using your new knowledge. Everyone takes part and the best one wins a prize!

C

In space, people and objects do not weigh anything, so moving around is very different to Earth. Astronauts practise for space-walks in water; that's why you spend a few hours learning to scuba dive. After doing a short course, you work in teams to move materials in the correct order and build a structure – all under water. It's a real challenge!

D

On another evening you go camping. You must put up your tent, collect wood for a fire and cook your food. When it's dark, you learn to identify different stars, constellations (groups of stars) and other objects in the night sky. After that, everyone has hot chocolate and sings around the campfire.

E

There's a trip to the National Space Centre to find out about the difficulties of travelling to Mars. There's lots to do: meeting scientists, watching a show, exploring the centre and looking at the equipment astronauts use in the International Space Station.

F

If you want to learn how to fly, you can go indoor skydiving. Flying like this is almost like moving in space but it's not easy! The teacher shows you how to move and then you get to fly. At the end of the activity, watch as the teacher demonstrates some fantastic skydiving tricks.

Space School UK is an amazing opportunity to learn and have fun. Book your place now!



65

NEXT CLASS

- Ask students to do *Show What You Know* in the WB, p. 66.
- Ask students to bring in photographs of themselves when they were much younger.

5.5 GRAMMAR

Past Simple: *was/were, could*

I can use be and can in the Past Simple.

Exercise 1
Daniel Radcliffe, the actor. He's famous for his role as Harry Potter.

Exercise 3
2 He couldn't write well.
3 His results weren't good.
4 His first audition wasn't when he was twelve.
5 Daniel could act.
6 The Harry Potter films were successful.

1 Look at the photo and discuss the questions. Then read the text and check.

1 Who is the person in the photo?
2 What do you know about him?
3 What is he most famous for?



Daniel Radcliffe is now famous as the *Harry Potter* actor, but what was his life like before the films? Was he a good student?

School wasn't a good experience for Daniel. Because of a neurological problem, he couldn't tie his shoelaces, and he couldn't write well. His results weren't good. His mum was a film agent, but to start with she wasn't happy about Daniel acting. His first audition was when he was nine. It was a great idea: Daniel could act! All the *Harry Potter* films were successful and Daniel is now a very popular actor.

2 Complete the GRAMMAR FOCUS with the verbs in blue in the text. Then find more examples in the text.

GRAMMAR FOCUS 1 22

Past Simple: *was/were*

+	*I/He/She* [1] ___was___ *a good student.* *You/We/They* [2] ___were___ *good students.*
–	*I/He/She* [3] ___wasn't___ *a good student.* *You/We/They* [4] ___weren't___ *good students.*
?	[5] ___Was___ *I/he/she a good student?* *Yes, I/he/she* ***was****./No, I/he/she* ***wasn't****.* ***Were*** *you/we/they good students?* *Yes, you/we/they* ***were****. /No, you/we/they* ***weren't****.* *What* ***was*** *he good at?* *What* ***were*** *they good at?*

Note:
- You also use *was/wasn't* with *it*: ***It was*** *a great idea.*
- *wasn't = was not* *weren't = were not*

GRAMMAR FOCUS 2 22

Past Simple: *could*

+	*He* [6] ___could___ *play the guitar.*
–	*He* [7] ___couldn't___ *play the piano.*
?	***Could*** *he play the piano?*

Note:
- *Could* is the same for all persons (*I, you, he, she, it, we, they*).
- *couldn't = could not*

3 Correct the false sentences.

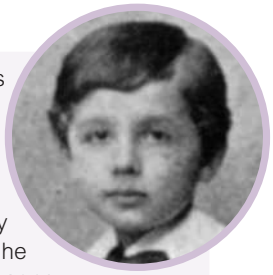
1 School was a good experience for Daniel.
School wasn't a good experience for Daniel.
2 He could write well.
3 His results were good.
4 His first audition was when he was twelve.
5 Daniel couldn't act.
6 The Harry Potter films weren't successful.

4 2.43 Read about Kristen Stewart and choose the correct option. Then listen and check.



Kristen Stewart is a famous actress. But when she [1]*was* / *were* younger, things [2]*wasn't* / *weren't* always easy. She [3]*wasn't* / *weren't* happy at high school because she [4]*could* / *couldn't* talk to other kids her age. They [5]*was* / *were* interested in different things and so they [6]*wasn't* / *weren't* very friendly to her. They [7]*were* / *weren't* often jealous because Kristen [8]*could* / *couldn't* act really well.

5 2.44 Complete the text about Albert Einstein so that it is true. Use *was/wasn't, were/weren't* or *could/couldn't*. Compare with a partner. Then listen and check.



Albert Einstein was a very famous scientist. From an early age, he [1]*was* good at Maths and Science and he [2]___could___ play the violin well. But at school, he [3]___wasn't___ good at all subjects. History and Geography [4]___weren't___ easy for him and he [5]___wasn't___ good at foreign languages. But Einstein [6]___was___ a genius and scientists are still studying his brain to help them understand about intelligence.

6 SPEAKING Complete the questions with *were* or *could*. Then ask and answer the questions. Write down your partner's answers.

When you were at primary school …
1 ___were___ the other students friendly?
2 ___were___ your teachers nice?
3 ___could___ you speak English?
4 ___were___ you good at Science?
5 ___could___ you understand everything?
6 ___were___ you a quiet student?
7 ___were___ lessons fun?
8 ___were___ you good at sports?

7 SPEAKING Tell the class about your partner.

When Gabriel was at primary school, the other students were friendly. His teachers were …

FOCUS VLOG 23 School memories

23 **Watch the Focus Vlog. For the worksheet, go to page 117.**

Grammar page 131

REFERENCES
Culture notes **p. 155**
Videoscript **p. 172**
Using videos in the classroom **p. T14**

EXTRA ACTIVITIES
- Grammar animation
- Photocopiable resource 30 *Could you …?* (10 min.) pp. 184, 220
- Extra digital activities: Grammar Checkpoint

WORKBOOK
p. 66, including *Show What You've Learnt*

NEXT CLASS
- Ask students to prepare for a 10–20-minute Grammar Quiz: Assessment Package, Unit 5.5, Grammar.

66

5.6 SPEAKING

Asking for and giving information

I can ask for and give simple travel information.

1 **Read the information about the Eden Project and Shakespeare's House. Which is the best place to visit on a school trip? Why?**

2 2.45 **Ben is organising a trip for his class. Listen to the dialogue. Which place do they want to visit?**
Shakespeare's House

3 2.45 **Complete the dialogue. Then listen again and check.**

Woman: Good morning. **Can I help you?**
Ben: Good morning. I'd like some information.
Woman: Certainly, what would you like to know?
Ben: **What are your opening times?**
Woman: We're open from [1] 9 a.m. to [2] 5 p.m.
Ben: And how much does it cost to get in?
Woman: For adults it costs [3] £17.50 and for children it costs [4] £11.50. **There are also discounts for groups.**
Ben: Can I book online?
Woman: Yes, you can.
Ben: Are there any guided tours?
Woman: Only for large groups, but there are a lot of materials on our website. Also you can download our podcasts to your phone. They've got lots of great information.
Ben: And where is the house, exactly?
Woman: It's on Henley Street, near the train station.
Ben: OK, thanks very much.
Woman: You're welcome.

Eden Project

Cornwall



Explore the rainforest, walk through the Mediterranean area, have fun in the education centre and learn about plants. There are also fantastic concerts and the longest zip wire in England!

Opening times: 9:30 a.m. – 6 p.m., seven days a week all year

Tickets: Adults: £28.50 (£26 online)
Children five-sixteen years old: £15 (£13.50 online)
Children under five – free
Students: £23.50
Discounts for groups of fifteen or more: contact 01726811911

Guided tours: Choose from three different tours £100–£125.

4 **Read the dialogue again and complete the SPEAKING FOCUS with the phrases in orange in Exercise 3.**

SPEAKING FOCUS

Asking for information

I'd like some information.
[1] What are your opening times?
How much does it cost to get in?
How much are the tickets?/How much is (a family) ticket?
Can I book online? Are there any guided tours?
Is there a podcast?
Where is the (park/museum/attraction) exactly?
Thanks very much.

Giving information

[2] Can I help you?
What would you like to know?
Tickets are (£10) for adults and (£5) for children.
Tickets for children under (five) are free.
[3] There are also discounts for groups.
A family ticket costs (£20).
The (museum/park) opens at (9 a.m.) and closes at (5 p.m.).
It's in/on (Green Street).
You're welcome.

5 **Put the words in the correct order to make questions. Think about a recent school trip.**

1 how / cost / much / it / to / in / does / get / ?
How much does it cost to get in?
2 any / there / are / tours / ? Are there any tours?
3 book / online / I / can / ? Can I book online?
4 is / where / exactly / it / ? Where is it exactly?
5 there / is / podcast / a / ? Is there a podcast?

6 SPEAKING **Practise a dialogue asking about the Eden Project. Then act it out to the class.**

ROLE-PLAY 24 Asking for and giving information

24 **Watch the video and practise. Then role-play your dialogue.**

Shakespeare's House

Stratford-upon-Avon



See where Shakespeare was born and lived for over twenty years. Explore the gardens, visit the shop or do a workshop. Download our podcasts to your phone to get the most from your visit!

Opening times: 9 a.m. – 5 p.m.

Tickets: Adults: £17.50
Children five-sixteen years old: £11.50
Family: £46.50
Students: £16.50
Discounts for groups of fifteen or more: contact 01789204016

REFERENCES

Culture notes **p. 155**
Using videos in the classroom **p. T14**

EXTRA ACTIVITIES

Students write a dialogue about places of interest in their own country and ask for and give information about them. Students then act out their dialogue for the class.

WORKBOOK

p. 67

NEXT CLASS

Ask students to think about the typical things they would write about in an email to a friend.

5.7 WRITING

A personal email

I can write a short personal email to tell news.

1 Which of the five topics would you NOT write about in an email to a friend about a new school?

1 The other students
2 Activities you are doing
3 Your favourite film ✗
4 Your news
5 School sports teams

2 Read the email. Which topic does Jen NOT write about? Her favourite film

[A] Hi Mark,

[B] **How are you?** I hope you're fine and not too busy!

[C] I'm getting on OK at my new school. It's great because everyone's very friendly. I don't know my way round the school yet. I get lost all the time but someone always helps me find the right place. What else? The trials for the hockey team are next week. I'd love to be in the team, so I have to practise really hard. **My other news is that** I'm in a band! There are six of us in the band. I play the guitar (of course!) and it's great fun.

[D] **How about you?** Are you still in the volleyball team? What are your plans for this weekend? Do you want to come and stay soon?

[E] Write soon! **I can't wait to hear all your news!** ☺
I miss you all!

Love

Jen



3 Read the email again. Match parts A–E with headings 1–5.

1 Asking about the other person D
2 Giving your news C
3 Signing off E
4 Greeting A
5 Asking how someone is B

4 Complete the WRITING FOCUS with the expressions in purple in the email.

WRITING FOCUS

A personal email

- **Asking about someone**
  [1] *How are you?*/How are things?
  I hope you're fine!/I hope you're not too busy!
  How's everyone?
- **Giving your news**
  I'm getting on OK/fine/well.
  What else?
  I'd love to ...
  [2] My other news is that …
- **Asking about the other person**
  What are you up to?
  [3] How about you?
  What are your plans for this weekend/the holidays?
  How's life?
  What's your news?
- **Signing off**
  Write soon!
  [4] I can't wait to hear all your news!
  I hope to hear from you soon!
  I miss you!/I miss you all!

5 Read examples A–D. Then complete the text with *and, but, because* or *so*.

A I hope you're fine! I hope you're not too busy!
→ I hope you're fine **and** not too busy!
B I get lost all the time. Someone always helps me.
→ I get lost all the time, **but** someone always helps me.
C It's great **because** everyone is very friendly.
→ Everyone is very friendly, **so** it's great.
D The trials are next week. I have to practise hard.
→ The trials are next week, **so** I have to practise hard.
→ I have to practise hard **because** the trials are next week.

I want to get fit, [1] *so* I'm doing a lot of sport this year. I'm in the football team [2] *and* I'm in the badminton team, [3] *but* I'm not in the hockey team. I'm also in a theatre group. We've got a show next week, [4] *so* we have to practise hard. What else? We've got a new History teacher [5] *and* she's really nice! I'm learning a lot [6] *because* she's a great teacher.

SHOW WHAT YOU'VE LEARNT

6 Make notes for each topic in Exercise 1. Then write an email to a friend with your school news. Use the WRITING FOCUS to help you.

EXTRA ACTIVITIES

- Elicit the types of things people write about in emails to friends they don't see every day and write them on the board. Elicit the different types of ways of beginning and ending an email to a friend and write them on the board. As a class, write an email on the board to a friend.
- Dictate short sentences to the class and in pairs have students link the sentences using *and, but, because* and *so*.
- Using the WRITING FOCUS students, in pairs, write to another pair in the class. They swap emails and reply.

WORKBOOK

p. 68, including *Show What You've Learnt* and *Show That You've Checked*

NEXT CLASS

Ask students to study the Word list on page 69.

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5.1 Vocabulary 4.29

A level exams (A levels) /ˌeɪ ˌlevəl ɪgˈzæmz (ˈeɪ ˌlevəlz)/
be late/on time for lessons /ˌbi ˌleɪt/ˌɒn ˌtaɪm fə ˈlesənz/
boys' school /ˈbɔɪz ˌskuːl/
Chemistry /ˈkeməstri/
college /ˈkɒlɪdʒ/
come to class /ˌkʌm tə ˈklɑːs/
coursebook /ˈkɔːsbʊk/
desk /desk/
do well/badly in an exam/a test /ˌduː ˌwel/ˌbædli ɪn ən ɪgˈzæm/ə ˈtest/
entrance exams /ˈentrəns ɪgˌzæmz/
fail an exam /ˌfeɪl ən ɪgˈzæm/
form teacher /ˈfɔːm ˌtiːtʃə/
GCSE exams (GCSEs) /ˌdʒiː siː es ˈiː ɪgˈzæmz ˌdʒiː siː es ˈiːz/
Geography /dʒiˈɒgrəfi/
get bad marks/grades /ˌget bæd ˈmɑːks/ˈgreɪdz/
get good marks/grades /ˌget gʊd ˈmɑːks/ˈgreɪdz/
girls' school /ˈgɜːlz skuːl/
go to university /ˌgəʊ tə ˌjuːnəˈvɜːsəti/
head teacher /ˌhed ˈtiːtʃə/
higher education /ˌhaɪər ˌedjʊˈkeɪʃən/
IT (Information Technology) /ˌaɪ ˈtiː (ˌɪnfəˌmeɪʃən tekˈnɒlədʒi)/
IWB (interactive whiteboard) /ˌaɪ ˌdʌbəljuː ˈbiː (ˌɪntərˌæktɪv ˈwaɪtbɔːd)/
kindergarten /ˈkɪndəgɑːtn/
last /lɑːst/
leave school /ˌliːv ˈskuːl/
Maths /mæθs/
miss a class /ˌmɪs əˈklɑːs/
mixed school /ˌmɪkst ˈskuːl/
nursery school /ˈnɜːsəri skuːl/
pass an exam /ˌpɑːs ən ɪgˈzæm/
PE (Physical Education) /ˌpiː ˈiː (ˌfɪzɪkəl ˌedjʊˈkeɪʃən)/
Physics /ˈfɪzɪks/
playgroup /ˈpleɪgruːp/
primary school /ˈpraɪməri skuːl/
private school /ˈpraɪvət skuːl/
pupil /ˈpjuːpəl/
retake an exam/a test /ˌriːˌteɪk ən ɪgˈzæm/ə ˈtest/
revise for an exam /rɪˈvaɪz fər ən ɪgˈzæm/
Science /ˈsaɪəns/
secondary school /ˈsekəndəri skuːl/
single-sex school /ˌsɪŋgəl ˌseks ˈskuːl/
start school /ˌstɑːt ˈskuːl/
state school /ˈsteɪt skuːl/
study a subject/at university /ˌstʌdi ə ˈsʌbdʒɪkt/ət ˌjuːnəˈvɜːsəti/
take/sit a test /ˌteɪk/ˌsɪt ə test/
take/sit an exam /ˌteɪk/ˌsɪt ən ɪgˈzæm/
university /ˌjuːnəˈvɜːsəti/

5.2 Grammar 4.30

be afraid of /ˌbi əˈfreɪd əv/
cheat in exams /ˌtʃiːt ɪn ɪgˈzæmz/
close /kləʊs/
do extra activities /ˌduː ˌekstrə ækˈtɪvətiz/
film school /ˈfɪlm skuːl/
finish school /ˌfɪnɪʃ ˈskuːl/
office job /ˈɒfɪs dʒɒb/
outdoor activities /aʊtˌdɔːr ækˈtɪvətiz/
professor /prəˈfesə/
run inside the school /ˌrʌn ɪnˌsaɪd ðə ˈskuːl/
stunt performer /ˌstʌnt pəˈfɔːmə/
stunt school /ˈstʌnt skuːl/
take risks /ˌteɪk ˈrɪsks/
theatre school /ˈθɪətə skuːl/
train to become (a vet) /ˌtreɪn tə bɪˌkʌm (ə ˈvet)/
use a tablet/mobile phone in class /ˌjuːz ə ˌtæblət/ˌməʊbaɪl fəʊn ɪn ˈklɑːs/
wear a uniform /ˌweər ə ˈjuːnəfɔːm/

5.3 Listening 4.31

assembly /əˈsembli/
borrow a book/CD/DVD from the library /ˌbɒrəʊ ə ˌbʊk/ˌsiː ˌdiː/ˌdiː viː ˌdiː frəm ðə ˈlaɪbrəri/
canteen /kænˈtiːn/
classroom /ˈklɑːsrʊm/
corridor /ˈkɒrədɔː/
do experiments /ˌduː ɪkˈsperɪmənts/
drama /ˈdrɑːmə/
give a speech /ˌgɪv ə ˈspiːtʃ/
gym /dʒɪm/
hall /hɔːl/
have a meeting /ˌhæv ə ˈmiːtɪŋ/
hockey /ˈhɒki/
in the breaks /ˌɪn ðə ˈbreɪks/
library /ˈlaɪbrəri/
meet friends /ˌmiːt ˈfrendz/
playground /ˈpleɪgraʊnd/
Science lab /ˈsaɪəns læb/
(special) equipment /(ˌspeʃəl) ɪˈkwɪpmənt/
sports competition /ˈspɔːts kɒmpəˌtɪʃən/
sports field /ˈspɔːts fiːld/
staff room /ˈstɑːf ruːm/
use school books in lessons /ˌjuːz skuːl bʊks ɪn ˈlesənz/
wear an overall /ˌweər ən ˌəʊvərˈɔːl/

5.4 Reading 4.32

at the camp /ət ðə ˈkæmp/
build a rocket /ˌbɪld ə ˈrɒkɪt/
campfire /ˈkæmpfaɪə/
camping trip /ˈkæmpɪŋ trɪp/
challenge /ˈtʃæləndʒ/
collect wood for a fire /kəˌlekt ˌwʊd fər ə ˈfaɪə/
concentrate on /ˈkɒnsəntreɪt ɒn/
demonstrate tricks /ˌdemənstreɪt ˈtrɪks/
do a course (abroad) /ˌduː ə kɔːs (əˈbrɔːd)/
do tests /ˌduː ˈtests/
dream of /ˈdriːm əv/
find out /ˌfaɪnd ˈaʊt/
focus on /ˌfəʊkəs ˈɒn/
hike /haɪk/
identify stars /aɪˌdentɪfaɪ ˈstɑːz/
improve your skills /ɪmˈpruːv jə ˈskɪlz/
indoor skydiving /ˌɪndɔː ˈskaɪˌdaɪvɪŋ/
International Space Station /ˌɪntəˌnæʃənəl ˈspeɪs ˌsteɪʃən/
knowledge /ˈnɒlɪdʒ/
learn a skill /ˌlɜːn ə ˈskɪl/
lecture /ˈlektʃə/
make friends /ˌmeɪk ˈfrendz/
meet scientists /ˌmiːt ˈsaɪəntɪsts/
move around /ˌmuːv əˈraʊnd/
practical activities /ˌpræktɪkəl ækˈtɪvətiz/
put up a tent /ˌpʊt ʌp ə ˈtent/
scuba dive /ˈskuːbə daɪv/
sing /sɪŋ/
structure /ˈstrʌktʃə/
summer school /ˈsʌmə skuːl/
take part /ˌteɪk ˈpɑːt/
weigh /weɪ/
win a prize /ˌwɪn əˈpraɪz/

5.5 Grammar 4.33

acting /ˈæktɪŋ/
audition /ɔːˈdɪʃən/
be good at (foreign languages) /bi ˌgʊd ət (ˌfɒrən ˈlæŋgwɪdʒɪz)/
genius /ˈdʒiːniəs/
History /ˈhɪstəri/
neurological problems /ˌnjʊərəˈlɒdʒɪkəl ˌprɒbləmz/
shoelaces /ˈʃuːleɪsɪz/
tie /taɪ/

5.6 Speaking 4.34

attraction /əˈtrækʃən/
book online /ˌbʊk ˈɒnlaɪn/
cost /kɒst/
discount /ˈdɪskaʊnt/
download a podcast /ˌdaʊnˈləʊd ə ˈpɒdkɑːst/
education centre /ˌedjʊˈkeɪʃən ˌsentə/
exactly /ɪgˈzæktli/
family ticket /ˈfæməli ˌtɪkət/
free /friː/
get the most from /ˌget ðə ˈməʊst frəm/
guided tour /ˌgaɪdɪd ˈtʊə/
open /ˈəʊpən/
opening times /ˈəʊpənɪŋ taɪmz/
rainforest /ˈreɪnfɒrɪst/
train station /ˈtreɪn ˌsteɪʃən/
workshop /ˈwɜːkʃɒp/
You're welcome. /jə ˈwelkəm/
zip wire /ˈzɪp ˌwaɪə/

5.7 Writing 4.35

band /bænd/
get fit /ˌget ˈfɪt/
get lost /ˌget ˈlɒst/
sports team /ˈspɔːts tiːm/
theatre group /ˈθɪətə gruːp/
trials /ˈtraɪəlz/

WORD LIST ACTIVITIES

- Write *do*, *get* and *be* on the board. Divide the class into groups and have a race to see who can write the most correct expressions in three minutes.
- Students choose words from the list and write definitions, e.g. *It's a school subject and you learn about the past.* (History), *It's a meeting at school in the morning that all the students and teachers go to.* (assembly), etc. They read them out and their partner says the word. If you prefer, they prepare definitions in pairs and play as a class game.
- Divide the class into teams and play *Pictionary*. A member of the team comes to the board and draws a picture to show a word, his/her teammates must guess the word.

FOCUS REVIEW 5

VOCABULARY AND GRAMMAR

1 Complete the sentences with the words in the box. There are two extra words.

be book fail get have retake start

1 How old are you when you ___start___ school in England?
2 Let's ___have___ a meeting to organise the party.
3 I want to ___retake___ my English test, because I'm not happy with my grade.
4 The tickets cost £10. You can ___book___ online before you go to the museum.
5 The test starts at seven o'clock and I want to ___be___ on time.

2 Choose the correct option.

1 My parents pay for me to go to a *state* / *private* school.
2 Pierre has to *improve* / *make* his language skills before his summer camp in Oxford.
3 It's a *single-sex* / *mixed* school and only girls learn here.
4 At the summer camp children learn how to *move around* / *put up* a tent.
5 Pupils usually *start* / *leave* school when they are five years old.
6 I like learning about the past, so I enjoy *Maths* / *History*.

3 Complete the second sentence so that it has a similar meaning to the first. Use the verbs in the box.

doesn't have to shouldn't mustn't must should

1 It's not necessary for Joanne to help me.
Joanne ___doesn't have to___ help me.
2 My advice is to talk to your parents about your problem.
I think you ___should___ talk to your parents about your problem.
3 The school rules say: 'No mobile phones in class.'
You ___mustn't___ use mobile phones in class.
4 I don't think it's a good idea to invite Jack to your party.
You ___shouldn't___ invite Jack to your party.
5 At our school, all the students wear a uniform. It's the rule.
At our school, you ___must___ wear a uniform.

4 Complete the sentences with the Past Simple forms of the verbs in brackets.

1 I ___was___ (be) shy as a child, but now I'm not shy.
2 Simon ___couldn't___ (not can) swim when he ___was___ (be) four years old.
3 Where ___were___ (be) you yesterday?
4 They ___could___ (can) sing very well when they were at school.
5 I ___wasn't___ (not be) at school last week. It ___was___ (be) a holiday.
6 ___Could___ (can) you play the guitar when you ___were___ (be) at primary school?

USE OF ENGLISH

5 Read the dialogues and choose the correct answer, A, B or C.

1 X: How long do you usually _____ for an exam?
Y: Very long – when it's Maths! I'm rubbish at numbers.
A sit (B) revise C pass
2 X: _____
Y: Really?! Do you still speak it?
A I couldn't speak French when I was eight.
(B) I could speak French when I was eight.
C I could speak French, but I can't now.
3 X: Has your school got Science labs?
Y: Yes. We do a lot of _____ there.
A overalls
B equipment
(C) experiments
4 X: We're going to the Science Museum tomorrow.
Y: You should _____ the app before you go. It's great.
(A) download B take C play
5 X: Why are you running?
Y: It's almost nine o'clock and I don't want to _____ my Geography class!
(A) miss B late C fail
6 X: What are your _____ ?
Y: From 9 a.m. to 6 p.m.
A group discounts
B guided tours
(C) opening times

6 Choose the correct answer, A, B or C.

1 Sarah is nervous because she's got to _____ a speech.
A do (B) give C have
2 My cousin is three years old. She goes to _____ school every morning.
(A) nursery B high C primary
3 I hope I _____ the test.
A do badly (B) pass C get lost
4 We play football on the sports _____ .
A hall B gym (C) field
5 Matt _____ to go to school by bus.
(A) has B must C should
6 I _____ play the piano when I was six years old.
A can (B) could C should

LISTENING

7 2.46 Listen to Jack talking about his school and complete the information with up to three words in each gap.

1 Jack is ___fourteen___ years old.
2 Jack's sister goes to a ___private single-sex___ school.
3 Jack usually wears a ___tracksuit___ to school.
4 Jack has ___two or three___ hours of homework a day.
5 Jack likes playing ___volleyball___ .
6 At Jack's school you can learn Spanish, ___French, German___ and Russian.

REFERENCES

Audioscript **pp. 164–165**

EXTRA ACTIVITIES

- Word Practice 5, WORD STORE booklet, p. 10
- Photocopiable resource 31 *Welcome to the Science Centre* (speaking; 10 min.) pp. 184, 221
- Photocopiable resource 32 An email to a friend (writing; 10–12 min.) pp. 185, 222
- Extra digital activities: Reading and Use of English

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READING

8 Read the text. Are statements 1–6 true (T) or false (F)?

Green School



Green School in Bali is an unusual school. It was an experiment in 2010 by John and Cynthia Hardy. Everything in the school is 'green' – that means it's all good for the environment. The classrooms are made of bamboo. The light and power is from the sun. The school also uses water from the river to produce energy.

The Hardys' experiment was successful and there are now 160 students from more than twenty-five countries – and it goes from kindergarten up to age eighteen. The students at Green School don't only learn subjects such as English and Maths, they also learn to grow organic vegetables and other foods such as rice in the huge school gardens. They look after the plants and learn to cook them. The school also keeps some farm animals. The students also study building, making furniture and traditional art and dance.

The Hardys want the local community to be a part of Green School. They have a rule that twenty percent of the students must be from Bali because they want local children to learn about protecting the environment. The children are often poor, so people from all over the world pay for them to go to the school. The idea of green living is becoming more popular and now people are building eco-houses near the school so their children can walk to school. The Hardys' dream is that one day all the schools in the world will be 'green'.

1 At Green School, there is nothing bad for the environment. T
2 All the school's energy comes from the sun. F
3 The students at Green School are all teenagers. F
4 At Green School, students also learn about growing food. T
5 There aren't any rules about how many students must be from Bali. F
6 Now, some students live in eco-houses near the school. T

SPEAKING

9 Do the task in pairs.

Clothes Museum

- Learn all about the history of fashion.
- Special exhibition of 1920s clothes showing now!
- Buy books and posters in our shop.

Open Monday–Saturday, 9:30 a.m.–5:30 p.m.
Tickets: Adults: £10, Students: £5
Special discounts for groups!
Book online to get an extra discount
or phone 020 3456 75284.

Student A

You work at the museum.

- Greet Student B and ask how you can help him/her.
- Then answer the questions.
- Use the information above to help you.

Student B

You want to visit the museum with your class. Ask Student A about the following things:

- What/see/now?
- Shop?
- Ticket prices?
- Book/online?

WRITING

10 In what order would you include sentences a–d in a personal email?

a What are your plans for the weekend? 3
b I hope to hear from you soon! 4
c I hope you're fine and not too busy! 1
d I'm getting on fine on my course. 2

11 Read the writing task and write an email.

You are living in a new town. Write an email to your English friend, Alex.

- Ask about Alex;
- Describe your new school and activities;
- Ask about Alex's plans;
- Invite Alex to stay with you.

NEXT CLASS

- Ask students to do Self-check 5.9, WB pp. 70–71, as homework.
- Ask students to prepare for Unit Test 5: Assessment Package, Unit 5.

PROJECT

- How to teach with projects p. T19
- Work in groups. Think of your ideal school. What are the rules? What can you do there? What don't you have to do? Do some research and prepare a presentation or video about this place. Then present it to your class.

6 Health and sport

What doesn't kill you, makes you stronger.

A proverb

BBC



BOULDERING

25 Watch the BBC video.
For the worksheet, go to page 118.

UNIT 6 VIDEOS

BBC Bouldering 25

GRAMMAR ANIMATION
Lessons 6.2 and 6.5 26

FOCUS VLOG Walking
Lesson 6.5 27

6.1 VOCABULARY

Sports • *go, do* and *play* • sportspeople

I can use language related to sports.

SHOW WHAT YOU KNOW

1 SPEAKING **Think about names of sports and add them to the list. Compare with a partner.**

Summer sports	*skateboarding, …*
Winter sports	*snowboarding, …*
Both	*badminton, …*

2 **Look at the list of sports in the box. Are any names the same in your language?**

badminton basketball yoga climbing cycling football karate ice skating kayaking kite surfing kung fu running sailing skiing swimming table tennis tennis volleyball Zumba®

HOME | CAMPS | PHOTOS/VIDEO | BLOG

SUMMER CAMPS FOR ALL!

DO YOU WANT TO TRY SOMETHING NEW THIS SUMMER?
WHAT SPORTS ARE YOU INTERESTED IN?
WE HAVE SOMETHING FOR EVERYBODY!



CHAMPIONS CAMP
Do you like competition and team sports?
This is the place for you. More

REFERENCES

Culture notes **pp. 155–156**
Audioscript **p. 165**
Videoscript **p. 172**
Using videos in the classroom **p. T14**

EXTRA ACTIVITIES

- Photocopiable resource 33 *Sports crossword* (15 min.) pp. 185, 223
- Photocopiable resource 34 Test yourselves (10 min.) pp. 185, 224
- Extra digital activities: Vocabulary Checkpoint
- In pairs, students make sentences using the collocations in ex. 9, e.g. *My sister does Zumba every Wednesday.* They then read their sentences to the class and see how many sentences are similar.

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3 **Look at the summer camp website. Match the sports with the words in Exercise 2. Which sports are not on the website?**

4 SPEAKING **Which sports in Exercise 2 do you like doing? Which ones do you like watching? Tell a partner.**

5 3.1 **Listen to three friends: Charlie, Jessica and Lucy. Who wants to go to which summer camp?**

6 3.1 **Read the sentences. Write *Charlie*, *Jessica* or *Lucy*. Listen again and check.**

1 Charlie goes to the swimming pool twice a week.
2 Jessica **plays basketball for his/her school**.
3 Charlie thinks swimming is the best way to keep fit.
4 Lucy isn't very sporty.
5 Charlie **goes kayaking** or **sailing** with his/her parents in the summer.
6 Lucy **plays volleyball** at school because he/she has to.
7 Jessica **plays football for a team**.
8 Lucy **does stretching exercises** and **yoga** to stay healthy.

JOBS CONTACT



OUTDOOR ADVENTURE

Do you prefer to be outdoors, but not in the water? Try this camp! *More*



CARDIGAN BAY SWIMMING CAMP

The best place for all water fans, in a perfect location! *More*

Go to WORD STORE 6 page 13

WORD STORE 6A Sports

7 3.2 **Complete WORD STORE 6A with the sports in Exercise 2. Then listen, check and repeat.**

8 SPEAKING **Read the statements and discuss which sport is the best for the speakers. Give reasons.**

1 I like water sports and adventure.

2 I'm not very sporty, but I like stretching and light exercise.

3 Winter is my favourite season, but I'm scared of heights.

4 I like team sports. I'd like a sport you can do all year.

Exercise 3
Champions Camp: basketball, football, volleyball, tennis
Outdoor Adventure: cycling, running, climbing, badminton
Cardigan Bay: swimming, kayaking, sailing, kite surfing
Not on website: yoga, Zumba, skiing, karate, kung fu, ice skating, table tennis

WORD STORE 6B *go, do* and *play*

9 3.3 **Look at the phrases in red in Exercise 6. Complete WORD STORE 6B with the verbs *go*, *do* and *play*. Then listen, check and repeat.**

10 SPEAKING **Choose five sports you or your friends do. Discuss what you do, when, and who with.**

I play volleyball with my classmates every Friday.

Exercise 5
Charlie: Cardigan Bay
Jessica: Champions Camp
Lucy: Outdoor Adventure

WORD STORE 6C Sportspeople

11 **Match the sentence halves.**

1 Many people think Michael Jordan was e
2 Champion skiers often come b
3 The swimmer Michael Phelps f
4 A long-distance runner needs to c
5 In 2005, the British sailor Ellen MacArthur g
6 In the centre of Copenhagen a
7 A professional footballer d

a there are more cyclists than cars.
b from countries with high mountains.
c drink water or energy drinks during a run.
d runs about ten kilometres during a ninety-minute match.
e the best basketball player of all time.
f has more Olympic medals than any other sportsperson.
g sailed solo around the world in seventy-one days.

12 3.4 **Complete WORD STORE 6C with the underlined words in Exercise 11 and match the words with the pictures. Then listen, check and repeat.**

13 SPEAKING **Who are your favourite sportspeople (professional and non-professional)? Tell your partner.**

My favourite (footballer) is …
My (cousin) is the best (swimmer) I know.

14 SPEAKING **Which summer camp in Exercise 3 do you prefer? Why? Discuss.**

WORKBOOK

pp. 71–73, including *Show What You've Learnt*

NEXT CLASS

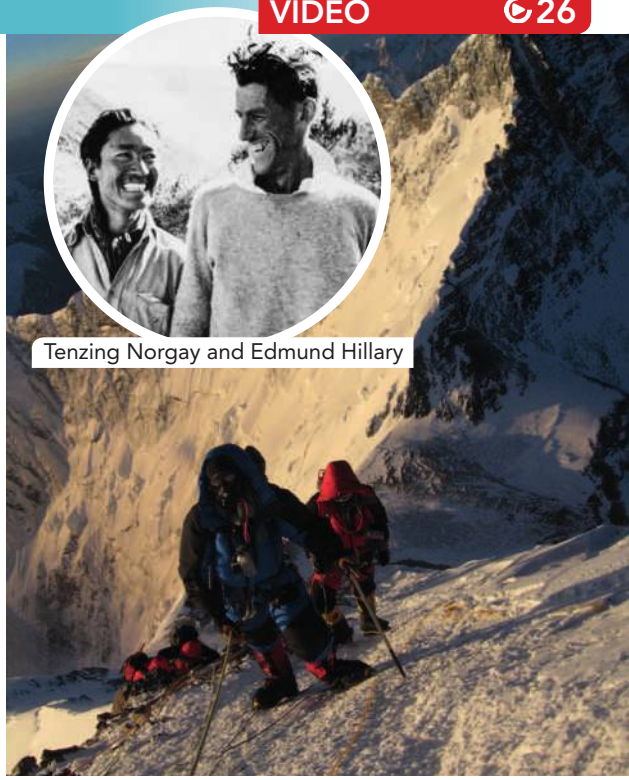
- Ask students to prepare for a 10–20-minute Vocabulary Quiz: Assessment Package, Unit 6.1, Vocabulary.
- Ask students to do *Show What You Know* in the WB, p. 74.

6.2 GRAMMAR

Past Simple

I can make affirmative Past Simple statements using common regular and irregular verbs.

VIDEO 26



Tenzing Norgay and Edmund Hillary

Exercise 1
Edmund Hillary and Tenzing Norgay (in fact Hillary was first).

1 3.5 **Listen to a radio programme. Who were the first people to climb to the top of Mount Everest?**

2 3.5 **Put the events in the order they were mentioned in the radio programme. Listen again and check.**

1 Tenzing **explained** Hillary was first at the peak. 7
2 They got to the top in late spring 1953. 2
3 George Mallory **died** and nobody found his camera. 1
4 Hillary and Norgay **climbed** the Hillary Step. 5
5 The climbers almost fell half way up. 3
6 Hillary made a way for Tenzing in the snow. 8
7 Everybody **believed** they **reached** the top together. 6
8 They thought it was impossible to climb the rock wall. 4

3 **Read the GRAMMAR FOCUS and look at the verbs in blue in Exercise 2. Then complete the past forms of regular verbs 1–12.**

GRAMMAR FOCUS 1 26

Past Simple: regular verbs

To form the Past Simple of regular verbs:

- add *-ed* to the verb: ***jump – jumped***
- add *-d* to the verbs that end in *-e*: ***phone – phoned***
- double the final letter and add *-ed* if the verb ends with a short vowel and a consonant: ***stop – stopped***
- for a verb that ends in a consonant + *-y*, change the *y* to *i* and add *-ed*: ***try – tried***.

1 look – looked
2 climb – climbed
3 want – wanted
4 like – liked
5 stay – stayed
6 decide – decided
7 reach – reached
8 explain – explained
9 help – helped
10 shouted – shouted
11 believe – believed
12 start – started

4 3.6 **Listen and put the past form of the verbs in Exercise 3 in the correct column.**

/t/	/d/	/ɪd/
looked liked, reached, helped	*climbed* stayed, explained, believed	*wanted* decided, shouted, started

5 3.7 **Listen, check and repeat.**

6 3.8 **Complete the list of irregular verbs in the GRAMMAR FOCUS with their past forms underlined in Exercise 2. Then listen, check and repeat.**

GRAMMAR FOCUS 2 26

Past Simple: irregular verbs

1 become – became
2 get – got
3 make – made
4 fall – fell
5 find – found
6 think – thought

There is a list of irregular verbs on page 142.

7 **Complete the sentences with the Past Simple of the verbs in the box.**

break drink fall go have run say take

1 We went swimming yesterday afternoon.
2 We took part in a Zumba® competition.
3 'I would like to thank my family for their support,' said the champion.
4 Sarah had a lot of homework, so she stayed home to do it.
5 Jake ran 100 metres in forty seconds.
6 I drank a lot of water during the tennis match.
7 The man fell off his bike and broke his leg.

8 **Read about Hillary and Tenzing. Complete the sentences with the Past Simple form of the verbs in brackets.**

At the top of the mountain Hillary and Tenzing [1] saw (see) all the Himalayas. They [2] took (take) photos, then [3] left (leave) some things at the top and [4] ate (eat) mint cake. After that they [5] began (begin) to climb down. They [6] reached (reach) the peak almost at the same time as Princess Elizabeth Windsor [7] became (become) Elizabeth II, Queen of England. Tenzing and Hillary never [8] climbed (climb) Mount Everest again. Later when they [9] met (meet) as friends, they never [10] talked (talk) about their climb.

Grammar page 132

REFERENCES

Culture notes **p. 156**
Audioscript **p. 165**
Using videos in the classroom **p. T14**

EXTRA ACTIVITIES

- Grammar animation
- Photocopiable resource 35 Test yourselves (10 min.) pp. 185, 225
- Extra digital activities: Grammar Checkpoint

WORKBOOK

p. 74, including *Show What You've Learnt*

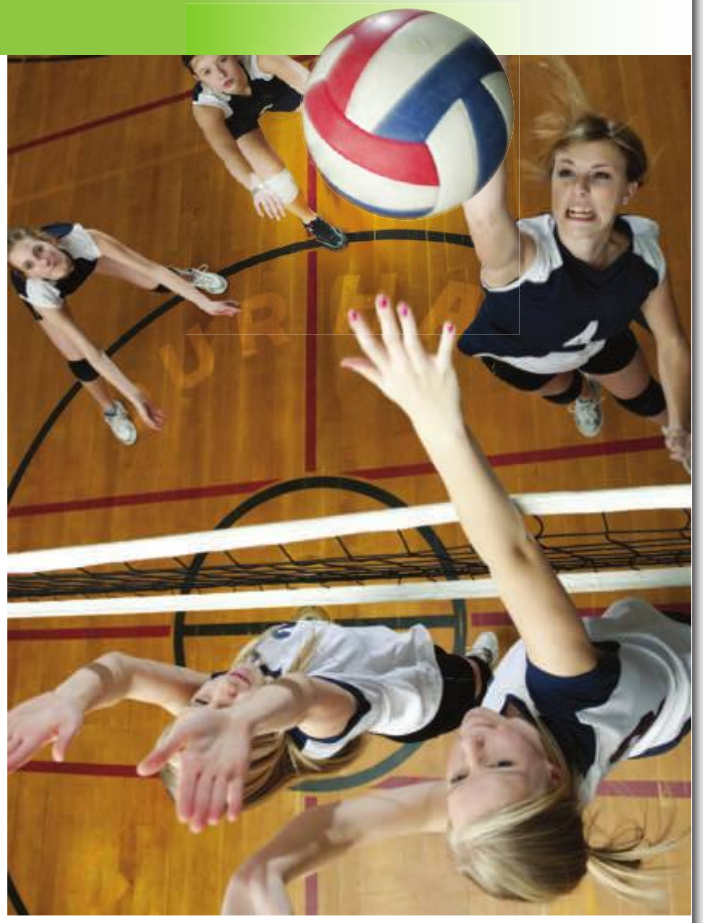
NEXT CLASS

- Ask students to prepare for a 10–20-minute Grammar Quiz: Assessment Package, Unit 6.2, Grammar.
- Ask students to write down sports and activities they like and dislike.

6.3 LISTENING

Multiple choice

I can identify key details in a simple recorded dialogue about likes and dislikes.



1 SPEAKING **What can you remember? Think of as many sports as you can for each group in sixty seconds.**

1 Team sports
2 Individual sports
3 Martial arts
4 Water sports

2 SPEAKING **Look at the photo and answer the questions.**

1 Do you have PE at school?
2 What kind of activities do you do?
3 Do you enjoy them? Why?/Why not?

3 **Read the questions in Exercise 4. Match the words and phrases in green with the ones with a similar meaning in a–f below.**

a wants 8
b hates 1
c likes 7
d likes something more 4
e has fun in 3
f thinks it isn't important 2

4 3.9 **Listen to two students discussing PE. Who says what? Alfie or Millie?**

Who …	Alfie	Millie
1 **can't stand** team sports?	✓	
2 **doesn't care about** winning?	✓	
3 **enjoys** PE lessons?		✓
4 **prefers** Science to PE?	✓	
5 thinks all students need PE?		✓
6 thinks they shouldn't get grades for PE?	✓	
7 **is into** individual sports at school?	✓	
8 **would love** to do kung fu at school?		✓

EXAM FOCUS Multiple choice

5 3.9 **Listen again and choose the correct answer, A, B or C.**

1 Which sport does Alfie dislike most?
A basketball (B) rugby C football
2 Alfie doesn't like team sports because he doesn't like
A his team. B losing. (C) competition.
3 Millie likes PE because
(A) she thinks it's relaxing.
B she likes competition.
C she likes team games.
4 Alfie thinks that at school there should be
A less sport.
B better instructors.
(C) different sports.

6 SPEAKING **Look at the questions in Exercise 4. Who do you agree with – Alfie or Millie?**

I agree with … I also …

PRONUNCIATION FOCUS

7 3.10 **The letter *a* is pronounced in many ways. Listen and repeat.**

/ɔː/	/æ/	/eɪ/	/ɑː/
water ball, talk	badminton bat, match	skating game, play	martial arts hard, last

8 3.11 **Listen and put the words in the appropriate column in the table.**

ball bat game hard last match play talk

9 3.12 **Listen, check and repeat.**

WORD STORE 6D Likes and dislikes

10 3.13 **Complete WORD STORE 6D with words and phrases from Exercises 3 and 4. Then listen, check and repeat.**

11 **Complete the statements to make them true for you. Compare with a partner.**

1 I enjoy _____ more than tennis.
2 I hate _____ .
3 I prefer swimming to _____ .
4 I'm into _____ and _____ but I can't stand _____ .
5 I _____ winning.

REFERENCES

Culture notes **p. 156**
Audioscript **p. 165**

EXTRA ACTIVITIES

Write *I love, I hate, I don't care about, I'm into* and *I can't stand* on the board. Elicit some example sentences for each. Students mingle and interview five other students about different activities and express their opinions. Put example questions on the board, e.g. *What do you hate doing?, What kind of music/sport/books/films are you into?*

WORKBOOK

p. 75

NEXT CLASS

Ask students to search for facts about their favourite sport, e.g. *When was it invented?, Who invented it?, What are the rules?, etc.*

6.4 READING

Note completion

I can make basic conclusions from simple information in a short article.

1 SPEAKING **Look at the photo on page 77. What are the people doing?**

2 SPEAKING **What do you know about Zumba®? Do the mini-quiz with a partner.**

1 Zumba is
A a Latin American dance.
B a brand of fitness clothes.
C a mix of dance and fitness exercises.
2 Beto Perez, the creator of Zumba, comes from
A Brazil. B Colombia. C Mexico.
3 Beto Perez built up his Zumba business in
A the USA. B South America. C Spain.

3 **Read the article and find out if you were right.**

EXAM FOCUS Note completion

4 **Read the article again. Complete the sentences with up to three words from the article.**

Beto Perez factfile

Born in [1] Cali , Colombia
Supported [2] his family when he was fourteen.
Was the winner in a national [3] Lambada competition.
Created Zumba while teaching in a [4] dance academy .
Moved to [5] Miami , Florida.
He and his partners are called the [6] three Albertos .
The company [7] trains thousands of of Zumba instructors.

5 SPEAKING **Would you like to try Zumba? Why?/Why not? Discuss with a partner.**

6 3.15 **Match the words in blue in the article to the definitions. Then listen, check and repeat.**

1 the basic moves you make with your feet in a dance = *dance steps*
2 a place where people go to exercise = fitness centre
3 physical exercise = workout
4 a video which shows you how to exercise = training video
5 someone who teaches, for example, aerobics = (aerobics/fitness/dance) instructor

7 SPEAKING **Complete the questions with words in Exercise 6. Then ask and answer.**

1 Is there a fitness *centre* near your home? Do you sometimes go there?
2 Is it easy for you to learn dance steps ?
3 Do you prefer learning from a training video or from an instructor ? Why?
4 What's your favourite music to listen to during a workout ? Why?

WORD STORE 6E Collocations

8 3.16 **Complete WORD STORE 6E with the infinitive form of the underlined verbs in the article. Then listen, check and repeat.**

9 **Complete the text with the verbs in WORD STORE 6E in the correct form.**

Claire became interested in Muay Thai, or Thai boxing, when she was eighteen. She [1] *joined* a gym and trained three times a week. At first it was just an interesting way to [2] keep fit. Then it became the centre of her life. She [3] won her first international competition when she was twenty. She was a champion for twenty years. Then she started a Muay Thai school. The school now [4] runs classes for all age groups.

10 SPEAKING **Discuss the questions.**

1 What new sport would you like to try? Why?
2 Which sport is not interesting to you at all? Why?

I would like to try karate, because my friends do it and …



REFERENCES
Culture notes **p. 156**

EXTRA ACTIVITIES
Students write a short paragraph about their favourite sport. They can include one false piece of information in the description. Students read their descriptions to the class and they decide which piece of information was false.

WORKBOOK
p. 78, including *Show What You've Learnt*

NEXT CLASS
Ask students to do *Show What You Know* in the WB, p. 78.

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3.14

The lucky accident

Probably every Zumba fan knows this story: Alberto 'Beto' Pérez invented Zumba by accident.

He was an aerobics **instructor** in his home town of Cali, Colombia. One day he forgot the music for his class. He had some cassettes of Latin dance music in his bag. He played them and improvised the exercises: a mix of **dance steps** and aerobic movements. His class loved it. The music was different, the moves looked attractive and the **workout** was fun. That's how this ultra-energetic new fitness programme was born.

Before, things were not easy for Beto. As a child, he loved dancing: he watched and imitated John Travolta , but his mother had no money for dance lessons. At the age of fourteen Beto already worked to help support his family. Still, he danced when he could. In the late 1980s, a dance called the lambada became very popular. Beto won a national lambada competition when he was nineteen. After that, a dance academy in Cali contacted him with an offer: he could study dance and teach aerobics. It was then, as an aerobics instructor, that he created Zumba.

He decided to take his idea to the USA. He went to Miami, Florida with little money and almost no English. **Fitness centre** managers were not interested in his videos at first. Then one day a gym owner said, 'OK, teach me.' It was early afternoon, the gym was empty. But soon people started coming in. When they saw Beto dancing, they immediately wanted to join this new class. And so he got his first job in America.

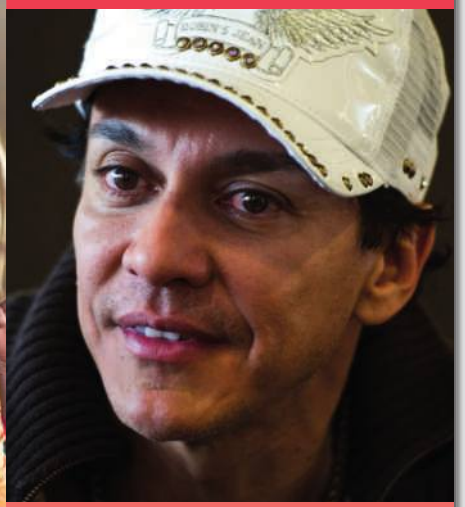


Breaking the world record for the largest Zumba class (Mandaluyong City, The Philippines).

In Miami, he met Alberto Perlman and Alberto Aghion, who became his business partners. Together, the 'three Albertos' built up Zumba to the global business it is today. The company trains thousands of certified instructors, runs classes for all age groups, sells music, **training videos** and clothes. According to the official website, fifteen million people around the world take part in Zumba classes to keep fit and have fun. And it all started by accident!



Beto Pérez



Name Alberto "Beto" Pérez

Date of birth 15 March 1970

Place of birth Cali, Colombia

Nationality Colombian

Job Dancer, dance instructor, creator of Zumba

77

6.5 GRAMMAR

Past Simple negatives and questions

I can ask questions and make negative statements in the Past Simple.

1 3.17 **Answer the quiz questions with a partner. Then listen and check.**

WHAT DO YOU KNOW ABOUT THE ANCIENT OLYMPIC GAMES?

1 Where did the first Olympic Games take place?
a In Rome (b) In Greece c In Egypt

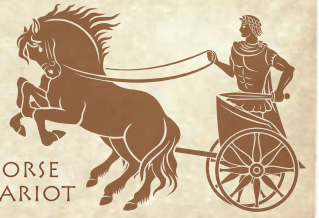
2 Which god did the people honour at the Olympics?
a Apollo b Athena (c) Zeus

3 What did an ancient athlete win at the Olympics?
a A gold medal
(b) A crown of olive leaves
c A silver cup



4 Did competitors in the ancient Olympic Games wear clothes?
a Yes, they did.
b No, they didn't.
(c) They did at first but not after the year 720 BC.

5 Women didn't take part in Olympic events, but in 396 BC the Spartan princess Cynisca won the horse chariot race. How did that happen?
a She dressed up as a man.
(b) She was the winner because she owned the horses.
c She could take part because she was a king's daughter.



2 **Complete the GRAMMAR FOCUS with the verb forms in blue in Exercise 1.**

GRAMMAR FOCUS ▶26

Past Simple questions and negatives

Questions
Form: *did* + subject + infinitive

***Yes/No* Questions**
[1] *Did* competitors in the ancient Olympics Games [2] *wear* clothes?
Yes, they did./No, they didn't.

***Wh-* Questions**
Where [3] ___did___ the first Olympic Games *take place*?
What did an ancient athlete [4] ___win___ *as a prize?*

Negative
Form: *didn't* + infinitive (*didn't = did not*)
Women [5] ___didn't take___ *part in Olympic events.*

3 **Complete questions 1–7 in the Past Simple.**

Modern Olympics

1 The International Olympic Committee organised the first modern Olympic Games in 1896. Where *did they take* (they/take) place?
2 _____ (women/take) part in the first modern Olympics?
3 Which sports _____ (women/do) at first?
4 When _____ (the first disabled athlete/win) an Olympic medal?
5 When and where _____ (the first Winter Olympics/take) place?
6 The Olympics _____ (not take) place in 1940 or 1944. Why not?
7 When _____ (the triathlon/become) an Olympic sport?

4 3.18 **Match answers a–g with questions 1–7 in Exercise 3. Then listen and check.**

a Because of World War II. 6
b In Athens. 1
c In 1924 in Chamonix, France. 5
d In 2000. 7
e No, they didn't. Women first took part in the Olympics in 1900. 2
f Tennis, golf, croquet and sailing in 1900, then swimming in 1912. 3
g In 1904. Fifty-six years before the first Paralympics, George Eyser, a German-American gymnast with one leg, won six medals at the St Louis Olympics. 4

5 **Complete the sentences to make them true for you. Use affirmative or negative forms of the verbs in brackets.**

1 I *learnt/didn't learn* (learn) to swim when I was a little child.
2 I *liked/didn't like* (like) PE lessons in primary school.
3 I *went/didn't go* (go) skiing last year.
4 I *took part/didn't take part* (take part) in a competition last month.
5 I *tried/didn't try* (try) bungee jumping during my last holiday.
6 I *watched/didn't watch* (watch) the 2012 London Olympics on TV.

6 SPEAKING **Write questions for the sentences in Exercise 5. Ask and answer the questions.**

A: *When did you learn to swim?*
B: *When I was six years old.*

FOCUS VLOG ▶27 Walking

▶27 **Watch the Focus Vlog. For the worksheet, go to page 119.**

Grammar page 133

Exercise 3
2 Did women take
3 did women do
4 did the first disabled athlete win
5 did the first Winter Olympics take
6 didn't take
7 did the triathlon become

Exercise 6
1 When did you learn to swim?
2 What (lessons) did you like in primary school?
3 When did you go skiing?/ What (sport) did you do last year?
4 When did you take part in a competition?/ What did you take part in last month?
5 When did you try bungee jumping?
6 Where did you watch the 2012 London Olympics?

REFERENCES

Culture notes **pp. 156–157**
Audioscript **p. 166**
Videoscript **pp. 172–173**
Using videos in the classroom **p. T14**

EXTRA ACTIVITIES

- Grammar animation
- Photocopiable resource 36 *Find someone who …* (15 min.) pp. 185–186, 226
- Extra digital activities: Grammar Checkpoint

WORKBOOK

p. 78, including *Show What You've Learnt*

NEXT CLASS

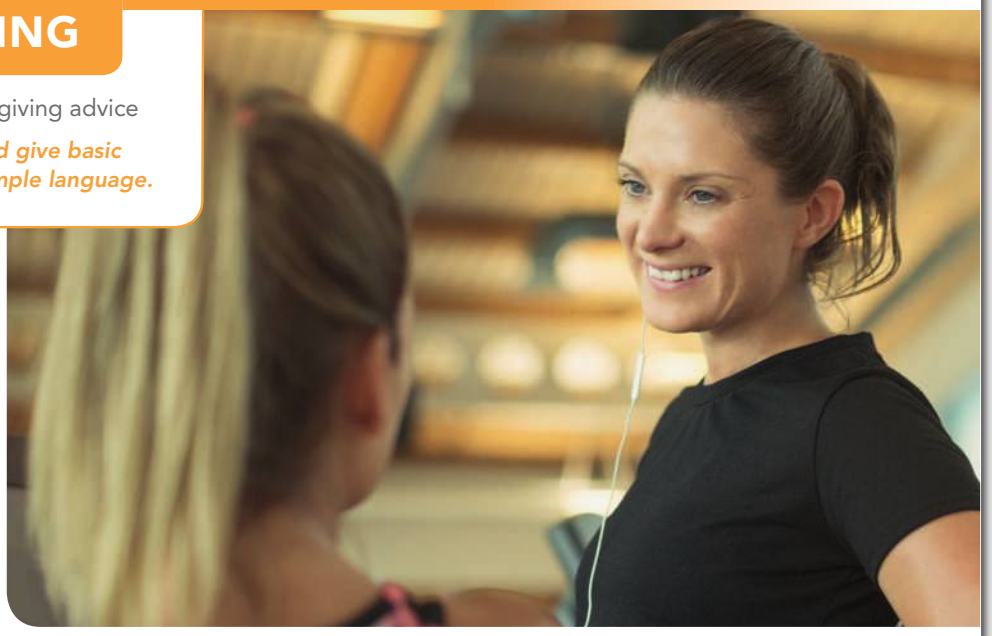
- Ask students to prepare for a 10–20-minute Grammar Quiz: Assessment Package, Unit 6.5, Grammar.
- Ask students to bring in pictures of healthy/unhealthy food.

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6.6 SPEAKING

Asking for and giving advice

I can ask for and give basic advice using simple language.



1 Susie wants to join a Zumba® class. She's talking to the instructor. Who says sentences 1–6: Susie or the instructor?

S 1 Can I join your class?

S 2 I'm not very fit.

I 3 It's a class for everyone.

S 5 And you're sure it's not too difficult for me?

I 4 Wear comfortable clothes.

I 6 Just try it.

2 3.19 Read and listen to check your answers in Exercise 1. What advice does the instructor give to Susie?

Susie: Hello, excuse me … Are you the Zumba instructor?
Lara: Yes, I am. My name is Lara. Hi.
Susie: Hi, Lara, erm … My name's Susie. I wanted to ask … Can I join your class? The problem is, I'm not very fit.
Lara: That's OK. You get fit here, that's the idea.
Susie: **Should I see** a doctor before I begin?
Lara: Only if you have a health problem. It's a class for everyone.
Susie: And **what should I wear**?
Lara: Just wear comfortable clothes – leggings or tracksuit bottoms, a stretchy top you like, trainers. **You should have** a towel too.
Susie: Right. Anything else I should remember?
Lara: Well, **it's important to get** enough to drink, so **make sure you always bring** a bottle of water.
Susie: Right. And you're sure it's not too difficult for me?
Lara: Susie, relax. **You really shouldn't worry so much. Just try it**. And enjoy the music. If you think it's too much for you, you can always stop and rest a bit.
Susie: Right. Thank you. And when is the next lesson?
Lara: On Thursday.
Susie: Thank you. See you on Thursday then.

3 Look at the phrases in orange in the dialogue and complete the SPEAKING FOCUS.

SPEAKING FOCUS

Asking for advice

[1] *Should* I see a doctor before I begin?
What [2] ___should___ I wear/do/eat?

Giving advice

+	You [3] ___should___ have a towel.
	It's [4] ___important___ to get enough to drink.
	Make [5] ___sure___ you always bring a bottle of water.
	[6] ___Just___ try it!
–	You (really) [7] ___shouldn't___ worry so much.

4 Complete the advice with one word in each gap. Which sentences do you agree with?

1 You ___should___ do at least half an hour of stretching exercises every day.
2 ___Make___ sure you eat a lot of fresh vegetables.
3 It's ___important___ to get enough sleep.
4 You ___shouldn't___ eat too much sugar. It's really bad for you.
5 ___Just___ relax!

5 SPEAKING Work in pairs. Use the SPEAKING FOCUS to help you.

Student A: you want to take up a new sport. Student B is already doing this sport. Ask him/her for advice on:
- where to go,
- clothes,
- equipment,
- training.

Student B: Student A wants your advice about a sport you do. Give him/her advice on the four points he/she asks about.

EXTRA ACTIVITIES

- Tell students you want to change your lifestyle for a healthier one. Elicit advice from them and write it on the board. Vote for the best piece of advice.
- Use the photos brought in by students. Students write sentences using language from the SPEAKING FOCUS. Students then take turns to read out their sentences.

WORKBOOK

p. 79

NEXT CLASS

Ask students to bring in photos (e.g. on their phones) of a sporting event they have taken part in or one which interests them.

79

6.7 WRITING

A description of an event

I can write a simple description of an event.

1 Read David's blog and answer the questions.

1 What event did David take part in? The London Marathon.
2 Did he complete it? Yes.
3 What else did he achieve? He raised £1,000.



A day to remember

Yesterday I ran the London Marathon! I dressed up as a mouse to raise money for the charity WellChild.

My group started at 9.45. **At first**, it was impossible to run fast because there were so many runners. All the runners were in weird costumes – one runner wore a Dracula outfit, there was a woman in a wedding dress, and lots of runners came in different animal costumes.

After half an hour, I had more space around me. I remembered to run at the same speed and to take a drink of water every fifteen minutes. After twelve miles I was really tired. **Suddenly**, I saw my mum and my sister in the crowd near Tower Bridge. **And after that**, I felt a lot better!

Then I just concentrated on running. I reached the finishing line in 3 hours 42 minutes. **Finally**, I got my medal. I was really pleased. They told me I raised £1,000!

2 Complete the WRITING FOCUS with the phrases in purple in David's blog.

WRITING FOCUS

A description of an event

- **The beginning**
  [1] *At first*, it was impossible to run fast.
- **The middle**
  [2] After half an hour/a few minutes, I had more space around me.
  [3] And after that, I felt much better!
  [4] Then I just concentrated on running.
  [5] Suddenly, I saw my mum.
- **The ending**
  In the end/[6] Finally, I got my medal.

3 Match the sentence halves.

1 I dressed up as — d
2 I wanted to raise money for — f
3 It was impossible to — g
4 I couldn't run fast because — h
5 I remembered — a
6 Suddenly, I saw a group of my friends and — b
7 I concentrated on — e
8 I was really pleased that — c

a to take regular drinks of water.
b after that, I felt much better.
c I completed the race.
d a strawberry.
e my breathing.
f 'Children in Need'.
g find my friends in the crowd.
h my feet hurt.

4 Choose the correct option.

Yesterday our school played a rugby match against Brompton High School. [1] *At first*/ *Then* our team played really well. We scored ten points in the first twenty minutes. [2] *After that*/ *At first* the Brompton players started trying much harder. In the second half they scored several times. In the last minute our best player, Terry, ran towards the goal line with the ball, but [3] *suddenly*/ *after a few minutes* he fell. We couldn't believe it! [4] *In the end*/ *Suddenly*, Brompton won 16:12.

SHOW WHAT YOU'VE LEARNT

5 Write a description of a sports event that you or a friend took part in. Use the WRITING FOCUS to help you.

Write about:
- what the event was,
- where and when it took place,
- what happened,
- how you (or the person) felt.



REFERENCES

Culture notes **p. 157**

EXTRA ACTIVITIES

- Elicit ways of writing a short blog entry or report and have students write them on the board. Make sure to include the language in the WRITING FOCUS.
- Using their photos of a sporting event they have taken part in or are interested in, students write a blog entry about themselves using the language covered.

WORKBOOK

p. 80, including *Show What You've Learnt* and *Show That You've Checked*

NEXT CLASS

Ask students to study the Word list on p. 81.

6.1 Vocabulary 4.36

badminton /'bædmɪntən/
basketball /'bɑːskətbɔːl/
basketball player /'bɑːskətbɔːl ˌpleɪə/
champion /'tʃæmpiən/
climbing /'klaɪmɪŋ/
cycling /'saɪklɪŋ/
cyclist /'saɪkləst/
do (stretching) exercises /ˌduː (ˈstretʃɪŋ) ˌeksəsaɪzɪz/
do (yoga/karate/kung fu/Zumba®) /ˌduː ('jəʊgə/kə'rɑːti/ˌkʌŋ 'fuː/'zʊmbə/
football /'fʊtbɔːl/
footballer /'fʊtbɔːlə/
go cycling/skiing /ˌgəʊ 'saɪklɪŋ/'skiːɪŋ/
go ice skating/swimming/running /ˌgəʊ 'aɪs ˌskeɪtɪŋ/'swɪmɪŋ/'rʌnɪŋ/
go kayaking /ˌgəʊ 'kaɪækɪŋ/
go sailing /ˌgəʊ 'seɪlɪŋ/
ice skating /'aɪs ˌskeɪtɪŋ/
karate /kə'rɑːti/
kayaking /'kaɪækɪŋ/
kite surfing /'kaɪtsɜːfɪŋ/
kung fu /ˌkʌŋ 'fuː/
long-distance runner /ˌlɒŋ ˌdɪstənts 'rʌnə/
play for a team/for your school /ˌpleɪ fər ə 'tiːm/fə jə 'skuːl/
play (table) tennis/badminton/ basketball/ hockey/football/volleyball /ˌpleɪ ('teɪbəl) ˌtenɪs/ 'bædmɪntən/ 'bɑːskətbɔːl/'hɒki/'fʊtbɔːl/'vɒlibɔːl/
runner /'rʌnə/
running /'rʌnɪŋ/
sailing /'seɪlɪŋ/
sailor /'seɪlə/
skateboarding /'skeɪtbɔːdɪŋ/
skier /'skiːə/
skiing /'skiːɪŋ/
sportsperson /'spɔːtsˌpɜːsən/
summer sports /ˌsʌmə 'spɔːts/
swimmer /'swɪmə/
swimming /'swɪmɪŋ/
swimming pool /'swɪmɪŋ puːl/
table tennis /'teɪbəl ˌtenɪs/
tennis /'tenɪs/
volleyball /'vɒlibɔːl/
winter sports /ˌwɪntə 'spɔːts/
yoga /'jəʊgə/
Zumba /'zʊmbə/

6.2 Grammar 4.37

at the same time /ət ðə ˌseɪm 'taɪm/
believe /bə'liːv/
climb /klaɪm/
climber /'klaɪmə/
climbing partner /'klaɪmɪŋ ˌpɑːtnə/
competition /ˌkɒmpə'tɪʃən/
die /daɪ/
half way up /ˌhɑːf weɪ 'ʌp/
make a way /ˌmeɪk ə 'weɪ/
reach the peak/get to the top /ˌriːtʃ ðə 'piːk/ˌget tə ðə 'tɒp/
succeed /sək'siːd/
success story /sək'ses ˌstɔːri/
support /sə'pɔːt/
(tennis) match /('tenəs) mætʃ/

6.3 Listening 4.38

be into /ˌbi 'ɪntə/
can't stand /ˌkɑːnt 'stænd/
enjoy/have fun in /ɪn'dʒɔɪ/ˌhæv 'fʌn ɪn/
hate /heɪt/
individual sports /ˌɪndə'vɪdʒuəl spɔːts/
martial arts /ˌmɑːʃəl 'ɑːts/
(not) care about /(nɒt) ker ə'baʊt/
prefer /prɪ'fɜː/
rugby /'rʌgbi/
squash /skwɒʃ/
team sports/games /'tiːm spɔːts/geɪmz/
water sports /'wɔːtə spɔːts/
would love /ˌwʊd 'lʌv/
yell /jel/

6.4 Reading 4.39

(aerobics/fitness/dance) instructor /(eə'rəʊbɪks/'fɪtnəs/dɑːns) ɪnˌstrʌktə/
at the age of (ten) /ət ðiˌeɪdʒ əv ('ten)/
be interested in /ˌbi 'ɪntrəstəd ɪn/
boxing /'bɒksɪŋ/
by accident /ˌbaɪ 'æksɪdənt/
dance lessons /'dɑːns ˌlesənz/
dance steps /'dɑːns steps/
fitness centre /'fɪtnəs ˌsentə/
imitate /'ɪmɪteɪt/
instructor /ɪn'strʌktə/
join a class /ˌdʒɔɪn ə 'klɑːs/
join a gym /ˌdʒɔɪn ə 'dʒɪm/
keep fit /ˌkiːp 'fɪt/
Latin dance /'lætɪn dɑːns/
run classes (for adults/children/all age groups) /ˌrʌn 'klɑːsɪz (fər 'ædʌlts/ 'tʃɪldrən/ɔːl eɪdʒ gruːps)/
support (your family) /səˌpɔːt (jə 'fæməli)/
train /treɪn/
training video /'treɪnɪŋ ˌvɪdiəʊ/
win a competition /ˌwɪn ə ˌkɒmpə'tɪʃən/
workout /'wɜːkaʊt/

6.5 Grammar 4.40

ancient /'eɪnʃənt/
athlete /'æθliːt/
bungee jumping /'bʌndʒi ˌdʒʌmpɪŋ/
chariot race /'tʃæriət reɪs/
competitor /kəm'petətə/
disabled /dɪs'eɪbəld/
golf /gɒlf/
gymnast /'dʒɪmnæst/
honour /'ɒnə/
Olympic sport /əˌlɪmpɪk 'spɔːt/
Olympics/Olympic Games /ə'lɪmpɪks/ əˌlɪmpɪk 'geɪmz/
Paralympics /ˌpærə'lɪmpɪks/
prize /praɪz/
silver cup /ˌsɪlvə 'kʌp/
sports event /'spɔːts ɪˌvent/
take place /ˌteɪk 'pleɪs/
triathlon /traɪ'æθlən/
win a gold/an Olympic medal /ˌwɪn ə ˌgəʊld/ən əˌlɪmpɪk 'medl/

6.6 Speaking 4.41

get enough sleep /ˌget ɪˌnʌf 'sliːp/
health problem /'helθ ˌprɒbləm/
rest /rest/
stretchy top /ˌstretʃi 'tɒp/
towel /'taʊəl/

6.7 Writing 4.42

charity /'tʃærəti/
complete /kəm'pliːt/
finishing line /'fɪnɪʃɪŋ laɪn/
first/second half /ˌfɜːst/ˌsekənd 'hɑːf/
get a medal /ˌget ə 'medl/
goal line /'gəʊl laɪn/
marathon /'mærəθən/
raise money /ˌreɪz 'mʌni/
run fast /ˌrʌn 'fɑːst/
score (ten points) /ˌskɔː (ten 'pɔɪnts)/
speed /spiːd/

WORD LIST ACTIVITIES

- Divide the class into teams and give the class clues to a word, e.g. *This is someone who goes up the mountains* – **climber.** Students can continue to play this in small groups.
- Students have to list all the activities they know using *play, do* and *go* in a minute. This can be done in pairs against the clock. Students then compare their lists.
- Students write missing word sentences for each other using the vocabulary from the word list, e.g. *My ambition is to run in the London* ***Marathon****. The* ***Olympics*** *take place every four years.* They then swap their sentences and try to fill in the missing words.

FOCUS REVIEW 6

VOCABULARY AND GRAMMAR

1 Complete the sentences with the words in the box.

basketball ice skating sailing skiing
table tennis yoga volleyball Zumba®

1 Natalie plays basketball , table tennis and volleyball .
2 She often goes sailing , ice skating and skiing .
3 She also does yoga and Zumba .

2 Complete the sentences with the words in the box.

get join keep win run (x2)

1 She wants to join a yoga class next month.
2 If you want to run a marathon, you must get enough sleep!
3 Do you think our team can win this match?
4 It's important to do sport regularly if you want to keep fit.
5 In our fitness centre we run classes for all age groups.

3 Complete the sentences with the Past Simple form of the verbs in brackets.

1 The match took (take) place in the largest stadium in the country. A million people watched (watch) it on television.
2 During the holidays we spent (spend) a lot of time outdoors. We played (play) beach volleyball and other games.
3 Bob wanted (want) to win the game, so he trained (train) hard every day.
4 In the last competition we ran (run) five kilometres and climbed (climb) a hill.
5 The skier fell (fall) and broke (break) her leg.

4 Complete the conversation with the Past Simple form of the verbs in brackets.

Mia: Hi, Ben. How [1] was the competition (be/the competition)?
Ben: We [2] won (win)! It's a pity you [3] didn't see (not/see) it! We [4] missed (miss) your support.
Mia: I'm really sorry. I [5] had (have) a lot of homework to do.
Ben: That's OK. We [6] broke (break) the school's record!
Mia: Congratulations! What [7] did the instructor say (the instructor/say)?
Ben: He [8] said (say) we [9] did (do) a fantastic job! He [10] was (be) very happy.
Mia: I'm not surprised.
Ben: Nobody [11] thought (think) we [12] could (can) do it!
Mia: Next time I must be there!

USE OF ENGLISH

5 Choose the correct answer, A, B or C.

1 My brother _____ three different team sports.
A makes B takes (C) does
2 Mel met many other _____ in a bicycle race in the summer.
A players (B) cyclists C runners
3 Christine _____ stand water sports.
(A) can't B doesn't C isn't
4 Dave started playing football _____ five years and six months.
A in the age of B at the time of (C) at the age of
5 _____ a lot of sports during your last holiday?
A Do you do B You did (C) Did you do
6 After an intensive workout _____ that you drink enough water.
A make a way B get sure (C) make sure

6 Choose the option, A, B or C, which has a similar meaning to the underlined words.

1 I really like skiing.
(A) am into B believe in C support
2 She joined our class last Friday.
A takes part in (B) took part in
C should take part in
3 It's important to do sport regularly.
(A) You should B You can C You have to
4 Jack took part in the marathon, but he didn't complete it.
A run B go (C) finish
5 I must say that after I began my workout, I started to feel better.
A competition (B) physical exercise C fit
6 It's not important to me if we win or lose. I just want to enjoy myself.
A I worry (B) I don't care C I'm careful

LISTENING

7 3.20 Listen to a dialogue. Choose the correct answer, A, B or C.

1 What new sport did David try?
A Tennis.
B Golf.
(C) Squash.
2 What does Lucy think of golf?
(A) It's not cheap.
B It's a hard game.
C It's fun.
3 What sport would David like to try?
A Running.
B Exercising at the gym.
(C) Sailing.
4 What does Lucy say about dancing?
(A) They could do it together.
B It's not a sport.
C It's just one weekend.
5 When is the salsa course?
A Next weekend.
(B) On Mondays and Wednesdays.
C Once a week on Mondays.

REFERENCES

Audioscript **p. 166**

EXTRA ACTIVITIES

- Photocopiable resource 37 Vocabulary and grammar check 3 (15 min.) pp. 186, 227
- Word Practice 6, WORD STORE booklet, p. 12
- Photocopiable resource 38 *What should I do?* (speaking; 13 min.) pp. 186, 228
- Photocopiable resource 39 *Best tournament ever!* (writing; 11–12 min.) pp. 186–187, 229
- Extra digital activities: Reading, Listening and Use of English

82

READING

8 Read the article, then complete the sentences with up to three words from the article.

WHERE ONE DOOR SHUTS, ANOTHER OPENS



Adam started playing football at the age of six. He loved it and he was good. When he was eight, he joined the local football club. He dreamed of a career as a professional footballer. At the age of sixteen, he started playing for the national junior team. But then, just before his eighteenth birthday, something terrible happened. His legs became very painful after practice and doctors discovered a serious medical problem. Adam could not play for six months. And he could never become a professional player.

At first, he was deeply unhappy. He felt his life was over. But then he had an idea. He was already an experienced player. He decided to coach younger boys. He went to university to get a degree and took a coaching course.

Adam's club employed him as an instructor for fourteen-year-old boys. The boys liked him and they worked well with him. The team started winning their matches. After two years they won the national Junior Cup. The next morning, on the front page of the newspaper, there was a photo of him with his team, and the headline said, 'BRILLIANT YOUNG INSTRUCTOR LEADS JUNIOR TEAM TO VICTORY'. Adam smiled. His life was not over. And his legs felt better too.

Adam ...

1 started playing football when he was six.
2 joined the local football club at the age of eight.
3 joined the national junior team eight years later.
4 became ill when he was almost eighteen years old.
5 couldn't play (football) for half a year.
6 went on a coaching course .
7 his team won the national Junior Cup two years later.

SPEAKING

9 Look at the pictures. Which sport is your favourite and why? Which one would you recommend to a friend?



10 Do the task in pairs.

Student A

Ask Student B to recommend a new sport for you and give reasons. Ask about equipment and training.

Student B

Recommend a sport to Student A and say why this one. Give advice on equipment and training.

WRITING

11 Read the email from your English friend, Cathy. Then write a reply, answering Cathy's questions.

To:
From: Cathy

I hear you spent a day at the Olympics last month! Wow! What did you see? What was it like? Did anything interesting happen? Tell me all about it!

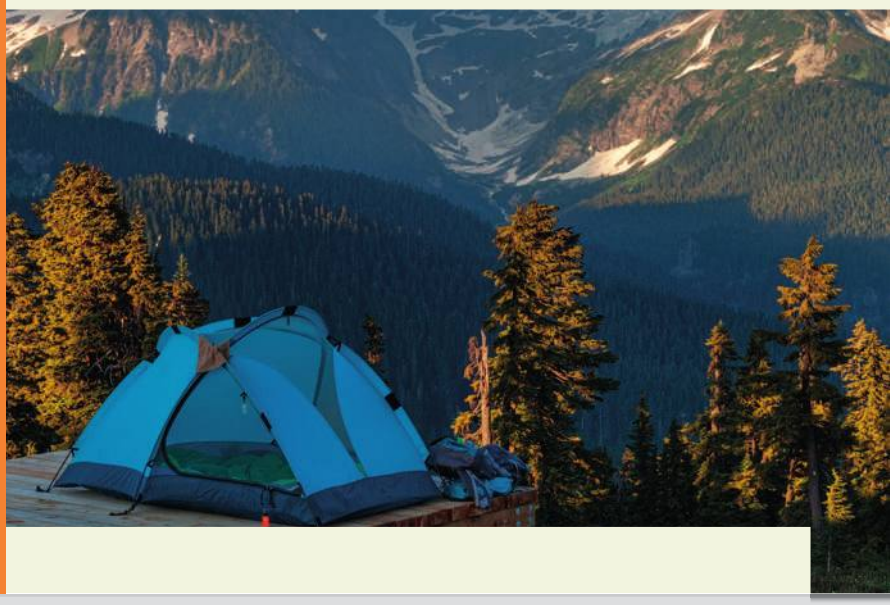
NEXT CLASS

- Ask students to do Self-check 6.9, WB pp. 82–83, as homework.
- Ask students to prepare for Unit Test 6: Assessment Package, Unit 6.
- Ask students to prepare for Review Test 3: Assessment Package, Unit 6.

PROJECT

- How to teach with projects p. T19
- Work in pairs. Think of young sports people. Do you know anybody who was a successful athlete as a teenager? How old were they and what was the sport? Do some research and prepare a presentation or poster about at least two people. Then present it to your class.





Go to WORD STORE 7 page 15

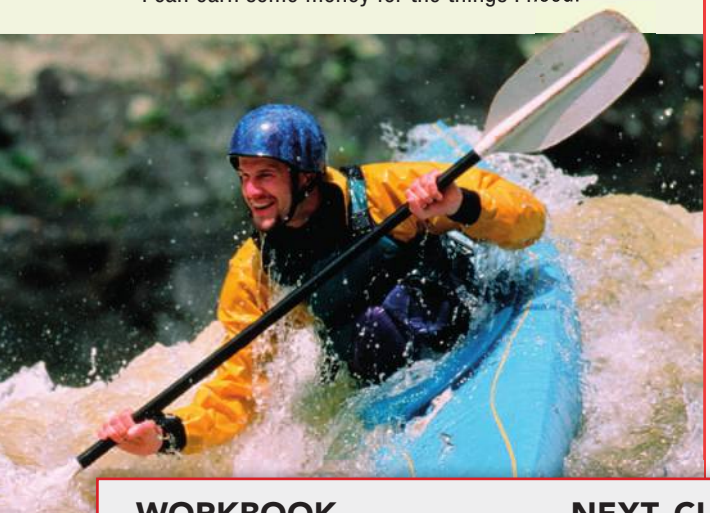
3 **Read the quiz and choose the statements that are true for you. Then compare with a partner.**

4 SPEAKING **Tell the class about your partner.**

Isa enjoys beach holidays because she likes …



1 I enjoy a **beach holiday** where I can relax with a book by the sea or go snorkelling.
2 I usually go on a **package tour** and visit some cities, top tourist sights and museums.
3 I never **travel by plane** because I am scared of flying.
4 When we go on holiday, my parents always make all the arrangements like booking a hotel or a flight.
5 My favourite holiday is **an activity holiday** where I can go mountain biking, climbing, kayaking or sailing.
6 I love **backpacking holidays** because I prefer to book my own transport and accommodation. I usually stay in a guesthouse or a youth hostel. I don't like staying in the same place for too long.
7 I often go on **a camping holiday**. We take a tent and sleeping bags, and stay at campsites which are cheap and close to nature.
8 I always spend holidays in my own country where I can get everywhere **by car**, **by train** or **by coach**. There's so much to see here.
9 Every year I try to go on **a working holiday** where I can earn some money for the things I need.



WORD STORE 7A Holidays and transport

5 3.21 **Complete WORD STORE 7A with the phrases in red from the text. Then listen, check and repeat.**

6 SPEAKING **Discuss which type of holiday is the best for these people.**

1 Alice loves culture and museums.
2 Jim hasn't got much money, but he wants to see the sights in Europe.
3 Tom loves the outdoors but, he just wants to relax.
4 Eve and Ann want to escape to the countryside.
5 Tim is a hiker and wants to learn how to rock climb.

The best type of holiday for Alice is …

7 SPEAKING **Discuss the best types of transport for these journeys. Give reasons for your answers.**

1 from home to school
2 from one city to another in your country
3 on a camping holiday
4 on a trip abroad

WORD STORE 7B *book, make* and *visit*

8 3.22 **Complete WORD STORE 7B with the underlined phrases from the text. Then listen, check and repeat.**

9 **Use the correct form of the words in WORD STORE 7B to complete the sentences.**

1 Let's ___visit___ the local market today.
2 **A:** Sibel, can you ___book___ a hotel for me?
B: Sorry, you have to ask Ali. He ___makes___ all the reservations here.
3 On our last holiday in Italy, we ___visited___ some cities: Verona, Venice, Padua and Bologna.
4 I ___booked___ my flight to Japan yesterday! I'm so excited!

WORD STORE 7C Accommodation

10 3.23 **Complete WORD STORE 7C with the highlighted phrases from the text. Then listen, check and repeat.**

11 3.24 SPEAKING **Listen to three people and complete the table. Discuss which holiday you like best and why.**

Name	Type of holiday	Who with?	Travelled by?	Where?
Gary				
Silvia				
Filip				

12 SPEAKING **Discuss the questions in pairs.**

1 What's your favourite type of holiday? Why?
2 What kinds of holiday don't you like? Why?
3 Do you prefer to stay at a youth hostel or a hotel? Why?
4 Do you like staying at a campsite? Why?/Why not?
5 In your family, who usually books your tickets and accommodation?

My favourite type of holiday is an activity holiday because …

Exercise 11

Gary: backpacking, best friend Ben, train, France (Paris) and Spain (Madrid, Barcelona, Seville)

Silvia: activity, father and brother, plane and bus, The Andes

Filip: beach holiday, cousin Nina, car and ferry, Greece (island of Kos)

WORKBOOK

pp. 84–85, including *Show What You've Learnt*

NEXT CLASS

- Ask students to prepare for a 10–20-minute Vocabulary Quiz: Assessment Package, Unit 7.1, Vocabulary.
- Ask students to do *Show What You Know* in the WB, p. 86.

7.2 GRAMMAR

Present Perfect with *ever/never*

I can use the Present Perfect with ever/never and been to/gone to and the Past Simple.

1 3.25 **Richard and Sarah are talking about where to go on holiday. Read and listen to Part 1 of their conversation. Are the statements true (T) or false (F)?**



S: This holiday in Australia sounds fantastic. I'd love to go. You can go to a desert, a beach and a rainforest and you can try all kinds of things! Look, you can even ride a camel. I bet you haven't ridden a camel!
R: Actually, I have ridden a camel.
S: Really? When did you do that?
R: I rode a camel last year in the Sinai Desert when I was in Egypt. It was weird! And I've helped in an elephant sanctuary*. That was last winter, in Thailand.
S: Wow, I've never done anything like that. Have you ever walked in a rainforest?
R: No, I haven't. I'd love to do that!

1 They are talking about a holiday in Europe. F
2 Sarah wants to go to Australia. T
3 You can do lots of different activities on the holiday. T
4 Richard rode a camel in Thailand. F

2 Complete the GRAMMAR FOCUS with the examples in blue in Exercise 1.

GRAMMAR FOCUS 1 29

Present Perfect

Form: *have/has* + Past Participle

+	*I/you/we/they* [1] have ridden *a camel.* *He/She/It* ***has helped*** *in an elephant sanctuary.*
–	*I/You/We/They* [2] haven't ridden *a camel.* *He/She/It* ***hasn't done*** *anything like that.*
?	[3] Have *I/you/we/they* ***ever*** walked *in a rainforest?* *Yes, I/you/we/they* ***have****./No, I/you/we/they* ***haven't****.* ***Has*** *he/she/it* ***ever been*** *in a desert?* *Yes, he/she/it* ***has****./No, he/she/it* ***hasn't****.*

Note:

- You often use short forms:
  I [4] 've ***helped*** *in an elephant sanctuary.*
  She ***hasn't ridden*** *a camel.*
- You often use ***ever*** (in questions) and ***never*** (in negatives).
  Have you ***ever*** *walked in a rainforest?*
  She's ***never*** *done anything like that.*

3 Complete the table.

Regular verbs	Past Simple	Past Participle
1 walk	walked	walked
2 chat	chatted	chatted
3 try	tried	tried
Irregular verbs	**Past Simple**	**Past Participle**
4 be	was/were	been
5 have	had	had
6 go	went	gone/been
7 ride	rode	ridden

REMEMBER THIS

John **has gone** to Peru. = He is there now.
John **has been** to Peru. = He went there and came back.
You usually use ***been*** with activities.
Have you ever been kayaking? (NOT ~~gone~~)

4 3.26 **Complete Part 2 of the dialogue with the Present Perfect form of the verbs in brackets. Then listen and check.**

S: I [1] 've never been *(never/be)* up in a hot-air balloon, but my sister Kate [2] has done *(do)* it a lot. She says it's great fun.
R: [3] Have you ever tried *(you/ever/try)* hang-gliding?
S: No, I [4] haven't . I'm too scared. Have you?
R No, I [5] haven't . I don't like heights.
S: Really?
R: [6] Has Kate ever been *(Kate/ever/go)* hang-gliding?
S: No, she [7] hasn't . And she [8] has/'s never ridden *(never/ride)* a camel either.

5 Complete the GRAMMAR FOCUS with *Present Perfect* or *Past Simple*.

GRAMMAR FOCUS 2 29

Present Perfect and Past Simple

You use the [1] Present Perfect to talk about finished actions in time 'up-to-now'.
If you know when something happened, you use the [2] Past Simple .

Have *you* ***ever ridden*** *a camel?*
Yes, ***I rode*** *a camel* ***last year****.*

6 SPEAKING **Write questions with *Have you ever …?* and the phrases in the box. Ask and answer the questions with a partner.**

break a leg/an arm go to a concert
try a new sport visit a foreign country
win a competition work for money

A: *Have you ever broken a leg?*
B: *Yes, I have.*
A: *When did you break your leg?*
B: *I broke it last year when I was on holiday.*

FOCUS VLOG 30 Amazing places

30 **Watch the Focus Vlog. For the worksheet, go to page 121.**

Exercise 6

2 Have you ever been to a concert? When did you go there?
3 Have you ever tried a new sport? When did you try it?
4 Have you ever visited a foreign country? When did you visit it?
5 Have you ever won a competition? When did you win it?
6 Have you ever worked for money? When did you work for money?

Grammar page 133

REFERENCES

Culture notes **p. 157**
Videoscript **p. 173**
Using videos in the classroom **p. T14**

EXTRA ACTIVITIES

- Grammar animation
- Photocopiable resource 42 *Have you ever …?* (15 min.) pp. 187, 232
- Extra digital activities: Grammar Checkpoint

WORKBOOK

p. 86, including *Show What You've Learnt*

NEXT CLASS

- Ask students to prepare for a 10–20-minute Grammar Quiz: Assessment Package, Unit 7.2, Grammar.
- Make copies of the audioscript for ex. 3 on p. 87.

7.3 LISTENING

Multiple choice

I can identify key details in a simple recorded dialogue about travelling.

1 **Read the sentences and check you understand the words in green. Then look at photos A–D. Discuss in which place you could hear each sentence.**

1 Have you got any **luggage**? C
2 Can I have a look at some **brochures**? B
3 Which **platform** does the 8:45 train to London leave from? A
4 Can I see your **passport**, please? C, D
5 I'd like to **check in**, please. C, D
6 Is the **flight** on time? C
7 **Passengers** can wait in the waiting room. A
8 I can't find my **ticket**. A, C
9 Do you have a **booking**? D

2 3.27 **Listen to four recordings. Where does each of them take place? Match recordings 1–4 with places A–D.**

1 C 2 A 3 B 4 D

EXAM FOCUS Multiple choice

3 3.27 **Listen again and choose the correct answer, A, B or C.**

Recording 1

1 The passenger is NOT travelling to
A Frankfurt. B Rome. C Madrid.

2 The passenger
A hasn't got any luggage.
B has got two cases.
C has got one case.

Recording 2

3 The announcement is for the train to
A Chester. B Bangor. C Manchester.

4 The train is arriving at platform
A 3. B 4. C 11.

Recording 3

5 The woman
A wants to go to Barcelona.
B wants to go to the Basque Country.
C hasn't decided.

6 What is true about the woman?
A She needs to pay extra for accommodation.
B She doesn't need to pay extra for accommodation.
C She wants to pay extra for better accommodation.

Recording 4

7 The man
A is at the hotel reception desk.
B is leaving the hotel.
C is changing his booking.

8 How many nights has he booked for?
A 1 B 2 C 3


A train station



B travel agent's


C airport check-in desk


D hotel reception desk

PRONUNCIATION FOCUS

4 3.28 **In English the letter *o* is pronounced in different ways. Listen and repeat.**

1 /əʊ/	2 /ɒ/	3 /ʌ/	4 /ɔː/
hotel	off	come	or

5 3.29 **Listen and put the words in the correct column in the table.**

brochure clock door holiday home hostel hot Monday money month morning platform photo short some

6 3.30 **Listen, check and repeat.**

Exercise 5

/əʊ/ home, photo, brochure
/ɒ/ hot, clock, holiday, hostel
/ʌ/ money, Monday, month, some
/ɔː/ door, morning, short, platform

WORD STORE 7D Travel

7 3.31 **Complete WORD STORE 7D with the words in green in Exercise 1. Then listen and check.**

8 SPEAKING **Discuss your dream holiday. Decide:**

- where to go and how to travel,
- what bookings to make,
- what information you need,
- what to take.

REFERENCES

Culture notes **p. 157**
Audioscript **p. 167**

EXTRA ACTIVITIES

• After doing ex. 3, students write an extra question for each conversation for the rest of the class to answer.

• After that, students work in pairs. Give out the audioscripts and ask students to practise the dialogues from the different conversations.

WORKBOOK

p. 87

NEXT CLASS

Ask students to research the most interesting cities in the world, choose one they would like to visit and note down some information about it.

7.4 READING

Multiple choice

I can read and identify specific information in a simple article.

1 SPEAKING **Follow the instructions.**

1 What cities do you want to visit? Why? What things make a city 'great'? Discuss in groups.
2 Think about a great city you have visited. Tell your partner:
- which city it was,
- when you went there,
- what you did and saw there,
- what the best things were.

I want to visit Seville because I love flamenco.
I think amazing architecture makes a city great.
I've visited Kyoto. I went there two years ago …

2 SPEAKING **Look at the photos and the title of the main article. Discuss the questions with a partner. Then read the texts and check your ideas.**

1 What do you know about these places?
2 What can you see there?

EXAM FOCUS Multiple choice

3 **Read the texts again and choose the correct answer, A, B or C.**

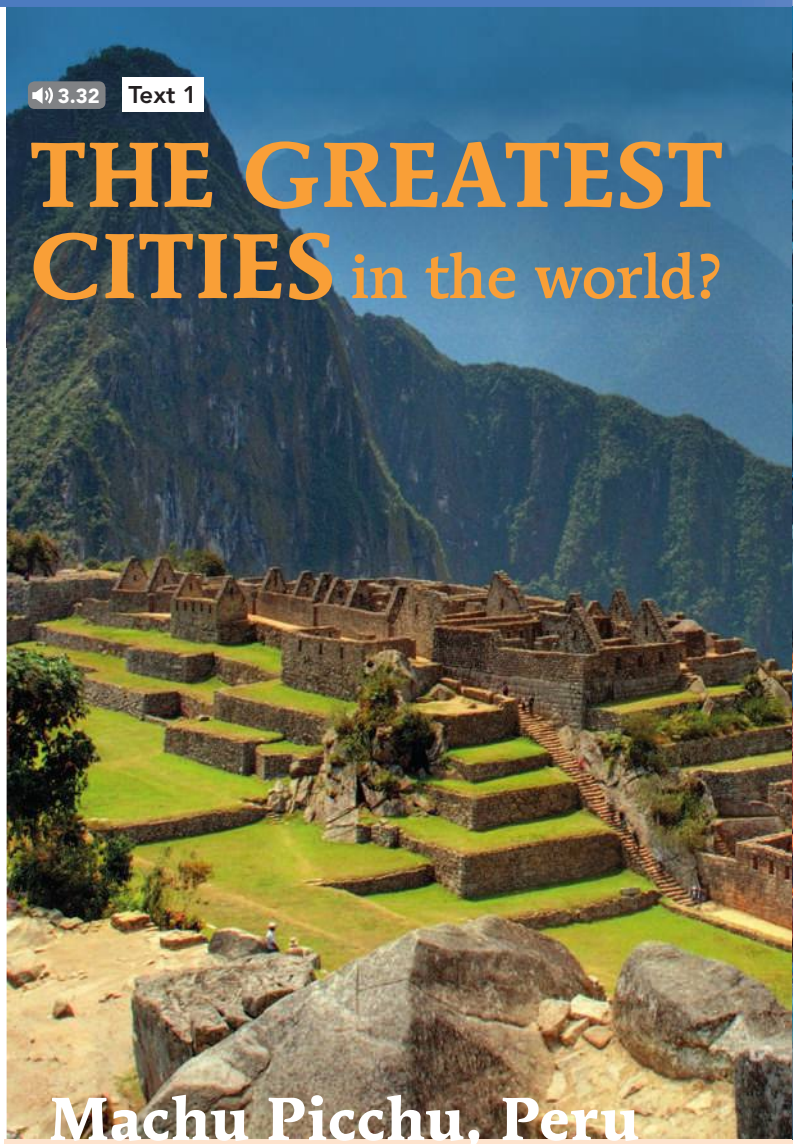
Text 1
The writer
A informs readers how to get to each city.
B mentions both positive and negative things in each city.
C recommends both cities for people to visit.

Text 2
Boytraveller23
A thinks Athens and Machu Picchu are both good cities to visit.
B believes that Athens is a better city to visit than Machu Picchu.
C agrees that Machu Picchu is the best ancient city to visit.

Text 3
Ayla Badem thinks visitors to Istanbul
A can find it hard to climb to the top of the Galata Tower.
B should go to the Blue Mosque while they are there.
C usually enjoy the cafés and restaurants more than old buildings.

3.32 **Text 1**

THE GREATEST CITIES in the world?



Machu Picchu, Peru

Machu Picchu sits on top of a mountain 2,430 metres high and the views are amazing! The Incas built the city around 1450, but they abandoned it 100 years later. In 1911 the explorer Hiram Bingham discovered it again. Now, it's a popular destination for tourists – around 1 million people visit the ruins every year. It became a UNESCO World Heritage Site in 1983. Try to arrive on foot – there are organized three-day and seven-day walks with a guide. If you're not feeling very active, you can also get there by bus or by train.

COMMENTS

Text 2



I enjoyed your article Jan, but if you like ancient cities, then Athens in Greece is a much better choice than Machu Picchu! It's easy to get to and has so many incredible monuments and museums. The Acropolis is spectacular and it's got great views too! Its name means 'high city'. ☺ There's a wonderful bazaar in Monastiraki Area. Syntagma Square is a lovely place to enjoy a coffee and watch the world go by. Athens also has wonderful restaurants and shops, and a fantastic nightlife. @Boytraveller23

REFERENCES

Culture notes **pp. 157–158**

EXTRA ACTIVITIES

- In pairs, students write five true/false questions about the text and swap with another pair to answer their questions.
- Students write on the board the names of the cities they would like to visit and share with the class their reasons. Then, as a whole class the students rank the cities from the most to least interesting, where 1 means the most interesting.

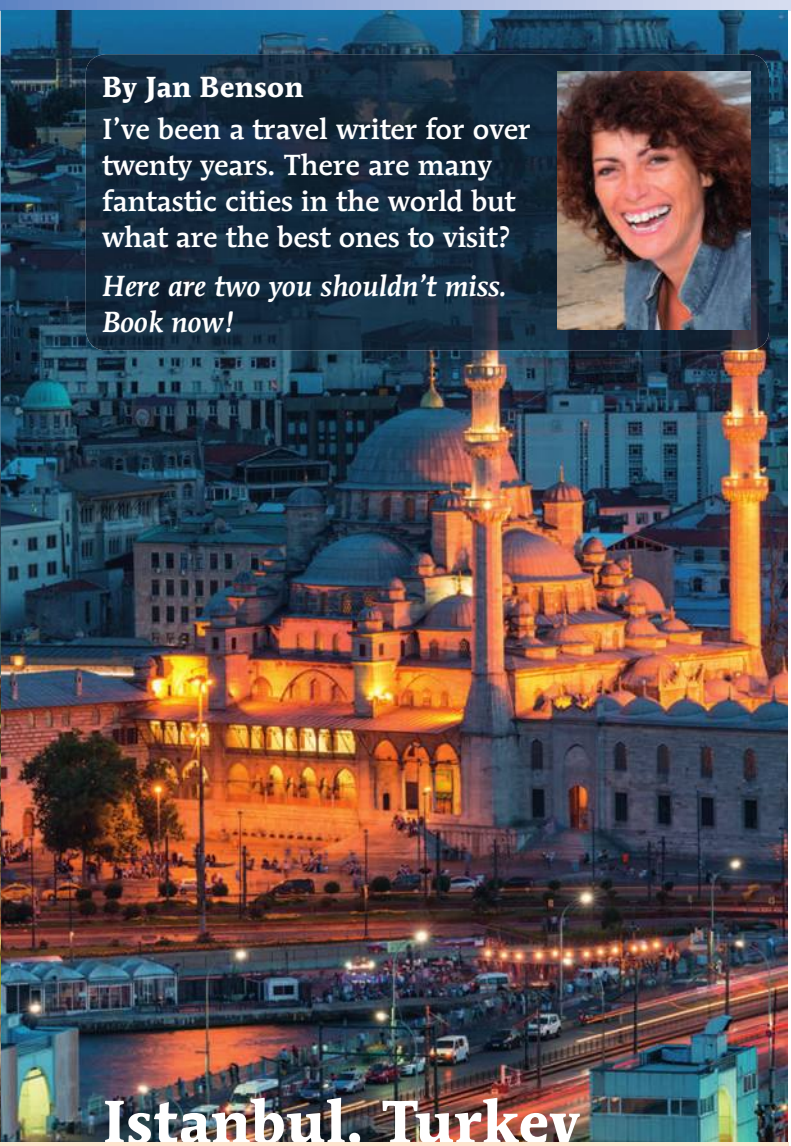
WORKBOOK

pp. 88–89

NEXT CLASS

- Ask students to do *Show What You Know* in the WB, p. 90.

88



By Jan Benson

I've been a travel writer for over twenty years. There are many fantastic cities in the world but what are the best ones to visit?

Here are two you shouldn't miss. Book now!

Istanbul, Turkey

With a population of around fifteen million people, Istanbul is a large, busy city. Amazingly, it lies in two different continents! It's built on both sides of the Bosphorus Strait, the water which separates Europe and Asia. The highlights of a visit include a boat trip on the Bosphorus and visiting some of the many incredible buildings such as Topkapı Palace, the Archaeology Museum or Hagia Sophia. The colourful Grand Bazaar is one of the biggest bazaars in the world and has over 5,000 shops!

Text 3

WHAT THE EXPERTS SAY



I am a guide in Istanbul. This city has something for everyone! However, I can't believe you haven't mentioned the Galata Tower. It's sixty metres high and you get brilliant views of the whole city from the top! There are plenty of charming cafés and restaurants nearby and the streets round it are great fun to explore. Don't miss the Blue Mosque or the Basilica Cistern (an ancient underground water store). Ayla Badem

4 3.33 **Complete the definitions with the words in blue in the texts. Which two adjectives are similar in meaning? Listen, check and repeat.**

1 extremely impressive = *spectacular*
2 attractive and nice = charming
3 something that has bright colours or many colours = colourful
4 wonderful, very good = incredible

spectacular and *incredible* are similar in meaning

5 Think about a place you know well. Complete the sentences with the words in Exercise 4.

1 There's a charming _____ .
2 _____ is an incredible _____ .
3 The views from _____ are spectacular.
4 There's a colourful _____ .

6 SPEAKING **Discuss your ideas in Exercise 5. Can your partner guess the name of the place?**

There is a charming old market in the town centre.

WORD STORE 7E Tourism

7 3.34 **Complete WORD STORE 7E with the underlined words in the texts. Use definitions 1–9 to complete the crossword. Then listen, check and repeat. What's the 'mystery word'?**

8 Complete the questions with the words in WORD STORE 7E.

1 How many *tourists* visit your town or city every year? Why?
2 Do you live in a small town or a big city? What is the population ?
3 Do you like to explore new places on foot? Why?/Why not?
4 In your opinion, what is the most interesting monument in your town or country? Why?
5 For your next holiday, what is your destination ? Why do you want to go there?
6 What were the highlights of your last holiday? Why were they the best things?

9 SPEAKING **Ask and answer the questions in Exercise 8.**

I don't think many tourists visit my town. It's not a popular destination.

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7.5 GRAMMAR

Present perfect + *just/yet/already*

I can use the Present Perfect with just, already and yet.

1 SPEAKING **Discuss the questions.**

1 How many countries have you visited?
2 Which countries would you like to visit? Why?

2 **Look at the photo with a partner. Match questions 1–5 with answers a–e. Which things about Nancy surprised you?**

1 Who is Nancy? d
2 When did she start travelling? Why? b
3 How many countries has she visited? a
4 Where is she now? e
5 Has she been to all the places on her list yet? c

a So far, she has already visited forty countries (this does not include the two – Mexico and Canada – she travelled to as a younger woman).
b She started travelling fourteen months ago, when she got the results of some medical tests. They were not good, but she didn't feel ill. She decided then that she wanted to realise her old dream: to travel a lot.
c No, she hasn't. On her original list there were only thirty countries: the ones she wanted to see the most, like Japan or Peru. She visited them all in the first year. Her new list contains seventy countries. For example, she hasn't been to Mongolia yet, but she plans to go there from India. She's very excited!
d Nancy is an eighty-eight year-old American woman who wants to visit as many countries as possible before she dies. She is travelling with her daughter.
e Nancy has just arrived in India and plans to stay there for two weeks.



3 **Complete the GRAMMAR FOCUS with the Present Perfect forms in blue in Exercise 2.**

GRAMMAR FOCUS 29

Present Perfect with *just, already* and *yet*

- You use ***just*** to talk about things that happened a very short time ago.
  She [1] *has just arrived in India.*
- You use ***already*** in affirmative sentences for things that happened earlier than expected.
  She [2] *has already visited forty countries.*
- You use ***(not) yet*** in questions and negative sentences for things that haven't happened but probably will happen. ***Yet*** goes at the end of the sentence.
  [3] *Has she been to Mongolia yet?*
  No, she [4] *hasn't been there yet.*

4 **Complete the text with the correct form of the verbs in brackets and *just*, *already* or *yet*.**



Would you like to go on a unique holiday? Some tourists [1] have yet already travelled (travel) into space, but nobody [2] has stayed (stay) in a space hotel just yet. That could all change soon! Russian engineers [3] have already/yet started (start) to build the first space hotel. Work [4] has just/already begun (begin), but a few people [5] have already/yet tried (try) to book a room! The Hotel in the Heavens has four rooms for up to seven guests. When does it open? The organisers [6] haven't said (not say) just/yet.

5 **Write questions from the prompts. Use the Present Perfect. Then read the text in Exercise 4 again and answer the questions.**

1 any tourists / go into space / yet?
Have any tourists been into space yet?
Yes, they have.
2 anybody / stay / in a space hotel / yet?
3 the Russian engineers / start to build the hotel / yet?
4 anybody / try to book a room / yet?
5 the organisers / say / when the hotel will open / yet?

6 SPEAKING **Nancy is getting ready to go travelling. Look at her list and write questions. Ask and answer the questions with a partner.**

To do:
- pack case ✗
- buy camera ✓
- book room ✗
- read guidebook ✓
- get new passport ✗

Has Nancy packed her case yet? No, she hasn't.

7 **Complete the statements to make them true for you.**

1 I've just …
2 I've already …
3 I haven't … yet.

I've just finished …

Grammar page 134

Exercise 5
2 Has anybody stayed in a space hotel yet? No they haven't.
3 Have the Russian engineers started to build the hotel yet? Yes, they have.
4 Has anybody tried to book a room yet? Yes, they have.
5 Have the organisers said when the hotel will open yet? No, they haven't.

Exercise 6
Has she bought a camera yet? Yes, she has.
Has she booked a room yet? No, she hasn't.
Has she read the guidebook yet? Yes, she has.
Has she got a new passport yet? No, she hasn't.

EXTRA ACTIVITIES

- Grammar animation
- Photocopiable resource 43 Test yourselves (10 min.) pp. 187, 233
- Extra digital activities: Grammar Checkpoint
- Students write sentences using *just*, *already* and *yet* e.g. *Our Maths teacher has already given us homework.*
- Students role-play an interview in pairs. One is Nancy and the other is a journalist. Before they start, elicit some questions onto the board, e.g. *How many countries have you visited?*, etc.

WORKBOOK

p. 90, including *Show What You've Learnt*

NEXT CLASS

- Ask students to prepare for a 10–20-minute Grammar Quiz: Assessment Package, Unit 7.5, Grammar.
- Ask students to bring in a map of their local area (or they can use a map app on their phone, if they have one).

90

7.6 SPEAKING

Asking for and giving directions

I can ask for and give simple directions to a place using a map or street plan.



1 **Match descriptions 1–6 with places A–F on the map.**

1 Bookworms Bookshop is in Park Street **between** the bank and Jolly Café. B
2 The Ritzy Theatre is **on the corner of** King's Road and Green Street. F
3 The Town Hall is in Shakespeare Road **opposite** the park. E
4 The stadium is **in** the park. C
5 The sports centre is in Park Street **next to** the bank. A
6 The chemist's is on the corner of Park Street and Green Street opposite the Post Office. D

2 3.35 **Listen to Part 1 of the conversation between Chloe and Jeff. What's the problem?**

a They've already seen the film.
b Chloe doesn't know about the new cinema.
c They don't know what's on.

3 3.36 **Read the SPEAKING FOCUS and listen to Part 2 of the conversation. Underline the phrases you hear.**

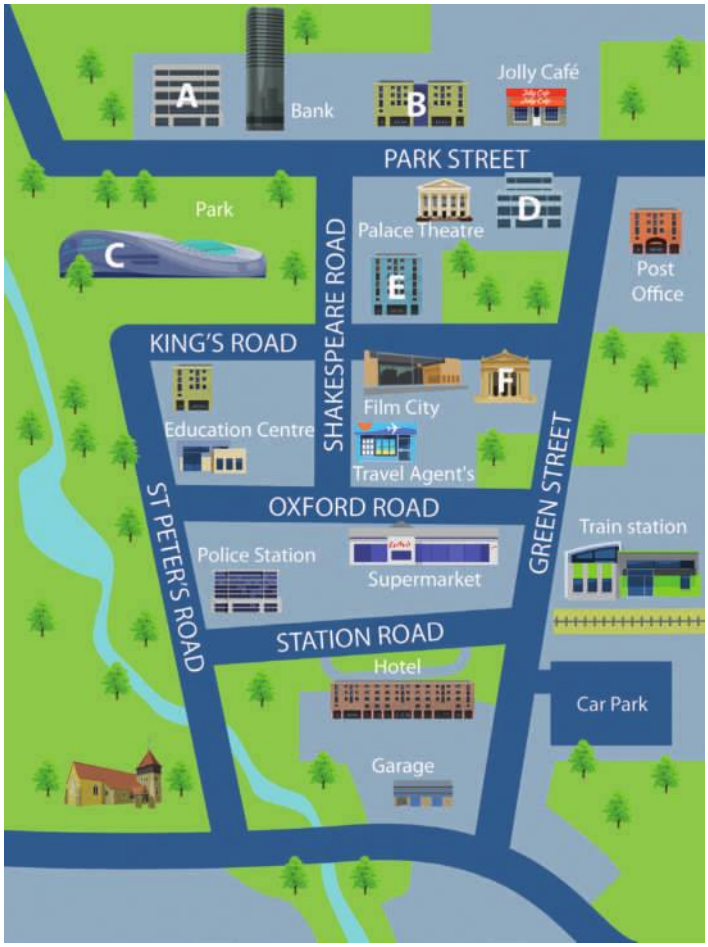
SPEAKING FOCUS

Asking for directions

Excuse me, can you tell me the way to …?
How do I get to …? ✓
Excuse me, where's the (post office)?

Giving directions

Go out of … and turn left/right. ✓
Turn (left/right) into (Green Street). ✓
Walk along the (road) past the (post office) on your left/right. ✓
Take/It's the first/second/third turning on the left/right. ✓
Go straight on.
Go across the road.
The (museum) is opposite the (shop).
The (theatre) is on the left/right.
It's between the (station) and the (hotel).
It's next to/opposite the (station).
(Film City) is next door. ✓
It's on the corner of (Shakespeare Road) and (King's Road). ✓



4 3.37 **Look at the map and complete the directions with phrases in the SPEAKING FOCUS. Then listen and check.**

Joanne: Excuse me, can you tell me the [1] *way* to the stadium?
Man: Sure. It's in the park – not far from here. Go out of the station and [2] *turn* right. Take the first [3] *turning* on the left into Oxford Road. Then turn [4] *right* into Shakespeare Road. Walk [5] *along* the road [6] *past* the travel agent's [7] *on* your right. Go [8] *across* King's Road and the park is on your [9] *left* .

5 SPEAKING **Act out the dialogue in Exercise 4 with a partner.**

6 SPEAKING **Look at the map. Decide where you are and where you want to go to. Ask for and give directions with a partner.**

ROLE-PLAY 31 32 Asking for and giving directions

31 32 **Watch the video and practise. Then role-play your dialogue.**

REFERENCES

Audioscript **p. 167**
Using videos in the classroom **p. T14**

EXTRA ACTIVITIES

- Students write questions about where things are on the map, e.g. *Where's the supermarket? It's in Green Street opposite the train station.*
- In pairs, using their own maps (e.g. on their phones) students ask for and give directions to various places on the map.

WORKBOOK

p. 91

7.7 WRITING

An email of enquiry

I can write a basic formal email of enquiry.

1 Read the email and answer the questions.

1 What did Marta leave in the hotel? Her watch
2 What does she want the hotel to do? Send the watch to her by courier

To: Hotel reception
Subject: Lost watch

[A] **Dear Sir or Madam,**

[B] I was a guest at the hotel on 21 July in room 219 and I believe that I left my watch on the table next to the bed. **I am writing to enquire if** anyone has found it. It is a gold watch with a black leather strap.

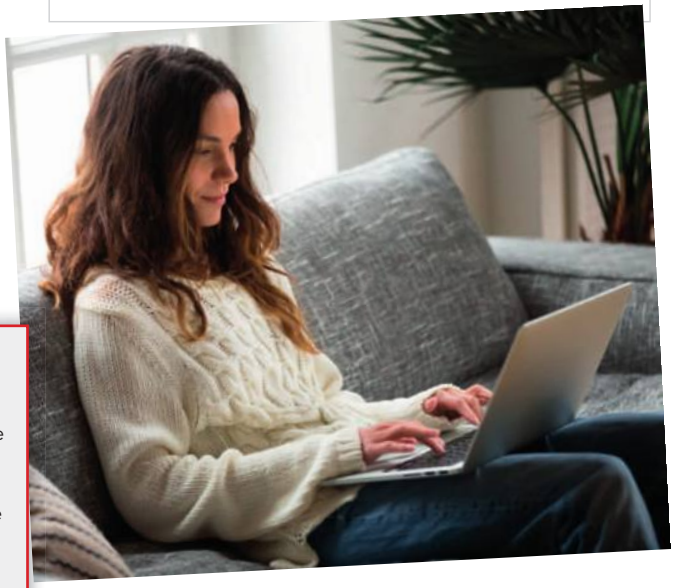
[C] **Please could you** confirm by replying to this email or phoning me **on my mobile** number, 07841 223679.

[D] **I hope you are able to** send the watch to me by courier when you find it. **I would be happy to** pay for the postage.

[E] I look forward to hearing from you. Thank you for your help with this matter.

[F] **Yours faithfully,**

Marta Costa



2 Read the email again. Match parts A–F of the email with descriptions 1–6.

1 Saying what you want to happen D
2 Conclusion E
3 Greeting A
4 Ending the email F
5 Giving your contact details C
6 Explaining why you are writing B

Exercise 5

2 Would it be possible to send me some more information?
3 I hope you are able to email me.
4 Could you please post it to me?/Could you post it to me, please?
5 Would it be possible to organise a guide?

3 Complete the WRITING FOCUS with the words in purple in the email.

WRITING FOCUS

A formal email

- **Starting a formal email**
  [1] *Dear Sir or Madam*/Dear (Mrs Jackson/Mr Smith),
- **Saying why you are writing**
  I am writing
  - to [2] enquire if anyone has found …
  - to enquire about your special offers.
  - in response to your newspaper advert.
- **Saying what you want**
  Please [3] could you …?/I [4] hope you are able to …
  Would it be possible to …?/I [5] would be happy to …
- **Giving contact details**
  Please reply to this email.
  Email me at bhappy@joinus.com./My email is …
  My (mobile) phone number is …
  Please phone me [6] on my mobile.
- **Conclusion**
  I look forward to hearing from you.
  Thank you for your help with this matter.
- **Ending a formal email**
  [7] Yours faithfully (if you began *Dear Sir* or *Madam*)
  Yours sincerely, (if you began *Dear* + name)

4 Match informal enquiries 1–5 with the more the formal ones a–e.

1 Send me my iPod. c
2 Can I book a room? a
3 Ask all the staff. e
4 Can you send my mobile phone to me? b
5 Give me your website address. d

a Would it be possible to book a room?
b I hope you are able to send my mobile phone to me.
c Please could you send me my iPod?
d Would it be possible to give me your website address?
e Could you please ask all the staff?

5 Put the words in the correct order to make formal enquiries.

1 you / could / please / check / ?
Please could you check?
2 possible / would / to send / it / be / some more information / me / ?
3 hope / able/ I / are / you / email / to / me
4 you / could / to me / post / please / it / ?
5 to organise a guide / it / would / possible / be /?

SHOW WHAT YOU'VE LEARNT

6 You left your MP3 player in a restaurant. Write an email of enquiry. Use the WRITING FOCUS to help you. Include the following information:

- say when you were there and which table you sat at,
- describe your MP3 player,
- ask the restaurant if they have found it,
- give your contact details,
- ask the restaurant to send the MP3 player to you.

EXTRA ACTIVITIES

In pairs, students write one true sentence and two false ones about the information given in the email. They then compare their sentences with the rest of the class.

WORKBOOK

p. 92, including *Show What You've Learnt* and *Show That You've Checked*

NEXT CLASS

Ask students to study the Word list on page 93.

7.1 Vocabulary 4.43

activity holiday /æk'tɪvətɪ ˌhɒlədeɪ/
adventure holiday /əd'ventʃə ˌhɒlədeɪ/
backpacking holiday /'bækˌpækɪŋ ˌhɒlədeɪ/
be on a plane /ˌbi ɒn ə 'pleɪn/
beach /biːtʃ/
beach holiday /'biːtʃ ˌhɒlədeɪ/
book /bʊk/
a flight /ˌ ə 'flaɪt/
a holiday /ə 'hɒlədeɪ/
a hotel /ə həʊ'tel/
a seat on the train/bus /ə ˌsiːt ɒn ðə 'treɪn/'bʌs/
a (train/bus) ticket /ə ('treɪn/'bʌs) ˌtɪkət/
accommodation /əˌkɒmə'deɪʃən/
an excursion /ən ɪk'skɜːʃən/
my transport /maɪ 'trænspɔːt/
by the sea /ˌbaɪ ðə 'siː/
camping holiday /'kæmpɪŋ ˌhɒlədeɪ/
campsite /'kæmpsaɪt/
escape (to the countryside) /ɪˌskeɪp tə ðə 'kʌntrisaɪd/
fly in a plane /ˌflaɪ ɪn ə 'pleɪn/
get into a car /ˌget ˌɪntʊ ə 'kɑː/
get off a bike /ˌget ˌɒf ə 'baɪk/
get off a train/bus /ˌget ˌɒf ə 'treɪn/'bʌs/
get on a bike /ˌget ˌɒn ə 'baɪk/
get on a train/bus /ˌget ˌɒn ə 'treɪn/'bʌs/
get out of a car /ˌget ˌaʊt əv ə 'kɑː/
go by bus/car/coach/train /ˌgəʊ baɪ 'bʌs/'kɑː/'kəʊtʃ/'treɪn/
go by ferry/boat/ship /ˌgəʊ baɪ 'feri/'bəʊt/'ʃɪp/
go by plane /ˌgəʊ baɪ 'pleɪn/
go mountain biking /ˌgəʊ 'maʊntən ˌbaɪkɪŋ/
go on (a holiday) /ˌgəʊ ɒn (ə' hɒlədeɪ)/
go on foot /ˌgəʊ ɒn 'fʊt/
hiker /'haɪkə/
make a reservation /ˌmeɪk ə ˌrezə'veɪʃən/
make the arrangements /ˌmeɪk ðɪ ə'reɪndʒmənts/
motorbike /'məʊtəbaɪk/
package tour /'pækɪdʒ tʊə/
rock climb/go climbing /'rɒk klaɪm/ˌgəʊ 'klaɪmɪŋ/
see the sights /ˌsiː ðə 'saɪts/
sleeping bag /'sliːpɪŋ bæg/
snorkelling /'snɔːkəlɪŋ/
stay in/at /ˌsteɪ ɪn/ət/
a bed and breakfast (B & B) /ə bed ən 'brekfəst(ˌbiː ən 'biː/)/
a campsite /ə 'kæmpsaɪt/
a guesthouse /ə 'gesthaʊs/
a hotel /ə həʊ'tel/
a youth hostel /ə 'juːθ ˌhɒstl/
tent /tent/
(three-star) hotel /(ˌθriː stɑː) həʊ'tel/
(top) tourist sights /(ˌtɒp) 'tʊərəst saɪts/
tram /træm/
travel by /ˌtrævəl baɪ/
boat /'bəʊt/
bus /'bʌs/
car /'kɑː/
coach /'kəʊtʃ/
ferry /'feri/
plane /'pleɪn/
ship /'ʃɪp/
train /'treɪn/
trip abroad /ˌtrɪp ə'brɔːd/
underground /'ʌndəgraʊnd/
visit a city/some cities /ˌvɪzɪt ə 'sɪti/səm 'sɪtiz/
visit local markets /ˌvɪzɪt ˌləʊkəl 'mɑːkəts/
visit museums/tourist sights /ˌvɪzət mju'ziːəmz/'tʊərɪst saɪts/
working holiday /'wɜːkɪŋ ˌhɒlədeɪ/

7.2 Grammar 4.44

break a leg/an arm /ˌbreɪk ə leg/ən ɑːm/
desert /'dezət/
different kinds of activities /ˌdɪfərənt ˌkaɪndz əv æk'tɪvətiz/
elephant sanctuary /'eləfənt ˌsæŋktʃuəri/
hang-gliding /'hæŋ ˌglaɪdɪŋ/
hot-air balloon /hɒt 'eə bəˌluːn/
ride a camel /ˌraɪd ə 'kæməl/
visit a foreign country /ˌvɪzɪt ə ˌfɒrɪn 'kʌntri/
work for money /ˌwɜːk fə 'mʌni/

7.3 Listening 4.45

airport check-in desk /ˌeəpɔːt 'tʃek ɪn desk/
announcement /ə'naʊnsmənt/
arrive /ə'raɪv/
booking /'bʊkɪŋ/
brochure /'brəʊʃə/
case /keɪs/
check in /ˌtʃek 'ɪn/
check-in desk /'tʃek ɪn desk/
flight /flaɪt/
have a booking /ˌhæv ə 'bʊkɪŋ/
luggage /'lʌgɪdʒ/
on time /ˌɒn 'taɪm/
passenger /'pæsɪndʒə/
passport /'pɑːspɔːt/
platform /'plætfɔːm/
reception desk /rɪ'sepʃən desk/
room key /'ruːm kiː/
ticket /'tɪkɪt/
travel agent's /'trævəl ˌeɪdʒənts/
waiting room /'weɪtɪŋ ruːm/
window seat /'wɪndəʊ siːt/

7.4 Reading 4.46

abandon /ə'bændən/
bazaar /bə'zɑː/
be active /ˌbi 'æktɪv/
charming /'tʃɑːmɪŋ/
colourful /'kʌləfəl/
destination /ˌdestə'neɪʃən/
explore /ɪk'splɔː/
get to /'get tə/
highlights /'haɪlaɪts/
incredible /ɪn'kredəbəl/
monument /'mɒnjəmənt/
population /ˌpɒpjə'leɪʃən/
spectacular /spek'tækjələ/
strait /streɪt/
street /striːt/
tourist /'tʊərɪst/
water store /'wɔːtə stɔː/
World Heritage Site /ˌwɜːld 'herətɪdʒ saɪt/

7.5 Grammar 4.47

camera /'kæmərə/
guidebook /'gaɪdbʊk/
organiser /'ɔːgənaɪzə/
realise a dream /ˌrɪəlaɪz ə'driːm/
space hotel /'speɪs həʊˌtel/
unique /juː'niːk/

7.6 Speaking 4.48

along /ə'lɒŋ/
bookshop /'bʊkʃɒp/
go across the road /ˌgəʊ əˌkrɒs ðə 'rəʊd/
go out of (the station) /ˌgəʊ ˌaʊt əv (ðə 'steɪʃən)/
next door /ˌnekst 'dɔː/
on the corner /ˌɒn ðə 'kɔːnə/
on your right/left /ˌɒn jə 'raɪt/'left/
road /rəʊd/
straight on /ˌstreɪt 'ɒn/
take the (first/second) turning on the (left/right) /ˌteɪk ðə (fɜːst/ˌsekənd) 'tɜːnɪŋ ɒn ðə ('left/raɪt)/
tell sb the way to /ˌtel ˌsʌmbɒdi ðə 'weɪ tə/
theatre /'θɪətə/
town hall /ˌtaʊn 'hɔːl/
turn left/right /ˌtɜːn 'left/'raɪt/
walk past /ˌwɔːk 'pɑːst/

7.7 Writing 4.49

black leather strap /ˌblæk 'leðə stræp/
confirm /kən'fɜːm/
courier /'kʊriə/
enquire /ɪn'kwaɪə/
postage /'pəʊstɪdʒ/
special offer /ˌspeʃəl 'ɒfə/
staff /stɑːf/

WORD LIST ACTIVITIES

- Play *Mime* with the vocabulary from the word list. One student mimes a word or phrase for the others to guess. Students can continue this in small groups.
- Dictate short sentences with missing words and expressions, e.g. *When you go to an airport, you must take your luggage to the _*. (check-in desk), *When you plan your holiday you should _ a hotel so that you have somewhere to stay.* (book) Students fill in the blanks in the sentences. They can continue this activity in pairs or small groups.

93

FOCUS REVIEW 7

VOCABULARY AND GRAMMAR

1 Complete the sentences with the words in the box. There are two extra words.

book fly go (x2) make ride stay visit

1 I want to ___make___ all the arrangements this week.
2 I must remember to ___book___ my flight to Italy.
3 We can ___go___ on a camping holiday.
4 I want to ___visit___ the local markets before we leave.
5 Why don't you ___stay___ in a hotel?
6 Let's ___go___ to Paris by car.

2 Complete the sentences with the correct form of the words in capitals.

1 I'd like to go on an ___activity___ holiday and do some new sports. **ACTIVE**
2 Can you make a ___reservation___ at the hotel for me? **RESERVE**
3 I've never seen so many ___colourful___ houses. **COLOUR**
4 What kind of ___accommodation___ did you stay in? **ACCOMMODATE**
5 Who makes all the holiday ___arrangements___ in your family? **ARRANGE**
6 I'm going on a ___backpacking___ holiday with my friends. **BACKPACK**

3 Write sentences from the prompts.

1 Jane / never / a / camel / ride
Jane has never ridden a camel.
2 you / hang-gliding / ever / try / ?
Have you ever tried hang-gliding?
3 we / not / up in a hot-air balloon / be
We haven't been up in a hot-air balloon.
4 already / Kathy / visit / over twenty countries
Kathy has already visited over twenty countries.
5 she / yet / not / try / scuba diving
She hasn't tried scuba diving yet.
6 Sam / his arm / break / ever / ?
Has Sam ever broken his arm?

4 Complete the sentences with the Present Perfect or Past Simple form of the verbs in brackets.

1 a I ___have never been___ (never/be) so happy in my life.
b We ___weren't___ (not be) happy when we heard the news.
2 a Sara ___visited___ (visit) Madrid last week.
b Steve ___has already visited___ (already/visit) Madrid.
3 a John ___arrived___ (arrive) two hours ago.
b Katie ___has just arrived___ (just/arrive).
4 a Mark ___hasn't ridden___ (not ride) a camel yet.
b Sam ___rode___ (ride) a camel for the first time yesterday.
5 a ___Has___ Sue ___ever broken___ (ever/break) her leg?
b When ___did___ Matt ___break___ (break) his arm?

USE OF ENGLISH

5 Complete the dialogues with the correct answer, A, B or C.

1 X: Excuse me, where's the post office?
Y: It's not far, _____ left into Cranmer Road and it's on the right.
A take (B) turn C get
2 X: How did you get from Britain to France?
Y: We went by _____ . I really hate flying.
(A) ferry B tram C plane
3 X: We went to Germany _____ .
Y: Oh, did you enjoy it?
A yet B already (C) last year
4 X: What was the best part of your holiday in Madrid?
Y: One day we went on _____ to visit Toledo. It's about seventy kilometres from Madrid.
A an adventure (B) an excursion C foot
5 X: What's your favourite kind of holiday?
Y: _____ because I love relaxing by the sea.
(A) A beach holiday B An adventure holiday
C A cycling trip

6 Read the text and choose the correct answer, A, B or C.

Hi Chrissie!

I'm staying at a [1]_____ in France with some friends. I've [2]_____ been on holiday with friends before and I'm really enjoying it. We travelled [3]_____ plane and then got a bus and we arrived here yesterday. There was a problem checking in because I couldn't find my passport (you know me, I'm always losing things☺!). Finally, I found it at the bottom of my [4]_____ . Last night we ate in a restaurant, we [5]_____ cooked any meals yet – I'm cooking pasta tonight! Today we've [6]_____ sailing at a local beach. It was fantastic!

Hope you are having a great holiday too. ☺☺

Love

Simon

1 A tent B camping (C) campsite
2 A ever (B) never C already
3 A in B on (C) by
4 (A) case B platform C ticket
5 (A) haven't B hasn't C didn't
6 A played (B) been C made

LISTENING

7 3.38 Listen to four conversations and choose the correct answer, A, B or C.

1 The first conversation takes place in
A a hotel. (B) a travel agent's. C an airport.
2 The man books to stay in the campsite
A tonight only. B tomorrow for one night.
(C) tomorrow for two nights.
3 The passenger has got
A one big case. B only hand luggage. (C) two cases.
4 The passenger has to
(A) buy a ticket. B find his/her ticket.
C leave the train.

REFERENCES

Audioscript **pp. 167–168**

EXTRA ACTIVITIES

- Word Practice 7, WORD STORE booklet, p. 14
- Photocopiable resource 44 *Excuse me, how do I get to …?* (speaking; 10–12 min.) pp. 188, 234
- Photocopiable resource 45 A formal letter of enquiry (writing; 6–8 min.) pp. 188, 235

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READING

8 Read the texts and choose the correct answer, A, B or C.

1

SPECIAL OFFER!

ALL 7–14 MARCH
FLIGHTS TO NEW YORK
HALF-PRICE!
BOOK BY NEXT SUNDAY.

A The offer is only today.
B All flights in March are half-price.
C You can fly to New York for 50 percent off.

2

Sarah, I booked tickets for both of us for the 7:45 train to Glasgow. They're twenty pounds each. See you at the station at 7:30.

A Sarah bought the tickets.
B Two tickets cost forty pounds.
C The train leaves in the afternoon.

3

ALL PASSENGERS TO FRANKFURT AND OSLO: NEW CHECK-IN DESK. GO TO DESK 141.

A All passengers have to go to gate 141.
B Only passengers to Frankfurt have to go to gate 141.
C Passengers flying to two places have to go to gate 141.

4

I've just arrived in Portofino! It's spectacular, better than in the photos. I've never seen anything like it. The view from my hotel window is incredible.

A The writer hasn't been in Portofino long.
B The writer has already been to Portofino.
C The writer hasn't been to the hotel yet.

5

PHUKET TOURIST AGENCY
TOURS IN ENGLISH, GERMAN AND CHINESE * MUSEUM TICKETS * EXPERIENCED GUIDES
SPECIAL PRICES FOR GROUPS (SIX PEOPLE OR MORE)

A The agency only offers guided tours.
B You pay less when you buy something for seven people.
C The tour guides don't speak any foreign languages.

6

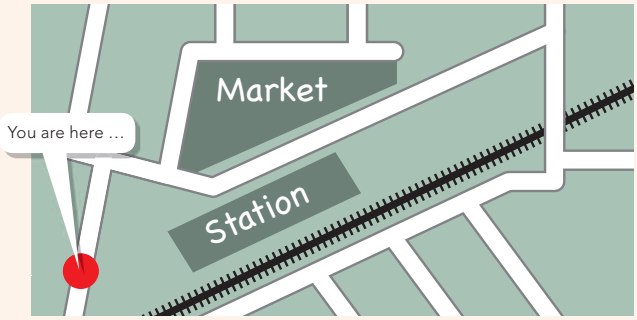
Dan Roddle

Hi everybody, I'm looking for a team to go to Scotland. Eight or nine days climbing mountains, kayaking and sleeping in a tent. We've got four people, but need two more!

A The holiday lasts two weeks.
B Dan has got six people in his team.
C It's a camping holiday.

SPEAKING

9 Do the task in pairs.



Student A

Start the conversation and ask Student B where the local market is and how to get there. Repeat the directions and thank him/her politely.

Student B

Explain to Student A where the market is and how to get there. Use the map to help you. Correct Student A when he/she repeats the directions or say he/she is correct.

WRITING

10 Match parts of an email 1–6 with sentences a–f.

1 Starting a formal email — b
2 Saying why you are writing — e
3 Saying what you want — d
4 Giving contact details — f
5 Concluding the email — a
6 Ending the email — c

a Thank you for your help with this matter.
b Dear Sir or Madam,
c Yours faithfully,
d Would it be possible to send …?
e I am writing to enquire if …
f Please email me at jdearne@mail.com

11 Read the email and write a reply to Mr Soames.

To:
From: Mr Soames, Southern Trains

Thank you for your email about your lost suitcase. Please send me some more information. When did you travel and what train were you on? Please describe your suitcase. What was in it? Send me your contact details, including your address and phone number.

NEXT CLASS

- Ask students to do Self-check 7.9, WB pp. 94–95, as homework.
- Ask students to prepare for Unit Test 7: Assessment Package, Unit 7.

PROJECT

- How to teach with projects p. T19
- Work in groups or pairs. Imagine you went on holiday together last summer. Think about accommodation, transport and activities. Decide if it was a good or bad holiday. Do some research and prepare a presentation or video about it, then present it to your class.

8 Nature

Nature makes nothing incomplete.
Aristotle, *Politics*

BBC



SCOTTISH HIGHLANDS

33 Watch the BBC video.
For the worksheet, go to page 122.

UNIT 8 VIDEOS

BBC Scottish Highlands 33

GRAMMAR ANIMATION
Lesson 8.2 34 Lesson 8.5 35

FOCUS VLOG Your plans
Lesson 8.5 36

ROLE-PLAY
Lesson 8.6 37

8.1 VOCABULARY

Geography • animals • collocations

I can use language related to landscapes, animals and environmental issues.

SHOW WHAT YOU KNOW

1 3.39 **Look at the map and the names of continents in the box. Order them by size from the biggest (1) to the smallest (7). Then listen, check and repeat. Pay attention to the pronunciation.**

Africa 2 Antarctica 5 Asia 1 Australia 7 Europe 6 North America 3 South America 4

2 3.40 **Do the NATURE QUIZ with a partner. Then listen and check.**



REFERENCES

Culture notes **p. 158**
Videoscript **pp. 173–174**
Using videos in the classroom **p. T14**

EXTRA ACTIVITIES

- Photocopiable resource 46 *Treasure hunt* (20 min.) pp. 188, 236
- Photocopiable resource 47 Test yourselves (10 min.) pp. 189, 237
- Extra digital activities: Vocabulary Checkpoint
- Divide the board in half. In each half, write two headings: *Plants* and *Animals*. Divide students into two teams. They have a relay race against the clock to write vocabulary in each column. After three minutes the team with the most correct answers wins.

VIDEO 33

Nature Quiz

1 The phrase "the smallest **continent** or the largest **island**" describes ___ .
(A) Australia B Africa C Antarctica

2 Which of these can you *not* find in Canada?
A **forests** B **rivers** (C) jungle

3 The highest **waterfall** in the world is ___ .
A Niagara Falls in North America
B Victoria Falls in Africa
(C) Angel Falls in South America

4 The highest **mountain** and the largest **lake** in Britain are in ___ .
A England (B) Scotland C Wales

5 Which of these **sea** animals is a fish?
(A) shark B whale C dolphin

6 Which of these animals lives in Asia but *not* in Africa?
A lion B elephant (C) tiger

7 Which *two* of these animals live in the British Isles?
A bear (B) deer C cheetah (D) beaver

8 Smog is an example of ___ .
A water pollution (B) air pollution C climate change

9 Which of these things is good for the environment?
A global warming B toxic waste (C) waste recycling

10 Which of these organisations works especially to protect wildlife?
(A) WWF B UNICEF C UNESCO



Go to **WORD STORE 8** page 17

WORD STORE 8A Geography

3 3.41 **Complete WORD STORE 8A with the words in red in the quiz. Use definitions 1–9 to complete the crossword. Then listen, check and repeat. What's the 'mystery word'?**

4 SPEAKING **Ask and answer questions about the geographical features in your country using the words in WORD STORE 8A.**

1 Which continent is your country in?
2 Which sea is closest to your country?
3 What's the highest mountain?
4 What is the largest island?
5 What is the longest river?
6 Are there any large waterfalls?
7 What is the largest forest?

A: *What's the highest mountain in Argentina?*
B: *It's Aconcagua. What's the largest island ...?*

WORD STORE 8B Animals

5 3.42 **Look at the map and the list of animals underlined in the quiz. Complete WORD STORE 8B. Then listen check and repeat.**

6 SPEAKING **Discuss the questions.**

1 Which of the animals have you seen? Where?
2 Which ones would you like to see?
3 What other animals live in your country?

I have seen a beaver and some deer in a forest near my home. I really would like to see a an elephant and ...

WORD STORE 8C Collocations

7 3.43 **Complete WORD STORE 8C with the highlighted words in the quiz. Then listen, check and repeat.**

8 **Complete the sentences with words in WORD STORE 8C.**

1 Aeroplanes cause a lot of air ___pollution___ and are one of the causes of global ___warming___ .
2 We don't put old phones in the rubbish bin because they contain some ___toxic___ substances, and also because it is possible to recycle many parts.
3 ___Waste___ recycling is ___good___ for the environment, but it doesn't help with all the problems.
4 It is important to stop ___climate___ change – not only to ___protect___ wildlife but also to protect ourselves.

9 SPEAKING **Look at the list of environmental problems in WORD STORE 8C. Which are the worst where you live? Discuss with a partner.**

I live a big city, so the worst problem is air pollution. But I think we should also do more about waste recycling.

WORKBOOK

pp. 96–97, including *Show What You've Learnt*

NEXT CLASS

- Ask students to prepare for a 10–20-minute Vocabulary Quiz: Assessment Package, Unit 8.1, Vocabulary.
- Ask students to do *Show What You Know* in the WB, p. 98.
- Ask students to research two facts about polar bears and problems they are facing.

8.2 GRAMMAR

Future with *will*

I can use will *for predictions about the future.*

1 What do you know about polar bears? Choose the correct option. Then read and check.

1 Polar bears live in *the Arctic* / *the Antarctic*.
2 Polar bears spend a lot of time *on small islands* / *on sea ice*.
3 Global warming *is* / *isn't* a danger to polar bears.



Will there still be polar bears in the world in 2100?

Polar bears need sea ice to hunt, rest and travel. But the ice in the Arctic is melting because of global warming. Scientists believe that some time between 2059 and 2078, there **will be** no sea ice in summer in the Arctic Sea. The polar bear's habitat **will become** smaller and smaller. Bears **won't get** enough food in the summer; they **won't be able** to feed their young and many bears **will die** in winter.

There are now between 20,000 and 25,000 polar bears in the world. Some scientists predict that sixty percent **will disappear** before 2050.

Will they all **die** before the end of the century?

2 Complete the GRAMMAR FOCUS with the verbs in blue in Exercise 1.

GRAMMAR FOCUS 34

will

We use ***will*** to predict future events.

+	*There* [1]*will be no sea ice in summer.*
	Sixty percent of polar bears [2]*will disappear before 2050.*
–	*Bears* [3]*won't get enough food in the summer.*
?	[4]*Will all polar bears die before the end of the century?*
	Yes, they ***will****./No, they* ***won't****.*

Short forms:
I'll = I will, you'll = you will, etc; won't = will not

REMEMBER THIS

The future form of *can* is ***will be able to***. The negative form is ***won't be able to***:
Female bears ***won't be able to*** *feed their young.*

3 What do you think will happen in the next fifty years? Complete the gaps with *will* or *won't*. Compare with a partner.

1 People *will/won't* travel less.
2 Summers _____ get hotter.
3 Nuclear energy _____ become safer and more popular.
4 Elephants _____ die out.
5 There _____ be enough food in Europe.
6 Pollution _____ become worse.

4 SPEAKING Discuss the questions.

1 Will people still use cars in sixty years' time?
2 Will Venice and Amsterdam disappear under the sea?
3 Will there be enough food for everyone?
4 Will scientists do something about the world energy problem?
5 Will there be a lot more people in the world?

A: *Will people still use cars in sixty years' time?*
B: *Yes, they will./No, they won't.*

REMEMBER THIS

We use ***get*** or ***become*** + **a comparative adjective** to say how things will change.
Summers will get hotter.
Pollution will become worse.
Will food become more expensive?

5 SPEAKING Write sentences about topics 1–5 with *will get* or *will become* and the comparative form of the adjectives in the box. Share your ideas with a partner.

bad cheap difficult easy expensive
good hot popular safe

1 Summers …
2 Pollution …
3 Food …
4 Finding a job …
5 Travel …

Summers will become hotter.

6 SPEAKING Ask and answer questions about your future.

Will you … in the next ten years?
1 get married
2 have children
3 make many new friends
4 have your own flat or house
5 earn a lot of money

A: *Will you get married in the next ten years?*
B: *Yes, I will.* or *No, I won't.*

Grammar page 135

REFERENCES

Culture notes **p. 158**
Using videos in the classroom **p. T14**

EXTRA ACTIVITIES

- Grammar animation
- Photocopiable resource 48 *In the future* (15 min.) pp. 189, 238
- Use the facts students have found out about polar bears to lead in to the text.
- Extra digital activities: Grammar Checkpoint

WORKBOOK

p. 98, including *Show What You've Learnt*

NEXT CLASS

- Ask students to prepare for a 10–20-minute Grammar Quiz: Assessment Package, Unit 8.2, Grammar.
- If you have access to a language lab or the Internet, book it for the next class. Or ask students to bring their phones if they have recording apps on them.

98

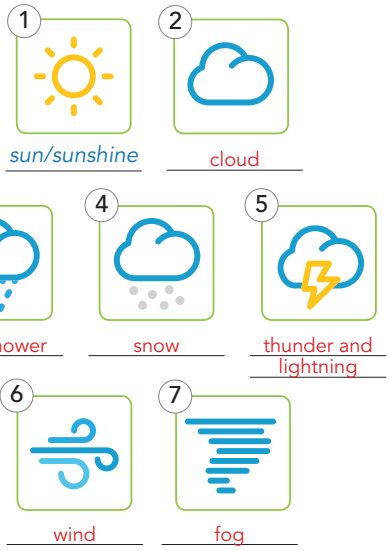
8.3 LISTENING

Matching

I can understand the main idea of a short weather forecast if it is delivered slowly and clearly.

1 3.44 **Label pictures 1–7 with the words in the box. Then listen, check and repeat.**

cloud fog rain/shower snow sun/sunshine thunder and lightning wind



1 sun/sunshine
2 cloud
3 rain/shower
4 snow
5 thunder and lightning
6 wind
7 fog

2 3.45 **Make adjectives from the nouns. Then listen, check and repeat.**

1 north – *northern*
2 south – southern
3 east – eastern
4 west – western

3 SPEAKING **Look at the map. Where do you think the weather will be the coldest? Why?**



EXAM FOCUS Matching

4 3.46 **Listen to a weather forecast. Match places 1–4 with phrases A–G. There are three extra phrases.**

1 Southern England A
2 Wales and the Midlands B
3 Northern England G
4 Scotland and Northern Ireland E

A sun and wind
B fog and thunder
C sun and lightning
D thunder and lightning
E snow and rain
F fog and snow
G wind and rain

5 3.46 **Listen again. Are the statements true (T) or false (F)?**

1 There will be no wind in Southern England. F
2 Cornwall will be the warmest place in Southern England tomorrow. T
3 There will be fog in Wales and the Midlands in the afternoon. F
4 In Northern England, a wind from the sea will bring rain. T
5 The day will be very rainy in the Highlands. T
6 It will snow in all of Scotland. F

PRONUNCIATION FOCUS

6 3.47 **Listen and repeat the words.**

degrees during clear expect forecast temperature weather

7 3.48 **Listen to the sentences and repeat them.**

1 We can expect a rainy day tomorrow.
2 The temperature will be ten degrees.
3 It will be sunny with clear skies.
4 There will be some showers during the day.
5 Scotland will have the wettest weather.

WORD STORE 8D The weather

8 3.49 **Complete WORD STORE 8D with the words in Exercise 1. Then listen, check and repeat.**

9 3.50 **Read the sentences. Complete the gaps with words in WORD STORE 8D. Then listen and check.**

1 It will be cloudy with rain most of the day.
2 We can expect a sunny day with some cloud and wind .
3 The morning will be foggy , but the fog should soon clear.

10 SPEAKING **Ask and answer the questions.**

1 What's the weather like today? *It is …*
2 What was the weather like yesterday? *It was …*
3 What's the weather forecast for the coming weekend? *It will be …*
4 What sort of weather do you like? *I like …*

REFERENCES

Culture notes **p. 159**
Audioscript **p. 168**

EXTRA ACTIVITIES

- In pairs, students invent and write a weather forecast for their country for the next two days.
- Students prepare and record the weather broadcast, using their phones, a language lab or other recording programmes.

WORKBOOK

p. 99

NEXT CLASS

Ask students to research some interesting facts about either their favourite animal or the most unusual animal.

8.4 READING

Multiple choice

I can read and identify specific information in a simple article.

1 **Look at photographs A–C. Decide if these statements are true (T) or false (F).**

Photo A This animal lives in Africa. F
Photo B This animal can run as fast as a cheetah. F
Photo C This animal is very intelligent. T

2 **Read the article to find out if you were right.**

EXAM FOCUS Multiple choice

3 **Read the article again. Choose the correct answer, A, B, C or D.**

1 Scientists thought the platypus could not be real because
A it had strange fur.
B its bill was a funny shape.
C the drawing they saw was poor quality.
(D) it had the body parts of different animals.

2 A platypus
A eats eggs.
B looks after its young in the same way as birds do.
(C) can hurt you.
D has a tail like a snake.

3 The pronghorn
A has to rest after 200 metres.
(B) can run for a very long time.
C can run faster than a cheetah.
D evolved from a cheetah.

4 The author thinks octopuses
A are a beautiful colour.
B cannot see very well.
C can be dangerous.
(D) are smart but hard to understand.

5 Which comment could a reader post under this article?
A It was fascinating to read about these amazing animals. It's good news that we can now see them all in our zoo.
(B) I was really amazed at the unusual things these three strange animals do. Very interesting!
C It's very sad to read that these astonishing animals are in danger. And all because we humans don't protect the environment on our planet.
D These are very interesting stories. Can you post more stories about fantastic animals that don't really exist?

4 3.52 **Match the words in blue in the article with the definitions below. Then listen, check and repeat.**

1 the body organ that humans and many animals use to breathe = *lungs*
2 the body organ that humans and animals use to think and feel = brain
3 the hair on an animal's body = fur
4 animal, living thing = creature
5 the things and conditions around a person, animal or thing = surroundings
6 run away from = escape
7 give food to = feed

5 **Complete the statements with words in Exercise 4. Change the words in italics to make the statements true for you. Compare with a partner.**

1 In my opinion, the *tiger* is one of the most beautiful *creatures* on Earth.
2 I like spending time *in Hyde Park* because of the attractive surroundings .
3 I've got a *pet snake*. I feed it three times a week.
4 My *grandma's cat* has black and white fur .
5 I like holidays because I can escape from *the noise of the city*.
6 I think *doing jigsaw puzzles* is good exercise for the brain .

WORD STORE 8E Word families

6 3.53 **Complete WORD STORE 8E with the underlined words in the text. Then listen, check and repeat.**

7 **Complete the sentences with the correct form of the words in brackets.**

1 Bears look like big soft toys, but they can be *dangerous* . **DANGER**
2 There is an exhibition at the Natural History Museum about the evolution of humans. **EVOLVE**
3 Dolphins are known for their intelligence . **INTELLIGENT**
4 If you pick mushrooms in the forest, make sure you don't pick poisonous ones. **POISON**
5 Rabbits are good runners because they often have to run from attackers . **ATTACK**

8 SPEAKING **Discuss with a partner.**

1 Have you seen any of the animals from the article? Which one would you most like to see? Why?
2 Do you find animals interesting? Why?/Why not? Which ones in particular?

I have seen an octopus, but I would really like to see a platypus, because ...

REFERENCES

Culture notes **p. 159**

EXTRA ACTIVITIES

- After doing ex. 3, in pairs, students write two more questions about each text for a class *Question and answer* session. Each pair asks their questions and the other students answer.
- Using the information brought in by students on their favourite or most unusual animal, in pairs, students write an article for a magazine about it. They read out their articles and class vote for the most interesting animal.
- Students write five or six true/false sentences about the interesting animal facts they researched at home. They swap with their partner and mark the

100

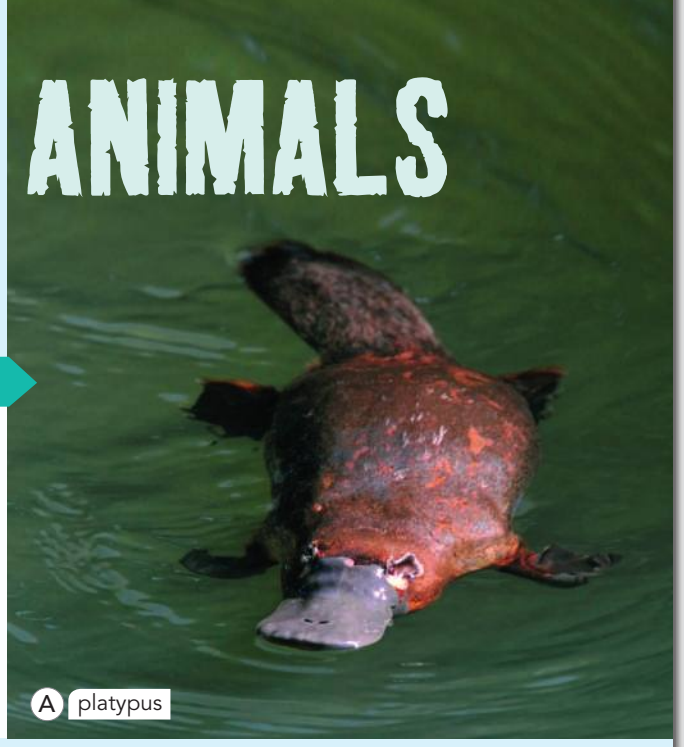
3.51

ASTONISHING ANIMALS

Our planet is full of weird and wonderful creatures. Meet three of them – animals with surprising bodies, habits and abilities.

The animal that can't be true

When in 1798 zoologists in Britain first saw the skin of an Australian platypus and a drawing of the animal, they were sure it was a hoax. A creature like that could not exist. Why not? First, it has **fur**, like cats and dogs, but also a flat bill like a duck, and a big thick tail like a beaver. Secondly, it lays eggs and looks after them like a bird, but when the young come out of the eggs, the mother **feeds** them with her milk. On top of everything, the platypus has a poisonous sting – like a snake! It cannot kill a human, but it's very painful.



A platypus



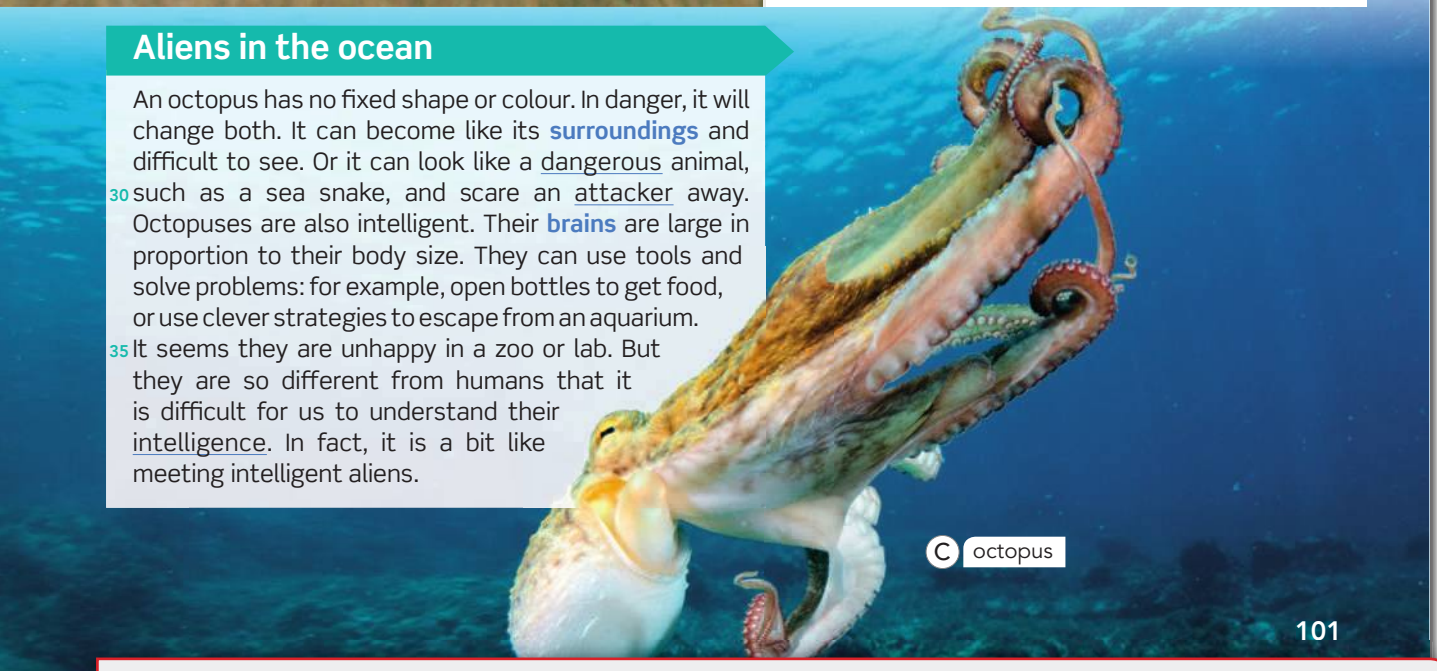
B pronghorn

Champion Runner

You probably know the cheetah is the fastest runner among animals. It can run at up to 100 kilometres per hour. But after some 200 metres, it needs to lie down and rest. The pronghorn, which lives in the prairies of North America, can run a few kilometres at ninety kilometres per hour, and fifteen kilometres at sixty-five kilometres per hour. Its whole body – heart, **lungs**, legs – is a perfect machine for long-distance running. But why? It doesn't need to run this fast now, but 18,000 years ago there were cheetahs in America. The pronghorn probably evolved to **escape** them. This beautiful animal is not well-known in Europe, but in America it is a symbol of prairie life. You can see it in the emblem of the province of Alberta, Canada.

Aliens in the ocean

An octopus has no fixed shape or colour. In danger, it will change both. It can become like its **surroundings** and difficult to see. Or it can look like a dangerous animal, such as a sea snake, and scare an attacker away. Octopuses are also intelligent. Their **brains** are large in proportion to their body size. They can use tools and solve problems: for example, open bottles to get food, or use clever strategies to escape from an aquarium. It seems they are unhappy in a zoo or lab. But they are so different from humans that it is difficult for us to understand their intelligence. In fact, it is a bit like meeting intelligent aliens.



C octopus

statements True or False. Students check each other's work.

WORKBOOK
pp. 100–101

NEXT CLASS
Ask students to do *Show What You Know* in the WB, p. 92.

8.5 GRAMMAR

be going to

I can use be going to to talk about personal plans for the future.

1 SPEAKING **Look at the photos, read the conversation and answer the questions.**

1 What plans has Hannah got for the summer holidays? She is going to look after Highland ponies and pony riders as a volunteer.
2 Who thinks it's a good idea? Carol.
3 Would you like to go on a holiday like this? Why?



Bob
33 days 16 hours 46 minutes left till the holidays! What are you going to do this summer? Any plans?
Yesterday at 22.14



Hannah
I'm going to work as a volunteer in the Scottish Highlands.
2 hours ago



Ben
??
2 hours ago



Hannah
I'm going to look after Highland ponies … and the people who want to ride them but don't know how to ride!
1 hours ago



Ben
Are they going to pay you?
30 minutes ago



Hannah
No, they aren't. But I'm going to ride for free in the mountains!



25 minutes ago



Carol
Can I go too?
3 minutes ago

Exercise 4

1 Lucy is going to stay with her cousin in Wales.
2 Luke isn't going to go walking in the mountains.
3 Luke is going to study for a Geography test.
4 Lucy isn't going to play tennis.
5 Luke isn't going to visit a Welsh castle.
6 Lucy and Luke are going to see the new James Bond film.

Exercise 5

2 Are you going to do anything interesting this weekend?
3 What are you going to do this summer?
4 Are you going to go to university after you finish school?
5 Where are you going to live when you're at university?

2 **Complete the GRAMMAR FOCUS with the verbs in blue in Exercise 1.**

GRAMMAR FOCUS 35

going to

You use ***be*** + ***going to*** + **infinitive** to talk about plans.

+	*I* [1] *'m going to work as a volunteer.* *He's going to work as a trainer.*
–	*They aren't going to pay me.*
?	*What* [2] *are you going to do this summer?* [3] *Are they going to pay you?* *Yes, they are./No, they aren't.*

3 3.54 **Listen and choose the person who is going to do the action: *Lucy* or *Luke*.**

	Lucy	Luke
1 stay with his/her cousin in Wales	✓	
2 go walking in the mountains	✓	
3 visit a castle	✓	
4 study for a test		✓
5 play tennis		✓
6 see the new James Bond film	✓	✓

4 **Write sentences from the prompts. Use the correct forms of *be (not) going to*.**

1 Lucy / stay with her cousin in Wales
2 Luke / go walking in the mountains
3 Luke / study for a Geography test
4 Lucy / play tennis
5 Luke / visit a Welsh castle
6 Lucy and Luke / see the new James Bond film

5 **Write questions from the prompts and *be going to*. Then match them with answers a–e.**

1 What / you / do this evening? e
What are you going to do this evening?
2 you / do anything interesting / this weekend? d
3 What / you / do / this summer? b
4 you / go to university / after you finish school? a
5 Where / you / live / when you're at university? c

a Yes, I am. I'm going to study Biology at Leeds University.
b I'm going to travel around Europe with a friend.
c I don't know! Probably with my parents!
d Not really. I'm going to study.
e I think I'm going to go to bed early. I'm really tired.

6 SPEAKING **Ask and answer the questions in Exercise 5.**

7 **Complete the statements with *be going to* so they are true for you.**

1 This weekend, I'm going to visit …
2 My friend …
3 This year, my parents …
4 In the next school holidays, my family …
5 When we leave school, my friends and I …

FOCUS VLOG 36 Your plans

36 **Watch the Focus Vlog. For the worksheet, go to page 123.**

Grammar page 135

REFERENCES

Audioscript **p. 168**
Videoscript **p. 174**
Using videos in the classroom **p. T14**

EXTRA ACTIVITIES

- Grammar animation
- Photocopiable resource 49 Test yourselves (10 min.) pp. 189, 239
- Extra digital activities: Grammar Checkpoint

WORKBOOK

p. 102, including *Show What You've Learnt*

NEXT CLASS

- Ask students to prepare for a 10–20-minute Grammar Quiz: Assessment Package, Unit 8.5, Grammar.
- Ask students to study the language on agreeing/disagreeing in the SPEAKING FOCUS on p. 103.

8.6 SPEAKING

Agreeing and disagreeing

I can give a simple opinion using basic fixed expressions for agreeing and disagreeing.

1 Match the sentence halves. Translate the sentences with a partner.

1 You waste energy when you … a, c
2 You save energy when you … b, d

a turn on all the lights in the house.
b turn off unnecessary lights.
c turn on a dishwasher that's half empty.
d leave the car at home and cycle to work.

2 Read about Earth Hour. Do you think it's a good idea? Why?/Why not?

EARTH HOUR

THE FACTS



What is it?
It's a global 'green' event.

Who organises it?
The World Wildlife Fund.

What happens?
Thousands of people around the world turn off all the lights and electrical devices for one hour.

Why do they do it?
To remind us all about climate change and the need to save energy.

When is it?
On the last Saturday of March.

Where and when did it start?
In Sydney, Australia, in 2007.

How many people take part?
In 2017 about 187 countries and territories on all the continents took part in Earth Hour.

3 3.55 Listen to Leo and Alice talking about Earth Hour. Who thinks it is a good idea and who thinks it isn't?
Alice thinks it's a good idea, Leo thinks it isn't.

4 3.55 Complete the dialogue with the words and phrases from the SPEAKING FOCUS. Listen again and check.

Alice: Hi, Leo. I'm going to take part in Earth Hour and I'm looking for people to join me.
Leo: Earth Hour? I'm not [1] *sure* … To be [2] *honest*, I don't think it makes much [3] *sense*.
Alice: Why not? It's a great way to show you care about climate change.
Leo: [4] *Maybe*, but one hour doesn't change anything. People waste energy all the time. You can't save much in sixty minutes.
Alice: Yes, I [5] *agree*. It's true we won't save much energy during Earth Hour. But the point is to make people think about the problem, not just to save energy.
Leo: I see what you [6] *mean*, but what about all those candles? People burn hundreds of candles at Earth Hour events and they produce a lot of CO_2. It's all a waste of time.
Alice: Mmm, you have a [7] *point*. But I still think it's a great event. And you know, people and even whole cities make decisions to be more green because of Earth Hour.
Leo: Well, maybe you're right. Would you like some help?
Alice: [8] *Absolutely*. Thank you.

SPEAKING FOCUS

Agreeing	Disagreeing
I think so (too).	I'm not sure.
(Yes,) I agree.	I don't think so.
Exactly./Absolutely.	I disagree.
That's/You're right.	To be honest, I don't think it makes much sense.

Agreeing in part/Agreeing and disagreeing

Perhaps/Maybe, but …	I see what you mean, but …
Maybe you're right …	You have a point, but …

5 Choose the correct option.

1 **A:** I think air pollution in our city is awful. When are they going to do something about it?
B: *Exactly.*/ *I don't think so.* You can't breathe normally.
2 **A:** I think governments should stop air travel. It pollutes the air and causes global warming.
B: *I disagree* / *You have a point*, but isn't that a bit extreme? No air travel at all?
3 **A:** I think nuclear energy is the future.
B: *That's right.* / *I'm not sure*. I think it's very dangerous.
4 **A:** I think in the city everybody should use public transport only.
B: *You're right*. / *I disagree*. But do you think people will agree?
5 **A:** I'd like to organise Earth Hour in our city. I think it's a great idea.
B: *I'm not sure.* / *Absolutely*. Let's do it!

6 SPEAKING Do you agree with the speakers in Exercise 5? Discuss with a partner.

ROLE-PLAY 37 Agreeing and disagreeing

37 **Watch the video and practise. Then role-play your dialogue.**

REFERENCES

Using videos in the classroom **p. T14**

EXTRA ACTIVITIES

- In pairs, students take turns to act out the dialogue in ex. 4 to give practice in language of agreeing/disagreeing, pronunciation and intonation.
- Elicit discussion points about the environment or other topics and write them on the board, e.g. *pollution, endangered species*, etc. As a class or in groups decide on several topics. Students prepare their ideas and make notes to take part in a class debate.

WORKBOOK

p. 103

NEXT CLASS

Ask students to bring in advert/protest-style photos from magazines on issues they are interested in, e.g. photos or adverts about recycling, rainforests, pollution, etc.

8.7 WRITING

Expressing an opinion, presenting arguments

I can use simple connectors to give an opinion and present arguments in a short text.

1 3.56 **Translate the words in the box. Use a dictionary if necessary.**

buy recycled things plant trees save water
sort rubbish for recycling throw away less
turn off the light turn off the water tap

2 **Which things in Exercise 1 do you do? Compare your ideas with other people in the class.**

3 **Read the blog and answer the questions.**

1 What does the writer think we should do to protect the environment?
2 What three arguments does he give for his opinion?
3 Do you agree with him? Why?/Why not?



Environment blog

Go veg to save the planet

by SamHarvey 11/04/19

[1] **In my opinion**, the best thing we can do for our planet is to become vegetarians.

[2] **First of all**, there is a lot of waste when we produce meat. For example, you need about sixteen kilograms of cereal and nearly 20,000 litres of water to produce one kilogram of meat. We should stop producing meat and grow cereals for humans instead. It will be much easier to feed all the people in the world.

[3] **In addition**, you need a lot of land to keep large farm animals, such as cows. In South America, farmers are destroying tropical forests to create space for cows which will become hamburgers in other countries.

[4] **Finally**, remember the animals themselves! Animals on large 'factory farms' have a terrible life, and then a terrible death.

[5] You don't even have to stop eating meat completely. Just eat less. You'll help save the Earth and feed everyone on it!

Exercise 3

1 We should become vegetarians.
2 There is a lot of waste when we produce meat, you need a lot of land to keep large farm animals, animals on large factory farms have a terrible life.

Exercise 6

In my opinion = I think/ I believe/It seems to me/In my view
First of all = Firstly
In addition = Secondly/Also
Finally = Lastly

4 **Read the blog again. Put sentences a–e in the correct order to show the structure of the blog entry.**

a Add another argument. 3
b Repeat your opinion and/or encourage the reader to do something. 5
c Add the final argument. 4
d State your opinion. 1
e Give the first explanation/argument. 2

5 **Complete the WRITING FOCUS with the words in purple from the blog.**

WRITING FOCUS

An opinion and arguments

- **Stating your opinion**
  I think/I believe … | It seems (to me) …
  In my [1] opinion … | In my view …
- **First argument**
  Firstly, … | First [2] of all , …
- **Next argument(s)**
  Secondly, … | Also, …
  In [3] addition , …
- **Final argument**
  [4] Finally , … | Lastly, …

6 **Replace the phrases in purple in the blog with different phrases from the WRITING FOCUS.**

7 **Put the sentences in the correct order, as in an opinion text.**

a Lastly, why choose nuclear when there are other options? Why not build a wind farm? 4
b Please join the protest against the power plant today! 5
c Firstly, it's not safe. A mistake can cause a terrible disaster, like the one in Japan in 2011. 2
d I believe the plan to build a nuclear power station next to our town is a very bad idea. 1
e Secondly, we should not use nuclear energy if we don't know what to do with the dangerous radioactive waste. 3

SHOW WHAT YOU'VE LEARNT

8 **Write a blog entry on a topic connected with the environment. Use the ideas in Exercise 1 and the WRITING FOCUS to help you. Include the following information:**

- Express your opinion.
- Give at least two arguments to support your opinion.
- Encourage the readers to take action.

EXTRA ACTIVITIES

- Write four or five true/false sentences about the text on the board. Students identify which are true and which are false.
- Students use their photos and adverts (or drawings) and write a blog on their chosen topic. They use the language in the WRITING FOCUS. Students listen to and read each other's blogs and can agree/disagree with what was said and written.

WORKBOOK

p. 104, including *Show What You've Learnt* and *Show That You've Checked*

NEXT CLASS

Ask students to study the Word list on page 105.

8.1 Vocabulary 4.50

air/water pollution /'eə/'wɔːtə pəˌluːʃən/
bear /beə/
beaver /'biːvə/
cheetah /'tʃiːtə/
climate change /'klaɪmət tʃeɪndʒ/
continent /'kɒntənənt/
deer /dɪə/
dolphin /'dɒlfɪn/
elephant /'eləfənt/
fish /fɪʃ/
forest /'fɒrəst/
global warming /ˌgləʊbəl 'wɔːmɪŋ/
good/bad for the environment /ˌgʊd/ ˌbæd fə ðɪ ɪn'vaɪrənmənt/
island /'aɪlənd/
jungle /'dʒʌŋgəl/
lake /leɪk/
lion /'laɪən/
mountain /'maʊntən/
protect the environment /prəˌtekt ðɪ ɪn'vaɪrənmənt/
river /'rɪvə/
sea /siː/
shark /ʃɑːk/
tiger /'taɪgə/
toxic waste /ˌtɒksɪk 'weɪst/
waste recycling /'weɪst riːˌsaɪklɪŋ/
waterfall/falls /'wɔːtəfɔːl/fɔːlz/
whale /weɪl/
wildlife /'waɪldlaɪf/

8.2 Grammar 4.51

die out /ˌdaɪ 'aʊt/
disappear /ˌdɪsə'pɪə/
habitat /'hæbətæt/
hot /hɒt/
hunt /hʌnt/
melt /melt/
(nuclear) energy /(ˌnjuːkliər) 'enədʒi/
polar bear /ˌpəʊlə 'beə/
predict /prɪ'dɪkt/
safe /seɪf/
sea ice /'siː aɪs/

8.3 Listening 4.52

area /'eəriə/
bring rain /ˌbrɪŋ 'reɪn/
clear /klɪə/
clear sky /ˌklɪə 'skaɪ/
cloud/cloudy /klaʊd/'klaʊdi/
cold /kəʊld/
degree /di'griː/
dry /draɪ/
east/eastern /iːst/'iːstən/
expect /ɪk'spekt/
fog/foggy /fɒg/'fɒgi/
high up /ˌhaɪ 'ʌp/
north/northern /nɔːθ/'nɔːðən/
rain/rainy /reɪn/'reɪni/
rise /raɪz/
shower /'ʃaʊə/
snow /snəʊ/
south/southern /saʊθ/'sʌðən/
spring /sprɪŋ/
sun/sunny /sʌn/'sʌni/
sunshine /'sʌnʃaɪn/
temperature /'temprətʃə/
thunder and lightning /ˌθʌndər ən 'laɪtnɪŋ/
warm /wɔːm/
weather forecast /'weðə ˌfɔːkɑːst/
west/western /west/'westən/
wet /wet/
wind/windy /wɪnd/'wɪndi/

8.4 Reading 4.53

amazing /ə'meɪzɪŋ/
aquarium /ə'kweəriəm/
attack /ə'tæk/
attacker /ə'tækə/
bill /bɪl/
bird /bɜːd/
brain /breɪn/
creature /'kriːtʃə/
danger /'deɪndʒə/
dangerous /'deɪndʒərəs/
do jigsaw puzzles /ˌduː 'dʒɪgsɔː ˌpʌzəlz/
emblem /'embləm/
evolution /ˌiːvə'luːʃən/
evolve /ɪ'vɒlv/
exist /ɪg'zɪst/
feed /fiːd/
fur /fɜː/
heart /hɑːt/
hoax /həʊks/
hurt /hɜːt/
intelligence /ɪn'telədʒəns/
intelligent /ɪn'telɪdʒənt/
lay eggs /ˌleɪ 'egz/
lie down (and rest) /ˌlaɪ 'daʊn (ən 'rest)/
lungs /lʌŋz/
ocean /'əʊʃən/
octopus /'ɒktəpəs/
painful /'peɪnfəl/
platypus /'plætəpəs/
poison /'pɔɪzən/
poisonous /'pɔɪzənəs/
prairie /'preəri/
pronghorn /'prɒŋˌhɔːrn/
run away/escape from /ˌrʌn ə'weɪ/ ɪ'skeɪp frəm/
scare away /ˌskeər ə'weɪ/
solve problems /ˌsɒlv 'prɒbləmz/
sting /stɪŋ/
surroundings /sə'raʊndɪŋz/
tail /teɪl/
unusual /ʌn'juːʒuəl/
use strategies /ˌjuːz 'strætɪdʒiz/
use tools /ˌjuːz 'tuːlz/
zoologist /zuː'ɒlədʒɪst/

8.5 Grammar 4.54

go walking in the mountains /ˌgəʊ ˌwɔːkɪŋ ɪn ðə 'maʊntɪnz/
Highland pony /ˌhaɪlənd 'pəʊni/
study for a test /ˌstʌdi fər ə 'test/
visit a castle /ˌvɪzɪt ə 'kɑːsəl/

8.6 Speaking 4.55

breathe /briːð/
candle /'kændl/
dishwasher /'dɪʃˌwɒʃə/
government /'gʌvəmənt/
green /griːn/
half empty /ˌhɑːf 'empti/
pollute /pə'luːt/
produce CO_2 /prəˌdjuːs ˌsiː əʊ 'tuː/
public transport /ˌpʌblɪk 'trænspɔːt/
turn on/off electrical devices /ˌtɜːn ˌɒn/ ˌɒf ɪˌlektrɪkəl dɪ'vaɪsɪz/
waste/save energy /ˌweɪst/ˌseɪv 'enədʒi/

8.7 Writing 4.56

buy recycled things /ˌbaɪ ˌriː'saɪkəld θɪŋz/
cereal /'sɪəriəl/
cow /kaʊ/
destroy /dɪ'strɔɪ/
disaster /dɪ'zɑːstə/
grow /grəʊ/
plant trees /ˌplɑːnt 'triːz/
power station/power plant /'paʊə ˌsteɪʃən/'paʊə plɑːnt/
save water /ˌseɪv 'wɔːtə/
sort rubbish for recycling /ˌsɔːt ˌrʌbɪʃ fə riː'saɪklɪŋ/
throw away less /ˌθrəʊ əˌweɪ 'les/
tropical forest /ˌtrɒpɪkəl 'fɒrəst/
turn off the light /ˌtɜːn ɒf ðə 'laɪt/
turn off the water tap /ˌtɜːn ˌɒf ðə 'wɔːtə tæp/
wind farm /'wɪnd fɑːm/

WORD LIST ACTIVITIES

- Prepare, or ask students to prepare, anagrams of words from the wordlist. They solve the anagrams and then explain the meaning.
- Divide the class into teams. Give teams, in turns, a word or expression from the word list. They have to use it correctly in a sentence or give the definition/explanation. Give a point for each correct answer. The team with the most points at the end of the game wins.

FOCUS REVIEW 8

VOCABULARY AND GRAMMAR

1 Complete the sentences with the words in the box.

continents forest island lake mountain river sea waterfall

1 London lies on the River Thames.
2 What is the highest mountain you have ever climbed?
3 When we went scuba diving in the sea, we saw a small shark.
4 They spent their holidays on a small island in the Indian Ocean.
5 That amazing waterfall was more than eighty-two metres high and we were completely wet when we got near it.
6 If you look at the names of the seven continents, they start and end with the same letter.

2 Choose the correct option.

1 The *beaver* / *cheetah* is the fastest animal in the world.
2 Electric cars cause less air *pollution* / *recycling* than petrol or diesel cars.
3 We should *save* / *sort* all our rubbish so it's easier to recycle.
4 Always turn off the water tap so you don't *waste* / *save* water.
5 A lot of beautiful animals on this plant are in *danger* / *escape*.
6 We should do anything we can to *poison* / *protect* our planet.

3 Complete the sentences with *be going to* and the verbs in the box.

escape feed not work plant throw visit

1 My friends are going to escape from the city and live in the countryside.
2 I am going to feed my dog now, and then I can go out.
3 We are going to visit Dartmoor National Park in May.
4 My dad is going to plant an apple tree in our garden.
5 Lily isn't going to work on a farm this summer.
6 Are you going to throw out this plastic bag? We can use it again.

4 Complete the sentences with *will* and the verbs in brackets.

1 The weather forecast says it will snow (it/snow) tomorrow.
2 Will people live (people/live) on other planets in the future?
3 We won't get (We/not/get) back home before 8 p.m.
4 I don't think there will be (there/be) any more rain this week.
5 You won't be able to (you/not/can) see the lions at this time of day.
6 Will most animals disappear (most animals/disappear) from the Congo rainforest because of the search for oil?

USE OF ENGLISH

5 Choose the correct answer, A, B, or C.

1 Did you see the _____ in the sky?
A thunder B lightning C wind
2 When you go to Australia, make sure you don't step on a _____ snake.
A intelligent B evolving C poisonous
3 I think we _____ too many things; don't you agree?
A throw away B recycle C consume
4 The old power plant _____ the air.
A sorts B wastes C pollutes
5 Governments should do more to _____ .
A destroy the habitat
B protect the environment
C climate change

6 Choose the option, A, B or C, which has a similiar meaning to the underlined words or phrases.

1 We are planning to see the Coral Triangle this winter.
A are going to see
B will see
C have seen
2 You have a point, but my opinion's different.
A I agree with you
B I see what you mean
C I'm not sure
3 You can see all kinds of creatures in the zoo in London.
A conditions
B surroundings
C living things
4 It's a good idea to buy and consume less.
A We can
B We should
C We'll be able to
5 I don't think we can save all the animals, but perhaps we can save some of them.
A We won't be able to
B We shouldn't
C We mustn't

LISTENING

7 3.57 Listen to Jack talking to a friend about tourist attractions in his area. Match places 1–5 with five attractions you can see there a–h. There are three extra words.

1 Royal Nature Reserve f
2 Kirkland Hills d
3 New Forest g
4 Brown's Island c
5 Headland Beach a

a dolphins
b deer
c colourful flowers
d waterfall
e bears
f sea birds
g wild ponies
h glacier

REFERENCES

Audioscript **p. 168**

EXTRA ACTIVITIES

- Photocopiable resource 50 Vocabulary and grammar check 4 (15 min.) pp. 189, 240
- Word Practice 8, WORD STORE booklet, p. 16
- Photocopiable resource 51 *What do you think about it?* (speaking; 15 min.) pp. 190, 241
- Photocopiable resource 52 Opinion on a blog (writing; 10 min.) pp. 190, 242

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READING

8 Read the texts and choose the correct answer, A, B, or C.



Adelie penguins are smaller than most other penguins. They are forty-five to seventy-five centimetres tall. They have black heads with white rings around the eyes. On land they look funny, but they are amazing swimmers and they can dive down to 180 metres. At present there are a lot of them in the Antarctic, but global warming is a danger to these lovely birds. Penguins eat small sea creatures which live under the Antarctic ice. As the ice melts, there will be less and less food for them.

1 Adelie penguins
(A) are not very big.
B look funny when they swim.
C will probably die out soon.



Opened in 1966, Longleat is the oldest drive-through safari park outside Africa. On thirty-six square kilometres of countryside in sunny Wiltshire in England, you can see animals running free, like in their natural environment. There are lions, elephants, giraffes, and monkeys; there are tigers, wild dogs, bears, wolves, and more. There is a Penguin Island and a special pavilion with exotic butterflies.

You can drive your own car through the park or travel on a Safari Bus. You can also book a VIP tour in a 4x4 car with a personal guide.

2 At Longleat Safari Park
A all animals live in special buildings.
B you mustn't use your own car.
(C) you can have a guide just for you.



There are only about 3,200 tigers still living in the wild in the whole world. But there are many more – perhaps ten thousand – living as pets in private homes in the USA. Some people think it's cool to have a tiger, lion or leopard as a pet. I think it's cruel and selfish and should be illegal! First, a big wild cat needs a lot of space to run free. Secondly, the owners often don't know how to look after such cats. Their pets don't have the right kind of food, or the medical care they need, and many die. Finally, they can be dangerous to people – it's in their nature!

3 The purpose of this text is to
A explain how to look after a big wild cat.
(B) express an opinion on keeping wild cats as pets.
C warn people that big wild cats are dangerous.

SPEAKING

9 Match functions 1–5 with phrases a–j.

1 asking for someone's opinion (h) (j)
2 expressing an opinion (e) (f)
3 agreeing (a) (g)
4 disagreeing (b) (c)
5 agreeing in part (d) (i)

a Absolutely.
b I don't think so.
c I'm not sure.
d I see what you mean, but …
e In my opinion …
f It seems to me …
g That's right.
h What do you think?
i You have a point, but …
j What's your opinion?

10 Do the task in pairs.

Student A

Your class is organising a marathon during Earth Day.

- Start the conversation and ask for Student B's opinion.
- Say you understand, but you don't agree with Student B.
- Agree partially and explain why.

Student B

Your class is organising a marathon during Earth Day.

- You're not sure about the idea. Explain why.
- Present another argument.
- Agree/disagree. Explain why.

11 Describe the picture.



WRITING

12 Read the information about a new shopping centre and write a blog post with your opinion.

Have you heard?
They're going to destroy Green Park and build a new shopping centre!
What do you think and why?
Comment here or link your blog post.

NEXT CLASS

- Ask students to do Self-check 8.9, WB pp. 106–107, as homework.
- Ask students to prepare for Unit Test 8: Assessment Package, Unit 8.
- Ask students to prepare for Review Test 4: Assessment Package, Unit 8.
- Ask students to prepare for End-of-year Test: Assessment Package, End-of-year Test.

PROJECT

- How to teach with projects p. T19
- Chose a place you would like to visit or have already visited (in your country or in any other). Do some research online and prepare a presentation or poster about the landscape, animals and environmental problems in that place. Then present it to your class.

BBC Little Folk



BEFORE YOU WATCH



1 SPEAKING **Zev Hoover is from Natick, Massachusetts in the USA. This is one of his photos. What can you see in it? Discuss.**

2 **Zev's project is called 'Little Folk'. Guess what the title means:**

a small people ✓
b small animals
c small photographs

3 **Match the sentence halves.**

1 **Miniature** b
2 A **character** e
3 When you **imagine** something, a
4 When something is **popular**, d
5 **Pleasure** c

a you make a picture in your head of something that is not real.
b means very small.
c is the feeling when you enjoy something.
d many people like it.
e is a person in a story or film.

WHILE YOU WATCH

4 1 **Watch the video and choose the correct option.**

1 What is very important in Zev's photographs?
(a) nature b houses c friends
2 Aliza, the girl in some of the pictures, is Zev's …
a girlfriend. (b) sister. c cousin.
3 One very popular photo shows Zev with …
a a house of cards. (b) a paper aeroplane.
c a newspaper boat.
4 Zev's pictures are popular because of …
a a TV programme about him. b a show in a big city.
(c) the Internet.

5 1 **Complete the sentences with the missing prepositions. Then watch the video again and check your answers.**

1 I take pictures ___of___ miniature people.
2 He puts his photos ___on___ the Internet.
3 Aliza is very often the character ___in___ the pictures.
4 I put a lot of myself ___into___ the characters.
5 I make them ___for___ my own pleasure.
6 Thanks ___to___ the Internet, anyone anywhere ___in___ the world can now go online and find Zev's pictures.

AFTER YOU WATCH

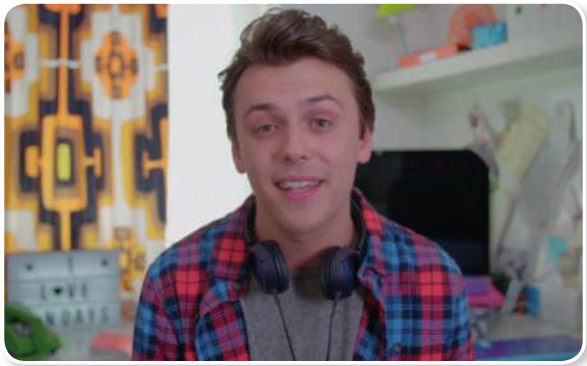
6 SPEAKING **Discuss the questions.**

1 Do you like Zev's pictures? Which one(s) do you like best? *I like/don't like the one with …*
2 Do you take photos? What do you photograph? *I take pictures of …*
3 What photos have you got on your mobile phone or in your bag? *I have photos of my cat.*

REFERENCES
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Focus Vlog Music preferences

Do you listen to music?



1 SPEAKING **Discuss the questions.**

1 How much time do you spend listening to music each day?
2 What is your favourite type of music?
3 Is there any music you don't like? What is it, and why don't you like it?
4 Do you like listening to loud or soft music? Why?
5 Do you listen to music when you do your homework?

2 4 **Watch the first part of the video (up to 00:53) and answer the questions about Jason.**

1 What do Jason's friends say about him?
That he talks too much.
2 What does he want to do in his vlog?
Ask people lots of questions and listen to them.
3 What does he want to ask about today?
Ask about music.

3 4 **Watch the first part of the video again. Choose the correct option to complete the sentences about Jason.**

1 Jason thinks there is lots of good music on the *Internet* / *radio*.
2 He loves *rock* / *pop* music.
3 He listens to music *when he wakes up* / *before going to bed*.
4 He listens to music while having *a shower* / *breakfast*.

4 4 **Watch the rest of the video (00:54-02:10) and complete the sentences with the phrases below.**

around the house concerts and live music
driving metal on the radio rock

1 Molly likes different types of music, in particular indie, pop and rock .
2 Naomi likes all kinds of music except metal .
3 Matthew listens to music around the house .
4 Maeve starts listening to music on the radio when she wakes up in the morning.
5 Sabin listens to music while he is driving .
6 Naomi likes concerts and live music .

FOCUS ON LIFE SKILLS

Teamwork • Communication

5 SPEAKING **You want to know about your classmates' music preferences. Prepare questions about:**

- favourite kind of music
- favourite singer or band
- favourite song of all time

In groups, ask and answer your questions.

What kind of music do you like? Who is your favourite singer?

6 **Put all the answers together and prepare a list of top ten:**

- music preferences
- favourite singers/bands
- best song of all time

favourite music	favourite singers/ bands	best song of all time



REFERENCES
Videoscript **p. 169**

BBC What's for lunch?



BEFORE YOU WATCH

1 SPEAKING **What food do students in your country usually eat for school lunch? Discuss.**

2 **You are going to watch a video about lunch in a school in Thailand. What food do you think students in Thailand eat? Compare with a partner.**

traditional Asian dishes	☐	meat	☐
crisps	☐	pizza	☐
hamburgers	☐	spicy food	☐
insects	☐	vegetables	☐

WHILE YOU WATCH

3 7 **Watch the video and check your ideas in Exercise 2. What is the name of the main ingredient of the school lunch? What do you call it in your language?** Main ingredient: crickets

4 SPEAKING **Explain the meaning of the words used in the video. Discuss with a partner.**

catch fry protein salty pan recipe

5 7 **Put the events in chronological order (from morning till night). Watch the video again and check your answers.**

a Students have their lunch. 3
b Children bring insects to school. 1
c The headmistress prepares the food. 2
d Children go to bed. 6
e Students do their homework. 4
f Children catch insects. 5

If you add too much soy sauce, the dish/food will be too salty.

6 7 **Complete the recipe. Why can't Stefan put in too much soy sauce? Watch the second part of the video (01:51–02:41) and check your answers.**

The recipe is very [1] simple . There aren't many ingredients. First, you [2] heat some oil in a big pan and put the [3] crickets into it. You [4] fry them and mix them. You can add some local [5] vegetables too. The smell is very [6] strong . Then you take out the [7] mixture and put some soy sauce into it. But not too much!

7 7 **Answer the questions. Watch the rest of the video (02:42–03:15) and check.**

1 How many people in the world eat insects every day? 2 billion people
2 Why are insects healthy for us? Because they are full of protein.
3 How can farmers make money? They can catch them and sell them.

AFTER YOU WATCH

8 SPEAKING **Look at the prompts and practise a conversation between a student from your country and a student from the school in Thailand.**

1 (what / kind / food / you / eat / in school?) What kind of food do you eat in school?
2 (you / bring / your / own /food / to school?) Do you bring your own food to school?
3 (many / crickets / you / eat / every day?) How many crickets do you eat every day?
4 (what / your / favourite / dish?) What is your favourite dish?

9 **Imagine you are the girl or the boy from the photo. Write about your school lunch in Thailand.**

Every evening, after I do my homework, I ...

REFERENCES
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Focus Vlog Things you eat

What's in your fridge at the moment?



1 SPEAKING **Discuss the questions.**

1 Do you always eat breakfast? Why/Why not?
2 What do you usually have for breakfast?
3 Do you like fruit and vegetables? Why/Why not?
4 Who does the shopping in your family? Where does he/she go to?

I always eat breakfast, but sometimes it's very small. I'm usually not very hungry in the morning.

2 9 **Watch the first part of the video (up to 00:49). Are the sentences true (T) or false (F)?**

1 Jason is having breakfast. F
2 He isn't hungry. F
3 Today he would like to have a Spanish omelette and fruit pancakes. T
4 He doesn't know what he has got in the fridge. T

3 9 **Watch the second part of the video (00:50-01:17) and match questions 1–4 with answers a–d.**

1 Who has milk in the fridge at the moment? b
2 Who has fruit in the fridge? d
3 Who has butter in the fridge? a
4 Who has no food in the fridge? c

a Thomas
b Thomas, Simone, Mahak
c Florian
d Ashleigh, Thomas, Simone, Palak

4 9 **Watch the rest of the video (01:18-01:51) and choose the correct option.**



1 Ashley *doesn't buy any* / *buys some* almond milk every week.
2 Apart from meat, vegetables and fruit, Thomas also buys *coffee and sugar* / *pasta and rice*.
3 Simone *doesn't buy any food* / *always buys the same food*.
4 Mahak buys *some eggs* / *a lot of eggs* every week.

FOCUS ON LIFE SKILLS

Collaboration • Communication • Creativity

5 **Think why people say breakfast is the most important meal of the day. Then follow the instructions below.**

1 Write down why breakfast is important.
2 In pairs, agree on three main reasons why breakfast is important and why you should always eat it.
3 Then choose one of them and prepare a poster to encourage teenagers to have breakfast regularly.

6 **Decide on a healthy breakfast you would like to have. Then write a shopping list with everything you need to prepare it. Don't forget to mention the quantities of each food you need to buy.**



REFERENCES
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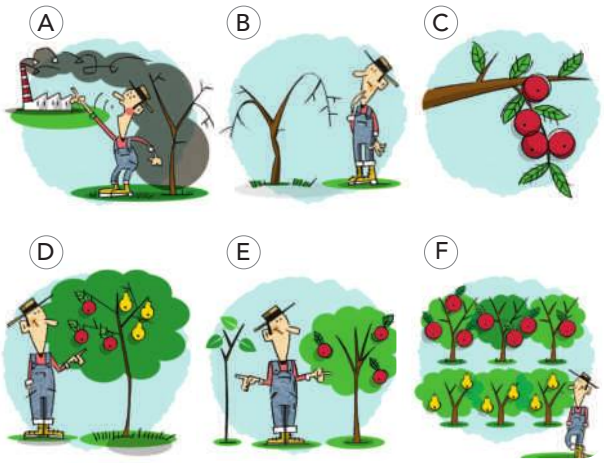
BBC Growing furniture



BEFORE YOU WATCH

1 SPEAKING **Match sentences 1–6 with pictures A–F.**

1 This tree is dead. I have to **cut it down**. B
2 The apples are red and good to eat. It's time to **harvest** them. C
3 This is Farmer Smith's **orchard**. He grows apple trees and pear trees. F
4 I don't want that **factory** here! A
5 Sometimes Farmer Smith **grafts** his trees. Now he's got two kinds of fruit on the different branches of one tree. D
6 This tree is **thick**. This tree still needs to **thicken**. E



2 SPEAKING **You are going to watch a video about a company called Full Grown. Look at the photo. What do you think they make? Discuss.**

WHILE YOU WATCH

3 12 **Watch the video. Are sentences 1–6 true (T) or false (F)?**

1 The company Full Grown makes chairs, beds and lamps. F
2 The materials are wood and metal. F
3 A chair needs to stand for between six months and a year. T
4 This way of making furniture is slower than the traditional way. F
5 The price of the chairs is £2,500. T
6 The speaker thinks people can make other useful things in this way. T

4 12 **Complete the sentences with the missing prepositions. Then watch the video again and check your answers.**

1 We can grow trees into the shapes and forms we want ___from___ the start.
2 This is one of the chairs ___in___ its final form. We're now just waiting ___for___ this to thicken up.
3 A tree needs to grow for ___about___ sixty years before you can cut it down.
4 In this factory birds and insects live ___among___ the trees.

AFTER YOU WATCH

5 SPEAKING **Discuss the questions.**

1 Would you like to have a chair like this? Why?/Why not?
2 What else can people make in this way?

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Focus Vlog A typical day

What do you usually do on a typical working day?



1 SPEAKING **Discuss the questions.**

1 What do you usually do on a typical school day?
2 What are you doing right now?

2 15 **Watch the first part of the video (up to 00:47) and answer the questions.**

1 What time is it now?
A quarter past nine.
2 What day is it today?
Tuesday.
3 What is Jason doing this morning?
He's not working/he's vlogging.
4 When do classes start today?
In the afternoon.

3 15 **Watch the second part of the video (00:48-01:39) and complete the sentences with the correct form of the verbs in the box.**

go have paint read study take write

1 Matthew ___goes___ to the library and ___studies___ .
2 Amanda ___takes___ the bus to work.
3 Oliver ___has___ meetings with clients and ___writes___ reports.
4 Robert ___paints___ in his studio.
5 Peter ___reads___ lots of books.

4 15 **Watch the rest of the video (01:40-02:09) and complete the sentences with the names in the box.**

Amanda Matthew Oliver Peter Robert

1 ___Robert___ is going to the doctor's.
2 ___Oliver___ is having a lunch break.
3 ___Amanda___ is meeting a friend.
4 ___Matthew___ is going to an art gallery.
5 ___Peter___ is shopping for food.

FOCUS ON LIFE SKILLS

Communication • Creativity

5 SPEAKING **Describe what you do on a typical working day. Include the following information:**

- what time you get up
- school lessons
- meals
- people you meet
- activities
- homework
- evening

I usually get up at seven o'clock.

6 SPEAKING **Describe what you are doing. Imagine today is the day of your dreams. Include the following information:**

- school lessons or reason for not going to school
- meals
- people you are meeting
- today's main activities
- evening

Today I'm not going to school, because it's summer and I am on holiday.

7 **Write a comparison between what you usually do on a typical working day and what you are doing today on your dream day. Then make a video for Jason's vlog with your description.**



REFERENCES
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BBC Super siblings



BEFORE YOU WATCH

1 SPEAKING **Look at the photo and describe the girls. Do they look happy?**

2 **You are going to watch a video about brothers and sisters. Match words 1–6 with definitions a–f.**

1 siblings d
2 stepsibling e
3 half-sibling f
4 twins a
5 triplets c
6 an only child b

a two children born at the same time (to one mother)
b someone with no brothers or sisters
c three children born at the same time (to one mother)
d a formal word for your brothers or sisters
e a child of your stepparent
f a child of your parent with another person

3 SPEAKING **Work in groups. Use the words in Exercise 2 to ask questions.**

Are you an only child? Do your siblings drive you crazy?

WHILE YOU WATCH

4 16 SPEAKING **What are the good and bad things about having siblings? Discuss. Then watch the video and check your ideas.**

good – you love them, you can do things together;
bad – you have to share, they drive you crazy

5 16 **Complete the sentences with the correct form of the verbs in the box. Then watch the second part of the video (00:51–01:23) again and check your answers.**

design do drive eat have love share want

If you [1] have a brother or sister, your parents always tell you to [2] share your things with them. So Patrick is happy as an only child. He can get everything he [3] wants . Jo's brother [4] drives her crazy. He [5] eats like a monster every time they have dinner together. Denise has a sister and she [6] loves her very much. They always [7] do a lot of things together, like watching films and reading. Now they [8] are designing their bedroom together.

6 16 **Watch the third part of the video (01:24–01:34) and correct five mistakes in the text. Then watch the video again and check your answers.**

It's normal to ~~laugh~~ fight with your siblings and it can be a ~~bad~~ good idea to leave them alone sometimes. When you are ~~alone~~ together, try to be ~~confident~~ kind and ~~serious~~ positive.

7 16 **What is Grace and Amelia's guide to being a super sibling? Watch the rest of the video (01:35–02:30) and check your answers.**

Make your sibling laugh, share your wisdom, get team T-shirts.

AFTER YOU WATCH

8 SPEAKING **Do you agree with Grace and Amelia? Discuss.**

9 SPEAKING **Imagine you are making a similar video for your blog. Think about what you would like to say about your siblings. If you are an only child, talk about your cousins.**

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Focus Vlog Things to do

What do you have to do at home?



1 **Match photos A–J with the phrases in the box. Sometimes more than one answer is possible.**

do the laundry/do the washing/wash the clothes C
do the dishes/do the washing up A
walk the dog F do the dusting D
do the gardening/tidy the garden G
do the ironing H do the vacuuming J
clean the house ☐ clean the bathroom I
cook E take care/look after the dog ☐
take the rubbish out B tidy up ☐



2 19 **Watch the first part of the video (up to 00:47) and answer the questions.**

1 What does Jason really like doing at home?
Walking his dog.
2 What does he hate doing?
Dusting and vacuuming.

3 19 **Watch the second part of the video (00:48–01:44) and complete the table.**

	Emil	Lindsay	Deborah	Senthan	Gillian	Ini
doing the washing up	✓			✓		
cooking			✓			✓
gardening				✓		
cleaning the house	✓	✓	✓			✓
looking after his/her children			✓			
taking care of a pet	✓				✓	
ironing				✓		

4 19 **Watch the rest of the video (01:45-02:32) and complete the sentences with the phrases in the box.**

do everything do the gardening do the washing
take out the rubbish tidy his room

1 Emil and Gillian don't have to do the washing .
2 Lindsay doesn't have to do the gardening .
3 Deborah doesn't have to take out the rubbish .
4 Senthan doesn't have to tidy his room .
5 Ini has to do everything .

FOCUS ON LIFE SKILLS

Communication • Creativity

5 **Like Jason, make your own to-do list with what you have to do at home. Compare with a partner.**

6 SPEAKING **Think about what you have/don't have to do at home, what you like and what you hate. Prepare a vlog to send Jason.**

At home, I have to walk the dog and …

REFERENCES
Videoscript **p. 170**

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BBC The Chinese school experiment



BEFORE YOU WATCH

1 **You are going to watch a video about an experiment in a British school. The students in the video are from Year Nine, so how old are they? Look at the table and check.** They are thirteen/fourteen years old.

Age	Type of school	Year number
5–11	Primary	1–6
11–16	Secondary	7–11
16–18	post-GCSE/Further	12–13

2 SPEAKING **Are sentences 1-8 about typical British (B) or Chinese (C) students? Discuss with a partner.**

1 They wear tracksuits in school. C
2 Their typical school day is twelve hours long. C
3 They start the day with a morning assembly (= large meeting). C
4 They start the day with morning exercise. C
5 They talk and laugh a lot in class. B
6 In PE classes, students can choose what they want. B
7 After classes finish, they have two hours of self-study. C
8 Classes finish at 3:30 p.m. B

3 SPEAKING **Compare the sentences in Exercise 2 with your school. Discuss in groups.**

WHILE YOU WATCH

4 20 **Watch the video and check your ideas in Exercise 2. Note down any other new information about China and Chinese schools.**

5 20 **Watch the first part of the video (up to 02:15) again and complete the fact sheet with one word in each gap.**

Location: Liphook, a small [1] village in Britain.
School: a local, mixed [2] secondary school
Number of Chinese teachers in Liphook: [3] five
Number of students in Chinese classes: [4] fifty
Number of school hours in China: [5] twelve
Number of meals in Chinese schools: [6] two
Most important subject in Chinese schools: [7] Maths

AFTER YOU WATCH

6 SPEAKING **Is the experiment a success? Are there any problems? What can the Chinese teachers do differently? Discuss in groups.**

7 **Read the summary of four weeks of the experiment in the video. Write up to ten sentences to express your opinion about the results of the experiment.**

After the first day, the Chinese teachers can see that they have problems with discipline and they have to find a way to show the British students that learning can be fun. So they decide to show them an old Chinese game to help the pupils in Mathematics. In PE classes, they teach students a traditional Chinese dance. They also have a cooking class. To stop the problem with discipline, the teachers have a meeting with the students' parents and ask them for help. After 4 weeks of the experiment, the class in the video and another class from the school take the same exams in: Maths, Mandarin language and Science. The experimental class gets better results in every subject.

REFERENCES
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Focus Vlog School memories

What were your favourite subjects at primary school?



1 SPEAKING **Discuss the questions.**

1 What was your favourite subject at primary school?
2 Could you speak any foreign languages when you were ten? And now?

2 23 **Watch the first part of the video (up to 00:53). Are the sentences true (T) or false (F)?**

1 It's 7:30 and Jason is drinking tea. F
2 He was happy at primary school. T
3 The head teacher was a man. F
4 His favourite subjects were Spanish and Maths. F
5 He could speak French when he was ten. T

3 23 **Watch the second part of the video (00:54–01:43) and choose the correct answer, a, b or c.**

1 Maeve's favourite subjects were _____ .
a History and Music
b Art, History and Drama
c Art and Drama
2 Thomas's favourite subject _____ PE.
a was
b wasn't
c were
3 Art and Drama were _____ favourite subjects.
a Sabin's
b Simone's
c Robert's
4 Simone thinks _____ is a logical subject.
a Science
b English
c Maths
5 _____ was both Nicky and Simone's favourite subject.
a English
b Science
c Maths

4 23 **Watch the rest of the video (01:44-02:19) and complete the sentences with *could* or *couldn't*.**

1 Sabin ___could___ speak three languages.
2 Both Thomas and Robert ___could___ speak French.
3 Nicky ___could___ speak Welsh.
4 Simone ___couldn't___ speak any foreign languages.

FOCUS ON LIFE SKILLS

Communication • Digital skills

5 **Ask the questions in Exercise 1 to: (a) a teacher; (b) your parents; (c) somebody else in your family; (d) one of your friends. Then write a paragraph about each person's school memories.**

6 **Look for information about the history of education around the world. Choose a country for each of the five continents. Check (on the Internet or in an encyclopedia) the most important dates, e.g.**

1884: education for all children in Argentina.

Europe: country: _____
date: _____
Asia: country: _____
date: _____
America: country: _____
date: _____
Africa: country: _____
date: _____
Oceania: country: _____
date: _____

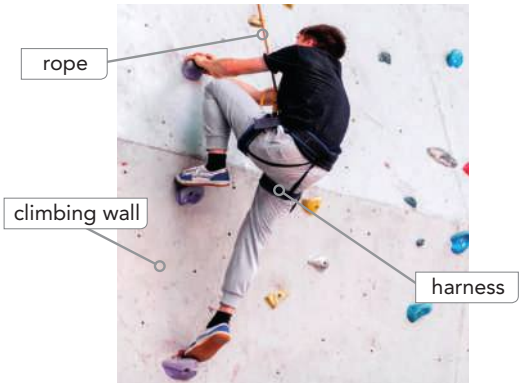


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BBC Bouldering



BEFORE YOU WATCH



1 SPEAKING **Look at the photos and compare. What is different?**

2 **The sport in the first photo is *bouldering*. Complete the sentence.**

Bouldering is a type of climbing where there are no ___ropes___ or ___harnesses___

3 **Match the sentences halves.**

1 To **grab** something [d]
2 When you **pick yourself up** after a bad experience, [c]
3 **Failure** [a]
4 To **train** [e]
5 To **overcome** something (such as difficulties) [b]

a is the opposite of success.
b means to fight against it and win.
c you start feeling better.
d means to take it quickly.
e is to practise (for example) a sport.

WHILE YOU WATCH

4 25 **Watch the video. Who says the sentences: Alexia (A) or Molly (M)?**

1 Boys think you can't do it, but really you can. M
2 I like bouldering because the moves are bigger and more exciting. A
3 You don't have to use ropes and harnesses; you can just grab your shoes and go straight to the wall. A
4 As a climber, you can learn to overcome failures in sport and in life. A
5 Climbing is good for the whole body. M

5 25 **Watch the video again and complete the sentences with the verbs you hear.**

1 If you ___do___ badly in a competition, it's quite hard to pick yourself up and ___go___ to the next competition.
2 Both girls ___train___ almost every day at the Westway Climbing centre.
3 Climbing is ___getting___ more and more popular and may even ___become___ an Olympic sport soon.
4 It's a great funky (= cool) sport that's not so popular, but it ___works___ your whole body and this is really great.

AFTER YOU WATCH

6 SPEAKING **Discuss the questions.**

1 Would you like to try climbing or bouldering? Why?/Why not?
2 In your opinion, what other sport is 'great, but not so popular'?

REFERENCES
Videoscript **p. 172**

Focus Vlog Walking

Did you go for a walk last weekend?



1 SPEAKING **Discuss the questions.**

1 Do you like walking? How often do you go out for a walk?
2 When did you last go for a walk?
3 Where did you go?
4 Was it fun?

2 27 **Watch the first part of the video (up to 00:52) and complete the sentences.**

1 Jason thinks walking is a good way to ___keep___ fit.
2 He tries to ___go___ for a walk every day.
3 Last weekend it ___rained___ , but he went for a walk with his ___friends___ .
4 Jason thinks it feels ___great___ to be in a park or forest, but some people prefer ___walking___ around a city.



3 27 **Watch the second part of the video (00:53–01:13) and answer the questions.**

How many people didn't go for a walk last weekend? Why?
Two: Peter ran instead and Julian did a lot of homework.

4 27 **Watch the of the video (01:14-01:40) and match the names in the box with the questions.**

Deborah Emil Lindsay Nicky Senthan

1 Who walked to London Fields? Nicky
2 Who went for a walk by the sea in Wales? Deborah
3 Who went to Victoria Park? Lindsay
4 Who walked to the church? Emil
5 Who went to Edinburgh and walked up Arthur's Seat? Senthan

FOCUS ON LIFE SKILLS

Communication • Digital skills • Teamwork

5 **Sports Quiz: Check your classmates' knowledge of sport by preparing a sports quiz.**

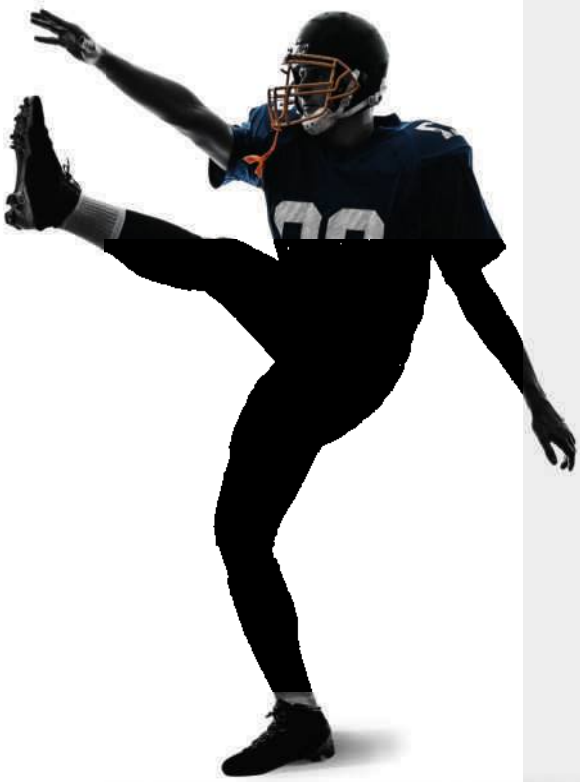
Step 1: Get into groups of four and think of some sports topics that interest you (e.g. the Olympic Games, a sports legend of the past, an important match or competition).

Step 2: Search the Internet for information and read texts about these sports topics.

Step 3: Write a quiz with up to ten questions on a topic of your choice. Use multiple choice questions such as this about Pelé:

Which country did the football legend Pelé play for?
A England
B Argentina
C Brazil

Step 4: Take turns to do the quiz with the other groups. Make sure you know the answers and check the correct pronunciation of names and terms before doing the quiz in class.



REFERENCES
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BBC A special breakfast



BEFORE YOU WATCH

1 SPEAKING **Look at the photo and discuss the questions.**

1 What can you see in the photo? Where is it?
A hotel; Kenya, Africa
2 What kind of holiday could you spend there?
3 What holiday activities could you do there?

WHILE YOU WATCH

2 28 **Watch the video to check your answers in Exercise 1. What are your answers after watching?**

3 28 **Complete the reactions of the guests with the words in the box. There are three extra words. Then watch the second part of the video (01:20–02:58) again and check your answers. What is your reaction to what you see in the video?**

beautiful cute massive special typical unique

1 Amazing! I mean, she's __massive__ !
2 Look at this baby running! Oh, she's __beautiful__ .
3 Oh look, they're so __cute__ !

4 28 **Watch the video again. Are sentences 1–8 true (T) or false (F)?**

1 The hotel is a three-star hotel. F
2 There are thirty-two guests at the hotel now. F
3 Breakfast is ready at 6:30 a.m. T
4 More than five giraffes come for breakfast. T
5 Last year over 7,000 guests visited Giraffe Manor. T
6 A night at the hotel costs less than £1,000. T
7 There are fewer than ten rooms in the hotel. F
8 If you want to go on a safari, you have to book all your transport and accommodation yourself. F

5 28 **Watch the rest of the video (01:59–03:22) again and complete the missing words. Would you like to go on a safari organised by the hotel? Why?/ Why not?**

All the [1] __guests__ love the giraffes, but the hotel offers many other [2] __attractions__ as well: you can visit Nairobi's [3] __museums__ , go on a safari and see the top tourist [4] __sights__ with an experienced local [5] __guide__ . They can plan your trip and book all your transport and accommodation. Kenya is waiting for your [6] __visit__ .

AFTER YOU WATCH

6 SPEAKING **Would you like to stay at a hotel like this? Why?/Why not? Think of five reasons. Discuss with a partner.**

I wouldn't like to stay at a hotel like this. First, I think it's very expensive. Second …

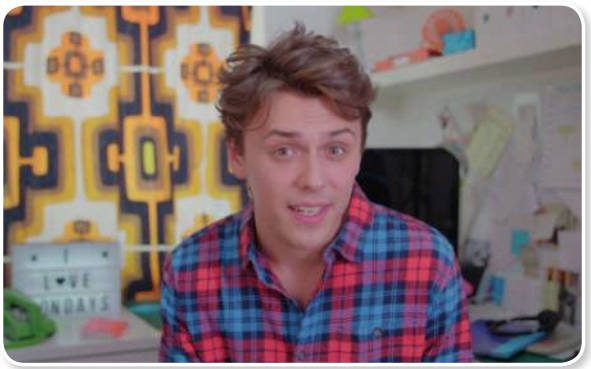
7 **Imagine you arrived at Giraffe Manor two days ago. Write a postcard to your friend in which you describe your experience. Use the questions to help you.**

1 What country are you sending the postcard from?
2 Where are you staying?
3 When did you come here?
4 Why did you choose this place?
5 What can you do here?
6 What did you see yesterday in the morning?
7 What do you want to do when you come back home?

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Focus Vlog Amazing places

Have you ever visited an amazing place?



1 SPEAKING **Discuss the questions.**

1 What is 'an amazing place'? Give examples.
2 What's the most amazing place you have ever visited?
3 Is there a place you would love to visit? Why?/Why not?

I think an amazing place always needs to be beautiful or unusual. It can be a country or a city, but it can also be a museum or a park.

2 30 **Watch the first part of the video (up to 00:52) and answer the questions.**

1 Why does Jason want to take a weekend off?
He's a bit tired.
2 Where has he planned to go? To Bath.
3 What did the Romans build there? A public pool.
4 What is so special about that place nowadays?
There's a spa with a pool on the roof.

3 30 **Watch the second part of the video (00:53–01:49) and match the names in the box with the questions.**

Amanda Maeve Naomi Oliver Thomas

1 Who has visited Snowdonia? Thomas
2 Who went to Dubai two months ago? Naomi
3 Who has been to Bali? Oliver
4 Who has visited China? Maeve
5 Who saw the Cliffs of Moher yesterday? Amanda

4 30 **Watch the rest of the video (01:50-02:49) and answer the questions.**

1 Why does Maeve want to visit Lisbon?
She's got a lot of friends there.
2 Where would Jason and Thomas like to go?
To the Arctic.
3 What does Oliver like about Istanbul?
It's got very impressive architecture and great food and very interesting people.
4 What would Naomi like to see in Africa?
Wild animals, Cape Town and African beaches.

FOCUS ON LIFE SKILLS

Communication • Digital skills

5 **Look for information (on the Internet or in an encyclopedia) about the Cliffs of Moher and make a presentation with the most important facts. Remember to locate the place on a map.**



Cliffs of Moher

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BBC Scottish Highlands



BEFORE YOU WATCH

1 Match the sentence halves.

1 When someone is **safe**, [b]
2 **Speed** means [c]
3 To **survive** [d]
4 When something **saves** you, [e]
5 A **moor** [a]

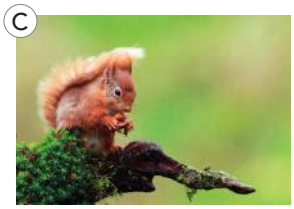
a is a wild area of land (especially in Britain) with grass and bushes.
b they are not in danger.
c how fast someone or something is moving.
d means not to die.
e it helps you out of danger.

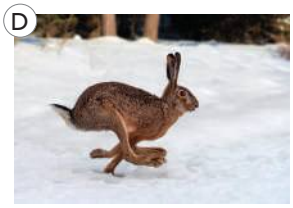
2 Label the photos with the names of animals in the box.

eagle hare red deer squirrel

A 
red deer

B 
eagle

C 
squirrel

D 
hare

WHILE YOU WATCH

3 33 **Watch the first part of the video (up to 00:45). What can you see in the video?**

a bear clouds ✓ a deer ✓ an eagle ✓ forests ✓ a hare mountains ✓ rain ✓ a squirrel ✓ snow ✓ a waterfall

4 33 **Watch the rest of the video (00:46–02:36). Are the sentences true (T) or false (F)?**

1 The hares in Scotland are always white. F
2 The winter coat is thick and warm. T
3 The eagle can see the hare well in early spring. T
4 The hare can run at 100 kilometres per hour. F
5 The eagle is faster than the hare. T
6 The eagle catches the hare in the end. F

5 33 **Watch the rest of the video (00:46–02:36) again and complete the sentences with the verbs you hear.**

1 The hares were brown in the summer, but now they ___turn___ white.
2 The white winter coat is thicker and warmer, and it also helps to ___keep___ the hare safe.
3 The hare doesn't ___see___ the danger yet.
4 It ___knows___ its way across the moor.
5 The hare needs more than speed to ___survive___ .
6 It turns and ___jumps___ left and right.

AFTER YOU WATCH

6 SPEAKING Discuss the questions.

1 Would you like to visit the Scottish Highlands? Why?/Why not?
2 What are some beautiful places in your country?
3 What wild animals live in your country?

REFERENCES
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Focus Vlog Your plans

What are you going to do this evening?



1 SPEAKING **Discuss the questions.**

1 What are you going to do this evening?
2 What are you going to do this summer?

2 36 **Watch the first part of the video (up to 00:45). What is Jason going to do in today's vlog?**
Ask only two questions and listen.

3 36 **Watch the second part of the video (00:46–01:11) and complete the table.**

	Lindsay	Palak	Senthan	Nicky	Ini	Peter
stay in and study		✓				✓
dinner with friends/ family	✓			✓		
a party					✓	
some physical activity			✓			

4 36 **Watch the rest of the video (01:12-02:05) and answer the questions.**

1 Where is Lindsay going to go?
Asia
2 What sport is Mahak going to play in the evening?
Badminton
3 Who is going to visit Spain?
Senthan
4 Who is going to work to earn some money?
Senthan
5 What is Nicky going to do?
Travel around Peru.
6 Where is Ini going after his holidays?
Back to London

FOCUS ON LIFE SKILLS

Communication • Creativity

5 **Complete the sentences with your plans for the future. Compare with a partner.**

1 Later today ...
I'm going to watch a film with my friend.
2 Tomorrow morning …
3 Next weekend …
4 Next term …
5 Next year …
6 In five years' time …

6 **Choose a specific time in the future from Exercise 5 and prepare a short vlog as a reply to the question 'What are your plans for the future?'**



REFERENCES
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0.1 Imperatives

We use the infinitive or *don't/do not* + infinitive to give instructions or orders:
Listen *to the teacher.*
Don't speak *Turkish.*
Don't look *at the text.*
We use *let's* + infinitive to make suggestions:
Let's talk *about school.*

1 Complete the sentences with the imperative forms of the verbs in brackets.

1 Don't work in pairs now, __work__ (work) in groups of three. __Don't speak__ (speak) Spanish, please! Speak English!
2 Please __listen__ (listen) to the dialogue and __choose__ (choose) the correct answers.
3 __Do__ (do) the exercise together.
4 Please __think__ (think) of a book, but __don't tell__ (tell) anyone the title.

2 Choose the correct option.

1 You want to go to the cinema with your friend. You say:
(a) Let's go to the cinema! b Go to the cinema!
2 You're in your English class. Your teacher says to you:
a Let's speak German! (b) Don't speak German!
3 Your teacher gives you homework. He/She says:
a Let's do the homework! (b) Do your homework!
4 You want to do your homework. You and your friend have free time now. You say:
(a) Let's do our homework! b Do our homework!

0.2 Subject pronouns

I	***he***	***it***	***you***
you	***she***	***we***	***they***

Subject pronouns replace nouns:
He*'s seventeen.*
Are ***you*** *from London?*
*'Where are the dictionaries?' '****They****'re in the classroom.'*

to be

Affirmative			Negative		
I	'm (am)	Spanish.	I	'm not (am not)	Spanish.
You/We/They	're (are)		You/We/They	aren't/'re not (are not)	
He/She/It	's (is)		He/She/It	isn't/'s not (is not)	

Yes/No questions			Short answers
Am	I	Spanish?	Yes, I am. No, I'm not.
Are	you/we/they		Yes, you/we/they are. No, you/we/they aren't.
Is	he/she/it		Yes, he/she/it is. No, he/she/it isn't.

Wh- questions			
Where	am	I	from?
	are	you/we/they	
	is	he/she/it	
How old	am	I	?
	are	you/we/they	
	is	he/she/it	
What nationality	am	I	?
	are	you/we/they	
	is	he/she/it	

1 Complete the sentences with the words in the box. There are two extra words.

(am are he is it she they)

1 Look at this boy. __Is__ he Portuguese?
2 Ruby and Ian __are__ my best friends. __They__ speak Russian.
3 This is Carol. __She__ 's from Australia.
4 Answer my question. __It__ isn't difficult.

0.3 Demonstrative pronouns

We use *this* (singular) and *these* (plural) to talk about people or objects close to us:
This *is my new bicycle.*
Are ***these*** *your comics?*

We use *that* (singular) and *those* (plural) to talk about people and things further away from us:
That *book is really old.*
Look at ***those*** *T-shirts!*

Plural nouns

Nouns	Singular	Plural
most nouns	table	tables
nouns ending in *-sh, -ch, -s, -x, -z* and some ending in *-o*	bus watch tomato	buses watches tomatoes
nouns ending in a consonant and *-y*	family dictionary	families dictionaries
irregular nouns	man woman child	men women children

Some nouns are only plural (e.g. *sunglasses, headphones*):
Your ***sunglasses*** *are cool.*

1 Choose the correct option.

1 Look at *that* / (*those*) children! They're so happy!
2 I like *this* / (*these*) headphones. I take them everywhere.
3 (*This is*) / *They are* my favourite book. It's really funny.
4 Is (*this*) / *these* your beanbag?
5 *That* / (*Those*) are my T-shirts. They're old, but I like them.

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0.4 Possessive adjectives

Personal pronouns	Possessive adjectives
I	my
you	your
he	his
she	her
it	its
we	our
you	your
they	their

*How old are **your** sisters?*
*This is **their** school.*

Possessive 's

We use the possessive 's to say that something belongs to a person or animal:

***Mark's** photos*
***students'** headphones*

We add:

- *'s to singular nouns:*
  *My **mum's** favourite pop group is A-ha.*
- *' to regular plural nouns:*
  *This is my **grandparents'** new house*
- *'s to irregular plural nouns:*
  *The **children's** room is over there.*

Note: *'s can mean 'is' or show that something belongs to someone:*
*My brother**'s** a student. ('s = is)*
*My brother**'s** car is really old. ('s = possessive)*

1 Complete the definitions with the words in the box.

aunt (x2) father grandparents mother parents uncle

1 Your mum is your grandparents' daughter.
2 Your cousin is your uncle and aunt's daughter or son.
3 Your sister is your parents' daughter.
4 Your grandmother is your mother's mother or your father's mother.
5 Your uncle is your aunt's husband.

0.5 Can/can't

We use *can/can't* to express ability:
*Ella **can** sing, but she **can't** dance.*
***Can** you paint?*

Affirmative			Negative		
I/You/ He/She/ It/We/They	can	cook.	I/You/ He/She/ It/We/They	can't (cannot)	cook.

Yes/No questions			Short answers
Can	I/you/he/ she/it/ we/they	cook?	Yes, I/you/he/she/it/we/they can. No, I/you/he/she/it/we/they can't.

Wh- questions			
What	can	I/you/he/she/it/we/they	cook?

1 Complete the sentences with *can* or *can't*.

1 A: Can you cook?
  B: Yes, I can !
2 A: Let's go roller-blading!
  B: Sorry, I can't roller-blade.
3 A: My sister can sing and she can dance too.
  B: Yes, I know, she sings and dances very well.
4 My dad can run very fast, but he can't swim, so we never go to the swimming pool.
5 A: Can Suzy draw comics?
  B: No, she can't .
6 My sister can't paint, but she takes very nice photographs.

0.6 Prepositions

We use these prepositions to say where things are *behind, between, in, in front of, next to, on, opposite, over, under*:

*The sink is **between** the cooker and the fridge.*
*The chairs are **next to** the bed.*

there is/there are

We use *there is/there are* to say where things are:
***Is there** a picture in the kitchen?*
***There are** three books on the table.*

Affirmative		
There is/There's	a sofa	in the living room.
There are	two posters	on the wall.

Yes/No questions			Short answers
Is there	a sofa	in the living room?	Yes, there is. No, there isn't.
Are there	posters	on the wall?	Yes, there are. No, there aren't.

Wh- questions		
How many posters	are there	on the wall?

1 Complete the text with the correct prepositions.

My bedroom is very small. There aren't many things **in** it. There's a window **o**pposite the door. My desk is **u**nder the window. My bed is **n**ext to the desk. My favourite posters are **o**ver the bed **o**n the wall. **B**etween my bed and the opposite wall there's a green carpet.

2 Choose the correct option.

1 *There is* / *There are* a TV in my bedroom.
2 *There is* / *There are* two sofas in the living room.
3 *Is there* / *Are there* a shower in the bathroom?
4 *Is there* / *Are there* books on the shelf?
5 How many bedrooms *is there* / *are there*?
6 *Is there* / *Are there* a table in the dining room?

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0.7 *Have got*

We use *have* got to show possession:
*I **'ve got** a smartphone, but I **haven't got** a watch.*
***Has** James **got** a skateboard?*

Affirmative			Negative		
I/You/We/They	've got (have got)	a camera.	I/You/We/They	haven't got (have not got)	a camera.
He/She/It	's got (has got)		He/She/It	hasn't got (has not got)	

Yes/No questions				Short answers
Have	I/you/we/they	got	a camera?	Yes, I/you/we/they have. No, I/you/we/they haven't.
Has	he/she/it			Yes, he/she/it has. No, he/she/it hasn't.

Wh- questions			
How many cameras	have	I/you/we/they	got?
	has	he/she/it	

1 Complete the sentences with the words in the box.

(got has hasn't have haven't 've)

1 I've __got__ a laptop, but I haven't got a tablet.
2 **A:** Have you got a digital camera?
B: Yes, I __have__ !
3 **A:** She __hasn't__ got a mobile phone.
B: Really? Why not?
4 I've got a DVD player, but I __haven't__ got an MP3 player.
5 **A:** __Has__ Phil got a hobby?
B: Yes, it's skateboarding!
6 I __'ve__ got a piano, but I can't play it!

1.2 Present Simple

We use the Present Simple to talk about:

- regular activities:
  *In the afternoon, I **watch** TV or **listen** to music..*
- states and permanent situations:
  *My grandparents **don't live** in Madrid. They **live** in Sydney.*
- preferences, with verbs like *love, like, hate, prefer*:
  *My friends **hate** dancing, but I **love** it.*

Affirmative		Negative		
I/You/We/They	play.	I/You/We/They	don't (do not)	play.
He/She/It	plays.	He/She/It	doesn't (does not)	

SPELLING RULES – 3RD PERSON SINGULAR:

- general rule: infinitive + -s, e.g. *read – reads*
- verbs ending in a consonant and *-y*: *-y + -ies*,
  e.g. *carry – carries*
- verbs ending in *-o, -ss, -x, -ch, -sh*: + *-es*, e.g. *do – does, go – goes, relax – relaxes, watch – watches*
- *have: has*
  In the Present Simple, we often use adverbs of frequency, such as *always, usually, often, sometimes* and *never*. These adverbs go:
- after the verb *to be*:
  *Walt **is usually** at home at the weekend.*
- before other main verbs:
  *Walt **usually spends** his weekends at home.*

We also use other time phrases with the Present Simple, e.g. *every day, every Sunday, every weekend*. We usually put them at the end of the sentence.
*I visit my grandparents **every week**.*

1 Complete the sentences with the correct forms of the verbs in brackets.

1 I __am__ (be) late for school every day.
2 My sister usually __watches__ (watch) films in the evenings.
3 My mum __doesn't read__ (not read) the newspaper every day.
4 My parents __don't work__ (not work) in the same office.
5 My brother often __goes__ (go) to the cinema.

2 Put the words in the correct order to make sentences.

1 sometimes / the piano / My sister / plays
My sister sometimes plays the piano.
2 don't / every day / I / sports / watch
I don't watch sports every day.
3 studies / My brother / at the weekend / never
My brother never studies at the weekend.
4 on weekdays / I / go out / sometimes
I sometimes go out on weekdays.
5 every day / My best friend / play / video games / doesn't
My best friend doesn't play video games every day.
6 on Saturday nights / always / fun / He / has
He always has fun on Saturday nights.

1.5 Present Simple: *Yes/No* and *Wh-* questions

Yes/No questions			Short answers
Do	I/you/we/they	play?	Yes, I/you/we/they do. No, I/you/we/they don't.
Does	he/she/it		Yes, he/she/it does. No, he/she/it doesn't.

Wh- questions			
What	do	I/you/we/they	play?
	does	he/she/it	

In *wh-* questions, we use question words:

- ***What** do your friends usually post on Facebook?*
  ***What** is your favourite video game?*
- ***Where** do you live?*
- ***When** do you do your homework?*
- ***Which** musical instrument do you play?*
- ***What kind** of music does your father listen to?*
- ***Who** do you play chess with?*
  ***Who** is your form teacher?*
- ***What time** does your mother come back from work?*
- ***How** do you usually get to school?*
- ***How many** eggs do we need?*

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1 **Complete the dialogues with *do*, *don't*, *does* and *doesn't*.**

1 **A:** Do you live with your parents?
B: Yes, I do .
2 **A:** Does he like parties?
B: Yes, he does .
3 **A:** Does your mother speak English?
B: No, she doesn't .
4 **A:** Do they go to school with you?
B: No, they don't .

2 **Complete the sentences with the words in the box, then match the questions with the answers.**

How many What kind What time
When Where Which

1 When is your birthday? e
2 Where do you usually go on holiday? a
3 Which website is your favourite? b
4 What kind of films do you usually watch? f
5 How many hours do you sleep every day? c
6 What time do you usually wake up? d

a To the seaside.
b I like Twitter.
c Seven or eight.
d At 7:30.
e It's in March.
f Comedies.

2.2 Countable and uncountable nouns

Nouns can be countable or uncountable.

	Singular	Plural
Countable	pizza	pizzas
	egg	eggs
	bottle	bottles
Uncountable	bread	–
	cheese	–
	ham	–

Countable nouns

- name things we can count:
  *There is an **orange** in the fridge.*
- have a plural and singular form:
  *This **hamburger** is delicious.*
  *These **hamburgers** are delicious.*

Uncountable nouns:

- name things we cannot count:
  *My little brother hates **milk**.*
- do not have a plural form:
  *Vegetarians don't eat **meat**.*

We can use these words and phrases to refer to an amount or a number:

	Plural countable nouns	Uncountable nouns
some	*We've got **some** apples.*	*We've got **some** bread.*
any (negation)	*We haven't got **any** apples.*	*We haven't got **any** bread.*
any (questions)	*Have we got **any** apples?*	*Have we got **any** bread?*
how much/how many (questions)	***How many** apples have we got?*	***How much** bread have we got?*
much/many (negation)	*Not **many**. We haven't got **many** apples.*	*Not **much**. We haven't got **much** bread.*
a lot (of) (questions and negation)	*We've got **a lot of** apples.*	*We've got **a lot of** bread.*

1 **Match the sentence halves.**

1 There isn't c
2 Is there e
3 There is f
4 There aren't a
5 Are there d
6 There are b

a any eggs.
b some onions.
c any ham in the fridge.
d any mushrooms?
e any bread?
f some cheese.

2 **Choose the correct option.**

1 There is *much* / *a lot of* mozzarella cheese on this pizza. I love it!
2 There isn't *any* / *some* tomato sauce on this pizza.
3 **A:** There is *an* / *some* onion in the fridge.
B: Really? There's only one left?
4 *How much* / *How many* bread have we got?
5 There isn't *some* / *much* milk in the fridge.
6 Don't worry, we've got *a lot of* / *much* eggs.
7 **A:** *How much* / *How many* tomatoes do you eat a day?
B: *A lot*. / *Not much*.
8 **A:** *Is* / *Are* there any tuna in the fridge?
B: Yes, there *is a lot of* / *are a lot of* tins of tuna.

3 **Complete the sentences with the words in the box.**

a lot a lot of any how many
how much many much some

1 I can't make a sandwich. There isn't any bread.
2 There's some orange juice in the fridge, but not a lot.
3 How much lemonade is there in the bottle?
4 There's a lot of sugar in this tea. It's too sweet for me.
5 There aren't many biscuits, only one for me and one for you.
6 'Do you put milk in your coffee?' 'Yes, a lot !'
7 Let's make an omelette. How many eggs do we need?
8 'Have we got any milk?' 'Yes, but not much '.

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2.5 Articles

We use the indefinite article ***a*/*an*** with singular countable nouns when:

- the thing or person we are talking about is one of many similar people or things:
  *The Oxo Tower is **a building** in London. (one of many).*
- we mention a person or thing for the first time:
  *There is **a café** and **a fast food bar** on this street.*

We use the definite article ***the*** with singular and plural countable nouns and with uncountable nouns to talk about:

- something specific or unique:
  *We often have a picnic in **the park**.*
  *Look at **the sky**.*
  *Is **the ham** fresh?*
- something we have mentioned before:
  *There is **a café** and a fast food bar on this street. **The café** is very expensive.*

We do not use an article:

- with countable and uncountable nouns, when we are talking about something in general:
  ***This juice** is very healthy.*
  *I hate shopping in **supermarkets**.*
- with months, days of the week, cities and most countries:
  *every **August*** *from the south of **Italy***
  *on **Sundays*** *near **Valencia***

1 Choose the correct option.

1 The Thames is a / Ø river in *the* / Ø England.
The / *A* river is not very long.
2 I like *the* / Ø parties with Ø / *a* good food.
3 The Louvre is an / Ø art museum in Ø / *a* France.
In Ø / *the* museum you can see Ø / *a* works of many artists.
4 I love Ø / *a* paella. It's a / *the* Spanish dish. It's delicious!
5 **A:** Try *a* / *the* grilled pork! It's very good.
B: No, thank you. I don't eat *the* / Ø meat.
6 Ithaa is an / Ø undersea restaurant. When you're there, you can sometimes see a / *the* shark!
7 Thank you so much, *a* / *the* meal was very tasty!
8 My mum usually cooks something special on Ø / *the* Sundays. It's usually a / *the* three-course meal.
9 Do you like Ø / *a* fish? I want to make a / Ø pizza with tuna.
10 Let's get Ø / a takeaway. Do you want a / Ø pancake?

2 Complete the sentences with with *a/an*, *the* or the zero article (Ø).

1 Ø Valencia is a city in Ø Spain.
The city is very old.
2 We go to Ø Italy every year in Ø August.
3 **A:** What is the Tomatina?
B: It's a festival in Ø Spain.
4 I meet my friends in the main square. We usually have a meal together.
5 For lunch I usually have an orange or a banana and some juice.
6 I don't really like Ø tuna.
7 I recommend this dish. The tuna salad is also fantastic.
8 Ø people from many countries come to the festival because it's lots of fun!
9 Mix one egg and some flour together. Then put the mixture into a pan.
10 On Ø Tuesdays, we always go to a big supermarket. At the supermarket you can buy everything.

3.2 Present Continuous

We use the Present Continuous to talk about actions happening at the moment of speaking:
*What **are** you **doing**?*
*The baby**'s sleeping**.*

SPELLING RULES: *-ING* FORM

- general rule: infinitive + *-ing*, e.g. *play – playing*
- verbs ending in a consonant + *-e*: ~~-e~~ + *-ing*, e.g. *come – coming*
- one-syllable verbs ending in a single vowel + a single consonant: double the consonant + *-ing*, e.g. *run – running*

Affirmative			Negative		
I	'm (am)	teaching.	I	'm not (am not)	teaching.
You/We/They	're (are)		You/We/They	aren't (are not)	
He/She/It	's (is)		He/She/It	isn't (is not)	

Yes/No questions			Short answers
Am	I	teaching?	Yes, I am. No, I'm not.
Are	you/we/they		Yes, you/we/they are. No, you/we/they aren't.
Is	he/she/it		Yes, he/she/it is. No, he/she/it isn't.

Wh- questions			
Who	am	I	teaching?
	are	you/we/they	
	is	he/she/it	

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1 **Add *-ing* to the verbs in the box and complete the table.**

chop have look make ride
sell sit stop work

play → playing	come → coming	run → running
working	having	stopping
looking	making	sitting
selling	riding	chopping

2 **Complete the questions with the correct forms of the verbs in brackets. Then match the questions with the answers.**

1 Somebody is running (run) in the park. Is it Tom? d
2 Are you making (make) me a sandwich? e
3 Are you all sitting (sit) comfortably? b
4 Is he having (have) breakfast? c
5 Is she taking (take) a shower? a
6 Are they going (go) to the beach? f

a No, she isn't.
b Yes, we are.
c No, he isn't.
d Yes, it is.
e No, I'm not.
f Yes, they are.

3 **Choose the correct option.**

1 My wife *are playing* / *is playing* with the kids in the living room.
2 **A:** Are you working in the garden?
B: Yes, *I am* / *I'm not*.
3 **A:** *The baby is* / *Is the baby* sleeping?
B: No, *isn't* / *it isn't*. The baby is crying!
4 He *isn't* / *aren't* talking on the phone, he's working.
5 I *'m not* / *aren't* watching TV at the moment.
6 **A:** What *are* / *is* the students doing?
B: They *re writing* / *write* an essay.
7 Why *aren't you* / *you aren't* studying? Your exam is tomorrow!
8 We *is* / *are* planning our holiday in Greece. Do you want to come with us?

4 **Complete the sentences with the Present Continuous forms of the verbs in brackets.**

1 I 'm watching (watch) my favourite TV show. It's great!
2 We aren't drinking (not drink) coffee. There isn't any.
3 Oh no! My friends are having (have) an argument.
4 It's a nice day today. It isn't raining (not rain).
5 Are they working (they / work) at the hospital now?
6 He isn't happy because he is going (go) to the dentist.

3.5 Present Simple and Present Continuous

We use the Present Simple to talk about:
- regular activities:
  *I **have** breakfast at 7 o'clock.*
- states and permanent situations:
  *Do accountants **earn** a good salary?*
- preferences, with verbs like *like, love, hate, prefer*:
  *Children **love** water.*

Common time expressions used with the Present Simple:
- ***always***
- ***often***
- ***never***
- ***sometimes***
- ***usually***
- ***every day/evening/week/winter***
- ***on Sundays***

We use the Present Continuous to talk about:
- activities and events taking place at the moment of speaking:
  *The manager **is talking** to the receptionist.*
- temporary situations:
  *I**'m working** at a holiday resort this summer.*

Common time expressions used with the Present Continuous:
- ***at the moment/right now***
- ***now***
- ***today***
- ***this morning/evening***
- ***this month***
- ***this summer***

With some verbs (*e.g. believe, hate, know, like, love, mean, need, prefer, understand, want*) we don't use the Present Continuous even if they describe things happening at the moment of speaking:
*I really **need** some help with this exercise!*
*I'm sorry, I **don't understand**.*

1 **Choose the correct option.**

1 In my country children often *learn* / *are learning* German at school. I like it, but I *'m preferring* / *prefer* English.
2 Today we *learn* / *are learning* about German culture. Today's lessons are interesting.
3 This summer my sister *works* / *is working* in a local pub.
4 In my job I *work* / *am working* with children.
5 The volunteers sometimes *teach* / *are teaching* local children agriculture.
6 This week we *teach* / *are teaching* them how to drive.
7 Every day, I *start* / *am starting* work by checking my emails.
8 Zeta *use* / *is using* the computer – I'm afraid you have to wait.
9 Today we *are having* / *have* our Biology lesson in the school garden.
10 Classes usually *start* / *are starting* at eight and *finish* / *are finishing* at three o' clock.

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2 Complete the sentences with the words in the box.

are do does doesn't is isn't 'm not

1 I 'm not watching TV right now. I'm at school!
2 Why are you playing video games? Do your homework first!
3 Which newspaper do you usually read?
4 She doesn't understand you.
5 **A:** Is she preparing food for us right now?
B: No, she isn't .
6 **A:** What does he do?
B: He's a lawyer.
7 I'm not gaining new experience in my job. It's really boring.

4.2 Comparative and superlative adjectives

- We use comparative adjectives and *than* to compare two people or things:
*My father is **younger than** my mother.*
- We use superlative adjectives to say that someone or something has the highest degree of a certain quality (*when* compared with at least two other people or things):
*Sean is **the most intelligent** boy in our class.*

Adjectives		Comparative	Superlative
one- and sometimes two-syllable	kind nice fit clever	kinder nicer fitter cleverer	the kindest the nicest the fittest the cleverest
one- and two-syllable ending in -y	funny easy	funnier easier	the funniest the easiest
two-syllable or longer	serious difficult	more serious more difficult	the most serious the most difficult
irregular	good bad far	better worse further	the best the worst the furthest

- We use *less* + adjective + *than* to say that someone or something has a certain quality to a lesser degree:
*Daniel is **less sociable than** James.*
- We use *the least* + adjective to say that someone or something has a certain quality to the least degree:
*This job is **the least demanding**.*

1 Choose the correct ending for each sentence beginning.

1 Julie is prettier b
2 Megan is the prettiest a
a girl in our school. **b** than Emily.
3 You look more attractive c
4 You look the most attractive d
c in this skirt than in those jeans. **d** in this dress.
5 This scarf is more stylish f
6 This scarf is the most stylish e
e thing I have. **f** than that one.
7 She is funnier than h
8 She is the funniest g
g person in our family. **h** most people.

2 Complete the sentences with the words in the box.

better kindest less more most sociable than the worst

1 My aunt is the most sociable person I know.
2 Is German more difficult than English?
3 A tracksuit is less formal than a suit.
4 These trainers are the most comfortable shoes I have.
5 Do you think Jason is better-looking than Martin?
6 My grandma is the kindest person in the world. Everyone loves her.
7 This is the worst restaurant in town. But it's also the cheapest one.
8 This jumper is more fashionable than that jacket.

4.5 *have to/don't have to*

We use *have to* to talk about rules, regulations and orders from other people:
*I **have to** wear smart clothes at work.*
We use *don't have to* to say that something is not necessary:
*Celebrities **don't have to** get up early.*

Affirmative			Negative		
I/You/We/They	have to	work hard.	I/You/We/They	don't (do not) have to	work hard.
He/She/It	has to		He/She/It	doesn't (does not) have to	

Yes/No questions				Short answers
Do	I/you/we/they	have to	work hard?	Yes, I/you/we/they do. No, I/you/we/they don't.
Does	he/she/it			Yes, he/she/it does. No, he/she/it doesn't.

Wh- questions				
Why	do	I/you/we/they	have to	work hard?
	does	he/she/it		

1 Choose the correct option.

1 I c or go to university. I don't know yet.
2 I b because my parents give me money.
3 I need money so I a .
a have to get a job
b don't have to get a job
c can get a job
4 What a mess! Your birthday party is tonight so you f .
5 It's OK, you d tonight. You can do it later.
6 **A:** Mum, I'm bored!
B: Well, you e and clean the kitchen!
d don't have to tidy your room
e can tidy your room
f have to tidy your room
7 Are you doing anything? Sophie is washing the dishes and you i her.

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8 You ___g___ in the kitchen. Sophie is washing the dishes, so there's nothing to do.
9 This chair is so heavy! I'm sorry, but you ___h___ move it.

g don't have to help
h have to help me
i can help

5.2 *must/mustn't, should/shouldn't*

- ***Must*** expresses obligation and necessity:
  *You **must** be very careful with other people's things.*
- ***Mustn't*** expresses prohibition:
  *You **mustn't** cross that bridge. It isn't safe.*
- To express lack of necessity or obligation, we use *don't have to*, not *mustn't*:
  *You **don't have to** leave the classroom during the first break.*

Like all modal verbs, *must* and *mustn't* have the same form for every person:
*I/You/He/She/It/We/They **must** train a lot.*
*I/You/He/She/It/We/They **mustn't** be late.*

- We use ***should/shouldn't*** to give or ask for advice:
  *You **should** study more.*
  *You **shouldn't** drink so much coffee.*
  ***Should** I ask for help?*

Affirmative			Negative		
I/You/He/She/It/We/They	should	take risks.	I/You/He/She/It/We/They	shouldn't (should not)	take risks.

Yes/No questions			Short answers
Should	I/you/he/she/it/we/they	take risks?	Yes, I/you/he/she/it/we/they should. No, I/you/he/she/it/we/they shouldn't.

Wh- questions			
Why	should	I/you/he/she/it/we/they	take risks?

1 Complete the sentences with the words in the box.

doesn't have to don't have to must (x2)
mustn't (x2) should shouldn't

1 Do you think I ___should___ go to a film school? Is it a good idea?
2 We ___mustn't___ cheat in exams at our school. It's the rule!
3 You ___don't have to___ do your homework now. You can do it later.
4 I get up at 6:30 because I ___must___ be at school before eight.
5 My sister ___doesn't have to___ wear a uniform at her school. She's so lucky! I hate my uniform.
6 You ___shouldn't___ leave school yet, it's not a good idea. Pass your exams first.
7 You ___mustn't___ use mobile phones in class. Never do that!
8 To be a vet, you ___must___ like animals. It's very important!

2 Complete the sentences with *must, mustn't, should, shouldn't* or *don't/doesn't have to*. The context is given in brackets.

1 ___Should___ I go to that college? (Do you think it's a good idea?)
2 We ___must___ practise the violin every day. (It's necessary.)
3 You ___shouldn't___ miss so many classes. (It's not a good idea.)
4 We ___mustn't___ be late for lessons. (It's the rule.)
5 You ___don't have to___ do extra activities. (It's not necessary.)
6 You ___should___ train to become a teacher. (It's a good idea.)
7 My daughter ___doesn't have to___ wear a school uniform. (It's not necessary.)
8 You ___must___ try to get good marks! (It's necessary.)

5.5 Past Simple: *was/were, could*

We use the Past Simple to talk about events and situations that started and ended in the past:
*John and I **were** at the same school.*
*We both **could** play basketball and football, but we **couldn't** play tennis.*
The Past Simple form of the verb ***to be*** is ***was/were***:

Affirmative			Negative		
I/He/She/It	was	at school.	I/He/She/It	wasn't (was not)	at school.
You/We/They	were		You/We/They	weren't (were not)	

Yes/No questions			Short answers
Was	I/he/she/it	at school?	Yes, I/he/she/it was. No, I/he/she/it wasn't.
Were	you/we/they		Yes, you/we/they were. No, you/we/they weren't.

Wh- questions		
Where	was	I/he/she/it?
	were	you/we/they?

We can also use *was/wasn't* with the pronoun *it*:
*It **was** cold.*

The Past Simple form of *can* is ***could*** (the same for each person):

Affirmative			Negative		
I/You/He/She/It/We/They	could	sing.	I/You/He/She/It/We/They	couldn't (could not)	sing.

Yes/No questions			Short answers
Could	I/you/he/she/it/we/they	sing?	Yes, I/you/he/she/it/we/they could. No, I/you/he/she/it/we/they couldn't.

Wh- questions			
What	could	I/you/he/she/it/we/they	sing?

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1 Choose the correct option.

1 School *wasn't* / *couldn't* always fun for me.
2 When I was younger, I *wasn't* / *weren't* very good at sports.
3 I *wasn't* / *couldn't* understand Maths.
4 **A:** *Could* / *Were* you play a musical instrument when you were a child?
B: Yes, I *was* / *could*.
5 **A:** *Were* / *Was* high school a nice experience for you?
B: Yes, it *was* / *were*.
6 All my children *was* / *were* bad at History when they were at school.
7 **A:** What *was* / *were* your favourite school subjects?
B: History *was* / *could* great. I *couldn't* / *wasn't* speak French very well but it *was* / *could* interesting, too!
8 Your sister *could* / *was* Miss Teen London. *Could* / *Were* you jealous?

2 Complete the sentences with *was, were, wasn't, weren't, could* or *couldn't*.

1 Science wasn't a compulsory subject at my school. I could study Geography instead.
2 When I was five, I could speak a little French.
3 **A:** Were you a noisy child?
B: No, I wasn't .
4 The other kids my age weren't very friendly to me so I often felt lonely.
5 At school, I couldn't understand science at all. I was a very bad student.
6 **A:** Was Einstein good at Maths?
B: Yes, he was .
7 **A:** What were you good at as a child?
B: Well, I could run really fast.
8 When my children were at primary school, they couldn't play any musical instruments.
9 Her secondary school wasn't single-sex. There were boys and girls in her class.
10 Last week, it was very cold in the classroom. We couldn't think or write!

3 Read the dialogue and choose the correct answer, A, B or C.

Pat: [1]_____ you at school today, Sue?
Sue: No, I [2]_____ .
Pat: What [3]_____ the problem? Are you OK now?
Sue: Yes, don't worry. I'm fine. There was a party in my street and I [4]_____ hear the music all night! I [5]_____ sleep and I [6]_____ very tired this morning!

1	A Was	(B) Were	C Could
2	(A) wasn't	B weren't	C couldn't
3	A wasn't	(B) was	C were
4	A was	B were	(C) could
5	A wasn't	B weren't	(C) couldn't
6	(A) was	B were	C could

6.2 Past Simple

We use the Past Simple to talk about activities and events that happened in the past. We often say when they happened:
*My dad **climbed** the Himalayas in 1988.*
*I **had** eggs for breakfast.*

Affirmative	
I/You/He/She/It/We/They	won.

SPELLING RULES – PAST SIMPLE FORM

Regular verbs

- general rule: infinitive + *-ed*, e.g. *work – worked*
- verbs ending in *-e*: + *-d*, e.g. *like – liked*
- verbs ending in a vowel + a consonant: double the consonant + *-ed*, e.g. *stop – stopped*
- verbs ending in a consonant + *-y*: *-y* + *-ied*. e.g. *cry – cried*

Irregular verbs

There are many irregular verbs (e.g. *go, say, run*). There is a list of irregular verbs on page 142.

1 Add *-ed* to the regular verbs in the box and complete the table.

arrive cycle fit marry plan stay try walk

work → worked	like → liked	stop → stopped	cry → cried
walked	cycled	planned	tried
stayed	arrived	fitted	married

2 Complete the sentences, write the Past Simple forms of the verbs in brackets.

1 We played (play) tennis for two hours yesterday.
2 Last weekend my son fell (fall) down the stairs and we went (go) to hospital.
3 She wanted (want) to go to the mountains for the holidays.
4 We spent (spend) the day at the seaside.
5 I looked (look) for yoga classes in my town, but I couldn't find anything.
6 My mum helped (help) me do my Maths homework.
7 I reached (reach) the hotel at 7 o'clock.
8 They said (say) they wanted to stay at home.

3 Complete the sentences with the Past Simple forms of the verbs in the box.

bake carry cry give stop study

1 We studied at the same university.
2 The baby cried for three hours!
3 My mum baked a cake for my birthday.
4 My parents gave me a puppy for Christmas.
5 He carried my suitcase. Such a gentleman!
6 We stopped for a short break.

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6.5 Past Simple: questions and negatives

Negative		
I/You/He/She/It/We/They	didn't (did not)	win.

Yes/No questions			Short answers
Did	I/you/he/she/it/we/they	win?	Yes, I/you/he/she/it/we/they did. No, I/you/he/she/it/we/they didn't.

Wh- questions			
What	did	I/you/he/she/it/we/they	win?
Why	didn't	I/you/he/she/it/we/they	arrive on time?

1 Complete the sentences with *did* or *didn't*.

1 When __did__ the first Olympic Games take place?
2 **A:** __Did__ the winner get a gold medal?
B: No, he __didn't__ .
3 **A:** Why __didn't__ you take part in that competition?
B: Because I __didn't__ want to.
4 **A:** What __did__ you win?
B: I __didn't__ win anything. But it's not a problem for me.
5 **A:** __Did__ you watch the 2016 Summer Olympics?
B: Yes, I __did__ .
6 **A:** Where __did__ you go skiing last winter?
B: We __didn't__ go skiing, we went to Egypt.
7 __Did__ they promise to pay for your treatment?
8 I __didn't__ want to play football like my older brother. I always preferred hockey.

2 Choose the correct option.

1 Mum is angry with you because __c__ go to school today.
2 Why __a__ go to school today? You're not sick!
3 Where __b__ go after school? I want to know.
a didn't you
b did you
c you didn't
4 How many medals __c__ win?
5 She was a great gymnast, but __a__ win any medals at the 2012 Olympics.
6 **A:** Why __b__ go sailing with us?
B: She was ill.
a she didn't
b didn't she
c did she
7 Why __b__ take the train? It's much faster than the bus.
8 I didn't see them because __a__ arrive on time.
9 What time __c__ arrive at the station?
a they didn't
b didn't they
c did they

7.2 Present Perfect with *ever/never*

We use the Present Perfect to talk about actions and events which ended in the past, but we don't know or it's not important when exactly they happened:
*Kate **has swum** in the ocean.*
***Have** you ever **travelled** by plane?*

- We form the Present Perfect with the auxiliary verb *have/has* and the Past Participle form of the main verb.

Affirmative			Negative		
I/You/We/They	've (have)	visited Rome.	I/You/We/They	haven't (have not)	visited Rome.
He/She/It	's (has)		He/She/It	hasn't (has not)	

Yes/No questions			Short answers
Have	I/you/we/they	visited Rome?	Yes, I/you/we/they have. No, I/you/we/they haven't.
Has	he/she/it		Yes, he/she/it has. No, he/she/it hasn't.

Wh- questions			
What	have	I/you/we/they	visited?
	has	he/she/it	

SPELLING RULES – PAST PARTICIPLE:

Regular verbs

The spelling rules for the past participle form of regular verbs are the same as the Past Simple form; you can find them on page 132.

Irregular verbs

There are many irregular verbs (e.g. *go, say, run*). There is a list of irregular verbs on page 142.

be* and *go

- The past participle form of *be* is *been*:
***Have** you ever **been** really scared?*
- *Go* has two past participle forms, *been* and *gone*, which have different meanings:
My parents have been to Italy. (Some time ago. They are no longer there.)
*My parents **have gone to** Italy.* (They are still in Italy).
- We often use *been* when talking about sports or other physical activities:
I've been bungee jumping.

ever* and *never

We often use *ever* and *never* with the Present Perfect:

- We use ***ever*** in questions:
*Have you **ever** been camping?*
- We use ***never*** in negatives. Remember that in sentences with *never*, we use the affirmative form of the verb:
*Our teacher has **never** taken us on a school trip.*

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Present Simple and Past Simple

- We use the Present Perfect to talk about actions and events that ended in the past. We do not say when exactly they happened:
  *I've **seen** the Statue of Liberty.*
- If we want to say or ask when something happened, we use the Past Simple.
  *When **did** you **see** the Statue of Liberty?*
  *I **saw** the Statue of Liberty last year.*

1 Complete the sentences with the words in the box.

been ever gone has hasn't have haven't never

1 **A:** Has he ever been on an adventure holiday?
B: No, he hasn't.
2 I've never tried hang-gliding. Is it fun?
3 Pat isn't in town at the moment. She's gone on holiday.
4 **A:** Have you ever stayed in a luxury hotel?
B: No, I haven't, but I'd love to do that!
5 **A:** Susan, have you ever been abroad?
B: Yes, I've been to France. I went there last year.
6 **A:** Has she ever ridden a camel?
B: No, she hasn't. That's why she's so excited about the trip to Egypt!

2 Complete the sentences with *been* or *gone*.

1 I can't believe you've never been kayaking!
2 My parents have gone to Mexico for two weeks. There's nobody in the house, so we can have a picnic in our garden.
3 We've already been to Rome and Paris. We'd like to go again next year.
4 Has she ever been mountain biking?
5 Jack isn't in the office today. He's gone to Berlin.

3 Past Simple or Present Perfect? Choose the correct option.

1 **A:** [1]*Have you ever booked* / *Did you ever book* a flight online?
B: Yes, I [2]*have* / *did*. In fact, I [3]*have booked* / *booked* a flight to Greece yesterday.
2 **A:** Last year in the summer we [4]*'ve gone* / *went* to the mountains.
B: Oh, great! [5]*Have you gone* / *Did you go* rock-climbing?
A: Yes, we [6]*did* / *have*. It [7]*was* / *has been* great!
3 **A:** Tom isn't here right now, he [8]*'s gone* / *went* on holiday.
B: Really? When [9]*has he left* / *did he leave*?
A: He [10]*'s taken* / *took* a train to Hungary two days ago. I think he's in Croatia now.

7.5 Present Perfect with *just/already/yet*

We often use these adverbs with the Present Perfect:

- ***just*** – in affirmative sentences, before the main verb:
  *They have **just** reached the Antarctic.*
- ***already*** – in affirmative sentences, before the main verb:
  *The children have **already** been to the science centre.*
- ***(not) yet*** – in questions or negatives, at the end of the sentence:
  *Have you raised enough money **yet**?*
  *No, we haven't raised enough **yet**.*

1 Complete the sentences with *just*, *already* or *yet*.

1 **A:** Have you booked a hotel for us yet?
B: Yes, I've already done it, don't worry.
2 **A:** Has Nancy been to Mongolia yet?
B: No, she hasn't been there yet.
3 **A:** Why are you so happy?
B: I've just booked us a trip abroad!'
4 **A:** Have they opened a space hotel yet?
B: No, they haven't done it yet.
5 **A:** You look very fit!
B: Well, I've just come back from a cycling trip.
6 He's already been to over fifty countries, but he hasn't been to the seaside yet!

2 Put the words in the correct order to make sentences.

1 restaurant / eaten / yet / haven't / I / this / at
I haven't eaten at this restaurant yet.
2 arrangements / I / the / made / have / already
I have already made the arrangements.
3 New Zealand / He / reached / just / has
He has just reached New Zealand.
4 London / yet / Have / to / moved / you / ?
Have you moved to London yet?
5 ferry / I / already / this / taken / have
I have already taken this ferry.
6 from / back / a / have / We / just / camping holiday / come
We have just come back from a camping holiday.
7 hasn't / yet / He / booking / changed / the
He hasn't changed the booking yet.
8 seen / sights / already / have / the / We
We have already seen the sights.

3 Choose the correct option.

1 I'm so excited! I've *already* / *just* won a holiday to Italy!
2 They're in Greece, but they haven't been to the beach *just* / *yet*.
3 We're late and our train has *already* / *yet* left.
4 Has Peter got his new passport *yet* / *just*?
5 Maria is ten, but she has *already* / *just* travelled to many countries.
6 Harry has *just* / *yet* bought his ticket for the ferry.
7 I've *already* / *just* booked my hotel. I did it two weeks ago.
8 We've *yet* / *just* had lunch at a great restaurant.

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8.2 Future with *will*

We use *will/won't* to make predictions based on our opinions, feelings or experiences:
*I think people **will travel** in time.*
***Will** climate change **destroy** the rainforests?*

Affirmative			Negative		
I/You/He/ She/It/We/ They	will	change.	I/You/He/ She/It/ We/They	won't (will not)	change.

Yes/No questions			Short answers
Will	I/you/he/ she/it/ we/they	change?	Yes, I/you/he/she/it/we/they will. No, I/you/he/she/it/we/they won't.

Wh- questions			
How	will	I/you/he/she/it/ we/they	change?

The future form of *can/can't* is *will/won't be able to*:
*Sixteen-year-olds **will be able** to vote in elections.*
*Cars **won't be able** to fly.*

We use *will* + *get/become* + comparative adjective to say that a situation is going to change:
*Rail travel **will become more popular**.*
*Things **won't get better**.*

1 Complete the short answers.

1 **A:** Do you think air pollution will get worse in the future?
B: Yes, __it will__ , I'm sure.
2 **A:** Will there be snowy winters in the future?
B: Yes, there will . Don't worry.
3 **A:** Will the climate become tropical all over the world?
B: No, __it won't__ .
4 **A:** Will people save water in the future?
B: No, they won't . People are too lazy.

2 Complete the sentences with the future forms of the words in the box.

(can come die disappear get learn make not be)

1 Scientists predict that the climate __will get__ warmer in the future.
2 Some islands will disappear under the sea.
3 Some people fear that there won't be enough clean water for everyone.
4 I believe that we will be able to solve the world energy problem.
5 Some animals __will die__ out before the end of the century.
6 Pollution in cities will make going for walks impossible.
7 Most energy will come from the sun or wind.
8 People will learn how to recycle better and produce less waste.

8.5 *be going to*

We use be going to to talk about future intentions and plans which may change:
*I***'m going to** *study Medicine.*
***Is** Meg **going to** invite me to her birthday party?*

Affirmative				Negative			
I	'm (am)	going to	travel.	I	'm not (am not)	going to	travel.
You/ We/ They	're (are)			You/ We/ They	aren't (are not)		
He/ She/It	's (is)			He/ She/It	isn't (is not)		

Yes/No questions				Short answers
Am	I	going to	travel?	Yes, I am. No, I'm not.
Are	you/ we/ they			Yes, you/we/they are. No, you/we/they aren't.
Is	he/ she/it			Yes, he/she/it is. No, he/she/it isn't.

Wh- questions				
Where	am	I	going to	travel?
	is	he/she/it		
	are	you/we/they		

1 Complete the sentences with the words in the box. There are two extra words.

(are aren't going is isn't 'm not to)

1 I'm going __to__ travel to the Amazon this summer.
2 My friend __is__ going to rescue sea turtles as a volunteer. It sounds exciting!
3 I'm __not__ going to do any birdwatching. I'm sure it's really boring.
4 She __isn't__ going to travel east. She's going to travel west!
5 I love the ocean, so I __'m__ going to travel to the Pacific next year.
6 **A:** __Are__ they going to go to university after school?
B: No, they aren't.

2 Complete the sentences with the words in brackets. Use the correct forms of *be (not) going to*.

1 We aren't going to visit (not visit) Cornwall this weekend.
2 How many trees are they going to cut down (they/cut down)?
3 We aren't going to see (not see) the Himalayas.
4 She is going to travel (travel) round Europe by car.
5 Are we going to visit (we/visit) any museums?
6 Are you going to swim (you/swim) in the ocean? That's amazing!
7 I 'm going to play (play) badminton with Anne this weekend. Why not join us?
8 My brother isn't going to buy (not buy) that tablet after all. It's too expensive.

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PREPOSITIONS

ALONG

along the river/road: *We took a walk along the river.* (7.6)

AT

at (eight) o'clock/a.m./p.m.: *The film starts at eight.* (2.4)
at a campsite: *You can stay at fantastic campsites for great prices.* (7.1)
at a hotel/restaurant: *Let's stay at this hotel.* (7.1)
at the meeting: *Phone a restaurant and order lunch for the people at the meeting.* (3.7)
at all : *They didn't practise at all.* (5.4)
at first: *At first he seemed strict, but now I really like him.* (6.7)
at home/school: *I stayed at home and watched television.* (1.1)
at least: *Will you at least say you're sorry?* (6.6)
at midnight/night/noon: *Peter often works at night.* (1.3)
at platform (six): *The Edinburgh train standing at platform six will depart in two minutes.* (7.3)
at sb's house: *We'll meet at Harry's house.* (2.7)
at school/university: *My sister's at Leeds University.* (5.1)
at the age of: *Jamie won his first tournament at the age of fifteen.* (5.1)
at the beginning/end (of): *At the beginning of each lesson, there is usually a revision exercise.* (1.7)
at the moment: *Julia's on holiday in Spain at the moment.* (3.5)
at the same speed: *They moved at the same speed.* (6.7)
at the same time: *How can you write and speak at the same time?* (6.2)
at the top of (a mountain): *At the top of the mountain, Hillary and Tenzing saw all the Himalayas.* (6.2)
at the weekend: *I like to play golf at the weekend.* (1.3)

BY

by bus/car/coach/plane/ship/train/ferry/boat: *I usually go to school by bus.* (7.1)
by courier: *I hope you are able to send the watch to me by courier.* (7.7)
by the sea: *We've bought a small summer house by the sea.* (7.1)

DURING

during the day: *Animals hide in the forest during the day.* (5.4)
during the week: *Do you have to go to bed by 10 p.m. during the week?* (4.5)

FOR

for (six) years: *When they are five, they go to primary school and they stay there for six years.* (5.1)
for dessert/dinner: *What are we having for dessert?* (2.1)
for free: *Kylie's fixing my car for free.* (8.5)
for hours: *We waited for the results for hours.* (3.1)
for lunch: *For lunch you can try traditional Thai dishes like pad thai.* (2.4)

FROM

from … to …: *The morning class is from 9 a.m. to 11 a.m.* (5.6)
from an early age: *She learnt English from an early age.* (5.5)
from home: *She works from home twice a week.* (3.1)
from the start: *They had problems from the start.* (3.1)

IN

in (2018): *Record breakers in 2018!* (4.2)
in a band: *My brother plays in a rock band.* (5.7)
in a canteen/hall/library: *We always meet up in the canteen after the first lesson.* (5.3)
in a city/continent/village/sea: *I live in New York.* (7.1)
in a desert: *I rode a camel in the Sinai Desert.* (7.2)
in the same way: *Make this drink the same way you make tea.* (8.4)
in a garage: *The photo shows two mechanics in a garage.* (3.6)
in a hotel/house/pub/shop/supermarket: *We stayed in a hotel.* (7.1)
in a lesson: *Tim fell asleep in the Maths lesson.* (5.3)
in a team: *I like working in a team.* (3.1)
in a zoo: *It seems they are unhappy in a zoo or lab.* (8.4)
in addition: *In addition, you need a lot of land to keep large farm animals, such as cows.* (8.7)
in an exam/a test: *How did you do in your exams?* (5.1)
in an hour: *Gerry should be home in an hour.* (1.4)
in (sixty) years' time: *Will people still use cars in sixty years' time?* (8.2)
in an office: *Sorry, Amy's not in her office today.* (5.2)
in danger: *It's very sad to read that these astonishing animals are in danger.* (8.4)
in English: *Write this email in English.* (1.3)
in fact: *In fact, it is a bit like meeting intelligent aliens.* (8.4)
in groups of (three): *Do this exercise in groups of three.* (5.4)
in half an hour: *I've got an exam in half an hour and I haven't got the time to do this.* (3.7)
in January/February/March, etc.: *She started working there in January.* (1.7)
in many ways: *Working at home makes sense in many ways.* (6.3)
in my opinion: *In my opinion, he made the right decision.* (8.7)
in proportion to: *Their brains are large in proportion to their body size.* (8.4)
in response to: *I am writing in response to your newspaper advert.* (7.7)
in the afternoon/evening/morning: *Classes start in the morning.* (1.3)
in the background: *In the background, you can see the school.* (3.6)
in the centre of: *The hotel is right in the centre of the village.* (1.5)
in the correct order: *After doing a short course, you work in teams to move materials in the correct order and build a structure.* (5.4)
in the countryside: *The festival is about wild food – food you find in the countryside.* (2.5)
in the crowd: *I saw Mary in the crowd.* (6.7)
in the emblem: *You can see it in the emblem of the province of Alberta, Canada.* (8.4)
in the fridge: *But there isn't any cheese or ham in the fridge.* (2.2)
in the house: *You waste energy when you turn on all the lights in the house.* (8.6)
in the last minute: *In the last minute, our best player, Terry, ran towards the goal line with the ball, but after a few minutes he fell.* (6.7)
in the mountains: *I'm going to ride ponies for free in the mountains.* (8.3)
in the night sky: *When it's dark, you learn to identify different stars, constellations (groups of stars) and other objects in the night sky.* (5.4)

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in the north of: *Ivrea is a town in the north of Italy.* (2.5)
in the ocean: *I like swimming in the ocean.* (8.4)
in the park: *Let's go for a walk in the park.* (1.4)
in the photo: *In the photo, you can see a group of teenagers.* (3.6)
in the rain: *It can be fun in good weather, but imagine two weeks of swimming and sailing in the rain!* (6.1)
in the summer: *In the summer, I usually go kayaking or sailing with my parents.* (6.1)
in the village/city: *I work with local teachers and we teach young children in the village.* (3.3)
in the world: *You're the best dad in the world.* (2.4)

ON

on a boat: *He's on a boat in the middle of the lake.* (2.4)
on a bus/train/plane: *I always read newspapers on the train.* (7.1)
on a trip: *What was the most amazing thing on the trip?* (7.1)
on a/your computer/laptop/tablet: *I've got all my photos on my laptop.* (1.2)
on the phone: *She is talking to Sarah on the phone.* (3.2)
on both sides: *Fry the pancake on both sides.* (2.3)
on Facebook/YouTube: *In the evening, I post the best photos on Facebook.* (1.3)
on holiday: *I saw lions when I was on holiday in Africa.* (1.3)
on Monday (etc.) afternoon/evening/morning: *Let's go out for a meal on Monday afternoon.* (1.3)
on Monday/Tuesday/Wednesday, etc.: *It rained on Monday.* (1.3)
on TV: *They appeared on television in Guatemala.* (1.3)
on the beach: *In summer, we play volleyball on the beach.* (7.1)
on the board: *Write the correct answer on the board.* (3.2)
on the corner: *The theatre is on the corner of Park Street and Green Road.* (7.6)
on the Internet: *I read books, magazines or things on the Internet.* (1.3)
on the sports field: *When it rains, we don't have PE classes on the sports field.* (5.3)
on the/your left/right: *It's the first door on your left.* (3.6)
on time (for): *In Japan the trains are always on time.* (5.1)
on top (of): *The cake was burnt on top.* (2.2)
on a weekday: *I always get up at six on weekdays.* (1.2)
on the way back: *I know but I can get them on the way back from school.* (2.1)
on a planet: *And all because we humans don't protect the environment on our planet.* (8.4)
on the map: *I can't find this place on the map.* (7.6)
on earth: *What is the longest river on earth?* (8.4)
on a day: *On a normal day, Mum gets up first, takes the dog out and buys fresh rolls for breakfast.* (1.4)
on (date): *I was a guest at the hotel on 21 July in room 219 and I believe that I left my watch on the table next to the bed.* (7.7)

PREPOSITIONS AFTER ADJECTIVES

be afraid of: *Small children are afraid of the dark.* (5.2)
be bad for: *Sweets are bad for your teeth.* (8.1)
be busy with: *My weekends are busy with football.* (1.3)
be close to: *The house is close to the beach.* (5.2)
be difficult for: *But they are so different from humans that it is difficult for us to understand their intelligence.* (8.4)
be late for: *Peggy was late for school.* (5.1)
be famous for: *France is famous for its wine.* (5.5)
be generous with (money/time): *Jim is very generous with his time.* (4.4)
be good at: *Andrea is good at languages.* (5.5)
be good for: *Green vegetables are good for you.* (1.3)
be interested in: *Lisa is interested in law.* (1.5)
be popular with: *It's cheap and popular with local people as well as tourists.* 2.4
be ready for: *I don't think Joey is ready for school yet.* (3.1)
be responsible for: *The airline is responsible for the safety of its passengers.* (3.4)
be rubbish at: *I'm rubbish at Maths.* (3.3)
be scared of: *She's scared of flying.* (5.2)
be sorry for: *I'm sorry for the trouble.* (3.7)
be wrong with: *What's wrong with this phone?* (6.2)

PREPOSITIONS AFTER NOUNS

advice about: *She gave me advice about what to see in New York.* (6.6)
classes for (children/adults/all age groups): *The company trains thousands of certified instructors, runs classes for all age groups, sells music, training videos and clothes.* (6.4)
danger to: *Illegal hunting is a danger to wildlife.* (8.2)
help with a matter: *Thank you for your help with this matter.* (7.7)
information about: *I'd like some information about the ticket prices.* (4.7)
plans for: *What plans have you got for your summer holidays?* (5.7)

PREPOSITIONS AFTER VERBS

arrive in/at (a place): *This train is now arriving at platform three and not platform four as originally announced.* (7.3)
ask about: *Visitors usually ask about the history of the castle.* (4.1)
ask for: *Some people don't like to ask for help.* (2.1)
be interested in: *She isn't interested in technology!* (1.6)
be into: *I'm really into folk music.* (6.3)
borrow from: *You can borrow six books a month from the library.* (5.3)
cheat in exams: *In some countries, it is illegal to cheat in exams.* (5.2)
choose from: *You can choose from three different cars.* (5.6)
do badly/well in a test: *Next week they will send the results and I will know if I did well in the test.* (5.1)
download a podcast to your phone: *No, but you can download a podcast to your phone.* (5.6)
enquire about: *I am writing to enquire about your special offers.* (7.7)
escape/run away from: *They can use tools and solve problems: for example, open bottles to get food, or use clever strategies to escape from an aquarium.* (8.4)
get into a car: *He got into a car and drove to the city.* (7.1)
get off (a bus/plane/train): *Let's get off the bus at the next stop.* (7.1)
get off a bike: *If there are a lot of people in the park, you should get off your bike.* (7.1)
get on (a bus/plane/train/boat/bike): *She got on the bus at Clark Street.* (7.1)
get out of a car: *Carla got out of her car and ran quickly to the cinema.* (7.1)
get out of bed in the morning: *He gets out of bed and asks, 'Where's my purple shirt?'* (1.4)
go across (a road/street): *Go across the road.* (7.6)
go by bus: *Meet your tour guide at 11 a.m. and go by bus to*

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the floating market. (2.4)
go for a walk/coffee: *In good weather, we just go for a walk.* (1.1)
go for a jog/run: *When we go for a jog, he runs up to every dog we meet.* (4.1)
go for a swim: *I take the children for a swim.* (1.4)
go on a date: *For me, going on your first date is really important.* (4.3)
go on (a) holiday: *When we go on holiday, my parents always make all the arrangements like booking a hotel or a flight.* (7.1)
go on a package tour: *I usually go on a package tour and visit some cities, top tourist sights and museums.* (7.1)
go on an excursion: *We relaxed on the beach and went on excursions to see some amazing Roman ruins.* (7.1)
go on the Internet: *In my free time, I usually go on the Internet.* (1.3)
go out of a café: *Go out of the café and turn left.* (7.6)
go to the cinema/gym/park: *When the weather's bad we go to the gym or the cinema.* (1.1)
go to a concert: *Have you ever been to a concert?* (7.2)
go to bed: *When I go to bed, Mum still sits down and types on her laptop.* (1.4)
go to museums/the gym: *At weekends, I usually go to the gym, Fred goes to museums and Mum visits her friends, but we also spend time together.* (1.4)
invite to: *He invited me to the meeting.* (1.7)
know about: *He knows a lot about cars.* (5.5)
learn about: *We only learnt about the accident later.* (3.3)
learn about yourself: *You learn a new language, you meet people who are different from you, and you learn so much about yourself.* (3.3)
learn Spanish from a friend: *Before going to Spain, try to learn Spanish from your friend.* (3.3)
lie/sit on the sofa: *Fred says she has an easy job: she just lies on the sofa and thinks, then gets up in the evening and says she's tired.* (1.4)
listen to: *Have you listened to those CDs yet?* (1.1)
live with: *Do you live with your parents?* (1.6)
match to/with: *Match the words on the left with the meanings on the right.* (1.3)
pay for: *How much did you pay for this watch?* (2.4)
phone on (a number/their mobile): *Please confirm by phoning me on my mobile.* (7.7)
play for: *Garcia plays for the Hornets.* (6.1)
play jokes on: *I love telling jokes and he loves playing jokes on me.* (4.1)
prepare for: *I haven't even begun to prepare for tomorrow's test.* (3.5)
reply to: *Please reply to this email.* (7.7)
revise for an exam: *What do you do to revise well for an exam?* (5.1)
spend time at home: *Do you like to spend time at home or go out?* (1.3)
spend time in my room: *I often spend time in my room and read.* (1.1)
spend time with friends/family: *I think people are happier when they spend time with their friends and family.* (1.1)
stay at home: *When we go to school, Mum stays at home and writes.* (1.4)
stay at/in a hotel/bed and breakfast/youth hostel/guesthouse/campsite: *We stayed at the B&B for three nights.* (7.1)
stay for (a time): *I'd like to stay for three nights.* (7.3)
stay with: *She's going to stay with her cousin in Wales.* (8.5)
take part in: *About 400 students took part in the protest.* (5.4)
talk about (films/sport/books/people): *My friends and I often talk about books.* (1.1)
talk to: *I'd like to talk to you in private about your son.* (1.1)
teach Spanish to children: *Mary wants to be a teacher and teach Spanish to small children.* (3.3)
teach them about Spain: *It's good to teach students about Spain when they want to study Spanish.* (3.3)
teach them to make bread: *He teaches them to make bread.* (3.3)
tell about: *Can you tell John about the party?* (1.1)
thank for: *Thank you for inviting me to your home.* (1.7)
think about/of: *Have you thought about which subjects you want to study at university?* (1.1)
train for: *Brenda spends two hours a day training for the marathon.* (5.1)
turn into (a road/street): *Turn into King's Road.* (7.6)
walk along (a road/street): *Walk along Green Street.* (7.6)
walk past: *On my way to school, I walk past the supermarket.* (7.6)
work as (an engineer): *He works as a construction engineer.* (3.5)
work for: *He works for a law firm.* (3.1)
work from home: *Many people are able to work from home.* (3.1)
work in (a company/restaurant/hospital/school/supermarket/shop/café): *My parents work in a big company.* (3.1)
work in a team: *She sometimes works in a team with others.* (3.1)
work on a project/the details: *Then I draw the plans on my computer and work on the details.* (3.1)
work with children/people: *Volunteers work with children and adults.* (3.1)
work with your hands: *I like working with my hands and it's great to work outside.* (3.1)

OTHER

because of: *The ice in the Arctic is melting because of global warming.* (5.5)
between: *It's between the station and the hotel.* (7.6)
first of all: *First of all, there is a lot of waste when we produce meat.* (8.7)
for example: *The most popular stars on social media are pop stars, for example Katy Perry, Selena Gomez, Ariana Grande or Shakira.* (2.5)
next to: *I sat next to a really nice lady on the plane.* (7.6)
opposite: *The Town Hall is in Shakespeare Road opposite the park.* (7.6)
straight on: *Go straight on.* (7.6)
under water: *After doing a short course, you work in teams to move materials in the correct order and build a structure – all under water.* (5.4)
up to (ten people): *Up to ten people can go in the elevator at one time.* (7.5)

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PHRASAL VERBS, DAYS OF THE WEEK AND MONTHS

PHRASAL VERBS

Use a dictionary to translate the phrasal verbs into your language.

agree with – _____ : *I agree with Karen. It's much too expensive.* (8.7)
ask for – _____ : *Follow the instructions below to ask for a new haircut.* (4.5)
believe in – _____ : *Do you believe in ghosts?* (4.1)
build up – _____ : *Beto Perez built up his Zumba® business in the USA.* (6.4)
care about – _____ : *It's a great way to show you care about climate change.* (6.3)
check in – _____ : *Check in two hours before the flight.* (7.3)
come in – _____ : *There was a woman in a wedding dress, and lots of runners came in different animal costumes.* (6.7)
concentrate on – _____ : *I want to concentrate on my career for a while.* (5.4)
die out – _____ : *The last wolves in this area died out 100 years ago.* (8.2)
dress up (as) – _____ : *She dressed up as a witch for Halloween.* (6.7)
fall in love (with) – _____ : *I think falling in love or buying your first flat are important … but for me, at the moment, all that is less important than learning* (4.3)
fall off (a bike) – _____ : *The man fell off his bike and broke his leg.* (6.2)
find out – _____ : *We never found out her name.* (5.4)
get in – _____ : *And how much does it cost to get in?* (5.6)
get on (a boat) – _____ : *Then, get on a boat and travel back through the market for the return journey.* (2.4)
get on (with) – _____ : *Both pop and rock fans are friendly and easy to get on with.* (4.4)
get out (of bed) – _____ : *Mum wakes up Fred. He gets out of bed and asks, 'Where's my purple shirt?'* (1.4)
get up – _____ : *I have to get up at six tomorrow.* (1.2)
go away – _____ : *When people spend many hours at work, or when they are going away, they phone our company.* (3.4)
go out – _____ : *Are we going out tomorrow?* (1.1)
go round – _____ : *It takes a long time to go round this market.* (2.4)
hang out (with sb) – _____ : *They hang out together.* (4.2)
look after – _____ : *We look after his children after school.* (1.4)
look at – _____ : *'It's time to go,' said Patrick looking at his watch.* (3.2)
look for – _____ : *He's looked for the file, but hasn't found it.* (8.6)
look forward to (doing sth) – _____ : *I look forward to hearing from you.* (7.7)
move around – _____ : *Do you move around a lot in classes?* (5.4)
put up (a tent) – _____ : *You must put up your tent, collect wood for a fire and cook your food.* (5.4)
run away from – _____ : *Toby ran away from home at the age of fourteen.* (8.4)
scare away – _____ : *Or it can look like a dangerous animal, such as a sea snake, and scare an attacker away.* (8.4)
sit down – _____ : *Some days I don't get to sit down and rest for six or eight hours. And it's not a well-paid job.* (1.4)
stop over – _____ : *The plane stops over in Dubai on the way to India.* (7.3)
take (the dog) out for a walk – _____ : *On a normal day, Mum gets up first, takes the dog out and buys fresh rolls for breakfast.* (1.4)
throw away – _____ : *Buy less and throw less rubbish away.* (8.7)
turn on/off – _____ : *Turn off the tap when you clean your teeth.* (8.6)
wake up – _____ : *I woke up at five this morning.* (1.4)
write down – _____ : *Think about adjectives to describe parts of the face and write down as many as you can in one minute.* (1.1)

DAYS OF THE WEEK 1.14

Monday
Tuesday
Wednesday
Thursday
Friday
Saturday
Sunday

MONTHS 1.15

January
February
March
April
May
June
July
August
September
October
November
December

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PRONOUNS AND NUMERALS

SUBJECT, OBJECT AND POSSESSIVE PRONOUNS, POSSESSIVE ADJECTIVES

Subject pronouns	Object pronouns	Possessive pronouns	Possessive pronouns (no noun)
I'm a student.	Come with **me**.	It's **my** house.	It's **mine**.
Have **you** got a cat?	I like **you**.	It's **your** bike.	It's **yours**.
He works at home.	Can you help **him**?	It's **his** book.	It's **his**.
She's been to Prague.	Listen to **her**.	It's **her** room.	It's **hers**.
Is **it** a famous city?	I can't find **it**.	Oxford (= it) is famous for **its** university.	—
We live in Poland.	Wait for **us**.	It's **our** tablet.	It's **ours**.
You can't sit here.	Can I talk to **you**?	It's **your** car.	It's **yours**.
Are **they** working?	Do you know **them**?	It's **their** money.	It's **theirs**.

DEMONSTRATIVE, QUESTION AND RELATIVE PRONOUNS

Demonstrative pronouns		Question pronouns	Relative pronouns
Singular	Plural		
this that	these those	What? Who? Whose? Which? Where? When? Why? How? (How often? How long? How far? How much? How many?)	who which that whose when where

CARDINAL NUMBERS 1.5

1 – one	20 – twenty
2 – two	21 – twenty-one
3 – three	22 – twenty-two
4 – four	23 – twenty-three
5 – five	24 – twenty-four
6 – six	25 – twenty-five
7 – seven	26 – twenty-six
8 – eight	27 – twenty-seven
9 – nine	28 – twenty-eight
10 – ten	29 – twenty-nine
11 – eleven	30 – thirty
12 – twelve	40 – forty
13 – thirteen	50 – fifty
14 – fourteen	60 – sixty
15 – fifteen	70 – seventy
16 – sixteen	80 – eighty
17 – seventeen	90 – ninety
18 – eighteen	100 – one/a hundred
19 – nineteen	101 – one/a hundred and one
	1,000 – one/a thousand
	2,000 – two thousand

ORDINAL NUMBERS

first (1st)	twentieth (20th)
second (2nd)	twenty-first (21st)
third (3rd)	twenty-second (22nd)
fourth (4th)	twenty-third (23rd)
fifth (5th)	twenty-fourth (24th)
sixth (6th)	twenty-fifth (25th)
seventh (7th)	twenty-sixth (26th)
eighth (8th)	twenty-seventh (27th)
ninth (9th)	twenty-eighth (28th)
tenth (10th)	twenty-ninth (29th)
eleventh (11th)	thirtieth (30th)
twelfth (12th)	fortieth (40th)
thirteenth (13th)	fiftieth (50th)
fourteenth (14th)	sixtieth (60th)
fifteenth (15th)	seventieth (70th)
sixteenth (16th)	eightieth (80th)
seventeenth (17th)	ninetieth (90th)
eighteenth (18th)	hundredth (100th)
nineteenth (19th)	hundred and first (101st)

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PREFIXES

Common prefixes

Prefix	Examples
co- (=with, together)	co-workers
dis-	disagree, dislike
im-	impossible
in-	incomplete, informal
inter- (=between)	international, intercontinental
ir-	irregular
non-	non-professional
re- (=again)	rewrite, retake
un-	unsociable, unkind

SUFFIXES

Noun suffixes

Suffix	Examples
-ment	government, equipment
-ion/-tion/-sion	protection, decision
-ation/-ition	information, audition
-ence/-ance	experience, entrance
-ity	activity, speciality
-ness	fitness, business
-ing	training, acting
-al	musical, trial
-age	postage, package
-y	difficulty, bakery
-ure	adventure, nature
-er/-or	player, actor
-ist	journalist, receptionist
-ant/-ent	assistant, student
-an/-ian	Italian, vegetarian
-ee	comittee

Adjective suffixes

Suffix	Examples
-al	environmental, traditional
-ic	energetic, specific
-ive	creative, expensive
-ful	successful, cheerful
-ous	poisonous, generous
-y	healthy, funny
-ly	lovely, friendly
-able/-ible	sociable, responsible
-ed	interested, excited
-ing	boring, exciting
-ern	southern, western

Verb formation

Suffix	Examples
-ise/ize (Am.E.)	realise, revise
-en	broaden
-ify	identify

Adverb suffixes

Suffix	Examples
-ly	badly, finally

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IRREGULAR VERBS

Infinitive	Past Simple	Past Participle
be [biː]	was/were [wɒz/wɜː]	been [biːn]
become [bɪ'kʌm]	became [bɪ'keɪm]	become [bɪ'kʌm]
begin [bɪ'gɪn]	began [bɪ'gæn]	begun [bɪ'gʌn]
break [breɪk]	broke [brəʊk]	broken ['brəʊkən]
bring [brɪŋ]	brought [brɔːt]	brought [brɔːt]
build [bɪld]	built [bɪlt]	built [bɪlt]
burn [bɜːn]	burned [bɜːnd]/ burnt [bɜːnt]	burned [bɜːnd]/ burnt [bɜːnt]
buy [baɪ]	bought [bɔːt]	bought [bɔːt]
catch [kætʃ]	caught [kɔːt]	caught [kɔːt]
choose [tʃuːz]	chose [tʃəʊz]	chosen ['tʃəʊzn]
come [kʌm]	came [keɪm]	come [kʌm]
cost [kɒst]	cost [kɒst]	cost [kɒst]
cut [kʌt]	cut [kʌt]	cut [kʌt]
dig [dɪg]	dug [dʌg]	dug [dʌg]
do [duː]	did [dɪd]	done [dʌn]
draw [drɔː]	drew [druː]	drawn [drɔːn]
dream [driːm]	dreamed [driːmd]/ dreamt [dremt]	dreamed [driːmd]/ dreamt [dremt]
drink [drɪnk]	drank [dræŋk]	drunk [drʌnk]
drive [draɪv]	drove [drəʊv]	driven ['drɪvn]
eat [iːt]	ate [et]	eaten ['iːtn]
fall [fɔːl]	fell [fel]	fallen ['fɔːln]
feed [fiːd]	fed [fed]	fed [fed]
feel [fiːl]	felt [felt]	felt [felt]
fight [faɪt]	fought [fɔːt]	fought [fɔːt]
find [faɪnd]	found [faʊnd]	found [faʊnd]
fly [flaɪ]	flew [fluː]	flown [fləʊn]
forget [fə'get]	forgot [fə'gɒt]	forgotten [fə'gɒtn]
forgive [fə'gɪv]	forgave [fə'geɪv]	forgiven [fə'gɪvn]
get [get]	got [gɒt]	got [gɒt]
give [gɪv]	gave [geɪv]	given ['gɪvn]
go [gəʊ]	went [went]	gone [gɒn]/ been [biːn]
grow [grəʊ]	grew [gruː]	grown [grəʊn]
have [hæv]	had [hæd]	had [hæd]
hear [hɪə]	heard [hɜːd]	heard [hɜːd]
hide [haɪd]	hid [hɪd]	hidden ['hɪdn]
hit [hɪt]	hit [hɪt]	hit [hɪt]
hold [həʊld]	held [held]	held [held]
hurt [hɜːt]	hurt [hɜːt]	hurt [hɜːt]
keep [kiːp]	kept [kept]	kept [kept]
know [nəʊ]	knew [njuː]	known [nəʊn]
lead [liːd]	led [led]	led [led]
learn [lɜːn]	learned [lɜːnd]/ learnt [lɜːnt]	learned [lɜːnd]/ learnt [lɜːnt]
leave [liːv]	left [left]	left [left]

Infinitive	Past Simple	Past Participle
lend [lend]	lent [lent]	lent [lent]
let [let]	let [let]	let [let]
lie [laɪ]	lay [leɪ]	lain [leɪn]
light [laɪt]	lit [lɪt]	lit [lɪt]
lose [luːz]	lost [lɒst]	lost [lɒst]
make [meɪk]	made [meɪd]	made [meɪd]
mean [miːn]	meant [ment]	meant [ment]
meet [miːt]	met [met]	met [met]
pay [peɪ]	paid [peɪd]	paid [peɪd]
put [pʊt]	put [pʊt]	put [pʊt]
read [riːd]	read [red]	read [red]
ride [raɪd]	rode [rəʊd]	ridden ['rɪdn]
ring [rɪŋ]	rang [ræŋ]	rung [rʌŋ]
run [rʌn]	ran [ræn]	run [rʌn]
say [seɪ]	said [sed]	said [sed]
see [siː]	saw [sɔː]	seen [siːn]
sell [sel]	sold [səʊld]	sold [səʊld]
send [send]	sent [sent]	sent [sent]
set [set]	set [set]	set [set]
shine [ʃaɪn]	shone [ʃɒn]	shone [ʃɒn]
show [ʃəʊ]	showed [ʃəʊd]	shown [ʃəʊn]
shut [ʃʌt]	shut [ʃʌt]	shut [ʃʌt]
sing [sɪŋ]	sang [sæŋ]	sung [sʌŋ]
sit [sɪt]	sat [sæt]	sat [sæt]
sleep [sliːp]	slept [slept]	slept [slept]
smell [smel]	smelled [smeld]/ smelt [smelt]	smelled [smeld]/ smelt [smelt]
speak [spiːk]	spoke [spəʊk]	spoken ['spəʊkən]
spend [spend]	spent [spent]	spent [spent]
spill [spɪl]	spilled [spɪld]/ spilt [spɪlt]	spilled [spɪld]/ spilt [spɪlt]
stand [stænd]	stood [stʊd]	stood [stʊd]
steal [stiːl]	stole [stəʊl]	stolen ['stəʊlən]
swim [swɪm]	swam [swæm]	swum [swʌm]
take [teɪk]	took [tʊk]	taken ['teɪkən]
teach [tiːtʃ]	taught [tɔːt]	taught [tɔːt]
tear [teə]	tore [tɔː]	torn [tɔːn]
tell [tel]	told [təʊld]	told [təʊld]
think [θɪŋk]	thought [θɔːt]	thought [θɔːt]
throw [θrəʊ]	threw [θruː]	thrown [θrəʊn]
understand [ˌʌndə'stænd]	understood [ˌʌndə'stʊd]	understood [ˌʌndə'stʊd]
wake [weɪk]	woke [wəʊk]	woken ['wəʊkən]
wear [weə]	wore [wɔː]	worn [wɔːn]
win [wɪn]	won [wʌn]	won [wʌn]
write [raɪt]	wrote [rəʊt]	written ['rɪtn]

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Workbook answer key

0.1 In class

Exercise 1
1 read
2 text
3 page
4 speak
5 English
6 English
7 lessons
8 repeat
9 write
10 words
11 notebook
12 work
13 pairs
14 work
15 friend

Exercise 2
1a Listen
1b choose
2a Read
2b complete
3a Work
3b Ask
4 Match
5 repeat

Exercise 3
Conversation 1:
1 Don't tick
2 Underline
3 Don't talk
4 Ask
5 Don't ask
Conversation 2:
1 Listen
2 put
3 Don't write
4 Listen
5 repeat
Conversation 3:
1 Work
2 Think
3 Don't tell
4 Don't say
5 don't speak

Exercise 4
1 sit down
2 Look
3 Don't look
4 Don't use
5 use
6 check
7 open

Exercise 5
1d Let's close
2a Let's buy
3b let's do
4c let's go
5e Let's watch

0.2 I'm from …

Exercise 1
1 Turkish
2 French
3 Sweden
4 Vietnamese
5 Greece
6 Hungarian
7 Japanese
8 Irish

Exercise 2
1 eighteen
2 twenty-two
3 thirty-eight
4 fifty-one
5 twelve
6 five
7 seventy-three
8 sixty-nine

Exercise 3
Conversation 1:
a He's (is) sixteen.
b Where is he from?
c He's (is) from the USA.
Conversation 2:
a Henri and Claudia are French teachers.
b How old are they?
c Are they from Paris?
d No, they aren't. e They're (are) from Lille.
Conversation 3:
a Carla and I are from Spain.
b Are you from Madrid?
c No, we aren't.
d We're (are) from Barcelona.
e How old are you?
f I'm (am) eighteen and Carla is seventeen.

Exercise 4
Across
2 Spanish
4 Greek
6 Australian
9 Swiss
10 French
Down
1 Portuguese
3 Polish
4 German
5 Jamaican
7 Italian
8 Czech

Exercise 5
1 Polish (football)
2 Swiss (tennis)
3 Jamaican (athletics)
4 Spanish (tennis)
5 Portuguese (football)
6 Greek (tennis)
7 French (football)
8 German (motor racing)
9 Italian (football)
10 Czech (tennis)

0.3 Favourites

Exercise 1
1 ugly
2 slow
3 terrible
4 small
5 new

Exercise 2
1 orange
2a pink
2b red
3 brown
4 black
5 yellow
6 white
7 grey
8a green
8b purple

Exercise 3
1 photos
2 T-shirt
3 beanbag
4 headphones
5 skateboard
6 sunglasses
7 watch

Exercise 4
a those
b those
c This
d these
e these
f that
1 men
2 women
3 posters
4 comics
5 photos
6 watches

Exercise 5
1 It's
2 Those
3 They're
4 new
5 fantastic
6 big
7 posters
8 that's
9 these

0.4 My family

Exercise 1
1 sister
2 daughter
3 husband's
4 uncle
5 cousin
6 brother
7 grandmother

Exercise 2
1 My
2 you
3 I'm
4 your
5 they
6 His
7 Her
8 you're
9 They're
10 She's
11 we're
12 We
13 our

Exercise 3
1a Where
2a What
3a Who
4a Where
5a Who

Exercise 4
1b mum's
2b boys'
3b sister's
4b grandparents'
5b Steve's

Exercise 5
Students' own answers.

Exercise 6
1 What are your cousins' names?
2 Who is your best friend?
3 What is your favourite band?
4 What is your favourite sport?
5 What colour are your dad's eyes? / *Students' own answers.*

0.5 Abilities

Exercise 1
1 use
2 sing
3 dance
4 cook
5 paint
6 play
7 draw
8 Run
9a swim
9b ski

Exercise 2
1a Can you cook?
1b No, I can't.
2a What can your sister do?
2b She can dance.
3a Can your sister cook?
3b No, she can't.
4a Can your parents cook?
4b Yes, they can.
5a Can your parents paint?
5b No, they can't.

Exercise 3
1 Your sister can dance but she can't cook.
2 Your parents can cook and they can dance.
3 Your parents can cook but they can't paint.
4 Your parents can dance but you can't dance.
5 Your parents and your sister can dance but they can't paint.
6 Your sister can't paint and she can't cook.

Exercise 4
1 can
2 can
3 can't
4 and
5 can
6 can't
7 can't
8 but

Exercise 5
1 Can you dance the waltz?
2 Can you play Cyberpunk?
3 Can you sing Adele's songs?
4 Can you speak Esperanto?
5 Can you swim across the Atlantic? / *Students' own answers.*

0.6 At home

Exercise 1
1 armchair
2 sofa
3 bath
4 sink
5 dishwasher
6 fridge
7 cooker
8 lamp
9 window
10 carpet
11 desk
12 table
13 wardrobe
14 bed
15 walls
16 posters

Exercise 2
1 between
2 above
3 in front of
4 on
5 under
6 next to
7 in
8 opposite

Exercise 3
1 there is
2 there is (there's)
3 Is there
4 There are
5 Is there
6 there isn't
7 there is (there's)
8 Are there
9 there aren't

Exercise 4
1 in
2 on
3 in front of
4 behind
5 Next to
6 between
7 opposite
8 under
9 above

Exercise 5
1 Is there a fridge? Yes, there is.
2 Is there a sink? No, there isn't.
3 Are there beds? No, there aren't.
4 Are there tables? Yes, there are.
5 Is there a lamp? Yes, there is.
6 Is there a woman? No, there isn't.

0.7 Gadgets

Exercise 1
1 player
2 reader
3 stick
4 phone
5 console
6 player
7 –
8 phone

Exercise 2
1 My sister has got
2 Have you got
3 No, I haven't
4 I've got
5 have you got
6 it has got
7 my dad has got
8 Has your mum got
9 No, she hasn't
10 I haven't got
11 you have got
12 Have you got
13 Yes, I have
14 I haven't got

Exercise 3

A	E	L	O	S	N	O	C	S	E	M	A	G	M
	R									R		E	M
		E							E		M	R	O
			M					D		O	T	E	B
E				A			A		R		A	Y	I
	N				C	E	A	Y			B	A	L
		O			R	L	S	Y			L	L	E
			H	K		T	A				E	P	P
			O	P	I			T			T	3	H
		O		C	T				I			P	O
	B		K			R				G		M	N
E	P	O	T	P	A	L	A				I		E
								M				D	
									S				

0.8 Times and dates

Exercise 1
1 Wednesday
2 Saturday
3 Sunday
4 Monday
5 Tuesday
6 Friday

Exercise 2
1a quarter past nine
1b fifth
1c March
2a quarter to twelve
2b seventh
2c July
3a twenty-five past ten
3b fifteenth
3c November
4a twenty-five to nine
4b twenty-first
4c June
5a ten past six
5b thirtieth
5c January
6a ten to five
6b twenty-second
6c April

Exercise 3
1 September
2 eighth
3 summer
4 October
5 autumn
6 winter
7 twenty-fifth
8 December
9 thirty-first
10 February
11 second
12 spring
13 sixth
14 twelfth

Exercise 4
1 March
2 April
3 May
4 autumn
5 summer
6 winter
7 spring
8 September
9 October
10 November

Exercise 5
1 the twenty-first of April
2 the twenty-fourth of June
3 the seventh of July
4 the eighth of August
5 the twenty-fifth of October
6 the tenth of December

Exercise 6
1 nineteen ninety-nine
2 two thousand
3 two thousand and two
4 twenty nineteen
5 twenty twenty-one

1.1 Vocabulary

Exercise 1
1 play
2 listen
3 watch
4 read
5 read
6 go
7 have
8 listen

Exercise 4
1 this
2 That
3 those
4 these
5 have got
6 hasn't got
7 can
8 can't
9 There are
10 haven't got

Exercise 2
1 play
2 have
3 play
4 go
5 go
6 play
7 have
8 go
9 have
10 play
11 play

Exercise 3
1a have
1b fun
2a have
2b good time
3a play
3b sports
4a plays
4b drums
5a play
5b piano
6a play
6b chess
7a go
7b shopping centre
8a go
8b party
9a go
9b cinema
10a go
10b out
11a play
11b video games
12a have
12b party

Exercise 4
1 read
2 visit
3 watch
4 read
5 watch
6 spend
7 watch
8 read

Exercise 5
1 in
2 to
3 with
4 for
5 about
6 at
7 with

Exercise 6
1 Ø
2 a
3 the
4 Ø
5 a
6 the
7 a
8 Ø
9 Ø
10 the
11 the
12 a

Exercise 7
1 B
2 A
3 B
4 C
5 A
6 C
7 A
8 B
9 B
10 A

1.2 Grammar

Exercise 1
1 drink
2 go
3 writes
4 reads
5 plays
6 loves

Exercise 2
1 has
2 goes
3 plays
4 watches
5 likes
6 reads
7 listens
8 doesn't play
9 doesn't like
10 loves

Exercise 3
Conversation 1:
1 don't listen
2 listen
3 listens
Conversation 2:
1 watches
2 watches
3 don't watch
4 watch
Conversation 3:
1 likes
2 likes
3 doesn't like
4 don't like

Exercise 4
1 Mark often goes to a party on Fridays.
2 I read things on the Internet every day.
3 My sister doesn't play a musical instrument.
4 My dad doesn't like shopping.
5 I often visit my grandparents at the weekend.
6 Susan always goes to the park on Sunday.
7 Louise usually goes to the cinema on Saturdays.
8 My mum goes shopping every Saturday.

Exercise 5
1 always watches
2 doesn't do
3 are often
4 is never
5 often goes
6 doesn't like

1.3 Listening Language Practice

Exercise 1
1 What's your
2 Can you describe your
3 What do you

Exercise 2
a run
b coach
c take
d look at
e post
f comment

Exercise 3
1 run
2 take
3 look at
4 post
5 comment
6 coach

Exercise 4
1 A
2 B
3 A
4 B

Exercise 5
1 on
2 on
3 At
4 in
5 on
6 at
7 at
8 in
9 at
10 in
11 at
12 on
13 On
14 on

1.4 Reading

Exercise 1
C

Exercise 2
1 B
2 A
3 C
4 A
5 C
6 C

Exercise 3
1 tears
2 advance
3 most
4 off
5 from
6 side

Exercise 4
1 Elizabeth is a mother of three children.
2 This is the last week of school.
3 Saturday is my favourite day of the week.
4 This is the skateboard of my dreams.

Exercise 5
1 first
2 wake
3 up
4 get
5 wash
6 after
7 out
8 fall
9 late

Exercise 6
1 to
2 on
3 for
4 out of
5 for
6 on
7 to
8 to

1.5 Grammar

Exercise 1
1 Are
2 Where
3 Is
4 Who
5 How
6 When

Exercise 2
1 do
2 does
3 Do
4 do
5 Do
6 Do
7 do
8 does
9 Do
10 Do

Exercise 3
Conversation 1:
1 Yes, she does
2 What does she do
3 Does she go
4 No, she doesn't
Conversation 2:
1 Do you and Will like
2 No, we don't
3 What do you do
4 Do you like shopping
5 Yes, I do

Exercise 4
1 What/Which
2 How many
3 When/What time
4 What
5 What kind
6 Do you play
7 Who

Exercise 5
1 Does Jake live
2 do you watch
3 does Amy speak
4 Does Karl have
5 does your mum like
6 do Ellen and Sonia go

1.6 Speaking

Exercise 1
Students' own answers.

Exercise 2
1 e
2 b
3 a

Exercise 3
1 I always go on Saturday afternoon
2 I like comedies – films that make me laugh
3 I love Ben Stiller
4 The one I like best is called The Royal Tenenbaums
5 I don't like them very much
6 I don't know it

Exercise 4
1 kind
2 lot
3 much
4 hate
5 Who
6 think
7 stand
8 tattoos
9 prefer
10 brilliant/brave

1.7 Writing

Exercise 1
1 C
2 B
3 B
4 A
5 C
6 C

Exercise 2
1 don't
2 it's
3 I've
4 don't
5 It's
6 she's
7 doesn't

Exercise 3
1 interested
2 it
3 in
4 Say
5 soon
6 Have
7 All

1.8 Exam Speaking

Tasks 1–3
Students' own answers.

1.9 Self-check

Exercise 1
1 f
2 d
3 b
4 h
5 a

Exercise 2
1 On
2 at
3 on
4 in
5 at

Exercise 3
1 get
2 look
3 go
4 have
5 go

Exercise 4
1 We are always tired after school.
2 My brother doesn't like reading books. He prefers video games.
3 Mike never has lunch at school. He is always hungry by 3.30 p.m.
4 Erin doesn't watch television very often. She thinks it's boring.
5 What kind of music do you listen to when you want to relax?

Exercise 5
1 What sports does your best friend play?
2 What is your cousin's favourite film?
3 What does your father eat for breakfast?
4 What time do your sisters get up on Saturdays?
5 How often do you go to discos?

Exercise 6
1 B
2 A
3 B
4 A
5 C

Exercise 7
1 A
2 C
3 C
4 B
5 B

Exercise 8
1 C
2 A
3 B
4 B
5 C

Exercise 9
1 What kind of books do you like?
2 I spend time with my family.
3 I can't stand it!
4 I don't want to get up today.
5 She stays at home and watches TV.

Exercise 10
1 have a good time
2 go for a run
3 looks after
4 get dressed
5 goes to bed/to sleep

2.1 Vocabulary

Exercise 1
1 lemonade
2 salt and pepper
3 onion
4 ice cream
A Fruit and vegetables: onion
B Dairy: ice cream
C Meat and fish: salmon
D Drinks: lemonade
E Other: salt and pepper

Exercise 2
1a packet
1b crisps
2a tin
2b tuna
3a loaf
3b brown bread
4a bag
4b potatoes
5a cans
5b lemonade
6a bar
6b white chocolate
7a bottle
7b ketchup
8a tub
8b ice cream
9a carton
9b milk

REMEMBER BETTER
Students' own answers

Exercise 3
1 cartons
2 bottle
3 bars
4 cans
5 packet
6 carton

Exercise 4
1 a bag of potatoes / onions / sugar
2 a bar of chocolate
3 a bottle of ketchup / oil
4 a can of lemonade / soup
5 a carton of milk / eggs/ orange juice
6 a jar of honey / mayonnaise / tomato sauce
7 a loaf of bread
8 a packet of crisps / butter / cocoa / flour / Parmesan cheese
9 a tin of tuna / peas
10 a tub of ice cream

Exercise 5
1 packet
2 bottle
3 bag
4 tin
5 jar
6 packet
7 tub
8 bars

Exercise 6
1 ingredients
2 get a takeaway
3 have them for dessert

Exercise 7
1 B
2 C
3 A
4 B

Exercise 8
1 cartons
2 packet
3 tins
4 loaf
5 bar
6 tub

2.2 Grammar

Exercise 1
1 potatoes
2 Strawberries
3 eggs
4 onions
5 oranges

Exercise 2
Countable: orange, onion, apple, hot dog
Uncountable: cheese, olive oil, bread, fruit, flour

Exercise 3
1 is some
2 Are there any
3 isn't any
4 Is there any
5 are some
6 aren't any

Exercise 4
1 Are there any eggs?
2 Yes, there are.
3 Is there any ketchup?
4 No, there isn't.
5 Is there any honey?
6 Yes, there is.
7 Are there any vegetables?
8 No, there aren't.

Exercise 5
1 lot
2 how many
3 a
4 How many
5 Not many
6 how much
7 Not much
8 How many
9 any

Exercise 6
1 are
2 lot
3 much
4 a
5 not
6 many

2.3 Listening Language Practice

Exercise 1
A How many eggs do you need?
B Have you got a healthy recipe for pancakes?

C What do you need?
D OK, so how do you make the pancakes?

Exercise 2
1 N 4 N
2 A 5 N
3 N

Exercise 3
1f birthday cake
2d hot dog
3b olive oil
4e tomato sauce
5a cheese and tomato sandwiches
6c cornflakes
1 hot dog
2 olive oil
3 tomato sauce
4 cheese and tomato sandwiches
5 cornflakes
6 birthday cake

Exercise 4
1 Fry 4 Mix
2 Chop 5 Fry
3 Boil 6 Slice

2.4 Reading

Exercise 1
A 1
B 4
C 2

Exercise 2
1 SK 6 LAA
2 DWD 7 SK
3 SK 8 DWD
4 LAA 9 LAA
5 DWD

Exercise 3
1 pay 4 chat
2 listen 5 go
3 go 6 play

Exercise 4
1 play (the guitar) with
2 go for
3 pays for
4 go down
5 chat to
6 listen to

Exercise 5
Meals of the day: lunch, dinner (in any order)
Courses: starters, main course, dessert (in any order)
Dishes: Pumpkin curry, mixed green salad, Methi Gajar (in any order)
Ingredients: vegetables, pumpkin, rice (in any order)

Exercise 6
1 fresh
2 vegetarian
3 spicy
4 local
5 traditional
6 grilled

Exercise 7
1 dishes
2 speciality
3 street food
4 meal

2.5 Grammar

Exercise 1
1 an 6 a
2 a 7 an
3 an 8 a
4 a 9 an
5 a

Exercise 2
1 a 5 a
2 an 6 the
3 – 7 The
4 The 8 –

Exercise 3
1 – 7 –
2 the 8 a
3 an 9 The
4 a 10 The
5 a 11 –
6 an

Exercise 4
1 The shops in this town don't sell the ingredients I need.
2 I live in a town in southern England.
3 We've got a pizza for lunch but the pizza has got mushrooms on it and I don't like the mushrooms.
4 We stay in a small town in the Italy every August.

Exercise 5
1 I need an onion for this dinner but I haven't got any and the shops near here aren't open.
2 There is a food festival in the main square of our town in June.
3 I'm a good cook but the recipes in this book are very difficult.
4 I like pizzas but I don't like the pizzas from the restaurant near our school.

Exercise 6
1 – 4 The
2 – 5 –
3 a 6 a

2.6 Speaking

Exercise 1
Students' own answers.

Exercise 2
1 A hot dog is three euros.
2 Tuna sandwiches are three pounds eighty-nine.
3 Cheese sandwiches are three euros fifty.
4 Tea is ninety-nine pence.
5 An apple is forty-five pence.

Exercise 3
1 OK. What would you like to drink?
2 No thanks, that's it. How much is it?
3 Enjoy your meal.
4 It's two pounds seventy-five.
5 Can I have an orange juice, please?
6 Yes, I'd like a hot dog.
7 Here you are.
8 Anything else?

Exercise 4
1 W 5 C
2 C 6 C
3 W 7 C
4 W 8 W

Exercise 5
1 Yes, I'd like a hot dog.
2 OK. What would you like to drink?
3 Can I have an orange juice, please?
4 Anything else?
5 No thanks, that's it. How much is it?
6 It's two pounds seventy-five.
7 Here you are.
8 Enjoy your meal.

Exercise 6
1 like
2 would
3 drink
4 Large
5 Anything
6 That
7 much
8 Here
9 Enjoy

2.7 Writing

Exercise 1
2a People
2b presents
3 spicy
4 the holidays
5a Everyone
5b clothes

Exercise 2
A fancy dress party: 5
B bring-your-own-curry party: 1, 3
C birthday party: 2
D an after-exams party: 4

Exercise 3
1 A Hi 4 C on
2 B How 5 B Can
3 C Would

Exercise 4
1 want 5 hope
2 party 6 text
3 at 7 let
4 delicious 8 wishes

2.8 Exam Speaking

Tasks 1–3
Students' own answers.

2.9 Self-check

Exercise 1
1 can 4 cheese
2 packet 5 bar
3 onions

Exercise 2
1 bag 4 jar
2 bottle 5 packet
3 carton

Exercise 3
1 spicy 4 slice
2 fry 5 delicious
3 local

Exercise 4
Conversation 1: a lot
Conversation 2: a Are there any b there is some
Conversation 3: a Is there any b not much

Exercise 5
1 An 4 –
2 the 5 the
3 a

Exercise 6
1 B 4 C
2 A 5 A
3 A

Exercise 7
1 A 4 C
2 C 5 B
3 A

Exercise 8
1 Are you ready to order?
2 Let's get a takeway tonight.
3 I usually make a snack.
4 What would you like to drink?
5 How much is it?

Exercise 9
1 A 4 B
2 C 5 C
3 A

Exercise 10
1 A 4 B
2 C 5 C
3 A

3.1 Vocabulary

Exercise 1
1 mechanic
2 receptionist
3 nurse
4 lawyer
5 plumber
6 gardener
7 shop assistant
8 waiter

Exercise 2
1 builder
2 farmers
3 teacher
4 actor
5 artist
6 scientist
7 accountant

Exercise 3
1 teacher
2 architect
3 factory worker
4 taxi driver
5 vet
6 dentist
7 soldier

Exercise 4
1 job 7 job
2 work 8 work
3 job 9 work
4 work 10 work
5 work 11 job
6 work 12 job

Exercise 5
1 from 4 in
2 at 5 on
3 with

Exercise 6
1 boss 3 chef
2 manager 4 chiefs

REMEMEBER BETTER
1 counts
2 reception
3 waiter
4 act

Exercise 7
1 from
2 in
3 actress
4 with
5 paid
6 hard
7 plumber
8 a
9 part
10 a gardener

3.2 Grammar

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

Exercise 2
1 're doing
2 's writing
3 isn't writing
4 's thinking
5 is (she) thinking
6 's watching
7 isn't reading
8 are talking
9 aren't trying
10 am (I) doing
11 'm wasting

Exercise 3
Conversation 1:
1 are you waiting
2 'm waiting
Conversation 2:
1 is she going
2 's going
Conversation 3:
1 They're washing
2 're having

Exercise 4
Conversation 1:
1 I'm waiting
2 Is he working
3 he is helping
4 He is serving
Conversation 2:
1 What are you cooking
2 Joe is getting pizza
3 Where is he buying
4 They are selling pizzas

Exercise 5
1 What are you reading?
2 I'm going
3 He's playing
4 Are you using
5 Are you writing
6 We're having

3.3 Listening Language Practice

Exercise 1
A building
B working
C teaching

Exercise 2
1 work
2 teach
3 grow
4 working
5 help
6 work
7 make
8 make

Exercise 3
1 e 4 d
2 a 5 c
3 b

Exercise 4
1 on
2 in
3 with
4 children
5 money
6 vegetables
7 a house

Exercise 5
1A learn
1B teach
2A teaches
2B learns
3A learn
3B teach
4A learning
4B teaching

3.4 Reading

Exercise 1
1 T 6 M
2 S 7 T
3 M 8 N
4 T 9 T
5 N 10 S

Exercise 2
1 A 4 V
2 N 5 A
3 N 6 V

Exercise 3
1 B 4 A
2 A 5 B
3 B 6 A

Exercise 4
Conversation 1: depends
Conversation 2: outfit
Conversation 3:
1 dull
2 regular
3 revision

Remember this
1 whole 4 even
2 In fact 5 just
3 at all

Exercise 5
1 In fact 3 even
2 at all 4 just

Exercise 6
1 at all 4 In fact
2 even 5 whole
3 just

Exercise 7
1 demanding
2 salary
3 customers
4 responsible
5 quality

Exercise 8
1 Do you earn a lot of money as a shop assistant?
2 My brother doesn't earn enough for his needs.
3 I earn about £100 a week.
4 How does Mrs Fisher earn her living?
5 Paul wants to earn some money to pay for a new computer.

3.5 Grammar

Exercise 1
1 Are 5 is
2 does 6 do
3 doesn't 7 am
4 do

Exercise 2
1 a meet, b 're meeting
2 a 's having, b has
3 a 's doing, b do
4 a have, b 're having
5 a send, b 're sending

Exercise 3
Conversation 1:
1 Is (your mum) working
2 Does (your mum) work

Conversation 2:
1 Is (Tom) helping
2 Do (you) believe
3 do (you) want
Conversation 3:
1 do (you) do
2 Do (you) understand

Exercise 4
1 Do you earn
2 works
3 loves
4 is growing
5 are opening
6 are looking
7 Are you looking

Exercise 5
1 am sitting
2 stand
3 need
4 don't complain
5 leave
6 is opening

3.6 Speaking

Exercise 1
Students' own answers.

Exercise 2
1 In
2 Maybe
3 In
4 can
5 On
6 Perhaps
7 It's

Exercise 3
1 d 4 b
2 a 5 e
3 f 6 c

Exercise 4
1 wearing
2 part-time
3 think
4 happy
5 asking
6 writing
7 background
8 singing
9 likes
10 think

3.7 Writing

Exercise 1
1 need 5 sorry
2 favour 6 but
3 please 7 Thanks
4 could

Exercise 2
1 Do you think you could also check this email for me, please?
2 Do you think you could come to work early tomorrow, please?
3 Could you please send it to me with your comments and suggestions before 4 p.m.?
4 Could you stay at work until 7 p.m. this evening?

Exercise 3
1 Could you stay at work until 7 p.m. this evening?
2 Do you think you could also check this email for me, please?
3 Could you please send it to me with your comments and suggestions before 4 p.m?
4 Do you think you could come to work early tomorrow, please?

3.8 Exam Speaking

Tasks 1–3
Students' own answers

3.9 Self-check

Exercise 1
1 architect
2 journalist
3 mechanic
4 soldier
5 waitress

Exercise 2
1 lawyer
2 receptionist
3 assistant
4 accountant
5 scientist

Exercise 3
1 badly-paid
2 part-time
3 in
4 with
5 why

Exercise 4
Conversation 1: Are you making
Conversation 2:
a I'm not working
b is getting
Conversation 3:
a is Seth sitting
b 's having

Exercise 5
1 He's working
2 He loves
3 He doesn't want
4 He writes
5 I'm dreaming

Exercise 6
1 B 4 B
2 C 5 A
3 A

Exercise 7
1 Could you do me a favour?
2 There's a hospital on the right.
3 Would you like to work on a new project?
4 I am sorry to bother you.
5 Grandpa Joe is in the background.

Exercise 8
1 C 4 C
2 B 5 A
3 A

Exercise 9
1 C 4 C
2 B 5 B
3 A

Exercise 10
1 works from home
2 well-paid job
3 are learning French with
4 earns his living
5 works long hours

4.1 Vocabulary

Exercise 1
1 Hair
2 forehead
3 eyebrows
4 eyes
5 eyelashes
6 ears
7 nose
8 mouth
9 lips
10 neck

Exercise 2 (in any order within categories)
Age: middle-aged, teenager
Appearance: bald, good-looking, slim, pretty
Build: sporty, fit, well-built
Hair type: wavy, curly
Hair length: medium-length, short
Hair and eye colour: grey, brown
Hair colour only: blond, red
Eye colour only: green, blue

Exercise 3
1a ugly
1b good-looking
2a fair
2b dark
3a curly
3b straight
4a long
4b short
5a fat
5b thin
6a tall
6b short

Exercise 4
a 2 k 3
b 4 l 4
c 2 m 1
d 3 n 2
e 2 o 4
f 4 p 1
g 1 q 2
h 2 r 2
i 1 s 3
j 2 t 4

Exercise 5
1 shy
2 serious
3 clever 4 positive
5 interesting
6 kind

Exercise 6
1 The boys in my class aren't very serious.
2 My brother isn't very positive about other people.
3 The film isn't very interesting.
4 The new student isn't very sociable.
5 Those girls aren't very kind.

Exercise 7
1 A 6 C
2 A 7 A
3 A 8 B
4 B 9 C
5 C 10 B

4.2 Grammar

Exercise 1
1 thin 4 stupid
2 near 5 ugly
3 easy 6 boring

Exercise 2
1 thinner
2 more boring
3 funnier
4 cleverer/more clever
5 more sociable
6 shyer

Exercise 3
1 most confident, more confident
2 shorter, shortest
3 youngest, younger
4 fitter, fittest
5 longer, longest

Exercise 4
1 more interesting
2 friendlier
3 nicest
4 worst
5 smaller
6 less tidy
7 bigger
8 better

Exercise 5
1a He is the cleverest boy in the school
1b He is friendlier than the other people
2a is funnier and more interesting than the book we are studying
2b the most boring books in the world
3a That is the ugliest dog in the world!
3b I am the stupidest/the most stupid person I know

Exercise 6
1 worse – worst
2 kinder – kindest
3 more cleverer – cleverer
4 ✓
5 slimer – slimmer
6 narower - narrower

4.3 Listening Language Practice

Exercise 1
1 it is important to make your own decisions from a younger age
2 the most important life event is learning to drive
3 going on your first date is really important
4 falling in love is the most important life event

Exercise 2
1 It isn't fair.
2 It's so hot.
3 It's a nice day.
4 Is it time for bed?
5 It's five o'clock.

Exercise 3
1 Studying hard at school is important.
2 It is important to save money for the future.
3 Being happy is the most important thing in life.
4 The most important life event is getting married
5 Learning how to cook before you leave home is important.
6 Living in a foreign country is the best way to learn a foreign language.
7 Looking at old photos is fun.
8 It's difficult to get up early in the winter.

Exercise 4
1 d
2 e
3 b
4 c
5 a
6 f
7 go on a date
8 get a job
9 leave home
10 buy a flat
11 get married
12 fall in love
13 buy a flat

4.4 Reading

Exercise 1
The most likely answer is C.

Exercise 2
1 She hates it.
2 He has a/She likes his great personality.
3 Boys don't like shopping.
4 They want to look nice.
5 Because they can try things on at the same time.
6 She finds clothes/things that match his personality and are in colours that look good together.

Exercise 3
1 take back
2 grow out of
3 hang up
4 shop around
5 wear out
6 put back

Exercise 4
Conversation 1: take back
Conversation 2: shop around
Conversation 3:
1 grow out of
2 wear out
Conversation 4: put back
Conversation 5: Hang up

Exercise 5
1 S 4 S
2 I 5 NO
3 S 6 NO

Exercise 6
1 hat 8 shoes
2 scarf 9 trainers
3 top 10 suit
4 jacket 11 shirt
5 jumper 12 tie
6 T-shirt 13 socks
7 trousers

Exercise 7
1 baggy
2 trendy
3 old-fashioned
4 tight
5 uncomfortable
6 Casual
7 smart
8 sporty
9 stylish/smart

Exercise 8
1 talented
2 creative
3 generous
4 cheerful
5 relaxed
6 energetic

4.5 Grammar

Exercise 1
1 can't kiss
2 can eat
3 can have
4 can't wear
5 can't travel
6 can't have

Exercise 2
1 has to tidy
2 doesn't have to cook
3 doesn't have to take
4 has to wash
5 doesn't have to do
6 has to help
7 doesn't have to do

Exercise 3
1 Do you have to tidy your room
2 No, I don't
3 Do you have to cook dinner
4 No, I don't
5 Do you have to take
6 Yes, I do
7 Do I have to answer

Exercise 4
1 have to wear
2 don't have to get up
3 have to stay
4 has to stay
5 has to get
6 doesn't have to do
7 has to do

Exercise 5
1 have to
2 don't have to
3 have to
4 don't have to
5 do you have to
6 doesn't have to

4.6 Speaking

Exercise 1
Students' own answers.

Exercise 2
1 at
2 has
3 shoulder-length
4 fringe
5 dyed
6 is cutting
7 Maybe
8 Perhaps
9 going
10 doesn't agree

Exercise 3
1 sure (C)
2 about (H)
3 like (C)
4 think (H)
5 thinking (C)
6 would (H)
7 Sit (H)
8 perfect (C)
9 How/What (H)
10 looks (C)
11 same (H)

Exercise 4
1 How about this one?
2 Do you want the same style, only shorter
3 What do you think
4 What about spiky hair
5 How would you like it

Exercise 5
1 hairstyle
2 like
3 ponytail
4 dyed
5 shaved
6 How
7 fringe
8 What

4.7 Writing

Exercise 1
1 (underline high) tall
2 (underline hairs) hair
3 (underline youngest) younger
4 (underline wave) wavy
5 (underline quiet) quite
6 (underline from) than

Exercise 2
1 I've got medium-length, dark hair.
2 My friends say that I've got beautiful eyes.
3 I'm not a very serious person.
4 I don't really enjoy going to discos.
5 My brother is taller than me.
6 I really like going for long walks.

Exercise 3

1 very	6 but
2 hair	7 sisters
3 eyes	8 than
4 person	9 really
5 enjoy	

4.8 Exam Speaking

Tasks 1–3
Students' own answers

4.9 Self-check

Exercise 1
1 middle-aged
2 tall
3 quite
4 slim
5 dark

Exercise 2
1 cheerful
2 shy
3 tracksuit
4 scarf
5 socks

Exercise 3
Students' own answers

Exercise 4
1 more energetic
2 friendlier
3 the cleverest
4 the best
5 less negative

Exercise 5
1 I have to get up
2 my sister has to catch
3 I have to drive
4 You don't have to take
5 does she have to leave

Exercise 6

1 B	4 B
2 A	5 B
3 A	

Exercise 7

1 C	4 A
2 A	5 A
3 B	

Exercise 8

1 C	4 C
2 B	5 B
3 B	

Exercise 9

1 B	4 B
2 C	5 A
3 A	

Exercise 10
1 don't have to go
2 has got big, brown
3 less funny than
4 has to get/ask
5 are going on

5.1 Vocabulary

Exercise 1
1a Information Technology
1b Physical Education
2a Sciences
2b Physics
2c Chemistry
3 pupils
4 headteacher
5 coursebook
6 form teacher
7 desk
8 Maths
9 interactive whiteboard

Exercise 2
1 nursery
2 primary
3 secondary
4 mixed
5 boys'
6 girls'
7 single
8 state
9 private
10 university
11 college

Exercise 3

1 do	6 do
2 be	7 get
3 get	8 be
4 come	9 leave
5 miss	

Exercise 4

1 are	3 get
2 do	4 leave

Exercise 5
1 are (you) taking
2 fail
3 pass
4 retake
5 Have … prepared
6 get into

Exercise 6

1 A	6 A
2 C	7 C
3 B	8 B
4 A	9 A
5 C	10 B

5.2 Grammar

Exercise 1
1 do you have to wear
2 don't have to wear
3 have to look
4 do you have to do
5 has to do
6 doesn't have to do

Exercise 2
1 don't have to
2 must
3 must
4 mustn't
5 don't have to
6 Should I
7 must

Exercise 3

1 C	4 A
2 B	5 C
3 C	6 C

Exercise 4
1 should look
2 Should I say
3 should wait
4 should I do
5 Should I go
6 should sit
7 don't have to speak
8 shouldn't wait
9 must be
10 should get

Exercise 5
1 don't have to
2 don't have to
3 should / have to
4 mustn't
5 must
6 should not

5.3 Listening Language Practice

Exercise 1

1 wear	4 gives
2 use	5 have
3 borrow	6 play

Exercise 2

a in	f over
b without	g in
c in	h inside
d in	i for
e in	

Exercise 3
1 without
2 over
3 inside
4 for
5 in
6 around

Exercise 4
1 corridor
2 staff room
3 canteen
4 science lab
5 hall
6 gym
7 sports field
8 playground

Exercise 5
1 dinner
2 an email from someone
3 a message
4 a promise
5 a film
6 computers

5.4 Reading

Exercise 1
A

Exercise 2

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

REMEMBER BETTER

Exercise A
1a success
1b succeed
2a imaginative
2b imagination
3a educational
3b education
3c educate
4a disagreement
4b agree
4c disagree

Exercise B
1A success
1B succeed
2A Education
2B educate
2C educational
2D educated
3A imagination
3B imaginative
4A disagree/agree
4B agree/disagree
4C disagreement

Exercise 3

1 A	3 A
2 A	4 B

Exercise 4
1 say for sure
2 a bit of a surprise
3 such as

Exercise 5
1 up
2 around
3 on

Exercise 6
1 do
2 improve
3 take
4 make
5 win

5.5 Grammar

Exercise 1

1a is	3b can't
1b am	3c can't
1c can't	3d is
2a Can	4a are
2b Are	4b can't
3a isn't	

Exercise 2

1 could	5 was
2 was	6 was
3 was	7 wasn't
4 was	

Exercise 3

1 was	10 was
2 Could	11 were
3 were	12 couldn't
4 couldn't	13 weren't
5 were	14 were
6 were	15 Were
7 wasn't	16 wasn't
8 was	17 wasn't
9 were	18 were

Exercise 4
Conversation 1:
1 I was tired
2 I couldn't phone
3 my phone was in
Conversation 2:
1 David was really horrible
2 We were with
3 I couldn't hit
4 David wasn't happy
Conversation 3:
1 Why were you late
2 My dad couldn't find
3 Where were they
4 They were on

Exercise 5
1 Could you swim
2 was Carole angry
3 Simon couldn't help
4 Nikki could play
5 friends were ill
6 We couldn't finish

5.6 Speaking

Exercise 1
Students' own answers.

Exercise 2
1a next
1b background
1c looks
2a Firstly
2b top
2c example
2d exciting
3 whole

Exercise 3
1 Gunwharf
2 eleven (11)
3 eight (8)
4 fifteen (15)
5 nine (9)
6 ninety (90)
7 audio
8 ten (10)
9 six (6)

Exercise 4

1 d	4 b
2 f	5 c
3 e	6 a

5.7 Writing

Exercise 1
a because
b but
c and
d so

Exercise 2
1 hope
2 well
3 other news
4 else
5 about you
6 life
7 up to
8 plans
9 can't wait
10 miss
11 soon

Exercise 3

a up	f can't
b to	g wait
c well	h other
d hope	i news
e hear	j love

Exercise 4
1 but
2 because
3 so
4 and
5 so
6 because
7 but
8 but
9 because
10 and

5.8 Exam Speaking

Tasks 1–3
Students' own answers

5.9 Self-check

Exercise 1
1 nursery
2 university
3 kindergarten
4 playgroup
5 state

Exercise 2
1 late
2 classes
3 single-sex
4 mixed
5 education

Exercise 3
1a do
1b well
2a miss
2b lesson
3a do
3b badly
4a revised
4b test
5a fail
5b exams

Exercise 4
1 should
2 couldn't
3 don't have to
4 shouldn't
5 have to

Exercise 5
1 were
2 weren't
3 could
4 couldn't
5 wasn't

Exercise 6

1 C	4 B
2 A	5 A
3 C	

Exercise 7

1 B	4 B
2 C	5 C
3 A	

Exercise 8
1 are having a meeting/ discussion
2 write because
3 can you leave school
4 is giving a speech
5 do a course

Exercise 9
1 She's ten and she goes to primary school. secondary
2 Can you take part in lots of activities? have
3 I can't put up this tent. take
4 I want to improve my skills in Spanish. from
5 You can find him in the staff room. hall

Exercise 10

1 A	4 B
2 B	5 B
3 C	

6.1 Vocabulary

Exercise 1
1 cycling
2 football
3 karate
4 sailing
5 table tennis
6 yoga
7 badminton
8 climbing

Exercise 2
1 cycling
2 ice skating
3 Zumba
4 kung fu
5 atennis, bskiing
6 kayaking
7 swimming
8 basketball

Exercise 3

1 go	7 go
2 go	8 play
3 play	9 go
4 do	10 do
5 do	11 play
6 do	12 play

Exercise 4
Students' own answers

Exercise 5
1 runner
2 cyclist
3 player
4 sailor
5 skier

Exercise 6
1 beating
2 win
3 wins
4 beats

Exercise 7
Students' own answers.

REMEMBER BETTER
Swimming: pool, costume, race, cap, trunks
Tennis: shorts, match, elbow, court, shirt

Exercise 8
1 B
2 A
3 C
4 A
5 B
6 C
7 B
8 A
9 A
10 C

6.2 Grammar

Exercise 1
1 was
2 a Was
b wasn't
c were
3 a Were
b were
c was
d was

Exercise 2
1 chatted
2 agreed
3 planned
4 started
5 decided
6 wanted
7 cried
8 asked
9 watched
10 liked

Exercise 3
1 age
2 when
3 Last
4 ago
5 yesterday
6 night

Exercise 4
1 yesterday
2 played
3 did
4 watched
5 helped
6 gave
7 took
8 drank
9 went
10 last

Exercise 5
1 I started doing yoga at the age of twelve.
2 Phil wanted to be a doctor when he was younger.
3 My sister made a salad for lunch yesterday.
4 Becky decided to join a volleyball club last week.
5 I bought this tennis racket two months ago.
6 I found my old skateboard in the garage last month .

Exercise 6
1 last
2 went
3 hated
4 ago
5 decided
6 age

6.3 Listening Language Practice

Exercise 1
1 hate
2 think
3 care
4 fair
5 want
6 like

Exercise 2
1 don't care who wins
2 'd like to go
3 not fair that
4 don't think (that) children

Exercise 3
a matter
b such
c sort
d just
e True

Exercise 4
1 just
2 a such
b True
3 sort

Exercise 5
1 I can't stand
2 I prefer
3 I enjoy
4 I would love (extra phrase: I don't care about)

6.4 Reading

Exercise 1
B

Exercise 2
1 sporting heroes
2 fell off
3 cancer
4 horse
5 serious injury
6 Grand National

Exercise 3
1 b
2 a
3 d
4 c

Exercise 4
1 make
2 back
3 regain
4 against

Exercise 5
1 By this time
2 At times
3 At the same time
4 At that time

Exercise 6
1 training videos
2 aerobics instructor
3 fitness centre
4 dance steps

Exercise 7
1 keep
2 join
3 runs
4 win

6.5 Grammar

Exercise 1
1a Does
1b take
1c doesn't
1d leaves
2a Do
2b feel
2c do
3a does
3b buy
3c doesn't (never)
3d buy (buys)
4a Do
4b wear
4c don't

Exercise 2
1 didn't know
2 didn't do
3 didn't tidy
4 didn't learn
5 didn't read
6 didn't write

Exercise 3
1 didn't win
2 didn't lose
3 Did Aggie come
4 didn't stay
5 didn't see
6 Did you phone
7 did she say
8 didn't sound
9 didn't go
10 didn't speak

Exercise 4
1 Did you have a good time?
2 Yes, I did.
3 I didn't want to come home.
4 Where did you stay?
5 I didn't have my own room.
6 Did you know any of the other people?
7 No, I didn't.
8 But I didn't have
9 What did you do in the evenings?
10 I didn't go out

Exercise 5
1 do
2 Did
3 did you do
4 did you go
5 Did I
6 get

6.6 Speaking

Exercise 1
Students' own answers

Exercise 2
1 d
2 a
3 b

Exercise 3
1 important
2 Should
3 really
4 also
5 What
6 make sure

Exercise 4
1 should I
2 important not to
3 You shouldn't
4 Make sure
5 also
6 important to
7 should really

6.7 Writing

Exercise 1
1 After
2 the end
3 At
4 that
5 in

Exercise 2
1 At
2 After
3 Suddenly
4 After that
5 At first
6 then
7 In

Exercise 3
1 because
2 on
3 pleased
4 in
5 raise
6 up
7 do

Exercise 4
1 for
2 dress up as
3 impossible
4 because
5 concentrated
6 remembered
7 pleased/proud

6.8 Exam Speaking

Tasks 1–3
Students' own answers

6.9 Self-check

Exercise 1
1 do
2 go
3 take
4 play
5 keep (stay/be)

Exercise 2
1 cycling
2 skiers
3 joggers
4 sailor
5 swam

Exercise 3
1 ran
2 played
3 had
4 went
5 ate

Exercise 4
1a What did you do last night?
1b I met my friends. We saw a film, ate burgers and had a good time.
2a Did you play any sports at school last week?
2b No, I (we) didn't. We had exams all week.

Exercise 5
1 enjoy
2 stand
3 into
4 really
5 care

Exercise 6
1 A
2 B
3 C
4 B
5 C

Exercise 7
1 C
2 A
3 B
4 A
5 C

Exercise 8
1 can't stand
2 Make sure you see / Be sure to see
3 I'm not into
4 don't care about
5 go skiing

Exercise 9
1 I like surfing in Hawaii. going
2 Do you play for a team? at
3 Do you want to join a class with me? match
4 He won a judo competition. lost
5 I went ice skating in the park. did

Exercise 10
1 C
2 B
3 C
4 A
5 B

7.1 Vocabulary

Exercise 1
1 bike
2 coach
3 motorbike
4 ferry
5 ship
6 train
7 tram
8 underground/Tube
9 drive, car
10 sail, boat
11 fly, plane
12 cycle
13 ride

Exercise 2
1 working
2 camping
3 backpacking
4 beach
5 tour
6 activity

Exercise 3
1 Go on
2 Go on a
3 go by
4 go by
5 go by

Exercise 4
1 flights
2 tickets
3 seats
4 accommodation
5 hotels
6 holiday
7 reservations
8 excursions
9 sights
10 arrangements
11 museums
12 transport

Exercise 5
1 guesthouses
2 bed and breakfast
3 campsite
4 youth hostel

REMEMBER BETTER
1 I went to …
2 I went with …
3 I went for …
4 I went by …
5 I went in …
6 I went on …
7 I went at … ;
Students' own answers.

Exercise 6
1 coach
2 campsite
3 foot
4 rode
5 sights
6 beach
7 make
8 visited
9 seats
10 flight

7.2 Grammar

Exercise 1
1 swam
2 ate
3 took
4 wrote
5 visited

Exercise 2
1 visited
2 written
3 eaten
4 swum
5 taken

Exercise 3
1a Have you ever been
2a I've never eaten
2b Have you ever had
3a Has he ever been
3b He's never arrived
4a I've never travelled
4b The pilot has never had
4c Has he ever flown

Exercise 4
Conversation 1:
1 did it happen
2 It happened
3 Did you miss
4 Yes, I did
Conversation 2:
1 Have your friends ever been
2 Yes, they have
3 They went
4 did they go
5 They went
6 Did they have
7 No, they didn't
8 It rained

Exercise 5
1 ridden
2 never
3 Has
4 sent
5 ever
6 swum

7.3 Listening Language Practice

Exercise 1
1 window
2 Have
3 Attention
4 deals
5 include

Exercise 2
1 include
2 Attention
3 window
4 deals
5 Have

Exercise 3
a over
b on
c at
d at
e at
f about

Exercise 4
1 have a look at
2 stop at
3 fly on
4 stop over
5 arrive at

Exercise 5
1 at
2 on
3 at
4 at
5 about

Exercise 6
1 passengers
2 brochures
3 check in
4 booking
5 luggage
6 flight
7 ticket
8 platform

7.4 Reading

Exercise 1
1 E
2 C
3 F
4 A
5 D

Exercise 2
1 C
2 B
3 C
4 A
5 C

Exercise 3
1 security checks
2 reclining seat
3 last-minute
4 information desk
5 departure boards

Exercise 4
1 board
2 desk
3 staff
4 checks
5 reclining

Exercise 5
1 colourful
2 spectacular
3 charming

Exercise 6
1 population
2 tourists
3 destination
4 highlight
5 monument

7.5 Grammar

Exercise 1
1 have gone/been
2 Has Amanda called
3 haven't found
4 hasn't made
5 Have your parents arrived
6 has been

Exercise 2
1 My friends have just gone/ been on holiday.
2 Has Amanda called you yet?
3 We haven't found our passports yet.
4 Lisa hasn't made a reservation at the restaurant yet.
5 Have your parents arrived at the airport yet?
6 Sue has already been to New York three times this year.

Exercise 3
Conversation 1:
a haven't **eaten anything yet**
Conversation 2:
a Have **you sent the postcards yet**
b 've **just bought**
c haven't **written them yet**
Conversation 3:
a have **just arrived**
b haven't **seen the rooms yet**
c has **already made**
d has **just got**

Exercise 4
1 haven't had
2 yet
3 've just started
4 Have you decided
5 yet
6 've already booked
7 has just gone
8 've already invited

Exercise 5
1 I've just heard
2 Paul has already taken
3 I've already seen
4 You haven't taken
5 My sister has just found
6 Has Ray spoken

7.6 Speaking

Exercise 1
Students' own answers.

Exercise 2
1 door
2 way
3 turn
4 on
5 along
6 opposite
7a on
7b opposite
8 get
9 Go
10a Take
10b on

Exercise 3
1E stadium
2D theatre
3A chemist's
4C bookshop
5B café (6 post office)

Exercise 4
1 turn
2 past
3 across
4 straight
5 along
6 Go
7 between
8 right
9 next
10 take
11 turning
12 left
13 opposite
14 on
15 to

7.7 Writing

Exercise 1
1 G
2 A
3 L
4 E
5 B
6 I
7 C
8 D
9 K
10 F

Exercise 2
1 enquire
2 possible
3 hope
4 organise
5 Could
6 would
7 reply
8 at
9 on
10 number
11 matter
12 forward
13 soon
14 faithfully

7.8 Exam Speaking

Tasks 1–3
Students' own answers

7.9 Self-check

Exercise 1
1 with by
2 signs sights
3 arrangements excursions
4 fly flight
5 young youth

Exercise 2
1 flight
2 guesthouse
3 ferry
4 youth hostel
5 backpacking

Exercise 3
1 platform
2 passengers
3 campsite
4 underground
5 luggage

Exercise 4
1 Have you looked at the departure board yet
2 hasn't left Spain yet
3 She's just given
4 I haven't had breakfast yet
5 We've already booked

Exercise 5
1 I have
2 did you go
3 We went
4 Did you enjoy
5 We slept

Exercise 6
1 to
2 ever
3 yet
4 already
5 bought

Exercise 7
1 B
2 A
3 B
4 C
5 A

Exercise 8
1 Have you ever been to France?; in
2 I have already bought them.; yet
3 Did you travel to Germany by car?; in
4 I want to go on a package tour.; trip
5 I want to visit the museums.; go

Exercise 9
1 B
2 C
3 A
4 C
5 A

Exercise 10
1 A
2 C
3 A
4 B
5 C

8.1 Vocabulary

Exercise 1
Plants: grass, bush, tree, flower
Animals: fish, penguin, monkey

Exercise 2
1 forest
2 lake
3 river
4 mountain
5 sea
6 waterfall
7 continent

Exercise 3
1 bear
2 tiger
3 dolphin
4 deer
5 whale
6 shark
7 beaver
8 cheetah

Exercise 4
1 pollute
2 toxic
3 warming
4 change
5 recycling
6 good
7 protect

Exercise 5
1 Europe
2 Africa
3 America
4 Asia
5 Australia
6 oceans
7 Pacific
8 Atlantic

Exercise 6
1 the Nile, the Amazon
2 Istanbul, Tokyo, San Francisco
3 the Pacific, the Atlantic
4 Europe, Africa, America, Asia, Australia

Exercise 7
1 shark
2 cut down
3 global
4 protect
5 lions

Exercise 8
1 island
2 change
3 pollution
4 toxic
5 warming

8.2 Grammar

Exercise 1
1 – We can't save
? Can we save
2 + We should cycle
– We shouldn't cycle
? Should we cycle

Exercise 2
1 won't be
2 won't melt
3 won't be
4 won't cut down
5 won't exist
6 will be
7 will be
8 will get
9 will die out
10 won't be
11 will destroy

Exercise 3
1 Will children learn
2 Which country will win
3 Which language will children learn
4 How many people will there be
5 What will people do

Exercise 4
1 we'll try
2 we won't ask
3 It'll destroy
4 there'll be
5 They'll want
6 Will they ask
7 will I know
8 you'll like

Exercise 5
1 I'll be able
2 Will it snow
3 People won't be able
4 Planes will travel
5 You'll be able
6 Will there be

8.3 Listening Language Practice

Exercise 1
1 clear
2 light
3 strong
4 heavy

Exercise 2
1 clear
2 light
3 heavy
4 dry

REMEMBER BETTER
1 clear
2 heavy
3 wet
4 heavy

Exercise 3
1 western
2 southern
3 eastern

Exercise 4
1 windy
2 sun
3 fog
4 cloudy
5 rain
6 foggy
7 rainy
8 sunny
9 cloud
10 wind

8.4 Reading

Exercise 1
A 2
B 1
C 3

Exercise 2
1 B
2 C
3 A
4 A
5 D

Exercise 3
1 A
2 B
3 B
4 A
5 B

Exercise 4
1 magical
2 monotonous
3 enthusiastic
4 demanding
5 magnificent

Exercise 5
1 feed
2 escape
3 lungs
4 surroundings
5 brain
6 fur

Exercise 6
1 poisonous
2 evolution
3 dangerous
4 attacker
5 intelligent

8.5 Grammar

Exercise 1
1 I should be
2 I don't want to fail
3 I'd like to go
4 I must get
5 I don't want to waste
6 I'm planning to get

Exercise 2
1 to eat
2 to help
3 to argue
4 to write
5 to play
6 to read
7 to be

Exercise 3
1 I'm going to study Maths.
2a How many people are you going to invite to your party?
2b I'm not going to have a party this year.
3a Is Bob going to help us with our project?
3b No, he isn't.
4a Are Steve and Mark going to visit you this weekend?
4b Yes, they are.

Exercise 4
1 I'm going to go
2 My dad is going to give
3 Are you going to have
4 Yes, I am
5 I'm not going to drive
6 how are you going to get
7 my mum is going to drive

Exercise 5
1 C
2 C
3 A
4 A
5 C
6 B

8.6 Speaking

Exercise 1
Students' own answers.

Exercise 2
1 You have a point but …
2 I agree
3 I don't think so
4 Maybe
5 Absolutely
6 I disagree

Exercise 3
1 Absolutely
2 agree
3 right
4 Maybe
5 disagree
6 sure
7 honest
8 sense
9 point

Exercise 4
1 B
2 C
3 C
4 A
5 A
6 C
7 A
8 C

8.7 Writing

Exercise 1
A 3
B 5
C 1
D 4
E 2

Exercise 2
1 First
2 all
3 Secondly
4 addition
5 Finally
6 seems

Exercise 3
A L
B R

Exercise 4
1 f
2 b
3 c
4 d
5 a
6 e

8.8 Exam Speaking

Tasks 1–3
Students' own answers

8.9 Self-check

Exercise 1
1 elephants
2 river
3 island
4 sharks
5 continent

Exercise 2
1 cloud
2 dolphins
3 whales
4 foggy
5 dangerous

Exercise 3
1 G
2 A
3 E
4 F
5 C

Exercise 4
1 I'm not going to travel by plane this summer.
2 Is Miranda going to get a job next year?
3 Will it be sunny this weekend?
4 We're going to finish our project tonight.
5 There won't be any cars in 2049.

Exercise 5
1 will they live
2 m going to join
3 aren't going to join
4 isn't going to drive
5 are you going to do

Exercise 6
1 attack
2 evolution
3 poisonous
4 dangerous
5 attackers

Exercise 7
1 B
2 C
3 A
4 B
5 C

Exercise 8
1 I hope we will have clear skies tomorrow. clouds
2 I think so too. to
3 Some people don't believe that climate change is a problem. weather
4 What's the weather forecast for the weekend? how's
5 To be honest, I don't think so. right

Exercise 9
1 western
2 dangerous
3 foggy
4 poisonous
5 intelligence

Exercise 10
1 A
2 B
3 B
4 A
5 C

VOCABULARY BANK

PEOPLE

Exercise 1
1 straight
2 thin
3 casual
4 energetic
5 sociable
6 confident

Exercise 2
Accessories: sunglasses, watch
Age: adult, middle-aged, teenager
Appearance: well-built, pretty, tall
Clothes: hat, tie, tracksuit
Hair: medium-length, wavy, bald
Nationalities: Australian, Portuguese, Swiss
Likes and dislikes: be crazy about, can't stand, enjoy
Personality: generous, sense of humour, serious

Exercise 3
1 2-1-3
2 3-1-2
3 2-1-3
4 3-1-2
5 3-1-2

HOME

Exercise 1
1 young – little
2 a cooker and a mirror – a poster
3 behind – in front of
4 a big wardrobe – a (tall) lamp
5 beds – armchairs

Exercise 2
1 behind
2 sink
3 beanbag
4 neighbour
5 shower
6 flat

Exercise 3
living room: armchair
bedroom: bed, wardrobe
bathroom: shower, toilet
kitchen: sink, cupboard

SCHOOL

Exercise 1
1 **b** pass
c fail
2 **a** homework
b late
c think
3 **a** extra-curricular activities
b marks
c difficult
4 **a** leave
b university
c secondary
5 **a** pay attention
b listen
c best

Exercise 2
1 Biology
2 English
3 Maths
4 History
5 Geography
6 IT (Information Technology)

WORK

Exercise 1
1 hairdresser
2 builder
3 nurse
4 photographer
5 dentist
6 actor
7 scientist
8 soldier
9 gardener
10 programmer

Exercise 2
1 answer phones
2 speak English
3 gain experience
4 learn some practical skills
5 work full time
6 work long hours
7 earn a high salary
8 meet people
9 fill in forms
10 work abroad

FAMILY AND SOCIAL LIFE

Exercise 1
1 (1) get ready for work (2) be late for work (3) have lunch (4) go back home
2 (1) fall in love (2) go on your first date (3) get married (4) have a baby
3 (1) child (2) teenager (3) husband (4) grandmother
4 (1) on Monday mornings (2) on Tuesdays (3) on Friday night (4) on a typical weekend
5 (1) wake up (2) have a shower (3) have breakfast (4) drive your children to school

Exercise 2
1 play: a musical instrument, computer games
2 do: homework, the dishes, somebody a favour
3 go: out with friends, shopping, to bed
4 be: a teenager, busy, late for school
5 have: a bath, a good time, supper

FOOD

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

Exercise 2
1 oil
2 pasta
3 basil
4 Heat
5 fry
6 Chop
7 mix
8 Boil
9 Put
10 Add
11 Serve
12 Enjoy

SHOPPING AND SERVICES

Exercise 1
Shopping: opening times, discount, shop assistant, supermarket, service
Fashion: casual, smart dresser, style

Exercise 2
1 quality
2 close
3 cash desk
4 try; on
5 discount

Exercise 3
1 d
2 b
3 a
4 c
email:
1 opening times
2 shopping basket
3 casual clothes
4 extra large size

TRAVELLING AND TOURISM

Exercise 1
Postcard 1:
1 coach
2 seats
3 guide
4 interesting
5 guidebook
Postcard 2:
1 island
2 campsite
3 tent
4 bag
5 clothes
6 hostel

Exercise 2
1 A
2 B
3 C
4 C

CULTURE

Exercise 1
1 ✓
2 ✗ Reggae is a type of music.
3 ✗ Fantasy is not a type of true life film.
4 ✗ Writers write books.
5 ✓
6 ✗ Film stars act in films.
7 ✓
8 ✗ You can play the drums.

Exercise 2
1 e
2 d
3 b
4 a
5 c

Exercise 3
write – vampire stories
play, practise – the violin
draw, paint – a picture

SPORT

Exercise 1
1 hockey, c
2 football, b
3 tennis, d

Exercise 2
1 d
2 e
3 a
4 c
5 b

Exercise 3
1 Play: badminton, golf
2 Go: jogging, skiing, swimming
3 Win: a bronze medal, a prize, gold
4 Do: karate, martial arts, yoga
5 Go to: a gym, a sports centre, a stadium

HEALTH

Exercise 1
1 head
2 neck
3 arm
4 hand
5 foot
6 eye
7 mouth/lips
8 knee

Exercise 2
1 breakfast
2 outside
3 keep fit
4 gym
5 enough
6 feel

SCIENCE AND TECHNOLOGY

Exercise 1
1 e/E
2 a/F
3 c/B
4 b/C
5 d/D

Exercise 2
1 C
2 B
3 C
4 B
5 A
6 C

THE NATURAL WORLD

Exercise 1
1 pollute the environment
2 destroy
3 save animals
4 sort rubbish
5 plant trees

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

STATE AND SOCIETY

Exercise 1
1 d
2 a
3 e
4 b
5 c

Exercise 2
1 promote peace
2 poor countries
3 government programme
4 voluntary work
5 non-profit organisation

Exercise 3
1 vote
2 charity
3 raise
4 grow
5 Education

STATE AND SOCIETY

Exercise 1
2 Cardiff
3 English
4 Belfast
5 Wales
6 Dublin
7 London
Hidden word: Britain

Exercise 2
1 A
2 A
3 D
4 A
5 B
6 C
7 A

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

GRAMMAR: Train and Try Again

Unit 1

Exercise 1
1 does she wake up, practises
2 studies
3 listens
4 don't go
5 sleeps
6 says
7 Do you drink
8 do they have
9 is
10 don't drive

Exercise 2
1 d
2 e
3 c
4 b
5 a
6 f

Exercise 3
1 do
2 Has (Sue) got
3 is
4 do, am
5 Have (Mr and Mrs Simpson) got
6 Does
7 Are, am
8 is

Exercise 4
1 are friends and family
2 lives
3 can't
4 children
5 child's
6 their
7 These
8 try to

Exercise 5
1 How are you both?
2 How much do you know about Maria?
3 What is your middle name?
4 Do you like English food?
5 Does your sister help in the garden?
6 Who is Adam's favourite singer?
7 Do you often go out together?
8 How many cousins have you got?

Exercise 6

1 There
2 When
3 Her
4 Don't
5 can't
6 play
7 Does
8 watches

Unit 2

Exercise 1

1f When Joe comes over to my house, he always brings some cakes with him.
2e There aren't any apples at home.
3g How many tomatoes are there?
4a I know a place with the best food in town.
5c The bread my mother makes is delicious.
6h There are a lot of windows in our classroom.
7d There is a lot of wind in this area.
8b Have we got any milk in the fridge?

Exercise 2

1 Her parents' furniture is antique.
2 We don't have any strawberries.
3 How much sugar do you need?
4 I need some information about uncountable nouns.
5 We do an hour of work every day.

Exercise 3

1 much
2 a
3 The
4 the
5 some
6 the
7 –
8 –
9 –
10 The
11 the

Exercise 4

1 aren't
2 a lot of
3 much
4 many
5 often
6 haven't
7 Do
8 never
9 Does, any
10 doesn't

Exercise 5

1 How much
2 How many
3 How often
4 Where does
5 does he usually do at the
6 How much is
7 How many people are there
8 What would you

Exercise 6

1 many
2 do
3 the
4 are
5 a
6 lot
7 live
8 the
9 a
10 Some

Unit 3

Exercise 1

1 am/'m trying
2 are (you) taking, is/'s getting
3 is/'s talking
4 is/'s raining
5 are/'re saying

Exercise 2

1 are enjoying
2 always forgets
3 has, is going
4 is jumping
5 doesn't want

Exercise 3

1 He usually works at the office, but this week he is staying at home.
2 They don't know a word of Italian!
3 I'm studying Arabic this year. It is very difficult.
4 How often does he wash his car?
5 She speaks three languages. Right now, she's speaking Chinese on the phone.
6 The sun is shining. It's a beautiful day.

Exercise 4

1 doesn't
2 are
3 aren't
4 a
5 How much
6 lot
7 How many
8 is
9 an
10 many

Exercise 5

1 do you usually do your homework
2 is she taking the dog
3 do they have dinner out
4 are you studying (this year)
5 coffee do you drink,
6 cups of tea do you usually drink
7 are Jeff and Sam meeting in the afternoon

Exercise 6

1 many
2 are now taking
3 a
4 –
5 jobs
6 is now studying
7 some
8 spends

Unit 4

Exercise 1

1 younger
2 worse
3 the most expensive
4 more delicious
5 the smallest
6 the most important

Exercise 2

1 Greg is the slowest runner in the race.
2 This is the busiest restaurant in town.
3 Helen is much sadder than Susan.
4 Do you know the name of the oldest building in London?
5 Sarah is more serious than her brother Daniel.
6 They are some of the funniest people I know.

Exercise 3

1 A
2 A
3 B
4 B
5 B
6 A

Exercise 4

1 does
2 often
3 any
4 feeling
5 working
6 have

Exercise 5

1C do people do
2B have to
3B every day
4C is never
5B How many
6A don't have to
7C any
8B more
9B are you thinking
10B have to

Exercise 6

1 wants
2 more
3 biggest
4 have
5 many
6 always
7 many

Unit 5

Exercise 1

1 must
2 mustn't
3 shouldn't
4 should
5 don't have to

Exercise 2

1 don't have to
2 mustn't
3 has to / must
4 don't have to
5 don't have to
6 have to
7 don't have to
8 have to / must

Exercise 3

1 b
2 c
3 a
4 e
5 d

Exercise 4

1 weren't
2 was
3 Could
4 wasn't
5 was
6 were
7 Was
8 could

Exercise 5

1 should
2 older
3 don't have to
4 have to
5 do you know
6 you're doing
7 life
8 any
9 how many
10 don't want

Exercise 6

1 mustn't
2 should
3 couldn't
4 have to / should
5 most

Exercise 7

1 some
2 most
3 the
4 a lot of
5 say
6 than

Unit 6

Exercise 1

1 went
2 wanted
3 were
4 took
5 got
6 had
7 found
8 ordered
9 began
10 enjoyed
11 was
12 laughed

Exercise 2

1 met
2 carried
3 didn't catch
4 lost
5 didn't sleep
6 felt

Exercise 3

1 What time did you get there?
2 Did they win the match?
3 What did he play when he was at school? / When did he play football?
4 Did you lock the front door?
5 What did you have/eat for lunch?

Exercise 4

1 didn't eat
2 didn't sleep
3 didn't come
4 didn't like
5 didn't write

Exercise 5

1 began
2 –
3 a lot of
4 greatest
5 best
6 holds
7 married
8 any
9 do
10 poor countries

Exercise 6

1 When did Federer begin to play/playing tennis?
2 Who did he marry (in 2009)?
3 How many children do they have?
4 Where does Federer's family live?
5 When did Federer establish the Roger Federer Foundation

Exercise 7

1 talked
2 is talking
3 talks
4 wrote
5 writes
6 is sitting, is writing
7 comes, came
8 sits, sat
9 is, was

Unit 7

Exercise 1

1 Have you ever been
2 have/'ve never seen
3 have/'ve never heard
4 Has Diana ever told
5 have/'ve ever had
6 has never apologised

Exercise 2

1 yet, already
2 yet
3 yet, already/just
4 already/just
5 just
6 yet, already

Exercise 3

1 B
2 C
3 A
4 D
5 D
6 B
7 D
8 A
9 D
10 B
11 A

Exercise 4

1 has used
2 began
3 have already sold
4 turned
5 could
6 often receive
7 want
8 have become

Exercise 5

1 visited
2 couldn't
3 have had
4 is now slowly drying up
5 expected
6 realised
7 was
8 changed
9 writing
10 talking
11 use
12 brushing

Unit 8

Exercise 1

1 I'm so hungry that I will have a three-course meal.
2 What do you think the weather will be like tomorrow?
3 She will probably arrive home late today.
4 I'm glad you will get that much for the house!
5 Who will help me with the suitcases?

Exercise 2

1 am going to stay
2 are you going to do
3 am not going to sell
4 is going to write
5 is not going to live

Exercise 3

1 are going to buy
2 are going to have, won't rain
3 is he going to study
4 will like
5 'm going to fly
6 'm going to have
7 'm going to visit

Exercise 4

1 b
2 e
3 a
4 c
5 f
6 d

Exercise 5

1 is building
2 will protect
3 are using
4 are taking
5 died
6 declared
7 will work
8 have just decided
9 will come

Exercise 6

1 much
2 more
3 than
4 the
5 most
6 is
7 will

Culture notes

0.2 In class

Penélope Cruz (b. 1974) is a Spanish actress and model. She became famous in Spain when she was only eighteen and she starred in the film *Jamón Jamón* with Javier Bardem. She began to work in big Hollywood films in 2001 and became internationally famous after starring in *Vanilla Sky* with Tom Cruise and *Blow* with Johnny Depp. She married Javier Bardem in 2010 and they have two children. She was also a model for L'Oreal.

Paulo Coelho (b. 1947) is a famous writer and songwriter born in Brazil. His book *The Alchemist* has been translated into over fifty different languages.

Cristiano Ronaldo (b. 1985) is a Portuguese footballer who has played for the Spanish club Real Madrid, the Italian Juventus and the Portuguese national team. As a child, he was diagnosed with a heart condition, although after undergoing an operation, he began his career. He is officially recognised as one of the two best football players in the world, together with Lionel Messi.

Angela Merkel (b. 1954) is a German politician. In 2005 she became the first ever female Chancellor of Germany. She was a research scientist before she became a politician. Many people believe she is the most important leader in the European Union. In 2018 she was voted the world's most powerful woman for a record fourteenth time by *Forbes* magazine.

Garry Kasparov (b. 1963) is a former Russian chess champion. He became the youngest ever World Chess Champion in 1985 at the age of twenty-two, when he beat Anatoly Karpov. In 1984 the final between Kasparov and Karpov became the first and only chess world championship to be abandoned without a result. Kasparov retired in 2005 to concentrate on politics and writing.

Roger Federer (b. 1981) is a professional Swiss tennis player who began playing tennis at the age of eight. He is the first Swiss man to win a Grand Slam tournament. By May 2019, he has won a massive total of 342 matches in men's Grand Slam tournaments, the most that anyone has ever won. He is a very popular player with fans and fellow players alike. He won the Stefan Edberg Sportsmanship Award for the thirteenth time in 2017 and the ATP World Tour Fans' Favourite award for the sixteenth time in 2018.

Dakota and Elle Fanning: Dakota (b. 1994) and Elle (b. 1998) Fanning are American actresses and sisters. Dakota began acting at the age of five. She is famous for her roles in *War of the Worlds* with Tom Cruise and *The Twilight Saga*. Elle is most famous for her roles in *Super 8*, *We Bought a Zoo* and *Maleficent*.

0.4 My family

Arsenal F.C. is an English football club based in London. They are very successful and play in the English Premier League. The club was started in 1886 and has one of the highest incomes and most fans in the world. Their fans call themselves the 'Gunners'. Arsenal's biggest rivals are Liverpool F.C., Tottenham Hotspur, Manchester City, Manchester United and Chelsea.

London Grammar are an English indie pop band founded in Nottingham in 2009. As of 2019, they have released two studio albums.

0.8 Times and dates

Valentine's Day is celebrated on 14 February. It is a day when we celebrate romantic love and couples give each other cards and gifts such as flowers or chocolates. People often send anonymous cards to someone they like. The legend dates back to the time of St Valentine, who, according to legend, was a priest in ancient Rome.

New Year's Day is celebrated on 1 January. It is a holiday in most countries in the world. People often light fireworks at midnight on 31 December (New Year's Eve) to welcome the New Year and there are many enormous parties in different parts of the world.

Halloween is celebrated on the night of 31 October. It means 'All Saints' Eve' and it is a time when people ridicule the power of death – it is the day before 1 November when people remember their dead loved ones. At Halloween, many children get dressed up as ghosts and skeletons or witches and vampires and in America they go trick or treating. They go to houses and ask for sweets or fruit. People make lanterns from pumpkins and put candles in them to keep away evil spirits.

Unit 1 Family and friends

1.1 Vocabulary

Kolkata is one of the biggest cities in India and is located in the east. Kolkata (also known as Calcutta) is considered to be a cultural capital of the country and is also called the City of Joy.

1.5 Grammar

Vlog (short for a **video blog** or **video log**) is a form of online blog where you do not post text but videos. These usually show a person who explains or presents something to the audience (Internet users). In January 2000, Adam Kontras posted a video next to his blog entry to show that he was moving to Los Angeles, and that was the first ever vlog entry. Now, the most popular video sharing platform is YouTube.

1.6 Speaking

Eminem (b. 1972) is an American rapper, songwriter, record and film producer, and actor. He is one of the most famous hip-hop artists in the world. His debut album *Infinite* was released in 1999 and as of 2019, he has won fifteen Grammy Awards – the most valued award in the music industry.

Terry Pratchett (1948–2015) was an English fantasy novel writer. He is most well-known for the *Discworld* series, which has about forty volumes. He wrote his first short story when he was thirteen and it was published when he was fifteen. He was a journalist before becoming

a full-time novelist. He has won many awards and was knighted in 2009 for his services to literature. He was famous for wearing big black fedora hats. In 2007 he was diagnosed with a rare form of Alzheimer's disease.

The Colour of Magic is the first of Terry Pratchett's books in the *Discworld* series. It's about a wizard called Rincewind who isn't a very good wizard and is very cynical. In *The Colour of Magic* he has to make a journey across the Disc with Twoflowers and the two undergo lots of dangerous adventures before they find out that they are in a game controlled by the gods.

Stephenie Meyer (b. 1973) is an American young-adult fiction writer. Her most famous books are the *Twilight* series. Before she became an author she was a receptionist in a property company. She had never written anything before *Twilight*. Her sister persuaded her to send the novel to different agents and she was eventually given a publishing deal. She now earns millions of dollars every year and also helps produce her own and other novels for films.

The Twilight Saga is a series of fantasy romance films for young adults based on the novels by Stephenie Meyer. The films are about the life of a teenage girl called Bella Swan (played by Kristen Stewart) who falls in love with a vampire called Edward Cullen (played by Robert Pattinson). There are five films in the Saga: *Twilight*, *New Moon*, *Eclipse* and *Breaking Dawn* Parts I and II.

Orlando Bloom (b. 1977) is an English actor. He is most famous for his roles in *The Lord of the Rings*, *The Hobbit* and *Pirates of the Caribbean*. When he was young his mother suggested that he take Art and Drama classes and he eventually studied acting at the Guildhall School of Music and Drama. He has won many awards. He has a tattoo of the word 'nine' in the invented language of Elvish, like most of the other actors who were in *The Fellowship of the Ring* in *The Lord of the Rings*. He is a Buddhist.

Martin Freeman (b. 1971) is an English actor. He is most famous for his roles in the *The Office*, *The Hobbit* and the *Sherlock* TV series. When he was seventeen he decided that he wanted to be an actor and enrolled at the Central School of Speech and Drama in London. He has won several important awards.

The Hobbit was written by J. R. R. Tolkien in 1937 and it was later adapted into a film trilogy. It is set before *The Lord of the Rings*. *The Hobbit* follows the journey of Bilbo Baggins and recounts how Bilbo first found the ring. Although it was originally seen as a fairytale for children, *The Hobbit* is full of references to Norse and Anglo-Saxon mythology and culture.

Norah Jones (b. 1979) is a musician, singer-songwriter and actress. She was born in New York. She studied jazz piano at university. Her style of music is influenced by jazz, country and soul. She won several music awards whilst she was still at high school. In 2003 she won five Grammy awards in one ceremony and she has sold more than fifty million albums. Her father was the famous Indian sitar player, Ravi Shankar.

Katy Perry (b. 1984) is an American singer. She came from a religious background and originally studied gospel singing. Her first single, released in 2008, was *I Kissed a Girl* and it went to number one in the charts. Her second single *Hot 'n' Cold* went to number three. She was married briefly to Russell Brand, the British presenter and comedian. She was the first person to have more than fifty million followers on Twitter. She is an ambassador for UNICEF and donates a lot of money to charity.

Natalie Portman (b. 1981) is an Israeli-American actress, born in Jerusalem. She won an Oscar, BAFTA and Golden Globe for her role as Nina Sayers in *Black Swan*. She started dance classes when she was four years old and she also has a degree in Psychology from Harvard University. She is a vegan and an animal rights advocate.

1.7 Writing

Tom Holland (b. 1996) is an English actor. He is most famous for playing Spider-Man in the Marvel Cinematic Universe.

Unit 2 Food

2.1 Vocabulary

Brownies are chocolate cakes, originally from the USA, which are usually fudgy and can include nuts, different types of chocolate, frosting, fruit and other ingredients.

Spaghetti Bolognese is a pasta dish with sauce made from tomatoes, minced meat, onions, garlic and herbs. It is extremely popular outside Italy, however it is not originally part of traditional Italian cuisine.

2.3 Listening

Spanish omelette is a traditional Spanish dish known as *tortilla*. It is made with eggs and potatoes. The potatoes are sliced very thinly and usually fried in olive oil. They are then removed, mixed with eggs and then slowly fried until ready. It is a very popular dish for a snack or a picnic. Some people like to add onions, or ham or sausage to the mix.

2.4 Reading

Pad thai is a type of popular stir-fried Thai dish which is made with rice noodles, various vegetables, eggs, fish sauce, tamarind pulp and other ingredients. It is commonly served as street food in Thailand.

Tom yum is a type of Thai soup which combines sour and spicy tastes. It is usually made with shrimps, herbs, tomatoes, lime juice, as well as a chilli, shallot and garlic paste serving as its base. Tom yum goong has river shrimp as part of its base.

Quesadilla is a Mexican dish made with a tortilla which is filled with cheese and then grilled. It is common to add other ingredients and also to serve a dessert version with chocolate inside.

Mole is a type of sauce used in Mexican cuisine. In Mexico, it is used to describe a number of different sauces, although typically it is made with chilli, garlic, tomatoes, chocolate and spices.

Types of meals – we all know basic meal types: breakfast, lunch (eaten around noon), dinner and supper (a late-night meal, eaten usually after 7 p.m.). However, there are others, for example:

- **brunch** (a combination of breakfast and lunch): a meal eaten usually late in the morning at the weekend and quite big;
- **high tea**: a large, important meal eaten usually in the early evening (instead of dinner);
- **afternoon tea**: a light meal usually consisting of sandwiches and tea eaten around 4 p.m.;
- **morning tea** (also called *elevenses*): a light snack eaten between breakfast and lunch;
- **packed lunch**: lunch prepared and packed so that you can eat it later, e.g. at school or in the office.

Unit 3 Work

3.4 Reading

Lego Master Builders are people who work for the Lego company and build models from Lego building blocks. They first design the constructions and then build them. These are then used at special events to promote the product and the company or in shops to display what you can build.

3.5 Grammar

Siesta is the Spanish word for a nap or short sleep. It is usually taken after lunch. It originated because of the heat during the afternoon and the sleepiness that often comes after a big meal. A lot of Latin and Latin American countries enjoy the siesta after lunch.

Unit 4 People

4.2 Grammar

Selena Gomez (b. 1992) is an American actress, singer and producer. She became a star after playing the main role in the television series *Wizards of Waverly Place,* which ran on the Disney Channel. She has also recorded a number of albums and worked as the executive producer for a serial adaptation of the popular novel *Thirteen Reasons Why*. Gomez has also worked with many charities and is a UNICEF ambassador.

Ariana Grande (b. 1993) is an American actress and singer. Her career began when she played in the Nickelodeon television series *Victorious* and *Sam & Cat*. She has recorded a number of albums and appeared in many television programmes, such as *Saturday Night Live*. She is involved in numerous charitable activities.

Shakira (b. 1977) is a Colombian singer, dancer and songwriter. After reaching popularity in Latin America, she released an English-language album *Laundry Service* in 2001 and is now well-known worldwide. Her single *Waka Waka (This Time for Africa)* was the official song for 2010 FIFA World Cup. She supports many charities, including her own foundation for poor children in Colombia. In 2011 she married a Spanish football player, Gerard Piqué.

Joy Leslie Gibson (b. 1927) is a woman from Britain who is the oldest British student. At the age of ninety, she was doing PhD studies at the Shakespeare Institute, Birmingham University. So far, she has completed five degrees – a BA, an MA, two MPhils and an MLit.

4.5 Grammar

An L-plate is a square plate which has a large red letter 'L' on it and which must be attached to the front and back of a car or motorbike of a learner driver (a driver who has not yet passed their driving test). This shows other drivers that the person driving is still learning.

In some countries you *have to* vote in elections – that is called **compulsory voting**. For example, in Australia, Argentina, Brazil, Luxembourg or Belgium when you have the right to vote, you have to do it. If you do not vote you will be punished with a fine or community service. The positive side of compulsory voting is that a lot more people vote, which means more stable governments. The negative side is that some people say voting is a right and not an order, and that compulsory voting may be discriminating against some religious groups which do not vote on principle (e.g. Jehovah's Witnesses).

Unit 5 Education

5.1 Vocabulary

A levels are official exams taken by students in parts of the United Kingdom when they are around eighteen years old. They are the advanced level of the General Certificate of Education. A levels are usually studied over two years, allowing subjects to be studied in more depth. They are also a requirement for entry to university.

GCSE (General Certificate of Secondary Education) exams are taken by pupils finishing their secondary education in England, Wales and Northern Ireland. The examinations include a number of subjects, such as English, Mathematics, Science, foreign languages and Humanities.

5.2 Grammar

Hollywood is in Los Angeles in California in the USA. It is the home of the film industry in America. Sometimes Hollywood is called Tinseltown because tinsel, a type of light shiny strands for decorating Christmas trees, is glittery yet lacking in substance, like the film industry. The Oscars take place every year in Hollywood and lots of famous and glamorous stars and celebrities attend. Many rich and famous people live in and around the area.

5.4 Reading

Skydiving is the sport of jumping from an aircraft with a parachute. It developed from the military – soldiers were dropped with parachutes to the battlefields. Indoor skydiving takes place in wind tunnels.

The **National Space Centre** is a museum and educational centre where visitors can learn about space and astronomy. It is located in Leicester, England. The building is a very unusual forty-two-metre-tall tower which looks as if it were covered with rubber 'pillows'. There are six main galleries, offering different activities to learn about space flight, astronomy and cosmology. There is also a digital cinema and a planetarium in the centre.

5.5 Grammar

Daniel Radcliffe (b. 1989) is an English actor and producer. He is best known for his role in the movie series *Harry Potter,* where he played the main character. Besides playing in films, he is also a popular stage actor, performing in London and New York. Radcliffe has supported many charities, including suicide prevention and hospice care for children.

Kristen Stewart (b. 1990) is an American actress who was born in Los Angeles. She is most famous for her role as Bella Swan in *The Twilight Saga*. Her parents worked in the film industry and she thought she would follow in their footsteps as a screenwriter or director, but not as an actress. She is the face of Chanel and Balenciaga fashion houses.

Albert Einstein (1879–1955) was a theoretical physicist and philosopher of science. He is most famous for developing the theory of relativity. He was born in Germany and studied Physics and Mathematics in Zurich and worked in a patent office when he finished his studies. He gained his PhD from Zurich University and published four important papers in 1905. He became a lecturer at Bern University finally becoming a full professor at the Charles-Ferdinand University in Prague in 1911. He left for Berlin in 1914, where he was elected to the Prussian Academy of Sciences. He moved to America in 1933 and became an American citizen in 1940. He worked with the Institute for Advanced Study at Princeton University when he moved to the USA. He won the Nobel Prize in Physics in 1921. He wrote over 300 scientific papers and 150 non-scientific ones. He also had a love of music and played the piano and violin.

5.6 Speaking

The Eden Project is in Cornwall, England and was opened in 2001. It is a large eco-complex which has several domes which form two biomes, or environments, which house thousands of different plant species from all over the world. One biome has a tropical climate, another has a Mediterranean climate. There are also landscaped gardens, vegetable gardens and sculptures around the complex.

Cornwall is a county in the south-west of England. It is a peninsula and has many wonderful beaches and places of natural beauty. There are strong links with the Celtic traditions of Wales and Brittany in France. It is famous for its pasty, a type of meat pie, and its clotted cream which people traditionally have with cakes and scones. Land's End is a famous tourist attraction in Cornwall as it is the most westerly point in England.

The Mediterranean is a sea and region between Southern Europe and North Africa. Many countries, such as Spain, Italy, Greece, Croatia, Cyprus, France, Morocco and Tunisia, have coastlines on the Mediterranean. It is a popular tourist destination due to the climate. It is connected to the Atlantic Ocean by the Straits of Gibraltar in the west and to the Black Sea and the Sea of Marmara by the Bosphorus and the Dardanelles straits in the east. The Suez Canal connects the Mediterranean to the Red Sea.

William Shakespeare (1564–1616) was an English playwright and poet, one of the greatest ever writers in English. He is often called the 'Bard'. *Romeo and Juliet* is one of his most famous romantic plays. It is set in Italy and tells the story of two young people in love. *Hamlet* is one of his four famous tragedies. It is set in Denmark and tells the story of Prince Hamlet.

Stratford-upon-Avon is a market town on the river Avon in England. It is most well-known for being the birthplace of William Shakespeare, the famous poet and playwright. It is home to the Royal Shakespeare Company and the Royal Shakespeare Theatre. Almost five million people visit the town every year to see Shakespeare's house and the theatres.

Unit 6 Health and sport

6.1 Vocabulary

Yoga is a physical and mental activity or practice which aims to transform or balance the body and mind. The word yoga means 'union'. Yoga originated in India many centuries ago and is now practised all over the world. The exercises help promote flexibility and suppleness and the meditation helps with harmony and spiritual well-being. There are various types of yoga, such as Iyengar, Ashtanga, Kundalini and Bikram.

Kite surfing is an extreme water sport which combines elements of windsurfing, wakeboarding, sailing and surfing. Using a kite, board and the power of the water, the person performing it can move across the water.

Michael Jordan (b. 1963) is a former basketball player who is considered to be the best player ever. He has won the NBA finals six times and has two Olympic medals. For most of his career he played in the Chicago Bulls.

Michael Phelps (b. 1985) is a retired American swimmer and the most successful Olympian of all time, as he won a total of twenty-eight Olympic medals. He also holds the all-time world record for the number of Olympic gold medals (twenty-three). He retired in 2016.

Ellen MacArthur (b. 1976) is a former English sailor. She is best known for her non-stop race around the world when she was only twenty-four years old. In 2005 she became the fastest person to circumnavigate the globe by herself.

6.2 Grammar

Mount Everest is the world's highest summit with an elevation of 8,848 metres. It is located in Himalayas, a mountain range in Asia. The first successful expedition to ascend Mount Everest was in 1953.

George Mallory (1886–1924) was a famous British mountaineer and the first person on Earth who tried to get to the top of Mount Everest in the 1920s. He took part in three expeditions to Mount Everest and died during the last one in 1924. He and his partner, Andrew Irvine, disappeared when they were close to the top. Mallory's body was found in 1999: seventy-five years after the mountaineers disappeared. Unfortunately his camera wasn't found, so we still don't know if the two men got to the top of Mount Everest.

Sir Edmund Hillary (1919–2008) was a New Zealand mountaineer and explorer. He, together with a Sherpa guide Tenzing Norgay, was the first person to climb Mount Everest, the largest and highest mountain in the world. They did it in 1953. After the expedition, Edmund Hillary worked to help Sherpa people in Nepal. As a result, several schools and hospitals were built there. To honour this great explorer, Edmund Hillary was knighted by Queen Elizabeth. Now, Sir Edmund's face is on the five-dollar note in New Zealand.

Tenzing Norgay (1914–1986) was a Sherpa climber. Sherpa is an ethnic group in Nepal. As they live in the high parts of the Himalayas, they often work as guides in the mountains. Tenzing Norgay took part in a few expeditions to Mount Everest, but the first six were unsuccessful. Finally, in 1953, he reached the top of Mount Everest as the guide of Sir Edmund Hillary – a New Zealand explorer. Later in his life, he received several prestigious awards and built a company which sold climbing adventures in the Himalayas.

Kendal mint cake is a popular sweet made from sugar, glucose, water and peppermint oil and formed into a bar. The bars are sometimes covered in chocolate and have become a popular source of energy for British mountaineers and climbers.

6.3 Listening

Martial arts are sports that are traditional Asian forms of fighting such as judo, taekwondo, karate, sumo and jujitsu. Some martial arts use striking or kicking, others use grappling or wrestling, and some use weapons. The name comes from Latin, meaning the arts of the Roman god of war, Mars. People practise martial arts for a variety of reasons – self-defence, combat, physical fitness, mental discipline and spiritual progress.

6.4 Reading

Muay Thai is a Thai martial art and it involves the use of knees, elbows, shins and hands. It is considered to be an effective form of self-defence, as well as a good workout.

The **Lambada** is a Brazilian dance which became popular in the 1980s. It is a partner dance in which people step from side to side and turn or sway with a movement of the hips. At the time of its greater popularity, short skirts were particularly fashionable, so the dance is associated with this type of clothing.

John Travolta (b. 1954) is an American actor, film producer, dancer and singer. He played the main roles in two highly popular musicals from the 1970s – *Saturday Night Fever* and *Grease*. Travolta also recorded several songs from the *Grease* soundtrack.

6.5 Grammar

Apollo is the Greek god of the sun, light, truth and healing among other things. He was the son of Zeus and Leto and had a twin sister, Artemis. He is famous for his oracle at Delphi. For the Greeks, he was all the gods rolled into one and they believed he warded off illness and evil.

Athena is the goddess of logic, reason, wisdom, strategy and the arts in Greek mythology. She is often linked to heroism and courage and she is the patron of the Greek city, Athens. She is sometimes linked to warfare, but always preferred to use reason and philosophy to avoid combat. It is said that she was a daughter of Zeus and emerged from his head fully formed and armed.

In Greek mythology, **Zeus** is the father of the gods and the ruler of the twelve Olympians. He overthrew his father Cronus and became lord of the skies and nature and represents the unchanging laws of the universe. He was also the father of mortals and was responsible for human nature and morality.

Horse chariots were used by the ancient Greeks and Romans for transportation, sports and ceremonies. They were small carriages pulled by two or four horses which were used as a fast means of transport by ancient people. They couldn't carry much weight. Chariot races were often held at Greek and Roman festivals and were introduced at the Olympic Games. There are many representations of horse chariots in Greek and Roman art.

A triathlon is a three-sport athletic competition. The event is a test of ability, strength and endurance as each sport is done one after the other. The most common ones include swimming, cycling and running over various distances. It is believed that the triathlon originated in France in the twentieth century. It was introduced into the Olympics in 2000 in Sydney, Australia. One of the most famous triathlons is The Ironman Triathlon which takes place in Hawaii.

Croquet is a sport involving hitting wooden or plastic balls through hoops using a mallet. The origins of the game are uncertain. It was either introduced into Britain from France and was originally called *paille maille* or pall mall (from the Latin for ball and mallet), or it came from a similar game in Ireland. World championships are usually held every two or three years and Britain is the country with the most wins.

6.7 Writing

There are over 180,000 registered **charities** in England and Wales, as well as other smaller charity organisations. To be a charity, an organisation must only have a charitable purpose for public benefit. These charities raise over sixty billion pounds every year for a huge variety of causes.

The **London Marathon** is one of the most popular marathons in the world. It was started by John Disley and Chris Brasher after they had run in the New York marathon and realised what an exciting event a city marathon could be. In 1981, 6,747 runners took part in the first London Marathon and in 2019 over 40,000 runners finished the race. The London Marathon is an important charity event and has raised over £1 billion since it began. It holds the Guinness World Record as the world's biggest annual fund-raising event.

WellChild is a British charity which helps children and young people in the UK who have long-term illnesses and debilitating conditions. The organisation provides support for sick children and their families, and funds projects which are focused on helping ill children have a better quality of life. It was started in 1977 to fund research into kidney disease in children and it was originally called Kidney. In 2003, it changed its name to WellChild. Prince Harry is the charity's patron.

Dracula is a famous Gothic horror novel written by Bram Stoker in 1897. The main character is a vampire called Count Dracula. He moves from Transylvania to England after he has had contact with a young lawyer called Jonathan Harker. He pursues Jonathan's fiancée Mina and her friend Lucy. Professor Van Helsing, a vampire hunter, finally breaks Dracula's hold over Mina and kills Dracula by stabbing him through the heart. There have been many adaptations of the novel for radio, stage and film.

Tower Bridge is a bridge over the River Thames in London. It has two towers which are connected by two walkways. It was built in the late nineteenth century and it can open up to let ships and boats pass along the river. There is an exhibition explaining how the bridge was built in the towers and they are sometimes used for special events. It is one of London's most recognisable landmarks, but is often mistaken for London Bridge.

Unit 7 Travel

7.1 Vocabulary

Bed and breakfasts, often called **B & Bs**, are an alternative to hotels. They are popular and often cheap places for people to stay. They are usually private homes with a few extra bedrooms and bathrooms. As the name suggests, breakfast is included in the price of the accommodation.

7.2 Grammar

An **elephant sanctuary** is a place where people keep elephants which cannot live in the wild. Those animals are usually rescued from temples, zoos or circus attractions; some of them are small and orphaned, some are injured. In sanctuaries they get help, food and good care. They stay there for the rest of their lives because they will not survive in the wild. Taking care of elephants costs a lot, so sanctuaries usually let visitors in for money and welcome volunteers who want to help.

The Sinai Desert is in Egypt and it is part of an area of land that connects Africa and Asia. It is cooler than many other deserts and has lakes and rivers, some underground. In winter, the nights can be extremely cold. It is home to foxes, leopards, lizards and other animals. It is mostly populated by Bedouins who are a nomadic people and are well adapted to life in the desert.

7.3 Listening

The Basque Country is an autonomous region in the north of Spain with a population of over two million. Castillian Spanish and Basque are the official languages. Around half the inhabitants speak Basque as well as Spanish. The largest city in the area is Bilbao. The Basque Country is regarded as a beautiful part of Spain with its rugged coastlines and green valleys and mountains. For many years, a lot of Basque people have campaigned and fought for complete independence from the rest of Spain and this has caused many political problems.

7.4 Reading

Hiram Bingham III (1875–1956) was an American politician and explorer. He discovered Machu Picchu (and other Inca towns) during the 1911 Yale Peruvian Expedition. Some believe Bingham was the inspiration for the Indiana Jones film character.

The **Bosphorus Strait** is one of the continental boundaries between Europe and Asia, and also divides Asian Turkey from European Turkey. Topkapı Palace overlooks the Bosphorus. The Hagia Sophia in Istanbul used to be a basilica and a mosque, but now houses a museum. It is one of Turkey's most visited attractions. Its name means 'holy wisdom'.

Topkapı Palace, built in the fifteenth century, used to be the main residence of the Ottoman sultans and is now a museum. Although it contains hundreds of rooms and many buildings, only some of these can be visited by the public.

The **Acropolis of Athens** is located on a rock 150 metres above the city. It contains the remains of ancient buildings; the Parthenon (the temple of Athena, the goddess of wisdom) is the most famous.

Monastiraki is one of the main shopping areas in Athens. **Syntagma Square** is located within walking distance of Monastiraki, and is the most important square in the city.

The **Blue Mosque** in Istanbul (or the Sultan Ahmed Mosque), located near Hagia Sophia, is a popular tourist destination, although it also functions as a place of worship. The name comes from the blue tiles decorating its interior.

The **Basilica Cistern** is the largest of many ancient cisterns located beneath Istanbul. It was constructed in the sixth century, on the site of a former basilica. Although it provided water to e.g. Topkapı Palace and can store 100,000 tons of liquid, now it is almost empty.

The **Galata Tower** was built as the 'Tower of Christ' in the fourteenth century and was then the tallest building in Istanbul. It is now considered a city landmark and its observation deck offers panoramic views of the area.

Unit 8 Nature

8.1 Vocabulary

The **WWF (World Wide Fund for Nature)** is an international organisation which acts against the destruction of the environment. Their logo and mascot is a giant panda. It's the largest wildlife management organisation in the world: it operates in more than ninety countries and has over five million supporters. The WWF supports around 15,000 environmental projects on ecosystems, endangered species, pollution and climate change. It collects money from donations.

UNICEF (the United Nations Children's Fund) is an international organisation set up in 1946 by the United Nations. It operates in almost every country in the world to help children and mothers. They work mostly to support the primary education, health and protection of young children, especially in developing countries. The Fund is financed by governments and individuals. In 1965 UNICEF received a Nobel Peace Prize for its work.

UNESCO (United Nations Educational, Scientific and Cultural Organization) is an international organisation set up in 1945 to keep peace by helping nations work together. Their programmes help to promote educational, scientific and cultural co-operation and respect for justice, law, human rights and fundamental freedoms. Their main aim is to ensure children all over the world can read, write and have basic technical skills. They also support teacher training. UNESCO also decides which places on Earth become World Heritage Sites, i.e. places which are beautiful, unique and important enough to be protected. As of 2019, 193 countries are members of UNESCO.

Niagara Falls consists of three waterfalls on the border of Canada and the USA. They are not only a highly-popular tourist attraction, but also a source of hydroelectric power.

Victoria Falls is located in Southern Africa, between Zambia and Zimbabwe. It was named in English in honour of Queen Victoria by the explorer David Livingstone, but the ancient name *Mosi-oa-Tunya*, ('The Smoke that Thunders') is also still used. It is 1,708 metres wide and 108 metres high.

Angel Falls in Venezuela is the world's highest waterfall (979 metres). It has been called 'Angel Falls' ever since the American aviator Jimmy Angel flew over it in 1933. The previous name, *Kerepakupai Meru*, meant 'waterfall of the deepest place'.

Iguazú Falls on the Iguazu River, on the border of Argentina and Brazil, form the largest waterfall system in the world. By comparison, Niagara Falls is both shorter and narrower.

Lake Baikal is the deepest freshwater lake in the world. Its name in Mongolian means 'the Nature Lake'. It has been a UNESCO World Heritage Site since 1996.

Lake Tanganyika is the world's longest freshwater lake, and the second deepest after Lake Baikal. Its name means 'plain-like lake'.

Sherwood Forest is an old English forest, famous as the home of Robin Hood. Up to 1 million tourists visit it annually.

The **Amazon River** is the largest river in the world, and sometimes classified as the longest. It is home to many species of fish. The **Amazon Jungle** (rainforest) lies on territories belonging to nine different nations. It still contains more than half of the Earth's rainforests, although there has been steady deforestation since the 1970s.

The **Mississippi River** is 3,734 kilometres long, flowing from Minnesota in the north to the Gulf of Mexico in the south.

Mont Blanc is the highest mountain in the Alps (4,808.7 metres). Its name means 'White Mountain'. The first people known to climb it (in 1786) were Jacques Balmat and Michel Gabriel Paccard.

8.2 Grammar

Polar bears are white bears that live in the Arctic Circle. An adult male bear can weigh 350–700 kg. Females usually weigh around half of that. They have adapted to live in very cold temperatures, move across snow and ice, and swim in very cold water. They spend most of their time at sea although they are born on land. When polar bears are born they are blind. Polar bears feed mostly on seals, but also eat reindeer, rodents, birds and eggs. The polar bear is the largest living land carnivore.

8.3 Listening

The Midlands is the area in the centre of England which divides the north from the south. It reaches from the border with Wales in the west to Lincolnshire on the east coast and is made up of twenty counties which include Warwickshire, Nottinghamshire, Shropshire, Herefordshire and Derbyshire. The area is sometimes divided into the West Midlands and East Midlands. Birmingham is the largest city in the area with over a million residents.

The Highlands is a mountainous area in Scotland. It is home to the highest mountain in Britain, Ben Nevis. It is an area of spectacular beauty, filled with lochs (large lakes) and glens, mountains and rivers. Inverness is often seen as the capital of the Highlands. The area has a low population as many areas are inaccessible. In certain parts of the Highlands, especially in the northwest and on the islands, Gaelic is still spoken, although it is not the official language.

8.4 Reading

Alberta is the fourth largest province in Canada. It was named after Princess Louise Caroline Alberta, the daughter of Queen Victoria. Although it is partially mountainous and features several national parks, around a quarter of the province is prairie (grassland).

Student's book audioscript

Unit 0

0.3 Favourites

1.7 Exercises 4 and 5, page 6

I = Interviewer A = Amy

I: So, Amy, which are your things?
A: This is my beanbag. It's old and brown. I love it! These are my holiday photos. They're beautiful. And that's my new watch on the table over there. It's my favourite thing. Those are my headphones over there too. They're expensive. They are great.

1.8 Exercise 6, page 6

I = Interviewer M = Mike

I: So Mike. Let's look at your things.
M: Look at these comics. My favourite is Spider-Man. And this is my favourite T-shirt. It's really old but I love it! Those are my sunglasses over there. They're cheap but they're really cool. And that is my skateboard under the sunglasses. It's expensive and it's really fast. It's great!

0.5 Abilities

1.11 Exercise 2, page 8

I = Interviewer J = Jon

I: Jon, can you rollerblade?
J: Yes, I can. I can rollerblade very well.
I: And can you speak a foreign language?
J: Yes, I can. I can speak French.
I: Can you sing?
J: No, I can't! I'm terrible! I can't sing but I can dance. I love dancing!
I: What about your sister, Mia? Can she rollerblade?
J: Yes, she can. She's very fast.
I: Can she speak a foreign language?
J: Yes, she can. She can speak French and Russian.
I: Wow, that's great.
J: Yes, but she can't sing or dance!

0.7 Gadgets

1.13 Exercise 2, page 10

I = Interviewer E = Ellen

I: What gadgets have you got, Ellen?
E: I've got three gadgets. I've got a games console. It's old now!
I: What about new gadgets?
E: Well, I've got a mobile phone. It's a smartphone. My brother and I have got the same phone. It's really cool.
I: Has it got a good camera?
E: Yes, it has.
I: Have you got a computer?
E: No, I haven't and I haven't got a laptop. I've got a tablet. It's fantastic. It's great for school. All the students in my class have got tablets.
I: So what's your favourite gadget?
E: My mobile phone. I love it!
I: OK, thanks.

Unit 1 Family and friends

1.2 Grammar

1.27 Exercise 6, page 14

Hi, I'm Jamie, and this video is about the things I do with my friends in our free time. We never go out on weekdays – we are always at home because we've got a lot of schoolwork, but we always have fun at the weekend. On Saturday afternoons, we usually go rollerblading. (My friend Ella never comes because she hates rollerblading.) On Saturday night, we often go dancing until late. On Sundays, we sometimes watch music videos on YouTube or go to the cinema … We all love films!

1.3 Listening

1.29 Exercises 3 and 5, page 15

R = Reporter S = Simon L = Lena M = Mesut

R: It's Friday afternoon and I want to know what people do at the weekend. Hello. What's your name?
S: Hi, I'm Simon.
R: Can you describe your typical weekend for our listeners?
S: Sure. My weekends are usually busy with football. I run a football club for children in my area. I coach the kids on Saturdays. It's really nice to watch them – they have a lot of fun and the exercise is good for them. Then on Sunday mornings, I play with my local team. It's the football season so I also watch football on TV or on the Internet. I really love my weekends.
R: Thank you. And what is your name?
L: My name's Lena.
R: Hello Lena. What do you do at the weekend?
L: Well, every weekend, I go to a different part of the city and take hundreds of photos. I photograph people, places and situations – anything that looks interesting or unusual. In the evening, I look at the pictures on my computer and post the best ones on Facebook. A lot of people comment on the photos. It's really interesting. You can see them there.
R: Hello, what's your name?
M: Hello, I'm Mesut.
R: And can you tell our listeners what you do at the weekend?
M: Sure. Every weekend, I work in my family's restaurant. It is always very busy at the weekend and they need help in the kitchen. It's hard work, but I like it because I love cooking. So, I don't have time to relax at the weekend … I have to work!

Focus Review 1

1.40 Exercise 7, page 22

1

When it's my birthday, I go to school in the morning, but I take a cake or some sweets and fruit and have a special lunch with my friends. Then in the evening we go out together. We usually meet at six or seven and go to a club. I always get some money from my parents so we can have a good time.

2
My birthday is in June and that's really great, because we always celebrate in the garden. On the day of my birthday my family and I have dinner outside. It's lovely, with flowers everywhere and the sun. And then at the weekend I have a party for my friends in the garden. We sometimes dance until midnight.

3
On my birthday my mum always cooks my favourite food. So first I get up and I have a really good breakfast. Then she gives me a cake to share with my friends at school. After school I come home and we have a very big, very good dinner. And the next day I spend five hours in the gym!

Unit 2 Food

2.1 Vocabulary

1.43 Exercises 9 and 10, page 25

M = Mum J = Jack

J: Hi Mum. Can you talk now?
M: Jack, I've got your message. I can make spaghetti Bolognese and brownies but we don't have any ingredients.
J: I know but I can get them on the way back from school. What do we need?
M: Ok, we need …
J: Wait a second. I'll get a pen. Yes?
M: For the brownies, we need a packet of butter, a packet of flour and a carton of eggs.
J: A packet of butter …, a packet of flour … and a carton of eggs … Got it. What about chocolate? You always use a lot of it.
M: Yes, get two bars but it has to be dark chocolate, not milk chocolate.
J: Sure. What else?
M: A packet of cocoa and a bag of sugar.
J: A packet of cocoa and a bag of sugar, right. Mum, can I also get a tub of vanilla ice cream? Brownies are best with ice cream.
M: Why not? Just make sure Lena doesn't see it when you get home. You know how much she loves ice cream.
J: Don't worry, Mum.
M: For spaghetti Bolognese, get a packet of spaghetti, a jar of tomato sauce. No, make it two jars, all right? A bottle of oil and a packet of Parmesan cheese.
J: Wait, wait, so it's spaghetti … two jars of tomato sauce … and oil …
M: And Parmesan cheese. And I don't think we have any onions. Get a bag of onions too. Oh, and don't forget to take out the meat from the freezer, OK?
J: OK, Mum. Anything else?
M: Well, actually I need to stay late at work today so make a snack for Lena and yourself after school and get a takeaway from the Chinese restaurant next to the supermarket.
J: Why me, Mum?
M: Because when you ask for something, I always help.
J: True …
M: You can have some of that vanilla ice cream for dessert after dinner.
J: All right, Mum. See you in the evening. And thanks.
M: No problem. See you later!

2.3 Listening

1.45 Exercise 2, page 27

P = Presenter KG = Kate Grant

Part 1

P: Welcome to Food Today. You don't often hear the words 'healthy' and 'fast food' together, but, today, top chef Kate Grant tells us all about healthy fast food. Kate, welcome to the programme.
KG: Thanks. The important thing about fast food is that it's fast and easy to make. Today, I want to give you some fast food recipes that are easy to make and healthy.
P: Fantastic! But I suppose you need special healthy ingredients …
KG: No, you don't. Everything is simple here, the ingredients too.

1.46 Exercise 3, page 27

Part 2

KG: For the first recipe you just need eggs, potatoes and olive oil. It's called a Spanish omelette.
P: How do you make it?
KG: There are many different ways. But this is how you make a healthy Spanish omelette. First, slice four potatoes. Then boil the potatoes in some water. After that, put the potatoes in a bowl, add some eggs and mix together.
P: OK, so you mix all the ingredients. How many eggs do you need?
KG: You need six eggs for four people. So, mix the eggs with the potatoes. Then put some olive oil into a pan. Fry the omelette on both sides. And that's it – your Spanish omelette is ready! Eat it with some salad for a really healthy meal.

1.48 Exercise 6, page 27

Part 3

P: And what about dessert, Kate? My favourite dessert is pancakes. Have you got a healthy recipe for pancakes?
KG: Yes. I've got a very easy recipe for fruit pancakes.
P: Cool. What do you need?
KG: Some fruit, for example some bananas and strawberries. Then you need one cup of flour, one cup of milk and one egg. Plus some oil.
P: OK, so bananas, strawberries, flour, milk, an egg and oil. What do you do?
KG: First, you chop the fruit and then you make the pancakes.
P: OK, so how do you make the pancakes?
KG: You mix the flour, milk and the egg together. Then you put some oil into a pan. When it is hot, you put some of the mixture into the pan and make a pancake. You fry it on both sides. Take it out of the pan and put the fruit on top.
P: And that's it?
KG: Yes, it's really quick to make and it's healthy. You can have it for breakfast, lunch or dessert! Try it with some ice cream! It's yummy!
P: That's great, Kate! Thanks a lot.

2.6 Speaking

1.57 Exercise 2, page 31

1
A: How much is it?
B: It's two pounds fifteen.

2
A: How much is that?
B: It's two euros forty-five.
3
A: How much is the burger?
B: It's four euros eighty-five.
4
A: How much is it?
B: It's seventy p.
5
A: How much is a can of lemonade?
B: It's ninety cents.
6
A: How much is the cola?
B: It's thirty-five cents.

Focus Review 2

1.59 Exercise 7, page 34

B = Ben K= Katie
B: Hi Katie. Have you got any plans for the weekend?
K: Hi Beth. I'm busy on Saturday and Sunday, but I'm free on Friday afternoon. Why?
B: Do you want to go to The Maharajah? It's a new restaurant. I've heard it's got great Indian food. I'd like to try it. Do you want to come with me, Katie?
K: I don't really like Indian food. It's too hot and spicy for me. Why don't you come to my house? We can cook a meal together.
B: Oh, good idea. What kind of food do you like?
K: Well, I love Italian food – you know, pizza and spaghetti.
B: We could cook spaghetti with tuna or salmon and tomato. It's quick and easy and it's delicious.
K: There's only one problem ... I'm a vegetarian.
B: Oh! That's OK, I don't often eat meat or fish. I'm happy to have spaghetti with vegetables. What about making a sauce with tomatoes and mushrooms?
K: Yeah, that sounds great.
B: I'm not busy tomorrow afternoon, so I can go to the supermarket and get the ingredients for the spaghetti.
K: What about the dessert? Do you like ice cream?
B: Of course!
K: What's your favourite flavour?
B: Mmm ... strawberry is my favourite, but I like chocolate ice cream too. What about you?
K: I like strawberry, but I think chocolate is the best. Anyway, I can pick some strawberries in the garden and make strawberry ice cream. It's really easy to make.
B: I can't wait for Friday! What time do you want me to come to your house? Three thirty or maybe four o'clock?
K: Three thirty is perfect. See you then.

Unit 3 Work

3.1 Vocabulary

2.1 Exercises 5 and 6, page 37

A
We work really hard. Not everyone understands how hard. Some days I don't get to sit down and rest for six or eight hours. And it's not a well-paid job. But I like it because I work with people and I do something really useful. I work in a hospital and I look after patients. They need our help, and what can be more important than that?

B
I like my job. I am my own boss. Sometimes I work ten hours a day, sometimes two or three – I decide. The passengers are usually nice. Sometimes I drive famous people around – actors and so on. And of course I like cars. My family ask 'Do you want to do this all your life?' Actually, the answer is no, I don't. I want to be a mechanic.

C
Right now, I've only got a part-time job. It's not very well paid, but to me it's the best job in the world. I'm outdoors all day, I work with my hands and I enjoy that. And of course I love flowers and trees, everything that's green. My favourite flowers are roses. I'm happy, but I'd like to work full-time.

D
I'm a bit unusual. Most people in this profession work for a company, but I don't. I do small projects and I work from home. I can see the whole house in my head from the start. Then I draw the plans on my computer and work on the details. After that we work in a team: the engineers, the builders and me. And when it's ready it's an amazing feeling – to see it there, real, ready for people to live in.

E
I like my job very much. I work with really young children – they are five, six years old. I do everything with them: read stories, sing, draw pictures, write, play ball games. I think children are interesting. They learn and change so quickly. And they like me. I work in a small school and that's also very nice. I know all the students.

3.3 Listening

2.6 Exercises 3 and 4, page 39

P = Presenter A = Amy T = Terri R = Richard
P: Hello. Welcome to Life Choice. In today's programme, we look at the life choices of some young Peace Corps Volunteers. There are more than 9,000 Peace Corps Volunteers in seventy-five different countries round the world. Here are the stories of three volunteers in different countries. The first one, Amy, is in Tanzania in Africa. Hi, Amy. Can you tell us about your work for the Peace Corps?
A: I work with local teachers and we teach young children in the village. The lessons are in a very old school, but we are building a new school! We work on the building in the afternoons and on Saturdays. It's hard work, but I enjoy it. And this place is so beautiful!
P: Thanks, Amy. Our next volunteer is Terri. Hi, Terri! Tell us about your work in Haiti, in the Caribbean Sea.
T: Hi. I'm working on a gardening project. We run a vegetable garden next to the local hospital so we can grow fresh vegetables for the patients. I like working with my hands and it's great to work outside. Some of the patients also help in the garden …
P: Thanks Terri. And finally, here's Richard from Peru.
R: Hello everyone. I work with street children, mainly teenagers. I talk to them in the street and try to help them. We also run a bakery together. The young people make the bread; they learn to work in a team and they learn practical skills. They make some money and they always have something to eat. The kids are great and they're teaching me real street Spanish!
P: So, do our volunteers think two years with the Peace Corps is a good life choice? Amy and Richard again.
A: Absolutely. You learn a new language, you meet people who are different from you, and you learn so much about yourself.

R: Well, it's exciting and sometimes difficult. It's great life experience. I'm a different person now.
P: It sounds fascinating. If you're interested in voluntary work, find out more on www.peacecorps.gov.

3.6 Speaking

2.12 Exercises 2, 3 and 4, page 43

The photo shows two mechanics in a garage. They're servicing or repairing a car. The men are working in a team. The man on the right is young; the one on the left is much older, so perhaps he's explaining what to do. I think they're tired, but they like their job. They're working really hard.

3.7 Writing

2.13 Exercise 1, page 44

R = Rose J = Jeremy
R: Hello?
J: Hi Rose, Jeremy here. Listen, you know we've got this meeting with important customers tomorrow?
R: Yes, but …
J: We need to get some food for them. Please phone a restaurant, a good one, and order lunch for twelve people.
R: But …
J: Yes, I know you only work until twelve o'clock, but university can wait, can't it? And, remember to order something for vegetarians. Nowadays there are always two or three vegetarians in any group like that.
R: But I've got …
J: And we need it for, say, 12:30. Oh, and prepare some bags of presents for the customers, pens or something, OK? Right. I'm busy now, so see you.
R: But …
J: Bye!
R: But I've got an exam today! In forty minutes! Oh, Jeremy!

Focus Review 3

2.14 Exercise 7, page 46

A = Alice T = Tom
A: You know my older brother Charlie? Well, he's got a job. His first job.
T: Really? What does he do?
A: He works as a journalist for the local radio station.
T: Mmm, that sounds interesting.
A: It is. He says every day is different and he learns something new every day. It's really exciting.
T: So what exactly does he do?
A: He mostly reports on cultural life in our town. If there's a concert or a show or something, first he finds all the basic information on the Internet. Then he goes out and interviews people. And then he goes back to the office and prepares a short news piece … and we can hear it on the radio.
T: Wow. And is it a full-time job?
A: Yes, he usually works eight hours a day, sometimes longer. It can be quite demanding. Sometimes they work really long hours, also at night.
T: So is he making a lot of money?
A: Well, no, not at the moment. He's still learning, you know.
T: And has he got a good boss?
A: Yes, he likes her very much. He says she's a very experienced journalist and he learns a lot from her. And his colleagues are very friendly too.
T: Well, that's great. It all sounds like really good news. Say hi to Charlie from me.

Unit 4 People

4.2 Grammar

2.18 Exercise 7, page 50

Here are some amazing records from 2019!
Nobody in the world is taller than Sultan Kösen. He's 2 metres 51.4 centimetres tall and he's the tallest living man in the world.
People call Skye Broberg the elastic girl. She is one of the most flexible people in the world. She can get into a small glass box! Skye is originally from Australia, but she travels to many other countries such as America or England to demonstrate.
Most people's tongues are around six or seven centimetres long. Nick Stoeberl's tongue is 10.1 cm long – he's got the longest tongue in the world!
How many books have you got? Fifty, five hundred, one thousand? There are around one hundred and sixty books in an average British home, but John Q. Benham from the USA has got the largest private collection of books in the world: 1.5 million! Most of them are in his big garage.
Joy Leslie Gibson is Britain's oldest university student – she's ninety-two years old! That's over seventy years older than most students!
The most popular stars on social media are pop stars, for example Katy Perry, Ariana Grande or Selena Gomez. Another famous person with many followers is the footballer Cristiano Ronaldo.

4.3 Listening

2.19 Exercises 3, 4 and 5, page 51

S = Sara M = Mike G = Grace Si = Simon
S: The most important life event for a young person is leaving home. The best age is about eighteen or nineteen. Some people only leave home when they get married. But I think it is important to make your own decisions from a younger age. I'm seventeen now and I don't want to go to university. When I leave school, I want to get a job and earn money. Then I can leave home. I want to buy my own flat one day …
M: I think the most important life event is learning to drive. Now, my parents fetch me from my friends' houses – but they come at ten o'clock. I'm sixteen – I want to stay out later! I can't wait until next year when I can learn to drive! A driver's licence can also help you get a better job. I think falling in love or buying your first flat are important … but for me, at the moment, all that is less important than learning to drive.
G: For me, going on your first date is really important. It's that first step in romance. And I think falling in love is the most important life event, just like your first date. This doesn't mean I want to get married soon – I'm only fifteen! I want to do lots of things

before I get married – study, travel, get my first job. Anyway, I think it's better to get married when you're older … so not eighteen, but around thirty or later. I just hope that when I fall in love, we can still be together even when we're eighty years old!

Si: I think the most important thing is your first job. Most people get their first job in their twenties – twenty-one, twenty-two … but I think it's a good idea to get a Saturday job or a holiday job when you're younger. I'm sixteen and I work in a shop on Saturdays. It's good experience and I'm saving all the money to pay for driving lessons! I want to buy my own car one day.

Focus Review 4

2.29 Exercise 7, page 58

M = Megan H = Hayley

H: Hi Megan, how are you?
M: Hi Hayley, I'm fine, thanks. And you?
H: OK, thanks, just a bit angry with one of my sisters …
M: I know what you mean! My sisters can be difficult too. But it's nice to have a big family, isn't it? I've got two older sisters and two older brothers! How about you, Hayley?
H: My family's pretty big too. I've got one older sister, one younger sister and a younger brother. Oh, and I live next door to my cousin.
M: That's cool! My cousins live a long way away.
H: My little brother and sister are … well, little! They just want to play games all the time! But my older sister, Sara, is fantastic. She's like my best friend.
M: Is she a lot older than you?
H: Not really – just a year. It's strange – her birthday is the same date as mine! We're both the sixth of June – different years, of course! Then my younger brother's and sister's birthdays are both in November and my mum's and dad's are both in March!
M: Interesting! And what's Sara like? Is she like you?
H: Well, to look at we're very different. My hair's dark and long, hers is short and blond. But we're like each other in lots of ways. We've got lots of things in common. We like the same music and pop bands. And we laugh at the same things too. She's very funny and tells lots of jokes!
M: And is she sporty like you too?
H: Well, in a way. She loves sport but my favourite sport is tennis and Sara loves swimming.
M: Do you go out with her a lot?
H: Well, obviously she's got her own friends from school. She's really sociable and she goes out with them to parties and the cinema and things. But she quite often comes with me to buy clothes. She's really stylish! We have a great time going round the shops.
M: She sounds lovely! Lucky you!

Unit 5 Education

5.2 Grammar

2.33 Exercise 4, page 62

To be a stunt performer, you must be very fit and you must love outdoor activities. In fact, you must be good at all kinds of activities like swimming, riding motorbikes, driving sports cars or diving. Stunt performers must be able to work in teams because a good stunt needs several people to work together. Stunt performers mustn't be afraid of danger, but they mustn't do anything that risks their lives or the lives of the people in their team. They must always make sure the stunt is safe.

5.3 Listening

2.35 Exercises 2 and 4, page 63

J = Jane M = Mark

J: Now, you must always wait in the corridor outside this room until the teacher comes. Students mustn't be in the room without a teacher. There is a lot of special equipment here. Students do experiments in Chemistry and Physics lessons. You mustn't touch anything until the teacher tells you to.
M: What are all those books?
J: We keep all the Science books here so everyone can use them in the lessons. You have to wear an overall in here too, over your school uniform, to protect it.
M: OK.

2.36 Exercises 5 and 6, page 63

J = Jane M = Mark

J: This is my favourite place in the school. I meet my friends here in the breaks and we usually sit over there. Teachers don't often come here because it's always very noisy – they prefer the staff room! You can buy all kinds of food and drinks here so remember to bring your money! We take our food and sit in the playground when the sun is shining.
M: OK, right.
J: We can go in here now, but you mustn't talk inside and you mustn't use your mobile phone. There are lots of computers so we can do our homework here. There's wifi too, so you can use the Internet. Oh, and you can borrow books for three days, so you can read them at home. You can also borrow DVDs and CDs from here.
J: We have a big school meeting here every morning before classes – called assembly. All the teachers and students have to come – that's three hundred people! The head teacher gives us important information and sometimes visitors come and give speeches. We don't have lessons in here, it's only for assembly and for doing exams. But we do drama here and sometimes we play sport in here if the weather is really bad.
M: Right.
J: This is where we play football and hockey in PE lessons. We have sports competitions here too. It can be very cold in winter! Do you like sports?
M: Yeah, but I'm not very good!

Focus Review 5

2.46 Exercise 7, page 70

P = Presenter J = Jack

P: On today's programme I'm talking to young people about their schools. Jack, tell me about your school.
J: I go to a state secondary school for students aged twelve years old to eighteen years old. I'm fourteen and I'm in year three. It's a mixed school, not single-sex. My sister Anna goes to a private school, it's single-sex … but I prefer this one.

P: Right. And do you have to wear a uniform?
J: No, we don't have to wear a uniform. Most students wear comfortable clothes like tracksuits and trainers. I sometimes wear jeans and a T-shirt, but usually I wear a tracksuit. I'm glad we don't have a uniform.
P: What about homework, do you get a lot of homework?
J: I think we get too much homework! Students shouldn't have more than one hour of homework every day, in my opinion. We should learn most things in class. We usually have two or three hours of homework – that's too much.
P: And what's your favourite subject?
J: Well, I like PE – I'm good at most sports. We play football and volleyball and in summer we have swimming too. I'm on the volleyball school team, I really enjoy that. But I think my favourite subject is Spanish.
P: Why is that?
J: I like learning languages – you can learn Spanish, German, French and Russian at our school. Next year they are planning to start classes for Chinese and Arabic too. Our school is a special school for languages.
P: I see … and what about extra activities? Are you in any clubs?
J: Yes, I'm in the theatre group. I enjoy acting, but …

Unit 6 Health and sport

6.1 Vocabulary

3.1 Exercises 5 and 6, page 72

C = Charlie J = Jessica L = Lucy

C: I really like this one. This is my idea of a good holiday. I just love water. I go to the swimming pool twice a week – to me that's the best way to keep fit. In the summer I usually go kayaking or sailing with my parents. Then I miss it all winter! Kite surfing is new to me, but that's good, I'm happy to learn something new, especially a new sport. Anyone want to go with me?
J: Hmm … I also like swimming and kayaking, but think about the weather … It can be fun in good weather, but imagine two weeks of swimming and sailing in the rain! I think I prefer this one. I love all ball sports. You know I play basketball and football; I play for my school and we often win. At a camp like this, when you play for many hours a day, you can learn a lot in just a week or two. What do you think?
L: You know I'm not very sporty … I don't go to the gym, I play volleyball at school because I have to, but I could never play for a team. I just do some stretching exercises, maybe a bit of yoga from time to time, to stay healthy. But I really like being outdoors. Running and cycling in a forest sounds like a great holiday to me. And I'd like to try climbing, it looks interesting. And badminton is OK too. So actually I like this third camp best.

6.2 Grammar

3.5 Exercises 1 and 2, page 74

P = Presenter SY = Stuart Young

P: … And here in the studio this morning we've got Stuart Young, a journalist and writer. Hello.
SY: Hello.
P: Our topic today is the mountains. I understand you're a climber yourself?
SY: Yes, I am. But it's more of a hobby.
P: Can you explain why people climb extremely high mountains? What's wrong with something lower? Or why not just go skiing?
SY: Well, it's an extra challenge. When you succeed, the satisfaction is greater.
P: You said 'when you succeed'. Can you tell us a success story?
SY: The most famous stories are about the best known places, so, for example, Mount Everest, which everybody knows. Many people tried to climb it and many died, for example, George Mallory in 1924. Maybe he reached the peak, but we don't know this; nobody found his camera. We also don't know what happened to his climbing partner, Andrew Irvine.
P: So who was successful?
SY: Edmund Hillary and Tenzing Norgay became the first people to get to the top of Mount Everest. They climbed to the top in late spring 1953. They had some problems, of course. When they got half way up, there was soft snow. It was very dangerous and they almost fell. Also they saw a rock wall and they thought it was impossible to climb. But Edmund Hillary discovered a way up and they managed. Now the place is called the 'Hillary Step'. After that they were very close to the top.
P: And they went to the top together?
SY: Well, that was the story. For a long time everybody thought they got there together. But many years later Tenzing explained Hillary was first. He walked in front and made a way for his partner in the snow and ice.
P: Fascinating. And what about your experiences?
SY: Well, I…

6.3 Listening

3.9 Exercises 4 and 5, page 75

M = Millie A = Alfie

M: Hi, Alfie. What's the matter?
A: Hi, Millie. It's PE … I really can't stand it.
M: But I thought you like sports.
A: I do – usually. But I hate team sports, like football or basketball, and especially rugby.
M: Why?
A: Well, I just don't think winning or scoring points is important. I don't care if my team is not the best. I hate all the competition.
M: Oh, I see … But PE is such fun. You can relax and enjoy yourself.
A: Fun? Relaxing? I have better fun in Science. Yesterday, Kevin missed a goal and the other guys yelled at him. They said, 'We lost because of you! You're rubbish!' I hate that sort of thing.
M: Yes, it's true that's not fair.
A: I don't think we should have to do PE at school if we don't want to.
M: But it's important. We can't just sit at school for hours; we need some exercise.
A: True, but there shouldn't be grades for PE. And we should have more choice of sports. I'd like to do some individual sports, like running. Or something with one other person, like squash maybe. We could have a climbing wall, or go to the swimming pool. We could have martial arts with a good instructor.
M: Yes! I'd love to do kung fu!

6.5 Grammar

3.17 Exercise 1, page 78

The first Olympic Games took place in Greece probably in the year 776 BC (that is, before Christ). The Olympics was a sports event, but it was also a festival to honour Zeus, the father and king of the Greek gods. The winner's prize wasn't a gold medal, or a silver cup. It was a simple crown made from the leaves of an olive tree. Competitors in the Ancient Olympics didn't wear any clothes. Well, in fact, they did at first, but in the year 720 BC, the rules changed and after that competitors didn't wear clothes. Women couldn't take part in the ancient Olympics. So how did the Spartan princess Cynisca win the chariot race in the year 396 BC? Well, the winner of the chariot race was not the driver, but the person who owned the horses and the chariot. So, Cynisca's horses won the race for her.

3.18 Exercise 4, page 78

QH = Quiz host C = Contestant

QH: OK, here's the first question. The International Olympic Committee organised the first modern Olympic Games in 1896. Where did they take place?
C: In Athens.
QH: That's right. And did women take part in the first modern Olympics?
C: No, they didn't. Women first took part in the Olympics in 1900.
QH: Very good. Question three: Which sports did women do at first?
C: Tennis, golf, croquet and sailing in 1900, then swimming in 1912.
QH: That's correct. Now here's a more difficult one: When did the first disabled athlete win an Olympic medal?
C: In 1904. Fifty-six years before the first Paralympics, George Eyser, a German-American gymnast with one leg, won six medals at the St Louis Olympics.
QH: Brilliant. Question five: When and where did the first Winter Olympics take place?
C: In 1924 in Chamonix, France.
QH: Excellent. Now, the Olympics didn't take place in 1940 or 1944. Why not?
C: Because of World War II.
QH: Of course. And finally: When did the triathlon become an Olympic sport?
C: In 2000.
QH: Congratulations, that's 100 percent – all your answers were correct! Well done!

Focus Review 6

3.20 Exercise 7, page 82

D = David L = Lucy

D: Hi, Lucy. How was your game of tennis?
L: Not bad. I lost, but I played really well …
D: Guess what? I played squash yesterday for the first time.
L: Really? And how did you like it?
D: I loved it. It's a hard game! ! Maybe not so hard as rugby, but you have to run fast! It's great fun though.
L: Hmm, maybe I should try it. I'd like to try something new.
D: Me too. How about golf? It's very relaxing.
L: Golf? Relaxing?! Boring, you mean. And expensive.
D: You're right, it's not cheap … But I'd like to do something outside, not in the gym. And it can't be cycling, I always go to school by bike anyway. Perhaps we could go sailing?
L: That's a good idea, but we need to do a course or something.
D: Well, there are two-day sailing courses. We could go next weekend!
L: Yes, but …
D: What?
L: That's just one weekend. I'd like a sport we can do more often, once or twice a week ... How about dancing?
D: Dancing? That's not a sport!
L: Why not? It's a physical activity. You train with a coach. There are competitions.
D: Oh, OK …
L: It's really fun, and we could do it together. I think we should try it. I think there's a salsa course for beginners at the Dance Academy starting next week.
D: You think ...?
L: It's twice a week, on Mondays and Wednesdays, at six p.m.
D: Lucy, you planned this! OK then, I give in. Let's go dancing.

Unit 7 Travel

7.1 Vocabulary

3.24 Exercise 11, page 85

G = Gary S = Silvia F = Filip

G: I love holidays and I try to go as often as possible. I'm an active person and I don't really enjoy spending time in one place. When I can choose, I go on an adventure holiday or an activity holiday. But the holiday that I really loved was the one I spent with my best friend, Ben. It was last year. We went backpacking for three weeks and it was fantastic. We only travelled by train as we didn't want to spend money on plane tickets and we had lots of time so trains were best for us. First, we went to Paris in France and we stayed there for four days. We saw all the important sights like the Eiffel Tower, the Louvre Museum and Versailles, where the last king of France lived. Then we went to Spain and spent two more weeks there. We went to Madrid, Barcelona and Seville, all by train. I was a little worried because we didn't book seats before we left but we didn't have any problems – luckily! We had great fun and next year we're going to go backpacking in Italy.
S: I usually travel with my family and it's always a little stressful when my parents decide where to go and what to do. My mum prefers relaxing on the beach with a good book, but my dad hates hotels and the sun! As you can imagine, they spend a lot of time discussing what to do each year! (laughs) Sometimes they just decide to spend holidays separately. Last year, I went with my father and brother on an activity holiday in the mountains. Here in Argentina we have the Andes mountains, which are a great place for trekking. We booked a ten-day trek with an agency from Córdoba. We flew there from Buenos Aires. Then we went to the mountains by bus and we spent each day walking and climbing, stopping for short

rests every three hours. We slept in tents, which was great too. I loved it! I'd like to do it again next year if my family agrees.

F: My parents love visiting different countries and so we often go on package tours to see different places in Europe. But last year, my older cousin Nina bought a car. She invited me to go on holiday with her to the seaside! I'm not that keen on beach holidays, but I wanted to go on holiday with Nina! We live in Krakow, in Poland, and we drove to Athens in Greece. The journey took almost two days – two days in the car! In Athens we took a ferry to the Greek island of Kos. There were a lot of tourists on the island, but I really enjoyed it. The beach was fantastic and the water in the Mediterranean Sea was really blue and warm. We relaxed on the beach and went on excursions to see some amazing Roman ruins. It was awesome!

7.3 Listening

3.27 Exercises 2 and 3, page 87

1

CA = Check-in attendant P = Passenger

CA: Check in here for flights to Frankfurt, Madrid and Rome. Good morning, madam. Where are you travelling to today?
P: Well, actually I need to stop over in Frankfurt and then fly on to Rome tomorrow.
CA: That's fine. Can I have a look at your ticket and your passport, please?
P: Here you are.
CA: Have you got any luggage?
P: Yes, just this one. Can I have a window seat?
CA: No problem. Here you are. Have a good flight.

2

Attention. There is a change of platform for the 11:15 to Manchester. This train is now arriving at platform three and not platform four as originally announced. That's platform three for the 11:15 to Manchester. This train stops at Milton Keynes, Crewe and Manchester. Change at Crewe for Chester and Bangor. All passengers for Manchester, please go to platform three.

3

TA = Travel agent W = Woman

TA: Good morning. Can I help you?
W: Yes, I'd like to book a holiday to Spain.
TA: OK, where in Spain would you like to go?
W: I can't decide. Maybe Barcelona or Granada. My friend told me that the Basque country is beautiful.
TA: Why don't you look at these brochures? There are some great deals.
W: Does this price include the cost of accommodation?
TA: Yes, in a three-star hotel.
W: OK, I'll think about it. Thanks.

4

HR = Hotel receptionist M = Man

HR: Good evening, sir. Would you like to check in?
M: Yes, please. I've got a booking for two nights. My name's Brown, Tom Brown.
HR: Ah, yes … but I see you booked for three nights.
M: Oh yes, that's right. I'd like to stay for three nights.
HR: That's fine. Can I see your passport please?
M: Sure, here you are.
HR: OK, you're in room 305. Here's your room key. Enjoy your stay.
M: Thanks.

7.6 Speaking

3.35 Exercise 2, page 91

J = Jeff C = Chloe

J: Hi, Chloe. Did you know that the new cinema is showing all the Iron Man films on Saturday night? Do you want to go?
C: Sure. I missed the last Iron Man film so I'd love to go. What's the new cinema? I haven't heard about it.
J: Film City. It's a new arts cinema. Looks great.
C: OK, good.

3.36 Exercise 3, page 91

J = Jeff C = Chloe

C: Where do you want to meet?
J: Let's meet at the cinema. We can meet early and have a coffee before it starts.
C: Great! How do I get to Film City?
J: It's in King's Road. You know the Jolly Café in Park Street?
C: Yeah …
J: Well, you go out of the café and turn left. Then you turn right into Green Street.
C: OK.
J: Walk along Green Street past the post office on your left. King's Road is the first turning on the right. Turn into King's Road and walk past the Ritzy on your left. Film City is next door. It's on the corner of Shakespeare Road and King's Road.
C: Great. See you there at seven?

Focus Review 7

3.38 Exercise 7, page 94

1

TA = Travel agent C = Customer

1

TA: Good morning. Can I help you?
C: Yes, I'd like to book a holiday to Sardinia.
TA: OK, how many nights would you like to go for?
C: Um … seven nights.
TA: And what sort of accommodation are you looking for?
C: Oh, it depends on the price.
TA: We've got a great offer for two people in a three-star hotel. It's £399 per person – that includes the plane tickets. It's to Alghero in Sardinia. It's on the coast. You fly there from London and then travel to the hotel by bus.
C: OK, thanks. That sounds perfect. Can I book it now?
TA: Yes, of course.

2

CR = Campsite receptionist M = Man

CR: Hi, how can I help you?
M: I'd like to check in.
CR: Have you booked?
M: No, I haven't.
CR: I'm afraid we're full tonight, but we've got places tomorrow.
M: OK, I'll book in for two nights starting tomorrow. Do you know any other campsites near here where I could stay tonight?
CR: No, but there is a great guesthouse two kilometres away. Shall I phone to see if they have any rooms?
M: Yeah, that would be great. It's for two people.

CR: OK, you can stay there tonight, I've reserved for you. I'll give you directions.
M: Thanks, that's great.
3
P = Passenger CA = Check-in attendant
3
P: I'd like to check in.
CA: Sure … can I see your passport and ticket, please?
P: Here you are.
CA: And have you got any luggage?
P: Yes, here it is. Can I check in both cases?
CA: I'm sorry … we can only check in the big case. You have to take the small one as hand luggage.
P: Next time I want to travel with no luggage! Is the flight on time?
CA: Yes, it is. Here's your passport and boarding card. Have a good flight.
P: Thanks.
4
TI = Ticket inspector P = Passenger
TI: Tickets, please.
P: I'm sorry … I can't find my ticket!
TI: I'm afraid you'll have to buy another ticket. You can't be on the train without a ticket. Where are you travelling to?
P: To Liverpool.
TI: OK, that's fifteen pounds, please.
P: OK, here you are.
TI: Don't lose that ticket!
P: Right!

Unit 8 Nature

8.3 Listening

3.46 Exercises 4 and 5, page 99

P = Presenter NN = Nick Newman
P: And here's Nick Newman with the late-night weather.
NN: Good evening. Well, it seems spring's almost here. Across the British Isles, tomorrow will be warmer, but not everywhere … So, let's look at the weather in more detail, and I'll start with the South. In all of Southern England, tomorrow will be the sunniest day of the week; it will be dry, with clear skies and sunshine all day. In most places, there'll be a light wind, but it will still feel quite warm; temperatures will be around eighteen degrees in most of the area and will get to twenty in Cornwall. Across Wales and the Midlands, the morning will be foggy, but the fog should soon clear. After that we can expect a sunny day with some cloud. There will be a few showers with the possibility of thunder in the late afternoon. The morning won't be very warm – only eight degrees, I'm afraid. But it should get warmer during the afternoon and the temperature will rise to fourteen degrees. In the North of England, Saturday will be a windy day, and that strong west wind will bring rainy weather from the Atlantic. It will be cloudy with showers most of the day, but there will be some sunny moments. Temperatures will be around thirteen degrees, but it will feel colder in the wind. Now for Scotland and Northern Ireland. Well, it's definitely not spring here yet. There will be a lot of cloud around and quite a lot of rain. The Highlands will have the wettest weather. The rain will be heavy there, and high up in the mountains it may still snow tonight and tomorrow night. Temperatures at best around eleven degrees.

8.5 Grammar

3.54 Exercise 3, page 102

Lk = Luke Lc = Lucy
Lk: Hi, Lucy. Have you got any plans for this weekend?
Lc: Yes, I'm going to spend the weekend in Wales.
Lk: Wales? That sounds nice. Are you going to visit a friend there?
Lc: No, I'm going to stay with my cousin Zoe. We're going to go walking in the mountains and if there is time, we're going to visit Conwy castle.
Lk: That sounds great. Not like my weekend.
Lc: Why? What about you, what are you going to do?
Lk: Me? I'm going to study. I've got a Geography test on Monday.
Lc: Oh, poor you! But aren't you going to have any fun at all?
Lk: Well, maybe. I'm going to play tennis with Jack on Saturday. And on Sunday evening I'm probably going to see the new James Bond film with some friends.
Lc: Oh, yes. Zoe and I are going to see it too.

Focus Review 8

3.57 Exercise 7, page 106

L = Lucy J = Jack
L: You're lucky to live in this area. It's very beautiful.
J: Yes, it is. And there are lots of places that tourists can visit. Have you been anywhere interesting yet?
L: Oh yes. Yesterday I went to the Royal Nature Reserve. Where I live, we have deer in our nature reserve but here you don't – instead you have lots and lots of sea birds. They were very beautiful.
J: I love it there. You must also go on a trip through the Kirkland Hills. They're quite high and there's a small waterfall near the top of the highest hill. No glaciers, I'm afraid – we're too far south!
L: I saw a brochure about the New Forest too. Is that near you?
J: About half an hour away. It's a very old forest and ages ago you could find bears there. Now people go there to see the wild ponies. They live all year-round in the forest and they're free. They go on the roads, in the shops, everywhere!
L: Wow! And what about Brown's Island?
J: That's just off Headland Beach. You can get a boat across. It's very popular too. There are a lot of colourful flowers there. When you come back, walk for a kilometre along Headland Beach and you might see some dolphins in the water.

Videoscript

Unit 1 Family and friends

1 BBC: Little folk, page 108

N = Narrator Z = Zev

Z: My name is Zev Hoover, I take pictures of miniature people and they've sort of exploded online recently.
N: This is the story of Zev's project. He wants to learn Photoshop. To practise this computer programme he starts his 'Little Folk' project. He puts his photos on the Internet, and now they're very popular.
Z: Nature is very important in my work and definitely inspires a lot of it and I think a lot of that comes from living where we do. Aliza, my sister, is very often the character in the pictures.
Yeah, that's fine.
N: Zev looks at the scenes he photographs and thinks, 'What can the world look like when you are four or five centimetres tall? It is a completely different place.'
Z: I certainly put a lot of myself into the characters.
N: The little people in the photos often do something that Zev is interested in: a hobby.
Z: One of my most popular photographs is of me piloting a paper airplane. I think it's a popular picture because people like imagining why I make them for my own pleasure … because I love making them.
N: The online comments are great. Beautiful work! Very cool. This is so amazing.
It's nice to know that other people like your work. Thanks to the Internet, anyone anywhere in the world can now go online, find Zev's pictures and spend some time in the amazing world of 'Little Folk'.

4 Focus Vlog, page 109

J = Jason Ma = Maeve Mt = Matthew Mo = Molly S = Sabin N = Naomi

J: Hello and welcome to my vlog! My name's Jason and I go to art school. My friends say I talk too much sometimes. But it's not true! In my vlog I want to ask you guys lots of questions and listen to you. In today's video I want to ask you about music. There's so much good stuff on the Internet. I love pop music and listen to it all the time: in my bed when I wake up, in the bathroom when I have a shower, on the Tube on the way to school, in my room when I study. Now tell me about you! Do you listen to music?
Mt: Yes, I do.
Mo: I do, yes. Top 40, Indie, pop, rock sometimes. Yeah.
Ma: Yes, I listen to music.
S: Yes, I do. Um, I like R&B, hip hop. Um, just any kind of music to be honest but I particularly like R&B and hip hop.
J: Really?
N: I do. Anything except metal or heavy metal. So I like easy pop, I like rock music, country music, Bollywood music, anything except metal.
J: Where and when do you listen to music?
Mt: I like listening to music when I'm around the house. I listen to music most of the day.
Mo: When I am in a car or walking.
Ma: I probably listen to music every day. I listen to music in the morning when I wake up on the radio.
J: Me too!
Ma: And then I probably listen to music on my phone on the train to work.
S: Mainly in my car.
N: I enjoy live music more than anything so I listen to music in bars or if there's a concert.
J: And what about you, guys? Let me know in the comments.

Unit 2 Food

7 BBC: What's for lunch?, page 110

H = Headmistress N = Narrator S = Stefan

N: This is Stefan Gates from the BBC. He's in Thailand. He would like to learn what local people have for lunch.
Do you think they eat traditional Asian dishes? Spicy food? Meat and vegetables? Let's see.
Today Stefan wants to visit a primary school in the north-east of Thailand and cook lunch for the children together with the school headmistress, Mrs Noi. Can you guess what's on the menu? It's not pizza or hamburgers.
S: So it's lunch time, what are you going to be cooking for the children today?
H: Fried insects for the children's lunch.
S: And and what are they?
H: They're crickets.
S: You would never in a million years serve this to, to the kids at my kids' school. And did you or the children collect these?
H: The students catch them.
S: The students pick these?
H: They catch them at night and bring them in the morning.
N: So every day after school students do their homework and every evening, before they go to bed, they catch insects for their school lunch the next day. It's time for cooking. Stefan is ready to help the headmistress prepare a meal for all eighty students.The recipe is very simple. There aren't many ingredients. First, you heat some oil in a big pan and put the crickets into it. You fry them and mix them. You can add some local vegetables too. The smell is very strong. Then you take out the mixture and put some soy sauce into it. But not too much!
H: You've put in too much soy sauce. So it's salty.
S: Oh, that is really nice.
N: Lunch is ready. Children in this school love insects – they think they are delicious. They are one of their favourite dishes. About two billion people in the world eat insects every day. They are healthy for us because they are full of protein. Farmers can catch insects and sell them to make money.
S: Enjoy your meal everyone!

9 Focus Vlog, page 111

J = Jason A = Ashleigh T = Thomas F = Florian P = Palak M = Mahak S = Simone

J: Hi everybody! In today's episode of my vlog, I want to talk to you about food. It's breakfast time and I'm so hungry! Before I go out to talk to you in the streets of London, I really need to eat something. For example, a Spanish omelette … Or fruit pancakes … And have a big cup of coffee … A vanilla cappuccino … But stop dreaming, Jason, is there anything in your fridge? Oh, I hope there is something … What's in your fridge at the moment?
A: Blueberries and raspberries.
J: Tasty!
T: In my fridge at the moment there is milk, butter, vegetables and fruit.
F: In my fridge there is nothing.
S: I have some fruit and veg and milk in my fridge at home.
P: I have fruit in my fridge at the moment.
M: And some milk as well.
J: What food do you buy every week?
A: Every week I buy oats and almond milk.
J: No thanks!
T: Every week I buy meat, vegetables, fruit, pasta, rice and potatoes.
S: I don't buy any foods.
P: So, every single week, I go to my grocery store and buy some bread, some eggs sometimes, if I feel like eating eggs, and some fruits.
J: And you? What food do you usually buy? Make sure you leave a comment!

Unit 3 Work

12 BBC: Growing furniture, page 112

N = Narrator M = Man

N: The company Full Grown is a furniture factory. It makes chairs, tables and lamps.
M: Except we're using air and water and sunshine as our materials.
N: Why cut trees down, cut them into small bits, then put them together again when we can grow trees into the shapes and forms we want, from the start? This is the Furniture Orchard. The process is quite simple. You take the very small trees and tie them around the shape you want. Then after some time you graft them together. And then just look after them as they get thicker.
M: This is one of the chairs in its final form. We're now just waiting for this to thicken up. So, we'll harvest this when these branches at the top here are as thick as this at the bottom here.
N: After you harvest a chair or table, it needs to stand for between six months and a year to dry. Then it goes to the workshop to get its final shape.
The style is simple and shows the natural origins of the tree. This process is actually quicker than the usual way. A tree needs to grow for about sixty years before you can cut it down and make furniture. A Full Grown chair takes about seven years to grow and make. The chairs cost £2,500, the lamps about 1,000, some a bit more, some a bit less.
M: This is our prototype chair, and this here is what gave us the confidence to plant hundreds more. This is one tree here, this is another tree there and here you can see where they're grafted together into one solid piece.
N: This is a way to get the things we want, like furniture and other useful objects, and reduce damage to the natural world. In this factory, birds and insects live among the trees. The possibilities are endless.

15 Focus Vlog, page 113

J = Jason M = Matthew A = Amanda O = Oliver R = Robert P = Peter

J: Hello Internet! It's Tuesday, it's a quarter past nine in the morning, I'm still a bit sleepy, but it's a lovely day. I'm going out in a moment. Be prepared for my questions! It's not a typical weekday for me.
I don't usually work on Tuesdays and my classes start in the afternoon today so I can spend some time with you, guys. I'd like to know what you do on a day like this. I'm ready, let's go! What do you usually do on a typical working day?
M: I go into lectures in the morning and then I go to the library and study.
A: On a working day I wake up and take the bus to my job actually, and I go to an office and work with my co-workers, and then I have lunch with them. And then I come home.
O: On a working day I go to the office, I answer emails, I have meetings with clients, I write reports and I deliver presentations.
R: I spend a few hours in my studio, painting and drawing, sometimes writing, normally in a coffee shop, and I go to museums.
J: Interesting!
P: On a working day, because I am a history student, I read lots of books and write essays.
J: What are you doing here now?
M: I'm here going to the Tate Modern art gallery.
A: I'm meeting a friend and going to the museum.
O: At the moment I'm having a lunch break and getting out into the sunshine, having a nice walk along the South Bank.
R: I am leaving a museum and I'm on my way to a doctor's appointment.
P: I'm shopping for some groceries.
J: And how about you? What do you do on a typical working day? Let me know in the comments.

Unit 4 People

16 BBC: Super siblings, page 114

A = Amelia G = Grace N = Narrator S = Scola

S: Welcome to Life Babble. Today we're talking about siblings. The best and the worst things about brothers and sisters.
N: Do they drive you crazy? Do you love them? Some siblings are similar. Some are completely different. There are sisters, brothers, baby siblings, step-siblings, half-siblings, twins and triplets! And some people haven't got any brothers or sisters.
If you have a brother or sister, your parents always tell you to share your things with them. So Patrick is happy as an only child. He can get everything he wants.

Jo's brother drives her crazy. He eats like a monster every time they have dinner together.
Denise has a sister and she loves her very much. They always do a lot of things together, like watching films, reading. Now they are designing their bedroom together.
It's normal to fight with your siblings and it can be a good idea to leave them alone sometimes. When you're together, try to be kind and positive.

G: OK. So we all know that I'm the world's greatest sister.
A: I don't think so, I think you'll find I'm the world's greatest sister.
G: I don't think so.
A: I do think so.
G: Excuse me!
A: What?
G: OK, so seeing as we're both the world's greatest sisters, here is a …
A: Grace and Amelia's guide to being a …
G&A: Super-sibling!
G: One: Make your sibling laugh every day.
A: Two: Share your wisdom with them.
G: Like get them into your favourite music.
A: Or you might be able to learn something new from them.
G: Yes, or differences which keep it interesting.
A: Three:
G: Get team T-shirts!
A: OK, maybe not actual T-shirts. But you can be very different people and still be on the same team.
A: And now you know how to be a super-sibling. You should go reward yourself for being so fantastic.

19 Focus Vlog, page 115

J = Jason E = Emil L = Lindsay D = Deborah
S = Senthan G = Gillian I = Ini

J: What's up, my friends? Are you very busy today? I am. There are so many things I have to do today! Look at my 'to-do' list. To be honest, I really enjoy some of them, like talking to you or walking my dog, if he doesn't try to run away. But I hate dusting and vacuuming and it's my turn this week. They are the most boring things I have to do at home! OK, I know, I know, someone has to clean the house from time to time. What do you have to do at home?
E: Ah, chores. I have to do the dishes, I have to walk the dog, I have to clean the house.
L: I have to clean my house at home.
D: At home I have to cook and I have to tidy up, and I have to look after my children, and I have to do some work for my employer.
S: I usually have to do the washing-up, ironing and occasionally gardening.
G: At home I just have to take care of my dog. She is a puppy so I have to walk her, I have to feed her, I have to clean up after her when she makes messes …
J: Oh no!
G: … and things like that.
I: Well, because I live by myself, I have to clean everything and I have to cook for myself, I have to make sure that I go to bed on time so I can wake up early in the morning.
J: What things don't you have to do?
E: I don't have to buy the groceries and I don't have to wash the clothes.
L: I don't have to do the gardening.
D: I don't have to clean the bathroom at home. I don't have to take the rubbish out at home. I don't have to tidy the garden at home.
S: I don't have to tidy my room, clean the house and cook.
G: I don't have to do laundry so that's good but my mum does. But not me, not yet.
I: Because I live at home by myself, I have to do everything for myself.
J: And what do you have to do at home? Are you luckier than me or do you have to do the boring things as well?

Unit 5 Education

20 BBC: The Chinese school experiment, page 116

Ci = Ciara Co = Connor N = Narrator Na = Naeve
S1 = Student 1 Ss = Students T1 = Teacher 1
T2 = Teacher 2 T3 = Teacher T4 = Teacher 4

N: This is Liphook, a small village in Britain. A local mixed secondary school decides to do an interesting experiment. They invite five teachers from China to spend some time with British students and try to teach them using Chinese methods.
Na: I know that China is big and a lot of things come from it, but I don't really know much about the history or anything else like that.
Ci: What do I know about China? I know that everyone … There are lots of people and they are very clever.
Co: I know that they have like twelve-hour days and then they go home and spend, like, five hours on homework.
N: Students in China work very hard. They have to listen to their teachers all the time and do everything their teachers tell them. They must be quiet during lessons and study a lot.
T1: Listen! One, two …
N: Morning exercise is on the sports field.
T1: One, two, three, four … one, two, three, …
T1: I love morning exercise. When I was a little child, I was one of the leaders.
N: The first shock for British students is the size of the class. In China, there are fifty kids in one room. In Britain, the maximum is usually thirty.
The second shock is discipline.
T1: Can you turn around, please? Turn around, thank you.
T2: So now, you can leave and enjoy your lunch.
N: The Chinese school day is a twelve-hour marathon. After the 7 o'clock start, lunch comes early at 11:30, and there's another meal break in the afternoon.
The first lesson is Maths.
T2: Class begins.
T2: Because in China, Maths is the most important subject and you don't have a choice, you have to learn Maths.
T3: Class begins. Good afternoon, everybody.
Ss: Good afternoon.
T3: Sit down, please.
T3: Excuse me. Hey, excuse me, you. Can you, please, come here? Now you're going to … Come here, you're going to swap, please.
S1: Oh, you're joking. I didn't do anything.

N: At 3:30 British students usually finish classes and go home but now, just like students in a Chinese school, they have another meal and then go back to the classroom. It's not a normal lesson. It's time to revise everything from today's classes. They must work alone, they can start doing their homework or read a book.
T4: Please … be quiet.
N: It's 7 o'clock. Everyone's tired and wants to go home to their families and computers.
T2: So, that's all your day today, OK?
N: The Chinese teachers also go home. They have a lot to think about after their first day at the British school.

23 Focus Vlog, page 117

J = Jason M = Maeve T = Thomas R = Robert
S = Sabin Si = Simone N = Nicky

J: Good morning, everyone! It's very early, half past seven. I'm drinking my morning coffee and thinking about my primary school. It was such a happy time! Don't laugh at me, I really loved my primary school. And I miss my classmates and my head teacher, Mrs Furnival. My favourite subjects were French and Art then. I still think they are the best. I could speak French quite well when I was ten. So let's talk about school today. You're probably sitting on a bus or train and going to your morning class … What were your favourite subjects at primary school?
M: My favourite subjects at primary school were History, Art and Drama.
T: At primary school my favourite subject was PE.
J: I did not like that subject!
T: My favourite subject was PE because I loved playing football and running.
R: I think my favourite subjects were Art and I enjoyed Drama as well.
S: My favourite subject was Physical Education, PE, because I liked the physical element and you learn the theory in class.
Si: I think my favourite subjects were Maths and English. I didn't really like Science. Maths is logical, English is easy.
N: My favourite subject at primary school was English.
J: Could you speak any foreign languages when you were ten?
M: No, I'm very bad at languages.
T: At the age of ten I could speak French.
R: I could speak French and a little bit of Spanish.
S: I could speak my mother tongue, Nepalese, English and Hindi.
J: That's impressive!
Si: No I couldn't speak any foreign languages at the age of ten.
N: Yes, I could speak Welsh at the age of ten because we moved to Wales when I was six.
J: And what were your favourite subjects? Please share your primary-school memories and a photo or two of you when you were ten!

Unit 6 Health and sport

25 BBC: Bouldering, page 118

A = Alexia M = Molly N = Narrator

N: Alexia and Molly are soon going to the youth climbing championships in Italy. Their sport is bouldering, a type of rock climbing. There are no ropes or harnesses, just a mat on the floor. But the girls love it and say they always train safely.
A: I've preferred bouldering because the moves are bigger and more exciting and you don't have to bother with ropes or harnesses, you can just grab your shoes and go straight to the wall.
N: Both girls train almost every day at the Westway Climbing centre. Alexia is sixteen. She changed school so she can train up to six times a week. But she still got the top results in her exams this year.
A: If you do badly in a competition, it's quite hard to pick yourself up and go to the next competition. But once you learn to do that well, you can do that in your life as well and just learn to overcome failures and get in back from doing badly.
N: Molly's seventeen. She's Britain's junior bouldering champion. She's also the UK's number one lead climber, which means a climber using ropes. There are climbing walls in many London playgrounds now and climbing centres around the city. Climbing is getting more and more popular and may even become an Olympic sport soon.
M: I love climbing because boys think you can't do it, but really you can. It's amazing when you're stronger than a boy, they're literally shocked. It's a great funky sport that's not so popular, but it works your whole body and it's really great.
N: The championships start on Saturday. Good luck to Alexia and Molly!

27 Focus Vlog, page 119

Ja = Jason N = Nicky E = Emil Ju = Julian
S = Senthan L = Lindsay P = Peter D = Deborah

Ja: Hello, everyone, and welcome to my vlog! The topic of today's video is walking. If you want to keep fit and stay healthy, go for a walk every day! I try to, even when it rains or snows. Last weekend it rained, but I had a wonderful time with my friends. We walked more than six miles! It feels great to be in a park or forest, listening to the birds singing. Do you agree? Some people prefer walking around a city, for example. Is it a good idea? I'm not sure. Let's find out about you! Did you go for a walk last weekend?
N: Yes, I did.
E: Yes, I went for a walk last weekend.
Ju: I didn't go for a walk last weekend, but I did a lot of homework.
S: Yeah, I did actually.
L: I went for a walk last weekend.
P: No, I didn't go for a walk last weekend because I ran instead.
Ja: Good for you!
D: Yes, I did.
Ja: Where did you go?
N: I walked to London Fields for my friend's birthday.
E: I went for a walk to the church.
L: Victoria Park.
S: I went to Edinburgh and I went up to Arthur's Seat.

Ja: That is a long way!
D: We were in Wales and we walked along the coast by the sea.
Ja: And did you go for a walk last weekend? Was it fun? Please let me know!

Unit 7 Travel

28 BBC: A special breakfast, page 120

B = Boy G = Giles M = Monica N = Narrator
S = Staff M1 = Man 1 W1 = Woman 1
W2 = Woman 2

N: Giles and Monica travel to the most amazing hotels all over the world. This time they're in Kenya, in Africa. Kenya is a beautiful country with a lot of exotic animals and fantastic places to visit. You can get to the capital city, Nairobi, by plane. When you arrive at this luxury five-star hotel, you think it looks like a typical house in England, but it's not just a hotel. Something makes it very special.
It's still dark when the hotel staff start preparing breakfast downstairs.
G: So, how many people have you got staying at the moment?
S: We have about twenty-two guests tonight.
G: Twenty-two?
S: Yeah.
G: And are they all having breakfast?
S: Yeah, they're all having breakfast.
N: It's half past six in the morning and everything is ready for the hotel guests. Here, they don't eat breakfast alone – they share it with some very special visitors from the Kenyan bush.
M: Hello!
S: This is Stacey, here.
M: Stacey? Hello, Stacey. I've never done anything like this. Amazing! I mean, she's massive! And the size of her head. It's just …
G: So, how many giraffes can you fit in here?
S: Six at one time.
M: Six?
N: The hotel, called Giraffe Manor, gives you a unique experience. You can share your morning coffee and eggs with the tallest animals in the world.
Last year over 7,000 guests visited Giraffe Manor. They paid between £500 and £1,000 a night. There are only ten rooms in the hotel, so guests often have to book a year in advance to stay here.
M1: We've been to every other continent, and I've never experienced anything quite like this.
W1: Look at this baby running! Oh, she's beautiful. Oh, I mean … Yeah.
W2: Oh, look, oh look, they're so cute! Oh, they love it. Don't you?
B: What?
W2: Feeding the giraffe.
B: Yeah.
W2: Yeah.
N: All the guests love the giraffes, but the hotel offers many other attractions as well. You can visit Nairobi's museums, go on a safari and see the top tourist sites with an experienced local guide. They can plan your trip and book all your transport and accommodation. Kenya is waiting for your visit.

30 Focus Vlog, page 121

J = Jason M = Maeve T = Thomas O = Oliver
A = Amanda N = Naomi

J: Hello again, everyone! How are you? I'm a bit tired and I need a break so I've decided to go somewhere for the weekend. I've just booked a train ticket to Bath. My friend says it's an amazing place! There's a hot spring in Bath and in the Roman times they built a public pool in the city. It's a museum now and you can't use the pool any more, but there is a spa with a pool. It's on the roof. Can you imagine that? I've packed my swim shorts and I'm ready to explore Roman Britain, but before that I've got some questions for you! Have you ever visited an amazing place?
M: The most amazing place I've visited was Beijing in China. That was very interesting.
T: Yes, I have visited many amazing places in my life. The favourite place I've visited was Snowdonia in Wales.
O: Yes, I have. Last year I went to Bali with my wife. It had really impressive rainforests, it had very lovely volcanoes, which we climbed up, it had great restaurants, and it had lovely beaches.
J: Amazing!
A: Yes, I have visited an amazing place. I visited the Cliffs of Moher yesterday.
J: Where is that?
N: I have visited many amazing places. My last holiday was in Dubai, two months ago. It was amazing because it's a desert, but it's got beautiful buildings inside it. It's amazing what they've done with the place.
J: Tell me about a place you've never visited but would like to go.
M: I would really like to go to Portugal. I really want to go to Lisbon because I have a lot of friends that live there.
T: I would like to go to the Arctic.
J: I want to go there too!
O: I've never visited Istanbul. I hear it's an amazing city. It's got very impressive architecture and great food and very interesting people. I'd love to go there.
A: I have never visited Florence, but I would love to go.
N: I have never visited Africa. I would love to see different parts of Africa. I would love to visit … I've never seen wild animals in their environment. I've never seen Cape Town, I've never seen, beaches, African beaches. So yeah, I would love to visit these places.
J: And have you ever visited an amazing place? Let me know in the comments in my vlog.

Unit 8 Nature

33 BBC: Scottish Highlands, page 122

The Scottish Highlands. An old, wild and beautiful landscape.
Here, there are high mountains, thick forests and wide open spaces called moors.
And Scottish weather.
Golden eagles live here and red deer, and many other wild animals.
In winter it snows.

The hares were brown in the summer, but now they turn white. The white winter coat is thicker and warmer, and it also helps to keep the hare safe. It is difficult to see it in the snow.
The winter is over and the snow is gone. But the hare's fur needs time to turn brown again. The white colour now makes it easy to see: for example, for a golden eagle with its strong eyes, looking for anything that moves.
The hare doesn't see the danger yet. When it sees the eagle, it starts running. It knows its way across the moor. It can run at sixty kilometres per hour.
But the eagle can fly three times faster. The hare needs more than speed to survive. It turns and jumps left and right.
A last-minute zigzag saves the hare.

36 Focus Vlog, page 123

J = Jason L = Lindsay Pa = Palak S = Senthan
N = Nicky I = Ini Pe = Peter M = Mahak

J: Hi there! In today's video I'm going to ask you about your plans. But first, would you like to know what I'm going to do this evening or this summer? I'm sorry, not this time, I'm not going to tell you in this episode. If you're interested in my plans, follow my vlog channel. Today it's all about you. That's right. All I'm going to do today is ask you two questions and listen. Off we go to the streets of London! What are you going to do this evening?
L: This evening I'm going to have dinner with my family.
Pa: This evening I'm going to study for my final exams.
S: This evening I'm going to play football.
N: This evening I am going to have dinner with my friend.
I: This evening I'm going to invite some friends over to my house for a small party. We're going to have fruit juice and some sandwiches.
J: That could be fun!
Pe: I'm going to study for an exam on Thursday.
J: What are you going to do this summer?
L: This summer I'm going to go travelling across Asia.
M: This summer I'm gonna go to Bali with my parents and I'm gonna play badminton in the evenings. And then I'm gonna study for my third year.
J: That's a lot for one summer!
S: This summer I'm planning to work at a bank and then I'm going to go to Madrid in Spain.
N: This summer I'm going to travel around Peru.
I: This summer I'm going to go to the beach. Then I'm going to travel around Spain for a few weeks. And then after that I'm going to come back to London and enjoy the weather here.
J: Nice!
Pe: This summer I'm going to find some work so that I can get some more money.
J: And what are you going to do this summer? I'm sure you're going to have a great time!

Photocopiable resources

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3 Test yourselves (grammar)	Present Simple and adverbs of frequency	After 1.2 Grammar, p. 14	10
4 My life	Question forms for the Present Simple	After 1.5 Grammar, p. 18	10
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6 Who are you?	Giving personal information, writing about hobbies and interests	Before Focus Review 1, Writing, ex. 11, p. 23	10
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44 Excuse me, how do I get to …?	Asking for and giving directions	Before Focus Review 7, Speaking, ex. 9, p. 95	10–12
45 A formal letter of enquiry	Writing an email of enquiry	Before Focus Review 7, Writing, ex. 10, p. 95	6–8
Unit 8	**Nature**		
46 Treasure hunt	Words related to landscapes and animals	After 8.1 Vocabulary, pp. 96–97	20
47 Test yourselves (vocabulary)	Revising vocabulary from 8.1	After 8.1 Vocabulary, pp. 96–97	10
48 In the future	Future with *will*	After 8.2 Grammar, p. 98	15
49 Test yourselves (grammar)	*be going to*	After 8.5 Grammar, p. 102	10
50 Vocabulary and grammar check 4	Revising vocabulary and grammar from Units 1–6	After Unit 8	15
51 What do you think about it?	Giving an opinion, agreeing and partially agreeing.	Before Focus Review 8, Speaking, ex. 9 and 10, p. 107	15
52 Opinion on a blog	Expressing opinions	Before Focus Review 8, Writing, ex. 11, p. 107	10

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Instructions

Unit 1 Family and friends

1 Free time
(1.1 Vocabulary)

Aim: To practise words related to free-time activities.
Interaction: Individual/Pairs.
Type of activity: Questionnaire.
Time: 10 minutes.
Materials: One worksheet per student.

In class: (1) Divide students into pairs and give each student a worksheet. **(2)** Pairs complete the questions with the words in the box. Check the answers with the class. **(3)** Students answer the questions individually. **(4)** Then students ask and answer the questions in pairs and note down their partner's answers. **(5)** If you like, choose a strong student and demonstrate the activity.

Optional follow-up: Students write sentences about their partner, e.g. *Pablo usually stays at home in the evening. He doesn't play video games.*

Answers:
1 at **2** play **3** go **4** about **5** have **6** drums **7** friends **8** with **9** to **10** shopping

2 Test yourselves
(1.1 Vocabulary)

Aim: To practise vocabulary from lesson 1.1.
Interaction: Pairs.
Type of activity: Gap filling.
Time: 10 minutes.
Materials: One worksheet per student (A or B).

In class: (1) Copy the worksheet for Student A and Student B. Cut the worksheet along the dotted line. **(2)** Divide students into pairs and hand out their worksheets. Instruct students not to show their worksheets to each other. **(3)** Tell students to read the instructions on the page and follow them for each activity. **(4)** Provide help if students have any questions or have trouble understanding the activities.

3 Test yourselves
(1.2 Grammar)

Aim: To practise the Present Simple and adverbs of frequency.
Interaction: Pairs.
Type of activity: Jumbled sentences.
Time: 10 minutes.
Materials: One worksheet per student (A or B).

In class: (1) Copy the worksheet for Student A and Student B. Cut the worksheet along the dotted line. **(2)** Divide students into pairs and hand out their worksheets. Instruct students not to show their worksheets to each other. **(3)** Tell students to read the instructions on the page and follow them for each activity. **(4)** Provide help if students have any questions or have trouble understanding the activities.

4 My life
(1.5 Grammar)

Aim: To practise question forms for the Present Simple.
Interaction: Pairs.
Type of activity: Information gap.
Time: 10 minutes.
Materials: One worksheet per student (A or B).

In class: (1) Divide the students into pairs, Student A and Student B. Give Students A their worksheet and Students B their worksheet. Tell students not to look at each other's worksheets. **(2)** Explain that they have to complete the text. To do this they have to ask questions about the missing information. First, they prepare the questions. If you like, elicit a question onto the board for Student A and then for Student B. **(3)** Give students five minutes to read the text and prepare the questions. **(4)** Students work in pairs and ask and answer their questions to complete the text. **(5)** If you like, check the answers with the whole class. Ask different students to say the answer for each gap.

Optional follow-up: Students, in pairs or individually, write six more questions using the six question words, e.g. *When do you do your homework? Which sports do you play? How many brothers and sisters have you got? Who is your favourite comic book character?* etc. They work with a new partner and interview each other. Check the answers with the class.

Answers:
Questions: 1 When **2** What kind **3** What **4** Who **5** How many **6** Which
Student A: 1 28 September **2** rap **3** *Fancy* **4** Katy Perry **5** two **6** Radio 1
Student B: 1 15 July **2** fantasy **3** *X-Men* (*Days of Future Past*) **4** Suzanne Brockmann **5** six **6** football

5 Our interests
(Focus Review 1, Speaking)

Aim: To practise talking about personal information and interests.
Interaction: Individual/Pairs.
Type of activity: Ordering and classifying.
Time: 15 minutes.
Materials: One worksheet per student (A or B).

In class: (1) Divide students into pairs, Student A and Student B. Give Students A their worksheet and Students B their worksheet. Tell students not to look at each other's worksheets. **(2)** Ask students to work individually and to rearrange the words in the questions. Next, they add the questions to the correct categories in the table. **(3)** Get students to check the questions in pairs. **(4)** Tell students to work individually again and to complete the answers with their own ideas. **(5)** Ask students to work in pairs again. They ask and answer the questions from the table. **(6)** Go to ex. 9 and 10 on page 23 in the SB.

Answers:
Student A: a What sport do you like? **b** What is your favourite music? **c** What's your name? **d** What is your favourite kind of film?
1 c **3** a **5** d **7** b
Student B: a Who's your favourite singer? **b** Can you tell me your name? **c** What kind of films do you like? **d** What's your favourite sport?
2 b **4** d **6** c **8** a

6 Who are you?
(Focus Review 1, Writing)

Aim: To practise structures for giving personal information and writing about hobbies and interests.
Interaction: Individual/Pairs.
Type of activity: Word completion.
Time: 10 minutes.
Materials: One worksheet per student.

In class: (1) Tell students they are going to work individually and give each student a worksheet. **(2)** Ask students to complete the missing letters in the sentences and get them to check the answers in pairs. **(3)** Check the answers with the whole class. **(4)** Go to ex. 11 on page 23 in the SB.

Optional follow-up: (1) Ask students to talk in pairs about themselves and their hobbies, and to ask each other about their free-time activities and interests. **(2)** Ask some students to talk about their partners.

Answers:
Introduction: My **name** is Julia. I **am** sixteen years **old** and I go to **secondary** school.
Describing interests and hobbies: I **love** going out with friends. We always **have** a good time. I like taking photos. I can't **stand** staying at home at weekends.
Asking about free-time activities: **How** do you like to **spend** your free time? Do you prefer **watching** films or **reading** books?
Finding out about music and sports interests: What **kind** of music are you **interested** in? Do you **play** a musical instrument? What's your **favourite** sport? Do you prefer watching it or **playing** it?

Unit 2 Food

7 Shopping game
(2.1 Vocabulary)

Aim: To practise words related to food.
Interaction: Groups of four.
Type of activity: Mingling and asking questions.
Time: 15 minutes.
Materials: One worksheet per group.

In class: (1) Divide students into groups of four, Student A, Student B, Student C and Student D. Give Students A, B, C and D their worksheets. **(2)** Explain that students have to look at the pictures and buy the four items on their shopping lists from other students in the group. They also have four items to sell. They take it in turns to ask for items. They can only ask one of the other members of the group for one of the items they need at a time. If the person they ask has the item, they tick it off their list. If the person does not have the item, then they have to wait for their next turn to ask someone else. Students can either work as a whole group, or divide into different pairs for each question they ask. The first person to get all four items wins. **(3)** Demonstrate the activity, e.g. A (to B): *Have you got a loaf of bread?* B: *No, sorry, I haven't.* (to D): *Have you got a bottle of ketchup?* D: *Yes, I have! Here you are!* D (to C): *Have you got a bag of potatoes?* C: *Yes, I have! Here you are!* Make sure students realise they have to say both the container and the food, e.g. *Have you got a packet of cocoa?* NOT *Have you got cocoa?* **(4)** If you like, elicit the useful phrases and write them on the board (*Have you got a …? Yes, I have! Here you are./No, sorry, I haven't.)*

Optional follow-up: Write a list of 25–30 different food shopping items on the board. Students each choose six of the items. Play *Bingo!* Call out the items in random order, students cross them off their list. The first student to cross off all six of their items shouts *Bingo!* Students can then play in groups.

8 Test yourselves
(2.1 Vocabulary)

Aim: To practise vocabulary from lesson 2.1.
Interaction: Pairs.
Type of activity: Gap filling.
Time: 10 minutes.
Materials: One worksheet per student (A or B).

In class: (1) Copy the worksheet for Student A and Student B. Cut the worksheet along the dotted line. **(2)** Divide students into pairs and hand out their worksheets. Instruct students not to show their worksheets to each other. **(3)** Tell students to read the instructions on the page and follow them for each activity. **(4)** Provide help if students have any questions or have trouble understanding the activities.

9 What's the difference?
(2.2 Grammar)

Aim: To practise talking about quantity with countable and uncountable nouns.
Interaction: Pairs.
Type of activity: Information gap.
Time: 10–15 minutes.
Materials: One worksheet per student (A or B).

In class: (1) Divide students into pairs, Student A and Student B. Give Students A their worksheet and Students B their worksheet. Tell them not to look at each other's worksheets. **(2)** Explain that they have similar pictures and they have to find five differences. To do this, they have to ask questions. When they find a difference, they should circle it in their picture. **(3)** Ask students to look at the question outlines on their worksheets and elicit full questions onto the board, e.g. *Is there any cheese in your picture? How much cheese is there? Are there any onions in your picture? How many onions are there?* **(4)** Give students ten minutes in their pairs to ask and answer questions. **(5)** If you like, check the answers with the whole class. Ask different students to say one difference they found.

Optional follow-up: Students write a description of their picture and the differences between the two pictures.

Answers:
In picture A:
1 There is a carton of milk, there isn't a carton of orange juice. **2** There are a lot of potatoes. **3** There is one onion. **4** There is a lot of cheese. **5** There isn't much tomato sauce.
In picture B:
1 There is a carton of orange juice, there isn't a carton of milk. **2** There aren't many potatoes. **3** There are three onions. **4** There isn't much cheese. **5** There is a lot of tomato sauce.

10 Test yourselves
(2.5 Grammar)

Aim: To practise using articles.
Interaction: Pairs.
Type of activity: Gap filling.
Time: 10 minutes.
Materials: One worksheet per student (A or B).

In class: (1) Copy the worksheet for Student A and Student B. Cut the worksheet along the dotted line. **(2)** Divide students into pairs and hand out their worksheets. Instruct students not to show their worksheets to each other. **(3)** Tell students to read the instructions on the page and follow them for each activity. **(4)** Provide help if students have any questions or have trouble understanding the activities.

11 Vocabulary and grammar check 1
(After Unit 2)

Aim: To practise vocabulary and grammar from units 1–2.
Interaction: Individual.
Type of activity: Multiple choice, gap filing, word completion.
Time: 15 minutes.
Materials: One worksheet per student.

In class: (1) Copy the worksheet for each student. **(2)** Tell students to read and follow the instructions for each activity. **(3)** Provide help if students have any questions or have trouble understanding the activities. **(4)** Give students fifteen minutes to do the tasks. **(5)** Check the answers with the whole class.

Answers:
1: 1 sugar **2** tin **3** bread **4** watch **5** out
2: 1 tub **2** coach **3** oil **4** flour **5** chess
3: 1 dessert **2** ingredients **3** party **4** speciality **5** take
4: 1 any **2** does **3** have **4** many **5** a
5: 1 don't put any **2** aren't any **3** don't know any **4** doesn't post any **5** don't have any
6: 1 The **2** some **3** are **4** make **5** on

12 In a café
(Focus Review 2, Speaking)

Aim: To practise phrases for ordering food in a restaurant.
Interaction: Individual.
Type of activity: Gap filling.
Time: 8 minutes.
Materials: One worksheet per student.

In class: (1) Tell students they are going to work individually and give each student a worksheet. **(2)** Ask students to fill in the gaps with the words from the box. **(3)** Check the answers with the whole class. **(4)** Go to ex. 9 and 10 on page 35 in the SB.

Answers:
1 ready **2** like **3** have **4** drink **5** large **6** else **7** have **8** much **9** meal

13 Food festival
(Focus Review 2, Writing)

Part 1
Aim: To practise phrases for describing events and inviting people to them.
Interaction: Individual/Pairs.
Type of activity: Matching and classifying.
Time: 5–6 minutes.
Materials: One worksheet per student.

In class: (1) Tell students they are going to work individually and give each student a worksheet. **(2)** Ask students to match the sentence halves. Give them two or three minutes to complete the task. Get students to check answers in pairs. **(3)** Ask students to put the sentences into the correct categories in the table. **(4)** Check the answers with the whole class.

Answers:
1 f **2** i **3** h **4** g **5** a **6** c **7** j **8** b **9** e **10** d
Greetings: 2, 8
Invitation: 5, 7
Details of an event: 6, 10
Special attractions: 1, 4
Confirmation: 3, 9

Part 2
Aim: To practise describing an event.
Interaction: Individual.
Type of activity: Guided writing.
Time: 6 minutes.
Materials: One worksheet per student.

In class: (1) Tell students that they are going to work individually. **(2)** Ask students to look at Part 2 and fill in the gaps with their own ideas about a culinary event. **(3)** Check the ideas with the class. **(4)** Go to ex. 11 on page 35 in the SB.

Unit 3 Work

14 Guess my job!
(3.1 Vocabulary)

Part 1
Aim: To practise phrases related to jobs and work.
Interaction: Individual.
Type of activity: Gap filling.
Time: 7–8 minutes.
Materials: One worksheet per student.

In class: (1) Tell students they are going to work individually and give each student a worksheet. **(2)** Ask students to complete the questions with the words from the box. They can add other questions, e.g. *Do you use a computer?* **(3)** Check the answers with the whole class.

Answers:
1 adults **2** alone, team **3** home, company **4** hours **5** part, full **6** help people, wear a uniform **7** well, badly **8** hard

Part 2
Aim: To practise phrases related to work.
Interaction: Groups of 3–4.
Type of activity: Guessing game.
Time: 6–7 minutes.
Materials: One worksheet per student.

In class: (1) Divide students into groups of three or four. **(2)** Explain that each student has to choose a job from the grid. The other students in the group will take turns to ask questions to guess their job. When answering questions, the student can only say *Yes* or *No* (students cannot ask *Wh-* questions). They can use the questions from Part 1. **(3)** Choose a strong student and demonstrate the activity, e.g. A: *Do you work inside?* B: *Yes.* A: *Do you work alone?* B: *No.* A: *Do you help people?* B: *Yes.* A: *Are you a teacher?* B: *Yes!* **(4)** Students take turns to ask questions to guess the first student's job. Next, the group try to guess the other students' jobs. If they finish quickly, students choose a new job and continue.

15 Test yourselves
(3.1 Vocabulary)

Aim: To practise vocabulary from lesson 3.1.
Interaction: Pairs.
Type of activity: Gap filling.
Time: 10 minutes.
Materials: One worksheet per student (A or B).

In class: (1) Copy the worksheet for Student A and Student B. Cut the worksheet along the dotted line. **(2)** Divide students into pairs and hand out their worksheets. Instruct students not to show their worksheets to each other. **(3)** Tell students to read the instructions on the page and follow them for each activity. **(4)** Provide help if students have any questions or have trouble understanding the activities.

16 Test yourselves
(3.2 Grammar)

Aim: To practise the Present Continuous
Interaction: Pairs.
Type of activity: Gap filling.
Time: 10 minutes.
Materials: One worksheet per (student A or B).

In class: (1) Copy the worksheet for Student A and Student B. Cut the worksheet along the dotted line. **(2)** Divide students into pairs and hand out their worksheets. Instruct students not to show their worksheets to each other. **(3)** Tell students to read the instructions on the page and follow them for each activity. **(4)** Provide help if students have any questions or have trouble understanding the activities.

17 Question time
(3.5 Grammar)

Aim: To practise the Present Simple and Present Continuous.
Interaction: Pairs.
Type of activity: Ordering words and asking questions.
Time: 15 minutes.
Materials: One worksheet per student (A or B).

In class: (1) Divide students into pairs, Student A and Student B. Give Students A their worksheet and Students B their worksheet. Tell students not to look at each other's worksheets. **(2)** Explain to students that they have to work individually to order the words to make questions. **(3)** Students then work in pairs. Students A asks their questions. Students B listen and answer. Then Students B ask their questions and Students A answer. **(4)** Check with the whole class. Ask different pairs to read out one question and one answer each. Go over any problems with word order.

Answers:
Student A:
1 How often do you play video games? **2** Where does your family usually go on holiday? **3** What is your best friend doing now? **4** Are you doing homework right now? **5** Do people in your country speak English?
Student B:
1 Where do you usually meet your friends at the weekend? **2** How often do you watch films? **3** Are your parents working at the moment? **4** Am I asking you correct questions? **5** Does your teacher speak English every day?

Optional follow-up: Students write true/false sentences about themselves using the Present Simple and the Present Continuous. Then they work with a new partner. Partners read each other's sentences and guess which are false. Check the answers with the class.

18 At work
(Focus Review 3, Speaking)

Part 1
Aim: To practise describing a photo.
Interaction: Individual.
Type of activity: Gap filling.
Time: 5–6 minutes.
Materials: One worksheet per student.

In class: (1) Tell students they are going to work individually and give each student a worksheet. **(2)** Ask students to look at the photo and to fill in the gaps with the words from the box. **(3)** Get students to check the questions in pairs. **(4)** Check the answers with the whole class.

Optional follow-up: Ask students to add one more sentence to the description.

Answers:
1 shows **2** receptionist **3** guest **4** smiling **5** looks **6** filling **7** has

Part 2
Aim: To practise describing a photo.
Interaction: Pairs.
Type of activity: Free speaking.
Time: 7–8 minutes.
Materials: One worksheet per student.

In class: (1) Divide students into pairs, Student A and Student B. **(2)** Student A chooses one of the pictures and describes it to Student B who guesses which picture is being described. **(3)** When Student B has identified the picture, students change roles and now Student B describes a picture for Student A to guess. **(4)** Go to ex. 9 on page 47 in the SB.

19 Can you help me, please?
(Focus Review 3, Writing)

Aim: To practise phrases for asking a favour.
Interaction: Individual/Pairs.
Type of activity: Gap filling and classifying.
Time: 10 minutes.
Materials: One worksheet per student.

In class: (1) Tell students they are going to work individually and give each student a worksheet. **(2)** Ask them to fill in the gaps with the words from the box. Set a time limit of two to three minutes. **(3)** Get students to check the questions in pairs. **(4)** Next, students complete the grid with the sentences. **(5)** Check the answers with the whole class. **(6)** Go to ex. 10 on page 47 in the SB.

Answers:
1 need **2** problem **3** favour **4** help **5** think **6** Sorry **7** Could **8** know **9** time
General request: 3, 7
Explanation: 2, 8, 9
Specific request: 1, 4, 5, 6

Unit 4 People

20 What do they look like? (4.1 Vocabulary)

Aim: To practise describing people.
Interaction: Pairs.
Type of activity: Information exchange.
Time: 10 minutes.
Materials: One worksheet per student (A or B).

In class: (1) Divide students into pairs, Student A and Student B. Give Students A their worksheet and Students B their worksheet. Tell students not to look at each other's worksheets. **(2)** Explain that students have to write the name of each person under the correct picture, using the names in the box. Elicit the questions *What does … look like?* onto the board and drill as necessary. **(3)** Student A begins and asks about the first name (*What does Sara look like?*). Student B reads out the description. Student A listens and identifies the correct picture and writes the name under it. Then Student B asks about their first name (*What does Mike look like?*), listens to the description and identifies the correct picture and writes the name under it. **(4)** Students take turns to ask about the people and give clues. **(5)** When they finish, get them to check the answers together, looking at the pictures and descriptions.

Answers:
Student A: 1 Debbie **2** Harry **3** Sara **4** Robert **5** Sue **6** Andy
Student B: 1 David **2** Lisa **3** Mike **4** Helen **5** Chris **6** Katie

Optional follow-up: Students bring pictures of famous people. They write short descriptions. Stick the pictures and descriptions up around the class.

21 Test yourselves (4.1 Vocabulary)

Aim: To practise vocabulary from lesson 4.1.
Interaction: Pairs.
Type of activity: Gap filling.
Time: 10 minutes.
Materials: One worksheet per student (A or B).

In class: (1) Copy the worksheet for Student A and Student B. Cut the worksheet along the dotted line. **(2)** Divide students into pairs and hand out their worksheets. Instruct students not to show their worksheets to each other. **(3)** Tell students to read the instructions on the page and follow them for each activity. **(4)** Provide help if students have any questions or have trouble understanding the activities.

22 My family, friends and me (4.2 Grammar)

Aim: To practise comparative and superlative adjectives.
Interaction: Individual/Pairs.
Type of activity: Gap filling and information exchange.
Time: 15 minutes.
Materials: One worksheet per student.

In class: (1) Tell students that at first they are going to work individually, and hand out the worksheets. Tell them to take three minutes to fill in the gaps with the correct forms of the adjectives in capitals. **(2)** Check the answers with the whole class. **(3)** Tell students to choose five of the questions and write the answers in the icons at the bottom of the page in a random order. They should only write people's names, not full sentences. To make the guessing more challenging, ask students not to use family relationship terms. Set a time limit of two minutes. **(4)** Ask students to work in pairs and to swap their worksheets. **(5)** Students take turns to guess who the people in the icons are. They can have three guesses at each answer. Choose a strong student and demonstrate the activity, e.g. A: *I think Sibel lives further away from the school than you.* B: No. A: *She tells the funniest jokes.* B: No. A: *Maybe she has more interesting hobbies than you.* B: No. *She's my cousin and she's the most sociable person in my family.*
With stronger groups suggest asking follow-up questions, e.g. *What are his hobbies? Why is she the worst cook?*

Answers:
1 bigger **2** longest **3** more interesting **4** most sociable **5** further/farther **6** worst **7** better **8** funniest

23 Test yourselves (4.5 Grammar)

Aim: To practise *have to/don't have to.*
Interaction: Pairs.
Type of activity: Jumbled sentences.
Time: 10 minutes.
Materials: One worksheet per student (A or B).

In class: (1) Copy the worksheet for Student A and Student B. Cut the worksheet along the dotted line. **(2)** Divide students into pairs and hand out their worksheets. Instruct students not to show their worksheets to each other. **(3)** Tell students to read the instructions on the page and follow them for each activity. **(4)** Provide help if students have any questions or have trouble understanding the activities.

24 Vocabulary and grammar check 2
(After Unit 4)

Aim: To practise vocabulary and grammar from units 1–4.
Interaction: Individual.
Type of activity: Finding the odd one out, word completion, multiple choice, gap filling.
Time: 15 minutes.
Materials: One worksheet per student.

In class: (1) Copy the worksheet for each student. **(2)** Tell students to read and follow the instructions for each activity. **(3)** Provide help if students have any questions or have trouble understanding the activities. **(4)** Give students fifteen minutes to do the tasks. **(5)** Check the answers with the whole class.

Answers:
1: 1 narrow **2** spicy **3** jumper **4** lawyer **5** kind
2: 1 cheerful **2** customers **3** fringe **4** weekday **5** salary
3: 1 want **2** the **3** says **4** more interesting **5** don't have to
4: 1 prettier **2** doesn't have to **3** do your parents collect **4** is doing **5** the most sociable
5: 1 C **2** B **3** B **4** C **5** A

25 A very different hairstyle
(Focus Review 4, Speaking)

Part 1
Aim: To practise phrases related to different hairstyles.
Interaction: Pairs.
Type of activity: Peer correction
Time: 3 minutes.
Materials: One worksheet per student (A or B).

In class: (1) Divide students into pairs. **(2)** Give Students A and B their worksheets. **(3)** Explain that students have to fill in the gaps in the phrases accompanying the pictures individually. **(4)** When students are ready, they read their answers and spell them out to their partner. The partners check if they are correct.

Answers:
Student A:
1 straight hair **2** bald **3** ponytail
Student B:
1 curly hair **2** shaved sides **3** fringe

Part 2
Aim: To practise phrases used to make suggestions about the perfect hairstyle and reacting to such suggestions.
Interaction: Pairs.
Type of activity: Gap filling and guided speaking.
Time: 12 minutes.
Materials: One worksheet per student (A or B).

In class: (1) Students work in the same pairs. Explain to students that they are going to read a dialogue where a young person (Student A) is trying to choose a perfect hairstyle for the *Totally Different You* party. Student B is trying to help with the choice. **(2)** Ask students to work individually and fill in the gaps in their worksheets. **(3)** When both students in a pair are ready, they try to read out the dialogue and see if it makes sense. They help each other with possible corrections. In the end, they choose a photo which shows the chosen hairstyle on the basis of the conversation they have just read. **(4)** Then tell students they are going to act out a similar conversation where Student B will be choosing a very different hairstyle for the party from photos A–D. Ask students to use the conversation in Part 2 as a model. Ask Student B to start. Student A makes suggestions and Student B expresses their opinion about them. Continue until Student B makes a choice. Time permitting, you may ask a pair to act out a dialogue for the whole class.

Answers:
Photo B
Student A:
1 I'd like **2** How about **3** want to **4** What about
Part 2:
5 not sure **6** take **7** do you think **8** That looks

26 All about me
(Focus Review 4, Writing)

Aim: To practise words related to appearance, personality, interests, friends and family.
Interaction: Individual/Pairs.
Type of activity: Gap filling and guided speaking.
Time: 10–12 minutes.
Materials: One worksheet per student.

In class: (1) Tell students that they are going to work in pairs and give each student a worksheet. **(2)** Students fill in gaps 1–8 with the words from the box. **(3)** Ask students to think of other words and phrases to complete the *Looks* and *Personality* sections. Next, they complete the sentences in the *Family*, *Friends* and *Likes and Dislikes* sections with as many ideas as possible. Set them five minutes to do the task. **(4)** Check the answers with the whole class. **(5)** Get students to underline the options that describe them. **(6)** Divide students into pairs and ask them to use the completed sentences to describe themselves to their partner. **(7)** Go to ex. 9 on page 59 in the SB.

Answers:
1 tall **2** well-built **3** curly **4** blond **5** blue **6** kind **7** help people **8** a great sense of humour

Unit 5 Education

27 So, how is school?
(5.1 Vocabulary)

Aim: To practise vocabulary related to school.
Interaction: Pairs.
Type of activity: Matching and information exchange.
Time: 15 minutes.
Materials: One worksheet per pair.

In class: (1) Tell students that they are going to work in pairs. Give each pair one set of cards. **(2)** Ask students to match the question halves. Set a time limit of five minutes. **(3)** Get students to compare the answers with other pairs. **(4)** Check the answers with the whole class. **(5)** Tell students to talk to each other and answer all or some of the questions.

Optional follow-up: You may want to ask students if adults often ask them about school and what kind of questions about school they don't like.

Answers:
1 How many of your friends go / to a single-sex school?
2 Do you always do / well in your English tests?
3 Do you often miss PE / classes?
4 What grades do you / usually get in History tests?
5 Are there any private / secondary schools where you live?
6 Is it easy for you to pass / Maths tests?
7 When do you leave home to be / on time for lessons?
8 Do you have to / retake any tests this month?
9 How do you usually feel when / you're sitting an exam?
10 Would you like to travel the world / for a year when you leave school?
11 What's the name / of your first form teacher?
12 What's the name of your primary / school head teacher?

28 Test yourselves
(5.1 Vocabulary)

Aim: To practise vocabulary from lesson 5.1.
Interaction: Pairs.
Type of activity: Gap filling.
Time: 10 minutes.
Materials: One worksheet per student (A or B).

In class: (1) Copy the worksheet for Student A and Student B. Cut the worksheet along the dotted line. **(2)** Divide students into pairs and hand out their worksheets. Instruct students not to show their worksheets to each other. **(3)** Tell students to read the instructions on the page and follow them for each activity. **(4)** Provide help if students have any questions or have trouble understanding the activities.

29 Test yourselves
(5.2 Grammar)

Aim: To practise *must/mustn't, should/shouldn't*.
Interaction: Pairs.
Type of activity: Gap filling.
Time: 10 minutes.
Materials: One worksheet per student (A or B).

In class: (1) Copy the worksheet for Student A and Student B. Cut the worksheet along the dotted line. **(2)** Divide students into pairs and hand out their worksheets. Instruct students not to show their worksheets to each other. **(3)** Tell students to read the instructions on the page and follow them for each activity. **(4)** Provide help if students have any questions or have trouble understanding the activities.

30 Could you …?
(5.5 Grammar)

Aim: To practise *was/were* and *could*.
Interaction: Groups of 5 or more.
Type of activity: Information finding.
Time: 10 minutes.
Materials: One worksheet per student.

In class: (1) Divide students into groups of five or more and give each student a worksheet. **(2)** Explain that they should ask people in their group questions to find out who could swim, speak English, etc. as a child. **(2)** If necessary, practise questions and answers with *could* before they start, e.g. *Could you swim when you were eight years old? Yes, I could./No, I couldn't.* **(3)** Students ask one another questions and when someone answers: *Yes, I could.* students fill in the gap with their name. **(4)** When everyone has completed all the five gaps with names, ask one or two students to read out their sentences.

31 Welcome to the Science Centre
(Focus Review 5, Speaking)

Aim: To practise asking for and giving information.
Interaction: Individual/Pairs.
Type of activity: Matching and classifying.
Time: 10 minutes.
Materials: One worksheet per student.

In class: (1) Tell students that they are going to work individually and give each student a worksheet. **(2)** Get students to match the sentence halves. Set a time limit of two to three minutes to complete the task. **(3)** Get students to check the answers in pairs. **(4)** Ask students to complete the grid with the sentences. **(5)** Check the answers with the whole class. **(6)** Go to ex. 9 on page 71 in the SB.

Answers:
1 b **2** i **3** l **4** h **5** k **6** j **7** d **8** e **9** f **10** g **11** a **12** c
Employee of the Science Centre: 1, 3, 6, 10, 12
Customer: 2, 4, 5, 7, 8, 9, 11

32 An email to a friend
(Focus Review 5, Writing)

Aim: To practice phrases for greeting and inviting others, asking for and giving information.
Interaction: Individual/Pairs.
Type of activity: Ordering and classifying.
Time: 10–12 minutes.
Materials: One worksheet per student.

In class: (1) Tell students that they are going to work individually and give each student a worksheet. **(2)** Ask students to rearrange the words in the sentences and get them to compare the answers in pairs. **(3)** Get students to complete the grid with the sentences. **(4)** Check the answers with the whole class. **(5)** Go to ex. 10 and 11 on page 71 in the SB.

Answers:
1 On the first day I could not find the classroom.
2 Would you like to visit me next month? **3** I hope you are not too busy. **4** I am doing very well. **5** What are your plans next week? **6** How are things? **7** My new school is bigger than our old one. **8** I hope you are fine. **9** Do you want to come and stay soon? **10** I am getting on well.
Greetings: 6, 8
Giving news: 1, 4, 7, 10
Asking about plans: 3, 5
Inviting to visit: 2, 9

Unit 6 Sport and health

33 Sports crossword
(6.1 Vocabulary)

Aim: To practise words related to sport.
Interaction: Pairs.
Type of activity: Crossword and guessing game.
Time: 15 minutes.
Materials: One worksheet per student (A or B).

In class: (1) Divide students into pairs, Student A and Student B. Give Students A their worksheet and Students B their worksheet. Tell students not to look at each other's worksheets. **(2)** Students look at the pictures and individually complete their part of the crossword. **(3)** Students work in pairs. They take turns to mime or define their sports so that their partner can complete the missing words. **(4)** When everyone has finished, check the answers with the whole class.

Answers:
Across: 1 football **3** badminton **4** volleyball **6** karate **7** skiing **8** ice skating **9** swimming
Down: 2 table tennis **5** running/jogging **6** kayaking

34 Test yourselves
(6.1 Vocabulary)

Aim: To practise vocabulary from lesson 6.1.
Interaction: Pairs.
Type of activity: Gap filling.
Time: 10 minutes.
Materials: One worksheet per student (A or B).

In class: (1) Copy the worksheet for Student A and Student B. Cut the worksheet along the dotted line. **(2)** Divide students into pairs and hand out their worksheets. Instruct students not to show their worksheets to each other. **(3)** Tell students to read the instructions on the page and follow them for each activity. **(4)** Provide help if students have any questions or have trouble understanding the activities.

35 Test yourselves
(6.2 Grammar)

Aim: To practice using the Past Simple.
Interaction: Pairs.
Type of activity: Gap filling.
Time: 10 minutes.
Materials: One worksheet per student (A or B).

In class: (1) Copy the worksheet for Student A and Student B. Cut the worksheet along the dotted line. **(2)** Divide students into pairs and hand out their worksheets. Instruct students not to show their worksheets to each other. **(3)** Tell students to read the instructions on the page and follow them for each activity. **(4)** Provide help if students have any questions or have trouble understanding the activities.

36 Find someone who …
(6.5 Grammar)

Aim: To practise the Past Simple affirmatives, negatives and questions.
Interaction: Pairs/Whole class (or groups of 4–6).
Type of activity: Interview.
Time: 15 minutes.
Materials: One worksheet per student.

In class: (1) Give each student a worksheet. **(2)** Divide students into pairs to write the questions. They should read each statement and write a question to find the information. Elicit the first question on the board with the whole class: *Did you phone a friend yesterday evening*? If you like, do another example with the whole class. **(3)** Check the answers with the whole class. Then tell students they are now going to mingle as a group. **(4)** Explain that students have to ask the questions and find someone for each statement. Demonstrate the activity. Ask different students the first question until you find someone who says *Yes, I did*, then write their name in the name column. **(5)** When students find someone who says 'yes' they should ask one more question and note down the answer, e.g. *Who did you phone?/What time did you phone your friend?/What did you talk about?* **(6)** Check the answers with the class.

Optional follow up: Students write affirmative and negative sentences about their classmates, e.g. *Marta didn't phone a friend yesterday. Rami got up before 7 a.m. this morning.*

Answers:
1 Did you phone a friend yesterday evening?
2 Did you play football last weekend?
3 Did you get up before 7 a.m. this morning?
4 Did you cycle or walk to school this morning?
5 Did you win a competition last year?
6 Did you live in a different city when you were a child?
7 Did you help someone last week?
8 Did you study yesterday?

37 Vocabulary and grammar check 3
(After Unit 6)

Aim: To practise vocabulary and grammar from units 1–6.
Interaction: Individual.
Type of activity: Multiple choice, gap filling, word completion, sentence formation.
Time: 15 minutes.
Materials: One worksheet per student.

In class: (1) Copy the worksheet for each student. **(2)** Tell students to read and follow the instructions for each activity. **(3)** Provide help if students have any questions or have trouble understanding the activities. **(4)** Give students fifteen minutes to do the tasks. **(5)** Check the answers with the whole class.

Answers:
1: 1 classes **2** generous **3** karate **4** retake **5** care
2: 1 join **2** learn **3** workout **4** find **5** Keep
3: 1 steps **2** take **3** skier **4** goes **5** earn
4: 1 didn't take place **2** aren't playing **3** didn't go **4** weren't **5** didn't score
5: 1 Were you into tennis last year? **2** Could you raise any money in the concert? **3** Why did the coach shout at the end of the game? **4** When should the athletes complete the marathon? **5** Did she get enough sleep last night?

38 What should I do?
(Focus Review 6, Speaking)

Part 1
Aim: To practise asking for and giving advice and reasons.
Interaction: Individual/Pairs.
Type of activity: Ordering and classifying.
Time: 8 minutes.
Materials: One worksheet per student (A or B).

In class: (1) Divide students into pairs, Student A and Student B. Give Students A their worksheet and Students B their worksheet. **(2)** Ask students to rearrange the words in the sentences and get them to compare the answers in pairs. **(3)** Get students to complete the grid with the sentences. **(4)** Check the answers with the whole class.

Answers:
1 You should start cycling regularly. **2** Swimming can help you relax. **3** What kind of equipment should I get? **4** How often should I train? **5** It can give you a lot of energy. **6** It is important to wear comfortable trainers. **7** Make sure you train regularly. **8** It is not a difficult activity. **9** What sport do you recommend?
Asking for advice: 3, 4, 9
Giving advice: 1, 6, 7
Reasons: 2, 5, 8

Part 2
Aim: To practise asking for and giving advice and reasons.
Interaction: Pairs.
Type of activity: Free speaking.
Time: 5 minutes.
Materials: One worksheet per student (A or B).

In class: (1) Ask students to take turns in asking for advice and giving it. Remind them to give a reason for their advice. **(2)** Ask some pairs to act out their dialogues in front of the whole class. **(3)** Got to ex. 9 and 10 on page 83 in the SB.

39 Best tournament ever!
(Focus Review 6, Writing)

Part 1
Aim: To practise describing a sports event.
Interaction: Individual/Pairs.
Type of activity: Word completion.
Time: 5–6 minutes.
Materials: One worksheet per student.

In class: (1) Tell students that they are going to work individually and give each student a worksheet. **(2)** Tell students to fill in the gaps with words related to sports events. Some letters of each missing word have been given to help them. There are as many lines as there are letters in each word. Give them three to four minutes to complete the task. **(3)** Get students to check the answers in pairs. **(4)** Check the answers with the whole class.

Answers:
Type of sports event: It was the **World** Cup. I saw the volleyball **finals** last night on TV. There were over 2,000 runners in a **marathon** in our town.
Time and place: It took **place** yesterday at the swimming **pool**. The tournament **happened** last week at our school **gym**. The match **started** at 6 p.m. and **finished** at 11 p.m.
Description of an event: One of the basketball **players** fell and broke his leg. During the Zumba® tournament, everybody started **dancing** as well. The **competitors** wore blue and pink T-shirts to support sick children.
Results: Last year's **champion** had the best result. The fastest runner **won** a gold **medal** in the marathon. One of our best players **scored** five **goals** in one match!

Part 2
Aim: To practise describing a sports event.
Interaction: Individual/Pairs.
Type of activity: Guided writing.
Time: 6 minutes.
Materials: One worksheet per student.

In class: (1) Tell students that they are going to work individually at first. Hand out the worksheet. **(2)** Ask students to choose one of the sporting events in the posters and fill in the description with details given and their own ideas. **(3)** Divide students into pairs and ask them to read their descriptions to each other. **(4)** Ask some students to read out their descriptions to the whole class. **(5)** Go to ex. 11 on page 83 in the SB.

Unit 7 Travel

40 Holiday time
(7.1 Vocabulary)

Aim: To practise words related to holidays and travel.
Interaction: Pairs.
Type of activity: Guessing game.
Time: 15 minutes.
Materials: One worksheet per student (A or B).

In class: (1) If you like, briefly brainstorm words related to holidays and travel onto the board. **(2)** Divide students into pairs and give each student a rolecard. Tell students not to show their cards to the other student. **(3)** Explain that each of them went on two different types of holiday. They will hear clues about the holidays to help them guess what they are. **(4)** Students read their rolecards silently. They silently practise talking about their holidays. **(5)** Student A begins. They do not say the type of holiday. They read out the clues about their holidays point by point. After the other student has listened to the clues, they try to guess the holidays. Then it is Student B's turn.

Optional follow up: Students write about a holiday they went on giving similar information.

41 Test yourselves
(7.1 Vocabulary)

Aim: To practise vocabulary from lesson 7.1.
Interaction: Pairs.
Type of activity: Gap filling.
Time: 10 minutes.
Materials: One worksheet per student (A or B).

In class: (1) Copy the worksheet for Student A and Student B. Cut the worksheet along the dotted line. **(2)** Divide students into pairs and hand out their worksheets. Instruct students not to show their worksheets to each other. **(3)** Tell students to read the instructions on the page and follow them for each activity. **(4)** Provide help if students have any questions or have trouble understanding the activities.

42 Have you ever …?
(7.2 Grammar)

Aim: To practise Present Perfect with *ever/never.*
Interaction: Pairs.
Type of activity: Interview.
Time: 15 minutes.
Materials: One worksheet per student.

In class: (1) Divide students into pairs and give each student a worksheet. **(2)** Ask students to read the phrases in the box and match them to the pictures. Then they write the questions with *Have you ever …?*, e.g. *Have you ever ridden a horse? Have you ever eaten Chinese food?* If you like, elicit all the questions on the board and practise them with the whole class if necessary. **(3)** Ask two or three students the first question and elicit answers with the Present Perfect, e.g. *Yes, I've ridden a horse.* or *No, I've never ridden a horse.* Encourage students to use *never* when appropriate. **(4)** Students answer for themselves. Then they interview their partner and take notes of their answers. They ask follow-up questions about each thing, e.g. *When did you ride the horse? Did you like it?* **(6)** Check the answers with the class.

Optional follow up: Students write sentences about their partner.

Answers:
1 Have you ever ridden a horse? **2** Have you ever eaten Chinese food? **3** Have you ever tried kayaking? **4** Have you ever won a medal? **5** Have you ever been backpacking? **6** Have you ever visited London? **7** Have you ever played basketball? **8** Have you ever stayed at a campsite?

43 Test yourselves
(7.5 Grammar)

Aim: To practise the Present Perfect + *just/yet/already.*
Interaction: Pairs.
Type of activity: Gap filling.
Time: 10 minutes.
Materials: One worksheet per student (A or B).

In class: (1) Copy the worksheet for Student A and Student B. Cut the worksheet along the dotted line. **(2)** Divide students into pairs and hand out their worksheets. Instruct students not to show their worksheets to each other. **(3)** Tell students to read the instructions on the page and follow them for each activity. **(4)** Provide help if students have any questions or have trouble understanding the activities.

44 Excuse me, how do I get to …?
(Focus Review 7, Speaking)

Part 1
Aim: To practise asking for and giving directions.
Interaction: Individual/Pairs.
Type of activity: Gap filling and classifying.
Time: 5–7 minutes.
Materials: One worksheet per student (A or B).

In class: (1) Divide students into pairs, Student A and Student B. Give Students A their worksheet and Students B their worksheet. Ask students to fold the sheets along the dotted line and only look at Part 1. **(2)** Ask students to fill in the gaps with the correct words from the box. **(3)** Get students to check the questions in pairs. **(4)** Ask students to complete the grid with the sentences. **(5)** Check the answers with the whole class.

Answers:
1 turning **2** past **3** get **4** along **5** where **6** way **7** turn
Asking for directions: 3, 5, 6
Giving directions: 1, 2, 4, 7

Part 2
Aim: To practise asking for and giving directions.
Interaction: Pairs.
Type of activity: Guided speaking.
Time: 5 minutes.
Materials: One worksheet per student (A or B).

In class: (1) Get students to look at the maps and tell them not to look at each other's worksheets. **(2)** Students take turns asking each other how to get to certain places and giving directions. **(3)** Ask some pairs to act out their dialogues in front of the other students. **(4)** Go to ex. 9 on page 95 in the SB.

45 A formal letter of enquiry
(Focus Review 7, Writing)

Aim: To practise phrases for writing an email of enquiry.
Interaction: Individual/Pairs.
Type of activity: Gap filling and ordering.
Time: 6–8 minutes.
Materials: One worksheet per student.

In class: (1) Tell students that they are going to work individually and give each student a worksheet. **(2)** Ask students to complete the sentences from a letter of enquiry with the words from the box. **(3)** Get students to compare their answers in pairs. **(4)** Ask students to put the jumbled sentences of the letter of enquiry in the correct order. **(5)** Check the answers with the whole class. **(6)** Go to ex. 10 and 11 on page 95 in the SB.

Answers:
[5] **a** Would it be **possible** to send me my bag if you find it, please?
[7] **b** Yours **faithfully**,
[4] **c** The bag is blue, it has a sticker on the top with my **name** on it.
[1] **d** Dear **Sir** or Madam,
[2] **e** I am writing to **enquire** if somebody has found a bag with Biology coursebooks in it on the train from London to Brighton.
[6] **f** You can **contact** me by phone on 123-456-789 or **email** me at jj.smith@mail.com.
[3] **g** I was a **passenger** on this train on 2nd October and I think I **left** the bag on the floor in the first carriage.

Unit 8 Nature

46 Treasure hunt
(8.1 Vocabulary)

Aim: To practise words related to landscapes and animals.
Interaction: Pairs.
Type of activity: Jigsaw dictation.
Time: 20 minutes.
Materials: One worksheet per student (A or B).

In class: (1) Divide students into pairs, Student A and Student B. Give each student their worksheet. Tell them to sit back to back and not to look at each other's worksheets. **(2)** Explain to students that they have the same text about imaginary islands with different words missing. **(3)** Students take turns to dictate the highlighted sentences to each other and fill in the gaps. **(4)** When a pair has finished, ask them to compare their texts. Then give them the map of the islands. Students have to uncover the clue to find out which chest (A-G) contains the treasure left by pirates. The letters corresponding to the numbers in the clue can be found in the words students dictated to each other. **(5)** When everyone has finished, check the answer with the whole class.

Answers:
The clue: Between Green (Island) and Deer (Island). The treasure is in chest F.

47 Test yourselves
(8.1 Vocabulary)

Aim: To practise vocabulary from lesson 8.1.
Interaction: Pairs.
Type of activity: Gap filling.
Time: 10 minutes.
Materials: One worksheet per student (A or B).

In class: (1) Copy the worksheet for Student A and Student B. Cut the worksheet along the dotted line. **(2)** Divide students into pairs and hand out their worksheets. Instruct students not to show their worksheets to each other. **(3)** Tell students to read the instructions on the page and follow them for each activity. **(4)** Provide help if students have any questions or have trouble understanding the activities.

48 In the future
(8.2 Grammar)

Aim: To practise Future with *will*.
Interaction: Groups of four.
Type of activity: Board game.
Time: 15 minutes.
Materials: One worksheet, one dice, four coloured counters per group.

In class: (1) Divide students into groups of four and give each group a worksheet and a dice. **(2)** Each student places a different coloured counter (or small object, e.g. a rubber, paper clip, pen top) on the START square. **(3)** Students take turns to throw the dice. The one with the highest score starts: they throw again and move the counter forward the number of squares shown on the dice. When they land on the square, they have to make a prediction about the future for each picture they land on. Make sure they understand the sentence can be any prediction related to the picture. The prediction can be affirmative or negative. Elicit a few examples for picture 1, e.g. *I will be rich in ten years. I won't spend all my money next weekend. I will get some money for my next birthday.* **(4)** Students say a sentence for each picture they land on. If the rest of the group agrees that the sentence is grammatically correct, they stay on the picture. If not, they go back to their previous square. Students cannot repeat sentences, so if two students land on the same square, the second student's sentence must be different. **(5)** Students don't need to throw an exact number to reach FINISH – as soon as they throw a number higher than the remaining number of squares they pass the finish line. The first student to reach FINISH wins the game. Groups can play again. **(6)** Check the answers with the class.

Optional follow up: Students write predictions for some of the pictures.

Example sentences:

1 I will be rich. **2** I'll learn French in the future. **3** I'll buy a big house one day. **4** My sister will go shopping at the weekend. **5** Seas will be polluted. **6** They will invent a fantastic new mobile phone soon. **7** We'll fly somewhere on holiday next year. **8** I won't get married in the next five years. **9** Penguins won't die out. **10** It will be very hot next summer. **11** I'll go to university and study Maths. **12** Polar bears' habitat will get smaller. **13** I'll go to the beach for my next holiday. **14** My brother will go to London for a year. **15** Pollution will get worse in cities. **16** The rainforest will disappear. **17** I'll work hard and I'll pass all my exams. **18** I won't get a job in an office. **19** I think I'll have two children. **20** My friend will go skiing next winter. **21** There will be flying cars soon. **22** I'll have a nice meal this evening. **23** I won't play football next weekend. **24** I'll go to the cinema with my friends next week. **25** I'll have a party for my next birthday. **26** I won't go to the beach next month. **27** I will never win a medal.

49 Test yourselves
(8.5 Grammar)

Aim: To practise *be going to*.
Interaction: Pairs.
Type of activity: Gap filling.
Time: 10 minutes.
Materials: One worksheet per student (A or B).

In class: (1) Copy the worksheet for Student A and Student B. Cut the worksheet along the dotted line. **(2)** Divide students into pairs and hand out their worksheets. Instruct students not to show their worksheets to each other. **(3)** Tell students to read the instructions on the page and follow them for each activity. **(4)** Provide help if students have any questions or have trouble understanding the activities.

50 Vocabulary and grammar check 4
(After Unit 8)

Aim: To practice vocabulary and grammar from Units 1–8
Interaction: Individual.
Type of activity: Matching, multiple choice, gap filling.
Time: 15 minutes.
Materials: One worksheet per student.

In class: (1) Copy the worksheet for each student. **(2)** Tell students to read and follow the instructions for each activity. **(3)** Provide help if students have any questions or have trouble understanding the activities. **(4)** Give students fifteen minutes to do the tasks. **(5)** Check the answers with the whole class.

Answers:
1: 1 f **2** a **3** e **4** c **5** d
2: 1 north **2** put up **3** thunder **4** luggage **5** light
3: 1 throw **2** fitness **3** warming **4** explore **5** carton
4: 1 C **2** A **3** B **4** B **5** A
5: 1 are they/the government going to use **2** Has he visited/been to **3** is she explaining the exercise **4** will they build a new rocket/it **5** should they/students identify

51 What do you think about it? (Focus Review 8, Speaking)

Part 1

Aim: To practise giving an opinion, agreeing and partially agreeing.

Interaction: Individual/Pairs.

Type of activity: Gap filling and classifying.

Time: 5 minutes.

Materials: One worksheet per student (A or B).

In class: (1) Tell students that they are going to work individually and give each student a worksheet. **(2)** Ask students to complete the gaps with words from the box. **(3)** Get students to check the answers in pairs and read the dialogues out loud. **(4)** Tell students to identify and underline the expressions of opinion, agreement, partial agreement and disagreement. Get them to complete the grid with the expressions. **(5)** Check the answers with the whole class.

Answers:

1 think **2** sure **3** mean **4** agree **5** seems **6** point **7** opinion **8** right

Asking for an opinion: What do you think about it?
Expressing an opinion: It seems to me that … In my opinion …
Agreeing: You're right. I agree that …
Partially agreeing: I see what you mean, but … You have a point, but …
Disagreeing: I'm not sure.

Part 2

Aim: To practise asking for and giving an opinion, agreeing and disagreeing.

Interaction: Pairs.

Type of activity: Free speaking.

Time: 10 minutes.

Materials: One worksheet per student (A or B).

In class: (1) Ask students think of as many arguments as they can for or against the ideas in Situations 1 and 2. Set a time limit of three to four minutes. **(2)** Ask students to act out dialogues similar to the one in Part 1 using their own arguments. Remind students to use expressions from the table in Part 1. **(3)** Ask a few pairs to act out their dialogues in front of the class. **(4)** Go to ex. 9 and 10 on page 107 in the SB.

52 Opinion on a blog (Focus Review 8, Writing)

Aim: To revise phrases used to give opinions.

Interaction: Individual/Pairs.

Type of activity: Word completion, matching and classifying.

Time: 10 minutes.

Materials: One worksheet per student.

In class: (1) Tell students that they are going to work individually and give each student a worksheet. **(2)** Students read the blog, fill in the missing letters and match the paragraphs with their functions 1–4. **(3)** Get students to check the answers in pairs. **(4)** Students complete the grid with the expressions in bold. **(5)** Check the answers with the whole class. **(6)** Go to ex. 12 on page 107 in the SB.

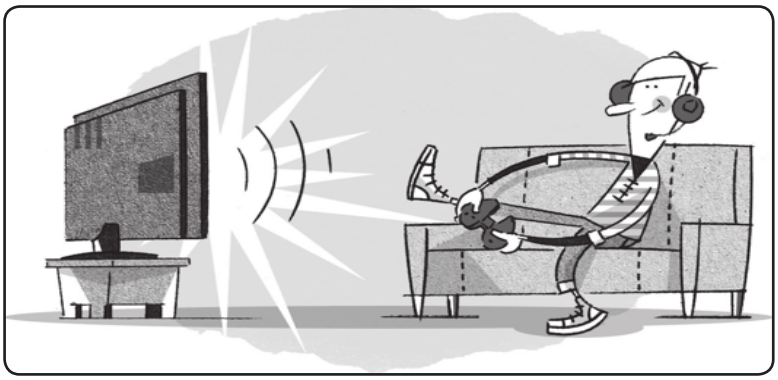
Answers:

1 think **2** seems **3** opinion **4** about **5** agree **6** What
1 d **2** c **3** a **4** b
Giving an opinion**:** I think … It seems to me that … In my opinion …
Asking for an opinion**:** What do you think about …? Do you agree …? What's your opinion on …?

Free time

1.1 Vocabulary (free-time activities)

about play to with go drums
have shopping at friends



In your free time ...	You	Your partner
1 Do you usually stay _____ home in the evening?		
2 Do you _____ video games?		
3 How often do you _____ to the cinema?		
4 Do you talk _____ films and music with your friends?		
5 Do you _____ a good time with your friends?		
6 Do you play the _____ or another musical instrument?		
7 Do you go out with your _____ during the week?		
8 Do you spend time _____ your family at the weekend?		
9 Where do you listen _____ music?		
10 How often do you go _____ in a shopping centre?		

about play to with go drums
have shopping at friends



In your free time ...	You	Your partner
1 Do you usually stay _____ home in the evening?		
2 Do you _____ video games?		
3 How often do you _____ to the cinema?		
4 Do you talk _____ films and music with your friends?		
5 Do you _____ a good time with your friends?		
6 Do you play the _____ or another musical instrument?		
7 Do you go out with your _____ during the week?		
8 Do you spend time _____ your family at the weekend?		
9 Where do you listen _____ music?		
10 How often do you go _____ in a shopping centre?		

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Test yourselves
1.1 Vocabulary

Student A

1a Complete the collocations with *go, have, play* or *watch*.

1 _____ a party
2 _____ chess
3 _____ out
4 _____ to the park
5 _____ the drums
6 _____ TV
7 _____ fun
8 _____ a film

1b Read your answers to Student B

1c Listen to Student B and check his/her answers.

1 play video games
2 go to a party
3 have a good time
4 go shopping
5 visit your family
6 play the piano
7 go to the cinema
8 play computer games

2a Complete the sentences with the correct prepositions.

1 I often talk _____ films in my vlog.
2 Do you spend time _____ home at the weekend?
3 I often listen _____ music when I do my homework.
4 I spend time _____ my room when the weather is bad.
5 Tom always goes out _____ his friends for his birthday.

2b Listen to Student B and check his/her answers.

1 I often spend time with my friends after school.
2 My brother sometimes stays at home on Saturday evenings.
3 Do you want to go for a walk after lunch?
4 I usually don't spend any time at school in the afternoon.
5 My friends never talk about books.

2c Read your answers to Student B.

Student B

1a Complete the collocations with*go, have, play* or *visit*.

1 _____ video games
2 _____ to a party
3 _____ a good time
4 _____ shopping
5 _____ your family
6 _____ the piano
7 _____ to the cinema
8 _____ computer games

1b Listen to Student A and check his/her answers.

1 have a party
2 play chess
3 go out
4 go to the park
5 play the drums
6 watch TV
7 have fun
8 watch a film

1c Read your answers to Student A.

2a Complete the sentences with the correct prepositions.

1 I often spend time _____ my friends after school.
2 My brother sometimes stays _____ home on Saturday evenings.
3 Do you want to go _____ a walk after lunch?
4 I usually don't spend any time _____ school in the afternoon.
5 My friends never talk _____ books.

2b Read your answers to Student A.

2c Listen to Student A and check his/her answers.

1 I often talk about films in my vlog.
2 Do you spend time at home at the weekend?
3 I often listen to music when I do my homework.
4 I spend time in my room when the weather is bad.
5 Tom always goes out with his friends for his birthday.

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Resource 3

Test yourselves
1.2 Grammar (Present Simple and adverbs of frequency)

Student A

1 Make sentences from the prompts. Use the Present Simple.

1 I / not / school / in / at / evening. / the / be

_____

2 sometimes / brothers. / he / TV / his / watch / with

_____

3 parents / be / in / the / usually / tired / my / evening.

_____

4 go / a / with / walk / Helen / not / her / for / dog.

_____

5 for / we / pizza / never / lunch. / have

_____

2 Listen to Student B and check his/her answers.

3 Posłuchaj odpowiedzi ucznia B i sprawdź ich poprawność.

1 She doesn't get up late on Saturday.
2 My friend never goes rollerblading.
3 I usually do my homework on my laptop.
4 Jack is always late for school.
5 They don't go shopping at the weekend.

Student B

1 Make sentences from the prompts. Use the Present Simple.

1 late / she / get / not / Saturday. / up / on

_____

2 my / never / go / friend / rollerblading.

_____

3 laptop. / I / my / my / on / homework / do / usually

_____

4 always / Jack / school. / be / for / late

_____

5 the / they / shopping / at / not / go / weekend.

_____

2 Listen to Student A and check his/her answers.

1 I'm not at school in the evening.
2 He sometimes watches TV with his brothers.
3 My parents are usually tired in the evening.
4 Helen doesn't go for a walk with her dog.
5 We never have pizza for lunch.

3 Read your answers to Student A.

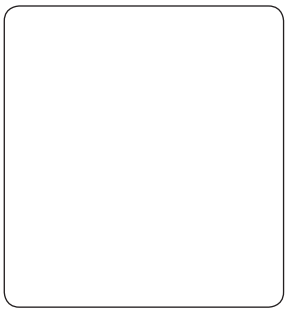
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My life

1.5 Grammar (Present Simple questions)

Student A

Hi! I'm Danny. I'm sixteen years old and this is my profile! Read all about me …



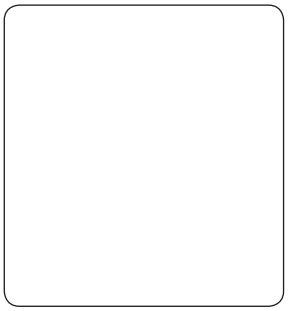
Birthday:	[1]_____
Best friend:	Martin (his birthday is 15 July)
Favourite music:	Reggae, [2]_____ and pop music.
Favourite types of film:	Science fiction and fantasy.
Favourite song:	[3]_____ (by Iggy Azalea)
Favourite film:	*X-Men* (*Days of Future Past*)
Favourite pop star:	[4]_____
Favourite writer:	Suzanne Brockmann
Hobbies:	Reading comics (I buy [5]_____ comics every week), playing video games (but I only spend six hours a week on the computer!) and playing football. I also listen to [6]_____ – it's a great radio station.

Who What How many When Which What kind

1 _____ is Danny's birthday?
2 _____ of music does he like?
3 _____ is his favourite song?
4 _____ is his favourite pop star?
5 _____ comics does he buy every week?
6 _____ radio station does he listen to?

Student B

Hi! I'm Danny. I'm sixteen years old and this is my profile! Read all about me …



Birthday:	28 September
Best friend:	Martin (his birthday is [1]_____)
Favourite music:	Reggae, rap and pop music.
Favourite types of film:	Science fiction and [2]_____
Favourite song:	*Fancy* (by Iggy Azalea)
Favourite film:	[3]_____
Favourite pop star:	Katy Perry
Favourite writer:	[4]_____
Hobbies:	Reading comics (I buy two comics every week), playing video games (but I only spend [5]_____ hours a week on the computer!) and playing [6]_____. I also listen to Radio 1 – it's a great radio station.

Who What How many When Which What kind

1 _____ is Martin's birthday?
2 _____ of films does Danny like?
3 _____ is his favourite film?
4 _____ is his favourite writer?
5 _____ hours does he spend on the computer every week?
6 _____ sport does he play?

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Our interests

Focus Review 1, Speaking

Student A

a do / like / What / you / sport / ? .....

b favourite / music / What / is / your / ? .....

c your / What / 's / name / ? .....

d film / kind / is / favourite / your / What / of /? .....

	QUESTIONS	ANSWERS
NAME	1 _____ 2 Can you tell me your name?	I'm _____ but call me _____. My name's _____ but my friends call me _____.
SPORTS INTERESTS	3 _____ 4 What's your favourite sport?	I am interested in _____ and I love playing/watching it. I can't stand _____ – I prefer _____.
FAVOURITE FILMS	5 _____ 6 What kind of films do you like?	I really love _____. I really like watching _____ but I hate _____.
MUSIC INTERESTS	7 _____ 8 Who's your favourite singer?	I am interested in _____ and I listen to it a lot. I love listening to _____.

Student B

a favourite / Who / your / singer / 's / ? .....

b name / Can / tell / you / me / your / ? .....

c you / kind / What / of / do / films / like / ? .....

d What / favourite / 's / your / sport / ? .....

	QUESTIONS	ANSWERS
NAME	1 What's your name? 2 _____	I'm _____ but call me _____. My name's _____ but my friends call me _____.
SPORTS INTERESTS	3 What sport do you like? 4 _____	I am interested in _____ and I love playing/watching it. I can't stand _____ – I prefer _____.
FAVOURITE FILMS	5 What is your favourite kind of film? 6 _____	I really love _____. I really like watching _____ but I hate _____.
MUSIC INTERESTS	7 What is your favourite music? 8 _____	I am interested in _____ and I listen to it a lot. I love listening to _____.

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Who are you?

Focus Review 1, Writing

Introduction	My n ▢▢▢ is Julia. I ▢▢ sixteen years ▢▢d and I go to ▢▢▢▢▢▢▢▢y school.
Describing interests and hobbies	I ▢o ▢▢ going out with friends. We always h ▢▢▢ a good time. I ▢i ▢▢ taking photos. I can't st ▢▢▢ staying at home at weekends.
Asking about free-time activities	H ▢▢ do you like to s ▢▢n ▢ your free time? Do you prefer w ▢▢▢h ▢▢▢ films or ▢e ▢d ▢▢▢ books?
Finding out about music and sports interests	What k ▢▢▢ of music are you int ▢▢▢▢t ▢▢ in? Do you p ▢▢▢ a musical instrument? What's your ▢av ▢▢▢i ▢▢ sport? Do you ▢r ▢▢▢r watching it or ▢l ▢y ▢▢▢ it?

Introduction	My n ▢▢▢ is Julia. I ▢▢ sixteen years ▢▢d and I go to ▢▢▢▢▢▢▢▢y school.
Describing interests and hobbies	I ▢o ▢▢ going out with friends. We always h ▢▢▢ a good time. I ▢i ▢▢ taking photos. I can't st ▢▢▢ staying at home at weekends.
Asking about free-time activities	H ▢▢ do you like to s ▢▢n _ your free time? Do you prefer w ▢▢▢h ▢▢▢ films or ▢e ▢d ▢▢▢ books?
Finding out about music and sports interests	What k ▢▢▢ of music are you int ▢▢▢▢t ▢▢ in? Do you p ▢▢▢ a musical instrument? What's your ▢av ▢▢▢i ▢▢ sport? Do you ▢r ▢▢▢r watching it or ▢l ▢y ▢▢▢ it?

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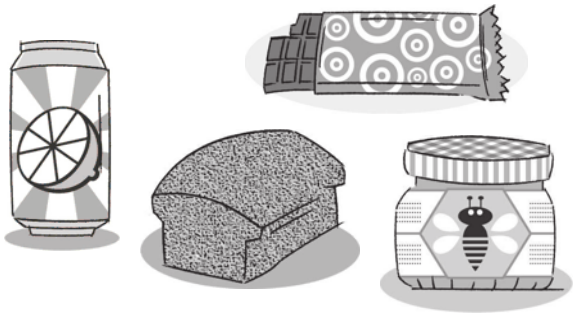
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Shopping game

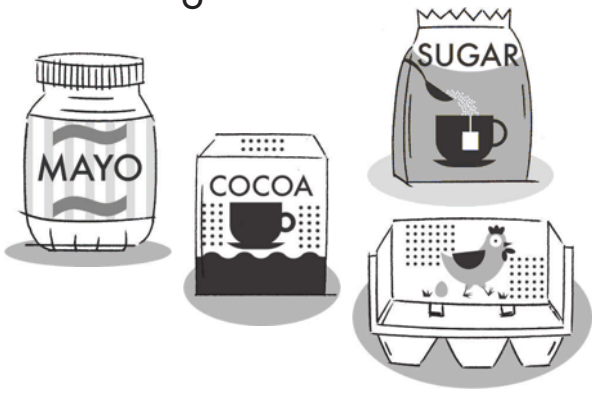
2.1 Vocabulary (food collocations)

Student A

You need:

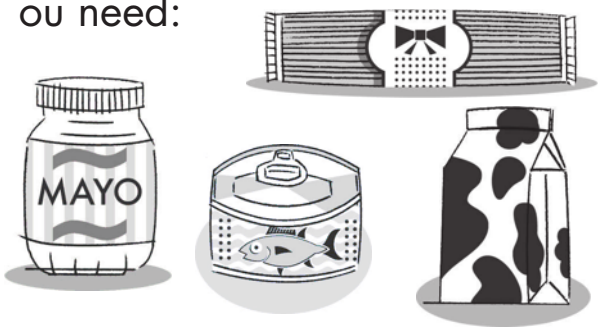


You have got:

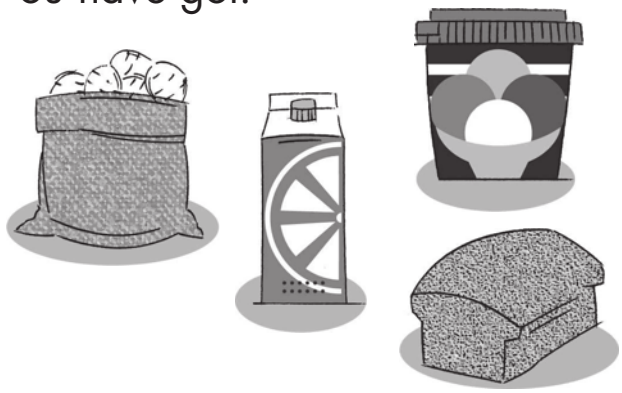


Student C

You need:



You have got:

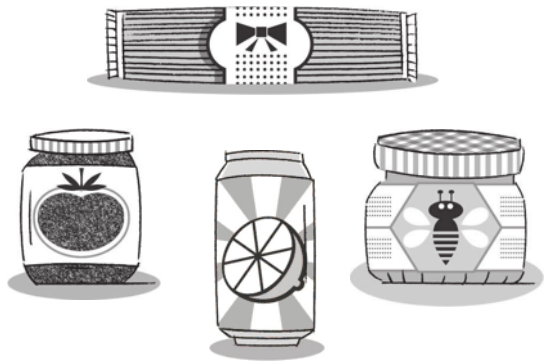


Student B

You need:



You have got:

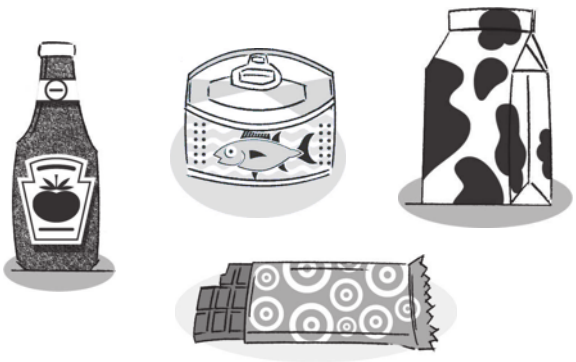


Student D

You need:



You have got:



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Resource 8 Test yourselves

2.1 Vocabulary

Student A

1a Complete the missing words. Each line is one letter. The last letters are given.

1 a _ _**n** of soup
2 a _ _ _**f** of bread
3 a _ _**g** of onions
4 a _ _**r** of chocolate
5 a _ _ _ _ _**t** of crisps
6 a _ _**r** of honey
7 a _ _ _ _ _**n** of orange juice
8 a _ _ _ _ _**e** of water

1b Read your answers to Student B.

1c Listen to Student B and check his/her answers.

1 a can of lemonade
2 a jar of tomato sauce
3 a tub of ice cream
4 a bottle of oil
5 a carton of milk
6 a tin of tuna
7 a packet of cocoa
8 a bag of potatoes

2a Complete the sentences with one word in each gap.

1 When you make a _____ , you make something small to eat between meals.
2 You need only four _____ to make these brownies: chocolate, butter, eggs and flour.
3 After you _____ the eggs with the milk, add the flour and sugar.
4 When you buy cooked food from a shop or restaurant to eat at home, you get a _____ .
5 When you _____ fruit, you cut it into small pieces.

2b Listen to Student B and check his/her answers.

1 Vegetarian food is food without any meat or fish.
2 When you cook something in water, you boil it.
3 My mum's speciality is chocolate cake. It's the best. She always makes it for my birthday.
4 You say something is delicious when it tastes very good.
5 When you eat something for dessert, you eat something sweet at the end of a meal.

2c Read your answers to Student B.

Student B

1a Complete the missing words. Each line is one letter. The last letters are given.

1 a _ _**n** of lemonade
2 a _ _**r** of tomato sauce
3 a _ _**b** of ice cream
4 a _ _ _ _ _**e** of oil
5 a _ _ _ _ _**n** of milk
6 a _ _**n** of tuna
7 a _ _ _ _ _**t** of cocoa
8 a _ _**g** of potatoes

1b Listen to Student A and check his/her answers.

1 a can of soup
2 a loaf of bread
3 a bag of onions
4 a bar of chocolate
5 a packet of crisps
6 a jar of honey
7 a carton of orange juice
8 a bottle of water

1c Read your answers to Student A.

2a Complete the sentences with one word in each gap.

1 _____ food is food without any meat or fish.
2 When you cook something in water, you _____ it.
3 My mum's _____ is chocolate cake. It's the best. She always makes it for my birthday.
4 You say something is _____ when it tastes very good.
5 When you eat something for _____ , you eat something sweet at the end of a meal.

2b Read your answers to Student A.

2c Listen to Student A and check his/her answers.

1 When you make a snack, you make something small to eat between meals.
2 You need only four ingredients to make these brownies: chocolate, butter, eggs and flour.
3 After you mix the eggs with the milk, add the flour and sugar.
4 When you buy cooked food from a shop or restaurant to eat at home, you get a takeaway.
5 When you chop fruit, you cut it into small pieces.

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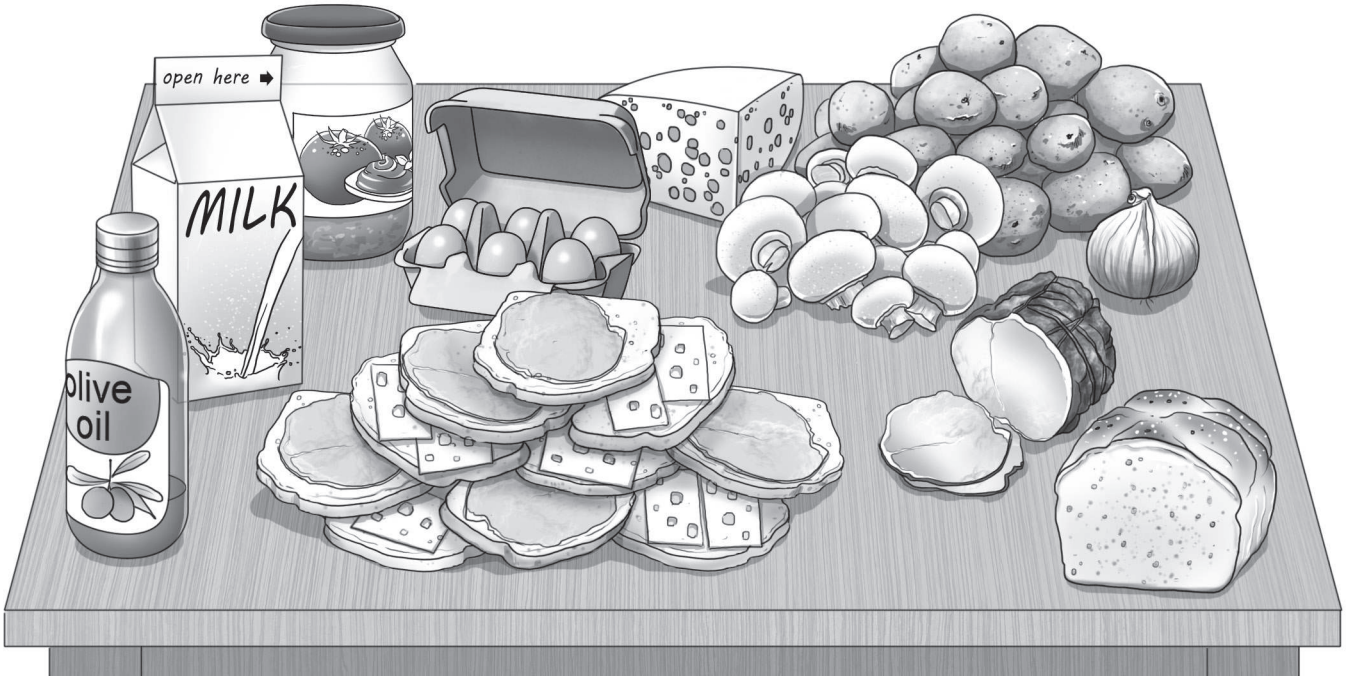
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What's the difference?

2.2 Grammar (countable and uncountable nouns)

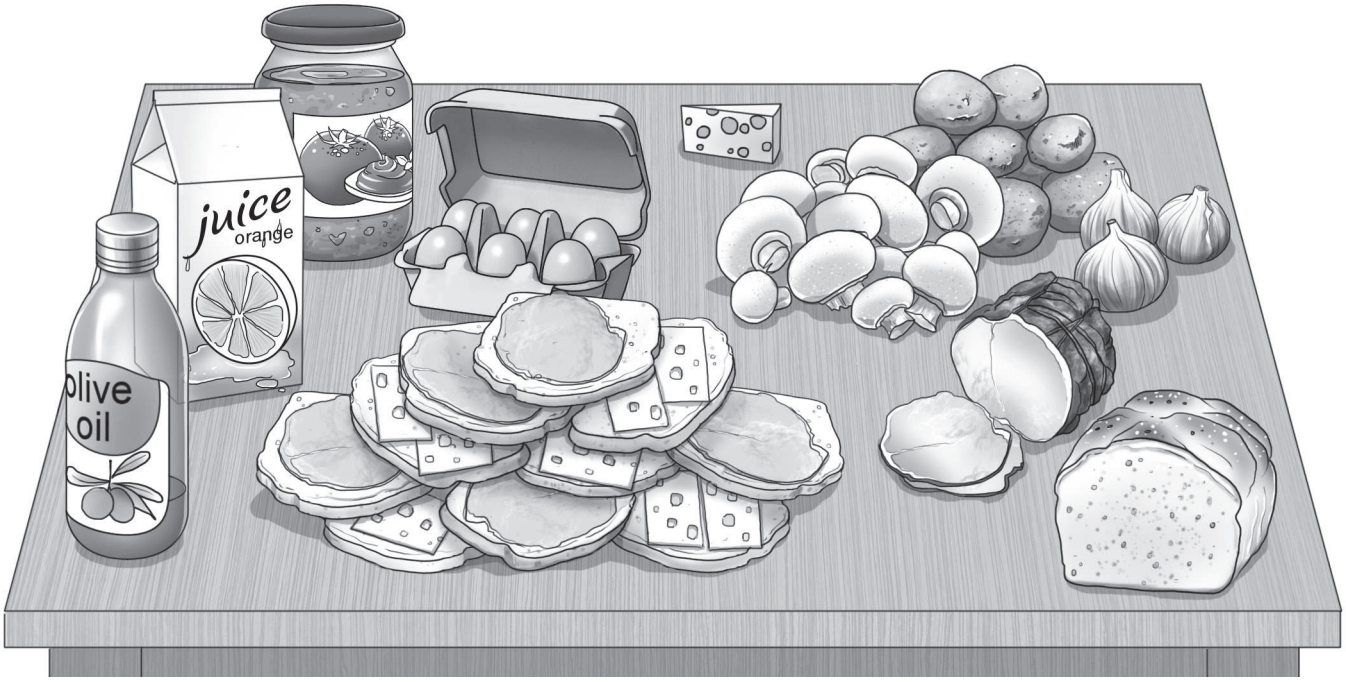
Student A

Is there a/any …? How much … is there?
Are there any …? How many … are there?



Student B

Is there a/any …? How much … is there?
Are there any …? How many … are there?



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Student A

1 Complete the sentences with *a/an, the* or *Ø*.

1 It's a small town in England. ___ town is famous for its food.
2 There are a lot of ___ good restaurants in Spain.
3 We want to go on holiday in ___ September.
4 Do you like ___ carrots?
5 I'm sure these tomatoes are not from ___ Italy.
6 What is ___ capital of France?
7 Do you think your mum is ___ good cook?
8 Can I have ___ egg sandwich for lunch?

2 Read your answers to Student B.

3 Listen to Student B and check his/her answers.

1 You can buy fresh vegetables at the market in Saville Street.
2 My brother works as a waiter here.
3 People in Ø Poland don't often go out.
4 Does John like Ø cheese?
5 We're at a food festival. The festival is very popular with tourists.
6 Is there a good café near your house?
7 What colour is an orange?
8 My favourite restaurant is in Ø London.

Student B

1 Complete the sentences with *a/an, the* or *Ø*.

1 You can buy fresh vegetables at ___ market in Saville Street.
2 My brother works as ___ waiter here.
3 People in ___ Poland don't often go out.
4 Does John like ___ cheese?
5 We're at a food festival. ___ festival is very popular with tourists.
6 Is there ___ good café near your house?
7 What colour is ___ orange?
8 My favourite restaurant is in ___ London.

2 Listen to Student A and check his/her answers.

1 It's a small town in England. The town is famous for its food.
2 There are a lot of Ø good restaurants in Spain.
3 We want to go on holiday in Ø September.
4 Do you like Ø carrots?
5 I'm sure these tomatoes are not from Ø Italy.
6 What is the capital of France?
7 Do you think your mum is a good cook?
8 Can I have an egg sandwich for lunch?

3 Read your answers to Student A.

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Resource 11 Vocabulary and grammar check 1

After Unit 2

1 Choose the correct option.

1 How many bags of *sugar / honey* do we need?
2 Open this *can / tin* of tuna, please.
3 Can I have a loaf of *crisps / bread*?
4 What films do you *watch / wash* on TV?
5 Steve gets *up / out* of bed very early.

2 Complete the sentences with the words in the box. There are two extra words.

chess	coach	dish	flour	lie	oil	tub

1 There is a _____ of chocolate ice cream for dessert.
2 Does Henry _____ your team?
3 Do you fry fish in butter or _____?
4 We need a packet of _____ to make this cake.
5 I can't stand cooking. I prefer to play _____.

3 Complete the email with the correct words. Each line is one letter. The first letters are given.

Meg,
Sorry I can't come to your birthday party tomorrow. I know you need some help with the meal. You can get a takeaway from the restaurant next to the school and make a brownie for [1]**d** _ _ _ _ _ _. Here is the recipe. You need milk, sugar, butter, flour, eggs and some cocoa. Boil the milk, butter, sugar and cocoa and mix with the other [2]**i** _ _ _ _ _ _ _ _ _ _. Bake in a hot oven for forty minutes. Believe me, it's easy. My mum always makes it when we have a family [3]**p** _ _ _ _. We call the brownie her [4]**s** _ _ _ _ _ _ _ _ _. Don't forget to [5]**t** _ _ _ a photo of your cake and post it on Facebook.
Good luck!
Lucy

4 Choose the correct option.

1 Does your mum put *some / any* salt into an omelette?
2 What kind of food *do / does* Sam like?
3 Samantha doesn't *have / has* any aerobics classes on Saturdays.
4 How *many / much* stalls are there in this street?
5 Laura usually orders *a / the* vegetarian dish in the restaurant.

5 Complete the sentences with negative forms of the underlined verbs and *some* or *any*.

1 I <u>put</u> some tomatoes on top of a pizza but I _____ basil.
2 There <u>are</u> some onions in the bag but there _____ eggs in the carton.
3 I <u>know</u> some vlogs but I _____ vloggers.
4 Sheila <u>posts</u> some photos on Instagram but she _____ videos on YouTube.
5 We <u>have</u> some bread but we _____ cheese.

5 Read the text. Choose the correct option.

World Food Day happens on 16th October every year. [1]*A / The* day reminds us of hungry people in [2]*some / any* parts of the world. There [3]*is / are* food festivals in over 150 countries on this day. If you decide to take part, you can try local and traditional food or taste something exotic. You can also [4]*make / chop* a snack with the best cooks in cooking classes. The topic of the festival is different every year. Go [5]*on / to* the Internet and find out the topic of this year's event!

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In a café

Focus Review 2, Speaking

have (x2) much large else meal ready drink like

Are you [1]_____ to order?

I'd [2]_____ a bottle of water, please.

Yes. I'd like to [3]_____ a ham omelette.

Would you like anything to [4]_____?

[5]_____ or small?

Would you like anything [6]_____?

Yes. Can I [7]_____ a piece of chocolate cake?

Thank you. And how [8]_____ is it?

Thank you and enjoy your [9]_____.

have (x2) much large else meal ready drink like

Are you [1]_____ to order?

I'd [2]_____ a bottle of water, please.

Yes. I'd like to [3]_____ a ham omelette.

Would you like anything to [4]_____?

[5]_____ or small?

Would you like anything [6]_____?

Yes. Can I [7]_____ a piece of chocolate cake?

Thank you. And how [8]_____ is it?

Thank you and enjoy your [9]_____.

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Food festival

Focus Review 2, Writing

Part 1

1	You can	**a**	to invite you to a food festival.
2	Nice to	**b**	you doing?
3	Please, let	**c**	2 p.m. this Friday at our school.
4	We always invite	**d**	costs €5 if you're a student.
5	I'd like	**e**	if you want to come.
6	It starts at	**f**	win a cookery book.
7	Why don't	**g**	a top chef to cook for us.
8	How are	**h**	me know if you can come.
9	Text me	**i**	hear from you.
10	The ticket	**j**	we go there together?

Greetings	• •
Invitation	• •
Details of an event	• •
Special attractions	• •
Confirmation	• •

Part 2

- Why don't you come to a festival of exotic / Chinese / French / Indian / Turkish / Italian / Japanese / vegetarian / _____ food with me?
- It's _____ (when?) in _____ (where?).
- There are _____ (what attractions?) and you can _____ (what can you do/see?) there.
- The tickets are _____ (how much?).
- I think it's a good idea to go there because _____ (why?).



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Guess my job!

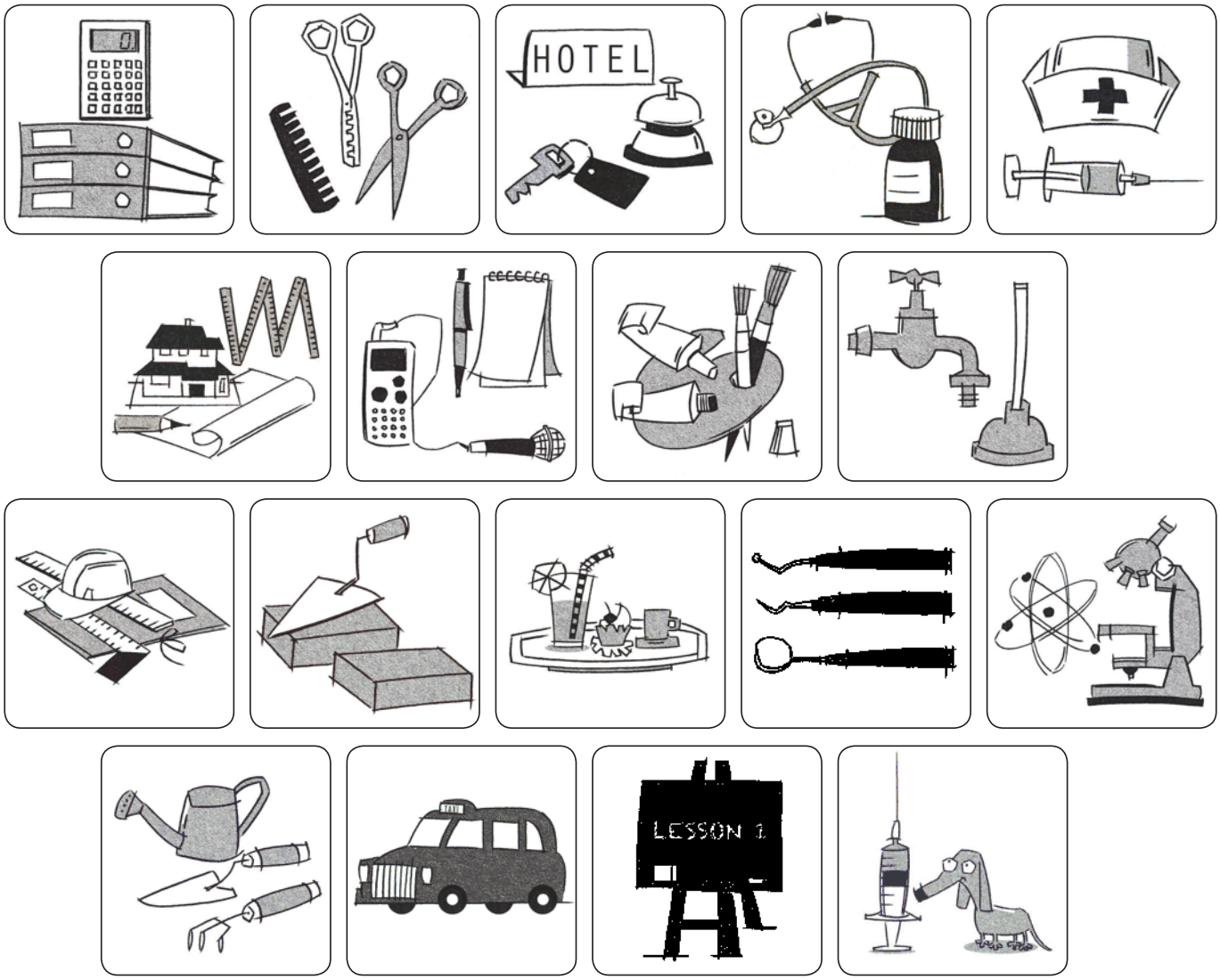
3.1 Vocabulary (jobs)

Part 1

well full company team badly adults part hard help people alone home wear a uniform hours

1 Do you work with *children* / _____ ?
2 Do you work _____ / *with other people* / *in a* _____ ?
3 Do you work from _____ / *for a* _____ ?
4 Do you work long _____ ?
5 Do you work _____*-time* /_____*-time*?
6 Do you *work with your hands* / _____ / _____ ?
7 Is your job _____*-paid* / _____*-paid*?
8 Do you work _____ ?
9 _____ ?
10 _____ ?

Part 2



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Resource 15 Test yourselves
3.1 Vocabulary

Student A

1a Add the suffixes *-er, -or, -ist* or *-ant* to make words.

1 reception__
2 dent__
3 account__
4 teach__
5 doct__
6 lawy__
7 build__

1b Read your answers to Student B.

1c Listen to Student B and check his/her answers.

1 plumber
2 scientist
3 journalist
4 shop assistant
5 hairdresser
6 artist
7 engineer

2a Complete the sentences with the correct prepositions.

1 I'd like to work ____ an international company.
2 My mum doesn't work ____ a shop.
3 I'm good at working ____ children.
4 Do you want to work ____ your hands?
5 My dad usually works ____ a small team.

2b Listen to Student B and check his/her answers.

1 I'd like to work with people.
2 My mum works for a big company.
3 I'm not good at working on the details.
4 I wouldn't like to work in a hospital.
5 My dad sometimes can work from home.

2c Read your answers to Student B.

Student B

1a Add the suffixes *-er, -or, -ist* or *-ant* to make words.

1 plumb__
2 scient__
3 journal__
4 shop assist__
5 hairdress__
6 art__
7 engine__

1b Listen to Student A and check his/her answers.

1 receptionist
2 dentist
3 accountant
4 teacher
5 doctor
6 lawyer
7 builder

1c Read your answers to Student A.

2a Complete the sentences with the correct prepositions.

1 I'd like to work ____ people.
2 My mum works ____ a big company.
3 I'm not good at working ____ the details.
4 I wouldn't like to work ____ a hospital.
5 My dad sometimes can work ____ home.

2b Read your answers to Student A.

2c Listen to Student A and check his/her answers.

1 I'd like to work for an international company.
2 My mum doesn't work in a shop.
3 I'm good at working with children.
4 Do you want to work with your hands?
5 My dad usually works in a small team.

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Student A

1 Complete the sentences with the correct Present Continuous forms of the verbs in brackets.

1 I _____ (not/make) sandwiches for everyone.
2 _____ you _____ (do) anything interesting right now?
3 Josh _____ (play) a computer game.
4 We _____ (get) ready for the birthday party.
5 _____ the children _____ (sleep) in their bedroom?

2 Read your answers to Student B.

3 Listen to Student B and check his/her answers.

1 Gina is trying (try) to do this exercise but it's difficult.
2 Are you going (go) to the cinema?
3 They are not wearing (not/wear) shorts today.
4 Frank is not sitting (not/sit) in a café – he's at work.
5 I am writing (write) an email to my teacher.

Student B

1 Complete the sentences with the correct Present Continuous forms of the verbs in brackets.

1 Gina _____ (try) to do this exercise but it's difficult.
2 _____ you _____ (go) to the cinema?
3 They _____ (not/wear) shorts today.
4 Frank _____ (not/sit) in a café – he's at work.
5 I _____ (write) an email to my teacher.

2 Listen to Student A and check his/her answers.

1 I am not making (not/make) sandwiches for everyone.
2 Are you doing (do) anything interesting right now?
3 Josh is playing (play) a computer game.
4 We are getting (get) ready for the birthday party.
5 Are the children sleeping (sleep) in their bedroom?

3 Read your answers to Student A.

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Question time

3.5 Grammar (Present Simple and Present Continuous)

Student A

1 video games / how often / play / do / you / ?

2 your family / on holiday / go / does / where / usually / ?

3 your best friend / doing / now / is / what / ?

4 you / doing / homework / right now / are / ?

5 people in your country / do / English / speak / ?

Student A

1 video games / how often / play / do / you / ?

2 your family / on holiday / go / does / where / usually / ?

3 your best friend / doing / now / is / what / ?

4 you / doing / homework / right now / are / ?

5 people in your country / do / English / speak / ?

Student B

1 meet / do / usually / your friends / at the weekend / where / you / ?

2 watch / how often / you / films / do / ?

3 your parents / are / at the moment / working / ?

4 I / correct questions / asking / am / you / ?

5 speak / your teacher / does / English / every day / ?

Student B

1 meet / do / usually / your friends / at the weekend / where / you / ?

2 watch / how often / you / films / do / ?

3 your parents / are / at the moment / working / ?

4 I / correct questions / asking / am / you / ?

5 speak / your teacher / does / English / every day / ?

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Part 1

looks has smiling guest filling receptionist shows

The photo [1]_____ a hotel reception.
In the photo I can see two people.
The woman is a [2]_____ and
the man is a hotel [3]_____.
The receptionist is [4]_____ and
she [5]_____ very friendly.
The man is [6]_____
in a form or signing it. I can see that
the man [7]_____ got a suitcase.



Part 2







1 What can you see in the picture?
2 Who are the people?
3 Where are they?
4 What are they doing?
5 How do they feel?

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Can you help me, please?

Focus Review 3, Writing

could time favour think need know problem sorry help

1 I _____ your help with writing this email.
2 I've got a _____ with the computer.
3 Could you do me a _____?
4 Can you _____ me with the leaflets?
5 Do you _____ you could give me their phone number?
6 _____ to ask you this, but can you make some coffee?
7 _____ you help me?
8 I just don't _____ how to do it.
9 I haven't got _____ to do it.

General request	• •
Explanation	• • •
Specific request	• • • •

could time favour think need know problem sorry help

1 I _____ your help with writing this email.
2 I've got a _____ with the computer.
3 Could you do me a _____?
4 Can you _____ me with the leaflets?
5 Do you _____ you could give me their phone number?
6 _____ to ask you this, but can you make some coffee?
7 _____ you help me?
8 I just don't _____ how to do it.
9 I haven't got _____ to do it.

General request	• •
Explanation	• • •
Specific request	• • • •

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What do they look like?

4.1 Vocabulary (appearance)

Student A

Sara Sue Debbie Andy Robert Harry



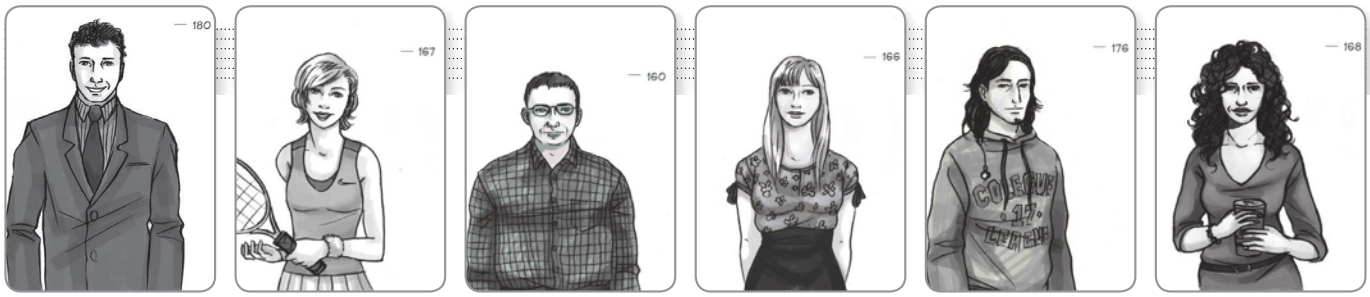
1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____

CLUES AND ANSWERS FOR STUDENT B

Name	Description
Mike	He has got short straight dark hair. He's middle-aged. He's not very tall.
Katie	She has got long curly dark hair. She's middle-aged.
Chris	He has got medium-length wavy black hair. He's slim.
David	He has got short curly dark hair. He's well-built.
Helen	She has got long straight blond hair. She's slim.
Lisa	She has got short wavy blond hair. She's sporty.

Student B

Mike Chris David Katie Lisa Helen



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

CLUES AND ANSWERS FOR STUDENT A

Name	Description
Harry	He has got medium-length straight brown hair. He's young and sporty.
Robert	He has got short curly blond hair. He's old.
Sara	She has got medium-length wavy blond hair. She's old.
Andy	He has got short wavy dark hair. He's tall.
Debbie	She has got short wavy blond hair. She's short.
Sue	She has got short straight blond hair. She's tall.

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Resource 21 Test yourselves
4.1 Vocabulary

Student A

1a Write the opposite of these adjectives.

1 _____ ≠ shy
2 _____ ≠ pretty
3 _____ ≠ sociable
4 _____ ≠ slim
5 _____ ≠ interesting
6 _____ ≠ friendly

1b Read your answers to Student B.

1c Listen to Student B and check his/her answers.

1 funny ≠ serious
2 fat ≠ thin
3 unkind ≠ kind
4 ugly ≠ good-looking
5 negative ≠ positive
6 short ≠ long

2a Put the adjectives in brackets in the correct order.

1 _____ _____ _____ (green / nice / small) eyes
2 _____ _____ _____ (beautiful / brown / long) hair
3 _____ _____ _____ (beautiful / big / grey) eyes
4 _____ _____ _____ (blond / medium-length / wavy) hair
5 _____ _____ _____ (fair / nice / straight) hair

2b Listen to Student B and check his/her answers.

1 nice straight blond hair
2 beautiful big blue eyes
3 short curly brown hair
4 nice small black eyes
5 beautiful wavy dark hair

2c Read your sentences to Student B.

Student B

1a Write the opposite of these adjectives.

1 _____ ≠ serious
2 _____ ≠ thin
3 _____ ≠ kind
4 _____ ≠ good-looking
5 _____ ≠ positive
6 _____ ≠ long

1b Listen to Student A and check his/her answers.

1 confident ≠ shy
2 ugly ≠ pretty
3 unsociable ≠ sociable
4 fat ≠ slim
5 boring ≠ interesting
6 unfriendly ≠ friendly

1c Read your answers to Student A.

2a Put the adjectives in brackets in the correct order.

1 _____ _____ _____ (blond / nice / straight) hair
2 _____ _____ _____ (beautiful / big / blue) eyes
3 _____ _____ _____ (brown / curly / short) hair
4 _____ _____ _____ (black / nice / small) eyes
5 _____ _____ _____ (beautiful / dark / wavy) hair

2b Read your sentences to Student A.

2c Listen to Student A and check his/her answers.

1 nice small green eyes
2 beautiful long brown hair
3 beautiful big grey eyes
4 medium-length wavy blond hair
5 nice straight fair hair

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My family, friends and me

4.2 Grammar (comparative and superlative adjectives)

1 Who is a _____ football fan than you in your class? BIG

2 Who has the _____ hair in your family? LONG

3 Who has _____ hobbies than you in your class? INTERESTING

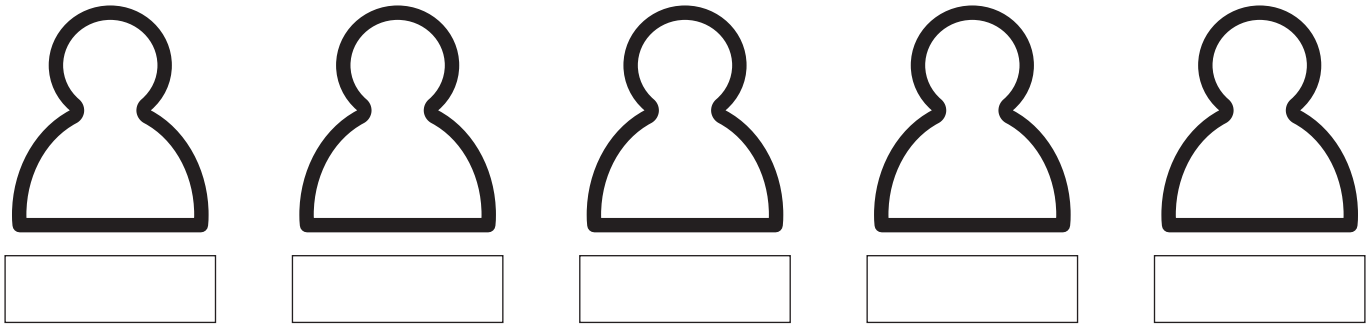
4 Who is the _____ person in your family? SOCIABLE

5 Who lives _____ away from the school than you in your class? FAR

6 Who is the _____ cook in your family? BAD

7 Who is _____ at English than you in your family? GOOD

8 Who tells the _____ jokes in your class? FUNNY



1 Who is a _____ football fan than you in your class? BIG

2 Who has the _____ hair in your family? LONG

3 Who has _____ hobbies than you in your class? INTERESTING

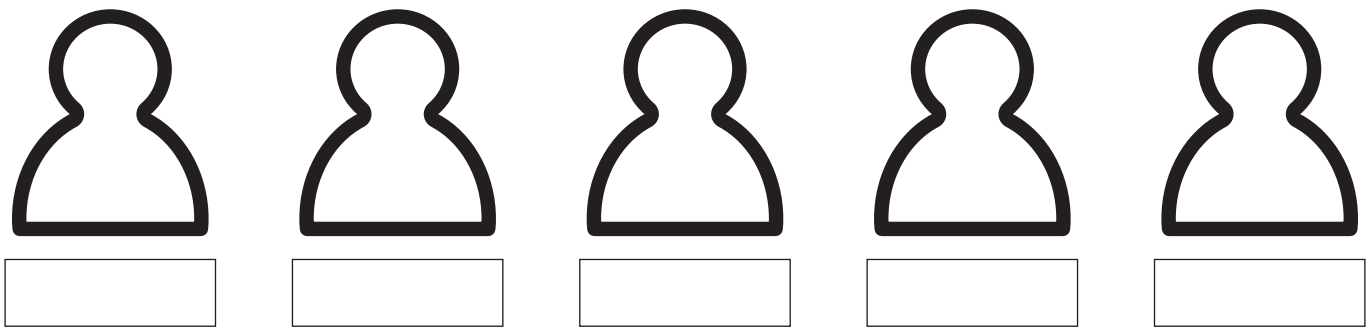
4 Who is the _____ person in your family? SOCIABLE

5 Who lives _____ away from the school than you in your class? FAR

6 Who is the _____ cook in your family? BAD

7 Who is _____ at English than you in your family? GOOD

8 Who tells the _____ jokes in your class? FUNNY



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Test yourselves

4.5 Grammar (*have to/don't have to*)

Student A

1 Make sentences from the prompts.

1 T-shirt / has / to / Mark / a / wear / school. / for / blue

_____

2 day. / have / make / boss / coffee / for / my / to / every / I

_____

3 Do / be / have / eighteen / a / years / you / to / old / buy / car? / to

_____

4 They / 10 / not / to / get / do / home / before / have / o'clock.

_____

5 she / every / to / Does / exercise / have / day?

_____

2 Read your sentences to Student B.

3 Listen to Student B and check his/her answers.

1 Does he have to be at school at 8 every day?
2 Sue has to take her dog for a walk three times a day.
3 I have to work long hours on Saturdays.
4 We do not have to read this book at all.
5 Do they have to study for their exams?

Student B

1 Make sentences from the prompts.

1 he / at / to / be / school / Does / 8 / every / at / day? / have

_____

2 walk / Sue / a / to / her / for / has / a / three / take / times / dog / day.

_____

3 have / I / long / work / Saturdays. / hours / to / on

_____

4 not / have / do / this / to / at / We / read / book / all.

_____

5 Do / to / have / their / they / exams? / study / for

_____

2 Listen to Student A and check his/her answers.

1 Mark has to wear a blue T-shirt for school.
2 I have to make coffee for my boss every day.
3 Do you have to be eighteen years old to buy a car?
4 They do not have to get home before 10 o'clock.
5 Does she have to exercise every day?

3 Read your sentences to Student A.

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Resource 24 Vocabulary and grammar check 2

After Unit 4

1 Find the odd one out.

1 wavy, narrow, curly, spiky
2 fry, slice, spicy, chop
3 boots, trainers, socks, jumper
4 mechanic, plumber, gardener, lawyer
5 stupid, unsociable, kind, boring

2 Complete the missing words. Each line is one letter. The first and last letters are given.

1 Terry is rarely sad. He is always so positive and **c** _ _ _ _ _ _ **l**.
2 This new restaurant serves really good food. There are usually a lot of **c** _ _ _ _ _ _ _ **s** here and it's hard to find a table.
3 Emily is going to a hairdresser's. She wants to have shoulder-length hair and a short **f** _ _ _ _ **e**.
4 What do you do after school on a typical **w** _ _ _ _ _ **y**? Do you stay at home or go out?
5 I'd like to find an interesting job and earn a good **s** _ _ _ _ **y**.

3 Read the text. Choose the correct option.

Hi Camilla,
What are you doing tonight? I'm writing because there's a new James Bond film at our cinema and my friends and I [1] *are wanting / want* to go and see it. Would you like to come with us? I know you are a big fan of [2] *a / the* series and my brother [3] *say / says* that the new film is [4] *interesting / more interesting* than the other Bond films. You [5] *don't have to / have to* worry about the tickets. I can buy them online, just let me know.
Hope you can come.
Zoe

4 Complete the sentences with the correct form of the words in brackets.

1 I think Amy looks _____ (pretty) with curly hair than with straight hair.
2 Elle _____ (not have to) get her parents' permission to go out with friends.
3 Why _____ (your parents / collect) you from school every afternoon?
4 Josh usually finishes work at four, but today he _____ (do) some extra work.
5 Brian is _____ (sociable) boy in our group. He goes to all the parties.

5 Choose the correct answer, A, B or C.

1 Stella _____ for important events.
A always is late **B** always late **C** is always late
2 Our new house is _____ than our grandparents' house.
A comfortable **B** more comfortable **C** the most comfortable
3 How much money _____ to save for a new computer?
A does Terry has **B** does Terry have **C** has Terry
4 I don't like my hair. I'd like to have _____ hair.
A blond, long, straight **B** straight, long, blond **C** long, straight, blond
5 Mark can't come to the meeting. He _____ a lesson at a driving school now.
A is taking **B** takes **C** take

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Resource 25 A very different hairstyle

Focus Review 4, Speaking

Student A

Part 1

1.  s _ _ a _ _ h _ h _ _ _	A.  curly hair
2.  b _ _ _	B.  shaved sides
3.  p _ _ y _ _ i _	C.  fringe

Part 2

A: [1]I'___ l_____ a completely different hairstyle for the *Totally Different You* party next month. [2]H____ a_____ shoulder-length hair with a fringe? Hmm?

B: I'm not sure. It's very similar to what your hair is now.

A: That's true. It must be a completely new me.

B: But take a look at this photo. What do you think about that?

A: Well, this IS different! But I don't [3]w_____ t_____ cut my hair so much! It's too short and too spiky! [4]W___ a_____ making the hair a bit shorter and shaving the sides, like this girl here?

B: Hmm, shaved sides? That looks really cool! I love it! That's a perfect hairstyle for you!

A: I think so too!

Photo A



Photo B



Photo C



Photo D



Student B

Part 1

A.  c_ _ l _ h_ _ _	1.  straight hair
B.  s_ _ v _ _ s _ d _ s	2.  bald
C.  f_ _ _ g _	3.  ponytail

Part 2

A: I'd like a completely different hairstyle for the *Totally Different You* party next month. How about shoulder-length hair with a fringe? Hmm?

B: I'm [5]n_____ s_____. It's very similar to what your hair is now.

A: That's true. It must be a completely new me.

B: But [6]t_____ a look at this photo. What [7]d__ y____ t_____ about that?

A: Well, this IS different! But I don't want to cut my hair so much! It's too short and too spiky! What about making the hair a bit shorter and shaving the sides, like this girl here?

B: Hmm, shaved sides? [8]T_____ l_____ really cool! I love it! That's a perfect hairstyle for you!

A: I think so too!

Photo A



Photo B



Photo C



Photo D



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All about me

Focus Review 4, Writing

blue help people blond kind tall a great sense of humour curly well-built

LOOKS

I am [1]_____ and [2]_____.
I have got [3]_____ [4]_____ hair.
My eyes are [5]_____.

PERSONALITY

I am [6]_____ and I always [7]_____.
I have [8]_____.

FAMILY

There are two / … people in my family.
I live with my parents / grandparents / …
I have got / haven't got a sister / …
My sister / brother is a student at university / …

LIKES AND DISLIKES

I'm interested in photography / …
I really like / love going out with friends / …
My favourite sport is swimming …
I hate / can't stand doing homework / tidying my room / …
I like / I don't like shopping / …
I prefer watching films / …

FRIENDS

My best friend is called Kate / …
We go / don't go to the same school.
We spend / don't spend a lot of time together.
We have got / haven't got similar hobbies / rooms / …
My best friend / … is shorter / more serious / … than I am.

blue help people blond kind tall a great sense of humour curly well-built

LOOKS
I am [1]_____ and [2]_____.
I have got [3]_____ [4]_____ hair.
My eyes are [5]_____.

PERSONALITY
I am [6]_____ and I always [7]_____.
I have [8]_____.

FAMILY
There are two / … people in my family.
I live with my parents / grandparents / …
I have got / haven't got a sister / …
My sister / brother is a student at university / …

LIKES AND DISLIKES
I'm interested in photography / …
I really like / love going out with friends / …
My favourite sport is swimming …
I hate / can't stand doing homework / tidying my room / …
I like / I don't like shopping / …
I prefer watching films / …

FRIENDS
My best friend is called Kate / …
We go / don't go to the same school.
We spend / don't spend a lot of time together.
We have got / haven't got similar hobbies / rooms / …
My best friend / … is shorter / more serious / … than I am.

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So, how is school?

5.1 Vocabulary (At school)

1 How many of your friends go	to a single-sex school?
2 Do you always do	well in your English tests?
3 Do you often miss PE	classes?
4 What grades do you	usually get in History tests?
5 Are there any private	secondary schools where you live?
6 Is it easy for you to pass	Maths tests?
7 When do you leave home to be	on time for lessons?
8 Do you have to	retake any tests this month?
9 How do you usually feel when	you're sitting an exam?
10 Would you like to travel the world	for a year when you leave school?
11 What's the name	of your first form teacher?
12 What's the name of your primary	school head teacher?

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Resource 28 Test yourselves
5.1 Vocabulary

Student A

1a Complete the sentences with one word in each gap. The first letter is given.

1 Bad students are often **l**_____ **f**_____ lessons.
2 Bad students sometimes don't **c**_____ to their classes.
3 Bad students often get **b**_____ **m**_____ .
4 Bad students often **d**_____ **b**_____ in their exams.
5 Bad students often **f**_____ their exams.

1b Read your answers to Student B.

1c Listen to Student B and check his/her answers.

1 Good students usually **d**o **w**ell in their exams.
2 Good students usually get **g**ood **m**arks.
3 Good students usually **p**ass their exams.
4 Good students are always **o**n **t**ime for their classes.
5 Good students never **m**iss their classes.

2a Complete the sentences with the correct words.

1 We _____ school at half past eight every morning.
2 _____ exams are exams you take to get into a school.
3 Students in my class usually _____ well in Maths tests.
4 We do experiments in the _____ .
5 How many books can you _____ from the library?

2b Listen to Student B and check his/her answers.

1 A single-sex school is a school for either boys or girls only.
2 It's important to revise for an exam before you take it.
3 My parents are angry if I do badly in an exam.
4 Jason is never late for dinner when there's pizza.
5 Children usually finish lessons at three o'clock.

2c Read your sentences to Student B.

Student B

1a Complete the sentences with one word in each gap. The first letter is given.

1 Good students usually **d**_____ **w**_____ in their exams.
2 Good students usually get **g**_____ **m**_____ .
3 Good students usually **p**_____ their exams.
4 Good students are always **o**_____ **t**_____ for their classes.
5 Good students never **m**_____ their classes.

1b Listen to Student A and check his/her answers.

1 Bad students are often **l**ate **f**or lessons.
2 Bad students sometimes don't **c**ome to their classes.
3 Bad students often get **b**ad **m**arks.
4 Bad students often **d**o **b**adly in their exams.
5 Bad students often **f**ail their exams.

1c Read your answers to Student A.

2a Complete the sentences with the correct words.

1 A _____ school is a school for either boys or girls only.
2 It's important to _____ for an exam before you take it.
3 My parents are angry if I _____ badly in an exam.
4 Jason _____ never late for dinner when there's pizza.
5 Children usually _____ lessons at three o'clock.

2b Read your sentences to Student A.

2c Listen to Student A and check his/her answers.

1 We start school at half past eight every morning.
2 Entrance exams are exams you take to get into a school.
3 Students in my class usually do well in Maths tests.
4 We do experiments in the Science lab.
5 How many books can you borrow from the library?

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Resource 29 Test yourselves

5.2 Grammar (*must/mustn't, should/shouldn't*)

Student A

1 Choose the correct option.

1 They *must* / *mustn't* start studying for their exam this weekend.
2 I think that they *must* / *should* talk to their teacher about the last exam.
3 They *mustn't* / *shouldn't* leave the school next year – it's not a good idea.
4 They *should* / *shouldn't* tidy the classroom before they go on holiday.
5 They *mustn't* / *don't have to* stay at school in the afternoon – they can go home.

2 Read your sentences to Student B.

3 Listen to Student B and check his/her answers.

1 What should I do in this situation? I'm not sure.
2 You should try to save some money if you want to buy a car.
3 You don't have to finish the project today – you can do it tomorrow.
4 You mustn't call your teacher by his first name – the school doesn't allow it.
5 You mustn't cheat in an exam if you don't know the answer.

Student B

1 Choose the correct option.

1 What *must* / *should* I do in this situation? I'm not sure.
2 You *should* / *shouldn't* try to save some money if you want to buy a car.
3 You *mustn't* / *don't have to* finish the project today – you can do it tomorrow.
4 You *mustn't* / *shouldn't* call your teacher by his first name – the school doesn't allow it.
5 You *must* / *mustn't* cheat in an exam if you don't know the answer.

2 Listen to Student A and check his/her answers.

1 They must start studying for their exam this weekend.
2 I think that they should talk to their teacher about the last exam.
3 They shouldn't leave the school next year – it's not a good idea.
4 They should tidy the classroom before they go on holiday.
5 They don't have to stay at school in the afternoon – they can go home.

3 Read your sentences to Student A.

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Could you …?

5.5 Grammar (Past Simple: *was/were* and *could*)







1 _____ could swim when he/she was eight years old.

2 _____ could speak English when he/she was ten years old.

3 _____ could play a musical instrument when he/she was seven.

4 _____ could ski when he/she was five.

5 _____ could cook when he/she was twelve years old.







1 _____ could swim when he/she was eight years old.

2 _____ could speak English when he/she was ten years old.

3 _____ could play a musical instrument when he/she was seven.

4 _____ could ski when he/she was five.

5 _____ could cook when he/she was twelve years old.

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Welcome to the Science Centre

Focus Review 5, Speaking

1 What exactly would you	**a** the tickets to the centre?
2 What are the opening	**b** like to know?
3 Yes, you can	**c** if there are four of you.
4 Can I	**d** discount if I book online?
5 Thank you for	**e** of a family ticket?
6 How can	**f** some information about the centre.
7 Is there a	**g** every day from 10 a.m. till 6 p.m.
8 What's the price	**h** book tickets online?
9 I need	**i** times of the centre?
10 The centre is open	**j** I help you?
11 How much are	**k** your help.
12 The ticket is €15	**l** get a 10 percent discount.

Employee of the Science Centre	Customer
•	•
•	•
•	•
•	•
•	•
	•
	•

1 What exactly would you	**a** the tickets to the centre?
2 What are the opening	**b** like to know?
3 Yes, you can	**c** if there are four of you.
4 Can I	**d** discount if I book online?
5 Thank you for	**e** of a family ticket?
6 How can	**f** some information about the centre.
7 Is there a	**g** every day from 10 a.m. till 6 p.m.
8 What's the price	**h** book tickets online?
9 I need	**i** times of the centre?
10 The centre is open	**j** I help you?
11 How much are	**k** your help.
12 The ticket is €15	**l** get a ten percent discount.

Employee of the Science Centre	Customer
•	•
•	•
•	•
•	•
•	•
	•
	•

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An email to a friend

Focus Review 5, Writing

1 find / On the first day / the classroom / I could not / . .....
2 next month / Would / to visit me / you like / ? .....
3 too busy / I hope / you are not / . .....
4 I / very well / am doing / . .....
5 What / next week / are your plans / ? .....
6 are / How / things? / .....
7 our old one / is / bigger than / My new school / . .....
8 fine / I hope / you are / . .....
9 and stay / soon / Do / to come / you want / ? .....
10 well / I / am getting on / . .....

Greetings	• •
Giving news	• • • •
Asking about plans	• •
Inviting to visit	• •

1 find / On the first day / the classroom / I could not / . .....
2 next month / Would / to visit me / you like / ? .....
3 too busy / I hope / you are not / . .....
4 I / very well / am doing / . .....
5 What / next week / are your plans / ? .....
6 are / How / things? / .....
7 our old one / is / bigger than / My new school / . .....
8 fine / I hope / you are / . .....
9 and stay / soon / Do / to come / you want / ? .....
10 well / I / am getting on / . .....

Greetings	• •
Giving news	• • • •
Asking about plans	• •
Inviting to visit	• •

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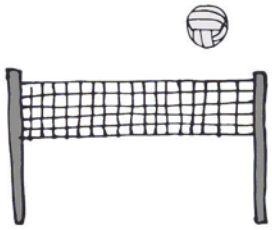
Sports crossword

6.1 Vocabulary (types of sport)

Student A

Across:

1 

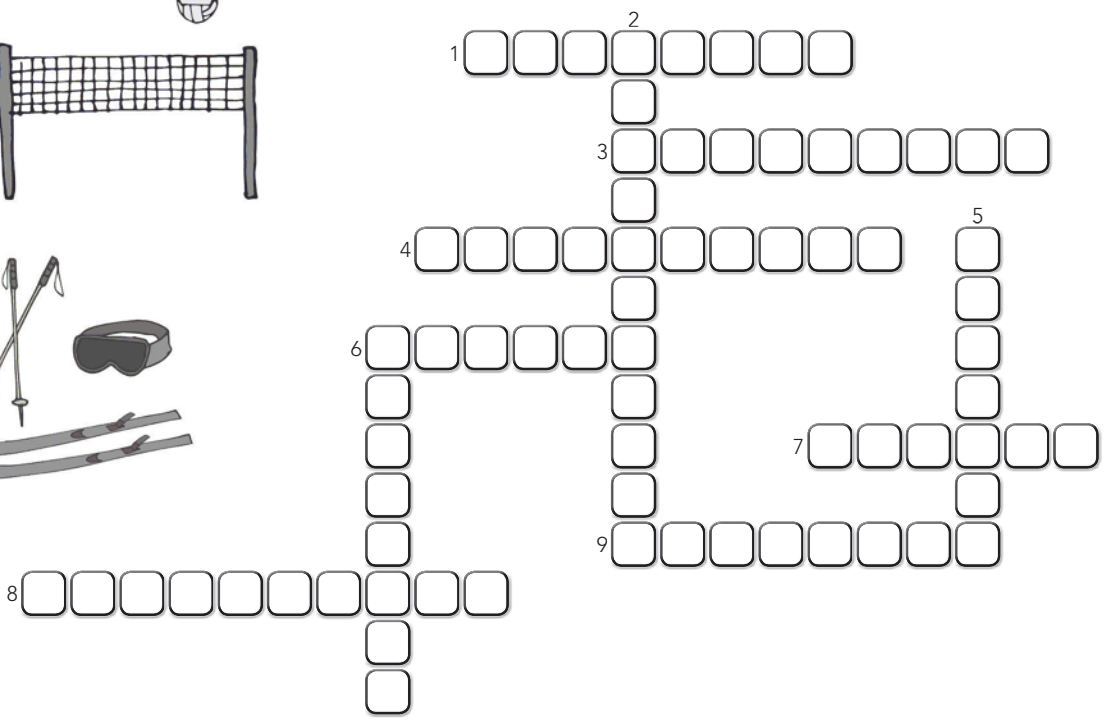
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6 

7 

Down:

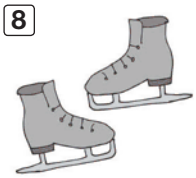
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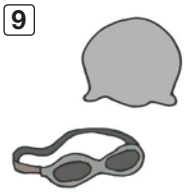


Student B

Across:

3 

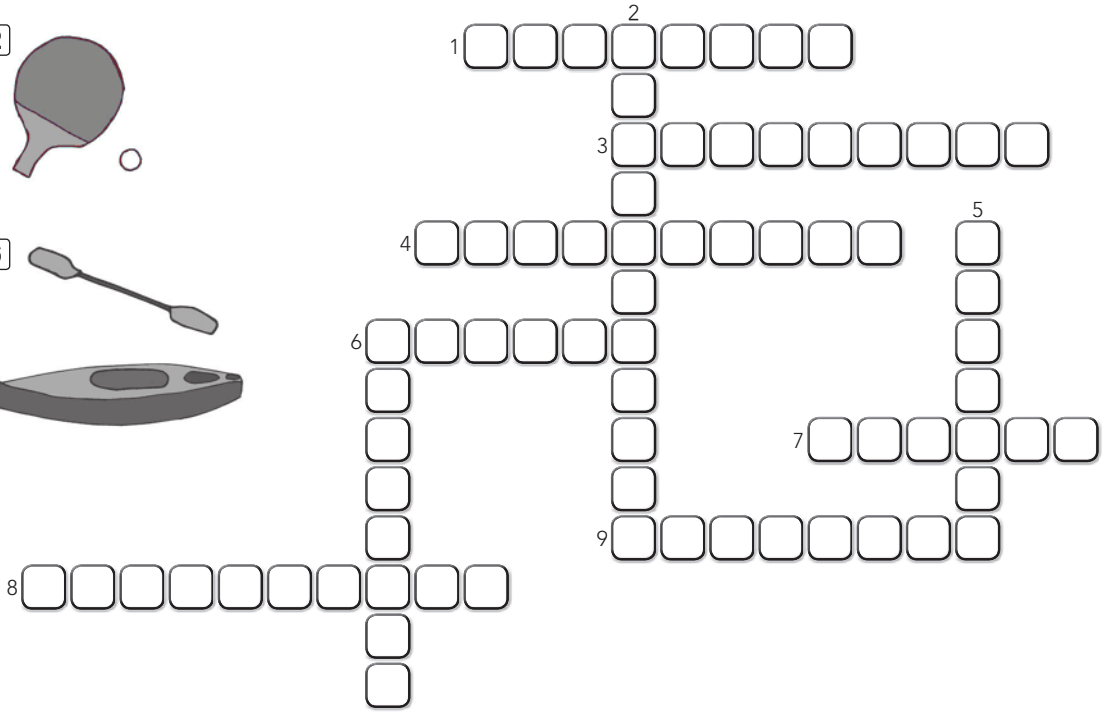
8 

9 

Down:

2

6



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Resource 34 Test yourselves

6.1 Vocabulary

Student A

1a Complete the collocations with *play, go* or *do*.

1 _____ badminton
2 _____ yoga
3 _____ running
4 _____ basketball
5 _____ kung fu
6 _____ kayaking
7 _____ exercises
8 _____ tennis

1b Read your answers to Student B.

1c Listen to Student B and check his/her answers.

1 play hockey
2 do Zumba®
3 go cycling
4 do karate
5 play volleyball
6 go sailing
7 go skiing
8 play football

2a Complete the sentences with one word in each gap. The first letter is given.

1 Harry often plays **t**_____ tennis with his father, but he never wins.
2 Tom is the best **r**_____ I know. Nobody runs faster.
3 How often do you go to the fitness **c**_____ to exercise?
4 Gina often goes **s**_____ in the Alps but she doesn't like snowboarding.
5 Our dance **i**_____ is a great teacher.

2b Listen to Student B and check his/her answers.

1 Andrew didn't **w**in the competition, but he came third.
2 It's my dream to play football for the English **t**eam.
3 You can go ice **s**kating for free in my town.
4 Tina never goes **s**wimming at the pool, because she's afraid of water.
5 What's the best way to keep **f**it in winter?

2c Read your sentences to Student B.

Student B

1a Complete the collocations with *play, go* or *do*.

1 _____ hockey
2 _____ Zumba®
3 _____ cycling
4 _____ karate
5 _____ volleyball
6 _____ sailing
7 _____ skiing
8 _____ football

1b Listen to Student A and check his/her answers.

1 play badminton
2 do yoga
3 go running
4 play basketball
5 do kung fu
6 go kayaking
7 do exercises
8 play tennis

1c Read your sentences to Student A.

2a Complete the sentences with one word in each gap. The first letter is given.

1 Andrew didn't **w**_____ the competition, but he came third.
2 It's my dream to play football for the English **t**_____ .
3 You can go ice **s**_____ for free in my town.
4 Tina never goes **s**_____ at the pool because she's afraid of water.
5 What's the best way to keep **f**_____ in winter?

2b Read your sentences to Student A.

2c Listen to Student A and check his/her answers.

1 Harry often plays **t**able tennis with his father but he never wins.
2 Tom is the best **r**unner I know. Nobody runs faster.
3 How often do you go to the fitness **c**entre to exercise?
4 Gina often goes **s**kiing in the Alps but she doesn't like snowboarding.
5 Our dance **i**nstructor is a great teacher.

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Resource 35 Test yourselves

6.2 Grammar (Past Simple)

Student A

1 Complete the sentences with the Past Simple forms of the verbs in brackets.

1 Thomas and Ben_____ (see) a famous football player in London.
2 I often_____ (cry) when I was a little child.
3 Wendy_____ (break) her leg when she was nine years old.
4 I was very hungry so I_____ (eat) a big hamburger.
5 Simon_____ (like) his new football T-shirt very much.
6 Quentin was the winner – he_____ (look) very happy.
7 Yesterday we_____ (walk) to the sports centre.
8 They_____ (fly) to India last year, but it wasn't cheap.

2 Read your answers to Student B.

3 Listen to Student B and check his/her answers.

1 John decided to buy a new pair of trainers.
2 Last Saturday we ran ten kilometres and we were tired.
3 It took me a lot of time to finish the project.
4 Sally was thirsty so she drank a large bottle of water.
5 They went on holiday to Italy last year.
6 I tried to phone you in the morning.
7 Ann stopped the car to look at the map.
8 Rita wrote an interesting article about sport.

Student B

1 Complete the sentences with the Past Simple forms of the verbs in brackets.

1 John_____ (decide) to buy a new pair of trainers.
2 Last Saturday we_____ (run) ten kilometres and we were tired.
3 It_____ (take) me a lot of time to finish the project.
4 Sally was thirsty so she_____ (drink) a large bottle of water.
5 They_____ (go) on holiday to Italy last year.
6 I_____ (try) to phone you in the morning.
7 Ann_____ (stop) the car to look at the map.
8 Rita_____ (write) an interesting article about sport.

2 Listen to Student A and check his/her answers.

1 Thomas and Ben saw a famous football player in London.
2 I often cried when I was a little child.
3 Wendy broke her leg when she was nine years old.
4 I was very hungry, so I ate a big hamburger.
5 Simon liked his new football T-shirt very much.
6 Quentin was the winner – he looked very happy.
7 Yesterday we walked to the sports centre.
8 They flew to India last year, but it wasn't cheap.

3 Read your sentences to Student A.

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Find someone who …

6.5 Grammar (Past Simple affirmatives, negatives and questions)

Student A







FIND SOMEONE WHO …	Name	Extra information
1 phoned a friend yesterday evening.		
2 played football last weekend.		
3 got up before 7 a.m. this morning.		
4 cycled or walked to school this morning.		
5 won a competition last year.		
6 lived in a different city when they were a child.		
7 helped someone last week.		
8 studied yesterday.		

Questions:

1 .....
2 .....
3 .....
4 .....
5 .....
6 .....
7 .....
8 .....

Student B







FIND SOMEONE WHO …	Name	Extra information
1 phoned a friend yesterday evening.		
2 played football last weekend.		
3 got up before 7 a.m. this morning.		
4 cycled or walked to school this morning.		
5 won a competition last year.		
6 lived in a different city when they were a child.		
7 helped someone last week.		
8 studied yesterday.		

Questions:

1 .....
2 .....
3 .....
4 .....
5 .....
6 .....
7 .....
8 .....

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Resource 37 Vocabulary and grammar check 3

After Unit 6

1 Choose the correct option.

1 Sheila ran dance *steps / classes / instructor* for adults last year.
2 Mark's father always pays for our cinema tickets. He's so *generous / sociable / creative*.
3 Would you like to do *hockey / karate / tennis* with a new instructor?
4 Alice failed her Maths exam but she can *study / retake / revise* it next week.
5 Alex spends hours playing video games every day and doesn't do any sports. He doesn't *keep / care / stand* about his body and health at all!

2 Complete the text with the words in the box. There are two extra words.

earn find join keep learn win workout

School Fitness Club

Do you prefer doing exercises in the gym to staying at home in the evening? If so, this offer is for you! The school fitness club invites sports fans to [1] _____ the evening classes. Together with other members you can go running, play badminton or [2] _____ to do Zumba®. Our instructors decide which [3] _____ is the best for you. Come and [4] _____out more about our fitness plans! Make new friends with people who are into sport! [6] _____ fit and have fun! We're waiting for you every evening from Monday to Friday at 6 p.m. at the school gym. See you there!

3 Complete the dialogue with one word in each gap. The first letters are given.

Helen: Hi, Jeff! How was the dance class yesterday?
Jeff: Great! We learned the dance [1] **s**_____ in salsa. First, we watched the training video and then practised in pairs.
Helen: What a pity I couldn't [2] **t**_____ part in it. Were there any new people?
Jeff: Yes, Lora and Andy joined the advanced group and David was new to our group. I'm sure you know him. Last winter he won the school skiing competition.
Helen: Oh … that David! He's fantastic at skiing and I heard he's the best teenage [3] **s**_____ in the country! He's nice, but sometimes quite unsociable. He never [4] **g**_____ to our Saturday parties!
Jeff: Well, that's because he has a weekend job in a supermarket. He has to [5] **e**_____ some money for new sports equipment.

4 Complete the second sentence with the negative form of the verbs in the first sentences.

1 The 2000 Olympic Games took place in Sydney. The event _____ in Athens.
2 The volunteers are playing with the kids in the school hall. They _____ with them outside.
3 We went sailing last summer. We _____ kayaking.
4 There were some workers in the factory. There _____ any volunteers.
5 Mike scored nine points in the last match. He _____ ten points.

5 Put the words in the correct order to form questions.

1 year / tennis / you / into / Were / last?
_____?
2 you / money / the concert / Could / any / raise / in
_____?
3 the / did / at / of / coach / Why / shout / the end / the game
_____?
4 marathon / should / When / athletes / the / complete / the
_____?
5 get / Did / enough / last / she / night / sleep
_____?

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What should I do?

Focus Review 6, Speaking

Student A

Part 1

1 regularly / You / cycling / should start / . .....
2 relax / Swimming / help you / can / . .....
3 What / get / kind of equipment / should / I / ? .....
4 I / How often / should / train / ? .....
5 It can / a lot of / give you / energy / . .....
6 to wear / It is / comfortable trainers / important. .....
7 you train / regularly / Make sure / . .....
8 a difficult activity / It / is not / . .....
9 do / What sport / you / recommend / ? .....

Asking for advice	Giving advice	Reasons
•	•	•
•	•	•
•	•	•

Part 2

- You would like to have a healthier lifestyle and you want to learn to swim. Ask Student B for advice.
- Listen to Student B's problem and give them some advice.

Student B

Part 1

1 regularly / You / cycling / should start / . .....
2 relax / Swimming / help you / can / . .....
3 What / get / kind of equipment / should / I / ? .....
4 I / How often / should / train / ? .....
5 It can / a lot of / give you / energy / . .....
6 to wear / It is / comfortable trainers / important. .....
7 you train / regularly / Make sure / . .....
8 a difficult activity / It / is not / . .....
9 do / What sport / you / recommend / ? .....

Asking for advice	Giving advice	Reasons
•	•	•
•	•	•
•	•	•

Part 2

- Listen to Student A's problem and give them some advice.
- Tell Student A that you need to lose weight and you would like to be fitter. Ask them for advice.

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Best tournament ever!

Focus Review 6, Writing

Part 1

Type of sports event	• It was the W _ _ _ d Cup.
	• I saw the volleyball f _ _ _ _ s last night on TV.
	• There were over 2,000 runners in a m _ r _ t _ _ _ in our town.
Time and place	• It took p _ _ _ _ yesterday at the swimming p_ _ _.
	• The tournament h _ _ p _ _ _ d last week at our school _ y _.
	• The match st_ _ _ e _ at 6 p.m. and _ i _ _ s_ _ d at 11 p.m.
Description of an event	• One of the basketball p _ _ _ _ r _ fell and broke his leg.
	• During the Zumba® tournament, everybody started d _ _ _ _ n _ as well.
	• The _ o_ _ _ t _ t _ _ _ put on blue and pink T-shirts to support sick children.
Results	• Last year's ch _ _ _ i _ n had the best result.
	• The fastest runner w_ _ a gold _ _ _ _ l in the marathon.
	• One of our best players _c _ r _ _ five g _ _ _ s in one match!

Part 2



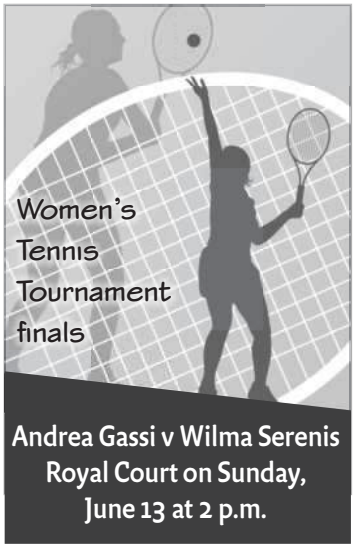
NOT TO BE MISSED!

Charity Football Match

Legends vs. Veterans

Celtic Park Football Pitch

Saturday, October 25, 16:00





I saw ..... (what event)?

It took place ..... (when?)

in/at ..... (where?).

During the event ..... (what happened?)

and ..... (how it finished?).

..... (who?)

won ..... (what?).

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Holiday time

7.1 Vocabulary (holidays and travel)

Student A

1 You went on **an activity holiday.**

You:
- travelled by plane and bike.
- stayed in a guesthouse.
- went on some excursions.
- visited some local markets.
- ate street food three times.
- went mountain biking, kayaking and climbing.



2 You went on **a package tour.**

You:
- travelled by plane and coach.
- stayed in three-star hotels.
- visited tourist attractions.
- had a guide.
- visited some museums.
- ate in excellent restaurants.



Student B

3 You went on **a beach holiday.**

You:
- went swimming and kayaking.
- ate in some great restaurants.
- travelled by plane and car.
- stayed in a luxury hotel.
- relaxed.
- walked on the beautiful sand.



4 You went on **a backpacking holiday.**

You:
- travelled by coach and train.
- visited some museums.
- didn't spend much money.
- stayed in youth hostels.
- cooked your own food most days.
- went to many different places.



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Resource 41 Test yourselves
7.1 Vocabulary

Student A

1a Complete the collocations with *book, make* or *visit*.

1 _____ a seat
2 _____ a reservation
3 _____ the tourist sights
4 _____ an excursion
5 _____ my accomodation
6 _____ a ferry

1b Read your answers to Student B.

1c Listen to Student B and check his/her answers.

1 book a ticket
2 visit the museums
3 visit local markets
4 book the transport
5 make the arrangements
6 book a hotel

2a Complete the sentences with one word in each gap. The first letter is given.

1 You can swim in the sea or the ocean when you go on a **b**_____ holiday.
2 When you stay at a **b**_____ and **b**_____ , you usually get something to eat in the morning.
3 To travel by sea, go by **s**_____ . It's a big boat.
4 You should go on an **a**_____ holiday if you like climbing or kayaking.
5 You need a tent to stay at a **c**_____ .

2b Listen to Student B and check his/her answers.

1 A **c**oach is a type of bus that you can take for a long trip between different cities.
2 You can see a few interesting places when you go on a package **t**our.
3 To travel by **p**lane you have to go to an airport.
4 A **w**orking holiday is for people who need to earn some money.
5 It's cheap to stay at a **y**outh **h**ostel, but the rooms are usually for six or eight people.

2c Read your sentences to Student B.

Student B

1a Complete the collocations with *book, make* or *visit*.

1 _____ a ticket
2 _____ the museums
3 _____ local markets
4 _____ the transport
5 _____ the arrangements
6 _____ a hotel

1b Listen to Student A and check his/her answers.

1 book a seat
2 make a reservation
3 visit the tourist sights
4 book an excursion
5 book my accomodation
6 book a ferry

1c Read your answers to Student A.

2a Complete the sentences with one word in each gap. The first letter is given.

1 A **c**_____ is a type of bus that you can take for a long trip between different cities.
2 You can see a few interesting places when you go on a package **t**_____ .
3 To travel by **p**_____ you have to go to an airport.
4 A **w**_____ holiday is for people who need to earn some money.
5 It's cheap to stay at a **y**_____ **h**_____ , but the rooms are usually for six or eight people.

2b Read your sentences to Student A.

2c Listen to Student A and check his/her answers.

1 You can swim in the sea or the ocean when you go on a **b**each holiday.
2 When you stay at a **b**ed and **b**reakfast, you usually get something to eat in the morning.
3 To travel by sea, go by **s**hip. It's a big boat.
4 You should go on an **a**ctivity holiday if you like climbing or kayaking.
5 You need a tent to stay at a **c**ampsite.

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Have you ever …?

7.2 Grammar (Present Perfect with *ever*/*never*)

Student A

play basketball eat Chinese food visit London stay at a campsite
win a medal go backpacking ride a horse try kayaking

HAVE YOU EVER …?	YOU	YOUR PARTNER
1 		
2 		
3 		
4 		

HAVE YOU EVER …?	YOU	YOUR PARTNER
5 		
6 		
7 		
8 		

Student B

play basketball eat Chinese food visit London stay at a campsite
win a medal go backpacking ride a horse try kayaking

HAVE YOU EVER …?	YOU	YOUR PARTNER
1 		
2 		
3 		
4 		

HAVE YOU EVER …?	YOU	YOUR PARTNER
5 		
6 		
7 		
8 		

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Resource 43 Test yourselves

7.5 Grammar (Present Perfect + *just/yet/already*)

Student A

1 Complete the dialogues with *just, yet* or *already*.

1 **X:** Have you heard the news about the plane accident _____ ?
Y: Yes, I have _____ read about it in a newspaper.
2 **X:** I've _____ returned from a backpacking holiday.
Y: Have you seen your grandparents _____ ?
3 **X:** Has Jack packed his suitcase _____?
Y: No, he hasn't prepared for his holiday _____ .
4 **X:** Have you been to Spain _____ ?
Y: I've _____ got back from there. The beaches are fantastic there!

2 Read your sentences to Student B.

3 Listen to Student B and check his/her answers.

1 **X:** Have you been to Italy yet?
Y: Yes, we've already visited it four times.
2 **X:** Has Tanya read the guidebook yet?
Y: No, she hasn't even bought it yet.
3 **X:** My parents have already stayed at this hotel once or twice.
Y: And they've just had dinner in its restaurant. I saw them there a minute ago.
4 **X:** Have you made the reservation yet?
Y: No, but I have just found a special offer. Look at it!

Student B

1 Complete the dialogues with *just, yet* or *already*.

1 **X:** Have you been to Italy _____ ?
Y: Yes, we've _____ visited it four times.
2 **X:** Has Tanya read the guidebook _____ ?
Y: No, she hasn't even bought it _____ .
3 **X:** My parents have _____ stayed at this hotel once or twice.
Y: And they've _____ had dinner in its restaurant. I saw them there a minute ago.
4 **X:** Have you made the reservation _____ ?
Y: No, but I have _____ found a special offer. Look at it!

2 Listen to Student A and check his/her answers.

1 **X:** Have you heard the news about the plane accident yet?
Y: Yes, I have already/just read about it in a newspaper.
2 **X:** I've just returned from a backpacking holiday.
Y: Have you seen your grandparents yet?
3 **X:** Has Jack packed his suitcase yet?
Y: No, he hasn't prepared for his holiday yet.
4 **X:** Have you been to Spain yet?
Y: I've just got back from there. The beaches are fantastic there!

3 Read your sentences to Student A.

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Resource 44 Excuse me, how do I get to …?

Focus Review 7, Speaking

Student A

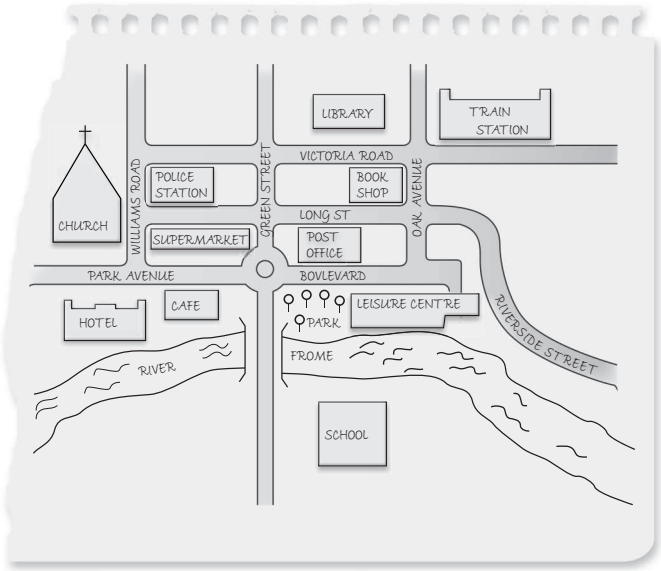
Part 1

way get past where turn along turning

1 Take the second _____ on the left.
2 Walk _____ the bookshop and turn right.
3 How can I _____ to the town hall?
4 Go straight on _____ Victoria Road.
5 Excuse me, _____ is the train station?
6 Can you tell me the _____ there?
7 Go across the road and _____ left into Green Street.

Asking for directions	• • •
Giving directions	• • • •

Part 2



You are in front of the school. Ask Student B for directions to the:

- museum,
- hospital.

Student B

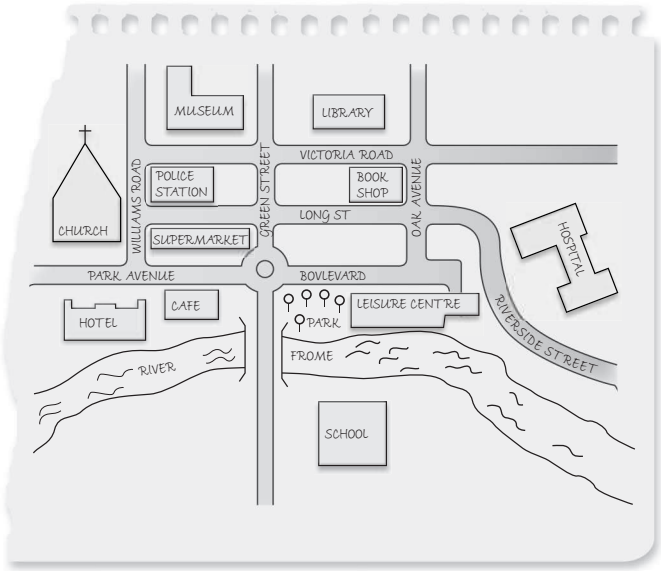
Part 1

way get past where turn along turning

1 Take the second _____ on the left.
2 Walk _____ the bookshop and turn right.
3 How can I _____ to the town hall?
4 Go straight on _____ Victoria Road.
5 Excuse me, _____ is the train station?
6 Can you tell me the _____ there?
7 Go across the road and _____ left into Green Street.

Asking for directions	• • •
Giving directions	• • • •

Part 2



You are in front of the school. Ask Student A for directions to the:

- train station,
- post office.

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A formal letter of enquiry

Focus Review 7, Writing

enquire left contact Sir name faithfully email passenger possible

- ☐ **a** Would it be _____ to send me my bag if you find it, please?
- ☐ **b** Yours _____,
- ☐ **c** The bag is blue, it has a sticker on the top with my _____ on it.
- ☐ **d** Dear _____ or Madam,
- ☐ **e** I am writing to _____ if somebody has found a bag with Biology coursebooks in it on the train from London to Brighton.
- ☐ **f** You can _____ me by phone on 123-456-789 or _____ me at jj.smith@mail.com.
- ☐ **g** I was a _____ on this train on 2nd October and I think I _____ the bag on the floor in the first carriage.



enquire left contact Sir name faithfully email passenger possible

- ☐ **a** Would it be _____ to send me my bag if you find it, please?
- ☐ **b** Yours _____,
- ☐ **c** The bag is blue, it has a sticker on the top with my _____ on it.
- ☐ **d** Dear _____ or Madam,
- ☐ **e** I am writing to _____ if somebody has found a bag with Biology coursebooks in it on the train from London to Brighton.
- ☐ **f** You can _____ me by phone on 123-456-789 or _____ me at jj.smith@mail.com.
- ☐ **g** I was a _____ on this train on 2nd October and I think I _____ the bag on the floor in the first carriage.



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Treasure hunt

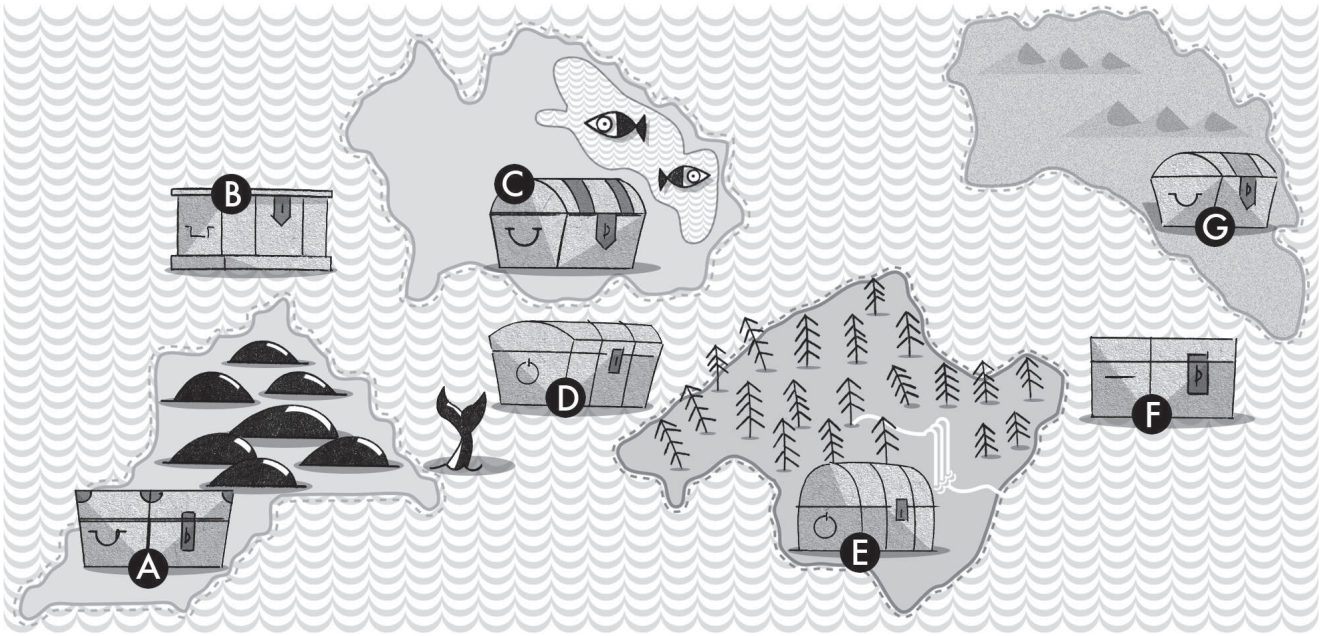
8.1 Vocabulary (landscapes and animals)

Student A

The Bergamute Islands are four islands in the middle of the ocean, thousands of kilometres away from the nearest continent. They lie close to each other but they're totally ☐☐☐☐☐☐☐☐[2]☐. Blue Island, for example, is famous for a blue saltwater lake. It's also home to a colony of sea lions. On Whale Island there are high ☐☐☐☐☐☐☐☐☐. They look like the [1]☐☐☐☐ of a whale. Whales don't come near the island any more because of ☐☐☐☐☐☐☐ ☐☐☐☐[8]☐☐, but you can see ☐☐☐☐☐☐☐☐ and ☐☐☐[6]☐☐☐ there. Deer Island looks like a desert now. In the past people left some toxic waste there. It caused a lot of pollution and the island lost all its wildlife. A beautiful ☐☐☐☐☐☐ still covers Green Island. In the middle of it there's a ☐☐☐☐☐ and a ☐☐☐[9]☐☐☐☐☐☐. A family of unusual black ☐☐☐☐☐☐☐ live there.

Student B

The Bergamute Islands are four islands in the middle of the ☐☐☐☐[4]☐, thousands of kilometres away from the nearest ☐☐☐☐☐☐☐☐☐. They lie close to each other but they're totally different. Blue Island, for example, is famous for a blue saltwater ☐[7]☐☐☐. It's also home to a colony of ☐☐☐ ☐☐☐☐☐. On Whale Island there are high mountains. They look like the back of a whale. Whales don't come near the island any more because of climate change, but you can see dolphins and sharks there. Deer Island looks like a [5]☐☐☐☐☐☐ now. In the past people left some ☐☐☐☐☐ [3]☐☐☐☐☐ there. It caused a lot of ☐☐☐☐☐☐☐☐☐ and the island lost all its ☐☐☐☐☐☐☐☐. A beautiful forest still covers Green Island. In the middle of it there's a river and a waterfall. A family of unusual black beavers live there.



1	9	2	3	9	9	4	8	6	9	9	4	7	4	5	5	9	9	6

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Resource 47 Test yourselves
8.1 Vocabulary

Student A

1a Complete the sentences with one word in each gap. The first and last letter is given.

1 Madagascar is a large **i**_____**d** close to Africa.
2 The teeth of a **s**_____**k** are very sharp, but this fish doesn't attack people very often.
3 The **c**_____**h** is the fastest animal in the world.
4 Our hotel is very close to the beach. You can see the **s**_____**a** from the window and the water is bright blue!
5 Toxic **w**_____**e** from large factories is a huge problem in this area.

1b Read your answers to Student B.

1c Listen to Student B and check his/her answers.

1 Have you ever swum in a **r**ive**r**? It's more difficult than in a pool.
2 The African **e**lephan**t** is usually bigger than the Indian one.
3 Which is the smallest **c**ontinen**t** in the world? Australia?
4 A **w**hal**e** is a very big animal. It lives in the sea, but it's not a fish.
5 A lot of people go skiing in the Tatra **M**ountain**s**.

2a Choose the correct option.

1 Most scientists believe that human activity causes global *change / warming.*
2 People in many places don't have clean water to drink because of *pollution / recycling*.
3 We should all *save / waste* water, so please turn off the water tap.
4 'Green houses' *are good / bad for* the environment because they don't need much electricity.

2b Listen to Student B and check his/her answers.

1 Experts agree that water pollution is a danger to many sea animals.
2 Everyone should try to stop climate change.
3 Old cars are worse for the environment than new cars because they consume more oil.
4 There are bins for plastic, glass and paper in the hall, because everybody must sort all rubbish for recycling.

2c Read your sentences to Student B.

Student B

1a Complete the sentences with one word in each gap. The first and last letter is given.

1 Have you ever swum in a **r**_____**r**? It's more difficult than in a pool.
2 The African **e**_____**t** is usually bigger than the Indian one.
3 Which is the smallest **c**_____**t** in the world? Australia?
4 A **w**_____**e** is a very big animal. It lives in the sea, but it's not a fish.
5 A lot of people go skiing in the Tatra **M**_____**s**.

1b Listen to Student A and check his/her answers.

1 Madagascar is a large **i**slan**d** close to Africa.
2 The teeth of a **s**har**k** are very sharp, but this fish doesn't attack people very often.
3 The **c**heeta**h** is the fastest animal in the world.
4 Our hotel is very close to the beach. You can see the **se**a from the window and the water is bright blue!
5 Toxic **w**as**te** from large factories is a huge problem in this area.

1c Read your answers to Student A.

2a Choose the correct option

1 Experts agree that *air pollution / water pollution* is a danger to many sea animals.
2 Everyone should try to stop climate *change / warming*.
3 Old cars are worse for the *environment / rubbish* than new cars because they consume more oil.
4 There are bins for plastic, glass and paper in the hall, because everybody must *sort / throw away* all rubbish for recycling.

2b Read your sentences to Student A.

2c Listen to Student A and check his/her answers.

1 Most scientists believe that human activity causes global warming.
2 People in many places don't have clean water to drink because of pollution.
3 We should all save water, so please turn off the water tap.
4 'Green houses' are good for the environment because they don't need much electricity.

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In the future

8.2 Grammar (Future with *will*)

START

1

2 BONJOUR!

3

4

5

6

Go back 5 squares!

7

8

9

10 °C 40

11

12

13

Go back 5 squares!

14

15

16

17 TEST 85% Excellent!

18

19

20

21

22

23

Go back 5 squares!

24 CINEMA

25

26

27 2 1 3

FINISH

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PHOTOCOPIABLE

Resource 49 Test yourselves

8.5 Grammar (*be going to*)

Student A

1 Make sentences from the prompts. Use *be going to*.

1 we / use / recycled paper / for the Art project.

_____

2 when / you / visit me / in London?

_____

3 he / plant / a tree / in his garden.

_____

4 Helen / do anything interesting / this weekend?

_____

5 I / not go skiing / with my friends.

_____

2 Listen to Student B and check his/her answers.

3 Listen to Student B and check his/her answers.

1 Are you going to study for the exam tonight?
2 I'm going to visit my grandparents at the weekend.
3 Sally isn't going to live with her parents next year.
4 They're going to use public transport in Berlin.
5 Why is Robert going to throw away his new T-shirt?

Student B

1 Make sentences from the prompts. Use *be going to*.

1 you / study for the exam / tonight?

_____

2 I / visit / my grandparents / at the weekend.

_____

3 Sally / not live / with her parents / next year.

_____

4 they / use public transport / in Berlin.

_____

5 why / Robert / throw away / his new T-shirt?

_____

2 Listen to Student A and check his/her answers.

1 We're going to use recycled paper for the Art project.
2 When are you going to visit me in London?
3 He's going to plant a tree in his garden.
4 Is Helen going to do anything interesting this weekend?
5 I'm not going to go skiing with my friends.

3 Read your sentences to Student A.

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Resource 50 Vocabulary and grammar check 4

After Unit 8

1 Match the sentences halves. There is one extra ending.

1 Scientists have measured the amount of chemicals and toxic
2 The hotel brochure says we have to check
3 You should regularly sort
4 Victor always forgets where he has put his things and then moves
5 On the Earth Day my class planted

a in before 2 p.m.
b change, which means changes in global weather.
c around the house looking for them.
d two hundred young trees along the town streets.
e the household rubbish for recycling.
f waste from the laboratories in the country.

2 Choose the correct option.

1 Will there be a strong wind from the *southern / north / western* tomorrow?
2 When you go camping, make sure you know how to *take part / put up / do well* a tent.
3 We didn't expect to hear *thunder / lightning / fog* after a short shower.
4 I'm afraid you can't get on the boat with this *ticket / luggage / passport*. It's too heavy.
5 To save electricity, turn off the *tap / light / shower* when you leave your room.

3 Complete the newspaper headlines with the words in the box. There are two extra words.

buy carton explore fitness surroundings throw warming

1 The world population is growing so people _____ away more rubbish.
2 There are plans to cut down trees and build a modern _____ centre in the middle of the park.
3 Global _____ is becoming more dangerous to the environment.
4 Tourists want to _____ new places, but don't think about environment protection.
5 What to do with an empty _____?

4 Choose the correct answers.

1 My parents want to save energy, so they _____ some more modern electrical devices next month.
A will buy **B** are able to buy **C** are going to buy
2 Students _____ take part in the summer camp. It's for volunteers.
A don't have to **B** mustn't **C** shouldn't
3 I think that in the future people _____ more public transport than they do now.
A are using **B** will use **C** use
4 There aren't any messages from Mary. She _____ to the hotel yet.
A didn't get **B** hasn't got **C** doesn't get
5 Let's hope the wind _____ the old trees in the park.
A won't destroy **B** don't destroy **C** will destroy

5 Complete the questions to ask for more information.

1 The government are going to use modern strategies to solve the problem.
What modern strategies _____?
2 Tony has already visited almost all European countries.
_____ Greenland yet?
3 Ms Rossi is explaining the exercise.
Who _____ to?
4 The American engineers will build a new rocket to continue the space mission.
When _____?
5 Students should identify the stars.
Which stars _____?

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Resource 51 What do you think about it?

Focus Review 8, Speaking

Student A

Part 1

point sure right think opinion seems mean agree

X: We are going to organise a rock concert for Earth Day. What do you [1]_____ about it?
Y: I'm not [2]_____. I don't see how a concert could help to make our environment better and cleaner.
X: I see what you [3]_____, but we can collect a lot of money from the ticket sales and then donate it to an organisation that collects rubbish from places like forests.
Y: I [4]_____ that we should support such organisations. But it [5]_____ to me that instead of a rock concert you could clean the local forest yourselves on Earth Day.
X: You have a [6]_____, but in my [7]_____ not many people will come to help clean the forest, but a lot of them will come to a concert and buy tickets.
Y: Yes, you're [8]_____. Let's organise a concert then.

Asking for an opinion	•	
Expressing an opinion	•	•
Agreeing	•	•
Partially agreeing	•	•
Disagreeing	•	

Part 2

Situation 1
You want to organise a trip to the zoo to learn more about animals in danger of dying out.

Situation 2
Student B wants to plant trees around the school to make the air cleaner and the area around the school greener. You don't think it's a good idea.



Student B

Part 1

point sure right think opinion seems mean agree

X: We are going to organise a rock concert for Earth Day. What do you [1]_____ about it?
Y: I'm not [2]_____. I don't see how a concert could help to make our environment better and cleaner.
X: I see what you [3]_____, but we can collect a lot of money from the ticket sales and then donate it to an organisation that collects rubbish from places like forests.
Y: I [4]_____ that we should support such organisations. But it [5]_____ to me that instead of a rock concert you could clean the local forest yourselves on Earth Day.
X: You have a [6]_____, but in my [7]_____ not many people will come to help clean the forest, but a lot of them will come to a concert and buy tickets.
Y: Yes, you're [8]_____. Let's organise a concert then.

Asking for an opinion	•	
Expressing an opinion	•	•
Agreeing	•	•
Partially agreeing	•	•
Disagreeing	•	

Part 2

Situation 1
Student A wants to organise a trip to the zoo to learn more about animals in danger of dying out. You don't think it's a good idea.

Situation 2
You want to plant trees around the school to make the air cleaner and the area around the school greener.



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Resource 52 Opinion on a blog

Focus Review 8, Writing

a Last week I found out that the local council is going to destroy the botanical garden and build a large car park instead. I would like to make some comments.

b [1]**I t _ _ _ k** it is the wrong decision. [2]**It _ ee_ _ to me that** our council only thinks about cars and drivers and nobody else.

c [3]**In my _ p _ _ _ o_** the botanical garden in our city is the best place for everybody to relax. Every day a lot of people – young and old – like to walk around the garden. There are a lot of places there to sit down and rest. Also, we can admire amazing plants and trees there.

d [4]**What do you think _ b _ _ t** the council's idea? [5]**Do you _ g _ e _** with it? [6]**_ h _ _ 's your opinion on** this topic? Please, share your ideas on my blog.

Which paragraph:

1 asks for an opinion? ☐
2 presents examples to support your opinion? ☐
3 explains the reason for writing? ☐
4 shows your opinion about the main topic? ☐

Giving an opinion	Asking for an opinion
•	•
•	•
•	•

a Last week I found out that the local council is going to destroy the botanical garden and build a large car park instead. I would like to make some comments.

b [1]**I t _ _ _ k** it is the wrong decision. [2]**It _ ee_ _ to me that** our council only thinks about cars and drivers and nobody else.

c [3]**In my _ p _ _ _ o_** the botanical garden in our city is the best place for everybody to relax. Every day a lot of people – young and old – like to walk around the garden. There are a lot of places there to sit down and rest. Also, we can admire amazing plants and trees there.

d [4]**What do you think _ b _ _ t** the council's idea? [5]**Do you _ g _ e _** with it? [6]**_ h _ _ 's your opinion on** this topic? Please, share your ideas on my blog.

Which paragraph:

1 asks for an opinion? ☐
2 presents examples to support your opinion? ☐
3 explains the reason for writing? ☐
4 shows your opinion about the main topic? ☐

Giving an opinion	Asking for an opinion
•	•
•	•
•	•

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Life skills photocopiable resources

Life skills 1 How to avoid time wasters **244**
Teacher's notes and audioscript **250**

Life skills 2 How to work in a team on school projects **246**
Teacher's notes and audioscript **250–251**

Life skills 3 How to use the Internet in a safe way **248**
Teacher's notes and audioscript **251**

The Life skills audio recordings can be found in the Resources section on Pearson English Portal.

WATCH OUT FOR TIME WASTERS!

You send us your study problems. We give you advice.



I'm really untidy. My school bag is a mess and I can never find anything on my desk. I waste a lot of time trying to find my homework, my books, a ruler or a rubber.

Our advice:

First, tidy your desk, your bag and your pencil case. Do it now and do it every day! Before you start your homework, put everything you need (textbook, exercise book, dictionary, pens, pencils, rubber, etc.) on your desk. That way you don't need to stop studying to look for things.



For me the biggest problem is social media. I've got lots of friends on social media sites. I get a notification from somebody every few minutes so it's really hard for me to study.

Our advice:

Why don't you reduce the number of your contacts on social media? Seriously, how many of your 'friends' are really friends? Keep your close friends and family and lose the others. It's also a good idea to mute group chats on your phone so they don't distract you from your homework.



Sometimes when I do my homework I can't concentrate. I start thinking about other things, like my favourite TV programmes, my football team's next match or other distractions.

Our advice:

You can concentrate on your work better if you give yourself a reward. So after forty-five minutes, stop studying and have a short break. Phone a friend, listen to some music or have a snack. Then start studying again.

GLOSSARY

distraction – something that stops you concentrating on what you are doing

notification – an automatically sent message to inform you about activity on your social media account

mute – stop someone's messages, pictures, etc. appearing on a social media website when you look at it

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PHOTOCOPIABLE

1 **In pairs, ask and answer these questions about your study habits.**

1 Where do you usually study/do your homework?
2 Do you check your phone for messages/go on social media when you study?
3 Is your desk always tidy?
4 What's your favourite time for studying?

2 **Read the website. Then in pairs, discuss the questions.**

1 Which person has similar problems to you?
2 What do you think of the advice?

3 **Read the website again and write Sam, Molly or Jake.**

1 Who has problems with his/her studies because of social media? *Molly*
2 Who finds it difficult to find things?
3 Who doesn't always focus very well on his/her homework?
4 Who needs to limit the number of his/her friends on social media?
5 Who needs to have a short break after studying for some time?
6 Who needs to organise his/her things better?

4 **Listen to an interview with an expert on how to avoid time wasters when studying. Then, in pairs, answer the questions.**

1 Which of the problems from the text does the expert mention?
2 What other problems does she talk about?

5 **Listen again and complete the advice with the words and phrases from the box.**

busy close desk off ~~quiet~~ remove room switch

LIFE SKILLS How to avoid time wasters

- Find somewhere [1]*quiet* to study, for example, in your bedroom or in the library.
- [2]_____ your email and social media and turn [3]_____ your notifications.
- [4]_____ off your phone or put it in another [5]_____ .
- [6]_____ magazines, books, photos and computer games from your [7]_____ .
- Say 'no' to people when you're [8]_____ .

6 **Order the tips in the Life Skills box from 1–5 according to how useful they are (1= very important, 5 = not so important). Then discuss in pairs.**

7 **Complete the table and calculate the number of free hours you have for studying. Compare your answers in pairs.**



HOW MANY HOURS A WEEK DO YOU HAVE FREE FOR STUDYING?

ACTIVITY	NO. OF HOURS PER DAY	NO. OF DAYS	NO. OF HOURS PER WEEK
sleep		× 7 =	
meals (breakfast, lunch, dinner)		× 7 =	
school		× 5 =	
after-school clubs		× _____ =	
travel to/from school		× 5 =	
jobs at home		× 7 =	
extra activities (sport, languages, music, etc.)		× _____ =	
time with friends		× _____ =	
TV/computer games		× 7 =	
social media		× 7 =	
			Total: ____

There are 168 hours per week. After all of my activities, I have: 168 - _____ hours = _____ hours free for studying.

8 **Do the task below.**

LIFE SKILLS Project

A Look again at your results in the table in Exercise 7. Decide what your time wasters are. Make a plan to avoid them and to find more time for studying. Use the ideas in this lesson and in the Life Skills box in Exercise 5 to help you design a good plan.

B Follow your plan for one week.

C After the week is over, tell your class which parts of your plan work for you and which don't. Say why.

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CREATING SUCCESSFUL SCHOOL PROJECTS

In this week's article, James Maddison, the head teacher of Hilltop Secondary School, gives us some useful tips on how to create a successful school project.

In my experience, the students that plan their projects carefully get the best results. It's a good idea to talk about the key stages of your project with the other people in your team. In my opinion, there are four key stages in a project:







A *Deciding on the project*

Imagine your teacher wants you to do a project on the UK. Clearly, your project can't provide information about every aspect of the UK. So, the first thing for your team to do is to choose which topic you want to focus on. Let's say that your team decides to focus on geography. You can then brainstorm ideas to help you decide which aspects of British geography you want to include, for example, the mountains and the rivers and the major towns and cities.

B *Planning your project*

It's important to plan your work on the project together. It's a good idea for each member of the team to have a different role. Perhaps the most creative person in your team can design the slides? You need to give each person a specific task and agree on a deadline for completing the research and producing the information (factfiles, maps, tables, graphs, video, etc.) for the presentation.

C *Researching the information*

You can talk together about the best ways of finding the information you need for your project. You can use the library and, of course, there's lots of information on the Internet. Perhaps the people in your team can suggest good websites to visit?

D *Presenting the project*

The final stage is to decide in detail what you want to include in the project and how to present this information to your class. Together, you can look at all the information from your research and choose the most important elements. It is a good idea to practise the presentation in your group before you present it to the class.

Working on a school project with your classmates teaches you a lot about teamwork. By following these suggestions you can create successful school projects and develop the teamworking skills everyone needs when they enter the world of work.

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PHOTOCOPIABLE

1 **In pairs, discuss the questions.**

1 How often do you do projects at school? Which projects are you working on at the moment?
2 Do you like working on a project on your own or with a team? Say why.

2 **Read the article. Then in pairs say which stage A–D you find the most difficult. Say why.**

3 **Read the article again and complete the chart with words from the text.**

A Deciding on the project
- Read the instructions.
- [1]_____ the topic.
- [2]_____ ideas.
- Agree the content of the project.

B Planning your project
- Decide each person's [3]_____ and tasks.
- Agree on a [4]_____ .

C Researching the information
- Consult books and the [5]_____ .

D Presenting the project
- Decide [6]_____ to present the information.
- [7]_____ your presentation before you present it to the class.

4 **In pairs, read these sentences and decide which stage of a project (A–D) in Exercise 3 they belong to.**

1 ☐ 'OK, so Jack's job is to create the slides and Sarah's job is to find some good photos of British castles.'
2 ☐ 'In this diagram you can see the organisation of the British parliament.'
3 ☐ 'Yesterday I found a fantastic website that gives a lot of information about the history of cricket.'
4 ☐ 'Space? Let's see, we could include the International Space Station or the Apollo missions to the Moon.'
5 ☐ 'Do we agree that all the information needs to be ready by next Monday?'
6 ☐ 'Why don't we make some posters and a map? We can put them on the walls of our classroom.'

5 **What can go wrong when you work on a project in a team? What problems can you face? Discuss in pairs.**

6 **Listen to Anna and David as they tell Chloe about a presentation they did at school. Then answer the questions.**

1 What was the presentation about?
2 How many people were in the team?
3 Which team members did all the work?
4 What was the problem with Ben?
5 What was the problem with Abby?
6 What problem did they have during the presentation?
7 How did they solve the problem?

7 **Read the advice for working in a team on school projects. Did Anna and David follow all the advice? What about Abby? Listen again to check.**

LIFE SKILLS How to work in a team on school projects

1 Before you start, discuss the project with the other people in your team.
2 Each team member has different skills, so give each person in the team a different role.
3 Listen to other people's ideas and opinions.
4 Use brainstorming to help you to choose the best ideas.
5 Explain things to the other people in your team if they don't understand.

8 **In groups of four, discuss your ideas for the project 'A brief guide to an English-speaking country'. Decide on a country, the topics and plan the work for your team. Use the tips from the list below.**

1 Choose one of these countries for your project:
Australia Canada New Zealand the USA
2 Choose one of these topics:
culture films food geography sport
3 Brainstorm ideas to decide which aspects of the topic you want to include.
4 Agree what to include in the project.
5 Agree each person's role.
6 Agree a deadline for researching and preparing the information.

9 **Do the task below.**

LIFE SKILLS Project

A brief guide to an English-speaking country:
- Prepare your part of the project – research the topic, use factfiles, tables, graphs, maps, etc.
- Create the final presentation with your team.
- Present your team's project to the class.
- Discuss with the class how well you worked as a team, describe any problems you had and say how you solved them.

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How to use the Internet in a safe way



1 Jed, 16

The other day I sent a message to Amy, a girl in my class, asking her to go to the cinema. Only, it wasn't me! Someone pretended to be me. I think it was my friend, Steven, because I once told him my password. I think he sent the message to Amy as a (not very funny) joke. It was so embarrassing when I saw Amy in class the next day. I explained what happened and said I was very sorry. She didn't think it was very funny. [1] _____

2 Chloe, 16

It was my sixteenth birthday last Saturday so I had a party with a few of my friends at my house. Unfortunately, one day last week I told some friends about the party on social media and gave them my address. My parents went out for the evening. At ten o'clock a large group of students arrived at the party. They were from my school but they weren't my friends. They were very loud and badly behaved and they played a stupid game in the hall. When my parents got home they were very angry because the house was a mess and the big mirror near the front door was broken. [2] _____





3 Will, 15

Last week, I posted a selfie of me and my best friend Ben on my social media site. We were with some friends in the park and it was a really cool photo. Well, it was a really cool photo of me. I looked great! But it was a terrible photo of Ben. He looked completely ridiculous! Now, he's really angry with me and won't answer his phone when I call him. It was really stupid of me to post that photo but I did it without thinking. [3] _____

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PHOTOCOPIABLE

1 **In pairs, discuss the questions below.**

1 What do you use the Internet for?
2 Which social networking sites do you use?
3 What are the good things about using social media?
4 What problems can you have when you use social media?

2 **Read the forum posts and match gaps 1–3 with sentences A–C. Then, in pairs, say which of these problems you had.**

A My dad told me to change my privacy settings so that only my close friends can see my posts in the future.
B Anyway, I'm going to change my password and I won't share it with anyone ever again.
C I'll be more careful when I share photos online in the future.

3 **Listen to someone talking about staying safe online. Complete her advice with the words from the box. Then match tips a–d to forum entries 1–3 opposite. There is one extra tip.**

check cyberbully horrible identity online passwords post ~~settings~~ share social strangers

a Think about your privacy [1]*settings*. It isn't a very good idea if people you don't know – complete [2]_____ – can see what you're posting [3]_____ , so please [4]_____ your settings carefully.
b Think carefully before you [5]_____ a photo. Would the other people in the photo be happy to see it on [6]_____ media?
c Keep all your [7]_____ secret. Don't [8]_____ them with anyone. That way you can protect your [9]_____ .
d Never say anything [10]_____ about another person online. Don't be a [11]_____ . And if someone is horrible to you, tell your parents or your teacher.

4 **Listen again and check your answers.**

5 **Read the advice in the box below. Are you a smart Internet user? In groups, say how often you follow each piece of advice – always, sometimes or never.**

A *Do you ever share your passwords?*
B *No, I don't.*
C *Sometimes. My sister knows one of my passwords so that she can post things on my site.*

LIFE SKILLS How to use the Internet in a safe way

1 Don't share your password with other people.
2 Don't share personal information online.
3 Be nice to other people when you're online.
4 Check your privacy settings on social media sites.
5 Be careful when you post photos on the Internet.

6 **In pairs, look at the situations below and say what advice you can give each person.**

1 Once I told my brother my Facebook password and yesterday he sent a message from me to a boy at my school. The message said, HAPPY VALENTINE'S DAY! It was really embarrassing!

2 There's a girl in my class who's always horrible to me. She always tells other people that I'm stupid. So last week I sent a message to her. I wrote, 'No one in our class likes you because you're so unfriendly'.

3 I got a message on Facebook from someone I don't know this morning. He said he liked all my photos and he wants to meet me after school.

4 Once I went to a party dressed as Dracula. I posted a photo on Facebook and now all my teachers call me 'Dracula'. It's so annoying!

7 Values **In groups of four, discuss these statements. Do you agree with them? Say why.**

1 When you post messages to people on social media, imagine you are speaking to them face-to-face.
2 Respect other people when you are online.
3 A person that you only know online isn't a real friend.
4 When you post a comment or a photo on social media, it will be online forever.

8 **Do the task below in pairs.**

LIFE SKILLS Project

A With your partner, agree a personal action plan for how you will use social media sites in the future. Write the action plan on a piece of paper.
B Go online and make any necessary changes to your social media account(s).
C Tell the rest of the class what action you took to improve your safety online.

INTERNET SAFETY ACTION PLAN
1 I will change my passwords.
2 I won't ...
3
4
5

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Life skills teacher's notes

Life skills 1

Answer key

Exercise 3

2 Sam
3 Jake
4 Molly
5 Jake
6 Molly

Exercise 4

Problems from the text: distractions, social media, phone messages, untidy desk

Other problems: the internet, tablets, TV, people that bother you

Exercise 5

2 close
3 off
4 switch
5 room
6 remove
7 desk
8 busy

Audioscript

I = Interviewer AM = Anna Miller

I: Today we're talking about time wasters. Not only people that annoy us but the things we do that waste our time and stop us doing more with our lives. Our guest on today's programme is Anna Miller. She's a teacher from London and she's got some good advice for students who want to avoid time wasters and to improve their study habits. Hello, Anna, and welcome to the show.

AM: Hi, Mark. It's great to be here. Today I'd like to talk about how you can make the best use of your study time. It is especially important when you do your homework or you study for an exam or a test. The problem for a lot of students is that there are always so many distractions – you know, things that make it difficult for them to concentrate on their work.

I: OK, so can you give us some examples of the typical things that distract students? And can you explain how they can become better at studying?

AM: Sure. I think these days technology causes a lot of problems for teenagers, you know, the Internet, mobile phones, tablets, that kind of thing. So here are my top five tips for studying at home: Tip number one: it's a good idea to find somewhere quiet to study, for example in your bedroom. You can't concentrate in the living room when the TV is on. Alternatively, you can study in the library at school. Here's my second tip: A lot of students use a computer or a laptop when they study. And, of course, it's very easy to start looking at social media. So, close your email and social media and turn off your notifications. You can check your friends' posts *after* you finish studying.
Tip number three: switch off your phone completely when you are studying. Or put it in another room. You can't concentrate on your work when you get a message on your phone every five minutes. You can check your messages later …
Tip number four: make sure there isn't anything on your desk that can distract you. Remove things like magazines, books, photos and computer games from your desk. It's easier to focus on your work with a tidy desk.
And here's my final tip: learn to say 'No' to people when you're busy with your studies. For example, when your brother wants you to play a computer game with him, say, 'Sorry, I can't. I've got an important test tomorrow'. Maybe you can put a DO NOT DISTURB sign on your bedroom door!

I: Great, thanks very much, Anna. That's really good advice.

Life skills 2

Extra activity

Students copy the diagram from Exercise 3 onto a piece of paper and complete it in order to create a project of their own choice. They should present their projects to their partners and talk about whether it follows the tips from Exercise 3.

Answer key

Exercise 3

1 Choose
2 Brainstorm
3 role
4 deadline
5 Internet
6 how
7 Practise

Exercise 4

1 B
2 D
3 C
4 A
5 B
6 D

Exercise 6

1 British pop music
2 Four
3 Anna and David
4 He didn't come to the meetings, he missed all the deadlines, he did no research or work.
5 She had lots of ideas but they were terrible. She didn't respect the other team members. She didn't do any work.
6 The computer crashed. They had no pictures or music.
7 David sang the songs from the presentation.

Exercise 7

David and Anna followed all the advice but Abby didn't listen to other people's opinions or explain things to the others.

Audioscript

C = Chloe A = Anna D = David

C: Good one, Anna. Hey, didn't you have a presentation today?

A: Yes, we did.

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PHOTOCOPIABLE

C: What was it about?
A: British pop music.
C: How did it go?
A: It was brilliant but …
C: But what? What was wrong with it?
A: Well, to start with we had to do the project in groups of four, right?
C: Yes.
A: Well, David was great. He …
D: Hi, Chloe, hi, Anna.
C: Hello, David.
D: Why exactly am I great?
A: Hi. You're great because you really helped with the project. Not like Ben and Abby.
C: What was the problem with Ben and Abby?
A: Well, Ben didn't come to any of the team meetings and he …
D: He came to the first one.
A: Yeah, he came to the first meeting when we discussed what project to do and we agreed our roles and tasks but after that we never saw him again. He said he worked better by himself but he did nothing. He missed every deadline. He did no research. Nothing at all!
C: And what about Abby?
A: She was OK in the brainstorming activity. Well, I thought she was OK …
D: She made a lot of suggestions.
A: Oh, yes, she had lots of ideas. But we didn't understand them and she didn't explain what she meant.
D: And she didn't understand what we wanted to do, either. I tried explaining it to her but she never listened. She spoke all the time.
A: And when we didn't accept her ideas, she got angry. We listened to her but she didn't listen to us.
C: That's a pity. I like working in a team but you've got to respect the other team members and listen to their opinions.
D: Mmm, you're right.
C: So what about the presentation? Who did it? How did it go?
D: We did it together, Anna and I. I was a bit nervous but Anna was great. It went really well right up to the moment when …
C: What?
A: The computer crashed just before the end. No pictures, no music, nothing!
C: So, what did you do?
A: David started singing all the songs! He was brilliant! He knew all the words.

Life skills 3

Extra activity

Invite students to prepare a presentation on the Internet safety. Students prepare feedback on the presentation. They can prepare a new presentation based on the feedback. They record it and play it for the class in the next lesson or, if time allows, they give their new presentations in front of the class. Have a brief feedback session: was their classmates' feedback helpful? Did it help them improve? How?

Answer key

Exercise 3
1 C
2 A
3 B

Exercise 3
2 strangers
3 online
4 check
5 post
6 social
7 passwords
8 share
9 identity
10 horrible
11 cyberbully

Exercise 6
1 Don't share your passwords with other people.
2 Be nice to other people when you're online.
3 Don't share personal information online; be careful when you post photos on the Internet.
4 Be careful when you post photos on the Internet.

Audioscript

P = Presenter JT = Jennifer Tyler

P: Good morning. Our guest on today's show is Jennifer Tyler. She's a Professor of Internet Studies and she's going to give us some advice on how to use the Internet safely.

JT: Thank you, Jeff. Well, there are a number of things that you can do to stay safe on the Internet. But today I'd like to talk specifically about staying safe when you use social media sites.
First, think about your privacy settings. It isn't a very good idea if people you don't know – complete strangers – can see what you're posting online, so please check your settings carefully. You only want your family and friends to see your posts and your photos when you use social media.
Secondly, it's fun to show people the photos of your birthday party or your holiday. And we all like seeing our friends' photos online. But think carefully before you post a photo. Would the other people in the photo be happy to see it on social media? Would you like your parents to see it? Or your head teacher? Or your future boss? Don't forget that lots of companies will look at your social media pages before they decide to give you a job.
Next, never put any personal information online when you're using social media. You don't want complete strangers to know things like which school you go to, where you live, your phone number or your date of birth. In fact, it's a good idea NOT to use your real name on your personal profile. And of course, keep your passwords secret. Don't share them with anyone. That way, you can protect your identity.
My final piece of advice is to be nice to other people when you're online. Always imagine that you are speaking to someone face to face. Never say anything horrible to another person online. Don't be a cyberbully. And if someone is horrible to you, tell your parents or your teacher. They can help you.

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FOCUS SECOND EDITION

WORD STORE

Pearson

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	p. 2	**p. 3** *have*, *go* and *play* Collocations Prepositions Prepositions and nouns Daily routine
2 Food	WORD PRACTICE 2	WORD STORE 2
	p. 4	**p. 5** Food containers Food products Phrases related to food cooking verbs Food adjectives
3 Work	WORD PRACTICE 3	WORD STORE 3
	p. 6	**p. 7** Jobs *work* and *job* Prepositions *learn* and *teach* Collocations
4 People	WORD PRACTICE 4	WORD STORE 4
	p. 8	**p. 9** Appearance Adjective order Personality Life events Clothes
5 Education	WORD PRACTICE 5	WORD STORE 5
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7 Travel	WORD PRACTICE 7	WORD STORE 7
	p. 14	**p. 15** Holidays and transport *book*, *make* and *visit* Accommodation Travel Tourism
8 Nature	WORD PRACTICE 8	WORD STORE 8
	p. 16	**p. 17** Geography Animals Collocations The weather Word families

WORD STORE 8A | Geography

1	C	O	N	T	I	N	E	N	T
2	I	S	L	A	N	D			
3			L	A	K	E			
4	F	O	R	E	S	T			
5			M	O	U	N	T	A	I	N
6					R	I	V	E	R
7					S	E	A		
8	W	A	T	E	R	F	A	L	L

The natural world

1 Africa, Europe
2 Hawaii, Jamaica
3 Baikal, Tanganyika
4 the Amazon jungle, Sherwood
5 Mount Everest, Mont Blanc
6 the Amazon, the Mississippi
7 the Baltic, the Adriatic
8 Niagara, Iguazú

WORD STORE 8B | Animals



1 elephant



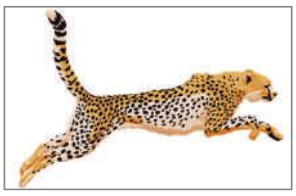
2 lion



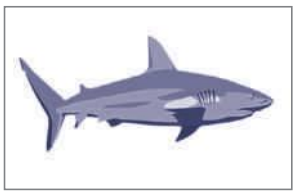
3 tiger



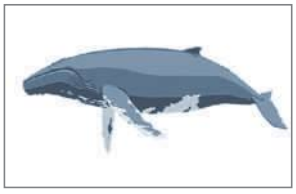
4 bear



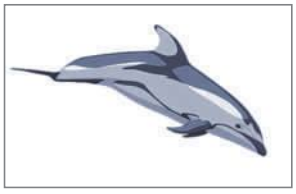
5 cheetah



6 shark



7 whale



8 dolphin



9 deer



10 beaver

WORD STORE 8C | Collocations

1 water/air pollution
2 climate change
3 global warming
4 toxic waste
5 waste recycling
6 good/bad for the environment
7 protect wildlife/the environment

WORD STORE 8D | The weather

NOUN	ADJECTIVE
1 wind	windy
2 sun	sunny
3 rain	rainy
4 fog	foggy
5 cloud	cloudy

WORD STORE 8E | Word families

VERB	NOUN	ADJECTIVE
1 poison	poison	poisonous
2 evolve	evolution	–
3 –	danger	dangerous
4 attack	attacker	–
5 –	intelligence	intelligent

WORD STORE 0.2 | Countries and nationalities

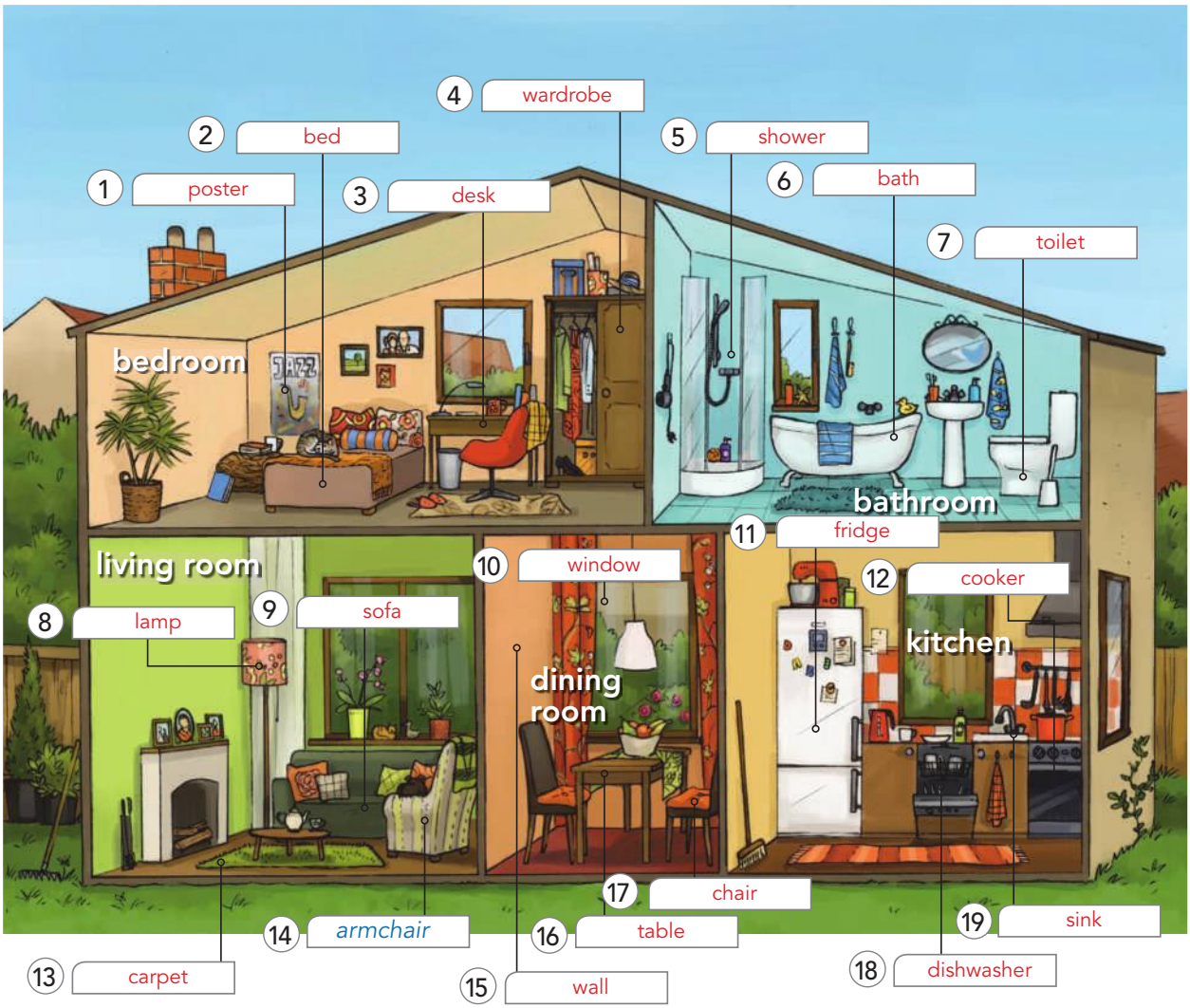
Argentinian Australian Brazilian Canadian Chinese Czech French German Greek Hungarian Irish Italian Japanese Mexican Polish Portuguese ~~Russian~~ Scottish Spanish Swedish Swiss Turkish Vietnamese

Country	Nationality
	-an; -ian; -n
Russia	*Russian*
Germany	German
Australia	Australian
Canada	Canadian
Italy	Italian
Hungary	Hungarian
Brazil	Brazilian
Argentina	Argentinian
Mexico	Mexican

Country	Nationality
	-ish
Scotland	Scottish
Poland	Polish
Spain	Spanish
Sweden	Swedish
Turkey	Turkish
Ireland	Irish
	-ese
China	Chinese
Japan	Japanese
Vietnam	Vietnamese
Portugal	Portuguese
	other
France	French
Greece	Greek
the Czech Republic/Czechia	Czech
Switzerland	Swiss

WORD STORE 0.6 | Rooms and furniture

armchair bath bed carpet chair cooker desk dishwasher fridge lamp poster shower sink sofa table toilet wall wardrobe window



1 Choose the correct answer, A, B or C.

1 Are you interested _____ dance classes?
(A) in
B on
C at

2 I can't stand this music – it's _____ .
(A) rubbish
B brilliant
C awesome

3 My dad coaches a local _____ in his free time.
A restaurant
B youth club
(C) football team

4 Italy is my favourite country. I love _____ different places there.
A driving
B coming
(C) visiting

5 On a _____ school day, I wake up at seven o'clock.
(A) typical
B favourite
C classical

6 We can't listen to music loudly _____ night.
A in
(B) at
C on

7 Do you want to _____ a film on TV with me?
(A) watch
B look
C get

8 Jane's got a fantastic voice – she's a great _____ .
A film star
(B) singer
C writer

9 I haven't got much time today – I'm busy _____ my homework.
A at
B on
(C) with

10 My sister never _____ photos.
A does
B makes
(C) takes

2 Complete the words in the sentences. The first letter of each word is given.

1 C*h e s s* is a game that two people play with black and white pieces.
2 The time when you don't work or go to school on Saturday and Sunday is called the w e e k e n d .
3 A d r u m is a musical instrument. You hit it to make sounds.
4 Someone who writes books is an a u t h o r .
5 Something g r e a t is very big or very good.
6 N o o n is at 12:00 in the middle of the day.
7 When something is t e r r i b l e , it's really bad.
8 F a n t a s y books like *The Hobbit* are not true to life.
9 When it's m i d n i g h t , it's twelve o'clock at night.
10 Your a u n t is your mother's or your father's sister.

3 Choose the best response, A, B or C.

1 Do you like going to the cinema?
A Yes, I love.
B Yes, I can't stand it.
(C) Yes, I enjoy it.

2 Do you often go swimming?
(A) Yes, I go every Monday.
B Yes, I always go.
C Yes, I go in November.

3 Can you play the guitar?
A Yes, I do.
B Yes, I am.
(C) Yes, I can.

4 What time do you get up on Saturdays?
(A) At 10:30.
B To the cinema.
C Because I'm tired.

5 I love real life films.
A It's awesome!
(B) I prefer science fiction.
C My brother prefers rap.

WORD STORE 1A | *have, go and play*

1 go
- out a lot
- out with friends
- to the cinema
- to the park
- to a party
- to a shopping centre

2 play
- video games
- sports
- chess
- the guitar
- the piano
- the drums

3 have
- fun
- a good time
- a party

WORD STORE 1B | Collocations

1 *read* books/magazines/things on the Internet
2 spend time (alone/with friends)
3 watch films/videos/TV
4 visit your family/friends

WORD STORE 1C | Prepositions

about at for in ~~to~~ with

1 listen *to* music
2 go for a walk/a coffee
3 spend time with friends/family
4 spend time at home/in my room
5 talk about films/sport/books/people

REMEMBER THIS

go home — stay **at** home
come home — be **at** home

WORD STORE 1D | Prepositions and nouns

1 in
- the morning
- the afternoon
- the evening

2 on
- Saturdays/Sundays
- Friday/Saturday
- Friday afternoon
- Sunday mornings
- a typical weekday

3 at
- night
- the weekend
- noon
- midnight

4 on
- TV
- the Internet
- YouTube
- Facebook

WORD STORE 1E | Daily routine

1 get *out of* bed (in the morning)
2 stay at home
3 lie/sit on the sofa
4 go for a run/a swim
5 go to the gym/museums
6 go to bed



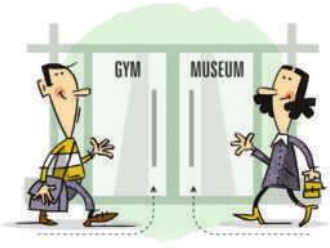
go for a run/swim



get out of bed



stay at home



go to the gym/museum



go to bed



sit/lie on the sofa

1 Choose the correct answer, A, B or C.

1 Can you buy a _____ of bread in the supermarket?
A jar
B can
C loaf

2 First, _____ two litres of water with some salt.
A fry
B boil
C chop

3 It's a _____ dish, so it doesn't have any meat or fish.
A vegetarian
B fresh
C delicious

4 Put the milk _____ to keep it cold.
A in the fridge
B in the pan
C in the bag

5 I don't want to cook tonight. Let's _____ a pizza from a takeaway restaurant.
A order
B serve
C prepare

6 Put some cheese _____ top of the pizza.
A at
B on
C in

7 A recipe _____ .
A tells you the price
B gives you instructions
C recommends a restaurant

8 Please pass me that _____ of honey for my tea.
A packet
B jar
C can

9 Let's buy a _____ of ice cream for dessert!
A tub
B jar
C bag

10 Do you want to go _____ for a meal or do you want to eat at home?
A out
B away
C down

2 Complete the words in the sentences. The first letter of each word is given.

1 I need to go to the supermarket to buy the i*ngredients* for this recipe.
2 S*pa*g*h*e*t*t*i* is long, thin pasta that people often eat with tomato sauce.
3 You eat something when you are h*ungry* .
4 When you s*lice* bread, you cut it into thin pieces.
5 A list of things you can eat in a restaurant is a m*enu* .
6 T*una* is a very popular type of fish. You usually buy it in tins.
7 A d*essert* is usually sweet. You eat it after the main course.
8 That meal was so d*elicious* , yum! You are a good cook!
9 An o*range* is a round fruit. It's also the name of a colour.
10 You can use the word hot to describe food which is s*picy* , like an Indian curry.

3 Complete the conversation with sentences a–h. There are three extra sentences.

Lara: Let's make the sauce with the new recipe, Jan.
Jan: [1] *OK. First, let's chop the onions.*
Lara: Here are the onions. They are ready.
Jan: [2] _____ a _____
Lara: OK. Here's the pan.
Jan: [3] _____ h _____
Lara: OK. We need some bread to have with the pasta.
Jan: [4] _____ g _____
Lara: Good idea, it is big. Let's make a salad too.
Jan: [5] _____ c _____
Lara: Thanks. That's everything. What a great dinner!

a Good. Now let's put the onions in a pan to fry.
b The onions are very big.
c Here is a bowl to mix the salad in.
d Here are the tomatoes.
e OK. First, let's chop the onions.
f Oh no, I hate salad!
g Here is the bread. It's a big loaf, let's slice it.
h While I fry the onions, please boil the water for the pasta.

WORD STORE 2A | Food containers

1 a bag of potatoes
2 a bar of chocolate
3 a bottle of ketchup
4 a can of lemonade
5 a carton of milk
6 a jar of honey
7 a loaf of bread
8 a packet of crisps
9 a tin of tuna
10 a tub of ice cream

WORD STORE 2B | Food products

cocoa **dark** **mayonnaise** ~~**onions**~~ **peas**

1 **a bag of** — onions, sugar
2 **two bars of** — dark chocolate
3 **a bottle of** — oil
4 **a can of** — soup
5 **a carton of** — eggs, orange juice
6 **a jar of/ two jars of** — mayonnaise, tomato sauce
7 **a packet of** — butter, cocoa, flour, Parmesan cheese, spaghetti
8 **a tin of** — peas
9 **a tub of** — vanilla ice cream

WORD STORE 2C | Phrases related to food

1 make a snack = make something small to eat between meals, e.g. a sandwich
2 for dessert = as something sweet to eat at the end of a meal
3 ingredients = the food products you need to cook something
4 get a takeaway = buy cooked food from a shop or restaurant to eat at home

WORD STORE 2D | Cooking verbs

boil **chop** **fry** ~~**mix**~~ **slice**



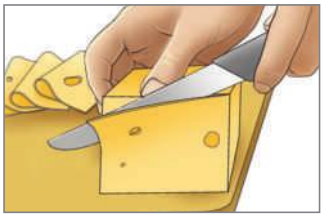
1 mix eggs with potatoes



2 boil potatoes



3 fry meat/an omelette

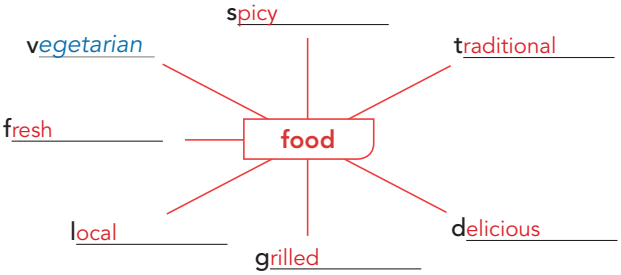


4 slice cheese



5 chop fruit

WORD STORE 2E | Food adjectives



REMEMBER THIS

When we talk about food, **hot** can have two meanings: *not cold or very spicy*.

1 Choose the correct answer A, B or C.

1 George is really good with _____ . He wants to be an accountant.
A children
B numbers
C his hands

2 It's a good idea to _____ voluntary work to gain experience.
A do
B have
C make

3 I normally finish at five, but this week we're very busy, so I'm working _____ hours.
A long
B foreign
C outside

4 Jane's on holiday this week, so I'm responsible _____ sending documents to our clients.
A to
B with
C for

5 We are working _____ a very interesting project at the moment.
A on
B in
C to

6 I work for my uncle's company, so he's my _____ .
A worker
B customer
C boss

7 I don't think you can earn a _____ salary as a waiter.
A high
B well-paid
C demanding

8 My sister works at that café – she's _____ there.
A an au pair
B a waitress
C a hairdresser

9 That shop _____ the best birthday cakes.
A cooks
B sells
C tests

10 _____ is a person who buys a product or service.
A A worker
B A customer
C A shop assistant

2 Complete the words in the sentences. The first letter of each word is given.

1 Tina's a student, so she can't work f u l l -time.
2 Doctors and nurses work at a h o s p i t a l .
3 A t e a m is a group of people who work together.
4 A j o u r n a l i s t writes articles for a newspaper or a magazine.
5 An a r t i s t usually paints or draws in a studio.
6 A f a r m e r grows vegetables and fruit in the countryside.
7 A l a w y e r helps people with legal problems.
8 A m e c h a n i c can repair your car.
9 I have a b a d l y -paid job, so I want to change it.
10 A p l u m b e r can repair your toilet or your shower.

3 Choose the best response, A, B or C.

1 Why aren't you working today?
A I do some work at home.
B I'm on holiday.
C I'm not working.

2 Could you do me a favour?
A Sorry to bother you.
B Yes, I like to.
C Yes, of course.

3 What do you do?
A I'm not studying.
B I work as a mechanic.
C I'm sorry, I can't help you.

4 Do you make a lot of money?
A Yes, I earn a lot.
B No, I earn a lot.
C Yes, I've got some money.

5 Do you work with your hands?
A No, they are clean.
B Yes, I do.
C Yes, I can do that.

WORD STORE 3A | Jobs

1 *-er*	*builder*, engineer, factory worker farmer, gardener, hairdresser lawyer, plumber, soldier taxi driver, teacher, waiter
2 *-or*	doctor
3 *-ist*	artist, dentist, journalist receptionist, scientist
4 *-ant*	accountant, shop assistant
5 Other	architect, astronaut, mechanic nurse, vet

REMEMBER THIS

A man is a **waiter**. A woman is a **waitress**.
A man is an **actor**. A woman is an **actress**.

WORD STORE 3B | *work* and *job*

1 work
- hard
- eight hours a day
- long hours
- full-time
- part-time

2 job
- a well-paid
- a badly-paid
- a part-time
- a full-time

WORD STORE 3C | Prepositions

1 work from home
2 work *for* a company
3 work in a hospital/a school/a supermarket/ a shop/a café
4 work with children/people
5 work with your hands
6 work in a team
7 work on a project/the details

WORD STORE 3D | *learn* and *teach*

1

learn
- to make bread
- practical skills
- Spanish from a friend
- about yourself

2

teach
- children Spanish
- Spanish (to children)
- them about Spain
- them to make bread

REMEMBER THIS

You can teach somebody something or teach something **to** somebody, but you learn something **from** somebody. Also you can learn **to do** something, but you teach somebody **to do** something.

WORD STORE 3E | Collocations

earn
- your [1] *living*
- a [2] lot
- a good [3] salary
- [4] enough (for your needs)
- [5] £350 a week
- [6] some money

1 Choose the correct answer, A, B or C.

1 Can you see that girl with the _____ hair?
A tall
B curly
C young

2 I'm sure Gary spends a lot of time in the gym. His clothes are very _____ .
A generous
B relaxed
C sporty

3 Helen enjoys talking to people in big groups and laughing at their jokes. She's so _____ .
A unsociable
B friendly
C serious

4 Doris is a lot of fun. She's got a great _____ of humour.
A sense
B model
C feeling

5 This _____ is big, but it looks good on my head.
A tie
B hat
C jacket

6 Many people wear a _____ to do sport.
A coat
B skirt
C tracksuit

7 I'm thinking of _____ a fringe.
A making
B having
C taking

8 We don't have to wear _____ clothes on Fridays. We can come to the office in jeans and a T-shirt.
A smart
B untidy
C casual

9 _____ a look. What do you think?
A Take
B Make
C Do

10 I'd like to _____ in love and get married before I finish university.
A fall
B drop
C break

2 Complete the words in the sentences. The first letter of each word is given.

1 Tom hasn't got any hair on his head. He's b*a l d* .
2 Jack is twenty-five and he's got a job. He's old enough to l e a v e home.
3 A person who is very intelligent and bright is c l e v e r .
4 O l d-f a s h i o n e d clothes are not trendy.
5 Pete wants to learn to d r i v e and then buy a car.
6 Suzie is full of energy. She's so e n e r g e t i c .
7 Marie studies very hard and never goes out. She is very s e r i o u s .
8 An u n s o c i a b l e person doesn't like being with other people or going to parties.
9 Blond and light brown hair is f a i r .
10 You wear s o c k s on your feet under your shoes or boots.

3 Complete the dialogue with sentences a–h. There are three extra sentences.

Ellie: Would you like to go to the hairdresser's with me this afternoon?
Grace: 1 *That's a good idea. I'd like a haircut.*
Ellie: OK. We can go to the new one near the shopping centre.
Grace: 2 e
Ellie: I'm thinking of a totally new hairstyle.
Grace: 3 b
Ellie: Yeah, it's OK, but so boring. I need a change!
Grace: 4 g
Ellie: I'm not sure. Is it easy to look after?
Grace: 5 c
Ellie: You're right. Maybe they have some photos we can look at first.

a When do you want to go?
b But I really like your hairstyle. You look great in a long ponytail.
c Maybe not. Let's see what the hairdresser says.
d I like long hair.
e Do you want a haircut too?
f I don't like going to the hairdresser's.
g What about a fringe?
h That's a good idea. I'd like a haircut.

WORD STORE 4A | Appearance

What do you look like? → *I'm …*

age

1 young | middle-aged | old

appearance

slim/thin ≠ fat | short ≠ 2tall | pretty/ 3good-looking ≠ ugly | bald (= no hair)

build

fit | 4sporty | 5well-built

What do you look like? → *I've got … hair/nose.*

hair type

straight | wavy | 6curly

hair length

short | medium-length | 7long

nose

flat | narrow ≠ wide | straight | thin

REMEMBER THIS

's can be short for *is* or *has*, e.g.
*He's tall. = He **is** tall.*
*She's got black hair. = She **has** got black hair.*

WORD STORE 4B | Adjective order

OPINION	LENGTH/SIZE	TYPE	COLOUR	NOUN
beautiful	long	straight	brown	hair
nice	big	round	green	eyes

WORD STORE 4C | Personality

1 kind ≠ unkind
2 confident ≠ shy
3 funny ≠ serious
4 clever ≠ stupid
5 friendly ≠ unfriendly
6 sociable ≠ unsociable
7 positive ≠ negative
8 interesting ≠ boring

REMEMBER THIS

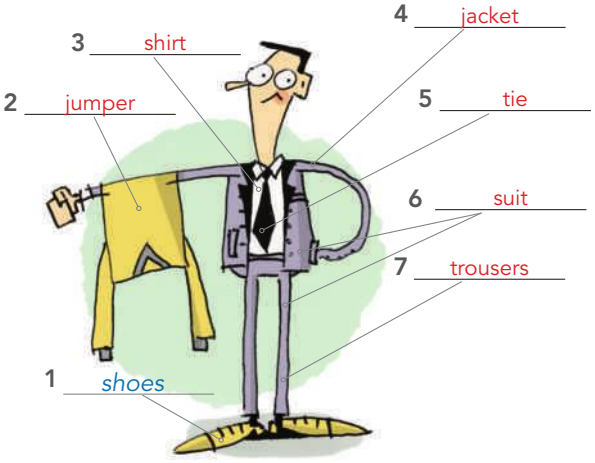
To ask about a person's personality, you say,
*What **is** he **like**? → He's funny and kind.*

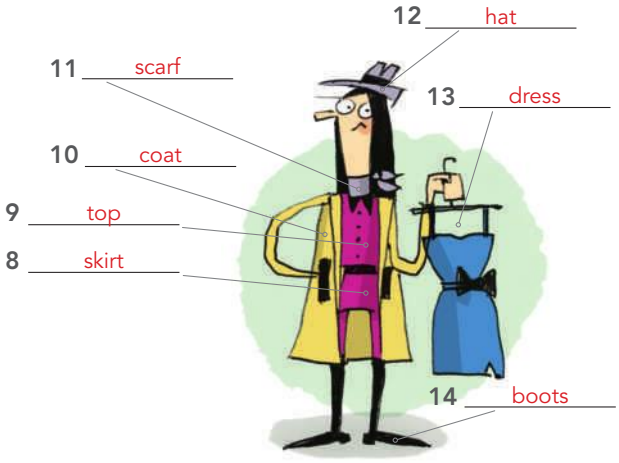
WORD STORE 4D | Life events

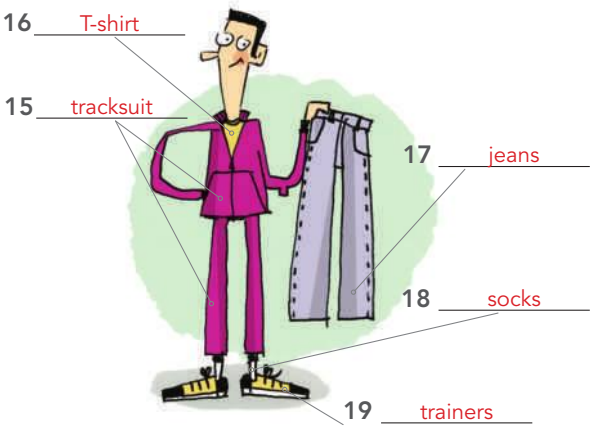
1 buy your first flat/house/home
2 fall in love
3 get married/your first job
4 go on your first date
5 learn to drive
6 leave home

WORD STORE 4E | Clothes

boots coat dress hat jacket jeans trousers scarf shirt T-shirt ~~shoes~~ skirt trainers socks suit jumper tracksuit tie top







1 Choose the correct answer, A, B or C.

1 There's a new canteen at my school. Everyone loves _____ there.
(A) having lunch
B playing sports
C doing experiments

2 My parents get angry if I wake up late and _____ a class in the morning.
A improve
B leave
(C) miss

3 I want to _____ a short course in photography.
A go
(B) do
C make

4 The guided _____ of the museum starts in five minutes.
A trip
(B) tour
C ticket

5 Let's go and _____ out what time our new Science class starts.
A be
B do
(C) find

6 Jen, do you want to take part _____ the school theatre project?
A to
(B) in
C on

7 Sometimes it is a good idea to take a _____ even if you are not sure.
(A) risk
B trial
C danger

8 Who is going to give a _____ on the last day of school this year?
A course
(B) speech
C meeting

9 When you go camping, you must put _____ your own tent.
A to
(B) up
C in

10 Please, concentrate _____ your own work.
A to
(B) on
C in

2 Complete the words in the sentences. The first letter of each word is given.

1 You learn about countries and continents in G*eography*.
2 A **s**taff room is a place where teachers work while they are at school.
3 You can borrow books from a **l**ibrary.
4 **K**indergarten is a type of school for very young children.
5 A **s**tate school is a school that the government pays for.
6 Pupils sit at a **d**esk to study at school.
7 Special clothes that you have to wear to school or work are called a **u**niform.
8 **M**ixed schools are for boys and girls together.
9 A **g**enius is someone very, very intelligent or good at something.
10 A **c**lassroom is a place where you and your classmates learn a lesson from a teacher.

3 Choose the best response, A, B or C.

1 Where's the museum?
A It opens at 10:30.
(B) It's on Park Street.
C It's an excellent museum.

2 Should we book a table?
(A) Yes, it's very popular.
B You mustn't book a table there.
C No, it doesn't need to.

3 Thanks for your help.
A I'm fine.
(B) You're welcome.
C You shouldn't bother.

4 How much is it to visit the Palace?
A The ticket doesn't cost.
B There aren't any tickets.
(C) It's free for children.

5 Can I leave my bicycle there?
(A) No, you mustn't put it in front of the door.
B Yes, you could go.
C No, you don't leave it.

WORD STORE 5A | Types of school

SCHOOLS AND HIGHER EDUCATION

3–4 years old
nursery school/ playgroup/ kindergarten

5 years old
1 *primary school*

11 years old
2 secondary school

16 years old
college

18–19 years old
3 university

Type of school

4 state school ≠ private school	boys' school ≠ girls' school	single-sex school ≠ 5 mixed school

WORD STORE 5B | At school

1 be on time for lessons ≠ be late for lessons
2 come to a class ≠ miss a class
3 start school ≠ leave school
4 do badly in a test ≠ do well in a test
5 get good marks/grades ≠ get bad marks /grades

WORD STORE 5C | Exams

1 revise for an exam = prepare for an exam
2 sit an exam = take an exam/a test
3 take an exam again = retake an exam/a test
4 do well in an exam = pass an exam
5 fail an exam = do badly in an exam
6 entrance exams = exams you take to get into a school/university

REMEMBER THIS

You say **a + subject + exam**
take a Maths exam NOT ~~*an exam from Maths*~~

WORD STORE 5D | Nouns and verbs

borrow ~~**do**~~ **give** **have** **meet** **use**

1 do experiments
2 have a meeting
3 borrow a book/CD/DVD from the library
4 give a speech
5 meet friends
6 use school books in lessons



do experiments



give a speech



have a meeting



meet friends



borrow a book/CD/DVD from a library



use school books in lessons

WORD STORE 5E | Collocations

1 take part
2 improve your skills
3 make friends
4 do a course
5 win a prize

1 Choose the correct answer, A, B or C.

1 Is Gabriel playing _____ the same team as last year?
A at
B for
C on

2 I don't like running, but I _____ yoga twice a week.
A do
B play
C make

3 Frank wasn't the fastest runner. He was third in the race and won a _____ medal.
A gold
B silver
C bronze

4 Skiing is a _____ sport.
A team
B winter
C water

5 The Olympic Games take _____ every four years.
A place
B time
C part

6 I don't like ice _____ because I always fall over.
A skate
B skating
C skiing

7 Do you _____ table tennis?
A do
B play
C go

8 You should do sport to _____ fit.
A make
B have
C keep

9 Do they _____ dance classes in this fitness centre?
A run
B jog
C sprint

10 A professional sportsman should get enough _____ at night to feel well before an important event.
A gym
B sleep
C challenge

2 Complete the words in the sentences. The first letter of each word is given.

1 Kung fu and karate are examples of **m** *a r t i a l* **a** *r t s* .
2 You get a **p** r i z e when you win something.
3 Jack won a swimming **c** o m p e t i t i o n last week.
4 You need a bike to go **c** y c l i n g .
5 A person who gives you instructions on how to do something correctly is an **i** n s t r u c t o r .
6 When you go up a mountain, you **c** l i m b it.
7 A **c** h a m p i o n is a person who wins an important competition.
8 You do **i** n d i v i d u a l sports when you are on your own.
9 I often do **s** t r e t c h i n g exercises before I go for a run.
10 A **r** u n n e r is a person who runs in marathons and other competitions.

3 Complete the dialogue with sentences a–h. There are three extra sentences.

Tom: Hi, Harry! How are you? You weren't at school yesterday.

Harry: [1] *Oh yeah, I went skiing in Scotland and we returned late last night.*

Tom: How fantastic! I went skiing there last weekend. Did you have fun?

Harry: [2] d

Tom: When I went, I took skiing lessons.

Harry: [3] b

Tom: Was her name Helen?

Harry: [4] c

Tom: She said that maybe I can win a competition too if I take many classes.

Harry: [5] e

Tom: Great idea! Let's go next week.

a Did you go with your family?
b So did I. The instructor was great.
c Yes, it was. She won a skiing competition.
d Lots! It was awesome. I was with my best mates.
e We can take classes together!
f I didn't win the competition.
g We can join a gym.
h Oh yeah, I went skiing in Scotland and we returned late last night.

WORD STORE 6A | Sports

Ending with *-ing*

1 cycling
2 ice skating
3 climbing
4 kayaking
5 sailing
6 skiing
7 swimming
8 running
9 kitesurfing

Ending with *-ball*

10 basketball
11 football
12 volleyball

Other

13 badminton
14 karate
15 kung fu
16 table tennis
17 tennis
18 yoga
19 Zumba®

WORD STORE 6B | *go, do* and *play*

1 play
- badminton
- basketball
- football
- hockey
- volleyball
- tennis
- table tennis
- for a team
- for your school

2 go
- cycling
- ice skating
- running
- kayaking
- sailing
- swimming
- skiing

3 do
- exercises
- karate
- kung fu
- yoga
- Zumba

WORD STORE 6C | Sportspeople

Sport	Sportsperson
1 football	*footballer*
2 basketball	basketball player
3 running	runner
4 skiing	skier
5 sailing	sailor
6 cycling	cyclist

A  skier

B  footballer

C  cyclist

D  sailor

E  runner

F  basketball player

REMEMBER THIS

footballer = football player

WORD STORE 6D | Likes and dislikes

+	–
I [1] *like*	I don't like
I enjoy	I [2] don't enjoy
I love	I [3] hate
	I [4] can't stand
I'm [5] into	I'm not into
I prefer	I [6] don't care about

WORD STORE 6E | Collocations

1 *win* a competition
2 join a class/a gym
3 run classes (for children/adults/all age groups)
4 keep fit

1 Choose the correct answer, A, B or C.

1 I'm afraid of flying, so I never travel by _____ .
A ship
B train
C plane

2 Is it necessary to book _____ on the bus to Cambridge?
A a seat
B accommodation
C a reservation

3 When we arrived at the hotel, there was nobody at the _____ .
A platform
B waiting room
C reception desk

4 A lot of people travel in the morning. Sometimes it's difficult to get _____ this train.
A in
B on
C at

5 My parents like to _____ in the summer, so they always go on a beach holiday.
A go climbing
B see the sights
C relax by the sea

6 I need to earn some money, so I'm going on a _____ holiday.
A worked
B working
C worker

7 Excuse me, could you tell me the _____ to the train station?
A road
B way
C street

8 I love going on package tours and seeing all the _____ in big cities.
A destinations
B monuments
C excursions

9 _____ left and then go straight on.
A Take
B Make
C Turn

10 Stop and look around now! The theatre is _____ your right. You can't miss it.
A at
B on
C from

2 Complete the words in the sentences. The first letter of each word is given.

1 A f e r r y is a type of ship that can carry people and cars across a river or sea.
2 An e x c u r s i o n is a short trip when people travel to visit a place.
3 A t r a v e l a g e n c y is a company that helps you find hotel rooms and buy tickets.
4 You can sleep in a tent at a c a m p s i t e .
5 A youth h o s t e l is a type of cheap accommodation for young people.
6 A m u s e u m is a special building where you can see objects important for cultural or historical reasons.
7 An a d v e n t u r e holiday usually includes exciting sports like mountain biking, kayaking or sailing.
8 A t o u r i s t is a person who visits somewhere for a holiday.
9 A train departs from a p l a t f o r m at a station.
10 Passengers go to an a i r p o r t to catch a plane.

3 Choose the best response, A, B or C.

1 We can send you some brochures on Friday.
A I would be happy to send them.
B Would it be possible to send them tomorrow?
C I look forward to hearing from you.

2 Do you need some help?
A Please! How do I get to the park from here?
B Thank you for your help.
C I should walk to the park.

3 Don't forget to do your homework!
A I could forget it.
B I didn't do it.
C I've already done it.

4 I'd love to go to Norway on holiday.
A I've gone there.
B I've been there once.
C How long did you go?

5 When did you go camping in Wales?
A I've been there a long time.
B When I was fourteen.
C Next year, I think.

WORD STORE 7A | Holidays and transport

***go on* + type of holiday**

go on
- an adventure holiday
- *a beach holiday*
- a package tour
- an activity holiday
- a backpacking holiday
- a camping holiday
- a working holiday

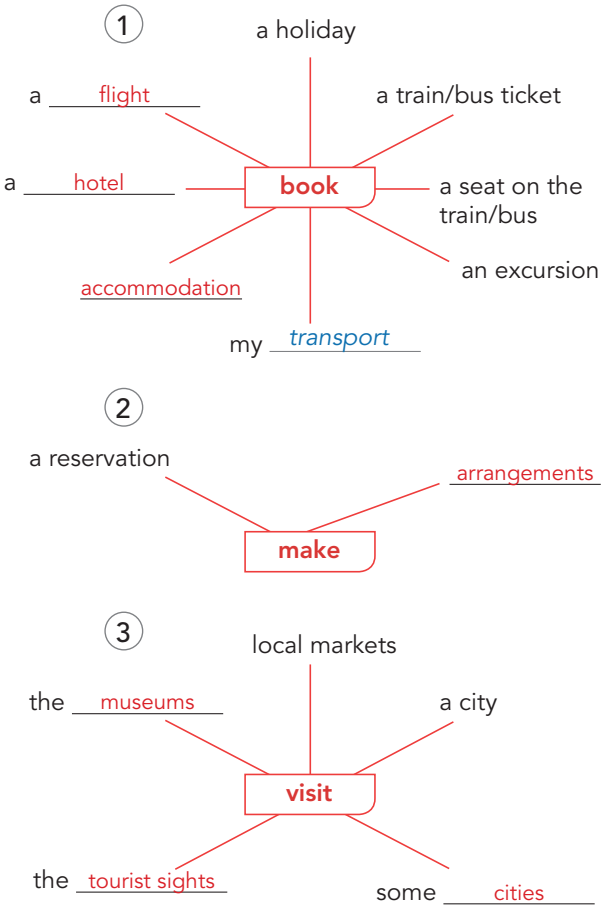
***go/travel by* + type of transport**

go/travel by
- boat
- bus
- ferry
- ship
- plane
- car
- train
- coach

REMEMBER THIS

You say: *travel* ***by*** *car, go* ***by*** *bike, go* ***by*** *bus* but *go* ***on*** *foot*

WORD STORE 7B | *book, make* and *visit*



WORD STORE 7C | Accommodation

stay in/at
- a hotel
- a bed and breakfast (B & B)
- a guesthouse
- a youth hostel
- a campsite

REMEMBER THIS

You say: ***a three-star hotel***, etc. NOT ~~a hotel with three stars~~.
Other examples: *a four-person tent, a three-month trip, a two-week holiday, a two-day excursion*

WORD STORE 7D | Travel

At the hotel

1 The hotel keeps your room for you if you have *a booking*.
2 You must check in when you arrive at the hotel.

At the airport

3 Show your ticket and your passport at the check-in desk.
4 At the check-in desk, they take your luggage and put it in a special place on the plane.
5 They make an announcement when your flight is ready to leave.

At the train station

6 When the train arrives at the platform, you can get on or off the train.
7 Passengers can buy their tickets before or during the train journey.

At a travel agency

8 You can get brochures about holidays in different countries.

WORD STORE 7E | Tourism

1	H	I	G	H	L	I	G	H	T	S
2	P	O	P	U	L	A	T	I	O	N
3	D	E	S	T	I	N	A	T	I	O	N
4	T	O	U	R	I	S	T	S		
5	M	O	N	U	M	E	N	T		
6	E	X	P	L	O	R	E			

A youth hostel

1 The best or most interesting parts of something
2 The number of people that live in a town, region or country
3 The place to which something or someone is going
4 The people that visit a place e.g. on holiday
5 An important and usually old building or structure
6 To travel around a place to learn about it

1 Choose the correct answer, A, B or C.

1 Most scientists agree that the problem of global _____ will get worse in the near future.
A change
B warming
C pollution

2 Watch out, these animals could be _____ .
A danger
B dangerous
C poisonous

3 Take showers instead of baths. You will _____ a lot of water.
A use
B waste
C save

4 The storm suddenly stopped but there was still a _____ , grey sky.
A warm
B cloudy
C rain

5 We need to buy less and throw _____ less.
A away
B over
C under

6 Glaciers in Europe will _____ when the temperature rises.
A melt
B cover
C die out

7 Dogs are often scared when there is _____ and lightning.
A snow
B fog
C thunder

8 Noise _____ is a problem in big cities.
A pollution
B waste
C change

9 It's a good idea to _____ rubbish to protect the environment.
A sort
B throw away
C grow

10 Why don't we _____ some tomatoes in the garden next year?
A plant
B feed
C hunt

2 Complete the words in the sentences. The first letter of each word is given.

1 I usually ski in the winter. But unfortunately this year there is no s*n o w* to ski on!
2 A text describing what the weather will be like is a f o r e c a s t .
3 Sharks and crocodiles a t t a c k smaller animals to eat them.
4 A s h o w e r is a short, light rain.
5 Deer usually live in a f o r e s t .
6 Australia and Asia are c o n t i n e n t s .
7 Please don't forget to f e e d the cat. The meat is in the fridge.
8 After it rains, the s u n usually comes out.
9 A s h a r k is a fish that has sharp teeth and eats smaller fish.
10 An animal's natural environment is its h a b i t a t .

3 Complete the dialogue with sentences a–h. There are three extra sentences.

Jack: The Environmental Club has got a meeting after school today.
Sal: 1 *Really? It's usually on Thursdays.*
Jack: They've changed it because there are extra Maths lessons in Room 15 this Thursday.
Sal: 2 b
Jack: Yes. I'm going to take some of my Wild Life magazines to show the others.
Sal: 3 h
Jack: I don't know. Why?
Sal: 4 c
Jack: I'll give them to him, no worries.
Sal: 5 g
Jack: Oh, he'll really love these! See you soon.

a Don't worry. I'm sure I'll see him tomorrow.
b OK. Are you going? To the club meeting, not the Maths, I mean!
c I can't come today, but I want to give him some animal photos for his project.
d I don't often go to the meetings.
e Really? It's usually on Thursdays.
f You don't need extra Maths! You're really good.
g Thanks a lot, Jack. Here they are.
h That will be interesting. Do you think Brad will be there?

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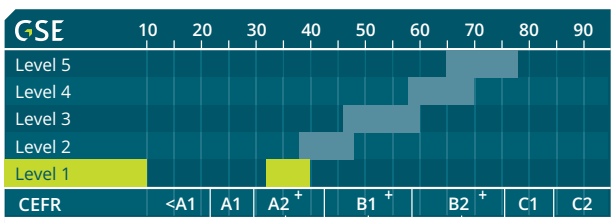
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